

# Great Evidence in Medical education Summary (GEMeS)



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<b>Education Question or Problem</b>	What non-traditional learning methods are current emergency medicine (EM) residents using and to what extent do they find these resources beneficial compared to more traditional modalities?
<b>Bottom Line</b>	EM residents spent more time listening to podcasts and rated podcasts as more beneficial to their learning when compared to peer-reviewed sources such as textbooks and journal articles.
<b>Why is its relevant to Emergency Medicine Education?</b>	EM has seen an explosion of free online educational resources known as FOAM (Free Open Access Medical Education; Twitter hashtag #FOAMed). This is a paradigm shift in medical education. Educational leaders need to be cognisant of their increased use in order to guide their appropriate utilization and consider incorporating them more formally into postgraduate training programs.
<b>Study Design</b>	This was a survey study distributed to 406 residents across twelve different U.S. EM training programs. The results were evaluated using descriptive statistics and the chi-square test statistic for categorical variables.
<b>Funding Sources</b>	None reported
<b>Setting</b>	Twelve different EM training programs in different geographic locations across the United States.
<b>Level of Learning</b>	All levels of residents enrolled in American EM programs.
<b>Synopsis of Study</b>	<p>An eight-question survey was sent to 406 residents across 12 different U.S. EM training programs. 226 (56.3%) residents responded to the survey. Important quantitative results included:</p> <ul style="list-style-type: none"> <li>• Residents spent the greatest amount of time listening to podcasts (35%) followed by reading textbooks (33.6%) and searching Google (21.4%);</li> <li>• More residents rated podcasts as beneficial to their learning (70.3%) than they did for both textbooks (54.3%) and journal articles (36.5%);</li> <li>• Residents mostly chose what to study based on recent clinical encounters (80% of the time);</li> <li>• Most residents rarely/less than half the time actually review the quality of evidence or the references discussed in a given podcast or blog.</li> </ul> <p>The primary conclusions of the study are that residents are using more open access interactive multimedia tools, and that medical educators need to guide learners in their appropriate use.</p>
<b>Reference</b>	<p>Mallin M, Schlein S, Doctor S, Stroud S, Dawson M. <b>A Survey of the Current Utilization of Asynchronous Education Among Emergency Medicine Residents in the United States.</b> Acad Med. 2014;89:598-601</p> <p>DOI: 10.1097/ACM.0000000000000170</p>
<b>Hyperlink to PubMed link or Journal Link</b>	<a href="http://www.ncbi.nlm.nih.gov/pubmed/24556776">http://www.ncbi.nlm.nih.gov/pubmed/24556776</a>