W1A3: Quality Nursing Education

Speakers: Dr. Nell Ard, Ms Jennifer Graebe

Workshop Description

The workshop will provide information about quality nursing education in a variety of settings. The workshop will explore nursing education accreditation standards for academic programs in colleges and universities, as well as nursing professional development educational opportunities.

Workshop Objectives

1. Describe the attributes of quality nursing education in various settings.
2. Describe the benefits of attaining international nursing accreditation.
3. Describe the steps to the process of attaining international nursing accreditation for a nursing program.
4. Describe the steps to the process of attaining international accreditation for a professional development workshop.

Who Should Attend

- Nursing programs offered at a college or university
- Nursing professional development representatives/departments in colleges or universities, or healthcare settings.
- Individuals interested in international nursing accreditation in academia and/or professional practice.

Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Nell Ard			Accreditation Commission for Education in Nursing	United States

Dr. Nell Ard is a Director with the Accreditation Commission for Education in Nursing. She has been in nursing education for 35 years teaching in a variety of nursing programs. She has been actively involved in nursing education at the regional, state, and national levels as well as publishing multiple articles and giving presentations extensively. Dr. Ard has been a Certified Nurse Educator since 2007 and a Fellow in the Academy of Nurse Educators since 2009. Dr.Ard's affiliation with the ACEN began in 2004. She has been a Director with ACEN since 2012 primarily working with programs pursuing initial accreditation.

Name	Department	Faculty	Institution	Country
Ms Jennifer Graebe			American Nurses Credentialing Center	USA

Jennifer is the Director of the NCPD and Joint Accreditation programs at the ANCC. Jennifer has her Master of Nursing from Drexel University, her baccalaureate degree in nursing from Villanova University, and a certificate in business from Johns Hopkins University, and is DrPH candidate in education and public health and co-investigator with the Global Strategic Operatives for the Eradication of Human Trafficking. She serves on the Competency Based Education Network Board of Directors (BOD), Academy for Forensic Nursing BODs and is chair of the Alliance Board Nominating Committee. Jennifer is faculty at Capella University and Villanova University, is a published author, and an associate editor for the Journal of Continuing Education.

W1A4: BEYOND THE GLOBAL NORTH: CONDUCTING INTERNATIONAL HEALTH PROFESSIONAL EDUCATION RESEARCH AND SCHOLARSHIP

Speakers: Assoc Prof Sophia Archuleta, Assoc Prof Halah Ibrahim, Assoc Prof Shefaly Shorey

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Workshop Description

Health professions education (HPE) is globalizing rapidly, as exemplified by regular international exchanges, more institutional partnerships, and a movement to standardize educational outcomes worldwide. Educators have more opportunities than ever before to learn in the context of diverse collaborations and contribute to advancing the scholarship and practice of HPE internationally. However, voices from the Global North continue to dominate the discourse and publications in medical education (meded) journals. The problem is that international collaborations are complex; Global South educators are busy, often under-resourced and may not know how to take advantage of these opportunities. In this session, we will explore geographic diversity in HPE research (or lack thereof), as well as common challenges when pursuing educational scholarship internationally and tips to overcome them - with examples from the speakers' own experience in educational scholarship related to Boyer's 4 forms: research/discovery, integration, application and teaching.

Workshop Objectives

By the end of the session, participants will be able to:
a) Articulate at least two reasons for engaging in international HPE scholarship
b) Understand the current status of globalization and geographic diversity in HPE research
c) Describe common challenges when pursuing educational scholarship internationally and ways to overcome them
d) Identify at least one example of international educational scholarship in each of Boyer's forms: research, teaching, application & integration
e) Identify at least one next step they will take to engage in international educational scholarship after the session

Who Should Attend

The workshop will bring together healthcare professionals, researchers, educators, and Global South inclusivity advocates to engage in thoughtful discussions and knowledge sharing. We propose this workshop to share lessons we've learned from experiences with international HPE scholarship and give participants a starting point for doing so themselves. No prior experience in HPE scholarship is required. We also hope that by getting to know participants we can remain in contact and provide support to them as they attempt to navigate the international HPE landscape.

Speaker Bios

Name	Department	Faculty	Institution	Country
Assoc Prof Sophia Archuleta	Medicine	School of Medicine	National University of Singapore	Singapore

Dr. Sophia Archuleta is Head of the Division of Infectious Diseases at the National University Hospital and Associate Professor at the Yong Loo Lin School of Medicine, National University of Singapore (NUS). She is a clinician educator with a focus on postgraduate medical education and has served in multiple leadership roles in this capacity. She is the current chair of the ACGME-International Medicine Review Committee and founder of the Asia Pacific HIV Practice Course. Her clinical and educational research spans multinational collaborations with special expertise in interventional clinical trials, educational transformation and accreditation, as well as the cross-cultural experience of international clinician educators. Dr. Archuleta is the recipient of various awards for academic and clinical excellence including the inaugural NUS Medicine Gender Equity Award in 2022.

Name	Department	Faculty	Institution	Country
Assoc Prof Halah Ibrahim	Medicine	College of Medicine and Health Sciences	Khalifa University	United Arab Emirates

Dr. Halah Ibrahim is an internist and educator involved in post-graduate and undergraduate medical education in Abu Dhabi, United Arab Emirates. She is currently an associate professor of medicine and associate dean for clinical affairs at Khalifa University College of Medicine and Health Sciences in Abu Dhabi. She is a member of several regional and international advisory committees for medical education and a member of the board of directors of ACGME-International. Dr. Ibrahim is an associate editor for the **Journal of Graduate Medical Education**, Deputy Editor for **Teaching & Learning in Medicine**, and her research interests include international medical education reform and end-of-life education & communication. She completed her internship and residency at The New York Hospital-Cornell Medical Center (currently New York Presbyterian University Hospital of Columbia and Cornell). She is a graduate of the Mount Sinai School of Medicine.

Name	Department	Faculty	Institution	Country
Assoc Prof Shefaly Shorey	Alice Lee Centre for Nursing Studies	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

Dr Shorey is an Associate Professor with tenure at Alice Lee Centre for Nursing Studies, National University of Singapore (NUS). Her research program focuses on family and women's health. She has designed psychosocial and educational interventions for a varied group of populations. She has conducted both quantitative (e.g. Randomized controlled trials, descriptive quantitative studies) and qualitative (e.g. descriptive qualitative) studies and has published more than 160 peer-reviewed papers in high-impact factor journals. She is an expert in qualitative systematic reviews and serves as an editorial board member and reviewer for renowned international peer-reviewed journals. Dr. Shorey represents Singapore for the Southeast and East Asian Nursing Education and Research Network (SEANERN) and the Global Working Group (GWG) on Salutogenesis. Dr Shorey has received various awards for her academic and research excellence. Of recent, she was awarded as President Nurse Award 2021, the highest nursing accolade for Singapore nursing.

W1A5: BASICS OF AI IN HEALTH PROFESSIONS EDUCATION: AI FOR ALL

Speakers: Assoc Prof Poh Sun Goh, Prof Elisabeth Schlegel, Prof Mildred Lopez

Workshop Description

This workshop will cover the basic ideas, principles and practices of AI in Health Professions Education (HPE). There will be short faculty presentations, and opportunities for both interactive discussions, demonstrations and exploration using AI in HPE. We will start by exploring basic ideas and principles at a working level, to build a foundation for further discussion and exploration. We will then explore how and where AI is embedded in how we practice and the tools and platforms we use, including when we do online search, take advantage of autocomplete and chatbot options, AI tools and extensions within work productivity software, and standalone AI platforms and mobile Apps. The aim of this workshop is to build AI literacy, practice common applications such as developing NBME-style questions, structured clinical case based teaching outlines, AI facilitated short teaching video production, or even write fun class summary poems to elevate the mood on a difficult subject. Further goals include developing a deeper appreciation of the potential and pitfalls of using AI, exploring pedagogy, policies as well as research and scholarship avenues using AI in HPE. At the end of this workshop, participants will have a foundation to actively participate in discussions using AI in HPE, as well as foundational knowledge to actively explore and use AI in HPE.

