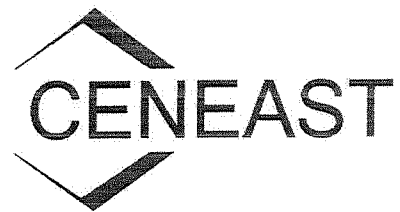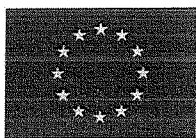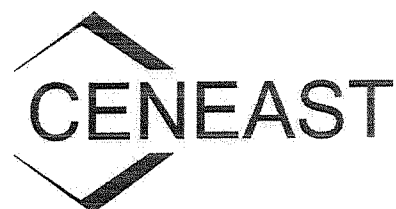# Peer Review Template

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

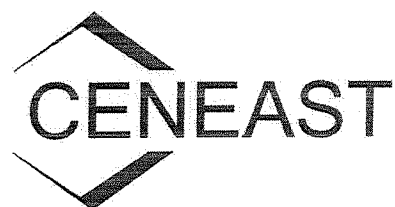|	Criteria	Very Good	Good	Average	Poor	Very Poor
1. Introduction & Module Details	1.1. Students are introduced to the purpose and structure of the module	+				
	1.2 Prerequisite knowledge in the discipline and/or any required competencies are clearly Stated			+		
	1.3. Module contents are in line with labour market needs		+			
	Comments	1.1 The education aim in the module is presented in detail and clear manner. The students' attention is brought to the idea that social activities are urgent for professional work of city planners and architects. 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. It's necessary to emphasize in the module, which prior knowledge and skills formed in frames of Bachelor's programme are necessary. These knowledge and skills should be formed in the process of studying the disciplines "Sociology", "Town planning sociology", "Space and architecture sociology", "Social Control in Town Planning".				

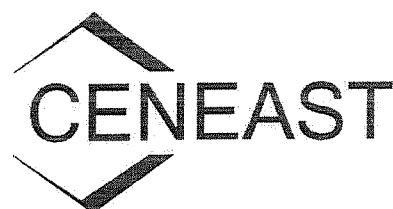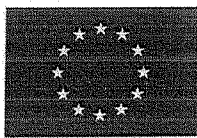|						
		1.3 The module content corresponds to labor-market requirements. The practical knowledge obtained in the studying process are in great demand at the labor-market. Town-planning complex needs the specialists who know social demographic, professional structure of the city, who know how to apply sociologic methods for studying the needs of these social groups.				
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. Aims and learning outcomes are stated clearly, from the students' perspective. 2.3. The given module is a logical continuance of the studying course for bachelors "Town planning sociology", but its content is more complicated, as a result the skills and knowledge of higher level are formed, which correspond to the qualification level and content of the future job of master courses 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 labour market requirements, though it is recommended to broaden the subject matter of practical activity and schedule more study hours for practical exercises. 3.3 Learning plan is appropriate; lectures are well planned. 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,		+			

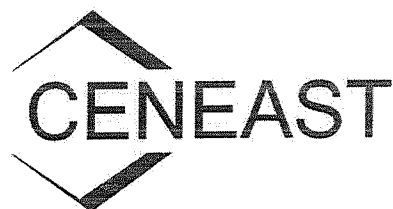|	individualized student learning					
	Comments	4.1 Teaching methods (lectures, practical exercises and independent work forms) are clearly explained, their efficiency in skills forming is shown. 4.2. The given teaching methods will promote the achievement of the stated learning outcomes. 4.3. Alternative 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. As a recommendation: to develop more effective forms of practical exercises, for example, case study of a city or typological representative investigation.				
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				+	

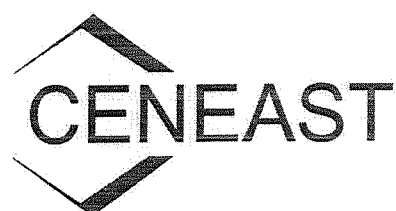|						
	5.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed		+			
	5.5 Students have multiple opportunities to measure their own learning progress	+				
	5.6 Assessment is in line with the requirements of relevant professional bodies		+			
	Comments	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 at the end of each topic. 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		+			

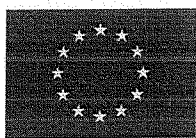|						
	6.2 Feedback is given in ways that promote students' Learning	+				
	6.3 Feedback is given on all assessed work		+			
	6.4. Feedback is available to all students on request	+				
	6.5 Feedback is relevant, informative and fit for purpose	+				
	6.6 Feedback is timely and given within a reasonable 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. Обратная связь предоставляется каждому студенту в требуемые сроки. 6.7 Feedback is necessary and is appropriate to the nature of					

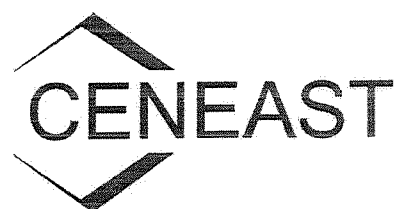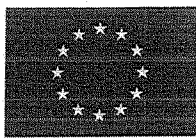|						
			the assessment tasks.			
7. Staff details and sources of help	7.1 Responsibilities of staff are clearly declared		+			
	7.2 Technical support is offered and accessible for students			+		
	7.3 Academic support services are provided and accessible for students			+		
	7.4 Course instructions 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. It is maybe necessary to explain the students more detailed how and who provides technical support and to whom they should address in case help is needed. 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		+			

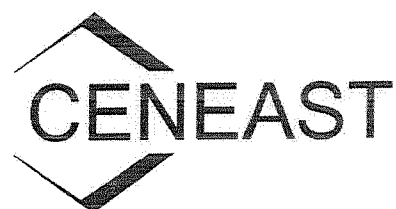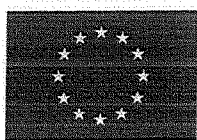|						
	achievement of the stated aims and learning outcomes					
	8.2 The relationship between the materials and how the materials are to be used for learning activities are clearly explained			+		
	8.3 All resources and materials used in the course are appropriately cited					
	8.4 The materials are 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.				

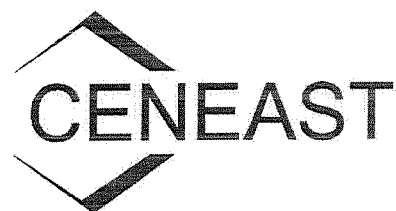			Students have possibility to get familiarized with new literature on the topics of education. 8.2. For more educational effectiveness it is necessary to provide the students with the full information where and how they can find the recommended literature. 8.3. The wide range of recommended materials 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 labour market.			
9. Quality of computer learning system	9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes			+		
	9.2. Material uploaded in computer learning					+

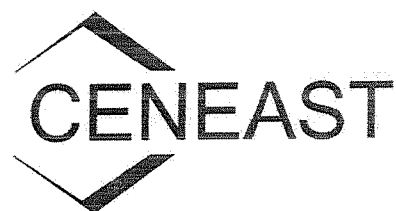|					
system is up to date					
9.3. Calculators, video and open source software are practically used in assignments					+
9.4. Computer learning system is easy to manage			+		
9.5. Computer learning system has good interface					+
9.6. Computer learning system is innovative learning tool			+		
9.7. 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				

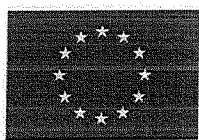|		state in Module handbook for what tasks Computer learning system should be used.
		9.4 Computer learning system is easy to manage – is user friendly, detail instructions how to use it are provided. It is also very useful that all information is in one place and is easy to find.
		9.5 Computer learning system has good interface, also is well structured and informative: useful and relevant module material (theoretical and practical) is provided.
		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. In this way extensive perspectives on course content are provided, i.e.: Компьютерная система обучения доступна на сайте: http://iti.vgtu.lt/tempus/tempus.aspx.
		9.1. Computer learning system contributes to the achievement of the stated aims and learning outcomes, that's why it is necessary to include more video Materials to the learning course specifying their location.
		9.3. This part of handbook seems poor. It is necessary to post all the electronic materials and specify locations on the site of "Tempus" project and the university site.
		9.3. It is also necessary to post in the internet the video and software for preparing for practical exercises and exams and provide students with the access code.
		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. It is necessary to develop the instruction for students how to find and use electronic materials.

![Tempus logo] ![CENEAST logo]

		9.5. Electronic tasks for students has not yet been developed enough and there is no possibility to assess them properly. 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. In this way extensive perspectives on course content are provided. It is necessary to provide links on open video materials and calculators.

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

1) Course helps the future masters to obtain special knowledge, which is required for successful professional activity of a city planner, architect and designer. Social focus of architectural and town-planning activity is vivid especially today in the conditions of globalization and mass migration, polyethnic and multiethnic cities formation, increase of social and ethnic tension and escalation of ethnical conflicts in many European cities , as well as biospheric degradation as a result of anthropogenic activity. Account for social-ethnic, demographic and ecological problems in the activity of a designer and town-planner will help to provide sustainable, well balances development of cities and settlements.

2) The future town-planners, designers and architects learn the strategies and methods of independent social and diagnostic investigations before making town-planning decisions, as well as opinion polls on public opinion research after implementation of one or another decision. The results of educational sociologic researches are discussed during practical lessons and scientific conferences.

3) The students are provided with wide range of educational and scientific literature for study.

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

1) In the module it is not specified which special prerequisite knowledge is required for studying the course. Such recommendations would help to logically bind the given course with the materials learnt during bachelor studies.

2) In the module there isn't enough links on intellectual libraries and electronic resources. Also there is lacj of English-language literature recommended. Mainly in is literature in Russian, according to suggestions in which countries this module will be taught. It is supposed to be taught to Russian-speaking students.

3) The authors of the module developed not many video and electronic materials and calculators. There is lack of links on such materials in other universities.

Please give any other comments about the course: Пожалуйста, дайте любые другие комментарии по поводу курса:

The general evaluation of the course is positive, but it needs improvements, especially concerning electronic materials. The authors are recommended to develop good bases of electronic materials (lectures, tasks, video tasks and tests) with the use of IT.

Akimkin Evgeniy,

Leading Researcher of Institute of sociology of Russian Academia of Sciences

Head of Science Comate of urban and regional development