![SLU logo]

Advanced Digital Landscape Analysis with GIS
LK0376, 30020.2223

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

Evaluation report

**Evaluation period: 2023-03-14 - 2023-04-04**
 Answers   8
 Number of students 27
 Answer frequency   29 %

Mandatory standard questions

1. My overall impression of the course is:
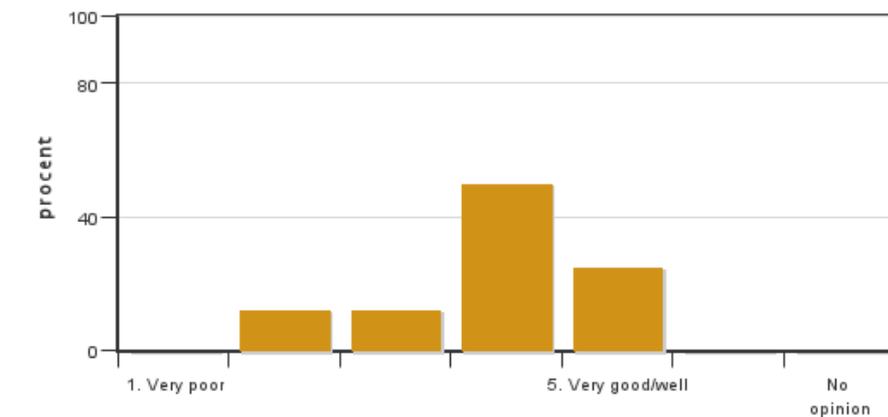

Answers: 8
Medel: 3,9
Median: 4

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

No opinion: 0

**2. I found the course content to have clear links to the learning objectives of the course.**
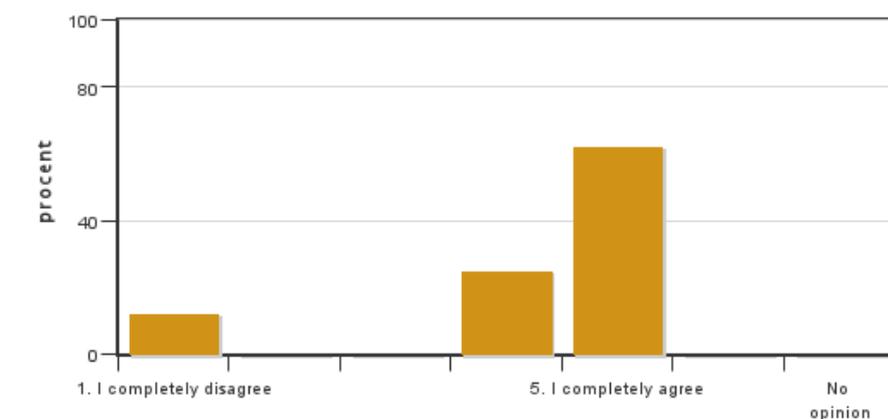
Answers: 8
Medel: 4,3
Median: 5

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

No opinion: 0

## 3. My prior knowledge was sufficient for me to benefit from the course.
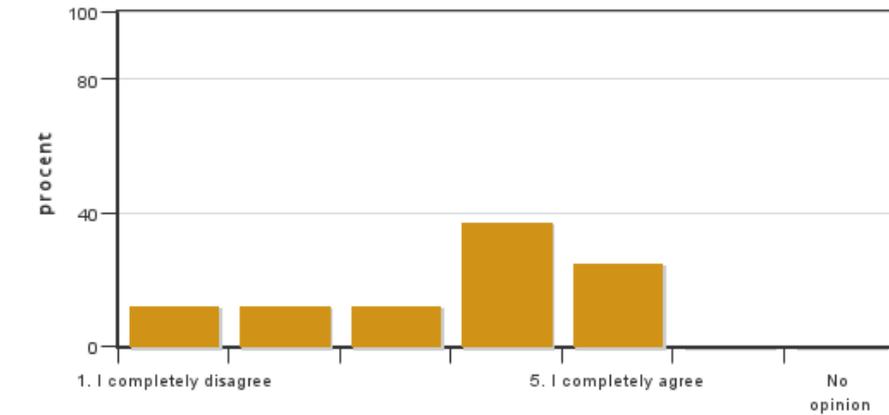
Answers: 8
Medel: 3,5
Median: 4

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

No opinion: 0

## 4. The information about the course was easily accessible.
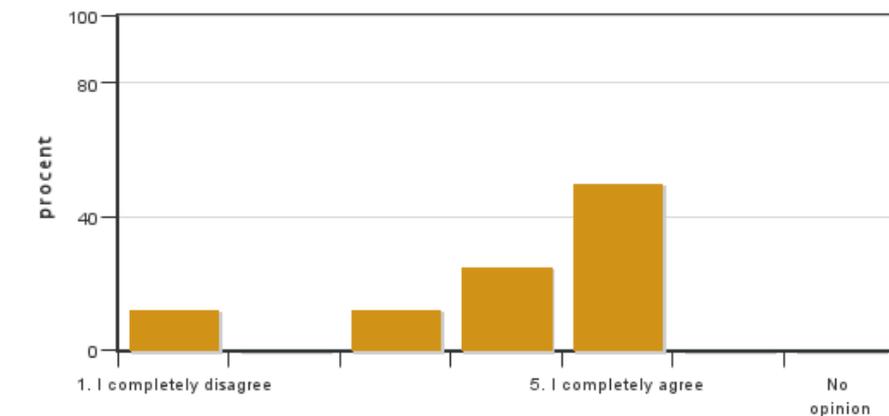
Answers: 8
Medel: 4,0
Median: 4

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

No opinion: 0

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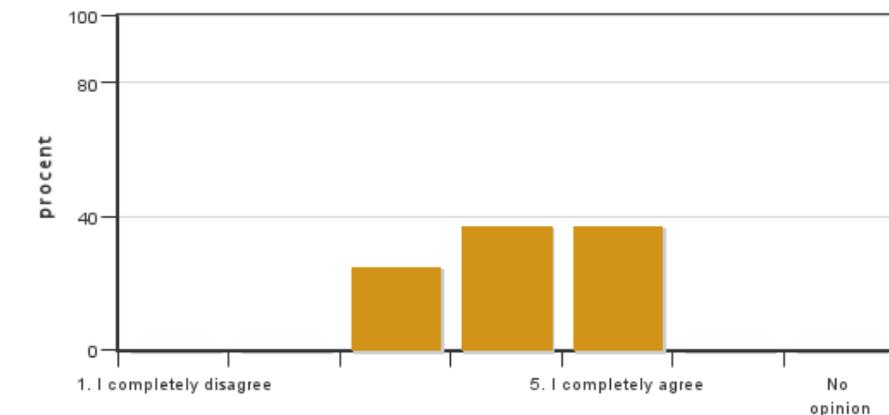


Answers: 8
Medel: 4,1
Median: 4

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

No opinion: 0

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


Answers: 8
Medel: 4,5
Median: 5

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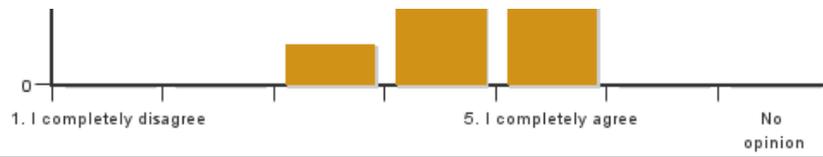
No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.
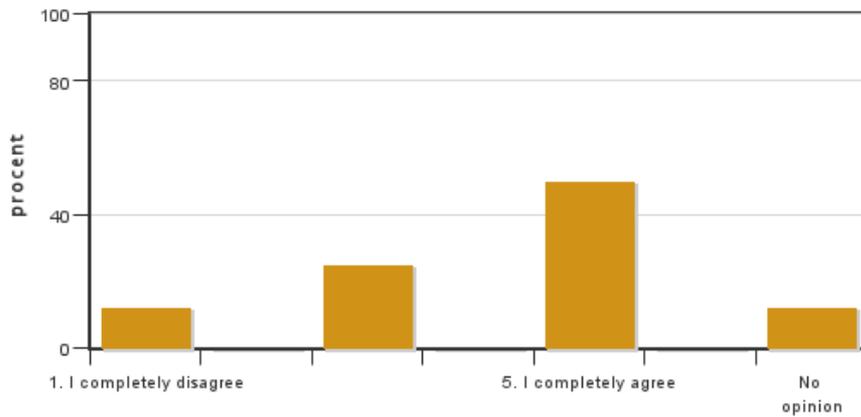
Answers: 8
Medel: 3,9
Median: 5

