

Course analysis GEON09

Global Environmental Change from a Geological Perspective

Spring term 2024

General:

The course was taught for the third time in 2024. Seventeen students completed the course, of which 10 responded to the course evaluation (appended below). Just like the previous years, the students had a variety of backgrounds and/or specialisations; eight from geology (of which three focussing on bedrock geology within their MSc. education), four from physical geography, one from biology, one from computational sciences and three with mixed backgrounds (Erasmus exchange students). Although this was challenging to some extent regarding the level of some of the learning activities, the variety of backgrounds certainly contributed to fruitful discussions and a favourable setting for addressing the learning objectives, particularly the ones focussing on sustainability and geosystem services. The evaluation results are generally favourable, and it seems that the learning outcomes have been well fulfilled to a large extent. In the following, some specific comments and concerns brought forward by the respondents are summarised, and modifications intended to generate improved learning and general study conditions during next year's course are highlighted.

Summarised comments and potential improvements:

1. The question "Did the course fulfil your expectations?" received a score of 4.5 (scale 1-5) as compared to 4.6 last year and 3.6 2022, and the corresponding scores for the question "Did the course increase your interest in the subject?" were 4.2, 4.7 and 4.1, respectively. Also, the question "Did you attain the learning outcomes reasonably well?" got a score of 4.4 as compared to 4.3 and 4.0, respectively, for the previous years. These figures probably reflect some degree of development of the teaching and establishment of the course content among the teachers, as well as general appreciation of the course by the students. However, the current questionnaire does not allow assessment of how much time the students invest in the course. ***We will add a question about invested time to the course evaluation next year.***
2. Generally high scores relating to the course literature and the information on Canvas were also recorded, which demonstrates that there is no need to make any substantial changes to these aspects of the course.
3. Repetition between lectures was noted by two respondents. ***We will try to reduce unnecessary content overlap through better communication among the teachers next year.***
4. The topical seminars were generally highly appreciated and the question "Did the course increase your ability to critically assess, summarize, and discuss scientific articles?" received a very high score (4.6), which indicates that they should be retained. However, some of the respondents commented on the tight pacing of the four seminars. ***We will try to spread out the seminars a little more next year, and if possible, provide more time for preparation. Alternatively, we will consider reducing to three seminars.***
5. The exercise on climate sensitivity will be retained, and if possible developed further, as it was generally appreciated by the respondents.


6. The invited guest lectures by Mette Bendixen and Emma Rehnström were appreciated and will be retained if possible.
7. The format of the home-based examination was the same as last year (two full days and approximately the same numbers of questions and points. All the 17 students passed the exam at the first attempt, 6 with distinction, as compared to 9 and 4, respectively in 2023, and the question "Was the home-based examination satisfactory" got a score of 4.3 as compared to 4.7 and 3.8, respectively in 2023 and 2022. ***We will retain the format of the written exam next year, keeping in mind the development of artificial intelligence systems. However, as pointed out by one respondent, we will avoid referring specifically to material covered in seminars, as this may favour the students who worked with those particular studies.***
8. The fieldtrip was generally highly appreciated, and the overall focus and format will be retained next year. However, some respondents seem to be dissatisfied with the utilization of the time spent in the field and request some shortening. ***We will try make the students more active by dividing them into smaller groups in the field, focussing on different tasks simultaneously (e.g. tree-ring coring and sediment coring), at least if we get as many students next year (and logistics permitting).*** Likewise, in response to a specific comment, ***we will encourage the students to bring their laptops for work on their projects if they get time.*** It is worth noting that we were done with the fieldwork rather early during some days this year because of very favourable weather conditions and efficient transportation. This may of course be different next year, and we must have some reserve time at Transtrand.
9. Just like previous years, the individual written report was given generally favourable ratings (score 4.8 as compared to 4.9 and 4.5 in 2023 and 2022, respectively). but its inclusion of analytical work after the fieldtrip generated some comments. At least one respondent was concerned about insufficient time for inclusion of empirical data in the report after the fieldtrip. ***We are aware of this problem, which is difficult to address for logistical reasons as the scheduling of the fieldtrip is constrained by snow-cover conditions in the mountains of Dalarna.***
10. Just like last year, the evaluation of other transferrable skills (written and communication in English) was very favourable (generally high scores and positive comments recorded). We placed more emphasis on feedback this year, including peer review by fellow students on an early version of their project texts. ***This procedure seems to have been appreciated and will be retained.***



Dan Hammarlund
Course coordinator



Linn Barreby
Student representative



Vendela Cyrén
Student representative



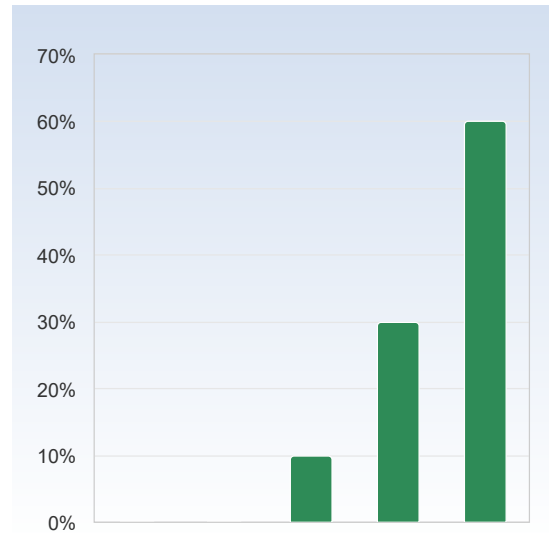
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Course evaluation GEON09 2024

Respondents: 17
Answer Count: 10
Answer Frequency: 59%

GENERAL: Did the course fulfil your expectations?

