**2021 Syllabus**

Course Summary: This course will cover basic InSAR theory, basic geophysical modeling, InSAR processing with JPL/Caltech InSAR Scientific Computing Environment (ISCE), and time-series InSAR processing with archived interferometric products using ARIA Tools and MintPy, with applications to example geophysical problems.

Training Workshop Overview:

* Pre-course self-directed: math, Unix, python, plotting, NumPy basics, downloading data, cloud environment, GIS using GDAL, software installation, SAR Theory, Map projections
* Day 1: Geophysical modeling, InSAR theory, Stripmap InSAR processing with ISCE2 including lab exercises and discussion of ionospheric corrections
* Day 2: Interpreting interferograms, TOPS Processing
* Day 3: estimating glacier velocities, preparing data for modeling, tropospheric/ionospheric errors
* Day 4: Time-series theory, stack processing, dense offsets, ARIA tools
* Day 5: Using tools MintPy and ARIA

**Pre-course Content:** Students provide evidence of task completion (screenshots, files, …) and comfort level rating from 1-4 level

0.0 Pre-Course and Course Roadmap (Notebook with links?) (Bussard)

0.1 Math Basics – complex numbers, trig functions, simple integration, derivatives (Scott H)

* Expected outcome: Students have sufficient familiarity to follow the course material, which relies on these mathematical concepts to describe the theory.
* Assessment: Short problem set for student to self-assess if they are ready
* Evidence: Print-out of final problem in problem set, and statement of comfort level (1-4)

0.2 Python/unix/plotting/numpy (Bussard)

[look at GMTSAR tutorials/homework, https://byu-hydroinformatics.edunext.io/courses]

* Expected outcome: Students can follow along in the jupyter notebooks and understand how to modify scripts to try variants of the notebook
* Assessment: Short notebook with exercises that modify elements like plot dimensions, simple computations, etc. for students to self-assess if they are ready. Student self-assessment of comfort level
* Evidence: Print-out of final problem in problem set, and statement of comfort level (1-4)

0.3 Accessing and Working within the OpenSARLab (OSL) (Meyer)

* Expected outcome: Students know how to bring up, close down OSL, navigate the folder structure, open terminals, shutdown notebooks and terminals, and basic jupyter cell and run control
* Assessment: Short exercise to start up OSL, navigate to a notebook, run it, open a terminal, type some output from the notebook run, shutdown notebook and terminal, and logout. Student self-assessment of comfort level
* Evidence: Run trivial notebook - go to terminal to print the file that was created - send screenshot

0.4 Geographic Information Science using GDAL (TBD)

* Expected outcome: Students learn how to perform typical GIS operations like coordinate transformation, projections, etc. using GDAL
* Assessment: Some exercise to perform some operations on canned data and display the output. Student self-assessment of comfort level
* Evidence: Perform a canned reprojection and make a jpeg.

0.5 Module: Raster Data Tiling + Map Projections (TBD)

* Learning outcome: Develop an understanding of manipulation of raster image data and their metadata, including the reasons data sets are projected in different ways to better capture a particular aspect of a spherical data set represented in a 2-dimensional space, most important projections, how to transform between projections.
* Assessment: In class manipulation of tiled data converting between specified projections in a notebook.
* Evidence: Printout display of final result.

0.6 Installation of ISCE using conda, and containers (Bussard)

* Expected outcome: Students learn how to follow the conda installation recipe for ISCE2 and do some troubleshooting, and where to go to get help when things don’t go well, and how to find and run docker containers, and how to install docker on mac and linux.
* Assessment: Student self-assessment of comfort level
* Evidence: Run one of the apps after install: stripmapApp.py --help and take screenshot

0.7 Data Search and Access

* Expected outcome: Students know the SAR platforms collecting data, where relevant SAR data can be found (data files, orbits, ancillary datasets like DEMs) , and understand how to get access to the data and which tools are available to do so (SSARA, Vertex, ARIA Tools…). Students also learn how to intelligently limit the search to just the frames they want
* Assessment: Short exercise to download ALOS and S-1 data with filters to students know how to get just the frames they want, and no extras. Student self-assessment of comfort level
* Evidence: Download product and share k[1] [2] mz

0.8 SAR Theory - Phenomenology (Rosen/Hensley)

* Expected outcome: Students learn the basics of phenomenology, including speckle, radar equation, wavelength dependence, polarization, layover, shadow[1]
* Assessment: Exercises to alter the notebooks provided to look for specific results (e.g. speckle filtering, processing bandwidth, radar equation changes of range, etc.).
* Evidence: Plot of old and new image with altered result

