Supplementary Table 1. Anatomy education study – pre-test and post-test questionnaires (English translation)

Section	Question	Response options
Pre-Test Questionnaire	1. I have read and understood the Informed Consent Form.	( ) I have read and approved it. ( ) I do not approve.
Pre-Test Questionnaire	2. Please enter your participant ID. (same ID to be used in the second questionnaire)	-> [Short text entry]
Pre-Test Questionnaire	3. Your gender:	( ) Female ( ) Male
Pre-Test Questionnaire	4. Your age:	-> [Short text entry]
Pre-Test Questionnaire	5. What was your score out of 100 on your most recent anatomy exam?	-> [Short text entry]
Pre-Test Questionnaire	6. Do you usually study the topic in advance before theoretical anatomy sessions?	( ) Always ( ) Often ( ) Rarely ( ) Never
Pre-Test Questionnaire	7. Do you usually study the topic in advance before practical anatomy sessions?	( ) Always ( ) Often ( ) Rarely ( ) Never
Pre-Test Questionnaire	8. Do you review the topics of the theoretical/practical sessions on the same day after class?	( ) Always ( ) Often ( ) Rarely ( ) Never
Pre-Test Questionnaire	9. Do you attend individual lab study hours (open lab sessions)?	( ) Always ( ) Often ( ) Rarely ( ) Never
Pre-Test Questionnaire	10. On average, how many hours per week do you study anatomy?	-> [Short text entry]
Pre-Test Questionnaire	11. Did you study today's topic before attending the practical lab session, which took place before the theoretical class?	( ) Yes ( ) No
Pre-Test Questionnaire	12. Which instructional sequence do you think supports your anatomy learning better?	( ) First theoretical lecture in the lecture hall, followed by lab-based practical session. ( ) First practical session in the lab, followed by the theoretical lecture. ( ) Other (please specify)
Post-Test Questionnaire	1. Please enter your participant ID. (Use the same ID/ nickname as in Survey 1)	-> [Short text entry]
Post-Test Questionnaire	2. After experiencing the theory-first, practice-later sequence, how prepared would you feel to apply the topic in a practical or written test without additional studying? (1 = Not at all prepared, 5 = Fully prepared)	( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5
Post-Test Questionnaire	3. After experiencing the practice-first, theory-later sequence, how prepared would you feel to apply the topic in a practical or written test without additional studying? (1 = Not at all prepared, 5 = Fully prepared)	( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5
Post-Test Questionnaire	4. What did you like the most about this different instructional sequence, and why?	-> [Long text entry]
Post-Test Questionnaire	5. Which instructional model do you think supports your learning in anatomy better?	( ) Theory-first followed by practice ( ) Practice-first followed by theory
Post-Test Questionnaire	6. Why? Please explain your reasoning.	-> [Long text entry]

This table presents the English translation of the questionnaires administered to medical students before and after the instructional intervention. The pre-test questionnaire collected demographic information, study habits, and baseline perceptions regarding anatomy learning. The post-test questionnaire evaluated students' perceived preparedness after experiencing two different instructional sequences (theory-first followed by practice, and practice-first followed by theory) and explored their preferences and qualitative feedback regarding these teaching models. The same participant ID was used in both questionnaires to enable paired analysis while maintaining participant anonymity.

Supplementary Table 2. Preparedness for class and change in educational model preference

Preparedness for Class	Continued traditional model preference (n, %)	Switched to experimental model preference (n, %)
No	21 (95.5%)	1 (4.5%)
Yes	30 (68.2%)	14 (31.8%)

Students who reported being prepared for class were significantly more likely to switch to the experimental model ($p = 0.013$).

Supplementary Table 3. Thematic analysis of students' reflections on the experimental learning model

Primary Theme	Subtheme	Percentage (%)	Student Reflection
Contribution of Visual and Concrete Experiences to Theoretical Understanding	Visual to Theoretical Learning	65.71	"Seeing the formation on a donated body dissection and then discussing it in theory helped us visualize better."
	Memory Enhancement	5.71	"Seeing the locations in practice and storing them in visual memory made it easier to recall."
From General Knowledge to In-depth Understanding	Preliminary General Knowledge	20.00	"The general knowledge presented in practice clarified the complexity of theoretical details."
	Reinforcing Complex Topics	2.86	"Revisiting complex topics in both practical and theoretical sessions reinforced understanding."
Motivational Impact of Practical Lessons	Preparation Process Impact	2.86	"I felt more prepared for the lesson."
	Motivation and Responsibility	2.86	"Practical sessions motivated me more and made me feel more responsible."

This table presents the primary and subthemes identified through thematic analysis of open-ended responses collected from 36 students regarding their experiences with the experimental learning model. Each theme is supported by illustrative student reflections and the percentage of responses coded under each subtheme.