

Using Social Media as an Educational Tool

Kirsten Brown, PhD, MA
Katherine Chretien, MD

Who we are?



Twitter: @DrKirtyBrown
Instagram: @BuffNBlueAnat



Twitter: @MotherinMed
Instagram: @KatherineChretien

Agenda

- State of social media use
- Why use social media
- Overview of social media use in medical education
- Case study: Buff and Blue Instagram
- Case study: Reflective Writing Class Blog
- Important Considerations
- Questions

The what, who, and why of social media use for medical education

What is social media?

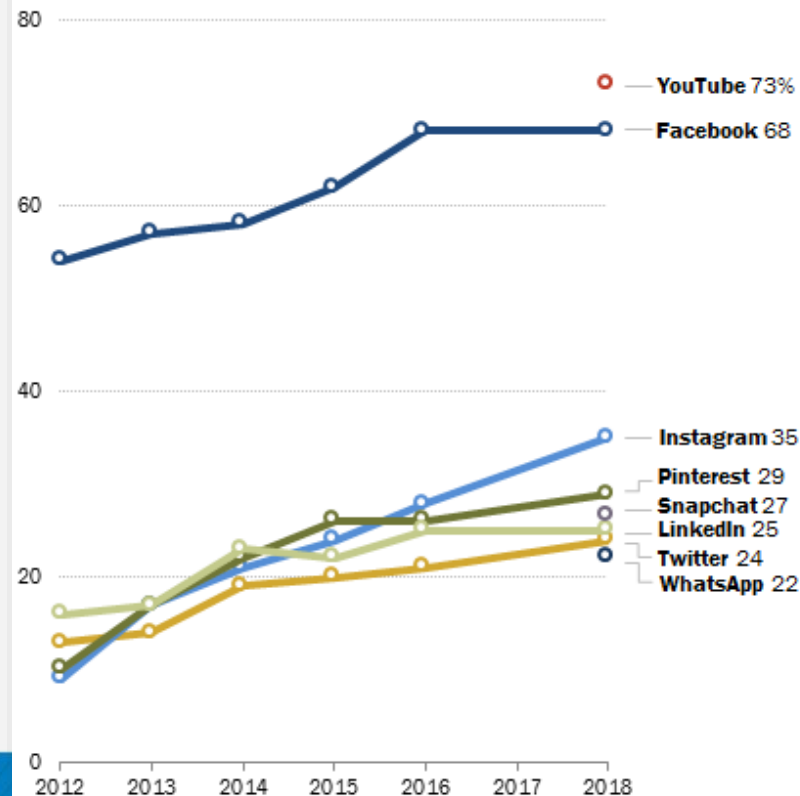
“Online environments where users contribute, retrieve, and explore content primarily generated by fellow users” (pg. 2, McGowan et al, 2012).



Who uses social media?

Majority of Americans now use Facebook, YouTube

% of U.S. adults who say they use the following social media sites online or on their cellphone



Note: Pre-2018 telephone poll data is not available for YouTube, Snapchat or WhatsApp.
Source: Survey conducted Jan. 3-10, 2018. Trend data from previous Pew Research Center surveys.

"Social Media Use in 2018"

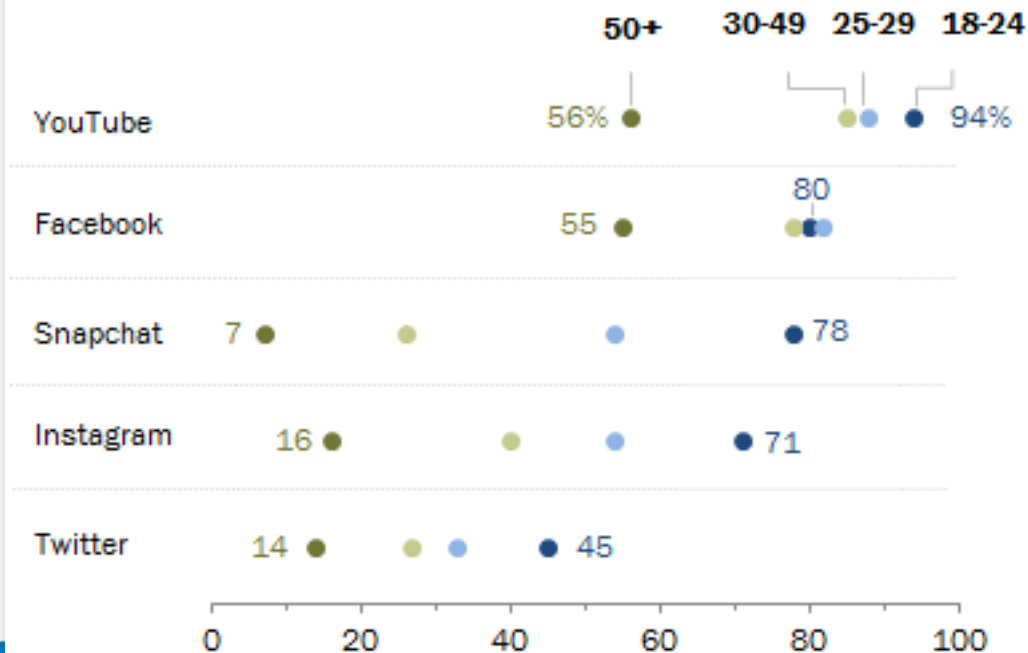
PEW RESEARCH CENTER

- Approximately **69% of the American public** uses some aspect of social networking sites (Pew Research Center, 2017)
- Although young adults were among the earliest of the social media adopters, **older adult usage has also surged** (Pew Research Center, 2017)
- Approximately **55% of accredited medical schools** also have current student groups on Facebook (Kind, Genrich, Sodhi, & Chretien, 2010).

Who uses social media?

Social platforms like Snapchat and Instagram are especially popular among those ages 18 to 24

% of U.S. adults in each age group who say they use ...



Source: Survey conducted Jan. 3-10, 2018.

"Social Media Use in 2018"

PEW RESEARCH CENTER



#1



#2



#3



#4

Why use social media?

- Enhance social learning, connection, community
- Harness power of social media as interactive, communication tools
- Optimize its benefits for education (e.g., Bialy and Jalai, 2015; Hennessey et al., 2016; Jaffar, 2013; Pickering and Bickerdike, 2016)

TWITTER FOR THE MEDICAL EDUCATOR

University of Virginia School of Medicine
Office of Faculty Development
Compiled by @KristinaDzara and @UVaSOMFacDev



Why Tweet?

Twitter is trending in #MedEd! Grow your professional network, receive and share resources, disseminate information about your research, promote your organization, and participate in online journal clubs and tweet chats.



Develop a Professional Twitter Profile

To connect with medical educators worldwide, choose a professional handle and compose a profile explaining who you are, what you do, and your interests. Consider including hashtags or handles to show your interests and organizational affiliations.

Tweet at Conferences and Events

Conferences such as @AAMCMeetings @ICREConf @AMEE_LIVE and @TheNEGEA encourage tweeting. Use the event hashtag and tag other participants. Include pictures for higher impact!



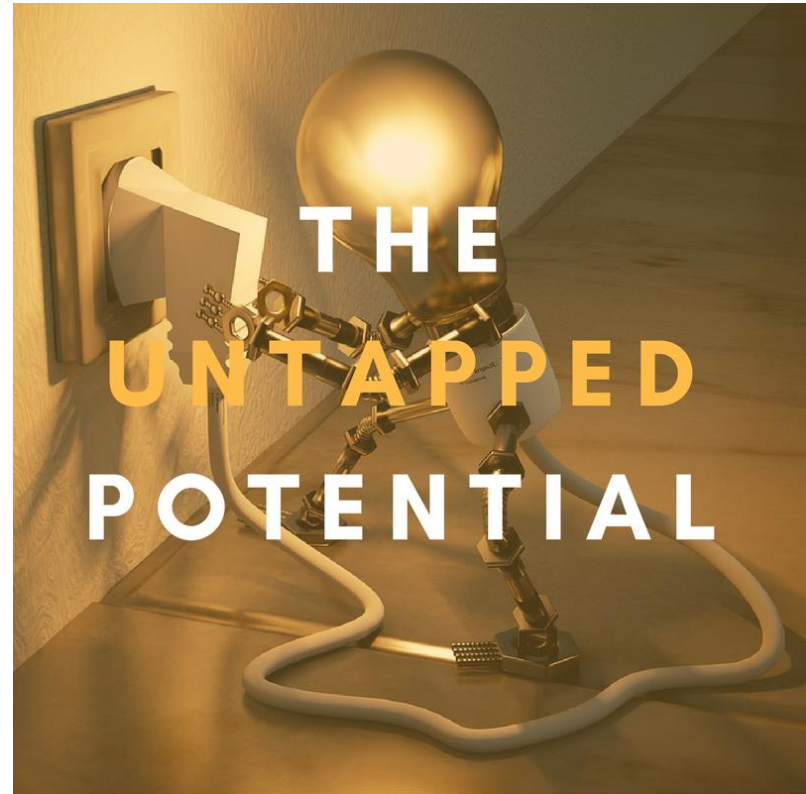
How Do I Get Started?

