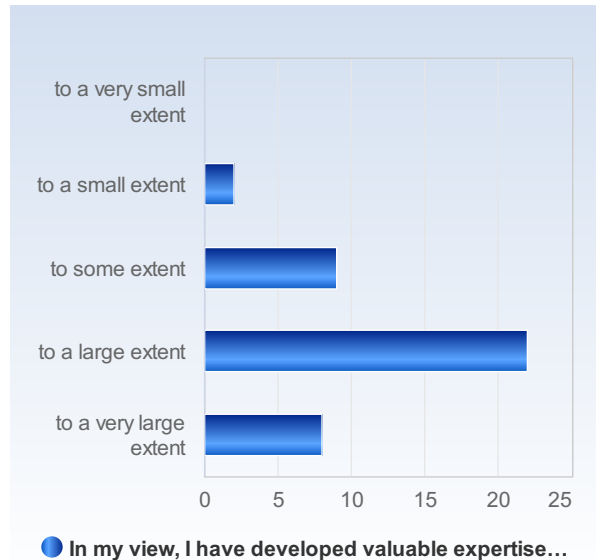**GOC survey HT-21**
Respondents: 51
Answer Count: 41
Answer Frequency: 80.39%

## In my view, I have developed valuable expertise/skills during the course.

| In my view, I have developed valuable expertise /skills during the course. | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 2 (4.9%) |
| to some extent | 9 (22.0%) |
| to a large extent | 22 (53.7%) |
| to a very large extent | 8 (19.5%) |
| Total | 41 (100.0%) |



🔵 In my view, I have developed valuable expertise…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| In my view, I have developed valuable expertise/skills during the course. | 3.9 | 0.8 | 20.1 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |

# In my view, I have achieved all the intended learning outcomes of the course.

| In my view, I have achieved all the intended learning outcomes of the course. | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 3 (7.3%) |
| to some extent | 18 (43.9%) |
| to a large extent | 16 (39.0%) |
| to a very large extent | 4 (9.8%) |
| Total | 41 (100.0%) |
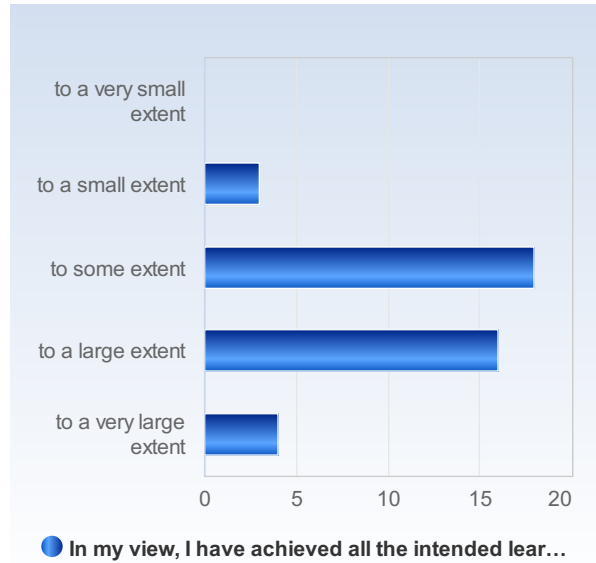


● In my view, I have achieved all the intended lear…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| In my view, I have achieved all the intended learning outcomes of the course. | 3.5 | 0.8 | 22.2 % | 2.0 | 3.0 | 3.0 | 4.0 | 5.0 |

# In my view, there was a common theme running throughout the course – from learning outcomes to examinations.

| In my view, there was a common theme running throughout the course – from learning outcomes to examinations. | Number of responses |
|---|---|
| to a very small extent | 1 (2.4%) |
| to a small extent | 4 (9.8%) |
| to some extent | 5 (12.2%) |
| to a large extent | 21 (51.2%) |
| to a very large extent | 10 (24.4%) |
| Total | 41 (100.0%) |
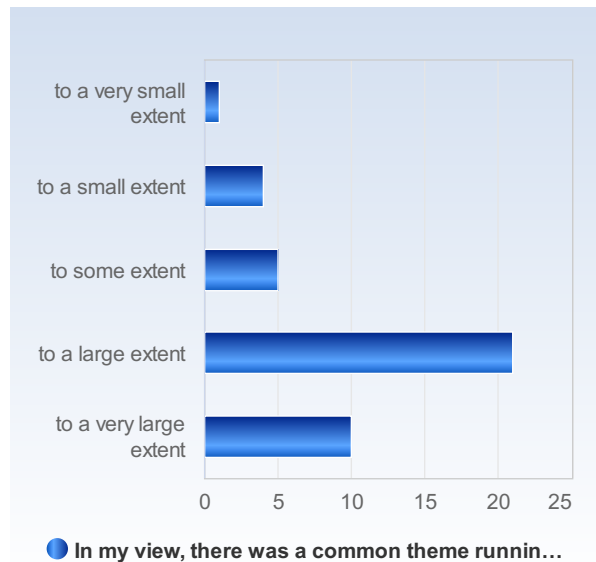


● In my view, there was a common theme runnin…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| In my view, there was a common theme running throughout the course – from learning outcomes to examinations. | 3.9 | 1.0 | 25.7 % | 1.0 | 4.0 | 4.0 | 4.0 | 5.0 |

## In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information).

| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information). | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 3 (7.3%) |
| to some extent | 15 (36.6%) |
| to a large extent | 18 (43.9%) |
| to a very large extent | 5 (12.2%) |
| Total | 41 (100.0%) |



