



CAME Voice/Voix

Teaching and Learning in the age of Social Media: The Case of the MEDIC Series

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I write for Academic Life in Emergency Medicine (www.ALiEM.com) a part of the ‘free open access meducation’ (FOAM) movement, which seeks to create freely accessible materials for learners, mainly stemming from emergency medicine and critical care. We have a monthly series called the Medical Education in Cases series (MEDIC series, www.aliem.com/medic/), which uses narratives loosely based on real-life experiences to facilitate a connectivist MOOC-like experience. Using this platform, we have discussed issues (ranging from resuscitating bad lectures to dealing with adverse events) with a wide audience consisting of learners, attendings, patients, nurses, and other healthcare providers. After a week-long discussion via blog comments, we then ‘debrief’ by posting two pre-solicited ‘expert commentaries’ and a synopsis of the social media-based discussion (‘curated community commentary’). These documents are compiled into a PDF that is openly accessible under a creative commons license.

The MEDIC series serves as an example of how a non-traditional approach can meet Glassick’s criteria for educational scholarship. This includes using a connectivist learning method matching the nature of the messy and complex cases, allowing participants to co-create the answers to questions posed. We have shown success in uptake (e.g. Google analytics pageviews) and participation (e.g. blog comments and usage reports from faculty who use our cases for their own teaching). We have widely disseminated the work in freely accessible teaching guides and we regularly field suggestions from the community at large and reflect on our processes.. We hope that the CAME community of medical educators might engage with the international community of practice that has erupted around the MEDIC Series. Tune in on the last Friday of the month and drop a comment to join the action!