

STUDENTS' PERCEPTION OF ONLINE GROSS ANATOMY LABORATORY CLASSES VIA ZOOM TECHNOLOGY

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BACKGROUND

During the 1st semester of 2020 the unit 'Functional Anatomy of the Trunk' was re-designed and taught online, in response to the COVID-19 virus lockdown.

AIMS

The aim of this study was to investigate whether the use of computer based online support tools (as replacement of the traditional cadaver based laboratory learning), in conjunction with a focused period of synchronous Zoom delivery, achieved student outcomes and learning experience.

DESCRIPTION OF INTERVENTION

The curriculum of the unit deals with the gross anatomy of the human trunk. The unit was taught in small groups (around 30 students) and entirely online with Zoom technology.

DESIGN AND METHODS

N=41 first year students participated in this study and were invited at the conclusion of the unit to complete an anonymous opinion-based survey (via Qualtrics). Student grades and learning management system analytics was also analysed.

RESULTS

Preliminary results indicate that students' perception of the online gross anatomy laboratory learning was positive and extended their learning. However, the online learning platform has its limitations, not using real bodies makes it harder to appreciate the 3D relationships between structure and function.

CONCLUSIONS

Students' perception of online learning as a replacement of the traditional gross anatomy laboratory was surprisingly positive. Most agreed that it provided valuable insights and improved their understanding of anatomy as well as helped with the application of anatomical knowledge. Equally so, they strongly agreed that the online 2D learning experience was less engaging and interesting than learning using real bodies.

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