**Use and Perception of Second Life by Distance Learners: Comparison with other communication media**

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**Introduction:** The use of virtual worlds (VW) in education has increased in recent years, with Second Life (SL) being the most commonly used VW in Higher Education. However, there is a paucity of information available on students use and perception of SL in relation to other online communication media available to the distance learner. Consequently, this study explored this area with a group of distance education students.

**Methods:** A self-completion survey was designed to assess students’ use and perception of using SL and whether this changed according to timing of orientating to SL in relation to subsequent use. A series of Likert scale questions were organised to gather the following information: student demographics; students’ experience of using SL; students’ thoughts on using Second Life. Free text comments and a small number of open questions were also included.

**Results:** The majority of students rated SL lower than other forms of communications media, such as email, WebCT discussion boards, Skype and Wimba, in terms of facilitating communication, promoting the formation of social networks, fostering a sense of community and benefiting their learning. The use of an orientation session close to subsequent use of SL for learning activities did positively affect students’ use and perception of SL.

**Conclusion:** It is possible that the results of this study were influenced by the lower frequency of use of SL on this programme compared to other work reported on this subject. Nevertheless, little has been done to compare SL to other communication media in this way.
to receive a grant to study the educational effectiveness of the first module. We conducted a cluster randomized controlled trial investigating whether the NIDA module “The Clinical Assessment of Substance Use Disorders” and small-group debriefing can improve students and residents attitudes and communication skills toward patients with substance use disorders (SUDs). Our study was published on October 7, 2014, in Academic Medicine under the title “Efficacy of an Internet-Based Learning Module and Small-Group Debriefing on Trainees' Attitudes and Communication Skills Toward Patients With Substance Use Disorders: Results of a Cluster Randomized Controlled Trial.” In our presentation, we’ll present the blended learning and eLearning resources used, and discuss the outcomes and consequences of this study.

1430-1445 hrs
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Strategies to increase satisfaction of health professionals in long e-learning courses

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Satisfied users evade less, especially in long Distance Learning courses. The Postgraduation Course in Family Health focused on two strategies to increase student satisfaction with the course: use of active methodologies and peer tutoring. This is an exploratory study on the Axis 1 (180h) course covering the content of Public Health and consists of three units (U1, U2, U3). Were analyzed structured questionnaires of 4 classes for a total of 811 questionnaires answered a total of 996 students. Was considered satisfactory the two highest categories in Likert scale. The units were evaluated individually and we used two indicators: "methodology" features eight items and the "tutoring" has four items. The indicator on "methodology" on the U1 77.3% was considered satisfactory; U2 at 72%; at U3 79.8%. The best rated item was "significant learning strategies" (85.7%) and of lowest satisfaction was the "time set for tasks" (50%). The indicator on "tutoring" on the U1 88.7% considered satisfactory; U2 at 83.7% and 89.6% U3. In this indicator, the item with the highest satisfaction was "tutor monitoring the performance of activities" (88.5%) and the one with less satisfaction were the "tutor as motivator" (86.2%). Students recognize the interaction processes (tutor-student) and interactivity (student-learning object) as important principles in the active methodology and strategy in health education.

The use of active methodologies strategies and peer tutoring are essential to increase the satisfaction and motivation of students in distance learning course of long-term (12-18 months).