



## GIS in forest and landscape SV0014, 20111.2223

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Emma Holmström

### Evaluation report

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**Evaluation period: 2022-11-24 - 2022-12-15**

Answers 19

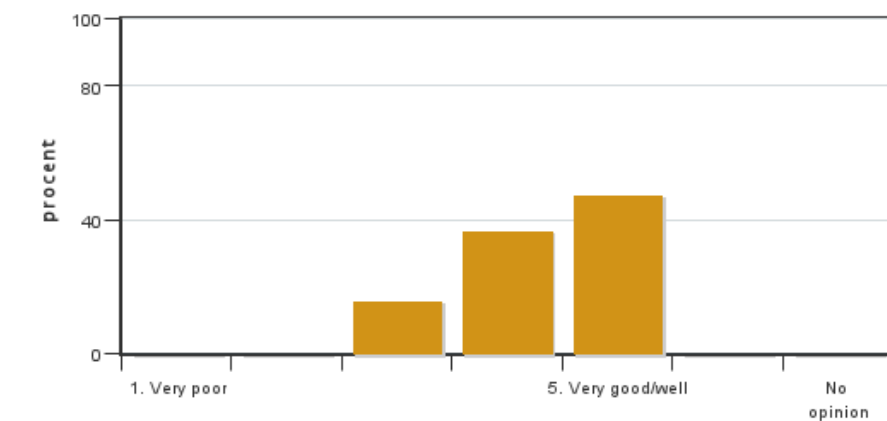
Number of students 30

Answer frequency 63 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 19

Medel: 4,3

Median: 4

1: 0

2: 0

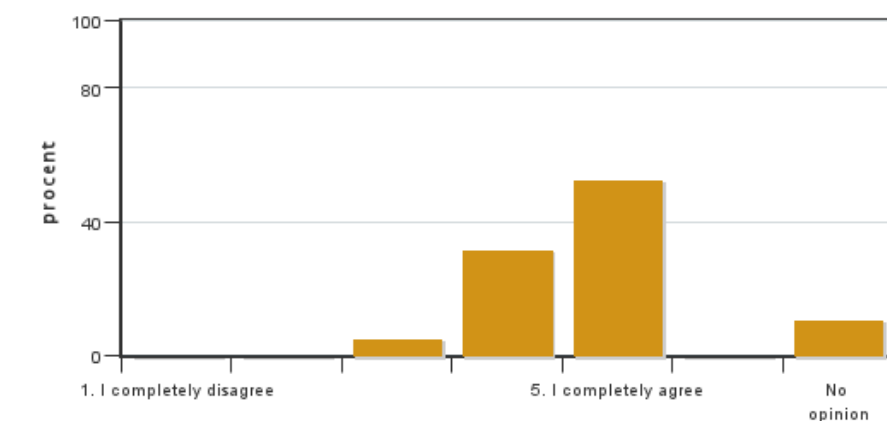
3: 3

4: 7

5: 9

No opinion: 0

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



Answers: 19

Medel: 4,5

Median: 5

1: 0

2: 0

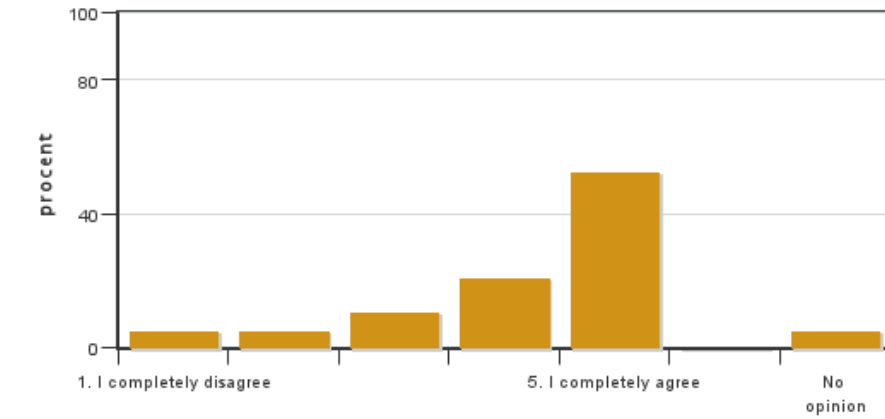
3: 1

4: 6

5: 10

No opinion: 2

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

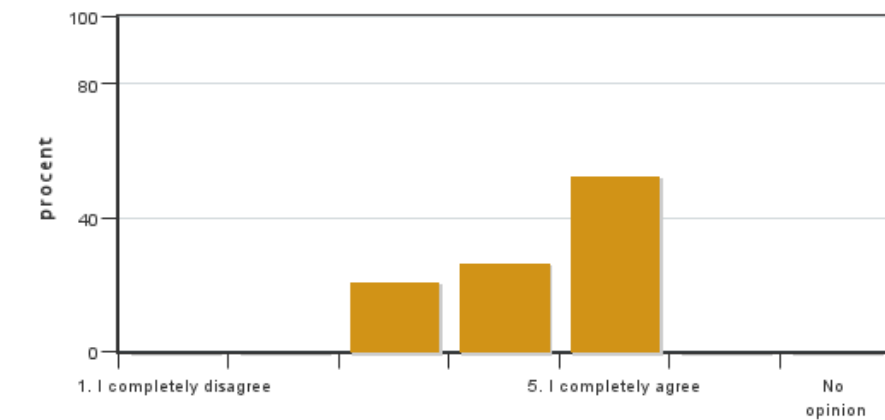


Answers: 19  
 Medel: 4,2  
 Median: 5

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

No opinion: 1

**4. The information about the course was easily accessible.**

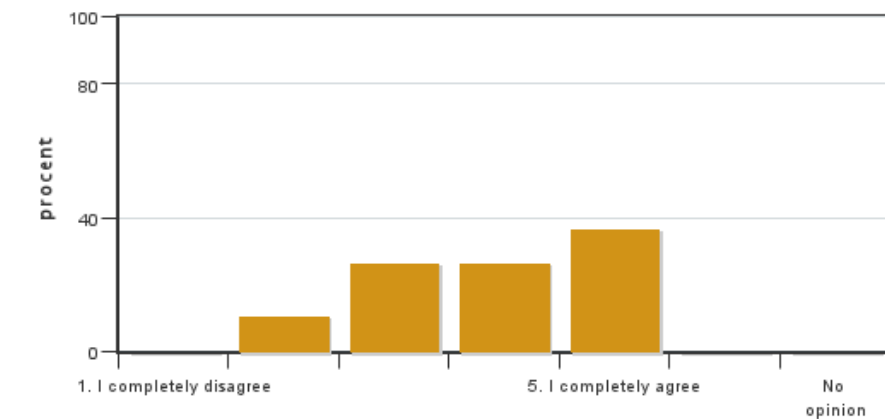


Answers: 19  
 Medel: 4,3  
 Median: 5

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

No opinion: 0

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



Answers: 19  
 Medel: 3,9  
 Median: 4

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

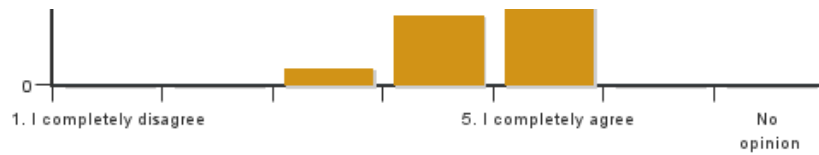
No opinion: 0

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



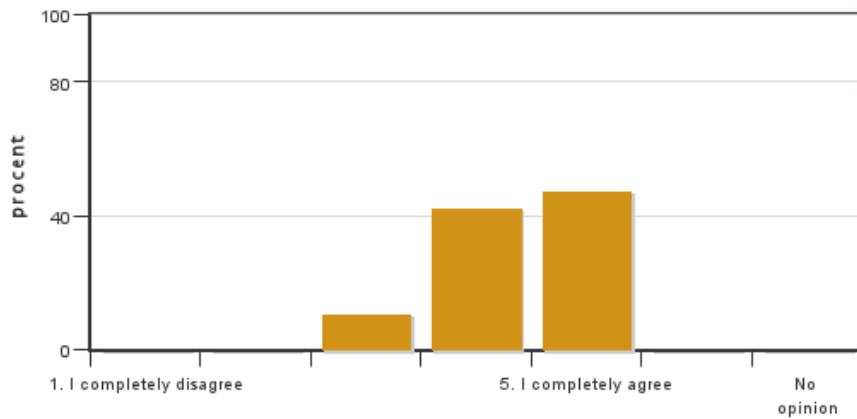
Answers: 19  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 4  
 5: 14



