Evaluation of Glacial sedimentology (GEON01), 2015

Respondents: 17
Answer Count: 7
Answer Frequency: 41,18 %

What was the most exciting/fun during the coure? Why?

What was the most exciting/fun during the coure? Why?
The field trip to Finse, and the final excersion with Per.
Field work and Finse trip in particular. Always much better to see processes in action in the field and the trip to Norway did that in the best way.
The excursion on the glacier in Norway. Because it's an experience not everyone can experiment
I'm not sure. Probably the excursion to Småland/Blekinge where I think I learned the most about landforms.
Finse field trip, it was a great opening to the course.
Trip to Finse, amazing opportunity to hike and explore glaciers

What was the most interesting during the course? Why?

What was the most interesting during the course? Why?
Aerial photography, GIS, landform processes lectures.
Seeing evolution of theories and the current state of research. Big fan of GIS too so was good to have a couple of sessions using the Sweden data.
The excursion to Småland/Blekinge definitively. I got to learn more than on the other excursions.
Glaciology lectures Finse field trip
How to evaluate landscape and apply it to past history of glaciation, uplift, sea level change.

Which parts of the course are OK, and thus do not need any changes?

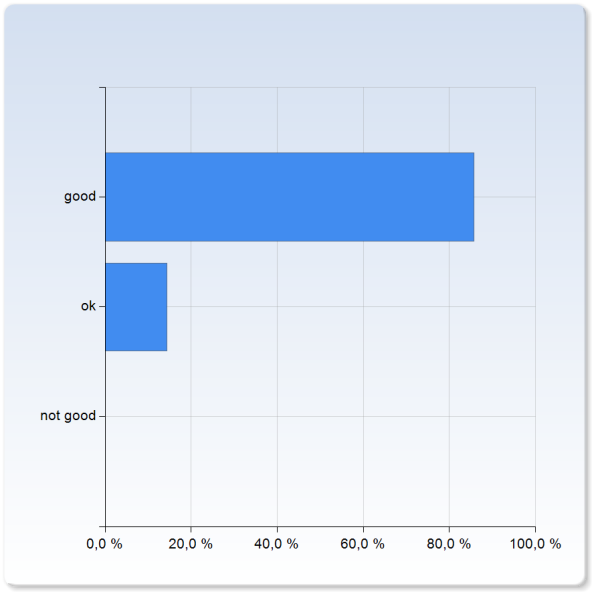
Which parts of the course are OK, and thus do not need any changes?
GIS, Aerial photography, majority of Per's lectures, Field trip to Finse.
Lectures and field work are good.
The lectures are ok.
Pers lectures Air photo interpretations GIS
Trip to Finse, final exam, trip to ven.

Which parts(s) does not work? Why, and how can we make them better?

Which parts(s) does not work? Why, and how can we make them better?
Some of the lectures I felt were rushed so I struggled to take everything in/ make notes. Very little assistance with the Ven field trip, needed more guidance. Particularly with the interpretation section of the actual report after the trip.
Perhaps not enough information on modern research techniques particularly GIS and related datasets. Aerial photos are interesting to look at but I think the balance needs to be shifted more towards computer based work as whether working in industry or research it is a key skill now and also interesting too.
The project about Ven is in need of some changes. The time for the report writing is not enough. I'm ok with the amount of time given but then the content and the extent of the report must be cut down.
Some lectures were rushed and contained too much content. Not enough time for reports and more support needed. A lot of presumed knowledge is assumed.
A little more time for Ven report would have made my experience better.

How was the text book?

How was the text book?	Number of Responses
good	6 (85,7%)
ok	1 (14,3%)
not good	0 (0,0%)
Total	7 (100,0%)

