

## QUALITY ASSESSMENT BY EU PARTNERS (PARTNER P4 Martin-Luther University Halle)

### New course: “(EREC324) Urban Green Facilities”

#### Khovd University, School of Natural Sciences and Technology

#### BSc and MSc Course

#### QUALITY ASSESSMENT

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

- *Evaluation*

The course is split into three main units, namely

1. Urban Green Facilities and Our Environment
2. Green Facilities of Our City
3. Landscape Protection of Green Facilities

As such, the course develops three topics related to green facilities in greater detail by focusing on three separate evaluation mechanisms respectively for these three units. The course is split into 16 weekly lectures (which are mostly being held online) and 16 weekly seminars during which the theoretical concepts are developed further by the students. The proposed units (lectures, seminar, self-study) and allocated workload are sensible and properly structured.

The total workload (seminar and lectures) for the course seems to be 64 hours. The design of a short video, an essay and a term paper are mentioned.

- *Strategies for improvement*

It is unclear during which parts of the course the essay, video and term paper are delivered. It is likely that these are the products of independent works by the students outside of the lectures and seminar, but this is not mentioned in the syllabus. It would be good to mention the entire workload associated with the course. If parts of the course deliverables are conducted in independent study times, it needs to be mentioned in the syllabus.

Quality criteria 2: Total number of credit units in the course is correct and appropriate

- *Evaluation*

According to the syllabi, the course consists of 32 hours of lectures and 32 hours of seminars; hence, a total workload of 64 hours. This would not suffice to reach the intended 6 ECTS worth of credits. Considering that one ECTS is valued at 25-30 hours of workload, the mentioned hours in the syllabus would only qualify the course for at most 3 ECTS.

- *Strategies for improvement*

While it can be assumed, that the production of the essay, short video and term paper are taking place outside of the seminar and lectures, it is unclear how much workload is associated with these activities. It is recommended to reflect these independent activities (as well as others potentially) in the syllabi, so that the total workload can be estimated. In order to qualify for 6 ECTS, the total workload needs to add up to at least 150 hours, of which the course currently falls short.

It is recommended to update the syllabus and properly reflect the workload associated with independent activities.

Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

• *Evaluation*

There are no prerequisite courses necessary to participate in this course, most likely due to the intention of the organisers to open the course to all students (BSc and MSc). As such, it is sensible that the course is focused on introductory topics and does not require extensive theoretical knowledge. Hence, with regard to the course's aims and goals, it is well situated in the curricula in the form of an introductory course to the topic of green facilities.

• *Strategies for improvement*

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

• *Evaluation*

Students will be graded based on attendance and active involvement during lectures (20-30%), a term paper and laboratory work performance (40-50%) and periodic tests during the course period (30%). The split is properly explained and documented and allows for a high insight on students' progress during the course.

• *Strategies for improvement*

Attendance and academic activity are potentially weighted too greatly. It seems perhaps a little high to allocate 30% of the final grade to their participation during lectures – which is highly subjective and less meaningful in nature. It would be perhaps wise to reduce the weighting of the active participation to 10% and instead increase the weighting of the term paper and periodic tests, as those reflect a student's understanding far better than their participation during lectures.

It would also be necessary to mention the frequency of periodic tests.

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 methods are mixed and include taught classes, case study discussions and practical exercises with a large group work at the end of the course. It is notable that this is an online course, thus it will make use of non-traditional teaching methods. The intended structure of the course is thus well-designed to gauge student's progress. The prerequisite courses and reading materials seem highly relevant to the course's goals and as such are properly designated.

• *Strategies for improvement*

Considering that the course is held online, it would be good to expand more on the online teaching methods. The syllabus could better highlight the teaching methods used with regard to the different section of the course outline. Additionally, the syllabus mentions laboratory work, but does not expand upon the subject. It would be important to mention which tasks are expected to be carried out in the laboratory and how these tasks would help to reach the course's aims.

Some interesting references that could perhaps help to deepen the theoretical knowledge and relevance to the Mongolian context are listed below.

- Enkhbold, B. and Matsui, K. (2022). **A Study on Policy and institutional arrangements for Urban Green Space Development in Ulaanbaatar, Mongolia.** *Land* 11:12, 2205



- Fan, M. (2022). **Green Urban Planning: Lessons from Mongolia on Climate Proofing Cities in Cold Regions.** *Asian Development Bank No. 57* -  
<https://www.adb.org/sites/default/files/publication/851141/eawp-057-green-urban-planning-mongolia.pdf>

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

- *Evaluation*

The course components are properly explained and cover all necessary topics to achieve the intended learning outcomes. Practical seminars and proper examination are balanced properly with lecture and theoretical input and help students deepen their knowledge on the topics. Based on the reading material and lecture overview, the course seemingly provides a very good introduction to the topic of green facilities in Mongolia.

- *Strategies for improvement*

It is necessary to expand more upon the practice-oriented components of the course. They are mentioned in passing, but it is unclear how much workload in hours they would require as well as what the intended learning outcomes and imparted skills are. It would be great to add this information to the syllabus.

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