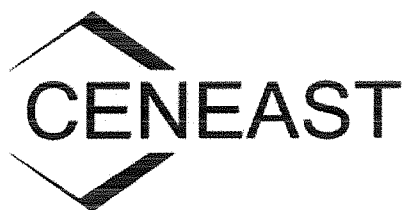




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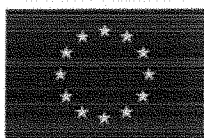


Review

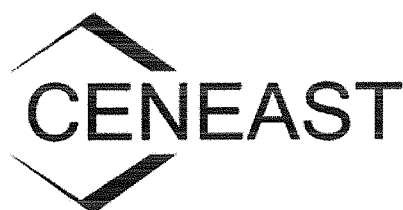
The course title: Smart Built Environment

Please evaluate the course in relation to each of these categories (adding any extra comments, where necessary):

	Criteria	Very Good	Good	Average	Poor	Very Poor
1.Introduction & module details	1.1 Introduction of students to the purpose and structure of the module	+				
	1.2 Necessary knowledge in the discipline and/or any clearly stated required competencies		+			
	1.3 The module content corresponds to labour market needs	+				
	Comments (examples)	1.1 The module content is presented in detail manner. All of the topics are clearly introduced. 1.2 Required competencies are clearly defined. 1.3 The module contents are in line with labour market needs. The idea of smart built environment involves the creation of cities that have a high potential for sustainable development and living comfort. Specialists in this area is very relevant in the labour market.				
2. Learning aims and outcomes	2.1 Module aims describe outcomes, that are	+				
	2.2 Learning aims and outcomes are clearly stated from students' perspective		+			
	2.3 Learning aims and outcomes are appropriately designed for the level of the	+				
	2.4 Learning aims and outcomes correspond to labour market needs	+				



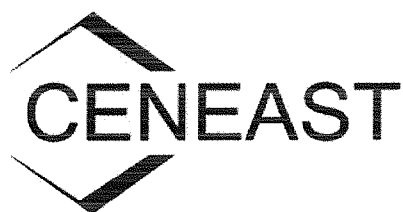
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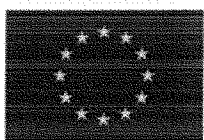
	Comments (examples)	2.1 Learning outcomes are commensurable and correspond to module aims. 2.2 Learning aims and outcomes, as well as competencies, that a student acquires after successful completion of the course, are clearly stated. 2.3 Learning outcomes are designed for the Bachelor's level of the course. 2.4 Learning aims and outcomes correspond to labour market needs.				
3. Training program & module structure	3.1 The module is well structured and balanced	+				
	3.2 Module topics meet labour market needs	+				
	3.3 The training program is adequate, lectures are well-planned		+			
	3.4 The module structure corresponds to learning aims and outcomes	+				
	Comments (examples)	3.1 The module is structured and balanced: it provides all the necessary information and training resources for successful learning of the material, for acquisition of theoretical knowledge, of practical skills and of professional competencies. 3.2 Module topics generally meet labour market needs. 3.3 The training program is adequate; generally lectures and practical studies are well planned, aims and objectives of the term paper are stated. 3.4 The module structure corresponds to learning aims and outcomes.				
4. Teaching methods	4.1 Teaching methods are clearly explained		+			
	4.2 Teaching methods contribute to the achievement of stated results		+			
	4.3 Teaching methods support active individual training	+				
	Comments (examples)	4.1 Teaching methods are clearly explained and are suitable for distance learning. 4.2 Teaching methods contribute to the achievement of stated results. 4.3 Selected teaching methods support the process of active individual training, at the same time there is the opportunity to consult a teacher, to use electronic means of education etc.				



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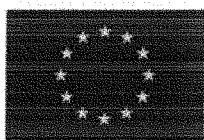
5. Evaluation procedures	5.1 Evaluation types of stated learning aims correspond to the course of arrangements	+				
	5.2 Evaluation criteria	+				
	5.3 Specific and descriptive criteria are designed for the students' work evaluation and are based on the course		+			
	5.4 Evaluation tools are virtualized and are diverse		+			
	5.5 Students have several opportunities to measure their own progress in learning	+				
	5.6 Evaluation corresponds to requirements of relevant professional organizations	+				
	Comments (examples)	5.1 Selected evaluation types of stated learning aims measuring correspond to the course of arrangements and resources. Main types of evaluation represent an examination and a term paper. 5.2 The classification of evaluation tools is clear. There are graphs of evaluation and submission dates, penalties for the late submission. 5.3 Clear evaluation criteria are not provided. 5.4 Instruments of a selected evaluation are generally virtualized, diverse and correspond to the content. 5.5 There are different means of self-examination and of learning outcomes evaluation: questions for self-examination, tests. 5.6 Evaluation corresponds to requirements of the higher school.				



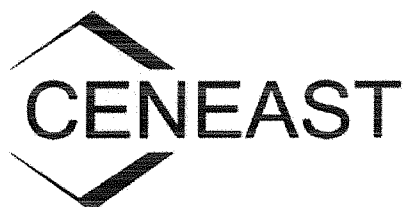
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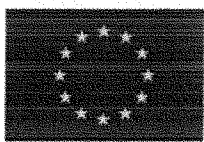
6. The feedback evaluation	6.1 Reviews regarding assignments are clearly stated	+				
	6.2 The feedback is provided in such a way as to promote students' Learning		+			
	6.3 The feedback is given for all evaluated works	+				
	6.4. The feedback is available to all students at the		+			
	6.5 The feedback is relevant, informative and is suited for aims	+				
	6.6 The feedback is timely and involves reasonable time period	+				
	6.7 The feedback is suited to evaluation nature and aims	+				
	Comments (examples)	6.1 Reviews are given clearly. The schedule of a term paper submission is taken into account. 6.2 The feedback is given in such a way as to encourage students, and in case of incorrect answers students are referred to educational materials in order to improve their knowledge. Reviews for term papers are given with comments, as well as teacher's recommendations for the future training. 6.3 The feedback is provided for all types of work: for a term paper, for an examination. Also students can be provided with exercises during the course. 6.4 The feedback is provided for all students, and not only at the request. 6.5 The feedback is informative and corresponds to learning aims and outcomes. 6.6 The feedback is timely provided within reasonable time. The review for a term paper is given within 5 working days after the date of the work's submission and for the exam evaluation – within 5 working days after the completion of the survey period. 6.7 The feedback has the rational nature of aims evaluation: test questions and a term paper.				



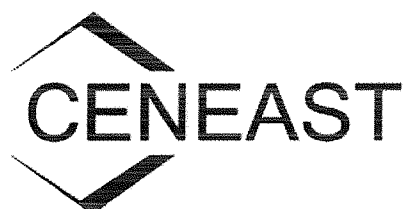
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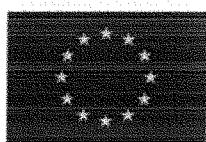
7. Staff and sources of assistance	7.1 Responsibilities of the staff are clearly declared	+				
	7.2 Technical support is available for students		+			
	7.3 Academic support is available for students		+			
	7.4 Course instructions are defined, or explanation, which services that give students' support can help them to succeed and how they can			+		
	Comments (examples)	7.1 Responsibilities of the staff (module teachers, program managers and staff) are clearly defined. 7.2 The module reference provides information regarding kinds and ways of receiving technical support for students. 7.3 Academic support services are available for students. Main responsibilities of the academic staff are provided, contact information is given. 7.4 There are no instructions on how student support services can help them to succeed and how students can access these services. Only main responsibilities of the staff are provided. This issue needs to be improved.				
8. Training materials	8.1 Training materials contribute to the achievement of the stated learning aims and outcomes	+				
	8.2 Interrelation between materials and the way they will be used for studying the activity are clearly explained		+			
	8.3 All resources and materials, used in the course, are appropriately cited	+				
	8.4 Materials are in current status (updated)		+			
	8.5 Materials are presented from different perspectives on the course content	+				



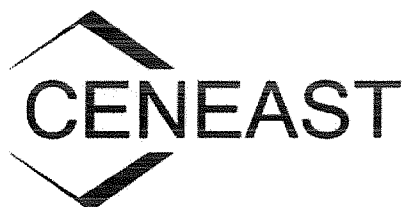
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	8.6 A clear distinction between required and optional materials			+		
	8.7 Materials are supported by practical tasks		+			
	8.8 Materials respond to labour market needs	+				
	Comments (examples)	8.1 Different training materials are used, which contributes to the achievement of the stated learning aims and outcomes. 8.2 Interrelation between materials is quite distinct. The way materials will be used in training is clear. 8.3 All resources and materials used in the course are appropriately cited, a list of references is provided. 8.4 The fundamental module component is classic, the applied component is relevant, corresponds to the current level in this field and has the possibility to be updated. 8.5 Some new materials are presented from different perspectives. Students may receive other perspectives and results during self-study of the course and using electronic library. 8.6 Handbook provides only one list of recommended literature. No distinctions are given. 8.7 Each topic is provided with practical tasks – seminars, colloquiums, routine calculations and exercises. 8.8 Materials generally correspond to labour market needs.				
9. The quality of the computer training system	9.1. The computer training system contributes to the achievement of the stated learning aims and outcomes	+				
	9.2. Materials, uploaded into a computer training system, are updated during the course	+				
	9.3. Calculators, videos and open source software are used in practice		+			
	9.4. Computer training systems are manageable	+				
	9.5. Computer training systems have a good interface	+				
	9.6. Computer training system is an innovative tool of education	+				
	9.7. Systems give different perspectives on the course content	+				



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**Comments
(examples)**

Computer training system is available online:

<http://iti.vgtu.lt/tempus/tempus.aspx>.

9.1. Computer training system contributes to the achievement of the stated learning aims and outcomes, especially to the achievement of practical competences. Additional questions and tasks to videos, calculators help to learn the material content better. Teaching materials, videos, calculators with open source software will definitely help to solve practical tasks.

9.2 Materials, uploaded into a computer, are provided for students' works.

9.3 Calculators, videos with open source software are used for their indeed purpose: to prepare for the examination, for practical training, as well as for a term paper.

9.4 Computer training systems are manageable—friendly user instructions are given in detail. Also it is also very helpful, that all the information is given in one place and it is easy to find it.

9.5 Computer training systems have a good interface, also materials, useful and relevant modules (theoretical and practical) are well structured and are informative.

9.6 Computer training system is an innovative tool of education and support innovative learning process.

9.7 Computer training systems support learning materials with videos, calculators with open source software, prepared by professionals from different countries.

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

- 1) The course helps to achieve significant and valuable learning outcomes that correspond to labour market needs.
- 2) Drawbacks of the distance learning are compensated by good feedback, by the opportunity to use different learning instruments, electronic and internet resources.
- 3) Innovative computer tools are used in the course. Selected educational methods support an active process of individual learning and this is one of the module's strong points, students are directed to additional resources, available online and have the opportunity to use the decision support system.

Please list 3 aspects of the course, where improvements could be achieved, and explain why:

- 1) More explanations regarding the necessary knowledge in the discipline and/or any required competencies should be provided. This could help to indicate clearly the students' audience for this course. We recommend that you to provide this information in the introduction and in module details.
- 2) Course instructions should formulate and give links to the explanation regarding the way institutions and student support services can help them to succeed and how students can access these services.
- 3) More instructions on learning materials should be added to help students to find the proper source for each topic. The list of literature should be dividing in required and optional parts.



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Please give any other comments about the course:

General evaluation of the course is positive, only minor corrections are recommended.

Head of Ecology Department Moscow State Industrial University,

Ph. D.

Yevgeny Rezchikov

The signature of Yevgeny Rezchikov is valid

