



Geographic information systems for engineers TE0018, 20142.2021

5 Hp

Pace of study = 35%

Education cycle = Advanced

Course leader = Anders Larsolle, Tomas Thierfelder

Evaluation report

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

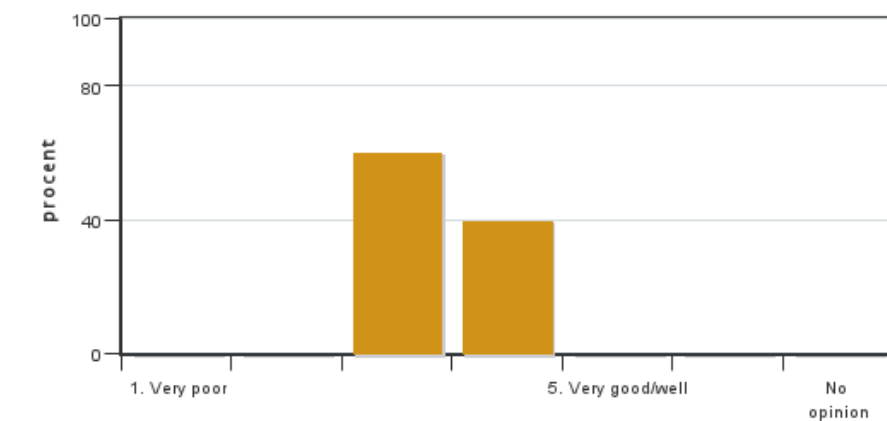
Answers 5

Number of students 57

Answer frequency 8 %

Mandatory standard questions

1. My overall impression of the course is:

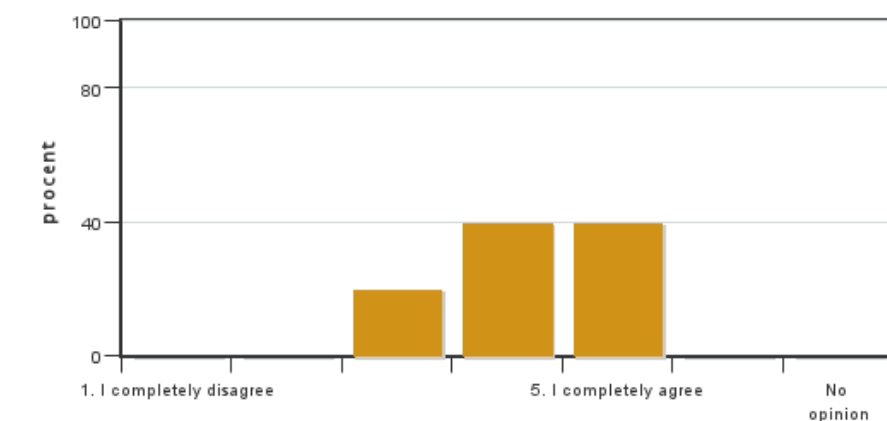


Answers: 5
Medel: 3,4
Median: 3

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

No opinion: 0

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

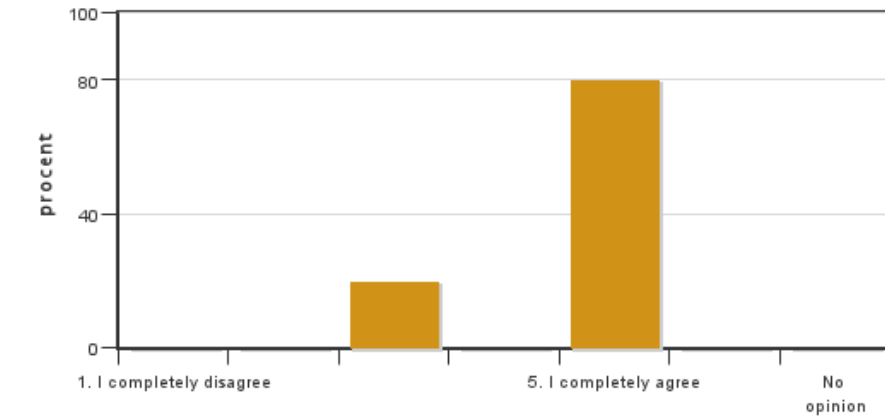


Answers: 5
