

Exploring the Scope of Vlogs in Strengthening the Delivery of Medical Education

Saurabh RamBihariLal Shrivastava, Prateek Saurabh Shrivastava¹

Deputy Director—Academics, Sri Balaji Vidyapeeth—Deemed to be University, Medical Education Unit Coordinator and Member of the Institute Research Council, Department of Community Medicine, Shri Sathya Sai Medical College and Research Institute, Ammapettai, Nellikuppam, Chengalpet District, Tamil Nadu, India, ¹Department of Community Medicine, Shri Sathya Sai Medical College and Research Institute, Sri Balaji Vidyapeeth—Deemed to be University, Ammapettai, Nellikuppam, Chengalpet District, Tamil Nadu, India

Abstract

With the passage of time, a number of curricular reforms have been introduced in the process of delivery of medical education. A video blog is a type of blog which utilizes the video medium to reach the audience. The purpose of the current review is to explore the role of video logs in strengthening the delivery of medical education. An extensive search of all materials related to the topic was carried out on the PubMed search engine and a total of 13 articles were selected based upon their suitability with the current review objectives and analyzed. Keywords used in the search include video blogs, and medical education in the title alone only. The video blogs have immense scope in the field of medical education, as it is one of an essential tool to promote student-centered learning, and enables the medical student to learn at their pace, and that too at their time of convenience. The need of the hour is that vlogs are integrated within the curriculum on a pilot basis, and research work is carried out to explore their benefit in terms of improving the attainment of knowledge and student engagement. Further, based on the obtained results, we can make modifications and eventually introduce vlogs in a structured manner in the curriculum. To conclude, vlogs are a widely used mode to share information on the online platform, nevertheless, it is high time that its utility is also explored and harnessed for improving the delivery of medical education. This calls for the need of all the stakeholders to take active steps and simultaneously plan for its inclusion and implementation in the teaching-learning process.

Keywords: Medical education, video-based learning, vlog

INTRODUCTION

With the passage of time, a number of curricular reforms have been introduced in the process of delivery of medical education to not only meet the learning needs of the students but also to meet the expectations of the community. One of the curricular reforms has been the gradual shift from teacher-centered learning (didactic lectures) to student-centered learning to ensure the attainment of the intended learning competencies.^[1] In the student-centered learning model, students are made accountable for their learning and accordingly are involved in the steps of curriculum planning, selection of teaching-learning method, and mode of assessment.^[1,2] Thus, medical students own the entire learning process and take active efforts to ensure that they continue their learning without any external stimulus. The purpose of

the current review is to explore the role of video logs in strengthening the delivery of medical education.

MATERIALS AND METHODS

An extensive search of all materials related to the topic was carried out on the PubMed search engine. Relevant research articles focusing on the use of video logs in medical education published in the period 2014 to 2021

Address for correspondence: Dr. Saurabh RamBihariLal Shrivastava, MD, FAIMER, PGDHHM, DHRM, FCS, ACME, MPhil (HPE), Professor, Department of Community Medicine, Shri Sathya Sai Medical College and Research Institute, Sri Balaji Vidyapeeth (SBV)—Deemed to be University, Thiruporur—Guduvancherry Main Road, Ammapettai, Nellikuppam, Chengalpet District 603108, Tamil Nadu, India. E-mail: drshrishri2008@gmail.com

