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visit our website for more info.**HE-101 Stage 1 2023-2****Editorial Note**

Dear Faculty,

In this edition, we aim to present a collection of insights and experiences from our faculty as well as news about our upcoming activities.

This issue includes an insightful perspective from Prof. Dr. Gül Yeşiltepe Mutlu, who has kindly shared her experience at the HE 101 Stage 1 training. Her narrative details how she has incorporated the course content into her teaching, and the challenges in incorporating interactive teaching methods in large groups. Her encouraging words were additional motivation for us in the Stage 1 Course in September and the upcoming courses in 2024

We present a two-part overview of the impact of artificial intelligence (AI) in healthcare education with its advantages and challenges. Our world is evolving rapidly, and technology has become an indispensable part of education. In an era where AI is seen as a change agent, we look into its role in shaping the future of healthcare education. This article underlines the potential AI holds in enhancing the efficacy of healthcare education, but it also emphasizes its drawbacks.

We are excited to announce our first international activity, KAMER International Symposium on Healthcare Education Research. Mark your calendars for October 2024, as we come together to engage in a global dialogue on the latest developments, research, and innovations in healthcare education. This symposium will be a platform to exchange ideas, share best practices and envision the future of healthcare education. Stay tuned for detailed information about our first symposium.

We thank all our medical and nursing faculty for their continued support, engagement, and dedication to advancing healthcare education. We are looking forward to your comments, questions, and contributions that enrich the dialogue within our community. Together, we can foster an environment where growth, learning, and innovation flourish.

We hope you enjoy the content and look forward to a lively and fruitful new academic year.

If you have any questions, please contact us via KAMER email: [kamer@ku.edu.tr](mailto:kamer@ku.edu.tr)

Warm regards,

*The Editorial, KAMER Reflections*



## Good Examples on Healthcare Education

by R. Gül Yeşiltepe Mutlu, M.D

### A Transformative Journey: From Clinician to Student-Centered Educator

As a medical faculty member, I can define myself as a clinician, a teacher, and even a student. Teaching is one of the most enjoyable but also one of the most challenging of our duties.

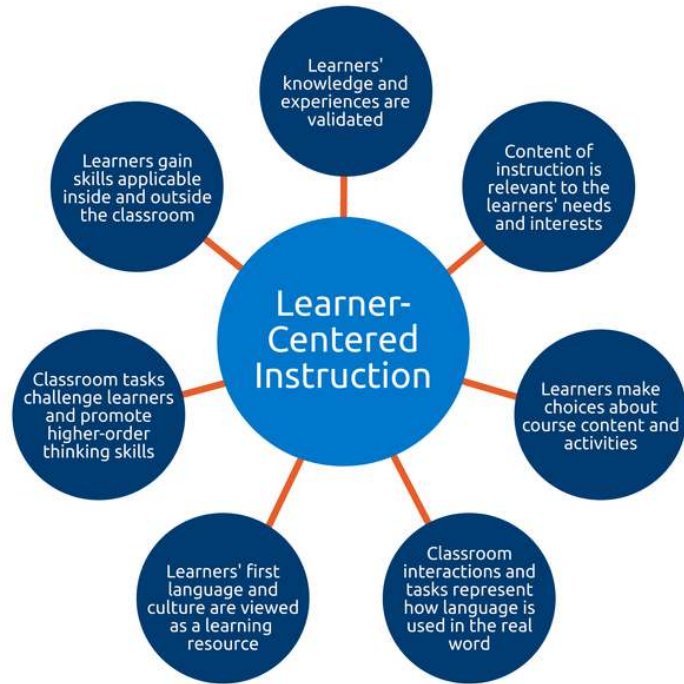
Attending HE-101 training has been a game-changer for me as an educator. This "education of educators" has completely transformed my teaching approach, enabling me to connect more effectively with my students and create enriching learning experiences. Perhaps the most empowering aspect of HE-101 was transitioning from a lecturer-centered approach to a student-centered approach.

