Course analysis GEON09
Global Environmental Change from a Geological Perspective
Spring term 2025

General:

The course was taught for the fourth time in 2025. Fourteen students completed the course, of which 11 responded to the course evaluation (appended below). It should be noted that there was a problem with the distribution of the evaluation form, such that login credentials were initially required. This resulted in that only two students were able to respond. After I had corrected the distribution, their answers were lost. This means that only nine respondent's data are shown and considered here. However, after having screened through the initial two responses before they were deleted by the system, my impression was that they provided very limited free-text details, and generally in consistency with the nine responses shown here (as well as with their scores in general). I can only regret that this problem arose, which in my opinion is related mainly to the far from user-friendly interface of the course evaluation system Survey & Report. Because of these complications, assessments of average scores and comparisons with data from previous years are not entirely meaningful.

Just like the previous years, the students had a variety of backgrounds and/or specialisations; nine from geology (of which four focussing on bedrock geology within their MSc. education), one from biology, one from computational sciences, one from engineering geology and two with mixed backgrounds (Erasmus exchange students from Taiwan). Although this was challenging to some extent regarding the level of some of the learning activities (see p. 4 below), 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 described briefly.

Summarised comments and potential improvements:

1. The question "Did the course fulfil your expectations?" received a score of 4.1 (scale 1-5), which does not deviate greatly from the last few years. The same applies to the questions "Did the course increase your interest in the subject?" and "Did you attain the learning outcomes reasonably well?", which got scores of 3.9 and 4.1, respectively.
2. Generally high scores relating to the course introduction, the information on Canvas, and the course literature were also recorded, which demonstrates that there is no need to make any substantial changes to these aspects of the course.
3. As usual, repetition between lectures was noted by some respondents. ***We can only continue trying to reduce unnecessary content overlap through better communication among the teachers. A detailed review of the current lecture slides will be performed.***
4. Repetition of course content from previous courses was also noted: "*some of the lectures were the exact same as given in previous courses*". This comment most likely refers to my

lecture on oxygen-isotope systematics, which is necessary for non-programme students and students without a background in geology. I always clearly inform the students well in advance that they can skip this lecture if they have gone through our BSc. programme and/or have taken the marine geology course where I give a similar lecture. But at the same time, I encourage participation for those who need repetition. ***This is a general problem because of the highly varying prior knowledge of geology among the students. To avoid too much repetition of fundamental geological concepts, we must more clearly refer non-geology students to specific chapters in the textbook.***

5. 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 high score (4.1), which indicates that they should be retained. However, some of the respondents commented on the tight pacing of the four seminars. ***We will reduce the number of seminars from four to three next year.***
6. The exercise on climate sensitivity will be retained, and if possible, developed further, as it was generally appreciated by the respondents. ***We will also consider adding a related exercise or expanding the existing one.***
7. The invited guest lecture by Mette Bendixen was highly appreciated and will be retained if possible.
8. The format of the written examination (stated as such in the syllabus) created several comments, probably to a large extent because we had to change format from home-based during two full days (as announced at the course introduction) to regular campus-based during five hours a few weeks into the course. This change, which was considered necessary to retain fair and valid examination conditions following the rapid development of generative AI tools, obviously created widespread anxiety and frustration, not least because no representative examples of examination questions from previous years could be made available. I can only regret that the change was announced so late, but following discussions in the teacher team, we agreed on that there was no other option. Consequently, the question "Was the home-based examination satisfactory" got a score of 2.9 as compared to around 4 during the three previous years. Five of the 14 students failed the written examination at the first attempt, but they all completed successfully at the second attempt, which was arranged as a set of distance-based multiple-choice questions as almost all the students were abroad in the middle of the summer when the second attempt had to be scheduled according to the regulations. ***We will retain the modified examination format as described above next year, provide some representative examples of examination questions, and of course inform clearly about the approach at the course introduction.***
9. The fieldtrip was generally highly appreciated, and the overall focus and format will be retained next year. However, as the course will be taught in early autumn next year, we will have to schedule the fieldtrip at an early stage instead of near the end to avoid short days and the risk of early snow in the Transtrand Mountains. This will be challenging from a pedagogical perspective, but it may also create opportunities (see p, 10 below). ***The lectures about archives and proxies must be scheduled before the fieldtrip, which means that Earth's early climate history must be moved to later in the course. In our preparations for the altered order of course content, we will consider comments on the***

course in general, and on the fieldtrip in particular, provided in all the four course evaluations performed so far.

