



D7.2 ONLINE TRAINING MODULE

ACT DOCUMENT

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Lifelong
Learning
Programme

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INTRODUCTION

SCOPE

The purpose of this document is to provide support to training and education providers who are interested to get acquainted with the ACT initiative and PACT Framework and who are trained and guided to supply their courses to the online platform. It was first tested by the members of the international focus group to easily get acquainted with the PACT framework and its operations.

In a few steps, that will take probably just about 1 hour, the module will take participants into the ACT project and the output: The PACT Framework and the matching platform.

In a test version this manual ended with the invitation to participate in the online consultation, given as step 6.

AUDIENCE OF THIS DOCUMENT

All project partners, stakeholders, VET providers, decision makers and interested parties

TERMS AND DEFINITIONS

Definition of terms

ACRONYMS	DEFINITION
ACT	Agricultural Alliance for Competence and Skills based Training
AIAB	Italian Association for Organic Farming
AK	Agro-Know Technologies
BIBB	Bundesinstitut für Berufsbildung
DLG	DLG-Akademie
EC	European Commission
ECVET	European Credit system for Vocational Education and Training
EQF	European Qualifications Framework
FG	Focus Group
IFSAT	International Foundation for Sustainable Agriculture Training
PACT	Pathways for Agricultural Competence and skills based Training
TEIA	Technical Educational Institute of Athens
UDE	University of Duisburg-Essen
VET	Vocational Education and Training

The Online Training Module

The Online Training Module contains 5 steps introducing the ACT project and its objectives, its operations and finally the training to and adding a course in the online platform.

Step 1 the ACT project

For a general introduction into the aims of the ACT project see the leaflet at

<http://act-now.eu/objectives>

Step 2 the PACT framework

The PACT Framework document can be found at the ACT website:

<http://www.act-now.eu/sites/act-now.eu/files/pictures/D2.2%20Development%20of%20a%20common%20PACT%20Framework.pdf>

and it can also be found at: <https://db.tt/uJ8K7CpR>

After reading you will understand that the ACT framework becomes a language for definition of competences in the agricultural sector in the areas of innovation and management development.

Step 3 Why using PACT?

Question:

1. Think about 1 or 2 competencies in the PACT framework area which you would like to acquire.
2. Using your computer: are you able to find a course offering training in the competences you need? Only look for courses that meet your requirements: Political, distance, level of training, at times you are available, as well as meeting social and economic preferences you may have.

This short search will probably demonstrate that it is very difficult to find realistic results.

SO: To facilitate this the ACT project suggests to use the PACT framework for defining course outcomes. **PACT is an instrument** that will assist both course providers and competence seekers to find each other by using only one **language**; the PACT profile and competence description.



Step 4 ACT in the Agriculture Learning Repository

The ACT platform is integrated in a larger platform: Agriculture Learning Repository which is build by one of the ACT partners, Agro-Know. To become familiar with this the following videos are offered on-line:

- Introduction to AgLR: <https://www.youtube.com/watch?v=bVH8IDIIIVk>

For the ACT project a full understanding of the AgLR is not required.

The reason for this integration is the generally short life of project websites; this cooperation will ensure that the PACT platform will be available for a very long time.

The ACT platform.

The ACT platform is a collection of courses in the PACT competence area defined in the PACT language. You are invited to add to this collection from your own resources or even from your imagination. Make sure that you have at least a short description of this course at hand when logging in to add your course data.

An instruction video, explaining step by step how to use the ACT platform can be found at: <https://www.dropbox.com/sh/gfbc5jrx2d1rnsr/AAARyJzAq11LPfCpioxSz4dZa?dl=0>

You can watch as many times as you want, you can even download the video if you like.

Step 5 Activity: adding course data

The web page for defining a course is:

<http://aglr.agroknow.gr/organic-edunet/admin/users/login>

This site is only accessible with an **access code**. If you don't have this yet, you can obtain this by sending an email to info@organic-lingua.eu the Agro-Know administrator of the AgRL. You will receive a personal access code.

Go to this site and use the access code you will have received by e-mail from Agro-Know.

Now please follow this process and define your course on the ACT platform.

NOTE:

It's important to keep in mind that since harvesting is needed for new content to appear to the PACT demonstrator/site, the participants will not be able to view the new content they added using AgLR online immediately. In general this is available after 2 days.

