Project Title: Online journal clubs in distance higher education: an opportunity to develop skills and community?

Keywords: journal club, online, adobe connect, presentation, PROMPT, community

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Executive Summary

- Anecdotal and informal evidence from Associate Lecturers (AL) suggests that some staff in first-line line contact with students, find that many students lack confidence/skills associated with digital and information literacy and have low confidence in an online environment. Furthermore, evidence from scholarship projects and internal quality control processes indicate that student attendance in online tutorials is decreasing and, where students attend, there is a reluctance to fully participate. This, coupled with the fact that face to face tutorials are diminishing and concerns that ALs are increasingly adopting a didactic approach to their online tutorials, may result in fewer opportunities for rich peer-peer online interaction, increased sense of isolation and lower student satisfaction. This project aimed to provide student online journal clubs (OJC) to attempt to develop online / digital skills, build online confidence and develop an academic community.

- We created a dedicated OJC platform, accessible to students and colleagues across the University to serve as a 'one-stop shop' to support skill development and preparation for clubs, which included an online room for OJC events and a space for development of an OJC community. OJC events were flexible and were run in a variety of ways, e.g. intra-module, -level, -qualification and cross-disciplinary. Clubs were 'facilitated' rather than 'run' by ALs and had a student-centred, informal and supportive ethos. Participation was optional and events were not recorded or assessed. Thirty-four students prepared and delivered a presentation during OJC events. Survey feedback from participants was overwhelmingly positive; students enjoyed the friendly and supportive environment, felt that their presentation skills and online confidence had improved and valued the opportunity for peer-peer interaction and a sense of community.

- Key findings from our focus group for our AL facilitators indicated that their teaching was positively impacted by the OJC experience resulting in their tuition becoming more facilitative with a student-centred approach, rather than a top-down, tutor-led approach. We tentatively suggest that OJC may offer the opportunity for ALs to enhance their own academic currency and deepen connections with other ALs as part of an academic community.

- Overall, we propose OJC as a vehicle to develop core competencies, including critical evaluation, communication and collaboration, for both undergraduate and postgraduate students. The student-led approach of OJC may empower both Associate Lecturers and students and offers a mechanism for increasing student ownership for their learning within the context of a rich online academic community. Furthermore, participation may motivate and encourage transition to further modules, thereby aiding retention. Communication and critical thinking skills are highly rated by employers and through development of transferable professional skills, OJC may also enhance student employability.

Aims and scope of project

Journal Clubs are a well-established aspect of academic life in conventional Universities and some work-place environments (including, but not limited to science and health-care fields) and clubs are traditionally face-to-face events. Journal clubs not only provide opportunities for peer-to-peer learning and dissemination of current developments within academic disciplines or professional practice, they also offer the potential to enable learners to form networks and develop communities of practice (Wenger, 1998).

Within the Open University, as a large-scale distance higher education provider, opportunities for students to participate in face-to-face journal clubs are reduced, as students may be geographically isolated from one another. Furthermore, a significant proportion of OU students combine study alongside work and/or caring responsibilities, or face health/disability-related challenges; such issues may present a barrier to attending events away from a student's immediate home or work environment. This may lead to the potential for individuals studying via distance learning to feel isolated from their peers and have reduced opportunities to share their study interests within a like-minded community. We felt that OU students were missing a valuable opportunity to connect with one another as 'OU students'.

Our aim was to create a flexible journal club model that was accessible to all current OU students, regardless of study level, subject, qualification pathway or prior experiences. There are examples in the literature of online clubs using social media, such as Twitter, or other blogging platforms (e.g, Wray, Auerbach and Arora, 2018), however, we were aware of the many demands placed on OU students. In order to remove potential barriers for participation, we wanted to draw on the tools and platforms already in existence in the University, and which required no further software, hardware or training commitments, beyond those students were already required to use/develop during their study with the OU. We focussed on Adobe Connect, and asynchronous forums within a familiar standard VLE environment.

The positive association between interaction and student satisfaction was underlined in a study by Kuo *et al.,* (2014). However from other scholarship projects (Butler *et al.,* 2018) and internal quality control processes, it was evident that student attendance in online tutorials was decreasing and, where students attended, there was a reluctance to fully participate (e.g. use of microphones was rare). The explanation for such behaviour is likely to be multifactorial: it may arise as a consequence of differing student-practitioner expectations, lack of confidence and/or competence in the online environment or communication skills, concerns where tutorials have been recorded, alongside more general issues such as lack of time and the perception of usefulness of tutorials. However, since active engagement increases learning opportunities, and encourages deeper learning, this was a key concern, and a specific project goal was that participation in an online journal club might help students develop their communication/ICT confidence and competence, in a low-risk environment.

Additionally, our own experiences and anecdotal feedback from associate lecturers, suggests that some students lack confidence/skills associated with digital and information literacy, and find it challenging to source and evaluate material, or to discuss material in a critical manner. OJC aimed to provide the opportunity for students to practice such skills, away from formal within-module routes. Students may lack confidence to share interests within the formal environment of module specific forums. By sourcing and sharing news of importance to them, in an informal and enjoyable way, we hoped that participation

in OJC would enable students to increase ownership for learning and hence provide a transformative experience, which might be carried through to formal study. There is also the potential for study concepts to seem isolated from the wider context, and hence a further specific aim of OJC was to facilitate recognition of application of study concepts into real-life contempory examples and situations.

In order to create a low-risk, 'fun' environment, the intention of our project was that OJC would have its own unique identity; an informal online environment – deliberately set apart from module websites and formatively assessed module-specific sites. Although the literature is mixed over the benefits of making journal clubs mandatory (Honey and Baker, 2011; Deenadayalan, *et al.,* 2008), we wanted participation to be completely voluntary. The literature is also mixed with regards to the use of incentives to attend, nonetheless, we were keen to ensure students achieved recognition for their participation in OJC events and felt that a digital badge/microbadge might increase learner motivation and ownership of learning (Law, *et al.,* 2015; Educause, 2012) and increase the perceived value of OJCs, encouraging student up-take.

Traditional journal clubs tend to operate where a single participant presents an academic paper to a group for subsequent critical discussion. However, given the wide range of experiences and academic background that our students bring to study, we felt that OJC had the potential to offer a variety of clubs, following different models. For example, where students were new to study, they might feel confident to share an item of news relevant to their field of study, which they have heard about from mainstream media (e.g. BBC News, or a popular science magazine) whereas students futher along in their study journey might wish to share an academic journal article with others. Alternative models could include topic-based clubs (for example, all participants sharing findings relating to global warming), or, in the more traditional manner, centre on a single news item /academic article that the OJC participants have chosen to discuss, although its presentation might be shared amongst the group. OJC events could be run where students were all on the same module, qualification pathway, level of study, or be provided cross-level, cross-discipline university-wide events. In such a way, OJC is not restricted to benefits solely within discipline, rather there is the potential to widen perspectives and learn from peers at other stages in their study. Hence OJC offers significant flexibility, with the potential for satelites of communities, within the wider constellation of community of 'OU student' (Wenger-Trayner, 2005).

Overall, OJC aims to develop core competencies essential for all learners, including communication, critical thinking, collaboration and understanding the relationship between theoretical concepts and real-world applications. OJC aims to motivate and encourage transition to later modules, thereby aiding retention. Aligning with social constructivist approaches, we felt that such OJC would benefit the student study experiences, help develop transferable and employability skills and facilitate the development of a community of learners.
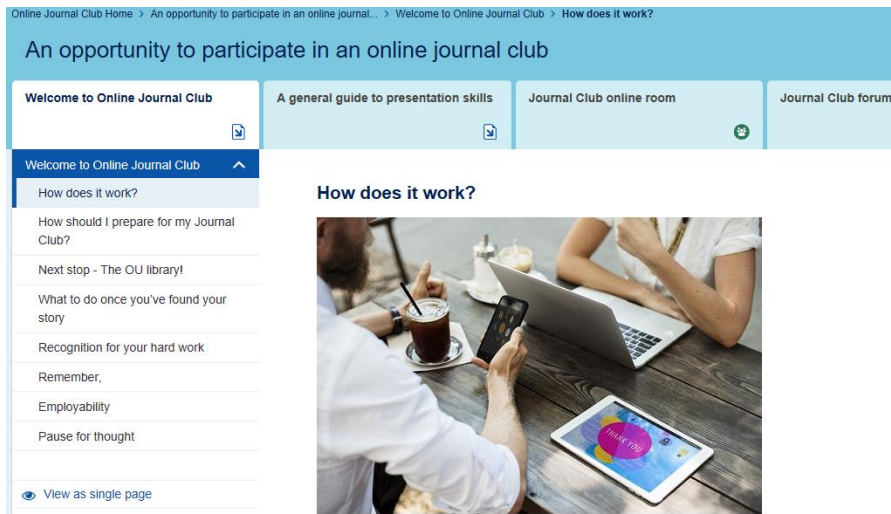

Activities

Our initial proof-of-concept pilot, pre-Esteem funding, involved running OJC events within the Level 2 Cell Biology S294 18J 'early starters' website (Loughlin *et al, Early Start S294: evaluation,* current Esteem project). We used a small group of experienced S294 ALs to facilitate OJC events, and the clubs were only open to students on this particular module, and hence all presentations had a biological science

basis. All advertisements, guidance and support for potential participants was provided within the early-start forums.

Following the success of this pilot, the current Esteem funded project employed the same group of ALs to facilitate further clubs, and we developed the OJC 'identity', with our own website, Adobe Connect room, and forum (Table 1, Figure 1). In collaboration with colleagues across the University (e.g. LTI and LDS, OMIL) we designed a microbadge (Figure 2), hosted on the OpenLearn platform, and developed a selection of interactive computer marked questions to assess and provide feedback to students. Only students who participated in an OJC event and successfully completed the microbadge iCMA were eligible to claim a microbadge. To claim the microbadge, students contacted lead facilitators, who issued instructions and appropriate links to the OpenLearn platform, which would then be added to their online portfolio.

OJC area	Purpose
Welcome tab	The different models of OJC are explained; 'What, how, where and when' steps
How does it work	
How should I prepare for my Journal Club	
Next stop – the OU library	
What to do once you've found your story	
Recognition for your hard work	Explanation of how to earn a microbadge
A general guide to presentation skills	General presentation advice (e.g. recorded examples, links to external sources)
Structure of presentations	
Use of props and visual aids	
Engage with your audience	
Think about your talking speed	
Think about how loud you need to talk	
Think about body language	
Questions and answers	
Further information	
Journal Club online room	Where live OJC events take place
Journal Club forum	Asynchronous forum moderated by the OJC team

Table 1: components of the OJC website: https://learn1.open.ac.uk/course/view.php?id=100179 Available on the learn1 server, and accessible University-wide, to all students and staff with valid oucu.

An opportunity to participate in an online journal club

Welcome to Online Journal Club	A general guide to presentation skills	Journal Club online room	Journal Club forum

Welcome to Online Journal Club

- How does it work?
- How should I prepare for my Journal Club?
- Next stop - The OU library!
- What to do once you've found your story
- Recognition for your hard work
- Remember,
- Employability
- Pause for thought

👁 View as single page

How does it work?

We are offering a variety of online journal clubs across the academic year. Some clubs are geared towards students studying a particular module, others might be for those studying related modules, for example, Level 2 biology and health modules. There could also be clubs

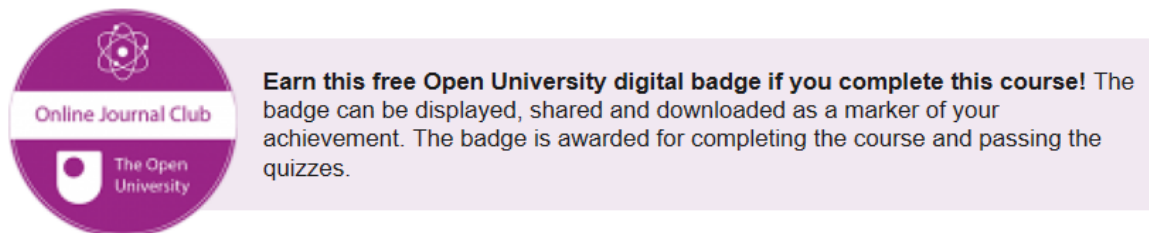Figure 1: example of content from OJC website

Online Journal Club
The Open University

Earn this free Open University digital badge if you complete this course! The badge can be displayed, shared and downloaded as a marker of your achievement. The badge is awarded for completing the course and passing the quizzes.

Figure 2: Microbadge awarded on successful completion of all the OJC steps

Rather than 'teachers', within OJC, we envisaged the role of facilitator as a broker (Wenger, 1998, 2009) linking and supporting a '*cross fertilisation of ideas'* (Searle, 2006) providing '*stewardship'* as they manage events (Kimble, 2006) and aid contextualisation (Conole, 2011). A designated lead facilitator, or one of the project leads, dealt with associated administration around each club (assigning students to events, emailing students, uploading slides etc). ALs required support initially, as the facilitators had to draw on different skills from the 'traditional' 'teacher' role. OJC events demonstrate a social constructivist approach to learning; student interaction enhances co-construction of knowledge and deeper learning (Chen and Bryer, 2012) and the facilitator was not to provide any formal subject-based 'teaching'. It was important that AL facilitators had strong Adobe Connect skills, and were comfortable with aspects such as promoting students from 'Adobe Connect participants to presenters, switching between layouts, and dealing with *ad hoc* ICT issues (e.g. microphone difficulties) as they might arise.

Our original plan for the project was to make OJC available prior to the start of the 18J presentation. Ideally, we wanted to be able to 'capture' students between presentations (i.e. post exam/EMA period, prior to commencement of next module) in an attempt to maintain motivation and skills progression

across the presentation 'gap'. However, obtaining permission to host and create the OJC website, upload and amend content, and create the microbadge and associated iCMA took significantly longer than anticipated and the project was not able to offer OJC events until January 2019. This was unfortunate timing, given that students are time-poor, as this followed on from Christmas breaks and, for students on multiple modules, overlapping/clashing TMA dates begin to take their toll, which we think affected participation (see next section for results).

A timetable of events was provided, facilitated on a rota basis by our AL facilitators. Initially, the OJC events were promoted on a small selection of modules (S294, SK299, SXL288, SDK228) in a variety of ways (e.g. ALs on modules were asked to publicise up-coming events and links to the website on their individual tutor group forums, adverts were placed on module-wide forums, module-news feeds, and Twitter adverts within specific modules. As the project expanded to include students studying at modules at different levels within different facult[i]es, adverts were also placed on the OU library website.

