

## ‘Loquent images’: recreation of histological tissues through their etymological roots.

Noguera Salvá R.<sup>1,2</sup>, Martín de Llano J.J.<sup>1</sup>, Ruiz Sauri A.<sup>1</sup>, Monferrer Garzarán E<sup>3</sup>, Cantillo Lucuara, M.<sup>4</sup>, Navarro Noguera A.<sup>5</sup> and Movellán Luis M.<sup>6</sup>

<sup>1</sup>Department of Pathology, Medical School, University of Valencia-INCLIVA Biomedical Health Research Institute, Valencia, Spain. <sup>2</sup>Ciberonc, Madrid, Spain. <sup>3</sup>Department of Psicobiology, Faculty of Psychology and Speech Therapy, University of Valencia, Valencia, Spain. <sup>4</sup>English Philology Department, Faculty of Philology, Translation and Communication, University of Valencia, Valencia, Spain. <sup>5</sup>Classical Philology Department, National University of Distance Education (UNED), Madrid, Spain. <sup>6</sup>Classical Philology Department, Faculty of Philology, Translation and Communication, University of Valencia, Valencia, Spain.

**Introduction:** The Consolidated Teaching Innovation Group at Valencia University, FILOMED: Histological keys between classics and moderns (GCID23\_2588748) presents on the web <https://histetim.blogs.uv.es/> the results of the various innovation projects it has developed in recent years. 1) Histology in vignettes and its Greco-Latin etymological correlate (2021-2022). 2) Histology and Philology: is a picture worth a thousand words? (2022-2023). 3) Loquent images: recreation of histological tissues through their etymological roots (2023-2024). Our projects represents an interdisciplinary endeavor, aiming to integrate Humanities with Health Sciences to facilitate the study and retention of medical terminology. Notably, the pedagogical approach towards teaching and memorizing technical lexicon within the medical domain has been extensively discussed in scholarly literature. Empirical findings commonly indicate enhanced learning outcomes when employing an etymological perspective, particularly rooted in Greco-Latin origins. This methodology facilitates the establishment of semantic connections between terms and offers mnemonic aids, thereby bolstering the acquisition and retention of medical vocabulary [1].

**Methods:** Our objective is to harmonize the fields of Medicine and Philology through the utilization of comic imagery to augment students' lateral thinking and autonomy [2]. Our approach involves the development of histological-etymological worksheets, wherein we furnish students with a comprehensive array of scientific-medical terms pertinent to histological specimens of diverse human tissues, accompanied by original graphical representations derived from caricaturizing (see Figure 1 and <https://histetim.blogs.uv.es/materiales-docentes/>). The overarching goal is to furnish students with a more profound methodological framework to enhanced comprehension and retention of subject matter.

**Results:** The assessment of students' self-directed learning, facilitated through Moodle questionnaires, reveals encouraging outcomes. Additionally, final evaluations indicate a positive correlation between the utilization of worksheets and the incorporation of etymology into the curriculum, suggesting a beneficial impact on the retention of vocabulary among students. Regarding open science practices, the establishment of the website signifies an open dissemination of the developed materials. In its inaugural year (April 2023-April 2024), the website has garnered substantial traction, amassing approximately 3500 visits primarily from Spain and Latin America.

\*Project granted by the Vicerrectorado de Transformación Docente y Formación Permanente de la Universidad de Valencia (UV-SFPIE\_PID-2732134).

[1] Mukhamedova, M. (2024). Role of the Latin Language in Medical Terminology. Formation of Psychology and Pedagogy as Interdisciplinary Sciences, 2-25, 15-20; Bukalková, M. (2013). Are the methods to use historical lexicology (etymology) in contemporary medical terminology teaching reasonable? JAHR, 4.7, pp. 469-478; [2] Aguado Molina, M., Villalba Salvador, M. (2020). La ilustración como recurso didáctico. DEDiCA Revista De Educação E Humanidades (dreh), 17, 337–359;

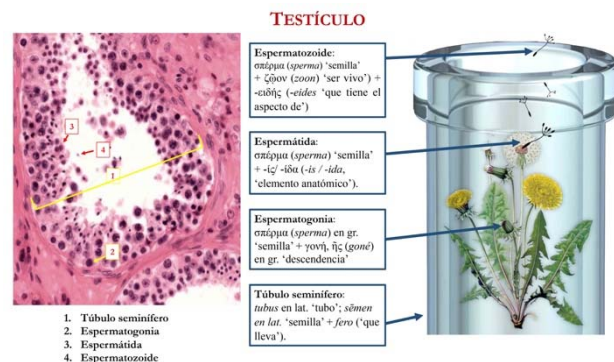


Figure 1. Example of an etymological worksheet.