A018 | Bridging traditional teaching and digital learning: empowering medical faculty with video editing skills

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Introduction: In medical education, the demand for digital learning materials has increased, especially during the COVID-19 pandemic, which underscored the need for remote learning solutions. Despite this, a significant gap exists in the digital proficiency of medical educators, limiting their ability to create and utilize such resources effectively. Addressing this gap through structured, hands-on workshops is critical for equipping educators with the skills necessary to adapt to 21st-century teaching demands. This study evaluates the impact of a national-level workshop on video editing conducted for faculty members from medical colleges across India.

Methods: A one-day national workshop was conducted in a medical college in India, where 75 faculty members across India participated voluntarily. The workshop aimed to equip participants with practical skills in video editing software, focusing on key techniques such as trimming clips, sound optimization, green screen removal, and text addition with Adobe Premiere Pro software.

Results: Results showed a significant improvement in participants' knowledge and skills, with the average test score increasing by 85%. Feedback indicated high satisfaction with the hands-on training, clarity of instructions, and the practical relevance of the content. The majority of participants reported increased confidence in using video editing tools for their teaching.

Conclusion: This study highlights the effectiveness of hands-on workshops in improving digital skills among medical faculty, providing valuable insights for future educational development programs aimed at enhancing teaching practices through technology.

Keywords: digital learning, faculty development program, national workshop, video editing

A020 | Barriers and facilitators of blended learning in anatomy among undergraduates: A qualitative study

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Introduction: Hybrid learning involves using digital platforms such as *TeachMeAnatomy*, *AnkiWeb*, *Polleverywhere.com*, or *Padlet*. Integrating blended learning in anatomy teaching has shown promise in enhancing student engagement. However, barriers such as technical difficulties may hinder its effective implementation. This study aims to identify the obstacles that pharmacy students face and the factors that enhance their anatomy learning experiences in a blended environment.

Methods: The research employs five semi-structured focus group discussions among 24 second-year undergraduate Pharmacy students at the International Islamic University Malaysia to gather in-depth insights into their experiences and perspectives of blended learning. The data were analyzed using inductive qualitative content analysis, followed by thematic analysis to identify key patterns and themes.

Results: The most important strengths identified were visual aids, interactive learning, and flexibility. Students prefer interactive learning as it helps them stay focused throughout the lecture. However, challenges emerge, such as distractions from the technology, as they easily get distracted when using gadgets. Additionally, cost constraints and gaps in instructors' IT skills may hinder effective learning. Students suggested several recommendations and strategies, including educator training and the use of flashcards to support active participation and recall.

Conclusion: This study highlights the key barriers and facilitators of blended learning in anatomy education among pharmacy undergraduates. Addressing these issues through instructor upskilling, active recall strategies, and improved infrastructure can help optimize hybrid learning. These findings enhance blended learning approaches, promoting better engagement, knowledge retention, and academic success in anatomy education.

Keywords: blended learning, facilitators, barriers, flexibility, cost

A021 | A cadaveric study on the anatomic pattern of perforator arteries for digital artery perforator flap surgery

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Introduction: Fingertip crush injuries are among the most common hand injuries (30–80%) across all ages. Proper resurfacing of exposed fingertip structures is crucial for recovery. The digital artery perforator (DAP) flap is a reliable and minimally invasive technique for fingertip reconstruction. However, there is limited documentation on the specific patterns of DAPs, essential for successful flap surgeries. Few studies have explored these patterns, and none have considered demographic factors in the Scottish population. This study examines DAP patterns to improve reconstructive surgery outcomes.

Methods: Following the Human Tissue (Scotland) Act 2006 (Ethical code: ANATED_0041), 16 triphalangeal digits from four female