



**COURSES REVISED AND NEWLY CREATED BY
PARTNER P7 (GORNO-ALTAISK STATE
UNIVERSITY)**

Work Package 2



QUALITY ASSESSMENT CARRIED OUT BY EU PARTNERS (PARTNER P2: UNIVERSITY OF SALZBURG)

New course 1: “Sustainable Development of Mountain Territories”

| QUALITY ASSESSMENT |
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| <p>Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents</p> <ul style="list-style-type: none"> <i>Evaluation</i> The number of credits for lectures, practical sessions and self-learning is appropriate. Due to the high importance to acquire practical knowledge complementing the theoretical knowledge gained in-class in the sustainable development field, in order to create professionals able to deal with this important topic in practice, a high number of credits for practical sessions and self-learning is required. Practical knowledge is also especially important in master’s degrees. Moreover, a reflexive way of thinking, which is crucial for the attainment of sustainability, is much better developed through the participation in discussions, etc. than lectures; the reason why the higher number of ECTS attributed to discussions, etc. when compared to lectures is very positively valued. Thus, a high number of credits for practical sessions and self-learning ensures the education of highly capacitated and critical thinking professionals. We consider that this idea has been captured very well in the proposed course, with a high number of credits devoted to practical sessions and self-learning. <i>Strategies for improvement</i> None. Everything is deemed correct. |
| <p>Quality criteria 2: Total number of credit units in the course is correct and appropriate</p> <ul style="list-style-type: none"> <i>Evaluation</i> The total number of credits awarded is too low if a workload of approximately 108 hours is estimated. <i>Strategies for improvement</i> As 1 ECTS is equal to circa 28 hours, the course should either be awarded with 4 ECTS or the workload reduced to approximately 80 to 90 hours. We would especially recommend to increase the number of ECTS awarded, if possible. Otherwise, the number of hours should be more or less equally reduced for practical sessions and self-learning: a reduction in the workload given to the various self-learning tasks/ assignments would then be recommended. A possible strategy would be to mix the 3 assignments suggested together with the work related to the final paper, given their thematic closeness. As the number of hours devoted to lectures is low, a reduction in this category would not be acceptable; the high ratio of hours devoted to the acquisition of practical knowledge would still be kept. |
| <p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p> <ul style="list-style-type: none"> <i>Evaluation</i> The course is appropriately positioned in the curricula. Its positioning in the first year of MSc students majoring in Ecology and Environmental Management is deemed as appropriate, as this theme constitutes a basic thematic pillar for all future environmental professionals: basic knowledge on sustainable development and sustainability strategies. The location of the Gorno-Altai State University in a mountainous area justifies the necessary focus on mountainous regions of the course and the need to place this course in the first year of the master’s degree. Most specialised courses building on the contents of this course can thus afterwards be provided during the following semesters, in order to more deeply deal with specific topics related to sustainable development in mountainous environments. The acquisition of all basic knowledge required to follow the course needs to have already been offered to students during the bachelor’s degree. <i>Strategies for improvement</i> None. Everything is deemed correct. |
| <p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p> <ul style="list-style-type: none"> <i>Evaluation</i> |

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| <p>The designed tests and grading system is appropriate to support transferable skills in practice. This is clearly shown by the fact that the grade that students get is almost entirely derived from the quality of practical/ self-learning assignments. Only one theoretical question is posed to them during the final exam. The high relevance given to the acquisition of a practical perspective is very valuable to make the skills acquired transferable in practice. Here there are two aspects of the course which have to be stressed and that are considered as very well developed by the reviewers: 1) the carrying out of round tables and the invitation to local stakeholders to participate in these round tables; and 2) the designed assignments. The former not only enables to draw attention of local stakeholders on sustainable development, but can also be very enriching for students, as it can widen their practical perspective on sustainable development. The structure and topics of the latter can be very helpful to students for the development of sustainability analysis and proposals latter in their career. We value very positively how the assignments build on the previous ones (they are very well interrelated) and how they enable to learn on the analysis required to analyse the problems and suggest strategies for a more sustainable future.</p> <ul style="list-style-type: none"> • <i>Strategies for improvement</i> <p>None. Everything is deemed correct. We would only suggest to increase the weight that the 3 assignments suggested receive when calculating the final grade of the students, given the importance of such analyses in practice.</p> |
| <p>Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments helps gauge students understanding etc.</p> |
| <ul style="list-style-type: none"> • <i>Evaluation</i> <p>The prerequisites set up are relevant: the knowledge obtained during all the courses established as a prerequisite will substantially help students to better follow and easily understand the contents provided. Moreover, all knowledge set up as a prerequisite for the participation in the course is considered as necessary for any students wanting to attend a master in Ecology and Environmental Management, of which the course is part. Also the provision of learning materials online, with videos, presentations, etc. is very supportive for students, when it comes to undertake the course. On the other hand, the assessment methods suggested are deemed as very appropriate to evaluate the knowledge gained while participating in the course. On the other hand, the assessment methods suggested are deemed as very appropriate to evaluate the students practical and theoretical knowledge gained while participating in the course.</p> <ul style="list-style-type: none"> • <i>Strategies for improvement</i> <p>As we don't have access to the e-learning materials, as a passport is required to access them, we don't know whether the suggestions that we will mention here can be useful or not, as this all might have already been carried out. Again, everything looks really well thought and prepared. The only think we would suggest is to add additional complementary literature and interactive online practical exercises in the e-learning platform, so that all those students that are really interested on the topic and want to learn more can use these materials. It is also relevant that all courses established as a prerequisites should have taken place during a semester preceding the semester when the course is held, but we assume that this is already the case.</p> |
| <p>Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development</p> |
| <ul style="list-style-type: none"> • <i>Evaluation</i> <p>Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development. The highly interactive sessions are to be stressed. Through both theoretical and practical sessions all relevant theoretical and practical themes are covered for the acquisition of the promised learning outcomes and skills.</p> <ul style="list-style-type: none"> • <i>Strategies for improvement</i> <p>None. Everything is deemed correct.</p> |

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