

Course evaluation and assessment
GEON07 Quaternary climate and glaciation history
Spring term 2018

THE EVALUATION BELOW AND THE CONCLUDING ASSESSMENT ARE BASED ON TWO ANSWERS (OUT OF THREE REGISTERED STUDENTS ON THE COURSE)

NOTE GRADING SCALE FOR ALL QUESTIONS: 1 = strongly disagree/poor, 3 = intermediate, 5 = fully agree/very good

PLEASE MARK WITH A CROSS AND ADD COMMENTS IF NEEDED

1. GENERAL: Did the course fulfil your expectations?

1	2	3	4	5
				2

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

1	2	3	4	5
				2

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

1	2	3	4	5
			1	1

4. GENERAL: Were the aims of the course clear and attainable (see below)?

1	2	3	4	5
			2	

Following active participation in the course, the student shall:

- be able to give an overview of the global climatic and environmental development during the Quaternary, and its major causal relations.
- possess comprehensive knowledge of the Late Quaternary stratigraphy and the glacial, environmental, and climatic development of northern Europe, and a general insight into these topics in other parts of the world.
- independently and at a reflective level be able to analyse and interpret different types of proxy data obtained from terrestrial and marine stratigraphies and ice cores, and based on such interpretations and comparisons be able to reconstruct climatic and environmental changes during the Quaternary.
- be able to assess and evaluate ongoing global and regional climate changes as well as future climate scenarios in the perspective of Quaternary climate variations.
- be able to comprehend, critically assess and discuss scientific publications within the field, and based on this type of literature be able to summarize current research issues.
- be able to communicate in writing and speaking in English and in a balanced way be able to utilize scientific terminology associated with the topic.

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

1	2	3	4	5
			2	

6. GENERAL: Overall positive criticism:

Very good structure.

Clear aims and well achieved.

The field trips were great.

The seminars were really useful.

Appropriate mixture between lectures, seminars and excursions.

Students were encouraged to an active participation in the course.

The teachers effectively transmitted their passion for the topics.

7. GENERAL: Overall negative criticism:

Due to the low number of students the lectures could have been organized more as discussion sessions between students and teachers.

8. GENERAL: What would you suggest us to change?

More seminars instead of lectures when so few students.

Base the written report on a self-conducted study (in combination with a short literature review).

9. GENERAL: Was the information on Live@Lund useful? How can it be improved?

1	2	3	4	5
				2

Very useful!

10. LITERATURE: Was the text book appropriate for the course?

1	2	3	4	5
				2

Really enjoyed reading it!

11. LITERATURE: Was the additional literature (list of articles) appropriate for the course?

1	2	3	4	5
			1	1

4: Yes! Maybe more on modelling.

12. LITERATURE: Were the lecture hand-outs useful?

1	2	3	4	5
				2

13. LECTURES: Palaeoclimate research history and forcings of climate changes (Dan)

1	2	3	4	5
				2

14. LECTURES: Reconstruction of climate changes - isotope geochemistry (Dan)

1	2	3	4	5
				2

15. LECTURES: The initiation of Quaternary glaciations (Dan)

1	2	3	4	5
				2

16. LECTURES: Non-Milankovitch climate forcings (Raimund)

1	2	3	4	5
			1	1

5: Saw most of this in paleoclimatic course but really good to put in this context.

17. LECTURES: Climate dynamics during the Weichselian (Raimund)

1	2	3	4	5
			1	1

18. LECTURES: Luminescence dating of glacial deposits (Helena)

1	2	3	4	5
			1	1

19. LECTURES: Early and mid-Weichselian stadials and interstadials (Per)

1	2	3	4	5
			1	1

20. LECTURES: Glacial history of Northern Eurasia (Per)

1	2	3	4	5
				1

-: Didn't attend.

