

README METADATA FILE FACILITATING COMPREHENSIVE REUSE OF THE DATASET TITLED:
"Peer relations buffer the negative effects of forced online education in medical students."

1. METADATA DESCRIBING AUTHORS & ACTORS #
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- Name : Netherlands Organisation for Health Research and Development
- Notation : ZonMw
- Home Page : <http://www.zonmw.nl/en/>
- Grant Number : 10430 03201 0023
- Description : OTHER NAMES: Nederlandse organisatie voor gezondheidsonderzoek en zorginnovatie (nl), ZonMw

2. METADATA DESCRIBING THE DATASET #
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■ Study PID : <https://doi.org/10.25397/eur.18257165>

- Data Type : Dataset
- Identifier : 10.25397/eur.18257165

- Title : Peer relations buffer the negative effects of forced online education in medical students.

- Temporal Coverage : 2021
- Spatial Coverage : The Netherlands
- Subject : Medical students and online education
- Kind Of Data : Survey Data
- Universe : Medical students in Dutch University Medical Centers
- Analysis Unit : A medical student in a Dutch University Medical Center
- Paper : <https://bmcmeduc.biomedcentral.com/articles/10.1186/s12909-022-03337-3>

• Background

Due to the COVID-19 pandemic, undergraduate medical students had to follow high amounts of online education. This does not match their preferences and might negatively affect their education satisfaction and study engagement. As low levels of education satisfaction and study engagement are risk factors for burnout and dropout, resources that mitigate these possible negative consequences of forced online education need to be identified. Therefore, the current study investigated 1) the associations of the amount of online education with education satisfaction and study engagement, and 2) whether quantitative (i.e., network size) and qualitative (i.e., perceived support) aspects of peer relationships can buffer the expected negative associations.

• Method

In a cross-sectional study, 372 undergraduate medical students from all eight Dutch medical schools (79.8% female; mean age: 20.4 years) completed an online survey. Variables that are included in the present dataset are: demographic variables, amount of online education, education satisfaction, study engagement, peer network size, and perceived peer support. Data were analysed using correlation and moderated mediation analyses.

• Result

The amount of online education was significantly negatively related to education satisfaction and study engagement. Additionally, higher amounts of online education were indirectly associated with lower levels of study engagement through lower levels of education satisfaction. More importantly, both peer network size and perceived peer support significantly buffered this negative indirect association. Specifically, the amount of online education was not significantly negatively related to education satisfaction and study engagement among medical students with large peer networks or high levels of perceived peer support.

• Conclusion

The current study underlines the importance of peer relationships in the educational context, since our findings indicate that both the peer network size and the perceived peer support protect medical students' education satisfaction and study engagement when confronted with study demands, such as forced online education during the COVID-19 pandemic. These findings may be translated into educational efforts that stimulate collaborative learning and the formation of formal peer networks.

• References

- Wissing, R. O., Hilverda, F., Scheepers, R. A., Nieboer, A. P., & Vollmann, M. (2022). Peer relationships buffer the negative association of online education with education satisfaction and subsequently with study engagement among undergraduate medical students. *BMC Medical Education*, 22, 276. <https://doi.org/10.25397/eur.c.6664193.v1>
- Project "Online academic education because of the COVID-19 crisis: For whom does(n't) it work and what factors can explain this?" <https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-022-03337-3>

• Included Files

The download of the digital file includes:

5 Files

- 1. MedicalOnlineEducation - Dataset N=372.sav
- 2. MedicalOnlineEducation - Dataset N=372.dat
- 3. MedicalOnlineEducation - Codebook.pdf
- 4. README.txt
- 5. README.pdf

3. METADATA DESCRIBING THE INCLUDED DIGITAL OBJECTS
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■ Primary Digital Object : 1. MedicalOnlineEducation - Dataset N=372.sav

- Data Type : Structured Data
- Encoding Format : SAV
- File Size : 15 KB
- Number of Tables : 1
- Table Label (1) : MedicalOnlineEducation - Dataset N=372
 - Variable Count : 16
 - Observation Count : 372
- Temporal Coverage : 2021
- Condition Of Access : Open Access
- License : <https://creativecommons.org/licenses/by/4.0/>
- Folder : Forced-online-education-in-medical-students

• Description

In a cross-sectional study, 372 undergraduate medical students from all eight Dutch medical schools (79.8% female; mean age: 20.4 years) completed an online survey to investigate 1) the associations of the amount of online education with education satisfaction and study engagement, and 2) whether quantitative (i.e., network size) and qualitative (i.e., perceived support) aspects of peer relationships can buffer the expected negative associations.

■ Primary Digital Object : 2. MedicalOnlineEducation - Dataset N=372.dat

- Data Type : Structured Data
- Encoding Format : DAT
- File Size : 21 KB
- Number of Tables : 1
- Table Label (1) : MedicalOnlineEducation - Dataset N=372
 - Variable Count : 16
 - Observation Count : 372
- Temporal Coverage : 2021
- Condition Of Access : Open Access
- License : <https://creativecommons.org/licenses/by/4.0/>
- Folder : Forced-online-education-in-medical-students

• Description

In a cross-sectional study, 372 undergraduate medical students from all eight Dutch medical schools (79.8% female; mean age: 20.4 years) completed an online survey to investigate 1) the associations of the amount of online education with education satisfaction and study engagement, and 2) whether

quantitative (i.e., network size) and qualitative (i.e., perceived support) aspects of peer relationships can buffer the expected negative associations.

