



GIS and Geographic Analysis TN0329, 20105.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Larsolle

Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

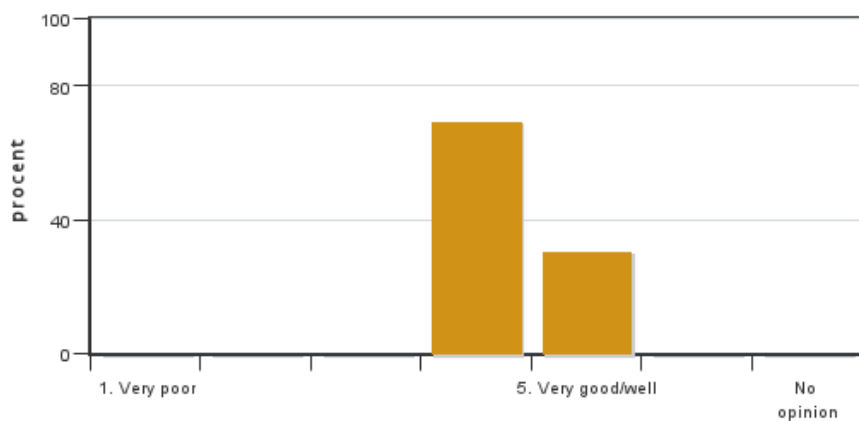
Answers 13

Number of students 53

Answer frequency 24 %

Mandatory standard questions

1. My overall impression of the course is:

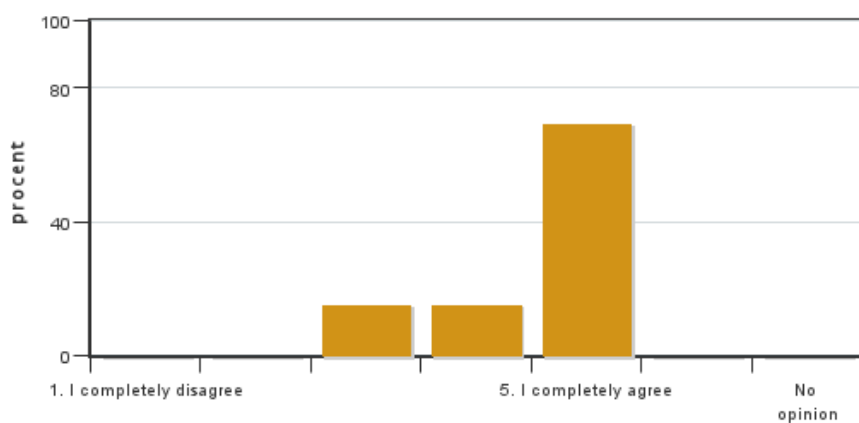


Answers: 13
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 9
5: 4

No opinion: 0

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

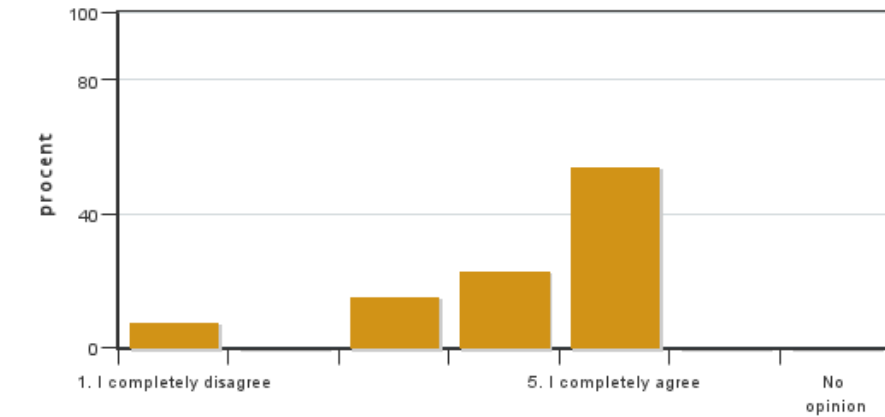


Answers: 13
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 2
5: 9

No opinion: 0

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

