

*Environmental Portfolio for Quality in
University Education*

2014-1-EL01-KA200-001373

Intellectual Output
(O5)



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Instructional planning

According to ECTS handbook, a year of study contains 1.500 – 1.800 hours of study, 1 ECTS corresponds to 25-30 hours of study and an MSc course awards 60-120 ECTS. The proposed EPOQUE courses award 15 ECTS each (thus the portfolio awards 60 ECTS in total) and each course requires 450 hours of study. Thus the entire EPOQUE portfolio is marginally equivalent to an MSc course.

Online courses are structured based on the allocation of study effort on a weekly basis. There are no cognitive dependencies among the four courses, that is, students can take any course at any time and any order. This means that one could complete the entire portfolio in one year if one chooses to attend all four courses in parallel. Because literature suggests to allocate 10 hours of study per week per course, this would create a maximum study effort of 40 hour per week, which is acceptable; students with less available time could choose a more relaxed approach.

Each course expands over 45 weeks of study (that is, almost one calendar year). Based on the above, 1 ECTS corresponds to 3 weeks of study for the online course and 1 module should expand over 9 weeks of study, with the exception of the case study, which expands over 18 weeks of study. Contents are structured on a weekly basis. Study effort has been divided into 10 hour chunks. Assessments are included.

One indicative structure per a 90 hours of study (=9 weeks) module is:

- 30 hours (=3 weeks) of study, further broken down as follows:
 - 1-3 hours of lecture per week (a total of 3-9 hours of lecture) using powerpoint presentations
 - 7-9 hours of study per week (a total of 21-27 hours of study), during which, the students study resources (i.e. papers, web sites, reports, videos, etc)
 - If possible, one can include collaborative activities, face to face meetings or teleconferences (i.e. 2 hours per week)
- 30-40 hours of intermediate assessment projects, which include online tests, MCQ, etc, as well as project work
- 20-30 hours of final assessment project

The EPOQUE portfolio consists of four courses; a course consists of four modules and one module consists of topics (learning modules or chunks). The smallest learning chunk lasts one week and requires a 10 hour study effort. Our basis of instruction is Learning Outcomes (LOut); students have to achieve a set of well-defined LOut per topic. LOut describe knowledge, skills and competences that students acquire after following a structured learning procedure (definition by Cedefop).

Educational material is structured in Learning Objects (LObj). An LObj usually leads to the achievement of at least one LOut. Examples of LObj are text documents, presentations, videos, lectures, assignments etc.

The educational material that has been produced for face to face teaching and most of the material that can be found on the web are not suitable for online adult education; thus, adaptation is necessary. For the material produced by the partners, special guides were developed by HOU. For the material that was produced by third parties, the content of which cannot be edited directly, partners produced “cover pages” containing a summary of the contents of the material and the ways it can contribute to learning the specific topic.

In order to adapt the educational material for the needs of the e-learning process we followed a structured procedure using the following forms:

- The Course Instructional Plan (CIP) to be filled for each course that provides general information about each course (i.e. course name, modules, topics and learning outcomes for each module)

COURSE TITLE	Title of the course as it appears in the Technical Annex
MODULE TITLE / NUMBER	Title of the module as it appears in the Technical Annex and its sequential number in the course
MODULE GENERAL LEARNING OUTCOMES	The generic / abstract learning outcomes, as they are stated in the course description form
TOPIC 1	The title of the first module topic
TOPIC 2	The title of the second module topic
TOPIC 3	The title of the third module topic
	Add one row for each topic

Note that the EPOQUE portfolio consists of four courses; a course consists of four modules; a module consists of topics (learning modules or chunks). You are advised to break down the contents of a module in smaller chunks, in order to facilitate online learning. The smallest chunk would last one week and require a 10 hour study effort; of course you can have larger chunks (multiples of 10 hours), but it is advised to avoid smaller chunks, as this may impose difficulty in planning and learning.

- A Weekly Study Programme (WSP) to be filled for each course to facilitate the instructional planning, which is an excel file providing a holistic view of the educational program of each course on a weekly basis (topic to be taught, associated educational material and activities, etc.)

