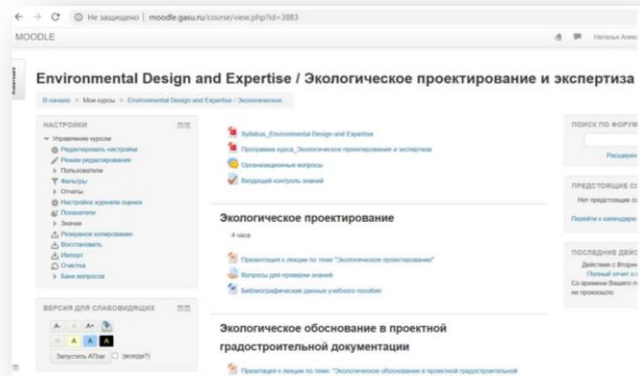


Outline

01. Course description and objectives
02. Assessment objectives
03. Questionnaire for students and its results
04. Questionnaire for a teacher and conclusions



01. The course "Environmental Design and Expertise" (3 ECTS) is intended for BSc in the field of training 05.03.06 "Ecology and Environmental Management" (4th year). The resource is designed to support a blended learning model using the GASU EEE (based on Moodle platform <http://moodle.gasu.ru/>). The course gives opportunity to understand the purpose of the environmental design and expertise, their role and place in the system of environmental management, and also to learn about their results in our country and abroad. Successful completion of the course will allow future ecologists and nature managers to apply acquainted knowledge in their practical work.

The aim of the course is to provide students with knowledge about the environmental design and expertise and to teach them using methods and principles of the environmental impact assessment.

The course objectives are:

- ✓ to introduce students to the methodology of carrying environmental expertise;
- ✓ to introduce to the history of development of the state environmental expertise in Russia and abroad; to introduce to the theory, methodology, and practices for environmental justification of economic and other types of activities at the phase of design and feasibility study;
- ✓ to provide insight into the legal and policy framework of the environmental design in the Russian Federation;
- ✓ to develop basic skills of expert work in geoecology.

02. The assessment was conducted in order to collect the students' comments and feedback about the course, compare them to the students' actual achievements, and carefully analyze obtained results to make necessary amendments to the course content or teaching methodology.

03. The questionnaire for students consisted of 15 questions. It was a fully anonymous paper-based survey. PDF copies of the completed questionnaires can be presented upon request. Totally 20 students out of 22 provided their feedback.

A. GENERAL EVALUATION OF THE COURSE

1. I was provided with sufficient information about the aims and the content of the course

- Absolutely agree – 65%
- Mostly agree – 35%
- Mostly disagree – 0%
- Absolutely disagree – 0%



2. The length of the course was optimal

- Absolutely agree – 40%
- Mostly agree – 60%
- Mostly disagree – 0%
- Absolutely disagree – 0%

3. Assess the level of complexity of this course

- The course was too complicated; my personal background knowledge was not sufficient to understand it – 0%
- The course was rather difficult, but well developed, allowing me to study it at the required level – 75%
- The course was quite easy, though some themes and the way they were taught aroused my interest – 25%
- The course was elementary; most information was familiar to me – 0%

4. Various forms and methods of teaching were used in this course

- Absolutely agree – 60%
- Mostly agree – 40%
- Mostly disagree – 0%
- Absolutely disagree – 0%

5. The course was interesting and useful for the further development of your skills as a (future) professional

- Absolutely agree – 55%
- Mostly agree – 45%
- Mostly disagree – 0%
- Absolutely disagree – 0%

6. What is your overall assessment of the course?

- Excellent – 65%
- Good – 35%
- Not good enough – 0%
- Satisfactory – 0%

B. EVALUATION OF THE COURSE CONTENT

7. Which theme(s) was the most interesting? (only the themes indicated by the students are listed below)

- State environmental expertise – 10%
- Environmental design – 20%
- Engineering and environmental studies – 20%
- Environmental assessment of technologies – 15%

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- A legal framework of environmental design and expertise – 15%
- European and Russian experience in conducting the expertise of largescale projects – 5%
- Environmental impact assessment – 5%
- All themes were equally interesting – 10%

8. Which theme(s) was the most difficult for understanding? (only the themes indicated by the students are listed below)

- A legal framework of environmental design and expertise – 30%
- State environmental expertise – 15%
- Engineering and environmental studies – 5%
- Environmental justification in the town planning documentation – 5%
- Environmental assessment of technologies – 5%
- Environmental design – 5%
- Environmental impact assessment – 5%
- None – 30%

9. Which practical task(s) was the most interesting? (only the tasks indicated by the students are listed below)

- All tasks were interesting – 10%
- Implementation of the Matrix method for the assessment of impact of economic activities on the environment – 25%
- Calculation of pollutants released into the atmosphere - 50%
- Step-by-step scheme of environmental impact assessment – 15%

10. Which practical task(s) was the most difficult to perform? (only the tasks indicated by the students are listed below)

- Implementation of the Matrix method for the assessment of impact of economic activities on the environment – 15%
- All tasks where calculations should be done – 25%
- Step-by-step scheme of environmental impact assessment – 5%
- All tasks were feasible – 55%

11. Which tools and learning materials presented in the Moodle do you consider most useful for you in the process of blended learning (concerning this course)?

