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Objective

The aim here is to share our experience using the metaverse as a tool for teaching uterine malformations in medical education.

Methods

Professors and residents from radiology and gynecology departments at 4 universities participated in a real-time virtual training session. The activity overcame geographical barriers and included features such as viewing sequential 2D image slices and shared navigation within a 3D model of the uterus.

During the remote session, clinical cases were presented by the instructor, and participants were able to interact with ultrasound images and navigate through 3D datasets. They also explored a segmented 3D virtual model of the uterine cavity.

After the training, participants completed a questionnaire evaluating the benefits and challenges of this educational approach.

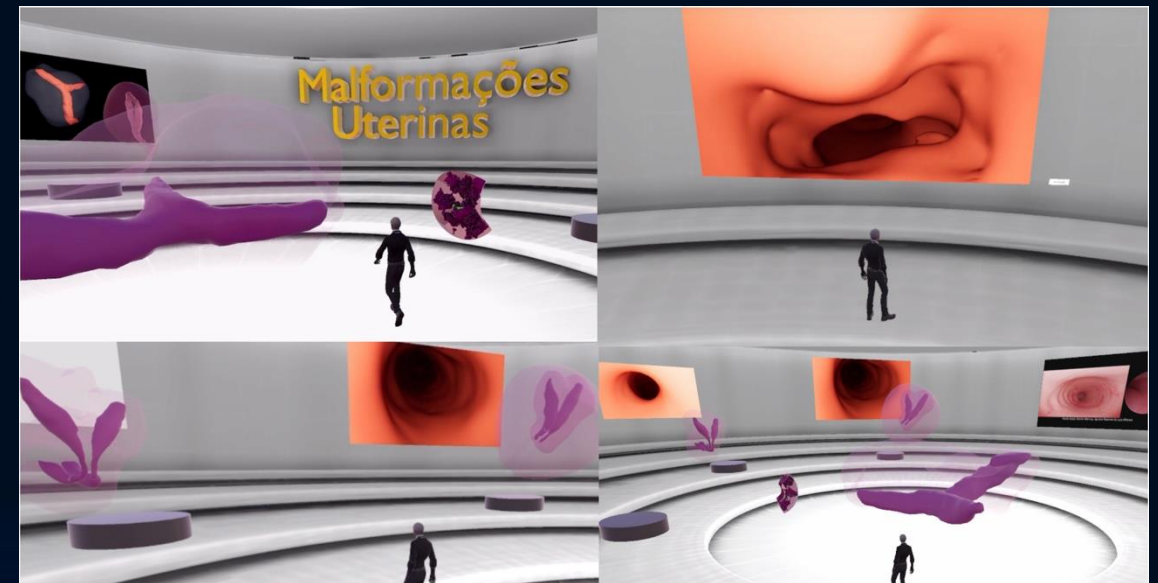
Results

8 professors and 27 residents took part in the study. The metaverse experience introduced innovative tools for communication and learning in medicine. All participants considered the platform useful and effective for education. The immersive and interactive nature of the environment improved their understanding of anatomical and pathological aspects, allowing them to feel "inside the examination", a perspective that traditional methods do not offer.

Conclusion

The metaverse is an emerging technology with great potential as a digital educational tool.

It can significantly enhance student collaboration and deepen understanding of uterine malformations and other gynecological conditions.



Virtual room in the Metaverse