



Geographic information systems for environmental and natural science studies

TE0017, 20073.1819

7.5 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Anders Larsolle

Evaluation report

Evaluation period: 2019-01-13 - 2019-02-03

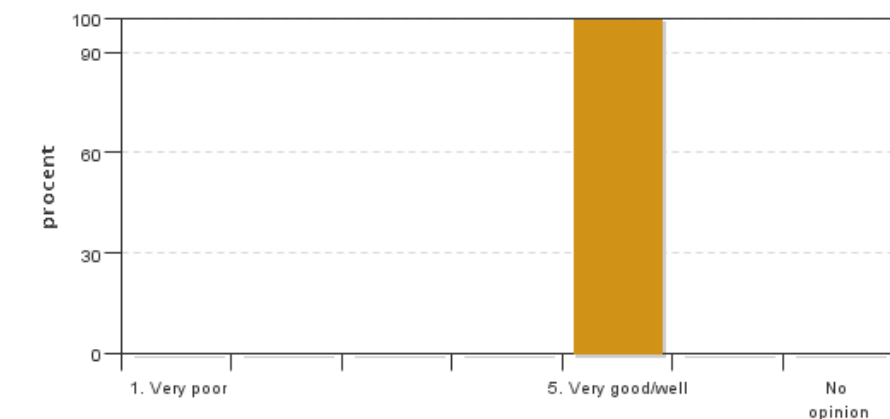
Answers 3

Number of students 6

Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

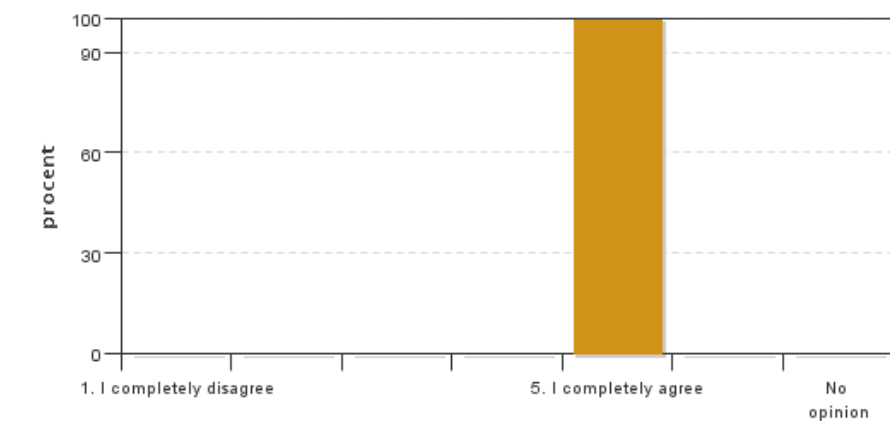


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

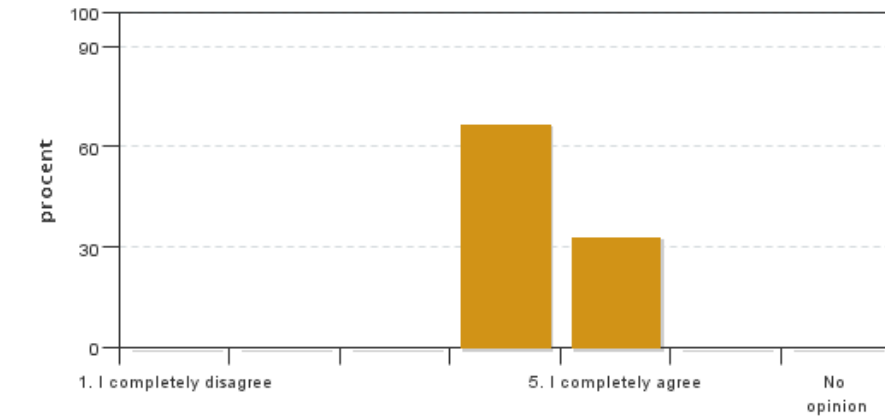


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