Medel: 4,2
Median: 4

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

No opinion: 0

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

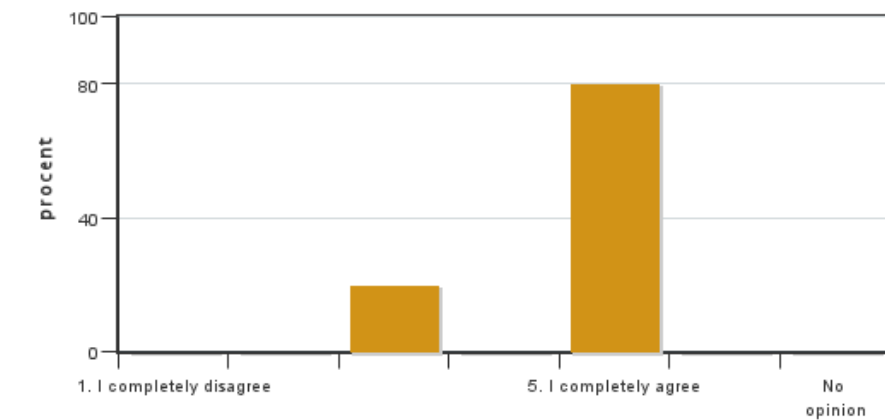


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

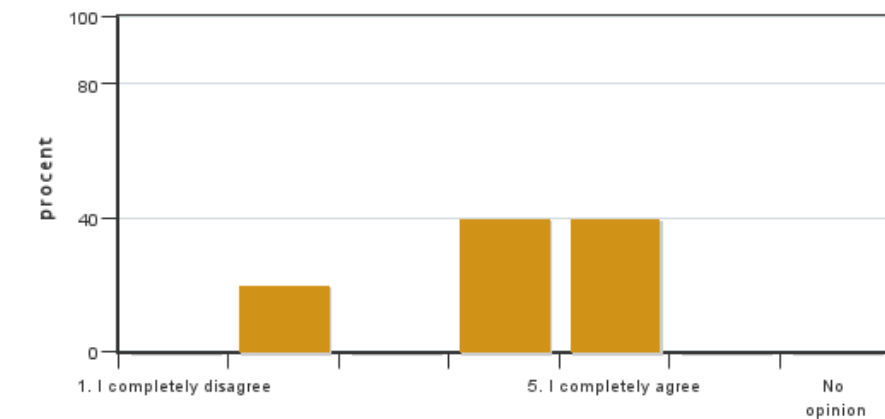


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

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



Answers: 5
 Medel: 4,0
 Median: 4

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

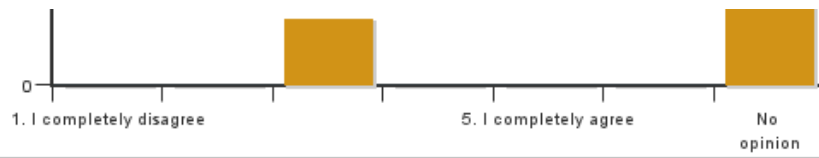
No opinion: 0

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



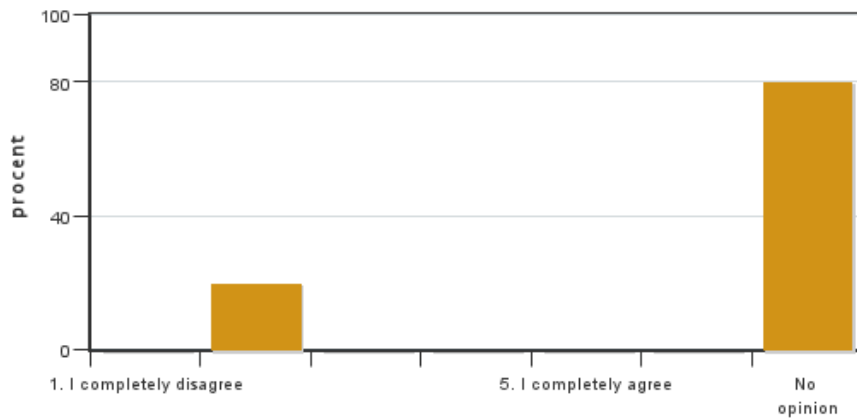
Answers: 5
 Medel: 3,0
 Median: 3

