



# Course presentation

# A Special Course in a Foreign Language\*

## (new, optional)

\* based on the MOOC “Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services”

\*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



The electronic resource is designed to support the training course “A Special Course in a Foreign Language” (2 ECTS).

The resource is intended for BSc in the field of training 05.03.06 Ecology and Environmental Management and 05.04.02 Geography.

It is designed to support a blended learning model using the GASU EEE (based on Moodle platform moodle.gasu.ru) and is based on the MOOC “Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services” launched under the SUNRAISE project in 2020.

This optional course is aimed at developing students’ competence for professional communication in English on the issues of sustainable development and ecosystem services.

Total number of students taught in 2020 /2021 academic year - 8

**A Special Course in a Foreign Language**  
**Спецкурс на иностранном языке**

рабочая программа дисциплины (модуля)

**syllabus**

Закреплена за кафедрой: кафедра иностранных языков и методики преподавания

Учебный план: 05.03.06\_2017\_237.plx **Group number 237**  
05.03.06 Экология и природопользование  
Природопользование **Ecology and Environmental Management**

Квалификация: **Бакалавр**

Форма обучения: **очная**

Общая трудоемкость: **2 ЗЕТ 2 ECTS**

Часов по учебному плану: 72

в том числе:

|                        |      |
|------------------------|------|
| аудиторные занятия     | 36   |
| самостоятельная работа | 27   |
| часов на контроль      | 8,85 |

Виды контроля в семестрах:  
зачеты 7

**Распределение часов дисциплины по семестрам**

| Семестр<br>(-<Курс>-;<Семестр на курсе>) | 7 (4.1) |       | Итого |       |
|--|---------|-------|-------|-------|
|  | уп      | ип    | уп    | ип    |
| Неделя                                   | 13 1/6  |       |       |       |
| Вид занятий                              | уп      | ип    | уп    | ип    |
| Практические                             | 36      | 36    | 36    | 36    |
| Контроль                                 | 0,15    | 0,15  | 0,15  | 0,15  |
| Итого ауд.                               | 36      | 36    | 36    | 36    |
| Контактная работа                        | 36,15   | 36,15 | 36,15 | 36,15 |
| сам. работа                              | 27      | 27    | 27    | 27    |
| часы контроль                            | 8,85    | 8,85  | 8,85  | 8,85  |
|  | 72      | 72    | 72    | 72    |



## Aims and objectives

The aims of the course are to develop students' competence for professional communication in English language and provide them with basic knowledge about the ecosystem services and the role they play in the sustainable development of mountain territories.

The key course objectives are:

- students will study new professional terms in English and their Russian equivalents;
- students will develop their skills to participate in professional discussions in English;
- students will be introduced to general characteristics of mountain territories;
- students will study the specific features of mountain biodiversity and the factors it is caused by;
- students will gain an understanding of global significance of mountain territories;
- students will be introduced to the concept of ecosystem services and history of its development;
- students will study the types of ecosystem services;
- students will study the types and methods of valuation of ecosystem services;
- students will gain an understanding of key threats to mountain ecosystem services and the way they can be restored.



## General learning outcomes

By the end of the course, successful students will:

- be able to communicate on professional topics covered in this course in English to both specialist and non-specialist audiences, in particular:
  - be aware of SDGs, their targets and indicators;
  - be able to describe the general characteristics of mountain landscapes and climate and the way they are formed;
  - be aware of natural and man-caused disasters that occur in the mountains;
  - understand the reasons for high biodiversity in mountain areas;
  - understand the concept of the “biodiversity hotspots”;
  - recognize the global significance of mountain natural and cultural resources;
  - understand the advantages of alternative energy development in mountain areas;
  - be aware of the concept of ecosystem services and history of its development;
  - be able to list the types (categories) of ecosystem services and define their “components”;
  - be able to describe the role of mountain territories in the provision of ecosystem services;
  - be able to define the value of ecosystem services;
  - be able to choose the methods for valuation of a particular ecosystem service;
  - have the ability to gather and interpret data for identifying threats to mountain ecosystem services; and
  - be aware of possible methods for restoration of ecosystem services.





The course is available on the GASU Moodle

<http://moodle.gasu.ru/course/view.php?id=6608#section-8>

As the course is based on the MOOC “Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services” some educational materials and tasks are located at

<http://sunraise.gasu.ru/?lang=en>

## Course contents

- Introduction;
- Theme 1. General Characteristics of Mountain Territories;
- Theme 2. Biological Diversity of Mountain Territories;
- Theme 3. Global Significance of Mountain Territories.;
- Theme 4. Ecosystem Services: Essence and History of Development.;
- Theme 5. Economic Valuation of Ecosystem Services;
- Theme 6. Threats to Mountain Ecosystem Services and Their Restoration.

**A SPECIAL COURSE IN A FOREIGN LANGUAGE**



There has been developed a special textbook for this course that includes texts for reading from the MOOC “Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services,” additional questions for self-control, and various communicative exercises and tasks.

[http://elib.gasu.ru/index.php?option=com\\_abook&view=book&id=3539:975&catid=35:inostrannye-yazyki&Itemid=180](http://elib.gasu.ru/index.php?option=com_abook&view=book&id=3539:975&catid=35:inostrannye-yazyki&Itemid=180)

INTRODUCTION

1. Answer the following questions. Then, watch the [Video](#) and check if your answers are correct:

1. What is Sustainable Development?
2. When did the concept of sustainable development appear for the first time?
3. What is the aim of the [Brundtland Report](#)? Under what name is it also known?
4. What are the three essential pillars of sustainable development?

Source: Sustainability & Social Justice Popular Education

2. Read the text and answer the questions:

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. They were born at the [United Nations Conference on Sustainable Development](#) in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.

3

Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services

Горно-Алтайск  
2020

With the support of the Erasmus+ Programme of the European Union

Учебное пособие разработано для дисциплины «Спецкурс на иностранном языке» и предназначено для студентов естественнонаучных специальностей обучающихся по направлениям подготовки 05.03.06 «Экология и природопользование» и 05.03.02 «География».

Пособие разработано на основе массового открытого онлайн курса “Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services” (<http://sunraise.gasu.ru/>), который является его неотъемлемой частью, и подготовлено в рамках проекта EC 586335-EPP-1-2017-1DE-EPPKA2-SBHE-JP «SUNRAISE: Sustainable Natural Resource Use in Arctic and High Mountainous Areas» Программы Erasmus +.

Проект реализовывался при финансовой поддержке Европейской Комиссии. Публикация отражает только взгляды авторов, и Комиссия не несёт ответственности за использование содержащейся в ней информации.





## The course includes

- Entrance test;
- Video lectures
- Texts for reading and discussion;
- Presentations;
- Practical assignments;
- Additional vocabulary and communicative exercises;
- Tasks in the format “Check yourself”;
- Tests.

### Практические задания \_Practical assignments

- Individual projects \_ Sustainable Development Goals (presentations)
- Group projects \_Treats to Ecosystem Services and Their Restoration (presentations)
- Additional exercises \_Theme 1
- Additional exercises \_Theme 2
- Additional exercises \_Theme 3
- Additional exercises \_Theme 4
- Additional exercises \_Theme 5
- Additional exercises \_Theme 6

### Задания в формате "Check yourself"

- Lecture 1\_Check yourself
- Lecture 2\_Check yourself
- lecture 3\_Check yourself
- Lecture 4\_Check yourself
- Lecture 5\_Check yourself
- Lecture 6\_Check yourself

### Лекции \_Lectures

INTRODUCTION



Theme 1\_GENERAL CHARACTERISTICS OF MOUNTAIN TERRITORIES



Theme 2\_BIOLOGICAL DIVERSITY OF MOUNTAIN TERRITORIES



### Спецкурс на иностранном языке (английский)

В начало ▶ Мои курсы ▶ Спецкурс ИЯ

Syllabus\_ A Special Course in a Foreign Language (English)

Аннотация рабочей программы дисциплины\_Summary of the syllabus in Russian

Аннотация рабочей программы дисциплины

Методические указания по освоению дисциплины\_ Methodological guidelines

Методические указания по освоению дисциплины

Co-funded by the Erasmus+ Programme of the European Union



Each topic of this course starts with a short introductory video or a video lecture from the MOOC followed by communicative exercises

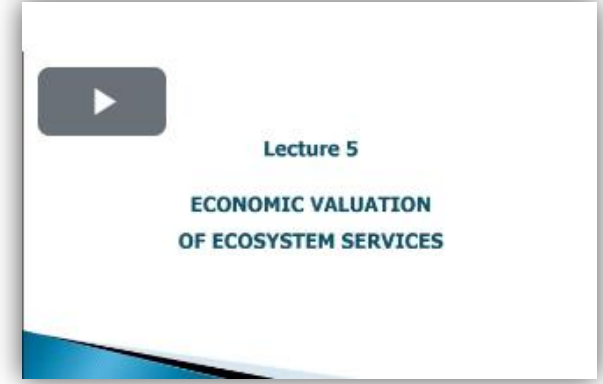
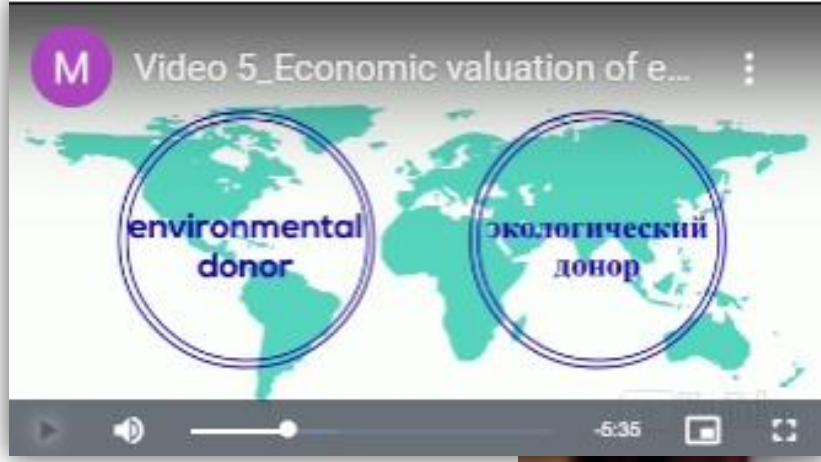