GENERAL: Did the course fulfil your expectations?	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (10,0%)
	3 (30,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Did the course fulfil your expectations?	4,5	0,7

Comment

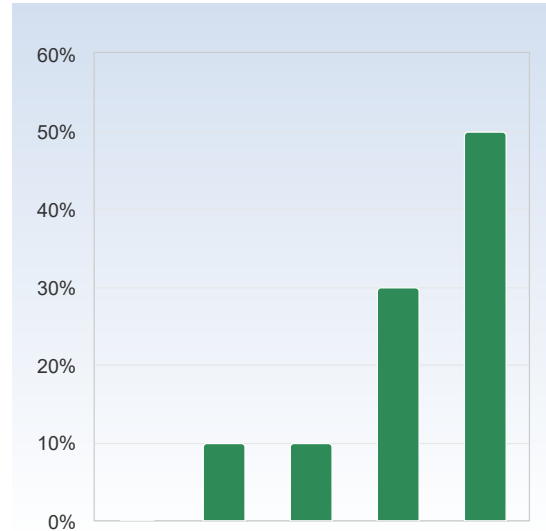
Especially the field work, it was comprehensive and very useful for the master thesis.
I learned what I expected to learn about.



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GENERAL: Did the course increase your interest in the subject?

GENERAL: Did the course increase your interest in the subject?	Number of responses
	0 (0,0%)
	1 (10,0%)
	1 (10,0%)
	3 (30,0%)
	5 (50,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Did the course increase your interest in the subject?	4,2	1,0

Comment

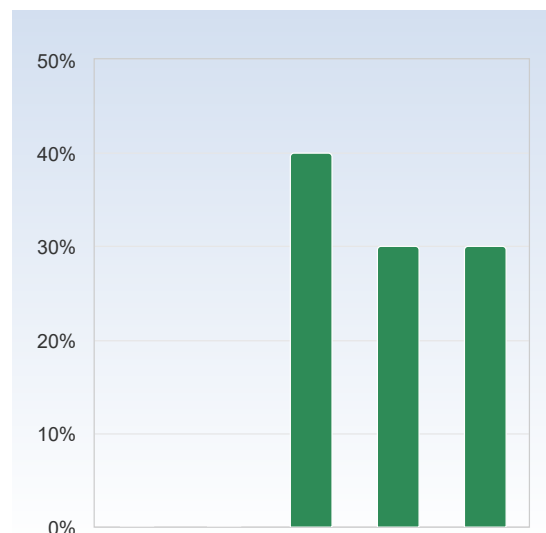
Not possible :-)

Rather broadened my interest in other similar subjects.

It was a good addition to my toolbox but not the main tool.

GENERAL: Did the course give you valuable knowledge and skills for your continued studies and career?

GENERAL: Did the course give you valuable knowledge and skills for your continued studies and career?	Number of responses
	0 (0,0%)
	0 (0,0%)
	4 (40,0%)
	3 (30,0%)
	3 (30,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Did the course give you valuable knowledge and skills for your continued studies and career?	3,9	0,9



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Comment

Not for careers due to it being too theoretical

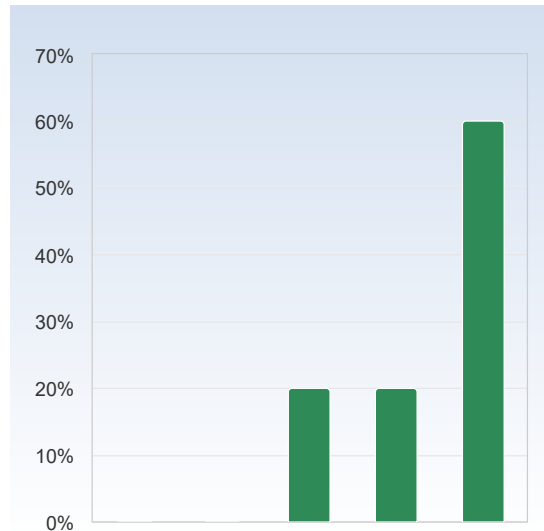
Yes very much.

Most of the skills I would need in the future, I already knew about.
But the increased knowledge will help support some of these skills.

it's not in the field I want to study but it's always good to learn about a broad range of things

GENERAL: Was your basic knowledge of the subject sufficient for the course?

GENERAL: Was your basic knowledge of the subject sufficient for the course?	Number of responses
	0 (0,0%)
	0 (0,0%)
	2 (20,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Was your basic knowledge of the subject sufficient for the course?	4,4	0,8

Comment

I did not have much geology knowledge before, but the intro lectures and literature was enough to get started.

It was my first time taking a geology course so it was difficult to understand the terms initially but I got used to it later.

I felt like I did need more help than most but it was offered when needed, so I managed in a nice way I think.

GENERAL: Overall positive criticism:

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Learned new methods and perspectives.

This is the most structured and well planned part of the Geocenter in Lund. Trust the Q-geo to do things well. The teachers are very good I loved to write the big project report by myself. That was one of the reasons I picked this particular course, so that I could practice in writing by myself. And to develop a project. That was a perfect assignment. And fun and interesting.

Great actualization of the field. Interesting to learn about geological terms and the geological timescale. Some repetition, but I found it useful to really understand the concepts. Good schedule with lectures and seminars.

New concepts were taught nicely. The field trip was a great bonus. It was good to have lecturers who are specialised in their fields. Having clear information before the field trip was very helpful.

Very interesting and topical course

Nice excursion, helpful teachers. Nice and helpful feedbacks (detailed)

We had fun.

The quick response times of the professors were a great help, as well as the feedback that we got.

very nice that it was an interdisciplinary course with students from many backgrounds of study



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GENERAL: Overall negative criticism:

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There is some moments of stress special when two seminars are too close (the date).

However, there was some repetition between the lectures that may be avoided with a little more communication. This would also mean the opportunity to go deeper into the subject instead of repeting the same subjects as the previous lecturer -and the next.