Background Reading/Curated Online Resources
https://aiinhpe.blogspot.com/

Workshop Objectives

- To review the basic ideas, principles and practices of AI in Health Professions Education (HPE).
- To build AI literacy, practise common applications
- To build a a foundation to actively participate in discussions using AI in HPE, as well as foundational knowledge to actively explore and use AI in HPE.

Who Should Attend

Health professions educators who are interested in reviewing the basic ideas, principles and practices of AI in Health Professions Education (HPE); building AI literacy, practicing common applications, building a foundation to actively participate in discussions using AI in HPE, as well as foundational knowledge to actively explore and use AI in HPE.

Speaker Bios

Name	Department	Faculty	Institution	Country
Assoc Prof Poh Sun Goh	Diagnostic Radiology	Yong Loo Lin School of Medicine	National University of Singapore	Singapore

Dr Goh Poh-Sun 吴宝山 MBBS(Melb), FRCR, FAMS, MHPE(Maastricht), FAMEE Associate Professor, Department of Diagnostic Radiology, Yong Loo Lin School of Medicine (YLLSOM), National University of Singapore (NUS) Senior Consultant, Department of Diagnostic Radiology, National University Hospital (NUH), National University Health System (NUHS) Associate Member, Centre for Medical Education, YLLSOM, NUS Member, AMEE TEL (Technology Enhanced Learning) Committee (since 2011) Poh Sun is a Clinical Radiologist at NUHS/YLLSOM@NUS and has worked at NUH since 1989. He is also a Medical Educator, with Masters in Health Professions Education (MHPE) from Maastricht University (2012); with deep passion for both eLearning/Technology enhanced Learning and Faculty Development - locally and internationally. Dr Goh is formally trained as, and is an in-house Coach at YLLSOM.

https://orcid.org/0000-0002-1531-2053

Name	Department	Faculty	Institution	Country
Prof. Elisabeth Schlegel	Medical Education	Microbiology and Immunology	Western Atlantic University School of Bahamas Medicine	

Elisabeth FM Schlegel is a Professor, Microbiology and Immunology, and Vice-Chair, Research and IRB, at the new Western Atlantic University School of Medicine in Freeport, Bahamas. Inspired by interdisciplinarity innovation at all levels, she is curious about how basic sciences, education, and healthcare are intertwined. At WAUSM she teaches microbiology with clinicians in team settings and is experienced in coaching science educators as well as students to try new teaching methodologies. Dr. Schlegel earned both a Master of Science and a PhD (Genetics and Microbiology/ Education) from the University of Salzburg, Austria, and conducted postdoctoral studies in herpes virology at the Icahn School of Medicine at Mount Sinai in New York City. She earned an MBA from The Malcolm Baldrige School of Business at Post University in 2012, and a Master of Science in Health Professions Pedagogy and Leadership at Hofstra University in 2019.

Name	Department	Faculty	Institution	Country
Prof. Mildred Lopez	School of Medicine	School of Medicine	School of Medicine and Health Sciences of the Tecnológico de Monterrey	Mexico

Mildred López is the Associate Dean of Academic Affairs and a Professor at the School of Medicine and Health Sciences of Tecnologico de Monterrey. She is a Psychologist and an Engineer, she holds a PhD in Educational Innovation. She is an Associated Fellow of the Association for Medical Education in Europe (AMEE), and a Fellow of the Foundation for Advancement of International Medical Education (FAIMER). As a researcher, Mildred is a Level I Researcher in the National System of Researchers (SNI) in Mexico, and her research focuses on innovative learning environments through active learning methodologies and educational technology.

W1A6: USING CINEMA TO EXPLORE THE CURRENT AND FUTURE RELATIONSHIP BETWEEN HUMANS AND ARTIFICIAL INTELLIGENCE IN HEALTH AND HEALTH PROFESSIONS EDUCATION

Speaker: Dr. Pathiyil Ravi Shankar, Prof. Saroj Jayasinghe, Prof. Panduka Karunanayake, Dr Santhushya Fernando

Workshop Description

Movies have been used for various purposes including exploring the history of medicine, understanding the patient's perspective, exploring critical social issues, and helping the holistic development of healthcare professionals. The authors have been using cinema in the education of students for over a decade. Movies effectively engage learners with the affective dimensions of health, sickness, and disability. The first part of the workshop is for participants to understand the concepts, methods, and potential of cinema in HPE.

In the second part of the workshop, we will study the interaction between humans and artificial intelligence (AI) with special reference to health using movies. The ethical and social challenges resulting from the interaction between humans and AI as depicted in movies can serve to explore this critical topic. In this interactive workshop, the facilitators will introduce the participants to cinemeducation, explore strategies to study the current and future relationship between humans and AI and use movie clips to engage with these issues and topics at a deeper, and affective level.

Maximum number of participants: 32

Part 1: Cinema in HPE
15 mins Introduction of workshop and participants (Session objectives, Set induction)
30 mins Cine education: What, Why and How of Cine-education in HPE (Interactive session)
10 mins + 10 mins for presentations Exploring a theme related to AI in health using a movie (Group Activity)
20 mins Guidelines for the Use of Cinema in Health Professions Education
Break 10 mins

Part 2: In-depth exploration of the relationship between artificial intelligence (AI) and healthcare and HPE

40 mins Exploring the relationship between humans and AI using movie clips (Group Activity) Using movie clips
40 mins Exploring human skills important in the relationship between humans and between AI and humans using movie clips (Group Activity) Using movie clips
10 mins Reflections and summing up

Workshop Objectives

At the end of the workshop, the participants will be able to:

- Explain concepts related to cine-learning in the field of Health Professions Education (HPE)
- Enumerate guidelines for the use of cinema in HPE
- Explore the ethical and social challenges resulting from the interaction between artificial intelligence (AI) and humans with special reference to healthcare and HPE using movies

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Who Should Attend

The workshop will be of special interest to all health professions educators interested in using the arts and movies in the education of health professions students. Those with an interest in ethical and social issues will find the workshop of interest.

"Cine-Education" has the power to challenge and influence social constructs and how they evolve over the years. In this interactive, informative, and engaging session, the workshop facilitators aim to empower participants with the knowledge, skills, and attitudes to use cinema to explore the relationship between humans and AI with particular reference to healthcare.

Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Pathiyil Ravi Shankar	IMU Centre for Education	IMU Centre for Education	International Medical University	Malaysia

Dr Shankar is a faculty member at the IMU Centre for Education, Kuala Lumpur, Malaysia. He has been involved with the health humanities for over 15 years and has several publications on the subject. He has been an invited speaker for various conferences and workshops on the health humanities. He has facilitated workshops on cinemeducation at various fora. He has over 765 publications and has reviewed over 850 manuscripts for different journals. He is a PSGFAIMER Fellow and a Fellow of the Academy of Medical Educators. He is an academic editor for PLOS One and an editorial board member of BMC Medical Education. He was among the top 2% of scientists globally for the years 2019, 2020, and 2021. He is a member of the ORCID Research Advisory Council (ORAC) and a member of the World Association of Medical Editors (WAME). His areas of research are the health humanities, rational use of medicines, pharmacovigilance, and small group learning among others. He enjoys traveling and is a creative writer and photographer.

Name	Department	Faculty	Institution	Country
Prof. Saroj Jayasinghe	Medicine	Medicine	University of Colombo	Sri Lanka

Saroj Jayasinghe, is the Emeritus Professor of Medicine, at the University of Colombo, and a consultant to the Department of Medicine, Sabaragamuwa University of Sri Lanka, and a specialist in Internal Medicine. He played a key role in the curriculum reforms of the Faculty of Medicine in 1995. This included the introduction of ethics, communication skills, and professionalism. He was the founder head of the Department of Medical Humanities the first such department in Sri Lanka and perhaps in the South Asian region. In July 2018, he organized the Inaugural International Conference on Medical Humanities, held in Colombo. He is currently leading an initiative in the WHO SEARO region on introducing medical humanities to health professional education and has contributed to the curriculum in medical humanities in Colombo and in Bhutan.

