

Comment on the course evaluation of GEOM10, fall 2020

17 on 18 students answered the course evaluation, which is thus representative.

The course was held under this form for the fourth time. The course was strongly reorganized this year, due for one part to the COVID-19 situation and to the departure of the specialist of applied sedimentology from the teaching team for the other part. The COVID-19 situation led us to cancel the Austrian and Danish fieldtrips. If the Danish fieldtrip could be replaced more or less equivalently (excursion to Limhamn quarry), this was not the case for the Austrian fieldtrip. The numerous teaching activities around this fieldtrip had to be adapted as well. If the development and expansion of the core exercise seems to have reached some success, the new field exercises in Skåne specifically developed for this year did not reach the pedagogical level of the Austrian ones.

Overall the course got an excellent mark of 4.2 on the scale 1-5 (5 = top) (2017: 4.4; 2018: 4.3; 2019: 4.7). The field excursions in Skåne (Limhamn quarry and area around Helsingborg, Kristianstad and Österlen) were considered as the highlight of the course. Most of the exercises and lectures got also very high ranking. The professors' openness towards students' questions, the diversity in topics, the course materials, and the level of details were also praised.

The personal project (myBasin) got also a high ranking with some students being enthusiastic. However, some complaints were risen about unclear instructions at first. This could be due that this year we held the instructions to myBasin project the same day of the lecture on "how to write a scientific manuscript" and even though there are some common parts, the writing of a literature review as in myBasin project is different than the writing of its own results and has slightly different rules. The differences could have led to confusion and the two courses have to be more clearly separated next year. Some students asked for more time for the peer-review part of the project, which indeed will be beneficial to all. Finally, we all agree that 18 oral presentations in one day, with some through zoom, was too much and that, following the number of participants, the oral presentations should be held in two days.

Some effort seems to be necessary as well on the clarity of some assignments for fieldtrip and exercises. There is in the answers a tension between asking more input and diminishing the load. More time is asked to be spent on the introduction on the different type of basins and on sequence stratigraphy. The "paleoenvironmental proxies" week seems to give some frustration with either demands on more or less matter. The complexity of the matter is risen by several students, as is the disadvantage of having several different teachers for this part. A short summary on what is to be known for each proxy will be added as asked. More background information will be added to the literature list. The effort made on the exercises this year seems to have brought some success as there were less complaints. The exercises were scheduled on the afternoon of the corresponding lecture, one day is asked between exercises and lecture in order to revise the lectures. We will adapt the schedule in this sense. The introduction from the library, normally a standard from this course, did not take place this year and this was noticed. An introduction to the use of a drawing software (type Illustrator, Corel draw, Affinity design, etc.) was asked and will be optionally proposed next year.

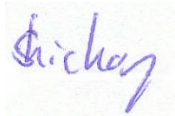
The examination was generally judged as fair but too heavily loaded for the amount of time and we will have to decrease the amount of questions or to extend the amount of time at disposition to finalize it.

Specific comment on the COVID-19 Pandemy.

The course had the chance to be held on site, with the possibility for every students with symptoms to stay home and to follow it on-line. The students liked this possibility to be home and to follow the course even with small symptoms. Several asked to keep this possibility after the end of the pandemy. However, several students point out that it is far more difficult to be concentrated at home via zoom than when present in class. The fact that the lectures were held on site is generally seen thus like a huge advantage, with the positive point to have zoom as back-up.

Most of the students cited the cancellation of the Alps fieldtrip as the biggest disappointment. The biggest challenge was for the students the absence of a lunch place where they could warm up their lunch and sit when it was raining outside. The fact that places of study were rare was also cited. The distancing was also cited as a difficulty, preventing team work and close collaboration with the teachers. 16 on 17 students fell the environment as safe, but one felt uncomfortable. Except for this student, the situation has been considered as mastered at best.

Lund, 2021. 03. 22



Sylvain Richoz, course coordinator

Read and approved by the student's course representative:



Giulia Lodi

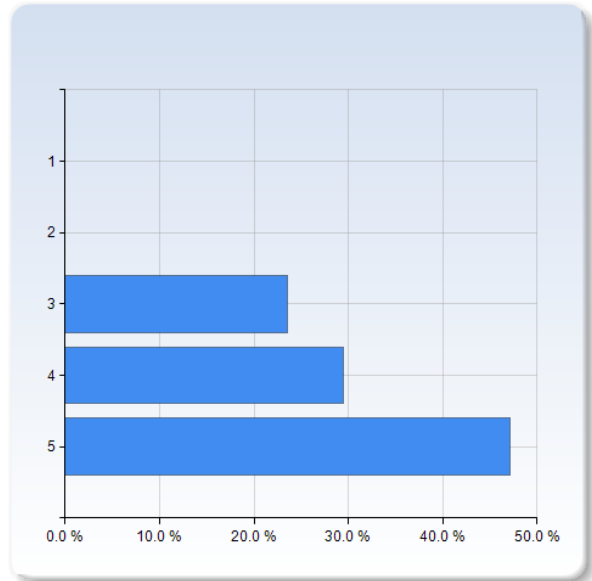
Evaluation GEOM10-2020

Answer Count: 17

Overall assessment

Overall, I was satisfied with the quality of this course.

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1	0 (0.0%)
2	0 (0.0%)
3	4 (23.5%)
4	5 (29.4%)
5	8 (47.1%)
Total	17 (100.0%)

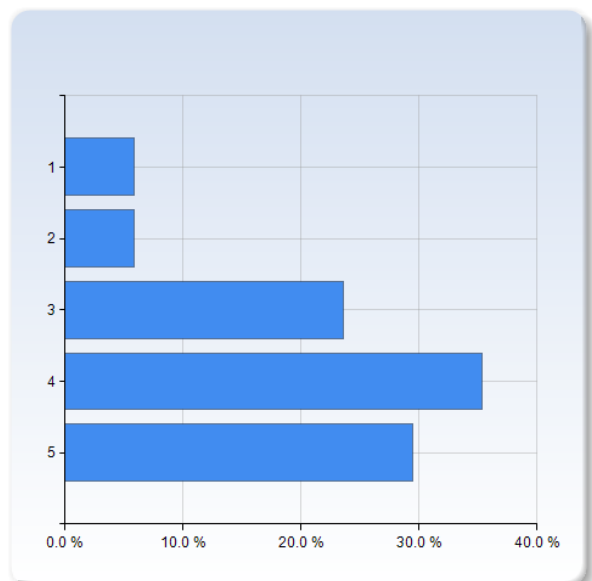


	Mean	Standard Deviation
Overall, I was satisfied with the quality of this course.	4.2	0.8

Clear Goals and Standard

I usually had a clear idea of where I was going and what was expected of me in this course.

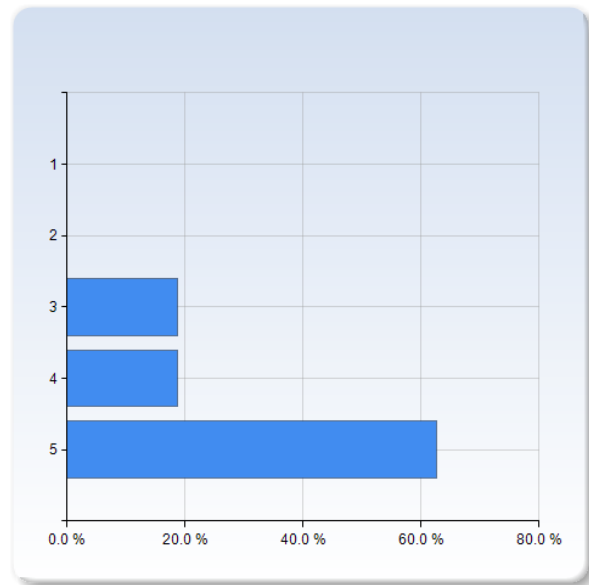
I usually had a clear idea of where I was going and what was expected of me in this course.	Number of Responses
1	1 (5.9%)
2	1 (5.9%)
3	4 (23.5%)
4	6 (35.3%)
5	5 (29.4%)
Total	17 (100.0%)



	Mean	Standard Deviation
I usually had a clear idea of where I was going and what was expected of me in this course.	3.8	1.1

Did the course fulfil what the course plan stated ?

Did the course fulfil what the course plan stated ?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	3 (18.8%)
4	3 (18.8%)
5	10 (62.5%)
Total	16 (100.0%)



	Mean	Standard Deviation
Did the course fulfil what the course plan stated ?	4.4	0.8

Comments

I think that the My Basin project had confusing instruction, so it was harder to know what was needed there.

Hard to know what area to study for the exam.

Many of the lectures went into too much detail. This made it difficult to study for the exam as you didn't know what you had to learn/repeat and what you had to skip. There was not enough time for repetition during the course so skipping parts of lectures or even entire lectures when studying for the exam was necessary for me.

Too few methods for investigated bedrock e.g. magnetotelluric and gravitational measurements. Due to this I lacked the means to interpret data for the My Basin project. There should have been more material on the bedrock and basin development

What do you think was best with the course?

What do you think was best with the course?

The excursions of course, especially the one at Nora Albert where we got tasks to do and find structures, there I learnt a lot.

The core logging and the excursions.

The excursions and exercises.

The lectures were very nice and the teachers were inspiring and good. The excursions were informative and fun.

