

Attitudes towards use of two open access, case-based medical education smartphone applications



Yi Chao Foong¹, Miguel Molina², Sandaruwan Gunathilake², Nayana Somaratna²

¹Barwon Health, Geelong, Victoria, Australia

²Medical Joyworks LLC.



Introduction

There is now increasing evidence on the use of microlearning and gamification in medical education as a novel approach to improve student engagement [1]. This can be a useful adjunct to a traditionally didactic approach [2,3].

Aim

To explore user attitudes towards open access, peer-reviewed medical education mobile apps (Clinical Sense, Prognosis).

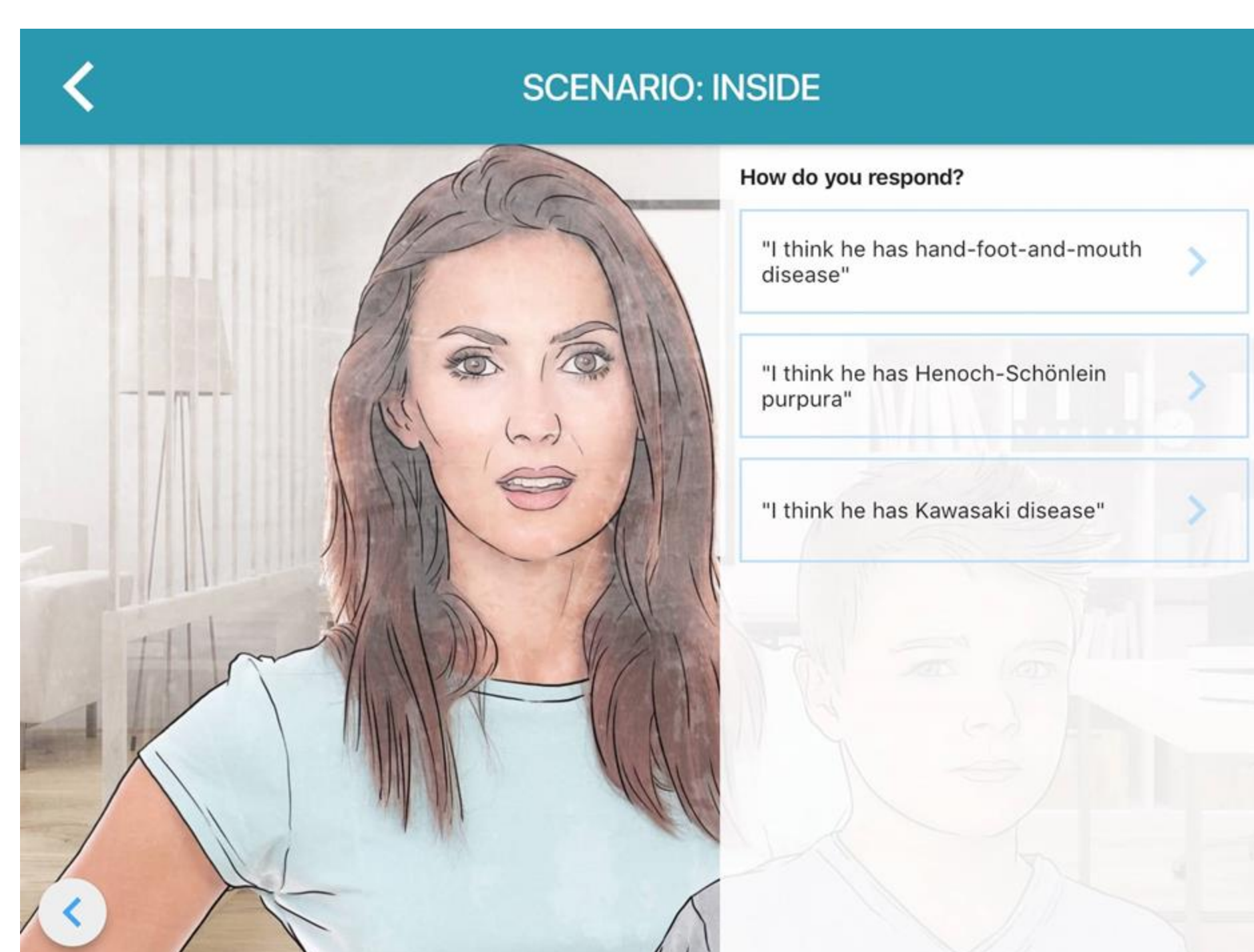


Figure 1: Screenshot from Clinical Sense, case-based medical education app



QR Code for Clinical Sense

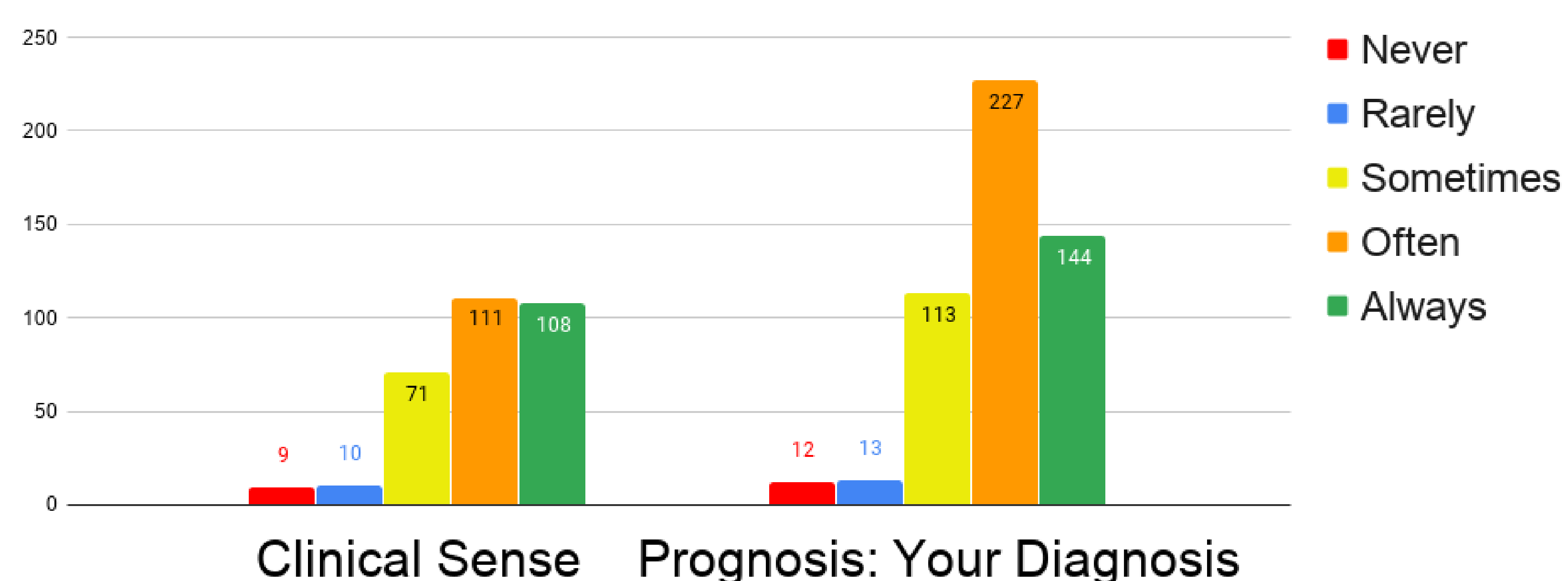
Methods

Participants: 818 international users of the mobile apps

Survey questions: Participants answered questions on their motivation for use of the apps, whether they gained medical knowledge, their opinion on the quality of medical information, the minimum qualification for writing a scenario and whether someone should supervise their learning.

