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STRATEGIC PARTNERSHIP (KEY ACTION 2)

RUR'up Project: **"***Innovative education for sustainable development in peripheral rural areas RUR'UP***"**

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Intellectual Output 2

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Introduction to the RUR'UP project

The RUR'UP project "Innovative education for sustainable development in peripheral rural areas" (http://rurup.uth.gr/) is funded under EU Erasmus+ Programme to bring together higher education institutions, intergovernmental organisations and other local actors responsible for rural development in providing high quality higher education. In 2020 - 2022, RUR'UP identified and developed a range of innovative training for the sustainable development of peripheral rural areas.

In this project, an area/region is considered as a peripheral rural area if it faces structural weakness due to the agri-environmental constraints created by mountains or other biophysical characteristics. Very often, these areas are in protected areas, natural parks, Natura 2000 sites, among others. These areas have specific characteristics in terms of agricultural practices and activities supporting conservation of areas rich in biodiversity. At the same time, they have significant value in terms of natural and cultural heritage, and contribute to the socio-economic development of the territory. Professionals need to be aware of their unique characteristics and specific training is often required. Many of these areas are recognized as High Natural Value (HNV) areas.

One of the outputs of the project is a full syllabus (or guide) and study materials for an e-course **Sustainable development of peripheral rural areas in the EU**. The aim of this Syllabus is to provide **educators, advisors, individual learners** with a tested example of an online course on the topic of sustainable rural development in peripheral rural areas and farming regions. The key target group are teachers in higher and vocational education in a variety of disciplines such as rural development, agricultural sciences, environmental sciences, social sciences, marketing and business, ecology, conservation biology and forestry, who would find the course relevant for their instruction and can adapt it to their needs. Also adult learners, such as practitioners, will find the materials useful. The course can be translated to other languages and adopted to regional needs.

The syllabus here is designed to provide foundational knowledge for a more interactive and creative learning environment of a summer school. But it can also work as stand-alone teaching entity. The syllabus includes learning outcomes for the course and the modules, recommended target groups, credits, programme, guidelines for the delivery, time involvement, and evaluation strategy. The study materials include fully transcribed online presentations, self-evaluation tools, cases, task guidelines and additional resources. The course uses regional cases from eight countries as the key study material. The guide on how to create such cases mobilizing a diversity of stakeholders is available on EPALE.

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COURSE SYLLABUS

Sustainable development of peripheral rural areas in the EU

FOCUS GROUP

MSc and early PhD level students with basic studies in the disciplines of rural development, agricultural sciences, environmental sciences, social sciences, marketing and business, ecology, conservation biology and forestry with agricultural orientation.

LEARNING OBJECTIVES

After completing the course, the student should be able:

1. To have a broad understanding of social, environmental and economic characteristics of peripheral rural areas, and recognise vulnerabilities of these areas
2. To recognize needs and opportunities for sustainable development in peripheral rural areas
3. To distinguish the stages and key elements of the innovation process
4. To have an awareness of the variety of existing innovations relevant to their own country and across the EU
5. To practice collaborative work online and in English

COURSE CONTENT

In this course, you will broaden your understanding of the social, environmental, and economic characteristics of peripheral rural areas. You will learn to recognize the needs and opportunities for sustainable development in those areas. Above all, you will engage with key elements of the participatory innovation process, and with diverse innovations as solutions to modern challenges. You will get to work with real life examples of innovation process in your own country and across the EU.

This course is a part of a project RUR'UP: Innovative education for sustainable development in peripheral rural areas, funded by Erasmus+ 2020 programme.

For further information on this online learning course, please click on the contact and support tab below and contact the course contact in your country. There is also a Course Questions Forum, where you can ask a question about the course and also view the questions asked by your peers.

The course will progress along a generic participatory innovation process in such a ways that each module will take you along the process (Figure 1)

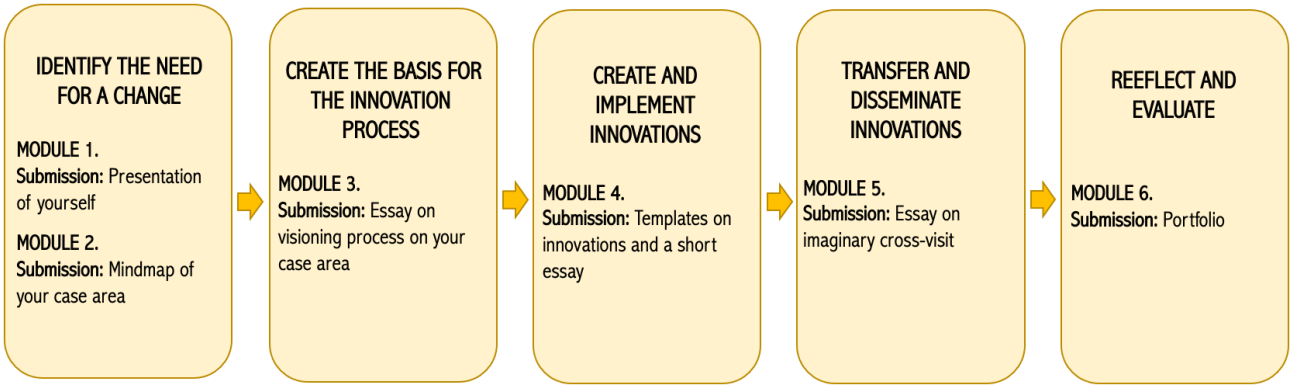


Figure. Schematic representation of the innovation process with each step corresponding to the course module.