The presentation style of the seminars and the final session are not ideal for listening and participation. Further, I did not catch until the end that presentation practice was part of the aim of the course (my bad too) - but I really like this idea.

Instead of having continuous seminars, it would have been better if the related topics could be introduced/taught first. Some topics like difference in solar radiation due to orbital change were repeated in other lectures which were not necessary. Instead of repetitions some new concepts or recent inventions could be introduced.

Lectures and seminars felt very rushed

Repetition in the presentations of different teachers

It was a little stressful with the assignments one after the other.

They were small assignments (like the presentations) so we had enough time, but it felt like from the moment we got instructions to the moment of the presentations was very short.

Maybe give the instructions slightly earlier?

Or at least give the instructions for the final big assignment from the start even, so that people can start earlier and it will feel less like a final sprint.

GENERAL: What would you suggest us to change?

GENERAL: What would you suggest us to change?

Change the distribution of the seminars. Make it not in a row.

Discuss the topics in advance and who will say what

Less overlapping lecture content.

The focus on how to improve our presentations can be given greater weight earlier in the course. Maybe a lecture about communication itself could be included? I see the value of this in line with the intention of the course to make geology relevant, in the sense that information needs to meet the people and engage with them. Maybe alternative presentation styles could be tested as well, like posters, discussions or without power point.

I know this might be difficult but it would be better if the lectures and the seminars were distributed evenly throughout the course period since in some weeks we didn't have much to do in self study and in some weeks we didn't have enough time to prepare for the seminars.

Fewer / more spread out seminars with more preparation time

Maybe don't say that we won't have time for the report during the field trip for sure.

I feel like there definitely was times I would have liked to have my laptop but I didn't bring it because we were told we wouldn't have time.

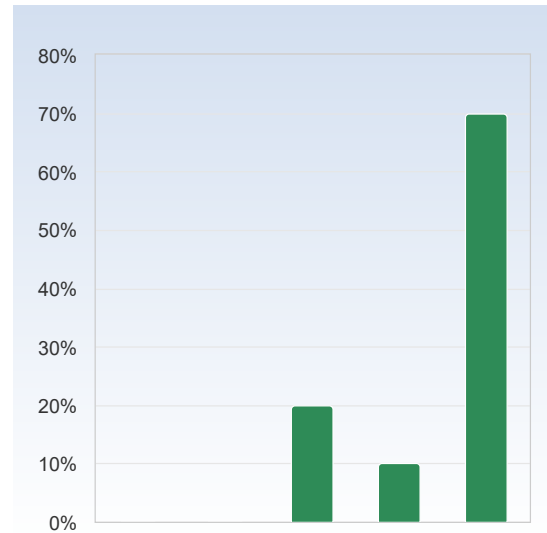
maybe should be a bit more rigorous - either faster pace or more material covered/material covered more in-depth



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GENERAL: Was the introductory information correct and satisfactory (aims, structure, content etc.)?

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	2 (20,0%)
	1 (10,0%)
	7 (70,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Was the introductory information correct and satisfactory (aims, structure, content etc.)?	4,5	0,8

Comment

Is different from the Geology that I had a my knowledge. New but useful.

I felt prepared, but again, maybe give the instructions for the final report earlier so people can start whenever they have some downtime. (This doesn't have to be during the first introduction meeting of the course but maybe sometime in the first or second week)



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GENERAL: Did you attain the learning outcomes reasonably well? (please comment below if needed):

Following active participation in the course, the student shall:

=> account for the fundamental features of and causes behind Earth's long-term climate and glaciation development, with an emphasis on changes during the Cenozoic (the last 66 million years)

=> account for the glaciation dynamics during the Quaternary (the last 2.6 million years) and its consequences in the form of environmental changes, with an emphasis on Scandinavia during the last glacial cycle

=> describe the most important geological resources (geosystem services) for humanity, with an emphasis on previously glaciated regions, explain their formation and development in a geological perspective, and account for how they are influenced by human activity and today's global environmental changes

=> prepare a basic field study of subject-relevant environmental changes in a selected region based on literature and existing monitoring series, and select and adapt field and laboratory methods to the assignment

=> independently and in a reflecting way acquire, analyse and interpret field-based data related to the ongoing climate change in the perspective of past glacial dynamics and environmental changes since the last deglaciation

=> draw conclusions about local and regional glaciation dynamics based on Quaternary stratigraphies, sediments and landforms

=> apply fundamental quantitative methods to achieve advanced understanding of the most important processes that lead to changes in climate and related environmental responses

=> critically assess and discuss scientific primary publications within the subject area, and based on such material summarise a given current research issue

=> communicate scientifically in writing and speaking in English and in a balanced way utilize scientific terminology associated with the topic

=> evaluate ongoing global and regional environmental and climatic changes as well as future scenarios in the perspective of natural variations during geological time

=> identify geosystem services in glacially influenced landscapes and critically discuss societal adaptations in relation to past, ongoing and future changes in climate and glaciation patterns

=> evaluate the dependency and use of geosystem services in modern society in relation to the limitations of the planet



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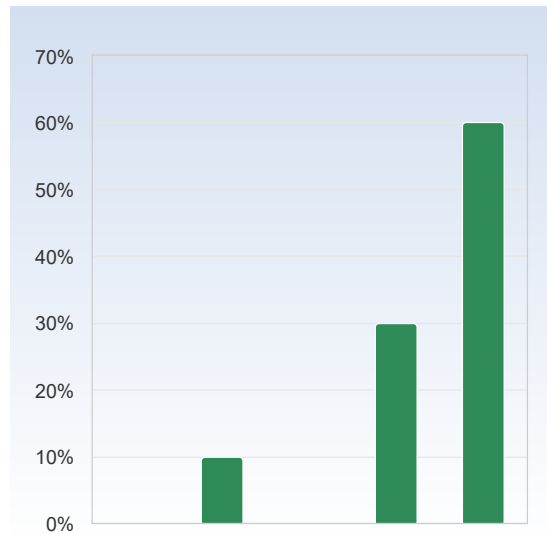
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topic

