Developing, implementing, and disseminating an adaptive clinical reasoning curriculum for healthcare students and educators

612454-EPP-1-2019-1-DE-EPPKA2-KA

Updates on WP7 concerning the website (D7.2) and social media analysis and strategy (D7.1)

Deliverable number	Update D7.1 and D7.2
Delivery date	Dec 2022
Status	v1.0 draft	<u>final</u>
License	BY-NC-ND
Authors	EDU, UAU, Instruct
Reviewed by	All partners

In the following document we will summarize the steps we have undertaken to update the project website during the second year of the project. We also provide access data to our website and present updates from the social network analysis we repeated at the end of the project at the end of November 2022.

Website maintenance

The DID-ACT website (**https://www.did-act.eu**) has been updated in regular intervals during the second year by EDU, UAU and Instruct. Specifically, we have added or updated the following content:

- The reports or summaries for the remaining deliverables D3.3, D3.4, D4.4, D5.3, D7.3, D7.4, D7.5 and updates for D7.2 (this report), D8.3 and D6.3 have been uploaded or linked from the website's results page at the due dates of these deliverables.
- Upcoming events with DID-ACT participation have been added including post-event blog posts:
    - Hybrid project meeting in Maribor, Slovenia in May 2022
    - Annual conference of the European Association for Medical Education (AMEE) in Lyon, France in August 2022
    - Annual conference of German Medical Association in Halle, Germany in September 2022
    - Medical Education Forum in Krakow, Poland in September 2022
    - DID-ACT hybrid project meeting in Krakow, Poland in September 2022

- New team members have been added to the [team page](#) throughout the year
- A separate page for [publications](#) (journal articles and conference abstracts) has been created
- The [integration guideline](#) has been published on the website using a Wordpress plugin "Knowledge Base". More details are described in the [deliverable summary.](#)
- We published 16 [blog posts](#) about achievements or events.

Access to the website

In 2022 we recorded around 12.500 views of our [landing page](#) that provides a summary of the project. Subpages, such as the events (n=587), results (n=790), or blog post (n=826) pages were less visited.

The following figure shows views of subpages of the integration guideline in 2022 (until end of November). One of the main accessed pages in 2022 was the blueprint, that is part of the integration guideline, with more than 1.000 views and a clear peak of views in August 2022 around the AMEE conference at which we promoted it.
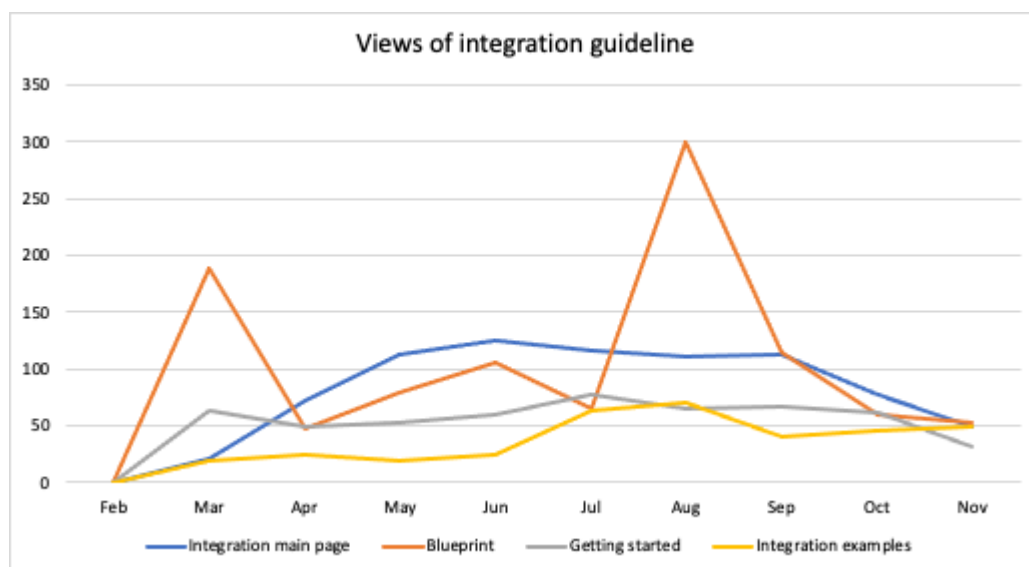

Figure 1: Access to the integration guideline during the third year of the project until the end of November 2022.

