



**AMEE 2023**

**26–30 August**

**SEC, Glasgow, UK**

**“Inclusive Learning Environments to Transform  
the Future”**

# **Provisional Programme**

**Online**



## 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**

## 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 27<sup>th</sup> 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*

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



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

<sup>1</sup>See list of [less well resourced countries](#)

<sup>2</sup>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

<sup>3</sup>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

<sup>4</sup>AMEE Members must be current paid AMEE members at the time of registering to claim AMEE members' rate

<sup>5</sup>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](mailto: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.

<sup>6</sup>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](mailto: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.

<sup>8</sup>May only be purchased with an in-person conference registration

<sup>7</sup>May only be purchased with an in-person or online conference registration

<sup>9</sup>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](#)**



