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 AWARDEE REPORT FORM

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| NAME | Elena Patera |
| TWITTER HANDLE\* *optional* | @ArtedelCuerpoH1  |
| UNIVERSITY | University of Liverpool |
| NAME OF AWARD | Symington Bequest Traveling Fund |
| PURPOSE OF AWARD *conference/event attended/organised (full name) with city and dates.* |
| Meeting: 20th Annual Trans-European Pedagogic Anatomical Research Group (TEPARG) Date: 1st of March 2025 Location: NOVA Medical School in Lisbon, Portugal. |
| REPORT: What were your anticipated benefits?*Minimum number of words between 200-400. Please write in coherent paragraphs.* |
| By attending the 20th Annual Trans-European Pedagogic Anatomical Research Group (TEPARG) Meeting, which focused on inclusivity in anatomy education and general anatomy education, I anticipated a range of benefits that could significantly enhance both my professional development and the quality of my teaching. I anticipated that I would have gained a deeper understanding of how to create more inclusive learning environments and how to incorporate learning strategies that will help me accommodate my students’ diverse needs, whether that is through ensuring that my teaching methods are accessible, the anatomy curriculum is inclusive, or by addressing my own implicit biases that may hinder student participation during my classes. After learning more about these anticipated benefits I was expecting, I anticipated to I apply everything I have learnt to ensure that all students, regardless of background, can engage with and succeed in with the subject of anatomy. In addition to my anticipated benefits on inclusivity and accessibility within anatomy education, I anticipated that the conference would allow me to learn more about modern approaches to teaching anatomy, and innovative educational tools, technologies, and methodologies that are being used across different institutions. Another benefit I anticipated from attending this meeting was networking. The conference was hybrid; it took place physically at NOVA medical school in Lisbon, Portugal and that brought together anatomy educators, medical educators, researchers, and professionals from diverse backgrounds and various countries, offering opportunities to exchange ideas, collaborate on projects, and hopefully help build lasting connections.  |
| COMMENTS: Describe your experience at the conference / lab visit / course / seminar/ event.*Minimum number of words between 200-400. Please write in coherent paragraphs.* |
| My experience of attending the 20th Annual Trans-European Pedagogic Anatomical Research Group (TEPARG) conference was enriching. This year’s theme on inclusivity in anatomy education made me reflect on how I can better support diverse student populations.I found enlightening a presentation by the Anatomical Society’s EDI committee who showcased the EDI resources they have developed to support anatomy educators, with resources focusing on different regions and body systems. I also found very interesting the presentation by educators from the University of Glasgow on the EDI workshops they run with their students to make their anatomy teaching and assessment for inclusive and was impressed to find out how well perceived these workshops were by the students. Another presentation I found useful was one that focused on collecting demographic data in an inclusive way, ensuring accurate representation of a study’s participants.Beyond EDI, the conference covered other interesting anatomical topics. I found the research focusing on medical students particularly insightful. There were presentations focusing on medical students’ psychophysiological responses during full-body-dissection practicals, medical students’ academic performance and attitudes toward the flipped classroom approach employed in their anatomy sessions, and the effectiveness of near-peer teaching as a method to improve medical students’ preparation for their exams. Other presentations that I found enlightening included a student presentation on the variations of the superior mesenteric artery and their clinical significance and a presentation on how much anatomy pharmacy students need to know was interesting as I used to teach pharmacy students in the past and was a student cohort that could be sometimes challenging to engage. Lastly, a presentation on dissecting the brain’s white matter tracts offered a fresh perspective on neuroanatomy surgical education.The conference provided a rich exchange of ideas and discussions on inclusivity with educational advancements in anatomy education. It was an invaluable opportunity to learn from a range of experts in the field. |
| REPORT: In relation to skills, what were the most important things you gained? *(does not apply to equipment grant.* For public engagement/outreach awards what did your audience gain and how did you evaluate success?*Minimum number of words between 200-400. Please write in coherent paragraphs.* |
| The 20th Annual TEPARG Meeting focused on inclusivity within anatomy education and general anatomy education, allowed me to gain valuable skills in communication, networking, and sharing knowledge and expertise with fellow anatomists. I have gained a deeper understanding on how to engage diverse audiences by fostering inclusive learning environments and employing accessible teaching methods. The conference also allowed me to improve my networking skills as I networked with professionals from various backgrounds, and that enabled me to exchange ideas and potentially establish collaborative relationships. Attending the meeting helped me improve my presentation and public speaking skills as I presented an oral presentation on a game-based learning resource I created. This further enhanced my ability to articulate complex topics clearly and engagingly to diverse audiences.Lastly, by listening to all the in-person and virtual presentations from fellow attendees, I enhanced my active listening skills as by paying attention to what the presenter is saying, thinking about their topic as they talk, I was picking out the important points. This helps me develop and shape my own ideas as it helps me understand a topic from different perspectives, pick up on new insights, challenge my own assumptions, or think of ways to expand on what was presented. In addition, observing how other individuals present allows me to pick up specific strategies some individuals use to catch their audience’s attention, how to make their presentations more appealing as well as how they respond to questions at the end of their presentation, ultimately helping me improve my own approach toward presenting, engaging with the audience and answering questions.  |
| REPORT: How do you think you will put this learning experience into practice in the future? For public engagement/outreach awards how with the materials/knowledge generated by this activity be used in the future?*Minimum number of words between 200-400. Please write in coherent paragraphs.* |
| Attending the 20th Annual TEPARG Meeting was not only an opportunity to learn but also a platform to share my own work with the wider anatomical community. Presenting my game-based learning resource called: ‘Anatomy of the Cranial Nerves’ Digital Taboo: A Self-Directed Learning Neuroanatomy Revision Resource’ allowed me to showcase its potential educational value to fellow anatomists, educators, and researchers. The positive feedback and discussions that followed helped me refine my approach while also increasing the visibility of my resource. Several attendees expressed interest in integrating it into their teaching, which could significantly expand its reach among students and educators worldwide. In addition, showcasing my work allowed me to establish potential collaborations in the future, as some educators expressed an interest in translating my resource’s content into their native language to ensure that students whose native language is not English can also benefit from the resource.After listening to the presentation on the EDI workshops at the University of Glasgow, I would like to engage in a conversation with the presenters to find out more about these workshops as I would like to suggest to my department on how we can run similar workshops with or students.Overall, this conference not only strengthened my professional connections but also provided insights and strategies that will shape my teaching, research, and resource development, ultimately improving how anatomy is taught and learned. |
| Data Protection/GDPR: I consent to the data included in this submission being collected, processed and stored by the Anatomical Society. Answer YES or NO in the Box below |
| Yes |
| Graphical Images: If you include graphical images you must obtain consent from people appearing in any photos and confirm that you have consent. A consent statement from you must accompany each report if relevant. A short narrative should accompany the image. Answer N/A not applicable, YES or NO in the box below |
| N/A |
| Copyright: If you submit images you must either own the copyright to the image or have gained the explicit permission of the copyright holder for the image to be submitted as part of the report for upload to the Society’s website, Newsletter, social media and so forth. A copyright statement must accompany each report if relevant. Answer N/A not applicable, YES or NO in the box below |
| N/A  |
| SIGNATURE | E.PATERA | DATE | 17.03.2025 |

*If submitted electronically, a type-written name is acceptable in place of a hand-written signature*

*File: AS-Award-Report-Form-171023 – International Conference*

*Below is a picture of Elena Patera delivering her presentation titled ‘Creation of the ‘Anatomy of the Cranial Nerves’ Digital Taboo: A Self-Directed Learning Anatomy Revision Tool for Medical Students’.*

