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Utilization of Educational Blogs to Supplement Self-Directed Learning and Small Group Based Didactic Sessions

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Table 1.

Total Textbook Chapters Provided	39	Total FOAMed Items Provided	110
PGY-1			
Mean Chapters Read	19	Mean FOAMed Items Read	18
Median Chapters Read	17	Median FOAMed Items Read	16
Standard Deviation	12	Standard Deviation	14
Range	2 - 39	Range	1 - 48
PGY-2			
Mean Chapters Read	12	Mean FOAMed Items Read	10
Median Chapters Read	10	Median FOAMed Items Read	4
Standard Deviation	10	Standard Deviation	12
Range	0 - 39	Range	0 - 40
PGY-3			
Mean Chapters Read	5	Mean FOAMed Items Read	15
Median Chapters Read	3	Median FOAMed Items Read	9
Standard Deviation	5	Standard Deviation	20
Range	0 - 14	Range	0 - 77

Table 1. Consumption of Textbook Chapters and "FOAMed" Content by Post-Graduate Year (Sample Size: 16 Weeks; 14 Residents Per Post-Graduate Year)

73 Utilization of Educational Blogs to Supplement Self-Directed Learning and Small Group Based Didactic Sessions

King A, Adams D, Barrie M/Ohio State University, Columbus, OH

Background: The current generation of learner uses free open access medical education (FOAMed) such as blog posts, podcasts, Twitter and Facebook alongside traditional teaching methods such as textbooks and conference lectures to advance their knowledge of emergency medicine. The emergency medicine residency curriculum at The Ohio State University lacked any formal education to guide participation in the FOAMed community. We developed a system to publish regular posts on a departmental blog site to promote digital scholarship.

Educational Objectives:

1. Critically evaluate online sources for accuracy and applicability to emergency medicine practice.
2. To generate scholarly articles or blog posts appropriate for an emergency medicine audience.
3. Develop digital professionalism.

Curricular Design: Four residents were recruited as editors for the department blog site. They worked with

the residency to generate scholarly blog articles with a goal to post one article per week. Topics could be related to the conference curriculum, interesting clinical cases, recent publications, or other areas of personal interest. The resident editors generated draft blog posts and then attending physicians edited for accuracy and readability. Attending editors removed any potential protected health information. Published posts were distributed on the department list serve and advertised on twitter. Since inception in September 2015, residents and attendings published 10 blog posts with 3427 views and 1995 visitors from 10 different countries. Residents that have participated in the process have felt a great sense of accomplishment and were engaged in the material more than typical lecture style teaching.

Impact/Effectiveness: The modern resident engages with online learning and discussion. Medical students and residents need instruction on how to navigate this online community and how to be active participates in digital scholarship. Through organizing regular posting on a departmental blog, a few resident editors have felt great accomplishment, honed skills of digital scholarship, and developed digital professionalism. Limitations include reaching the entire resident body, as only motivated and interested learners participate regularly in the blog post production and discussion.

74 Utilizing E-Value as a Novel Approach to Create Small Group Modules and Review Completed Resident Coursework

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Background: The flipped classroom learning approach is recognized as the preferred curricular model in medical education. Our residency didactic curriculum is based on the flipped classroom design with small group discussions rather than traditional lectures to teach the core content of emergency medicine. Learner preparation is vital to maximize their mastery of weekly core content topics; therefore, methods to review completed assignments are necessary to ensure curricular success.

Educational Objectives:

1. Customize and utilize E-Value, our institution's chosen electronic organization system for medical education, as a didactic curriculum manager and method to create small group modules to be completed by resident learners prior to small group discussions.
2. Utilize E-Value to review completed resident coursework and provide feedback to the learners.

Curricular Design: Our residency program coordinator worked closely with E-Value developers to customize the interface to specifically meet our curricular needs. As curricular material is created by education faculty, small group