

**1. What was the most exciting/fun part during the course? Why did you enjoy this part in particular?**

The subject itself is a major part, it is really fun to learn about something this interesting. But in general the field work and the whole group dynamic in the course made it that much more enjoyable!

**2. What was the most interesting aspect of the course? Why?**

Hard to choose a certain aspect, although the fieldtrip to Ven was definitely one of the more interesting parts. In general, the possibility to reconstruct the glacial landscape and events from the sedimentology itself is very interesting.

**3. What was the least interesting aspect of the course? Why?**

Hard to say, I can't remember anything particular at the moment.

**4. Which parts of the course worked well and would not need an update/revision, and why?**

The lectures and the zoom-alternative worked really well. The core-exercise worked as well as it is. The guest lectures were well appreciated too.

Comment

A side note to this: something that should be kept as it is to next year is the extra scheduled days for writing the Ven report.

**5. Which part or parts of the course did not work for you? Why and how can they be improved?**

The lab work after Ven as already discussed. There is a need for clearer instructions from the beginning since a lot of the work and problems could be easily avoided from the start. Also making sure that the sedimentary lab has all the equipment it needs from the start.

**6. Did you \*personally\* miss anything in as far as the focus/background given during the course was concerned? (Your answer may be used for inspiration during the design of next year's course; it is very valuable for me to read your views on this.)**

Not that I can think of.

**7. How did the course textbooks work for you?**

Worked well	OK	Not so well (leave a comment with suggestions in either case if you feel like it)
✔		

**8. Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1 (please share your views as to what and how this could be improved)

**9. Please indicate your workload during the course (8 h/day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).**

	200%
	175%
	150%
	125%
<input checked="" type="checkbox"/>	100%
	75%
	50%

Comment

This is a bit uncertain, since the workload was really divided between the different moments. For example we all did way heavier workload during the lab work and report writing than in other moments in the course.

**10. How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing/would have preferred)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**11.**

**Please rate the following: Course introduction (5 being the highest and 1 the lowest score)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**12. Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**13. Please rate the virtual fieldtrip exercises (replacing the Finse field course) (5 being the highest and 1 the lowest score)**

	5
	4
<input checked="" type="checkbox"/>	3
	2
	1

Comment

It was a nice exercise, some parts of it were a bit hard to see on your own virtually, however with the group discussion afterwards it worked well. Of course it's not going to be as good as the Finse field course, but considering the options available this time it was good.


**14. Please rate the lectures on glacial sedimentology/modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**15. Please rate the Ven field course (Sven and Martin) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
	4
	3
	2
	1


**16. Please rate the Ven laboratory exercises (Martin) (5 being the highest and 1 the lowest score)**

	5
	4
	3
	2
	1


**Comment**

The only reason this got as low as 2 is the problems that arised with the lack of instructions. Martin was really helpful so no persontal critique against him, the only thing is to look over the structure and instructions for the lab work before the exercises start so the one who leads the lab as well as the students has written instructions. I personally found it really stressful due to this, since only a few of us knew from the start what to do without proper instructions. With instructions the lab work wouldn't had taken as much time either (for example the fine gravel counting) and it would automatically have been less stressful.

**17. Please rate the landsystems lectures (Sven) (5 being the highest and 1 the lowest score)**

	5
	4
	3
	2
	1


**18. Please rate the local daytrips in Skåne and Blekinge (5 being the highest and 1 the lowest score)**

	5
	4
	3
	2
	1

**Comment**

Good substitutes for the missed fieldtrip to Finse, considering the time to plan and avaiability for travelling to the sites. Blekinge was really appreciated.

**19. Please rate the Ven report (5 being the highest and 1 the lowest score)**

	5
	4
	3
	2
	1

**20. Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**21. Please rate the home exam (5 being the highest and 1 the lowest score)**

	5
<input checked="" type="checkbox"/>	4
	3
	2
	1

**22. Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
	4
	3
	2
	1

Comment

A very inspiring and fun course with engaged and helpful lecturers!

**1. What was the most exciting/fun part during the course? Why did you enjoy this part in particular?**

The excursion to Ven, the glaciology lectures in the start of the course and learning the different way's of analysing class.

Comment

The excursion gave a first impression on how to execute fieldwork in quaternary geology, which was really interesting. And I think that glaciology is really fun.

**2. What was the most interesting aspect of the course? Why?**

Same answers as in the question before and the report writing.

Comment

The report writing was really fun once I understood all aspects of it.

**3. What was the least interesting aspect of the course? Why?**

The labwork was interesting but a bit too uniform.

Comment

The labwork took a lot of time, as we had a lot of samples to go through. This made it a bit uniform and long-winded. But it was definitely a learning experience and I am glad that it is a component of the course.

**4. Which parts of the course worked well and would not need an update/revision, and why?**

See question before. Added to this would be the lecture days.

Comment

Some of them were very long with a lot of material to digest.

