



GIS and Geographic Analysis TN0329, 20125.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Anders Larsolle

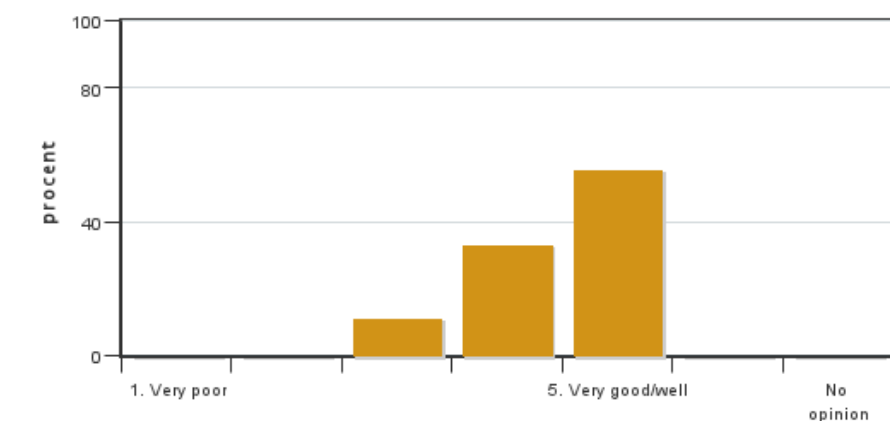
Evaluation report

Evaluation period: 2025-01-12 - 2025-02-02

Answers 18
Number of students 52
Answer frequency 34 %

Mandatory standard questions

1. My overall impression of the course is:

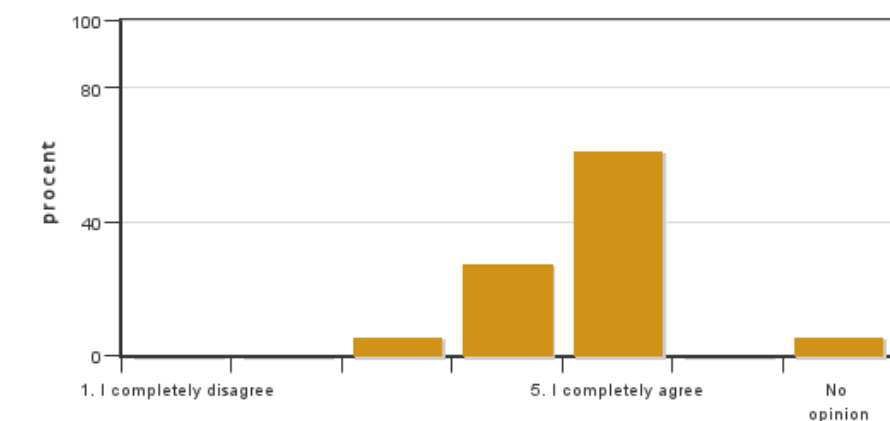


Answers: 18
Medel: 4,4
Median: 5

1: 0
2: 0
3: 2
4: 6
5: 10

No opinion: 0

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

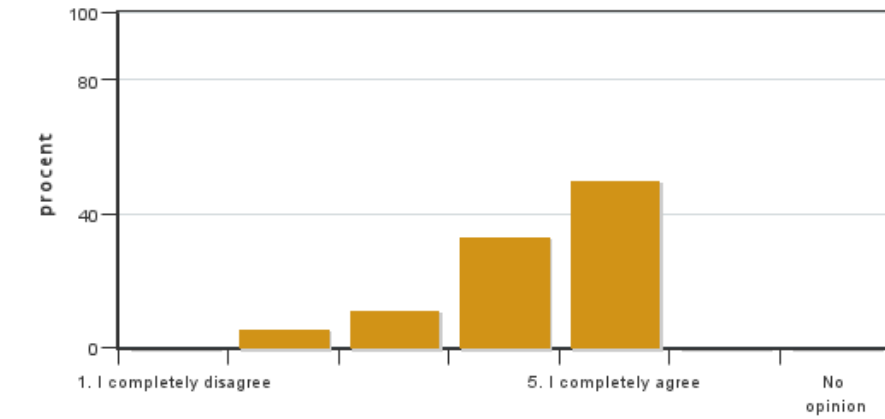


Answers: 18
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 11

No opinion: 1

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

