MEDICAL EDUCATION RESEARCH

***Title*:** Exploring the Intersection of Social Media, MedEd and Visual Learning- Insights from the Pathodoodles Experience

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***Background*:**
Social media, both pre- and post-COVID 19, has emerged as a dynamic tool in medical education. Through different audio-visual modalities and now incorporation of generative artificial intelligence, it is an excellent platform to engage, educate and connect learners innovatively. Pathodoodles, a pathology-focused social media account, utilizes visual learning through doodles, infographics and short videos to simplify and integrate pathology concepts. Understanding how audiences with diverse learning styles, levels, and requirements engage with such content can inform development of instructional methods. Additionally, the impact and utilization of social media for disseminating niche pathology content to a broader audience can lead to exploration of more channels for networking and engagement.

***Objectives*:**
1. To analyze the reach and impact of Pathodoodles among its audience on various social media platforms
2. To identify the preferred content format and styles across different professional groups

Methods/Design:
An online survey link to Google Forms was shared across Pathodoodles accounts on Instagram and Facebook, garnering 584 responses over two months. Questions focused on audience demographics, frequency of engagement, content preferences, and the perceived effectiveness of Pathodoodles content. Responses were analyzed to determine trends in content utilization among medical students, residents and practicing pathologists.

***Results*:**
- Majority of the audience consists of pathology residents with practicing pathologists also engaging with Pathodoodles content for updates and quick reviews, indicating a gap of pathology knowledge and application during pre-clerkship training. Most of the respondents used Pathodoodles for both reviewing known topics and learning new material through visual content. Algorithm-based posts and summary compilations were highly favored, reflecting a preference for structured, concise information. Only 15.2% of the users were infrequent visitors; majority regularly checked the account for new content. More than 50% of the audience followed the accounts after social media platform suggestions, indicating the importance of social media algorithms in the reach of Pathodoodles. The survey underscored the need for engaging, simplified content to address the overwhelming nature of traditional resources.

***Conclusions*:**
Pathodoodles demonstrates the effectiveness of visual learning in pathology education to address foundational gaps and learn new concepts. Strong engagement through diverse learner groups highlights the need for educational tools that are informative as well as visually appealing. Utilizing social media to share resources and collaborate is an innovative method to make pathology more approachable, accessible and visible for the future workforce.