



Block Course Feedback (HS22)

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 fall 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 organisation.

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.

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Cancer Progression: Mechanisms, Targets and Therapeutic Approaches

(# Answers: 4)

General

Location(s)	ETH 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), 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	2
Research-orientation 1: not research-oriented // 5: very research-oriented	3.5
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	4.25
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments: "Some days were better organized, some less. But it is important to note that this was the first time the course was done this way and thus improvements in organization can be expected."

"Super interesting, waiting time will improve"

"The organization was quite bad. Quite often the assistants did not have the required stuff prepared before we arrived and we thus waited quite some time. Sometimes the assistants hadn't even read the protocol beforehand. At times, we even played cards during our waiting times because not enough materials were available for the number of groups present and we thus had to wait for the other groups to finish. Lunch times were also not fixed unfortunately and depended on how long it took for your group to finish. Sometimes people only had 13 minutes of lunch break. However, in their defense it was the first time this block course took place and we gave this feedback to the supervisor. So, it will probably be better structured next year."

Supervision

Technical quality of supervision 1: not competent // very competent	3.5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	3.5

Comments:

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Block course feedback (HS22)

“Some assistants were well prepared and able to help, some were less prepared.”

“Supervision was good with the professors and was ok - had potential with the normal assistants”

“everyday new supervisors”

“Some assistants were better prepared than others. But in contrast to the other block courses I attended, the supervision was far worse in this block course. “

Grading

Elements relevant for grading	Presentation, Report
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Comments:

“One part of the evaluation was the presentation about a paper and one part was the written report about all experiments.”

“We received little help and guidelines during the writing of the report. ”

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	4
The block course was... 1: too theoretical // 3: just right // 5: too practical	3.25
I would recommend this block course. 1: No way! // 5: Definitely!	4.25

Comments:

“It felt very much like a practical in the first/second year. ”

BIO 392 Bioinformatics of Molecular Sequence Variations (07SMBIO392)

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - earlier than 16:00
Longest day	less than 8h
Block course composition	Practical lab work - dry lab (= e.g. computer analysis), Group projects, 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	3
Size of project group(s)	Individual work, 2, 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)	none

Comments:

Very relaxed

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	Written exam, Presentation
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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	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!	3

Comments:

Wenig Zeit Aufwand, dafür nicht so spannend

Cell Biology of the Nucleus

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	4.7
Size of project group(s)	2
Accuracy of course description 1: not accurate // 5: very accurate	3.7
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.7
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments: Usually lectures from 8:30-10:00, afterwards wet lab till about 17:00. Lunch breaks were neither too long nor too short.

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Supervision

Technical quality of supervision 1: not competent // very competent	4.7
Independence 1: very dependent // 5: very independent	3.3
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-The supervision in the project was very very good. Everyone was very kind and if you did not understand sth you could just ask :) But the supervision of the lectures and discussion was horrible. We often got disrupted and weren't able to finish our sentences.

-They were the best assistants and always explained everything nicely, taught us well and motivated us for this research. (Fly lab)

-It was great as a first blockkurs, since it was still quite guided. Our supervisors created an environment where asking questions was stimulated.

Grading

Elements relevant for grading	Written exam, Presentation, Lab work, Class participation
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Comments:

-the exam was weird, but should be better next year, since we were discussing the issues of the exam with the course leader (questions weren't clear etc)

- participation of the student during the practical work and the lectures (55% impact on finalgrade), individual written (open book) electronic exam: 1 hour (25% impact on final grade), presentation and discussion of the performed practical project including the results and characteristics of that model system (20% impact on final grade)

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.6
Compared to other block courses, this course was... 1: much less work // 5: much more work	2.6
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!	4.7

Comments:

-Clearly organized blockkurs. Lectures / wet lab work very balanced. We were divided up into groups of 2 (3), but due to the lectures, discussion and presentation all participants of the course were pooled together quite often, this allowed to also get an insight into other projects done in the blockkurs. The projects done in this blockkurs were quite diverse (cell biology of the nucleus can be basically anything ;). Feedback to the blockcourse was taken very seriously by the organizer.

-Again: the lab work was perfect and everyone there so so nice but the course-leader wasn't that friendly

Understanding and Engineering Microbial Metabolism

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg	
Typical day	9:00-18:00	
Longest day	9.5h	
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, Lab meetings	
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	4.7	
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h	

Comments:

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Supervision

Technical quality of supervision 1: not competent // very competent	4.7
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, Report, Lab work
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Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.3
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	3.3
I would recommend this block course. 1: No way! // 5: Definitely!	4.7

Comments:

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Aquatic Ecology

(# Answers: 2)

General

Location(s)	Eawag Dübendorf
Typical day	8:00-17:00
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, Excursions, Bestimmungskurs (learning to recognize different algae, insect larvae, ...) And Field work (collecting samples outside)
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	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	5
Independence 1: very dependent // 5: very independent	3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

-The assistants are very nice and the atmosphere with everyone was very familiar

Grading

Elements relevant for grading	Written exam, Report
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Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	1.5
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:

-Anwesenheitspflicht gab es bei den Vorlesungen (morgens) nicht (es wurde empfohlen aber nicht kontrolliert). Die exkursionen sind super.

Discovery of Drugs from Blue-Green Algae

(# Answers: 2)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-17:00
Longest day	10.5h
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, Lab meetings, Insights into other research projects, Project/experiment proposal, 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	5
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments:

-It was a very nice and interesting block course. Even though it was new, it was still very well structured and everyone could bring their own ideas and proposals. It was almost as a semester project, since the students were treated as members of the lab and could participate to their meetings and get insights on their work. The climate in the lab was always friendly and everyone was interested in our project and ready to help.

Supervision

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

Comments:

-The supervisor was very nice and you could always ask questions about the tasks or anything else. Also the general atmosphere in the lab was very welcoming.

Grading

Elements relevant for grading	Written exam, Report
--------------------------------------	----------------------

Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4.5
Compared to other block courses, this course was... 1: much less work // 5: much more work	3.5
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:

-The program of the block course is constantly adapted depending on the results you get and the topic is linked to the interests of the research group. You don't perform prepared experiments like in "Grundlagenpraktika" but it feels more like doing "real" research.

The Mechanisms of Natural Transformation in Competent Gram-Negative Bacteria

(# Answers: 2)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-17:00
Longest day	8.5h
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), 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	4
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	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments:

-Very nice block course

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:

-Very kind small lab. Worked with differend assistants troughout the course

Grading

Elements relevant for grading	Presentation, Report, Lab work, Lab journal
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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	3.5
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!	4.5

Comments:

-The workload was little, we did the task of 1 in a group of 3. The people were very nice, patient and understanding, great atmosphere were the supervisors/Professor helped with completing the tasks, e.g. feedback to presentation, report.

BIO 203 Primate Behaviour & Ecology

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00-earlier than 16:00
Longest day	8h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Group projects, Lectures, Project/experiment proposal, Excursions
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	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)	10+ h

Comments:

There was only an official duration in the first week. From then you can work and organize the time on your own

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	5

Comments:

Grading

Elements relevant for grading	Presentation, Report
--------------------------------------	----------------------

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

Comments:

BIO 397 Applied machine learning

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00-17:00
Longest day	8h
Block course composition	Practical lab work - dry lab (= e.g. computer analysis), Group projects, 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	1
Size of project group(s)	3
Accuracy of course description 1: not accurate // 5: very accurate	4
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)	none

Comments: keine assistenten, aber nach ein paar tagen war klar was zu tun ist

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	5

Comments:

Grading

Elements relevant for grading	Presentation, Class participation
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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	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:

-viel programmieren in Juli, wenig bio, aber hab viel gelernt.

Analysis of Human T and B Cell Responses to Infectious Agents

(# Answers: 5)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-18:00
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, 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	2
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	3.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h

Comments:

-Course was well organized.

Supervision

Technical quality of supervision 1: not competent // very competent	3.8
Independence 1: very dependent // 5: very independent	2.6
Atmosphere 1: very uncomfortable // 5: very comfortable	3.6

Comments:

-The supervisors were very competent and always provided help whenever you required it.

Grading

Elements relevant for grading	Presentation, Lab work, Class participation
--------------------------------------	---

Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	2.8
Compared to other block courses, this course was... 1: much less work // 5: much more work	2.4
The block course was... 1: too theoretical // 3: just right // 5: too practical	3.3
I would recommend this block course. 1: No way! // 5: Definitely!	3.6

Comments:

-Felt more like a Fundamental practical course than a blockcourse

BIO 267 Paleobiology and Evolution of Vertebrates

(# Answers: 1)

General

Location(s)	University of Zürich - Zentrum
Typical day	8:00-16:00
Longest day	8h
Block course composition	Group projects, 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	4
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	2
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h

Comments: It was a bit unorganized, for example it was long not clear what the report should include and how the presentation should be held.

