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Summaries of Stanford CME InnovateED Presentations

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UPCEA: Predicting the Future

This presentation provides an overview of the "U Innovate Ed" conference, focusing on the introductory remarks and goals. Here are three key takeaways:

- **Focus on the Future of Education:** The conference aims to look beyond the current state of online learning and continuing education to explore emerging trends and innovations shaping the future of the field. The emphasis is on anticipating changes and preparing for the next wave of advancements in educational technology and delivery methods.

- **Collaboration and Knowledge Sharing:** The event is designed to be a platform for professionals from different institutions to connect, exchange ideas, and learn from each other's experiences. This collaborative approach is seen as essential for driving innovation and addressing the challenges of a rapidly evolving educational landscape. The organizers encourage active participation, questions, and the sharing of insights among attendees.

- **Practical Tips for Attendees:** The introductory remarks offer practical advice for maximizing the conference experience. Attendees are encouraged to plan their day, prioritize sessions, and stay organized given the multiple concurrent sessions. The importance of being present and engaged is highlighted, even in a virtual setting. The availability of session recordings is mentioned to alleviate concerns about missing out on content.

Topic: Enhancing Learning Experiences with your Own L&D Cinematic Universe

Speaker: Abigail Johnson

This presentation discusses how a "cinematic universe" framework can be used to create engaging and effective training materials. The presenter uses their own experience developing a series of training videos for an environmental engineering firm as a case study. Here are three key takeaways:

- **Storytelling can be a powerful tool for learning and development.** By creating relatable characters and engaging storylines, learners can be more invested in the training content and retain information more effectively.

- **AI-powered tools like Vyond can be used to create high-quality video content with talking head avatars, which can help to bring stories to life.** These tools allow for the creation of customized characters and scenarios that can be tailored to specific learning objectives.

- **When developing a cinematic universe for learning, it is important to start small, keep a record of characters and their journeys, and make sure that the content is relatable to the target audience.** This approach can help to ensure that the training is engaging, effective, and scalable.

Topic: Investigating Transcription Methods to Enhance Inclusivity in Continuing Medical Education

Speaker: Adam Berg

This presentation focuses on **enhancing inclusivity in Continuing Medical Education (CME) through the exploration of various transcription methods**. Berg highlights the evolution from manual transcription to AI-powered solutions, emphasizing the increasing accuracy and efficiency of these technologies. Here are three key takeaways:

- **The emergence of AI-powered transcription and dubbing tools offers significant potential for improving accessibility and inclusivity in CME.** These technologies enable the translation of educational videos into multiple languages, making content accessible to a wider audience.

- **While manual transcription remains a valid method, automated transcription tools, including those offered by companies like Rev and Speech Lab, provide faster and increasingly accurate results, potentially reducing costs and workload.** Berg demonstrates the workflow using Speech Lab to transcribe and dub a video into Spanish, showcasing the efficiency and quality of the output.

- **Cost remains a consideration for AI-powered transcription and dubbing services.** However, Berg argues that when compared to the time and potential burnout associated with manual transcription, these technologies can be a worthwhile investment for CME providers aiming to reach a more diverse audience.

Topic: Adult Learning Theory Through Generation Z Eyes: Adapting Educational Practices for the Modern Learner

Speaker: Alexandra Youatt

This presentation focuses on using adult learning theories to create engaging learning opportunities for Generation Z learners. The presenter explores how incorporating interactive technologies and acknowledging the unique characteristics of Gen Z can enhance the learning experience. Here are three key takeaways from the presentation:

- **Generation Z learners thrive in self-directed environments where they have autonomy and can learn at their own pace.** To accommodate this preference, the presenter highlights the importance of providing diverse learning materials and platforms such as Quizlet, articles, and YouTube videos, allowing learners to choose how they want to absorb information.

- **Transformative learning, which emphasizes critical reflection, can be facilitated through interactive discussions, reflective journaling, and real-world problem solving.** The presenter demonstrates the use of Fig Jam, an online collaborative whiteboard, where learners can visually engage with different models of transformative learning theory and reflect on their understanding.

- **Experiential learning, or learning by doing, can be effectively implemented for Gen Z learners through hands-on activities, simulations, and project-based learning.** The presenter highlights Nearpod as a platform that offers a variety of interactive lessons and simulations, and also emphasizes the benefits of project-based learning where the curriculum naturally unfolds to incorporate 21st-century learning skills.

Topic: Learning Together: Building Cohort-Based Continuing Education Programs

Speaker: Alisa Richardson

This presentation is about the development and implementation of the Advanced Practice Provider Leadership Certificate Program at Stanford. The program is a four-month online course with monthly live sessions, designed to provide leadership development for advanced practice providers. The presentation outlines the program's design, curriculum, implementation, and evaluation, highlighting the use of needs assessments, focus groups, and learner engagement techniques. Key takeaways from the presentation include:

- **The curriculum was designed using adult learning principles and focuses on practicality and relevance, self-directed learning, and experience-based learning.** The program used discussion boards, interactive modules, and multimedia to accomplish these goals.

- **The program incorporated professional coaching from a third party called CoachHub.** The coaching was customized using healthcare experienced coaches and a DISC assessment. Professional coaching has been shown to improve provider performance and increase quality of life while reducing burnout and increasing resilience.

- **The program was deemed successful based on a participant evaluation.** 92% strongly agreed or agreed that the program contributed to their professional growth and 100% agreed or strongly agreed that they applied one or more skills learned in the program. Changes were implemented for the 2024 cohort based on participant feedback including module improvements for accessibility and the creation of pod groups for increased interactivity.

Topic: Smart Teaching with AI: A Guide for AI Use in Assignments

Speaker: Andrea Taylor

This presentation discusses the use of AI in education, specifically focusing on its role in student assignments. The presenter presents a framework for incorporating AI as a learning tool, emphasizing the importance of clear learning goals and creating opportunities for students to build expertise. Here are three key takeaways:

- **AI should be used as a tool to support learning, not as a replacement for critical thinking and skill development.** The framework encourages educators to view AI as a partner in the learning process, helping students to understand concepts, apply techniques, analyze information, and create original work.

- **Faculty should provide clear guidelines and prompts to guide students in using AI effectively.** The presentation demonstrates a step-by-step process using ChatGPT to define learning goals, identify relevant skills, and generate AI prompts that align with the assignment's objectives. This guidance helps students leverage AI's capabilities while ensuring they are actively engaged in the learning process.

- **It is important to consider issues of inclusivity and access when implementing AI in education.** The presentation acknowledges concerns about potential biases in AI and the need for equal access to AI tools for all students. The presenter suggests advocating for institutional adoption of AI chatbots that are freely accessible to all students to address these concerns

Topic: Moving Beyond the Survey: Technology-Focused Needs Assessments with Nuance

Speakers: Adria Hoffman, PhD and Carrie Bowler, EdD

This presentation focuses on **conducting needs assessments with a focus on incorporating technology, such as AI, in a nuanced and effective way**. The presenters emphasize how crucial it is to go beyond simple surveys and consider various organizational elements and potential impacts of new technology to identify true needs and gaps. Here are three key takeaways from the presentation:

- **Needs assessments should focus on identifying the gap between the current state and a desired future state, rather than simply surveying wants.** The presenters highlight that understanding the root causes of these gaps is crucial for implementing effective solutions. As Kaufman & Guerra-Lopez (2013) state, we use different methods depending on the level of organizational elements examined. If examining resources and activities, we might conduct a quasi needs assessment, while examining ends, such as organizational contributions or societal consequences, would require an organizational needs assessment.

- **Qualitative data gathered through methods like focus groups can provide more nuanced insights into the needs and challenges associated with new technologies.** Specifically, open-ended prompts to surface participant understanding of novel technologies and the critical incident method provide a more complete analysis of needs and gaps. The presenters share an example where focus groups revealed that many participants were unaware of existing institutional AI tools and highlighted communication barriers regarding their implementation.

- **It is essential to consider the ethical, social, and pedagogical dimensions of AI in education.** The presenters emphasize the importance of understanding the potential impacts of AI on learning processes, accessibility, and the representation of diverse perspectives in data sets used to train AI models. For example, they raise the question of whether AI can truly make learning more efficient and highlight the need for empirical evidence to support such claims.

Topic: Leveraging Generative AI for Content Creation and Learning Assistance

Speaker: Benny Lin

This is a presentation about using AI for content creation and learning assistance. The presentation focuses on using Anthropic's Claude AI chatbot. Here are three key takeaways from the presentation:

- **Current AI tools are best used for content creation and summarization.** The speaker uses Claude to create a high school biology lesson plan, generate diagrams, and summarize a PDF trip itinerary to showcase a practical demo.

- **AI tools are being constantly improved, but it is important to remember that they are still tools, not a replacement for human intelligence.** The speaker encourages users to review the output of Claude to verify accuracy and tailor it for their own usage.

