Block Course Feedback
HS23

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 2023. Courses which were not evaluated are therefore not listed.

The evaluation represents neither the opinion of the VeBiS/BiUZ 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 or dienstleistungen@biuz.ch.

Contents

551-0336-00L Methods in Cellular Biochemistry

1 answer

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 17:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Lectures • 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	4
Size of project group(s)	3
Accuracy of course description 1: not accurate, 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	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	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 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	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

No comments for this section

551-0337-00L Cell Biology of the Nucleus

7 answers

General

Location(s)	ETHZ - Hönggerberg, University of Zürich - Irchel
Typical day	8:00/9:00 - 16:00/17:00/18:00
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) • Lab meetings • Lectures • Insights into other research projects • Group projects • Examining prepared samples • Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented, 5: very research-oriented	4.5
Size of project group(s)	3, 2
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	none, 5 - 10 h, 0 - 5 h

Comments

Well organized block course with interesting projects. Sometimes long days.

The Lecture were boring and the days were exhausting. Day dtarted at 8:30 on average

Good organisation, we know from the beginning what comes later

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

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation Lab work Class participation

Comments

50% practical work, 30% presentation, 20% exam

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	2.5
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments

- very diverse: wet lab, cryostat, immunofluorescence, live imaging, analysing data with RStudio
- 5 different supervisors: with each we did different types of experiments
- time included in the schedule to study for the written exam and work on the presentation, did not have to do much at home

Lot to invest in the Blockkurs but big output (you learn a lot)

551-0345-00L Mechanisms of Bacterial Pathogenesis

9 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	10:00/8:00/9:00 - 16:00/17:00/18:00/earlier than 16:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lectures • Insights into other research projects • Group projects • Lab meetings • 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	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	4.5
Size of project group(s)	3
Accuracy of course description 1: not accurate, 5: very accurate	3.5
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, 5 - 10 h

Comments

It really depends on who you get as your assistant, but in general, i hear no complains

The Hardt Lab works with mice, it was very interesting and you get used to it quickly. If you wouldn't want to work with mice, you can tell them and you can do other things in the meantime. Additionally, the amount of exposure (going to mouse house, dissecting them, etc.) to the mice varied very strongly between groups.

every group of three had there personal assistant (a post-doc). each group worked on a research question the assistant really works on at the moment. this meant that in the lab there was literally noone better informed and invested in your project. Obviously the post-docs were all very invested and passionate about their research and on us (trying) to work on it. That meant that the data we (students) obtained during the wetlab really was used for further researche by our assistants.

Structure and work is very dependant on the supervisor of each group.

The block course was organized quite well. Your experience will depend a bit on your supervisor. There were five postdocs who worked with three students each.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	3.67
Independence 1: very dependent, 5: very independent	4
Atmosphere 1: very uncomfortable, 5: very comfortable	4.5

Comments

The Lab seems distant and reserved at first, but if you just start talking to them and break the ice, they turn out to be very nice!

At least in the beginning of the course, we couldn't really work independentally because we had to be introduced into literally everything we had to do (why are we doing it, how we do it, how the tools for it have to be used, ...) this felt really necessary. The further we carried on the more indepently we could work, but we could always ask for help or a second opinion since we tried to obtain data that could really be trusted and used for further research.

Our supervisor often showed us techniques or an example on one sample and then left us to do our own stuff most of the time. I thought this was quite cool, because it was more similar to actually doing work, but you have to enjoy this style of teaching. Again, experiences can vary depending on the supervisor.

Grading

Elements relevant for grading	Written exam Presentation Report Lab work Class participation

Comments

33% open book exam (easy), 33% presentation and 33% report (which in itself is 50% participation)

the presentation (we presented our obtained data and what we did in the lab as a group) and the written exam (4 seperate questions each on one of the 4 presentations from the assistants) each were weighted as a 1/3 of the grade. the last 1/3 was (at least for our group since its a grade given by the assistans) composed of the report and our performance in the wetlab.

Report was graded before corrections were done, corrections did not have an impact on the grade. Exam was open book one question per lecture and took 30 minutes.

1/3 open book written exam on four lectures, 1/3 presentation in your research group about your project, 1/3 individual written report (in reality half of this is your in-lab performance, but you only find out almost at the end of the course). The report has to be revised and resubmitted, but the grade is based on the original submission. You are provided with a very detailed sheet regarding the grading of the report.

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	3.5
The block course was... 1: too theoretical, 3: just right, 5: too practical	2.5
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments

if you are considering taking microbiology as a master course, i would definitely take this course!

Each participant was randomly assigned to a group of three, which again, was randomly assigned to a PostDoc. They all research pathogenesis of salmonella, but in vastly different flavours (e.g. SPI-2 type 3 secretion systems, colonization resistance, quorum sensing etc etc) so the experience is quite different between groups. I really liked my project and my supervisor was pretty cool, so I would recommend it for sure

Best block course so far. absolutely loved it. Will maybe even try to do my semester project there (Hardt Lab)

Before each seminar, the blockcourse students got to chat with the guest lecturer invited. This was a good chance to gain some insights into life in academia and different career paths.

As said before, your experience will strongly depend on your supervisor and how compatible you are. We did actual work for a real research project which was very cool. Also, be aware that most projects in this block course contain work with mice. I really enjoyed my time in this block course looking back on it. The main negative for me was that there was no fixed schedule. Sometimes we started at 8:30, sometimes at 10:00. A few times we were only done by 19:00, but you don't really know these things in advance, so it is hard to plan your remaining time. However, the supervisors were very understanding if you had other commitments and couldn't stay until e.g. 19:00.

