

# Copy of Course evaluation GEON05 Glacial sedimentology 2021

Answer Count: 13

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

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

The Ven fieldtrip, it was fun to have practical experience in the field with the group.

The Ven trip and all the small excursion

Ven field trip together with some of the literature seminars

The sediment labs

The field work

For me it's an even split between the Ven field course and the last philosophical seminar.

field trip and reporte writing, i had a lot of fun constructing my own article.

lab work because I love working in the lab

Ven fieldwork, because it was a new experience and theory and field work were connected

Lectures

Seminars and field work. I like discussions and field work to improve practical knowledge and skills.

Field trip at Island of Ven, because you have to use all skills and knowledge, you've learned in lecture classes for thinking and working.

The fieldtrips

Comment

I think being out in the field, seeing and experiencing everything you see in the textbook is the best way to learn

You get a better understanding of all the theoretical stuff you've learned in the classroom and get a sense of how to. use it practically

The Ven field trip was by far the most valuable knowledge wise, but the last seminar was more inspiring and left me more prepared for future research.

I found myself really enjoying the lectures, of all things...

Great to visualise and actually conceptualise all.

## What was the most interesting aspect of the course? Why?

What was the most interesting aspect of the course? Why?

Many of the lectures, especially the glacial landsystems.

Sediments

New terminology and a wider perspective on glacial land forms connected to processes

The glaciomorphological processes

The field trips

Definitely the lesson to separate the interpretation from the description and not to make grander assumptions than you have the basis for.

I enjoyed the first part of the course because it was more broad aspects about glaciers, after I think it was too much details about sediments, I got quite lost

The large glacier processes, such as surging and glacitectonics.

excursions

Ven field work. Because that was my first experience to make field based and laboratory supported practical project in Geology even though the focus and time plan given to it was not as such as compared to the regular lectures.

Actually, in my opinion, I think the fieldtrip is the most interesting for me because I never see any landforms in real life.

Glacier dynamics and depositional landforms

Comment

I had never dealt with glacial sediments before and it was nice to see what was familiar and what was totally new

It was interesting taking the "Swedish" perspective on glacial landforms and then comparing it towards the world knowledge from different land systems.

You get to see the 3D version of al the 2D structures we've seen in the literature and lectures. It was nice to get a better feel for how to analyse and view big 3D structures while in the field and try to see how it all builds up a story.

It is kinda interesting to look at a pile of dirt with now clue about what it is and then dig into it to find out

I have learned how to study geology in the field in a detailed way. Especially the laboratory work, it was very important at least for me. It was my first experience to see and work in sedimentological analysis despite a very short and report-focused (than knowledge-focused) time plan.

## What were the three most exciting/'aha'-moment in the course for you, and why? (This could be when you 'got' a certain concept, the purpose of an exercise...)

What were the three most exciting/'aha'-moment in the course for you, and why? (This could be when you 'got' a certain concept, the purpose of an exercise...)

1. Interpretations of the sediments, and found it interesting to compile the glacial history in Ven report. 2. Understanding glacial landforms in the field, from our one-day excursions, to therefore help me see when I am out and about 3. Also, understanding the purpose of the practicals and the respective results, as it confirmed many observational interpretations.

Dump/push moraines

"The more you learn the less you know" - How sedimentological field work is carried out in practice - It gets complicated super fast when digging into the literature

n/a

During the first field trip

1. How different types of glaciers (and glacial landsystems) lead to different landforms. This was not as clear in the earlier courses. 2. That it's actually very difficult to differentiate different subglacial sediments, regardless of what some of the previous literature would have you believe. working on class shape and fabric and understanding their purposes

the exercise about aerial photography and the fine gravel analysis because it was the first time for me, and when I got the pushing/dumping lecture

when I thought I knew what happened to the ridge in the home exam, honestly my memory doesn't cover more than that basically, but I do know I had a few aha moments...

Field work, Group seminars and laboratory work for Ven data

I think, firstly, is when I got some concepts of glacial sediment deposition from reading glaciological journals. Secondly, is when I finished the sediment laboratory. The last thing is when I submitted both Ven report and home exam.

