Interdisciplinary Case Conferences *compact*  
Podcast by Students for Students

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**Objectives**

Consolidation of knowledge acquired in the course “Interdisciplinary Case Conferences” in form of a podcast produced by students. The clinical subjects are chosen based on a blueprint (Table 1).

This pilot project of podcasting as an e-learning format started in February 2016.

**Innovation**

- Quick access & easy to use
- Availability on mobile devices
- Modern use of electronic media
- Summarized repetition of a practice-oriented case

**Personal Benefits**

In a nutshell

Each episode contains a clinical case report, an overview of clinical symptoms, diagnostics and therapy, and does not exceed the maximum length of 15 minutes.

Podcasts can be listened to virtually anywhere—at home, on the go, while being physically active. This helps to move knowledge acquisition from a stationary activity to one which can take place even while freely active or in motion.

**Work Process and Quality Management**

1. Students attending the lecture suggest valuable topics for the creation of a podcast episode. Check, whether the topic fits on the didactic blueprint.
2. Podcast tutors compile a manuscript.
3. Manuscript is sent to University for first check.
4. Recording and editing of audio production.
5. The production is sent to the original lecturer for review.
6. Re-editing with respect to comments of original lecturer.
7. Final version sent to Medical University. Request for release approval.
8. Publication on podcast web site.

Acknowledgements

First of all, we would like to express our gratitude toward our colleagues for their collaboration and encouraging feedback. We are also highly grateful for the support we received from the Guido Holzknecht Society. Nevertheless, we thank the numerous members of the Podcast Community on sendegate.de for detailed help.

References

1. Interdisziplinäre Fallkonferenzen kompakt. http://podcasts.meduniwien.ac.at
2. Departement for Medical Education, Medical University of Vienna
3. Departement of Radiology, Medical University of Vienna
4. F. S. Linke, S. Mühlböck, A. Praschingler, P. Pavelka, F. Kainberger

**Blueprint**

<table>
<thead>
<tr>
<th>Clinical Discipline</th>
<th>Clinic &amp; Communication</th>
<th>Diagnostics &amp; Therapy</th>
<th>Prevention</th>
<th>Information, Psychosocial &amp; Patient-Doctor Relationship</th>
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<tbody>
<tr>
<td>Emergency</td>
<td>Language</td>
<td>Diagnosis</td>
<td>consultation</td>
<td>follow-up session</td>
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<td>follow-up session</td>
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<tr>
<td>Paediatric Surgery</td>
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<tr>
<td>Obstetrics</td>
<td>Presentation</td>
<td>Diagnosis</td>
<td>consultation</td>
<td>follow-up session</td>
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**Numbers**

Survey for the course “Interdisciplinary Case Conferences”:

- n=67 (72.8% of 646 students) (21 female, 26 male)
- I find the podcast reasonable to consolidate the learning objectives taught in the lecture...
  - yes 32 (71.11%)
  - no 13 (28.89%)
- While on the go (or during physical exercise), I listen to spoken word (audio-books / podcasts / radio documentaries),...
  - yes 15 (35.81%)
  - no 30 (64.19%)
- Episode specific data
  - #1 General Practice #2 Bronchiectasis
  - 37 (5.73% of 646 students) 59 (9.13% of 646 students)

Table 1: Didactic Blueprint

Roadmap

- Implementation of achievements on moodle after completing quizzes (Vu1: novice, Vu2: expert)
- Quick feedback per episode (Topics informative, Episode well edited?)
- Further evaluation of usage statistics and quiz results

**Take Home**

Positive reception by students and lecturer

**Benefits for tutors**

- peer teaching
- intensive involvement in a variety of clinical subjects
- acquisition of numerous didactic as well as technical skills

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Interdisciplinary Case Conferences compact Podcast by Students for Students.

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Introduction: In order to keep students motivated, the use of digital media seems unavoidable. Audio podcasts have proven to be an adequate e-learning format. Merging recordings from lectures with radio-documentary-like features, allows for a well-structured program and continuous quality. Podcasts can be listened to virtually anywhere — at home, on the go, while being physically active. This helps to move knowledge acquisition from a stationary activity to one which can take place even while freely active or in motion.

Since in February 2016, podcast episodes based on the course “Interdisciplinary Case Conferences” are being produced as an extension of the course. Each episode contains a clinical case report, an overview of clinical symptoms, diagnostic and therapy, and does not exceed the maximum length of 15 minutes.

Since only listening to an audio recording can be seen as a passive action, follow-up quizzes are accessible for every student to consolidate the newly acquired knowledge.

Method: Students attending the lecture suggest valuable topics for the creation of a podcast episode. As all lectures of the course “Interdisciplinary Case Conferences” are recorded, accessing lecture material for further production is easy. The podcast team first checks whether the topic fits on the didactic blueprint and then compiles a manuscript. The manuscript is sent to the original lecture speaker for review. After that, the podcast team records, edits and publishes the episode.

Results: Within the first four weeks after publication, every episode has been downloaded about 400 times and about 100 students took the follow-up quiz. A survey for evaluation of the course “Interdisciplinary Case Conferences” revealed: About 70% of the students reported to see podcasts as “reasonable to consolidate the learning objectives taught in the lecture”; About 35% of the students listen to spoken word while being physically active or on the go. (Survey not yet closed. Preliminary results.)