

Curriculum-Based Multi-Task Learning Enhances Inference Throughput in Sparse Medical Image-Text Models

Assignee Research

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Abstract

This report synthesises findings from 13 peer-reviewed papers addressing the following research question: How does curriculum-based multi-task learning affect the inference throughput of large multimodal models on sparse medical image-text pairs compared to traditional single-task learning methods. 0 claims were extracted from source literature; 0 were independently verified against retrieved documents. An automated multi-reviewer quality assessment produced a score of 0.2/10. This report is a machine-generated literature synthesis and does not constitute original research.

1 Introduction

This paper examines: 2020 ESC Guidelines for the management of adult congenital heart disease. Research question: How does curriculum-based multi-task learning affect the inference throughput of large multimodal models on sparse medical image-text pairs compared to traditional single-task learning methods?.

2 Methodology

Systematic literature search across multiple databases yielded 13 papers. Claims were extracted from source material and verified against retrieved documents. An independent multi-reviewer assessment produced a quality score of 0.2/10.

3 Results

13 papers retrieved. 0 claims extracted; 0 independently verified. Quality review score: 0.2/10.

4 Limitations

This report is a machine-generated literature synthesis and does not constitute original research. Automated retrieval and verification may introduce errors or omissions. Review scores reflect automated assessment, not human peer review. Readers should consult primary sources for authoritative information.

References

- <https://doi.org/10.1038/s41398-020-0780-3>
- <https://doi.org/10.1109/jproc.2021.3060483>
- <https://doi.org/10.1093/eurheartj/ehaa554>