WM0-EN *Welco*Med e-learning system and courses

1. Foreword: objectives and guidelines of the courses
2. The courses: suggested structure
3. List of the courses
4. The process of e-learning
5. Key points to be considered to build up ONMEST2 training courses (by Carlos Belmonte)

1. FOREWORD: OBJECTIVES AND GUIDELINES OF THE COURSES

The WelcoMED courses aim at giving the addressees the guidelines and the instructions for understanding, interpreting, customizing and applying the contents of the project ONMEST2 to the different countries and locations of realization.
The Welcomed project works bottom-up and its engine is the participation, not a system of power.
Moreover, the participants speak different languages, have different cultures and level of instruction, various opportunities and constraints.
As a consequence:

- The training is mostly training at a distance and needs to be supported by an e-learning tool: we selected MOODLE
- No professorial traditional lessons but participative workshops.
- The addressees are not students which store information and apply sacred principles, but responsible who discuss suggestions and adapt to their reality. Therefore they should already know their environment, their awareness should already raised, experience tested.
- The final questionnaires are not designed for assessing if the addressees studied and learned or not, but to trigger their initiative and contribution in their specific environments: CLC or SMEs.

Organization of e-learning system in ONMEST2: authorizations

ONMEST2 MOODLE e-learning tool is a system of learning at a distance:

- Decentralized (every partner can create and customize a course, appoint the teachers include the students, create the classes).
- Shared among all partners: a course create by a partner can be freely utilized by all other partners.
- Free of charge.
- Open to all the persons authorized by the partners.
- Without a compulsory format, even if the logics by Carlos Belmonte (FUERM see the relative course) are strongly suggested.

The link of access is:

http://www.welcomed-tunisia.org/moodle/login/index.php

The usernames and passwords can be requested to the following emails:

- Municipality of Ispica: pisana.rosita@comune.ispica.rg.it
- ERFC: papagiannopoulos@erfc.gr
- FUERM: onmest2_murcia@fuem.es
- JVCCD: nizar.x1@gmail.com

- Baldati: onmest2@baldati.org
- Rozana: onmest2@rozana.ps
- UNFT: unftonmest2@gmail.com
- DELARPA: onmest2.delarpa@gmail.com
- AC SUD: onmest2@gmail.com

Terminology and acronyms:

ONMEST2 = Open Network for Mediterranean Sustainable Tourism2
Welco***MED*** = The commercial name of the products and services of ONMEST2
Partner = Entity participant to the ONMEST2 project as partner
SME = Small Medium Enterprises
EU = European Union
CLC = Centre of Local Culture
CCUP = Central Coordination Unit of the Project

2. THE COURSES: SUGGESTED STRUCTURE

Four sections:

i. **Foreword:** Objective of the course, author of the course, trainer in the country or CLC/SME, addressees, framework inside the OMNEST2 project cycle, preconditions: other courses or experiences useful for a full understanding and customization of the course.
ii. **Content of the course**. Should be realized in pdf to avoid thefts. Eventually, the original could be asked, to customize, to the author. The slides could be integrated by a full description (in word) presented in pdf. The courses should be full of examples to lead the reader towards application than a theoretical study.
iii. **Contributions from the participants to the courses:** The courses are free of charge, but the final contributions are compulsory and must be delivered to the trainer for improvement of the course and/or pointing out the specific peculiarities of the application. The contributions are focused on:
    - Chances and limits of application to the specific reality of the country and the territory of the CLC/SME
    - Critical points and reasons of limited application of the course
iv. **Examples**, Q&A, applications suggested by the addressees of the courses, received by the trainers and published by this last.

3. LIST OF THE COURSES

All courses are directed to the Partners: most of them are addressed also to CLCs and SMEs. The courses UP are already uploaded (in English)

Cod	LNG	Course	Author	WIP	Addressees
***WM* 0**	EN	The WelcoMED e-learning and courses	DELARPA-FUERM	upl	CLCs SMEs
***WM* 0a**	EN	List of courses		upl	CLCs SMEs
***WM* 1**	EN	Experiences of presentation of the local kitchen and culture.	Mulino della torre		CLCs
***WM* 1b**	IT	Esperienze di presentazione della cucina e cultura locale	Mulino della torre		CLCs
***WM* 2**	EN	How to show and present the products of local handicraft and agriculture	AC SUD		CLCs + SMEs
***WM* 2b**	IT	Come presentare i prodotti dell'artigianato locale e dell'agricoltura	AC SUD		CLCs + SMEs
***WM* 3**	EN	LICET how to evaluate the sustainability of a hotel and a restaurant	AREGAI		CLCs + SMEs
WM3b	IT	LICET come valutare la sostenibilità di un hotel e di un ristorante	AREGAI-AC SUD		CLCs + SMEs
***WM* 3c**	AR	LICET how to evaluate the sustainability of a hotel and a restaurant	AREGAI-Rozana		CLCs + SMEs
***WM* 4**	EN	Community based trends	ROZANA		CLCs
***WM* 5**	EN	Methodology of dances & songs - ERFC	ERFC		CLCs
***WM* 6**	EN	Evaluation of the customer satisfaction	AREGAI		CLCs + SMEs
***WM* 7**	EN	How to design a ONMEST2 itinerary	TREKKING ITALIA		CLCs
WM7a	IT	Come disegnare un itinerario ONMEST2	TREKKING ITALIA		CLCs
***WM* 8**	EN	How to sensitize the schools with the kits	DELARPA		CLCs
***WM* 8b**	IT	Scoprire e appropriarsi del proprio territorio - per le scuole	DELARPA		CLCs
***WM* 8c**	EN	Sensitization of the schools unified	ERFC		CLCs
***WM* 9**	EN	WM9 Fund raising - Rules and practice for CLCs	ERFC		Partners
***WM* 10**	EN	Approach to the market: criteria and tools	AC SUD		Partners
***WM* 11**	EN	Guidelines of the project	AC SUD		CLCs
***WM* 11b**	EN	ONMEST2 in practice_ what is sustainability	AC SUD		CLCs
***WM* 12**	EN	Handbook to guide a group in a territory as it were and open air museum	TREKKING ITALIA		CLCs
***WM* 13**					
***WM* 14**	EN	How to use the BLOG *Welco***Med**	AC SUD		Partners
***WM* 15**	EN	Four processes to reduce fear in tourism	ROZANA		Partners
***WM* 16**	EN	How to use the e-learning tool MOODLE	FUERM-DELARPA		CLCs and SMEs
***WM* 17**	EN	How to use the web communication tool WebEx	FUERM-DELARPA		CLCs

***WM* 18**	EN	Valorisation of the territories	PLEF		Partners
***WM* 19**	EN	Training methodology	FUERM		Partners
***WM* 20**	EN	Itineraries: criteria of designing and describing	AC SUD		CLC and TO
***WM* 21**					
***WM* 22**	IT	CLC: come introdurli	AC SUD		CLC
***WM* 23**	EN	ONMEST2 in practice: what is sustainability	AC SUD		CLC

4. THE PROCESS OF E-LEARNING

The courses of e-learning is based upon the platform MOODLE customized and assisted by a Tunisian software house.

2 sources of information to consult how to use the MOODLE system

1st source: the MOODLE manual.

All the functions are clearly described in the on-line MOODLE manual:

https://docs.moodle.org/26/en/Main_page

The software was customized by the équipe of Hamed Haouari, after the order by Delarpa

contact@welcomed-tunisia.org

The E-Learning tool address is:

http://www.welcomed-tunisia.org/moodle

HERE IS the Welcomed E-Learning login page address

http://www.welcomed-tunisia.org/moodle/login/index.php

Organization of a course.

Inside each partner's organization was defined a person in charge of the management of the functions of Moodle in his/her organization.

The e-learning platform contains three types of users:

Administrator : Responsible for creating new users and courses, assign teacher and students to each course.

Teacher : Manages courses that are assigned to him : adding manuals of course, organizing chat sessions to allow to students to ask questions about courses. Besides, teacher prepare duties and exams (Duty creation).

Student: Participates and follows courses

An effective sequence of utilization of MOODLE e-learning course includes, among the others, two kind of procedures:

a) Definition and assignation of roles (e.g. managers, trainers, students and so on) to the persons
b) Creation-modification-cancellation of a course
c) Assignment-cross/out of a student or a group of students to a course.

a) Definition and assignation of roles (e.g. managers, trainers, students and so on) to the persons

The process follows 3 steps:

1st Add a new user to the WelcoMED MOODLE
2nd Add a new role (e.g. teacher)
3rd Assign the role to the user

1st Add a new user to the WelcoMED MOODLE

- Access and log-in to MOODLE-WelcoMED

http://www.welcomed-tunisia.org/moodle/login/index.php

Administration>Site Administration>Users>Accounts>Add a new user

2nd Add a new role (e.g. teacher)

1. Go to *Administration > Site administration > Users > Permissions > Define roles*.
2. Click the edit icon opposite the role you want to edit. For example "teacher".
3. On the editing role page, change permissions as required for each capability.
4. Scroll to the bottom of the page and click the "Save changes" button.

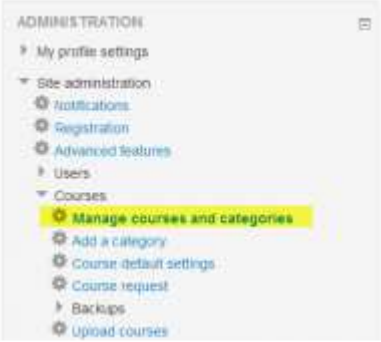
3rd Assign a role to a user

- You can give someone the Manager role sitewide (to enable them for instance to add new users) by going to *Administration>Site Administration>Users>Permissions>Assign system roles*, selecting the Manager role and moving over your chosen user.

b) Adding a course

To add a course:

- Go to *Administration>Site Administration>Courses>Manage courses and categories*



Link to add a new course

Click New course in the category page on the right

- Click on the category where you want your course to be. For more information see Course categories
- Click the "New course" link
- Enter the course settings, then click the "Save changes" button.
- On the next screen, choose your students/teachers to assign to the course

2nd source: the MOODLE video sessions.

Video sessions of explanation:
https://www.youtube.com/watch?v=mjLIID94yRs&list=PLxcO_MFWQBDcQKY3XeLpwDVFbnmPOZWK8&index=1

Finding your way around	1
My home	2
What is a course	3
How to lay out a course	4
Editing course sections	5
Understanding the edit icons	6
Enrolling learners	7
What are blocks	8
The navigation block	9
The administration block	10
Block for events	11
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Adding images	18
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5. KEY POINTS TO BE CONSIDERED TO BUILD UP ONMEST 2 TRAINING COURSES

By Carlos Belmonte

Training tools and resources

An online course doesn't mean just to upload a pdf document into the campus platform. It must be something else. In this sense, it is necessary to use other training resources to make an attractive and useful training course for the target audience.

Additionally to the text (pdf document or ppt presentation), the course should contain some of the following tools:

- Videos: It is not necessary to create new videos. We could use the already existing videos in Youtube, etc.
- Links: To other interesting webpages with further information about the learning topic or to some existing best practices.
- Pictures

Trainer / teacher

The first aspect to decide and to agree on is to have or not to have a trainer in each course. There is a huge difference in terms of quality and students' participation depending on the existence or not of a trainer within the course.

Normally, in the online training courses, the figure of the trainer plays a key role here. Trainer must be dynamic, animator and have a very active participation in all training activities.

The trainer should be a person who guides, directs, supports, motivates, raises debates, promotes the exchange of knowledge, etc

He faces a new role; he is not only a transmitter of knowledge. This becomes a guide and adviser to the students, and is also the principal axis on which the operation of the group, in terms of learning community turns because he/she should enhance the relationship between / the students to be a true collaborative knowledge.

<u>Trainer's tasks:</u>

1. Prepare Your Students for Learning Online: ONMEST2 trainers need to provide sufficient orientation for students regarding the technology and instructional methods used in the course.
2. 2. Create a Warm and Inviting Atmosphere to Build a Learning Community:
3. 3. Promote Active Learning: Encouraging discussions and debates about different topics and issues; answering to students' questions, promoting students' collaboration, etc.

Evaluation

The training course should also contain some tools to evaluate the progress of the students. In this sense, there are basically two main options:

- Questionnaires or tests
- Case studies. Taking into account our experience in training field, we prefer this evaluation tool.