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The Students' Preferences in Anatomy Classes

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Abstract

As new methods of instruction for gross anatomy have emerged, it has become important to gauge students' preferences in terms of learning style. Teachers and students alike have been motivated to find the most effective method of instruction due to the widespread availability of both new technology and more conventional methods, such as didactic lectures. Because of this, educational institutions will need to rethink their approaches to teaching gross anatomy.
The goal is to assess the efficacy of several approaches to teaching gross anatomy and to record students' opinions on these approaches.
To determine how satisfied students are with their education while using the aforementioned strategies. With the help of undergraduates from Dubai Medical College, Skims Medical College in Jammu & Kashmir, and Saveetha Medical College in Chennai, a research was conducted.

The students in the were given a survey to fill out about the efficacy of several approaches of anatomy instruction. The feedback questionnaires of the students were graded in order to determine their preferences.

Topical phrases: student viewpoint, pedagogical approaches.

INTRODUCTION.

The necessity to understand the viewpoint of the learner has developed as a result of the adoption of new approaches to the teaching of gross anatomy. Teachers and students alike have been motivated to identify the most effective methods of instruction due to the widespread availability of both new technology and more conventional methods, such as didactic lectures. In order to properly impart knowledge of gross anatomy, universities and colleges must rethink their teaching approaches.

Material and Methods: As new methods of teaching gross anatomy have emerged, so has the need to consider the perspective of the student. Due to the broad availability of both new technology and more traditional techniques, such as didactic lectures, teachers and students alike have been encouraged to determine the most effective means of education. Universities and colleges need to reconsider their methods of teaching gross anatomy if they are to effectively communicate this information.

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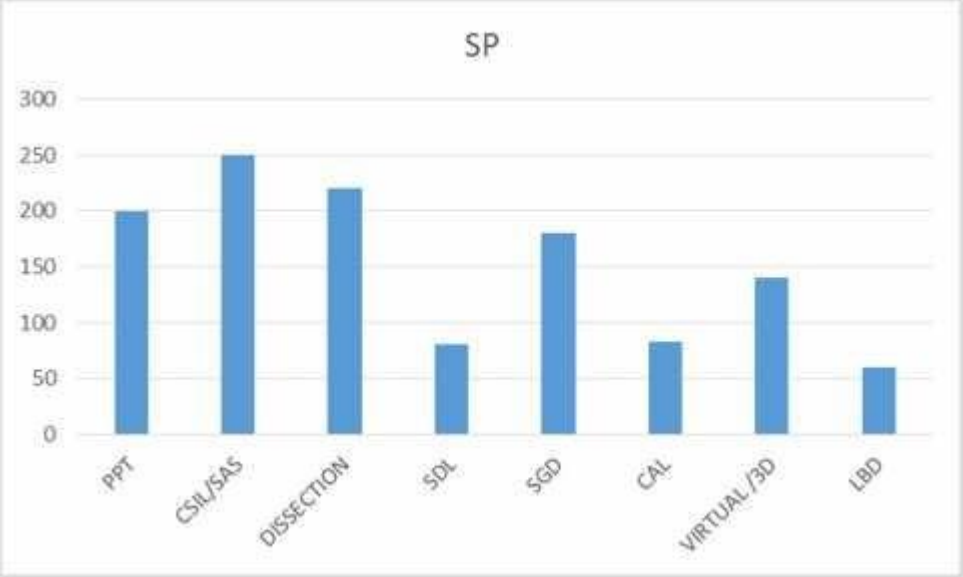

Observation and result

SP = Student preference,Ppt = Powerpoint,CSIL/SAS= Case stimulated interactive learning / simultaneous assisted sketching,SDl= Self directed learning, SGD = Small group discussion,CAL=Computer assisted learning,LBD =Learning by doing.

The data collected shows that students prefer a case based interactive learning followed by Simultaneous assisted sketching as the best preffered (96%) .Second preference was given to dissection demonstration (84.6%), Others included Powerpoint (76%),Small group discussion (69.2%),Virtual dissection and 3D animations (53.8%),Computer assisted Learning (31%),Self directed learning (30%).Least preffered was Learning by doing (23%).

Conclusion:

This research demonstrates that students all across the globe have very similar preferences regarding the study of anatomy. Both students and instructors now have a wide variety of tools at their disposal to maximize the acquisition and dissemination of information..

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