

## **Course evaluation and analysis**

### **GEOR02 Geology Master's Degree Project, 45 hp**

### **October 2022**

This course analysis was conducted in early October 2022, almost two years after the previous one. A link to the questionnaire has been sent by the library to every student who has completed the LUP (Lund University Publications) web publication procedure at the end of their respective course periods. Thirty students have responded to the questionnaire, five who completed in 2018, five in 2019, 13 in 2020, 3 in 2021 and 4 in 2022. Unfortunately, Survey & Report only allows cumulative reports, which means that 22 of the 30 answers were treated also in the previous course analysis from 2020. During the entire period in question 54 Master's degree projects have been completed in total, yielding a response frequency of 56%. Mean scores in the following section refers to a scale from 1 to 5, where 5 is most favourable.

#### **Summarized comments and potential improvements:**

1. The introductory information was considered as very good or excellent (mean score 4.3 as compared to 4.2 in 2020). The course web site has been updated and an introductory meeting with all admitted students has been held in late August since 2020. The meeting is held just before the start of the autumn term when almost all our degree thesis students are about to start.
2. Although most of the students found it relatively easy to find a suitable project based on communication with potential supervisors (mean score 3.9 as compared to 3.8 in 2020), some respondents suggest that more project ideas are presented on our web or at regular seminars. This is still what we strive for, although many projects are formulated following informal contacts between students and potential supervisors. Since 2020 all ongoing degree thesis projects are posted as popular science presentations on a note board by the student lunchroom, which hopefully creates inspiration and new ideas.
3. The supervision and the department facilities (laboratories etc.) are generally highly appreciated (mean score 4.5, same as in 2020), although rather large variations in supervision time seem to occur. Several respondents express appreciation for our engaged and helpful teachers.
4. The scientific environment is highly appreciated by the students (mean score 4.5 compared to 4.7 in 2020). Access to office space is included in this question. Since 2021 we have again allocated dedicated office space for our degree thesis students (in Quercus), following them being directed temporarily to the Geolibrary (where they can still also reside).
5. The personnel and other resources at the Geolibrary are highly appreciated (mean score 4.7, same as in 2020).
6. The respondents are also generally very satisfied with the quality of the MSc. courses and the MSc. programme as a whole (mean score 4.2 as compared to 4.3 in 2020). However, the lack of dedicated courses in applied geology is seen as negative by some. *We will again consider offering the hydrogeology course in*

***English but it depends partly on our ongoing discussions about potential collaboration with Technical Geology at LTH.***

7. The examination procedure including the oral presentation is appreciated and seems to be well functioning (mean score 4.4 as compared to 4.5 in 2020 and 4.7 in 2019). The slight drop may be partly related to the pandemic-related change to distance-based presentations in 2020, but several respondents noted that the Zoom-based presentations and examinations went well.
8. The vast majority of the respondents (90%) considered the subject knowledge acquired within the Master's programme as fully appropriate, and the same percentage of students thought that they had got enough training in various generic skills. These results are generally the same as in 2020, although some respondents answered that they would have appreciated more training in computer skills and statistics, see below.
9. Three students bring forward the need for a course in research methods, statistics and scientific writing. ***We had such a course until about seven years ago, but it had to be cancelled due to limited resources. We may be able to re-establish such a course in collaboration with other subjects as part of new organisation in the future.***
10. The Master's education as a whole was given a mean score of 4.3 as compared to 4.2 in 2020.

Lund, 5th of October 2022



Dan Hammarlund  
Course coordinator

Tim Bjeremo  
Course representative

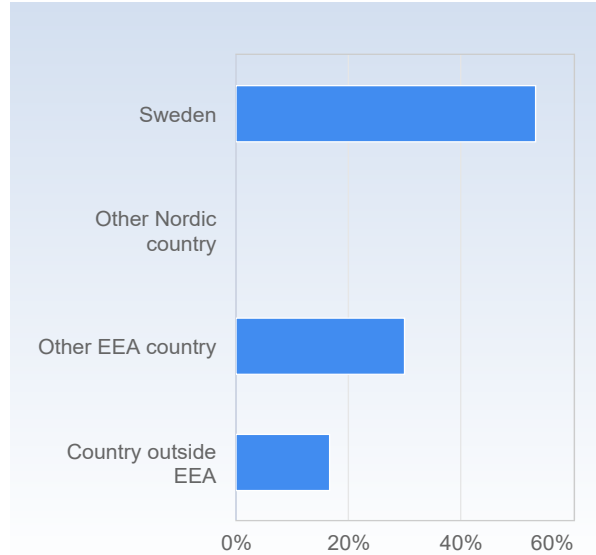


# Course analysis GEOR02 2022

Answer Count: 30

## I got my Bachelor's Degree in:

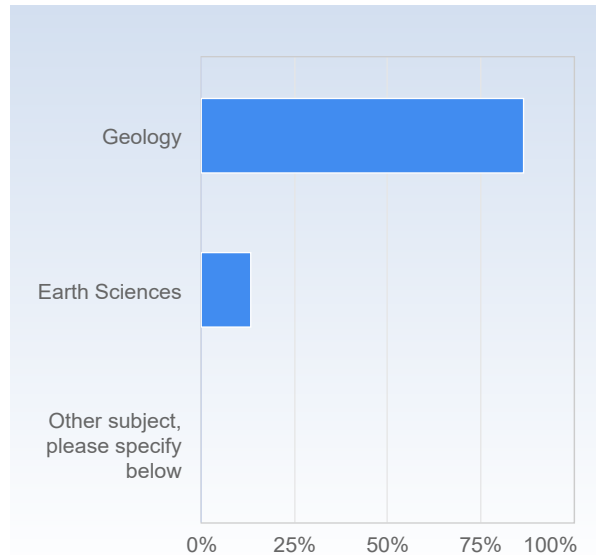
I got my Bachelor's Degree in:	Number of responses
Sweden	16 (53,3%)
Other Nordic country	0 (0,0%)
Other EEA country	9 (30,0%)
Country outside EEA	5 (16,7%)
Total	30 (100,0%)



I got my Bachelor's Degree in:	Mean	Standard Deviation
	2,1	1,2

## My Major is in:

My Major is in:	Number of responses
Geology	26 (86,7%)
Earth Sciences	4 (13,3%)
Other subject, please specify below	0 (0,0%)
Total	30 (100,0%)



