Using the Mobile Group Chat Application, LINE, to Improve Medical Knowledge of Common Ear-Nose-Throat Problems

**Intira Anantpinijwatna***, Mahasarakham Hospital, Otorhinolaryngology, Mahasarakham, Thailand

**Background:** The use of mobile group chat applications for learning and knowledge dissemination have gained popularity. This study aims to evaluate whether the application called LINE can enhance the knowledge of medical students regarding common ear, nose, throat problems.

**Summary of Work:** This is a quasi-experimental study that included fifth year medical students during their rotation at the Department of Otorhinolaryngology in Mahasarakham hospital, Thailand. The students were divided into two rotations. Students in the first rotation utilized a conventional learning method while students in the next rotation utilized the LINE application. At the end of their rotation, a post-test was used to compare the knowledge of the medical students.

**Summary of Results:** All fifth year medical students participated in this study. Half of them were quizzed via the LINE application. At the end of the rotation, post-tests were used to compare the knowledge of all the medical students. The mean scores of medical students who used the LINE application was 86.46% and without LINE application was 60.96%. No one failed the final examination. The students who used the LINE application felt that it was convenient and a useful tool for consultation and submitting assignments.

**Discussion and Conclusions:** LINE application shows potential for being a good learning tool for medical students in conveniently improving their medical knowledge regarding certain medical issues like common ear-nose-throat problems.

**Take-home messages:** Due to the recent trend toward mobile group chat applications like LINE, their use in the arena of medical research and education should be further explored and utilized to improve medical student learning environment.
The Perception of Instant Messaging Group Communications in Thai Medical Students

Polathep Vichitunakorn*, Prince of Songkla University, The Department of Community Medicine, Hatyai, Thailand
Krishna Suvarnabhumi, Prince of Songkla University, The Department of Community Medicine, Hatyai, Thailand
Uraiwan Pattanasatayavong, Prince of Songkla University, Health Promotion and Occupational Health, Hatyai, Thailand

Background: Learning technologies are popular because of convenience and flexibility. LINE® is an attractive application for instant messaging (IM) group communications on smartphones or PCs. The Department of Surgery at Prince of Songkla University has implemented instant messaging (IM) group communications for medical students to increase contact time between the advisor and medical students. This study aimed to examine the perception of IM group communications in Thai medical students.

Summary of Work: This study was a qualitative design. Data were gathered from 18 medical students. In-depth interviews were utilized for data collection. Data were analyzed by content analysis and coding. Summary of Results: IM group communications promoted education and confidence in expressing ideas, sharing of knowledge, and improved the advisor-student relationship. All participants agreed that it was just an additional tool and cannot replace traditional face-to-face learning. The limitations included the inability to express non-verbal language, loss of continuity, small text fonts, and it is unsuitable for long and detailed messages.

Discussion and Conclusions: Discussion: IM group communications are an important part in effective learning. Further studies are needed to determine the learner participation. We propose that a medical education unit apply creative learning and effective training to save time and money and offer opportunities for innovative learning. Conclusion: Our data suggest that IM group communications can be an additional learning tool. The number of participants should be less than 10, the questions and answers should be short, and there should be a time schedule. Take-home messages: Technology can give us the opportunity to enhance face-to-face interactions, not replace them.
Background: Student support is important in the medical education. It can solve the problem of the students and enhance the facility of learning. The tradition student support in our center was the assignment of a staff to each student and schedule meeting. The new method was introduced by mobile group chat application.

Summary of Work: The medical students during the rotation at Department of Obstetrics and Gynecology, Udonthani hospital, Thailand was introduced to the new student support using the mobile chat application program. They could choose more than one advisor by themselves and the advisors could accept as much as they could manage the group. The consultation was done in any topics depend on the agreement of both sides. The satisfaction of the method was evaluated at the end of rotation compare with their experience of former tradition method.

Summary of Results: 60 medical students participated in this program. 93.8 % of student and 80.0 % of staff had more satisfaction in the new program than the tradition program. The satisfaction was highest in the convenience of use and improvement of relationship with staff. The topic which was consulted most frequent was academic and administrative problem. Most of medical students agreed with this change of student support and suggested expanding this method to all departments.