Name	Department	Faculty	Institution	Country
Prof. Panduka Karunanayake	Clinical Medicine	Medicine	University of Colombo	Sri Lanka

Professor Panduka Karunanayake is Professor in the Department of Clinical Medicine, Faculty of Medicine, University of Colombo, Sri Lanka. In addition to my specialisation in General Internal Medicine and my interest in clinical infectious disease, I have also explored the interphase of medicine with the social sciences and the humanities. I am also qualified in Sociology. As former chairperson of my Faculty's Humanities Society & Professionalism Stream, I have been part of pioneering efforts to introduce medical humanities to our curriculum.

Name	Department	Faculty	Institution	Country
Dr Santhushya Fernando	Medical Humanities	Medicine	University of Colombo	Sri Lanka

Dr Santhushya Fernando is a Senior Lecturer in Medical Humanities at the Faculty of Medicine, University of Colombo. In addition to this she is a bilingual author in Sinhala and English languages. She has been a script supervisor for several independent films produced in Sri Lanka. She is trained in Indian classical dancing and Indian Classical music. She produces and presents the Humanitas Programme which predominantly uses the arts as a vehicle for teaching Medical Humanities.

W1A7: POSTGRADUATE SUPERVISION AND MENTORING IN HEALTH PROFESSIONS EDUCATION

Speaker: Prof. Diantha Soemantri, Dr. Veena Singaram, Prof. Vishna Devi Nadarajah

Workshop Description

Background:

Attraction and retention of healthcare professionals into postgraduate research programmes is a multifaceted challenge in higher education. Postgraduate supervision directly influences the success of master's and doctoral researchers' progression, attrition rates and quality of experiences. Clinical educators hold a high degree of structural power over students and junior colleagues. Postgraduate supervisors must become more conscious of how this may impede the supervisor relationship and feedback-seeking behaviour in health professions postgraduate research. We need to advocate for aspects of psychological safety that include trust, relationship building, and supervision alliances and create more inclusive 'safe' neutral supervision spaces that dismantle the negative impact of the power dynamics in postgraduate research.

This interactive workshop aims to provide insights into the supervisor's role as a mentor at different stages of the master's and doctoral journey. Practical and educational strategies will be shared to enhance the knowledge, skills, and attitudes of postgraduate supervisors in HPE. Participants will also be introduced to the latest frameworks, theories, tools, and strategies to enhance their supervision and mentorship styles to facilitate the success and wellbeing of both postgraduate students and supervision in health professions graduate education.

Structure of Workshop:

This interactive workshop will include presentations, group work and role plays.

- Introduction/Icebreaker (20mins)
- Define Goals and expectations (20mins)

- Presentation 1 (10mins)
- Small group activity based on scenario1 and report back (30mins)
- Presentation 2 (10mins)
- Small group activity based on scenario 2 and report back (30mins)
- Presentation 3 (10mins)
- Small group activity based on scenario1 and report back (30mins)
- Closing Reflections (10mins)

Workshop Objectives

At the end of the workshop, the participants are expected to obtain the skills of:

- Self-Reflection and Adaptation- gain insight into current supervisory approach and develop an awareness of how to adapt to the context and candidate.
- Balancing Direction and Autonomy-strategies to strike the right balance between providing feedback, clear guidance and support while fostering candidate's autonomy and independence as an emerging researcher.
- Toolkit for Well-Being -- practical tools and strategies to promote well-being as supervisors and enhance the well-being of supervisees.

Who Should Attend

This is an introductory level workshop.

Who should attend this workshop:
The workshop is intended primarily to those who are novices and intermediate educators interested or involved in postgraduate supervision. The participants are expected to actively participate in the workshop by sharing their insights and experiences into postgraduate supervision.

Speaker Bios

Name	Department	Faculty	Institution	Country
Prof. Diantha Soemantri	Department of Medical Education	Faculty of Medicine	Universitas Indonesia	Indonesia

Diantha Soemantri is a professor in medical education in the Faculty of Medicine Universitas Indonesia. She graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired Master of Medical Education from the University of Dundee in 2007 and PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in Universitas Indonesia and also responsible for the multi- and interprofessional education of Health Sciences Cluster in Universitas Indonesia. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI), Faculty of Medicine Universitas Indonesia. Her research interests are student assessment, selection, reflection, and feedback, interprofessional education and collaborative practice. She has published more than 50 papers in peer-reviewed national and international journals and actively serves as a peer reviewer for various high-impact journals

Name	Department	Faculty	Institution	Country
Dr. Veena Singaram	Academic Leader Research/Medical Education Strategic Team Lead	School of Clinical Medicine	University of KwaZulu-Natal, South Africa	South Africa

Dr Veena Singaram is a senior lecturer and Academic Leader of Research in the School of Clinical Medicine. She is a steering committee member in the Doctoral Academy and Team Lead of the Medical Education Strategic Team at UKZN. Her qualifications include a BMMedSc, MMedSc (UKZN), and PhD in Health Professions Education (Maastricht University,Netherlands). She is a fellow of the Foundation for Advancement in Medical Education and Research (FAIMER).Dr Singaram recently received the Southern African Association of Health Educationalists Distinguished Educator Award. She has published widely in HPE and has graduated several doctoral and masters students. Dr Singaram has actively contributed to capacity building and development of HPE and research that has to led novel innovations and significant contributions to the training of healthcare professionals. Her scholarly interests include doctoral research, mentoring, technology-enhanced learning, formative assessment feedback, and collaborative learning environments within a transformative learning paradigm.

Name	Department	Faculty	Institution	Country
Prof. Vishna Devi Nadarajah	Pro Vice Chancellor for Education and Institutional Development	International Medical University	International Medical University, Kuala Lumpur	Malaysia

Prof Vishna is an experienced medical educator and biochemist at the International Medical University in Kuala Lumpur. A graduate of 3 universities across 3 countries, she values diversity as a strength in any institution. She leads the educational strategies, new programme development and international partnerships at IMU as Pro Vice Chancellor for Education and Institutional Development. She is very fortunate to work with a collaborative, committed and talented multidisciplinary team at IMU and would like to emphasise that it's the values of its people that will carry forward an institution during this unprecedented time. She has published and presented research papers in both biomedical sciences and medical education, supervises research students and reviews for indexed and international journals. Her areas of research in health professions education are in Faculty Development, Assessment and Innovative Teaching Learning Methods.

W1A8: LEVERAGING AI FOR STUDENT-FACULTY PARTNERSHIPS FOR ENHANCED LEARNING

Speaker: Assoc Prof Syeda Sadia Fatima, Assoc Prof Kulsoom Ghias, Assistant Prof Tasneem Anwar, Assoc Prof Satwat Hashmi, Prof. Kausar Jabeen

Workshop Description

Background:

This workshop offers participants a transformative experience in understanding the principles of Students as Partners intertwined with the integration of AI in education. Through critical assessment of their teaching practices and benchmarking against real-life cases, AI-driven cases, attendees will identify opportunities and challenges in integrating this model. Interactive activities and case studies will guide the design of collaborative learning experiences, involving students as decision-makers, co-creators, curriculum developers and showcasing AI's role in decision-making and personalized learning. Emphasizing student-centeredness and equity, attendees will explore AI's potential for co-creating materials and fostering inclusive environments. Discussions will encompass AI's ethical implications, guiding educators to create impactful learning experiences that leverage AI's analytics for student success.

Workshop Objectives

By the end of the workshop, participants will be able to:
1. Analyze and synthesize the principles of Students as Partners in real-world educational contexts.
2. Evaluate existing teaching practices and identify opportunities and challenges in integrating Students as Partners initiatives.
3. Create collaborative learning experiences involving students as partners in decision-making, curriculum development, and co-creation of learning materials, particularly in the context and use of Artificial intelligence.

Who Should Attend

This workshop is designed for forward-thinking curriculum developers, dedicated faculty members, and enthusiastic students who are committed to driving innovation in education. Curriculum developers will gain insights into integrating Students as Partners principles with AI advancements. Faculty members, eager to explore innovative teaching practices, will discover the transformative potential of collaborative learning experiences. Students, the ultimate beneficiaries of these efforts, are encouraged to participate actively, fostering a genuine partnership for educational enhancement. This workshop provides a platform for these diverse stakeholders to unite, exchange ideas, and collectively shape the future of education through inclusive and AI-powered approaches.

