



# Advanced Digital Landscape Analysis with GIS LK0376, 30086.2324

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

## Evaluation report

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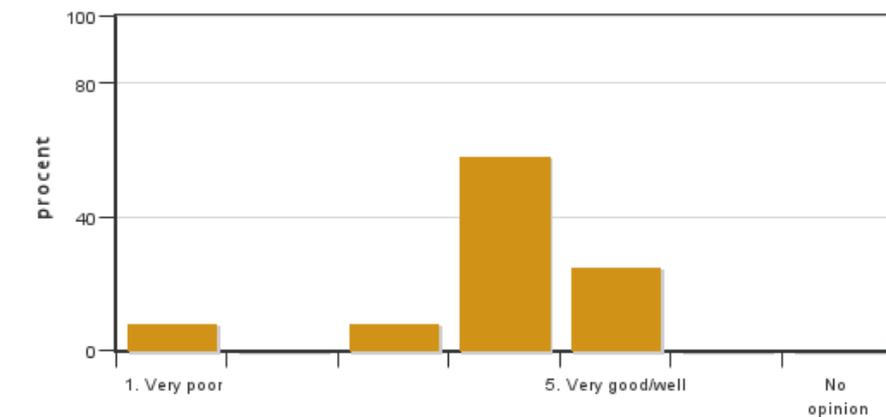
Evaluation period: 2024-03-12 - 2024-04-02