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	Number of responses
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	1 (10,0%)
	0 (0,0%)
	3 (30,0%)
	6 (60,0%)
Total	10 (100,0%)



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	Mean	Standard Deviation
<p>GENERAL: Did you attain the learning outcomes reasonably well? (please comment below if needed):</p> <p>Following active participation in the course, the student shall:</p> <p>=> account for the fundamental features of and causes behind Earth's long-term climate and glaciation development, with an emphasis on changes during the Cenozoic (the last 66 million years)</p> <p>=> account for the glaciation dynamics during the Quaternary (the last 2.6 million years) and its consequences in the form of environmental changes, with an emphasis on Scandinavia during the last glacial cycle</p> <p>=> describe the most important geological resources (geosystem services) for humanity, with an emphasis on previously glaciated regions, explain their formation and development in a geological perspective, and account for how they are influenced by human activity and today's global environmental changes</p> <p>=> prepare a basic field study of subject-relevant environmental changes in a selected region based on literature and existing monitoring series, and select and adapt field and laboratory methods to the assignment</p> <p>=> independently and in a reflecting way acquire, analyse and interpret field-based data related to the ongoing climate change in the perspective of past glacial dynamics and environmental changes since the last deglaciation</p> <p>=> draw conclusions about local and regional glaciation dynamics based on Quaternary stratigraphies, sediments and landforms</p> <p>=> apply fundamental quantitative methods to achieve advanced understanding of the most important processes that lead to changes in climate and related environmental responses</p> <p>=> critically assess and discuss scientific primary publications within the subject area, and based on such material summarise a given current research issue</p> <p>=> communicate scientifically in writing and speaking in English and in a balanced way utilize scientific terminology associated with the topic</p> <p>=> evaluate ongoing global and regional environmental and climatic changes as well as future scenarios in the perspective of natural variations during geological time</p> <p>=> identify geosystem services in glacially influenced landscapes and critically discuss societal adaptations in relation to past, ongoing and future changes in climate and glaciation patterns</p> <p>=> evaluate the dependency and use of geosystem services in modern society in relation to the limitations of the planet</p>	4,4	1,0



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Comment

I feel like the project (final project) need to be based on data and not on literature (for all students). I suggest a group project based on collecting data, analysis of the data (work laboratory), interpretation of the data.

These ones could have had more time: in a reflecting way acquire, analyse and interpret field-based data related to the ongoing climate change in the perspective of past glacial dynamics and environmental changes since the last deglaciation

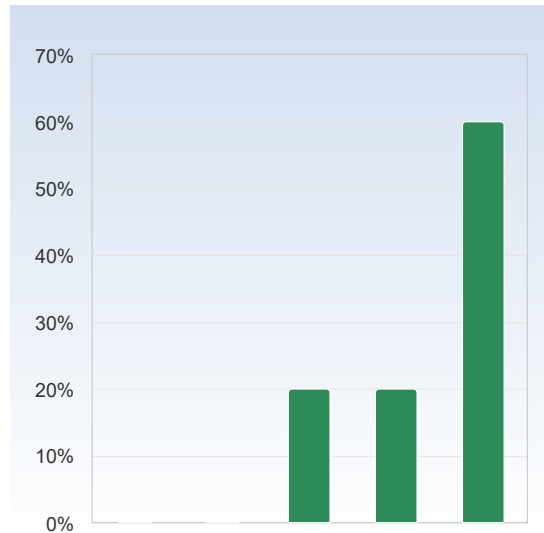
=> draw conclusions about local and regional glaciation dynamics based on Quaternary stratigraphies, sediments and landforms
identify geosystem services in glacially influenced landscapes and critically discuss societal adaptations in relation to past, ongoing and future changes in climate and glaciation patterns

=> evaluate the dependency and use of geosystem services in modern society in relation to the limitations of the planet

Good

GENERAL: Was there clear coherence between expected learning outcomes, learning activities and examination?

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	0 (0,0%)
	0 (0,0%)
	2 (20,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Was there clear coherence between expected learning outcomes, learning activities and examination?	4,4	0,8

Comment

I think so

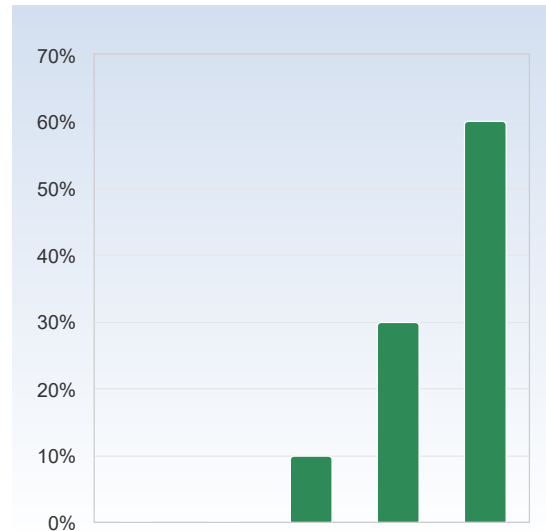
Parts of the exam question felt like they had not beed addressed fully yet, like the method-questions.



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GENERAL: Were the teachers engaged and helpful, and did they provide relevant feedback during the course when suggestions and ideas were brought forward?

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	0 (0,0%)
	0 (0,0%)
	1 (10,0%)
	3 (30,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Were the teachers engaged and helpful, and did they provide relevant feedback during the course when suggestions and ideas were brought forward?	4,5	0,7

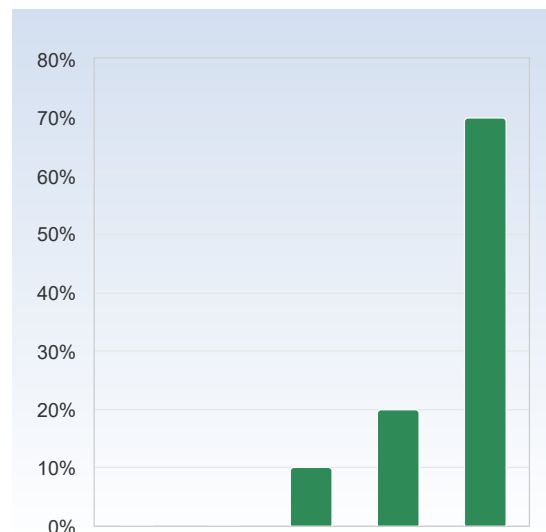
Comment

Very, as always

It was good, but a few lectures were very long with too many slides which they had to skip due to time constraints. So having fewer slides and explaining those concepts properly would be beneficial.

GENERAL: Was the information on Canvas useful? If not, how could it be improved?

GENERAL: Was the information on Canvas useful? If not, how could it be improved?	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (10,0%)
	2 (20,0%)
	7 (70,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
GENERAL: Was the information on Canvas useful? If not, how could it be improved?	4,6	0,7



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Comment

Canvas is really a mess, it should be structured. It took a lot time to try to find information.

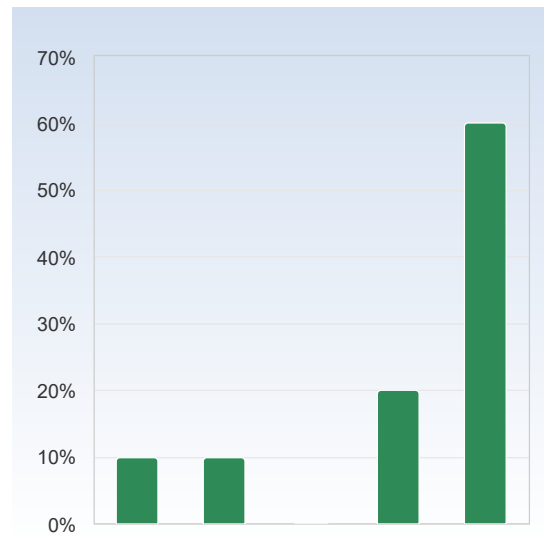
The papers we had to read for the presentations weren't always accessible through Lund University.

Many of them we had to look up ourselves because through the link in canvas we couldn't access it.

We found them , and it wasn't super hard but slightly annoying.

THEORETICAL PART: Was the text book appropriate for the course?

THEORETICAL PART: Was the text book appropriate for the course?	Number of responses
	1 (10,0%)
	1 (10,0%)
	0 (0,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the text book appropriate for the course?	4,1	1,4

Comment

Did not have to read it except for certain chapter as preparation for seminars

The parts we used were good, but we didn't use the course book that much, I'm glad I didn't spend something like 800kr on it.

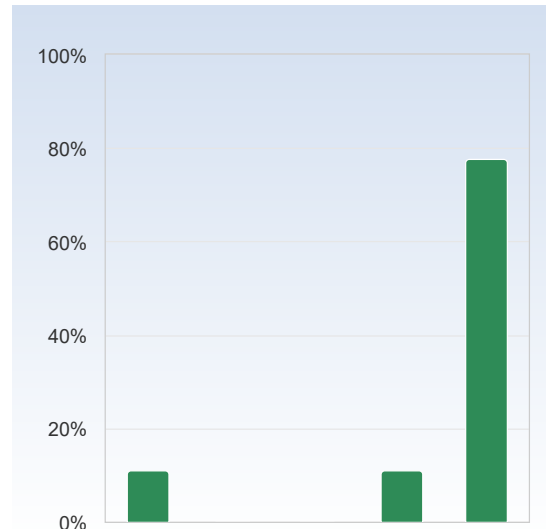
It was very helpful that it was provided for us, especially for my financial status, thank you :)



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THEORETICAL PART: Was the additional literature (list of articles) appropriate for the course?

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	1 (11,1%)
	0 (0,0%)
	0 (0,0%)
	1 (11,1%)
	7 (77,8%)
Total	9 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the additional literature (list of articles) appropriate for the course?	4,4	1,3

Comment

A lot of literature - I did not make it through everything.

Yes

THEORETICAL PART: General comments on the lecture series:

THEORETICAL PART: General comments on the lecture series:

Ok, except for the repetitions

Great.

Inclusive and comprehensive at the same time.

Lectures had a lot of overlap with other geology masters courses

They were clear, I liked them

THEORETICAL PART: General comments on the guest lectures by Emma Rehnström and Mette Bendixen:

THEORETICAL PART: General comments on the guest lectures by Emma Rehnström and Mette Bendixen:

New knowledge, new perspectives, positive.

Nice and interesting

Very interesting

Good guest lecture

Enjoyed

Very interesting and helpful. And nice change to look at something usually out of scope

I sadly had to miss the one from Mette so I don't know but I heard good things.

From Emma I feel like the lecture was a little long winded, it was interesting and definitely good to include however it could have been more brief, some things were repeated.

good

THEORETICAL PART: Was the seminar on Pre-Quaternary climate history useful?

THEORETICAL PART: Was the seminar on Pre-Quaternary climate history useful?

Yes. It's show how are climate have been created, what can influence it, recovery time, consequences, etc..

It's allows us to compare with present and predict future.

Yes

Yes

Yes

Yes useful

Yes

yes

yes - it's always good to have the perspective of all of geologic time



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THEORETICAL PART: Was the seminar on Global change case studies useful?

