Sharing, retrieving and reusing Health Educational Resources through Social Media and Semantic Web

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Research Scientist
Norut, Norway

MEDINFO 2013
Copenhagen, 22\textsuperscript{nd} Aug 2013
Setting the Scene

Academic Institution

has/create

autonomous specialized educational modules

use

Web 2.0

LCMS

use
Setting the Scene

Communication could not always be achieved

Autonomous specialized educational modules
Setting the Scene

Need of virtual distributed pools of autonomous specialized educational modules

mechanisms for

- Searching
- Rating
- Retrieving
- Adapting
- Evaluating
- Revising

educational content in Medicine and Life sciences
Digital Medical Education Resources

• 2 main ways to search and retrieve

  – Traditional search engines or targeted search to a repository such as YouTube, Flickr, etc…
    • Difficult Procedure?
    • Do we have access to the educational materials that we find?

  – Digital Resources Repositories
    • Usually they are Institutional
    • Global Repositories (Everybody has to upload the resource to a specific Repository)
A need for a different approach?

- There is a wealth of structured (learning) data out there
  - needs to be harvested and processed
  - … to allow users for more “federated searches”…
  - … across repositories that are spread around the Web…
  - Calls for engaging and investing in semantics, social collaboration & social dynamics…
mEducator central idea

• discover, retrieve, use, rate, re-use and **re-purpose** educational **content** **irrespective** of any Learning Management System use

• Target 1: providers and users of such content:
  – expert instructors (academics / health professionals)
  – students / learners

• Target 2: technical providers of educational (health care) solutions
# mEducator Partners

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>Country</th>
<th>Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aristotle University of Thessaloniki</td>
<td>GR</td>
<td>Coordinator, Technology provider, Content provider, User/Evaluation, Dissemination</td>
</tr>
<tr>
<td>2</td>
<td>University of Cyprus</td>
<td>CY</td>
<td>Technology Provider, Content provider, User/Evaluation, Dissemination</td>
</tr>
<tr>
<td>3</td>
<td>Democritus University of Thrace</td>
<td>GR</td>
<td>Content provider, Technology provider, User/Evaluation, Dissemination</td>
</tr>
<tr>
<td>4</td>
<td>MEDTING Medical Exchange Limited</td>
<td>IR</td>
<td>Content provider, Technology provider, Dissemination</td>
</tr>
<tr>
<td>5</td>
<td>Technical Univ. of Cluj-Napoca</td>
<td>RO</td>
<td>Technology provider, Pedagogical expert</td>
</tr>
<tr>
<td>6</td>
<td>Université Nice Sophia Antipolis</td>
<td>FR</td>
<td>Content provider, User</td>
</tr>
<tr>
<td>7</td>
<td>Medical University Plovdiv</td>
<td>BG</td>
<td>Pedagogical expert, Content provider, User</td>
</tr>
<tr>
<td>8</td>
<td>Università degli studi di Catania</td>
<td>IT</td>
<td>Pedagogical expert, Content provider, User/Evaluation</td>
</tr>
<tr>
<td>9</td>
<td>University of Helsinki</td>
<td>FI</td>
<td>Pedagogical expert, Evaluation</td>
</tr>
<tr>
<td>10</td>
<td>St George's Hospital Medical School</td>
<td>UK</td>
<td>Standardisation Body, Pedagogy Expert, Technology and Content Provider</td>
</tr>
<tr>
<td>11</td>
<td>Succubus Interactive</td>
<td>FR</td>
<td>Content and Technology Provider</td>
</tr>
<tr>
<td>12</td>
<td>The Open University</td>
<td>UK</td>
<td>Technology Provider</td>
</tr>
<tr>
<td>13</td>
<td>Coventry University</td>
<td>UK</td>
<td>Content provider, Technology provider</td>
</tr>
<tr>
<td>14</td>
<td>European Cervical Cancer Association</td>
<td>FR</td>
<td>User/Evaluation</td>
</tr>
</tbody>
</table>
mEducator “content”

refers to any type of educational material with a registered history of creation and evolution

• Is linked with
  – specific educational goals and objectives
  – learning outcomes
  – educational contexts/settings

• comes recommended with
  – certain types of teaching methods & strategies
  – and/or assessment
What is Repurposing?