10. Just like previous years, the individual written report was given generally favourable ratings (score 4.0, one outlier). but there was a comment on insufficient time for analysis work and inclusion of empirical data in the report after the fieldtrip. ***We are aware of this problem, but as the fieldtrip will take place during the first part of the course next year, we will be able to provide more time for laboratory work and inclusion of related data. This will also allow scheduling the examination after the fieldtrip, which was recommended by some respondents.***
11. Just like previous years, the evaluation of other transferrable skills (written and oral communication in English) was very favourable (generally high scores and positive comments recorded). Since last year, we place more emphasis on feedback, including peer review by a fellow student on an early version of the project text. ***This procedure seems to be appreciated and will be retained.***
12. ***Next year, I will prepare better for the distribution of the course evaluation by returning to advice provided by the system manager, look over the structure and correct some inconsistencies. I will also add a question about how much time the students spent on the course.***

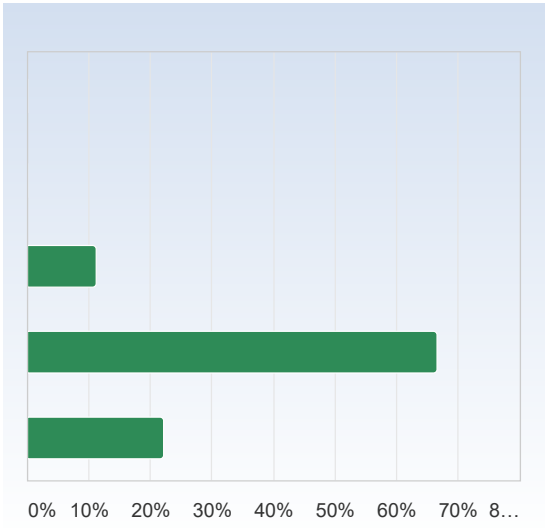
Dan Hammarlund	Ricky Barabas	Anna Bríet Bjarkadóttir
Course coordinator	Student representative	Student representative

Course evaluation GEON09 2025

Answer Count: 9

GENERAL: Did the course fulfil your expectations?

GENERAL: Did the course fulfil your expectations?	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (11,1%)
	6 (66,7%)
	2 (22,2%)
Total	9 (100,0%)

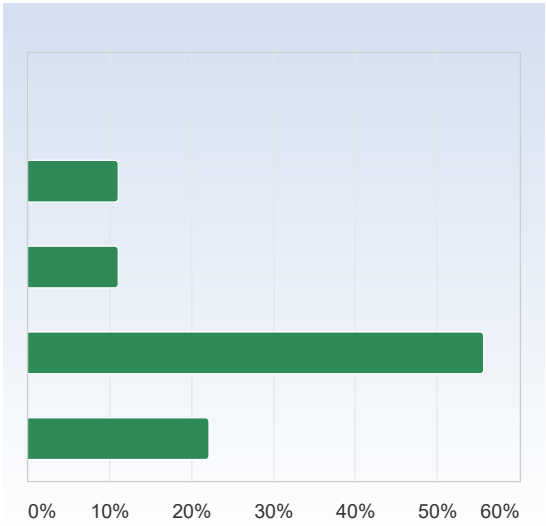


	Mean	Standard Deviation
GENERAL: Did the course fulfil your expectations?	4,1	0,6

Comment
Yes interesting both for students and the People that i come in contact with.
It was interesting and it touched many different subjects, important for the global evolution.
Yes. I like the course, a very comprehensive course that allowed me to further expand my knowledge of geology.

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 (11,1%)
	1 (11,1%)
	5 (55,6%)
	2 (22,2%)
Total	9 (100,0%)

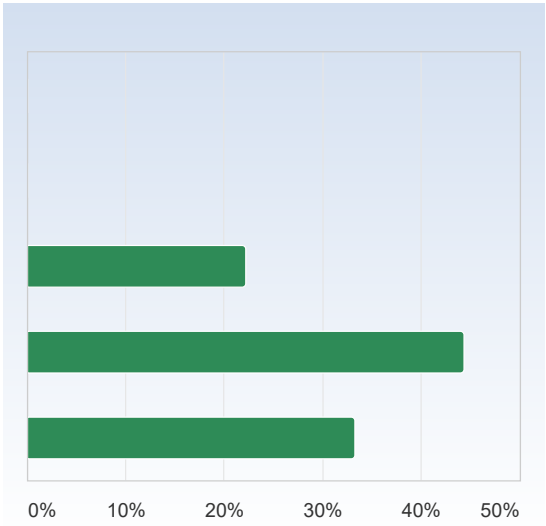


	Mean	Standard Deviation
GENERAL: Did the course increase your interest in the subject?	3,9	0,9

Comment
Yes the interest on the subject was increasingly more.
Geoengineering etc was interesting.
Yes. Especially the part of field trip and the project work.

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%)
	2 (22,2%)
	4 (44,4%)
	3 (33,3%)
Total	9 (100,0%)

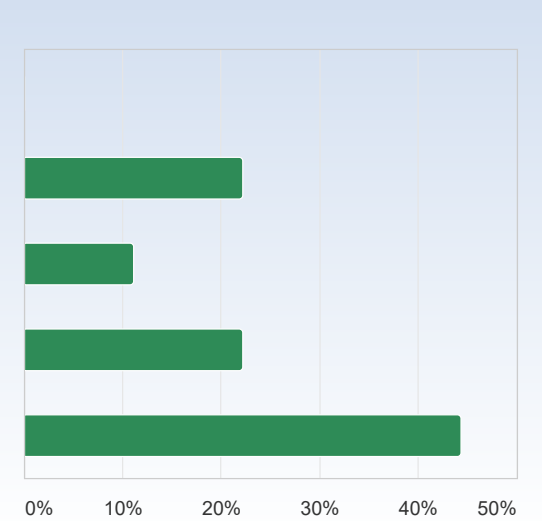


	Mean	Standard Deviation
GENERAL: Did the course give you valuable knowledge and skills for your continued studies and career?	4,1	0,8

Comment
Yes a good background or a broader knowledge in my present career.
Not much about my studies or career necessarily, but valuable for scientific and life knowledge.
I learn many knowledge during the project work. So many new methods about writing and I like the one by one presentation and feedback.

