



Urban Resilience and Adaptation for India and Mongolia

curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions



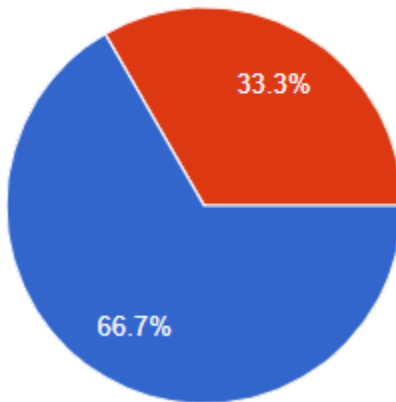
619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP



Evaluation of course based on students' feedback

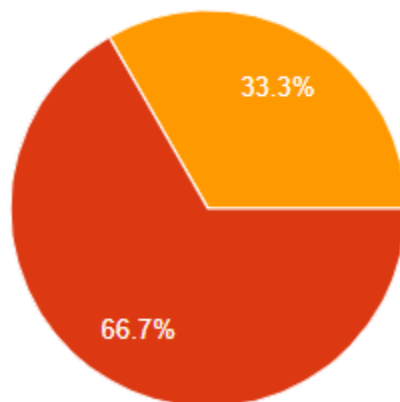
Course Title: ECOL – 481: Digital Image Processing for Environmental Applications

Was the course interesting for you?



- Excellent, very interesting
- Good, interesting
- The course differed slightly from all other profile courses

In your opinion, has the effectiveness of the course increased in terms of ...?



- Degree of perception of the course material
- Degree of involvement in the learning process
- Techniques used for monitoring your assignments
- Studying sections (modules) of the course devoted to self-study

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Urban Resilience and Adaptation for India and Mongolia

curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions



619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP

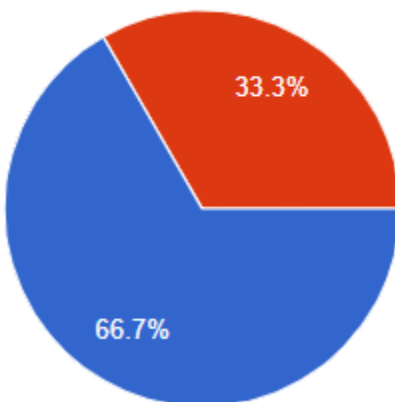


What aspects of the course do you find most useful and interesting in the learning process?



- Using a hybrid learning model
- Support for individual learning paths
- Availability of feedback from students during the course

How do you evaluate the TLM that support the courses? Do they effectively support the learning process in the basic and special courses?



- TLM fully comply with the Curriculum of the courses, contribute to the effective support of the learning process
- TLM is highly relevant to the Curriculum of the courses, contributes to the effective support of the learning process
- The TLM is partly consistent with the Curriculum of the courses

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Urban Resilience and Adaptation for India and Mongolia

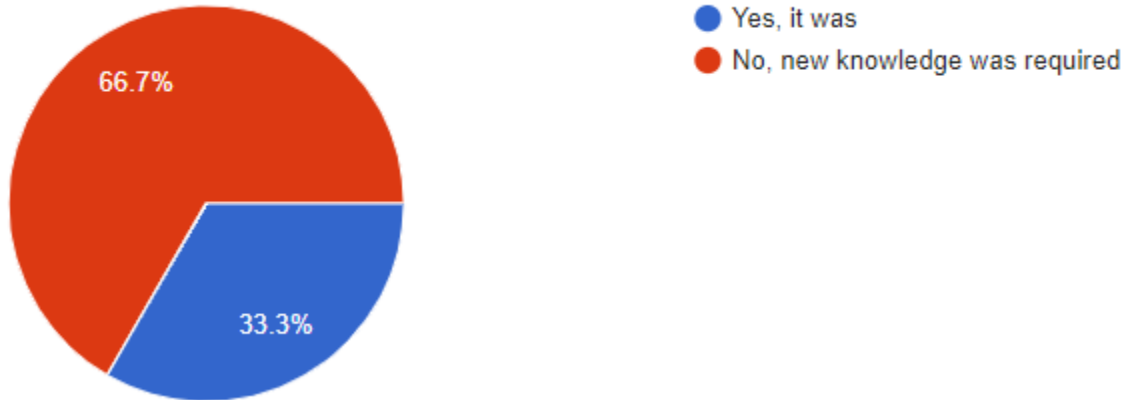
curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions



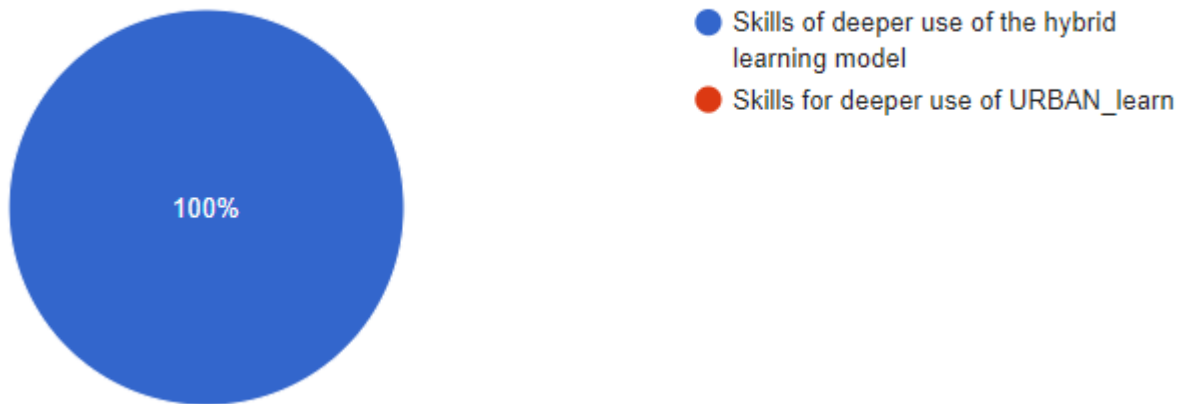
619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP



Was your personal level of training sufficient enough to understand the course?



What new skills have you personally acquired as a result of studying this course (compared to other profile courses)?



*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Urban Resilience and Adaptation for India and Mongolia

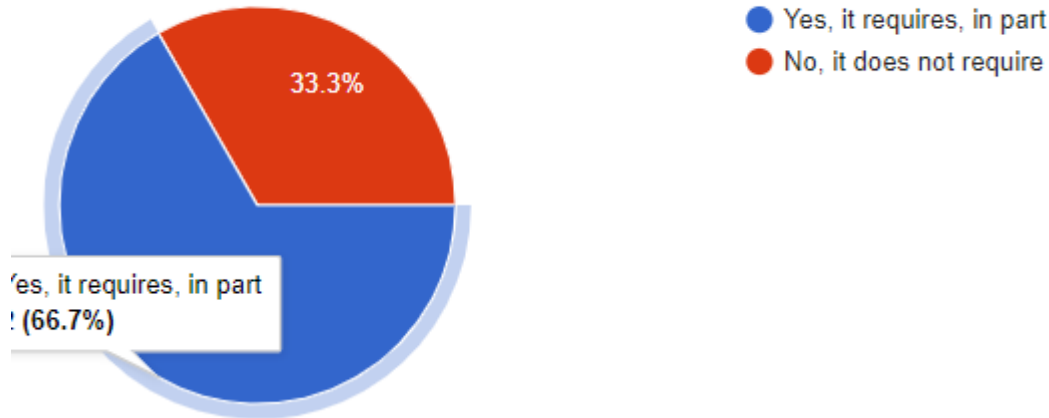
curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions



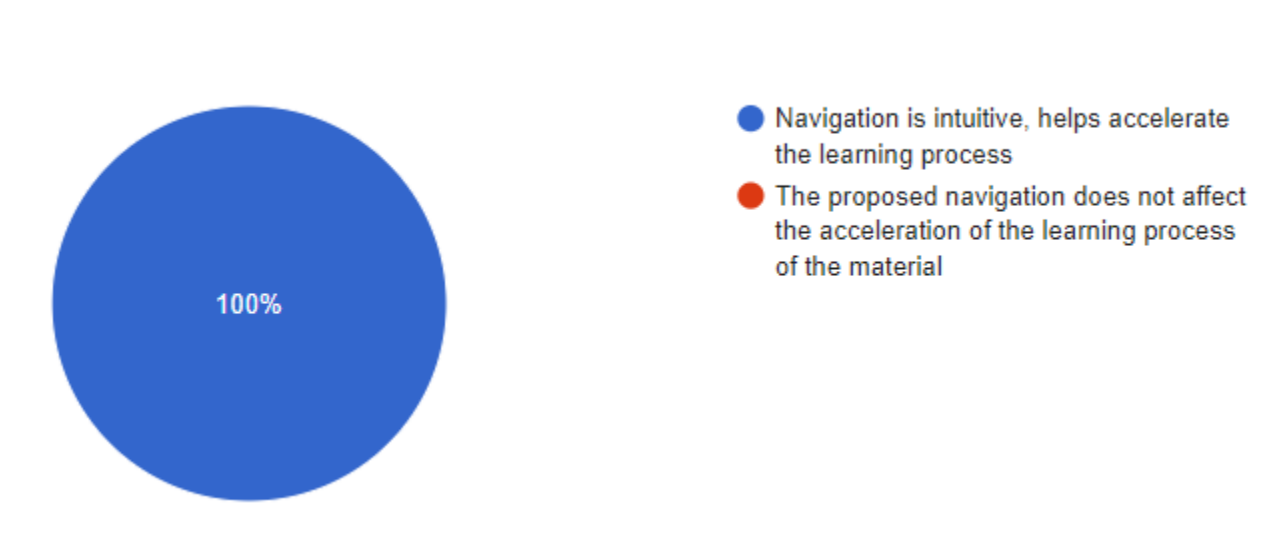
Co-funded by the Erasmus+ Programme of the European Union

619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP

Does the course require improvement in your opinion and in which part?



How do you generally assess the usefulness of multimedia e-learning modules in URBAN Learn when using a hybrid (distance-distance) learning model?



*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Urban Resilience and Adaptation for India and Mongolia

curricula, capacity, ICT and stakeholder collaboration to support green & blue infrastructure and nature-based solutions

Co-funded by the Erasmus+ Programme of the European Union



619050-EPP-1-2020-1-DE-EPPKA2-CBHE-JP



How do you assess the convenience of navigation within the multimedia modules of courses?



- Navigation is intuitive, helps accelerate the learning process
- The proposed navigation does not affect the acceleration of the learning process of the material

How useful do you think the use of video lectures in a hybrid learning model?



- Remote video lectures are very useful for self-study
- Remote video lectures may not be used in the learning process

In conclusion, based on the feedback received from students, it is evident that the course on Digital Image Processing for Environmental Applications has been highly beneficial. Students have reported gaining valuable insights and practical skills that they believe will be instrumental in their academic and professional pursuits. The positive responses underscore the course's effectiveness in enhancing their understanding of digital image processing and its applications in environmental science. We will continue to strive for excellence and make improvements based on your constructive feedback. Thank you for your active participation and thoughtful evaluations.

Prof. S. Jayakumar, Course Teacher.

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein