Recent advances in information and communication technologies (ICT) have acted as catalysts for significant developments in the sector of health care, affecting strongly medical diagnosis, patient and healthcare management and, of course, medical education. There is nowadays an international trend to involve computers and the Internet in medical curricula and in continuing life-long medical learning. Currently, the enormous expansion in medical and biomedical knowledge poses a fundamental challenge in medical education.

Can new educational approaches build on concepts of adult education, rely on situational and/or constructive learning and accommodate requirements involved in active, self-directed, student-centred, and experiential educational programs? How can information technology assist the learners in developing robust conceptual models that will eventually facilitate the transition towards expert, over-specialized knowledge, yet without losing sight of the "big picture"? Can information technology provide some added value for the development of individual strategies to effectively deal with the complexity and amount of medical knowledge?