Development and implementation of guided, self-directed learning modules in graduate medical education

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This study sought to investigate the use of interactive iBook learning modules as a guided, self-directed learning resource for trainees within an obstetrics and gynecology residency program. The implementation of an iBook learning module as a supplement to lecture was studied in comparison to teaching sessions with lecture only. The study found the addition of iBook learning modules to be an effective and time conscious intervention as demonstrated by an increased improvement in post-assessment scores associated with teaching sessions that included a module relative to those which did not.

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