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NUS-Priority Research In Medical Education

Suitability of ChatGPT as a Facilitation Tool for Self-directed Learning Activities for Case-based Learning in Clinical Microbiology

Artificial intelligence (AI) is believed to represent the next paradigm shift in higher education. AI's ability to perform advanced cognitive tasks such as problem-solving, decision-making, reasoning, and perception extends beyond data processing, making it valuable in fields like medical education. ChatGPT, an AI-driven Large Language Model (LLM), is being explored for its potential in solving various higher-order and lower-order problems. Studies have identified its high accuracy, suggesting it can facilitate self-directed learning (SDL) when teachers are unavailable. This presentation will discuss how ChatGPT's potential and limitations can enhance student active learning via SDL.

Dr Vindya Madushika PERERA
Department of Microbiology, Faculty of Medicine, Sabaragamuwa University of Sri Lanka (SUSL), Sri Lanka

Dr Perera is a senior lecturer in microbiology and the Secretary of the Medical Education Unit, Faculty of Medicine Sabaragamuwa University of Sri Lanka. She is also the Secretary of Sri Lankan Society for Microbiology and a member of the expert committee on Artificial Intelligence in Medicine of Sri Lanka Medical Association. Her research interests are antimicrobial resistance and higher education. Dr Perera won the award for the best presentation at APMEC 2024.

Innovating Teaching, Learning, and Feedback Practices: A Student-Educator Partnership Approach

Feedback enhances teaching and learning (T&L) but it is difficult to effectively manage in higher education. Our study developed and evaluated T&L approaches that integrate effective feedback. We adopted a collaborative, reciprocal process where students and educators contributed equally to pedagogical conceptualisation, development, implementation, investigation, and analysis. Data analysis and triangulation informed understanding of effective feedback practices in T&L. Three case studies served as focal points: active learning workshops with multi-tiered feedback, interactive worksheets guiding thought processes, and adaptive learning supporting personalised learning. This collaborative approach yielded insights into designing feedback-integrated T&L to engage students and enhance learning outcomes.

Dr Mei Li KHONG
School of Clinical Medicine/ School of Biomedical Sciences, LKS Faculty of Medicine, The University of Hong Kong, Hong Kong S.A.R.

Dr Khong is a Lecturer/Digital Education Consultant at HKU. Her work in health sciences education spans transdisciplinary projects; and blended learning through use of active learning strategies and educational technology. She strongly advocates the transformative potential of student-educator partnership (SEP) in shifting learning perspectives and driving student-centred curricular improvements. Her team's SEP initiatives have received global and local award recognition.

Date : 5 August 2024 (Monday)
Time : 12.30pm - 1.30pm Singapore Time (30mins each)

This session will be conducted online
Each Speaker:
20mins pre-recorded presentation +
10mins 'Live' Q&A

Registration closes on 1 August 2024

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