

Action plan based on the student feedback concerning the 1st semester of the 2022/2023 academic year

OMVH 2022/23 1st semester

English Medicine

Department: Anatomy, Histology and Embryology

Faculty: Medicine

Our feedback on general comments by the students:

Regular courses

AOKANT853_1A (Macr & Embr I.)	Scores: 4.10 – 4.64
AOKANT674_2A (Micr & Embr II.)	Scores: 3.60 – 4.17
AOSANT809_1A (Preparatory Course)	Scores: 4.60 – 5.00
AOVANT834_1A (Developmental Biology I.)	Scores: 3.96 – 4.32
AOSANT908_1A (Bridge)	Scores: 4.44 - 4.56
AOSANT986_1A (Introduction to Yoga)	Scores: 3.82 - 4.59

Major points of criticism

- The results represent the opinion of approximately the 27% (Macroscopic Anatomy I.) - 50 % (microscopic Anatomy II.) of medical students enrolled in the courses
- In general, **the department has received a favourable feedback** from the students of the regular courses with the points in the Preparatory course and the Macroscopic Anatomy and Embryology I. course being much higher or equal to the faculty average. However, the MOODLE interface of the preparatory course was not praised.
- Developmental Biology and Microscopic Anatomy and Embryology II. **scored below** the faculty average. There is an unfavourable opinion of the educational discipline and MOODLE representation of the Developmental Biology course.
- The newly introduced Yoga course has also received mixed opinions, all the the **scores were below** the faculty average with the didactic/logic being the weakest. Student participation and educational discipline was praised.
- The **highest scores** were achieved in **Macroscopic Anatomy**, where **most aspects** were given a **higher mark** than the faculty average. However, the students had some serious criticism concerning course design, lecture quality and departmental discipline.
- Microscopic Anatomy and Embryology.
- In both subjects the Students have generally been **happy with their instructors** even when the entire course was given a less positive feedback .
- The **major strength** of our teaching is that we have a high number of **contact hours** when the students may personally encounter their instructors and peers.
- The **student have enjoyed the dissection classes and found these the most rewarding.**
- The **weakest** points seemed to concern the technical quality and clarity of the
 - **Microscopic Anatomy lectures** - where students have found it hard to follow the material and complained of the lack of time and structure in the uploaded material or the presentation itself;

- **Microscopic Anatomy practical classes-** where students have found the environment insufficient and disturbing and complained about the clarity which lecture notes to study for the weekly tests from.

Students' remarks:

... „It would have been nice if the requirements were uploaded in the beginning of the semester (AOVANT834_1A (Dev. Biol) „

... „I was super excited when I saw this class! Introduction to Yoga was all the description said, and I was looking forward to learning about the intersection between this meditative practice and medicine, while also learning a few new moves or relaxation techniques.

I was immediately disappointed to learn that there would be 0 practical element to this class and instead, we would have 90 minutes of lecturing about the theory and history of yoga.

Personally, I think one or two classes about that would have been plenty and the larger focus should've been linking up with doctors from different specialties who know about yoga's varied benefits for different organ systems. Instead, we got what felt like pseudoscience...

I do appreciate that we got to learn a lot more about Eastern cultures and Buddhism during this course, but overall it was a disappointment... „AOSANT986_1A

...” Not very clear about all the small details that needed to know „AOKANT853_1A

...” We need more structure when it comes to testing. The examiners don't even know what's on the topic list when it comes to the midterm because they ask questions that are specifically beyond the scope of the topic list. They can also be impatient and unfair to students which is not right. I believe that a student should be allowed to display his/her knowledge and if they studied it will show that they did but the examiners taking that right away from students because they are impatient is in no way supporting a student. Professors should want to support students not tear them down. You can be tough but fair. AOKANT853_1A

...” I felt the practice for the anatomy was the best, it was so helpful for my study. The speed and the introduction of the class was perfect. Also, the contents of the lecture were really helpful for me.” AOKANT853_1A

...” I wish the lectures were more clear and the school had an official textbook or outside resources we could use to study. Because sometimes the lecture material was not enough to fully acquire the knowledge and I struggled to figure out to what extent I had to know certain information.” AOKANT674_2A

...” It was very confusing as to which lectures were the ones used for the weekly quizzes, monday or friday. In the future I think it should be more clear which lectures the quizzes are based on. The second midterm has no benefit to the student. There is no opportunity for an exemption or an exemption is not at stake either. Therefore it doesn't motivate students to do well. I liked the system of the avg of the 1 and 2 midterm giving an exemption.” AOKANT674_2A

What we plan to do about it:

- ❖ We are grateful for the honest criticism.
- ❖ In the future we will encourage our **lecturers** to provide the students with a more **concise presentation** and focussing on the most important facts to be asked at the semifinl/final examinations.
- ❖ We will provide **further study materials**, mock **tests** and **videos** to help focussing on the major questions and to help prepare for the tests.
- ❖ We will encourage our colleagues and the demonstrators to apply **interactive tests**, such as Kahoot, **regularly during the classes**.

Our feedback on specific comments on mandatory subjects:

AOKANT674_2A (Microscopic Anatomy and Embryology II)

Major points of criticism

- Although our students were generally happy with their instructors, they sometimes expressed a wish to have **more internal tests** which would motivate them to study.

- There were **complaints** concerning **the limited time to discuss difficult topics e.g. fine structure of the CNS**, where neither the lectures, nor the consultatory classes, helped them to gain a deep insight.
- **Lack of interactivity** in the teaching in general
- **Lack of accurate examination requirements**

What we plan to do about it:

- ❖ We will offer **more study aids** (mock tests in moodle, narrated videos) with which the students can better prepare for the Microscopy /CNS classes.
- ❖ During the practical classes, we will concentrate on the topics bearing relevance with the lecture material
- ❖ We will provide the students with sufficient time to study the specimens as well as encouraging them to actively participate in the classes.
- ❖ We will encourage our colleagues to regularly test the knowledge of students.

AOKANT853_1A (Macroscopic Anatomy and Embryology I)

Major points of criticism

- Hardly any – except for the differing opinions on the nomenclature or the topic list/questions asked by different teachers when it comes to midterms or examinations.

What we plan to do about it:

- ❖ We will make **more online practice tests** to enhance the **interactivity** of the subject and help the students better prepare for the tests.
- ❖ We will instruct our colleagues to **adhere to the guidelines** written down for the midterms and other examinations.
- ❖ We will try to **boost the digital appearance** of the department in MOODLE.
- ❖ Our departmental website contains **plenty of auxiliary material**, we will link them in the relevant MOODLE page.

The action plan was compiled by:

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