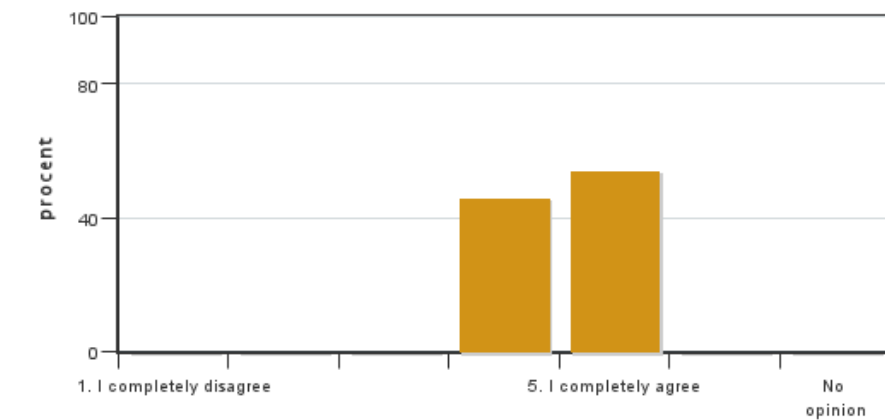


Answers: 13
 Medel: 4,2
 Median: 5

1: 1
 2: 0
 3: 2
 4: 3
 5: 7

No opinion: 0

4. The information about the course was easily accessible.

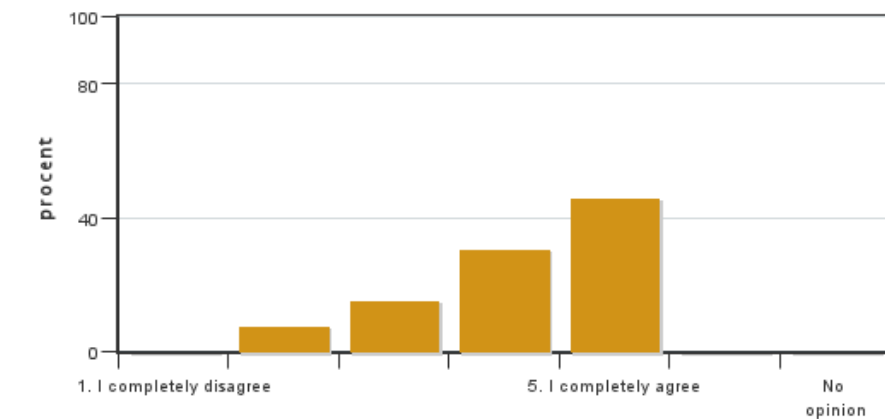


Answers: 13
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 0
 4: 6
 5: 7

No opinion: 0

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

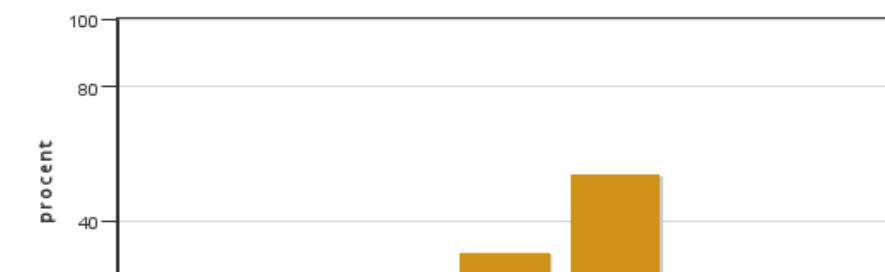


Answers: 13
 Medel: 4,2
 Median: 4

1: 0
 2: 1
 3: 2
 4: 4
 5: 6

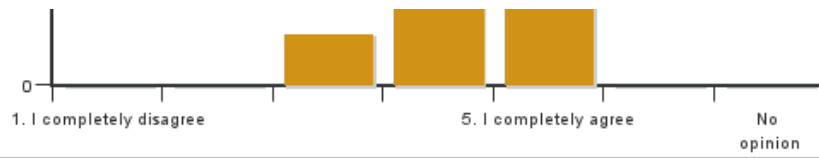
No opinion: 0

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



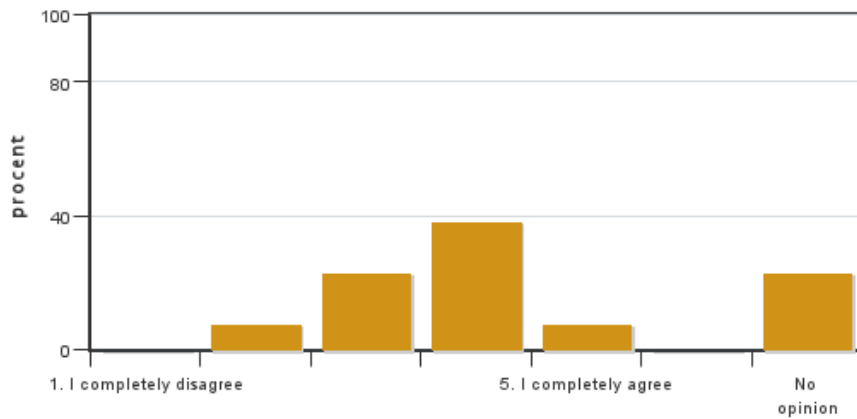
Answers: 13
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 2
 4: 4
 5: 7



