Mastery of complex anatomy foundational to certain operations, such as the eyelid anatomy in blepharoplasty, remains challenging for both students and trainees. Although technological advancements have improved the breadth of educational resources, these 3D computer or tablet applications can be costly and not readily available. The authors developed a low-tech, low-cost teaching model that creatively uses the principles of kirigami, the art of paper folding and cutting, to promote educational engagement. A randomized-control trial was then conducted to analyze the efficacy of the developed origami model, The Blepharoplasty Teacher, in improving education and knowledge retention. Students who used The Blepharoplasty Teacher (Figure 1) significantly improved their test scores by an average of 1.4 points (p=0.017), while students who used the textbook did not achieve significant improvement (p=0.05) (Figure 2). 73% of students using the Blepharoplasty Teacher improved their score by at least 1 point, as compared to 30% in the textbook group (p=0.05). 55% of students who studied from the Blepharoplasty Teacher felt more comfortable with eyelid anatomy after the study, as compared to 10% of students using the textbook (p=0.031). 82% of students would recommend The Blepharoplasty Teacher to a colleague.

METHODS
- 21 first and second year medical students were recruited and administered a 10 question pre-test about eyelid anatomy to evaluate baseline knowledge, and were surveyed regarding comfort level with this anatomy.
- Students were then randomized to receive the following resources and given 30 min to study:
  - The Blepharoplasty Teacher (n=11)
  - Anatomy textbook pages (n=10)
- They were then administered a 10 question post-test about eyelid anatomy, and were surveyed regarding their comfort level with this anatomy.
- Students who used the Blepharoplasty Teacher were asked how likely they were to recommend it to a colleague.
- Statistical analysis was performed using Chi-square and paired t-tests (p<0.05)

RESULTS
- Students who used The Blepharoplasty Teacher (Figure 1) significantly improved their test scores by an average of 1.4 points (p=0.017), while students who used the textbook did not achieve significant improvement (p=0.05) (Figure 2)
- 73% of students using the Blepharoplasty Teacher improved their score by at least 1 point, as compared to 30% in the textbook group (p=0.05)
- 55% of students who studied from the Blepharoplasty Teacher felt more comfortable with eyelid anatomy after the study, as compared to 10% of students using the textbook (p=0.031)
- 82% of students would recommend The Blepharoplasty Teacher to a colleague.

CONCLUSION
- An innovative and low-tech approach to teaching the eyelid anatomy critical for understanding the operative approach in blepharoplasty can effectively facilitate student learning
- Similar models should be created for teaching the anatomy of other complex structures

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