

Action plan based on the student feedback received in the first semester of the 2025/26 academic year (AOKELT1100_1A)

Department: Department of Physiology

Faculty: Faculty of Medicine

Our feedback on general comments by the students:

We have received the results of the online questionnaires submitted by students regarding our teaching. Based on the data provided, it is clear that our teaching has been well received, with our scores surpassing the Faculty averages in every aspect of the subject's general evaluation.

Our feedback on specific comments on mandatory subjects:

We received several comments and recommendations in the evaluation documents from our students. The majority of the textual comments were positive and praised many of our practical teachers and lecturers.

We have received several valuable comments from students, and we appreciate their feedback. We believe it is important to recognize that different professors and lecturers have their own unique teaching styles, which can be valuable for a diverse student body. Some students prefer concise lecture slides with the lecturer providing written notes during the presentation, while others prefer comprehensive slides with all the information included. We aim to accommodate these varied preferences.

Comments related to the quality of a practice teacher will be addressed through direct, in-person discussions with the concerned teachers to ensure continuous improvement.

One specific comment suggested organizing mock exams before the examination period. We may consider this option in the future; however, the current lack of available seminar and practical rooms makes this request unfeasible in the near future.

We are not able to support the request to maintain the same order of theoretical and laboratory classes for all groups. Unfortunately, this is not economically feasible given the amount of parallelly needed expensive setups that would be then used only for a week a year and would require extensive resetting of the rooms every week for which the number of assisting staff would need to be elevated as well.

One student suggested that lecturers should summarize the most important take-home messages and key values at the end of lectures. In some lectures, the most important information is summarized; however, in others this may not be possible due to time constraints. One of the purposes of the theoretical practices (seminars) is to emphasize these key points. Students are encouraged to ask their teachers to clarify and highlight the most important information. In some chapters of physiology such summaries may not be necessary

due to the straightforward nature of the material, but in more complex topics students are welcome to request clarification from their teachers.

One student stated that the weekly test system caused too much pressure, but many other students reported that this system helped them keep up with the material.

Several comments mentioned concerns about the legibility of lecturers' handwriting during lectures. While we acknowledge these critiques, we would like to emphasize that the content written on the board is always explained orally. Additionally, lecturers pause while writing to allow students sufficient time to take notes.

Concerns were raised by two students regarding the usefulness of laboratory practicals involving animals. To address this, we will instruct our practical teachers to emphasize the importance of emotional involvement and real observations in storing core material. At the same time, we will do our best to ensure that students gain the most knowledge from these live animal demonstrations.

One comment suggested switching to online weekly tests because of cheating by some students. We are aware that such unfair practices may occur. Unfortunately, online testing—even when using Safe Exam Browser—would not fully prevent such misconduct, as we have been informed by other professionals at our University.

Reflection on the implementation of the previous period's action plan ("implementation review"):

We have taken steps to address many of the suggestions provided by our students in the previous year. It is worth noting that the weekly test system had also been criticized in last year's feedback. In response, we communicated with our teachers and asked them to emphasize the significance and purpose of the weekly tests within the context of the Medical Physiology course.

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