

Comment on the course evaluation of GEOM10, fall 2020

9 on 11 students answered the course evaluation, which is thus representative.

The course was held under this form for the fifth time. The course was strongly reorganized this year, due for one part to the COVID-19 situation and the departure of the specialist of applied sedimentology from the teaching team for the other part. The COVID-19 situation this year allow us to maintain the Danish fieldtrip but led us to cancel 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 field exercises in Skåne specifically developed for these pandemic years did not reach the pedagogical level of the Austrian ones.

Overall the course got an excellent mark of 4.6 on the scale 1-5 (5 = top) (2017: 4.4; 2018: 4.3; 2019: 4.7; 2020: 4.2). The field excursions in Skåne and Denmark (Stevns Klint and area around Helsingborg, Kristianstad and Österlen) were considered as the highlight of the course as were the cores exercises. 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. Last year some complaints were risen about unclear instructions at first. This seems to have been resolved this year by holding the instructions to myBasin project another day than the lecture on "how to write a scientific manuscript". Indeed, 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, which could have led to confusion. The clear separation this year resolved this problem. Students ask this year to set more clearly that the manuscript should be finished at the date for peer-review and not at the final date.

The lectures were praised as being for most at a good level and informative. However, the first introductory week seems to be at a too high pace. The "paleoenvironmental proxies" week were the last years the centre of frustrations. It seems that this year, the rearrangement of the week has been fruitful, as there were fewer complaints. More precise instructions for the exercise of this week are however asked. A discussion group on papers has been proposed on this theme and could be a good alternative to one of the exercises, we will try to implement this in the next years. The newly facultative course on the use a drawing software (type Illustrator, Corel draw, Affinity design, etc.) was a success as 2/3 of the students did take part in it. It will be reconducted. There is always in the answers a tension between asking more input and diminishing the load. And this problem is difficult to resolve. This year we introduced a lecture on carbon capture and storage which had success and several students asked to increase this matter, which we will try to implement. One the same time more study time is asked, before all in the first weeks of the course. We will try to implement it; however, it is always difficult to resolve adequately this tension.

The examination and grading system seems to have been considered this year as the most problematic part of the course. Due to the pandemy, we had to cancel the Austrian fieldtrip. Normally, a report on this fieldtrip counts for 10% of the final grade. Instead of grading this cancelled fieldtrip we graded one of the extended core exercises which partially replaced the Austrian fieldtrip. This was announced at the course introduction and at the start of the core exercise. But it seems that unfortunately the message did not go through to the student and we should have more insisted as several was awaiting grading on a fieldtrip. The load and amplitude of the final exam were criticized. For the moment the final exam counts for 10.5 credits, which is less than the 12 credits of last years but still much more

than the asked 7.5 credits maximum. Some students have suggested to make rather two different and smaller exams: one on of some part of the introduction and the sequence stratigraphy and one on the rest. This is a legitimate demand and we will try to implement it in the next two years (it take time to revise the syllabus accordingly). Moreover, the catalogue of questions, helping to prepare for the final exam, was still containing as many questions as when it was for 12 credits, giving the impression that the exam will be broader than it was in reality. The catalogue of questions will be revised and adapted for next year. However, the exam itself was considered fair, with perhaps too much weight on sequence stratigraphy.

Specific comment on the COVID-19 Pandemy.

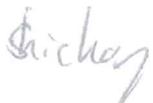
The course had the chance to be held on-site, with the possibility for every student with symptoms to stay home and to follow it online. The students liked this possibility to be home and to follow the course even with small symptoms. This seems to work well for the lectures, however, there was some complaints that it was hard to follow some exercises. Several asked to keep this possibility after the end of the pandemy. The fact that the lectures were held on- site is generally seen thus as 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. Most students felt the environment as safe, but some did complain once as one student came with some symptoms and was not sent back home.

In summary, here is what should be ameliorated for next year:

- Try to implement more time for self-study
- Be more explicit that the MyBasin project should be finished for the peer-review date
- Ameliorate the instructions for the “proxies” exercises
- Increase the time devoted to Carbone capture and storage subject
- Be more explicit on the grading system
- Revise the question catalogue for the exams
- Try in the next two years to diminished the exam to less than 7.5 credits.

Lund, 2022. 02. 21



Sylvain Richoz, course coordinator.

Read and approved by the student's course representative:

Ida Bonnevier Wallstedt:



Karl Höjbert:



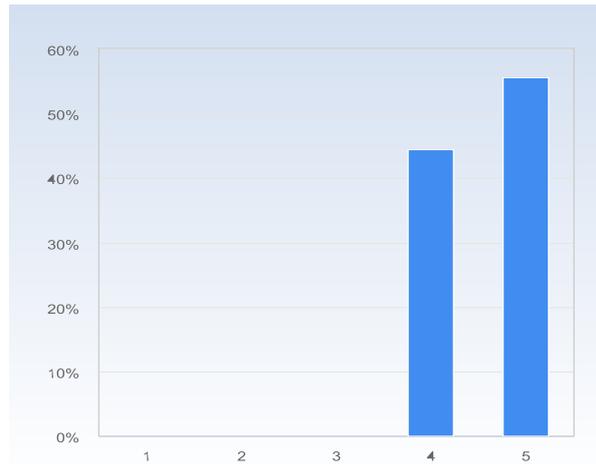
Evaluation GEOM10-2021

Answer Count: 9

Please grade the statements below from 1-5: Disagree (1) – Agree (5)

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

| Overall, I was satisfied with the quality of this course. | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 4 (44.4%) |
| 5 | 5 (55.6%) |
| Total | 9 (100.0%) |

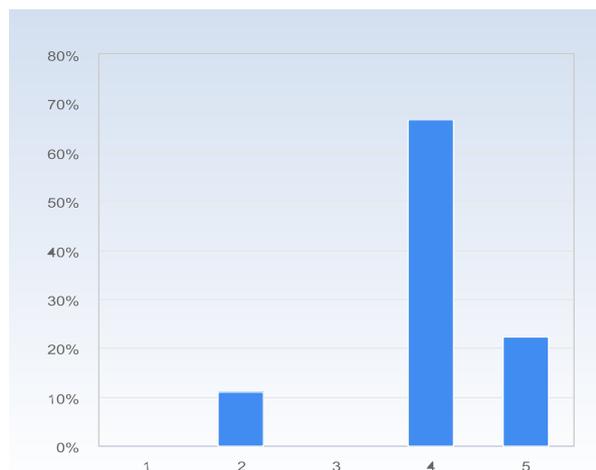


| | Mean | Standard Deviation |
|---|------|--------------------|
| Overall, I was satisfied with the quality of this course. | 4.6 | 0.5 |

Clear Goals and Standard

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

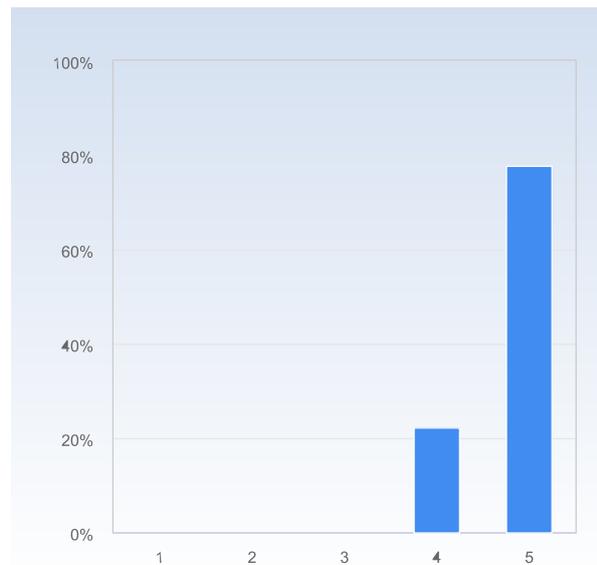
| I usually had a clear idea of where I was going and what was expected of me in this course. | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 0 (0.0%) |
| 4 | 6 (66.7%) |
| 5 | 2 (22.2%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| I usually had a clear idea of where I was going and what was expected of me in this course. | 4.0 | 0.9 |

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 | 0 (0.0%) |
| 4 | 2 (22.2%) |
| 5 | 7 (77.8%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Did the course fulfil what the course plan stated ? | 4.8 | 0.4 |

Comments

The written exam felt like it was larger than 10,5 hp, since we had to learn the entire course contents for it. During the actual exam, it didn't feel that big, but the practice questions that we got to study for the exam encompassed the entire course contents, so I felt like I had to prepare by studying everything. Also, the course plan states that we are supposed to have a graded field report, but we didn't, as far as I can remember.

