

Course assessment GEOM11 2023-2024

Introduction

This course assessment is based on the responses, comments, discussions and suggestions made by the students in a round table discussion format during the last day on Tenerife (2024-01-12). All students (11) participated.

Grading course quality and learning outcomes

We reintroduced a few inquiries from course assessments performed some years ago to evaluate if there are any significant changes on students opinions regarding quality and learning outcomes:

1. With respect to the working load. How to you rank this course in comparison to previous courses you have taken (1=very low, 10 = very high)? **Score: 7.8**
2. With respect to the learning outcome. How to you rank this course in comparison to previous courses you have taken (1=very low, 10 = very high)? **Score: 7.2**
3. What is your overall rating of this course taken all different aspects into account including the Tenerife excursion (1=very poor, 10 = excellent)? **Score: 8.4**

In comparison to previous years evaluations we can conclude that this year's students appreciated the course (despite slightly lower scoring than previous years) and although the course is demanding the working load is acceptable with respect to learning outcomes. The overall rating of the course is higher than ever.

Student course valuation summary

In general, the students think that there is a good balance between lectures, home assignments (HAs), exercises and presentation material (lecture notes etc.). The course is well structured and the content is relevant for the course goals. The course covers the subjects of the syllabus. The students were very pleased with teachers' engagement throughout the course and their actions taken to provide a sound group dynamic, which enhance learning through interaction between students. The tempo is high and the students find the course demanding (especially the HAs), but they also find the course fun and that the hard work is worthwhile.

Despite filtering out questions in some of the HAs the students find that some HAs are too extensive, yet the students appreciated and learnt a lot from the HAs. Less thin sections for HA-5 were suggested. Some students suggested that some HAs could be in the form of regular exercises. Exercises on crystallisation processes, phase diagrams and petrography were appreciated. Short exercises on the calculation of partition coefficients, melting as well as brief instructions on the use of Petrogram was suggested. The students found the instruction movie for solving HA-8 very helpful.

The students are pleased with the course literature (Winter), although it is only available as E-book except the copies kept at the library. There were different opinions about the E-book version but overall it was satisfying. Additional material such as videos, links and other resources on Canvas were appreciated. Chapter 9 in Winter on geochronology and isotope geology is too general – an opinion we recognize from previous course assessments.

The "free day" after the written exam was also this year much appreciated – they students this year were very motivated and engaged with this change from previous years. The students' performance of the Gran Final was very satisfying, and we found the students well-prepared for the Tenerife excursion. Teachers' informal support during their studies at the department was greatly appreciated.

The students are generally pleased with the teaching methods for the course. Lectures of "flipped-classroom" style were mostly positive but more specific tasks could be helpful. The mixture between flipped-classroom and regular style lectures is appreciated. Topics that are more complicated (such as phase diagrams) and require direct explanations are best performed using "traditional" teaching.

The Tenerife excursion was the most appreciated part of the course. In terms of engagement and presentations, we concluded this was the best student group ever! The opportunity to study rocks and landforms in the field was considered absolute key to really understand and achieve a deep understanding of igneous processes. The understanding and the links between theory, petrography igneous processes and the scale of geological features as observed directly in the field was emphasized.

The students have reported no harassment during the course.

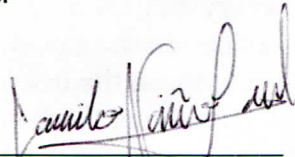
The main suggestions for improving the course are:

- Be more decisive in keeping the deadline of handing in of HA-8 before the exam.
- Have brief exercises on certain activities & topics such as calculation of partition coefficients, melting as well as brief instructions on the use of Petrogram (these can be in the form of recorded movies available through Canvas).
- Consider complementary course books/material for certain topics, e.g. Catalogues of Cambridge University Press, Rollinson for isotope geology.
- Provide more details on trace elements that specify their use depending on purpose.
- Consider if some HA could be turned into exercises.
- Expand the introduction on the geology of Tenerif.


Reflection and summary

We will keep the new change in weights for certain activities (less on the written exam and more on LGF and hand-in assignments). One of the reasons that that explains the exceptional performance by student on the Grand Final and on Tenerife this year, we believe relates to a successful division of students into working groups. This was also agreed upon by the students.

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