



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 5

"Syllabus and materials for Intensive Study Activity"

Final report

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Introduction

Context

The aim of the Intellectual Output 5 is the preparation of the syllabus and the activities included during the RUR'UP Summer School (LTTA - Learning Teaching Training Activity Intensive Study Activity in the field) in mount Pindos, Greece (150 km from the University of Thessaly campus). The syllabus of the Summer Course incorporates: a) the specific pedagogical approach (learning outcomes, recommended target groups, programme, guidelines, timeline, evaluation criteria and strategy); b) programme of in-class and in-field activities; and, c) necessary materials for the implementation of the summer school.

The IO5 is broken down into 3 tasks:

T1. To draft a general outline of the syllabus with a list of topics that the partnership can address and options of the delivery with their pedagogical underpinning. The partners will decide on a specific pedagogical approach best suited to the learning outcomes, defined together with stakeholders.

T2. To create a programme of activities, in-class and in-field, that supports participants' mastery of the learning outcomes. The programme will build upon the theoretical foundations provided in IO2, and will focus on addressing high order learning outputs (i.e. apply, create). Be selected by RUR'UP partners in order to present the educational material already produced in IO2.

T3. To finalise the syllabus and create the content material (slides, interactive activities, individual and group tasks, etc.). Special attention will be given to the assessment criteria of knowledge, skills and competencies of the participating students according to the learning outcomes, both at the beginning and at the end of the summer school. All of this will be consistent with the material and criteria of IO2.

A. Participating organisations to the summer school:

- Panepistimio Thessalias (University of Thessaly: Applicant -UTH)
- Centre international des Hautes Etudes Agronomiques Méditerranéennes - Institut Agronomique Méditerranéen de Montpellier, PO1-CIHEAM IAMM
- Helsingin Yliopisto, PO2-UH
- University of National and World Economy, PO3-UNWE
- Universitatea de Stiinte Agricole si Medicina Veterinara CLUJ NAPOCA, PO4-Cluj Napoca
- Galway-Mayo Institute of Technology/ Atlantic Technological University, PO5-GMIT
- Sveuciliste Josipa Jurja Strossmayera u Osijeku, PO6-UO

TARGET GROUP

Undergraduate, MSc and early PhD students corresponding to the following criteria:

- Students in the disciplines of rural development, agricultural sciences, environmental sciences, social sciences, marketing and business, ecology, conservation biology and forestry with agricultural orientation, and/or
- Students from the participating RUR'UP High Education Institutions that successfully participated to the e-learning RUR'UP pilot course "Sustainable development of peripheral rural areas in the EU"

The innovative RUR'UP Summer School is a pilot in-field course including collective work in groups, field research and presentation of results.

According to the proposal, for each participating institution there will be at least one professor/educator/trainer will– and 3 to 5 students.

Furthermore, participating stakeholders from Pindos Peripheral Rural Area will benefited from the creative output of international student teams and partners.

B. Organization of the Summer School programme

The Applicant -UTH is the lead partner of IO5, in close collaboration with the PO1-CIHEAM IAMM. Partners P02, P03, P04, P05 and P06 also participated in delivering IO5, and the work was organised as follows:

- 1 - Elaboration a general outline of the syllabus with a list of topics validation by partners
- 2 – Creation of the programme activities, in-class and in-field
- 3 – Finalisation of the syllabus and elaboration of Summer School material

Analytically:

Task 1 – Elaboration a general outline of the syllabus with a list of topics validation by partners

The Applicant -UTH in collaboration with the partner PO1-CIHEAM IAMM drafted a general outline of the syllabus to be presented and discussed amongst all partners. Afterwards, through exchanges and online discussions, the syllabus development methodology was jointly decided agreed and the consortium agreed on a specific pedagogical approach.

. The Summer School programme followed the modules of the e-course RUR'UP (developped under IO2) and used many of the educational materials produced in both IO2 and IO3 (Virtual Bank of Case Studies) as well as the platform created under IO4.

The summary and main lines of the the Summer School was presented to partners during the 3rd TPM. It was highly appreciated by the partners as properly structured even if it was quite charged.

After discussion it was decided to adapt the volume and workload required to provide more reflection and working group time between lecturers.

