



Co-funded by
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Virtual dissection tool for anatomy learning

Hands on session

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YOUR OPINION
MATTER!





Università degli Studi di
Milano Bicocca
Medicina e Chirurgia U8

Università degli Studi di
Milano Bicocca
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Anatomy teaching courses

Courses in **Italian language**

- **Medicine and Surgery (n=180)**
- Nursing (n=315)
- Midwifery (n=50)
- Physiotherapy (n=50)
- Imaging and radiotherapy techniques (n=30)
- Dentistry (n=30)
- Dental hygiene (n=30)
- Childhood Neuro and Psicomotricity (n=30)
- Biomedical laboratory techniques (n=30)
- Optics and Optometry (n=150)

Courses in **English language** (international course)

- **Medicine and Surgery (n=50)**

Residency training programs

Medical Area

- Haematology
- Endocrinology and metabolic disorders
- Geriatrics
- Cardiovascular diseases
- Digestive diseases
- Respiratory diseases
- Emergency medicine
- Sport and exercise medicine
- Internal medicine
- Nephrology
- Neurology
- Child neuropsychiatry
- Paediatrics
- Psychiatry



Surgical Area

- General surgery
- Maxillofacial surgery
- Gynaecology and obstetrics
- Neurosurgery
- Orthopaedics and traumatology
- Otolaryngology



Clinical Services Area

- Anatomical pathology
- Anaesthesia, intensive care and pain management
- Hygiene and preventive medicine
- Occupational medicine
- Physical and rehabilitative medicine
- Nuclear medicine
- Clinical pathology and clinical biochemistry
- Radiodiagnostics
- Radiotherapy



Medicine and Surgery



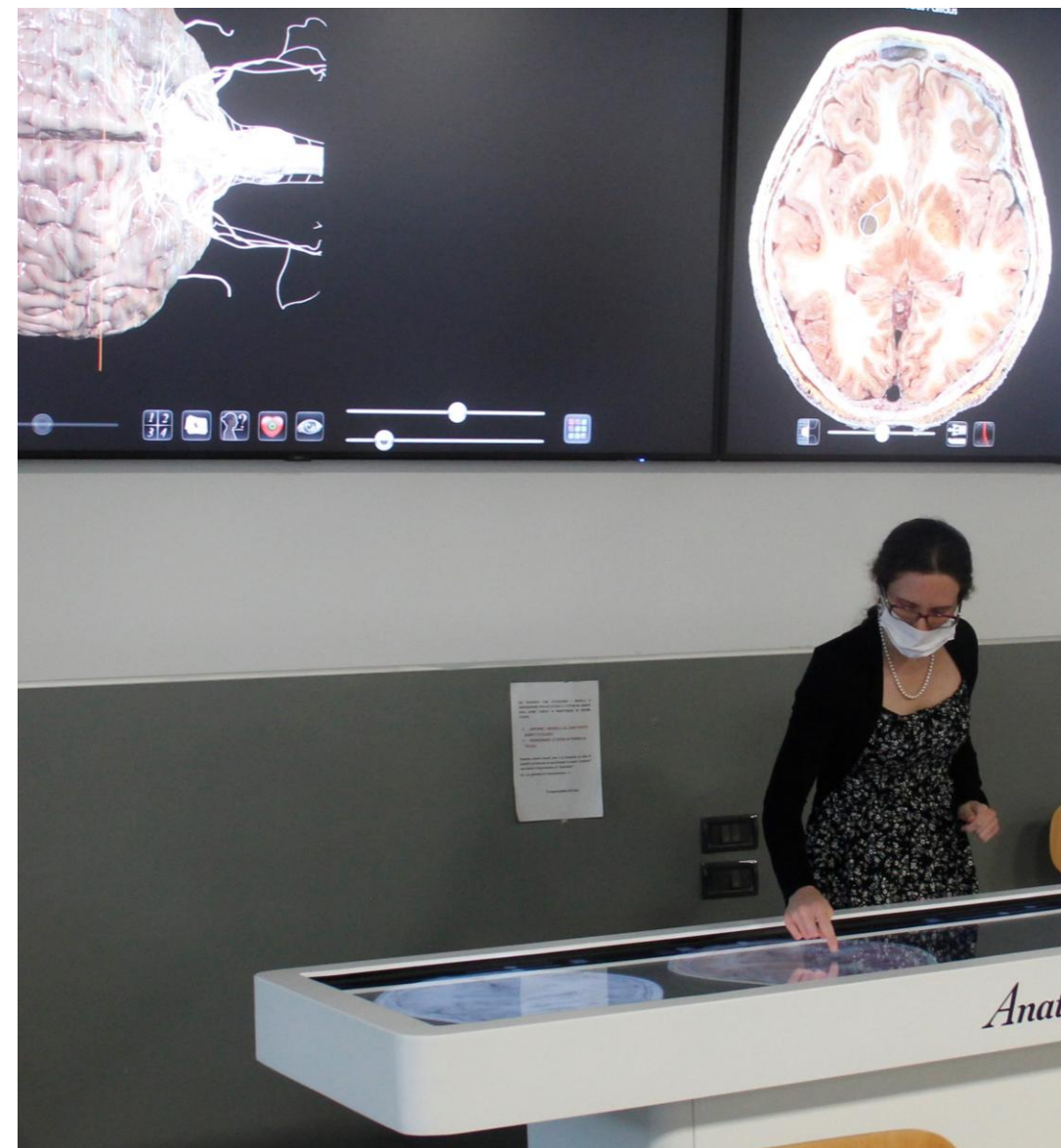
Course in **Italian language**

Medicine and Surgery
(n=180)



Course in **English language** (IMS)

Medicine and Surgery
(n=50*)



Head of the teaching staff: Prof. Guido Cavaletti, MD

IMS teaching structure



Courses are delivered in English to students coming from all around the world



During the first year, IMS students are given a course named *Fundamentals of Human Morphology*, which aims to give them the foundation for their preparation

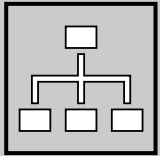


In subsequent years, they are once again taught anatomy in the so-called *vertical tracks* during which anatomy is presented in a clinically-oriented approach.



Hence, IMS was deemed as ideal to introduce and implement novel strategies relying heavily on **virtual dissections**, **gamification** and **flipped-classroom** approaches in a pilot and feasibility phase

Lesson structure



At the top of each lessons, the class was divided into **groups** and completed these assignments rotating from one task to the other:

- 1) 8-mins dissection exercise generating a **score** for each group that was recorded via *Anatomage Table™*
- 2) exercises **on *Anatomage Lessons™* platform**
- 3) paper copy exercise.



Then, the **frontal** part of the lesson started: topics were presented via a combination of a virtual dissection on the Table and as little as possible use of a classic powerpoint slide deck; the latter was mostly used to convey schemes and summaries.



After a topic was presented, students were asked once again to cooperate into teams rotating from different **tasks**: one at the Table and others working together on **paper copy exercise/*Anatomage Lessons™***.

