

Action Plan

Based on the OMHV Data for the 1st Semester of the 2025/2026 Academic Year

Organizational Unit: **Institute of Genetics, Cell- and Immunobiology**

Faculty: **Faculty of Medicine (EM)**

Course: **Cell Science AOKGEN666_1A**

General Feedback:

We thank the students for their feedback and appreciate the efforts of the OMHV organizers. We will thoroughly examine the student responses to identify which aspects contributed to the lower scores.

Cell Science (lecture)

General student feedback	Proposed actions
We received lower scores than the faculty average for all course-related questions (the maximum deviation was 0.49.) Two questions showed a greater deviation when compared with the faculty average. <i>(K2: How clear and transparent are the course requirements, and how well-structured and logically organized is the course and its content?</i> <i>K7: Overall, how would you evaluate the course?)</i>	We will draw the teachers' attention to the undervalued question. This will help them understand how they can improve their teaching methods. For example, refining the structure of lectures and practical sessions to make them more engaging; incorporating short interactive elements; highlighting key messages or using more concise and visually supportive slides. It is important to note that approximately 20% of the students completed the questionnaire, so the results do not necessarily fully represent the opinion of the entire faculty. Although the quantitative results are weaker, but the written feedback is more mixed and even contains many positive elements. We would like to emphasize that the structure and requirements of the course were explained in detail at the beginning of the semester (including the assessment system, the conditions for obtaining a recommended grade, and the possibilities for retakes). In the future, we will make every effort to handle arising issues in a flexible and student-friendly, yet consistent manner, taking into account the academic regulations (TVSZ) and adapting to the specific characteristics of the student group.

Individual student opinions	Proposed actions
One of the most important recurring notes concerns the lack of alignment between the course material and the midterm. <i>„sample exams... did not accurately reflect the actual midterms“</i> <i>„I was surprised by some of the questions“</i> <i>„weekly quizzes... relate to the midterm more“</i>	We acknowledge the feedback indicating that the alignment between lecture materials, practice resources, and midterms could be improved. A structured “midterm blueprint” will be provided before each midterm, specifying the key topics, relative weight of different subject areas. Practice questions (e.g., weekly quizzes, sample tests) will be revised to better reflect the format, difficulty level, and content distribution of the actual midterms. We will expand the practice test question bank to ensure that questions appearing in the mock tests also reflect those used in the actual midterms. Before the midterms, we reviewed the question bank to ensure that the questions are aligned with the material covered in both lectures and practical sessions.
Several students feel that the slides alone are not sufficient, and that they would need more supplementary materials to support their independent learning. <i>„better self studying material“</i> <i>„we need notes“</i> <i>„more materials to understand the contents fully“</i> <i>„powerpoints should have more words“</i>	We would like to emphasize that a detailed syllabus was provided for the midterms and the exam, in which the main topics were listed together with the corresponding textbook chapters and page numbers. This syllabus will be supplemented with a detailed list of key terms. These materials will support revision, reinforce understanding of fundamental concepts. Lecture slides will be supplemented with highlighted keywords and brief explanatory notes where necessary. We will aim to supplement the lecture and practical presentations with topic-related links and YouTube videos.
According to the students’ feedback, the weekly quizzes after the lectures were helpful in the sense that they get to test their knowledge	We are pleased to hear that the continuous tests were found useful. Our aim was to support deeper understanding and continuous development through these assessments. We will maintain this practice while considering your suggestions for further improvement.
Students pointed out the relative lack of clinical relevance. <i>„relevance to medicine is not entirely clear“</i> <i>„more connections to medical applications“</i>	We acknowledge the feedback indicating that the connection between basic cell biology concepts and their medical relevance could be made more explicit. Enhancing clinical context is particularly important in the early phases of medical training to support motivation and deeper understanding. However, in the case of a first-year theoretical course, this is not always straightforward. We aim to include 1–2 clearly identified “clinical connection” elements that highlight how the given topic relates to human physiology, pathology, or clinical practice. These will be explicitly marked (e.g., on slides) to make them easily recognizable for students.

