



GIS and Geographic Analysis TN0329, 20045.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Larsolle

Evaluation report

Evaluation period: 2022-01-09 - 2022-01-30

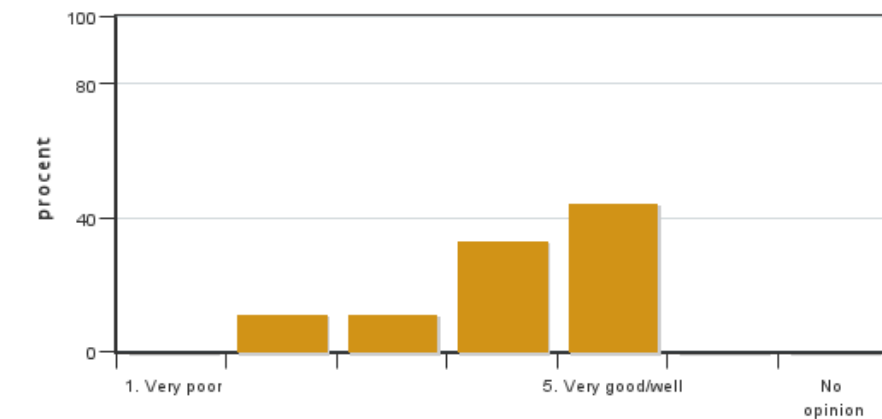
Answers 9

Number of students 47

Answer frequency 19 %

Mandatory standard questions

1. My overall impression of the course is:

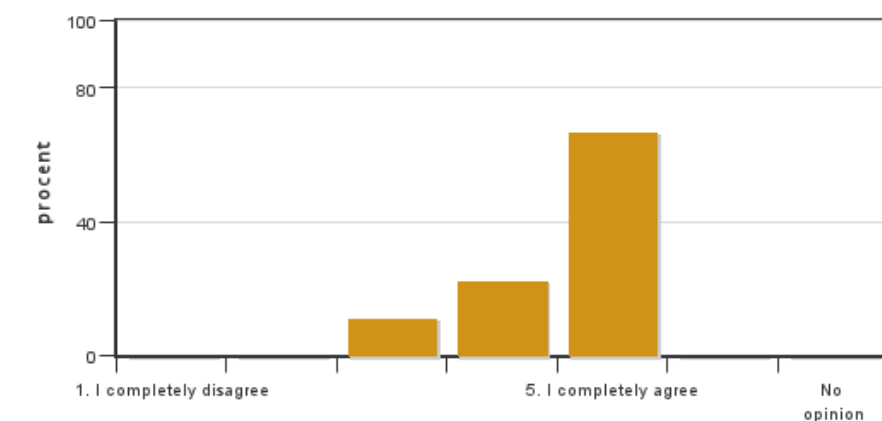


Answers: 9
Medel: 4,1
Median: 4

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

No opinion: 0

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

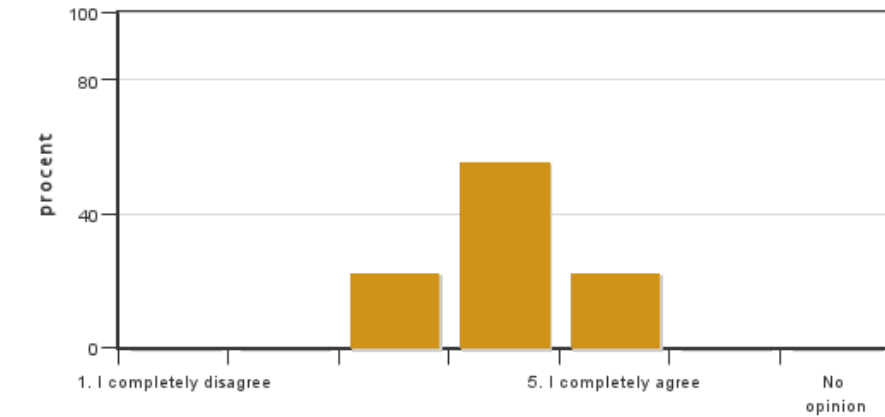


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

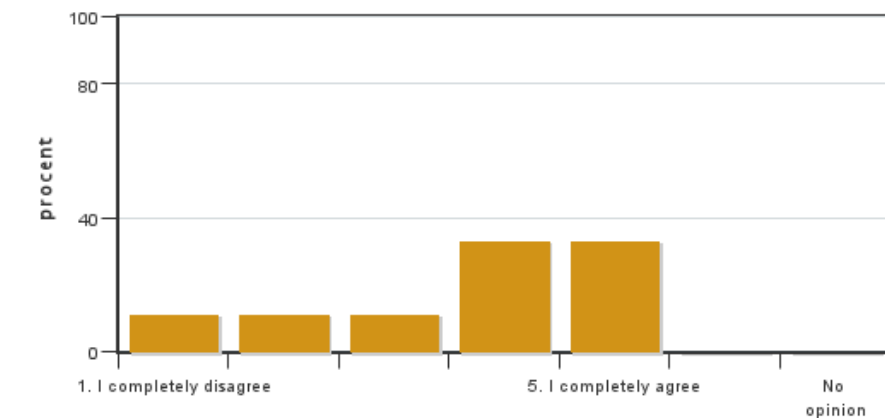


Answers: 9
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

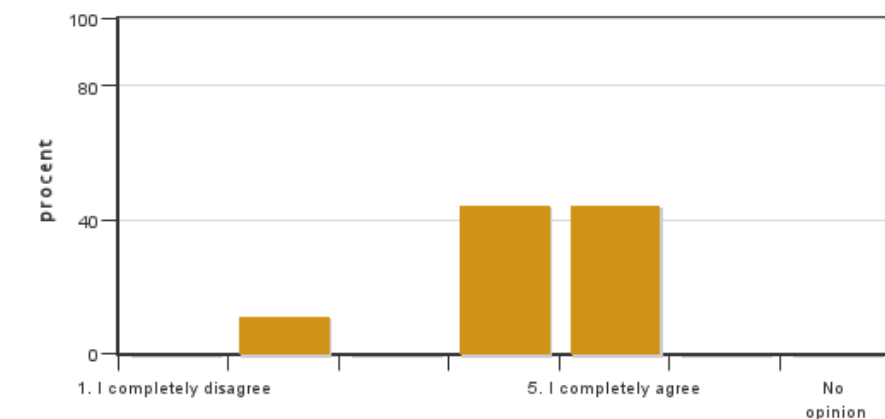


Answers: 9
 Medel: 3,7
 Median: 4

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

No opinion: 0

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

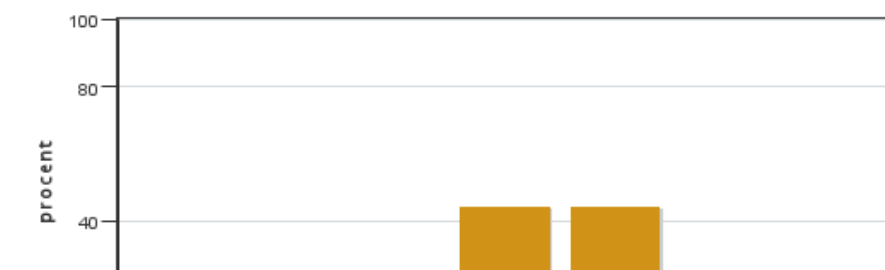


Answers: 9
 Medel: 4,2
 Median: 4

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

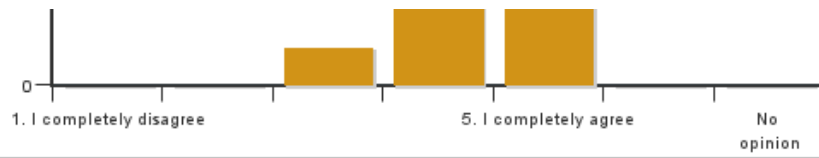
No opinion: 0

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



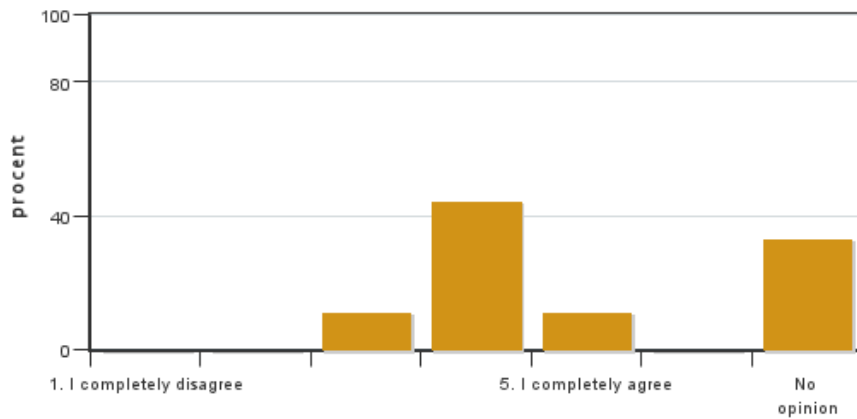
Answers: 9
 Medel: 4,3
 Median: 4

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