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%)
	2 (22,2%)
	1 (11,1%)
	2 (22,2%)
	4 (44,4%)
Total	9 (100,0%)



	Mean	Standard Deviation
GENERAL: Was your basic knowledge of the subject sufficient for the course?	3,9	1,3

Comment
Not reslly from the geology background. But managed pretty good anyways.
Not much background on that subject.
Some knowledge such as the earth history part is the new part for me.

GENERAL: Overall positive criticism:

GENERAL: Overall positive criticism:
Intersting. And bennedixen lecture was perfect to have some connection with the reality.
Interesting course with helpful field trip activities that solidified some of the knowledge gained from regular lessons. The final personal project was also interesting to do as it helped to develop research, writing and presentation skills.
None
I learned a lot of valuable information and I feel interested and happy I attended the course. We had the opportunity to enhance our presentation skills and practice reading papers. The field trip was also well structured, pleasant and useful for the knowledge.
helped a lot with presentation skills and how to read sience papers which is a great skill to have.
Good excursions. Some good seminars. Johannes, Mats, Helena and Dan are good at explaining.
I like the course. So many knowledges and many interesting part. This course is like a thread that connects most of the knowledge of geology. And I like the part of the field trip and the project work. This is the first time I go to Dalarna and saw beautiful lakes and forests. I really like the sampling part, the tree ring sampling and lake sediment sampling. It is very enjoyable to row a boat, sampling and spin□□□ (>□<) □□□ I like project work, we can choose the topic we like, try to do the research and literature review freely and do the individual presentation. I really appreiciate I can get targeted guidance and feedback, that's a great chance to improve myself.
The long field trip was great, some very long days but other than that very educational and also fun.

GENERAL: Overall negative criticism:

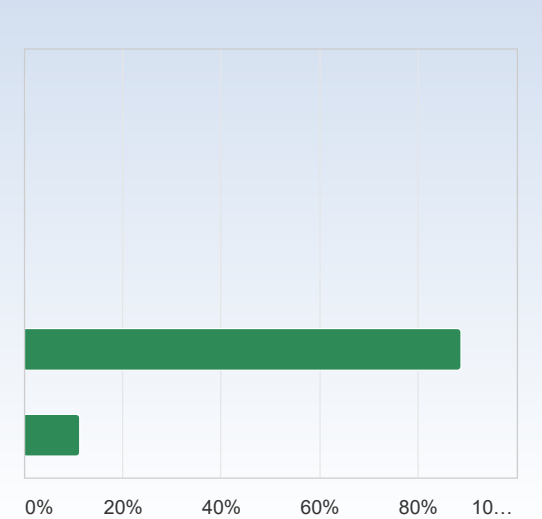
GENERAL: Overall negative criticism:
Too fast introduction in the geology for me. Maybe too much sampling of peat in Sälen.
There was a bit of chaos regarding the exam since it was changed from a home-based exam to a regular in-person exam one month prior the exam date. This caused some confusion as to how the new exam was going to be structured and how to properly prepare for it. Additionally, some things were repeated many times through the lessons while other topics probably needed more time to be explained properly. Some presentations overlapped in the same week making a bit stressful.
Teachers need to focus more when people are presenting during seminars. To many instances where the teacher asked a question about something that was just discussed, makes it feel unprofessional
A bit too many of our own presentation seminars. We always had to read papers and prepare for the presentations and we did not have enough time to study the lectures. Some lectures needed more hours for them to be well understood. The exam had long questions that were not clear towards to what they were asking for. The larger number of teachers asking questions in the exam made an inhomogeneous structure and grading. The guidance for the exam preparation should be more helpful even though the exam structure was something new for the teachers. Maybe it would be better the exam to be happening after the field trip, so the knowledge gained could be helpful.
a bit to many seminars especially around easter time this year so I felt like I did a bit of a sloppy work as the workload was to much at some points.
Even if you are allowed to change the exam type, doesnt mean it is very nice to do so halfway through the course. The exam had too much text. It should not test your ability to read. For the geologists, some lectures were a bit too basic. Too many teachers involved in the course. Too little face-to-face discussion/labwork with teachers. If we are just reading a bunch of articles, there is not point of going to university.
Exams are a bit stressful for me. The knowledge content is very extensive and in-depth, requiring more time to digest and understand. When reviewing for exams, I often feel that I have memorised certain knowledge, but when answering questions, I find it difficult to apply it to specific situations.
Although seminars were useful for practicing presenting, there were in my opinion, too many and often with too little time to prepare between seminars and other lectures.

GENERAL: What would you suggest us to change?

