Response to: 'Mindful Medical Education Online'

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We read with interest the article recently published in the Medical Science Educator journal, on 'Mindful Medical Education Online' [1].

Of particular note was the reference to the 'Community of enquiry model', where learning takes place at the intersection of teaching, social and cognitive presence. COVID-19 has rendered the teaching methods of previous years outdated, with a sudden increase in the requirement for distance learning [2]. This requirement has so far been fulfilled by a multitude of online resources developed by medical schools.

We propose that a diversity of educators beyond one institution can only be a good thing for the next generation of medical students and doctors. Engaging learners is the first step for mindful learning online [3]. Giving students a set of objectives, and then opening up an international wealth of expertise for their use, will allow them to take charge of their own learning. It is our view that confining students to the resources of a single institution deprives them of the benefits of self-directed and self-discovered learning resources. The authors also state that the 'course and topic must be placed into the relevant context', i.e. the learner's future practice [1].

Podcases is a live online platform still in its early stages, which allows for asynchronous delivery of exceptional medical content from leading experts in all fields and aspects of medicine. The app acts as a platform for a range of experts to host their own podcasts and associated quizzes to aid retention. A wide diversity of educators, collating their content onto a single easy to access service, allows for learners to select from a catalogue of topics. The platform teaches through case presentations, i.e. learning through a form of 'analogous reasoning.' As stated by the authors,

case presentations and clinical relevance engage learners. *Podcases* aims to build these components into a single point of use. This 'high bandwidth' asynchronous delivery offers the greatest flexibility [1].

The art of 'asking good questions', as alluded to in this article, is evidence of adaptive learning [4]. The further development of an international, online learning community where educators can share content, learners can ask questions and select from a range of options and feedback and discussion can take place between the two parties would be the epitome of medical education in the age of the pandemic.

Declarations

Conflict of Interest The authors declare no competing interests.

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