What do you think was best with the course?

What do you think was best with the course?

The MyBasin project.

Probably obvious but I really enjoyed our excursions, just a shame we didn't manage to get to Austria. Besides the excursions I enjoyed the practical with Andreas Lindskog although I probably needed more study time to fully understand the subject.

That we get a broad and complete knowledge of sedimentary basins and their deposition environment.

Analyzing the carbonate cores. I learned a lot from those exercises, and I think it's because we had ample of time and good instructions + feedback from the teachers.

The lectures were of very high quality (usually), and the excursions were excellent. I really learned a lot, both theory and practical ways to work with basin analysis. We got to see a lot of the relevant research, as well as ways to work with basin analysis outside of research, for example in petroleum geology and CCS. The MyBasin project was also a great learning experience, although I think there were some flaws in the execution. I think this is one of the courses where I've learned the most, during my years of studying geology. I especially want to highlight two lectures that I thought were very good, namely the paleoredox lecture and the first lecture on isotopes. These lectures were heavy in content, but still easy to follow, and made the subject matters very interesting. I was especially impressed considering that the lecturers were (as far as I remember) "only" postdocs, and not regular lecturers.

The field trip were in my opinion the best part of the course. They were a great opportunity for students to put into practice what they had learned in the classroom.

The field excursions and the lab work.

The practical aspects such as fieldwork and the core exercises, where we could apply theoretical knowledge from prior lectures. While also the exercise practicals after lectures had greatly helped me grasp the subject. Very interesting lectures with in-depth descriptions that made it easier to understand the main concepts of the module.

I really enjoy sequence tracts and carbonates

What do you think was bad in this course?

What do you think was bad in this course?

The instructions for the proxy exercises could be made a bit clearer

Generally speaking there was very little study time, most time was spent on lectures and excersises. The excersises were great but due to how long every day became (9:00-17:00), I was usually exhausted by the time I got home whilst I still had chores to do. Another bad part of the course would be how the examining parts were handled, personally felt it was badly distributed with an exam at the end representing 10,5 HP but containing subjects from the entire course. This effectively made it feel like a 15 HP exam whilst we still had MyBasin to do representing much less of the course points. Smaller examinations could be had to redistribute the burden over the course. I also had insufficient time to prepare a presentation for MyBasin.

Only thing was structure of the examination things got veary hecitic and i felt a lack of time for the final report. Also something to be more clear about is that we was expected to be finnished by the peer Review date not the final date.

Some weeks we had too much cramped into the schedule (e.g. the proxy week) and the consequence was that we didn't have much time to process the information from the lectures (which made it difficult to prepare for the exercises). Overall, more time for self-studies would be good.

Firstly, there is no good reason to still have a written exam of 10,5 hp. It was decided several years ago that examinations this big should be avoided, for several reasons, so I think it's high time it's changed in this course. The written exam did end up being rather overwhelming, and it was very stressful when studying for it. It was also a bit unclear which parts of the course would actually end up on the written exam, since the practice questions encompassed the entire course contents. Secondly, it was unclear what part of the course, aside from MyBasin and the written exam, would be graded, especially since it says in Ladok that we had a graded field report, which we didn't have (as far as I can remember, we only had to hand in a log after one of the first excursions and then answer a few questions after one of the later excursions, but neither of those were graded). Thirdly, the lecture part of the course was very dense. The lectures were really good and informative, but it would be nice to have a bit more time to take in the material, since it felt like we just packed in information without getting time to process it. Though, I understand if this is a difficult problem to solve, since there is a limited amount of time available.

There was nothing outright bad about this course, but in my opinion there might have been that the final test is to large of an percentage of the final grade.

The pace was a little too quick with an influx of too much information at times. I believe that international students are not accustomed to such a fast-paced learning environment and hence they should be brought up to pace gradually - specially because this is the first course we take.

Very long hours of lectures during the first month.

The continental facies were too fast paced/not enough time spent on it

Do you have any proposition to improve the course?

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Update proxy exercise instructions. It could also be interesting to have a "proxy paper" to read and discuss it in small groups. I at least learn a lot from smaller group discussions.

Smaller examinations could be had to redistribute the burden over the course. Ex. a smaller exam for all of the Sequence Stratigraphy, I believe this would have helped us remembering it as well as lighten the burden for the rest of the course. You could also combine tectonics and sequence stratigraphy to one exam and then have another on the remaining part of the course (proxies, warm/cool water carbonates, alluvial deposition etc.).

Just manage time writing the last part dont kown if there is enouhg time for it but sunday peer reveiw was beter than friday in that one week can be a bit tight to finish everything unless you hade finnished almost all research before hand wich is hard considering exercises and exams.

Make the written exam 7,5 hp or less. Make it clearer which parts are going to be graded. If possible, give more time to take in the lecture material. The CCS lecture could be divided into two, since it was very dense.

The test might have some of its importance to the final grade be put in for example exercises.

I would suggest to reduce the length of lectures.

possibly space out the lectures more and allow for more time on my basin during the first part of the module, as I felt like I had only focused my time on studying for the exam rather than the assignment and found it very time-consuming in the last week with both the report write-up and the presentation.

decrease the time spent on proxies, increase on continental deposits

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

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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.

I think I meet every point except number 5.

1) Mostly 3.5/5, have a decent understanding of sedimentary development but less of tectonic environments. Found the first week a bit of a blur when I look back at it, uncertain why. 2) Yes 4/5 3) Definitely 4.5/5 4) Yes 4/5 5) Yes 4/5 6) Mostly 3.5/5, good understanding of formation and occurrence but less so of extraction. This is mostly likely due to lack of interest though rather than bad teachings. 7) Yes 4/5 8) Yes 4/5

1) yes 2) mostly 3) yes 4) mostly 5) mostly 6) Yes sometimes feels like an over focused part at times 7) yes 8) Yes

I think I reach to objectives well after this course

I feel like I've reached all of these.

1) The objective was reached 2) The objective was reached 3) The objective was reached 4) The objective was reached 5) The objective was reached 6) The objective was reached 7) The objective was reached 8) The objective was reached

I reached all the course objectives successfully.

I feel like I had reached all the objectives of the course stated.

