

Digital doctors are going global

Title of the lesson: Digital doctors are going global

Level: Advanced (C1–C2)

Time: Approximately 90 minutes

Business topic: Health and healthcare; technology for process improvement; artificial intelligence and advanced technology

Overview: This article discusses how a digital health business is using artificial intelligence to develop an online medical health service to patients in Rwanda, and considers whether it is an advanced technological tool or basic functionality with limited scope.

1. Warmer

- a. Put the students in pairs to discuss the questions. Advise the students to consider the differences between human and automated roles and compare what each are capable of. Ask for feedback from the class and make a list of the different suggestions. Ask the students to review the answers and identify common themes

2. Key words

- a. Have students read the definitions and then look at the relevant paragraphs in the text to find the right words and phrases.

Key:

- | | |
|-----------------------------------|-------------------------------|
| 1. <i>artificial intelligence</i> | 7. <i>chatbot</i> |
| 2. <i>healthcare</i> | 8. <i>triage</i> |
| 3. <i>apps</i> | 9. <i>rudimentary</i> |
| 4. <i>headquartered</i> | 10. <i>prescriptions</i> |
| 5. <i>leapfrog</i> | 11. <i>economies of scale</i> |
| 6. <i>rebranding</i> | 12. <i>epidemiology</i> |

3. Understanding the article

- a. Students read the sentences and refer back to the text to check their answers. Encourage them to correct the false statements.

Key:

1. False. Babyl began operating in Rwanda in 2016 under the brand Babyl and it provides people with wider access to medical services.
2. True
3. True
4. False. Babyl has a long-term contract with the government and the local health insurance system in Rwanda.
5. False. Researchers at Pennsylvania State University found that online symptom checkers lack proper function to support online appointments. / Academics at the University of Sheffield found that younger and more educated people are the primary users of online symptom checkers.
6. True
7. True
8. True
9. True
10. False. A good system will have a big impact, but a poor system will leave people vulnerable.

4. Business Language – words and phrases for processes and actions

- a. Ask students to match the words to make words and phrases for expressing processes and actions. Remind students that correctly matched words and phrases have been used in the article.

Key:

1. *scaling up*
2. *take-up*
3. *follow-up*
4. *co-authored*
5. *peer-reviewed*
6. *looking further afield*
7. *picking up*

- b. Now ask students to complete the text with the matched words and phrases.

Key:

1. *peer-reviewed*
2. *looking further afield*
3. *picking up*
4. *take-up*
5. *follow-up*
6. *co-authored*
7. *scaling up*

5. Business Language – words with prefixes *over-* and *out-*

- a. Explain that the students will be changing the words in the wordpool to include either the prefix *over-* or the prefix *out-* and then using them to fill the gaps in the sentences. Although it may be possible to use both, remind students that only one option will work in the sentences.

Key:

1. *overhype*
2. *outlive*
3. *outperform*
4. *overran*

6. Discussion questions

- a. Put the students into small groups and ask them to discuss the questions together. Observe the groups and offer them assistance with vocabulary if necessary. Once all groups have completed the discussion, encourage further discussion with the whole class. Ask the students if they would feel more comfortable communicating with a person or a robot about their health problems and why. Make a note of the positive aspects of communicating with a person and the alternative of communicating with a robot and compare.

7. Wider business theme – adapting technology

- a. Divide the class into two even groups and give one group the role of **A** and the other the role of **B**. If there is a student without a partner, work with them to complete the task. Provide encouragement to get the role plays started if necessary by asking the students some questions: *How do you think the chatbot can be adapted to suit a holiday resort website? Which features of the chatbot are going to be its unique selling points?* Once the students have finished, ask individual students in group **B** whether they felt the technology was worth buying and what it was that persuaded them to buy it.