Speaker Bios

Name	Department	Faculty	Institution	Country
Assoc Prof Syeda Sadia Fatima	Biological and Biomedical Sciences	Medical College	Aga Khan University	Pakistan

Dr Sadia Fatima is an Associate Professor & Chair of the Haile T Debas Teachers Academy at Aga Khan University, Pakistan. Her research interests are genetics, epigenetics of metabolic syndrome and technology enhanced learning. Dr Fatima has authored over 90 peer-reviewed papers, 4 books, and has supervised numerous undergraduate and graduate students. She is a member of Pakistan Physiological Society, International Society for Developmental Origins of Health and Disease where she serves as deputy chair of the professional development committee. Dr Fatima has organized and conducted over 100 workshops on innovation in teaching, learning and assessment methods such as flipped classrooms, Pecha Kucha, open book exams, online assessments, team-based learning, digital tools, and artificial intelligence (AI) in medical education and research. She has received numerous honors and awards including Excellence in Teaching Award (2017, 2022), Team Based Collaborative Award for Teaching (2022,2023) and Mid-Career Researcher award (2023)

Name	Department	Faculty	Institution	Country
Assoc Prof Kulsoom Ghias	Department of Biological and Biomedical Sciences	Biochemistry	Aga Khan University	Pakistan

Dr Kulsoom Ghias is Associate Professor and Chair, and The Feerasta Family Endowed Chair in the Department of Biological and Biomedical Sciences at Aga Khan University, Pakistan. Dr Ghias was recognized as a Senior Fellow of Advance HE (previously the Higher Education Academy of United Kingdom) in 2017. Dr Ghias has held several educational leadership positions in the AKU Medical College; she was the departmental Vice Chair for Undergraduate Medical Education (UGME) from 2011 – 2014, chaired the UGME Year 1 Sub-Committee from 2008 – 2011 and co-chaired the UGME Curriculum Committee from 2011 – 2018. She is a member of the inaugural AKU Haile T. Debas Teachers Academy and continues to be involved in curriculum planning and implementation and in teaching across programmatic levels, including undergraduate and graduate. Dr Ghias also chairs the AMEE ASPIRE Academy.

Name	Department	Faculty	Institution	Country
Assistant Professor Tasneem Anwar	Institute for Educational	Science (STEM) Education	Aga Khan University	Pakistan

Dr Tasneem Anwar is an Assistant Professor of Science (STEM) Education at the Aga Khan University's Institute for Educational Development, (AKU-IED) Karachi, Pakistan. Alongside, she is a fellow of Higher Education Academy, UK, a recipient of Higher Education Commission Pakistan (HEC)'s Best University Teacher Award 2020, a recipient of Best University Teacher Award 2020, Outstanding Teacher Awards 2023 and 2018. Dr Anwar is an inaugural member of Haile T. Debas Teachers' Academy, AKU and lead faculty, Virtual Learning Environment (VLE) project at AKU-IED, Pakistan. Dr Anwar also leads the special interest group – Critical Digital Pedagogies at AKU-IED. Dr Anwar leads various faculty development programmes within AKU, and at the national level at HEC's NAHE led National Faculty Development Programme (NFDP) for Technology Integration in Education. Her work mainly centers around professional development for STEM integration and purposeful use of both AI and non-AI infused educational technologies in teaching and learning.

Name	Department	Faculty	Institution	Country
Assoc Prof Satwat Hashmi	Department of Biological and Biomedical Sciences	Physiology	Aga Khan University	Pakistan

Dr Satwat Hashmi is the Vice Chair Education, and The Noor Mohamed Shamji Endowed Associate Professor in the Department of Biological and Biomedical Sciences at Aga Khan University, Pakistan. She is a Fellow of Higher Education Academy, UK, an inaugural member of Haile T. Debas Teachers' Academy, AKU and recipient of Excellence in Teaching Award (2018). Dr Hashmi chaired the Respiration and Circulation Year 1 module committee (2018-2022), co-chairs the UGME Year 1 curriculum committee (2019-present), co-chairs the Institutional Biosafety Committee (2019-present) and serves as coordinator for the MPhil in BBS program AKU. Dr Hashmi teaches in undergraduate medical, MPhil and PhD courses and is involved in curriculum planning and implementation.

Name	Department	Faculty	Institution	Country
Prof Kausar Jabeen	Department of Pathology and Laboratory Medicine	Microbiology	Aga Khan University	Pakistan

Dr Kauser Jabeen is Professor and Vice-Chair Education, in the Department of Pathology and Laboratory Medicine at the Aga Khan University, Pakistan. She is an alumnus of the postgraduate program of the Aga Khan University and later did MSc in Medical Mycology from University College, London, UK. She has held several educational leadership positions in the AKU Medical College; currently she is the Vice-chair of the UGME Curriculum Committee. She is an inaugural member of the AKU Haile T. Debas Teachers Academy and continues to be involved in curriculum planning and implementation and in teaching across undergraduate, graduate and postgraduate programs. She is a recipient of outstanding teaching award (2010, 2019, 2020, 2021) by the Aga Khan University. She was also selected as University-Level Best University Teacher Award (BUTA), AKU BUTA Selection Committee in 2021.

W1A9: INTERPROFESSIONAL SOCIAL ACCOUNTABILITY EDUCATIONAL STRATEGIES FOR NEXT GENERATION HEALTH CARE PROFESSIONALS

Speaker: Dr. Jyotsna Sriranga, Dr. Pushpanjali Krishnappa

Workshop Description

Background:

The need for interprofessional collaboration and coordination to improve health outcomes is well established. This collaboration and coordination is critical, particularly in resource constraint settings. In such a scenario, interprofessional co-ordination should begin right from the stage of education. Health care professional students should be taught in the community in an interprofessional set up. This workshop, through its shared best practice approach, introduces the participants to opportunities for Inter professional education in their local context.

1. After a short introduction on the need for interprofessional co-ordination, the participants will discuss in their small groups on the situation, policy support and ground action in their local context.
2. Dr. Pushpanjali will share the educational experience, learning strategies, challenges and outcomes from the IPE education for health equity at Ramaiah University of Health Sciences
3. The participants will identify potential opportunities to train learners in the IPE set up to address issues of health inequity in their local context and share in the plenary. They will develop educational strategies to instil social accountability values in their learners.
4. Participants will brainstorm together on developing a strategic approach to introduce IPE for reducing health inequity in their local context. The emphasis will be on policy advocacy, social accountability education design and transferability, communication and collaboration to bring together a community of practice.
5. The session will conclude with a summarisation of key learning points.

Workshop Objectives

1. Introduce participants to the context and need for interprofessional education for social accountability
2. Identify opportunities for introducing IPE for social accountability in their local context
3. Develop strategic approaches for policy advocacy, social accountability education design and transferability, communication and collaboration to introduce IPE for social accountability in their local context

Who Should Attend

Participants who are involved in community based education design, implementation and evaluation such as Educationists, faculty from different health disciplines, students will greatly benefit from this workshop.
In addition, deans, management personnel who set the agenda for the institutional vision, accreditation standards, curriculum orientation and community-institutional responsibility will benefit from this workshop

Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Jyotsna Sriranga	Health Professions Education	Health Professions Education	Urja Catalysts for Transformation	India

Dr. Jyotsna Sriranga is an educationist and public health dentist. Since 2007, she has been actively striving to reach the unreached and provide oral health services. She has supported more than 10,000 school children in improving their oral health condition by working on issues related to access, availability and affordability of care. As an academician, she has instilled the values of service in her students and supported the academic discussions around equity and cost effectiveness of care. As an educational researcher, she has investigated the transformation potential of community-based education programs in making learners socially.

