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

Revised course: "(EVNS 501) 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 (40 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 and practical example about GIS Science and GIS software, covering the entire life cycle of spatial data. The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.
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 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-related topics and sustainable development, which is coherent with the highlighted objectives and contents that make the learning outcomes and 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 or individual work cited in the table of the course workload 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, in-class sessions for practice GIS exercises are not specifically included in the TLM strategy (which is not coherent with the list of the "practical" 10 points in the sheet of the revised syllabus).

The list of compulsory reading is sufficient. No reference is available with regard to teaching material.

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 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 but definitely less to the more general ones (e.g. "Understanding various national and international environmental issues in urban and rural areas")

- *Strategies for improvement*

Clarify, where appropriate in the description of the course contents, which are the sections where theory on national and international environmental issues, data quality standards and approaches to environmental problems and related issues