

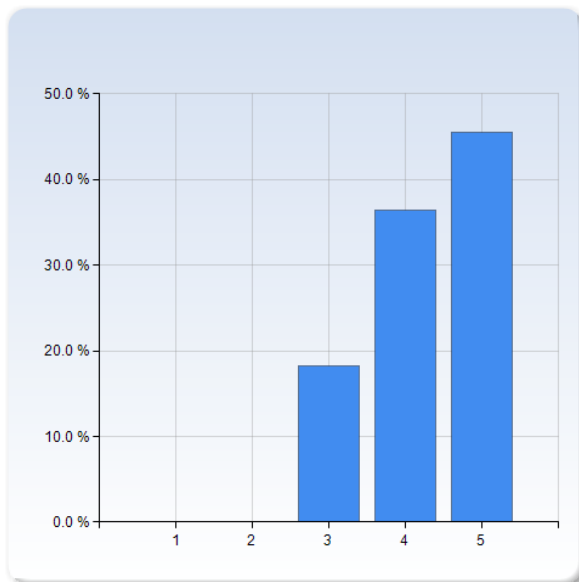
Evaluation GEOM10-2018

Answer Count: 11

Overall assessment

Overall, I was satisfied with the quality of this course.

Overall, I was satisfied with the quality of this course.	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (18.2%)
4	4 (36.4%)
5	5 (45.5%)
Total	11 (100.0%)

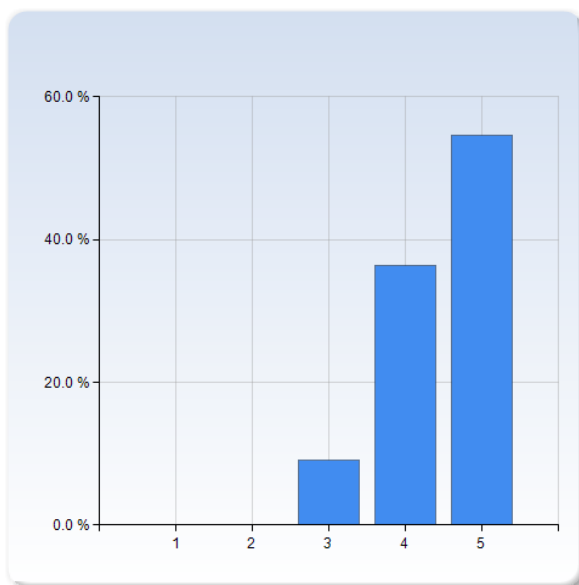


	Mean	Standard Deviation
Overall, I was satisfied with the quality of this course.	4.3	0.8

Clear Goals and Standard

I usually had a clear idea of where I was going and what was expected of me in this course.

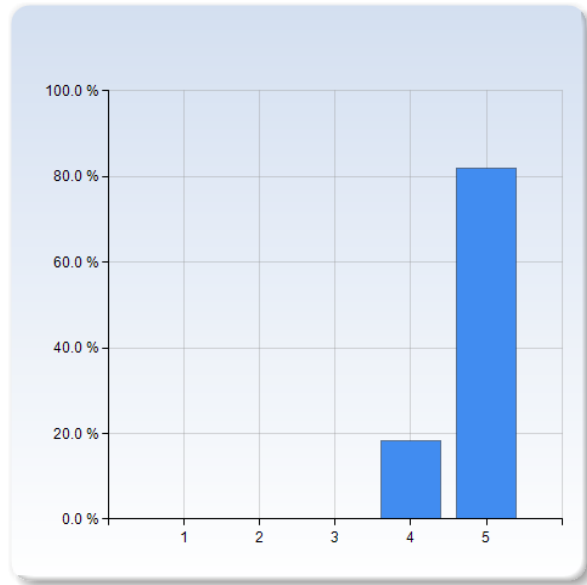
I usually had a clear idea of where I was going and what was expected of me in this course.	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (9.1%)
4	4 (36.4%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
I usually had a clear idea of where I was going and what was expected of me in this course.	4.5	0.7

Did the course fulfil what the course plan stated ?

Did the course fulfil what the course plan stated ?	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (18.2%)
5	9 (81.8%)
Total	11 (100.0%)



	Mean	Standard Deviation
Did the course fulfil what the course plan stated ?	4.8	0.4

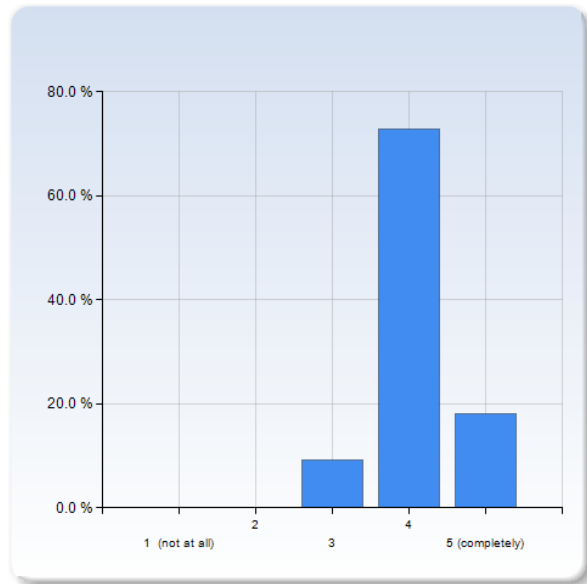
Comments

In general, the course has an exceptional structure and the topics are course-related.

At some parts I believe we could spend some more time on like in Sequence Stratigraphy. The general goal of the course for me was to learn how to identify and understand how a sedimentary basin was created and it was completed.

Did you get what you expected? (1 = not at all, 5 = completely)

Did you get what you expected? (1 = not at all, 5 = completely)	Number of Responses
1 (not at all)	0 (0.0%)
2	0 (0.0%)
3	1 (9.1%)
4	8 (72.7%)
5 (completely)	2 (18.2%)
Total	11 (100.0%)



	Mean	Standard Deviation
Did you get what you expected? (1 = not at all, 5 = completely)	4.1	0.5

Comments

I expected more of the course to be about the economic side (petroleum), and less about the building of reefs etc.

I did not know what to expect exactly. But I am satisfied with what we have learned. It has been very interesting. However, we have more or less only focused on how limestone is formed and how to identify different types of limestones and in which environments they form. There has not been much focus on sandstones for instance, how sandstone is formed, how to classify different sandstones and so on. And looking back, that would be something that would be interesting to know a little bit of at least.

Overall I was very happy with the course, however, the way I am used studying is by looking at past paper questions early on in the year to get a feeling for the type of content and depth of information I need to remember. I was left in a situation where I felt I needed to write down everything that was being said. Having access to such questions, or questions of a similar nature would be very useful for me.

To start with I thought that the course would have included more petrology and petrography about sedimentary rocks, however during these 2 months I realized that this is a master's program and I personally shouldn't expect these things, because I already know petrology of sedimentary rocks. In the end, I am satisfied with the knowledge I earned of this course.

I believe that the part of sequence stratigraphy could be a bit better explained because it has a lot of new terms and I was feeling a bit lost at some times. Also I would really like to use a computer software to identify the sequences

What do you think was best with the course?

What do you think was best with the course?

I think we had a great view overall of basins, their characteristics overall, and we the exercises were helpful. The field trip was also great and really helped me understand how a carbonate system works

All the assignments and exercises that contributed to increasing our understanding for the subject (for example learning to use the Dunham classification). Otherwise, it would have been difficult to comprehend it. And especially, the week in Austria was very good (and fun!). Also, getting questions to prepare for the exam helped a lot.

The excursion to Denmark and the fieldtrip to Austria.

In a way, that we got a lot of time to practice some of the skills involved in the fieldwork. This was also a con in the sense that the course was quite stressful, with long days in school, so the report suffered from this.

The field trip was the best. I really like being out in the field and wander around and to get another point of view from what we have learned. It is good to not learn everything theoretical!

I, and certainly the other students, appreciated the response from all professors when I/we had a question. They were engaged and took their time to explain if there was a question. So I got the impression that the professors cared about their subject and made sure we understood it. That's good!

The field trip to Austria was definitely the highlight of the course for me. It also really helped solidify the content we had learnt in class in a very clear way.

I really learned a lot from the practical exercises (core exercises, proxies, seismic lines and borehole data) as they teach you how to manage the information in order to solve a geological problem. The field trip was very good as well, I enjoyed every part of it, it was very organized and most of the localities achieved their purposes. The geology and the evolution of the area is very interesting. MyBasin project was also a highlight of the course, it was interesting to understand and discuss the evolution of a basin and also get a peer review of your work.