This training opened my eyes to the unique characteristics of adult learners and realized that learning can be more productive not by listening (as we have been taught for years) but by participating in the training. HE-101 program taught me ways to do this.

In addition, the emphasis on communication skills was one of the most positive aspects of this program in my opinion. Learning to actively listen and provide constructive feedback has enabled me to better understand my students' needs and effectively address their concerns. In the past, I used to try to increase my students' participation in class by asking them questions, learning their ideas, and motivating them to ask me. However, in HE-101, I realized that there are more structured ways to do this, and no matter how hard I try, it is difficult to ensure that every student actively participates in the lesson without applying some of these techniques.

I had an amphitheater lecture right after the HE-101. Since the group is more crowded in lecture classes than in internship groups, it is more difficult to design an interactive class. I used 'Socratic', one of the applications which I learned in HE-101, in this class. I shared the questions I had prepared beforehand with the students through this application. From the nicknames that the students gave themselves to the results, everything made the lesson more enjoyable. I was able to make every student join the lecture actively with this quiz.

As a teacher, I enjoyed this lesson very much, but what made me even happier was the positive feedback from my students. In conclusion, HE-101 has been a transformative experience that continues shaping my teaching approach. I am now better equipped to cater to the diverse needs of students, creating meaningful and impactful learning experiences. The journey has rekindled my passion for education. As I continue to grow as an educator, I am excited to inspire and support my students on their educational paths.

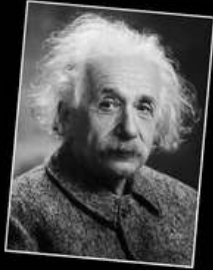


Principles of Learner-Centered Instruction. Adapted from Parrish (2019)



## THE PEARL

Education is not  
the learning of  
facts, but the  
training of the  
mind to think.  
~Albert Einstein



theUnityProcess.com

## Artificial Intelligence (AI) Part I



Source: <http://www.globsyn.edu.in>

### The Use of Artificial Intelligence (AI) in Healthcare Education

With advancements in AI technology and its integration into routine tasks, the field of healthcare education is also undergoing rapid transformation. Although the term 'AI' was first introduced in 1956, it has gained greater popularity recently. AI makes it possible for machines to learn from experience, adjust to new inputs and perform human-like tasks. Studies have already started to examine the use of AI in healthcare, including its impact on patient care, diagnosis and treatment, and the benefits it brings to healthcare professionals and patients. Although the use of AI in healthcare education offers numerous benefits to both students and instructors, its impact on student learning and teaching practices, and the benefits and challenges it presents for educators and students are complex and multifaceted.

Instructors, on the other hand, can use AI to present information more effectively and gain insights into student performance based on data analysis. However, this transformation also comes with challenges and possible ethical concerns. Overreliance on AI may result in less emphasis being placed on critical thinking and problem-solving skills. Accuracy, data privacy, loss of empathy, and algorithmic prejudice are all significant issues. Moreover, educators may struggle to successfully incorporate AI tools into their teaching strategies.

AI can be used to improve exam preparation and evaluation with objectivity and efficiency. However, concerns exist about question appropriateness, validity, quality, originality, and ethics. AI-generated questions can be fair but may lack the depth and meaningfulness of human-generated questions. These concerns require universities to implement policies for fair and ethical integration of AI while educating students on academic honesty and ethics. Another challenge of using AI is that students may use it to gain an unfair advantage over their peers, which could undermine the credibility of the education system.

Students can submit assignments that they have not completed using automated essay generators and internet cheating programs. It is essential for educational institutions to implement measures to prevent such occurrences and keep the integrity of the educational process.

While AI's incorporation into healthcare education brings exciting possibilities for improved learning outcomes, it may also interfere with creativity. A balanced approach to recognize its advantages and challenges is necessary to realize the full capacity of AI (to be continued).

*This article was written with the assistance of ChatGPT.*



Source: The Independent