**INTRODUCTION**  
Нажмите на ссылку <https://www.acciona.com/sustainable-development/>, чтобы открыть ресурс.

Theme 5\_ECONOMIC VALUATION OF ECOSYSTEM SERVICES



**Theme 5\_ECONOMIC VALUATION OF ECOSYSTEM SERVICES**  
Нажмите на ссылку <http://sunraise.gasu.ru/course/view.php?id=7>, чтобы открыть ресурс.



**A SPECIAL COURSE IN A FOREIGN LANGUAGE**





# Then, students work independently with the texts of lectures and perform tasks "Check yourself" and additional vocabulary exercises:

### Практически задания \_Practical assignments

- Individual projects \_ Sustainable Development Goals (presentations)
- Group projects \_Treats to Ecosystem Services and Their Restoration (presentations)
- Additional exercises \_Theme 1
- Additional exercises \_Theme 2
- Additional exercises \_Theme 3
- Additional exercises \_Theme 4
- Additional exercises \_Theme 5
- Additional exercises \_Theme 6

|                  |  |
|------------------|--|
| 1 avalanche      | A – a volcano that is formed as result of repeated spills of lava  |
| 2 mudflow        | B – is the shaking of the surface of the Earth   |
| 3 landslide      | C – a mass of snow that slides rapidly down an inclined slope  |
| 4 earthquake     | D – an extended mass of ice formed from snow falling and accumulating over the years moving very slowly      |
| 5 natural hazard | E – an occasion when a volcano explodes, and flames and rocks come out of it                                 |
| 6 shield volcano | F – the ridge or crest line that separates waters flowing to different rivers, basins, or                    |
| 7 eruption       | G – flow of water that contains large amounts of suspended particles and silt                                |
| 8 glacier        | H – step that extends along the side of a valley and represents a former level of the valley floor           |
| 9 watershed      | I – is a natural phenomenon that might have a negative effect on humans and other animals or the environment |
| 10 river terrace | J – the movement downslope of a mass of rock, debris, earth, or soil   |

4. Divide the given words into groups of antonyms: direct, reflection, destruction, low, infernal, foot, to increase, indirect, downwind, top, extreme, decrease, absorption, upwind, high, formation

5. Fill in the gaps with the words and word combinations given below:

|                 |                  |                |                  |
|-----------------|------------------|----------------|------------------|
| 1 volcano       | 6 decrease       | 11 steep slope | 16 avalanche     |
| 2 earth surface | 7 watershed      | 12 compression | 17 volcanic ash  |
| 3 glaciation    | 8 mountain range | 13 snow line   | 18 Landslides    |
| 4 fragile       | 9 caves          | 14 shield      | 19 precipitation |
| 5 crest         | 10 terraces      | 15 altitude    | 20 increases     |

- It is dangerous to climb up a \_\_\_\_\_.
- A \_\_\_\_\_ is an area of high ground which divides two or more river systems, so streams on one side flow into one river and those on the other side flow into a different river.
- The eruption of a \_\_\_\_\_ is spontaneous.
- \_\_\_\_\_ levels in the desert are very low since it doesn't rain much there.
- There were at least six cold periods with \_\_\_\_\_ somewhere on the earth.
- Two skiers were killed in the \_\_\_\_\_.
- There is a \_\_\_\_\_ called the Alps.
- With increase in \_\_\_\_\_ temperature drops.
- The \_\_\_\_\_ system is a complicated system which includes geosphere, atmosphere, hydrosphere and biosphere.
- The \_\_\_\_\_ here has risen 150 meters, and glaciers have retreated by 10 kilometers.
- River \_\_\_\_\_ are globally distributed landforms, which localize along river valley form in a variety of climatic and tectonic settings.

Vocabulary exercises: Theme 1  
GENERAL CHARACTERISTICS OF MOUNTAINS

1. Find in the text the Russian equivalents of the following words and word combinations:

|                             |  |
|-----------------------------|--|
| 1 foothill                  |  |
| 2 slope                     |  |
| 3 glacier                   |  |
| 4 shield volcano            |  |
| 5 Earth's crust             |  |
| 6 lithospheric plates       |  |
| 7 volcanic ash              |  |
| 8 intermountain depression  |  |
| 9 rock debris               |  |
| 10 surface                  |  |
| 11 steep slope              |  |
| 12 destruction of mountains |  |
| 13 strengthening            |  |
| 14 to accelerate            |  |
| 15 limestone                |  |
| 16 to be exposed to         |  |

2. Find in the text the English equivalents of the following words and word combinations:

|                                      |  |
|--------------------------------------|--|
| 1 складчатые горы                    |  |
| 2 глыбовые и складчато-глыбовые горы |  |
| 3 вулканические горы                 |  |
| 4 гребень хребта                     |  |
| 5 высота                             |  |
| 6 скалистые земной коры              |  |
| 7 извержение вулкана                 |  |
| 8 снеговая линия                     |  |
| 9 количество осадков                 |  |
| 10 растительность                    |  |
| 11 долина                            |  |
| 12 промощина                         |  |
| 13 разрушать                         |  |
| 14 пещера                            |  |
| 15 плотность атмосферы               |  |
| 16 концентрация водяного пара        |  |
| 17 хрупкая экосистема                |  |

3. Match the given words and word combinations with their definitions:

increase in their diversity over time. Evolutionary changes affect all aspects of the existence of living organisms: their **morphology**, physiology, behavior, and ecology. All these changes are based on genetic changes, i.e. changes in the hereditary substance, which interacting with the environment determines all the characteristics of living organisms (structure, growth, development, and reproduction). At the genetic level, evolution is the accumulation of changes in the genes of populations.

Evolution at the genetic level can be seen as a two-step process. On the one hand, mutations, i.e. the processes leading to the variability of organisms, arise; on the other hand, there is a change in genes and natural selection - processes through which genetic variation is passed down from generation to generation.

The term "biodiversity" is often regarded as a synonym for "species diversity" or "species richness," which is the number of species in a particular place or **biotope**. Total biodiversity is usually estimated as the total number of species in different groups.

The species level of diversity is usually considered as the basic or central, and the species is the basic unit of biodiversity account. Species are usually the main objects of protection.

**Check yourself**

- What does the term "biodiversity" stand for? What synonyms can it be replaced by?
- Who was the very phrase "biological diversity" coined by?
- What are the independently acting processes of biodiversity?
- What is biological evolution?
- How does evolution at the genetic level occur?
- How is total biodiversity estimated?

Earth's biodiversity performs a number of functions, including:

- maintenance of the ecosystem balance: processing and storage of organic matter, combating environmental pollution, stabilizing the climate, protecting resources, forming and protecting soil, and maintaining the ecological balance of the area;
- formation of biological resources: a source for drugs and pharmaceuticals.

### Задания в формате "Check yourself"

- Lecture 1\_Check yourself
- Lecture 2\_Check yourself
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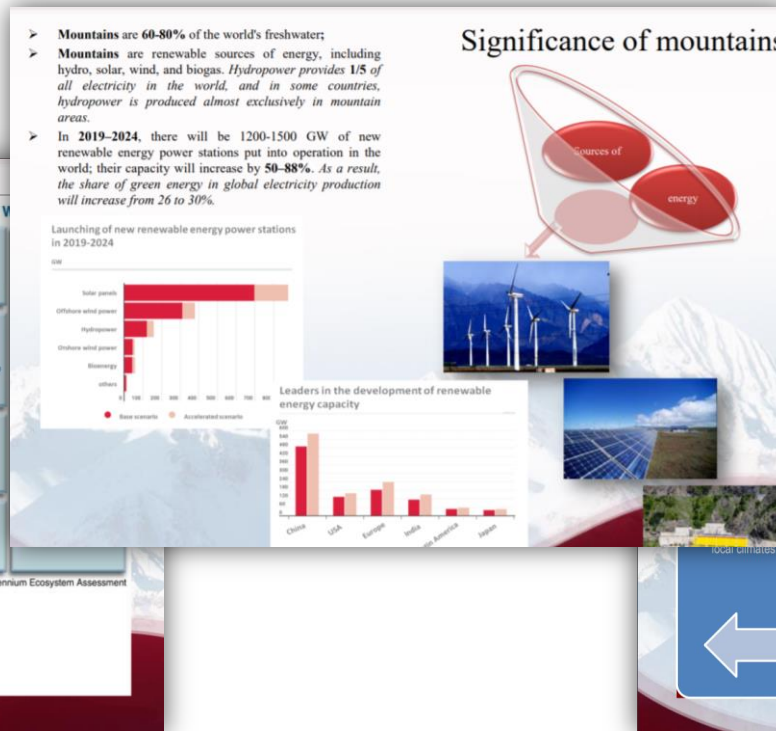
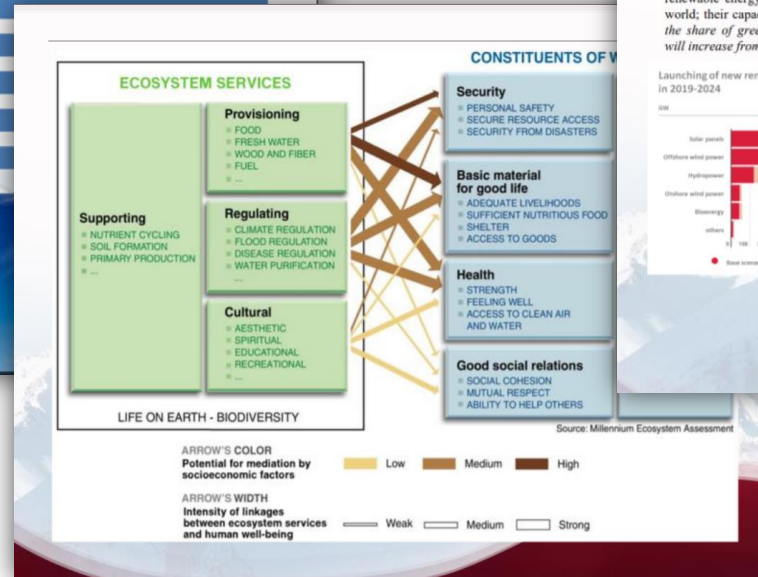
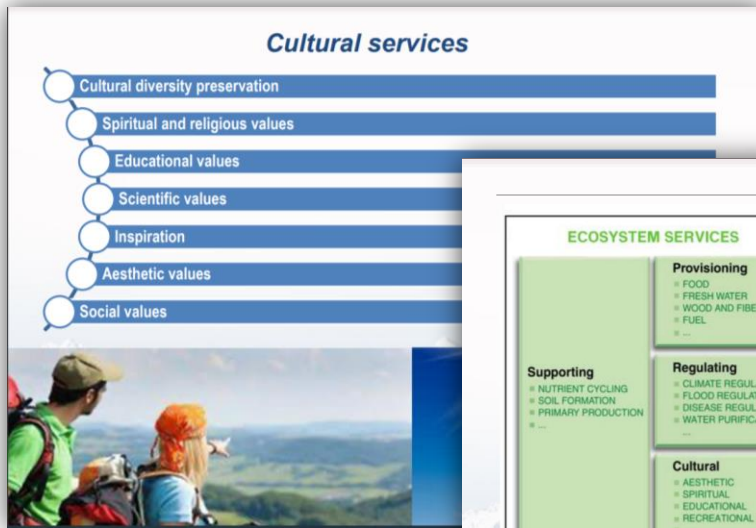
## The performed tasks are additionally checked and discussed at the lesson or uploaded on the Moodle for the teacher to check.

|                                 |                          |     |                           |        |               |                                     |              |
|---------------------------------|--------------------------|-----|---------------------------|--------|---------------|-------------------------------------|--------------|
| Кирилл Геннадьевич Балин        | kirillas12@gmail.com     | 217 | Отправлено для оценивания | Оценка | Редактировать | Понедельник, 14 декабря 2020, 22:03 | Check 4.docx |
| Алёна Вячеславовна Деметревских | ademetrevskikh@mail.ru   | 217 | Нет ответа на задание     | Оценка | Редактировать | -                                   | -            |
| Виктор Александрович Какорин    | wittorio.kakorin@mail.ru | 217 | Отправлено для оценивания | Оценка | Редактировать | Понедельник, 14 декабря 2020, 18:08 | Check 4.docx |



The next step is the work with revision presentations summarizing the information the students have seen and read:

- students watch them independently (in case of distance learning);
- students listen to the teacher presenting them at the lesson.

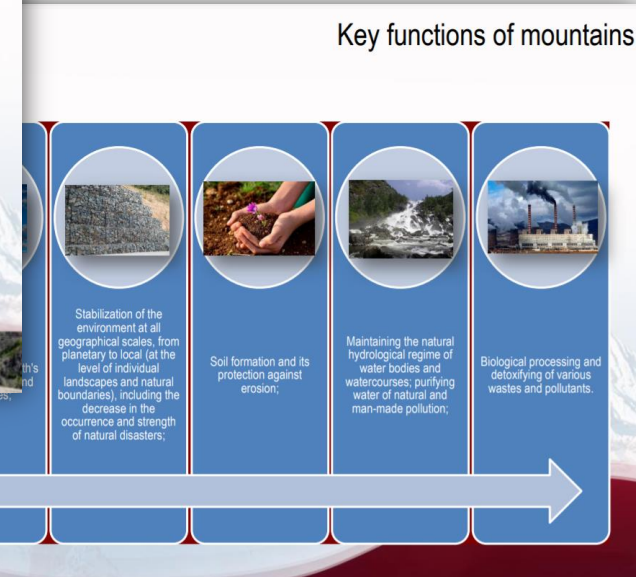

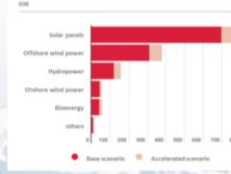
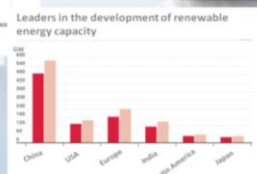