- **Claude has a user-friendly interface with a variety of features such as the Artifact window, chat controls, and the ability to publish and share content.** The speaker personally prefers Claude for the aforementioned reasons.

Topic: Micro Doses, Macro Impact: Mobile CE for Modern Healthcare

Speaker: Candace Pierce

This is a presentation about the use of microlearning in continuing education, specifically for healthcare professionals. The presenter discusses the benefits, challenges, and considerations of using microlearning platforms. Here are three key takeaways from the presentation:

- **Microlearning, the delivery of educational content in small, focused segments, offers a flexible and accessible way to fit learning into busy schedules.** This is particularly beneficial for healthcare professionals who often face time constraints and competing priorities. The bite-sized nature of microlearning modules (3-10 minutes) makes it easier for learners to digest information and complete training during short breaks.

- **Combining microlearning with mobile learning enhances accessibility and engagement.** Using mobile devices allows learners to access content anytime, anywhere, promoting continuous learning. Interactive elements such as quizzes and case studies further boost engagement and knowledge retention. A 2018 study revealed that interactivity in microlearning modules increased learner engagement by 50% compared to traditional learning methods.

- **When selecting a microlearning platform, it is crucial to consider features, integration capabilities, and accreditation requirements.** The platform should have a user-friendly interface, interactive elements, robust analytics, and seamless integration with existing learning management systems. It's also important to ensure that the platform aligns with relevant accreditation bodies and regulatory requirements specific to the healthcare field.

Topic: Creating Innovative Video-based Education Using Human-Centered Design

Speakers: Cynthia Pineda & Les Becker

This is a presentation about using a human-centered design approach to create educational videos for spinal cord injury patients on bladder self-care management. Here are three key takeaways from the presentation:

- **Human-centered design, which prioritizes the end user's needs and experiences, played a crucial role in developing effective and engaging educational videos.** The presenters emphasize the importance of involving patients in all stages of the design process, from gathering feedback on their experiences and needs to testing prototypes and providing input on the final product. This approach ensures the videos are relevant, understandable, and meet the specific needs of the target audience.

- **The video creation process involved a collaborative effort between healthcare professionals, persons with lived experience (PWLE) of spinal cord injury/disease, and a learning design team.** This multidisciplinary approach ensured the videos were accurate, informative, and engaging. The process included developing a clinical screenplay, recruiting patient actors, incorporating patient testimonials, and using simulation-based videos to demonstrate procedures clearly and realistically.

- **The effectiveness of the videos was evaluated using the Patient Education Materials Assessment Tool for Audiovisual Materials (PEMAT A/V), demonstrating high scores for understandability and actionability.** This validated the human-centered design approach and highlighted the value of creating patient education materials tailored to their specific needs. The presenters also suggest considering other evaluation tools like the DISCERN scale and the QRS scale for future evaluations.

Topic: Designing to the Objective: Differences in Instructional Design for Knowledge-based vs Behavioral Learning Objectives

Speaker: Deila Bumgardner

This presentation is about designing instruction for different types of learning objectives. The presenter draws from her extensive experience in instructional design, particularly in medical education at Stanford. She explains the importance of distinguishing between **knowledge-based** and **behavioral** learning objectives and provides strategies for designing effective learning experiences and assessments tailored to each type. Here are three key takeaways from the presentation:

- **The choice of verbs in learning objectives is crucial, as it determines whether the objective is knowledge-based or behavioral.** For knowledge-based objectives, verbs like "list," "explain," or "describe" are appropriate, focusing on the acquisition and comprehension of information. For behavioral objectives, action verbs like "perform," "demonstrate," or "implement" are used, emphasizing observable actions or changes in behavior.

- **Different instructional strategies are more effective for knowledge-based versus behavioral learning objectives.** Lectures, self-paced online learning, and reading materials are well-suited for knowledge acquisition. Simulations, microlearning, and gamification are more effective for fostering behavioral change.

- **Understanding how the brain learns and retains information is key to designing effective learning experiences.** Declarative memory, responsible for facts and knowledge, is enhanced through varied presentation methods, repetition, and information portioning. Non-declarative memory, associated with skills and habits, is strengthened through role-playing, simulations, immediate feedback, and consistent practice over time.

Topic: Metacognitive Approaches and Constructivist Principles: Empowering the Healthcare Student

Speaker: Farheen Hasnain

This presentation focuses on **metacognition** and its application to **healthcare education**. The speaker defines metacognition as "thinking about thinking" and explains how this awareness of one's own thinking processes can be leveraged to improve learning and teaching. Hasnain also discusses **constructivist principles** and **adult learning theories**, highlighting their connection to metacognition and their importance in healthcare education. *As many educators are metacognitive without realizing it, she polled the participants to identify their own level of understanding of metacognition.* Here are three key takeaways from the presentation:

- **Metacognition can be broken down into two main components: metacognitive monitoring and metacognitive control (also known as regulation).** Metacognitive monitoring *is done through activating metacognitive knowledge and metacognitive experiences. Metacognitive knowledge* involves understanding *one's own and other's cognitive knowledge whereas the experiences are* related to a particular task or subject, including feelings of familiarity, confidence, and judgments about the difficulty level. Metacognitive control encompasses planning, monitoring, and evaluating the learning process. The speaker provides an example of designing a lesson on hypertension to illustrate how these components work together in a cyclical process.

- **Metacognitive strategies can be incorporated into both online and physical learning environments to empower healthcare students.** The speaker suggests several approaches for educators, including using technology as a cognitive tool, modeling metacognitive processes through "think-aloud" techniques, and providing guided experiences in metacognition. She also emphasizes the importance of creating a psychologically safe environment and being mindful of cognitive load to avoid overwhelming students.

- **Specific metacognitive strategies, such as visual organizers, reflective writing, and questioning techniques, can help students learn and retain information more effectively.** The speaker provides a detailed list of strategies, noting that some, like highlighting and using mnemonics, have been shown to have lower utility compared to others. She emphasizes the importance of active learning, retrieval practice, and connecting information to relatable experiences.

Topic: What can LMS data reveal about student engagement and procrastination?

Speaker: Fernando Rodriguez

This presentation explores how student engagement with a learning management system (LMS), like Canvas, can reveal insights into their study habits and time management skills, particularly in the context of large, introductory STEM courses. The presentation uses data from a college chemistry course to illustrate these points. Here are three key takeaways from the presentation:

- **Students tend to heavily utilize LMS resources, specifically lecture videos and study guides, in the days leading up to an exam, indicating a tendency toward cramming.** Analysis of click data from the LMS revealed a pattern of minimal engagement with course materials throughout the module, followed by a sharp spike in activity in the days preceding an exam. This suggests that students may be relying on last-minute studying to prepare for assessments.

- **Analyzing students' LMS activity patterns can reveal distinct learning behaviors, with some students demonstrating consistent active planning and others engaging in more frequent procrastination.** Rodriguez identifies four distinct student groups: Active Planners, Moderate Planners, Procrastinators, and Low Activity students. Active Planners consistently engage with course materials throughout the module, while Procrastinators limit their activity to the period immediately before an exam. The study found a dynamic relationship between these groups, with students shifting between categories based on factors like exam performance and feedback.

- **Active Planners tend to engage in more effective study strategies, such as reviewing previously watched lecture videos and participating in discussion forums for clarification and metacognitive engagement, compared to Procrastinators who primarily focus on watching lecture videos for the first time right before exams.** This suggests that actively engaging with materials over time and utilizing resources for clarification and deeper understanding leads to more effective learning outcomes. The presentation highlights the importance of encouraging active planning behaviors and providing ample opportunities for students to review and clarify their understanding of course concepts.

Topic: Make Relevant, Engaging AI Video at Scale

Speaker: Gary Lipkowitz

This presentation is about using AI tools to create engaging and effective educational videos. The presenter discusses three categories of AI video tools: AI video clip generators, AI stock video editors, and synthetic avatar companies. He explores the strengths and limitations of each tool, focusing on content relevance, brand compliance, speed to proficiency, and learner engagement. Here are three key takeaways from the presentation:

- **AI video clip generators, like Runway and Luma, excel at creating cinematic introductory clips to hook learners but struggle with accurately representing complex content or facilitating character interactions.** These tools are easy to use but rely heavily on user-provided images and text prompts, making it challenging to achieve content relevance and brand compliance. While they are great for setting the tone and generating initial excitement, their limitations in accurately depicting complex subjects and creating dynamic scenes make them unsuitable for conveying in-depth information.

- **AI stock video editors automate the process of matching scripts to stock footage, offering a quick and easy way to create visually appealing videos, but often lack content relevance and visual consistency, particularly for specialized topics like medicine or science.** These tools excel at transforming text-heavy scripts into video format, but their reliance on generic stock footage may result in videos that feel disjointed and fail to adequately represent specific content. The presenter cautions against "wallpapering" scripts with stock footage and encourages a more visual approach to scripting, emphasizing the importance of conveying information through images rather than relying solely on words.

