

IDEA

Generating questions using ChatGPT, an AI language model, would provide students and faculty with additional question banks for practice and exam purposes.

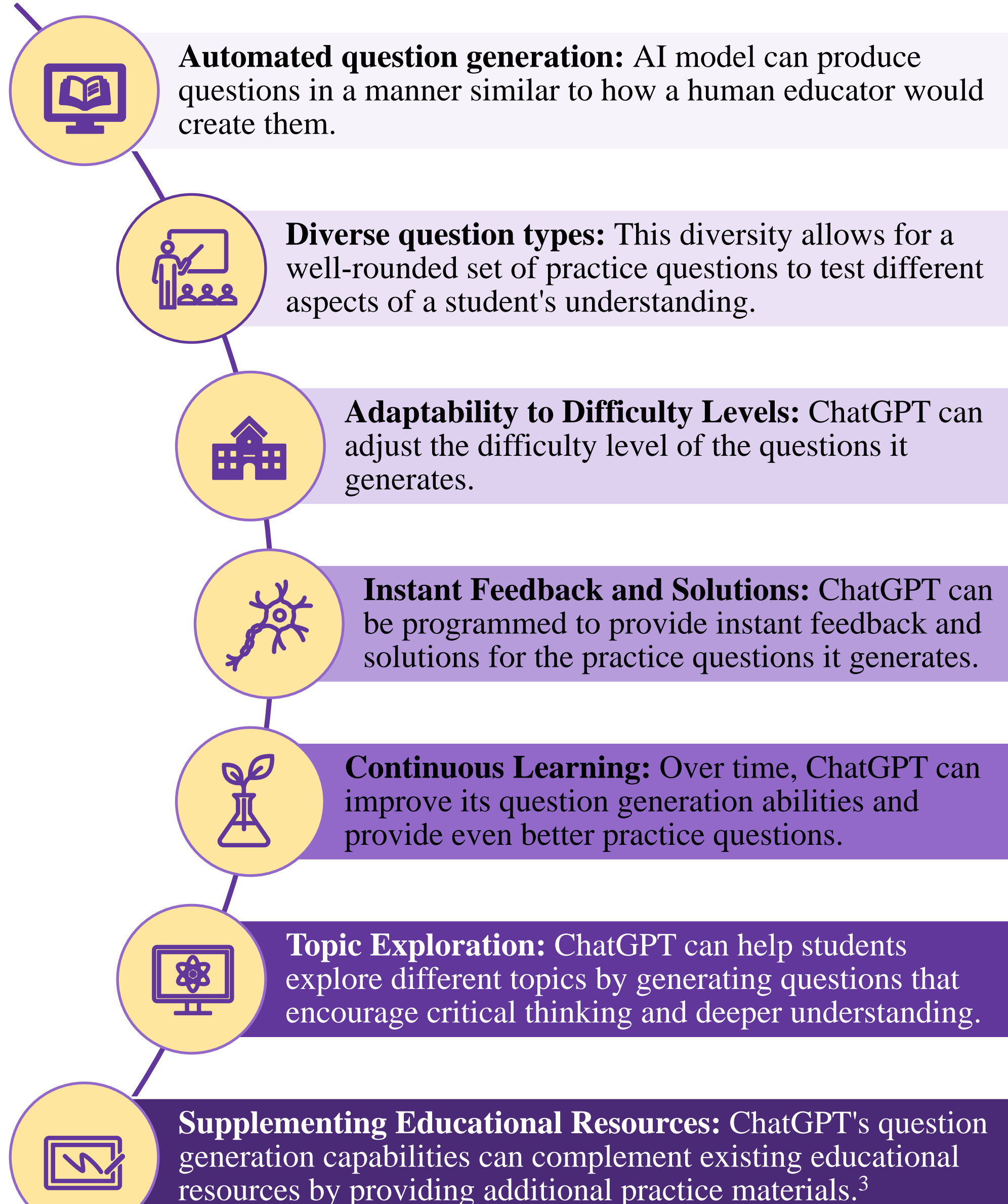
The purpose of this project is to determine whether AI-generated questions are equivalent to faculty-written questions regarding quality and student performance.



