



AI as a new dawn?

the notion of "design thinking" now seems more relevant than ever. A core insight - that how something is built and presented to its users matters as much as what it contains - turns out to be a helpful way to approach AI now that teachers have the tools at their fingertips that allow them to act on it.

Clinical Education and Digital Culture asked students to think beyond the hype/doom discourses of AI and critically explore the role of digital tools in their clinical education practice. Applying ideas from the ["Teaching in the Age of AI" Blog](#) (quoted above) and challenging the narrow framing of institutional AI warnings (below) these posters showcase their explorations.

Or death knell?

...over-use of generative AI can negatively affect your learning. You may want to look at studies which raise concern about 'cognitive offloading'.. ... if you are using it to regularly assist with mathematical reasoning or coding, you are undermining your own ability to learn and become expert at doing this yourself.



Steve Wright
Femke Morrison
CEDC Students:
Miro Board:

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In my clinical education role, I have seen numerous examples of students answering questions with the phrase "because PassMed said". ... they often rely on throwing out random answers that relate to the words in the question I've asked before taking the time to think. I, personally, have linked this behaviour to the reliance on online question banks and therefore hoped to see whether there was any evidence for my beliefs.

I chose a 'documentary' style video so that I could also combine this with the views of students using interviews. There must be a reason they spend most of their study time on question banks, so I wanted to explore their views as well. They shared a lot of points that I hadn't previously thought about.

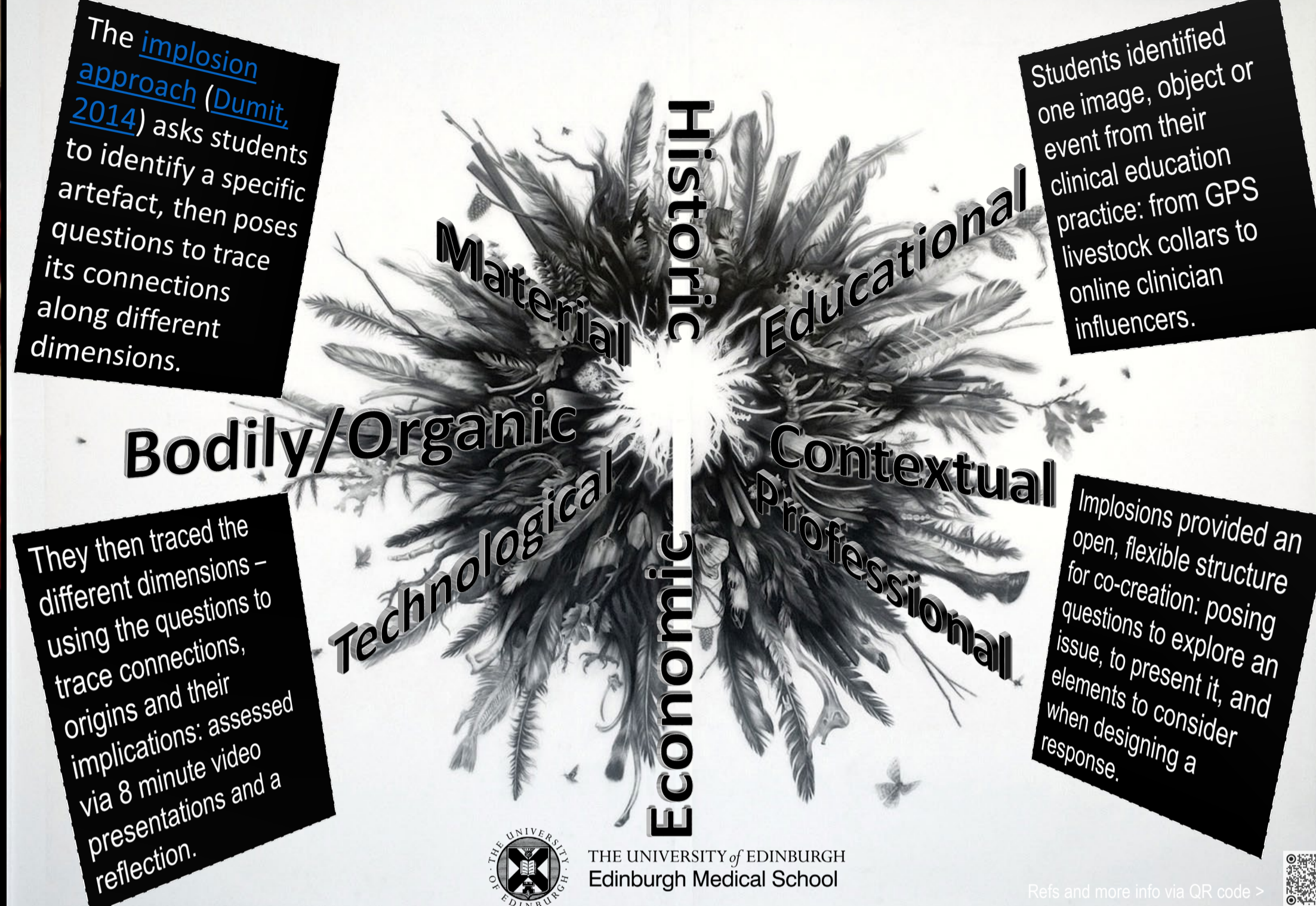


Using Capcut to edit was more difficult than expected. I landed on using it after researching which software is easiest for beginners, but it still took some time to learn to use. - Minnie Kenworthy