No opinion: 0

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



Answers: 13

Medel: 3,6

Median: 4

1: 0

2: 1

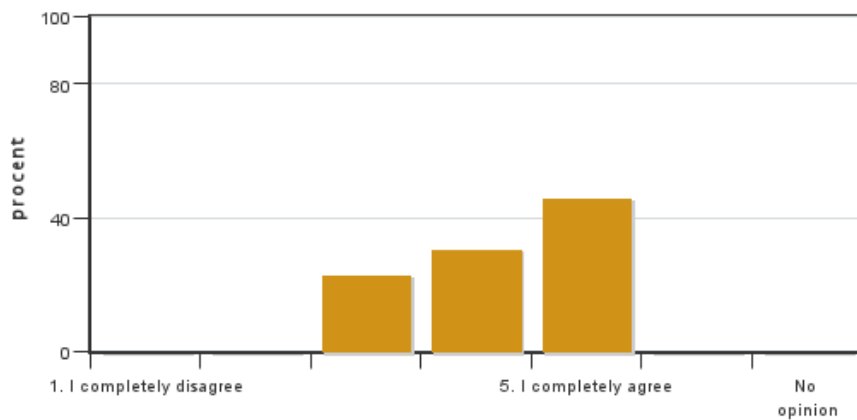
3: 3

4: 5

5: 1

No opinion: 3

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



Answers: 13

Medel: 4,2

Median: 4

1: 0

2: 0

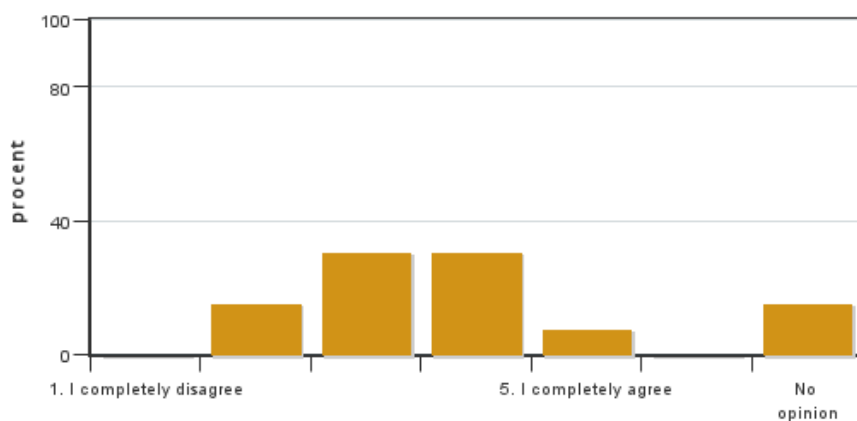
3: 3

4: 4

5: 6

No opinion: 0

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



