

Enhanced Neuroanatomy Education Through Peer-to-Peer Teaching: Insights from the Welsh National Neuroanatomy Teaching Series

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This study aims to explore the effectiveness of a peer-to-peer teaching series, integrated with expert-led sessions, in enhancing neuroanatomy education. The Welsh National Neuroanatomy Teaching Series (WNNTS) comprised six online sessions supplemented by a final in-person event. Each online session combined peer-to-peer learning with guest speakers (academics or clinicians) providing clinical insights. Participant feedback forms were collected and analysed. Existing literature on peer-to-peer teaching was also explored for comparison and further context on this teaching style. Feedback from participants of the WNNTS indicated high levels of agreement regarding the efficacy of the combined peer-to-peer and expert-led teaching approach. Notably, 95% found the combined teaching method facilitated easier understanding of anatomy, and 97% felt it helped consolidate prior knowledge. Moreover, 97% also reported this approach to teaching made understanding anatomy more engaging and interesting. However fewer attendees (91%) agreed that the series helped increase their insight into relevant medical specialities highlighting a potential area for improvement. Attendees represented a diverse mix, including 15% preclinical medical students, 13% clinical medical students, 23% allied healthcare professionals, and 49% biomedical and allied healthcare students. The WNNTS demonstrates the effectiveness of integrating peer-to-peer learning with expert-led sessions in neuroanatomy education. These findings are consistent with existing literature on peer-to-peer teaching. This approach enhances engagement, comprehension, and retention of anatomical knowledge across diverse medical disciplines. The study highlights the value of collaborative learning environments in medical education and suggests its potential to supplement traditional teaching methods.