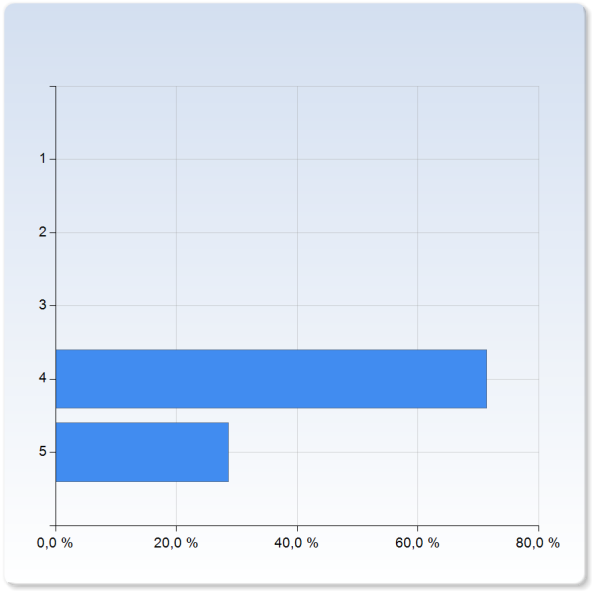


	Mean	Standard Deviation
How was the text book?	1,1	0,4

Comment
Over all very useful, but some sections were unclear or didn't have enough detail. Maybe need some guidance on other useful textbooks.
Comprehensive.
Useful to back up lecture contents

Your rating of the lecture documentation! (1= lowest score, 5=highest score)

Your rating of the lecture documentation! (1= lowest score, 5=highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	0 (0,0%)
4	5 (71,4%)
5	2 (28,6%)
Total	7 (100,0%)

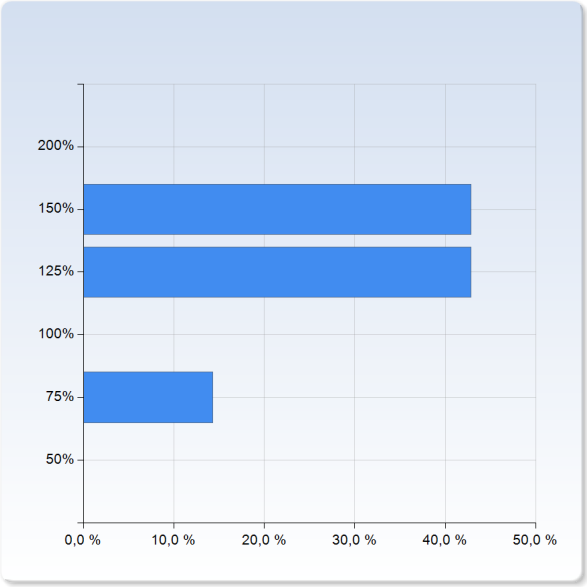


	Mean	Standard Deviation
Your rating of the lecture documentation! (1= lowest score, 5=highest score)	4,3	0,5

Comment
Overall really good, and very useful to use for the home exam.
Though lecture slides are available online it is still very useful to have them handed out in the lectures. For Ivar's part of the course we didn't have this.

Work load; how much time have you spent on your studies during the course? (100% corresponds to full time, c. 8/h/day)

Work load; how much time have you spent on your studies during the course? (100% corresponds to full time, c. 8/h/day)	Number of Responses
200%	0 (0,0%)
150%	3 (42,9%)
125%	3 (42,9%)
100%	0 (0,0%)
75%	1 (14,3%)
50%	0 (0,0%)
Total	7 (100,0%)

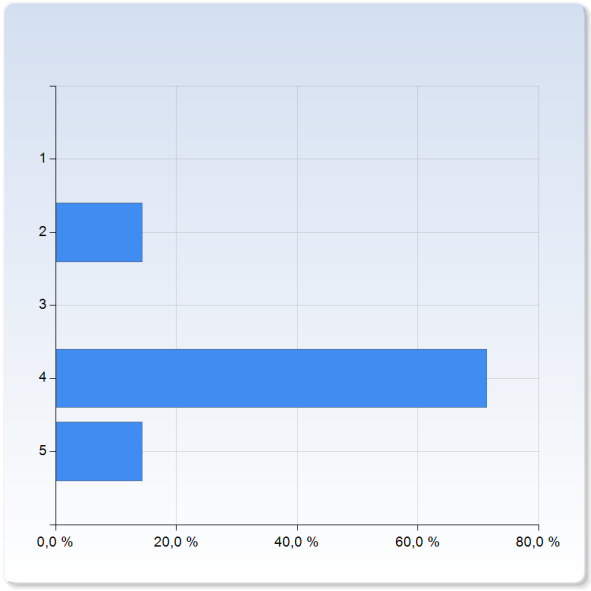


	Mean	Standard Deviation
Work load; how much time have you spent on your studies during the course? (100% corresponds to full time, c. 8/h /day)	2,9	1,1

Comment
During lecture time I would say it was 8-9 hours per day. During the reports however I would do up to 14/15 hours a day so very intense.
Ven and the exam took up long days/nights and all lectures needed further reading.
A lot of contact time at university and a lot of home work needed as well to go through lectures. Considerable amount of work needed for the reports in such a small amount of writing time

How efficient has the time been used for teaching during the course? (1= lowest score, 5=highest score)

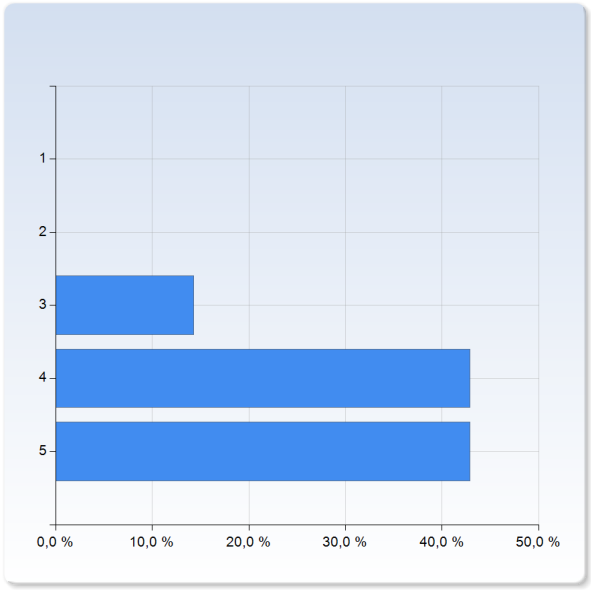
How efficient has the time been used for teaching during the course? (1= lowest score, 5=highest score)	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	0 (0,0%)
4	5 (71,4%)
5	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
How efficient has the time been used for teaching during the course? (1= lowest score, 5=highest score)	3,9	0,9

Lectures (glaciology and glacial hydrology, Per): make a rating on the scale from 1-5 (5 is the highest score)

Lectures (glaciology and glacial hydrology, Per): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (14,3%)
4	3 (42,9%)
5	3 (42,9%)
Total	7 (100,0%)

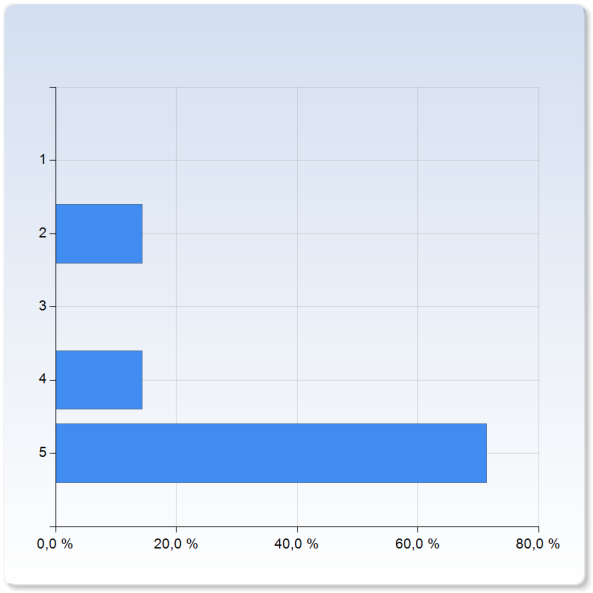


	Mean	Standard Deviation
Lectures (glaciology and glacial hydrology, Per): make a rating on the scale from 1-5 (5 is the highest score)	4,3	0,8

Comment
Really informative and helpful.
I think Per may have taught this before.....

