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Social media and anatomy education: using Twitter to enhance the student learning experience in anatomy

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Figure 1. This graph illustrates the questionnaire responses from students on how frequently they engaged with the NLM2 hashtag. The majority of students reported viewing the hashtag at least once a week. The majority of students decided not to make contributions to the hashtag.

Figure 2. This graph depicts that on average, students perceived that the hashtag affected various aspects of their NLM2 anatomy course learning experience in a positive way, based on their questionnaire ratings. The lines for each bar represent ± standard deviation.

Figure 3. A visual representation to show that frequency of viewing the hashtag had a negligible positive effect on student examination scores and frequency of contributing had no effect on scores. Students who failed the course reported low engagement frequency with the hashtag.

Figure 4. A comparison of the mean student evaluation ratings of the NLM2 anatomy course components since 2012-13. This graph illustrates the significant rising trend in mean ratings each year. Mean ratings for both components peaked with the introduction of the Twitter hashtag in 2014-15, although the increased rating was not significant for anatomy practicals.
Note: The year when the Twitter hashtag was introduced (2014-15) is represented by the darker blue bar.