

# #EducationInTheTimeofCOVID:

## Using Twitter to Disseminate Evidence-Based Medicine during a Pandemic

Fellows & faculty members from 3 institutions collaborated with Emory University medical students to create visual abstracts of published COVID-19 literature.

### INTRODUCTION

- During COVID-19, providers used #MedTwitter to *digest the high volume of rapidly evolving literature*.
- However, Twitter educational content is of *varying quality & accuracy*.
- To address this, *we created & disseminated visual abstracts* of COVID-19 literature on Twitter.

### PROJECT DESIGN

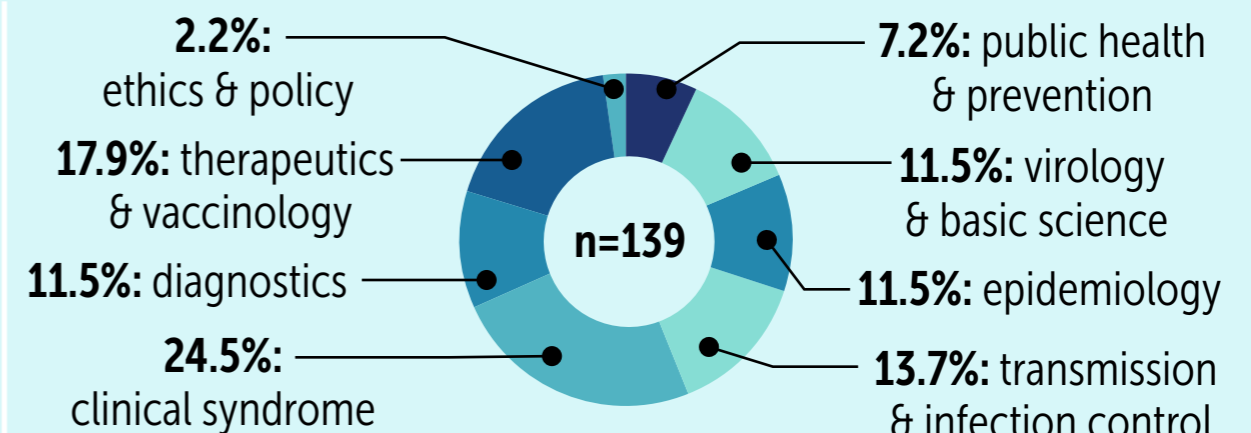
- 1 ID fellows/faculty chose & summarized** 10-15 high-impact COVID-19 articles each week.
- 2 Medical students created visual abstracts** for each article, which fellows or faculty reviewed for accuracy.
- 3 We disseminated them on Twitter** (@JenniferSpicer4, 4,373 followers) & our website (QR link below).
- 4 We measured engagement** with tweets using Twitter Analytics.

### RESULTS

#### 1 Descriptive statistics: *who made what, and what topics were covered?*

*From Mar-Jun '20:*

**139** graphics  
**116** authors  
**33** reviewers  
**3** institutions



#### 2 Twitter metrics: *what was the average reach of a visual abstract?*

**9,300** impressions  
*IQR: 5,432-13,233*

**766** engagements  
*IQR: 432-1,288*

**8.6%** engagement rate  
*IQR: 7.1%-10.0%*

**25** retweets  
*IQR: 17-38*

**55** likes  
*IQR: 34-81*

The visual abstracts were also translated into Spanish & disseminated on Twitter & Instagram (@MEdSinFrontera).

Engagement rates were high with our visual abstracts, demonstrating the power of Twitter.

ID educators can use visual abstracts to summarize & disseminate accurate information to a large audience on social media, which is especially important in the setting of an emerging infection.



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"Network" by Matt Hawdon; "interaction" by Adrien Coquet; "Retweet" by Jorge Mallo, thenounproject.com