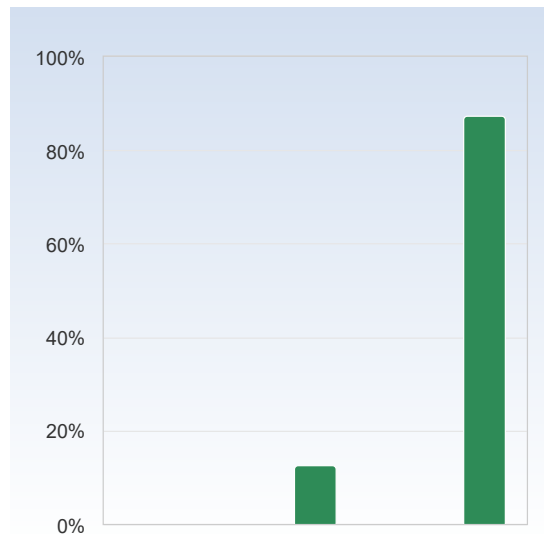
THEORETICAL PART: Was the seminar on Global change case studies useful?

Yes.
Yes
Yes
Yes
Yes useful
Yes
yes
yes

THEORETICAL PART: Was the seminar on Ice-sheet reconstruction, MIS3 case study useful?

THEORETICAL PART: Was the seminar on Ice-sheet reconstruction, MIS3 case study useful?

	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (12,5%)
	0 (0,0%)
	7 (87,5%)
Total	8 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the seminar on Ice-sheet reconstruction, MIS3 case study useful?	4,8	0,7

Comment

Yes very
Yes
Yes
Yes useful
Yes most enjoyable
yes, I liked this one
this felt like the least useful - most of the papers covered similar stuff that was a bit more detailed than we needed

THEORETICAL PART: Was the exercise on Climate sensitivity useful?

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Yes.
Absolutely
Yes
Yes
Yes useful
Yes
yes
yes



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THEORETICAL PART: Was the seminar on Geosystem services useful?

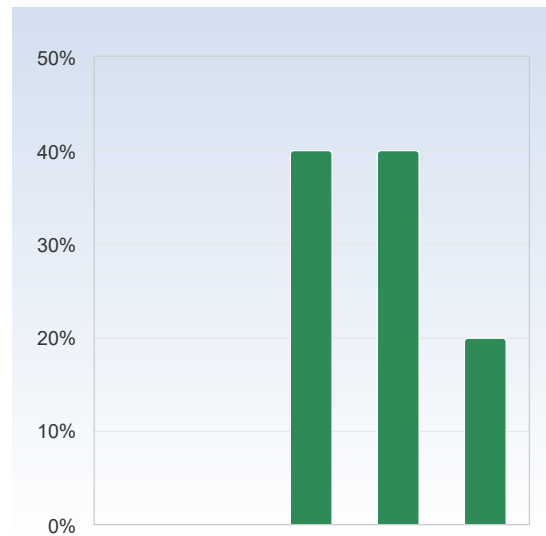
THEORETICAL PART: Was the seminar on Geosystem services useful?

- Depends of our interests, for me not a lot. But is useful to educate and sensitive people about it.
- Too little on how to use it practically. It doesnt give the impression of being worked through and connected to other system services e.g., ecosystem services
- Yes
- Yes
- Yes useful
- Yes
- yes
- I personally didn't find it necessary to have a whole seminar on this but I know others liked it

THEORETICAL PART: Was the excursion (A glaciated landscape and its uses) useful?

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	Number of responses
	0 (0,0%)
	0 (0,0%)
	4 (40,0%)
	4 (40,0%)
	2 (20,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the excursion (A glaciated landscape and its uses) useful?	3,8	0,8

Comment

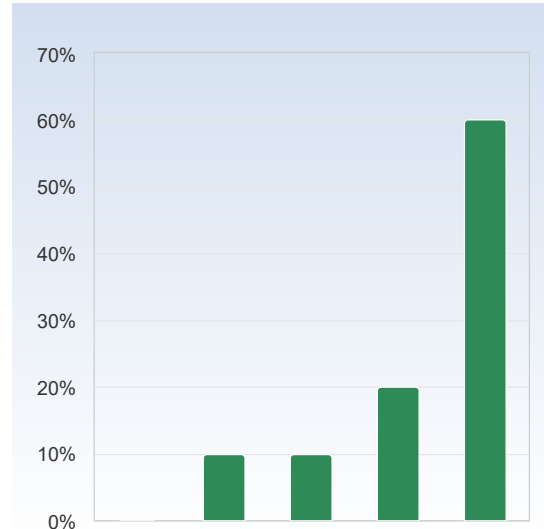
- Really interesting
- Not really, but it was fun.
- Interesting topics but didn't get much out from field observations
- it was interesting, but at some point people just wanted to go home because it was cold and windy.
- I learned a lot though
- I think this was the one day excursion I think it didn't feel the most useful. I would have liked to do more hands on things - it was mostly driving to a place and then talking for a bit.



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THEORETICAL PART: Was the home-based examination satisfactory?

THEORETICAL PART: Was the home-based examination satisfactory?	Number of responses
	0 (0,0%)
	1 (10,0%)
	1 (10,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the home-based examination satisfactory?	4,3	1,1

Comment

Was intense.

Yes , except for one thing. there was a question that referred to articles used at one of the seminars. 1. If such material i used, it should have been included in the course litterature. 2. this way of doing it is unfair to all the students who didnt have those articles for the seminar. 3. What was this question measuring? How fast the student can read articles and compare them under the stress during an exam, or is it a test of knowlegde and reasoning? There is no way I at least can read through 2 articles in an exam and get a good overview of them in such a situation. TTT= thinking takes time, and there was no way to read thoroughly and think it through
I think the idea is very good, if the articles had been included in the course litterature.