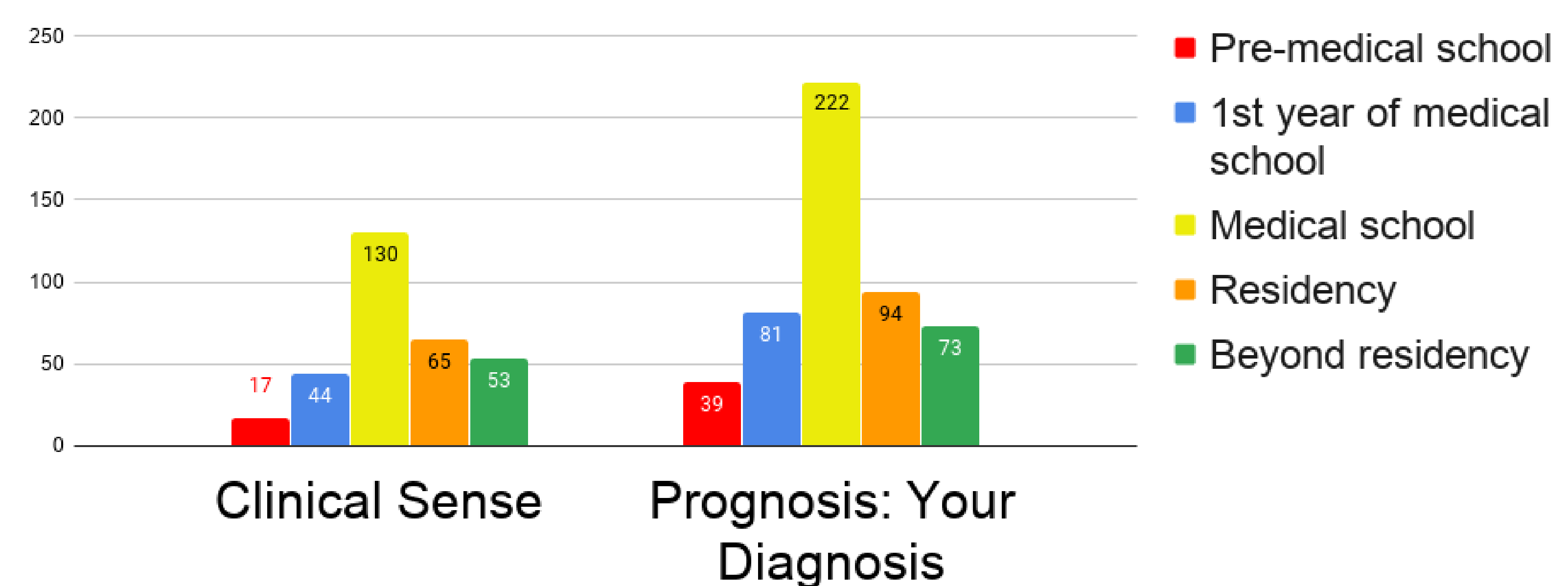
Results

Figure 2: User response to how often they gained new knowledge playing the apps



- Our users were based across 100 countries, with the 3 largest countries being United States, India and Italy representing roughly 30% of users
- The majority of users (72.1%) reported often or always gaining new knowledge with use of the apps
- The majority of users (77.9%) reported that the level of learning as equivalent to medical school level or above