Field course in Finse (Per)

Field course in Finse (Per)	Number of Responses
1	0 (0,0%)
2	1 (14,3%)
3	0 (0,0%)
4	1 (14,3%)
5	5 (71,4%)
Total	7 (100,0%)

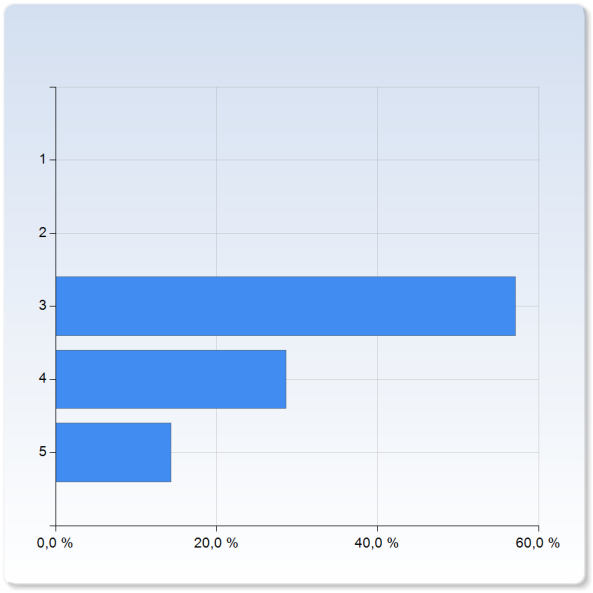


	Mean	Standard Deviation
Field course in Finse (Per)	4,4	1,1

Comment
Amazing experience and gave a really good feel for glaciology right at the beginning of the course.
Great trip. Good balanace between learning and having some fun.

Lectures (glacial processes and sediments, Ivar): make a rating on the scale from 1-5 (5 is the highest score)

Lectures (glacial processes and sediments, Ivar): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	4 (57,1%)
4	2 (28,6%)
5	1 (14,3%)
Total	7 (100,0%)

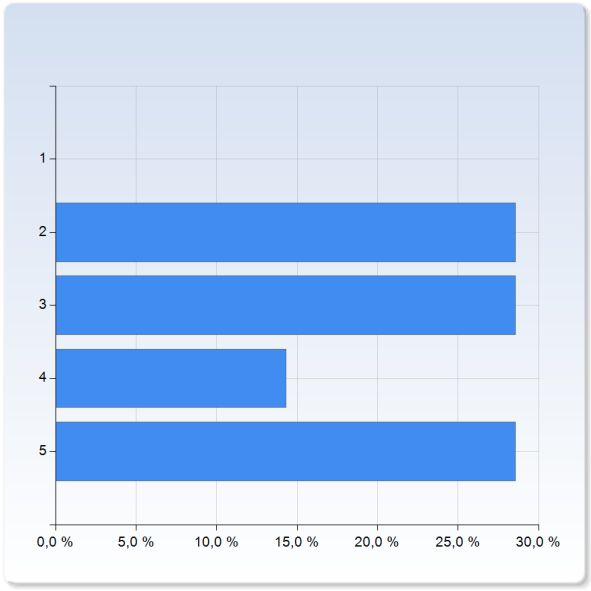


	Mean	Standard Deviation
Lectures (glacial processes and sediments, Ivar): make a rating on the scale from 1-5 (5 is the highest score)	3,6	0,8

Comment
Felt like the lectures were rushed, too much time spend on discussing previous lectures rather than new more important content. Not enough covered on sediments, especially their interpretation (of the tills). This wasn't covered until Per's lectures after the Ven report.
Good lectures but lack of handouts of slides was a downside especially with the unrelaible printing system available at the time.

Field course on Ven (Ivar): make a rating on the scale from 1-5 (5 is the highest score)

Field course on Ven (Ivar): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	2 (28,6%)
3	2 (28,6%)
4	1 (14,3%)
5	2 (28,6%)
Total	7 (100,0%)



	Mean	Standard Deviation
Field course on Ven (Ivar): make a rating on the scale from 1-5 (5 is the highest score)	3,4	1,3

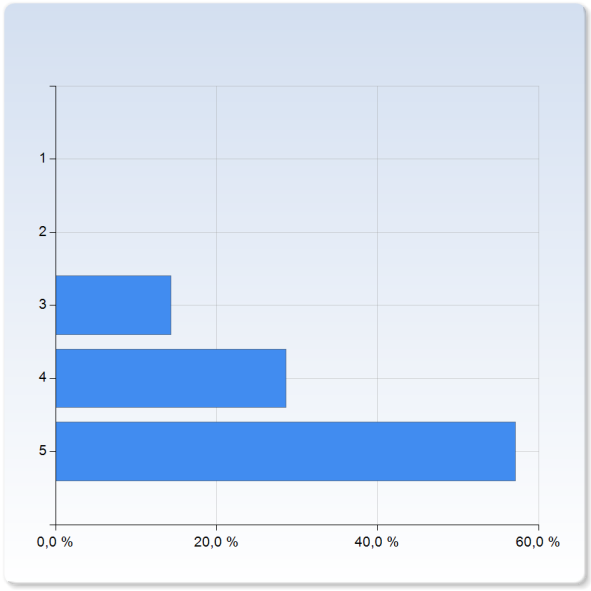
Comment
Not enough guidance given. Felt very rushed.
Field trip was hard work but well organised.
It was difficult to get started on the field work, a lot of presumed knowledge was assumed. Methods such as creating logs should have been explained in lectures

Ven field report (Ivar). Give comments on your work with this report.

Ven field report (Ivar). Give comments on your work with this report.
Very difficult report. Not enough time to do a good enough write up, only just finished even after have several 15-16 hour days. Not well explained. The lecture notes weren't helpful in writing the report.
Hard work but I think the time allowance is about right if you are organised from the moment you get back from the field. Any unforseen issues along the way though and you are up against it as I found out. Having the deadline in the morning was not sensible though. Though not possible with discussion and conclusion I think splitting the write up and having a peer review of intro, methods and results possibly over a weekend would be a good idea. It would break up a full on week whilst improving end product and still expose students to a part of the research process. If I had to write the report now having completed the second set of lectures it would look a bit different.
I'm generally a hard working student and I feel that this report could not be done excellently with the time given. I have given 200 % on this report and still feel that the content of the report is not that good. I suggest that some part of the things that you want to be included in the report is removed. Also, I have expected feedback to be given a month after the report was handed in. It will be really annoying if the feedback was given back the same week as I have my exam and that I have to complete something about it simultaneously as I study for my exam. If feedback is given late, I hope that you understand if I reply to the feedback after the exam.
Very heard to write, struggled with the interpretation particularly
Field work on Ven was great! Lab work was good and writing went alright, however my ability to write a 7000 word report with sedimentary logs and hand drawn figures was a tricky aftermath and the reason for that was time. If I had a bit more time my report would have benefited greatly from it.

Lectures (glacigenic landforms and landsystems, Per): make a rating on the scale from 1-5 (5 is the highest score)

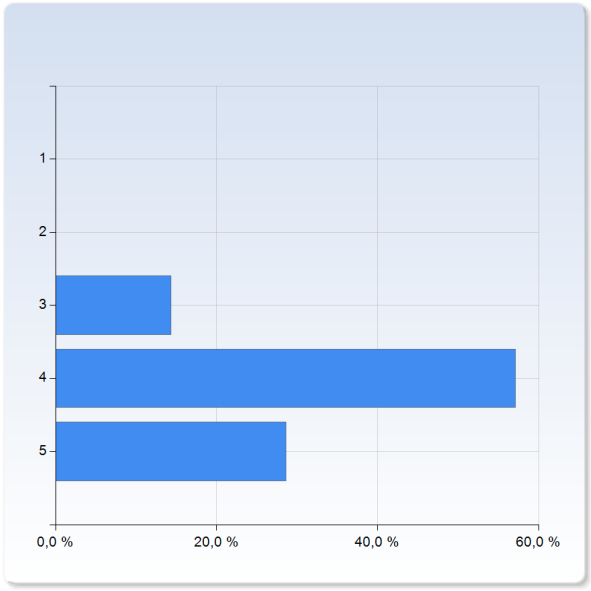
Lectures (glacigenic landforms and landsystems, Per): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (14,3%)
4	2 (28,6%)
5	4 (57,1%)
Total	7 (100,0%)



	Mean	Standard Deviation
Lectures (glacigenic landforms and landsystems, Per): make a rating on the scale from 1-5 (5 is the highest score)	4,4	0,8

Air photo interpretation and LiDAR data (Tom): make a rating on the scale from 1-5 (5 is the highest score)

Air photo interpretation and LiDAR data (Tom): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (14,3%)
4	4 (57,1%)
5	2 (28,6%)
Total	7 (100,0%)

