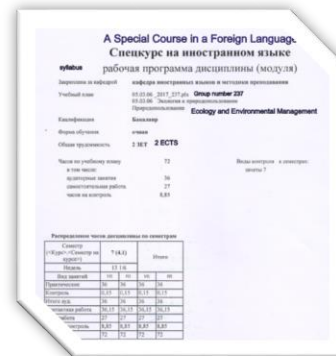




### Outline

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 "A Special Course in a Foreign Language" (2 ECTS) is an optional course, based on the English version of the MOOC "Sustainable Development of Mountain Territories in the Context of the Concept of Ecosystem Services" launched under the SUNRAISE project in 2020, and intended for BSc students in the field of training 05.03.06 "Ecology and Environmental Management" and 05.03.02 Geography. The resource is designed to support a blended learning model using the GASU EEE (based on Moodle platform <http://moodle.gasu.ru/>).

The aims of the course are to develop students' competence for professional communication in English and to 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.

**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 the students was posted on the course page and consisted of 12 questions. It was slightly different from the questionnaires used to evaluate other courses developed by GASU because of the specificity of this course. It was a fully anonymous survey. Totally 6 students out of 8 provided their feedback.

### Онлайн анкета-отзыв о курсе\_Questionnaire

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

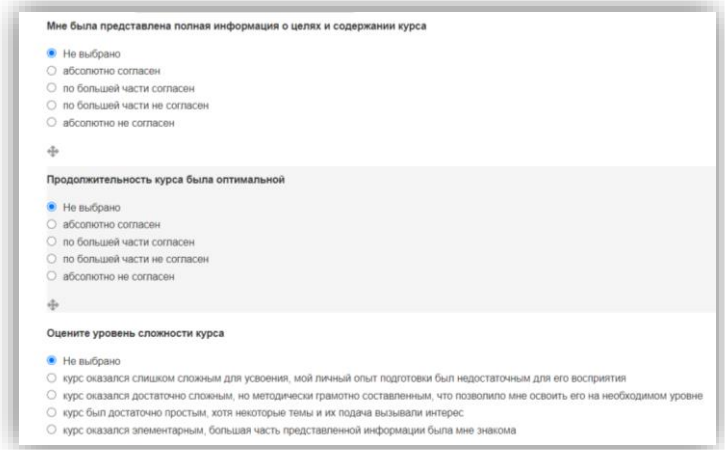
## A. GENERAL EVALUATION OF THE COURSE

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

- Absolutely agree – 83%
- Mostly agree – 17%
- Mostly disagree – 0%
- Absolutely disagree – 0%

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

- Absolutely agree – 67%
- Mostly agree – 17%
- Mostly disagree – 17%
- 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 – 50%
- The course was quite easy, though some themes and the way they were taught aroused my interest – 50%
- 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 – 50%
- Mostly agree – 50%
- 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 – 50%
- Mostly agree – 50%
- Mostly disagree – 0%
- Absolutely disagree – 0%

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

- Excellent – 50%
- Good – 50%
- 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)

- General characteristics of mountain territories – 17%
- Global significance of mountain territories – 50%
- All topics were equally interesting – 33%

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

- Biological diversity of mountain territories – 17%
- Global significance of mountain territories – 17%
- Ecosystem services: essence and history of development – 33%
- Economic valuation of ecosystem services – 17%
- All themes connected to ecosystem services – 17%

**9. The use of video lectures helped me to acquire new information.**

- Absolutely agree – 50%
- Mostly agree – 50%
- Mostly disagree – 0%
- Absolutely disagree -0%

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

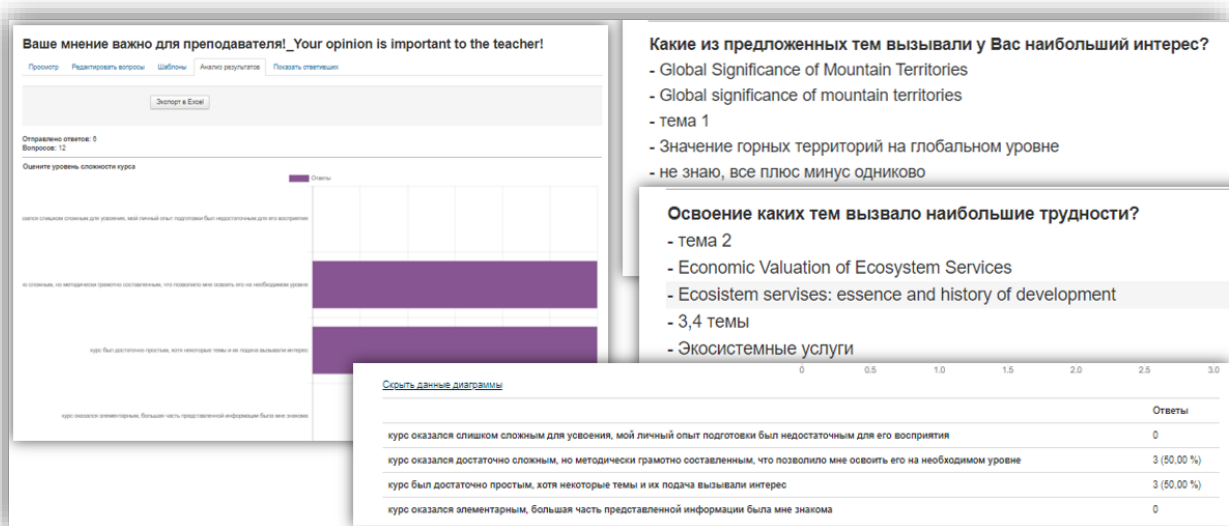
- Yes, it does – 83%
- It does not affect the organization and control of the educational process – 17%

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

- No, it does not – 83%
- Yes, it does – 17% (There should be more examples that would vividly demonstrate how ecosystem services work and what is being done for preservation of mountain territories, for example, the Altai Republic.)

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

- No – 50%
- Thank you for the course – 50%



**04.** The questionnaire for the teacher/course developer (Natalia Iurkova) consisted of 11 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

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## 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) - probably due to COVID restrictions students got used to study online.

## 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 themes were the most interesting for the students and contributed to a more efficient process of acquiring the required competencies?

For 33% all topics were equally interesting. Half of the students expressed the most interest in the theme "Global significance of mountain territories."

## 7. Which themes were the most difficult for the students to understand?

Most students experienced considerable difficulties while studying topics connected with ecosystem services and their valuation, as unlike the themes 1-3, there are no courses in the curricula 05.03.06 Ecology and Environmental Management that would introduce BSc students to these issues. Thus, the information presented in the themes 4-6 was absolutely new and the students had to study it in a foreign language.

## 8. Comment on the practical work (practical tasks) performed by the students?

The students performed additional vocabulary exercises and answered questions on the content of the course lectures with no problems, but it was quite difficult to make them speak during the discussions and while presenting their individual and group projects. It is a common problem for most Russian students, as their opportunities to practice English in the language environment are very limited, especially in small regional universities like GASU.

## 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. Does the use of video lectures help students to acquire new information?

- Yes, it does. Video lectures proved to be very effective, as online format allowed students to listen to them at their own pace and several times (if necessary)
- No, it does not.



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

- Yes, it does.  
Following the students' recommendations, it would be useful to add more regional information on ecosystem services, maybe in the form of additional tasks for self-study, and to make in-class activities more diverse in terms of the task consequences.
- No, it does not