To take part in an OJC event, students could follow links provided in the various adverts, and visit the OJC website (table 1). Once there, students could make use of the resources provided on the website to develop and prepare their presentation – although this was not compulsory. Students could sign up to take part in an event(s) via an online form, which captured student contact details. A range of dates/times were available for particular clubs to try to maximise the potential for students to be able to attend. To assist students in finding relevant material for an OJC event, the website provides links to various online sources, from a range of disciplines (e.g. The Converation, New Scientist – and the OU library, to provide links to academic journals).

As OJC events themselves are not recorded, we wanted to give students the chance to see what events were like – and the OJC Team recorded a sample club, where each facilitator gave a 2-3 minute presentation. The website also provided guidance on what might be included within presentations, and a PowerPoint template (which students could use as a starting point for their presentation, if they wished). In their assigned OJC event, they give their talk to a small group of students. An asynchronous forum was also provided, where students could ask questions and chat.

All participants in an OJC event were expected to deliver a talk (i.e. no-one could just observe others without themselves participating; depending on their confidence and time comitments regarding such skills. No-one was expected to address any questions on their material, although if they wish to, they could invite questions from their peer-audience. Following completion of an OJC event, and successful completion of the microbadge quiz, students were able to claim their microbadge.

Our original intention was to keep OJC outside of formal study, however, some modules expressed an interest in taking part in OJC. For example SXL390, the capstone final year project module for biology and health students, incorporated an OJC model into their tutorial provision; here students received further guidance on how to read scientific literature.

At the end of each live OJC event, student participants were invited to complete an online JISC questionnaire, comprising 8 questions (a range of mixed response, free text questions). Facilitators also took part in a focus group, to explore practition perspective and experience. The focus group transcript was analysed using NViVO software. Evaluation of data collected would be limited due to the self-

reporting process; OJC participants were also volunteers, and hence already motivated. Any long term effects in terms of skills development is beyond the scope of this initial project.

Findings

OJC events and website

Thirteen OJC events took place between January and September 2019, with numbers of student participants ranging from 2-6. Setting up the website and coordinating with different units across the university took longer than originally anticipated. This delay led to clubs being offered within the second half of the 18J presentation, when study and assessment pressures tended to be high. In response to this lower student uptake, we ran fewer clubs over this period to offer more clubs over the summer when students had fewer formal study demands. As expected, OJC attracted higher uptake levels over the summer, especially when linked to early start initiatives such as offered to students registered for S294 or S112.

As previously mentioned, online journal club events were open to different subsets of students, ranging from those studying a specific module to students studying on any module from level 1 to postgraduate within the University. This flexibility offered a diverse range of learning environments within varied and novel student communities; clubs seemed to work well irrespective of the different populations of student presenters. To our knowledge, this is the first time this type of innovative experience has been offered to OU students and we believe that it has scope to offer a valuable interdisciplinary learning experience.

Visitors to OJC website between 20.12.18 and 19.09.19	945 individuals accessed website at least once
OJC demonstration recording	Viewed by 48 individuals, 44 of whom were students (staff directly involved with OJC were excluded)
Forum use	135 posts across 18 threads, 25 students posted on the forum
OJC quiz completion	44 students attempted the OJC quiz, with a median score of 9/10

Table 2 Analysis of OJC Website analytics (between 20.12.19 and 19.09.19)

We considered that it was important to create a dedicated OJC platform, fully accessible to students and colleagues across the University. Our OJC website served as a 'one-stop shop' to support skill development and preparation for clubs, housing an online room for OJC events and providing a space for development of the OJC community. The pre-recorded demonstration journal club was viewed by 44 students. Website analytics (Table 2) indicated that the OJC site was accessed by 822 students (SAMS student login) and 66 tutors (SAMS tutor login). The forum was used to welcome prospective OJC participants, to respond to their queries and to advertise upcoming clubs. It provided an informal supportive and encouraging environment where asynchronous interactions and connections could develop among students. The forum was regularly accessed during the period of the esteem project. It comprised 135 posts across 18 separate threads; 25 students posted on the forum. In response to student requests, we decided to enable students to share their presentations on the OJC forum, and

although we stressed that this was optional, 12 students uploaded their presentations, which further enhanced peer-peer collaboration and learning among OJC participants.

Everyone who presented in an OJC live event claimed a microbadge; additionally we found that students who did not present in an OJC event attempted the quiz and wanted to claim a microbadge. This would suggest that students valued the opportunity to increase their online portfolio; however, only students who had participated in an event and successfully completed the iCMA were awarded microbadges.

Characteristics of students who expressed interest in OJC

Seventy-nine students signed up to participate in OJC by completing the online form to indicate their availability for specific clubs. Of these individuals, 34 (43%) followed-up this initial interest by preparing and delivering a presentation to fully participate in one or more of OJC events. Demographic data for all students who signed up for an OJC event was analysed to establish characteristics of these individuals.
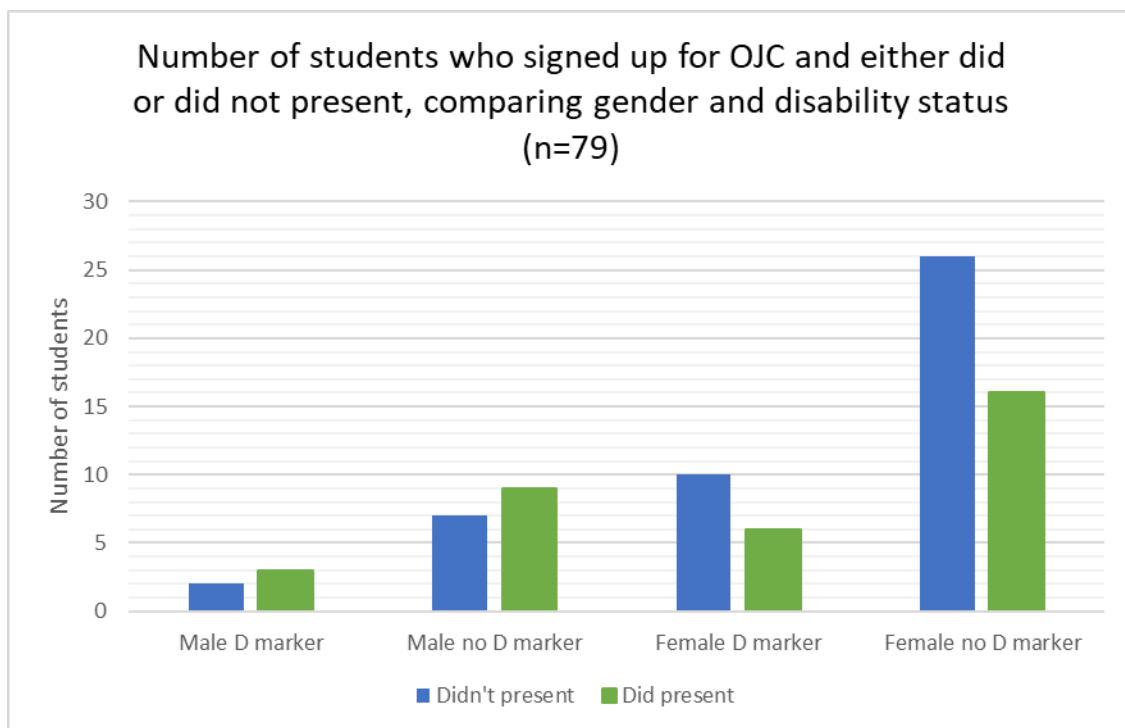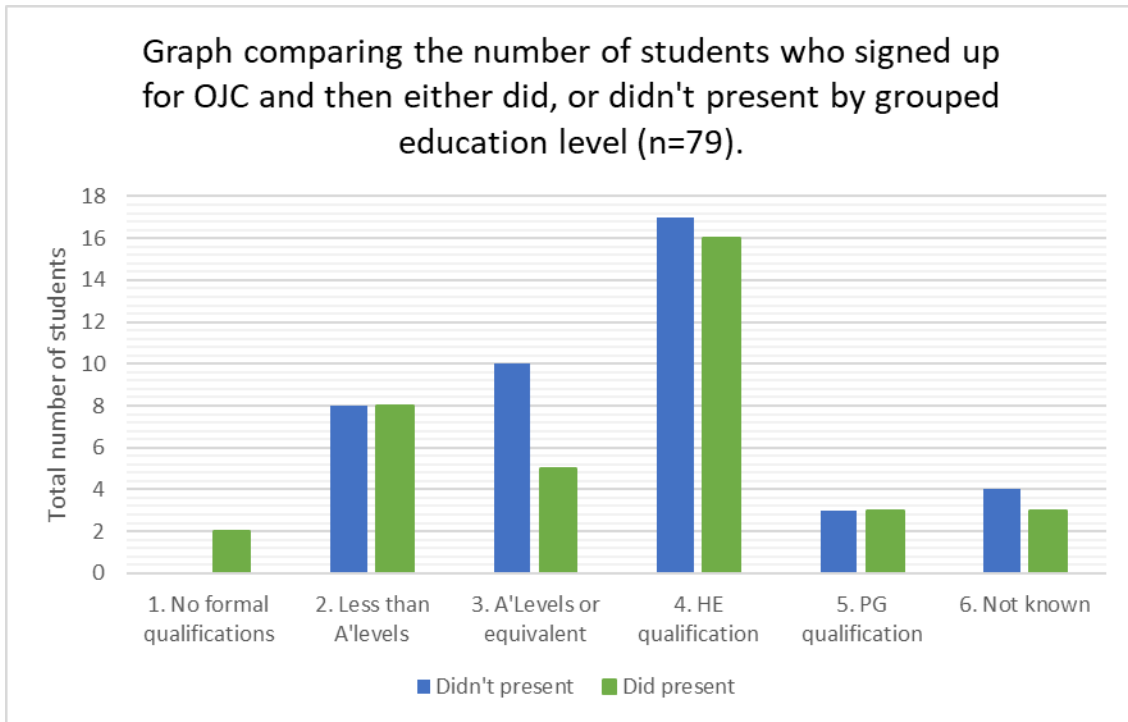

Figure 3 Gender and disability status (D) of students who expressed interest in participating in OJC

As shown in figure 3, fewer male students than females signed up for an OJC event (27% versus 73%), but of those who expressed initial interest by completing the sign-up form, a greater proportion of male students went on to present at a club compared to female students (57% versus 38%). Approximately 25% of all presenters had a disability marker, indicating that OJC was accessible to these students.

Graph comparing the number of students who signed up for OJC and then either did, or didn't present by grouped education level (n=79).

Note: Category 4 students comprise 14 with first degree (with/without honours) or grad equivalent, 11 with HNC/HND, 4 with Cert/Dip in HE and 4 Other (e.g. NVQ)

Figure 4 Educational levels of students who expressed interest in participating in OJC

Although reservations need to be made due to the self-reporting of this data, Figure 4 suggests that students with HE qualifications were most likely both to sign up and to participate in a club, but it is worth noting that this grouping also included students with qualifications such as HNC/HND, Certificate/ Diploma or NVQ. It is plausible that the opportunity of participating in OJC could be attractive as an enrichment experience to students who are already strong academically. However students with lower prior educational qualifications also participated in OJC events, indicating that the experience of participating in OJC was of interest to students spanning a range of educational backgrounds.

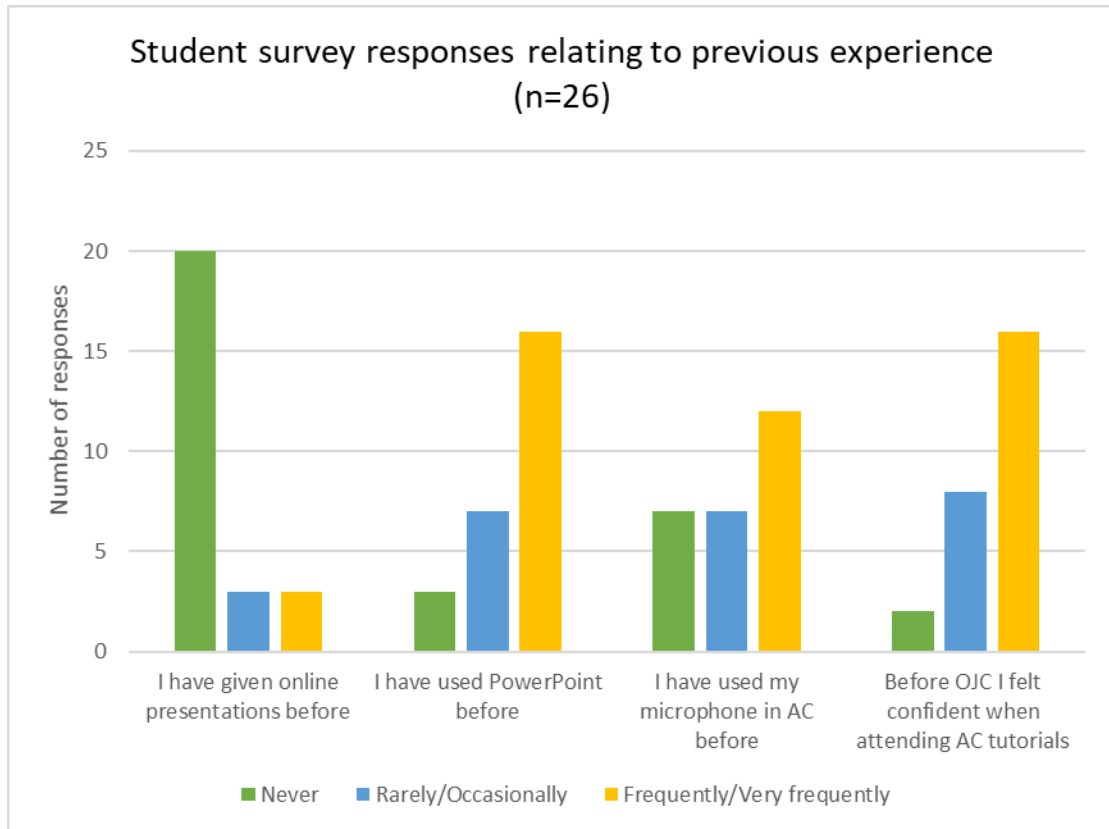**Feedback from students who presented at an OJC event**

Figure 5 Participant responses relating to online confidence and experience giving presentations before participation in OJC

