

## Course analysis MNXG03 – VT2023

### Overview:

Of those students responding to the post-course survey, the majority were happy with the course and satisfied as to their learning outcomes. The course received high ratings, with all respondents saying it met or exceeded their expectations and that they had clear and welcomed learning outcomes, as did those teachers involved with teaching it. At the end of this document it is possible to find the full results of the evaluation which have not been edited, so as to truly reflect student experience.

### Areas for improvement:

There are, of course, areas that the students flagged as needing further improvement and re-evaluation with regard course structure. As a result of this, the teaching staff have met to reflect on this feedback and have offered the following solutions to be implemented when MNXG03 is offered again:

Concern	Proposed solution
Clearer layout of what was required for the course	We will spend more time discussing this in the introductory session so that all students are aware of what is required of them and have the opportunity to ask questions.
More examples from archaeology and fewer from geology	All teachers have agreed to focus more on the archaeological examples in their lectures for this course.  We have also agreed to remove Pollen Analysis from the course.
A lot of work was expected for 3 credits	This is difficult to reconcile as all students discuss how the workload was high but when asked how much time was spent on the course, only 1 stated that they exceeded their recommended 10 hours a week (i.e. 25% workload), with the majority spending less time than expected.  However, we also note that some students left the course early on owing to the projected workload so we have decided to reduce the workload. This will most likely be by reducing the work related to the seminars.
Q&A sessions were not well attended	We will remove these and leave more time for general questions and discussion at the end of seminars. We will also make it clear that any practical questions can be answered via email.
Many examinations within a short course	From an administrative point of view, three modules within a 3-credit course leads to relatively much work, and a reduction to two has been discussed. Also, depending on the number of students it would be good to leave the possibility open of having individual or group-based projects for examination.

Date: 6<sup>th</sup> September 2023



Amber Hood  
Course Manager



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Student

# MNXG03 - Scientific Dating in Archaeology and Heritage Management

Respondents: 12  
 Answer Count: 5  
 Answer Frequency: 41.67%

## What did you like the best with the course?

What did you like the best with the course?

The layout, content and excursion. The teaching of scientific rigor.

Interesting/helpful content and engaging online discussions.

The subject feels close to "real life" as it is practical and a lot of focus was put on how it can be applied in the field and to further understand sites and findings.

The approachable teachers, high quality lectures and regular tests

Practical elements like discussing how to prepare samples, what field/material constraints dictate which dating methods are best, seminars where we discussed publications and what they did or didn't do well. The dendrochronology and luminescence dating modules were very good.

## What should we improve or change?

What should we improve or change?

The book that was mandatory reading was hard to access and navigate online (not rely on you, though). I had a hard time wrapping my head around the schedule. Perhaps that could be clearer.

Not sure! For an online course, it worked well.

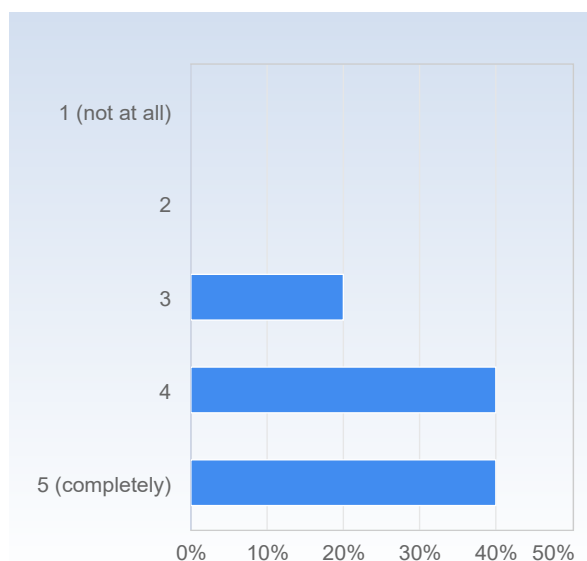
Perhaps try to have a more clear and structured way of communicating the setup and the expected workload, it felt a bit confusing and overwhelming at the start.

I think it was great so I'm not sure!

I think a few of the modules were very focused on the scientific components of the methods and used examples primarily from geology to explain how sampling methods and research is designed. The pollen, radiocarbon and varved records modules were like this in particular, and I think they missed providing material relevant for archaeological or cultural historical subjects.

