

**APGO ACADEMIC SCHOLARS AND LEADERS
ASSOCIATION OF PROFESSORS OF GYNECOLOGY AND OBSTETRICS
2026-2027**

Session: Integrating Technology to Enhance Learning

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Date: Friday, August 7, 2026; 8:00 am – 10:15 am

Introduction

The purpose of this session is to bridge the gap between what we know about learning theory and the use of technology and to provide experience with AI. We will briefly review learning theory and consider how to align technology with education principles to maximize learning. We will use the Technological Pedagogical Content Knowledge (TPACK) framework as we strive to effectively integrate technology into our teaching. We will do hands-on practice with our latest technology, AI.

Objectives

Scholars will:

1. Align principles of learning and the use of technology
2. Describe principles of technological pedagogical content knowledge
3. Recognize how AI can be used in the curriculum by practicing with prompt engineering

Keywords

- Learning
- Evidence-based principles of learning
- Technological pedagogical knowledge
- Prompt Engineering

Pre-session Assignment

Register for a ChatGPT account or be able to use AI in your institution’s system.

Bring *How Learning Works* with you to Annapolis!

Skim articles 1 and 2 AI in medical education and read article 3.

Session Plan

Time	Topic	Activity	Resources
8:00-8:10	Technology and Learning	Which should we discuss first technology or learning? Why?	Pair-share Slides 1-3
8:10-8:20	Learning theory overview	Brief didactic	Slides 4-6
8:20-8:30	TPACK	Walk through the slide	Slides 7-8
8:30-8:40	Technology and learning	Brief discussion and soliciting ideas	Slides 9-12
8:40-9:00-	Applying learning principle	In a small group, take a principle from <i>How Learning Works</i> and think about a way technology could be used to ENHANCE learning	Small group Session worksheet Slide 13-14

9:00-9:10	Share	ideas	
9:10-9:30	AI updates and focus on Prompt Engineering	Didactic	Slide 15-50
9:30-10:00	Practice	Prompt Engineering Exercise	
10:00-10:15	Wrap up	Summarize the experience and potential applications	

AI in medical education

1. Gordon, et al. "[A scoping review of artificial intelligence in medical education: BEME Guide No. 84.](#)" *Medical Teacher* 46.4 (2024): 446-470.
2. Jennifer Benjamin, Ken Masters, Anoop Agrawal, Heather MacNeill & Neil Mehta (2025) [Twelve tips on applying AI tools in HPE scholarship using Boyer's model](#), *Medical Teacher*, 47:6, 949-954, DOI: 10.1080/0142159X.2024.2445058
3. Basil, M., Ahmed, W., Hajeomar, R. et al. [A scoping review of the use of generative artificial intelligence tools in health profession education](#). *BMC Med Educ* **26**, 291 (2026). <https://doi.org/10.1186/s12909-025-08527-3>
4. Meskó, B. (2023). [Prompt engineering as an important emerging skill for medical professionals: tutorial](#). *Journal of medical Internet research*, 25, e50638.

Sample of articles using TPACK (optional reading)

Akram Huma, Yingxiu Yang, Al-Adwan Ahmad Samed, Alkhalifah Al [Technology Integration in Higher Education During COVID-19: An Assessment of Online Teaching Competencies Through Technological Pedagogical Content Knowledge Model](#) *Frontiers in Psychology*, 2021:12;3577
URL=<https://www.frontiersin.org/article/10.3389/fpsyg.2021.736522>

Karadag, E. Turkish medical educators' [TPACK components and characters: an analysis within the framework of simulation-based medical education](#). *BMC Med Educ* **19**, 229 (2019).

Youm, Julie PhD; Corral, Janet PhD [Technological Pedagogical Content Knowledge Among Medical Educators: What Is Our Readiness to Teach With Technology?](#), *Academic Medicine*: November 2019 - Volume 94 - Issue 11S - p S69-S72

Resource Link

Technology Enhanced Learning Criteria: <https://amee.org/wp-content/uploads/2023/10/TEL-Criteria.pdf>