

*Tables for presentation on the Medical Teacher website only*

**Table 1 Questions taken from the module 1 and 4 surveys that relate to aspects of Social learning. Responses are given as median scores.**

Module 1 'ask the expert'. Module 4 'journal club'.

Module No.	Question	Median
1	It was useful to ask an expert questions	4
1	It was useful to see the questions and answers of others	4
1	I have easy access to experts I need at own institution	2
1	There is a need for this kind of service	4
1	I would like a panel of experts in different fields	4
1	E mail is too restricting to ask the questions I need to	2
4	I have often taken part in a web journal club	1
4	I did not feel I wanted to take part in discussion	3
4	Discussion points made by others were of interest	4
4	I learned something new from the discussion	3
4	There should be more use of interactions with colleagues from other countries	4

\* Median scores are derived from a 5 point Likert scale where 1= strongly disagree 2= disagree 3= neither agree nor disagree 4= agree and 5= strongly agree

**Table 2 Questions related to aspects of Individual Study.**

Module 2 interactive case history quiz. Module 3 case based guidelines.

Module 7 Congress research presentation. Module 10 powerpoint clinical topic and image slide set.

Module no.	Question	Median
2	Information in the case quiz will cause change in my clinical practice	3
2	Electronic link to references will make it more likely I will look at them	4
2	Time taken to complete the quiz (<10 minutes) was about right	4
2	I learn more from straight reading than from an interactive quiz	2
2	Interactive quiz is an enjoyable way to learn	4
2	Providing explanations for answers is useful	5
3	This is a good way to encourage similar clinical practice in different countries	4
3	This is a good way to learn about management guidelines	4
3	Being tested in this way is more likely to make me learn than reading without testing	4
7	Having interactive questions and answers improves learning	4
7	If made available on the web I would use this format of presentation for learning	4
7	I found the grand round format a good way of learning	4
10	Slide sets are useful for me to learn from	4
10	Slide sets are useful for me to teach others	5
10	Slide set images make learning easier for me	4
10	Updating slide set images yearly would be an advantage over books with similar images	4
10	I do not need web based teaching resources	2

\* Median scores are derived from a 5 point Likert scale where 1= strongly disagree and 5= strongly agree

**Table 3. Questions related use of multi-media.**

Modules 5 & 6 case histories with and without audio.

Module 8 Audio of Lung sounds. Module 9 Video of CT bronchoscopy of airways.

Module no.	Question	Median	Mode
5&6	It was difficult to read so much text on screen	2	2
5&6	Powerpoint is sufficient without additional text scrolling	3	2
5&6	The addition of audio improves the learning process	4	4
5&6	I could learn more from multi-media case studies than from a text book covering the same subject	4	4
8	Audio files took too long to download	3	2
8	Audio teaching is a good way of learning	4	4
8	Audio teaching should always have a text explanation with it	4	4
8	It is difficult for me to find a computer with an audio card and speakers	2	1
9	I found this form of video bronchoscopy interesting	4	4
9	Video would benefit from a voice over	4	5
9	Use of video generally makes learning easier	4	4
9	Availability of video makes me more likely to want to learn from the web or a computer than from reading a book	4	4

\* Median scores are derived from a 5 point Likert scale where 1= strongly disagree and 5= strongly agree

Question		UK	Germany	France	Italy	Statistic
Module 1 Ask the Expert	n	23	33	11	28	
If I have a question I need an answer within a few hours.	Mean rank	20.5	21.23	43.5*	33.76	X <sup>2</sup> =15.155 P=.002
Module 2 Interactive case quiz	n	24	33	12	29	
I think this type of module is a poor way to learn.	Mean rank	46.82	30.38*	42.38	43.57	X <sup>2</sup> =8.753 P=.033
Module 3 Interactive guidelines	n	21	31	10	27	
Including references was helpful	Mean rank	27.72*	35.91	45.67	46.25	X <sup>2</sup> =9.576 P=.044
Time taken to complete the quiz was just about right	Median Mode	26.22	34.75	43.34	50.71*	X <sup>2</sup> =10.634 P=.014
Module 4 Journal Club	n	20	28	9	28	
I have often taken part in this kind of web based journal club	Mean rank	33.7	23.5*	31.06	45.4	X <sup>2</sup> =10.203 P=.017
I did not feel I wanted to take part in the discussion	Mean rank	33.5*	35.15*	16.8	23.44	X <sup>2</sup> =11.883 P=.008
I learned something new from the discussion	Mean rank	29.57	23.13	18.8*	31.69	X <sup>2</sup> =9.689 P=.021
Module 8 Lung Sounds	n	22	31	10	29	
I think this module is a useful way of learning for respiratory specialists	Mean rank	17.5*	36.95	41.0	34.11	X <sup>2</sup> =14.71 P=.002
I think this module would be useful for teaching medical students	Mean rank	16.81*	40.92	36.08	29.22	X <sup>2</sup> =19.355 P<.001

\* Statistically different from the other national groups

**Table 4. Module questions with statistically significant differences between responses of specialists from different European countries.**

This table documents all responses from the questions asked from the 10 modules that provided statistically significant differences between one or more of the national groups.

The Kruskal-Wallis test of mean rank sums provides the relative scores for each national group. A higher score indicates greater agreement with the question statement.

The Chi<sup>2</sup> test with 3 degrees of freedom describes the statistical significance of the results shown. All statistical results shown are significant at the p<0.05 level.

The number of respondents from each national group (n) is stated at the head of each column.