## How well did the course meet your expectations?

How well did the course meet your expectations?	Number of responses
1 (not at all)	0 (0.0%)
2	0 (0.0%)
3	1 (20.0%)
4	2 (40.0%)
5 (completely)	2 (40.0%)
Total	5 (100.0%)



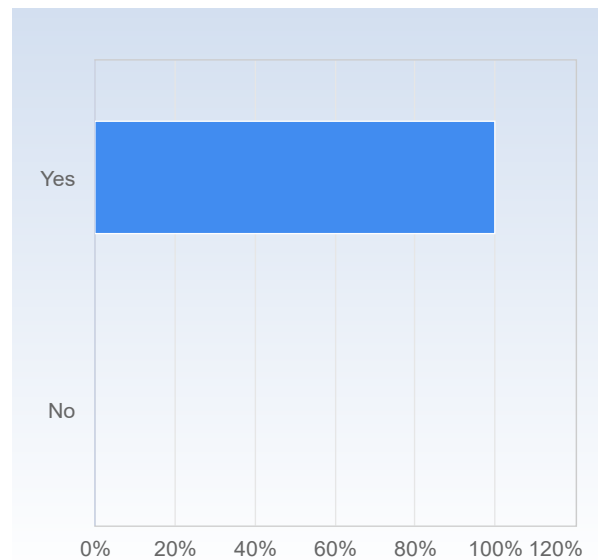
	Mean	Standard Deviation
How well did the course meet your expectations?	4.2	0.8

Comment

Very well, was just suprised by the amount of assignments/quizzes/seminars given the pace and number of ECTS.

## Was your previous knowledge sufficient for the course?

Was your previous knowledge sufficient for the course?	Number of responses
Yes	5 (100.0%)
No	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Was your previous knowledge sufficient for the course?	1.0	0.0

### Comment

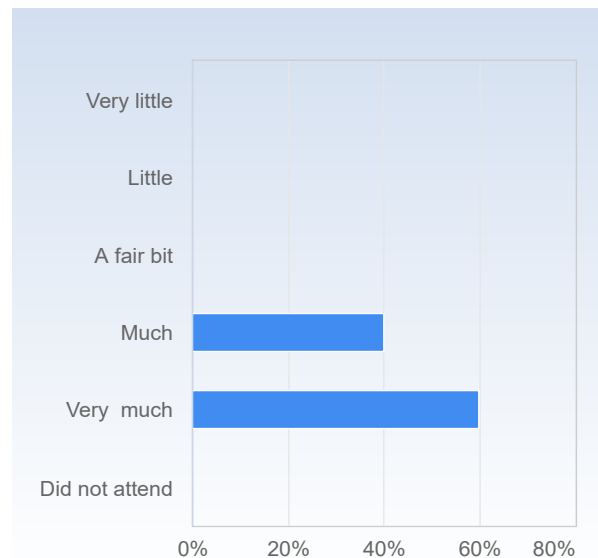
I had much more limited knowledge in this field than many others in the course, as far as I could tell from everyone's introductions as well as my interactions with some, but the topic was explained in a good way that allowed me to catch up and understand even from my level.

Yes, although I did struggle to understand some geological components it was not unreasonably challenging

## How much did you learn from the different learning activities?

### Recorded lectures

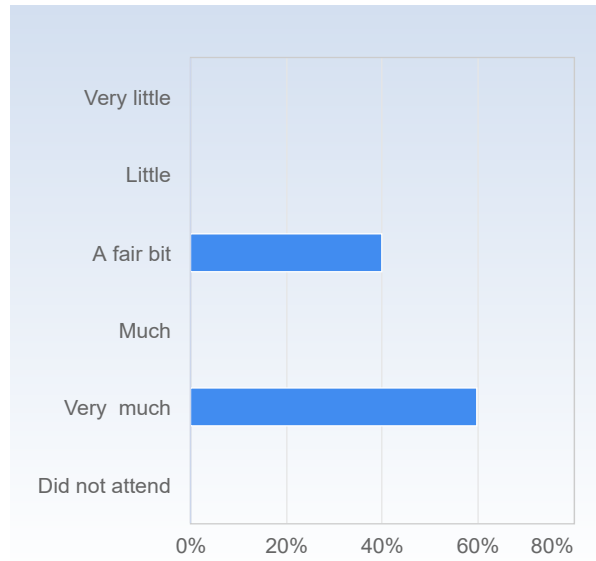
Recorded lectures	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	0 (0.0%)
Much	2 (40.0%)
Very much	3 (60.0%)
Did not attend	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Recorded lectures	4.6	0.5