Additional factors taken into consideration for the elaboration of the programme and the workload concerned the following:

- not all participants had the same level of English,
- not all participants had experience in working in in the context of a multicultural group,
- participants had different scientific backgrounds,

After discussions, exchanges and modifications between partners, the learning goals of the Summer School and the topics per working day were defined:

○ learning goals:

After completing the RUR'UP Summer School, it was expected that students were able to:

1. Have broad understanding of social, environmental, and economic characteristics of Peripheral Rural Areas in their regional contexts
2. Have insights into the participatory innovation process
3. Enhance their awareness of the variety of existing innovations of relevance and their transferability across contexts
4. Practice on international collaborative work, also with diverse stakeholders and in English

○ The topics that were identified were related to:

1. Getting knowledge on the research area in Greece – during the introductory Day –
2. Selection of actors and participatory approach selection
3. The visioning process
4. Innovation experiences and narratives – field study
5. Reflection – Presentation of overall results

Logistics of the Summer School

The Applicant - UTH, in collaboration with local actors, organised the logistics of the summer school. They agreed on organising the Summer School within the mountainous region of Pindos so that participants have the opportunity to experience the peripheral rural area, its resources and actors. Despite these reasons, the selection was also based on some additional criteria, such as:

- the availability of amenities in the area being searched for: internet, workspace, accommodation and food, air conditioning
- the dispersion of the actors who would participate in the work (field visits), ...

- The high amount of students attended
- the limited budget available,
- the cost increase due to the crisis and the pandemic

In order to find the available place, the Greek team initially looked for Summer School venue in the local hotels. The results of the search showed that the available budget is not enough to cover the accommodation and catering costs of the participants. Therefore, the Greek team came into contact with local Municipalities that have spaces where they could cover all the needs of the organization of the summer school and environmental structures in the area of Pindos in Thessaly. Therefore, two areas were chosen for discussion:

- the Neraida camps in the Municipality of Plastira Lake at Karditsa and
- the Student Center in the Municipality of Mouzaki.

In the end, the Student Home in the Municipality of Mouzaki was chosen because it had all of the above amenities in the same space, was adjacent to a Health Center and was easily accessible to a large number of actors for the field visit and participation in the Summer School activities.

Based on the conduct and development of the overall project, the partners agreed to maintain the Summer School period between 17 and 23 July 2022 as described in the proposal.

Task 2 – Create a programme of activities, in-class and in-field

Finally, after discussions among project partners, the following issues (thematic section) defined as axes of the Summer School programme:

- Introductory Day – Students and teachers get acquainted with the research area
- Selection of actors and participatory approach
- The visioning process.
- Innovation experiences and narratives – field study
- Reflection – Presentation of overall results

For each topic, they were determined (see Annex A. Summer School Program):

- a) the learning goals,
- b) the learning activities.

For each topic (thematic section), one or several responsible(s) person(s) were appointed as follows:

- Introductory Day – Students and teachers get acquainted with the research area: *PO2-UH (Finland), Applicant-UTH (Greece)*
- Selection of actors and participatory approach: *PO3-UNWE (Bulgaria), PO1-CIHEAM-IAMM (France)*
- The visioning process: *PO4-USAMV-Cluj (Romania), applicant-UTH (Greece)*

- Innovation experiences and narratives – field study: *PO5-GMIT (Ireland), PO6-UO (Croatia)/PO1-CIHEAM-IAMM (France), applicant-UTH (Greece)*
- Reflection – Presentation of overall results: *PO2-UH (Finland), applicant-UTH (Greece)*

The program for each day of LTTA was organized with in-class and field activities.

- ⇒ *Students/trainees groups of multi-disciplinary expertise will be able to practice the knowledge obtained during the e-course working collectively in transnational groups and with actors.*
- ⇒ The professors/trainers of the student groups from the 7 countries were responsible for guiding the students, who worked in transnational working groups. The Lead/responsible of the discussion per day's topic prepared questions in order to lead the students to think and react to the topic. The rest of the partners monitored and facilitated the group's work, performing four functions
 - a/ intervene for solving problem arising in the groups,
 - b/ ensure balanced discussions in the groups,
 - c/ suggest to the groups ways to tackle/solve the problem,
 - d/ take notes in order to feed the discussion at the end of the day

From the beginning of the educational process of the summer school, it was decided to split the students into 5-6 international groups, Avoiding, whenever possible that students from the same country stay together. At least one Greek student was pointed for each group and was charged to introduce the Greek peripheral rural area, to provide translation whenever necessary and to facilitate contacts with local actors. Through these transnational working groups, the aim for the students was to discuss, exchange opinions and understand the similarities and differences of peripheral rural areas throughout Europe, in the example of the peripheral rural area of Pindos-Greece, using tools (mind map) that they learned and used during the online asynchronous course.