As shown in figure 5, although more than half of students who participated in an OJC event indicated that they had used PowerPoint (or similar presentation software) frequently, very few had previously given an online presentation. Just over half of respondents felt confident when attending Adobe Connect tutorials, with the reminder feeling confident less often when attending online tutorials. There was also variable experience of use of microphone during tutorials with survey respondents equally split between those who never/rarely and frequently/very frequently used their microphone during Adobe Connect tutorials (also shown in figure 5).
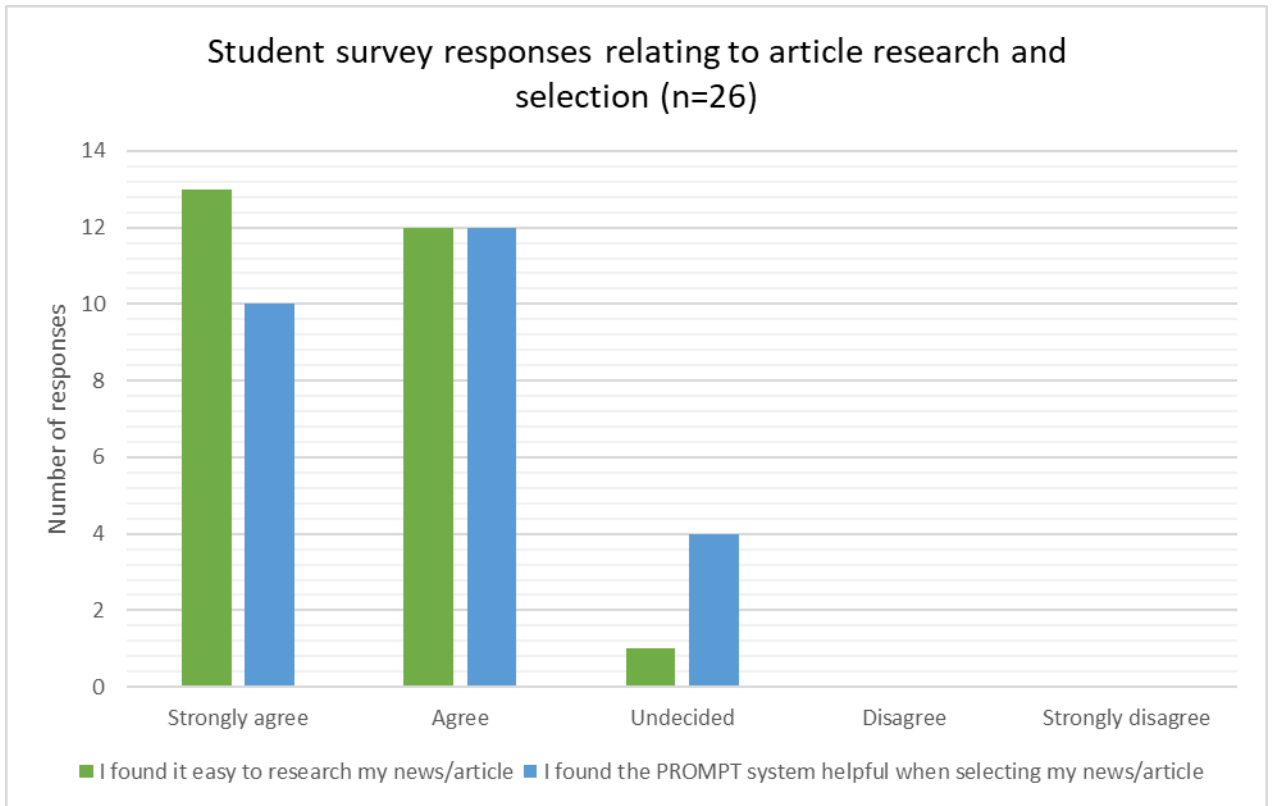
Student survey responses relating to article research and selection (n=26)

Figure 6 Participant responses about preparing for their OJC event

We had hoped that the OJC website would be a 'one stop shop' for students to find their resource for their presentation, and develop their presentation skills, and the majority of survey respondents said that the information and resources on the OJC website helped them prepare for OJC. Furthermore, figure 6 shows that they found it easy to research their news/article and said that the PROMPT system was helpful in this regard.
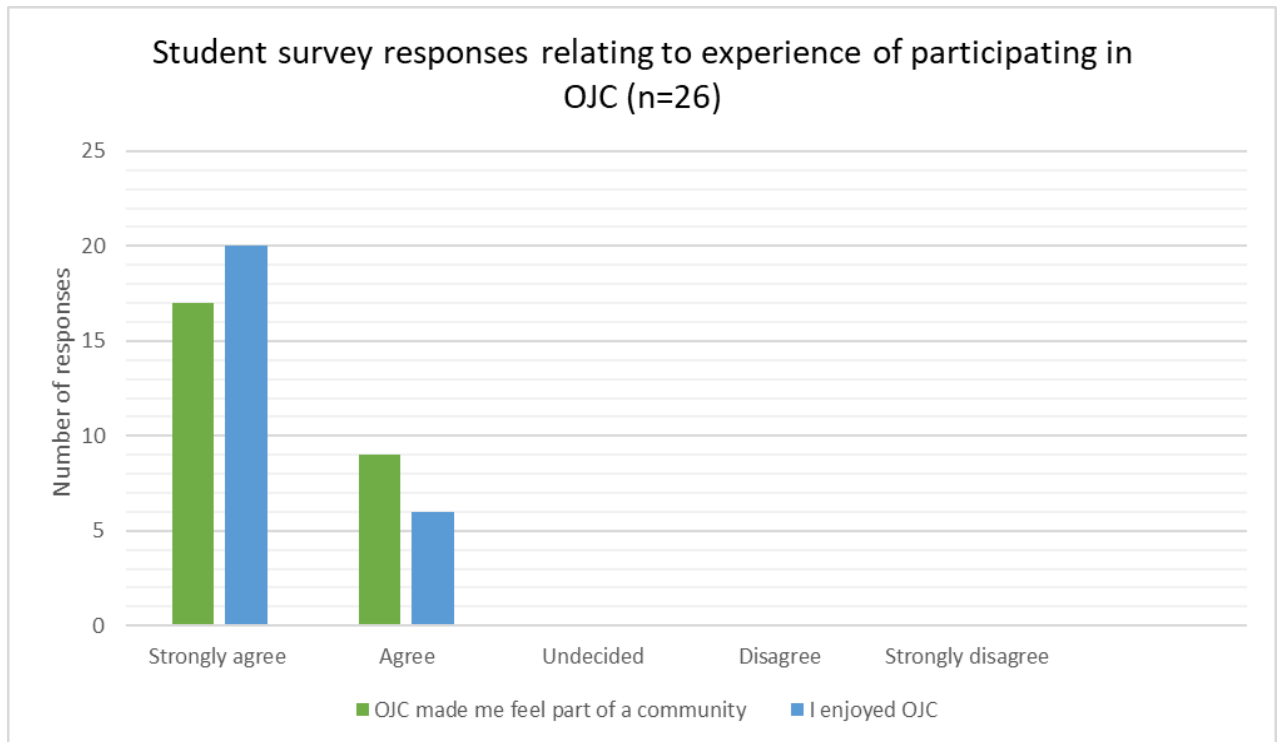
Figure 7 Participant responses about their experience of OJC

Every survey respondant said they enjoyed OJC and that the experience made them feel part of a community. Additionally, all survey respondants indicated that clubs were friendly and relaxed and when asked about the experience of participating in OJC, all apart from one respondant said that they enjoyed interacting with other students (data presented in figure 7).

Thematic analysis of the survey free text answers identified several key findings:

- What did you value most from your OJC experience?
    - The chance to practice presenting skills was highlighted by several students: "The ability to be brave and do what I wanted to do - I wasn't sure I could. " "Doing the presentation itself. I am often quite nervous but this has helped a great deal". "… but the most useful thing to me was to face my fear of presenting. I never use the microphone during tutorials and avoid speaking in public but I would like to overcome this fear, and OJC provided the first step to tackling this."
    - The benefit of sharing topics of mutual interest as part of a community was also emphasised: "Opportunity to interact with my fellow students and tutors in a safe, non judgmental and open online environment". "Really enjoyed being part of a science community, and the informal, friendly environment." "Chatting to the tutor and other student in a relaxed atmosphere. Prompted me to do some independent reading before starting the module." "It was great to hear the passion and enthusiasm of other students !"

- o Do you think you have developed any specific skills during your OJC experience?
    - Students believed that their research and presentation skills had been developed as a result of participation in OJC: "I think my research skills improved and it also increased my confidence in the area of presenting as it gave me an opportunity to try it out and I also learned how online presentations work as I had never given one before." "Understanding the format and style of a science presentation compared to a commercial presentation" "Learning how to present in a clear, concise and structured way"
    - Improved confidence was identified as a positive imapct of OJC participation: "I didn't feel confident talking in a tutorial but now I do." "My research took me out of my comfort zone and I really enjoyed it !" "I am finding my voice." "I usually do not interact with other students so OJC has really helped me with this."

- o What could we do to make your OJC experience better?
    - Several students thought that greater numbers of student presenters would have been beneficial: "Nothing other than extend the opportunity for others to join in." "One or two more presenters would have been good. Apart from that it was great." "Having more opportunity to do it as part of the course" "It would be nice if more students took part so that we could hear about more of the interesting things they have found, but obviously, that's down to the students themselves."

Feedback from ALs who facilitated clubs

To explore practitioner experiences of OJC, we held a focus group, and all four AL facilitators participated. Thematic analysis of the AL focus group transcript identified the following key findings:

- o Influences on practice
    - It was clear from the comments that facilitators felt that OJC had been a transformative process, with respect to their own practice. Facilitators said that they had thoroughly enjoyed the journal clubs and hadn't anticipated that they would learn so much from the experience.
    - They commented that the experience of facilitating OJC should be offered to other ALs as it had changed their tutoring practice; encouraging them to talk less in their own tutorials and empowering them to transition from being teachers to facilitators of learning. Two facilitators said that they now run unrecorded interactive sessions for live attendees complemented by a short recorded slidecast.
    - Linking their experiences back to their AL roles, facilitators would like to devote some tutorial time to discussion of relevant research rather than exclusively focusing on module materials, but time constraints and the issue of students being advised not to read outside of the module materials were noted.

- A suggestion was made that ALs could select and present interesting new research so that students have the opportunity to watch even if they don't have the time/ confidence to do their own journal club.
  'Running a journal club is easier than doing a tutor group tutorial because ALs just facilitate and the students do all the hard work!'
- Logistical comments
  - Facilitators highlighted the importance of getting OJC timing right, because students are time poor and wouldn't participate if dates clashed with assessment or busy periods on their modules.
  - The importance of creating a secure, relaxed, supportive environment was emphasised with aspects such as use of emoticons being useful for positive feedback during online presentations. It was noted that OJC events should not be recorded
- Student experience /skill development
  - High levels of student enthusiasm during clubs was noted by all facilitators. There was considerable variation in students' confidence and skills, with some very confident presenters, others very nervous.
  - There was also discussion of how students engaged more fully when freed from module-specific constraints and how the opportunity of developing presentation skills was appreciated by students.
- Challenges
  - Facilitators reported personal challenges, including how they felt nervous before their first club as the experience of facilitating OJC was new to them and concerns over their expected levels of knowledge regarding the different presentations.
  - Other concerns included administrative difficulties recruiting students and receiving their slides, prospective presenters being discouraged by time taken to prepare for their club and the prospect of dealing with inappropriate content of presentations
- Improvements/ suggestions
  - Reflection should be built into the OJC experience to offer students the opportunity to reflect on their experience, what they have learnt and what they would do differently if they did it again.
  - The possibility of having OJC-style tutor group tutorials was also raised. Strategies to boost participation could involve involving student buddies and using social media, as it was felt that having greater number of presenters per club would be beneficial.
  - Facilitators suggested that OJC could be included as part of module strategy, possibly linked to the assessment strategy. Thinking in tems of involving more ALs to run OJC sessions, facilitator crib sheets would be useful and new facilitators could be paired with an experienced facilitator until confident.

Successful recruitment of students from different modules and levels within LHCS and across the University indicates that our model of online journal club is a viable proposition and could be used widely across the University to enhance student experience. Positive feedback about perceived benefits

of participation suggests that the OJC experience can help students develop key research and presentation skills. Students who presented at an OJC event also reported increased confidence and a sense of belonging to a wider community. We suggest that offering the OJC experience between modules could be beneficial as a motivator to keep students plugged into an academic community when not engaged in formal study and to aid progression to next modules.

The flexibility of OJC means that a variety of models are possible; for example, there is the potential to embed within qualification curricula, from access to postgraduate level. An OJC model could be to linked to assessment strategy, to provide opportunity for students to build key research and presentation skills throughout their qualification. Findings from AL focus group also indicated that the experience of facilitating OJC events was transformative, changing their attitude to and practice of providing online tuition, with a greater emphasis on student-led learning, rather than a model of didactic teaching, associated with low expectations of student involvement and active participation.

Stakeholders have been informally and formally updated throughout the project. We have had the opportunity to discuss OJC with regional and central academic staff within the School of Life, Health and Chemical Sciences during a variety of school meetings. To widen awareness to colleagues within STEM and the wider University, Fi Moorman and Karen New presented the initial idea for the project at the Esteem Conference (March 2018) and the OJC Team presented preliminary findings at the Esteem Conference (March 2019). Project leads also gave a talk at the AdvanceHE Teaching and Learning Conference (July 2019). OJC has also been featured in Snowball (Edition 87, 2019), the newsletter for Associate Lecturers. OJC has been reported in the Quality Monitoring and Enhancement Board of Study Report (January 2019 and 2020), as an example of best practice and quality enhancement, to be shared across the University. Project leads have also participated in a Scholarship Help Area for Regional and National Scholars (SHARE) First Friday meeting (Dec 2019).

Impact

Student experience

Participant feedback indicated that OJC provided a positive student experience, enabling students to build online confidence and develop key skills such as selecting, evaluating and presenting information. We tentatively suggest that OJC participation may encourage students to become more active participants in online tutorials as part of their general study. Participants developed increased ownership for their learning and enjoyed peer-peer interaction and connection with other students as part of the OJC community.

The OJC platform had a high footfall, and although we are unable to measure whether more passive visitors to the OJC website directly benefited from the resources provided (i.e. even if they did not actively post in the forum or participate in an OJC live event); requests from non-OJC participants for a microbadge following completion of iCMA suggest even students with a more passive form of participation are using the materials to develop key skills.