‘...transforming a learning resource initially created for a specific educational purpose in a specific educational context in order to fit a different new purpose in the same or different educational context’

M Educator deliverable D3.1 Content Repurposing: Definition of Repurposing Reasons & Procedures
The mEducator resource schema

- Emphasis on repurposing histories…
- Describing Repurposing histories...
- Metadata schema extensions
mEducator Metadata Scheme
RDF Model

Medical Resource
creator
• RDF: Framework to describe resources on the web
• Statements about resources
• Uses a recommended XML serialization
• It is a W3C Recommendation and part of the W3C's Semantic Web Activity

Johnathan Round
resource Type
mEducator 2.0 - a solution based on Web2.0 technologies

• Modular Web 2.0 Platform using XHTML and CSS2/3
• Responsive AJAX user interfaces
• Modules exported as mashup components to be used within other web platforms
• Social and collaboration functionalities
• Powered by MEDTING framework and search engine
mEducator 2.0: System Features

- Full support of the mEducator schema and all the updates and add-ons
- Multilingual platform (available in all the consortium languages)
- IPR Licensing Support
- Medical Ontology support (SNOMED, MESH)
- Comments, rating, blogs, forum, collaboration groups, user profiles, geolocation, etc.
- Automatic translation
mEducator 2.0: System Features II

- Scalable, responsive and robust system
- AJAX user interaction with animations and user feedback messages
- Fulltext search engine with real-time indexing, results ranking
- Attention Metadata activity integration to improve system usability and user satisfaction
- “Mashup-able” platform
Elementos educativos

Contemporary approach to pharmacological and clinical aspects of novel antidepressants

Depression is the most common illness that affects a large number of individuals in all countries. Recent evidence suggest that depressive episodes if left untreated may heighten severity of subsequent episodes and may increase need for more health care resources.

 Assessment of antibiotic use and comparison with recommendations for their rational use

Irrational and excessive use of antibiotics increases resistance to these preparations. Antimicrobial resistance is a serious public health problem worldwide. The main goal of our study was to evaluate the use of antibiotics (indication, dosage, and treatment duration) in daily family doctors' practice and nonadherence to guidelines on rational antibiotic therapy. A retrospective study of records regarding the prescription of antibiotics for patients in two outpatient settings during the period of January 1, 2005, to December 31, 2005 was performed in Clinic of Family Medicine at Kaunas University of Medicine. Rationality of antibiotic therapy was evaluated according for adherence to published guidelines.
mEducator 3.0: a solution based on Semantic Web Services and Linked Data
MELINA+

• MELINA+ is one of the implementations of the mEducator3.0 technologies.

• It’s a content management system for medical educational resources.

• It’s based on **Drupal**, an open source content management system.
MELINA+

Supports

- Creation and description learning resources
- User registrations/authentication
- Advanced search capabilities
- Commenting system
- Rating system
- Bookmarking system
- Blogs and posts
MELINA+

Advanced features
• RDF support on the core
• Embedded SPARQL endpoint
• DBpedia spotlight annotation
• Social learning collaboration
• Quality process control for learning resources
• Single sign on via WEBID module
Uploading a Resource
Search and Import External Resources to MILES+
Title/Name: John M Branched Virtual Patient
Author(s)/Creator(s): Sophie Vaughan, Jonathan Round
License: Attribution-Non-Commercial-Share-Alike
Resource Language: English
Description Language: English
Creation Date: 2010-01-02

This is the story about a Virtual Patient called John M. He is a little boy who is nearly 3 years old and is brought into Paediatric A&E with bruises. As the case progresses you have to decide on the important aspects of the history and then proceed to investigations in order to make a diagnosis. Depending on your management you have to deal with some associated medical complications.

View more details...

