

Academy Seminar Series

AI in Action: Practical Tools for the Health Professions Educator

September 22, 2026

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Disclosures

The speaker(s) do not have relevant financial relationships

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Text 684723➔ 1-844-998-2674

Your engagement

As a member of our vibrant community, we encourage you to actively participate in this session. **Please keep your cameras on** to help foster an engaging and connected experience for one another and our invited speakers.

Introductions



Traci Wolbrink, MD, MPH



Kelsey Miller, MD, EdM



Kaytlyn Hope, MHA, C-TAGME



Christopher Reeves, MSN, CNP, NPD-BC

Learning Objectives

1. Describe how artificial intelligence (AI)-enabled tools can address common, everyday challenges in health professions education, grounded in relevant educational theory and principles.
2. Identify three practical, AI-enabled strategies or tools that can be applied in their own educational practice.
3. Apply one AI-enabled tool or technique to their own educational practice.

Setting the stage

Traci Wolbrink



Why Now? Opportunities for Educators



MEET GROWING DEMANDS

- Create high-quality educational content faster
- Personalize learning at scale
- Support diverse learners and settings



GAIN BACK VALUABLE TIME

- Automate routine tasks
- Streamline communication
- Focus more on what matters most: teaching and mentorship



SPARK CREATIVITY

- Generate new ideas and formats
- Enhance engagement with interactive tools
- Explore innovative approaches to learning

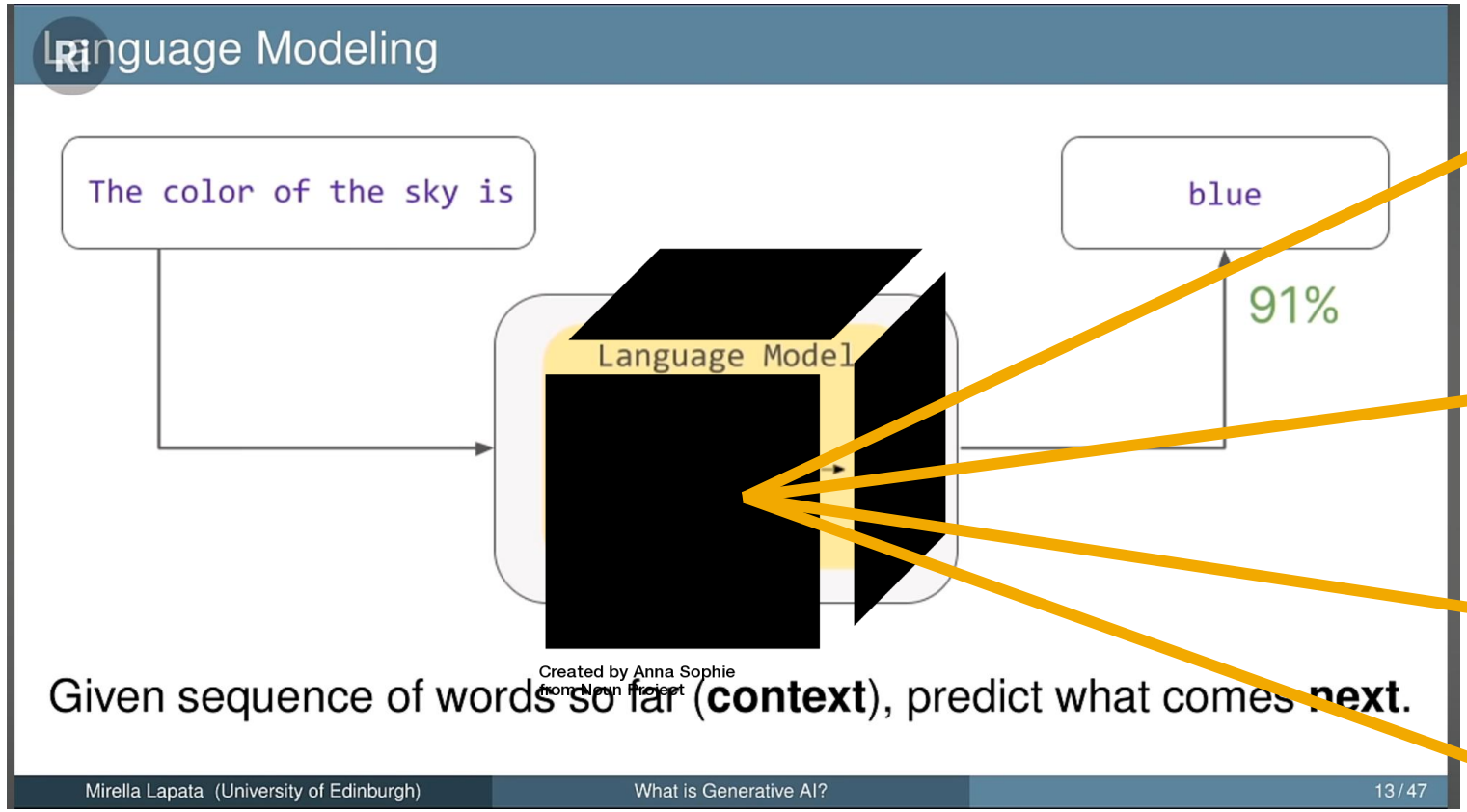


EXPAND IMPACT

- Reach more learners
- Improve consistency and equity
- Share and scale what works

AI won't replace educators — it empowers us to do more of what we do best.

Generative AI and Large Language Models



?

Variability ?