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	4

Comments:

-In my opinion it was a bit boring

Grading

Elements relevant for grading	Presentation, Report
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Comments:

-There was a report (20 pages per 2 students) and a presentation at the end.

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	2
I would recommend this block course. 1: No way! // 5: Definitely!	3

Comments:

-the grading of the course was a report of 20 pages per person about a fossil, which had to be compared to a different species. This was so much unnecessary work, since it had to be 20 pages. At the end we were just writing unnecessary stuff in there. In my opinion this has nothing to do with a scientific report.

Biologie und Ökologie der Pilze im Wald

(# Answers: 3)

General

Location(s)	WSL Birmensdorf	
Typical day	8:00-16:00	
Longest day	8h	
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Group projects, Lectures, Examining prepared samples, Excursions	
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)	2-3	
Accuracy of course description 1: not accurate // 5: very accurate	4.3	
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.7	
Additional work after the corresponding block course weeks (e.g. handing in a report)	0-5h	

Comments: Nice day structure, most of the time lectures and excursions/lab combined

Supervision

Technical quality of supervision 1: not competent // very competent	4.7
Independence 1: very dependent // 5: very independent	2.7
Atmosphere 1: very uncomfortable // 5: very comfortable	4.7

Comments:

Grading

Elements relevant for grading	Written exam, Presentation, Report
--------------------------------------	------------------------------------

Comments:

VeBiS

Block course feedback (HS22)

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	2.7
Compared to other block courses, this course was... 1: much less work // 5: much more work	1.7
The block course was... 1: too theoretical // 3: just right // 5: too practical	2.7
I would recommend this block course. 1: No way! // 5: Definitely!	4.7

Comments:

-We went on a lot of excursion, mostly to the nearby forest in Birmensdorf where we gathered mushrooms to classify and isolate, or took samples to analyze them later. We mostly looked at our samples with the microscope, but we also did a few experiments in the lab. Overall, it was a very chill block course, and we had enough time to write our final report during the course and did not need to do any additional work after it ended.

Bioactive Natural Products from Bacteria

(# Answers: 2)

General

Location(s)	UETHZ - Hönggerberg	
Typical day	8:00-17:00	
Longest day	8h	
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Lectures, Insights into other research projects	
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4.5	
Research-orientation 1: not research-oriented // 5: very research-oriented	4.5	
Size of project group(s)	2-3	
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)	10+ h	

Comments

-The first few days are mainly lectures to give an introduction to the topic, after that it is just wet lab. For the report there is plenty of time after the blockkurs has ended

-Week 1 was a lot of lectures on bioinformatic tools, MS analysis tools they use in the lab combined with hands-on exercises. Week 2 + 3 was all wet lab

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:

-The supervisors are all very friendly and are very good at explaining any questions

-Supervision by Post Docs

Grading

Elements relevant for grading	Presentation, Report, Lab work
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Comments:

-

Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	4.5
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	2
I would recommend this block course. 1: No way! // 5: Definitely!	5

Comments:

-Hosted in the Piel lab, insight into a big group of 20+ members.

Biological Chemistry B: New enzymes from directed evolution experiments

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-19:00
Longest day	12h+
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), Group projects, Lectures, Lab meetings, 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)	2
Accuracy of course description 1: not accurate // 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive // 5: very comprehensive	4.7
Additional work after the corresponding block course weeks (e.g. handing in a report)	5-10h

Comments: Super Blockcourse, highest recommendation

Supervision

Technical quality of supervision 1: not competent // very competent	4.7
Independence 1: very dependent // 5: very independent	4
Atmosphere 1: very uncomfortable // 5: very comfortable	4.3

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	2.3
Compared to other block courses, this course was... 1: much less work // 5: much more work	4.7
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:

-The Blockcourse features very long work days (one day until 11 pm) and is pretty demanding but the enthusiasm of Professor Kast really makes this block course a blast. Most fun i had during any blockcourse.

BIO 230 Cancer Stem/Propagating Cells and their Microenvironment

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel, USZ and Camps Balgrist
Typical day	8:00-17:00
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)
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)	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)	5-10h

Comments:

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

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:

-Depended very much on what supervisor you got in the lab you chose, but usually they are PhDs and very nice

Grading

Elements relevant for grading	Presentation, Report, Class participation
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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	4
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

-I can only answer for the lab i was in, so there may be differences between the different labs, but generally there was good feedback from all labs.