Discussion and Conclusions: Mobile chat application is a good student support method. It can be used to enhance the learning of students with good satisfaction of medical student and staff.
The connectaholic behind the curtain: a mixed methods study of student use of mobile devices in clinical settings

Eric D Clarke*, Royal College of Surgeons in Ireland, Health Professions Education Centre, Dublin, Ireland

Background: Mobile devices with continuous data connections are now commonplace in clinical educational settings. This paper examines the adoption of mobile technologies by medical students in a clinical setting and factors influencing their use.

Summary of Work: The RCSI laptop scheme offered clinical students a choice: a MacBook air or iPad mini (with 3G connection). Participating students were surveyed twice (n=128) to explore technology ownership profiles and online habits, smaller groups of students (n=19) participated in semi-structured qualitative interviews.

Summary of Results: Students report that they are continuously online, using mobile devices to fluently exploit data and services from a wide variety of sources, both in their academic and personal lives. While technology may appear to be ubiquitous, our results highlight differences when technology is used in personal and clinical settings. When students use mobile devices in clinical settings personal convictions such as a belief that doing so is rude or unprofessional influences how and when the device is used. Students prefer to reference information privately and then return to the clinical patient.

Discussion and Conclusions: Ubiquitous access to online data is an everyday reality, and in clinical settings is an important issue for medical students. Their personal use and perceptions of technology influence how they use it in clinical settings with some opting to remove themselves from a clinical interaction by "going behind the curtain" to retrieve information.

Take-home messages: Technology may influence the potential for asymmetry between those present in clinical teaching settings: staff and student alike must learn to identify these issues and deal with them efficiently.

Eteachingapps.com, a novel internet platform to create mobile teaching applications for higher education

Felizian Kühbeck, Technische Universität München, Munich, Germany
Stefan Engelhardt, Technische Universität München, Munich, Germany
Antonio Sarikas*, Technische Universität München, Munich, Germany

Background: Mobile e-learning is increasingly used in undergraduate medical education. However, high costs and complexity to develop software applications (apps) for mobile devices limit their use and prevalence in higher education.

Summary of Work: Here we present Eteachingapps.com, a novel internet platform for educators to independently create and manage teaching apps without the requirement of programming skills or additional software. Eteachingapps.com was developed at Technische Universität München (Germany) specifically for higher education and can be used for free by educators and students worldwide.

Summary of Results: Eteachingapps are based on Hypertext Preprocessor (PHP) as server-side scripting language and a MySQL database management system. Educators can create their own teaching app and instantly edit its content online at http://www.eteachingapps.com. Students can access the apps with a web browser on any internet-enabled device (smartphones, tablets-PCs or laptops). A pilot study to evaluate functionality and user acceptance conducted with undergraduate medical students and lectures showed above average evaluation results.

Discussion and Conclusions: Eteachingapps.com is a novel internet platform to independently create, edit and manage teaching apps for higher education that was well received by students and educators. As a non-commercial alternative to conventional apps, it will likely help to foster mobile e-learning in undergraduate medical education.

Take-home messages: Eteachingapps.com enables educators to present their teaching content as professional apps, without programming skills.
Group LINE chat application facilitated in surgical spot diagnosis skills for medical students

**Pannawat Patthamawongjariya***, Surin Medication Education Center, Surgery, Surin, Thailand
Umnaporn Nandatheero, Surin Medication Education Center, Surgery, Surin, Thailand
Pakarat Sangkla, Surin Medication Education Center, Pediatric, Surin, Thailand

**Background:** Recent technologic advances in mobile devices allow us to use the acquired and transmit digital images among medical students and surgical staff. We report our experience with LINE chat application in how it facilitate correct diagnosis and brief of clinical management for 5th year medical students. We aim to encourage learning process of 5th year medical students via the picture spot diagnosis using Line chat application

**Summary of Work:** We set the “spot diagnosis chat group” and invited all 5th year medical students and the surgical staffs to the group. The surgical staffs shared their spot pictures and left the questions then the students were free to answer, description of lesions, differential diagnosis. At the given time, the staffs posted the right answer and discussed with the students. The feedback questionnaire were given.