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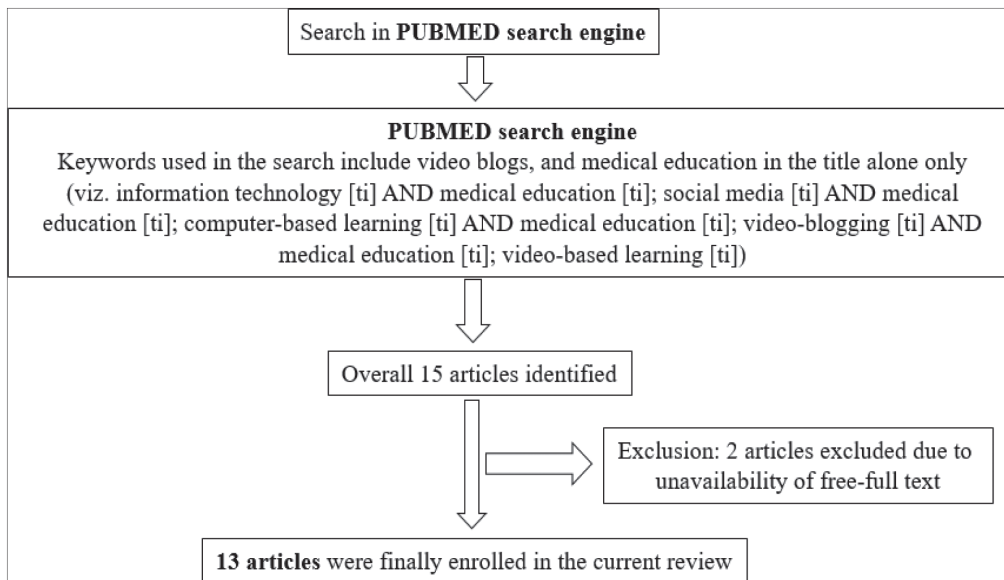


Figure 1: Flowchart for selection of research articles

were included in the review. The literature search was done by single author and thus there was no duplication of articles. A total of 15 studies similar to current study objectives were identified initially, of which, two were excluded due to the unavailability of the complete version of the articles. Overall, 13 articles were selected based upon their suitability with the current review objectives and analyzed. Keywords used in the search include video blogs, and medical education in the title alone only (viz. information technology [ti] AND medical education [ti]; social media [ti] AND medical education [ti]; computer-based learning [ti] AND medical education [ti]; video-blogging [ti] AND medical education [ti]; video-based learning [ti]). The articles published in only the English language were included in the review [Figure 1]. The collected information is presented under the following sub-headings, namely Technology and medical education, Video blog, Video blogs and Medical education, Merits of introducing vlogs in medical education, Limitations of vlogs and strategies to overcome them, and Implications for future.

TECHNOLOGY AND MEDICAL EDUCATION

Advancement in technology has been the key driving force in this reported transition and its application (in the form of promotion of synchronous learning, learning management system, social media-based learning, etc.) has been instrumental in providing an enriched learning experience to medical students.^[3,4] In-fact, the findings of a systematic review concluded that there is an immense need to explore different tools in facilitating online medical education, which in turn encourages students to identify their learning resource materials.^[4] Further, these online learning tools give medical students a platform to discuss the available information on the internet with their peers, which may or

may not be from their institution.^[4] In other words, students learn from each other (peer-assisted learning) through online learning with the help of the medical students' community distributed across the globe.^[4,5]

VIDEO BLOG

A video blog (also known as vlog) is a type of blog which utilizes the video medium to reach the audience. As a matter of fact, a significant rise in popularity has been reported in the recent past and video blogging has been widely utilized by the different sections of the community to cover a wide range of topics.^[6] The people who post their videos are called vloggers, and their purpose is to not only pass information but also express their opinion on a specific topic. This is accomplished by the inclusion of relevant text, images, and other information in the recorded videos which is subsequently posted on the internet, either on a separate page or on a video-sharing platform like YouTube.^[7] These recorded vlogs are either posted as a single video or in multiple parts depending on the length and the nature of the topic that is being covered.^[6,7]

VIDEO BLOGS AND MEDICAL EDUCATION

As already mentioned, vlogging has emerged as one of the most frequently used types of digital entertainment amongst people from different sections of life.^[6] However, we must realize that apart from entertainment, vlogs have the potential to enrich their viewers about the topic, the involved intricacies, and the implications.^[6,8] The video blogs have immense scope in the field of medical education, as it is one of an essential tool to promote student-centered learning, and enables the medical student to learn at their pace (viz. can pause the video, re-play the

content till it is understood, etc.), and that too at their time of convenience.^[8-10] YouTube has been the preferred social networking site for the vloggers to post their videos encompassing different aspects of medical education.^[7,11]

