**Online course evaluation grid**

**Course: Structure 2**

**Level: 3rd year Bachelor Architecture**

**Teacher: Dr. Abdelaziz Brouthen**

We propose a scale of 1 to 5 to evaluate the different aspects that should be present in "Structure 2" course for hybrid teaching.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Excellent** | **Good** | **To be improved** | **Insufficient** | **Inexistent** |
| **5** | **4** | **3** | **2** | **1** |

**Tester 1:**

**Dr. Imadeddine Debbabi**: Associate professor (MCB) at Civil Engineering & Hydraulics department, University of Biskra. He attended the training course on ICT and teaching practices during the year 2021/2022.

**Tester 2:**

**Dr. Abdelkader Dram:** Associate professor (MCB) at Civil Engineering & Hydraulics department, University of Biskra. He attended the training course on ICT and teaching practices during the year 2021/2022.

**Tester 3:**

**Walid Chaabani:** PhD student in civil Engineering at University of Biskra.

**Put (x) in the appropriate box**

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| --- |
| 1. **Organisational aspects**
 |
| **Assessment criteria** | **Indications** |
| **5** | **4** | **3** | **2** | **1** |
| **Presentation** **& Structuring** | Clear presentation of the course (title, contact details, images, etc.) |  |  |  |  |  |
| Structuring of the different parts (chapters, tutorials, assignments, etc.) |  |  |  |  |  |
| Easy access to course content on the site |  |  |  |  |  |
| Presence of the conceptual map of the course including all the required elements (target audience, coefficient and credit, hourly volume, type of assessment and teacher contact details, etc.). |  |  |  |  |  |
| **II. Entry system** |
| **Assessment criteria** | **Indications** |
| **5** | **4** | **3** | **2** | **1** |
| **The****formulation****of****objectives** | Well-stated educational objectives (correct formulation of objectives with clarity and precision) |  |  |  |  |  |
| Present the general objective |  |  |  |  |  |
| Present the specific objectives |  |  |  |  |  |
| Presentation of expected skills |  |  |  |  |  |
| Formulation of objectives (use of action verbs) |  |  |  |  |  |
| **The prerequisites** | The prerequisites are set out |  |  |  |  |  |
| The pre-requisites are clear and precise |  |  |  |  |  |
| Directing students to resources to help them reach the necessary knowledge threshold before starting the course |  |  |  |  |  |
| **The pre-test** | Place the test just after the pre- requisites have been formulated  |  |  |  |  |  |
| Allows students to measure their ability to master the course objectives.  |  |  |  |  |  |
| Use of different types of questions |  |  |  |  |  |
| **III. Learning system** |
| **Assessment criteria** | **Indications** |
| **5** | **4** | **3** | **2** | **1** |
| Course content is broken down into learning units (based on a mind map) |  |  |  |  |  |
| Presence of learning activities relating to each learning unit |  |  |  |  |  |
| Consistency between course objectives and content |  |  |  |  |  |
| Coordination between learning units and activities |  |  |  |  |  |
| Tools to facilitate learning (videos, PDF, website, book....etc) |  |  |  |  |  |
| Presence of communication areas (forum, chat room and wikis) |  |  |  |  |  |
| **IV. Exit system** |
| **Assessment criteria** | **Indications** |
| **5** | **4** | **3** | **2** | **1** |
| Presence of exit tests to assess the level of mastery of the aforementioned objectives |  |  |  |  |  |
| Clear presentation of assessment and marking criteria |  |  |  |  |  |
| **V. Bibliography** |
| **Assessment criteria** | **Indications** |
| **5** | **4** | **3** | **2** | **1** |
| Proposed bibliography & Mention of documents used |  |  |  |  |  |
| Respect the citation norms |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indications** | **Excellent** | **Good** | **To be improved** | **Insufficient** | **Inexistent** |
| **Points**  | **5** | **4** | **3** | **2** | **1** |
| **Number of (x) per square** |  |  |  |  |  |

**Date: Signature:**