- Home
- Classes
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←

Classes

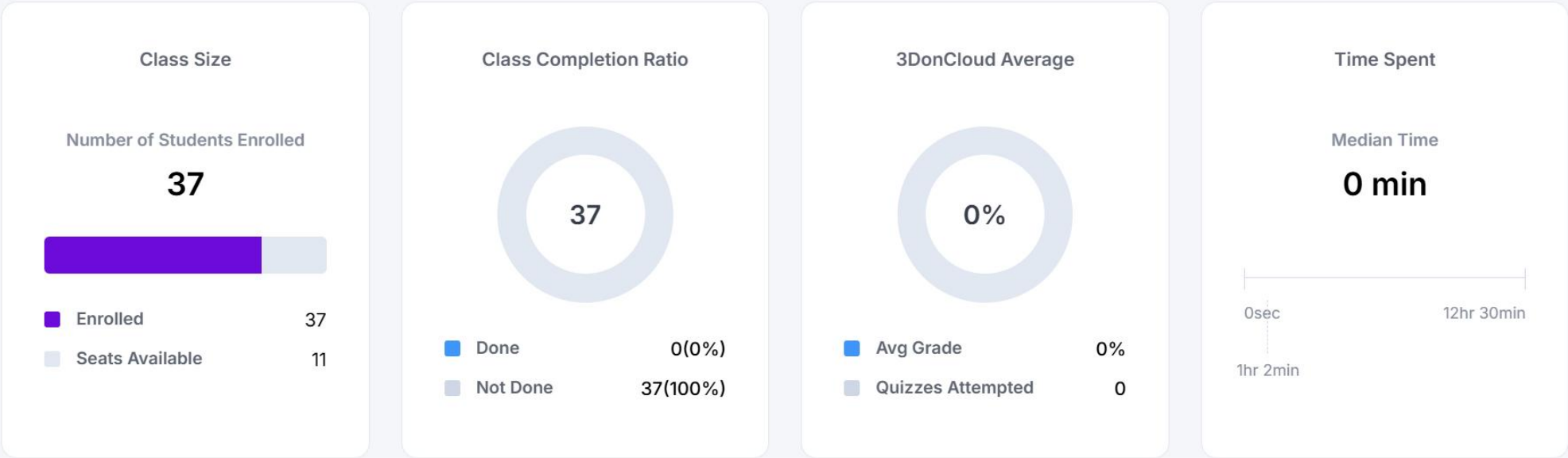
Regional Anatomy II term

Code: LNFTZ

Edit

Delete

Duration	Mar 19, 2026 - Sep 30, 2026	Created	Mar 19, 2026
Days of Week	Mon Tue Wed Thu Fri Sat Sun	Seats Allocated	48
Instructor	Paola Alberti View Instructor >	Active Roster	37 View Roster >

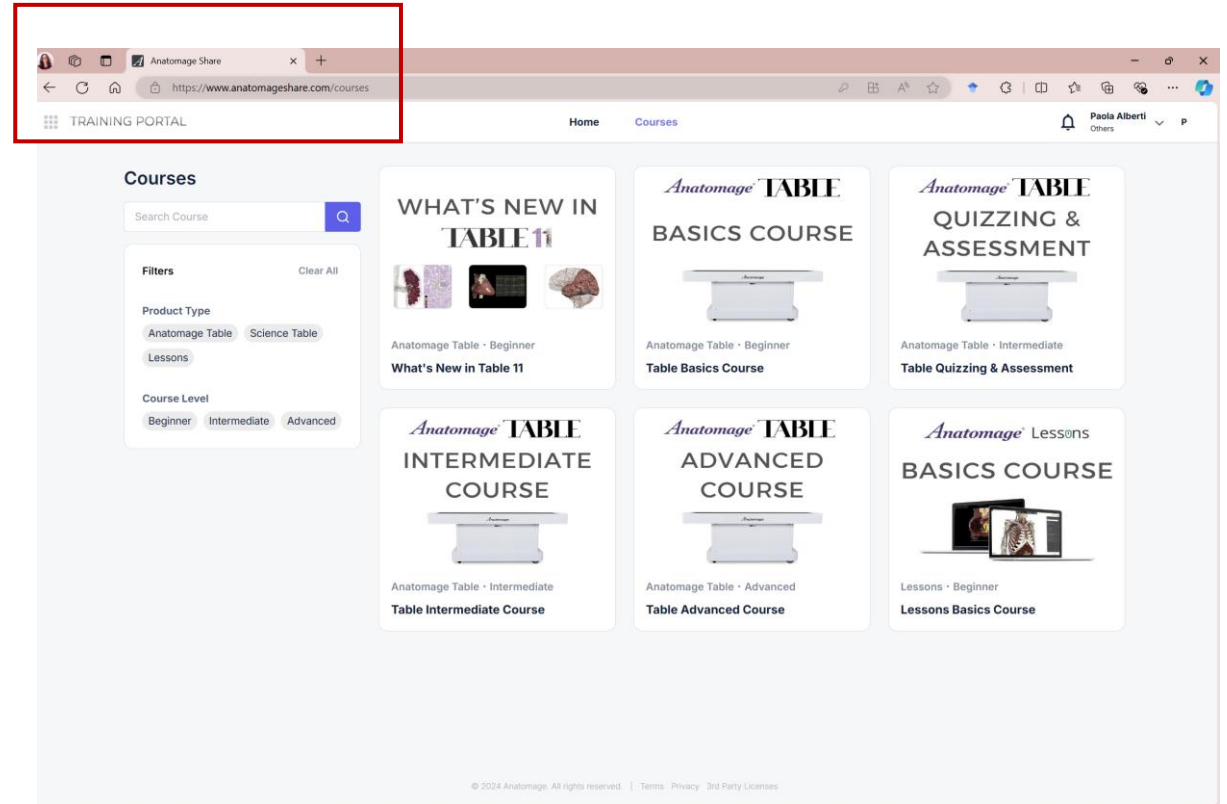


Peer-to-peer learning



Methods

- **Tutors:**
 - **10 senior** undergrad students were trained (4th – 6th year, medicine and surgery)
 - **Training session** (2 online + 8 on-site hours)
 - General use of *Anatmage Table*
 - All tutors were instructed to follow the same workflow for each activity, also relying on presets generated by the teacher
- **Participants:**
 - Medicine and surgery 1st students were divided into groups of 10-12 people each
- **Surveys:**
 - A **google module** was made available via a QR code:
 - Before taking part to the whole initiative
 - After each session
 - **Rating system** (0-10):
 - Low: 0-3;
 - Intermediate: 4-7;
 - High: 8-10.



Activities (2 hours each)



TOPIC 1: guided
dissection of the
thorax/abdomen



TOPIC 2: guided
dissection of the
abdomen/pelvis



TOPIC 3: guided
dissection of the **central**
nervous system



Free sessions

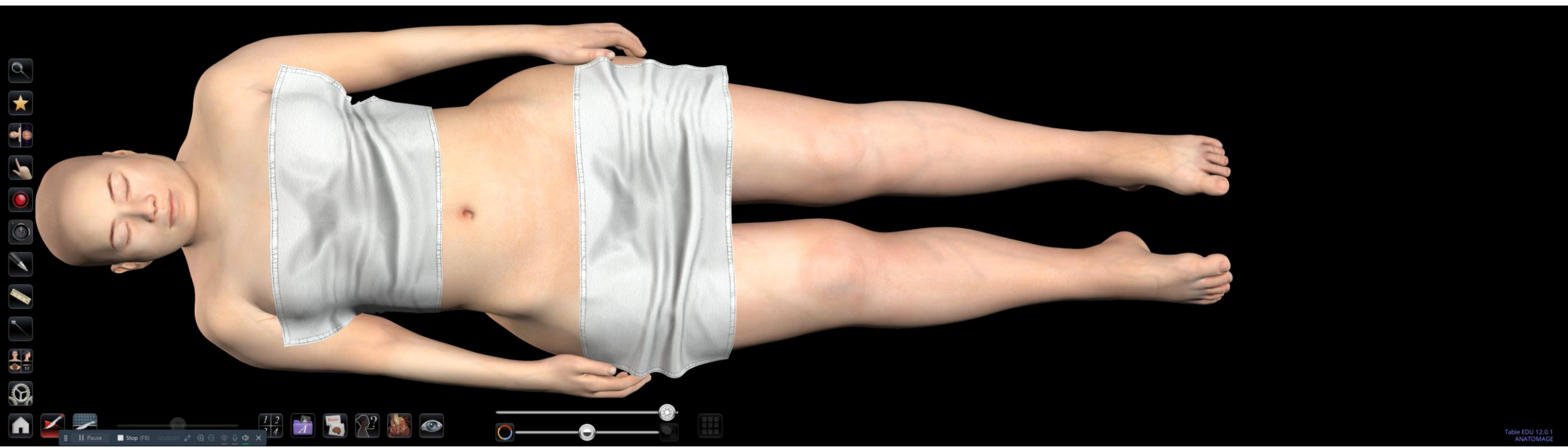
Simulation 1

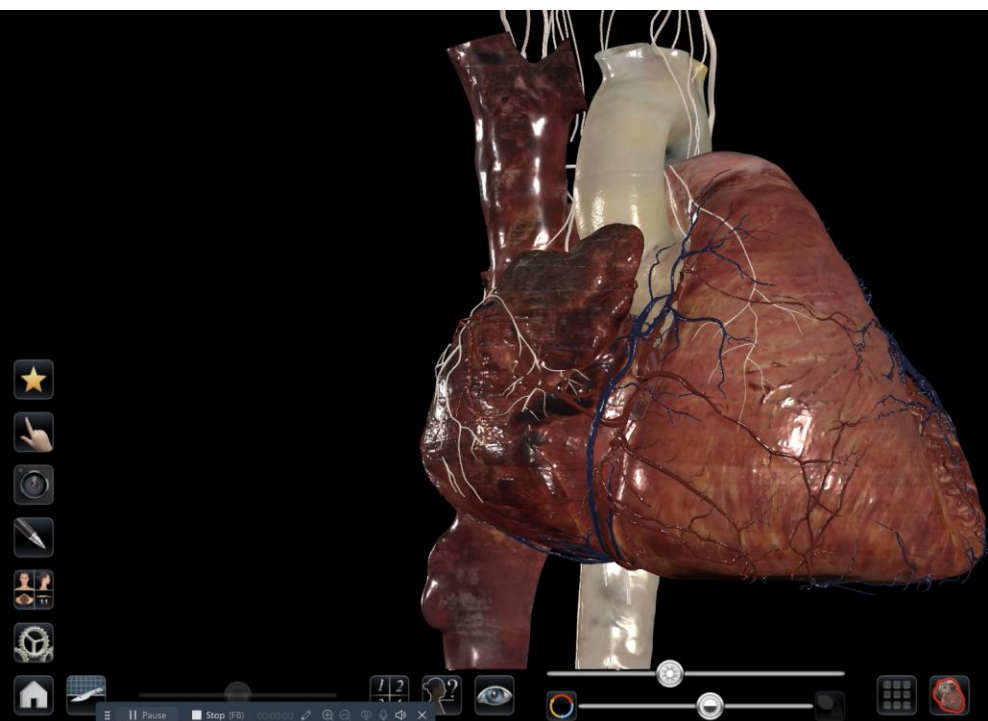
Lecture preparation

- Anatomage
- Paola A
- Anatomage Table 12.0.1
- Recycle Bin
- Instructions

Anatomage

Anatomage®
TABLE 12

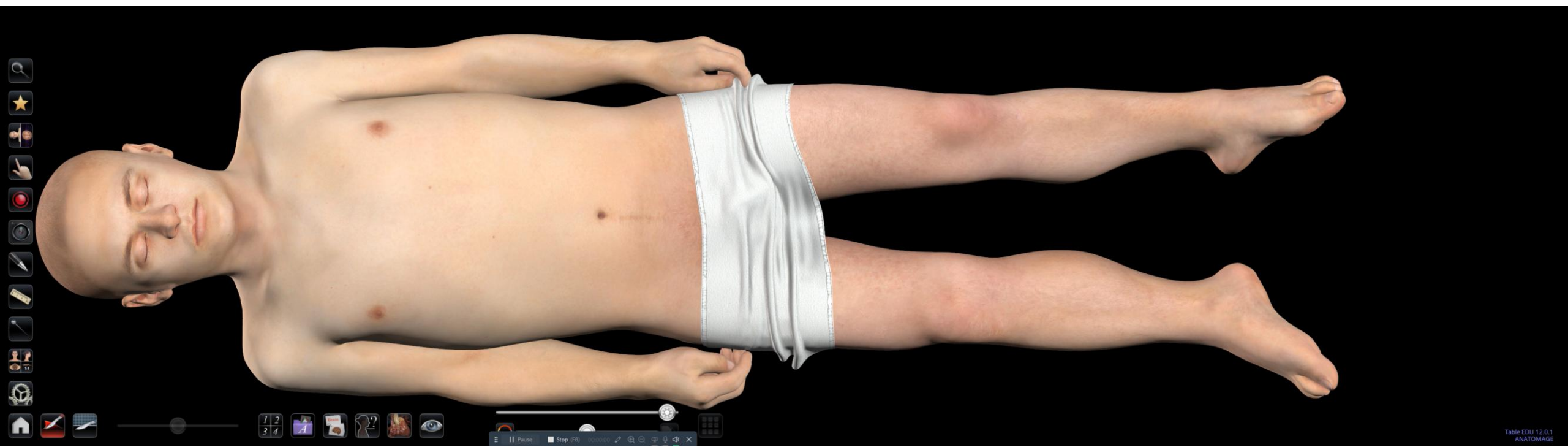




Normal Sinus Rhythm ▾

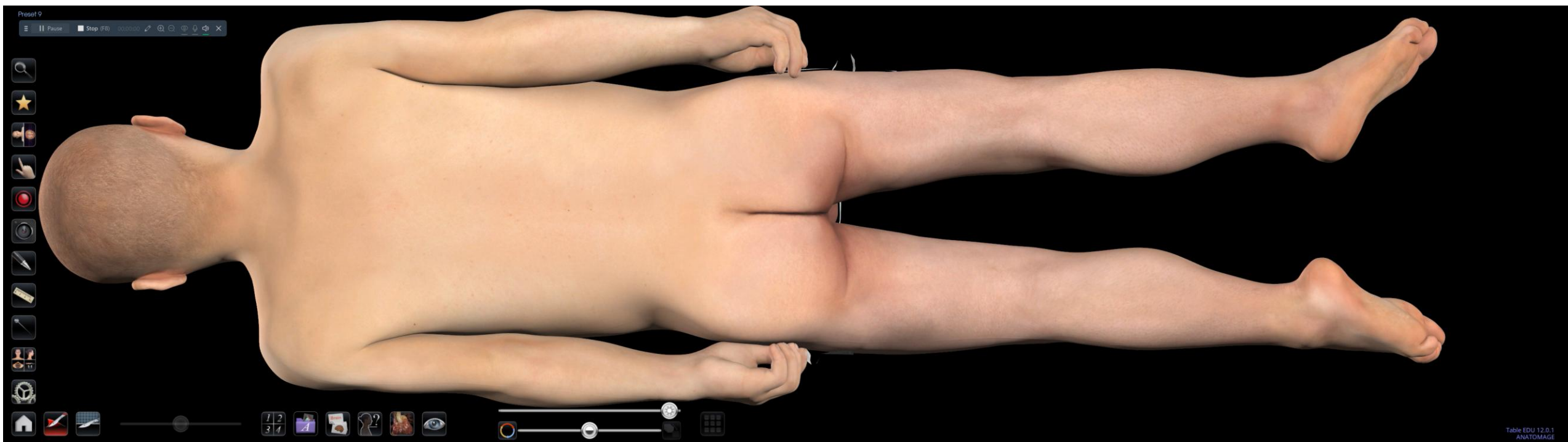
85 BPM

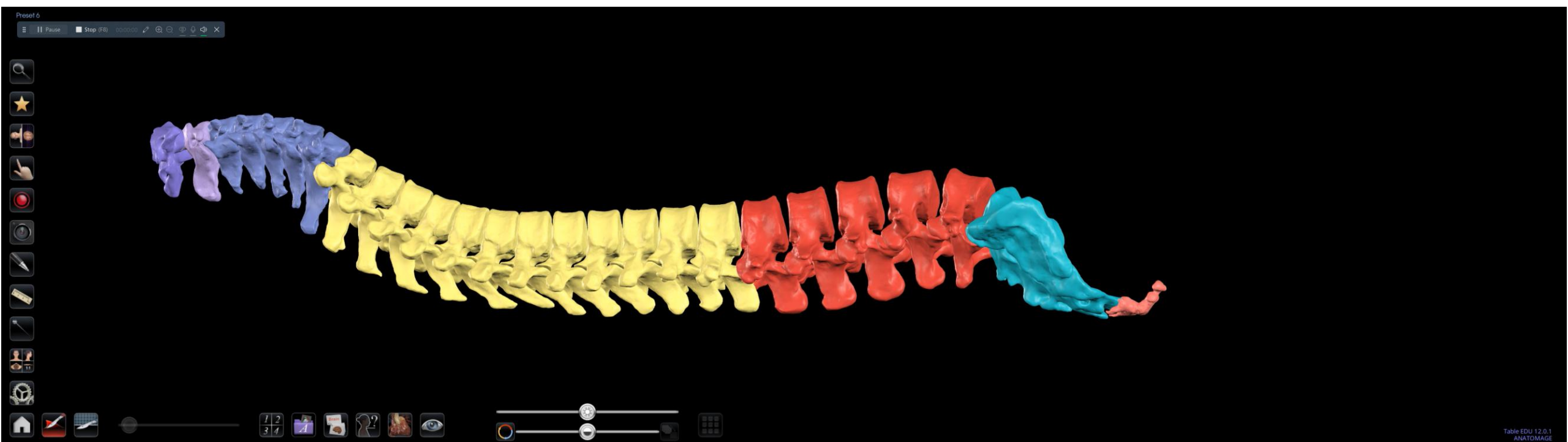


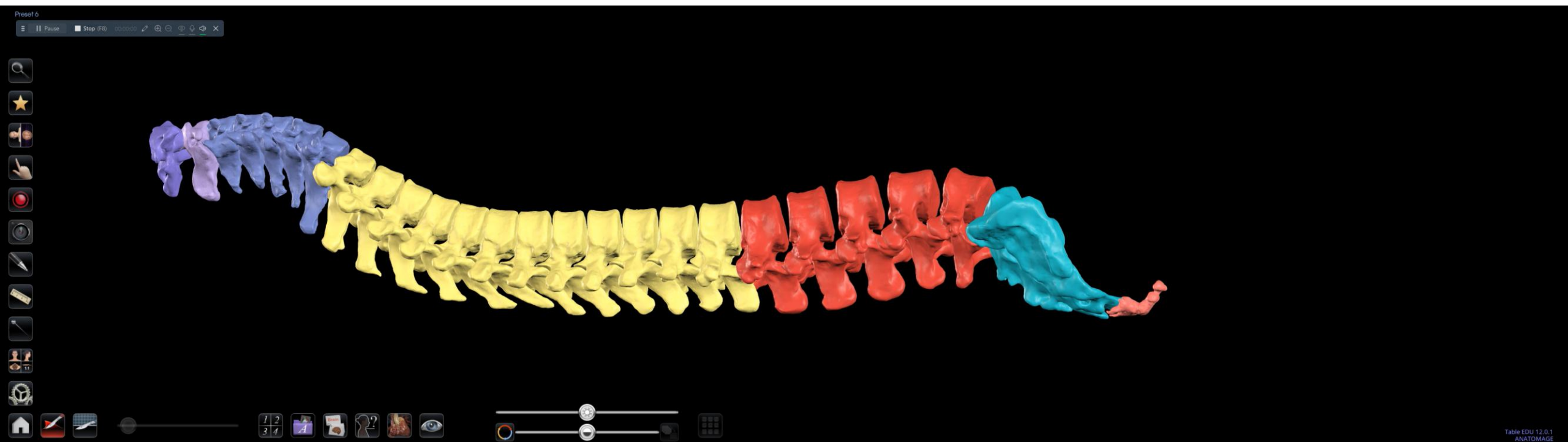


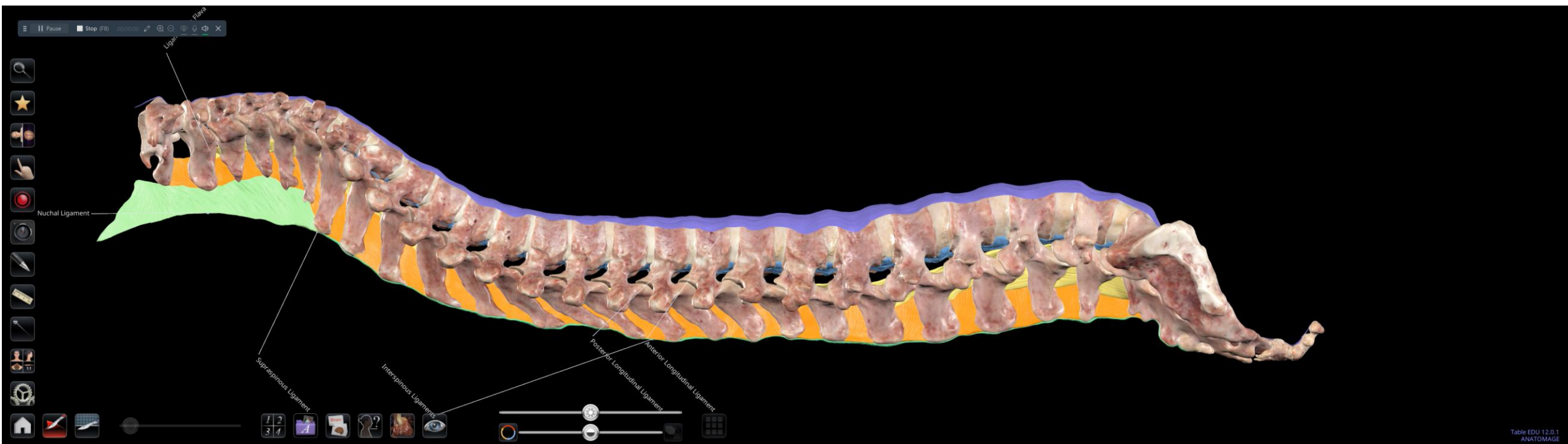
Simulation 2

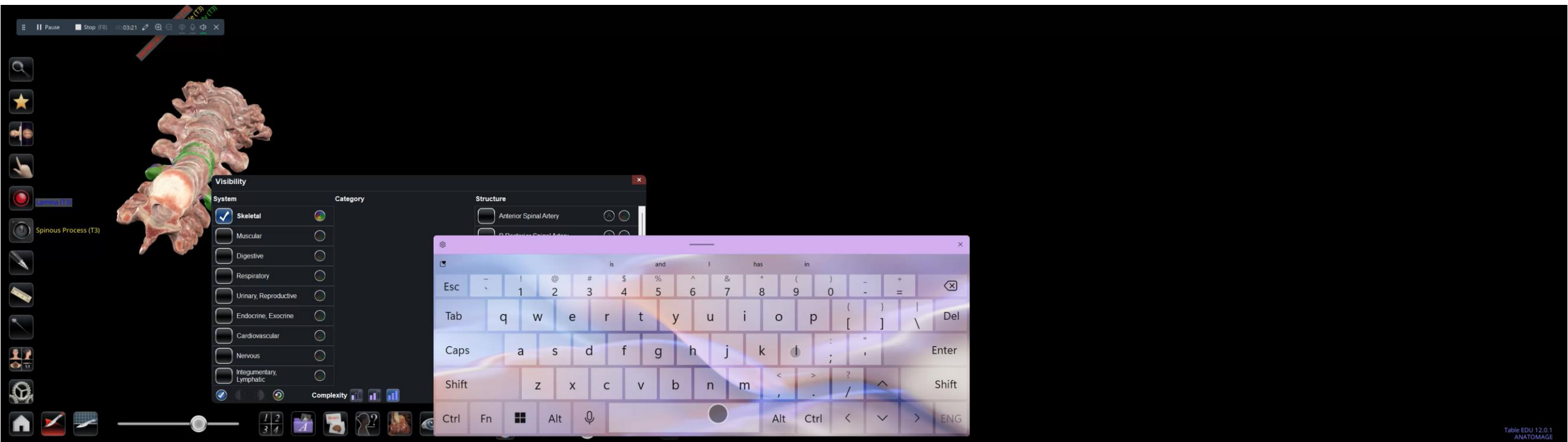
Lecture delivery

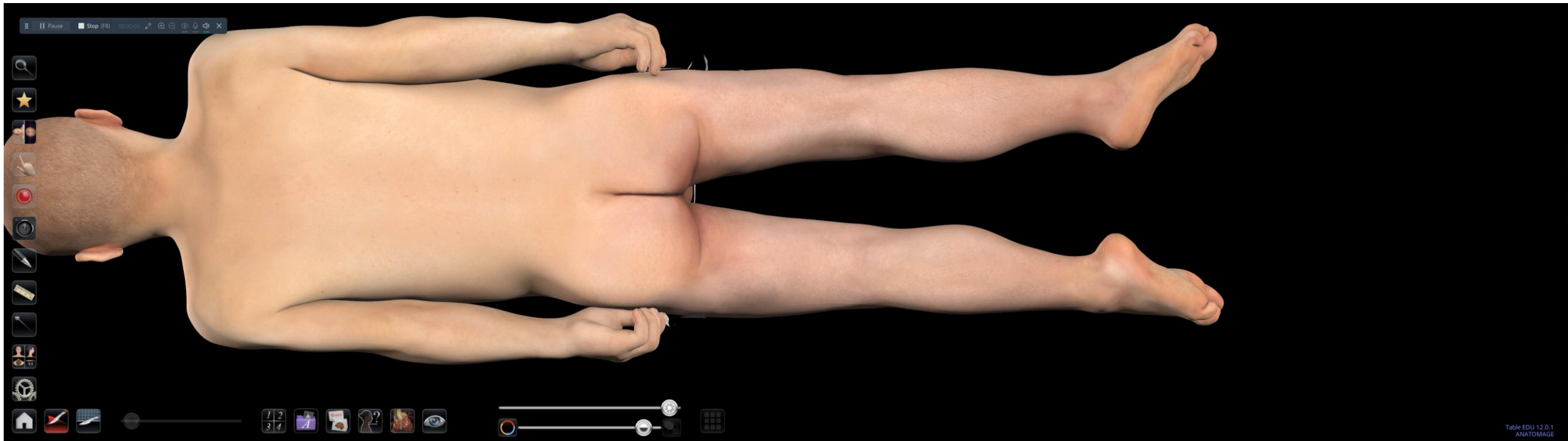










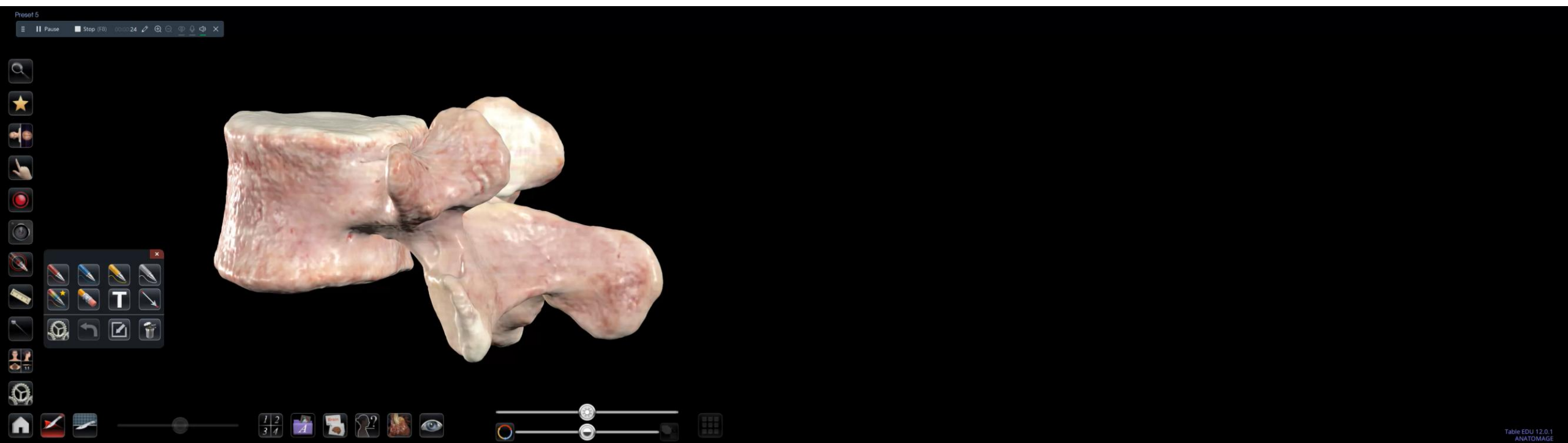


Can you identify at which level we are?

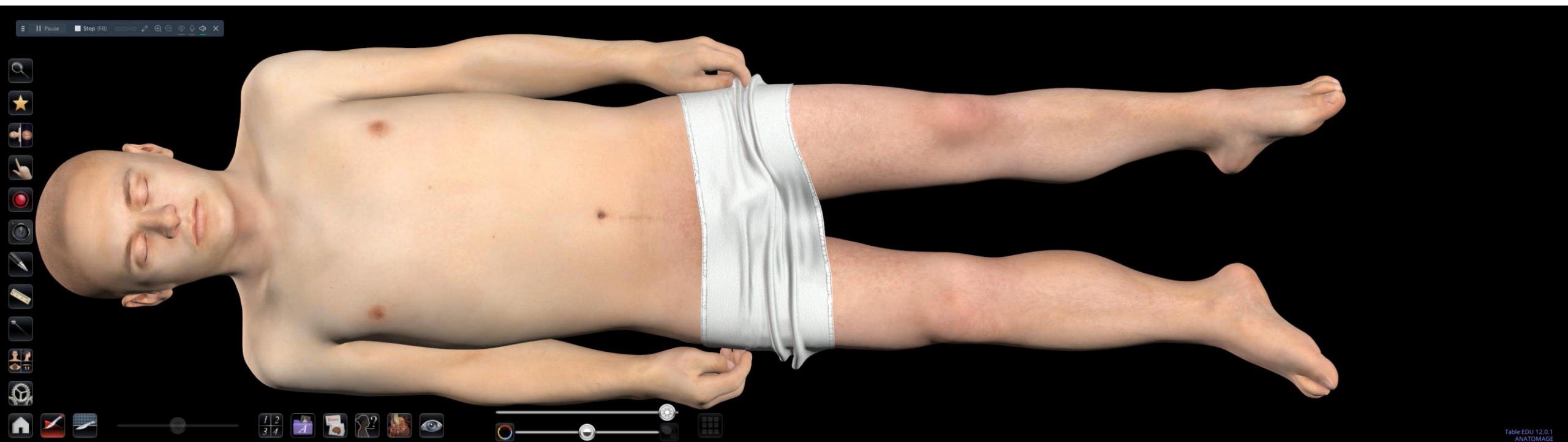


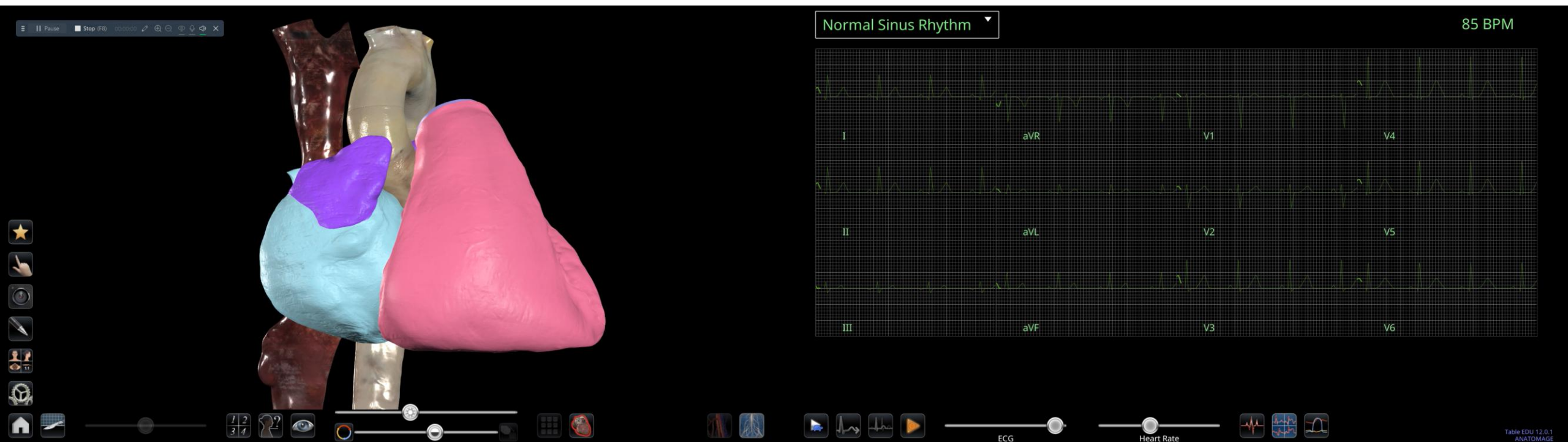
- a) *Cervical*
- b) *Thoracic*
- c) *Lumbar*
- d) *Sacral*

Did you get that right?



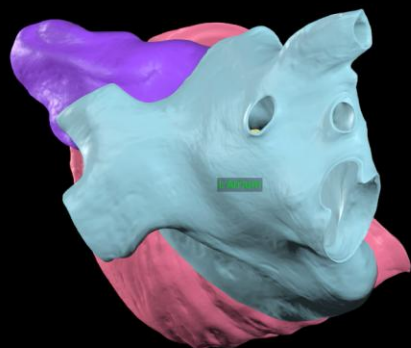
- a) *Cervical*
- b) *Thoracic*
- c) ***Lumbar***
- d) *Sacral*





|| Pause ■ Stop (FB) 00:00:00 🔍 🔄 🗑️ ✕

L Atrium



ECG



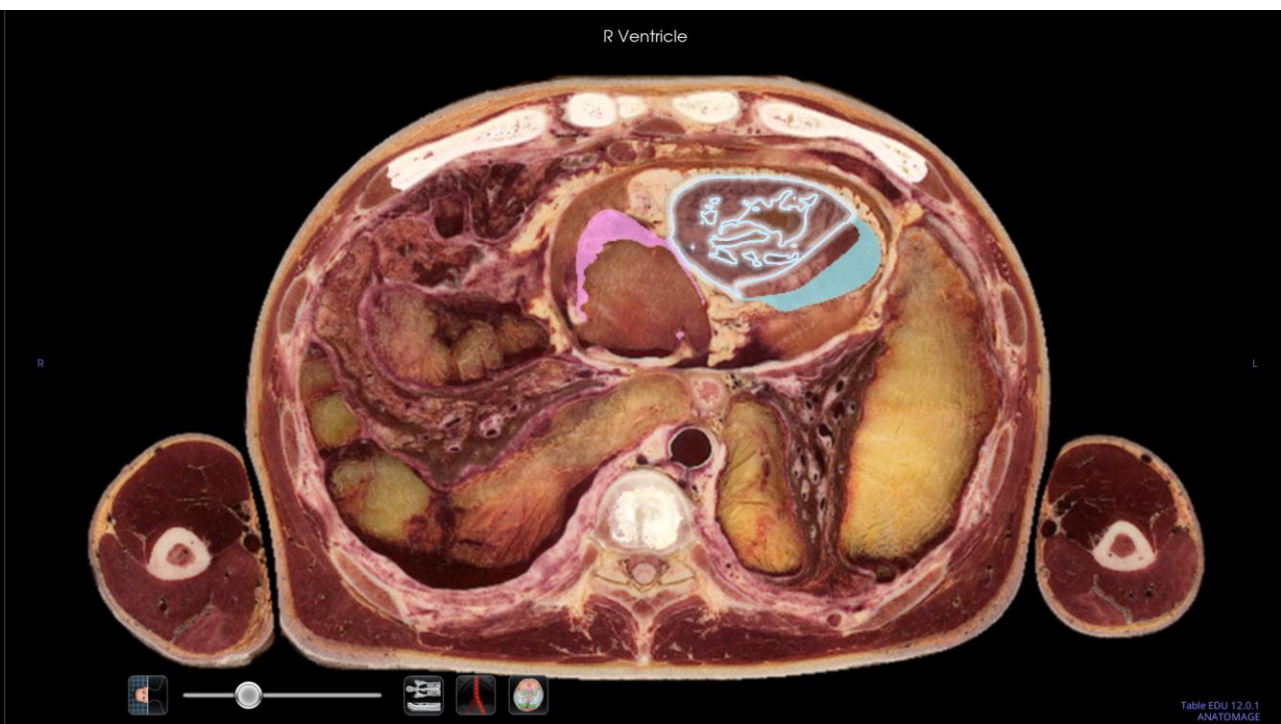
Heart Rate

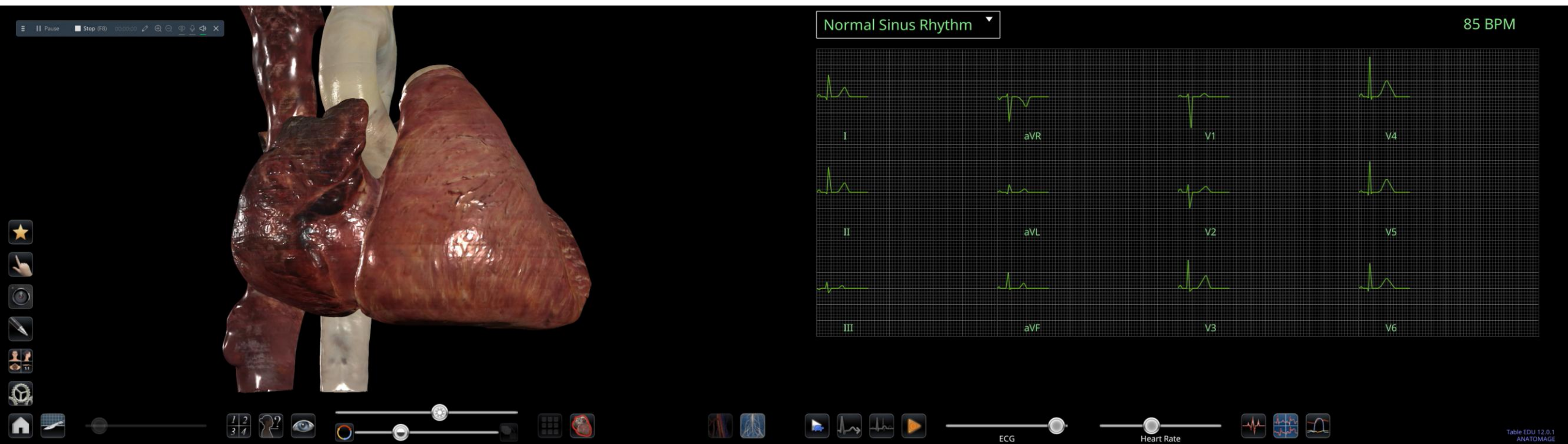