## Course literature

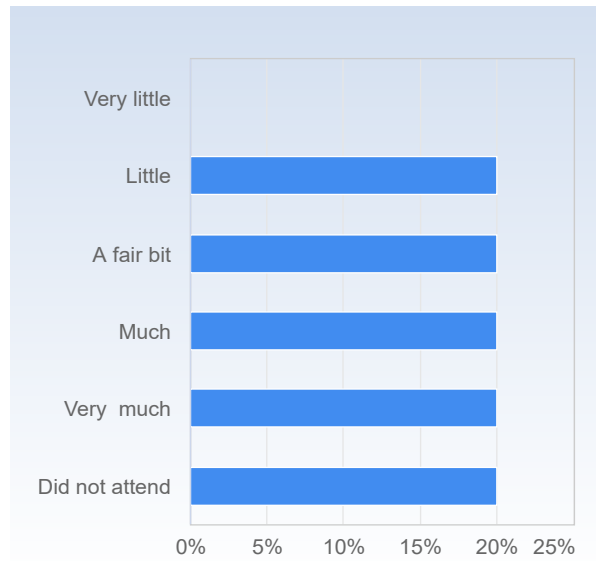
Course literature	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	2 (40.0%)
Much	0 (0.0%)
Very much	3 (60.0%)
Did not attend	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Course literature	4.2	1.1

## Recommended reading

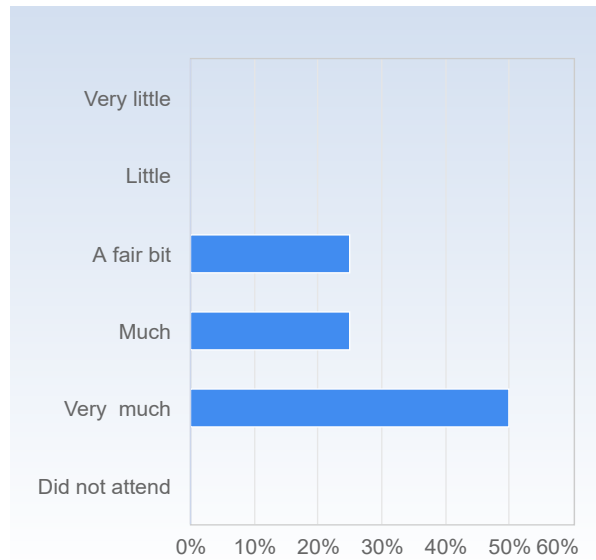
Recommended reading	Number of responses
Very little	0 (0.0%)
Little	1 (20.0%)
A fair bit	1 (20.0%)
Much	1 (20.0%)
Very much	1 (20.0%)
Did not attend	1 (20.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Recommended reading	4.0	1.6

## Seminar papers

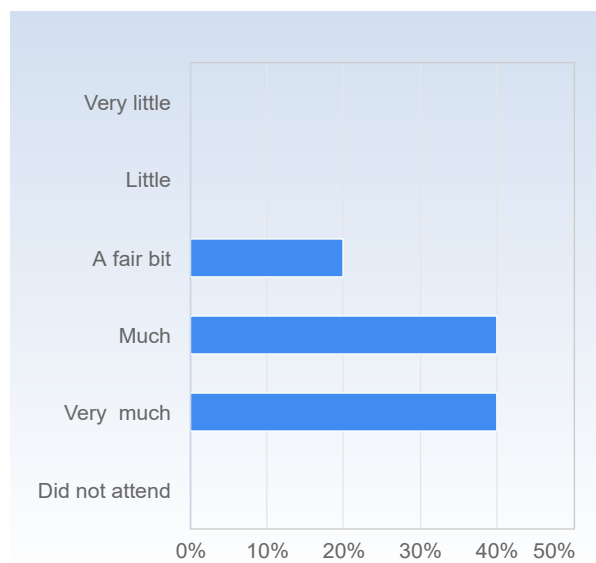
Seminar papers	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	1 (25.0%)
Much	1 (25.0%)
Very much	2 (50.0%)
Did not attend	0 (0.0%)
Total	4 (100.0%)