My Major is in:	Mean	Standard Deviation
	1,1	0,3

Kommentar

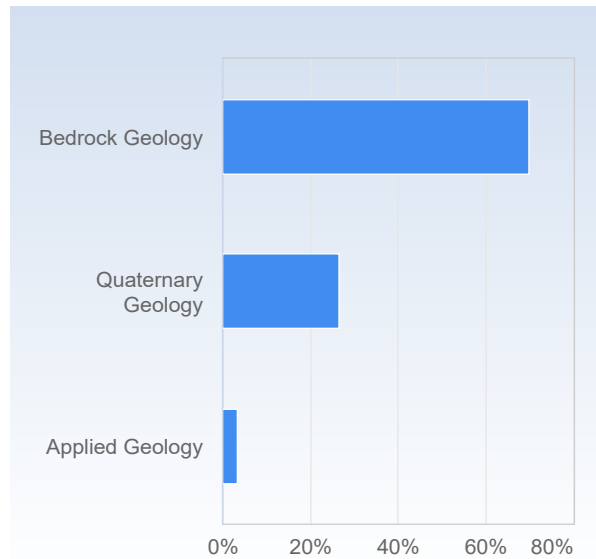
MSc Geology. Started with Quaternary Geology, switched to Bedrock Geology.

Mineralogy, Petrology

My specialization is in neither bedrock or quaternary but instead in palaeontology

### My Specialization is in:

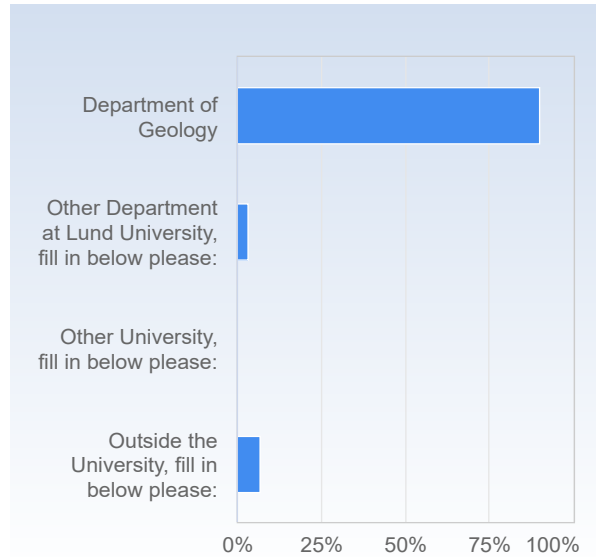
My Specialization is in:	Number of responses
Bedrock Geology	21 (70,0%)
Quaternary Geology	8 (26,7%)
Applied Geology	1 (3,3%)
Total	30 (100,0%)



	Mean	Standard Deviation
My Specialization is in:	1,3	0,5

### My Degree Project was conducted at:

My Degree Project was conducted at:	Number of responses
Department of Geology	27 (90,0%)
Other Department at Lund University, fill in below please:	1 (3,3%)
Other University, fill in below please:	0 (0,0%)
Outside the University, fill in below please:	2 (6,7%)
Total	30 (100,0%)



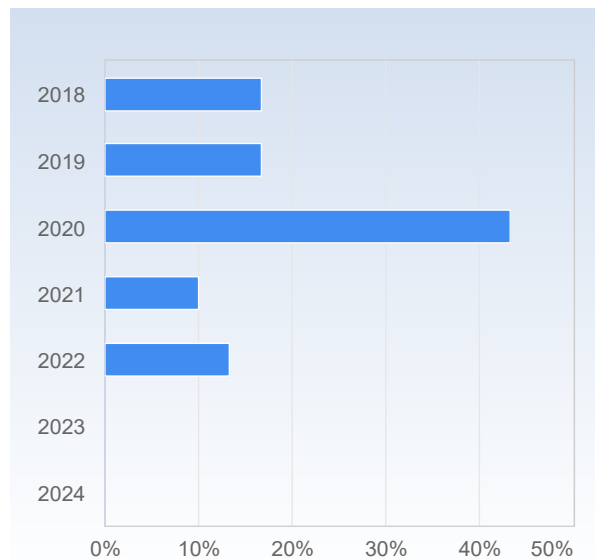
	Mean	Standard Deviation
My Degree Project was conducted at:	1,2	0,8

Please fill in if other than Department of Biology:

SGU  
AF Infrastructure AB  
Teknisk Geologi, LTH

## My Degree Project was completed in the year:

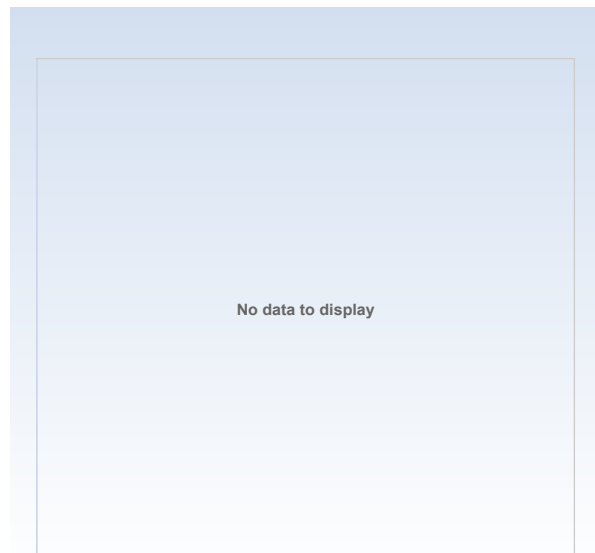
My Degree Project was completed in the year:	Number of responses
2018	5 (16,7%)
2019	5 (16,7%)
2020	13 (43,3%)
2021	3 (10,0%)
2022	4 (13,3%)
2023	0 (0,0%)
2024	0 (0,0%)
Total	30 (100,0%)



My Degree Project was completed in the year:	Mean	Standard Deviation
	2,9	1,2

## Respond to the following statements by scoring from 1 (=I totally disagree) to 5 (I totally agree):

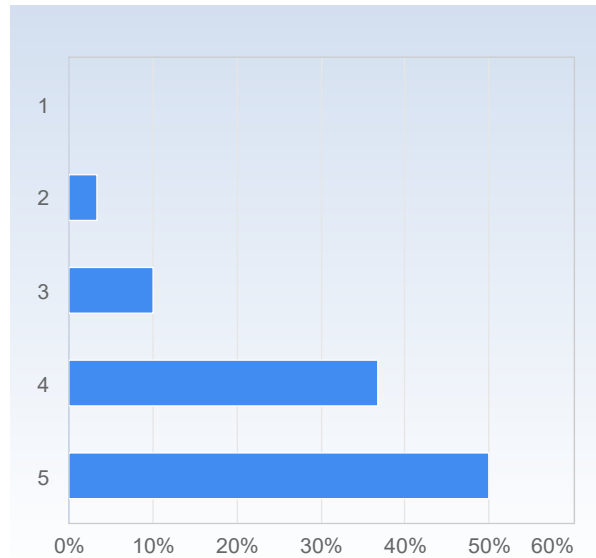
Respond to the following statements by scoring from 1 (=I totally disagree) to 5 (I totally agree):	Number of responses
Total	0 (0,0%)