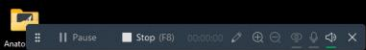
Normal Sinus Rhythm ▾

85 BPM









Anatomage

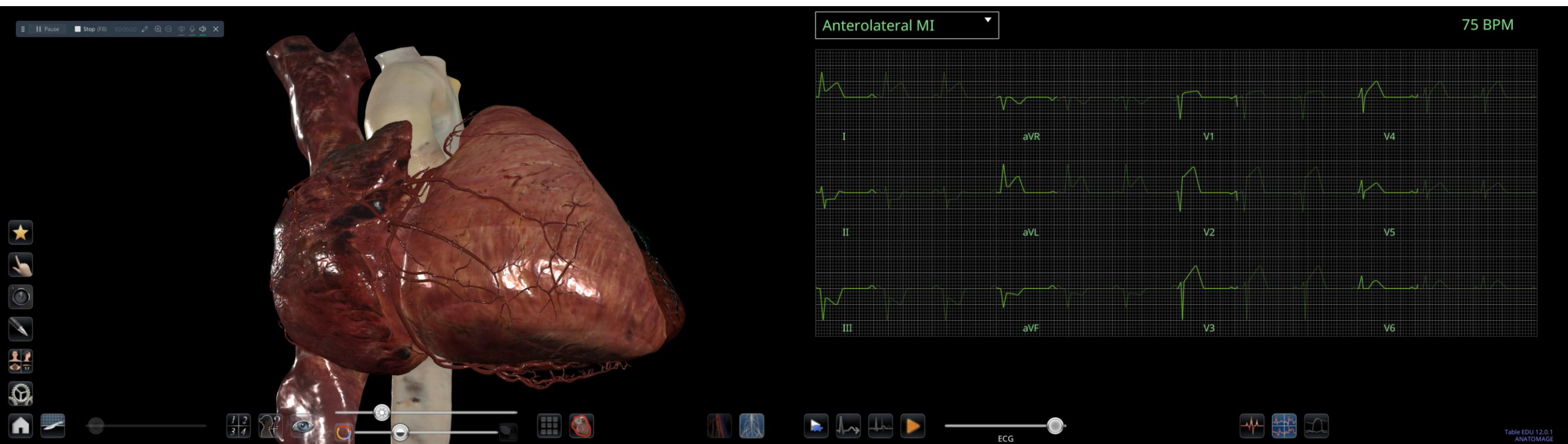




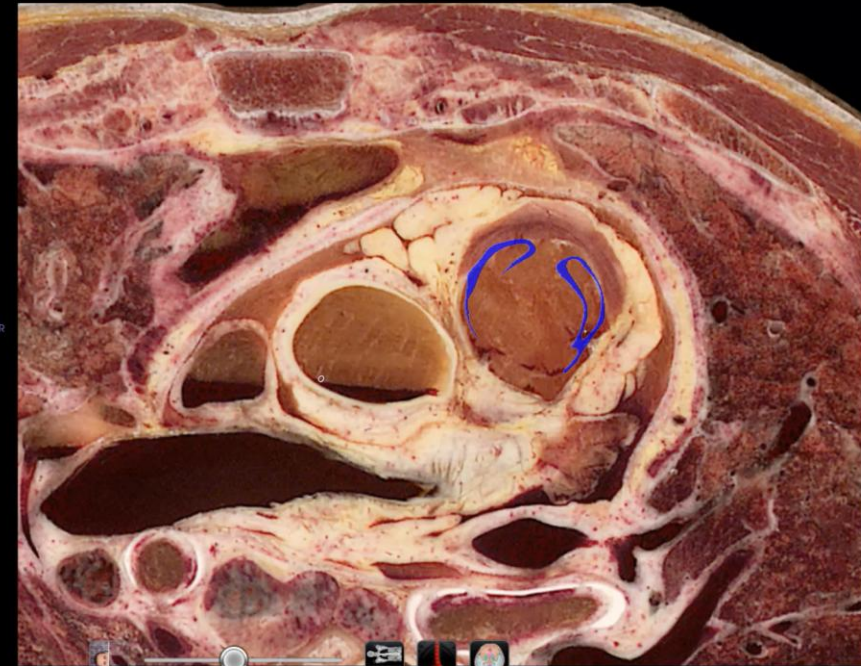
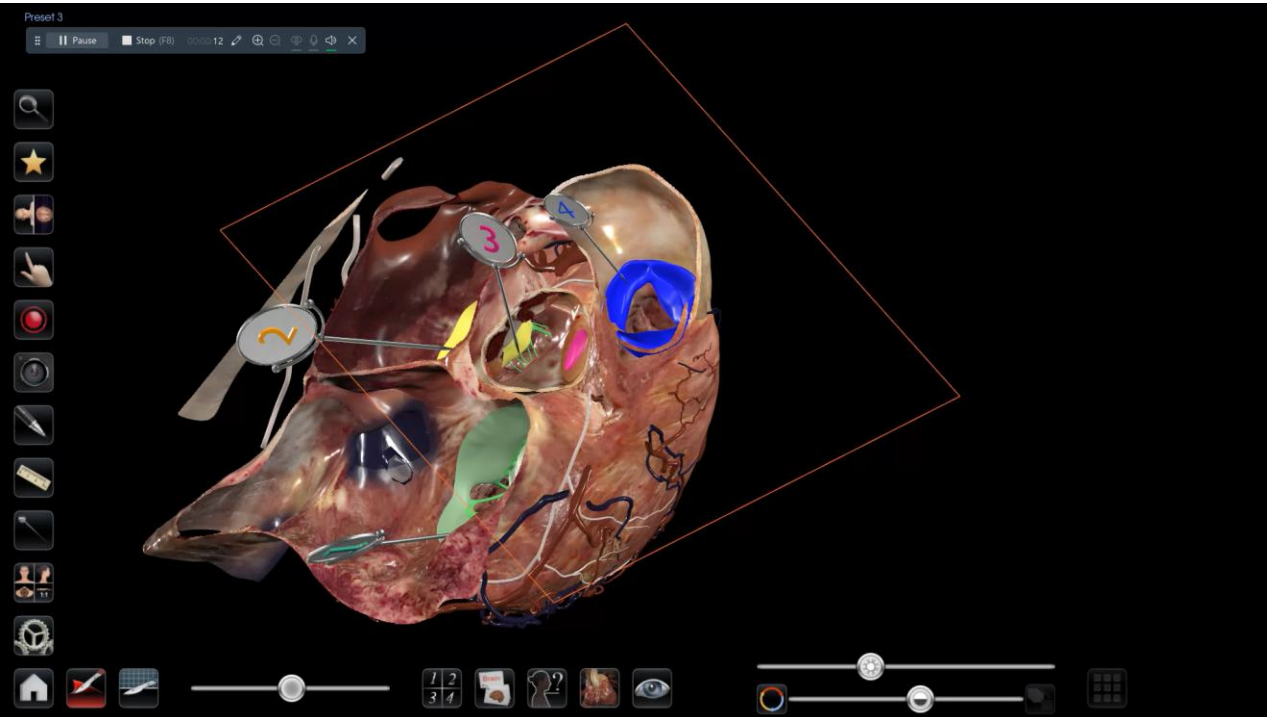
Normal Sinus Rhythm ▾

