

# Action plan based on the student feedback received in the spring semester of the 2024/2025 academic year

**Department:** Department of Molecular Biology  
**Faculty:** Faculty of Dentistry  
**Compulsory course:** Molecular Cell Biology 2

## *1. Response to the general comments*

We note with satisfaction that the evaluation scores received from students in the Molecular Cell Biology 2 course matched or slightly exceeded the faculty average scores in all elements of the theoretical and practical questionnaires for the course. We consider this opinion to reflect general satisfaction with the course and the teaching methods of the department, and we are committed to maintaining our high standards of teaching in the future. We greatly appreciate your positive feedback, which recognizes the preparedness and commitment of our lecturers and laboratory teachers.

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

- a. **‘Perhaps an assigned recommended reading from the laboratory manual before class would benefit student preparedness in the class.’ ‘I would suggest short recommended assigned readings before lab day perhaps from specific portions of the lab manual so students aren’t clueless and thus delaying the lab procedures with errors.’**

This is a straightforward observation and proposal that highlights a very real problem, but unfortunately, it would be difficult to make it mandatory. There are universities where participation in practical classes is conditional upon passing a test based on the theoretical background of the practical material. Nevertheless, we encourage students to stay up to date with the lecture content and to read the introductory chapter of the practical handout available on the Moodle page, as this will greatly help them to better understand and follow what is discussed during the practical sessions.

- b. **‘I do not understand why we need to focus so much on details, which will not be useful in any way for most of the students. Most of the material of this subject can be useful only for students interested in research, which are not many, considering our course is dentistry. I just do not see the use of this subject for a dentist.’**

The teaching of molecular cell biology is fully justified in dental education, as you will also study subjects that build directly on molecular foundations, such as translational medicine, pathology, and pharmacology, where a solid understanding of cell biology is essential. As a practicing dentists, you will be prescribing medications, including antibiotics and anti-inflammatory drugs, and understanding their mechanisms of action and potential side effects requires complex foundational knowledge. And these are just a few of the many connections that could be mentioned. As for the content itself, it is not possible to explain a molecular biological process or signaling pathway without identifying the key molecular factors involved. However, the emphasis is on understanding, not on meaningless memorization of lexical knowledge.

- c. **'please remind examiners that dentistry students for first semester has different lectures and stuff so please dont ask like medicine students in final exam.'**

We can assure you that our examiners are fully aware of the differences in course hours and curriculum content between medical and dental training programs, and they conduct examinations with this in mind. We would also like to remind you that the list of exam topics is clearly differentiated for medical and dental students, so it is technically not possible for a dental student to be examined on material that is only relevant to medical students.

- d. **'Some examiners are mean' 'strict examinations with the most weird questions that hadn't been explained neither during practice nor the lectures. Some examiners .... barely pass a student and their only intention is to fail students.'**

On behalf of the department's instructors, we categorically reject these allegations. Our examiners conduct exams with a supportive and unbiased attitude, aiming to assess students' level of preparedness not only in terms of factual knowledge, but also in terms of understanding the material and recognizing key connections. Grades are determined in agreement with the co-examiner. If a student disagrees with their grade, there is always an opportunity to discuss it. Students can also submit a formal complaint to the teaching secretary and the head of department. We investigate all complaints, hear both sides, and provide students with a written, reasoned response to their appeal. It should be noted that such complaints are received extremely rarely, about once a year or so. After each exam period, we regularly evaluate the examiners' grade averages and can assure you that we have not observed any individual deviations that significantly differ from the departmental average.

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

No specific comments were received.

September 29<sup>th</sup>, 2025