



**COURSES REVISED AND NEWLY CREATED BY
PARTNER P6 (SIBERIAN FEDERAL
UNIVERSITY)**

Work Package 2



QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P3: ESTONIAN UNIVERSITY OF LIFE SCIENCES)

Course revised: "Plant Ecology"

QUALITY ASSESSMENT
<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 in-class activities and independent work is appropriate. Due to the importance to acquire theoretical and practical knowledge, is important to consider the differences of learning process between students. The variety of techniques, in-class activities (round-tables and discussion) and e-learning, gives to students the possibility to think in different ways, and create a relationship between them, maximizing student learning and outcomes in order to create professionals able to deal with different situations in practice. <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 credit units is too low if a workload of approximately 108 hours is estimated. <i>Strategies for improvement</i> Considering the estimated hours, the course should either be awarded with 4 ECTS or the workload reduced to approximately 80 to 90 hours. Given the content of the course distributed among theoretical session and self-learning, we would strongly recommend to increase the number of ECTS awarded to 4, if possible, rather than reducing the workload associated to the course.
<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 second year of BSc students majoring in Ecology and Environmental Management. The students should have basic understanding in general ecology, anatomy and morphology of plants and math. This basis is necessary to attend the content of the course. The content is appropriate for the second year once its requires some basic understanding on ecology, plant physiology and basic math, which has to be previously acquired during the first years of the bachelor's degree. <i>Strategies for improvement</i> Due to the last topic proposed, <i>Mathematical modelling in plant ecology</i>, math should be required. We must, however, say that we don't know whether this other theme is taught in the first year.
<p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p> <ul style="list-style-type: none"> <i>Evaluation</i> The designed tests and grading system is appropriate to support transferable skills in practice. The weight given to control testing is 10% while participation in class discussion an seminars, groups assignments, individual presentation and common project presentation is 20% each test. The high relevance given to the acquisition of a practical perspective including individual presentation and group assignments is very important to evaluate individual and group outcomes to make the skills acquired transferable in practice. <i>Strategies for improvement</i> We only have some minor suggestions, as the general idea has been very well developed. Our concern relates to mathematical modelling in plant ecology. The assignment proposed should have a practical vision offered to students. They should be able to understand the importance and utility in this topic but, it is not included in any kind of evaluation proposed.

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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.
<ul style="list-style-type: none">• <i>Evaluation</i> The prerequisites set up are relevant and we would suggest add math: the knowledge obtained during all the courses established as a prerequisite will substantially help students to better follow and easily understand the contents provided. Also the provision of learning materials online, with videos, presentations, etc., beside sharing their own outcomes such as presentations and assignments, is very supportive for students, when it comes to undertake the course.• <i>Strategies for improvement</i> We would suggest more is additional literature and supportive material, so all those students who are interested on the topic can have more options to learn the topic. It is also relevant that all courses established as prerequisites, including the one suggested, should have taken place during the first year when the course is held, but we assume that this is already the case.
Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development
<ul style="list-style-type: none">• <i>Evaluation</i> Theory/independent work-oriented components are sufficient to cater the learning outcomes and skills proposed by the course. Some of the lectures are excessively overload in terms of content for the given time. The only issue detected is the limited literature available and the amount of content given in 3 ECTS.• <i>Strategies for improvement</i> The strategies suggested are pointed out under the previous quality criteria.