

# What Standards are you aware of in Teaching Anatomy?

## ***STEP 1 of LEANbody training***



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1

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 NOT a reality in our anatomy courses.

This is a reality in our anatomy courses.

3

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.



	I agree	I lean to agree	I can't decide	I lean to disagree	I disagree
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 checked="" type="radio"/>
3.3. High failing rates indicate limitations in the capacities of individual anatomists to teach well.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4. High failing rates indicate widespread cognitive disadvantages among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.5. High quality learning is the privilege of the highly talented students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3.6. High quality learning must be provided for all university students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I agree

I lean to agree

I can't decide

I lean to disagree

I disagree

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

4

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

Yes

No

5

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. "Student-centered pedagogy" is a SUSTAINABLE way of quality assurance in higher education.

5.2. Quality assurance in the framework of "Student-centered pedagogy" needs MORE EFFORT if compared to no quality management at all.

5.3. Quality assurance in the framework of "Student-centered pedagogy" needs always A LOT OF EFFORT, but it is worth the investment.

I agree

I lean to agree

I can't decide

I lean to disagree

I disagree

5.4. I know how to manage quality in the framework of "Student-centered pedagogy".

6

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.

6.2. It is NECESSARY that anatomy teachers help develop students' attitudes.

I agree

I lean to agree

I can't decide

I lean to disagree

I disagree

6.3. It is NECESSARY that anatomy teachers measure the development of students' attitudes.

6.4. I know how to measure the development of students' attitudes within the anatomy course.

7

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.

I agree

I lean to agree

I can't decide

I lean to disagree

I disagree

7.2. Assessment of students' attitudes is a duty of anatomists.

7.3. I know how to assess students' attitudes objectively within the anatomy course.

8

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

Yes

No



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 workload of anatomists.

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.

I agree

I lean to agree

I can't decide


I lean to disagree

I disagree

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.


9.4. I know how to manage teaching and learning workload well within anatomy courses.

10

Your teaching experience in human anatomy? \* 

Less than 5 years

5-10 years

 More than 10 years

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