

# Week 1 Compiled Feedback on the Online Learning

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- March 24th) is also added here.

## First Year Feedback

A Feedback form was opened to the First years regarding the online learning in the first week.

44 responses were received.

General feedback is at the bottom.

Everything in italics are the students' words from the feedback form

### **A. Anatomy**

- **31/44 (70.5%)** feel that dissection videos are NOT sufficient to replace hands on learning experience
- **Suggestions to improve the online learning experience:**
  - *Written or oral Quizzes for inspiration and deeper understanding which could have bonus points regarding the special situation of this semester.*
  - *An interactive class with the professor that is dissecting*
  - *Usage of the 4d interactive anatomy-explaining the relevant features(because the explanation in the app is separate from the structure itself)*
  - *It is hard to visualize things on a cadaver. We can learn the theoretical parts easily, but identifying them on the cadaver is going to be very hard.*
  - *Pre-recorded lectures would be good*
- **General technical troubles:**
  - *Connection errors need to be solved and classes should be more towards teaching and less towards asking questions. Like lectures.*
  - *Teachers need better Microphones, cameras and they need to teach more.*
  - *To reduce the number of people per class*
  - *There is also a general preference for Zoom as an easier platform to use*
- **Students are split regarding the efficiency of the Anatomy Seminar classes:**
  - **34.1% (15/44)** say No
  - **31.7% (14/44)** say Maybe
  - **34.1% (15/44)** say Yes
- **Suggestions to improve the Anatomy Seminar classes:**
  - **Rather than a question based consultation, students would prefer teaching:**
    - **Going over handouts in the class**
    - **Students are lost about what is important, and would like teachers to go through the material WITH them first ( "like Ms. Roza does for histology or the professor who holds seminar for group 2 does")**
    - **Because students are lost, they don't have any questions**
    - **Having quizzes or tests in the seminar to provide direction/measure of the students' knowledge**
    - **More standardization between how teachers conduct seminars**

- *Strict rules regarding presence in the seminars and required participation would really help make the online classes more interesting and interactive*
- *There are also general technical problems with individual teachers' audio. Teachers should have proper headphones/test their mic first*
- **Other comments on Anatomy:**
  - *The dissecting videos that were uploaded on the elearning website are useful, but not sufficient and cannot replace the face to face classes. They are also not identifying all the structures and it is not the same. With upper limb, for instance, any structure you'd want to know about the professor would show it to you and explain how to find it later on. For the upper limb, we had the opportunity to physically touch the muscles, nerves and so on thus identifying the structures won't be so tricky. If the final exam is to be conducted, I believe that you should allow us students some time in the dissecting lab beforehand just to familiarize ourselves with the structures.*
    - *--> I understand the dept is planning on having some practical time whenever campus reopens for students to go over the cadavers, but this seems to have not been communicated well to the students, and there is a lot of fear over the exams, and dissections in general.*
  - *I'm very much grateful for the hardships the Department and teachers have been going through to provide us the online learning programme. I understand certainly hard to replace practical sessions with the cadavers in Anatomy. And if it is possible, could you please let us know about the exams methods? Again, thank you for your work. Hopefully this pandemic will be over soon.*
- **There is a lot of appreciation for the department in how they are adapting to the situation. Some of the troubles stem from a difficulty in adaptation to the online platform, especially with the technical issues, and the difference between 4d anatomy, dissection videos and a real cadaver.**

**There is also a very real fear about the subject and the exams that is multiplied by this emergency situation. However, some changes to how the classes are conducted: e.g. incorporation of tests and handout material to online classes, a shift from question based consultations to a more classroom-like teaching environment could make the learning experience easier for students, and go a long way in assuaging fears.**

## **B. Histology**

- **Regarding the histology videos provided by the dept:**
  - **21/44 (47.7%) of respondents rated 3/3**
  - **17/44 (38.6%) rated them 2/3**
- **Comments are generally positive. One student asked for more repetition of structure identification**
- **Regarding efficiency of Histology seminars, students are mostly positive:**
  - **31/44 (70.5%) say Yes**
  - **9/44 (20.5%) say Maybe**
  - **4/44 (9.1%) say No**
- **Suggestions regarding Histology seminars:**
  - **Incorporation of tests, quizzes**
  - **More clarity regarding the depth of theoretical knowledge needed -do we need to know all of the proteins of basal lamina for example**

- *We can't inspect the cells and listen to the teacher at the same time like in real seminars. we can't ask questions about the cells on the cells.*
- *Some of my classmates would like to attend two times, and want to ask the faculty to clarify the rule of attendance.*
- *Please make it longer*
- *It would be good if professors would answer the questions as soon as it comes up on the chat section.*
- There are also some general technical issues about connectivity (screen freezing), and mic issues. But compared to Anatomy seminars, students are generally satisfied with the WebEx platform for Histology.
- Other comments regarding Histology:
  - *Our professor is really good and goes through everything thoroughly also she's one of the few professors that answers the questions instantly as soon as it is popped on the chat section.*
  - *It is going really well. Since we technically used the same methods in our practices, the online classes basically replicated my experience in class.*
  - *Please keep posting videos*
  - *For histology, will they upload video for the lecture slides? Only the CaseCentre slides are discussed during the seminar.*
  - *The teacher does an amazing job!*
  - *Histology quizzes. More videos by Prof Ervin Wolf.*

### **C. Cell Biology**

- Response is mostly positive regarding the narrated lectures:
  - 29/44 (65.9%) rated 3/3
  - 9/44 (20.5%) rated 2/3
- Some comments regarding the lectures:
  - *It should indicate the vital points of the lecture, so that students have a clear map of which will be tested and noteworthy and which is not. The exclamation is on nearly every slide so I don't really think it helps much in this situation.*
  - *There was one lecture, where the lecturer's voice was very quiet, we could barely hear her. Other than that, they are effective.*
  - *Sometimes subtitles are useful, so if it is possible please check them, and collect it. or if it is possible to give the authority to change the subtitle, some students will change it.*
- On the effectiveness of the seminars:
  - 32/44 (72.7%) said Yes
  - 6/44 (13.6%) said Maybe
  - 6/44 (13.6%) said No
- Some comments regarding the seminars:
  - *The cell bio seminar teacher could not see the chat section during the class so all the questions that were asked during the seminar class were kind of ignored.*
  - *Ask us also how/what we understand from the given slide before narrating it to us narrate it to us*
- Most of the students (28/44, 63.6%) believe that the consultations help them understand the material better

- **Comments regarding the consultation:**
  - *We can barely understand what the teacher is trying to teach. Seeing another student struggle to explain some slides is not helpful*
  - *I don't like the idea of limitation to certain materials. I think the student should educate him or herself better on that topic and provide new materials since there is a specific time dedicated to the consultation.*
- **A great majority (38/44, 86.4%) of respondents like the use of Zoom as the platform of teaching**
- **Other comments:**
  - *The youtube videos are great!*
  - *I really find the narrated videos for lectures useful. I gain more than I would going for an actual lecture.*
  - *The narrated lectures are amazing. They are very helpful and make understanding the material a lot easier. In a sense, I find these videos a lot more helpful than the normal lectures*
  - *the organization of the online material is very good, very thorough*
  - *PLEASE GIVE US LECTURE BOOKLETS LIKE WE HAD IN BIOPHYSICS. Also lecture videos are very much appreciated*
  - *I feel they are the perfect department dealing with online education till now and all their videos, seminars and consultations are really helpful and I'm enjoying it*
  - *My favorite department*
  - *For cell biology E-test, the server keeps crashing. Please find a remedy before the next E-test. Thanks and kudos to all the departments for all their efforts!*

#### **D. Molecular Biology**

- **On the text document provided along with the lecture slides:**
  - 13/44 (29.5%) rated 3/3
  - 21/44 (47.7%) gave it 2/3
  - 10/44 (22.7%) rated 1/3
- **Comments by students:**
  - *The text documents are usually too long and confusing. This could be fixed by adding more information to the slides, instead of filling a huge text file with info. I think there should be pre-recorded lectures so that the seminar is not the only time we are learning the materials. The seminar is supposed to highlight things in the lecture, and give us a better understanding, not to teach us once and that's it.*
  - *Make it more understandable. The paragraphs and sentences sometimes are sometimes overly condensed that they become nearly incomprehensible. Maybe try incorporating it directly into the Lecture slides*
  - *The slides are a lot, without any explanation....only pictures and most of the time professors can't explain all slides*
  - *For me, a narrated lecture is much easier to understand.*
- **On the efficiency of the seminars:**
  - 18/44 (40.9%) said Yes
  - 17/44 (38.6%) said Maybe
  - 9/44 (20.5%) said No

- Some of the problems stem from technical issues, like lagging, and audio quality. That could be fixed by staggering seminar times, and testing mic quality for teachers
- Other problems raised by students were:
  - *The material is confusing, so when there isn't that much of an explanation on the slides and the teachers talk so fast, it's hard to grasp what they are saying and harder to understand.*
  - Some students would like tests or quizzes incorporated into the seminars
  - The discrepancy between the amount of material and the length of time for the seminars
    - *If a video form of the professor's explanation was produced, then a 30-40 minute Q/A discussion class would be more than enough and I believe way more effective!*
- Other comments:
  - *If the department could come up with text that followed the lecture slides more closely, it would be really nice since we don't have a particular textbook for the course.*
  - *Our teacher in my last MB class was rather nervous (I think) to be speaking in front of an audience that he cannot see, but he tried very hard to calm down and continued the seminar. Furthermore, he was really kind and cleared all of our problems with patience. A huge respect and gratitude to this man is all I can say.*

#### **E. Medical Genetics**

- On the learning material provided by the department:
  - 7/44 (15.9%) rated 3/3
  - 24/44 (54.5%) rated 2/3
  - 13/44 (29/5%) rated 1/3
- Some comments by the students suggest mainly 2 things:
  - Discrepancy between uploaded slides and those used in the seminar
    - *The new slides should be uploaded before the seminar begins. I was really clueless during the seminar because my slides didn't match with the teacher and I honestly couldn't track where we were going*
    - *The material uploaded should be the same as what the professor is using during online class.*
  - A prerecorded lecture or video to study
    - *Pre-recorded lectures to look at before the seminars would be good*
    - *I think a recorded teaching video will be more efficient than the online meetings for this subject since it allows us to pause and digest the material better. In addition to that if we missed even a couple of lines of explanation during the online meetings it would become a bit hard to get back on the track as the material is interrelated!*
    - *Sometimes sounds are not picked up on the microphone, and if it is possible, uploading the video on youtube is much easier to see, Because there are unavoidable connection problems due to the Internet.*
- On the efficiency of online seminars on WebEx
  - 16/44 (36.4%) said Yes
  - 20/44 (45.5%) said Maybe

- 8/44 (18.2%) said No
- Comments regarding the online seminar suggest:
  - There should be more interaction between the teacher and the students
    - Tests or quizzes incorporated into the seminar
    - More interaction via questions and answers, using the chat window for example
  - General technical issues with audio quality. Mic testing for teachers

#### **F. Hungarian**

*With regards to the Hungarian Language II subject, I believe it is better if we have online classes and not just tasks which have to be completed weekly. The reason for this is that its impossible to learn and understand a language alone without the help of a teacher. Thank you for your efforts to help continue our education in these turbulent times.*

#### **G. General Feedback**

In general, students are appreciative of all the departments' efforts in switching over to online learning. Some issues that were common in all subjects were

- General technical issues, especially regarding connectivity and audio
  - Perhaps having more staggered times with smaller groups may alleviate connection problems
  - Mic testing for all the teachers before the seminar may alleviate audio problems
- Requests to make seminars more interactive
  - Incorporating tests or quizzes either through Q&As through the chat system, or using the poll option on WebEx
  - Better use of the chat system so that students can ask questions in real time
- Requests for narrated lectures

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**From the General ISU Feedback form, the following 3 comments were received:**

1. *"First and foremost, I would like to express my sincere gratitude to the university staff and the members of the ISU for setting all of this up for us students despite the unexpected and confusing situation. So far, most of my classes have been running smoothly, and I've yet to face severe technical problems, besides a few lags and glitches due to overload.*

*The one thing I am extremely worried about, however, is the anatomy course and exam. While I can clearly see that the faculty is trying their best to help us as much as possible, I find it very difficult to learn the material, especially due to its sheer amount as well as the lack of direct consultation with the teachers and the cadaver. Furthermore, since we are advised against gathering with our peers, it is a challenge to prepare for the final oral exam. I have been taking private tutoring sessions as well, but I still feel very much lost and hopeless. I don't know what to do, where to start and am getting increasingly anxious about failing the course.*

*I am a scholarship holder, and failing a compulsory course leads to the termination of my scholarship status. Without the comfort of being around close friends and family (my home country is Japan) I feel pretty much abandoned. I apologize for rambling this much, but*

*this is the only opportunity to express my feelings honestly, so I beg for your understanding and patience. Thank you very much for reading this far and for your consideration."*

- "In my opinion it doesn't work at all. I understand this is the best of all the options, however at the same time you have to realise the students are paying significant amounts of fees for a PROPER EDUCATION, which isn't being received by this system. Whether it's due to the fact the online system isn't advanced enough yet or not - we are still paying a lot of money.*

*Everybody knows the Anatomy Classes aren't working well at all at the moment - I already had a class which failed miserably - and this is a major course for the first and Second year students (which I am a part of). If I fail my anatomy course because the university insists not to shut down - how is it fair for me to pay another whole years fees when I haven't received the education I was promised upon signing the enrolling documents?*

*I understand the university is trying its best - but at the same time they should ask themselves: "Is this what's best for our students?" Because in the end it's the students that make the university - not the other way around.*

*If suspending the semester is what it takes. Then they shouldn't be afraid to take a big step - as they will be doing right by their students.*

*We are afraid during these times. Some of us have family which are unwell but are too scared to leave the country due to Academic Repurcussions. We are in our rooms, stressing about our families back home - wanting to be with them during these difficult times - but instead we're alone trying to complete work.*

*Please understand that some things are bigger than our university and education - as shown in many other countries where it has all been shut down, not just to prevent the spreading of the virus - but also for the family to be together during these times.*

*Please forward this message on to the university and thank you for providing a voice to the students."*

- "The online course is done in a good way but sometimes there are some subjects it is impossible to learn on the online. Especially anatomy. It is impossible to learn Anatomy without cadavers.*

*And I also would like to say that if the University can guarantee that they will not hold such a exam in which the real attendance of the students is needed. The university has the ability to do the exams on the online and if it is not possible in some subjects, these should be suspended. In some other university the University already make a promise with the students. Please highly consider this matter.*

*I feel that the university tend to think that the corona virus situation can be compatible with the life of the students. However, it is not true. Already many planes which goes back to my home country are suspended or cancelled. In the worst case it is possible that all the students cannot go back to home countries and cannot deal with our health condition.*

*Please consider that the international students are always and should be put in the socially lower position than the Hungarian. I guess also the Hungary need to deal with the problem about the corona virus and it is not possible with dealing with the consumption of the international students in this emergency situation. In the case of the most students cannot go back to country at the moment, the society of the University and the life of the people will be in danger.*

*Just make a decision and it will save most of the people's life."*

## **Second Year Feedback**

### **1. Neurobiology:**

- They have done good lectures with audio recording and the anatomy practical videos are well made. The problem is that different students have different time allocated per session and that different teachers are using different methods, some are just allowing questions while others are spending time explaining the material.

### **2. Physiology:**

- They still have not uploaded lecture explanations and the quality of sound is bad due to bad equipment. T
- They also have a question asking session in which they ask a question and wait for student to answer. Students have complained that it doesn't give them time to answer and a better system would be kahoot.

### **3. Biochemistry:**

- The lectures are uploaded and the session explanation was really good. The professor will spend the session answering questions and also explaining the whole material. They have the best sessions.



## **Third Year Feedback**

### **A. BST**

- Online seminar + block practices (when uni reopens)

### **B. Pathology**

- Lecture material +practice material has been uploaded Can email the teachers with questions But students have requested a groupwise consultation (last time I emailed the dept abt it they refused)

### **C. Microbiology**

- Lecture and practice material is uploaded but no online seminar

### **D. Clinical Biochemistry**

- Lecture and practice uploaded as pdf
- I requested the dept for video demonstration of practices so we understand the procedure. They still haven't replied me back on yet, It's been close to a week

### **E. Hungarian**

- Students requested an online consultation

### **F. Sociology**

- Online seminars start week 7

### **G. Internal medicine**

- The dept uploaded the material online and there can be an online consultation in week 9

### **H. Clinical Physiology**

- Seminar begins week 7

We have requested the departments to hold online consultations, however, due to technical errors this was refused. We suggested to them another app, but this too, was refused.

For all departments, we would like them to organize an online consultation every week for each subject where students can ask their questions face to face. It can be optional and arranged group wise. The group leaders can arrange it with their seminar teachers.

Having online learning without any real time interaction with actual teachers is not optimal at all, especially since departments have been slow in communicating with us in general.

## **Fourth Year Feedback**

### **A. Pharmacology**

- Lectures are uploaded on the official website of the course; new lectures are also being uploaded on E-learning. Lectures have voice-overs making it very useful.
- Seminars are conducted via WebEx, with links explicitly found on E-learning. Technical quality of seminars is near perfect. Teaching is very effective.

### **B. Preventive Medicine**

- Previous lectures are found on E-learning; new lectures are being uploaded.
- Seminars are also conducted via WebEx, with links being on E-learning too.
- Technical issues are good, and teaching is effective with more participation and activities between lecturer and students. Teachers provide handouts and questions. The department is also providing (at least for some topics) some tests for self-assessment only (not graded).
- Erasmus students are not enrolled in the new elearning page.

### **C. Bioethics**

- We have access to both lectures and seminars materials. Lectures were done during the first 5 weeks of this semester.
- Seminars are also through WebEx via links on E-learning.
- Professor Kristof Bodnar is also putting extra effort in providing questions and discussions on E-learning forum, with interactions of students.

### **D. Behavioural Medicine**

- Lectures and seminars are being uploaded on E-learning, along with other compulsory readings for the course.
- 2 seminars per week; 1<sup>st</sup> seminar technical quality was satisfactory, while 2<sup>nd</sup> was poor, and students complained about it. We request a better audio quality. We believe mic sets and testing by teachers would help solve this problem.
- Department provided a very clear and useful description of the course in a pdf file.

### **E. Internal IV (Department A)**

- Academic advisor (Dr. Peter Fulop) of the course promised to upload all lectures on E-learning.
- As for practicals, method of teaching yet to be organized (they are constantly working on it).

### **F. Obstetrics & Gynaecology**

- Department informed us that lectures will be fully available by March 30.
- As for practicals, nothing yet.

### **G. Clinical Genetics**

- No seminars or practicals originally as part of the course
- Almost all lectures, but few, are uploaded on E-learning.

### **H. Nuclear Medicine**

- All lectures and seminars were completed in weeks 1-5. Both materials can be found on E-learning.

### **I. Pulmonology**

- Nothing solid so far.

### **J. Urology**

- Lecture slides and practical slides are all up on elearning.

### **K. Surgery**

- Practical were completed during weeks 1-5

- All lectures are on E-learning.

#### **L. Orthopaedic Surgery**

- Lecture slides are up on elearning
- On elearning, consultation contact addresses for each lecturer are up, which is very useful
- Links to videos (replacement for practicals) are up on the ortopedia website.

#### **M. Stomatology**

- Lecture slides for weeks 6,8, and 9 are up on elearning
- Practical slides for week 6 and 8 are up on elearning
- Some students are NOT enrolled on elearning yet. The academic advisor, Dr. Lampé István, has told me he will be in touch. (Communicated via email, March 25, Wednesday)

The WebEx seminars have more or less been a great experience for most people, apart from a few technical issues regarding audio. The seminar leaders have been doing their utmost to keep things interactive by having Q&As throughout the seminar, or using the poll option to make quizzes.

The narrated lecture slides by the pharmacology dept are also amazing. It would be great if all departments could provide narration for the lecture slides as well. However, behavioral science and bioethics, nuclear medicine and stomatology do have pretty comprehensive lecture slides.

## **Fifth Year Feedback**

### **A. Psychiatry:**

- Some teachers took more than 10 days to reply to the group leaders email, I had to email the secretary to make them respond
- Lectures → we need to have voice/video recorder or at least a text
- Seminars → are going well and smooth

### **B. Pediatrics:**

- Lectures → we need to have voice/video recorder or at least a text

### **C. Neurology:**

- They have been responsive and they uploaded the first voice record on e-learning

### **D. Clinical Oncology:**

- No contact has been made, we have seminars and lectures and till now we know nothing about their situation

### **E. Internal Medicine:**

- I really hope they can be faster in terms of uploading the lecture slides

### **F. Anesthesiology:**

- In their email they mentioned they need "a few" weeks to upload everything and sort the situation out, which is NOT acceptable at all, we understand they are busy and stuff but they can do much more than that.