Applying the knowledge acquired and the educational material developed during the online asynchronous course, students identified the actors involved and formulated a strategy/vision for the peripheral rural area of Pindos, based on their experiences and knowledge from their country of origin.

Summer School participants (teachers and students) participated in the discussion (having formulated questions) with representatives of innovative initiatives (local actors) about their initiative and their contribution to the development of the study area. Finally, they discussed and evaluated their experience.

For the organization of the above, UTH looked for characteristic, representative and innovative initiatives which contribute to the development of the peripheral rural area of Pindos. Therefore, it was agreed to meet with and set up interviews with:

- ⇒ local government body,
- ⇒ local Development Company,

- ⇒ Cooperative Enterprise for the breeding of rare breed animals,
- ⇒ Livestock breeder - representative of an Agritourism farm,
- ⇒ territorial cluster.

In addition, UTH included in the program a visit to Lake Plastira, Natura area and an area with cultural heritage (Monasters of Meteora).

The above meetings-consultations were included in the Summer School educational program so that there is *in-site* and *in-field* work every day.

Task 3 – Finalise the syllabus and create the material

RUR'up partners in an online meeting, finalized the conduct of Summer School: the syllabus and presentations on each topic, formed the timetable of the activities and organized the transportation for the field trips (Annex A Summer School Programme): The work on the topics of the summer school was organized in *Plenary meetings* and in *working groups*.

The applicant-UTH in collaboration with the PO2-UH prepared the reception day by holding an ice-breaking event to welcome and get to know all the participating students and teachers of the 7 university institutions.

The PO2-UH prepared the presentation of the Summer school, its main target questions, the participants' way of working, the way of presenting the whole work (portfolio) from the students, the evaluation criteria and the way of final evaluation.

The applicant-UTH produced in collaboration with the Greek students the brief presentation of the peripheral rural area of Pindos based on its Baseline Assessment used on IO2.

The PO3-UNWE and PO1-CIHEAM IAMM prepared the topic on the participative approach (role play) and Stakeholder analysis and selection. The Greek team prepared a presentation of the KENAKAP Development Company.

The PO4-Cluj Napoca prepared a presentation of the theme on shaping the vision of the region.

The applicant-UTH prepared in collaboration with the Greek students a short presentation of the three innovative initiatives (Gralista farm, Greek Shorthorn Cattle Breeders' Association, Terra Thessalia territorial cluster) and organized the meetings with the representatives.

The PO5-GMIT prepared a presentation on innovation experiences and how to process the results of consultations with representatives of innovation initiatives

The PO2-UH in collaboration with the other partners formulated the evaluation criteria and the Portfolio which were used to evaluate the Summer School participants (Portfolio and focal questions). Finally, the Irish team created the student evaluation questionnaire and the badge.

The material prepared by topic is presented in Annex B. Educational Material. *Material created in IO2, IO3 and IO4 were used to provide methodological and practical guidance for the organization of an Intensive Study Activity (C1) in the field, addressing the needs of professionals.*

The applicant-UTH ensured all the materials necessary for the Summer School, they were mainly the following:

- ⇒ wi-fi connexion,
- ⇒ FlipChart for designing mind maps and group results,
- ⇒ consumables (pen, notebooks, markers, ..),
- ⇒ printed material from IO2 and IO3 as well as the brief presentation of the innovative initiatives
- ⇒ Summer School badge and backpack
- ⇒ *Attendance certificate,*
- ⇒ certification of attendance.

Prior, the students were asked to submit an application form for participating at the Summer School, including the following: Motivation letter and CV

- ⇒ Security travel card
- ⇒ proof of institutional affiliation (*student ID, Letter of confirmation*)

Annexes

A. Necessary Material for the organisation of Summer School

- A.1 Summer School Programme*
- A.2 Traveling information*
- A.3 Attendance*
- A.4 Certifications*

B. Material educational

- B.1. Baseline Assessment*
- B.2 Stakeholders*
- B.3 Vision*
- B.4 Innovation*
- B.5 Assessment*

C. Material

Summer School badge and goodies: Backpack, notebook, folder, pen, banner