

**mefanet  
2016**

10th international conference of Czech and Slovak  
faculties of medicine, focused on e-learning and medical  
informatics in the education of medical disciplines

29–30 November 2016, Hotel Continental Brno

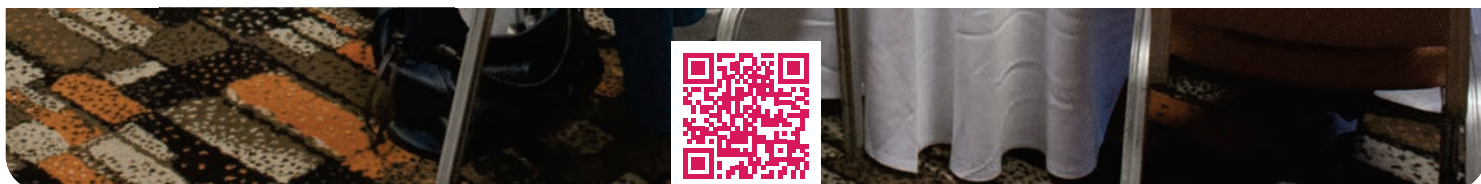
*The topical session is dedicated to **RADIOLOGY**  
(under the patronage of Czech Radiological Society  
Czech Medical Society JE Purkyně)*

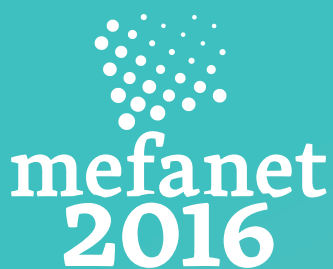


**Conference partners**



Nadační fond  
**Scientia**





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## Venue

*Hotel Continental Brno*

*Kounicova 6, 602 00 Brno, Czech Republic*

*GPS: 49°12'2.194"N / 16°36'16.155"E*

*www.continentalbrno.cz*

## Languages

*oral, poster: Czech, Slovak, English*  
*proceedings: English*

## Conference registration fees

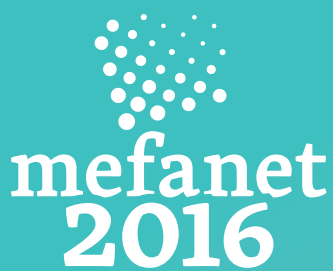
*fee for active and passive participants – academics:*  
*two-day: 900 CZK*  
*one-day (the second day): 400 CZK*

## Conference partners



*Nadační fond  
Scientia*





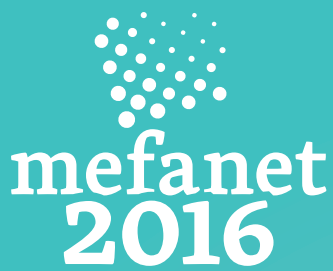
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## *Tuesday, 29 November 2016*

- 12.30–13.30 Lunch
- 13.30–15.30 Workshop: *Test and item analysis and their applications to improve the quality of tests*
- 15.30–16.00 Coffee-break
- 16.00–17.45 Workshop: *MEDCIN project – Medical curriculum structures construction*
- The Erasmus+ logo consists of the European Union flag (a blue rectangle with twelve yellow stars in a circle) on the left, followed by the text "Erasmus+" in a bold, dark blue, sans-serif font.
- Co-funded by the MEDCIN project (<http://www.medcin-project.eu/>)  
reg. no.: 2015-1-CZ01-KA203-013935 from the European Commission  
ERASMUS+ program.
- 18.00–19.00 MEFANET Coordination Committee  
open meeting
- 19.30 Reception





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## Wednesday, 30 November 2016

- 9.00–10.30 Symposium: ***The clinical learning environment in nursing education***
- 10.30–11.00 Poster session & coffee
- 11.00–11.30 Ceremony: ***10th anniversary of MEFANET***
- 11.30–12.05 Andrzej Kononowicz – ***Virtual patients  
Where are we? Where are we going?***
- 12.15–12.50 Luke Woodham – ***Moving into MOOCs:  
what does this mean for health education?***
- 12.50–13.45 Poster session & lunch
- 13.45–15.45 Topical session:  
***Technology-enhanced education in radiology***
- 15.45–16.00 Coffee-break
- 16.00–18.00 Short communications:  
***Data analytics & technology-enhanced learning***
- 18.00 Closing ceremony





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# ANDRZEJ KONONOWICZ

Jagiellonian University Medical College, Kraków, Poland /  
Karolinska institutet (Stockholm)

## *Virtual Patients - Where are we? Where are we going?*

Despite much excitement around virtual patients, the concept of using computers to simulate real-world clinical scenarios is all but new, and can be dated back to the late 1960s. However, what has recently changed is the attitude of the mainstream medical community, who have ceased to regard the use of this technology as idiosyncrasy, but instead as a viable learning tool available to modern universities. Many myths have formed around the concept regarding its efficacy, cost and practicalities of use, but also its future. The goal of this presentation is to shed more light on the current status of virtual patient implementations, and give an overview of current developments. The views will be presented from multiple angles: 1) an ongoing Cochrane collaboration systematic literature review of virtual patient simulations and former qualitative evidence summaries of the presenter; 2) experiences collected while incorporating virtual patients in edX Massive Open Online Courses at Karolinska Institutet in Stockholm; but also 3) the perspective of Jagiellonian University Medical College in Kraków, where virtual patients are being incorporated in the health professions curricula for several years and form an important component of the developing medical simulation centre.





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LUKE  
WOODHAM

St George's University of London

### ***Moving into MOOCs: what does this mean for health education?***

Recently, MOOCs (Massive Open Online Courses) have become the subject of increasing debate in education. Offering the possibility for teaching to reach thousands of users at a time, a number of competing platforms offering a huge variety of courses have emerged, and have been enthusiastically adopted by a large number of institutions. However, the role of MOOCs in medicine and healthcare education is less clear; their limited provision for formal assessment and the absence of face-to-face interaction has led some to question their value. This presentation will consider the recent developments being made by MOOC providers to address these criticisms, and reflect upon the work in delivering healthcare-related MOOCs at St George's, University of London. It will explore the importance of obtaining professional recognition for completing MOOCs, and touch upon the possibilities for fostering greater levels of interactivity and engagement with participants; projects such as the WAVES (Widening Access to Virtual Educational Scenarios) network aim to demonstrate that pedagogically-proven tools can enhance the teaching and learning opportunities available to learners and educators.

