SOCIAL MEDIA AND MEDICAL EDUCATION – A SURVEY ON CURRENT UTILIZATION PATTERNS
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Introduction: Traditional learning platforms such as lectures and textbooks have recently been supplemented or even replaced with podcasts and mobile applications. The millennial learner who embraces these modern teaching platforms is also one who is more likely to be engaged in social media such as Facebook and Twitter. While a number of organizations have guidelines on the use of social media for medical professionals, a survey looking at utilization for medical education could not be found. This survey was conducted to provide baseline data on social media use for medical education before the design and implementation of a Twitter based platform for the discussion of critical care topics.

Objectives: To quantify and describe the use of social media and the use of social media for medical education in trainees at the University of Toronto.

Methods: A web-based survey was distributed electronically to trainees in the academic critic. The survey had both quantitative and qualitative questions.

Results: The survey was distributed to 89 trainees and 37 responses (42%) were analyzed. Of the respondents, 65% were at the PGY-2 or 3 level and 60% were in internal medicine. Most trainees found bedside rounds (77%) or informal teaching on call (85%) to be the most effective teaching methods. Use of social media varied between platform with 84% using Facebook, 50% using YouTube, and only 22% using Twitter. To keep up to date with literature, most residents relied on academic rounds (86%) or periodically reviewing journals (73%). The majority of trainees, 86%, have never used social media to enhance learning. Amongst those who had employed social media to enhance education, useful tools included procedure videos on YouTube and following medical educators and major journals on Twitter.