Although formal analysis of long-term skills development and effects on retention / progression were outside the scope of this project, the sense of belonging to a community has been shown to impact positively upon student satisfaction and confidence (Dickenson, 2019). OJC participation offers participants the opportunity to develop key skills in areas such as communication, critical analysis and presentation; these skills not only benefit their academic studies but are also highly prized by employers.

The resources and expertise to offer OJC will be made available so that other stakeholders across the University could offer the experience of OJC to a wider student audience. We have developed a 'User Pack' to provide advice and guidance to staff who are interested in running OJC .

Teaching

The findings from our facilitator focus group indicated that our practitioners valued the OJC experience in terms of their own development. Feedback suggested that the experience was transformative for their AL practice, resulting in their tuition becoming more facilitative with a student-centred approach, rather than being solely tutor-led. Facilitators suggested that the experience of the student-led ethos of OJC might be of interest to the wider AL community, and accordingly we propose that offering this opportunity to a wider AL audience may provide opportunity to influence AL teaching style.

We presented our OJC model and preliminary findings related to participant and practitioner experience at the Advance HEA Teaching and Learning Conference, (July 2019). Additionally, we have had external enquiries from the University of Swansea about our OJC experiences and approach. We hope that this interest may lead to incorporation of OJC models into tuition at other higher education institutes.

Strategic change and learning design

OJC was identified as an example of best practice in the 2019 Quality Monitoring and Enhancement (QME) Board of Study reports. Our innovative model of facilitative teaching and learning during OJC events was discussed during a LHCS tuition workshop (April 2019), so may have influenced development of tuition across our unit.

Online journal clubs have been included within early start initiatives of S112, S294 and S390 capstone project modules

Our project has involved fruitful collaboration of mutual benefit with colleagues in different units across the University, for example, discussions with colleagues in the OU Library resulted in addition of links to library resources being added to the OJC website and hosting of adverts for OJC events on the library Training and events page. The involvement of Curriculum Manager Hazel Church facilitated creation of our dedicated OJC website and quiz and collaboration with FutureLearn colleagues led to the generation of the OJC microbadge. Indeed, enthusiasm for a digital microbadge, not only from OJC participants, but also visitors to the OJC website, suggests that provision of badged online content to support study skill development may be welcomed by students.

Any other impact

We propose an online journal club for ALs, to offer them the opportunity to enhance their academic currency and deepen connections with other ALs as part of an academic community; AL OJC might provide a vehicle for CPD, which compliments programmes currently in place. We envisage that AL journal clubs could take the form of mini presentations by several ALs followed by time for collegiate discussion. Examples of possible topics could include an overview of an aspect of their research or scholarship project, some interesting news in their academic field, discussion of a case-study to illustrate an aspect of student support / teaching, or an update about an aspect of their involvement within the University e.g. what it is like to serve on the AL Assembly. We have submitted a proposal to the STEM By-ALs for ALs programme to pilot this type of journal club.

Following on from the success of OJC, our model was adapted to transfer the enriching experience of journal club to the face-to-face SiSE setting (eSTEeM project: Summer Series of Journal Clubs: an opportunity to develop employability skills and a sense of community amongst students in secure environments)

List of deliverables

- OJC website (https://learn1.open.ac.uk/course/view.php?id=100179#section-0) available to support further OJC events
- OJC startup pack comprising FAQs, samples of advertising and student communication, guidelines and slides for facilitators
- Snowball article (How we set up an online journal club)

Figures and tables

Figure 1: Example of content from OJC website

Figure 2: Microbadge awarded on successful completion of all the OJC steps

Figure 3: Gender and disability status (D) of students who expressed interest in participating in OJC

Figure 4: Educational levels of students who expressed interest in participating in OJC

Figure 5: Participant responses relating to online confidence and experience giving presentations before participation in OJC

Figure 6: Participant responses about preparing for their OJC event

Figure 7: Participant responses about their experience of OJC

Table 1: Components of the OJC website

Table 2: Analysis of OJC Website analytics

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University approval processes

If your project required specific approval from university committees, please provide the appropriate information below. This is a necessary requirement for future publication of outputs from your project.

- *SRPP/SSPP – Approval from the Student Research Project Panel/Staff Survey Project Panel was obtained according to the Open University's code of practice and procedures before embarking on this project. Application number **2018/112***

- *Ethical review – An ethical review was obtained according to the Open University's code of practice and procedures before embarking on this project. Reference number **HREC/3070/Moorman***

- *Data Protection Impact Assessment/Compliance Check – A Data Protection Impact Assessment/Compliance Check was obtained according to the Open University's code of practice and procedures before embarking on this project. Data Protection registration number **4296***

Appendices

Appendix C: Aggregated OJC demographic data

n=79	Total number students signed up to journal club	Didn't present (number of students)	Presented (number of students)
Male	21 (26.6%)	9	12
Female	58 (73.4%)	36	22
Disability declared	21 (26.6%)	12	9
No disability declared	58 (73.4%)	33	25
Disability + male	5 (6.3%)	2	3
No disability + male	16 (20.3%)	7	9
Disability + female	16 (20.3%)	10	6
No disability + female	42 (53.2%)	26	16
Ethnicity: White	68 (86.1%)	40	28
Asian	5 (6.3%)	3	2
Black	1 (1.3%)	1	0
Mixed	1 (1.3%)	0	1
Other	1 (1.3%)	1	0
Refused	3 (3.8%)	0	3
Qual: 1. No formal qualifications	2 (2.5%)	0	2
2. Less than A'Levels	16 (20.3%)	8	8
3. A'Levels or equivalent	15 (19.0%)	10	5
4. HE qualification	33 (41.8%)	17	16
5. PG qualification	6 (7.6%)	3	3
6. Not known	7 (8.9%)	4	3

Table 3 Demographic data analysis

Online surveys

Online Journal club feedback

Showing 26 of 26 responses

Showing **all** responses

Showing **all** questions

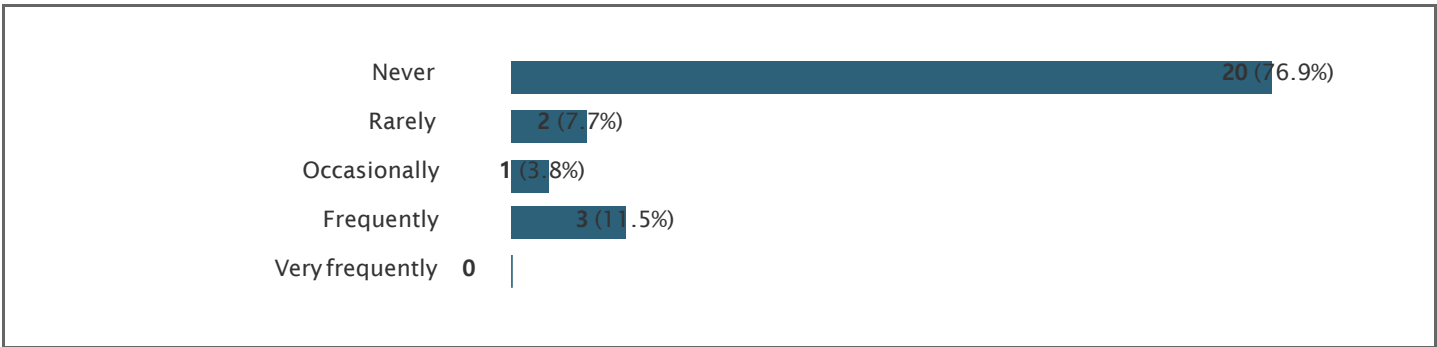Responses merged with the following survey:

Online Journal club feedback

-

1 Thinking about your previous experience, please indicate how you feel about the following statements

1.1 I have given online presentations before

1.1.a I have given online presentations before

Never	20 (76.9%)
Rarely	2 (7.7%)
Occasionally	1 (3.8%)
Frequently	3 (11.5%)
Very frequently	0

1.2 I have used my microphone in Adobe Connect before

1.2.a I have used my microphone in Adobe Connect before

|	
Never	**7** (26.9%)
Rarely	**4** (15.4%)
Occasionally	**3** (11.5%)
Frequently	**9** (34.6%)
Very frequently	**3** (11.5%)

1.3 I have used PowerPoint (or similar software) before

1.3.a I have used PowerPoint (or similar software) before

Response	Count (%)
Never	3 (11.5%)
Rarely	2 (7.7%)
Occasionally	5 (19.2%)
Frequently	10 (38.5%)
Very frequently	6 (23.1%)
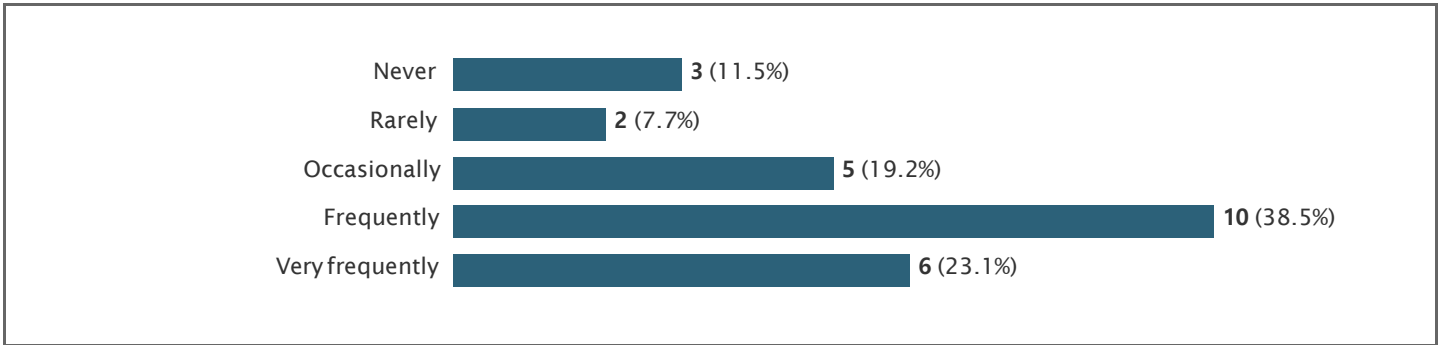
1.4 Before OJC I felt confident when attending tutorials in Adobe connect

1.4.a Before OJC I felt confident when attending tutorials in Adobe connect

Response	Count (%)
Never	2 (7.7%)
Rarely	1 (3.8%)
Occasionally	7 (26.9%)
Frequently	10 (38.5%)
Very frequently	6 (23.1%)
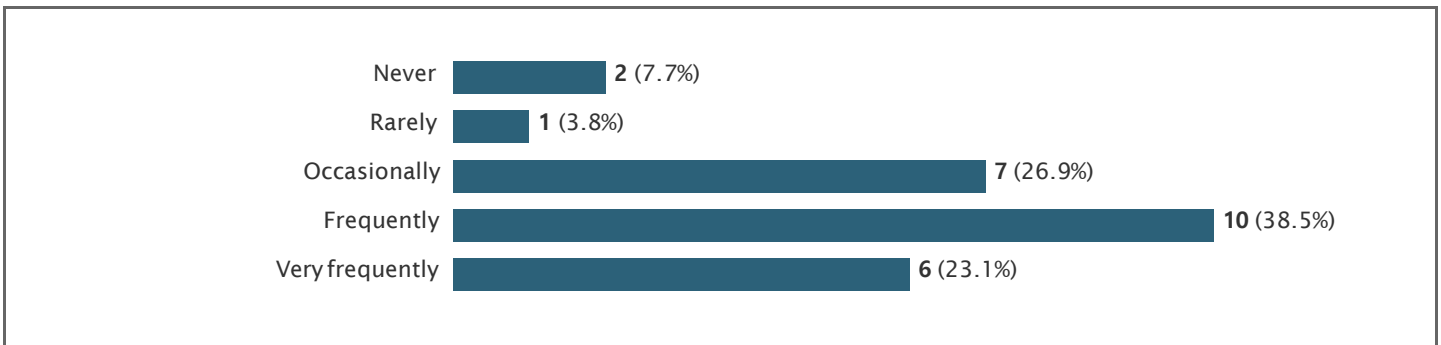
2 Thinking about your experience of preparing for OJC, please indicate how you feel about the following statements.
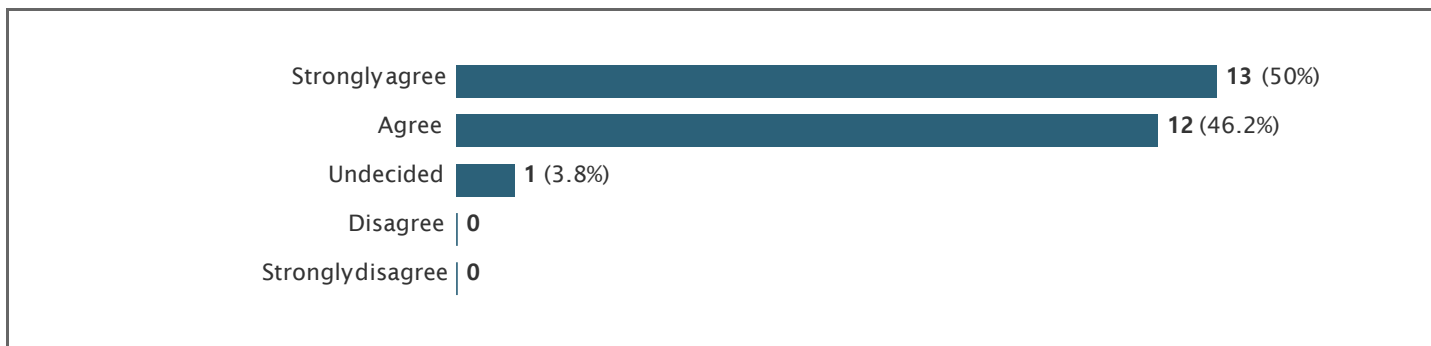
2.1 The information and resources on the OJC website did not help me prepare for OJC