3. My prior knowledge was sufficient for me to benefit from the course.

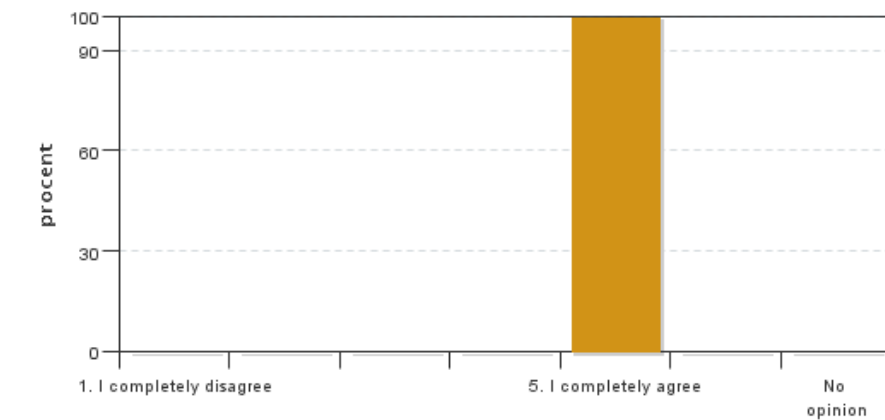


Answers: 3
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 2
5: 1

No opinion: 0

4. The information about the course was easily accessible.

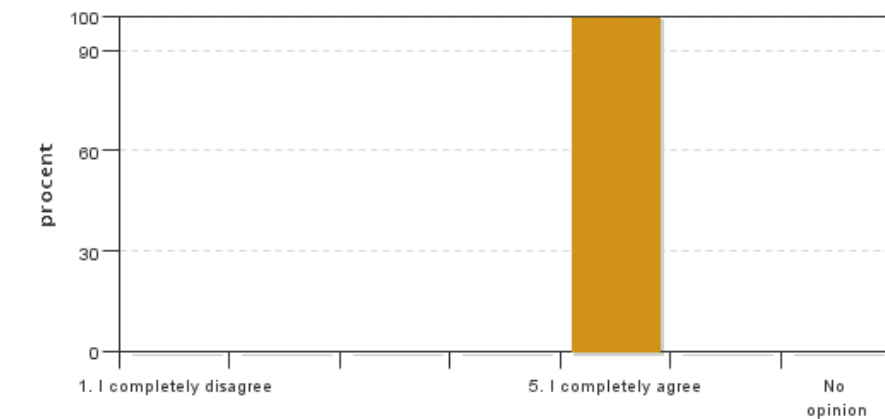


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

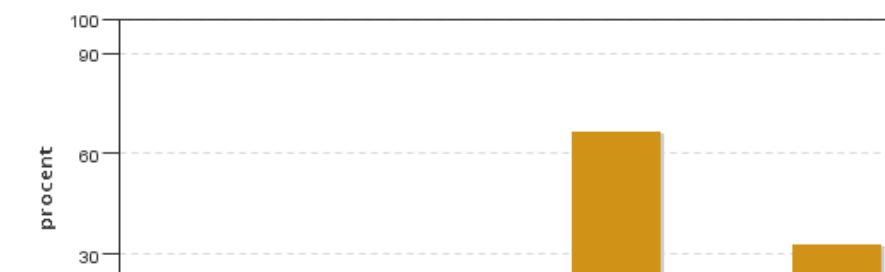


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3

No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



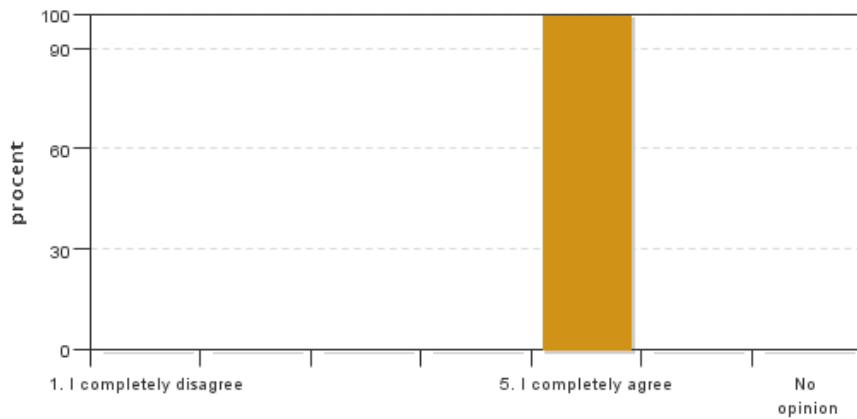
Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 2



