

TBL AS A LEARNING TOOL IN ANATOMY CLASSES: A REPORT

Livia Cruz Cassimiro Alves

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/7424258421197532>

Luana Beltrame Zancanela

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/3543444731471882>

ORCID: 0000-0002-4769-2978

Loise Lorenzoni Feitosa

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/3405800502412507>

Emanuella Teixeira Tissianel

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/4886160208471177>

Fernanda Lima Fassarella

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/6878917882473011>

Raiza Mesquita Pessotti

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/2309839815671196>

Luma Candian Gundling

Universidade Vila Velha

Vitória - Espírito Santo

<https://lattes.cnpq.br/0775980594462910>

Alice Salles Sipolatti

Universidade Vila Velha

Vila Velha - Espírito Santo

<http://lattes.cnpq.br/2813054014970996>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Arthur Del Puppo Pontes
Universidade Vila Velha
Vila Velha - Espírito Santo

Isabelly Paulo Pazini
Universidade Vila Velha
Vila Velha - Espírito Santo

Denise Galvêas Terra
Professor at "Universidade Vila Velha" and
Gynecologist and Obstetrician
Vila Velha - Espírito Santo
<http://lattes.cnpq.br/9209421550543281>

Abstract: The Team based learning (TBL) methodology is an active learning method used to facilitate the absorption of knowledge by the student. Thus, two medical academic leagues decided to use it in an anatomy class that addressed the Female Reproductive System in order to prove its effectiveness. For this purpose, a pre-test containing 7 questions on the subject was applied to the anatomy faculty at the faculty, which must be done individually, and soon after a post-test, similar to the pre-test, which must be done in a group. At the end, there was a considerable increase in the percentage of correct answers in the post-test when compared to the pre-test, ensuring the applicability and benefits of the method.

Keywords: Female Reproductive System / TBL Method / Medical Students / Anatomy.

INTRODUCTION

The Team Based Learning (TBL) methodology is an active learning method that provides the student with a safe environment for discussion, facilitates content compression, develops in students a sense of responsibility with group work, and general skills such as communication, leadership and teamwork skills. Most students have difficulties in the Human Anatomy discipline, so TBL is a tool that has been used in their learning.

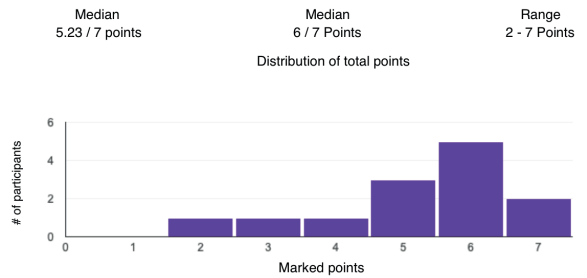
PRESENTATION OF THE EXPERIENCE/METHODS

This is an experience report of an extracurricular activity performed by two academic leagues, through the application of the TBL method for the knowledge of the female reproductive system in 13 medical students. Of these, 69.2% had taken an anatomy class on the female reproductive system. A pre-test, containing 7 questions, was applied in person, in the anatomy, with real

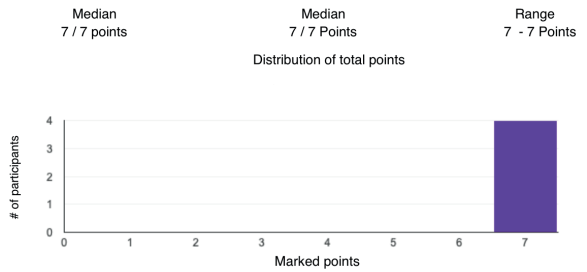
and artificial parts of the female reproductive system, which assessed individual prior knowledge. After the pre-test, the students attended a one-hour theoretical and practical class on the theme addressed in the questions. At the end a post-test was given, similar to the pre-test, which was completed in groups, with the students divided into 4 groups, thus stimulating teamwork, debate tools, and the construction of knowledge in an autonomous way. In addition, the participants were asked for feedback on the method used.

RESULTS

The first question was about the structures of the vulva and, in the pre-test, had a correct score of 92.3%, while in the post-test it was 100%. The second question was about Bartholin and Skene's glands and had a score of 76.9% in the pre-test and 100% in the post-test. The third question evaluated the students' knowledge about the organs that have an anatomical relationship with the vaginal canal, and had 76.9% of correct answers in the pre-test and 100% in the post-test. The fourth question was about the correct nomenclature of the uterine segments, which had 61.5% of correct answers in the first analysis and 100% afterwards. The subject about tubes and ligaments was addressed in the fifth question and had 84.6% of correct answers in the pre-test and 100% in the post-test. Their knowledge about the histological layers of the uterus was evaluated, content covered in the sixth question, which had 84.6% correct answers in the pre-test and 100% in the post-test. The seventh and last question evaluated their knowledge about the epithelia that must be properly collected in the preventive exam and their respective location, which had 42.6% of correct answers in the pre-test and 100% in the post-test.



Graph 1: Graph of the total distribution of points of 13 students referring to the pre-test.

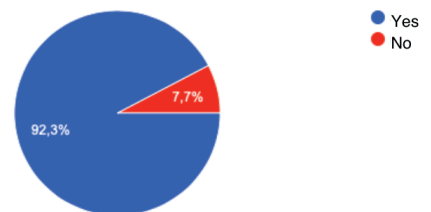


Graph 2: Graph of the total distribution of points of 13 students, divided into 4 groups, referring to the post-test.

CONCLUSIONS

The TBL methodology applied in anatomy class allowed students to absorb the content in a more active way AND not only through lectures. This led to a greater understanding of the subject matter, as noted by comparing the results of the pre-test and post-test and through the “Class Approval Form” filled out by the students themselves, which obtained a positive feedback of 92.3%, thus proving the effectiveness of the method.

Would you recommend this class method to your colleagues?
13 Answers



Graph 3: Graph demonstrating satisfaction with the method.