**5. Which part or parts of the course did not work for you? Why and how can they be improved?**

Everything worked fine in general. A bit more time for the Ven report would have been good.

Comment

A bit more time for the Ven report would have been good as this is the first report written in Quaternary Geology in the Master program, and it takes some time to learn how to write these.

**6. Did you \*personally\* miss anything in as far as the focus/background given during the course was concerned? (Your answer may be used for inspiration during the design of next year's course; it is very valuable for me to read your views on this.)**

A bit more on mineralogy (even though most have it in their bachelor).

Comment

To have a bit information on mineralogy helps in the labwork for the Ven report.

**7. How did the course textbooks work for you?**

Worked well	OK	Not so well (leave a comment with suggestions in either case if you feel like it)
<input checked="" type="checkbox"/>		

**8. Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)**

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	175%
	150%
<input checked="" type="checkbox"/>	125%
	100%
	75%
	50%

**10. How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing/would have preferred)**

<input checked="" type="checkbox"/>	5
	4
	3
	2
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**11.**

**Please rate the following: Course introduction (5 being the highest and 1 the lowest score)**

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	4
	3
	2
	1

**12. Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
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<input type="checkbox"/>	2
<input type="checkbox"/>	1

**13. Please rate the virtual fieldtrip exercises (replacing the Finse field course) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**14. Please rate the lectures on glacial sedimentology/modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**15. Please rate the Ven field course (Sven and Martin) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

Comment

Some misunderstandments were made but the overall fieldtrip was really good.



**16. Please rate the Ven laboratory exercises (Martin) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

Comment

A bit to much workload with the samples.

**17. Please rate the landsystems lectures (Sven) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**18. Please rate the local daytrips in Skåne and Blekinge (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**19. Please rate the Ven report (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**20. Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**21. Please rate the home exam (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**22. Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

**1. What was the most exciting/fun part during the course? Why did you enjoy this part in particular?**

The fieldwork

Comment

Simply, spending time outside, in nature, learning all the methods in practice; also science seems more "real", more relatable.

**2. What was the most interesting aspect of the course? Why?**

The opportunity to do everything yourself and from scratch

Comment

Collect fieldwork data yourself (!), do the lab work yourself (!), analyze data yourself (!). Makes one feel like a true scientist.

**3. What was the least interesting aspect of the course? Why?**

Report writing

Comment

The benefits of writing a report (with the given amount of time) does not outweigh the disadvantages

**5. Which part or parts of the course did not work for you? Why and how can they be improved?**

A few things

Comment

Lectures: quite often we would get into details so much, that I would completely forget what was the main theme we were talking about and would lose the track of the lecture. Also, some stress on more important things would be great (during the lecture and/or after) as well as making more important key points.

Maybe giving more tasks to do on our own (with the lecture material) AND giving back the feedback to you regularly.

Fieldwork: A little bit more supervision at the beginning, just to start (fieldwork) correctly.

Lab work: more clear plan on what to do and how to do.

Report: too little time, way too little. A lot of stress, too many tasks. Do not think that an additional day or two would help, maybe dividing this report into writing it in parts could help, sorry, do not know.

Exam: another report writing after just finishing with Vens. Really unpleasant experience. Would prefer two-three hours of examination instead and be done with it.

**6. Did you \*personally\* miss anything in as far as the focus/background given during the course was concerned? (Your answer may be used for inspiration during the design of next year's course; it is very valuable for me to read your views on this.)**

No, I did not miss anything.

### 7. How did the course textbooks work for you?

Worked well	OK	Not so well (leave a comment with suggestions in either case if you feel like it)
<input checked="" type="checkbox"/>		

### 8. Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)

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	4
	3
	2
	1 (please share your views as to what and how this could be improved)

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	175%
	150%
<input checked="" type="checkbox"/>	125%
	100%
	75%
	50%

#### Comment

From 100 to 150 % - when writing report and exam. When working in the lab - 75%.

Before that (in September) - would be about 50%.

### 10. How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing/would have preferred)

	5
	4
<input checked="" type="checkbox"/>	3
	2
	1

#### Comment

Did that in the previous question. Briefly: in the beginning - very relaxed, a lot of free time; in the end - no time for yourself, constant stress.

11.

Please rate the following: Course introduction (5 being the highest and 1 the lowest score)

<input checked="" type="checkbox"/>	5
<input type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

12. Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)

<input type="checkbox"/>	5
<input checked="" type="checkbox"/>	4
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<input type="checkbox"/>	2
<input type="checkbox"/>	1

13. Please rate the virtual fieldtrip exercises (replacing the Finse field course) (5 being the highest and 1 the lowest score)

<input type="checkbox"/>	5
<input checked="" type="checkbox"/>	4
<input type="checkbox"/>	3
<input type="checkbox"/>	2
<input type="checkbox"/>	1

14. Please rate the lectures on glacial sedimentology/modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)

<input type="checkbox"/>	5
<input checked="" type="checkbox"/>	4
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**16. Please rate the Ven laboratory exercises (Martin) (5 being the highest and 1 the lowest score)**