I feel that the field trips were among the best moments of the course, since we gained first-hand experience of the studied material on the field. I especially liked how the corona-situation related to excursion issues was treated.

I loved the excursions and the exercises. Also, I really appreciated the professors' openness towards our questions and doubts.

The sequence stratigraphy, paleo-redox, exercises, and the excursions. The MyBasin project was fun but stressful.

The excursions were well thought through and well planned to illustrate the different themes. And considering the total re-arrangement because of corona (no Alps) this was really positive.

The diversity of topics and the level of detail. Feels like I learned a lot!

Theoretical part was very well presented.

Field trips

It made me see the bedrock and made me able to read out palaeoenvironments from sequence stratigraphy and proxy data-wonderful

The course lectures and course materials

The complexity of provided topics, most of lectures enabled a deep dive into sedimentary basins

The final project was also great, and travel around the globe looking at different basins style was very constructive.

the field exercises

The hands-on experiences with excursions and the looking at sediment cores were great. Also many of the lectures were good.

This was a very general course that focused on the big picture. I've learned a lot though I still process some of it (a lot to learn in a short time)

What do you think was bad in this course?

What do you think was bad in this course?

I would say the My basin, just because of the unclear instructions. The seminar was good but too long, so my brain was much at the end of it.

Something that was terrible was that we couldn't go to Austria, but you were powerless in that regard.

The my basin project was at times very stressful. It was especially apparent the day before the presentation as the deadline for the peer-review was then. It felt like we didn't have enough time to prepare for the presentation.

Did not always follow the schedule. Sometimes too little information given about certain exercises and assignments.

Sometimes unclear instructions for exercises and my basin. The missed excursions due to covid. But not much to do about that. Very long day with presentations of my basin.

I could not say anything which was in particular bad.

I think that sometimes the arguments went too much in detail and it was difficult for me to follow perfectly the lecture.

Too much detail/ too many slides in certain lectures (facies and diagenesis for example). I found it impossible to remember all of it within the time allotted for repetition. The proxy lectures (except for the paleo-redox) were a bit repetitive and I found that they were too long in comparison to the things we had to learn from them.

I realised when I started study for the exam that this course is very broad, and found it a big challenge to re-visit all the different themes properly in order to take the test. It is not per se bad that it covers all these themes though, I appreciate all tools we have learned, but it felt like an impossible task to grasp it all.

I am aware that the carbonate-part was very well summed up at the end of the week, but because quite a lot of time had passed (and many new things, like proxies) I really had to work to make this knowledge fresh again.

Nothing really bad. The mybasin project was a little vague in the stated aim. This might be appreciated by some, but on a tight schedule it just takes time to come up with an aim. I chose in a hurry and didn't get very inspired by My subject which is reflected by the quality of the report. I'm sure there are numerous more interesting subjects regarding My basin, but I didn't feel like I had the time to properly browse through them.

Everything was good.

Too much time on drill cores exercises.

That there was no discussion board used during the course, where updates regarding how reports were to be done etc., so different persons got different answers

A bit shortage of time to read after lectures, the absence of technical skills related to all exercise, too less software package skills in this course

Sometimes, exercises weren't really relevant to the lecture topic (geophysics for instance, some redox as well)

In those cases I felt lost, and kind of wasting time

so intensive within a short period of time

Often unclear instructions for our exercises. We didn't know exactly what to do and when to hand in. We often received the lectures and exercises on Canvas rather late. Also the instructions for the manuscript were unclear and too long.

There were some problems with that the schedule online wasn't kept as well as last minute changes in the schedule- this makes it hard for the students to plan their days. I would love it if the PhD students had more information and background to the subjects they thought, especially for the ocean-systems it was clear that there were some problems with the teaching (they were very nice and tired but I would like there to have been more preparations).

Do you have any proposition to improve the course?

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I think that splitting the seminar day in some form, either have everyone but two days or have one day but split the group in two so that the day is not as long. Better instructions for the my basin, maybe a example of a my basin so that you don't get confused with the structure.

More clear information about assignments.

Better instructions. Divide the day of presentations (my basin) in two or split the class in groups.

Maybe some parts of the proxies were lengthy in comparison to other courses.

I think that sometimes there was too little time to understand a wide argument such as sequence stratigraphy and seismic stratigraphy even though in the afternoon there was the practical part. I suggest a longer time for this part of the course since half of the exam was concentrated on it with very detailed questions.

Schedule the course in a way so that there are never two lectures in one day, that is too much information in one day and it would be better with repetition time/ exercises in the afternoon.

As for the exam I would probably have preferred if it was split into two separate tests, one with sequence analysis and carbonates and the other with the rest. Realising it would "rob" us of the experience of using the tools together, but it would have been more manageable.

Usually I make sure to always summarise the lectures, at least the same week, but this time I didn't always get the time. I enjoy that we have a lot of hands on learning like exercises and many lectures, but sometimes it actually presents me from studying (solidifying what the lectures taught me). A few more "free" afternoons would have been great (but I don't have any suggestions of what to erase from the time table!).

Dont change too Much, the course is great

Would be great if proxies and sequence stratigraphy topics covered more time.

In crease the number of field trips...

Split it in two courses: one on focusing on facts, one focusing more on methology. (see for example how the Q-geology is organized)

Maybe relatively less PowerPoint lecture time, keeping giving much reading materials

I would recommend more time to basin types lectures & sequence stratigraphy, since It wasnt that clear for me

As these topics are basics its hard to follow afterwards if you dont take enough time on explaining them

It should be added more time

Maybe put up all the lectures and exercises on Canvas before the course starts. And read through all the long instructions for the manuscript and look at what is really necessary for students to know. I spent a lot of time trying to understand the manuscript format which I maybe could have put on my report instead.

I would like more work with the proxies and not as much focus on the Systems Tracts. I would like it if the schedual online was updated. I would like it if the set times were kept so students can schedual around it. I would like it if the "My Basin"-presentation was split up over two days.

Here we rember you the content of the objectives of the course. Make an appraisal if you reach or not the objectives and if not why?

On completion of the course, the student shall be able to:

- 1) account for the large-scale development of sedimentary basins in different plate-tectonic environments.
- 2) describe and understand the most common sedimentologic methods for categorisation and interpretation of the structure, facies and temporal evolution of sedimentary basins.
- 3) account in detail for how relative sea-level changes and climate influence depositional systems and sedimentary environments with regard to processes and products.
- 4) account for how sediment geochemical methods can be used for interpretation of palaeoceanography and palaeoclimatology.
- 5) account at a general level for sedimentary basins in Scandinavia, specifically with regard to their formation and development.
- 6) account at a general level for formation, occurrence and extraction of petroleum.
- 7) comprehend, critically assess and discuss scientific primary publications.
- 8) communicate orally and in writing by means of subject-specific terminology, as well as use scientific reference techniques.

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What?

I believe I have been able to reach most of the objectives. Perhaps point 5 was not as apparent as we have mostly spoken of the Danish Basin.

- 1 - reached
- 2 - reached
- 3 - reached
- 4 - reached
- 5 - reached
- 6 - reached
- 7 - reached
- 8 - reached

I think I have reached these objectives okay. Some better than other, but in general I think the course gave the opportunity to reach these.

The overall transmission of the courses was very good, we had an in-depth insight to the above mentioned courses. Sometimes I felt lost at the geochemical methods parts since I could not always understand the function of a given element to reconstruct palaeoceanography and palaeoclimatology data.

Personally, I did not understand totally the petroleum part but I will look at it again to understand it better. This is not because of the professor's "bad explanation" but because it was only a 3-hours lecture and I did not have enough time to focus on it.

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes

1. yes
2. yes
3. yes
4. a little less, but yes overall. it was just a lot to take in, sometimes a little too theoretical for me.
5. yes
6. yes
7. yes, somewhat
8. hopefully, yes

The palaeoclimatology got a bit light on some of the proxies.

For example the UK37 and TEX86 were just briefly gone through even though they seem quite useful and reliable.

I reached almost all of them. No 4 the only one that could be improved because wasn't enough time for deep understanding.

Yes..I have understood and get familiar with every given point...

I think I have reached the goals as they were presented. But I think there was too little in some parts (nr 1) and it's frustrating to leave without feeling that I have learnt enough.

Apart of 2) and 5) I would say that those goals were reached (at least for me in an absolutely sufficient way)

Objectives mentioned in 2 are too wide to say I totally got them, I don't feel done with it yet, but for sure I know where to look for info concerning it.

No 5 was explained mainly on fieldtrips and I would say I know a lot about Skånen basins, but not about Scandinavian

unfortunately for me I did not reach the objective because the time for me to assimilate all the materials was so short.

I think I reached all the objectives of this course.

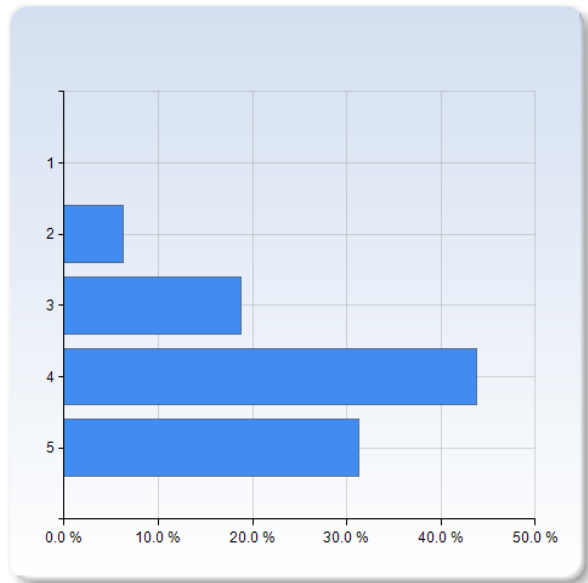
I feel like I've reached all but there was too much focus on systems tracts so I don't know if I'd say I fully reached nr 2. I also feel like nr.3 has fallen between the chairs as I don't feel like there has been a climatic focus at all.

Evaluate the different parts of the course Choose 1-5. Where 1 = Very bad , 5 = Very good

Lectures and exercise

Introduction week and sedimentary basin

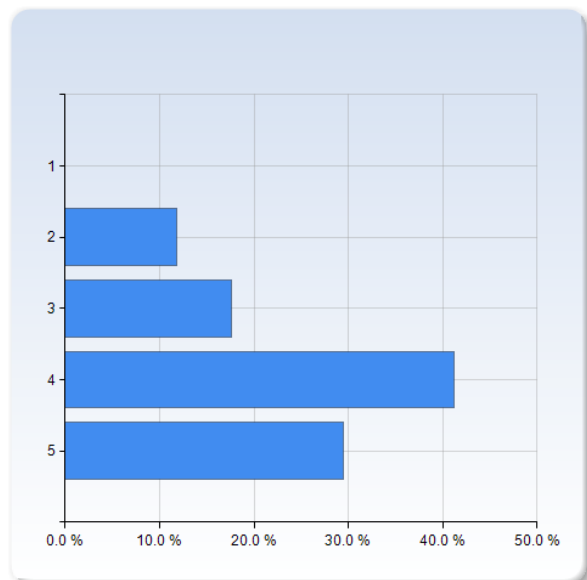
Introduction week and sedimentary basin	Number of Responses
1	0 (0.0%)
2	1 (6.3%)
3	3 (18.8%)
4	7 (43.8%)
5	5 (31.3%)
Total	16 (100.0%)



	Mean	Standard Deviation
Introduction week and sedimentary basin	4.0	0.9

Alluvial-Deltaic sediments Petroleum geology

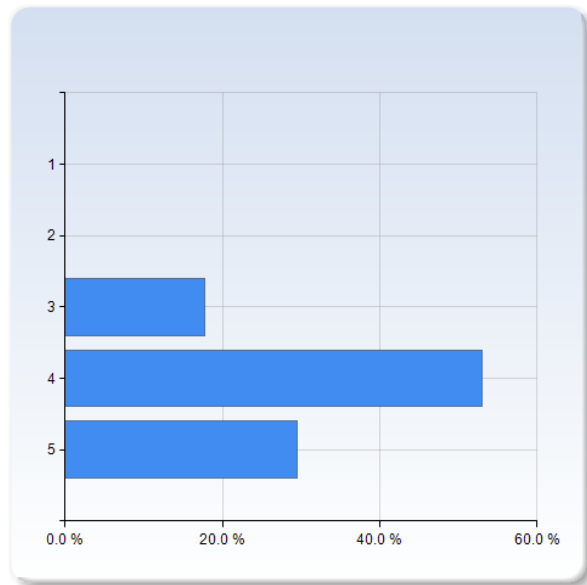
Alluvial-Deltaic sediments Petroleum geology	Number of Responses
1	0 (0.0%)
2	2 (11.8%)
3	3 (17.6%)
4	7 (41.2%)
5	5 (29.4%)
Total	17 (100.0%)



	Mean	Standard Deviation
Alluvial-Deltaic sediments Petroleum geology	3.9	1.0

Sequence Stratigraphy, seismic and well logging

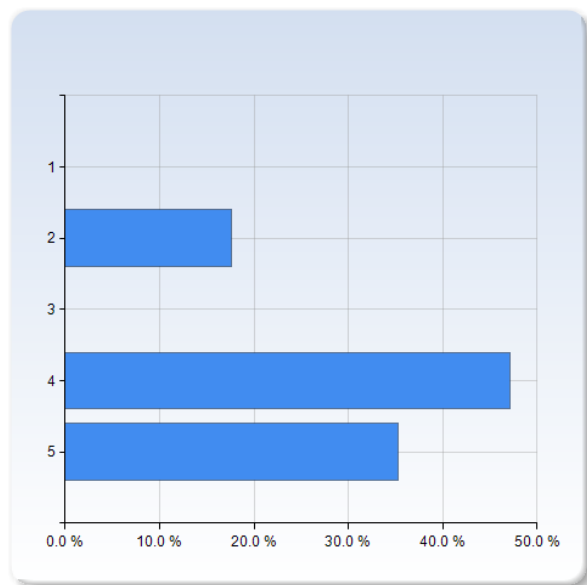
Sequence Stratigraphy, seismic and well logging	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	3 (17.6%)
4	9 (52.9%)
5	5 (29.4%)
Total	17 (100.0%)



	Mean	Standard Deviation
Sequence Stratigraphy, seismic and well logging	4.1	0.7

Sequence Stratigraphy and well logging exercise

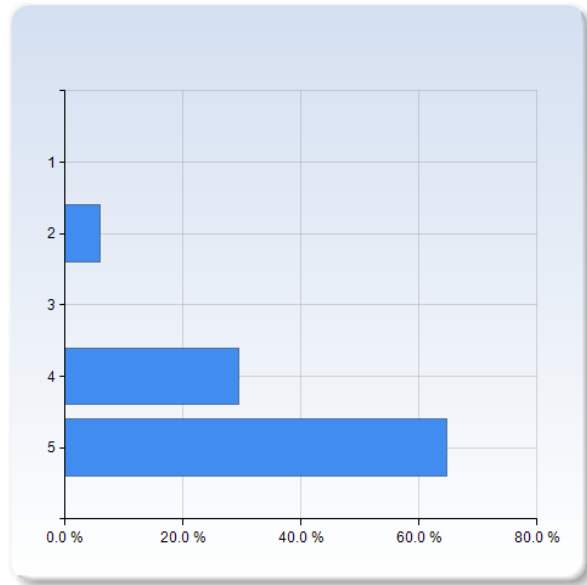
Sequence Stratigraphy and well logging exercise	Number of Responses
1	0 (0.0%)
2	3 (17.6%)
3	0 (0.0%)
4	8 (47.1%)
5	6 (35.3%)
Total	17 (100.0%)



	Mean	Standard Deviation
Sequence Stratigraphy and well logging exercise	4.0	1.1

Cool and warm Water Carbonate

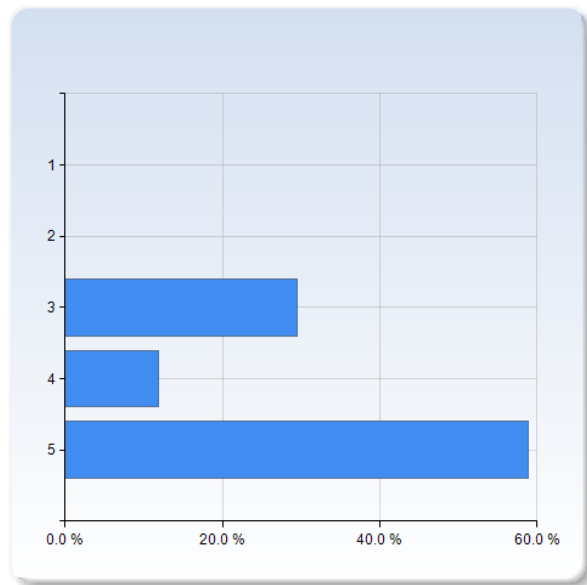
Cool and warm Water Carbonate	Number of Responses
1	0 (0.0%)
2	1 (5.9%)
3	0 (0.0%)
4	5 (29.4%)
5	11 (64.7%)
Total	17 (100.0%)



	Mean	Standard Deviation
Cool and warm Water Carbonate	4.5	0.8

Core exercises

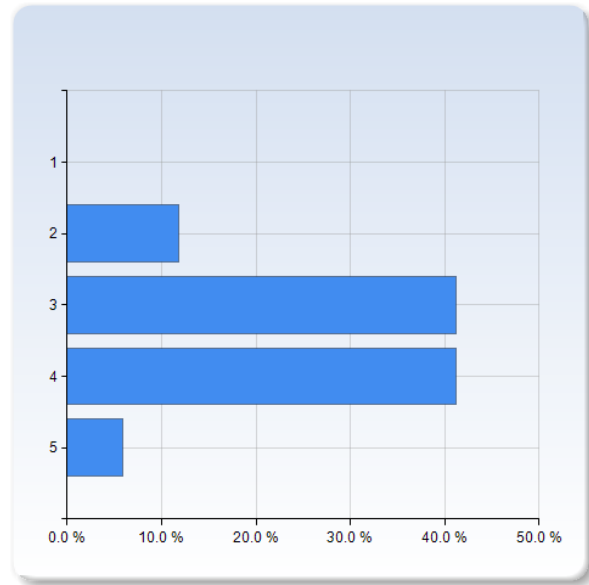
Core exercises	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	5 (29.4%)
4	2 (11.8%)
5	10 (58.8%)
Total	17 (100.0%)



	Mean	Standard Deviation
Core exercises	4.3	0.9

Proxies for paleoenvironmental changes

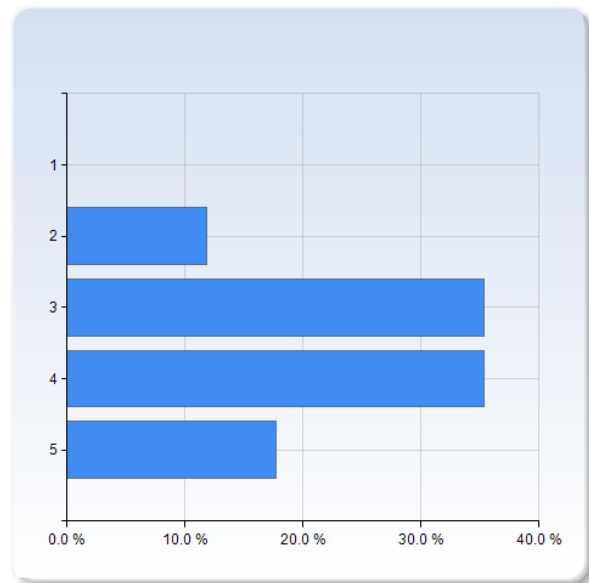
Proxies for paleoenvironmental changes	Number of Responses
1	0 (0.0%)
2	2 (11.8%)
3	7 (41.2%)
4	7 (41.2%)
5	1 (5.9%)
Total	17 (100.0%)



Proxies for paleoenvironmental changes	Mean	Standard Deviation
	3.4	0.8

Proxies for paleoenvironmental changes exercise

Proxies for paleoenvironmental changes exercise	Number of Responses
1	0 (0.0%)
2	2 (11.8%)
3	6 (35.3%)
4	6 (35.3%)
5	3 (17.6%)
Total	17 (100.0%)



Proxies for paleoenvironmental changes exercise	Mean	Standard Deviation
	3.6	0.9

Comments

The exercises were really good, helped me comprehend things that first felt too theoretical and overwhelming. Also to get an understanding of what certain tools are used for.

Some of the exercises seem a bit dated. The graphic quality is low on the prints. Maybe time for new and more modern examples.

We lacked of time for sequence stratigraphy and seismic topics and was difficult to understand the exercises because we didn't have enough time to 'digest' the information.

Redox proxies lecture wasn't informative, other proxies were explained too quickly.

I feel difficulty in understanding proxies because it is so complex topic and very less time has been given to it. So, for the students who are studying these proxies for the first time they usually required more time to understand this....thanks.

The exercises should not be on the same day as the lecture. There wer no possibility to go home, se the slides again, read notes and digest the information before it was to be applied

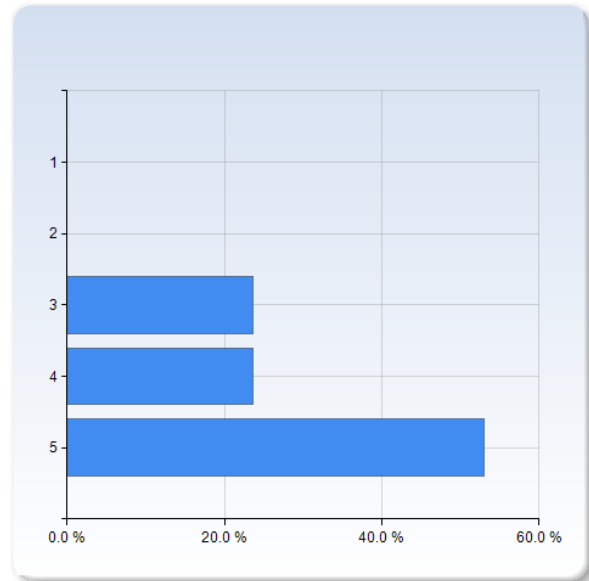
Lectures were good, if im stating otherwise it means they were too condensed the lectures and exercises was so rapid

Had some problems with proxy-week and the PhD:s. I feel like they would have needed some more time to prepare good presentations and lectures.

Excursions

Limhamn Quarry excursion

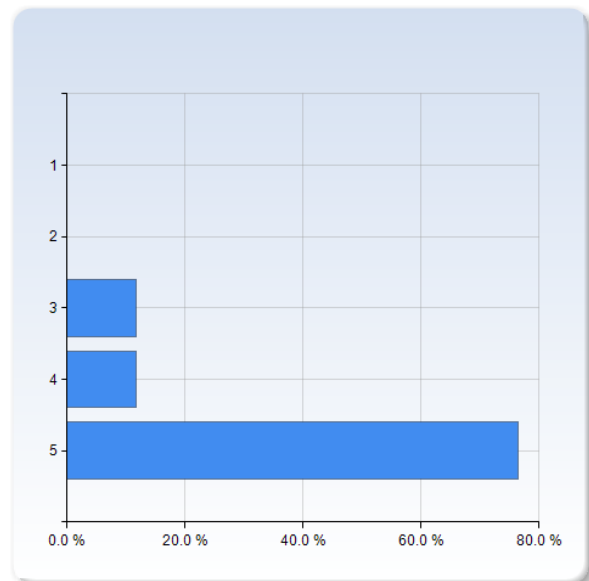
Limhamn Quarry excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	4 (23.5%)
4	4 (23.5%)
5	9 (52.9%)
Total	17 (100.0%)



	Mean	Standard Deviation
Limhamn Quarry excursion	4.3	0.8

Cambrian-Ordovician development in Skåne excursion

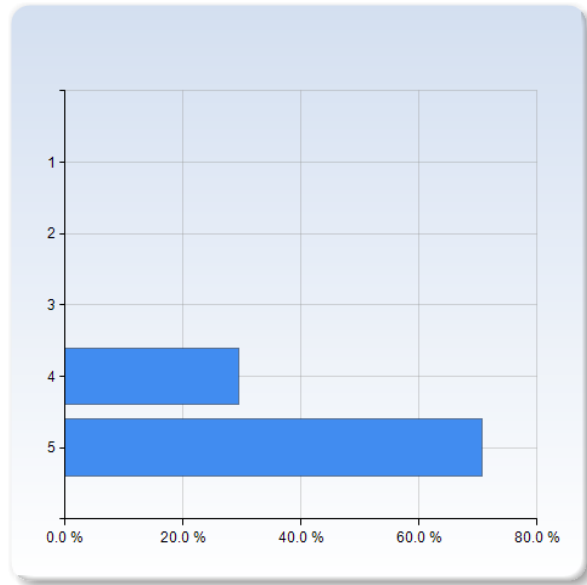
Cambrian-Ordovician development in Skåne excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (11.8%)
4	2 (11.8%)
5	13 (76.5%)
Total	17 (100.0%)



	Mean	Standard Deviation
Cambrian-Ordovician development in Skåne excursion	4.6	0.7

Kristianstad basin excursion

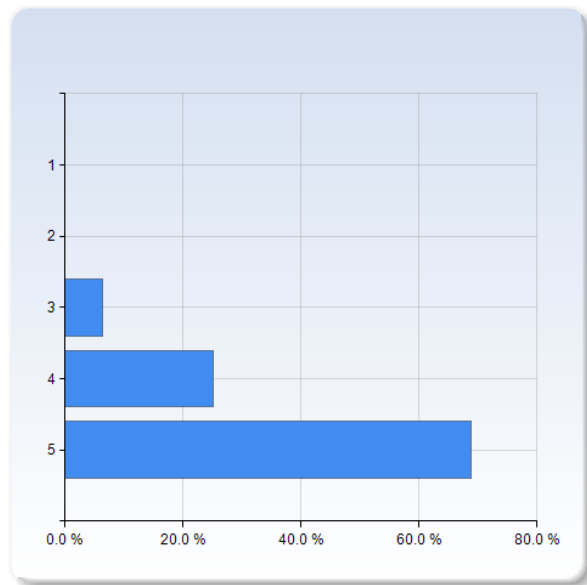
Kristianstad basin excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	5 (29.4%)
5	12 (70.6%)
Total	17 (100.0%)



	Mean	Standard Deviation
Kristianstad basin excursion	4.7	0.5

Continental-coastal deposits (Norra Albert) excursion

Continental-coastal deposits (Norra Albert) excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (6.3%)
4	4 (25.0%)
5	11 (68.8%)
Total	16 (100.0%)



	Mean	Standard Deviation
Continental-coastal deposits (Norra Albert) excursion	4.6	0.6

Comments

Missed the first one so I have no opinion, guessing it was good.

The limhamn excursion was a Good exercise but i sometimes failed to ser the overall objective

All fields are very helpful for understanding the main concepts of the lectures.. i will be more happy if their will be more excursions.

I think that weather played a huge role :)

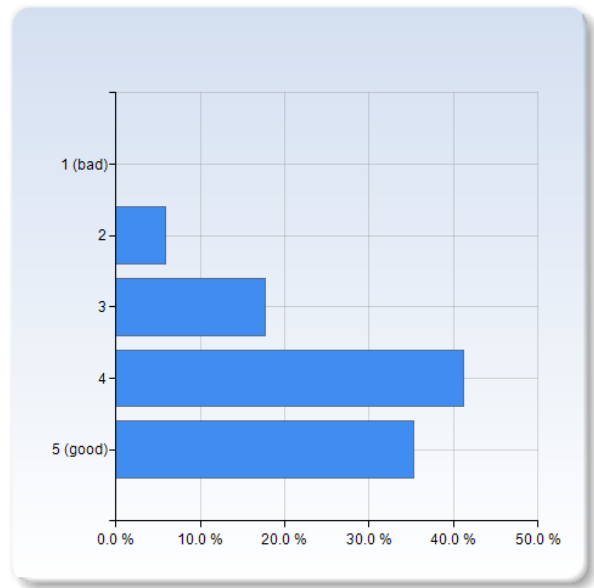
feel almost satisfied with the excursions

So amazing! And having the possibility for this during Corona times. Thank you so much!

I liked when one could observe and didn't have to focus on making notes. It made it easier to take in the overview and actual locality.

My basin

My basin	Number of Responses
1 (bad)	0 (0.0%)
2	1 (5.9%)
3	3 (17.6%)
4	7 (41.2%)
5 (good)	6 (35.3%)
Total	17 (100.0%)



My basin	Mean	Standard Deviation
	4.1	0.9

Comments

- See my comments from before, Unclear instructions, maybe a bit forgotten in the middle of the course.
- A bit stressful. Some of the basins were very large and writing about them was difficult. Especially making sure that all of the points in the instructions were in the text to some extent. It felt like you had to sacrifice some points in order for the text to make sense (such as focusing on tectonics/genesis instead of paleoenvironments).
- Sometimes we were given two different directions on how to write certain parts which made it hard to know which way you supposed to write it in.
- It is a very educational project and fun to look deeper into one basin. However, the instructions were a bit confusing.
- It was a very good exercise to shake back into the scientific writing and speaking methods. I particularly liked the presentation part.
- I really enjoyed this individual project, it was the first time for me
- There could be more instructions on how to find relevant literature. There could also be clearer instructions on how to limit your research field (limit by area or by depositional time/environment...)
- Nice to get to focus on one actual basin.
- Ser Precious comment
- Would be better if presentation time were split in two days.
- Very helpful to get familiar with the formal writing of research papers...
- We ought to have been working together (the peer review pairs). Now there was no time to correct major problems
- It was easier than I expected, maybe more progress meetings could have place (it helps a lot to continue writing)
- I would make deadline for first draft on friday - this way everyone gets enough time to read & review other paper and prepare pptx on monday /tuesday (regarding comments of reviewer ofc)
- For me personally it was hard to write a review, read the one I got and prepare a presentation at the same time
- One last thing - seminar day lasted too long
- almost satisfied with the time schedule to work with the project.
- A nice exercise but with unclear instructions. The presentation day was also rather long. Maybe split it into two?
- Would love to have some more sessions where one could discuss it during the time. Would also like some more time to find literature.

A sedimentological subject what you are missing :

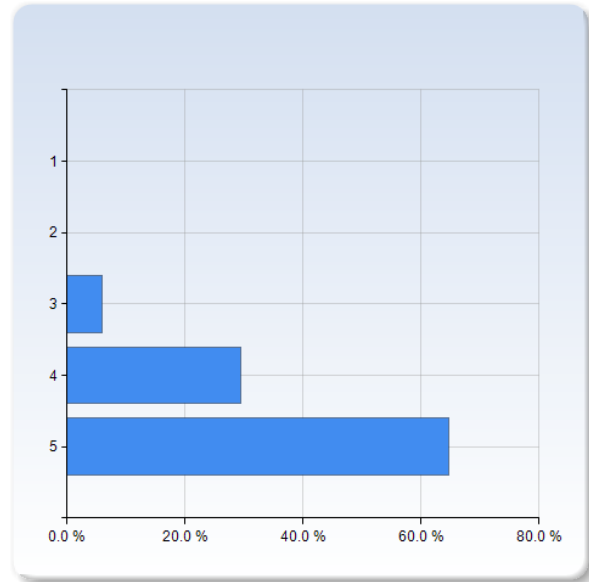
- A sedimentological subject what you are missing :
- Maybe a bit about weathering and erosion, like the grand canyon and what not. Maybe some about sedimentary minerals, i would like that
- None
- Even though we are not in or near the desert, I missed something about this topic. I attended a sedimentology course during the Bachelor and deserts were one of the arguments that I really enjoyed.
- I'd like more focus on geothermal energy.
- No
- The amount of sedimentary environments highlighted in the course are enough
- Nothing..
- palaeoenvironments and methods for measurements
- Technical skills. For example how to make those any kinds of models throughout the course. Software package skills, basin modeling skills
- Arent volcanic ashes also a sedimentary rock forming within basins? I believe they play a huge role in sed basins formation
- But i might be wrong
- All necessary pedagogice materials was available so nothing was missing
- Evaporite sediments
- Practical proxy-excersise.

Pedagogical skills of the teachers

Good Teaching scale

The teaching staff of this course motivated me to do my best work.

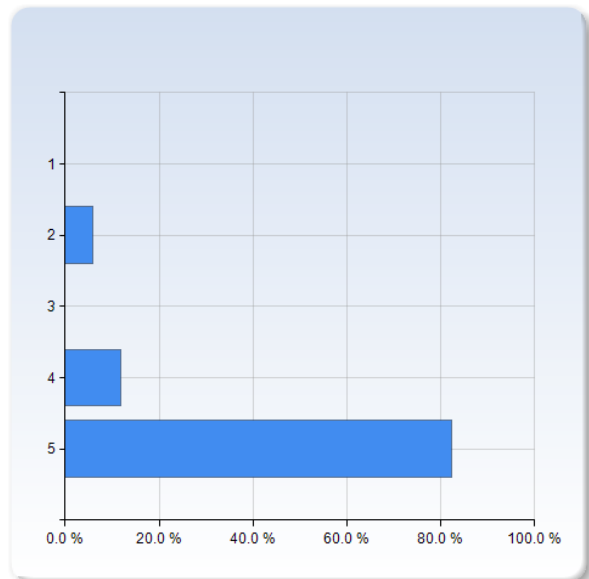
The teaching staff of this course motivated me to do my best work.	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (5.9%)
4	5 (29.4%)
5	11 (64.7%)
Total	17 (100.0%)



	Mean	Standard Deviation
The teaching staff of this course motivated me to do my best work.	4.6	0.6

The teaching staff normally gave me helpful feedback and was sufficiently at my disopition if I needed

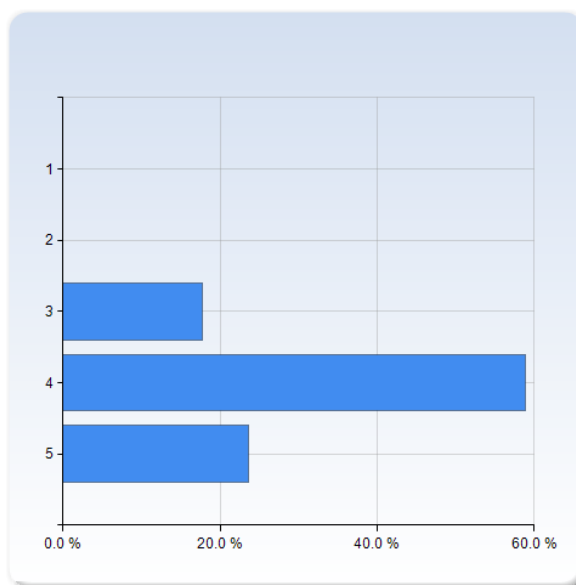
The teaching staff normally gave me helpful feedback and was sufficiently at my disopition if I needed	Number of Responses
1	0 (0.0%)
2	1 (5.9%)
3	0 (0.0%)
4	2 (11.8%)
5	14 (82.4%)
Total	17 (100.0%)



	Mean	Standard Deviation
The teaching staff normally gave me helpful feedback and was sufficiently at my disopition if I needed	4.7	0.8

The lectures have been understandable

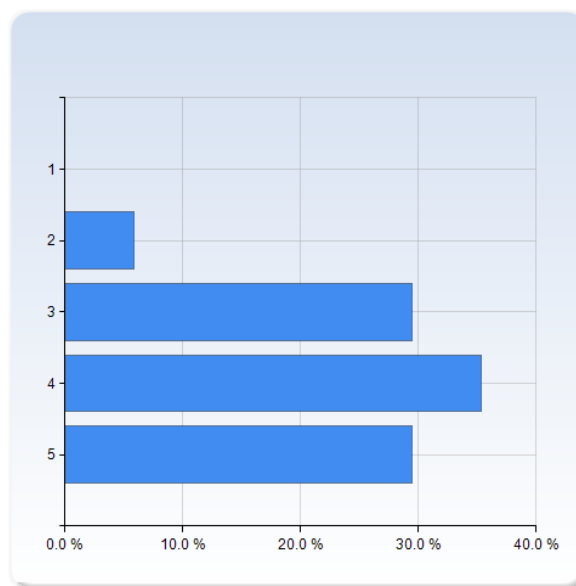
The lectures have been understandable	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	3 (17.6%)
4	10 (58.8%)
5	4 (23.5%)
Total	17 (100.0%)



	Mean	Standard Deviation
The lectures have been understandable	4.1	0.7

The level of difficulties was adequate

The level of difficulties was adequate	Number of Responses
1	0 (0.0%)
2	1 (5.9%)
3	5 (29.4%)
4	6 (35.3%)
5	5 (29.4%)
Total	17 (100.0%)



	Mean	Standard Deviation
The level of difficulties was adequate	3.9	0.9

Comments:

The isotope lectures was harder, but probably because its chemistry. Some of it felt dragged out for no reason, like it could have been compromised to les lectures, more about what each proxy does. It felt overly complicated to find what what each proxy was for.

The proxie lectures were quite rushed sometimes and I think we needed more time to understand them better.

Sometimes too many details to remember

Of course this varied, especially during the proxy-week when we had new lecturers every day. It is always harder to understand someone if its the first time you listen to her, this was very evident when one of the "proxy" persons actually came back: the second time I listened to Franziska it was great. Cause I knew her style, tempo etc. and it was easier to follow. Guest lecturers are fun but sometimes it also makes me feel very stupid, since it is harder to understand.

The English may be a bit Hard to follow from some of the lecturers

I am very happy with the teacher staff especially with Mr. Sylvain and Mr. Mikael. They have almost give everything to make these lectures understandable for us..

Nobody can motivate me more than I do myself

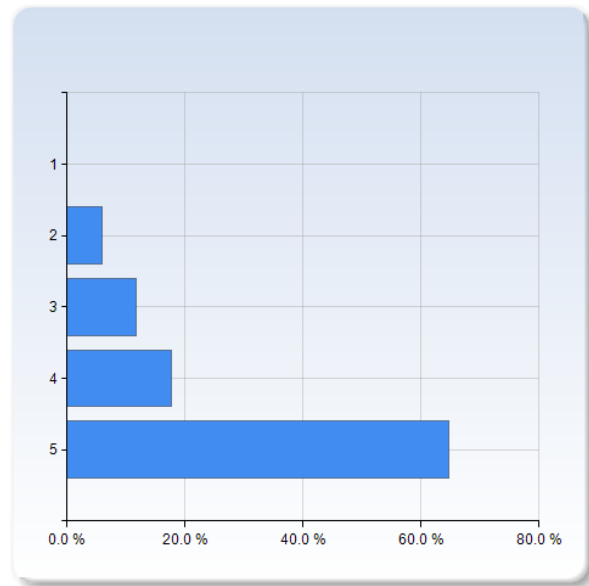
Generally good

Sometimes a bit packed lectures with so much information to take in.

I would sometimes like to have more background information to catch everyone up to the same level.

Was the support material (cours hand-outs, litterature, instructions) sufficient ?

Was the support material (cours hand-outs, litterature, instructions) sufficient ?	Number of Responses
1	0 (0.0%)
2	1 (5.9%)
3	2 (11.8%)
4	3 (17.6%)
5	11 (64.7%)
Total	17 (100.0%)



Was the support material (cours hand-outs, litterature, instructions) sufficient ?	Mean	Standard Deviation
	4.4	0.9

Comments

hand-outs and litterature was good, My basin instruction was confussing

The support material was perfect for me

The many different sources of literature often made me not read it at all, which is of course a shame. I think I probably would have if there had been one-three books to focus on (and get used to, same trail of thought as with the guest lecturers). Also I often didn't find the time to read more than my notes and the slides again, so maybe that's why I felt frustrated with this.

Also, I am aware that the course is broad and that there probably aren't any "one perfect literature" because of this.

I doubt anyone opened all of the provided litteraturen. So quite sufficient

Yes, mostly literatures are relevant...

all pedagogy materials was available to ease the teaching-learning transactions

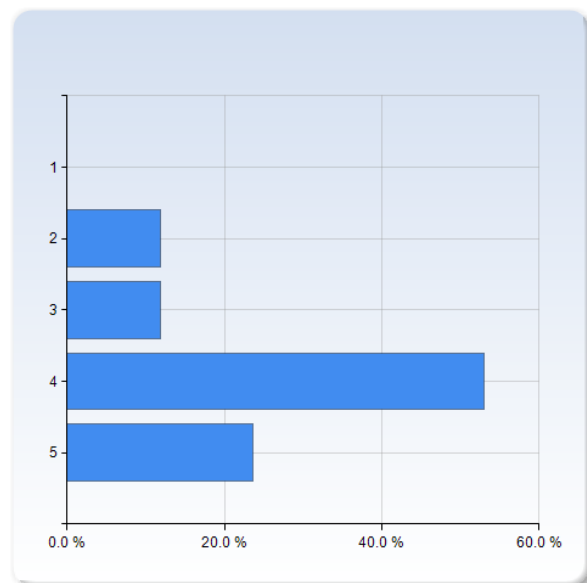
Yes. But it would be nice with a broader course book which can be used when you want to look up something.

Some specifics about hand in times and deadlines needs to be more consistent and revised. There should be the same hand in time for all students.

Working load

How was the Schedule of the course

How was the Schedule of the course	Number of Responses
1	0 (0.0%)
2	2 (11.8%)
3	2 (11.8%)
4	9 (52.9%)
5	4 (23.5%)
Total	17 (100.0%)



How was the Schedule of the course	Mean	Standard Deviation
	3.9	0.9

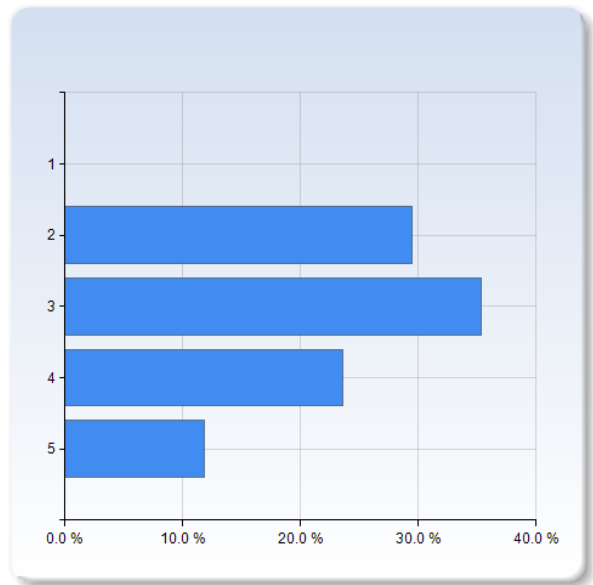
comments

Generally good not to long days, except for the seminar day.
 At times the TimeEdit schedule wasn't accurate.
 Did not always follow the schedule
 Sometimes very long days, leaving not much time to study and prepare for next lectures etc.
 It was always clear and thrustworthy. If something changed, we immediately got notification in email about it.
 Too many lectures and not enough time to repeat.
 A bit too cramped sometimes, otherwise good
 A lot of lectures, but i personally learn best this way
 Generally schedule was very good..but i prefer if we have to come less days in a week..
 A bit less time for reading
 Most of the time perfect, sometimes they were differences in paper or mail version
 too much work for a short period of time.
 I would say really good. The only exception was the too long presentation day of MyBasin.
 Inconsistent online versus what the teacher say and is done- hard to know what is right. The times were changed 2.5 hours before the meetings to a one hour sooner time- is inconsiderate for the students time and planning plus hard for the ones that travel.

Appropriate Workload

The workload was too heavy.

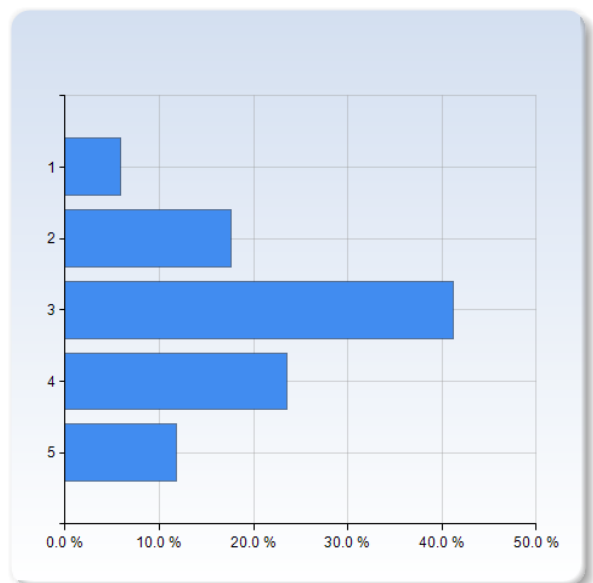
The workload was too heavy.	Number of Responses
1	0 (0.0%)
2	5 (29.4%)
3	6 (35.3%)
4	4 (23.5%)
5	2 (11.8%)
Total	17 (100.0%)



	Mean	Standard Deviation
The workload was too heavy.	3.2	1.0

I was generally given enough time to understand the things I had to learn.

I was generally given enough time to understand the things I had to learn.	Number of Responses
1	1 (5.9%)
2	3 (17.6%)
3	7 (41.2%)
4	4 (23.5%)
5	2 (11.8%)
Total	17 (100.0%)

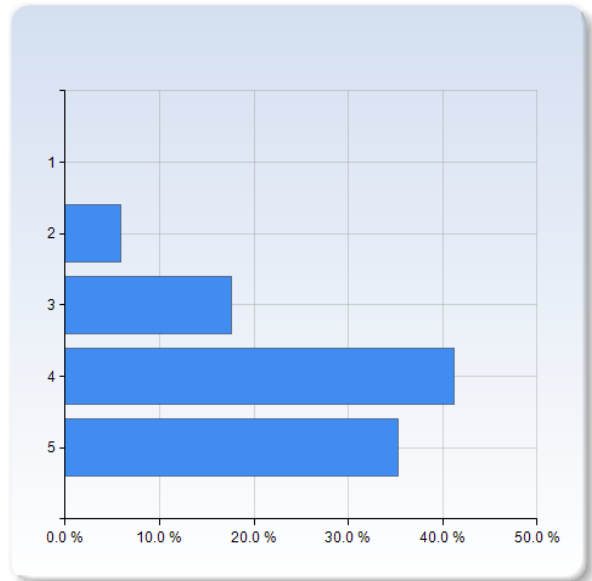


	Mean	Standard Deviation
I was generally given enough time to understand the things I had to learn.	3.2	1.1

Assessment criteria

The weighing of the assessment criteria (exam 70%), core exercise report (10%), Mybasin project (20%) was appropriate

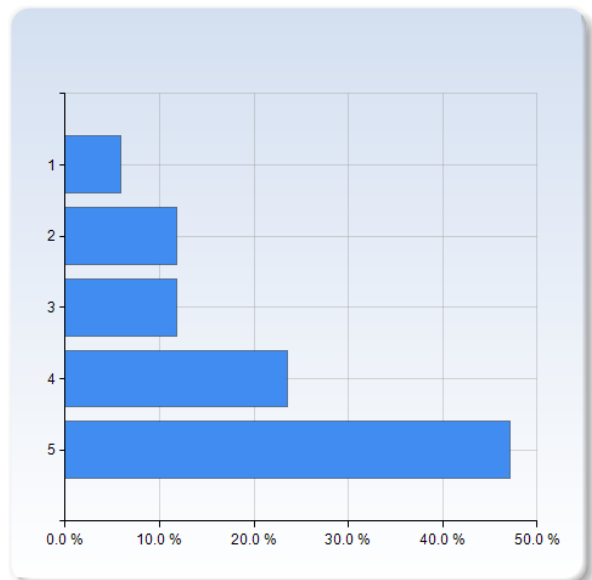
The weighing of the assessment criteria (exam 70%), core exercise report (10%), Mybasin project (20%) was appropriate	Number of Responses
1	0 (0.0%)
2	1 (5.9%)
3	3 (17.6%)
4	7 (41.2%)
5	6 (35.3%)
Total	17 (100.0%)



	Mean	Standard Deviation
The weighing of the assessment criteria (exam 70%), core exercise report (10%), Mybasin project (20%) was appropriate	4.1	0.9

Appropriate Assessment

The written exam was adapted to control the knowledge I gained during this course	Number of Responses
1	1 (5.9%)
2	2 (11.8%)
3	2 (11.8%)
4	4 (23.5%)
5	8 (47.1%)
Total	17 (100.0%)



	Mean	Standard Deviation
The written exam was adapted to control the knowledge I gained during this course	3.9	1.3

Comments

Maybe some of the geophysics were repetition from the GEOC07 given at the instotution.

I think the report should weight more in the final assesment of the course.

I think there should have been less sequence and seismic stratigraphy and more warm-water carbonates

It was easier than what was in the lectures. This is a good thing since there wasn't enough time to learn everything from the lectures.

I think the level was okay but that the amount of things we had to memorise was too heavy. It takes much time from actually understanding, just re-visiting all the different slides and remembering names of things.

The multiplex Choice questions... Hmm they were well constructed. But the time put into learning the contents of the course doesnt feel on par with putting an x in a circle.

I like the exam method of this course...

was the purpose of the written exam to control the knowledge or to see who could write the exam fastest. It it was the latterit was a very good exam. i didnt have time to finish it and there were more students who handed in late. No student on the course have English as their native language (I think). There must be time to do the exam. 6-7 hours exam is not problem. its hugely frustrating to hand in an exam where havent been given possibility to do my best

Again, it was quite easy, although abc part was partly hard to understand

limited time for student to achieve the best

A really representative exam. Maybe a bit hard with just multiply-choice questions on "Sequence stratigraphy". Would be nice to at least write something about it, too.

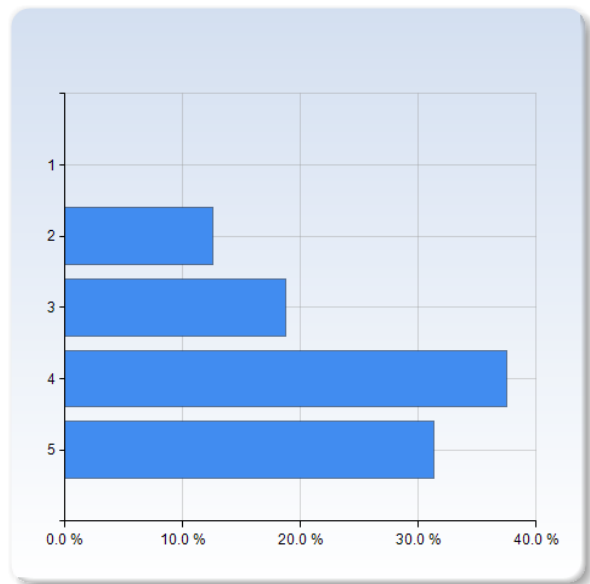
The exam was done in a way that made it take a lot of time to write and the questions were hard to understand which take away from the actual purpose of testing the knowledge but just the understanding of the question it self. One also needs more time for the exam.

Skills

Generic Skills

The course developed my analytical and problem-solving skills

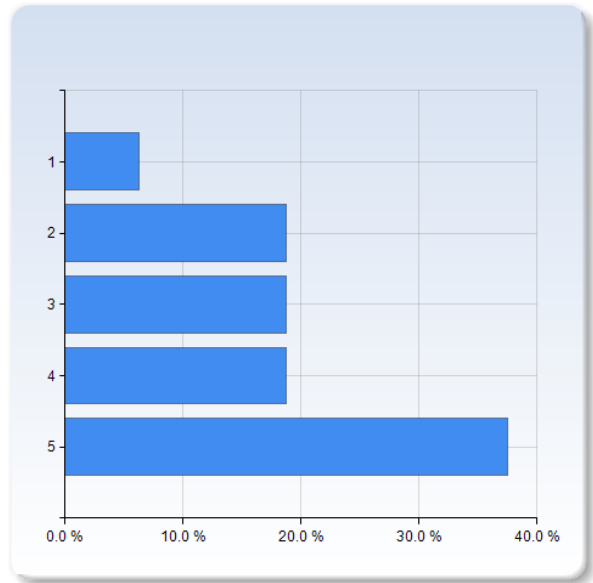
The course developed my analytical and problem-solving skills	Number of Responses
1	0 (0.0%)
2	2 (12.5%)
3	3 (18.8%)
4	6 (37.5%)
5	5 (31.3%)
Total	16 (100.0%)



	Mean	Standard Deviation
The course developed my analytical and problem-solving skills	3.9	1.0

The course helped me develop my ability to work as a team member.

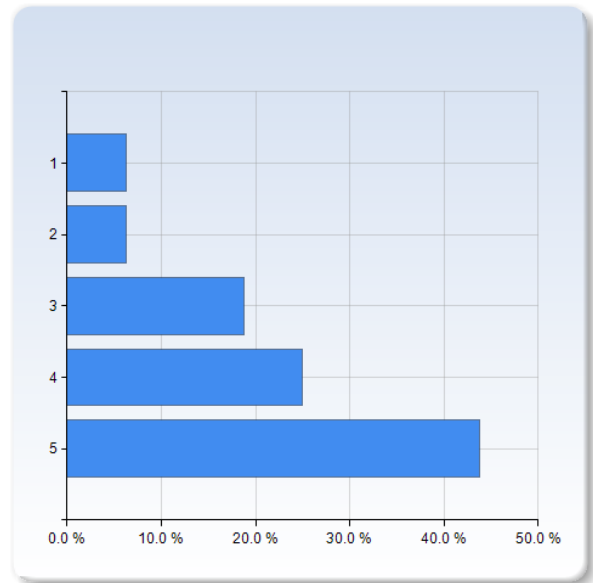
The course helped me develop my ability to work as a team member.	Number of Responses
1	1 (6.3%)
2	3 (18.8%)
3	3 (18.8%)
4	3 (18.8%)
5	6 (37.5%)
Total	16 (100.0%)



The course helped me develop my ability to work as a team member.	Mean	Standard Deviation
	3.6	1.4

The course improved my skills in communication, in writing or in oral presentations

The course improved my skills in communication, in writing or in oral presentations	Number of Responses
1	1 (6.3%)
2	1 (6.3%)
3	3 (18.8%)
4	4 (25.0%)
5	7 (43.8%)
Total	16 (100.0%)

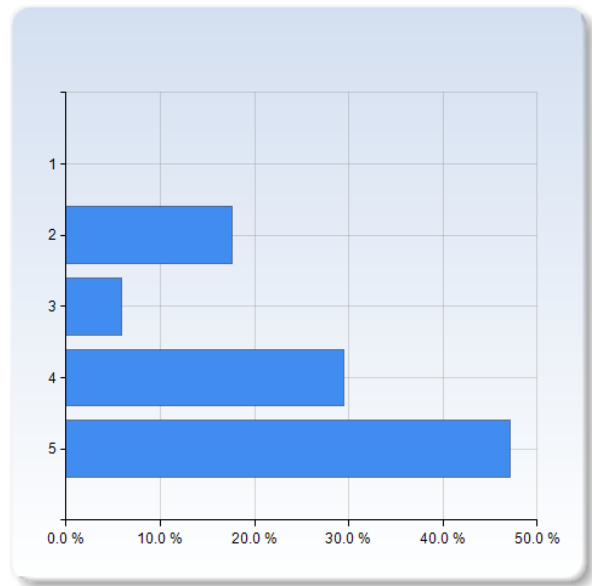


The course improved my skills in communication, in writing or in oral presentations	Mean	Standard Deviation
	3.9	1.2

Covid-19 Pandemy

Do you think the rules established to avoid the spread of Covid-19 were efficient?

