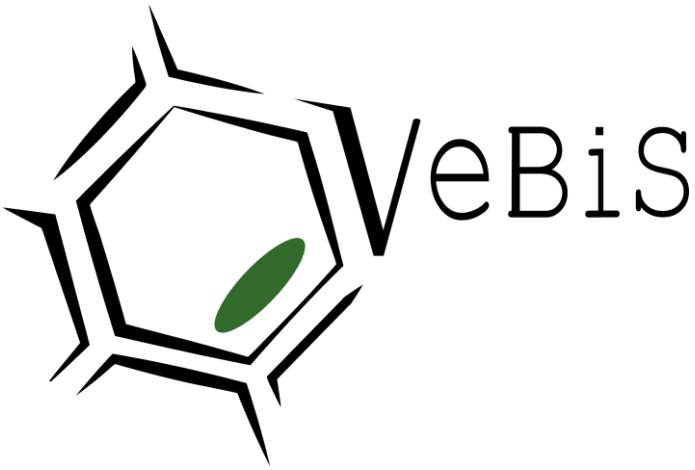

Block Course Feedback FS21

Disclaimer

The following evaluation has no claim on completeness or correctness. All comments are without guarantee and are solely based on the voluntary contributions by students in the spring semester 2021. Courses which were not evaluated are therefore not listed.

The evaluation represents neither the opinion of the VeBiS nor the opinion of all participants of the respective courses. Additionally, block courses are adapted and improved from year to year, leading to changes in content and organization. This is especially true in times of the CoViD-19 pandemic, to which most courses had to adapt to in this semester.

The written comments were copied without any changes from the conducted feedback survey. To guarantee the anonymity of the participants, we have removed any comments which could lead to identification of participants. Any comments which were potentially hurtful and without any constructive feedback were also removed.

We are always looking to improve the block course evaluation and are happy about any and all feedback! If you have any comments or ideas for improvement, please contact us under studentisches@vebis.ch.

Contents

Cell Biology of Plant-Fungus Interaction

(# Answers: 1)

General

Location(s)	ETHZ - Zentrum
Typical day	9:00 – 17:00
Longest day	8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lab meetings Journal Club Insights into other research projects

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

The supervisors were very friendly and supporting.

Grading

Elements relevant for grading	Presentation Lab work Lab journal

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	5
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Functional Assessment of Spinal Cord Injury

(# Answers: 1)

General

Location(s)	Online, Balgrist Campus
Typical day	9:00-17:00
Longest day	10h
Block course composition	Practical lab work - dry lab Lectures Journal Club Insights into other research projects Clinical experiments (carried out on control group not patients)

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

Took place at balgrist campus. Journal club was online due to the pandemic.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Presentation Class participation Journal club

Comments:

Journal club presentation and a final presentation.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

Whether the course will be more practical or theoretical, highly dependends on the group project you take part in. Neurourology and Nociception groups(which I recommend) are quite practically oriented, whereas the other two groups are more focussed on data analysis. All groups take measurements for their project and for this, participants of the block course can volunteer to take part in the measurements/experiments of the other groups(with this you gain an insight into the other research projects).

Human brain activity and the mind

(# Answers: 2)

General

Location(s)	Online, Unispital, UZH Campus in Schlieren
Typical day	9:00 – 16:00
Longest day	9h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures Group projects Excursions

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	1
Size of project group(s)	2, Changing group sizes
Accuracy of course description 1: not accurate // 5: very accurate	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

Openminded profs, course is a mix between philo and neuro.

Supervision

Technical quality of supervision 1: not competent // very competent	4
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	4.5

Comments:

-

Grading

Elements relevant for grading	Presentation Report Class participation

Comments:

Not classical grading, more interactive stuff they aim to give a different experience compared to other courses. Chill vibes and open conversations.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	2.5
Compared to other block courses, this course was… 1: much less work // 5: much more work	1.5
The block course was… 1: too theoretical // 3: just right // 5: too practical	2.5
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

Were even able to join a brain surgery and measure our own brainwaves.

Metabolomics

(# Answers: 1)

General

Location(s)	ETHZ – Hönggerberg
Typical day	9:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - dry lab

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	2
Size of project group(s)	Individual work
Accuracy of course description 1: not accurate // 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	4
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-

Grading

Elements relevant for grading	Presentation Class participation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	2
The block course was… 1: too theoretical // 3: just right // 5: too practical	2
I would recommend this block course. 1: No way! // 5: Definitely!	3

Comments:

-

Molecular Mechanisms of Cell Dynamics

(# Answers: 4)

General

Location(s)	ETHZ – Hönggerberg
Typical day	8:30 – 17:00
Longest day	8h – 11h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures Project/experiment proposal Group projects Insights into other research projects
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented // 5: very research-oriented	4.75
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.25
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-10h

Comments:

Very well organized in general, day to day is dependent on the research group but was generally good as well

Very large block course with many different labs which we were assorted to randomly, though I think most people were fairly happy with their labs... considering the large diversity of labs it was however a little random what topics you would focus on.

