



University of Colorado **Anschutz Medical Campus**

Bite by Byte

AI & Educators Roundtable Series

Presented by the Academy of Medical Educators



Me

Emergency Medicine/Medical Toxicology

Pharmacology Content Director

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SOM Medicine AI Hub Faculty Co-Director

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My Approach to AI in the SOM

01

Teaching Learners About AI



Vista sessions introducing AI concepts, curriculum sessions, and to build critical thinking around AI capabilities and limitations.

02

AI in Clinical Care



In clinical spaces students experience AI, including Ambient documentation tools like Abridge and Ai guided decision tools.

03

AI to Improve How We Teach



Leveraging AI to generate richer, faster feedback on student performance (e.g. MSPE) personalize learning pathways, digital avatars, and AI based tutors.

04

AI for Educator Efficiency



Tools for faculty, discussed at Academy of Medical Educators events and professional development sessions; showing how tools like Copilot streamline administrative tasks — planning, synthesis, communication — so educators can spend more time on what matters most.





In one word, AI in education = _____

(Respond in chat)



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bite by byte
**Needs
Assessment**



AI Use in Medical Education Is Already Widespread — and Growing

87%

Support AI in curricula

91%

Believe AI improves efficiency

vs

59%

No prior AI experience

~ 12%

Very familiar with AI in education



Changing Landscape of AI Tools in Medical Education



Abridge Ambient Note Taking

Captures and summarizes patient encounters in real-time, reducing the note-taking burden for medical students and professionals.



GPTedu Personalized Tutoring

Provides AI-driven personalized tutoring to boost learning efficiency and adapt to individual student needs.



MS CoPilot

Offers context-aware support and usage within MS products, improving accuracy and saving time for learners and clinicians.



Google Gemini

Enables advanced data synthesis and analytics, supporting innovation and responsible AI integration.



Needs Analysis

- Access to new AI tools
- Questions from students and faculty around best practices
- Silos of Development
- Duplication of Efforts
- Lack of Dissemination of Lessons Learned
- Educator vacuum felt as clinical and research organizations moved forward with AI





Orientation

Session Purpose and Tone

This session highlights AI's current role across educational and clinical settings, promoting an inclusive atmosphere for all experience levels.

Collaborative Roundtable Format

The Bite-by-Byte Roundtable encourages shared learning and ongoing dialogue rather than one-way content delivery.

Cross-Disciplinary Engagement

The session invites multiple health professions to participate equally, breaking down silos and fostering cross-campus collaboration.

Psychological Safety and Participation

Creating a welcoming, non-intimidating environment encourages active participation and shared ownership of learning.





State of AMC-AI: Experiences and Opportunities

Matthew Zuckerman, MD
SOM AI Hub Faculty Director



University of Colorado
Anschutz Medical Campus



Disclosure: This presentation was produced with assistance from CoPilot for combining prior Materials, planning, organizing, and clarity.

Agenda



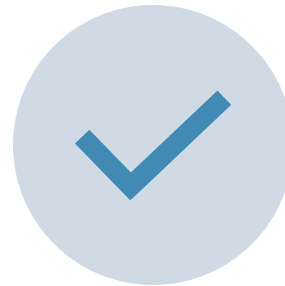
Prompt Corner



Topic Framing



Roundtable Discussion



Next Steps



Prompt Corner

Hi, how can I assist?

Work

Web

You are medical school faculty member planning a quarterly cross campus round table discussion with other educational faculty as part of a longitudinal development session. The title of the first session is State of AMC-AI: Experiences and Opportunities. As an opening, what is some concepts and recent scholarship that inform this topic? Provide bulleted responses with citation of relevant resources.



The R-C-E-O Framework: Four Elements of an Effective Prompt

Role: Define the AI's Identity

- Specify who or what the AI should emulate (e.g., 'You are a medical educators teaching first year medical students').
- Guides AI perspective and tone to match educational goals and audience.
- Helps set expectations for the style, depth, and authority of the output.
- Reduces irrelevant or generic responses.

The R-C-E-O framework breaks down prompt design into four clear components, enabling educators to craft precise and effective AI prompts. Defining Role, Context, Examples, and Output Constraints ensures specificity, improving the quality and relevance of AI-generated content for medical education.



The R-C-E-O Framework: Four Elements of an Effective Prompt

Context: Provide Background and Objectives

- Include relevant background information such as learner level, course topic, and instructional goals.
- Aligns AI output with curriculum standards and learning objectives.
- Clarifies scope, avoiding overly broad or unfocused results.
- Context primes the AI to generate content appropriate for specific learners and settings.

