AMEE GLASGOW 2023

INCLUSIVE LEARNING ENVIRONMENTS TO TRANSFORM THE FUTURE

AMEE 2023

26–30 August

SEC, Glasgow, UK

"Inclusive Learning Environments to Transform the Future"

Provisional Programme

Online

AMEE GLASGOW 2023
INCLUSIVE LEARNING ENVIRONMENTS TO TRANSFORM THE FUTURE

What you get.....

1. Participate live in 3 innovative and inspiring plenary sessions; up to 17 symposia sessions and a selection of Research Paper sessions.
2. Join a tailored online programme and select from 44 moderated short communication sessions and 23 workshops where you will have the opportunity to ask questions and interact with other delegates in real time.
3. View up to 800 ePosters.
4. Access the AMEE Resource Centre with over 300 Short Communication OnDemand presentations as well as all the online programme content.
5. Exclusive access at no additional cost to the TEL themed pre-conference symposium.
6. Register and participate in an ESME Masterclass.

Conference Themes...

The main theme of AMEE 2023 is 'Inclusive Learning Environments to Transform the Future' but other key areas in health professions education will also be included. For 2023 we have replaced the pre-defined conference tracks with several broader educational themes.

Assessment
Designing and Planning Learning
Education and Management
Equality, Diversity & Inclusivity
Faculty Development
Interprofessional and Team Learning
Patient Safety

Scholarship of Education
Simulation
Supporting Learners
Sustainability
Teaching and Facilitating learning
Technology Enhanced Learning

Specialist Tracks:

Surgery Education
Transforming learning environments through technology

> **INNOVATE**

> **COLLABORATE**

> **INSPIRE**

Presentation Times are in UK/BST Time

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How technology can transform learning environments for inclusive education
A TEL themed Pre-Conference Symposium (Hybrid)

Technology has the power to transform learning environments for inclusive education, ensuring that all learners can achieve their full potential.

There is increasing interest in two areas:

a) Technology can enable anytime, anywhere access to learning environments. Examples include the use of online networks and communities, use of social media, MOOCs, open access resources and FOAMed.

b) Technology can enable learners to maximise their learning by creating inclusive online learning environments that respond to their diversity in age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin. Examples include the use of assistive technologies, presentation of information in alternative and multiple formats to enhance engagement.

Programme: Sunday 27th August 2023

0930-1050   Technology for inclusive access

0930   Welcome and introduction – Technology for inclusive access
John Sandars, Co-chair AMEE TEL Committee and Professor of Medical Education and Director of Medical Education Innovation and Scholarship, Edge Hill University Medical School, UK

0940   Using open access MOOCs for training a global community of medical educators
Rakesh Patel, Professor of Medical Education, Queen Mary University of London, UK

0950   Shared Open Education Resources (OER) Elevating Medical Education in Low Resource Countries
Tao Le, Clinical Associate Professor of Medicine, University of Louisville, USA

1000   Student generated content for global health advocacy
Kalyani Premkumar, Professor of Community Health and Epidemiology, University of Saskatchewan, Canada

1010   The FOAMED (Free Open Access Medical Education) approach
Teresa Chan, ALiEM Associate Editor and Associate Professor, McMaster University, Canada

1020   Social Media for Social Inclusion: Enablers and Barriers for Creating Inclusive Learning Environments
Sandra Abegglen, Researcher, University of Calgary, Canada

1040   Lessons for university reform from implementing a fully online global public health capacity building programme - Peoples-uni
Richard Heller, Emeritus Professor, Universities of Manchester, UK, and Newcastle, Australia

1050   Coffee break

1120   Short Communications

1220   Plenary and panel discussion

1245   Lunch

1330-1430   Technology for inclusive education

1330   Introduction – Technology for inclusive education
Daniel Salcedo, Co-chair AMEE TEL Committee and Director of Simulation and Technology, Case Western Reserve University School of Medicine, USA

