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# D4.4 REPORT ON PILOT TEACHERS TRAINING AND PARTICIPATORY CREATION

<b>Deliverable Number:</b>	<b>D4.4</b>
<b>WP related to the Deliverable:</b>	<b>4</b>
<b>Actual Date of Delivery to the EC:</b>	<b>13<sup>th</sup> December 2022</b>
<b>PARTNER responsible for the Deliverable:</b>	<b>SI4LIFE</b>
<b>WP starting month</b>	<b>M13</b>
<b>WP ending month</b>	<b>M25</b>



Co-funded by the  
Erasmus+ Programme  
of the European Union

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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA



## 1 1.ABSTRACT:

This document reports on the activities carried out in T4.4 as to the design and implementation of the NECTAR Online Teacher Training (NOTT) and then presents many educational resources produced to this purpose as Annexes.

## 2 KEYWORDS:

Teachers Guidelines, Lesson Plan, Training Pattern, CGE Curriculum, NOTT - NECTAR Online Teacher Training, pilot teachers

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2	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE Elena Margherita Vercelli - SI4LIFE	A	July-August 2022	Definition and preparation of NOTT materials. Annexes 2, 3, 4, 6 and 7
3	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE Elena Margherita Vercelli - SI4LIFE	A	September 6 <sup>th</sup> , 2022	Table of contents
4	Sandra Pais - UALG	C	October 6 <sup>th</sup> , 2022	Data about T0 questionnaires
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9	André Mestre- UALG	C	November 30 <sup>th</sup> , 2022	Data about T1 questionnaires
10	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE Elena Margherita Vercelli - SI4LIFE	A	November 30 <sup>th</sup> , 2022	Final Version
11	Serena Alvino - SI4LIFE Roberta Ferrara – SI4LIFE Elena Margherita Vercelli - SI4LIFE	A	December 13 <sup>th</sup> , 2022	Final Version after review

\*Status indicates if:

- A - Author (including author of revised deliverable)
- C - Contributor
- IF – Internal Feedback (within the partner organization)

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## 6 LIST OF ABBREVIATIONS

CGE	Chef Gastro-Engineering
ECVET	European credit system for vocational education and training
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
EU	European Union
LO	Learning Outcome
LP	Lesson Plan
M	Month
NOTT	NECTAR Online Training of Trainers
PFC	Primary Food Care
TP	Training Pattern
UoL	Unit of Learning
VET	Vocational Education and Training

## 7 EXECUTIVE SUMMARY

This document reports on the activities carried out in T4.4 as to the design and implementation of the NECTAR Online Teacher Training (NOTT) and then presents many educational resources produced to this purpose as Annexes.

In particular:

An **Introduction** (Section 8) outlines the main target of WP4 and Task 4.4 and the connections with the activities of other tasks.

Then, **Section 9** includes a description of the NOTT course design, while **Section 10** depicts the main elements of NOTT course implementation.

Finally, Section 11 describes the process for NOTT course evaluation and students' assessment and certification.

**Annexes from 3 to 7** include some educational materials developed in the framework of T4.4 and targeting NECTAR pilots' teachers. **Annexes 8 and 9** include the questionnaires shared with participant in order to evaluate the NOTT.



## 8 INTRODUCTION

WP4 is a Work Package focused on the development of the training methodology and tools to support pilot teachers in the implementation of the CGE curriculum and its subsequent evaluation.

In particular, T4.4 aims at a participatory approach by involving pilot teachers to co-create the content and activities and was aimed to:

- train the pilots' teachers in the use of the plans delivered in T4.3 and facilitate them in the specific activities that will be implemented in pilot courses;
- introduce the pilots' teachers to the educational toolkit platform, the teaching toolkit and the guidelines for curriculum implementation;
- build the basis for the successful implementation of the pilots delivered in WP5, through a clear co-creation process.

T4.4 is well-linked with other tasks of the project since:

- the course is implemented on the iMooX platform, developed in T4.1; the platform has been also one of the topics of the NOTT course;
- lesson plans and training patterns developed in T4.2 have been used as training material for pilot teachers involved in the course;
- the Open Contents implemented in T4.3 and shared on iMooX platform as a MOOC targeting pilot students, has been analyzed by NOTT participants during the course activities in order to plan their integration in pilot courses;
- many educational materials used in the NOTT has been inspired by the design tools developed in 3.2 and T3.3;
- NOTT participants have been recruited among the teaches of the pilots which will be implemented in WP5;
- NOTT course evaluation has been performed in collaboration with UALG, which is responsible for T6.3; some of the results collected through the questionnaires at T0 and T1 (see section 11) will be included in D6.3.

This deliverable intends to report on the activities related to the Nectar Online Training of Trainers (NOTT) course and will include an evaluation of the training course as well as a description of the pilot teacher training experience.

## 9 NOTT COURSE DESIGN

As per the project proposal, the design phase started in July 2022 (M21) and M21 was used to design the course, in line with the progressive and final results of T3.3, T4.2 and T4.3. An initial online meeting was held on 1<sup>st</sup> July between the Medical University of Graz (MUG), leader of WP4, and SI4LIFE, responsible for T4.4, to identify the course objectives and to model the course content accordingly. This meeting was followed by other meetings and e-mail exchanges to plan the NOTT activities in detail. In particular, it was discussed how to develop the individual materials for each content, taking into account the fact that the future pilots' teachers – all with different backgrounds – would have to be able to use lesson plans and training patterns in their own teachings.

**In the course of M21, SI4LIFE shared with MUG progressive versions of the table below (**

Table 1: Units, contents and materials of the NOTT course) and then finalised the definition of the course, activities, materials to be produced, webinar planning and deadlines. The number of forums to be created was also planned and it was decided that a self-assessment quiz for participants would be included at the end of each unit.

NECTAR Online Training of Trainers (NOTT)		
Unit/ Chapter	Content Notes/ Type of presentation	Materials to participants
<b>Unit 0: NOTT Kick off</b>		
Introduction to the course	<b>WEBINAR 1</b> (kick-off) dealing with: <ul style="list-style-type: none"> <li>• Course aims, structure and schedule</li> <li>• Main activities and tools</li> <li>• Learning agreement</li> <li>• Participants assessment</li> </ul>	Video recording of webinar 1
<b>Unit 1: Learning environment</b> <i>Short explanation of content:</i> The Unit introduces the iMooX platform in general and the specific area of the NOTT. Functionalities are analyzed taking into account both the “student” perspective and the “teacher” one.		
Unit1-A Introduction to iMooX Platform Users’ Manual (students perspective)	<ul style="list-style-type: none"> <li>• iMooX Platform Users’ Manual</li> <li>• virtual tour of the NOTT area during <b>WEBINAR 1</b> (recorded and then made available on the platform)</li> <li>• Forum Activity 1 – “Discovering the iMooX platform” (based on exploratory learning)</li> <li>• Self-assessment test</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of webinar 1</li> <li>• PDF1 – User’s manual</li> <li>• PDF2 – Instructions “Discovering the iMooX platform”</li> </ul>
Unit1-B Using iMooX as a pilot teacher	<ul style="list-style-type: none"> <li>• virtual tour of the course on iMooX during <b>WEBINAR 4</b> (recorded and then made available on the platform)</li> <li>• Forum Activity 2 – How to set up this module (“Introduction to the learning environment”) in your pilot</li> </ul>	Video recording of webinar 4
<b>Unit 2: Background information on the project, curriculum &amp; contextualization into a regional/ local content for VET providing</b> <i>Short explanation of content:</i> The unit will provide an introduction to the project and to the main tools which pilot teachers will have to take into account when involved in pilots		
Introduction to NECTAR Project	<ul style="list-style-type: none"> <li>• <b>WEBINAR 2</b> dealing with:               <ul style="list-style-type: none"> <li>○ NECTAR aims</li> <li>○ CGE profile</li> <li>○ CGE curriculum and Designers’ Kit</li> <li>○ Flexibility tool and the course syllabus (recorded and then made available on the platform)</li> </ul> </li> <li>• A PDF about “NECTAR tools for designers and teachers”               <ul style="list-style-type: none"> <li>○ CGE curriculum and Designers’ Kit</li> <li>○ Flexibility tool and the course syllabus</li> </ul> </li> <li>• Flexibility Tools and Course Syllabuses -Part A of each pilot in PDF to be downloaded</li> <li>• Forum Activity 3 – Analysis of the Flexibility Tool and the Course Syllabus Part A</li> <li>• Self-assessment test</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of webinar 2</li> <li>• PDF3 - “NECTAR tools for designers and teachers”</li> <li>• PDF4-FLEXTTOOL ODISEE</li> <li>• PDF5-FLEXTTOOL SCMA</li> <li>• PDF6-FLEXTTOOL MUG</li> <li>• PDF7-FLEXTTOOL MP</li> <li>• PDF8-FLEXTTOOL ITS-BACT</li> <li>• PDF9-COURS-SYLL SCMA</li> <li>• PDF10-COURS-SYLL MUG</li> <li>• PDF11-COURS-SYLL MP</li> <li>• PDF12-COURS-SYLL ITS-BACT</li> </ul>
NECTAR pilots – main requirements and characteristics	<ul style="list-style-type: none"> <li>• <b>WEBINAR 3</b> dealing with the main requirements of NECTAR pilots (evaluation, assessment, learning outcomes, etc.) (recorded and then made available on the platform)</li> <li>• Template for Teaching descriptions (Part B) in MS Word to be downloaded</li> <li>• Forum Activity 4 – Contribution to Course Syllabus Part B</li> <li>• Self-assessment test</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of webinar 3</li> <li>• DOC-A – Template course syllabus part B</li> <li>• PDF13 – Guide for the design of students’ assessment – main requirements and criteria</li> <li>• EXC-A – Assessment Matrix</li> </ul>

NECTAR Online Training of Trainers (NOTT)		
Unit/ Chapter	Content Notes/ Type of presentation	Materials to participants
<b>Unit 3: Lesson plans</b> <i>Short explanation of content:</i> This Unit will focus on the lesson plans developed by partners and will provide support to teachers in order to use them effectively. <i>A Project Work (transversal to Unit 3 and Unit 4) should be implemented by attendants putting into practice the lessons learnt</i>		
<i>What is a lesson plan in NECTAR Project?</i>	<ul style="list-style-type: none"> <li>• <b>WEBINAR 4</b> about <ul style="list-style-type: none"> <li>○ The aim of lesson plans in NECTAR</li> <li>○ The available lesson plans</li> <li>○ How can pilot teachers use them supported by Guidelines <i>(recorded and then made available on the platform)</i></li> </ul> </li> <li>• <i>Downloadable lesson plans (PDF)</i></li> <li>• <i>Self-assessment test</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Video recording of webinar 4</i></li> <li>• <i>PDF14 – LO6-D-2</i></li> <li>• <i>PDF15 – LO7-C-1</i></li> <li>• <i>PDF16 – LO7-C-4</i></li> <li>• <i>PDF17 – LO4-C-1</i></li> <li>• <i>PDF18 – LO6-D-1</i></li> <li>• <i>PDF19 – LO7-A-1</i></li> <li>• <i>PDF20 – LO2-A-B-1</i></li> <li>• <i>PDF21 – LO2-A-B-2</i></li> <li>• <i>PDF22 – LO2-A-B-3</i></li> <li>• <i>PDF23 – LO3-D-1</i></li> <li>• <i>PDF24 – LO6-A-B-3</i></li> <li>• <i>PDF25 – LO1-C-1</i></li> </ul>
Project Work (Transversal to Unit 3 and 4)	Project Work supported by a forum for questions – Students are supposed to design an actual lesson for the pilot “contextualizing” a lesson plan and adapting at least one Training Pattern from the Guidelines	<ul style="list-style-type: none"> <li>• <i>DOC-B – Template for activity description</i></li> </ul>
<b>Unit 4: Educational and learning strategies</b> <i>Short explanation of content:</i> This Unit will focus on the Training Patterns developed by partners and will provide support to teachers in order to use them effectively		
<i>What is a Training Pattern in NECTAR Project?</i>	<ul style="list-style-type: none"> <li>• <b>WEBINAR 4</b> about <ul style="list-style-type: none"> <li>○ The aim of Training Patterns in NECTAR</li> <li>○ The available Training Patterns</li> <li>○ How can pilot teachers use them supported by Guidelines <i>(recorded and then made available on the platform)</i></li> </ul> </li> <li>• <i>Downloadable Training Patterns (PDF)</i></li> <li>• <i>Self-assessment test</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Video recording of webinar 4</i></li> <li>• <i>PDF26 – TP1 – JIGSAW</i></li> <li>• <i>PDF27 – TP2 – CRITICAL INCIDENT</i></li> <li>• <i>PDF28 – TP3 - WEBQUEST</i></li> <li>• <i>PDF29 – TP4 - PYRAMID</i></li> <li>• <i>PDF30 – TP5 - BRAINSTORMING</i></li> </ul>
Project Work (Transversal to Unit 3 and 4)	Project Work supported by a forum for questions – Students are supposed to design an actual lesson for the pilot “contextualizing” a lesson plan and adapting at least one Training Pattern from the Guidelines	<ul style="list-style-type: none"> <li>• <i>DOC-B – Template for activity description</i></li> </ul>
Final webinar ( <b>WEBINAR 5</b> )		<ul style="list-style-type: none"> <li>• <i>Video recording of webinar 5</i></li> </ul>

**Table 1: Units, contents and materials of the NOTT course**

Based on the design depicted in Table 1, **an average workload equivalent to 30 hours** has been estimated.

For the set-up of the NOTT course on iMooX, the MUG partners had to resort to the technical support of the platform, which indicated that all resources to be uploaded (texts, quizzes, links for the webinars...) should be ready at least two weeks before the official start of the course (planned for 20<sup>th</sup> September). Therefore, SI4LIFE developed all the materials needed in August (M22), namely in time to be uploaded onto the iMooX platform by the deadline of 5<sup>th</sup> September. The materials developed are detailed in the third column of the table above (

Table 1) and many of them are included as Annexes to this report. In addition to the resources described in the table, SI4LIFE created four self-assessment quizzes, one for each unit. Each quiz is composed of six multiple-choice questions with four possible answers, only one of which is correct. For an example of self-assessment quiz, see Figure 1.



## Unit 1A – Self-assessment quiz

(1 TRUE – in bold font - and 3 FALSE options)

Please select the correct answer.

### 1. What is a MOOC?

- a) **A Massive Open Online Course**
- b) A platform created to support teaching tools and online courses
- c) A Multitasking Original Online Course
- d) A Massive Open Orientation Course

### 2. In the framework of the NECTAR project, what does the iMooX platform support?

- a) Only the NECTAR Online Training of Trainers (NOTT)
- b) Only the e-learning component of the NECTAR project pilot courses
- c) **Both the NECTAR Online Training of Trainers (NOTT) course and the e-learning component of the NECTAR project pilot courses**
- d) The whole implementation of the 5 pilot courses.

### 3. How can you attach a file to a post in the forum?

- a) Only writing to the tutors
- b) **Clicking on "Advanced" at the bottom of the message text box**
- c) Selecting "Display replies in nested form" at the bottom of the message text box
- d) Clicking on "Attachment" at the bottom of the message text box

### 4. What can you do in the "All courses" page?

- a) See all the partners of the iMooX platform
- b) Read the presentation of the platform, its history and the type of courses it offers.
- c) See the courses you are enrolled in
- d) **Search all courses and personalize your research by using different filters (e.g. status, languages, for learners, for teachers)**

### 5. How can you access the functionalities linked to your personal profile?

- a) **Click on the avatar icon or on your name in the top right-hand corner**
- b) Click on the notifications bell icon
- c) Click on the enrolment orange button
- d) Click on "Homepage" in the vertical menu

### 6. How can you contact the iMooX support team in case of technical problems?

- a) Send an e-mail to the instructor
- b) **Go to the Technical Support forum and post a message**
- c) Call the instructor
- d) Fill in an online form

Figure 1: Example of self-assessment quiz (Unit 1A of the NOTT course)



## 10 NOTT COURSE IMPLEMENTATION

The NOTT course aimed to train all the teachers involved in the NECTAR Pilot Courses to support them in implementing innovative methods when addressing the new curriculum.

In August (M22), pilots' designers were asked to identify the teachers who would participate in the course and communicate their data to SI4LIFE by filling in an Excel table by the end of the month. Once an up-to-date and complete contact list of pilots' teachers was received, SI4LIFE started to send regular e-mails to inform NOTT participants of the dates of the webinars, as well as the deadlines of the various activities.

The NOTT course started on **20<sup>th</sup> September** and the end was scheduled for **7<sup>th</sup> November 2022**, the day of the final webinar. The picture below shows the course organization and schedule.

	Sept 20-26	Sept 27 - Oct 3	Oct 4-10	Oct 11-17	Oct 18-24	Oct 25-31	Nov 1- 7
Unit 0	W1						
Unit 1-A							
Unit 1-B					W4		W5
Unit 2		W2	W3				
Unit 3					W4		W5
Unit 4					W4		W5

Figure 2: Organization and schedule of the NOTT course

As depicted in

Table 1, the NOTT course had a methodological slant, aimed at providing future pilot teachers with the needed information and skills concerning NECTAR project and its main tools (such as the IMooX platform - namely the Educational Toolkit Platform - and the Designers' Kit delivered by the project) and the EU standards for VET the have to comply with. The project work, in particular, allowed each teacher to get involved in the actual design of his/her own lesson in the future pilot, this supporting the **participatory creation of the pilot design**.

The course was delivered entirely in English and was addressed to all the trainers/teachers who will be involved in the five pilots in Austria, Belgium, Portugal and Italy (Liguria and Campania), even though not all of them participated actively in the training.

It took place online on the IMooX platform, where an open massive online course (MOOC) has been set up by MUG and SI4LIFE.

The participation in NOTT course envisaged:

- synchronous attendance to five webinars (or vision of video-recordings)
- download of documents (materials that can be found on the iMooX Platform)
- completion of four asynchronous activities in the iMooX forums
- development of a project work including the design of the teachers' own lessons.

Both downloadable materials and lessons in webinars has been designed and developed by members of SI4LIFE staff, who were skilled on the above mentioned contents, as the lead partner for the release of the NECTAR design tools (WP3 leader).

During a negotiation between MUG and SI4LIFE, it was decided that the only materials that could be added progressively throughout the course would be the webinars recordings and the instructions of the activities in the forums. Webinars have been run by SI4LIFE on MS TEAMS, the web conferencing system used by NECTAR partners as to the communication internal to the project. As with the initial set-up, the back-end management of the course remained in the hands of the MUG's technical assistance team of the iMooX platform. This meant that the SI4LIFE staff would record each webinar run on TEAMS and then, immediately after the webinar, send the recording to the

technical staff who support the iMooX platform. At this point, the recordings were edited to cut down on dead time and video appearances of participants and add the start and end logos. Once the editing was finished, the videos were sent back to the MUG partners who, in collaboration with the iMooX staff, took care of uploading them to the platform.

During the course SI4LIFE staff performed **a tutoring activity**, both on the platform and through e-mail. Specific communications have been circulated to the participants mailing-list reminding an approaching webinar or the deadline of a specific activity. In addition, personalized e-mail exchanges have been performed in order to support participants individually when needed.

**A precise monitoring** of the activities performed by each participant has been implemented throughout the course duration in order to push participants who were not active and to perform a “formative evaluation” of the course itself. Based on the collected data, the course coordinators realized that, although near to the end of the course, several participants had still not managed to complete the NOTT activities: thus, SI4LIFE and MUG decided to give them two additional weeks to finish the online course. Although the course will remain usable online on iMooX as a Massive Open Online Course and as one of the NECTAR project’s results, an “official end” of the NOTT course (before the beginning of pilots) was needed in order to complete the project task and award certificates. So the final webinar has been run on November 7th, anyway, but participants have been able to complete the planned activities in order to get the certification until **November 20<sup>th</sup> 2022**.

Since no lessons plans about crucial LOs concerning the CGE profile have been delivered within T3.3 and thus analyzed in the NOTT<sup>1</sup>, SI4LIFE proposed to experts collaborating with ODISEE to include in the NOTT program some webinars addressing the abovementioned LOs; in particular the webinars should “explain how to approach the teaching” of the following LOs:

- LO2-C-D-0: Know and understand the concepts of ‘Primary Food Care’, ‘Gastrology’ and ‘Gastro-engineering’ in healthcare and their role to promote active and healthy ageing, is aware of the main characteristics of the CGE professional profile, of what a “gastrological intervention” implies and of the main “gastrological tools” a CGE can rely on.
- LO2-C-D-1: Identify and select test protocols on taste disturbances and use them to detect and classify taste deterioration and to monitor it
- LO2-C-D-2: Create solutions for the results of assessment from a CGE perspective and within the context of a comprehensive and holistic food care approach.

Those webinars will be run in December /January through TEAMS. They will be recorded and then edited and made available on the iMooX platform as Open Contents.

## 10.1 NOTT programme

**As depicted in Figure 2, the NOTT course was organized into 4 Units. Each unit included different contents and materials, which are detailed in**

Table 1.

**During the course 5 webinars have been performed: one launching the course and one closing it, while the other ones have been distributed among the units. The contents of each webinar are detailed**

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<sup>1</sup> The reasons for the lack of these fundamental lesson plans are well described in D3.3 and the project's Interim Report.

Table 1. The schedule of the webinars was the following:

- WEBINAR 1: September 20<sup>th</sup> 2022
- WEBINAR 2: September 27<sup>th</sup> 2022
- WEBINAR 3: October 7<sup>th</sup> 2022
- WEBINAR 4: October 18<sup>th</sup> 2022
- WEBINAR 5: November 7<sup>th</sup> 2022

### 10.1.1 Unit 1 – Learning environment

The Unit introduced the iMooX platform in general and the specific area of the NOTT course. Functionalities were analyzed taking into account both the “student” perspective and the “teacher” one. For this purpose, a user manual (ANNEX 2 – iMooX Platform Users’ Manual) was provided.

This Unit was divided into two sub-units (A and B) with different timings (see Figure 2)

It envisaged two main Activities that were launched during webinars and should later be carried out by participants. These activities were:

- *Activity 1 - Discovering the iMooX platform* (ANNEX 3 – Discovering the iMooX platform), which was included in Forum Activity 1 (Unit 1A);
- *Activity 2 - How to set up this module (“Introduction to the learning environment”) in your pilot*, which was included in Forum Activity 2 (Unit 1B).

### 10.1.2 Unit 2 – Background information on the project, curriculum & contextualization into a regional/ local context for VET providing

The unit provided an introduction to the project and to the main tools which pilot teachers will have to take into account when involved in pilots.

It envisaged two main Activities that were launched during webinars and should later be carried out by students. These activities were:

- *Activity 3 - Analysis of the Flexibility Tool and the Course Syllabus Part A* in Forum Activity 3;
- *Activity 4 - Contribution to Course Syllabus Part B* in Forum Activity 4.

