



FACULTY OF SCIENCE

SCHOOL OF BEES

GEOS3821

GEOGRAPHIC DATA ANALYSIS

AND

GEOS9017

Advanced GIS

S2, 2017

Faculty of Science - Course Outline - 2017

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Faculty of Science - Course Outline - 2017

1. Information about the courses

NB: Some of this information is available on the [UNSW Virtual Handbook](#)¹

Year of Delivery	2017
Course Codes	GEOS3821 GEOS9017
Course Name	Geographic Data Analysis Advanced GIS
Academic Unit	School of BEES
Level of Course	3 rd year & postgraduate
Units of Credit	6UOC
Session(s) Offered	S2
Assumed Knowledge	A knowledge of GIS principles and ArcGIS 10
Hours per Week	35
Number of Weeks	1 week short course
Dates	10-14 July 2017

Summary of Course Structure (for details see 'Course Schedule')

Component	Hours	Time	Day	Location
Lectures	13	Mornings	Mon, Tues, Wed, Thurs	Morven Brown G3
Labs	Remainder of times	Afternoons Thu, All day Fri	Mon- All days	Biosciences 640
Special Details	Two one hour quizzes (Wed 10:00, Fri 10:00)			

2. Staff involved

Staff	Name	Contact Details	Consultation Times
Course Convener and lecturer	Assoc Prof Shawn Laffan	Shawn.Laffan@unsw.edu.au 9385 8093	By appointment outside scheduled contact times

¹ UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au/current/index.html>

3. Course details

Course Description²
(Handbook Entry)

GEOS3821:

The field of Geographic Information Systems has expanded considerably over the past decade and the world has become very much richer in digital geographic information. Vast amounts of geographic data are routinely collected, with approximately 80% of all data collected having geographic attributes. This course explores a toolbox of conceptual approaches and methods to model and analyse a range of highly complex, often non-deterministic, geographic problems. It explores a true enabling technology for the natural sciences in addition to a rich source of computational and representational challenges for the computer sciences. This course emphasises a range of GIS and spatial data analysis approaches via a disparate selection of real-world applications.

GEOS9017:

Geographic information systems have improved considerably over the past decade in response to a world that has become very much richer in digital geographic information. The requirement to build complex applications and simulations has become more urgent with the need to plan for a changing climate, to feed an increasing population and to provide pinpoint marketing analysis for business. This course explores a toolbox of conceptual approaches and methods to model and analyse a range of highly complex, often non-deterministic problems. It provides a true enabling technology for the natural sciences and a rich source of computational and representational challenges for the computer sciences. Topics covered include spatial dynamic spatio-temporal modelling; geostatistics; error analysis and data accuracy; network analysis; and machine learning and artificial intelligence methods in GIS.

Course Aims

The main objective of this course is to provide you with experience in the analysis of spatial data. Through this approach, you will be better equipped to deal with the enormous variety of different applications you will encounter in the workforce.

Student Learning Outcomes

By the end of this course you will be expected to understand how and when you should use spatial analysis approaches to address geographic problems. You will also be expected to understand the advantages and limitations of such approaches, as all such analyses are simplifications of reality.

² UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au/current/index.html>

Graduate Attributes Developed in this Course

Science Graduate Attributes

FOCUS
0 = NO FOCUS
1 = MINIMAL
2 = MINOR
3 = MAJOR

Activities / Assessment

1. Research, inquiry and analytical thinking abilities	3	All will be achieved through the main project
2. Capability and motivation for intellectual development	3	
3. Ethical, social and professional understanding	1	
4. Communication	2	
5. Teamwork, collaborative and management skills	3	
6. Information literacy	3	

Major Topics (Syllabus Outline)

See the lecture sequence

Relationship to Other Courses within the Program

This course explores the application of cutting-edge conceptual approaches and techniques to model and analyse a range of highly complex, often non-deterministic spatial problems. Such approaches are essential for the modern study of many different components of the environmental and geosciences. It provides examples of what can be done using such spatial data, as well as a grounding in how to effectively use such data.

4. Rationale and strategies underpinning the course

Rationale for learning and teaching in this course – How this course is taught

Spatial analysis is technical in nature, in that one needs to use software to achieve one's aims. However, this course is not about teaching software. It is about the principles of GI Science and spatial analysis (software changes rapidly while principles do not).

There are three elements that you should use for learning in the course. The textbooks provide an overview of the subject, and are a key reference source. In the case of the software, there are detailed online manuals that should be referred to. These include both command references and tutorials. Finally, there are your colleagues in the course. You are all working on similar problems, and you should be learning together. The Blackboard discussion forum is provided to assist in this.

As described above, you are expected to do much of the learning both by yourself and with your colleagues. Given the level of this course is third year and postgraduate you should have a broad understanding of geographic processes to which you can relate the course material (even if you have not formally studied it). Much of the learning is done as part of your assessment tasks, and I encourage you to delve further into the topics we cover, particularly as they relate to other fields of endeavour and applications you are interested in.

Teaching Strategies

The primary teaching strategy used in this course will be interactive "chalk and talk", supported by other media. I expect students to interact in the class. This is a less structured approach than used in standard lectures and provides a better learning environment. Lecture and laboratory notes will be provided on Blackboard as support material, as will a discussion forum. More importantly, student learning is structured such that it is done through the practical application of the analysis techniques and applications covered in the course.

How the assessment supports and assists the learning

The assessment tasks are a learning exercise. One of the best ways to learn GIS is to actually do it, and this includes the process of making mistakes and repeating your work without these mistakes. This can be frustrating, but is a normal part of the learning process – you should expect to make many errors as part of your learning process so don't panic.

Access to the lecturer

I am available immediately after lectures, and the labs are devoted to the major project. If you encounter a problem outside of the scheduled contact periods, then what you should do depends on the nature of the problem.

If your problem is conceptual then please contact me by email or telephone to arrange a time to discuss it. I often have other meetings or am away from the university, so this will save you long periods of waiting around or trying to find me. Please provide a short summary of the area or topic you need help with to allow me to prepare for the meeting. Writing it in an email can also help you find the solution yourself.

Many of the challenges in this course are technical in nature. In turn, many of these technical problems are common to the entire course. So, **if your problem is technical and related to the software**, then please follow these five steps.

1. **Stop and think.** You will often be able to solve the problem with a little of your own brain power. I have found that walking away from the computer and doing something else for half an hour is a very effective approach. (Let your subconscious mind do some work).
2. **Read the manual.** The manuals have detailed explanations of much of what we need to do. They should be your next port of call. It will take a bit of time initially while you get used to the mindset of the software developers, but once learnt they are very useful. The ArcGIS software also has an extensive online database of bug reports and solutions. <http://www.esri.com/>
3. **Ask someone else in the lab** if they have encountered the same problem – they may know the answer (and it is good to talk to people...)
4. **Post a question to the course Moodle discussion board or email the lecturer.** Read the list of postings first, in case someone has already answered the question. The discussion board will be regularly checked to post answers and check factual accuracy of other answers. Email queries relevant to the whole course will be anonymously copied to Blackboard with a response.
5. **If your problem has still not been solved, then please contact the lecturer to make an appointment.** Don't stew on the problem forever.

The five steps are actually the approach you will need to use in the workforce, so it is a good learning exercise in itself.

5. Course schedule

Day	Lectures & topics	Assignment and Submission dates
Monday AM	<ol style="list-style-type: none"> 1. Course introduction 2. Course overview 3. Spatial analysis concepts: Local & global; autocorrelation, dependence, structure; MAUP; geographic neighbourhoods 	
Monday PM	Lab: explore data sets and select which you will use for the course.	
Tuesday AM	<p>Univariate spatial analysis of continuous field data</p> <ol style="list-style-type: none"> 6. Local: G_i^* hotspots, Moran's I autocorrelation 7. Global: Semivariograms, correlograms and related indices <p>Spatial analysis of discrete object/entity data; Point pattern analysis.</p> <ol style="list-style-type: none"> 8. Kernel density analysis; Ripley's K 	
Tuesday PM	Lab: Begin univariate analysis of your data set	
Wednesday AM	<p>Multivariate spatial analysis of continuous field data</p> <ol style="list-style-type: none"> 9. Covariograms, bivariate Moran's I and related indices 10. Geographically Weighted Regression (GWR) 	<p>Quiz 1 at 10 am.</p> <p>Lectures after quiz.</p>
Wednesday PM	Lab: Continue project analyses	
Thursday AM	<p>Spatio-temporal</p> <ol style="list-style-type: none"> 11. Space-time clustering 12. Application 13. Revision 	
Thursday PM	Lab: Continue project analyses	
Friday AM	Lab: Continue project analyses	Quiz 2 at 10 am
Friday PM	Lab: Continue project analyses	

