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CENEAST

Peer Review Template

Course Title: «SOCIOLOGICAL METHODS USED FOR SUSTAINABLE URBAN DEVELOPMENT»

Reviewer: Executive director LLC "Stroitelnie innovacionnie tehnologii" I.V. Gerasina

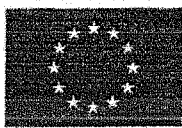|	Criteria	Very Good	Good	Average	Poor	Very Poor
1. Introduction & Module Details	1.1 Students are introduced to the purpose and structure of the module	+				
	1.2 Prerequisite knowledge in the discipline and/or any required competencies are clearly Stated			+		
	1.3. Module contents are in line with labour market needs		+			
	Comments	1.1 Objectives of the module are clearly marked. The module structure is organized according to the stated aim and tasks. At the introduction lecture the students come to know the aims and tasks of the module, its content. 1.2 Knowledge and competence, which should have been formed earlier in the process of learning training courses are not listed. It is necessary to specify them. 1.3 The module content corresponds to labor-market requirements. The practical knowledge obtained in the studying process are in great demand at the labor-market.				
2. Aims and intended learning outcomes	2.1 Module aims describe outcomes that are measurable		+			
	2.2. Aims and learning outcomes are stated clearly and written from	+				

	the students' perspective					
	2.3 Learning outcomes are appropriately designed for the level of the course		+			
	2.4 Aims and learning outcomes are consistent with labour market requirements		+			
	Comments	2.1. Module learning outcomes are measurable and in line with Module. 2.2. The purposes and results of training are formulated accurately and clearly 2.3. Module content widely, as a result of the knowledge and skills of a higher level is formed, which correspond to the level of qualifications and university graduates 2.4. Aims and learning outcomes are consistent with labor market requirements. It is necessary for students to obtain practical skills and knowledge. According to opinion poll results among the directors of building organizations it is difficult to find a good specialist, because university education isn't enough focused on practical knowledge.				
3. Learning Plan & Module Structure	3.1 Module is well structured and balanced	+				
	3.2 Module topics meet labour market requirements		+			
	3.3 Learning plan is adequate, lectures are well planned			+		
	3.4 Module structure is consistent with aims and learning outcomes	+				
	Comments	3.1. Module is well structured and balanced: provides all the necessary information on the social aspects of a city sustainable functioning. 3.2. Module topics in general meet labor market requirements, though it is recommended to broaden the subject matter of				

		practical activity and schedule more study hours for practical exercises. 3.3 The curriculum and the order of the lectures can be changed. 3.4 Module structure is consistent with aims and learning outcomes. It is clear that Module structure provides abilities to achieve Module aims and intended learning outcomes.				
4. Teaching methods	4.1 Teaching methods are clearly explained		+			
	4.2 Teaching methods promote the achievement of the stated learning outcomes		+			
	4.3 Teaching methods support active, individualized student learning			+		
	Comments	4.1 Teaching methods (lectures, practical exercises and independent work forms) are clearly explained, their efficiency in skills forming is shown. 4.2. The given teaching methods will promote the achievement of the stated learning outcomes. 4.3. Alternative teaching methods support independent work of students, for example, using intellectual libraries, educational materials available on different platforms. Such forms as a lecture – press-conference maximally involve the students to educational process. The module developers suggest distance learning using internet technologies: video materials, online discussions.				
5. Module assessments and assessment procedure	5.1 The types of assessment selected measure the stated learning aims and are consistent with course activities and resources	+				
	5.2 The course grading policy is stated	+				
	5.3 Specific and				+	

	descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy					
	5.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed			+		
	5.5 Students have multiple opportunities to measure their own learning progress			+		
	5.6. Assessment is in line with the requirements of relevant professional bodies		+			
	Comments	5.1. The offered measurement types of the stated learning aims are exam and written independent work in the form of social research with its presentation on the lesson-conference. 5.2. The schedule of work, its results presentation and order of their evaluation is offered. 5.3. Assessment criteria should be more vivid, clear for students. It is offered to extend methodological part with more precise description of assessment procedure of the level of achieved learning outcomes. 5.4. The assessment instruments should be made more diverse. Evaluation of different activity types in points is possible. 5.5. In order to measure their own learning progress, the students can apply the provided questions for self-examination. 5.6. Also the knowledge and practical skills are evaluated in correspondence to professional bodies' requirements.				
6. Assessment feedback	6.1 Feedback on assignments is clearly stated			+		
	6.2 Feedback is given in ways that promote	+				

	students' Learning					
	6.3 Feedback is given on all assessed work		+			
	6.4. Feedback is available to all students on request	+				
	6.5 Feedback is relevant, informative and fit for purpose	+				
	6.6 Feedback is timely and given within a reasonable timescale	+				
	6.7 Feedback is appropriate to the nature of the assessment task	+				
	Comments	6.1. In the module handbook it is specified how students get their feedback. It is recommended to focus more on this issue. 6.2. Feedback is aimed at promoting better learning and digestion of students. 6.3. Feedback is given on all the types of work. 6.4. Feedback is available to all the students. Each student has contacts of teaching staff. 6.5. Feedback is relevant, informative and fits for purpose 6.6. Feedback is timely and given within a reasonable timescale. 6.7 Feedback is necessary and is appropriate to the nature of the assessment tasks.				
7. Staff details and sources of help	7.1 Responsibilities of staff are clearly declared		+			
	7.2 Technical support is offered and accessible for students			+		
	7.3 Academic support services are provided and accessible for students			+		
	7.4. Course instructions articulate or link to an			+		

	explanation of how the institution's student support services can help students succeed and how students can access the services					
	Comments	7.1. In the module handbook the responsibilities of module tutor, program leader, teaching staff and support staff are specified. 7.2. Need to better explain to students how and who provides technical support, and where to go in case of need for assistance. 7.3. It is necessary to provide the contacts of the teaching staff. 7.4. In the handbook there should be detailed explanation, which services (help) may students get in the process of module study.				
	8.1 Teaching materials contribute to the achievement of the stated aims and learning outcomes		+			
	8.2 The relationship between the materials and how the materials are to be used for learning activities are clearly explained				+	
	8.3 All resources and materials used in the course are appropriately cited		+			
	8.4 The materials are up to date		+			
	8.5 The materials present a variety of perspectives on the course content	+				
	8.6 The distinction between required and		+			

	optional materials is clearly explained					
	8.7 The materials are supported with practical tasks		+			
	8.8 The materials respond to labour market needs		+			
	Comments	8.1. The presented range of teaching materials will contribute to the achievement of the stated aims and learning outcomes. Students have possibility to get familiarized with new literature on the topics of education. 8.2. Students must submit full information where and how to find the recommended literature. 8.3. The wide range of recommended materials is provided, which includes internet resources, addresses of intellectual libraries. 8.4. The recommended literature and other educational materials are up to date. 8.5. The materials present a variety of opinions on city sustainable development. Which also means the students have possibility to familiarize themselves with the concept of biosphere compatibility of a Russian researcher V.A. Il'ichev and with city and city planning models by European and North American authors. Students can also use various video materials from the intellectual libraries. Students are provided with wide range of resources. 8.6. The distinction between required and optional materials is clearly explained in Module content, but they can't be found in the handbook. 8.7. Practical tasks are provided for each module topic. 8.8. In is necessary to offer more practical topics for development, which are connected to the future professional activity of Masters for successful competition on labor market.				
9. Quality of computer learning	9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes			+		

system	9.2. Material uploaded in computer learning system is up to date					+
	9.3. Calculators, video and open source software are practically used in assignments					+
	9.4. Computer learning system is easy to manage			+		
	9.5. Computer learning system has good interface					+
	9.6. Computer learning system is innovative learning tool			+		
	9.7. The system (calculator, video, open source software) present a variety of perspectives on the course content					+
	Comments	9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes, especially in achieving practical competences. Additional questions and tasks to the videos and calculators helps to better absorb the material content. Lecturer materials, video, calculators and open source software definitely help for practical tasks solutions. 9.2 Material uploaded in Computer Learning System is up to date: novel calculators, video and open source software are provided for students' works. 9.3 Calculators, video and open source software are practically used in assignments: to prepare for exam, for practical exercises as well as course work. It is recommended to clearly state in Module handbook for what tasks Computer learning system should be used. 9.4 Computer learning system is easy to manage – is user friendly, detail instructions how to use it are provided. It is also very useful that all information is in one place and is easy to find.

		9.5 Need to develop electronic assignments for students. 9.6 Computer learning system is innovative learning tool and supports innovative learning process. 9.7 Computer learning system supports learning materials with video, calculators and open source software prepared by professionals from many different countries.

Please list 3 aspects of the course which demonstrate good practice and why:

1) The given course is interdisciplinary, because is appeals to historical, philosophic, physiological material. The module will greatly help the future urban developers, architects in the process of social and professional competences. After leaning this module they can conduct complex analysis of a city operation, lean to see and account for social problems and provide sustainable development.

2) The students will become familiar with sociological methods, with are necessary to be used in urban development process. They will learn to this independently or will enlist the services of professional sociologists-urban developers.

3) In the process of studying the module it is planned to solve problem situations aimed at achieving urban sustainable development with the help of study and other methods.

Please list 3 aspects of the course where improvements could be made and why:

1) There are not enough electronic sources used, being deposited in intellectual libraries, as well as own electronic works.

2) The module requires expansion in the field of practical classes' organization in various forms.

3) It is necessary to appeal to the experience of foreign countries in the field of sustainable urban development and social aspects of Green building, as well as the experience of similar course teaching in foreign universities.

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Please give any other comments about the course:

Overall Rating course positive, but needs some work:

1) it is necessary to create a good set of educational electronic materials (lectures, videos, jobs, tasks and tests) with the use of IT;

2) It is necessary to strengthen the practical orientation of the course;

3) It is necessary to specify the contacts of the teaching staff.

Executive director

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