Definitely the trip to Austria is the biggest highlight of this course. We had the time to work on real outcrops and earned some useful experience. The view from the mountains was also perfect.

The best part of the course was the field trip in the Austrian Alps. We were able to see in field the different phases of a basin and the creation of cross sections in different places within the basin helped me understand in deep how the different systems track works and what is happening with sea level changes in the basin. Also, the fact that we analyzed in deep every different formation in repentance was very good for me because I understood them in deep.

The field trip and looking at the cores in the lab.

What do you think was bad in this course?

What do you think was bad in this course?

Personally I had some trouble with the understanding of the sequence stratigraphy. I would try to do more exercise on this topic, trying to focus on identifying the individual elements of each system tract. I also, feel that during some exercise there was a little bit of confusion on what was expected. In particular, the exercise of the temperature calculations, we didn't have much information about the formulas and the units we had to input on them so I think we lost a lot of time trying to figure out how the formulas were applied rather than understanding the concepts and their implications.

It wasn't necessarily bad, but it would have been nice to have the hand-in for My Basin before the exam. I understand that it would perhaps complicate things in other ways (and perhaps not even be possible to adjust), but due to the week in Austria, and then having to prepare for the exam right after, there was a big break in working with My Basin. Due to this, it was a bit difficult to continue with the report after the exam was finished because I had forgotten much of the basin during the exam-studies (even if one tries to read it once in a while to keep it alive).

The structure of the PPT-presentations. It was sometimes unclear what content belonged to which heading on the slides. In addition, some of the slides contained many graphs. This was especially true for the lectures about proxies. The astrochron exercise contained many assignments and I got the impression that the teacher took it for granted that we could understand the manual. An introduction to the various steps of the manual before the actual exercise would be helpful. More exercises on the calculation and interpretation of proxies are needed.

I think less time looking at cores, and more time on writing the report or studying for the exam would have been good. The second core we did, I felt not many people were interested in, because they were stressed about the exam and report.

As a Swede, I really appreciate the small 15 minutes breaks. I prefer to have the breaks when a new hour starts. So if the lecture starts at 0915, the pause should preferably be at 1000-1015 and then at 1100-1115 and so on. Mikael was good at keeping the time and having breaks at 10 and 11. However, Sylvain and Gerald are not as good at keeping that time. So there's room for improvement regarding keeping track of when the 15 minutes breaks should be.

Nothing was fundamentally bad with this course in my eyes. I am however used to not having 9 till 5 classes every day which, in the past, has allowed me to have some free time to consolidate my knowledge out of class by making some notes on what we had learnt that day. With 9-5 hours I was left feeling too tired to do so when I got home each night, leaving the information I had learnt that day without any consolidation. With the amount of content there is in the course I understand there is nothing that can really be done about this however.

In my opinion, some classes were a bit dense in content, and at some points they turned hard to follow until the end; however I understand that in order to cover all the topics in two months, it is necessary to board a lot of information in a very short period of time.

Well, it wasn't Gerald's fault of course, but I think the jump to the sequence stratigraphy part shouldn't be that rapid. I think this part needs a better introduction.

It would be better if we have spent more time on sequence stratigraphy and Cyclostratigraphy. I think one week was not enough and there was a lot of new terminology to understand.

The bad part of the excursion to the Alps was the fact that we flew to Munich and we had to travel for many hours, and the accommodation we stayed could be better, too.

Do you have any proposition to improve the course?

Do you have any proposition to improve the course?

I would change the schedule so that the my basin hand ins and the seminars are done before the exam, or at list the main paper. This because, since we work on it the whole course but the main free time to work on it is after the exam, meaning that it is hard to get on track after studying for the exam. So I would suggest to move the exam a little bit farther up and do the paper at least one week earlier. I would like, also to see more the connection between both carbonate systems and siliciclastics and how to identify the transitions between them

If it is possible it would be good to have the lecture on diagenesis earlier in the course, like in the first or second week. Because during the course, while looking at rocks, diagenesis came up a few times and I didn't get a really good understanding of it until the lecture. Knowing the process of diagenesis better affected the way I observed the rocks.

I think it would be helpful for the students if the MyBasin exercise was completed 1 or 2 weeks (or at least a couple of days) before the examination. This would give you the opportunity to focus only on the exam.

remove the exercise on the second core, and give an extra day to study for the exam. The extra time does a lot for the understanding of all the things we learnt.

More free time, or perhaps more appropriately, a scheduled time for discussion between us, instead of going into new territory every day. Before the exam.

Some of the slides in the powerpoint can be hard to comprehend without the additional verbal explanation from the teacher. They could be made more self-explanatory, with definitions of certain words added, for example. It would make them a better tool for learning once we start studying them in detail for the exam etc. There are also some typos in many of them.

For me, it would be better if the diagenesis lecture would be at the start of the course and not as the last lecture since diagenesis is very important to understand the formation of sediments and how it works and affects a sediment or a formation.

I personally felt the number of breaks we took a bit too many at times. I could have done with half the amount of breaks, especially if it would mean leaving an hour earlier.

More practical exercises, if possible using data from the industry. Some of them can have a grade.

Not at all to be honest, the amount of exercises was enough and the laboratory work on the cores as well. The structure of the presentations was also clear and understandable. Also during the exams I had time to write all through the topics. I think that it would be better to add 1 or 2 more lessons about petroleum geology since many students do not have a course like this in their bachelors. Moreover, maybe some additional lessons about sequence stratigraphy would be good, too.

Maybe a few more days on sequence stratigraphy would work better. As for the field trip, I would suggest to add one more day in order to have more time and see in detail some outcrops, and also to have a bit more time to rest.

The course is overall very good, but I personally felt I had little time to prepare for the exam itself because that is where you are mostly graded by and I felt it was quite a short time.

Here we remember you the content of the objectives of the course. Make an appraisal if you reach or not the objectives and if not why?

- 1) account for the large-scale development of sedimentary basins in different plate-tectonic environments.
- 2) describe and understand the most common stratigraphic and geophysical methods for categorisation and interpretation of the structure, facies and temporal evolution of sedimentary basins.
- 3) account in detail for how relative sea-level changes and climate influence depositional systems and sedimentary environments with regard to processes and products.
- 4) account for how sediment geochemical methods can be used for interpretation of palaeoceanography and palaeoclimatology.
- 5) account at a general level for sedimentary basins in Scandinavia, specifically with regard to their formation and development.
- 6) account at a general level for formation, occurrence and extraction of petroleum.
- 7) comprehend, critically assess and discuss scientific primary publications.
- 8) communicate orally and in writing by means of subject-specific terminology, as well as use scientific reference techniques.

1,2,5,6,7 and 8 were clear and I understand them fully. 3) As mentioned before, while I understand some of the effects of sea level changes and their causes, I had trouble understanding the effects particularly in siliciclastic systems and identifying the boundaries and surfaces of the system tracts. 4) In general I think we covered proxies well, however more exercises of the interconnection between them might have helped, for understanding the global processes.

- 1) Yes
- 2) Yes
- 3) Yes
- 4) Yes, but not all of the proxies since there were a lot of them, and I prioritized other things when studying
- 5) I know a bit of it, but it wasn't the primary subject when I was studying since the actual processes (for all basins) felt more important.
- 6) Yes
- 7) Yes
- 8) Yes

- 1) Yes
- 2) Partly, the wire line logs were difficult to understand due to the large number of parameters.
- 3) Yes
- 4) To a large extent. The multi-proxy approach was very difficult to understand as a result of the high number of variables that one has to keep in mind when making the interpretations.
- 5) Yes
- 6) Yes
- 7) Yes
- 8) Yes

1. Oui
2. Yes
3. Ja
4. Somewhat
5. Somewhat
6. Wanted to have more
7. Yes
8. Yes

I felt the course met all the above objectives.

For me, the objectives of the course were fulfilled. Maybe one or two more classes with a practical exercise can be included for siliciclastic systems.

Personally, yes, I think that I have reached most of the objectives of this course, however I think I need to do some more searching for sequence stratigraphy as more lessons are needed for this topic. Same goes for petroleum geology, I think that the lessons are not enough in order to interpret and really understand how a petroleum system works, that's the reason I proposed to include a couple of lessons more about this subject.