No opinion: 1

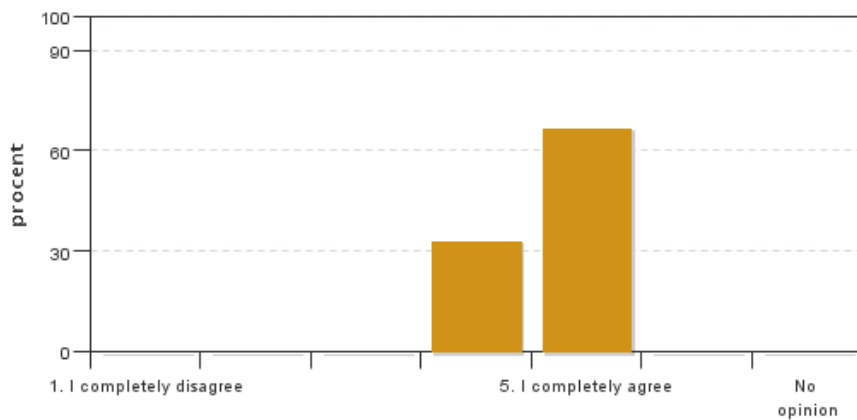
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 3
No opinion: 0

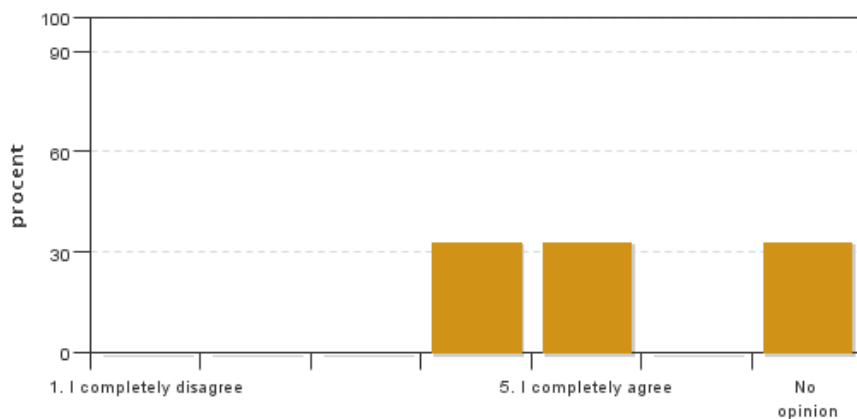
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2
No opinion: 0

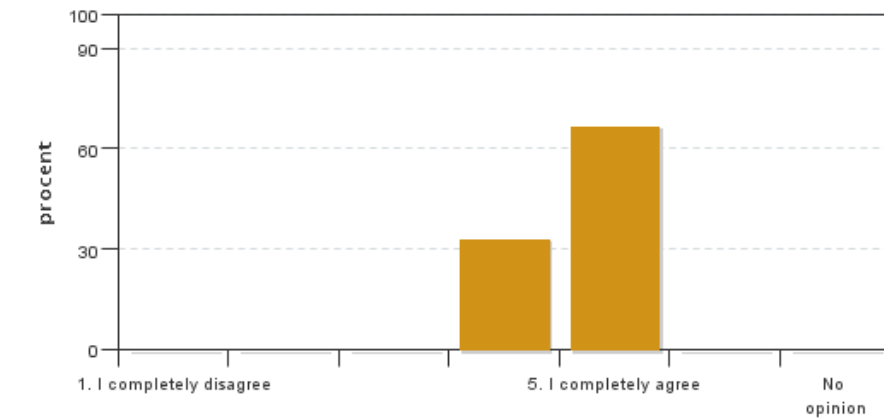
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 3
Medel: 4,5
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 1
No opinion: 1