- **Synthetic avatars, or deep fake talking heads, provide a simple solution for creating videos quickly but lack the visual richness and engagement of other video formats, making them better suited for short segments like chapter markers than for conveying substantial content.** These tools are exceptionally easy to use, requiring only a script, avatar selection, and language choice to generate a talking head video. However, the lack of visual elements and the potential for an "uncanny valley" effect can limit their effectiveness in engaging learners over extended periods. The presenter suggests that overreliance on talking heads, whether AI-generated or real, stems from their cost-effectiveness and ease of approval rather than their pedagogical value.

Topic: Transforming CME with Podcasts, Videos, and AI: Practical Insights and Strategies

Speaker: Henry Covaci

This presentation focuses on the use of podcasts, videos, and AI to transform continuing medical education (CME) at Northeast Georgia Health System (NGHS). The presenter outlines NGHS's approach to video production, social media strategy, and the tools and technologies employed to create engaging and accessible CME content. Here are three key takeaways from the presentation:

- **NGHS has adopted a multifaceted approach to CME video production, including a robust video podcast series, high-quality recordings of CME presentations, and the creation of a micro-video library for faculty development.** This approach aims to provide clinicians with more digestible and engaging content, moving away from traditional, lengthy presentations that can be challenging to consume. By leveraging different video formats, NGHS aims to cater to diverse learning preferences and time constraints.

- **Social media plays a crucial role in driving viewership to CME content, with short-form videos, or reels, created from longer presentations and interviews used to generate interest and direct clinicians to the full-length content.** This strategy acknowledges the evolving media landscape and the need to adapt CME dissemination methods to reach clinicians where they are, particularly on platforms like Instagram and TikTok. The use of AI tools like Opus Clip to automate the creation of short-form videos from longer content further streamlines this process.

- **Investing in professional-grade video equipment, a dedicated production team, and robust project management tools is essential for creating high-quality CME videos and managing the volume of content produced.** The presentation highlights the specific equipment and software used by NGHS, including Blackmagic cameras and video mixers, Adobe Premiere Pro for editing, and Microsoft Planner for project management. This emphasis on quality and efficiency underscores the commitment to creating engaging and accessible CME experiences for clinicians.

Topic: Can AI Replace Instructional Designers? The Future of AI and Learning Content

Speaker: Iuliia Algasova

This presentation explores the potential of AI to replace instructional designers. The presenter discusses the capabilities and limitations of AI in instructional design, highlighting how AI can enhance and automate certain tasks while emphasizing the crucial role of human expertise in creating effective learning experiences.
Here are three key takeaways from the presentation:

- **While AI can automate certain tasks, like generating learning objectives, practice activities, and structuring content, it lacks the empathy, creativity, and holistic understanding necessary to fully replace instructional designers.** The presenter explains that AI excels at analyzing large datasets and generating outputs based on existing information but struggles with tasks requiring emotional intelligence and innovative problem-solving. For instance, while AI can create learning objectives, it might not align them appropriately with Bloom's Taxonomy or consider the nuanced needs of diverse learners.

- **Instructional designers can leverage AI tools to enhance their work by automating administrative tasks, brainstorming ideas, analyzing learner feedback, and indexing and organizing content.** The presenter provides examples of using AI for drafting communications, generating practice activity ideas, and analyzing learner feedback from multiple languages. These examples demonstrate how AI can free up instructional designers' time to focus on higher-level tasks requiring human judgment and creativity.

- **The future of instructional design lies in embracing AI as a collaborative tool, continuously evolving skill sets, and prioritizing human-centered design principles.** The presenter stresses that AI should be viewed as a partner that can augment human capabilities, not a replacement. She encourages instructional designers to learn how to effectively prompt AI, stay updated on technological advancements, and focus on developing skills that are uniquely human, such as empathy, inclusivity, and a deep understanding of the learning process.

Topic: The Edge of Inclusion: Transformative Pathways in Adult Learning

Speaker: Jarrod Ventura

This presentation focuses on **strategies for engaging adult learners in higher education**, drawing on student development theories and practical recommendations. The presenter shares his experience working with adult learners, particularly military personnel. Here are three key takeaways from the presentation:

- **Recognizing the unique characteristics and challenges of adult learners is crucial for creating an inclusive and supportive learning environment.** Adult learners bring a wealth of life and work experience to the classroom, often seeking practical applications for their studies. They frequently juggle multiple commitments, including work, family, and financial responsibilities, which can create barriers to their academic success.

- **Applying student development theories, like Schlossberg's mattering and marginality theory, can help educators tailor their teaching strategies to meet the needs of adult learners.** Creating a sense of mattering, where students feel valued and included, is essential for fostering a positive learning experience and promoting persistence in higher education. Faculty can demonstrate that students matter through regular check-ins, personalized feedback, and opportunities for connection with peers and support staff.

- **Using AI tools, such as Copilot, can help faculty create relevant case studies and engaging learning activities while also reducing workload.** The presenter highlights the importance of being specific with AI prompts, outlining desired outcomes and providing clear examples. He advocates for transparency with students regarding AI usage and emphasizes the value of incorporating diverse perspectives and interdisciplinary approaches in the classroom.

Topic: How Podcasting is Changing Teaching and Research

Speaker: Jeff Young

This presentation explores the impact of podcasting on teaching and research in higher education. The presenter argues that the rise of podcasting has led to profound changes in how knowledge is shared and consumed, offering both opportunities and challenges for the academic community. Here are three key takeaways from the presentation:

- **Podcasting offers a more engaging and immersive way to consume academic content compared to traditional written formats.** The presenter contrasts the short engagement times with written articles, averaging around one minute, with the significantly longer listening times for podcasts, where listeners often consume 60-70% of an episode. This suggests that podcasts can hold listeners' attention for extended periods, allowing for a deeper exploration of complex topics.

- **The accessibility and low barrier to entry of podcasting have democratized knowledge sharing, allowing a wider range of voices to be heard, particularly those traditionally marginalized in academia.** The presenter cites anthropologist Ian Cook's research on scholarly podcasting, which highlights the potential of podcasts to disrupt the traditional hierarchy of academic publishing. Podcasts provide a platform for emerging scholars and diverse perspectives to reach wider audiences, fostering greater dialogue and exchange of ideas.

- **The increasing popularity of podcasts, particularly those exploring academic subjects, may be contributing to a decline in humanities majors as students find alternative ways to engage with these topics.** While acknowledging other factors like rising college costs, The presenter suggests that the availability of free, high-quality content through podcasts may be influencing students' decisions about pursuing formal degrees in certain fields. He raises questions about the potential implications of this trend for the future of higher education.

Topic: How do I know if a Podcast will Meet my Goals?

Speaker: Jenny Luna

This presentation focuses on the value of podcasting as a medium for achieving educational goals. The presenter discusses the importance of careful planning, audience considerations, and strategic partnerships in creating effective podcasts. The p uses her experience producing the *Think Fast Talk Smart* podcast as a case study to illustrate key points. Here are three key takeaways from the presentation:

- **When considering creating a podcast, it is essential to determine why audio is the best medium for the content and target audience.** The presenter encourages creators to assess whether the content could be more effectively delivered through other formats like newsletters, blogs, video series, or social media channels. By carefully evaluating the strengths of different media formats, creators can ensure that their message reaches the intended audience in the most impactful way.

- **Creating a detailed persona of the target listener is essential for developing relevant and engaging content.** The presenter suggests going beyond general demographics and constructing a specific profile, including location, age, lifestyle, and professional goals. For example, instead of broadly targeting "nurses," a podcast creator could envision a persona like "Stacy, a 44-year-old nurse in Omaha, Nebraska, with three kids, who is transitioning from a hospital setting to public health administration." This level of detail helps creators tailor their content to address the specific needs, interests, and challenges of their listeners.

- **Building partnerships and sponsorships can help expand reach, share resources, and ensure the sustainability of the podcast.** The presenter recommends exploring collaborations with organizations or groups that have similar goals and leveraging their existing audiences and platforms to promote the podcast. Cross-promotion through guest appearances on other podcasts or sharing episodes on partner channels can be effective strategies to reach new listeners and increase visibility. Additionally, securing sponsorships can provide financial support and enhance the credibility of the podcast.

Topic: Gamifying Emotional Intelligence for School and Career Success in the Age of AI

Speaker: Jenny Woo

This presentation focuses on teaching and applying emotional intelligence (EQ/EI) as a learned skill set, particularly in academic and professional settings. The presenter explains the core components of emotional intelligence and shares strategies for teaching and gamifying these concepts. Here are three key takeaways from the presentation:

- **Emotional intelligence encompasses both intrapersonal skills (self-awareness and self-management) and interpersonal skills (social awareness and relationship management).** Recognizing and understanding one's own emotions is foundational to developing self-awareness. Self-management involves regulating emotions effectively and using them to make informed decisions rather than reacting impulsively. Social awareness involves accurately perceiving and understanding the emotions of others, while relationship management focuses on building and maintaining healthy relationships through effective communication and influence.

