

Needs Analysis for ERASMUS+ project about teaching Anatomy

Dear Colleagues!

Lead anatomists from Brno (Czechia), Pécs (Hungary), and Zagreb (Croatia) have decided to jointly submit an EU grant proposal for the development of their anatomy courses with the support of colleagues from the University of Cambridge (UK) and Karolinska Institute (Sweden). We would kindly ask you now to fill this form in order to gain information about your experience and opinion on five topics relevant to our proposal.

This survey is a needs analysis. The less you know and the more undecided you are about these topics the stronger our arguments will be for the need of the proposed training. The outcomes of this analysis and of our training project will be disseminated at conferences of each of the relevant National Anatomical Societies.

We use here three types of questions: 1. "Did you know that X?" (Yes/No), 2. "What do you know about X exactly?" (Enter your answer), 3. "What do you think about X?" (I agree/I lean to agree/I can't decide/I lean to disagree/I disagree). We have 9 questions (type 1., 2.) and 35 statements (type 3.) in total, which should take about 15 minutes to go through.

Please submit your answers before Thursday 20th May midnight.

Thank you for your help,

Kind regards,

Andras

Andras D. Nagy M.D. Ph.D. Habil.

* Required

1. Have you heard about INTERNATIONAL QUALITY STANDARDS of medical education? *

Yes

No

2. If yes, the standards of which global organization are you familiar with? (optional)

3. What do you think about professional values and behaviours (ATTITUDES) of medical students? *

	I agree	I lean to agree	I can't decide	I lean to dis.
3.1. It is IMPORTANT that medical students develop their own attitudes during their studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. It is NECESSARY that medical students develop their own attitudes during their studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3. It is IMPORTANT that university teachers help develop students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4. It is NECESSARY that university teachers help develop students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5. It is IMPORTANT that anatomy teachers help develop students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6. It is NECESSARY that anatomy teachers help develop students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7. It is IMPORTANT that anatomy teachers measure the development of students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8. It is NECESSARY that anatomy teachers measure the development of students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9. I know how to measure the development of students' attitudes within the anatomy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. High FAILING RATES of anatomy exams? *

This is a reality in our anatomy courses.

This is NOT a reality in our anatomy courses.

5. What do you think about HIGH FAILING RATES in anatomy courses? *

	I agree	I lean to agree	I can't decide	I lean to dis.
5.1. High failing rates indicate HIGH QUALITY of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. High failing rates indicate HIGH PRESTIGE of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. High failing rates indicate HIGH QUALITY of the anatomy department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4. High failing rates indicate HIGH PRESTIGE of the anatomy department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5. Students who can pass have a better sense of the value of Anatomy education they acquire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6. High failing rates indicate limitations in the capacities of individual anatomists to teach well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7. High failing rates indicate widespread sociocultural or cognitive disadvantages among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8. High quality learning is the privilege of the skilled and hard working students, the selection of whom is the primary role of anatomy courses within the foundational years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9. High quality learning must be provided for all university students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.10. I know how to provide high quality anatomy learning for all of my students which results in low failing rates.

6. Have you heard about the concept of STUDENT-CENTERED PEDAGOGY? *

Yes

No

7. If yes, how is that different from traditional pedagogy? (optional)

8. What do you think about STUDENT-CENTERED PEDAGOGY? *

	I agree	I lean to agree	I can't decide	I lean to dis.
8.1. Quality assurance in the framework of "Student-centered pedagogy" needs WAY TOO MUCH EFFORT at the university level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2. Quality assurance in the framework of "Student-centered pedagogy" is a SUSTAINABLE way of development of higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3. Quality assurance in the framework of "Student-centered pedagogy" needs always LESS EFFORT if compared to no quality management at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.4. Quality assurance in the framework of "Student-centered pedagogy" needs MORE EFFORT only for the short term if compared to no quality management at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.5. Quality assurance in the framework of "Student-centered pedagogy" needs always A LOT OF EFFORT, but it is worth the investment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.6. Quality assurance in the framework of "Student-centered pedagogy" can never be objective, therefore it is VERY DIFFICULT to sustain an objective level of quality in "Student-centered pedagogy".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.7. I know how to manage quality in the framework of "Student-centered pedagogy".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Have you heard about ASSESSMENT TOOLS for measuring students` attitudes? *

Yes

No

10. If yes, what kind of assessment tools do you know for this purpose? (optional)

11. What do you think about the ASSESSMENT of ATTITUDES of medical students? *

	I agree	I lean to agree	I can't decide	I lean to dis.
11.1. OBJECTIVE assessment of students` attitudes is possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2. Assessment of students` attitudes is A DUTY of anatomists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3. I know how to assess students` attitudes OBJECTIVELY within the anatomy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Have you heard about MENTAL HEALTH MANAGEMENT in an occupational setting? *

Yes

No

13. If yes, what principles do you know which are relevant to this question? (optional)

14. What do you think about MENTAL HEALTH MANAGEMENT at the workplace? *

	I agree	I lean to agree	I can't decide	I lean to dis.
14.1. Mental health counseling for both staff and students must be offered by the University without the involvement of the Anatomy Department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.2. Mental health problems of students are unrelated to the management of teachers' workload in anatomy courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.3. Teaching and learning workload must be managed well within the anatomy course in order to safeguard mental health of both teachers and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.4. Workload of university teachers in general is regulated by law or by university regulations which anatomists must adapt to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.5. The mental burden associated with teaching workload of anatomy teachers is CAUSALLY LINKED with the mental burden associated with study workload of students of the anatomy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.6. I know how to manage teaching and learning workload well within anatomy courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Where do you work? *

Croatia

Czechia

Hungary

Other

16. Teaching experience in HUMAN anatomy? *

Less than 5 years

5-10 years

More than 10 years

17. If you have any comments on these topics please share it with us here:

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