### 10.1.3 Unit 3 – Lesson plans

This Unit focused on the lesson plans developed by partners and teachers were supported in using them effectively.

Participants were then asked to put into practice the lessons learnt in a Project Work (see ANNEX 7 – Template for project work), transversal to Unit 3 and Unit 4, included in the Forum *Project Work (Transversal to Unit 3 and 4) forum for questions*.

### 10.1.4 Unit 4 – Educational and learning strategies

This Unit focused on the Training Patterns developed by partners and teachers were supported in using them effectively.

Participants were then asked to put into practice the lessons learnt in a Project Work (see ANNEX 7 – Template for project work), transversal to Unit 3 and Unit 4, included in the Forum *Project Work (Transversal to Unit 3 and 4) forum for questions*.



## 11 NOTT COURSE EVALUATION

In order to perform a formative and a summative evaluation of the NOTT course some tools have been designed and distributed to participants in order to collect the needed data.

Since data were needed both for completing this report and to inform D6.3, which is supposed to include an evaluation of the NOTT course, a collaboration has been set up between SI4LIFE (T4.4 leader) and UALG (T6.3 leader) in order to collect these data. SI4LIFE drafted the questionnaires, while UALG assured the creation of the online version and the data collection. According to the agreement at the base of this collaboration, this report will include data about users profiling and an overall evaluation of the course, while D6.3 will include a more detailed analysis, also based on a comparison between the questionnaire shared before the course and the one shared at the end.

In order to guarantee data privacy of the participants, participants have been asked to generate an alphanumeric Identification Code that could allow a comparison between the answers given by each one of them before and after the delivery of the NOTT course.

Aside to the collection of data through questionnaires, SI4LIFE performed other activities in order to assure a proper formative evaluation of the course and assessment of participants; in particular, as detailed in Section 9, a precise monitoring of the activities performed by each participants has been performed throughout the NOTT course allowing for punctual tutoring by e-mail and for an overall definition of the achieved results; this process allowed to take some important decisions such as the one to extend the course duration of two weeks.

### 11.1 Profiling of participants

To gather information on some basic statistical data and on self-assessment of the trainers/teachers, as well as, for example, their expectations, a Pre-Course Questionnaire (T0) – **See Annex 8** - has been created and distributed via email before the beginning of the NOTT.

The Pre-Course Questionnaire (T0) has been structured into 3 parts:

- Part A - Basic Statistical Data (gender, country of residence, age, teaching experience, teaching discipline)
- Part B – General Self-Assessment (English, digital skills, experience on online training as a teacher/student, knowledge on e-Learning Platform, iMooX platform, NECTAR projects)
- Part C – Previous Expectation and future participation (refer to Section 11.1)

In this section we show the results of Part A and B.

The compilation of the Pre-Course Questionnaire (T0) was anonymous and thus not mandatory: it has been filled in by 29 teachers out of 37 participants active on the course.

As depicted in the graphs presented in Figure 3, Figure 4, Figure 5, Figure 6 and Figure 7, participants were well distributed as to the gender is concerned, while we had a prevalence (69%) of teachers aged with more than 45 years old. Most of the participants were Italian, also because in Italy 2 pilots are planned. As to the teaching practice, most of the participants teaches since many years (45% since more than 15 years), while disciplines are heterogeneous although 48% of teachers are expert in health, gastronomy and nutrition.

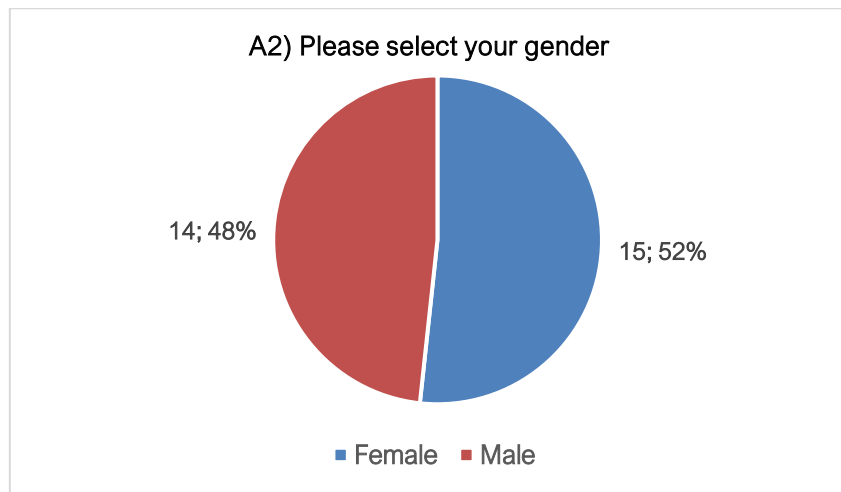


Figure 3: Distribution of participants by gender

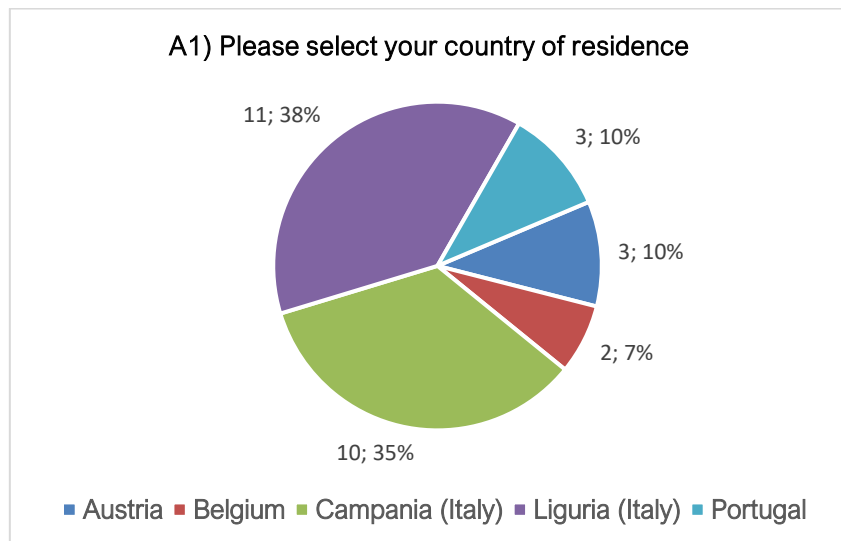


Figure 4: Distribution of participants by country

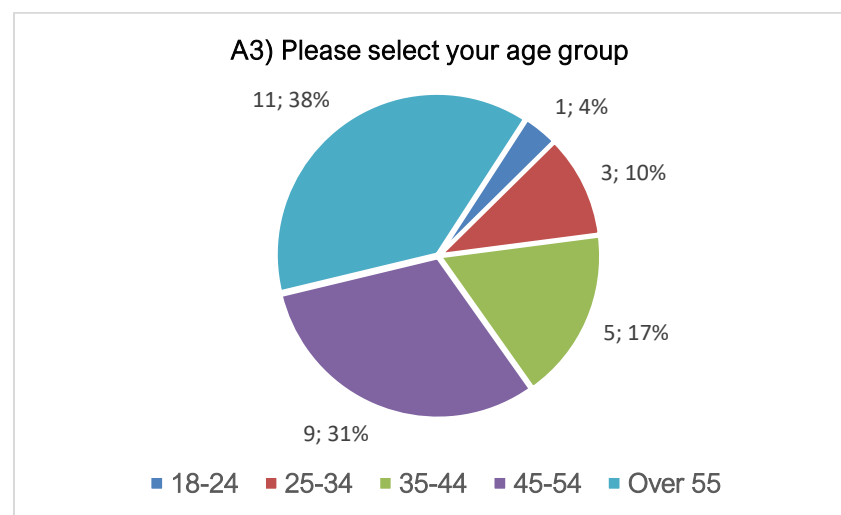


Figure 5: Distribution of participants by age

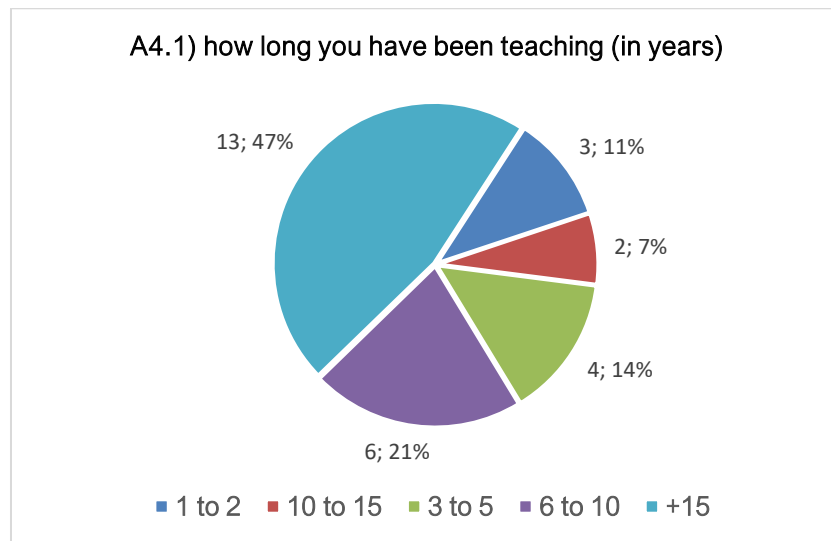


Figure 6: Years of teaching of NOTT participants

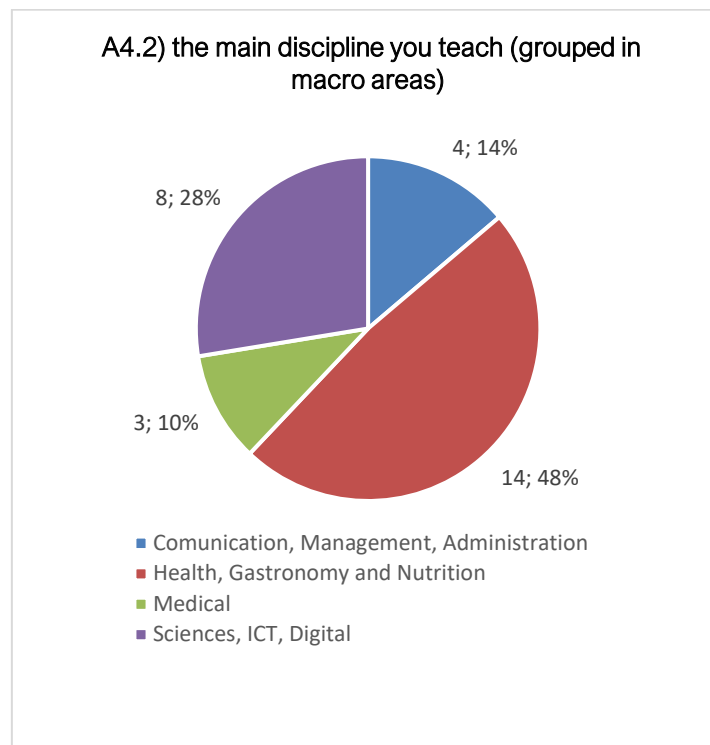
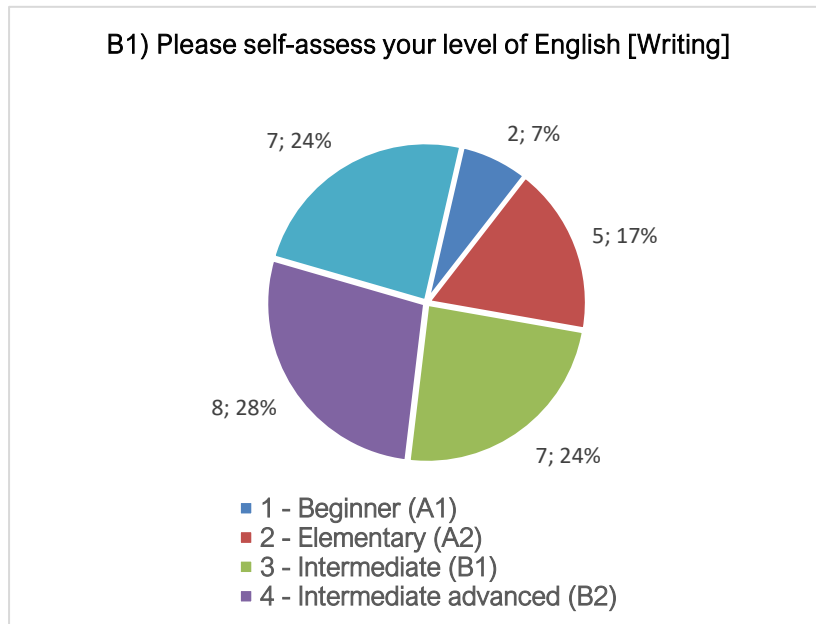


Figure 7: Main discipline of teachings (grouped in macro-areas)

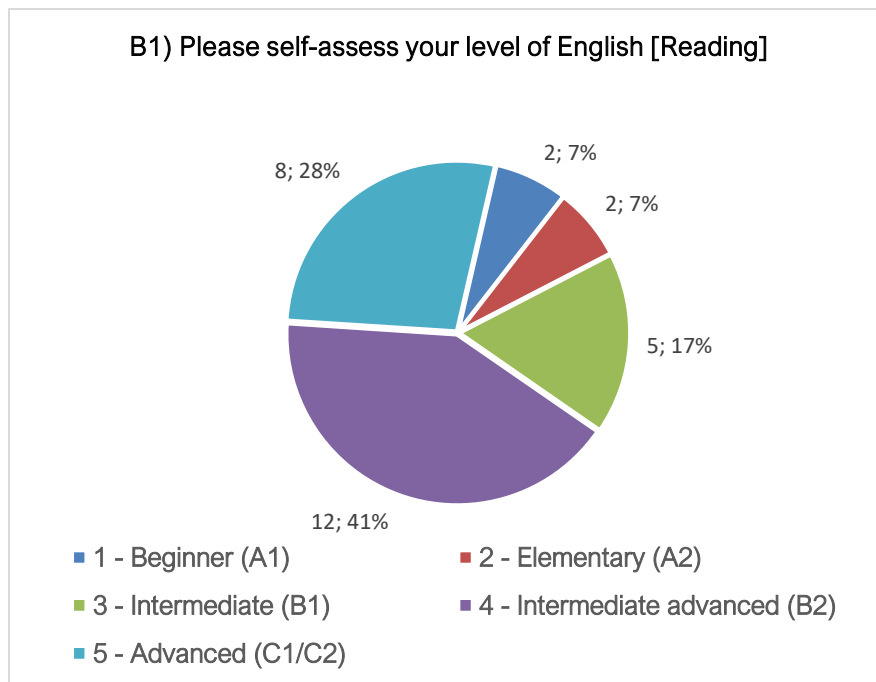
The participants' skills have been investigated through a self-assessment in Part B of the questionnaire as depicted in Figure 8, Figure 9, Figure 10, Figure 11, Figure 12, Figure 13, Figure 14, Figure 15, Figure 16 and Figure 17.

The questionnaire revealed that at least 50% of teachers rated their English language level (writing, reading, listening and speaking) as intermediate or advanced on average, while about 59% of the respondents self-assessed as "good" their mastery in the use of regular digital applications. Most of the respondents are also used to participating in e-learning courses as students and have experienced online training as teachers. About 34% of the respondents have limited or basic skills in using e-learning platforms, while about 66% declares to have a good or high mastery of such skill. Only 7 teachers have used at least once the IMooX platform. The level of knowledge about the

NECTAR project is heterogeneous, but 31% of the participants have none or basic knowledge about it.

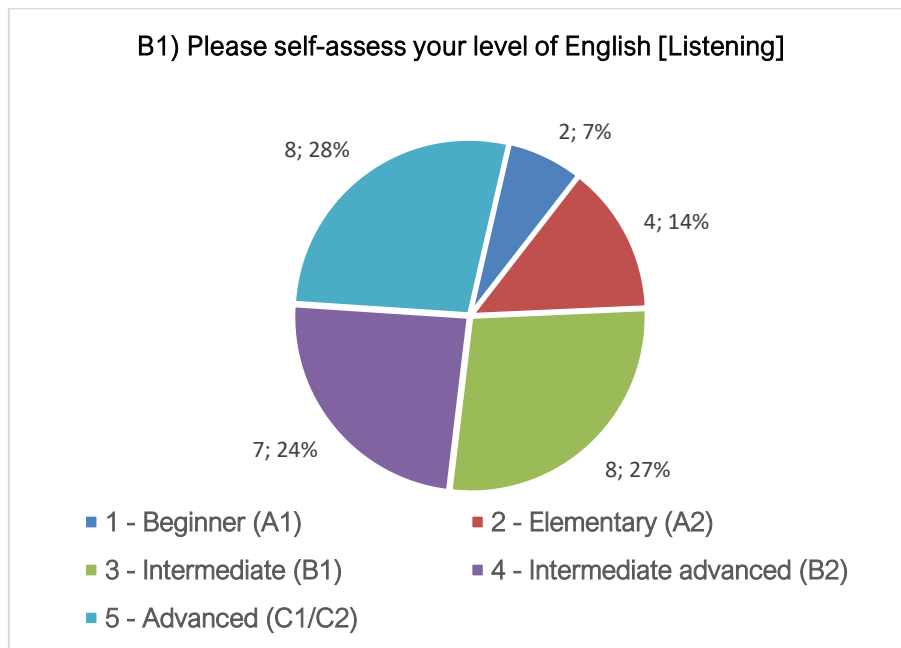


**Figure 8: Self-assessment on English (Writing)**

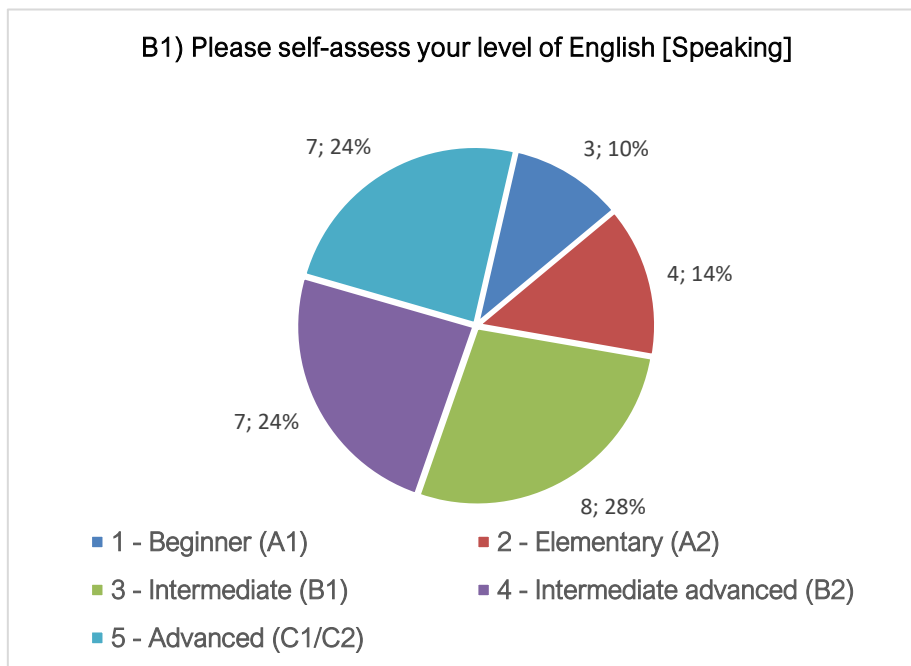


**Figure 9: Self-assessment on English (Reading)**

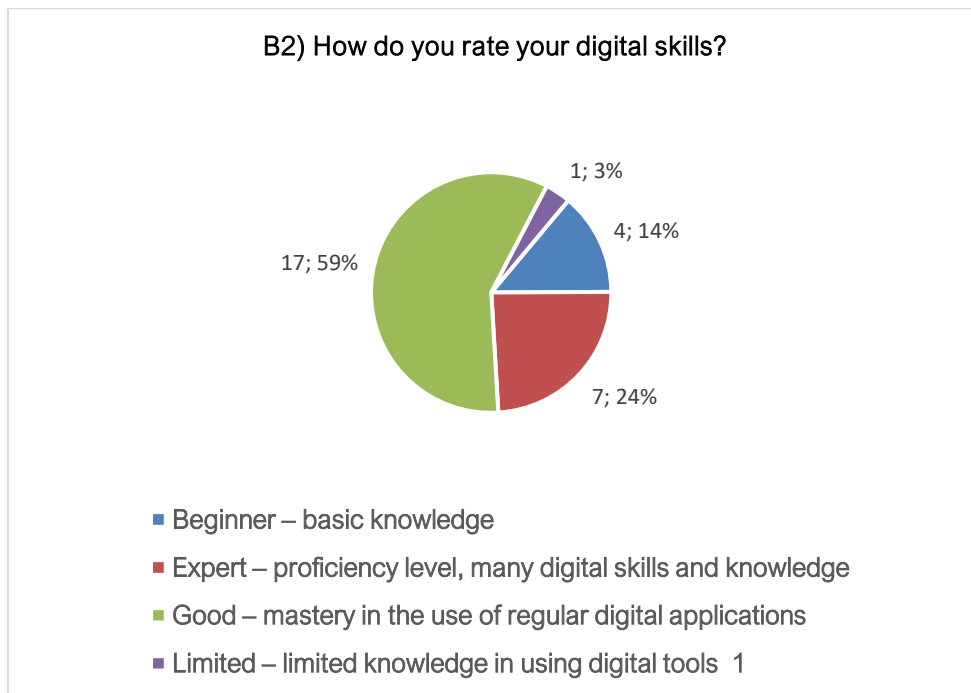




**Figure 10: Self-assessment on English (Listening)**



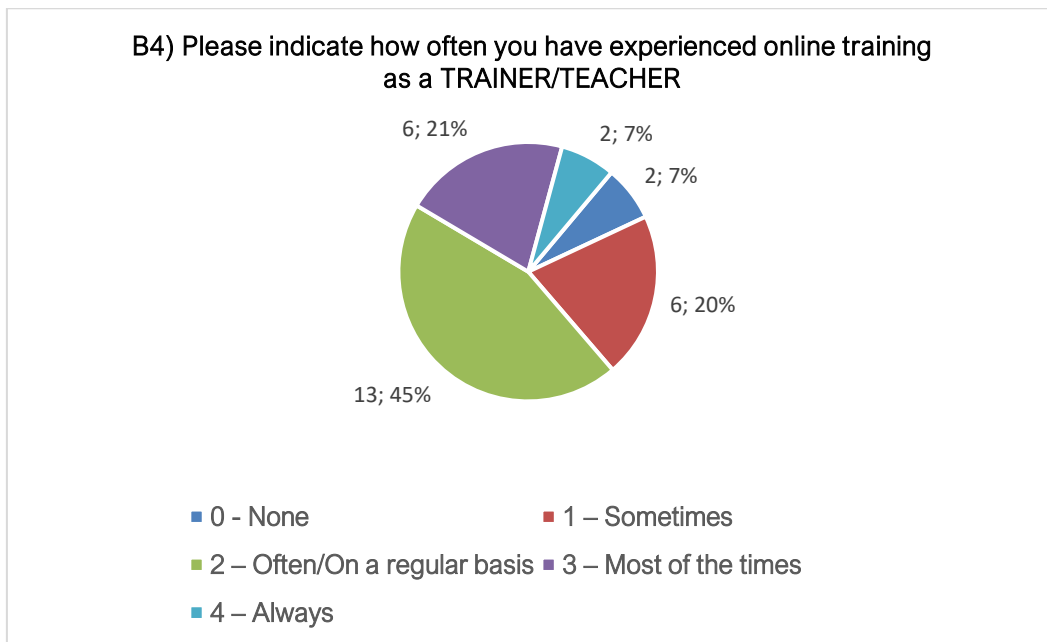
**Figure 11: Self-assessment on English (Speaking)**