1340   Eduthons and hackathons for engaging global interprofessional education
Natalie Lafferty, Head of Centre for Technology and Innovation in Learning, University of Dundee, UK

1350   Open access student generated scalable education
Daniel Del Castillo Rix, Chairman of Student Advisory Council, ScholarRx, US

1400   Human centred design - How can we use technology to increase participation in using HCD to design professional development programs
Sol Roberts-Lieb, Senior Director of Faculty Development, Carle Illinois College of Medicine, USA

1410   Using social media for continuing professional development
Raquel Correia, Program Director, Chair of Innovation & Value in Health, Université Paris Cité, France

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1420 The TEC VARIETY approach to increase motivation of online learners
Weichao (Vera) Chen, Assistant Director of Technology-Enhanced Surgical Education and Distance Education, American College of Surgeons, USA and Curtis J. Bonk, Professor of Instructional Systems Technology at Indiana University and adjunct IU Luddy School of Informatics, Computing, and Engineering, Bloomington, IN, USA

1430 Coffee break

1500 Short Communications

1600 Plenary and panel discussion

1630 Close of Symposium

Symposium Location
Hybrid In Person and Online

Registration
Delegates must be registered for the AMEE 2023 Online Programme to attend.

ESME Masterclass Sessions

ESME
Essential Skills in Medical Education

Essential Skills in Medical Education Leadership and Management (ESMELead): A Masterclass

Date: Sunday 27 August
Time: 0930-1230
Course lead: Judy McKimm

Background: The ESMELead Masterclass provides an introduction to key aspects of leadership and management for healthcare educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders. The half-day workshop is theory informed, practice driven, context specific, highly interactive, supportive, and fun.
Who should participate in this course: This course provides an introduction to key aspects of leadership and management for health professions' educators who wish to develop a deeper understanding of leadership and management theory and gain an evidence base to help them become more effective leaders, mangers and followers.
Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Essential Skills for Continuing Professional Development (ESCPD): A Masterclass

Date: Sunday 27 August
Time: 1330-1630
Course lead: Jane Tipping

Background: This half day, internationally informed Masterclass is designed to support CPD practitioners to upskill themselves in the basic principles of CPD but also to provide a space where they could explore areas where they may not have a lot of knowledge. Participants will gain a global appreciation of current Best Practices in CPD, the evidence and theory informing effective CPD, and practical approaches to current issues within the field.

Who should participate in this course: This program will be of interest to those who are currently involved in the planning, organization and/or implementation of health professions education at the continuing professional development level. The program spans topics of value to those new to the field as well as those at an intermediary point in their CPD careers.

Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Essential Skills in Medical Education Wellness: A Masterclass

Date: Sunday 27 August
Time: 1330-1630
Course lead: Judy McKimm

Background: Educators need to maintain their own wellbeing, and for those who might lead organizational change, to ensure that their academic and clinical communities can thrive. By sharing their experiences and working together to find solutions with feedback from course faculty, participants can collectively enable the much needed and innovative individual and systemic change that is essential to make wellbeing a core dimension across the entire health professions' education and healthcare continuum.

Who should participate in this course:
The course will be of interest to anyone interested in supporting learner and faculty wellbeing in health professions' education and healthcare.

Mode of delivery: The course will be delivered as a half-day masterclass for both face-to face and online conference delegates. The course language is English, but the pace will be suitable for participants whose first language is not English.

