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tant professors. In 15 theses, the advisor information was not available. It was observed the second advisor in 54 theses. 30 (55.6%) of second advisor were professors, 15 (27.8%) were associate professors and 9 (16.7) were assistant professors. There are 43 universities giving the graduate education. There are 25 universities give masters, doctoral and specialist education. Four universities graduated only master, 4 universities master and specialty in medicine, 5 universities master and doctorate, 2 universities doctorate and specialty in medicine, 2 universities only specialty in medicine and 1 university only doctorate.

Conclusion: It is noteworthy that the number of graduates of specialty in medicine is very low compared to graduates of doctoral education. Inadequate quotas and full-time training are among the reasons for this situation. In this study, it is thought that the anatomy of the post-graduate education programs will be determined and will illuminate future graduate education programs.

Keywords: thesis, master, doctorate and specialty in medicine

O-73

From non-cadaver education to tech-advanced anatomy laboratories in historical process

Yılmaz S[1], Kafa İM[2], Erer Kafa S[3]

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Objective: The studies and trainings focused on cadavers in our country have not been made or deficient for many years before the breakthroughs in modern medicine education. With the opening of the Modern Medical School (1827), a modern medical education has begun and the anatomy lessons have been able to begin with the cadaver after the permission of cadaver dissections in 1841. After the permission, there have been problems with how and from whom the cadaver will be supplied. The most important problem today is also cadaver donation and supply. In this case, the technological developments that show up in each area have opened many windows in medical education and one of the fields benefiting from these opportunities has been "anatomy". In this paper the importance and the indispensability of cadaver in the anatomy education in the historical process, the process of transition to the tech-advanced anatomy laboratories and the place of "Cyber Anatomy Laboratory", in Bursa Uludağ University as one of the examples in our country, in medical education will be mentioned.

Methods: In accordance with the purpose, a literature review was made and the place of anatomy in medical education was examined along with the historical process and its current state.

Results: In the "anatomy" education in our country, before the opening of the modern medical school, printed works, figures and models were used, but with the modernization process and limited after the cadaver leave, cadavers started to be used. With various hardware and techniques such as plastination, holographic imaging techniques, virtual reality, 3D printers were used in order to provide a solution and support in cadaver supply with the developing world and technology. In some faculties, anatomy laboratories using digital enhancements have been established and started to be used in education. The "Cyber Anatomy Laboratory" which was opened in the Faculty of Medicine of Bursa Uludağ University for the first time among the state universities was first begun as an elective course, opened to 10–12 students of study groups and used in education regularly.

Conclusion: Depending on the age groups of the students who are studying, it seems that education is also given a different direction with the hardware, including virtual reality, three-dimensional images and equipments. However, it should not be forgotten that even though the technology has developed, based on the cadaveric perceptions formed within the anatomy education, thinking about human being as a valuable asset after the death can be developed and learned on a real cadaver.

Keywords: tech-advanced anatomy, history of anatomy education, cadaver

O-74

Virtual reality technology in anatomy education

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Objective: Virtual reality technology attracts attention as one of the innovative educational materials. The technology has the ability to embody abstract concepts, to animate situations that are difficult to see in reality, and to show relationships between structures. The technology can be used as an aid to anatomy education which is known to be a serious problem in terms of real-life experience and is the basis of medical education. The aim of this research is to examine the effect of using virtual reality technology as an instructional material in anatomy education academic achievement of students, compared to three-dimensional desktop training practice or model-based training. The academic success of Experiment-II group using virtual reality training simulation is significantly higher than Experiment-I group using three-dimensional desktop training material.and control group. Anatomical structures naming skill scores of Experiment-II group using virtual reality training simulation is significantly higher than Experiment-I group using three-dimensional desktop training material and control group.

Methods: The study was carried out with a full experimental model with pre - test and post - test control groups and participants of the research are 68 students in 3rd year of Marmara University Faculty of Medicine in 2017–2018 school year. Students were divided into three groups (Control: 22 people, Experiment-I: 23 people and Experiment-II: 23 people) according to the scores they received from the previous anato-