2) it would be very good if we could go on a field trip to see how the geophysical interpretation is done in the field

6) we spent one day only for the petroleum so we could have more detail

8) one or two more days for the oral presentation

Overall the rest of the objectives were reached!
I can reach the objectives of all of those factors.

Evaluate the different parts of the course Choose 1-5. Where 1 = Very bad , 5 = Very good

Evaluate the different parts of the course Choose 1-5. Where 1 = Very bad , 5 = Very good	Number of Responses
Total	0 (0.0%)

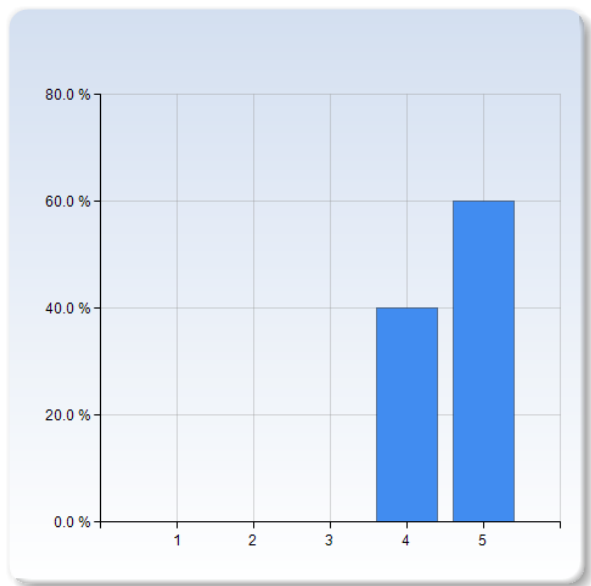


Evaluate the different parts of the course Choose 1-5. Where 1 = Very bad , 5 = Very good	Mean	Standard Deviation
	0.0	0.0

Lectures and exercise

Introduction and sedimentary basin

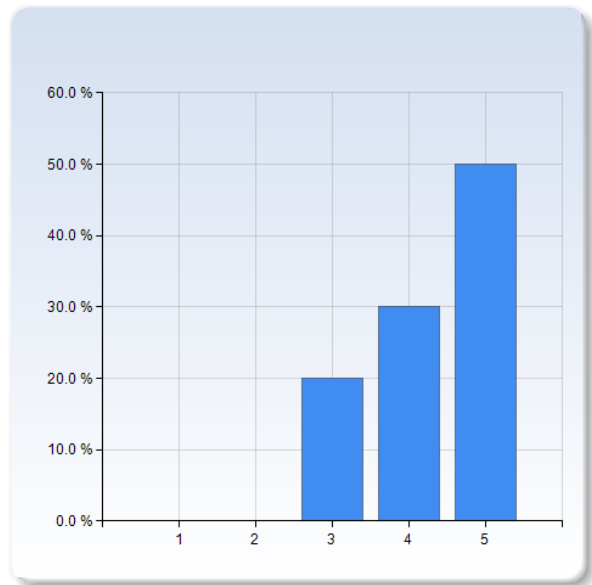
Introduction and sedimentary basin	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	4 (40.0%)
5	6 (60.0%)
Total	10 (100.0%)



Introduction and sedimentary basin	Mean	Standard Deviation
	4.6	0.5

Case lectures (Fennoscandian and Alpine Basins)

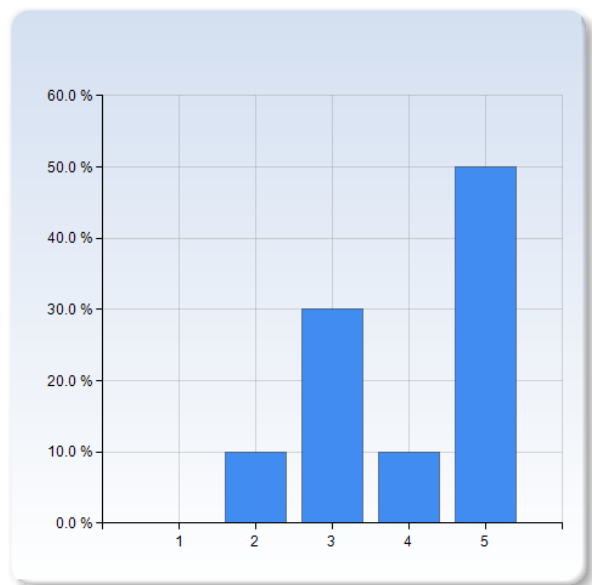
Case lectures (Fennoscandian and Alpine Basins)	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (20.0%)
4	3 (30.0%)
5	5 (50.0%)
Total	10 (100.0%)



Case lectures (Fennoscandian and Alpine Basins)	Mean	Standard Deviation
Case lectures (Fennoscandian and Alpine Basins)	4.3	0.8

Sequence Stratigraphy and cyclostratigraphy

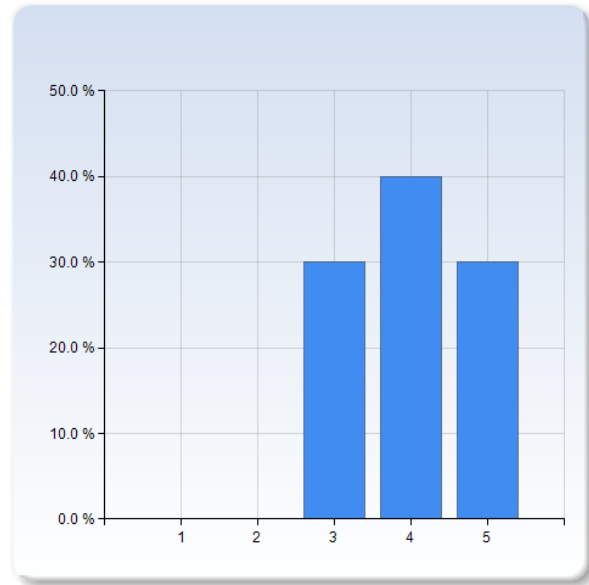
Sequence Stratigraphy and cyclostratigraphy	Number of Responses
1	0 (0.0%)
2	1 (10.0%)
3	3 (30.0%)
4	1 (10.0%)
5	5 (50.0%)
Total	10 (100.0%)



Sequence Stratigraphy and cyclostratigraphy	Mean	Standard Deviation
Sequence Stratigraphy and cyclostratigraphy	4.0	1.2

Sequence Stratigraphy exercise

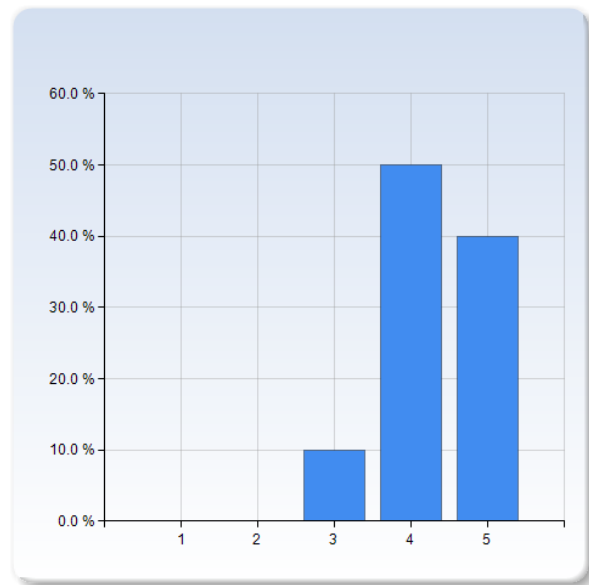
Sequence Stratigraphy exercise	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	3 (30.0%)
4	4 (40.0%)
5	3 (30.0%)
Total	10 (100.0%)



Sequence Stratigraphy exercise	Mean	Standard Deviation
	4.0	0.8

Alluvial-Deltaic sediments

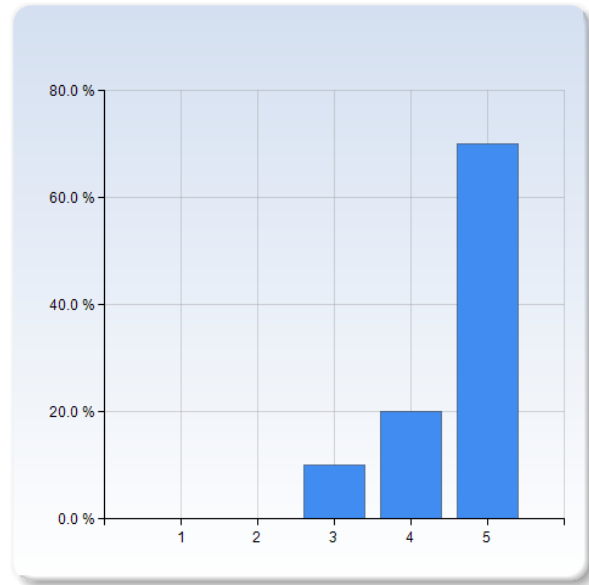
Alluvial-Deltaic sediments	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (10.0%)
4	5 (50.0%)
5	4 (40.0%)
Total	10 (100.0%)