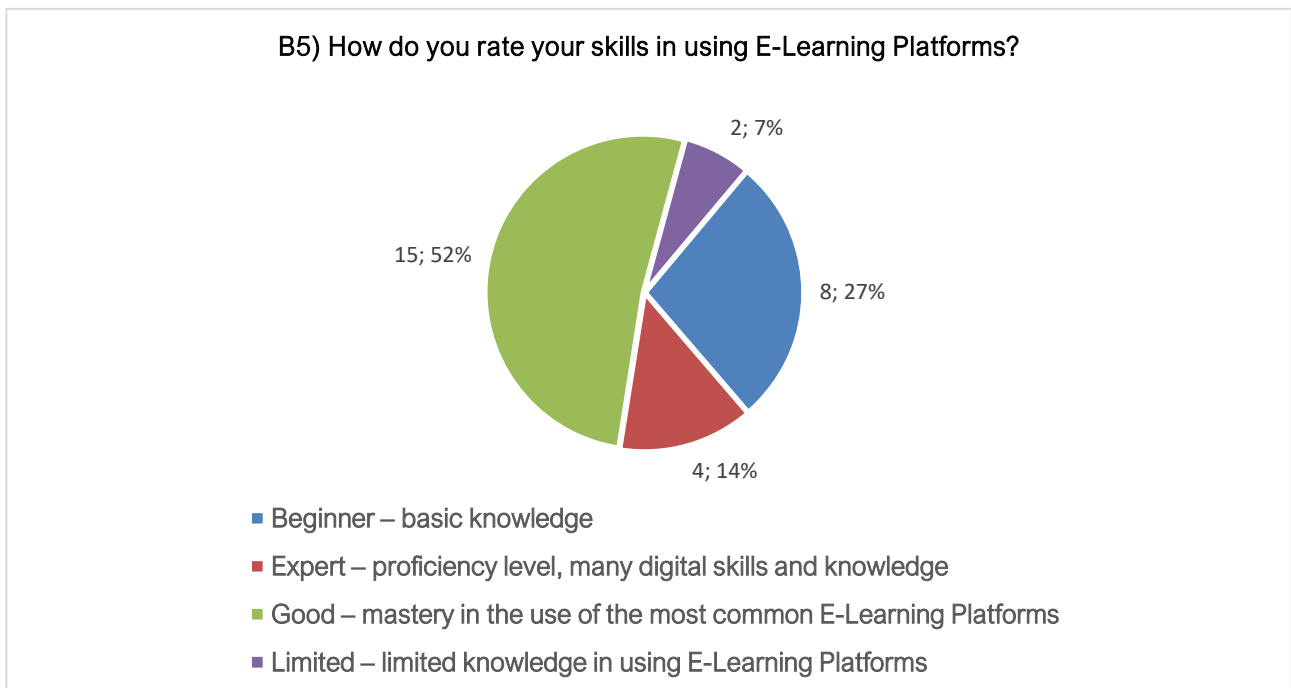
**Figure 12: Self-assessment on Digital Skills**



**Figure 13: Self-assessment on Online Training (as a Trainee/Student)**



**Figure 14: Self-assessment on Digital Skills (as a Trainer/Teacher)**



**Figure 15: Self-assessment on E-Learning Platforms**

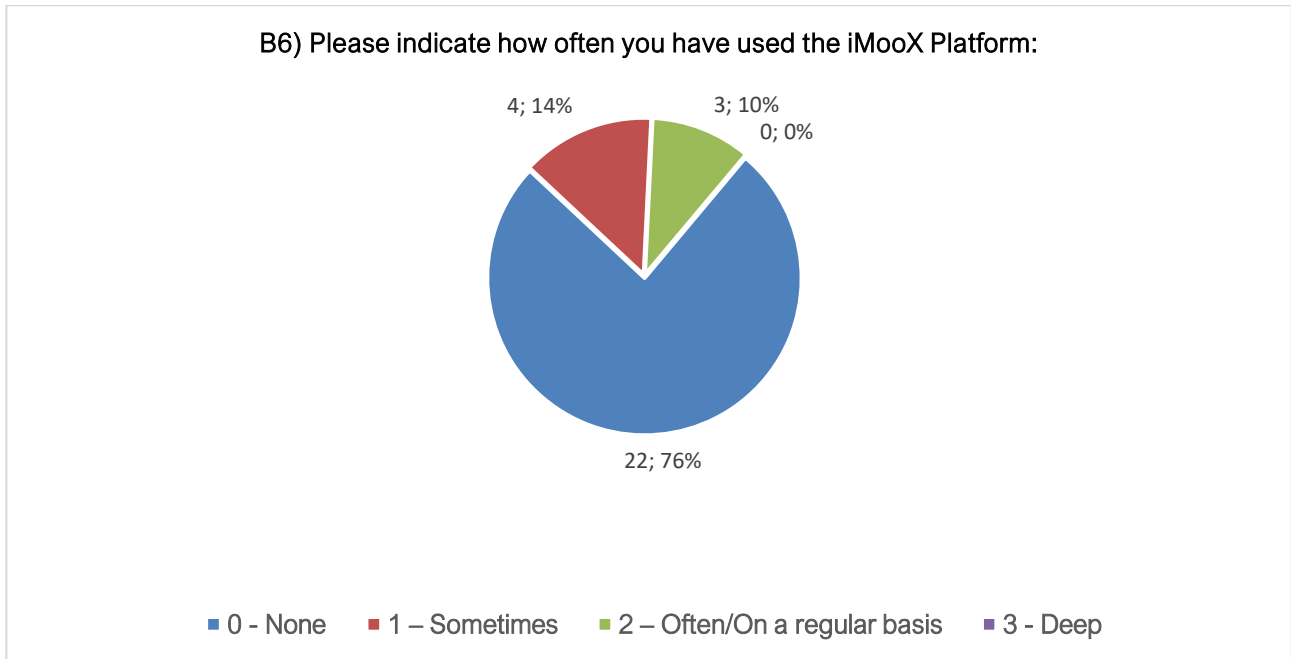


Figure 16: Self-assessment on iMooX Platform

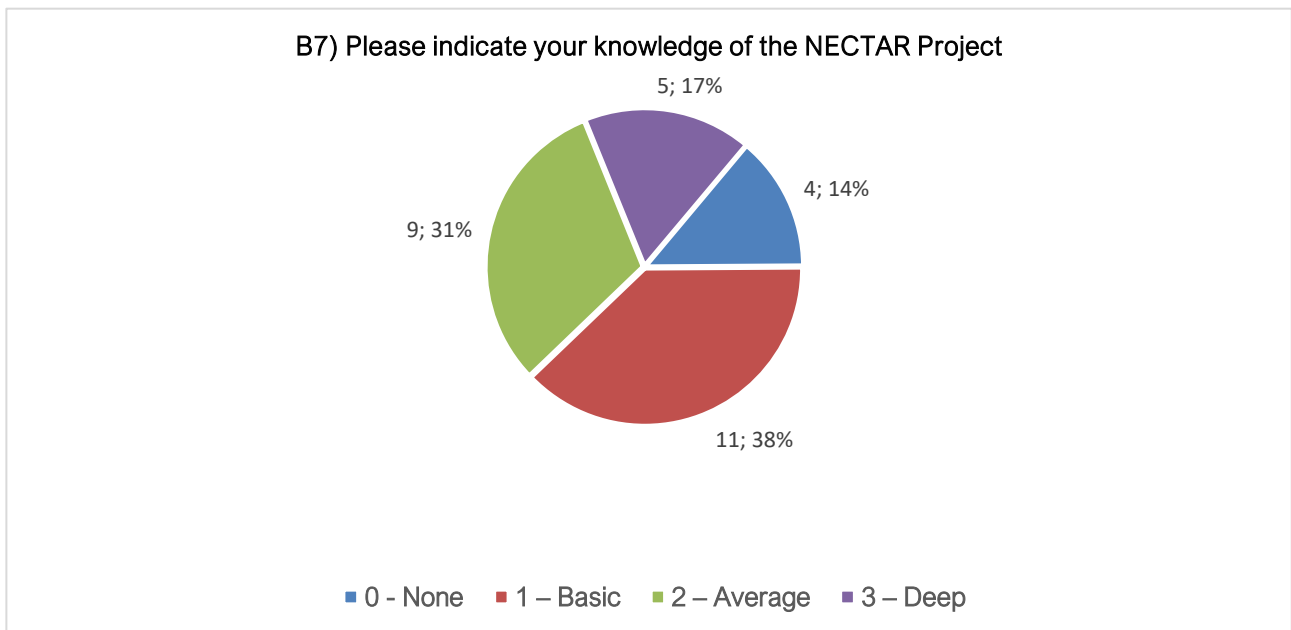


Figure 17: Self-assessment on NECTAR Project

## 11.2 Collection of feedback from students

### 11.2.1 Results from questionnaire T0

As mentioned in section 11.1, the Pre-Course Questionnaire (T0) investigated also the Previous Expectations and future participation of the teachers before the beginning of the NOTT.

As depicted in the graph in Figure 18, most of the teachers have been recruited directly by the institution involved in the project as a partner.

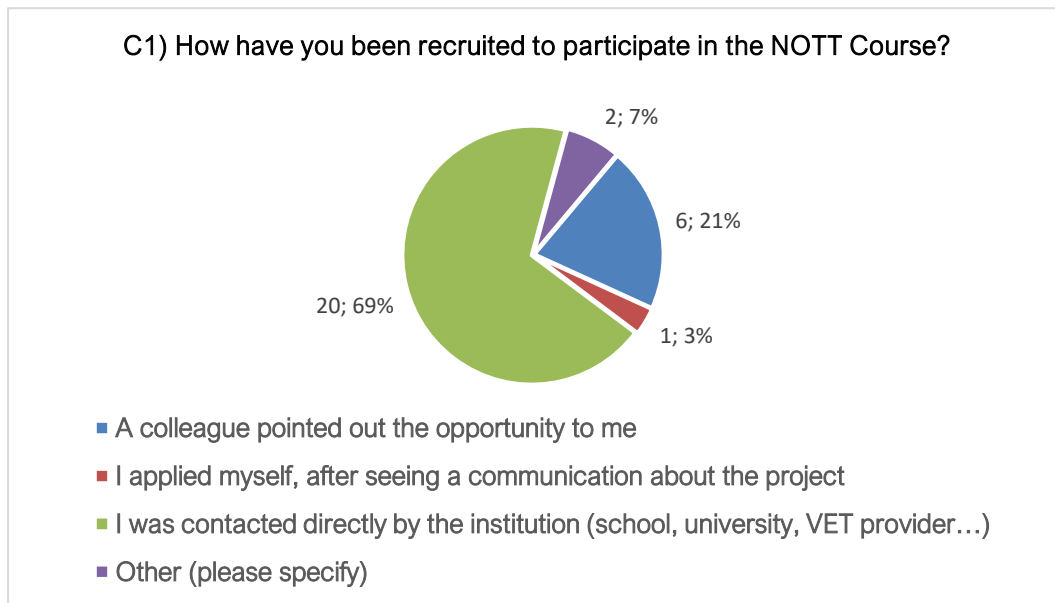


Figure 18: Recruiting of teachers

A specific question (C2 – See Annex 8 for details) investigated the reasons why they decided to join the course and if there was any specific skill they expected to learn. Replies can be classified as follows:

Direct Involvement in the NECTAR project	4
Increasing Professional Training	13
Improving Digital Skills	2
Learn and develop new methods of teaching	4
Other	6

### 11.2.2 Results from questionnaire T1

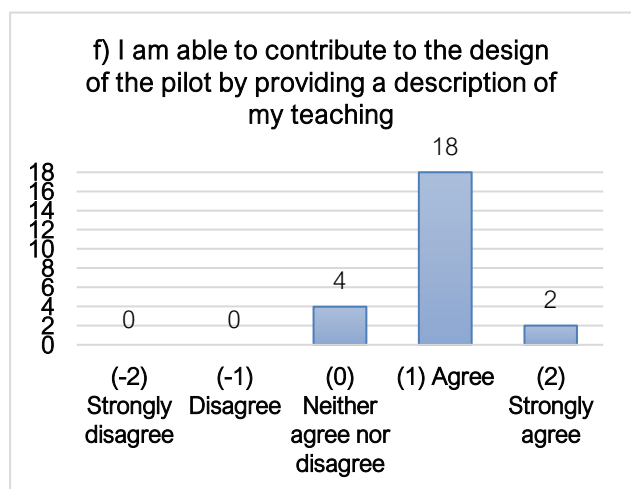
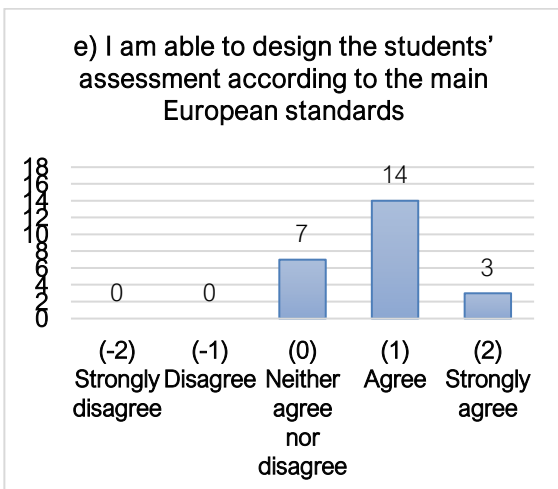
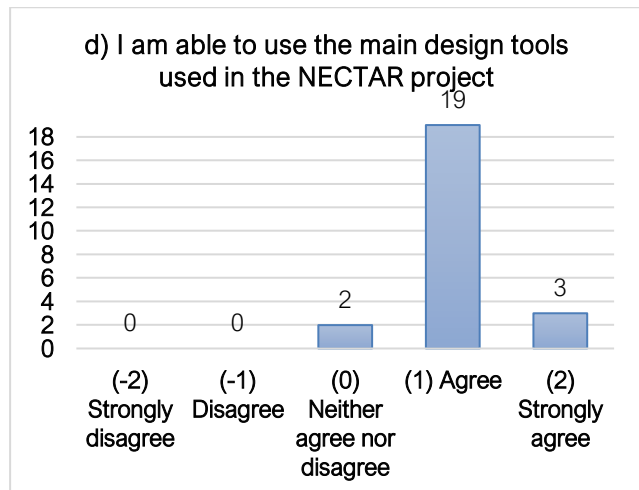
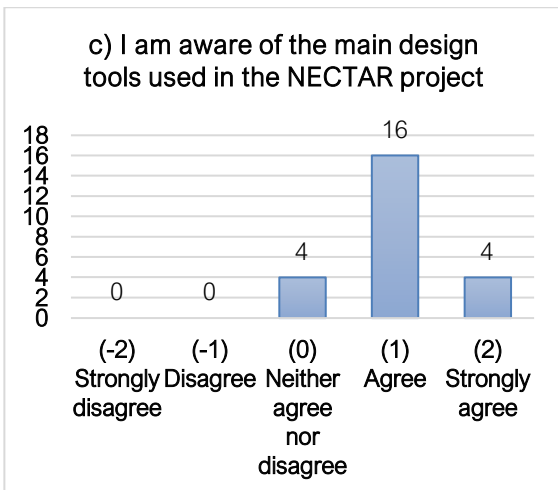
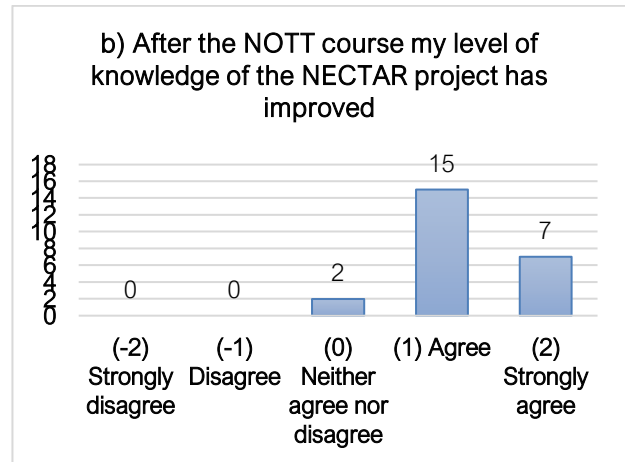
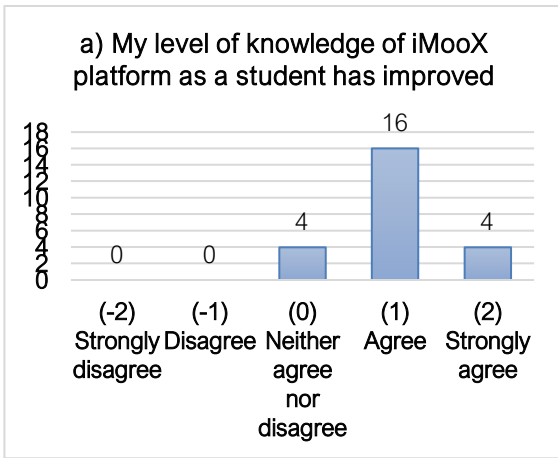
An additional questionnaire has been shared with participants at the end of the course (T1 – **see Annex 9**) with the aim of gathering information on the satisfaction of the participants with respect to their initial expectations and to collect a general evaluation of the NOTT Course.

The compilation of the final Questionnaire (T1) was anonymous, although teachers have been asked to indicate the same alphanumeric Identification Code provided at T0; it has been filled in by 24 teachers out of 37 participants active on the course.

A first section included a number of questions which envisaged a reply based on a qualitative Likert scale (asking the teachers to state the level of agreement with a series of statements).

As depicted in the graphs included in Figure 19, the majority of the respondents (with the exception of some “neutral” replies) stated that they improved their knowledge concerning the iMooX platform and concerning the NECTAR project and its main tools. Analogously, they declared that, after attending the NOTT, they were able to design students’ assessment complying with the EU standards and to contribute to the design of pilots, thus supporting the participatory approach to courses design.

Finally, the majority deemed that the proposed lesson plans and training patterns were useful and that they were now able to integrate them in their practice.



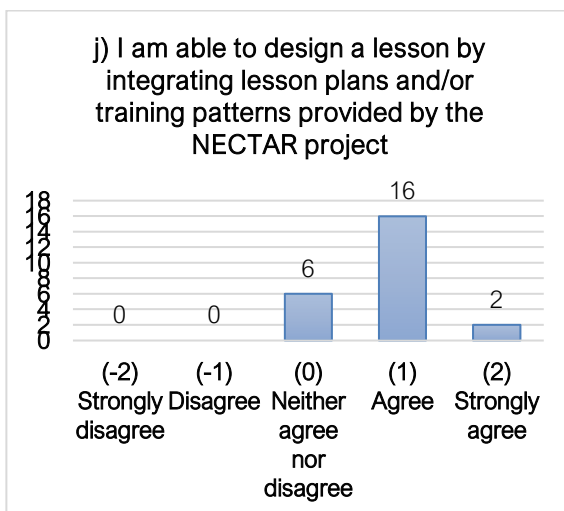
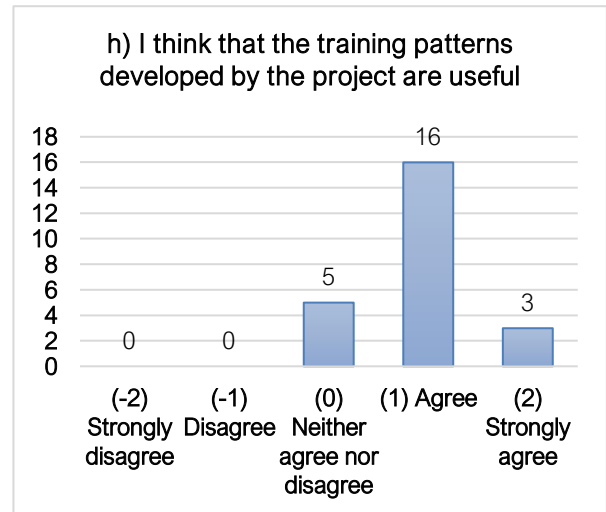
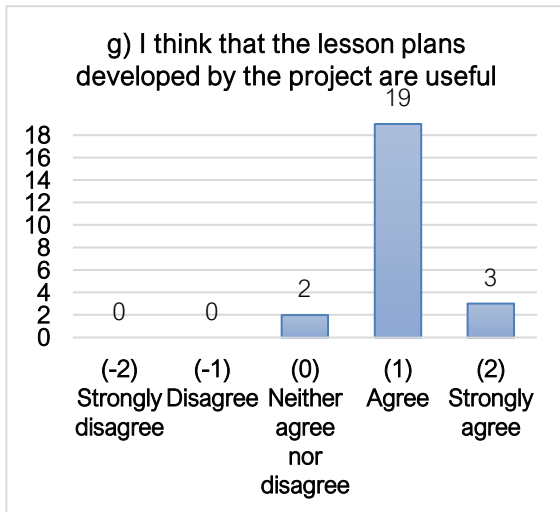


Figure 19: Graphs including the analysis of the replies to the questions included in Section 1 of the final questionnaire

In the second section, teachers have been asked if they are going to use the MOOC targeting students available on iMooX in their future lessons. Half of them replied “NO”, but they justified their answer in the open text with the fact that the topic of the materials was different from the one they usually address as teachers.

Another question (see Figure 20) investigated the perceived usefulness of the NOTT course. 23 teachers out of 24 respondents declared that they perceived the COURSE as useful. Most of them justified the answer saying that it was an opportunity for professional development and for sharing experience and learning new methods of teaching.



Better understanding of NECTAR and CGE profile	3
Better understanding of IMOOX Platform and online learning	4
Opportunity for Professional Development	5
Opportunity for Sharing experience and learning new methods of teaching (Theory and Practice)	10

Figure 20: a question in Section 2 of the final questionnaire about the usefulness of the NOTT

When asked about their expectations (see Figure 21) the majority of the respondents (22 out of 24) showed a positive attitude and evaluation.

