



## GIS in forest and landscape SV0014, 20102.2324

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Emma Holmström

### Evaluation report

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**Evaluation period: 2023-11-23 - 2023-12-14**

Answers 22

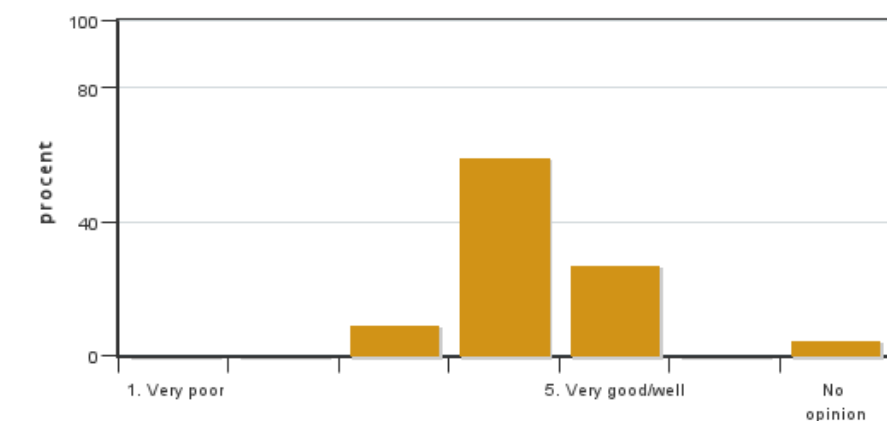
Number of students 34

Answer frequency 64 %

### Mandatory standard questions

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

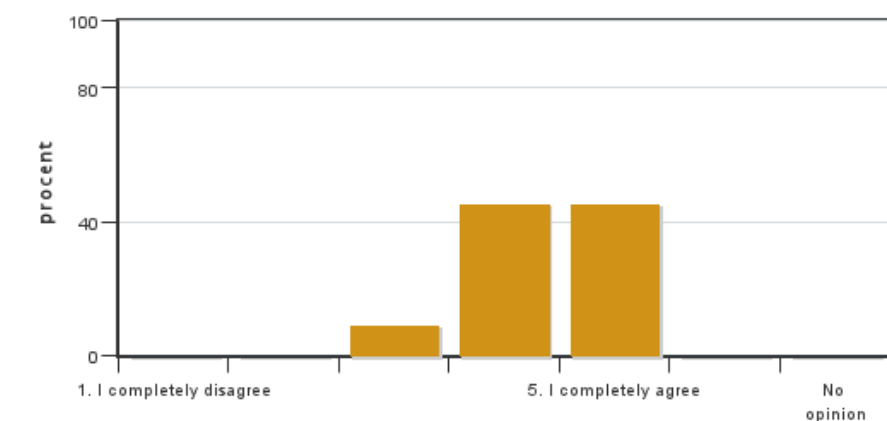


Answers: 22  
Medel: 4,2  
Median: 4

1: 0  
2: 0  
3: 2  
4: 13  
5: 6

No opinion: 1

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

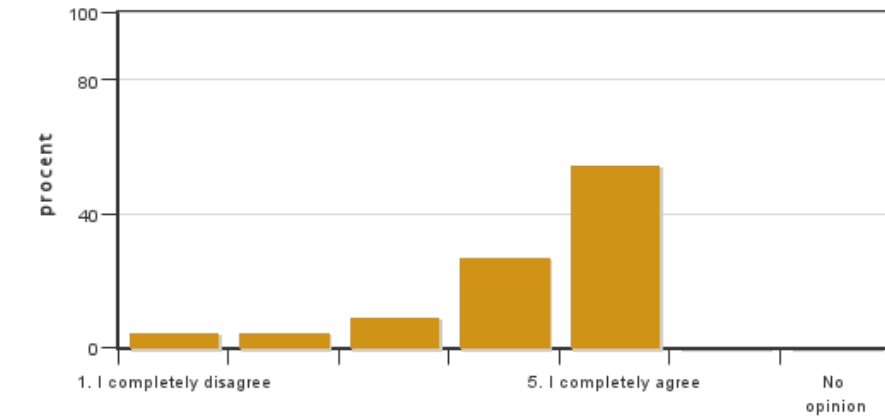


Answers: 22  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

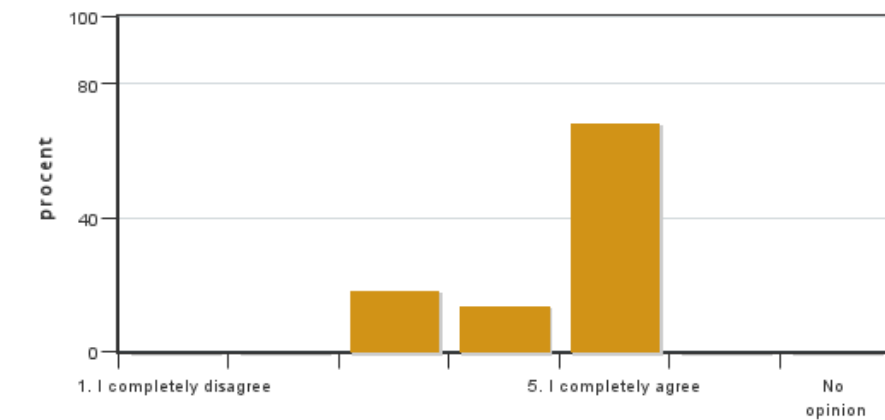


Answers: 22  
 Medel: 4,2  
 Median: 5

1: 1  
 2: 1  
 3: 2  
 4: 6  
 5: 12

No opinion: 0

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

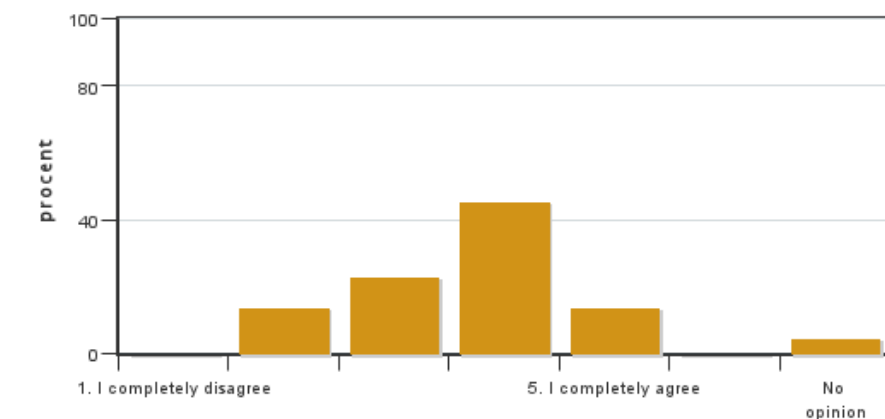


Answers: 22  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 0  
 3: 4  
 4: 3  
 5: 15

