

Eye Dissection Video Guide: An Innovative Approach to Anatomy Education of the Orbit, Eye, and Intraocular Lens

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Introduction

Cadaver dissection remains a vital part of the anatomy curriculum for preclinical medical students. This project created and implemented a step-by-step video guide of the eye dissection process which was provided to first-year medical students prior to their scheduled dissection time in the anatomy lab.

Aims and Objectives

The aim of this project was to devise a way for students to have a better understanding of the anatomy of the orbit, eye, and intraocular lens prior to entering the anatomy lab, and therefore have a better experience when performing a dissection of this region themselves.

Methods

A series of six short (between 1:00 and 9:00 minutes long) narrated videos were created, with each highlighting a specific area of eye anatomy. Video topics included:

- Left Orbit Anterior Approach
- Eyelid and Lacrimal Apparatus
- Contents of the Orbit
- Orbit - Osteology
- Right Orbit Superior Approach
- Orbit - Surface Anatomy

The Eye Dissection Video Guide was provided to students via a Panopto video link available on their anatomy course Moodle page. Students were then asked to self-report the module's perceived effectiveness via an online 14-question post-module survey. Two example survey questions can be seen below:

The short videos were a useful resource for reviewing anatomical structures in preparation for examinations.

1= Strongly Disagree. 2= Disagree. 3 = No Response. 4= Agree. 5= Strongly Agree

The short video improved my ability to recall anatomical structures.

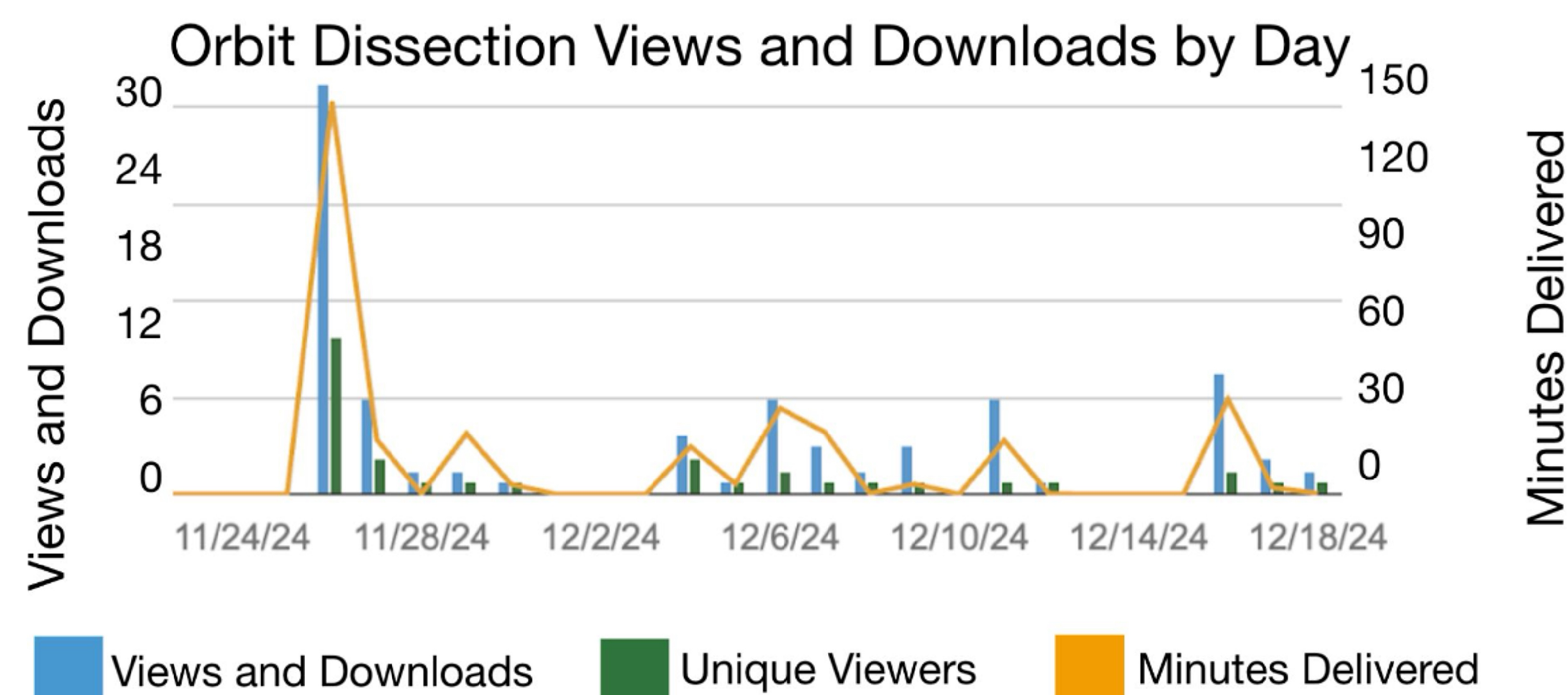
1 = Strongly disagree. 2 = Disagree. 3 = No Response. 4 = Agree. 5 = Strongly Agree

Conclusions

The Eye Dissection Video Guide proved to be an effective supplementary resource for first-year medical students preparing for cadaveric dissection of the orbit, eye, and intraocular lens. Post-module survey results from 125 students demonstrated a significant improvement in anatomical preparedness and confidence prior to entering the anatomy lab. Students reported that the six video modules were useful tools for reviewing key anatomical structures and enhancing recall, supporting the value of concise, topic-focused video content in preclinical medical education.

These findings suggest that video-based instructional modules represent a scalable and effective approach to anatomy education that can meaningfully complement traditional cadaver dissection curricula. Given the positive reception of this orbital anatomy module, future development of similar video guides for other complex anatomical regions such as the cranium, neck, or pelvis, is warranted.

Results



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