

Exploring the Experience of Entry-Level OTD Students on the Use of Anatomage[®] Table to Learn Anatomy: A Survey

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PURPOSE: Technology has transformed health science education delivery over the past decade. Students in all health science disciplines must learn and master anatomy to be successful in their education and career. Several virtual resources are available to learn anatomy. Anatomage[®] Table (3D anatomy virtual dissection platform) is one such resource. As students' usage of educational technology depends on perceived usefulness, user-friendliness, and positive user experience, this study explored the experiences and perceptions of the students regarding the use of Anatomage tables to learn anatomy.

DESIGN: We used a cross-sectional survey design to survey students in an entry-level OTD cohort in a public university (convenience sampling), who completed the anatomy course the previous semester incorporating the use of Anatomage Tables.

METHOD: An anonymous electronic survey was developed by the authors based on the research question, literature review, and adapting items from the survey tool developed by Dr. Jeremy Kemp (Kemp, 2011). An email invitation message was sent to all OTD students (n = 59) in the cohort with the link to the survey. Microsoft Excel Toolpak was used to perform quantitative data analyses while the qualitative data obtained through 'open-ended' items were analyzed for themes using the phases proposed by Nowell et al. (2017).

RESULTS: Thirty valid responses were received. Around 80% of the respondents perceived the Anatomage Table as a useful resource and reported a positive experience using the table. Nearly half of the respondents perceived the table as user-friendly.

CONCLUSION: Entry-level OTD students perceive Anatomage Table as a useful supplemental resource to learn anatomy. Their user experience is influenced by the amount of orientation and training in the beginning. Anatomage Table may be a useful supplemental resource to teach anatomy for entry-level OTD students.

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