I decided to experiment with a Claude AI (Anthropic Inc.), a LLM, to further the brainstorm of my idea and explore other options to build a delivery platform. Despite my initial scepticism, I was pleasantly surprised with how well the LLM understood its brief, culminating in it coding a web-based platform to deliver my idea. I subsequently decided to invest more time on long iterative process using Claude to develop and improve my idea.

The use of the LLM in this case was overwhelmingly positive, likely as I used to provide skills of coding and web development to supplement my expert clinical and educational knowledge. The LLM struggled with certain aspects of the project (such as diagram and animation creation), but was able to adequately assist me with tools, resources and education to create professional-style video content to assist the platform.
- Luke Cieslik



They then traced the different dimensions - using the questions to trace connections, origins and their implications: assessed via 8 minute video presentations and a reflection.

Implosions provided an open, flexible structure for co-creation: posing questions to explore an issue, to present it, and elements to consider when designing a response.

Refs and more info via QR code >



Imploding Clinical Education: Exploring Objects of Digital Culture

The Clinical Education and Digital Culture (CEDC) course runs for 2nd & 3rd year students on the MSc Clin. Ed. programme. It asks clinical educators to reflect on and critically consider the place of digital culture in their educational practices supporting UG and PG medical / nursing / AHP students. For 25-26 Steve led the course and was inspired by Celine Caquinaeu's Co-Creation manifesto from T&L 2025 and co-creation workshop at the BMT0 forum. An STIS seminar on deconstructing devices by Alice Street and Millie Webb from the After Single Use project introduced the "implosion method" as "object oriented pedagogy". These posters were co-created with students to showcase that approach, and the innovative work responding to and using the digital and AI.

While other courses on the MSc are centred on Learn discussion forums, on the CEDC we used Miro boards. These were suggested by the eProgramme Support Officer, Femke Morrison, based on her experience of using Miro boards in Digital Education. Student responses were positive. The images below show how implosions were explored, and share thoughts from students about the experience.



This deconstructive phase utilizes the "implosion" method (Dumit, 2014) to interrogate the neuronavigation probe, moving beyond its clinical utility to reveal its existence as a "knot" of digital and material relations. By "teaching the world one thing at a time," I traced the probe's dimensions from the military-industrial origins of GPS to the contemporary "datafication" of the human body. A central theme of this deconstruction is the epistemic shift from tactile anatomy to the "Digital Twin." I argue that the probe facilitates a transition where the virtual model is prioritized over biological reality. This shift is historically situated by contrasting modern coordinate-based navigation with the foundational anatomical illustrations of Vesalius, highlighting a move toward a sanitized, algorithmic understanding of the brain. I argue that over-reliance on such interfaces risks a form of "automation-induced complacency" and the "Playstation-ification" of surgical training, necessitating a critical re-evaluation of digital literacy in neurosurgical education. - Shady Al-Sayed



Automated ECG interpretation represents one of the earliest examples of algorithmic diagnostic support in clinical practice, an early 'smart machine'. ... the machine output is often convincingly authoritative and can lead inexperienced clinicians to question their own calculations or seek second opinions unnecessarily. Given the focus of this module, my initial instinct was to develop a digital solution. However, as I engaged with these tools and wider discussions around AI, I became increasingly aware of an underlying assumption: that innovation must be digital, and that more technology represents progress. I found myself becoming uncomfortable with this assumption. A turning point came when I reflected on a formative learning experience, where a consultant explained by drawing on the back of a referral card. This led me to a renewed interest in analogue approaches: innovation does not necessarily mean adding more technology but may instead involve reclaiming forms of learning that support deeper reasoning. - Niamh Bierne



Additional Work and Credits

The four examples above are just a sample of the work shared in the course. Other presentations explored digital veterinary practice, digital practices around drug dosing and clinician influencers on social media. In addition student slide decks were adapted via online remote "vibe coding" using codex via the ELM API to create websites. The development work is all being documented on the associated course site linked by the QR code >>> I would like to thank all the students plus guest contributors Tyler Harvey and Max Perry from STIS and Kate Wainwright from Lancaster University.

