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

# course: “Urban Agriculture”

# Nirma University

# Online Course

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| **QUALITY ASSESSMENT**  |
| Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents  |
| * *Evaluation*

The foreseen topics give to the students a good background about the most relevant policies to promote and create Green and Blues infrastructure in cities.* *Strategies for improvement*

Some relevant international literature can be proposed, especially in terms of methodological approach to the planning of Urban Agriculture and case studies from EU:Rubino, A., (2007). The allotment gardens of the Ile de France: a tool for social development. Journal of Mediterranean Ecolo-gy 8:, 67-–75Taylor Lovell S (2010) Multifunctional Urban Agriculture for Sustainable Land Use Planning in the United States. Sustain 2:2499–-2522Zasada, I., 2011. Multifunctional peri-urban agriculture—a review of societal demands and the provision of goods and services by farming. Land Use Policy 28, 639–648.La Rosa D., Barbarossa L., Privitera R., Martinico F. (2014). Agriculture and the City: A Method for Sustainable Planning of New Forms of Agriculture in Urban Contexts, Land Use Policy 41, 290-303. doi: 10.1016/j.landusepol.2014.06.014 Pulighe, G., Lupia, F., (2016). Mapping spatial patterns of urban agriculture in Rome (Italy) using Google Earth and web-mapping services. Land Use Policy 59:, 49–58. |
| Quality criteria 2: Total number of credit units in the course is correct and appropriate  |
| * Evaluation

The distribution of hours between lectures (60 hours) and independent work (12 hours) is a bit unbalanced in terms of hours, even if the nature of this course is an online course* Strategies for improvement

Some more hours for home activities and/or independent work should be added |
| Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty  |
| * *Evaluation*

Open Online course open to different students or professionals* *Strategies for improvement*

Does not apply |
| Quality criteria 4: Tests are suitable and appropriate to support transferable skills |
| * *Evaluation*

The syllabus does not provide details for evaluation. It remains unclear how the learning outcomes expected from in-class activities and independent work are practically assessed and included in the evaluation. Similarly, it is not specified how the student is supposed to get the evaluation “pass” or “fail”.* *Strategies for improvement*

More details should be added to describe the evaluation in terms of assessment criteria and related activities. If proper, add a grading reference matrix. |

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| 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*

TLM are described with different degree of detail. In particular, the highlighted teaching approach of “making most of interactive and self-reflective methods of teaching and learning and, where possible, avoiding standing lectures and presentations” does not match with the online trait of the course.The list of reading/books misses details on the years of publication.* *Strategies for improvement*

Specify which part of the list of materials/books could be considered compulsory and which part recommended. Check the reference style and complete the list by providing the missing information.Suggested literature should be better indicated (some bibliographic information is missing) |
| Quality criteria 6: Theory/Practice-oriented components are sufficient to cater the learning outcomes and skillsdevelopment |
| * *Evaluation*

Theory and practice-oriented are well balanced.However, the table of course workload includes activities most likely associated with the ability to “apply and incorporate the learnings and principles in designing new habitat” but not described in details.* *Strategies for improvement*

If proper, explicit the practice-oriented components corresponding to in-class activities and individual assignments and how they relate to target skills |

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