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

No opinion: 1

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).
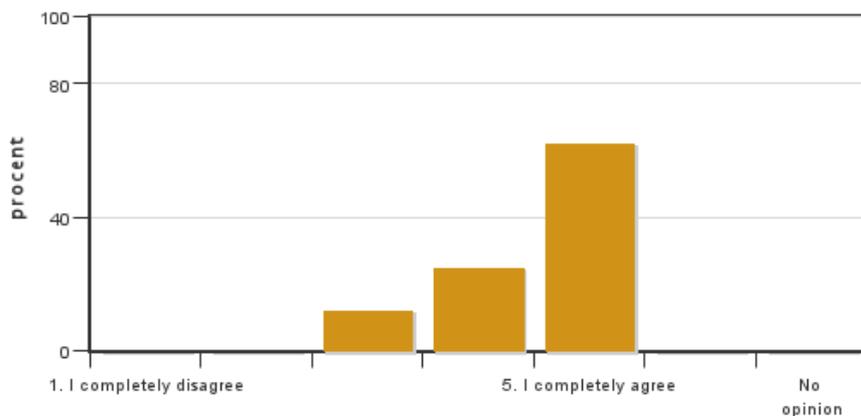
Answers: 8
Medel: 4,5
Median: 5

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

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
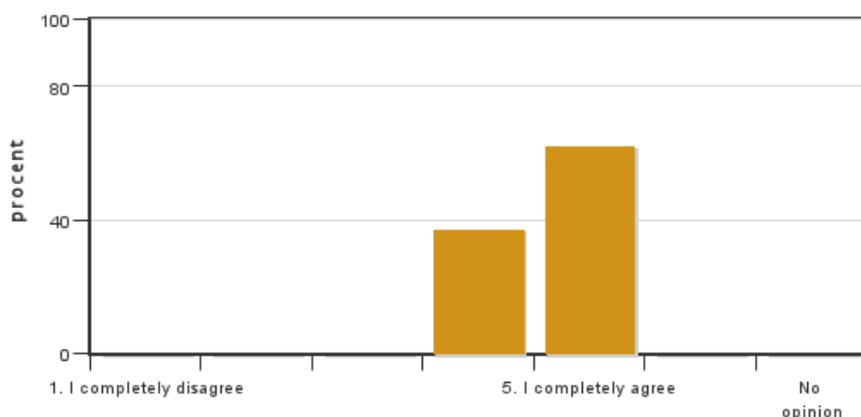
Answers: 8
Medel: 4,6
Median: 5

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

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).
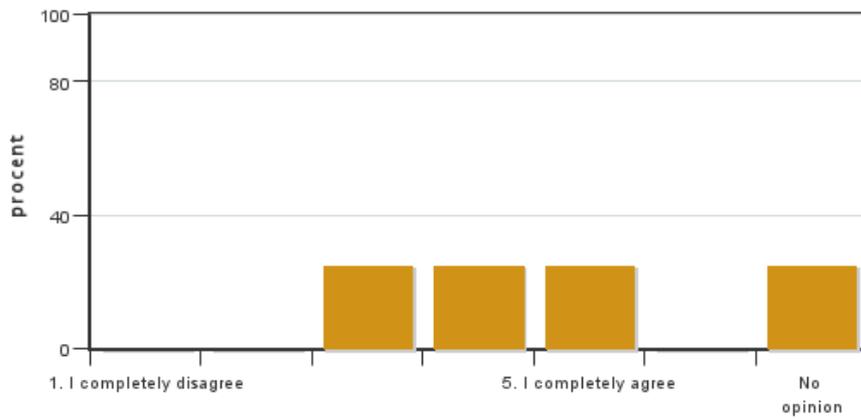
Answers: 8
Medel: 4,0
Median: 4

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

11. The course covered international perspectives.
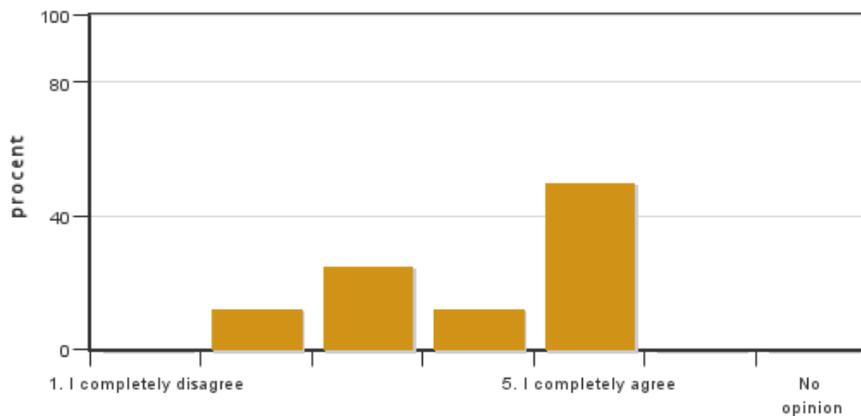
Answers: 8
Medel: 4,0
Median: 4