No opinion: 0

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



Answers: 19

Medel: 4,4

Median: 4

1: 0

2: 0

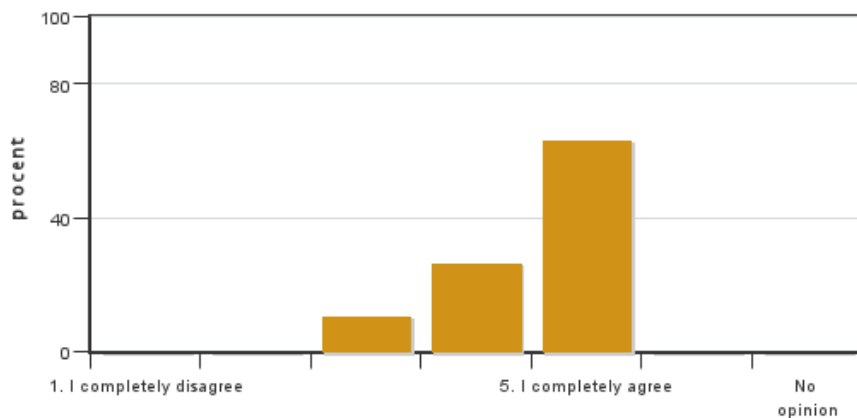
3: 2

4: 8

5: 9

No opinion: 0

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



Answers: 19

Medel: 4,5

Median: 5

1: 0

2: 0

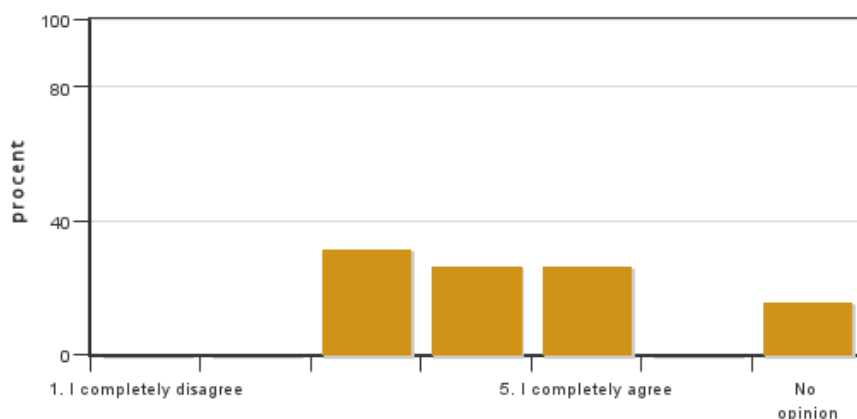
3: 2

4: 5

5: 12

No opinion: 0

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



Answers: 19

Medel: 3,9

Median: 4

1: 0

2: 0

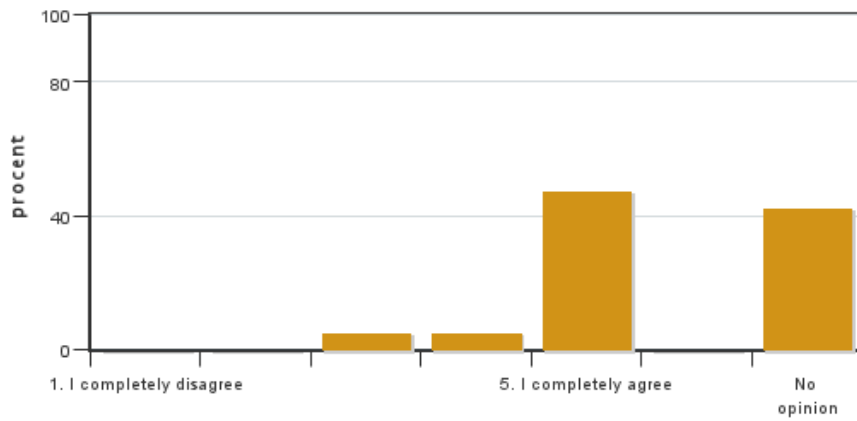
3: 6

4: 5

5: 5

No opinion: 3

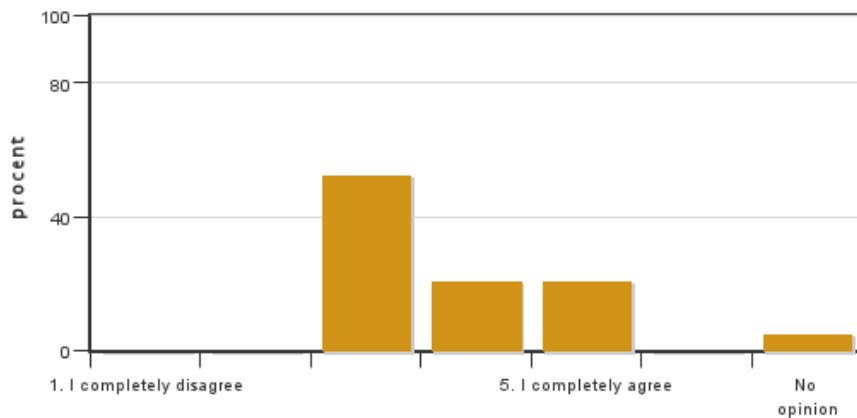