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

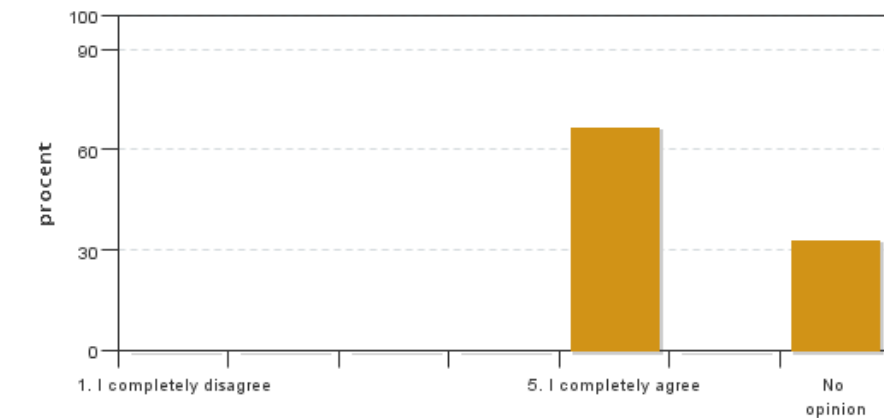


Answers: 3
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 2

No opinion: 0

11. The course covered international perspectives.

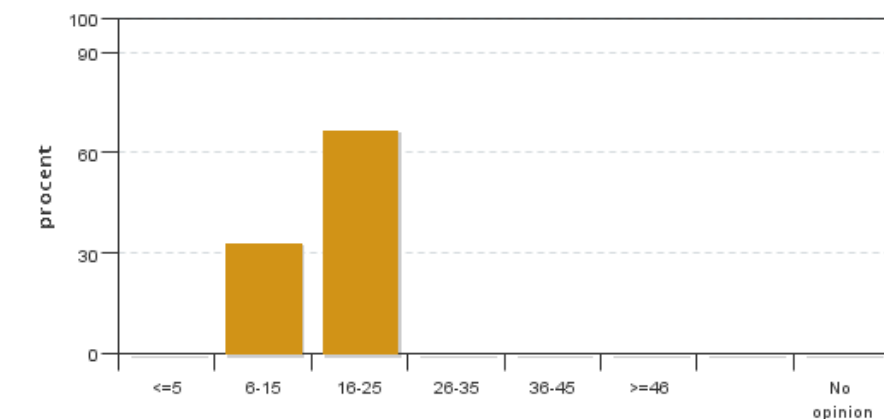


Answers: 3
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 2

No opinion: 1

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 3
 Medel: 16,7
 Median: 16-25

<=5: 0
 6-15: 1
 16-25: 2
 26-35: 0
 36-45: 0
 >=46: 0

No opinion: 0

Course leaders comments

This was the first year of educating GIS after the SLU 15-credit reform, which not only has resulted in at average increased credits per course, but also in logistics where four GIS-courses are provided in parallel through a single educational period of approximately ten weeks. The teacher's impression from this is an increased opportunity for synergy across courses, which has been actively explored and evaluated with mainly positive results. Apart from the positive evaluation responses reported with the student representative's summary, the more difficult side of teaching involves the application of pedagogical methods that generate positive feedback from the students through all the different lines of education implemented in a single course. This is particularly important in otherwise passive educational components like the important series of lectures. From the teachers point of view, the students response was very good this particular year of education, which we interpret as being the result of a well-functioning pedagogical methodology.

Student representatives comments

In general, the responses for the survey are positive with 50% of response rate. Five out of twelve questions were rated as top rank – completely agree. These questions include the overall impression of the course, course content linking with learning objectives, accessibility of information, supportability of the course materials and components, as well as the physical learning environment. These aspects show the strength of the overall design for the course, which meets the expectation of students.

There are four more questions received predominantly top ranking as well (completely agree option). These include the examination coverage of learning outcomes, international aspect, gender and equality aspects, and the inclusiveness of social learning environment. These questions reveal the aspects of student learning experiences and interaction toward the course, which show strongly positive results too.

In terms of the question asking whether sustainable development aspects were covered, the replies include 4 and 5 out of 5 and no idea for their agreement with the statement. This indicates that this aspect might not be highlighted during the course, but in general students have positive feeling about the issue.

However, one question that needs paying more attention is the one asking the sufficiency of previous knowledge for benefiting from the course. Only one student completely agrees (rated 5 out of 5) and the other two students rated 4 out of 5. This might show that students would be benefiting more if there were more fundamental knowledge available. However, the ranking is still positive even though this is the least optimal aspect within the realm of the survey questionnaire.

Therefore, after compiling the result from the questionnaire and combining with my personal experience, I would recommend for the future course some more fundamental knowledge or some practical application examples of the complicated terms would help grasping students further interest.