GENERAL: What would you suggest us to change?
Not go the the field visit at the klarälven (meandringen).
There are a lot of presentations which help to develop presentation skills but sometimes, due to the tight schedule with lessons, it felt a bit stressful. Some important topics would need more time/more lessons to be explained (e.g. peat), and maybe more lab activities would be helpful to understand some concept better. The preparation for the exam did not go well for everyone and there was a general sense of uncertainty among the students, but I think it's because of the sudden change from home-based to in-person exam, with no proper practice exam to work and prepare on. I expect this will change for the next year.
None
The negative things I mentioned.
Have the field trip before the final exam.
More face-to-face contact with teachers. More lectures where we discuss (such as the one with Mats where we had to figure out what kind of peatland we were dealing with based on the flora). Tell Raimund and Jesper to speak more clearly so we can actually understand what they are saying. An interactive excursion early on would help the group dynamics.
Keep the field trip and project work part, and maybe we can change the exam time from the mid term to the end of the course, we can get more time to do revision and prepare.
Could be nice to have more in class exercises similar to the palaeoclimate one. I think it's better to have a final exam after a field trip if possible because being in field seeing and doing things in real life is so helpful for understanding. Have one less seminar (it was a lot to have the one day excursion and a seminar in 2 days right after the easter holiday).

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

GENERAL: Was the introductory information correct and satisfactory (aims, structure, content etc.)?	Number of responses
	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	8 (88,9%)
	1 (11,1%)
Total	9 (100,0%)



	Mean	Standard Deviation
GENERAL: Was the introductory information correct and satisfactory (aims, structure, content etc.)?	4,1	0,3

Comment
Very clear and impressive.
Obviously the info on the exam was wrong but other than that everything was very clear and organized.

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

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

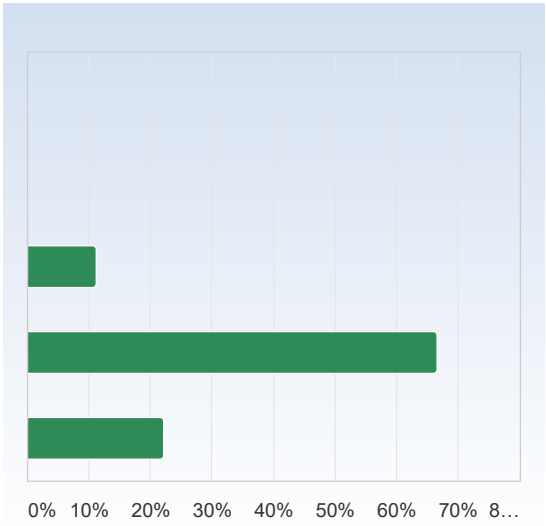
=> independently and in a reflecting way acquire, analyse and interpret field-based data related to the ongoing climate change in the perspective of past glacial dynamics and environmental changes since the last deglaciation

=> 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

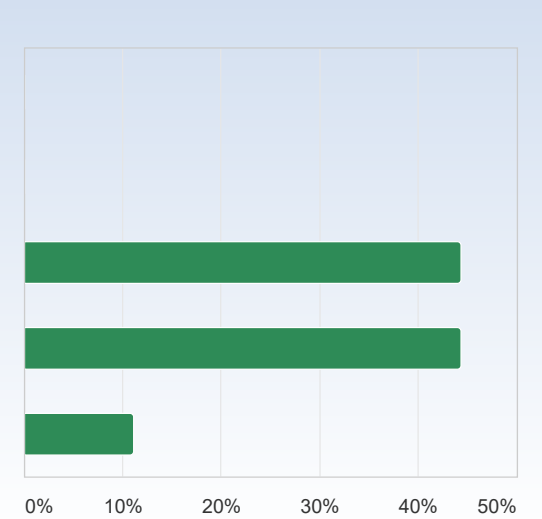
	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (11,1%)
	6 (66,7%)
	2 (22,2%)
Total	9 (100,0%)

	Mean	Standard Deviation
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	4,1	0,6

Comment
I can remember most of the knowledge but I need more time to understand all of them. The powerpoint is very useful and clear, I will keep it and do review when I need to use the knowledge part.

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

GENERAL: Was there clear coherence between expected learning outcomes, learning activities and examination?	Number of responses
	0 (0,0%)
	0 (0,0%)
	4 (44,4%)
	4 (44,4%)
	1 (11,1%)
Total	9 (100,0%)

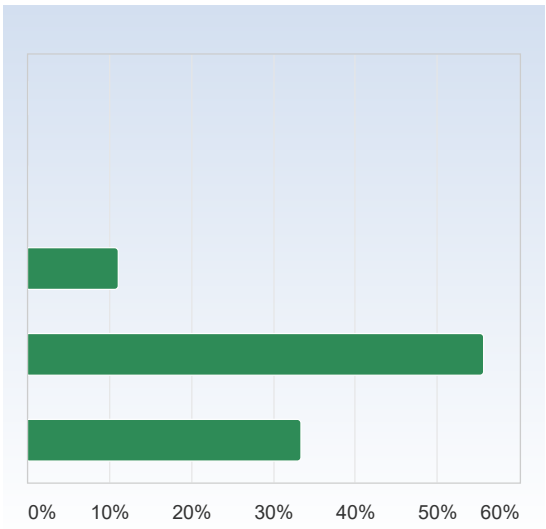


	Mean	Standard Deviation
GENERAL: Was there clear coherence between expected learning outcomes, learning activities and examination?	3,7	0,7