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 19  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 1  
 5: 9  
 No opinion: 8

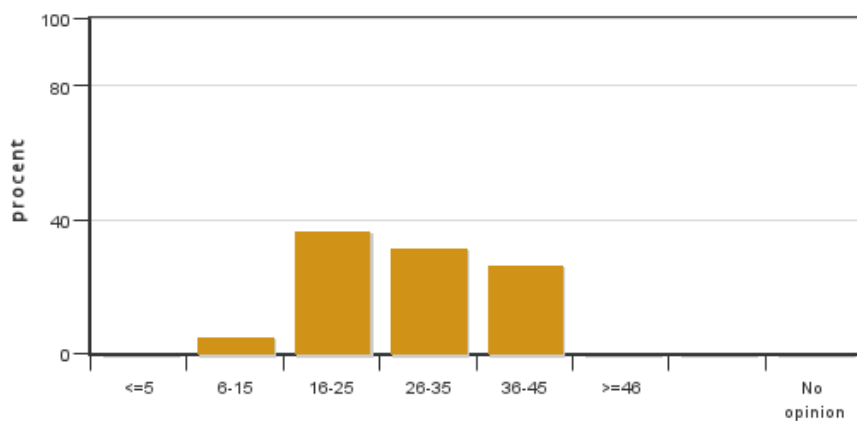
**11. The course covered international perspectives.**



Answers: 19  
 Medel: 3,7  
 Median: 3

1: 0  
 2: 0  
 3: 10  
 4: 4  
 5: 4  
 No opinion: 1

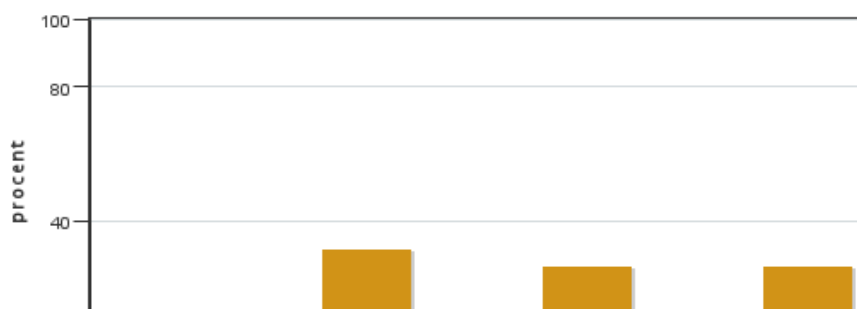
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 19  
 Medel: 27,9  
 Median: 26-35

≤5: 0  
 6-15: 1  
 16-25: 7  
 26-35: 6  
 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: 19  
 Medel: 3,8  
 Median: 3