Alluvial-Deltaic sediments	Mean	Standard Deviation
	4.3	0.7

Cool Water Carbonate and diagenesis

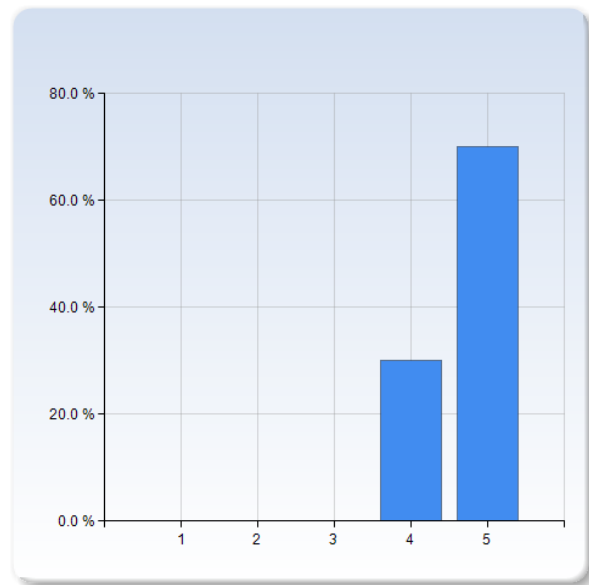
Cool Water Carbonate and diagenesis	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (10.0%)
4	2 (20.0%)
5	7 (70.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Cool Water Carbonate and diagenesis	4.6	0.7

Cool Water Carbonate exercise

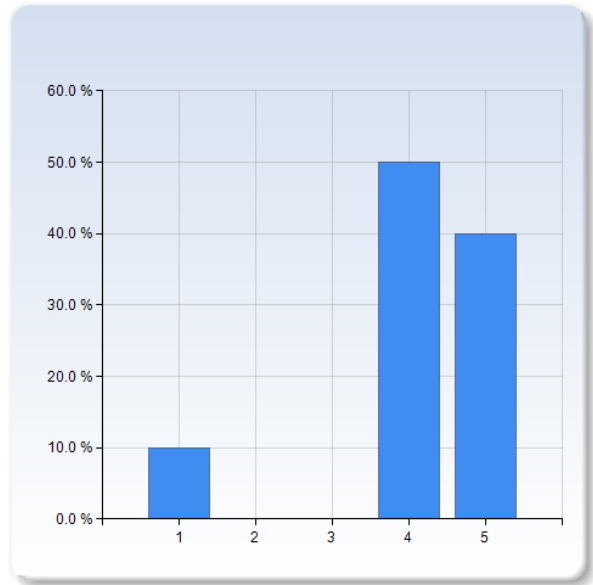
Cool Water Carbonate exercise	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (30.0%)
5	7 (70.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Cool Water Carbonate exercise	4.7	0.5

Proxies for paleoenvironmental changes

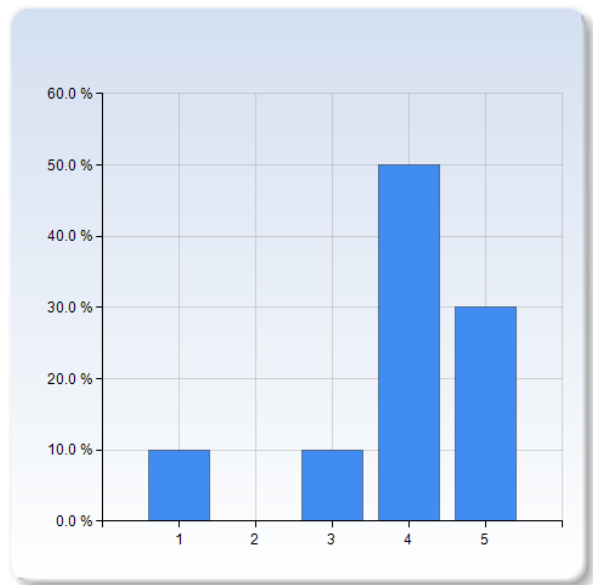
Proxies for paleoenvironmental changes	Number of Responses
1	1 (10.0%)
2	0 (0.0%)
3	0 (0.0%)
4	5 (50.0%)
5	4 (40.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Proxies for paleoenvironmental changes	4.1	1.2

Proxies for paleoenvironmental changes exercise

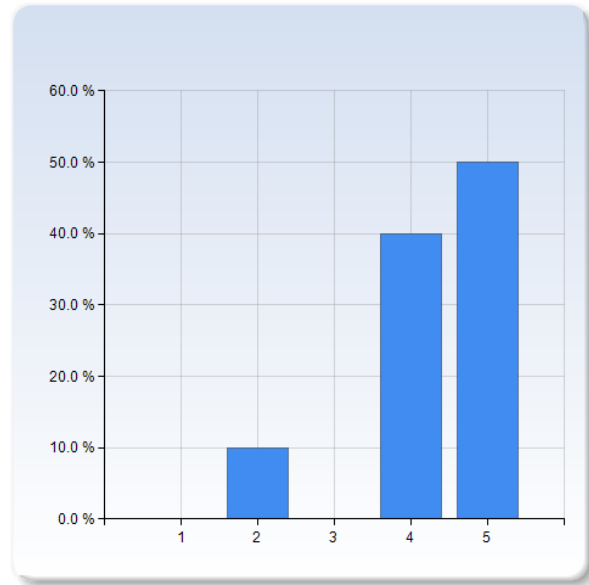
Proxies for paleoenvironmental changes exercise	Number of Responses
1	1 (10.0%)
2	0 (0.0%)
3	1 (10.0%)
4	5 (50.0%)
5	3 (30.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Proxies for paleoenvironmental changes exercise	3.9	1.2

Seismic Stratigraph and well logging

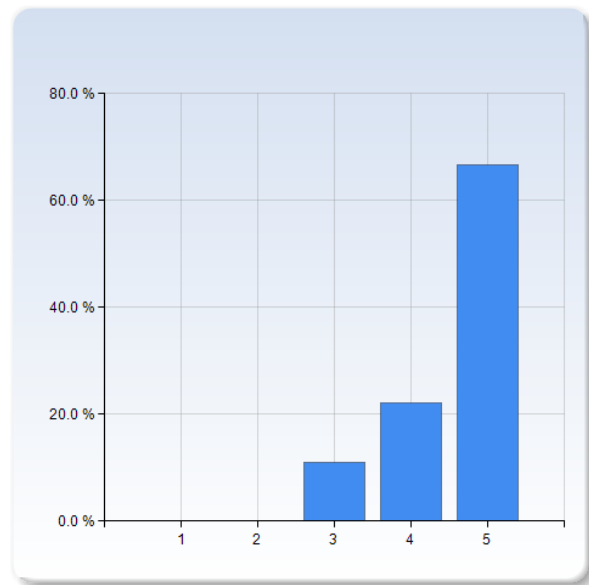
Seismic Stratigraph and well logging	Number of Responses
1	0 (0.0%)
2	1 (10.0%)
3	0 (0.0%)
4	4 (40.0%)
5	5 (50.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Seismic Stratigraph and well logging	4.3	0.9

Seismic Stratigraph and well logging exercise

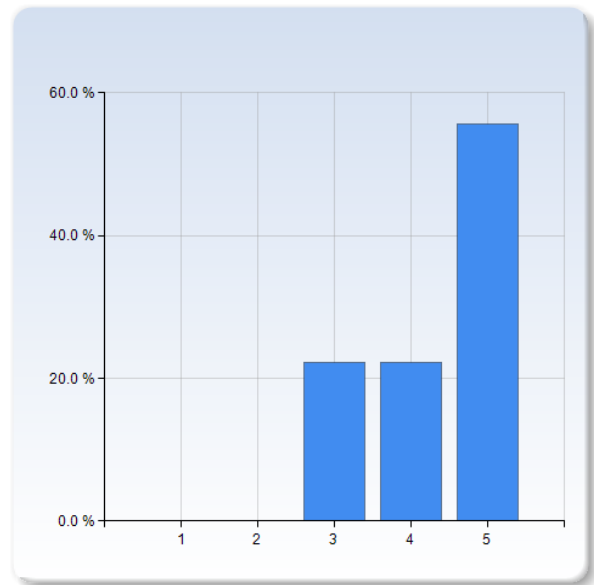
Seismic Stratigraph and well logging exercise	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (11.1%)
4	2 (22.2%)
5	6 (66.7%)
Total	9 (100.0%)



	Mean	Standard Deviation
Seismic Stratigraph and well logging exercise	4.6	0.7

Petroleum geology

Petroleum geology	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (22.2%)
4	2 (22.2%)
5	5 (55.6%)
Total	9 (100.0%)



	Mean	Standard Deviation
Petroleum geology	4.3	0.9

Comments

I personally find case studys very hard to follow at times. I believe the explanations were still very good but with the complexity of these case studys, I often cannot keep up.

