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USE OF METAVERSE AND TECHNOLOGIES IN MEDICINE TEACHING

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INTRODUCTION

The models and tools used in medical education have undergone major changes in recent decades to keep up with society's needs and new emerging technologies. The convergence of methods for pedagogical practices aims to facilitate learning and the use of technologies was leveraged to promote a globalization of teaching.

OBJECTIVE

The objective of this review was to analyze, in the light of the literature, the impact of the metaverse on medical education.

METHOD

This is a narrative review carried out through bibliographical research in the Pubmed and Google Scholar databases.

RESULTS

Over the years, traditional methods in which only the teacher led the class are being replaced by processes in which the student acts actively in their pedagogical path. In addition, the technological development promoted by the fourth industrial revolution converges to pedagogical methods that seek to improve teaching and professional training, exemplifying, the creation of computing and accumulation of experiences programmed in internet networks allow the formation of models for decision making and diagnoses more accurate, helping to develop programs aimed at teaching and practicing medicine. A subject that is currently much discussed is the metaverse, which can represent an important learning tool for teaching the present and the future, using programmed situations that help in the development of skills and that can bring confidence to future doctors when they are in real situations. In Brazil, several companies are using the aforementioned technology

to assist in teaching surgery and graduation procedures; exemplifying, USP established an international partnership to offer a space in the metaverse and in June the first virtual surgery was performed in Brazil. It is evident that educators need to understand the context that the generation of students is inserted in to improve their learning experience. Another important technology for the use of the metaverse is artificial intelligence, whose use has proven to be effective in minimizing medical errors that may occur in procedures or diagnoses; its construction is based on the accumulation of data and programs that seek the minimum of interference in the human body using previously programmed models. To act in a way that complements medical education and stimulates students, the metaverse can be used in biosafety simulation classes, consultations, surgeries, emergency situations, translating aspects for the doctor's training in an active and practical way.

CONCLUSION

Finally, current pedagogical methods seek to use different modes of learning, making the student learn actively and sharing different skills, converging on the role of multiversity and the metaverse seeks to actively and dynamically implement the content proposed in teaching, being a great innovation for pedagogical proposals that are being disseminated in several educational institutions.