Gateway group verbal quizzing to improve understanding of cardiovascular anatomy

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It is common practice to dissect organs such as the heart, brain, and kidney in human anatomy and physiology laboratory classes. Students who do not have a good understanding of organ anatomy before the dissection do not fully appreciate the dissection and have a difficult time identifying structures on the specimen. They also have a more difficult time connecting anatomical structures to physiological functions. Lab manuals used in most classrooms use practices such as labeling figures or sketching models as a way of preparing students for dissections, which does not promote group work or verbal communication. This approach uses verbal gateway quizzes administered before the specimen dissection in the anatomy and physiology laboratory. Students are split into groups of 3-4 and given an anatomical model and a list of structures to identify. Students must work together to identify and learn the structures and state their functions. Verbal graded identification quizzes are administered by the professor and must be passed by the entire group for the students to begin the dissection. The use of verbal gateway quizzes creates a collaborative learning environment that engages students and promotes mastery of the anatomy and physiology of the given specimen.

Keywords: verbal quizzing, cardiovascular anatomy, anatomy and physiology, structure function

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