Respond to the following statements by scoring from 1 (=I totally disagree) to 5 (I totally agree):	Mean	Standard Deviation
	0,0	0,0

## The information about how to conduct the Degree Project was good

The information about how to conduct the Degree Project was good	Number of responses
1	0 (0,0%)
2	1 (3,3%)
3	3 (10,0%)
4	11 (36,7%)
5	15 (50,0%)
Total	30 (100,0%)



	Mean	Standard Deviation
The information about how to conduct the Degree Project was good	4,3	0,8

### Comment

The instruction for the project were clear at the course web page. In the beginning I found it hard to fully understand the project plan given by my external supervisor. But it became clear over time.

Very poor information, the supervisor are not informed either. Would be helpful if you would get a meeting with Dan Hammarlund or Karl Ljung in the beginning of the thesis so that you get all the information needed.

At first it was a bit vague, but with this years' update everything became clearer.

Would be really helpful to have a presentation introducing the degree project, either at the start of the degree or sometime during year 1 to set out the timescale of the project, the steps involved and what is expected of the student for each step, and where relevant information could be found.

The recently updated information at the GEOR02 page is very detailed and helpful. I think in the beginning some things were a bit unclear for us (e.g. about when and where to submit the research proposal). With the new information that should be all clear now.

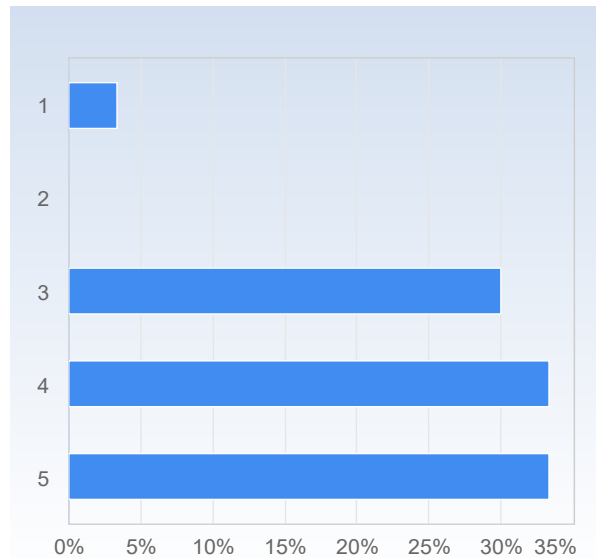
Good, overall. I knew where to find the information online, and my supervisor, Anders, was very helpful.

I was able to get help whenever I wanted and I felt like the university was really involved in all the master's theses

Plans changed throughout the period

## It was easy to find a project:

It was easy to find a project:	Number of responses
1	1 (3,3%)
2	0 (0,0%)
3	9 (30,0%)
4	10 (33,3%)
5	10 (33,3%)
Total	30 (100,0%)



	Mean	Standard Deviation
It was easy to find a project:	3,9	1,0

### Comment

Relatively easy yes, if you give yourself enough time.

I thought it was easy to find a project in general, however it was harder to find a project that suited my interests. I think it is important to have an interesting project for the student so it is easier to keep up the motivation during the whole project. It may be easier to find a suitable project if more professors/employees announced projects at the course web page.

I got lucky that someone said that there was a topic at LTH that I might be interested in. So cannot say for sure how easy or difficult it would have been to find a topic.

I found good options from different professors and geological surveys at Lund university just by asking around.

Everyone at the department was really helpful talking about potential topics/project. However you need to be quite proactive in approaching the professors early on, which might not be as easy for everyone. Maybe it would be helpful to organise a brief seminar for first year Master students to talk about details regarding the project and potential topics that students have done before.

I contacted potential supervisors very early so in my case it was not a problem.

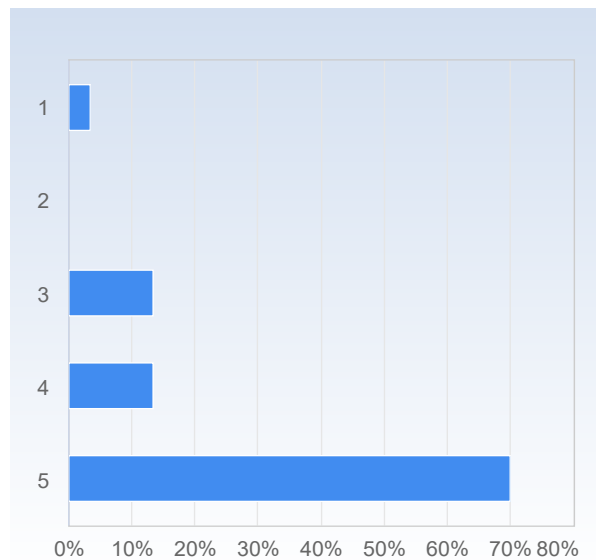
I had the choice of a few projects that my supervisor had in the pipeline. I was initially going to pursue a topic related to mineral deposits, so I would have needed an external supervisor for this. I decided against it later on. Nevertheless, I would recommend more options in applied geology. Most of the projects seem to be related to academia. Of course, given that there are not so many industry links to companies like Boliden, Rio Tinto, and so on, it is perhaps not realistic to expect a lot of degree projects that are relevant to a job in industry.

There were only two projects on the website, but I went and talked to a professor in the field I was interested in and this person had a few ideas. So it was easy for me to find a project but not many put up on the website.

I got lucky that I was able to do exactly what I wanted to, but even if I could not to that I am sure I would get a lot of help from the bedrock professors to find something suitable for me

## I am pleased with the supervision I got:

I am pleased with the supervision I got:	Number of responses
1	1 (3,3%)
2	0 (0,0%)
3	4 (13,3%)
4	4 (13,3%)
5	21 (70,0%)
Total	30 (100,0%)



	Mean	Standard Deviation
I am pleased with the supervision I got:	4,5	1,0

### Comment

I've never got to work on my project with my second Supervisor, which I'm sure is partially my fault, but a meeting that was supposed to happen with both my Supervisors and myself was never arranged as previously promised.

Could not have been better!