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



No opinion: 4

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

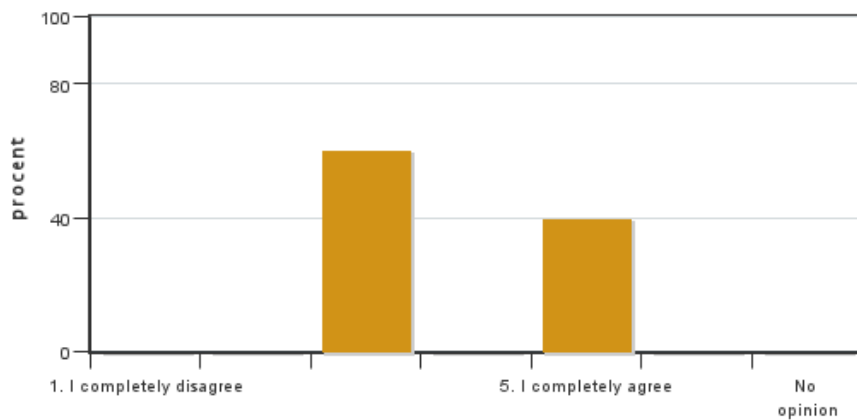


Answers: 5
Medel: 2,0
Median: 2

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

No opinion: 4

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

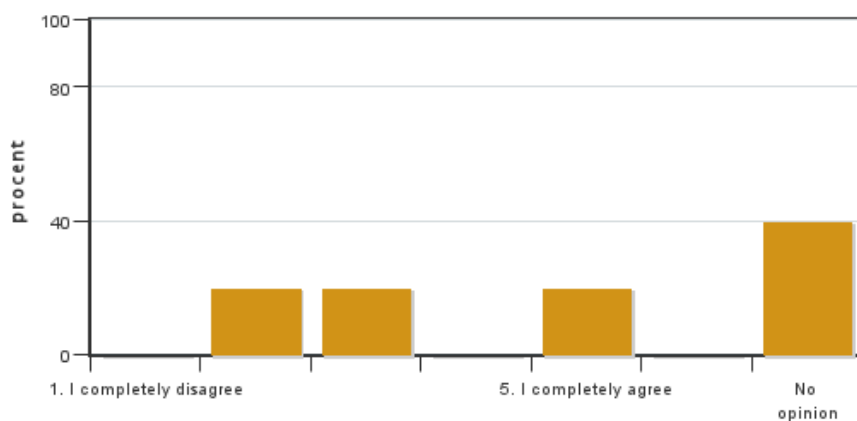


Answers: 5
Medel: 3,8
Median: 3

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

No opinion: 0

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

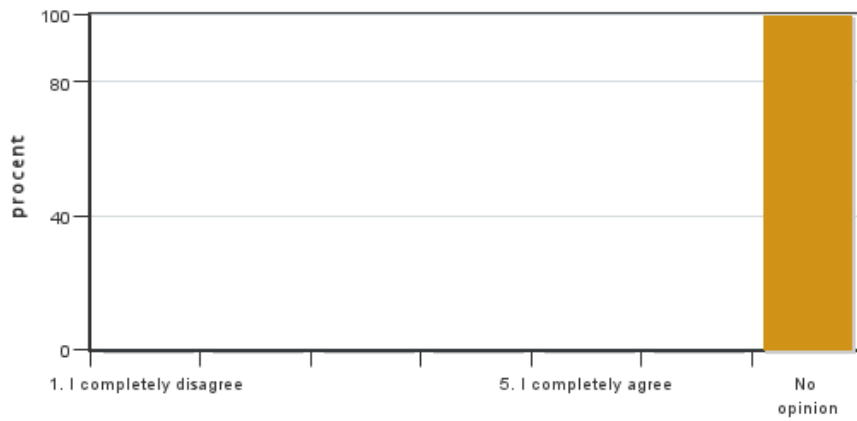


Answers: 5
Medel: 3,3
Median: 3

1: 0
2: 1
3: 1
4: 0
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).