- **Gamification and experiential learning are effective methods for teaching emotional intelligence.** The presenter advocates for incorporating interactive games and activities that allow participants to practice applying EQ/EI skills in real-world contexts. Examples include the "battle of the emotions" game, where participants provide clues to help teammates guess nuanced emotional words, and the "name the elephant in the room" exercise, which encourages open communication and perspective-taking in team settings.

- **The presenter has developed tools, including a six-week certification program and a card deck, to make learning and applying emotional intelligence more accessible and engaging.** The card deck incorporates 14 coping styles and 52 adaptive coping strategies categorized by EQ/EI competency and level of difficulty. These tools are designed to help individuals develop and refine their emotional intelligence skills in various personal and professional contexts.

Topic: Filling AI Literacy Gaps With AI Video Design Workshops

Speakers: Jessica Cole, Zachary Lundquist, Adria Hoffman, Alexis Klassen

This presentation focuses on addressing the knowledge gap surrounding AI and video design tools among educators. The presenters, all senior education specialists at the Mayo Clinic School of Continuous Professional Development, discuss findings from a needs assessment conducted within their institution and explore effective strategies for utilizing AI-powered video design tools in educational settings. Here are three key takeaways from the presentation:

- **Many educators are unaware of the AI-powered features already integrated into commonly used educational tools.** The presenters discovered through their needs assessment, which included a competitive analysis, literature review, focus groups, and interviews, that a significant number of educators were not aware of the AI capabilities within the tools they already used. This emphasizes the need for increased awareness and training regarding the affordances of AI in education.

- **Applying established multimedia principles is crucial for creating effective educational videos, even when using AI-powered tools.** The presenters highlight the importance of Mayer's Multimedia Principles, such as the multimedia principle, modality principle, personalization, voice, coherence, signaling, and redundancy principles, to ensure that AI-generated videos are optimized for learning. They emphasize that while AI tools can expedite the video creation process, educators should not solely rely on AI and must apply their pedagogical expertise to ensure the final product aligns with learning objectives and promotes effective learning.

- **The CARE framework provides a valuable structure for evaluating AI-generated outputs to ensure quality and ethical considerations.** The CARE framework, which stands for Clarity, Accuracy, Relevance, and Ethics, offers a systematic approach to assessing the effectiveness and appropriateness of AI-generated content. The presenters emphasize the importance of evaluating the clarity and understandability of AI outputs for the intended audience, verifying the accuracy of information presented, ensuring the relevance of content to the learning objectives and target audience, and addressing any potential biases or ethical concerns related to the generated content.

Additional Resource:

- Center for Integrating Research in Computing and Learning Sciences (CIRCLES). (2024). CRAFTing better learning experiences: Infusing GenAI in education effectively and ethically. Slides: CRAFTing Better Learning Experiences: Infusing GenAI in Education Effectively and Ethically - Google Slides

Topic: Cultivating a Community of Practice to Enhance Game-Based Learning and High-Impact Practices

Speakers: Jiaqi Yu, Darla Gruben, Reagan Laborde

The presenters are excited about the potential of **game-based learning** as one of the High-Impact Practices (HIPs) that their Community of Practice (CoP) will explore. Although they haven't finalized the specific HIPs to focus on, they see **gamification, simulations, and project-based learning** as key areas of interest. The emphasis on **high-impact practices** suggests that they will focus on games and simulations that go beyond simple entertainment and promote deep learning, critical thinking, and problem-solving skills.

Here's how game-based learning fits into the broader context of the CoP and its goals:

- **Enhancing Student Engagement:** The CoP recognizes the importance of **active learning** and aims to create educational experiences where students are more engaged. Game-based learning has the potential to motivate and captivate students, making the learning process more enjoyable and effective.

- **Interprofessional Collaboration:** The CoP seeks to leverage the diverse expertise of faculty and staff from various healthcare disciplines at the University of North Texas Health Science Center. Game-based learning could provide a unique platform for interprofessional collaboration, where students from different disciplines can work together towards a common goal, mirroring real-world healthcare scenarios.

- **Research and Innovation:** The CoP is committed to contributing to the scholarship of teaching and learning in health science education. Game-based learning is a relatively new pedagogical approach, and the CoP could contribute valuable insights by researching its effectiveness in different healthcare contexts, developing new game-based learning models, and sharing their findings through presentations and publications.

Topic: Augmented Intelligence-Enabled QIPS Education: Rethinking Competency Assessment and Learning Outcomes

Speaker: Jodi Abbott & Stacy Littlewood

This presentation focuses on the use of Augmented Intelligence (AI) in online education to assess resident physician competency in Quality Improvement (QI) and Patient Safety (PS). Here are three key takeaways:

- **Limitations of traditional online education and competency-based assessments:** Traditional online modules excel at knowledge assessment but struggle to gauge the application of that knowledge. While simulations offer a higher level of performance demonstration, they are expensive and difficult to scale. The presentation argues that AI can bridge this gap by offering a more cost-effective way to assess higher-order competencies.

- **ACGME and AAMC requirements for QI and PS education:** The Accreditation Council for Graduate Medical Education (ACGME) and the American Association of Medical Colleges (AAMC) mandate competency in QI and PS for physician trainees across the educational continuum. This includes skills such as reporting adverse events, understanding QI principles, and participating in QI projects. The presenters highlight the challenge of meeting these requirements through traditional methods, particularly given the time constraints and variable attendance in residency programs.

- **Opportunities of embedding AI into assessments:** The presentation showcases a case-based module that utilizes AI to provide personalized feedback on free-text responses related to adverse event reporting and root cause analysis using a fishbone diagram. The AI component analyzes keywords and concepts to guide learners toward demonstrating competency in these areas. This approach allows for immediate feedback and tailored guidance, enhancing the effectiveness of online learning and assessment. The presenters also discuss the potential of AI to automate tasks like essay scoring, image recognition, and simulation assessments, further expanding the possibilities for competency assessment in medical education.

Topic: MedChat: A Podcast Playbook

Speaker: Karen Busse

This presentation provides guidance on planning and implementing a medical podcast, using Norton Healthcare's podcast, *MedChat*, as a case study. Here are three key takeaways:

- **Podcasts are a popular and effective way to deliver medical education.** Research indicates that a significant percentage of individuals listen to podcasts monthly, particularly while engaged in other activities like commuting or household chores. This accessibility and convenience make podcasts a valuable tool for reaching medical professionals who may have limited time for traditional learning formats. The presenter emphasizes the "CME on the go" aspect of podcasts, highlighting their ability to provide continuing medical education in a flexible and easily accessible manner.

- **Careful planning is essential for a successful podcast.** outlines a detailed planning process, emphasizing the importance of defining the podcast's objective, target audience, format, hosting style, and frequency. She also stresses the importance of creating a memorable brand identity, including a clear and concise name and a visually appealing logo that is suitable for various platforms. The presenter recommends developing a content calendar well in advance, securing guests and moderators, and ensuring alignment with accreditation guidelines.

- **Professional production and attention to ACCME guidelines are crucial for credibility and impact.** Norton Healthcare utilizes a professional podcast engineer to ensure high-quality audio, seamless editing, and compliance with ethical considerations, such as removing potentially problematic statements and obtaining necessary disclosures. The presenter provides a detailed overview of the show notes, highlighting the importance of including essential information like accreditation details, disclosure statements, resource links, and course termination dates. She also emphasizes the importance of aligning the podcast content with the ACCME's mission of improving provider competency and patient outcomes.

Additional Resources:
The Infinite Dial 2024 - Edison Research
Podcast Statistics & Industry Trends 2024: Listens, Gear, & More (thepodcasthost.com)
Podcast Hosting Explained: The Podcasting Beginner’s Guide [Updated for 2021] | Captivate
Monthly podcast listening U.S. by age 2024 | Statista

Topic: Tested by the Latest Tech: Compliance and Copyright in the Age of AI

Speaker: Kenneth Crews

This presentation explores the challenges posed by artificial intelligence (AI) to existing copyright law. Here are three key takeaways:

- **AI's use of existing copyrighted works raises legal questions.** AI systems are trained on vast datasets of images, text, and other creative content, often without obtaining permission from the copyright holders. This practice raises concerns about potential copyright infringement, as AI companies may be profiting from the unauthorized use of protected works. While some companies argue that their data-gathering practices fall under fair use, the legal landscape remains uncertain, and litigation is ongoing.

- **AI challenges traditional notions of authorship and ownership.** AI systems can generate new creative works, such as images and text, based on the data they have been trained on. However, the lack of direct human involvement in the creation process raises questions about who owns the copyright to these AI-generated works. Does the copyright belong to the AI company, the user who provided the prompts, or the creators of the original works used to train the AI? These questions are still being debated and will likely require new legal frameworks.

