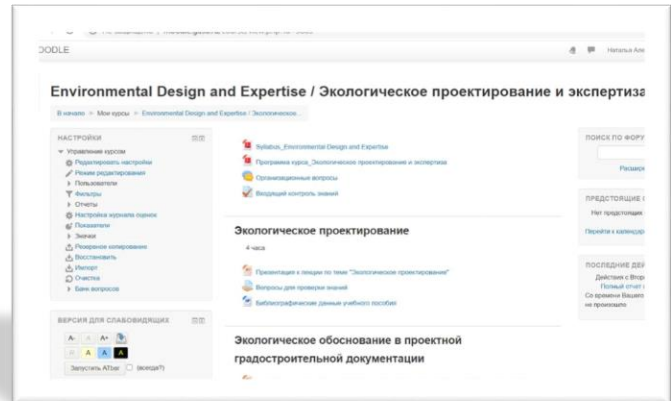


Outline

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.

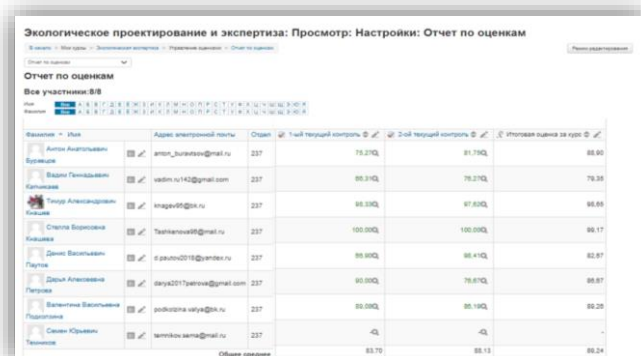
The aim of the course is to provide students with knowledge about the environmental design and expertise and to teach them using methods and principles of the environmental impact assessment.

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 see if the amendments made to the course after its first implementation in 2nd semester of 2018-2019 academic year and proved to have positive effect in 2019-2020 academic year (see previous quality assessment reports) were sufficient enough for teaching this course or some other changes should be made to its content or teaching methodology.

03. The questionnaire for the students was posted on the course page and consisted of 15 questions and. Totally 7 students out of 8 provided their feedback. The questionnaire was not anonymous, as it was very important for the teacher to compare the student's feedback with their individual achievements.



Имя	Оценки	Среднее
Антон Александрович Боровиков	75,21%	81,75%
Владим Геннадьевич Киселев	80,31%	79,27%
Игорь Александрович Киселев	80,31%	87,80%
Степан Валентинович Киселев	100,00%	100,00%
Данил Валентинович Лепин	88,89%	88,41%
Дарья Александровна Лепина	80,00%	79,87%
Валентина Валентиновна Лепина	80,00%	80,19%
Светлана Юрьевна Мельникова	-	-
Общие средние	83,70%	85,13%

A. GENERAL EVALUATION OF THE COURSE

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

- Absolutely agree – 71%
- Mostly agree – 29%
- Mostly disagree – 0%
- Absolutely disagree – 0%

2. The length of the course was optimal

- Absolutely agree – 86%
- Mostly agree – 14%
- 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 – 100%
- The course was quite easy, though some themes and the way they were taught aroused my interest – 0%
- 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 – 71%
- Mostly agree – 29%
- 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 – 57%
- Mostly agree – 43%
- Mostly disagree – 0%
- Absolutely disagree – 0%

6. What is your overall assessment of the course?

- Excellent – 57%
- Good – 43%
- Not good enough – 0%
- Satisfactory – 0%

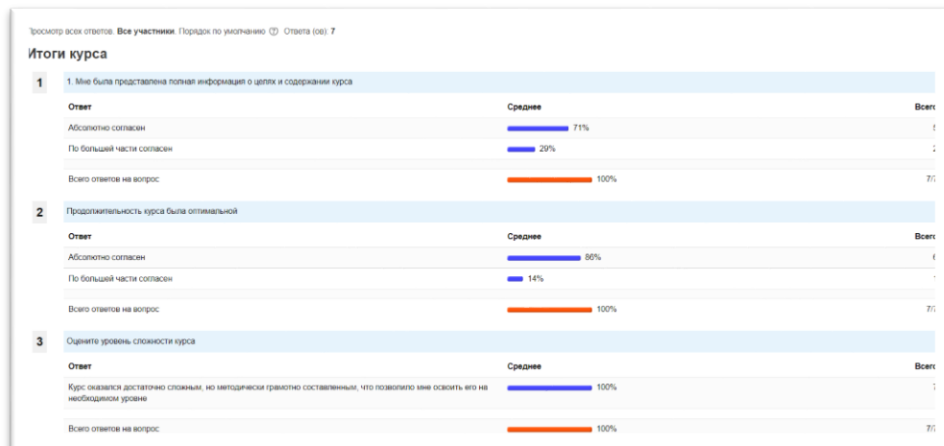
B. EVALUATION OF THE COURSE CONTENT

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

- Requirements to new technologies – 14%
- Environmental impact assessment – 14%
- All themes were equally interesting – 57%
- No answer – 14%

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 – 14%



- All themes were equally difficult – 43%
- Environmental justification in the town planning documentation – 14%
- Matrix method for the assessment of impact of economic activities on the environment – 14%
- No answer – 14%

8 Освоение каких тем вызвало наибольшие трудности?	
Респондент	Ответ
Бурявцов Антон Анатольевич	Требования к экологическому обоснованию градостроительной и проектной документации
Калчижаев Вадим Геннадьевич	В целом темы одинаковы по сложности для усвоения
Кнашев Тимур Александрович	Все темы одинаково сложные
Кнашева Степла Борисовна	Все темы одинаково сложные
Паутов Денис Васильевич	-
Петрова Дарья Алексеевна	законодательная база
Подколзина Валентина Васильевна	Матричный метод оценки воздействия на окружающую среду хозяйственной деятельности
Всего ответов на вопрос	7/7

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

- All tasks were interesting – 57%
- Calculation of pollutants released into the atmosphere - 29%
- No answer – 14%

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 – 29%
- All tasks where calculations should be done – 14%
- All tasks were feasible – 43%
- No answer – 14%

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 – 29%
- Video lectures - 29%
- Preparation materials for seminars and practical assignments – 57%
- Examples of calculations – 71%
- Tests – 14%
- Reference materials (links to official normative documents and additional literature) – 57%
- Questions for self-control – 0%
- All of the above-mentioned – 29%

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

- Yes, it does – 86%
- It does not affect the organization and control of the educational process – 14%

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) – 29%
- 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 – 29%
- Do not exceed traditional lectures in their efficiency – 43%

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

- Yes, it does – 14% (the actual answer is "maybe" and no other comments)
- No, it does not – 86%

Требуется ли на Ваш взгляд данный курс дальнейших доработок? Если да, то в какой части?	
Респондент	Ответ
Буравцов Антон Анатольевич	Нет, не требует
Капчикаев Вадим Геннадьевич	Не требует
Кнашев Тимур Александрович	Не требует
Кнашева Стелла Борисовна	Не требует
Паутов Денис Васильевич	может быть
Петрова Дарья Алексеевна	нет
Подколзина Валентина Васильевна	нет
Всего ответов на вопрос	
7/7	

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

- 14 % (1 student) – no answer
- 86% of students liked the course:
 - Thank you for this course; hope this knowledge will help me in my future work.
 - The course was very interesting.
 - Thank you for your hard work. Everything was fascinating and interesting!

Дополнительные комментарии и пожелания	
Респондент	Ответ
Буравцов Антон Анатольевич	Никаких
Капчикаев Вадим Геннадьевич	Спасибо за данный курс, надеюсь эти знания в дальнейшем мне помогут в моей будущей профессии специалиста
Кнашев Тимур Александрович	Мне было интересно пройти этот курс
Кнашева Стелла Борисовна	Мне было интересно пройти этот курс, спасибо , надеюсь в дальнейшем мне помогут эти знания в моей будущей профессии
Паутов Денис Васильевич	-
Петрова Дарья Алексеевна	мне было интересно проходить этот курс
Подколзина Валентина Васильевна	Благодарю Вас за не легкий труд, всё увлекательно и интересно!*
Всего ответов на вопрос	
7/7	

04. The questionnaire for the teacher/course developer (Olga Zuravleva) consisted of 12 questions and was filled out after receiving and analyzing students' 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 variant taught in 2019-2020 academic year?

No changes have been made. All the teaching and learning materials included in the course are sufficient enough for any form of study: traditional face-to-face lectures and practical classes with some online modules, entirely online or hybrid format, which proved to be very effective, when some students from the group had to isolate themselves due to COVID-19.

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). *Taking into account the situation with COVID-19 students are getting used to study either entire courses or separate modules online, but miss face-to-face communication.*

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 and AFTER 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?

This year the majority of students noted that all themes and all practical assignments were equally interesting. Like last year, much interest was also expressed in various calculation tasks.

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

Judging by the students' feedback and their individual achievements, this year there was no one specific theme difficult for understanding and most practical tasks were feasible.

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. The course is structured very well and can be used for any form of study (face-to-face, online and hybrid), which is proved by the students' achievements.