No opinion: 0

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



Answers: 9

Medel: 4,0

Median: 4

1: 0

2: 0

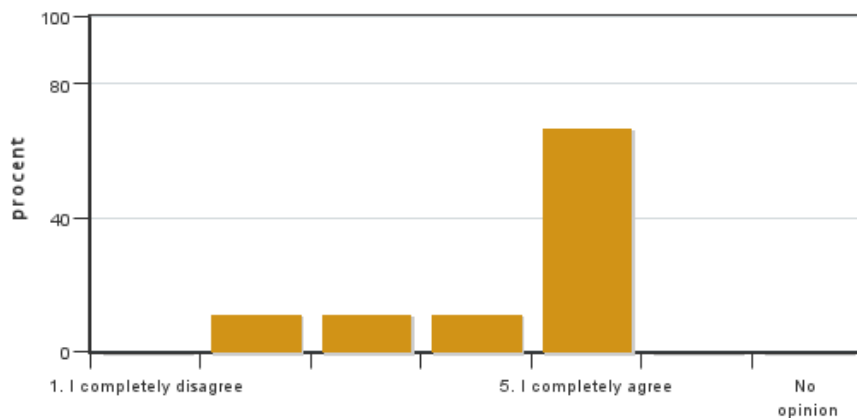
3: 1

4: 4

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: 9

Medel: 4,3

Median: 5

1: 0

2: 1

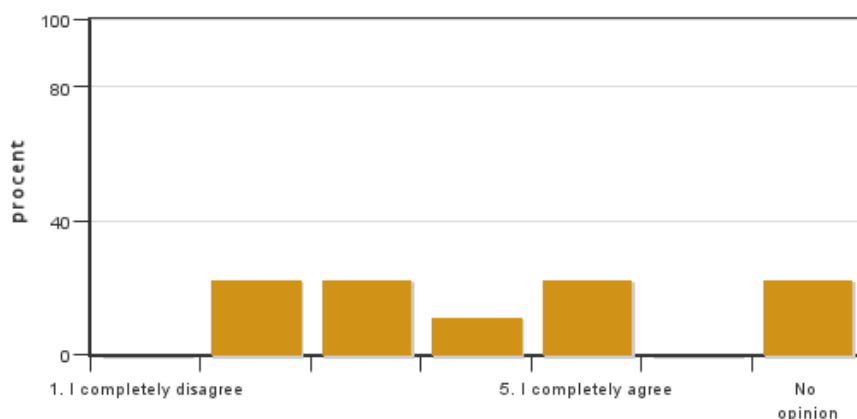
3: 1

4: 1

5: 6

No opinion: 0

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



Answers: 9

Medel: 3,4

Median: 3

1: 0

2: 2

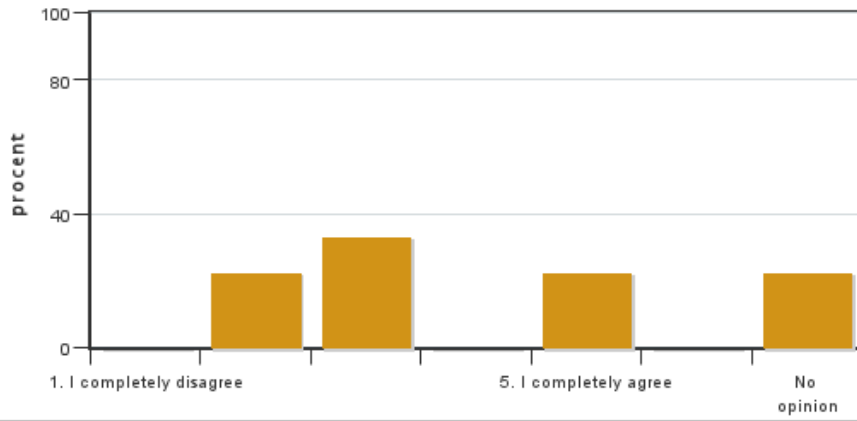
3: 2

4: 1

5: 2

No opinion: 2

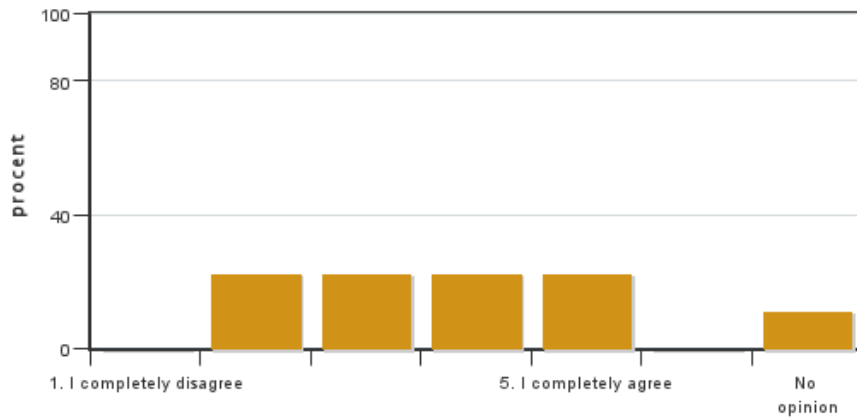
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 9
 Medel: 3,3
 Median: 3