0.9 SAR Imaging Theory (Optional) (Rosen)

* Expected outcome: Students learn the basics of SAR imaging by processing an image step by step from simulated raw data to full imagery using range-doppler and backprojection focusing methods.
* Assessment: Alter some parameter and plot final impulse response Student needs to figure out which parameter based on problem
* Evidence: Plot of old and new impulse response

**Monday, Aug 23** (Pacific Time)

Overview of day: Overview of whole process from modeling to processing.

|  |  |
| --- | --- |
| 10:00-10:15 | 1.0 Introductions /Agenda Review (Funning) |
| 10:15-10:30 | 1.1 Recap of OSL/downloading training (Rosen/Meyer) |
| 10:50-11:00 | Break |
| 11:00-11:50 | 1.2 Geophysical Modeling with InSAR/GNSS/Geodetic Data (Funning/Donnellan)  ● Learning outcome: Understand how geophysical processes affect surface deformation and what that deformation looks like in InSAR and GNSS observations  ● Assessment: Homework #2 on modeling  ● Evidence: Printout of modeling results from Homework #2 |
| 11:50-12:00 | Break |
| 12:00-12:50 | 1.3 InSAR theory (Rosen/Hensley)  ● Learning outcome: A working knowledge of the geometric aspects of InSAR; the relationship between range change, phase change, and surface displacement or topography, critical baseline and other interferometric performance metrics and influencers; the rudiments of interferometric correlation and its utility in error analysis or change mapping  ● Assessment: Problem set to alter parameters in the notebook to see the effects of changes on interferometric performance  ● Evidence: Printout of revised notebook plots showing altered parameter results |
| 12:50-13:00 | Break |
| 13:00-13:50 | 1.4 Stripmap Data Processing – Interferometry (Fattahi/All)  ● Learning outcome: An ability to run stripmapApp.py, understand how to get help, how to step through the workflow, how to alter meaningful parameters, and how to evaluate the results for whether things worked well or not.  ● Assessment: Homework #1 on running stripmapApp.  ● Evidence: Printout of final geocoded products |
| 13:50-14:00 | Describe homework (*Homework revisits key concepts of the day)*  Homework 1: Run an InSAR pair using stripmapApp  Homework 2: Run modeling notebook example with synthetic data playing with error sources |

**Tuesday, Aug 24**

Overview of the day: Interpreting interferograms, TOPS Processing

|  |  |
| --- | --- |
|  |  |
| 10:00-10:50 | 2.0 Review Day 1 homework results and problems encountered |
| 10:50-11:00 | Break |
| 11:00-11:50 | 2.1 Interpreting a co-seismic interferogram (Paper exercise) (Funning)  ● Learning outcome: Become familiar with wrapped phase, noise properties of interferograms, how to unwrap by hand and relate it to the deformation event.  ● Assessment: Homework #2 on modeling. Here, the student needs to interpret the results and describe the confidence of the inverted parameters based on the quality of the input.  ● Evidence: Screenshot of final result and paragraph narrative of confidence statement. |
| 11:50-12:00 | Break |
| 12:00-12:50 | 2.2a TOPS Data Processing – Pt 1 (TBD/All)  ● Learning outcome: An ability to run stripmapApp.py, understand how to get help, how to step through the workflow, how to alter meaningful parameters, and how to evaluate the results for whether things worked well or not.  ● Assessment: Homework #1 on running TOPSApp  ● Evidence: Printout of final geocoded products |
| 12:50-13:00 | Break |
| 13:00-13:50 | 2.2b TOPS Data Processing – Pt 2 (TBD/All)  ● Learning outcome: See Part 1  ● Assessment: See Part 1  ● Evidence: See Part 1 |
| 13:50-14:00 | Describe homework  Homework 1: Run topsApp on sample data  Homework 2: Run modeling notebook example with real data from topsApp |

**Wednesday, Aug 25**

Overview of the day: Map projections, preparing data for modeling, tropospheric/ionospheric errors

