



## Geografiska informationssystem för miljö- och naturvetenskap TE0017, 20073.1819

7.5 Hp

Studietakt = 100%

Nivå och djup = Avancerad

Kursledare = Anders Larsolle

### Värderingsresultat

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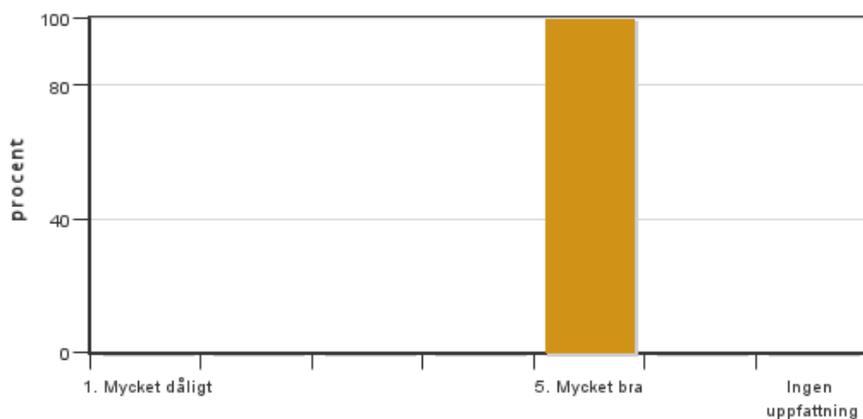
Värderingsperiod: 2019-01-13 - 2019-02-03

Antal svar 3  
Studentantal 5  
Svarsfrekvens 60 %

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:

