

## Protocolo PRISMA

### Introdução

Este protocolo foi elaborado seguindo as diretrizes do PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) para garantir transparência e qualidade na condução de revisões sistemáticas e meta-análises.

### Título

Aprendizagem baseada em problemas na tutoria do ensino de medicina: integrando o *ChatGPT* como ferramenta de suporte.

### Introdução

Este estudo foi realizado no Programa de Pós-Graduação da Faculdade de Medicina (FAMED) da Universidade Federal de Alagoas (UFAL), contemplando a linha de pesquisa Currículo e Processo Ensino-Aprendizagem na Formação em Saúde do Mestrado Profissional Ensino na Saúde.

O processo investigou a aplicação da aprendizagem baseada em problemas (ABP) no ensino de medicina, utilizando o *ChatGPT* como ferramenta de suporte. A escolha pelo tema surge da experiência vivida como docente tutor no curso de medicina, motivada pela crescente demanda por tecnologia na educação.

Este trabalho destaca a relevância de integrar inteligência artificial (IA) ao ensino, auxiliando na superação de dificuldades no uso de tecnologias digitais entre professores e alunos. Além disso, busca repensar práticas pedagógicas para enriquecer a formação docente.

### Métodos

#### Critérios de Elegibilidade

- Inclusão: Artigos científicos e de revisão publicados entre 2019 e 2024.
- Exclusão: Estudos fora do escopo de ABP, ensino médico ou uso do *ChatGPT*.

#### Fontes de Informação

- Bibliotecas virtuais de referência: bases como BVS, Wiley, ScienceDirect, Periódicos da CAPES, Pubmed e Scielo.

#### Estratégia de Busca

- Utilização de palavras-chave como *ChatGPT*, aprendizagem baseada em problemas, ensino médico, inteligência artificial na educação.
- Filtros aplicados: período entre 2020 e 2024, língua portuguesa e inglesa.

#### Seleção de Estudos

- Realizada em duas etapas: triagem de títulos/resumos e análise completa do texto.

#### Extração de Dados

- Dados organizados em categorias e subcategorias relacionadas às dificuldades e estratégias dos docentes e discentes na utilização do *ChatGPT*.

### Síntese dos Dados

- Produção de um e-book como produto final, contendo reflexões sobre práticas educacionais e sugestões de uso do *ChatGPT* em ABP.

### **Resultados**

Foram identificadas dificuldades de professores e alunos em relação às Tecnologias Digitais de Informação e Comunicação (TDIC). Observou-se, no entanto, criatividade e entusiasmo em explorar soluções inovadoras, como tutoria virtual, simulação de casos clínicos e desenvolvimento de protocolos.

### **Discussão**

Os dados revelam que a integração do *ChatGPT* pode transformar o ensino médico, enriquecendo o processo de aprendizagem baseada em problemas. A resistência inicial é compensada pela flexibilidade e potencial da ferramenta para personalizar a educação, avaliar estudantes e fornecer feedback contínuo.

### **Conclusão**

A pesquisa demonstra que o *ChatGPT* é uma ferramenta valiosa para o ensino médico, com potencial para melhorar a qualidade da formação em saúde. O e-book resultante será útil para capacitar docentes e promover práticas pedagógicas mais eficazes.

### **Referências**

Liste todas as fontes citadas no protocolo.

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