



## Geografiska informationssystem TE0019, 20191.2324

7.5 Hp

Studietakt = 100%

Nivå och djup = Grund

Kursledare = Anders Larsolle

### Värderingsresultat

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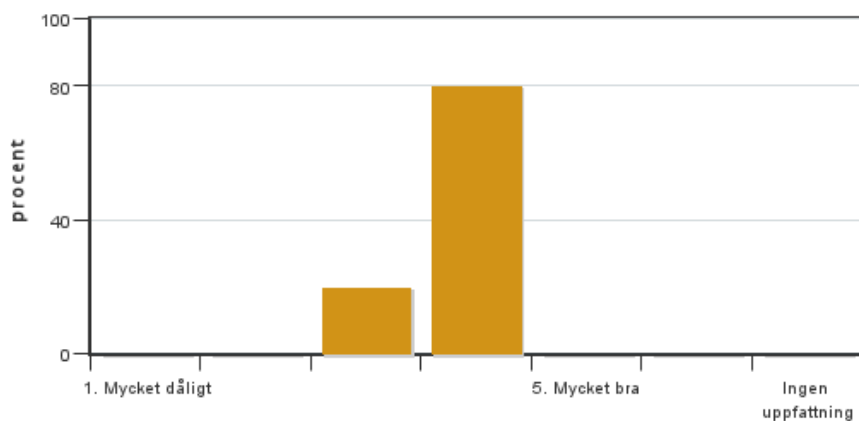
Värderingsperiod: 2024-01-07 - 2024-01-28

|               |      |
|---------------|------|
| Antal svar    | 5    |
| Studentantal  | 22   |
| Svarsfrekvens | 22 % |

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:

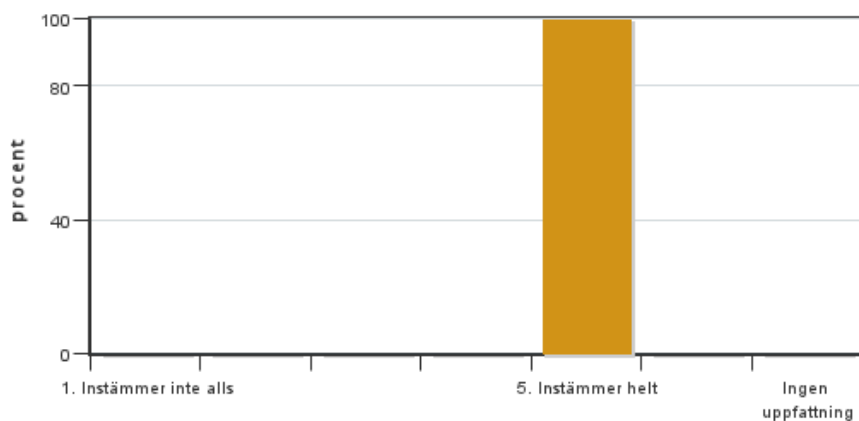


Antal svar: 5  
Medel: 3,8  
Median: 4

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

Har ingen uppfattning: 0

#### 2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

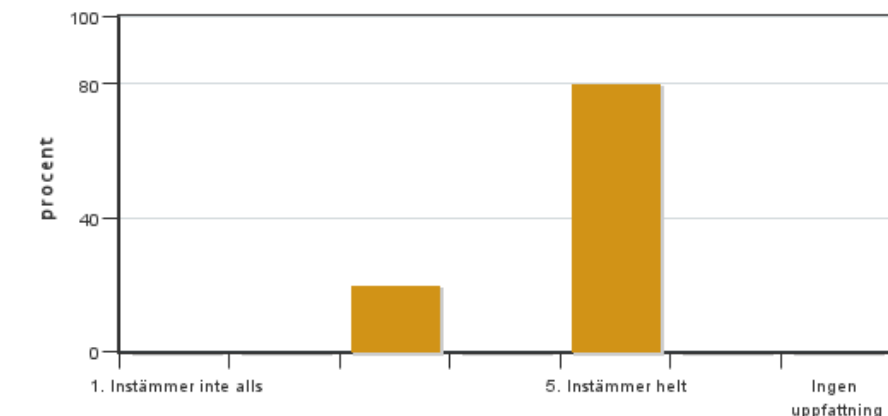


Antal svar: 5  
Medel: 5,0  
Median: 5

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

Har ingen uppfattning: 0

**3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.**

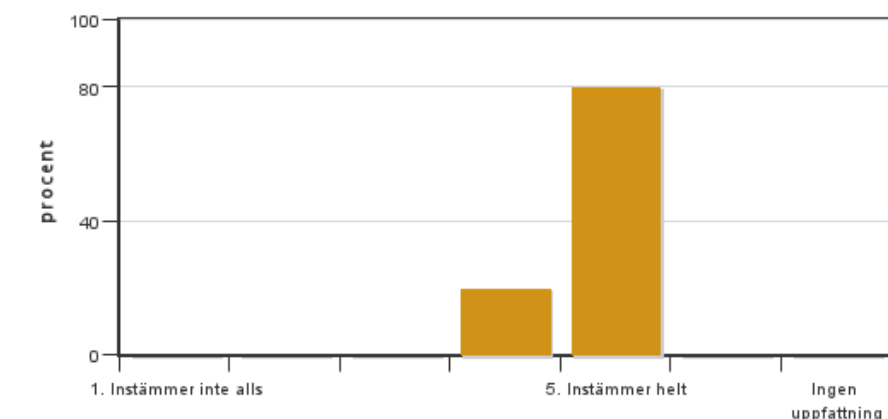


Antal svar: 5  
Medel: 4,6  
Median: 5

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

Har ingen uppfattning: 0

**4. Jag anser att kursinformationen var lättillgänglig.**

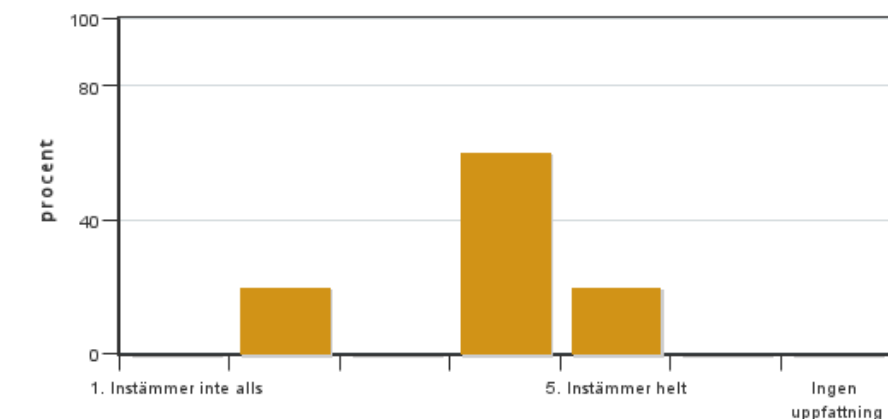


Antal svar: 5  
Medel: 4,8  
Median: 5

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

Har ingen uppfattning: 0

**5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.**

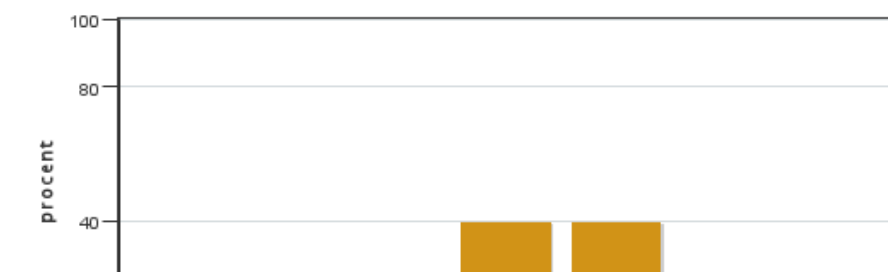


Antal svar: 5  
Medel: 3,8  
Median: 4

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

Har ingen uppfattning: 0

**6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.**



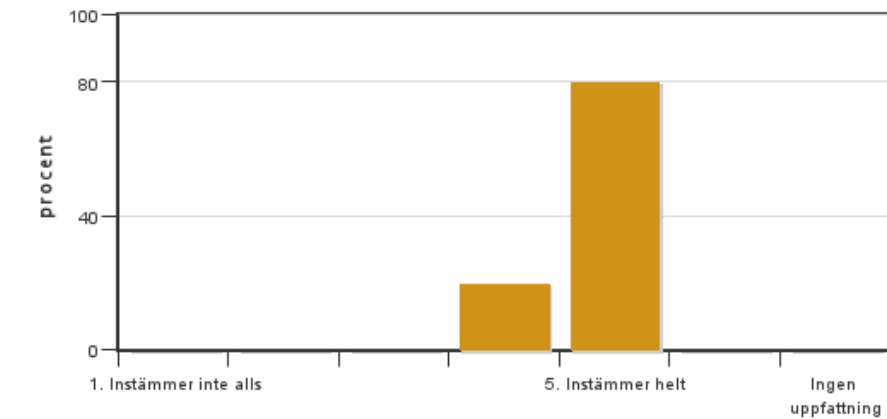
Antal svar: 5  
Medel: 4,5  
Median: 4

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



Har ingen uppfattning: 1

**7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.**



Antal svar: 5

Medel: 4,8

Median: 5

1: 0

2: 0

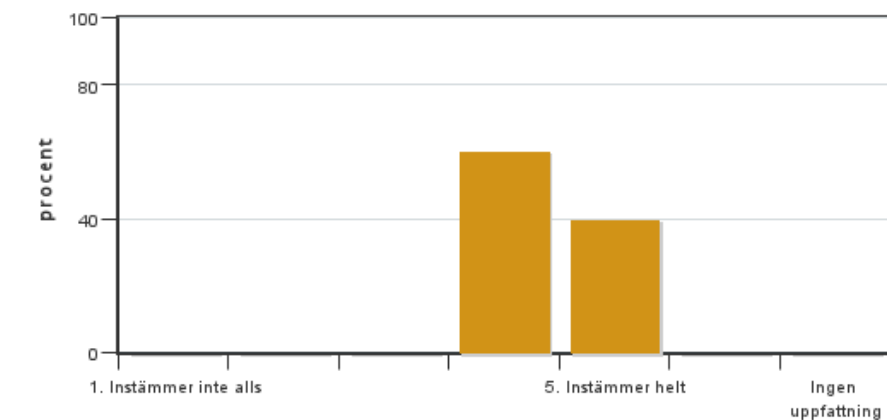
3: 0

4: 1

5: 4

Har ingen uppfattning: 0

**8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.**



Antal svar: 5

Medel: 4,4

Median: 4

1: 0

2: 0

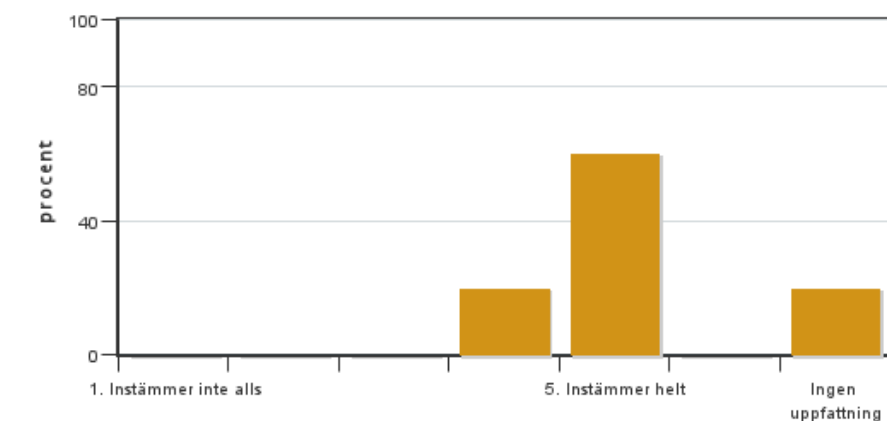
3: 0

4: 3

5: 2

Har ingen uppfattning: 0

**9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).**



Antal svar: 5

Medel: 4,8

Median: 5

1: 0

2: 0

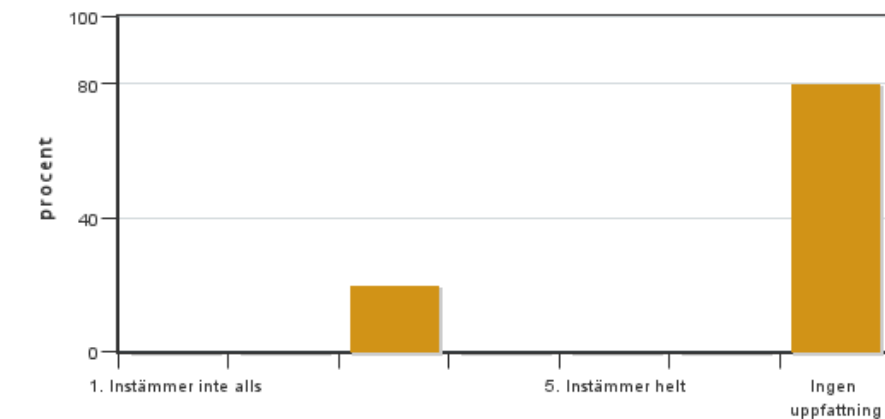
3: 0

4: 1

5: 3

Har ingen uppfattning: 1

**10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).**

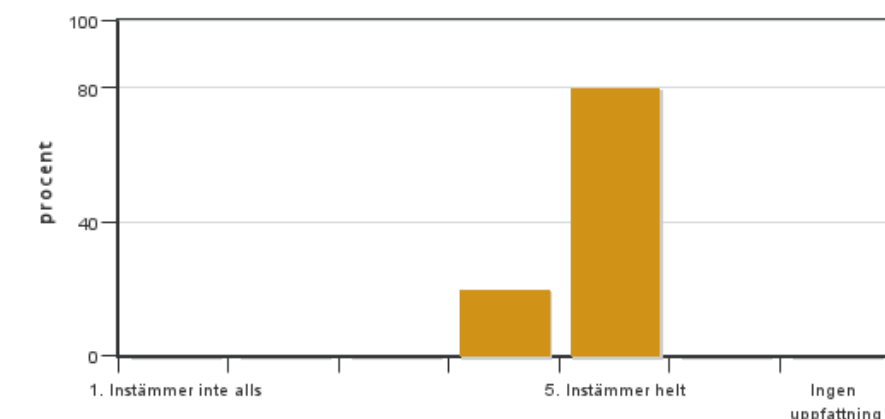


Antal svar: 5  
Medel: 3,0  
Median: 3

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

Har ingen uppfattning: 4

#### 11. Jag anser att kursen har berört internationella perspektiv.

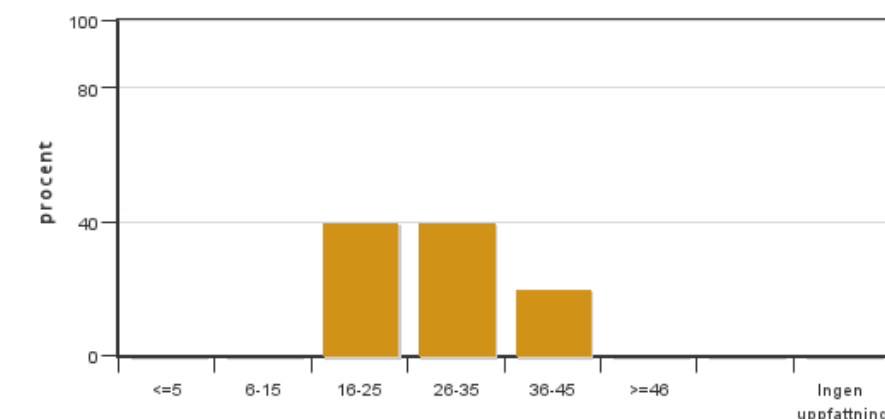


Antal svar: 5  
Medel: 4,8  
Median: 5

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

Har ingen uppfattning: 0

#### 12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 5  
Medel: 28,0  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 2  
26-35: 2  
36-45: 1  
≥46: 0

Har ingen uppfattning: 0

## Kursledarens kommentarer

The GIS teaching team, which shares a long-time pedagogical interest, has continued to experiment with the pedagogical adaptations enforced by the Covid pandemic and is generally enthusiastic regarding the effectiveness of the resulting teaching, and also regarding the generally positive response from the students. It seems 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 truly wants to dismiss such fundamental pedagogical improvements in post-Covid education.

The pre-recorded video lectures can be provided at the pace that the students themselves choose no matter who or where they are and, from a logical point of view, it is far better that the videos are slow than too fast. As a follow-up to the video lectures, we have introduced a new teaching element where we meet live in-house and on-line to discuss the content of the lectures. At these meetings, we can focus entirely on deepening the theoretical discussions regarding the topics that the students themselves address. In addition, project guidance becomes

comfortably available on-line as a complement to in-house supervision, where teachers even may take control of project team computers to demonstrate management and functionalities of complex software. The extensive exercise practice that characterizes GIS teaching has been provided online for more than ten years already.

As a keen educator, it is stimulating to be involved in the development 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 methods introduced with on-line education. Likewise, it is also important to provide the physical spaces required to fulfil student demands regarding the many aspects of physical eye-to-eye contact. The educational element that we do not wish to perform on-line has turned out to be the written exams that seems to be better provided on-site in physical lecture halls.

## **Studentrepresentantens kommentarer**

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Studentrepresentanten har inte lämnat några kommentarer

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600