Answers 12  
Number of students 29  
Answer frequency 41 %

## Mandatory standard questions

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

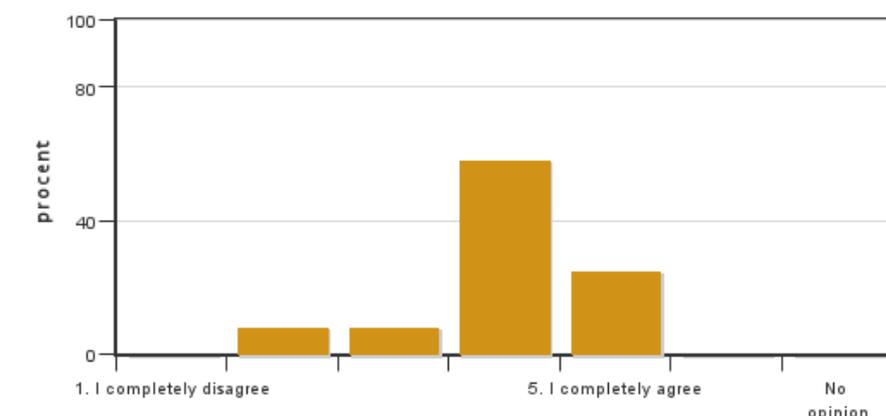


Answers: 12  
Medel: 3,9  
Median: 4

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

No opinion: 0

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

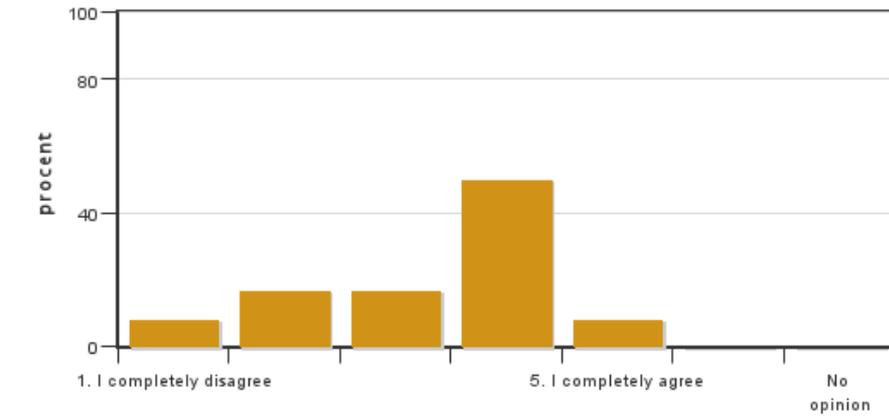


Answers: 12  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

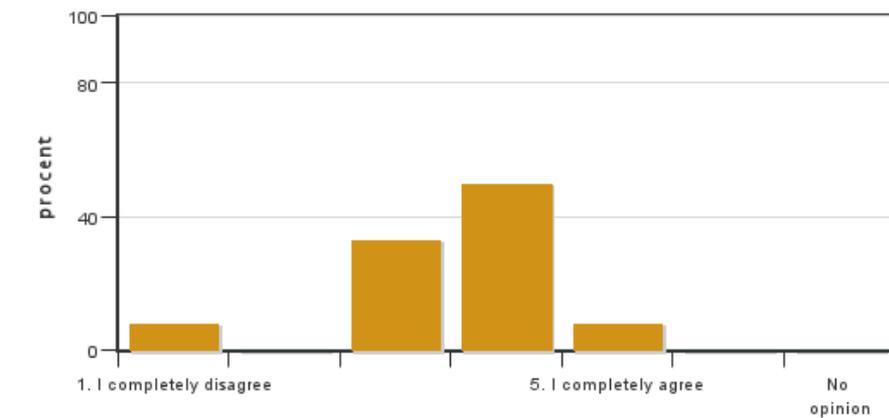


Answers: 12  
 Medel: 3,3  
 Median: 4

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

No opinion: 0

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

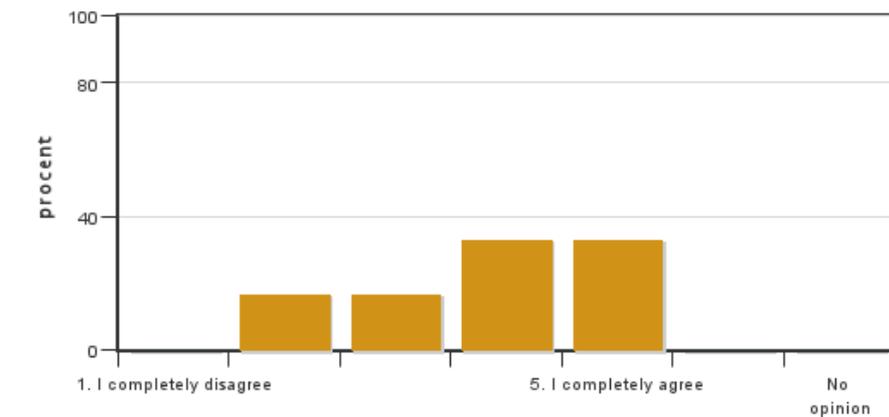


Answers: 12  
 Medel: 3,5  
 Median: 4

