

Section: SOCIAL SCIENCES AND HUMANITIES

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Use of a structured learning module with case reports and artificial intelligence resources as a support tool for teaching otolaryngology: An experience report in academic mentoring

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INTRODUCTION: The teaching of Otorhinolaryngology in undergraduate medical education involves a large volume of theoretical and clinical content, often concentrated within a short curricular period. Complementary educational strategies, such as tutoring programs and structured teaching materials, can assist in organizing study and consolidating learning. In this context, the development of resources aligned with the course syllabus may facilitate the understanding of topics and encourage the practical application of knowledge. **METHOD:** This is an experience report on the development and use of a structured didactic handbook as a tool to support learning in Otorhinolaryngology. The material was developed by monitors of the discipline, students who had previously completed the course. The handbook was organized according to the structure of the classes, covering the main topics. Each chapter included didactic summaries, illustrative images, and review questions at the end of the sections. As an additional strategy, clinical cases based on typical presentations and epidemiological data of the main diseases were incorporated. For greater realism, artificial intelligence was used to create images. The material was made available to students in August 2025 as a complementary resource. **RESULTS:** Positive spontaneous and anonymous feedback from students who used the material was observed, highlighting the organization of the content, its alignment with the classes, and its usefulness as a review tool. The inclusion of clinical cases and images contributed to facilitating the understanding of the topics and bringing theoretical content closer to clinical practice, favoring diagnostic reasoning. **DISCUSSION:** The development of didactic materials by monitors proves to be relevant in medical education, especially due to their proximity to students' difficulties, allowing for more accessible and targeted content. The incorporation of active methodologies and technological resources, such as artificial intelligence, makes teaching more dynamic and contextualized. **CONCLUSION:** The experience demonstrated that the development of structured didactic materials by monitors constitutes an effective strategy to support learning. Associated with the use of clinical cases and artificial intelligence, it stimulates clinical reasoning. The dissemination of similar initiatives may strengthen medical education.

KEYWORDS: Medical education; Otorhinolaryngology; Active methodologies.