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

Revised course: "(ECOL 501) - REMOTE SENSING AND GEOGRAPHICAL INFORMATION SYSTEM"

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 (45 hours), practical exercises and self-study (100 hours) is well designed and adequate for the content of the course (total of 145 hours). The 5 foreseen units give to the students a good background about approaches and models of digital image processing, ranging from background on sensors and satellite to integration of RS and GIS Science. 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). Furthermore, the units and hours dedicated to GIS could be increased. At the current stage the Remote Sensing is more prevalent.
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 or 4.5 ECTS.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

- *Evaluation*

The course is properly positioned in the Curricula (III SEMESTER). It correctly requires some basic prerequisites in terms of knowledge and skills related to computer literacy and college algebra.

The course is taught following those on environmental and ecology-related topics and in parallel with the courses of climate change and ecosystems resilience and behavioral ecology, which is coherent with the highlighted objectives and contents and make the learning outcomes/achieved skills useful for multidisciplinary applications.

- *Strategies for improvement*

No strategy is required

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 "avoid standing lectures and presentations" without citing a correspondent substitutional approach.

Moreover, the same indication does not well match with the declared learning methods that comprise video and in-class lectures for the majority.

Also, reference to in-class practical sessions (GIS/remote sensing exercises/applications) are not explicitly included in the TLM strategy (coherently with the contents of the revised syllabus).

The list of compulsory reading is sufficient with regard to remote sensing. No reference is available with regard to GIS environment (see initial comment about number of hours for GIS)

For the students convenience, the following references are also suggested:

-"Geographic Information System Basics" by Jonathan E. Campbell, UCLA, Michael Shin, UCLA.

Available for free: http://2012books.lardbucket.org/books/geographic-information-system basics/index.html

- *Strategies for improvement*

Detail the teaching and learning methods highlighting, were appropriate, the alternatives to standing lectures and presentations.

Add reference to practice sessions of GIS/remote sensing exercises.

Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development

- *Evaluation*

Theory and practice-oriented components are balanced and well connected to GIS-related learning outcomes and target skills.

- *Strategies for improvement*

No additional strategies are required

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