Geographic information systems for engineers
TE0018, 20044.2223

5 Hp
Pace of study = 35%
Education cycle = Advanced
Course leader = Anders Larsolle

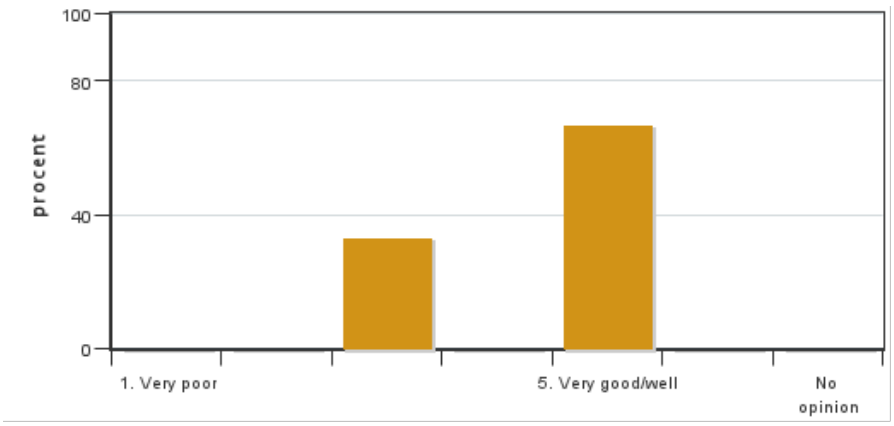
Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

Answers	3
Number of students	37
Answer frequency	8 %

Mandatory standard questions

1. My overall impression of the course is:

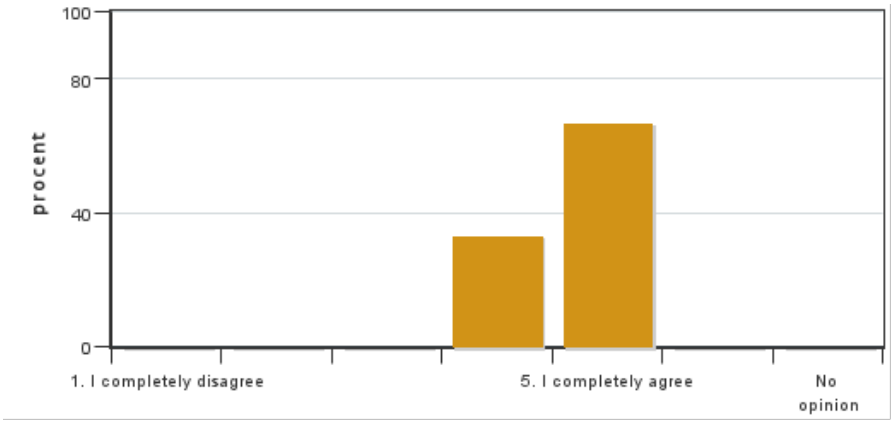


Answers: 3
Medel: 4,3
Median: 5

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

No opinion: 0

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

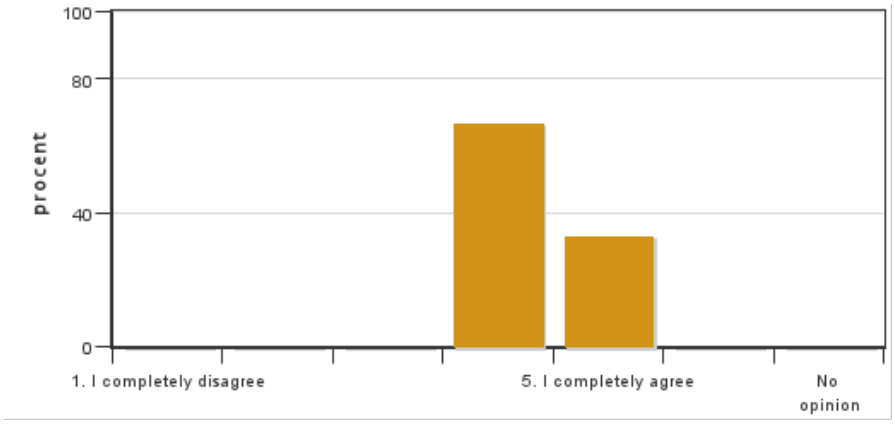


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

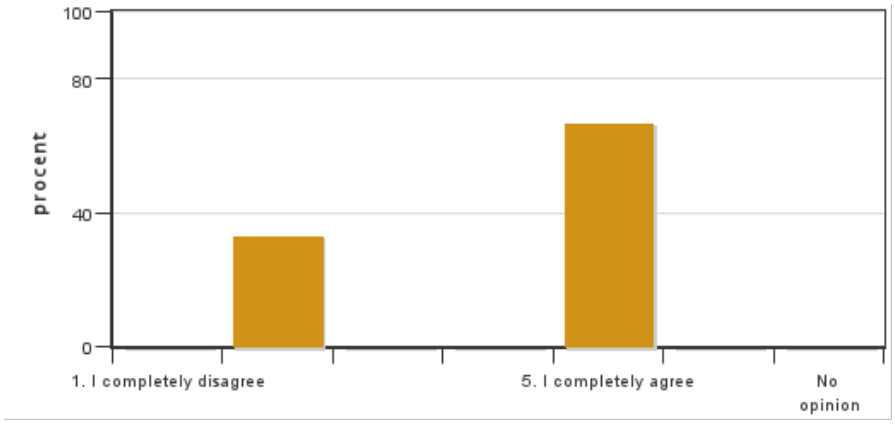


Answers: 3
Medel: 4,3
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

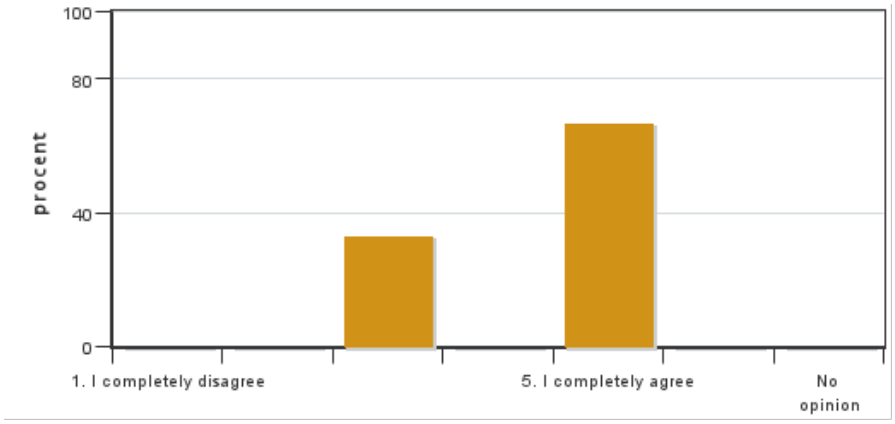


Answers: 3
Medel: 4,0
Median: 5

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

No opinion: 0

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



Answers: 3
Medel: 4,3
Median: 5

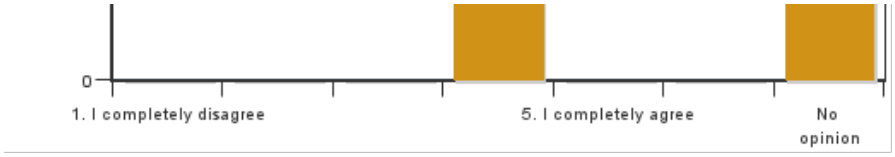
1: 0
2: 0
3: 1
4: 0
5: 2

No opinion: 0

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

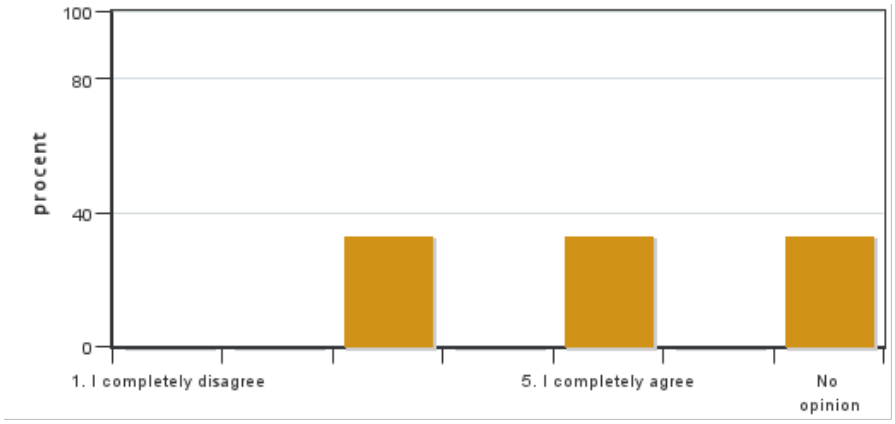
Answers: 3
Medel: 4,0
Median: 4

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



No opinion: 2

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

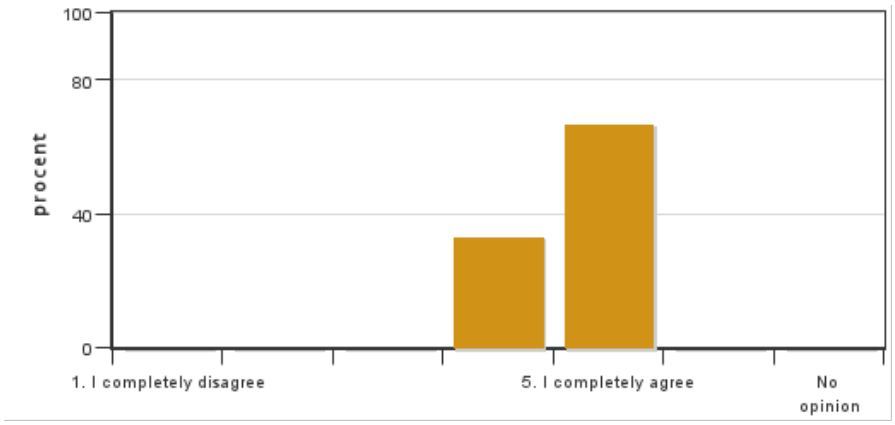


Answers: 3
Medel: 4,0
Median: 3

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

No opinion: 1

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

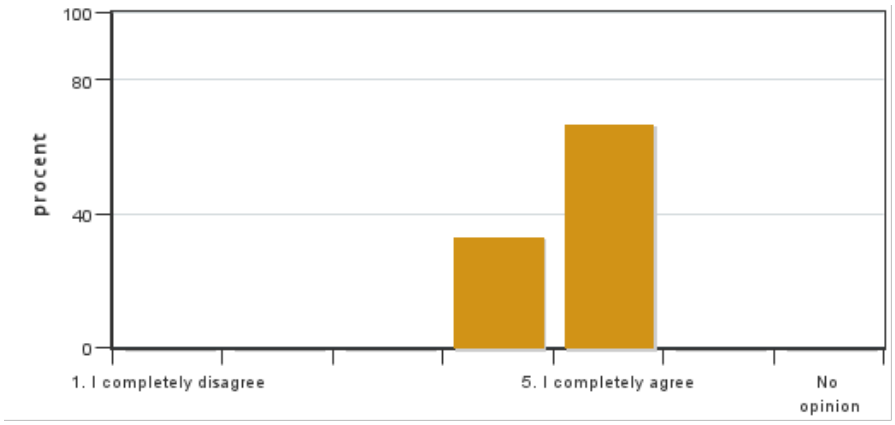


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

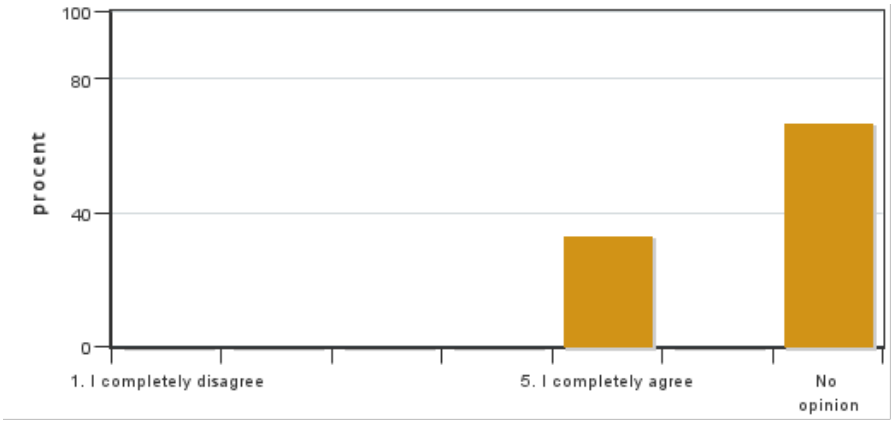


Answers: 3
Medel: 4,7
Median: 5

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

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).

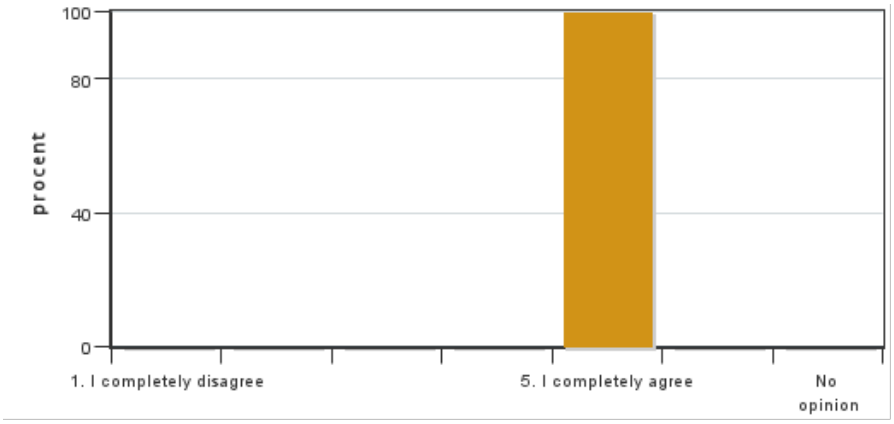


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

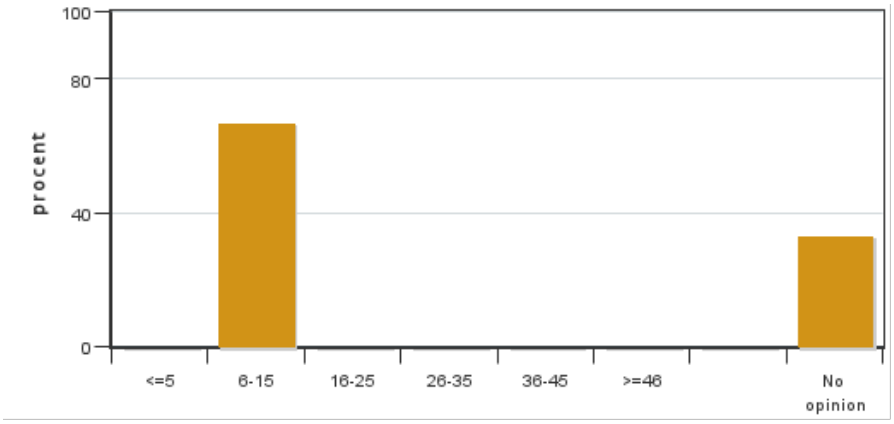


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

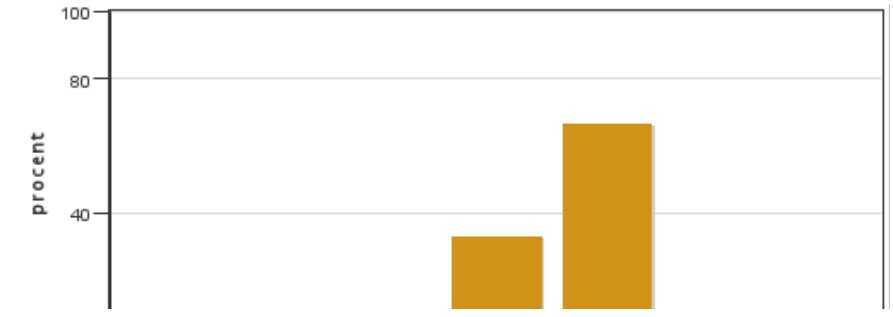


Answers: 3
Medel: 10,0
Median: 6-15

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

No opinion: 1

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

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 percentage of students that have filled out the course evaluation is only 8 % meaning that the result of the evaluation should not be taken as an account for the entire class. In general, the overall impression of the class is 4.3 out of 5 and the majority 4.3 agree that their prior knowledge was sufficient when starting the class. Since all the lectures were pre-recorded and uploaded none of the students can attest to any malfeasance, discrimination nor biases during lectures nor during the practical workshops.

The prerecorded lectures were good in the sense that they allowed the students to watch them at their convenience and allowed for greater flexibility than physical lectures. However, the students have noted that the length of the lectures exceed the standard format of 90 min per lecture and that some of the videos contain additional information outside the bounds of the class.

The students liked the clear instructions on how to perform the exercises and those who attended physical workshops have said that they got the assistants they needed. Overall, the exercises were well liked, and the tier system of increasing difficulty was well engineered. Additionally, a couple of students have wished for more challenging exercises. There have been comments about technical issues with the Canvas page, especially outdated links, and that it's layout could be improved for the ease of finding information. One student gave the suggestion to look at the structure of other SLU-class Canvas page for inspiration.

The exam was fair and based on covered material, covered the learning objectives, and adhered to the pre-communicated format of the exam. Students have voiced that the questions could be varied somewhat to increase the scope and for students to further be able to show their knowledge. All in all the students were contempt with the exam.