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

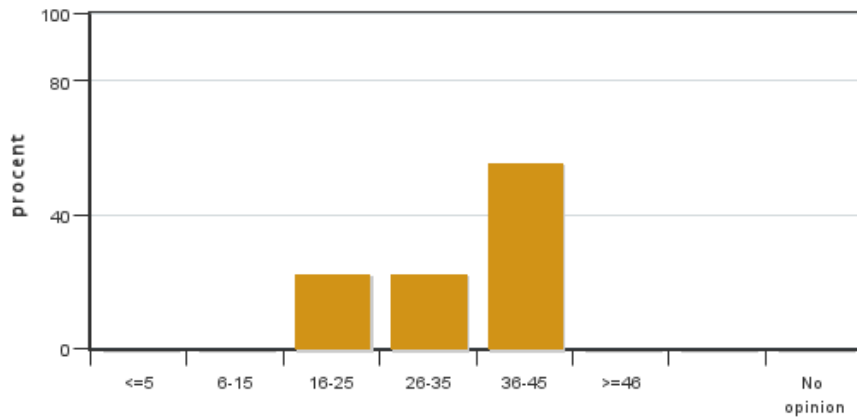
11. The course covered international perspectives.



Answers: 9
 Medel: 3,5
 Median: 3

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

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



Answers: 9
 Medel: 33,3
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 2
 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: 9
 Medel: 3,8
 Median: 4

1: 0
 2: 2
 3: 1
 4: 3
 5: 3
 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 again been very special with distance learning necessitated by the Covid pandemic. The GIS teaching team, which shares a long-time 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 also regarding the generally positive response from the students. It feels as if the pandemic has offered an incentive for change that was needed anyway, and as if a new era has been entered with the shift towards increasing possibilities for students to participate independently of their physical location.. We doubt that anyone wants to return to traditional in-house teaching after these new experiences.

The pre-recorded video lectures can be provided 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 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 regarding the topics that the students themselves address. In addition, project guidance becomes easier to access live on-line, where supervisors even can 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 now. As an interested educator, it is stimulating to be involved in the creation of a new teaching paradigm. As part of the pedagogical method, it is of course particularly important to evaluate the results in order to learn and adjust the new method of on-line education. The educational element that we do't wish to perform on-line has turned out to be the written exams, these are better provided on-site in physical lecture halls.

Student representatives comments

Overall

The course was informative, well structured, engaging and well-received from the majority of the students. It has been well designed to both challenges the students and educate them with the right balance of both. The structure had room for flexibility and personalization which was very well executed.

Course Material

Course content and material were extremely rich, both in terms of theory (lectures and slides) and practises. Regarding the level of difficulty, since the course students were from different backgrounds the difficulty and prior knowledge seems to have various for different students, as a general criticism it would have been more fair for all students to benefit from the same course material, while the International students had to deal with the complications of studying the already-complex literature in a second language, Swedish students had the privilege to have the material available in their mother tongue which creates a slight injustice in an international, English speaking program.

Lectures

While perceived difficult by the majority, lectures prepared us with not only information but also the correct mindset to fully understand GIS's capabilities and potential rather than just to learn using the program as a tool and further in the course, it was even clearer why the lectures were necessary and helpful.

Exercises

Both the ESRI and course exercises were extremely helpful and interesting, the fact that they were adjustable to the level of student's prior knowledge and purpose of learning was very helpful. The time window specifically advised for exercises could be larger.

Project Work

The project work coming hand in hand with theory and exercises provided a perfect opportunity to discover the capabilities of the program and also have a creative output after a period of heavy theory. One relative criticism that was repeated in the course evaluation was the fact that since most of the students were not familiar with each other prior to this course, there could have been a window provided to socialize before choosing peers for the group work instead of choosing purely over the topic.

Guidance

In terms of support and guidance provided by the professors, the course has room for improvement, more specifically when it comes to providing a welcoming environment for asking questions, subject selection, team building and project supervision professors could be more attentive.

Logistics

When it comes to logistic structures (information on canvas etc) there are split views, but the vast majority think the course could benefit from improvements in terms of logistics especially when it comes to supervision and the booking system.

Covid 19

Through the nature of this course which is mainly technical, distance learning has been one of the best I have personally experienced throughout my education. There have been small criticism concerning booking specific computer rooms and the fact that it might have been better in person, but the adaptation to the online system has worked flawlessly in comparison to other courses and the recorded lectures have been specifically well received by the students.

Kontakta support: support@slu.se - 018-67 6600