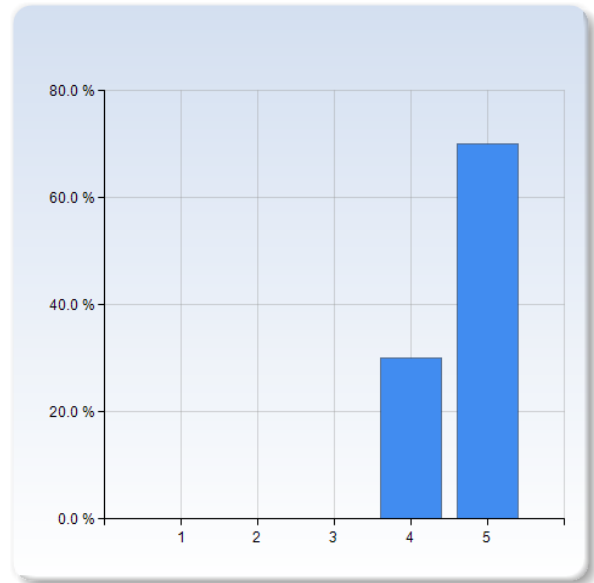
I understand the usefulness of well logging and it is definately an important exercise to do. However, the length of core (50m and 75m long cores) were a bit too long i felt to be a good use of time.

Generally speaking most of the lectures as well-structured. Maybe some parts of the sequence stratigraphy lecture could be more enlightening, for example how the different systems tracts work in different types of basins. I also believe that the lecture about the proxies exercises, needs a better introduction about the mathematics, on how to solve them. As I said before, it would be better if you can add more content on petroleum geology.

Excursions

Danish excursion

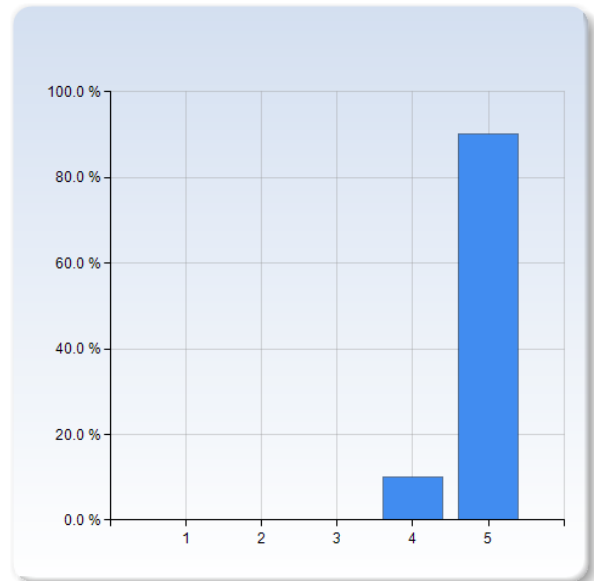
Danish excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (30.0%)
5	7 (70.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Danish excursion	4.7	0.5

Austrian excursion

Austrian excursion	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	1 (10.0%)
5	9 (90.0%)
Total	10 (100.0%)



	Mean	Standard Deviation
Austrian excursion	4.9	0.3

Comments

Fly to Salzburg

Great localities in Austria, especially Dachstein.

Some more time to see Hallstatt or to just go out and socialize, or to take a stroll around the mountains on our own at some point would have been nice. I realize that the first day kind of disappeared, and the extra time was used to compensate. Still i think it's worth mentioning.

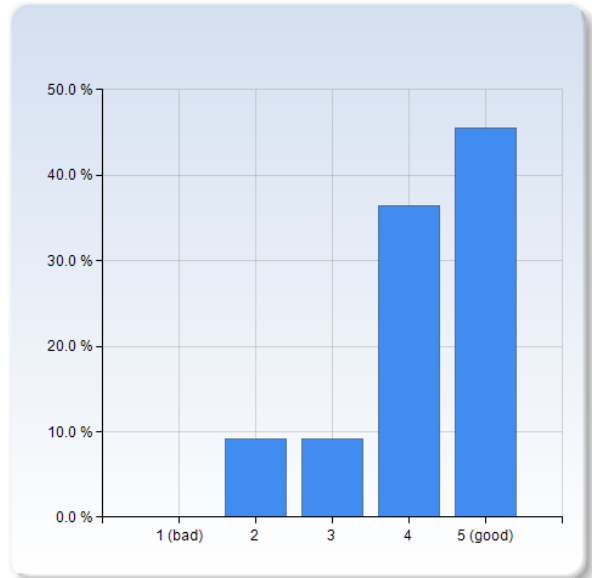
Very impressed with both.

Really no comment, very good for both of the excursions, with a nice introduction before heading to the field. I don't think that there is something to improve, perfect.

Very educative excursions both of them

My basin

My basin	Number of Responses
1 (bad)	0 (0.0%)
2	1 (9.1%)
3	1 (9.1%)
4	4 (36.4%)
5 (good)	5 (45.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
My basin	4.2	1.0

Comments

See the previous comment on the scheadule

Great that one could choose focus of the report and therefore decide what to learn about. It was good also that the there were basins from all around the globe, and not just from the vicinity.

I Think mostly that there was too little time given specifically to do the report. a day or two extra just for doing the report would make it more reasonable. Before the exam, the days are very long and exhausting, and you are focused on making the exam. After, you have a short time to write the report. It made the whole course very stressful.

It is a very good project to force the student to read scientific papers and to practice the skills of writing in a scientific way! Although the project took some time it is definitely good for the student

I thought it was a nice exercise, however, it felt like all of the coursework was squashed into the end of the course, leaving me perhaps not performing as well in it that i would have done so if we had had a week off earlier in the course to do it instead (for example)

Very nice way to introduce the student on how to write a manuscript and make certain research for a specific topic. Also the presentation is a remarkable way to improve the way of speaking and practicing English scientific language in front of audience. I personally didn't have such an experience in my bachelors and I recommend to keep it as it is in the course's structure.

A few more days for the oral presentation

A sedimentological subject what you are missing :

A sedimentological subject what you are missing :

Maybe, other economic relevance for basins (i.e. groundwater flow, syngenetic mineral deposits).

-

More about sandstones and other sedimentary rocks

More classes about siliciclastic systems

I think the course covers a variety of topics, I didn't miss anything about sedimentology to be honest.

Mineral deposits in sedimentary rocks

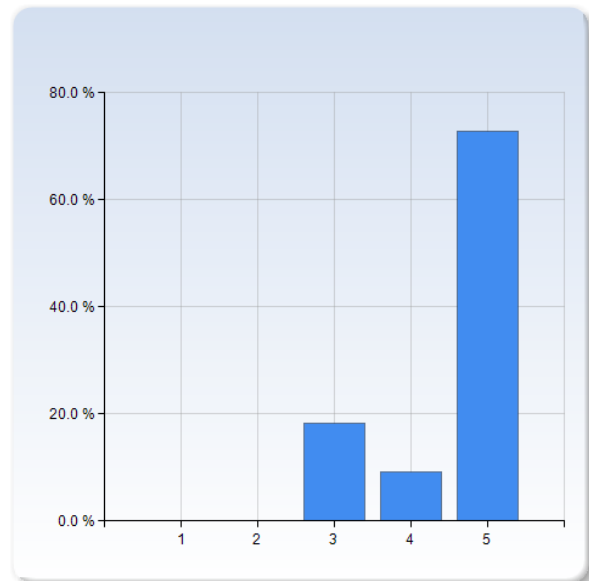
I actually really would like to have something to compare with (as a standard) when classifying by the dunham scale in the first core exercise, when you haven't used it before, it is easy to get lost in own interpretation.