Comment
Exam is a liitle hard

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

GENERAL: Were the teachers engaged and helpful, and did they provide relevant feedback during the course when suggestions and ideas were brought forward?	Number of responses
	0 (0,0%)
	0 (0,0%)
	1 (11,1%)
	5 (55,6%)
	3 (33,3%)
Total	9 (100,0%)

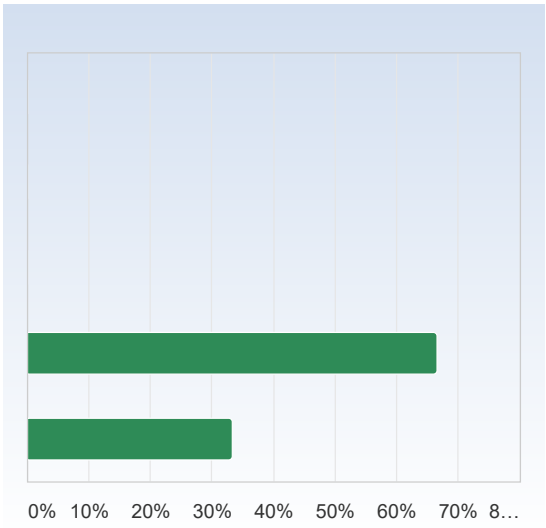


	Mean	Standard Deviation
GENERAL: Were the teachers engaged and helpful, and did they provide relevant feedback during the course when suggestions and ideas were brought forward?	4,2	0,7

Comment
Very good
Many thanks to all the teachers, especially Dan and my project work supervisors Mats and Johannes. Mats helped me very carefully correct the first draft of my project work and gave me lots of useful advice.

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%)
	0 (0,0%)
	6 (66,7%)
	3 (33,3%)
Total	9 (100,0%)

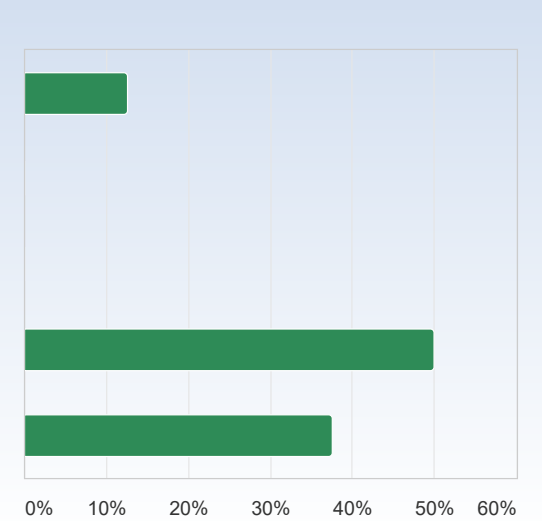


	Mean	Standard Deviation
GENERAL: Was the information on Canvas useful? If not, how could it be improved?	4,3	0,5

Comment
I like the canvas, show the information very clear.

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

THEORETICAL PART: Was the text book appropriate for the course?	Number of responses
	1 (12,5%)
	0 (0,0%)
	0 (0,0%)
	4 (50,0%)
	3 (37,5%)
Total	8 (100,0%)

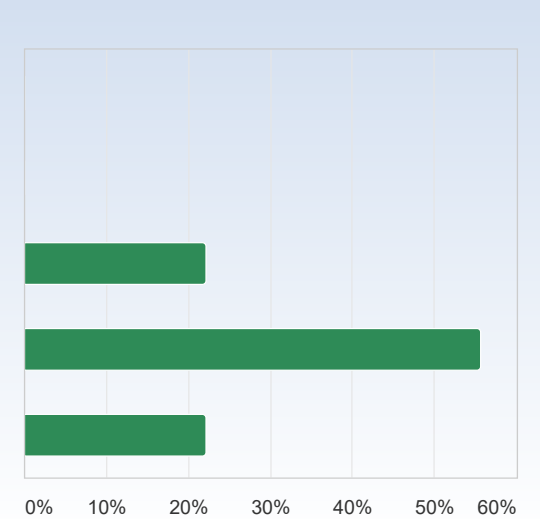


	Mean	Standard Deviation
THEORETICAL PART: Was the text book appropriate for the course?	4,0	1,3

Comment
Didnt look at that one that much. Didnt need it. But good with pdf on the book.
Did not really use it so I cant say.
I like the book. I buy a new book and read it.

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

THEORETICAL PART: Was the additional literature (list of articles) appropriate for the course?	Number of responses
	0 (0,0%)
	0 (0,0%)
	2 (22,2%)
	5 (55,6%)
	2 (22,2%)
Total	9 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the additional literature (list of articles) appropriate for the course?	4,0	0,7

Comment
I like the extra literature.