When on Ven

Comment

They were very difficult to grasp in the beginning. Only after some time I got it. Maybe a more elaborate explanation would work better, instead of mostly examples

That was the moment that I really seemed to get and be able to wrap my head around the whole thing of going out in the field, look at and collect observations and then from these make interpretations. Before this we have always had a look at an area's geology before going into there so my brain was already looking at things and then discarding things that I did not understand and that did not match the information that I had got from the 'pre-view' of the area. I feel like I became a little bit better at being a geologist on that trip.

3. That sometimes paradigms really do shift with the passing of stubborn researchers.

When we saw evidence of glaciectonics and deformation in field. It was an "aha" because it was cool to see it in reality. When I understood how to read the stereograms. When I realised (many times during the course) that things aren't always as you expect them to be, thus trying to have an open mind (try to not be biased) is the best way to go in science.

But, I feel a little bit that the time and focus given post the fieldwork of Ven was little. The laboratory work was a bit rush. Especially for those who do not have experience. I would appreciate it if there was a group discussion on how the lab results analysis looks like, how to interpret and use the results in the excel sheet, which and how to use the software for horizontal and vertical profiling etc.

As it all seemed to become more understandable and felt like I got a grasp there better than before

## What were the three most challenging aspects of the course for you and why? (This could be an exercise, a concept to wrap your head around, an assignment...)

What were the three most challenging aspects of the course for you and why? (This could be an exercise, a concept to wrap your head around, an assignment...)

1. The philosophical aspects were hard to comprehend, as I got lost with some of the lengthy conversations. 2. Also, sometimes presentations by fellow students were hard to understand, because it was too lengthy or brief. 3. Also, understanding what the results meant in the Ven report, as we have to rationalise the abstract results.

Report writing (only thing)

Writing well composed report - Referencing - Connecting observations towards theories

n/a

The reports (Ven + Home exam)

Getting information, analysing it and actually producing a passable report in 5 days. This is not something we have done before in previous courses, and was a very challenging but giving experience.

it was challenging to understand some lectures because they were too detailed so it was easy to get lost, the Ven report was difficult as well because we had to understand many things by ourselves and also doing the logs has been really long and complicated, and also it was the first time I had this type of exam

trying to figure out how "well" the report and exam have to be written, trying not to kill teammates, and keeping track of clast fabric, clast shape and fabric shape!!!

Ven field report, Laboratory for Ven and a little bit tight time ( too many lecture materials with almost no gap for reading and catching up).

1. There are many discussion sessions about glaciology that are sometime quite challenging for lower background people. 2. Ven report is the most challenging for me because there are many things to do in one week. 3. Thinking of discussion of the home exam is also challenging.

The computer software

#### Comment

No experience with thing type of report, so quite difficult to make a master level report in 1 week

Writing a well-composed report with correct referencing. For someone who is active in the field, they would probably know the staple referencing literature.

It was quite a lot of work to do during the time that was assigned. More so for the Ven report.

2. Allocating the proper amount of time for each aspect of the field trip to Ven. This was likely due to lacking experience, and will be easier in the future.

3. Wrapping my head around what the different viewpoints in the literature are and how they interact.

The Ven report and the home exam were the two most challenging things by far. This because it was very stressfull and limited time. To me it was to much work (especially the ven report) in to little time. Even though I basically didn't do anything else the days of the report writing and home exam I still was very stressed to not meet the deadline and that ofcourse impacted my ability to work on the tasks and thus the quality of the report and exam.

I was extremely happy to learn the Ven field and the laboratory related to that. Indeed I am happy about that. But, I was really in the challenge and felt helpless on the usage of technical tools for analysis and result display. I have to make my own exercises on YouTube videos and so on, but there was not enough time to make a new exercise to learn how software work or how laboratory results should be interpreted during that limited time plan. Sorry for my words but, I would be happy if I was asked about how much I am acquainted with the laboratory equipment, usage of the equipment, analysis of the results, software for lithological 2D display, and logging. I felt that the time given was a little bit short to make a detailed and quality report with only one week for laboratory work and one week for report writing. I would rather prefer getting a reading material for the lectures and taking more time for the laboratory and software skills. This is because it would help me to better improve my technical skills so that I can directly implement my knowledge in a real-world job. Anyways, it was nice overall.

I had never used Adobe illustrator and all others took time to get head around

## What was the least interesting aspect of the course? Why?

#### What was the least interesting aspect of the course? Why?

Exercise 9, where we read through a report and presented it, as it was very long and repetitive in the end, with the presentations.