**Summary of Results:** Most of the students participated and attended the chat group everyday. The questionnaire graded by satisfaction between 1 (less likely) to 4 (absolutely agree). The result showed that most of the students attended the chat group activity more than 4 times per day. Most of them felt that this chat group was a useful tool to encourage the learning process, making them remember, can manage the case better and decrease gap between teacher and students.

**Discussion and Conclusions:** We found that using the chat group offers a new exciting process of learning to the medical students.

**Take-home messages:** The chat group is a useful tool and provide a way to facilitate learning and offer a two way communication between teacher and medical students.

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A Scoping Review of Podcasts in eLearning: More bark than bite?

**Clyde Matava***, Hospital for Sick Children, University of Toronto, Department of Anesthesia and Pain Medicine, Toronto, Canada
Devin Singh, Queens University, Faculty of Medicine, Kingston, Canada
Fahad Alam, University of Toronto, Department of Anesthesia and Pain Medicine, Toronto, Canada

**Background:** Podcasting has become popular in medication largely for the advantages such as easy to create, cheap costs for distribution and ease of portability. However, there is no data describing factors associated with success or quality of podcasts. The goal of our study was to identify successful podcasts in anesthesia and identify factors associated with success.

**Summary of Work:** Independent reviewers performed a systematic search of anaesthesia related podcasts on iTunes Canada. Data and metrics recorded for each podcast included: podcast’s authorship, number posted, podcast duration target audience, format, and social media presence. Descriptive statistics and ANOVA were used to analyze data.

**Summary of Results:** 21 podcasts related to anesthesia were included in the final analysis. Only a third were still active. The median longevity of the podcasts series was only 3 months (IQR: 3-28 months). Less than 10% of podcasts had user ratings. Factors associated with success were: podcasts created by universities/companies; use of social media; frequency of posting (P<0.05).

**Discussion and Conclusions:** We have developed a novel tool for assessing the success for a podcasts. The majority of anesthesia podcasts have a short half-life of only 3 months. Successful podcasts are associated with journals/universities. Reasons for this may be the need for fresh and quality content and good editing by users. The lack of these maybe associated with the early demise of a podcast series.

**Take-home messages:** Podcast creators and users should consider these factors associated with success when creating podcasts: use of social media; frequency of posting.
**#3AA1 (25891)**
eLearning among medical undergraduates: How do Medical Students use podcasts and what are their learning needs?

**John Meenan**, University of Glasgow, Glasgow, UK
E Ingram, University of Glasgow, Glasgow, UK
L P Ling, Glasgow Royal Infirmary, Glasgow, UK
Alison MacEwen, Crosshouse Hospital, Kilmarnock, UK
A McConnachie, Robertson Centre for Biostatistics, Glasgow, UK
James Boyle, Glasgow Royal Infirmary, Glasgow, UK

**Background**: Podcasts have several advantages over traditional learning styles. Usage within medical education has risen in popularity. There is limited information available regarding why and how medical undergraduates use podcasts.

**Summary of Work**: A 25-item survey was developed and distributed by email eliciting information on patterns of podcast use, preferred content and format. Descriptive statistics and a two-tailed Fisher’s exact test were used. \( P<0.05 \) was taken as significant.

**Summary of Results**: 70.5% (160/227) used medical podcasts with 50% of these users spending up to 1 hour per week viewing podcasts. Pre-clinical students \( (p=0.008) \), auditory and visual learners \( (p=0.023) \), students with a previous degree \( (p=0.05) \), students revising for exams and those studying basic science were more likely to find that podcasts were one of the most beneficial uses of their time. Students primarily accessed podcasts by watching online via a computer (83%). 55% reported using podcasts as part of their revision before an exam whilst 40% used them as part of routine study. The ability to review materials at their own pace was the most appealing feature of podcasts. The most common reasons to not use podcasts were technical problems (52%) and lack of time (48%).

**Discussion and Conclusions**: The majority of medical undergraduates use podcasts. Pre-clinical students, students with previous degrees, auditory and visual learners, those studying basic science and revising for exams were more likely to find that podcasts were one of the most beneficial uses of their time. Students primarily accessed podcasts by watching online via a computer (83%). 55% reported using podcasts as part of their revision before an exam whilst 40% used them as part of routine study. The ability to review materials at their own pace was the most appealing feature of podcasts. The most common reasons to not use podcasts were technical problems (52%) and lack of time (48%).

**Take-home messages**: Undergraduate preferences should be taken into consideration by course designers when considering when and how to introduce podcasts.

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**#3AA12 (26003)**
Mobile social network for post-graduated doctor consultation system in community oriented medical education based center

**Pachin Thanomsingh**, Medical Education Center of Maharat Nakhon Ratchasima Hospital, Orthopaedics, Nakhon Ratchasima, Thailand
Urawit Piyapromdee, Medical Education Center of Maharat Nakhon Ratchasima Hospital, Orthopaedics, Nakhon Ratchasima, Thailand
Sorarat Lermanuworat, Medical Education Center of Maharat Nakhon Ratchasima Hospital, Orthopaedics, Nakhon Ratchasima, Thailand

**Background**: Nowadays, many post-graduated doctors from our center practice in community hospitals. They need the consultation system to guide them to manage some difficult cases in real situations. Mobile social network application is widely used in these doctors so, our center created the group chat for them to directed consult with specialized doctors.

**Summary of Work**: Group chat was created with the mobile social network application, the post-graduated doctors from our center were asked to join in the group and Orthopedic medical teachers were assigned to be the consultant. The administrator collected the usage of consultation system and the number of cases, the problems, and management was summarized.

**Summary of Results**: 159 users join this group and 20 were the consultant. From October 2013 to October 2014, There were 188 cases that post into this group; 90(47%) traumatic cases, 27(14%) spine problems, 22(12%) hand problems and the other problems were pediatric, tumor and infection problems. About 60% of the cases can help the post-graduated doctor to manage the cases in their hospital and 40% of the cases were appropriated referred to the center. The administrator collected 26 common consultation problems and re-post in the group for learning.

**Discussion and Conclusions**: This consultation system can help post-graduated doctors to appropriate manage difficult cases in orthopedic problems. The information for group chat usage can help the teacher to know the gap of orthopedic knowledge in post-graduated doctor.

**Take-home messages**: Mobile social network is useful for post-graduated learning and practice.
Development of a basic life support guide application usable on Android devices for lay rescuers

Kazuya Imaizumi*, Tokyo Healthcare University, Tokyo, Japan
Naho Osada, Tokyo Healthcare University, Tokyo, Japan
Kai Ishida, Tokyo Healthcare University, Tokyo, Japan
Ryoma Seto, Tokyo Healthcare University, Tokyo, Japan
Hiroshi Tsumura, Tokyo Healthcare University, Tokyo, Japan
Takashi Okubo, Tokyo Healthcare University, Tokyo, Japan

Background: Basic Life Support (BLS) education has widely been introduced for general citizens. However, if general citizens (lay rescuers) encounter a situation wherein they should perform a BLS process, these lay rescuers cannot always perform the necessary actions as per the required guidelines. Here we developed a BLS guide application for the lay rescuer.

Summary of Work: We developed an Android application based on the AHA guideline 2010. In this application, a series of BLS processes, such as consciousness recognition, emergency calling, chest compression administration, and automated external defibrillator (AED) usage, were navigated using a series of displayed pictures and texts with voice guides. The application showed what to perform at each step and how to perform it.

Summary of Results: We conducted basic user tests to investigate the potential and utility of the application. Participants were five university students. All of them had undergone some BLS training more than once before the tests. Using the application, the students were asked to perform BLS processes in a scenario where an adult male teacher suddenly collapsed and became unconsciousness. We evaluated BLS performance using a 10-item checklist. Our results showed that the number of correctly performed steps were an average of 5.6 items. All the students correctly performed the step of asking someone to bring an AED. However, 80% failed to correctly perform the step of asking someone to prepare the AED for use.

Discussion and Conclusions: We developed a Basic Life Support guide application usable on Android devices for lay rescuers. With regard to the utility of the application, all students answered that it helped them perform the appropriate BLS processes.

Improved patient-perceived resident competency in Family Medicine minor procedures with use of an iPAD application "app" training tool

Ian MacPhee*, University of Toronto, Family and Community Medicine, Toronto, Canada
Jeremy Rezmovitz, University of Toronto, Family and Community Medicine, Toronto, Canada

Background: Competency in family medicine procedures requires both manual and cognitive skills. The cognitive component includes knowledge of when do to a procedure and the skill to communicate the risks, benefits, and side effects to the patient. Manual skill includes motor control and technique. Direct observation of patient-resident interaction by the supervising physician is one method of evaluating resident competency. We used patient perceived competency to assess the efficacy of an iPAD app training tool for Family Medicine minor procedures.

Summary of Work: Residents were randomized to control or intervention groups prior to attending procedures clinic. Both groups received standard clinical training and supervision during the clinic, but the intervention group was given access to the iPAD app. Patients were blinded to allocation group and, after a procedure was performed, asked to fill out an evaluation of the resident’s performance using a likert scale.

Summary of Results: On average, there was a statistically significant difference between groups; patients rated residents in the iPAD group higher for competency than the control group. Results held true regardless of which faculty supervised resident training.

Discussion and Conclusions: Access to the iPAD app training tool is a simple way to improve resident competency in family medicine procedures and is becoming an integral part of our family medicine resident training. Future studies will delve further into evaluating the individual components of competency.

Take-home messages: Technology can improve competency.
Winning over hearts and minds: using Twitter to enhance the student learning experience in neuroanatomy

Catherine M. Hennessy*, University of Southampton, Center for Learning Anatomical Sciences, Southampton, UK
Scott Border, University of Southampton, Center for Learning Anatomical Sciences, Southampton, UK

Background: Since the rise in tuition fees the value of the student experience has become more important than ever. Difficult areas of medical programmes like neuroanatomy can often be pre-perceived by students as overly challenging and unenjoyable, potentially stunting student engagement with course material. As Twitter has been used in higher education to increase engagement and offer a supportive online community for the learning of challenging subjects, we incorporated it into the neuroanatomy module at the University of Southampton. We investigated how much value students place on having a supportive network when undertaking difficult subjects and how this would impact on the learning experience.

Summary of Work: The nlm2soton hashtag was created for a cohort of 197 medical students studying neuroanatomy. Students completed an end of module questionnaire and a focus group was conducted to deduce how Twitter impacted the learning experience and exam performance.

Summary of Results: 91% of the cohort used the hashtag. 58% simply viewed while the extra 33% contributed to tweet activity. 3 dominant tweet themes were identified as follows: Sharing learning ideas, Morale boosts and Questions and feedback. Students valued how Twitter made communicating with lecturers easier, created a supportive network and a sense of anxiety relief. There was no statistical relationship between frequency of Twitter engagement and exam performance.

Discussion and Conclusions: We found that Twitter can be successfully used to create an inclusive and informal supportive networking space for students to engage in group learning. The sense of support and anxiety relief that students felt from being part of this online community was highly valued and ultimately enhanced the student learning experience.

The use of Facebook among medical students in Alfaisal University, Saudi Arabia

Abdulazeez Barakat*, Alfaisal University, College of Medicine, Riyadh, Saudi Arabia
Abdulaziz Shaheen, Alfaisal University, College of Medicine, Riyadh, Saudi Arabia
Ayman Mohamed, Alfaisal University, College of Medicine, Riyadh, Saudi Arabia
Fouad Jabri, Alfaisal University, College of Medicine, Riyadh, Saudi Arabia

Background: The use of social networking has changed the life style of the current youth generation. Around 30% of the Facebook users are university students. 800 million college students spend 100 minutes/day on Facebook. Studies suggest that there is a potential impact of using Facebook on students’ studying time and therefore their academic performance. Our study aimed to relate the personal traits of the medical students when using Facebook to the effectiveness of use on the academic performance.