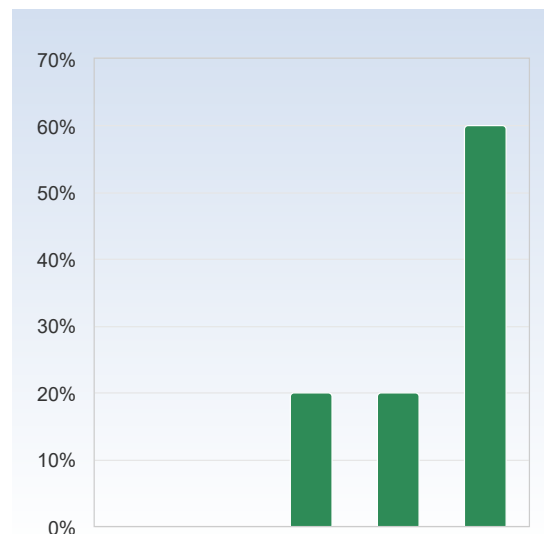
a little stressful, I have never written something like a 10 page borderline report in 2 days before.

But all in all doable

It took a really long time but it was good that we had two days for it.

PROJECT PART: Were the instructions for the project work appropriate and the pre-fieldtrip period well spent for the literature review?

PROJECT PART: Were the instructions for the project work appropriate and the pre-fieldtrip period well spent for the literature review?	Number of responses
	0 (0,0%)
	0 (0,0%)
	2 (20,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)





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	Mean	Standard Deviation
PROJECT PART: Were the instructions for the project work appropriate and the pre-fieldtrip period well spent for the literature review?	4,4	0,8

Comment

Not enough time before the fieldtrip to work on the report

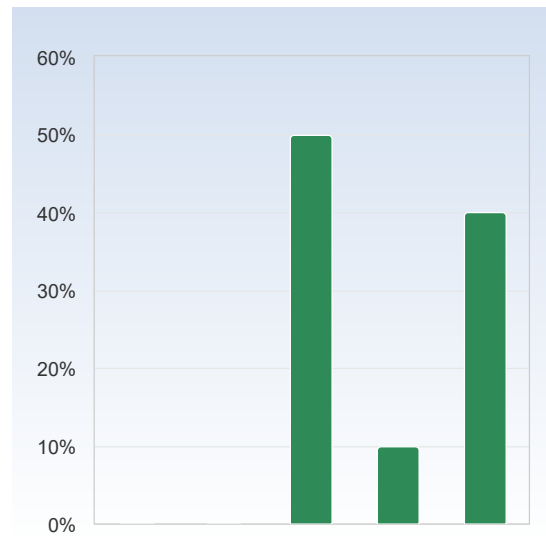
Would have liked the initial instructions earlier so I had a better idea of what I was doing, and could spend more time on reading papers.

There were too many interesting papers to really read thoroughly, but it was very nice to have the time pre-fieldtrip without lectures or other assignments.

They were well spend.

PROJECT PART: Was the fieldtrip relevant and the time well utilized?

PROJECT PART: Was the fieldtrip relevant and the time well utilized?	Number of responses
	0 (0,0%)
	0 (0,0%)
	5 (50,0%)
	1 (10,0%)
	4 (40,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
PROJECT PART: Was the fieldtrip relevant and the time well utilized?	3,9	1,0

Comment

The field trip could be shorter (compact)

Lot of time with half the class not doing much, losing a weekend at the end of the trip might have been better to have the weekend at the start of the trip or to cut the trips length and divide the class in half on field trip

it was very interesting, I learned a lot.

It felt like there was something going on at all times, but not something that everyone was involved in or could do, which led to people having to wait around a lot.

In this regard, I really liked in the beginning when there were 2 groups, one taking lake sediments and the other peat. That one I felt more involved.

We also did something like this at the end, when one group took peat and the other tree cores.

I have problems with focussing so it gets really tough when I have to focus, then wait my turn a long time and then refocus.

The time was not that well utilized - on some of the days some people barely did any work (eg when taking lake sediment samples) throughout the whole day. Otherwise, during the car drive-days, it was better utilized as we made some interesting stops along the way.

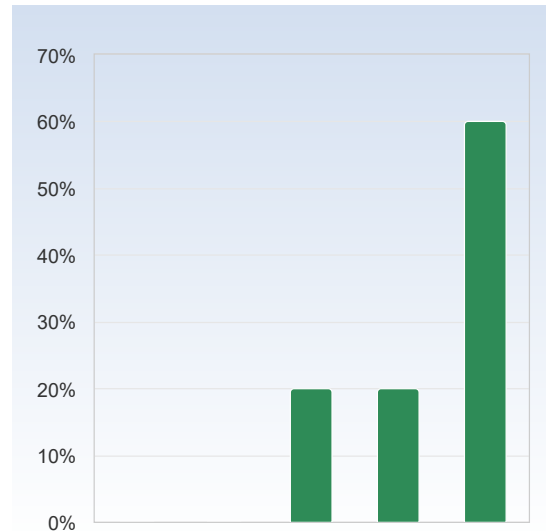
it was relevant but it felt very repetitive - a lot of doing the same sampling over and over. I would have liked to see a wider variety of things instead.



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PROJECT PART: Were the post-fieldtrip laboratory work and the following group-based presentations useful?

PROJECT PART: Were the post-fieldtrip laboratory work and the following group-based presentations useful?	Number of responses
	0 (0,0%)
	0 (0,0%)
	2 (20,0%)
	2 (20,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
PROJECT PART: Were the post-fieldtrip laboratory work and the following group-based presentations useful?	4,4	0,8

Comment

Would preferred if we had more work in laboratory and if we built our reports using those data (group reports, more laboratory work etc resulting in deeper report with our own data collection, data analysis, data interpretation)

Yes

Yes, actually, even though I believe that most of us felt like it stole time from the report - even though you told us in advance. But I enjoyed the lab-work and hearing from the other groups. I think the time it demanded was reasonable.