|  |  |
| --- | --- |
|  |  |
| 10:00-10:50 | 3.0 Review Day 2 homework results and problems encountered |
| 10:50-11:00 | Break |
| 11:00-11:50 | 3.1 Glacier Velocity Mapping with InSAR (Minchew) |
| 11:50-12:00 | Break |
| 12:00-12:50 | 3.2 Preparing InSAR data for modeling (Funning)  ● Learning outcome: Develop an understanding of what constitutes a properly prepared InSAR data for modeling, including map projections, components of deformation specified, unwrapping requirements, error layers for input, etc.  ● Assessment: Homework #1 on InSAR modeling inputs  ● Evidence: Completed homework |
| 12:50-13:00 | Break |
| 13:00-13:50 | 3.3 Tropo, Ionosphere + Split Spectrum (Fattahi)  ● Learning outcome: Develop and understanding of the typical signatures of the troposphere and ionosphere in InSAR data, its spatial and temporal variability, wavelength dependence (or not), ways to estimate or model, and expected improvements.  ● Assessment: Execute the self-directed notebook and inspect the result  ● Evidence: 1-paragraph summary of the outcomes of running the notebook and how the student thinks it will influence InSAR modeling |
| 13:50-14:00 | Describe homework (Fattahi/ Agram)  Homework 1: Prepare some InSAR data for modeling  Self-directed: Troposphere + GACOS module |
| 14:00-14:15 | Group webcam picture |

**Thursday, Aug 26**

Overview of the day: Time-series theory, stack processing, ARIA tools

|  |  |
| --- | --- |
|  |  |
| 10:00-10:50 | 4.0 Review Day 3 homework results and problems encountered |
| 10:50-11:00 | Break |
| 11:00-11:50 | 4.1 Time-series theory (Agram)  ● Learning outcome: Develop an understanding of how multiple time samples of an image can be used to track time-dependent deformation, reduce noise in estimates, or both. Describe methods of time series, including SBAS, PS, and hybrid approaches  ● Assessment: Homework #1 on stack creation  ● Evidence: Homework results - final plots of baselines/time diagram, coherence matrices, etc. |
| 11:50-12:00 | Break |
| 12:00-12:50 | 4.2 Module: Interferogram stacks: Temporal-spatial statistical considerations (Bekaert)  ● Learning outcome: Drill down further in time-series to an understanding of what to expect if a stack of interferograms is presented to a time-series analysis package. This includes temporal coherence of individual PS scatterers and distributed scatterers, and how these considerations impact analysis.  ● Assessment: Homework #1 on stack creation  ● Evidence: Homework results - final plots of baselines/time diagram, coherence matrices, etc. |
| 11:50-12:00 | Break |
| 12:00-12:50 | 4.3 Interferogram stacks: Temporal-spatial statistical considerations (Bekaert) |
| 12:50-13:00 | Break |
| 13:00-13:50 | 4.4 Offset stack for velocity dynamics (Minchew) |
| 13:50-14:00 | Describe homework; ARIA Tools |

|  |  |
| --- | --- |
| Homework: | 4.5 ARIA tools – Cropping and Stitching InSAR products (Bekaert/All)  ● Learning outcome: Develop a facility for exploring the Get Ready For NISAR ARIA products at the ASF, downloading processing interferograms, and manipulating interferograms to create a stack ready for time-series analysis.  ● Assessment: Homework #1 on stack creation  ● Evidence: Homework results - final plots of baselines/time diagram, coherence matrices, etc. |

**Friday, Aug 27**

Overview of day: Using tools MintPy and ARIA

|  |  |
| --- | --- |
|  |  |
| 10:00-10:50 | 5.0 Review Day 4 homework results and problems encountered |
| 10:50-11:00 | Break |
| 11:00-11:50 | 5.1 Intro to MintPy (Fattahi/All)  ● Learning outcome: Develop an understanding of the capabilities of MintPy, expected inputs and possible outputs, and control parameters  ● Assessment: Final project that brings together everything in previous lectures, including a time series analysis using MintPy, followed by an inversion of a specific model for one or two interferograms in the stack. Could pick something like a dyke intrusion event, and analyze nearest pair and other pairs spanning the event and see how the models differ.  ● Evidence: Final project output - plots of derived deformation time function; model parameters derived for individual time-step. |
| 11:50-12:00 | Break |
| 12:00-12:50 | 5.2 Time Series Analysis with MintPy (Fattahi/All)  ● Learning outcome: Develop an intuition in running and examining the results from MintPy  ● Assessment: Final Project - see above  ● Evidence: Final Project Output - see above |
| 12:50-13:00 | Break |
| 13:00-13:50 | 5.3 Intro to preparing data for stack processing (Agram)   * Learning outcome: Learn how to prepare stacks from scratch, not relying on ARIA tools. * Assessment: Final Project - see above * Evidence: Final Project Output - see above |
| Self-directed | 5.4 Time Series Analysis with MintPy – Error analysis and noise reduction   * Learning outcome: Learn how to perform, visualize and export results from error analysis and perform filter operations * Assessment: Execute Sentinel Stack processing example and compare to cooked solution * Evidence: Submission of example notebook |