Summary of Work: This is a cross sectional study. An anonymous online questionnaire was distributed among medical students in Alfaisal University in April, 2014. Chi-square test was used in the statistical analysis.

Summary of Results: A total of 140 students participated. Among participants who study more than 3 hours per day, 41.9% spend 1 hour or less on Facebook, 32.3% spend 2 hours and 25.8 % spend > 3 hours. 70.7% reported that education was one of the main purposes of using Facebook. 44.4% reported that Facebook is effective in their academic performance and 23.2% reported its ineffectiveness. A significant interaction was found in chi-square test when comparing the frequency of GPA≥3.25 in students who use Facebook in education and who do not use it (X²(1)=5.9,p<.05).

Discussion and Conclusions: Students who use Facebook in education were more likely to get GPA≥3.25 than who do not use it. Therefore, Using Facebook is expected to influence students’ studying time and academic performance.

Take-home messages: The time management and the purpose of using Facebook would determine the effectiveness of the use on the academic performance.
Postgraduate learning in orthopedic consultation system via social app

Nattakul Yamprasert*, Maharat Nakhon Ratchasima Hospital, Orthopaedics, Nakhon Ratchasima, Thailand
Sorarat Lermanuworarat, Maharat Nakhon Ratchasima Hospital, Orthopaedics, Nakhon Ratchasima, Thailand

Background: Maharat Nakhon Ratchasima Hospital is the medical center in which served for the patient with advance conditions from community hospitals in Nakhon Ratchasima province. In the past, community doctors consulted the orthopedist by phone but detailed of clinical information was limited. Social app were popular because of its mobility and multimedia-ready system. Closed social network group was established for orthopedic consultation system in Nakhon Ratchasima. Community doctors asked the expert for management of the patients with orthopedic problem in chat room of the social app. The administrators of group summarized the consulted problems and noted for read later in another section of social app.

Summary of Work: Online questionnaire about orthopedic consultation system was created in Google Form and distributed to members of orthopedic consultation group. Responses were submitted back to the authors.

Summary of Results: The questionnaire was responded by 50 members. 46 responders (92%) satisfied with rapid management in consultation system. 34 responders (68%) utilized the knowledge from live conversation in chat room while 13 responders (26%) utilized knowledge from note in which the administrator summarized from chat room.

Discussion and Conclusions: Postgraduate learning in orthopedic consultation system can be done via social app. Most of the community doctors/medical personnel utilized the knowledge from the job they were.

Take-home messages: Postgraduate learning in social app is another way to merge the learning process on-the-job and daily lifestyle together.

How do Medical Students in the United States and China Use their Smartphones During Clinical Work?

Caroline Milne*, University of Utah and SLC VA Medical Center, Internal Medicine, Salt Lake City, USA
Sonja Raaum, University of Utah and SLC VA Medical Center, Internal Medicine, Salt Lake City, USA
Zhang Fan, Hainan Medical University, Nutrition, Hainan, People’s Republic of China
Eduardo Vallejo, Universidad de Antioquia, Emergency Medicine, Medellin, Colombia
Jorie M. Colbert-Getz, University of Utah, Internal Medicine, Salt Lake City, USA
Christian Arbelaez, Brigham and Women’s Hospital, Harvard Medical School, Emergency Medicine, Boston, USA

Background: As of 2013, smartphone technology has provided 100,000 medical apps. Research on how medical students utilize their smartphones and apps during clinical work is limited.

Summary of Work: In 2014 we surveyed medical students in the US (Utah) and China (Hainan) to understand current smartphone use and barriers to use during clinical work. Total monthly use, scores for general use (e.g. internet, email), patient specific app use (e.g. diagnosis management, pill identification), and barriers to use were compared between medical students in the US and China with Mann Whitney U tests.

