



Quality-Certified Training of Farmers on Organic Agriculture

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www.cerorganic.eu

Validation Training in Austria

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Version

Version	Date	Contributor(s)	Summary of Changes
0.1	23/12/2011	Monika Moises	Final

List of Definitions, Acronyms and Abbreviations:

Term/Acronym/Abbreviation	Description

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1. Executive Summary

This report outlines the concept and the results of the Austrian CerOrganic validation trainings: Phase A (a horizontal training of OA-advisors) and phase B (a vertical training of OA-farmers). The first chapters describe the development of the validation plan and the structure in order to demonstrate how the local needs were met. Subsequently the content selection procedure and the formal development of the training documents are outlined. The main part of this report focuses on the actual training sessions, and the activity sequence during the blended-learning training. This document closes with a summary of the validation feedback and an outline of future implementation activities.

2. Introduction

2.1 Scope

This document describes the Austrian validation training approach, the development of the blended-learning trainings (phases A and B), the developed blended-learning-tools and activities. It outlines major outcomes of the validation trainings and drafts a sustainability plan.

2.2 Audience

This report is addressed to the Cerorganic project partners and the Commission. It is also available to organizations interested to join the CerOrganic affiliation network.

3. Validation Training Structure in Austria

3.1 *Planning the Validation Training*

The development of the CerOrganic Validation Training in Austria was begun by addressing the following objectives from the CerOrganic ToT-Curriculum (Deliverable 2.2, p12):

- *to create skills in e- and blended learning course development,*
- *to familiarize students with the use of ICT technologies for OA content adaptation for teaching or/and in decision making*
- *to demonstrate and give practice in various communication and consultation approaches in OA*
- *to present major topics, issues, and problems in OA where decision making is mostly required in the farm*
- *to illustrate analytical thinking methodologies leading to decision making in OA*

Secondly, a localized approach was based on the main findings of the national stakeholder meeting held at the beginning of the project (D1.2: National Workshop Report on Training Needs in Austria):

“In Austria the CerOrganic Training’s long-term implementation opportunities are good if the quality of the training in terms of thematics and trainers is high, if a wide range of modules are offered, if state-of the art OA developments are addressed, and if the CerOrganic Training can be integrated into an existing Austrian Certified Training on OA.”

In order to consider the main local needs and to pave the way for the long-term implementation of CerOrganic in Austria, we decided for a two level-training approach. For the horizontal training activities, the four graduate CerOrganic Pilot-Trainers developed, with the support of e-Learning technologists that included the tutors responsible for the blended and e-learning training in the CerOrganic Pilot ToT, a blended-learning training with subject the use of blended-learning tools and technologies in OA-advisory work with farmers. The main idea behind this horizontal training approach was to increase the multiplication effect, making the CerOrganic training more sustainable and allowing better targeted training of farmers to be developed. Secondly, such train-the-trainer approaches further the acceptance of a training, and facilitate participatory techniques (Singhal, 2006). Thirdly, this approach allowed a tighter focus to be made on a major training requirement in Austrian OA advisory: competency in blended-learning course design (see D1.2). In the vertical training (phase B) the trainees from phase A, and the CerOrganic Trainers pilot-tested the implementation of blended-learning tools with pedagogical strategies in their daily consultation work with OA-farmers and in OA-schools. Error! Reference source not found. presents a visualization of the Pilot-Training structure.