2.1.a The information and resources on the OJC website did not help me prepare for OJC
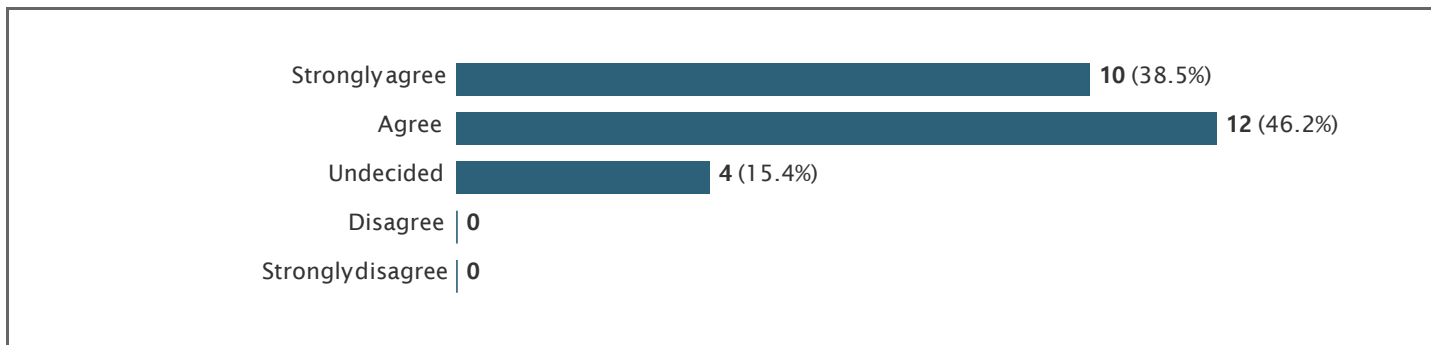
Response	Count (%)
Strongly agree	3 (11.5%)
Agree	1 (3.8%)
Undecided	1 (3.8%)
Disagree	5 (19.2%)
Strongly disagree	16 (61.5%)
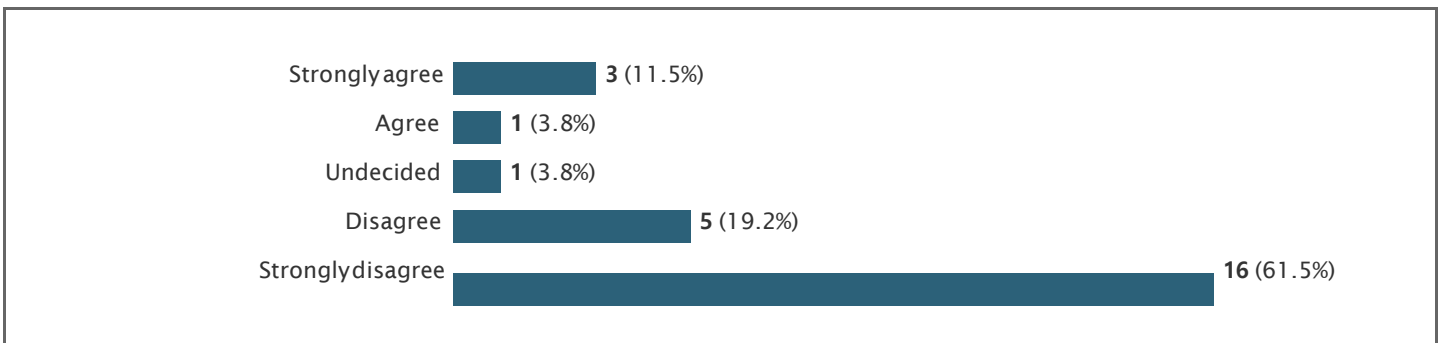
2.2   I found it easy to research my news/ article

2.2.a   I found it easy to research my news/ article

Strongly agree   **13** (50%)
Agree   **12** (46.2%)
Undecided   **1** (3.8%)
Disagree   **0**
Strongly disagree   **0**

2.3   I found the PROMPT system helpful when selecting my scientific news/ article

2.3.a   I found the PROMPT system helpful when selecting my scientific news/ article

Strongly agree   **10** (38.5%)
Agree   **12** (46.2%)
Undecided   **4** (15.4%)
Disagree   **0**
Strongly disagree   **0**

3   Thinking about the experience of participating in OJC, please indicate how you feel about the following statements.
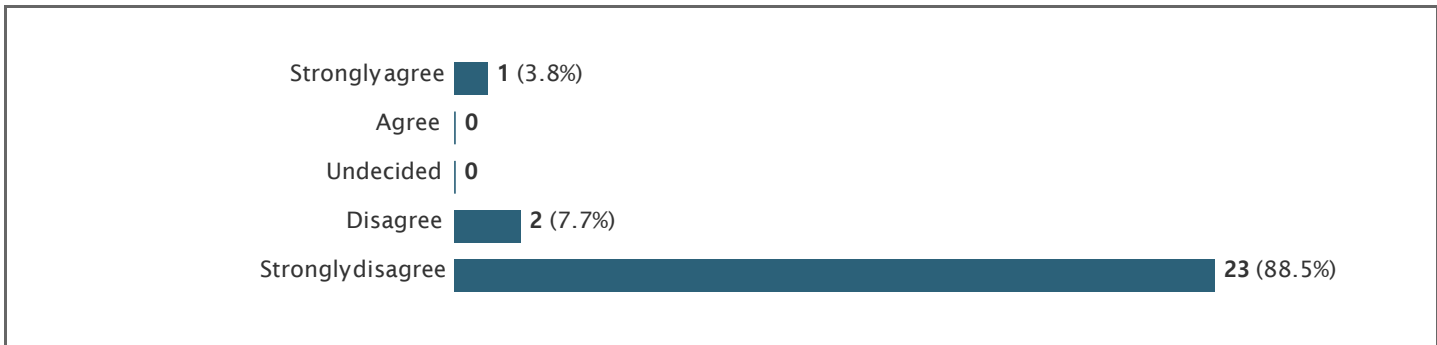
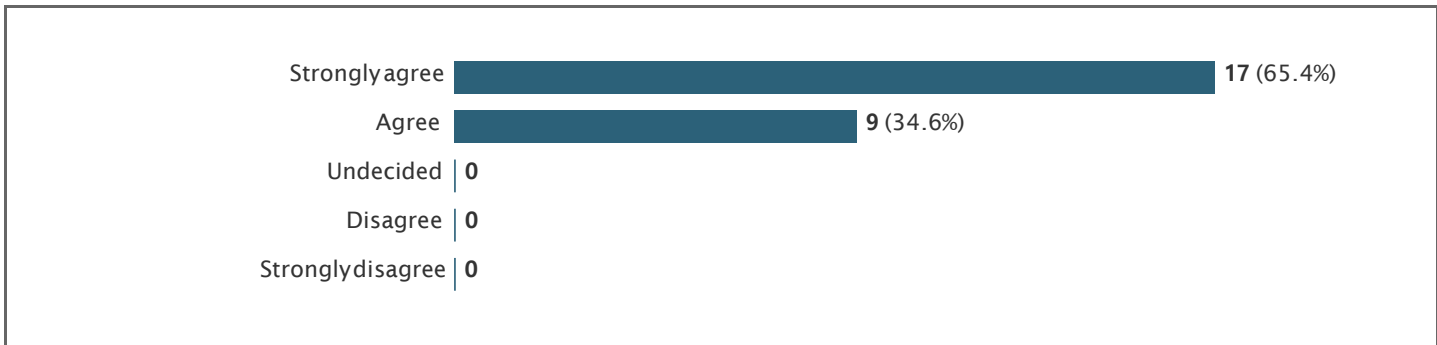3.1   I enjoyed OJC

3.1.a   I enjoyed OJC

Strongly agree   **20** (76.9%)
Agree   **6** (23.1%)
Undecided   **0**
Disagree   **0**
Strongly disagree   **0**
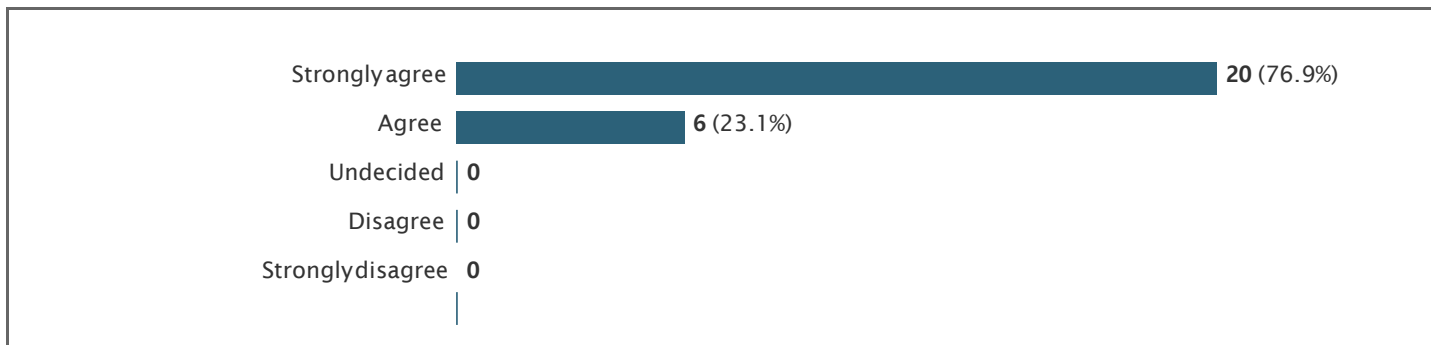
| 3.2 | OJC was not very friendly or relaxed |

| 3.2.a | OJC was not very friendly or relaxed |

Strongly agree **1** (3.8%)

Agree **0**

Undecided **0**

Disagree **2** (7.7%)

Strongly disagree **23** (88.5%)

| 3.3 | OJC made me feel part of a community |

| 3.3.a | OJC made me feel part of a community |

Strongly agree **17** (65.4%)

Agree **9** (34.6%)

Undecided **0**

Disagree **0**

Strongly disagree **0**

| 3.4 | I did not enjoy interacting with the other students in the OJC environment |

| 3.4.a | I did not enjoy interacting with the other students in the OJC environment |

Strongly agree **0**

Agree **0**

Undecided **1** (3.8%)

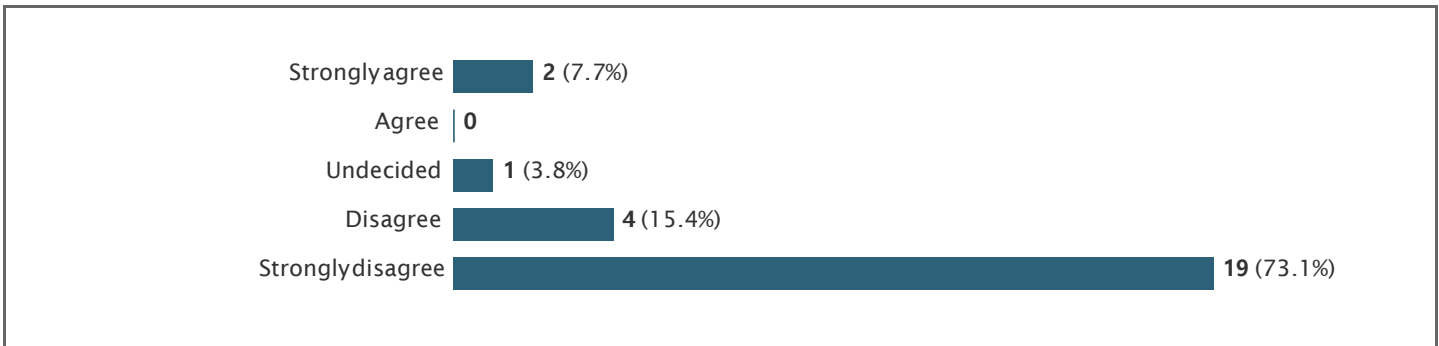Disagree **3** (11.5%)

Strongly disagree **22** (84.6%)
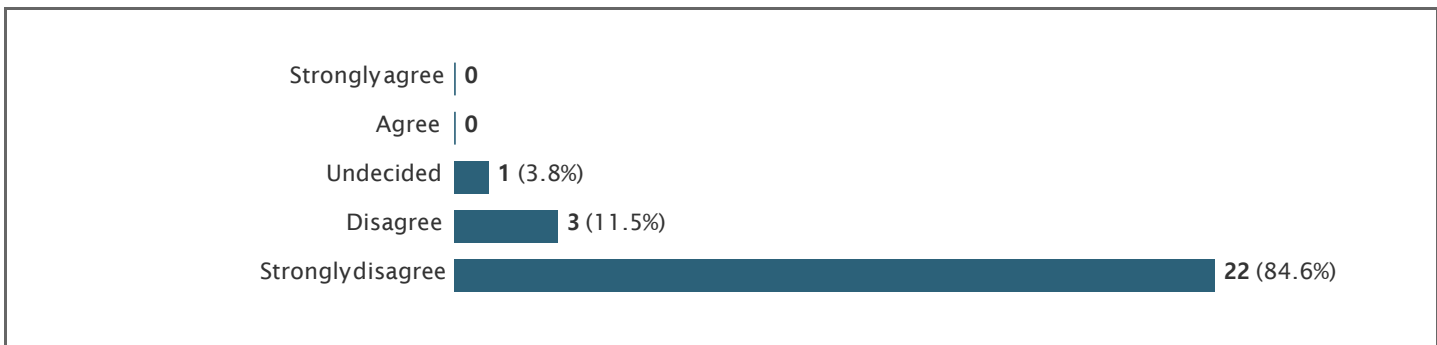
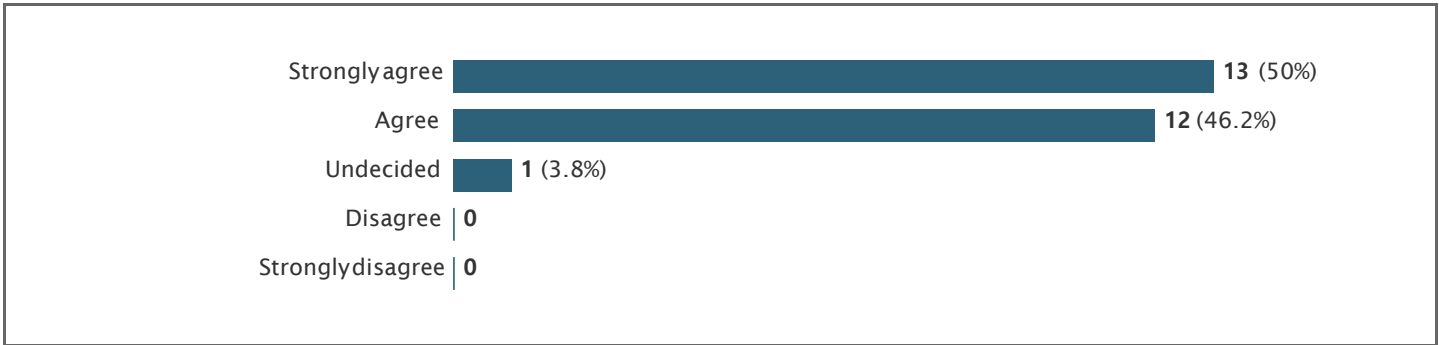| 4 | Thinking about development of your skills and confidence as a result of participating in OJC, please indicate how you feel about the following statements. Please don't select more than 1 |

answer per row.

