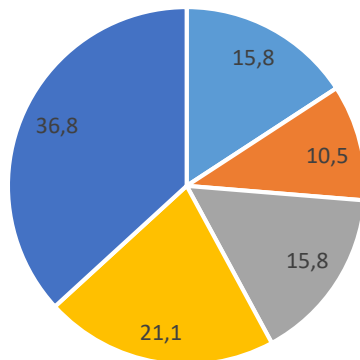


A total of **39 first-year students** enrolled in the *General Medicine* study programme participated in the evaluation of the Anatomy course.

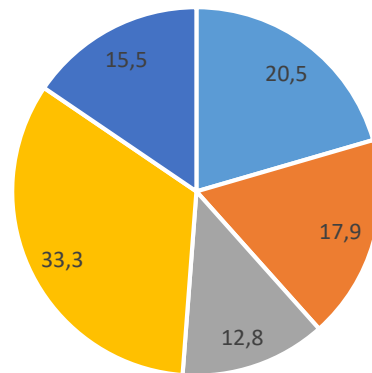
1. Evaluation of Teaching

● 1 = very dissatisfied ● 2 = dissatisfied ● 3 = neutral ● 4 = satisfied ● 5 = very satisfied

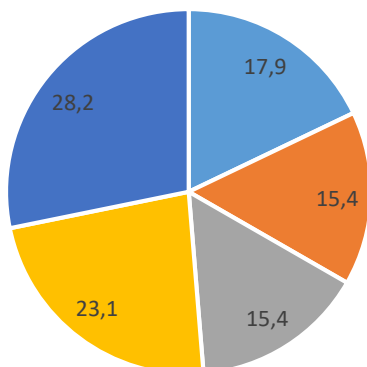
How do you evaluate the overall structure of the anatomy curriculum (course content) (%)?



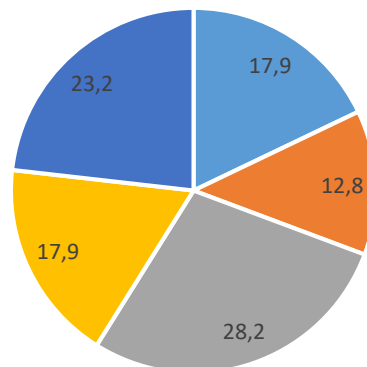
How do you evaluate the ongoing tests (content, difficulty, frequency) (%)?



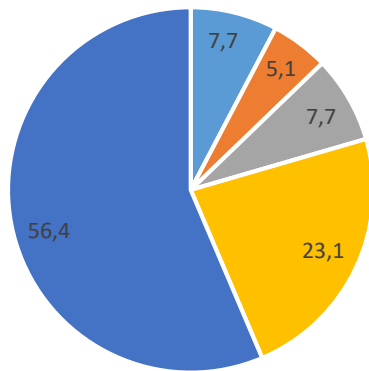
How do you evaluate the format of the final anatomy examination (%)?



How do you evaluate the quality of lectures (%)?



How do you evaluate practical lessons (seminars) (%)?



2. Organization and Support of Teaching

1 = very dissatisfied

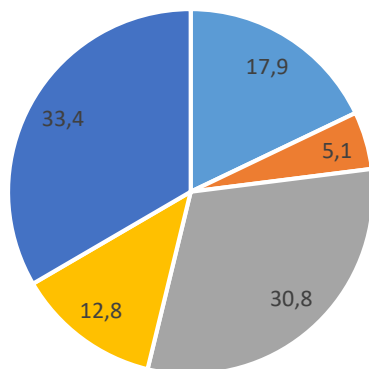
2 = dissatisfied

3 = neutral

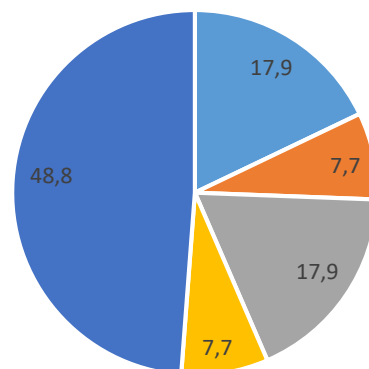
4 = satisfied

5 = very satisfied

How do you evaluate the organization of teaching (schedule, continuity of topics) (%)?



How do you evaluate the availability of study materials (%)?



3. Did you use the AMBOSS platform for anatomy preparation and how do you evaluate its usefulness?

- did not use (20) 51%
- very useless (2) 5%
- rather useless (5) 13%
- useful (10) 26%
- very useful (2) 5%

4. What do you consider the greatest strength of anatomy teaching?

- Dedicated, knowledgeable, and approachable teachers
- High-quality practical sessions
- Clear explanations and effective teaching methods
- Integration of theory and practice
- Supportive learning environment
- Strong preparation for examinations and future studies

5. What would you recommend to change, modify, or improve?

- Reducing the difficulty of tests and the final examination
- Providing more retake opportunities and revising the retake system
- Improving the quality and organization of study materials
- Enhancing teaching methods and lectures
- Improving course organization
- Smaller practical groups and improved instruction in the dissection room