Action Plan Based on Student Feedback (OMHV)

Medical Genetics and Immunology I (AOKGEN1102)
Academic Year 2025/2026, Semester I

Organizational Unit:
Department of Genetics, Cell- and Immunobiology

Introduction

We would like to thank the students for their valuable feedback and the OMHV coordinators for their work. The course evaluation questionnaire was completed by **203 out of 428 students (47.4%)**, while the practical training evaluation received **816 responses from 428 students**, indicating multiple evaluations per student. The difference between the two figures was likely due to a greater willingness to provide feedback on the questionnaire regarding the laboratory sessions (where participants could rate the instructors who taught genetics and immunology for 7 weeks each separately).

This action plan has been prepared based on both the **quantitative evaluation results and the qualitative student comments** collected during the course evaluation process.

The feedback reflects a **generally high level of satisfaction with teaching quality**, particularly in practical sessions, while also highlighting several **structural and organizational areas for improvement**.

General Evaluation of Student Feedback

Key Strengths to Preserve

- Students consistently rated the **performance, preparedness, and engagement of practical teachers highly**, with particularly positive feedback regarding:
    - clarity of explanations
    - supportive and interactive teaching style
    - use of engaging elements (e.g. quizzes, discussions)
- Several comments explicitly praised teachers, highlighting:
    - high teaching quality
    - strong communication skills
    - student-centered approach

- The overall atmosphere of the practical sessions was described as **supportive, engaging, and motivating**.

Based on this, maintaining and strengthening the **current quality of practical teaching** is a priority.

Areas for Improvement and Proposed Actions

Lecture Evaluation

Area	Identified Issue	Proposed Action
Course structure	Difficulty following the combined Genetics + Immunology format	Initiate faculty-level discussion on **separating the two subjects into distinct courses**, as strongly-required by students
Course organization	Lack of clarity in course structure and expectations	Develop a **comprehensive course guide** including requirements, timelines, and assessment criteria
Learning continuity	Difficulty integrating material across the semester	Improve **logical sequencing and thematic consistency** of lectures and practicals
Learning support	Limited availability of practice materials	Increase the number of **practice questions, mock tests, and Moodle-based exercises**
Workload and content density	High cognitive load and memorization burden	Optimize content delivery and emphasize **conceptual understanding and clinical relevance**

Practical Sessions

Area	Identified Issue	Proposed Action
Interactivity	Variability in teaching style between instructors	Develop **methodological guidelines** to ensure consistent interactivity across groups
Learning support	Need for more applied and practice-oriented learning	Increase the number of **case-based discussions and problem-solving activities**
Teaching consistency	Differences in pacing and depth between instructors	Introduce **internal coordination and mentoring among instructors**
Student engagement	Request for more structured practice opportunities	Expand **interactive elements (e.g. quizzes, short exercises, digital tools)**

Summary

Based on the OMHV results, the **primary strengths of the course lie in the high-quality teaching performance of instructors**, especially in practical sessions.

The main challenges identified are **structural rather than educational**, including:

- the combined course format
- clarity of requirements
- assessment and bonus system transparency

Our goal is to:

- **maintain the high standard of teaching**,
- while improving **course structure, transparency, and student support**,
- and creating a **more predictable, practice-oriented learning environment**.

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