Registration
Delegates must be registered for AMEE 2023. To register visit the AMEE 2023 registration Site

AMEE 2023 PRE-CONFERENCE PROGRAMME

SUNDAY 27 AUGUST

0930-1630 – TEL Symposium - How technology can transform learning environments for inclusive education

0930-1230 - Masterclass Sessions

MC 3
Essential Skills in Medical Education Leadership and Management (ESMELead): A Masterclass
Course lead: Judy McKimm, UK

1330-1630 – Masterclass Sessions

MC 4
Essential Skills for Continuing Professional Development (ESCPD): A Masterclass
Course lead: Jane Tipping, University of Toronto, Canada

MC 5
Essential Skills in Medical Education Wellness: A Masterclass
Course lead: Judy McKimm, UK

AMEE 2023 MAIN PROGRAMME

1800–1930 – Plenary (Live Stream)

Welcome to AMEE 2023

Plenary 1A: Understanding Inclusive Leadership for HPE
Sophie Soklaridis, Canada

Dr. Sophie Soklaridis is a Senior Scientist at the Centre for Addiction and Mental Health (CAMH). She is an Associate Professor at the Department of Psychiatry and Department of Family & Community Medicine at the Temerty Faculty of Medicine, University of Toronto, as well as a Scientist at Wilson Centre for Research in Education. She is the Canadian lead and a core faculty member for the Master of Health Sciences Education in Ethiopia through the Toronto Addis Ababa Academic Collaboration (TAAAC). Her research takes a critical sociological approach on the issues of power, identity, and relationships. Her scholarly foci include patient/clients as partners in research and mental health education and the influence of power and privilege on academic medicine. She is a widely published and well-funded scientist who has received multiple awards for her research.

MONDAY 28 AUGUST

0100-0200 – Short Communications
> **Short Communications Online 1:** Exploring EDI 1
> **Short Communications Online 2:** Novel Approaches to Teaching & Learning

0115-0245 – Workshops
> **Workshop Online 1:** Using clinician educator milestones for self-assessment in transition from GME to practicing clinician educator
> **Workshop Online 2:** Fostering inclusivity by establishing, restoring, and sustaining learners' psychological safety

0230-0330 – Short Communications
> **Short Communications Online 3:** VR and AI
> **Short Communications Online 4:** Teacher and Learner Wellbeing

0400-0500 - Short Communications
> **Short Communications Online 5:** Use of Video in Education
> **Short Communications Online 6:** Postgraduate Assessment

0415-0545 - Workshop
> **Workshop Online 3:** Inquiry-Based Learning in Medical Education: Promoting Critical Thinking and Deep Learning

0600-0700 – Short Communications
> **Short Communications Online 7:** Design and Planning Undergraduate Education
> **Short Communications Online 8:** Cultural Challenges of Education Management

0700-0830 - Workshop
> **Workshop Online 4:** PBL Facilitation: Bringing out and focusing the wisdom of the group

0800-0930 – Workshop
> **Workshop Online 5:** Project-based Learning: Enhancement of Interactive Student-centered Learning Environment

0830-0930 – Short Communications

    Short Communications Online 9: Surgery Education

    Short Communications Online 10: Supporting, Encouraging and Developing Teaching Faculty

0900-1030 – Simultaneous Sessions (Live Stream)

    Symposia 2A: Long live Communities of Practice in health professions education!

    Eeva Pyörälä, Subha Ramani, Yvonne Steinert, Rashmi Kusurkar, Enjy Abouzeid, Evangelos Papageorgiou

    Symposia 2B: Advancing Anti-Oppression and Social Justice in Healthcare through CBME

    Ming-Ka Chan, Carrie Chen, Arvin Damodaran, Jamiu Busari

    Research Papers 2D: Assessment 1

1000-1100 – Short Communications

    Short Communications Online 11: Creating Authentic Interprofessional Education Experiences

    Short Communications Online 12: Undergraduate Assessment

1100-1215 – Plenary (Live Stream)

    Plenary 3A: Voices of AMEE Panel Discussion

    Kulsoom Ghias (Moderator), Caroline Bonner, Ugo Caramori, Lionel Green-Thompson, Marwa Schumann

1300-1430 – Workshops

    Workshop Online 6: Gamification: Take Your Teaching to The Next Level

    Workshop Online 7: Cultivating Safe, Equitable, and Inclusive Learning Environments: A Framework for Navigating Accommodations Planning for Medical Learners

1400-1530 – Simultaneous Sessions (Live Stream)

    Symposia 4A: Enriching our thinking about what it means to have an LGBTQ+ identity in health professions education

    Jennifer Cleland, Duncan Shrewsbury, Saleem Razack, Jo Hartland, Thanapob Bumphenkiatikul, Suntosh Pillay

Symposia 4B: Acquisition of New Surgical Skills During the Long Careers of Practicing Surgeons

Ajit Sachdeva, Michael J. McKirdy, Jacques Marescaux, Marisa Louridas, Julian A. Smith, James Garden

Research Papers 4D: Designing and Planning Learning

1415-1515 – Short Communications
Short Communications Online 13: Exploring EDI 2
Short Communications Online 14: Low- and Mid-Fidelity Simulation

1530-1700 – Workshops
Workshop Online 8: Navigating Collaboration: What Works.
Workshop Online 9: Remediation in Health Professions Education Through the Lens of Equity, Diversity, Inclusion, and Belonging

1545-1645 – Short Communications
Short Communications Online 15: Design and Planning [Undergraduate]
Short Communications Online 16: Faculty Development: Needs Assessment and Evaluation

1600-1730 – Simultaneous Sessions (Live Stream)

Symposia 5A: Artificial Intelligence and Health Professions Education
Rakesh Patel, Ken Masters, Daniel Salcedo, Raquel Correia, Martin Pusic

Symposia 5B: Implementing Evidence-informed teaching in practice. A BEME Symposium
Madalena Patricio, Ronald Harden, Morris Gordon, Jeni Harden, Susan van Schalkwyk, Rashmi Kusurkar

Research Papers 5D: Continuing Professional Development

TUESDAY 29 AUGUST

0100-0200 – Short Communications
Short Communications Online 17: Challenges and Growth
Short Communications Online 18: Technology Enhanced Learning 1

0115-0245 - Workshops
Workshop Online 10: Listening for Understanding as a Tool for Reflecting on Culture in Your Practice
Workshop Online 11: How to be the Research Mentor that Learners Want and Need

0230-0330 – Short Communications
Short Communications Online 19: Experiences in Interprofessional Education
Short Communications Online 20: Understanding our Learners

0400-0500 – Short Communications
Short Communications Online 21: Interprofessional Education
Short Communications Online 22: Design and Planning [Postgraduate & CME]

0415-0545 - Workshop
Workshop Online 12: Faculty Development Begins with Our Students: A Framework for Students to Build Their Educator Portfolio

0600-0700 – Short Communications
Short Communications Online 23: Teaching and Learning [Undergraduate]
Short Communications Online 24: Game-based Learning

0630-0800 - Workshop
Workshop Online 13: Practical tips for using Systematic Assessment for Resilience Designation

0815-0945 – Workshop
Workshop Online 14: Gamification - Is There Relevance to Health Science Education?

0830-0930 – Short Communications
Short Communications Online 25: Exploring EDI 3
Short Communications Online 26: Technology Enhanced Learning 2

0900-1030 – Simultaneous Sessions (Live Stream)

Symposia 6A: **Continuing Professional Development of Healthcare Professionals: past, present, and future**

Alvaro Margolis, Helena P Filipe, Céline Monette, Harumi Gomi, Samar Aboulsoud

Symposia 6B: Nothing about us without us: integrating patient voices in health professions education

Paul Murphy, Walter Eppich, Nancy McNaughton, Anne de la Croix, Debra Nestel, Sophie Soklaridis

Research Papers 6D: **Assessment 2**

1000-1100 – Short Communications
Short Communications Online 27: Promoting Student Engagement
Short Communications Online 28: Teaching and Learning [Undergraduate]

1030-1200 – Workshops
Workshop Online 15: Online Co-Creation of Education: New Ways to Listen to Diverse Learners' Voices for Enhancing Future Learning
Workshop Online 16: Fostering Students' Self-Regulated Learning Through Faculty Development

1100-1230 – Simultaneous Sessions (Live Stream)

Symposia 7A: IAMSE Symposium: Preparing for the future: challenges facing health professions educators

Peter de Jong

Symposia 7B: Postgraduate Medical Education in disrupted and conflict settings

Juliana Sá, Simon Gregory, Rille Pihlak, Wunna Tun, Anton Volosovets, Gunaida Al-Gunaid

Research Papers 7D: **Interprofessional and Team Learning**

1400-1530 –Simultaneous Sessions (Live Stream)

Symposia 8A: Disability Inclusion and Anti-Ableism in Healthcare Education
Stephanie Van, Liz Bowen, Dorothy Tolchin

Symposia 8B: Exploring the roles of students in health professions education
Evangelos Papageorgiou, Catarina Pais Rodrigues, Alexandra-Aurora Dumitra, Kosha Gala, Daniel Del Castillo Rix

Research Papers 8D: Equality, Diversity, and Inclusivity

1415-1515 – Short Communications
Short Communications Online 29: Sustainable Health Professions Education
Short Communications Online 30: Assessment [Postgraduate]

1445-1615 – Workshops
Workshop Online 17: Faculty Development Workshop in Sexual and Gender Minority Health Education
Workshop Online 18: Embedding Co-Created Trauma-Informed Self-Care and Advocacy Learning for Medical Students – Our Experiences of Cross-Institutional Collaboration

1545-1645 – Short Communications
Short Communications Online 31: Challenging the Status Quo
Short Communications Online 32: Management of Postgraduate Education

1600-1730 – Simultaneous Sessions (Live Stream)

Symposia 9A: Every Voice Matters: Inclusive Faculty Development
Yvonne Steinert, Subha Ramani, Olanrewaju Sorinola, Patricia O'Sullivan, Ardi Findyartini

Symposia 9B: Developing Competent District Health Care Doctors in the Least Developed Countries: Continuous Glocalization of an Education Program
Heeyoung Han, Young-Mee Lee, Jae Hoon Lee, Hanitriniala Sahondranirina Parquerrette, Hyunmi Park

Research Papers 9D: Learning Experiences

WEDNESDAY 30 AUGUST

0100-0200 – Short Communications

Short Communications Online 33: Design and Planning [Transitions to Practice and Practice-based Learning]

Short Communications Online 34: QI, Accreditation and Benchmarking

0115-0245 – Workshops

Workshop Online 19: Developing and Supporting Clinical Courage in Learners

Workshop Online 20: Trauma-Informed Undergraduate Medical Education: Development and Early Implementation of an Essential Competency Set

0230-0330 – Short Communications

Short Communications Online 35: Design and Planning [Undergraduate]

Short Communications Online 36: Improving Inclusion

0400-0500 – Short Communications

Short Communications Online 37: Postgraduate and Continuing Education

Short Communications Online 38: Assessment [OSCE]

0415-0545 – Workshops

Workshop Online 21: Good Followership Practice: A Focused Sim Training for EMS Providers and Getting Buy-In from Senior Management

0600-0700 – Short Communications

Short Communications Online 39: Organisational Perspectives on Faculty Development

Short Communications Online 40: Design and Planning [Undergraduate]

0630-0745 – Workshops

Workshop Online 22: Empowering Learners for Co-Creation in Health Professions Education: A Journey to Engage Learners and Promote Inclusivity

0800-0945 – Workshops

Workshop Online 23: Student Misconduct: A Moral Maze. International Perspectives

0830-0930 – Short Communications

Short Communications Online 41: Human Dimensions of Teaching and Learning

Short Communications Online 42: Teaching and Learning [Undergraduate]

0900-1030 – Simultaneous Sessions (Live Stream)

Symposia 10A: **East Meets West: Experiences of Two AMEE ASPIRE Awardees for Excellence in Student Engagement**
Muirne Spooner, Céline Marmion, Martina Crehan, Pongtong Puranitee, Titiwat Sungkaworn, Samart Pakakasama