COURSE PROCESS

This is an e-course or web-course. Your learning will happen mainly through individual and collaborative work with case studies of peripheral rural areas that are engaged in innovation activities. You will work on innovation processes that aim at improving social-economic viability in such areas while preserving and enhancing their environmental state. You will also practice using some methods of working with complex situations.

The course runs during a period of six weeks. All activities take place in the course's webpage, which is a learning platform with all the materials and instructions. All interactions with other students and teachers will take place on the web-platform and using communication tools for online interaction. The work is in English.

In modules 4 and 5 we will ask you to give short feedback to your peers. Guidelines on how to give good peer-feedback are available below.

All material is provided during the course on the course's web platform. All Modules will include links where to find further information.

Watch Platform and Course Guide: https://youtu.be/ALCZGsxj1KY (5 min)

EVALUATION

Your performance in the course is graded based on the final course e-portfolio, which will consist of all your outputs during modules 2-5 and your personal learning document. Your work will be graded based on the quality indices: performances, judgements, and degree of independent thinking as outlined in the assessment matrix. You will find a more detailed description of the Assessment Guide.

The grades are 0-5 (which can be converted to the percentages (0% to 100%), where 50% means the minimum grade for a successful student).

TIME USAGE

The course is worth 3 ECTS, which corresponds to 81 hours. It will run during 6 weeks, which means you need to plan for about 13 hours of work weekly. This includes all reading, completing assignments, searching additional information (if needed), working with feedback and course-related communication.

Course Introduction and Overview

1. Watch the video Welcome to the RURUP Course! https://youtu.be/F5T5zls4ldg (14 min)

2. Add a post to the Padlet board below to introduce yourself. You can use text and a picture or video for your introduction.

Tell us your name, what you are studying and the peripheral rural area you are interested in. Let us know if there is another peripheral rural area you would like to visit. You can also add comments and likes to the posts of other learners.

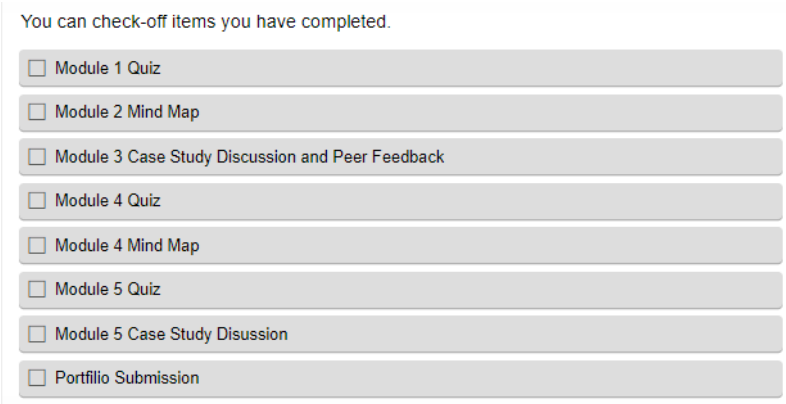
The video below shows you how to add your introduction to the Map:

3. Get acquainted with the Assessment Guide and Checklist

As outlined in the presentation slides above, assessment of the RUR'Up course will be through the submission of a portfolio document. Evaluation will be of the entire portfolio, which will include all the activities completed throughout the 5 online modules (mind maps, essays, discussions and peer-feedback).

For the highest grade, the requirements are:

- The central topics covered and presented
- Subject understood
- Clear argumentation
- Written in good language and style
- Shows independent thinking
- Intellectual reflecting and ability to link topics visible



Module 1: Introduction to the course and sustainable development goals (SDG)

In Module 1, you will get to know the other course participants and introduce yourself to them. You will have the opportunity to explore the course layout, including the overall learning objectives,

content, process tasks and the various assessments. You will receive a short overview of the course topics.

As you move through the sections in Module 1, you will be introduced to sustainable development goals and how they relate to peripheral rural areas (PRA).

Learning goals:

1. To be able to define peripheral rural areas (PRA) and to identify possibilities for their sustainable development.
2. To outline the sustainable development goals, targets and indicators

In Module 1, there are two parts.

Part 1. Peripheral Rural Areas. There are three separate PowerPoint presentations to complete. Make sure to watch all three presentations before moving onto the quiz!

Learning activities:

1. Watch the presentations one by one.

Part A: What are the Peripheral Areas? https://youtu.be/Ab9e3v7Nx_0 (10 min)

Learning Outcomes:

To define what Peripheral Rural Areas are

To identify possibilities for the sustainable development of Peripheral Rural Areas

To outline the sustainable development goals, targets and indicators

Part B: Challenges for the sustainable development of Peripheral Rural Areas https://youtu.be/RCjfgMCO5XA (15 min)

Learning Outcomes:

To define sustainable development

Understand sustainable development goals

To learn of the challenges related to sustainable development in Peripheral Rural Area

Part C: Opportunities for the development of Peripheral Rural Areas https://youtu.be/oX6U3Eh-XIE (15 min)

Learning Outcomes:

To learn of the opportunities for the sustainable development of Peripheral Rural Areas

Watch videos defining peripheral rural areas, and illustrating their past and present through examples (estimated time to complete 1 h in total)

Part 2. Key EU strategies

Farm to Fork and the EU Biodiversity Strategy for 2030 are both important actions being taken by the European Union to address the challenges of sustainable food systems and conserving biodiversity.