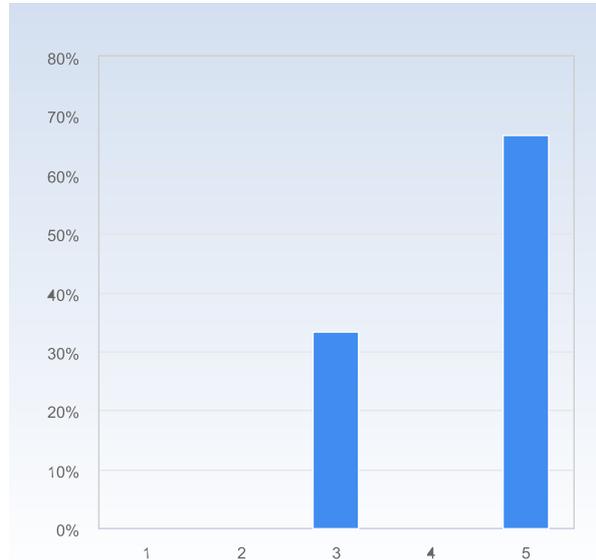
1) yes 2) yes 3) yes 4) yes 5) yes 6) yes 7) yes 8) obviously

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

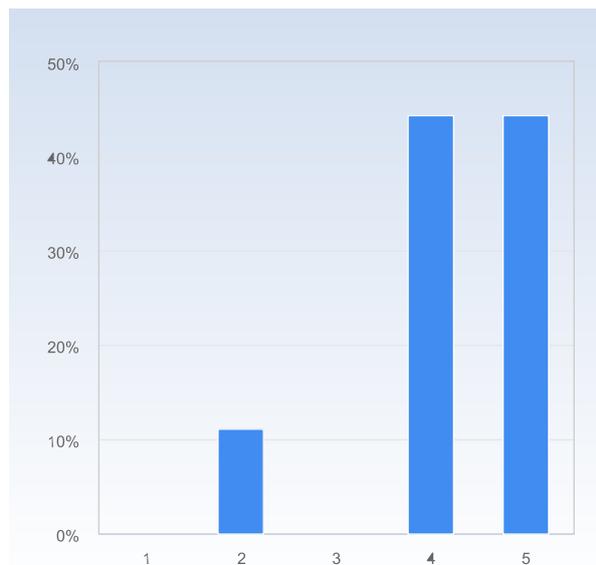
| Introduction week and sedimentary basin | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 3 (33.3%) |
| 4 | 0 (0.0%) |
| 5 | 6 (66.7%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Introduction week and sedimentary basin | 4.3 | 1.0 |

Sequence Stratigraphy, seismic and well logging

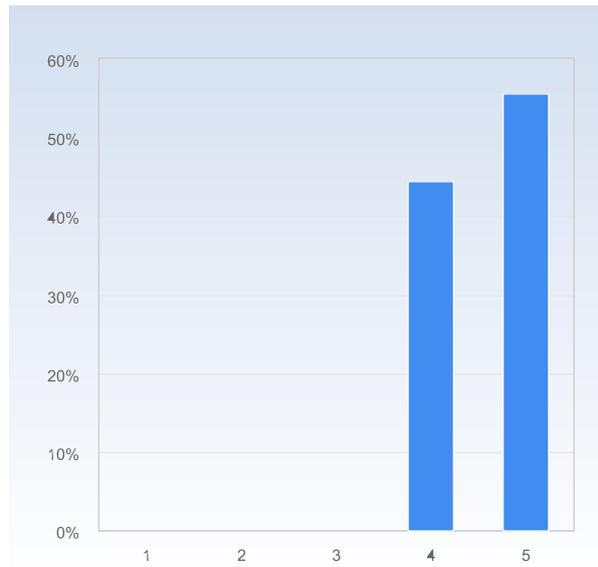
| Sequence Stratigraphy, seismic and well logging | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 0 (0.0%) |
| 4 | 4 (44.4%) |
| 5 | 4 (44.4%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Sequence Stratigraphy, seismic and well logging | 4.2 | 1.0 |

Sequence Stratigraphy and well logging exercise

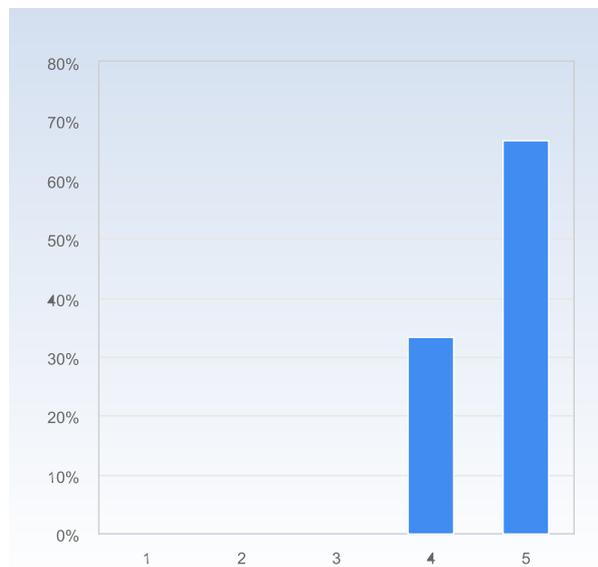
| Sequence Stratigraphy and well logging exercise | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 4 (44.4%) |
| 5 | 5 (55.6%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Sequence Stratigraphy and well logging exercise | 4.6 | 0.5 |

Cool and warm Water Carbonate

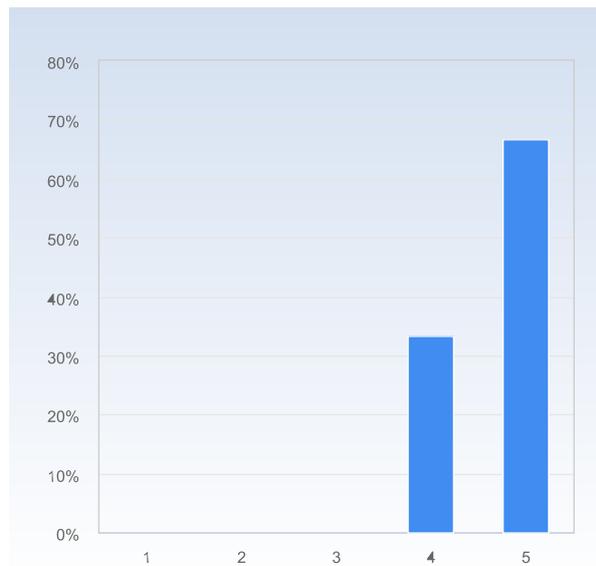
| Cool and warm Water Carbonate | Number of responses |
|-------------------------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 3 (33.3%) |
| 5 | 6 (66.7%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|-------------------------------|------|--------------------|
| Cool and warm Water Carbonate | 4.7 | 0.5 |

Core exercises

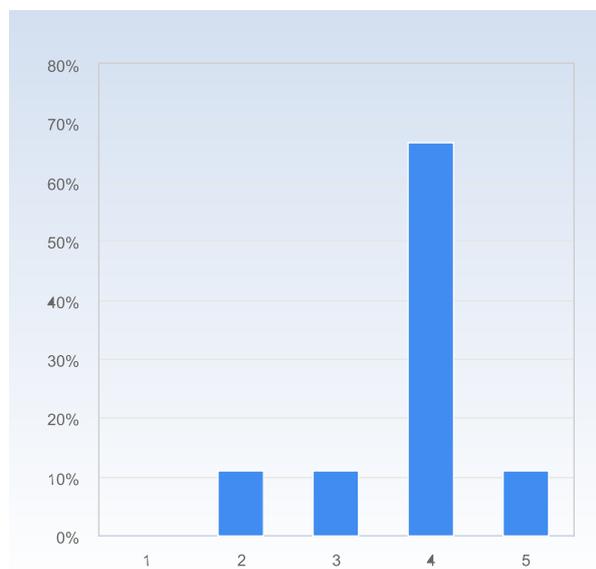
| Core exercises | Number of responses |
|----------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 3 (33.3%) |
| 5 | 6 (66.7%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|----------------|------|--------------------|
| Core exercises | 4.7 | 0.5 |