	Mean	Standard Deviation
Seminar papers	4.2	1.0

## Seminar attendance

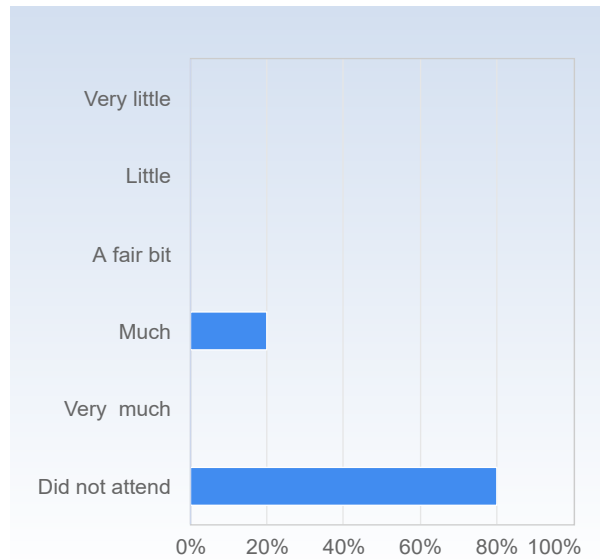
Seminar attendance	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	1 (20.0%)
Much	2 (40.0%)
Very much	2 (40.0%)
Did not attend	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Seminar attendance	4.2	0.8

## Question & answer sessions

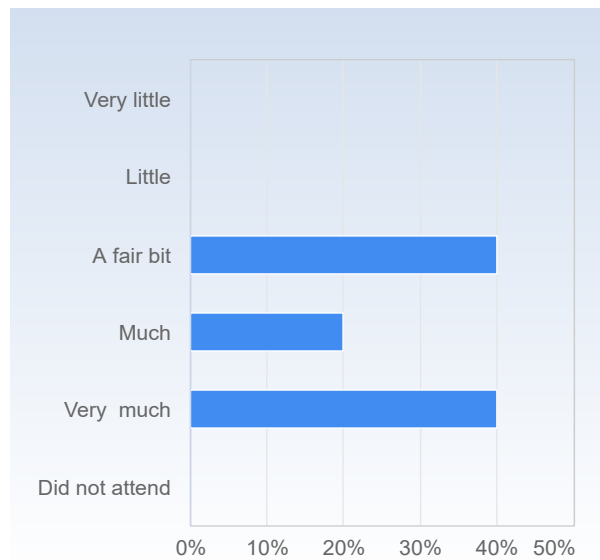
Question & answer sessions	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	0 (0.0%)
Much	1 (20.0%)
Very much	0 (0.0%)
Did not attend	4 (80.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Question & answer sessions	5.6	0.9

## Weekly quizzes

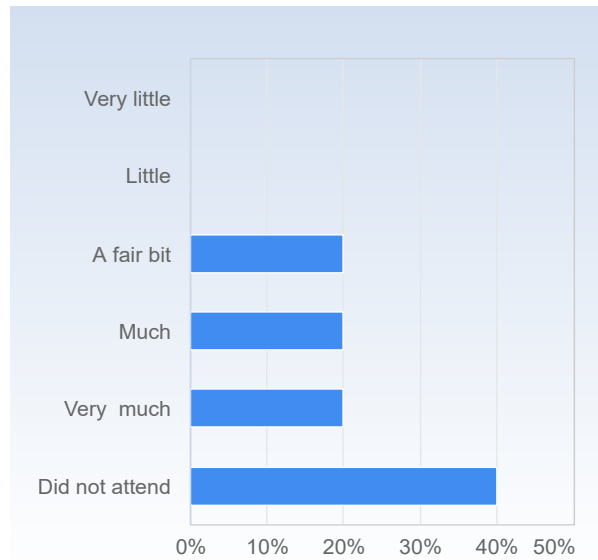
Weekly quizzes	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	2 (40.0%)
Much	1 (20.0%)
Very much	2 (40.0%)
Did not attend	0 (0.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Weekly quizzes	4.0	1.0