In order to see a successful confirmation of your contribution you therefore need to log in after 2 or more days.

[Step 6 Evaluation

Now that you have understood [as we expect] the PACT framework and the purpose in the ACT project we would like to invite you finally to complete the on-line consultation at:

https://docs.google.com/forms/d/1qiOq9zrKDc8__-j41ghP6GrZl-HZ1pgqGgWl7OmDyl/viewform

If desired, an introduction to the on-line PACT consultation is at:

<http://us11.campaign-archive2.com/?u=0e70a12d6221b33cb6f3d4227&id=a0ea623b29&e=>

(As the project period runs till 31/12/2015 the online survey is available until 07/12/2015 only to allow for processing of the results.)]

**THANK YOU on behalf of the ACT partnership
and success with the PACT framework courses!**

Text instruction uploading courses

(Text as spoke in the instruction video mentioned in chapter 1)

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DESCRIBING AN ACT COURSE

The AgLR tool (Agricultural Learning Repository tool) has integrated the **PACT framework of Competences and Skills** to allow course providers to describe their courses and made them available to interested learners.

To access the Agricultural Learning Repository tool you must log in first.

Go to <http://aglr.agroknow.gr/organic-edunet/admin/users/login> where we find the login page:

The screenshot shows the login interface for the Agricultural Learning Repository tool. At the top, the title 'Agricultural Learning Repository tool' is displayed in white text on a dark background. Below this, the 'Log In' section is highlighted in a light blue box. It includes a 'Learn about AgLR | Lost your password?' link. The login form contains three input fields: 'Username *', 'Password *', and 'Remember Me?' with a checkbox. A green 'Log In' button is positioned at the bottom right of the form.

Fig. 7.2.0 The Login page

Users can either upload a file or provide a URL linking to the resource (ACT Course).



Fig. 7.2.1 The AgLR Dashboard

1. **Add a new item:** It allows the creation of a new metadata record and uploading of the resource to be described (as a file). The user will be asked to upload the file before he/she starts creating the corresponding metadata record. Fields marked with an asterisk (*) are mandatory and must be completed.

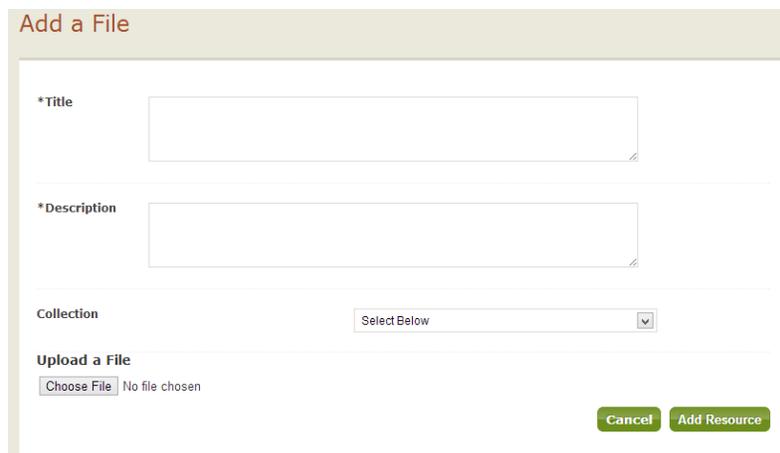
The screenshot shows the 'Add a File' form. It has a title '*Title' followed by a text input field. Below that is a '*Description' field, also a text input. Underneath is a 'Collection' dropdown menu with 'Select Below' as the current selection. At the bottom, there is an 'Upload a File' section with a 'Choose File' button and the text 'No file chosen'. To the right of this section are two buttons: 'Cancel' and 'Add Resource'.

Fig. 7.2.2 Uploading a file in AgLR

After the user has uploaded the actual resource or has provided a URL pointing to the resource, he/she is presented with the initial page of the metadata editing page.

Fig.7.2.3 The AgLR metadata editing interface

Here, the user is presented with a list of metadata elements classified in seven categories (General, Lifecycle, Meta-Metadata, Technical, Educational, Rights, Classification), according to the IEEE LOM standard. The following should be noted, related to the annotation of resources with metadata:

- All mandatory elements are marked with an asterisk (*) and must be completed
- All fields in grey are automatically completed and cannot be changed
- In order to manually add a translation for an existing entry (e.g. Title, Description, Keyword), the user has to click on the **Add Language** button, enter the translation and specify the language in the corresponding box next to the translated entry.
- By clicking on the **Enrich Metadata** button on the top-right corner of the screen, the user is presented with two additional metadata categories on the left-hand menu: Relation and Annotation, which contain recommended metadata elements.

CREATING A COURSE METADATA RECORD

We will now explain how you can create a course metadata record in the AgLR tool. The procedure is divided in 8 steps.

STEP 1: The user starts completing the metadata elements of the **General category**, as presented in the initial page of the metadata editing interface.

Title: In this element you can provide the title of your course or resource. A good practice is to think of a title that clearly and in a few words describes your course/ educational resource. In that way your audience can have a first idea of what this course is about.

The screenshot shows the 'Title' element interface. On the left, there is a label 'Title*' with an information icon. To its right is a green '+ Add Language' button. Below these is a large text input field containing the text 'Cleaning and Disinfection: basic level'. To the right of the text field is a dropdown menu currently set to 'English' and a red '- Remove Language' button.

Fig. 7.2.4. Title

A good practice is to store only one title per resource that will be short and clear. Additionally, this is the element where you can add title's translations (see examples below).

The screenshot shows the 'Title' element interface with three rows of translations. Each row has a text input field on the left and a dropdown menu with a 'Remove Language' button on the right. The first row has the title 'Cleaning and Disinfection: basic level' and the language 'English'. The second row has the title 'Limpieza y desinfección: nivel básico' and the language 'Spanish'. The third row has the title 'Reinigung und Desinfektion: Grundstufe' and the language 'German', which is highlighted with an orange border.

Fig. 7.2.5. Good practice: use this element to store titles' translations

Language: This element is used to store information about the languages used in the courses. Every language used to communicate with a user should be described. The values are selected from the drop down menu.

The screenshot shows the 'Language' element interface. On the left, there is a label 'Language*' with an information icon. To its right is a green '+ Add Language' button. Below these is a dropdown menu currently set to 'English' and a red '- Remove' button.

Fig.7.2.6. Language

Keyword: You can use this element in order to provide free text keywords that will best describe the courses, thus making search through them, easier. When giving a keyword you should always define the used language. You can provide up to 100 different keywords for 10 different languages for each course.

Keyword ⓘ
+ Add Keyword

+ Add Language - Remove Keyword

food safety English Remove Language

+ Add Language - Remove Keyword

disinfection English Remove Language

+ Add Language - Remove Keyword

food manufacture English Remove Language

+ Add Language - Remove Keyword

cleaning English Remove Language

+ Add Language - Remove Keyword

FSKN English Remove Language

Fig.7.2.7. Keyword

Concerning the content of each keyword element, it should be noted that the most specific terms descriptive of the course’s content should be used. Each term or phrase should use a separate keyword element and lengthy phrases should be avoided. If there is the need to enter a phrase as description of a course, the element ‘1.4 General.Description’ can be used.

Moreover, using singularity instead of plural form in keywords and lowercase characters it is preferred, ensuring in that way consistency.

Keyword ⓘ
+ Add Keyword

+ Add Language - Remove Keyword

food safety English Remove Language

seguridad alimentaria Spanish Remove Language

+ Add Language - Remove Keyword

disinfection English Remove Language

desinfección Spanish Remove Language

+ Add Language - Remove Keyword

food manufacture English Remove Language

+ Add Language - Remove Keyword

cleaning English Remove Language

limpieza Spanish Remove Language

+ Add Language - Remove Keyword

FSKN English Remove Language

Fig.7.2.8. a good practice example of keywords

Description: This element is intended to provide a summarizing description of the course. A good practice is to provide a text not too short (just one sentence) either too long (no more than 150 words). Please make sure you added in the description the Desired/required entry level (on a scale from 1 to 8) and the Expected level achieved after the training. Additionally, you should always define the language used in each description element.

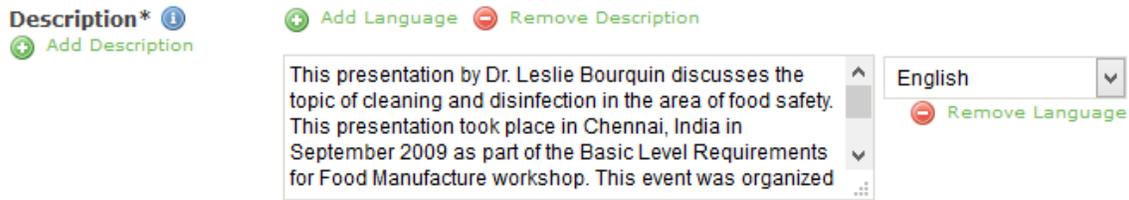
The screenshot shows the 'Description*' section of a metadata editor. It includes a green '+ Add Description' button, a green '+ Add Language' button, and a red '- Remove Description' button. A text area contains the following text: "This presentation by Dr. Leslie Bourquin discusses the topic of cleaning and disinfection in the area of food safety. This presentation took place in Chennai, India in September 2009 as part of the Basic Level Requirements for Food Manufacture workshop. This event was organized". To the right of the text area is a dropdown menu currently set to 'English' with a red '- Remove Language' button below it.

Fig.7.2.9. a good practice example for the description element

Coverage: This element is used to store the geography or specific region to which the course applies. The terms are selected from a drop down menu.

The screenshot shows the 'Coverage' section of a metadata editor. It features a blue 'Coverage' label with an information icon. Below it are two dropdown menus: the first is set to 'World' and the second to 'Spain'. Each dropdown menu has a red '- Remove' button to its right. At the bottom left, there is a green '+ Add Coverage' button.

Fig.7.2.10. A nice example of coverage

After the user finishes with the metadata editing in the first page, he/she clicks on the  button and moves to the next metadata category (Lifecycle).

STEP2: ACT training provider edits the lifecycle category.

LifeCycle Contribute: this element is used to provide information about the entities (i.e., people, organizations) that have contributed to the state of the training course during its life cycle (e.g., creation, edits, publication). One should first state the role of the contributor, whether s/he is the creator of the resource or the publisher, moderator of the seminar, teacher etc. from the list of the drop down menu and then provide the first name, the last name, the email and home organization of the contributor in the entity sub-element.

Moreover, in the date sub-element you should provide the date that relates to the corresponding contribution (date of creation, date of publication, date of validation etc.).



Role ⓘ ⊖ Remove

⊕ Add new

Entity ⊖ Remove ⓘ

Name:

Surname:

Email:

Organization:

Date ⓘ

Fig. 7.2.11. A nice example of the contributors' element (author)

Contribution ⊕ Add Contribution ⊖ Remove Contribution ⓘ

Role ⓘ ⊖ Remove

⊕ Add new

Entity ⊖ Remove ⓘ

Name:

Surname:

Email:

Organization:

Date ⓘ

Fig. 7.2.12. A nice example of the contributors' element (publisher)

Meta-Metadata category: All the mandatory elements in the meta-metadata category are pre-filled automatically, **no information is expected to be added by ACT training provider**. This set of metadata aims to provide information about the author of the metadata records, the date that the record has been created and the language used in metadata.

STEP 3: ACT training provider skips category “technical metadata”:

Format: This element stores the format of the digital resource (course). It is filled out **automatically** in the tool and possible values may include, .jpeg, .gif, .bmp (for images), .pdf, .doc, .txt (for text), .mov, .mp4, .avi (for video) and .mp3, .wav, .aac (for audio).

Format* ⓘ

text/html ▼ Remove

application/pdf ▼ Remove

application/ppt ▼ Remove

audio/mp3 ▼ Remove

+ Add Format

Fig. 7.2.13. A nice example of format

STEP 4: The next category is about the educational purpose of the training course.

Learning resource type: this element is used in order to indicate the specific kind of the course. The metadata annotator can use the vocabulary scheme to choose the most appropriate term. It is suggested to use the term “course”.

Learning Resource Type ⓘ

Course ▼

+ Add Learning Resource Type

Fig.7.2.14. Example of a Learning Resource Type

Intended End User Role: This element is used to indicate the role of principal user(s) for which this course was designed, most dominant first. Please use the term “learner”.

Intended End User Role ⓘ

learner ▼ Remove

Fig.7.2.15. Intended End User Role

Learning Context: Regards the principal environment within which the learning and use of the course or educational resource takes place. In order to provide information about the educational context you need to choose a value from the drop down menu list. It is suggested to use the term “Vocational education”.

Learning context ⓘ

Vocational education ▼ Remove

+ Add Learning context

Fig.7.2.16. Learning Context vocabulary values for educational resources

Typical Age Range: This element is intended to indicate the typical age of the targeted user of the course or the educational resource. A good practice is to provide the age range of the users, for example “6-11” or “4-6”. When the range is extended to unlimited age then a best practice is considered to express this with a “U” as Undefined, for example, “18-U”. Please do not forget to define the language used.

Typical Age Range ⓘ [+ Add Language](#)

18-U

English ▼

[- Remove Language](#)

Fig.7.2.17. : The suggested value for element “Typical Age Range”

STEP 5: ACT training provider proceeds in the set “**RIGHTS**”. This category describes the intellectual property rights and conditions of use for the training course.

Copyright and Other Restrictions: this element is intended to indicate if any copyright or other restrictions apply to the course/educational resource. This element can take as a value “yes” or “no” and it is mandatory.

Cost: This element is used to indicate if the use of the course/educational resource requires any payment or is freely available. This element can take as a value “yes” or “no”.

Description: this element is used to provide a description of copyrights or other restrictions that apply to the course. It complements “Copyrights and Other descriptions” and “Cost” to elaborate on any specific copyright limitations that are not reflected in the aforementioned licenses. Such an example would be to use, for example, to add a Creative Commons license, or a statement like “NHMC 2012 - All Rights Reserved”.

Copyright and other Restrictions* ⓘ Yes No

Are commercial uses of this resource allowed? ⓘ Yes No

Are modifications of your work of this resource by other people allowed? ⓘ Yes No Yes, if others share alike

Cost ⓘ Yes No

Description ⓘ [+ Add Language](#)

© FAQ, 2015

English ▼

Fig. 7.2.18. A complete example of the Rights metadata elements

STEP 6: This category describes where the courses or the educational resource falls within a particular classification system.

Thematic Classification: Use this element to describe thematically your course.

Classification  **Add Classification** 

provides theoretical information on   Remove

food safety  [Browse](#)  Remove

Fig.7.2.19. an example of Classification

Competences: It is really important to use this element to describe the competences and skills that relate to your course. In first place you need to choose “add PACT Competences”, and after that you click on the “Browse” button so that you have an overview of the PACT Competences and their related skills. Choose the competence or skill that relates to your course.

PACT Competences  **Add PACT Competences**  **Remove PACT Competences**

Cross-cutting competence: systemic, holistic thinl  [Browse](#)

-  Cross-cutting competence: systemic, holistic thinking and sustainability
-  Derive and implement conclusions
-  Take views of others
-  Estimate possible impact of different actions
-  Cross-cutting competence: Self-management
-  Cross-cutting competence: the capacity for interaction
-  Technical area: organic farming
-  Technical areas: technical and scientific innovation
-  Technical areas: further agriculturally related sources of income (incl. renewable energies)
-  Technical area: business administration/management

 Remove

Fig.7.2.20. PACT competences

If you would like to add more than one competence or skill you can choose again “add PACT Competences” button.

PACT Competences  **Add PACT Competences**  **Remove PACT Competences**

Fig.7.2.21. Adding PACT competences

STEP 7: Training provider needs to proceed in the next category “Collection”. In this category, you have the ability to choose in which collection this item belongs.

Collection 

Fig.7.2.22. Name of the collection

STEP 8: Make your training course publicly available. As a final step, the user needs to **SAVE** the changes and additions made by clicking the **“Save changes”** button in the end of the page(see Fig. 2.24) and also to tick the checkbox **“Validate”** on the right upper place of the page.



Fig.7.2.23 . Save Changes button



Fig.7.2.24. Validate button.

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ABOUT ACT

ACT aims at establishing and sustaining an Alliance for competences and skills based vocational education and training (VET) in agriculture. This alliance will include all relevant stakeholder groups in the agricultural sector, namely the farmers, industry, VET providers and policy makers as well as the labour services within the European agriculture. In such close cooperation, ACT develops a framework, the "Pathways for Agricultural Competence and skills based Training (PACT)" and related training and tools for its implementation and usage. Thus, ACT clearly contributes to the ET 2020's key objective and priority for the continuous development and management of knowledge, skills and competences at the individual and organizational levels. In summary the mission of ACT is to support and improve farming business by tools defining competences on agricultural innovations and management - to finally making lifelong learning and mobility a reality in Europe!



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