### **G. Dermatology:**

- Unfortunately we have 4 occasions offered in a week but the 4 of them explain the same exact topic, we don't understand why though, we used to have two hours lecture and two hours practice, we suggest to divide the 4 occasions into 2 (the lecture topic repeated twice) and 2 pure patient presentation

### **H. Ophthalmology:**

- They did not reach out to us

### **I. ENT:**

- Some slides are uploaded but not all groups have got a test, so we have no clue what they really want us to do

### **J. Emergency:**

- All slides uploaded and they also put a couple of videos showing cpr, They said there would be some practical classes that they think we should do once the campus opens.

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## **From the General ISU Feedback Form:**

### **1. 5th year - Neurology**

- *I'm impressed by and thankful for how the neurology department is adapting to online learning. I feel even more motivated to learn the subject*

### **2. "Emergency, ENT, Anesthesia, pediatrics, have all refused to teach. Psychiatry we have been emailing our teacher for 10 days and nothing has been set up yet.**

*Oral examinations may threaten the credibility of our diploma, but wouldn't it already be threatened if there's no proper interactive teaching? Many of us feel that it's unfair for oral exams and topic lists to remain the same amidst all this. Since it's an extraordinary time, changes must be made to the means of evaluation and examination.*

*Prefinals for neuro, pediatrics, clinical oncology should still be held there are solutions like for example not having more than 30 students in one lecture hall. Block practice can be modified to doing case reviews in a lecture hall for example so that there's no contact with patients etc. Practical things can be taught on simulation models.*

*There are many solutions to explore rather than have no interactive learning, but for oral exams and everything to remain the same, is not fair, especially when there's no clear timeline. I understand this is a global issue, and we appreciate the efforts each and every one of you are putting in, but being answered with uncertainty for every single concern is rather frustrating. We are in a critical time where we look up to leaders to lead, and give us at least options or possible solutions, what this will mean for graduation, for sixth year, etc."*

- 3. "Online classes have not been working, my group has not had a single online class in 2 weeks, and Internal medicine, Anesthesiology, ENT, and Emergency medicine have all refused to teach us so we are not getting any online classes whatsoever. WE are extremely concerned and frustrated about this, as not only are we paying thousands of dollars for an education that does not exist, we are simply being told to self teach and memorise oral topic lists to be examined on a date that no one knows when !!"*

#### **From the General ISU Feedback Form (No Year)**

- 1. "I don't understand why don't the faculty of medicine upload or make online lectures? Why all that we get online are webinars? How are we supposed to understand what the lecture is talking about if we only read some sentences written by the lecturers instead of getting the full lecture on video? The lectures are the material, and not the webinars! Not to mention that the webinars are dedicated only for questions we should've prepared based on the lecture material that was NOT taught! Are they serious? And we're paying 16,900\$ for such a joke. They can't be serious, because if they're, they should return the money to us!*

*There shouldn't be any problem for them to TEACH the material, and only then ask us to prepare questions and ask them through the webinars...seriously! What kind of reasoning do they use?"*

## Week 2 (2020.03.23-27)

### Week 2 Compiled Feedback on the Online Learning

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- March 28th) is also added here.

We would like to bring to the faculty this fact that departments in 3rd and 5th year are starting to either refuse or ignore the year reps when suggestions are made or updates are requested. Students are getting unnerved seeing press releases of online learning which seem to show teachers delivering lectures but are not seeing it reflected in the teaching for them.

Students would also like to know what would be the scenario in regards to having a summer break if the semester is truly extended till August 31<sup>st</sup>

#### Fifth Year Feedback

**A. Psychiatry:**

- Group 9 is yet to have an online class. 2 weeks have passed.
- The year rep has repeatedly sent requests to the department in this regard. These have fallen on deaf ears. There was some initial contact made but nothing bearing fruit.
- Some Lectures have now been uploaded, not all however
- Seminars for the remaining groups are going well

**B. Pediatrics:**

- Not all Lectures have been uploaded, the department has not released any case files or discussion opportunities as they said they would. This was to occur on Wednesday as per their last email.
- The year rep has requested that more explanations and perhaps voice recordings for the presentations could be uploaded

**C. Neurology:**

- They have been responsive and they uploaded more voice recorded lectures on elearning. However we would like to have some online classes

**D. Clinical Oncology:**

- No contact has been made, we have seminars and lectures and till now we know nothing about their situation. The year representative has sent emails but no response has come by yet

**E. Internal Medicine:**

- Lectures have been uploaded on elearning.

**F. Anesthesiology:**

- Students are quite aware that the department is under an immense workload currently due to the pandemic. We would just like to request that when they are able to, to upload extensively explained lectures and seminars as we don't have any in person or online consultations currently as they said they would require time to sort things out

**G. Dermatology:**

- Dermatology classes are going well and are appreciated.

**H. Ophthalmology:**

- No contact has been made to the students yet. However all if not most lectures have been delivered before the start of the university closure. There are no seminars held as of yet

**I. ENT:**

- Some slides are uploaded but not all groups have got a mid semester test on elearning, No official email has come from the department so the groups aren't sure of how things are supposed to proceed. No online classes given
- No contact has been made by the department to the students however.

**J. Emergency:**

- All slides uploaded and they also put a couple of videos showing cpr, They said there would be some practical classes that they think we should do once the campus opens.

**K. Forensics**

- No contact has been made by the department in regards to the remaining lectures left.

**From the General ISU Feedback Form)**

*First year*

*"I understand that all the departments/professors are trying their best under the given hectic situation right now. I have a request regarding the seminar styles especially, for the anatomy and histology department. I understand that different teachers have different teaching styles. However, I would like the teachers to follow a certain guideline, as currently, all the groups have different seminar styles. Some seminars use the official handout, some use actual videos (e.g. using bones), and some provide only question and answer sessions. Under the online education system, I believe it is very difficult for students to understand anatomy in depth. I really hope the departments can come up with a general outline for the seminars so that there wouldn't be a large difference in terms of the speed of the class and the knowledge of students."*

## **Week 2 (2020.03.23-27)**

### **Third Year Feedback**

- A. BST**
  - Online seminar + block practices (when uni reopens). No problems reported yet
  
- B. Pathology**
  - Lecture material +practice material has been uploaded
  - Seminars were tried out, technical difficulties arose and now all of them have been cancelled so there are no online classes held.
  
- C. Microbiology**
  - Lecture and practice material is uploaded but no online seminars provided
  
- D. Clinical Biochemistry**
  - Lecture and practice uploaded as pdf
  - No recordings or demonstrations of practices provided as of yet
  
- E. Hungarian**
  - Students requested an online consultation. None so far
  
- F. Sociology**
  - Lectures have started now
  
- G. Internal medicine**
  - The dept uploaded the material online and there can be an online consultation in week 9
  
- H. Clinical Physiology**
  - Seminars have been requested however the department has said they cannot provide any online classes as they do not have enough teachers to provide these classes. Students find this reason appalling as to why they cannot have classes.
  - Consultations have been offered 4 times a week in a forum format on elearning. Students would prefer these times to be offered as online seminars.

We have requested the departments to hold online consultations, however, due to technical errors this was refused. Alternative suggestions have been made to the departments however none of them have been taken on board.

For all departments, we would like them to organize an online consultation every week for each subject where students can ask their questions face to face. It can be optional and arranged group wise. The group leaders can arrange it with their seminar teachers. Having online learning without any real time interaction with actual teachers is not optimal at all, especially since departments have been slow in communicating with us in general.

### **From the General ISU Feedback Form)**

*First year*

*"I understand that all the departments/professors are trying their best under the given hectic situation right now. I have a request regarding the seminar styles especially, for the anatomy and*



*histology department. I understand that different teachers have different teaching styles. However, I would like the teachers to follow a certain guideline, as currently, all the groups have different seminar styles. Some seminars use the official handout, some use actual videos (e.g. using bones), and some provide only question and answer sessions. Under the online education system, I believe it is very difficult for students to understand anatomy in depth. I really hope the departments can come up with a general outline for the seminars so that there wouldn't be a large difference in terms of the speed of the class and the knowledge of students."*

## **Week 2 (2020.03.23-27)**

### **Fourth Year Feedback**

#### **A. Pharmacology**

- Lectures are uploaded on the official website of the course; new lectures are also being uploaded on E-learning. Lectures have voice-overs making it very useful.
- Seminars are conducted via WebEx, with links explicitly found on E-learning.
- Seminars are conducted by original groups.
- Technical quality of seminars is near perfect. Teaching is very effective.

#### **B. Preventive Medicine**

- Previous lectures are found on E-learning; new lectures are being uploaded.
- Some of the new preventive lectures also have audio commentary.
- Seminars are also conducted via WebEx, with links being on E-learning too.
- Technical issues are good, and teaching is effective with more participation and activities between lecturer and students. Teachers provide handouts and questions. The department is also providing (at least for some topics) some tests for self-assessment only (not graded).
- The Jeney Endre Memorial Competition will be held online on moodle

#### **C. Bioethics**

- We have access to both lectures and seminars materials. Lectures were done during the first 5 weeks of this semester. Seminars are also through WebEx via links on E-learning.
- Professor Kristof Bodnar is also putting extra effort in providing questions and discussions on E-learning forum, with interactions of students.

#### **D. Behavioural Medicine**

- Lectures and seminars are being uploaded on E-learning, along with other compulsory readings for the course.
- 2 seminars per week; 1<sup>st</sup> seminar technical quality was satisfactory, while 2<sup>nd</sup> was poor, and students complained about it. We request a better audio quality. We believe mic sets and testing by teachers would help solve this problem. There were still audio problems in the 2nd week.
- Department provided a very clear and useful description of the course in a pdf file.

#### **E. Internal IV (Department A)**

- Academic advisor (Dr. Peter Fulop) of the course promised to upload all lectures on E-learning.
- Lecture slides are up. Some of the nephrology lectures have audio commentary.
- As for practicals, method of teaching yet to be organized (they are constantly working on it).

#### **F. Obstetrics & Gynaecology**

- Department informed us that lectures will be fully available by March 30.
- Some Lectures have been uploaded, but not all of them.

#### **G. Clinical Genetics**

- No seminars or practicals originally as part of the course
- Almost all lectures, but few, are uploaded on E-learning.

#### **H. Nuclear Medicine**

- All lectures and seminars were completed in weeks 1-5. Both materials can be found on E-learning.

- I. **Pulmonology**
  - Lectures slides have been uploaded onto elearning
  - Because practices were scheduled to start from weeks 6-10, the year rep has asked for something for the practices, however, no reply yet.
  
- J. **Urology**
  - Lecture slides and practical slides are up on elearning.
  
- K. **Surgery**
  - Practicals were completed during weeks 1-5 o All lectures are on E-learning.
  
- L. **Orthopaedic Surgery**
  - Lecture slides are up on elearning
  - On elearning, consultation contact addresses for each lecturer are up, which is very useful
  - Links to videos (replacement for practicals) are up on the ortopedia website.
  