## Reflections

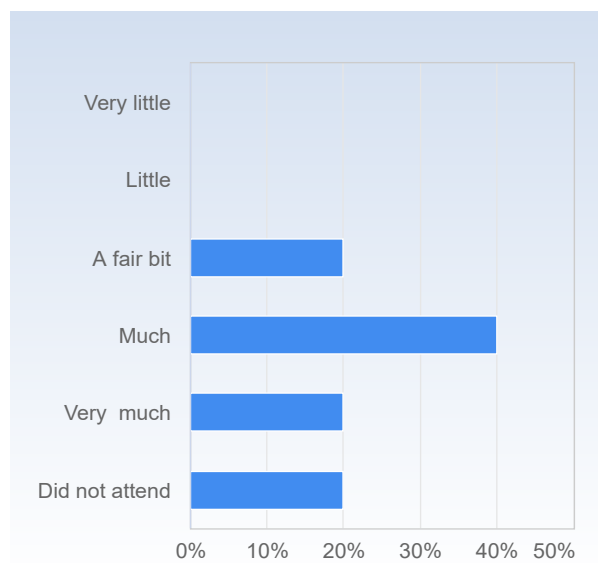
Reflections	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	1 (20.0%)
Much	1 (20.0%)
Very much	1 (20.0%)
Did not attend	2 (40.0%)
Total	5 (100.0%)



Reflections	Mean	Standard Deviation
Reflections	4.8	1.3

## Project report

Project report	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	1 (20.0%)
Much	2 (40.0%)
Very much	1 (20.0%)
Did not attend	1 (20.0%)
Total	5 (100.0%)

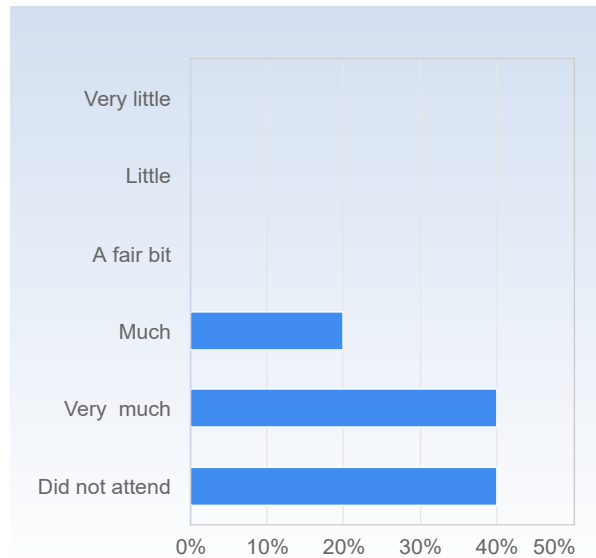


Project report	Mean	Standard Deviation
Project report	4.4	1.1



## Field trip

Field trip	Number of responses
Very little	0 (0.0%)
Little	0 (0.0%)
A fair bit	0 (0.0%)
Much	1 (20.0%)
Very much	2 (40.0%)
Did not attend	2 (40.0%)
Total	5 (100.0%)



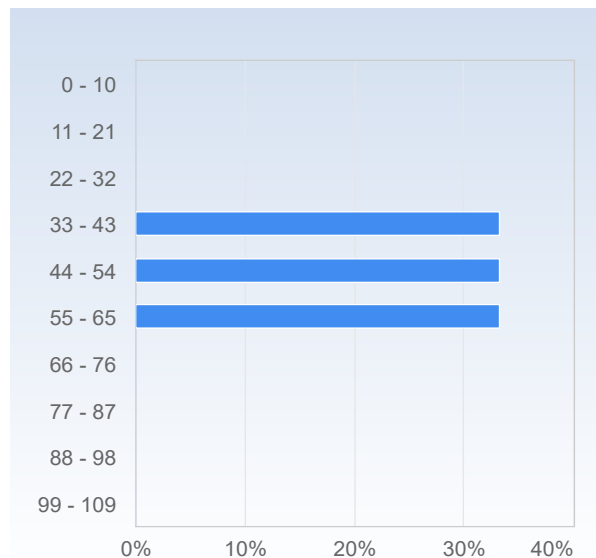
Field trip	Mean	Standard Deviation
	5.2	0.8

### Comment

While the weekly quizzes themselves did not teach me much, they forced me to revisit a lot of lectures and literature to ensure I understood them correctly - so I think it was a useful incentive to paying close attention to the material. It also helped indicate what information should be prioritized.

