

VIP – An Educational Response to Virtual Classrooms; Using AI in the COVID19 Pandemic.

Juanita S.M. Kong*, Lee Yueh Jia*, Teo Boon See*, Edmund JD Lee, Judy Sng Chia Ghee
National University of Singapore, Yong Loo Lin School of Medicine, Department of Pharmacology

*denotes first authors, in alphabetical order.

Introduction:

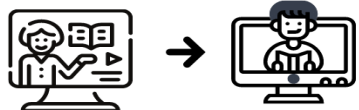
Background: When face-to-face classes were halted, educational institutions turned to virtual spaces to conduct virtual classes. Increasing opportunities for the introduction of virtual simulators in classes to enhance learning.

Aim: Highlight the different usage of VIP to enhance the learning for Phase II and IV students during the COVID-19 Pandemic.

Methods

Phase II

Outcomes Survey



STUDENTS ATTEND LECTURES AND TUTORIALS → GOES HOME AND CLERK CASES ON VIP IN THEIR FREE TIME



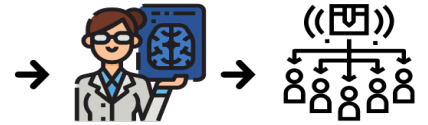
OUTCOMES SURVEY ADMINISTERED

Phase IV process of developing

VIP cases



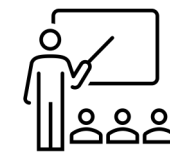
SELECTED STUDENTS PICK SYMPTOM TO WORK ON → CREATE CONVERSATIONS FOR HISTORY TAKING → RELEVANT PHYSICAL EXAM AND LAB INVESTIGATION PUT IN



PUTTING IT TOGETHER, CREATING DIAGNOSES SHEETS. → TEST IT OUT AND ANALYSE USABILITY

Results

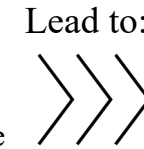
Phase II



Attending required lectures and tutorials



Supplementary usage of VIP



Lead to:

Increased:

- Confidence and efficiency in history taking.
- Procedural knowledge acquisition.

Phase IV



Created and reviewed cases on VIP (history taking conversations, physical exam and lab investigations)



- Top 2 education innovation projects to present in an internal webinar.
- Increased positive awareness on VIP usage and the value added to medical school education.

Conclusion

One of the VIP's objectives is versatility. We project to cater to students' educational needs from as novice as a first-year student in medical school to professional practicing doctors, providing them a realistic experience to practice their skills in a low-stakes environment, and building confidence at the convenience of each doctor to be.