4.1 OJC has not increased my confidence within the Adobe Connect environment

4.1.a OJC has not increased my confidence within the Adobe Connect environment

Strongly agree — **2** (7.7%)
Agree — **0**
Undecided — **1** (3.8%)
Disagree — **4** (15.4%)
Strongly disagree — **19** (73.1%)

4.2 OJC has increased my ability to research articles/information

4.2.a OJC has increased my ability to research articles/information

Strongly agree — **13** (50%)
Agree — **12** (46.2%)
Undecided — **1** (3.8%)
Disagree — **0**
Strongly disagree — **0**

4.3 OJC has not helped me to develop my presentation skills

4.3.a OJC has not helped me to develop my presentation skills

Strongly agree — **1** (3.8%)
Agree — **0**
Undecided — **2** (7.7%)
Disagree — **2** (7.7%)
Strongly disagree — **21** (80.8%)

What did you value most from your OJC experience?

Showing all 24 responses	
gaining and exchanging scientific knowledge	425151-425142-42867717
Opportunity to interact with my fellow students and tutors in a safe, non judgmental and open online environment	425151-425142-42867747
It was great to hear the passion and enthusiasm of other students !	425151-425142-43232453
I really liked how relaxed it was and I was able to do a presentation on something that I was passionate about.	425151-425142-43232427
Really enjoyed being part of a science community, and the informal, friendly environment.	425151-425142-43232454
It was good to have the chance to practice skills I have had a taste of in the past. Also, it's great to practice powerpoints for my future study.	425151-425142-44562105
A really great opportunity ! Thanks !	425151-425142-45232855
Doing the presentation itself. I am often quite quiet and nervous but this has helped a great deal.	425151-425142-45745497
Practicing delivering a science presentation	425151-425142-45745500
Discussing topics with other people in real time	425151-425142-45745495
The ability to be brave and do what I wanted to do - I wasn't sure I could.	486401-486392-48050377
being in a small group	486401-486392-48050441
Using my listening skills and learning to learn from others. Practising trying to make coherent explanations of concepts.	486401-486392-48050378
Getting past my fear of presenting by being able to do it in a safe space.	486401-486392-48298646
I being able to read my presentation aloud was helpful. Overall, my OJC experience presented me with the opportunity to engage in using PowerPoint as a means of communicating information.	425151-425142-49457094
Chatting to the tutor and other student in a relaxed atmosphere. Prompted me to do some independent reading before starting the module.	486401-486392-49586420
I enjoyed looking for and evaluating the articles, but the most useful thing to me was to face my fear of presenting. I never use the microphone during tutorials and avoid speaking in public but I would like to overcome this fear, and OJC provided the first step to tackling this. It was also really interesting to hear what other people had found.	486401-486392-49586427
Presenting about a journal article	486401-486392-49587335
I found it very useful to practice giving an online presentation as I had not done one before and I lacked confidence in giving a presentations. I also found the experience of researching the presentation really useful as well as it was easier and more rewarding than I had expected and I learned a lot in the process.	486401-486392-49689905
It was a great confidence boost. I was initially very nervous but the relaxed atmosphere has helped. I would now not worry about doing another presentation.	486401-486392-49863695

5

The friendly informal environment. That the group was small. The reassurances given in the slide of some concerns.	486401-486392-49863679
Getting to give an online presentation was a new experience, and it helps to build confidence in presenting work in a relevant, concise, and interesting manner.	486401-486392-50083011
Questions and feedback.	486401-486392-50083014
The very friendly, non-pressured atmosphere and the encouragement / engagement provided by both host and attendee.	486401-486392-50213960

6 Do you think you have developed any specific skills during your OJC experience?

Showing all 24 responses

yes, phage therapy investigation and type-1 diabetes insight.	425151-425142-42867717
Yes, although I am used to giving F2F presentations, I had very limited exposure to presenting topics outside my area of expertise to stangers in an online environment	425151-425142-42867747
Yes putting together key facts and developing my own knowledge , plus how to research a topic .	425151-425142-43232453
Yes. I didn't feel confident talking in a tutorial but now I do.	425151-425142-43232427
Presenting online was a new and valuable experience, as well as presenting within a short time-frame.	425151-425142-43232454
I have gained confidence in speaking about a subject alongside a presentation, I was nervous but this has really helped.	425151-425142-44562105
My research took me out of my comfort zone and I really enjoyed it !	425151-425142-45232855
Most defiantly and would love to do it again.	425151-425142-45745497
Understanding the format and style of a science presentation compared to a commercial presentation	425151-425142-45745500
Learning how to present in a clear, concise and structured way	425151-425142-45745495
Presentation skills. Not tripping over my words.	486401-486392-48050377
need to learn better online presentation skills	486401-486392-48050441
Yes many. Online tools, presentation, listening, speaking, research.	486401-486392-48050378
I am finding my voice.	486401-486392-48298646
Obviously since I'd never used PowerPoint before my OJC experience has helped me to present information in a different way from how I usually do it.	425151-425142-49457094
Giving a presentation online. Summarizing complex information.	486401-486392-49586420
I have done two OJC presentations, and the second definitely went better than the first, so hopefully, confidence and skill will come with practice.	486401-486392-49586427

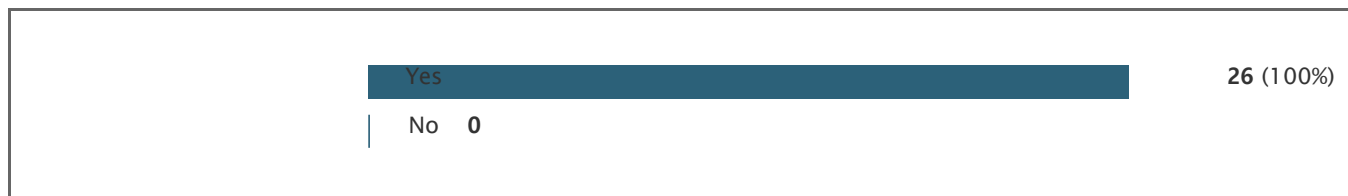|	
The OJC website was a great help in showing me how to deal with the articles and prepare for the presentation itself, for instance by recording and timing rehearsals, so these are skills which I can now start to develop.	
Reading a journal article!	486401-486392-49587335
I think my research skills improved and it also increased my confidence in the area of presenting as it gave me an opportunity to try it out and I also learned how online presentations work as I had never given one before.	486401-486392-49689905
Communication skills. I usually do not interact with other students so OJC has really helped me with this.	486401-486392-49863695
Im not sure if one presentation will have developed any of my skills yet. I was extremely nervous and felt like it was awful, that I spoke too fast, I didn't say a lot of what I had hoped and I felt my grammar was not good. If anything it highlighted to me that I need to practice more presentations as it was much more difficult than I thought. I hope that in the future I will enjoy giving a presentation.	486401-486392-49863679
Presenting to a remote audience.	486401-486392-50083011
Definitely.	486401-486392-50083014
Definitely more confidence. I believe I have further developed my article research and note taking skills (picking out the salient points). For the purposes of this, my first online presentation, I had to think about providing background information whereas in the past for non-online presentations, the assumption has been that people will know all the background in the first place.	486401-486392-50213960

7 What could we do to make your OJC experience better?

Showing all 24 responses	
it is great for a start it helps student interact with tutors on the level and learn. good for social interaction	425151-425142-42867717
Send a reminder email with the link to the journal club room one day before the event is due to take place. I was panicking initially because I could not find the right adobe connect room.	425151-425142-42867747
Nothing it was excellent .	425151-425142-43232453
Not sure as I really enjoyed it.	425151-425142-43232427
One or two more presenters would have been good. Apart from that it was great.	425151-425142-43232454
I thought it was fine as is, tutors were really nice and encouraging.	425151-425142-44562105
Nothing other than extend the opportunity for others to join in .	425151-425142-45232855
More often please.	425151-425142-45745497
Having more opportunity to do it as part of the course	425151-425142-45745500
Have more sessions available!	425151-425142-45745495

Nothing, it was great.	486401-486392-4805
nothing	486401-486392-4805
I liked the experience, I might be able to answer this better after my second experience.	486401-486392-4805
Find a way to push cake through the internet.	486401-486392-4829
It would have been better if other individuals had participated in the OJC experience on Tuesday 13 August as I was the only participant apart from the presenter. However, participation is up to individual choice.	425151-425142-4945
Can't think of anything.	486401-486392-4958
It would be nice if more students took part so that we could hear about more of the interesting things they have found, but obviously, that's down to the students themselves.	486401-486392-4958
Nothing	486401-486392-4958
I found the experience really good.	486401-486392-4968
I would quite like to know how to improve my presentation skills.	486401-486392-4986
Not sure. Maybe just a topic to discuss informally as a way to get used to speaking online in the first instance.	486401-486392-4986
Nothing, it was absolutely fine.	486401-486392-5008
I managed to join in on the tutorial not understanding that I would need to deliver a presentation. There were several people who did the same today. Some software restrictions for signed up participants to join would be great.	486401-486392-5008
I can't think of anything at this time - I thoroughly enjoyed it :)	486401-486392-5021

8 Would you participate in OJC again?

Yes   **26** (100%)

No   **0**

Appendix E: Anonymised Focus group transcript

Fiona	Hello, and welcome to this morning's focus group discussion. We're going to be talking about – you're going to be talking about your ideas and experiences of online journal club. So, the room is restricted so nobody else will be joining us unexpectedly. It's just for those taking part in the focus group. We're recording the discussion and we'll be transcribing the recording and everyone's individual responses will be anonymised. So, by attending the focus group, you agree for us to use your anonymised responses in our research. If you wish, you could ask for any of – all of your responses to be withdrawn from the transcript up to the point they are anonymised and collated for research. So, I've got a deadline of tomorrow which doesn't give us a massive amount of time. But do, basically, get in touch – drop us an email after the session if there's something you're uncomfortable about and we could withdraw that. And once we have obtained the transcript, this Adobe Connect recording will be deleted. Anyone got any questions on that? Or is that all OK? Maybe if you could give me a green tick if that's OK. That would be quite helpful. All OK with that? 004 and 002? Or are you still having a look or a read?
002	I'm happy. I keep missing the button.
Fiona	I know. I do that too. But is that OK, 004? Oh, I can't see how to take – yes, up at the top with the guy with the -
004	OK. Sorry, I didn't know where it is.
Fiona	I know. That's brilliant. Okey-doke, and then how will it work? So, Karen and I have a role of facilitating the discussions, so we're not going to chip in. So, basically, you guys are the experts here and we just want to listen to your experience and your views and ideally, we'd like everyone to sort of get involved so pleased don't be afraid of speaking. And if you have something specific to raise that hasn't cropped up, you can either use the raised hands or you can, you know, chip in basically. There are a couple of broad areas that we'd like to cover, and I think, Karen, we've got the 'I' there but it's a royal we actually. We should have put – but please, yes, if we haven't got this listed and there's something you want to talk about, just go for it, don't be constrained by anything you see or hear from anyone else. You're absolutely free to agree or disagree with one another. Any other questions before we start? Okey-doke, has anyone got… is everyone OK? So, if you're OK to crack on, why don't we try and do that green tick. 004, you were first there at the green tick this time round. Lovely. Okey-doke, so here are the overall themes. Your experience facilitating the club challenges, positive aspects and ideas for improvement. I'm going to switch my mic off and hand over to you.
Karen	And before you all start, I'm just going to say, you can discuss these points in any order you like. You can jump backwards and forwards between them. So, don't think if we move on to a different point you've missed the opportunity to talk about something. Any order is absolutely fine and anything that's not on that list is absolutely fine as well. So, I'm now going to do the same as Fi and turn my mic off.
Fiona	I'd probably just say leave your mic on other than switching them on and off because it can be a bit disjointed, so we'll switch ours off, but you can leave your
003	OK, well I don't mind starting with the overall experience and, do you know, I've really enjoyed the journal clubs and it's actually reminded me of being back in the labs. Not just being back in the labs but the enthusiasm of the students once they've happened – I know we've had a bit of trouble recruiting the students and getting them to actually send their presentations in, but the students who have actually come along have been so enthusiastic. I hope they've enjoyed it as much as I have but I didn't feel like I was just facilitating it because I had to because it's my job. I actually really enjoyed participating and hearing what they'd found out and why they were interested in it.
001	Yes, I agree, 003, I felt exactly the same way and I didn't – it didn't feel like a sort of tutor/student scenario. It felt like a group of people getting together to listen to some really exciting science, perhaps in an area of, you know, out with our normal area of research and expertise. It was – it was

	infectious. The enthusiasm definitely was infectious. It really fired me up.
002	I agree completely with what you've both said, and it's actually prompted me to subscribe to New Scientist which I generally will read from cover to cover each week. So, but I love the enthusiasm the students have.