## How much time (in hours) per week have you spent on the course, on average?

How much time (in hours) per week have you spent on the course, on average?	Number of responses
0 - 10	0 (0.0%)
11 - 21	0 (0.0%)
22 - 32	0 (0.0%)
33 - 43	1 (33.3%)
44 - 54	1 (33.3%)
55 - 65	1 (33.3%)
66 - 76	0 (0.0%)
77 - 87	0 (0.0%)
88 - 98	0 (0.0%)
99 - 109	0 (0.0%)
Total	3 (100.0%)



How much time (in hours) per week have you spent on the course, on average?	Mean	Standard Deviation
	52.0	11.8

### Comment

16  
3-4.

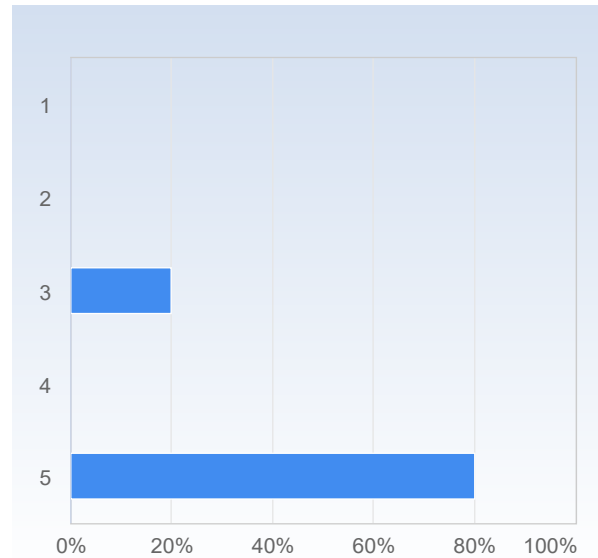
I think something went wrong here, I can't see the values. I think my average would be 5-6 hours per week, which was not sufficient. It was more some weeks, but some I was unable to spend the time needed on the course.

The number doesn't show up on my phone when filling this in (!) but I spent quite a lot of time, without it taking up my full-time week Somewhere between 5-7hours

**This is an online course and it is important that the technical practicalities work. How do you assess the technical quality and accessibility of the different ways of communication / sources of information?**

**Recorded lectures**

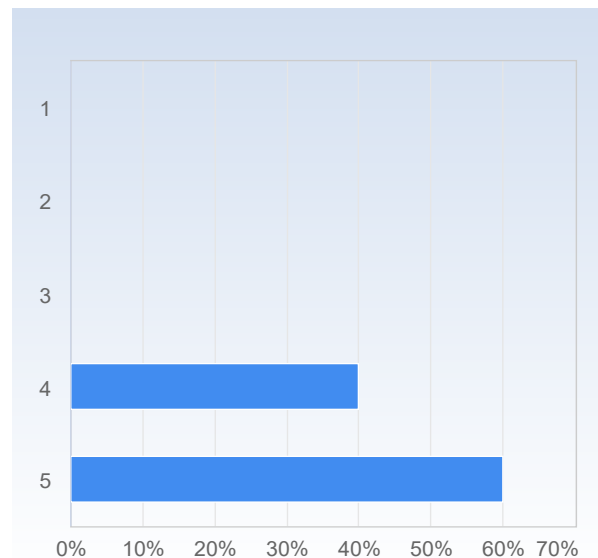
Recorded lectures	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (20.0%)
4	0 (0.0%)
5	4 (80.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Recorded lectures	4.6	0.9

**Canvas pages**

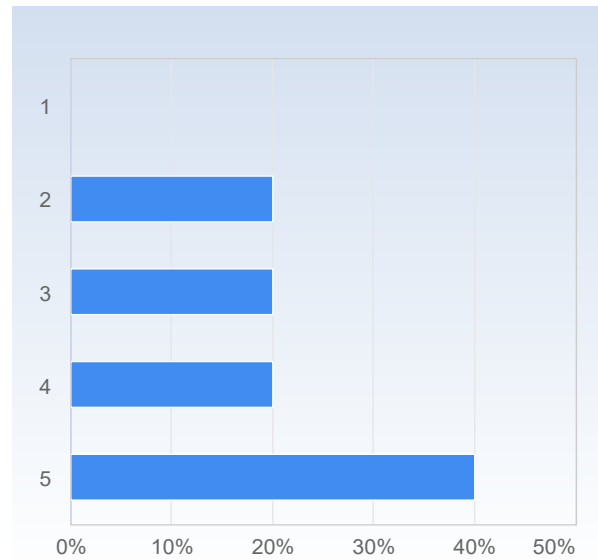
Canvas pages	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (40.0%)
5	3 (60.0%)
Total	5 (100.0%)



