

## Digital scholarship: A pilot project for knowledge production in medical education in the digital age

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**Background:** In the last ten years, social medias have increased the opportunities for creating healthcare virtual networks that support community-oriented dialogues. However, there is still a lack of consideration of what and how social medias help participants to transcend the role of consumers to producers of content and knowledge in social networks. Understanding of these questions is the first step for conceptualizing new forms of producing knowledge and generating scholarship in a digital age.

**Summary or work:** We designed a theory-driven bundle of social web technologies with the purpose of promoting different levels of participation and knowledge building that go from understanding, comprehension, to analysis and creation. Facebook, Twitter, LinkedIn, YouTube and Edmodo platforms were conjointly used to present a virtual community in medical education with innovative research, faculty development activities, and soon to come scholarly driven debates aimed at fostering social-media scholarship in simulation and medical pedagogy. Principles of community of practice and active learning theories are at the base of the technology interaction framework that supports this initiative.

**Summary of results:** Alternative metrics, known as “almetrics”, used to measure the impact of digital scholarship will be presented. These metrics focus on social media reach of scholarly works. This study will build upon reach measures such as pageviews and mentions on academic social sites, blogs, Facebook, Twitter. Regression analyses are used to identify which of these metrics correlate strongly with variables of active learning and community of practice such as knowledge building, knowledge sharing, access to expertise,

**Discussion:** In this paper, we argue that theory-driven social medias pushes a reconceptualization of scholarship beyond traditional ways of creating knowledge.

**Take-home messages:** We contend that a new generation of social scholars pushes educators and learning designers to propose opportunities and tools for democratization of knowledge and democratized access to expertise. Difficulties for shifting from traditional to innovative ways of scholarship will be presented. More specifically, issues related to collaboration, copyright and standards for evaluating digital scholarship.