

BI2053 (Geographical Information Systems, VT 2025, Halmstad, V0399)

Number of possible respondents: 59

Answers: 31

Response rate: 52,54 %

Study pace: 50 %

Examiner's course analysis

Based on the course evaluation result - which are the strengths of the course?

As strengths of the course, most often learning QGIS and the teachers as well as the relevance of the course were highlighted. Also, the practical project and realistic examples were stated by some students. In addition, the tutorials, the good pace of the course as well as the setup of the course and collaborations with classmates were mentioned. Also having a seminar with learning and presenting a new function to the class got positive feedback.

Based on the course evaluation result - which are the weaknesses of the course?

Most criticised was the clarity of instructions. Also, communication between teachers was stated as not sufficient. Another main point of criticism was the setup of the course for instance regarding structure, communication, structure of exercises as well as the split up of the class in two groups with different teachers but also the size of the groups resulting in longer waiting time for individual help and a lack of discipline accompanied with high noise during times of independent working.

Some comments hint on, that students experienced the course differently, for instance when stating that more individual support from the teachers is needed or vice versa, less individual support and more common teaching or pace being mentioned as too fast or too slow. Also, differences in learning pace between classmates were criticised.

Another main point of criticism was the assignments for instance regarding length, number, difficulty, being not realistic/relevant or the level of accuracy needed.

Comments about the collaboration with the course ambassadors

I would like to thank three very ambitious course ambassadors for constructive discussions and comments that will be very valuable for the future design of the course.

Conclusion and suggestions for course development or already made decisions

Instructions followed closely the common form of instructions for this and other software packages, for instance used by the official tutorials for QGIS and the overarching number of websites teaching QGIS and other software. Instructions for assignments were mostly setup as text, which will be changed into bullet points to increase clarity. In addition, statements on expectations for each assignment will be given as well as each assignment discussed in class, which was now done only for more difficult assignments.

Following a first meeting with course ambassadors, one pass was restructured and teaching methods adapted, resulting that this pass was highlighted positively in the evaluation as well as in a second meeting with the course ambassadors, and hence this method will be continued to be developed for all parts of the course where this is possible to adapt.

Moreover, the next time, the course will be given separately for environmental scientists and biologists, which enables a better adaption of assignments for each program and further decrease

size of the group and therewith learning discipline in class as well as more individual help and only a single teacher. In addition, for biologists the course will be placed in the second education year, which will be more suitable given the theoretical and practical complexity of the software and the entire topic. A similar approach is discussed for environmental scientists.

Assignments were setup to maximise learning of QGIS. Repetition is an important tool for learning and understanding functions and work flows in QGIS, while high accuracy is one of the main reasons why professional GIS software was developed and is widely used. Most assignment were adapted from real-world tasks conducted by the course leader and other professionals working with QGIS and hence are realistic and relevant.

Other comments

The general satisfaction with the course was with 53 % rather low. However, also the response rate was with 52,54 % rather low and hence this result is only valuable for about half of the class.

Some replies were not constructive and almost insulting, which is reflecting the behaviour of some students during the course. There will be no replies to such comments but instead measures to prevent such behaviour will be setup in the next version of this course.

Not least to mention that a course with similar structure and setup given in parallel for a higher education program received 96 % overall satisfaction.

I am overall satisfied with the course.

	Number of responses	Distribution (%)	Index (%) I am overall satisfied with the course	47
0 = I definitely do not agree	2	6%		
1	5	16%		
2	8	26%		
3	12	39%		
4	4	13%		
5 = I definitely agree	0	0%		
No opinion	0	0%		
Total	31	100%		

How much time have you spent on the course in relation to the course's study pace?

	Number of responses	Distribution (%)
Less time than the course study pace	4	13%
Corresponding to the course study pace	16	52%
More time than the course study pace	11	35%
Total	31	100%

The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%)	
0 = I definitely do not agree	6	19%	The design of the course (teaching methods, literature, pedagogy, etc.) has been well adjusted to help me achieve the learning outcomes in the syllabus.	33
1	7	23%		
2	13	42%		
3	2	6%		
4	3	10%		
5 = I definitely agree	0	0%		
No opinion	0	0%		
Total	31	100%		

During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.

	Number of responses	Distribution (%)	Index (%)	
0 = I definitely do not agree	0	0%	During the course examinations, I have had the opportunity to show that I have achieved the learning outcomes in the syllabus.	66
1	3	10%		
2	6	19%		
3	6	19%		
4	10	32%		
5 = I definitely agree	6	19%		
No opinion	0	0%		
Total	31	100%		

I have experienced the social study environment as good during the course.

	Number of responses	Distribution (%)	Index (%) I have experienced the social study environment as good during the course.	
0 = I definitely do not agree	0	0%	68	
1	3	10%		
2	4	13%		
3	7	23%		
4	10	32%		
5 = I definitely agree	6	19%		
No opinion	1	3%		
Total	31	100%		

Course satisfaction index

Satisfaction index % (summary of all statements)	53
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The course included an assignment where you should learn a function in QGIS yourself and in a seminar present as well a teach it to the class. This assignment improved my understanding how to learn unknown functions in GIS and to understand its functionality.

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0 = I definitely do not agree	3	10%
	0	0%
	3	10%
	7	23%
	6	20%
5 = I definitely agree	10	33%
No opinion	1	3%
Total	30	100%

The last part of the course was a project, where you should work on solving a realistic problem independently. The project improved my understanding about how to address tasks in GIS independently.

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0 = I definitely do not agree	2	6%
	3	10%
	6	19%
	7	23%
	9	29%
5 = I definitely agree	3	10%
No opinion	1	3%
Total	31	100%