

The course will include the following Assessment and Feedback Types:

- **DIAGNOSTIC ASSESSMENT:** The initial level of the students will be assessed through a questionnaire and a short presentation prepared by each student expressing their expectations for the course. Tutors and Peers will provide an INITIAL FEEDBACK. This feedback will consider the initial level of the students, a collective analysis of the syllabus, learning outcomes and assessment rubrics of the course and a revision of the students' expectations. The objective of this feedback is to generate a shared understanding and agreement on the key learning components of the course introduce or reinforce aspects of the course that the students consider particularly relevant. The students will also self-asses their transversal/soft skills in order to emphasize the importance of these skills and to let them evaluate any possible progress on them during the course.
- **FORMATIVE ASSESSMENT:** This assessment will be based on the FORMATIVE FEEDBACK provided by Teachers and Peers in the review of exercises and partial assignments. This feedback will be informed by the Learning Outcomes and Assessment Rubrics of the course. The formative assessment and delivery of feedback will also take place in open discussions with peers and teachers as well as during the individual or team tutoring sessions with teachers. In the reviews, all the students and teams will be invited to give feedback to their peers. The reviews will include a final wrap-up in which the students or teams will summarize their feedback to activate a final discussion. This exercise should help to distillate the most relevant discussed issues, to interconnect all the feedback provided by/to the different teams and to avoid that the teams or individuals concentrate just in their own work and do not benefit from the group dynamics. This assessment will include also the self/peer/teacher assessment of transversal or soft skills (LO 0.1, 0.2, 0.3, 0.4 and 0.5) in order to let the students understand the importance of these skills and invite them to work on them during the course
- **SUMMATIVE AND FINAL ASSESSMENT:** The final works will synthetize all the work produced during the course and will be assessed (Grading Scale: 0-5) by the responsible teacher with the support of the GIS teacher and the possible advice of external experts. The assessment will be based on the level of achievement of the intended learning outcomes according to the agreed ASSESSMENT RUBRICS, the level of understanding of the course contents and the capacity to generate consistent, innovative and well-presented proposals. In addition, the critical, effective and constructive participation in the discussions of the course will be positively valued. The students will also be invited to make a final exercise of PEER AND SELF ASSESSMENT using the same ASSESSMENT RUBRICS. The final assessment will also include the self/peer/teacher assessment of transversal or soft skills (LO 0.1, 0.2, 0.3, 0.4 and 0.5) in order to let the students understand the importance of these skills for further studies.

SELF & PEER ASSESSMENT + CRITERIA & RUBRICS

MAR-E1046 GIS in Landscape Planning (Juanjo Galan (Dept. Architecture))

ASSESSMENT RUBRICS					
GENERAL LEARNING OUTCOME	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LO 0.1: Critical & Conceptual Thinking	No personal understanding of the concepts studied or used in the course	Sufficient but uncritical understanding of the concepts studied or used in the course	Good understanding of the concept studied in the course and identification of their limitations, gaps or inconsistencies	Formulation of key conceptual questions and potential answers after understanding the limitations or gaps in the studied concepts	Development of new or advanced conceptual frameworks on the base of a deep understanding of the studied concepts
LO 0.2: Empathy and Collaborative capacities	Disconnection from the discussions and learning processes developed during the course. Very low interest in receiving and producing feedback and in responding to the social environment of the course	Sufficient involvement in the discussions and learning processes developed in the course. Sufficient interest in providing and receiving feedback and in responding to the social environment of the course	Good and productive involvement in the discussions and learning processes developed in the course. Good interest in providing and receiving feedback and in responding to the social environment of the course	High level of involvement in the discussions and learning processes developed in the course. Good understanding of the learning processes and skills of peers and high capacity to provide and receive solid and constructive feedback and to respond to the social environment of the course	Exceptional level of involvement in the discussions and learning processes developed in the course. Deep understanding of the learning processes and skills of peers and very high capacity to provide and receive solid and constructive feedback and to respond to the social environment of the course
LO.03: Self-management	Very low to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Very low capacity for effective time management	Low or sufficient capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Low or sufficient capacity for effective time management	Good capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Good capacity for effective time management	High capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. High capacity for effective time management	Excellent capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Exceptional capacity for effective time management
LO.04: Capacities for Communication	Very low capacity to transmit information graphically, textually and orally. Low or sufficient capacity to engage with the audience and to adapt the provided information to the targeted audience	Low or sufficient capacity to transmit information graphically, textually and/or orally. Low or sufficient capacity to engage with the audience and to adapt the provided information to the targeted audience	Good capacity to transmit information graphically, textually and/or orally. Adequate capacity to engage with the audience and to adapt the provided information to the targeted audience	High capacity to transmit information graphically, textually and/or orally. High capacity to engage with the audience and to adapt the provided information to the targeted audience	Excellent capacity to transmit information graphically, textually and orally. Exceptional capacity to engage with the audience and to adapt the provided information to the targeted audience
LO.05: Capacity for Self & Peer assessment	Very low capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. No interest or capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Low or average capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Low interest or capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Good capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Incipient capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	High capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Sufficient capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Excellent capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Good capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course

