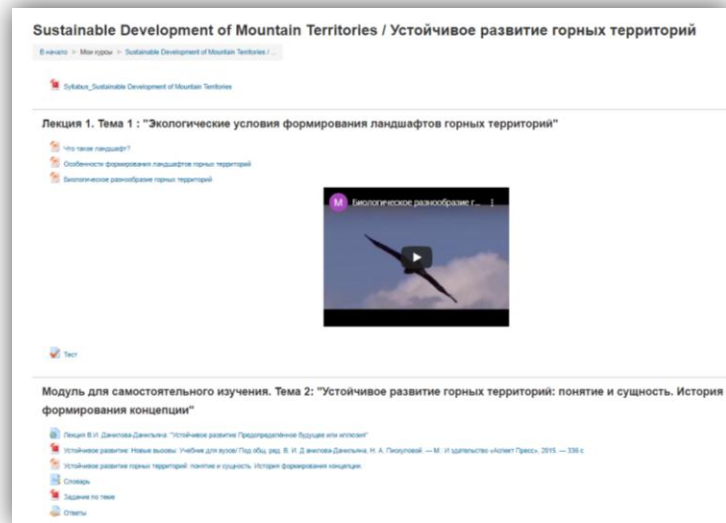


### Outline

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". 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 the students was posted on the course page and consisted of 15 questions. It was a fully anonymous survey. Totally 12 students out of 13 provided their feedback.

### Анкета

Анкета-отзыв студента о курсе «Устойчивое развитие горных территорий»

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Респондент: - Анонимно -

### Итоги курса

**1** \* 1. Мне была представлена полная информация о целях и содержании курса

Абсолютно согласен : Абсолютно согласен

**2** \* Продолжительность курса была оптимальной

Абсолютно согласен : Абсолютно согласен

**3** \* Оцените уровень сложности курса

Курс оказался достаточно сложным, но методически грамотно составленным, что позволило мне освоить его на необходимом уровне : Курс оказался достаточно сложным, но методически грамотно составленным, что позволило мне освоить его на необходимом уровне

**4** \* В курсе были использованы разнообразные методы и формы работы

Абсолютно согласен : Абсолютно согласен

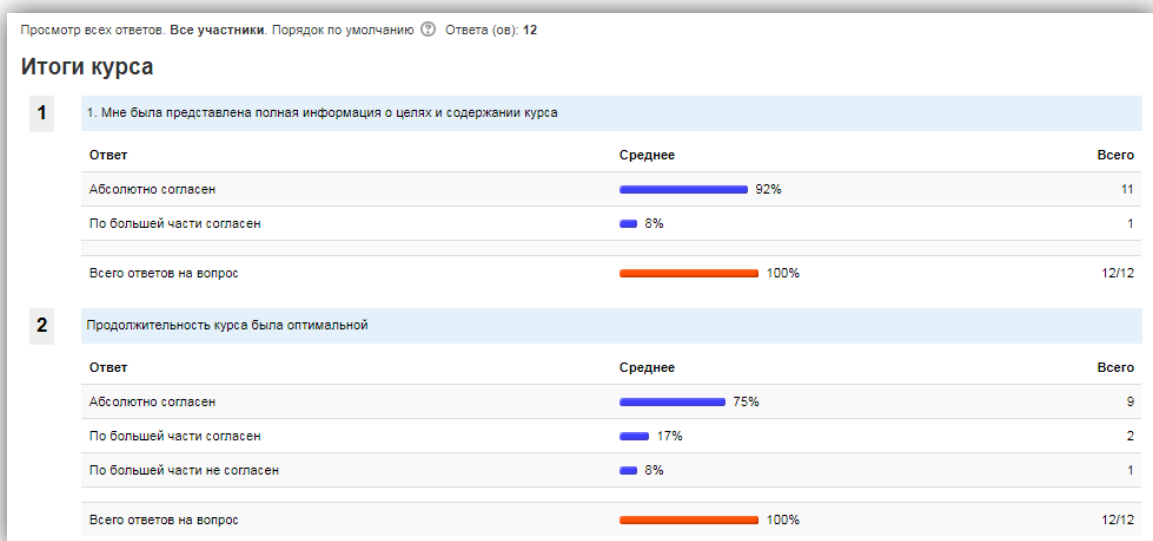
## A. GENERAL EVALUATION OF THE COURSE

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

- Absolutely agree – 92%
- Mostly agree – 8%
- Mostly disagree – 0%
- Absolutely disagree – 0%

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

- Absolutely agree – 75%
- Mostly agree – 17%
- Mostly disagree – 8%
- 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 – 83%

- The course was quite easy, though some themes and the way they were taught aroused my interest – 17%
- 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 – 92%
- Mostly agree – 8%
- 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 – 83%
- Mostly agree – 17%
- Mostly disagree – 0%
- Absolutely disagree -0%

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

- Excellent – 100%
- Good – 0%
- 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)

- Ecological conditions for the formation of mountain landscapes – 17%
- Biological diversity of mountain territories – 17%
- The conceptual basics of sustainable development of mountain territories – 33%
- Assessment of anthropogenous impact on the environment – 8 %
- 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 – 17 %
- There were no such themes – 42%
- The administrative, economic, informative, legislative, and recreational solutions to promote sustainable development – 25%
- Ecological conditions for the formation of mountain landscapes – 17%

#### 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 – 8%
- Indicators of sustainable development – 42%
- All practical tasks were interesting – 17%
- Individual projects – 8%
- Work with equipment – 8%
- Ecological and economic characteristics of the development of mountain territories – 17%

#### 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 - 8%



- The administrative, economic, informative, legislative, and recreational solutions to promote sustainable development – 8%
- Assessment of anthropogenous impact on the environment – 25%
- There were no such tasks – 50%
- Individual project – 8%

**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 – 17%
- Video lectures - 25%
- Preparation materials for seminars and practical assignments – 8%
- Examples of calculations – 17%
- All of the above-mentioned – 33%

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

- Yes, it does – 92%
- It does not affect the organization and control of the educational process – 8%

**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) – 17%
- 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 – 67%
- Do not exceed traditional lectures in their efficiency – 17%

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

- No, it does not – 92%
- Yes, it does – 8% (more video lectures should be added)

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

- Only 7 of 12 students expressed their wishes and gave comments :
  - A very interesting course – 2;
  - Good luck – 2;
  - Everything was excellent/ an excellent course - 2;
  - I liked the course very much - 1.

Дополнительные комментарии и пожелания	
Респондент	Ответ
	-
	нет
	Очень интересный курс
	-
	Счастья
	-
	Очень интересный курс!
	отличный курс, желаю даль
	мне очень курспонравился.
	Все отлично
	желаю успехов!
	Нет
Всего ответов на вопрос	12/12

**04.** The questionnaire for the teacher/course developer (Oxana Klimova) consisted of 12 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. Were there any changes made to the course compared to its initial variant taught in 2019-2020 academic year?**

Unfortunately, due to preparation for the accreditation process the university will have to undergo this academic year (to be done every five years), it was not possible to make any changes to the curriculum with regard to increasing the number of face-to-face lectures as it was planned. But at the beginning of each practical lesson some time was allocated for the discussion of theoretical issues covered in the video lectures for self-study. More regional data was included in "reference materials" used by the students to prepare for seminars and practical lessons, as well as to develop their individual projects, the quality of which was much better as compared to the previous year.

**3. 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

**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) - probably due to COVID restrictions students got used to study online, as during the first approbation in 2019-2020 academic year they studied online module with greater interest

**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 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?**

As in the previous year, the students expressed the most interest in the theme "The conceptual basics of sustainable development of mountain territories." As for the practical tasks, 42% pointed out the indicators of sustainable development, while last year many students experienced difficulties in identifying such indicators.

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

This year most students indicated that all lectures (42%) were understandable and all practical tasks (50%) were feasible. Some students experienced difficulties while studying "The administrative, economic, informative, legislative, and recreational solutions to promote sustainable development" and performing practical tasks aimed at the assessment of anthropogenic impact on the environment on a particular territory.

### **9. 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 lectures
- Preparation materials for seminars and practical assignments
- Glossary
- Examples of calculations
- 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  
Though, I still hope that it will be possible to make changes to the curriculum with regard to increasing the number of face-to-face lectures, as two hours (one lecture) is definitely not enough to cover all theoretical material. But it does not depend on the teacher.