

**QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P03: University of Catania)**

**Revised course: “(ECOL 485) – ECOLOGY OF URBAN ENVIRONMENT”**

**Pondicherry University**

**Master Degrees**

QUALITY ASSESSMENT
Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents
<ul style="list-style-type: none"> <li>• <b>Evaluation</b></li> </ul> <p>The 5 foreseen units give to the students a good background about basic concepts of urban ecology, starting from general definition of urban environments and ecosystems to more modern fields of urban ecosystems services and peri-urban landscapes</p> <p>The units contain a balanced numbers of learning objectives and outcomes sustainable for a good level of learning.</p> <ul style="list-style-type: none"> <li>• <b>Strategies for improvement</b></li> </ul> <p>Topics taught in weeks # 10, # 11, # 12 can be moved a bit later in the schedule and probably at the end of the course, just before the final topic about Urban ecology and planning (week 14) and topic of week #13 can be anticipated in week #10</p> <p>Name of the course at page 3 is wrongly attributed to “DIGITAL IMAGE PROCESSING FOR ENVIRONMENTAL APPLICATION”</p>
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> <li>• <i>Evaluation</i></li> </ul> <p>In general the number of hours for lectures (42 hours), practical exercises and self-study (100 hours) is well designed and adequate for the content of the course (total of 142 hours).</p> <ul style="list-style-type: none"> <li>• <i>Strategies for improvement</i></li> </ul> <p>Given the overall workload of the course (142 hours in total), the total number of ECTS can be increased up to 4.</p> <p>Weeks reported in the course outline (15) do not match with those reported in the summary table (18)</p>
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

- *Evaluation*  
The course correctly requires some prerequisites in terms of basic understanding of ecology and environmental science, and English language skill.
- *Strategies for improvement*  
No strategies are required

Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*  
The assessment is based on exercises, homework, group assignments and the final examination. The grading system is properly structured and suitable if referred to course contents and general learning outcomes.

*Strategies for improvement*  
Evaluation might follow a more simple approach based on weighted mean of scores.

Quality criteria 5: TLM and assessment strategy support students in undertaking the course i.e. prerequisites are helpful and relevant, assessments help gauge students understanding

- *Evaluation*  
Teaching and learning approaches encompass different methods, which are potentially appropriate to the various contents and skills but are not explicitly related to course contents or its theory/practice oriented components.

References are missing.

- *Strategies for improvement*  
Main reference should be added.  
Some suggestion follow below:  
Ndubisi, F. O. (Eds). 2014. The Ecological Design and Planning Reader. Island Press  
Hall M. H. P., Balogh S. B. (eds) (2019). Understanding Urban Ecology. An Interdisciplinary Systems Approach. Springer, ISBN: 978-3-030-11259-2  
Prमित Verma, Pardeep Singh, Rishikesh Singh, A. Raghubanshi (eds). (2020). Urban Ecology. Emerging Patterns and Social-Ecological Systems. Elsevier ISBN: 9780128207314

Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skills development

- *Evaluation*  
The balance between Theory/Practice-oriented components is not identifiable in the course outline.
- *Strategies for improvement*  
Explicit the practice components and related TLM within the course outline



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