Name	Department	Faculty	Institution	Country
Dr. Pushpanjali Krishnappa	Public Health Dentistry	Dental Sciences	Ramaiah University of Applied Sciences	India

Pushpanjali Krishnappa is an academician with more than thirty years experience as an educator. She is FAIMER Fellow from Philadelphia and has a Masters in Health Professions Education from Keele University. She heads the department of Health Professions Education, Faculty of Dental Sciences at Ramaiah University of Applied Sciences, Bengaluru, India. She has explored the changing roles of a teacher in depth and has developed several faculty development initiatives to support the teachers in their role transformation.

W1P1: DEVELOPING CLINICIAN-SCIENTISTS

Speakers: Prof. Shervanthi Homer-Vanniasinkam, Prof Dakshitha Wickramasinghe, Prof Yawar Khan

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Workshop Description

The challenge of nurturing clinicians as scientists persists, given their demanding clinical responsibilities. Yet, it is crucial for professional advancement and the promotion of translational research. Developing clinicians with inquisitive minds enhances patient outcomes. To achieve this, a systematic approach supported by adequate resources is imperative from the early stages of their careers. The workshop, centered on practical insights from experienced resource persons, targets academic and clinical faculty, as well as administrators shaping the future generation of clinicians.

Workshop Objectives

- Discuss the key characteristics and attributes of a clinician scientist
- Develop a framework for developing a Clinician Scientist (CS)
- Develop an evaluation process to provide feedback and nurture CS
- Discuss the challenges and ways forward in developing a CS

Who Should Attend

Speaker Bios

Name	Department	Faculty	Institution	Country
Prof Shervanthi Homer-Vanniasinkam			Leeds Teaching Hospitals NHS Trust; University College London; University of Warwick Medical School	United Kingdom

Professor Shervanthi Homer-Vanniasinkam is an internationally renowned clinician-scientist who is currently a Consultant Vascular Surgeon at Leeds Teaching Hospitals NHS Trust, the Founding Professor of Surgery at the University of Warwick Medical School, and Professor of Engineering & Surgery at University College London (UK appointments). She is a Visiting Scholar at Harvard University, the Yeoh Ghim Seng Visiting Professor of Surgery at the National University of Singapore and the Brahm Prakash Visiting Professor at the Indian Institute of Science. She has published over 170 papers and book chapters, delivered > 300 presentations, and holds a significant portfolio of research grants.

Name	Department	Faculty	Institution	Country
Prof Dakshitha Wickramasinghe	Department of Surgery	Faculty of Medicine	University of Colombo	Sri Lanka

Prof. Wickamasinghe graduated from the Faculty of Medicine, University of Colombo with 1 st class honours in 2009. He topped his batch and was awarded 5 distinctions and 7 medals including the student of the year and the university prize for general merit. He was ranked first in the order of merit in both the selection exam (February 2013) and MD (Surgery) part II examination (August 2016) and received Dr. P R Anthonis Gold Medal for Basic Sciences in Surgery, Prof. P S S Panditharathne Gold Medal for Anatomy and Virasapillai Gabriel Memorial Gold Medal for General Surgery. He was promoted to the post of Professor in January 2023. His research interests include General and Gastro Intestinal Surgery, anal Sphincter Dysfunction, Medical Education

Name	Department	Faculty	Institution	Country
Prof Yawar Khan			Riphah International University, Islamabad	Pakistan

W1P2: EVIDENCE BASED PRINCIPLES TO FACILITATE EFFECTIVE LEARNING IN EVERYDAY TEACHING ENCOUNTERS

Speakers: Dr. Matthew Low, Adj Prof Shirley Ooi, Assoc Prof Khoo See Meng, Adj Assoc Prof See Kay Choong, Dr. Raj Menon Kumar

Workshop Description

Effective clinical medicine is grounded in the science of human biology, and clinicians seek to practice evidence-based medicine. Similarly, effective health professions education is grounded in the science of learning, and educators should seek to educate in an evidence-based manner. This workshop aims to bridge the gap between evidence and educational practice at the classroom and bedside, by enabling participants with knowledge of these principles and facilitating their transfer to authentic practice.

The structure of this workshop is as follows:
- Sharing individual challenges and solutions: The workshop begins with participants sharing challenges in day-to-day teaching encounters, and effective teaching strategies that they have encountered for addressing these challenges.
- Introduction to evidence-based teaching principles: Each principle will be illustrated through large group case-based discussions of
  authentic clinical teaching scenarios often encountered by educators.
- Breakout groups: In small groups, participants apply the principles taught in the prior segment, relating these principles to each
  participant's individual context, so that each participant finishes the session with a plan to transfer what they have learnt from this
  workshop to their next educational encounter. Each small group is thematic, covering a specific teaching context, and participants
  may choose to cover two themes by attending two small groups. The themes include:
    - Large group teaching
    - Small group teaching
    - Bedside teaching
    - Procedural skills teaching

- Final summary: Participants share a summary of key learning points from each small group discussion.

Duration: 4 hours, including a 20-minute break at the halfway mark.

Workshop Objectives

Effective clinical medicine is grounded in the science of human biology, and clinicians seek to practice evidence-based medicine. Similarly, effective health professions education is grounded in the science of learning, and educators should seek to educate in an evidence-based manner. This workshop aims to bridge the gap between evidence and educational practice at the classroom and bedside, by enabling participants with knowledge of these principles and facilitating their transfer to authentic practice.

Who Should Attend

Effective clinical medicine is grounded in the science of human biology, and clinicians seek to practice evidence-based medicine. Similarly, effective health professions education is grounded in the science of learning, and educators should seek to educate in an evidence-based manner.

Speaker Bios

Name	Department	Faculty	Institution	Country
Dr. Matthew Low	Emergency Medicine	Yong Loo Lin School of Medicine	National University Hospital	Singapore

Dr Low is a consultant emergency physician at National University Hospital in Singapore, and director of Phase IV of the undergraduate programme, deputy chair of the Faculty Assessment Committee, and co-lead for the Master of Medicine (Emergency Medicine) Part A examination on basic sciences at the Yong Loo Lin School of Medicine, National University of Singapore (NUS). He graduated with MBBS (Honours) and the Lim Boon Keng Medal from NUS Medicine and completed emergency medicine residency training at the National University Health System (NUHS) in Singapore, receiving the Alison Gourdie Medal from the Royal College of Emergency Medicine in the United Kingdom as the best candidate in examinations for Membership. His teaching awards include the Dean's Award for Teaching Excellence and the Special Recognition Award from NUS Medicine, and the NUHS HEROES award for sustaining and transforming education during the COVID-19 pandemic.

Name	Department	Faculty	Institution	Country
Adj Prof Shirley Ooi	National University Hospital	National University Hospital	National University Hospital	Singapore

Adjunct Professor Shirley Ooi is a senior consultant at the National University Hospital (NUH) Emergency Medicine Department, Singapore. She is also the Associate Dean and Medical Clinical Education Lead in NUH, a member of the Emergency Medicine national examination committee and a member of the Accreditation Council for Graduate Medical Education - International (ACGME-I) review committee. She is the chief editor of the "Guide to the Essentials in Emergency Medicine" and co-author of "Medicolegal Issues in Emergency Medicine and Family Practice: Case Scenarios". Her passion is in teaching/mentoring/coaching for which she has won multiple awards - the most prestigious being the 2013 National Outstanding Clinician Educator award, as well as the 2020 ACGME-I Physician Leader Award. A believer in life-long learning, she completed her Masters of Health Professions Education (MHPE) in 2017, Newfield's Coach certification programme in May 2021 and Newfield's Team Coaching programme in Jan 2022.

Name	Department	Faculty	Institution	Country
Assoc Prof Khoo See Meng	National University Health System	National University Health System	National University Health System	Singapore

Dr Khoo is the inaugural Director of the National University Health System's Internal Medicine Residency Programme. His area of interest is professionalism and professional identify formation. Dr Khoo is the Chairman, Medical Board of Alexandra Hospital. He is a specialist in Respiratory, Critical Care and Sleep Medicine, Director of the Sleep Medicine service in the National University Hospital (NUH), and Associate Professor, NUS Medicine, National University of Singapore.

Name	Department	Faculty	Institution	Country
Adj Assoc Prof See Kay Choong	National University Hospital	National University Hospital	National University Hospital	Singapore

Dr See is a senior consultant respiratory physician and Intensivist at the National University Hospital in Singapore. He is the Associate Designated Institutional Official for the National University Health System Residency Program, President of the Society of Intensive Care Medicine in Singapore, Adjunct Associate Professor at the Yong Loo Lin School of Medicine, NUS, and Postgraduate Education Director at the Department of Medicine, NUH. Dr See's expertise lies in critical care ultrasonography, artificial intelligence, medical education, and healthcare quality improvement.

Dr See's academic journey includes a Bachelor of Medicine & Bachelor of Surgery from NUS, membership in the Royal College of Physicians (UK), fellowship from the Royal College of Physicians, Edinburgh, Master of Public Health from Harvard School of Public Health, Master of Health Professions Education from Maastricht University, Netherlands, European Diploma of Intensive Care Medicine, and fellowship with the College of Chest Physicians in the United States.

Name	Department	Faculty	Institution	Country
Dr Raj Menon Kumar	National University Hospital	National University Hospital	National University Hospital	Singapore

Dr Raj Menon Kumar is a senior consultant trauma and vascular surgeon, current head of the Trauma Service, and director of the Surgical High Dependency Unit at the National University Hospital, Singapore. He is the clinical director of the National Trauma Unit, with the Ministry of Health in Singapore and was appointed Vice President of the Asian Collaboration of Trauma, a society of Asia's trauma fraternity in 2022.

He has also been actively involved in undergraduate education, holding roles as a Phase Director for Undergraduate Surgery as well as actively participating and developing new curricula and programmes in undergraduate surgical education. He was previously the Associate Program Director of the General Surgery Residency Program in NUHS, and now contributes as core faculty for the programme. His teaching awards include the Dean's award and honour roll for teaching excellence, the NUHS teaching excellence award and NUHS eminent tutor award.

W1P3: NAVIGATING INSTITUTIONAL QUALITY ASSURANCE AND QUALITY ENHANCEMENT: UNVEILING DISTINCTIONS AND SYNERGIES

Speakers: Prof Susie Schofield, Dr Qabirul Abdullah

Workshop Description

Quality Assurance in medical education has become a world-wide norm with many countries having developed their own national standards aligned to those suggested in the late 1990's by the World Federation for Medical Education. One of the main drivers for doing this was to allow the demonstration of equivalence through accreditation to support the WHO's strategy – Human Resources for Health designed to remedy healthcare personnel shortages through migration (Weisz & Nannestad, 2021). However, it quickly became apparent that having international standards for medical education create a consensus baseline that then supported local and international quality assurance processes intended to drive up standards across the globe.

Whilst this was an improvement many began to consider that rather than have QA visits at set intervals, establishing a culture of continuous quality improvement (CQI) would be more effective (Al-Shehri & Al-Alwan, 2013) and would also enable the identification of 'gaps' which could be addressed before formal accreditation visits were scheduled to happen (Barzansky et al, 2015). This latter approach has become known as 'Quality Enhancement'.

This workshop will explore the differences between quality assurance and quality enhancement and look at way of building on the strengths of quality assurance in a way that enables quality enhancement.   Using examples from different national regulators it will also allow a further consideration of the need for local and global to be 'same-same but different'.

It will also invite participants to explore the concept that effectiveness of both processes need not just be based on student outcomes but when the criteria to be considered are expanded beyond and into patient care can have a positive impact on the needs of society. (Akdemir et al, 2020)

Workshop Objectives

The aim of this workshop is to explore the differences and similarities between Institutional or Programmatic Quality Assurance and Quality Enhancement. It will enable delegates to consider the relevance of both to their own institutions and programmes and to consider optimal measures of success for both. Case studies will be provided to allow critical discussion however delegates will be encouraged to bring their own examples for collective examination.

The take home message will be that the thoughtful integration of purpose, context and logistics are all important considerations when considering quality enhancement developments.

Who Should Attend

Whilst this workshop is designed for those with institutional and/or programmatic quality assurance and enhancement roles it will also be appropriate for those who are programme leaders or tutors and who are expected to carry out regular reviews as a way of improving outcomes or act on information given to them about quality of their activities. Participants are encouraged to bring examples from their own institutions to be shared and for consideration by the wider group however relevant case studies will also be provided to enable a range of topics to be covered.

Speaker Bios

Name	Department	Faculty	Institution	Country
Prof Susie Schofield				United Kingdom

Name	Department	Faculty	Institution	Country
Dr Qabirul Abdullah	Centre for Medical Education	School of Medicine	University of Dundee	United Kingdom

Qabirul Karan Abdullah, faculty member at the Centre for Medical Education (CME), Dundee has over 15 years of teaching experience supporting under and post graduate healthcare professions students. A medical practitioner, before specialising in laboratory science (Molecular and Cellular Pathology, Cancer Genetics) and Medical Education. He is a Fellow with the Higher Education Academy, UK. Currently, Deputy Lead for online distance learning programme, Masters in Medical Education (MMEd); module lead for Clinical Teaching Suite of Speciality Modules and Linking Theory to Practice. Qabirul is also the convener of the Distance Learning Forum for the University of Dundee using his extensive experience in learning design. Main areas of research interest are related to technology enhanced learning, learning analytics and self-directed learning. He is currently co-authoring, 'Jump first understand later: a scoping review exploring discourses of effective and efficient asynchronous discussion boards in online learning for medicine and healthcare'.

W1P4: MORE THAN THE SUM OF ITS PARTS: 3C + 1S IN INTERPROFESSIONAL EDUCATION

Speakers: Ms Qianhui Cheng, Ms Gormit Kaur, Assoc Prof Raymond Goy Wee Lip, Assoc Prof Kevin Tan, Ms Yeoh Ting Ting

Workshop Description

Interprofessional collaboration occurs in a wide range of practice settings, but the skills needed to work on healthcare teams require prior preparation and practice. Interprofessional education (IPE) is an increasingly popular education model that aims to educate healthcare professionals to become better collaborators by enabling them to learn with, from and about each other, to deliver improved team-based collaborative patient care. However, historical "waves" of IPE have fallen short of meeting this goal. IPE alone is a necessary but insufficient solution for system change. We must look "beyond the lamppost" (Paradis and Whitehead 2018) and embrace an education for collaboration model that is more rigorously supported by evidence that addresses workplace system and structures. The most efficacious models will combine undergraduate and uniprofessional education for collaboration with practice-based interventions.

The 4-hour interactive workshop will be facilitated by experienced interprofessional clinician educators. First, participants will learn cutting-edge thinking about education for collaboration and the history of IPE. Next, they will be invited to reconsider the key concepts that underpin most IPE. And finally, participants will try their hand at designing a research proposal using a systems thinking toolkit applying to their area of specialty, clearly define the core concepts – teams, teamwork, and educational intervention – that frame their proposal.

The aim of the workshop is to engage learners in critical thinking about what they mean when they talk about teams, teamwork, and education for collaboration, so that they can: (1) more accurately select the concepts that reflect the reality they are trying to study; (2) more diligently select evidence that supports the claims they are making; (3) more rigorously interpret what their research tells them about clinicians, the organization of their work, and how they can learn to work effectively together.

Workshop Objectives

By attending the workshop, the attendees will be able to

- Summarise the history and context of interprofessional education, in global perspective
- Explain the key conceptual frameworks and misunderstood assumptions used when discussing interprofessionality and education for collaboration
- Explain why interprofessional education may not automatically lead to interprofessional collaborative practice
- Identify how implementation of interprofessional collaborative practice may be influenced by factors such as power, hierarchy, trust, systems, and structures - apply conceptual frameworks in the design of a research study for interprofessional education and collaborative practice.

Who Should Attend

Health professionals and health professions educators who are interested in designing interprofessional educational activities.

Health professionals and health professions educators who are interested in developing and implementing interprofessional clinical programmes whose members practice collaboratively.

Health professionals who are sceptical about how most IPE is conducted at present are particularly welcome to join.

Speaker Bios

Name	Department	Faculty	Institution	Country
Ms. Qianhui Cheng	Neuroradiology	National Neuroscience Institute	National Neuroscience Institute	Singapore

Qianhui is a Senior Executive at Neuroradiology, National Neuroscience Institute (NNI), Singapore, with 12 years of research and education experience. Her academic background includes Adult Education, genetics, and Nutrition.

With an interested in injecting gamification in learning and technology-enhanced learning, she is currently involved in the development of an innovative multiplayer game with an interprofessional radiology team.

Qianhui hopes her passion continues to drive innovation in the field of education and interprofessional collaboration.

Name	Department	Faculty	Institution	Country
Ms Gormit Kaur	Nursing	-	Sengkang General Hospital	Singapore

Gormit has more than 40 years of nursing experience and has worked in Singapore General Hospital, KK Women and Children Hospital and is currently posted to Sengkang General Hospital. She is the lead of Interprofessional Education (IPE) under College of Clinical Nursing, SingHealth Academy. She has worked closely with the other members of the different colleges under SingHealth Academy to champion IPE. As a member of the Interprofessional Collaboration Practice Taskforce, she has facilitated on interprofessional education workshops and activities on asthma, sexual education, and ward rounds in collaboration with the medical team. She has also attended the Virtual Interprofessional Teaching and Learning (VITAL) Workshop in collaboration with the University of Toronto.

Name	Department	Faculty	Institution	Country
Assoc Prof Raymond Goy Wee Lip	Anaesthesia	-	KK Women's and Children's Hospital	Singapore

Associate Professor Goy is a Senior Consultant Anaesthesiologist and Deputy Campus Education Director (Postgraduate Education) at the KK Women's and Children's Hospital. He obtained his postgraduate certification (Master of Medicine Anaesthesia, Singapore and Fellowship of the Australian and New Zealand College of Anaesthetists) in 2003, and Masters of Health Professions Education (Maastricht) in 2017. His medical education research interests include reflective learning and practice, complex learning, work-based assessment and feedback. He is a member of the SingHealth Interprofessional Collaborative Practice (IPCP) Taskforce.

Name	Department	Faculty	Institution	Country
Assoc Prof Kevin Tan	Neurology	-	National Neuroscience Institute	Singapore

Dr Kevin Tan is a Senior Consultant Neurologist at the National Neuroscience Institute (NNI) and Associate Professor at Yong Loo Lin School of Medicine, National University of Singapore and Duke-NUS Medical School. He completed his Fellowship in Neuroinfectious Disease and Neuroimmunology at Johns Hopkins University (2008) and Master of Science in Health Professions Education at MGH Institute of Health Professions (2016). His clinical expertise is in neuroinflammatory diseases and neurological infections. He is currently Education Director, NNI. His medical education interests are team-based learning, innovations in teaching and assessment, clinical reasoning and interprofessional education.

Name	Department	Faculty	Institution	Country
Ms Yeoh Ting Ting			National Cancer Centre Singapore	Singapore

Ting Ting is passionate about health profession education. She attained her Masters in Medical Education (MMEd) degree with the University of Dundee in 2020. She is the education lead for Allied Health for the Division of Cancer Education (DCE), SingHealth and is the deputy chair of

the Wellness, Educator and Professional Development arm of the College of Allied Health (CAH), SingHealth. She is also a member of the Pharmacy Residency Examination Committee, MOH. Her education effort extends to learners from undergraduate to postgraduate levels. Her

educational and research interest areas include educational environment in the workplace-based settings.

W1P5: FLIP THE CLASS

Speakers: Prof. Nilesh Kumar Mitra, Assoc Prof Heethal Jaiprakash, Dr.Norul Hidayah

Workshop Description

The flipped classroom has been defined as a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to hands-on exercises, projects, or discussions. Due to the COVID-19 pandemic, academic institutions have been compelled to adopt a flipped classroom approach to meet the requirements of online learning. However, many students are not actively participating in the out-of-class learning activities, frequently neglecting the pre-class assignments and struggling to achieve the intended outcomes. At the same time, instructors often lack the skills to create engaging pre-class material and accurately assess students' learning progress. Therefore, the workshop will help the participants understand the principles and components of a Flipped Class approach, create online preparation material for the Flipped Class, and organize group activities in the Flipped class. It will discuss the way to implement student-student and teacher-student interaction in a flipped classroom setting to enhance the quality of teaching and learning experiences.

Structure of workshop (4 hours) (240 Mins)
1. Principles, components, advantages and challenges of teaching a flipped class during COVID-19 pandemic/ present situation - Presentation 20 Minutes, Group discussion 30 Mins, Group Presentation 20 Mins
2. Designing the pre-class teaching material (Microlearning principle, use of e-learning tools) --Presentation 40 Minutes, Group discussion based on a template 45 Mins
   Break 15 mins followed by Presentation 20 Mins
3. How to manage group work and feedback during in-class time --Group Discussion preparation of a plan 30 Min, Presentation 10 Mins
4. Take home message (summary) 10 mins

Workshop Objectives

This is a basic level workshop and the participants should only possess interest in motivating the students in self-directed learning.

At the end of the workshop, the participants will be able to

- prepare preparatory material effectively for flipped class.

- plan the group-work and create a collaborative atmosphere during the class.

- assess the effectiveness of the flipped class.

Who Should Attend

Academics teaching the medical and health sciences courses and tutors assisting in delivery of medical and health science courses. The workshop will be helpful also for practicing clinicians, nurses and healthcare workers for enhancing the interactions and engagement in clinical teaching. The workshop also aims to educate the medical and health science students who are motivated to learn how to collaborate effectively towards completion of learning outcomes in teaching-learning sessions.

Speaker Bios

Name	Department	Faculty	Institution	Country
Prof. Nilesh Kumar Mitra	Teaching & Learning, Human Biology	Teaching & Learning, School of Medicine	International Medical University	Malaysia

Professor Dr Nilesh Kumar Mitra has been teaching anatomy to medical and health science students since last 27 years and topics of Health Professions Education to post graduate students since the last 10 years. Presently he is the Dean, Teaching and Learning of International Medical University. He has worked as Associate Dean, Technology Enhanced Learning in IMU since 2020. He is a medical doctor MBBS, specialized in Masters in Surgery and Masters in Education. His area of interest is technology enhanced learning, online assessment and microlearning and he has published 35 articles in indexed journals. In his role as Associate Dean and Dean he is actively involved in conducting several faculty development workshops at IMU centre of Education, throughout the year. He has conducted workshops at AMEE 2022, AMEE 2023 and facilitated symposium at APMEC 2022.

Name	Department	Faculty	Institution	Country
Associate Professor Dr Heethal Jaiprakash	Medical Education	International Medical University	International Medical University	Malaysia

Associate Professor Dr Heethal Jaiprakash graduated with an MBBS degree from Kasturba Medical College, India. She has a Master's in Pharmacology from RGUHS, India and a Master's in Medical Education from the University of Dundee, UK, with a teaching experience of over 17 years. She is currently the Director of Learning resources at the International Medical University, KL, Malaysia and Associate Professor in pharmacology and therapeutics at the same University. She is the fellow of the IMU centre for education (ICE) and is actively involved in faculty development activities related to ICE. She teaches various undergraduate healthcare courses and Postgraduate courses in health profession education. She has won awards for her conference presentations and teaching and learning activities related to technology enhanced learning. She has numerous publications, conference presentations and Grants related to Medical Education. Medical Education, Pharmacovigilance and Medical Education are her research interests.

Name	Department	Faculty	Institution	Country
Dr. Norul Hidayah	IMU Centre for Education	IMU Centre for Education	International Medical University	Malaysia

Norul Hidayah is a Senior Lecturer from the IMU Centre for Education, International Medical University. She has a Masters degree in Educational Psychology from Universiti Sains Malaysia and PhD in Educational Psychology from IIUM Malaysia. She is also the Programme Director for Postgraduate Programmes in Health Professions Education. She is actively involved in Medical education research and also involved in Faculty Development workshops.