Answers: 13

Medel: 3,4

Median: 3

1: 0

2: 2

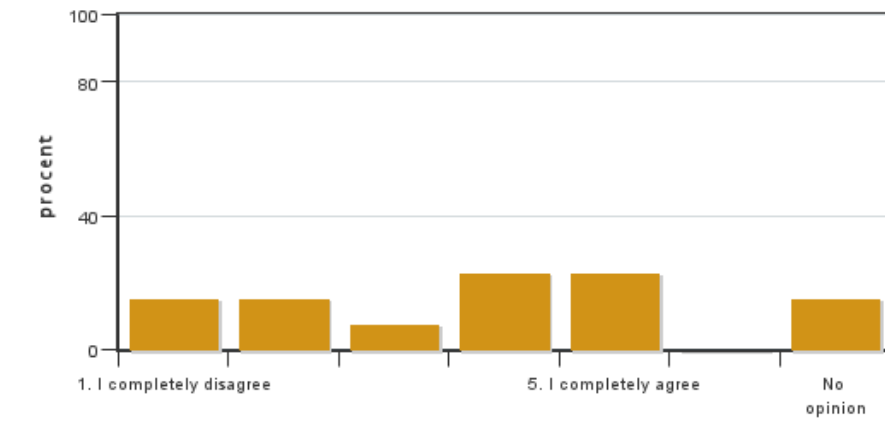
3: 4

4: 4

5: 1

No opinion: 2

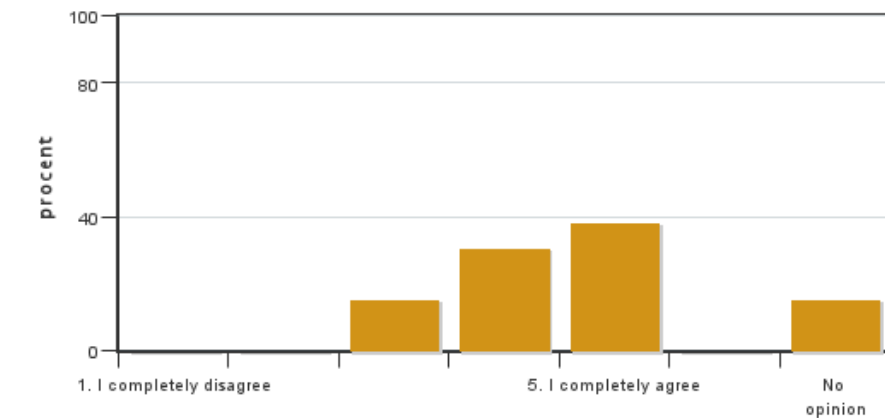
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 13
 Medel: 3,3
 Median: 4

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

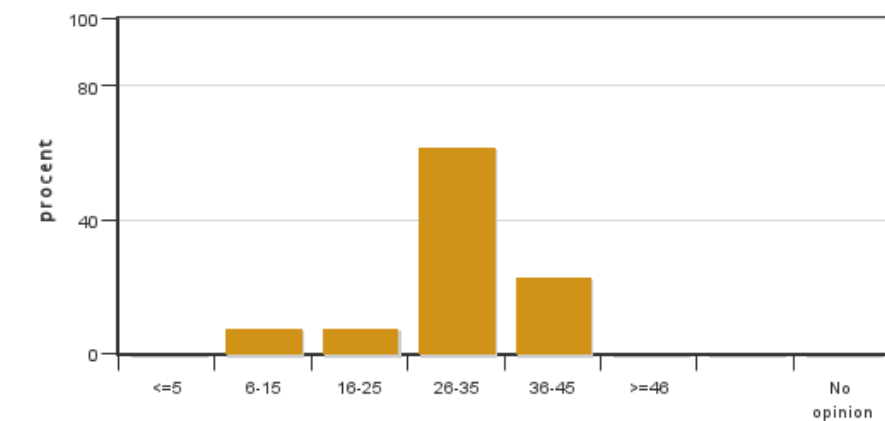
11. The course covered international perspectives.