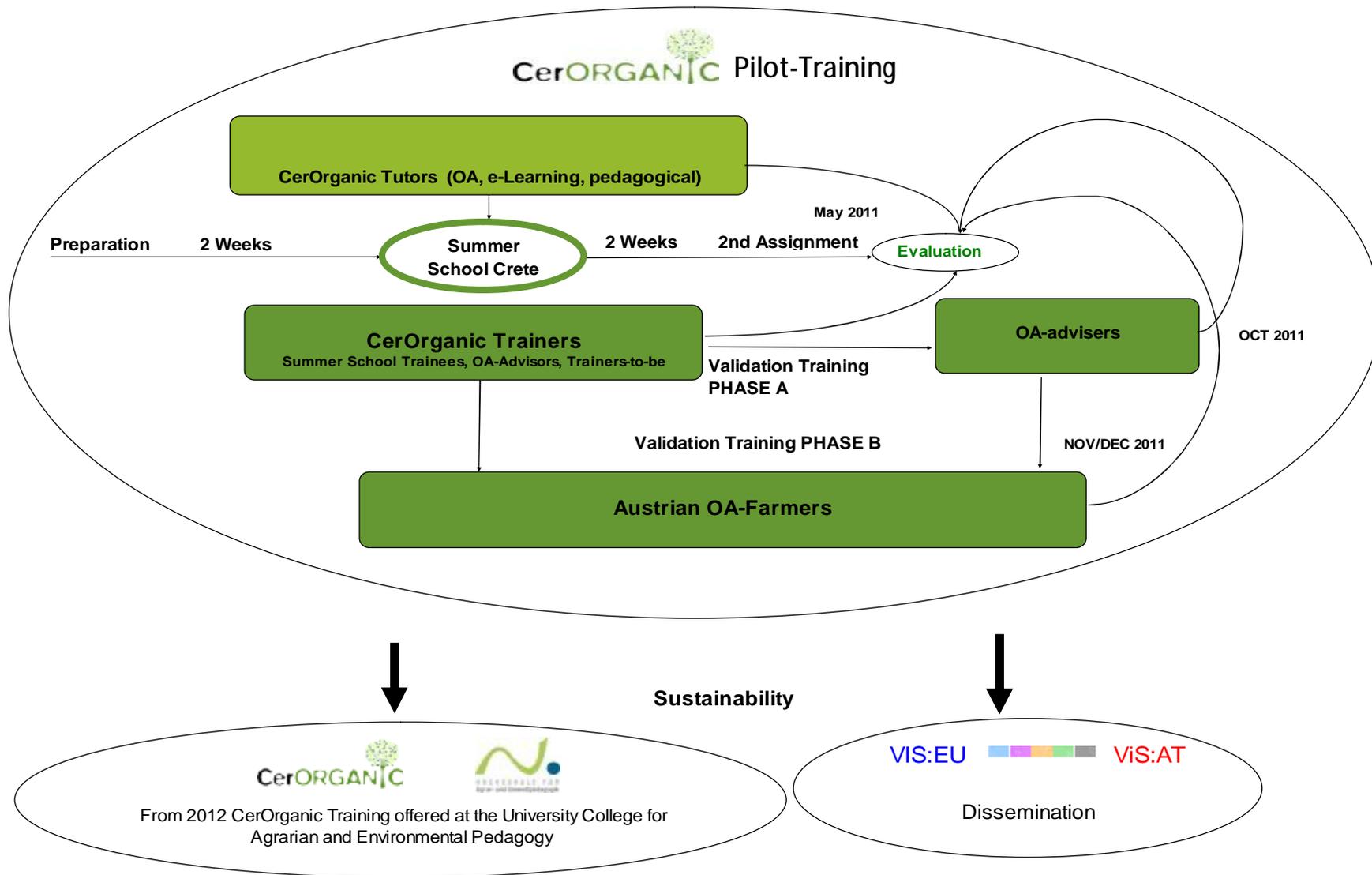


Figure 1 CerOrganic Training Structure Austria

3.2 Invitation through stakeholder network

Before the face-to-face training, an invitation letter was prepared (see Annex 1) and distributed through the following dissemination networks:

- the Virtual School Austria (www.virtuelleschule.at/cerorganic),
- the University College for Agrarian and Environmental Pedagogy (<http://www.agrarumweltpaedagogik.ac.at>),
- the "die umweltberatung" (<http://www.konsumentinnen.umweltberatung.at/>),
- and the Institute for Organic Farming and Farm Animal Diversity (www.raumberg-gumpenstein.at).

Additionally, the BIO-AUSTRIA (umbrella OA-organisation, the national certification body for OA-advisory) announced the CerOrganic validation training in their OA-advisors' meetings.

Target groups

- Stakeholders in the field of OA
- Agriculture extension workers and advisors
- Certification bodies, inspectors
- Agriculture-related companies workers and advisors
- Experienced (>5 years) organic farmers
- Vocational training designers
- Teachers at agrarian secondary schools and universities
- e-learning programme coordinators of agriculture-related disciplines

4. Horizontal Validation Training Programme

4.1 Content Selection Procedure

A month before the validation training, the four Austrian CerOrganic Trainers, and two OA-experts, one in OA-Advisory Training in Austria, and the other in Organic Agriculture, searched the CerOrganic MOLE Portal (<http://cerorganic.moleportal.eu/>) for appropriate modules and training content for the validation training. Error! Reference source not found. shows the content selection procedure.

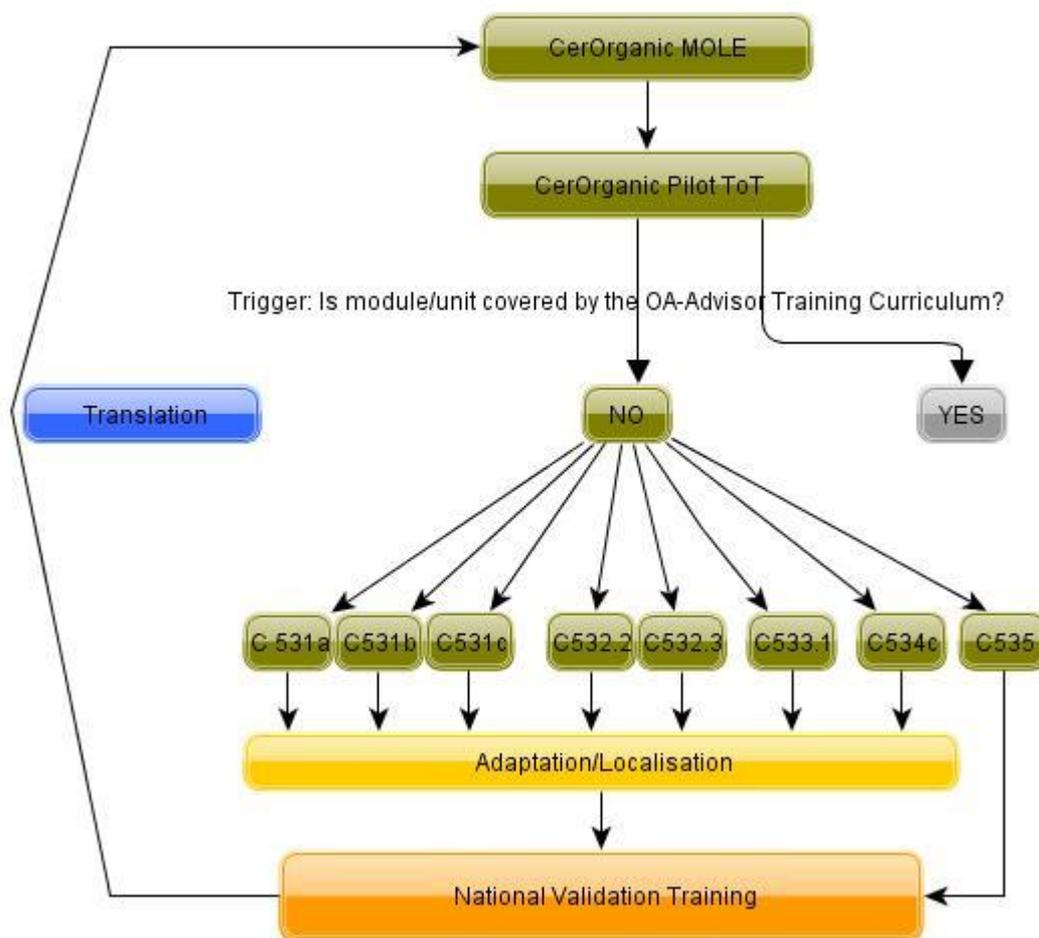


Figure 2 Horizontal Training – Selection of content

4.2 Set up of the Validation Training Portal

One week before the face-to-face training an Online Platform was pilot hosted at BM:UKK's VIS (Virtual School) Moodle-Instance at <http://www.edumoodle.at/vis/>. This platform was used throughout both training phases, and will be used for all subsequent trainings in Austria.

5. The Validation Training Programme

The training commenced with a welcome address by the vice-director of the University, followed by the presentation of the agenda, an overview of the scope of the EU-Project CerOrganic by the Project Coordinator Ioannis Livieratos, and continued with a participants' introduction and training expectation round. The formal programme of the face-to-face training can be found in Annex 3.