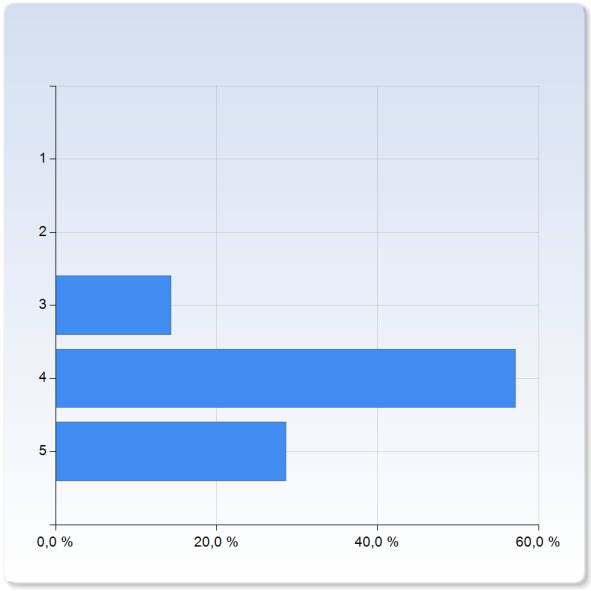


	Mean	Standard Deviation
Air photo interpretation and LiDAR data (Tom): make a rating on the scale from 1-5 (5 is the highest score)	4,1	0,7

Comment
Good sessions and interesting. Would have liked more of the GIS though. Only scratched the surface of its potential.
Really enjoyed the GIS

Excursion to Småland-Blekinge (Per): make a rating on the scale from 1-5 (5 is the highest score)

Excursion to Småland-Blekinge (Per): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	0 (0,0%)
2	0 (0,0%)
3	1 (14,3%)
4	4 (57,1%)
5	2 (28,6%)
Total	7 (100,0%)

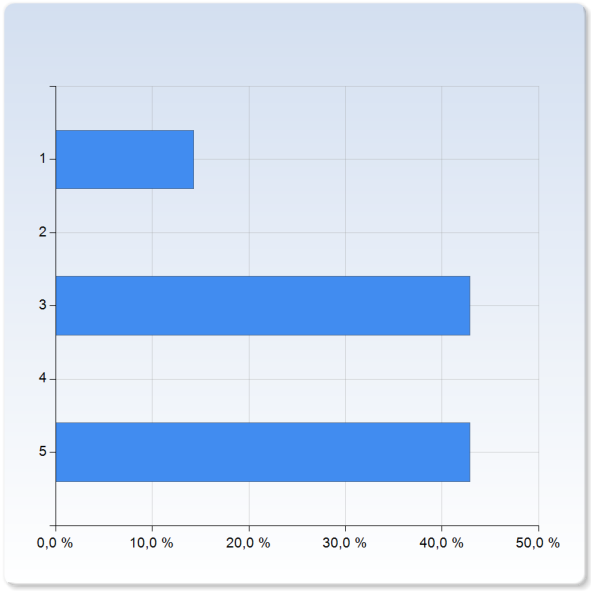


	Mean	Standard Deviation
Excursion to Småland-Blekinge (Per): make a rating on the scale from 1-5 (5 is the highest score)	4,1	0,7

Comment
Overall very informative, but above and below the HCL was a bit unclear and there was maybe too many stops.
Good curry!
More clear links made to the home exam, not sure how helpful it was

Home examination (Per): make a rating on the scale from 1-5 (5 is the highest score)

Home examination (Per): make a rating on the scale from 1-5 (5 is the highest score)	Number of Responses
1	1 (14,3%)
2	0 (0,0%)
3	3 (42,9%)
4	0 (0,0%)
5	3 (42,9%)
Total	7 (100,0%)