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	2
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**17. Please rate the landsystems lectures (Sven) (5 being the highest and 1 the lowest score)**

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	2
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**19. Please rate the Ven report (5 being the highest and 1 the lowest score)**

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	4
	3
<input checked="" type="checkbox"/>	2
	1

**20. Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)**

	5
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**21. Please rate the home exam (5 being the highest and 1 the lowest score)**

	5
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	1

**22. Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)**

<input checked="" type="checkbox"/>	5
	4
	3
	2
	1

Comment

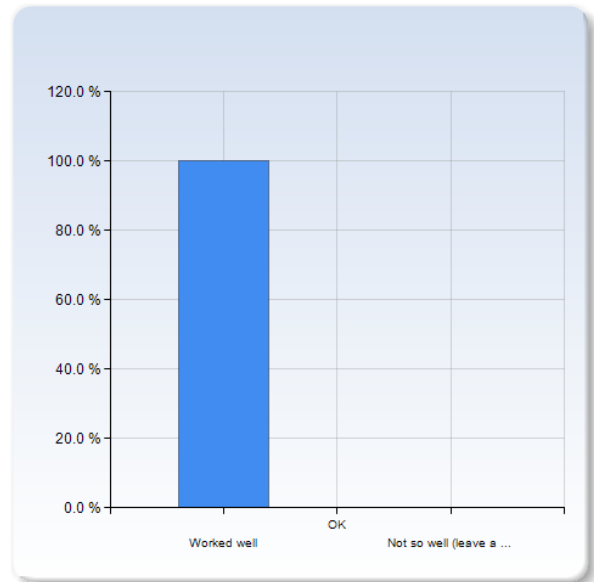
Though, I expressed more negative comments/suggestions, however, I am very glad I took this course. I learned a lot ! A lot ! Would recommend.

## Course evaluation GEON05 Glacial sedimentology 2020

Answer Count: 3

### How did the course textbooks work for you?

How did the course textbooks work for you?	Number of Responses
Worked well	3 (100.0%)
OK	0 (0.0%)
Not so well (leave a comment with suggestions in either case if you feel like it)	0 (0.0%)
Total	3 (100.0%)

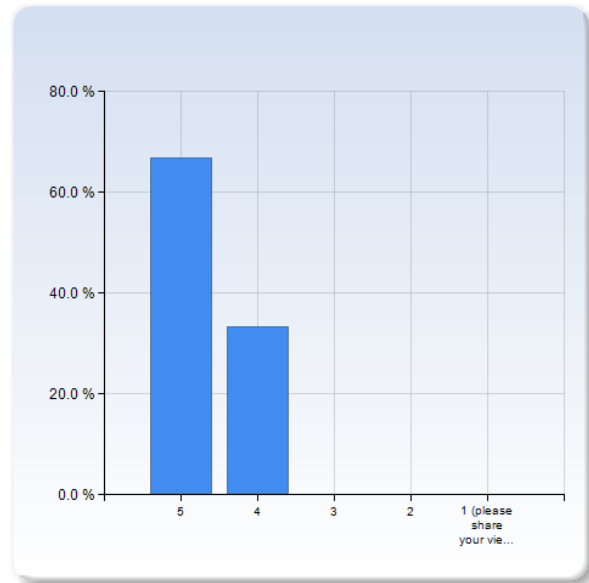


	Mean	Standard Deviation
How did the course textbooks work for you?	1.0	0.0



**Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)**

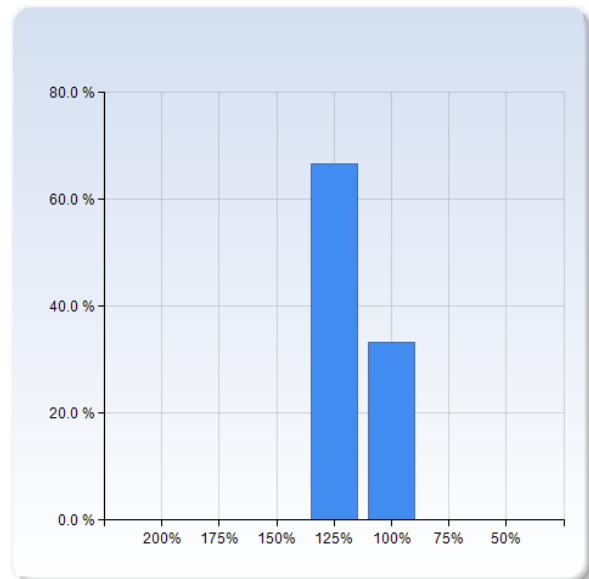
Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)	Number of Responses
5	2 (66.7%)
4	1 (33.3%)
3	0 (0.0%)
2	0 (0.0%)
1 (please share your views as to what and how this could be improved)	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)	1.3	0.6

**Please indicate your workload during the course (8 h/day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).**

Please indicate your workload during the course (8 h /day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).	Number of Responses
200%	0 (0.0%)
175%	0 (0.0%)
150%	0 (0.0%)
125%	2 (66.7%)
100%	1 (33.3%)
75%	0 (0.0%)
50%	0 (0.0%)
Total	3 (100.0%)

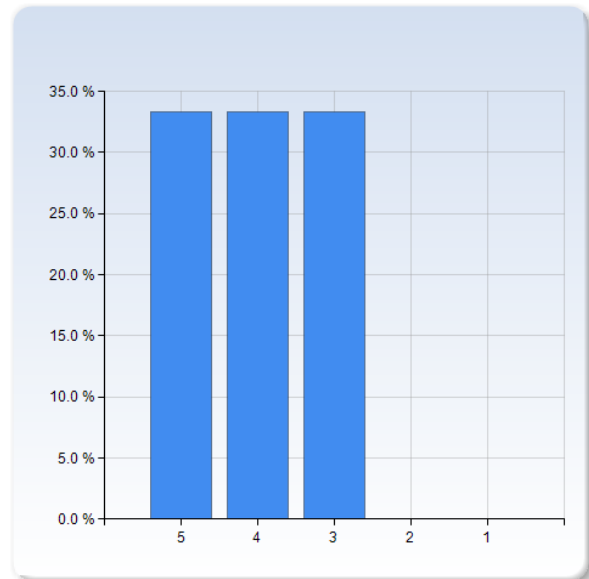


	Mean	Standard Deviation
Please indicate your workload during the course (8 h/day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).	4.3	0.6

**How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing /would have preferred)**

How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing/would have preferred)

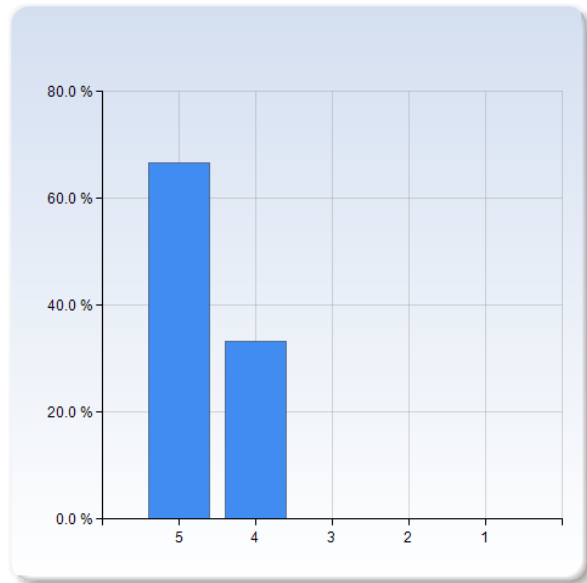
	Number of Responses
5	1 (33.3%)
4	1 (33.3%)
3	1 (33.3%)
2	0 (0.0%)
1	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing /would have preferred)	2.0	1.0

**Please rate the following: Course introduction (5 being the highest and 1 the lowest score)**

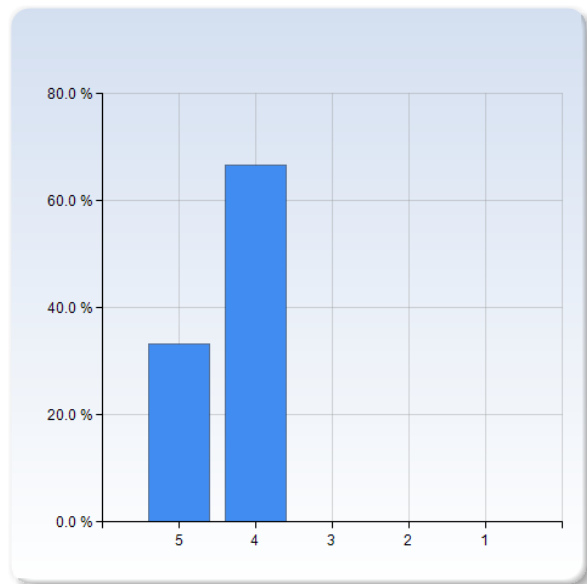
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2	0 (0.0%)
1	0 (0.0%)
Total	3 (100.0%)



Please rate the following: Course introduction (5 being the highest and 1 the lowest score)	Mean	Standard Deviation
	1.3	0.6

**Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)**

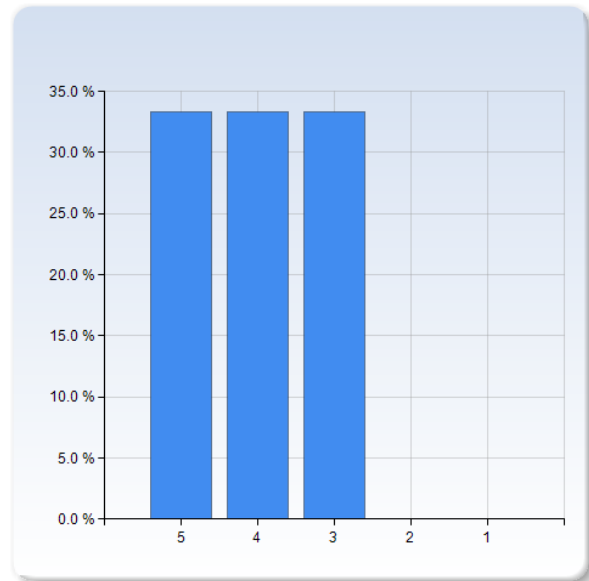
Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)	Number of Responses
5	1 (33.3%)
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Total	3 (100.0%)



Please rate the lectures on glaciology (5 being the highest and 1 the lowest score)	Mean	Standard Deviation
	1.7	0.6

**Please rate the virtual fieldtrip exercises (replacing the Finse field course) (5 being the highest and 1 the lowest score)**

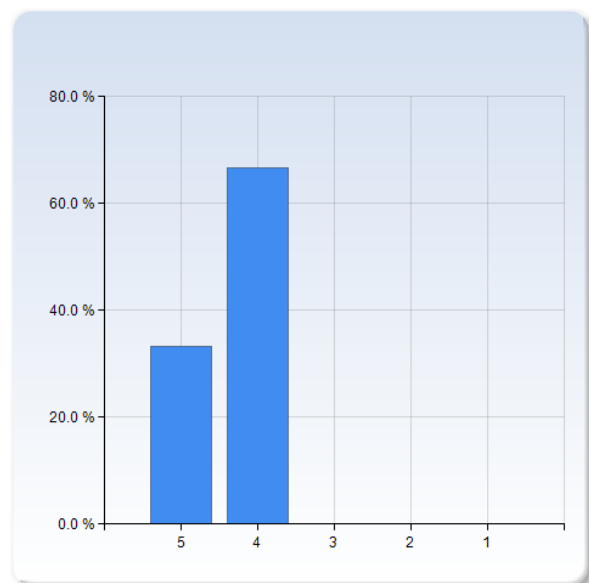
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	Mean	Standard Deviation
Please rate the virtual fieldtrip exercises (replacing the Finse field course) (5 being the highest and 1 the lowest score)	2.0	1.0

**Please rate the lectures on glacial sedimentology/modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)**

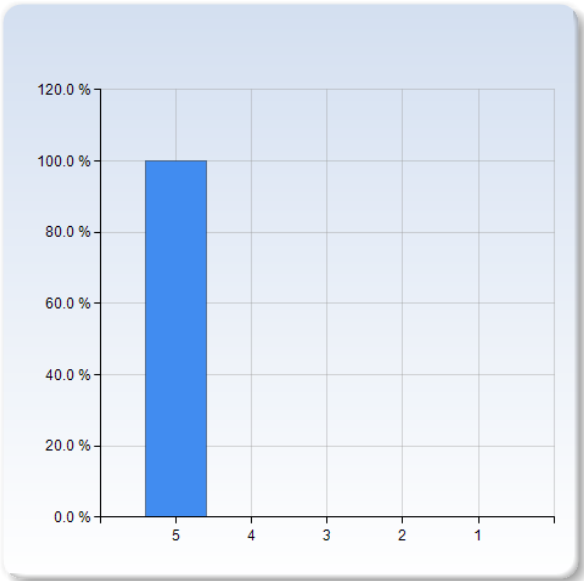
Please rate the lectures on glacial sedimentology /modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)	Number of Responses
5	1 (33.3%)
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3	0 (0.0%)
2	0 (0.0%)
1	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
Please rate the lectures on glacial sedimentology/modern analogues/glacial geomorphology (5 being the highest and 1 the lowest score)	1.7	0.6

**Please rate the Ven field course (Sven and Martin) (5 being the highest and 1 the lowest score)**

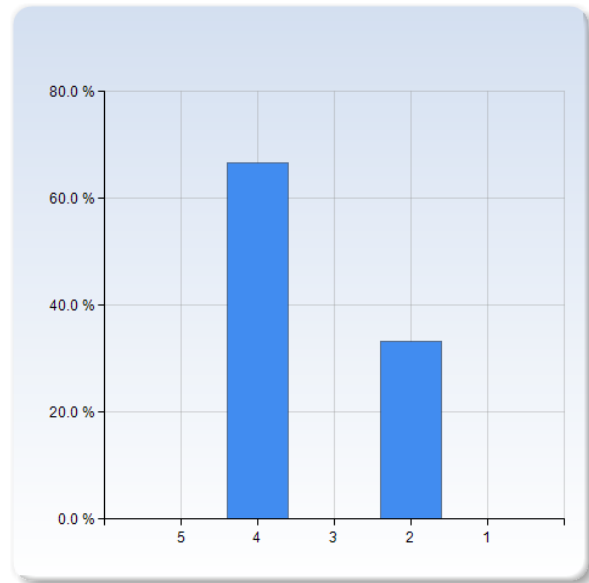
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5	3 (100.0%)
4	0 (0.0%)
3	0 (0.0%)
2	0 (0.0%)
1	0 (0.0%)
<b>Total</b>	<b>3 (100.0%)</b>



	Mean	Standard Deviation
Please rate the Ven field course (Sven and Martin) (5 being the highest and 1 the lowest score)	1.0	0.0

**Please rate the Ven laboratory exercises (Martin) (5 being the highest and 1 the lowest score)**

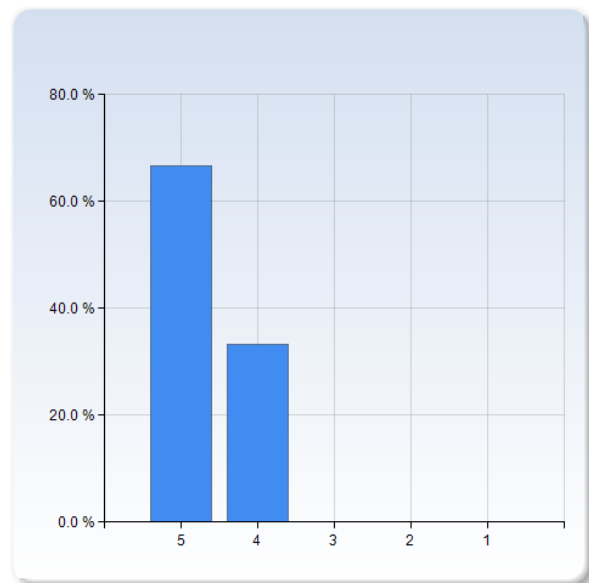
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3	0 (0.0%)
2	1 (33.3%)
1	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
Please rate the Ven laboratory exercises (Martin) (5 being the highest and 1 the lowest score)	2.7	1.2

**Please rate the landsystems lectures (Sven) (5 being the highest and 1 the lowest score)**

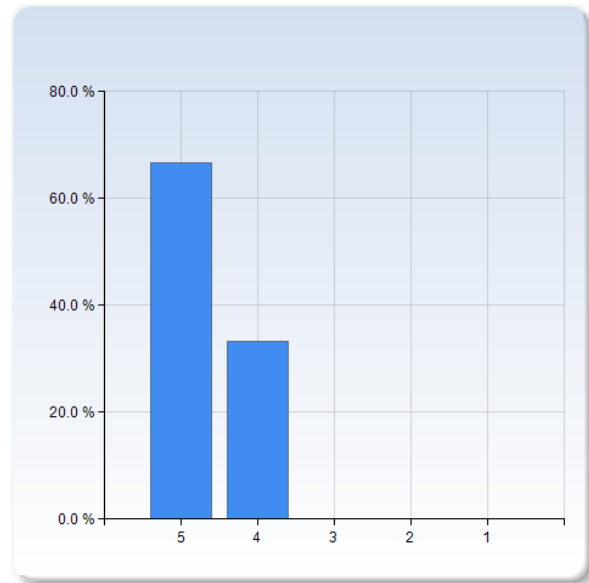
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1	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
Please rate the landsystems lectures (Sven) (5 being the highest and 1 the lowest score)	1.3	0.6

**Please rate the local daytrips in Skåne and Blekinge (5 being the highest and 1 the lowest score)**

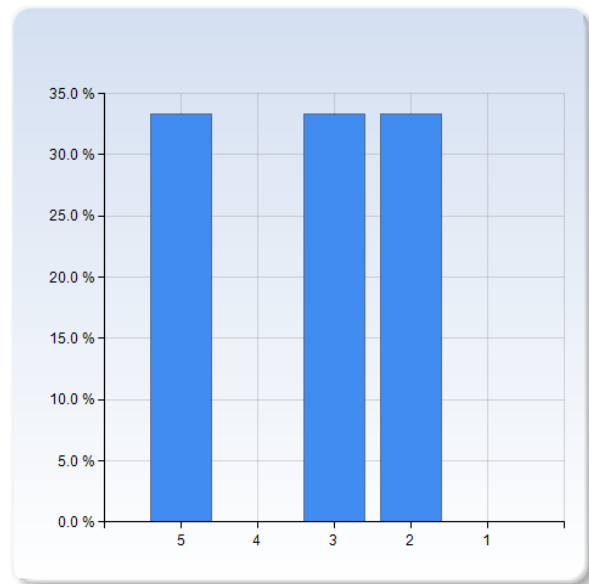
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1	0 (0.0%)
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	Mean	Standard Deviation
Please rate the local daytrips in Skåne and Blekinge (5 being the highest and 1 the lowest score)	1.3	0.6

**Please rate the Ven report (5 being the highest and 1 the lowest score)**

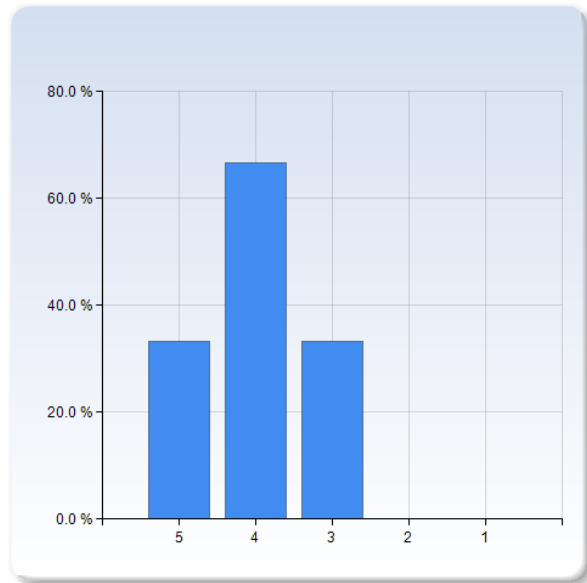
Please rate the Ven report (5 being the highest and 1 the lowest score)	Number of Responses
5	1 (33.3%)
4	0 (0.0%)
3	1 (33.3%)
2	1 (33.3%)
1	0 (0.0%)
Total	3 (100.0%)



	Mean	Standard Deviation
Please rate the Ven report (5 being the highest and 1 the lowest score)	2.7	1.5

**Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)**

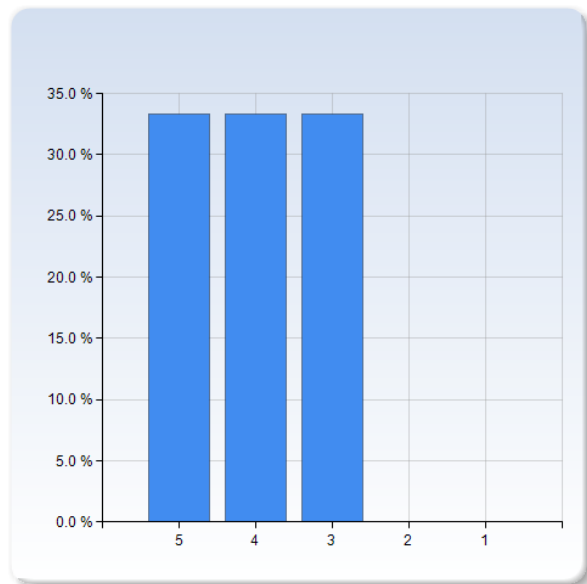
Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)	Number of Responses
5	1 (33.3%)
4	2 (66.7%)
3	1 (33.3%)
2	0 (0.0%)
1	0 (0.0%)
Total	4 (133.3%)



	Mean	Standard Deviation
Please rate the remote sensing lecture (Martin) (5 being the highest and 1 the lowest score)	2.0	0.8

**Please rate the home exam (5 being the highest and 1 the lowest score)**

Please rate the home exam (5 being the highest and 1 the lowest score)	Number of Responses
5	1 (33.3%)
4	1 (33.3%)
3	1 (33.3%)
2	0 (0.0%)
1	0 (0.0%)
Total	3 (100.0%)

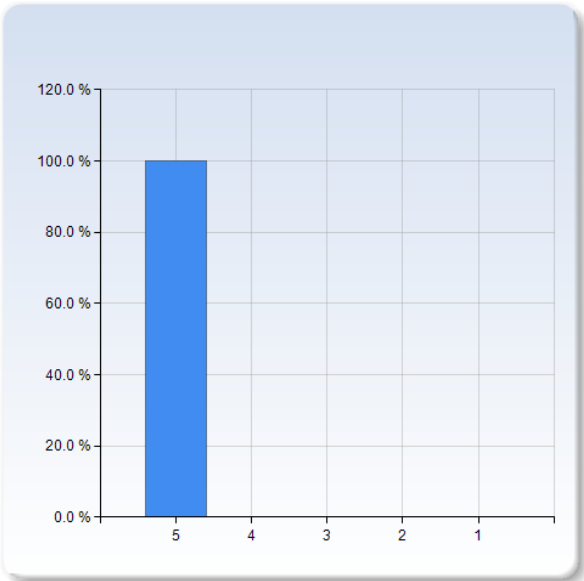


	Mean	Standard Deviation
Please rate the home exam (5 being the highest and 1 the lowest score)	2.0	1.0



**Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)**

Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)	Number of Responses
5	3 (100.0%)
4	0 (0.0%)
3	0 (0.0%)
2	0 (0.0%)
1	0 (0.0%)
<b>Total</b>	<b>3 (100.0%)</b>



	Mean	Standard Deviation
Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)	1.0	0.0

## ***Part II: Analysis of course evaluation***

### *Summary*

The evaluations of GEON05 2020 were returned by all three registered students (the low number is due to various factors, amongst others travel restrictions and uncertainties for international students imposed by the coronavirus pandemic), resulting in an overall return rate of 100%. The evaluations are dominantly very positive throughout, which is reassuring and a sign that most of the elements already established in the course worked well. Due to the pandemic, a number of changes had to be introduced, notably a virtual fieldtrip activity and shorter day-trips to local sites, to replace the longer fieldtrip to Hardangerjøkulen in Norway, which could not be visited this year. Several areas that were highlighted in previous evaluations (2017-2019) had already resulted in a number of changes and will briefly be discussed below for context. The remainder of this response will reflect on the main recurring theme of the feedback: the laboratory exercises following Ven and the time allocated for/weight given to report writing.