- Comment

This dataset is the same as "MedicalOnlineEducation - Dataset N=372.sav", but it is encoded as DAT instead of SAV to provide an alternative encoding and ensure long-term preservation.

- Primary Digital Object : 3. MedicalOnlineEducation - Codebook.pdf

- Data Type : Document
- Encoding Format : PDF
- File Size : 63 KB
- Condition Of Access : Open Access
- License : <https://creativecommons.org/licenses/by/4.0/>
- Folder : Forced-online-education-in-medical-students

- Description

The codebook entails information about the variables in the dataset: variable name, variable label, measurement level, missing values, variable values plus value labels.

- Comment

This document accompanies the DAT file ("2. MedicalOnlineEducation - Dataset N=372.dat") because, unlike the SAV file, it does not include the variable descriptions.

- Digital Object : 4. README.txt

- Data Type : Metadata
- Encoding Format : TXT
- File Size : 20 KB
- Condition Of Access : Open Access
- License : <https://creativecommons.org/licenses/by/4.0/>
- Folder : Forced-online-education-in-medical-students
- Description : Text document containing metadata pertaining to the study, the data and participants' data privacy.

- Digital Object : 5. README.pdf

- Data Type : Metadata
- Encoding Format : PDF
- File Size : 35 KB
- Condition Of Access : Open Access
- License : <https://creativecommons.org/licenses/by/4.0/>
- Folder : Forced-online-education-in-medical-students

- Description

PDF version of the text document providing metadata regarding the study, the data and participants' data privacy.

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# 4. METADATA DESCRIBING THE DATASET'S VARIABLES                                     #
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- consent

- Count : 001

- Related inquiry

Informed consent. I have been informed about this study in a clear way. I participate voluntarily and I know that I can quit at any moment. I understand that I answer the questionnaire anonymously. I give permission that my answers will be used and stored

- Used in Table : MedicalOnlineEducation - Dataset N=372
- Range : Numeric
- Unit Of Measure : Nominal
- Value Space
 - 0.0 : no
 - 1.0 : yes

- MC

- Count : 002
- Related inquiry : At which medical school do you study?
- Used in Table : MedicalOnlineEducation - Dataset N=372
- Range : Numeric
- Unit Of Measure : Nominal
- Value Space
 - 1.0 : Amsterdam Universitair Medische Centra - location Academisch Medisch Centrum (AMC)
 - 2.0 : Amsterdam Universitair Medische Centra - location VU Medisch Centrum (VUmc)
 - 3.0 : Universitair Medisch Centrum Groningen (UMCG)
 - 4.0 : Leiden Universitair Medisch Centrum (LUMC)
 - 5.0 : Maastricht Universitair Medisch Centrum (MUMC+)
 - 6.0 : Radboud Universitair Medisch Centrum (Radboudumc)
 - 7.0 : Erasmus Medisch Centrum (Erasmus MC)
 - 8.0 : Universitair Medisch Centrum Utrecht (UMC Utrecht)
 - 9.0 : Other

- year

- Count : 003

- Related inquiry

In which study year are you? (Choose the study year of which you follow the most courses.)

- Used in Table : MedicalOnlineEducation - Dataset N=372
- Range : Numeric
- Unit Of Measure : Nominal
- Value Space
 - 1.0 : First year bachelor
 - 2.0 : Second year bachelor
 - 3.0 : Third year bachelor
 - 4.0 : Master
 - 5.0 : other

- age

- Count : 004
- Related inquiry : What is your age?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale

■ sex

- Count : 005
- Related inquiry : What is your sex?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Nominal
- Value Space
 - 0.0 : Female
 - 1.0 : Male
 - 2.0 : Other

■ onlperc

- Count : 006
- Related inquiry : What percentage of all your study activities has taken place online?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space
 - 0.0 : 0%
 - 100.0 : 100%

■ edsat

- Count : 007
- Related inquiry
All things considered, how satisfied are you with your education since the beginning of the current academic year as a whole?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space
 - 0.0 : 0 extremely dissatisfied
 - 1.0 : 1
 - 2.0 : 2
 - 3.0 : 3
 - 4.0 : 4
 - 5.0 : 5
 - 6.0 : 6
 - 7.0 : 7
 - 8.0 : 8
 - 9.0 : 9
 - 10.0 : 10 extremely satisfied

■ steng1

- Count : 008
- Related inquiry : Study engagement 1: When I study, I feel bursting with energy
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ steng2

- Count : 009
- Related inquiry : Study engagement 2: I am enthusiastic about my study
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ steng3

- Count : 010
- Related inquiry : Study engagement 3: I am immersed in my study
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ steng_mean

- Count : 011
- Related inquiry : Study engagement mean
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale

■ pnetw

- Count : 012
- Related inquiry : With how many fellow students did you have frequent study-related and/or personal contact last month? This may have been face-to-face, but also digital.
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale

■ psup1

- Count : 013
- Related inquiry : Peer support 1: Can you count on your fellow students when you run into difficulties in your study?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space :
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ psup2

- Count : 014
- Related inquiry : Peer support 2: If necessary, can you ask your fellow students for help?
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space :
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ psup3

- Count : 015
- Related inquiry : Peer support 3: Do you get on well with your fellow students
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale
- Value Space :
 - 0.0 : never
 - 1.0 : rarely
 - 2.0 : occasionally
 - 3.0 : sometimes
 - 4.0 : frequently
 - 5.0 : usually
 - 6.0 : always

■ psup_mean

- Count : 016
- Related inquiry : Peer support mean
- Used in Table : MedicalOnlineEducation – Dataset N=372
- Range : Numeric
- Unit Of Measure : Scale