

Action plan based on the student feedback concerning the 2nd semester of the 2022/2023 academic year

OMVH 2022/23 2nd semester

English Dentistry

Department: Anatomy, Histology and Embryology

Macroscopic Anatomy II. (FOKOANT338_2A)

Departmental reflection to the students' evaluation concerning the lectures and practical classes held by the Department of Anatomy, Histology and Embryology

General aspects

We received input from 44 students which is 41% of the entire student body. Our students were basically satisfied with the departmental efforts to maintain a **high level of teaching**. As for the general assessment of the subject, the results were a little lower or around the faculty average with **marks between 4.10-4.40**.

We are very happy to see that all of our marks **exceed the faculty average when it comes to practical teaching** with the best marks given for

- quality of **teaching staff (practical teaching)** (K02, K05, K06),
- **successful acquisition of the subject** in general (K07)

Another strongly positive point in our teaching was

- to maintain **personal encounters in the dissection room** (K07)

which helped our students the most to gather knowledge rather than only listening to lectures as is obvious from the less positive evaluation in peaking interest by lectures only (K05).

Somewhat lower scores were given for questions K02, K04, K08, K11 concerning the

- **conduct and design of the course** (K02),
- the **didactic of the lectures** (K04) together with the **understanding of the material** (K05)
- **successful acquisition of the subject** using **departmental online study aids** to complete lectures (K08)
- **exam requirements** (K11).

Evaluation of practical classes

We received input concerning our practical teaching from 56 students which is 51% of the entire student body. Our scores are **again above the Faculty average** and, as it is obvious from the personal remarks, our **students are very content** with the practical teaching. In general, the department did well during the 1st semester with having **marks between 4.43-4.59** in every aspect/question of the assessment for practical teaching.

Student remarks:

... „Constant confusion about exam/midterms requirements and structure. Last minute announcements and changes..”

... ” all were great”

... „I know that anatomy is a huge subject and should be learned well. However, during midterms and exams many teachers appear like they do not want to be there, they make an already very stressful subject much more challenging with their attitudes. This combined with the shaming that occurs during these exams

makes this a difficult subject a nightmare to examine in for students. Additionally, a standardized set of notes or one approved textbook that all teachers examine from would be highly appreciated. In lectures also, I wish it was more interactive with some sessions of review that are less formal. Overall, I think the curriculum would benefit students if it was more interactive, if examiners and teachers created less of a divide between themselves and the students, and the atmosphere was more centered around cooperation and kindling an interest in an otherwise very fascinating subject instead of rushing through topics and speed memorization before the exam. Also please make embryology a separate class, the knowledge is so useful to know but there is no time to actually engage with it like it deserves when combined with macro anatomy.”

Departmental answers and future amendments:

We are grateful for the criticism and the positive assessments. It is really rewarding to see that the hard work in the practical classes has been so successful.

We are constantly monitoring our curricular design and try to accommodate the need of the students by constantly developing the study aids, therefore will produce more web-based study aids and they will be available during the entire semester.

Lecturers will be instructed to stress the most important facts during the lectures.

We will work on the exam requirements to publish a more extensive topic list.

In practical classes we plan to encourage our instructors to frequently use self-testing methods such as kahoot or pin tests.

We will try to accommodate the Embryology topics during the practical classes

Microscopic Anatomy and Embryology I. (FOKOANT339_1A)

General aspects

We received input from 44 students which is 47% of the entire student body. In general we did again well by having **marks between 4.14-4.45, thus being around the Faculty average** in most aspect/question of the assessment.

The major points of concern are:

- participation in lectures (K03),
- didactic and logical lectures (K04)
- how well the lectures contribute to acquisition of the subject (K05)

thus suggesting that the design of the lectures is not well received with the students of the semester in case.

Positive points in our teaching:

- how successfully contributed the teaching work to raise interest in the subject (K01)
- how well the course was organised (K02)
- how well the practical classes contribute to studying (K07)
- how successfully the online material contributes to studying (K08)
- how well the teaching staff contribute to mastering the subject (K12)
- departmental efforts to maintain educational discipline (K10)

Evaluation of practical classes

We received input concerning our practical teaching from 40 students which is 52% of the entire student body. Our scores are **all above the faculty average** with the scores being between **4,47 – 4.62** showing that our **students are generally happier** with the practical teaching, although there is space for improvement.

Our **strongest points** derive from the personal presence during our classes

- **thought provoking** questions in class (K02)
- **practice oriented** class, **interactivity** (K03)
- **design and conduct** of the class (K04)
- **didactic and helpful attitude** from the **teacher** (K01, K05)

Student remarks

... „All were great”

... ”The handbook posted on the department website was from years ago. Same as Macroscopic anatomy course, last minute changes and overall confusion about the course and exams”

Departmental answers and future amendments:

We are grateful for the honest assessments. We are not happy to see that our students are not inclined to participate in lectures where they could have a direct Q&A session with the lecturer concerning the relevant topics. We will implement changes to increase the interest and improve the course to help our students in acquiring more knowledge..

We will also make make further study aids available for the students to aid their work during the semester.

The action plan was compiled by:

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