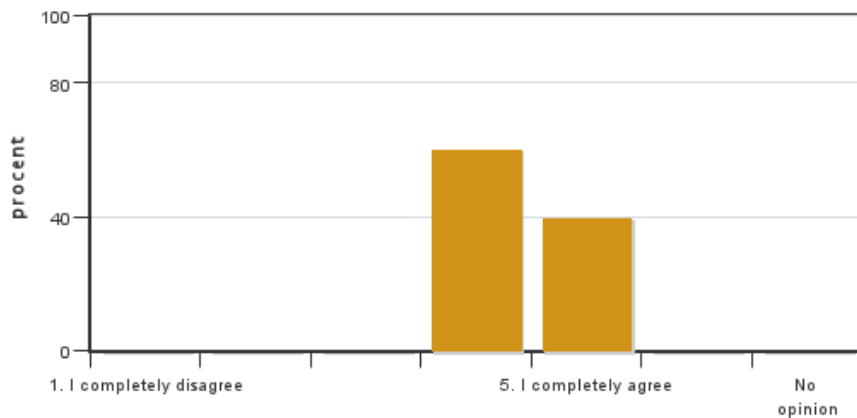


Answers: 5

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

No opinion: 5

11. The course covered international perspectives.



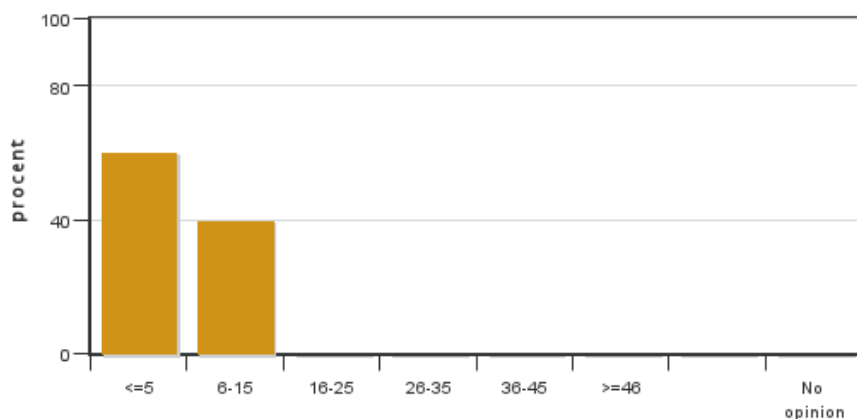
Answers: 5

Medel: 4,4
Median: 4

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

No opinion: 0

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



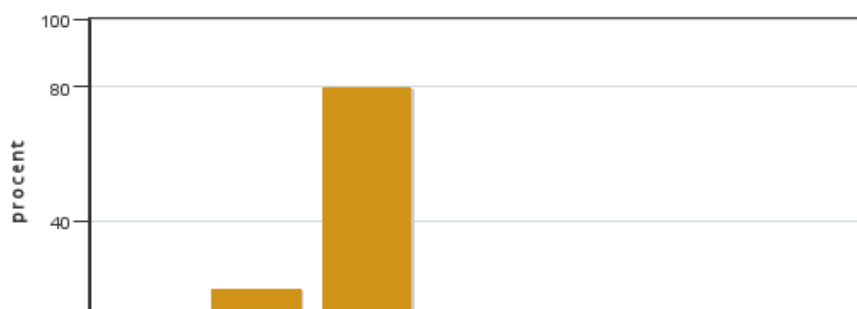
Answers: 5

Medel: 5,5
Median: ≤5

≤5: 3
6-15: 2
16-25: 0
26-35: 0
36-45: 0
≥46: 0

No opinion: 0

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



Answers: 5

Medel: 2,8
Median: 3

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

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

Svarsfrekvensen på kursen under HT20 var låg (8%) vilket gör att det inte går att säga om utvärderingen är representativ för alla deltagare. Överlag har studenterna gett kursen ett medelbetyg på 3,4 och anser att deras förkunskaper var tillräckliga för att genomföra kursen. Corona har gjort att majoriteten av studenterna inte haft någon uppfattning av den fysiska och den sociala läromiljön. Alla som svarat på utvärderingen anser att kursen berört ett internationellt perspektiv.

Föreläsningarna var förinspelade och fanns tillgängliga på canvas, det uppskattades av studenter som upplevde schemakrockar under perioden och kunde då titta ikapp efteråt samt att kunna se om specifika föreläsningar. Vissa studenter hade föredragit "live"-föreläsningar på Zoom för att inte bli så distanserade till kursen och menade att det skulle underlätta för att hålla motivationen uppe. Föreläsningarna var väl strukturerade men kunde ibland gå väldigt djup in i detaljer som studenter inte kan knyta an till just ämnet GIS.

Flera deltagare tycker att inlämningsuppgifterna var väldigt bra och givande. Tydliga instruktioner som underlättade när uppgifterna skulle göras på egen hand. En student uppmärksammar att lektionerna inte fungerade optimalt men har inte lämnat några förbättringsförslag.

Det var delade meningar kring hur studenterna upplevde tentamen. Vissa studenter upplevde tentan som bra och anser att dom fick goda möjligheter att visa sina kunskaper från kursen, andra menar att frågorna kunde varit lite mer varierande för att öka svårighetsgraden. Ett förslag som inkommit var att inte ha en tenta och istället inkludera ett större projekt som examinationsmoment.