- **Fair use principles are being tested in the context of AI.** Fair use allows for limited use of copyrighted material without permission for purposes such as education, research, and commentary. However, the application of fair use to AI is complex. While using copyrighted works to train an AI system might be considered fair use under certain circumstances, the use of AI-generated content raises new questions. For example, is it fair use to use an AI tool to generate a new image based on a copyrighted photograph, even if the new image is transformative? The evolving capabilities of AI will continue to challenge traditional fair use principles.

Topic: Data-driven Decision Making in CME: Utilizing Design Thinking for Impactful Data Dashboards

Speakers: Kia Hill, Erika Gutierrez, Javier Ceballos

This presentation focuses on using data visualization and design thinking principles to create impactful data dashboards for continuing medical education (CME). Here are three key takeaways:

- **Data storytelling and visualization best practices enhance understanding and engagement.** The presentation emphasizes the importance of presenting CME data in a clear, concise, and visually appealing manner to facilitate understanding and encourage user adoption. They recommend using diverse chart types (e.g., bar graphs, heat maps, pie charts) to represent different data sets, employing color strategically, and providing context through descriptive titles and captions. Interactive features, such as filters and zoom functions, can further enhance user engagement and exploration of the data.

- **Design thinking ensures user-centric dashboards that meet specific needs.** The presenters highlight the five stages of design thinking—empathize, define, ideate, prototype, and test—and illustrate how each stage can be applied to the development of a CME data dashboard. This iterative process emphasizes understanding the needs and goals of end-users (CME leadership and staff) to create a dashboard that effectively addresses their specific requirements and objectives.

- **Identifying user needs and objectives is paramount for dashboard success.** The presentation underscores the importance of gathering input from end users to understand their specific needs and challenges. This can be achieved through surveys, interviews, and focus groups. By creating user personas that represent different groups of CME stakeholders, developers can gain insights into their preferences and tailor the dashboard to provide meaningful and actionable information.

Topic: Tales & Games: Transforming Medical Education through Immersive Narrative Game-Based Learning

Speakers: Surapaneni Krishna Mohan and Jyotsna Needamangalam Balaji

This presentation highlights the use of narrative card and board games to transform medical education by promoting active learning and student engagement. Here are three key takeaways:

- **Traditional Lecture-Based Learning Poses Challenges:** The presentation contrasts the limitations of traditional lecture-based learning with the benefits of narrative game-based learning. Students often find lectures to be passive, leading to difficulty remembering concepts, limited engagement, and a struggle to connect theoretical knowledge with real-life scenarios. Traditional assessments often focus on rote memorization rather than application, further limiting student engagement and hindering their ability to assess their strengths and weaknesses.

- **Narrative Games Enhance Learning and Engagement:** The presentation showcases three narrative games developed for medical students: *Leojina: The Ecto's Oscars* (jaundice), *Equilibria: The Battle to Balance* (acid-base regulation), and *Pancreata: The Keto Struggle* (diabetic ketoacidosis). These games, implemented with first-year medical students, utilize engaging narratives, visual elements, and interactive gameplay mechanics to provide a dynamic and immersive learning experience. The presenters argue that this approach fosters student enthusiasm, promotes active participation, and enhances knowledge retention through the use of clinical case scenarios and real-world applications. The games also serve as self-assessment tools, providing students with immediate feedback and allowing them to identify areas for improvement.

- **Implementation Requires Careful Planning and Consideration:** The presenters recommend a systematic approach that involves defining learning objectives, crafting a compelling narrative, designing game mechanics, incorporating visuals, and implementing assessment strategies. They highlight the importance of formative and summative assessments, including in-game assessments, pre- and post-tests, end-of-game evaluations, and comparisons of internal assessment scores between students who participated in the games and those who did not.

Topic: The Future of AI in Education: The Voices of GenZ

Speaker: Kristy Anamoutou

This presentation explores Generation Z's expectations for ethical AI in the context of Education 4.0. The presenter shares insights from four key initiatives conducted by Bluenove, a French civic tech company specializing in collective intelligence products and methods. These initiatives involved surveys, workshops, and online debates with thousands of participants, primarily youth, from various countries. Here are three key takeaways:

- **Gen Z prioritizes human connection and well-being in education, even in the face of AI advancements.** Although AI was presented as a potential tool for educational transformation, participants consistently emphasized the importance of human interaction, social justice, and environmental concerns. For example, in a 2022 survey conducted before the widespread adoption of ChatGPT, students identified ecology, social justice, and economic/financial transitions as the top three priorities for educational reform, with technology and AI ranking lower. This suggests that Gen Z values a holistic approach to education that prioritizes human connection and addresses broader societal challenges.

- **Gen Z recognizes AI's potential but expresses concerns about ethical implications and control.** While acknowledging AI's potential benefits in education, such as personalized learning and increased efficiency, participants consistently voiced concerns about data privacy, algorithmic bias, job displacement, and the potential for AI to diminish human skills and social interaction. They emphasized the need for clear ethical guidelines, regulations, and human oversight to mitigate these risks and ensure responsible AI development and deployment in education.

- **Gen Z desires active involvement in shaping the future of AI in education.** Throughout the initiatives, participants demonstrated a strong desire to contribute their perspectives and participate in shaping the ethical framework for AI in education. They engaged in discussions, debates, and workshops, proposing solutions and expressing their expectations for responsible AI implementation. This highlights the importance of including youth voices in the development and governance of AI technologies that will directly impact their learning experiences and future opportunities.

Topic: Creating Reliable Content with NotebookLM

Speakers: Lani Matsumura & Yushi Homma

This presentation focuses on the challenges of factual accuracy in large language models (LLMs) and introduces NotebookLM, a tool designed to mitigate these challenges and enhance the reliability of AI-generated content. Here are three key takeaways:

- **LLMs are prone to factual inaccuracies, often referred to as hallucinations.** While LLMs like ChatGPT demonstrate remarkable capabilities, they are inherently prone to generating factual errors. These errors can arise from the models' reliance on pattern recognition rather than true understanding, and their limited ability to accurately recall vast amounts of data. The presentation cites examples, such as mathematical errors, the misinterpretation of satirical articles, and the generation of images with incorrect labels, to illustrate the potential for LLMs to produce unreliable outputs.

- **Mitigating LLM hallucinations requires strategies like source grounding and human review.** To address the issue of factual inaccuracies, the presenters recommend two key techniques: source grounding and human review. Source grounding involves providing the LLM with relevant and trusted sources, instructing it to base its responses solely on the provided information. Human review emphasizes the importance of carefully examining the AI-generated output to ensure its accuracy and alignment with the source material. These techniques can be time-consuming and labor-intensive when performed manually.

- **NotebookLM offers a streamlined approach to source grounding and verification.** NotebookLM is a tool designed to simplify the process of source grounding and human review. Users can upload various source materials, including documents, websites, and multimedia files, and then query the AI model based on these sources. NotebookLM automatically grounds each query against the uploaded sources and provides inline citations, allowing users to easily verify the AI-generated responses by comparing them side-by-side with the relevant passages from the source material. This feature aims to enhance the reliability and trustworthiness of the AI-generated content by promoting transparency and facilitating fact-checking. The presenters demonstrate NotebookLM's capabilities through a series of examples, showcasing its use for tasks like understanding complex documents, extracting information, generating outlines and storyboards, and creating learning assessments. They emphasize that while NotebookLM doesn't inherently improve the intelligence of LLMs, it serves as a valuable tool for ensuring the responsible and reliable use of these models.

Topic: Designing a Gamified Negotiation Role-play for Online Professional Learners

Speaker: Laura House

This presentation focuses on the process of designing an engaging and effective online negotiation role-play for professional learners at Stanford. Here are three key takeaways:

- **Reframing the Problem Leads to Innovative Solutions:** The speaker emphasizes the importance of reframing the problem when transitioning an in-person activity to an online format. Instead of simply replicating the in-person experience, she suggests focusing on how to achieve the learning goals within the given business and technical constraints. This shift in perspective can lead to more innovative solutions that leverage the affordances of technology to enhance learning. For instance, the online version of the negotiation role-play allows learners to go through the activity multiple times and experiment with different strategies, a feature not possible in the in-person version.

- **Targeted Learning Through Controlled Branching Scenarios:** The presentation highlights the importance of creating a tightly controlled learning experience that aligns with specific learning goals and avoids extraneous paths. While AI-based simulations and in-person role-plays offer a wide range of possibilities, they can be challenging to control and may lead learners down paths that are not directly related to the desired learning outcomes. For the online negotiation role-play, each branch was designed to target a specific learning outcome, making efficient use of professional learners' time.

