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Medipills: Creation of Anatomical Micro-pills for Collaborative Learning Among Medical Degree Students

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Abstract

One of the innovative educational resources that teachers can use to promote the development and acquisition of competencies in the classroom is the use of “Audiovisual Pills”. These are short pieces of didactic material that are commonly implemented in teaching environments .However, in our pilot experience, the creators and editors of the short videos—called MEDIPILLS—were the students enrolled in the course Anatomy II, part of the Bachelor’s Degree in Medicine at the Miguel Hernández University of Elche (UMH; academic year 2021–2022). The study population (n = 125), divided into 10 working groups of about 12–13 students each, had to design, create, and record MEDIPILLS (3–4 minutes long) with the support of the UMH Service for Innovation and Technological Planning (SIPT). The MEDIPILLS were based on practical sessions involving upper limb dissections. Each group was randomly assigned one practical session and collected all the materials they considered necessary (images, videos, etc.) to create their MEDIPILL. Throughout the process, students received guidance and advice from the teaching staff present in the dissection room. Finally, each team leader presented and defended their MEDIPILL before a panel, which awarded prizes to the two best productions. The inclusion of anatomical micro-pills as an educational tool has proven to be a positive experience, fostering motivation, deeper learning, and the development of key transversal skills such as digital literacy, communication, creativity, responsibility, and teamwork. Therefore, this initiative confirms a more active role of students in building their own learning and professional development, and it is recommended and applicable to other disciplines as well.

Keywords: Anatomical Micro-Pill; Collaborative Learning; Educational Video; Human Anatomy; Information and Communication Technologies (ICT).