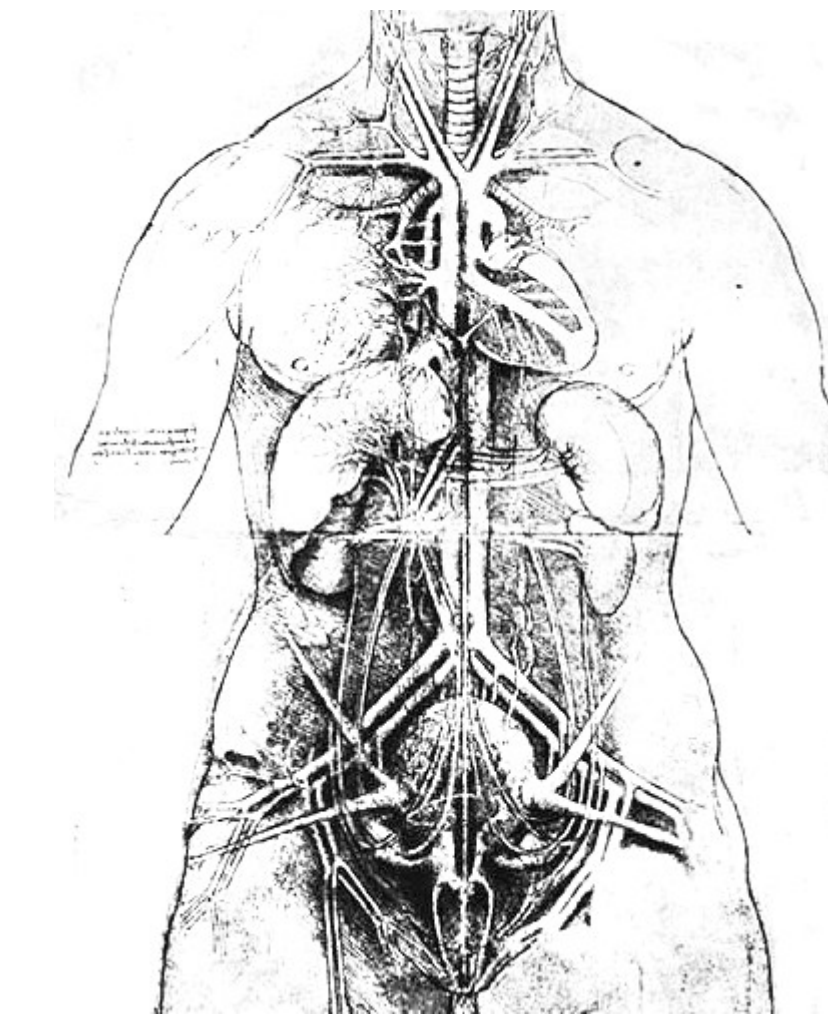




The Downstate Video Atlas of Anatomy, a Project Powered by Dyad Pedagogy



American
Association of
Anatomists

Abstract

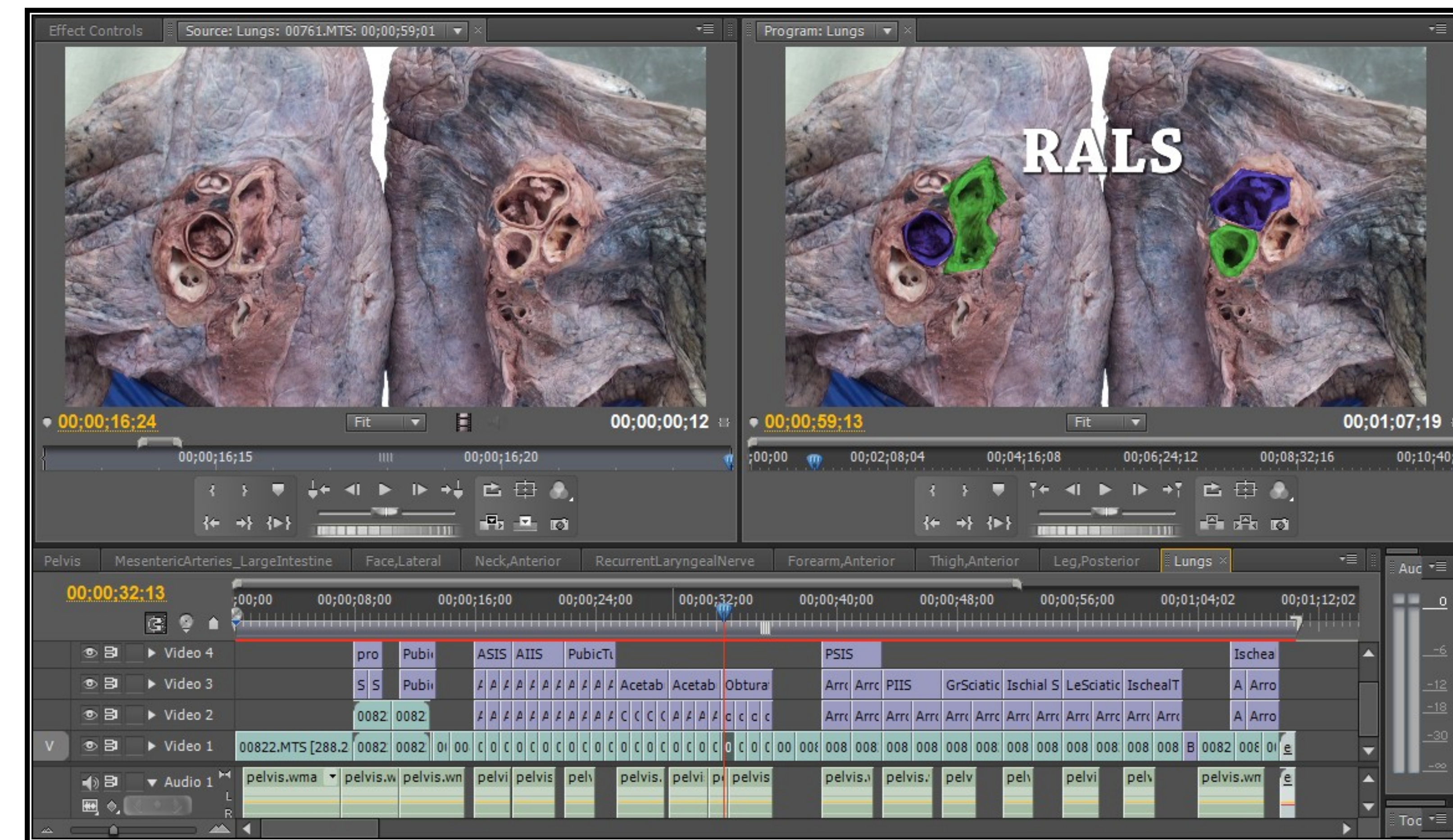
The medical school curriculum reform movement requires an effective method of eliciting leadership, independent research and productivity from each student. Dyad pedagogy has been demonstrated to answer this call. Working only in groups of two, a student worked with SUNY Downstate faculty members to create an expansive video atlas of anatomy. Production was labor intensive, ultimately generating 37 videos, each profiling an anatomical region. The application of dyad pedagogy allowed for constant feedback and refinement of the videos, optimizing them as a learning resource for the student body. Activity logs indicated that 38.6% of physician assistant and 25.5% of medical students (n=158 and 102 respectively) watched the videos 5 or more times. Usage increased up to 657% of average in the days before an exam. The significant percentage of students who repeatedly returned to the resource, as well as the usage peaks before a test day imply active utilization of the videos as a study tool. Informal surveys as well as unsolicited reviews from the class indicated enthusiasm and appreciation for the videos, confirming the success of the project and of dyad pedagogy in fueling the endeavor.

The Dyad



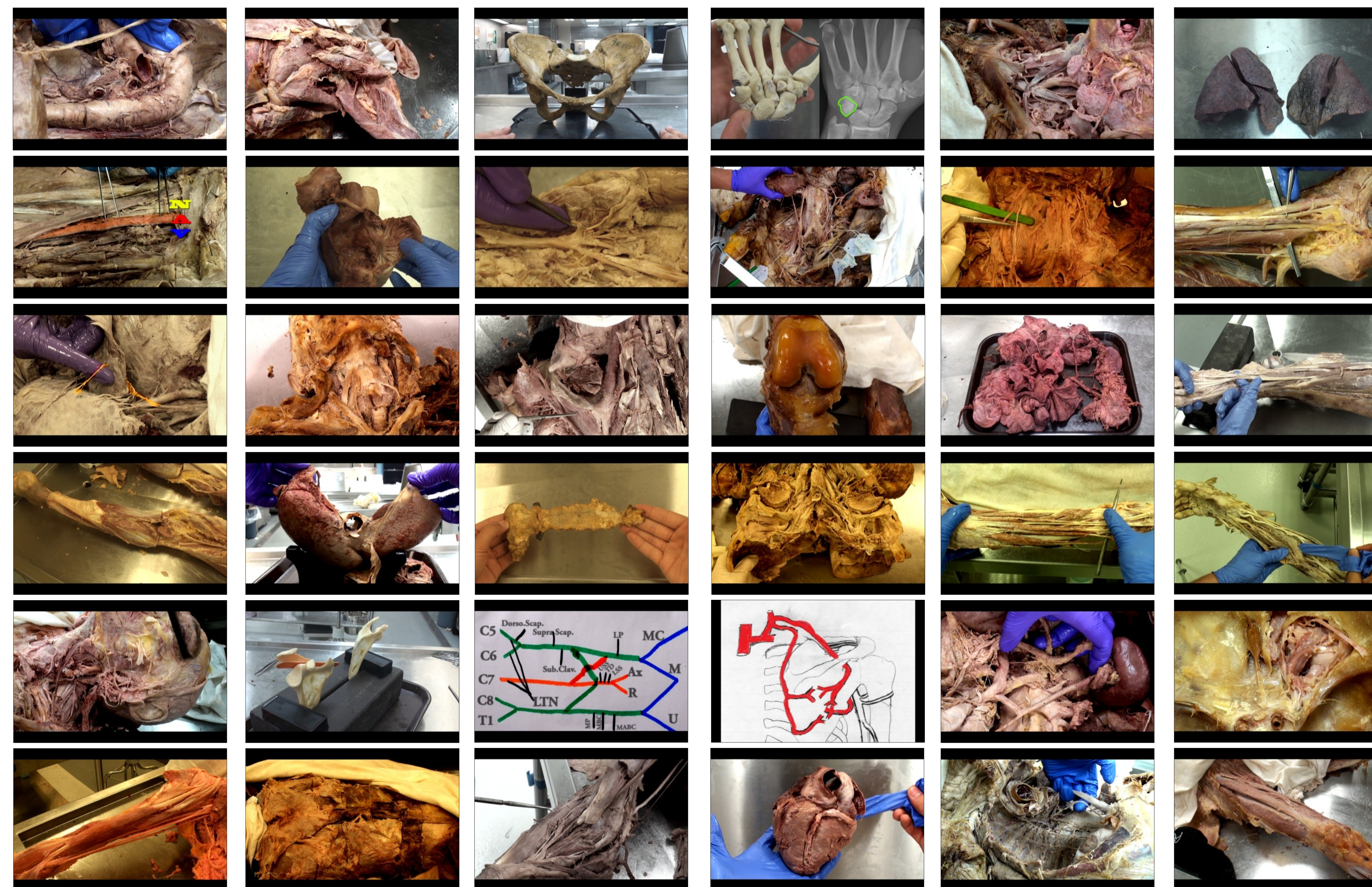
Adam Blumenberg, second year medical student, created the films with support from Samuel Márquez, Director of Anatomy.

Production

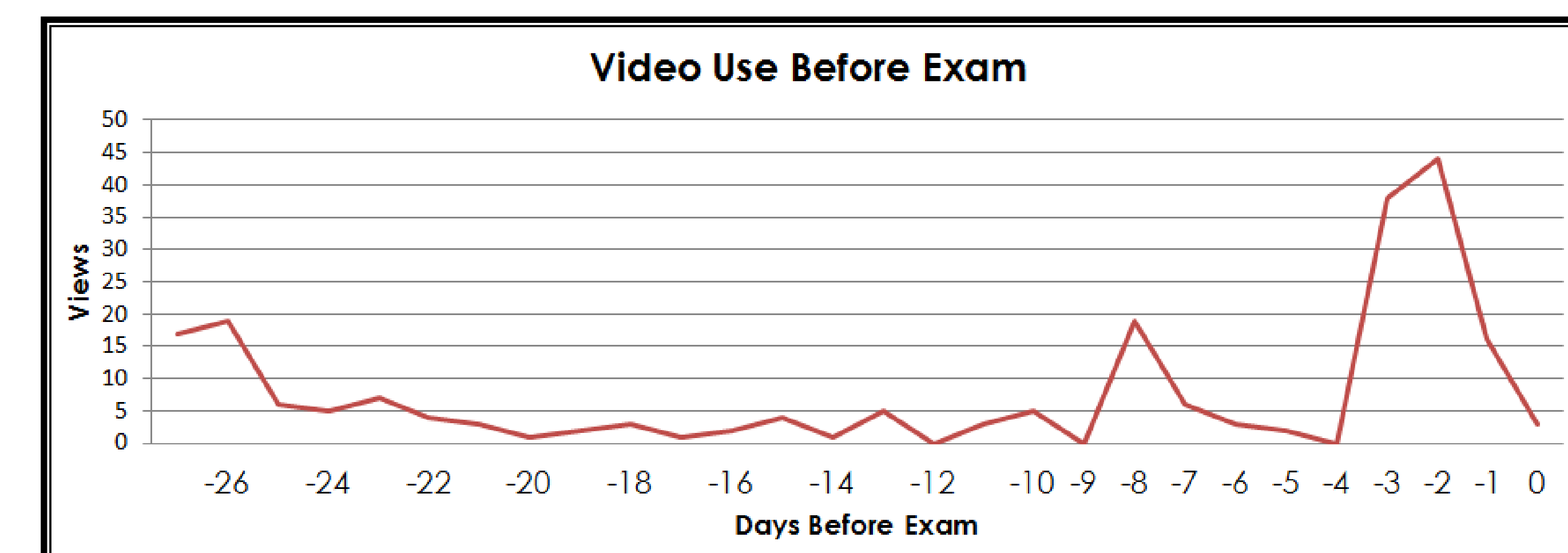
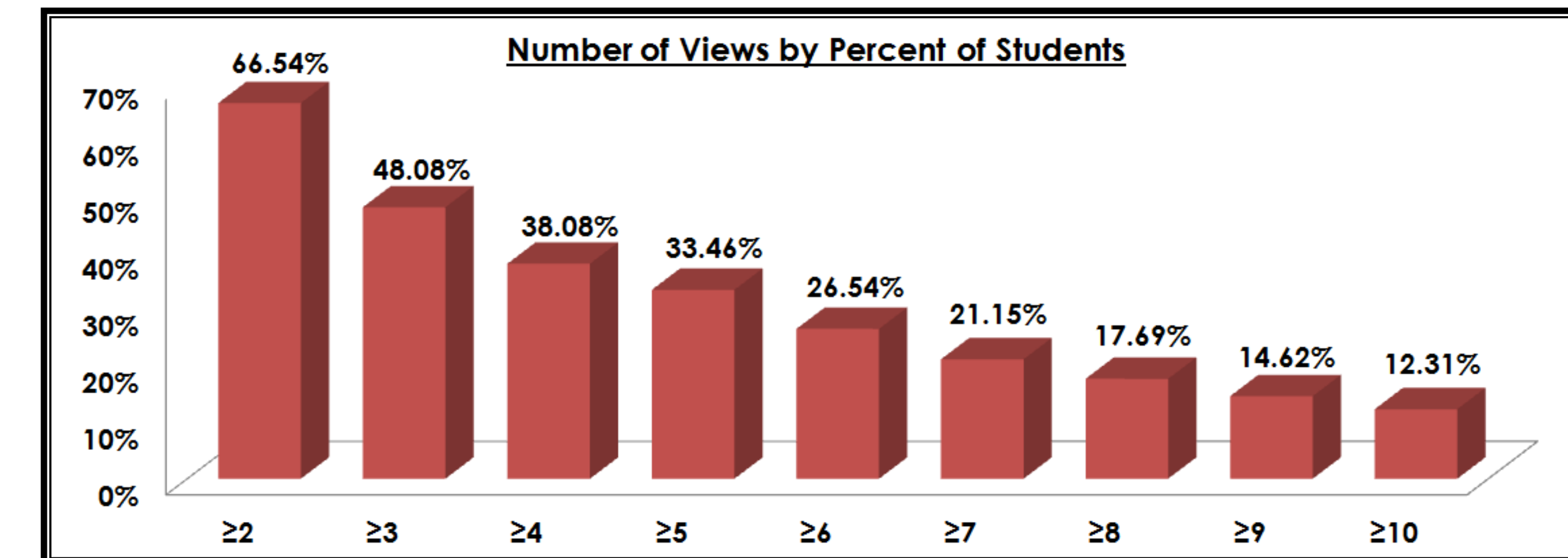


Video production was labor intensive and spanned several months. The footage was carefully recorded on an HD camera, then skillfully edited into concise profiles of various anatomical regions. Techniques included color highlighting, clear narration, and graphical pointers. The project culminated in 37 educational videos.

Product



Results



	Student ID	# of Views	21.	201004783	5	42.	201002870	3	63.	201003038	2	84.	201003451	1
1.	201003935	18	22.	201005121	5	43.	200713840	3	64.	201003406	2	85.	201003776	1
2.	200904591	11	23.	201001957	5	44.	200251040	3	65.	201004010	2	86.	201003790	1
3.	201004699	11	24.	201002129	5	45.	201001950	3	66.	201005005	2	87.	201003815	1
4.	201002584	10	25.	201002142	5	46.	201001954	3	67.	201005163	2	88.	201003854	1
5.	201002044	9	26.	201003993	5	47.	201001955	3	68.	201005344	2	89.	201003855	1
6.	201003921	9	27.	201001879	5	48.	201001357	3	69.	201004394	2	90.	201002032	1
7.	201003927	8	28.	201001331	5	49.	201001393	2	70.	201005625	2	91.	201002052	1
8.	201003082	8	29.	201001415	4	50.	201001394	2	71.	201005674	2	92.	201002687	1
9.	201004241	8	30.	201001478	4	51.	201001701	2	72.	201006178	2	93.	201002941	1
10.	201003567	7	31.	200712789	4	52.	201001724	2	73.	201100237	2	94.	201003170	1
11.	201001328	7	32.	201003665	4	53.	200803443	2	74.	201006474	1	95.	201002356	1
12.	201001857	7	33.	201004473	4	54.	200806158	2	75.	sybil.patan	1	96.	200906348	1
13.	200902201	6	34.	201004538	4	55.	200903693	2	76.	201005989	1	97.	201001225	1
14.	200904222	6	35.	201005539	4	56.	200904731	2	77.	201006174	1	98.	200904475	1
15.	200903322	6	36.	201004696	3	57.	200905393	2	78.	201004740	1	99.	200903226	1
16.	201003091	6	37.	201004840	3	58.	201001287	2	79.	201004454	1	100.	200712122	1
17.	201003505	6	38.	201004962	3	59.	201002808	2	80.	201004668	1	101.	200902285	1
18.	201006104	6	39.	201003691	3	60.	201002015	2	81.	201005406	1	102.	201001913	1
19.	samuel.marquez	5	40.	201002579	3	61.	201002961	2	82.	201003968	1	103.	201001494	1
20.	201004442	5	41.	201003132	3	62.	201002972	2	83.	201003628	1	104.	201001517	1

The data indicate a baseline of 6.59 student views per day, peaking at 44 views two days before the exam. Of the students who viewed the videos, over 2/3 revisited the resource, 1/3 used it 5 or more times, and 1/8 watched the videos 10 or more times.

Discussion

The data, informal surveys, and spontaneous expressions of appreciation from students indicate the success of the Downstate Video Atlas of Anatomy as a learning tool. Dyad pedagogy optimized the process by providing a feedback system, thus helping the student-filmmaker create a body of work useful to the current generation of medical students.