Advanced Digital Landscape Analysis with GIS
LK0376, 30034.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Neil Sang

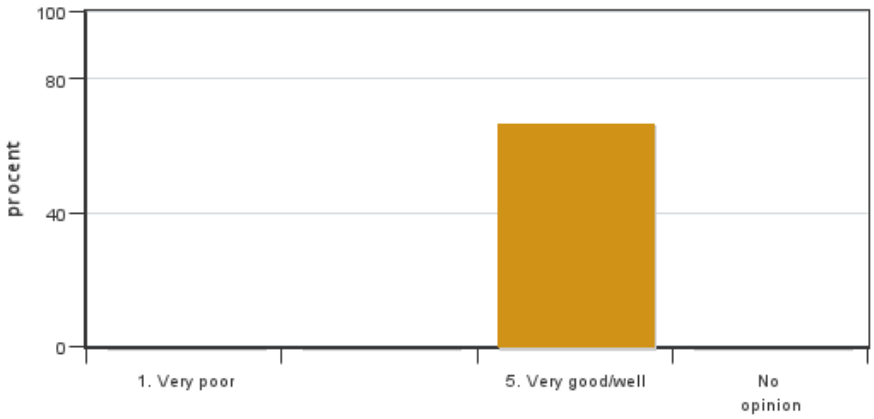
Evaluation report

Evaluation period: 2022-03-16 - 2022-04-06

Answers	12
Number of students	28
Answer frequency	42 %

Mandatory standard questions

1. My overall impression of the course is:

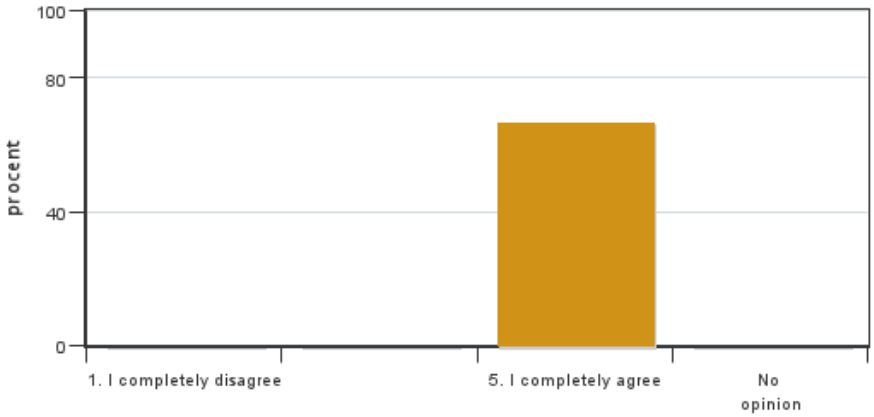


Answers: 12
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 2
5: 8

No opinion: 0

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

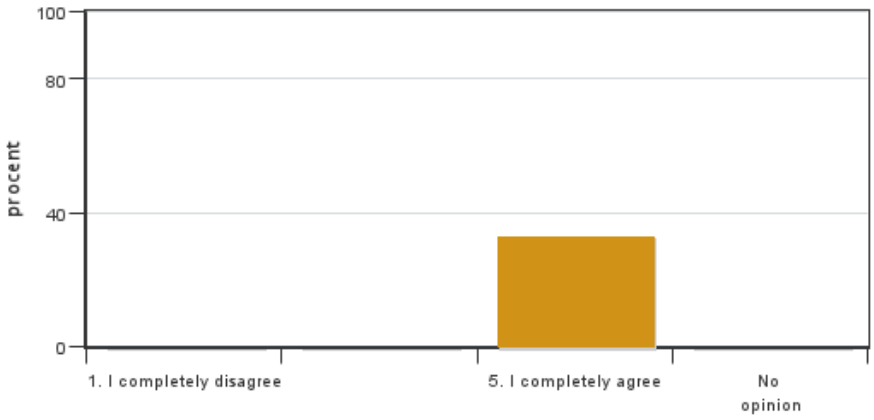


Answers: 12
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 8

No opinion: 0

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

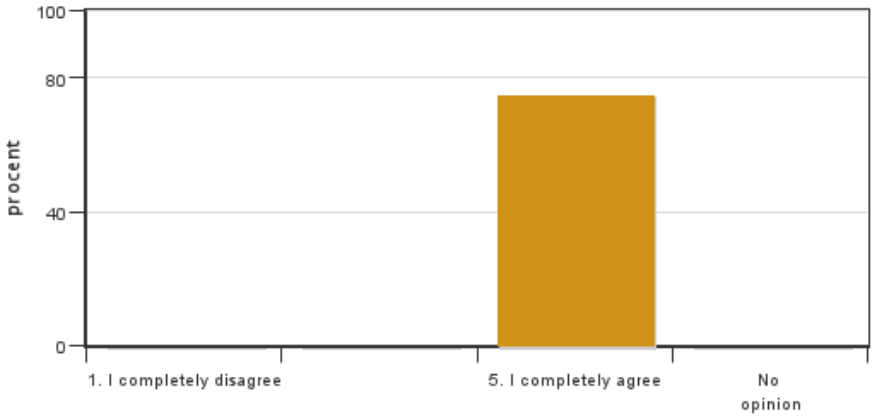


Answers: 12
Medel: 3,8
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

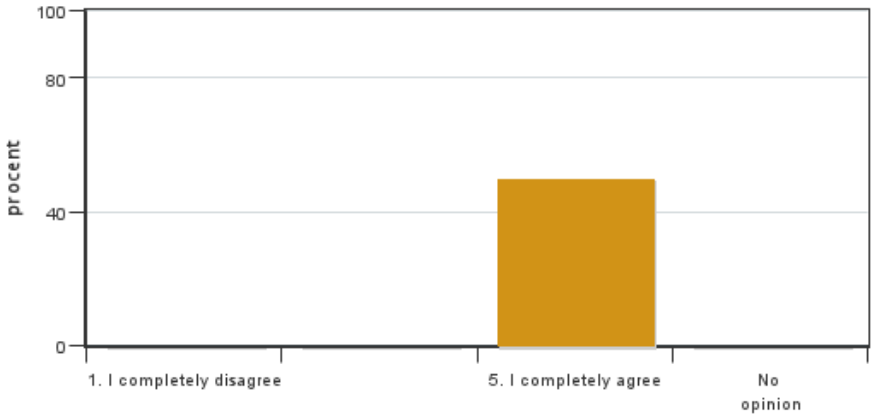


Answers: 12
Medel: 4,7
Median: 5

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

No opinion: 0

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

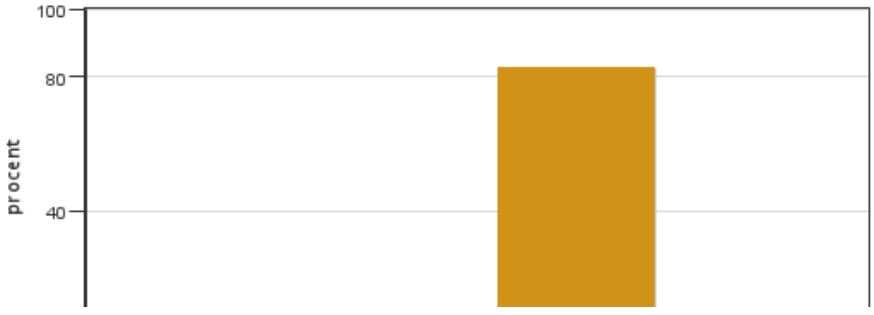


Answers: 12
Medel: 4,3
Median: 4

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

No opinion: 0

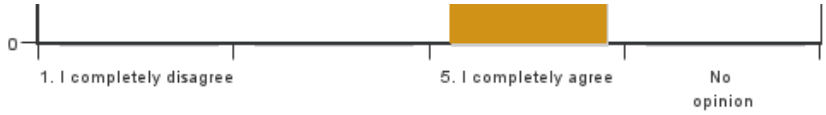
6. The social learning environment has been inclusive, respecting differences of opinion.



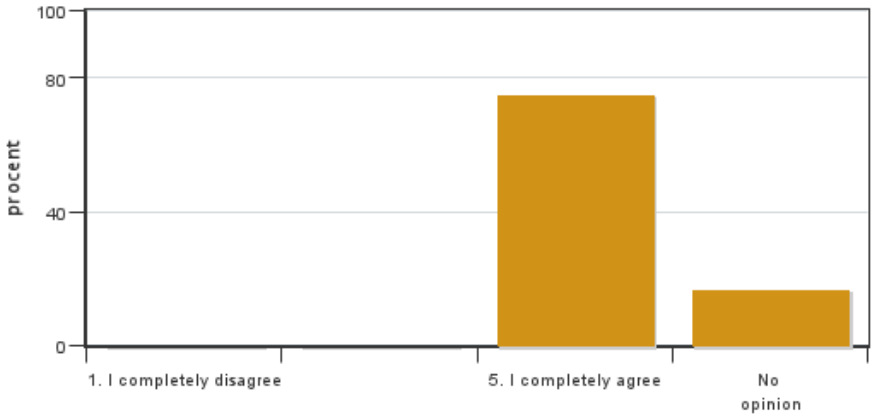
Answers: 12
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 10