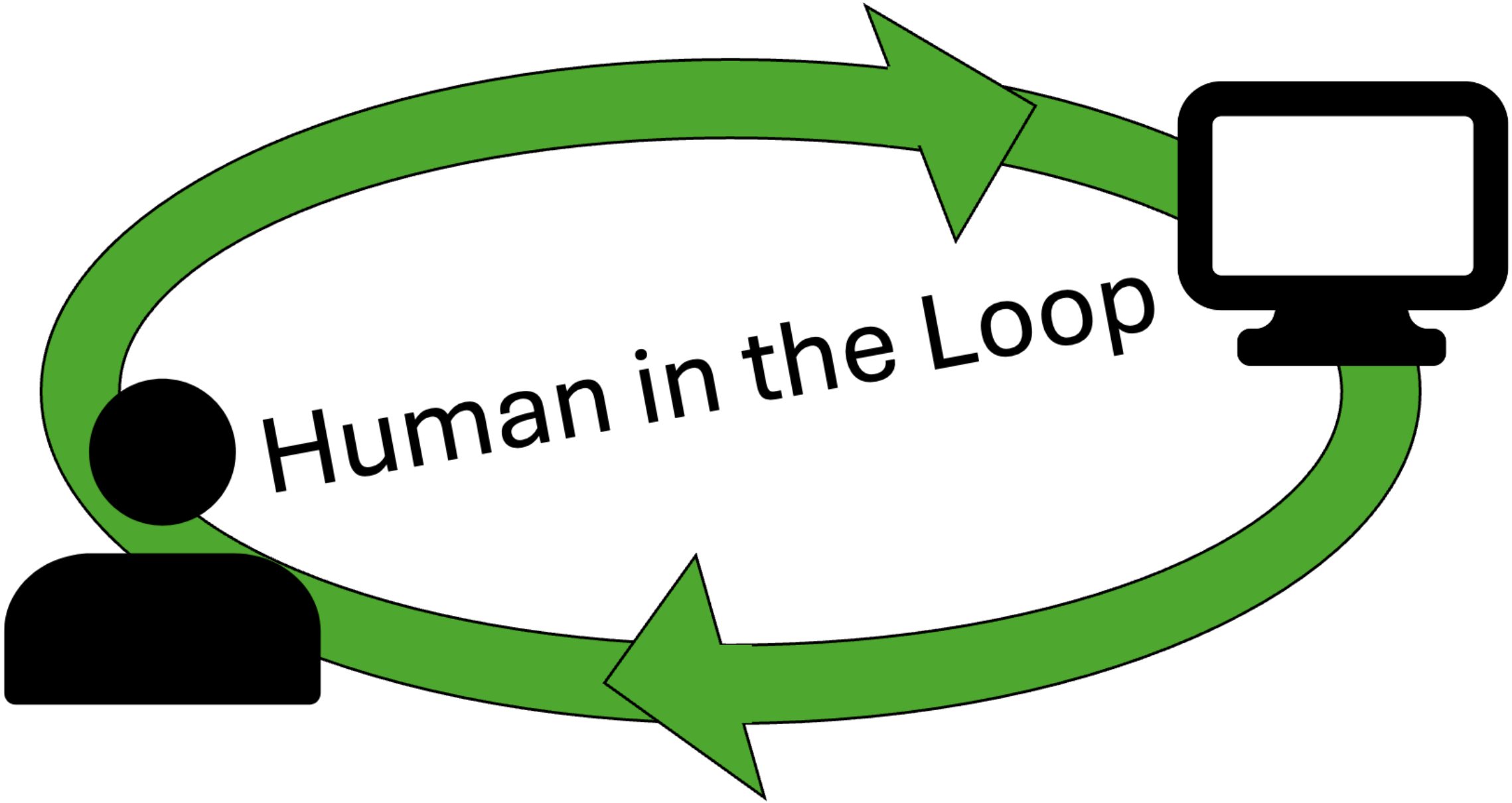
?

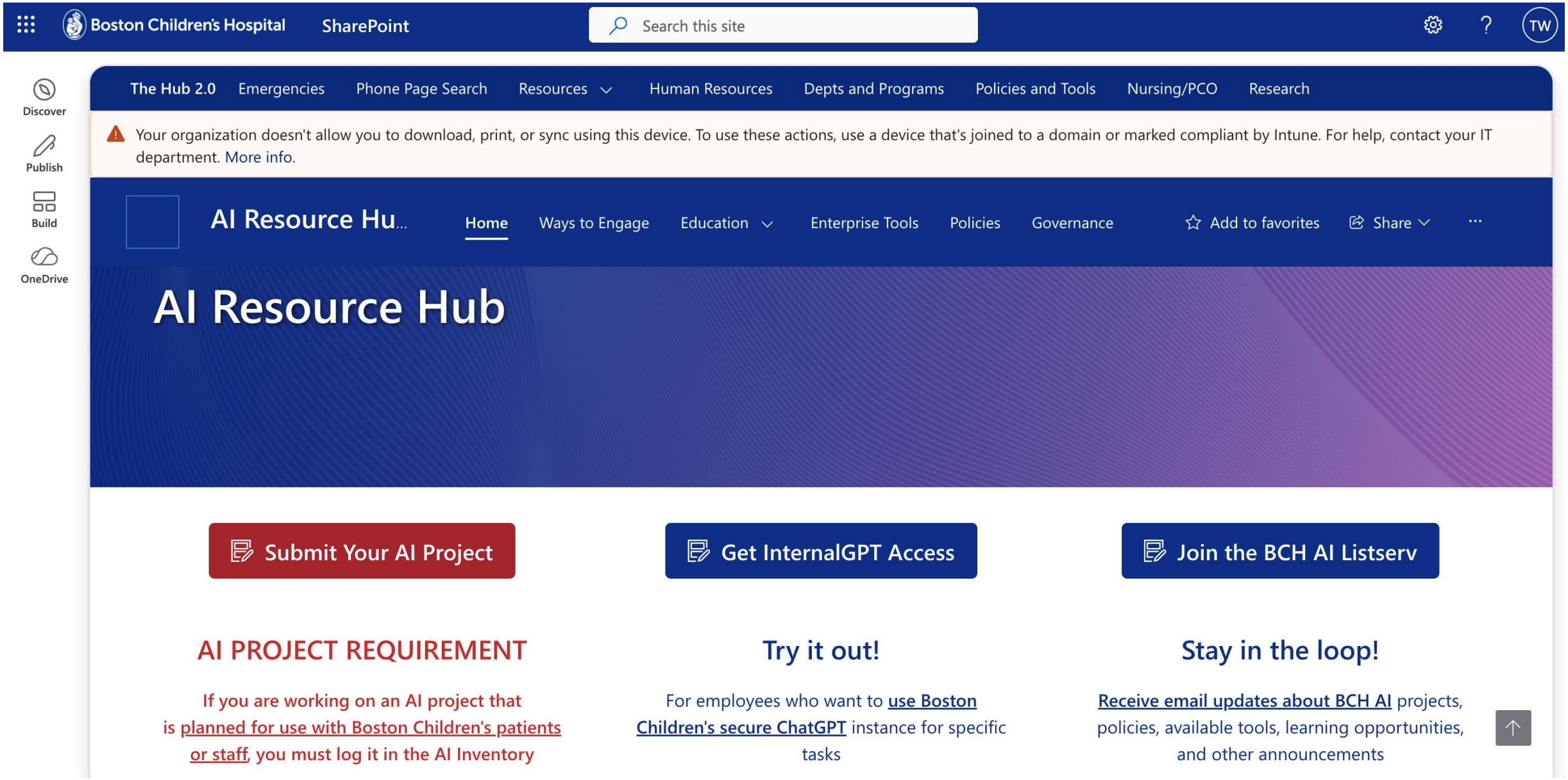
Inaccuracies (hallucinations, confabulations) ?

Bias ?

Safety ?