6. Additional resources and support

Text Books	<p>O'Sullivan, D and Unwin, D.J., 2010. Geographic Information Analysis, second edition. Wiley, New York.</p> <p>http://onlinelibrary.wiley.com.wwwproxy1.library.unsw.edu.au/book/10.1002/9780470549094</p> <p>Fortin, M-J. & Dale, M., 2005. Spatial Analysis: A guide for ecologists. Cambridge University Press, Cambridge.</p> <p>http://www.unsw.ebib.com.wwwproxy1.library.unsw.edu.au/patron/FullRecord.aspx?p=228304&echo=1</p> <p>Additional material will be from:</p> <p>O'Sullivan, D and Perry, G, 2014. Spatial Simulation: Exploring Pattern and Process. Wiley-Blackwell, Oxford, UK.</p> <p>http://primoa.library.unsw.edu.au/UNSW:SearchFirst:UNSW_ALMA51172222780001731</p>
Course Manual	Lab instructions and lecture notes are available through Moodle.
Required Readings	<p>Available through the library website http://www.library.unsw.edu.au/</p> <p>Search for both GEOS3821 and GEOS9017, as some relevant documents are currently indexed under only one course.</p>
Additional Readings	<p>Useful Journals:</p> <ul style="list-style-type: none">International Journal of Geographical Information ScienceTransactions in GISGeographical AnalysisEnvironment and Planning, Series AComputers and GeosciencesJournal of Geographical SystemsMathematical GeologyEcological ModellingEnvironmental Modelling and SoftwareRemote Sensing of EnvironmentPhotogrammetric Engineering and Remote SensingInternational Journal of Remote SensingRemote Sensing ReviewsGeocarto InternationalEnvironmental Modelling and Software <p>You should also become familiar with the use of citation tracking in the Scopus, Web of Science and Google Scholar databases. These are available via the library http://www.library.unsw.edu.au/. Citation tracking allows you to see who has been citing articles, and who is cited in articles. It is a very good way of seeing if an idea or method has been critiqued or further developed by subsequent researchers.</p>
Recommended Internet Sites	<p>Geocomputation conference series: http://www.geocomputation.org/</p> <p>MODSIM conference series: http://www.mssanz.org.au/</p>
Computer Laboratories or Study Spaces	Biosciences 640

7. Required Equipment, Training and Enabling Skills

Required equipment Provided in the computer labs.

Enabling skills - training which may be required to complete this course Working knowledge of ArcGIS version 10.

8. Assessment Tasks and Feedback

Task	% of total mark	Release	Date of Submission	WHO	Feedback WHEN	HOW
Quiz 1	10		Wednesday AM	SL	Same day	Answers in following lecture; Marked exams
Quiz 2	10		Friday AM	SL	Same day	Answers in following lecture; Marked exams
Main project	80	Day1	14Aug2017	SL	Late August	Marks and annotated documents

9. Course Evaluation and Development

Mechanisms of Review	Last Review Date	Comments or Changes Resulting from Reviews
Student surveys	2011	This course has been conducted in various forms since 2004. It has been continuously adapted and modified on the basis of student feedback during that time.

10. Administrative Matters

Expectations of Students You are expected to attend all lectures and laboratories. All assessable items are compulsory.

Assignment Submissions Assignments are to be submitted using the Moodle assignment submission system. Extensions will not be granted unless supported by documentation (e.g. doctor's certificate) or through UNSW Student Central (see <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>).

Occupational Health and Safety³ Information on relevant Occupational Health and Safety policies and expectations can be found at <http://www.ohs.unsw.edu.au/> (UNSW).

Examination Procedures The quizzes will be held during the course.

Equity and Diversity Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or www.studentequity.unsw.edu.au).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Grievance Policy⁴

School Contact

BEES Grievance Officer
A/Prof Scott Mooney
s.mooney@unsw.edu.au
[u](#)

Faculty Contact

Dr Chris Tisdell
Associate Dean
(Education)
cct@unsw.edu.au
Tel: 9385 6792
or
Dr Gavin Edwards
Associate Dean
(Undergraduate
Programs)
g.edwards@unsw.edu.au
Tel: 9385 4652

University Contact

Student Conduct and
Appeals Officer (SCAO)
within the Office of the
Pro-Vice-Chancellor
(Students) and Registrar.
Telephone 02 9385 8515,
email
studentcomplaints@unsw.edu.au

University Counselling
and Psychological
Services⁵
Tel: 9385 5418

³ UNSW Occupational Health and Safety: <http://www.ohs.unsw.edu.au/>

⁴ UNSW Grievance Policy: <https://my.unsw.edu.au/student/atoz/Complaints.html>

⁵ [University Counselling and Psychological Services](#)

11. UNSW Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

BEES Academic Honesty and Plagiarism

Please note:

In addition to the UNSW Policy on Academic Honesty and Plagiarism, the School of Biological, Earth and Environmental Sciences (BEES), also considers any work submitted that has been produced outside of a given course in a given year to be plagiarism i.e:

- Work produced for a third party e.g. your place of employment, is considered intellectual property of the third party, and as such if such work is submitted in place of a required course work, it is deemed plagiarism.
- All work submitted for assessment must be created specifically for the given assessment task in the given year. Work produced in previous years or for other assessments is not acceptable.

12. Major project outline and marking criteria

Synopsis

The major project consists of the application of a set of spatial analysis methods to one or more data sets. Which specific analyses you use should be discussed with the lecturer, but should incorporate two of the main types of analysis (e.g. (1) a univariate analysis followed by a multivariate analysis, or (2) a univariate analysis followed by a spatio-temporal). Attempting more than two types will be too large an endeavour for a course of this scope and is discouraged.

The report should be structured like an academic journal article.

Maximum length: 6000 words, excluding abstract, references, captions and tables of contents.

Available data

The choice of which data set(s) to use is up to you, but ideally this should be decided by the Monday afternoon (Day 1 of the course) to optimise your time. We have a collection of data sets you can use (see below). You can use your own data if you have some, but these must be approved before the course to ensure the approaches covered in the course will be appropriate. Generally speaking, you need a high spatial density of observations relative to the variation of the phenomenon or phenomena they represent or sample.

Data sets:

1. Census of the Australian population (2001, 2006, 2011). Whole of Australia
2. Geochemical data, Cyprus Geochemical Atlas survey
3. Hurricanes in the Caribbean
4. Earthquakes in Australia
5. Species distributions via Atlas of Living Australia. <http://ala.org.au>

The first four are available on the N: drive, most in subfolders within N:\GIS_courses or N:\GIS_data.

Note that the N:\ drive is only accessible from within the BEES computer labs.

See also data via the AURIN data portal and its plethora of urban population and other data sets. <https://portal.aurin.org.au/>

Question

The specific details of the question you address are up to you, and will depend on which data set you use. As a guide you should first analyse your data using univariate local and global analyses. If you are using time series data (e.g. earthquakes and hurricanes) then you should then use spatio-temporal tools. If you do not have time series data then you should use multivariate spatial analyses such as GWR.

As a guide, if you are using the Census or Cyprus data then the question will be based around two or more variables and be like: "What is the spatial distribution of variable a and of variable b? How do their distributions correspond and/or differ?"

If you are using the hurricane or earthquake data then it will be spatio-temporal and something like: "Where are the spatial clusters of events? What are their temporal patterns?"

Software

Most of the data manipulation and preparation will be conducted using ArcGIS. The software to use for analyses themselves depends on what you are doing. Again, many of the analyses can be done within ArcGIS, using the Spatial Statistics and Spatial Analyst extensions. Additionally, point pattern analyses can be done using CrimeStat. Spatio-temporal analyses can use SaTScan. Biodiversity analyses can be done using Biodiverse (as can many other diversity analyses). GeoDA is also available.

These are already on the computers in either the start menu or N:\GIS_courses\software, but can also be accessed through these sites:

CrimeStat: <http://www.icpsr.umich.edu/CRIMESTAT/>

SaTScan: <http://www.satscan.org/>

Biodiverse: <http://www.purl.org/biodiverse>

GeoDA: <https://geodacenter.asu.edu/projects/opengeoda>

An access code for the ArcGIS student edition will be provided if you do not already have one.

Marking criteria

The approach used in marking is based on Biggs' (2003) Structure of the Observed Learning Outcome (SOLO) taxonomy (Table 1). There is also a set of words that describe the grades and marks (Table 2). Reading these tables should aid your understanding of what I am looking for in your projects in relation to the specific marking criteria.

Table 1. Biggs' SOLO taxonomy. This is a hierarchical taxonomy, listed from lowest to highest level. Achieving a higher level implies exceeding the lower levels. There is no direct translation between grades and SOLO levels, as it depends on the level of the course and the nature of the assignment.

<i>Level</i>	<i>Verb examples</i>
Prestructural	Misses the point
Unistructural	Identify, do simple procedure
Multistructural	Enumerate, describe, list, combine, do algorithms
Relational	Compare/contrast, explain causes, analyse, relate, apply
Extended abstract	Theorise, generalise, hypothesise, reflect

Table 2. Grade and mark interpretation

<i>Grade</i>	<i>Mark</i>	<i>Description</i>
High Distinction	85+	Work of exceptional quality showing clear understanding of the subject matter and appreciation of issues; well formulated; arguments sustained; maps and diagrams where relevant; relevant literature referenced; marked evidence of creative ability; solid intellectual work.
Distinction	75-84	Work of very high quality showing strong grasp of subject matter and appreciation of dominant issues, though not necessarily of the finer points; arguments clearly developed; relevant literature referenced; evidence of creative ability; solid intellectual work.
Credit	65-74	Work of solid quality showing competent understanding of subject matter and appreciation of main issues, though possibly with some lapses and inadequacies; arguments clearly developed and supported by references, though possibly with minor red herrings and loose ends; some evidence of creative ability; well prepared and presented.
Pass	50-64	Adequate answers; reasonably relevant and accurate. Sufficient to merit a bare pass to safe pass mark.
Fail	<50	

References

Biggs, J. (2003) *Teaching for Quality Learning at University*, second edition. Society for Research into Higher Education & Open University Press, Buckingham, UK.

Specific criteria

In terms of Biggs' SOLO taxonomy, a High Distinction in the project represents Extended Abstract, while a Pass is Multistructural.

Postgraduate students will be assessed at a higher standard than undergraduate students.

Throughout your project reports you are expected to demonstrate an understanding of the meaning of your results, the rationale for doing it, and potential sources of error and their impact on your conclusions.

I will also be looking for:

Clarity

Clear, simple, grammatical language used. All terms are explained.

Argument and structure

Is the argument clearly and logically developed through the report? Are the points in the appropriate sequence (do your points build on previous points presented)? When discussing the limitations of your work, do not simply dump them at the end of the document. Note them as they become relevant.

The wider scope

Do you place your work in the context of the broader literature? **You should have at least ten peer-reviewed articles or book chapters in the bibliography.**

Be careful when using web sites as a source of information. If they summarise another piece of work, then you should read and cite the original piece of work (the primary reference). This particularly applies to Wikipedia. It is a secondary source – use it to locate primary sources. This rule also applies to lecture notes – use the references provided in them, not the lecture notes. In general, you should avoid direct use of web sites unless they are an official publication like a government report.

Map composition and diagrams

Are they clear and do they display the desired information? Are they used to support your arguments and not purely as decorative material? Do your maps have a scale bar, north pointer and legend? Are appropriate and consistent colour schemes used?

Innovation

This is the degree to which you develop your own ideas, moving beyond the instructions given in the lab handouts. Examples might be assessing analysis reliability or implementing more complex analyses.

Referencing

Appropriate use of the Harvard referencing system. There are several formatting variations with the Harvard system (have a look at a sample of journals, for example the International Journal of Geographical Information Science). I do not mind which one you use so long as it is consistent throughout the report. One exception to this is that you do not list all authors in the main text where there are three or more authors (eg. "Border et al., 1999" and not "Border, Taylor, Waugh, and Ponting, 1999"). Please see <http://www.lc.unsw.edu.au/onlib/ref.html> for a good introduction, albeit their use of inverted commas for book and journal articles is tedious and

unnecessary. It is far easier to use a style that does not require them. Please also note that the EndNote software is freely available to UNSW Staff and students. See <http://www.it.unsw.edu.au/students/software/endnote.html>. You can also consider the Mendeley software (<http://www.mendeley.com/>). Learning how to use this software will make writing assignments considerably easier, and will solve most of your problems with building referencing lists (providing your database is correct). Most journal web sites now support the direct export of citations into reference management software.