

PADLET TO AID UNDERGRADUATE AND POSTGRADUATE EDUCATION IN OBSTETRICS AND GYNAECOLOGY: A QUALITY IMPROVEMENT PROJECT



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INTRODUCTION

The integration of digital tools in medical education has transformed resource accessibility and engagement, especially in specialties like obstetrics and gynaecology. Studies emphasize the need for flexible, online tools to enhance clinical learning.

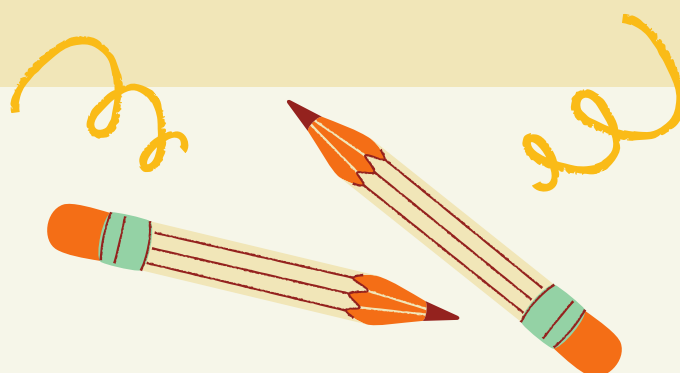
This study evaluates the impact of using Padlet as an online educational tool to improve learning experiences and resource accessibility for medical students, physician associate students, and doctors in the obstetrics and gynaecology department of Hywel Dda Health Board.

The goal is to assess whether Padlet enhances the organization, accessibility, and effectiveness of educational materials while addressing the need for digital solutions.

OBJECTIVE

The objective of this study is to evaluate the impact of implementing Padlet as an online educational tool on the learning experience and accessibility of resources for medical students, physician associate students, and doctors within the obstetrics and gynaecology department of Hywel Dda Health Board.

This project aims to determine whether Padlet improves the organization, accessibility, and effectiveness of educational materials, while addressing the evolving need for digital solutions.



METHOD

This pre- and post-intervention study examined Padlet's impact in the Hywel Dda obstetrics and gynaecology department. Two tailored Padlets—one for students and one for doctors—were created to improve resource accessibility and satisfaction. These included placement timetables, educational resources, handbooks, and Teams links.

Surveys conducted via Microsoft Forms before and after implementation assessed participants' perceptions of accessibility, organization, and satisfaction. Comparative analysis of survey responses evaluated Padlet's effectiveness in enhancing learning experiences.

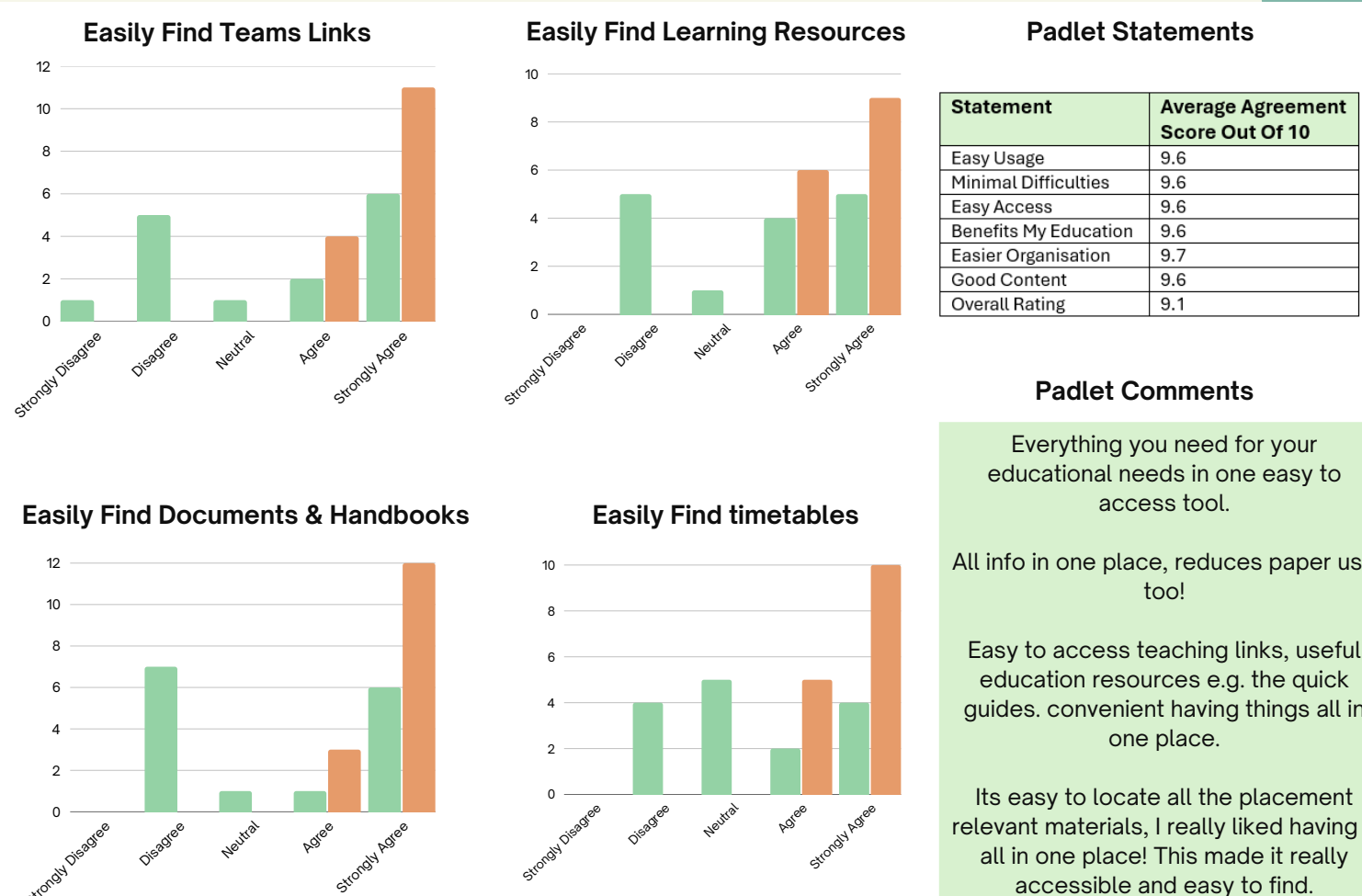
RESULTS

15 participants within the department participated in the study. We aimed to achieve at least 80% of participants satisfied after using padlet (agree or strongly agree).

The introduction of Padlet significantly improved participants' ability to access educational resources. Agreement levels increased across all categories, with "strongly agree" responses rising notably (e.g., findings teams links: 6 to 11; finding documents: 6 to 12).

Disagreements dropped to zero post-intervention, highlighting Padlet's effectiveness in streamlining access to key materials. Participants overall rated padlet highly, 9.13/10 as an educational tool.

13 participants used daily and 2 weekly, showing its key integral to every day clinical life. Participants praised its convenience, time-saving benefits, and eco-friendliness, highlighting its role in improving resource accessibility.



CONCLUSION

The introduction of Padlet significantly improved access to educational resources, with strong increases in agreement ratings and no disagreements post-implementation.

Participants highlighted its convenience, organization, and eco-friendliness, emphasizing its effectiveness in centralizing resources, supporting its value in medical education and obstetrics and gynaecology training.

Related literature

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