Answers: 13
 Medel: 4,3
 Median: 4

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

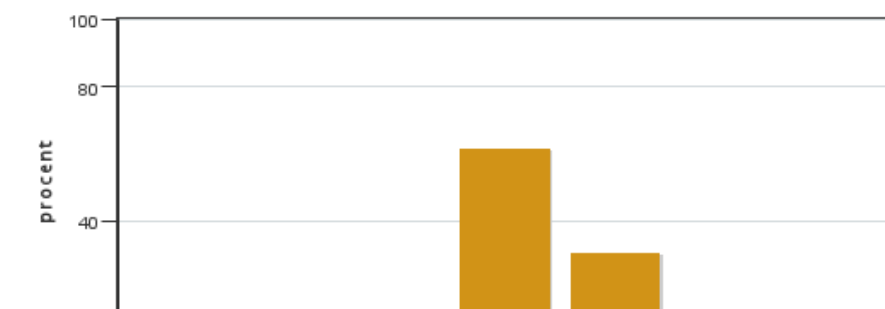
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 13
 Medel: 30,0
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 1
 26-35: 8
 36-45: 3
 ≥46: 0
 No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 13
 Medel: 4,2
 Median: 4

1: 0
 2: 0
 3: 1
 4: 8
 5: 4
 No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

This year's teaching has been very special with the transition to distance learning necessitated by the Covid pandemic. The GIS teaching team, which shares a pedagogical interest, has done its best to adapt its pedagogical approach to the current situation, and is generally enthusiastic regarding the effectiveness of the resulting teaching, and in terms of the generally positive response from the students. It feels as if the pandemic has offered an incentive for change that would still have been needed, and as if, with the shift to distance learning, a new era has been entered. We doubt that anyone wants to return to traditional teaching after the new experiences.

We have spent a couple of months recording the lecture-series in two languages, and as a result, the lectures can be given at the pace that the students themselves choose no matter who or where they are. As a follow-up to the video lectures, we have introduced a completely new teaching element where we meet live on-line to discuss the content of the lectures. At these meetings, we can focus entirely on deepening the discussion in the topics that the students themselves address. In addition, project guidance becomes easier to access live on-line, where supervisors can even take control of project team computers to demonstrate management and functionalities of complex software. The extensive practice that characterizes GIS teaching has been provided online for more than ten years already. As an interested educator, it is stimulating to be involved in creating a new teaching paradigm, and as part of the pedagogical method, it is of course important to evaluate the results in order to learn and adjust the method. What we most want to keep from traditional teaching is written exams provided on-site in physical lecture halls. One reason for this is that we cannot control legal security when written exams are provided on-line.

Student representatives comments

The course evaluation was only answered by 24% of the students and may therefore not give a fair representation of how the course was perceived. However, from what can be deduced, the students had an overall good or very good impression of the course. Students commented that TN0329 covered relevant theories and that it was well adapted to distance and online learning. Considering the course content and how it was linked to the learning objectives, students were generally very satisfied, but more information and examples of how GIS is used in the work life would have been appreciated. For example, questions like who uses GIS and how could have been answered by more guest lecturers, which would have made the theory parts seem less abstract. Many of the students found that their prior knowledge was sufficient, however some students had strong opinions that they did not have enough prior knowledge. Comments emphasized that GIS was a foreign subject for some and that some ESRI exercises were very difficult. The course information was easily accessible according to the students. Lectures were informative but seen as too heavy. Students express that shorter lectures divided into more videos would have been preferred, as well as a more convenient video player with better fast forward and rewind functions. The individual exercises were highly appreciated, especially the CANVAS ones. The online workshops were also appreciated. In respect to the social learning environment students seem generally satisfied. On the contrary, the physical learning environment had been less satisfactory, this due to the complications with working from home. The examination was generally liked, however many students disliked how decisive the exam grade was. Many students suggest that one should still be able to work for a grade 5 through completing more exercises. Students argue that this would help to keep up the motivation throughout the course. Most students agreed that the course covered sustainable development and international perspectives. Of the students that answered, they spent an average of 26-35h a week on the course. On the topic of gender equality, the response was scattered. One student experienced that it was male dominated and did not match the class distribution. Most students had an overall good experience partaking in the online course, saying it exceeded their expectations. When participating in this online course students thought many things worked well i.e. the exercises, workshops, teachers help and response rate, pre-recorded lectures and being able to structure your own time. Less satisfactory was technology issues, insecurities and difficulties with group work, the grading issue and that it was sometimes difficult to follow/understand the lectures.