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USING CHATGPT TO CREATE ENGAGING PROBLEM-BASED LEARNING SCENARIOS IN ANATOMY: A STEP-BY-STEP GUIDE

Karrar Alsharif M.H.[1*], Elamin A.Y.[2], Almasaad J.M.[3,4], Bakhit N.M.[5], Alarifi A.[6,7], Taha K.M.[8], Hassan W.A.[9], Zumrawi E.[9]

[1] Department of Basic Medical Sciences, College of Medicine, Prince Sattam Bin Abdulaziz University, Al Kharj, Saudi Arabia
[2] Department of Histology and Embryology, Faculty of Medicine, Ondokuz Mayis University, Samsun, Turkey
[3] Department of Basic Medical Sciences, College of Medicine, King Saud Bin Abdul Aziz University for Health Sciences, Jeddah, Saudi Arabia
[4] King Abdullah International Medical Research Centre, King Abdulaziz Medical City, Jeddah, Saudi Arabia
[5] Department of Anatomy, College of Medicine and Medical Sciences, Arabian Gulf University, Manama, Bahrain
[6] Department of Basic Sciences, College of Science and Health Professions, King Saud bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia
[7] King Abdullah International Medical Research Center, King Abdulaziz Medical City, Riyadh, Saudi Arabia
8 Department of Anatomy, Faculty of Medicine, Omdurman Islamic University, Omdurman, Sudan
[9] Education Development and Research Centre, Faculty of Medicine, University of Gezira, Sudan

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Abstract

Background: *Problem-based learning is widely recognized for its ability to foster active learning and critical thinking in medical education. However, creating effective problem-based learning scenarios demands a high level of expertise. Leveraging the natural language capabilities of ChatGPT, educators can now receive assistance in designing engaging anatomy problem-based learnings.*

Objective: *This paper aims to provide a comprehensive guide on collaborating with ChatGPT to generate ideas, develop content, and create supporting materials for anatomy problem-based learning scenarios.*

Material and methods: *Our methodology involved an analysis of literature on problem-based learning best practices and experimentation on content creation using ChatGPT. The outputs were refined based on valuable feedback obtained from both educators and students.*

Results: *This guide emphasizes crucial aspects such as defining clear learning objectives, ensuring academic rigour, and aligning the problem-based learning scenarios with the curriculum. By harnessing ChatGPT's conversational abilities, educators can collaboratively co-create problem-based learning scenarios that are engaging and effective.*

Conclusion: *This human-artificial intelligence collaborative approach to anatomy problem-based learning design underscores the importance of maintaining oversight over the content generated by ChatGPT. Further research is necessary to quantify the impact of ChatGPT as a supplementary resource. Purposeful integration of ChatGPT, in alignment with pedagogical goals, has the potential to enhance engagement and learning outcomes, particularly for digitally native students.*

Keywords: *problem-based learning, anatomy education, ChatGPT, learning objectives, artificial intelligence integration.*

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Address for Correspondence:

Dr. Mohammed H. Karrar Alsharif
Department of Basic Medical Sciences, College of Medicine Prince Sattam Bin Abdulaziz University, Al Kharj, KSA
Al-Kharj 16278, Saudi Arabia
Tel.: +00966552644088
E-mail: m.alshrif@psau.edu.sa