Follow national organizations such as @ACGME @AAMCToday and @AAMCMeetings, journals such as @JournalofGME @AcadMedJournal and @TLMedEd, and UVA accounts such as @MedicineUVA @UVaSOMFacDev @UVAHealthNews @CEOPamUVA and @DRShannonUVA

WASHINGTON, DC

Why use social media for education?

A recent study identified that 100% of medical students have a presence on social media, but **only 33% of medical educators reported using social networking sites to interact with these students** (Bialy & Jalali, 2015)



Learning theories

REFLECTIVE LEARNING

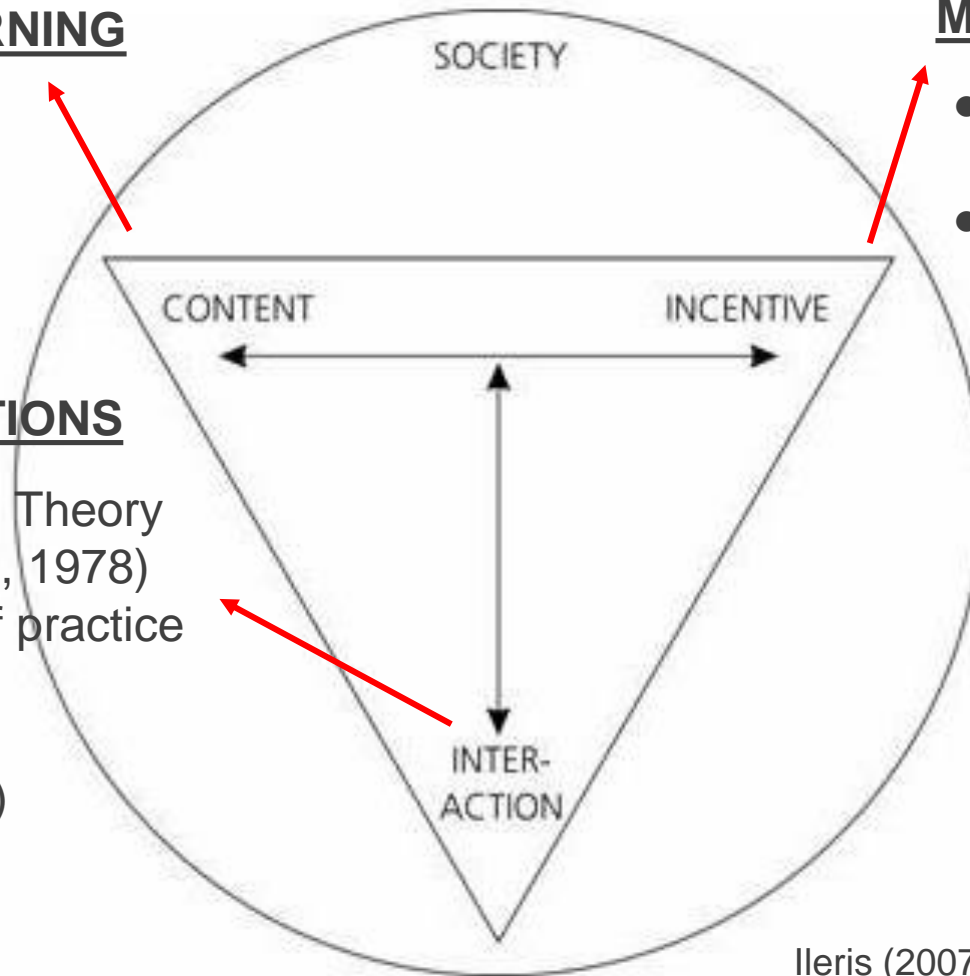
- Boud, 2001

SOCIAL CONNECTIONS

- Social Learning Theory (Bandura, 1977, 1978)
- Communities of practice (Wenger, 2000)
- Connectivism (Siemens, 2005)

MOTIVATION

- “Margin of Power” (McKlusky, 1970)
- ARCS model for motivational design (Keller, 1987)



Ileris (2007)

Examples of social media use in medical education

Social Media Use in Medical Education: A Systematic Review

Christine C. Cheston, MD, Tabor E. Flickinger, MD, MPH, and Margaret S. Chisolm, MD

- **Design**
 - 14 studies included
 - Most common tool: blogs
 - Also wikis, chats, multimodal
- **Challenges**
 - Technical (43%)
 - **Variable learning participation (43%)**
 - Time (21%)
 - No adverse events



Acad Med 2013

Social Media Use in Medical Education: A Systematic Review

Christine C. Cheston, MD, Tabor E. Flickinger, MD, MPH, and Margaret S. Chisolm, MD

Opportunities

- Learner engagement (71%)
- Feedback (57%)
- Enhanced collaboration (36%)
- Professional development (36%)
- Career advancement/networking (21%)
- Supportive learning communities (14%)
- Popular with learners (21%)
- Access when geographically remote

Acad Med 2013

The Use of Social Media in Graduate Medical Education: A Systematic Review

Madeline Sterling, MD, MPH, Peggy Leung, MD, Drew Wright, MS, MLS,
and Tara F. Bishop, MD, MPH

- **Design**
 - 29 studies included, 13 (45%) on education
 - Twitter, podcasts, blogs used to engage, enhance education
 - YouTube, wikis used to teach technical skills, promote self-efficacy
 - Modest quality as judged by MERSQI scores
- **Results**
 - Mixed results for resident satisfaction and knowledge attainment

Acad Med 2017

Key questions as you start...

What outcomes will I measure?

What are my educational goals?










How will this add value to traditional approach?

What social media platform do I want to use?

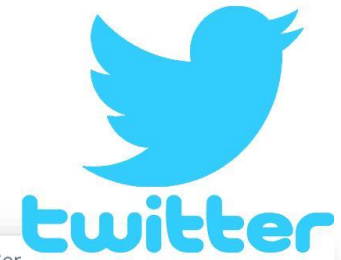


Platform considerations

- Strengths and features of platform
- Demographics of use
- Learner preference
- Private/public
- Moderation

Social Media Tool	How it's used	Strengths	Examples
Blog	Online journals in reverse chronological order	Share ideas; reflection; improve writing skills, stored entries for archives.	
Location-based Networks	Allows users to share current and historical geographical locations	Connectedness; find those in close proximity to collaborate.	
Multimedia Messaging Application	Photos and videos available for short time before they become inaccessible	Known expiration, highly customizable for content and audience	 snapchat
Micro-blog	Character-limited blogs resulting in brief, discrete postings	Share information; crowd-sourcing; social-tagging; instant access to large groups	
Podcast	Downloadable audio file	Information delivery; individualized; accessible	
Photo and Video Social Network	User uploads various photos and videos with customizable and time specified expiration. Group and individual messaging.	Visually engaging, highly personalized, enhanced communication/community with messaging and public comments	 Instagram
Social Network	Platform where user communicates/shares information with specified groups. Individual creates profile, engages others in their network.	Finding and sharing information; group sourcing	
Wiki	Information-based website that can be edited by any user, simultaneously.	Collective knowledge building, crowd-sourcing	
Video Chat	Real-time audio-visual communication. If text only, called instant messaging.	Synchronous despite location; allows for meetings, teaching, and collaboration	

Use of Twitter in meded



MayoAnesthesiaResMN @MayoAnesthesia · Jul 11

Join us for our first **Twitter Journal Club** starting 7/18. Excited to join @Duke_Anesthesia and @UofU_Anesthesia in advancing #MedEd through #SoMe. We will discuss the #OBAnes practice changing WOMAN trial! Use #AnesJC to participate in the discussion. #MayoAnesJC @emilysharpe

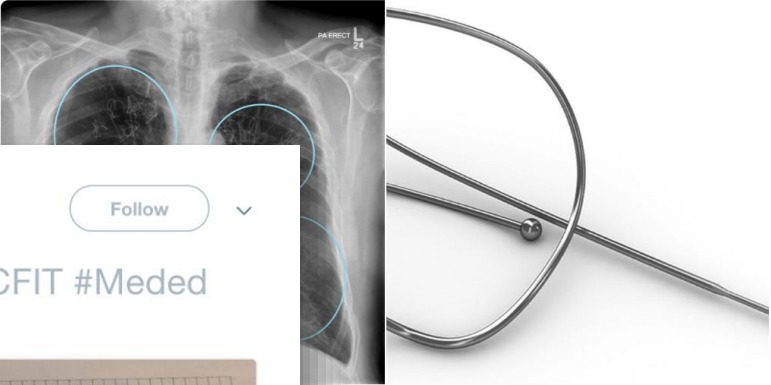


5 22 35

Bath Radiology Education @BathRadiologyEd · Sep

Answer:
Bronchoscopically-delivered lung volume reduction (LVR) coils.
Used in emphysema. Aims to improve air flow to healthier lung, to improve gas exchange and lung function.