No opinion: 0



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

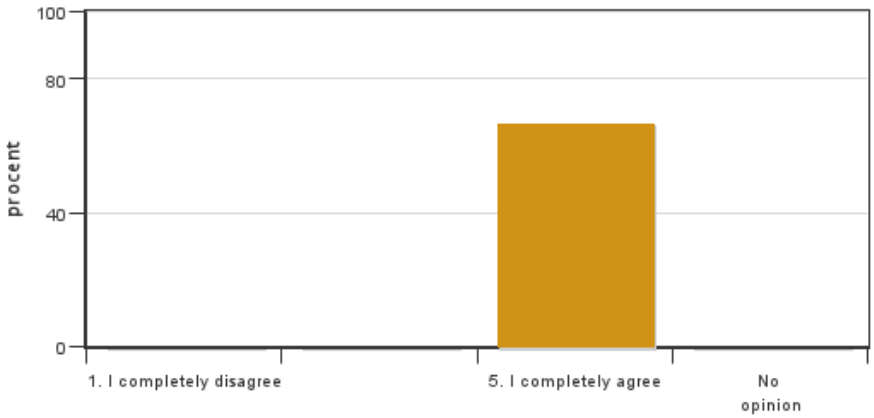


Answers: 12
Medel: 4,7
Median: 5

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

No opinion: 2

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

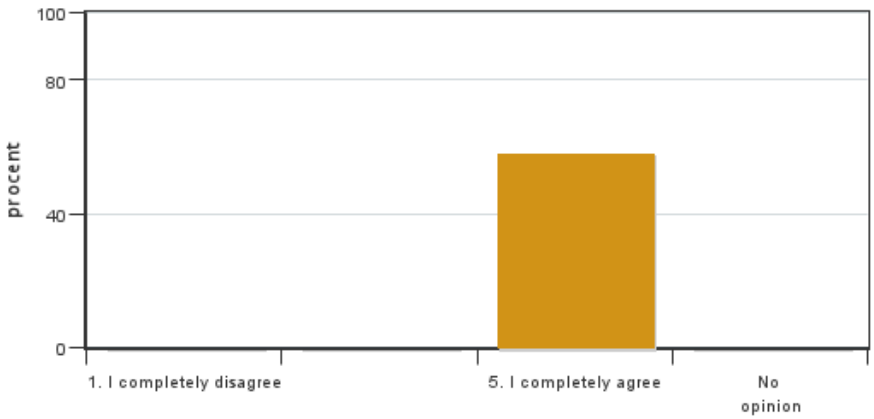


Answers: 12
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 8

No opinion: 0

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

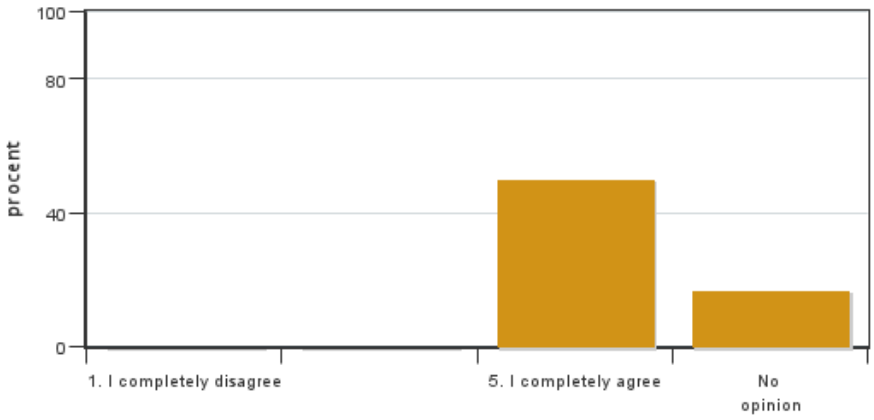


Answers: 12
Medel: 4,6
Median: 5

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

No opinion: 0

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).