Learning activities

1. Watch the introduction video to the Farm to Fork https://audiovisual.ec.europa.eu/en/video/I-191438

2. Read the summary action plan of the Farm to Fork document https://ec.europa.eu/food/sites/food/files/safety/docs/f2f_action-plan_2020_strategy-info_en.pdf

3. Watch the Biodiversity strategy https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal/actions-being-taken-eu/eu-biodiversity-strategy-2030_en#the-business-case-for-biodiversity

4. Become familiar with the EU webpage on the 2030 Biodiversity Strategy https://environment.ec.europa.eu/strategy/biodiversity-strategy-2030_en#the-business-case-for-biodiversity

5) Test your understanding. This self-assessment quiz will test your knowledge on the topics that were covered in Module 1. You have an unlimited number of attempts to complete this quiz. Grade to pass: 80%.

- see below **SELF-ASSESSMENT TESTS**

Further Information

The materials below provide further information on the topics covered in this module.

Learn more about SDGs https://youtu.be/0XTBYMfZyrM

Learn more about social-ecological outcomes of agricultural intensification - https://youtu.be/RLAeP-5wA8c

Learn more about the socio-economic consequences of the Spain's Abandoned Villages - https://youtu.be/2NRvFS8iwZ8

Module 2 Understanding the area

In Module 2 you will start getting more familiar with a peripheral rural area case study of your choice. You will explore its social, environmental and economic characteristics, its past and present as well as strengths and vulnerabilities in the context of sustainable development.

Learning goals:

1. To summarize the social, environmental and economic characteristics of peripheral rural areas
2. To identify the main strengths and vulnerabilities of PRAs
3. To learn to use mind mapping as a method of exploring a complex case

Learning Outcomes:

Definition of Baseline Assessment

What is needed to create a Baseline Assessment

How Baseline Assessments help Peripheral Rural Areas (PRA) to achieve their sustainable development goals.

Learning activities

1. Listen to a presentation Introduction to Baseline Assessments [PowerPoint Module 2 Presentation: Introduction to Baseline Assessments] (20 min)

2. Get acquainted with the description of your case study Part A (baseline).

Choose your case study from the table of country flags below. Throughout the online course, you will continue to solely follow your chosen case study.

Focus on key aspects that will also contribute to understanding how, and to which extent, the area answers to the sustainable development goals. Also identify how the area is facing major challenges that affects its sustainable development (as identified in Module 1).

The Baseline Assessment (BA) should provide clarity on "why we need innovations in this PRA". Therefore, the BA should include a benchmark of what has been done in terms of rural development and explain why innovations are needed to solve specific issues identified in the BA.

This activity involves studying a summary of Baseline Assessment (BA) of your chosen PRA. The BA should highlight the environmental, social and economic (agricultural) characteristics of the PRA, including a recent past, with a focus on its development, current vulnerabilities and strengths, current and future challenges, sustainable development needs.

3. Review the Mind Map video and guidelines below.

Guidelines for creating your Mindmap

Identify the key themes and elements of the PRA for your Mind Map. Examples could relate to environmental, social and economic characteristics, recent trends, past and current challenges, development needs and opportunities.

What elements of your Mind Map contribute to the socio-economic and environmental vulnerability of your case area? Highlight these on your Mind Map (by underlining, colouring, or adding an Asterix*).

Add other vulnerability factors that exist for the area, including those not mentioned in the case description (use Module 1) as "potential vulnerability factors".

Incorporate the key elements from the case without analysing them (what is good, what you do not like about it, what solutions you might envision for it). This will come later! For now, hold back your judgments and explore the context as it is.

Be aware of best practices for the legal and ethical collection and use of data.

A good introductory video is https://youtu.be/or5CIxjmMIA

For a good overview of mindmapping please see the following student guide 15 Creative Mind Map Examples for Students – Focus

4. Create your Mind Map and use the link below to post it (estimated time to compete 2 hrs).

While reading the material, start picking up the key themes and elements of the case into a mindmap. Examples of elements could pertain to environmental, social and economic characteristics, recent trends, past and current challenges, development needs, opportunities etc.

Can you see what elements of your mindmap contribute to the socio-economic and environmental vulnerability of your case area? Highlight these on your mindmap (by underlining or colouring, or adding a symbol). At this step, you can add vulnerability factors that you think exist for the area , but are not mentioned in the case description (use Module 1) but group them as "potential vulnerability factors".

While working, try to incorporate the key elements from the case without analysing it (what is good and what you do not like about it, what solutions you might envision for it). This will come later! For now, hold back your judgments and explore the context as it is.

Create your mind map and add it as a Forum post. You can take a photo and add it in the text box, or create it as a document (Word or PDF) and attach it to your post. You will be able to view and comment on your classmates Mind Maps when they post them.

2) Look at the mind map of at least two other students, and comment to each using the Guidelines for giving feedback. If you wish, you can also meet online to discuss your approaches and results (estimated time to compete 1 hr).

Module 3. Creating The Basis For The Innovation Process

In Module 3 we will learn about the participatory innovation process, challenges to this process and the role that actors have in the innovation process.

The HNV-LINK case studies will be used through the three presentations to give real life examples of innovation processes and actors that are involved.