- **Gamification Enhances Engagement:** To make the online role-play more engaging, gamification elements were included. Specifically, colorful badges accompanied immediate feedback on learners' decisions and encouraged them to explore different negotiation strategies as they engaged with the activity multiple times.

Topic: Leveraging AI for Program Analysis

Speakers: Laura Werts & Andrea Thrasher

This presentation explores the practical applications of AI, specifically ChatGPT, for program analysis in healthcare education. The presenters demonstrate various ways to use ChatGPT for data manipulation, analysis, and visualization, highlighting both its potential benefits and limitations. Here are three key takeaways:

- **ChatGPT can simplify data analysis and visualization for organizations with limited resources.** The presenters demonstrate how ChatGPT can be used to manipulate data into formats that are easier to analyze. For example, they show how to separate multiple responses within a single cell into individual rows and how to create various types of charts from data. This can be particularly beneficial for smaller institutions that may not have access to sophisticated evaluation systems or personnel with advanced data analysis skills.

- **Crafting effective prompts is crucial for obtaining meaningful insights from ChatGPT.** The presenters emphasize the importance of providing clear, specific, and detailed prompts to guide ChatGPT's analysis. They showcase examples of both simple and complex prompts, highlighting the differences in their approaches and the resulting outputs. They also advise users to break down complex tasks into smaller, more manageable steps, iteratively refining the prompts to achieve the desired results. This iterative process allows users to gradually guide ChatGPT towards a more accurate and nuanced understanding of the data and the desired analysis.

- **Human oversight and critical evaluation are essential for ensuring the accuracy and reliability of AI-generated insights.** While ChatGPT can be a powerful tool for program analysis, the presenters caution against relying solely on its output. They emphasize the importance of applying human judgment and common sense to evaluate the results, ensuring they align with existing knowledge and expectations. They also acknowledge the limitations of ChatGPT, noting that it is not a magic bullet and may produce errors or inconsistencies. Users should be aware of these limitations and exercise caution when interpreting the results, always cross-referencing with their own understanding of the data and the context of the analysis.

Topic: Septris 2.0: Improving Sepsis Recognition and Management through an Online Simulation Game

Speakers: Lisa Shieh & Sylvain Meylan

This presentation is about an updated version of the online sepsis simulation game designed to improve sepsis recognition and management. Here are three key takeaways:

- **Sepsis is a global health concern requiring rapid recognition and treatment.** The presentation emphasizes the high incidence and mortality rates associated with sepsis, particularly when it progresses to septic shock. The presenters stress the importance of early identification and intervention, highlighting the need for effective training tools to improve healthcare providers' ability to recognize and manage sepsis.

- **Gamification offers an engaging and accessible approach to sepsis education.** The presenters explain their rationale for choosing a game-based approach to sepsis education, citing the need for an interactive and stimulating learning experience that caters to learners with short attention spans. They highlight the benefits of gamification, including its ability to simulate real-life scenarios, provide immediate feedback, and offer a safe environment for learning and practicing critical skills.

- **Septris 2.0 incorporates updated guidelines and features to enhance learning.** The presentation details the key updates in Septris 2.0, including the incorporation of new sepsis definitions and management guidelines, the addition of a tutorial mode, and the inclusion of antibiotic choices tailored to different regions' resistance profiles. These updates aim to ensure the game's relevance and applicability to current clinical practice and provide a more comprehensive and realistic learning experience. The presenters also discuss the broader impact of Septris, noting its widespread adoption and positive feedback from learners worldwide. They express their commitment to ongoing data collection and analysis to further refine the game and measure its effectiveness in improving sepsis recognition and management.

Topic: Generative AI as an Essential Tool in Improving Education Equity

Speakers: Luke Hostetter and Katelijn Vleugels

This presentation explores the potential of Generative AI to improve educational equity, particularly for students in under-resourced communities. Here are three key takeaways:

- **Teacher burnout is a significant challenge, particularly in under-resourced communities.** The sources emphasize that teachers are experiencing high levels of burnout and stress, particularly those working in communities facing a lack of resources and support. These factors contribute to teacher shortages and inconsistent quality of education. The presenters suggest that AI can alleviate this burden by automating tasks such as lesson planning and grading, allowing teachers to focus on building relationships with students and delivering personalized instruction.

- **Generative AI can enable personalized learning experiences tailored to individual student needs and interests.** The presenters highlight the ability of generative AI to create hyper-personalized learning pathways for each student. As an example, she explains how a student with a passion for basketball could learn about gravity through a story featuring their favorite basketball player. This customized approach aims to improve student engagement and make learning more relevant and accessible.

- **Effective implementation of AI in education requires a comprehensive approach that prioritizes human connection, quality, and training.** The presenters emphasize that generative AI should not replace human interaction in education but rather enhance it. They advocate for a model that combines AI tools with the essential human element of teaching, recognizing the importance of relationships and individualized support. They also stress the need for high-quality AI-generated content, robust training programs for educators, and ongoing evaluation to ensure responsible and effective implementation.

Topic: Maximizing Human Potential with AI Literacy

Speaker: Mark Warschauer

This presentation focuses on the increasing importance of AI literacy in both education and the workforce. Warschauer argues that individuals and societies need to understand and adapt to AI technologies in order to thrive in the evolving digital landscape. He explores the potential benefits and challenges of AI, emphasizing the need to address inequalities in access and skills. Here are three key takeaways:

- **AI has the potential to increase productivity and extend expertise, but also to exacerbate inequalities.** The presenter cites studies demonstrating that AI tools like ChatGPT can significantly enhance worker productivity, particularly for those with lower skill levels. However, he cautions that unequal access to AI technology and training could further widen existing disparities. Warschauer shares anecdotes from his own experience, highlighting the contrast between a student who misused ChatGPT and another who leveraged it effectively to improve their writing. This contrast underscores the importance of developing AI literacy to ensure individuals can benefit from these powerful tools.

- **Educational institutions and workplaces need to embrace AI literacy as a vital skill.** The presenter advocates for integrating AI literacy into educational curricula, arguing that students need to develop the skills, knowledge, and attitudes necessary to use AI effectively and responsibly. He proposes a five-point framework for AI literacy, encompassing understanding, access, prompting, corroboration, and incorporation. Warschauer highlights the importance of teaching students to critically evaluate AI-generated content, corroborate information with trusted sources, and reflect on their experiences using AI. He also emphasizes the need for institutions to provide students with access to diverse AI tools and resources, ensuring they can navigate the evolving landscape of AI technologies.

- **The transition from minimizing AI use in education to maximizing it in the workforce presents a crucial challenge.** The presenter acknowledges the tension between educational institutions' focus on academic integrity and the increasing demand for AI proficiency in the workplace. He uses the term "June-July contradiction" to describe this disconnect, noting that students may be penalized for using AI during the school year but then expected to utilize it effectively upon entering the workforce. He stresses the need for greater alignment between educational practices and workplace expectations, advocating for a more pragmatic and nuanced approach to AI use in education. Warschauer suggests that educators can incorporate AI into assignments in ways that promote reflection and critical evaluation, helping students develop the skills they need to thrive in an AI-driven world.

Topic: Empowering Volunteers: Purpose Driven Learning at Team Rubicon

Speaker: Mary Rose Timbang

This presentation focuses on how Team Rubicon, a disaster relief organization, uses purpose-driven learning to train its volunteers, known as "Grey Shirts." Here are three key takeaways:

- **Purpose-Driven Learning Connects Training to Real-World Impact:** The presenter highlights the importance of aligning training with the organization's mission: serving communities before, during, and after disasters. By showcasing real-world stories and emphasizing the impact volunteers can make, Team Rubicon ensures its training resonates with volunteers' desire to serve and strengthens their commitment to the cause.

- **Virtual Training Expands Reach and Fosters Connection:** The shift to virtual training during the COVID-19 pandemic enabled Team Rubicon to expand its volunteer base and connect Grey Shirts across different locations. The presenter emphasizes that this broader interaction enhances the learning experience and builds a stronger sense of community and shared purpose.

- **Team Rubicon's Onboarding Process Emphasizes Collectivism and Shared Purpose:** The revamped TR 101 onboarding program focuses on shifting the mindset from individualism to collectivism, emphasizing the importance of teamwork and community support. The training incorporates inclusive language, stories from the field, and reflection points to help volunteers connect their personal motivations to Team Rubicon's mission, fostering a sense of belonging and purpose from the outset.

Topic: The Game of Learning: Gamification in Learning-based Content

Speaker: Michael Coleman

This presentation explores the concept of gamification in learning content, analyzing its potential benefits, limitations, and future directions. Here are three key takeaways:

- **Gamification can significantly increase learner engagement and retention but may not always translate to effective learning.** The presenter explains that while game-like elements like badges, progress tracking, and rewards can motivate learners and make training more enjoyable, engagement alone doesn't guarantee knowledge acquisition or skill development. He emphasizes the need to focus on creating learning experiences that not only engage but also promote meaningful learning outcomes.