The other thing I thought it was really – what was really noticeable was how when you let them be completely free about what they're doing, how well they'd come back with something very scientific that they'd thought about and put together because you've released them from the confines of a TMA or a – you know, what does the TMA want, what does the essay want. And I thought that was really important for them and it's a shame that some of our assignments that we get them to do don't give them that bit more freedom. |
004	So, my experience – I think at the beginning I was a bit nervous and anxious, I think because it was something that I'd not done before. I mentioned this to 001 one time, but once I'd had one of the journal club sessions and I knew what I was doing then I was fine, and I was a lot more confident with it. I think I was surprised, too, at how well the students did for some of their presentations and it was amazing the amount of detail and the depth that they had gone into for analysing the paper and presenting it. So, that's really good. But I think there was a bit of – a spectrum of abilities there so, as I was anxious doing my first – facilitating the journal club – you could see that some of the students were quite nervous as well, but I think it's good that they had the opportunity and experience of being able to work to and give a presentation and now they've done one hopefully they'll feel more confident doing the next one too. So, yes, I think some students – the students who came along were very enthusiastic in participating and I think it was a good experience for them to have. OK.
Hazel	For me, it's really nice to hear how the website's being used and how it supported this because the project meant to me that as a Curriculum Manager I could work – I could use my skills to work on this but I am really interested in, for any ideas of improving the website and, you know, if we needed any other resources or things on there. But we would like – we do like it to be a nice clean clear look for the website.
001	I noticed that the website has been updated. I had a quick look this morning so I can't really comment on aspects of the website at the moment. I found it relatively easy to navigate. We had issues around my access and my permissions which caused a little bit of confusion because I couldn't see what I thought I should be clicking on occasionally. But other than that, I thought it was – the only thing that – and this might be my permissions thing. I couldn't see immediately how to access the sign up sheet but it maybe that students do. This maybe that because I couldn't access the sign up sheets to see who'd signed up either Fi had to do that for me and then email them to me. So, I say, that may be a permissions thing rather than a website issue, but I couldn't find out easily how to sign up.
004	No, you're right. I mean.
Hazel	I think it's because the sign up sheets are in other areas. They're on the forum. I think on the forum. I'm not sure. So, I was actually looking for that myself. These sign up sheets. Yes, I think perhaps they could be made more visible. I don't think it was particularly a permissions thing. I think it's because the links are in other places.
001	Oh, OK, so it's not specifically on the website, so perhaps we need to think about that.
Hazel	Yes, because I was actually using my student OUCU to see how I would access it as a student and, yes, you're right, that was – that was an issue. I couldn't see where to sign up.
001	I'm glad it wasn't me being daft. [laughs] It's always possible.
002	Picking up on a couple of things that 004 said about being sort of anxious the first time. I was thinking: oh, my word what if someone comes along with something I've got absolutely no clue about. And that was my biggest worry but actually once we got going, I thought, actually it doesn't matter because the, you know, because it was OK to say: wow I've never heard about that, that was very interesting, blah-de-blah. So, that was my biggest, sort of, concern. But I think we did very well in creating a kind of – a secure, relaxed, supportive environment in the room to support those students, to make those students who were obviously terrified feel like it's fine, you know, it's not recorded, we're here supportive. We're not going to criticise. It's really interesting what you've done. So, I think we did very well in that aspect of it.
003	Yes, I agree there, Jane… Oh, sorry I was just going to say that I think 004 and I had a particularly nervous student in our last session who, if anything, I think we sat back a bit too much. We're trying

	not to interrupt but we – it kind of highlighted that using our little ticks and things and maybe the smiley faces is actually a good way of encouraging them without butting in because at one point she thought – she started to worry that no one could hear her because no one was saying anything. So, yes, that was just something that we picked up. Maybe – maybe actually sitting right back and leaving them to it was a bit too much and sometimes they needed a little bit of encouragement as well.
001	I think it's a case by case basis with the students, isn't it, because there's such a spectrum as someone's just said of not just ability but confidence and using Adobe Connect, using the microphone, everything else. So, there are the incredibly confident students where you could just sit back, let them talk and then, you know, have a bit of discussion at the end if you wanted and then there were others where – you're absolutely right – that the use of the emoticons might be a really good way of letting them know that they're doing fine and we're listening but without interrupting their flow.
004	Yes, because I think when you give a real life presentation, you can see the audience. So, you can kind of gauge their responses and if it was a student giving a talk, it could be, like, big smiles, nodding your head. Giving them encouragement and when it's online that's not quite available, so I think maybe if we do put the chat box up beside the presenting thing and we just say we'll leave questions to the end but we could maybe do, like, the occasional smiley face just to help or the tick just to give a bit of response there. A bit of encouragement.
001	Another thing that I found interesting was it wasn't just the development of the students scientific understanding and their confidence with, sort of, standing up and presenting. It was down to even how they presented. So, one student did a fabulous presentation on some aspect of marine biology and they had this incredibly busy background of their slides which was actually quite distracting but nobody said anything but at the end the student themselves said 'next time I realise I need to make my background plainer because it's distracting from the content.' And another student said, 'I had too much information on each slide. I needed to cut it down a bit.' So, the students were also actually learning core presentation skills and what they were doing: they were reflecting on their experience and their practice for the next time which also was an aspect I hadn't necessarily thought of. I'd thought of Journal Club in terms of confidence and discussing science. I hadn't actually thought that equally important was the actual nitty-gritty of how to present a good presentation.
002	Yes, interesting, 001. I think – those things come to us naturally as educators. We've done it for so long we know that, you know, the do's and don'ts of how to sort of put a presentation together. But, yes, certainly another skill for students.
004	I wonder if we could maybe build that reflection into future online journal clubs, maybe ask students to reflect on some key points before they start the process and then maybe when they're finished maybe getting them to reflect on how they think they did and what they think they learned and maybe what they would do differently if they did it again. If we maybe try and build that into the learning experience.
001	That might have been some of the questions in the survey they had to take. I did the survey myself, but I can't remember now whether that was the questions. I don't know whether Fi or Karen want to chip in at this point and say whether they're asked about that element?
Karen	I'm happy to chip in. Yes, they are asked about it in the questionnaire that we send them. That's a really interesting point about: we lead them up to the journey but then it, kind of, ends for them, so that's really interesting. Thank you for that.
004	Can I ask what the response rate was like for the questionnaire?
Fiona	I've been talking there with my mic off [laughs]. It was really good actually. It was very high. I think maybe like around 100% high, you know. I think – anyway I'm going to go and check that now and I will report back. Keep chatting and I will report back.
001	I think one of the challenges – one of the biggest challenges that I found coordinating it was that a lot of students signed up in a burst of enthusiasm and probably all genuinely wanted to take part but then the reality of life, they were heavily into one, two, up to maybe four different courses, and time constraints meant that they weren't able to participate. I did a lot of chasing and reminders and please let me have your slides, sort of thing and at the end of the day, a number of students just sort of fell off the radar. They just didn't contact at all. So, it was hard to know whether they were going to turn up at the last minute or not. So, that was a little bit difficult to manage because I didn't want to be, you know, a nag and I wanted to be encouraging and supportive but also I didn't want anyone

	caught unawares, either student or facilitator by a student turning up thinking they were going to be presenting and then it not being expected. So, that was the first challenge: the reality between the early start where students were doing it in the summer when they weren't studying and the realities of trying to fit in journal club around existing study meant that numbers were not as high. The second challenge I came across was, and only really with one student and maybe one slightly the other and that was an inappropriate choice of topic. So, when they sent the slides, I'd have a look at them and check whether they'd move to Adobe Connect quite happily. However, there was at least one student who was adamant that they wanted to present on telepathy and supernatural phenomenon and I had to keep reminding them that we're scientists and it needs to be evidence based and that that possibly wasn't, you know, anecdotal evidence was not scientific evidence and that maybe they needed to find a more formally scientific subject to write about. And that got quite difficult because again I didn't want to dent anyone's enthusiasm, but I did have to keep gently reminding this particular student that we're scientists and therefore we work on evidence based reasoning only. So, those were the two challenges I had with the admin side of things.
004	Was that a first year student, 001?
001	Sadly not.
004	Did they say they'd got it from a journal or was it, kind of, like Journal of Telepathy?
001	They weren't terribly clear where they'd got it. Incredibly enthusiastic student. All sorts of strange – you know – registered with one name and then emailing with another. All sorts of peculiar things going on. Never got to the bottom of where they were getting their information. They seemed to have a bank of presentations already done on a variety of topics, some of which were really strong scientific topics and some of which were so completely, you know, Uri Geller fork bending type things. It was quite – it was quite challenging but at the time quite entertaining. Fi knows the student because I think she had similar experience with the same student, but it wasn't something I was anticipating coming across. This having to explain to a student – particularly level two student what constituted scientific evidence.
004	Yes, I had a first year student who came up with a little bit something similar, so I explained the prompt thing that we do for SK100 and how you have to be careful about what information's there and the provenance. But yes, I can understand it would challenge. It's something to watch out for in future journal clubs.
001	Yes, it was one of those ones where I had to take a deep breath before I constructed my email reply [laughs]. A bit like Jo and respiration through oxygen. Take a deep breath, think about how you construct the reply.
002	Yes, yes walk away and make a coffee. Fiddle with chickens and come back.
004	So, one of the things is that I think that some students with the Open University are maybe doing their second degree or, you know, they've had quite a lot of experience in the workplace before they come and I think, perhaps, they were the students who gave the very good presentations which I think was the majority. There seemed to be less students who struggled but I think they're the ones that we want to attract really. To help give them the experience. So, I wonder if there's anything we could do to try and attract the students who need the help more to come along and participate.
002	Yes, it was clear, it was very obvious who obviously gives presentations in their work environments. They're really good at doing because they do it all the time. Those, like you say, who've done a degree before so have got those skills. I wonder whether – I mean, it's not compulsory but there's the little badge isn't there? I'm just wondering if there's any way in the whole of the STEM Faculty across all STEM modules that it's made – dare I use the word – compulsory that each student does at least one journal club while they are studying for their qualification. Possibly a…
004	Maybe one idea would good.
002	Well, yes. Here's me tentatively thinking should we ask them – say that they must do one over the six years or whatever they're with us. That actually or even one a year.
001	I know one of the modules, it's been written in as part of the module, but I don't think they have to present. They have to participate. So, they have to come along and at least listen. I don't think they have to participate. But I – this is quite a new approach and from what I've been hearing the – there's

	a lot of enthusiasm and a lot of interest and it's something that seems to be catching hold, so that might be a direction that things will go. I think, and Fi and Karen will know better than I, it would be very difficult to make it compulsory unless it is written in as part of the assessment strategy or whatever for a given module, I think.
Fiona	Yes, I mean, just to come in on that. I think a possible idea would be to maybe introduce more journal clubs as part of the tuition strategy. One could maybe embed them within the module. The issue is sometimes about accessibility if you make it, you know, link it to the assessment and make it compulsory. But I'd like to note that this is something to think about.
Karen	And I'll just add in there as well, there is actually a precedent coming up in that the Developing Good Academic Practice website is being revamped an it's going to become a badged module and the idea is that if people do come down the academic conduct route, they will have to go away and get a badge. So, you know, just to show that they've at least read the material again. So, there is a precedent for actually, kind of, forcing students to do it.
001	On that note, can I just say I haven't got my badge.
Karen	What happened, 001? I sent you the key, didn't I?
001	I did the key and I did the quiz and it said I'd get an email with a confirmation telling me that I'd got my certificate and I haven't got that bit.
Karen	And what day was that?
001	Oh, I've to sleep since then, Karen. I can check. It was whenever I emailed you the other day.
Karen	It's been a good couple of days. OK, I'll see what's happening there. Thank you.
003	So, picking up on including it in the module. Maybe we could just, you know in kind of tutor group tutorials – if we could have some tutor group tutorials that were more journal club instead of listing what happens in a TMA or something like that. That could work and that's quite a small group. But yes, it's worth thinking about. Mulling it over.
002	That's a good idea. Yes. That kind of links back to what I was saying was that how amazed I was that they'd – given the freedom how they actually really came up with the science and made that effort to understand it. Whereas, when they're, sort of working from module materials, it's all – I don't know – that doesn't seem to always be there. And if you're in a, sort of, different university, you're given an essay title and you have to go off to the library and dig around for journals that are going to answer your question for your essay. So, I think we're still quite restrictive and prescriptive in the way we say: right, this is the essay, use the information from the module. Whereas we're actually restricting them from not going and finding loads of other, you know, finding the information from journals. And then I'm thinking to myself, all those endeavours with the S294 collaborative activity [laughs] and do we really want more of that sort of pain. But I think if it was the collaborative nature, that was taken [laughter]. If it was something you were doing on your own, I think that would work.
001	Oh, the weary laughter of tutors who've just completed moderating that exercise. [laughs]
003	But then maybe if they collaborated a bit more earlier on, they wouldn't be so resistant to it at the end of the module either. So, maybe it would help.
001	That's true.
002	Yes, it sort of get to March: where's the tutor group forum, is it, ohh…
001	I have a lot of sympathy with students and the timing and things. I think if they're juggling the things that we know our students juggle in terms of work and caring commitments and everything else. Finding time for their study alone is a tough enough challenge. To then offer them, however brilliant the opportunity is, and I think a lot of them realise it's a great opportunity to do a journal club presentation. But actually, the time that it would require them to do the research and to prepare, I think is something that we need to look at in terms of the timing that we offer this because unless it's built into part of the module itself, so there's time put aside for them to do it, it's extra time that they have to find and the one thing I'm very aware of with my students is they're generally time poor. It's not that they don't want to participate, it's not that they don't recognise necessarily that this is a great opportunity although it's undoubtedly true that not all students do see this as a good opportunity. It's actually physically having the time to be able to do it and do it justice to the level that they would wish to do it, I think.
004	Yes, and I think if they've not done an online journal club before, they might do a lot more research and looking around and contemplating whether this is a good enough article or not. They might take a lot longer to prepare the first one than they may, say, the second or third one. So, I think that is a bit

	of a hurdle for the students and I think most of them probably did spend a lot of time in the preparation phase and picking the article. I wonder based on how some students are time poor if we could maybe do some sessions where maybe tutors pick an article and present that to some depth and maybe have that available to maybe, like, a larger group or maybe have it recorded so students get to have the opportunity to come and watch even if they don't have the time to do their own journal club. Maybe if they – maybe if there's maybe like interesting new breakthroughs, we could maybe give our overview on that. It's just a suggestion.
001	I wonder, if we have enough tutors, whether in S294 one of the module wide Saturday sessions could be journal club-like? A mix of presentations and science and things.
002	Yes, sure and there's certainly – a couple of modules I'm working on, there's a whole revamp of how the tutorials are sorted out and there's, like, all these extra tutor tuition hours that we haven't used. We'll do something with them but they're not quite sure what yet. So, the journal club within the module tuition strategy could potentially work there to use up those spare tuition hours.
004	And students seem to struggle with interpreting results and how the experiment happens – how the work and the data interpretation questions we have to do on S294 so, maybe if they had more experience and had more worked examples and explanation, it might be a bit easier for them to take on and understand that information.
001	Yes, that's a good point too, 004. It sort of – we could – two pronged attack on data interpretation. I'm just trying to think on my feet about how tutor group tutorials might not work given the constraints with the number of tutorial hours we all have and, you know, what else is covered in the tutor group tutorials which is why I was thinking of whether there's any spare capacity in the module wide and whether those sessions could be a mix of, you know, maybe a tutor do a presentation and then students are given the opportunity to do their own if they want to but others could just come along and listen and maybe that would encourage them to do one if there was, I don't know, four sessions – four journal club sessions across the module, for example. Whether that might be a way of building up confidence and… it wouldn't work a lot differently from the way journal clubs are working now, would it? But if it was part of the Saturday morning module wide it becomes more of their routine rather than an optional extra that they feel haven't got time for. I don't know.
002	I think that's what I was getting at, 001. I can't think which module it is – or modules I'm on that – there's too many tutors and not enough tutorials, if you know what I mean. So, we're all sitting round spare and it was sort of vaguely said in October – in the summer when our tutorials were planned that all those student hours could be used for support sessions and it's, kind of, not really happened and been left vaguely floating around. But, yes, I think it's more, sort of, cluster wide or module wide that I'm thinking rather than actual tutor group. But then if it's module or cluster, it gets a bit massive and would you – you couldn't actually have all the students that turned up to a module wide presenting cause you'd be there all day. So, I think…
001	You've got to have some way of knowing in the first instance who was presenting because obviously you'd need to have the slides uploaded and everything else. And you're right, you wouldn't want it to become a behemoth, but there aren't – you can't -
002	So, it loses that personal, safe, little small environment?
001	Yes.
003	Yes, it might get a bit intimidating.
001	You can put limits on the number in a room and sign up, can't you? So, we could for those sessions limit – you know to say maximum of ten people or fifteen people.
002	Yes. Yes.
001	I was looking at that last bullet point. The idea to improving journal club. In terms of the way it works, I think, it was Jo that said what she thought we'd done really well was create a safe space for people, particularly those who might be nervous to have a go and be welcomed and not feel unduly pressured. And I think that's absolutely right. I think the set up for that was spot on.