Select this file Go Back to Results
Accompanied Resources from Clinical Trials and Pubmed

<table>
<thead>
<tr>
<th>Relative Clinical Trials from ClinicalTrials.gov</th>
<th>Relative Articles from PubMed.com</th>
</tr>
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<tr>
<td>Feasibility Study of Take-Home LAMU Medication 1</td>
<td>States and plans adjust to ACA's reality.</td>
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<td>Status: Completed, Last Update: November 3, 2006</td>
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<td>Vitamin E and C to Slow Progression of Common Carotid Artery Plaque Build Up</td>
<td>Can having fun protect you from obesity and its cancer risk?</td>
</tr>
<tr>
<td>Status: Updated, Last Update: October 26, 2006</td>
<td>Journal Managed.com (Sanborns, Fl)</td>
</tr>
<tr>
<td>Status: Completed, Last Update: November 10, 2009</td>
<td>Journal Knee surgery, sports traumatology, arthroscopy, official journal of the ESSKA</td>
</tr>
<tr>
<td>The Effects of Illnesses on HIV Levels in the Body</td>
<td>Northern Ireland disease surveillance, October to December 2011.</td>
</tr>
<tr>
<td>Status: Completed, Last Update: June 5, 2005</td>
<td>Journal The veterinary record</td>
</tr>
<tr>
<td>Status: Completed, Last Update: March 15, 2012</td>
<td>Journal European journal of clinical investigation</td>
</tr>
<tr>
<td>A Study of Antiretroviral Heatlh Care Voluntees and HIV Infected Patients Who Have No Symptoms of Infection</td>
<td>The hazards of randomized phase II trials.</td>
</tr>
<tr>
<td>Status: Completed, Last Update: June 22, 2005</td>
<td>Journal Annals of oncology, official journal of the European Society for Medical Oncology (ESMO)</td>
</tr>
<tr>
<td>Physicians' Health Study</td>
<td>Cellulose factories: advancing bioenergy production from forest trees.</td>
</tr>
<tr>
<td>Status: Completed, Last Update: June 22, 2005</td>
<td>Journal The New physiologist</td>
</tr>
<tr>
<td>A Multi Center Clinical Trial To Evaluate Azidovudine (AZT) in the Treatment of Human Immunodeficiency Virus (HIV) Infection In Patients With AIDS P...</td>
<td>The benign form of multiple sclerosis. A study based on 241 cases seen within three years of onset and followed up until the tenth year or more of the disease. By Douglas Mc Alpine. From the Institute of Clinical Research, The Middlesex Hospital Medical School, London W1. Br J Psychiatry 1981;88:198-203.</td>
</tr>
<tr>
<td>Status: Completed, Last Update: May 15, 2012</td>
<td>Journal Brain, a journal of neurology</td>
</tr>
<tr>
<td>A Phase III Study to Evaluate the Safety and Efficacy of Ganciclovir (5,6-Dihydro-5-deoxy-5-oxo-5-carboxyethyl Cytosine [DHGBC]) Treatment of Symptomatic Central Nervous System (CNS) Cytomegalovirus (CMV) Infections.</td>
<td>Geomorphic histories for river and catchment management.</td>
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<tr>
<td>Status: Completed, Last Update: August 26, 2010</td>
<td>Journal Philosophical transactions, Series A, Mathematical, physical, and engineering sciences</td>
</tr>
</tbody>
</table>

You are logged in as Admin User (Logou)
User Collaboration

mEducator mEducator 3.0 mEducator 2.0

Navigation
- Home
  - My home
  - Site pages
  - My profile
    - View profile
    - Forum posts
    - Blogs
- Messages
  - My private files
  - Notes
  - Activity reports
  - Repositories
- Courses

Add / Remove Contacts

Offline contacts (1)
- mEducator test21

Search

Add a block

Online Users Map
(last 5 minutes)

All messages | Recent messages

Friday, 16 March 2012
05:24 PM: hi mEducator user

Message

Send message
User resources within user profile
**Linked mEducator - AUTH Server**


This is a dat

1. your
2. Sema
3. SPAI

1. HTM
You can use
2. RDF
You can also
3. SPAI

---

**SPARQL:**

```sparql
PREFIX db: <http://purl.org/mediator/>
PREFIX mdc: <http://purl.org/mediator/edu/>

SELECT ?x ?y
WHERE {
  ?x mdc:assessmentMethods "afsfasfasfasfasfasfas" .
  ?x mdc:created "1329775200" .
  ?x mdc:discipline "db:md_discipline/3" .
  ?x mdc:disciplineSpecialty "db:md_discipline_specialty/3" .
  ?x mdc:created "1329775200" .
  ?x mdc:discipline "db:md_discipline/3" .
  ?x mdc:disciplineSpecialty "db:md_discipline_specialty/3" .
  ?x mdc:created "1329775200" .
  ?x mdc:discipline "db:md_discipline/3" .
  ?x mdc:disciplineSpecialty "db:md_discipline_specialty/3" .
}

LIMIT 1
```