- M. **Stomatology**
  - Lecture slides for all weeks (6-10) are up on elearning o Practical slides for week 6-9 are up on elearning
  - Consultation- online, or email, was requested as classes were scheduled to start from weeks 6-10 and no physical class was ever conducted. However, this has been denied by the department

The WebEx seminars have more or less been a great experience for most people, apart from a few technical issues regarding audio. The seminar leaders have been doing their utmost to keep things interactive by having Q&As throughout the seminar, or using the poll option to make quizzes. The narrated lecture slides by the Pharmacology, Preventive Medicine and Internal Medicine departments have been very useful (although not for all lectures). It would be great if all departments could provide narration for the lecture slides as well. However, behavioral science and bioethics, nuclear medicine and stomatology do have pretty comprehensive lecture slides.

**From the General ISU Feedback Form)**

*First year*

*"I understand that all the departments/professors are trying their best under the given hectic situation right now. I have a request regarding the seminar styles especially, for the anatomy and histology department. I understand that different teachers have different teaching styles. However, I would like the teachers to follow a certain guideline, as currently, all the groups have different seminar styles. Some seminars use the official handout, some use actual videos (e.g. using bones), and some provide only question and answer sessions. Under the online education system, I believe it is very difficult for students to understand anatomy in depth. I really hope the departments can come up with a general outline for the seminars so that there wouldn't be a large difference in terms of the speed of the class and the knowledge of students."*

## Week 2 (2020.03.23-27)

### **First Year Feedback**

A Feedback form was opened to the First years regarding the online learning in the first week. 26 responses were received.

Words in italics are student's feedback quoted directly from the feedback form responses.

Rating questions: 1 is the lowest score while 3 is the highest.

#### **A. Overall experience of the 2nd week of online education**

1. In the general experience, the majority of students are getting used to the online learning system and finding the transition more manageable.
2. In keeping up with studies without SCTs, the majority of students indicate that there is less motivation to study when there are no exams/foreseeable exam plans.
3. On using WebEx, student's opinions are split. The general technical problems are:
  - *We still had a harder time hearing the Histology Professor*
  - *The connection was unstable, i.e. I had to reconnect many times, WebEx was lagging a lot, the screen was frozen, etc.*
  - *The host's microphone is always cutting out, and there is a delay in screen sharing.*

#### **B. Anatomy Seminar**

1. On the overall experience, 50% of students are not satisfied with Anatomy teaching.
  2. On the 2nd week's Anatomy Seminar quality, 50% of students rated 1/3.
  3. 73.1% of students believe that 1 Anatomy Seminar per week per student is NOT sufficient.
  4. On the Web-class videos, the majority of students are happy and believe that the videos are very helpful. (24/26 students gave it over %)
  5. General suggestions for improvement of Web-class videos
    - a) More explanation in the beginning, and throughout the class
    - b) Slides and Atlas should be shared during teaching
    - c) With Zoom, students would have the chance to record the class for review
    - d) More consistency with how seminars are held
    - e) Option to be able to attend both seminars
    - f) Homework once every two weeks (for example) to help with self study
- *I want to say that the efforts for improvement are clear, so thank you all for helping us learn :)*
  - *Please upload the files for next week a bit early. Maybe during the weekend? Thank you.*

#### **C. Histology Seminar**

1. The overall experience of students is positive in the past week. (25/26 gave at least 2/ 3)
  2. The majority of students are satisfied with the way Histology Seminar is taught at the moment.
  3. 73.1% of students believe that 1 Histology Seminar/week/student is sufficient.
  4. On the issue that Histology videos will not be uploaded in the future, 73.1% of students believe that this will affect their self-study/revision at home, and wish to have the videos uploaded by weekend of each week.
  5. General feedbacks for improvement of Histology Seminar:
    - a) Videos would be helpful to prepare for the seminars
    - b) Students would like the option to attend both seminars
    - c) Homework would help with self study
- *I just want to say thank you to Professor Rozal! Her classes are very helpful!*

#### **D. Cell Biology Seminar & Consultation**

1. The majority of students are satisfied with the experience of learning Cell Biology in the past week. (23/ 26 rated more than 2 or 3 out of 3)
2. 84.6% of students listened to the narrated lectures, and all students rated at least 2/3 for the quality of the narrated lectures.
3. The majority of students are satisfied with the Cell Biology Seminar teaching this week.
  - A suggestion for improving the seminar: *"The Department can offer every group separate seminar like normal time. And for maximum interaction between student and teacher, camera and microphone should be on (except if there is any problem)."*
4. 75% of students find the Consultation helps understand the materials better.
5. All students rated at least 2/3 for Zoom being used for Cell Biology.
6. The students are positive with the technical experience doing the 2nd e-test.
7. General feedbacks for improvement of Cell Biology online teaching:
  - a) Booklets like biophysics for all lectures
  - b) A test discussion for the e-test
  - c) Students would like the option to record the class
  - d) Some connection problems during the e-test
  - *Cell Biology really offers the best experience for the online education*
  - *I believe the department is doing the best! Thank you!*
  - *Thank you to Ms. Eniko for organizing everything! Cell Biology is very smooth and I really appreciate the lecture videos as well as the seminar sessions! I also like how the practical consultations are held too! Thank you very much.*
  - *I really love all the work and effort you have put to help us, you are the most helpful department we have encountered. I love the narrated lectures, the consultations, the professors, they all help a lot, the quality of using Zoom (thank you for not using WebEx), and the quality of the e-test and the practical quiz this week was excellent.*
  - *The improved organization was a great leap, and helped a lot. Thank you!*

#### **E. Molecular Biology Seminar**

1. Most students are not satisfied with the Molecular Biology learning experience this week. (10/26 students rated 1 out of 3, 15/26 gave 2/3)
2. Students are split on the question of whether they listen to the Narrated Lectures, with roughly 50% yes and 50% no.
3. Student's opinions are split on the quality of the Narrated Lectures
  - a) 8 gave 1 out of 3
  - b) 13 gave 2 out of 3
  - c) 5 gave 3 out of 3
  - d) *The quality of the sound in the narrated lectures is not good, and they are preferably to be uploaded on youtube.*
  - e) *06\_02\_MOLBIOL\_Replication\_EN\_2020 & 06\_03\_MOLBIOL\_Recombination\_EN\_2020, both lectures have really bad narrated voices.*
4. Students have different opinions on the quality of this week's Molecular Biology Seminar, but the majority rated it 2/3.
5. General feedbacks for improvement of Molecular Biology Seminar
  - *I think we need 1 more consultation to be able to cover everything...*
  - *A few lectures are completely skipped or just transiently discussed in the seminars. Please teach at a reasonable pace.*

#### **F. Medical Genetics**

1. The student's overall experience with Medical Genetics is not very positive in the past week, with

38.5% rated 1/3 and 42.3% rated 2/3.

2. 50% of students rated 2/3 for the quality of this week's seminar.
3. General feedbacks for improvements of Medical Genetics Seminar
  - a) Updated slides uploaded before the seminar would be appreciated
  - b) Seminars felt rushed, especially towards the end, especially due to the amount of material. Students are not sure what is important
  - c) Seminar materials don't match the seminar titles according to the schedule. An updated schedule/syllabus would be appreciated
  - d) Narrated lectures would be helpful, and which lectures correspond to which pages in the textbook
  - e) Material could be organized by week. Students get lost in the lectures slides/seminar slides/handouts

**From the General ISU Feedback Form)**

*First year*

*"I understand that all the departments/professors are trying their best under the given hectic situation right now. I have a request regarding the seminar styles especially, for the anatomy and histology department. I understand that different teachers have different teaching styles. However, I would like the teachers to follow a certain guideline, as currently, all the groups have different seminar styles. Some seminars use the official handout, some use actual videos (e.g. using bones), and some provide only question and answer sessions. Under the online education system, I believe it is very difficult for students to understand anatomy in depth. I really hope the departments can come up with a general outline for the seminars so that there wouldn't be a large difference in terms of the speed of the class and the knowledge of students."*

## Week 2 (2020.03.23-27)

### Second Year Feedback

#### 1. **Neurobiology:**

- They have done good lectures with audio recording and the anatomy practical videos are well made. The problem is that different students have different time allocated per session and that different teachers are using different methods, some are just allowing questions while others are spending time explaining the material.

#### 2. **Physiology:**

- Annotated lectures have been uploaded. Students have requested for audio commentary on lectures since the annotations are difficult to understand.
- They also have a question asking session in which they ask a question and wait for a student to answer. Students had previously complained of not having enough time to answer, but that has been solved.

#### 3. **Biochemistry:**

- Recorded lectures are uploaded
- The session explanation was really good. The professor will spend the session answering questions and also explaining the whole material. They have the best sessions.

Students would like information about how this situation affects the exemptions in Physiology and Biochemistry

### From the General ISU Feedback Form)

*First year*

*"I understand that all the departments/professors are trying their best under the given hectic situation right now. I have a request regarding the seminar styles especially, for the anatomy and histology department. I understand that different teachers have different teaching styles. However, I would like the teachers to follow a certain guideline, as currently, all the groups have different seminar styles. Some seminars use the official handout, some use actual videos (e.g. using bones), and some provide only question and answer sessions. Under the online education system, I believe it is very difficult for students to understand anatomy in depth. I really hope the departments can come up with a general outline for the seminars so that there wouldn't be a large difference in terms of the speed of the class and the knowledge of students."*

### **Week 3 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- April 5th) is also added here.

Students eagerly await to know what the department and faculty plans are on the 15th of April.

#### **Fourth Year Feedback**

##### **A. Pharmacology**

- Narrated, and non-narrated lectures are uploaded on E-learning
- Seminars are conducted via WebEx. Seminars are conducted by original groups.
- Control tests are organized on E-learning.

##### **B. Preventive Medicine**

- Previous lectures are found on E-learning; new lectures are being uploaded.
- Some of the new preventive lectures also have audio commentary.
- Seminars are also conducted via WebEx.
- Technical issues are good, and teaching is effective with more participation and activities between lecturer and students. Teachers provide handouts and questions. The department is also providing (at least for some topics) some tests for self-assessment only (not graded).
- The Jeney Endre Memorial Competition will be held online on moodle

##### **C. Bioethics**

- We have access to both lectures and seminars materials. Lectures were done during the first 5 weeks of this semester.
- Seminars are also through WebEx via links on E-learning.
- Professor Kristof Bodnar is also putting extra effort in providing questions and discussions on the E-learning forum, with interactions of students.

##### **D. Behavioural Medicine**

- Lectures and seminars are being uploaded on E-learning, along with other compulsory readings for the course. ○ 2 seminars per week; 1<sup>st</sup> seminar technical quality was satisfactory, while 2<sup>nd</sup> was poor, and students complained about it. Audio problems are still unresolved in the 3rd week
- Department provided a very clear and useful description of the course in a pdf file.

##### **E. Internal IV (Department A)**

- Academic advisor (Dr. Peter Fulop) of the course promised to upload all lectures on E-learning.
- Lecture slides are up. Nephrology lectures have audio commentary.
- Practicals were finished in weeks 1-5.



**F. Obstetrics & Gynaecology**

- Department informed us that lectures will be fully available by March 30.
- Some Lectures have been uploaded and videos for practice ○ The year representative has asked for some online consultation, but no reply as of yet.

**G. Clinical Genetics**

- No seminars or practicals originally as part of the course
- Almost all lectures, but few, are uploaded on E-learning.
- Narrated lectures are now provided on e-learning (except for the ones that were already conducted in weeks 1-5)

**H. Nuclear Medicine**

- All lectures and seminars were completed in weeks 1-5. Both materials can be found on E-learning.

**I. Pulmonology**

- Lectures slides have been uploaded onto elearning
- Practical consultations will be conducted on WebEx 3x a week.
- Attendance is not compulsory

**J. Urology**

- Lecture slides and practical slides are up on elearning.
- No online consultation, but there will be control tests on elearning. The grades of those tests will not affect the final grade, but must be passed.

**K. Surgery**

- Practicals were completed during weeks 1-5 ○ All lectures are on E-learning.
- Online seminars are being organized by the dept, to start next week.  
However, there is a scheduling conflict between the dept's schedule and the schedule that the year has as of now. The year representative has contacted both the dept and the EC registrar, however, there is no reply from either.

**L. Orthopaedic Surgery**

- Lecture slides are up on elearning
- On elearning, consultation contact addresses for each lecturer are up, which is very useful
- Links to videos (replacement for practicals) are up on the ortopedia website.

**M. Stomatology**

- Lecture slides for all weeks (6-10) are up on elearning
- Practical slides for week 6-9 are up on elearning
- Consultation- online, or email, was requested as classes were scheduled to start from weeks 6-10 and no physical class was ever conducted. However, this has been denied by the department

**From the General ISU Feedback Form**

- Concern about lack of official information from the dean; the uncertainty of the situation and lack of communication between the university and the students have lead to feelings of helplessness and not being cared for

- **Inquiries about tuition fees, especially due to the lack of access to the library, practice rooms and other faculties of the university**
- **Concern from 5th years about delays in graduation**
- **Suggestions to have 2 exam periods- one immediate, and one late in the summer**
- **Suggestion to have prefinals/minimal exams online, and oral exams later**

### **Week 3 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- April 5th) is also added here.

Students eagerly await to know what the department and faculty plans are on the 15th of April.

#### **Fifth Year Feedback**

##### **A. Psychiatry:**

- Lectures have been uploaded. There seems to be an online class according to E-learning set on the 23rd of April for 2pm. However we are waiting for an official update in regards to this.

##### **B. Pediatrics:**

- Lectures for this semester have been uploaded. However we would like to see some online classes- like case presentations and so on

##### **C. Neurology:**

- Online classes have been a great success. We have enjoyed Professor Csiba's classes and would like to see them continue with possibly even having classes explain the material of 2nd semester. All Lecture material uploaded has been helpful.

##### **D. Clinical Oncology:**

- The year representative has received a response from the department which has said that lectures with audio will be uploaded now based on our requests.

##### **E. Internal Medicine:**

- Lectures have been uploaded on elearning.

##### **F. Anesthesiology: (No change from last feedback form)**

- Students are quite aware that the department is under an immense workload currently due to the pandemic. We would just like to request that when they are able to, to upload extensively explained lectures and seminars as we don't have any in person or online consultations currently as they said they would require time to sort things out.

##### **G. Dermatology:**

- Dermatology classes are going well and are appreciated.

##### **H. Ophthalmology:**

- No contact has been made to the students yet. There are no seminars held as of yet which is a worry since students were supposed to still have seminars during the second half of the semester

##### **I. ENT:**

- Slides are uploaded but not all groups have got a mid semester test on elearning, No official email has come from the department so the groups aren't sure of how things are supposed to proceed. No online classes given.

We hope to some direction from them on the 15th

- No contact has been made by the department to the students however.

**J. Emergency:(No change from last feedback form)**

- All slides uploaded and they also put a couple of videos showing CPR, They said there would be some practical classes that they think we should do once the campus opens.

**K. Forensics**

- Seminars were completed before the university was closed.

**From the General ISU Feedback Form**

- Concern about lack of official information from the dean; the uncertainty of the situation and lack of communication between the university and the students have lead to feelings of helplessness and not being cared for
- Inquiries about tuition fees, especially due to the lack of access to the library, practice rooms and other faculties of the university
- Concern from 5th years about delays in graduation
- Suggestions to have 2 exam periods- one immediate, and one late in the summer
- Suggestion to have prefinals/minimal exams online, and oral exams later

### **Week 3 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- April 5th) is also added here.

Students eagerly await to know what the department and faculty plans are on the 15th of April.

### **Third Year Feedback**

#### **A. Pathology**

- Online seminars will start for each group next week. Group leaders have been contacted by seminar teachers this week.

#### **B. Clinical Physiology**

- The Year Representative has requested the Education VP of ISU to step in to make requests that an audio presentation/videos in regards to ECG be uploaded for students to see. The department has responded back positively and have stated they are working on finding solutions that would be beneficial for the students.

#### **C. Hungarian**

- Online seminars are currently being organized by group

#### **D. Microbiology**

- Lecture and practice material is uploaded but no online seminars provided

#### **E. Clinical Biochemistry**

- Lecture and practice uploaded as pdf
- Students have requested videos of the experiments, but no recordings or demonstrations of practices provided as of yet

#### **F. BST**

- Online seminars and block practices when campus reopens
- No problems

#### **G. Sociology**

- Lectures have started now

#### **H. Internal medicine**

- The dept uploaded the material online and there can be an online consultation in week 9

### **From the General ISU Feedback Form**

- Concern about lack of official information from the dean; the uncertainty of the situation and lack of communication between the university and the students have lead to feelings of helplessness and not being cared for

- **Inquiries about tuition fees, especially due to the lack of access to the library, practice rooms and other faculties of the university**
- **Concern from 5th years about delays in graduation**
- **Suggestions to have 2 exam periods- one immediate, and one late in the summer**
- **Suggestion to have prefinals/minimal exams online, and oral exams later**

### **Week 3 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- April 5th) is also added here.

Students eagerly await to know what the department and faculty plans are on the 15th of April.

### **Second Year Feedback**

#### **1. Neurobiology:**

- They have done good lectures with audio recording and the anatomy practical videos are well made. The problem is that different students have different time allocated per session and that different teachers are using different methods, some are just allowing questions while others are spending time explaining the material. Students are also restricted to which seminar they can join by their group.
- Students have asked for more standardized teaching across seminars, but this has been denied by the dept, as different teachers have different availability.

#### **2. Physiology:**

- Audio commentary has been denied, but lectures are reviewed during consultation hours.
- Students would like information on how the written exemption will be handled

#### **3. Biochemistry:**

- No issues with classes
- Students would like information on how the written exemption for the finals will be handled.

### **From the General ISU Feedback Form**

- Concern about lack of official information from the dean; the uncertainty of the situation and lack of communication between the university and the students have lead to feelings of helplessness and not being cared for
- Inquiries about tuition fees, especially due to the lack of access to the library, practice rooms and other faculties of the university
- Concern from 5th years about delays in graduation
- Suggestions to have 2 exam periods- one immediate, and one late in the summer
- Suggestion to have prefinals/minimal exams online, and oral exams later

### **Week 3 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions. The feedback from students of the Medical Faculty (post- April 5th) is also added here.

Students eagerly await to know what the department and faculty plans are on the 15th of April.

### **First Year Feedback**

Overall, the first years report that they are getting used to the online education

#### **A. Anatomy and Histology**

- Students would like the materials for the next week to be uploaded earlier, because all groups have seminars on Monday morning. They would like to have more time to review
- Students have asked for more standardization between different seminar teachers. The year representative has asked people to individually request the seminar teacher as well, but would also appreciate it if the department could also work to standardize the way of teaching, especially as students may be too shy or nervous to ask.
- Most students would like to have histology videos because they are very useful. It would also help with self-study during quarantine, when motivation levels are low.

#### **B. Molecular Biology**

- There are discrepancies between seminar teaching quality each week
- Students have requested for professors to conduct seminars, or to support seminar teachers for better teaching quality

#### **C. Cell Biology**

- Some students have asked for separate seminars for different groups to maximize teacher student interaction
- Overall the quality of online education is excellent

#### **D. Medical Genetics**

- Due to connectivity issues, there has been a suggestion to have one more seminar session, as having ~100 students seems to overload WebEx
- Topic thematics have been released
- The elearning page is rather hard to navigate at the moment. Requests have been made to organize by week.



**From the General ISU Feedback Form**

- Concern about lack of official information from the dean; the uncertainty of the situation and lack of communication between the university and the students have lead to feelings of helplessness and not being cared for
- Inquiries about tuition fees, especially due to the lack of access to the library, practice rooms and other faculties of the university
- Concern from 5th years about delays in graduation
- Suggestions to have 2 exam periods- one immediate, and one late in the summer
- Suggestion to have prefinals/minimal exams online, and oral exams later

### **Week 4 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning. A general feedback form was also opened to all students from all the International Student Unions collected (post April 12th).

### **Fifth Year Feedback**

No change for Neurology, Internal Medicine, Dermatology, Emergency, Forensics, Anesthesiology, Clinical Oncology.

#### **A. Psychiatry:**

- Lectures have been uploaded.
- Group 9 has finally had a class
- Students are quite concerned that we have only one opportunity for consultation and would like to know if more can be provided

#### **B. Pediatrics:**

- Lectures for this semester have been uploaded. The first online consultation was done on Wednesday. Students would like to know if more will be held after the conclusion of Week 10.

#### **C. Ophthalmology:**

- No online classes held till now. Only Lectures have been uploaded. Students would like to have online classes.

#### **D. ENT:**

- Material has been uploaded. However no online classes have been held and students would like to have some.

In regards to the Bulletin - students would like to know if the Neurology and Internal Medicine department can follow the same example shown by the Pediatrics department where part of the block practice will be covered online and the rest will be conducted on campus.

### **Regarding the Modified Rules and Regulations**

Overall, many students were anxious regarding the exam period, and the uncertainty surrounding them. Students expected more concrete and more new information and were generally dissatisfied with how things were communicated.

