Environmental geochemistry
MV0218, 20050.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Geert Cornelis

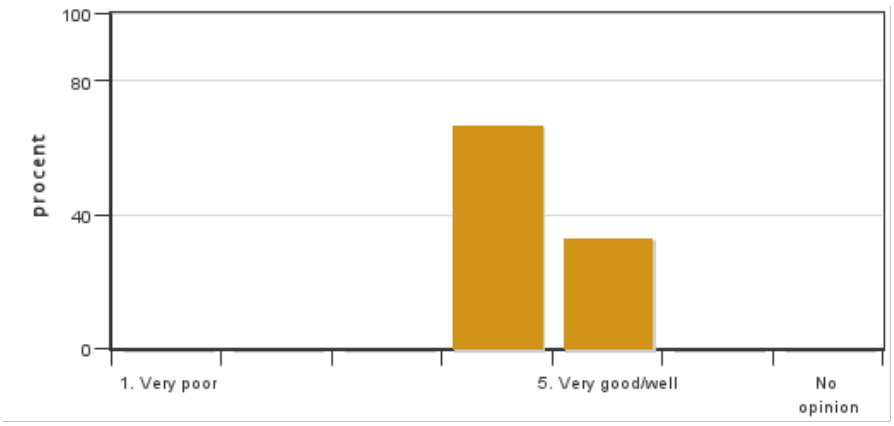
Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