---

**Results:**

<table>
<thead>
<tr>
<th>Property</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>mdc:assessmentMethods</td>
<td>&quot;afsfasfasfasfasfasfas&quot;</td>
</tr>
<tr>
<td>mdc:created</td>
<td>&quot;1329775200&quot;</td>
</tr>
<tr>
<td>mdc:discipline</td>
<td>&quot;db:md_discipline/3&quot;</td>
</tr>
<tr>
<td>mdc:disciplineSpecialty</td>
<td>&quot;db:md_discipline_specialty/3&quot;</td>
</tr>
<tr>
<td>mdc:created</td>
<td>&quot;1329775200&quot;</td>
</tr>
<tr>
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<td>&quot;db:md_discipline/3&quot;</td>
</tr>
<tr>
<td>mdc:disciplineSpecialty</td>
<td>&quot;db:md_discipline_specialty/3&quot;</td>
</tr>
</tbody>
</table>

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**Other Properties:**

<table>
<thead>
<tr>
<th>Property</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>mdc:isAccompaniedBy</td>
<td>&quot;asdfsadasf&quot;</td>
</tr>
<tr>
<td>mdc:isRepurposed</td>
<td>&quot;db:RepurposingResource/13&quot;</td>
</tr>
<tr>
<td>mdc:mediaType</td>
<td>&quot;<a href="http://purl.org/mediator/mediatype#sketchGraphicalAnnotation">http://purl.org/mediator/mediatype#sketchGraphicalAnnotation</a>&quot;</td>
</tr>
<tr>
<td>mdc:mediaType</td>
<td>&quot;<a href="http://purl.org/mediator/mediatype#text">http://purl.org/mediator/mediatype#text</a>&quot;</td>
</tr>
<tr>
<td>mdc:metadataCreated</td>
<td>&quot;1329775200&quot;</td>
</tr>
<tr>
<td>mdc:quality</td>
<td>&quot;asdfsadasf&quot;</td>
</tr>
<tr>
<td>mdc:resource</td>
<td>&quot;d&quot;</td>
</tr>
<tr>
<td>mdc:resourceType</td>
<td>&quot;<a href="http://purl.org/mediator/resourcetype#diagnosticAlgorithm">http://purl.org/mediator/resourcetype#diagnosticAlgorithm</a>&quot;</td>
</tr>
<tr>
<td>mdc:resourceType</td>
<td>&quot;<a href="http://purl.org/mediator/resourcetype#diagnosticExamWithAnnotations">http://purl.org/mediator/resourcetype#diagnosticExamWithAnnotations</a>&quot;</td>
</tr>
<tr>
<td>mdc:subject</td>
<td>&quot;db:md_subject/8&quot;</td>
</tr>
<tr>
<td>mdc:teachingLearningInstructions</td>
<td>&quot;asdfsadasf&quot;</td>
</tr>
<tr>
<td>mdc:technicalDescription</td>
<td>&quot;asdfsadasf&quot;</td>
</tr>
</tbody>
</table>
• LL+ is an open source online activity modelling system that allows users to build interactive ‘game-informed’ educational activities such as virtual patients, simulations, games, mazes and algorithms

• Based on OpenLabyrinth (OL)
• In addition to OL, LL+ provides:
  – mEducator Metadata Entry Form
  – Advanced Search
  – Rate Resources
  – Search of VP & Educational Resources in other LCMSs and Repositories
  – mEducator Metadata Export Mechanism
  – Repurposing Perspective

• LL+ D2R Server
  – mEducator Metadata to RDF triples
  – SPARQL endpoint
Questions?

Contact:

Stathis.Konstantinidis@norut.no
Social Media & Nursing Education

Margaret Hansen
Associate Professor
School of Nursing & Health Professions
MedInfo2013 Copenhagen, Denmark
Blogs: Social Network System

- Facilitate communication & collaboration
- Motivate students to engage in online learning
- Enhances intercultural encounters
- Equal playing field with a reduction in dynamic cues
- Increased creativity and critical thinking skills
The Potential Use of “Blogs” in Nursing Education

This paper in the current edition of CIN: Computers, Informatics, Nursing provides some useful insights into the use of blogs in educational provision & makes specific recommendation about their use in nursing and healthcare education.
Podcasts

- Active Play
- Listen & Learn
- Social network system
- Collaboration
- Communication
Nursing in Social Media

One of the most active online medical communities is dedicated to nurses as the number of nursing-related websites is enormous. Nursing in Social Media helps you find relevant resources.
Podcasting and MP3 Players: Emerging Education Technologies

Margaret M. Hansen EdD, MSN, RN, University of San Francisco

Article comments

Link to Publisher version:
http://journals.lww.com/cinjournal/Citation/2006/01000/Podcasting_and_MPE.Players.