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

No opinion: 0

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

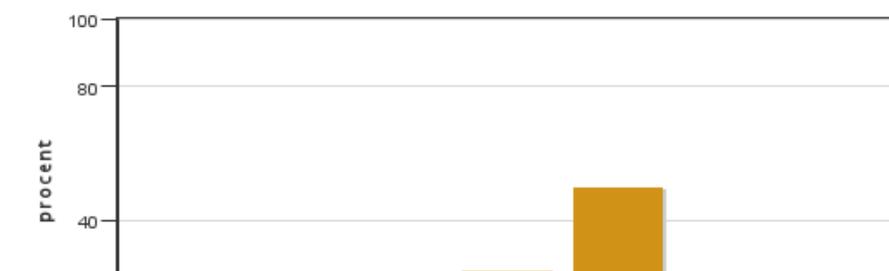


Answers: 12  
 Medel: 3,8  
 Median: 4

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

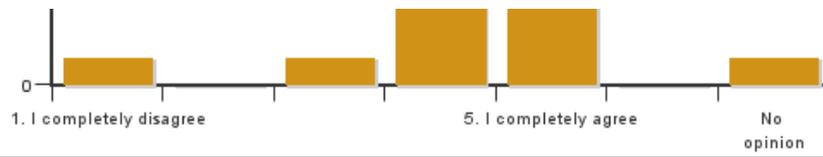
No opinion: 0

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



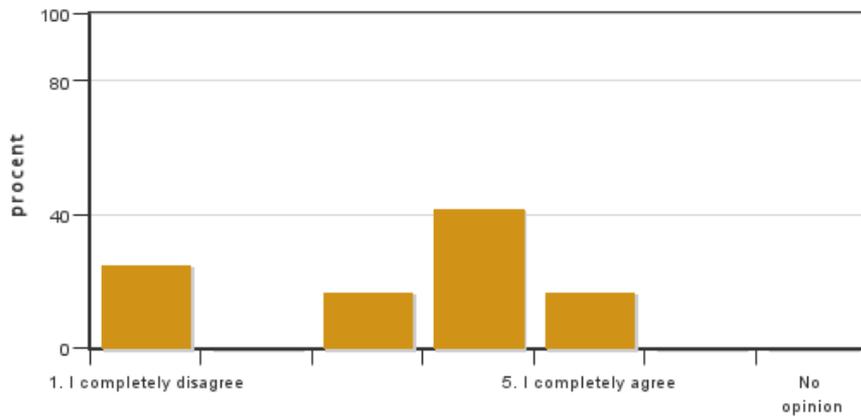
Answers: 12  
 Medel: 4,2  
 Median: 5

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



No opinion: 1

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



Answers: 12

Medel: 3,3

Median: 4

1: 3

2: 0

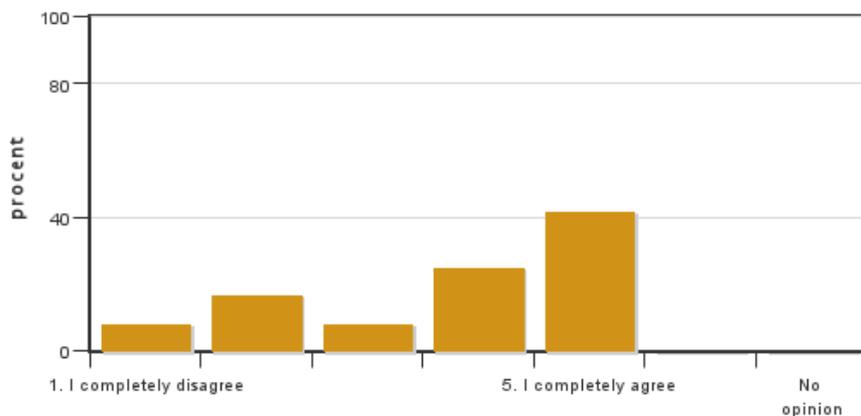
3: 2

4: 5

5: 2

No opinion: 0

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