The main supervision were addressed to my external supervisors and they were not allways so good in responding. Sometimes it took about two months to get feedback on one part of the thesis. Towards the end of the thesis writing we decided to have regular meetings which helped me to finish the thesis.

Sadly my supervisor was very busy and did not have much time for meeting with me.

There should be rules to how often one should get supervision meetings.

Very supportive and collaborative in every step. The project was supervised by Ulf Söderlund and Ashley Gumsley.

I got way more supervision time that I expected, and even when my supervisors were busy they made time for me.

I am here only talking about my internal supervisor at Lund University.

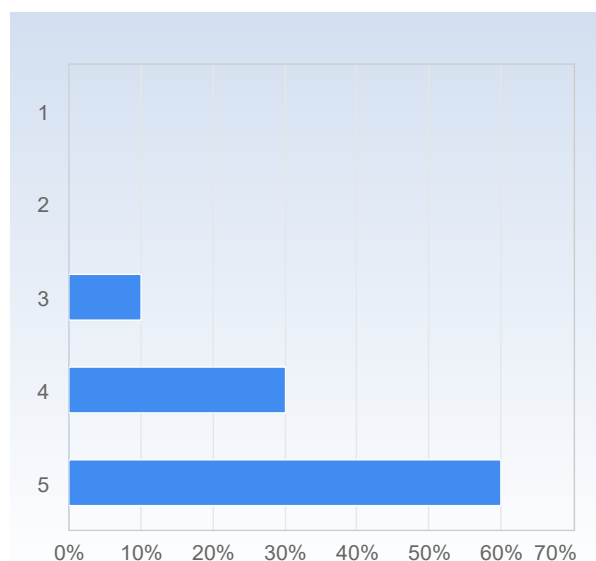
Very pleased with Anders. He was an excellent supervisor, and he gave me a lot of confidence.

I recieved a lot of help from my main supervisor.

Ulf has been a great supervisor, his responses were very quick and his advice I was really helpful. I can tell he has done this many times before.

## The scientific environment where I made my project was good:

The scientific environment where I made my project was good:	Number of responses
1	0 (0,0%)
2	0 (0,0%)
3	3 (10,0%)
4	9 (30,0%)
5	18 (60,0%)
Total	30 (100,0%)





	Mean	Standard Deviation
The scientific environment where I made my project was good:	4,5	0,7

**Comment**

The University was a good environment for a masters project with a lot of knowledge and people to ask when that was needed. However I would wish for more workspace because when I started my project the master's students room was full, which resulted in that I was sitting most of the time at home or in the library. But it is also because I have a hard time focusing when it is a messy environment around (people talking) or when I get interrupted as someone asking about something. An open workspace is not suitable for everyone.

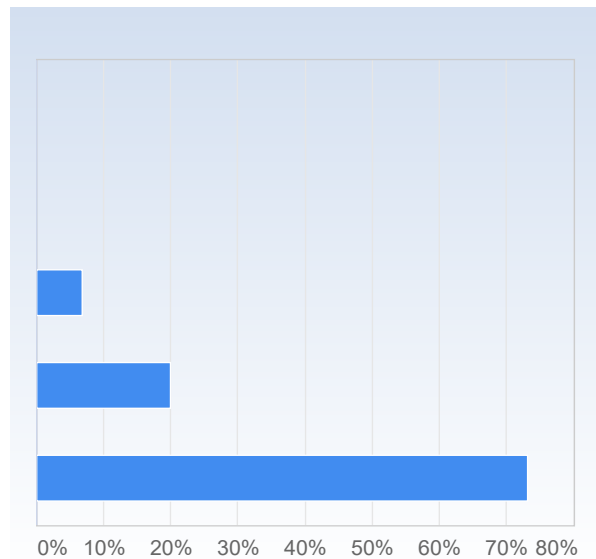
I liked the master students' room, although I wish I had used it a bit more and a bit earlier. No complaints.

It was harder now during corona since I could not be at the University for the whole time. And we master students did not get a room where we all could sit, but this would have been different if not for corona. The library provided good places to sit. It was a bit tricky to access a microwave in the beginning, but we got access to that later on.

Due to covid there was a lot of compromises that had to be made. I understand the grade 3/5 is due to these circumstances.

## The resources and customer support at the Geolibrary were appropriate

The resources and customer support at the Geolibrary were appropriate	Number of responses
	0 (0,0%)
	0 (0,0%)
	2 (6,7%)
	6 (20,0%)
	22 (73,3%)
<b>Total</b>	<b>30 (100,0%)</b>



	Mean	Standard Deviation
The resources and customer support at the Geolibrary were appropriate	4,7	0,6

**Comment**

Very good!

5

Britta is always very very helpful!

Everything was good except for one thing. There is no access through the university to The Canadian Mineralogist Journal from which I recurrently needed to consult due to my thesis topic. Therefore, I had to try to work my around it to try to get access to those articles.

To be honest, I don't think I asked for your help until the very end. You were very helpful when I asked, so I am very happy with it.

The staff at the Geolibrary were very kind and helpful.

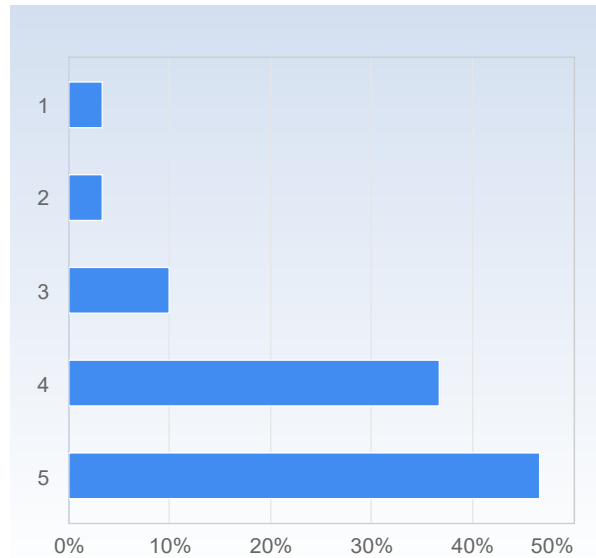
I never really visited the geolibrary but I'm sure their help would have been great, had I needed it.

Corona restrictions made it more difficult

The support at the Geolibrary is always great!

