



# ID Fellows Cup: Developing Confidence Through Content Creation

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## Background

- Infectious Diseases Fellows Cup: formative question bank for ID fellows
- Uses the Kaizen Education software platform
- Gamification enhances engagement
- Year 1: 541 players from >20 countries.
- Content creation by learners employs the highest learning domain to build knowledge and confidence

## Hypothesis/Aim

Trainees that author questions will enhance perceived knowledge and confidence in creating FOAMed content

## Methods

### Resources:

Lecture

Structured handout

Question Development

Writers (n=42)

Mentors (n=12)

Question Submission

### Follow-up Survey:

- Demographics
- Prior Experience
- Perceptions of benefit

Game Manager Edits

105 Questions Released

## Results

**38/54 = 70% survey response rate**

Writer and Mentor Demographics:

- 43% female,
- 48.6% non-White, 24% Hispanic
- 57% had never created FOAMed content

### Level of Training (n=36), n(%)

Pre-ID Fellowship	5 (13.5)
1 <sup>st</sup> Year ID Fellow	8 (21.6)
2 <sup>nd</sup> Year ID Fellow	12 (32.4)
3 <sup>rd</sup> (or greater) Year ID Fellow	7 (18.9)
ID Attending	5 (13.5)

### Writer Experience (n=36), n(%)

	No confidence	Slight confidence	Moderate confidence	High confidence	
Creating FOAMed content prior to the IDFC	2 (5.6%)	21 (58.3)	11 (30.6)	2 (5.6)	
	Definitely decreased	Somewhat decreased	No impact	Somewhat increased	Definitely increased
Change in confidence for FOAMed content creation	1 (2.8)	2 (5.6)	2 (5.6)	18 (50)	13 (36.1)
	Definitely not	Probably not	Neutral	Probably yes	Definitely yes
Writing a question was an effective use of time	0	0	1 (2.8)	19 (52.8)	16 (44.4)
Writing a question increased knowledge	0	0	0	13 (36.1)	23 (63.9)

### Perceived benefits of question writing (n=36), n(%)\*

Knowledge acquired in their assigned topic	30 (83.3)
Skill development in writing questions	28 (77.8)
Experience creating FOAMed content	21 (58.3)
Connection to peers with shared interests	17 (47.2)
Acquisition of test-taking skills	14 (38.9)
Networking through social media promotion	9 (25)
A tangible product for curriculum vitae	9 (25)
Connecting with a question mentor	5 (13.9)

\*participants allowed to select up to 3 perceived benefits from a list

## Conclusions

- Crowdsourcing questions through a mentored process allowed for an enhanced educational experience for trainees and early career faculty
- Similar initiatives may support and empower early educators to step into the global digital education space