Reviewer’s report

Title: Integrated virtual and cadaveric dissection laboratories enhance first year medical students’ anatomy experience: A pilot study

Version: 1 Date: 20 Jul 2019

Reviewer: Paul McMenamin

Reviewer’s report:

This is a straightforward study in that the authors only chose minimal content with which to trial the concept of teaching radiological anatomy with an interactive visualisation table. The introduction is clear although it is stating the obvious that we are charged with preparing students for medical practice who have to understand radiographic images. But they are correct in that some institutions are not even doing this basic instruction in their curricula. So the proof that students gain from not only seeing anatomy as medical imaging but are able to interact with the images (what they call ‘virtual dissection’ (not sure that is exactly accurate) is worth gathering. The degree of image manipulation sounded very basic (ie relating to the dens and atlanto-occipital junction).

I wonder whether as a control group they could have used 2D printed radiographic images so they could have truly isolated the haptic experience of using the visualisation table.

The methods do not state the name of the device and I think that is important.

Are the methods appropriate and well described?
If not, please specify what is required in your comments to the authors.

Yes

Does the work include the necessary controls?
If not, please specify which controls are required in your comments to the authors.

No

Are the conclusions drawn adequately supported by the data shown?
If not, please explain in your comments to the authors.

Yes

Are you able to assess any statistics in the manuscript or would you recommend an additional statistical review?
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I have a commercial arrangement with Sectra which although not stipulated I believe are the 3D visualisation tables used in the study. We provide data for Sectra and curricular content

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