MERITS OF INTRODUCING VLOGS IN MEDICAL EDUCATION

The process of creating a vlog does not require much investment and there are no direct or indirect costs involved, and thus it becomes a sustainable tool. Vloggers just need access to a smartphone or any other device with a video recording function and subsequently, these vlogs can be posted on the internet.^[6] The most important advantage of vlogs is that it respects the principles of adult learning, wherein students need not earn within the classroom settings, but rather whenever they are comfortable and ready to learn.^[8,9] Further, the entire process advocates student-centered learning and thus encourages student engagement, which is a marker of active learning, and thus acquired knowledge becomes a part of deep learning.^[6,9]

Moreover, as the vlogs are available for all the internet users distributed across the world, the medical students can learn from each other in a collaborative manner. In continuation, vlogs also encourage near-peer learning, wherein the students from senior batches can pass on their knowledge to the junior batches of students.^[3,9,10] Further, it gives students an opportunity to reflect upon their knowledge and learning and thereby they define their own learning needs and even devise the action plan to attain the expected learning competencies.^[3,4] Shared vlogs can be also used to discuss interesting clinical cases and in the process students acquire clinical reasoning, critical thinking, and decision-making skills, which are crucial and integral components of the overall medical training.^[6]

LIMITATIONS OF VLOGS AND STRATEGIES TO OVERCOME THEM

Vlogs have their own limitation, which is very much present in all the sources of social networking or internet-based learning.^[3-5] In-facts, concern has been raised about maintaining the confidentiality of patient information, the authenticity of the content shared, and the professional behavior of students while creating or accessing the videos.^[6] The involvement of a faculty member or near-peer facilitator can streamline the entire process, wherein the ground rules are set right at the start and all the students are informed about the do's and don'ts while creating or accessing vlogs.^[12] Further, before any content is posted on the internet, the content can be checked by the facilitator for the correctness of the information. Moreover, the users can be asked to comment about the quality of the video and give feedback about the

content, and these practices themselves serve as quality control measures.^[12] The need of the hour is that vlogs are integrated within the curriculum on a pilot basis, and research work is carried out to explore their benefit in terms of improving the attainment of knowledge and student engagement. Further, based on the obtained results, we can make modifications and eventually introduce vlogs in a structured manner in the curriculum.

IMPLICATIONS FOR FUTURE

Video-based learning is an innovative and engaging form of learning in medical settings and it has to be encouraged. The Medical Education Unit of the institution can organize a series of capability enhancement programmes for the faculty members to make them aware about the need and the avenues available.^[13] These options can be gradually integrated by the faculty members in their teaching practices and it is expected to benefit the learners, as it appeals to different students. The only caution is that the content of the videos employed for learning should be screened for their authenticity and correctness of the information and then only shared with the students. If the infrastructure and facilities are available in the institution, each department can gradually start the process of recording interactive videos and try to cover the complete syllabus, which can be used for the benefit of students.

CONCLUSION

To conclude, vlogs are a widely used mode to share information on the online platform, nevertheless, it is high time that its utility is also explored and harnessed for improving the delivery of medical education. This calls for the need of all the stakeholders to take active steps and simultaneously plan for its inclusion and implementation in the teaching-learning process.

Ethical approval

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Conflicts of interest

There are no conflicts of interest.

Contribution details

SRS contributed in the conception or design of the work, drafting of the work, approval of the final version of the manuscript, and agreed for all aspects of the work

PSS contributed in the literature review, revision of the manuscript for important intellectual content, approval of the final version of the manuscript, and agreed for all aspects of the work

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