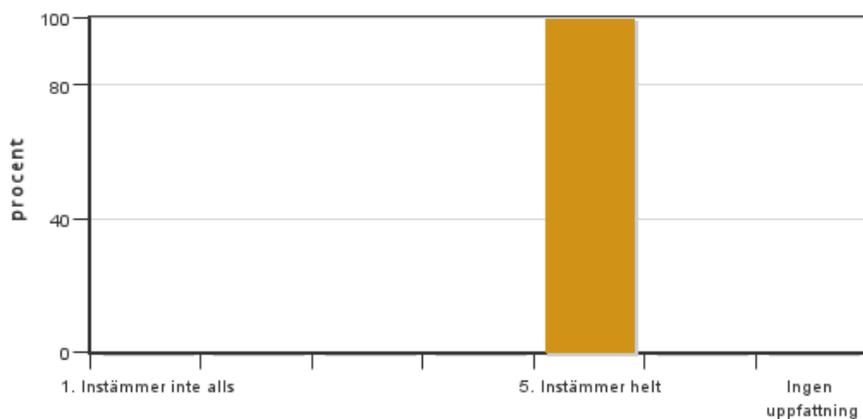


Antal svar: 3  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

#### 2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

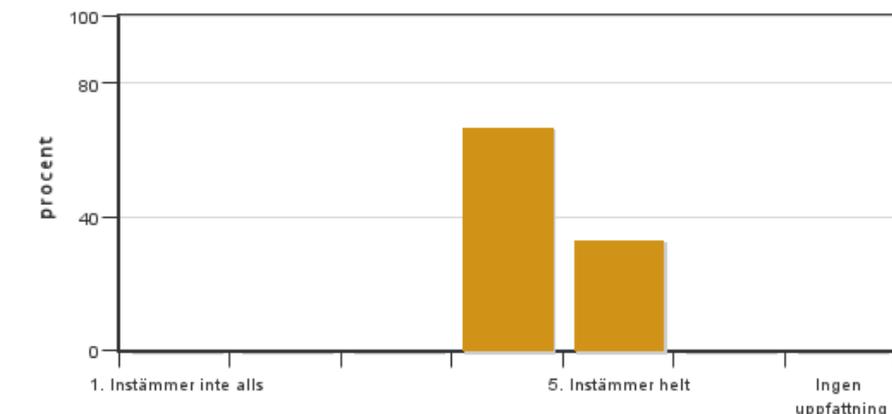


Antal svar: 3  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.**

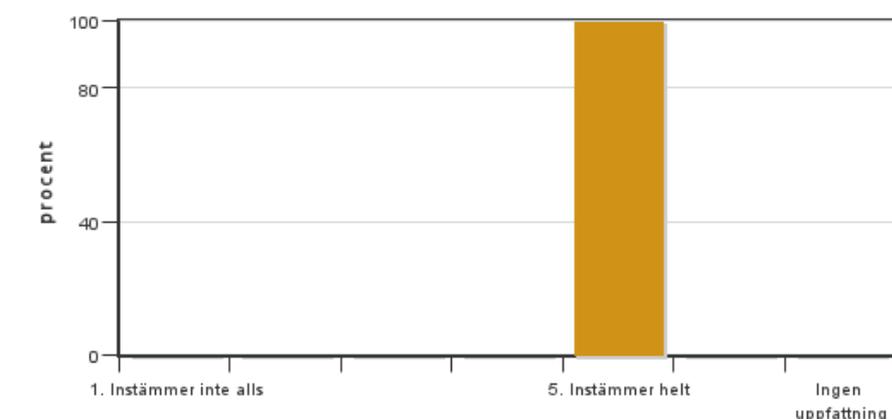


Antal svar: 3  
Medel: 4,3  
Median: 4

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

Har ingen uppfattning: 0

**4. Jag anser att kursinformationen var lättillgänglig.**

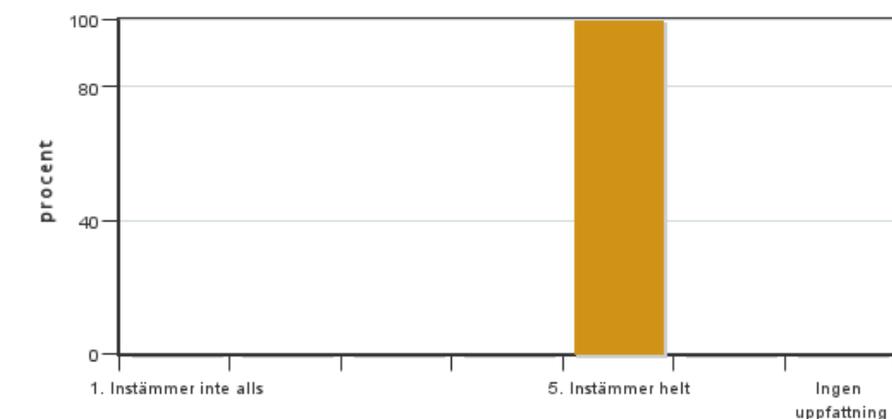


Antal svar: 3  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.**

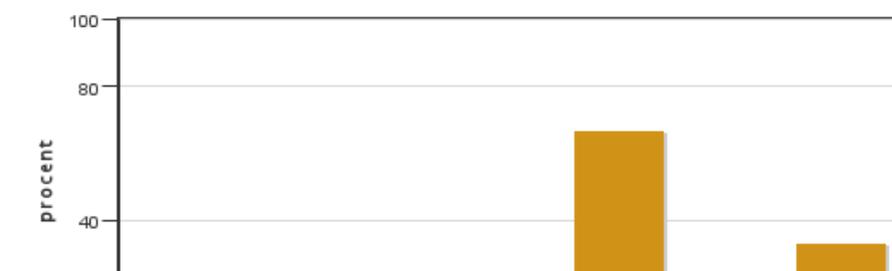


Antal svar: 3  
Medel: 5,0  
Median: 5

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

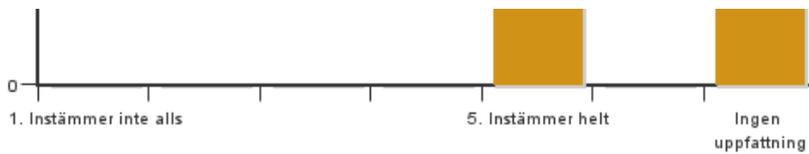
