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Narrated PowerPoints and Audio Podcasts in Clinical Teaching: One Clerkship's Experience

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Narrated PowerPoints and Audio Podcasts in Clinical Teaching: One Clerkship's Experience, James W Owens, PhD, MD. BCM, Houston, TX, 77030. Shahrzad Vafa, Ed.D.. BCM, Houston, TX, 77030.

Introduction: Clinical medical education is increasingly utilizing novel technological approaches in order to supplement traditional lecture-based didactics. The Neurology Core Clerkship at Baylor College of Medicine is a four week required course taken by clinical medical students. Given the large amount of information to be disseminated in a short period of time, part of the didactic material has been provided online in the form of narrated PowerPoint files or lecture audio tracks along with stand-alone PowerPoint files. The narrated files are generated using the native PowerPoint narration function while the stand-alone audio files are created as MP3 format files using an inexpensive digital recording device.

Purpose: The purpose of this presentation is to demonstrate and discuss the use of the stand-alone or embedded audio in the PowerPoint presentation. At the conclusion of the session, participants should be able to learn how to use PowerPoint's narration function to generate a presentation with embedded audio. They will gain knowledge of another technique for generating a stand-alone audio file to accompany a PowerPoint presentation and recognize some of the advantages and limitations of using these techniques.

Methods: Lectures were generated using PowerPoint as well as inexpensive readily available digital recording equipment. Student feedback was solicited using an anonymous questionnaire as well as via a small group discussion format.

Current Status: The presentation discusses how these narrated or embedded PowerPoint presentations have affected students' performance on the departmental final exam. Moreover, the presentation highlights students' feedback and suggestions as well as the advantages of these audio presentations from the administrative perspective. Future improvements such as including weekly online quizzes to motivate students to view lectures on an ongoing basis as well as better embedding of video content will be discussed.

Conclusions: This approach affords an improved balance between time spent in didactic exercises and time spent in the clinical environment.