Answers: 12

Medel: 3,8

Median: 4

1: 1

2: 2

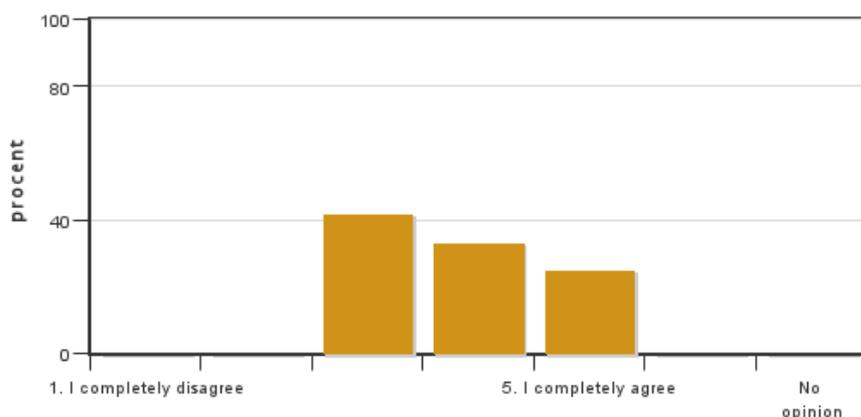
3: 1

4: 3

5: 5

No opinion: 0

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



Answers: 12

Medel: 3,8

Median: 4

1: 0

2: 0

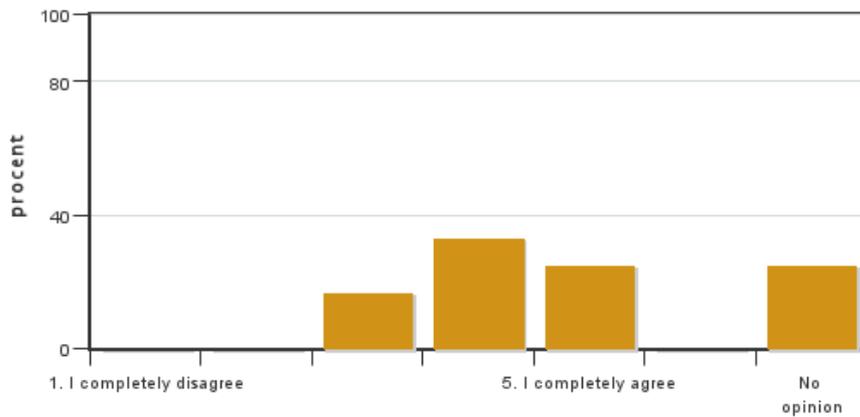
3: 5

4: 4

5: 3

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).**

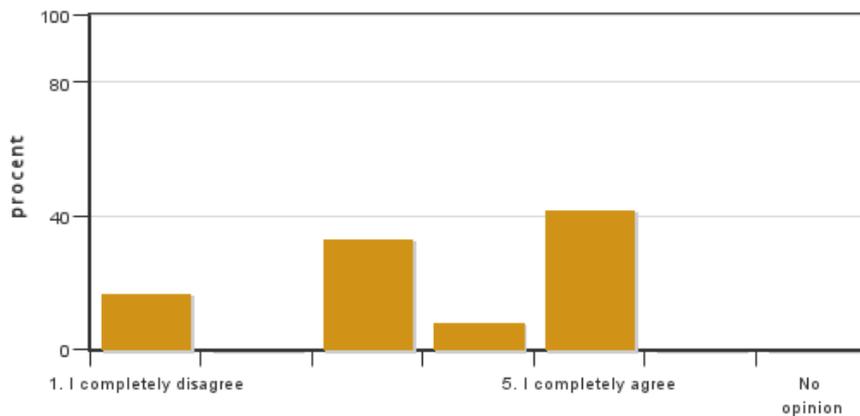


Answers: 12  
 Medel: 4,1  
 Median: 4

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

No opinion: 3

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

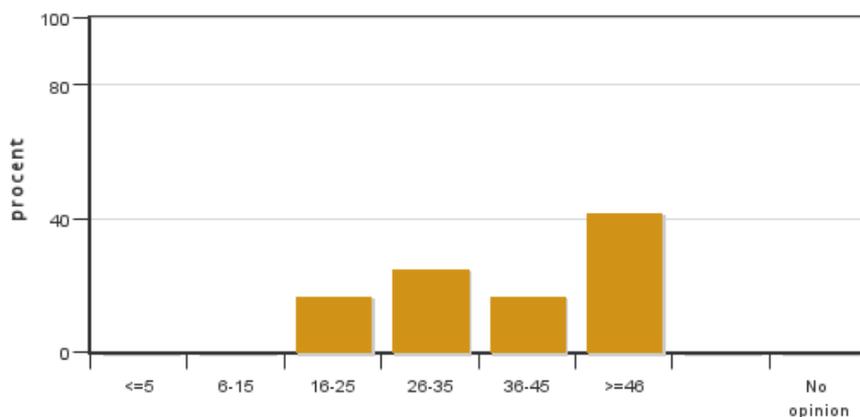


Answers: 12  
 Medel: 3,6  
 Median: 3

1: 2  
 2: 0  
 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: 36,7  
 Median: 36-45

