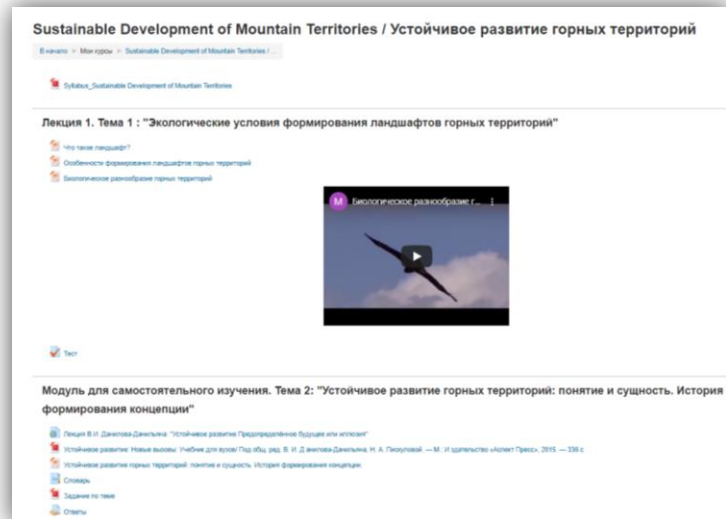


### Outline

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 "Sustainable Development of Mountain Territories" (3 ECTS) is intended for MSc students in the field of training 05.04.06 "Ecology and Environmental Management" and 05.04.02 "Geography" (2<sup>nd</sup> year). The resource is designed to support a blended learning model using the GASU EEE (based on Moodle platform <http://moodle.gasu.ru/>).

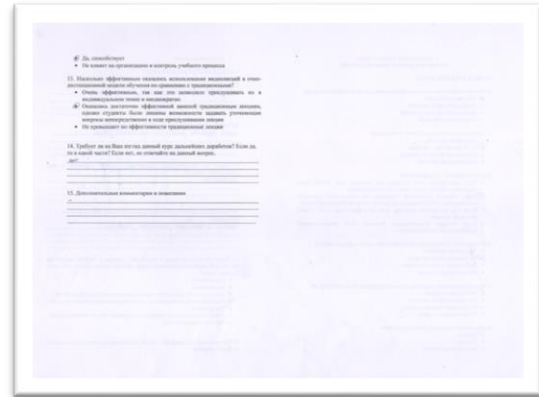
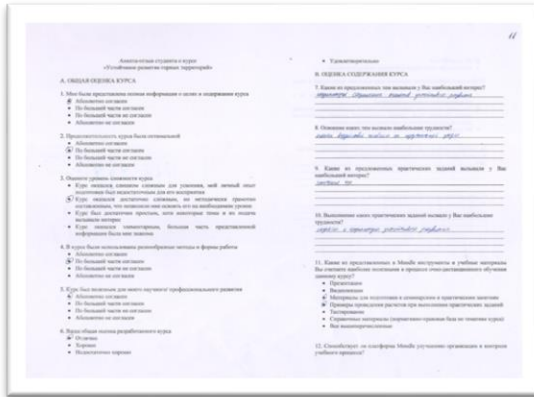
The aim of the course is to provide students with knowledge about the sustainable development of mountain territories, including the study of the basic imperatives of sustainable development; to prepare specialists able to effectively meet the challenges associated with ecology and environmental management.

The key course objectives are:

- ✓ to study the contribution of Russian and foreign science to the formation of the ideology of sustainable development and the basic imperatives of sustainable development;
- ✓ to study the mechanisms and key technologies of sustainable development;
- ✓ to study the specificity of traditional nature management in mountain territories;
- ✓ to study the specific features of the formation of mountain landscapes, their vulnerability to the impact, their environmental resistance, and biodiversity of natural complexes;
- ✓ to form the ability to assess human impact on the environment;
- ✓ to form the ability to develop and conduct monitoring in the sphere of sustainable development of mountain territories;
- ✓ to study administrative, economic, informational, legislative, and recreational ways to facilitate the sustainable development.

**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 make necessary amendments to the course content or teaching methodology.

**03.** The questionnaire for students consisted of 15 questions. It was a fully anonymous paper-based survey. PDF copies of the completed questionnaires can be presented upon request. Totally 20 students out of 20 provided their feedback.



**A. GENERAL EVALUATION OF THE COURSE**

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

- Absolutely agree – 100%
- Mostly agree – 0%
- Mostly disagree – 0%
- Absolutely disagree – 0%

**2. The length of the course was optimal**

- Absolutely agree – 70%
- Mostly agree – 30%
- 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 – 5%
- The course was rather difficult, but well developed, allowing me to study it at the required level – 95%
- 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 – 60%
- Mostly agree – 40%
- 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 – 90%
- Mostly agree – 10%
- Mostly disagree – 0%
- Absolutely disagree -0%

**6. What is your overall assessment of the course?**

- Excellent – 90%
- Good – 10%
- Not good enough – 0%

\*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.



- 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)

- Ecological conditions for the formation of mountain landscapes – 35%
- The conceptual basics of sustainable development of mountain territories – 35%
- Assessment of anthropogenous impact on the environment – 5%
- All topics were equally interesting – 25%

### 8. Which theme(s) was the most difficult for understanding? (only the themes indicated by the students are listed below)

- An economic approach to the concept of sustainable development – 40%
- Sustainable development: its essence and concept. The history of developing the concept of sustainable development – 35%
- The conceptual basics of sustainable development of mountain territories – 10%
- Assessment of anthropogenous impact on the environment – 5%
- Indicators of ecological aspects of sustainable development – 10%

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

- Assessment of anthropogenous impact on the environment – 35%
- Indicators of social aspects of sustainable development – 35%
- Ecological and economic characteristics of the development of mountain territories - 10%
- Indicators of ecological aspects of sustainable development – 10%
- The administrative, economic, informative, legislative, and recreational solutions to promote sustainable development – 10%

### 10. Which practical task(s) was the most difficult to perform? (only the tasks indicated by the students are listed below)

- Ecological and economic characteristics of the development of mountain territories - 40%
- The administrative, economic, informative, legislative, and recreational solutions to promote sustainable development – 40%
- Assessment of anthropogenous impact on the environment – 5%
- Indicators of ecological aspects of sustainable development – 5%
- The conceptual basics of sustainable development of mountain territories – 5%
- Indicators of social aspects of sustainable development – 5%

### 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)? (students could choose more than one)

- Power Point Presentations – 30%
- Lectures (as a Moodle tool) – 10%
- Video lectures - 65%
- Preparation materials for seminars and practical assignments – 40%
- Examples of calculations – 65%
- Tests – 10%
- Reference materials (links to official normative documents and additional literature) – 10%
- All of the above-mentioned – 15%

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



- Yes, it does – 100%
  - It does not affect the organization and control of the educational process – 0%
- 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) – 30%
  - 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 – 70%
  - Do not exceed traditional lectures in their efficiency – 0%

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

- No, it does not – 85%
- Yes, it does – 15% (more lectures should be added – 10%; to add some regional statistics – 5%)

**15. Do you have any wishes or recommendations concerning this course? (open-ended question)**

- Only 20% of students answered expressed their wishes and gave comments :
  - Very interesting video lectures;
  - Good luck with further development of this course;
  - A very useful and interesting course;
  - I liked the course. An interesting video lecture helped me to "fill out the gaps" in the topic biodiversity.

**04.** The questionnaire for the teacher/course developer (Oxana Klimova) consisted of 11 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. Does the 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

**3. 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)

**4. 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

**5. 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

**6. 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?**

The students expressed the most interest in such themes as "The conceptual basics of sustainable development of mountain territories" and "Ecological conditions for the formation of mountain landscapes."

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

Students experienced the greatest difficulties in identifying the indicators of sustainable development, as today there are different classifications of such indicators, which made it quite difficult to use them while performing practical assignments. Practical tasks aimed at the analysis of economic changes taking place on a particular territory proved to be also quite challenging due to the lack of sufficient data concerning some economic indexes of the Altai Republic and its municipal units.

**8. Which tools and learning materials presented in the Moodle were mostly demanded in the process of blended learning (concerning this course)?**

- PowerPoint Presentation
- Lecture (as a Moodle tool)
- Video lecture
- Preparation materials for seminars and practical assignments
- Glossary
- Examples of calculations
- Reference materials (links to official normative documents and additional literature)

**9. 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

**10. 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

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

- Yes, it does.
  1. Some changes should be made to the curriculum with regard to increasing the number of face-to-face lectures. Two hours were definitely not enough to cover all theoretical material. While watching online lectures for self-study the students were deprived of the opportunity to ask clarifying questions directly during the lecture. All practical classes were mainly focused on forming research competences and could not completely replace the traditional work on studying theoretical aspects of sustainable development.
  2. It is also necessary to strengthen the tool "reference materials" and to include more regional data.
- No, it does not.