Evidence Table – The Use of Social Media as Supplementary Education in Healthcare Students

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| **Article** | **Study Design** | **Social Media Platform(s)** | **Key Points** |
| Shafer et al. 20181 | *Study type:*  Case report  *Student type:* Radiology students | Instagram | * Instagram followers and outreach can be increased with a consistent theme (radiology education), posting on a regular schedule, variety of cases, 20-25 relevant hashtags * Emphasizes quality posts over quantity * Instagram provides radiology students a platform to test their knowledge using original content images with a diagnosis and description of the case |
| Rajeh et al. 20212 | *Study type:*  Case report (survey data)  *Student type:* Dental students | Facebook, WhatsApp, Twitter, Instagram, Snapchat, YouTube, Wordpress | * 81.4% students used social media for entertainment * 70.8% students used social media for dental learning * Dental social media resources allowed students to enhance material learned in class in a more engaging manner * Provides the opportunity for discussion in comments sections with other students and professionals * Drawbacks of using social media can include the distracting nature and emphasized the need for evidence-based information in social media postings |
| Belfer et al. 20203 | *Study type:*  Case report  *Student type:* Medical students and residents | Instagram | * Millennials spend up to 2.5 hours per day on social media * Social media is widely used but not so much in medical education as an education tool * Implemented short form videos such has “One Minute Teaching” and “Tips and Tricks of the EMR” * 98-99% of the residents found the information helpful |
| Cheston et al. 20134 | *Study type:*  Systematic review  *Student type:*  Medical students | Blogs, Twitter, Facebook | * Social media is widely available, free, and encourages interactivity * Learners reported social media interventions in a positive manner * Blogs were most commonly used * Students reported improvements in knowledge, attitude, and skills due to collaborative engagement * Drawbacks include increased time consumption and privacy concerns with patient data * Positives include active learning, increased feedback from faculty and peers, networking opportunities, and supportive learning community |
| McAlister 20145 | *Study type:*  Case report (survey data)  Student type: Occupational Therapy students | YouTube | * Instructors created short YouTube videos of lab content using an iPhone * Videos were 90-120 seconds in length as previous students state students prefer shorter form videos with targeted information * Ability to pause and replay videos to process information * Video and audio combination enhances “deep” learning * Students reported higher satisfaction and confidence with manual skills with the videos * Drawbacks include dependence on technology |
| Wanner et a. 20196 | *Study type:*  Case report (survey data)  Student type: Physician Assistant students | YouTube, Instagram, Facebook, Twitter | * 65% of PA students use social media to supplement their education * 78% of student believe social media would be valuable if incorporated into the curriculum * Students used Facebook (particularly class related groups), followed by YouTube and Instagram. Twitter was rarely used * Some students reported concerns about quality sources and recommend instructors provide suggestions for good content * No information in this study looked into how social media may improve academic performance |
| Gulati et a. 20207 | *Study type:*  Case report  Student type: Medical Students | Instagram | * Medical students posted Instagram Stories of relevant clinical topics * Features such as quizzes were used as the authors believed this form of teaching was less passive than reading textbooks or memorizing terms * Allowed teaching students to improve their own communication skills * Allowed for content to be taught that was not included in the curriculum such as topics on ethnicity and health |
| Noetel et al. 20218 | *Study type:*  Systematic review  Student type: University students | Video formats in general | * Asynchronous videos allow for more control and manage cognitive load with pausing and replay features * Smartphones and social media allow for cost-effective methods of video distribution * Editing videos can make content more concise and digestible * Active engagement is more effective form of learning than passive viewing * Learning outcomes were better with videos than other methods, particularly when added to existing content |

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