No opinion: 0

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

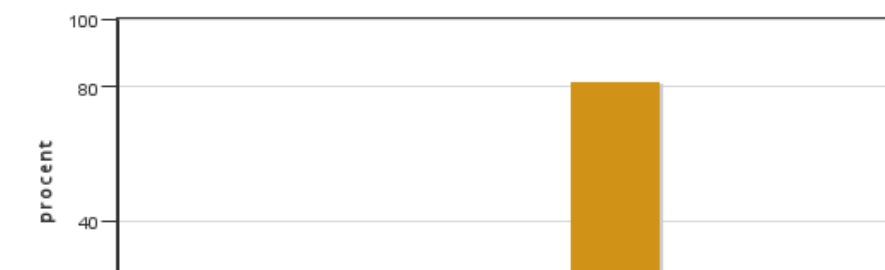


Answers: 22  
 Medel: 3,6  
 Median: 4

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

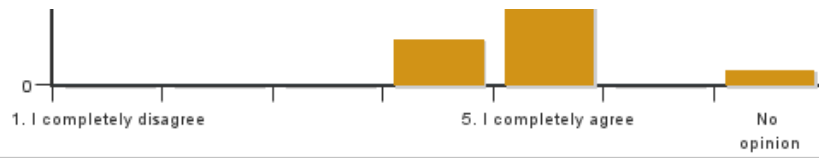
No opinion: 1

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



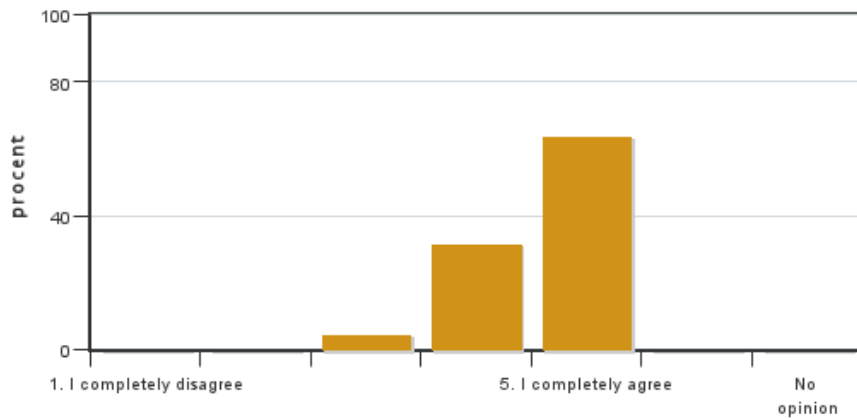
Answers: 22  
 Medel: 4,9  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 3  
 5: 18



