Title: Using students' personal stories for learning

Background: Narrative techniques are being increasingly employed to help understand complex social interactions. In this project, students were engaged both as researchers and subjects with the objective of collecting students' own stories of their experiences of medicine before and during medical school. In particular we were interested in how professional identity is formed and whether the phenomenon of the loss of idealism and emergence of cynicism, observed as students progress, could be addressed with materials derived from these interviews. This paper describes the research process and how we have approached the organisation of these potentially useful learning materials.

Methods: First and fourth year students interviewed their respective year groups on video to capture their stories. These together with "field notes" and research diaries were analysed for content and themes by the research team consisting of students and academics.

It was decided that a website would be a useful way both to organise and provide access to the interview materials for teaching and learning purposes. Brainstorming and storyboarding techniques were employed to develop a suitable layout and metaphor for the website to have the greatest impact on learning.

Results: Reflecting continual growth through the medical profession it was decided a suitable website metaphor needed to have a progressive element. Ideas included "snakes and ladders", a river trip, a hospital corridor but eventually a "monopoly" game board was settled on. This incorporates important elements relevant to medical students' development; an on-going pathway, elements of chance and external influences and opportunities. Those themes deemed most relevant or important as identified in the interviews will feature significantly in the website. Emergent themes included students' expectations, their motivation for medicine, their personal experiences and ideas of professionalism in medical school and what that might mean.

Discussion: Not all scenarios will be relevant to every student but different perspectives can serve learning. Following-up the students as they progress through medical school and monitoring how opinions and stories change will be

important as will updating the learning materials. The small window this work provides on the hidden curriculum may have an impact on future curricular development.