'Visioning' and 'needs assessment' will be introduced and how these have been applied in specific case studies.

There are three separate PowerPoint presentations to complete in Module 3. Make sure to watch all three presentations before moving onto the next section!

Learning goals:

1. To get acquainted with innovation process and the principles of the participatory innovation process
2. To recognize the role of participatory visioning and importance of actors in the territorial development
3. To identify innovation needs in your case

Learning activities

1) Watch the presentations

Part A: Innovation Process https://youtu.be/h7WdGKolADc (20 min)

Learning Outcomes:

To get acquainted with the innovation process and the principles of the participatory innovation process

Definition of innovation

The role of institutions in innovation

Challenges to participatory process

Part B: Innovation actors and stakeholders https://youtu.be/wk-v7Oy5oD8 (20 min)

Learning Outcomes:

To recognise the importance of actors in the participatory process

Examples of actors and stakeholders in the participatory process

Examples from HNV-LINK case studies

Part C: Visioning and needs assessment https://youtu.be/BHKcgS57kQE (12 min)

Learning Outcomes:

To get acquainted with the innovation process and the principles of the participatory innovation process

Definition of innovation

The role of institutions in innovation

Challenges to participatory process

3. Work with your case Part B (Vision) (estimated time to complete 1 h)

This activity contributes to understanding the process by which a peripheral rural area moves from a finding (the territorial diagnosis), to a vision (for its sustainable development), through a participatory approach. You will see how this "visioning" drives reflection on own territorial challenges, difficulties to overcome and gaps to bridge, and on taking knowledge of the solutions and innovations needed.

A participatory approach is key for drafting a realistic, feasible, and engaged road map for the territory and for driving the PRA to an effective sustainable development. This is the starting point of the process (stakeholders, means deployed, engagements made, etc.) and a key factor for the visioning process.

At the end, the visioning process should contribute to a global common reflection on the implementation of innovative and sustainable solutions. It is about Identifying / characterising own innovations (strengths) and identifying innovative and sustainable solutions.

Use these reflective questions as a study aid when reading through your case study

What actors (population groups and profiles) were involved in its creation and what were excluded?

Who (person or group of people) led the visioning process?

Why was the vision created?

4. Write a short reflective 300 word essay on your case study topic. Be sure to address the following topics and reflective questions:

Reflect. From your own knowledge, experience and expectation, can you relate to this common vision? Is your perspective represented in this vision or is something missing? How does this case relate to the generic process described in the presentations of this module?

After you have posted your essay - take a look at some of your fellow students' essays. Use the Peer Feedback guidance below https://youtu.be/Pi_jF7Wlt1k to provide feedback for at least one other student essay.

5. You will receive a teacher feedback on this activity.

Module 4 Creating & implementing solutions

In Module 4 we will learn about innovation types and how these innovations work together. These innovation types will be looked at from the perspective of High Nature Value (HNV) farming. Innovation bundles will be introduced and how these have been applied in specific case studies.

Learning goals:

1. To identify key elements of an innovation process of relevance to your case area
2. To evaluate an innovation process on its success and limitations
3. To identify barriers and limitations in the innovation process
4. To work with synergies between innovations.

Learning activities

1. Watch the presentations

Part A: Introduction to innovations types [PowerPoint Module 4 Presentation Part A: Introduction to Innovation types] (20 min)

Learning Outcomes:

Identification of innovation themes

Recognition of innovation bundles

How innovations work together

Presentation B: HNV Farming https://youtu.be/uxP1EC8HSLU (3 min)

Presentation C: Innovation types and how they work together types [PowerPoint Module 4 Presentation Part B: Innovation types and how they work together] (20 min)

Learning Outcomes:

Introduction to innovations from HNV-LINK projects

Challenges that innovations have overcome

2. Test your understanding. This quiz consists of three questions. Grade to pass: 100%

These questions will test your knowledge on innovation bundles and innovation themes.

3. Read the description of your case Part C (innovation examples). Create a Mind Map to present your case study and the innovations you have learned about. Write a 200 word description that explains the details of your mind map. Submit the Mind Map and description as one document (PDF). (estimated time to complete 2 hrs)

Now that you have explored the innovation examples and needs for further innovations, use your knowledge on the vulnerabilities and strengths (Module 2) and the visioning (Module 3) of your area to create a mind-map (similar approach as in Module 2). When working on the mind map and description, reflect on the following questions:

How do the innovation cases complement each other in moving towards the vision of the area ?

What innovation needs of stakeholders do they address?

What problems and challenges of the area do they aim to overcome and what strengths they utilise?

What external opportunities are they exploiting and threats they are overcoming?

Are there specific innovations that enable another or others?

What are the main enabling/blocking conditions to implement a specific innovation and how the actors went beyond the barriers?

Have you identified innovative ideas from other areas that could prove useful in your country case?

Module 5 Moving forward

In Module 5 we will learn about the innovation brokering process of a project. We will learn about the important role of innovation transfer and dissemination. Innovation examples from online repositories will be introduced.

There are 3 presentations to complete in Module 5. Make sure to complete these before moving on to the next section!

Learning goals.

1. To recognize the role of innovation transfer and dissemination
2. To become aware of innovation examples from online repositories

Learning activities

1) Watch presentations

Part 1: Understanding the differences between communication, dissemination and transfer https://youtu.be/CfEtAEISZYA (10 min).

