Learning Medical Abbreviations on Instagram

Background
Students spend most of their time on social networking everyday. We believe that utilizing social network platform can help engaging students in learning.

Summary of Work
• To provide user friendly mobile learning materials for studying medical abbreviations in order to interpret information efficiently.
• Developed Medical Abbreviation References for Synchronous-Learning (MARS), an e-learning model - for learning medical abbreviations.
• Most of the learning materials were uploaded on Instagram – the most popular social network platform.

Objectives
• Engage learning through social network platforms
• Provide mobile-friendly and interesting learning materials to university students.
• Equip students for community outreach, clerkship training and future profession

Features
The model includes following features and we opened an Instagram account to host all customized memes of the abbreviations. The complete model and the features can be found at www.cuchampion/maxcschu

What is a Meme?
Image or video which is typically humorous in nature which represents the thoughts and feelings of a specific audience. It is a way of expressing a culturally-relevant idea.

Our Memes
The graphics contained subtle connection to the terms’ definition. We also provide definition of the terms in the post with hashtags which made the content discoverable and extended humorous outcomes of the posts.

Implementation & Findings
We invited 54 pharmacy and 60 other health sciences students to have hands on experience of the model and conduct self assessment before and after using the platform for impact evaluation. Their feedbacks and survey figures indicated that the model did help their learning and the project completed satisfactorily. The students agreed that the model was useful and helpful for them in following areas:

On a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree, the students responded as below:

<table>
<thead>
<tr>
<th>Pharmacy Students</th>
<th>Other Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with other healthcare professionals during clinical clerkship</td>
<td>+28% (P=0.0002)</td>
</tr>
<tr>
<td>Other</td>
<td>+24.4% (P=0.0003)</td>
</tr>
<tr>
<td>Pharmacy Students</td>
<td>+20% (P=0.0001)</td>
</tr>
<tr>
<td>Other</td>
<td>+22.1% (P=0.0007)</td>
</tr>
<tr>
<td>Pharmacy Students</td>
<td>+40.2% (P&lt;0.0001)</td>
</tr>
<tr>
<td>Other</td>
<td>+37.7% (P&lt;0.0001)</td>
</tr>
</tbody>
</table>

Helpful to explain medical terms to patients
Easiness to study medical abbreviations

Increased interest for learning medical abbreviations
The content for learning medical abbreviations was useful
Overall Satisfaction

Conclusion
The findings in this project were rewarding and gave us new insights on how to maximize the use of new media platform to develop new teaching approach for today’s university students. Develop modules that share university students’ interest is helpful to improve their perspective, attitude and motivation on complicated subjects. Nevertheless, we believe that it takes both teachers and students’ effort to discover new study methods to improve overall learning experience and outcomes.