

**Table 1:** The questionnaire used in the presented survey.

Q1		Year of studies:				
<b>BEFORE THE SEMINAR:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Q2	I consider the idea of combining theatrical acting and medical science to be of beneficial tutorial means.					
Q3	I think that the theatrical presentation of medical cases cannot provide adequate medical information.					
Q4	I consider myself competent to recognize properly whether a medical case is urgent or emergent needing immediate admission to a hospital.					
Q5	I am afraid that I will not be able to recall the medical information perceived from the theatrical sketches in the future.					
<b>AFTER THE SEMINAR:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Q6	The presentation of the case (script, direction) helped me to understand the emergent nature of the case.					
Q7	The actors consorted sufficiently with the requisites of their role.					
Q8	The duration of theory tutoring outweighed the clinical acting.					
Q9	I was left with unanswered queries after the completion of the case presentation.					
Q10	I was given a chance to ask my questions after the presentation.					
Q11	The presented differential diagnosis of the cases helped me delineate my queries.					
Q12	The presentation time for each case was adequate for its comprehension.					
Q13	The theatrical presentations of cases were more representative of “real world” scenarios compared to training in medical wards.					
Q14	The information I received could be easily retrieved either online or from a textbook.					
Q15	I find it necessary for a medical student to attend such an event.					
Q16	After the presentation, I find myself competent to decide whether a case needs urgent admission to a hospital					
Q17	The participation of medical professionals as actors was catalytic for the proper presentation of the cases.					
Q18	The knowledge I perceived during this seminar will help me perform better in my exams.					
Q19	The knowledge I perceived will be long-lasting.					
Q20	The seminar was entertaining enough to keep my attention.					
Q21	The interactive presentation was more theatrics than education.					
Q22	The impact of theatrical means in medical education can be efficient.					
Q23	The theatrical nature of the presentations overshadowed the medical information that would be otherwise provided by standard medical lectures/tutorials.					
Q24	I think that this theatrical presentation was a waste of time.					
Q25	The duration of the seminar was too long.					

1: Fully disagree, 2: Disagree, 3: Not sure, 4: Agree, 5: Fully agree.