W1P6: Meaningful Student Engagement: Students as Changemakers in Medical Education

Speakers: Ms Michelle Lam, Mr Kenneth Lam, Mr Shi Sien Woon, Dr. Kosha Gala

Workshop Description

Adam Fletcher rightly established the concept of meaningful student engagement (MSE) wherein both the educators and the students identify one another as leaders in the system. Unfortunately, most education systems today fail to acknowledge students as key stakeholders, resulting in relationships with the institutions becoming more tokenistic and less equitable. MSE is the inclusion of students as equitable partners in all scopes of medical education, including governance, curriculum development, program delivery, and interaction with local and academic communities. Following the pandemic and in light of globalization, medical education needs to rapidly adapt to the changing demands of the world. This requires a shift in the perception from students being passive receivers of education, to active contributors towards the betterment of the curriculum.

IFMSA as an organization by and for medical students, has been promoting MSE by engaging its 1.5 million medical students in various projects like Medical Education workshops, policy small working groups and on-ground activities. Through this workshop, we intend to highlight different methods to meaningfully engage students and facilitate change in the participants' medical education systems, by reflecting on the work done by the federation.

Workshop Objectives

At the end of the workshop, the participants will be able to:

- Explain meaningful student engagement and the importance of student advocacy in medical curriculum
- Identify the level of student engagement in their respective institutions in accordance to the Adam Fletcher's Ladder
- Determine how student engagement can help overcome barriers in medical education development
- Illustrate the barriers and enablers of meaningful student engagement

- Develop sustainable strategies to better practice meaningful student engagement in the medical curriculum.

Who Should Attend

This workshop can be attended by students, educators, and professors from all health professions background. Anyone with an interest to strengthen student engagement in their institution are welcome to attend the workshop. We look forward to discussions on meaningful student engagement and to share different experiences and outlooks together on this topic.

Speaker Bios

Name	Department	Faculty	Institution	Country
Ms. Michelle Lam	Standing Committee of Medical Education	IFMSA | International Federation of Medical Students' Associations	IFMSA | International Federation of Medical Students' Associations	Hong Kong (Special administrative regions of China)

Michelle Lam is a medical student from the Li Ka Shing Faculty of Medicine, University of Hong Kong with an intercalated Masters of Science in Global Health Delivery from the University of Global Health Equity in Rwanda. She has four years of experience in medical education from the local to international level and currently holds the role of Liaison Officer for Medical Education Issues at the International Federation of Medical Students' Associations (IFMSA), representing 1.5 million medical students from over 130 countries around the world. She was previously appointed as the External Affairs Assistant of the Standing Committee on Medical Education International Team and has interests in technology in medical education, interprofessional education and collaborative practice, and research in medical education. As an IFMSA-certified trainer and Advocacy in Medical Education Training graduate , she is passionate about capacitating medical students to be meaningfully involved in their curriculum.

Name	Department	Faculty	Institution	Country
Mr Kenneth Lam	Asia-Pacific Regional Team	Medicine	IFMSA | International Federation of Medical Students' Associations	Taiwan (Republic of China)

Kenneth is a sixth year medical student from the Taipei Medical University, in Taiwan. He is currently serving as Regional Director for Asia-Pacific for the International Federation for Medical Students' Associations (IFMSA), one of the world's oldest and largest student-run organizations representing 1.5 million medical students from around the globe. He was also the student representative at his school advocating for student rights and involvement. He strongly believes that youth is an essential component to the region's development and their voices bring new values and perspectives to the discussion.

Name	Department	Faculty	Institution	Country
Mr Shi Sien Woon	Asia-Pacific Regional Team	Medicine	IFMSA | International Federation of Medical Students' Associations	Malaysia

Shi Sien is a fifth-year medical student at the Faculty of Medicine, University of Malaya. He was the Regional Director for Asia-Pacific of the International Federation for Medical Students' Associations (IFMSA), one of the world's oldest and largest student-led organizations representing 1.5 million medical students from around the globe. He was also the Chairperson of the Society of Malaysian Medical Association Medical Students (SMMAMS). He strongly believes in meaningful youth engagement and strives to amplify the voice of the youth to be effective changemakers.

Name	Department	Faculty	Institution	Country
Dr Kosha Gala	Standing Committee of Medical Education	Medicine	IFMSA | International Federation of Medical Students' Associations	India

Kosha Gala is a medical doctor from the Maharashtra Institute of Medical Education and Research, Pune, India; with four years of experience in the field of medical education and meaningful student engagement with the system on a local, national, regional, and international level. She stepped into the role of the Liaison Officer for Medical Education Issues at the International Federation of Medical Student Associations (IFMSA) after working as the Program Coordinator in Teaching Medical Skills in the previous year, representing 1.5 million medical students. She has developed an interest in Educational Strategies, Teaching and learning styles, Accreditation and Quality Assurance, surgery education, and Research in Medical Education. She has coordinated 11 projects in medical education with an outreach of more than 12,000 medical students at local, national, and regional levels. Her passion for capacity building has led her to become an IFMSA-certified Medical Education Trainer.

W1P7: ETHICAL USES OF ARTIFICIAL INTELLIGENCE FOR TEACHING AND LEARNING

Speaker: Mr. Hasnain Baloch

Workshop Description

Today, with all the innovation and advancement in computing, 5G and internet of things (IOT), Artificial Intelligence and expert systems are getting into most sectors of our life. We will explore Artificial Intelligence and how we can use it in Medical Education. In this workshop we aim to introduce participants to the use of Artificial Intelligence (AI) in medical education. The workshop would typically focus on exploring the different ways that AI can be used to enhance the learning experience for medical students, including hands-on activities and interactive demonstrations of AI-powered tools and systems

Workshop Objectives

The workshop would be designed to be interactive and provide attendees with a comprehensive understanding of how AI can be integrated into medical education. It would cover topics such as:
- Personalized learning and tutoring
- Diagnosis and treatment planning using AI
- Virtual patient simulations
- Predictive analytics and early warning systems
- Data visualization and analysis
- Research and drug discovery
- Ethical considerations of AI usage in medical education
- Explore the terms AI, Machine Learning and Generative AI.
- Apply AI tools to design and develop interactive content.
- Discuss ethical uses of AI for teaching and learning.
- Explore different ways to use web based AI enabled features to develop content.

Who Should Attend

The attendees would typically include;
- medical educators, medical school administrators, medical students, educational technologists, researchers in the medical field.
- Medical Education Students, Instructional Designers, eLearning administrators, Skill and simulation directors and coordinators.
- Educational Technology projects managers.
- Health Informatics
- Futuristic Educators
- Graphic designers
- Module Coordinators
- Programme Directors
- AI explorers
- Generative AI explorers

Speaker Bios

Name	Department	Faculty	Institution	Country
Mr. Hasnain Baloch	eLearning	Learning Resources	International Medical University	Malaysia

Hasnain Zafar Baloch is a senior manager, e-Learning with IMU. In this role, Hasnain manages and leads e- Learning team consisting of Instructional Designer, Graphic Designer, Multimedia Designer, LMS administrators, Portal Management, providing all aspects of online, blended, Open and Distance Learning (ODL), Massive Open Online Courses (MOOC) and including Instructional Design and e-Learning Strategies.

He has more than twenty-five years' hands-on experience with implementing e-Learning and technology enhanced learning in higher education. In 2013, he was ranked no.6 in the world and no. 3 in Malaysia on the "Top e-Learning Movers and Shakers' poll based on votes from 1800+ learning professionals/educators around the word. Hasnain has passion for new technologies, social collaboration strategies and the impact they have on learning. He has done research in several key e-Learning areas, including mobile collaborative learning, Hospital Management System, Student Information System, social media, Web 2.0, educational gaming, role-play simulation, virtual classroom, Learning (Content) Management system, engagement tools, e-Learning standards.

Hasnain is module Coordinator for e-Learning in Health Professions Educations in PG Certificate in Health Professions Educations.

Hasnain holds a Master of Science (Computer Science) from Universiti Sains Malaysia, Penang, Malaysia.

To know more visit my LinkedIn page:

 https://www.linkedin.com/in/hasnain-zafar-baloch-baa5009/

YouTube Channel: https://www.youtube.com/c/HasnainZafar1999/