

What Standards are you aware of in Teaching Anatomy?

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STEP 1 of LEANbody training

Please take this short survey to find out if we can help you in a better understanding of global standards of teaching anatomy!

* Required

STEP 1 of LEANbody training



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Have you heard about INTERNATIONAL QUALITY STANDARDS of medical education (e.g. WFME)? *

- Yes
- No

2

High FAILING RATES of anatomy exams (=over 15% of students failing their first attempt)? *

- This is a reality in our anatomy courses.
- This is NOT a reality in our anatomy courses.

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

	I agree	I lean to agree	I can't decide	I lean to disagree	I disagree
3.1. High failing rates indicate HIGH QUALITY of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. High failing rates indicate HIGH QUALITY of the anatomy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3. 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"/>	<input type="radio"/>
3.4. High failing rates indicate widespread sociocultural or cognitive disadvantages among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5. High quality learning is the privilege of the skilled and hard working students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6. High quality learning must be provided for all university students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7. I know how to provide high quality anatomy learning for all of my students which results in low failing rates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Yes

No

What do you think about STUDENT-CENTERED PEDAGOGY? *

	I agree	I lean to agree	I can't decide	I lean to disagree	I disagree
5.1. 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"/>	<input type="radio"/>
5.2. Quality assurance in the framework of "Student-centered pedagogy" needs MORE EFFORT if compared to no quality management at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. 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"/>	<input type="radio"/>
5.4. 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"/>	<input type="radio"/>

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 disagree	I disagree
6.1. 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"/>	<input type="radio"/>
6.2. It is NECESSARY that anatomy teachers help develop students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3. It is NECESSARY that anatomy teachers measure the development of students' attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4. 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"/>	<input type="radio"/>

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 disagree	I disagree
7.1. Objective assessment of students' attitudes is possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2. Assessment of students' attitudes is a duty of anatomists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3. I know how to assess students' attitudes objectively within the anatomy course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

Have you heard about MENTAL HEALTH MANAGEMENT at the workplace? *

Yes

No

9

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

	I agree	I lean to agree	I can't decide	I lean to disagree	I disagree
9.1. 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"/>	<input type="radio"/>
9.2. 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"/>	<input type="radio"/>
9.3. 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"/>	<input type="radio"/>
9.4. 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"/>	<input type="radio"/>

Your teaching experience in human anatomy? *

- Less than 5 years
- 5-10 years
- More than 10 years

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