Suggested Citation
Online Tutorials/Games

The ECG Game

M2hnursing.com
iPod & iPad Research

Iceland

Deserts

Oceans

Mountains
HS500 Social Media and Health Education

- Being launched today
- Online course
- Virtual Worlds
- Wordpress Blogs
- Infographics
- Personal health record development
- Etc.
Discussion

- Effectiveness
- Long Term Retention
- Convenience
- Engaging
- Popular
- Future?
Contact information

- Margaret Hansen
- maggie2hansen@gmail.com
- M2hansen (LinkedIn and Tweet)
- Wordpress Blog
- http://wp.me/p3qDal-d
Educemiology: the “Epidemiology” of Health Education Resources

Panagiotis Bamidis
Assist. Prof.
Medical Education Informatics
Medical School
Aristotle University of Thessaloniki, Greece

http://www.meducator.net
Summary

- A short account on past notions
- Web advances
- mEducator
- The epidemiology paradigm
- Educemiology
- How it is treated in mEducator technology
An account of academic achievements

- In academic career appreciation:
  - publication
  - citation
  - Impact factor
  - h-factor
  - ...

- Any account of education related acknowledgements?
- AAMC guideline to account educational resources academics publish in portals like MedEd
- Nothing in Europe...
highlighted the importance of:
  ◦ Openness
  ◦ enabled social collaboration & improved participation
  ◦ Emergence of social networking & Social intelligence
  ◦ key new terms: “apomediation”, “disintermediation” (Eysenbach, 2008).
  ◦ One’s “fame” in the web?

Web 2.0 role in educational processes
Shifted focus from educators to educational resources
...shared by online communities of learning through various open educational repositories.
Web2.0 notions in mEducator platforms

www.meducator3.net/melinaplus/

mEducator

Is a largely technical project which is developing ways to discover and share multi-type medical education content.

Explore

Either you are a doctor or a medical student explore a large collection of educational objects. Get rich related information via Wikipedia spotlight annotation. Search across connected sites for other resources. All data are available through a SPARQL endpoint.

Ways to explore | Wikipedia spotlight | External search

Create

Create your own educational object including full-metadata descriptions. Repurpose an educational object into a different language or educational level.

Create educational objects | Add metadata descriptions | Repurpose

Collaborate

Create relationships with other members of the community and give them permissions to view or
Web 3.0 (Semantic Web)

- Emphasis on the notion of linked data
- Publishing of structured data so that it can be interlinked more effectively and hopefully become more useful.
- Shifted focus from serving web pages for human readers into sharing information in a way that can be read automatically and “understood” by machines.
- Inevitably this enables data from different sources to be connected in a better way and be queried more effectively and efficiently.
What is Repurposing?

- transforming a learning resource initially created for a specific educational purpose in a specific educational context in order to fit a different new purpose in the same or different educational context

mEducator deliverable D3.1 Content Repurposing: Definition of Repurposing Reasons & Procedures
The mEducator resource schema

- Emphasis on repurposing histories...
- Describing Repurposing histories...
- Metadata schema extensions
Conceptual Model – Overview

Core Metadata
- Mandatory
- Optional *

Educational Metadata *

has

Medical Resource

Repurposing Metadata *

Companion Metadata *

Attention Metadata *
Educemiology – a new term

- Epidemiology
  - “the study of the distribution and patterns of health events, health-characteristics and their causes or influences in well-defined populations”
  
  Wikipedia, 2012

- Educemiology
  - the creation and study of “epidemiological” maps, displaying how medical learning resources from one Institution or academic teacher or expert are distributed to other places and connected to other resources and people, so as to be used in other educational contexts.

