

## Answers and Comments to the Students' Evaluation of Anatomy for Year 2018/2019

### Answers to critical comments:

*Lectures are messed up and weeks ahead of what were actually being tested on. Our teacher frequently makes mistakes in lectures, and I and other students sometimes correct him. Alongside others who also complain. Tests are the worst I've ever seen. You have 10 seconds per question, and are completely unreasonable. The materials we go through are also being very poorly covered, evaluations are subjective.*

Lectures have to precede the practicals which in turn have to precede the tests to allow students to have enough time for understanding the topic and for self-study. Multitasking is one of the elementary capabilities of a university student and physician. I do not believe that students correct professors of anatomy of both faculties although he/she can of course make mistakes as anybody does; let aside the very low attendance of students at lectures.

This remark/complaint reflects their opinion as students concerning the academic year of their time, every new academic year is bonded to its current up to date curriculum. No question has 10 seconds for an answer, the shortest have 30 seconds. The study materials are respected textbooks and presentations available on our website for everyone to check the quality. The evaluation criteria alongside the objectives of each test/exam are explained on our website and students are given three attempts for each designated test/exam, which collectively minimize the inevitable subjective nature of any test/exam evaluation.

*Last test I wanted to go through my test and got 5 answers correct that had been counted as wrong.*

Every test is stored for 5 years and can be rechecked if corrected properly.

*This department is also trying to sell Kachlik's garbage book that should not be our main book and is completely unacceptable as there are numerous mistakes, and the book is hard to use to recognize stuff.*

No one imposes any student to buy Memorix Anatomy, which serves as a book for repetition to set the extent of the knowledge and not as a primary source for study. The contents were checked by dozens of international experts as shown in the acknowledgment. For recommended literature, refer to our website.

*Also level of expected speed of learning is also very poor, and the subject should not be alongside histology unless both subjects are split into 2 years.*

On the contrary, both subjects cover similar topics and the advantage is to have them simultaneously to integrate the knowledge. The general schema of our faculty curriculum is constructed to deliver a stepwise foundation through a year by year transition in a frame of six years. The first year is devoted to comprehend the required basic knowledge of the "human body morphology" composed of gross and microscopic anatomy, histology and embryology, as well as general cell biology. Fragmenting these overlapping components or extending the time frame beyond what it necessitates would be counterproductive.

*Lectures are very good, but the lecture presentations are not very informative since they don't always correspond with what the lecturer is saying. Lectures should be planned as the last class of the day for 1<sup>st</sup> student since they spend a lot of time going from nemocnice motol to Karlovo náměstí and then after the lecture, they have to go back from Karlovo náměstí to nemocnice motol for their other classes. Often times, in the seminars the information varies from lecturer to lecturer or lecturer to professor. There should be more consistency between them.*

*In order words, their teaching content in seminars should be the same. Testing grading is too harsh for written test as the student just has 30 second to think of an answer and often times they remember half the answer or part of it. For example, list three muscles that attach to the pubic crest? If student remembers two then they should be awarded half point not completely wrong. Also often times, the arrow pointing at the diagrams, and the diagrams themselves are not clear. Thus student gets confused at exactly what the arrow is pointing at.*

The lecture time is set by timetable of both faculties and is a compromise between them. The time of 30 minutes to go there from the Hospital and 20 minute to get back to the Department of Anatomy is a suitable time for mental relax between lessons. The lectures emphasize theoretical details while practicals emphasize practical demonstrations, they are meant to be complementary of each other and not as repetition. Regarding the practicals themselves, we will work on making the content more consistent and not varying between lecturers. As for the test, there is a 30 seconds for a single answers and more seconds for longer questions. If the answer is half correct, it is not correct and cannot be acknowledged and half-points are not a solution of incomplete knowledge of the student. The diagrams are clear and if the student disagree, they can come and discuss their test afterwards.

*Seminars are not as effective as could be. I do not think there is a proper co-ordination between professors and lektora about the objectives of the seminars. Things taught by one lektor and teacher vary widely from another. A more structured approach to seminars would be beneficial.*

Practicals are performed on specimens as practical training/demonstration to show what was discussed in lectures and the concepts highlighted in textbooks. The fact that majority of students skip lectures and come unprepared compromises the efficacy of the practicals. We will work on making the content more consistent and not varying between lecturers.

*I wish there was a little more clarity in terms of the materials that we are supposed to use for studying CNS.*

A clear note is posted on our website stating: “Essential versions of anatomy textbooks usually do not include neuroanatomy, in which you are required to obtain additional textbook for neuroanatomy“. Then below is a list of the approved and recommended textbooks. In bold are the endorsed textbooks including a neuroanatomy textbook and a neuroanatomy atlas.

### **Conclusion:**

We will work on making the content more consistent and not varying between lecturers.