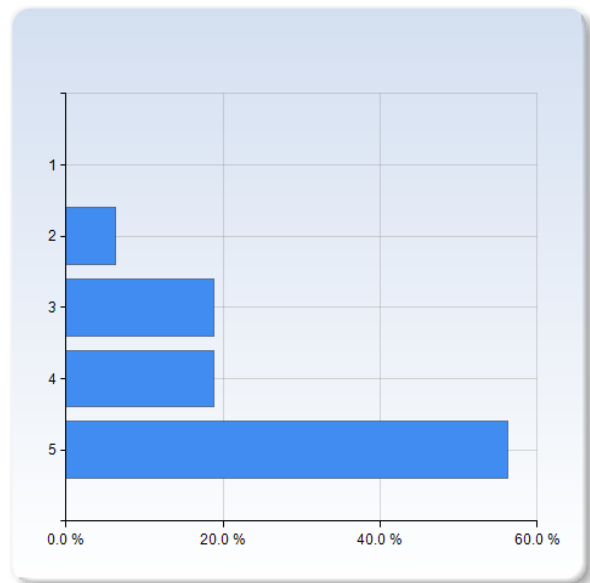
Do you think the rules established to avoid the spread of Covid-19 were efficient?	Number of Responses
1	0 (0.0%)
2	3 (17.6%)
3	1 (5.9%)
4	5 (29.4%)
5	8 (47.1%)
Total	17 (100.0%)



	Mean	Standard Deviation
Do you think the rules established to avoid the spread of Covid-19 were efficient?	4.1	1.1

Were the means of communication to compensate for the non-presential was up to the task? Should we keep something in the future?

Were the means of communication to compensate for the non-presential was up to the task? Should we keep something in the future?	Number of Responses
1	0 (0.0%)
2	1 (6.3%)
3	3 (18.8%)
4	3 (18.8%)
5	9 (56.3%)
Total	16 (100.0%)



	Mean	Standard Deviation
Were the means of communication to compensate for the non-presential was up to the task? Should we keep something in the future?	4.3	1.0

Kommentar

Covid bad, i don't like it, no Austria :(

Some of the rules were not followed all the time (such as where to exit). There is also the problem with lunches as we have no place to heat up the food. This caused some students to take it upon themselves to get a microwave.

I think Zoom should always work as an alternative if you can't be at the lecture in person. In that way you don't have to worry to miss so much if you are sick.

I think it was very good that we always had the opportunity to be over zoom, thank you for that! For me at least, it sometimes would have felt better to have all lectures over zoom, even though it is nicer with in-person lectures. But it is difficult to balance safety/worrying and have the best experience of education.

Sad that we had to sit outside in the rain and eat :(It would be nice to be able to eat our meals. It's kinda weird that we have to go to restaurants and eat if we want to sit inside/ get warm food, this seems worse than if we were able to eat at GeoC with the people we meet every day.

It is actually really positive (even without a pandemic) that you don't force yourself to come here if you feel sick. Both because you need rest to get well, but also to not spread any disease.

A negative thing is that you now are "expected" (at least by yourself) to follow along even though you have a high fever, and listening to zoom-lectures is also very tiring.

Regarding efficiency it is hard to tell. It is taken seriously of course, that is good, but then again when you see the same people every day it is hard to remember to keep a distance. It was nice to have "our own seats" anyway.

Well done!

everything was on task

The possibility to be over Zoom when sick was really good. I think this should be kept for the future.

There should be an online option for the exam BUT it was great that there was an opportunity to join lectures and exercises by zoom!

With the teaching and examination being remote your study environment has changed. Please describe below if there is something particular you want to bring attention to, for example regarding your ability to concentrate on your studies and your motivation and how this has affected your learning.

With the teaching and examination being remote your study environment has changed. Please describe below if there is something particular you want to bring attention to, for example regarding your ability to concentrate on your studies and your motivation and how this has affected your learning.

The concentration and motivation depends hugely on if you have online lectures or not.

I have a hard to concentrate on lectures by zoom. I lose my concentration really easy. But that is my personal problem.

It has been a bit more difficult to concentrate at lectures over zoom. But sometimes it has been better since being in class and worrying about covid and safety also have caused lack of concentration.

Since we were able to be at the department I have not been so much affected by the remote teaching

It's really hard to concentrate at home, thankfully the library still has some study spots open.

I still think it is much easier to have a good study flow when I am allowed to go to actual classes. Being at home it asks a lot of my self control.

The on site lectures helped a lot. The few times I did the online lectures I hardly remember anything from.

Remote studies are not useful for the science students especially for geology students.. because to understand the full concepts of the lectures we have to do some exercises and excursions which we cannot do through remote studies..

Not because of the environment is changed, but unfortunately I had hard time related with my personal situations (not related to the course or its delivery)

Possibility to attend both physically and online was simply great!! Thanks for that

I think this was solved well in the course and my learning ability was not so much affected during this course.

Nowhere to study but the classroom gives lack of focus and distractions. The inability to eat warm food makes me feel unwelcome in the school environment and gives a poor mental health. People forgot to keep distance and came to school ill made me feel unsafe.

What have been the biggest challenges during this course due to Covid-19?

What have been the biggest challenges during this course due to Covid-19?

Knowing that we were gonna go to Austria but went to Kristianstad instead.

Not having a comfortable place to study.

Not being able to go to the Alps have been a big disappointment

Being motivated to study and concentrating on the study. I feel that people in general are less happy due to covid and all worrying.

The lack of the whole-week fieldtrips.

I think that the biggest challenge was for the professors, because they had to manage in situ and online teaching. I think they succeeded and I sincerely thank them

Having to go to restaurants to eat instead of using the student kitchen microwaves.

Not going to the Alps? No, but maybe to not having access to microwaves. It's getting to cold for un-heated food now, and our days are often 9:30-16, we need to eat properly during the day.

The lazy trap. To actually go to class when the option to stay in bed exists

Online classes...because online classes didn't help science students in any way possible..but thank God there were only 1 in the whole course.

Lack of motivation

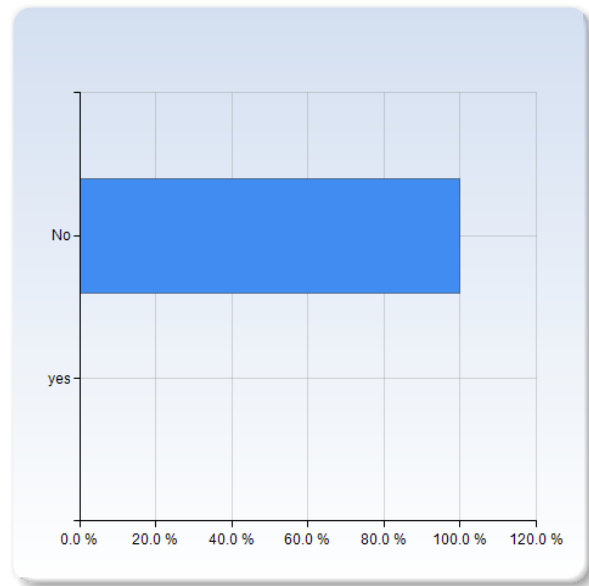
Made collaboration with teacher and colleagues a bit difficult through distancing

The distancing and inability to perform group work close to each other.

That people forgot to keep distance/came to school with symptoms and I didn't feel safe in the school environment.

Harrassment and discrimination

Have you experienced any form of discrimination, harassment or inappropriate behavior, victimising yourself or others, during the course? If so, feel free to elaborate.	Number of Responses
No	17 (100.0%)
yes	0 (0.0%)
Total	17 (100.0%)



Have you experienced any form of discrimination, harassment or inappropriate behavior, victimising yourself or others, during the course? If so, feel free to elaborate.	Mean	Standard Deviation
	2.0	0.0

Kommentar

Students, teachers and staff all were very helpful..
everyone was hospitable

Other comments

Other comments

Super cossy course, i enjoyed it thoroughly. Grate job guys, just change the instructions to My basin.

Thank you for a nice course, it was really fun :D

Thank you for this course!

Thanks a lot for a great course!

Thanks for an interesting course!

Unfortunately I am the one of 5 students who lost their laptop from the class. And at the fist day we haven't give any information about security of our belongings..if we have given proper information about this matter too then may that incident never been happen.. So next time please give proper information about security issues with covid-19 issues to students...

Regards....

I would suggest if there would be possible to intermix some software skills in the exercise sessions. I t would be helpful especially for those of international student with less exposure backgrounds. Also, it would be better to allow some licensed software by the University. Finally, it was nice time overall.

in general I enjoyed the course