

# OCPD FREE\*

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*“Technology will never replace great teachers, But technology in the hands of great teachers is transformational”*

—George Couros

### Becoming a PODigy: Using Podcasts in Health Professions Education

Technological advances occur in the blink of an eye impacting the preferred modes of receiving information along the way. Podcasts have become a staple in the day to day of learners both young and old who are eager to consolidate information and have it available on the go. What exactly is a podcast? A podcast is a brief digital recording that is accessed from a wide range of devices. They cover an array of different topics and can take the shape of many different formats – simple video, audio, and voice- over PowerPoint. Podcasts are becoming a widely used and quality form of delivering fast, concise material to learners. In medical education, we can capitalize on the large availability of podcasts for our learners or take a turn at creating our own tailored material. Below are the “Twelve tips for using podcasts in medical education” (by J. Sandars) from Medical Teachers “Twelve Tips” series to offer some practical guidance on using podcasts in health professions education.

#### **Tip 1: Be aware of the potential for using podcasts in medical education**

All learners have tablets, phones, laptops so why not capitalize on this by offering podcasts that can be played on any device, any time, any place? They also allow learners to personalize their learning experience. Reinforce concepts, pace learning, tailor content based on previous assessments, and appeal to those with differing learning preferences.

#### **Tip 2: Decide if you only want to provide simple podcasts**

Simple audio recordings can be created quickly and inexpensively. They can serve as a great resource for learners.

#### **Tip 3: Decide if you want to provide enhanced podcasts**

When audio isn’t enough, consider incorporating images, reference materials, and web links to enhance your podcast. For a robust topic, purchased software can help you divide content into easily digestible sub-sections.

#### **Tip 4: Decide if you want to provide podcasts that contain video**

If you are comfortable with video, create a “vodcast”!

#### **Tip 5: Decide if you want to use existing podcasts**

Check out journal and other reputable websites to see if a podcast on your specific topic already exists. A great resource for health professions educators is the KeyLIME series created by the Royal College of Physicians and Surgeons of Canada (<https://keylimepodcast.libsyn.com/>).

#### **Tip 6: Decide if you want to encourage students to develop their own podcasts**

Encourage learners to create their own podcasts can help demonstrate mastery and promote self-reflection while creating a great resource for others.

#### **Tip 7: Develop a storyboard for the podcast**

Podcasts must draw and keep the learners interest. Decide on specific concepts and strategies for conveying your message in advance.

#### **Tip 8: Use high quality recording equipment**

A podcast of amateur quality is less likely to appeal to users, purchase or borrow high quality audio or video equipment to create your content.

#### **Tip 9: Editing podcasts to create the maximum educational impact**

Take your podcast to the next level with editing software to ensure maximum educational impact.

#### **Tip 10: Decide on where to publish the podcasts**

Podcasts should be published using an easily accessible website or platform.

#### **Tip 11: Decide if you wish to use RSS feeds**

Really Simple Syndication (RSS) feeds can be used to alert users to new podcasts.

#### **Tip 12: Be prepared to quickly evaluate and develop the use of podcasts in medical education**

Take the time to evaluate the effectiveness of integrating podcasts in your curriculum.

As we continue to see the interest in podcasts grow and evolve, consider embracing this method of providing concise and targeted content to provide an asynchronous learning experience. TEACH is exploring the option of incorporating podcasts into a new “lunch and learn” model where participants can spend a few extra minutes before or after our regularly scheduled series to grab a bite while listening or viewing to a timely podcast.

-Mariah Rudd

#### **Reference:**

Sandars J. Twelve tips for using podcasts in medical education. *Medical teacher*. 2009 Jan 1;31(5):387-9.