🔵 **In my view, the course has promoted a scientifi…**

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| In my view, the course has promoted a scientific way of thinking and reasoning (e.g. analytical and critical thinking, independent search for and evaluation of information). | 3.6 | 0.8 | 22.2 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content.
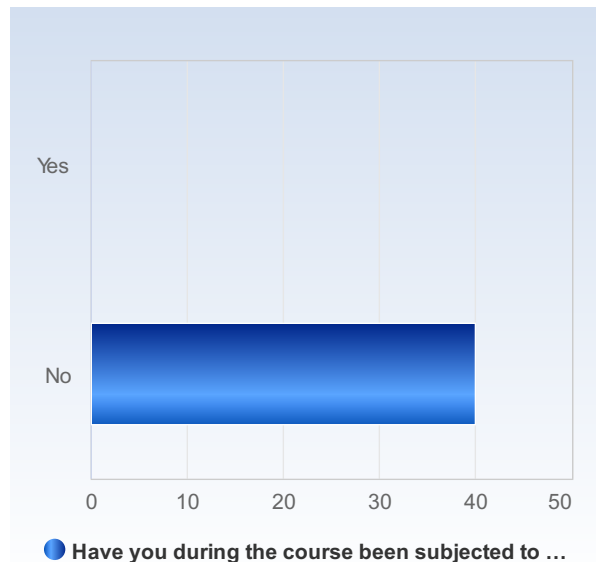
| In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content. | Number of responses |
|---|---|
| to a very small extent | 4 (9.8%) |
| to a small extent | 6 (14.6%) |
| to some extent | 11 (26.8%) |
| to a large extent | 14 (34.1%) |
| to a very large extent | 6 (14.6%) |
| Total | 41 (100.0%) |
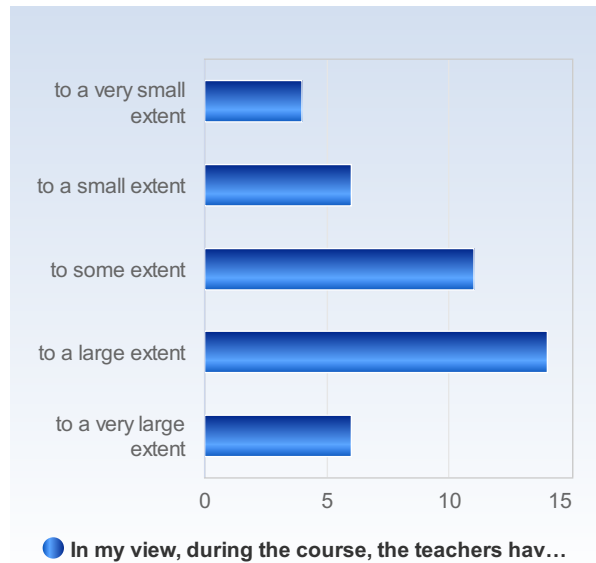


● In my view, during the course, the teachers hav…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| In my view, during the course, the teachers have been open to ideas and opinions about the course's structure and content. | 3.3 | 1.2 | 36.1 % | 1.0 | 3.0 | 3.0 | 4.0 | 5.0 |

## Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information.

| Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information. | Number of responses |
|---|---|
| Yes | 0 (0.0%) |
| No | 40 (100.0%) |
| Total | 40 (100.0%) |



● Have you during the course been subjected to …

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Have you during the course been subjected to negative discrimination or insults because of your gender, ethnic origin, religion, disability or sexual orientation? If the answer is yes, the programme advises you to contact the study advisor or the student ombudsman; see KI webpage for Contact information. | 2.0 | 0.0 | 0.0 % | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

## What was the reason for the negative discrimination or insult?

| What was the reason for the negative discrimination or insult? | Number of responses |
|---|---|
| gender | 0 (0.0%) |
| ethnic origin | 0 (0.0%) |
| religion | 0 (0.0%) |
| disability | 0 (0.0%) |
| sexual orientation | 0 (0.0%) |
| Total | 0 (0.0%) |
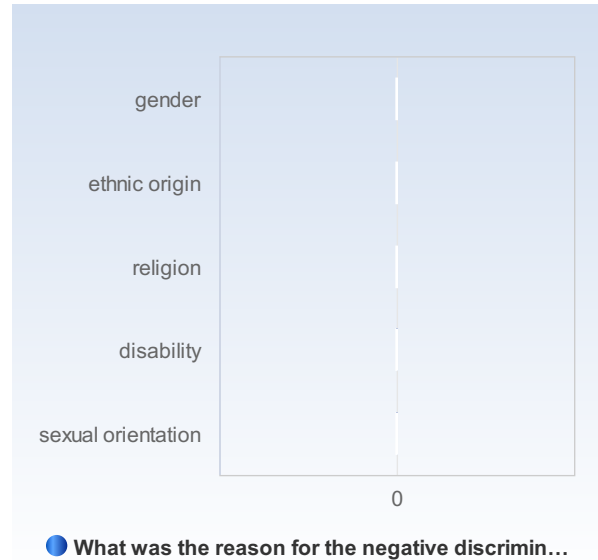


🔵 What was the reason for the negative discrimin…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| What was the reason for the negative discrimination or insult? | 0.0 | 0.0 | NaN % | ∞ | 0.0 | 0.0 | 0.0 | -∞ |

## To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded?

| To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded? | Number of responses |
|---|---|
| To a very small extent | 4 (9.8%) |
| To a small extent | 12 (29.3%) |
| To some extent | 14 (34.1%) |
| To a large extent | 8 (19.5%) |
| To a very large extent | 3 (7.3%) |
| Total | 41 (100.0%) |
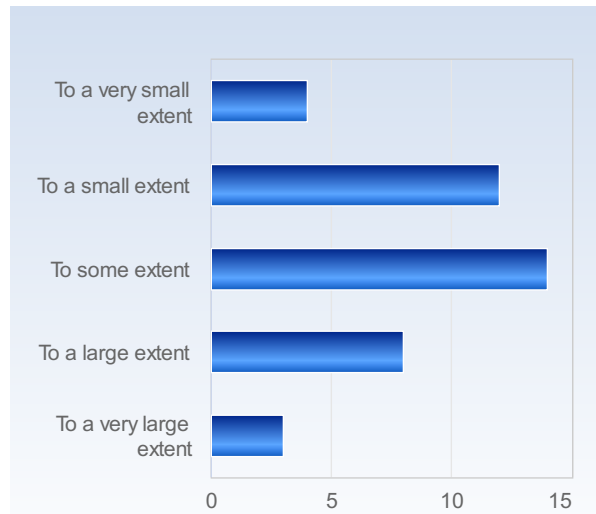


● To what extent do you feel that the workload du…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| To what extent do you feel that the workload during the course was reasonable in relation to the extent of the course/number of credits awarded? | 2.9 | 1.1 | 38.0 % | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 |