1: 0  
 2: 1  
 3: 6  
 4: 2  
 5: 5  
 No opinion: 5

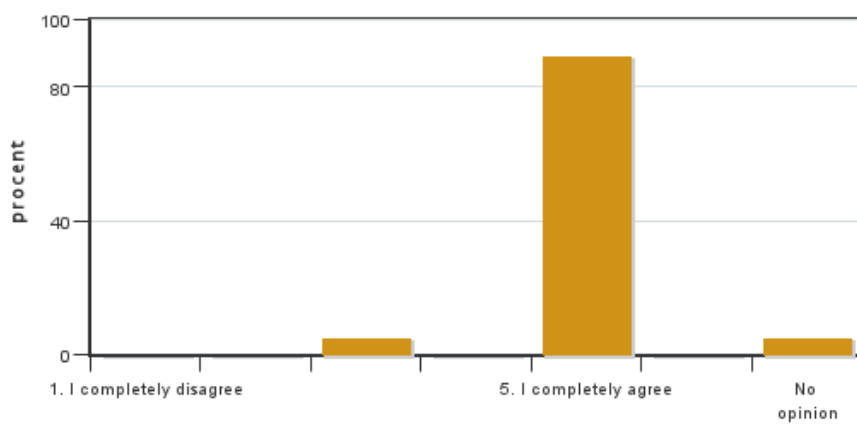


14. If relevant, please share what worked well when participating in teaching on distance

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

## Additional own questions

16. I have learned more by having this course campus-based, than if it would have been a distance course



Answers: 19  
 Medel: 4,9  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 0  
 5: 17

No opinion: 1

## Course leaders comments

We, teachers in the course have also evaluated the course and we share the students view on the things that can be improved for next year. But first of all, next year we will add more assignments and submissions be part of the final grade. We will also from the first day require the students to declare if they will follow the "online" track or the "campus" track. Based on their choice they will have different ways to fulfill the assignments. This means that we can also give students who wants to do the course on distance, the opportunity to learn equally much as those being present in class.

We will also for next year concentrate the schedule so that lectures are fewer but longer. This year we tried to have a short introduction lecture to every day's GIS -lab, but the students didnt seem to appreciate the structure. Better then to have one or two days with lectures and the 3-4 days of lab sessions.

We think the course literature that we used this year is one of the best books in introduction to GIS, so we will keep it. But perhaps to clarify further which chapters we expect them to read before each lecture, in order to facilitate the studying for the students.

Overall, we enjoyed the time with the course and the students, and we hope that this introduction to GIS can be a help and inspiration for further studies.

## Student representatives comments

Overall, the students felt very well supported by the scheduled computer lab hours and found that the lectures were a great opportunity to expand their knowledge of GIS applications. The excursion was popular with the attendees.

There were requests for more lectures at the beginning of the course covering basic GIS concepts rather than spread out through the month, and more time be spent teaching and demonstrating how to use the program. For example, assisting people step by step while they were following along in ArcGIS. Examples of how to use GIS, like the ones

in the lectures, were very helpful, especially when they covered contemporary and international issues. Students requested more of those, as well as practical instructions on how to collect data in a way that makes it easy to process with GIS. The course book was not useful to many students, as it was a dense read and sometimes hard to apply directly to your projects. Ungraded but mandatory literary seminars were suggested as a way to benefit from the course literature.

Students who had backgrounds in other subjects than forestry felt unprepared for some of the assignments, as there was a lot of new terminology and concepts for them to learn all at once. Students with a background in GIS/ArcMap felt very well prepared for the course.

The course was well organized, and there were no major issues with how information was shared online. The lecture structure frustrated some students. The time constraints on the room made the lectures feel rushed sometimes, and too little was covered. Short lectures frustrated students who could work from home and had a long commute. Distance lectures were not great due to the format's inherent problems, but ran very smoothly. Everyone strongly agreed that having this course entirely on distance would not work well. A lot of peer and student support would be lost, and many computers can't run ArcGIS. More teaching time would be appreciated, and it looked like almost everyone was spending under 40 hours a week on the course. If SLU could provide the most recent version of ArcGIS and access on Macbook computers that would also be appreciated.

**Guidance Summary:**

- **Have longer lectures and cover more basic GIS skills at the beginning of the course**
- **Provide more guidance on how to use the course literature**
- **Stay in person, and keep the computer room help hours**

Overall the class had a very positive review of the course and found it interesting, engaging, and useful. Almost all of the students who participated in the course have seen this feedback and agreed to it. The ones who have not were not regularly present in person.