

## Land Evaluation (I002699)

**Cursusomvang** (nominale waarden; effectieve waarden kunnen verschillen per opleiding)

**Studiepunten 5.0**

**Studietijd 150 u**

**Aanbodsessies en werkvormen in academiejaar 2023-2024**

A (semester 2)

Engels

Gent

groepswerk

hoorcollege

peer teaching

zelfstandig werk

werkcollege

**Lesgevers in academiejaar 2023-2024**

Verdoodt, Ann

LA20

Verantwoordelijk lesgever

**Aangeboden in onderstaande opleidingen in 2023-2024**

**stptn**

**aanbodsessie**

Master of Science in Sustainable Land Management (afstudeerrichting Land and Groundwater Management)

5

A

International Master of Science in Soils and Global Change (afstudeerrichting Physical Land Resources and Global Change)

5

A

Master of Science in Sustainable Land Management (afstudeerrichting Urban Land Engineering)

5

A

Master of Science in de bio-ingenieurswetenschappen: bos- en natuurbeheer

5

A

Master of Science in de bio-ingenieurswetenschappen: land, water en klimaat

5

A

Uitwisselingsprogramma bio-ingenieurswetenschappen: land- en bosbeheer (niveau master-na-bachelor)

5

A

**Onderwijstalen**

Engels

**Trefwoorden**

soil quality, urban soil functions, land suitability, GIS

**Situering**

Land evaluation is about the integrated assessment of climate, topography, soil and land cover. As such, it aims at evaluating (1) the sustainable performance of specific land use types and/or (2) the delivery of productive and regulatory ecosystem services. Land evaluation therefore supports strategic and tactical decision making.

It builds on general knowledge of ecology, plant physiology, climate and soil science, and deepens the insights in applied soil science. Understanding how soils co-determine the potential of the land for ecosystem service delivery and the requirements for land management is key to this application field.

Many land use and management decisions, taken at spatial scales ranging from the global to the enterprise level, rely on land evaluation approaches. Either the client has a particular land use in mind for expansion or optimisation, or land use/management changes are needed to solve problems with land degradation. In order to respect the multifunctional character of land and soils in particular, some tools assess the inherent capacity of land to deliver various kinds of soil functions, before taking land use decisions.

Land evaluation entails many different land uses and is applied in various natural and man-made ecosystems.

**Inhoud**

Students learn how to use the land evaluation terminology and concepts and how to judge and apply a number of existing tools. Interpretation of results is oriented towards land use planning, land consolidation and soil protection policies at local and regional scales.

The following aspects will be addressed:

- Origin, terminology, principles of land evaluation
- Soil quality
- Urban soil functions/ecosystem services
- Land suitability
- Dealing with uncertainty in land evaluation

### **Begincompetenties**

The student

- has insight in the composition of soils, can explain the behaviour of soils on the basis of their physico-chemical properties, and understands classification of soils on a basic level.
- has basic knowledge of meteorological processes.
- can perform spatial analyses using GIS software on digital maps representing vector and raster data structures

### **Eindcompetenties**

- 1 Correctly use the specific terminology and principles in land evaluation techniques when communicating with experts.
- 2 Explain the selection and evaluation of different land characteristics or soil quality indicators as they are used in existing land evaluation techniques.
- 3 Critically evaluate the basic concepts, advantages/disadvantages, and output quality of existing land evaluation techniques, and use this to decide upon their applicability
- 4 Apply existing land evaluation techniques to evaluate land suitability, delivery of soil functions or soil quality
- 5 Judge the environmental and socio-economical uniqueness of each land evaluation study, and translate it into adapted land evaluation techniques.
- 6 Integrate soil degradation and climate change scenarios with land suitability assessment in a GIS environment
- 7 Display interests, insights and a critical attitude in/towards recent evolutions in land evaluation technologies and applications
- 8 Report and communicate (own) land evaluation research methods and results clearly, unambiguously, soundly, and critically
- 9 Collaborate with fellow students in a (interdisciplinary) team to solve land evaluation assignments

### **Creditcontractvoorwaarde**

Toelating tot dit opleidingsonderdeel via creditcontract is mogelijk mits gunstige beoordeling van de competenties

### **Examencontractvoorwaarde**

Dit opleidingsonderdeel kan niet via examencontract gevolgd worden

### **Didactische werkvormen**

Groepswerk, Werkcollege, Hoorcollege, Zelfstandig werk, Peer teaching

### **Toelichtingen bij de didactische werkvormen**

**Seminar:** series of guided exercises (individual or in group)

**Peer teaching:** the groups present a scientific paper of their own interest (related to land evaluation) to the class.

**Independent work:** homework, being preparation of practical sessions by watching short instruction video's or reading guidelines and - when needed - finalisation of individual reports

**Group work:** homework being finalisation of group reports and preparation of microteaching activity

### **Leermateriaal**

An English syllabus will be made available during the first lectures, downloadable from Ufora. There are no obligatory handbooks. During the course of the lectures, an electronic version of the slides will be deposited at the Ufora site. Cost: 0 euro.

### **Referenties**

- UNEP (2016). Unlocking the sustainable potential of land resources: evaluation systems, strategies and tools. A report of the working group on land and soils of the international resource panel.
- Nguyen, T.T., Verdoodt, A., Tran, V.Y., Delbecq, N., Tran, T.C., and Van Ranst, E. (2015). Design of a GIS and Multi-criteria Based Land Evaluation Procedure for Sustainable Land-

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- use Planning at the Regional Level. Agriculture Ecosystems & Environment 200: 1–11.
- Constantini, E.A.C. (2009). Manual of Methods for Soil and Land Evaluation. Science Publishers.
- FAO (2007). Land evaluation. Towards a revised framework. FAO Land and Water Discussion paper n°6. FAO, Rome. ([http://www.fao.org/NR/lman/abst/lman\\_070601\\_en.htm](http://www.fao.org/NR/lman/abst/lman_070601_en.htm))
- Lehmann, A., David, S., Stahr, K. (2006). TUSEC – Technique of urban soil evaluation in city regions – a method for the assessment of natural and anthropogenic soils. Hohenheim.
- FAO (2003). Global agro-ecological assessment for agriculture in the twenty-first century (CD-ROM). FAO Land and Water Digital Media Series n° 21, FAO, Rome. (<http://www.fao.org/ag/agl/agll/gaez/index.htm>)
- Verdoodt, A. and Van Ranst, E. (2003). A Two-Level Crop Growth Model for Annual Crops. Ghent University, Laboratory of Soil Science, Ghent (available in library)
- Sys, C., Van Ranst, E., Debaveye, J. and Beernaert, F. (1991, 1993). Land Evaluation. Part I, II and III, Agricultural Publ. N° 7, ABOS, Brussels (being revised)

### Vakinhoudelijke studiebegeleiding

Personal coaching before and after the lectures and during the guided exercises. Feedback about the corrected applications during the guided exercises.

### Evaluatiemomenten

periodegebonden en niet-periodegebonden evaluatie

### Evaluatievormen bij periodegebonden evaluatie in de eerste examenperiode

Schriftelijke evaluatie met open vragen

### Evaluatievormen bij periodegebonden evaluatie in de tweede examenperiode

Mondelinge evaluatie, Schriftelijke evaluatie met open vragen

### Evaluatievormen bij niet-periodegebonden evaluatie

Vaardigheidstest, Presentatie, Peer en/of self assessment, Werkstuk

### Tweede examenkans in geval van niet-periodegebonden evaluatie

Examen in de tweede examenperiode is enkel mogelijk in gewijzigde vorm

### Toelichtingen bij de evaluatievormen

#### End-of-term assessment:

The end-of-term assessment is a written examination (closed book) comprising theoretical questions with more emphasis on general comprehension of the basic principles, boundary conditions, and scope of application of the different land evaluation tools than on encyclopaedic knowledge, as well as questions that check the students individual understanding of the practicals.

#### Continuous assessment:

During the course of the semester, students have to submit **individual and group assignments**. Deadlines for submission need to be strictly respected. Depending on the task, up to four aspects will be evaluated:

- the acquired **skills**, evaluating to what extent calculations, software were correctly done/used,
- the ability to critically and thoroughly analyse specific cases, come to integrated conclusions (**assignment**),
- group dynamics (planning, tasks, individual contributions summarised in a short report = **participation**), and
- an assessment on your performance and growth as team member in different roles by your peers (**peer-assessment**).

At the end of the semester, students will present the scientific paper of their interest to the fellow students (**peer teaching**). Each student contributes by presenting part of the paper, and participating in question and answer sessions (= **presentation**).

Each student is held responsible for the timely submission and reporting of (a part of) the practicals. Each student is expected to contribute to all practicals, (group) reports and peer teaching. The group members can organise themselves and agree upon a fair task distribution (reflected in the reports). Through peer assessment they help each other in understanding and exploiting/correcting their strengths and weaknesses when working in a team.

### Eindscoreberekening

- End-of-term assessment: 40%
- Continuous assessment: 60%

The lecturer can decide to deviate from or not consider the peer assessment scores at all when determining individual scores per student for the group tasks.

Unfoundedly eschewing a practical session for this course unit leads to a score of 0 for that assignment. In case of foundedly eschewing the practical sessions, a solution is searched; this can imply that (an) alternative task(s) is provided.