Lapata M. What is Generative AI? https://www.youtube.com/watch?v=_6R7Ym6Vy


Human in the Loop


Boston Children's Hospital
SharePoint
Search this site
TW
Discover
Publish
Build
OneDrive
The Hub 2.0
Emergencies
Phone Page Search
Resources
Human Resources
Depts and Programs
Policies and Tools
Nursing/PCO
Research
Your organization doesn't allow you to download, print, or sync using this device. To use these actions, use a device that's joined to a domain or marked compliant by Intune. For help, contact your IT department. More info.
AI Resource Hu...
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Ways to Engage
Education
Enterprise Tools
Policies
Governance
Add to favorites
Share
AI Resource Hub
Submit Your AI Project
Get InternalGPT Access
Join the BCH AI Listserv
AI PROJECT REQUIREMENT
If you are working on an AI project that is planned for use with Boston Children's patients or staff, you must log it in the AI Inventory
Try it out!
For employees who want to use Boston Children's secure ChatGPT instance for specific tasks
Stay in the loop!
Receive email updates about BCH AI projects, policies, available tools, learning opportunities, and other announcements

Today's Conversation: Real Examples, Real Applications

1. AI as a Socratic Dialogue to Create an Educator Portfolio



- Use generative AI for reflective dialogue
- Identify and organize evidence of impact
- Draft and refine portfolio content
- Uncover strengths and future goals

2. AI to Create a Jeopardy-Style Game



- Generate high-quality, case-based questions
- Customize to your learners and objectives
- Save time and easily iterate
- Make learning fun and engaging

3. AI and Automations to Send Emails to Learners



- Draft and personalize emails quickly
- Automate scheduling and delivery
- Use AI to tailor messages to learner needs
- Improve communication and follow-up

From ideas to implementation — practical strategies you can use.

Microburst 1
Socratic Dialogue with Generative Artificial Intelligence

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Boston Children's

Where the world comes for answers



An educational challenge: The Educator Portfolio

A collection and reflection of work as an educator

- Requires active engagement: significant time and effort
- Major focus is on teaching philosophy



An educational challenge: The Educator Portfolio

A collection and reflection of work as an educator

- Requires active engagement: significant time and effort
- Major focus is on teaching philosophy

How many of us have put pen to paper to delineate our teaching philosophy?



The Art of Asking

Socratic Dialogue: systematic questioning to engage learner in critical thinking and development of their own conclusions



The Art of Asking

Socratic Dialogue: systematic questioning to engage learner in critical thinking and development of their own conclusions

Probing questioning can be valuable, but concerns about learner harm have led some educators to avoid the Socratic Method for fear of "pimping"



Leveraging AI for Socratic Dialogue

AI can systematically question if prompted to engage in Socratic dialogue

(Potentially) Without the risk of marginalizing or embarrassing the learner



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Educators are starting to play with implementing the Socratic Method with AI within and outside of health professions education



Leveraging AI for Socratic Dialogue

AI can systematically question if prompted to engage in Socratic dialogue

(Potentially) Without the risk of marginalizing or embarrassing the learner

Educators are starting to play with implementing the Socratic Method with AI within and outside of health professions education…

What about using it to craft a teaching philosophy?



Socratic Dialogue with AI: Articulating a Teaching Philosophy

```
### Step 2 — Socratic interview for the teaching philosophy
The teaching philosophy cannot be extracted from a CV or evaluations, so you must draw it out. Ask grounded, open questions — referencing
their *actual* teaching record — and ask only **one or two at a time**, following the conversation where it leads. Use the AAMC's four
elements as your scaffold:

- **Role as a teacher** — e.g., "You do a lot of bedside teaching and small-group facilitation. When you're at the bedside, what do you
understand your job to be in that moment?"
- **Theory of learning** — "How do you think learners actually learn the kind of clinical reasoning you teach?"
- **Characteristics of good teachers** — "Think of a teacher who shaped you. What did they do that you try to carry forward?"
- **Role and responsibility of learners** — "What do you expect of your learners, and how do you set that expectation?"

Adapt the questions to what you saw in their materials. Probe gently for specifics and concrete examples.

### Step 3 — Draft the philosophy and confirm
Synthesize what they told you into a first-person teaching philosophy in **their** voice, using their words and examples wherever possible.
Present it for review. Revise until they're satisfied. Do not proceed without their sign-off on this section.
```




Socratic Dialogue with AI: Articulating a Teaching Philosophy

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Socratic Dialogue with AI: Articulating a Teaching Philosophy

With the inventory now settled, let's move to the part that really shapes this portfolio: your teaching philosophy. This has to come from your own thinking, so I'll ask questions rather than draft anything yet.

You have a striking amount of direct, one-on-one teaching — Core Faculty mentoring, PEM ACE precepting, TEACH curriculum mentorship — where evaluators specifically describe you tailoring feedback to each learner's individual goals rather than giving generic guidance.

When you're precepting a student one-on-one — in the ED or in Core Faculty mentoring — what do you see your job as being, in that moment?

Adapt questions to what you saw in their materials



Socratic Dialogue with AI: Articulating a Teaching Philosophy

That's a clear theory of learning — frameworks first, so learners can reason toward an answer even with incomplete knowledge, and feedback that carries its own rationale so they know its boundaries, not just its content. That also explains why you resist pure knowledge-transfer: a fact without a framework doesn't transfer to the next patient, but a framework does.

I'd like to turn to where this came from.

Think of a teacher who shaped you — during residency, fellowship, or even earlier. What did they do that you find yourself trying to carry forward now?

Probe for specifics and concrete examples



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Socratic Dialogue with AI: Articulating a Teaching Philosophy

Teaching Philosophy

I approach teaching from a constructivist paradigm: I don't think of knowledge as something transmitted from one person to another, but as something learners and I create together. This shapes almost everything else about how I teach.

I think of learning as the development of a framework, or model, for thinking. New knowledge populates that model over time, but a learner with a solid framework should be able to reason their way close to a diagnosis or plan even without knowing every detail. Feedback works the same way: it should always carry a rationale, so the learner understands not just what to apply, but when — and, just as importantly, when it doesn't apply….



Socratic Dialogue with AI: Articulating a Teaching Philosophy

Does this feel right now, or is there anything else to adjust before we move to assembling the full draft?

I would like to expand the second paragraph - because I also do classroom teaching and I teach residents, fellows and faculty - not just students. So maybe something more like "when I'm interacting with a learner”

Good catch — that's a more accurate reflection of your range. Here's the revised second paragraph:

Revise until their satisfied



Socratic Dialogue with AI: Try It Yourself



Socratic Dialogue with AI: Articulating a Teaching Philosophy

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- **Characteristics of good tea                                                                   o carry forward?"
- **Role and responsibility of                                                                    pectation?"

Adapt the questions to what you

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DISCLAIMER: I DIDN'T COME UP WITH THIS PROMPT



Key AI Principle: Meta-prompting

Prompt engineering technique where you use a large language model to guide, structure, and optimize writing prompts

May be beneficial to use more advanced model to optimize prompt for less advanced models



Microburst 2
Game On: Using AI to Create Jeopardy-Style Learning Games

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Boston Children's

Where the world comes for answers



An educational challenge: Promoting learner engagement

Educators want to keep learners actively engaged, but traditional teaching methods can make it difficult to sustain participation, especially during review sessions or content-heavy topics. Using AI to quickly create interactive Jeopardy-style games can turn existing educational content into a more active, collaborative, and engaging learning experience.