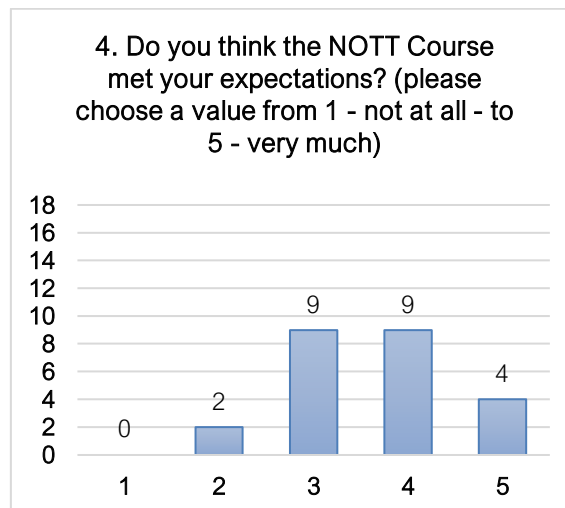
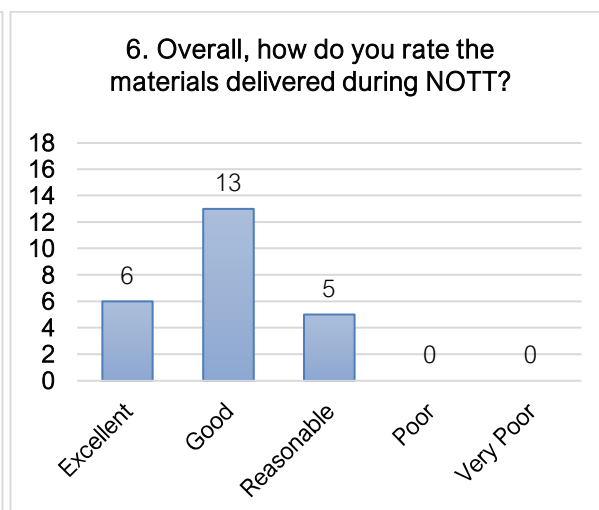
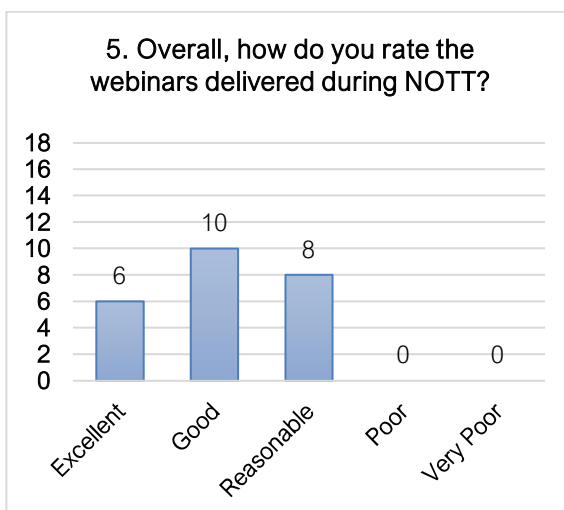


Figure 21: a question in Section 2 of the final questionnaire about the fulfilment of expectations





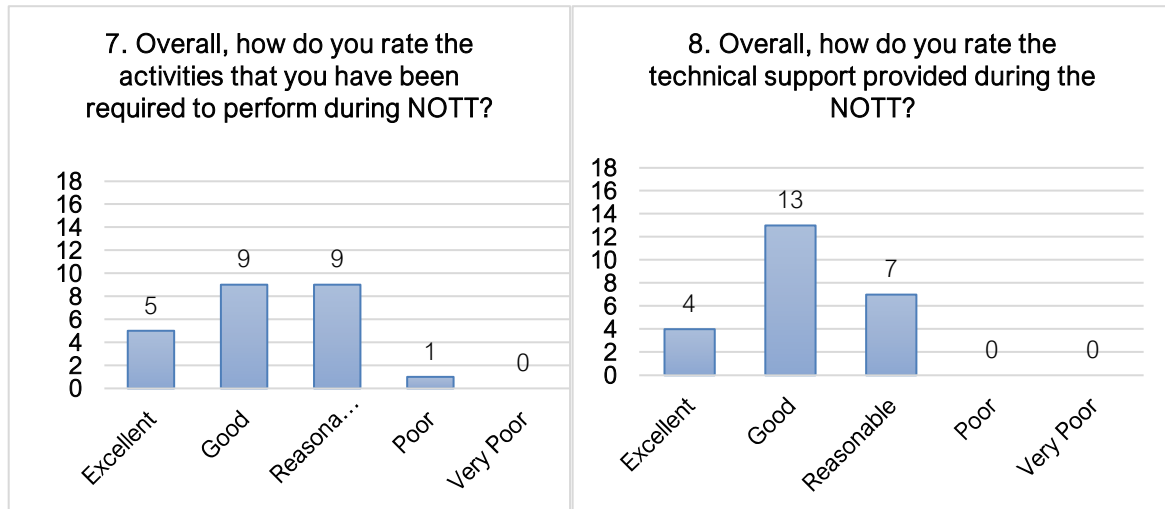


Figure 22: graphs depicting the answers to questions concerning the evaluation of different NOTT elements

As depicted in Figure 22, other questions investigated the overall evaluation of webinars, materials, activities and technical support provided during the course. Each of them revealed a positive evaluation of each element.

### 11.3 Students' assessment and certification

From the beginning (20th September 2022) to the end of the NOTT course, SI4LIFE monitored and tracked the activities by marking how many and which participants attended the webinars and responded in the forums by completing the assigned tasks.

Each activity was progressively monitored day by day in order to keep track of the progress of each participant. The assessment of the NOTT students, i.e. the future pilots' teachers, was carried out through this continuous and systematic process of documenting and using empirical data to measure their knowledge and skills. Approximately every week, SI4LIFE sent alert messages to participants who had not yet completed activities to remind to complete them within the set time.

This monitoring was carried out manually by SI4LIFE by means of an Excel file, an extract of which can be seen below without sensitive data (Figure 23). However, as participants were given the opportunity to access asynchronously the recordings of webinars they had not been able to attend synchronously, the automatic tracking tools of the iMooX platform were used to detect the number of people who had reviewed the recordings.

As described in Section 9, through this continuous monitoring during the course, SI4LIFE noticed that participation in the activities was not uniform, but very heterogeneous. Therefore, in order to enable the majority of participants to finish the whole course, it was decided to leave it available for two additional weeks, namely until 20<sup>th</sup> November 2022. After this date, the NOTT course remained online (as a MOOC), but the monitoring of the activities stopped, and the final certificates of completion were released only to the teachers who completed the whole set of activities in time.



Pilot site	Name	Surname	E-mail address	Disciplinary sector	Webinar 1 (20/09)	Activity 1 (Discovery)	Webinar 2 (27/09)	Activity 3	Webinar 3 (07/10)	Activity 4 (Course Syllabus B)	Webinar 4 (18/10)	Project Work (Unit 3 and 4)	Activity 2 (Unit 1B)	Final webinar (7/11)
				Nutrition Science										
				Nutrition Science		x	x	x	x	x			x	x
				Chef		x	x	x	x	x		x	x	
				Chef		x								
				Nutrition science and ICT			x							
				Nutrition Science	x		x	x		x				x
				ICT		x	x	x	x	x		x		x
				ICT	x	x	x	x	x	x				x
				Economics		x	x	x	x	x	x	x		x
				Dining room services and sale	x	x	x	x	x	x	x	x		x
				Chef		x	x		x	x		x		x
				Chef		x		x		x	x	x	x	x
				Psychologist	x	x	x	x	x	x	x	x		x
				Chef		x	x	x	x	x			x	x

Figure 23: Extract of the Excel monitoring file of the NOTT participation without sensitive data.



At the end of this additional catch-up period, the picture that emerged from the monitoring of activities is as follows:

- the course counted a total of **37 active participants**.
- of these 37 active participants, **24** completed all the mandatory activities within the set time and were therefore awarded the **final NOTT course certificate**.

The NOTT students could receive two types of certificates:

1. The first was an **automatic certificate** from the platform. Since each Unit included a quiz made of multiple-choice questions for self-assessment, if participants passed the quizzes by answering correctly to at least 75% of questions, they could download a certificate automatically issued by the iMooX platform. It included the participants' username, the course name and the completed lessons.
2. The second was the **final NOTT certificate (see Annex 10)** from the course's staff. This additional certificate was provided only to participants who actually completed the whole set of planned actions, which has been estimated corresponding to **an average workload of 30 hours**:
  - Synchronous participation in five webinars or asynchronous viewing of video-recordings;
  - Download of PDF or Word documents;
  - Completion of the mandatory activities in the iMooX forums;
  - Development of a project work involving the design of their own lessons.

However, it is only this second certificate that constitutes a quality guarantee for the training of future pilot teachers.

## 12 CONCLUSIONS

This report highlights the usefulness and the efficacy of the NOTT course. The feedback collected from participants clearly points out its positive evaluation and the perceived usefulness.

Materials created for the NOTT course will be available for future users as Open Contents, as the whole course on iMooX platform. Future pilot courses teachers who have not been recruited for the NOTT course for different reasons will be able to attend it in a second time, availing themselves of the available MOOC.



## ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
<b>Generic Minimum Quality Standards</b>	
Document Summary provided (with adequate synopsis of contents)	X
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	X
Language, grammar and spelling acceptable	X
Objectives of the application form covered	X
Work deliverable relates to adequately covered	X
Quality of text is acceptable (organisation and structure, diagrams, readability)	X
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	X
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	X
<b>Deliverable specific quality criteria</b>	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	X
<b>Checklist completed and deliverable approved by</b> Name: Silvia Bossio Date: 11/12/2022	



## ANNEX 2 – iMooX Platform Users' Manual



Activity coordinated by:  
SI4LIFE

Contents of this document are entirely produced by Nectar project, therefore EACEA and European Commission have no responsibilities on them. AGREEMENT NUMBER - 621707-EPP-1-2020-1-BE-EPPKA2-SSA

# IMOOX PLATFORM USERS' MANUAL

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**SI4LIFE**  
**MEDICAL UNIVERSITY OF GRAZ**



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Introduction to the platform

Within the NECTAR project, the online training will take place on the Austrian education platform **iMooX**<sup>2</sup>. This educational platform is based on the open-source software **MOODLE**<sup>3</sup>, one of the leading and well-known learning management systems in educational institutions worldwide (e.g. universities).

iMooX is aimed at supporting both the **NECTAR Online Training of Trainers (NOTT)** course and the **e-learning component of the NECTAR project pilot courses**.

The platform is multilingual (materials and video subtitles have been translated into English, Dutch, Italian, Portuguese and German). However, the NOTT course is only available in English.

iMooX can be easily accessed from all major operating systems (e.g. Android, Windows) of different devices, like tablets, PCs and smartphones.

All online courses on iMooX are free of charge and accessible to everyone. With the appropriate licenses, online users (e.g. teachers) can reuse the content of a course in lessons, courses and learning scenarios.

The platform was created to support teaching tools known as **MOOCs**.

### *What is a MOOC?*

MOOCs are “**Massive Open Online Courses**”.

The table below (Table 2) provides an overview of the characteristics of MOOCs on educational platforms.

**Table 2: Characteristics of MOOCs training courses<sup>4</sup>**

<b>M</b> assive	Courses for the mass (for a huge amount of people). Any person can get registered to start learning and receive an online courses certificate upon successful completion
<b>O</b> pen	Often available freely, in the best case the content is openly licensed
<b>O</b> nline	The courses are available online and can be accessed “anywhere and anytime” without any geographical boundaries or limitations
<b>C</b> ourse	There are many courses available across all disciplines that can be conducted by users with any educational background

The iMooX platform and its wide range of courses may support different training formats within the particular learning environments in the NECTAR project.

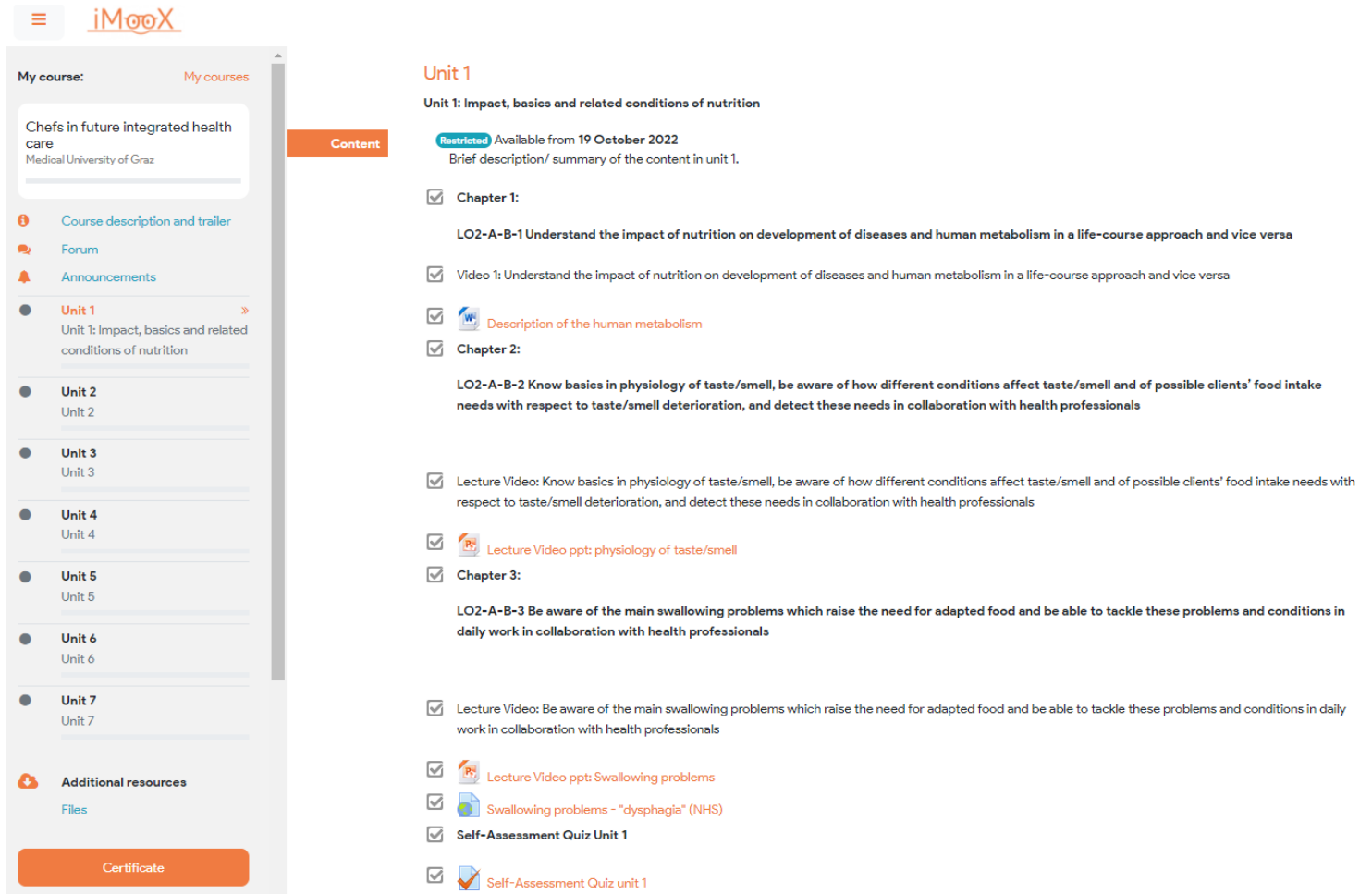
Training courses on iMooX are divided into units. Each unit is typically released in a weekly structure and contains various materials and functionalities.

The figure below (Figure 24) shows an example of the structure of a MOOC on the iMooX platform.

<sup>2</sup> University of Technology, n.d.

<sup>3</sup> Moodle, n.d.

<sup>4</sup> Ayyanar, Clarence, & N, 2019; Ebner, 2021a, 2021b



The screenshot shows the iMooX course interface for 'Chefs in future integrated health care' at the Medical University of Graz. The course is currently restricted, available from 19 October 2022. The main content area displays the structure of Unit 1: 'Impact, basics and related conditions of nutrition'. The structure includes:

- Chapter 1:**
  - LO2-A-B-1 Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa
  - Video 1: Understand the impact of nutrition on development of diseases and human metabolism in a life-course approach and vice versa
  - Description of the human metabolism
- Chapter 2:**
  - LO2-A-B-2 Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals
  - Lecture Video: Know basics in physiology of taste/smell, be aware of how different conditions affect taste/smell and of possible clients' food intake needs with respect to taste/smell deterioration, and detect these needs in collaboration with health professionals
  - Lecture Video ppt: physiology of taste/smell
- Chapter 3:**
  - LO2-A-B-3 Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals
  - Lecture Video: Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals
  - Lecture Video ppt: Swallowing problems
  - Swallowing problems - "dysphagia" (NHS)
  - Self-Assessment Quiz Unit 1
  - Self-Assessment Quiz unit 1

The left sidebar shows the course navigation menu with units 1 through 7, and additional resources like files and a certificate button.

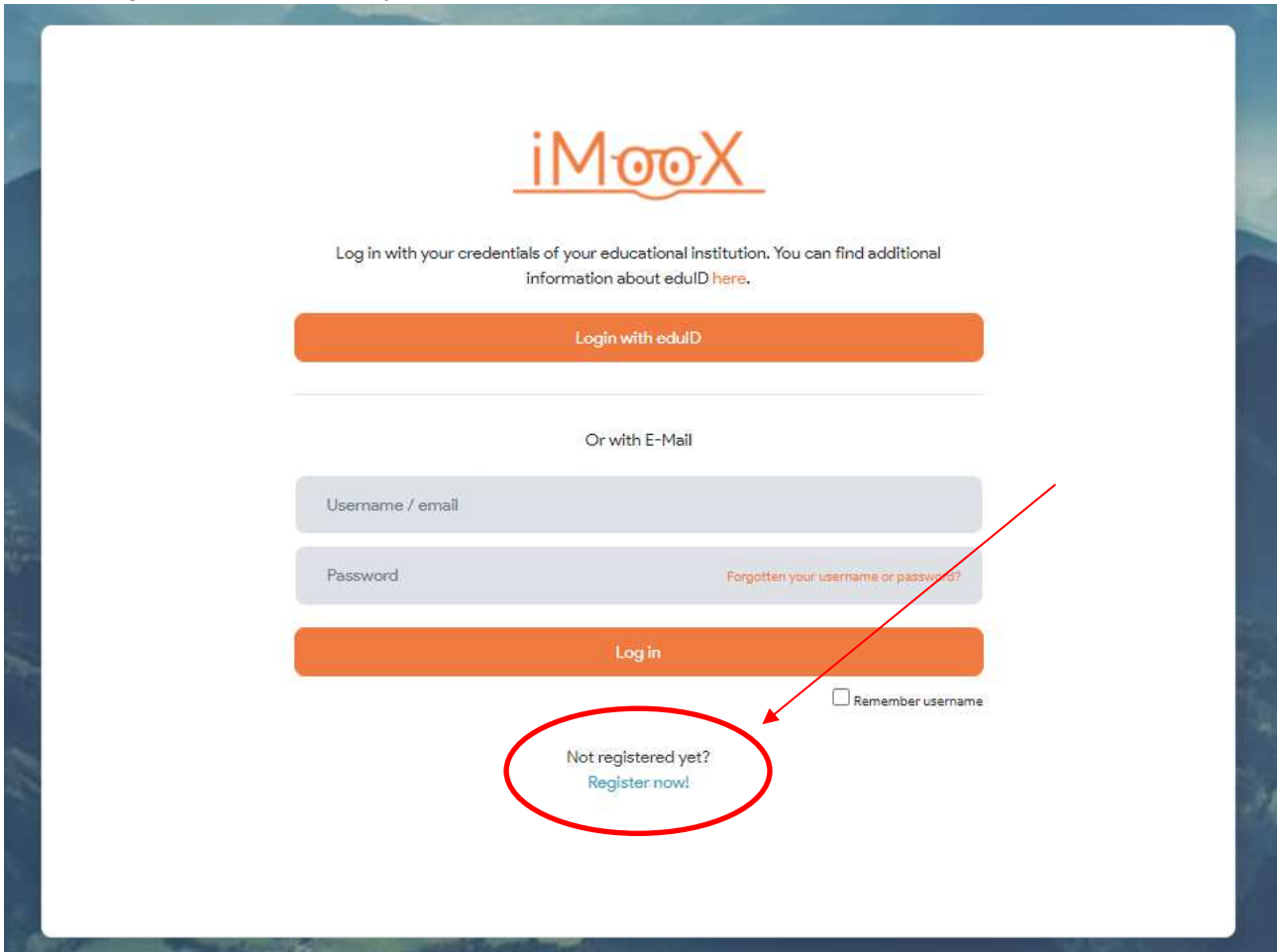
**Figure 24: Example Structure Unit 1 (Video/ Lecture Video – Additional material – Links – Self-Assessment Quiz)**

In the NOTT course you will find, for example:

- Downloadable materials (Word, PDF...)
- Videos
- Forums to support interaction between participants or for carrying out the activities
- Links to webinars or to other websites
- Self-assessment quizzes

## How to register on the iMooX platform

1. Go to the website <https://iMooX.at/mooc/login/index.php> and follow the instructions to register on the iMooX platform.



The screenshot shows the iMooX login interface. At the top, the iMooX logo is displayed. Below it, the text reads: "Log in with your credentials of your educational institution. You can find additional information about eduID [here](#)." There are two main login options: "Login with eduID" (an orange button) and "Or with E-Mail". Under "Or with E-Mail", there are input fields for "Username / email" and "Password". A link "Forgotten your username or password?" is located next to the password field. Below the input fields is a "Log in" button (orange) and a checkbox labeled "Remember username". At the bottom, a link "Not registered yet? Register now!" is circled in red, with a red arrow pointing to it from the right.

Figure 25: First step of the registration on the iMooX platform

2. When the "Policies and Agreements" page opens, read the Conditions of Use and click on the orange button "I agree to the Benutzerrichtlinien".



Figure 26: Orange button to agree to the Conditions of Use of the iMooX platform



3. After completing the registration, log in on the iMooX platform:  
<https://iMooX.at/mooc/login/index.php>

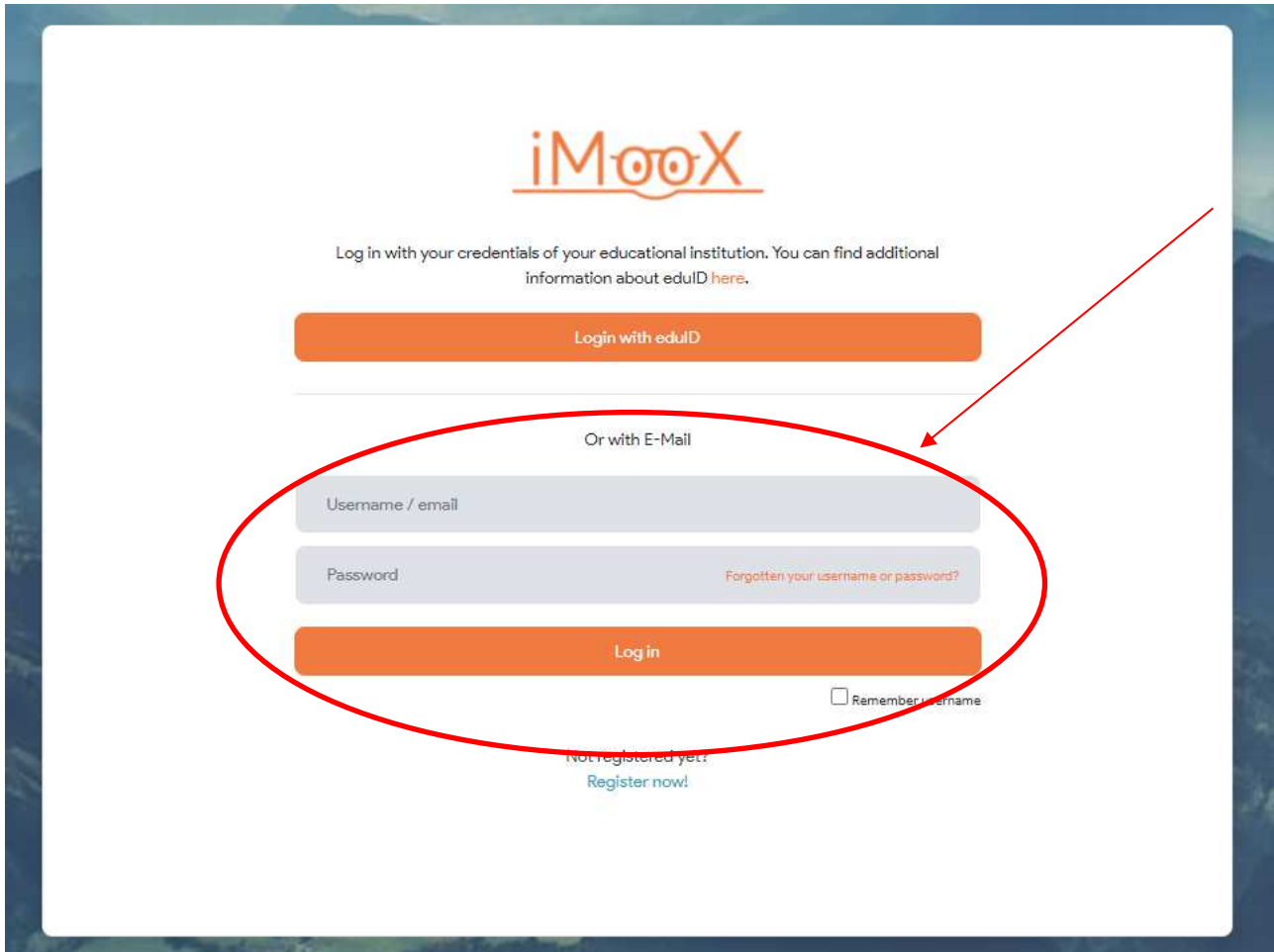


Figure 27: Login

## The iMooX homepage

When you access the homepage, you will see the screen below (Figure 28).

In the centre of the page there is a search bar (red), on the left there is a vertical drop-down menu (green) and on the top right there is a horizontal menu (blue).

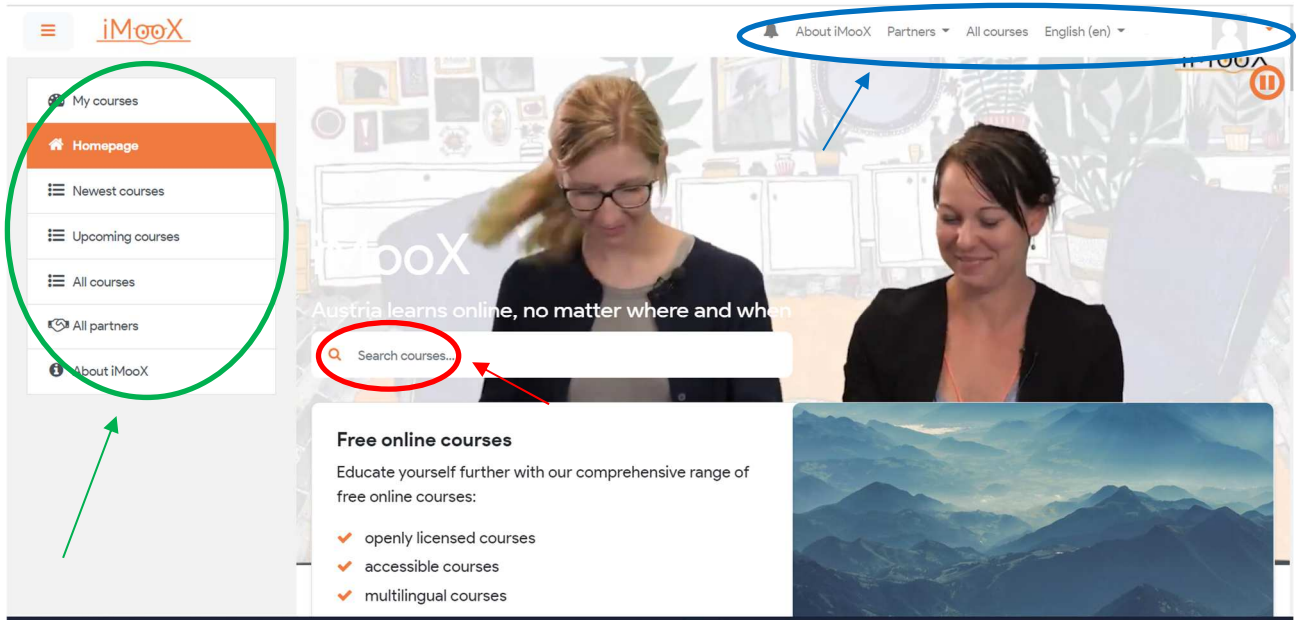


Figure 28: Homepage

The following pages and functions can be accessed from the vertical menu:

- **My courses**, which shows you the courses you are enrolled in;
- **Homepage**;
- **Newest courses**, which allows you to filter courses according to the most recent ones on the platform;
- **Upcoming courses**, which allows you to filter courses according to those about to start;
- **All courses** (Figure 29), which allows you to search all courses and personalize your research by using different filters (e.g. status, languages, for learners, for teachers);
- **All partners** (<https://iMooX.at/partners>), which shows you all the iMooX partners, including the NECTAR's Austrian pilot site MUG;
- **About iMooX** (<https://iMooX.at/page/about>), namely a page presenting the platform, its history and the courses it offers.

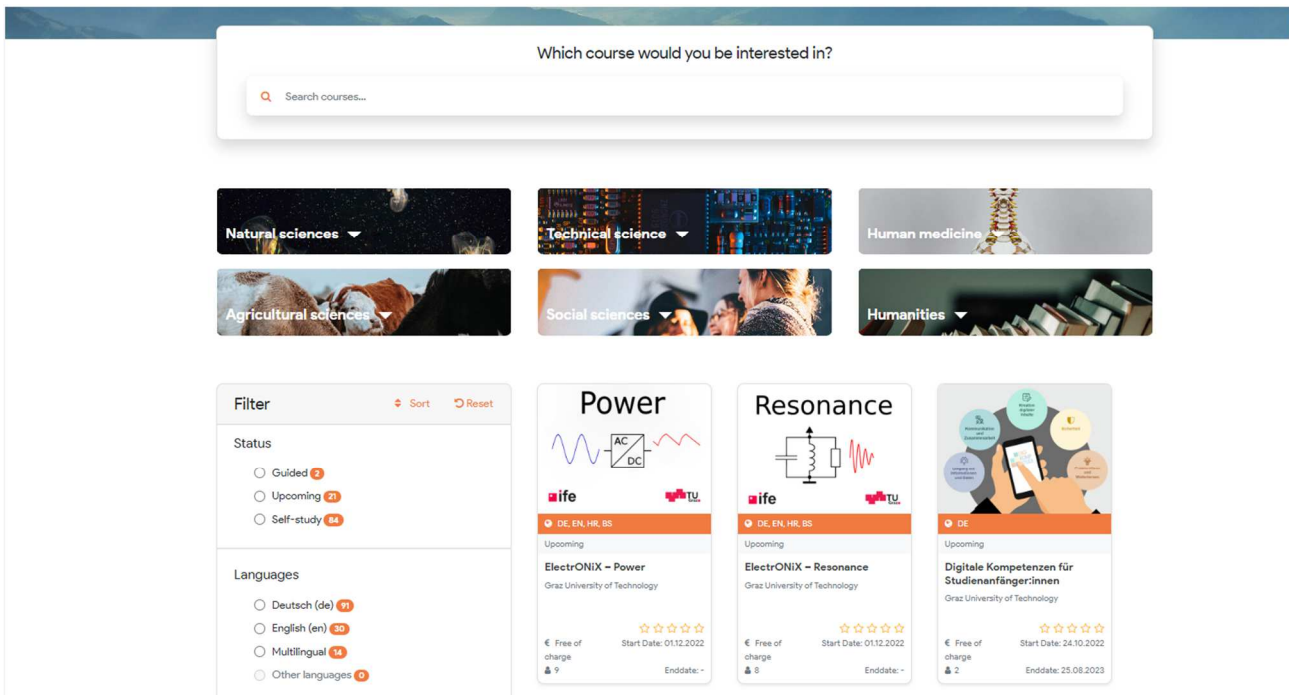




Figure 29: All courses page

The “About iMooX” and “All courses” pages can also be accessed from the horizontal drop-down menu. Moreover, from this menu you can:

- See your notifications by clicking on the bell icon  ;
- Select the page of a particular partner by clicking on “Partners”;
- Change the language;
- Access the functionalities linked to your **profile** by clicking on the avatar icon  or on your name (see below).

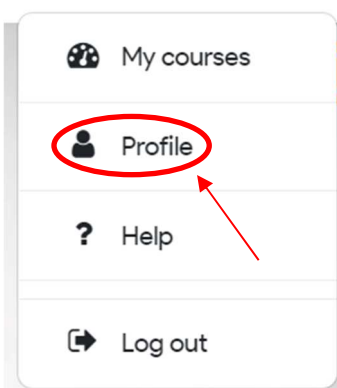


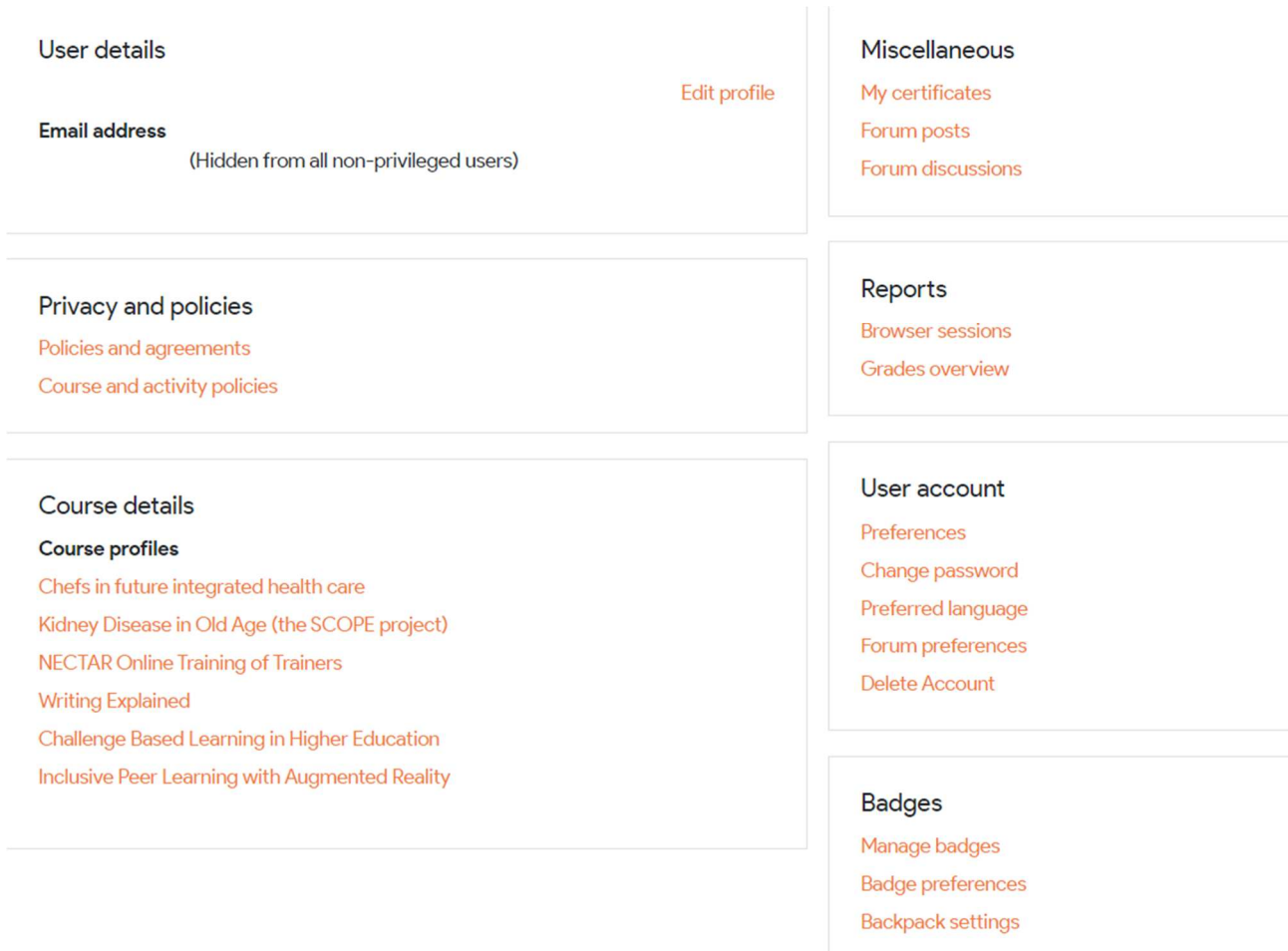
Figure 30: Profile button

On your profile page (Figure 31), you will access the following sections and functionalities:

- User details;
- Miscellaneous;
- Privacy and policies;
- Reports;
- Course details;
- User account;
- Course details;

- Badges.

For each one of these, you will be able to manage your preferences.

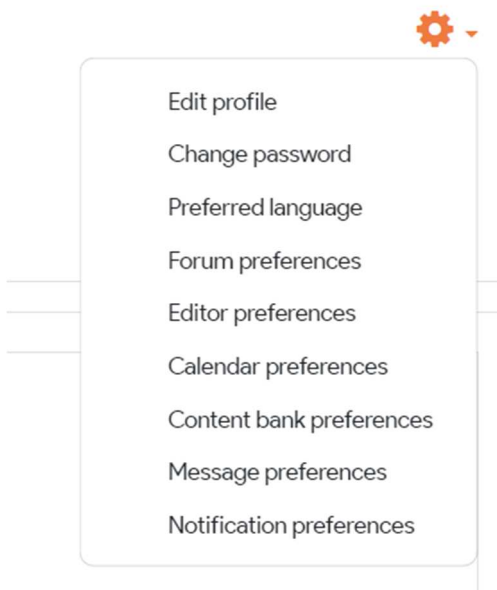


The screenshot displays a user profile page with several sections:

- User details:** Includes an "Edit profile" link and an "Email address" field with a note "(Hidden from all non-privileged users)".
- Miscellaneous:** Lists "My certificates", "Forum posts", and "Forum discussions".
- Privacy and policies:** Lists "Policies and agreements" and "Course and activity policies".
- Course details:** Lists "Course profiles" with several course titles: "Chefs in future integrated health care", "Kidney Disease in Old Age (the SCOPE project)", "NECTAR Online Training of Trainers", "Writing Explained", "Challenge Based Learning in Higher Education", and "Inclusive Peer Learning with Augmented Reality".
- Reports:** Lists "Browser sessions" and "Grades overview".
- User account:** Lists "Preferences", "Change password", "Preferred language", "Forum preferences", and "Delete Account".
- Badges:** Lists "Manage badges", "Badge preferences", and "Backpack settings".

**Figure 31: Profile page**

If you click on the mechanism symbol in the top right-hand corner, a drop-down menu (Figure 32) will open and you will be able to edit your profile and manage your preferences even faster.



The screenshot shows a drop-down menu triggered by a gear icon. The menu contains the following options:

- Edit profile
- Change password
- Preferred language
- Forum preferences
- Editor preferences
- Calendar preferences
- Content bank preferences
- Message preferences
- Notification preferences

**Figure 32: Profile drop-down menu**

## How to access the NOTT course

1. When you are on the homepage or courses page (<https://iMooX.at/courses>), enter the course name “NECTAR Online Training of Trainers” on the search bar and click on the dedicated course item (Figure 33).

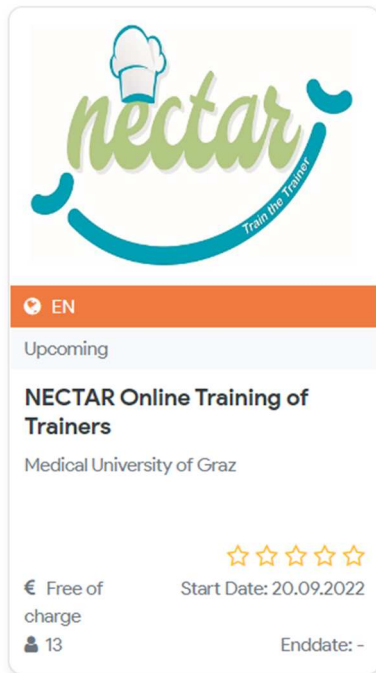


Figure 33: NOTT course cover

2. This will open the course description page with all the general information about the course, its content and the instructor.



### About

 Duration 5 units	 Unit 3 hours/unit	 Licence CC BY-NC-SA 4.0	 Participants 13
 Availability Unlimited	 Start Date 20 September 2022	 Costs € 0.00	

### General Course Information

The NECTAR Online Training of Trainers (NOTT) is a course specifically designed within the framework of the NECTAR European Project. The NECTAR project aims to compensate the gap identified between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and final end users in order to play a pivotal role in Primary Food Care (PFC). Based on a "culinary/clinical integrated approach", NECTAR will deliver an EU Occupational Profile and an EU Curriculum for Chef Gastro Engineering; the adaptability of the curriculum to different contexts and countries will be tested through the implementation of five pilot courses in Italy, Austria, Portugal and Belgium.

Figure 34: NOTT course description page

3. Enroll in the course by clicking on the enrolment orange button.



Figure 35: Enrolment orange button

4. From the course description page (<https://iMooX.at/course/NOTT>), click on the “Show course” orange button (see below) and the course page will open with all the contents divided by units (<https://iMooX.at/mooc/course/view.php?id=285>).

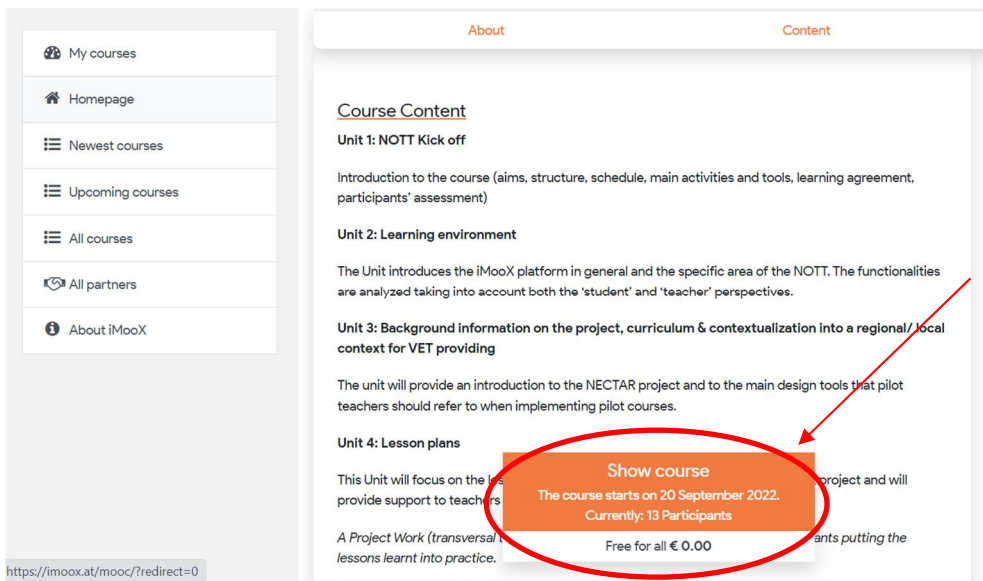


Figure 36: NOTT course description page and "Show course" button



## The NOTT course

On the course page, in addition to the materials of the various units, you can find other contents in the “More” section, namely:

- **Forum**, where participants can ask questions and interact with each other or with the instructor;
- **News**, where the instructor posts any possible announcements;
- **Course description and trailer**, i.e. the course start page (<https://iMooX.at/course/NOTT>);
- **Files**, where the instructor can upload any elements or resources for download;
- **Certificate**, where participants can download their final certificate of completion;
- **Rate this course**, where participants can give 1 to 5 stars to the NOTT.

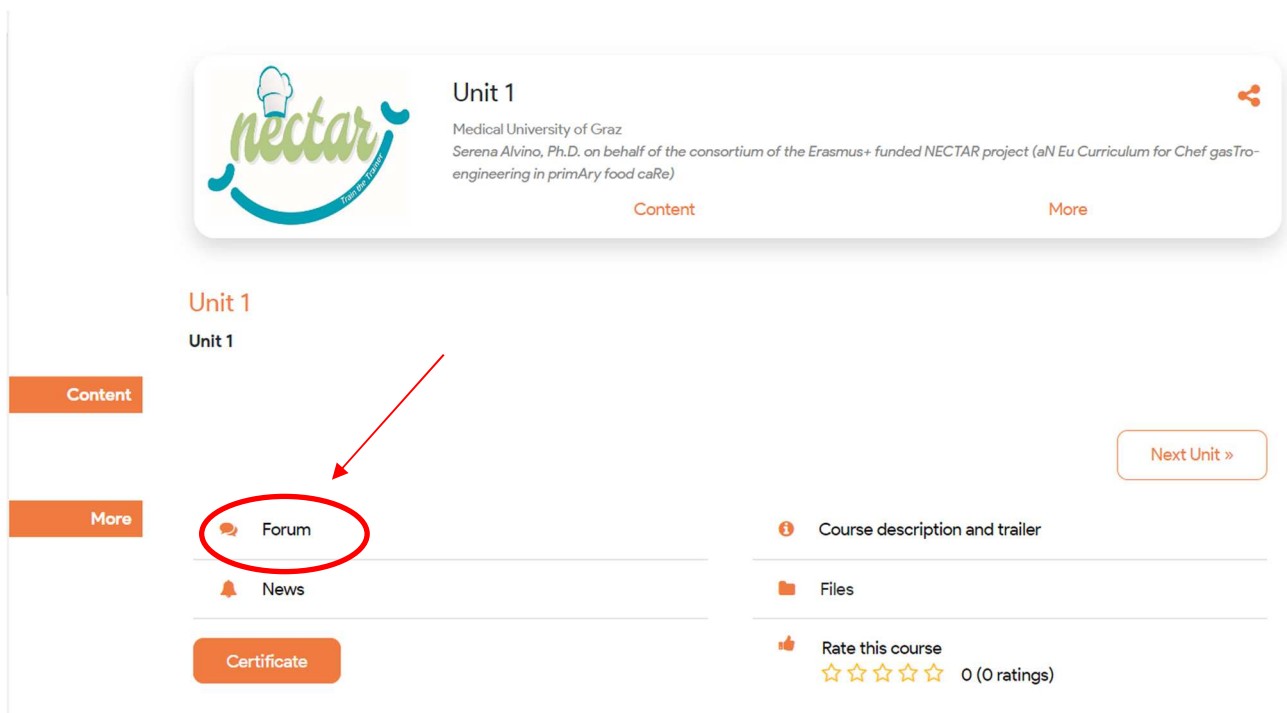


Figure 37: NOTT course page

## Forums

In particular, the NOTT course has a forum for each activity and a **general forum** (Figure 38), which can be used to contact the iMooX support team in case of technical problems with the platform.

Welcome to course forum!

The course forum provides the appropriate place for discussions with your fellow students. In the case of active courses, the course participants are supervised by the teacher and the courses are no longer supervised during inactive courses, but the participants are still available for animated conversation.

Stay fair!

Participate!

Respect!

Add a new discussion topic

Discussion	Started by	Last post ↓	Replies	Subscribe
<a href="#">Technischer Support / Technical support</a>	iMooX Team 25 Feb 2022	iMooX Team 25 Feb 2022	0	<input type="checkbox"/>

**Figure 38: NOTT technical forum**

To start a new discussion in the forums, you need to click on the orange button “Add a new discussion topic”. Then, you will visualize a section (Figure 39) where you can enter the subject and message you wish to post.

Subject

Message

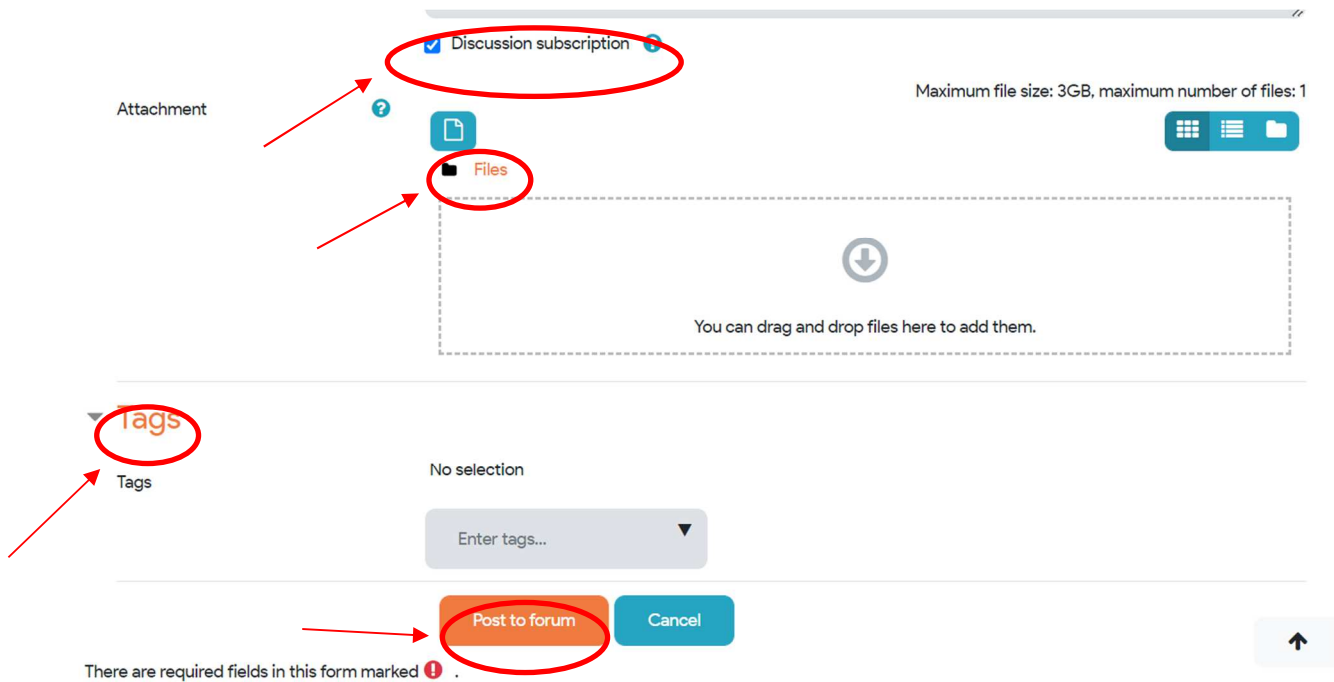
Post to forum Cancel Advanced

There are required fields in this form marked .

**Figure 39: Post a message in a forum**

If you click on “Advanced” you will visualize a new section and you will be able to add files and tags to your post and decide whether or not to subscribe to the discussion to receive reply notifications.





**Figure 40: "Advanced" forum section**

When you are satisfied with your post, you can click on "Post to forum" and your message will be published, otherwise click on "Cancel".

If you want to reply to a pre-existing discussion, you need to click on "Reply" and you will visualize a grey section to write your message. If you click on "Advanced", you will be able to add files and tags to your post and decide whether or not to subscribe to the discussion to receive reply to notifications (Figure 41).



**Figure 41: Reply to a pre-existing discussion in a forum**

Moreover, if you click on the grey button in the upper left-hand corner (green circle), a drop-down menu will open from which you can select the way you prefer the replies to be displayed (Figure 42).

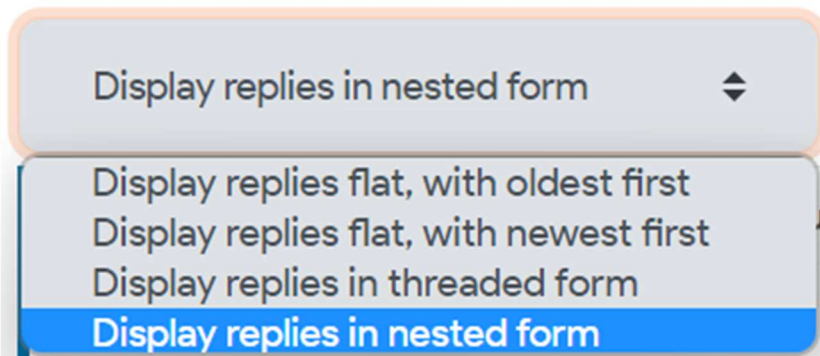


Figure 42: Options for displaying replies in the forum



## ANNEX 3 – Discovering the iMooX platform



Activity coordinated by:  
SI4LIFE

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# DISCOVERING THE IMOOX PLATFORM

Authors:  
SI4LIFE



Co-funded by the  
Erasmus+ Programme  
of the European Union





## INTRODUCTION

The activity is aimed at making you more confident with the use of the iMooX Platform, enhancing the possibility of exploiting all of its features.

Before starting the activity, you have to carry out some preliminary tasks:

- Register to the iMooX Platform at <https://iMooX.at/mooc/login/index.php>
- Register to the “**NECTAR Online Training of Trainers**” course
- Download the “**iMooX Platform Users’ Manual**” file in the area of Unit 1 and read it carefully.

In the Section “Activity Steps” of this document you will find a list of functionalities of the Platform you have to visit and use. For each of them you’ll be asked to:

- Carry out a specific activity (e.g. write a message);
- Report your activity.

**This report will be your final delivery to your tutor at the end of the activity.**

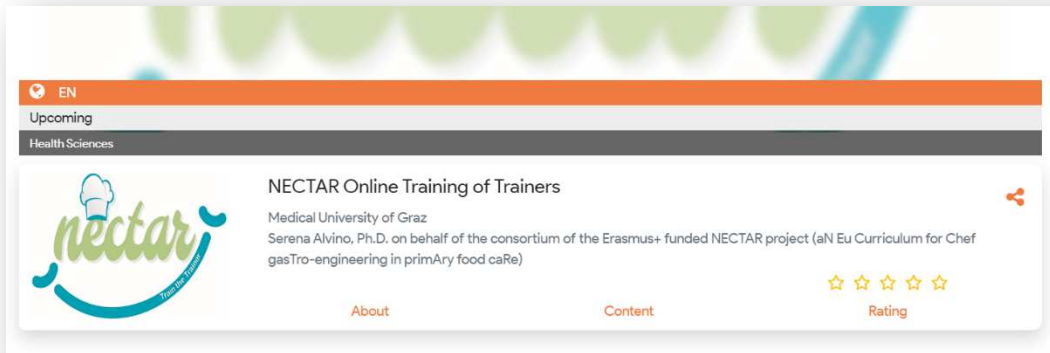
**In order to collect your reports, we suggest you TAKE NOTES ON A WORD DOCUMENT step by step:**

- Specify the number of the step (e.g.: STEP 1, STEP 2, etc.)
- Write what is requested as a “report”

## ACTIVITY STEPS

### STEP 1: GENERAL COURSE INFORMATION

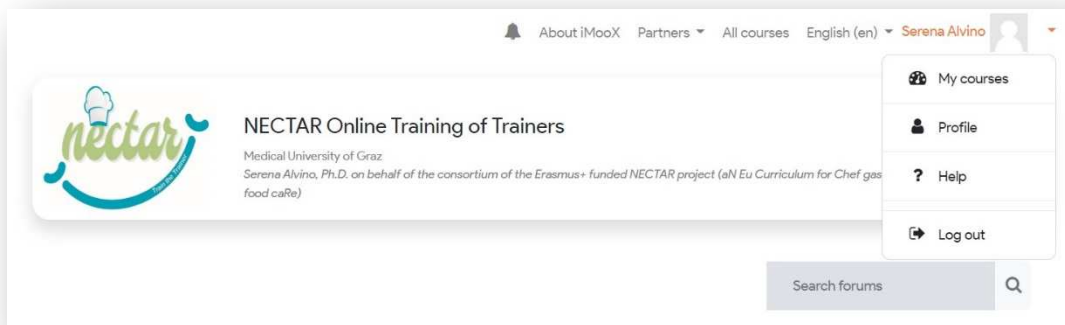
**Activity:** Enter the NOTT course and read the GENERAL COURSE INFORMATION by clicking on “Content”



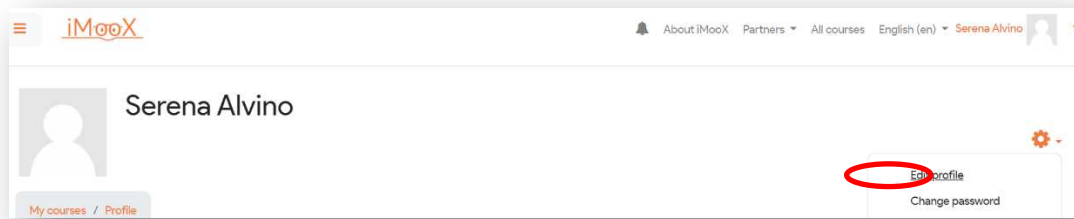
Copy and paste in your “report document” the information about the “Certificate” **Report:**

### STEP 2: PROFILE

**Activity:** Take a look at your Profile by clicking on your name and then on “Profile” in the up-right corner.



Your Profile is made up of the information you provided when you registered to the Platform. Check the info and then integrate it with your own picture or an image representing you (e.g. a butterfly, a comics' hero, etc.). You can do it by clicking on “Edit Profile”.



**Report:** Describe in one line the picture you uploaded.

### STEP 3: Unit 1

**Activity:** Enter the course and then access UNIT 1.

**Report:** Copy and paste the two-line description of Unit 1 in your “report document”.

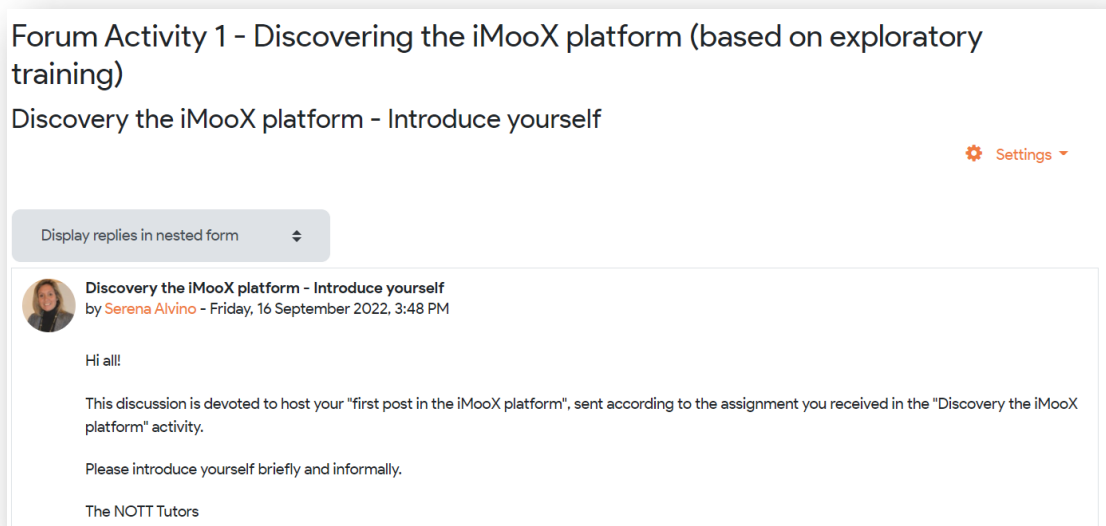
### STEP 4: FORUM ACTIVITY 1

**Activity:** In Unit 1, click on “*Forum Activity 1 - Discovering the iMooX platform*”.

Then, click on the “*Discovery the iMooX platform - Introduce yourself*” discussion topic.

There you will find and invitation to send a post introducing yourself.

Click on “*reply*” to the last message of the thread, edit your post and send it.



**Report:** Copy and paste the text of your post in your “report document”.

## STEP 5: MARK YOUR ACTIVITY AS “DONE”

**Activity:** Once you have sent your post in the forum, click on the button “*Mark as done*” under “*Forum Activity 1 - Discovering the iMooX platform*”.

**Report:** Take note of the day and time you have performed this step.



Forum Activity 1 - Discovering the iMooX platform (based on exploratory training)

Mark as done

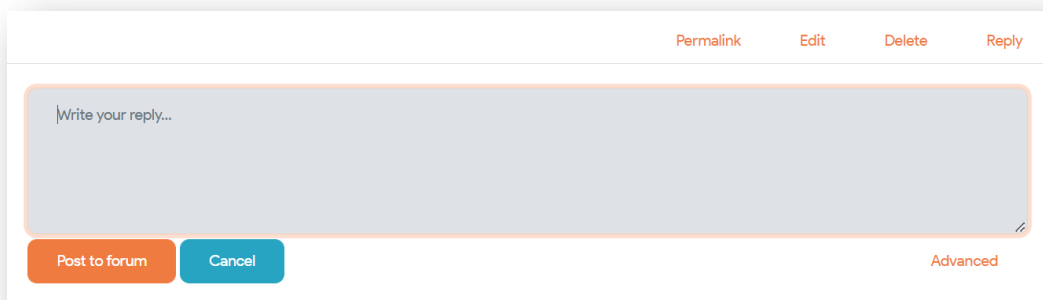


Forum Activity 1 - Discovering the iMooX platform (based on exploratory training)

✓ Done

## REPORT SUBMISSION

1. Save your Word Doc under this name: “**Discovering\_YOURSURNAME.doc**”
2. Go back to the discussion topic “*Discovery the iMooX platform – instructions for the activity*” (the one from which you downloaded this document) and click on “*reply*” to the last message of the thread.
3. Write a message saying that you are delivering your assignment
4. Click on “Advanced” in order to be able to see additional fields, like the possibility to send an attachment. Upload your report and send the post.



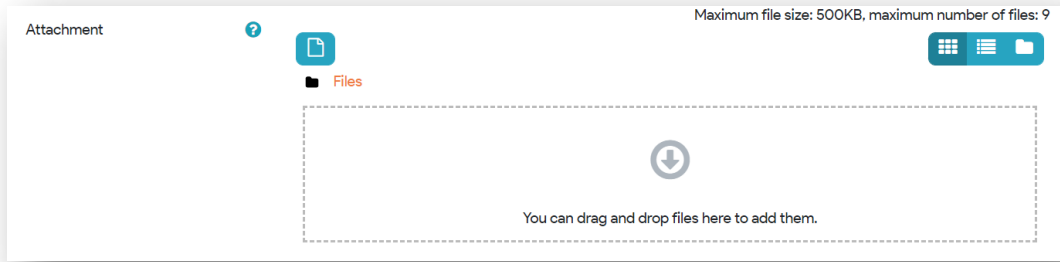
Permalink Edit Delete Reply

Write your reply...

Post to forum Cancel Advanced



## D4.4 - Report on pilot teachers training and participatory creation




**Congratulations! You have completed the activity!**






## ANNEX 4 – NECTAR’s main results and tools for designers and teachers




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Activity coordinated by:  
SIALIFE

# NECTAR’S MAIN RESULTS AND TOOLS FOR DESIGNERS AND TEACHERS



Co-funded by the  
Erasmus+ Programme  
of the European Union





## Introduction

The main scope of the NECTAR project (<http://www.nectar-project.eu/>) is to overcome a mismatch between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and final end users in order to play a pivotal role in Primary Food Care.

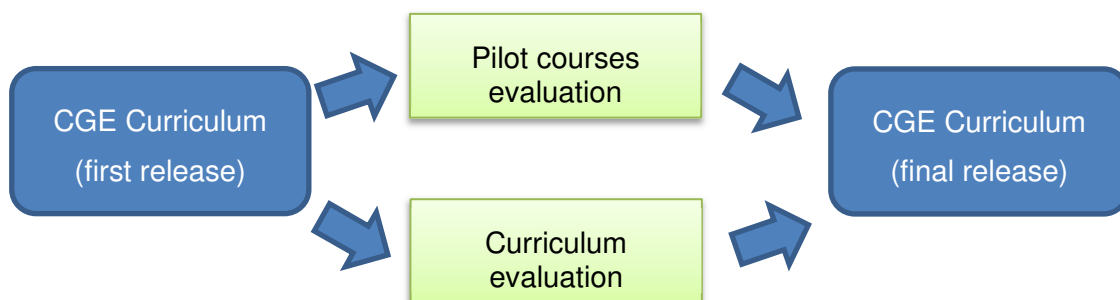
To this end, NECTAR's Consortium defined a comprehensive set of Core Competences defining the "Chef-Gastro Engineering" Occupational Profile and then shaped the *first release* of a EU reference Curriculum for the training of such professional.

*"The Chef Gastro-Engineering (CGE) primarily produces tasty, healthy and safe meals that are appropriate for the end-users in a particular context. In healthcare, the CGE combines science, craft and art to manage all gastrological aspects of Primary Food Care. The chef engineers culinary cooking systems, as well as distribution and information/communication structures and processes, including the designing, building, operating, maintaining, improving and innovating of these systems for the benefit of all end-users. Based on his/her primary professional profile, the CGE is capable to do all this in a technical, organoleptic and nutritionally responsible way. At the same time, the CGE is taking all relevant quality requirements, food safety, socio-economic ecological aspects, and cultural embeddedness of food into account."*

The first release of the CGE Curriculum is now tested through 5 different pilot courses set up in Italy, Portugal, Belgium and Austria, under the leadership of five "pilot-leaders":

- ODISEE, leading the pilot in Belgium;
- Marco Polo (MP), leading the pilot in Liguria Region, Italy;
- ITS BACT Foundation (ITS-BACT), leading the pilot in Campania Region, Italy;
- University of Graz (MUG), leading the pilot in Austria;
- Santa Casa da Misericordia de Albufeira (SMCA), leading the pilot in Portugal.

The evaluation of the pilots in terms of their effectiveness and a parallel process of Curriculum evaluation will allow to collect data and information supporting a possible refinement of the first release and the delivery of the final version of the CGE Curriculum at the end of the project.



**Figure 43: The CGE Curriculum refinement process**

## The CGE Occupational Profile

The CGE Occupational Profile identified **7 main Key Activities** described as:

*“an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context”*

Then, **from 3 to 5 Core Competences needed to perform each Key Activity** have been identified (see the table below).

Key Activity	Related Core Competences
1. Manage suppliers and buy in sustainable food ingredients	1-A: Identify costs of required supplies 1-B: Identify most sustainable and high-quality suppliers and plan and manage the supply process related to the context 1-C: Use local and seasonal ingredients and detect them in the territory to guarantee an efficient supply for the kitchen 1-D: Avoid and manage waste while planning meals to promote full use of ingredients and promoting use of leftovers according to HACCP and local law
2. Screen, assess and monitor on client-level	2-A: Assess clients' needs in collaboration with health professionals 2-B: Collaborate with health professionals to plan how to alternate food texture regarding swallowing problems or other relevant adapted food medical conditions 2-C: Adapt screening, assessment and monitoring activity on the base of the proper level of care and use ICT tools to support this 2-D: Critically select and use the proper screening and monitoring tools to assess individual food preferences and needs 2-E: Detecting clients' satisfaction and impressions after food consumption experience with interdisciplinary team
3. Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals	3-A: Create or compile recipes targeted to the general population considering cultural choices or religious ones and put them in a balanced and tasteful menu 3-B: Create and compile adapted and person-centred recipes complying with recommendations of health professionals as far as physiological (age-related) and pathological conditions 3-C: Handle food related client data in ICT systems 3-D: Supply menus and balanced menu cycles
4. Manage the kitchen and coordinate personnel	4-A: Manage the kitchen budget (e. g. make budget plans and assure they are followed) with respect to food and utilities 4-B: Recruit personnel for the kitchen with HR recruiting team and define, create, implement and control training plans and schedules 4-C: Schedule personnel shifts and manage staff 4-D: Ensure regular maintenance of kitchen equipment
5. Ensure quality of food and follow safety regulations	5-A: Acquire and ensure high food quality and safety in the kitchen starting from raw and semi-finished food products, materials, storage of raw materials, processing, cooking and storage of food (components) and regenerating it. 5-B: Assure that the work of the kitchen staff is compliant with food safety and hygienic standard and maintain a secure working environment 5-C: Plan and execute food tasting for healthcare professionals to test and review menus and new dishes
6. Use and adapt cooking techniques to the specific care setting and client	6-A: Use the proper cooking techniques according to the healthcare context 6-B: Use the proper food preparation techniques for the right context 6-C: Use specific techniques of food preparation considering personal healthy diets and cultural and religious choices 6-D: Adapt food consistency, fortification and taste according to the needs of the client

7. Communicate, interact and collaborate with clients and interprofessional team	7-A: Effectively interact and communicate with different clients and the interprofessional team with verbal (also written) and non-verbal communication 7-B: Collaborate with healthcare professionals to educate and promote healthy behaviours among clients 7-C: Work in a person-centred interprofessional healthcare team and collaborate with other professionals or stakeholders 7-D: Enact sense of initiative and entrepreneurial attitudes, mind-sets and skills 7-E: Enact digital competences in daily activities and work
--	--

## The CGE CURRICULUM – First release

### Compliance with EU standards

The CGE Curriculum is compliant with the main EU tools for Vocational Education and Training (VET).