- PowerPoint Presentations – 10%
- Video lectures
- Preparation materials for seminars and practical assignments – 15%
- Examples of calculations – 20%
- Tests
- Reference materials (links to official normative documents and additional literature) – 5%
- All of the above-mentioned – 60%

12. Does the Moodle platform help to improve the organization and control of the learning process?

- Yes, it does – 70%
- It does not affect the organization and control of the educational process – 30%

13. How effective do you think the use of video lectures in a blended learning model is as compared to traditional ones?

- Very effective, as it allows listening to them at your own pace and several times (if necessary) – 0%
- Proved to be an effective substitute for traditional lectures, though the students were deprived of the opportunity to ask clarifying questions directly during the lecture – 40%
- Do not exceed traditional lectures in their efficiency – 60%

14. Does this course require improvement? If so, in what part?



- Yes, it does – 5% (more time for performing calculation tasks)
- No, it does not – 95%

15. Do you have any wishes or recommendations concerning this course?

- Only 50 % answered this question, but all their answers were positive (interesting and very useful course, quite difficult, but interesting; excellent; everything was good, ect.)

04. The questionnaire for the teacher/course developer (Olga Zuravleva) consisted of 12 questions and was filled out after receiving and analyzing student's feedback.

1. What is your overall assessment of the course?

- Excellent
- Good
- Not good enough
- Satisfactory

2. How does this revised course differ from the original one?

All topics have been revised and updated. New information regarding the European and Russian experience in conducting the expertise of large-scale projects has been added. The logic of decision-making on investment projects is analyzed and the specifics of environmental impact assessment in different countries are studied. The cases on matrix method for the assessment of impact of economic activities on the environment, methods and tools of the environmental expertise, and schemes of environmental impact assessment have been included. The course has been changed by more than 35%.

3. Does the revised content of this course contribute to a more efficient process of acquiring the competencies provided by the Curriculum?

- Yes, it does
- Yes, but not to a large extent
- Efficiency is the same

4. How do you assess the impact of the online module for self-study on the process of teaching students this new course?

- There were significant advantages, including increased interest in the course and the quality of learning in general compared to traditional courses
- Despite general interest in the course the students did not show due responsibility while studying online module
- The students studied online module with greater interest
- Had no impact (did not differ significantly from traditional courses)

5. The effectiveness of the new course has increased in terms of ...

- Improvement in perception level (interest) of the course material by students
- Improvement of a student involvement degree in the learning process
- Improvement in the methodology for monitoring students' assignments
- Improvement of students' study of the course sections (modules) intended for self-study

6. What methodological aspects of the new course do you find most useful?

- Blended learning model
- Support for individual learning paths
- Availability of feedback from students during the course
- Possibilities of using Moodle tools

7. Which teaching materials (themes, practical tasks) were the most interesting for the students and contributed to a more efficient process of acquiring the required competencies?

Almost all teaching materials were in demand in the learning process and all theoretical themes were equally interesting. As for the practical assignments, the greatest interest was expressed in various calculation tasks.

8. Which teaching materials (themes, practical tasks) were the most difficult for the students to understand/perform?

Students experienced the greatest difficulties when studying the regulatory framework for environmental design and expertise. That was mainly due to the need to memorize and structure a large amount of legal information.

9. Which tools and learning materials presented in the Moodle were mostly demanded in the process of blended learning (concerning this course)?

- PowerPoint Presentations
- Video lectures
- Preparation materials for seminars and practical assignments
- Examples of calculations
- Reference materials (links to official normative documents and additional literature)

10. Does the Moodle platform help to improve the organization and control of the learning process?

- Yes, it does
- It does not affect the organization and control of the educational process

11. How effective do you think the use of video lectures in a hybrid learning model is as compared to traditional ones?

- Very effective, as it allowed students to listen to them at their own pace and several times (if necessary)
- Proved to be an effective substitute for traditional lectures, though the students were deprived of the opportunity to ask clarifying questions directly during the lecture
- Do not exceed traditional lectures in their efficiency, but require special conditions and equipment to produce high quality videos

12. Does this course require improvement? If so, in what part?

- Yes, it does. Some changes should be made with regard to teaching legal framework of environmental design and expertise. Next year it is planned to restructure the presentation of theoretical material and pay more attention to the quality of mastering this topic by the students.
- No, it does not.