

Answers to questions and planned changes in the teaching of anatomy following the student evaluation for the academic year 2021-2022

Positive comments and remarks are not part of this document, but we are very grateful for them and thank all the participants.

A

Regarding the syllabus, vessels were given a lot of importance during dissection week although we had not even learned about it yet. I've been told that the previous years learned about the organs before vessels which eventually made it quite easy to learn vessels afterwards.

Vessels in particular is an integrating system that is taught and learned in a combined way with the other body systems, even though it is taught again in a separate seminar. Vessels were given importance during dissections week because it is clinically important to learn them as a part of the limb itself. Concerning the syllabus, they are an integral part of the 4th to 7th week of the winter semester lectures. Every new academic year is bonded to its current up-to-date curriculum. We are keen on constantly updating and improving our syllabus, we fail to see any value in conserving previous years' syllabus.

They never did ultrasound of the heart during the practical and did not get to listen to each others heartbeats either.

Ultrasound and physical examinations were demonstrated as adjuvant practical exercises and were voluntary upon participants' consent. Not all lecturers are familiar with ultrasound and therefore was done exclusively by those who know how to operate the ultrasound. All ultrasound sessions were announced and posted in advance, but unfortunately certain groups did not show-up for their schedule heart ultrasound session.

All groups get different teachers (which is understandable). However, it does put some of us at a disadvantage, for ex. for the joint written test, groups that had MUDr. Azzat or MUDr. Salaj went over the test afterwards. They were able to even have a look back at the presentation test that was used. Some groups that had for ex. MUDr. Hamami or MUDr. Abbaspor, did not get to go through the tests at all. This put some students at a disadvantage, because we don't get to see the mistakes we made.

Going over the tests is optional. Teachers had asked their students if they want to see the test or preferably to save the time for the practical teaching. Also, all students had the opportunity to come in person for test revision or ask for a consultation with any of the teachers.

Furthermore, comparing to the Czech parallel it is noticeable that different study sources are provided for the same subject which suggests some serious (and to be considered) internal problems and most likely explains the success rate among the Czech parallel.

We totally disagree. It is in fact the opposite, English sources are abundant and the options of recommended textbooks override the available Czech sources. All anatomists acknowledge and use Gray's anatomy as the primary students source regardless of the language and parallel.

The teacher should agree on the amount of information that is given during practicals. (so it would be so unequal between students). For example: PowerPoints every teacher has to show to students, have access to it.

The amount of information is pre-planned between the group leaders and the amount of the essential material is in agreement. However, we will ensure that the group leaders instruct their assisting lecturers to cover the required practical material equally.

All seminar PowerPoint presentations are posted as PDFs on our website [<https://anatomie.lf2.cuni.cz/en/general-medicine/study-materials>]. Any additional seminars are exclusively given by the group leaders in which they had posted its PDF copy on the Anatomy Facebook group.

There should be more access to specimens (in my study group I know we often didn't have the opportunity, we were an exception, but sadly I really regret it and would have preferred to be treated and have the same access as the other groups).

We had received this complain on multiple occasions during the second semester and we took action by re-instructing and reinforcing on-specimens' demonstration. We will continue re-instructing and we will control equal specimens' demonstration in all practicals as well.

Finally, I would recommend a speed course, perhaps one before and other during the semester, about how to pass this type of tests (study strategies, book sources...) since it is very specific and not everyone is familiar with it.

We acknowledge your point and the unsmooth transition from secondary education to the advance level of medical education and therefore we implemented a pilot course [Medical Education Orientation: <https://anatomie.lf2.cuni.cz/en/eligible-subjects/medical-education-orientation>] that took place at the beginning of the academic year of 2022/2023 and is planned to be re-structured for the upcoming years.

I am also deceived on the lack of respect some teacher have towards the international parallel. (xenophobic comments, which is just revolting).

Without specification we are unable to understand what had been perceived as "xenophobic comments" neither able to trace the nature of the claimed offense. If you believe such an offense had taken place, please report immediately to the head of the department, Dean's office, or ombudsman. As subject guarantees and teaching faculty members, we will discuss the aforementioned matter to advise on avoiding potentially sensitive comments.

For the tests, at least for the first ones, letting the students know about the structure or then would be appreciated. I don't remember receiving much information about them at the beginning.

The structure of all the tests were explained at the beginning of the academic year by the department members and are posted on our website [<https://anatomie.lf2.cuni.cz/en/general-medicine/continuous-testing-test-topics>], including a sample test.

Proper rules must be taken before the year begins. This big mistake, adds unnecessary pressure to students. Students have to know what to expect since day one.

We had explained the official requirements and rules from the beginning and all that information are detailed on our website [<https://anatomie.lf2.cuni.cz/en/general-medicine>]. Without specification, we are unable to trace what was meant by "big mistake" especially that we are not aware of any incidence. Please report to the head of the department if you believe there was such a serious organizational issue, this will help us understand what might had happened and by then we can fix any mistake, if any.

HE

Also, it should be given access to an English translation of the Histology book preferably used by the Czech students for a better preparation for the test.

We are aware of the absence of an English translation of the Czech histology textbook and are working on it. However, there are quality English textbooks like Memorix Histology or Basic Histology containing the same amount of information.

Focus on embryology was not sufficient and information provided by some professors was wrong or misdirected.

Teaching embryology is more theoretical than teaching anatomy or histology. Lectures are therefore the basis of embryology. The task of practical classes is not to repeat lectures, the emphasis must be on practical teaching of slides. Therefore, it may seem that less time is devoted to embryology.

I wish there were embryology videos available as well. Or if not embryology lectures then videos from YouTube which show how the folding, ect happen.

The embryological videos are available on Moodle together with older version of lectures and some other resources. Current lectures, which also contain some links to YouTube videos, are published at the website of the Department of Anatomy.