## The advanced level courses I have taken made me well prepared for the Degree Project:

The advanced level courses I have taken made me well prepared for the Degree Project:	Number of responses
1	1 (3,3%)
2	1 (3,3%)
3	3 (10,0%)
4	11 (36,7%)
5	14 (46,7%)
Total	30 (100,0%)



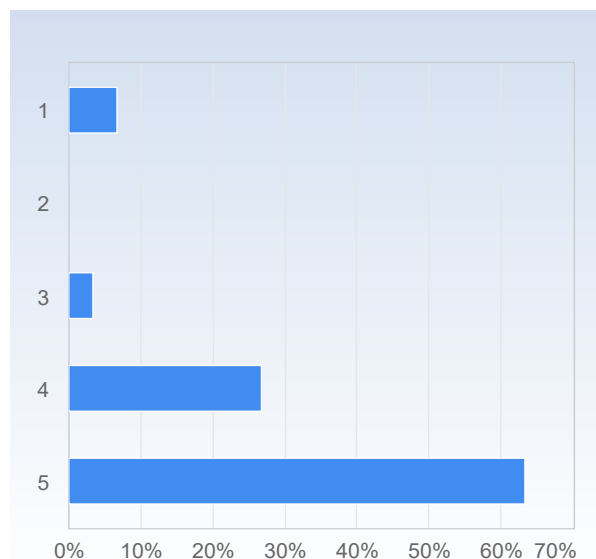
	Mean	Standard Deviation
The advanced level courses I have taken made me well prepared for the Degree Project:	4,2	1,0

### Comment

- Learning how to read scientific papers was crucial
- There is not really any specific course that deals with applied geology in the masters program - really sad. somewhat, more geochronology would have been good though.
- My 4,5 years at LU made me well prepared for the project I would say. Difficult to assess since I only took 2 masters courses.
- I feel the courses I took gave me the tools to analyse and interpret the data that I obtained and helped me reach better conclusions
- My degree project built upon the courses very nicely.
- Yes, I thought the igneous petrology/geochemistry and metamorphic petrology courses were excellent, and definitely helped me to prepare for the Degree Project.
- I would like to have some basic information on image analysis software, or a seminar
- My topic was very specific and not that related to anything we have done before. But I had use of my previouses courses and I was able to take on the task of my thesis after reading up a lot on the subject.
- My project tied in nicely with the metamorphic petrology and structural geology course.

## The oral presentation and examination was useful and rewarding:

The oral presentation and examination was useful and rewarding:	Number of responses
1	2 (6,7%)
2	0 (0,0%)
3	1 (3,3%)
4	8 (26,7%)
5	19 (63,3%)
Total	30 (100,0%)



	Mean	Standard Deviation
The oral presentation and examination was useful and rewarding:	4,4	1,1

#### Comment

Yes, this was most rewarding experience that I've prepared myself for thoroughly.

Best thing about the project.

Oral presentations are always useful. Examinators had hugely different expectations and graded the work with different expectations. Find common ground between examiners on how to examine all future projects: expectations, layout, defining grades etc.

The presentation and examination on zoom was working very well. Nevertheless, I hope you will be able to go back to personal examinations soon!

The examination was very well carried out despite the fact that it had to be done over Zoom.

Yes, I think so. I appreciated the feedback and discussion after the presentation was over, and it was beneficial for me to give the presentation. The obvious difficulty was that it had to take place over Zoom, but given the situation it was the most suitable decision.

It was very fun even tho it was on zoom. I got a lot out of the examination, interesting questions and it was fun to present my work as well as discussing it.

I was glad I was able to do it in-person, it felt like a good ending to my thesis writing process.

The presentation was a lot of fun too!

## I have especially appreciated this during my Degree project work:

I have especially appreciated this during my Degree project work:

The level of willingness to assist from both my supervisors

Gaining new knowledge, learn how to plan and execute a project from practise to writing to the verbal presentation.

The dedication and hard work of everyone involved

Ability to use Professor Calner's laboratory where I could write and work on my project (I never used the room at the top floor to work on my thesis, partially to lack of spare computers).

Being able to meet and work with people outside the University - establishing contacts in the field i'm interested in.

To be able to work independently.

Helpful and interested people that could support me during the work.

Great supervision

The fieldwork and subsequent lab work, I learned a lot from the individuality.

Learn how to overcome all the inconveniences that can come up in a research project.

Freedom of work. Mobility during the thesis. Freedom on how to choose/find own projects. All info needed has been available.

The learning process and the freedom I had to take my project in the direction I wanted.

The level of independence granted and the time given for the project allowed me to really do into detail in the subject area and allowed for a larger scope of project beyond what I have previously been allowed to do.

The possibility to come up with my own ideas about the project. The excellent supervision. Flexibility of everyone arranging the examination especially during these times.

I appreciate the support and feedback that I received from my internal supervisor, the funding and the computer facilities provided by the university.

That I got the opportunity to really dive into my subject and independently work with my results and make my own interpretations. Even though it was difficult at the time, it was very rewarding and I learned a lot.

the practical part of my thesis was most appreciated since it was the part that I have learned the most from

Freedom to pursue my own ideas

I really appreciated the flexibility of my supervisor, Anders Schersten, and his support. I took four years on my project, so a lot of supervisors would have lost patience with me, but he was excellent to me throughout the course of my project.

My supervisors and the to PhD students that helped me!

I has the opportunity to work with real data and produce my own work

All the things I was able to use at the university, such as using the light microscope, preparing my samples and using SEM. I wish I could have done more of the practical things I had planned, but I am happy I got to do some of the things despite corona.

The patience and helpfulness from every teacher and professor at the faculty that I have spoken with. In Lund, I really felt like everyone was interested in my project and how I was doing. This in stark contrast to how I felt during my bachelors back in The Netherlands, where I was much less able to receive the help I needed.

That i had 2 supervisors

The helpfulness and enthusiasm the staff had for their departments and fields of expertise. All members of staff were always willing to help with any questions I had.

my supervisors

my project

working in the lab

My supervisor.

Interesting and inspiring discussions with my supervisors, the fieldwork and petrography.

## This could have worked better during my Degree project work:

This could have worked better during my Degree project work:

Nothing that I could think of. Except for wishing that I would be more active and reach for help from my supervisors when I got really stuck. Rather than try to solve everything on my own.

the hardware and software in the master room on the fifth floor is out of date and could do with an upgrade

My communication with my Supervisors and time constrains in which I wanted the project to be done. (2016, or early 2017 the latest)

Could have distributed my time put on the work more effectively.

Communication with supervisors, timeplan, and planning of surveys. These things together resulted in that I did not have time to do everything in my project plan and had to change it. However, I learned a lot.

The supervision, i would have needed more meetings.

the schedule regarding the oral presentation of the project.

Planed the project more carefully, set up weekly goals, better contact with supervisors

Can't think of anything. Everything I've needed I have got.

Although I appreciate the freedom I had, I also think I would have been helpful to have some limits. This is because once within a subject sometimes you want to do everything which can delay the process. In this regard I think is good to add in between deadlines to avoid overworking in the end. In addition, there were some problems with the equipment, but those are out of anybodies control.

The information was being updated when we started the project so was a bit confusing to begin with. As above, a presentation near the start of the project period sometime near the end of year 1, I think would be really helpful to outline the timescale and what is expected.

I have one comment. The final weeks before the examination were quite stressful. Finishing the thesis, preparing the presentation plus poster and popular summary all come in at roughly the same time. It is quite hard to do these beforehand, in case you are still collecting results until a quite late stage of the project. So maybe you could think of leaving some of the assignments (e.g. the popular summary) for after the examination, so the students can primarily focus on the thesis itself and the preparation of the presentation.

Towards the end there was, due to some circumstances, some issues with having someone to really proofread my thesis, so when handing it in to the examiner it hadn't been extensively revised by anyone but me. But it turned out well anyway, so in the end it wasn't a problem.

i could have managed my time better, although a lot of deadlines was a considerable help

The calibration on the LA-ICP-MS machine. When I used it, the results were disastrous. That was in 2017, though, so I am sure that it has been fixed since then.

The final steps of completing the written report with Publisher, due to the Corona virus I had to go home where I only had a Mac computer, there are no Publisher version for Mac and there were no other possibilities for me to solve this except if i traveled down to Lund (5h one way) or could find a friend or family member with a computer that had Publisher. I was lucky and manage to borrow my sisters work computer but we had to wait until she went on weekation because she needed her computer for work. I have never worked in Publisher before as a Mac user I am more used to work in InDesign from Adobe but there were no template so I had to learn Publisher in a hurry since I had limited time with the computer. The trouble with Publisher did not only delay the registration of my grades, I also was a bit disappointed on the layout since I do not know or understand the program fully.

More time, less corona, more funding for SEM etc.

The communication with my supervisor and being able to work more in the labs at the university.

The only things that come to mind are covid-related and such a scenario will not likely happen again in the near future so I'll leave it blank.

I could not do fieldwork because I could not travel because of covid

Working environment due to covid.

Clearer research plan from the beginning.

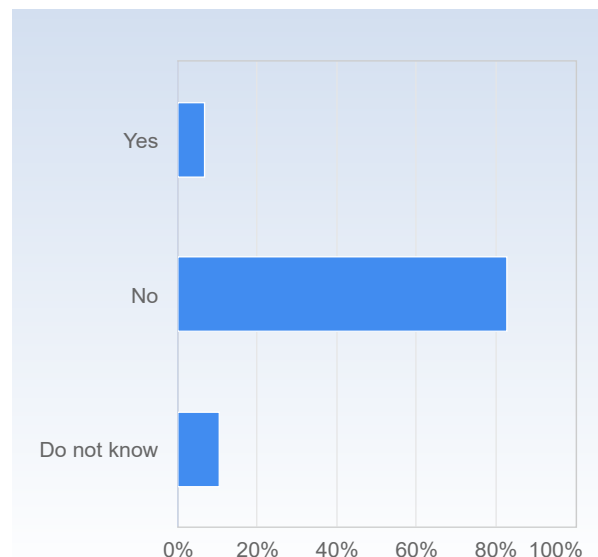
The following questions relate to your Master's education as a whole:

## My background and previous education was appropriate/on the right level?

My background and previous education was appropriate/on the right level?
Yes
Agree.
yes
I think so, although You can't be prepared for everything and things can get tough very quickly.
Bachelor - YES
Masters - NO (lacks applied geology)
Yes.
Since my project was more into applied geology than we have encountered during the education it took some time to get into the subject. The level of the education have been good. It would have been good with a preparational course like the "Forskningsmetodik, geostatistik och vetenskaplig uppsatsskrivning" which is recommended in the education plan for the Master's program. However it seems like it is removed from the elective courses.
Yes
it was in the right level.
Yes
Yes.
Definitely
Yes
Yes, mostly! If not, there was usually sufficient repetition of background knowledge in the first days of each course.
Yes
Yes. The advanced courses felt based on the knowledge we had from the bachelor's.
yes
My background was enough, but expertise was lacking at the institution for my subject
Yes, definitely.
Yes
Yes, I had a very good background that helped me understand new information or refresh my knowledge
Yes
Yes, I was able to follow all the courses with ease. In some areas I felt I was at a higher level compared to my swedish student-colleagues, in for example the fields of structural geology, petrology and in overall field work experience. There was never a subject I felt like I was completely lost in.
I feel that many subjects covered during my Masters education were first covered during my Bachelors, but it was still nice to have a refresher on these topics. Some of the topics would have been more difficult if I were studying them for the first time during my Masters.
yes, but I have still learnt a lot during my project
Yes
Yes.

## Have you experienced any unnecessary overlap between courses, and if so – please describe how and between which courses

Have you experienced any unnecessary overlap between courses, and if so – please describe how and between which courses	Number of responses
Yes	2 (6,9%)
No	24 (82,8%)
Do not know	3 (10,3%)
Total	29 (100,0%)



	Mean	Standard Deviation
Have you experienced any unnecessary overlap between courses, and if so – please describe how and between which courses	2,0	0,4

Comment

Each course was completely different from a previous one and no overlap occurred in my opinion.

No overlap that has not been necessary.

Lectures about Palaeomagnetism (palaeoecological methods and Marine Geology)

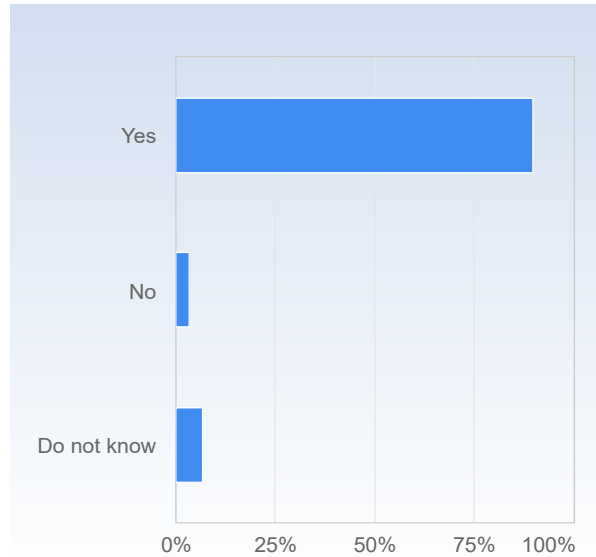
I cannot think of any.

Some courses, particularly GEON04, GEON06 & GEON07 did overlap in places with some identical lectures delivered in each - for example the lectures on solar radiation history - I understand that there is also a need for these courses to stand alone to some degree.

N/A

## Have you acquired enough subject knowledge (ämneskunskap) during your Master's education

Have you acquired enough subject knowledge (ämneskunskap) during your Master's education	Number of responses
Yes	27 (90,0%)
No	1 (3,3%)
Do not know	2 (6,7%)
Total	30 (100,0%)



	Mean	Standard Deviation
Have you acquired enough subject knowledge (ämneskunskap) during your Master's education	1,2	0,5

Comment

Hard to say until you start working with geology in real life for a company.

With the extra time that I've spent to work on my project I've learned quite a lot during my education.

Yes, if you consider that the courses I took were in Quaternary Geology.

But, I think that the institution is lacking courses related to Applied geology.

Maybe more applied courses would have been favourable to prepare for the working life. A program orientation for applied geology maybe?

One can never acquire enough though.

However I consider some of the topics within the courses and the master itself should be updated. It would be nice to include new technologies applied to the geosciences (e.g. programming oriented towards geosciences, more GIS, application of drones, etc)

I think the program is good but it would be maybe better if there were more electives to choose from (in english). And also include courses related to GIS and modelling tools that include programming.

I would have liked to have a more in-depth follow-up course in igneous or metamorphic petrology, perhaps something applied, e.g. an advanced mapping course with plenty of individual/group field work, or a petrography course with microscopy/SEM work.

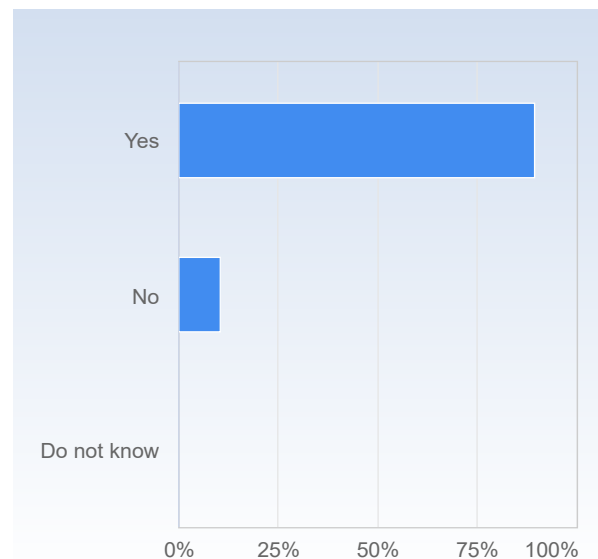
Yes, but I regret that I was unable to take modules related to industry - for example, a mineral deposits module. As mentioned earlier, though, you would need to hire a specialist lecturer, which might not be worth it if I am one of the very few who would have liked more focus on this.

I hope so at least :)

However, I wish in general there were more structural geology.

## Have you acquired enough training in general skills (such as writing science, writing popularised science, oral presentations, statistics, computer skills etc.) during your Master's education?

Have you acquired enough training in general skills (such as writing science, writing popularised science, oral presentations, statistics, computer skills etc.) during your Master's education?	Number of responses
Yes	26 (89,7%)
No	3 (10,3%)
Do not know	0 (0,0%)
Total	29 (100,0%)



	Mean	Standard Deviation
Have you acquired enough training in general skills (such as writing science, writing popularised science, oral presentations, statistics, computer skills etc.) during your Master's education?	1,1	0,3

### Comment

i hope so
Some extra knowledge of using specialized geology programs (excel, photo shop, illustrator, gis etc.) required from geologist later in work environment should be added to the program.
But, more training in statistics would have been good. Perhaps a course that teaches you how to interpret your data using different kind of statistical methods.
Not enough computer skills. This should be improved a lot.
Writing science and oral presentations, yes. There have been enough moments on that. Regarding popularised science, statistics, computer skills, no. Far too little. We used one program during the igneous petrology, but that's it. More statistics would be nice, general statistics that is. More maths would also be nice.
I really felt that the field trips and the labs contributed greatly to getting some hands on education. In general I feel that the master is really good in making you understand the processes. I would maybe include a bit more of data processing.
More inclusion of computer skills, i.e. software would be valuable as some of the courses were more theory based
although the statistics part, I have not acquired from the Master's education.
Popularised science has not been prioritized, and it was only done during the master's project.
Yes, I was happy with this.
Yes, but I would like to have more information about poster making and computer skills. I had enough of oral presentations which helped me with my thesis defense, but I think poster making is important to be taught.
Although it could be good to have used more computer programs that are common to use when working as a geologist outside of the university world.
Absolutely!
More computer skills and work in for example matlab would be useful
There was plenty of training in writing popular science and oral presentations, but I feel that there could have been more training in the other areas.
maybe more statistical and computer skills might be useful
However, due to the pandemic a lot of practical things were online or changed due to the circumstances, which ofcourse was great. But I feel that I haven't got the same practice in e.g. microscopy and computer skills in some of the Master courses that I may would have got if there were no pandemic. However, I think all teachers did a great job to adapt to online teaching even though it is not the same when it comes to the practical training.

# This I consider as the strengths of my Master's Programme:

This I consider as the strengths of my Master's Programme:

The quality of the courses and the teachers are absolutely great! Keeps an high standard.

i have little frame of reference here

Great researchers, teachers and department employees, some that I'm friends with till today, awesome field trips and the University infrastructure itself as well as campus location and people I've met in Lund.

Great lectures, wonderful people working at the institution (don't forget the library) and a positive working environment.

Writing science and communicating in science.

The professors/employees/teachers that are passionate about their subjects and inspire the students.

Practical experience, kind relationship between professors and students

The excursions were very good, the teaching methods were good, especially when we had quizzes in Magmatic Petrology.

The scientific approach in terms of how to perform research, how to prepare an academic text, how to prepare an oral presentation.

The overall knowledge.

A lot of theoretical geology and experienced professors that know a lot about the subject, which is good. Good chance of mobility with exchange studies.

As I mentioned before the different field trips as well as the usage of the labs are one unique aspect of this master programme

The academic side of the programme was really strong, and it was really valuable to learn from academics that were leaders in their fields.

I think the curriculum in general is very nice. The courses within the first year of the Master's were in form and content well connected to each other and enabled to gain a good level of scientific background knowledge in the different fields of Quaternary Geology. In turn, the focus on the Master's project in the second year helped to get experience in conducting one's own research project in more detail. I feel myself well prepared for studying at PhD level after finishing the Master's.

The program cover different topics and therefore is a multidisciplinary program.

Relevant (and fun!) field trips, projects and assignments (especially in the igneous petrology course in which we had assignments along the way during the whole course). And also that the programme was flexible and it was possible to for example start the degree project a bit earlier.

it's open to suggestions of your own ideas, with a scientific approach.

Knowledgeable and helpful professors. Friendly environment. Challenging tasks.

The modules were of good quality.

The relationship between students and lecturers is excellent.

The money available for research is good.

My supervisors

Very good professors, nice material, presentations and assignments. The courses had a great structure.

That it is versatile and that I could choose and mix the courses however I wanted to, rewarding field trips where I have learned a lot.

Definitely the smaller groups! I feel like I really benefit from more 'exposure' to my professors and more engagement in the lectures. If I can relate this to my bachelors in Amsterdam, there I felt nothing more like a 'student number' rather than an aspiring earth scientist and that could not have been any different here. The professors at Lund have all been really friendly and easy to talk to. Another strength are the field trips I was still able to go on: the Austria field excursion and the Tenerife one. I was deeply disappointed we could not go on the metamorphic or the paleontological field excursions, they would have been wonderful.

I have a broad base

The helpfulness of staff, the subjects being taught.

high education level

professors

The possibility to mix and match courses, and therefore form my own specialization, leading me to pursue the kind of geologist I want to be.

The great teachers in all courses! Very inspiring and motivating to have such great teachers! Also the diversity of courses.



# This I consider as the weaknesses of my Master's Programme:

This I consider as the weaknesses of my Master's Programme:

Nothing I can think of.

ditto

When someone falls behind, there is not enough effort and attention from staff to keep an individual in the program. Luckily I've managed to be determined enough to finish my Msc degree but I know people who didn't. Some people don't finish and no one gives a damn when they should, rather worry about the rules when there is more to it.

Once more: Lack of courses dealing with Applied geology - especially in the masters.

Most courses are oriented towards research and that will may not attract the students who want a more applied orientation of their continuing education.

The structure of some courses needs revision, I think that the structure is better for this years students though.

It has little relationship with industry applied topics. The component of computer and technologic skill is scarce.

Not specialized in anything, lacking courses for some of my geological interests.

There is a general lack of math, statistics and computer skills throughout the Masters and Bachelors programme. Especially for the Bachelor's programme it is a problem, where we are only taught geology, no math, physics, programming, and other useful skills. In some courses, there is some math, yes, but generally lacking. But I know it is difficult to put more courses in the programme.

There is neither much applied geology in the cpurses, could be more. Even though the programme is a more acedemic oriented one.

Personally, I think that there is a need for a better fourth course option in the Bedrock line. While paleontology is still relevant for some, specially if they are going along the sedimentary line. I think that for me and at least 80% of my group felt irrelevant. I would be nice to replace it maybe with a more technical approach to geology

More emphasis could be placed on the practical applications and career opportunities from the skills on this programme

There are no too many elective courses to choose from and some courses only have a research approach. It would be good to include parts of the courses that are only focused on industry applications

I think the biggest weakness during my education as a whole was the lack of for example ore geology, quality of rocks for construction etc, i.e. subjects that are highly valuable if aiming for a non-academic job. Granted, these subjects would have fitted better in the bachelor's programme rather than the master's programme. The master's programme is very academically oriented which I find to be really fun - and it is really great if wanting to continue within academia - but when looking for non-academic jobs I find that there's a lot that would have been good to have at least the basics of and that I did not learn during the education. But again, this issue might be better aimed for the bachelor's programme. The subjects taught in the master's programme was very fun, and even though I now find myself lacking som skills in applied geology, I wouldn't want to swap anything in the course curriculums.

to consider the other side of the coin, while the programme is scientific it maybe shouldn't exclude the other aspects completely

Few courses.

Not enough people on my course. Some courses had only 5 students, which made it very difficult to bond with my classmates.

Not enough focus on economic geology/water resources.

Publisher

I would like to be taught more computer programs that are used within bedrock geology, for example ternary diagrams, mineral composition diagrams, image analysis software, programming. Also, my previous education outside Sweden was sometimes at the same level as the MAster, where my classmates did not have the same background level

That there was no field mapping.

One thing I kept negatively commenting about to my friends was the state of the computers and the monitors in the computer lab and in Trilobiten. They are so old! In order to run a specific software for my thesis I had to borrow a computer from Anders. I wish there were more graphically capable computers with big monitors in the computer lab, then I would have definitely sat there way more often.

Im lacking practical experience that could have be usefull in a future work

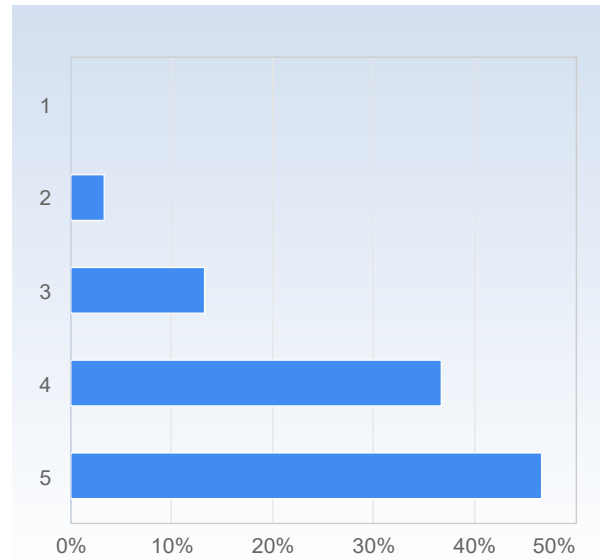
The examination methods could be more varied (e.g. more group/solo projects that count towards the final grade for each module, rather than just the exam and usually one or two projects).

There could be more geology related courses with different specializations to choose from. This has to some extent been amended during and after my time participating in the programme.

Sometimes heavy on subjects (geochemistry or statistics) that we haven't got much practice on in the bachelors programme.

**Please grade your Master's education as a whole (1=really bad, 5=really good).**

Please grade your Master's education as a whole (1=really bad, 5=really good).	Number of responses
1	0 (0,0%)
2	1 (3,3%)
3	4 (13,3%)
4	11 (36,7%)
5	14 (46,7%)
Total	30 (100,0%)



	Mean	Standard Deviation
Please grade your Master's education as a whole (1=really bad, 5=really good).	4,3	0,8

All Thanks to the Department of Geology

DS Please keep us informed about your future career, easiest via email!