### Significance of mountains

- Mountains are 60-80% of the world's freshwater;
- Mountains are renewable sources of energy, including hydro, solar, wind, and biogas. Hydropower provides 1/5 of all electricity in the world, and in some countries, hydropower is produced almost exclusively in mountain areas.
- In 2019-2024, there will be 1200-1500 GW of new renewable energy power stations put into operation in the world; their capacity will increase by 50-88%. As a result, the share of green energy in global electricity production will increase from 26 to 30%.

Launching of new renewable energy power stations in 2019-2024

Leaders in the development of renewable energy capacity





The e-learning part also includes an obligatory performance of thematic training tests, which can be performed an unlimited number of times, but the teacher can see the results and follow the student's progress:

|                                     |  |   |                          |             |                        |                        |                 |              |       |       |       |       |       |       |       |       |       |       |
|-------------------------------------|--|---|--------------------------|-------------|------------------------|------------------------|-----------------|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <input type="checkbox"/>            |  | <b>Антон Буравцов</b><br>Просмотр попытки       | anton_buravtsov@mail.ru  | Завершённые | 9 сентября 2020 11:38  | 9 сентября 2020 18:51  | 7 час. 13 мин.  | <b>10,00</b> | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 |
| <input checked="" type="checkbox"/> |  | <b>Вадим Капчикаев</b><br>Просмотр попытки      | vadim.ru142@gmail.com    | Завершённые | 14 сентября 2020 12:55 | 14 сентября 2020 13:15 | 19 мин. 44 сек. | <b>3,40</b>  | ✗0,00 | ✓1,00 | ✗0,00 | ✓1,00 | ✓1,00 | ✗0,00 | ✗0,00 | ✗0,00 | ☑0,40 | ✗0,00 |
| <input type="checkbox"/>            |  | <b>Виктор Какорин</b><br>Просмотр попытки       | wittorio.kakorin@mail.ru | Завершённые | 4 ноября 2020 17:22    | 4 ноября 2020 17:35    | 12 мин. 7 сек.  | <b>8,00</b>  | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✗0,00 | ✓1,00 | ✓1,00 | ✗0,00 |
| <input type="checkbox"/>            |  | <b>Кирилл Балин</b><br>Просмотр попытки         | kirillas12@gmail.com     | Завершённые | 14 ноября 2020 19:25   | 14 ноября 2020 19:38   | 13 мин. 14 сек. | <b>8,10</b>  | ✗0,00 | ☑0,50 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ☑0,60 | ✓1,00 |
| <input checked="" type="checkbox"/> |  | <b>Вадим Капчикаев</b><br>Просмотр попытки      | vadim.ru142@gmail.com    | Завершённые | 17 ноября 2020 14:20   | 17 ноября 2020 14:29   | 9 мин. 16 сек.  | <b>10,00</b> | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 |
| <input type="checkbox"/>            |  | <b>Валентина Подколзина</b><br>Просмотр попытки | podkolzina.valya@bk.ru   | Завершённые | 16 декабря 2020 08:48  | 16 декабря 2020 09:00  | 11 мин. 34 сек. | <b>10,00</b> | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 | ✓1,00 |





The students' performance is based on the following:

- Thematic tests (18%);
- Level of preparedness for and participation in class discussions (20%)\*;
- Individual assignment (10%);
- Contribution to preparation and presentation of the group assignment (10%);
- Results of the intermediate test (12%);
- Results of the final test (30%).

\* The students who for some reasons cannot participate in class activities face-to-face can join group discussions online via BigBlueButton (the Moodle tool).