I think inevitably it would improve if we had more than just one or two presenters in each club. So, you know, there would be a maximum beyond which it would get unwieldy but, you know, four or five different topics spreads that anxiety amongst the students because they don't feel that they're standing up on their own or there's just a couple of them. So, I think one way of improving it would be to think about ways of encouraging more students to take part, more students to have a go and take |

	the risk and acknowledge that, yes it is scary and actually none of like standing up and speaking in front of groups of people whether it's online or face to face. I still don't like doing it in tutorials where there's just deathly silence at the end and you think: are they all there, have they gone to sleep, I can't see the whites of their eyes, whatever. But it's one of those skills that the more you do, the better you get at it and the more confidence that you have. So, it's how can we get more students to see the benefit of doing it and to have a go.
004	We did ask the students to put up on the forums what they thought about it, but I don't recall seeing anything. Did anybody else see any of the students encouraging posts to try and get other students?
001	No, one in particular said they were going to, and I looked but I don't think they did.

But you're right. Peer pressure, peer – not pressure – peer encouragement like that is likely to be perhaps more beneficial than tutors saying 'Oh come along, have a go' because it's all right for us, we're tutors. But other students saying, 'Do it, it was scary but I'm really glad I did it. Have a go,' might carry more weight with students.

The student buddy programme that's been working for S294 maybe that's something that we could look at in terms of having – if that's going to continue – having at least one or two of the student buddies for the 19J presentation, if the students wanted that have done journal club so that they can promote it within that student centric forum rather than the involvement of any staff or tutors. |
004	Yes, so maybe we just need a bit of time for that opportunity to happen and then that encouragement will occur. So, yes, if we could maybe try and get one of them onto the buddies forum that would be good. Or maybe even if we did a guest appearance on – if they're not an actual buddy give a comment to go on, that might be useful.
001	Yes, yes that's a really good idea. You know, appearing for one night only, so and so who did journal club.
004	I think D was quite positive, maybe E would give a nice comment.
003	So, you almost need to hijack the dreaded Facebook page as in not, I don't want to go on it but – well, you say social media does…
001	You said that too quick, 003, too quick.
003	I'm not going anywhere near. But, while we do get issues and problems with the Facebook page and rumours go round that aren't necessarily right, it could work in a positive way as well if we could some of the people to actually put it – again in that more relaxed atmosphere because they don't see it as the tutor saying: you must do this, or this is really good. If the students might actually promote it a little bit in a more casual way, that could work for our benefit as well.
001	That's true. It's not just Facebook, is it? There's the WhatsApp groups. Yes, absolutely, and Twitter and things. You're absolutely right. Maybe social media is the – is something we should think about harnessing.
Karen	And I'll just interrupt there just to share a story. I was – I lurk on the OU Facebook group and there was a posting from a new student who was starting this year who just said: I just want to talk about my subject can we do – no, and really said, can we do this here, can we just chat about something we've seen in the news? And I had to sit on my hands not to say, 'journal club', so I think that's a really good point.
004	Do you post on the Facebook or do you just listen in?
Karen	I just listen in and cringe.
	[laughter]
003	I don't think I could stand that.
Karen	I don't post at all. There are lots of times when you just want to correct things that are so clearly wrong on lots of levels, but it's really really not a good idea.
001	Sorry, that's just made me chuckle, the idea of you lurking, biting your tongue. Must not type reply.
Karen	All right, I'll confess, I have typed and then back spaced and got rid of it.
	[laughter]
001	I think that's a really – I think it's a really interesting area, but it has to be student led, you know, for it to have that impact and not just be yet another avenue that tutors or module team or whatever are encouraging something. If it comes from students and students are able to say, 'I really got a lot from this and, yes, it did take some time and, yes, it was scary and this, that and the other but I really

	benefitted'. I think it might encourage more students, particularly the ones that whoever it was – I think it was 004 was saying – targeting the ones that would really benefit the most from it. The confident students we've got – they're the ones that are going to sign up and going to do it anyway. It's the slightly less confident ones that perhaps don't believe everything their tutor says in terms of the hype but who might listen to other students who they perceive as being in a similar situation to them, so I think that's a really interesting avenue to think about. How we might develop.
004	I don't – so, I think at one point we thought that at the summer we had more students wanting to come because they weren't so busy. We were going to try and focus it at those times, so in the summer and maybe at the start of the term, up to maybe about Christmas as a window – a period to concentrate on the journal clubs. And maybe have less -
Fiona	Yes, we are planning a summer series. So, you think that would be -
004	Yes, I think when the students have more time and they're not under lots of time constraints, then I think – like the ones who signed up but then pulled out because they didn't have enough time, I think summer would be a better time for them to have a go. Because most of the science modules now run from October to July.
001	June, I think the exams are.
Fiona	Yes, by mid-June, they're probably mostly on…
001	Another thing, another we could think about – we offered an awful lot of dates and we sort of brought in some level one students and some level three and what have you. We offered a lot of dates which didn't automatically spread the number of students that signed up for each session. If we had fewer dates as the module was actually running, it's more likely that we would attain a sort of critical mass of students who felt able to participate when their date came around. That might be something we could think about. I don't know if there's been any research done or anything – look at the popularity of the different times that were offered. Whether daytime or evening or weekends worked better. Whether we could offer fewer slots once the module has started in the hope that we get this critical mass.
Fiona	That's a good point actually. Maybe we could have a wee look at attendance or even interests of the students who expressed an interest in attending. Whether there was better times that suited people.
Karen	I'm wary of directing anyone, but I just want to return to some points I think all of you hinted at at different stages and it's going back to that first thing about your experiences of facilitating clubs and ALs doing this, that first experience. If we broaden this out to lots of students, what are your thoughts on the experience for other ALs? Can I just ask you to think about that one?
001	I would imagine that other ALs would perhaps share the similar first time nerves that we all felt, but like us would very quickly adapt and get used to it and take in their stride. I think it would be useful to open it up to other ALs because I think they would get a lot from it. I think I've learned a lot from doing it. It took me a little bit out of my comfort zone, and I like that. It reignited my fire for, as Jo said about, you know, just exciting science that you just get out of the habit – we're all so busy, we get out of the habit of just reading exciting new science news stories for the sake of it and in areas out with our immediate area of expertise. It also, interestingly, changed my practice slightly in that it's encouraged me – I know there's possibly not a lot of evidence of this today – to talk less in my own tutorials. So, in journal club, letting the students just get on with it and run with it and if they stumble or if they pause, not immediately stepping in to try and help them but just let them try and sort it out themselves. I have tried to do that, and I have been doing it more in my actual tutorials. I have not been so frightened of long pauses and I've let the students realise that they are expected to do something themselves, that I'm not going to immediately leap in and save them and I'm seeing real benefits. I'm seeing more student engagement in my – in my tutorials. Now, that's anecdotal, I know, but it has changed the way I am approaching my own practice.
002	Now you've mentioned that, 001, I realise I'm actually doing the same. I'm sort of really not worried about these long silent pauses and it has encouraged the students to think: actually, she does mean it when she wants us to do something and she's not going to, like – she's going to sit there and it's going to be very quiet for a very long time unless we do something. So, yes, I agree. But I think this – with this new AL contract coming in, this sort of us being given time to go off and look for – you know, do this sort of reading of New Scientist or whatever, is going to be, sort of, built into our time, if you like. So, it should become easier for that, for us to do that and I think it's a beneficial thing for all ALs to be given a change to do this for their – what is it? Their ALAR thing? In their own practice development

	and so on.
001	CPD.
004	I think if new ALs are going to come along and join in, you said would we be happy to do them solo and I think as experienced people, I'm quite happy to do that. But I think if somebody new was coming along, it might be nice for them to pair up with an experienced person to kind of get a bit of opportunity to practice with somebody else and then maybe have a little sheet that says: this is what you need to do beforehand, and this is what you need to do afterwards. Just as a bit of a reminder of what to do and things.
001	Yes, I think that's a good point, 004. I think certainly to begin with a buddy system would be a good idea till people were confident.
002	Yes.
001	Has anyone else noticed or thought about how the use – or facilitating journal clubs has had an impact on their own either tutorial delivery or their own approach to things? I'm really quite interested in it because this an area I hadn't anticipated in that I wouldn't learn – I hadn't anticipated I would learn quite as much as I did from facilitating journal club.
002	What I would like to do and I simply haven't got the time - and hopefully when this AL contract comes in and we've got – we've been given the time – what I would like to do is actually when I've got a tutorial on a topic, is bring in some information from a journal that is relevant. But at the moment, it's – I just don't have the time to go and do that and I'm sort of, you know, I've got the tutorials all written up and give them a little tweak every year as appropriate. I just sort of trundle along as I have been. So, I think it has the potential to change our practice, but we need the time.
003	And it also gets a bit tricky when students are told that they don't need to read outside of the modules to answer the questions for the TMA and stuff as well.
002	It does, but I don't think there's any harm in, you know, showing some other – something relevant to, you know, something that's relevant to the topic. Oh look, you're studying this, there's this new piece of research about this that says this this and this. I think that's actually very beneficial.
003	Absolutely. Also, one thing that I had started to do and thinking about it, journal club probably encouraged it a little bit more, is that I haven't worried quite so much about having, you know, a fifty minute or hour long recording because a lot of my tutorials, not module wide but the tutorials – you know, the tutor group tutorials still do have very few people in them so I've actually started doing a much shorter recording of the slides and then opening it up for questions and answers and chatting about it off the record, as it were, and it is helping a little but and people do actually stay and ask questions and interact with it more. Maybe not still with the microphone because they don't like the microphones. But I think it makes the people who've actually come to the live session get more benefit from being there rather than me putting in interactive things and then editing – adapting at the time to take them out again because there's only two people and I don't feel that it's fair. I do the recording of the slides for the people who want to watch the recording, or need to watch the recording, and then for those people who do come get the time and the kind of interaction with me that they maybe wouldn't have done otherwise. Again, it's anecdotal but in a couple of modules at least people do seem to realise that there is a benefit for coming to the live sessions and I've had a few more people come along. Still not masses but maybe that has influenced me a little but as well, but they do seem a lot more comfortable with it if it's not being recorded.
002	Yes, I totally make it clear that part – part of the tutorial will be recorded and by that it gives me the ability to explain to the one person that's turned up that I will teach and then when there's something to do, I will pause the recording so we can do it in private and they get some one to one or, if there's two of them, two to one or, you know, and then the recording carries on. So, actually the people who have not been there live are missing out on the sort of interaction with me because I've been doing that privately because it's simply not fair for one student to do stuff with everyone else watching on a recording.
001	This comes back to this whole debate, doesn't it, about the recording of tutorials and the benefits for the students that can't attend versus the detriment to the students that do, and I think the fact that the journal clubs are not recorded is a really big plus point in the students' eyes. They don't have to worry about messing up because at the worst – the worst case scenario if they mess up is that it's just going to be the other students that there and a couple of tutors. It's not, you know, there for posterity for everyone to see.

002	Yes
Hazel	One thing following on from what you're saying, how journal club's made me think of sort of different ways of using it. Although I've been doing the website, I'm also a master student on the online distance education degree and I really think it would be such a good thing for the MAODE students to have an opportunity to use the journal club because one of the things we're supposed to try out different innovations and this would be such a good thing for, you know, the opportunity for those students. Because that was a different, you know, impact on my practice, really.
001	I can't think of a single discipline where something like an online journal club couldn't be beneficial for students. I find it very hard to think of a single area where this kind of opportunity doesn't have massive benefits.
002	Oh absolutely.
Hazel	You're right.
002	Across every school, every Faculty.
001	So, we need to be scientific evangelists for online journal club.
Fiona	I like the sound of that.
	[laughter]
Fiona	Thank you so much, everyone. I think it's been a really lovely discussion today. Does anyone have anything that you'd like to, sort of, add or chip in or disagree with before we, sort of, wind up?
004	Maybe just what Karen said about trying to get more ALs to come and help. Just to say I think doing a journal club is far far simpler than doing a tutor group tutorial because basically, we just facilitate really and the students do all the hard work so, it's something that we don't have to put too much effort into but we do get a lot out of because as people have said, we learn about the new science and we help the students.
002	Yes, I agree.
001	I think you made a brilliant quote, 004, which I included in the bit about the – for the Snowball article, it's that we move from being – to teacher to facilitators of the students or something. You had a brilliant turn of phrase and I think that's absolutely right, and I think that it's beneficial for us and for the students.
004	Yes.
Fiona	Lovely. OK, then. I think we're – are we ready to wind up? I think we might be. OK. So, a big thank you to everyone for participating. It's been lovely. You've just kind of chattered away and we're able to sit back and enjoy. Thank you very much.
Karen	Yes, it was fabulous listening. Thank you very much. And a very boring point, kind of an admin thing, 001 has said that she's had problems getting her micro badge. We're literally about to release them to students so it would be nice to test this. If any of you wouldn't mind nipping onto the website and doing the quiz and then emailing me to say how do I get my badge, and we'll see if you can get your badges. I wonder if it might be one of 001's permissions things again. So, if we can get somebody else to try. Fi and I have already tried in the past, so it won't work for us.
001	I think I'm just being black-balled.
	[laughter]
Karen	[inaudible 0.56.46.6] and then I'll be able to try and see what's happening with the badges and everything.
Fiona	And we will – we will send a copy of the slides that we did for the ESTEEM thing – we're doing for the ESTEEM conference. We'll send those on. Just wondering, have we sent you any of the feedback from journal club?