Course Coordinator	Patricia Lorenz
Course Code	HI8002
Course Title	Sustainability: Big Issues
Pre-requisites	NIL
No of AUs	3
Contact Hours	39 hours (Weekly 2.5h seminars + 0.5h online)

Course Aims

This course is a UE and GER-PE designed by students for students and catered to undergraduate students with an interest in sustainable development and environmental issues. The module will educate you on sustainable development in reference to the UN Sustainable Developments Goals, and examine environmental, social, and economic facets of sustainable development. In team-lead seminars we will focus on case studies related sustainable development from Germany, France, Japan, Korea, Spain and evaluate their relevance to Singapore. Using a flipped classroom teaching approach and a wide range of collaborative activities, you will recognise challenges in meeting sustainable development goals, assess the effectiveness and limitations of current solutions, and work on solutions to real-life problems. By understanding the complex relationships between individuals, society, corporations, and governments, this module will give you a holistic understanding of sustainability and enables you to become a responsible global citizen, empowered to shape your own future.

Intended Learning Outcomes (ILO)

After completing Sustainability: Big Issues, you will be able to:
1. Identify and address current sustainability issues under the three pillars of sustainability; Ecology, Economy, and Society.
2. Evaluate current sustainability issues and relate these to you, Singapore, and the global community.
3. Critically analyse existing challenges in achieving the UN Sustainable Development Goals.
4. Collaborate with team members to analyse and present a current sustainability issue.
5. Develop and pitch sustainable solutions to real-world problems.
6. Lead and generate classroom activities and discussions on a pre-chosen sustainability topic.

Course Content

List of Topics Covered:
- Concepts and definitions of Sustainability
- Climate Action and Green Policies
- Life on Land
- Life Below Water
- Clean Water and Clean Energy
- Zero Hunger and Food Security
- Poverty and Health
- Hunger and Food Security
- Affordable Clean Energy
- Education and Gender Inequality

- Decent Work and Economic Growth
- Responsible Production and Consumption
- Industry, Innovation, and Infrastructure
- Sustainable Cities

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Presentation	1, 2, 4, 5	Communication, Competence, Creativity, Character	30%	Team/ Individual	Appendix 1
2. Team-Led Seminar	1, 2, 4, 6	Communication, Competence, Creativity, Character	10%	Team/ Individual	Appendix 2
3. Reflections	1, 2, 3	Civic-mindedness, Character, Creativity	10%	Individual	Appendix 3
4. eMiniQuizzes	1,2,3	Competence	10%	Individual	Nil
5. Infographic	1, 2, 3, 4	Creativity, Communication, Competence, Civic-mindedness	30%	Team/ Individual	Appendix 4
6. Online and Classroom Participation	1, 2, 3, 4	Communication, Competence, Civic-mindedness, Character	10%	Individual	Appendix 5
Total			100%		

Description of Assessment Components:

1. Presentation:
In this assignment, you are expected to work in teams of four (or five) to analyse a real-world sustainability problem that is related to the weekly topic. Your team is expected to deliver a 20-minute presentation, which is followed classroom activities and discussions (together being a Team-led Seminar). The presentation has to evaluate and analyse an existing problem and analyse the impact on all stakeholders involved. Students also have to add a critical analyse of existing strategies and solutions. The presentation topics and schedule will be chosen in Week 1 and the presentations and seminars will take place throughout the semester. You will have to submit your presentation slides through NTULearn latest on the day before your presentation.

2. Team-Led Seminar:
You are expected to work in a team of four (or five) to conduct a 30-minute seminar on a pre-chosen topic (see 1. Presentation). After your team presented their analysis and proposal it has to lead activities on the topic. Your team has to create classroom activities which engage each team and enable them to apply the knowledge gained in the pre-class readings and the team presentation to create a feasible solution in the form of a governmental/organisational strategy, or a campaign. You will have to be prepared to be organise the class in a way that discussions take place and each team will have a say. The topics for the

presentations and seminars will be chosen in Week 1 and the presentations and Team-Led Seminars will take place throughout the semester.

3. Reflections:

The reflections will be in form of photos with short captions, which serve as a visual teaching guide and are a novel way to engage students. These reflections encourage the students to link the weekly topics to their daily lives and surroundings, reminding students that sustainability is something that is constantly applicable to our daily lives. The reflections have to be linked the pre-class materials, which provide an insight in the topic covered in the class. Students are asked to add relevant captions that briefly explain their photos and their relevance to the topic. Submissions will be peer-graded.

4. eMiniQuizzes:

eMiniQuizzes are short online quizzes that will have to be completed before each class. The quizzes will feature randomised questions related to the pre-class materials. The quizzes will be conducted in NTULearn and will take only a few minutes to complete.

5. Infographic:

The assignment will encourage students to research and work on a topic of their choice based on their personal experiences and knowledge. The aim is to make the topic and the infographic relevant to a Singaporean context. It is also an opportunity for students to engage further with a topic of interest to their personal lives of future careers. The emphasis of this project is to break down the problem and explain it in a manner that is clear and easy to understand for everyone. The infographic presents a complex issue in a very condensed format, similar to a poster-presentation in digital format. Each team will present their Infographic in a 3-Minute-Pitch in the final lesson.

6. Participation:

In-class discussion is crucial in this module as you learn from your peers and build important skills. This includes constructing convincing arguments, active verbal communication and interpreting current affairs. As such, your contribution to discussion in class is important. You will be assessed on the extent to which you participate and contribute to the team and class discussions and learning. A further crucial element will be whether you have regularly and timely completed all the assigned peer-grading exercises.

Formative feedback

You will receive formative feedback through verbal feedback on your presentation and seminar at the end of the class. Further you will receive individual feedback through the grade centre in NTULearn. Additionally, you will receive verbal feedback from your peers on your presentation and seminar in class. The Weekly Questions will be system graded and provide you with instant feedback on your understanding of the subject matter prior to the classroom discussion. You will then be able to engage deeper into the topic during the classroom activities and add to your understanding. The Infographic is supposed to condense your knowledge on a sustainability topic of your choice. Students will submit the Infographic to NTULearn, and display, present, and discuss them in the final lesson. Feedback will be provided through discussion with peers and on NTULearn.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Flipped Classroom	This approach allows students to analyse and interpret the pre-readings before class. Students will come to class with their own understanding of the topic. They share and defend their views with their peers in-class and engage in a more informed discussion. Recent research also reveals that a flipped classroom instructional model has a positive impact on students' learning (Albert and Beatty, 2014; Demetry, 2010; Strayer 2012; Wagner et al., 2013). Flipped classroom also received positive feedback from students, with studies showing that it aids

	personal growth in areas such as confidence, creativity, and problem-solving skills (Akçayır & Akçayır, 2018).
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancario, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).
Peer to peer learning	Peer to peer learning helps engage students in both teaching and learning processes, increase student-led involvement, and lower student anxiety because peer tutors seem less intimidating than lecturers (Stigmar, 2016). This form of learning has also accelerated the development of generic skills and general knowledge. Students no longer feel isolated in the learning enterprise. Their incomplete knowledge is no longer felt as a liability but is an asset because it permits them to join in group activities, helping and being helped according to need (2008).
Collaborative Learning	This approach allows students to learn and work together with students from different disciplines. Students will be grouped at the beginning of the semester in diverse teams and will work in these teams throughout the semester. In their teams, students will communicate their ideas and further understand different perspectives through class discussions, gaining a better understanding of how sustainability affects everyone. Students walk out of the classroom with a greater sense of achievement and satisfaction as they have contributed to the learning of their classmates and themselves.
Seminar	This approach allows students the opportunity engage deeply with a pre-chosen topic and to present their findings and proposals to the class. Further it enables students to lead and develop discussions with their peers on their topic. Students will bring about new directions and perspectives that they are vested in, this makes them motivated in their learning. This facilitates deep learning and higher learning skills.

Reading and References

Links will be posted in NTULearn

Course Policies and Student Responsibilities

1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

2. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments.

To be eligible for a re-test you must inform your tutor and module coordinator before the assessment date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents must also be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you must attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

3. Inclusivity and Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, if any of our class meetings conflict with your religious events, please let me know so that we can decide for you.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Email
Patricia Lorenz	CML	plorenz@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	ILO	Readings / Activities	Hours
Week 1	**Introduction** • Introduction and Course Briefing • Concepts and Definitions on Sustainability • Choosing of Presentation Topics	1	• No pre-readings • No presentations	2.5
Week 2	**Climate Action and Green Policies** • Climate Change and Climate Action • Singapore Urban Heat Island Effect • Urban Heat Island Effect in Seoul • Green policies • The Artic Matters	All	• Presentation 1: Climate Change • Presentation 2: Urban Heat Island Effect • Presentation 3: The Artic Matters • Presentation 4: Green Policies	2.5
Week 3	**Life on Land** • Ecosystems • Poaching • Wildlife Trade • Deforestation • Singapore MRT Cross Island Line	All	• Presentation 1: Poaching • Presentation 2: Wildlife Trade • Presentation 3: Deforestation • Presentation 4: SG MRT Cross Island Line	2.5
Week 4	**Life Below Water** • Marine Ecosystem • Coral Reefs Conservation • Ocean Pollution • Land reclamation in Singapore	All	• Presentation 1: Ocean Pollution • Presentation 2: Coral Reefs • Presentation 3: Mangroves • Presentation 4: Overfishing	2.5
Week 5	**Clean Water and Clean Energy** • Clean Water • Clean Energy • Singapore's Solar Power Plan • Fundamentals of the Water Cycle • Renewable energy 101	All	• Presentation 1: Fundamental of the Water Cycle • Presentation 2: Clean Water • Presentation 3: Clean Energy • Presentation 4: Singapore Solar Power Plan	2.5
Week 6	**Hunger and Food Security** • Global Hunger • Food Insecurity • Food Insecurity in Singapore • Sustainable Urban Farming	All	• Presentation 1: Hunger • Presentation 2: Food Security • Presentation 3: Farming for Meat • Presentation 4: Sustainable Urban Farming	2.5
Week 7	**Poverty and Health** • Income Inequality • Gini coefficient (Singapore vs Germany) • Emerging Infectious Disease Crisis • Gini Coefficient • Fighting Singapore's income inequality	All	• Presentation 1: Income Inequality • Presentation 2: Health Inequities • Presentation 3: Poverty in Context • Presentation 4: Infection Disease Crisis	2.5
	• **NO LESSONS – RECESS WEEK**			

Week 8	**Education and Gender Inequality** • Female Infanticide • Gender-based Violence • Barriers to Education • Digital Divide	All	• Presentation 1: Gender Inequality • Presentation 2: Female Infanticide • Presentation 3: Education Inequality • Presentation 4: Digital Divide	2.5
Week 9	**Decent Work and Economic Growth** • Migrant workers • Modern Slave Labour • Circular Economy	All	• Presentation 1: Migrant Workers (male) • Presentation 2: Migrant Workers (female) • Presentation 3: Slave Labour • Presentation 4: Circular Economy	2.5
Week 10	**Responsible Consumption and Production** • Marketplace Production and Consumption • Waste Management • Singapore Recycling • Germany Recycling	All	• Presentation 1: Responsible Consumption • Presentation 2: Waste • Presentation 3: Recycling • Presentation 4: Responsible Production	2.5
Week 11	**Industry, Innovation, and Infrastructure** • Inclusive and Sustainable Innovations and Technology • Transport Infrastructure • Fast Shipping	All	• Presentation 1: Green Innovations • Presentation 2: Green Infrastructure • Presentation 3: Shipping • Presentation 4: Green Production	2.5
Week 12	**Sustainable Cities** • Natural Cooling • Sustainable, Resilient Buildings and Spatial Planning • Unsustainability of cities • Urban Ecosystems	All	• Presentation 1: Zero Energy Buildings • Presentation 2: Green Buildings • Presentation 3: Urban Ecosystems • Presentation 4: Sustainable Cities	2.5
Week 13	**Infographics** • Poster Presentations (2 min pitch)	All	Presentations of Infographics	2.5

Appendix 1: Assessment Criteria for Presentation

The presentation should include:
- Analysis of the chosen sustainability issue, including its complexity, challenges, and stakeholders.
- Evaluation of current approaches to address the issue (not limited to Singapore).
- Demonstrate adequate research into the various aspects of the topic.
- Good presentation skills.

Criteria / Weigh	Exceeds Expectations	Meets Expectations	Barely Meets Expectations	Below Expectations	Does Not Meet Expectations
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Content (30%) Team	Provide pertinent information on the complexity of the issue and all the stakeholders. Explain the implications of the identified issue in a comprehensive manner.	Provide relevant information on the issue, its complexity and stakeholders. Explain the implications of the identified issue in a detailed manner.	Provide partial information on the complexity of the issue. Explain the implications of the identified issue vaguely.	Provide superficial information on the problem. Explain implications of the identified problem inadequately.	Provide very little information on the problem. Do not explain implications of the identified problem. *
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Evalua-tion (30%) Team	Comprehensively evaluates the effectiveness of existing or past measures on the issue identified. Critical evaluation of the proposed campaign.	Sufficiently evaluates the effectiveness of existing or past measures on the issue identified. Evaluation of their proposed campaign.	Barely evaluates the effectiveness of existing or past measures on the issue identified. Superficial evaluation their proposed campaign	Poorly evaluates the effectiveness of existing or past measures on the issue identified. Little evaluation of their proposed campaign	No evaluation on the effectiveness of existing or past measures on the issue identified. No evaluation of their proposed campaign
Points	10 - 8	7	6	5	4 - 0
Research and Re-ferences (10%) Team	Substantiates claims with sufficient, reliable, and significant sources. Uses an appropriate reference style throughout.	Substantiates claims with reliable and appropriate sources. Mostly uses an appropriate reference style.	Substantiates claims with some reliable sources. Reference style shows some inconsistencies.	Substantiates claims with inappropriate and unreliable. Reference style is inconsistent.	Substantiates claims with no references and sources.
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Presen-tation (30%) Indivi-dual	Speaks clearly and at appropriate pace with no reference to cue cards. Consistently includes appropriate audience engagement and holds the interest of the audience.	Speaks clearly and at an appropriate pace with some reference to cue cards. Presentation is engaging and mostly holds the interest of the audience.	Speaks somewhat clearly and mostly at an appropriate pace with some references to cue cards. Presentation is somewhat engaging and barely holds the interest of the audience.	Verbal delivery is unclear and at an unsuitable pace with frequent references to cue cards. There is little attempt to engage the audience.	Verbal delivery is completely unclear and reads off the slides and cue cards throughout the presentation. There was no attempt to engage the audience.

* If there are strong indications that a team member has not contributed to the content this component will be awarded a zero grade for the respective student(s).

Appendix 2: Assessment Criteria for Team-Led Seminar

The Team-Led Seminar should demonstrate:
- Organisation: clearly prepared and thought though.
- Suitable activities to engage all the teams in the class and make teams work on suitable solutions.
- Facilitate discussion leading to solution for mitigating the issue with specific reference to Singapore.

Rubrics	Exceeds Expectations	Meets Expectations	Barely Meets Expectations	Below Expectations	Does not meet Expectations
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Organisation (30%) Team	The seminar is well organised and has a smooth flow and transition.	The seminar is mostly organised and has a good flow.	The seminar is somewhat organised and has a some flow.	The seminar has little organization and difficult to follow.	The seminar is poorly organized and cannot be followed.
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Engagement (30%) Team	The team leads and develop fruitful discussions on the topic leading to many great ideas for solution. All activities used engage students and stimulate discussion.	The team generates good discussions on the topic leading to good possible solutions. Most activities used engage students and stimulate discussion.	The team generates some discussions on the topic leading to some possible solutions. Some activities used somewhat engage students and stimulate some discussion.	The team generates barely any discussions on the topic that do not generate possible solutions. Hardly any activities used engage students or stimulate discussion.	The team is unable to generate discussions on the topic. No activities used engage students and do not stimulate discussion.
Points	20 - 15	14 - 12	11 - 10	9 - 8	7 - 0
Materials (20%) Team	Materials and visuals used are all appropriate and useful.	Materials and visuals used are mostly appropriate and useful.	Materials and visuals used are somewhat relevant.	Materials and visuals used are mostly irrelevant.	Materials and visuals used are all irrelevant.
Points	20 - 15	14 - 12	11 - 10	9 - 8	7 - 0
Teamwork (20%) Individual	The team member is very actively engaged in the running of the seminar and demonstrates initiative and collaboration.	The team member is actively engaged in the running of the seminar and demonstrates some initiative and collaboration.	The team member is sometimes engaged in the running of the seminar and demonstrates some collaboration.	The team member is barely engaged in the running of the seminar and demonstrates little collaboration.	The team member is not engaged in the running of the seminar and demonstrates no collaboration.

Appendix 3: Details and Assessment Criteria for Reflections

You will have to submit reflections on NTULearn regarding the three pillars of sustainability. The reflections will be in a form of a photo with a caption of 100-200 characters. Photos should show an object, location, or experience that is links the upcoming topic to something related to you. Your submissions will be marked by peers.

Criteria / Weighting	Exceeds Expectations	Meets Expectations	Barely Meets Expectations	Below Expectations	Does Not Meet Expectations at All
Points	4	3	2	1	0
Image and Caption (100%) Individual	Submits highly relevant image with deeply meaningful caption that demonstrates deep understanding of the concept and topic of the week.	Submits relevant image with meaningful caption that demonstrates understanding of the concept and topic of the week.	Submits somewhat relevant image with somewhat meaningful caption that demonstrates some understanding of the topic of the week.	Submits barely relevant image with no or meaningless caption that demonstrates little understanding of topic of the week.	No submission or completely irrelevant submission.

Appendix 4: Details and Assessment Criteria for Infographic
You will be designing an infographic on a current issue on sustainability. There are no restrictions to the choice of the topic.

Submission details:
- Minimum font size 12 (no illegible fonts)
- A3-size (landscape or portrait)

The infographic should:
- Illustrate a problem in reference to the economy, society, and environment in a Singapore context.
- Propose feasible solution and clear actions to be taken that can be taken to address the problem.

Criteria / Weighting	Exceeds Expectations	Meets Expectations	Barely Meets Expectations	Below Expectations	Does Not Meet Expectations at All
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
Content (30%) Team	Provides significant information on the complexity of the problem. Explains the implications of the identified problem in a comprehensive manner.	Provides relevant information on the complexity problem. Explains the implications of the identified problem in a detailed manner.	Provides partial information on the problem. Explains the implications of the identified problem partially.	Provides superficial information on the problem. Explains implications of the identified problem inadequately.	Provides irrelevant, little, or no information on the problem. Does not explain implications of the identified problem. *
Points	20 - 15	14 - 12	11 - 10	9 - 8	7 - 0
Clarity of Information (20%) Team	Communicates information in a purposeful and clear manner. Key ideas presented are very easily understood.	Communicates information in a logical manner to reach out. Key ideas presented are quite easily understood.	Communicates information in an arbitrary manner. Key ideas presented can be understood.	Communicates information in a haphazard manner. Information is difficult to comprehend.	Communicates very little to no information. Infographic is busy and misleading. Information is incomprehensible.
Points	10 - 8	7	6	5	4 - 0
References (10%) Team	Substantiate claims with sufficient, reliable, and significant sources. Uses appropriate reference style.	Substantiate claims with reliable and appropriate sources. Mostly uses appropriate reference style.	Substantiate claims with some reliable sources. Reference style shows some inconsistencies.	Substantiate claims with inappropriate and unreliable. Reference style is inconsistent.	Substantiate claims with no references and sources.
Points	10 - 8	7	6	5	4 - 0
Design (10%) Team	Has outstanding design elements. Fonts and colours used are highly suitable for the theme and easy to read.	Has good design elements. Fonts and colours used are easy to read and related to the theme.	Has some suitable design elements. Fonts and colours used are mostly easy to read.	Has barely any design elements. Fonts and colours used make the info partially illegible or difficult to read.	Has no design elements. Fonts and colours used make the words illegible or extremely difficult to read.
Points	30 - 23	22 - 18	17 - 15	14 - 12	11 - 0
3-Minute-Pitch (30%) Individual	Presents very clearly and concise. Is very perfectly paced very well prepared.	Presents clearly and concise. Is well paced and prepared.	Is mostly concise and mostly well-paced. Is somewhat prepared.	Is neither concise nor well-paced. Is under-prepared.	Does not present or hardly speaks. Not prepared.

* If there are strong indications that a team member has not contributed to the content this component will be awarded a zero grade for the respective student(s).

Appendix 5: Details and Assessment Criteria for Participation

You will be assessed on your participation in team and classroom discussion as well as your online activities and peer-marking.

Criteria / Weighting	Exceeds Expectations	Meets Expectations	Barely Meets Expectations	Below Expectations	Does Not Meet Expectations at All
Points	4	3	2	1	0
Classroom Participation (50%) Individual	Very Actively participates in and/or drives team discussions. Motivates and engages team members. Very actively participates in class discussions.	Mostly participates actively in team discussions. Actively participates in class discussions.	Sometimes participates in team discussions. Sometimes participates in class discussions.	Rarely participates in team discussions. Rarely participates in class discussions.	Never participates in team discussions. Never participates in class discussions.
Points	4	3	2	1	0
Online Participation (50%) Individual	Deeply engages with all pre-class materials and comes prepared to all classes. Always completes online activities on time and completes all assigned peer-marking exercises on time.	Engages with pre-class materials and usually comes prepared to classes. Usually completes online activities on time and completes assigned peer-marking exercises on time.	Mostly engages with pre-class materials, but sometimes comes unprepared to classes. Mostly completes online activities on time and mostly completes assigned peer-marking exercises.	Sometimes engages with pre-class materials, but often comes unprepared to classes. Sometimes completes online activities on time and sometimes completes assigned peer-marking exercises.	Rarely or never engages with pre-class materials and rarely or never comes prepared to classes. Rarely completes online activities and does not complete assigned peer-marking exercises.