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**Human Anatomy Teaching Group, Department Physiology, Development and Neuroscience, University of Cambridge**

**Abstract (Poster Presentation)**

**The Role of Pre- and Post-session testing in a Dissection-based Anatomy Course**

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*Aims:* Pre-testing in medical education has long been thought to be useful but its role in anatomical education remains unclear. We sought to evaluate the effectiveness of pre- and post-testing as a method of maximising engagement during dissection, to focus on acquisition of key concepts and to encourage self-directed learning.

*Methods:* 286 first year medical students completed an online multiple-choice quiz pertaining to the material they were to study in their session, before and after each dissection session, with the answers revealed at the end of the post-session quiz. Paired *t*-testing was used to compare scores. Feedback was sought from the cohort regarding the effectiveness of the quizzes.

*Results:* There was a significant (*p* < 0.05) increase in individual scores across the curriculum, except for the abdomen, pelvis, gluteal region and joints of the lower limb. Pre-testing helped students focus on key concepts required for each session (77.7%, n=115). Post-session quizzes were useful for learning (74.11%, n=83) and revision (79.1%, n=117).

*Discussion:* Pre- and post-testing was well received and enabled us to gauge the effectiveness of dissection sessions. Further studies are required to evaluate whether pre-session testing can increase attainment of anatomical knowledge during dissection and in the longer term.