Summary of Results: Response rates were 49% in the US and 71% in China. 50% of medical students in China and 96% in the US owned a smartphone and used it during clinical work. Medical students use their smartphones for more general features (64%) than patient specific apps (35%), P < .001. Medical students in the US had higher general use scores and higher monthly use than medical students in China, P < .001, but there was no difference for patient specific apps use, P = .434 and barriers to use, P = .272.

Discussion and Conclusions: Adoption of smartphones into the clinical environment has been faster for medical students in the US compared to China. Students in the US are not using patient specific apps at higher rates than students in China. More formal training is needed for student medical apps utilization.

Take-home messages: Medical students use their smartphones for general use more often than patient specific apps.
Improving Access to Stakeholder Input in Distributive Educational Programs Using Social Media Platforms: A Qualitative Study

Peggy Schmidt*, Western University of Health Sciences, College of Veterinary Medicine, Pomona, USA
Paul Gordon-Ross, Western University of Health Sciences, College of Veterinary Medicine, Pomona, USA

Background: In institutions utilizing a distributed educational model, face-to-face engagement with key stakeholders is a challenge. This study explored the feasibility of using a social media platform designed for professional networking (LinkedIn) as a way for conducting asynchronous focus groups; thus facilitating and enhancing distant faculty engagement in curricular relevant issues and decisions.

Summary of Work: Semi-structured interview questions were employed in conducting focus groups with preceptors. These questions focused on experiences, thoughts, and impressions regarding student teaching in non-academic clinical settings. One group (n=5) participated in a 2-hour, face-to-face facilitated discussion. Two groups (n=8, 6) participated in an asynchronous facilitated discussion on LinkedIn. Deductive thematic coding was performed on all focus group transcripts by the three authors using Boyer’s four areas of scholarship as the theoretical framework. Inductive coding was used to capture non-framework themes. Inter-rater agreement of individual coders across twenty-three parent and child nodes in the three focus groups was determined by kappa statistic in Nvivo.

Summary of Results: Both face-to-face and social media focus groups produced themes which aligned with Boyer’s framework. Eighty-one percent of nodes had almost perfect agreement (kappa = 0.8-1), 4% substantial agreement (kappa = 0.6-0.8), and 13% moderate agreement (kappa 0.4-0.6).

Discussion and Conclusions: Social media platforms designed for professional networking have potential to be viable alternatives for face-to-face focus groups with educators in distributed teaching programs.

Take-home messages: Professional social networks can be effectively utilized to obtaining valuable stakeholder curricular engagement, but continuous monitoring and frequent prompting are necessary to ensure full participation.

The answer is in da blog: the chief resident’s solution to archive and share learning

Masayuki Nogi*, John A. Burns School of Medicine, University of Hawaii, Internal Medicine, Honolulu, USA
Dennis Bolger, John A. Burns School of Medicine, University of Hawaii, Internal Medicine, Honolulu, USA

Background: Keeping the residents posted with updated announcements and sharing the learning among different training sites were a challenge. Traditional approaches include E-mail updates, with risk of causing “E-mail burden” and less attention to important program matters.

Summary of Work: From July 2014, our internal medicine program (60 residents in total) has launched a chief resident driven blog site for internal use, which allowed us to archive and share our learning. For categorical PGY-1 to PGY-3 internal medicine residents, a pre survey before launching the blog and post survey 6-months later were collected. Questions focused on resident’s perspective of E-mail burden and satisfaction of information access method. Web access data was retrieved by an online collector service (Statcounter®).

Summary of Results: Total of 50 data were collected, which demonstrated that inattention rate of program related E-mails (defined as not reading >20%) improved from 50% to 38%. Resident satisfaction of accessing useful information improved from 18% to 86%, measured by marking a scale higher than 4 (maximum 5). Average of total monthly access was 954, with average 286 first visits per month. Most commonly accessed contents include rotation schedule, orientation slides, morning report summary and elective or fellowship information.

Discussion and Conclusions: This innovative method utilizing chief resident driven blog site to archive and share learning experience improved efficiency of information delivery and resident satisfaction to access relevant information with a low running cost.

Take-home messages: Chief resident driven blog site is an innovative and effective method to archive and share learning.