Year	Topic (Interdisciplinary / Thematic)	Key Concepts / Topics	Selected Evidence	Interpretation/Analysis	Key Learning Objectives / Outcomes	Assessment / Evaluation	Reflection / Learning Objectives	Notes / Additional Info	References	Comments
2020	Climate Change and Sustainability	Climate Change, Sustainability, Renewable Energy	IPCC Reports, UN Sustainable Development Goals	Climate change is a global challenge requiring urgent action. Renewable energy sources are essential for a sustainable future.	Understand the science of climate change. Explore various renewable energy technologies. Develop a project plan for a sustainable community initiative.	Written report, presentation, project completion.	Reflect on the importance of sustainability in our daily lives. Consider the role of individuals and communities in addressing climate change.	Climate Change and Sustainability: A Global Challenge. UN Sustainable Development Goals. Renewable Energy: A Sustainable Future.	Climate Change and Sustainability: A Global Challenge. UN Sustainable Development Goals. Renewable Energy: A Sustainable Future.	Climate Change and Sustainability: A Global Challenge. UN Sustainable Development Goals. Renewable Energy: A Sustainable Future.
2021	Art and Culture	Art, Culture, History, Society	Art History, Cultural Studies, Social Movements	Art is a reflection of society and culture. It plays a crucial role in shaping our understanding of the world.	Explore the history and evolution of art. Analyze the social and cultural context of various art movements. Create a piece of art inspired by a specific theme.	Written report, presentation, art project.	Reflect on the power of art to communicate and inspire. Consider the role of art in society and culture.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.
2022	Science and Technology	Science, Technology, Innovation, Ethics	Scientific Method, Technological Advancements, Ethical Considerations	Science and technology are driving forces of innovation and progress. They have the potential to improve our lives, but also raise ethical concerns.	Understand the scientific method and its application in various fields. Explore the latest technological advancements and their potential impact. Develop a project plan for a technology-based solution.	Written report, presentation, project completion.	Reflect on the ethical implications of technological advancements. Consider the role of science and technology in society.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.
2023	History and Society	History, Society, Culture, Politics	Historical Events, Social Movements, Political Systems	History is a record of our past. It helps us understand the present and shape the future. Society and culture are shaped by historical events and political systems.	Explore the history of various societies and cultures. Analyze the impact of historical events on the present. Develop a project plan for a historical research project.	Written report, presentation, project completion.	Reflect on the importance of history in understanding the present. Consider the role of society and culture in shaping the future.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.
2024	Health and Wellness	Health, Wellness, Nutrition, Exercise	Healthcare, Nutrition, Physical Activity, Mental Health	Health and wellness are essential for a good quality of life. Proper nutrition and regular exercise are key to maintaining good health.	Understand the importance of a healthy diet and regular exercise. Explore the latest research on nutrition and physical activity. Develop a project plan for a health and wellness program.	Written report, presentation, project completion.	Reflect on the importance of health and wellness in our daily lives. Consider the role of nutrition and exercise in maintaining good health.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.
2025	Environment and Nature	Environment, Nature, Conservation, Sustainability	Environmental Science, Conservation, Sustainable Development	The environment is our home. We have a responsibility to protect it and ensure a sustainable future for ourselves and future generations.	Understand the importance of environmental conservation. Explore various sustainable development practices. Develop a project plan for an environmental conservation project.	Written report, presentation, project completion.	Reflect on the importance of the environment in our lives. Consider the role of conservation and sustainability in ensuring a future for all.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.
2026	Language and Communication	Language, Communication, Culture, Society	Linguistics, Communication Studies, Cultural Studies	Language is a powerful tool for communication and expression. It shapes our identity and connects us to others.	Explore the history and evolution of language. Analyze the social and cultural context of communication. Develop a project plan for a language-based project.	Written report, presentation, project completion.	Reflect on the importance of language in our lives. Consider the role of communication in society and culture.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.
2027	Mathematics and Science	Mathematics, Science, Logic, Reasoning	Mathematical Concepts, Scientific Method, Logical Reasoning	Mathematics and science are the foundation of our understanding of the world. They help us solve problems and make sense of the universe.	Understand the basic principles of mathematics and science. Explore the scientific method and its application in various fields. Develop a project plan for a mathematics or science project.	Written report, presentation, project completion.	Reflect on the importance of mathematics and science in our lives. Consider the role of logic and reasoning in solving problems.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.
2028	Art and Culture	Art, Culture, History, Society	Art History, Cultural Studies, Social Movements	Art is a reflection of society and culture. It plays a crucial role in shaping our understanding of the world.	Explore the history and evolution of art. Analyze the social and cultural context of various art movements. Create a piece of art inspired by a specific theme.	Written report, presentation, art project.	Reflect on the power of art to communicate and inspire. Consider the role of art in society and culture.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.
