## **Short Communication**

## Role of social media and smart phones in current practice of medical education

## Gunvanti Rathod\*

Additional Professor, Department of Pathology and Lab Medicine, All India Institute of Medical Sciences (AIIMS), Bibinagar, Hyderabad Metropolitan Region, Telangana, India

\*Corresponding author email: neempath@gmail.com



International Archives of Integrated Medicine, Vol. 10, Issue 6, June, 2023.

Available online at <a href="http://iaimjournal.com/">http://iaimjournal.com/</a>

ISSN: 2394-0026 (P) ISSN: 2394-0034 (O)

Received on: 12-6-2023 Accepted on: 25-6-2023
Source of support: Nil Conflict of interest: None declared.

Article is under creative common license CC-BY

**How to cite this article:** Gunvanti Rathod. Role of social media and smart phones in current practice of medical education. IAIM, 2023; 10(6): 23-24.

In the era of digitalization, each and every field of education including medical are influenced by technological advancements. Now a day's not only students but also teachers are using social media [1] and smart phones for teaching and learning. Life is changing dynamically every day and we as teachers must accept the modifications to persist and to provide our best to students all the time. Diversity of social networking platforms are accessible for medical teachers on which students and teachers can intermingle and converse curricular and extra-curricular stuffs as and when needed. Due to Covid pandemic, online teaching-learning is commonly used all over the world in which social media played a major role [2, 3]. Face book, WhatsApp, Instagram, YouTube and many more are the platforms promoting collaborative learning, improved communication and knowledge Actual physical classrooms are converted into virtual classroom with the use of various online platforms like cisco webex, zoom, google meet, etc. Numerous newer ways of teaching like use of google site [4], development

of e -learning module [5], use of google forms for MCQs, use of google forms to obtain feedback, are available. Use of social media is not only restricted with teaching learning but it has crossed all horizon which including publicity, earning potential, time companion, socialism and many more. Many of the faculties have started using social media as earning platform via publicizing their work online. Creation of online lecture sessions, you tube videos, live streaming, etc. are very common now. The availability of smart phones and internet facility leads to connectivity with peers and friends and help in sharing knowledge. Use of mobile phone among medical residents has become a universal phenomenon in academic and clinical settings. The health care institutes and medical leadership should support proper utilization of these devices for medical education and clinical decision making but more importantly, the confidentiality of the patients must also be ensured. On the other hand there are so many challenges in the use of social media for medical education viz. lack of physical activities in the form of visit to hospital wards, feeling of difficulties in face to face communication, cyber bullying, diversion of attention of young minds, lack of interest in peer feedback, maintenance of privacy and integrity etc. Actual physical contact, face to face and eye to eye interactions, humanity [6], empathy, human warmth and touch, etc. are completely missing in virtual world which are very much important for medical students. Open book test [7], case based learning [8], evidence based teaching [9], effective lecture [10], various innovative teaching methods [11], etc. are possible via use of smart phone and internet.

In medical education, e learning can't replace the actual physical contact and interaction among faculty and students, warmth, attachment and bonding of classroom teaching but e learning turned out to be the best alternative in difficult time like Covid pandemic. Truly social media and smart phones are proved very important tools in the current era. In short, we have to prepare ourselves to adopt newer ways of teaching as and when required.

## References

- Pragnesh Parmar, Gunvanti Rathod. Current trends of social medial in medical education. IAIM, 2021; 8(3): 55-56.
- Rathod G, Parmar P. E learning in medical education during COVID era. D Y Patil J Health Sci, 2021; 9: 39-40.
- 3. Rathod G, Parmar P. E learning: A boon of COVID era. Acta Scientific Cancer Biology, 2021; 5(12): 15-16.

- Pragnesh Parmar, Swapnil Patond, Gunvanti Rathod, Sudhir Ninave. Google site as a tool for teaching undergraduate students in Forensic Medicine. Indian Journal of Forensic Medicine and Toxicology, 2020; 14(4): 479-483.
- 5. Gunvanti Rathod, Pragnesh Parmar. Development of an e learning module and evaluation of this method of teaching to supplement traditional education in pathology. South-East Asian Journal of Medical Education, 2020; 14(1): 72-75.
- 6. Gunvanti Rathod, Pragnesh Parmar. Introduction and Evaluation of a Module to Teach Humanities to First MBBS Students. Journal of Research in Medical Education and Ethics, 2018; Vol 8(Special Issue): 1-5.
- 7. Parmar P. Study of students' perceptions regarding open book test in Forensic Medicine. JIAFM, 2017; 39(4): 404-406.
- 8. Parmar P. Study of students' perceptions towards case based learning in Forensic Medicine. IJFMT, 2018; 12(1): 154-157.
- 9. Parmar P. Study of students' perceptions on evidence based curriculum of Forensic Medicine. J Indian Acad Forensic Med., 2017; 39(1): 11-15.
- Parmar P. Tips for effective lecture Do's and Don'ts. International Archives of Integrated Medicine, 2014; 1(1): 30-33.
- 11. Pragnesh Parmar, Gunvanti B. Rathod. Study of innovative teaching methods to enhance teaching and learning in Forensic Medicine. IAIM, 2015; 2(8): 78-80.