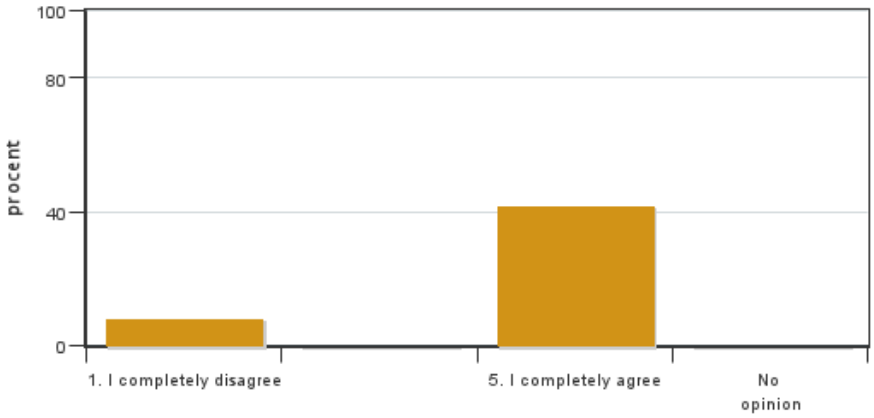


Answers: 12
Medel: 4,6
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

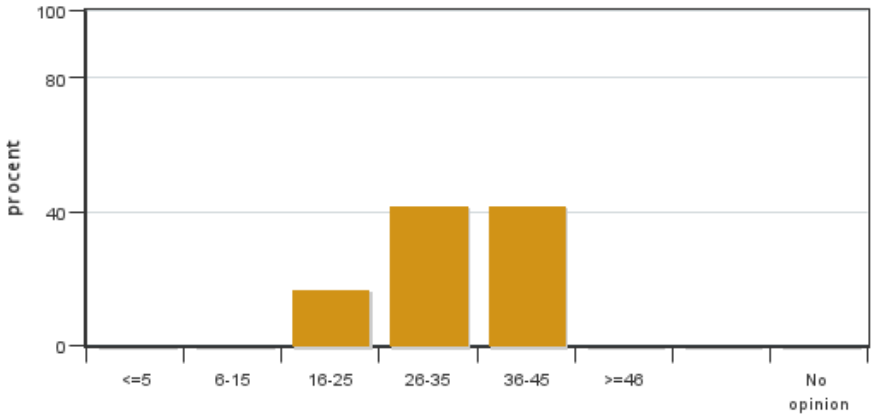


Answers: 12
Medel: 3,7
Median: 3

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

No opinion: 0

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

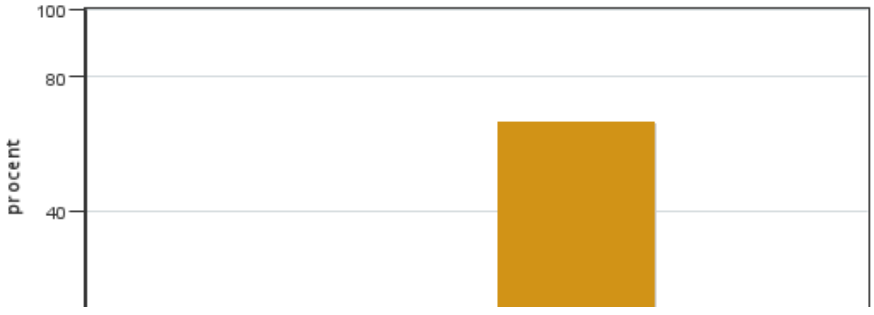


Answers: 12
Medel: 32,5
Median: 26-35

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

No opinion: 0

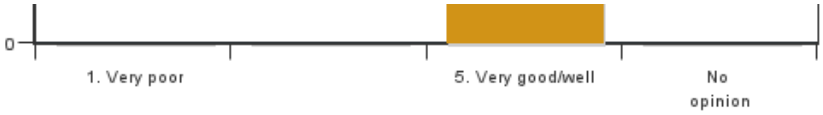
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 12
Medel: 4,5
Median: 5

1: 0
2: 1
3: 0
4: 3
5: 8

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

No comments from the teacher

Student representatives comments

Based on responses from 41 percent of the total number of students during ADLA 2022, this summary will show that the course was generally well received among students. Most students enjoyed the distance learning, the tutoring of the course and several gave praise to the tutors themselves. Criticism mainly focused on the initial introduction exercises, the lectures, and the challenge of having in-depth discussions on course topics on Zoom. The course would probably benefit from addressing these criticisms and suggestions for improvements. Additionally, some extra clarity on course and exercise information may be beneficial, as well as a revision of the physical learning environment of Olympen. Below is a detailed summary of likes, dislikes and suggestions.

Most students had a very good impression of the course. Out of the comments, two stressed that the teachers were very helpful. Two also thought they had learned a lot about GIS, one stressing the value of repetitive exercises. Two people also felt the scientific value of the course. One person thought the course was very well structured. Criticism from one person was that the course was a bit too intense around the exam-phase, although they thought the course was generally very good. One person had wanted the initial crash course to be more extensive: The guides should have been clearer making it easier to "connect the dots". This was partially echoed by another person who thought the written instructions for assignments were difficult to understand. A person also felt the course was hectic and unplanned. One student criticized the way that questions were asked on Zoom: They did not feel encouraged to ask questions in full class. Also, because most questions were asked in breakout-rooms between one student and tutor, they felt that it was a missed opportunity to listen to and learn from these interactions, in particular since many students had overlapping issues, which could have been addressed more effectively. Instead they meant there was not enough time to ask questions even if the tutors were very helpful.