Educational principle: Active, game-based learning

Learner engagement is strongest when learners are actively participating, applying knowledge, and receiving immediate feedback. Done well, game-based learning creates low-stakes opportunities to retrieve information, discuss answers, and learn from both correct and incorrect responses.



Why AI?

Describe why AI is the right fit to address this educational challenge/to help enact this key principle

AI can quickly turn existing educational content into engaging, game-based questions and answers, reducing the time it takes educators to create interactive activities. The educator can then review and refine the content to make sure it is accurate, appropriately challenging, and aligned with the learning objectives.



Try It: Turn Content Into an Interactive Jeopardy Game

Creating the Prompt:

- Choose content you already teach
- Paste the content into ChatGPT
- Tell ChatGPT your learning goal
- Ask ChatGPT to help you create a strong prompt for an interactive Jeopardy-style game
- Refine the prompt until the questions focus on **application, not memorization**
- Then ask ChatGPT to use that prompt to generate the game

Example instruction to ChatGPT:

"I want to create a Jeopardy-style game using the content below. My goal is for learners to apply the terminology rather than simply memorize definitions. Help me write a detailed prompt that will generate an engaging, scenario-based game that I can play live with both in-person and remote learners."



Turn Your Game Into a Playable HTML File

1. **Paste your final game prompt into ChatGPT**
   Add this instruction: “Now turn this game into a single self-contained HTML file that I can open in a web browser and play live. Include the game board, team scoring, answer reveals, and all CSS and JavaScript inside the file. Also include an **Export Questions & Answers** button that downloads a CSV with the category, point value, question, answer, explanation, and teaching point.”
2. **Ask ChatGPT to create the file**
3. **Download the .html file**
4. **Open it in Chrome or Edge**
5. **Test the buttons and scoring before your session**

Now use this prompt to make the game.



Rapid SMART Goal Feedback: An AI-Integrated Automation for Educators

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christopher.reeves@childrens.harvard.edu

Boston Children's

Where the world comes for answers



An educational challenge

- Administrative tasks are essential to support effective, high-quality teaching.
- These tasks compete for time and cognitive resources that educators could otherwise invest in increasing the personalization within the educational experience.
- This challenge is exacerbated by several factors
    - Complex and multistep processes
    - Fragmentation of data across multiple locations/data sources
    - Volume of learners
    - Frequency of a repetitive task



Note. Image generated with ChatGPT using OpenAI image generation, September 15, 2026, from the prompt describing administrative burden and personalized education.



Educational principle

1. Goal-setting is most effective when it is SMART!

Specific

Measurable

Actionable/Achievable

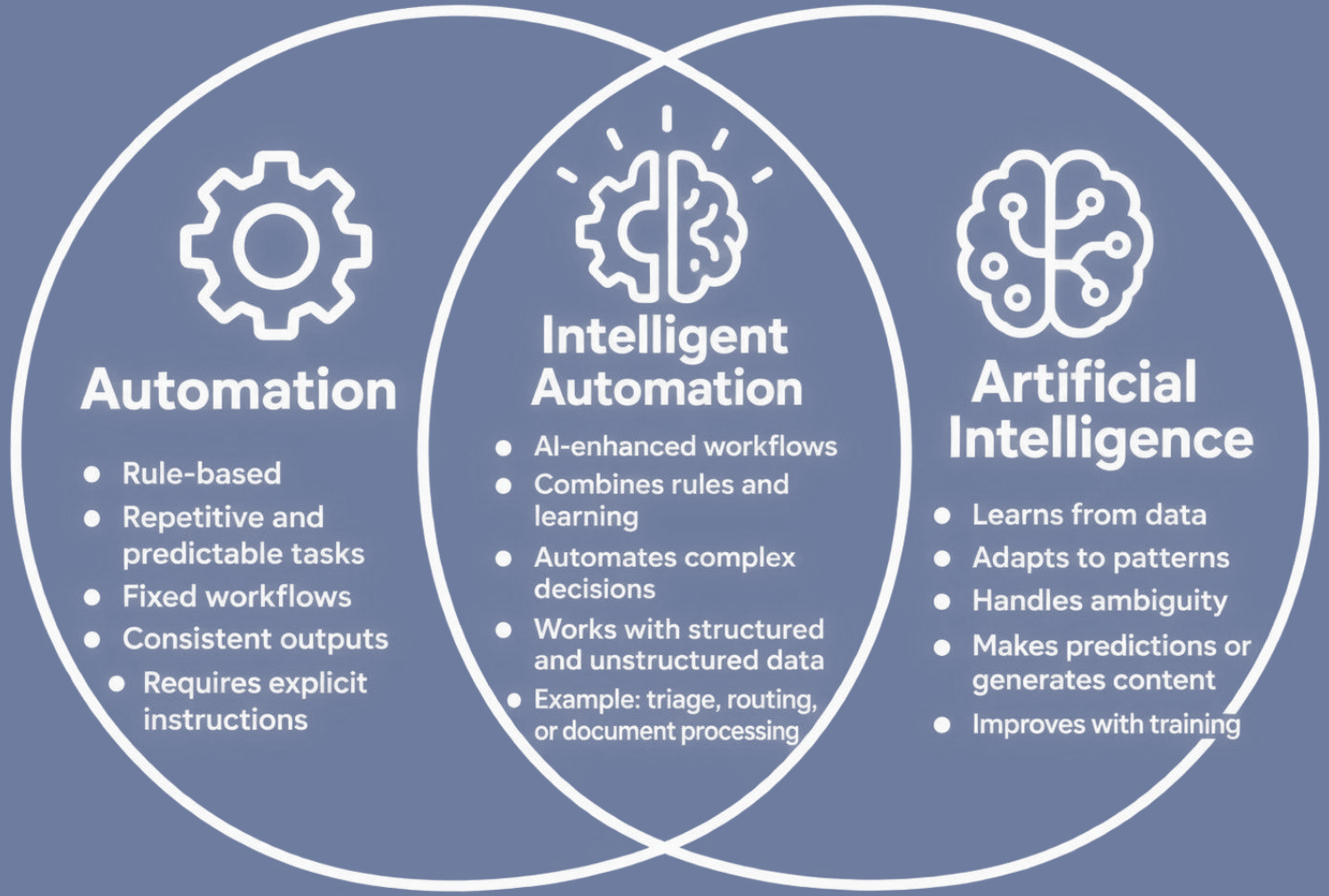
Relevant

Time-bound

2. …and feedback is most effective when it is timely and personalized



AI vs Automation



https://www.veryfi.com/technology/artificial-intelligence-vs-intelligent-automation/



Why AI and automation?