- **RPGs offer valuable insights for designing effective learning experiences.** Drawing inspiration from role-playing games (RPGs), the presenter highlights the power of personalized journeys, customized skill trees, and meaningful narratives in fostering engagement and a sense of progress. He proposes the concept of a "Learning RPG," where learners embark on personalized learning paths tailored to their specific needs and goals, using AI-powered guidance and relevant rewards to enhance their experience.

- **The future of gamification lies in creating personalized, fulfilling learning experiences that leverage AI and meaningful rewards.** The presenter envisions a future where gamified learning environments incorporate AI-powered features like personalized skill trees, intelligent guidance systems, and rewards aligned with learners' real-world goals and interests. He emphasizes the importance of combining intrinsic and extrinsic motivation to create a holistic and impactful learning experience that fosters continuous growth and development.

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Topic: New Tools in Development and Distribution of Games for Medical Education

Speaker: Michael Cosimini

This presentation explores new tools and methods for developing and distributing games for medical education. Here are three key takeaways:

- **Games provide an engaging and effective way to enhance medical education.** The presenter argues that games offer a valuable tool for active learning, encouraging experimentation and fostering a psychologically safe environment for learners. He emphasizes that games can maintain engagement, promote knowledge retention, and encourage collaboration among learners.

- **New technologies like print-and-play, print-on-demand, and crowdfunding have made it easier to create and distribute educational games.** The presenter explains how these methods have lowered the barriers to entry for game designers, allowing them to reach wider audiences and share their creations more effectively. He provides examples of games distributed through each of these methods, highlighting their advantages and limitations.

- **There remain barriers to adoption and many existing games fall into a narrow spectrum of content area.** The presenter cites a survey indicating that the primary reason medical educators don't use games is the lack of available games tailored to their needs. He encourages the development of more games across various medical specialties to address this gap. The presenter also highlights the importance of intrinsic integration, where learning materials are seamlessly woven into the core game mechanics, to maximize learning effectiveness.

Additional Resources:

1. A large listing of resources to help design, develop and distribute games for medical education including links to creative commons licensed icons is here: MedEdGAMER Resources.
2. The survey reference in the learning point is here:
   Cosimini MJ, Collins J. Card and board game design for medical education: length and complexity considerations. Korean J Med Educ. 2023 Sep;35(3):291-296. doi: 10.3946/kjme.2023.267. Epub 2023 Aug 31

Participants are welcome to email the presenter at cosimini@ohsu.edu if they would like to collaborate on research on tabletop games for medical education or participate in a Slack based community of practice around teaching with games.

Topic: Take It Easy: Encouraging Rest and Self-Care to Improve Learning Outcomes

Speaker: Mimi Phung

This presentation emphasizes the importance of incorporating rest and self-care practices into learning environments to enhance learning outcomes and address student well-being. Here are three key takeaways:

- **Rest and self-care can improve learning outcomes and reduce academic stress.** Phung explains that when individuals are well-rested, less stressed, and have healthy coping mechanisms, they are better able to learn and perform academically. She argues that prioritizing rest and self-care in learning environments can lead to better grades, reduced stress levels, and improved overall well-being for students.

- **Modeling rest and self-care practices is crucial for educators.** Phung suggests that educators can set a positive example for students by establishing clear boundaries, such as limiting email responses outside of work hours, and explaining the rationale behind these boundaries. Sharing personal experiences and struggles with prioritizing rest and self-care can humanize educators and encourage students to reflect on their own practices.

- **Creating an empathetic learning culture that supports rest and self-care requires a multifaceted approach.** Phung recommends incorporating discussions about rest and self-care into the curriculum, conducting student check-ins to gauge stress levels, and being mindful of stressful periods like midterms and finals. She advocates for balanced and equitable learning experiences, including manageable workloads and transparent grading policies, to minimize stress and promote well-being.

Topic: Case Study: Building a Game-Based Learning Platform for Sales Training

Speaker: Minette Chan

This presentation focuses on using game-based learning in education. The presenter explains the differences between games and gamification and provides a case study for developing a successful game-based learning platform. Here are three key takeaways:

- **Games can be a powerful tool for learning because they are engaging and motivating.** Chan argues that games are inherently appealing to people of all ages and can be used to stimulate interest and curiosity, leading to more effective learning. She points to research showing that games can promote engagement and sustained motivation, making them valuable for educational purposes.

- **It is important to distinguish between games and gamification when designing learning experiences.** Chan clarifies that while the terms are sometimes used interchangeably, they represent distinct concepts. She defines games as structured systems of play with artificial conflict, rules, and quantifiable outcomes. In contrast, gamification involves integrating game elements, such as leaderboards and point systems, into existing learning activities.

- **Developing a successful game-based learning platform requires a structured process and careful consideration of factors such as audience, metrics of success, and available resources.** Chan outlines the steps involved in building a custom game-based learning platform, including identifying business needs, defining metrics of success, understanding the target audience, and assembling a team with relevant expertise. She emphasizes the importance of using an iterative, agile development process to ensure the platform meets the desired learning outcomes and user needs. Chan also notes the importance of data collection and analysis in evaluating the effectiveness of game-based learning platforms.

Topic: Fibonacci Steps to Dismantling Board Games

Speaker: Moe Ash

This presentation discusses a framework for designing and developing board games specifically for learning purposes. Here are three key takeaways:

- **Effective learning games address real-world performance gaps and promote actionable learning objectives.** The presenter emphasizes that learning games should not simply be entertaining but should target specific performance issues or gaps that learners need to address. He advocates for using action mapping techniques inspired by Cathy Moore's work to identify the desired actions and behaviors learners need to exhibit to bridge those gaps. The design of the game should then incorporate activities and challenges that allow learners to practice these actions and develop the necessary skills in a safe and engaging environment.

- **Game mechanics should be carefully selected to drive learner behavior and support the achievement of learning objectives.** The presenter explains that game mechanics are the underlying rules and systems that shape player actions and interactions within the game. He provides the example of a cybersecurity training game where mechanics like negotiation management and victory conditions were designed to simulate real-world scenarios and promote the desired learning outcomes. Ash highlights several core mechanics essential for effective learning games, including: a clear victory condition tied to learning objectives, strategies stemming from real-world applications, a progression system that increases in complexity, embedded assessments to provide feedback, a degree of loss aversion to encourage thoughtful decision-making, curiosity-provoking elements to encourage exploration, investment mechanics to sustain engagement, and social status elements to foster a sense of achievement.

- **The design process for learning games should follow a backward design approach, starting with the desired learning outcomes and working backward to select appropriate mechanics and game elements.** The presenter advocates for reverse engineering the game design process by first defining the victory condition that represents successful achievement of the learning objectives. From there, designers should determine the strategies and skills players need to employ to achieve victory and then select the game mechanics that will best promote the development and application of those strategies and skills. This approach ensures that all elements of the game are aligned with the desired learning outcomes and contribute to a meaningful and impactful learning experience.

Topic: A Case for Practice Spaces - AFERR Model

Speaker: Mohsin Memon

This presentation introduces the AFERR model, a framework for designing learning experiences that align with the brain's natural learning process. Here are three key takeaways:

- **The AFERR Model, developed by Mohsin Memon, is a neuroscience-backed framework designed to optimize learning processes by aligning with the brain's natural mechanisms. It consists of five stages: Activation, Forecasting, Experimentation, Realization, and Reflection.** The presenter explains that these stages represent the natural progression the human brain undergoes when engaging in meaningful learning. Starting with sparking curiosity and ending with thoughtful reflection, the model ensures that learners are fully invested in the experience and able to derive relevant insights.

    - **Activation:** Sparks interest and curiosity, preparing the brain for focused learning.
    - **Forecasting:** Encourages learners to make predictions, tapping into anticipation and proactive thinking.
    - **Experimentation:** Provides a safe space for learners to test ideas and strategies, facilitating experiential learning and personal discovery.
    - **Realization:** Involves moments of insight where learners connect new knowledge to their experiences, enhancing understanding.
    - **Reflection:** Reinforces learning by encouraging contemplation on experiences, aiding long-term retention and application.

By guiding learners through these stages, the AFERR Model promotes deeper integration and long-term retention of information. It emphasizes autonomy, prediction, experience, feedback, and reflection, offering an effective approach to designing learning strategies that resonate with how the brain processes, stores, and retrieves information.

Additional Resources:
Mohsin Memon's Publications
Keynote on AFERR at a UN Event
Free Training on AFERR

Additional Files:
https://drive.google.com/drive/folders/1zWu7mNmKgYPlOB0EqUpPCh1O-OdS-dYf?usp=sharing

Topic: Motivating the Virtual Learner

Speaker: Rachel Dillon

This presentation focuses on motivating adult learners in virtual learning environments. Here are three key takeaways:

- **Understanding Adult Learner Characteristics**: It is important to understand the characteristics of adult learners, which differ from those of children, to make virtual learning more effective. Adult learners, according to Malcolm Knowles' research, have specific needs and motivations. They need to know why the information is important to them and how it will benefit them. Adults bring their experiences into the classroom, which can be a valuable resource for educators, but it can also present challenges if learners are set in their ways. Adult learners also have a strong self-concept and desire to be in control of their learning.