Firstly, as defined by ECVET<sup>5</sup>, the Curriculum is **based on Learning Outcomes**.

Cedefop (2014) provides two interrelated definitions of this concept:

*(a) learning outcomes are defined as ‘statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence’ (Cedefop, 2014, p. 74);*

*(b) learning outcomes are defined as ‘sets of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal’ (Cedefop, 2014, p. 73).*

In NECTAR project, Learning Outcomes (LOs) are defined in terms of **KNOWLEDGE, SKILLS AND PERSONAL AND TRANSVERSAL COMPETENCES**

- “**KNOWLEDGE**” means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study<sup>6</sup>.
- “**SKILL**” is the ability to apply knowledge and use know-how to complete tasks and solve problems.<sup>7</sup>
- “**PERSONAL<sup>8</sup> AND TRANSVERSAL<sup>9</sup> COMPETENCES**” are “competences needed for applying a knowledge and/or a skill in the work context with a certain level of responsibility and autonomy”

Basically, LOs should be understandable, verifiable, and assessable, in order to enable learners and teachers to judge whether the results have actually been achieved.

<sup>5</sup> The European Credit system for Vocational Education and Training (ECVET) is a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications <https://www.ecvet-secretariat.eu/en/what-is-ecvet>

<sup>6</sup> ECVET Glossary - <http://www.ecvet-toolkit.eu/tools-examples-more/glossary/>

<sup>7</sup> Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning <https://publications.europa.eu/en/publication-detail/-/publication/ceed970-518f-11e7-a5ca-01aa75ed71a1/language-en>

<sup>8</sup> Personal Competences comprises personal, social and/or methodological abilities which could be put into play in society and at work.

<sup>9</sup> Transversal Competences are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge but as competences that can be used in a wide variety of situations and work settings

LOs are described from the perspective of the learner (not from the perspective of the instructor) and do not describe the learning target or the learning path, but the result following the completion of a learning process. Phrasing Learning Outcomes it is highly recommended to use active verbs (verbs in the infinitive form) describing measurable or observable actions (for example, 'explain', 'identify', 'apply', 'analyse', 'develop', 'demonstrate').

The Curriculum for CGE developed by the NECTAR Project is also mapped against the **European Qualification Framework (EQF)**<sup>10</sup>: It defines 8 main reference levels for qualifications and set up a list of descriptors indicating the relevant Learning Outcomes for each of them.

The CGE Curriculum **targets chefs with at least EQF4 level** (e.g., secondary school diploma); in particular it refers to the profile “chef” described by ESCO<sup>11</sup> classification. Then, once achieved the selected set of Learning Outcomes and completed the course, the Curriculum is aimed at **awarding a certification of CGE qualification set at EQF5 level**. The Curriculum can be **adapted to target and award a specialization in EQF4** whereas the qualification has been defined at EQF4 at national/regional level.

Finally, in order to foster the transferability of the CGE qualification and related certifications, the Curriculum also supports the use of **ECVET points**. ECVET points are “a numerical representation of the overall weight of Learning Outcomes (LOs) and of the relative weight of Units (UoLs) in relation to the qualification”<sup>12</sup>. Based on EU reference documents<sup>13</sup>, NECTAR project allocated ECVET points to the CGE qualification according to the following conversion: 60 points are allocated to the learning outcomes expected to be achieved in a year of formal training. Assuming that a year of formal training at EQF5 level can be compared to an academic year, partners inferred that an average amount of 1500 hours can correspond to a year of formal VET.

**One year of formal VET = 60 ECVET points = about 1500 hours of workload**

In the Curriculum, ECVET points are assigned to each UoL and LO in terms of a “range of points” (eg. from 1 to 3); the definitive number of points have to be assigned to each Learning Outcome when the curriculum is localized in a specific context, depending on the adopted educational strategy and the EQF level, which would affect the time required to acquire the competences.

## The main characteristics

**The CGE Curriculum is general and “across-the-board”**, since it is supposed to play a reference role for any VET designer targeting CGE profile in any EU country, and **modular and flexible**, since it is supposed to be adaptable to different contexts and rules in different EU countries.

These features will enable transparency and comparability of the localized curricula and support the recognition of this qualification by regulatory bodies.

The first release of the CGE EU Curriculum includes **69 Learning Outcomes (LOs) grouped into 7 Units of Learning Outcomes**, which correspond to the **Key Activities** defined in the **Occupational Profile**.

<sup>10</sup> <https://ec.europa.eu/ploteus/content/descriptors-page>

<sup>11</sup> European Skills, Competences and Occupations is the European multilingual classification of Skills, Competences and Occupations.

<sup>12</sup> <http://www.ecvet-projects.eu/toolbox/>

<sup>13</sup> Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), ANNEX II. ECVET — Principles and technical specifications <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

**Each LO is characterized by an alphanumerical code that mirrors the Core Competence(s) to which it is related.** For instance, LO2-A-B-3 (see table below) targets CC2 and CC3 of the Key Activity 2 and is the third out of three LOs targeting this couple of CCs in Unit of Learning 2.

Some LOs are mandatory and other are optional for the targeted EQF5 level. Although the Current version of the Curriculum targets the EQF5 level, not all the LOs achieve this level, but some of them are set at EQF4. A specific section of the template allows to point out the actual EQF level of each LO. This information is very important to adapt the Curriculum to EQF4 for the implementation of some of the project pilot courses.

Many LOs are connected to each other. The Curriculum makes explicit such connections by identifying possible “preliminary LOs” and avoiding possible overlaps.

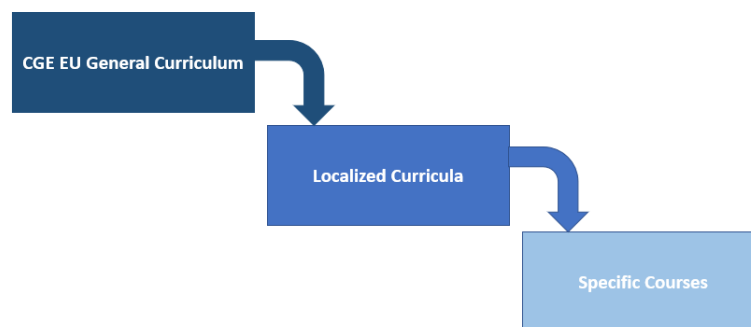
<p align="center"><b>LO2-A-B-3</b></p> <p align="center"><b>Be aware of the main swallowing problems which raise the need for adapted food and be able to tackle these problems and conditions in daily work in collaboration with health professionals</b></p>	
<p><b>KNOWLEDGE</b></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> <li>Describe the main swallowing problems</li> </ul>	<p><b>SKILLS</b></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> <li>Analyse and evaluate how clients can take in modified meals in collaboration with health professionals</li> <li>Apply the right food preparation techniques to adapt food according to swallowing client’s needs</li> <li>Monitor food uptake in order to check effectivity of a primary food care intervention</li> </ul>
<p><b>PERSONAL AND TRANSVERSAL COMPETENCES</b></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> <li>TAKE RESPONSIBILITY for the food modification of clients</li> <li>Recognize WITH RESPONSIBILITY clients’ needs for adapted food</li> <li>Apply critical thinking and specialized problem-solving skills when adapting food according to swallowing client’s needs</li> </ul>	
<p><b>MANDATORY OR OPTIONAL:</b> Mandatory</p> <p><b>LINK TO OTHER LOs:</b></p> <p>Linked to: LO2-A-B-1 LO2-A-B-2 LO2-C-D-1            Preparatory for: LO3-B-1 LO3-B-2 LO6-A-B-1 LO6-A-B-2 LO6-A-B-3 LO6-D-1 LO6-D-2 LO6-D-3</p> <p><b>EQF LEVEL:</b> <b>EQF5</b></p> <p><b>OTHER NOTES:</b></p> <p>Team working competencies are addressed in LO7-A-2 LO7-C-1 LO7-C-3</p>	

## The NECTAR Designers' Kit

Once produced the first release of the CGE Curriculum, the NECTAR project partners delivered another important result: the first release of the **Designers' Kit**, supporting the localization of the EU Curriculum at national/regional level.

The Designers' Kit ensures an effective instantiation of the “general Curriculum” into “*localized curricula*”, which are an “intermediate result” in the progressive design of the course, where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc.

Then the “localized curricula” have been furtherly detailed in the “pilot courses design”. At this stage, specific design elements concerning the courses have been defined (Figure 44).



**Figure 44: A representation of the “Curriculum instantiation process”**

The Designers' Kit is a set of 11 guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context.

Among these tools we can find:

- **DK4 – Definition of course modules**  
In order to design a specific course, the 69 Learning Outcomes of the Curriculum need to be grouped into modules. They can correspond to the 7 Units of Learning Outcomes (UoLs) or not. Although both MODULES and UoLs actually result from the grouping of LOs, MODULES mirror a “teacher perspective”, while UoLs mirror the “learner perspective”; so, the criterion adopted to group the LOs may be different. This guide supports VET Designers to structure modules and to assign to them the selected LOs, by outlining 3 main possible criteria to set up the Modules of a localized CGE curriculum.
- **DK6 – ECVET Points Tables**  
These tables outline the suggested ECVET point ranges for each UoL and each specific LO and support the identification of the definitive number of points during the design of the localized curriculum.

UoL 1 - MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS								
LO Code	LO Name	MANDATORY/ OPTIONAL (M/O)*	RELEVANCE OF THE LO*** (essential / important / basic)	ECVET POINTS				
				EQF5 (60 to 90)	EQF4/5 (40 to 60)	EQF 4 (30 to 40)	EXAMPLE 60 points	EXAMPLE 40 points
				UoL range Min 7 – Max 10,5	UoL range Min 4,7 – Max 7	UoL range Min 3,5 – Max 4,7	UoL points: 7	UoL points: 4,7
				MIN	MAX			
L01-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	M	important	0,5	2,5	1	1	
L01-A-2	Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	M	Important	0,5	2,5	1	0,8	
L01-B-1	Define quality criteria of suppliers (including agri-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	M	Essential	0,8	3,0	1,5	1	
L01-B-2	Plan and manage the supply process related to the specific health or social context	M	Important	0,5	2,5	1	1	
L01-C-1	Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered	O	Basic	0	1,5	0,5	0	

Figure 45: a screenshot of portion of the ECVET points table

### • DK7 – Flexibility Tool

The Flexibility Tool is aimed to collect the design information about the “localized curriculum”. In the framework of NECTAR project, every pilot leader had to fill in a his/her own version of the tool describing the specific pilot. Generally, it will support any VET designer in the curriculum localization.

The tool is an Excel folder composed of 6 sheets which allow to:

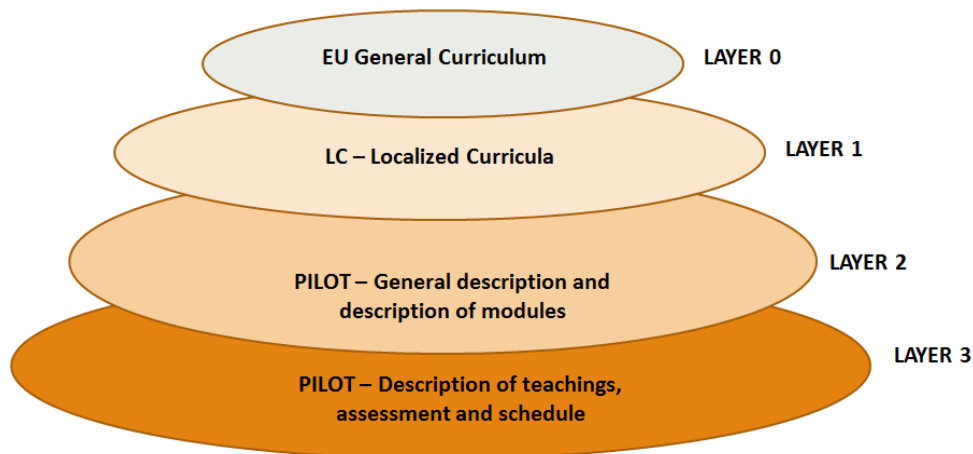
- describe the educational strategy selected for each LO;
- identify modules and to assign LOs to them;
- assign ECVT points to each LO;
- define assessment methods.

## The progressive approach to the design of pilots

As depicted in Figure 44, NECTAR project adopted a multi-layered approach to the design of pilots (see Figure 46):

- *Layer 0*: the EU Curriculum, providing the framework and the main constraints for localization;
- *Layer 1*: the instantiation on the Curriculum into five localized curricula;
- *Layer 2*: the design of the five pilots (based on localized curricula) at a higher level of detail;
- *Layer 3*: the design of the five pilots at the final (deeper) level of detail.





**Figure 46: The four main ID layers implemented in NECTAR project**

**The EU general Curriculum** delivered at the end of the first year corresponds to **Layer 0**.

Then, pilot leaders have been invited to use the 11 tools included in the Designers’ Kit in order to produce a Localized Curriculum. **The result of this design layer (n. 1) is one Flexibility Tool for each pilot**, which is an Excel file including all the information about the Localized Curriculum, such as the selected LOs, details of the Modules, the assigned number of ECVET points, etc.

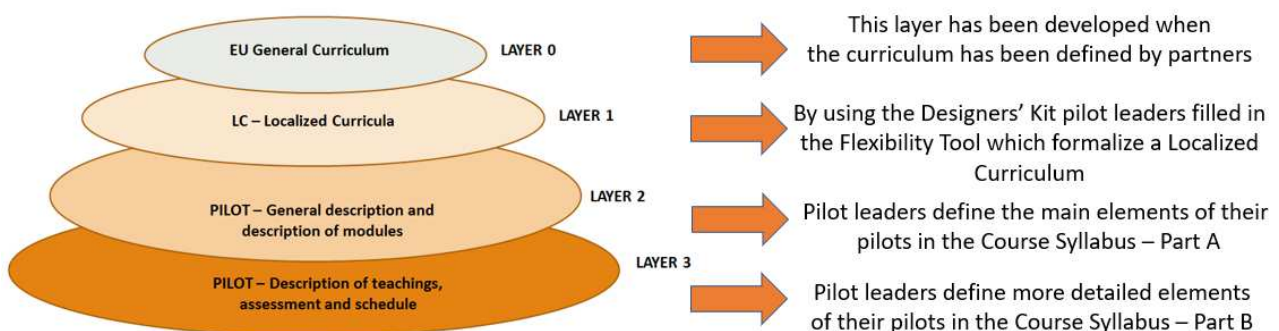
In order to support the following design steps, NECTAR partners defined a template named “**Course Syllabus**”. This template is divided into two main parts:

- **Part A is aimed to support the design Layer 2**
- **Part B is aimed to support the design Layer 3**

Once defined the Localized Curricula, pilot leaders have been invited to go more in detail with pilots’ design, identifying specific **teachings** inside each Module of the course and the workload distribution; this info has been included in Course Syllabus – Part A template.

**Layer 3** of the NECTAR pilots design process envisages the formalization of very detailed information about each teaching listed in Part A, as well as about the schedule of the course.

This info has to be defined and described by the actual teachers of the pilots, in collaboration with pilot designers and coordinators, and will be drafted and detailed during the NOTT course.



**Figure 47: Activities performed by partners in order to accomplish the four main ID layers implemented in NECTAR project**



## References

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EU Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

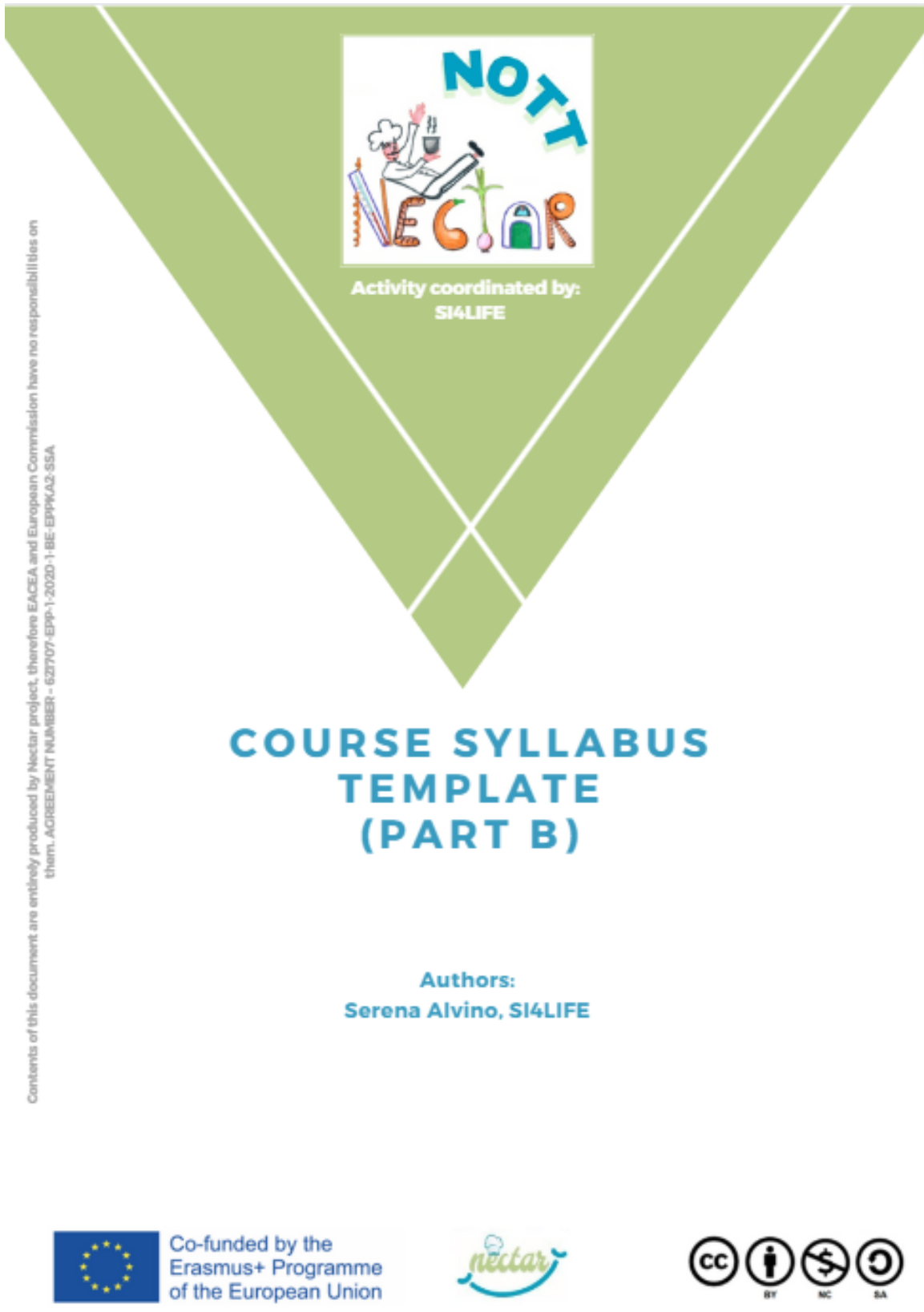
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EUROPASS - Description of the eight EQF levels <https://europa.eu/europass/it/description-eight-eqf-levels>

European Qualification Framework (EQF) <https://ec.europa.eu/ploteus/content/descriptors-page>

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION (2009). Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET), ANNEX II. ECVET — Official Journal of the European Union <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0011:0018:EN:PDF>

## ANNEX 5 – Template of Course Syllabus Part B





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**NOTT**  
Activity coordinated by:  
SI4LIFE

**COURSE SYLLABUS  
TEMPLATE  
(PART B)**

**Authors:**  
**Serena Alvino, SI4LIFE**

 Co-funded by the  
Erasmus+ Programme  
of the European Union







## PART B - TEACHINGS PLANS

### Detailed Plan of T1a

<b>TEACHING CODE</b>	<i>Eg. T1a</i>
<b>TEACHING TITLE</b>	<i>Eg. Physiology of taste and smell</i>
<b>REFERENCE TEACHER</b>	<i>Eg. Prof. Sophia White</i>
<b>TARGETED LEARNING OUTCOMES</b>	<i>Eg. LO2-A-B-2, LO2-A-B-1, .....</i>
<b>REFERENCE MODULES</b>	<i>Eg. Module 1 + Module 2</i>

#### A. LIST of CONTENTS:

*Instructions: provide a list of the contents of the teaching*

#### B. IMPLEMENTED EDUCATIONAL STRATEGIES:

*Instructions: provide a general introductive description of the methods adopted in the teaching.*

*[General textual description]*

*Then flag the strategies you're going to implement as well as the specific activities or materials supporting the strategy (only when the method is implemented, otherwise skip them)*

*Check the coherence with the Flexibility Table / Flexibility tool with respect to the Educational Strategy*

**Face-to-Face Class and webinars:**

- Lecture
- Group Work
- Simulation
- Other (specify) \_\_\_\_\_

**Additional information** *[optional]*.....

**Lab**

*provide details about the type of labs and activities*

**Online learning (asynchronous)**

- Educational Materials on I-Mooc

**Detail which Unit/Lesson**



#### D4.4 - Report on pilot teachers training and participatory creation

- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) \_\_\_\_\_

**Additional information** *[optional but recommended]*

*you can provide details about the activities assigned to students or about the strategies adopted in group works*

**Work Based Learning**

*Instructions: provide a general description of the way WBL is implemented and possible connections with other Teachings or Modules*

**C. REFERENCE MATERIALS:**

*Instructions: provide a list of the reference materials of the teaching, such as books, papers, links, etc.*

**D. ASSESSMENT:**

*Instructions: provide a general description of the way the ASSESSMENT is implemented*

*[General textual description]*

*Then provide a list of the assessment tools you're going to use: note that the list should correspond to the information included in the Assessment Matrix provided by the project*

## ANNEX 6 – Guide for the design of students’ assessment – main requirements and criteria



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# GUIDE FOR THE DESIGN OF STUDENTS ASSESSMENT



Co-funded by the Erasmus+ Programme of the European Union



## Students' assessment in NECTAR project

Students' assessment is a crucial element for the effective implementation of NECTAR's CGE Curriculum. Thus, it has been addressed at different levels and with different tools, targeting both designers and teachers.

Firstly, an "ASSESSMENT TABLE" defining the main assessment methods suggested for each Learning Outcome (LO) was provided along with the Curriculum.

Learning Outcome	EQF Level	Mandatory / Optional	SUGGESTED ASSESSMENT METHODS (one or more methods for each LO)
<b>UNIT OF LEARNING 1: MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS</b>			
LO1-A-1: Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	EQF 4	M	WE, OE, A-WBL, SSK, OTH
LO1-A-2: Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	EQF 5	M	WE, SSK
LO1-B-1: Define quality criteria of suppliers (including <b>agri</b> -fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers	EQF 5	M	WE, OE, SSK
LO1-B-2: Plan and manage the supply process related to the specific health or social context	EQF 5	M	WE, OE, SSK

Assessment methods were grouped into 5 categories:

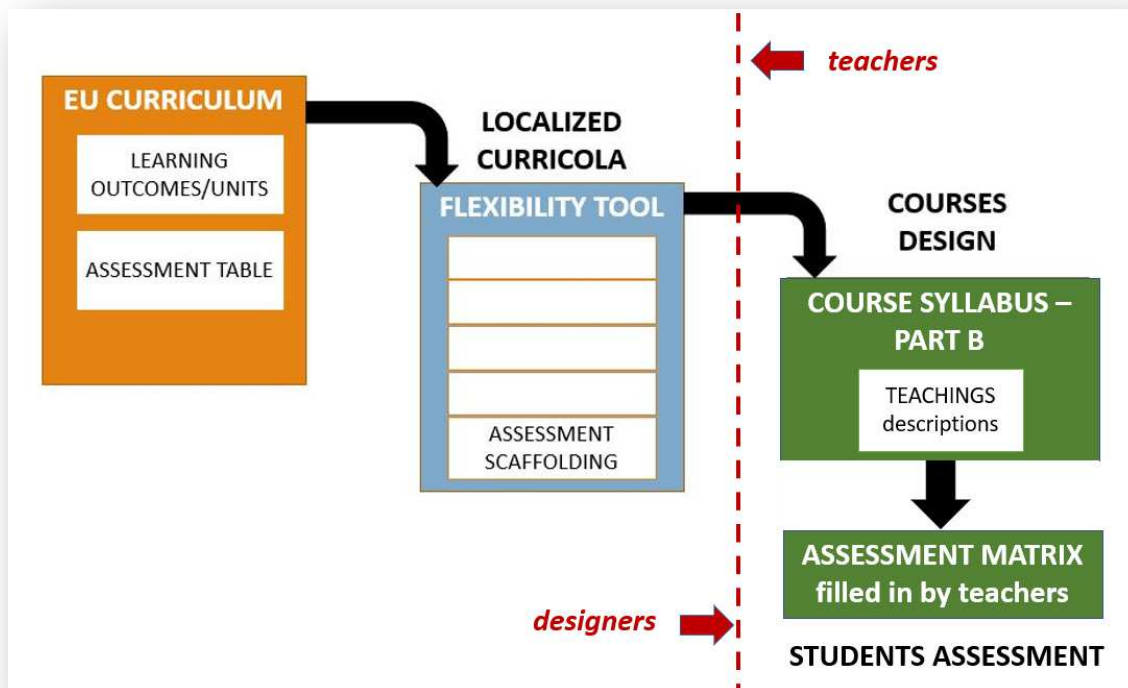
- **Written exam/assignments** [WE]: this method is based on the use of traditional tools such as written tests or essays;
- **Oral exam** [OE]: this traditional method is based on a discussion or a test in which an examiner poses questions to the student in oral form;
- **Assessment of WBL** [A-WBL]: it includes each procedure and tool which is used to assess the student when involved in WBL; the assessment can be done by the teacher, by the tutor of the WBL or by the students themselves (self-assessment);
- **Simulation/skill demonstration** [SSK]: it includes a number of strategies and tools supporting the demonstration of a specific skill in a situated context;
- **Assessment based on other data** [OTH]: this category includes all the methods which do not fall into the previous categories, such as the ones related to the use of ICTs (e.g. collection of tracking data and learning analytics), or innovative tools such as e-portfolios or specific functionalities of Virtual Environments.

For each Learning Outcome, some assessment methods are suggested. In the courses, it is possible to implement only one LO or the whole set of them, depending on the educational strategies adopted in the design phase. This table is a fundamental preliminary step to define the assessment tools to be used for students' assessment.

In the framework of the NECTAR project, based on the "ASSESSMENT TABLE", the DESIGNERS of each pilot course filled in a specific SHEET of the "FLEXIBILITY TOOL", named "ASSESSMENT SCAFFOLDING". In this sheet, they specified for each LO (which had already been assigned to a specific module) the actual assessment methods they were willing to implement (one or more).

ASSESSMENT SCAFFOLDING						
M1	MANAGE SUPPLIERS AND BUY IN SUSTAINABLE FOOD INGREDIENTS	ASSESSMENT TOOLS				
		WE 33,33%	OE 33,33%	A-WBL 25,00%	SSK 8,33%	OTH 0,00%
LO1-A-1	Identify the costs of required raw and semi-finished food products, kitchen equipment and consumable items, at the light of quality and sustainability and make and progressively update an inventory of all potential, local, food products, estimating their periodical cost	x	x			
LO1-A-2	Identify international and national quality brands, also exploiting ICTs and dedicated e-data resources and taking into account high quality and parameters of sustainability, and take these brands into account managing suppliers	x	x			
LO1-B-1	Define quality criteria of suppliers (including agri-fish-food chain) in order to identify, compare, monitor and evaluate regularly the best high-quality food suppliers			x		
LO1-B-2	Plan and manage the supply process related to the specific health or social context	x	x			
LO1-C-1	Identify and use local and seasonal ingredients in an appropriate way, identify local food suppliers and establish a network with them in order to guarantee constant food supply, also exploiting ICTs and dedicated e-data resources, being aware of the regional food supply chain and of how seasonal products are delivered	x	x			
LO1-D-1	Promote full use of ingredients, raw materials and leftovers according to Hazard Analysis Critical Control Point-Concept (HACCP) and local law				x	
LO1-D-2	Introduce measures for the prevention, separation and proper disposal of waste in the kitchen and ensure compliance with these measures by all members of the kitchen team			x		
LO1-D-3	Create a food waste assessment plan, use it regularly, and share the results with all the staff			x		

As shown in the figure below, these documents delivered by the designers involved in the project are fundamental references for the following work of PILOT TEACHERS.



As a matter of fact, in the following step of courses’ design, TEACHERS are invited to formalize the description of their TEACHINGS in the “*COURSE SYLLABUS – PART B*”. Each teaching description includes a specific section devoted to STUDENTS’ ASSESSMENT where teachers are invited to specify the ASSESSMENT TOOLS they are going to adopt. These descriptions must be compliant with the methods selected in the “*ASSESSMENT SCAFFOLDING*”.

Then, during the implementation of pilot courses, TEACHERS are supposed to monitor and report about students’ assessment, under the coordination of pilots designers/coordinators. As detailed in the following section, a specific tool, i.e., the “*ASSESSMENT MATRIX*”, was developed by NECTAR experts in order to support this reporting activity.



## The selection of the proper assessment methods and tools

The CGE EU Curriculum details each LO in terms of Knowledge, Skills and Personal and Transversal Competences, as shown in the figure below.

LO6-D-2 Know the chemical composition of fortified food and correctly perform fortification in meals	
<p><b>KNOWLEDGE</b> He/she is able to:</p> <ul style="list-style-type: none"> <li>Describe and compare different techniques for fortifying food</li> <li>Recognize how fortified food was prepared</li> <li>Describe the difference of chemical composition of fortified food and enriched food</li> <li>Describe the difference of mandatory fortification and voluntary fortification</li> <li>Describe US and EU Regulation on the addition of vitamins, minerals, and other substances to foods</li> <li>Identify specific fortification for each food to correctly combine the ingredients</li> <li>Identify the nutritional need of the added component to fortified food to determine the exact quantity of ingredient</li> </ul>	<p><b>SKILLS</b> He/she is able to:</p> <ul style="list-style-type: none"> <li>Select the proper technique for fortifying food to perform tasteful and balanced menu and apply them</li> <li>Evaluate dishes after consistency changes</li> <li>Apply international rules to the creation of meals</li> </ul>
<p><b>PERSONAL AND TRANSVERSAL COMPETENCES</b> He/she is able to:</p> <ul style="list-style-type: none"> <li>Collaborate with kitchen team to ensure the meals are rightly fortified</li> <li>TAKE RESPONSIBILITY for the fortification in meals</li> <li>Work as part of a team to prepare fortification in meals</li> <li>Provide responsible explanations to teams about the necessity of the changes in the meals</li> </ul>	
<p><b>MANDATORY OR OPTIONAL:</b> <i>mandatory</i></p> <p><b>LINK TO OTHER LOs:</b>  <i>Preliminary to: LO6-A-B-1 and LO6-D-3</i>  <i>Linked to: LO6-A-B-2 LO6-D-1</i></p>	

**TEACHERS should be aware of this fact and set up the assessment process in a such way that each component of the LO can be assessed.**

Each of the 5 main assessment methods identified in the NECTAR tools can be more or less effective depending on the “components” (Knowledge, Skills and Personal and Transversal Competences) they intend to assess.

A number of theories, well-established practices and patterns have been formalized in traditional and recent literature concerning the most suitable learning strategies for specific objectives and the most suitable assessment methods to be put in place to assess the related learning outcomes. Here is a very short list of hints that draw inspiration from them:

- ✓ The more complex the cognitive tasks are, the more active, situated and contextualized should be the activities performed to learn them; in the same way, assessment methods aimed at demonstrating the mastery of such tasks should be active, situated and contextualized;
- ✓ Learning Outcomes are defined through 3 main dimensions: Knowledge, Skills and Personal and Transversal Competences; each dimension can characterize the whole LO in different percentages, so sometimes a dimension can be prevalent or not present;
- ✓ When the “*knowledge*” (theoretical and factual) dimension is prevalent, the most suitable learning strategy is usually a “traditional” lesson or the individual fruition of effective learning materials. Especially in adult learning, when time for learning is particularly precious, the individual fruition of materials (in e-learning for example) is often preferred to other strategies. As to the assessment methods, traditional methods such as written exams or assignments or oral exams are preferred, since they are effective and time-saving;

- ✓ When the “*skills*” dimension is prevalent, active practice is fundamental and learners should be involved in activities that encourage them to put the addressed skills into practice. Learning strategies such as learning-by-doing, problem-based learning, simulations, drill & practice and so on should be the proper strategy in this case. Especially in CGE context, work-based learning (WBL) is fundamental to develop practical skills. In a similar way, assessment methods should make the student put the targeted skills into practice in order to show whether he/she masters them or not, in accordance with the description of the Learning Outcome itself. The assessment of the activity performed during the WBL is fundamental to assess the skills of a student;
- ✓ When the “*Personal and Transversal Competences*” dimension is prevalent, learners should be actively involved in situated and contextualized activities, possibly in groups through collaborative or cooperative tasks. The learning strategy should provide a “scaffold” for the learner to play a specific role in an authentic context, possibly involving also informal or non-formal learning processes and fostering the sharing and internalizing of tacit knowledge. In the same way, an assessment method should foster the demonstration of these competences in a situated context;
- ✓ When a competence is articulated in many dimensions (and this is what often happens), different strategies can be integrated in order to address the different components of the competence.

In the CGE Curriculum, a prevalent component can be identified in some LOs, but LOs are often complex and articulated and involve the 3 dimensions in the same way.

To choose the proper assessment methods and tools, we suggest following these steps:

- **STEP 1: analyse the description of the LOs addressed by the teaching** in order to identify possible prevalent components.
- **STEP 2: check your choices in the Assessment Scaffolding sheet of the Flexibility Tool.**
- **STEP 3: choose the proper assessment strategies and tools, trying to ensure that each component of the LO will be assessed in the proper way.**

## Monitor students’ assessment and report about it

In order to be able to recognize and validate competences in the framework of the ECVET EU standard, **students’ assessment should be “learning-outcome oriented”**: this means that TEACHERS should be able to assess **if a student has achieved EACH LEARNING OUTCOME**.

In complex curricula such as the one for CGE, assessing students “LO by LO” could require a very big effort and this task may not be in line with the needs and rules of the VET provider.

To support and lighten this complex task, NECTAR identified **3 main ASSESSMENT APPROACHES**. Each approach corresponds to “*a way to manage the assessment of LOs in the assessment tools*” (e.g. *an automatic test, a written essay, a simulation, etc.*). TEACHERS can define **a different approach for each assessment tool**, from the simplest (approach 1) to the most complex (approach 3).

Here they are in detail:

- **ASSESSMENT APPROACH 1:** the teacher reports if the WHOLE EXAM/TEST has been PASSED or FAILED. If the exam has been PASSED, each LO assessed through that exam/test is considered as PASSED.
- **ASSESSMENT APPROACH 2:** the teacher reports if EACH LEARNING OUTCOME assessed by the tool has been PASSED or FAILED.



- **ASSESSMENT APPROACH 3:** the teacher reports if EACH LEARNING OUTCOME assessed by the tool has been PASSED or FAILED. In the event that a LO has been PASSED, the teacher also has to detail the specific mastery level (e.g. satisfactory, good, excellent).

In order to support TEACHERS in the formalization of these choices and in the monitoring of students' assessment, a specific tool, i.e. an Excel file named "**ASSESSMENT MATRIX**", is provided by the NECTAR PROJECT. The Excel file is a template which should be filled in by the course coordinators in collaboration with teachers. It allows to keep track of the Learning Outcomes achieved by each student.

### SHEET 1 – ASSESSMENT APPROACH

This sheet should list all the assessment tools adopted in the course (first column in the figure below). For each tool the corresponding assessment method must be specified (column 2) as well as the selected assessment approach (column 3).

<b>COURSE NAME:</b>		
<b>COORDINATOR:</b>		
<b>please complete the table: note that green columns have a drop-down menu with fixed values</b>		
<b>blu texts are examples</b>		
<b>ASSESSMENT APPROACH</b>		
<b>ASSESSMENT TOOL name</b>	<b>ASSESSMENT METHOD</b>	<b>Assessment Approach (1/2/3)</b>
Written test - Module 1	WE	1
Oral exam - Module 1	OE	1
Written test - Module 2	WE	1
Oral exam - Module 2	OE	1
Written test - Module 3	WE	1
Oral exam - Module 3	OE	1
Written test - Module 4	WE	1
Oral exam - Module 4	OE	1
Written test - Module 5	WE	1
Oral exam - Module 5	OE	1
WBL assessment	A-WBL	2

### SHEET 2 – STUDENTS LIST

This sheet is a “placeholder” for the list of course students, which will support the assessment monitoring. Then, based on the template created in SHEET 3 – S1, you will have to create **A SHEET FOR EACH STUDENT**.



### **SHEET 3 – S1**

This sheet is a template you must customize based on the tools you decided to adopt. Once you have customized the template, you should create as many sheets as there are students attending your course.

## **References**

*This document has been adapted from “Assessment Guide” and “How to DESIGN and FORMALIZE STUDENTS' ASSESSMENT” guides included in ENhANCE Project Designers' Kit*  
<https://oot.enhance-fcn.eu/course/view.php?id=26>



## ANNEX 7 – Template for project work

aN Eu Curriculum  
for chef gasTro-engineering  
in primAry food caRe



# Lesson template NOTT Individual Project Work Module 3 and 4



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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-S

## TEACHING CODE AND NAME

XXXXXXXXX

## ADDRESSED LO/LOs

- .....
- .....
- .....

## INTRODUCTION: CONTEXTUALIZE THE LESSON INTO THE SPECIFIC PILOT

*[Please provide a short introduction describing how the lesson will be integrated in the pilot course (eg. the lesson will be performed in Module 5 and mainly dealing with.....; the lesson will be carried out after traditional lessons aimed at providing an overview on...)].*

*Please specify the EQF level of the course.*

## DESCRIPTION OF THE LESSON

*[Please provide a detailed textual description of the lesson including: specific objectives, settings (online/presence), possible groups (number/composition), possible phases of the activities and tasks, duration, etc.]*

### Classroom organization

### Needed technologies

*You can also use this template [optional] for activity description*

Time	"n" Phases		
	Phase 1	Phase 2	Phase n
Task	...	.....	.....
Team	...	....	....
Classroom organization (F2F)	....	.....	.....
Needed technologies (online)	....	.	... .....



## EDUCATIONAL MATERIALS

*[Please provide a list of the educational materials you will make available to students detailing:*

- if they will be available online (and where) or will be distributed in presence*
- If the materials are already available or they still have to be produced and by whom*
- When they will be distributed (which phase of the activity)]*

## ADDITIONAL INFO AND COMMENTS

## ANNEX 8 – Pre-Course Questionnaire at T0

# NOTT Evaluation Pre-Course Questionnaire at T0

Part of the Overall Teachers' Tools Evaluation (T6.3)  
within WP6 by UALG



Co-funded by the  
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of the European Union

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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA





## Introduction and explanation

*This questionnaire targets the teachers of the NOTT course and is intended to be distributed before the start of the training.*

*This questionnaire aims at gathering information on some basic statistical data and on self-assessment, as well as, for example, the expectations of the participants. The results received will be compared with the final evaluation questionnaire, which will be delivered at the end of the course to allow a formative and summative evaluation of the training.*

**Part A – Basic Statistical Data**

A1) Please select your country of residence:

- Austria
- Belgium
- Campania (Italy)
- Liguria (Italy)
- Portugal

A2) Please select your gender:

- Female
- Male
- Other

A3) Please select your age group:

- 18-24
- 25-34
- 35-44
- 45-54
- Over 55

A4) Please indicate

A4.1) how long you have been teaching (in years)

- Less than 1
- 1 to 2
- 3 to 5
- 6 to 10
- 10 to 15
- 15 +

A4.2) the main discipline you teach

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A5) In order to guarantee data privacy we ask you to generate an Identification Code following the instructions below:

Enter in the following comment section the first 3 letters of your mothers' surname; the day of your birthday and the last 2 letters of your surname. (*Example: Mothers surname: **Martina**; your Date of Birth: **23** November 1990; your surname: **Manuel** → Code: **MAR23EL***)

**Part B – General Self-Assessment**

B1) Please self-assess your level of **English**

	1 Beginner (A1)	2 Elementary (A2)	3 Intermediate (B1)	4 Intermediate advanced (B2)	5 Advanced (C1/C2)
[Writing]					
[Reading]					
[Listening]					
[Speaking]					

B2) How do you rate your **digital skills**?

- Limited – limited knowledge in using digital tools
- Beginner – basic knowledge
- Good – mastery in the use of regular digital applications
- Expert – proficiency level, many digital skills and knowledge

B3) Please indicate how often you have experienced online training as A **TRAINEE/STUDENT**

- 0 - None
- 1 – Sometimes
- 2 – Often/On a regular basis
- 3 – Most of the times
- 4 – Always

B4) Please indicate how often you have experienced online training as a **TRAINER/TEACHER**

- 0 - None
- 1 – Sometimes
- 2 – Often/On a regular basis
- 3 – Most of the times
- 4 – Always

B5) How do you rate your skills in using **E-Learning Platforms**?

- Limited – limited knowledge in using E-Learning Platforms
- Beginner – basic knowledge



- Good – mastery in the use of the most common E-Learning Platforms
- Expert – proficiency level, many digital skills and knowledge

B6) Please indicate how often you have used the **iMooX Platform**:

- 0 - None
- 1 – Sometimes
- 2 – Often/On a regular basis
- 2 – Most of the times
- 4 – Always

B7) Please indicate your knowledge of the **NECTAR Project**

- 0 - None
- 1 – Basic
- 2 – Average
- 3 – Deep

### Part C – Previous Expectation and future participation

C1) How have you been recruited to participate in the NOTT Course?

- I applied myself, after seeing a communication about the project
- I was contacted directly by the institution (school, university, VET provider...)
- A colleague pointed out the opportunity to me
- Other (please specify)\_\_\_\_\_

C2) Why did you decide to take part in the NOTT Course? Are there any specific skills you expect to learn during this course? What are your expectations about the course? (Please reply them in the comments section below)

C3) In which of these time slots are you likely to be available for webinars (synchronous sessions)?

- [09:00-11:00 GMT+1]
- [14:00-16:00 GMT+1]
- [16:00-18:00 GMT+1]
- [18:00-20:00 GMT+1]

## ANNEX 9 – Questionnaire at T1

# NOTT Evaluation Questionnaire at T1

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AGREEMENT NUMBER – 621707-EPP-1-2020-1-BE-EPPKA2-SSA

## Introduction and explanation

*This questionnaire targets the teachers of the NOTT course and is intended to be distributed the last day of the training.*

*This questionnaire aims at gathering information on the satisfaction of the participants with respect to their initial expectations. The results received will be therefore compared with the pre-course questionnaire, to allow a formative and summative evaluation of the training.*

### Introduction

In order to match the answers to this questionnaire with the ones delivered before the beginning of the NOTT course, we ask you to indicate the same Identification Code (following the instructions below):

Enter in the following comment section the first 3 letters of your mothers' surname; the day of your birthday and the last 2 letters of your surname. (Example: Mothers surname: **Martina**; your Date of Birth: **23** November 1990; your surname: **Manuel** → Code: **MAR23EL**)

### Part A – General Evaluation of NOTT course

1. Please, specify how much do you agree with the following statements?

**a) My level of knowledge of iMooX platform as a student has improved**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**b) After the NOTT course my level of knowledge of the NECTAR project has improved**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**c) I am aware of the main design tools used in the NECTAR project**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**d) I am able to use the main design tools used in the NECTAR project**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**e) I am able to design the students' assessment according to the main European standards**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**f) I am able to contribute to the design of the pilot by providing a description of my teaching**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**g) I think that the lesson plans developed by the project are useful**



(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**h) I think that the training patterns developed by the project are useful**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

**j) I am able to design a lesson by integrating lesson plans and/or training patterns provided by the NECTAR project**

(-2) Strongly disagree; (-1) Disagree; (0) Neither agree nor disagree; (+1) Agree; (+2) Strongly agree

2. As a teacher, will you use with your students Nectar MOOC available on iMooX platform?

Yes

Please, explain how \_\_\_\_\_

No

Please, explain why \_\_\_\_\_

3. Do you think the NOTT course was useful for your **professional development**?

Yes

Please, explain how \_\_\_\_\_

No

Please, explain why \_\_\_\_\_

4. Do you think the NOTT Course met your **expectations**? (please choose a value from 1 - not at all - to 5 - very much)

1

2

3

4

5

5. Overall, how do you rate the **webinars** delivered during NOTT?

Excellent

Good

Reasonable

Poor

Very Poor



6. Overall, how do you rate the **materials** delivered during NOTT?

- Excellent
- Good
- Reasonable
- Poor
- Very Poor

7. Overall, how do you rate the **activities** that you have been required to perform during NOTT?

- Excellent
- Good
- Reasonable
- Poor
- Very Poor

8. Overall, how do you rate the **technical support** provided during the NOTT?

- Excellent
- Good
- Reasonable
- Poor
- Very Poor



## ANNEX 10 – Final NOTT Certificate

