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: "SOIL BIOLOGY"

QUALITY ASSESSMENT
Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents
• *Evaluation* As this is an optional course, the arrangement of lectures, seminars, group work, and independent work is reasonable and balanced. It will be able to effectively provide the correct framework for the progress of courses and teaching plans. At the same time, it also provides students with appropriate opportunities to actively participate in discussions. The number of teaching sessions, practical activities, and self-learning units correspond with the teaching goals and contents. We believe that this idea has been well reflected in the proposed curriculum, and credit units are also designed to match the goals and content with various corresponding multi-evaluation methods. • *Strategies for improvement* No more suggestions. Everything is correct and feasible.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
• *Evaluation* If the estimated overall workload is 108 hours, the total number of credits awarded is relatively low. • *Strategies for improvement* According to the European Credit Transfer System, 1 ECTS can be acquired to 26 academic hours. As the study schedule of the course plan shows, participants should be awarded 4 ECTS, or the overall workloads should be reduced to about 80 hours. In the view of the proper allocation of the credit units in this course between lectures, practical courses, and self-study, we strongly recommend increasing the number of ECTS to 4 instead of reducing the workload related to the course. If this suggestion cannot be reached, it may be possible to reduce part of the course content, or the hours of independent work.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
• *Evaluation* The positioning of this course in Curricula is appropriate. Soil biology is a relatively high-intensity course, which requires a certain degree of a soil science foundation and a moderate connection with microbiology, plant, and animal ecology. As a BSc course in Ecology and Geography, it is reasonable in terms of prerequisites. Therefore, we believe that the progressive level of difficulty is suitable. In addition, the composition continuity of the objectives and learning content, cohesion, and integration is up to par. • *Strategies for improvement* No more suggestions. Everything is deemed correct.
Quality criteria 4: Tests are suitable and appropriate to support transferable skills
• *Evaluation* In general, tests are suitable and appropriate to support transferable skills in this course. In terms of the course grading system, 60% comes from the seminars, students' personal performance, and group assignments. An additional 20% comes from e-learning, and 20% comes from the final presentation. Theoretical and practical knowledge is more beneficial and valuable when acquired over a long period. Therefore, the grade proportion is adequate.

• *Strategies for improvement* We have only one suggestion. Perhaps as part of the seminars, spot tests or questionnaires could be administered to ensure students keep up with the coursework, and any potential problems can be rooted out. In addition, these methods could also be utilized to promote more interaction during seminars.
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.
• *Evaluation* The prerequisites for this course are concise and relevant. The knowledge required for this course will give them a better understanding of what to expect, and prepare them for the coursework. We assume that most prerequisites should have been completed in the previous semester to this course to give students a sense of continuity. • *Strategies for improvement* The course description briefly mentions climate change and greenhouse gases. Since many of the topics covered throughout the course have some effect on major issues of today (such as climate change), perhaps more emphasis could be placed on policies, threats and interventions when it comes to soil biology. These additional ideas will provide students with more practical and meaningful exposure to these issues, given the relevance of these issues. However, these might be out of the scope of this course.
Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development
• *Evaluation* In terms of learning outcomes and skills development, the theory/practice components are sufficient and balanced enough. In addition, course workload, seminars and assignments cover most topics required for a broad understanding and improvement of knowledge for all participants. In addition, the arrangement of alternating between lectures and seminars is outstanding. It creates a more dynamic environment and flexible interaction between participants. • *Strategies for improvement* We have one small suggestion. Perhaps part of seminars can be devoted to igniting discussions or debates surrounding practical and tangible issues surrounding the topic in real-world situations, as we mentioned in criteria 5.