

# Action plan based on student feedback for the fall semester of the 2024/2025 academic year

<b>Department:</b>	<b>Department of Molecular Biology</b>
<b>Faculty:</b>	<b>Faculty of Dentistry</b>
<b>Compulsory subjects:</b>	<b>Medical Chemistry; Molecular Cell Biology I</b>
<b>Elective subjects:</b>	<b>Basics of Medical Chemistry</b>

## *1. Response to the general comments*

We thank our students for sharing their views on the department's activities and performance. We appreciate that the majority of students registered for our compulsory and optional courses felt it important to give us feedback.

We were pleased to receive significantly more positive evaluations of all three of our courses than in previous years. The scores for Medicinal Chemistry and Basics of Medicinal Chemistry were fully in line with the faculty average, while for Molecular Cell Biology we received significantly higher scores than the faculty average for all items on the questionnaire. With many positive comments, we see these scores as recognition of our efforts to improve the teaching of molecular science to dental students.

## *2. Response to specific comments on compulsory subjects*

Thank you for appreciating the proficiency and helpfulness of lecturers and lab teachers. Any criticisms of the lab teachers will be passed on to them.

- a. **“Its difficult with having less lectures with less info than med but we basically have to know the same amount” “Bit unfair though how we have the same content as medicine but half the lecture time though”**

It is unfortunate that the students of dentistry are given a shorter time frame for their lectures. Accordingly, the material covered for dental students consists of fewer topics, as can be seen from the list of exam topics available for download on the Moodle page. To further assist dental students in preparing for their exams, we will also provide video recordings of lectures with a greater number of hours from the Faculty of Medicine.

- b. **“I think the practices on moodle were really fun and a cool way of exercising our skills but i just wish they weren’t so strict in midterm and exams in general :((( this has turned this subject into a very stressful one for us”**

We sincerely appreciate the positive comment regarding the usefulness of the practical sessions. The midterm and final exams are indeed rigorous, reflecting the importance of the subject in medical education and the high expectations we have for our students. The feasibility of meeting the requirements, the transparent evaluation system, and the kindness of our examiners will hopefully help alleviate exam stress. Those who have prepared thoroughly and diligently can expect to receive a grade that reflects their knowledge and leave the exam with a positive experience.

- c. **“Our examiner for the midterm was not fair at all. She was racist and did not judge everyone equally. There was a Hungarian student in our class, and her exam was given to her in Hungarian. Despite the fact that she didn’t know the material, the examiner still gave her a 3. On the other hand, I answered all of the questions, but I was also given a 3. We noticed this**

**because one of us understands Hungarian. When I asked the examiner why, she said it was because our topic was too easy.”**

Following this remark, the Teaching Secretary and the Head of Department spoke to the examiner concerned and clarified the situation. The examiner did exchange a few introductory sentences with the student, who also speaks Hungarian, but the subject-specific part of the exam was conducted exclusively in English. Therefore, the other students preparing in the room were able to witness that the grade of "fair" was given on the basis of the student's subject knowledge and not his Hungarian language skills. Whether a student perceives an exam question as easy or difficult generally depends on his or her level of preparation. A seemingly simple question can become quite challenging when discussed.

**d. “I had an extremely negative experience with this instructor.**

**Whenever students asked her questions, she would often laugh at them, making them feel belittled and embarrassed instead of fostering a supportive learning environment. Her explanations were unclear and unhelpful, leaving most students confused rather than informed. The issue was not her language skills; it was her inability to teach or explain concepts effectively. She struggled to manage time during labs, which resulted in students being unable to finish their work despite having many unanswered questions. Even when approached for help, she frequently dismissed students with condescending remarks, such as telling me, "This is university," as if asking questions was a sign of incompetence. Her disrespectful attitude and lack of teaching ability created a hostile and discouraging learning environment. It was clear that many students, myself included, found it challenging to learn from her due to her poor teaching methods and unprofessional behaviour. Overall, the lack of respect she showed to her students and her inability to teach the course material effectively made her classes incredibly difficult to follow. I hope the university takes steps to ensure that future students don't have to endure this same experience.”**

Following the complaint, both the Teaching Secretary and the Head of Department held a meeting with the laboratory teacher in question. This instructor has received a great deal of positive feedback about her approach to teaching, her professionalism, and her helpfulness, and it is believed that the complaint is an isolated opinion that does not reflect the views of the majority of students. The teacher in question is fundamentally a helpful person, whose general response is one of cheerfulness and smiling. This was in no way meant to be insulting or humiliating, as it is part of her natural disposition, as her colleagues can attest.

In any case, we apologize on her behalf if, unintentionally and contrary to her intentions, she has upset you and your fellow students. Our instructors are committed to ensuring that, while respecting the practical time frame, every student finds the experimental work valuable and that the consultations also help deepen their theoretical knowledge and enhance their problem-solving skills.

**e. “I would like if class breaks were more structured since if taken randomly the workflow is interrupted and half the class may have to wait 15 to 20 mins just for others to catch up.”**

Although our students perform the experiments in small teams, and there are teams that progress at a faster pace while others progress more slowly, it is still important for the laboratory teacher to coordinate the manual work in a timely manner. This is why explanations are given only once, and it is ideal if everyone is addressed at the beginning of each work phase. For this reason, it is necessary to wait for the slower teams and it is advisable to schedule the break so that it ideally falls within a longer incubation period. Coordinating the work of small teams is part of the art of teaching

and develops with years of experience as a laboratory supervisor. We apologize for any discomfort caused by the waiting time.

***3. Response to specific comments on elective subjects***

None received.

Date: April 5, 2025