## Групповые дискуссии онлайн\_Online group discussions

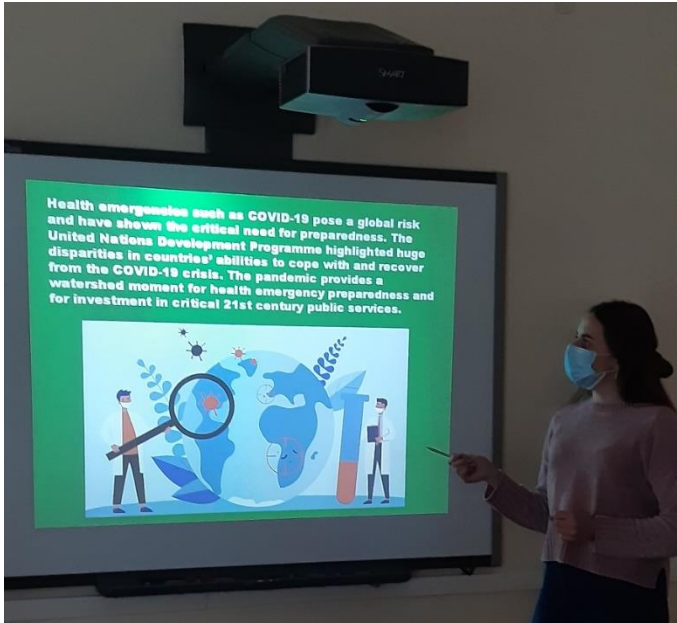
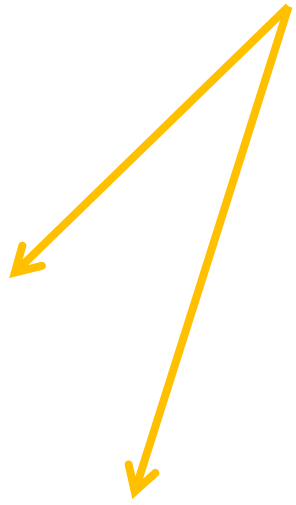


Групповые дискуссии\_Group discussions





# Individual and group projects



### Individual projects \_ Sustainable Development Goals (presentations)

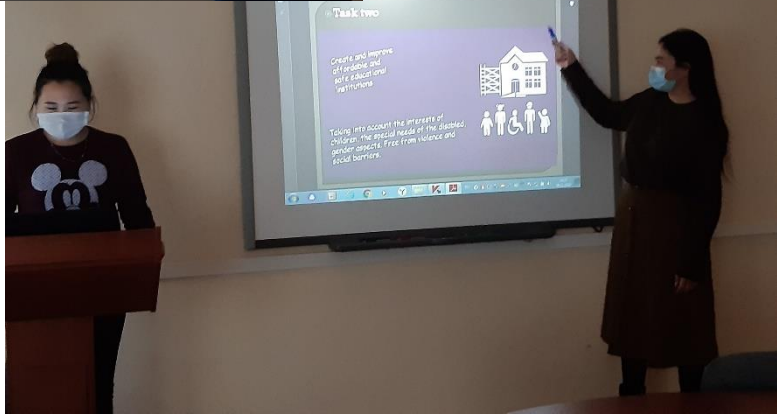
Действия оценивания: Выберите...

Имя: Все А Б В Г Д Е Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Э Ю Я

Фамилия: Все А Б В Г Д Е Е Ж З И К Л М Н О П Р С Т У Ф Х Ц Ч Ш Щ Э Ю Я

Страница: 1

| Выбрать                  | Изображение пользователя | Фамилия / Имя                | Адрес электронной почты | Отдел                        | Статус                    | Оценка | Редактировать | Последнее изменение (ответ)         | Ответ в виде файла              |
|--------------------------|--------------------------|------------------------------|-------------------------|------------------------------|---------------------------|--------|---------------|-------------------------------------|---------------------------------|
| <input type="checkbox"/> |                          | Наталья Александровна Юркова | dipgasu@mail.ru         | ИФ/ИЯИМП // ЭЮФ/ЭТИПИ // АУП | Нет ответа на задание     | Оценка | Редактировать | -                                   | -                               |
| <input type="checkbox"/> |                          | Кирилл Геннадьевич Балин     | kirillas12@gmail.com    | 217                          | Отправлено для оценивания | Оценка | Редактировать | Понедельник, 14 декабря 2020, 22:01 | Kirill.pdf                      |
| <input type="checkbox"/> |                          | Антон Анатольевич Буравцов   | anton_buravtsov@mail.ru | 237                          | Отправлено для оценивания | Оценка | Редактировать | Четверг, 5 ноября 2020, 15:34       | Good health and well-being.pptx |
| <input type="checkbox"/> |                          | Вадим Геннадьевич Капчикаев  | Email                   | 237                          | Нет ответа на задание     | Оценка | Редактировать | -                                   | -                               |
| <input type="checkbox"/> |                          | Денис Васильевич Паутов      | d.pautov2018@yandex.ru  | 237                          | Отправлено для оценивания | Оценка | Редактировать | Понедельник, 21 декабря 2020, 22:29 | Goal_6.pptx                     |



**Development:**

...be approximately equal to

...are approximately equal to

...rates,

...umption of non-renewable

...higher than the rate of

...their sustainable renewable

...issions is not higher than the

...ability of the environment to absorb them.

...nal Commission on Environment (CEDD) was established, the great understanding of the need to development of both groups of cess of greening and dness is it possible to get out of a result, the concept of opment" was born, which is "Our common Future" as "nent",







## Questionnaire for the students completed the course

1. I was provided with overall information about the aim, objectives and contents of the course.
2. The length of the course was optimal.
3. Evaluate the course content with regard to the level of its complexity.
4. Various methods and forms of work were used in the course.
5. The course was useful for my scientific/professional development.
6. Your overall assessment of this course.

7. Which of the themes were the most interesting?
8. Which of the themes were the most difficult for understanding?
9. The use of video lectures helped me to acquire new information.
10. Does the Moodle platform help control and manage the learning process?
11. Does this course require improvement in your opinion? If yes, in which part?
12. Additional comments and wishes.

### Онлайн анкета-отзыв о курсе\_Questionnaire

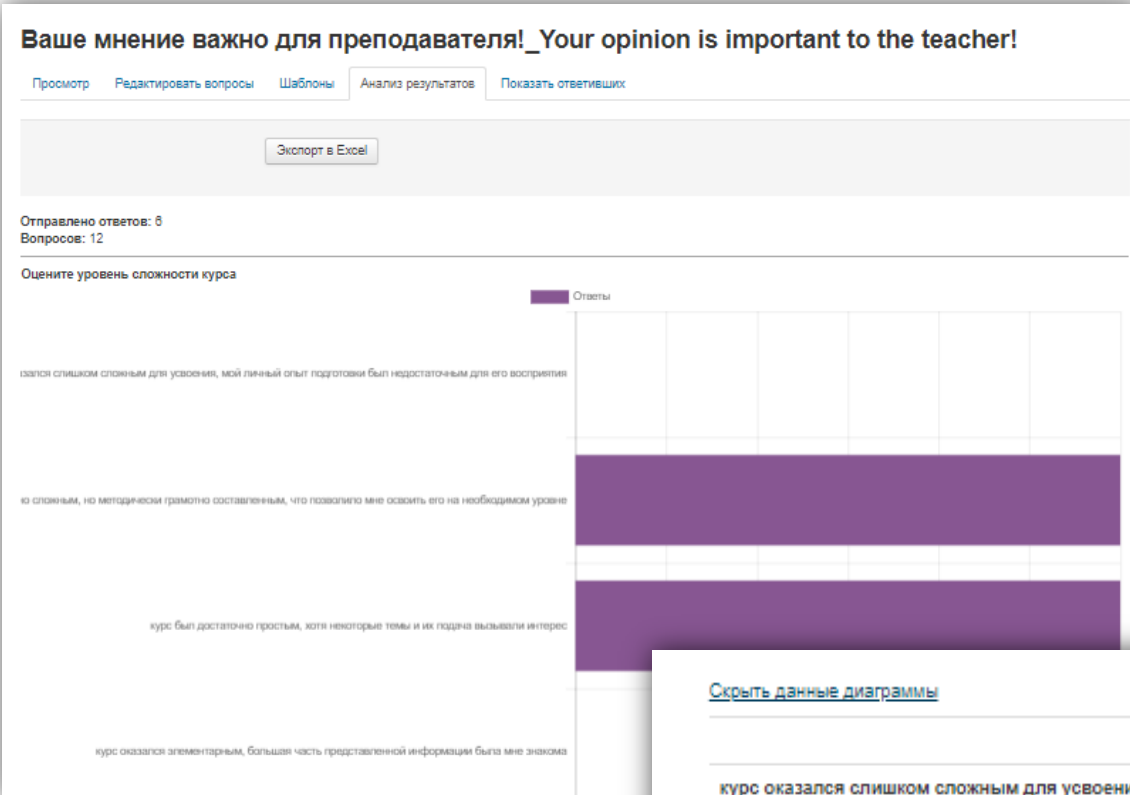


Ваше мнение важно для преподавателя!\_Your opinion is important to the teacher!



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.

It was a fully anonymous online survey posted on the course page



- Какие из предложенных тем вызывали у Вас наибольший интерес?**
- Global Significance of Mountain Territories
  - Global significance of mountain territories
  - тема 1
  - Значение горных территорий на глобальном уровне
  - не знаю, все плюс минус одинаково

- Освоение каких тем вызвало наибольшие трудности?**
- тема 2
  - Economic Valuation of Ecosystem Services
  - Ecosystem services: essence and history of development
  - 3,4 темы
  - Экосистемные услуги

[Скрыть данные диаграммы](#)

|   | Ответы      |
|---|-------------|
| курс оказался слишком сложным для усвоения, мой личный опыт подготовки был недостаточным для его восприятия                 | 0           |
| курс оказался достаточно сложным, но методически грамотно составленным, что позволило мне освоить его на необходимом уровне | 3 (50,00 %) |
| курс был достаточно простым, хотя некоторые темы и их подача вызвали интерес  | 3 (50,00 %) |
| курс оказался элементарным, большая часть представленной информации была мне знакома  | 0           |