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

No opinion: 0

**Course leaders comments**

Of the twelve students who responded to the survey ten rated it good or very good which, considering it is a demanding course, is a very positive review. Reviews were also positive for our inclusion of sustainability and equality aspects as is to be expected given the application areas explored. We continue to struggle a little on the international element despite lecture, video and written material that does range widely geographically. This probably reflects the fact that our exercises are focused on Swedish cases and while there are sound pragmatic reasons for that we will look at working more with global datasets in future.

Supervision was available 10.00 to 12.00 and 13.00 to 15.00 every day (except Wednesday afternoons as per agreed SLU policy) through-ought the course. There are some students who would like to see more in person supervision scheduled. I will discuss this with the teaching team for their views. On the other hand there were also students for whom online supervision was essential and while this may have been a minority it is important for wider

inclusivity that we support their learning needs also. The practicalities of accessing Zoom tutoring from campus is something we should be able to improve and we will look at, for example, providing each computer with a suitable headset.

It is good to see the hard work of the teaching team receiving some well-deserved compliments but I would personally like to add my own thanks to our teaching assistant who did an excellent job, handling the vast majority of queries quickly, independently and successfully. Her triaging of issues provided senior staff more time to work with those students facing more challenging issues than would otherwise have been available. There were of course questions that needed to be passed to senior team members and so one senior staff member was always co-supervising. The blend of in person and campus supervision allows us to deploy our limited teaching budget more optimally such that, in the words of one student “teachers were always there to answer questions and support in the personal learning process”.

The largest source of dissatisfaction relates to the on campus facilities in terms of IT and physical infrastructure. Indeed many students chose to work from home because it was more comfortable or their own computer worked better than those in the computer labs. On this issue I can only agree and assure that I shall once again raise these concerns with the relevant services at SLU.

There have been some significant challenges to overcome this year that were out with our control. Despite these the course received very favourable feedback from most students and more students than ever received higher grades for their final project. So while there are, of course, improvements to be made I am confident we have a resilient and effective course. My thanks to the teaching staff, support staff and students for their hard work in making it so.

## Student representatives comments

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Overall, the course received positive feedback from the respondents. Students valued the enthusiasm and helpfulness of the teachers and appreciated the examination structure and the inclusion of gender and equality in the course. However, the accessibility of the course information leaves room for improvement and multiple students mentioned that they would have preferred more physical tutoring.

The course received positive rating concerning the student's impression of the course. With an average rating of 3.9 out of 5. Most respondents found the course had a clear link to the learning objectives, with an average rating of 4.0. However, some participants felt their prior knowledge was insufficient to fully benefit from the course. One responded mentioned that the crash course was beneficial but could not finish it before the assignments started.

Accessibility of information was generally satisfactory, although one student answered that more clarity about the tutoring schedule would have been appreciated. The support provided by various course components, such as lectures and exercises, was generally well-received. Respondents answered that the exam was good for testing technical and practical knowledge and that the teachers were enthusiastic and helpful. However, there were mixed opinions regarding the effectiveness of online tutoring, especially for those who preferred more physical interaction. The social learning environment was considered inclusive, with an average rating of 4.2. The physical learning environment received a mixed rating of 3.3, with some participants mentioning issues such as noise in Olympen the cold room in Terra Nova and problems with the computers when the files used were too big.

Examinations provided sufficient opportunity to demonstrate learning, with an average rating of 3.8. The course also covered aspects of sustainable development and gender equality with a rating of 3,8 and 4.1 respectively. International perspectives were generally covered, but with a rating of 3,6 there is room for improvement.

On average the respondents invested an average of 36.7 hours per week, and some spending more time than scheduled.