



Block Course Feedback FS23

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.

Contents

Disclaimer	2
Neuron-Glia Interactions and Myelination in Health and Disease	4
Practical Microscopy	6
Molecular Mechanisms of Cell Dynamics	8
Xenobiotic metabolism - with special emphasis on toxicological aspects	10
NMR Spectroscopy in Biology	12
Study of Epigenetic Mechanisms in Mental Health	14
Ecological Networks	16
Bioactive Natural Products from Bacteria	18
BME357 Diseases at the human-animal interface	20
Protein-derived Activity Probes for Ubiquitin Pathways	22
Cryo-electron Microscopic Studies of Ribosomal Complexes with Biomedically Important Viral mRNAs	24
BME 305 Methods in experimental and clinical pharmacology	26
Metabolomics	28
BIO431 Cell death and inflammation	30
BIO 247 Cellular Response to Genotoxic Stress	32
BME 326 evolution of bacterial pathogens	34
Systems Neurobiology	36
Cause and Consequence of Unstable Genomes	38
BME 326: Evolution of Bacterial Pathogens	40
Organische Chemie II (für D-BIOL)	42
Structure Determination by Cryo-EM: Data Processing and Analysis	44
Transposable Elements	46
Evolutionary Medicine	48
Cellular and Behavioural Neuroscience	50
Human brain activity and the mind	52
Diversity of the Tetrapoda	54

Neuron-Glia Interactions and Myelination in Health and Disease

5 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00 - 17:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • 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 • Project/experiment proposal • Group projects • Lab meetings • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4.5
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	2
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 - 10 h, 10+ h, none

Comments

Very organized, well structured and always according to schedule

Absolutely great. This block course fills many gaps regarding research skill, has highly motivated and motivating people taking care of the block course.

Very well organized

Supervision

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

Comments

Very professional and experienced supervision, but always approachable and helpful

Best supervision of any block course so far.

Grading

Elements relevant for grading	Oral exam Presentation Class participation Written Research Proposal Lab work PhD proposal Report Proposal
--------------------------------------	---

Comments

The PhD proposal is the main piece of work for grading, although the others also count to that. It brings many new insights, which were not provided in other block courses, a big emphasis on the understanding of how to conduct research and how to structure experiments. Filled a huge knowledge gap.

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” <small>1: not accurate, 5: very accurate</small>	2.67
Compared to other block courses, this course was... <small>1: much less work, 5: much more work</small>	4.5
The block course was... <small>1: too theoretical, 3: just right, 5: too practical</small>	2.5
I would recommend this block course. <small>1: No way!, 5: Definitely!</small>	3.67

Comments

Even though the amount of work in the beginning can appear overwhelming, it is nicely paced out between the three weeks. There is time to work on the written proposal during the block course. Very friendly supervisors with nice atmosphere. A lot of experience is gained about experimental planning and critical thinking and data interpretation.

10/10

This block course was quite overwhelming. It's really not for people who are uncomfortable speaking in front of a group of people because you have to constantly raise your hand and answer questions to get "points", plus you have to do 2 presentations (not counting the data discussion in front of the whole group). You also have to be comfortable speaking, interacting and discussing with the "senior assistant".

It is quite a lot of work, but well worth it.

Küss dein Auge, Fabrizio

Practical Microscopy

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00 - 17:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> • 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 • 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	3
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

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Oral exam Presentation
--------------------------------------	---------------------------

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	2
I would recommend this block course. 1: No way!, 5: Definitely!	3

Comments

No comments for this section

Molecular Mechanisms of Cell Dynamics

2 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00 - 17:00 9:00 - 17:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • 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 • Examining prepared samples • Project/experiment proposal • Poster

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	4.5
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h, 5 - 10 h

Comments

It was very good organized and structured. Every day we had lectures from 8:30 - 10.00 (all blockcourse participants together) and afterward lab in our individual groups of 2 people.

Supervision

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

Comments

Very nice team spirit in the whole lab (Weiss Lab)

Grading

Elements relevant for grading	Presentation Lab work Poster Proposal Project proposal (one-pager)
--------------------------------------	--

Comments

50% lab work, 30% poster / poster session, 20% Project proposal

Total Impression

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

Comments

No comments for this section

Xenobiotic metabolism - with special emphasis on toxicological aspects

1 answer(s)

General

Location(s)	University of Zürich - Irchel, Schlieren (1 Nachmittag)
Typical day	9:00 - 16:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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)	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

Es gab "freie" Nachmittage, an welchen man idealerweise an den Reports arbeitet. Somit musste meine Gruppe nach dem Ende keine weitere Zeit für den Blockkurs aufwenden. Dieser Blockkurs gab einem relativ viel zeitliche Freiheit, da man nicht immer an einen festen Stundenplan gebunden war.

Supervision

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

Comments

4 different practicals were supervised by 4 different supervisors. Some of them were a bit more enthusiastic than others, but overall all took the time to explain to us the respective experiments and methods used in detail. They also gave exiting insights into their work life as a PhD at UZH. The organizer of this Blockkurs is very sympathetic and interested in the opinion of his students (won a Golden Owl at some point ;)).

Grading

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

Comments

Written exam: 50%,

Paper presentation: 25%,

Reports: 25%

Exam was not hard, however focused on details of the lectures and not on the general understanding. We were provided an exam of the previous year to prepare ourselves.

Total Impression

“The ratio of invested time to acquired 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

In this Blockkurs one does not participate in active scientific research, but has practicals tailored to students. Own geno- and phenotypes are analyzed.

NMR Spectroscopy in Biology

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 18:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	5
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments

Lots of introduction to the topic of nmr in biology first

Supervision

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

Comments

No comments for this section

Grading

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

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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

No comments for this section

Study of Epigenetic Mechanisms in Mental Health

2 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00 - 16:00 9:00 - earlier than 16:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Lectures • presentation workshop

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented, 5: very research-oriented	4
Size of project group(s)	3, 4
Accuracy of course description 1: not accurate, 5: very accurate	3.5
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, none

Comments

We could choose a project in the beginning and then worked in groups of 3 to 4 people. Our project was not too much work for 4 people, therefore we had some waiting times.

The first part of wet lab was well organized. During the second part, where we did a mix of wet lab and coding, we sometimes only knew on the day when we had to be there.

Supervision

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

Comments

Wet lab was supervised, but during the coding part we were mostly on our own.

Grading

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

Comments

there was a presentation workshop to prepare for the final presentation

Total Impression

“The ratio of invested time to acquired 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	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!	3.5

Comments

Our project was a bit unclear at times. We did not really do neuroepigenetics, but more on bone marrow cells and oocyte RNA.

Very nice and research oriented block course giving insight into new topics/ methods!

Ecological Networks

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	10:00 - earlier than 16:00
Longest day	less than 8h
Block course composition	• 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)	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)	none

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Daily exercises
--------------------------------------	---------------------------------

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” 1: not accurate, 5: very accurate	3
---	---

<p>Compared to other block courses, this course was... 1: much less work, 5: much more work</p>	<p>1</p>
<p>The block course was... 1: too theoretical, 3: just right, 5: too practical</p>	<p>3</p>
<p>I would recommend this block course. 1: No way!, 5: Definitely!</p>	<p>3</p>

Comments

No comments for this section

Bioactive Natural Products from Bacteria

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 18:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • 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	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	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 - 10 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work
--------------------------------------	------------------------------------

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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!	5

Comments

No comments for this section

BME357 Diseases at the human-animal interface

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	less than 8h
Block course composition	<ul style="list-style-type: none"> • Group projects • Lectures • Journal Club

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

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Class participation Wiki
--------------------------------------	---

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	1
I would recommend this block course. 1: No way!, 5: Definitely!	3

Comments

No comments for this section

Protein-derived Activity Probes for Ubiquitin Pathways

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg, University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	less than 8h
Block course composition	<ul style="list-style-type: none"> • 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	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)	5 - 10 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Report
--------------------------------------	--------

Comments

Report+ presentation

Total Impression

“The ratio of invested time to acquired 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	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

No comments for this section

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

1 answer(s)

General

Location(s)	ETHZ - Höggerberg
Typical day	9:00 - 17:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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	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

There was quite a lot of waiting time (watching other student) and sometimes the two groups merged into one group of 6 people as we were doing the same experiment.

Supervision

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

Comments

No comments for this section

Grading

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

Comments

We had to write a Lab journal but it didn't influence the grade

Total Impression

“The ratio of invested time to acquired 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!	2

Comments

The group was very friendly

BME 305 Methods in experimental and clinical pharmacology

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	8:00 - 17:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	2
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	5+
Accuracy of course description 1: not accurate, 5: very accurate	1
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 - 5 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam
--------------------------------------	--------------

Comments

There was only a final exam as a grade and nothing more.

Total Impression

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

Comments

If you like pharmacology it's fun. But we had only 4 afternoon of labwork and the rest was lecture from 8:00 to 16:45. This was way too long and it was sometimes really boring as an ETH student because we already had at least half the stuff in our lectures. Lab work was also really bad. You couldn't fuck up and it felt like a first semester practica.

Would not recommend this course.

Metabolomics

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00 - 16:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> • 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

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)	3
Accuracy of course description 1: not accurate, 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments

Standard procedure: There was a report and a presentation of the lab work.

Supervision

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

Comments

We had lot's of unsupervised time to find out compounds that were given to us.

Grading

Elements relevant for grading	Presentation Report Lab work
--------------------------------------	------------------------------------

Comments

Was easy going and not competitive.

Total Impression

“The ratio of invested time to acquired 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

It was really interesting to get a deeper insight into the metabolomics field. The supervisors were great and also the work with the professor was great fun (Zamboni).

BIO431 Cell death and inflammation

1 answer(s)

General

Location(s)	University of Zürich - Irchel, Balgrist
Typical day	8:00 - 18:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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

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

Comments

No comments for this section

Supervision

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

Comments

She let us work alone for things we did before but was always supervising us, which was very nice

Grading

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

Comments

There were two presentations

Total Impression

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

Comments

Everyone was very great in the blockcourse

Timepoint when we start or end with half-hour points

BIO 247 Cellular Response to Genotoxic Stress

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> • 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 • 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	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)	none

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation Lab work Lab journal
--------------------------------------	---

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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!	4

Comments

No comments for this section

BME 326 evolution of bacterial pathogens

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> • 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

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	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 - 5 h

Comments

No comments for this section

Supervision

Technical quality of supervision 1: not competent, 5: very competent	3
Independence 1: very dependent, 5: very independent	2
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Poster
--------------------------------------	------------------------------------

Comments

No comments for this section

Total Impression

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

Comments

No comments for this section

Systems Neurobiology

2 answer(s)

General

Location(s)	University of Zürich - Irchel, University of Zürich - Schlieren, University of Zürich - Irchel
Typical day	8:00 - 17:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • 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)	4
Accuracy of course description 1: not accurate, 5: very accurate	2
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)	none, 10+ h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

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

Comments

The presentation was about a paper. So it was extremely time consuming. But the grade only counted 1/3. And the exam was difficult (information of 13x 90min lectures). It was really hard work to pass this blockcourse.

Total Impression

“The ratio of invested time to acquired 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	4
The block course was... 1: too theoretical, 3: just right, 5: too practical	1
I would recommend this block course. 1: No way!, 5: Definitely!	1

Comments

The "practical" part was watching other people (phd and master students) do their stuff. (Other groups had more practical work but we had nearly zero). Some days were just lectures from 8 to 5. It did not feel like a blockcourse. The preparation for the presentation and exam took soooo much time. Yes some things were very interesting. But all in all i would definitely not choose this course again.

Cause and Consequence of Unstable Genomes

2 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 16:00 9:00 - 17:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	4.5
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	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, none

Comments

Schedule, workload and content of this course depends a lot on the group that your assigned to

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Lab work Poster Class participation
--------------------------------------	---

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	2.5
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!	4.5

Comments

No comments for this section

BME 326: Evolution of Bacterial Pathogens

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	5
Size of project group(s)	4
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Poster report on seminar talk
--------------------------------------	--

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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

What was really cool is that you were able to work on two different projects. One for the first week and a second one for the rest of the time. The second project was the main project which was then presented at the final presentations. The projects were allocated based on personal preferences and the groups switched projects. The supervisors were slightly different but mostly very competent and the atmosphere was good.

Organische Chemie II (für D-BIOL)

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 20:00
Longest day	more than 12h
Block course composition	<ul style="list-style-type: none"> Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work
--------------------------------------	------------------------------------

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	5
The block course was... 1: too theoretical, 3: just right, 5: too practical	5
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

No comments for this section

Structure Determination by Cryo-EM: Data Processing and Analysis

1 answer(s)

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 17:00
Longest day	8h
Block course composition	• 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	2
Research-orientation 1: not research-oriented, 5: very research-oriented	1
Size of project group(s)	All course participants together, no individual groups, 5+
Accuracy of course description 1: not accurate, 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments

They didn't always know/were on the same page what was expected from us

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Class participation We had Homework sometime were they would send us questions per mail that we had to answer
--------------------------------------	--

Comments

There were no real guidelines on what was expected from us in the report and presentation.

Total Impression

“The ratio of invested time to acquired 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!	1

Comments

In the first part we simply followed an online tutorial, which felt kinda weird and unpersonal

Transposable Elements

1 answer(s)

General

Location(s)	ETHZ - Zentrum
Typical day	9:00 - earlier than 16:00
Longest day	8h
Block course composition	<ul style="list-style-type: none"> • 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	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 - 5 h

Comments

Organization was a bit poor, some lectures were on tuesday morning when were not supposed to have any blockcourse. But otherwise the schedule is very chill

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Class participation
--------------------------------------	-------------------------------------

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	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

No comments for this section

Evolutionary Medicine

1 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 17:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	5
Research-orientation 1: not research-oriented, 5: very research-oriented	5
Size of project group(s)	5+
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

First Week: Lectures and Exercises

2nd/3rd Week: individual group Project

Supervision

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

Comments

They helped us if needed but always let us work on our own

Grading

Elements relevant for grading	Presentation Class participation Poster
--------------------------------------	---

Comments

Participation was important and Presentations were graded together

Total Impression

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

Comments

It was a Research Blockkurs, we collected Data from old books about the first World War and Spanish Flu (there were also other Projects) and analyzed them. At the end we had the Best BBQ Event

Cellular and Behavioural Neuroscience

2 answer(s)

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 17:00 8:00 - 16:00
Longest day	10h
Block course composition	<ul style="list-style-type: none"> • 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

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, 4
Accuracy of course description 1: not accurate, 5: very accurate	3.5
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, none

Comments

We could choose one of four projects before the course started. Ours was also about behavioural neuroscience, but the others were mostly molecular. Our supervisor organized the course very well, we always knew what to do and how it fit into the experiment. We could do a behavioural experiment with mice which we then analysed with molecular and computational methods. We also saw experiments other people were working on in the lab, which was very interesting.

Supervision

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

Comments

The people in the lab were great, we felt like a part of their lab during the block course and we had a really good time there. Everybody took their time to explain what we had to do and helped us if we needed it.

Grading

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

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” <small>1: not accurate, 5: very accurate</small>	3.5
Compared to other block courses, this course was... <small>1: much less work, 5: much more work</small>	3
The block course was... <small>1: too theoretical, 3: just right, 5: too practical</small>	3
I would recommend this block course. <small>1: No way!, 5: Definitely!</small>	4.5

Comments

There were no lectures, but they explained us on the go what we needed to know for the experiments and analysis. We could do a lot of hands-on work on an experiment our supervisor would have done anyway, and saw a lot of different experimental techniques. It was the best blockcourse I took, and I really recommend it if you are interested in neuroscience!

Human brain activity and the mind

1 answer(s)

General

Location(s)	UZH Schlieren, Epi Klinik Lengg
Typical day	9:00 - 16:00
Longest day	9h
Block course composition	<ul style="list-style-type: none"> • 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	2
Size of project group(s)	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

No comments for this section

Supervision

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

Comments

We had a lot of time to independently work on two presentations.

Grading

Elements relevant for grading	Presentation Report Class participation
--------------------------------------	---

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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	1
I would recommend this block course. 1: No way!, 5: Definitely!	3

Comments

This blockcourse was a mix of neuroscience (measuring brain activity with EKG and fNIRS) and a lot of philosophical discussions (e.g., What is free will?).

Diversity of the Tetrapoda

1 answer(s)

General

Location(s)	Zoological Museum
Typical day	8:00 - 16:00
Longest day	11h
Block course composition	<ul style="list-style-type: none"> • Group projects • Lectures • 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	2
Size of project group(s)	Changing group sizes during the course
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 - 5 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Oral exam Presentation An exercise we did in class
--------------------------------------	--

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired 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

We spent a week in wallis and i think next year they sadly won't be doing this anymore. Generally they said that this course might be very different next year. But the supervisors were really good and some of them will still be there next year i think. So i can imagine that the new version of this course will still be nice.

For me this was the best blockcourse.

