



Quality Assessment Report

Course: Environmental project development and management

Outline:

1. General information
2. Assessment objectives
3. Questionnaire for students and its results
4. Questionnaire for a teacher and conclusions

1. General information

Credits	3 ECTS (optional course), 30 in-class hours
Level	PhD students
Host institution	Karazin Institute of Environmental Sciences, V.N. Karazin Kharkiv National University, Ukraine
E-link:	https://dist.karazin.ua/ http://intense.network , http://ecology.karazin.ua/mizhnarodna-dijalnist/intense-integrated-doctora/
Authors:	Anatolii Kucher (course coordinator) Olena Chernikova

The main purpose of course is to form the professional competences in the development, assessment and management of environmental projects to achieve project goals and meet the stakeholders' expectations.

The course is aimed at the following: to introduce main theoretical and methodological principles of development and effective management of environmental projects; to help PhD students to study the approaches of analyze the technical, economic, environmental, social consequences of the environmental projects implementation, taking into account risks and uncertainties during the design and implementation stages of environmental projects; to form practical skills on project research work; understanding the project approach in their professional activities and for the environmental policy implementation.



2. Assessment objectives

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 pilot approbation of the course in 2019-2020 and 2020-2021 academic years was positive as well as to see some other changes should be made to the course content or teaching methodology.

Assessment was made by using Google forms as a tool.

3. Questionnaire for students and its results

The questionnaire for the students was posted on the web-site of the Karazin Institute of Environmental Sciences (<http://ecology.karazin.ua/mizhnarodna-dijalnist/intense-integrated-doctora/intense-opituvannja/>).

It consists of two sections:

- Section A – Overall evaluation of the course.
- Section B – Evaluation of the course content.

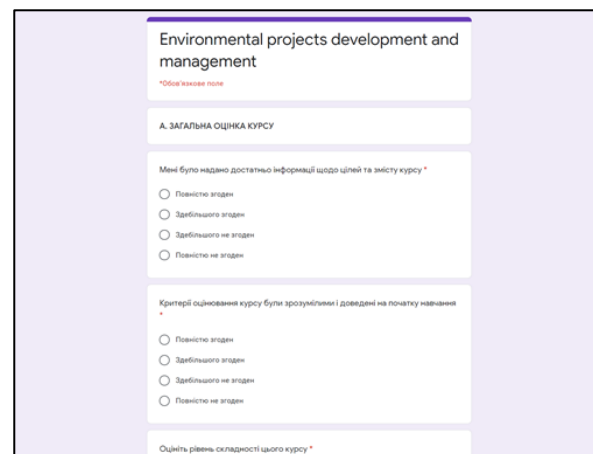
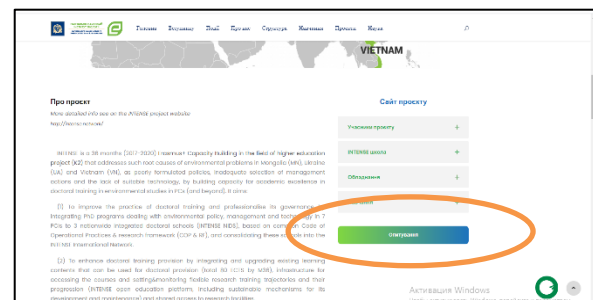
The questionnaire was anonymous.

Total number of questions – 13.

The assessment was made in February-March 2021.

Number of students – 4.

Below the analysis of the feed-back is presented:

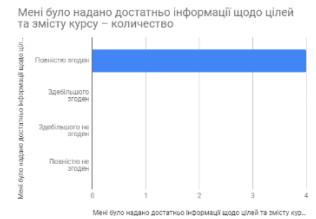




Sections A – Overall evaluation of the course

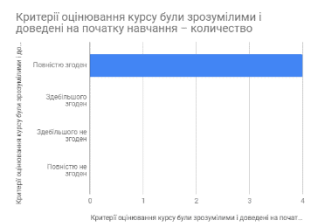
1. I was provided with sufficient information about the aims and the content of the course:

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



2. Assessment criteria were clear and were presented by teacher at the beginning of the course:

- Absolutely agree – 100%
- Mostly agree – 0%
- 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 – 75%
- The course was quite easy, though some themes and the way they were taught aroused my interest – 25%
- 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 – 100%
- Mostly agree – 0%
- Mostly disagree – 0%
- Absolutely disagree – 0%

5. What competences does the course develop?

- Common – 100 %
- Professional – 0 %
- Common and professional together – 0 %

6. What is your overall assessment of the course?

- Excellent – 100%
- Good – 0%
- Not good enough – 0%
- Satisfactory – 0%



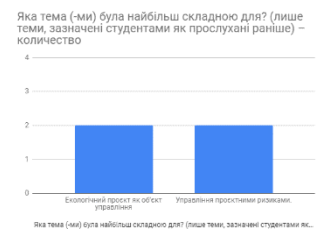
Section B – Evaluation of the course content

1. What topic was most interesting for you?

- Environmental project as an object of management – 0 %
- Criteria for making project decisions – 0 %
- Project risk management – 0 %
- All topics were interesting – 100 %

2. What topic was most difficult for you?

- Environmental project as an object of management – 50 %
- Criteria for making project decisions – 0 %
- Project risk management – 50 %



3. What practical works / seminars were the most interesting for you?

- All tasks were interesting – 100 %
- Substantiation of the concept of the environmental project – 0 %
- Business plan for environmental project – 0 %

5. 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 – 0%
- Video lectures – 0%
- Preparation materials for seminars and practical assignments – 25%
- Examples of calculations – 0%
- Tests – 0%
- Reference materials (links to official normative documents and additional literature) – 0%
- Questions for self-control – 0%
- All of the above-mentioned – 75%



5. 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%



6. 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) – 50%
- Proved to be an effective substitute for traditional lectures – 25%
- Do not exceed traditional lectures in their efficiency – 25%



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

- Yes, it does – 0%
- No, it does not – 100%

4. Questionnaire for a teacher and conclusions

The questionnaire for the teacher/course developer (Anatolii Kucher) consisted of 9 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. Was the course taught in 2019-2020 academic year?

- Yes
- No

If 'yes':

- What modifications were introduced into the course for 2020-2021 academic year?
During the second year of this course approbation I have included one more topic and added one more presentations in PowerPoint.
- Does the revised course contribute to 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. How do you assess the distribution of the number of hours: lectures / practice / seminars / self-study?

- Good balance
- No balance

If "no balance", please, explain:

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 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)



7. 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

8. 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
- Do not exceed traditional lectures in their efficiency, but require special conditions and equipment to produce high quality videos

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

- Yes, it does.
- No, it does not.

If "yes", please, give details:

Conclusions:

The course "Environmental project development and management" has received very positive feedbacks from students: overall evaluations: 100 % - Excellent; 100 % students liked all topics; and 75 % considered all used tools as learning materials as very useful; 75 % has indicated that the course was rather difficult, but well developed, allowing to study it at the required level.