You can make a difference

Become a Cochrane citizen scientist. Anyone can join our collaborative volunteer effort to help categorise and summarise healthcare evidence so that we can make better healthcare decisions.

Give it a try
The micro-task

It’s about offering needed and doable micro-tasks aimed at identifying and describing the evidence we need to produce our reviews.
Is it an RCT?

The efficacy of internet-based cognitive behavioral therapy for insomnia. [Chinese] [609918800]

Objective To evaluate the effectiveness of internet-based cognitive behavioral therapy (ICBT) for the treatment of insomnia by comparison of sleep parameters, degrees of anxiety and depression of the ICBT, with traditional face-to-face cognitive behavioral therapy (CBT) and pharmacotherapy for insomnia. Methods Seventy-nine cases meeting proposed DSM-5 criteria for insomnia disorder were randomly assigned to ICBT (n=27), CBT (n=26), and pharmacotherapy (n=26) group, and treated accordingly for 8 consecutive weeks. The sleep parameters, the levels of anxiety and depression in the 3 groups were compared and analyzed before, 4 weeks after and the termination of treatment. Results Comparing to that of pre-treatment, the sleep parameters were significantly improved, anxiety and depression levels obviously decreased after treatment for 4 and 8 consecutive weeks, the differences were statistically significant (P<0.05). After treatment for 4 consecutive weeks, the sleep latency, total asleep time and wake time after sleep were significantly different (P<0.05) when compared with pharmacotherapy group with ICBT and CBT groups. After the treatment, the sleep latency, anxiety and depression levels were lower in ICBT and CBT groups than those in pharmacotherapy group, and the difference was statistically significant (P<0.05). In addition, no significant difference (P>0.05) was found in sleep parameters and anxiety level between ICBT group and CBT group. Conclusion ICBT may display a slower effect on improving speed in falling asleep than the pharmacotherapy does, but the efficacy of ICBT is better than that of pharmacotherapy after
The story so far

To identify reports of trials
To provide people with a way to contribute

crowd.cochrane.org | @cochrane_crowd
Early feedback

“In a country where hardly anyone is taught how to search medical literature, my colleagues at our Foundation, and I work hard at this. I try to learn anything that I can, to not only improve my searching and teaching skills in searching, but also anything about information resources. This exercise will not only help me, but I will slowly rope in more medical students to take this on. I love the fact that there is so much flexibility, no deadlines, and yet a "learn at your pace" approach. I also realized that for first timers, checking records that have been already decided upon, is a great thing H it helps us too!”

Vasumati Sriganesh, February 2014
Recruitment and Engagement

We have 6000+ contributors from 118 countries
Progress to date: quantity

Over 1.2 million classifications

440,000+ citations

33,000+ RCTs
Why do people sign up?

The main reason is the help Cochrane
The second main reason is to learn
For many it’s about doing both
Can I use Cochrane Crowd for my students?

Throughout the Embase Project and since the launch of Cochrane Crowd we’ve been contacted at fairly regular intervals by people wanting to use the tasks as part of their teaching about health evidence.
Cochrane Crowd does already support learning through providing brief training modules for each task and through enabling contributors to see their decisions against final decisions in the History and Statistics tabs.
Early experience

- Difficult to manage at a ‘group’ level
- Quality was tricky to monitor – didn’t make enough use of known records
- Not as fun as it could be
Cochrane Classmate: What is it?

An extension of Cochrane Crowd, that enables trainers*, and others, to use the micro-tasks, or the micro-task format, in their own teaching environments.

* I’ve used the word trainers throughout but it could be anyone who wants to manage a group doing Classmate activities.
How does it work:

Within Classmate, there are two main types of learning activities a trainer can create: a new course, or a new challenge.
How does it work:

Creating a new course refers to choosing a module from the Classmate library.

The Classmate library is made up of pre-designed interactive training and assessment modules.

- Intro to Study Design
- Intro to RCT
- Intro to CONSORT
- CONSORT+

Creating a new course refers to choosing a module from the Classmate library.
How does it work?

Each Classmate module is made up of two main sections: a training section and an assessment section.

Both parts are interactive and all the modules are based on citations.
How does it work?

The effects of long-term medication on growth in children and adolescents with ADHD. [201552]

Background: Children and adolescents with ADHD treated with central stimulants (CS) often have growth deficits, but the implications of such treatment for final height and stature remain unclear.

Methods: Weight and height were assessed multiple times in 410 children and adolescents during long-term treatment with CS, which lasted between 0.9 and 16.1 years. Weight and height measures were converted to z-scores based on age- and sex-adjusted population tables. Results: CS treatment was associated with (1) a relative reduction in body weight and a temporary halt in growth, (2) a weight and height lag after 72 months compared with relative baseline values. No relation to early start of medication (<6 years), gender, comorbid ODD/CD or emotional disorders was observed.

Conclusions: Treatment with central stimulants for ADHD impacts growth in children and adolescents, and growth should be continuously monitored in patients on chronic treatment with these medications. Copyright © 2015 Powell et al.

We have used only titles and abstracts that are in the public domain.

Classmate uses the Crowd interface so those familiar with Crowd, will feel at home with a Classmate module.
How does it work?

Trainers can also create a ‘challenge’
A challenge draws on live records from live Cochrane Crowd tasks
How does it work?

Create a new challenge

Crowd tasks

- RCT identification
- DTA identification
- RevScreen
- PICO annotation

A challenge can be created for any of the available Crowd tasks.
How does it work?

For each challenge, the trainer can set a time limit for the challenge, create teams, send motivational messages to those teams, track progress.
Roll-out: challenge mode

Starting from next week we’ll begin to roll-out of Classmate

- **July 2017**: Road-tester group: 20-30 trainers
- **August 2017**: Platform iteration based on road-tester feedback
- **Sept 2017**: Hard launch of Classmate challenge mode
Become a road tester

As road tester, we hope you’ll:
• Set up and run a real challenge
• Feedback everything!!

Email classmate@cochrane.org in the next few days