- **Intrinsic and Extrinsic Motivators**: Adult learners are influenced by both intrinsic and extrinsic motivators. Intrinsic motivation comes from personal rewards, while extrinsic motivation comes from external factors like grades or promotions. Understanding what motivates learners can help educators create engaging experiences. Dillon suggests considering whether the learning material "brings joy" to the learner as a way of tapping into intrinsic motivation.

- **Creating a Comfortable Learning Environment**: A comfortable learning environment is essential for motivation. Raymond Lacowski's research emphasizes the importance of establishing inclusion, fostering positive attitudes towards learning, enhancing meaning, and engendering confidence. In a virtual environment, this translates to making learning accessible, building trust, lowering anxiety, and incorporating inclusive graphics. Dillon suggests using stories, scenarios, and activities to capture attention and reinforce learning.

Topic: PromptED: Effective Gen AI Prompting for CME Marketing and Reporting

Speakers: Raja V Akunuru, Danielle Milbauer, Anne Perch

This presentation discusses generative AI and its potential to assist CME providers in marketing and reporting. It also stresses the importance of human oversight. While generative AI can automate tasks and provide valuable insights, CME professionals should always verify the output and use it as a starting point for further analysis and refinement. A well-crafted Generative AI prompt with a structured human oversight enables CME/CE providers to reap the true benefits of Generative AI. Here are three key takeaways:

- **Prompt Engineering is Key**: The quality of the output from generative AI tools like ChatGPT depends heavily on the quality of the prompts provided. Effective prompts should:
    - **Assign a role:** Clearly define the role you want the AI to take on (e.g., SEO expert, web developer, data analyst).
    - **Provide context:** Explain the purpose of the task and any relevant background information.
    - **Give specific instructions:** Clearly state what you want the AI to do and how you want the output formatted. (Refer to Chain of Thought prompting resource for additional information)
- **Marketing Applications**: Generative AI can help CME providers with a range of marketing tasks, even if they have limited resources thereby acting as a part time marketing staff member. Examples include:
    - **SEO Research**: Identifying relevant keywords to improve website ranking and attract learners.
    - **Landing Page Design**: Creating visually appealing landing pages with buttons, images, and text blocks.
    - **Social Media Posts**: Generating engaging copy and visuals for social media platforms.
- **Outcomes Reporting**: Generative AI can help analyze and summarize evaluation data, including open-text responses. The sources focus on these key areas:
    - **Data De-identification**: It is crucial to protect learner privacy by removing any identifying information before using generative AI tools.
    - **Sentiment Analysis**: Generative AI can assess the overall sentiment of learner feedback, identifying positive, negative, and neutral comments.
    - **Insight Generation**: Generative AI can classify and group feedback by learner characteristics (e.g., profession) and identify trends. These trends are incredibly helpful for CME providers for needs assessments, gap analysis. Sample key questions that can be answered with a well-crafted prompt include:
        - Did our Physicians learners learn more from our course compared to our Nurse Learners?
        - What specific areas of improvements were shared by Physician Assistant learners?

Additional Resources:
https://www.promptingguide.ai/techniques/cot
https://useinsider.com/generative-ai-in-marketing/

Topic: UPCEA Plenary

Speakers: Robert Hansen, Amy Heitzman, Ray Schroeder, Julie Uranis

This is a panel discussion on the future of higher education. Here are three key takeaways:

- **Business Model Transformation Is Needed**: The sources argue that traditional higher education business models are no longer sustainable in the face of declining enrollment and the rising demand for online and alternative credentials. They highlight the need for institutions to embrace change and adapt to the evolving needs of learners. One example provided is Oregon State University's new Division of Educational Ventures, which focuses on innovative credentials, corporate education, and market research.

- **The Role of the Chief Online Learning Officer (COLO) is Expanding**: The sources suggest that COLOs, with their unique blend of academic, entrepreneurial, and technological skills, are increasingly being recognized as valuable leaders in higher education. They are moving into more senior roles on campuses and even into leadership positions outside of academia. This shift is driven by the growing importance of online learning and the need for leaders who understand the digital transformation of higher education.

- **Skills-Based Learning and Hiring Are Gaining Traction**: The sources emphasize the importance of shifting from a degree-centric model to a skills-based model of education and hiring. They argue that skills-based credentials, such as micro-credentials and stackable certificates, can provide learners with more flexible and relevant pathways to career success. The sources also suggest that skills-based hiring can help institutions diversify their workforce and create more equitable opportunities for learners from underrepresented backgrounds.

Topic: The Relevance of Sleep to the Biology of Learning and to Continuing Professional Development

Speaker: Thomas Van Hoof

This is a presentation about the importance of sleep for learning and memory. Here are three key takeaways from the presentation:

- **Sleep Plays a Critical Role in Learning and Memory:** The sources explain that sleep is not merely a time for rest but an active process crucial for consolidating memories and preparing the brain for new learning. The presentation breaks down learning into three stages: encoding, consolidation, and retrieval. Encoding involves taking in new information, consolidation involves moving this information from working memory to long-term memory, and retrieval involves accessing and using stored information. Sleep, especially a full night's rest, is essential for consolidation, allowing the brain to process and solidify memories.

- **Different Stages of Sleep Offer Distinct Benefits:** The sources describe the two main phases of sleep: REM (rapid eye movement) and NREM (non-rapid eye movement). NREM sleep, particularly deep sleep, is associated with strengthening existing memories, preparing the brain for new learning, and removing metabolic waste. REM sleep contributes to connecting new information with existing knowledge and creative problem-solving. A full night's rest ensures we cycle through both REM and NREM sleep, maximizing the benefits for learning and memory.

- **Practical Applications for Continuing Professional Development (CPD):** The presentation emphasizes the implications of sleep research for those designing and participating in CPD activities. The sources suggest incorporating conversations about sleep hygiene into CPD programs and encouraging participants to get a good night's rest before and after learning events. Planners are encouraged to avoid scheduling events too early or late, allowing for adequate sleep. The sources also recommend using pre- and post-activities to create a more longitudinal learning experience that incorporates sleep for better consolidation and retrieval.

Additional Resources:

Brodt, S., Inostroza, M., Niethard, N., & Born, J. (2023). Sleep—A brain-state serving systems memory consolidation. *Neuron (Cambridge, Mass.)*, *111*(7), 1050–1075. https://doi.org/10.1016/j.neuron.2023.03.005

Jessen, N. A., Munk, A. S. F., Lundgaard, I., & Nedergaard, M. (2015). The Glymphatic System: A Beginner's Guide. *Neurochemical Research*, *40*(12), 2583–2599. https://doi.org/10.1007/s11064-015-1581-6

Van Hoof, T. J., Madan, C. R., Sumeracki, M. A., & Meehan, T. P. (2024). Science of Learning Strategy Series: Article 5, Incentivizing Sleep in Continuing Professional Development. *The Journal of Continuing Education in the Health Professions*. ePub ahead of print. https://doi.org/10.1097/CEH.0000000000000556

Topic: What if Pokemon went to Medical School?

Speaker: Tyler Bland

This presentation is about a game called Medimon. It discusses the process of developing this game and some benefits of game-based learning in medical education. Here are three key takeaways from the presentation:

- **Blending Medical Education with Monster Taming Mechanics:** The presentation introduces Medimon, a game that combines medical education with monster-taming mechanics similar to Pokemon. The game features "Medimon," which represent various aspects of human biology, both healthy and diseased states. As players progress, they "catch" and "evolve" Medimon, learning about cell types, physiological functions, and diseases through the characters' designs and battle moves.

- **Incorporating Mnemonics into Gameplay:** The presentation emphasizes the use of mnemonics integrated into the game's design. For example, the appearance of each Medimon reflects its real-world counterpart's characteristics. The Osteoclast Medimon has a ruffled cape representing the cell's ruffled border and multiple dots signifying multiple nuclei. Their battle moves are also designed to reinforce learning. For instance, the Osteoclast's "Calcium Stampede" move represents the cell's role in mobilizing calcium during bone degradation.

- **Benefits and Challenges of Game-Based Learning:** The presentation highlights the potential benefits of game-based learning, citing research that suggests it can increase engagement, improve knowledge retention, and make learning more enjoyable. The presenter also discusses the challenges in designing Medimmon, particularly in ensuring visual consistency across different Medimon families and making the game accessible to players unfamiliar with the monster-taming genre. The presentation concludes by encouraging audience participation in testing the demo and providing feedback.