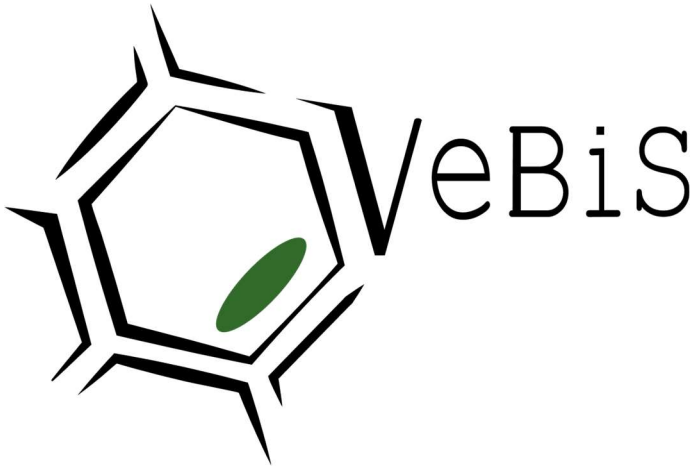

Block Course Feedback (FS22)

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 2022. 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.

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 all feedback! If you have any comments or ideas for improvement, please contact us under studentisches@vebis.ch.

Contents

CRISPR-Cas Genome Engineering in Human Cells (Answers: 2)

General

Location(s)	ETHZ - Hönggerberg
Typical day	10:00-17:00
Longest day	11h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lab meetings Insights into other research projects

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	2.5
Research-orientation 1: not research-oriented // 5: very research-oriented	4.5
Size of project group(s)	3
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)	5-10h

Comments:

-

Supervision

Technical quality of supervision 1: not competent // very competent	3.5
Independence 1: very dependent // 5: very independent	1
Atmosphere 1: very uncomfortable // 5: very comfortable	4.5

Comments:

-

Grading

Elements relevant for grading	Presentation Lab work Class participation

Comments:

There was no official specification how the grade was calculated.

Participation to journal club, 2 oral presentations, lab work

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.5
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	4
I would recommend this block course. 1: No way! // 5: Definitely!	3

Comments:

Project we worked on was very interesting subject, but there was not sufficient workload for the amount of students present.

Blockkurse in a group of 3 people with a project which was maybe enough for one person. Very boring. The assistant where kind but the project was really ridiculous. Very few lectures, no really useful to get an insight into CRISPR. Don't do that Blockkurs.

Evolutionary Genetics to Explore the Role of Genes in Trait Evolution

Neuron-Glia Interactions and Myelination in Health and Disease

BIO204 - Applied Human Evolution (UZH)

(Answers: 1)

General

Location(s)	UZH - Irchel
Typical day	09:00-17:00
Longest day	9h
Block course composition	Group projects Lectures Journal Club Insights into other research projects Project/experiment proposal Group research and presentation sessions
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)	4, 5

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)	10+h

Comments: *While it had a structured timetable, the exact contents were variable depending on student choices.*

-

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: *Very personable and engaged. Provided many helpful suggestions and advice, but was not overbearing and let students follow their own path.*

-

Grading

Elements relevant for grading	Presentation Report Assessments Personal Essays

Comments: *Main part of your grade is from group repot/presentation. Would not recommend going if you completely hate working in group contexts.*

-

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	3
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments: *This course could be considered almost the total opposite of a standard lecture. A general structure is given, but the content is very malleable. For theoretical parts, students do short research*

sessions and then give informal short presentations & discussions. The teacher described it as "An empty box. Whatever is inside is what the students put in." which I found fitting.

There was also a large emphasis placed on team-communication and general social cohesion, so the group work went a lot more smoothly than I'd usually expect.

The projects followed the structure of interviewing people about certain topics and desiging solutions based on feedback. It was an interesting creative challenge, but took a lot of extracurricular work to get a satisfying result. If you aren't a social person, I highly recommend you latch on to someone who is willing to speak with potential "users" on your group's behalf.

Regarding the end project reveal, the good news is that presentations can take any form you like (Video, powerpoint, "interprative dance") and not everyone is forced to present as long as their team accepts it and splits tasks accordingly. People are encouraged to rely on what they do well and not forced into roles they don't like.

Diseases at the human animal interface (UZH)

(Answers: 1)

General

Location(s)	UZH - Irchel
Typical day	09:00-17:00
Longest day	9h
Block course composition	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	5
Research-orientation 1: not research-oriented // 5: very research-oriented	1
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)	none

Comments: *It was a theoretical course, no practical part at all.*

-

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	5

Comments:

-

Grading

Elements relevant for grading	Presentation Class participation WIKI

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	1
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!	4

Comments:

Bioactive Natural Products from Bacteria

(Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 – 17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lectures 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	3
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)	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 Report Lab work Class participation

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!	5

Comments:

BIO206 – Modeling Cultural Evolution (UZH)

(Answers: 1)

General

Location(s)	UZH - Irchel
Typical day	10:00 – earlier than 16:00
Longest day	8h
Block course composition	Practical lab work - dry lab (= e.g. computer analysis) 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	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)	5-10h

Comments:

Lectures usually also had practical exercises and you could ask questions regarding them. Reports were variations on what had been discussed in the course.

