**Abstract Title: Gamifying Virtual CME Learning: Enhancing Engagement Through Educational Games**

**Purpose:**

The CME webinar series has provided accessible, low-cost virtual learning opportunities to healthcare professionals for several years. However, despite robust uptake, the webinar learning experience tends to be somewhat passive. To increase engagement, we designed and implemented a pilot integration of educational games with a view to extend and consolidate the learning initiated by the webinar lecture. The purpose of this study was to investigate the extent to which participating healthcare professionals engage in this gamified environment.

**Methods**:
This exploratory case study design initially analyzed webinar registration and attendance records, and engagement and participation data from the Interacty gamification online platform.

**Results:** Initial engagement data shows strong participation and engagement across the first 11 educational games with 64% of attendees of the webinars participating in the games on average (SD = 28%; M = 24 users, SD = 13 users) with 34 views on average (SD = 19) for an average time of 63 seconds of engagement (SD = 30 seconds).

**Conclusion:**
Preliminary findings suggest that gamification shows powerful potential for extending webinar-based learning. The games are capturing learners' attention. Further study is needed to determine whether gamification enhances learning or long-term engagement in continuing medical education, or if it is merely an interesting experience.

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