	Mean	Standard Deviation
Canvas pages	4.6	0.5

## Quizzes

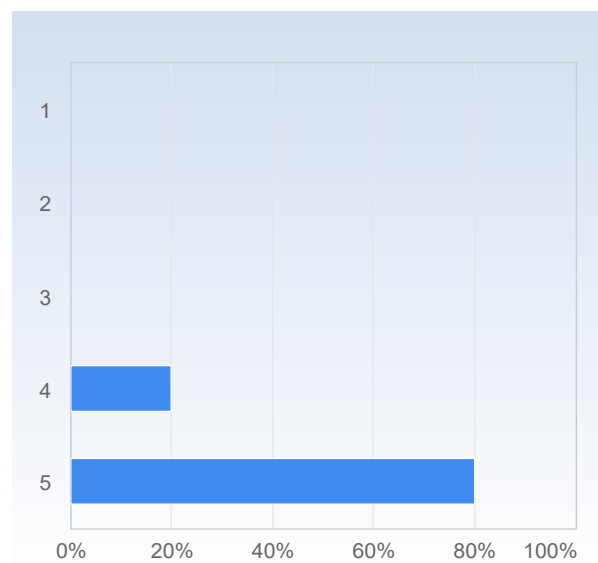
Quizzes	Number of responses
1	0 (0.0%)
2	1 (20.0%)
3	1 (20.0%)
4	1 (20.0%)
5	2 (40.0%)
Total	5 (100.0%)



Quizzes	Mean	Standard Deviation
	3.8	1.3

## Zoom

Zoom	Number of responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (20.0%)
5	4 (80.0%)
Total	5 (100.0%)



Zoom	Mean	Standard Deviation
	4.8	0.4

### Comment

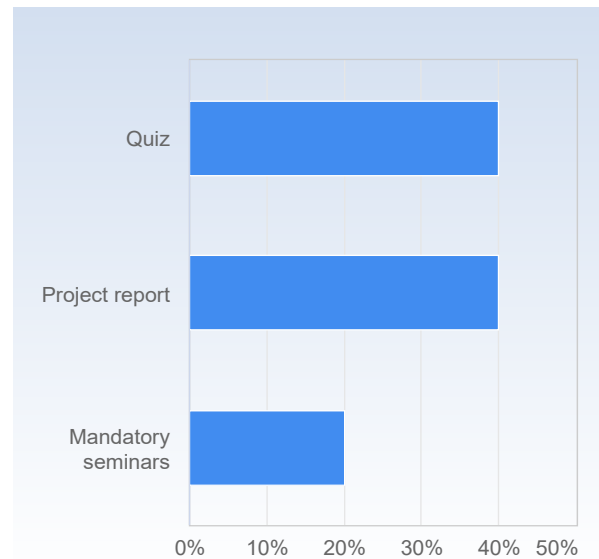
Some of the quizzes you were able to take several times (the early ones) which was good for learning. The later ones you only had one opportunity, then they froze.

Some of the recorded lectures had poor sound quality, and some of the quiz questions seemed either misleading or inconsistent with what was said in the lectures.

## The examination of the course included both quizzes and a project report, as well as mandatory attendance at seminars. Which type of examination do you prefer and why?

The examination of the course included both quizzes and a project report, as well as mandatory attendance at seminars. Which type of examination do you prefer and why?

	Number of responses
Quiz	4 (80.0%)
Project report	4 (80.0%)
Mandatory seminars	2 (40.0%)
Total	10 (200.0%)



	Mean	Standard Deviation
The examination of the course included both quizzes and a project report, as well as mandatory attendance at seminars. Which type of examination do you prefer and why?	1.8	0.8

