

During the academic years 21-22 and 22-23, surgical approaches on corpses were included in the practices using augmented reality glasses. During the lower and upper limbs modules, clinical specialists integrated the surgical with the anatomical content. The students observed the technique both in situ and on the different screens in the dissection room.

The grades of the practical exams related to these topics were analysed in these groups: pre-pandemic (0), face-to-face pandemic (1), online pandemic (2) and the two courses in which the new resource was used (3 and 4). Moreover, anonymous surveys were conducted for students and clinical specialists.

The results show that the use of this tool has no influence on improving qualifications, however the level of expertise on its use is a factor worth considering. It seems that face-to-face versus online learning could favor the academic level in the course. The surveys show that using this tool has strengthened the coordination among basic and clinical faculty, has fostered transversal coordination in the degree, has increased interest in the course and in the content understanding, and has allowed students to connect the content of both the basic and clinical courses.

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P45 - THE DRAMATIZATION IN THE STUDY OF ANATOMY AND HUMAN EMBRYOLOGY CASES AS A STRATEGY FOR COLLABORATIVE AND APPLICATIVE LEARNING. CONSIDERATIONS OF THE MEDICAL STUDENTS

Mompeó B, Krasucki C

Department of Morphology, Faculty of Health Sciences, University of Las Palmas de Gran Canaria, Spain

The study of cases in Anatomy facilitates the relation of the theoretical concepts with reality, generating in the students a significant capacity for analysis, interpretation, and utilization of knowledge concepts for promoting substantial learning. In addition, the role-playing strategy improves students' skills in the knowledge application to concrete circumstances and benefits collab-

orative team working. We present the student's opinions about an activity developed during the course 2019/20 in the subject Anatomy I in The Faculty of Health Sciences of the ULPGC. The experience was focused on case studies in embryology using dramatization in its presentation. The students presented cases assuming distinct roles as physicians, patients, or relatives.

The student's opinions concerning this activity were recorded employing a questionnaire with ten closed questions using a Likert scale to value the answer and one open question. 120 participants filled out the questionnaire, representing 94% of the students of the course, 26% males, and 74% females.

The students generally considered that the representations helped apply the knowledge about embryology learned in the class to the cases and preferred presenting the subjects studied this way. However, the lower values in the scales were obtained concerning maintaining attention when the classroom mates exposed their case studies and feeling comfortable with the role taken during the case studies presented. Due to the personal interaction required, applying the strategy during the pandemic years wasn't easy. The method could be a tool for learning; however, more studies about its efficacy should be carried on.

Sector 4 – Teaching and Education in Anatomy, Others

P46 - THE USE OF ANATOMICAL DISSECTION VIDEOS IN MEDICAL EDUCATION

Gimeno Monrós A, Sánchez-Zuriaga D, Alberola Zorrilla P, Zaragoza Colom R

Departamento de Anatomía y Embriología Humana, Universitat de València, Valencia, Spain

Acquiring a deep knowledge of the structures and systems of the human body is a fundamental basis in the syllabus of medicine, as well as in other grades related to health sciences. Traditionally, the learning of anatomy implied both, theoretical master classes reinforced with practical sessions based on cadaveric dissection. However, the outbreak of the pandemic Covid-19 in March 2020 generated the development of different e-learning