-

Glaciation reconstruction history (as part of the Ven Report)

The 'google earth' exercise

Probably the laboratory instructions, as we from the Bachelors program had done those things before. They are, of course, a necessity for the other students newer to that type of work.

I think the part about all the different sediments and moraines was the most difficult to follow

The first excusion was nice, however completly worthless it felt like. Was there anything interesting to see there???

Personally, some content from the guest seminar is quite boring.

Adobe illustrator

#### Comment

i found the whole course interesting

More emphasis should be put on modern analogs.

The one in which we looked at a glacier by walking around and looking at different 'panorama pictures'. I feel like that one did not really give me that much. We mostly just read the question, looked at what we were supposed to look at and then moved on while nodding our heads. It was not really engaging and I, sadly, cannot seem to recall that I got anything out of that exercise...

Some of the group presentations were very long and thus I had a hard time focusing and finding it interesting.

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

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

The fieldtrip and practicals, as experiencing it in real life makes the information stick a lot more.

field trips

Referencing

The excursions

The field trips were great and very valuable, and I would encourage you to make sure they stay in the course at any cost!

i think it would have been also really nice to put climate change aspect within the course. I know it's a sedimentology course but at the same time, climate change has a huge impact on glacier morphology and addressing this subject would have been interesting in my opinion

fieldtrips, lab work, the first part of the lectures

last month of the course worked better than the first.

The regular lecturing and short field work activities

Each lecture was quite clear and useful. Many examples and case studies can help gain understanding in the contexts.

The excursion

#### Comment

all were very interesting and nice, eventhough we could not go to the glacier, it was still very nice

Compile a list of staple literature for referencing; have a seminar discussing referencing as a whole. I feels like the articles we read intertwined a lot with each other and that there is a difference in referencing compared to other study areas within geology.

I also enjoyed the guests' lectures because it was possible to understand what to expect after a master

The field trips, because they were as field trips should be, informative and interesting!

Last month was like learnig while doing, which is good!!

First month nothing happened! I do like the lectures and excercises, but it would be nice to do something and hand in and get some kind of affirmation. I understand that a lot is our own responsibility, but like one month in I didnt even know if knew something!!

The places were interesting and showed exactly what there was to see.

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

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

The presentations, where we listened for hours to information from fellow students, that I didn't process that much information. Also, the problem with the presentation of the reply-comment couplets. They could be improved by enforcing deadlines in length of presentation and by more effective communication.

lecture length

Writing the report - groups sharing scewed data at Ven - not following proper fabric sampling techniques.

The home exam

The work load during the Ven trip, using illustrator for the logs, attending the lectures via zoom, The last trip placement.

The handling of the laboratory information from the Ven samples. There were too many different programs that we had only passing experience with, and when some groups had one day less for the lab work due to an accident it became very difficult to manage everything in time.

I think the main problem might be a lack of basic knowledge in glaciology at least in my case, and also as I already said, some lectures were too detailed. Moreover, sometimes in the case studies it was easy to get lost. Also for the last seminar it might be "better" to change the topic, an idea can be to do a seminar where everyone can talk about a glacial aspect they are interested about, like glacial ecosystems, different habitats, organisms... just to have a wider view of glaciers

Practical, Ven field and related lab.

Some discussion is hard to understand whole of the context and hard to follow in short time. Maybe giving more time will be better.

Adobe illustrator

Comment

i think the pace of most lectures can go up a bit, there are a lot of examples which are nice, but sometimes i lost the story a bit because of it, i like more pace

Usually, reference work could stretch over weeks, now we had to look for references supporting our interpreting during one day, the rest of the time was put towards writing. This is quite "time cruel". I would rather focus on one specific process and do thorough work.

It was unusual for me to be examined in that form compared to a traditional exam where you had a set amount of points etc

It would be nice to get an introduction pamphlet or something to get started at illustrator. Zoom lectures just don't seem to work for me...

During the week before the home exam we had the Monday for reading and studying for the seminar, the Tuesday for logging of a core, Wednesday = excursion, Thursday: lectures and seminar, Friday seminar. I would have been far lesser stressed if that week could have been rearranged so that the whole day for preparing for the seminar came after the excursion but before the seminar (obviously...). So to put the schedule in this order: Tuesday, Wednesday, Monday, Thursday, Friday. If that makes sense to you XD

The format of the report and home exam as I said before. Furthermore the group presentations. The preparations before the presentations were good, but the days of presenting were very long and I didn't think I lired much from them. I feel that some group presentations were not too well structured and going over the time limit a lot which added to the long time sitting and listening and not liring to much.

The time plan was too short for all sessions: field, lab, report writing. And, technical skills (i.e. software) were not well introduced and we were not asked if we are in control of such issues. So, maybe if possible, I would suggest more time for Ven work and less for regular lectures (i.e., giving reading assignments for the lectures instead).

A quick two hour class would hell speed up starting it

## Did you \*personally\* miss anything in as far as the links between different components of the course are concerned? (Your answer may be used for inspiration during the design of next year's course; it is very valuable for me to read your views on this.)

Did you \*personally\* miss anything in as far as the links between different components of the course are concerned? (Your answer may be used for inspiration during the design of next year's course; it is very valuable for me to read your views on this.)

No, i found it a very well rounded course and i saw all the connections between all the parts of the course.

the marine glacier part

I sadly cannot seem to recall

How the interpretation in the home exam was reasonable to make considering we only had a very short summary of the description. If we were the ones writing the entire paper then we would have access to much more data than what was presented in the description (which is a short summary of the most relevant info), and we could therefore make a much more substantiated interpretation.

some things i did for sure, and since it's different from all other course i had (no knowledge exams in the end) i think some stuff are missing for sure but on the other hand i learned to address a subject in a different way so it also works :)

I don't understand the question

One data could represent at least one interpretation, however sometimes knowing only the content without actually understanding it or don't know how the data connection is the problem.

Casestudies

Comment

For me it was a bit uncertain for some processes if they would also occur in marine glacier systems, like esker, moraines etc. Maybe a small link per landform what the marine equivalent would be? just one slide would be enough

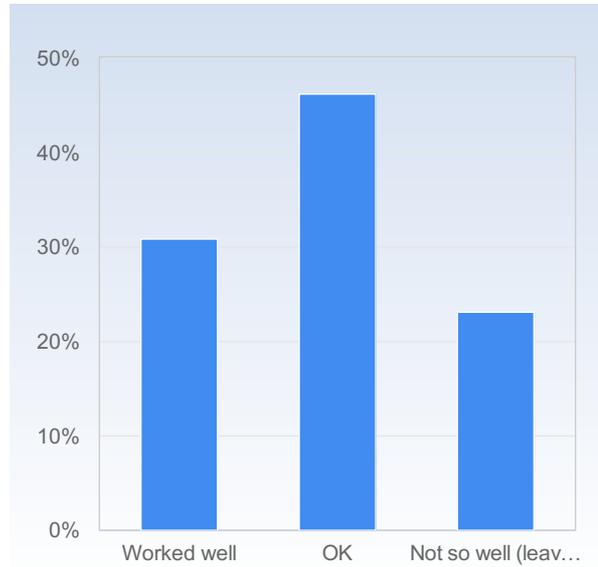
Feel like it had a good flow to it, with clear links!

I don't really know if this is what you mean. But I felt a few times that I had a gap in knowledge regarding the "larger picture" and correlation between e.g. the processes. I mean that sometimes I found it difficult to imagine correlations between possible processes acting together in an glacial environment and the development of specific glacial landsystems, from glacial activity to the current state of the landscape. Thus I would have appreciated more about the "larger picture" and correlation between processes in the lectures.

I really enjoyed reading them and group discussions on them

## How did the course textbooks work for you?

How did the course textbooks work for you?	Number of responses
Worked well	4 (30.8%)
OK	6 (46.2%)
Not so well (leave a comment with suggestions in either case if you feel like it)	3 (23.1%)
Total	13 (100.0%)



	Mean	Standard Deviation
How did the course textbooks work for you?	1.9	0.8

Comment

i did not use it. The lecture notes, together with the articles given and own research it was more than enough. Except for the practical guide, which was super useful and well organized

The coursebook is super extensive, I read through some chapters, but I had a hard time connecting it to your lectures and in practice! The book "a practical guide to the study of glacial sediments" is God's gift, although I own the previous edition.

