



AB175. SOH22ABS205. Should we stop anatomy lectures?—opinions of undergrad students and faculty

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Background: Anatomy is considered the dictionary medical students would carry throughout their medical career. However, data on teaching methods of anatomy in Sudan is deficient, but there is a hidden consensus that keeps traditional methods such as didactic lectures taking a tremendous part of the student's time up to these days in the University of Khartoum (U of K); where this study was conducted.

Methods: This study is quantitative, descriptive, cross-sectional survey of two group's opinions on the limitations and strengths of anatomy teaching methods in the faculty of medicine, U of K, Jan. 2020. Online survey was distributed and filled by participants. Data were analysed using Statistical Package for Social Sciences (SPSS), version 26. Chi-square and simple frequency tables were used.

Results: Almost half of the participants thought that the best anatomy teaching method is prosection sessions (46%), a comparable number said lectures (45%). On the other hand, the least effective teaching method was thought to be didactic lectures (48%), and only minimal percentages for the rest of the methods.

Conclusions: The majority of opinions were drawn towards focusing on the prosection sessions and the computer-based learning tools rather than didactic lectures in teaching anatomy.

Keywords: Instructional methods; undergraduate teaching and learning; anatomy teaching; curriculum; prosection sessions

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Footnote

Conflicts of Interest: The authors have no conflicts of interest to declare.

Ethical Statement: The authors are accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

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