85 BPM

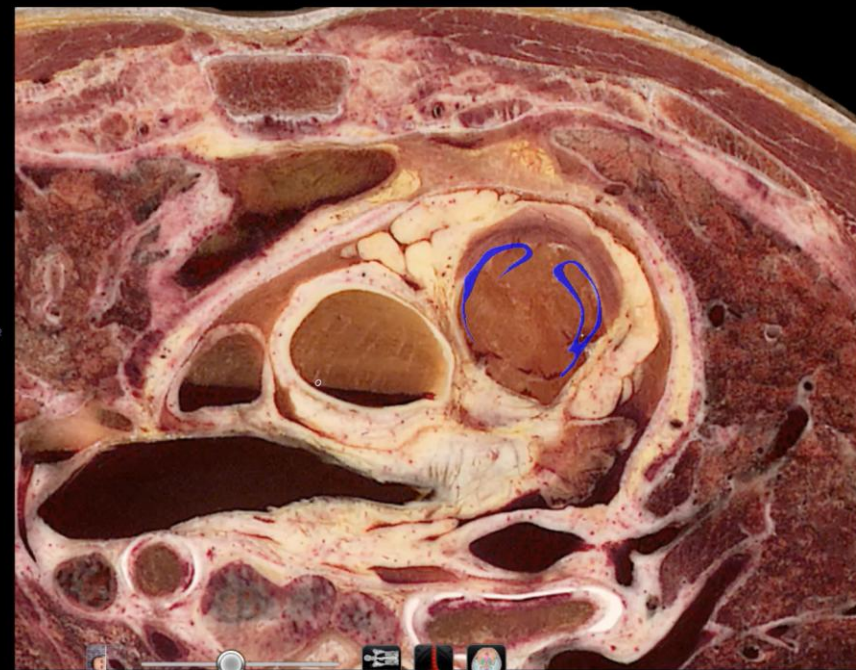
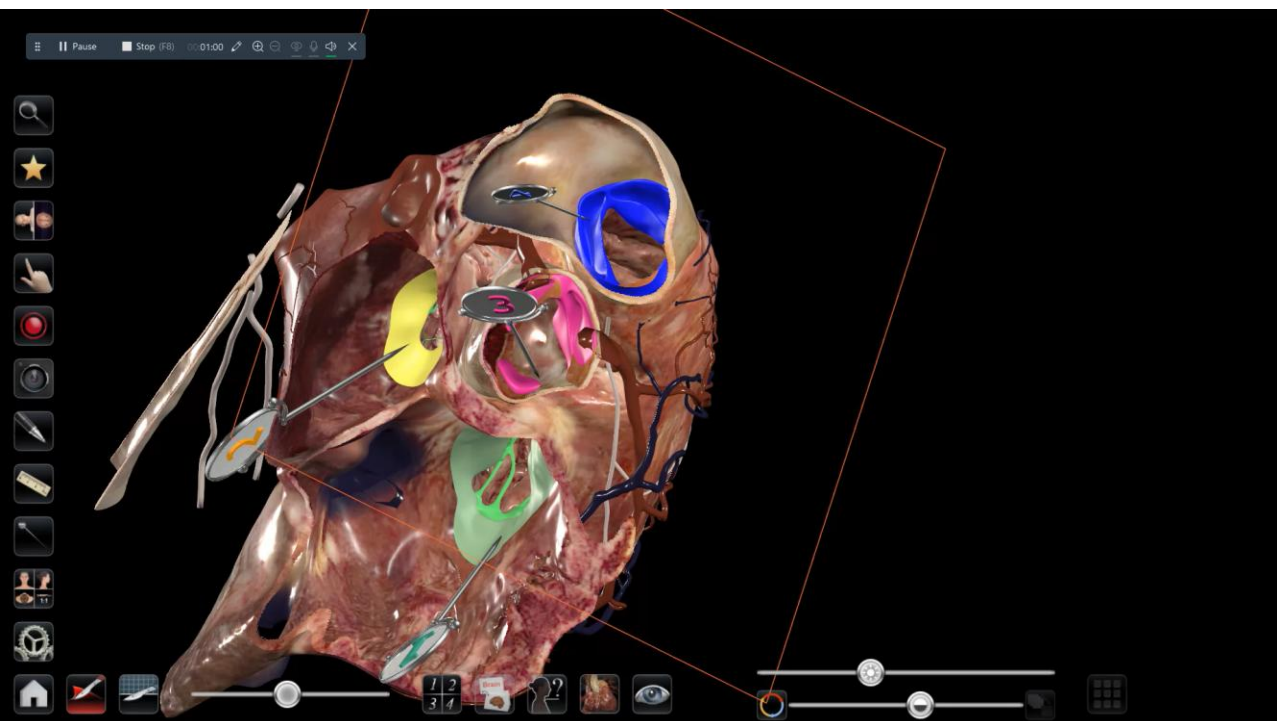




Name the structure!



1 is ...
2 is ...
3 is ...
4 is ...



- 1 is tricuspid valve
- 2 is mitral valve
- 3 is aortic valve
- 4 is pulmonary valve

Simulation 3

Flipped classroom

● Digestive Tract and Accessory Organs



Your gastrointestinal tract is basically one long tube.



○ Question 1

● Match the stomach region to the correct image.

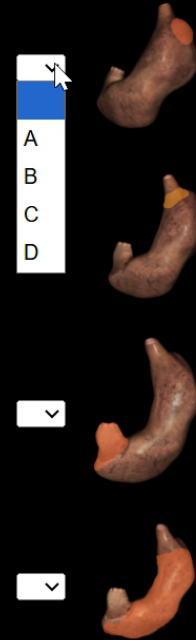


A. Cardia

B. Fundus

C. Body

D. Pylorus



Submit

Simulation 4

Gamification materials preparation



Simulation 5

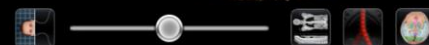
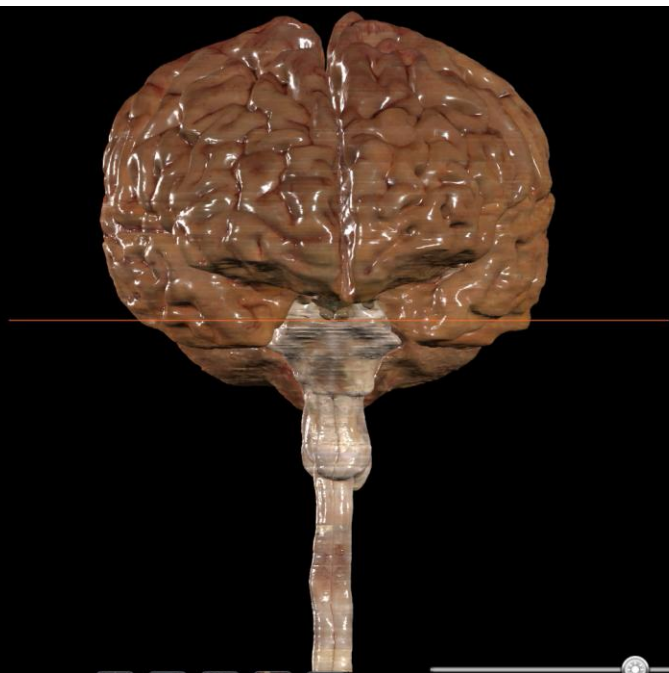
Gamification exploitation

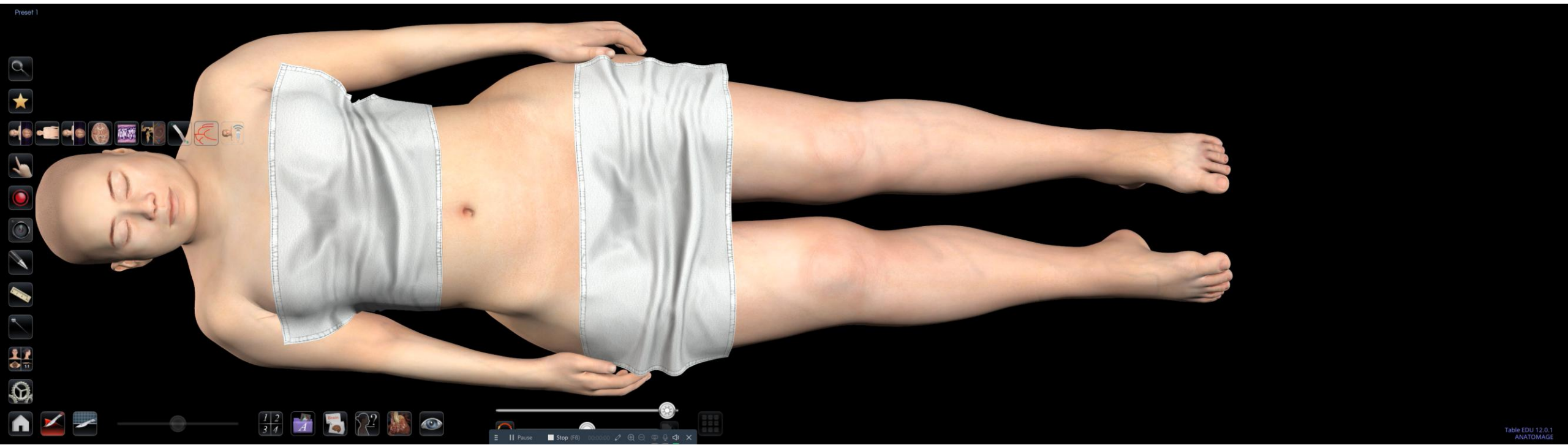
Simulation 6

Peer-to-peer tutoring materials preparation



Preset 1





Please, let us know your feedback! Thank you!



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