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: *He was very laid-back and you could have engaged conversations during the exercise/individual Portion of the day.*

Grading

Elements relevant for grading	Report

Comments: *Unsure how strictly graded the course is at the time of writing this feedback.*

-

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	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!	4

Comments: *I would have preferred a bit more practical work during the official course times, as I've had multiple Bioinformatics type courses and it reiterated a few things I had already heard multiple times. Highly recommend taking this course if you took a very intense one in the first quarter and need a bit of relaxation and enjoy I.T.*

Mechanisms of plant disease resistance against fungal pathogens (UZH)

(Answers: 1)

General

Location(s)	Botanical Garden
Typical day	09:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lectures Paper presentation

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	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments: *Really well organized course, different experiments and assistants were leading the days, which made an interesting and versatile course.*

-

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: *You were given enough independence to work in lab and analysis, but still could ask for help if needed at all time.*

Grading

Elements relevant for grading	Written exam Presentation

Comments: *Additionally a lab journal and presence at each day were taken into account if grade would be around 4,*

-

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:

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

(Answers: 2)

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00 – 17:00
Longest day	10h

Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lectures

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	5
Size of project group(s)	Changing group sizes during the course
Accuracy of course description 1: not accurate // 5: very accurate	4.5
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)	5-10h

Comments: *Days during the Blockcourse were quite intense. Quite a lot of reading, preparation, writing of the lab journal.*

-

Supervision

Technical quality of supervision 1: not competent // very competent	5
Independence 1: very dependent // 5: very independent	2.5
Atmosphere 1: very uncomfortable // 5: very comfortable	4.5

Comments:

-

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	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: *Very interesting Blockcourse, intense but well organized and structured. A lot was learned in general, and the Blockcourse was of very good quality.*

Study of Epigenetic Mechanisms in Mental Health (UZH)

(Answers: 3)

General

Location(s)	UZH - Irchel
Typical day	08:00 – 18:00
Longest day	10h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Group projects Lectures Insights into other research projects 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	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	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	4
Independence 1: very dependent // 5: very independent	2
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-

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	2
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	4
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

Plant Microbiomes

(Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 – 16:00
Longest day	8h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Lab meetings Examining prepared samples

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)	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)	10+h

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	5

Comments:

-

Grading

Elements relevant for grading	Written exam 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	2
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!	1

Comments: *Group of 4 people with a project adequate for 1 person. Very boring, very long waiting times. In general little to do. The assistant were always near us and explained us really unnecessary things as if it would have been the first Blockkurse. It felt like kindergarten lab. However the atmosphere was very chill and the assistant were very kind..*

Transposable Elements

(Answers: 1)

General

Location(s)	ETHZ - Zentrum
Typical day	10:00 – 16:00
Longest day	8h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lectures

Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	2
Research-orientation 1: not research-oriented // 5: very research-oriented	5
Size of project group(s)	All course participants together no individual groups 3
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)	10+h

Comments: *A lot of free time, late starting of day*

-

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: *Three different supervisors during BK, where all gave space for free work, but least in lecture session (as they were lectures)*

-

Grading

Elements relevant for grading	Presentation Lab work Assignment was given late during BK (presentation), and lab work was not counting in the beginning, but it did in the end

Comments: *Not organized from the start. At the end of 2nd week, assignment procedure was given. Interesting and challenging presentation, which was enjoyable as it was a different assignment strategy compared to other BKs.*

-

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	2
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments: *It was a lot about genetics, but it was cool and Prof Voinnet was building up the theoretical part progressively in nice chunks for us students to understand. We (3 students) were most of times with Prof Voinnet in his office and were talking and participating in a comfortable way with him.*

Molecular Defence Mechanisms of Fungi

(Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 – 16:00
Longest day	9
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) Practical lab work - dry lab (= e.g. computer analysis) Lectures

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	5
Size of project group(s)	All course participants together no individual groups
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)	5-10h

Comments:

-

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

Comments:

-

Grading

Elements relevant for grading	Oral exam Presentation Report Lab work

Comments: *Most of the grade depends on the individual (assigned) project presentation, less of the grade depends on a written practical exam on the last day. It isn't clear how exactly the grading is distributed, and perhaps participation in form of questions or suggestions also affects grading.*

-

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	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: