

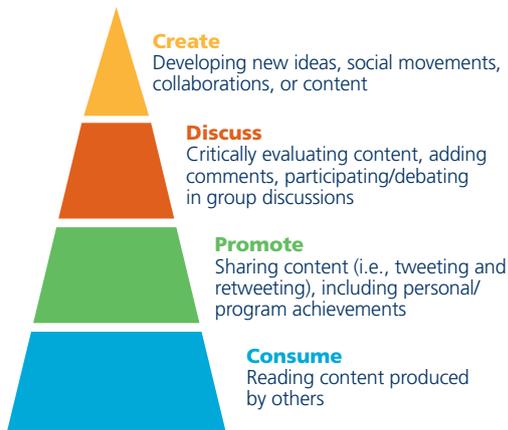
# Your @Attending Will #Tweet You Now: Using Twitter in Medical Education

Rebecca C. Jaffe, MD, associate professor of medicine, Thomas Jefferson University; Avital Y. O'Glasser, MD, associate professor of medicine, Oregon Health and Science University; Michelle Brooks, MD, assistant professor of medicine, Virginia Commonwealth University; Margaret Chapman, MD, instructor in medicine, Harvard Medical School; Anthony C. Breu, MD, assistant professor of medicine, Harvard Medical School; and Charlie M. Wray, DO, MS, assistant professor of medicine, University of California, San Francisco

Twitter is a publicly available, highly flexible social media platform that contains a vast amount of consumable information. As a medical education tool, Twitter allows users to read, create, and share content, and to join and participate in online networks and communities. Twitter flattens traditional hierarchies and provides learners with "access and voice."<sup>1</sup> Medical educators and learners can use the platform to target specific levels of educational objectives, as defined by a modified Bloom's taxonomy for social media.

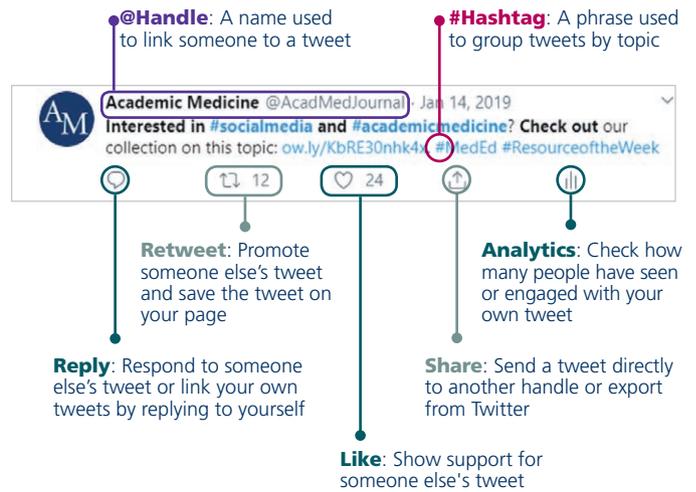
## Modified Bloom's Taxonomy for Social Media

Bloom's taxonomy is a framework to classify educational objectives and ensure congruence with delivery methods and assessment.<sup>2</sup> We modified this framework for learner engagement with social media.



## Anatomy of a Tweet

**Tweet:** A 280-character public message



## Ways to use Twitter in #MedEd

- Take a timeout**
  - Explanation:** Sharing discrete concepts or facts with followers during an "educational timeout."
  - Examples:** #PostItPears limits the teaching topic to what will fit on a sticky note, promoting quick but high-yield learning.
  - Tip:** Tweet one fact you learn each day in your area of interest. Ask learners to do the same!
- Tweet a tutorial**
  - Explanation:** Linking tweets sequentially to create a lesson on a single topic, often incorporating Twitter's polling feature, reference links, or images to promote learner interaction.
  - Examples:** @Tony\_Breu's "tweetorials" explain interesting physiology. @AdamRodmanMD teaches about medical history.
  - Tip:** Convert a topic you typically teach into a tweetorial by replying sequentially to your own tweets. Include images or polls.
- Ask a question**
  - Explanation:** Posing a clinical question to learners, allowing for both online and in-person discussion of answers.
  - Examples:** @GreenQOD and @NestlerQODay "flip" teaching on rounds with daily questions.
  - Tip:** Gamify a question of the day, assigning points for speed and accuracy. Partner with your librarian for added evidence-based medicine impact!
- Chat about it**
  - Explanation:** Scheduling online time to discuss a topic or journal article by exchanging tweets.
  - Examples:** #MedEdChat engages educators and allows for networking. #NephJC is a national specialty-specific journal club where peers discuss new articles.
  - Tip:** Join an existing chat to learn synchronously or engage asynchronously by searching the chat's hashtag.
- Create a space**
  - Explanation:** Engaging a community with a hashtag or handle.
  - Examples:** #TipsForNewDocs allows new interns to access advice from peers and seasoned faculty.
  - Tip:** Create your own handle or hashtag and design an out-of-classroom activity for a course or rotation.

**Disclaimer:** The ideas expressed in this AM Last Page do not necessarily reflect those of the Veterans Administration or U.S. government.

**References:**

- Chretien KC, Tuck MG, Simon M, Singh LO, Kind T. A digital ethnography of medical students who use Twitter for professional development. *J Gen Intern Med.* 2015;30:1673–1680.
- Bloom BS (ed), Engelhart MD, Furst EJ, Hill WH, Krathwohl DR. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain.* New York, NY: David McKay Co Inc; 1956.

**Author contact:** Rebecca.Jaffe@Jefferson.edu; **Twitter:** @RJmdphilly, @aoglasser, @Michellebr00ks, @MargMChapman, @tony\_breu, @WrayCharles

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