Super great block course, would definitely recommend it

551-0351-00L Membrane Biology

2 answers

General

Location(s)	ETHZ - Hönggerberg, University of Zürich - Irchel, PSI (Paul-Scherrer-Institute)
Typical day	9:00 - 16:00/18:00
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) • Lab meetings • Journal Club • Insights into other research projects • Group 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	5
Size of project group(s)	3
Accuracy of course description 1: not accurate, 5: very accurate	2.5
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, 0 - 5 h

Comments

- time invested after the official duration was to study for the presentation, finish up the power point

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 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	2.5
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

Comments
- sometimes a bit confusing which experiment we were working on, as we did not have a schedule nor a script
- interesting topics of research, still lots of unknown facts even to the supervisors
- lots of microscopy
- lots, almost the whole of last week, to work on the poster presentation; in general lots of time to work on the presentations - perhaps not enough experiments?

551-0352-00L Introduction to Mass Spectrometry-Based Proteomics

4 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 16:00/17:00
Longest day	8h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis) • Lectures • 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	4.5
Research-orientation 1: not research-oriented, 5: very research-oriented	2.67
Size of project group(s)	2, 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	3.67
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h, 0 - 5 h

Comments

Half of the course consists of data analysis and around 4 days of wet lab

In the wet lab we worked in groups of two, but bioinformatic, report and presentation was individual work

This blockcourse is very theory heavy. More than half the practical work is dry lab and 2/3 of the time consisted of lectures and presentations

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

The supervisor was very patient and helped if we had problems with the lecture or informatics

The senior scientist was super passionate about the work and really got the group engaged and motivated. The amount of effort he put into making the blockcourse a smooth sail was highly valued and appreciated.

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	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!	4

Comments
if you liked the lectures about mass spectrometry in bioanalytics in the second year, this is a great course for you. If you don't really know what to choose, Iwould opt for this one, since most fields in biolgy will have to use a MS at some point, its good to have gone through the process from start to finish at least once and the main organizor, Ludovic, is great and reallyloves what he does. But if MS don't speak to you and you want a more practical blockcourse, I would choose a different one!

Mainly, you just listen to mass spectrometry techniques during lectures. I did not understand a lot because it feels like a bombardment of information but people interested in Bioanalytics I would strongly recommend this course. People who are not that proficient in that field, it is still a very nice course to acquire some skills in excel and with a variety of other Programms.

If you are interested in mass spectrometry or proteomics it is a great start

551-0355-00L Phytopathology

3 answers

General

Location(s)	ETHZ - Zentrum
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) • Lectures • Examining prepared samples • Group projects • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4.5
Research-orientation 1: not research-oriented, 5: very research-oriented	5
Size of project group(s)	3, Individual work
Accuracy of course description 1: not accurate, 5: very accurate	1.33
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)	none, 5 - 10 h, 0 - 5 h

Comments

work load dependant on supervisor of each group

Supervision

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

Comments

Really nice atmosphere in the group, very kind and fun people

Grading

Elements relevant for grading	Presentation Lab work Lab journal

	Poster Class participation

Comments

Each student made a poster which was presented in 5 minutes.

Total Impression

“The ratio of invested time to acquired 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	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!	5

Comments

No comments for this section

551-0359-00L Plant Biochemistry

5 answers

General

Location(s)	ETHZ - Zentrum
Typical day	9:00 - 17:00/18:00
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) • Journal Club • Examining prepared samples • Group 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
Size of project group(s)	2, 4
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)	0 - 5 h, 5 - 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	2.5
Atmosphere 1: very uncomfortable, 5: very comfortable	4.5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Lab journal 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	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!	4.5

Comments
I really liked this blockcourse. We got to spend most of the time in the lab, where we were closely supervised by motivated people. As the groups were small, you could do everything by yourself, ask questions, etc. I learned a lot in these 3 weeks and had a lot of fun.

551-0361-00L Biologie der Moose und Farne

1 answer

General

Location(s)	ETHZ - Zentrum
Typical day	08:00 - 16:00
Longest day	8h
Block course composition	• 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)	none

Comments

impeccable time management

Supervision

Technical quality of supervision 1: not competent, 5: very competent	5
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 Class participation 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	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

It's really just that, a course about moss and ferns and their taxonomy. If you like that, you'll feel right at home.

551-0370-00L Einführung in die Ökologie

4 answers

General

Location(s)	ETHZ - Zentrum, Botanical Garden, Zoo Zürich, Eawag Dübendorf
Typical day	9:00/later than 10:00 - 16:00/earlier than 16:00
Longest day	less than 8h
Block course composition	• Lectures • Insights into other research projects • Excursions • Presentations

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	2.5
Size of project group(s)	All course participants together, no individual groups, Individual work, Changing group sizes during the course
Accuracy of course description 1: not accurate, 5: very accurate	4.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h, 0 - 5 h, none

Comments

Lot of free time for projects

in general a very easy block course

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	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Poster Short Text

Comments

No comments for this section

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” 1: not accurate, 5: very accurate	2.67
Compared to other block courses, this course was… 1: much less work, 5: much more work	1.5
The block course was… 1: too theoretical, 3: just right, 5: too practical	2.5
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments

- I would recommend this block course depending on what you are looking for: we mainly had presentations from master students or PhDs about their research, and a few lectures about basic principles in ecology. So you mostly get an insight into different research projects but I, personally, would have liked more lectures about ecology itself.
- It is a pretty laid back course, with self-study time on wednesday and friday mornings, and 2-3 hours of lectures in the afternoon.
- We also had different excursions to the Zoo, Botanical Garden and the EAWAG.
- For the presentation, poster and report, we were relatively free to choose any topic in ecology.

551-0421-00L Biologie und Ökologie der Pilze im Wald

8 answers

General

Location(s)	Swiss Federal Institute for Forest, Snow and Landscape Research WSL, WSL (in Birmensdorf)
Typical day	08:00/8:00 - 16:00/17:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Lectures • Insights into other research projects • Examining prepared samples • Excursions • Sampling in the forest • 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	3
Size of project group(s)	All course participants together, no individual groups, 2, 3, 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	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h, 5 - 10 h, 10+ h

Comments

Der Kurs begann um 08:16 und ging meistens bin 16:30
Viel Wegzeit :(
Exkursion ins Wallis war ziemlich unnötig

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
Wir waren oft im Wald am Pilze sammeln oder Mykorrhiza-Pilze ausgraben

All of them were really nice.

Grading

Elements relevant for grading	Written exam Presentation Report

Comments
Man erwartete, dass sehr viele Pilzarten (lateinische Namen) auswendig gelernt werden

There is time given during the last two weeks to prepare the presentation, to write the report and for studying.

There was an exam in the end of the course about all the lectures. Also we did some experiments in the lab. Each group had to write a report on one of the experiments using the results of all groups. And each person had to prepare a presentation of 8 min about a Fungi (We could choose a topic from a list).

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	2
The block course was… 1: too theoretical, 3: just right, 5: too practical	2.5
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments
There were a lot of lectures. What I quite liked is that we went into the forest multiple times to collect our own samples, that we then got to analyse. The lab work consisted mostly of working with a microscope or plating samples on agar plates.

Laborarbeit war Mikroskopieren und Agarplatten auswerten (nichts kompliziertes)

Because the blockcourse is in Birmensdorf and started at 8:15, some had to get up early. Overall it was very cool working outside and at another place than ETH

It's definitely a blockcourse i'll miss, it was very nice. At first the program seemed a bit overwhelming but everything worked out nicely in the end.

The blockcourse gave a nice insight in what they are working on with fungi at WSL. It is research but not just lab, which showed a really nice other part of biology that we mainly saw until now. The course is held in german (Because everyone spoke Swissgerman some parts were in Swiss).

551-1119-00L Microbial Community Genomics

5 answers

General

Location(s)	ETHZ - Hönggerberg
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 • Project/experiment proposal

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
Accuracy of course description 1: not accurate, 5: very accurate	3.67
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)	5 - 10 h, 10+ h

Comments

After the first week, it was mostly working on your own in the groups, so also kind of having your own schedule.

The block course is supervised by two postdocs from the lab who are both very enthusiastic and helpful. The first week was filled with programming tutorials, presentations and some Hands-On sessions on the material we would be working with. The remaining time was completely used for working on the individual projects.

Supervision

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

Comments

The assistants are very nice. They are patient with our problems and always encourage us to think and discuss

After the first week we independently worked on our projects and the supervisors were always there to help us. Even though the projects are completely programming based, you have to work in the provided room as the supervisors want a more community working atmosphere. On the last two days, we were allowed to work from home to prepare the presentations. This regulation is absolutely fair imo, but I guess it's good to know in advance as some computational courses allow you to work from home almost completely.

Grading

Elements relevant for grading	Presentation Report

Comments

50% presentation + 50% report

- 1/2 individual presentation about your project (± 15 min + 5 min Q&A) -> a bit weird because you have to listen to every presentation twice and the questions will almost only be asked to the first person, but they want to mark you completely individually
- 1/2 written report about project, also individual (max. 10 - 11 pages)

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” 1: not accurate, 5: very accurate	3.33
Compared to other block courses, this course was… 1: much less work, 5: much more work	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!	4.5

Comments

I would definitely recommend this course to those who wants to work independently on a bioinformatics project.

It is a cool blockcourse if you're interested in bioinformatics and finding solutions on your own. it is not comparable with the introduction to bioinformatics lecture in year two, as you have enough time to actually look at the things and see what you can do with them. Definitely good to learn application of bioinformatics. The days also did seem far shorter compared to other blockcourses, despite that the working hours are similar, just because you're usually deep in your project and time just passes. It is not necessary to also take the concept course in bioinformatics for this blockcourse as there is a recap at the beginning.

This block course is great for people who want to expand their knowledge in Python and R. Every year the overarching topic is a bit different and the projects are real work, that will help the lab in some way. They presented around 10 projects that they had planned and you could choose very freely or even suggest your own ideas. Some are more biological and some are more technical. The only thing I thought was a bit unfortunate was that you get no insight into their lab environment and their actual work. Also, the professor wasn't involved at all, not even for a single presentation or briefly saying hello etc. which I thought was a bit uncool, because in some way we were doing free work for him.

551-1129-00L Understanding and Engineering Microbial Metabolism

4 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 17:00/18:00
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 • Lab meetings • Group projects • 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	4.5
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	4.5
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, 5 - 10 h

Comments

Was very organized, really appreciated the small groups. That way, you don't have to sit around and wait, which is really annoying. The report is some work, but you get a long deadline and it was quite interesting to investigate and understand your project even better.

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

The atmosphere was fantastic - such a friendly lab! We had a great time and were basically always working ourselves, but our supervisor was always around to help.

Everyone in the lab was always available to help you out if needed something.

Grading

Elements relevant for grading	Presentation Report Lab work Class participation Report 50% Presentation 30% and Lab work 20%

Comments

50% report, 30% presentation and 20% oral participation and lab work. You will receive enough time to work on presentation and report during course hours

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” 1: not accurate, 5: very accurate	3.67
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	3.5
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

This blockcourse was amazing - 10/10 would recommend! Really enjoyed my time there and the projects were really cool! The supervisors were so nice, would definitely go back to that lab!

The lab environment is really welcoming, everyone in there is friendly and make you feel comfortable from day one. There are many occasions to talk to your and the other supervisors, in case you want to know more about academia or going abroad during your masters. All the projects during this year were related to methylotrophic E. coli developed in the lab to produce different compounds with possibly industrial applications.

551-1147-00L Bioactive Natural Products from Bacteria

2 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 17:00/18:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Group projects • Lectures • Lab meetings • Project/experiment proposal • 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	5
Research-orientation 1: not research-oriented, 5: very research-oriented	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

No comments for this section

Supervision

Technical quality of supervision 1: not competent, 5: very competent	5
Independence 1: very dependent, 5: very independent	3.5
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	2.5
Compared to other block courses, this course was… 1: much less work, 5: much more work	4.5
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!	5

Comments

No comments for this section

551-1149-00L Pharmaceutical Discovery from Microbial Communities

1 answer

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 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) • Group projects • 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	4
Size of project group(s)	All course participants together, no individual groups
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)	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	5
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report

	Lab work 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	4
Compared to other block courses, this course was… 1: much less work, 5: much more work	3
The block course was… 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

No comments for this section

551-1201-00L Computational Methods in Genome and Sequence Analysis

1 answer

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) • 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	2
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

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	5

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation

Comments

Most of your evaluation depends on the ending project that you will have to present in the final week. There is also a small exam but it's not that difficult.

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

This course is divided in two sections. One is looking at alignment algorithms, such as local and global alignment. Then there is another part were you analyse Next Generations Sequencing results, so you learn what a Fasta file (sequence file), GTF file (genome annotation) are and how to work with them using python packages such as HTSeq (high throughput sequencing), pandas, matlabplot.

551-1309-00L RNA-Biology

3 answers

General

Location(s)	ETHZ - Hönggerberg, University of Zürich - Irchel, ETHZ - Zentrum
Typical day	9:00 - 16:00/17:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Journal Club • Examining prepared samples • Lectures • Lab meetings • Group 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
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, 10+ h

Comments

On the last day (Friday before Christmas Break) is no course.

6 labs participate in this block course and each of them takes 2-5 five students. On the first day, all labs presented their projects and we had to rank our top 4 priorities. Obviously there are some labs that are much more liked than others so you might end up with a low priority. Additionally, there are three paper presentations, an exam and the end presentations that take place at Höngg for everyone and the rest of the time is spent in your hosting lab. Lab hours probably vary greatly from lab to lab.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	4.5
Independence 1: very dependent, 5: very independent	2
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments
I believe there are huge differences within the blockcourse. Each group joins a different lab, so it's hard to generalize the feedback regarding supervision.

Our supervisor was super friendly and everyone in the lab spent a lot of time showing us the techniques we were using in great detail. Even the main professor often stopped by and held some impromptu lecture or just had a chat with us. The work was very little and most of the time you end up just watching the supervisor or your partners. Our project would've probably been full-time work for one person for one week. And we spent almost three weeks on it as a group of four (3 students + 1 supervisor). This will probably also depend strongly on your hosting lab.

Grading

Elements relevant for grading	Written exam Presentation Lab work

Comments
The three parts contribute equally to the final grade. There's a written open book exam on the discussed journals (in our case three), a presentation on our lab work and the supervisor graded our lab work.

- 1/3 individual presentation about your project
- 1/3 lab-performance
- 1/3 open book written exam (1h 30 min) about three papers discussed in the first week

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	1.5
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
RNA Biology is a very diverse topic. You can chose your research group you want to join, therefore you might work more or less with RNA. I believe retrospectively I didn't learn very much about RNA in the end, because the group I was with focused on RNA localization in the nucleus and it was more about Cell Engineering in the end (which was interesting as well).

Your experience will depend strongly on your lab. I personally didn't learn much during the actual projects in terms of lab work, but the theoretical background was new and very interesting. It was a very chill end of the semester block course as the actual project part of the course was not very challenging and we had a great time with our supervisor.

551-1415-00L Image-Based Drug Screening in Human Blood for Personalized Medicine

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	10:00/later than 10:00 - 16:00/earlier than 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Journal Club • Insights into other research projects • Project/experiment proposal • 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	5
Size of project group(s)	2, 3, All course participants together, no individual groups, Changing group sizes during the course, 5+
Accuracy of course description 1: not accurate, 5: very accurate	2.5
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)	0 - 5 h

Comments

The block course contains many presentations held by postdocs and phd that present their work and explain their research topic. That gives the opportunity to see the diversity within a lab and many different aspects. The first week is also more wet lab, then later you do some data analysis in matlab. You need to present a journal on your own and data analysis of your lab session (in groups). This and your interest and attendance forms your grade.
With only 5 people this block course offers a very chilled atmosphere!

Supervision

Technical quality of supervision 1: not competent, 5: very competent	4.5

Independence 1: very dependent, 5: very independent	2.5
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Journal Club Class participation Journal Club 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	2.33
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

No comments for this section

551-1421-00L The Mechanisms of Natural Transformation in Competent Gram-Negative Bacteria

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	10:00/9:00 - 17:00
Longest day	8h
Block course composition	• 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	4
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	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, 0 - 5 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work Lab journal 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	2.5
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	4.5
I would recommend this block course. 1: No way!, 5: Definitely!	4.5

Comments

it's a nice and interesting block course, if you like working in a lab i'd definitely recommend it.

551-1511-00L Parallels Between Tissue Repair and Cancer

1 answer

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.) • 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	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	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments

The first 2.5 weeks is nothing else than a Fundamentals in biology practical course. We are allocated to groups of 3. However the work amount is rather for 2 or 1.

Supervision

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

Comments

The assistants are friendly. However, following the protocol all the time doing basic experiments is boring

Grading

Elements relevant for grading	Written exam Lab work

Comments

50% exam + 50% lab work

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	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!	2

Comments

The course is relaxed but you don’t gain much from the course. You can also gain the knowledge from the course from the first 2 year studies and the concept course Cell Biology

551-1515-00L Insulin Signaling

2 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	9:00 - 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) • Group projects • Lectures • Journal Club • Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	4, 5+
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)	0 - 5 h, 10+ h

Comments

The course was very organized, however due to the large groups we were in, only one or two people could work at the same time leading to 3-4 people always waiting around to start their part of the experiment

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation

	Lab work Class participation Lab journal

Comments
Exam was very difficult at the end (2 hours long with a closed book questions part and a open book data analysis part)

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	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!	3.5

Comments
it felt more like a bio practical with an emphasis on insulin signaling. We had a clear protokoll with specific experiments that we followed that are repeated ever year. We didn't have to write a lab report which was definitely a plus, since we did about 3-6 experiments per day. The people there are very motivated and will answer your questions gladly and will also ask you questions on the experiment you are curretly performing. My advice is to read the script carefully and prepare for each week well cause this will pay off for the exam at the end of the course and to try to make it that everyone does at least one data analysis on their own and not one person the whole time, since this is also exam relevant and important for future projects of yours. the presentation at the endof each week were low key and not something to stress about. the discussions resulting from this were interesting. The journal clubs i found to be a bit of a pain. Look at the pictures carefully and try to understand all the graphs since this is what you mainly will look at and try to explain in the club. The journals are also exam relevant as well as the lectures. the quizes to start the week off were honestly almost a joke. Really nothing to worry about.

551-1525-00L Cancer Progression: Mechanisms, Targets and Therapeutic Approaches

9 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	8:00/9:00 - 16:00/17:00
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) • Journal Club • Lectures • Insights into other research projects • Examining prepared samples • Group projects • Report

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	2, 3
Accuracy of course description 1: not accurate, 5: very accurate	2.8
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

a bit like bio2 praktikum, with a written script of xy experiments u need to do (abarbeiten)

The course is mainly working in the lab. There were only two lectures at the beginning and two at the end. The additional work was mainly to write the Lab Report, which took quite long because there were so many experiments.

Overall, it was organized very well, but one has to keep in mind it not being that great of an achievement because the wetlab only consisteted of pre-prepared experiments (results of all of them were already known)

The block course is basically like a Grundlagenpraktikum. The first lab-day was not well organized, but after that it was fine.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	4.5

Independence 1: very dependent, 5: very independent	4
Atmosphere 1: very uncomfortable, 5: very comfortable	4.5

Comments
all the assistants were really competent

Supervisors were PhD students and postdocs from the hosting lab and changed almost every day. Some were more engaged than others, but generally everyone was very nice and helpful.

Grading

Elements relevant for grading	Report Lab journal Presentation Journal club

Comments
the presentation on a paper given to us and the report were bout weighted equally for the grade

The grading is split 50/50. In the lab you work in teams of 2 or 3 if the participants are uneven. In the same groups you prepare a journal club presentation (15 min + 5 min Q&A) and write a report about the experiments. Grading takes suuuuuper long, two months later we still haven't received our grades.

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	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!	3.25

Comments
I personally really liked this course. However the fact that we didn't had any insights into the real research lab (we were on a different floor) somehow bothers me, since I was expecting to see what it really meant working in a cancer research lab. The experiments we've done gave us an overall idea on some of the techniques used in such labs. But wthe only informations on how the work in such a lab really looks and feels like I obtained by personally talking to different assistants. These conversations were really helpful and the assistants were extremely kind and helpful. Werner (the organisator of the course) was really passionate about teaching us I think everybody really profited from this.

The block course is very chill and most days are not very long (15:30 - 16:00). It is not very different from a "Grundlagenpraktikum" and the work is not research oriented at all. I think I've mainly learned some new techniques, but on the more theoretical side I didn't learn that much. The background of the experiments was unfortunately barely discussed.

701-2437-01L/BIO 309 Aquatische Ökologie/Aquatic Ecology

3 answers

General

Location(s)	Eawag Dübendorf
Typical day	08:00/8:00 - 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 • Insights into other research projects • Examining prepared samples • Project/experiment proposal • Excursions • 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	5
Research-orientation 1: not research-oriented, 5: very research-oriented	3.5
Size of project group(s)	2, 3, Individual work
Accuracy of course description 1: not accurate, 5: very accurate	4.5
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)	0 - 5 h, 10+ h, 5 - 10 h

Comments

amazing organization, multiple assistants that are always there, super friendly

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

The assistants are very friendly and competent

Grading

Elements relevant for grading	Written exam Report

Comments

3 exams and 1 report. The last week of the course is very hard.

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	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

No comments for this section

752-4020-00L Expt. Lebensmittelmikrobiologie für Biologen

1 answer

General

Location(s)	ETHZ - Zentrum, Zoological Museum
Typical day	09:00 - 17:00
Longest day	8h
Block course composition	• 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	2
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	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	3
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation Lab journal

Comments

There was a written exam on the lectures which were on the techniques we used and the bacteria/ fungi we analyzed during the lab.
Each person had to do a presentation on one of the diseases we analyzed during the course (of abut

5-10 min)
In the end we had to submitt our labjournal including a short discussion of each experiment.

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

There is a reccomondation that one should have visited the lecture "Lebensmittel-Mikrobiologie (752-4005-00L)" I think it is not necessary to have visited this lecture. None of the participents had visited the lecture and no one had problems in understanding anything because they had lectures during the course on the topics anyways.
Most parts of the couse were held in german.

BIO 204 Applied Human Evolution

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 17:00
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	2
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	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

I hope you like personality tests and pseudoscience, as a big part of the course was based on Clifton strengths. Nevertheless, the course was fun and so were the people participating in it.

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	4

Comments

The supervisor was nice but could‘ve been more explicit in what exactly he wanted for the final project

Grading

Elements relevant for grading	Presentation Report Class participation 2 personal essays

Comments

The expectations could’ve been clearer and we weren’t provided with any examples

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	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

BIO 208 Current Debates in Evolutionary Biology and Human Evolution

4 answers

General

Location(s)	University of Zürich - Irchel, Zoological Museum
Typical day	later than 10:00 - earlier than 16:00
Longest day	less than 8h
Block course composition	• Journal Club • Discussions and Presentations • Project/experiment proposal • Essay writing • Group projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	All course participants together, no individual groups, Individual work, 2
Accuracy of course description 1: not accurate, 5: very accurate	3
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)	10+ h, 5 - 10 h, 0 - 5 h

Comments

The course starts late and finishes early, however you will read eight papers per week as well as write a total of three medium-sized essays and prepare a presentation and a discussion primer

Supervision

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

Comments

Every week we had a 1:1 feedback on our essay which was really nice

Grading

Elements relevant for grading	Presentation Essay Class participation Essays 3 essays

Comments
as of the 10th of January, we are still waiting for our grades

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

Comments
The course is really theoretical & only consists of paper reading. I think it was a good practice on writing essays but the workload is quite a lot.

If you read the papers for the day and participate in the discussions, you will learn a lot and have a great time :)

BIO 210 Human Behavioural Ecology and Cultural Evolution

3 answers

General

Location(s)	University of Zürich - Irchel
Typical day	09:00/9:00 - 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures • Journal Club • Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3.5
Size of project group(s)	4, 5+
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)	0 - 5 h, 5 - 10 h

Comments

No comments for this section

Supervision

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

Comments

We had to design our own project in groups of 5. As long as it was in the topic of the course we could independently decide what we want to do but the supervisors helped us if we had any questions.

Grading

Elements relevant for grading	Presentation Report

	Class participation Jurnal Club

Comments

Every day there was a JurnalClub. We discussed a paper. Everyone had to read the paper but each day one group had to present the paper and lead the discussion. (in total each group had to present 2 papers during the course)

Then we had to do a self designed project (in the groups) on cultural evolution and write a report about it and present during the course what we have done so far.

Total Impression

“The ratio of invested time to acquired 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	1.5
The block course was... 1: too theoretical, 3: just right, 5: too practical	2.5
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments

The course is very chill and really cool. The workload is not too much especially when you are well organized in your group.

This Blockcourse is very chill. The workload is not too much especially if you organize yourselves well in the group.

The course doesn't involve any lab. In ETH we had not really had anything about antropology and these methods used. So it was something completely different I have known until now. It was very interesting.

BIO 227 Biogeography and Biodiversity

1 answer

General

Location(s)	Botanical Garden
Typical day	9:00 - 16:00
Longest day	9h
Block course composition	• Group projects • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	1
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	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 Presentation Report

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	1
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

No comments for this section

BIO 230 Cancer Stem/Propagating Cells and their Microenvironment

1 answer

General

Location(s)	University Hospital Balgrist
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.)

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	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

One was able to chooses three priorities from 7 different labs.

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	4

Comments

May vary between Lab

Grading

Elements relevant for grading	Presentation Report

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	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

No comments for this section

BIO 250 Drug efficacy and pathway assessment in pediatirc brain cancer models

1 answer

General

Location(s)	Balgrist
Typical day	08:00 - 17:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Group projects • Lectures • Lab meetings • Journal Club

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented, 5: very research-oriented	4
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

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	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work

	Class participation Lab journal

Comments

Presentations: 1 lab journal and 1 final presentation, each 45 min in a group of 3

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	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!	2

Comments

This blockcourse is a lot of work, of course, you learn a lot but still work intensely. The first day is a shock but then you get used to it.

BIO 253 Research cycle in genomics

1 answer

General

Location(s)	University of Zürich - Irchel, Online
Typical day	9:00 - 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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	5
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

mostly well organized. schedule given on the friday before for each week. sometimes unclear if there was a lecture but apart from that very well organized

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

very kind supervisors, helpful feedback and good atmosphere to ask questions

Grading

Elements relevant for grading	Presentation Class participation Poster short essay (250 word abstract)

Comments
mostly poster+presentation count (60%), 20% on the abstract and 20% on participation. evaluation seemed fair

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
do this course if you enjoy creating your own project mostly independent with the opportunity to ask questions to experienced scientists. it also shows you how to create a project from data. this course does not have any labwork so if you want that this is not the course. the data you use is given to you not made by you. overall a great experience honestly. also runs in parallel on zoom so very good for people who might need that (i.e. when you’re sick)

BIO 267 Paleobiology and Evolution of Vertebrates

1 answer

General

Location(s)	University of Zürich - Zentrum
Typical day	9:00 - 17:00
Longest day	less than 8h
Block course composition	• Group projects • Lectures • Examining prepared samples • Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4
Research-orientation 1: not research-oriented, 5: very research-oriented	1
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)	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	5
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report

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

Comments

No comments for this section

BIO 299 Parasites - from genes to systems

1 answer

General

Location(s)	University Animal Hospital
Typical day	8:00 - 16:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Group projects • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	1
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	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	3
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	Presentation Report 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	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!	3

Comments

No comments for this section

BIO 314 Plant Epigenetics

1 answer

General

Location(s)	Botanical Garden
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

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

Comments

Benoted wurde:
- Paper Discussion (25%)
- Plakat Gestaltung und Präsentation (25%)
- Prüfung (1h) (50%)

Das Prüfungsresultat kommt sehr sehr spät (über einen Monat nach der Prüfung)

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	Written exam Presentation 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	4
Compared to other block courses, this course was… 1: much less work, 5: much more work	4
The block course was… 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments
Man arbeitet im Botanischen Garten in insgesamt 3 verschiedenen Forschungsgruppen / Labors. --> Man lernt viele Professoren und PhD Studenten kennen.

BIO 321 Modern Microscopy in Life Science Research

1 answer

General

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

Comments

Very interesseting and relevant information for life science research.

Supervision

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

Comments

Work depends alot on supervisiors but thats not a negative thing as alot of the laboratory tasks where new.

Grading

Elements relevant for grading	Written exam 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	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	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

No comments for this section

BIO 323 Modern Genetics and Genomics

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	10:00 - 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) • Group projects • 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	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)	none

Comments

BIO 348 (ETH Couse) mandatory

Supervision

Technical quality of supervision 1: not competent, 5: very competent	4
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 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	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

In the beginning, you choose the project you want to work on. Then you spend 6 weeks working with a Ph.D. student on their project. The grade consists of 2 presentations and a written proposal. There are some excursions too.

BIO 325 Systems dynamics in cell and developmental biology

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 17:00
Longest day	9h
Block course composition	• 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	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	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)	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	Oral exam 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	2
I would recommend this block course. 1: No way!, 5: Definitely!	3

Comments

No comments for this section

BIO 372 Virology: Methods in Molecular Biology, Pathogenesis, and Control of Human Viruses

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures • Lab meetings • 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	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments

- Lab Report after block course period

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

- Great TAs

Grading

Elements relevant for grading	Presentation Report

	Lab work Class participation 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	5
Compared to other block courses, this course was... 1: much less work, 5: much more work	4
The block course was... 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

No comments for this section

BIO 387 Sociobiology in Animals

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 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	5
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	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	5
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report Class participation 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	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

BIO 392 Bioinformatics of Molecular Sequence Variations

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00
Longest day	less than 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	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	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)	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	4

Comments

No comments for this section

Grading

Elements relevant for grading	Written 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	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	1
I would recommend this block course. 1: No way!, 5: Definitely!	3

Comments

No comments for this section

BIO 399 Fairness in Drug Development: A Role of Researchers

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - earlier than 16:00
Longest day	8h
Block course composition	• Group projects • Lectures • Position paper • case dossier

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

Comments

Lots of individual working times were present to work on the graded tasks, unfortunately, one often had to come back from home for an hour of lecture

Supervision

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

Comments

Expectations could’ve been clearer

Grading

Elements relevant for grading	Report Position paper

Comments

The separation of individual-group grades did not make much sense as the group grade relied on what was done for individually graded tasks.

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!	4

Comments

A great choice if you want to do something different from the usual lab work

BIO 409 Veterinary Medicine: comparative morphology and pathophysiology

3 answers

General

Location(s)	University Animal Hospital, Tierspital, University of Zürich - Irchel, actually at Tierspital
Typical day	08:00/8:00 - 16:00/17:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lectures • Journal Club • 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	2
Size of project group(s)	All course participants together, no individual groups, 2
Accuracy of course description 1: not accurate, 5: very accurate	3.5
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)	5 - 10 h, 0 - 5 h, 10+ h

Comments

The labs were slightly disorganized and the schedule was modified a few times, but we were told in advance

There is no report to hand inbecause you only have lectures. So the time to be invested after the lectures is to study for the final exam.

Supervision

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

Comments
Most lecturers were interesting and were happy to answer our questions. Logistically it was slightly complicated though as they often left very quickly during the break/after class.

There were no real supervisors, so my feedback is in regards to the lecturers, who were always open to answer questions.

Grading

Elements relevant for grading	Written exam

Comments
Make sure to find out as much information about the exam as soon as possible. Concepts were more important than details, but surprises are possible.

You have to attend the lectures, but the presence is not always checked. So the grade is only from the final exam (we were told that no one in 10 years had ever failed, so paying attention and rereading your notes is enough, do not panic tooo much!)

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	2.5
The block course was... 1: too theoretical, 3: just right, 5: too practical	2
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments
The course felt like a throwback to high school biology classes where you need to sit still, listen and hope that your teacher will be entertaining. The course consistent mostly of lectures, and extra work consisted of writing summaries and taking notes. The labs were few but interesting, albeit being slightly superficial

this block course is almost only lectures, nevertheless it is very interesting and I would still recommend taking it. You get a lot insight in many different research fields.

I would recommend the block course depending on what you are looking for: there are only lectures and little practical work. The work days can be exhausting as sometimes you have 4 consecutive 2-hour-lectures with only a lunch break in between (and 15 minutes breaks).

I think that a more detailed breakdown of themes and lectures might be beneficial

BIO 434 Electrophysiological Recording Techniques

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 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) • 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)	Changing group sizes during the course, 2
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)	5 - 10 h

Comments

The first week was quite intense including long days. The weeks after were much more relaxed.

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	4

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Class participation Homework

Comments

You get a homework sheet each week you have to hand in and get back graded.
On the last day (Thursday, Friday is free) you have to present a paper.
Grading was very fair

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	5
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

I learned a lot during this block course but it was by far the most intense course I took. The first full week is quite intense. In groups of two, you are assigned a lab and do some patch clamp experiments experiments. At the end of each day you have a wrap up session, which often were dragged a long and could have held shorter. The weeks after were much more relaxed but consisted also of some coding exercises which is not everyones cup of tea.
As the course takes place in the last quarter of the semester it was quite hard balancing the requirements for the block course and studying for exams.

BIO 440 Evolutionary Medicine: Morphological changes and pathologies

2 answers

General

Location(s)	University of Zürich - Irchel
Typical day	9:00 - 16:00/earlier than 16:00
Longest day	9h
Block course composition	• 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	2
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	Individual work, 3
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)	none

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation 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	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

I just found it super boring to be honest…

BIO 445 Quantitative Life Sciences: from Infectious Diseases to Ecosystems

2 answers

General

Location(s)	Zürich Winkelriedstrasse, Gloriastrasse
Typical day	09:00 - 17:00/18:00
Longest day	9h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis) • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
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	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h, none

Comments

slides every for notes, can take some time after 5 if you can't finish it

Supervision

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

Comments

most supervosors were very helpful

Grading

Elements relevant for grading	Class participation Poster slide about an exercise of each day

Comments

just write a slide with a graph and interprete it at each day so no learning at the end

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	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

good course but not much theory about R itself, but very interestin inside of some external people who present each day

BME 303 Diseases of Autonomous Systems

3 answers

General

Location(s)	USZ & Schlieren, Schlieren
Typical day	09:00/9:00 - 16:00/17:00
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) • Group projects • Journal Club • 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
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

Comments

The Hausmann IBS lab at USZ was well organized and the waiting times made sense and were optimized.
The Schlieren lab (hemolytic diseases) was well structured in theory with a clear plan, but we had to constantly wait for our supervisors for whom we weren't a priority.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	3.5
Independence 1: very dependent, 5: very independent	3
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments

Our supervisor was late for 1 hour once and we weren't told in advance
Multiple supervisors, little to no communications between them

Grading

Elements relevant for grading	Presentation Report Lab work Class participation

Comments

All groups got 5.5 for their presentation after 7 minutes of deliberation. Will change for next year though and each group will be assessed individually. Also, all groups will be expected to ask each other questions

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	3.5
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!	3.5

Comments

- Schlieren lab involves paying for an extra zone unless you have a GA, the lab however is worth it as it is designed well
- the course is a great opportunity to work on existent research projects and see future opportunities for master research, etc.
- the final symposium where all groups present their research is interesting as well

BME 308 Human Molecular Genetics

1 answer

General

Location(s)	University of Zürich - Irchel, University of Zürich - Schliere
Typical day	09:00 - 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • 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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	4
Size of project group(s)	2, 3
Accuracy of course description 1: not accurate, 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments

can choose between 3 different projects at the IMMG in schlieren, KISPI and forensic institue

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 Class participation Lab journal

Comments

report (5 pages) about the first 1.5 weeks and presentation (30 min) about the second 1.5 weeks (had 2 different projects at two different institutes)

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

Comments

No comments for this section

BME 319 Prospects of molecular diagnostics in pediatrics

1 answer

General

Location(s)	Balgrist und KISPI
Typical day	09:00 - earlier than 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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

Comments

Supervision

Technical quality of supervision 1: not competent, 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

Grading consisted of 3 presentations and 3 reports. It seems like much but it is not! From Tuesday to Friday, we were there for 2x 2h (presentation and introduction to the new theme) and then 1 day for the lab. The rest was done at home.

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!	5

Comments

No comments for this section

BME 323 Brain Disorders

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	8:00 - 17:00
Longest day	9h
Block course composition	• Group 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)	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	3
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Class participation written Proposal

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

Comments

In general, the lectures were very interesting and the lecturers were very motivated. Just be aware that if you take this course, you will have lectures from 8 am to 5 pm on most od thr days, which can be very exhausting.

BME 334 Applied statistics for biomedicine and biology: advanced linear models

1 answer

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) • Group projects • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	5
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	2, 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

- Well organized
- Good information content (Helps to grasp concepts in statistics)

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

- Extremely nice and helpful

Grading

Elements relevant for grading	Written 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	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

No comments for this section

BME 346 Tissue Engineering of the Skin

1 answer

General

Location(s)	Schlieren
Typical day	09:00 - earlier than 16:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • 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)	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)	none

Comments

This year they took 9 students and divided them into groups of 3.
Each group had their own schedule, sometimes they did the same experiments (on different days) and sometimes only one group was working on sth.
Overall it was good organized but depending on who was supervising the experiments, unnecessary waiting times occurred because of poor planning.
Unfortunately, you don't get the instructions beforehand but just before the experiments starts.

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

The experiments went smoothly or took a little longer, depending on who was in charge. But all instructors let you work independently.

Grading

Elements relevant for grading	Written exam Presentation Lab work

Comments

All parts account to 1/3
At the end of the block course you get an email with the individual grades.
Grading was fair but the lab work assessment was a bit random.

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

Even with some drawbacks, it was a grade block course.
You can gather a lot of diverse practical experience

BME 349 Immune disorders and assessment

1 answer

General

Location(s)	Schlieren
Typical day	9:00 - 16:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Group projects • 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	4
Size of project group(s)	5+
Accuracy of course description 1: not accurate, 5: very accurate	2
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	1
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments

No comments for this section

Grading

Elements relevant for grading	Oral exam Presentation 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	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

No comments for this section

BME 358 Animal disease models in modern biomedical research

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 16:00
Longest day	8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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)	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)	0 - 5 h

Comments

8 students were divided into 2 groups. You get a schedule of your group at the beginning of the course. The work was often performed in groups of 2

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

You get to work at two labs. The supervision was great in both

Grading

Elements relevant for grading	Presentation Report

Comments

They take a long time to get the grades back. Not sure how fair the grading is, yet

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

Each student gets assigned their own disease. The experiments you do in the lab are partially related to your disease. In the end you have to write a repot about this disease and prepare a presentation. They give you time during course hours to do some research for the report, so that you do not have to invest too much time afterwards. However, the report was still a lot of work but you get to learn a lot. The block course was quite unique in teaching some techniques and you get valuable insights in working with animal models.

BME 365 Cellular Modelling of Neuropsychiatry

1 answer

General

Location(s)	Schlieren
Typical day	8:00 - 16:00
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	3
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	2, 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)	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	4
Atmosphere 1: very uncomfortable, 5: very comfortable	3

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Class participation 2 Journal Clubs

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

Comments

No comments for this section

EEE 312 Taxonomy and Species Identification of Invertrebrates

3 answers

General

Location(s)	University of Zürich - Irchel, ETH Zurich Entomological Collection
Typical day	08:00/8:00/9:00 - 17:00
Longest day	11h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lectures • Practical lab work - dry lab (= e.g. computer analysis) • Examining prepared samples • Excursions • Seminar talks • Discussion rounds • Journal Club

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	2.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3.5
Size of project group(s)	Individual work, Changing group sizes during the course, 2
Accuracy of course description 1: not accurate, 5: very accurate	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, none, 0 - 5 h

Comments

The overall structure and time allocation was fine but pretty intricate, with some longer waiting times and some time shortage in equal measure. As this was the first time the course was conducted and there was an extensive feedback round, this will surely be much better in the next installment.

Supervision

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

Comments
TAs were great and professor was really chill

Grading

Elements relevant for grading	Presentation Class participation Lab journal Discussion contributions

Comments
No comments for this section

Total Impression

“The ratio of invested time to acquired knowledge was proportionate.” 1: not accurate, 5: very accurate	2.5
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	3.5
I would recommend this block course. 1: No way!, 5: Definitely!	4.5

Comments
No comments for this section