

Compilation of course evaluation GEOM08 2022, handed in by 4 of 4 students.

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**Overall rating of the quality of the course: 3.9** (1 poor – 5 excellent)

**Overall rating of the relevance of the course: 4.2** (1 irrelevant– 5 necessary)

**General comments:**

#1: I have found the course very valuable and important to my geological understanding. I feel like I have finally understood the context of metamorphism and deformation in relation to overall tectonics. The one major thing I would change is the grading with a heavily weighted exam which can be a lot of stress. *Other:* The layout of lectures – labs was very well planned, as well as the seminars. The individual case study and field trip were very valuable and placed at a perfect time at the end of the course.

#2: Very well structured course which I thoroughly enjoyed being a part of. Would recommend this course to other potential students. *Other:* An enjoyable course well explained. Some recommendations would be the addition of assignments like paper reviews or something and reducing the weight of the exam. Also, maybe more help to students with no prior experience of petrography.

#3: - *Other:* Have a different distribution of final grade.

#4: A good course. A bit understimulating at times. Good petrography exercises. Nice article readings.

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The course evaluation is in total 4 pages x 4 students, allowing for detailed comments on all lectures, labs, seminars, field excursion etc. of the course. If you want to see the entire evaluation please contact course leader CM.

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**Course analysis by course leader CM:**

GEOM08 (formerly GEOM06) has now been given for the past 12 years in much the same content and format. My impression from reading course evaluations and from discussions through the years is that most course participants are very pleased. The course structure and the opportunities to perform practical tasks are particularly appreciated (3 sets of labs linked with seminar group presentations + 1 individual case study linked with 2 seminar days, in addition to several microscopy labs). Most students find the course challenging but rewarding. They generally express high appreciation for lectures as well as microscopy labs, group case studies, seminars, individual case studies with reading of scientific papers, field excursion, and guest lectures.

This year, although most comments from the four students indicate high appreciation, the course was rated lower than previous years: 3.9 for quality compared to 4.5 in 2021, and for relevance 4.2 compared to a previous 4.9 (despite that the course was given in online distant

mode in 2021). It is noteworthy that this difference does not reflect any changes in structure, contents, or teachers' involvement between 2021 and 2022.

The discussion, that traditionally follows the written course assessment, focused largely on various possibilities to decrease the grade weight of the written exam (now 90% of the course grade) and to split this weight on smaller assignments. In this context, I want to emphasize that the practical group assignments are not to be graded. These assignments and related seminars are not meant for performance but are meant to be learning activities with room for free-minded discussions. Furthermore, grading of individual performances within group assignments is difficult. One option would be to split the written exam into two smaller: one written exam covering the contents of part I (basics, including mineral identification, mineral assemblages, mineral geochemistry, mineral reactions, and equilibria) and another written exam covering parts II and III (process-oriented). Schedule-wise, the effect would be few 'blank' days for individual study before these exams.

Additional remarks:

Throughout the years that this course has been given, individual students have suggested to *add more time* for either difficult or favorite topics (e.g., P-T determination, the individual case study, the field excursion, structural geology, tectonics, bedrock quality, geochronology), and to *add various new topics and tasks* (but never omit existing). Suggestions include e.g., add metasomatism, ore geology, add scheduled student opposition on oral presentations, etc. This is an expression of that students are engaged in the discipline and want more. It is very positive and I wish we could offer this for our geologists-to-be. It is regrettably extremely difficult to add more material and scheduled teaching time into the (crammed) 9 weeks that are available for GEOM08.

*Planned preparations for 2023:*

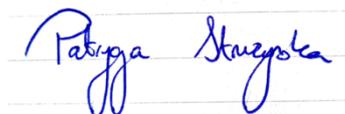
- Evaluation and possible revision of the progression in thermodynamics from GEOM11 to GEOM08.
- Solving technical issues with one of the softwares for lab 3b.
- Searching for complementary study and support materials for students with little experience in petrographic microscopy.
- Consideration of the possibility to split the written exam into two, one covering part I and one covering parts II and III.

**Lund, 7 June 2022**



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**Charlotte Möller**  
(course leader)



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**Patrycja Struzynska**  
(course representative)