Pedagogical skills of the teacher

Good Teaching scale

The teaching staff of this course motivated me to do my best work.

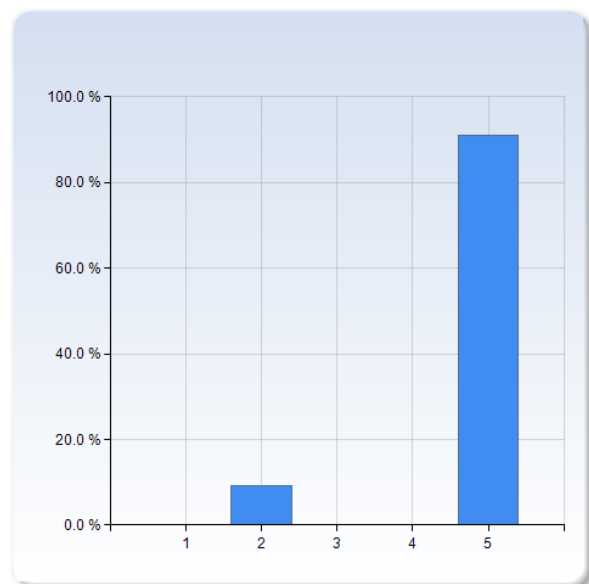
The teaching staff of this course motivated me to do my best work.	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	2 (18.2%)
4	1 (9.1%)
5	8 (72.7%)
Total	11 (100.0%)



The teaching staff of this course motivated me to do my best work.	Mean	Standard Deviation
	4.5	0.8

The teaching staff normally gave me helpful feedback and was sufficiently at my disoposition if I needed

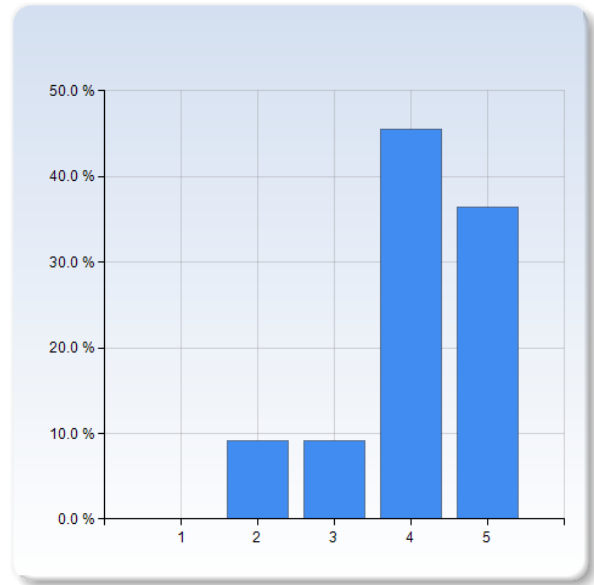
The teaching staff normally gave me helpful feedback and was sufficiently at my disoposition if I needed	Number of Responses
1	0 (0.0%)
2	1 (9.1%)
3	0 (0.0%)
4	0 (0.0%)
5	10 (90.9%)
Total	11 (100.0%)



The teaching staff normally gave me helpful feedback and was sufficiently at my disoposition if I needed	Mean	Standard Deviation
	4.7	0.9

The lectures have been understandable

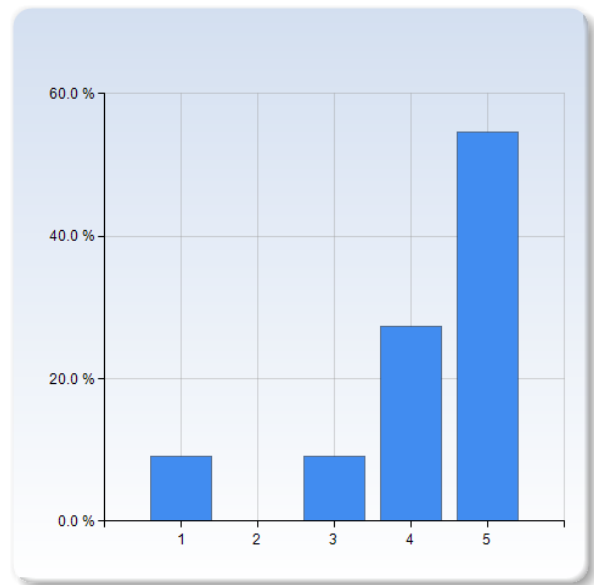
The lectures have been understandable	Number of Responses
1	0 (0.0%)
2	1 (9.1%)
3	1 (9.1%)
4	5 (45.5%)
5	4 (36.4%)
Total	11 (100.0%)



	Mean	Standard Deviation
The lectures have been understandable	4.1	0.9

The level of difficulties was adequate

The level of difficulties was adequate	Number of Responses
1	1 (9.1%)
2	0 (0.0%)
3	1 (9.1%)
4	3 (27.3%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
The level of difficulties was adequate	4.2	1.3

Comments:

Personally I thought that sometimes the difficulty of lectures was easy and suddenly really hard. I know this is a really hard point to address because of the different backgrounds we come as students.

The level of difficulty was not adequate because it was too difficult.

I think a lot of problems come from the very long days, giving us little time to catch up on reading, and writing the report at the same time.

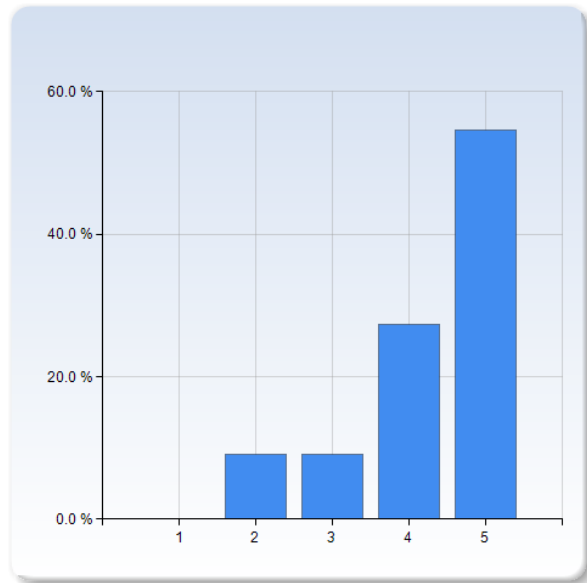
As said, the teachers were very responsive to questions and were engaged in the course.

Very impressed with the teaching. The small class was also a nice change to what I am used to. I am used to being in large classes where no one asks questions and you just listen - Much more interactive

Only a comment about some lectures that was really fast, for example proxies and sequence stratigraphy. That's why I didn't get the general resume of the lecture, until I read it again for the exams. I mean that I spend more time for these topics studying for exams, because the lectures passed very fast.

Was the support material (cours hand-outs, litterature, instructions) sufficient ?

Was the support material (cours hand-outs, litterature, instructions) sufficient ?	Number of Responses
1	0 (0.0%)
2	1 (9.1%)
3	1 (9.1%)
4	3 (27.3%)
5	6 (54.5%)
Total	11 (100.0%)



	Mean	Standard Deviation
Was the support material (cours hand-outs, litterature, instructions) sufficient ?	4.3	1.0

Comments

The litterature (cours book) was almost redundant since you did not have time to read it. The course handouts were good. Instructions about deadlines for exercises and were to upload the exercises were sometimes confusing or unclear.

As mentioned before, it could be a bit unclear what the point of some slides is, without the commentary of the teacher. Try and make them more standalone understandable. Perhaps add some arrows to point to important points. add definitions of certain words. try to dumb certain concepts down, to make the complicated stuff easier to grasp.

The most important hand-outs are instructions before an exercise or excursion, which was provided. Good. And the catalog of questions handed out before the exam was very appreciated.

There was no literature needed.

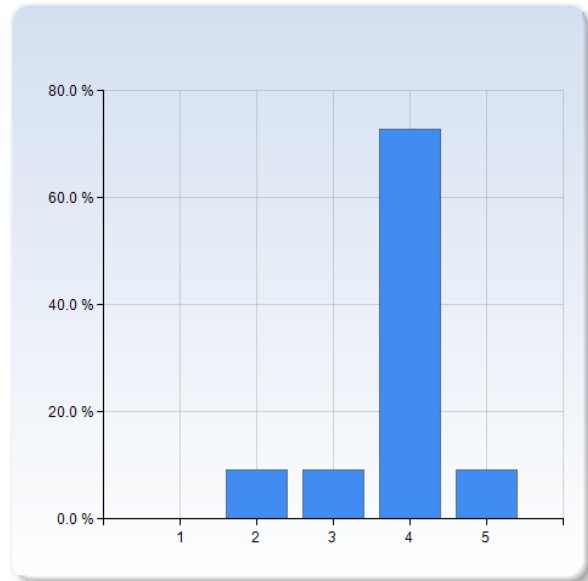
Instructions were clear.

Yes I didn't have any problem reading and studying for the exams.

Working load

How was the Schedule of the course

How was the Schedule of the course	Number of Responses
1	0 (0.0%)
2	1 (9.1%)
3	1 (9.1%)
4	8 (72.7%)
5	1 (9.1%)
Total	11 (100.0%)



	Mean	Standard Deviation
How was the Schedule of the course	3.8	0.8

comments

I think in general was appropriate, should just be consider the point on my basin and the exam.

A lot of long days in the beginning which was a bit tough. But on the other hand, you didn't have to study as much when you came home (since most things where covered in scheduled time) so I guess it works out the same anyway.

Stressful

It varied. Sometimes intense, like at the beginning of the course. But sometimes not as intense. So overall it was a good tempo. And it is a master course, so the schedule should be quite intense..

As already mentioned the days were very long to what I am used to. But I also understand that there is nothing that can be done about this.

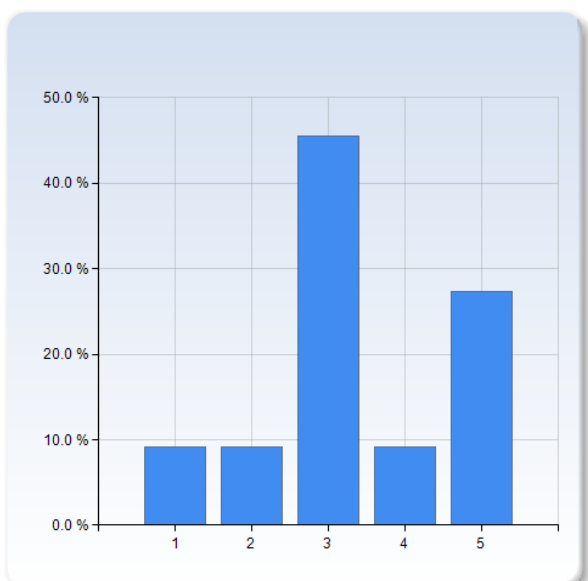
Not enough time for studying...

Some days 9 to 5 was not easy to deal with, we could have one more week instead

Appropriate Workload

The workload was too heavy.

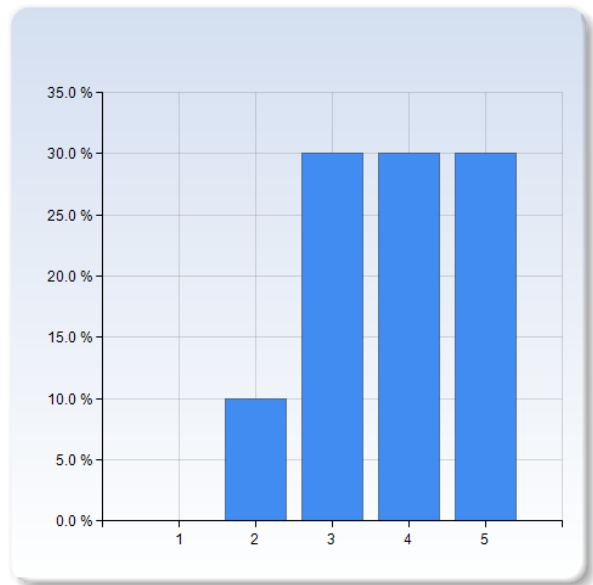
The workload was too heavy.	Number of Responses
1	1 (9.1%)
2	1 (9.1%)
3	5 (45.5%)
4	1 (9.1%)
5	3 (27.3%)
Total	11 (100.0%)



	Mean	Standard Deviation
The workload was too heavy.	3.4	1.3

I was generally given enough time to understand the things I had to learn.

I was generally given enough time to understand the things I had to learn.	Number of Responses
1	0 (0.0%)
2	1 (10.0%)
3	3 (30.0%)
4	3 (30.0%)
5	3 (30.0%)
Total	10 (100.0%)



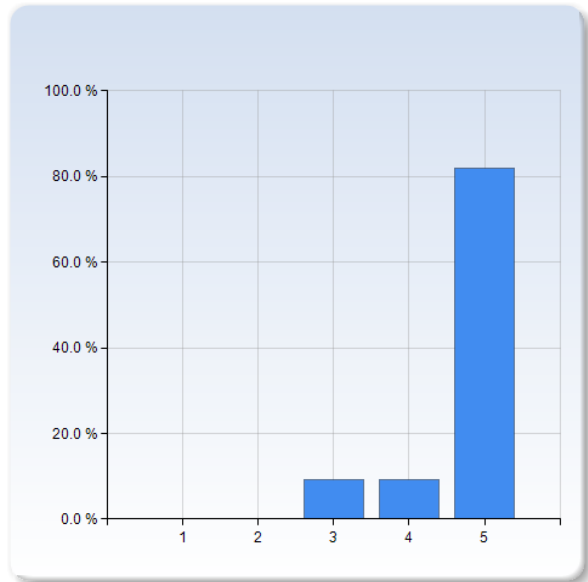
	Mean	Standard Deviation
I was generally given enough time to understand the things I had to learn.	3.8	1.0

Assessment criteria

Appropriate Assessment

The written exam was adapted to control the knowledge I gained during this course

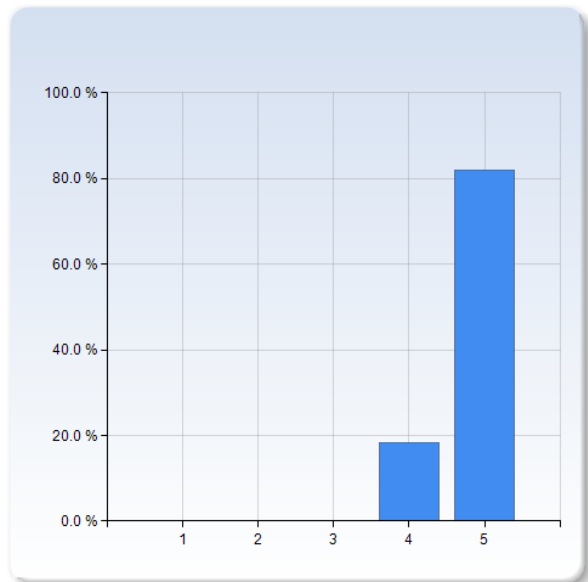
The written exam was adapted to control the knowledge I gained during this course	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	1 (9.1%)
4	1 (9.1%)
5	9 (81.8%)
Total	11 (100.0%)



	Mean	Standard Deviation
The written exam was adapted to control the knowledge I gained during this course	4.7	0.6

The assessment methods employed in this course (exam, project, report) required an in-depth understanding of the course content.

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1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	2 (18.2%)
5	9 (81.8%)
Total	11 (100.0%)



	Mean	Standard Deviation
The assessment methods employed in this course (exam, project, report) required an in-depth understanding of the course content.	4.8	0.4

Comments

I think the my basin project should weight more considering the amount of work that goes into it.

Without the provided catalog I would have studied a bit more of everything, but not in great detail. The catalog guided me in my study to focus on the most important parts of the course, which I think is a very good way of making the student learn what is most relevant/important.

Yes, the project required in-depth knowledge of sedimentology before being able to write it. As for the exam and other exercises

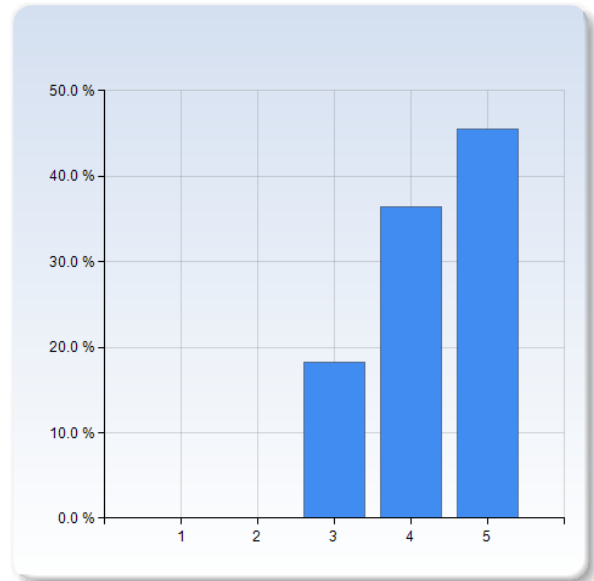
A very fair exam in my opinion. Having access to possible questions that would be in the exam is also something I am not used to but allowed for much more productive revision.

The exams were very good, and the reports were enough for understanding more about the course, and study and learn more knowledge about it (the course).

The weighing of the assessment criteria (exam 70%), excursion in Austria report (10%), Mybasin project (20%) was appropriate

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	Number of Responses
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Total	11 (100.0%)



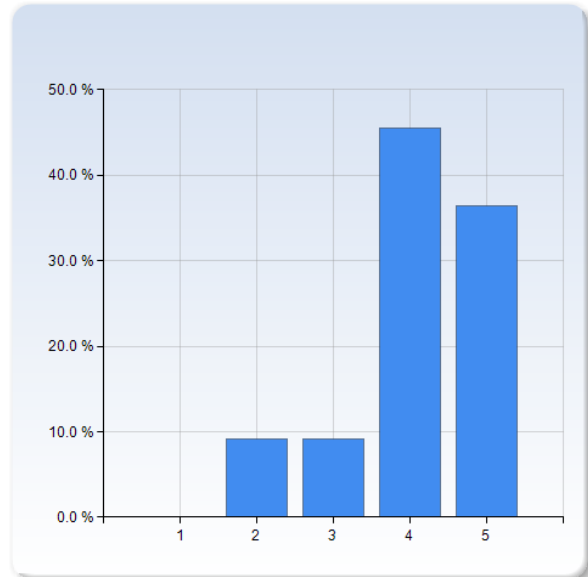
	Mean	Standard Deviation
The weighing of the assessment criteria (exam 70%), excursion in Austria report (10%), Mybasin project (20%) was appropriate	4.3	0.8

Skills

Generic Skills

The course developed my analytical and problem-solving skills

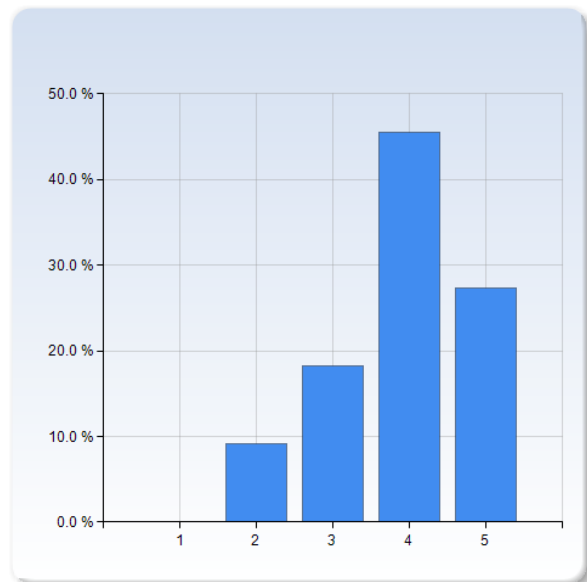
The course developed my analytical and problem-solving skills	Number of Responses
1	0 (0.0%)
2	1 (9.1%)
3	1 (9.1%)
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5	4 (36.4%)
Total	11 (100.0%)



	Mean	Standard Deviation
The course developed my analytical and problem-solving skills	4.1	0.9

The course helped me develop my ability to work as a team member.

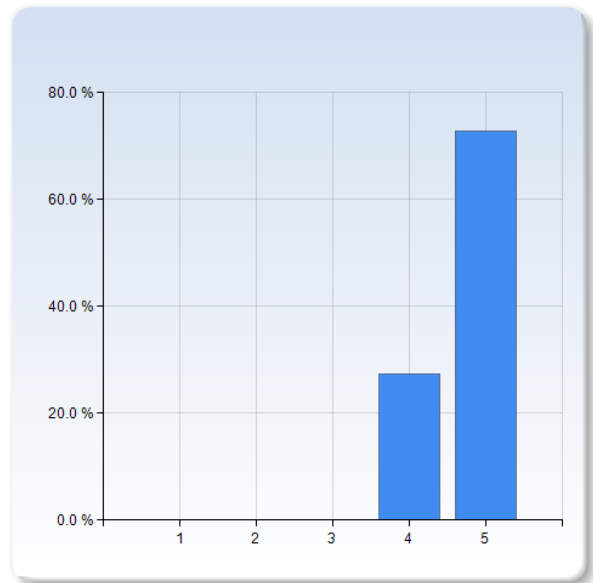
The course helped me develop my ability to work as a team member.	Number of Responses
1	0 (0.0%)
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3	2 (18.2%)
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5	3 (27.3%)
Total	11 (100.0%)



	Mean	Standard Deviation
The course helped me develop my ability to work as a team member.	3.9	0.9

The course improved my skills in communication, in writing or in oral presentations

The course improved my skills in communication, in writing or in oral presentations	Number of Responses
1	0 (0.0%)
2	0 (0.0%)
3	0 (0.0%)
4	3 (27.3%)
5	8 (72.7%)
Total	11 (100.0%)



	Mean	Standard Deviation
The course improved my skills in communication, in writing or in oral presentations	4.7	0.5

Other comments

Other comments

A tough course (compared to the bachelor courses, which is of course how it should be) since it took a lot of time and hard work. But fun. Both due to the different exercises, and the fact that we had the chance to acquire a deeper understanding, at a more advanced level, than was possible during the bachelors. So I learned a lot.

As written before, although we know everything about limestones now, it would still be nice to expand our knowledge to other sedimentary rocks

Thanks for everything! I learned a lot and enjoyed the course!

No other comments, everything is included above, thank you very much.

Consider changing the classroom with a warmer one!

Comment on the course evaluation of GEOM10, fall 2018

11 on 11 students answered the course evaluation, which is thus representative.

The course was held under this form for the second time. Overall the course get an excellent mark of 4.3 on the scale 1-5 (5 = top) (2017: 4.4). The 6-days excursion to the Alps in Austria was a highlight for the students as the one-day excursion in Denmark (Stevns Klint). Most of the exercise and lectures get also very high ranking, as does the personal project (MyBasin). Two of the main criticisms from last year could have been corrected. Last year the distribution of the lectures, exercises and reading time along the course were not well balanced. Too many lectures were placed at the end, with not sufficient time to revise before the exams. This year the schedule seems to reach a better balance. However, several students regret a pause in the "MyBasin" project redaction due to field excursion and exams preparation. This will need to be taken in consideration preparing the next schedule. As do an earlier schedule for the diagenesis lecture which came too late this year for many students and would be more useful if planned during the first week. The second core exercise seems to have been given too many days that could have been given to MyBasin project or Exam preparation.

Another drawback last year was unclear instructions and the lack of formal feedback for the ungraded tasks. This seems to have been successfully corrected this year as the 2018 evaluation do not have any mention of this kind of problems. However the first exercise of the "Palaeoenvironmental Proxies" weeks seems to have been unsatisfying presented and will need to be rethink in another way for next year.

Last year, students did regret the low presence of case study in siliciclastic sedimentology and on the role of diagenesis. The role of diagenesis have been introduce this year by a two hours lecture and a discussion of the role of diagenesis during the whole course, at satisfaction it seems, except for his schedule. We increased the number of siliciclastic case example during the sequence stratigraphy week and the fieldtrip in Austria and added one lecture more on siliciclastic coasts, but this seems to be still not enough. This is probably due to the fact that the teachers are all carbonate specialists. We will try however next year to develop one day more in the field or to work on a siliciclastic core.

An effort seems to be necessary as well on the pedagogical presentation of the sequence stratigraphy and palaeoproxies chapters, which have been hard to understand and with no satisfying corresponding PPT for the last one.

Lund, 2018. 11. 09



Sylvain Richoz, course coordinator

Read and approved by the student's course representative:



Robert Mroczek