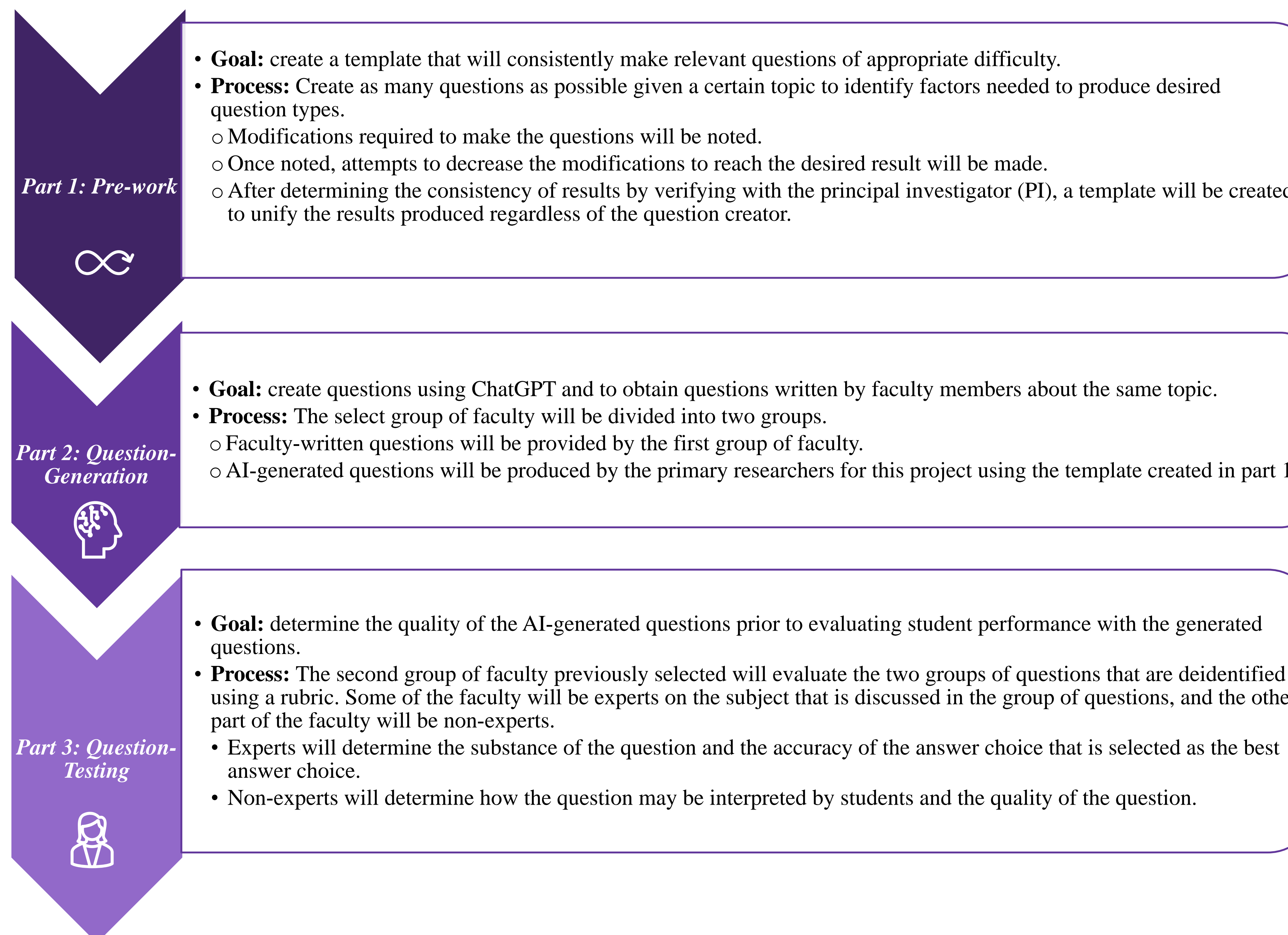
NEED/RATIONALE

ChatGPT is an excellent, interactive medical education tool that supports learning due to its natural language processing capabilities and ability to understand context.¹

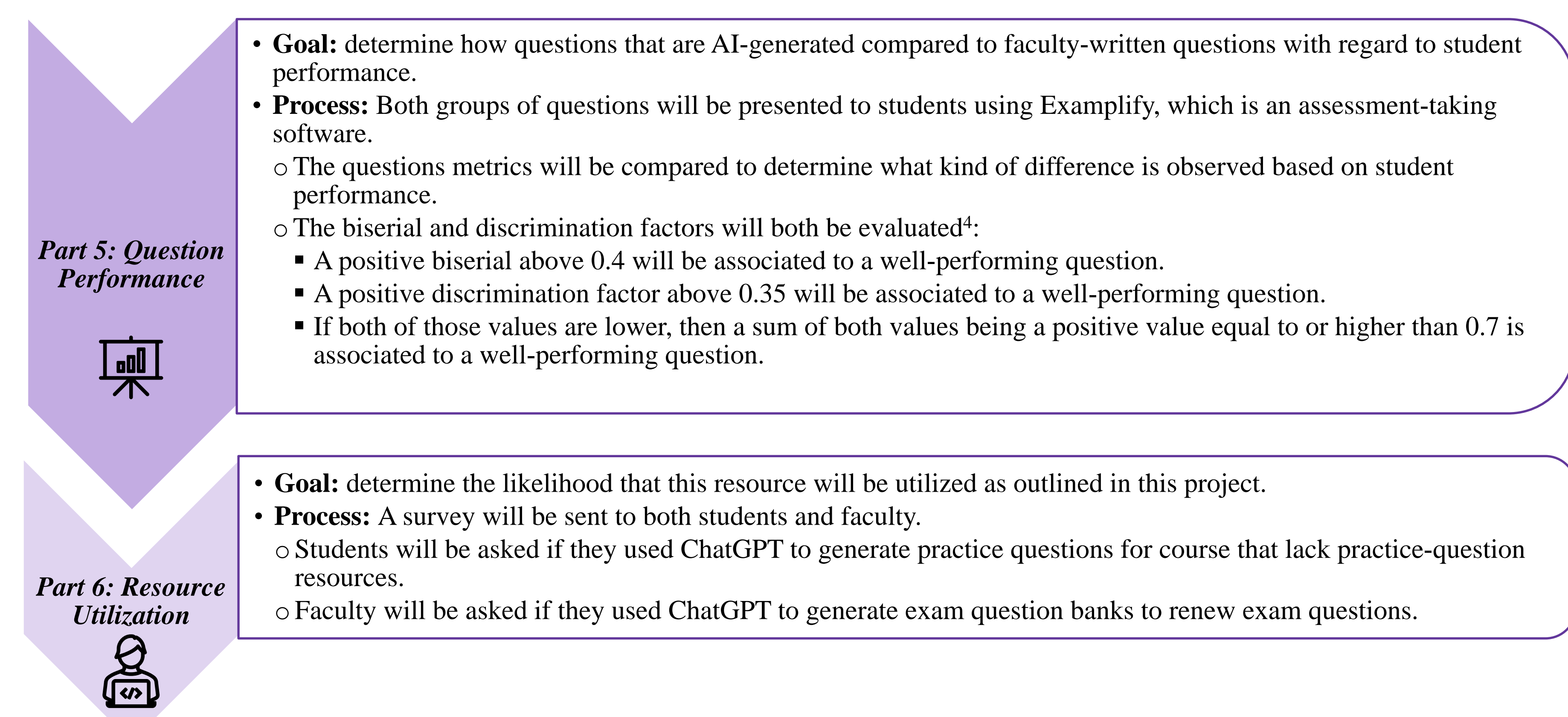
New questions are important in the learning process to provide additional support to students and faculty who write some of the questions currently provided to students.² Some courses lack practice questions, making this an important need.



METHODS



EVALUATION PLAN

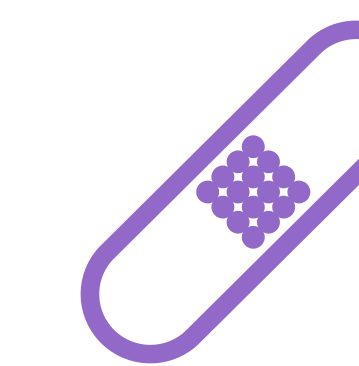


POTENTIAL IMPACT

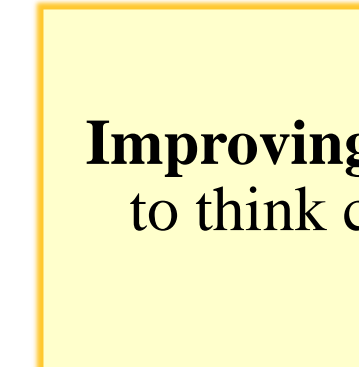


Increased Access to Practice Resources: Resources can be limited, and having an AI system generate practice questions can help students gain more exposure.

Personalized Learning: Each student can receive practice questions suitable for their current level of understanding.



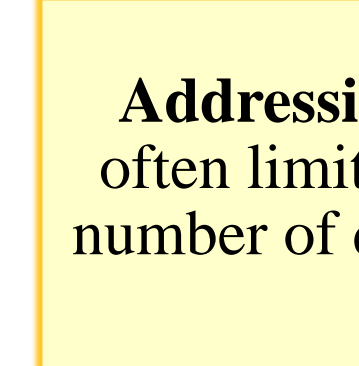
Efficient Learning and Revision: Students can use AI-generated questions for regular self-assessment and revision.



Improving Critical Thinking: Practice questions can challenge students to think critically, analyze complex medical scenarios, and apply their knowledge to practical situations.



Augmenting Classroom Instruction: Practice questions can complement traditional teaching methods by providing additional resources for medical students to reinforce their understanding of medical concepts.



Addressing Question Scarcity: Medical school practice questions are often limited. ChatGPT can help alleviate this issue by generating a vast number of questions on various medical topics, ensuring a broader pool of resources for students.



Identifying Weak Areas: Through AI-generated practice questions, students can identify their weak areas and knowledge gaps.

REFERENCES

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