

**9<sup>th</sup> Wessex National Medical Education Conference, 2014**  
**'Education versus Training: Contrast or Compromise'**  
**Thursday 13 November 2014**

*Please complete on one page, Arial font size 10. Abstract of no more than 150 words.*

*Submission indicates consent for possible publication of this material on the Health Education Wessex website and publications.*

*Please return as a word document by email to [julie.worthington@wessex.hee.nhs.uk](mailto:julie.worthington@wessex.hee.nhs.uk) by 6 October 2014*

**Submission by:**

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**Submission for: Poster**

**Title: Near-peer led teaching through social media**

**Author(s): Goomany, A, Hunt T, Rodrigues M, Lattey K, Tang CM, Gimzewska M, Byrne P, Wood M, Andrews J, Maxwell S, Qureshi, Z.**

**Abstract:**

*(Please consider Background / Aims / Methods / Results / Conclusions / Key Messages)*

**Background:** The undergraduate medical curriculum is vast, and therefore potential gaps in medical schools meeting their student's educational needs exist. Students will look for a variety of resources to fill this gap. Social media has several potential advantages over traditional methods of teaching such as being interactive and time convenient.

**Aims:** To utilise social media to create an online, interactive teaching resource for medical students and junior doctors.

**Method:** A group of doctors involved in publishing textbooks from the 'Unofficial Guide' series created an interactive Facebook group. The page is maintained by a group of administrators who post questions covering eight different specialties based on the undergraduate medical curriculum. Content can be delivered immediately upon its conception whilst also enabling rapid identification of inappropriate comments. Each question creates a thread which can be commented on by any follower. Those who comment are automatically alerted to further posts on the topic, including the correct answer.

**Results:** Each post reaches an audience of approximately 2800 followers, generating an average of six comments, making them highly engaging. The group now has over 20,000 members worldwide.

**Conclusions:** Social media is rapidly becoming an acceptable and effective way to supplement medical education. This model has created a method of delivering short, focused teaching sessions to a global audience. It is successful in enhancing student's knowledge by promoting discussion, feedback and explanations without impinging upon medical school teaching time. The online resource also acts as a discussion forum and feedback centre for developing other teaching resources.