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QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P03: University of Catania)

Revised course: "(ECOL 481) DIGITAL IMAGE PROCESSING ENVIRONMENTAL APPLICATION"

Pondicherry University

Master Degrees

QUALITY ASSESSMENT
Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents
• Evaluation In general the number of hours for lectures (42 hours), practical exercises and self-study (100 hours) is well designed and adequate for the content of the course (total of 142 hours). The 5 foreseen units give to the students a good background about approaches and models of digital image processing. The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning. • Strategies for improvement A lecture on difference about traditional approaches for remote sensing can be added (supervised, non supervised; pixel based/object oriented)
Quality criteria 2: Total number of credit units in the course is correct and appropriate
• *Evaluation* The indicated number of ECTS is 3, but according to the actual length and distribution of the numbers of hours, it can go up to 4 ECTS.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
• *Evaluation* The course does not have reference in the official Curricula. It correctly requires some basic prerequisites in terms of knowledge and skills related to computer literacy and college algebra. • *Strategies for improvement* Check the reference code (472 or 571)

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Quality criteria 4: Tests are suitable and appropriate to support transferable skills
• *Evaluation* The assessment methods included in the grading system are well described, various and appropriate for the desired skills transfer. Only the references to assessment methods listed in the table of course workload do not precisely match with the grading form so that it remains unclear how the learning outcomes expected from each corresponding activities could be evaluated. • *Strategies for improvement* More details could be added to describe the type of "final examination". References to the results of the assessment of in-class activities in terms of class participation, preparedness and contribution to the discussion should be find also in the students' performance grading.

Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments help gauge students understanding
• *Evaluation* Teaching methods are too little described. The main indication is about "self-reflective TLM". Moreover, the same indication does not well match with the declared learning methods that comprise video and in-class lectures for the majority. Also, it is not clear if in-class sessions for practice/exercises are specifically included in the TLM strategy or not. The list of compulsory and recommended reading is sufficient. • *Strategies for improvement* Detail the teaching and learning methods. Add reference, if proper, to practice sessions/exercises among TLM. This important paper to be included in teaching material: Lu, D., and Q. Weng. 2007. "A Survey of Image Classification Methods and Techniques for Improving Classification Performance." International Journal of Remote Sensing 28 (5): 823–870
Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development
• *Evaluation* Theory and practice-oriented are inherently combined and well connected to learning outcomes and target skills • *Strategies for improvement* Theoretical background and hands-on training are not independently listed. Accordingly, reference to Practical sessions/Exercises could be explicitly added next to the related course contents in the course outline

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