Proxies for paleoenvironmental changes

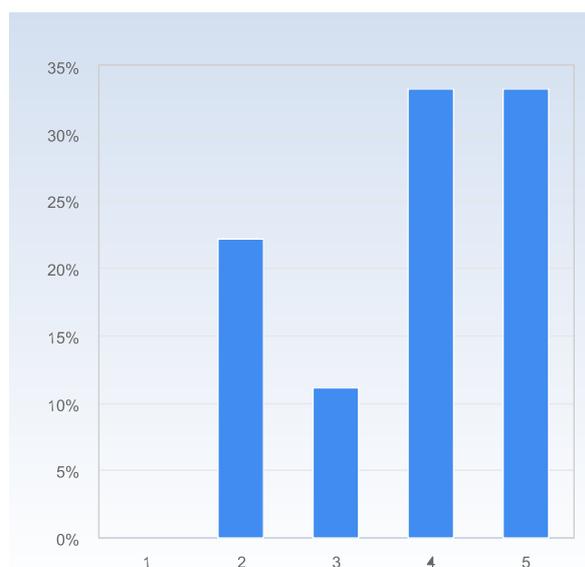
| Proxies for paleoenvironmental changes | Number of responses |
|--|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 1 (11.1%) |
| 4 | 6 (66.7%) |
| 5 | 1 (11.1%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| Proxies for paleoenvironmental changes | 3.8 | 0.8 |

Proxies for paleoenvironmental changes exercise

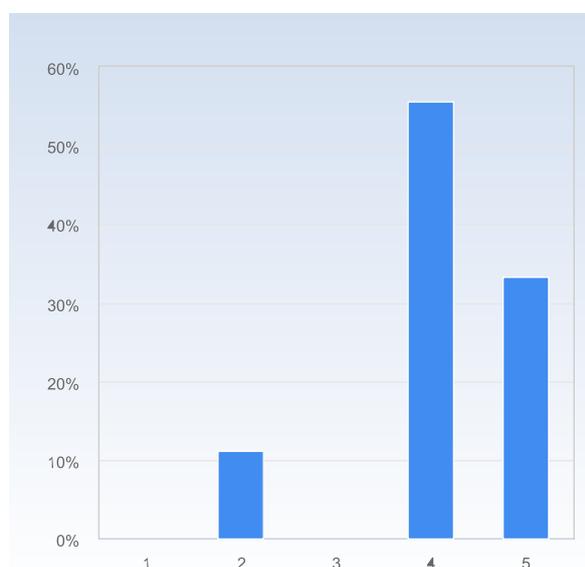
| Proxies for paleoenvironmental changes exercise | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 2 (22.2%) |
| 3 | 1 (11.1%) |
| 4 | 3 (33.3%) |
| 5 | 3 (33.3%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Proxies for paleoenvironmental changes exercise | 3.8 | 1.2 |

Alluvial-Deltaic sediments-Geoenergy

| Alluvial-Deltaic sediments-Geoenergy | Number of responses |
|--------------------------------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 0 (0.0%) |
| 4 | 5 (55.6%) |
| 5 | 3 (33.3%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|--------------------------------------|------|--------------------|
| Alluvial-Deltaic sediments-Geoenergy | 4.1 | 0.9 |

Comments

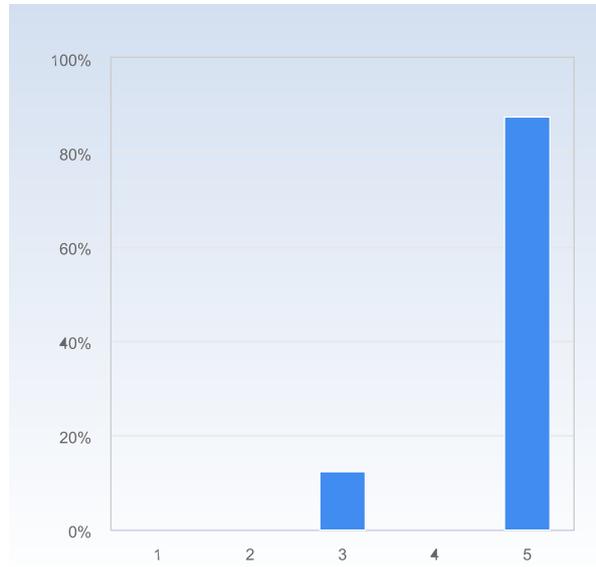
The lectures on proxies varied a lot in quality - most were very good, but one was less good (I believe it was the lecture on changes in temperature, salinity and pCO₂), which brought down the experience of the week. The exercise on proxies was probably good, but taking part in it over distance made it difficult to follow. The alluvial-deltaic sediments part was very quick and intense, making it difficult to take everything in. This made it harder to use the terminology in the field. An exercise could imp-

rove the understanding of this part.

Excursions

Limhamn Quarry excursion

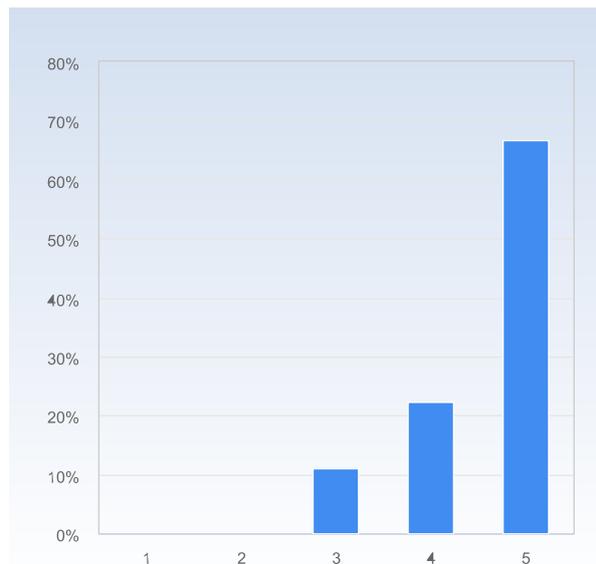
| Limhamn Quarry excursion | Number of responses |
|--------------------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 1 (12.5%) |
| 4 | 0 (0.0%) |
| 5 | 7 (87.5%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|--------------------------|------|--------------------|
| Limhamn Quarry excursion | 4.8 | 0.7 |

Cambrian-Ordovician development in Skåne excursion

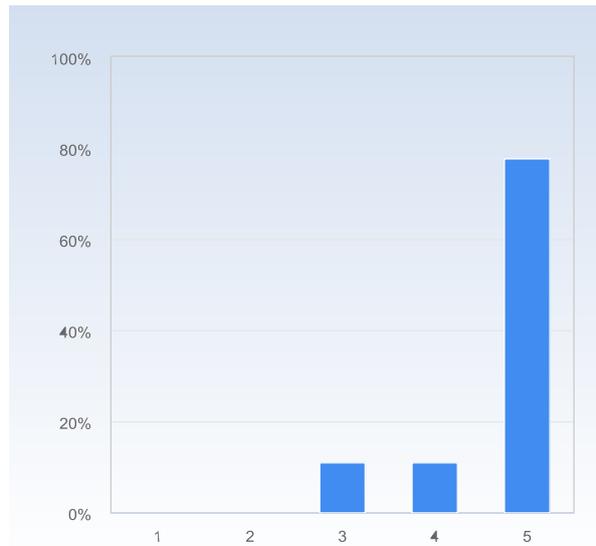
| Cambrian-Ordovician development in Skåne excursion | Number of responses |
|--|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 1 (11.1%) |
| 4 | 2 (22.2%) |
| 5 | 6 (66.7%) |
| Total | 9 (100.0%) |



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

Kristianstad basin excursion

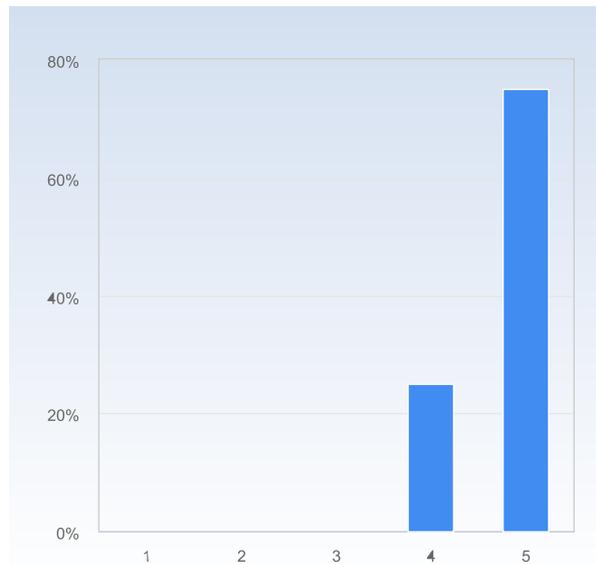
| Kristianstad basin excursion | Number of responses |
|------------------------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 1 (11.1%) |
| 4 | 1 (11.1%) |
| 5 | 7 (77.8%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|------------------------------|------|--------------------|
| Kristianstad basin excursion | 4.7 | 0.7 |

Continental-coastal deposits (Norra Albert) excursion

| Continental-coastal deposits (Norra Albert) excursion | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 2 (25.0%) |
| 5 | 6 (75.0%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| Continental-coastal deposits (Norra Albert) excursion | 4.8 | 0.5 |

Comments

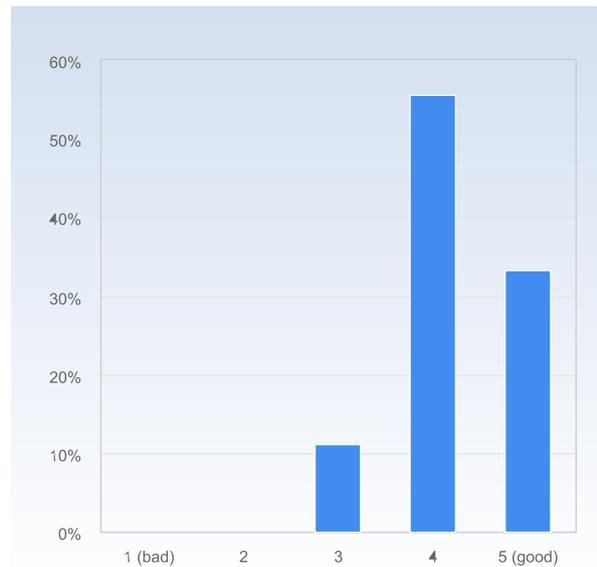
Replace the grade of the Limhamn quarry excursion with Stevn's Klint

The Norra Albert excursion was good, but it was a bit difficult to utilize the alluvial-deltaic terminology, since that part of the course was very short.

Missed the first one, other than that all good. Very helpful and informative.

My basin

| My basin | Number of responses |
|----------|---------------------|
| 1 (bad) | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 1 (11.1%) |
| 4 | 5 (55.6%) |
| 5 (good) | 3 (33.3%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|----------|------|--------------------|
| My basin | 4.2 | 0.7 |

Comments

Somewhat stressful, didn't have time to research/read a lot of sources that I found.

I understand the importance of the exercise and think it's a good practice opportunity and learning to apply the course knowledge but there needs to be more time for it if you want creativity.

It was a bit hard to know what was expected of you in MyBasin. There also was not a lot of time to work on it - theoretically, we could begin working on it very early, but all the self-study time we had, I felt like I had to devote to studying for the written exam.

Enjoyed the research work and the constructive input and support from the instructor.

I enjoyed learning more about the development of basins, particularly concentrating on one. The report had made me evaluate the way in which I read academic papers and what I should focus on in the future. I also enjoyed hearing about the other basin developments from my classmates during the presentation day. Although I did feel like I didn't have enough time for the report write-up due to the exam earlier and long hours of lectures.

A sedimentological subject what you are missing :

A sedimentological subject what you are missing :

Not too much but stuff to consider could be more on salt deposits or metamorphing of certain rocks during deep diagenesis

More on CCS.

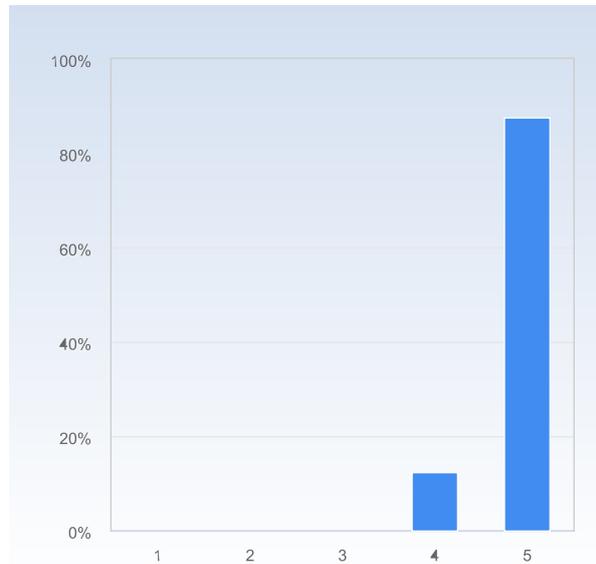
Sequence stratigraphy.

Pedagogical skills of the teacher

Teaching appreciation

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

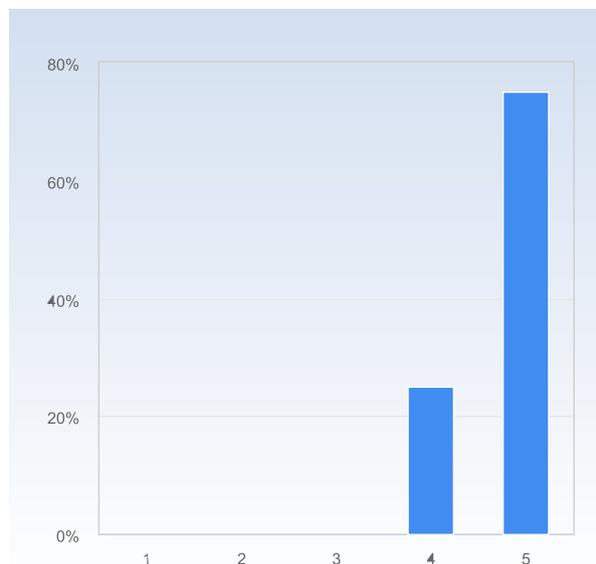
| The teaching staff of this course motivated me to do my best work. | Number of responses |
|--|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 1 (12.5%) |
| 5 | 7 (87.5%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| The teaching staff of this course motivated me to do my best work. | 4.9 | 0.4 |

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

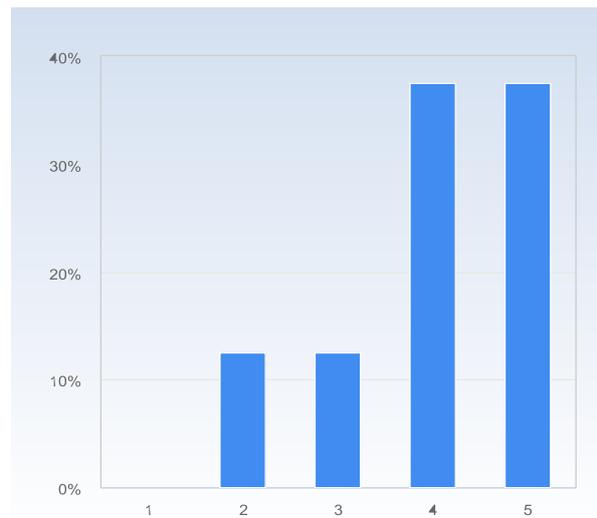
| The teaching staff normally gave me helpful feedback and was sufficiently at my disoposition if I needed | Number of responses |
|--|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 2 (25.0%) |
| 5 | 6 (75.0%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| The teaching staff normally gave me helpful feedback and was sufficiently at my disoposition if I needed | 4.8 | 0.5 |

The lectures have been understandable

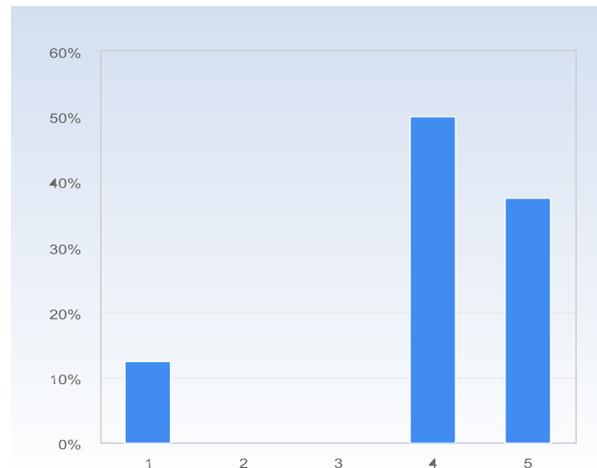
| The lectures have been understandable | Number of responses |
|---------------------------------------|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (12.5%) |
| 3 | 1 (12.5%) |
| 4 | 3 (37.5%) |
| 5 | 3 (37.5%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|---------------------------------------|------|--------------------|
| The lectures have been understandable | 4.0 | 1.1 |

The level of difficulties was adequate

| The level of difficulties was adequate | Number of responses |
|--|---------------------|
| 1 | 1 (12.5%) |
| 2 | 0 (0.0%) |
| 3 | 0 (0.0%) |
| 4 | 4 (50.0%) |
| 5 | 3 (37.5%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| The level of difficulties was adequate | 4.0 | 1.3 |

Comments:

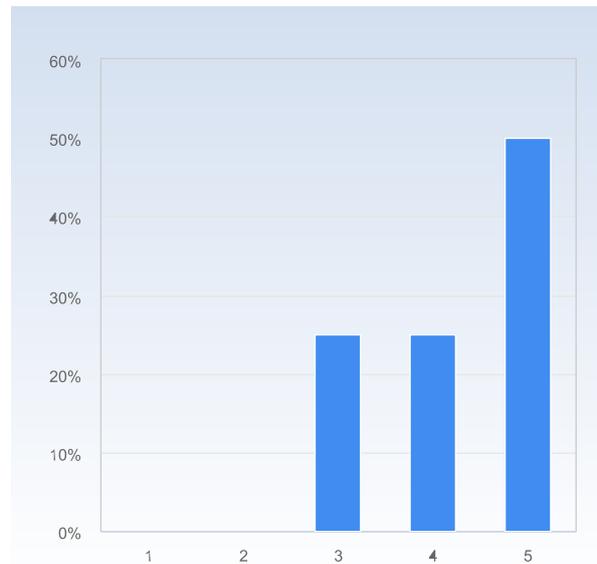
The difficulty was good but the introduction week was very fast paced.

Lectures overall have been understandable but some lectures when used to exercise before the exam were less helpful. Usually when there either was no text or a wall of text, two extremes which just don't really work when studying. Only images work fine during a lecture but means little whilst studying without any notes. Meanwhile a wall of text is discouraging and somewhat boring (low effort) and a hassle to get through.

Main difficulty has been the language barrier

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 | 0 (0.0%) |
| 3 | 2 (25.0%) |
| 4 | 2 (25.0%) |
| 5 | 4 (50.0%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| Was the support material (cours hand-outs, litterature, instructions) sufficient ? | 4.3 | 0.9 |

Comments

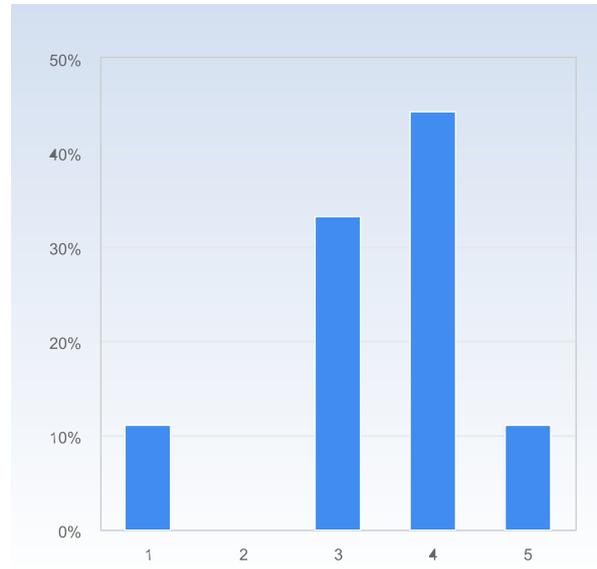
Proxy exercise instructions could be clearer

Have not went through the litterature since we had so little time for it (most often no time at all)

Working load and assesment criteria

How was the Schedule of the course

| How was the Schedule of the course | Number of responses |
|------------------------------------|---------------------|
| 1 | 1 (11.1%) |
| 2 | 0 (0.0%) |
| 3 | 3 (33.3%) |
| 4 | 4 (44.4%) |
| 5 | 1 (11.1%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|------------------------------------|------|--------------------|
| How was the Schedule of the course | 3.4 | 1.1 |

comments

A lot of long days, understandable considering the excersises but gave little time to study.

overall pritty good allthough you do need to comit all lot of time and focus to understand everything epecialy on the core exer-cises to not fall behind so there was always something to do but didnt feel overwhelming just last section feeling stressed whit my basin. My basin did not feel like 20% project more lika a 40% and exam 50%

There was very little self-study time, which made it more difficult to process the course material. Otherwise, it was good.

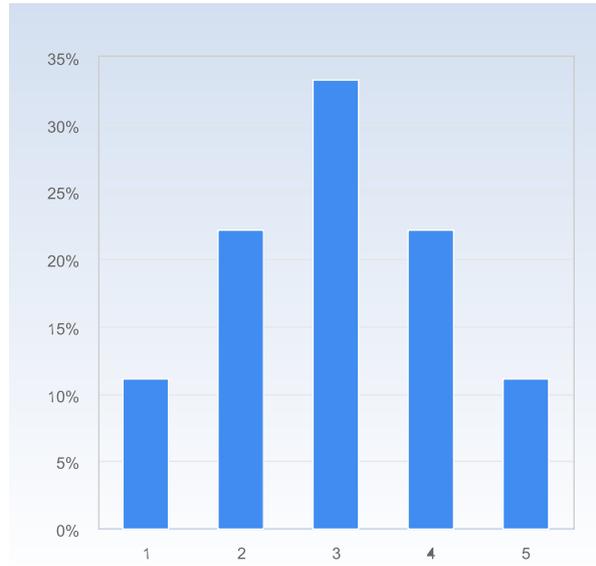
The schedule was a bit packed in the en but that was understandable and is to be expected too hectic.

