As more medical educators utilize blended learning, it is important to describe and evaluate the effectiveness of the blended-learning format for 3rd year medical students who participated in the pediatric blended learning supplement by investigating post-exercise survey responses, end-of-rotation examination (COMAT) scores and final course grades.

**METHODS**

- **Sample**: 264 OMSIII in the 2014/15 academic year
- **Control group**: 78 (29.5%) participated in the blended learning supplement
- **Experimental group**: 186 (70.5%) participated in the traditional face-to-face course.

**Course Description**

- **Teaching components**:
  - Online learning: content review, discussion board, reflection blog, online case write-up.
  - F2F clinical instruction: face-to-face clinical education.
  - Virtual patient (VP) encounters and simulations.
  - Online training from EZIZ California vaccines for Children
  - Virtual Patient (VP) encounters and simulations from Med-U CLIPP program

**Analysis**

- **Post-exercise survey** (study group):
  - 138 students (52.3%) provided opportunity to complete a post-exercise survey (67.9% response rate).
  - 88% agreed or strongly agreed with "The integration of eLearning and face-to-face learning helped me learn pediatrics." Overall, 85% agreed or strongly agreed with "This was a practical learning experience," and 85% completed post-exercise survey.

**RESULTS**

- **End-of-rotation examination (COMAT) scores** and final course grades were also compared between groups.
- **Students in the experimental group** were more likely to receive a final grade of Honors (p=0.021).

**REFERENCES**

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