THEORETICAL PART: General comments on the lecture series:

THEORETICAL PART: General comments on the lecture series:
Some topics were talk to little about like the peat before the exam
The lectures did not feel cohesive. Some overlap as well. Otherwise good.
I like the lecture. Useful knowledge and clear taught.
Lectures were often very repetative between lecturers and some of the lectures were the exact same as given in previous courses (down to the same slides). Adding to this, obviously people in the course have different backgrounds and not everyone studies geology but since it is a geology course it got a little bit tiring listening to the definitions of the same geological terms everytime they came up (of course it makes sense to explain them once but not 10 different times).

THEORETICAL PART: General comments on the guest lecture by Mette Bendixen:

THEORETICAL PART: General comments on the guest lecture by Mette Bendixen:
Very interesting topic and great lecturer.
Very interesting
Loved her lecture so interesting!
Very interesting and relevant.
Very impressive lecture from McGill University.
Very interesting lecture and nice to get real life examples of how everything is relevant.

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

THEORETICAL PART: Was the seminar on Pre-Quaternary climate history useful?
Yes, a lot of information in a short time period. It is okay if it's not expected to remember everything.
YeMaybe least useful but still interesting
Yes, just very packed.
Yes. The literature reading helps me understand the climate history more easily.

THEORETICAL PART: Was the exercise on Climate sensitivity useful?

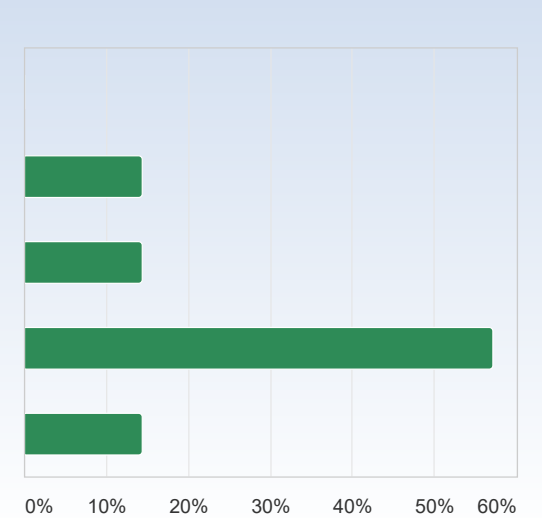
THEORETICAL PART: Was the exercise on Climate sensitivity useful?
Yes
Yes
Ok.
Yes. I like the exercise. Useful and impressive.

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

THEORETICAL PART: Was the seminar on Global change case studies useful?
Yes
yes
Good.
I like the case studies.

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%)
	1 (14,3%)
	1 (14,3%)
	4 (57,1%)
	1 (14,3%)
Total	7 (100,0%)



	Mean	Standard Deviation
THEORETICAL PART: Was the seminar on Ice-sheet reconstruction, MIS3 case study useful?	3,7	1,0

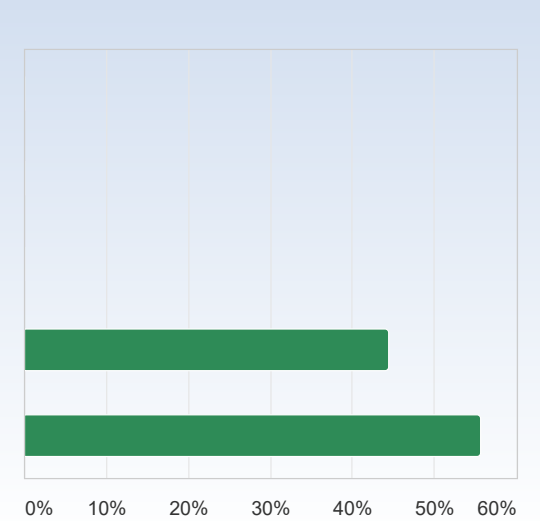
Comment
Yes
Yes found it very interesting
Good seminar. Read more about the MIS 3 case study.

THEORETICAL PART: Was the seminar on Geosystem services useful?

THEORETICAL PART: Was the seminar on Geosystem services useful?
Yes
I did not think so
Yes.
Very useful.

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

THEORETICAL PART: Was the excursion (A glaciated landscape and its uses) useful?	Number of responses
	0 (0,0%)
	0 (0,0%)
	0 (0,0%)
	4 (44,4%)
	5 (55,6%)
Total	9 (100,0%)

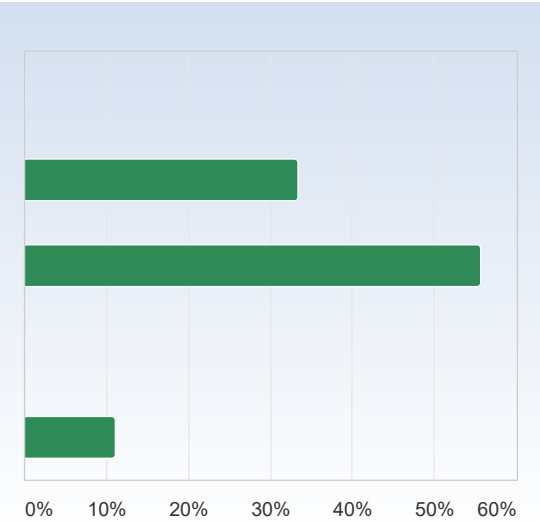


	Mean	Standard Deviation
THEORETICAL PART: Was the excursion (A glaciated landscape and its uses) useful?	4,6	0,5

Comment
Yes
I really like the excursion 1 part. I like the field seminar, we can show more samples cases study.

THEORETICAL PART: Was the written examination satisfactory?

THEORETICAL PART: Was the written examination satisfactory?	Number of responses
	0 (0,0%)
	3 (33,3%)
	5 (55,6%)
	0 (0,0%)
	1 (11,1%)
Total	9 (100,0%)

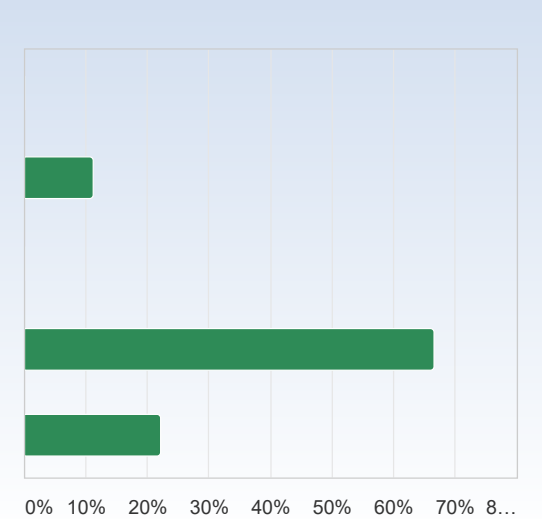


	Mean	Standard Deviation
THEORETICAL PART: Was the written examination satisfactory?	2,9	0,9

Comment
No, long and not well structured questions. Inhomogeneous.
Not sure what happened, but I felt I was not always sure what teachers wanted from me in the questions, so yes the exam was harder than I expected.
The exam is a little hard for me.

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%)
	1 (11,1%)
	0 (0,0%)
	6 (66,7%)
	2 (22,2%)
Total	9 (100,0%)

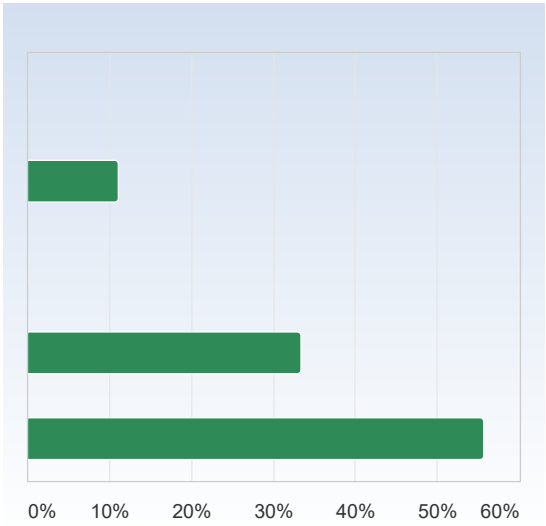


	Mean	Standard Deviation
PROJECT PART: Were the instructions for the project work appropriate and the pre-fieldtrip period well spent for the literature review?	4,0	0,9

Comment
Yes
I really like the instructions and the information about the project work.

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%)
	1 (11,1%)
	0 (0,0%)
	3 (33,3%)
	5 (55,6%)
Total	9 (100,0%)

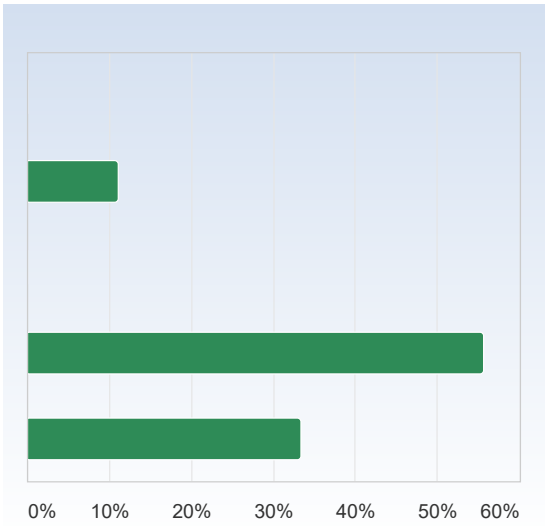


	Mean	Standard Deviation
PROJECT PART: Was the fieldtrip relevant and the time well utilized?	4,3	1,0

Comment
Yes
Very good. Everything is good and impressive.

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%)
	1 (11,1%)
	0 (0,0%)
	5 (55,6%)
	3 (33,3%)
Total	9 (100,0%)

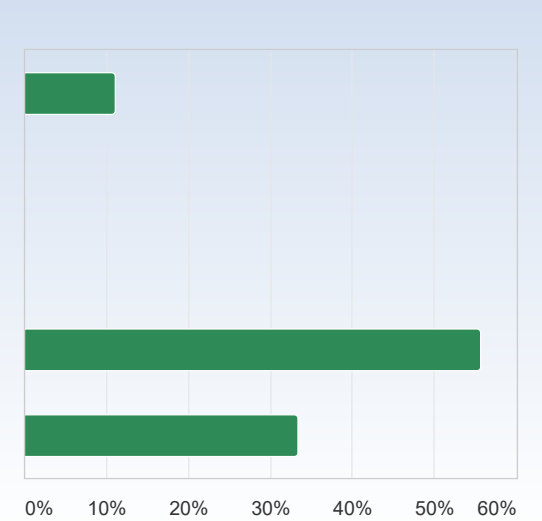


	Mean	Standard Deviation
PROJECT PART: Were the post-fieldtrip laboratory work and the following group-based presentations useful?	4,1	0,9

Comment
Yes
More time in the lab please, and explain more.
I try to count the treering by myself and I like the lab work.
I think they were very useful to some and not as much to others depending on report topics.

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

PROJECT PART: Was the individual written report relevant and useful?	Number of responses
	1 (11,1%)
	0 (0,0%)
	0 (0,0%)
	5 (55,6%)
	3 (33,3%)
Total	9 (100,0%)

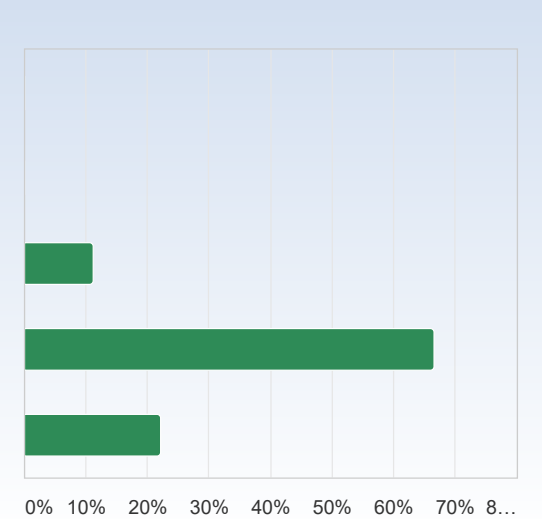


	Mean	Standard Deviation
PROJECT PART: Was the individual written report relevant and useful?	4,0	1,2

Comment
Yes. It was interesting and useful! A bit too much pressure on it to feel like a mini thesis though.
I really like the individual report writing and I can show my idea during the report.

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%)
	1 (11,1%)
	6 (66,7%)
	2 (22,2%)
Total	9 (100,0%)

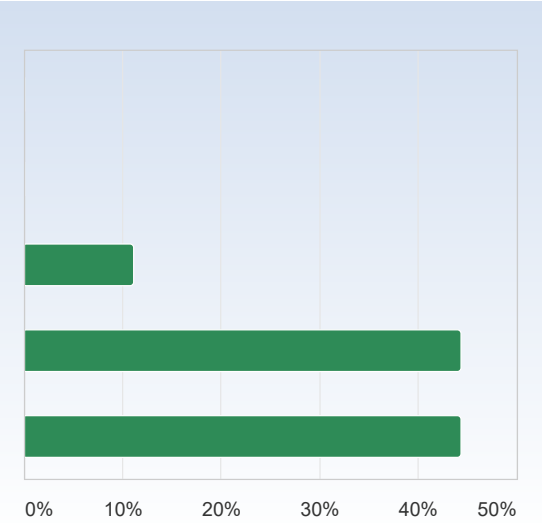


	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did the course increase your ability to critically assess, summarize, and discuss scientific articles?	4,1	0,6

Comment
Yes
Yes. Very useful. I can read literature more fast and catch the main part more easliy and less stressful.

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 (11,1%)
	4 (44,4%)
	4 (44,4%)
Total	9 (100,0%)

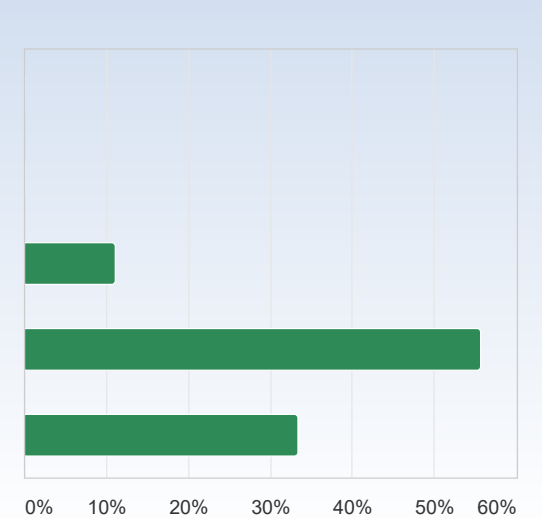


	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, written communication in English?	4,3	0,7

Comment
Sometimes
I like the introduction about how to do acadmic writing.

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%)
	0 (0,0%)
	1 (11,1%)
	5 (55,6%)
	3 (33,3%)
Total	9 (100,0%)



	Mean	Standard Deviation
TRANSFERABLE SKILLS: Did you get appropriate training in, and feedback on, oral communication in English?	4,2	0,7

Comment
Yes
Thanks for the feedback and taught about presentation. Very useful.

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

Please provide any other comments on the course that you may have.
I really like this course. This course is the best course I get in Lund University this year. Thanks for all the taught and help.