



Maximizing Effective Utilization of Learning Resources, Including Online Tools, in Radiology Education

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We read the article “Empowering radiology education: embracing the potential of online learning”¹ with great interest. We are delighted and thankful to the authors for writing a letter to help us clarify our thoughts and concerns. We are also thankful to the authors for acknowledging the concerns regarding the quality and increasing number of online resources, and need for standardization in residency structure across various states and institutes/hospitals in India.

However, we are afraid that the authors may have misunderstood the central issue we raised in our initial letter.² There is no doubt that online learning resources are a boon for modern radiology education. In fact, we share the authors’ perspective in that online resources have had a tremendous impact on our learning experience, making it more accessible, affordable, and equitable. They have become indispensable tools for radiology education that we all rely on. However, our emphasis in the original letter² was on the prudent and wise utilization of these resources. We are confident that the authors, in their eight points, assume that everyone using these resources will use them judiciously understanding one’s need. Indeed, the essence of effective learning is to utilize all available resources (including online tools and resources) wisely, ensuring that they contribute to a well-rounded and comprehensive

educational experience. Our primary concern pertains only to their effective utilization, given the swift surge in their availability from multiple providers. Moreover, offering guidance as needed (in choosing the available resources wisely) does not imply lack of confidence in the perceptiveness and judgment of radiology residents. On the contrary, we strongly believe that experienced mentors, possessing a strong grasp of the subject matter and having adeptness in the prudent utilization of available learning resources (including online resources), could provide valuable guidance (whenever required) to residents, particularly during their early years of residency. This guidance would enable a multitude of them to make judicious and efficient use of their time. While few residents may require little or no guidance, many could benefit tremendously from timely course corrections and mentorship. Effective mentors indeed possess the skill to gauge when and to what extent they should intervene to best support their residents’ development and learning. The aim is to provide mentorship and assistance as needed, ensuring that each resident receives appropriate help and guidance when required, without unnecessary intervention in the absence of a need for course correction. Mentorship is about being there to support and assist residents when they can benefit from it.

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Conflict of Interest

None declared.

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