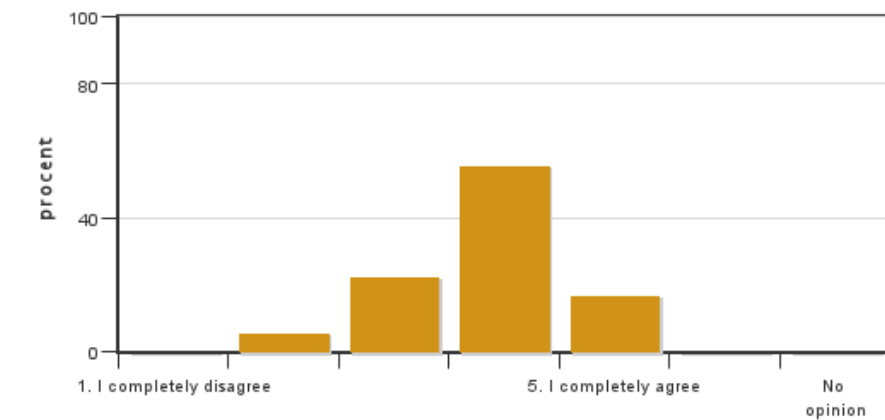


Answers: 18
 Medel: 4,3
 Median: 4

1: 0
 2: 1
 3: 2
 4: 6
 5: 9

No opinion: 0

4. The information about the course was easily accessible.

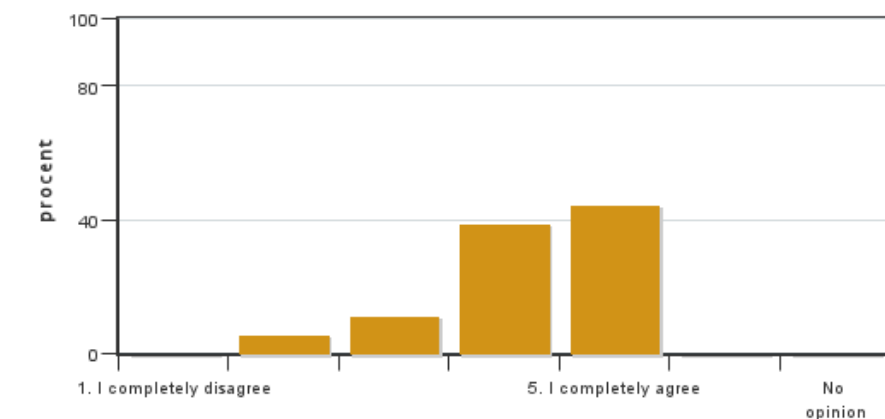


Answers: 18
 Medel: 3,8
 Median: 4

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

No opinion: 0

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

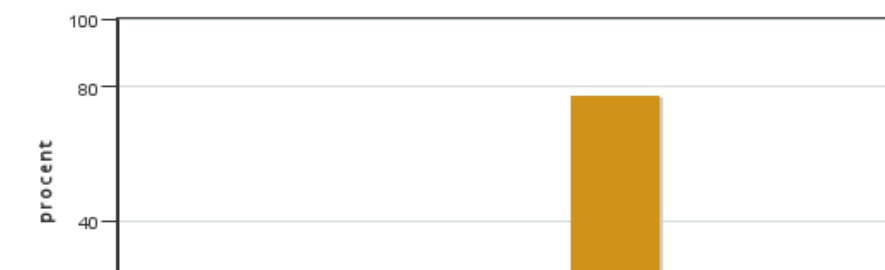


Answers: 18
 Medel: 4,2
 Median: 4

1: 0
 2: 1
 3: 2
 4: 7
 5: 8

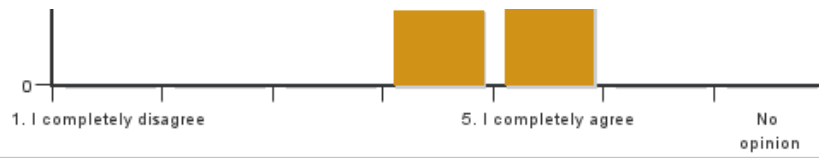
No opinion: 0

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



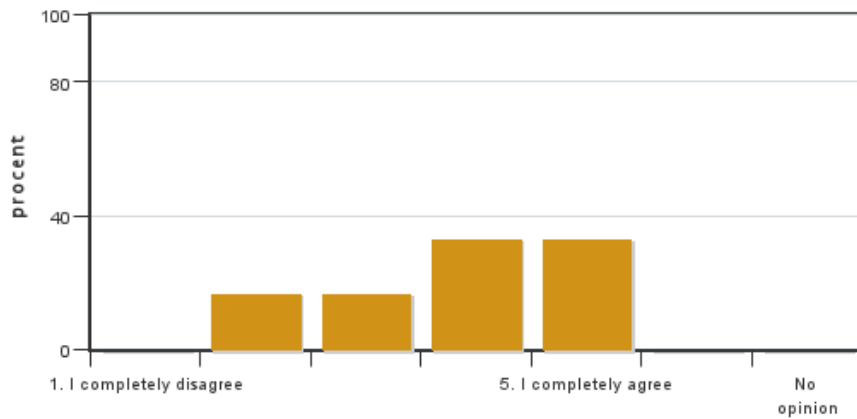
Answers: 18
 Medel: 4,8
 Median: 5

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



No opinion: 0

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



Answers: 18

Medel: 3,8

Median: 4

1: 0

2: 3

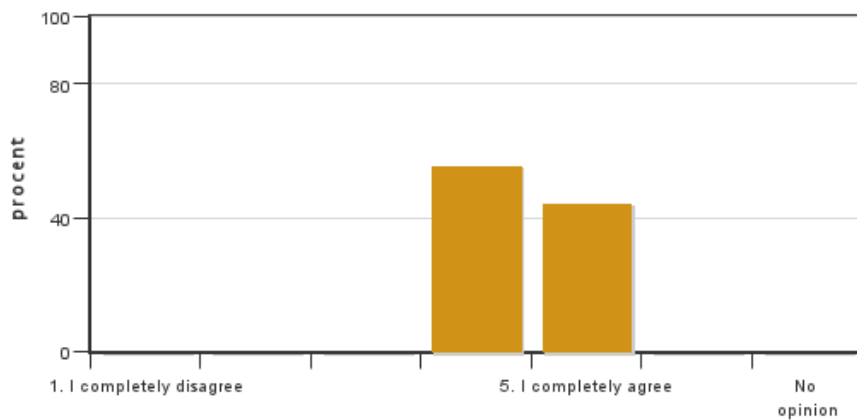
3: 3

4: 6

5: 6

No opinion: 0

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



Answers: 18

Medel: 4,4

Median: 4

1: 0

2: 0

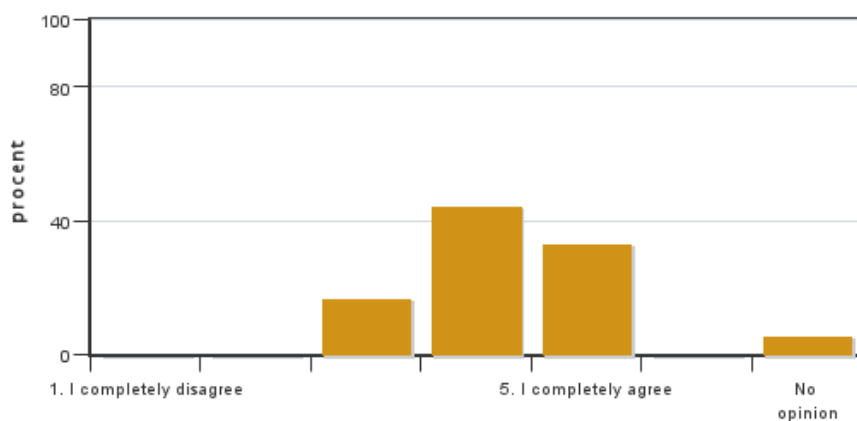
3: 0

4: 10

5: 8

No opinion: 0

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



Answers: 18

Medel: 4,2

Median: 4

1: 0

2: 0

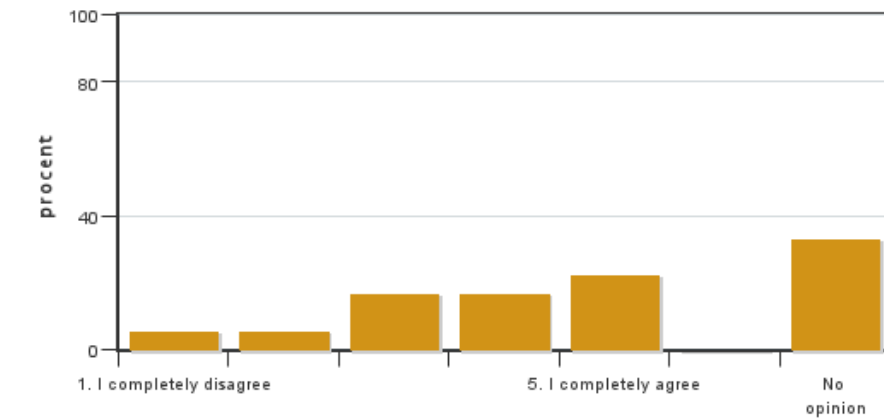
3: 3

4: 8

5: 6

No opinion: 1

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).

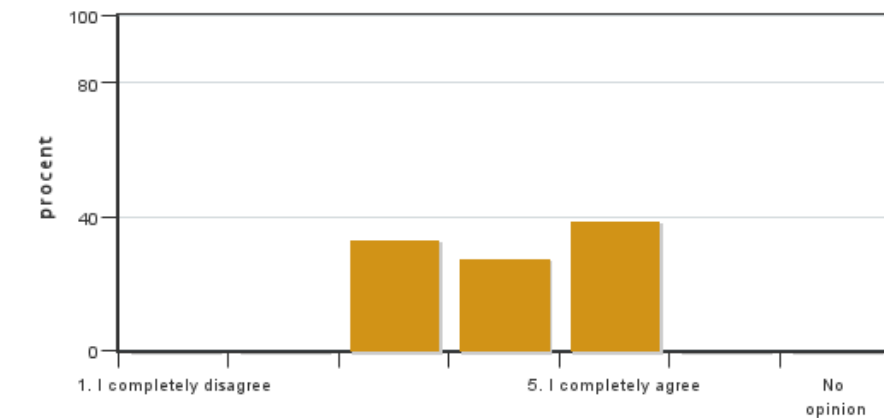


Answers: 18
 Medel: 3,7
 Median: 4

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

No opinion: 6

11. The course covered international perspectives.

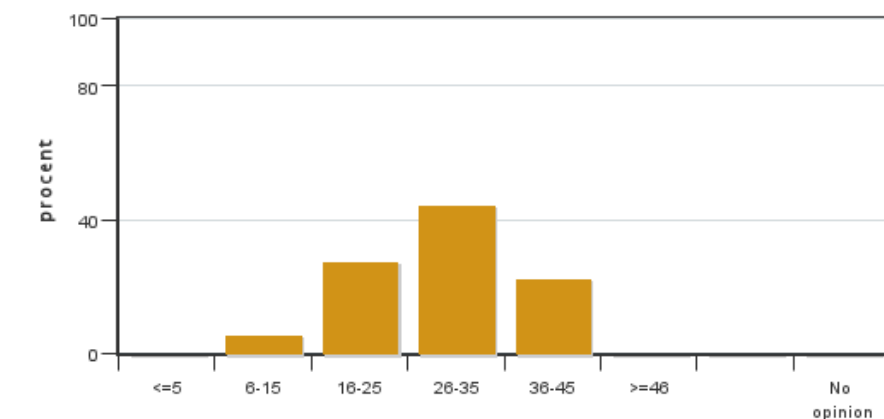


Answers: 18
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 6
 4: 5
 5: 7

No opinion: 0

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



Answers: 18
 Medel: 28,3
 Median: 26-35

<=5: 0
 6-15: 1
 16-25: 5
 26-35: 8
 36-45: 4
 >=46: 0

No opinion: 0

Course leaders comments

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.

Student representatives comments

The GIS course team has demonstrated great knowledge of ArcGIS Pro, which they successfully transferred to us students. The course received overall positive feedback, with an average score of 4.4 out of 5. Many students appreciated the helpful supervisors, effective workshops, and the well-structured course work. The exam being at the start of the course, so that after the focus can be on the project, as well including as some mandatory exercises to help kickstart one's knowledge of the software have been much appreciated. The inclusion of an ESRI certification was also seen as a valuable bonus.

However, some students felt that the lecture content was somewhat disconnected from the exercises, and more hands-on guidance on the GIS tools to enhance understanding of those can be really useful, rather than the PDF & Esri exercises where you just click through the laid out steps. There were also some comments about the organization of information on Canvas, some mentioned difficulty navigating and finding relevant materials in the right folders.

Regarding the course environment, the social atmosphere was good, and the facilities were generally satisfactory, though there were some issues with room size (not all students fitting) and switching computer rooms often was not very practical. The course was perceived to support sustainable development, gender equality, but some students felt there was room for improvement in these areas. Much of the content was quite Sweden-oriented, not particularly international. Sometimes, the staff spent disproportionate amounts of time with certain groups while others had to wait a long time in the project workshops. On average, students spent 28.3 hours per week on the course, with the flexibility to adjust the pace depending on your learning preferences, which has been really good.