Generative AI can be used to take a first-pass at evaluating submitted content (a learner's goal) against a provided standard (the SMART framework) and draft feedback, that can then be reviewed and revised by the educator

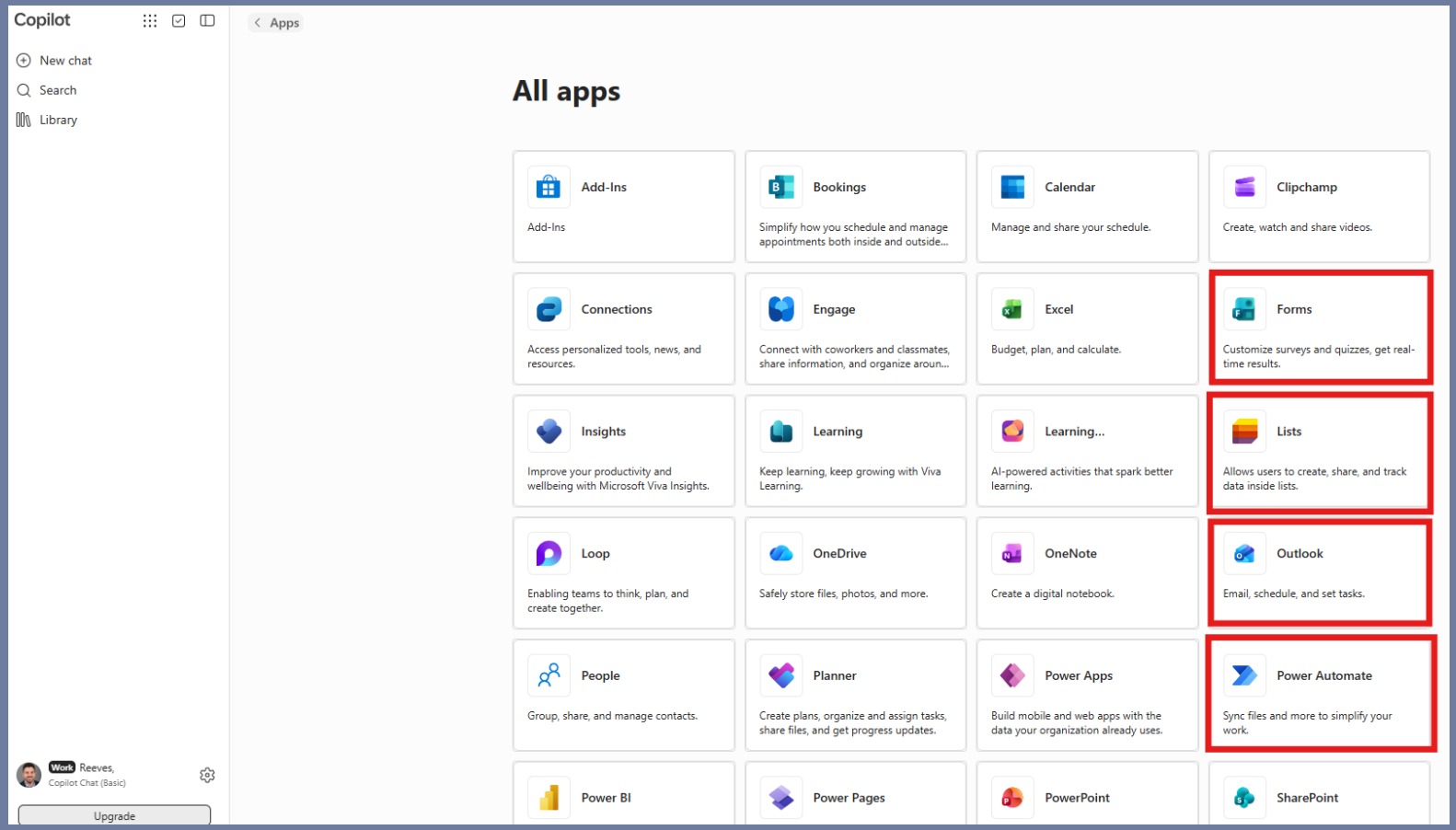
Automating the workflow can streamline the manual, time-consuming steps: submitting → organizing → reviewing → responding



AI-enabled tool or strategy

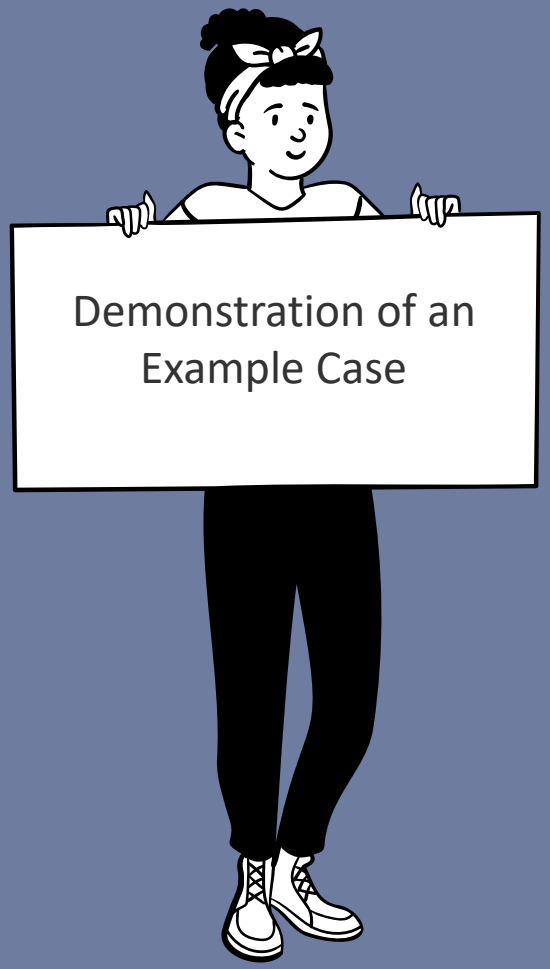
Use tools that every BCH educator has access to through M365!

Action	Tool
Invite learners to submit goals	**Microsoft Forms**
View & manage submitted goals	**Microsoft Lists**
AI-supported evaluation of goals & rapid templating of feedback	**Power Automate**
Review, revise, & respond	**Outlook**





