

5 - 7 December 2025

Dublin , Ireland

Anatoreels: Integration of Anatomy and Pathology through Educational Reels for Active Learning and Digital Communication in Medical Education

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Abstract

Traditional approaches to teaching Anatomy and Pathology in the first year of medical school often rely on theoretical methodologies that limit the connection between basic sciences and clinical practice. This project aimed to foster active learning through the creation of short educational videos (reels), enhance the understanding of the anatomical basis of diseases, and develop transversal skills such as teamwork, communication, and digital competence. During the second semester, first-year medical students enrolled in the subject Human Anatomy II at the Universidad Miguel Hernández created clinical-themed reels explaining pathological conditions and their anatomical foundations. Forty videos were published on the Instagram account @anatoactiva, from which ten were selected as finalists and three received awards—two by a faculty jury and one based on audience engagement metrics. Student perception surveys revealed that 70% of participants improved their understanding of the anatomy–pathology relationship, 85% rated this methodology as more effective than traditional ones, and 62% would recommend the activity in future courses. The project demonstrates that student-generated audiovisual content promotes deeper, more participatory learning and strengthens the connection between theoretical knowledge and clinical relevance. Digital platforms, when integrated with active methodologies, are powerful tools to increase student motivation and engagement in medical education.

Keywords: Active Learning; Anatomy Education; Social Media; Pathology; Student Engagement.