Access to the learning management platform

From January until the end of November 2022, we recorded about 14.400 logins into our [learning management system Moodle](#) compared to about 9.000 in 2021. This number includes users who signed up to participate in our courses, but also guests, who took a look at the resources that are available without logging in, such as the DID-ACT learning objectives and the Open Educational Resources (OER) collection. Overall, we have now 439 (was 239 in 2021) registered users on the platform.
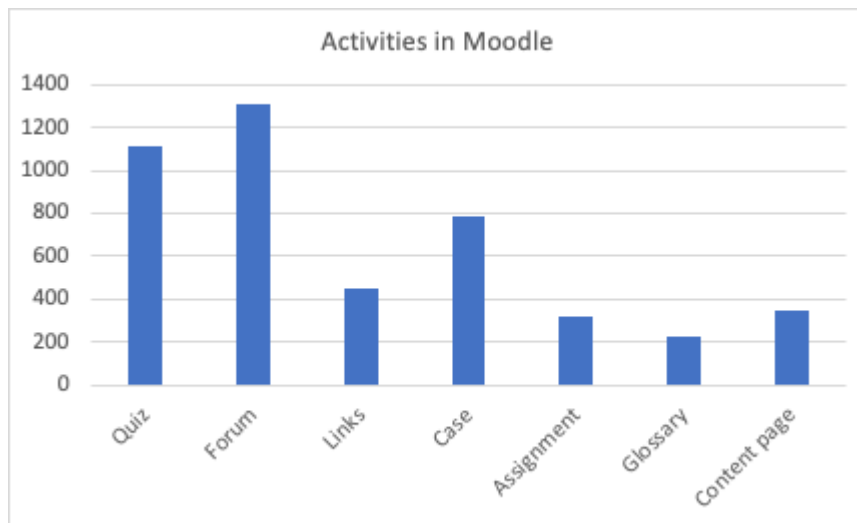
Figure 2: Interactions of users with the different activities in the DID-ACT learning units in 2022 (until end of November).

Social network analysis

We are still using the following social media channels for the DID-ACT Project to publish project-related news:
- Twitter
- LinkedIn
- ResearchGate
- YouTube for publishing videos related to the project.

During the third project year we continued to populate these channels on a regular basis. Depending on the flow of the project, we aimed to post on our social media channels at minimum twice a month. As such, we noted an overall increase across our channels in both followers and general engagement.

Followers (=Vertices)