21. LECTURES: Changes during the Saalian, Eemian, and early Weichselian (Kalle)

1	2	3	4	5
			1	1

22. LECTURES: Weichselian sea-level changes (Kalle)

1	2	3	4	5
			1	1

23. LECTURES: Glacial history of North America (Per)

1	2	3	4	5
				2

24. LECTURES: Glacial history of Greenland (Per)

1	2	3	4	5
				2

25. LECTURES: Southern Scandinavia during the mid- and Late Weichselian (Helena)

1	2	3	4	5
				2

26. LECTURES: Glaciation history of Svalbard (Helena)

1	2	3	4	5
			1	1

27. LECTURES: The development of the Baltic Sea (Mats)

1	2	3	4	5
				2

28. LECTURES: Climate and glaciation history of the Southern Hemisphere (Mats)

1	2	3	4	5
			1	1

29. LECTURES: The Late Weichselian (Dan)

1	2	3	4	5
				2

30. LECTURES: The Holocene (Dan)

1	2	3	4	5
			1	1

31. LECTURES: South Atlantic climate dynamics (Kalle)

1	2	3	4	5
			1	

-: Didn't attend.

32. LECTURES: Present climate change and future scenarios (Dan)

1	2	3	4	5
				2

33. LECTURES: Evolution of humans (Dan)

1	2	3	4	5
			1	1

34. EXERCISES: Reconstruction of climate changes – examples from the literature (Dan)

1	2	3	4	5
				2

35. SEMINARS: Palaeoclimate research task (Dan)

1	2	3	4	5
				2

36. SEMINARS: Glaciation dynamics research task (Helena)

1	2	3	4	5
				2

37. SEMINARS: Present climate change and future scenarios (Mats)

1	2	3	4	5
			1	1

38. EXCURSIONS: Skåne (Helena)

1	2	3	4	5
				2

39. EXCURSIONS: Denmark (Helena)

1	2	3	4	5
				2

40. EXCURSIONS: Sweden (Per)

1	2	3	4	5
				2

Amazing experience!

41. WRITTEN REPORT: Is this a useful and relevant part of the course?

1	2	3	4	5
				2

42. EXAMINATION: Comments on the home-based exam:

Good, pretty intense, but full of learning opportunities, better for it to be a home exam than sitting down several hours.

It was good to take the exam slightly after the lecture series, the timeframe was sufficient to complete the tasks.

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

1	2	3	4	5
			1	1

44. TRANSFERABLE SKILLS: Did you get appropriate training in written communication in English?

1	2	3	4	5
		1		1

3: Not training, but practise.

45. TRANSFERABLE SKILLS: Did you get appropriate training in oral communication in English?

1	2	3	4	5
				2

Very good feedback after individual report presentations.

Course assessment

GEON07 Quaternary Climate and Glaciation History

Spring term 2018

General:

This year the course was followed by only three students (a record low) and one of them did not answer the course evaluation. This means that the basis for course assessment is extremely limited. However, some conclusions, which are generally in agreement with previous assessments, can be drawn, and only limited changes will be done to the course in 2019.

Summarized comments and potential improvements:

- The learning objectives as stated in the course syllabus seem to be fulfilled in general.
- The engagement of the teachers is appreciated.
- The lecture series and the balance between learning activities in general seem to be satisfactory, although even more student activity is warranted, especially in small groups like this year. *The possibility of providing some lectures as recordings followed by student-teacher discussions will be investigated.*
- More (climate) modelling was suggested. *This will be addressed by introducing a new lecturer from 2018.*
- The seminars are highly appreciated. *More topics could be covered by seminars.*
- The course book is considered as appropriate for the course and will be retained.
- The written, home-based examination is appreciated and its extent now seems to be appropriate in relation to the allocated time. Extending the exam over a weekend should be avoided as evidenced by previous assessments.
- The excursions are highly appreciated and will be retained.
- The individual (and general) feedback provided to the students following oral presentations in connection with seminars and reports is highly appreciated. *This should be emphasized even more.*
- The written assignment is appreciated. One student suggested involvement of empirical work but this is practically difficult due to the limited time. *More topics could be suggested and the possibility for students to formulate their own topics could be emphasized more.*
- Live@Lund seems to work well as a learning platform.



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