There were many questions regarding exactly when the exam period would be which were addressed by the year representatives.

#### **From the General ISU Feedback Form**

"If we wanted to go to a university where you teach yourself material and just show up for exams, we wouldn't have come here in the first place. It should not be the case that departments are simply uploading lectures online. That is exactly the same as telling students in histology (or pathology), "okay students, just stay at home and read the Ross (or Robbins) and then show up to be tested" ..... this is not education. This is not what students paid thousands

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“University of Debrecen, Governments and empires fall when their people stop having faith that the power has the people in their best interest, and that’s what is slowly happening here under your noses. Students are outraged that they want to be taught but the university is using every excuse in the book in order to not teach. What example are you setting for the future medical professionals of the world?!”

“Again, if a student were to tell you “I can’t submit my assignment because I was having issues with the online system” the excuse would not be legitimate and the student would fail. Why aren’t you, the University of Debrecen, holding yourselves to the same standard?? It is grotesque and unbecoming”.

“I would like the Dean to provide students with a clear and concise statement concerning a few things:

- a) clear the uncertainty in the students minds. Be transparent with what's going on behind the scenes so we can understand what the ideas are for the semester/exam period. Leaving us in the dark should not be acceptable. Openness and honesty will be a lot better than hiding behind power and authority
- b) clearly written expectations from the students. So that there is no debate or confusion later on, clearly tell the students what the plan is going forward, how the university will handle it, and what will be expected from the students throughout this period.”

## **Week 4 Compiled Feedback on the Online Learning**

### **Third Year Feedback**

2 main issues in third year:

#### **A. Clinical Physiology**

- Seminars are provided as pptx files, with notes pdf. However, they do not contain all the information required to explain the seminar material. Therefore, students require either seminar uploaded as a video with voiceover explaining every slide or an online webinar groupwise every week.
- There is confusion and frustration as students believe that they are not getting a proper understanding of the subject, which are the basics of cardiology. They feel that they are not getting a proper foundation in one of the most important courses in Medicine

#### **B. Clinical Biochemistry**

- Without videos for practices, students have no idea on the procedures o
- Students are frustrated as they feel understanding of lab testing and how they work is very important for a clinical practitioner.

### **Regarding the Modified Rules and Regulations**

Overall, many students were anxious regarding the exam period, and the uncertainty surrounding them. Students expected more concrete and more new information and were generally dissatisfied with how things were communicated.

There were many questions regarding exactly when the exam period would be which were addressed by the year representatives.

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## **Week 4 Compiled Feedback on the Online Learning**

### **Fourth Year Feedback**

No changes for Pharmacology, Bioethics, Behavioral Medicine, Nuclear Medicine, Orthopedics, Stomatology

#### **A. Urology**

- The online practice tests, needed for course signature, are not yet uploaded on elearning

#### **B. Preventive Medicine**

- Online seminars are over (week 9 was the last week)
- All lectures are uploaded, some online practice tests can be found
- The Jeney Endre Memorial Competition will be held online on moodle, for extra points, no exemption

#### **C. Clinical Genetics**

- Lectures are uploaded
- Narrated lectures are to be provided on e-learning for weeks 6-10

#### **D. Obstetrics & Gynaecology**

- Lectures have been uploaded, no online classes so far, none likely to be held soon

#### **E. Pulmonology**

- 3 online classes were held on week 9 (by Dr. Brugos). More to be organized next week based on the students' request

#### **F. Surgery**

- 1 online class was held on week 9 (as a means of testing webex) o 2 more classes scheduled on week 10, and Dr. Dinya has said he will schedule more classes during the next few weeks. o Attendance of at least 2 classes is required (for groups 7-12)

#### **G. Internal IV (Department A)**

- 1 online consultation to be held next week

### **Regarding the Modified Rules and Regulations**

Overall, many students were anxious regarding the exam period, and the uncertainty surrounding them. Students expected more concrete and more new information and were generally dissatisfied with how things were communicated.

There were many questions regarding exactly when the exam period would be which were addressed by the year representatives.

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## **Week 4 Compiled Feedback on the Online Learning**

### **Second Year Feedback**

- 1. Neurobiology:**
  - The department has provided text commentary for lectures due to lack of time for the audio
- 2. Physiology:**
  - No changes
- 3. Biochemistry:**
  - There were some issues with the practices, but students are now allowed to contact their lab teachers and the deadline has been extended.

### **Regarding the Modified Rules and Regulations**

Overall, many students were anxious regarding the exam period, and the uncertainty surrounding them. Students expected more concrete and more new information and were generally dissatisfied with how things were communicated.

There were many questions regarding exactly when the exam period would be which were addressed by the year representatives.

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## **Week 4 Compiled Feedback on the Online Learning**

### **First Year Feedback**

Overall, the first years report that they are getting used to the online education

#### **A. Anatomy and Histology**

- There are still issues concerning more standardization between different seminar teachers. The year representative has emailed the department on this issue.
- Most students would like to have histology videos because they are very useful. It would also help with self-study during quarantine, when motivation levels are low. The year representative has emailed the head of the department about this as well.
- Lectures for embryology are provided, but students would like narration/online consultation.

#### **B. Molecular Biology**

- Students were better satisfied with seminar teaching this week
- The practice questions were appreciated

#### **C. Cell Biology**

- In a narrated lecture the professor kept directing students to read up in the textbook rather than explaining concepts. An email has been sent to the department

#### **D. Medical Genetics**

- Information on the online practical exams are still to be released.

### **Regarding the Modified Rules and Regulations**

Overall, many students were anxious regarding the exam period, and the uncertainty surrounding them. Students expected more concrete and more new information and were generally dissatisfied with how things were communicated.

There were many questions regarding exactly when the exam period would be which were addressed by the year representatives.

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### **Week 5 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **Fifth Year Feedback**

No change for Neurology, Internal Medicine, Dermatology, Emergency, Forensics, Anesthesiology, Clinical Oncology, ENT, Ophthalmology.

#### **A. Psychiatry:**

- Consultation class was held with Dr Ede Frecska on April 23rd.

#### **B. Pediatrics:**

- Consultation classes were held successfully. Students have had 3 during the semester so far.

### **Makeup classes as told by the year reps/bulletin for now**

5th Year - Emergency Medicine, Anesthesiology (Webex according to the bulletin), Neurology(according to bulletin, may be arranged), ENT (All according to Bulletin)

### **Week 5 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **Third Year Feedback**

2 main issues in third year:

#### **A. Clinical Physiology**

- Seminars are provided as pptx files, with notes pdf. However, they do not contain all the information required to explain the seminar material. Therefore, students require either seminar uploaded as a video with voiceover explaining every slide or an online webinar groupwise every week.
- There is confusion and frustration as students believe that they are not getting a proper understanding of the subject, which are the basics of cardiology. They feel that they are not getting a proper foundation in one of the most important courses in Medicine

#### **B. Clinical Biochemistry**

- Without videos for practices, students have no idea on the procedures
- Students are frustrated as they feel understanding of lab testing and how they work is very important for a clinical practitioner.

In regards to the 2 weeks of make-up:

#### **- Clinical Physiology**

- Will have make up seminars where students will be able to ask questions

#### **- Microbiology**

- No make up seminars, but the dept is open to organize a test for the written part exemption

#### **- Pathology**

- Autopsies may be arranged

#### **- Clinical Biochemistry**

- No response

#### **- Internal Medicine**

- Still needs confirmation with the department

### **Makeup classes as told by the year reps/bulletin for now**

3rd Year - Clinical Physiology(Year Rep), Pathology autopsy may be arranged(Year Rep). The year representative is still waiting on hearing from the Clinical Biochemistry and Internal Medicine department.

### **Week 5 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **Fourth Year Feedback**

No changes for Bioethics, Nuclear Medicine, Orthopedics, Stomatology

Classes have finished for Pharmacology, Behavioral Science, Internal Medicine, and Preventive Medicine

Make up practicals will be held for Ob Gyn, no reply from Stomatology.

#### **A. Urology**

- The online practice tests, needed for course signature, are not yet uploaded on elearning

#### **B. Clinical Genetics**

- Academic advisor Dr. Balogh said he would upload audio commentary for lectures that were scheduled for weeks 6-10, but none so far

#### **C. Obstetrics & Gynaecology**

- Lectures have been uploaded, no online classes so far, none likely to be held soon
- Make up practicals will be held later in the 2 weeks of make-up

#### **D. Pulmonology**

- Online consultations are over for now, however, the dept has said that with permission from the EC, a few more online consultations could be held
- No plans for make up practicals in the 2 weeks of make up at present

#### **E. Preventive Medicine**

- The Jeney Endre Memorial Competition was held online on moodle, for extra points, no exemption

#### **F. Surgery**

- A few more online consultations scheduled for next week
- Attendance of at least 2 classes is required (for groups 7-12)

#### **G. Internal IV (Department A)**

- One 2 hour consultation was held with Dr. Fulop where material was discussed

### **Makeup classes as told by the year reps/bulletin for now**

4th Year - No department has committed to it yet. No information provided in the bulletin as of now. Potential departments based on correspondence with the year rep is Obstetrics and Gynecology and Pulmonology

### **Week 5 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **Second Year Feedback**

#### **A. Neurobiology:**

- The practical part of the neurophysiology labs will be held as part of the written part of the finals. The practical part of the neuroanatomy labs will be held as an oral exam in the finals, with theoretical questions as part of the "lectures" course exam.

#### **B. Physiology:**

- A written exam will be held either during the 2 weeks of make up for the practical course, or in the finals
- Students were informed on 26th April evening that they will have an online exam for the Physiology lab held on Week 13 (Week 8 of Online system)

#### **C. Biochemistry:**

- The practical part of the course will be graded based on the lab assignments that have been ongoing.

### **Makeup classes as told by the year reps/bulletin for now**

**2nd Year - Neuroanatomy (All according to Bulletin)**

## **Week 5 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **First Year Feedback**

#### **A. Anatomy and Histology**

- Students would like a consultation for embryology ○ The ID practical exam has been canceled, and there will be a midterm SCT for histology and embryology
- There is still some confusion among students as to how the grading for the practical course will be given ○ Practical make-ups will be held in the make-up weeks

#### **B. Molecular Biology**

- Finals will be offered as a written exam in the finals. The Year representative has requested for a grade offering exam in the 2 weeks of makeup

#### **C. Cell Biology**

- Like Molecular biology, finals will be offered as a written exam in the finals. The Year representative has requested for a grade offering exam in the 2 weeks of makeup, to which the dept has agreed to consider.

#### **D. Medical Genetics**

- Practical course grade is given as a result of 2 online exams ○ There were some problems with the first exam with students unable to find the page on Neptun and connectivity issues.

