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POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE IN
MEDICAL EDUCATION - DECEMBER 2025

Date:- 8th December, 2025

Time:- 10.00 a.m. - 11.00 a.m.

STRUCTURED ESSAY QUESTION PAPER

Answer only two (02) questions.

Question one (01) is compulsory.

Select only one (01) question from questions 2 and 3.

Question 1

1.1. Select a healthcare-related topic of your choice.

1.1.1. Write two (02) Intended Learning Outcomes (ILOs) related to knowledge and two (02) ILOs related to skills for the above topic. (20 marks)

1.1.2. State two (02) appropriate assessment methods that could be used to assess the above ILOs (one for knowledge and one for skills). (10 marks)

1.2. Select one (01) of the assessment methods listed in 1.1.2.

1.2.1. State one (01) reason why this assessment method may become unfair to students. (15 marks)

1.2.2. Briefly describe one (01) measure you can take to make this assessment fairer for students. (10 marks)

1.3. Reflective practice is a cornerstone of healthcare and education in the health professions.

1.3.1. Briefly describe what you understand by the concept of reflective practice. (15 marks)

1.3.2. State one (01) advantage of reflective practice for a learner. (10 marks)

1.4. Think of an occasion where you received feedback on your educational performance from a teacher or superior.

1.4.1. Briefly reflect one (01) positive aspect of the feedback you received. (10 marks)

1.4.2. Briefly reflect one (01) negative aspect of the feedback you received. (10 marks)

Question 2

You want to discourage students from submitting assignments entirely generated by artificial intelligence applications. To find out how to do this efficiently, you want to carry out a literature search.

- 2.1. Write an appropriate search question for this literature search. (20 marks)
- 2.2. Name three (03) search engines that can be used to search literature for the question mentioned in 2.1. (15 marks)
- 2.3. Write four (04) search terms or keywords that you will use for the above literature search. (20 marks)
- 2.4. The literature search provides you with the following article titles.
Select two (02) most relevant articles from below that you can use to answer your search question. (20 marks)
 1. The conversational AI "ChatGPT" outperforms medical students on a physiology university examination.
 2. Pharmacy meets AI: Effect of a drug information activity on student perceptions of generative artificial intelligence.
 3. Structured Development of Learning and Assessment Tasks to Prevent Generative AI Misuse and Enhance AI Literacy in the Faculty in Physiotherapy Education.
 4. Challenges in the Rapid and Responsible Integration of Generative Artificial Intelligence (AI) Into a New Medical School Curriculum.
 5. Higher education students' perceptions of ChatGPT: A global study of early reactions.

Contd..../3-

- 2.5. The 'results' section of the abstract of one of the articles you found is as follows.

Results: Assessment formats were adapted to emphasize clinical reasoning and critical thinking, reducing opportunities for GAI (Generative Artificial Intelligence) misuse. Standardized guidelines on acceptable GAI use were integrated across all courses. Faculty champions, problem-solving strategies, and feedback, enabled meaningful curricular changes within 4 months. The survey results 2 months after implementation indicated diverse usage patterns: 13% of students reported daily use of GAI, while 24% had never used it. Additionally, 42% felt adequately informed about GAI. Faculty AI literacy and confidence improved through structured group work and feedback, supporting the integration of AI-related tasks into the curriculum.

Write five (05) strategies that you can adopt to prevent students from inappropriately using AI. (25 marks)

Question 3

Read the scenario and answer the questions below.

In most undergraduate programmes for medicine, nursing or other health professionals, teaching is still often done through lectures or demonstrations where students mainly listen. A different method, called the flipped classroom, is now being used in some health professions education settings. In this approach, students are first expected to complete some self-directed learning before class—this may include studying key concepts or reviewing content on their own. The in-class time is then used for more active learning, such as discussing clinical cases, practising decision-making, or solving problems in small groups.

Imagine you are preparing to teach how diagnoses and management decisions are made (clinical reasoning) to final-year health-professional students using this flipped classroom approach for the first time.

- 3.1. Briefly explain two (02) ways in which a flipped classroom differs from traditional lecture-based teaching. (20 marks)
- 3.2. Briefly explain why pre-class learning may help students to engage better during in-class time. (20 marks)
- 3.3. State two (02) pre-class self-directed activities you could use for the above flipped classroom session. (10 marks)
- 3.4. Identify two (02) challenges you may face when introducing flipped classroom approach to undergraduate teaching in Sri Lankan higher education institutions. (20 marks)
- 3.5. Briefly describe, with reasons, two (02) methods you could use to evaluate the effectiveness of the flipped classroom session. (30 marks)