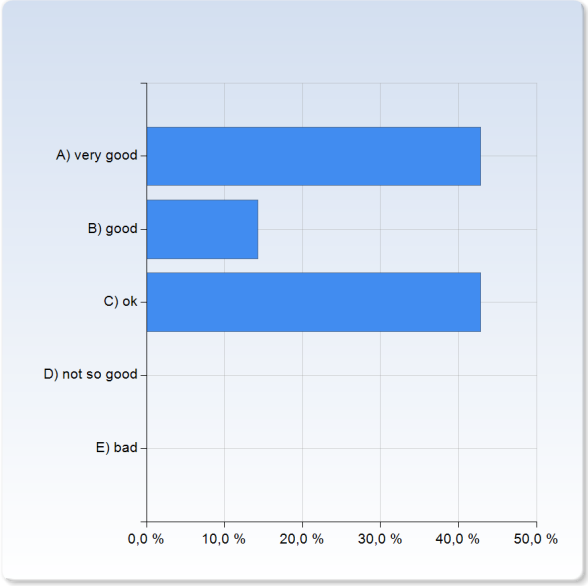


	Mean	Standard Deviation
Home examination (Per): make a rating on the scale from 1-5 (5 is the highest score)	3,6	1,5

Comment
Found it difficult, and struggled to make clear links to the excursion. Didn't feel very confident with what I was identifying. Again there was definitely a time pressure.
Good way to test people (though I may change this view depending on results!). Much better to be testing comprehension and application of knowledge rather than just an ability to recall facts as can often happen in formal exams.

How is your overall rating of the course:

How is your overall rating of the course:	Number of Responses
A) very good	3 (42,9%)
B) good	1 (14,3%)
C) ok	3 (42,9%)
D) not so good	0 (0,0%)
E) bad	0 (0,0%)
Total	7 (100,0%)



	Mean	Standard Deviation
How is your overall rating of the course:	2,0	1,0

Comment
The course was very up and down, some aspects were good while others were pretty poor so a mixture really.
A well run interesting course with a decent level of work required.

Other comments that you want to give:

Other comments that you want to give:
A very demanding course, with variable levels of guidance and help. Not much consideration for variable levels of prior knowledge. Lectures showed enthusiasm for their subjects and were generally very informative.
Seminar presentations generally ended up with one person having to answer for each group. Need to ask the guy hiding at the back some questions too!

Comment on the course evaluation of GEON01, fall 2015

First of all, it is only 7 out of 17 students that have responded to the course evaluation (with plenty of time given and two reminders to do so before closure of the evaluation form). So, the question is how representative the given ratings and written comments are.

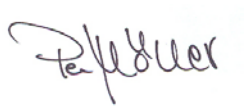
Anyway, the course get ratings above average, usually marks 4-5 on the scale 1-5 (5 = top), and this is in level with previous years, and the course has been more or less in its present form for quite many years now. The 6-day excursion (4 days in the field) to the glaciers in Norway (Finse) is as always a thrill for the students, and the 3-day Småland-Blekinge excursion also get a very high rating, and so do most of the lectures.

Possibly there will be some major changes as the teachers on the course now will change in near future. Ivar has left for Iceland with no replacement, and the lectures on glacial processes and the field work on Ven and the following field report might take other dimensions as we do not have a clear replacement for this at fall course 2016. Per Möller will retire end 2016, and replacement is not decided yet, and it is written in the stars how the course will be in the fall 2017.

However, there are obviously some things to consider for the coming course event(s):

- The field work assignment on Ven, the following lab work, and especially the report writing seem not to work good enough. For a number of years there has always been complaints from the students on time set aside for report writing, and we have enlarged this to the double time compared to some 4 years ago, but still it does not seem to be enough (and possibly this will never be enough from a student's perspective). There is no chance to enlarge this if not other things are cut, and I do not want this. And those complaining might be part of lacking pre-knowledge we now start to see; it is evident that we during the last years have accepted international students that are not on master's level, and especially not in the field of glacial geology – the background knowledge is often not enough. But I think that we must have a discussion on how to make this part of the course better, both on preparation before field work, what the field assignments should be, and in how to make limits and more clear instructions of what should be in the report, and what we actually demand.
- It is time to make further change into LiDAR/computer based interpretation and mapping of glacial geomorphology – if we can find the resources for this. The strong focus on air photo interpretation that there has been for a long time, combined with map studies, starts to be outdated. Such change started two years ago, but should be speeded up if possible. However, there is a problem with that as my present PhD that has taken this task will be gone by fall 2016, and I can't see a new PhD student enrolled in glacial geology in near future with the policy of enrollment that now seems to come to place within the department.

2016-02-11



Per Möller