I did lake sediments, it was very interesting and I learned a lot.

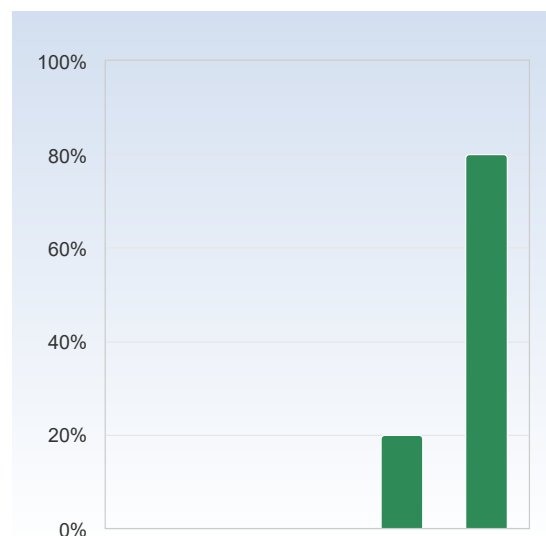
The identification of what we were looking at was very hard.

It would have been nice to be able to date at least one thing, like that seed in the bottom layer.

it wasn't useful to my project but it was interesting to learn how the data processing is done

PROJECT PART: Was the individual written report relevant and useful?

PROJECT PART: Was the individual written report relevant and useful?	Number of responses
	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	2 (20,0%)
	8 (80,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
PROJECT PART: Was the individual written report relevant and useful?	4,8	0,4



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Comment

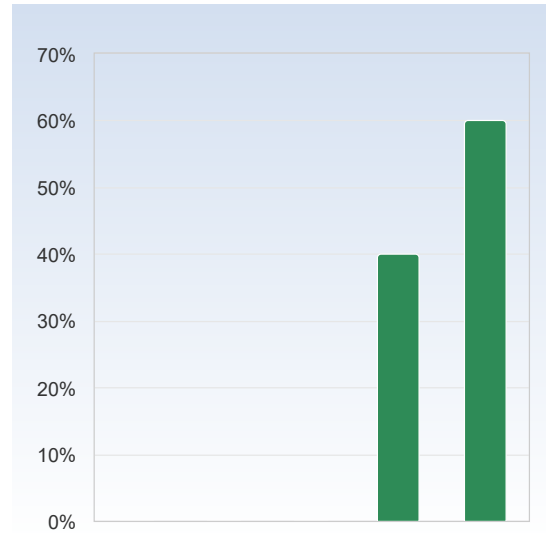
I was unsure about the level the report was about to be on

Yes, very much. Enjoyed writing it.

Very useful to do individual work.

TRANSFERABLE SKILLS: Did the course increase your ability to critically assess, summarize, and discuss scientific articles?

TRANSFERABLE SKILLS: Did the course increase your ability to critically assess, summarize, and discuss scientific articles?	Number of responses
	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	4 (40,0%)
	6 (60,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did the course increase your ability to critically assess, summarize, and discuss scientific articles?	4,6	0,5

Comment

not really

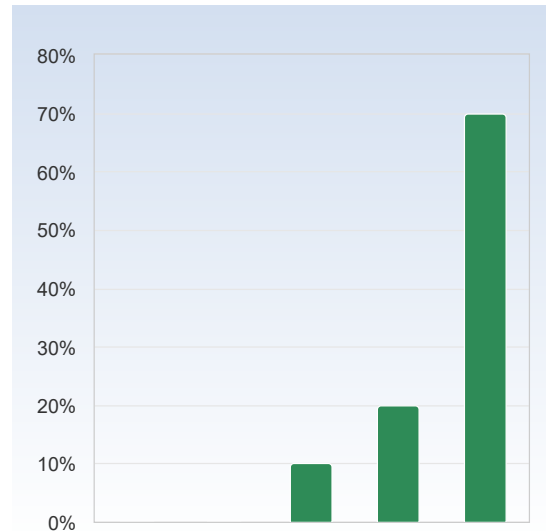
Yes very much



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TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, written communication in English?

TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, written communication in English?	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (10,0%)
	2 (20,0%)
	7 (70,0%)
Total	10 (100,0%)

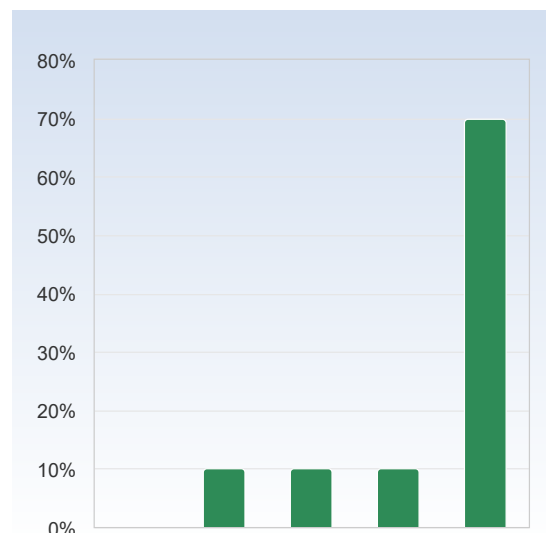


	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, written communication in English?	4,6	0,7

Comment
yes

TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, oral communication in English?

TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, oral communication in English?	Number of responses
	0 (0,0%)
	1 (10,0%)
	1 (10,0%)
	1 (10,0%)
	7 (70,0%)
Total	10 (100,0%)



	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, oral communication in English?	4,4	1,1

Comment
Yes very much appreciated



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Please provide any other comments on the course that you may have.

Please provide any other comments on the course that you may have.

Great course, thank you very much.

Will recommend :)

I enjoyed it, thank you :)
