

A. GENERAL EVALUATION OF THE COURSE

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

- Absolutely agree – 80%
- Mostly agree – 20%
- Mostly disagree – 0%
- Absolutely disagree – 0%

2. The length of the course was optimal

- Absolutely agree – 50%
- Mostly agree – 50%
- 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 – 80%
- The course was quite easy, though some themes and the way they were taught aroused my interest – 20%
- 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 – 50%
- Mostly agree – 50%
- 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 – 70%
- Mostly agree – 30%
- Mostly disagree – 0%
- Absolutely disagree – 0%

6. What is your overall assessment of the course?

- Excellent – 50%
- Good – 50%
- Not good enough – 0%
- Satisfactory – 0%

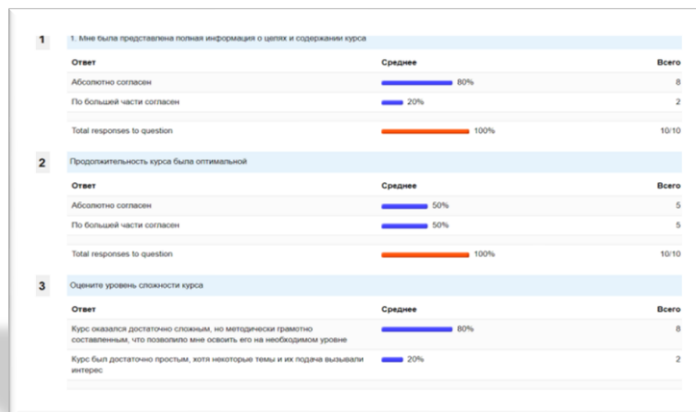
B. EVALUATION OF THE COURSE CONTENT

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

- State environmental expertise – 40%
- Engineering and environmental studies – 20%
- Environmental impact assessment – 20%
- All themes were equally interesting – 20%

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 – 20%
- Engineering and environmental studies – 20%
- Environmental justification in the town planning documentation – 10%



- Environmental assessment of technologies – 10%
- Matrix method for the assessment of impact of economic activities on the environment – 10%
- None – 30%

7	Какие из предложенных тем вызвали у Вас наибольший интерес	Респондент	Ответ
		Детгарев Андрей Николаевич	ГЭЭ
		Ебенцова Камела Борисовна	Экологическая экспертиза
		Ержанова Нургуль Асановна	Инженерно-экологическое и
		Зырянов Борис Васильевич	Все темы понемногу
		Линьков Дмитрий Владимирович	Оценка воздействия на окр
		Ойношева Анастасия Адулчановна	ОВОС
		Олейник Екатерина Евгеньевна	Все очень познавательны
		Осинцева Полина Олеговна	Экологическая экспертиза
		Савеланов Никита Васильевич	Инженерно-экологическое и
		Шук Татьяна Александровна	Экологическая экспертиза
		Total responses to question	10/10

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

- All tasks were interesting – 20%
- Implementation of the Matrix method for the assessment of impact of economic activities on the environment – 20%
- Calculation of pollutants released into the atmosphere - 50%
- Air pollution index calculation – 10%

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 – 40%
- All tasks where calculations should be done – 30%
- None - 30

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 - 0%
- Preparation materials for seminars and practical assignments – 20%
- Examples of calculations – 30%
- Tests – 10%
- Reference materials (links to official normative documents and additional literature) – 0%
- Questions for self-control – 0%
- All of the above-mentioned – 30%

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

- Yes, it does – 80%
- It does not affect the organization and control of the educational process – 20%

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) – 10%
- 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 – 50%
- Do not exceed traditional lectures in their efficiency – 40%

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

- Yes, it does – 10% (but no other comments)
- No, it does not – 90%

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

- 90% of students liked the course

15	Дополнительные комментарии и пожелания	Респондент	Ответ
		Дегтярев Андрей Николаевич	интересный и доступный
		Ебечикова Камилла Борисовна	Все отлично
		Ержанова Нургуль Асановна	Спасибо!
		Зырянов Борис Васильевич	Все было хорошо
		Линьков Дмитрий Владимирович	Все отлично
		Ойношова Анастасия Адуциновна	-
		Олейник Екатерина Евгеньевна	Все было изумительно
		Осицкая Полина Олеговна	все отлично!
		Сметанин Никита Васильевич	Все хорошо
		Шук Татьяна Александровна	Курс понравился.
		Total responses to question	10/10

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. Were there any changes made to the course compared to its initial variant taught in 2018-2019 academic year?

During the second year of this course approbation some changes were made with regard to teaching legal framework of environmental design and expertise. The presentation of theoretical material was restructured and more attention was paid to the quality of mastering this topic by the students. Due to COVID-19 the entire course was taught online.

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?

"Forced" distance learning ensured the demand for all online teaching materials. The theme "State environmental expertise" was the most interesting for 40% of students. 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?

The revision of the course helped improving the general understanding of the theme "Legal framework of environmental design and expertise," which turned out to be the most difficult last year. Judging by the students' feedback and their individual achievements, this year there is no one specific theme difficult for understanding. Additional explanations were required for different themes, depending on the students' individual perception.

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
- Tests
- 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.
- No, it does not.