

Extended Abstract

Development and implementation of guided, self-directed learning modules in graduate medical education

Michael Haugsdal, MD,¹ Marc Pizzimenti, PhD,² Marygrace Elson, MD, MME¹

This study sought to investigate the use of interactive iBook learning modules as a guided, self-directed learning resource for trainees within an obstetrics and gynecology residency program. The implementation of an iBook learning module as a supplement to lecture was studied in comparison to teaching sessions with lecture only. The study found the addition of iBook learning modules to be an effective and time conscious intervention as demonstrated

by an increased improvement in post-assessment scores associated with teaching sessions that included a module relative to those which did not.

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¹Department of Obstetrics and Gynecology, Carver College of Medicine, University of Iowa Hospitals and Clinics, Iowa City, IA, 52242

²Department of Anatomy and Cell Biology, University of Iowa, Iowa City, Iowa 52242

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Corresponding author: Michael L. Haugsdal, Department of Obstetrics and Gynecology, University of Iowa, 200 Hawkins Drive, Iowa City, IA 42242, michael-haugsdal@uiowa.edu

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