No opinion: 1

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



Answers: 22

Medel: 4,6

Median: 5

1: 0

2: 0

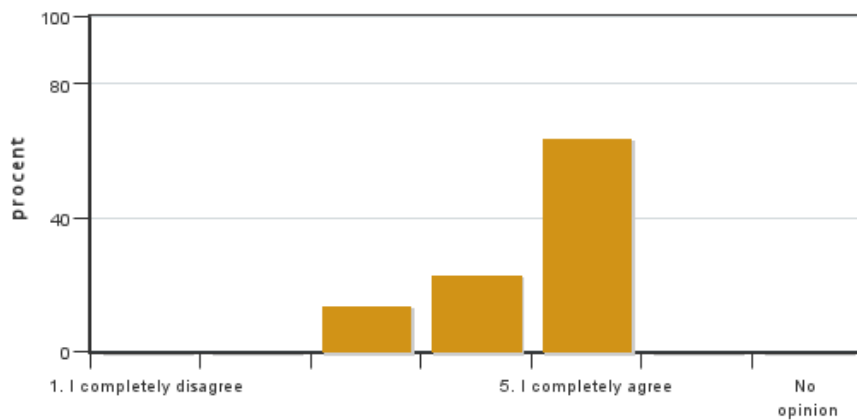
3: 1

4: 7

5: 14

No opinion: 0

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



Answers: 22

Medel: 4,5

Median: 5

1: 0

2: 0

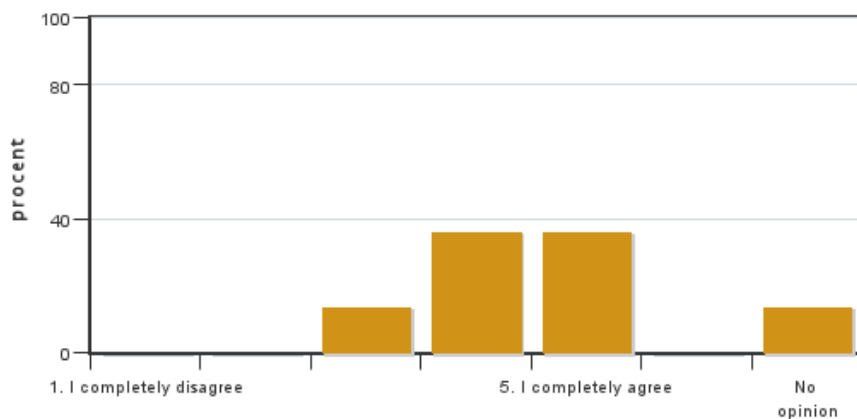
3: 3

4: 5

5: 14

No opinion: 0

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



Answers: 22

Medel: 4,3

Median: 4

1: 0

2: 0

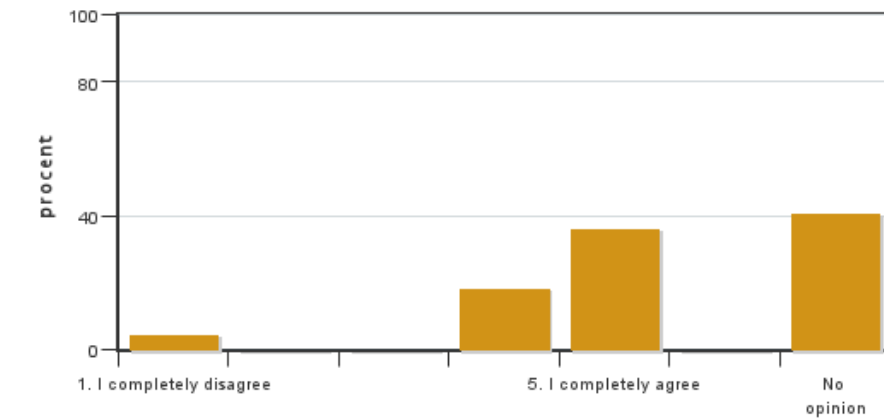
3: 3

4: 8

5: 8

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).**

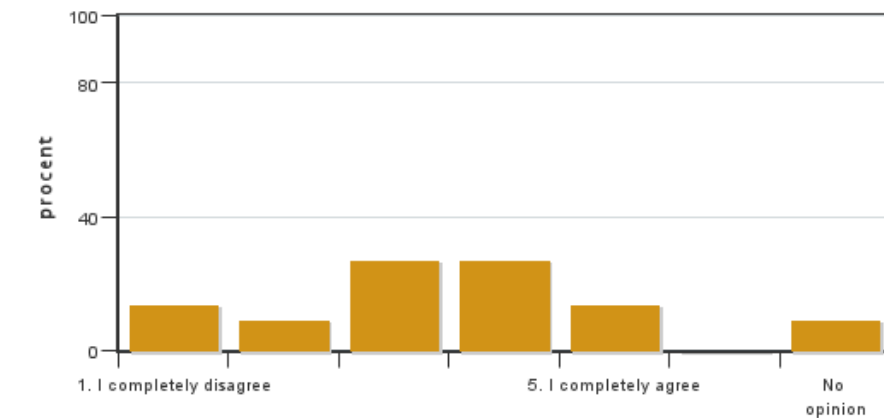


Answers: 22  
 Medel: 4,4  
 Median: 5

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

No opinion: 9

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

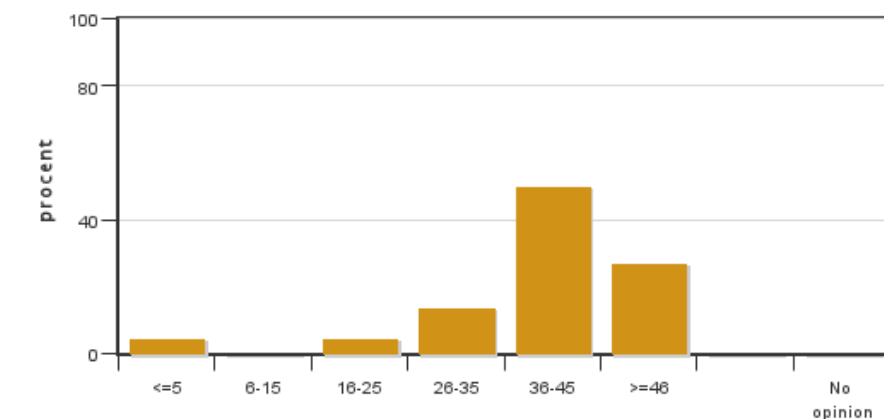


Answers: 22  
 Medel: 3,2  
 Median: 3

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

No opinion: 2

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



Answers: 22  
 Medel: 37,7  
 Median: 36-45

<=5: 1  
 6-15: 0  
 16-25: 1  
 26-35: 3  
 36-45: 11  
 >=46: 6

No opinion: 0

## Course leaders comments

Most of the students stated that they spent 35-45 hours on the course, which I think is what we aim for. This makes me satisfied with the amount of the work load in the current format of the course. This year we had increased the number of submissions the students had to do, to acquire the grade for the course. It turned out very well, we can now see that more students follow all the modules more in -depth and thereby also learn more. Although the work load within the weeks have been on the target 40 hours, we never had assignments lasting over weekends, which makes it easy to separate studies from free time.

For us, teachers, the international perspective and the theoretical overview of the subject is nicely presented in the text book. We consider this book to be one of the better, informative, up to date and nicely edited. But it seems as not all students appreciated the book. Perhaps we should consider how to integrate the book more into the exercises and tasks.

## Student representatives comments

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1. The overall impression of the course was rated an average of 4.2/5 with all responses being 3 or higher. Students expressed that they enjoyed the course overall and it was interesting to them but thought that the workload was too high or that there was not enough guidance.
2. Most respondents seemed to agree that course content had clear links to the learning objectives based on the average rating of 4.4/5. Some people expressed that they didn't see how the film we saw at the theater (Historjá) was relevant to the course content, but there were technical difficulties with the related assignment at the time so the connection between the two could not be fully realized.
3. Less people agreed that their prior knowledge was sufficient for them to benefit from the course. Those with higher levels of computer literacy had an easier time navigating the new software (ArcGIS Pro). Virtually everybody needed some level of help outside of the provided instructions for each assignment.
4. Students agreed that the course information was accessible and mainly expressed satisfaction with the format of the Canvas site. Some thought that the schedule was difficult to find, and some said that they wanted the lecture slides to be accessible before the lectures to help with notetaking.
5. Not all, but the majority of responses mentioned that they did not find the lectures to be relevant to the course. Some also did not find the literature relevant. It seems that the lectures and literature were more about big-picture ideas and GIS theory versus actual practical knowledge for the assignments, which might be why some students felt this way. Some also expressed that they found the assignment instructions unclear and difficult to follow.
6. With an average score of 4.9/5, it seems that all respondents believed the learning environment was inclusive and respectful. Respondents said that instructors and fellow students were helpful to them when working on the assignments.
7. Sometimes computers in the on-campus computer lab did not work or had issues but most of the time this could be solved by moving to a new computer. Besides that, the physical learning environment was satisfactory.
8. For this course, we were graded on our individual assignments completed using ArcGIS Pro and had an exam based on the textbook. With these, both our theoretical and practical knowledge were tested. Most students thought that this was sufficient to demonstrate what they had learnt during the course, but some respondents expressed that they wanted more feedback on assignments or more clear grading criteria.
9. Most students agreed that the course covered the sustainable development aspect to some degree. The best example of this was watching the movie *Historjá* as a class.
10. Many people responded that they had no opinion or view on whether the gender equality was included in the course. Since the course covered geographical information systems and related software, gender/equality aspect wasn't a main the focus of the course. But the movie (and if RenGIS was not down at the time) was used to show how GIS could be related to marginalized communities.
11. Respondents did not agree that the course covered international perspectives. All of the assignments were based on locations in Sweden, so we got the most practice finding Swedish data and working in the Swedish coordinate system. However it was encouraged to work on an international project for the assignment where we designed our own map.
12. The average amount of time spent according to the survey was about 38 hours/week which aligns with the 100% study pace. Students wrote that it felt like a lot of work. Multiple people responded that they spent more than 46/week on the course.