We identified a total of 167 (102 in 2021) followers when analyzing our Social Media Channels and in addition 212 subscribers on YouTube. We only included followers which provided a minimum amount of data, such as a real name. Overall we have followers from 28 different countries from Europe, Asia, Africa, South America, and North America. By far, most of our followers were based in Germany (n=35, 23%), followed by Canada and Sweden (each 9%). The percentage of Germany-based followers increased from 16% in 2021 and the variety of countries did not change since then.
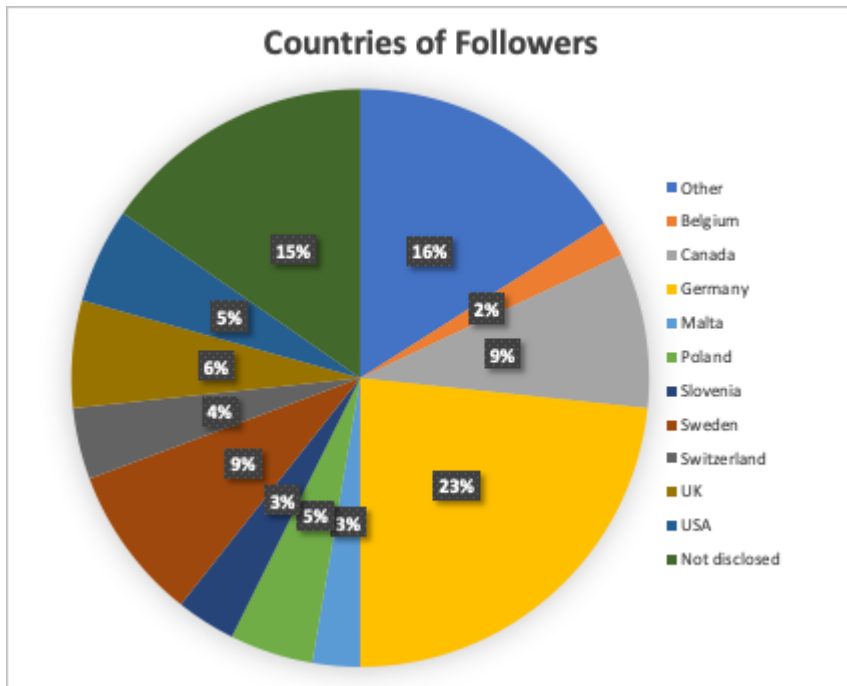
Figure 3: Distribution of followers of the DID-ACT Project Social Media channels by country

More than half of our followers have an academic background (n=79, 52%), 19% are clinicians / healthcare professionals (n=28), and 16% are related to business (n=24) (Figure 4). In comparison to 2021 the rate of academics increased from 43%, whereas the others decreased.
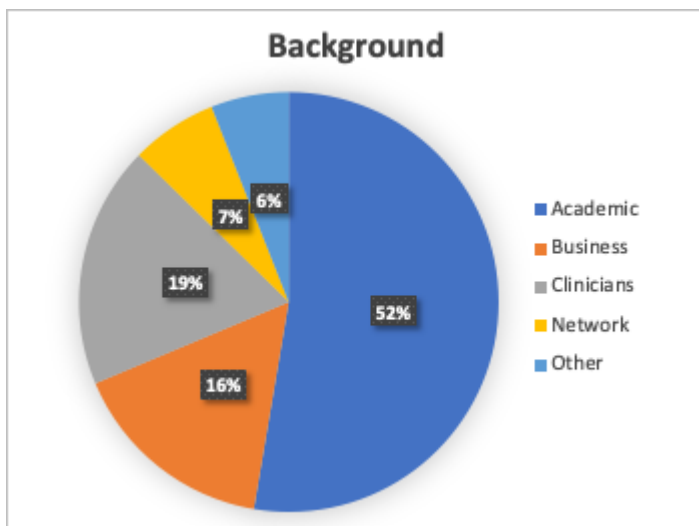

Figure 4: Distribution of Followers of DID-ACT Social Media Channels by Background

Connections (= Edges)

Our network has a total of 432 edges. Twitter (n=58, 13.4%), ResearchGate (n=27, 6.3%) and LinkedIn (n=347, 80.3% 70.8%). In comparison to 2021, we increased our LinkedIn connections most successfully: In 2021 70.8% of connections were based on LinkedIn

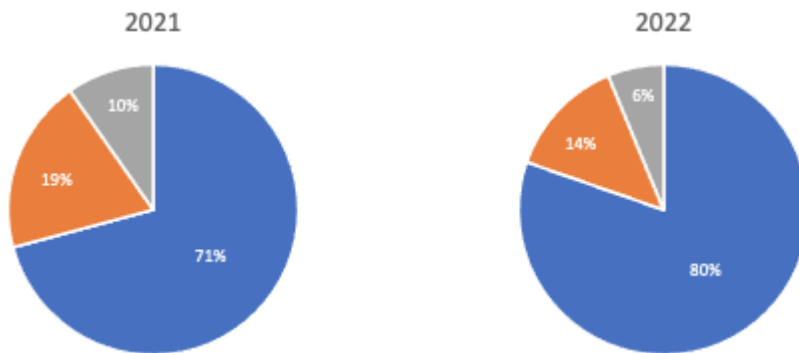whereas ResearchGate and Twitter increased in absolute numbers, but the percentage decreased (Figure 5).

Figure 5: Distribution of Connections (edges) over the three DID-ACT Social Media Channels in 2021 and 2022 (LinkedIn=blue, Twitter=orange, ResearchGate=gray)

Network

The following figure shows screenshots of our network (applying the Fruchterman Reingold layout algorithm) of the social media channels (left: end of 2022, right: end of 2021). Our network has grown substantially during the three years. The network analysis also shows the higher interconnectedness and increase of that in our LinkedIn account (red node).

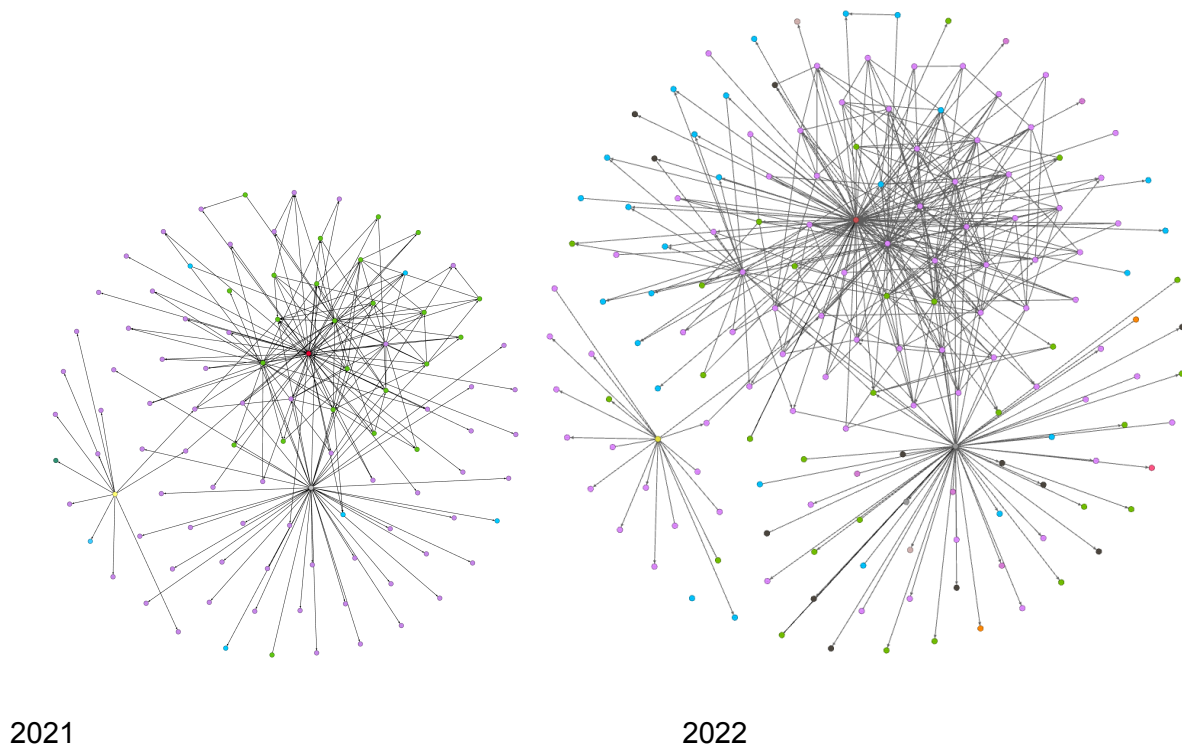2021   2022

Figure 6: Structure of the social network of the social media accounts (red=LinkedIn, yellow= ResearchGate, gray=Twitter; green=partners, blue=associate partners, pink=external)

Additional Social Media Statistics

LinkedIn

Since our last report, we have gained 34 followers on LinkedIn, bringing our total to 90 followers. We posted 29 times on LinkedIn this past year focusing on highlighting our learning units and the integration guideline. We recorded 238 reactions to these posts.

Twitter

This past year, we gained 12 new Twitter followers bringing our total to 59 followers. We had approximately 10.000 impressions this year having made 41 posts. Our engagement rate is ~3%, however, in the last month we had a very strong engagement rate of >5%.

ResearchGate

On ResearchGate, our project is updated regularly, typically 2-3 times a quarter (n=19). In total thus far, our project has 18 followers and 262 reads.

YouTube

Our DID-ACT YouTube channel contains 23 videos and 212 subscribers. Thus, we published 8 new videos in 2022 and attracted 116 new subscribers. The additional videos include general topics such as teaching methods for clinical reasoning and blended learning, but also specific videos for the learning units about Ethical Reasoning or Shared Decision Making. The following figure shows the number of viewers since January 2022.
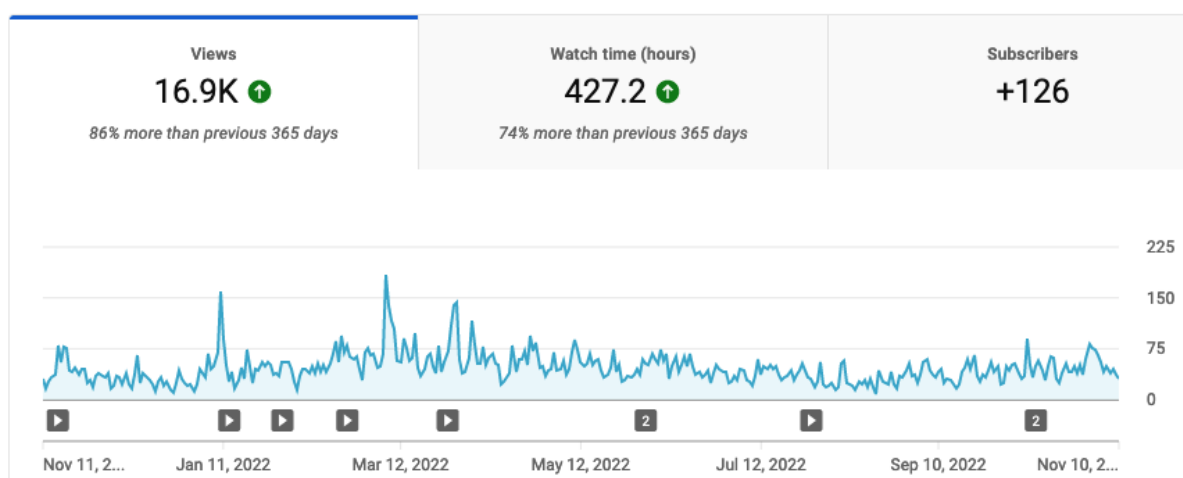

Figure 8: Number of viewers of the DID-ACT YouTube videos in 2022.

Conclusions

We managed to increase our activities and followers on all platforms during the final year of the project. The most successful Social Media platforms were LinkedIn for networking and YouTube for providing easily accessible content. The Social Network graph shows the highest interconnectivity for our LinkedIn network. We see this as a major asset for our sustainability strategy which is based on strong ties with our stakeholders and partners including an extension of our network. Therefore, we will continue to provide DID-ACT related updates to our community through LinkedIn after the funding period.

In terms of views and subscribers, YouTube was a similarly successful platform for DID-ACT, however, we do not have any information about the subscribers, so a further analysis is not feasible.

Overall, we believe that the careful planning at the beginning of the project starting with a Social Network Analysis of partners at that time helped us to implement a dissemination strategy based on the website, the learning platform, and Social Media channels. We also found it useful having one partner (EDU) coordinating all our dissemination activities and being responsible for feeding news to all channels.