The course is divided into lectures in the mornings and lab work in the late morning and afternoon.

Supervision

Technical quality of supervision 1: not competent // very competent	4.5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

Supervisor was super nice, didn't really interact with the rest of the lab.

The supervisors were very friendly and happy to get input from the students. When an experiment didn't work they were happy to discuss possible reasons for this with the students.

Grading

Elements relevant for grading	Presentation Lab work Project Proposal (1 A4 page) and additional discussion

Comments:

No report was required

Both the supervisor of the lab and of the presentation offered feedback sessions after the presentation, which was very helpful.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.75
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4.25

Comments:

Incredibly well organized, for people interested in the biochemistry master highly recommended.

There is not enough guidance on how to write the project proposal, something most of the students haven't done yet.

Even if it was a lot of work, the experience gained was a hundred percent worth it.

Neurobiology

(# Answers: 1)

General

Location(s)	University of Zürich – Irchel, Online
Typical day	9:00-17:00
Longest day	8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures Lab meetings Insights into other research projects Examining prepared samples Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	4
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	2
Additional work after the corresponding block course weeks (e.g. handing in a report)	5-10h

Comments:

Students from UZH have some basic neurobiology knowledge, so they don't start from scratch. But still manageable.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Written exam Presentation Report Class participation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Neuron-Glia Interactions and Myelination in Health and Disease

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00 – 17:00
Longest day	10h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures Journal Club Insights into other research projects Examining prepared samples Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4.33
Research-orientation 1: not research-oriented // 5: very research-oriented	3.33
Size of project group(s)	Individual work, 3, Changing group sizes
Accuracy of course description 1: not accurate // 5: very accurate	4.33
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	4.67
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Oral exam Presentation Report Lab work Class participation Research proposal

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1.33
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	2.67
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

Personally: I learned a lot, it was very interesting and the lab team was extremely nice. But it was also quite time consuming.

Randomized trials

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 – 16:00
Longest day	<8h
Block course composition	Practical lab work Group projects Lectures Insights into other research projects Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	4, 5+
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

Great blockcours with very interesting topics, a lot of writing but all in all a lot of fun and a great learning experience. Especially useful in regards to getting to know what happens before one can start doing research and how to write study protocols.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Presentation Report

Comments:

Fair grading

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1
Compared to other block courses, this course was… 1: much less work // 5: much more work	2
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Xenobiotic Metabolism

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	9 - <16:00
Longest day	<8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures Journal Club

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	2
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	5-10h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	3
Independence 1: very dependent // 5: very independent	1
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-

Grading

Elements relevant for grading	Written exam Presentation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4
Compared to other block courses, this course was… 1: much less work // 5: much more work	1
The block course was… 1: too theoretical // 3: just right // 5: too practical	2
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Bioactive Natural Products from Bacteria

(# Answers: 2)

General

Location(s)	ETHZ – Hönggerberg;Online
Typical day	8:30 – 16:30
Longest day	8.5h
Block course composition	Practical lab work - wet lab Group projects Lectures Lab meetings Journal Club Insights into other research
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented // 5: very research-oriented	4.5
Size of project group(s)	Individual Work, 2
Accuracy of course description 1: not accurate // 5: very accurate	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	3.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	>10h

Comments:

Not much can be said about the organization of the block course as it had to be changed spontaneously. Already from the beginning it was planned that we would work in groups of 2/3, but that only one person at a time could be in the lab, the other working at home at the presentation and paper. Due to 2 corona incidents, the lab had to be closed twice. This meant each of us only spent 1 full day in the lab. The rest of the block course we spent at home. Our project had to be continued by our assistant.

Supervision

Technical quality of supervision 1: not competent // very competent	4..5
Independence 1: very dependent // 5: very independent	2.5
Atmosphere 1: very uncomfortable // 5: very comfortable	3.5

Comments:

-

Grading

Elements relevant for grading	Presentation Report Lab work Lab journal

Comments:

Mainly the paper and presentation were graded.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	2.5
I would recommend this block course. 1: No way! // 5: Definitely!	3.5

Comments:

I cannot judge how this course might be in a different year. This year it was definitely not optimal.