  Medical Education Informatics, MEI, 2012
Some interconnected mEducator3.0 platforms
Semantic Geotagging of learning resources

- Resources could be depicted in a map
- mEducator3.0/MILES+
- mEducator3.0/MELINA+
Some Web3.0 notions in mEducator platforms

- Internal Resource connections

- mEducator Resource associated with Clinical Trials (ClinicalTrials.gov) and Pubmed Articles
POLYCOPIE NATIONAL DE CANCERLOGIE

Diagnostiquer une tumeur du sein : argumenter l'attitude thérapeutique et justifier le suivi du patient (159)

1. Cancérologie et anatomopathologie
   1.1. Cancérologie
   1.2. Anatomie Pathologique
2. Étiologie, génétique, facteurs de risque
3. Diagnostic, démarche diagnostique et bilan d'extension
   3.1. Diagnostic
   3.2. Étude clinique
   3.3. Étude anatomopathologique
   3.4. Étude diagnostique
   3.5. Étude d'extension
4. Traitement des formes localisées
   4.1. Traitement locorégional chirurgical
   4.2. Radiothérapie locorégionale
   4.3. Traitement adjuvant systémique
   4.4. Mise en place de formes cliniques particulaires
5. Traitement des formes métastatiques
   5.1. Traitement des cancers de sein métastatique
   5.2. Traitement endocrinien systémique
   5.3. Traitement antiméthionine

Click for Depiction of Relative Resources on a Map

Rate this educational Resource
Pedagogical value:
appropriateness of the proposed learning context:
appropriateness of the proposed target audience:
Relative Educational Resources Map

1) Evaluating an Interactive Cancer Communication System (ICCS) in Lung Cancer Recruiting, Last Update: March 16, 2012
http://ClinicalTrials.gov/show/NCT01012401
1) scFv Antibody: Principles and Clinical Application. Clinical & developmental immunology
2) Irinotecan plus mitomycin C as second-line chemotherapy for advanced gastric cancer resistant to fluoropyrimidine and Cisplatin: a retrospective study.
Gastroenterology research and practice
3) Gastric carcinomas localized to the cardia. Gastroenterology research and practice
**Educational Resource contains the keyword “cancer” connected with Clinical Trials and PubMed Articles**

<table>
<thead>
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</tr>
<tr>
<td><strong>A Multi-Center Clinical Trial To Evaluate Azidodehydrooximine (AZT) in the Treatment of Human Immunodeficiency Virus (HIV) Infection in Patients With AIDS Post First Episode PCP</strong>: Status: Completed, Last Update: February 15, 2012</td>
<td>The benign form of multiple sclerosis. A study based on 211 cases seen within three years of onset and followed up until the tenth year or more of the disease. By Douglas McAlpine. From the Institute of Clinical Research, The Middlesex Hospital Medical School, London W1. Brain 1974; 8: 186-203.&lt;br&gt;<em>Journal</em>: Brain: a journal of neurology</td>
</tr>
<tr>
<td><strong>A Phase III Study to Evaluate the Safety and Efficacy of Ganciclovir (Dihydroxypropoxymethyl Guanine [DHPO]) Treatment of Symptomatic Central Nervous System (CNS) Congenital Cytomegalovirus (CMV) Infections</strong>: Status: Completed, Last Update: August 26, 2010</td>
<td>Geomorphic histories for river and catchment management.&lt;br&gt;<em>Journal</em>: Philosophical transactions. Series A. Mathematical, physical, and engineering sciences</td>
</tr>
</tbody>
</table>
Mapping repurposed resources ?
Mapping one’s achievements

Educemiology: the “Epidemiology” of Medical Learning
Resources
License: BY-NC-SA
Creator: Panos Bamidis
Conclusions

- educemiology
  - new method of health education research
  - help inform policy decisions for shaping new guidelines and standards for medical academic staff development, promotion and upgrades.
  - may be utilised to identify benefits for departmental portfolio implementations, ... towards institutional quality assurance and external audit procedures.
  - Could prove vital in exploiting individual (but also departmental) benefits of successful MOOCs.

- Full details to be provided in a JMIR article on this topic (under preparation for the MEI2012 special issue in JMIR)
Contact:

bamidis@med.auth.gr
ABOUT ME

Media Medicine Ltd.

