

QUALITY ASSESSMENT BY EU PARTNERS (PARTNER Estonian University of Life Sciences)

course: “Remote Sensing, GIS for Disaster Management”

Special Centre for Disaster Research (SCDR), Jawaharlal Nehru

University, New Delhi

Master students

QUALITY ASSESSMENT
Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents
<i>Evaluation</i> The course gives 4 ETCS. According to work load table the theoretical topics are well covered, but there is very little information about labs and practical exercises. In work load table it is not clear what is estimated workload (hours) and self-study (hours). Is the estimated workload lecture time (or in class hours) and self-study hours the time which students should spend to learn this topic for exam? <i>Strategies for improvement</i> The organization of labs and the content of practical exercises should be described.
Quality criteria 2: Total number of credit units in the course is correct and appropriate
<i>Evaluation and Strategies for improvement</i> The number of ECTS is appropriate (4 ECTS).
Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty
<i>Evaluation</i> The course is designed for master students. It is not specified if the course is elective or compulsory. The positioning is appropriate in the curricula. <i>Strategies for improvement</i> Specify if the course is elective or compulsory.
Quality criteria 4: Tests are suitable and appropriate to support transferable skills

- *Evaluation*

Assessment consists of 4 parts: 1) 10% quiz, 2) mid semester examination (30%), 3) end semester examination (50%) and 4) individual assignments (10%).

No details are described, but the general idea of this kind of four level evaluation is appropriate.

- *Strategies for improvement*

The criteria of individual assessments should be included.

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*

No prerequisites are required.

Teaching methods are mostly lectures and presentations. Lectures are well described, but how labs are organized is not described.

- *Strategies for improvement*

I suggest to include the information about labs – how labs are organized, how many and which kind of exercises are solved, which criteria has to be met etc.

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

- *Evaluation*

General learning outcomes are described. The achievement of theoretical knowledge can be evaluated as the content of lectures is described. The achievement of practical skills cannot be evaluated because there is no information about practical exercises. I can only see that QGIS and SAGA GIS will be used, but which kind of exercises will be solved, is not written.

- *Strategies for improvement*

Some learning outcomes are expressed as to learn something – consider revising to desired outcome of learning process (understand, be able to use etc). The detailed description of assignments is needed.

The course is suitable for its respective program and recommended for accreditation. All the necessary corrections can be done on the enrollment stage.

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