Learning Outcomes:

To get acquainted with the innovation brokering process of a project

To recognize the role of innovation transfer and dissemination

To become aware of innovation examples from online repositories

Part 2: Getting acquainted with cross-visits as part of dissemination activities https://youtu.be/welTaoPan7c (20 min).

Learning Outcomes:

Successful stories and challenges in organising cross-visits

How to prepare and conduct a successful cross-visits

Part 3: Awareness of innovation examples from online repositories https://youtu.be/Pbv5apF0G5Q (4 min)

Learning Outcomes:

Knowledge of other online innovation repositories for innovation exchange, transfer and dissemination in Europe

3. Test your understanding. This quiz consists of 10 questions. Grade to pass: 100%

These questions will test your learning of knowledge transfer methods, stages of a cross-visit and actors involved in dissemination activities.

4. Read the description of your case Part D (Innovation exchange and dissemination)

After reflection on the innovation needs and the vulnerabilities of the area, the PRA engaged in an active process of progressing the sustainable development of the PRA. This is done through the implementation of innovative sustainable solutions for preserving and enhancing HNV farming systems and the economy of the PRA. Therefore, Part D will provide students with information on

communication and dissemination examples carried out during the HNV-link project, highlighting the most efficient actions and focusing on specific end-users. Besides, as a part of the communication/dissemination/transfer activities, Part D will also focus on the Cross-Visits and peer-exchanges carried out during HNV-Link project.

5. Imagine that you are a member of a visiting team that is preparing to go on a study visit to Greece. The aim of the visit is to learn from their innovations, which may be of potential value to sustainable development in your PRA (Module 1). Or, if you are from Greece, imagine that you are a member of the host team. Prepare for receiving visitors. Get acquainted with innovations in Greece by clicking into the Greek Flag in the case study section in Module 4.

Prepare for the study visit (either as a visiting team or as a hosting team) by addressing the following questions:

State your personal objectives and specific expectations for the visit:

what is that you would like to learn most of all?

whom you would like to meet?

what would be your most important questions to the hosting team

how would you be willing to share your knowledge with others on your team and among other actors in your home PRA?

Write about 300 words and submit in Forums. You can view other students' discussions by clicking on the links in the list of discussions below. Provide feedback to at least to other students.

NOTE TO THE INSTRUCTOR: ACTIVITY 5 CAN BE IMPLEMENTED EITHER AS AN INDIVIDUAL OR GROUP ACTIVITY.

Further Information

The materials below provide further information on the topics covered in this module.

How to build a communication plan - https://youtu.be/HULx9Gni9Og

Dissemination versus communication - https://youtu.be/0JbLCd-7u7g

What is knowledge transfer? - https://youtu.be/Ei2Kn25QXlk

Module 6 Synthesis, reflecting and evaluating

In this module, you will assemble the learning portfolio and reflect over your learning journey in the course.

Your learning portfolio includes your personal submissions from Modules 1-5, that have been corrected/improved, if needed, based on the feedback from others. The portfolio should also include feedback you have given to others.

Learning goals:

To reflect on personal learning

Learning activities (estimate time to complete 2 hrs).

1. Gather all your submissions during the course into one portfolio. The template document is attached above. Include your submission activities in this template. Use the list of submission activities in the presentation slides above to ensure you have included everything.

NOTE: Before adding the submissions into the portfolio, you are welcome to modify them based on what you learned later during the course and the feedback you received from others.

2. Reflect on your learning during the course, from the understanding of the policies and Sustainable Development Goals (SDGs) as well as their relevance to PRA, all the way through your engagement with the innovation process in your area.

Name three key things, issues or methods, which you have learnt from the whole course. Compare each of these with your prior knowledge: was this entirely new to you or how your understanding changed? How each of these supported your working with the case and the innovation?

Write max 400 words.

Add this reflection to the very end of your portfolio and submit

After completion, a successful student can obtain RUR'Up Graduate Badge

Guidelines and templates.

ASSESSMENT GUIDE

Evaluation is based on the whole portfolio, including the mindmap, essays and reflection of one's own learning as well as the peer-feedback. For the highest grade, the requirements are: the central topics covered and presented, subject understood, clear argumentation, written in good language and style, shows independent thinking, intellectual reflecting and ability to link topics visible.

Topic/ Grade	Share of the grade	0	1	2	3	4	5
Presentation of the central content	30%	Does not fulfil the criteria for 1.	The work somewhat corresponds to the assignment but does not follow the guidelines. Only half of the central topics and concepts are included and there are several mistakes in the explaining and using them. Irrelevant or poorly related discussion is included.	Does not fulfil the criteria for 3, but surpasses grade 1.	The work corresponds to the assignment. Nearly all central topics and concepts are included, they are mainly understood correctly and they are discussed satisfactorily.	Does not fulfil the criteria for 5, but surpasses grade 3.	The work corresponds to the assignment. All central topics are presented, the subjects are understood without mistakes and they are discussed with an excellent clarity.
Argumentation for the topics presented and independent thinking	30%		Argumentation is often lacking, it is only given to minor part of the main topics OR argumentation is provided but unclear. Own thinking, in form of developing ideas and connecting topics is no shown.		Argumentation is mostly present and is mostly constructively critical. The sources are given for most arguments. A separation between own thinking and other sources is mostly clear. Own thinking, in form of developing ideas and connecting topics is shown occasionally.		Argumentation is strong, insightful and constructively critical. The sources of arguments are given, whether the argumentation bases on scientific literature or on own thinking or prior knowledge. Own thinking, in form of developing ideas and connecting topics, is shown in several parts.

