


DISORDERS CAUSED BY THE COVID-19 PANDEMIC IN THE TEACHING OF ANATOMY AT THE EDUARDO MONDLANE UNIVERSITY, MOZAMBIQUE

 <https://doi.org/10.56238/arev7n5-429>

Submitted on: 04/29/2025

Publication date: 05/29/2025

Mahomed Sidique Abdul Cadar Dadá¹, Abdul Habib Mahomed Dadá², Zulaikhah Mahomed Sidique Dadá³ and Vitoria Branco Neves⁴.

ABSTRACT

The COVID-19 pandemic brought a different reality to education institutions around the world. Bearing in mind that Human Anatomy is the science on which the Doctor's knowledge must be based, this science has to be practiced and observed in anatomical reality and its study carried out in a personalized way in the corpse and in anatomical pieces, in order to be assimilated. This work aims to describe a teaching experience in anatomy during COVID-19 time in a state university in Mozambique.

Keywords: COVID-19. Mozambique. Anatomy.

¹ (autor principal)

Human Anatomy Service, Faculty of Medicine, Eduardo Mondlane University, Maputo, Mozambique
<https://orcid.org/0000-0001-8864-3219>
email: msdzahr786@gmail.com

² Human Anatomy Service, Faculty of Medicine, Eduardo Mondlane University, Maputo, Mozambique
<https://orcid.org/0000-0001-7392-3998>
email: abdulhabibdada@gmail.com

³ Pharmacology Service, Faculty of Medicine, Eduardo Mondlane University, Maputo, Mozambique
<https://orcid.org/0000-0003-0302-1926>
email: zulaikhahdada786@gmail.com

⁴ Human Anatomy Service, Faculty of Medicine, Eduardo Mondlane University, Maputo, Mozambique
email: j.v.neves@tvcabo.co.mz

INTRODUCTION

The COVID-19 pandemic that is plaguing the world has profoundly affected all levels of education. Mozambican schools and universities were closed on March 23, 2020. Subsequently, in May 2020, these institutions were allowed to teach online, a methodology unprecedented in the history of Mozambican education.

CASE REPORT

Bearing in mind that Human Anatomy is the science on which the Doctor's knowledge must be based, this science has to be practiced and observed in anatomical reality and its study carried out in a personalized way in the corpse and in anatomical pieces, in order to be apprehended.

This type of learning was completely impossible to be practiced in the academic year 2020, in the presence of the risks of contamination by COVID-19, representing a very serious deficit in the training of future doctors, so practical compensation measures were adopted to reduce the damage this very serious failure in the teaching of Human Anatomy.

The Faculty of Medicine has 681 students. Anatomy is a semester course taught in two years, with the following divisions: Anatomy I (Osteology and myology), Anatomy II (Viscerology and circulatory), Anatomy III (Neuroanatomy, endocrine, ear and eye) and Anatomy IV (Clinical anatomy). In this year anatomy I had 134 students and anatomy III 108.

The first semester starts in February and ends in June. The 2nd semester starts in August and ends in December.

Classes were restarted in the exclusive online model. Students received all classes in advance via email and master conferences were organized through the zoom platform, in order to clarify the matter and clarify doubts. In October, face-to-face classes for small groups of students started, with an interval of 1 hour between groups, in order to allow the disinfection of the rooms and prevent students from meeting in the corridors. By decision of the University, there were no evaluations throughout the semester and all students were admitted to the theoretical exam that took place in December 2020, which was carried out in person.

The Faculty of Medicine of UEM has 60 years of existence and the current facilities are small for the current demand of students who want to be doctors.

Every year thousands of students want to do medicine, but only 75 students enter a year. The Anatomy Service is the largest teaching space on the Faculty of Medicine. The other services and departments operate at the Central Hospital of Maputo, which functions as a School Hospital, and is adjacent to the Faculty of Medicine, but which belongs to the Ministry of Health.

COMMENTS

Assistance with online classes requires a computer or phone of the android type, a good and stable internet. These conditions require financial resources. Most students at state university come from humble families with limited economic resources and many of them are scholarship holders. Many students had great difficulties in following this new methodology.

With the end of classes in March 2020, many students returned to their homes in other districts and remote provinces, where the internet signal to attend classes is weak or non-existent. And the most real of all, is that these students have no ability to access the Internet.

From a pedagogical point of view, it is very difficult to teach something without looking at the students. In pedagogical terms, it is important for the Teacher to see the student's facial expression that allows to detect if he is attentive and if he is perceiving the lesson.

In the new teaching methodology adopted, the teaching capacity was seriously compromised.

Students' enthusiasm for attending an online class, or studying with materials sent by email is very low, less in our midst.

The teachers felt some frustration at not being able to teach in the usual model and felt that not all students were able to follow the classes.

The teacher cannot know if the students are actually attending the class or if they have connected to the zoom platform and left. When the students present were called, the answer was not always obtained. So, it is not easy to know if the student followed, made an effort, learned what was exposed, and consequently his knowledge will be unsafe, in advancing to new knowledge.

The methodology of distribution in small groups to attend the face-to-face classes, brought many inconveniences for the teachers and students, especially in the number of hours that the student had in contact with the teacher.

The face-to-face classes were taught using the prosected specimen.

Students were used to study in groups at the faculty's facilities. This practice was strongly discouraged to avoid contagion. After classes students had to leave the University in order not to run into the new group and allow the rooms to be disinfected.

This whole strategy adopted to compensate for learning in this new possible teaching methodology does not guarantee that the knowledge of Human Anatomy, both practical and theoretical, will be sufficient to continue the medical course, without having seen, palpated, compared, the organs and structures, in practical classes of Human Anatomy. As at the beginning of these considerations, one must ask, how to compensate for this deficit in the teaching of Human Anatomy in the medical course.

CONCLUSION

With the emergence of the vaccine and the declaration of the end of the pandemic by the WHO, the situation has returned to normal, but we have to take advantage of this experience to strengthen online education that can be used, in the post COVID era, for distance and postgraduate courses.

COMPETING INTERESTS

The authors declare no competing interest.