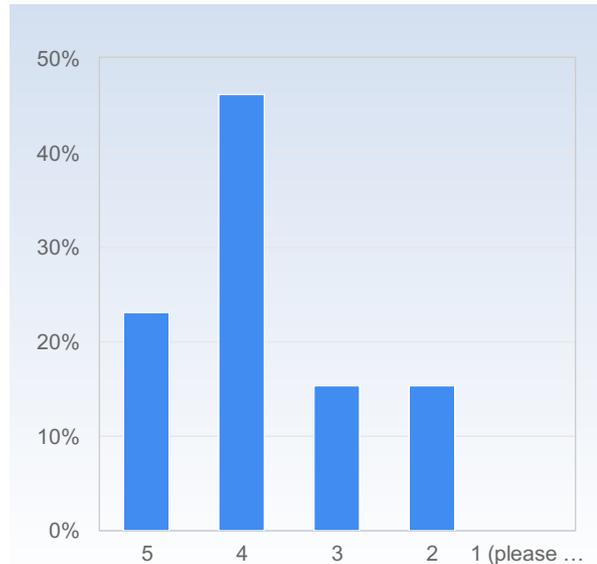
I did not have the textbooks available so I could not read them. All except for the Evans & Benn, I had the old edition already so I looked at that one a bit at the end. It was a money problem for me, I did not have the cash to buy the books and the ones available in the library was already loaned out.

The literature linked in seminars and exercises has been very interesting and informative, especially since you are good at giving differing viewpoints on a single subject.

I opened it like 3 times, read maybe a few pages. It is hard to find motivation to read, when you have no reading instructions.

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

Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)	Number of responses
5	3 (23.1%)
4	6 (46.2%)
3	2 (15.4%)
2	2 (15.4%)
1 (please share your views as to what and how this could be improved)	0 (0.0%)
Total	13 (100.0%)



	Mean	Standard Deviation
Please rank the lecture documentation (pdfs posted on Canvas), with 5 being the highest and 1 being the lowest mark)	2.2	1.0

### Comment

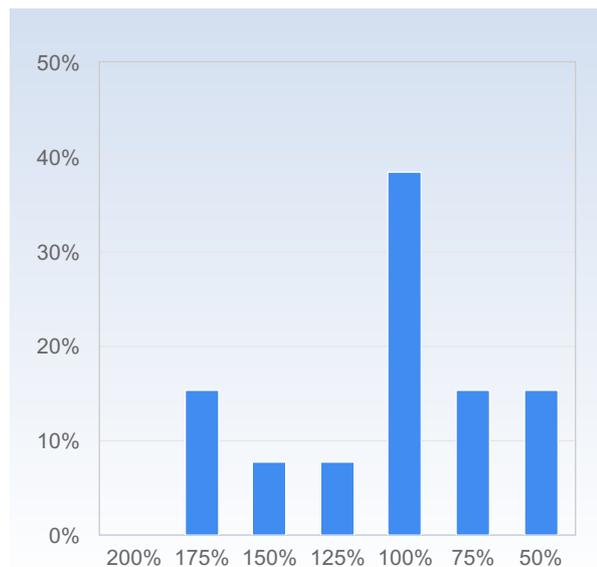
like said before, the lectures (and lecture slides) could be a bit more concise in terms of examples

There is some slides on the lectures that are just pictures with no explanation. When you look at the lecture later you won't know what the lecturer wanted to have said with those pictures. Maybe try to have some key words to explain on the next slide and make that into a separate presentation? One for when you teach and one for viewing later?

Like there is no text in the powerpoint, so pretty useless??

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

Please indicate your workload during the course as a whole (8 h/day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).	Number of responses
200%	0 (0.0%)
175%	2 (15.4%)
150%	1 (7.7%)
125%	1 (7.7%)
100%	5 (38.5%)
75%	2 (15.4%)
50%	2 (15.4%)
Total	13 (100.0%)



	Mean	Standard Deviation
Please indicate your workload during the course as a whole (8 h/day corresponds to the intended 100%, including your own reading etc. after scheduled teaching hours).	4.8	1.6

Comment

except during the report writing. But the scheduled hours was all the time is actually took and that was less than 8 hours a day. It was nice to have most weekends and evenings off.

It's hard to tell, I think it's 90 - 95% overall, during the report writing it was surely over 125%.

I did not feel like I had the energy to always keep up so most of the time I did not manage to study a full 8h/day

Somewhat uneven workload, as the amount of time spent during seminar preparation and report writing far exceeded the time spent during lectures and self-study. (Much more than 8 hours/day during report writing)

It is difficult to give one general workload for the entire course, because I found it very varying. In the beginning I thought it was a bit on the "chill" side and I probably spended about 6 h/day, (depending a bit on how long lectures we had and also including my own reading). However during the Ven lab, report writing and home exam (thus 3 weeks) I spended between 10-14 h/day which I though were a bit to much for my health. I would have prefered to have a more even workload through out the course.

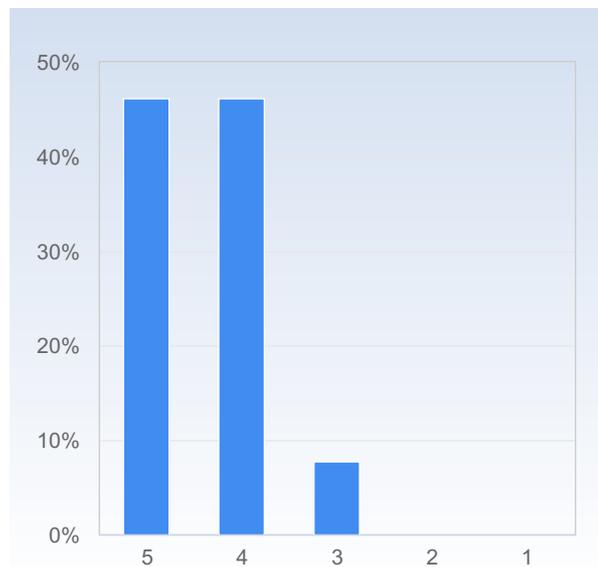
Probably should have worked 100%, but I am lazy

I thought it was manageable

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

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

	Number of responses
5	6 (46.2%)
4	6 (46.2%)
3	1 (7.7%)
2	0 (0.0%)
1	0 (0.0%)
Total	13 (100.0%)



	Mean	Standard Deviation
How would you rate the balance between the different teaching forms (lectures, seminars, practicals, field teaching...)? (5 being a very good balance and 1 not such a good balance; please suggest in the comments what you were missing /would have preferred)	1.6	0.7

Comment

I would have preferred for the trip to Norway to go ahead, but I understand why it couldn't.

Too many seminars.

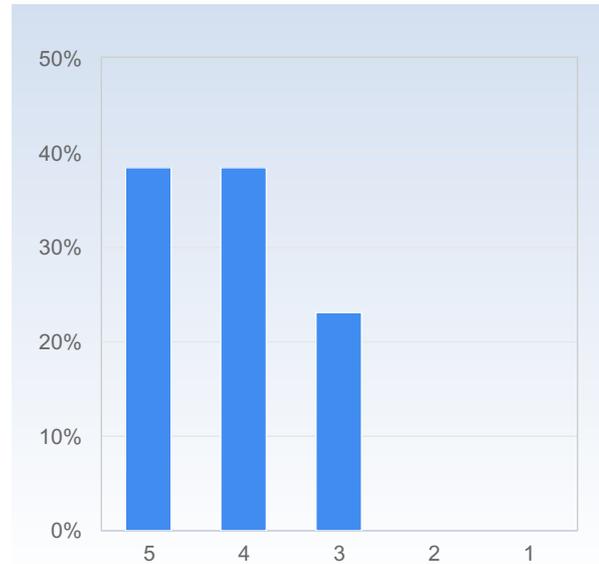
There is a good spread of different teaching methods.

In my opinion, the Ven field is the most important. But, it was given too short time plan, especially the post field.

Nice amount.

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

Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)	Number of responses
5	5 (38.5%)
4	5 (38.5%)
3	3 (23.1%)
2	0 (0.0%)
1	0 (0.0%)
Total	13 (100.0%)



	Mean	Standard Deviation
Please rate and comment on the course as a whole (5 being the highest and 1 the lowest score)	1.8	0.8

### Comment

I learned a great lot, especially the wider worldly perspective coming from an undergraduate background in Sweden. More focus should be put towards modern analogs and less reconstruction of past environments which will come as second nature. The field trips were great, a trip to Norway would have been the icing on the cake.