Logical flow of the text and the quality of style and text.	15%		The text is often not logical. The text has many flaws (e.g. lots of listing instead of full sentences and style varies) and the language has many mistakes making it difficult to understand the contents. References are largely lacking.		The text is mostly structured in a logical way, but at times the logic is unclear. The language is easy to follow, despite occasional mistakes of grammar and style. Some references to sources are made.		The text is structured in a logical and coherent way. The language is easy to follow, despite occasional mistakes of grammar and style. Referencing to sources is correct and numerous.
Reflection of one's learning	15%		The student barely lists topics she/ he has learned, but does not reflect on how different skills have developed through the course.		The student examines the development of her/ his skills, but only in concern to a few topics OR the evaluation of skill development is not critical.		The student critically examines the development of her/ his skills during the course.
Peer feedback	10%		Peer feedback follows the guidelines only very loosely, is not specific and unlikely to be helpful.		Peer feedback mainly follows the guidelines, it is respectful but marginally specific.		Peer feedback follows the guidelines and is respectful and constructive.

GUIDELINES ON HOW TO GIVE GOOD PEER-FEEDBACK

(Recording is available at https://youtu.be/Pi_jF7Wlt1k)

The purpose of the peer feedback is for you to learn:

1) to assess a submission based on the criteria given

2) to recognize different ways of understanding and evaluating the same situation

3) to give constructive feedback

Why to give feedback

The above will serve you in three ways, first by allowing you to develop your own submissions based on having clarified the criteria to yourself again and the different ways of entangling a task you learn by reading submissions of your fellow students. Based on these, you become aware of the strengths of your own submission and notice how parts of it could be developed.

Secondly, by receiving feedback from a fellow student, you can improve your submission based on her/ his comments, and as you give feedback, you serve your fellow student by helping her/ him to develop her/ his skills.

Thirdly, by practicing giving and receiving feedback you develop a generally useful skill of respectful and mutually beneficial work as a team.

How to give good feedback

1. First carefully read the instructions for the task, then the Assessment Guide and finally read the submitted work of your peer student, to whom you need to give feedback. Compare the work to the requirements and the criteria given. Give a general comment of how the submission compares with the criteria.

2. Write in detail about at least one successful point of a solution found by the other student. Be specific about your comments: do not stop at stating "This part is good", but tell why it is good.

3. Write about one thing that could be improved and how it could be improved. This could be related to the content (an important aspect missing, something not well explained) or technical (use of language). Be specific, "This part could be improved" should be followed by a suggestion on how to improve it. You can also give your suggestion in the form of asking a question about the work.

When writing your feedback, always remember to be respectful of another person's effort. In your feedback, refer to the instructions or criteria that you base your comments on. When writing feedback, you can think of it rather as "feed forward" as that is the purpose, to help the other student go forward with the work by developing. These together make feedback constructive, which means it comes with positive intentions and is a supportive communication tool to address specific issues or concerns.

The length of a feedback should not exceed 100 words.

STUDY OR CROSS VISIT GUIDELINES

(Adapted from the HNV-Link project)

1. CROSS-VISITS AS A METHOD

Study or exchange or cross visits is an efficient and widely implemented way of peer-to-peer learning and knowledge exchange in professional circles, including agricultural. Exchange or cross visit is a reciprocal format, when two or more teams visit each other in turn. Such visits take a lot of time to prepare and conduct and can be expensive. Therefore, it is worth making them as efficient and fruitful for both visiting and hosting teams as only possible.

The below guidelines are prepared for a 3 – 5 days of a visit, preparatory and reporting work. There are five main stages: Initiation, Preparation, Study Visit, Post-visit debriefing and dissemination, and Visit Report.

2. INITIATION

The visiting community (leader/contact person) will first select and make contact with the target host area community (leader/contact person), agree the learning topics/projects and a suitable date/outline timetable. A preliminary timetable and budget should be produced based on this consultation. Identify sources of funding which could include state support, Rural Development Programmes, in-kind contributions, voluntary contributions and participant self-funding.

Course tasks: nothing for you, the course organisers will do this for you!

3. PREPARATION

The host team is responsible for:

- Nominating a leader who will liaise with the visiting group
- Ensuring that the visiting group has the best possible opportunity to learn and discuss lessons about the topics in which they are interested, that the visit is well-organized in logistical terms, including supporting the visiting group leader/facilitator in their tasks
- Providing appropriate location(s) for formal and informal learning
- Contacting and scheduling meetings and interviews with targeted local groups and individuals including raising local awareness about the visit.
- Providing information about local services (hotels / restaurants / transportation) which might be used by the visiting group. It is advised that all members of the visiting team use the same facilities, and that a sustainable form of transport is used such as a small mini-bus.
- Being the problem solver in case of difficulties or emergencies.

The visiting team is responsible for:

- Nominating a team leader who will liaise with the host group.
- Appointing and briefing the facilitator.
- Ensuring (with the support of the host) that the team makes the most of the learning opportunities, including deciding on formats for within-visiting-party discussion and recording/reporting the learning which took place.

- Coordinating and overseeing the travel of the group to the host area and within it.
- Making bookings and covering all expenses associated with the visit.
- Ensuring special dietary requirements are catered for.
- Ensuring members of the visiting group are appropriately dressed for field visits.
- Informing the host of the group breakdown in terms of participant type, previous knowledge etc.

The visiting team leader is responsible for explaining clearly to the host team what is needed, what the knowledge gaps might be, the participants' backgrounds and existing knowledge. The visiting team leader is also responsible for discipline on the trip including prompt starts in the morning, prompt recommencement after meals etc. and for courtesy during visits (use of phones, talking while the host is talking, showing obvious lack of interest etc.).

The Facilitator's job is to elicit the key learning points from each experience and session. He/she prepares questions for the visiting team and host to better understand the ideas and solutions presented and how they could be transferred.

The Facilitator will prepare and implement a way of recording the lessons learnt at the final debriefing session and any intermediate debriefing session. On return the Facilitator and Leader will be responsible for reporting on the visit in their home area.

Course tasks:

Choose an informal visiting team leader who will make sure everyone's expectations are reflected in the plan and will submit it on behalf of the team. You will be able to choose the facilitator as well as change roles during the summer school! First consider the questions set above individually. Then meet as a team and work through them together for a joint study visit plan.

Fill in the table below using as much space as you need for each question, but be concise, focus on the most important.

Study visit plan

Team _____ (name and country)

Team members _____

Team leader (during preparation) _____

Most of all we would like to learn about:

We would like to meet:

Our most important questions to the hosting team:

We plan to share our knowledge from the visit among other actors in our home PRA by:

PORTFOLIO TEMPLATE

Name:

Student number:

This e-portfolio is your final submission in this course. You can correct or improve all your personal submissions based on the feedback from others. Your performance in the course is graded based on this e-portfolio.

Collect all your submissions under each respective module in this document and submit this document as a pdf file to the e-learning platform.

Portfolio should include:

- your personal submissions in Modules 2-4
- your teamwork in Module 5
- your feedback to others
- a reflective essay on your learning in the course (task in Module 6).

Before submission

- check that the document has your name and student number
- make sure you have attached your work under each respective section.
- check that the document is in pdf format.

Module 2.

Mindmap

Attach here a picture of your mindmap.

Feedback

Attach here your feedback (at least to two other students)

Module 3.

Essay (300 words)

Attach here your essay.

Module 4.

Mindmap

Attach here a picture of your mindmap.

Description of the mindmap (200 words)

Attach here a description of your mindmap (max 200 words).

Peer-feedback

Attach here your combined feedback from Modules 3 and 4 (at least to two other students)

Module 5.

Individual or Group work

Attach here your team plan for cross visit (300 words).

Module 6.

Essay (400 words)

Attach here a reflective essay on your learning during the course (max 400 words).

SELF -ASSESSMENT TESTS

MODULE 1

Notes: Multiple choice questions, more than one correct answer possible. Right answers are **bolded.**

1. Pick the ones that are correct.

Europe's green deal is a part of Farm to Fork strategy.

Farm to fork strategy is a part of Europe's green deal.

Farm to fork strategy is a part of sustainable development goals.

2. Agriculture is responsible for….

10.3% of the EU's Green House Gas (GHG) emissions.

33% of the EU's GHG emissions.

70% of the EU's GHG emissions.

3. What percentage of the EU's GHG emissions comes from the animal sector?

10.3% of the EU's GHG emissions.

33% of the EU's GHG emissions.

70% of the EU's GHG emissions.

10.3%

n important source of alternative protein in future.

By ensuring that farmers have access to a diverse range of seeds, we ensure better food security, because farmers can use plant varieties that are adapted to the pressures of climate change.

4. Select the correct figure that matches this statement:

Antimicrobial resistance (AMR) linked to the excessive and inappropriate use of antimicrobials in animal and human healthcare leads to an estimated 33,000 human deaths in the EU/EEA every year, and considerable healthcare costs.

Select one:

50%

75%

90%

5. The use of nutrients in agriculture should be reduced because..

They reduce biodiversity in water ecosystems

The objective of he EU Commission is to reduce nutrient losses by 50%

It risks food safety. All the nutrients are absorbed by plants, which causes harmful levels of nitrogen and phosphorus in food.

6. Complete a sentence by chose from the below:

_____ is an example of a new green business model.

Carbon sequestration.

Integrated nutrient management action plan.

Organic farming.

7. The market for organic food is set to continue growing. Organic farming should be promoted, since it creates jobs, has a positive impact on biodiversity and attracts young farmers. The objective is to have at least _____ of the EU's agricultural land under organic farming.

25%

50%

90%

8. Pick the statement(s) that are correct.

Farmed fish and seafood generate a lower carbon footprint than animal production on land

Algae should become an important source of alternative protein in the future

Climate change brings new threats to plant health

By ensuring that farmers have access to a diverse range of seeds, we ensure better food security because farmers can use plant varieties that are adapted to the pressure of climate change

SDG, Biodiversity strategy and Farm to Fork

Notes: Multiple choice question. Bolded are correct.

1. Select the statement(s) that are correct. Select one or more:

Targets have specified indicators, for example the indicator for the target 2.4 is "Proportion of agricultural area under productive and sustainable agriculture"

There are 17 sustainable development goals

All sustainable development goals have specific targets that relate to them. For example the goal number 2 "Zero hunger" has a target 2.4, which states: "By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality"

2. Match the strategy to the correct aim. Choose between: "Biodiversity strategy", "Farm to Fork - strategy" or "Both". Note: in () are correct selections.

Increase food security (Both)

Promote and strengthen economic sustainability in the whole food supply chain

Reverse the loss of biodiversity (Both)

Build resilience to disease outbreaks by protecting wildlife and fighting illegal wildlife trade (Biodiversity strategy)

Preserve the affordability of food while generating fairer economic return (Farm to Fork)

Build resilience to climate change (Both)

Build resilience to forest fires (Biodiversity strategy)

3. Select the correct statement. Select one

Farm to fork strategy is a part of Europe's green deal.

Farm to fork strategy is a part of sustainable development goals.

Europe's green deal is a part of Farm to Fork strategy.

MODULE 4

1. Drag and drop the Innovations into their correct themes: (Correct answers are in ())

Image adapted from HNV-Link project.

A locally-led Agri-Environmental Scheme for a specific PRA (Regulations and Policy)

A peer-learning circle for local farmers to learn about new farming practices (Social and Institutional)

Adding value to YHNV farming products (Products and Markets)

Use of GPS tracking of extensive livestock to track grazing management and flock movements (Farming Techniques and Management)

2. Developing new products and adding value to existing products from associated peripheral rural areas, are two examples of which innovation type? Select one:

Farming Techniques and Management

Regulations and Policy

Social and Institutional

Products and Markets

3. What do "innovation bundles" refer to? Select one:

Mutually supporting innovation types

Unrelated innovation types

Individual and exclusive innovation types

MODULE 5

1. The communication activities should...

target the general public and information should be understood by non-specialists

target the general public, but information should be mostly understood by specialists

target the end-users, but information should mostly be understood by specialists

target the end-users and information should be understood by non-specialists

2. Dissemination activities should...

target the general public and the information should be understood by non-specialists

target the general public, but information should mostly be understood only by specialists

target the end-users and the information should be understood by non-specialists

target the end-users and information should be understood by specialists focusing on results

3. Complete the correct statement:

In a cross-visit activity, in the initiation phase...

The visiting team select and identify the host areas that best respond to the innovations gaps and needs of the visiting peripheral rural area

The visiting area identifies the host area using only a preliminary timetable and a budget

The host area identifies the visiting area using only a preliminary timetable and a budget

The host team contact the visiting team in order to propose innovations for the cross-visit

4. Which of these do you think is the least effective activity for a dissemination campaign?

The use of advisors and/or other innovation catalysts

On-farm demonstrations

Television campaigns

Peer-to-peer learning using cross-visits

5. Knowledge reservoirs are online databases. What can stakeholders identify by using these resources?

Funding for innovation solutions

Peer-to-peer learning

Solutions for innovation needs

Research projects

6. What is the symposium in a cross-visit?

An event organised only for the host team to cover the conclusions /principal observations/information gaps revealed by the visit

An event jointly organised between both hosting and visiting teams to cover the conclusions/principal observations/information gaps revealed by the cross-visit

A meeting to identify and discuss questions and proposals

An event organised for only the visiting team to cover the conclusions /principal observations/information gaps revealed by the visit

7. What do on-farm demonstrations facilitate? Can chose several

Peer-to-peer learning

To teach new management practices or technologies

Training

Problem creating

8. Complete the correct statement:

To prepare for a cross-visit...

the visiting team provide information about local services (hotels / restaurants / etc)

the visiting team must co-ordinate and oversee the travel of the group

the host team identify innovation gaps that can be discussed

the host team appoint a team leader and a facilitator

9. What does the reflection process represent in a cross-visit?

A report made by the host team in real time

A briefing about the area/ individual farms /projects/ organisation to be visited and its role within the area

A group meeting where participants draw conclusions about innovation; innovation process; actors etc. visited during the field-visit

The individual reflection process of all participants during the filed visit

10. Why do you consider communication and dissemination activities important components of all public funded projects?

To convince the general public to use the project result

To inform the interested public about the main project result

To reach as many end-users as possible

Such projects use taxpayers' money and therefore both end-users and the public should be informed by their main outcomes

Digital Open Budget
example from the course

RUR-UP EXPLORER

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Atlantic Technological University (ATU) Galway City is a Higher Education technological university based in the west of Ireland.

Tags: Agriculture, Development, Rural, Sustainable

To achieve the RUR-Up Explorer Badge, the learner has gained an understanding of the Sustainable Development Goals and how they relate to peripheral rural areas. The learner has also become more familiar with a peripheral rural area case of their choice, its social, environmental and economic characteristics, its past and present as well as strengths and vulnerabilities in the context of sustainable development. Finally as part of the explorer badge, the learner has learnt the basics about innovation and specifically of the participatory innovation process in the context of the peripheral rural areas.

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Badge Criteria:

To achieve this badge, the learner must have met the following criteria:

To get acquainted with classmates, teachers and the learning environment of the course.
To become familiar with the course objectives, content, process and assessment, and case-study material bank that will be used during the course.
To be able to define peripheral rural areas (PRA) and to identify possibilities for their sustainable development.
To outline the sustainable development goals, targets and indicators.
To summarize the social, environmental and economic characteristics of peripheral rural areas.
To identify the main strengths and vulnerabilities of PRAs.
To learn to use mind mapping as a method of exploring a complex case.
To get acquainted with innovation process and the principles of the participatory innovation process.
To recognize the role of participatory visioning and importance of actors in the territorial development.
To identify innovation needs in a specific PRA case study.