## The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes.

| The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes. | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 4 (9.8%) |
| to some extent | 12 (29.3%) |
| to a large extent | 15 (36.6%) |
| to a very large extent | 10 (24.4%) |
| Total | 41 (100.0%) |
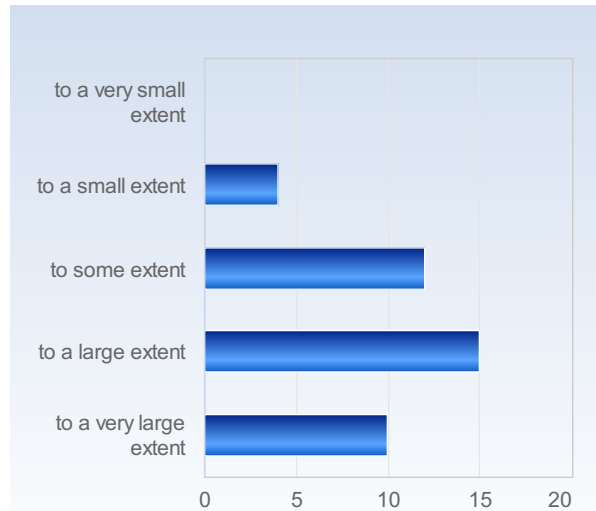


● The course structure and methods used (e.g. le…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| The course structure and methods used (e.g. lectures, exercises, seminars, assignments etc.) were relevant in relation to the learning outcomes. | 3.8 | 0.9 | 25.1 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## The examination was relevant in relation to the learning outcomes.

| The examination was relevant in relation to the learning outcomes. | Number of responses |
|---|---|
| to a very small extent | 1 (2.4%) |
| to a small extent | 1 (2.4%) |
| to some extent | 8 (19.5%) |
| to a large extent | 17 (41.5%) |
| to a very large extent | 14 (34.1%) |
| Total | 41 (100.0%) |
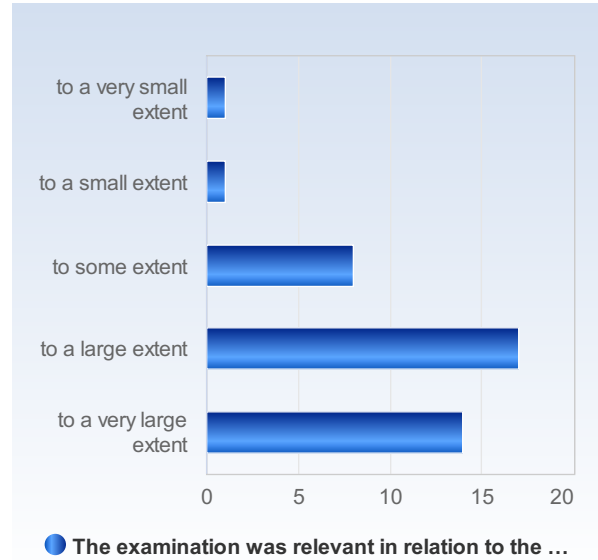


🔵 The examination was relevant in relation to the …

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| The examination was relevant in relation to the learning outcomes. | 4.0 | 0.9 | 23.2 % | 1.0 | 4.0 | 4.0 | 5.0 | 5.0 |

# I took responsibility for my own learning during this course.

| I took responsibility for my own learning during this course. | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 0 (0.0%) |
| to some extent | 4 (9.8%) |
| to a large extent | 18 (43.9%) |
| to a very large extent | 19 (46.3%) |
| Total | 41 (100.0%) |
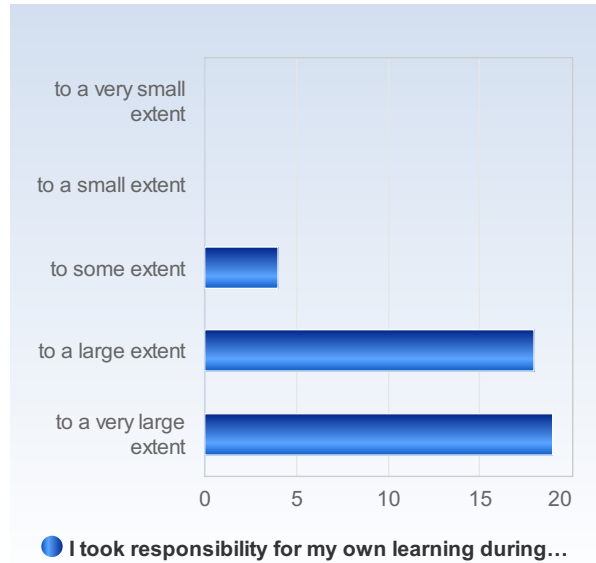


● I took responsibility for my own learning during…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| I took responsibility for my own learning during this course. | 4.4 | 0.7 | 15.2 % | 3.0 | 4.0 | 4.0 | 5.0 | 5.0 |

# When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance.

| When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance. | Number of responses |
|---|---|
| to a very small extent | 1 (2.4%) |
| to a small extent | 3 (7.3%) |
| to some extent | 13 (31.7%) |
| to a large extent | 17 (41.5%) |
| to a very large extent | 7 (17.1%) |
| Total | 41 (100.0%) |



● When/if I had questions or problems with the c…

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| When/if I had questions or problems with the course content, I felt that I could turn to my teacher/supervisor for guidance. | 3.6 | 0.9 | 25.9 % | 1.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## The feedback that I have received has been important for my development and learning.

| The feedback that I have received has been important for my development and learning. | Number of responses |
|---|---|
| to a very small extent | 0 (0.0%) |
| to a small extent | 5 (12.5%) |
| to some extent | 17 (42.5%) |
| to a large extent | 14 (35.0%) |
| to a very large extent | 4 (10.0%) |
| Total | 40 (100.0%) |
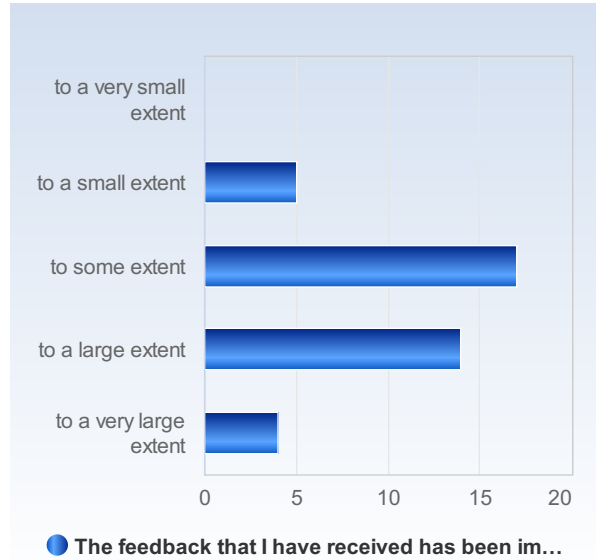