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

12. On average, I have spent … hours/week on the course (including timetabled hours).
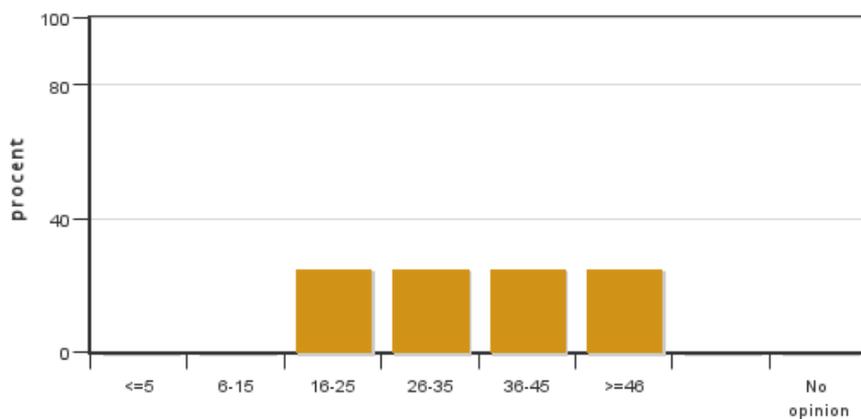
Answers: 8
Medel: 34,0
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 2
36-45: 2
≥46: 2
No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?
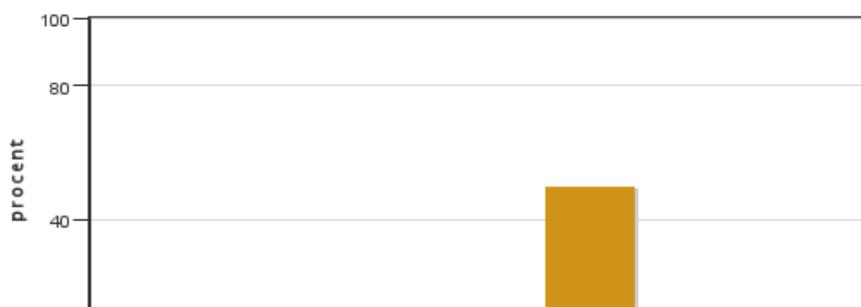
Answers: 8
Medel: 3,8
Median: 4

1: 1
2: 1
3: 1
4: 1
5: 4
No opinion: 0
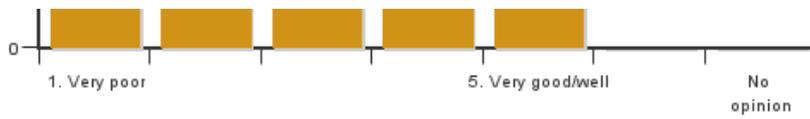
14. If relevant, please share what worked well when participating in teaching on distance

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

Course leaders comments

"We are very pleased to read the student's evaluations. This year we moved back to campus teaching after two years online due to Covid restrictions. After receiving favorable feedback from those online years we decided to try to retain some of the online accessibility via a hybrid model. Clearly while many students appreciated this option, some found it difficult, in particular with respect to group work, feedback we will consider for the future.

In addition to the hybrid teaching format we also made the switch from ArcMap to ArcGIS Pro as the primary software supported and we restructured course management. While some of these elements will take time to bed down, the changes do seem to have improved the learning experience at the start of the course, which has always proved a steep learning curve for students without much prior GIS experience. With this mind we are happy to have retained a good rating overall. Scores may have been a little higher for the online-only courses of 2021-2022 but we do feel the in person teaching elements provide an important dimension and clearly this is particularly so for some students. We will therefore seek to continue to develop a mixed learning model with some adjustments to ensure effective group work and inclusiveness for students uncomfortable with online interaction. However the issues with aging campus facilities, again noted by students this year, remain and this presents a significant issue if making on-campus group work a compulsory element. We will again raise these problems with the relevant parties.

