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Elements of Effective Teaching From the Perspective of Anatomists

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ABSTRACT

Introduction: Previous evidence shows that effective teaching is highly dependent on the ability of educators in designing lesson plans and implementing engaging teaching strategies that ensures the attainment of learning outcomes. Nevertheless, there is a scarcity of empirical evidence of effective teaching in anatomy education sciences. Hence this study aimed to explore the elements of effective teaching from the perspective of anatomists. **Method:** A qualitative study was carried out by using an in-depth interview involving ten anatomy lecturers from two public medical schools in Malaysia. The interview data were transcribed into electronic format and were analyzed using thematic analysis via the ATLAS.ti software. **Result:** The analysis generated three themes, namely: (1) lecturer's personality and competency; (2) teaching approaches and strategies; and (3) teaching support. Each theme overlies several sub-themes that reflect a considerable number of effective teaching elements. There are twelve effective teaching elements generated. These include: (1) lecturer as motivator; (2) enthusiastic and competent lecturer; (3) lecturer attitude and aptitude (4) learning in group; (5) conduct teaching related activity; (6) lecturing strategies; (7) vertical and horizontal integration of knowledge; (8) alternative teaching approaches; (9) teaching strategies; (10) teaching autonomy and support; (11) supportive educational environment; and (12) teaching aid. **Conclusion:** The finding of this study is important as a basis for producing guidelines for effective teaching and for producing the exemplary educator who can teach well in future.