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SPECIFIC LEARNING OUTCOME	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LO 1.1: View, create, and modify spatial data and coordinate systems in a GIS	Low capacity to view, create, and modify spatial data and coordinate systems in a GIS	Sufficient capacity to view, create, and modify spatial data and coordinate systems in a GIS	Good capacity to view, create, and modify spatial data and coordinate systems in a GIS	High capacity to view, create, and modify spatial data and coordinate systems in a GIS	Excellent capacity to view, create, and modify spatial data and coordinate systems in a GIS
LO 1.2: Run simple spatial analysis with GIS	Low capacity to run simple spatial analysis with GIS	Sufficient capacity to run simple spatial analysis with GIS	Good capacity to run simple spatial analysis with GIS	High capacity to run simple spatial analysis with GIS	Excellent capacity to run simple spatial analysis with GIS
LO 1.3: Find data sources and utilize metadata in GIS	Low capacity to run simple spatial analysis with GIS	Sufficient capacity to run simple spatial analysis with GIS	Good capacity to run simple spatial analysis with GIS	High capacity to run simple spatial analysis with GIS	Excellent capacity to run simple spatial analysis with GIS
LO 1.4: Create maps in GIS	Low capacity to create maps in GIS	Sufficient capacity to create maps in GIS	Good capacity to create maps in GIS	High capacity to create maps in GIS with a high quality both in legibility of the contents, and visual quality	Excellent capacity to create maps in GIS with a very high quality, both in legibility of the contents, and visual quality
LO 1.5: Describe and use map algebra principles with GIS (e.g. combine different layers of information in order to generate new layers of information)	Low capacity to use map algebra principles with GIS and produce new and meaningful layers of information by combining existing ones	Sufficient capacity to use map algebra principles with GIS and produce new and meaningful layers of information by combining existing ones	Good capacity to use map algebra principles with GIS and produce new and meaningful layers of information by combining existing ones	High capacity to use map algebra principles with GIS and produce new and meaningful layers of information by combining existing ones	Excellent capacity to use map algebra principles with GIS and produce new and meaningful layers of information by combining existing ones
LO 1.6. Create field data from points	Low capacity to create field data from points	Sufficient capacity to create field data from points	Good capacity to create field data from points	High capacity to create field data from points	Excellent capacity to create field data from points
LO 1.7: Apply GIS tools in the identification, mapping and assessment of Ecosystem Services in the Great Helsinki Region	Low capacity to use GIS tools to identify, map and assess Ecosystem Services	Sufficient capacity to use GIS tools to identify, map and assess Ecosystem Services	Good capacity to use GIS tools to identify, map and assess Ecosystem Services	High capacity to use GIS tools to identify, map and assess Ecosystem Services	Excellent capacity to use GIS tools to identify, map and assess Ecosystem Services
LO 2.1 Understand and apply the basics of Ecosystem Services regarding: <ul style="list-style-type: none"> Types, Metrics and indicators Interconnections between different Ecosystem Services Interconnections to urban typologies and green types 	Low understanding and capacity of application in landscape and urban planning of the Ecosystem Services concept (types, metrics, indicators, interconnections and links to urban and green types)	Sufficient understanding and capacity of application in landscape and urban planning of the Ecosystem Services concept (types, metrics, indicators, interconnections and links to urban and green types)	Good understanding and capacity of application in landscape and urban planning of the Ecosystem Services concept (types, metrics, indicators, interconnections and links to urban and green types)	High understanding and capacity of application in landscape and urban planning of the Ecosystem Services concept (types, metrics, indicators, interconnections and links to urban and green types)	Excellent understanding and capacity of application in landscape and urban planning of the Ecosystem Services concept (types, metrics, indicators, interconnections and links to urban and green types)
LO 2.2. Capacity to Map Ecosystem Services and use them in Planning and Design according to existing methods	Low capacity to map Ecosystem Services and use them in Planning and Design according to existing methods	Sufficient capacity to Map Ecosystem Services and use them in Planning and Design according to existing method	Good capacity to map Ecosystem Services and use them in Planning and Design according to existing method	High capacity to map Ecosystem Services and use them in Planning and Design according to existing method	Excellent capacity to map Ecosystem Services and use them in Planning and Design according to existing method
LO 2.3 Formulate or assume critically methodologies for Ecosystem Services identification, mapping and assessment and apply them in a Case Study by using effectively the possibilities provided by GIS	Low or no capacity to analyze critically existing methodologies for the proposed goal and to modify or generate new ones	Average capacity to analyze critically existing methodologies for the proposed goal and to modify or generate new ones	Good capacity to analyze critically existing methodologies for the proposed goal and to modify or generate new ones	High capacity to analyze critically existing methodologies for the proposed goal and to modify or generate new ones	Excellent capacity to analyze critically existing methodologies for the proposed goal and to modify or generate new ones

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	Exercise or Assignment	Weight in the PART	Assessed Learning Outcomes	Peer-Self Assessment / Pedagogical actions	Main Function of the Assessment
TRANSVERSAL SKILLS	Personal self-assessment	No weight	Personal pre-diagnosis: LO 01, 02, 03, 04, 05	Self-diagnostic assessment. This information will permit to adjust slightly the goals & contents of the course	DIAGNOSTIC
PART1_GIS TOOLS (20% of final grade). All the Exercises need to be passed GIS TOOLS (20% of final grade). All the Exercises need to be passed	Personal SWOT about the level of the student in LO 1.1, LO 1.2, LO 1.3, LO 1.4, LO 1.5, LO 1.6	No weight	Personal pre-diagnosis: <ul style="list-style-type: none"> LO 1.1, LO 1.2, LO 1.3, LO 1.4, LO 1.5, LO 1.6 	Self-diagnostic assessment. This information will permit to adjust slightly the goals & contents of the course	DIAGNOSTIC
	Exercise 1	15%	LO 1.1		FORMATIVE
	Exercise 2	15%	LO 1.2		FORMATIVE
	Exercise 3	15%	LO 1.3		FORMATIVE
	Exercise 4	15%	LO 1.4		FORMATIVE
	Exercise 5	15%	LO 1.5		FORMATIVE
	Exercise 6	15%	LO 1.6		FORMATIVE
	Final assessment PART1			LO 1.1, LO 1.2, LO 1.3, LO 1.4, LO 1.5, LO 1.6	<ul style="list-style-type: none"> Self-assessment of the course according to table of rubrics (LO1.1-LO 1.6). (20% of grade in PART1). Teachers assessment (based on Exercises): 80% of grade in Part1
ECOSYSTEM SERVICES IDENTIFICATION, MAPPING AND ASSESSMENT with GIS (70% of final grade) All the Assignments need to be passed	Personal SWOT about the preliminary level of the student in the 2.1, LO 2.2, LO 2.3	No weight	Personal pre-diagnosis for LO-2.1, LO 2.2, LO 2.3	Self-diagnostic assessment. This information will permit to adjust slightly the goals & contents of the course	DIAGNOSTIC
	Assignment 1	20%	LO 2.3 No for grading (LO 01, 02, 03, 04, 05)	GROUP WORK: Peer & Self-Assessment LO2.3	FORMATIVE
	Assignment 2	20%	LO 2.1+2.2+2.3 No for grading (LO 01, 02, 03, 04, 05)	GROUP WORK: Peer & Self-Assessment LO2.2	FORMATIVE
	Assignment 3	20%	LO 2.1+2.2+2.3 No for grading (LO 01, 02, 03, 04, 05)	GROUP WORK: Peer & Self-Assessment LO2.1	FORMATIVE
	FINAL Assignment	40%		LO 1.7, LO 2.1, LO 2.2, LO 2.3	GROUP WORK: Peer & Self-Assessment LO2.1+LO2.2+LO2.3 (Peer Assessment 20%, Self-Assessment 10%, Teachers-Assessment 70 % of grade in PART2)
TRANSVERSAL SKILLS (10% of final grade)	Questionnaire	(+0,5 (grade 4) -1 (grade 5) points)	LO 01, 02, 03, 04, 05	Self-Assessment (15%) Peer Assessment (25%) Teacher Assessment (60%)	INTEGRATIVE & SUMMATIVE