

Use of Social Media in Radiology Education

Saad Ranginwala, MD^a, Alexander J. Towbin, MD^a

Abstract

Social media has become the dominant method of mass digital communication over the past decade. Public figures and corporations have learned how to use this new approach to deliver their messages directly to their followers. Recently, medical educators have begun to use social media as a means to deliver educational content directly to learners. The purpose of this article is to describe the benefits of using social media for medical education. Because each social media platform has different platform-specific constraints, several different popular social media networks are discussed. For each network, the authors discuss the basics of the platform and its benefits and disadvantages for users and provide examples of how they have used each platform to target a unique audience.

Key Words: Social media, education, marketing, radiology, Instagram

J Am Coll Radiol 2017;■:■-■. Copyright © 2017 American College of Radiology

INTRODUCTION

Recently, new modes of electronic education have emerged, including online microlessons provided at sites such as Khan Academy (<https://www.khanacademy.org>) and online courses such as those provided at Coursera (<https://www.coursera.org>). Education has also become more interactive through the use of tools such as NearPod (<https://nearpod.com>) and RSNA Diagnosis Live (<https://live.rsna.org>). The emergence of social media as a dominant platform for information delivery opens another frontier in education by allowing learners to identify and engage with topics of their choosing at a time of their choosing.

Social media is a unique educational tool in that it is inherently dependent on interaction with others. Its use for education in medicine has exploded in recent years [1-17]. In this report, we describe the history and benefits of using social media for education and describe how we have used different platforms to target a unique set of users.

HISTORY

One of the earliest adopters of social media use for medical education was emergency medicine. *Free open-access medical education* (FOAM or FOAMed) was a term coined by Michael Cadogan to describe a movement to gather educational resources from altruistic practitioners using increasingly accessible online resources [18,19]. This movement first took hold in the form of emergency medicine and critical care podcasts and on Cadogan's blog, Life in the Fast Lane (<https://lifeinthefastlane.com>). Twitter was becoming popular around the same time and began to be used within the FOAM community, with users identifying content using the #FOAMed hashtag. As #FOAMed grew, other specialties developed communities to share FOAM content. The radiology community adopted #FOAMRad as the hashtag for content in our specialty.

Although Twitter remains the most popular network for medical professionals, other social media platforms, such as Instagram, Facebook, and dedicated blogs have been created to share educational content. In addition, platforms dedicated to medical education, such as Figure 1, have been created. Each platform has unique value and limitations deriving from the specific constraints imposed by the platform's developers. In this report, we describe several of the more popular social media platforms used in medical education. Through this report, we hope to highlight the value of each platform and its ability to reach a large number of learners in a unique way.

^aDepartment of Radiology, Cincinnati Children's Hospital Medical Center. Corresponding author and reprints: Alexander J. Towbin, MD, Department of Radiology, Cincinnati Children's Hospital Medical Center, 3333 Burnet Avenue, ML 5031, Cincinnati, OH 45229; e-mail: alexander.towbin@cchmc.org.

Dr Towbin has received grant funding from Guerbet, Siemens, and the Cystic Fibrosis Foundation; has received royalties from Elsevier; and is a consultant to IBM Watson Health and Applied Radiology. Dr Ranginwala has no conflicts of interest related to the material discussed in this article.



Fig 1. An example of a tweet from a JACR (#JACR) tweet chat. Typically, a response is preceded by a letter and number, the letter indicating either a question or an answer and the number indicating which question is being addressed. In this case, T3 refers to the answer to question 3, and A3 refers to an answer to the same question.

TWITTER

Twitter is centered on text-based interactions between users called tweets. As of April 2017, Twitter had 328 million active monthly users, with more than 1 billion unique visits to websites embedded within tweets [20,21]. Tweets are messages composed of no more than 140 characters, providing brief but direct communication to all followers of a user. Other users

can stumble upon tweets when they search for specific hashtags.

With its large user base and text-centered format, Twitter has become the predominant social media platform for medical education. Discussions on Twitter can include comments about a medical conference using the conference hashtag, responses to individual tweets on a specific topic, and even organized “tweet chats” on

Download English Version:

<https://daneshyari.com/en/article/8823297>

Download Persian Version:

<https://daneshyari.com/article/8823297>

[Daneshyari.com](https://daneshyari.com)