

# WHAT IS THE PERCEIVED ACCEPTABILITY, ACCURACY AND APPROPRIATENESS OF ONLINE ARTIFICIAL INTELLIGENCE DERIVED MEDICAL EDUCATIONAL CASES.

Authors: 1. Artificial Intelligence\*, 2. Dr Arianna Shirk, 3. Elijah Ntomariu, 4. Amos Cheruiyot, 5. Dr Dan Claud, 6. Dr Peter Halestrap

## Background



Continuing medical education (CME) is crucial to keep clinicians' knowledge and practice up-to-date.



Distant online learning has been utilised for a long time as a way of delivering CME.



Artificial Intelligence (AI) is increasingly being utilized to enhance diagnostic and problem-solving skills and enable personalized learning.



There is a lack of data on the perceived acceptability, accuracy, and appropriateness of AI-assisted education in Africa.



A purpose-built AI powered interactive case discussion tool has been created, contextualised for Kenya.

## Objectives

- Describe the perceived **acceptability** of online AI generated educational cases.
- Describe the perceived **accuracy** of online AI generated educational cases.
- Describe the perceived **appropriateness** of AI generated educational cases to the local Kenya context.

## Methodology

- This study is a cross-sectional descriptive survey.
- The study will be implemented during the Kijabe Research Day 2025 (TODAY), and participants will be recruited through convenience sampling.
- Participants will be invited to interact with the AI educational experience program and provide feedback using a validated questionnaire.
- Data will be loaded into SPSS software for statistical analysis.
- The estimated sample size is 52 – **You can be one of them!**



## Practical Applications

- The study will help in the development of AI-assisted medical education, particularly in the Kenyan context.
- The AI educational case generator has the potential to improve independent online continuing medical education, tailoring information to individual needs and providing a more interactive educational experience.

## Future Plans

- Integration of the AI learning tool into the CME learning platform available at: <http://amhlearn.com/kijabe/>



- Research into whether an AI learning tool improves a participant's learning outcomes objectively and subjectively.

### \*AI Involvement

- AI utilised the author's research proposal to generate a first draft of the poster text.
- The material generated was subsequently reviewed and edited.
- All Images are AI generated.

## References

- Winn AS, DelSignore L, Marcus C, Chiel L, Freiman E, Stafford D, Newman L. Applying Cognitive Learning Strategies to Enhance Learning and Retention in Clinical Teaching Settings. *MedEdPORTAL*. 2019 Nov 1;15:10850. doi: 10.15766/mep\_2374-8265.10850. PMID: 31921996; PMCID: PMC6946583.
- Mir MM, Mir GM, Raina NT, Mir SM, Mir SM, Miskeen E, Alharthi MH, Alamri MMS. Application of Artificial Intelligence in Medical Education: Current Scenario and Future Perspectives. *J Adv Med Educ Prof*. 2023 Jul;11(3):133-140. doi: 10.30476/JAMP.2023.98655.1803. PMID: 37469385; PMCID: PMC10352669.
- Gordon, M., Daniel, M., Ajiboye, A., Uraiby, H., Xu, N. Y., Bartlett, R., ... Thammasitboon, S. (2024). A scoping review of artificial intelligence in medical education: BEME Guide No. 84. *Medical Teacher*, 46(4), 446–470. <https://doi.org/10.1080/0142159X.2024.2314198>
- Constantinou, C., Wijnen-Meijer, M. Student evaluations of teaching and the development of a comprehensive measure of teaching effectiveness for medical schools. *BMC Med Educ* 22, 113 (2022). <https://doi.org/10.1186/s12909-022-03148-6>
- Wittich CM, Mauck KF, Mandrekar JN, Gluth KA, West CP, Litin SC, Beckman TJ. Improving participant feedback to continuing medical education presenters in internal medicine: a mixed-methods study. *J Gen Intern Med*. 2012 Apr;27(4):425-31. doi: 10.1007/s11606-011-1894-3. Epub 2011 Sep 27. PMID: 21948229; PMCID: PMC3304027.