🔵 **The feedback that I have received has been im…**

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| The feedback that I have received has been important for my development and learning. | 3.4 | 0.8 | 24.6 % | 2.0 | 3.0 | 3.0 | 4.0 | 5.0 |

# What is your overall opinion of the course?

| What is your overall opinion of the course? | Number of responses |
|---|---|
| very poor | 1 (2.4%) |
| poor | 3 (7.3%) |
| OK | 17 (41.5%) |
| good | 16 (39.0%) |
| very good | 4 (9.8%) |
| Total | 41 (100.0%) |
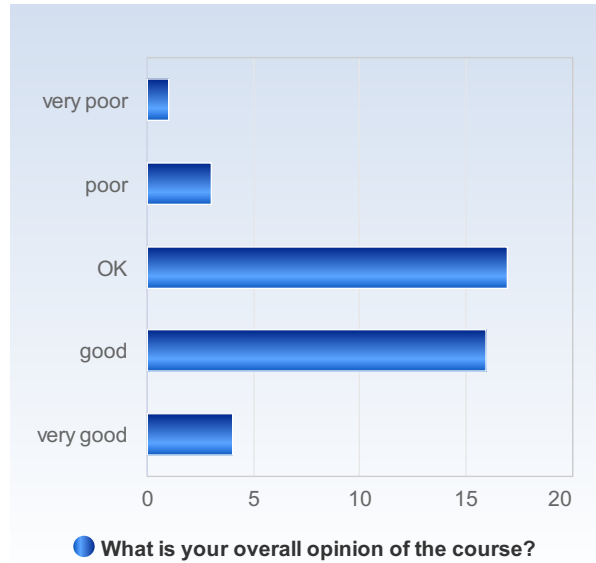


● **What is your overall opinion of the course?**

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| What is your overall opinion of the course? | 3.5 | 0.9 | 25.1 % | 1.0 | 3.0 | 3.0 | 4.0 | 5.0 |

# Rate the following teaching modules

## Lecture

| Lecture | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 7 (17.1%) |
| OK | 17 (41.5%) |
| good | 14 (34.1%) |
| very good | 3 (7.3%) |
| Total | 41 (100.0%) |
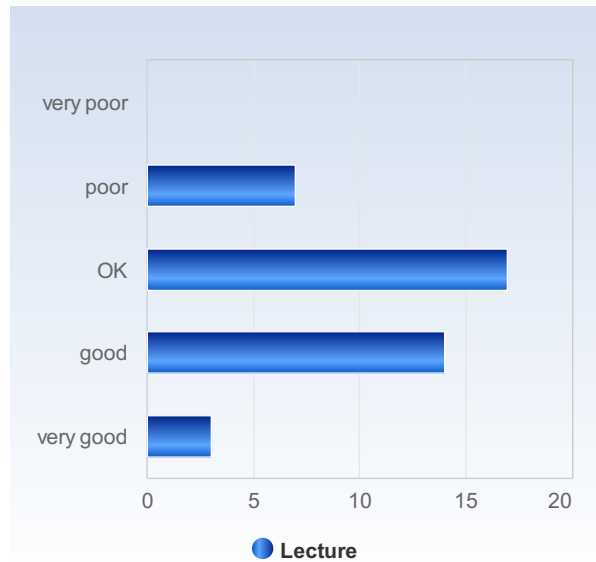


● **Lecture**

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Lecture | 3.3 | 0.8 | 25.6 % | 2.0 | 3.0 | 3.0 | 4.0 | 5.0 |

## Lecture + Self Study (i.e. Subst, Elim, Carbonyl)

| Lecture + Self Study (i.e. Subst, Elim, Carbonyl) | Number of responses |
|---|---|
| very poor | 4 (9.8%) |
| poor | 3 (7.3%) |
| OK | 17 (41.5%) |
| good | 10 (24.4%) |
| very good | 7 (17.1%) |
| Total | 41 (100.0%) |
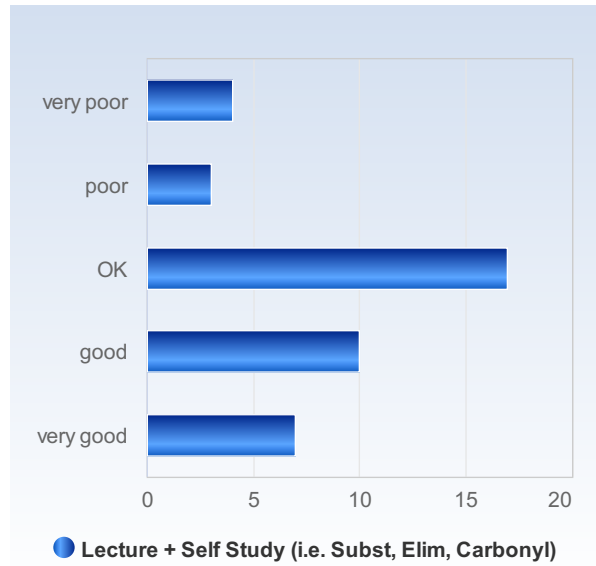


● Lecture + Self Study (i.e. Subst, Elim, Carbonyl)

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Lecture + Self Study (i.e. Subst, Elim, Carbonyl) | 3.3 | 1.1 | 34.7 % | 1.0 | 3.0 | 3.0 | 4.0 | 5.0 |

## Seminar

| Seminar | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 6 (14.6%) |
| OK | 12 (29.3%) |
| good | 18 (43.9%) |
| very good | 5 (12.2%) |
| Total | 41 (100.0%) |
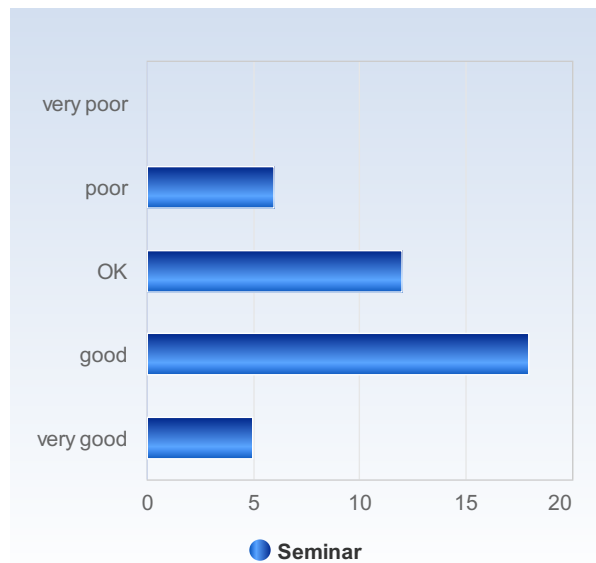


● Seminar

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Seminar | 3.5 | 0.9 | 25.4 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## Self-Study

| Self-Study | Number of responses |
|------------|---------------------|
| very poor | 3 (7.7%) |
| poor | 7 (17.9%) |
| OK | 15 (38.5%) |
| good | 10 (25.6%) |
| very good | 4 (10.3%) |
| Total | 39 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| Self-Study | 3.1 | 1.1 | 34.5 % | 1.0 | 2.5 | 3.0 | 4.0 | 5.0 |

## Labs

| Labs | Number of responses |
|------|---------------------|
| very poor | 0 (0.0%) |
| poor | 0 (0.0%) |
| OK | 6 (14.6%) |
| good | 17 (41.5%) |
| very good | 18 (43.9%) |
| Total | 41 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|------|--------------------|--------------------------|-----|----------------|--------|----------------|-----|
| Labs | 4.3 | 0.7 | 16.7 % | 3.0 | 4.0 | 4.0 | 5.0 | 5.0 |
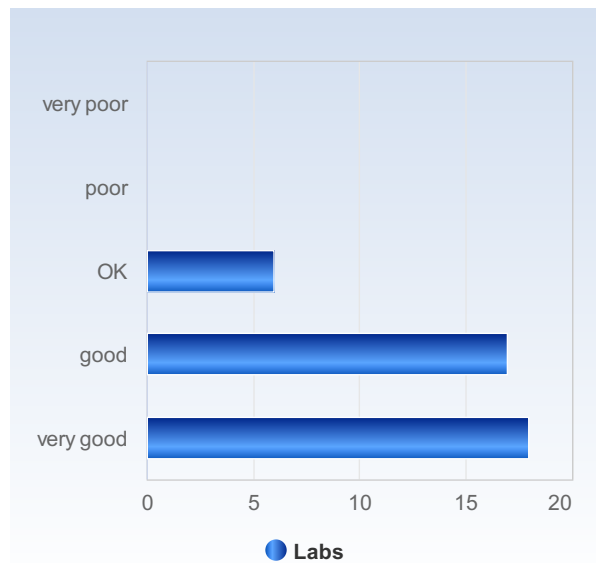
## Intermediate Test

| Intermediate Test | Number of responses |
|---|---|
| very poor | 1 (2.4%) |
| poor | 1 (2.4%) |
| OK | 9 (22.0%) |
| good | 18 (43.9%) |
| very good | 12 (29.3%) |
| Total | 41 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Intermediate Test | 4.0 | 0.9 | 23.3 % | 1.0 | 3.0 | 4.0 | 5.0 | 5.0 |
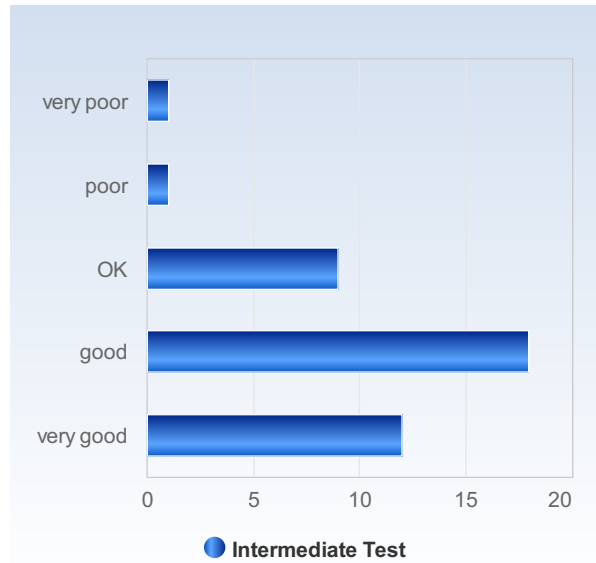
## Final Exam

| Final Exam | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 1 (2.4%) |
| OK | 16 (39.0%) |
| good | 16 (39.0%) |
| very good | 8 (19.5%) |
| Total | 41 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Final Exam | 3.8 | 0.8 | 21.3 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |
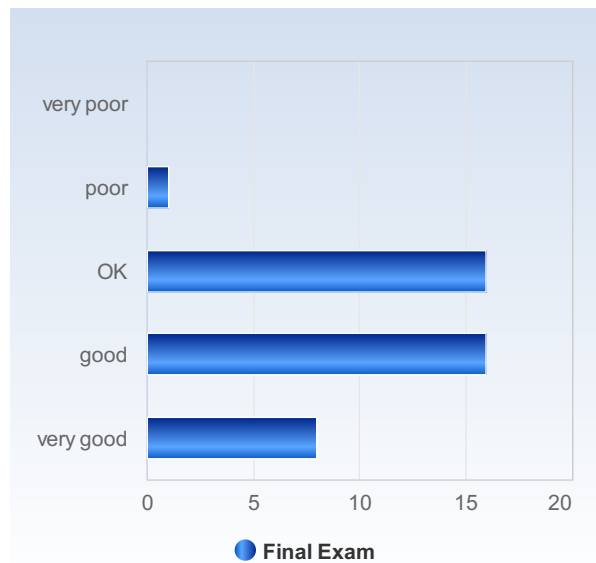
**For the entire course rate the attitude of the people (staff) you have been in contact with the MBB on the course.**

### Course leader (Bernhard Lohkamp)

| Course leader (Bernhard Lohkamp) | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 0 (0.0%) |
| OK | 2 (5.1%) |
| good | 11 (28.2%) |
| very good | 26 (66.7%) |
| Total | 39 (100.0%) |
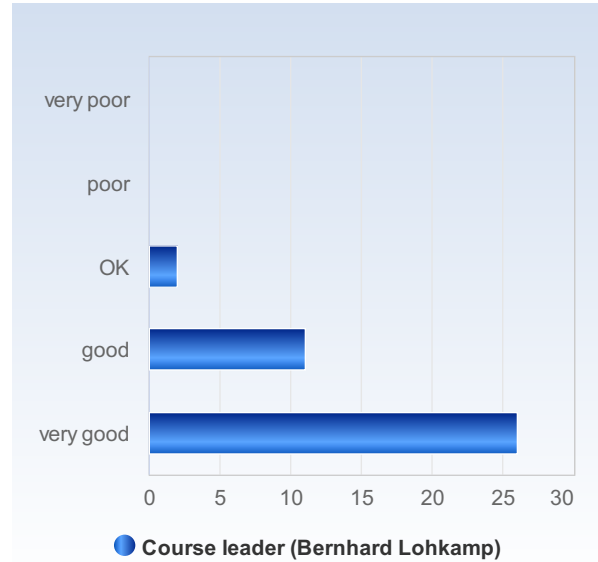


● Course leader (Bernhard Lohkamp)

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Course leader (Bernhard Lohkamp) | 4.6 | 0.6 | 12.8 % | 3.0 | 4.0 | 5.0 | 5.0 | 5.0 |

### Lecturers

| Lecturers | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 1 (2.6%) |
| OK | 13 (33.3%) |
| good | 17 (43.6%) |
| very good | 8 (20.5%) |
| Total | 39 (100.0%) |
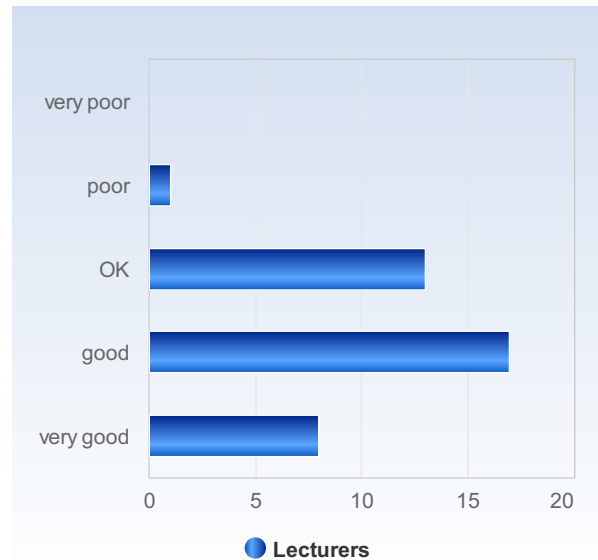


● Lecturers

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Lecturers | 3.8 | 0.8 | 20.7 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## Seminar teachers

| Seminar teachers | Number of responses |
|---|---|
| very poor | 1 (2.6%) |
| poor | 4 (10.3%) |
| OK | 11 (28.2%) |
| good | 17 (43.6%) |
| very good | 6 (15.4%) |
| Total | 39 (100.0%) |
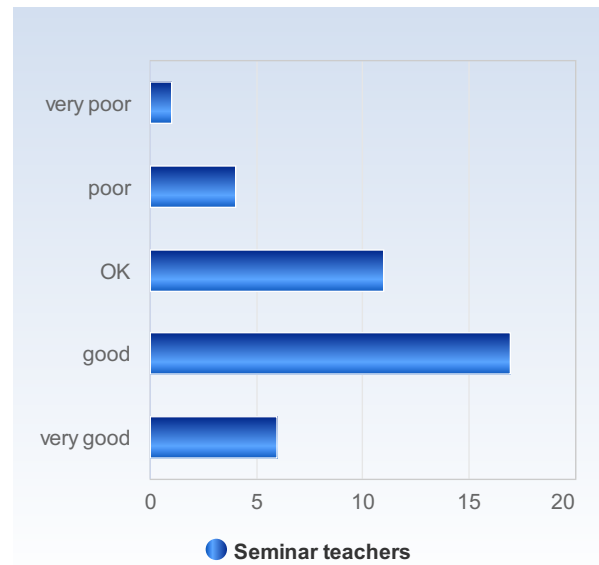
Seminar teachers

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Seminar teachers | 3.6 | 1.0 | 26.9 % | 1.0 | 3.0 | 4.0 | 4.0 | 5.0 |

## Self-Study help teachers

| Self-Study help teachers | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 5 (13.2%) |
| OK | 15 (39.5%) |
| good | 11 (28.9%) |
| very good | 7 (18.4%) |
| Total | 38 (100.0%) |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Self-Study help teachers | 3.5 | 1.0 | 27.0 % | 2.0 | 3.0 | 3.0 | 4.0 | 5.0 |

## Lab teachers

| Lab teachers | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 5 (12.5%) |
| OK | 9 (22.5%) |
| good | 17 (42.5%) |
| very good | 9 (22.5%) |
| Total | 40 (100.0%) |



|  | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Lab teachers | 3.8 | 1.0 | 25.4 % | 2.0 | 3.0 | 4.0 | 4.0 | 5.0 |
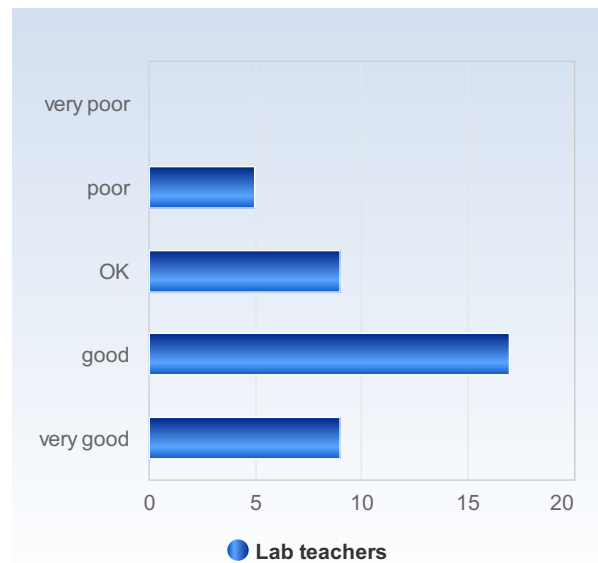
## Course administrator (Victoria Balabanova)