Har ingen uppfattning: 0

**6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.**



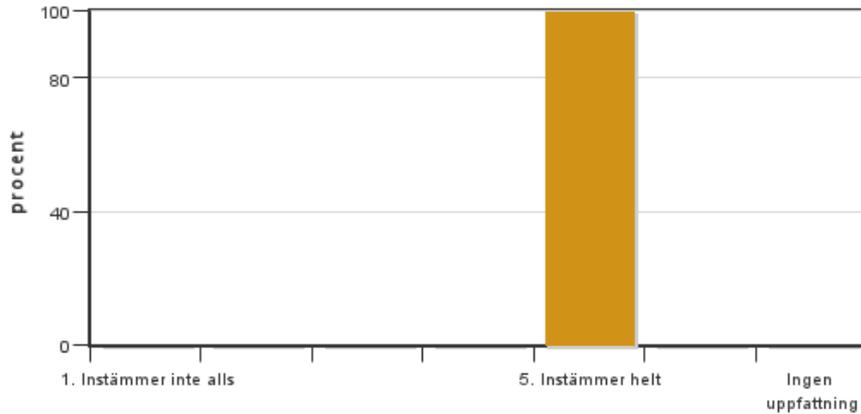
Antal svar: 3  
Medel: 5,0  
Median: 5

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



Har ingen uppfattning: 1

**7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.**

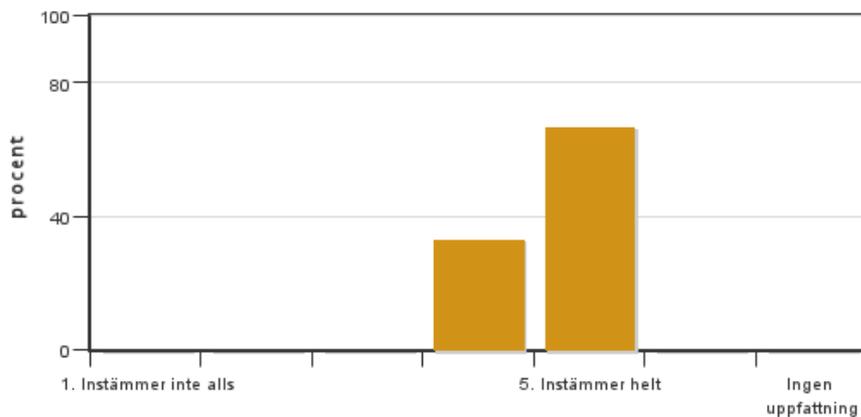


Antal svar: 3  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.**

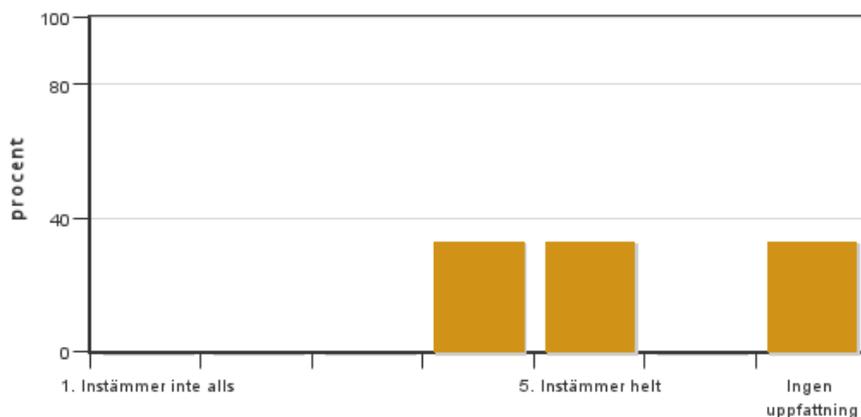


Antal svar: 3  
Medel: 4,7  
Median: 5

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

Har ingen uppfattning: 0

**9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).**

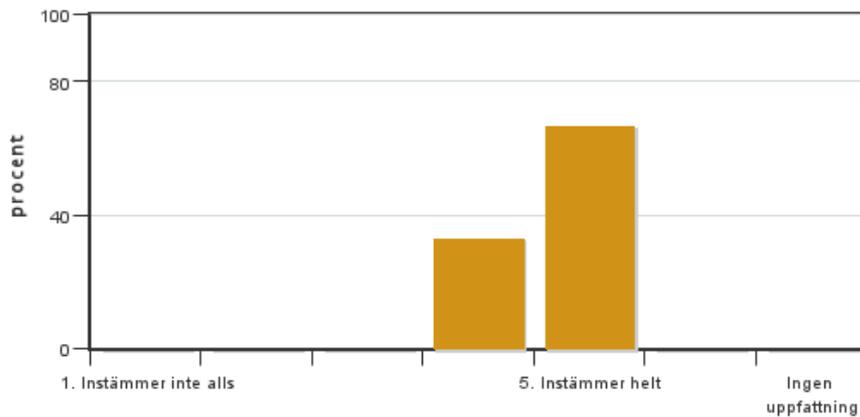


Antal svar: 3  
Medel: 4,5  
Median: 4

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

Har ingen uppfattning: 1