There has been no update on the ISU feedback forms.

### **Makeup classes as told by the year reps/bulletin for now**

1st Year - First Aid and Reanimation, Anatomy (All according to Bulletin)



### **Week 6 Compiled Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

### **Fifth Year Feedback**

Currently the Neurology and Pediatrics departments hold online consultations. Students who have signed up for the volunteering program have already started or will start their practices by next week.

### **Third Year Feedback**

The clinical physiology department has promised a consultation makeup class in the 2 weeks make-up period. Students have requested for a class with more focus on teaching rather than a Q/A session. They would like to have a focused class on ECGs.

For clinical biochemistry, although the oral part of the final exam has been cancelled for a written exam, students still request either videos showing the different lab procedures, or makeup practices in the 2 week period. Students believe that the lab tests are an important part of clinical medicine and it is difficult to understand lab procedures based solely on text especially for students with no experience in lab work prior to medical school.

### **Fourth Year Feedback**

Online classes are being held for Surgery only. Although the Urology department has stated there will be self control tests on elearning which would be required for the signature, it still has not been put up.

Students who signed up for volunteering have started (or will start) their practices.

### **Second Year Feedback**

Physiology seminars have finished, and neurophysiology seminars have started. However, the neurophysiology classes are Q/A sessions, but instead, students would like the teachers to do some review of the lectures. This issue had come up with physiology classes as well, but the students' requests were accommodated for by the department (which was very much appreciated), and we hope they can do the same for the neurophysiology classes as well.

### **First Year Feedback**

The Year Representative has sent an email to the Anatomy department asking for embryology consultations. She has also asked the Molecular Biology and Cell Biology depts on the possibility of exemption tests during the 2 weeks of makeup. The Cell Biology dept has responded positively, if the situation permits.

There were some technical issues regarding the task for the Medical Genetics practical course which was sent through Neptun (last week mistakenly referred to as an exam), possibly mainly due to first year students' inexperience, and also the pressure of time. However, for the students who were able to do the task, it was much appreciated. Now that students have experienced the procedure, it is hoped that things will progress smoothly in the future.

## Feedback on On Campus Education - Week 6

The Education Team of the Medicine ISU has collected the feedback from the year representatives.

### First Year Feedback

No issues to report from the First Year at the current moment

### Second Year Feedback

There are no issues to report from the Second Year at the current moment

### Third Year Feedback

Internal medicine has yet to upload any lectures. They report they have technical difficulties.

### Fourth Year Feedback

No online consultations have been organized so far, some departments like Radiology, Preventive Medicine, and Gynecology were open to the idea but have not taken the initiative to organize it for students in quarantine.

**Lectures: Departments such as Urology have not uploaded lectures on elearning (despite sending a reminder) and the Cardiology department (Internal Medicine III) has refused to upload lectures (the year rep and Mikako Onazaka, Education Officer Medicine ISU had a meeting with the head). The department has promised a book will be released by October end which is still very late (after 2 months into the semester). The book is not out yet, students also find it unfair that the book which is the primary source to study is being released so late.**

**Practices: Students are not allowed to enter wards/patient contact even after negative PCR tests for Gynecology and Internal Medicine III (Cardiology and Angiology).**

**Orthopedic Surgery practices are cancelled a lot of times without explanations. For orthopedic surgery, a subgroup of Group 5 students attended practice between week 1-5 wherein the attendance was not recorded by the professors and this week when the second group attended practices a professor mentioned that if attendance was not recorded then they would not**

**get a signature. The Year Representative and the group leader are trying to sort out this particular issue with the head of the dept.**

**Absences:** Gynecology, Preventive Medicine, Urology, Surgery Departments are not excusing students who are on quarantine (positive/close contacts). Their absences are still being counted, although make ups are available.

**Bonus points:** The Preventive Medicine Department is taking attendance during lectures for bonus points even when university guidelines suggest otherwise. **An email was sent to the Preventive Medicine Head, Dr. Szilvia Fialat and she has not replied to the Year Representative.** Dentistry students have also reported the same applies for them in Preventive Medicine

## **Fifth Year Feedback**

### *Dermatology*

Are putting up the seminar and lecture slides on elearning after they are given. However, there are **no online consultations for people in quarantine**. They allow up to three absences (with two extra allowances for making up) for practices, and two weeks (four seminar hours) for seminars. **They do not differentiate between COVID absences and any other reason.** The Educational Advisor has said that if there are special cases, they will deal with it on an individual basis. **There are bonus points for attendance which has also been reported by the Dentistry students.** Patients are brought into the seminar rooms for practices to minimize students going into wards.

### *Ophthalmology*

There is only **one** absence allowed from the practice, and any others must be made up in the outpatient clinic, which is, admittedly, interesting and a great learning experience. However it is worrying for people who may not have enough time to make up their absences, as **COVID absences are not excused**. There are **no online consultations for people in quarantine**, although lecture slides are now up on elearning. **There is no patient contact in the practices**, and they are conducted mostly as seminars where students can practice with some of the equipment.

### *Psychiatry*

For those under quarantine, for some of the groups, the department offers them online attendance during their respective class timing, organized by the practice teacher, but this depends on the group teachers. This ensures both education and attendance. Most of the lecture slides are not uploaded **yet**, probably just needs

follow up. Patients are being brought up during the practical with students undertaking their psychiatric history and evaluation. Quite useful practicals; no issues nor complaints.

### *Otolaryngology*

Department is cooperative. Lectures will be uploaded onto elearning soon, as promised. They also offer consultations with the lecturers, for anyone as per request. During practicals, no patients are being seen, just relevant medical equipment with fair/average practice.

### *Forensics*

Did not agree on uploading lecture slides, as they indicated they contain sensitive, personal, or inappropriate photos and pictures. They said that they would upload those only without such pictures; however, those are few and in my opinion are useless. Practice/seminars are quite good; sometimes we go to the autopsy room. Department promised to offer makeup classes, at the end of the semester, for those who are missing practicals due to quarantine.

### *Emergency Medicine*

Practicals are useful. We get to practice on the steps of BLS, preceded by a small seminar by the teacher. **However; the department refused for online consultations or even making up the missed practicals for those under quarantine.** Lectures are on elearning, just the enrollment part needs to take place which I am pushing nowadays.

### *Neurology*

Practicals are very useful (that was feedback from all groups). The department and teachers focus more on the practical aspect of Neurology rather than the theoretical. Although, we do not see patients, but the teacher demonstrates the physical examination on his/her colleague or even a student, and also students get to practice that on each other. The elearning website is so full of theoretical and practical material, with case reports, physical examination videos, detailed lecture slides, and much more.

### *Pediatrics*

The practical was actually more of a seminar; the teacher puts up seminar slides and just explains. No patients are being seen. Not only Lecture slides of both subjects are on elearning, but also detailed practical material is available. **How students can make up for those under quarantine is not decided yet.**

## Internal Medicine

Internal V (Gastroenterology and Metabolism): some, not all, lecture slides are uploaded on elearning. During the practicals, some groups tend to form subgroups under supervision and visit the wards and see patients. Other groups sit in a room, while the teacher brings up patients to that room and talk about practical stuff. Either way, the students are quite satisfied with this class.

Apart from Ophthalmology, all departments of 5th year accept absences due to quarantine.

## **Sixth Year Feedback**

**Still the same complaints from the previous feedback sent.**

## Feedback on On Campus Education

The Education Team of the Medicine ISU has collected the feedback from the year representatives.

### First Year Feedback

We are in the process of electing a new year rep for the First Year and at this time do not have any feedback, but from student reports things are quite satisfactory at the current moment.

### Second Year Feedback

There are no issues to report from the Second Year at the current moment

### Third Year Feedback

#### Pathology

The only online class provided now is an alternating schedule of online seminars and autopsy classes. Uploading of lectures is really slow. I have attempted to discuss it but there seems to be a problem with the professors delay on giving their lectures to the department.

Immunology and Microbiology have opened online seminars

Internal medicine has yet to upload any lectures.

### Fourth Year Feedback

**No online consultations** have been organized so far, some departments like Radiology, Preventive Medicine, and Gynecology were open to the idea but have not taken the initiative to organize it for students in quarantine.

**Lectures:** Departments such as Urology have not uploaded lectures on elearning (despite sending a reminder) and the Cardiology department (Internal Medicine III) has refused to upload lectures (the year rep and Mikako Onazaka, Education Officer Medicine ISU had a meeting with the head). The department has promised a book will be released by October end which is still very late (after 2 months into the semester).

**Practices:** Students are not allowed to enter wards/patient contact even after negative PCR tests for Gynecology and Internal Medicine III (Cardiology and Angiology).

**Surgery, Radiology, Orthopedic Surgery practices are cancelled sometimes without explanations.**

**Absences:** Gynecology, Preventive Medicine, Urology, Surgery Departments are not excusing students who are on quarantine (positive/close contacts). Their absences are still being counted, although make ups are available.

**Bonus points:** Surgery Department and the Preventive Medicine Department are taking attendance during lectures for bonus points even when university guidelines suggest otherwise. Dentistry students have also reported the same applies for them in Preventive Medicine

## **Fifth Year Feedback**

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Are putting up the seminar and lecture slides on elearning after they are given. However, there are **no online consultations for people in quarantine**. They allow up to three absences (with two extra allowances for making up) for practices, and two weeks (four seminar hours) for seminars. **They do not differentiate between COVID absences and any other reason**. The Educational Advisor has said that if there are special cases, they will deal with it on an individual basis. **There are bonus points for attendance which has also been reported by the Dentistry students**. Patients are brought into the seminar rooms for practices to minimize students going into wards.

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### *Family Medicine*

Subject is completed

### *Neurology*

We're now on week 5, and those practicals are starting week 6. No feedback so far. We are concerned though that the **students may face the same issues as those in the 6th year**

### *Pediatrics*

Pediatrics would be no different than that of 6th year. Not only Lecture slides of both subjects are on elearning, but also detailed practical material is available. **How students can make up for those under quarantine is not decided yet.**

## Internal Medicine

Internal V (Gastroenterology and Metabolism): some, not all, lecture slides are uploaded on elearning. The year rep was speaking to Dr. Zoltan Griger regarding practicals, we agreed to visit the wards and examine patients in subgroups with a teacher.

Apart from Ophthalmology, all departments of 5th year accept absences due to quarantine.

## Sixth Year Feedback

**Obstetrics and Gynecology** - People who started their practice at the very beginning of the 6th year - July 6th roughly have had the best experience in terms of education at the department. However as the months have progressed, the department has progressively stopped teaching and assigning tasks to students. There is no plan on how students have to be educated during their practice. A lot of students are complaining about the state of the practice at the current moment claiming that the 4th year students are being better taught than they are.

**Internal Medicine**- It depends on which Internal Building you are assigned. Building B, you will get some education if the doctor assigned to you cares enough. Building A unfortunately it doesn't seem to be the case. Students were also not given chances during their practice to meet patients due to the negative PCR test rule which meant they had minimal experience all together and were only able to attend some consultations.

**Psychiatry** - The Psychiatry practices are quite organized with a schedule provided to each student so there is structure and students are given the opportunity to have patient contact.

**Pediatrics** - The department teaches the bare minimum at the current moment but they are trying to compensate that now by offering patient contact during the night shifts

**Surgery** - Plenty of teaching done and plenty of opportunity to practice. Rotations are done 1 week in advance and can at times be unbalanced for certain students being scheduled more than others. Perhaps if there could be a weekly schedule for students/operating rooms it would allow students to plan better their studies. The on call 24 shifts requires students to be in the same room as the previous person and there is minimal cleaning/sterilization done which isn't best practice given the current epidemiological circumstances but overall students are quite pleased with the practice.

**Neurology** - The Neurology practices have turned out to be quite unsatisfactory, since there are only 2 sessions during the whole week where students are given lectures in a classroom, one from Professor Fekete on Wednesday and one from Professor Csiba on Friday. There is no patient contact at all provided to students.

### **Week 7 Feedback on the Online Learning**

Year Representatives of each year were asked to compile feedback from their groups regarding the online learning.

#### **First Year Feedback**

No changes from previous feedback. Students are waiting to know how the makeup practices will occur.

#### **Second Year Feedback**

Experiencing the same issues as the previous week. Neurophysio have improved their oral explanations but students would prefer recorded lectures however the department is unwilling to provide. Lecture annotations can be poor.

#### **Third Year Feedback**

Situation hasn't changed much since last week. Pathology, BST, and Medical sociology are conducting proper online seminars.

Clinical Physiology has uploaded some videos now explaining ECG.

#### **Fourth Year Feedback**

The Volunteering program is going well. No other changes to be reported.

#### **Fifth Year Feedback**

The Volunteering program is going well. We have had online consultations for Internal Medicine, Neurology, Pediatrics and Forensics

## Prefinals/ Part exemption tests

### First Year

#### Successful departments

1. **Cell Biology** - They have responded positively and said they will offer a pre final once they receive approval from the Dean's office
2. **Molecular Biology** - The department has indicated that they would be willing to the pre final, however this information is currently only known to the ISU. We are waiting for them to announce it to the year representative on the possibility

#### Possibilities

3. **Medical Genetics** - The year rep will email the department to inquire about the possibility.

### Third Year

#### Successful departments

1. **Microbiology** - The department has offered a minimal exemption test to the students
2. **Pathology** - The department has offered an exemption test for Histopathology and Minimals
3. **Hungarian** - The department is willing to offer oral exams in the 2 weeks of makeup.
4. **Clinical Physiology** - The department has indicated they would be willing to do an oral ECG test as well as a grade offering written pre final test.

#### Unsuccessful departments

1. **Medical Sociology and Medical Psychology** - Both departments have stated that they have yet to receive instructions on how they could conduct the prefinals and are unsure if they have the permission to do so at the moment.

## **Fourth Year**

### Unsuccessful departments

1. **Nuclear Medicine** - The department has stated that they believe that the regulations state that only practicals can be conducted during May 25th to June 7th neglecting the provision that states that exams can be conducted outside the exam period.
2. **Bioethics** - The subject coordinator said while he is willing to conduct a pre final for the groups that have been unable to do so as they usually would during the semester he has been told that compulsory subjects should be doing exam periods only during the exam period which is in contrast to departments who have said they are willing to conduct it and also has not received the provision that exams can be conducted outside the exam period.

### Not responded

3. **Behavioral Medicine** - No reply yet to the year rep
4. **Preventive Medicine and Public Health** - No reply yet to the year rep for a suggestion made for a part exemption test (HFA) that students would normally do during the semester.
5. **Stomatology** - The year rep has not gotten any response yet from the department

## **Fifth Year**

Departments have expressed a willingness to do a pre final but are currently awaiting instructions on how to go about conducting it and waiting for the Dean's approval. They are **Pediatrics, Psychiatry and Neurology**.

**Clinical Oncology** is the last department on this list who usually offer a pre-final exam. They have previously expressed willingness, the year rep is waiting for a response to his latest email on the situation.

## Clinical Practice Reform Plan

The goal of the Medicine ISU is to see a revamp of the clinical education system currently in place in the University of Debrecen to keep up with the ever growing trends in Medical Education. Our faculty is moving forward in the right direction in some aspects; however, it is lagging in others. As our faculty strives to move forward in the rankings, so should our practices.

These are the current requests and problems that we've gathered from the students:

**More practice opportunities** - currently the only departments students potentially get any practice is in the Internal departments, and a select few departments like Dermatology. Most other departments tend to teach material as seminars during the practicals which defeats the purpose of a practical. Students should be allowed to practice on patients regardless of the department they are in. Unfortunately, in certain departments there are no practicals but seminars instead. We understand that the doctors have their schedule filled with duties but we also hope that the education of the future doctors should not be affected by other priorities.

**More time spent in Internal departments** - currently from Year 4 onwards, students only spend 2 hours in total every week for an Internal practice coupled with a 2 week block practice. This is not adequate practice for students to garner experience. However, we understand that there is frustration on the departments' side as well, as there is a subset of the student population that do not participate in the current practices. We have also included some suggestions to address this issue in our proposal.

### **Proposal**

In order to revamp the clinical education, we believe that there need to be changes on both faculty-wide and departmental levels. Many of our ideas are taken from the actual efforts of different departments, and we would like to see them widespread and implemented more systematically. At a faculty level, there should be a better system of block practices, the usage of models, and the possibility for students to gain extra practice. In regards to departments, we believe that more time should be spent on practical skills, teaching students the skills required for clinical decision making, and being able to assess protocols. Below are our suggestions:

#### Faculty level

##### **More Practice in Practical Skills**

1. Introduction of more models
  - a. The introduction of models in some departments have allowed students to visualize and practice skills without the fear or risk of harming a patient. For example, the OBGYN department devotes some class time to models that give students a chance to practice ultrasound tests and visualize the process of labor. Dummy models greatly increase the efficacy of practical classes and should be included in more departments. More time and access to the models would be

helpful, ideally in class time to allow equal access, but probably more realistically as electives, such as with the BST electives, or the refractive surgery elective offered by Ophthalmology.

2. Actual practice with basic skills

- a. Students should be able to practice basic skills like drawing blood. They will be expected to know and perform these tasks once they start working, and there is a big difference between models and human beings. This should be taught in the compulsory practices and not left to the block practices. The current pandemic situation has highlighted the needs of the healthcare system requiring students to be on the frontline. It would be more beneficial if students could be trained in the skills required to assist the departments they may volunteer in beforehand rather than being taught on the spot. This would also serve to be more beneficial to staff as it would mean they could divert work to students while focusing on other important areas in the department.
- b. Teach students in smaller groups to make practices more efficient

### Dealing with Patients

1. More teaching in **practical-based** approaches to dealing with patients

- a. Our curriculum currently has a strong foundation in theory, but this is also affecting how clinical practices are run; a more refined system would teach students on protocols of what should be done when different kinds of patients come in, and letting them do physical examinations.
- b. **Not enough teaching and testing of clinical decision making skills:** Making a diagnosis, what tests to order, what exams are performed
  - i. Although some teachers, mainly in Internal Medicine, do stress on these points during the practices/exams, it is variable. This means a few students are getting the knowledge but the vast majority are being deprived of such important skills.

2. More interaction with patients

- a. Admittedly, this depends on the students' motivation, and Hungarian language ability but we believe that students should be given extra practice time and, if possible, go and participate in night shifts. We do know that before the pandemic started there was an understanding that there should be an English speaker available for the foreign students who would be there at the Emergency Department. We think this could be better advertised to students if the opportunity can be reinstated when the situation allows.
- b. **Pair Hungarian students and International students** for, at least some, practices so they can interact with patients, perform history taking, physical examinations and present case studies.



### **Reward/Consequence to Motivate students**

1. Elective subject - for night shift assignments.
  - a. As an elective subject, it will be easier for students to realize the opportunities available, and to be motivated for the credits.
  - b. Departments will also be able to field the number of students to a capacity they can deal with.

### **Better Block Practices**

1. More structure, assigned tutors and schedules
  - a. Some departments assign a tutor to each student during the block practices so they have a specific doctor to shadow/report to. This lessens confusion and uncertainty for the student so they have someone they can go to. However, it also means the quality of practice does depend on the specific tutor.
  - b. The Radiology department at Kenezy hospital has also been revamping their elective block practice by preparing a booklet for each student with reasonable minimal requirements that they must fulfill throughout their week (structures and conditions to identify, measure, etc). This allows for both the tutor and student to know what they must cover and have attainable goals.
2. An Objective Structured Clinical Examination at the end of each summer and block practice, at least for the ones held in the university clinics
  - a. Currently, there is no objective evaluation for each summer and block practice. Having what would essentially be a practical exam at the end of the practice would mean more opportunities for students to practice and be evaluated for their practical skills. It would also hopefully help to motivate students to remain committed to their practices, and for doctors to allow them to practice on patients throughout the practice.
  - b. At a minimum, students should be tested on their history taking and physical examination skills. Ideally, data evaluation relevant to the dept- ECGs/X-rays/Ultrasounds could also be tested.

### **Departmental level**

We propose that, during the semester, departments conduct mock tests/semester tests, which will serve to motivate students or act as an incentive to be more engaged during the semester.

For example, the Dermatology department has this system already. There are four mandatory tests for students over a ten week period. Before the COVID pandemic, these were all practical tests. This not only guaranteed that students studied the material over the course of the semester, but also made sure that students had to interact with patients or risk failure, as passing these exams would provide bonus points for the final exam.

By offering a reward, based on performance (perhaps removing the minimal requirement if students pass the semester tests with a 5 or increasing the number of minimal students have to answer during the exam if they have failed), we might be able to make the classes more engaging. Students would be more proactive in learning the right methods of examination and

good practice as they would find ways to make sure that they did not fail and suffer the consequences.

We hope that departments could also slowly shift focus to place more emphasis on practical skills and decision making in their classes and exams as well.

### **Conclusion**

By implementing these changes, at both a departmental and faculty level, we believe that the quality of the practices experienced by the students will be uplifted. This will boost their morale and in turn their performances in these subjects making them more capable as future doctors further enhancing the reputation of the faculty.

Education Team - Medicine ISU