| Course administrator (Victoria Balabanova) | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 3 (8.3%) |
| OK | 6 (16.7%) |
| good | 11 (30.6%) |
| very good | 16 (44.4%) |
| Total | 36 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Course administrator (Victoria Balabanova) | 4.1 | 1.0 | 23.8 % | 2.0 | 3.5 | 4.0 | 5.0 | 5.0 |
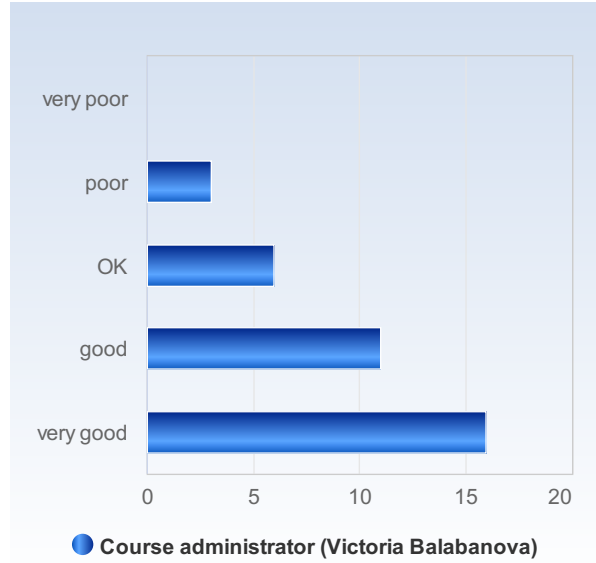
## Course lab (Katalin Benedek)

| Course lab (Katalin Benedek) | Number of responses |
|---|---|
| very poor | 0 (0.0%) |
| poor | 4 (11.4%) |
| OK | 6 (17.1%) |
| good | 14 (40.0%) |
| very good | 11 (31.4%) |
| Total | 35 (100.0%) |



| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Course lab (Katalin Benedek) | 3.9 | 1.0 | 25.1 % | 2.0 | 3.0 | 4.0 | 5.0 | 5.0 |
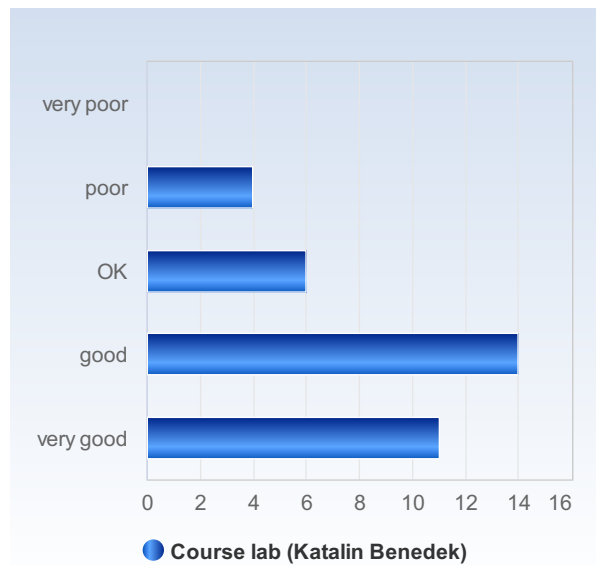
**Would you like to have more traditional lectures (with corresponding self studies) be replaced by blended sessions such as the ones for Substitution, Elimination, and Carbonyl Chemistry? Or maybe even have recorded lectures only with follow up seminars/self-studies?**

| Would you like to have more traditional lectures (with corresponding self studies) be replaced by blended sessions such as the ones for Substitution, Elimination, and Carbonyl Chemistry? Or maybe even have recorded lectures only with follow up seminars /self-studies? | Number of responses |
|---|---|
| Yes, more of these blended sessions please. | 16 (39.0%) |
| No, I prefer traditional teaching with lectures and seminars/self-studies as separate entities. | 20 (48.8%) |
| Better even to have recoded lectures and only follow up seminar/self-study with (a) teacher(s). | 5 (12.2%) |
| Total | 41 (100.0%) |



🔵 **Would you like to have more traditional lecture…**

| | Mean | Standard Deviation | Coefficient of Variation | Min | Lower Quartile | Median | Upper Quartile | Max |
|---|---|---|---|---|---|---|---|---|
| Would you like to have more traditional lectures (with corresponding self studies) be replaced by blended sessions such as the ones for Substitution, Elimination, and Carbonyl Chemistry? Or maybe even have recorded lectures only with follow up seminars/self-studies? | 1.7 | 0.7 | 38.8 % | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 |

**Give 3 tips/hands-on advice for the next round of students at the GOC course.**

Give 3 tips/hands-on advice for the next round of students at the GOC course.

1. Have a plan and start studying early
2. Draw a lot of mechanisms. A LOT.
3. Go to all the lectures and seminars

- Understand the theory: memorisation is a one-way ticket to doing poorly in the course, and it makes you dislike chemistry. Whereas, when you grasp the content, it's really fun, interactive, and satisfying.
- Go into the course with a good mindset: many students start organic chemistry thinking that it's near impossible because the course has that reputation. However, when you practice, stay positive, and understand the basics, it's really fun.

Study on the day you have had the lecture, otherwise everything will add up.

Follow the lectures.
Study with the book
Ask all the doubts that you have, this doubts can lead to realize that you don't really understand the concept behind something.

make notes before the lectures using the presentations, and fill them up during the class
study everyday and try not to get behind on lectures, as it is a lot of material and you need time time to take it all in
ask questions, and pay attention during lab sessions to help you understand the theoretical background better

1. Stay on track of what to do and when it is due.
2. Do not focus too much on the lab reports. They only give you bonus points but as long as you pass they will not contribute towards your final grade, so focus more on learning the lecture material.
3. The course starts slow but then rapidly picks up pace - look at the topics before the lectures and learn/ look at reactions and mechanisms before those lectures. Do all practice questions given (e.g.: in the lab manual and self-studies/ seminar booklet).
4. Look at seminar/ self-study teachers prior to the seminar/ self-study and decide which teacher you prefer and then go to that room. A good teacher can really help you understand the topic, so go to there no matter if you are supposed to be in a different room.

Don't listen to any potential negativity in regard to this course (=don't start the course with bad and low expectations or preconceived notions). Avoid memorization (yes, even in organic chemistry) and focus on understanding and making sense of the topics. Don't postpone studying.

Go to seminars, properly read and UNDERSTAND every step in a lab you're doing, do the practice exams as soon as possible so you have time to ask for help for things you didn't know

Do the lab reports as soon as you have free time after the lab. You'll have everything fresh in your memory and it'll be one less concern during the week so you can focus on lectures and theoretical material.

Make a big map of all the reactions between compounds. Build it from the start and add on to it as the course progresses.
Don't bother going to self studies and check the teacher of the seminar before. Chose your room wisely.

Read the book before each lecture! Don't let yourself fall behind! Do the questions before the seminar, don't just show up to the seminar expecting the teacher to answer it for you.

As everyone has said many times - study the basics hard, find patterns and get the mechanisms rather than memorizing, and you can relax at the end of the course. Prepare for the seminars.

1. A lot of topics of organic chem builds on each other. Its important to ensure you know the basics well and to review your material after class in order to understand the future lectures.
2. Organic chem isn't so much of memorizing as people make it out to be. A lot of it is finding patterns and you can figure out most stuff if you know the basics.
3. Practice questions are essential.

1. Make a list of all the reactions and mechanisms. Look at it often. Maybe a mindmap will be too confusing.
2. Look at past exams as soon as possible to get an idea of what you are actually required to do.
3. Study after every lecture and make sure that you understand the content. Most lectures focus on a certain way of thinking or reactions.

Definetly start studying from the first week there is a lot of content
Practice old exams
Read the book, explains better than some teachers.

Start working right away
Don't learn by heart, try understand first
Ask your questions!

Attend seminars

Go to the seminars.

Try to study the material as soon as you can after the lecture. It is very hard to re-learn it close to the exam otherwise.

Go to the lectures, you can often tell what the most important part of the lecture is.

Don't expect too much of yourself, it's a hard course and it's okay to be confused.

-it is worth to send a lot of time reflecting and comparing mechanisms to see connections/similar elements that help with memorizing
-not attending lectures to work through things alone can be helpful
-memorizing everything takes time

Have seminars and self studies on a certain topic in the same week as the lecture. Lab teachers should be acquainted with the compendium better. Some lectures can be shorter and longer.

Don't listen to your 2nd years and how hard it can get, you'll have time for learning it all.
It is just the second course of Biomed, everyone passes it, you just need to work hard and focus.
Go to seminars and self-study, VERY USEFUL.

Watch Khan Academy videos.
Draw the mechanisms.
Don't panic.
Ask or write mails to the lecturers if you didn't understand something.
Don't compare yourself to others.
Don't forget to do the pre lab quizzes:)

1. Start your notes and revisions as soon as possible
2. Do as much practice / seminars as possible
3. Pace is too fast to catch up if you fall behind so stay on top of workload

-make sure you thoroughly understand the experiments before coming to the lab
-keep up with the reactions
-read at least once the lecture before attending it - it makes things less confusing

- Skip the lectures read the lectures notes buy yourself try to understand them.
- Analyse what type of questions going to be on the exams and focus on that.
- Make sure you still remember fundamentals from general chemistry, acid-base reactions, naming, condensed organic chemical notations, distinguish "reasonable" and "unreasonable" structures, Lewis Diagrams,

1. Follow the course-content sheet step by step.
2. Go through the material in the book before the corresponding lecture and do the seminar and self-studies tasks before the corresponding class.
3. Focus on the theory behind the lab practicals and make sure that you understand what is going to happen before you actually enter the lab.

Try studying as soon as possible, be systematic, be prepared before the seminars

I've noticed that if you do the exercises and learn the material in lectures as soon as possible, the workload is manageable and has a good flow.

Drawing mechanisms is the best way to lear them.

Even if you don't attend the self studies or lectures make sure to go trough the exercises given!

Study continuously, from the very first lecture until the very last, to avoid stress-studies right before the exam. Be prepared and learn theory of the experiment before the labs to get as much learning outcome as possible. I would recommend the website Master Organic Chemistry, it has all the information you need.

It's important to stay in phase.

Ask many questions!

Participate in seminars and self study.

1. Start from the beginning.

2. Sometimes the book is not sufficient, use khan academy etc.

3.

1. Go to the lectures, it is so much easier to keep up with all the material You need to study.

2. Try to understand, but give yourself time, some thongs get easier.

3. Take some time to study after classes but don't forget about proper rest.

Be well prepared for the lab sessions.

Don't skip the the seminars!

Go through the slides of upcoming lectures the day before.

Study everyday don't let everything for before the final exam . There is a lot of content

Follow instructions for lab reports

Read theory and lab protocol carefully before lab

Make a clear scheme of all the reactions and try to remember it even it doesn't feel good and shouldn't be that way, because you will not have enough time during the exam to draw all those reactions by yourselves (even when knowing where electrons go and understanding the theory). Also don't be afraid to skip a seminar/self study if you feel you can't focus because there are people talking or if you had an experience that the teacher's teaching was not helpful. Better go study alone in the library (during the same time and preferably not at home), watch explanatory videos and read the textbook.

1. Study systematically, definitely don't leave preparations for final exam for the last week because the knowledge will not have enough time to sink in.

2. Go to seminars, they are really helpful and will enable you to be better prepared for the exam.

3. Take some time to write the lab reports. Depending on the lab teacher they may be graded very strictly, so make sure you have written everything you were asked for.

1. Start study day one!

2. Try to squeeze in time to prepare before each lecture(because they are fast)

3. Go to all seminars!