

Research Article

The Use of YouTube as a Learning Tool in Veterinary Anatomy in Trinidad

Reda Mohamed*

Department of Basic Veterinary Sciences, School of Veterinary Medicine, Faculty of Medical Sciences, The University of the West Indies, St. Augustine, Trinidad and Tobago. And Anatomy and Embryology Department, Faculty of Veterinary Medicine, Beni-Suef University, Beni -Suef 62511, Egypt

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Abstract: YouTube is a relatively new and easily accessible technology tool used to enhance learning of veterinary anatomy via short videos, PowerPoint presentations and illustrations. YouTube can help improve recall of previously learned information by viewing the material repeatedly. The current study indicated that all of the students surveyed are actively utilizing YouTube for learning veterinary anatomy either as a guide for animal cadaveric dissection or for surface anatomy using PowerPoint presentations, videos or illustrations of diagrams.

Keywords: YouTube, Learning, Veterinary, Anatomy.

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INTRODUCTION

Veterinary anatomy can be considered one of the most critical courses in veterinary education. Veterinary anatomy is presented as descriptive and practical anatomy. Veterinary anatomy is an academic subject and needs to be taught using different teaching methods in order to accommodate the different learning styles and needs of students. Students can learn via the traditional veterinary anatomy education techniques, which include face-to-face lectures and laboratory cadaveric dissection. In addition, within recent years, the use of YouTube has been used to enhance the effectiveness of learning of veterinary anatomy. Furthermore, the following internet sites can be used to promote science-based teaching; YouTube, SlideShare and Pinterest (Havlik, 2014). Also, online social media can be used by undergraduate students in relation to anatomy learning, Youtube being the primary source for video clips of anatomy (Barry *et al.*, 2016). The aim of the study was to evaluate the perceptions and patterns of learning of veterinary students in their usage of YouTube for learning veterinary anatomy.

MATERIAL AND METHODS

A survey questionnaire was handed out to 56 students, 43 females (76.8%) and 13 males (23.2%), from the School of Veterinary Medicine, Faculty of Medical Sciences at the University of the West Indies, Trinidad and Tobago. These students already completed the veterinary anatomy courses during their first and second year of the DVM programme. The questions included their gender, use of YouTube to study and learn veterinary anatomy courses, type of materials used in YouTube such as for dissection of animal cadavers and surface anatomy and whether they used PowerPoint presentations, illustrations and diagrams and if the material on YouTube met the objectives of the veterinary anatomy courses.

RESULTS

Of the 56 students surveyed, all of the students indicated that they use the YouTube application to study and learn veterinary anatomy. However, the aim of using YouTube differed such that 42 female students (98%) and all male students (100%) stated that they preferred to use YouTube as a guide and for learning cadaveric dissection. However, 39 female students (91%) and 11 male students (85%) stated that YouTube

helped them to study the surface anatomy of domestic animals. On the other hand, 33 female students (77%) and 10 male students (77%) admitted to the use of PowerPoint presentations on the YouTube application to study veterinary anatomy. In addition, 37 female students (86%) and 10 male students (77%) were able

to use YouTube to revise the diagrams and illustration of bones, organs and joints. All students agreed that the YouTube materials were sufficient to meet the objectives of the veterinary anatomy course (Figure 1).

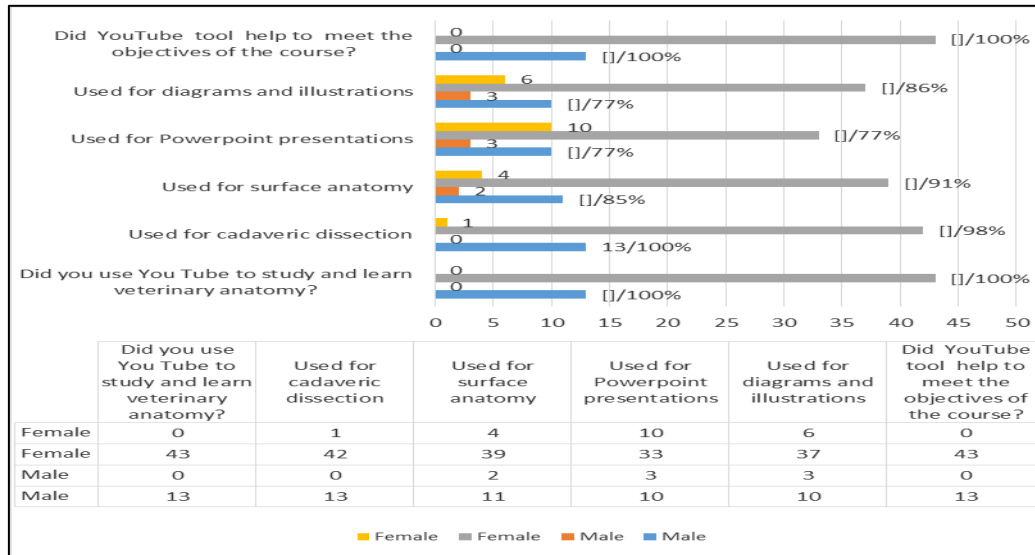


Figure. 1: Illustration of the use of the YouTube application to study veterinary anatomy.

DISCUSSION

The current investigation revealed that using YouTube videos for animal anatomy makes it still possible to study veterinary anatomy despite limited access to animal cadavers brought on mainly by animal rights activists who are against the use animals in dissection activities. This result was similar to that of Barry *et al.* (2016). However, the dissection of wet cadaveric animal specimens provides a more accurate visual representation of the body parts and development of skills needed in actual clinical cases in the future (Mohamed and Roger, 2018).

The current study as well as Buzzetto-More (2014) suggested that using YouTube allowed students to give more attention to the subject matter and that the students felt more motivated by the use of their own devices and modern technology. Thus, learning became more interesting and learner centered thereby enhancing the overall learning process.

The present investigation as well as Burke and Snyder (2008), Hilner (2012), Buzzetto-More (2013a), Cardine (2008), Jones and Graham (2013), Logan (2012) and Tan and Pearce (2012) suggested that the students can be helped to be engaged more deeply with subject matter. Further, they are encouraged in independent learning, increase the depth of the understanding of the course contents and recall previously learned information by using YouTube particularly with well selected videos.

The present results as well as Barry *et al.* (2016) suggested that YouTube offers instant information for anatomy anywhere and without cost. Moreover, not all areas of anatomy are adequate on youtube such as surface anatomy (Azer, 2012).

CONCLUSION

Using social media especially YouTube is used as learning aid for veterinary anatomy. However, it cannot completely replace the traditional regular learning method via face to face. Moreover, it cannot completely replace the traditional dissection of animals.

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