Intelligent Automation in Action





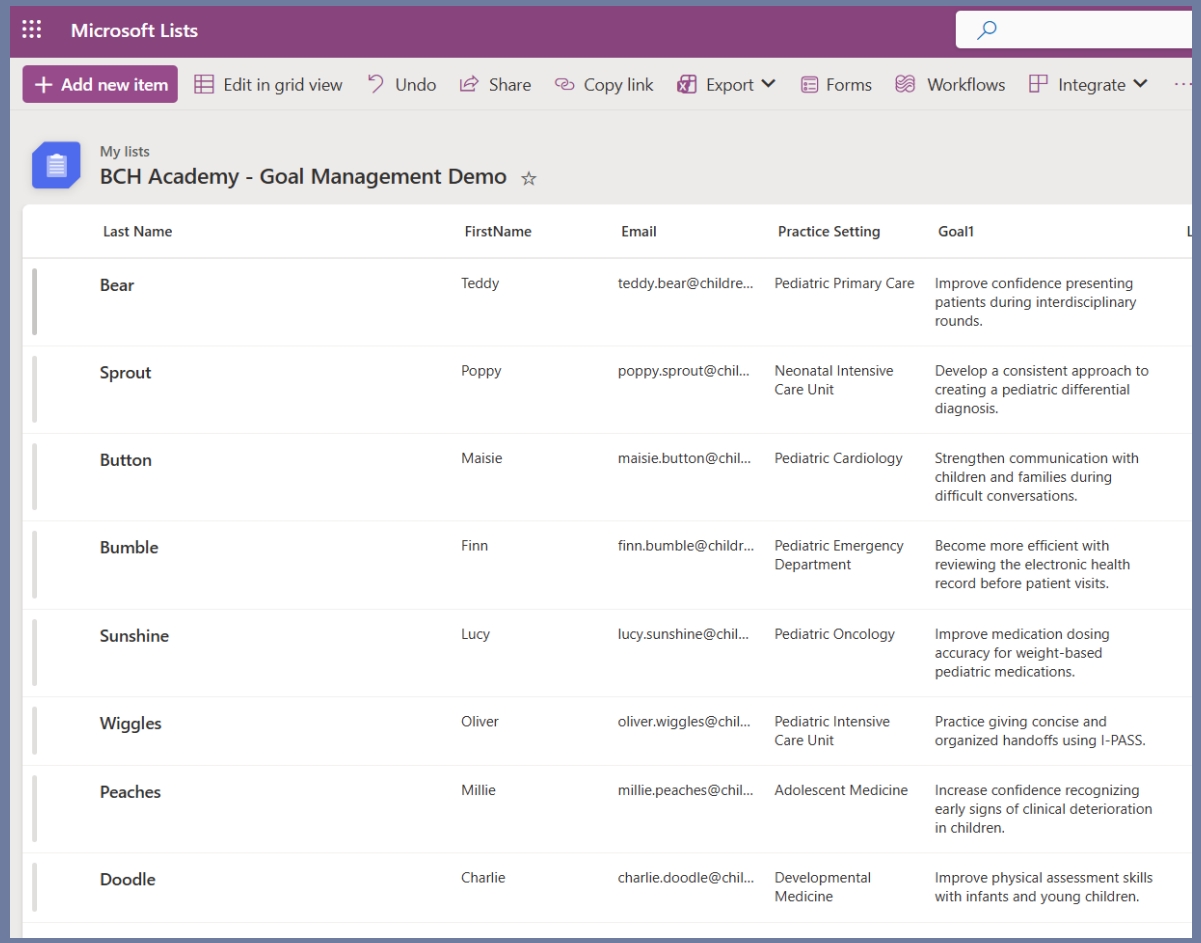
Intake of Learner Information

- Microsoft Forms serves as Microsoft-based application to survey individuals.
- Allows for logic within survey design
- Provides high-level summary data
- Automatically stores entries in an excel document
- Data can be directed to Microsoft Lists to filter and feed into Power Automation

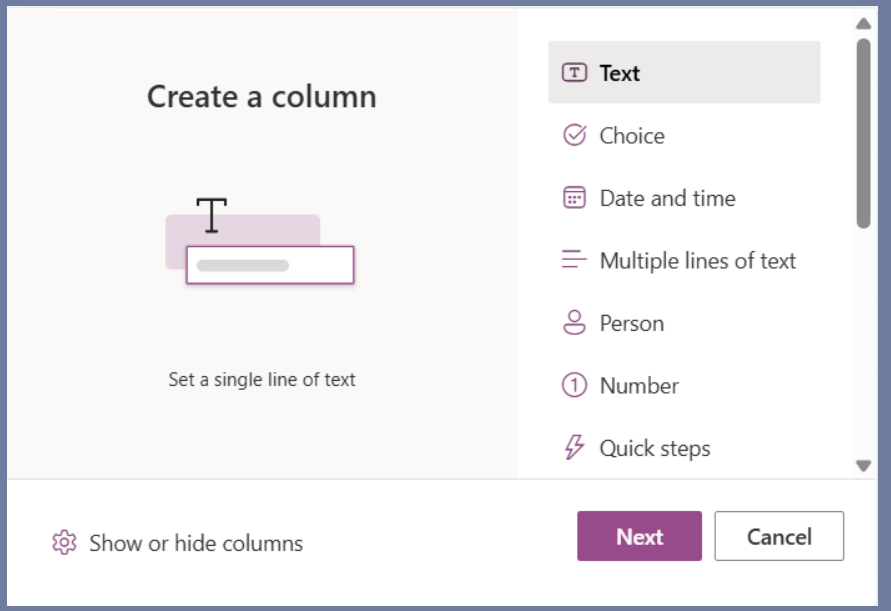
Submit Your Imperfect SMART Goals



Organization of Entries



Last Name	FirstName	Email	Practice Setting	Goal1
Bear	Teddy	teddy.bear@childre...	Pediatric Primary Care	Improve confidence presenting patients during interdisciplinary rounds.
Sprout	Poppy	poppy.sprout@chil...	Neonatal Intensive Care Unit	Develop a consistent approach to creating a pediatric differential diagnosis.
Button	Maisie	maisie.button@chil...	Pediatric Cardiology	Strengthen communication with children and families during difficult conversations.
Bumble	Finn	finn.bumble@childr...	Pediatric Emergency Department	Become more efficient with reviewing the electronic health record before patient visits.
Sunshine	Lucy	lucy.sunshine@chil...	Pediatric Oncology	Improve medication dosing accuracy for weight-based pediatric medications.
Wiggles	Oliver	oliver.wiggles@chil...	Pediatric Intensive Care Unit	Practice giving concise and organized handoffs using I-PASS.
Peaches	Millie	millie.peaches@chil...	Adolescent Medicine	Increase confidence recognizing early signs of clinical deterioration in children.
Doodle	Charlie	charlie.doodle@chil...	Developmental Medicine	Improve physical assessment skills with infants and young children.

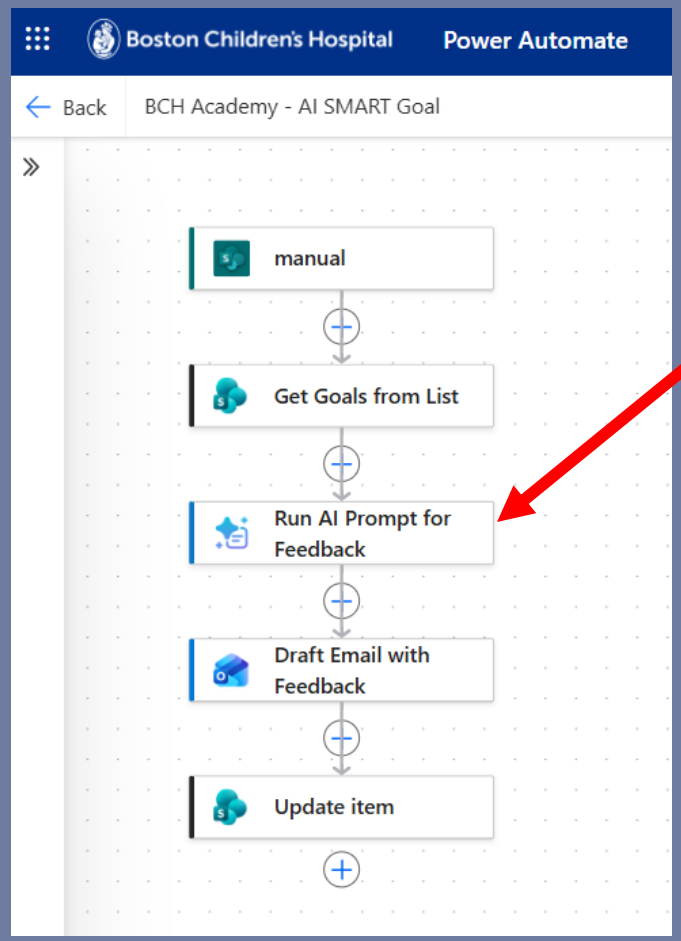


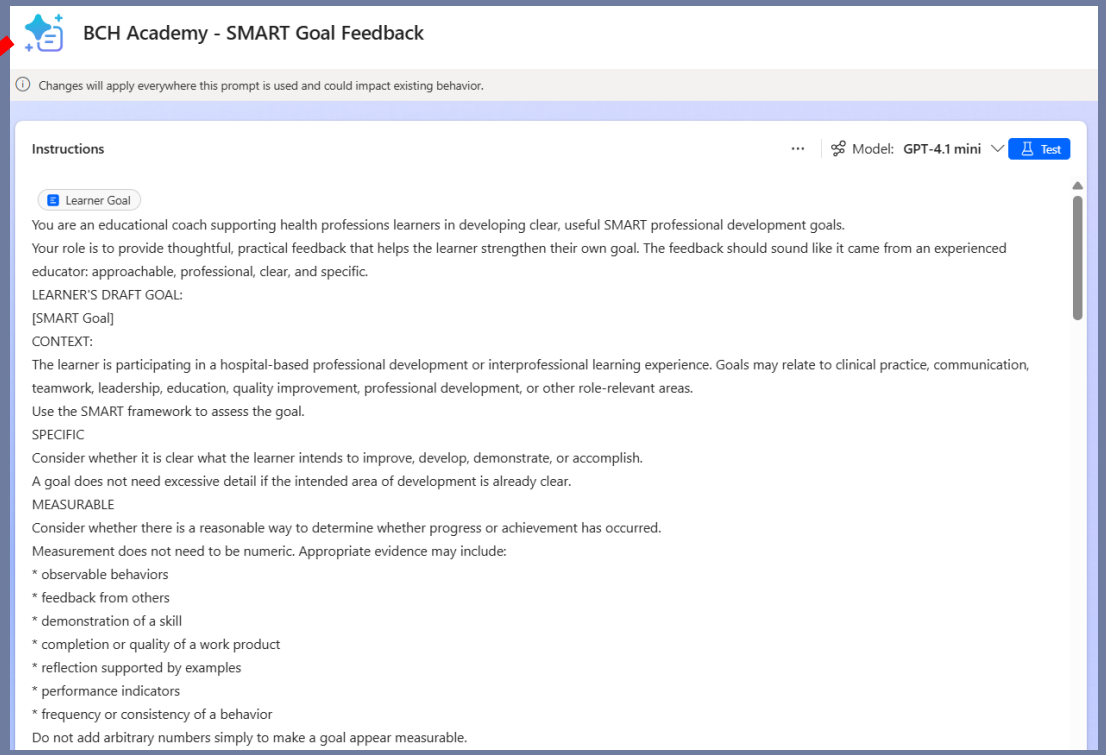
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Clustering and Processing of Tasks

