

What to keep and what to return from blended anatomical education: an assessment from sport sciences students

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Gross anatomy classes are considered a crucial component of biomedical education worldwide. However, the most effective way to teach anatomy to students is still up for debate. It is important to evaluate the curriculum, teaching methods, delivery quality, and infrastructure to improve the teaching and learning experience. In recent years technical improvements changed how anatomy is delivered to students and questioned the possible overcoming of dissection as the main instrument in anatomical education. Traditional approaches like lectures and gross dissection courses that focused on topographical structural anatomy have been replaced with a variety of study modules, including problem-based learning, plastic models, computer-assisted learning, and curricula integration.

At the end of 2019, the Covid-19 pandemic spread led to a heated debate, especially as the lockdown measures, physical distancing regulations, and restrictions severely affected higher education and brought about sudden changes in anatomical teaching methods. As a result, universities shifted to distance learning and increasingly relied on technology to teach anatomy. In 2021, most institutions adopted a blended approach. This study examines how effective this approach was in sports sciences anatomical education and provides insights for students in less familiar and experienced curricula. First-year students were anonymously interviewed using a semi-structured questionnaire, and the collected data were analyzed. After extensive discussion between team members, open codes were developed, and themes and subthemes were generated and discussed.

Themes' analysis demonstrated that it might be useful to customize different teaching modalities in those classes where cadaver dissection might not align with the goals of specific curricula, such as sports sciences.

References

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