**10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).**

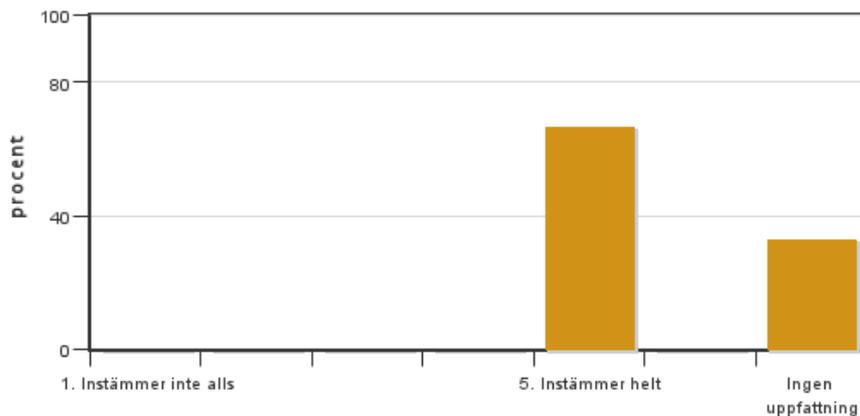


Antal svar: 3  
Medel: 4,7  
Median: 5

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

Har ingen uppfattning: 0

#### 11. Jag anser att kursen har berört internationella perspektiv.

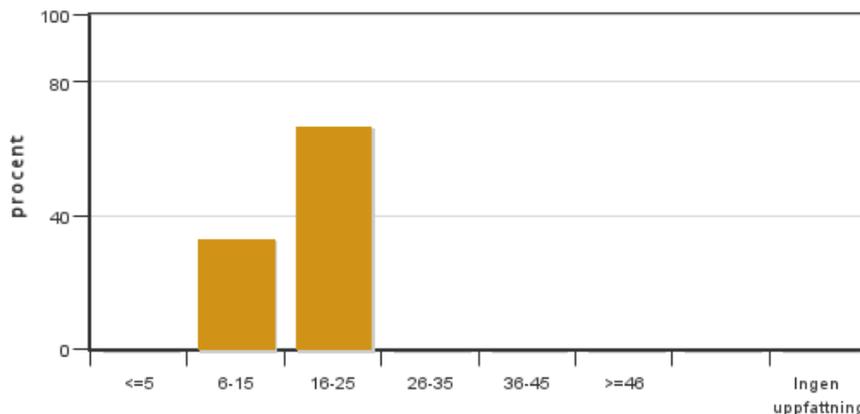


Antal svar: 3  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 1

#### 12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 3  
Medel: 16,7  
Median: 16-25

≤5: 0  
6-15: 1  
16-25: 2  
26-35: 0  
36-45: 0  
≥46: 0

Har ingen uppfattning: 0

## Kursledarens kommentarer

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.

## Studentrepresentantens kommentarer

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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.