



Evaluation of the students' satisfaction with the teaching
of **Clinical Biochemistry** in academic year **2020/2021**

In the academic year 2020/2021, 188 students attended the course. The questionnaire on the quality of teaching was answered by only **84**, i. e. **44.6% of students** after finishing the final test. The questionnaire was voluntary, anonymous and available in the MS Forms application. The total number of answers to individual questions (except 5 and 11) is given in red, in blue the absolute numbers and black the percentage of the particular answers. Compared to the previous academic year 2020/2021, there is a visible shift towards positive evaluation options in all issues. In particular, the evaluation of teaching materials increased (Question 4) due to the new electronic textbook available on the educational portal of UPJŠ LF. The students who took part in the survey evaluated the content of the seminars particularly positively, which were focused mainly on the practical evaluation of laboratory findings in model and real case reports. Overall, the way of organizing online teaching was evaluated very positively, despite repeated problems in the local Internet connection in the individual countries from which the students connected.

Results of questionnaire

Critical comments and proposals for improvement reiterated those we had seen in the previous year.

The following suggestions for improvement from students were already solved:

1. We replaced the older textbook Clinical biochemistry (2013) with an **upgraded and expanded version of Clinical biochemistry** - selected chapters 2020.
2. **A slower pace in lectures, more practical examples.** Compared to last year, many more students were registered electronically (approximately 75% of the total number). Unfortunately, based on the control questions during the lectures, some students were present only formally and passively.
3. **During the seminars, the theoretical part was reduced with added other examples** and case studies. Nevertheless, many students consider the scope of the seminars (8 sessions over two weeks) to be insufficient.
4. **The schedule of seminars on the school's website has been updated** and the actual teaching has been guided by it.

We consider the following comments of students to be thoughtful:

1. **To move the subject of Clinical biochemistry to the 4th year**, where there is no block system and benefit more from the combination of theory in the lecture + practical practice in seminars.
2. **More time for study:** As in other subjects, set in the schedule the reserved time for the final exam with an interval of 1 week after the end of the seminar block (so do



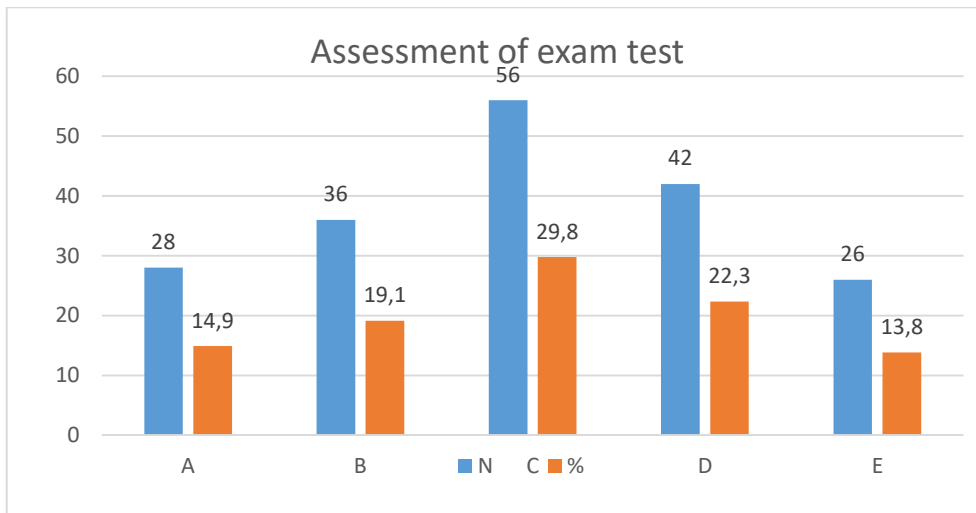
Slovak students in the subject of Klinická biochémia). In case of shift the course to the 4th year, it would be possible to write a final test in one term for the whole year.

- More practical examples for practice:** Although it is not easy to prepare clear yet realistic patient cases, we can try to do it.

Appendix:

The results of the final tests copy the normal distribution of data. This academic year, the test questions were updated and copied the content of the seminars and the electronic textbook. More better evaluations (A, B) compared to previous years, which were added especially in the last blocks, can be explained by:

- by higher use of the e-book Clinical biochemistry - selected chapters,
- by sharing test questions copied while completing tests in MS Teams. This option is easily accessible and cannot be blocked.



Graphical form of student evaluation

Answers (except 5.12) are shown in graphical form as follows (blue bars - count, red - %)