There were also some comments regarding the Cell Science practical sessions.	We will address these in more detail in the section related to the practical sessions.
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Cell Science practical sessions

General student feedback	Proposed actions
For most of the questions related to the practical sessions, we received a significantly lower score compared to the faculty average. Two questions showed a greater deviation (about -0,5) when compared with the faculty average. <i>K2 How would you rate the teaching/presentation skills of the instructor/practical instructor (explanations, responses to questions, interactivity, group discussions)?</i> <i>K3 How regularly does the instructor/practical instructor use learning-support tools (e.g. PPT, Moodle, O365, Kaltura, digital learning materials, role plays, simulated practices, group tasks, case-based approaches)?</i>	Overall, student feedback highlights that while the practical sessions are generally well-received and many instructors provide high-quality, engaging teaching, there is variability between groups in terms of clarity, interactivity, and balance between theory and practice. A unified practical teaching guideline will be developed for the instructors, defining the key concepts to be covered, the minimum required explanations and what should be demonstrated. In addition, instructors will be encouraged to use clear, step-by-step explanations during practical work to support student understanding. If any negative feedback or criticism has been expressed regarding a specific instructor, we aim to assist in improving their work: for example attending classes of experienced instructors; consultations with lead instructors; sharing experiences on our "best teaching practices" and organizing additional training sessions. The practical presentations are centrally prepared handouts designed to ensure a coherent curriculum. We continuously work on improving the slides by highlighting the most important points, creating a more structured outline for better logical flow, and adding a summary at the end of the presentation to emphasize the key terms required for the midterms and exam. We would like to point out that a variety of learning support tools are already being used in practical sessions, including centrally provided PowerPoint slides with embedded video content. Several instructors use interactive elements such as Kahoot, Mentimeter or Kahoot quizzes. Some instructors provide additional handouts for the students. It is important to our Department that practical sessions effectively support learning, so we aim to include even more interactive elements in the future. We will aim to help the teaching staff become familiar with these learning support tools and make the existing resources available to them. Below we respond to specific comments and suggestions from students.

Individual student opinions	Proposed actions
Although most of the instructors tried to make the practice interactive, a couple of notes were made about the lack of interactivity and engagement. <i>"i wish the class was more interactive"</i> <i>"The session could be more interactive and fun."</i>	We would like to thank the students for their feedback, as it clearly highlights the need for more active and engaging elements during practical sessions. It is important to emphasize that the primary goal of the Cell Science practices is to develop the ability to recognize and interpret microscopic specimens; therefore, microscopy plays a central role in every session. In addition, there are currently two sessions where students perform practical activities beyond microscopy (semi-thin sectioning and Tetrahymena "feeding"). Where possible, we will introduce additional simple "hands-on" elements that facilitate understanding. In connection with the existing materials, we will also increase the use of digital and visual tools (e.g. online tasks).
Student feedback indicates that practical sessions are sometimes perceived as too theory-focused, with insufficient time dedicated to hands-on activities such as microscopy. <i>"too much theory, not enough practical"</i> <i>"not enough time for microscope slides"</i>	Our aim is to make the Cell Science practical sessions as practical and interactive as possible. We constantly strive to ensure that students actively participate in the practical sessions. It is important to us that the activities carried out during the sessions are closely linked to the theoretical training. In the future, we will place even greater emphasis on the alignment of theoretical and practical material. It's great to hear that the students found microscopy useful and interesting. We aim to provide more opportunities for microscopy. At the same time, we also ensure that the necessary theoretical background adequately supports the practical work.
Overall, we received a lot of positive feedback and praise for the instructors. Many comments highlight the supportive learning atmosphere, with instructors being described as helpful, kind, approachable and motivating.	We thank students for their positive feedback, and we will continue to make every effort to hold practical sessions that support learning and are of interest to the students.