Figure 3: Level of medical knowledge gained from playing cases

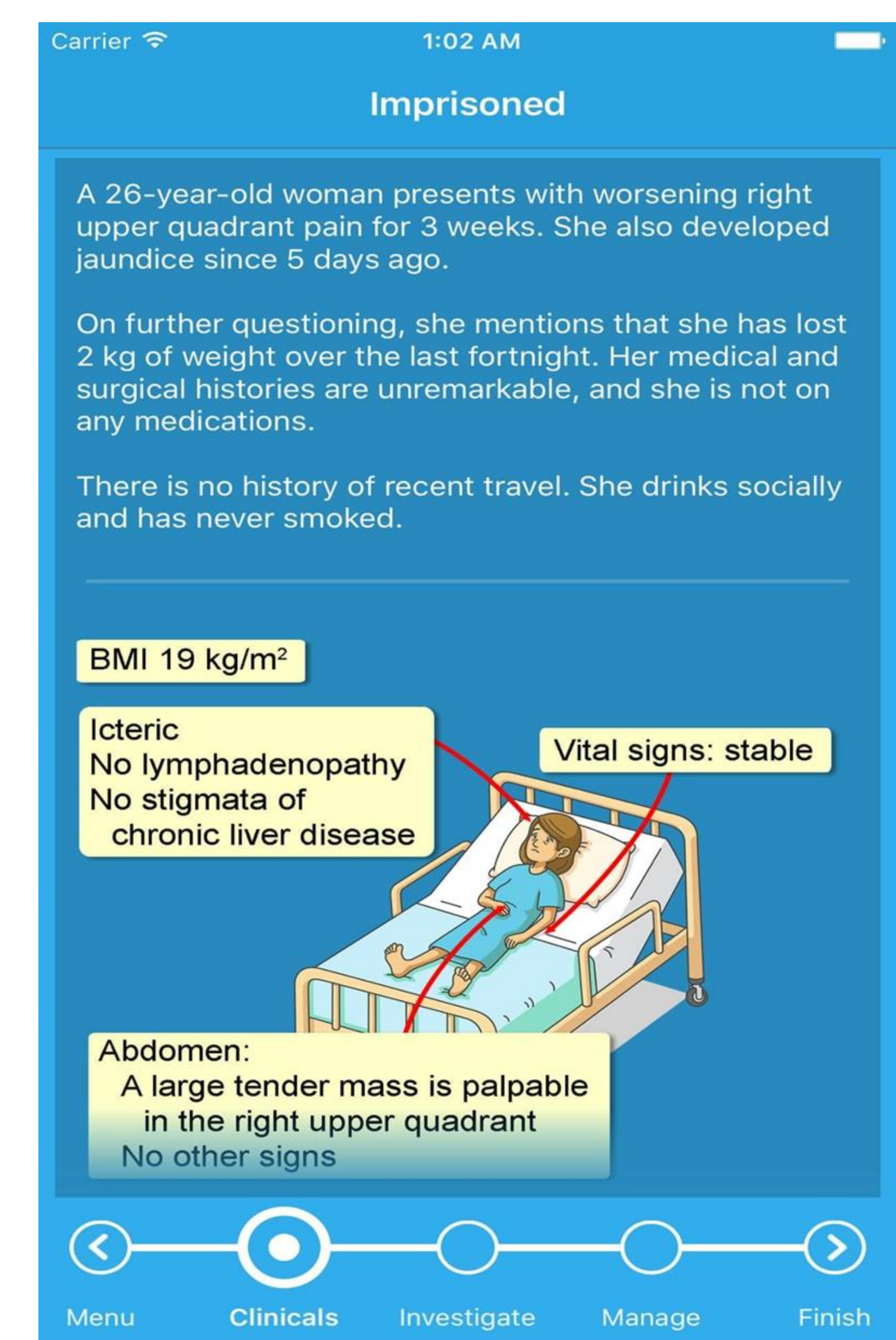


- The majority (79.9%) of users were comfortable with junior medical staff or final year medical students writing the case scenarios
- Just under half of users (43.7%) would have liked further supervision for their app-based learning from more experienced clinicians or faculty members

Figure 4: Screenshot from Prognosis, case-based medical education app



QR Code for Prognosis: Your diagnosis



Conclusions

- Open access, peer-reviewed mobile medical education apps have broad, international appeal
- Users are able to gain new medical knowledge with use of peer-reviewed mobile applications
- Mobile medical education apps can be a source of high quality, evidence-based medical knowledge

If you'd like to contribute by being an expert peer reviewer, contact us via <https://www.medicaljoyworks.com/international-medical-board/join> or scan the QR code!



References

1. Abate L et al. Med Ref Serv Quart 2011; 30(1): 12-18.
2. Wallace et al. BMJ Open 2012; 2:e001099.
3. Aungst T et al. Int J Clin Pract 2014; 68: 155-162.