Answers	3
Number of students	7
Answer frequency	42 %

Mandatory standard questions

1. My overall impression of the course is:

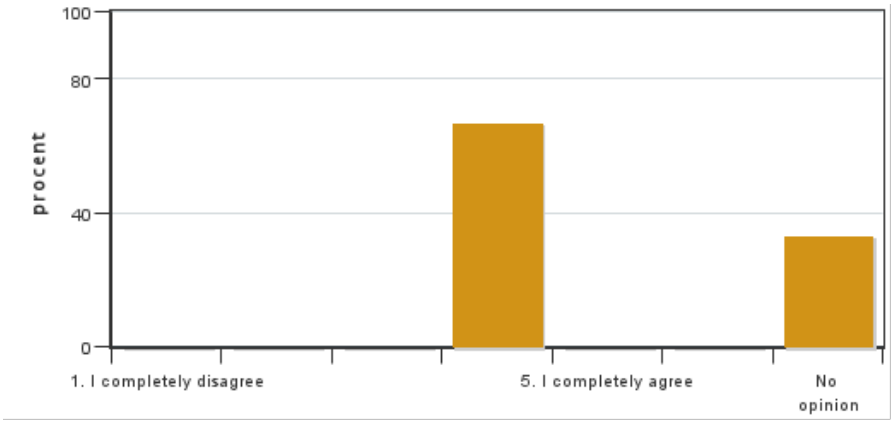


Answers: 3
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

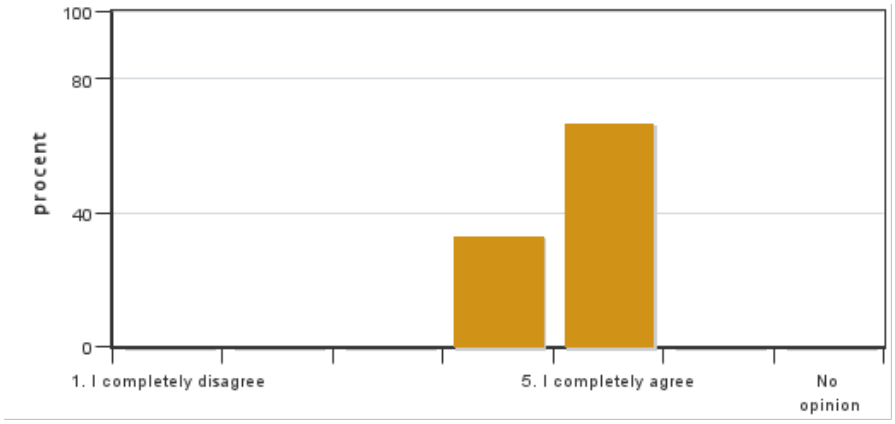


Answers: 3
Medel: 4,0
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 0

No opinion: 1

3. My prior knowledge was sufficient for me to benefit from the course.

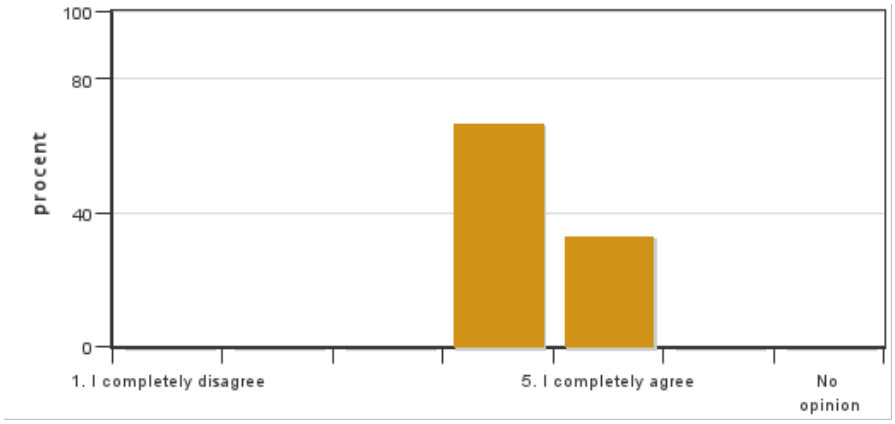


Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2

No opinion: 0

4. The information about the course was easily accessible.

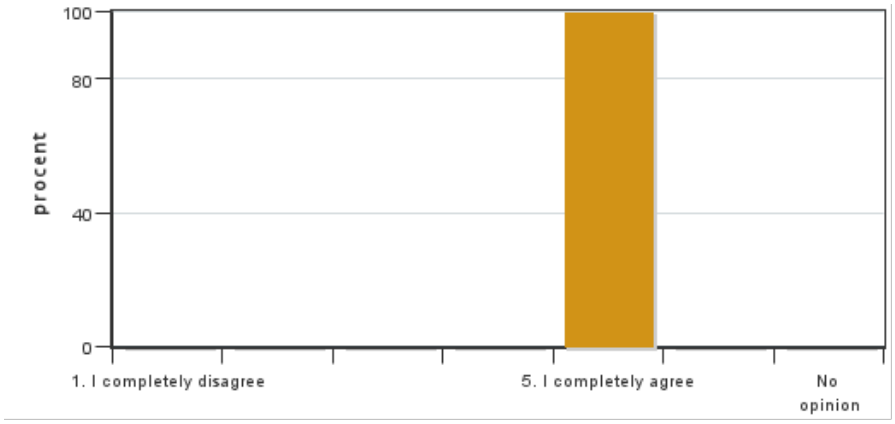


Answers: 3
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

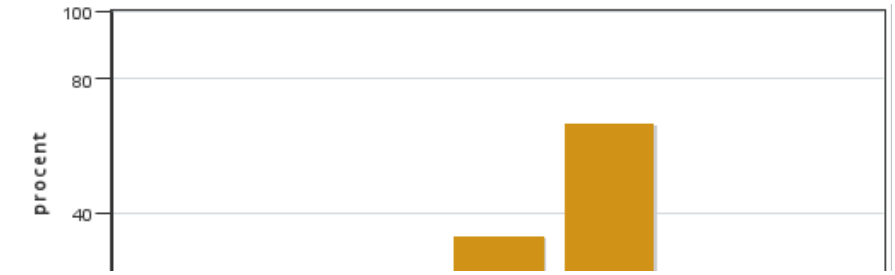


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

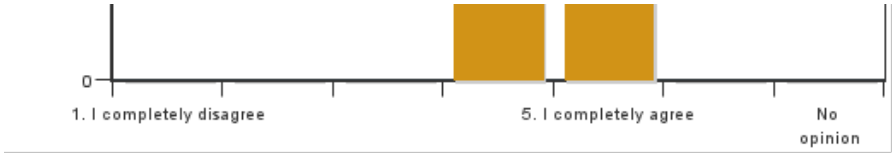
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



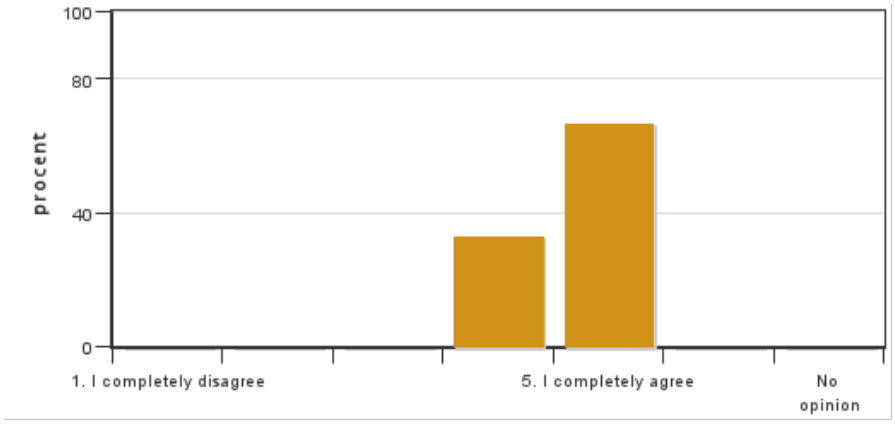
Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