Cryo-electron Microscopic Studies of Ribosomal Complexes with Biomedically Important Viral mRNAs

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Writing lab journal Lectures Examining prepared samples

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.33
Research-orientation 1: not research-oriented // 5: very research-oriented	3.67
Size of project group(s)	Changing group sizes, 3, 4
Accuracy of course description 1: not accurate // 5: very accurate	4.67
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.33
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-10h

Comments:

Had to sit at home most of the time with really nothing to do except copying the lab-journal of the person in the lab. The idea was to meet up with that person but as no-one knew when the person in the lab was done it wasn't possible to do so. Would have been a great course but covid pretty much ruined the lab part big times and they didn't have any good alternative prepared which was kinda disappointing as the topic was extremely interesting.

Interesting structure due to the pandemic, with different teams doing different steps in the lab, while the other teams stayed at home and followed along with the script and reports from the team currently in the lab. Appropriate for the circumstances, though I assume it will go back to being present 100% in FS22.

Supervision

Technical quality of supervision 1: not competent // very competent	4.67
Independence 1: very dependent // 5: very independent	2.67
Atmosphere 1: very uncomfortable // 5: very comfortable	4.67

Comments:

Supervisors were really nice and you could ask them anything you want & they'd answer it.

Grading

Elements relevant for grading	Presentation Lab work Lab journal

Comments:

Grading was weird. They didn't grade us until nearly three months after the final day and the criteria were pretty hazy. They couldn't provide us with personal feedback on what we could improve next time. Grades weren't bad though.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4.33
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4.67

Comments:

I'd recommend the course but ONLY in non pandemics times when everyone can go to the lab full time or if they work out a back up plan for the ones who have to stay at home.

Introduction to Mass Spectrometry-based Proteomics

(# Answers: 2)

General

Location(s)	Online
Typical day	9:00 – 16:30
Longest day	8h
Block course composition	Practical lab work - dry lab Group projects Lectures Insights into other research projects

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	3
Size of project group(s)	Individual work, all course participants
Accuracy of course description 1: not accurate // 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	>10h

Comments:

Very engaged and motivated organizer and very well made scripts and presentations.

Everything was done online, bad organization in general with uninformed supervisors.

Supervision

Technical quality of supervision 1: not competent // very competent	
Independence 1: very dependent // 5: very independent	
Atmosphere 1: very uncomfortable // 5: very comfortable	

Comments:

-

Grading

Elements relevant for grading	

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	
Compared to other block courses, this course was… 1: much less work // 5: much more work	
The block course was… 1: too theoretical // 3: just right // 5: too practical	
I would recommend this block course. 1: No way! // 5: Definitely!	

Comments:

-

NMR Spectroscopy in Biology

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg;Online
Typical day	9:00 – 17:00
Longest day	8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Presentation Class participation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	2
Compared to other block courses, this course was… 1: much less work // 5: much more work	2
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Study of Epigenetic Mechanisms in Mental Health

(# Answers: 3)

General

Location(s)	University of Zürich – Irchel, Online
Typical day	9:00 - 17:00
Longest day	9h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures Journal Club Insights into other research projects
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.67
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	Individual work, 2
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

The group sizes varied as well as the locations. Some where entirely wet or dry labs and some alone or in groups of 2 or 3.

Some topics were hard to understand but they give it their all to help you understand it

Supervision

Technical quality of supervision 1: not competent // very competent	4.67
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	4.67

Comments:

Was asked at the beginning if I'd prefer to code on my own or just copy paste code - So I was able to work very independently and as soon as I struggled a quick zoom was enough to get me back on track

Grading

Elements relevant for grading	Presentation Class participation Lab work

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	3.33
The block course was… 1: too theoretical // 3: just right // 5: too practical	2.67
I would recommend this block course. 1: No way! // 5: Definitely!	4.33

Comments:

In the beginning there were a lot of lectures about bioinformatics that weren't very helpful to me. But once we started our project everything got much clearer. The project itself was very interesting and felt very near to the forefront of science. In our case it was all online (only due to corona), but several other groups also had lab work to do.

How enjoyable and useful this Block was, very much depended on the project chosen in the beginning and the supervisor.

Cool course, especially great insight into the current studies of epigenetics (Spoiler: there is way more than simple DNA-methylation)

Cause and Consequence of Unstable Genomes

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 – 17:00
Longest day	8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures (non-graded) scientific presentations

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

This course was the best organized course I have ever seen. The supervisors knew about the general time plan and adjusted the experiments thereafter. Weekly scientific presentations which weren't graded helped prepare for the final presentation.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

Supervision depends on the lab. However, I saw no lab with bad supervision.

