



SEMMELWEIS EGYETEM

Oktatásfejlesztési, -módszertani és -szervezési Központ

Igazgató

DR. TÚRI IBOLYA

Action plan based on the student feedback received in the autumn semester of the 2025/26 academic year

Department: PIBOI

Faculty: ÁOK

Number of questionnaires submitted on the subject: 75 (50 %)

The results are similar to previous years, but significantly worse than this year's Hungarian results. This in itself is a fact that prompts questions and inner reflection. Among the comments, there are also a number of positive opinions, which reflect the fact that the educational development work carried out so far has not been in vain, even if the evaluations are currently below the faculty average.

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

This is the first academic year in which the evaluation of the pathology course exceeded the faculty average for every question asked.

Over the past six to twelve months, the focus of educational development has been on online-accessible supplementary materials. The uploaded materials proved to be highly popular among students. The newly introduced colloquium system has been successful; however, some students suggested further tightening and modifications to the examination system. At the same time, there was no criticism regarding organization, grading of the newly introduced essay-type questions, or transparency. Initial technical issues related to the newly introduced attendance tracking system were addressed, and by the end of the semester, regularly recurring student complaints had practically disappeared.

The NOIKK construction work next to the building no longer significantly disrupted teaching during this semester, and the established teaching facilities and schedule functioned without major interruptions.

“What we gain on the swings, we lose on the roundabouts.” Organizing autopsy room practical sessions has become a real challenge with the increasing number of

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students. When only one body is available during a practical session, students consider the number of organs and hands-on opportunities insufficient, but for instructors the professional execution of the autopsy is smooth, and sufficient time remains for clinicopathological discussion. When two bodies are available, although more organs are available for the approximately 40 students present, instructors' attention becomes divided and the practical session becomes more difficult to structure.

Although the Moodle platform still receives criticism, alongside last year's predominantly negative opinions, a greater number of positive comments were also received this year, reflecting that this is partly a subjective issue. The arrangement and grouping of uploaded materials remain open to modification.

Our feedback on comments by the students:

“the lectures are not that easy to follow. It would be better if they were structured in another way, with more explanations if there is a lot of pictures on the slides for example” The next step in our focus on educational development is the reform of lectures. In the future, we will help the students' preparation with additional autopsy seminars, with which we want to reduce the number of students in the autopsy room on the one hand (so everyone will have the opportunity to practice), and on the other hand, we will try to make the program more coherent (for example after the lectures about inflammation, students will have a macroscopy seminar about common, relevant inflammatory alterations and related terms).

“Also, I really appreciated the videos on dissections, but it would be even better to have videos that walk through a sample organ demonstration for each organ / organ complex so its standardized.” First, we prepare the supporting materials in Hungarian and what works for the Hungarian students is worth to be translated, reproduced. Regarding the video format, it is worth noting that it is much more difficult to correct afterwards than a text document, so it requires a much greater investment of energy.

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The action plan was compiled by: Dr. Bianka Pencz