BIO 258 Cancer, Immunotherapy, and Inflammation Research

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel, University of Zürich - Zentrum, Campus Schlieren
Typical day	9:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Lectures, Insights into other research projects
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)	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:

-Went every week to a different lab. As an examination we got one paper from one of those labs, which we presented as a group using the figures in the paper.

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	Class participation, Paper presentation
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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:

Computational Methods in Genome and Sequence Analysis

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-earlier than 16:00
Longest day	less than 8h
Block course composition	Practical lab work - dry lab (= e.g. computer analysis), 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	5
Size of project group(s)	Individual work
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)	none

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	Written exam, Presentation
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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!	5

Comments:

-

Expt. Lebensmittelmikrobiologie für Biologen

(# Answers: 1)

General

Location(s)	ETHZ - Zentrum
Typical day	9:00-16:00
Longest day	less than 8h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	5
Research-orientation 1: not research-oriented // 5: very research-oriented	3
Size of project group(s)	Individual work
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)	10+ h

Comments:

-Additional work: completing the lab journal at home, preparing the final presentation (10 min), preparing for final exam

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:

-Really nice supervisors, no judgement of any questions from students, some parts of the experiments (PCR, Gel Electrophoresis, etc.) were performed by the supervisors

Grading

Elements relevant for grading	Written exam, Presentation, Class participation, Lab journal
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Comments:

-No fixed percentage distribution, most weight on lab journal

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:

-The course „Lebensmittelmikrobiologie I“ is not mandatory, since the relevant theory is explained during the blockkurs.

It's smart to keep the last weekend free in order to prepare for the presentation and exam, since the presentation topic is given only a couple of days beforehand.

Mechanisms of Bacterial Pathogenesis

(# Answers: 3)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00-17:00
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), Group projects, Lectures, Lab meetings
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	3.7
Research-orientation 1: not research-oriented // 5: very research-oriented	4.7
Size of project group(s)	3
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:

Supervision

Technical quality of supervision 1: not competent // very competent	3.7
Independence 1: very dependent // 5: very independent	3.7
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

Grading

Elements relevant for grading	Written exam, Presentation, Report, Lab work
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Comments:

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Total impression

"The ratio of invested time to aquired knowledge was proportionate." 1: not accurate // 5: very accurate	3.3
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	3.7
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

Membrane Biology

(# Answers: 1)

General

Location(s)	ETHZ - Zentrum
Typical day	8:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	3
Size of project group(s)	2
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:

-The assignment to the different projects were planned to be done by a "Fair Allocation" tool on Moodle previous to the start of the blockkurs. Some kind of mistake happened and the the laboratories had to be chosen on the first day of the blockkurs in the zoom introductory lecture, this worked surprisingly well and fast.

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	4

Comments:

-Our supervisors organized the lab work in a way, that we never had very long waiting times.

Grading

Elements relevant for grading	Presentation, Lab work, Lab journal
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Comments:

-laboratory work, journal club, poster presentation each accounted for 1/3 of the final grade

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

Comments:

-The individual experiences of this blockkurs must have been very different since the labs participating in the blockkurs focused on very different aspects of "membrane biology". Techniques used in the blockkurs had a very wide range. Since the different groups (2-3 ppl) were situated in 3 different locations (PSI, Zentrum, Höggerberg) not a lot of interaction happened between them.

Methods in Cellular Biochemistry

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg	
Typical day	9:00-17:00	
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), Group projects, Lectures, Journal Club	
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	4	
Additional work after the corresponding block course weeks (e.g. handing in a report)	none	

Comments: keine assistenten, aber nach ein paar tagen war klar was zu tun ist

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	Lab work, Class participation, Poster
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Comments:

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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:

-There was a poster session on the last day where you presented your research to people from the institute.

Insulin Signalling

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Lectures, Journal Club
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	2
Size of project group(s)	Changing group sizes during the course
Accuracy of course description 1: not accurate // 5: very accurate	2
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)	0 - 5 h

Comments:

Supervision

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

Comments:

Grading

Elements relevant for grading	Presentation, Lab work, Class participation
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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	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!	2

Comments:

BIO 445 Quantitative Life Sciences: from Infectious Diseases to Ecosystems

(# 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 (= e.g. computer analysis), 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	3
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:

-Everyday you had to make a powerpoint slide about something you had learned or found interesting

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	5

Comments:

Grading

Elements relevant for grading	Presentation, Lab work, Class participation
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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	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!	2

Comments:

-There was a poster session on the last day where you presented your research to people from the institute.

Protein Change in Adaptive Evolution

(# Answers: 2)

General

Location(s)	ETHZ - Zentrum
Typical day	9:00-18:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	2
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	4
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)	0-5h

Comments:

-We were a very big group (5), so there were always people waiting, but the general structure was good.

-We were five people in this blockcourse, and at the beginning, everyone did everything together. There sometimes was not enough to do for everyone, so some people had to wait while others worked. But this eventually got better as we could do lab work more individually and split up the work. There were also days where some of us could come before the others to prepare experiments, and then could in return also leave more early. Sometimes eating lunch was a bit stressful because we only had a short break before we needed to continue with the experiment..

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	4

Comments:

-sometimes we were lost what we should do next, but when we asked he always helped us

VeBiS

Block course feedback (HS22)

-Our assistant was very committed and knowledgeable, and we had lots of great chats about science and other stuff when we had to wait on experiments to finish. Sometimes he was a bit busy since he seemed to have some other projects going on while we were there.

Grading

Elements relevant for grading	Written exam, Presentation, Lab work, Class participation, Lab journal, Poster
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Comments:

-The written exam was about two papers we had to read. At the end of the course we did a poster session where other people from the lab could come and everyone presented their poster individually, which was cool because we could just talk to each person and did not have to present in front of the whole group.

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	3.5
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

-This blockcourse was very close to research since we could do experiments with a protein nobody had done before, and the results we got were actually useful for further research. It also meant that it was not guaranteed everything would work, and we ran into some problems along the way, but our assistant was great at troubleshooting and it was a good experience for us to try and think about possible solutions. For me, this course was more exhausting than others, but it was nice not to have additional work to do after it ended..

Phytopathology

(# Answers: 3)

General

Location(s)	ETHZ - Zentrum
Typical day	8:00-17:00
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), 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	3.7
Research-orientation 1: not research-oriented // 5: very research-oriented	4.7
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	4.7
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

-The different projects were assigned by the organizers. It was made sure that all groups had a project based more on wet lab work and one leaning to more dry lab work.

The organizer Monika was charismatic, she conveys her passion about phytopathology easily. Although I don't think I would like to continue my studies in the field of agronomy, the blockkurs and especially Monika gave me a better understanding of what efforts go into securing our fundamental food production.

Supervision

Technical quality of supervision 1: not competent // very competent	4.7
Independence 1: very dependent // 5: very independent	2.3
Atmosphere 1: very uncomfortable // 5: very comfortable	5

Comments:

Our assistants were very nice. They patiently explained to us the set up of their experiments. They were also open talk to us about their academic paths, this allowed me reflect on how I would like to shape my academic future.

Grading

Elements relevant for grading	Presentation, Lab work, Lab journal, Poster
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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	2.7
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!	4.7

Comments:

-Great course to gain an initial overview of the field, especially since it's unlike anything taught in the mandatory lectures of ETH biology.

Plant Biochemistry

(# Answers:2)

General

Location(s)	ETHZ - Zentrum
Typical day	9:00-17:00
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), Lectures, Journal Club, Examining prepared samples
Structure and waiting times 1: little structure, long waiting times 5: well-structured, no unnecessary waiting times	4.5
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	3.5
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	5
Independence 1: very dependent // 5: very independent	3.5
Atmosphere 1: very uncomfortable // 5: very comfortable	4.5

Comments:

-Our Assistent was very supportive and patient

Grading

Elements relevant for grading	Presentation, Lab work, Lab journal, Poster
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Comments:

-The Labjournal had to be very detailed and it was more like a protocol than a labjournal

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	3.5
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:

-We had to do our presentations outside of the Lab hours and also additional comments for the labjournal which took up a lot of time, but I learned a lot during this blockcourse and I was able to acquire some useful skills

BIO 314 Plant Epigenetics

(# Answers: 1)

General

Location(s)	Botanic Garden
Typical day	9:00-17:00
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), 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	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	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h

Comments:

-3 different professors each getting approximately 1 week of the course. Therefore, organisation and structure was very different each week.

Supervision

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

Comments:

Grading

Elements relevant for grading	Written exam, Oral exam, Class participation, Lab journal, Poster
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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!	3

Comments:

-Very nice assistants. However, no independent work at all.

BIO 203 Primate Behaviour & Ecology

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel, Zoo Zürich
Typical day	8:00-17:00
Longest day	9h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	2
Size of project group(s)	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)	0 - 5 h

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	5

Comments:

Grading

Elements relevant for grading	Presentation, Report
--------------------------------------	----------------------

Comments:

-laboratory work, journal club, poster presentation each accounted for 1/3 of the final grade

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	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!	5

Comments:

Parallels Between Tissue Repair and Cancer

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00-17:00
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), Group projects, Lectures, Lab meetings, 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	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	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 - 10 h

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	4

Comments:

Grading

Elements relevant for grading	Written exam, Presentation, Lab work
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Comments:

VeBiS

Block course feedback (HS22)

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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	3
I would recommend this block course. 1: No way! // 5: Definitely!	4

Comments:

BIO 264 Paleobiology and Evolution of Invertebrates

(# Answers: 1)

General

Location(s)	University of Zürich - Zentrum	
Typical day	8:00-17:00	
Longest day	9h	
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), 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	3	
Size of project group(s)	2	
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	4
Atmosphere 1: very uncomfortable // 5: very comfortable	4

Comments:

-The supervisors were really helpful and able to make a somewhat boring topic into a really interesting one.

Grading

Elements relevant for grading	Presentation, Lab work, Lab journal
--------------------------------------	-------------------------------------

Comments:

- Written short exams over a topic previously discussed
- report (8-12 pages)
- presentation of report"

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

Comments:

-We were only seven persons in the course and with the prof. the atmosphere was really good. Also the lecturer are quite good and helpful in writing the report.

We always had lecture in the morning and time to work on the report in the afternoon.

BIO 263 Marine Megafauna in deep time

(# Answers: 1)

General

Location(s)	University of Zürich - Zentrum
Typical day	8:00-17:00
Longest day	9h
Block course composition	Practical lab work - dry lab (= e.g. computer analysis), 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	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	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments:

-Very well structured and organized

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:

-Lovely prof and supervisor, very welcoming

Grading

Elements relevant for grading	Presentation, Report, Class participation
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Comments:

-Little quiz at the end of each lecture (but easy to answer)

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

Comments:

-Usually research (dry lab) in the mornings and lectures and talks in the afternoon

BIO 373 Next Generation Sequencing for Evolutionary Functional Genomics

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel	
Typical day	9:00-17:00	
Longest day	8h	
Block course composition	Practical lab work - dry lab (= e.g. computer analysis), 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	3	
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	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:

-It was mistly content on lectures we already had. There is a really essy final exam and a presentation. If you dont pay attention at all you still get a good grade. If you want to leabt something new i don't recommend it but if you just want a easy good grade without many efforts you are at the right place

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	3

Comments:

-Written exam, Presentation

Grading

Elements relevant for grading	Presentation, Lab work, Lab journal
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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	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!	2

Comments:

-I didn't really learned anything new but it was still interesting.

BIO 210 Human Behavioural Ecology and Cultural Evolution

(# Answers: 1)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00-16:00
Longest day	8h
Block course composition	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	2
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	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments:

-Students from UZH had some basic lectures on anthropology, but the course is still comprehensible without them.

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:

-From the second week on, we could work very independently on our group project, i.e. conduct our experiment, analyze the results and write the paper. There were always opportunities to discuss the results with the supervisors and they would help us with statistics.

Grading

Elements relevant for grading	Presentation, Class participation, Paper
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Comments:

-Presentation, Class participation, Paper

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!	4

Comments:

-Since this was an anthropology course, it was very different from the lectures and practicals we had during the first two years at ETH. In the first week, we did some social experiments with the whole group, and afterwards we could design and conduct our own behavioural experiment in small groups. It was a good block course to gain experience in the whole process of designing, conducting and analyzing an experiment, and finally write a short paper about it. It was also nice that we had enough time to do all of the work before the block course ended. I'd recommend this course if your interested in seeing a different field of biology which has nothing to do with lab work, and like to read and discuss some papers.

Introduction to Mass Spectrometry-Based Proteomics

(# Answers: 1)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00-16:00
Longest day	8h
Block course composition	Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.), Lectures, Computational lab
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)	Individual work
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 - 10 h

Comments:

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:

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Grading

Elements relevant for grading	Presentation, Report, Class participation
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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!	5

Comments: