BiUZ

Block Course Feedback

FS 2024

Disclaimer

The following evaluation has no claim on completeness or correctness. All comments are without guarantee and are solely based on the voluntary contributions by students in the spring semester 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

376-1346-00L Study of Epigenetic Mechanisms in Mental Health

3 answers

General

Location(s)	University of Zürich - Irchel
Typical day	08:00/09:00 - 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 • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Journal Club

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

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	4
Atmosphere 1: very uncomfortable, 5: very comfortable	5

Comments

Very supportive

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

Comments

No comments for this section

376-1398-00L Ceular and Behavioural Neuroscience

3 answers

General

Location(s)	University of Zürich - Irchel
Typical day	08:00/09:00 - 17:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lab meetings • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4.5
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	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)	none, 0 - 5 h

Comments

There are two Labs (Schratt and Gapp Group) and the students are split between these two groups.

We were assigned to a phd in groups of two and then worked on a project (different for every group). There was no script that you would follow but rather a real research project that was adjusted on the go, which was very interesting and educational. In terms of time, the block course was quite intensive, we were often in the lab from 8 to 5, sometimes even longer. But in return we were able to realise a meaningfull and research-focused project and get to know lots of interesting methods.

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	4.5

Comments

Our group was supervised by a Master student. This created a very open and positive atmosphere, however, being supervised by a phd/postdoc has the advantage that concepts & techniques can be better explained. We usually had to look up our questions in the internet.

The atmosphere in the lab was very good and our supervisor was always open to explain and teach us new skills. We were able to work very independently, also on challenging tasks.

Grading

Elements relevant for grading	Presentation Lab work Class participation Lab journal Questions during presentations

Comments

The atmosphere regarding grading was in my opinion rather uncomfortable. We were constantly reminded that we would get graded based on our interaction with the lab members, asking questions at the exam, etc.. In my perspective, this was rather uncomfortable and it put the focus too much on the grade, rather than us allowing to open up.

For me personally, grading the questions that one asks the other groups at the final presentation is somewhat the false incentive. I would have enjoyed to be encouraged to ask questions instead of being obligated to for the grading. Other then that small detail, i found the grading aspects suitable and fair.

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	4
The block course was… 1: too theoretical, 3: just right, 5: too practical	3.5
I would recommend this block course. 1: No way!, 5: Definitely!	4.5

Comments

I really enjoyed the block course and would recommend it.

51-0339-00L Molecular Mechanisms of Cell Dynamics

2 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00 - 17:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • 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	5
Size of project group(s)	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)	0 - 5 h

Comments

The time invested after the official duration was composed of the correction of the research proposal, preparing for the project discussion, or staying a bit longer in the lab to work on the poster.

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

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Poster

	Project proposal Project Proposal

Comments

50 % lab work, 20 % project proposal, 20 % poster, 10 % poster presentation

Total Impression

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

Comments

Depending on which project you choose, you may have a different experience, which is also very dependent on the supervisor you have. Some projects are more difficult than others, which is why the grade for the project proposal might be a bit unfair. When you have a difficult project is much more difficult to understand the project yourself, and then also be able to explain it to someone else. But you get the chance to correct your project proposal if you are not satisfied with your grade. I also think, that is why the poster session is so helpful, because it really forces your group to try to understand the project, and be able to answer the questions of other supervisors. Really recommend!

51-1516-00L Neuron-Glia Interactions and Myelination in Health and Disease

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00 - 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) • Group projects • Lectures • Journal Club • Insights into other research projects • Project/experiment proposal • 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)	2
Accuracy of course description 1: not accurate, 5: very accurate	4.5
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)	10+ h

Comments

Very well structured and organised, always had an overview of what was going on and what was to do

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

All 3 supervisors were extremely lovely to interact with and really gave 100% effort for everyone

Grading

Elements relevant for grading	Oral exam Report Lab work Class participation Presentation Theory proposal both group and individual presentations were graded

Comments

Very well explained and fair.

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

On of the time intense blockcourse, but I can really recommend this course. Challenging and also helping environment, with the chance to learn a lot of tools and abilities needed in science.

It was my first block course so it was really nice getting such a great intro into lab work and different techniques. One learns a lot of different techniques and all the assistants are really willing to teach and help you both academically but also personally. Would 100% recommend doing but only if you are willing to put in the work, as the presentations and theory proposal are a lot of work

551-0334-00L Molecular Defense Mechanisms of Fungi

1 answer

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 - 17:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • 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	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	Oral 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	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

No comments for this section

551-0342-00L Metabolomics

3 answers

General

Location(s)	ETHZ - Hönggerberg, Online
Typical day	09:00 - 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 • Lectures • Journal Club

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)	4, Changing group sizes during the course, 2, 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)	5 - 10 h, none

Comments

Good organization with a large variety of course content from lab project to lectures and paper presentations. The workload is quite low and everything has been done till the end of the course.

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

No comments for this section

Grading

Elements relevant for grading	Presentation Lab work Lab journal

	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	4.5
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	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

I would say, if you liked the Bio II Praktikum section about systemsbiology, you will like this course. We all got assigned a PHD or Postdoc student and did our own experiments and then had to analyze and present our finding in a presentation. Then there was some data analysis and then we all had to read a research paper in the field of metabolimcs and present that paper. All the assistents were very nice and it was a pretty "chilliger" blockcourse where they just wanted you to understand what they are teaching you. I would take it again if I could.

You can get a lot of insight into Metabolomics if you want to. The course includes lots of different aspects so you won't feel bored. The work amount is much less than other courses but from all what you have done you can improve your skills and understanding of the topic. The atmosphere was also great and we all enjoyed the discussions. This is my favorite block course at the ETH Hönggerberg and I would recommend it definitely!

551-0344-00L Plant Microbiomes

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 - 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 • Lab meetings • Insights into other research projects • Group projects • 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, 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)	10+ h, 5 - 10 h

Comments

The block course was very well organized and really good supervision. Though after finishing the blockcourse, alot of time has to be invested for the writing of the project report. This could have been a bit included into the blockcourse itslef.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	5
Independence 1: very dependent, 5: very independent	3.33
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	4.5
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

I can really recommend this block course. The projects we were working on actually contributed to the work of our supervisors. I also think that time management was good (we obtained a good amount of data without hustling). The supervisors were very kind and motivated. The whole atmosphere in the lab was very welcoming.

551-0396-01L Immunology

1 answer

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00 - 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)

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, 2, 3
Accuracy of course description 1: not accurate, 5: very accurate	5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	1
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	5
Independence 1: very dependent, 5: very independent	2
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments
No comments for this section

Grading

Elements relevant for grading	Written exam Presentation

Comments
Small and relatively easy "Leistungskontrollen" during the course. Some prior Immunology knowledge will definitely help, but doable without.

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

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	

551-0434-00L NMR Spectroscopy in Biology

1 answer

General

Location(s)	ETHZ - Hönggerberg
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

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

Comments

most of the time was with the postdoc and your partner so the times you had to be there and how strick everything was depended very heavy on your supervisor

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

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

Comments

I surprisingly really liked it. It really depended on who you got as your supervisor and the project. They all present their research to you and you can choose which one you find the most interesting. We didn't have to write a report, so in that sense, the work for the blockkurs is over on the last day which is nice and you don't carry over anything to your next course. If you found NMR or structural biology interesting, then I would definitely recommend this course. I would do it again and I wasn't even that interested in NMR in the first place so this Blockkurs really convinced me.

551-0500-00L Application of Deep Learning Models in Biology

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 - 17:00
Longest day	10h
Block course composition	• 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	3
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h, none

Comments

This was the first time that this block course was given, so in future years part of the organisation might change.

This was the first time the course took place and there was definitely some structure missing, the excel idea where squeezed in too little amount of time and then you had to work on your own project for two weeks not really knowing where to start or how to move forward. The assistant did their best in guiding you but most of them were not very engaged, and not there most of the time. It will definitely be better explained and organised in the coming years and i learned a lot from it.

It was the first time they organised the course, so obviously the schedule was adapted throughout the course. Our feedback was immediately well incorporated

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

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation 2 multiple choice tests of around 10 minutes each short tests super easy about 10 questions multiple choice on the content of lectures Written exam

Comments

There are two MC quizzes (very easy) based on the lectures and one oral presentation in groups of two.

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	2.5
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!	4

Comments

During the first week there are lectures in the morning that discuss the theoretical part of different neural network architectures. This introduction is followed by a practical part in the afternoon were the coding required to develop the correspondent architecture is partly explained.

In our case, we had a general introduction into Deep Learning in the first week, including lectures and discussing exemplary codes. Then we had to code our own neuronal network that should solve a specific scientific question. At first, I was super lost, but you get along with the code and data as you progress in the course. It really learnt a lot!

551-1300-00L Cause and Consequences of Unstable Genomes

2 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 - 16:00/earlier than 16:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures • Examining prepared samples

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4
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	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, none

Comments

additional time invested: final touches for the poster, a bit of preparation for poster session

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	4.5

Comments

depending on the supervisor you might haver longer/shorter days, be more/less independent

depends on your supervisor, but mine was so sweet and explained everything well and had a cool project she was fascinated by and that was awesome to have

Grading

Elements relevant for grading	Lab work Poster Presentation

Comments

50/50 Lab work/Poster

we had to create a poster, which sounds worse than it was, but the "presenation" at the end was very chill and they ask you a few questions to your poster and they seemed to just be genuienly interessed in our project and it was very low key and you present your poster about 5-7 times to a single person in a room where everyone else is simutaniously presenting theirs to other people too, so very cool actually

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	1.5
The block course was... 1: too theoretical, 3: just right, 5: too practical	4
I would recommend this block course. 1: No way!, 5: Definitely!	4.5

Comments

I you did other blockcourses at IBC, it's quite similar to those, so if you done enough western blotting and immunofluorescence by then, I would maybe recommend another blockcourse. However, we had relatively short days (until 12 sometimes), and it was not too much work, and a poster session is always fun. Depending on what you're looking for, I would recommend.

i loved it, would definitely recommend it if you want a chill Blockkurs and are interested in fluorescent microscopy and genome stablility. It does kind of depend on your supervisor like always, but even the "unlucky" group that had to stay until 17 oclock most days were happy with their project in the end.

551-1312-00L RNA-Biology II

1 answer

General

Location(s)	ETHZ - Hönggerberg
Typical day	08:00 - 17:00
Longest day	10h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.)

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

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

Bianka from the Kutay lab was such a pleasure to work with and really made sure both my lab partner and I had everything we needed to succeed. She wasn't always over our shoulder like one would typically otherwise see but also made sure we were never completely on our own.

Grading

Elements relevant for grading	Written exam Presentation Lab work

Comments

The exam was very fair and clear to prepare for and lab the work in the kutay lab was great.

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!	4

Comments

This block course really depends on the labs you land in and the Kutay lab is one I can definitely recommend as it has interesting projects and really great people who made the 3 weeks so enjoyable. It is extremely research oriented, as one works on the research projects of the assistants rather being taught techniques as in Bio I and II or other block courses. However, one really has to be aware of the risk of going into certain labs which do not have such great atmospheres as the one I was able to experience

551-1318-00L CRISPR-Cas Genome Engineering in Human Cells

3 answers

General

Location(s)	ETHZ - Hönggerberg
Typical day	09:00 - 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 • 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	4.5
Size of project group(s)	5+, 2, 3
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4.5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none, 0 - 5 h

Comments

We were six students in a group and all did the experiments together, which meant that often times four of us would just stand around while the other two did something.

Mystudies description should be updated (maybe they did it by now) it's less work tgan what was written in the description (no exam or report. just presentation)

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 Lab work

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	3
Compared to other block courses, this course was... 1: much less work, 5: much more work	2
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

551-1332-00L Transposable Elements

2 answers

General

Location(s)	ETHZ - Zentrum
Typical day	09:00 - 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 - 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	2.5
Size of project group(s)	3
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	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	3.5
Independence 1: very dependent, 5: very independent	3
Atmosphere 1: very uncomfortable, 5: very comfortable	3.5

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	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	2
I would recommend this block course. 1: No way!, 5: Definitely!	3.5

Comments

very lecture heavy, would recommend having taken Concepts in modern genetics or plant biology concept course, if you liked voinnets lectures then like i did, this is a good blockcourse for you, he puts a lot of emphases on you understanding all his lectures which is most of the blockkurs. There is no exam on the lecture content, which i appreciated, you get assigned a broad topic at the beginning of the blockkurs with two other people and together you get a few half days to prepare a presentation for the last day. You also have a few half days of programming where you analyze data which i really liked and you spend a few days in the lab in the beginning as well. If you want a chill blockcourse and are interested in Transposons, i would recommend it

BIO 202 Comparative Communication and Cognition

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 16:00
Longest day	8h
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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	4
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	2
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 Poster

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	3
Compared to other block courses, this course was... 1: much less work, 5: much more work	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

No comments for this section

BIO 221 Flowers and Pollinators (Blüten und Bestäuber)

2 answers

General

Location(s)	Lesina di Marina, Italy, Botanical Garden, Italy (Lesina di Marina)
Typical day	08:00/09:00 - earlier than 16:00/later than 20:00
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 • Insights into other research projects • Project/experiment proposal • Excursions • One week in Italy • 6 days working on projects and one excursion

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

Comments

it's two lectures, than a week-long excursion to Italy and the rest of the blockcourse you have time to write your report

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	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	4.5
Compared to other block courses, this course was... 1: much less work, 5: much more work	3
The block course was... 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

Very cool excursion!

during the excursion you get the chance to experience how fieldwork can look like.

BIO 245 Cell Signaling

3 answers

General

Location(s)	University of Zürich - Irchel, University of Zürich - Zentrum
Typical day	09:00/10:00 - 17:00/19:00
Longest day	11h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lectures • Group projects • Insights into other research projects • 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)	2, Individual work
Accuracy of course description 1: not accurate, 5: very accurate	2.5
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)	0 - 5 h, 5 - 10 h, 10+ h

Comments

6 labs do it together, so experience and organisation can really differ + the phds got late informed about students coming to the lab, so the projects were less prepared.

2 days lectures then practical part in lab. Exam on last blockcourse day.

Overall the lectures as well as the labwork were interesting. The organisation of the course was not great however as it seemed every PHD/Lab individually decided what they will do and there was no coherence concerning amount of experiments done and time spent in the lab. Some labs were therefore way more relaxed so the work was not distributed evenly at all. This means some students spent at least 10h in the lab on a normal day while others only did 5 or 6. This way some students also did way more experiments than others and had to spend a lot more time writing the Report. The more chilled labs then also gave their students the last week entirely free to study for the exam while the students who already spent 10+ hours a day in the lab still had to do additional experiments in the last week as well. The effort and time expected from students was not at all equal or fair between the different labs and PHDs, which is a major flaw of this block course as the marks also do not resemble the time and effort invested at all. If you were in a chilled lab you had a great time, did not spend very intense hours in the lab, had enough time to prepare for the exam and got leniently marked grades while other students were not as fortunate.

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	3.5

Comments

Depends on allocated lab.

Each supervisor decided themselves how much work they gave their student so it was really a game of luck in wich lab you end up which is pretty unfair.

Grading

Elements relevant for grading	Written exam Report Lab work

Comments

report grading can vary for different labs

The final exam was huge and relatively difficult. Very little tome with almost only essay questions.

As mentioned not really that fair. The more chilled labs gave their students less work and still marked more leniently than the labs that expected pretty intense working hours and did not mark that kind. Also some students got a whole free week to study for the exam (also the more chilled labs) while other labs still expected you to do experiments.

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	3.33
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!	2.5

Comments

Not all the projects will be really about cell signaling, more just about protein binding. the lectures, those are just a random assorent of different topics, somehow conected to cell signaling.

The course was not what i expected it to be when i signed up for a cell signaling course. The theoretical lectures were different labs presenting their current lab work. The work I did in the lab was more biochemistry oriented and did not really relate to cell signaling (depending on interpretation everything relates to cell signaling). If you want to learn about general principals and mechanisms of cell signaling do not select this course, its not what you get.

BIO 247 Cellular Response to Genotoxic Stress

1 answer

General

Location(s)	University of Zürich - Irchel, Tierspital
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	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
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	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 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	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

BIO 248 Functional Assessment of Human Spinal Cord Injury

3 answers

General

Location(s)	Balgrist
Typical day	09:00 - 16:00/17:00
Longest day	8h
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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	4.5
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	4.5
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, none

Comments

Depending on project lots ofndata analysis

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

sometimes work was too independent with too little supervision

Grading

Elements relevant for grading	Presentation Class participation Journal Club

Comments

fair grading

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	2.5
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!	4.5

Comments

In this block course the students are split up in different projects group. I joined the MRI group and most we did was data analysis. Eventhough me personally, I didn't really like R, I really enjoyed this course and I learned a lot! (and let's be honest, data analysis is really important in a lot of fields)

We got a lot of time during the day to analyze our data and prepare the presentation, so that we did not need to do anything at home.

BIO 255 Finding and Solving Interesting Problems in Molecular Life Sciences

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - earlier than 16:00
Longest day	less than 8h
Block course composition	• Group projects • Lectures • Project/experiment proposal

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

Comments

There was not as much time in the lecture, because a lot of time was also spent with homework exercises/group work - the course was very practical and helpful. The course work was still manageable even if occasionally stressful. I definitely recommend the course.

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

This was the supervisor's first time doing this. However, he was very kind and competent, and clearly cared what we thought and wanted. He also made the tasks quite fun for the most part.

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	2
Compared to other block courses, this course was... 1: much less work, 5: much more work	4
The block course was... 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

This block course also included some very good tips for how to write better, and included actually writing & researching a research proposal. This was very helpful. In general, the skills learnt were very applicable & it was definitely worth it.

BIO 290 Aquatic microbial ecology

3 answers

General

Location(s)	Limnological Station in Kilchberg, Limnologisches Institut, limnological station UZH
Typical day	08:00 - 16:00/17:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Lectures • Examining prepared samples • Group projects • Project/experiment proposal • Excursions

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	3.5
Size of project group(s)	3, 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)	0 - 5 h, none

Comments
some days were long when the experiments don't work or when we had to finish the presentation/report

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
No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work Written exam

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	3.33
Compared to other block courses, this course was… 1: much less work, 5: much more work	2.67
The block course was… 1: too theoretical, 3: just right, 5: too practical	3.5
I would recommend this block course. 1: No way!, 5: Definitely!	4

Comments

It's a nice blockcourse in Kilchberg directly at Lake Zurich. The people are very friendly and you learn a lot about the ecology of lake Zurich. After The lectures in the morning, you work in groups at a different research project for 3 weeks.

Super Team, abr wie spannends nacher isch isch sehr abhängig vo de gruppe. Abr grundsätzlich isches cool

BIO 292 Human and veterinary medical Bacteriology

1 answer

General

Location(s)	University of Zürich - Zentrum
Typical day	08:00 - 17:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Group projects • Lectures • Insights into other research projects • Examining prepared samples

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

Comments
No comments for this section

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

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	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

The topic is very interesting but in the group that I was, we minimally could work with the samples, so there was little practical work.

BIO 296 Microbial bioinformatics: sequencing technologies to pathogen analysis

3 answers

General

Location(s)	University of Zürich - Zentrum, IMM
Typical day	08:00 - 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) • Group projects • Lectures • Journal Club

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)	4
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	none, 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

Comments
No comments for this section

Grading

Elements relevant for grading	Presentation Report Lab work

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	4
Compared to other block courses, this course was... 1: much less work, 5: much more work	4
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!	2.5

Comments

Very laid back supervisors but the course covers a lot of material and can be very intense

BIO 302 Genome Evolution and Diversity

1 answer

General

Location(s)	Botanical Garden
Typical day	09:00 - earlier than 16:00
Longest day	8h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures • Examining prepared samples

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

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

It was a really really good block course

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	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

BIO 328 Neurobiology

2 answers

General

Location(s)	University of Zürich - Irchel
Typical day	08:00/09:00 - 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) • Group projects • Lectures • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	2.5
Research-orientation 1: not research-oriented, 5: very research-oriented	4
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	10+ h

Comments

The organisation ranges from lab to lab, some were very good while others were very bad.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	3
Independence 1: very dependent, 5: very independent	4.5
Atmosphere 1: very uncomfortable, 5: very comfortable	3.5

Comments

Depends on the lab, one supervisor was so bad I considered quitting the course.

Grading

Elements relevant for grading	Written exam Presentation Report Lab work

	Proposal
	Class participation

Comments

Grading is fair, but the feedback given is pretty useless

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	4.5
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!	3.5

Comments

There were some super interesting projects and the practical experience is very good. But the labs are assigned

BIO 330 Modelling in Biology

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 17:00
Longest day	8h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis)

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3
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	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)	none

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam

Comments

No comments for this section

Total Impression

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

Comments

No comments for this section

BIO 334 Practical Bioinformatics

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 17:00
Longest day	9h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis)

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

Comments

It was pure lecture and exercise aolving, and after the day you were too tired and drained fo even look at a screen

Supervision

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

Comments

TAs had no clue what to do

Grading

Elements relevant for grading	Written exam 1h Theory 4h Coding Exam

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

Comments

"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

BIO 353 Animal Behaviour Field Studies

2 answers

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 17:00/earlier than 16:00
Longest day	8h
Block course composition	• Group projects • Lectures • Journal Club • Project/experiment proposal • Excursions • Practical lab work - dry lab (= e.g. computer analysis) • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	2.5
Research-orientation 1: not research-oriented, 5: very research-oriented	3.5
Size of project group(s)	Individual work, 2
Accuracy of course description 1: not accurate, 5: very accurate	3.5
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	3
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, none

Comments

The organization was very unstructured. Much time lost with for example assigning supervisors to project groups, which could be done another time. The lectures to show how different methods are used for observing behaviours were too long (The same 20 min was watched 3 times and after a couple minutes, you already know what it is about). The first day, a few students didn't even receive an email and didn't know that the first excersise was self study instead of showing up at irchel.

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

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation Report 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
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 365 Ecological Networks

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	later than 10:00 - earlier than 16:00
Longest day	less than 8h
Block course composition	• 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)	2
Accuracy of course description 1: not accurate, 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	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	5

Comments

No comments for this section

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

Comments

No comments for this section

BIO 374 Virology: Biology of Virus Infection and Evolution

4 answers

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 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) • Group projects • Lectures • Lab meetings • 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	4.5
Size of project group(s)	2, All course participants together, no individual groups, 4
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, 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
Atmosphere 1: very uncomfortable, 5: very comfortable	4.5

Comments

No comments for this section

Grading

Elements relevant for grading	Presentation Report

	Lab work
	Poster
	Class participation

Comments

No comments for this section

Total Impression

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

Comments

No comments for this section

BIO 407 Practical Microscopy

1 answer

General

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

Comments

No comments for this section

Grading

Elements relevant for grading	Oral exam Presentation

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	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

No comments for this section

BIO 413 Genome modification in mammals

1 answer

General

Location(s)	Schlieren
Typical day	09:00 - 17:00
Longest day	8h
Block course composition	• Group projects • Journal Club

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented, 5: very research-oriented	3
Size of project group(s)	2
Accuracy of course description 1: not accurate, 5: very accurate	1
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	4
Atmosphere 1: very uncomfortable, 5: very comfortable	3

Comments

No comments for this section

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

Comments

No comments for this section

BIO 442 Evolutionary Medicine: Health and disease in modern humans

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 17:00
Longest day	10h
Block course composition	• Group projects • Lectures • Lab meetings • 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)	4
Accuracy of course description 1: not accurate, 5: very accurate	2
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments
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
Not much guidance

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

Comments

No comments for this section

BME 302 Systems Neurobiology

2 answers

General

Location(s)	University of Zürich - Irchel
Typical day	08:00 - 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

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)	All course participants together, no individual groups, 4
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, 10+ h

Comments

We were separated into several small groups and each group joined a different lab. Some labs were at Irchel, some in Schlieren

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	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	3
Compared to other block courses, this course was… 1: much less work, 5: much more work	4
The block course was… 1: too theoretical, 3: just right, 5: too practical	2
I would recommend this block course. 1: No way!, 5: Definitely!	3.5

Comments

The fist 1.5 weeks are only lecture (13 neurobiology lectures) which are tested in a written exam of 5 questions. At the end of the second week we had a paper presentation presented infront of a small group of course participants. The afternoon of the second and third week we were in the lab in small groups. We worked a lot wirh mouse models. We got a lot of free time in the third and fourth week to prepare for the exam.

BME 305 Methods in Experimental and Clinical Pharmacology
2 answers

General

Location(s)	University of Zürich - Irchel
Typical day	08:00 - 17:00
Longest day	9h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Lectures • Practical lab work - dry lab (= e.g. computer analysis)

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	2.5
Research-orientation 1: not research-oriented, 5: very research-oriented	2.5
Size of project group(s)	4
Accuracy of course description 1: not accurate, 5: very accurate	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	none, 0 - 5 h

Comments
Too many lectures, which were very boring and repetitive

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	3.5

Comments
No comments for this section

Grading

Elements relevant for grading	Written exam Lab work

Comments
No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	3
Compared to other block courses, this course was… 1: much less work, 5: much more work	3.5
The block course was… 1: too theoretical, 3: just right, 5: too practical	1
I would recommend this block course. 1: No way!, 5: Definitely!	2

Comments

The quality of the lab was very dependent on what group you where in. I recommend taking the toxicology lecture during the HS instead of this course

BME 306 Experimental human studies

2 answers

General

Location(s)	University of Zürich - Irchel, USZ, Kinder- und Jugendpsychiatrie Zürich
Typical day	09:00 - 17:00
Longest day	less than 8h
Block course composition	• 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	2.5
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	3
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	5 - 10 h, 0 - 5 h

Comments

Your schedule depends on when are you measuring your participants. If your participants are organized and reliable then there shouldn't be a problem.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	3
Independence 1: very dependent, 5: very independent	2.5
Atmosphere 1: very uncomfortable, 5: very comfortable	3.5

Comments

We took a lot of measurements by ourselves without any supervisor present

It was a bit oversupervised.

Grading

Elements relevant for grading	Presentation Report Class participation

Comments

Sample reports and presentations were provided

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!	2.5

Comments

It was an interesting block course as long as you don't mind recruiting the participants yourself

This blockcourse is divided into different labs, so it might be different for other students.

I think you should clarify the question about "proportionate time and knowledge better". Because I'm never sure what you mean exactly by that. (An example could be useful)

BME 329 Developing New Medicines - An Introduction

1 answer

General

Location(s)	University of Zürich - Zentrum
Typical day	09:00 - 16:00
Longest day	8h
Block course composition	• 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	3
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	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments

No comments for this section

Supervision

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

Comments

No comments for this section

Grading

Elements relevant for grading	Written exam Presentation Written summary of the presentation

Comments

No comments for this section

Total Impression

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

Comments

No comments for this section

BME 332 Metabolic Medicine

1 answer

General

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

Comments

No comments for this section

Total Impression

"The ratio of invested time to acquired knowledge was proportionate." 1: not accurate, 5: very accurate	3
Compared to other block courses, this course was... 1: much less work, 5: much more work	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

No comments for this section

BME 351 Biomedical data mining

1 answer

General

Location(s)	Online, SIAF (Swiss Institute of Allergy and Asthma Research) Davos
Typical day	09:00 - 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	4
Research-orientation 1: not research-oriented, 5: very research-oriented	5
Size of project group(s)	Individual work
Accuracy of course description 1: not accurate, 5: very accurate	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

The course takes place in Davos in the first week and then completely online in the second and third week. In the two weeks of online courses, you have lectures up to 2h a day and work individually on your own projects in the lecture-free time. After the course you have to hand in a report for which we had much less time than in other block courses (but the work amount isn't less)

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

You work independently and individually on the project of your choice and the supervisors are always willing to help

Grading

Elements relevant for grading	Presentation Report Lab journal

Comments

50% online presentation already on Wednesday of the last week of the course (which was weird and causes imo unnecessary time pressure) and 50% report plus commented R code of your data analysis

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

Comments

The one week in Davos plus two weeks online course module has been first launched last year and generally it's a quite 'new' block course. Adaptations are required, but our supervisors were very open minded for constructive feedback and I'm sure the course would be improved a lot in the upcoming years!

BME 352 Auditory Biomechanics

1 answer

General

Location(s)	University of Zürich - Zentrum
Typical day	09:00 - 16:00
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
Research-orientation 1: not research-oriented, 5: very research-oriented	4
Size of project group(s)	Individual work
Accuracy of course description 1: not accurate, 5: very accurate	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	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	5
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments

No comments for this section

Grading

Elements relevant for grading	Report small homework that made up 10% of final grade

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

Comments

Many lectures at the beginning of course onsite. One morning was spent to perform the experiment which consisted of simple tests on metal beams. We got a lot of time for data analysis and writing the report for which we didn't have to be onsite. Focus was on the mechanical side rather than the biological. We also worked with MATLAB which took some time to get adjusted to. However, TA's were eager to help and there were also enough QnAs session on teams.

BME 353 Human brain activity and the mind

1 answer

General

Location(s)	Schlieren
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

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	4
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	4
Additional work after the corresponding block course weeks (e.g. handing in a report)	0 - 5 h

Comments

No comments for this section

Supervision

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

Comments

The two profrssors are very kind. They like to discuss and create a very open atmosphere where you are welcome to share your thoughts.

Grading

Elements relevant for grading	Presentation Report Class participation

Comments

There are 2 presentations during the course. These two presentations as well as class participation and a very short report (written in groups) are graded. You get a lot of time during the course to prepare the presentations and the report.

Total Impression

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

Comments

A big part of this block course is discussing about brain science, but also about philosophical questions (What is the mind? What is consciousness? What is intelligence? Can we measure this?). A smaller part of the course is doing some small EEG experiments. So if you are interested in thinking critically about (brain)science and discuss your point of views, this course is for you. If you however would like to get hands-on lab experience in neuroscience, I would not recommend this course.

BME 354 Forensic Toxicology

1 answer

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 16:00
Longest day	less than 8h
Block course composition	• Practical lab work - wet lab (= in the lab, at the bench, observation studies, etc.) • Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures • Insights into other research projects

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

Comments

No comments for this section

Supervision

Technical quality of supervision 1: not competent, 5: very competent	5
Independence 1: very dependent, 5: very independent	4
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	4
Compared to other block courses, this course was... 1: much less work, 5: much more work	2
The block course was... 1: too theoretical, 3: just right, 5: too practical	3
I would recommend this block course. 1: No way!, 5: Definitely!	5

Comments

No comments for this section

BME 357 Diseases at the human animal interface
2 answers

General

Location(s)	University of Zürich - Irchel, Tierspital
Typical day	09:00 - 16:00
Longest day	less than 8h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3.5
Research-orientation 1: not research-oriented, 5: very research-oriented	2
Size of project group(s)	All course participants together, no individual groups, Changing group sizes during the course, 2
Accuracy of course description 1: not accurate, 5: very accurate	2
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, none

Comments

The course was advertised as something that would focus quite significantly on the medical side. It wasn't, instead we talked extensively and repetitively about the same three socioecological concepts: One Health, systems thinking and the impact of foodborne diseases. There was barely anything about medicine. The epidemiological aspects were also neglected. We learned that two PhD students were working on a strategy to get rid of rabies in Uganda/RDC, but never actually learned what this strategy was.
We constantly had to change rooms which was unpractical and made no sense and the schedule often indicated the wrong building number, to the point that even the lecturers were lost.

The course is a 100% theoretical course and it is mainly lectures. Sometimes we had some discussion during the lectures but not very often.
About the description of the course: We gave them the feedback that we do not find the title and description fitting, so maybe they are going to change it next year. We had the impression of learning something about different diseases which are transmissable between animals and humans & their mechanisms. But the focus of the course was not on the diseases but on the managing of zoonotic diseases. We learned what are the difficulties of outbreaks, how can an outbreak be handled, what are the impacts of doing something vs. not doing anything, what is the ethics behind it etc. A big focus was on the "One Health" topic. In general the course was very interesting but not really about what the description implyed.

Supervision

Technical quality of supervision 1: not competent, 5: very competent	4
Independence 1: very dependent, 5: very independent	1.5
Atmosphere 1: very uncomfortable, 5: very comfortable	4.5

Comments

The interactions during theoretical parts felt forced most of the time. For example, during the One Health lecture, we were supposed to read stuff out loud one after the other like in primary school. Indeed, the best parts of the course were the interactive parts, the once we were presenting things and debating, discussing and interacting with lecturers (who were for the most part interesting specialists but unengaging lecturers).

Because it was mainly lectures there was not really independent work to do.

Grading

Elements relevant for grading	Presentation Class participation Wiki

Comments

Presentation: 10 minutes in pairs, not exactly clear what we were supposed to analyze but not a lot of work was required. We also had time to work on it during the blockcourse.
We could also choose our own zoonotic disease, even those that were discussed in class. As a result, the group that chose rabies ended up with a much more extensive knowledge of the disease thanks to the discussions on it.
Participation and wiki (a personal glossary): were graded in common and everyone got the same grade based on the common contribution. This approach can be interpreted as promoting team-building or a way to lazily grade without differentiating anyone's contributions.

Presentation: Had to be about a zoonotic disease, 10min, in groups of 2. Preparation time for the presentation was given during the course, so there was no aditional work needed.

Wiki: The whole class together had to generate something like a Wikipedia on OLAT (the Moodle of UZH). We had to write "articles" about the topics in the lectures. This could be done during the lectures, and everyone was working together so there was no aditional work needed after the courseday.

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	1.5

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 fully support the message of the course that was: « Epidemiological zoonotic issues require a complex, systematic, interdisciplinary approaches to come up with an adequate solution that covers all three sectors of One Health ». But I do think that the execution of was rather lazy, disorganized and repetitive.

Nevertheless, I would recommend this blockcourse to those who weren't traumatized by systems biology, enjoy ecology and want something requiring the bare minimum effort.

It was a very chill and 100% theoretical blockcourse.

The focus was less on biological concepts and the biology itself but on what effect the biology (in this case the diseases) has and how it can be managed. It was a good way to gain another view on diseases. But if someone is more interested in the biology itself this might not be the right course to take.

Perhaps adding more specific questions about different supervisors. Because most BKs have several and giving targeted feedback would be useful

BME 366 Medical Immunology

5 answers

General

Location(s)	Careum, University of Zürich - Zentrum, Davos - SIAF, Careum UZH & Häldeliweg 4
Typical day	08:00/09:00 - 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) • Group projects • Lectures • Lab meetings • Journal Club • Excursions • Insights into other research projects

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	4.5
Research-orientation 1: not research-oriented, 5: very research-oriented	4.5
Size of project group(s)	3, 4
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

very nicely organized

Really great course!

The general organization was great. We went to Davos for the 3rd week. About the organization of that: Thy offered us to help with organization of a place to sleep but generally you had to take care of it. But all of the necessary information was given already before the course started, which was very nice.

About the required knowledge: All of the other students were biomedicine students. So in general their knowledge about immunology was definitly better but with the lectures given during the course I felt like I knew enough to be able to follow and understand everything.

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

Very awesome TAs and always enough TAs around

Different Phd students were involved in supervising the lab and also they gave some lectures. All of them were really nice and fun.

Grading

Elements relevant for grading	Presentation Report Lab work Class participation Presentation (40%) Report (40%) Individual contribution (20%)

Comments

The Phd students helped us a lot with the data analysis and the interpretation which was very helpful to write the report.

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	4.5
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

Awesome course! You'll learn a lot!

Very interesting course where you learn a lot about immunology with both the research and clinical perspectives. The schedule was rather planned tightly and the days were rather long. However the experiments were quite nice. You learn a lot about flow cytometry and also get to work with mice. (might not be for the faint-hearted). TA's were really nice and helpful. Trip to davos was also nice, but the hostel rather expensive.

was my 5th blockcourse and until now definetly the best one; nicely organized, interesting topic and lectures and great to learn more about immunology

It is already mentioned in the course description but don't forget: 1) The block course includs working with mouse models. So in the first two weeks we were working several times with mice. 2) There will be several days which you will leave for Davos. The ticket and the stay is payed by the students themselfs.

EEE 311 Remotely Sensing the Basis of Biodiversity

3 answers

General

Location(s)	University of Zürich - Irchel
Typical day	09:00 - 17:00
Longest day	8h
Block course composition	• Practical lab work - dry lab (= e.g. computer analysis) • Group projects • Lectures

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	3
Research-orientation 1: not research-oriented, 5: very research-oriented	2
Size of project group(s)	Changing group sizes during the course, 2, 3, 4
Accuracy of course description 1: not accurate, 5: very accurate	2.5
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)	10+ h, none

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	3
Atmosphere 1: very uncomfortable, 5: very comfortable	4

Comments
No comments for this section

Grading

Elements relevant for grading	Presentation Report Class participation Lab journal

Comments
Grades seem to take longer (still no grades 30+ days later)

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	3.67
The block course was... 1: too theoretical, 3: just right, 5: too practical	1.5
I would recommend this block course. 1: No way!, 5: Definitely!	2.5

Comments

No comments for this section

EEE 313 Applied Species Conservation and Management
3 answers

General

Location(s)	University of Zürich - Irchel
Typical day	10:00 - 16:00
Longest day	less than 8h
Block course composition	• Lectures • Project/experiment proposal

Structure and waiting times 1: little structure, long waiting times, 5: well-structured, no unnecessary waiting times	1.5
Research-orientation 1: not research-oriented, 5: very research-oriented	1.5
Size of project group(s)	Individual work
Accuracy of course description 1: not accurate, 5: very accurate	2
Comprehensiveness with knowledge from bachelor lectures 1: incomprehensive, 5: very comprehensive	5
Additional work after the corresponding block course weeks (e.g. handing in a report)	none

Comments

Very easy block course, but not many new insights

Rather boring, only theoretical; one lecture in the morning (no new information) and rest of the time was time to write the report. (Had to stay in the room)

no excursion was organised, one student proposed it and then he organised the excursion

Supervision

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

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	3
Compared to other block courses, this course was... 1: much less work, 5: much more work	1
The block course was... 1: too theoretical, 3: just right, 5: too practical	1
I would recommend this block course. 1: No way!, 5: Definitely!	2.67

Comments

it was chill and easy but boring, learned not much