

Please fill out some general information about yourself. This information will remain anonymous.

1. Where is your medical school located?

- Germany Austria Switzerland

2. What is your subject specialty

- Anesthesia Surgery Internal Medicine Pediatrics
 Gynecology Psychiatry Other

3. What type of curriculum does your medical school have?

- Conventional curriculum Model curriculum Unknown

4. Which of the post-graduate programs in Medical Education listed below have you participated in? (Multiple answers are possible.)

- None
 Master of Medical Education or similar degree
 Medical Education course at own university
 Medical Education course at another university
 General university teacher training
 Other course:

5. What is your age?

- 20-29 years 30-39 years 40-49 years 50-59 years 60-69 years

The first section of the questionnaire addresses basic questions about teaching within your specialty subject.

6. Which teaching formats are used in your curriculum? (Multiple answers are possible.)

- Lectures
 Seminars
 Student-led tutorials
 Hospital/surgical clerkships (bed-side teaching)
 PBL courses
 Skills lab training
 Prescribed self-study
 Other:

7. Which formats are used for extra-curricular courses? (Multiple answers possible.)

- No extra-curricular courses exist
 Lectures
 Seminars
 Student-led tutorials
 Hospital/surgical clerkships (bed-side teaching)
 PBL courses
 Skills lab training
 Teacher-led self-study (interactive patient cases online, etc.)
 Other:

The use of web-based media in medical education depends on teachers and teacher coordinators. For this reason we are interested in your personal experiences, attitudes and opinions regarding web-based media.

10. How often do you use the following web-based media on a personal basis?

	Multiple times daily	Daily	Weekly	Monthly	Less often
Platforms like DropBox or GoogleDrive (to upload and share data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networks (Facebook, Xing, Google+, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video portals (YouTube, MyVideo, iTunes U, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference works (Wikipedia, DocCheck Flexicon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Microblogs, Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apps for mobile devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online portals like cms-kurs.de to accrue CE credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive patient cases online during own medical study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent do you agree with the following statements?

	Agree completely	Mostly agree	Undecided	Mostly disagree	Disagree completely
I inform myself as often as possible about technical innovations, such as smartphones, computers, software, Internet applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often consider how I can use technical innovations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am interested in a technical innovation, then I inform myself in detail about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends and acquaintances describe me as being interested in technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working with social media makes me nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The thought that data could be lost if a mistake is made while using social media frightens me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid I will make mistakes I can't fix when using social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am somewhat intimidated by social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned that data I post on the Internet could be misused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make purchases online, I am concerned that my credit card information could be stolen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like to post information online because I don't know how others might use it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like to publish information online because it could be stolen in ways I can't foresee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the terms of use for the Web 2.0 tools that I use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that unauthorized persons could access my online data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please respond with 1 (agree completely) to 5 (disagree completely).

I am able to complete a task using web-based media,

	Agree completely	Mostly agree	Undecided	Mostly disagree	Disagree completely
Even if no one is there to tell me how to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I can ask someone for help when I get stuck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had enough time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I am only able to use the integrated help function on the platforms for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This next section mainly covers the active use of web-based media in your teaching practices. Active use refers to direct use of web-based media in classroom teaching.

13. Which advantages do you see in using web-based media in classroom teaching? (Multiple answers are possible.)

- Improves the diversity of courses
- Greater knowledge gain for students
- Higher level of student satisfaction with the courses
- Increased interaction
- Flexibility
- Adaption to the world students live in
- Other advantages:

14. Which disadvantages do you see in using web-based media the classroom? (Multiple answers are possible.)

- More time and effort required
- Lack of clarity regarding copyright issues
- Expense
- Great need for (technical) equipment
- Content prone to factual errors
- Constant need for updating
- Other disadvantages:

15. How well suited are the following web-based media for teaching in your subject area? Which of these media are used directly in your teaching?

	1 (unsuited) to 100 (excellently suited)	Used by us
Podcasts (audio/visual recording of lectures)		
Social networks (Facebook, Xing, etc.)		
Microblogs (Twitter, etc.)		
Video conferences		
Cloud computing (common platforms to share data)		
Blogs		
Forums		
Interactive patient cases		
Wikis (Wikipedia, DocCheck Flexicon)		
Subject-specific applications for mobile devices		

Question 16.1 and 17.1 were asked only of respondents who did not mark at least one medium as "used".

16.1 Which reasons not to use web-based media in the classroom have been persuasive for you? (Multiple answers are possible.)

- Lack of time
- Low expectations of benefits
- Lack of technical expertise
- Lack of funding
- Lack of support staff
- Lack of clarity regarding copyright issues
- No improvement in teaching or learning is to be expected
- Students show good self-initiative in finding and using appropriate media
- The effort required is too high for the expected educational improvement (efficiency)
- Other reasons:

17.1 What would motivate you to use web-based media in a targeted manner in the classroom? (Multiple answers are possible.)

- Provision of funding
- Published papers pointing out the benefits of using web-based media
- Clear desire on the part of students to work with web-based media
- Innovative ideas from fellow teachers
- Support in the form of trained consultants, perhaps by a specialized department within the medical school
- Provision of staff for implementation
- Other motivations:

16. Do you hold seminars in which the use of web-based media is required of students (e.g. interactive patient cases)?

- Yes No

17. Please explain briefly in which way web-based media is integrated into your course.

No mandatory use

18. Do you teach seminars or other kinds of classes that specifically focus on using web-based media?

- Yes No

19. Please describe the course design.

No applicable courses

The final section asks which prerequisites are necessary for successful integration of web-based media into the educational process and which obstacles can interfere with their use.

20. Which organizational resources for using web-based media are available to you from your department or medical school? Which resources do you wish were available and which do you consider unnecessary?

	Exists and used	Exists, but not used	Not available, but desirable	Not available and not necessary
School-specific portals (to upload data or provide links)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External portals (Lecturio, INMEDEA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardware (to record lectures, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (to create video clips, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction on how to use web-based media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relief from clinical duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel (student/research assistants, IT staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Which types of funding do you use to provide specific web-based media in your courses? (Multiple answers are possible.)

- | | |
|--|--|
| <input type="radio"/> No special funding | <input type="radio"/> Public funding (state level) |
| <input type="radio"/> Project funding from medical school/university | <input type="radio"/> Grants, funding from charitable trusts |
| <input type="radio"/> Hospital monies | <input type="radio"/> Other: |
| <input type="radio"/> Funding from private sector | |

22. What kinds support staff are available to you to implement specific types of courses (e.g. creating new teaching materials such as videos, etc.)? What types of support would you like to have and what types do you find unnecessary? (Multiple answers are possible.)

	Exists and used	Exists, but not used	Not available, but desirable	Not available and not necessary
Contact person in the Dean's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student employees, academically qualified employees at your hospital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student employees, academically qualified employees from other departments (e.g. Dean's Office)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members from own subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in other subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External consultants/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with student council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other medical schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Does your medical school have a department or interdisciplinary working group dedicated to e-learning and Internet-based media?

Yes

No

Unknown

24. How much effort do you put forth to integrate web-based media in your courses?

1 (extremely little) to 100 (extremely high)

25. Where do you encounter large obstacles or none at all when introducing the use of web-based media into your courses?

1 (no obstacles) to 100 (overwhelming obstacles)

Funding

Technical equipment

Working hours

Support staff

Copyright issues

Acceptance by colleagues/hospital management

Knowledge of technical options

Other:

26. Which sources of information or opportunities for continuing education have you already taken advantage of? (Multiple answers are possible.)

None

Presentations/posters at congresses or other events

Relevant publications/books

University-based continuing education

Non-university-based continuing education

Targeted Google search

Experienced and knowledgeable colleagues

Other: