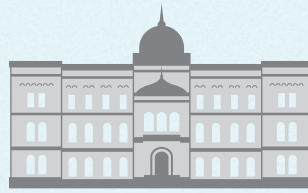


11<sup>th</sup> BALTIC  
**MORPHOLOGY  
MEETING**

NOVEMBER 13-15, 2024



ANATOMICUM, RIGA

# 11<sup>th</sup> Baltic Morphology Meeting

## ABSTRACT BOOK

November 13–15, 2024  
Rīga, Latvia



RĪGA STRADIŅŠ  
UNIVERSITY

Baltic Morphology 11<sup>th</sup> Meeting [November 13–15, 2024]: Abstract Book. – Rīga: Rīga Stradiņš University, 2024. – 98 p., including Author Index.

<https://doi.org/10.25143/rsu-balt-morf-11-meeting>

Chair of the Meeting

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All abstracts reviewed

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(not in the alphabetical order)

Authors are responsible for the content of their abstracts

RSU IPD No. IPD-5115

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16 Dzirciema Street, Rīga, LV 1007

ISBN 978-9934-618-58-1 (printed edition)

ISBN 978-9934-618-59-8 (electronic edition, online)

## **In-person and remote anatomy studies, application of digital tools in anatomy teaching: a comparative study**

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**Objectives.** During the COVID pandemic, anatomy studies were conducted remotely, teaching migrated into a virtual environment. Innovative teaching methods and modern digital tools were used. After the pandemic lectures remained remote, while practical work was conducted in-person. The aim of the study was to assess the past 5 years results of exams of Physical Therapy students comparing in-person and remote studies. The effect of applying modern digital tools was evaluated.

**Materials and methods.** Results of first semester exam of Functional Anatomy of Physical Therapy students for the 2019–2024 were obtained from database. During pandemic 2019–2022 active teaching methods encouraging critical thinking were applied. In 2022–2024 modern digital tools (Slido, Kahoot) were applied.

**Results.** During 2019, all assessments were done using open questions. The average score was 7.0, and 12% of students failed to pass exam. In 2020, teaching was remote, all assessments were closed type tests, the average exam score was 6.9 and 6.5% of students failed. In 2021 semi-contact teaching and open-ended questioning returned, the exam was test style from classroom. This resulted in the score increase of up to 7.8, ( $p < 0.01$ ), and all students passed the exam. In 2022 assessments remained the same, however score decreased to 7.1 ( $p < 0.01$ ) and 6% of students failed. In 2023, digital tools Slido, Kahoot used, oral quizzes with evaluations were introduced. Results of quizzes accounted for part of the final colloquium scores. The exam was a test based from classroom, and the average score was the same – 7.1 ( $p < 0.01$ ), but none of the students had failed to pass the exam.

**Conclusions.** Return to in-person learning had positive impact on students' academic performance. The newly introduced modern methods and digital tools didn't have influence on the average exam score but had promoted consistent learning and reduced number of failures at exam.