Symposia 10B: **Medical Education Escape Rooms; Love them, but am I learning? A critical discussion on contemporary serious gaming**
Panagiotis Bamidis, Peter Dieckmann, Rachel Ellaway, Subha Ramani

Symposia 10D: **Enhancing patient safety through Simulation based education**
Balakrishnan Ashokka, Sophia Ang, Courisse Knight, Viktor Riklefs, Alfred Know, Sayaka Oikawa

1000-1100 – Short Communications
Short Communications Online 43: Supporting Learners in the Clinical Environment
Short Communications Online 44: Design and Planning [Learner Involvement]

1100-1215 – Plenary (Live Stream)
Plenary 11A: **Enabling Assessment for Inclusion in the Health Professions**
Rola Ajjawi, Australia

Rola Ajjawi is Professor of Educational Research at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University, Australia. Her international program of research has sought to reveal the taken for granted assumptions about and hidden complexities of educational practice. Her current research spans equity, agency, belonging, and workplace learning. Rola was awarded a Karolinska Institutet Fellowship for her Research in Medical Education in 2021. She is Deputy Editor of the journal Medical Education, DEI lead for the journal, and chair of the AMEE doctoral award group. Her latest edited collection is Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice (Routledge, 2023 – Open Access).

Conference Prizes

Close of AMEE 2023 and Introduction to AMEE 2024

REGISTRATION

	In Person		Online	
	To 31 May	From 1 June	To 31 May	From 1 June
Member categories[4]				
Individual/Institutional member[5]	£520	£578	£292	£325
Individual/Institutional member from less well-resourced country[1,5]	£312	£347	£175	£195
Individual member claiming Junior doctor/Junior health professional rate[2]	£338	£375	£191	£212
Student member[3]	£260	£289	£146	£162
Non-Member categories				
Non-member	£630	£700	£355	£395
Non-member from less well-resourced country[1]	£378	£420	£213	£237
Non-member Junior doctor/Junior health professional[2]	£410	£455	£232	£257
Non-member Student[3]	£315	£350	£177	£197
Additions to AMEE 2023 registration				
7th ICFDHP Conference[6]	£360	£400	–	–
Preconference workshop[6]	£75	£75	TBC	TBC
Preconference workshop OS1[8]	£190	£190		
Masterclass 1[6]	£175	£175	–	–
ESME Masterclass 2[6]	£100	£100	–	–
ESME Masterclass 3, 4, 5[7]	£100	£100	£80	£80
TEL Symposium[6]	£135	£135	–	–

[1]See list of less well resourced countries

[2]Applies up to 5 years post-graduation as a doctor or other health professional. Also applies to those undertaking a full-time Masters or full-time PhD or other Doctoral programme and who do not receive a salary but who may receive grant funding. Proof of status required

[3]Applies to medical and health professions students at undergraduate level or on graduate entry to medicine courses and continues until qualification as a doctor or other health professional. It does not apply to those undertaking Masters or PhDs or other Doctoral programmes. Proof of status required

[4]AMEE Members must be current paid AMEE members at the time of registering to claim AMEE members' rate

[5]Current paid AMEE Institutional Members will be eligible to claim up to 10-member rate registrations using a discount code provided, please contact services@amee.org if you have not received your voucher. This voucher will only be valid on the early and late registration fees and not the super early fees available for in person attendance.

[5]Current paid Premium Institutional Members will be eligible to claim up to 20-member rate registrations using a discount code provided, please contact services@amee.org if you have not received your voucher. This voucher will only be valid on the early and late registration fees and not the super early fees available for in person attendance.

[6]May only be purchased with an in-person conference registration

[7]May only be purchased with an in-person or online conference registration

[8]Includes transport to and from Dundee

To view the full list of terms and conditions and details on how to register visit the AMEE 2023 registration Site