

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

New course: “(ENEN301) Urban Logistic”

National University of Mongolia, School of Engineering and Applied Sciences

BSc Course

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"> <i>Evaluation</i> The course is split into two main units: in-class activities and independent work, both of which are further split into smaller activities. Overall, the course has a balanced approach between seminar and lecture units, whereby each week the workload is equally distributed between seminars and lectures. Moreover, students have to opportunity to deepen their knowledge on the theoretical inputs with independent activities outside of the lectures and seminars. A great emphasis is given to providing students with a holistic background of urban logistics and its effects on urban ecosystems and challenges. <i>Strategies for improvement</i> No major suggestions necessary. The course is well-structured and solidly planned.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<ul style="list-style-type: none"> <i>Evaluation</i> According to the syllabus, the course is scheduled to run for 16 weeks. During that period, students will listen to lectures (30 hours) and participate in seminar exercises (30 hours). These in-class activities are complemented with independent activities related to a group study conducted in pairs of two students. Given the information provided in the syllabus, it is unclear how much the total workload will amount to. Accounting for the hours provided in the syllabus, the in-class activities would add up to 60 hours. It is not stated how many hours are scheduled for independent activities. <i>Strategies for improvement</i> In order to achieve the intended 6 ECTS worth of credits, it is highly recommended to ensure that adequate time is devoted to the independent group work. Given that one ECTS is valued at ~25-30 hours of workload, the course would need to fulfill the requirements of approximately 150 hours of workload to qualify for 6 ECTS. Currently, approximately 90 hours of workload would need to be devoted to the independent group work activities and it is highly recommended to do so and to devise a case-study that is tailored to this. The selected case study on urban logistics needs to be sufficiently detailed, while at the same time accounting for the fact that it is a bachelor’s course, to allow for approximately 90 hours of effort to complete.
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty

- *Evaluation*

The course seems to be adequately positioned in the curricula. Considering it is a Bachelor's course, it seems sensible to start with basic concepts. There are also required courses on environmental studies and environmental engineering to further supplement the knowledge foundation of students.

- *Strategies for improvement*

Considering that the course is intended for Bachelor students, the range of topics and foreseeable depths of lecture topics is sufficient. Considering that the aim of the course is to provide students with basic knowledge of urban logistics, it might perhaps be sensible to reduce the required courses, especially considering that urban engineering seems very specific and need not necessarily be studied in detail to follow a course on urban logistics.

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

- *Evaluation*

Individual and group assignments are well described and framed within the course. Grading is based on attendance (20%) and group work (20%), as well as a midterm exam (30%) and a final exam (30%). This is absolutely sufficient and allows instructors to easily gauge students' progress and their retention of taught materials.

- *Strategies for improvement*

Attendance is weighted with 20% of the final mark, which is perhaps somewhat high. Given the large amount of subjectivity in grading attendance, it would perhaps be better to simply require students' attendance to qualify for exams and instead distribute grading over the more-objective-based exams and group work reports. Similarly, given the proposed workload and ECTS distribution, the independent group assignment should be a larger effort in hours (90 hours) than the in-class activities (60 hours) if the course aims to provide 6 ECTS. Given that independent activities would require more time, it seems incorrect to only value their contribution to the final grade at 20%.

As such, a proposal is to decrease midterm and final exam weighting to 25% each, i.e. 50% of the final grade, and allow for the group work to be valued at 50 as well. Final decision in this regard is of course left to the instructors, but this would provide a more balanced grading compared to the effort students have to carry out.

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 an independent group work in pairs of two at the end of the course. The intended structure of the course is thus well-designed to gauge student's progress. The required courses seem to complement the aims of the course and their knowledge should help students in grasping the taught concepts easily. The compulsory reading list contains four articles, of which two are in Mongolian and as such cannot be evaluated. The two English materials should provide a good foundation for students and should ideally be provided to students at the beginning of the course (if not prior to course start).

- *Strategies for improvement*

The syllabus needs to be updated with regard to the course workload. As of right now, the course is correctly categorized into in-class activities and independent work, but the hours for each step in the course are not reflected in the table. In order to achieve the 6 ECTS (3 MCTS) goal, the workload should be no less than 150 hours, and as of now, only 60 hours are explicitly mentioned in the syllabus.

It should be specified exactly how many hours are foreseen for each step in the curriculum and to also expand upon the independent assignments. It is recommended to plan with at least 90 hours of independent group work to be in line with a 6 ECTS course.

Some interesting references that could perhaps help to deepen the theoretical knowledge are listed below, but their use ultimately depends on the instructors.

- Gonzalez-Feliu, J., Semet, F. and Routhier, J-L. (2014). **Sustainable Urban Logistics: Concepts, Methods and Information Systems**. ISBN: 978-3-642-31788-0
- Behrends, S. (2016). **Recent Developments in Urban Logistics Research – A Review of Proceedings of the International Conference on City Logistics 2009-2013** . *Transportation Research Procedia* 12: 278-287
- Munuzuri, J., Larraneta, J, Onieva, L. and Cortes, P. (2005). **Solutions applicable by local administrators for urban logistics improvement**. *Cities* 22:1, 15-28

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

- *Evaluation*

The practice-oriented components of the course are mentioned, but only loosely described. The learning outcomes and skills development however are properly described and listed. Given the nature and topic of the course, the intended skills to-be-developed are correctly categorized and would be a great asset for students to learn.

- *Strategies for improvement*

It would be good to describe the intended case studies, the approach being used and intended tasks for students during the practical work of the course. These are currently not documented in detail.

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