- Health Informatics Forum
- Health IT Consulting
- NMM Forum
- Health Informatics Forum
MY CHALLENGE

How do we spread best practice in Health Informatics to
THE JOURNEY

JHIDC  HIF  MOOC
Courses
Online Courses

The Open University
Open Online Courses
Massive Online Courses

Coursera
Announcements

Manual Submit Added for PA4

Apparently some are having technical difficulties with the submit script in Programming Assignment 4 so I have added a "Submit" button to each part of the assignment to allow for manual uploading of output. I apologize for this oversight as it was my intention to allow for manual submission from the beginning. Also, the original submit script had a bug so that the ‘manual = TRUE’ option did not work. This has been fixed.

Thu 24 Jan 2013 7:23 PM PST

Week 4

Welcome to the fourth and final week of Computing for Data Analysis. This week we cover some residual plotting topics as well as using regular expressions in R. I also cover the topic of developing classes and methods in R, which is an advanced topic that you may find useful later on in your R programming career.

This week there is also the final Programming Assignment. In this assignment you have to use regular expressions to extract information from some messy formatted text data. Because Programming Assignment 4 was posted a bit late, I have moved the due date for the assignment to be one day later than the syllabus says. So the assignment is now due on January 91.

Finally, the YouTube playlist for this week’s lectures is at http://googleVemKML. I hope you all have a great week!

Wed 23 Jan 2013 10:45 AM PST

Data Analysis Course Starts Tomorrow

Some of you may be interested in the in the Data Analysis course offered by Coursera that starts tomorrow, January 22nd. Data Analysis is taught by my colleague Jeff Leek, and so in my opinion an excellent followup to the course you are currently taking, Computing for Data Analysis.

Computing for Data Analysis is meant as a course to get you familiar with the R language and with the basic operations employed in many data analyses. However, because we do not specifically cover the statistical approaches used to formally analyze data, our ability to explore those topics is inherently limited. If you feel comfortable with the material you’ve seen so far in this course and are interested in getting your hands dirty with some data, then I recommend signing up for the Data Analysis course.
Workforce Development Program

Curriculum Development Centers

About the Program

The purpose of the Curriculum Development Centers Program, one component of the ONC Workforce Program, is to provide funding to institutions of higher education (or consortia thereof) to support health information technology curriculum development. The materials developed under this program have been used by the member colleges of the regional Community College Consortia as well as made available to institutions of higher education across the country.

In April 2010, ONC awarded $10 million in federal funds to five domestic institutions of higher education to develop curriculum and instructional materials to enhance workforce training programs primarily at the community college level. One of the awardees under this program, Oregon Health & Science University, received additional funding to serve as the National Training and Dissemination Center (NTDC). The NTDC has established a secure electronic site from which all materials may be downloaded through the end of 2012.

Curriculum Development Centers Program Awardees

<table>
<thead>
<tr>
<th>Awardee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Health &amp; Science University</td>
<td>$2,720,000 (includes $900,000 for NTDC)</td>
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<tr>
<td>University of Alabama at Birmingham</td>
<td>$1,820,000</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>$1,820,000</td>
</tr>
<tr>
<td>Columbia University</td>
<td>$1,820,000</td>
</tr>
<tr>
<td>Duke University</td>
<td>$1,820,000</td>
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Introduction to Healthcare and Public Health in the US

Introduction and History of Modern Healthcare in the US

Lecture a

This material (Comp1_Unit1a) was developed by Oregon Health and Science University, funded by the Department of Health and Human Services, Office of the National Coordinator for Health Information Technology under Award Number IU240C00015.
Health Informatics Forum
A Social Network for Health Informatics Professionals and Students

Market in SG
Infrastructure & Support Studies of Healthcare Markets.

Chris Paton
Sign Out
Inbox (110 new)
Alerts
Friends (12 requests)
Settings

Health Informatics Jobs
Senior Informatics Analyst at Mountain States Health Alliance (Johnson City, Tennessee)

Scope of Position: This position will work closely with other Medical Informatics (MI) and ISHM business unit staff to support the MI mission through most or all the following major activities: ...

Chief Medical Information Officer (CMIO) at St. Joseph's Hospital Health Center (Syracuse, New York)
The Physician Executive is responsible for ensuring the quality and effectiveness of clinical information technology services and initiatives. ...
QUESTIONS?

@DrChrisPaton
cpaton@gmail.com
www.chrispaton.org