Grading

Elements relevant for grading	Written exam Presentation Lab work

Comments:

Written exam was a word file per mail, to be returned 1h after.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

One of the best courses I have taken. The course was incredibly well organized and thought through, the supervisors adjusted the experiments to the time plan and also the results from the first week. Come for the topic, stay for the wholesomeness.

Evolution of Bacterial Pathogens

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures Journal Club

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	4
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	>10h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Presentation Report Lab work Poster

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

-

Experimentelle Biochemie

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 – 16:00
Longest day	10h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented // 5: very research-oriented	3
Size of project group(s)	2-4
Accuracy of course description 1: not accurate // 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

Course felt more like a Teaching lab. First some lectures, then some Papers to skim through and a Protocol to create based on the Papers -> two or three different protocols were possible. In the end two experiments were performed (cytochrome c isolation and chymotrypsin Km measurement) and each group had there own unique way of perfoming the experiment. The course ended with a theorie heavy exam which was graded very kindly.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-

Grading

Elements relevant for grading	Written exam Report Lab work Lab journal

Comments:

Very detailed Report grading and comments (but mostly useless and not comparable to ETH standards).

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	2
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	3

Comments:

-

Macromolecular Structure Determination Using Modern Methods

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg;PSI (Paul-Scherrer-Institute)
Typical day	9:00 – 17:00
Longest day	8h
Block course composition	Practical lab work - dry lab Lectures Examining prepared samples Excursions

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented // 5: very research-oriented	4
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	>10h

Comments:

There were two groups of students, one at ETH and one at PSI, though we all got a very interesting tour at the PSI on the second day of the block course. The students could choose if they wanted to be at ETH or at the PSI, though the students had to be split evenly.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	2
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

Several supervisors during the block course, and all very open to conversation. Super interesting to hear different perspectives about the topic and also general experiences as a researcher.

Grading

Elements relevant for grading	Presentation Report Lab work Homeworks (theory questions due by the next day)

Comments:

Deadline for the report two weeks after the end of the block course.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	5
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	2
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

If you are interested in structural biology this block course is for you.

Molecular Health: Biomedical Analysis of the Extracellular Interactome

(# Answers: 1)

General

Location(s)	Online
Typical day	9:00 – 16:00
Longest day	8h
Block course composition	Group projects Lectures Journal Club Insights into other research projects

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	1
Size of project group(s)	Changing group sizes
Accuracy of course description 1: not accurate // 5: very accurate	2
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	3
Independence 1: very dependent // 5: very independent	2
Atmosphere 1: very uncomfortable // 5: very comfortable	3

Comments:

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Grading

Elements relevant for grading	Presentation

Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	2
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	1
I would recommend this block course. 1: No way! // 5: Definitely!	1

Comments:

-

Plant-Microbe Interactions

(# Answers: 1)

General

Location(s)	ETHZ – Hönggerberg
Typical day	8:00 – 17:00
Longest day	10h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	4
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

The time at which a normal day started would vary at times.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

Very nice lab overall.

Grading

Elements relevant for grading	Written exam Presentation Report Class participation

Comments:

Written exam was open book.

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	4
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

-

RNA-Biology II

(# Answers: 3)

General

Location(s)	ETHZ – Hönggerberg, Online
Typical day	9:00 – 17:00
Longest day	8-10h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures Lab meetings Journal Club

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	4.33
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.33
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-10h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	4.33
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

This depended on the project chosen at the beginning of the course but in general all experiments were supervised and every detail controlled.

Grading

Elements relevant for grading	Written exam Presentation Lab work

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.33
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

-

Systems Neurobiology

(# Answers: 1)

General

Location(s)	University of Zürich – Irchel, Online, UZH Campus in Schlieren
Typical day	8:00 – 17:00
Longest day	10h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Lectures Journal Club Examining prepared samples

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	3
Size of project group(s)	4
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	2
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	4
Independence 1: very dependent // 5: very independent	2
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

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Grading

Elements relevant for grading	Written exam Lab journal

Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	4
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

This block course was really intense but I would definitely reccomend it if you are interested in neurobiology because it gives you a good general view of the discipline. The block course involves a big theoretical part (as an ETH student you might have to look up some things that UZH students already covered in the basic Neurobiology lecture), an anatomy and histology part of brain structures, a practical part in the lab (in the afternoons) and a yournal club.