### Comment

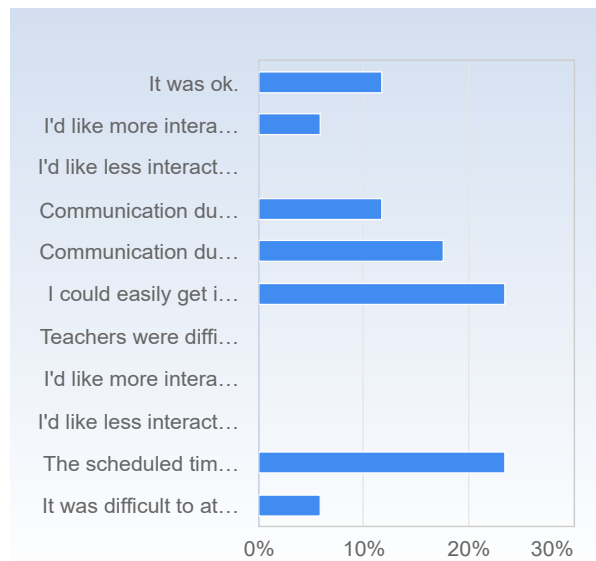
They worked complementary.

I think all are good, but the quizzes were more easy to complete without issue. I actually prefer the format of the mandatory seminars, however, it was difficult to manage my schedule to make it fit. They also risk becoming less useful depending on how engaged the students are. With the group project it is always a challenge with a distance course to work together in a useful way, it often ends up just becoming three small individual papers that are then put together to make a whole report. It also makes each student dependent on potentially unreliable team-mates.

I feel like the report gives you sufficient space to demonstrate what you learned and you have enough time be able to phrase and compose the work to the level you're happy with.

## How did you experience the interaction and communication between students and with teachers?

How did you experience the interaction and communication between students and with teachers?	Number of responses
It was ok.	2 (40.0%)
I'd like more interaction with my fellow students.	1 (20.0%)
I'd like less interaction with the other students.	0 (0.0%)
Communication during the group project worked well.	2 (40.0%)
Communication during the group project was problematic.	3 (60.0%)
I could easily get in contact with a teacher when I needed.	4 (80.0%)
Teachers were difficult to contact	0 (0.0%)
I'd like more interaction with teachers.	0 (0.0%)
I'd like less interaction with teachers.	0 (0.0%)
The scheduled times for live sessions worked for me.	4 (80.0%)
It was difficult to attend the live sessions because of their timing.	1 (20.0%)
<b>Total</b>	<b>17 (340.0%)</b>



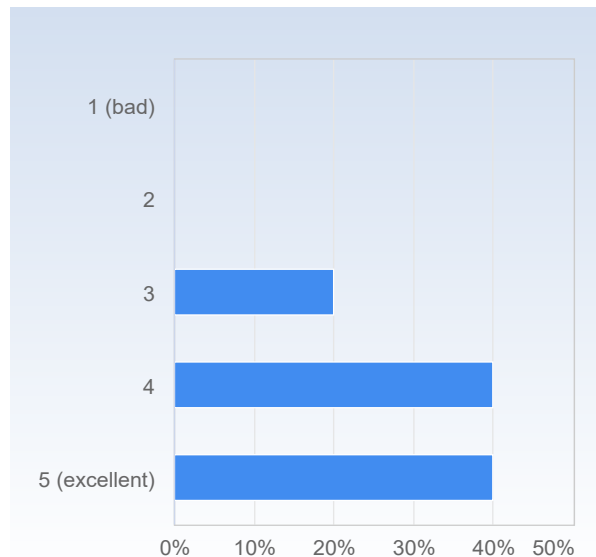
	Mean	Standard Deviation
How did you experience the interaction and communication between students and with teachers?	6.0	3.2

### Comment

I've given both project group answers because the project members that worked communicated very well, but others did not communicate.  
I think live lectures might work better instead of separate question answer periods

## How do you rate the whole course? Do you have any general comments?

How do you rate the whole course? Do you have any general comments?	Number of responses
1 (bad)	0 (0.0%)
2	0 (0.0%)
3	1 (20.0%)
4	2 (40.0%)
5 (excellent)	2 (40.0%)
<b>Total</b>	<b>5 (100.0%)</b>



	Mean	Standard Deviation
How do you rate the whole course? Do you have any general comments?	4.2	0.8

Comment

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Very interesting course, I hope it can continue! I think it could benefit from more structured and clear communication of expectations and set-up early on, but in a way that does not make the course work look too daunting.

Overall I enjoyed the course. I think the knowledge gained from this course will serve me well in the future. The teaching staff is clearly very experienced in the field, knows their topics well, and are able to explain and communicate their knowledge in an easy to understand way. Thank you for putting this course together!

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