#FOAMrad #FOAMed #FRCR #radiology #radiologist #RadEd #RadRes #RadReg #MedEd #ChestRad #medicalstudent

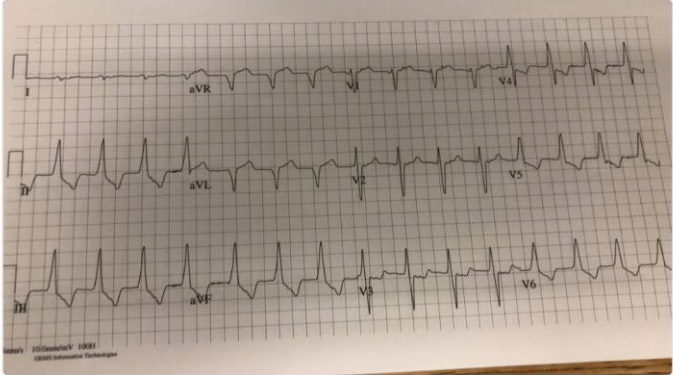


0

Musa A. Sharkawi @MusaSharkawi


Follow

What's the rhythm? #ACCFIT #Meded #ECGofTheDay



9:26 PM - 5 Sep 2018

21 Retweets 44 Likes



Use of Twitter in meded



AskAnatomist
@AskAnatomist

Following

#infographics on joining in the #AnatQ weekly @AskAnatomist #tweetchat to share with your students!

2:12 AM - 8 Sep 2016

5 Retweets 4 Likes

I-Heart-Histo
@IHeart-Histo

Following

🎂📍 @ihearthisto is 5 yrs old! 📍🎂
Thanks to all 63,000 of you (!! for loving & learning about #histology with me #anatomy #pathology #science

21k 24k 14k 4k

@ihearthisto

12:32 AM - 21 Jul 2017

5 Retweets 33 Likes

Social Media and Anatomy Education: Using Twitter to Enhance the Student Learning Experience in Anatomy

Catherine M. Hennessy,^{1*} Emma Kirkpatrick,² Claire F. Smith,¹ Scott Border³

¹Department of Anatomy, Brighton and Sussex Medical School, University of Sussex, Brighton, United Kingdom

²Southampton Clinical Trials Unit, University of Southampton, Southampton, United Kingdom

³Centre for Learning Anatomical Sciences, Faculty of Medicine, University of Southampton, Southampton, United Kingdom

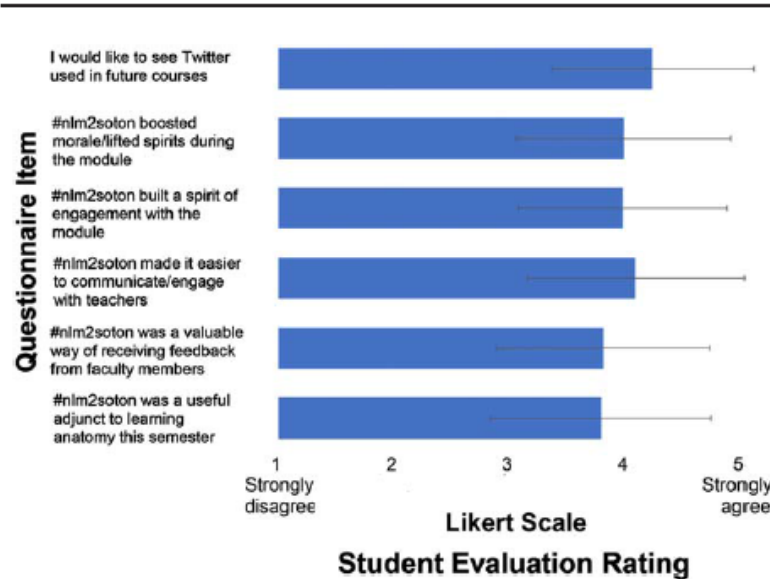


Figure 2.

This graph depicts that on average, students perceived that the hashtag affected various aspects of their NLM2 anatomy course learning experience in a positive way, based on their questionnaire ratings. The lines for each bar represent \pm standard deviation.

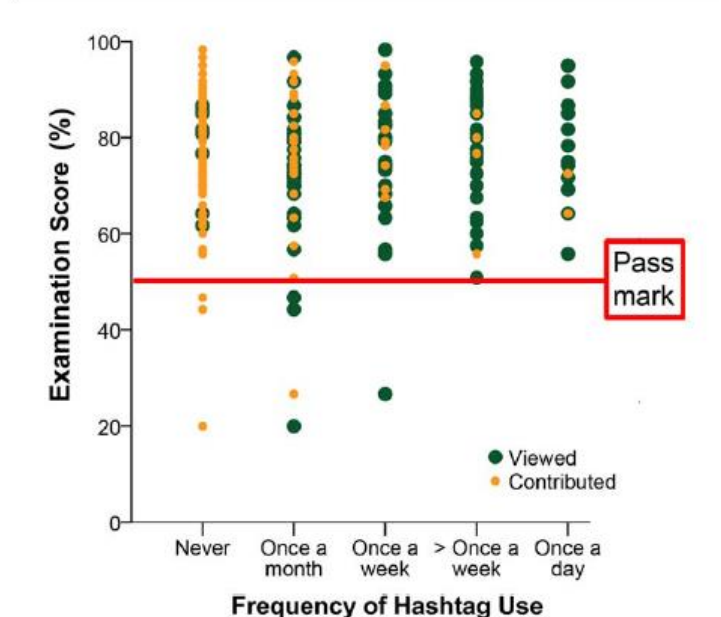


Figure 3.

A visual representation to show that frequency of viewing the hashtag had a negligible positive effect on student examination scores and frequency of contributing had no effect on scores. Students who failed the course reported low engagement frequency with the hashtag.

Ask an Anatomist: Identifying Global Trends, Topics and Themes of Academic Anatomists Using Twitter

Madeleine J. Marsland, Michelle D. Lazarus*

Department of Anatomy and Developmental Biology, Centre for Human Anatomy Education and Monash Centre for Scholarship in Health Education, Monash University, Clayton, Victoria, Australia

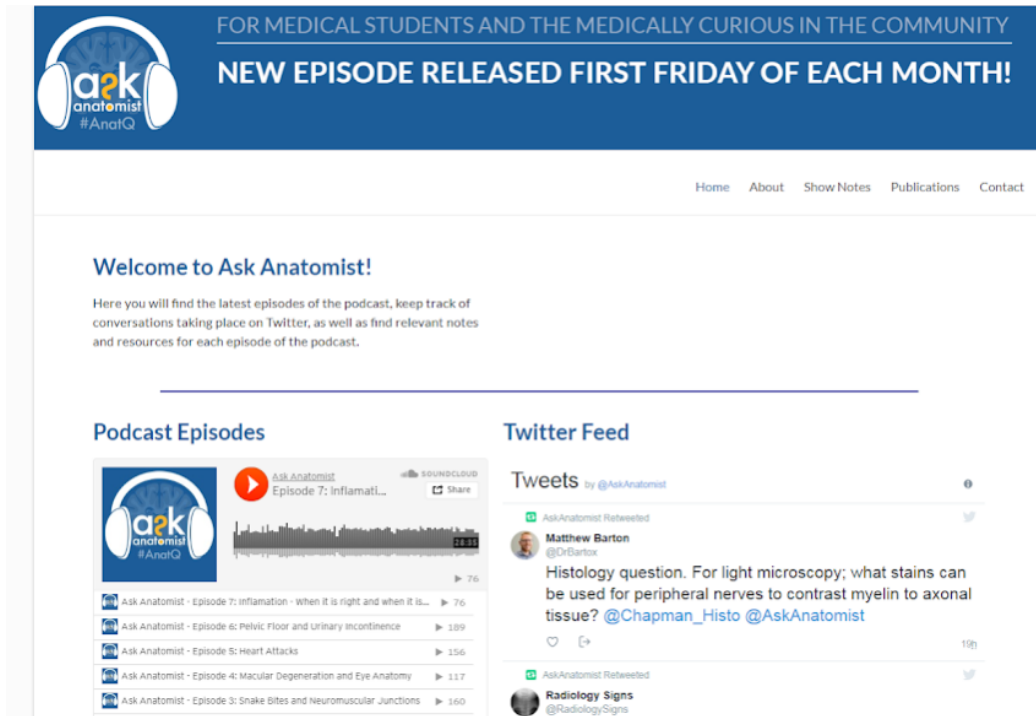


Based on Allan, B. (2008). Knowledge creation within a community of practice

Use of podcasts in meded

- Literature review of podcasting in meded (Kor J Med Ed, 2017) = 84 articles
 - Basic sciences, clinical education
 - 10-20 min, mean 18 min.
 - Most reaction outcomes > learning > behavior
- Podcasts resulted in superior knowledge gains over text for orthopedic topics (J Surg Educ, 2017)

Use of podcasts in meded



The screenshot shows the homepage of the Ask Anatomist website. At the top, there is a blue header with the logo on the left and the text "FOR MEDICAL STUDENTS AND THE MEDICALLY CURIOUS IN THE COMMUNITY" and "NEW EPISODE RELEASED FIRST FRIDAY OF EACH MONTH!". Below the header is a navigation menu with links for Home, About, Show Notes, Publications, and Contact. The main content area features a "Welcome to Ask Anatomist!" section with a brief description of the podcast. Below this are two columns: "Podcast Episodes" with a list of episodes and their durations, and "Twitter Feed" with a tweet from Matthew Barton asking a histology question.

FOR MEDICAL STUDENTS AND THE MEDICALLY CURIOUS IN THE COMMUNITY
NEW EPISODE RELEASED FIRST FRIDAY OF EACH MONTH!

Home About Show Notes Publications Contact

Welcome to Ask Anatomist!

Here you will find the latest episodes of the podcast, keep track of conversations taking place on Twitter, as well as find relevant notes and resources for each episode of the podcast.

Podcast Episodes

- Ask Anatomist - Episode 7: Inflammation - When it is right and when it is... 76
- Ask Anatomist - Episode 6: Pelvic Floor and Urinary Incontinence 109
- Ask Anatomist - Episode 5: Heart Attacks 156
- Ask Anatomist - Episode 4: Macular Degeneration and Eye Anatomy 117
- Ask Anatomist - Episode 3: Snake Bites and Neuromuscular Junctions 160

Twitter Feed

Tweets by @AskAnatomist

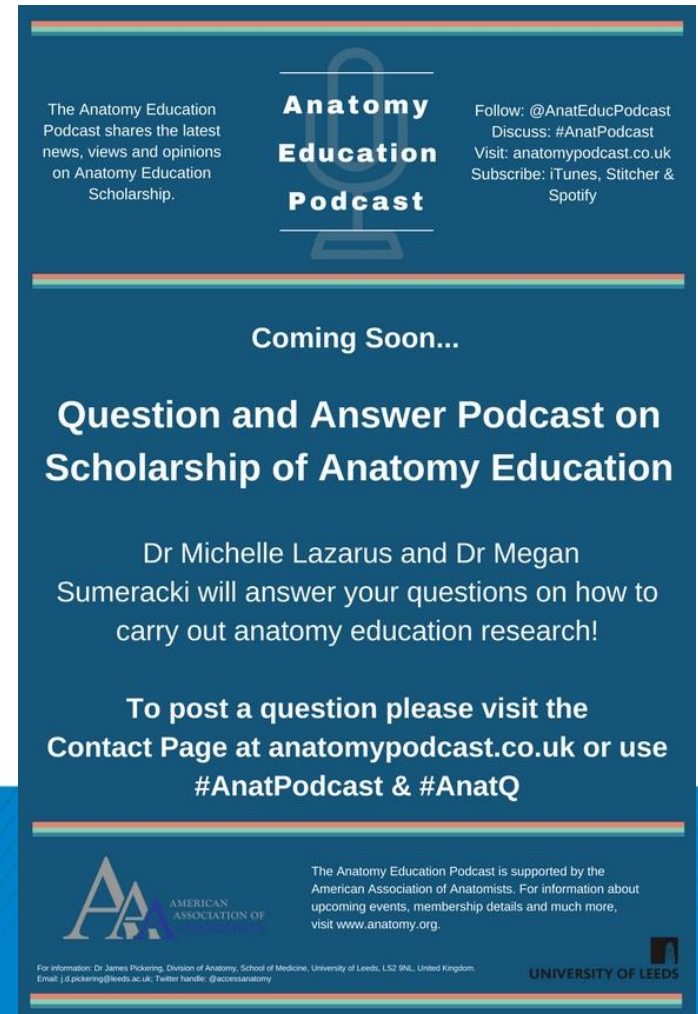
AskAnatomist Retweeted

Matthew Barton @DrBarton

Histology question. For light microscopy; what stains can be used for peripheral nerves to contrast myelin to axonal tissue? @Chapman_Histo @AskAnatomist

AskAnatomist Retweeted

Radiology Signs @RadiologySigns



The poster is dark blue with a microphone icon in the center. It contains text about the podcast, social media handles, and contact information. At the bottom, there is a logo for the American Association of Anatomists and the University of Leeds.

The Anatomy Education Podcast shares the latest news, views and opinions on Anatomy Education Scholarship.

Anatomy Education Podcast

Follow: @AnatEducPodcast
Discuss: #AnatPodcast
Visit: anatomypodcast.co.uk
Subscribe: iTunes, Stitcher & Spotify

Coming Soon...

Question and Answer Podcast on Scholarship of Anatomy Education

Dr Michelle Lazarus and Dr Megan Sumeracki will answer your questions on how to carry out anatomy education research!

To post a question please visit the Contact Page at anatomypodcast.co.uk or use #AnatPodcast & #AnatQ

AA AMERICAN ASSOCIATION OF ANATOMISTS

The Anatomy Education Podcast is supported by the American Association of Anatomists. For information about upcoming events, membership details and much more, visit www.anatomy.org.

For information: Dr James Pickering, Division of Anatomy, School of Medicine, University of Leeds, LS2 9NL, United Kingdom.
Email: j.d.pickering@leeds.ac.uk; Twitter handle: @accessanatomy

UNIVERSITY OF LEEDS

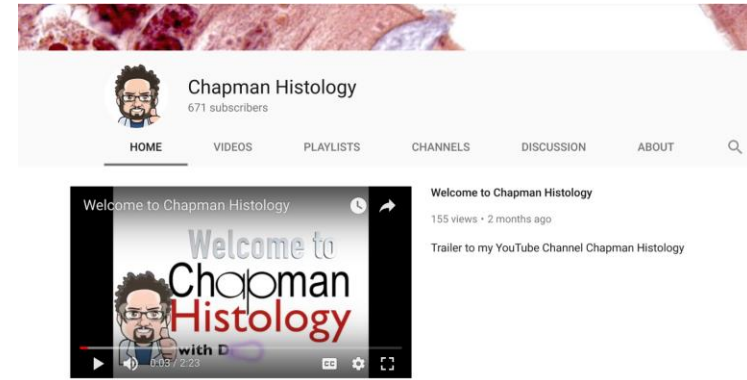
Use of YouTube in meded YouTube



The NEW ENGLAND JOURNAL of MEDICINE

NEJM Videos in Clinical Medicine
Artem Minalyan - 2 / 15

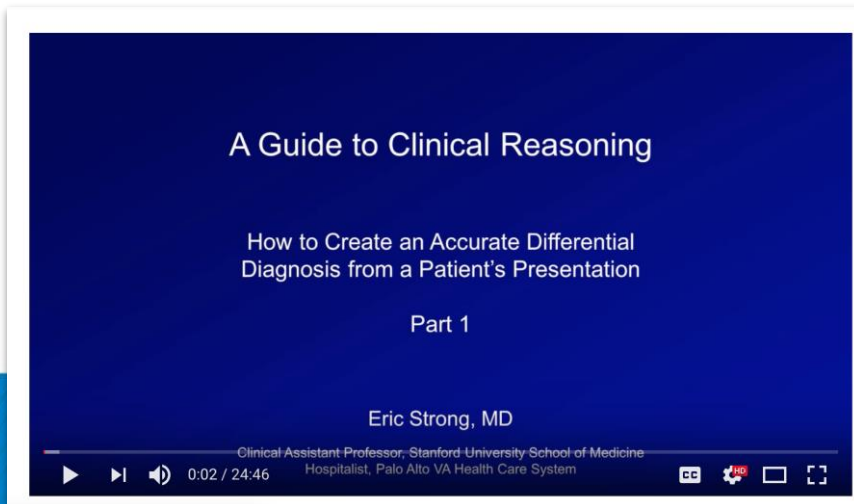
- 1 Peripheral Intravenous Cannulation NEJM sothea bo 17:04
- 2 Placement of Arterial Line - NEJM Huy Vo 7:01
- 3 Nasogastric Intubation (RYLE) NEJM Pulmonary Resident Essentials 7:16
- 4 Female Urethral Catheterization NEJM Pulmonary Resident Essentials 14:41
- 5 Male Urethral Catheterization NEJM sothea bo



Chapman Histology
671 subscribers

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Welcome to Chapman Histology
155 views • 2 months ago
Trailer to my YouTube Channel Chapman Histology



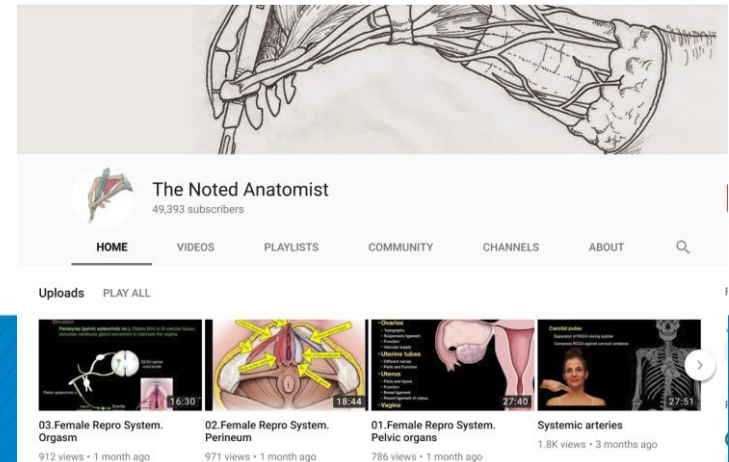
A Guide to Clinical Reasoning

How to Create an Accurate Differential Diagnosis from a Patient's Presentation

Part 1

Eric Strong, MD

Clinical Assistant Professor, Stanford University School of Medicine
Hospitalist, Palo Alto VA Health Care System



The Noted Anatomist
49,393 subscribers

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS ABOUT

Uploads PLAY ALL

- 03. Female Repro System. Orgasm 912 views • 1 month ago
- 02. Female Repro System. Perineum 971 views • 1 month ago
- 01. Female Repro System. Pelvic organs 786 views • 1 month ago
- Systemic arteries 1.8K views • 3 months ago

Use of wikis in meded

Why Medical Schools Should Embrace Wikipedia: Final-Year Medical Student Contributions to Wikipedia Articles for Academic Credit at One School

Amin Azzam, MD, MA, David Bresler, MD, MA, Armando Leon, MD, Lauren Maggio, PhD,
Evans Whitaker, MD, MLIS, James Heilman, MD, Jake Orlowitz, Valerie Swisher,
Lane Rasberry, Kingsley Otoide, Fred Trotter, Will Ross, and Jack D. McCue, MD

Research Article

Developing professionalism through the use of wikis: A study with first-year undergraduate medical students

[Tünde Varga-Atkins](#) ✉, Peter Dangerfield & David Brigden

Pages 824-829 | Published online: 20 Sep 2010

Know thy platform!



katherinechretien

Edit Profile



182 posts

165 followers

139 following

Katherine Chretien

Doctor, mother, writer, dean. Devoting this space to capturing my pursuit of wellness and balance.

www.mothersinmedicine.com

POSTS

IGTV

SAVED

TAGGED



July-August 2018

Sunday

Monday

Tuesday

Wednesday

Thursday



kirtybrown

Follow

587 posts

450 followers

599 following

Kirsten Brown

#anatomy professor at #gwsms. #deltagamma. Girlfriend of @jmneidich. Mostly food posts asking #willjimeatthis.

I love my job and my life!

Case studies for social media use in medical education

Case: Buff and Blue Anatomy

- **Problem:** Reduction in formal instructional time for the anatomical sciences (Drake et al., 2009; Drake, et al., 2014; Halliday et al., 2014).
- **Aim:** Determine the efficacy of social media-based instructional technology as a means to supplement traditional anatomy instruction
- **Setting:** 15 week Fall 2017 semester; 3 integrated preclinical courses
- **Participants:** MS2s (n=185)



153

posts

250

followers

16

following

Promotions

Edit Profile

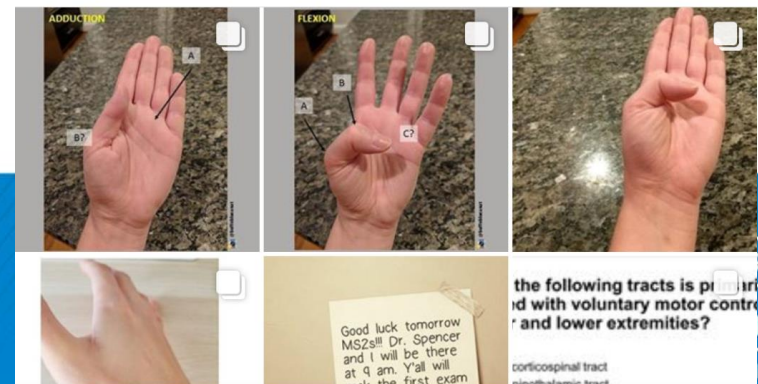
BuffNBlueAnatomy

Education

#anatomy page 4 #GWSMHS. Managed by @kirtybrown. Posts are for educational purposes only. Part of research project on #SocialMedia and #meded
goo.gl/XQUWqT

Story Highlights

Email



Questions before I started...



Outcomes?
Student perceptions and engagement

Goals? **Bridge gap in formal instructional time**

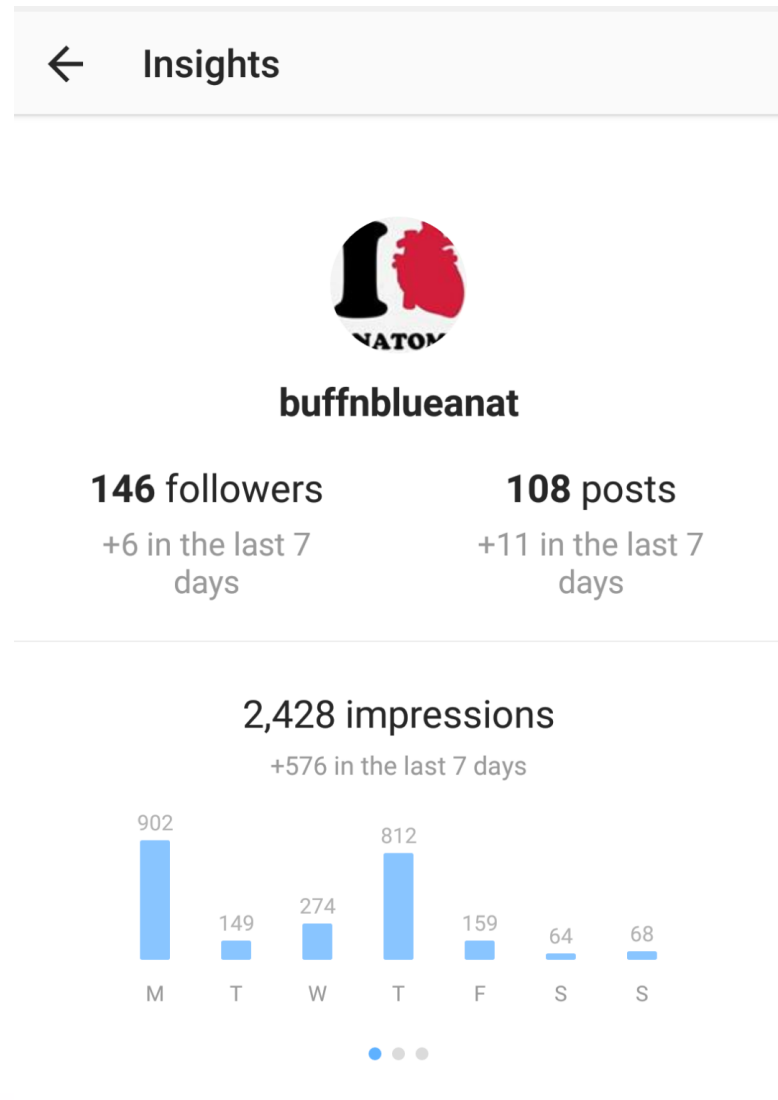
Value added?
Novel, instant feedback, formative assessment

