



" Applied Methodologies for Quaternary Studies "

Joint course

Isernia (Italy) March 2nd- 13th2026

STUDENT'S FEEDBACK REPORT

1. Introduction

The joint course Applied Methodologies for Quaternary Studies, held in Isernia from March 2 to 13, 2026, represented an intensive training experience combining lectures, laboratory work, and field activities. At the end of the course, participants were invited to complete a feedback questionnaire in order to evaluate both the academic content and the overall organization.

A total of 32 students (all the participants) responded to the survey, ensuring a robust dataset for a meaningful assessment of the course.

2. General Evaluation of the Course

The overall evaluation of the course (fig. 1) was very positive. Both the organization and the academic structure received consistently high scores, with most ratings concentrated between 8 and 10 out of 10. Only a very small number of responses fell below this range, confirming a strong level of satisfaction among participants.

32 risposte

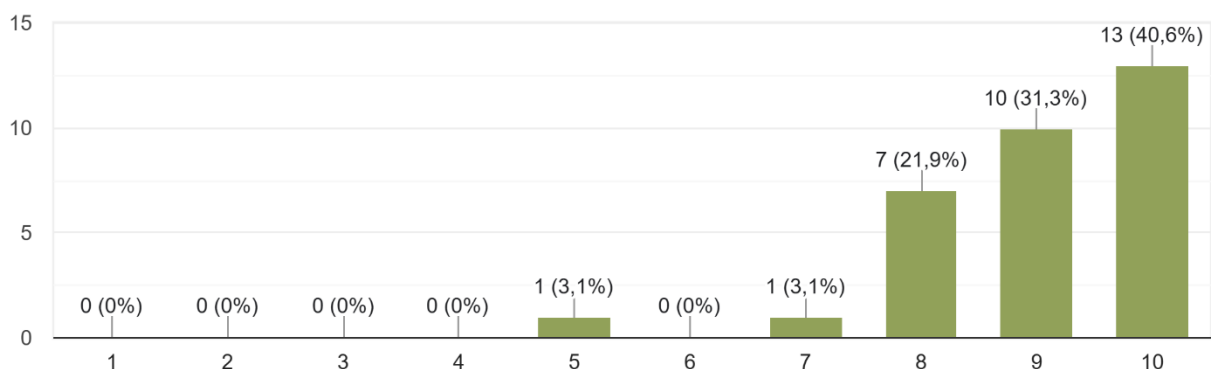


Fig. 1: answers to the question "From a general point of view, how would you rate the part of the "Applied methodologies for Quaternary's studies" course held in Isernia?"



This trend is also reflected in the evaluation of logistical aspects (fig. 2), which were generally rated highly, indicating that the complexity of managing a two week international course was handled effectively.

32 risposte

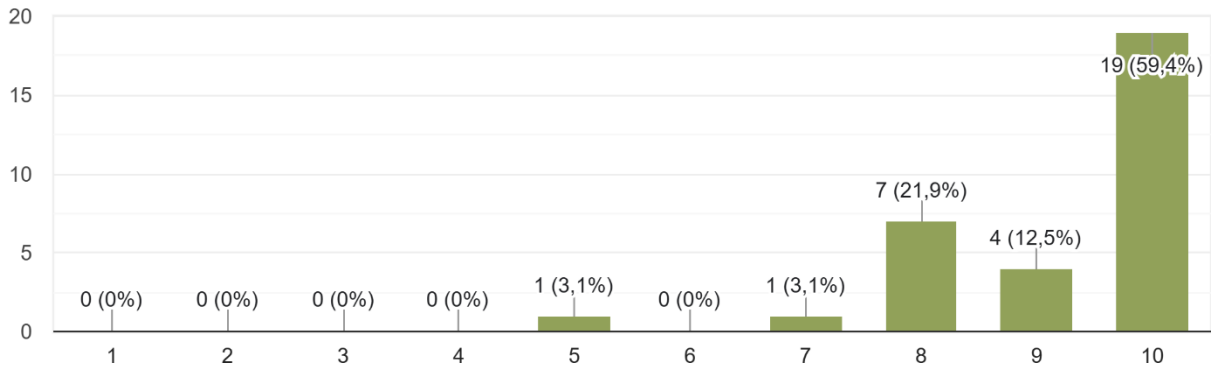


Fig. 2: answers to the question “How would you evaluate the logistical organization of the course?”

3. Perceived Academic Value

The course was widely recognized as academically valuable. The majority of students, approximately three quarters of respondents, stated that the course clearly helped them deepen their knowledge. A smaller group, roughly one fifth, indicated a more moderate benefit, selecting “more or less”, while only a marginal proportion expressed a negative evaluation (fig. 3).

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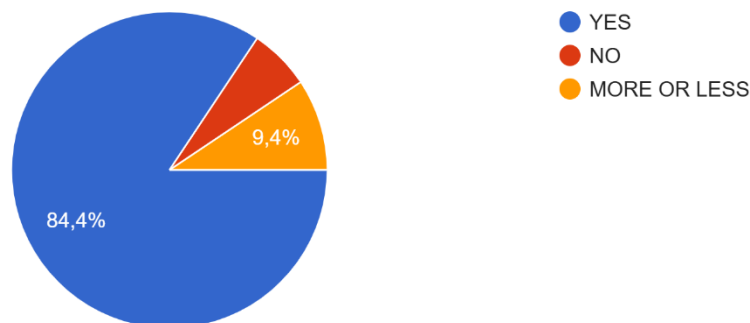


Fig. 3: answers to the question “Do you think the courses you took in Isernia were useful for deepening your knowledge?”

This distribution suggests that the course succeeded in delivering meaningful academic content to almost all participants.



Students particularly appreciated the interdisciplinary approach and the opportunity to engage with multiple methodologies. The combination of theoretical lectures and practical sessions was repeatedly highlighted as one of the most effective features of the course.

4. Learning Experience and Engagement

From a pedagogical perspective, the course proved to be highly engaging. Practical activities were consistently identified as the most appreciated component of the programme. In particular, sessions devoted to lithic analysis, rock art, and laboratory work were among the most frequently mentioned in open responses.

The presence of lecturers from different institutions contributed to a dynamic learning environment. Students valued the diversity of perspectives and teaching approaches, which enhanced both understanding and critical reflection.

5. Challenges and Critical Aspects

Despite the very positive evaluation, the feedback also highlights some recurring challenges. The most frequently mentioned issue concerns the intensity of the course. A significant portion of students described the schedule as demanding, with long working days and limited time for rest.

This perception is also indirectly reflected in some of the ratings related to collaboration and workload management, which, although generally positive, tend to cluster in the mid to high range rather than at the maximum value.

In addition, a small number of students reported minor logistical difficulties, particularly related to shared accommodation. However, it is important to note that several respondents explicitly stated that they did not perceive any negative aspects, confirming the overall positive balance.

6. Group Dynamics and Social Impact

One of the most notable outcomes of the course was its impact on group cohesion (fig. 4). Students consistently reported that the experience strengthened both social and academic relationships.

This is also supported by the evaluation of collaborative activities, which were generally rated between 3 and 5 on a 5 point scale, with a clear concentration in the upper part of the range. These results indicate that teamwork and interaction were perceived as effective and beneficial.



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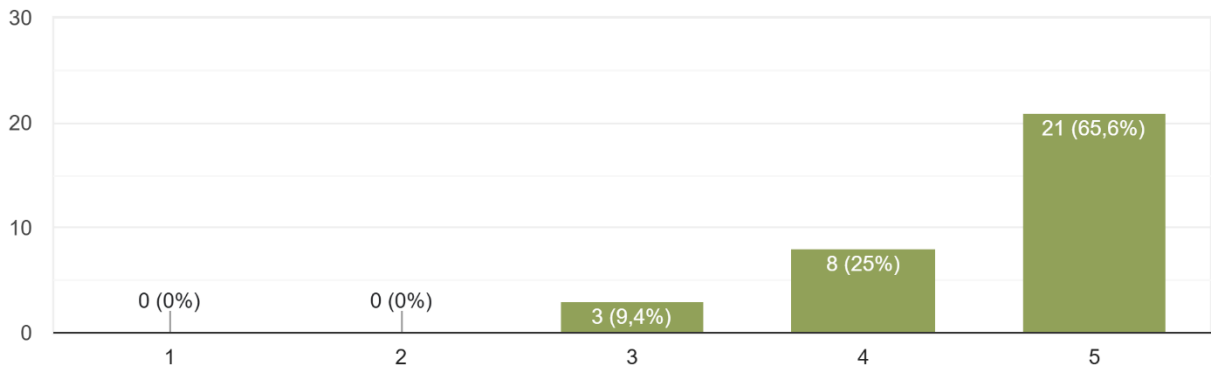


Fig. 4: answers to the question “How would you rate the collaboration with your colleagues?”

The organization of the student congress was also positively received (fig. 5), although some students suggested that additional preparation time would have improved the experience. This aspect had already been highlighted during the 2025 edition of the course. As a result, the time allocated for the preparation of the congress was increased by 50%, also extending the overall duration of the activity. It therefore appears that the perception of insufficient time may persist, also because it has been observed that students tend to concentrate the most intensive part of their work in the final days.

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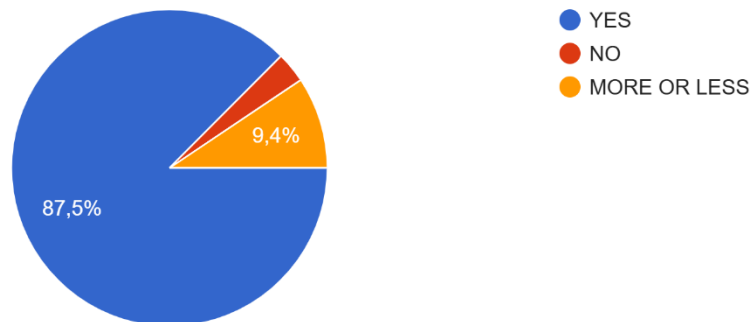


Fig. 5: answer to the question “Do you think the organization of the congress was useful?”

7. Suggestions for Future Editions

The feedback collected offers several constructive suggestions for future improvements. A recurring request concerns the expansion of specific thematic areas, particularly zooarchaeology, geochronology, and palaeoenvironmental studies.



Students also expressed a clear preference for increasing the time dedicated to practical activities, which were perceived as the most effective component of the course.

From an organizational perspective, the main recommendation is to reduce the intensity of the schedule. Several students suggested introducing rest periods or redistributing the workload more evenly across the two weeks.

Finally, a few respondents proposed adjusting the timing of the course, for example by moving it later in the season in order to benefit from more favourable weather conditions.

8. Conclusion

In conclusion, the feedback demonstrates that the course Applied Methodologies for Quaternary Studies was a highly successful initiative. The consistently high ratings, particularly the concentration of scores between 8 and 10, confirm the strong appreciation of both the academic content and the overall organization.

The course effectively combined theoretical and practical components, fostering an engaging and collaborative learning environment. At the same time, the feedback provides clear indications for further improvement, particularly in terms of workload balance and the expansion of certain thematic areas.

Overall, the course represents a valuable and impactful educational experience within the IMQP programme, contributing significantly to the academic and professional development of its participants.