

Learning Medical Abbreviations on

Instagram

LEE VWY^{1,4}, NG EEN¹, YIU CL², TSANG ITY⁴, CHAN AWT⁴

1. Centre for Learning Enhancement And Research, 2. The Nethersole School of Nursing, 3. Office of Medical Education, 4. School of Pharmacy



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Background

Students spend most of their time on social networking everyday. We believe that by 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.com/marscuhk

90

Terms

Medical Abbreviations



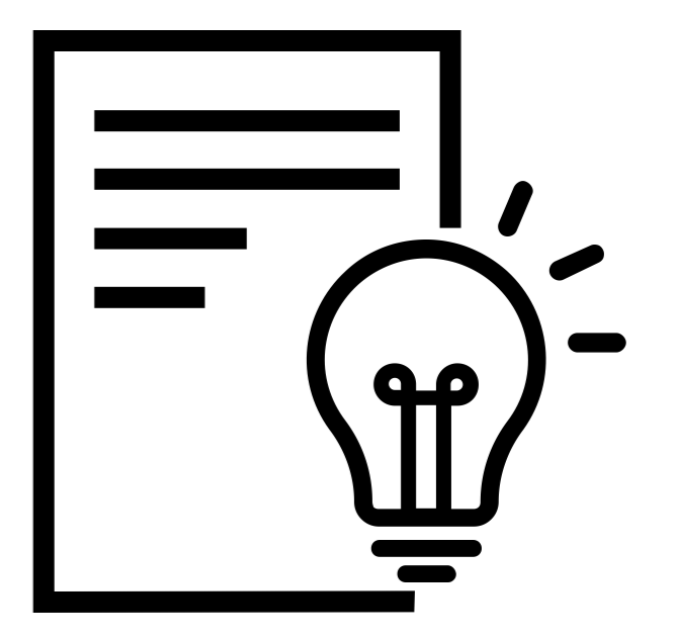
Memes, Emoji & Hashtags



Abbreviation Search



Study Cards



Questions Bank

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.



Sample of our memes

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:

Pharmacy Students
+28%
(P=0.0002)



Communicate with other healthcare professionals during clinical clerkship

Other Students
+24.4%
(P=0.0003)

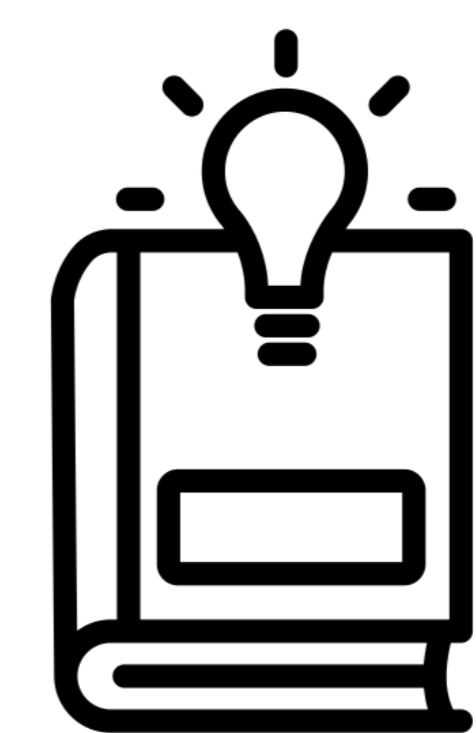
Pharmacy Students
+20%
(P=0.0001)



Helpful to explain medical terms to patients

Other Students
+22.1%
(P=0.0007)

Pharmacy Students
+40.2%
(P<0.0001)



Easiness to study medical abbreviations

Other Students
+37.7%
(P<0.0001)

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

Pharmacy Students
3.8
(P<0.0001)



Increased interest for learning medical abbreviations

Other Students
3.8
(P<0.0001)

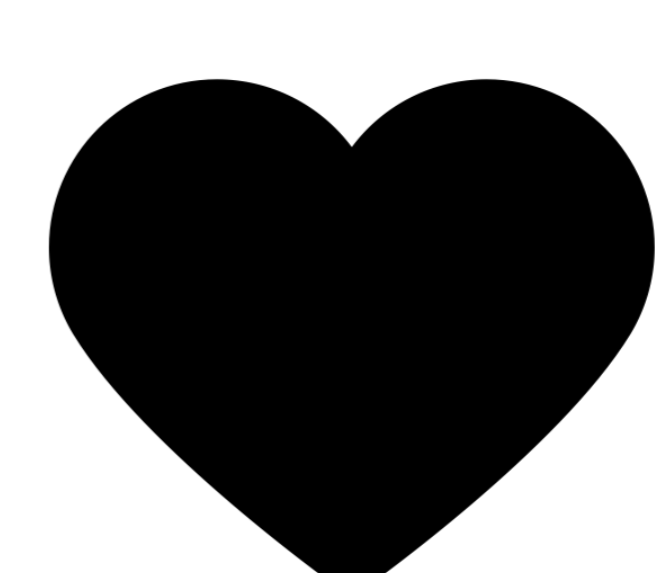
Pharmacy Students
3.8
(P<0.0001)



The content for learning medical abbreviations was useful

Other Students
3.9
(P<0.0001)

Pharmacy Students
3.7
(P<0.0001)



Overall Satisfaction

Other Students
3.8
(P<0.0001)

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.