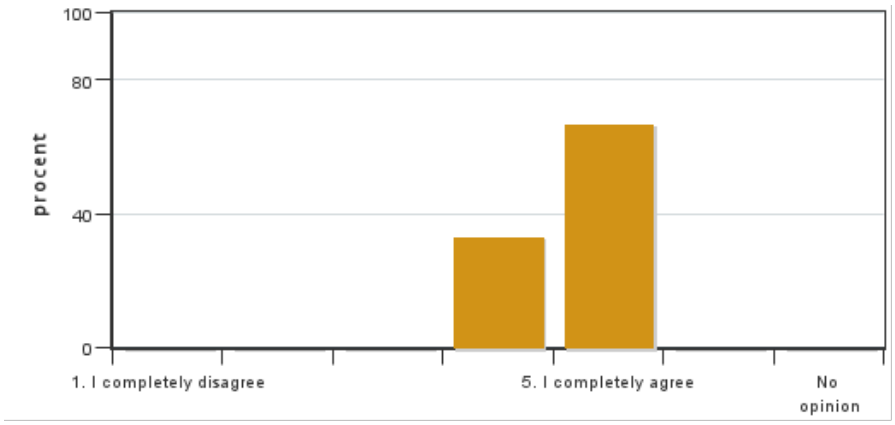


Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

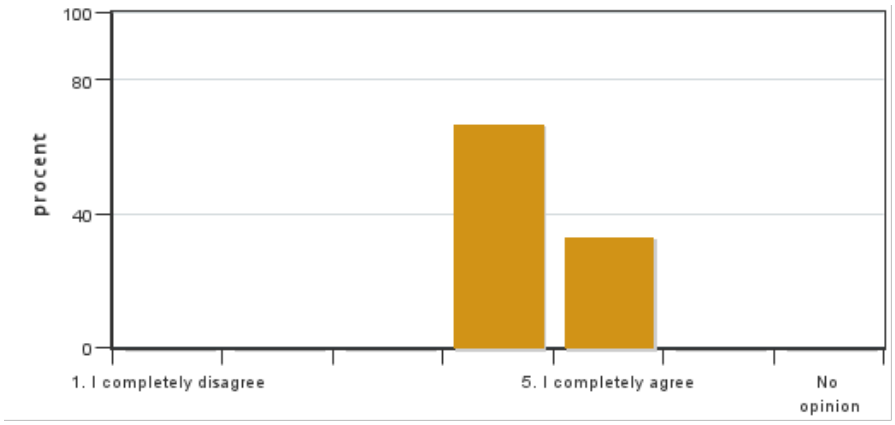


Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

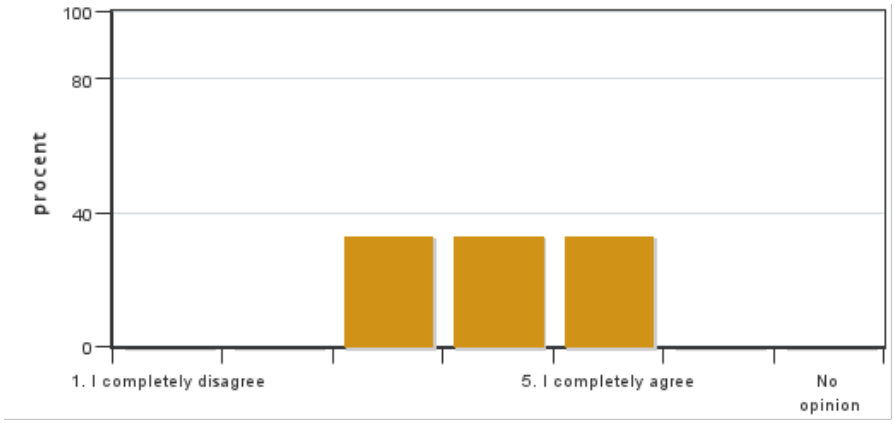


Answers: 3
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

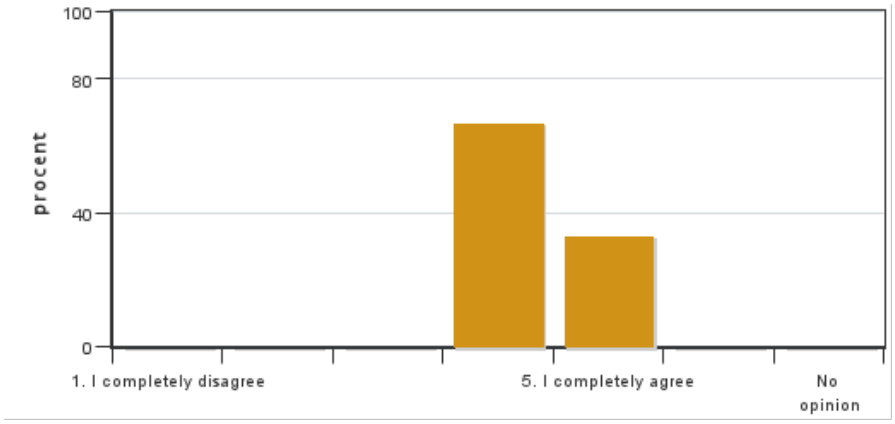


Answers: 3
Medel: 4,0
Median: 4

1: 0
2: 0
3: 1
4: 1
5: 1

No opinion: 0

11. The course covered international perspectives.

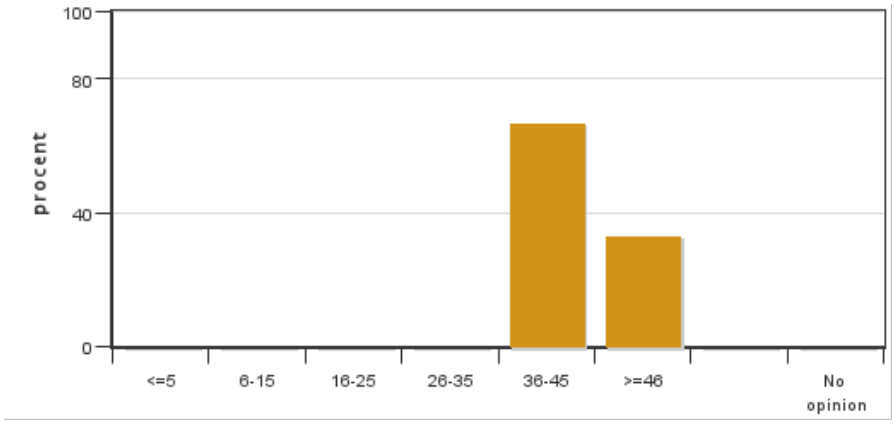


Answers: 3
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

12. On average, I have spent … hours/week on the course (including timetabled hours).

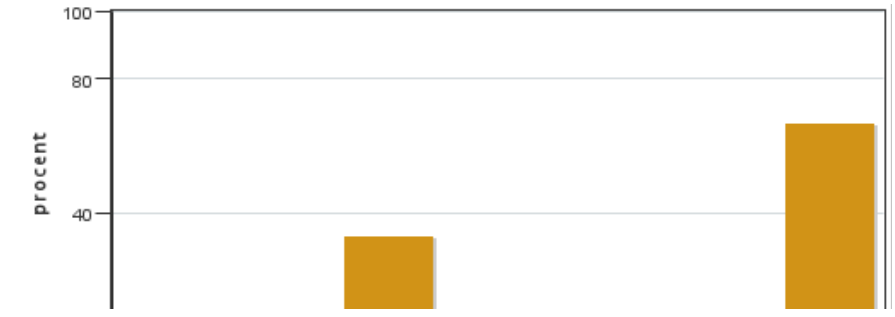


Answers: 3
Medel: 42,0
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 0
36-45: 2
≥46: 1

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 3
Medel: 3,0
Median: 3

1: 0
2: 0
3: 1
4: 0
5: 0

No opinion: 2

14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

This year we onyl had six students which created a special atmosphere in many ways. The most striking was the impact on the much more direct teacher - student itneraction which tends to be more reserved other years even though we never have very large student numbers.

Last year we did som larger changes to the program in terms of structure, content and examination. We kept the same structure this year and only introduced a new teacher, Marie Spohn, who took over certain parts from Dan Berggren Kleja. The course responsible also took over parts from Jon-Petter, namely the Visual Minteq modelling exercises. We also stretched the time schedule over into january given last year comments that December was too loaded with assignment deadlines and seminars.

We were delighted to see the positive response of all students. The course is comparably demanding compared to parallel courses and having a large focus on solving quantitatove calculation problems, but the students apparently had the sense they developed important and relevant skills. We did not get the imporession that something important was missing and should be added and that we had a good coupling between the rather theoretical contents of our course and relaity in the form of practical problems. We are also strenghtened in that we do a good job assisting the students given that, in spite of the high demenad we put on the students, nearly all of them make it after one or two examination attempts.

We also made adjustments last year to make the course more relevant for soil-oriented agronomists as these have better possibilities to choose our course. For instance, phosphate geochemistry and modelling was introduced in various parts as in the in the laboratory exercise with the option to choose any of 2 soils where phosphate had to be investigated and a theory part on phosphate issues in agronomy. These were again very much appreciated by agronomy students.

The visual minteq part was experienced as overly difficult. Maybe this is because a new teacher took over from a more experienced teacher. The idea is to couple this part better to the laboratory where the most difficult modelling exercise occurs. This course part will also be preceded with a refresher of excel skills which are needed to makee the report. One lecture was still done via zoom, which was experienced as tiring and should be avoided. Some mroe applied parts were experienced as only scratching the surface. Having the schedule stretch into January was also not experienced equally positive among all students.

All in all, we did not recieve strong signals that the course shoudl be altered in a very comprehensive way. The low student number is a problem in its own, but the students that choose the course are clearly challenged but satisfied.

Student representatives comments

Ja, över lag en mycket givande och intresant kurs. Vi var endast 6 studenter men har uppfattat det som att alla uppsakattade dess innehåll och högre tempo. Det går en del rykten inom mark/växt-programmet att det ska vara en jättesvår kurs, vilket skrämmer iväg många. Men enligt min uppfattning, och mina kurskamrater, var den väldigt genomförbar. Kul med lite krav och tempo! Under introduktionen till kursen nämnde Geert att de allra flesta brukar klara kursen, det hjälpte ens inställning till allt mycket! Med det i bakhuvudet kändes det inte lika övermäktigt, utan mer som en kul utmaning.

Det har också uppskattats med den tydliga canvassidan (bortsett från att tentadatumet var svårhittat...). Alla lärare har varit enkla att få tag i via mail och svarat bra på frågor, uppsakattas också!

Det som känns värt att ifrågasätta var den stora Visual minteq-övningen och VM till labben, det upplevedes som lite väl svår och tog otroligt mycket tid. Labben i övrigt var bra för förståelsen av ämnens rörlighet och form i marken samt för labbvanan. Men kändes lite väl omständigt, många kände sig stressade under utförandet. Men labbhandledarna gjorde ett bra jobb, de var alltid tillgängliga och hjälpte till!

De allra flesta föreläsningar har varit intressanta och givande. Det har alltid varit okej att ställa frågor och vi har haft

en väldigt trevlig stämning. De övningar som har getts ut har bidragit mycket till lärandet och det har uppskattats med lärarledda räkne/frågestunder.

Studiebesöket på Bäcklösa var roligt och lärorikt. Riktigt intressant att se hur det fungerar inuti ett reningsverk och kunna ställa frågor samt förstå vad alla moment innebar. Bra tidpunkt mot slutet av kursen då vi var mer införstådda i kemin.