

## QUALITY ASSESSMENT BY EU PARTNERS (PARTNER ESTONIAN UNIVERSITY OF LIFE SCIENCES)

### Elective course: “Community based disaster management”

#### Jawaharlal Nehru University

#### MA/MSc Courses

QUALITY ASSESSMENT
<p>Quality criteria 1: Number of credit units for lectures, practical sessions and self-learning are appropriate to the contents</p> <ul style="list-style-type: none"> <li> <b>Evaluation</b>  The course assigns a workload of 112 hours in total, of which 56 hours refers to in-class activities and 56 to self-learning, which is appropriate. However, there is an imbalance of credits assigned to lectures in comparison with practical sessions (96 and 16 h, respectively). </li> <li> <b>Strategies for improvement</b>  To improve the balance between theoretical and practical sessions, the inclusion of complementary hands-on assignments (e.g., group discussions, study cases, project-based tasks) simultaneously with the lectures may help assist learning. The following material can be used as a guideline for this: <ul style="list-style-type: none"> <li>Leach J, Ametller J, Scott P. The relationship of theory and practice in designing, implementing and evaluating teaching sequences: learning from examples that don't work. <i>Éducation et didactique</i>. 2009 Jun 1(3-2):133-55. <a href="https://doi.org/10.4000/educationdidactique.497">https://doi.org/10.4000/educationdidactique.497</a></li> <li>Chaptes 5, 6 and 9 of the book “A Handbook for Teaching and Learning in Higher Education” (<a href="#">link</a>)</li> </ul> </li> </ul>
<p>Quality criteria 2: Total number of credit units in the course is correct and appropriate</p> <ul style="list-style-type: none"> <li> <b>Evaluation</b>  The total number of credits units assigned for this course is 4 ECTS, which is in agreement with the workload of 128 hours. </li> <li> <b>Strategies for improvement</b>  No strategies for improvement are required. </li> </ul>
<p>Quality criteria 3: Positioning of the courses in Curricula is appropriate based on the progressive level of difficulty</p> <ul style="list-style-type: none"> <li> <b>Evaluation</b>  The course is offered to students in the second semester of the MA/MSc course. In this way, the students would have some background prior to enrollment, and, thus, the course's positioning in curricula is appropriate. </li> <li> <b>Strategies for improvement</b>  No strategies for improvement are required. </li> </ul>
<p>Quality criteria 4: Tests are suitable and appropriate to support transferable skills</p>

- *Evaluation*

The performance of students is evaluated by quizzes/surprise tests (10%), a mid-semester examination (30%), an end-semester examination (50%), and individual assignments (10%), which include reporting field work and community interactions and reviewing of research articles and working paper with given objectives. Thus, the methods and weights for assessment are appropriate.

- *Strategies for improvement*

In case of the inclusion of additional practical assignments, it would be necessary to increase the contribution of these to the evaluation of students' performance. The following material can assist in this regard:  
<https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/>

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*

There are no prerequisites assigned to this course, which seems adequate. As one of the evaluation methods, the individual assignments comprising field trips and interactions with communities and documented study cases are appropriate and helpful, as well as a relevant opportunity for applying the content presented during the course.

- *Strategies for improvement*

In addition to individual assignments, the inclusion of group assignments may foster collaboration among students, introduce diverse perspectives on the subject, encourage active learning among students, and aid in the development of critical thinking, communication, and decision-making skills, which are particularly applicable in disaster management.

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

- *Evaluation*

The planned subjects *and* assignments are sufficient to cater the learning outcomes and skills development. However, there is an imbalance between theoretical and practical components, as mentioned before.

- *Strategies for improvement*

To improve the balance between theoretical and practical sessions, it is recommended the inclusion of complementary hands-on assignments (e.g., group discussions, study cases, project-based tasks) simultaneously with the lectures. As a suggestion to assess learning outcomes for promoting the improvement of teaching approaches, it would be interesting to include Rubrics assessments to verify which skills were specifically developed and identify challenges and opportunities for future groups of students. The following materials provide some examples and guidelines for creating Rubrics:

- <https://files.eric.ed.gov/fulltext/EJ1201525.pdf>
- <https://www.niu.edu/citl/resources/guides/instructional-guide/rubrics-for-assessment.shtml>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1618692/>

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