It seems we are succeeding very well in terms of communicating the environmental and social relevance of the course, but there is a more mixed reaction to international aspects. International perspectives are discussed in the videos and literature and by two guest lecturers in particular who gave examples connecting global policies to case studies in Scotland, Africa and South America. It is true that in terms of practical work this is restricted to Swedish case studies unless a student choses another place for their final project. That is for sound practical reasons but we will take the comments on board and may look at introducing students to open source global data also.

With respect to course objectives and goals, these were stated clearly in the course webpage and on canvas in the module "Grading Criterion" where the grading matrix for each is also available. It seems most students were able to find these and considered the course matched them well but we will emphasize where they are found during the course introduction. However it is important to note that if unable to find information students need only ask a member of staff and we are pleased to see students specifically mentioned staff were accessible and welcoming of questions.

Over all the teaching staff managed a number of significant changes to the course this year while continuing to deliver a quality learning experience. I would like to take this opportunity to thank them for their efforts. The new format demands more work from them but it also provides a more accessible course which should be resilient to future disruption so, while adjusting for feedback from this year, it seems to be the right direction to take rather than returning to fully campus based teaching.

-Neil"

Student representatives comments

This year ADLA was given in a hybrid format for the first time; combining distance and on-campus teaching. This survey was answered by 8/27 students, representing 29% of the course. The lower number of responses gives some uncertainties in the interpretation of the survey, but overall all evaluation points have been given positive responses; with some negative individual views. This has led to a median of 4 and 5 for all the evaluation questions. Based on the survey results and talking to the students, it can be concluded that this course is overall good. It is packed with introducing different topics and sides of ArcGIS in exercises but also allows you to explore your own interests.

Most of the students had a good overall impression of the course. It is mentioned that the online has both pros and cons, mainly depending on the exercises and personal preference for working at home or on-campus. Group work was perceived as more negative in general, since it is sometimes hard to get a grip on the group and get good discussions. Some students felt a lack of connection with their coursemates, spontaneous learning and curious questioning. However, a big positive for the online part of the course is that it is easier for students that live further away (or are sick) to partake in activities. This makes the course very inclusive and accepting. Some students also

said that the online learning worked really well, enhancing their experience and learning with little prior knowledge. Especially the individual project worked well off-campus, since students could plan their own time while knowing there would be support at scheduled hours if tutoring is needed.

Overall, people agreed that the course content and exercises have clear links to the learning objectives of the course. One student mentioned that the learning objectives were not presented and maybe this means that it should be more clearly stated at the beginning of the course to get a common understanding. The impression about the accessibility of the course information is considered good, but some students mention that it felt like info was missing or sometimes confusing, especially for the exercises. The various components of the course were assessed with a high score. Students liked the diversity of assignments, showing the different sides of ArcGIS. One student mentions that the written exam did not really add anything, yet still gave a high rating (4). Based on the feedback of others, both the exam (graded), individual project (graded) and exercises (pass/fail) are considered valuable course components and suitable for the course. It is highly agreed upon the fact that these examinations did provide opportunity to demonstrate what the student has learned during the course. One student did mention that these exercises where a bit intensive, especially if the student has little or no previous knowledge.

This brings us to the next point: particularly the start of the course is deemed challenging by a few. Especially without prior knowledge, it felt for some people like they had a lot to catch up upon. The course provided a crash course into GIS to get acquinted with the ArcGIS Pro, which allowed the students without prior knowledge to catch up to be able to benefit from this course. It also seemed that people who worked with ArcGIS Pro instead of ArcMap had less trouble cathing up, probably because it is perceived as a more intuitive program.

Students agreed upon the fact that the social learning environment within the course felt inclusive. The teaching team felt open to approach, making the students feel able to ask questions and that their opinions would be respected. The physical environment is considered satisfactory, but is also heavily dependent on where studentswork. The students working on campus experienced some troubles in the computer room, like broken chairs. It worked better for students working off-campus, most of the time experiencing the comfort of home. Furthermore, it is agreed upon the fact that the course covered sustainable development, since the exercises took quite some environmental challenges into account. Most of the people agreed on the course covering international perspectives. However, one student would have liked to see an exercise on how to get data outside of Sweden. On average, the students that have answered this survey spent 34 hours a week on this course.

It can be concluded for this course, that the experementation with the hybrid learning has its pros and cons. Yet, with the feedback provided this course should be able to achieve the best of both worlds, and be able to satisfy both students who prefer working from home and students that prefer working on-campus.