2029	Science and Technology	Science, Technology, Innovation, Ethics	Scientific Method, Technological Advancements, Ethical Considerations	Science and technology are driving forces of innovation and progress. They have the potential to improve our lives, but also raise ethical concerns.	Understand the scientific method and its application in various fields. Explore the latest technological advancements and their potential impact. Develop a project plan for a technology-based solution.	Written report, presentation, project completion.	Reflect on the ethical implications of technological advancements. Consider the role of science and technology in society.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.	Science and Technology: Driving Forces of Innovation. Technological Advancements: Potential and Impact. Ethical Considerations: Balancing Progress and Responsibility.
2030	History and Society	History, Society, Culture, Politics	Historical Events, Social Movements, Political Systems	History is a record of our past. It helps us understand the present and shape the future. Society and culture are shaped by historical events and political systems.	Explore the history of various societies and cultures. Analyze the impact of historical events on the present. Develop a project plan for a historical research project.	Written report, presentation, project completion.	Reflect on the importance of history in understanding the present. Consider the role of society and culture in shaping the future.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.	History and Society: A Record of Our Past. Social Movements: Shaping the Future. Political Systems: Understanding the Present.
2031	Health and Wellness	Health, Wellness, Nutrition, Exercise	Healthcare, Nutrition, Physical Activity, Mental Health	Health and wellness are essential for a good quality of life. Proper nutrition and regular exercise are key to maintaining good health.	Understand the importance of a healthy diet and regular exercise. Explore the latest research on nutrition and physical activity. Develop a project plan for a health and wellness program.	Written report, presentation, project completion.	Reflect on the importance of health and wellness in our daily lives. Consider the role of nutrition and exercise in maintaining good health.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.	Health and Wellness: Essential for a Good Quality of Life. Nutrition: Key to Maintaining Good Health. Exercise: A Path to Wellness.
2032	Environment and Nature	Environment, Nature, Conservation, Sustainability	Environmental Science, Conservation, Sustainable Development	The environment is our home. We have a responsibility to protect it and ensure a sustainable future for ourselves and future generations.	Understand the importance of environmental conservation. Explore various sustainable development practices. Develop a project plan for an environmental conservation project.	Written report, presentation, project completion.	Reflect on the importance of the environment in our lives. Consider the role of conservation and sustainability in ensuring a future for all.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.	Environment and Nature: Our Home. Conservation: Protecting Our Future. Sustainability: Ensuring a Future for All.
2033	Language and Communication	Language, Communication, Culture, Society	Linguistics, Communication Studies, Cultural Studies	Language is a powerful tool for communication and expression. It shapes our identity and connects us to others.	Explore the history and evolution of language. Analyze the social and cultural context of communication. Develop a project plan for a language-based project.	Written report, presentation, project completion.	Reflect on the importance of language in our lives. Consider the role of communication in society and culture.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.	Language and Communication: A Powerful Tool. Culture and Society: Shaping Our Identity. Communication Studies: Exploring the Social Context of Language.
2034	Mathematics and Science	Mathematics, Science, Logic, Reasoning	Mathematical Concepts, Scientific Method, Logical Reasoning	Mathematics and science are the foundation of our understanding of the world. They help us solve problems and make sense of the universe.	Understand the basic principles of mathematics and science. Explore the scientific method and its application in various fields. Develop a project plan for a mathematics or science project.	Written report, presentation, project completion.	Reflect on the importance of mathematics and science in our lives. Consider the role of logic and reasoning in solving problems.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.	Mathematics and Science: The Foundation of Our Understanding. Logical Reasoning: Solving Problems. Scientific Method: Making Sense of the Universe.
2035	Art and Culture	Art, Culture, History, Society	Art History, Cultural Studies, Social Movements	Art is a reflection of society and culture. It plays a crucial role in shaping our understanding of the world.	Explore the history and evolution of art. Analyze the social and cultural context of various art movements. Create a piece of art inspired by a specific theme.	Written report, presentation, art project.	Reflect on the power of art to communicate and inspire. Consider the role of art in society and culture.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.	Art and Culture: A Reflection of Society. Cultural Studies: Exploring the Social Context of Art. Social Movements: Art as a Catalyst for Change.
2036	Science and Technology	Science, Technology, Innovation, Ethics	Scientific Method, Technological Advancements, Ethical Considerations	Science and technology are driving forces of innovation and progress. They have the potential to improve our lives						

- The Online Topic (OT) containing information about each topic within modules (e.g. duration in weeks, key concepts, learning outcomes, learning material, means of evaluation, etc.)

Title	The title of the learning module/topic / module. Please use at least 10 characters.
Duration in weeks	Must be an integer number. Remember that each week can include up to 4 hours of study effort.
Learning / teaching week	This will help us structure the study resources of learning modules.
Key concepts and outcomes	Every learning module begins with a list of key concepts. Key concepts are not generic or abstract statements; they point out a line of the possible terms about an event. Please provide a list of key concepts and outcomes for each online learning module.
Intended Progress	The purpose of each learning module should be stated clearly. Please provide the target and steps for each learning module, and how to add additional materials, after knowledge increasing, and learning activities.
Learning Outcomes	Learning Outcomes describe in a concrete and measurable way the knowledge, skills and competences that students should attain after following a structured learning process. Please provide a list of up to 3 learning outcomes per week for each learning module.
Learning material	In order to achieve the learning outcomes, the learner has to follow a list of learning objects that are considered as "tools" in the sense that they lead to their achievement of the above mentioned Learning Outcomes. We stress that this material comes in the form of either text or presentation.

Additional material	Please provide a list (link or presentation) following the guidelines used in your field. Make sure that this material contains the first concepts and terms and covers the intended progress and learning outcomes mentioned above. In addition to the basic learning material, you can include extra learning material that can help you increase students' learning outcomes. This material can be used as a resource or as a guide if they consist of online learning materials (links / websites and other tools).
Educational aims	Each learning module should contain at least three educational aims. The aims should be more than 30 years. Average weekly length of video: 1 hour. Please provide the educational aims for each online course (Aims should contain verbs as well).
Learning methods	For additional details for all categories, please refer to the list in the field, you may include a section for a detailed bibliography. This section contains recommended reading, books, etc. Please provide additional reading material for each online course.
Activities	Each learning module should have at least two activities: Multiple-Choice Questions, True/False, Fill in the blanks, Reflections, Activities, Projects, Learning Tools, Group thinking, Interviews, Assignments, Interviews, etc. Please note the format in submitting about the type and self-assessing tool for progress. Please provide a list of activities for each learning module. Note that every activity should be related and give an indication of the time needed to be fulfilled for the activities that have no single "correct answer".

- The Resource Metadata (RM) describing the metadata for each learning material

Educational Resource Metadata Profile		
1. General		
No.	Name	Value
1.1	Identifier	An unique identifier number (number or text) - up to 255
1.2	Title	Yes
1.3	Language	Language of the resource - use the standard language, e.g. EN, FR, etc.
1.4	Description	A short description (maximum of 255 characters) of the resource. It should be a brief summary of the resource's content.
1.5	Key words	A list of keywords describing the resource. Please use the words. You can use up to 10 keywords.
1.6	Associated Resource	A list of other resources that are related to this resource. Please provide the URL and a short description of the resource. It should be a brief summary of the resource's content.
2. Life Cycle		
No.	Name	Value
2.1	Contributor	Individual or organization that created the resource. (optional)
2.2	Organization	Organization that supports the resource. (optional)
2.3	User	Individual or organization that uses the resource. (optional)
3. Technical characteristics		
No.	Name	Value
3.1	Type	Format of the resource (e.g. document, image, audio, presentation, etc.)

3.2	Format	File format used for the resource.
4. Educational characteristics		
No.	Name	Value
4.1	Learning Object	The unit of the resource that is the smallest unit of the resource that can be used for learning. It should be a brief summary of the resource's content.
4.2	End User	The intended user of the resource. Please provide the user's name and the user's role.
4.3	Educational Content	The content of the resource. Please provide the content's name and the content's type.
4.4	Level of Difficulty	The level of difficulty of the resource. Please provide the level's name and the level's type.
4.5	Estimated Duration	The estimated duration of the resource. Please provide the duration's name and the duration's type.
4.6	Learning Outcomes	The learning outcomes of the resource. Please provide the outcomes' name and the outcomes' type.
5. Rights		
No.	Name	Value
5.1	Copyright	Copyright of the resource (e.g. Creative Commons).
5.2	Description	The description of the resource. Please provide the description's name and the description's type.

- The Course Resource Index (CRI) that is a list of the resources used as learning material in the context of each course

	A	B	C	D	E	F	G	H	I	J	K
1	Resource			Learning Object							
2	Serial no (you can use more than one row per resource if necessary)	ID (MUST be the same as in Resource Metadata form)	Title (MUST be the same as in Resource Metadata form)	Serial no (the serial number of the learning object within the resource)	Title (a short title for the learning object)	Type (the type of the learning object, i.e. text, image, presentation, audio, etc.)	Basic (check if this learning object is basic)	Additional (check if this learning object is additional study material)	Activity (check if this learning object constitutes an activity)	Evaluation (check if this learning object can be used for evaluation)	Other (if this learning object does not belong to any of the previous categories, specify its category)
3											
4											
5											
6											
7											
8											
9											

The planning process was as follows:

- Prepare the instructional plan for each course, using the CIP form. Do this upfront, so as to facilitate the realization of the online course and forms at a later time. However, we understand the need to be flexible, therefore, adaptations of the plan as the project goes on are expected.
- Prepare the weekly study programme for each course, using the WSP form, based on the instructional plan (the study course **realizes** the plan). The same clause regarding flexibility holds here as well, but in addition, you have to respect the 10 study hours per week and the ECTS allocation per module.
- Prepare descriptions of learning modules (topics) for each course module, using the OT form. Make sure that you update the WSP form accordingly, so that topic duration and contents are mapped in the study programme correctly.
- For each educational **resource** you want to use, fill in the associated RM form. This form will be used to index the resources you suggest to put online. Note that usually a resource is NOT a LObj; a resource is a file or a web site that can contain many LObj, although in some cases (i.e. case study, tests, etc) there may be a 1-1 correspondence between resource and object. The form uses a scheme based on IEEE LOM standard and will be used to index and retrieve resources
- For each course, fill in the associated CRI form. In it, you have to record ALL the educational resources that are used in a course (see above), together with the LObj each of them contains (if any). The purpose is to use it as an index to the LObj that we must put online, per course. Note that a resource may or may not contain LObj (in the former case, the resource itself is a LObj). The principle of flexibility applies here as well; we expect to receive a new version of this form every time a topic is added to the study programme.

Course index

Course I: Participatory methods in sustainable management of natural resources

There has been a growing interest in the use of participatory approaches in sustainable management of natural resource. Action research activities are widely seen as a pool of concepts and practices that enable citizens to enhance their knowledge for sustainable development. We propose to use as teaching material case studies in which participatory approaches have been successful or have encountered obstacles of different nature such as authorities or communities. The methods of the social sciences and qualitative research are discussed in the course starting from a critical analysis of these cases studies. Aim of the course is to develop transversal competencies in science, in economic and social sciences for an education that involves people as citizens. Learners learn to recognize the complexity of many phenomena with a critical integrating knowledge coming from different disciplines. Learning activities will be focused on dealing with real problems and critically evaluating the consequences of different solutions. The teacher/lecturer will assume different roles in the same activity: expert, because he studied a problem before; stimulator, capable of bringing out different points of view; researcher, able to systematize and produce analysis documenting the processes of learning and teaching. The course will rely upon case studies on problematic situations of interest in environmental education and sustainable development. The course address students from different degree courses, school teachers and educators who work in local institutions and will be held in different locations: universities, schools and

museums to meet the general public. The assessment is formative, trying to develop, in it, the ability to analyze and document the phenomena of environmental interest.

Course II: Current state and future of the Baltic and Mediterranean Area in an interdisciplinary perspective

This course explores the present and future state of the Baltic and the Mediterranean area through interdisciplinary approaches. Specifically, concerning The Baltic Sea Region, it should be mentioned that it occupies several countries and all of them forms a Council of the Baltic Sea Nations. On the other hand, the Mediterranean Sea covers portions of three continents: Africa, Asia and Europe. Furthermore, this area includes the Mediterranean climate, which is responsible for its rich flora in the entire region. Finally, both of these areas face a number of problems environmentally related, so on the occasion of this course, we will try to name these problems, study them and of course to give some solutions.

Course III: Entrepreneurship – Intelligent Energy

Entrepreneurship is the capacity and willingness to develop, organise and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses. In economics, entrepreneurship combined with land, labour, natural resources and capital can produce profit. Entrepreneurial spirit is characterised by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.

As energy sector is changing and focusing more on renewable energy sources, while increasingly integrating digital technologies throughout all stages of the energy value chain, a new branch of entrepreneurship has emerged that is called green entrepreneurship. Green businesses are businesses that are committed to reduce their impact on the environment or, on a larger scale focus on sustainability. Towards this direction, during the last decade, the concepts of “Intelligent Energy” and “Smart Grid” are widely implemented, in order to provide an advanced infrastructure that will facilitate a more sustainable and effective use of energy, the active consumer participation and an increased integration of renewable energy sources. Green entrepreneurship has already found its pace and currently expands in various application domains, such as smart cities and transport. Motivation, scope and impact of green approaches vary along these domains, where several ICTs are combined to achieve efficient and sustainable use of energy.

This course describes the basic principles of entrepreneurship, as well as the concept of Intelligent Energy. It then provides an overview of green entrepreneurship along with various application sectors and presents a relative business plan to provide learners with a case study of how green entrepreneurship is actually realized.

Course IV: Applied energy management systems in/for organizations (including schools)

In view of the world's growing dependence on energy availability, the need for energy management is now felt more than ever. It is essential to save on energy use in order to :

- reduce the damage that we're doing to our planet
- reduce our dependency on fossil fuels that are limited in supply

Energy management is the key to saving energy. Much of the importance of energy saving stems from the global need to save energy - this global need affects energy prices, emissions targets, and legislation, all of which lead to several reasons why an organisation should do its utmost to reduce its energy consumption.

Reducing on energy consumption also has other benefits directly related to the organisation itself. These are:

- cost and energy reduction
- decreased carbon emissions and the environmental damage that they cause while promoting a green, sustainable image of the organisation
- risk reduction due to the possibility of increased energy prices or energy supply shortages that could seriously affect an organisation's profitability and survival

Energy management systems (EnMS) are key to controlling energy consumption and to reach energy efficiency targets. By the end of this course the learner will be able to promote and implement EnMS systems within any organisational setup. Considering the shift towards more energy efficient modes of operation within industry, public buildings, offices, etc. this course aims to enable the learner to enter the workforce with the required skills for EnMS management.

Course delivery

The EPOQUE's e-learning platform focuses on supporting the e-learning process acting as intermediate between teachers and students. After logging into the EPOQUE platform, users can navigate to the four EPOQUE online courses, access the platform's tools (e.g. forums) and various links (e.g. the EPOQUE website), as well as see contact and social media information. The EPOQUE platform's structure hosts the following:

- A Generic Course hosting:
 - News forum, Generic question forum, Q & A forum
 - Collaboration wiki
- The four EPOQUE online courses, each including:
 - General Forum
 - News forum
 - File repository
 - Chat Room
 - Course material reflecting 45 weeks (documents, presentations, videos, use cases, external urls, etc.)

Each course is structured in a week-based format and weekly content is available through appropriate content blocks. Users are able to quickly navigate to the 45 weeks of each course by a navigation menu on the left of the course's content, which is also used to quickly access the aforementioned components of each course. Moreover, through the same menu, users may access their profiles, where they can set their preferences, modify their personal information, access forum discussions they participate, view their blog entries and go through their private messages. It is noted that users are able to access learning material through embedded browsers, pdf readers, etc., though which they also have the ability to download learning material.