Social media platform?
Instagram

Study Design

Survey Instrument

- General questions about social media use (e.g., platforms, time spent)
- Specific questions re: engagement with BuffNBlueAnat account



Study Design

AUGUST 2017

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4	5
MSK course	7	Recruitment email					12
	14	15	16	17	18	19	
	21	mid-course analytic check					26
	28	29	30	31			

Created using the Vertex42 Calendar Template for Excel. <http://www.vertex42.com/calendar/2017.html>

SEPTEMBER 2017

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
							2
B&B course	4	post-course analytic check					9
	11	pre-course analytic check					16
	18	19	20	21	22	23	
	25	26	27	28	29	30	

Created using the Vertex42 Calendar Template for Excel. <http://www.vertex42.com/calendar/2017.html>

OCTOBER 2017

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
B&B course	2	3	4	5	6	7	
	9	10	11	12	13	14	
	16	mid-course analytic check					21
	23	24	25	26	27	28	
	30	post-course analytic check					

Created using the Vertex42 Calendar Template for Excel. <http://www.vertex42.com/calendar/2017.html>

NOVEMBER 2017

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
RE Course	3	pre-course analytic check					10
	17	18	19	20	21	22	
	24	mid-course analytic check					31
	31	1	2	3	4	5	
		Post-survey email & post-course analytic check (in Dec.)					

Created using the Vertex42 Calendar Template for Excel. <http://www.vertex42.com/calendar/2017.html>

What did I post?



153 posts 250 followers 16 following

Promotions

Edit Profile

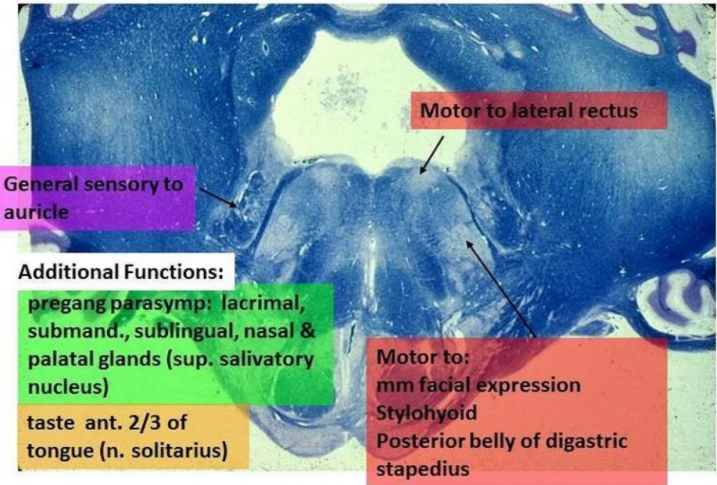
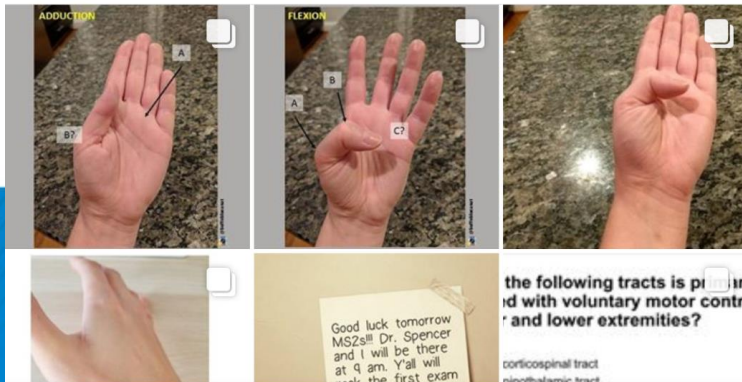
BuffNBlueAnatomy

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#anatomy page 4 #GWSMHS. Managed by @kirtybrown.
 Posts are for educational purposes only. Part of research project on #SocialMedia and #meded
goo.gl/XQUWqT

Story Highlights

Email



View Insights

Promote



10 likes

buffnblueanat Here's a swipearable quiz on cranial nerve nuclei for CN VII. This is a cross section of the pons at the level of the facial nuclei.

1. What are the structures indicated by the tip of the arrows in A-D?
 2. What do A, B, and D do?
 3. How do you clinically assess the structures?
- Swipe 🖱️ and read below for the answers!

What did I post?



153 posts 250 followers 16 following

Promotions

Edit Profile

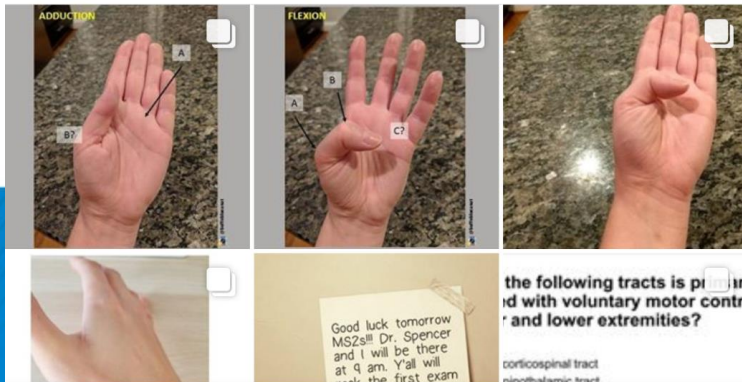
BuffNBlueAnatomy

Education

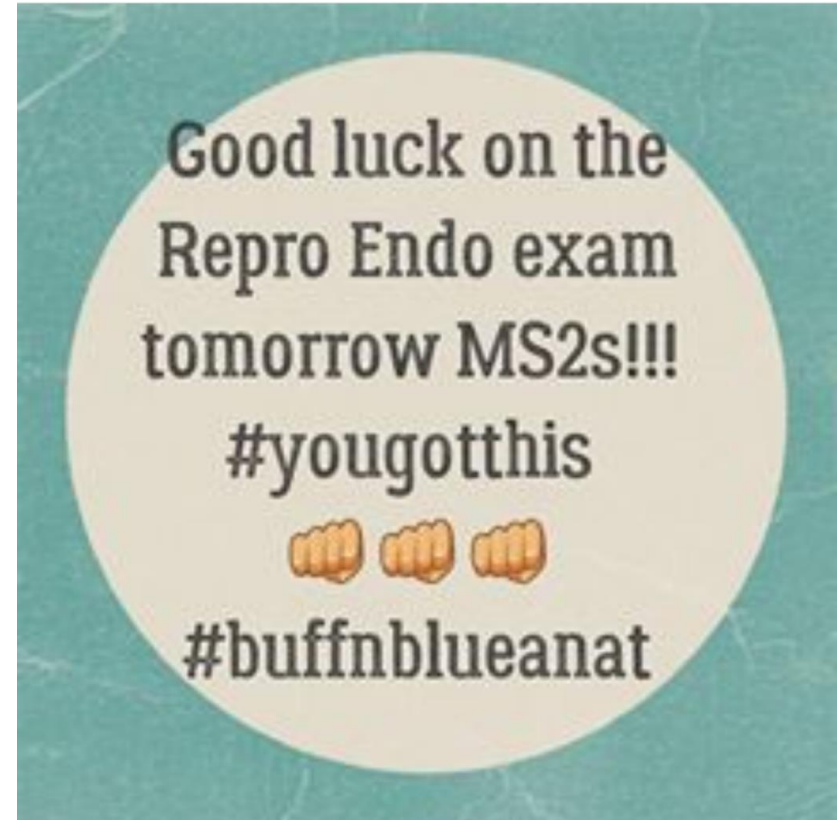
#anatomy page 4 #GWSMHS. Managed by @kirtybrown.
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goo.gl/XQUWqT

Story Highlights

Email



buffnblueanat



View Insights

Promote



33 likes

buffnblueanat And that's it MS2s!! Good luck on your exam tomorrow! If you didn't know tomorrow is your last exam in

What did I post?



153

posts

250

followers

16

following

Promotions

Edit Profile

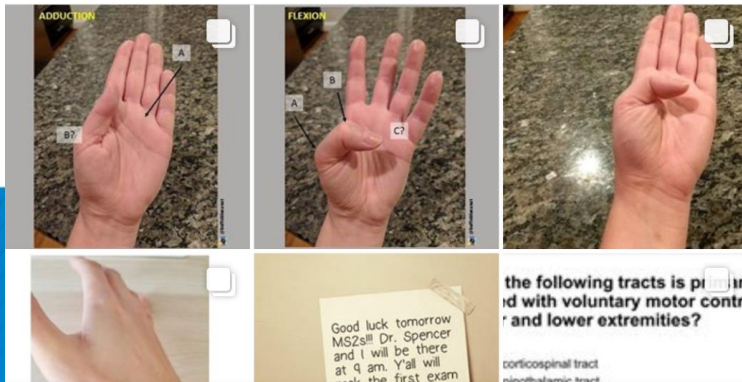
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Email



buffnblueanat



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Promote

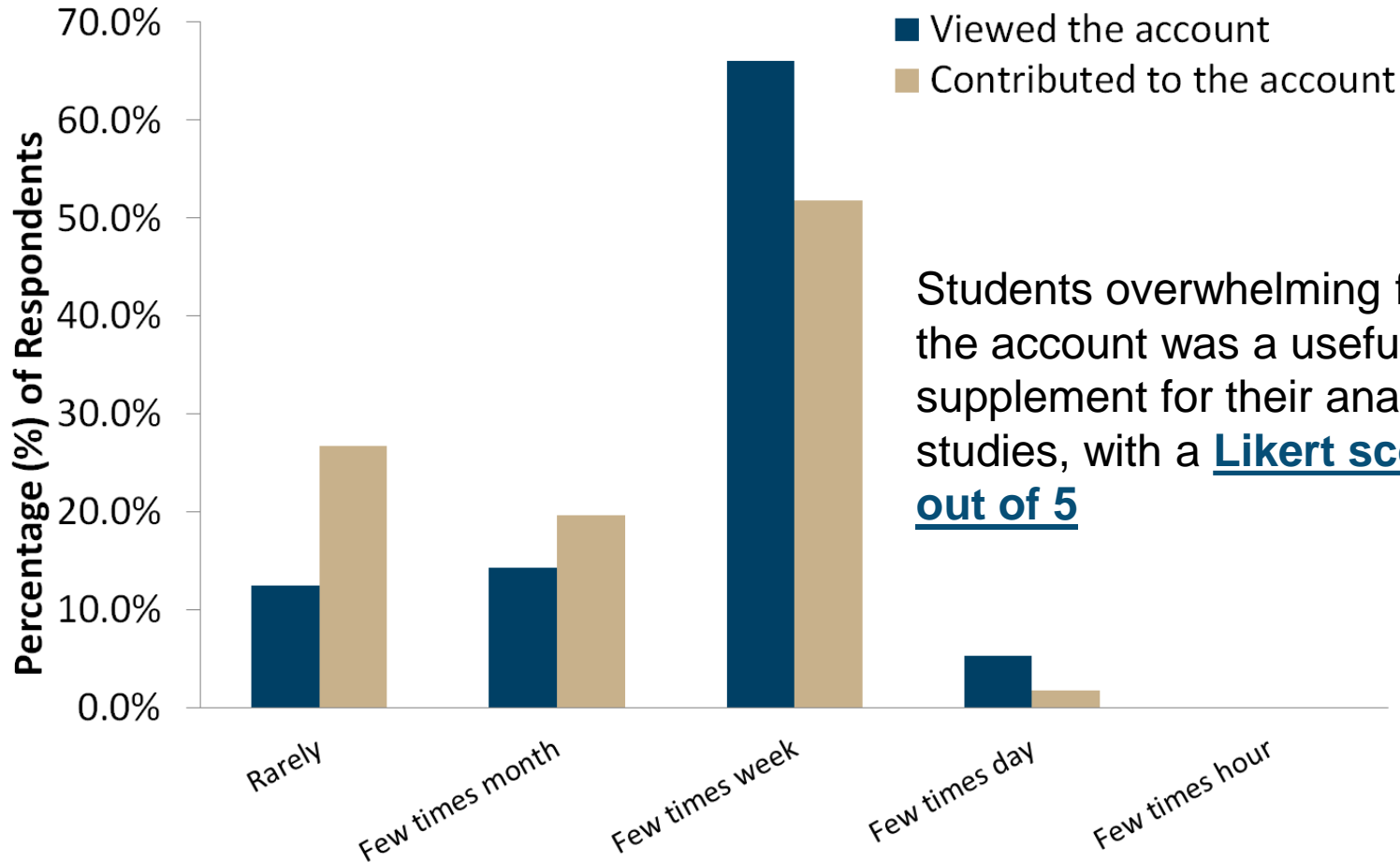


Liked by [gwsmh](#)s and 28 others

[buffnblueanat](#) Very lucky to have our outstanding clinical lead and recent #gwsmhs Distinguished Teacher Dr. Aviva

WASHINGTON
UNIVERSITY
WASHINGTON, DC

Results



Students overwhelmingly found that the account was a useful supplement for their anatomical studies, with a **Likert score of 4.46 out of 5**

Results

Instagram was a useful supplement to traditional anatomical instruction

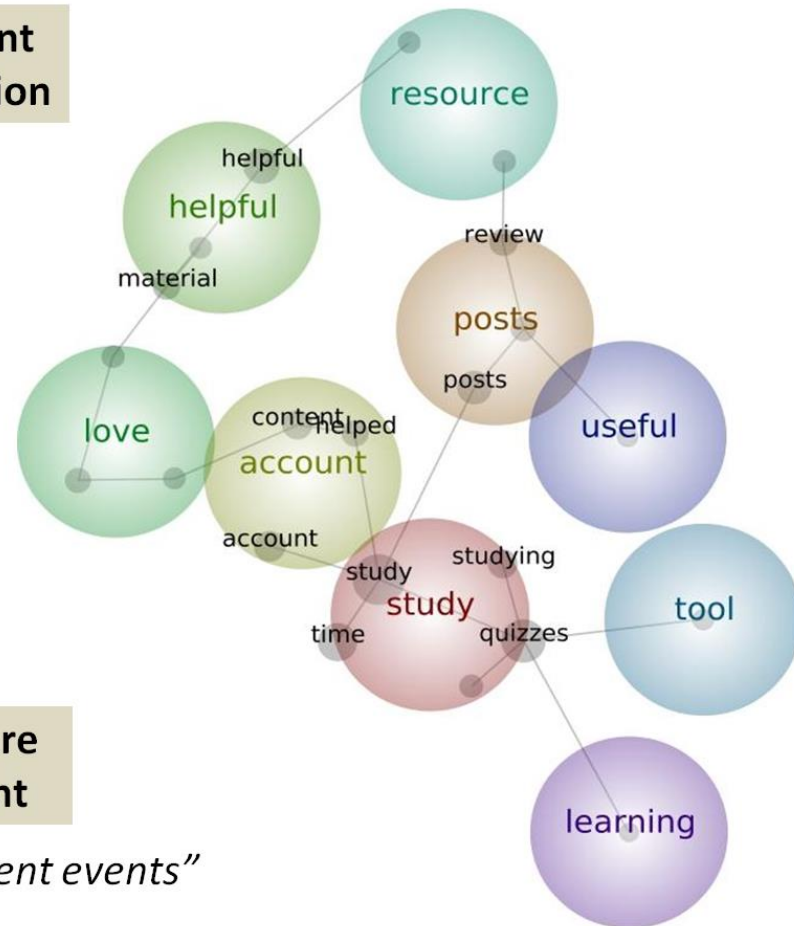
“quizzes were good ways to review outside scheduled study time”

“referred back to the account while I was studying to quiz myself.”

Content and timing of the posts are important for student engagement

“I enjoyed posts applicable to current events”

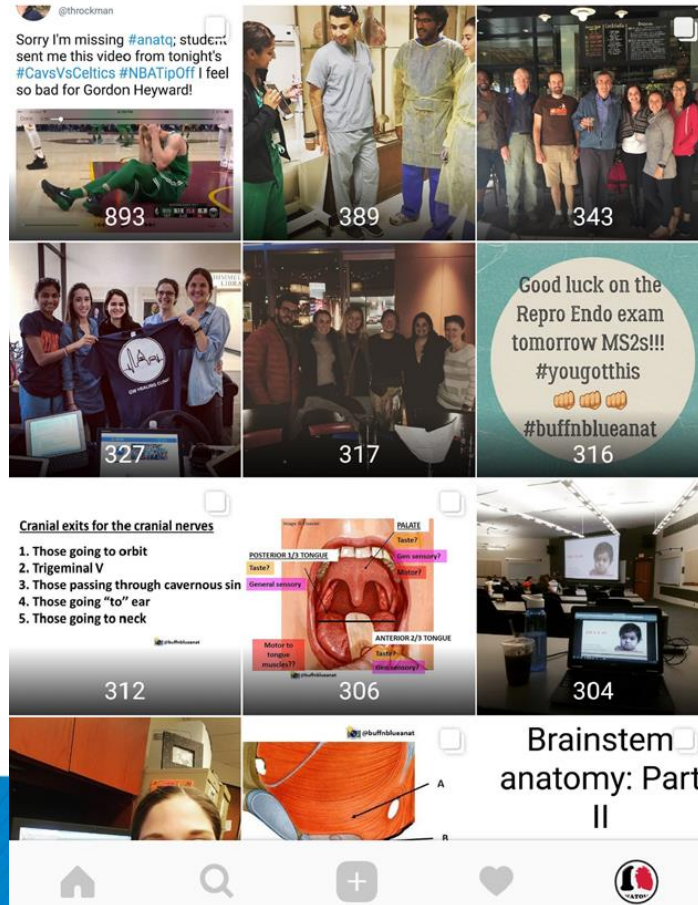
“pop culture references to hold attention and be informative at the same time”



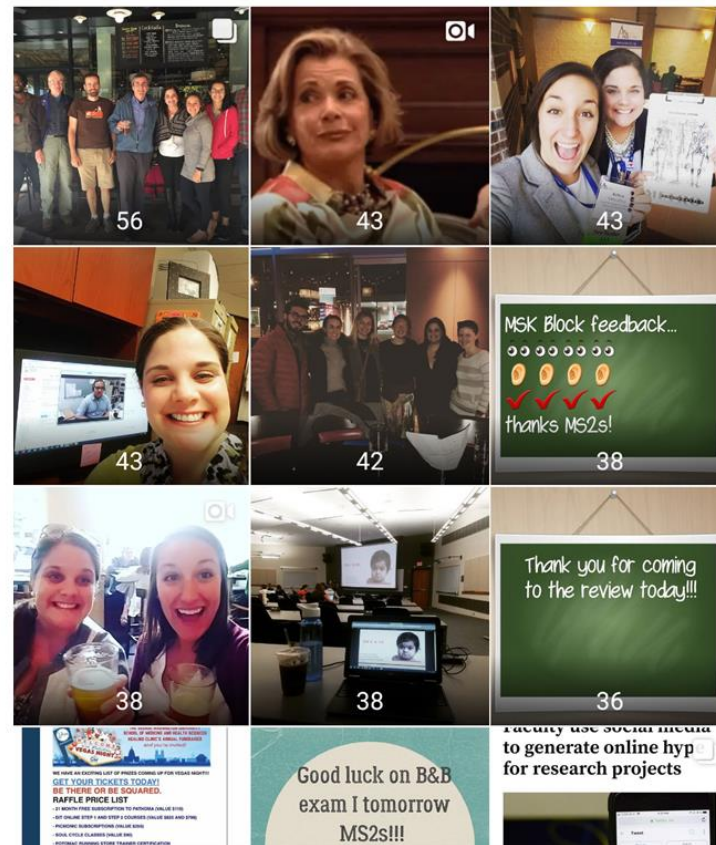
Results

Most popular posts were those of encouragement and candid photos , **NOT QUIZZES**

Impressions



Engagements



Lessons learned

- Respondents overwhelmingly found that the @BuffBluetAnat Instagram was a **useful supplement** to traditional anatomical instruction.
- Those that viewed and interacted with the account more frequently rated it **significantly more useful** than those who viewed and interacted it with rarely
- Instagram enables interactions and connections between users that can foster learning by tapping into **informal educational opportunities and maintaining student motivation**

Case: Reflective Writing Class Blog

- **Aim:** Promote reflection on professional development using collaborative, web-based technology
- **Setting:** Four-week medicine clerkship rotation
- **Participants:** Third-year clinical medical students, approximately 10 per 4-week rotation

Questions before I started...

Outcomes?
**Satisfaction,
engagement,
reflectivity**

Goals? **Reflection,
student professional
development,
discussion**

Value added?
**Asynchronous,
discuss issues
as they happen,
dialogue,
anonymity?**



Social media
platform?
Blog

Instructions

“Requirement: A minimum of two reflective posts per 4-week rotation, with the first post within the first 2 weeks to ensure classmates have a chance to read and respond to your writing. There is no length or subject requirement, but the posts must be reflective, that is, not just telling a story but ***reflecting on how this experience affects you or changes the way you think about something***. Commenting on other classmates’ posts is encouraged. The facilitator will read every post and give feedback in the form of comments. Participation is required but not graded.”

WHITE COAT REFLECTIONS

Medicine clerkship epiphanies



« [The Underlying Cause](#)

[That thingy](#) »

Care for the Uncaring

September 20, 2007 by [learningmedicine](#) | [Edit](#)

In college, I had the most eccentric, but brilliant premedical advisor known to man. One of the things he taught us freshman year was, "When med schools ask you why you want to become a doctor, don't tell them 'Because I want to help people.' Firemen and janitors help people too." This and other sage advice from him got me into medical school, but the truth remains- I applied because I wanted to learn how to help people. I wanted to help people feel better physically, mentally, and emotionally by treating what ailed them. We've all heard the proverb, "It's better to give than to receive" and it holds true even in medicine. As medical students, we go to work with the hopes that in addition to preventing ourselves from looking completely dumb, we will help our patients live better lives. In the movies, medical doctors diagnose and treat the disease, patients' symptoms resolve, doctors are thanked whole-heartedly, and they feel like heroes. Well, on the stage called the "real world," some patients haven't read the script.

RECENT POSTS

[The decision](#)
[The System](#)
586
584
PPD

RECENT COMMENTS

[11620mpc](#) on [The System](#)
[kchretie](#) on [The decision](#)
[waitman](#) on ...
[kchretie](#) on [New Reality](#)

The Reflective Writing Class Blog: Using Technology to Promote Reflection and Professional Development

Katherine Chretien, MD^{1,2,3}, Ellen Goldman, EdD², and Charles Faselis, MD^{1,3}

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Program Evaluation

- Descriptive analysis (number of posts, comments)
- Student satisfaction survey
- Qualitative analysis of themes in posts, comments
- Applied reflection rubric for “depth” of reflection

J Gen Intern Med 2008

Program Evaluation

- 91 students participated, 177 posts. 1/3 left comments
- 53% chose anonymous name
- Most students enjoyed writing posts, reading posts, and found instructor's comments helpful.
- Post themes: being humanistic, professional behavior, understanding caregiving relationships, being a student, clinical learning, dealing with death and dying.
- 8/177 posts not reflective

J Gen Intern Med 2008



- Participation **variable**
- Students wrote about sensitive issues
- **Hidden curriculum** elements revealed, discussed
- **Burden** of logistics
- Not true anonymity in many cases
- Faculty comments could spur **deeper reflection**
- No professionalism or patient privacy issues

J Gen Intern Med 2008

Important considerations

- Public versus private
- Outcome measures
- Patient privacy
- Professionalism
- Expertise
- Learner buy-in



Wrap up



Questions?



Thank you!

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