

To study for an [examination](#) by memorizing facts at the last minute.

[Web 2.0](#) technologies (e.g., [blogs](#), [social networks](#), and [wikis](#)) are increasingly being used by [medical schools](#) and [postgraduate training](#) programs as [tools](#) for [information](#) dissemination. These technologies offer the unique opportunity to track [metrics](#) of user [engagement](#) and [interaction](#).

Davidson et al. employed Web 2.0 tools to assess academic [behaviors](#) among [neurosurgery residents](#).

They performed a [retrospective review](#) of all [educational lectures](#), part of the core [Neurosurgery Residency curriculum](#) at the University of [Toronto](#), posted on the teaching website (www.TheBrainSchool.net). The [website](#) was developed using publicly available Web 2.0 [platforms](#). Lecture usage was assessed by the number of clicks, and associations were explored with lecturer academic position, the timing of [examinations](#), and [lecture](#)/subspecialty topic.

The overall number of clicks on 77 lectures was 1079. Most of these clicks were occurring during the in-training examination month (43%). Click numbers were significantly higher on lectures presented by faculty (mean = 18.6, standard deviation $\pm$ 4.1) compared to those delivered by residents (mean = 8.4, standard deviation $\pm$ 2.1) ($p = 0.031$). Lectures covering topics in [functional neurosurgery](#) received the most clicks (47%), followed by pediatric neurosurgery (22%).

This study demonstrates the value of Web 2.0 analytic tools in examining resident study behavior. [Residents](#) tend to “[cram](#)” by downloading lectures in the same month of [training examinations](#) and display a preference for [faculty-delivered lectures](#) ¹⁾.

¹⁾

Davidson B, Alotaibi NM, Guha D, Amaral S, Kulkarni AV, Lozano AM. Studying Behaviors Among Neurosurgery Residents Using Web 2.0 Analytic Tools. J Surg Educ. 2017 Nov-Dec;74(6):1088-1093. doi: 10.1016/j.jsurg.2017.05.019. Epub 2017 Jun 2. PMID: 28583426.

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