This course has been extremely giving and has fundamentally changed my viewpoint of glacial sediment formation and especially the evaluation process of said sediments. The field courses were very fun and interesting (despite the rain) and has helped invigorate my interest in glaciology.

Overall, it was really nice course! I have learnt a lot!

Highly enjoyable.

## Course evaluation GEON05 HT1, 2021

Thirteen out of 18 students registered on the course completed the course evaluation, equating to 72.2%. Most students mentioned as positives the fieldwork (and some were saddened by the fact that the trip to a modern glacier, normally to Norway, had to be cancelled due to the covid-19 pandemic), the laboratory work and the individual project work. Even though many found the time-frame challenging, it seems to have been perceived as a positive challenge to most. This indicates that previous amendments to both the field schedule (e.g. dropping of a second investigation site on Ven) and giving extra days for reading beforehand seem to have made the Ven report more manageable. A few remarks state that the philosophical components of the course that have progressively been strewn in over the years and form one of the pillars of the training, were initially challenging, but there were many positive comments to the effect of having a number of 'aha-moments' in exactly those sessions.

Apart from the answers where there is a good balance of positive and the odd negative comment (i.e. those that state a personal preference for: scientific favourite topics; timing of individual trips that need to be planned months in advance and cannot be changed to accommodate individual needs. These are not the same as structural issues that would need to be addressed), it is the critical comments that are most interesting from my perspective as a teacher to further improve the course didactically. I will turn to these below.

### *1. Seminars*

The seminar discussions that were introduced last year also seem to have worked well, even though the issue of time-keeping and one session in particular 'dragging on' was mentioned several times. I realise that I may at times have been too polite to stop a group at first and will make the importance of keeping to time more obvious in future years. In addition, I will introduce a more dedicated peer-review system here, whereby individuals from the audience are encouraged to practice giving constructive feedback to presentations early on in the course as this has been shown to work better didactically than the teacher giving this kind of feedback. An alternative idea that was floated by one participant was to give each student the opportunity to prepare a topic of their own choosing instead of giving out predefined ones.

### *2. Timeline*

A few comments related to the difference between (to paraphrase) 'no assignments in the first half of the course (and thus little formal feedback) and everything else bundled in the second half'. I realise that the covid-pandemic-induced absence of the early fieldtrip to an extant glacier probably exacerbated this effect, and the re-introduction of a modern-analogue fieldtrip in 2022 will alleviate these problems. One of the main points here is that there will be much more informal feedback than was possible on the day trips – but the comments also made me realise that I need to introduce the necessity of this theoretical 'front-loading' more explicitly in the course introduction and a few other sessions.

Equally, the lengths of some lectures indoors will be shortened, because a lot of the material will be covered on the re-introduced modern-analogue fieldtrip – this is again a result of the pandemic.

### *3. Literature*

There were a few comments related to the use of literature, both in terms of citing the work of others (here, differences between different 'branches' of geology were mentioned a few times) and to using the course literature. On the former, I will make a more dedicated note on the referencing system as of next year – the instructions (of using the style of the journal *Boreas*) should be clear, but just to be on the safe side. On the latter, I will stress the need to engage with the literature more. I deliberately recommended specific journal articles and textbook sections for specific exercises, and these were available as pdfs (even parts of the Guide), so I am unsure why some participants claimed there were issues with getting hold of these.

### *4. Lecture slides*

There were a few comments regarding a lack of explanatory text on PowerPoint slides where there were only photographs. These photographs, as mentioned in many lectures, relate to the concepts mentioned on the previous (text) slides. I have added more text to these following the feedback from previous years, especially where this link may not be entirely clear, but will do another pass to see where I may have missed to create similar 'signposts'.

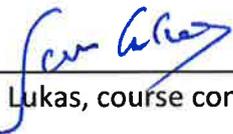
### *Closing remarks*

There were many encouraging comments from all the participants, and I am grateful for the honest and open feedback on issues that did not work as well for a few of the students. I hope that addressing them next year will continue to help me enhance a well-oiled course further.

The contents of this course evaluation have been discussed by the course representative and the course convener.

Lund, 2022-03-30

  
\_\_\_\_\_  
Simon Eng, course representative

  
\_\_\_\_\_  
Sven Lukas, course convener