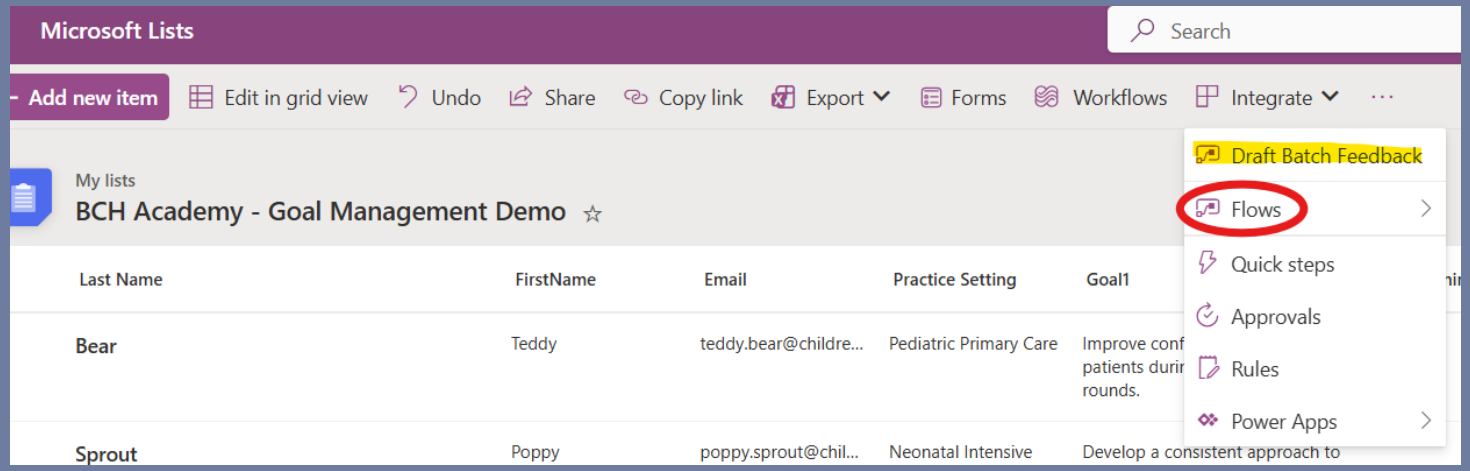


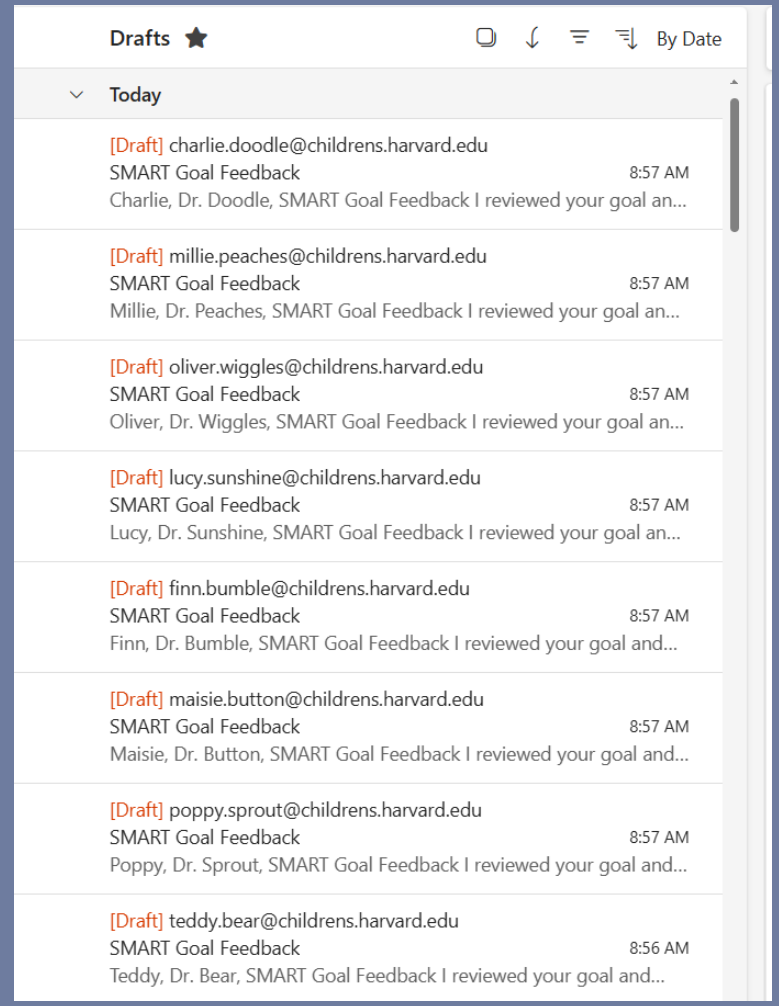




Review and Respond

Outlook



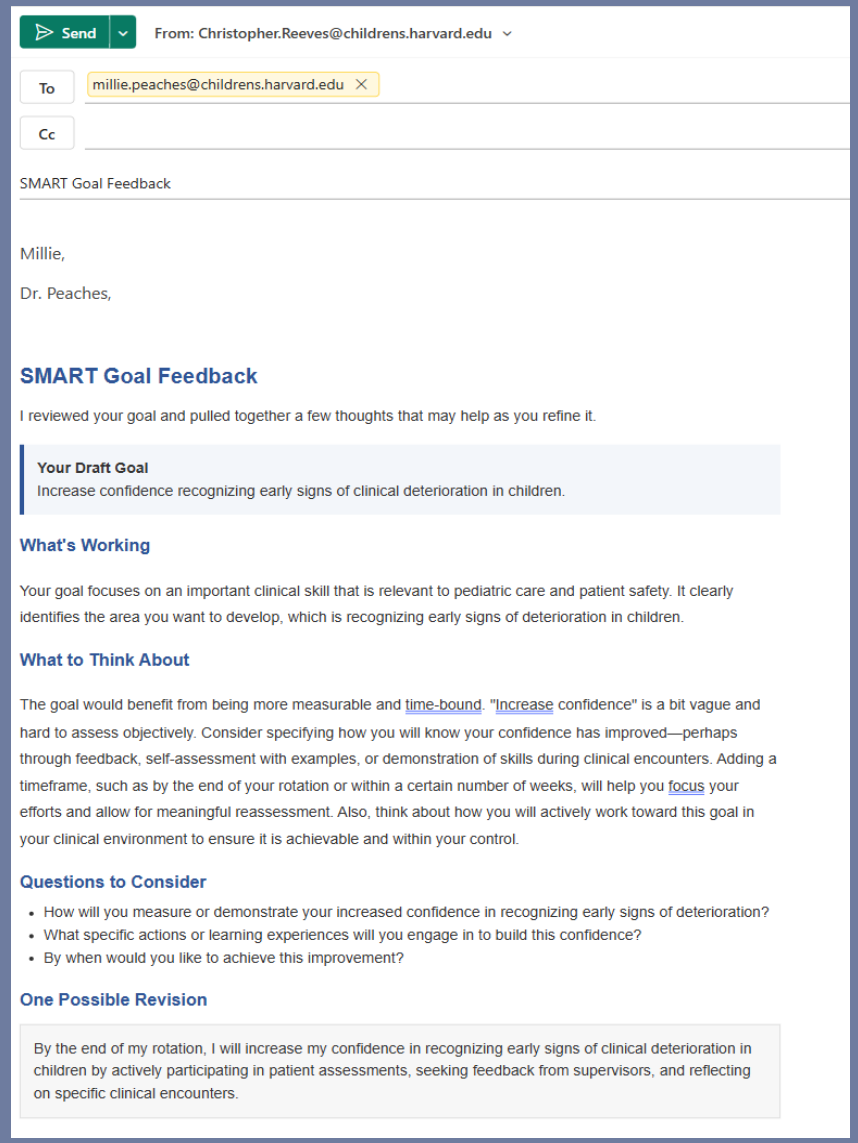




Outlook

Review and Respond

Human in the loop



Send | From: Christopher.Reeves@childrens.harvard.edu

To: millie.peaches@childrens.harvard.edu

Cc:

SMART Goal Feedback

Millie,

Dr. Peaches,

SMART Goal Feedback

I reviewed your goal and pulled together a few thoughts that may help as you refine it.

> **Your Draft Goal**
> Increase confidence recognizing early signs of clinical deterioration in children.

What's Working

Your goal focuses on an important clinical skill that is relevant to pediatric care and patient safety. It clearly identifies the area you want to develop, which is recognizing early signs of deterioration in children.

What to Think About

The goal would benefit from being more measurable and time-bound. "Increase confidence" is a bit vague and hard to assess objectively. Consider specifying how you will know your confidence has improved—perhaps through feedback, self-assessment with examples, or demonstration of skills during clinical encounters. Adding a timeframe, such as by the end of your rotation or within a certain number of weeks, will help you focus your efforts and allow for meaningful reassessment. Also, think about how you will actively work toward this goal in your clinical environment to ensure it is achievable and within your control.

Questions to Consider

- How will you measure or demonstrate your increased confidence in recognizing early signs of deterioration?
- What specific actions or learning experiences will you engage in to build this confidence?
- By when would you like to achieve this improvement?

One Possible Revision

By the end of my rotation, I will increase my confidence in recognizing early signs of clinical deterioration in children by actively participating in patient assessments, seeking feedback from supervisors, and reflecting on specific clinical encounters.



Discussion

Moderator: Traci Wolbrink



Discussion: Presenters

- What are key considerations for responsible use of this AI tool in this context? e.g. what data is appropriate to put in/share, and what is not?
- Where could this AI tool get it wrong, and how would someone know? What's your own “check” before you act on what AI gives you?

Discussion: Participants

- Did one of the three strategies you just heard about resonate with you? What barriers might you face when trying it in your practice?
- Did the conversation prompt you to think about another AI-enabled tool or approach you could use in your practice?



Contact
BCHacademy@childrens.harvard.edu
with any questions, feedback, comments, or ideas for seminars!

Thank you!