Maybe too many hours in the first part of the module.

Appropriate Workload

The workload was too heavy.

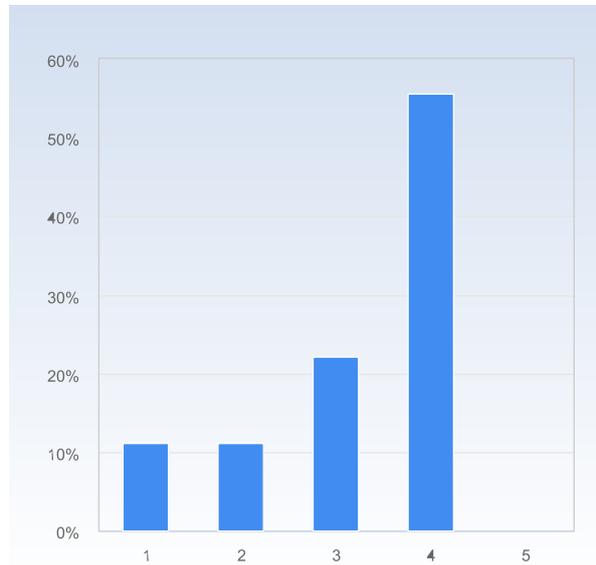
| The workload was too heavy. | Number of responses |
|-----------------------------|---------------------|
| 1 | 1 (11.1%) |
| 2 | 2 (22.2%) |
| 3 | 3 (33.3%) |
| 4 | 2 (22.2%) |
| 5 | 1 (11.1%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|-----------------------------|------|--------------------|
| The workload was too heavy. | 3.0 | 1.2 |

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

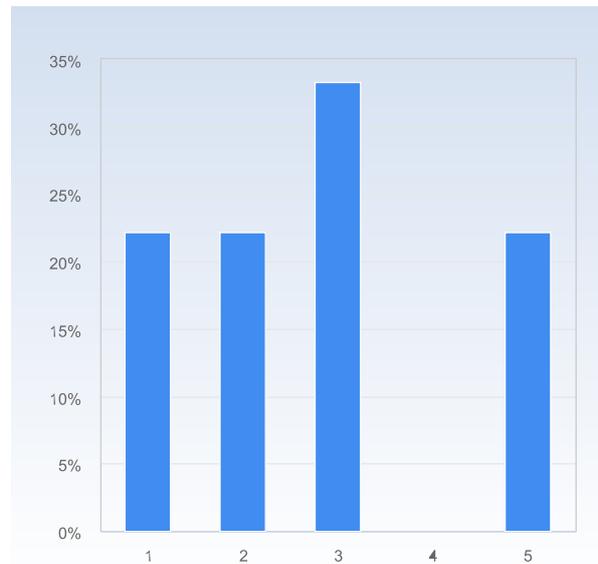
| I was generally given enough time to understand the things I had to learn. | Number of responses |
|--|---------------------|
| 1 | 1 (11.1%) |
| 2 | 1 (11.1%) |
| 3 | 2 (22.2%) |
| 4 | 5 (55.6%) |
| 5 | 0 (0.0%) |
| Total | 9 (100.0%) |



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

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

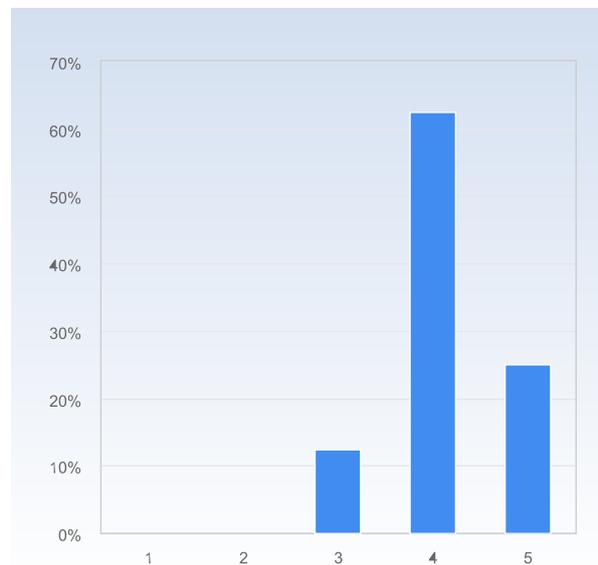
| The weighing of the assessment criteria (exam 70%), core exercise report (10%), Mybasin project (20%) was appropriate | Number of responses |
|---|---------------------|
| 1 | 2 (22.2%) |
| 2 | 2 (22.2%) |
| 3 | 3 (33.3%) |
| 4 | 0 (0.0%) |
| 5 | 2 (22.2%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| The weighing of the assessment criteria (exam 70%), core exercise report (10%), Mybasin project (20%) was appropriate | 2.8 | 1.5 |

Appropriate Assessment

| The written exam was adapted to control the knowledge I gained during this course | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 1 (12.5%) |
| 4 | 5 (62.5%) |
| 5 | 2 (25.0%) |
| Total | 8 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| The written exam was adapted to control the knowledge I gained during this course | 4.1 | 0.6 |

Comments

Too few points for too much work. The exam of course shouldn't actually be above 7.5 HP either.

The exam is fine i think it tested our knowldhe broudly but also was not to intense which is good for my basin work. Also I liked the multpible choise qeustions even though they were the hardest only 1 question was bad the picture for fluvial accomedation space didnt feel clear cut and look more 50/50 on Flood plain and channel deposits.

It was too much focus on sequence analysis on the exam, in comparision to how many questions the other subjects got. So the exam could have been more well-balanced in that matter.

It was, but it wasn't clear before the exam how much was going to be on it.

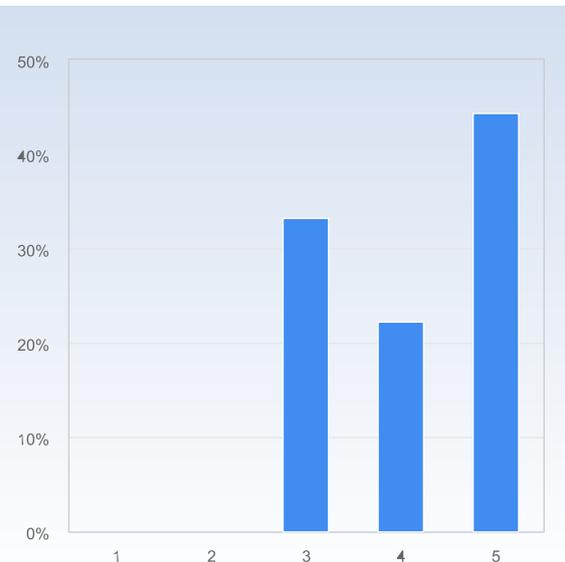
Yes to a degree, most of the questions could be easily answered if one had participated in all the lectures and studied the practice questions. However, I thought that the sequence stratigraphy could have some long questions as I felt like I grasped the subject well but maybe was a bit confused with the multiple-choice questions which did not let me excel in this part of the exam.

I was unaware that the core excercise would weigh in to the final grade. I wish this would've been more clear, as i would've writen more, as i knew WAY more than i bothered to write. I'd also argue that the core report was too small of a task to account for 10% of the grade

Generic Skills

The course developed my analytical and problem-solving skills

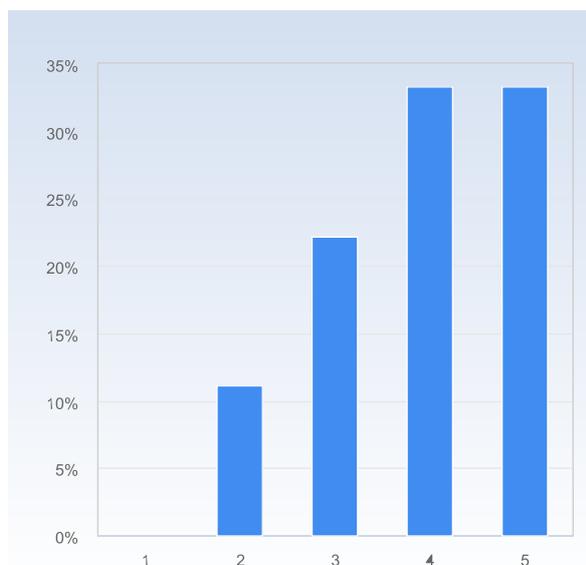
| The course developed my analytical and problem-solving skills | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 3 (33.3%) |
| 4 | 2 (22.2%) |
| 5 | 4 (44.4%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| The course developed my analytical and problem-solving skills | 4.1 | 0.9 |

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

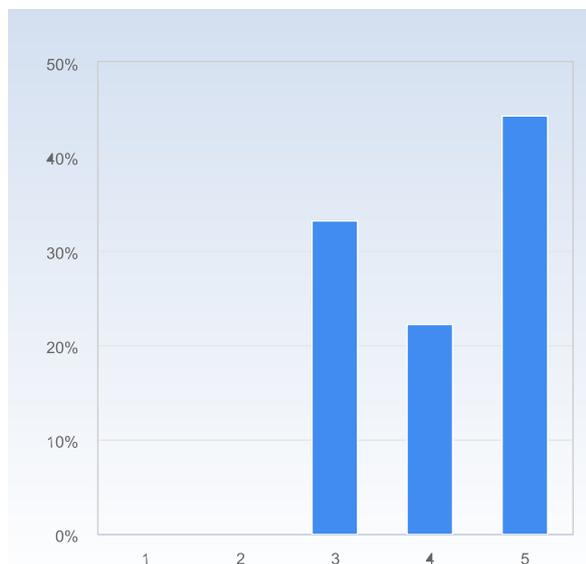
| The course helped me develop my ability to work as a team member. | Number of responses |
|---|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 2 (22.2%) |
| 4 | 3 (33.3%) |
| 5 | 3 (33.3%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|---|------|--------------------|
| The course helped me develop my ability to work as a team member. | 3.9 | 1.1 |

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 | 0 (0.0%) |
| 2 | 0 (0.0%) |
| 3 | 3 (33.3%) |
| 4 | 2 (22.2%) |
| 5 | 4 (44.4%) |
| Total | 9 (100.0%) |

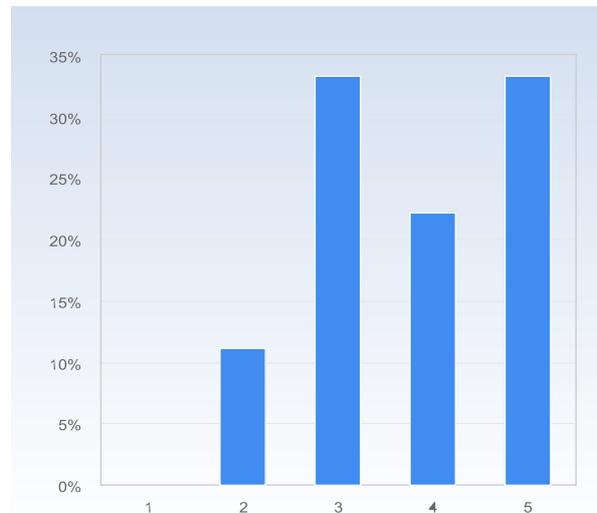


| | Mean | Standard Deviation |
|---|------|--------------------|
| The course improved my skills in communication, in writing or in oral presentations | 4.1 | 0.9 |

Covid-19 Pandemy

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

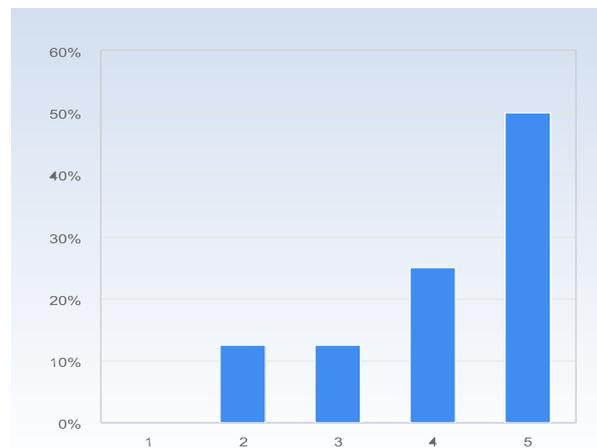
| Do you think the rules established to avoid the spread of Covid-19 were efficient? | Number of responses |
|--|---------------------|
| 1 | 0 (0.0%) |
| 2 | 1 (11.1%) |
| 3 | 3 (33.3%) |
| 4 | 2 (22.2%) |
| 5 | 3 (33.3%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| Do you think the rules established to avoid the spread of Covid-19 were efficient? | 3.8 | 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 (12.5%) |
| 3 | 1 (12.5%) |
| 4 | 2 (25.0%) |
| 5 | 4 (50.0%) |
| Total | 8 (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? | 4.1 | 1.1 |

Kommentar

Zoom meetings I think will be a useful tool for those who aren't feeling very ill but still have to remain at home.

If you weren't present, it was difficult to follow what was happening over zoom, especially during exercises. It was difficult to hear what the lecturer was saying.

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?

Missing out on Austria. It feels like it would have been important to get a better overview of a "real life" basin

Not going to Austria.

sense we where on location all good

Eating lunch without a place to eat lunch at... The education part has went well, but the restrictions that prohibited us from other things like being in the lunch room wasn't especially good solutions.

Taking part in lectures and exercises over distance.

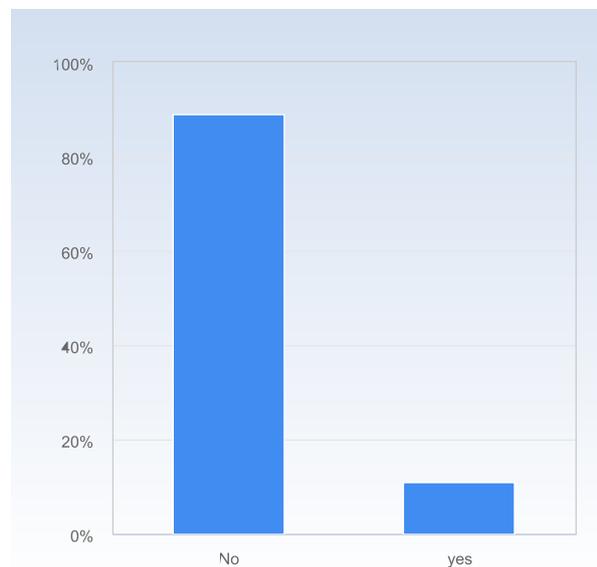
Travel restrictions

not being able to go to the Austria excursion.

being unable to go to the alps field trip :(

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 | 8 (88.9%) |
| yes | 1 (11.1%) |
| Total | 9 (100.0%) |



| | Mean | Standard Deviation |
|--|------|--------------------|
| Have you experienced any form of discrimination, harassment or inappropriate behavior, victimising yourself or others, during the course? If so, feel free to elaborate. | 2.2 | 0.7 |

Other comments

Other comments

Good course, I learned a lot and the teachers were great!

I really liked this course! I've learned a lot and had fun during the time. It was interesting lectures and good teaching.