The opinion was more mixed of whether prior knowledge was sufficient for the course. Out of five written responses, three felt they had benefited from the introduction exercises (still indicating that the start was challenging). One person thought there were enough resources and help to learn even with very little GIS-knowledge. Two found there was a gap between the Larch bachelor's course "Planeringens grunder" and ADLA. One thought there was not enough time to learn and think through some of the processes in the exercises. One person thought there was missing a "middle" knowledge in the first half of the course, and that the lectures by far were too advanced for our knowledge.

Most people found the information on the course easily accessible. Two people had written criticisms and asked for more clarity: One thought information was too spread out and hard to find in Announcements or in PDFs, and that bold text in the schedule was confusing even when activities were not compulsory. One also had a hard time planning when they needed to work with the GIS-program in school, since some exercises were released only the same week. One thought there was unclarity in the beginning of the course on exactly which day you were supposed to deliver certain parts of assignments.

Course components were mostly supportive of one's learning according to the evaluation. The written comments were made only by people who scored 4s or 3s on this question. One person thought that seminars, discussing with other students and small group work in every exercise was very useful. One person thought the geodesign assignment was not rewarding. There was also criticism towards the lectures. They were described as "too detailed" and "packed with information to the point where it was hard to process them", and therefore difficult to apply to the projects. One student suggests they need to be more complete. One student suggested step-by-step instructions in order to complete exercises, and that the instructions need to be more complete and written in a more coherent English. One student also thought that the introduction lecture for each exercise was not easy to follow and should have been recorded.

The social learning environment got a very high score. One student stressed that the tutors were great. Another thought the different groups were good in order to see how people worked differently. One student wanted more discussions on problems and possibilities of GIS.

As for the physical learning environment, people working from home seem very content, while one person who worked at school was highly displeased. They urge immediate fixes in Olympen: according to them seats and tables are ergonomically poor and there is a disturbing sound from the ventilation.

Most comments on the examination addressed the written exam. Two people thought there should have been much more time for it. Four people thought it was stressful or hard. However, one person thought the grading was too nice. One person thought there should have been more theoretical questions, rather than a practical GIS approach. One person liked that there was both a written exam and a final project.

All evaluators thought the course covered the sustainable development aspect to large degrees, scoring 5s or 4s. One person thought it had coverage more so than any other course they had taken, and another thought it was very focused on real–world environmental challenges. A third person thought it did, but that it was mostly up to the independent choice of the student to explore complex social issues.

All evaluators thought the course included a gender and equality aspect to large degrees, scoring 5s or 4s. One person raised that the challenge might rather be that people to varying degrees are comfortable with asking for help over Zoom.

Out of all evaluation questions, whether the course covered international perspectives had one of the most mixed set of responses. One written comment was that there was a lack of non-Swedish context with non-Swedish data, and that it seemed like a bigger challenge to "go abroad" for the final project.

People spent varying amounts of time on the course. One student said they spent a lot more time in the final weeks of the course.

Most evaluators had a very good or good experience participating online. Some concrete aspects that were mentioned positively was the ease to talk to tutors and get help, be able to screen share, set up one's own routine and work with one's own computer. One person would have preferred if lectures and seminars were in person, "since that opens up for more questions and discussions". However, one person would have preferred both teaching and tutoring to have been in person.

In terms of what particularly worked well when participating in teaching on distance, the tutoring stood out, being mentioned by 8 out of 12 evaluators. Some reasons were that there were many time slots for tutoring, that there was "always" someone "there" when things got tricky, screen sharing, that it was easy to talk to the tutors, and that there were breakout rooms. Other specifics that were mentioned once was the group project collaborations, the dynamic work habits and being able to use one's own computer. One person also specifically mentioned that this course upheld the privacy of students.

In terms of what particularly worked less well when participating in teaching on distance, three people thought there was a lack of tutors, one of which wanted more highly experienced tutors for the final project. Three people also thought there was a lack of discussions, two of whom thought in person activities could support that further, in particular to ask more questions. One person said "I did not meet a lot of my classmates" and felt a lack of social interaction. They suggested at least one in person meeting. One person requested more clarity on exercise documents/materials, which they said they and another person had felt was confusing.