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POSTER ABSTRACT
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Poster Title: Integration of Podcasting in Neurology: A Pilot Project

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Poster Abstract:

Background: Graduate medical education (GME) is slow to evolve and integrate new technologies compared to how rapidly technology develops. New technologies that could be utilized in GME need to be evaluated. Integration of podcasting into GME curriculum could be one method to capitalize on advances in technology without compromising duty hours, patient care or resident learner education.

Objective: To determine if there is a significant difference between traditional lectures and podcasting in acquiring medical knowledge.

Methods: Resident learners in the Virginia Commonwealth University neurology training programs who opted to participate (20 total) were randomized to either attend lectures or receive podcasted lectures (and not attend live sessions). Pre- and post-quizzes were administered at the beginning and end of each live lecture. A focus group was conducted following the four week trial.

Results: Participants achieved improvement in knowledge in comparing pre-and post-quiz results. The live lecture group achieved a greater overall percentage increase (20.2%) than the podcasting group (11.6%). This difference is not statistically significant between the post-quiz scores of the two groups ($P>0.55$). In the focus group, participants felt that podcasting was better suited for supplemental rather than primary use.

Summary/Conclusion: This pilot project found that podcasting is a useful educational tool in a neurology GME curriculum.