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The R-C-E-O Framework: Four Elements of an Effective Prompt

Examples:
Show What
Good
Looks Like

- Provide sample outputs or ideal responses to guide AI behavior.
- Helps the AI understand format, complexity, and language style desired.
- Reduces ambiguity by demonstrating exactly what is expected.
- Examples improve consistency and quality of AI-generated content.

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The R-C-E-O Framework: Four Elements of an Effective Prompt

Output Constraints: Specify Format and Style

- Define desired output format (e.g., bullet points, short paragraph, MCQ).
- Set length limits, tone (formal, conversational), and structural elements.
- Controls verbosity and presentation, making content ready-to-use.
- Constraints ensure AI responses meet practical teaching needs.

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Shorten this into a one slide intro



Prompt Corner

AI as a Transformational Force

- Generative AI is reshaping **education, clinical care, and research simultaneously**
- Medical campuses are the critical interface for **innovation + implementation across missions**

Opportunities

- **Education:** Personalized learning, simulation, AI-enabled feedback
- **Clinical:** Decision support, documentation, workflow efficiency
- **Systems:** Toward a **learning health system** integrating data, care, and training

Core Tensions

- Innovation vs **safety, evidence, and governance**
- Efficiency vs **humanism & professional identity**
- Automation vs **learner development (deskilling, bias)**

Readiness Gaps

- Faculty AI literacy and development needs
- Variable governance, policy, and infrastructure
- Rapid adoption outpacing standards and curricula

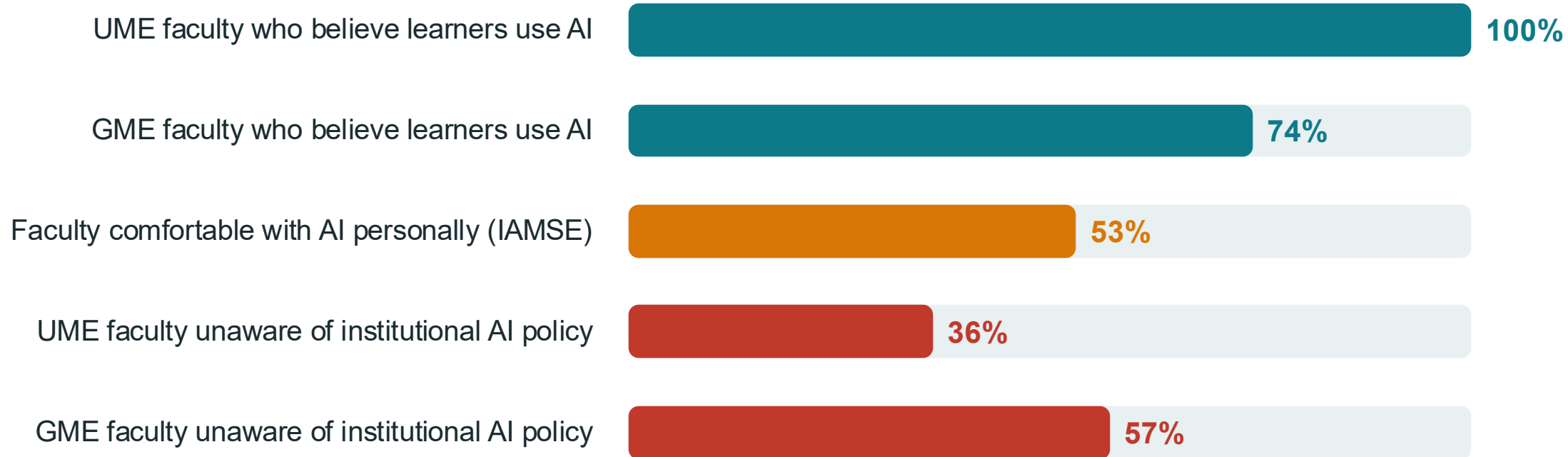


Topic Framing



Faculty readiness

Faculty awareness lags learner adoption — policy awareness gap is acute in GME



 Awareness / adoption

 Personal comfort

 Policy gap

What faculty are concerned about

Barriers cluster around training gaps and role uncertainty — not blanket resistance to AI



Academic integrity

Detecting AI misuse and maintaining fairness in assessment without reliable AI-detection tools



Institutional infrastructure

Inadequate digital infrastructure, limited admin support, and absence of formal AI faculty development



Lack of personal training

Majority self-identify as novice AI users; limited time to experiment and build confidence



Equitable access

Students without institutional AI subscriptions may be disadvantaged — or find workarounds



Evolving faculty role

Uncertainty about how AI reshapes authority as content expert vs. facilitator of critical engagement



Environmental impacts

Effects of increased energy and water usage

How are you (or your learners) currently using AI in educational settings?

Where do you see opportunities for collaboration or shared approaches?







Next Steps

- Topics you'd like
- Speakers you'd like (internal or external)
- Comments on format, timing

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Thank You

To you and the academy