### *Reflection on changes enacted since 2019*

Based on critical feedback and reflections from last year's cohort, we adapted and altered many components. In particular, the course has now moved from Live@Lund to Canvas, which enabled a complete overhaul of the digital 'face' of the course. Some key challenges that students from last year had reported before (notably frustrations during the steep learning curves reported during the Ven fieldtrip and laboratory work as well as the report) were more explicitly discussed both in class and on Canvas. This seemed to 'take the edge off' some of those frustrations, which I am very happy about. Likewise, stating more explicitly the course philosophy, stressing the nature of the skills learned (and their applications for the later job market, augmented by guest lectures from former students – also appreciated in the feedback) seems to have been received well, as is evident both from the written responses and verbal feedback received during the course.

Most notably, the extra time allocated for writing the Ven report seems to have worked well for the majority of students this year. It should be noted that the lengths of section and amount of samples worked on in the field and laboratory, respectively, has already been reduced substantially compared to previous years, so reducing it further will negatively impact on the learning experience. This is because a certain amount of data is required to critically examine the Quaternary-geological history of a site; in this case, it would negatively impact on achieving the learning outcomes.

### *A note on fieldtrips*

This year was very special due to the coronavirus pandemic, and one of the key fieldtrips to a modern glacial environment could not be held. The alternative, a virtual tour carried out in the students' own time and followed up with a joint 'tour' of the same route, was nonetheless perceived as helpful. I am aiming to find an alternative site in Sweden to make this crucial component of the course 'pandemic-proof', should this be required in 2021, but the preference in the long run is to return to Finse.

Based on feedback from last year and training necessities this year, the Ven fieldtrip was longer this year (+1 day), which seems to have been appreciated and resulted in more time for hands-on training and direct feedback. This longer version will be kept, even when Finse (or an equivalent) will be back. As far as the Ven report is concerned, the time for writing this report has already been extended by at least two full days over the last three years, and it is part of the learning curve to produce such reports in a limited time frame. It is worth noting that this is the case in a job situation post graduation. We aim to mimic this kind of real-life situation and prepare students for it, and this can only be done through practice, i.e. writing of reports in a certain time-frame. We do not do this just because we think it is necessary: From our experience of regularly talking to employers, it is actually report writing skills that most employers want for the majority of tasks/jobs. In fact, it is the *extra* experience at MSc

level that makes MSc students more desirable for many jobs in the employers' eyes than BSc students. Therefore, report writing takes and will continue to have to take such a central role in this and other courses, because repetition fosters improvement in this vital skill. It is also didactically the best way to assess the learning progress in this particular course, which is on systems understanding. The home exam will therefore not be changed to a written examination. The instructions for the report and the introductory seminar will make this more explicit in future ( 'course philosophy' Canvas pages).

#### *Laboratory work after Ven fieldtrip*

Despite all the problems that were pandemic-related, the only real issue that resulted in temporary frustration this year was the absence of clear and/or written guidelines that resulted in miscommunication between the teachers and thus also in inconsistent instructions for the laboratory work. These were, by and large, the result of pandemic-related issues that prevented an efficient handover between two teaching teams that was largely outside our control, as explained during the course. The most frustrating (and probably memorable) moment included a miscommunication of how many fine-gravel particles should be analysed per sample and was cleared up as soon as it was discovered. I can only apologise for this oversight. More explicit instructions for the laboratory component will be produced afresh for next year's course (these have never existed in the past).

A recurring theme was the perception that the laboratory work was either seen as challenging, long-winded or monotonous. This is unfortunately something that is in the nature of laboratory (and even some field) methods, but it will be spelled out more clearly next year, so that it can be anticipated.

#### *Reflection*

As the course leader I am grateful for all the feedback on the course, in particular since it will help shape the course in future. Bearing in mind that the coronavirus pandemic threw a few well-oiled component out of kilter, I am very pleased with how the alternative arrangements worked and am hopeful that the coming course will be back to a more normal version again. Overall, teaching this course and interacting with the students and colleagues on it has been a wonderful and enriching experience, and I look forward to the next course in 2021 already.

#### **Declaration**


We, the course leader and course representative, have discussed the contents of this document and agree on the comments and actions to be taken.

\_\_\_\_Lund and Flyinge, 2021-02-01\_\_\_\_\_

Place, date

\_\_\_\_\_(agreed via email)\_\_\_\_\_  
Course representative (signature)

Serena Dorner  
Course representative (printed name)



Course leader (signature)

Sven Lukas  
Course leader (printed name)

