Comparison of two human histology software as complementary use in traditional education [Comparación de dos softwares en histología humana, como utilización complementaria a la enseñanza tradicional]

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At present, the training of professionals in Higher Education challenges docents to incorporate in their teaching practice, not only expertise of pure disciplinary content, it also calls for associated aptitudes of didactic knowledge to guide the disciplinary knowledge. This study intends to contribute new teaching methodologies in the form of didactic software for Histology students in the Nursing Degree program, Faculty of Health Sciences of the Universidad Autónoma De Chile. These interactive modules were created as support for traditional classes and practical steps with microscopic observation. For the development of the first module, a total of 200 images were digitalized in JPG format. From those images presentations with personal animation were realized, which were then converted to Adobe Flash Player thus creating the first software entitled "Histological Module". We incorporated functional information to the initial module of histological preparation in addition to concept maps. This innovation was particularly attractive and we decided to modify the initial software, thereby creating the second program entitled "Histo-functional Module". To compare student perception on both modules a previously validated, voluntary and anonymous opinion survey was carried out that included questions on factors related to: content, motivation, utility, quality and quantity. Responses were evaluated by Likert scale. Results objectively reflected the favorable acceptance that the histo-functional Module has had on the part of our students. This is probably the result of this software integrating knowledge of structures and their function, affording it meaning and facilitating learning as well as motivating students in the study of histology.

Computer technology

 Docency

Histology

Teaching