## 1 - Pregraduate Education

## PO113 - (24020) - COMPARATIVE STUDY ON LEARNING OUTCOMES AND EFFECTIVENESS OF DIFFERENT PRACTICAL TEACHING METHODS IN ANATOMY

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This interventional study aimed to assess the efficacy of various pedagogical approaches in teaching anatomy to first-year medical students, with specific emphasis on the anatomical structures of the cubital fossa and the knee joint as the primary topics of instruction.

A total of 62 students participated in the Cubital Fossa Study, while a second cohort consisting of 219 students was involved in the Knee Joint Study. These participants were randomly assigned to one of three instructional groups: Group A, which utilized cadaver-based teaching; Group B, which employed Anatomage-based teaching; and Group C, which implemented hybrid teaching methods. Pre-tests and post-tests were administered to evaluate the extent of knowledge improvement. The statistical analyses performed included the Shapiro-Wilk test for normality, the Kruskal-Wallis test for overall group comparisons, and the Dwass-Steel-Critchlow-Fligner test for pairwise comparisons.

For the cubital fossa, cadaveric teaching yielded the highest mean score (8.95), significantly outperforming the Anatomage method (7.38, $p < .001$). The combined method showed no significant difference compared to cadaveric teaching ($p = 0.062$). For the knee joint, cadaveric teaching (6.57) was also more effective than the Anatomage method (5.86, $p = 0.006$), while the combined method (6.56) showed no significant difference from cadaveric teaching ($p = 0.967$).

The study concluded that learning through cadaveric teaching is more effective than relying solely on digital methods. By integrating cadaveric dissection with digital tools like the Anatomage table, students enjoy a comprehensive educational experience that emphasizes the significance of hands-on learning in anatomy education.

**Palavras-chave : Medical education, Anatomage, Cadaver Teaching**