Cellular and Behavioural Neuroscience

(# Answers: 5)

General

Location(s)	ETHZ - Irchel
Typical day	9:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lab meetings Insights into other research projects
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4.4
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	4.2
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

Well structured and convenient for the students.

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	3.8
Atmosphere 1: very uncomfortable // 5: very comfortable	4.8

Comments:

The supervisors were very friendly, I liked the atmosphere a lot!

The general atmosphere in the lab was great.

Our experiment was relevant for a Paper they were trying to finish so we weren't able to do a lot of independent stuff.

Grading

Elements relevant for grading	Presentation Lab work Class participation

Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.2
Compared to other block courses, this course was… 1: much less work // 5: much more work	2.8
The block course was… 1: too theoretical // 3: just right // 5: too practical	3.4
I would recommend this block course. 1: No way! // 5: Definitely!	4.8

Comments:

The project we got was incredibly interesting and was basically just the experiment our supervisor would have done himself if we weren't there. So it really felt like we were actually doing something interesting and not just some contrived experiment.

Many of the projects were more on the topic of molecular, rather than cellular or behavioural neuroscience and would also have fit into an RNA block course.

Very cool lab, cool peeps

Experimental Human Studies

(# Answers: 1)

General

Location(s)	Online
Typical day	9:00 – 16:00
Longest day	<8h
Block course composition	Practical lab work - wet lab Practical lab work - dry lab Group projects Lectures Insights into other research projects

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	4
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	4
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

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Grading

Elements relevant for grading	Presentation Report Group participation

Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1
Compared to other block courses, this course was… 1: much less work // 5: much more work	2
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

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Experimentelle Pflanzenökologie

(# Answers: 3)

General

Location(s)	ETHZ – Hönggerberg, Online
Typical day	9:00 – 16:00
Longest day	10h
Block course composition	Practical lab work - wet lab Group projects Lectures Project/experiment proposal Insights into other research projects Excursions Field work, work in greenhouse
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.33
Research-orientation 1: not research-oriented // 5: very research-oriented	4
Size of project group(s)	2-4
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.33
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - >10h

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	4.67
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

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Grading

Elements relevant for grading	Written exam Presentation Project design Class participation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	3.33
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	3.67

Comments:

We could design a project ourselves. That was fun! The theoretical part was sometimes a bit long and it was not very clear which parts were relevant and which weren't. The grading was not extremely fair (50:50 | project and presentation:written exam) as some projects are more time consuming than others and the group members therefore have less time to study for the exam. In general, if you are interested in experimental fieldwork with plants...this blockcourse is the perfect choice for you.

Macromolecular Structure Determination Using Modern Methods

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - dry lab

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	1
Size of project group(s)	Individual work
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	>10h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Presentation Report Lab work

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	5
Compared to other block courses, this course was… 1: much less work // 5: much more work	5
The block course was… 1: too theoretical // 3: just right // 5: too practical	5
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-

Modelling in Biology

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 – 16:00
Longest day	8h
Block course composition	Practical lab work - dry lab Group projects Journal Club

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented // 5: very research-oriented	2
Size of project group(s)	Individual work, 2
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	2
Additional work after the corresponding block course weeks (e.g. handing in a report)	5-10h

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-

Grading

Elements relevant for grading	Written exam Presentation

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

Nur Programmiere, primär Individuell, bei Fragen wärend dem Programmieren kann Kursleiterin kontaktiert werden.

Prostate cancer - from bench to bedside

(# Answers: 1)

General

Location(s)	Online, Kantonsspital St Gallen (1 day)
Typical day	9:00 – 17:00
Longest day	8h
Block course composition	Group projects Basically writing reports 24/7

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented // 5: very research-oriented	3
Size of project group(s)	1-3
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	5-10h

Comments:

Course was about prostate cancer and melanoma as there were more participants then anticipated.

Supervision

Technical quality of supervision 1: not competent // very competent	3
Independence 1: very dependent // 5: very independent	5
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

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Grading

Elements relevant for grading	Written exam Report

Comments:

50% of the grade: 3 reports (one done in a group of 3, one in groups of 2 and one individual)

50%: exam at the end of the course

Reports on

- general knowledge on prostate cancer or melanoma

- patients anamnesis and treatment options

- Histopathology of an unknown sample

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1
Compared to other block courses, this course was… 1: much less work // 5: much more work	3
The block course was… 1: too theoretical // 3: just right // 5: too practical	1
I would recommend this block course. 1: No way! // 5: Definitely!	3

Comments:

90% is lecture and writing so it depends on who likes writing and who doesn't. Surely a good course to improve writing and looking through papers for information.