This chapter focuses on the Blended-learning training sessions. The course training material can be accessed through the Online-Platform at: www.edumoodle.at/vis/course/view.php?id=15.

The training material is based on the CerOrganic ToT modules C531a, C531b, C531c (translated and extended), C532.2., C532.3., C533.1 (adapted), C534c (translated), C535 (original resource). Additionally, units on copyright, and online marketing of organic products were included.

5.1 Blended learning design

The first, theoretical section outlined different blended-learning concepts and gave an overview of elearning tools, technologies, and social web tools. The objective was to familiarize the learners with the concept of a blended-learning design, and to enable them to use blended-learning tools and learning strategies. The participants could follow the presentation and guiding material on the Course platform.

10:30 – 12:00	Blended learning design and tools <ul style="list-style-type: none"> • Blended Learning, Web 2.0 – What is it about? • Learning Management System (LMS) • A methodological overview (Blogs, Pod- and Vodcvast, Wikis, etc.) 	Florian Gadermaier <i>FIBL ad</i> Martina Follner <i>BOKU-Wien</i>
<p>1 Praktischer Einsatz neuer Medien anhand von Beispielen</p> <p>In diesem Modul stellen wir neuen Medien, Techniken und Werkzeuge vor und bringen erste Beispiele, wie sie die tägliche Bioberatungstätigkeit unterstützen können.</p> <p>Dazu werden wir neue Medien und Lernplattformen testen sowie Erfahrungen aus der Beratungspraxis austauschen.</p> <ul style="list-style-type: none"> • Blended-Learning (http://de.wikipedia.org/wiki/Blended_Learning) • Learning Management System • Web 2.0/Soziale Medien (http://www.youtube.com/watch?v=2_lg0CIYlmM) • Podcasts, Bildschirmvideos, Blogs, Forum, Wikis, etc (http://www.mediawiki.org/wiki/MediaWiki/de) <p>  Versuchs - Wiki  Linksammlung  Welche Saatstärke bei Ackerbohnen?  Videos zum Fachbereich  Übungseinheit am Nachmittag  Methodenüberblick </p>		

Figure 5 Blended learning design

5.2 Hands-on session

In a live-poll, the learners could, based on session 1, vote for their training topic preferences. The results were presented on a flip-chart and in parallel made available on the course platform. The objective of this session was to enable participants to develop their own online content .

The selected topics were:

- How to create a consultation video/presentation on OA-topics for OA-farmers?
- How to set up an online community of OA-farmers – how to apply participatory learning strategies?
- How to develop a glossary with OA-training material?



Figure 6 Hands-on-Session

5.3 Innovative Solutions with Blended-Learning Tools

The next training block raised the question of how to combine innovative developments in organic agriculture with the presented and tested blended-learning tools. In this section the learners were invited to bring their own attitude towards a controversial new approach, and/or on their experiences. They searched for topic related material online and in online repositories, such as the Organic.Edunet Portal (<http://portal.organic-edunet.eu>). After these learning activities a blended training scenario about teaching new topics (in this case biogas production) using participatory learning approaches was presented to the participants. The session ended with an open discussion on the benefits and risks of biogas in OA.

13:00 – 14:30	Innovative Solutions with blended-Learning tools Biogas in organic agriculture. What are the risks and what are the opportunities?	Manfred Szerencsits <i>Öko-Cluster and</i> Eveline Neubauer <i>HS für Agrar- und</i> Umweltpädagogik
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2

Erarbeitung innovativer Lösungen mit neuen Medien

Neue Herausforderungen und Entwicklungen in der Bioberatung können besonders gut durch den Einsatz von neuen Technologien unterstützt werden durch:

- Online Plattformen (Diskussionsforen, Chats, Soziale Netzwerke) können ExpertInnen unabhängig von geografischer Entfernung zusammenbringen
- Speziell von ExpertInnen entwickelte Online Datenbanken bieten Informationen zu neuen, innovativen Ansätzen in der Ökologie (z.B. das [Organic-Edunet Portal](#))
- Neue Kommunikationstools erleichtern den direkten Austausch (Konferenzsysteme: [Skype](#), [Flash-Meeting](#), [spreed](#), <http://cerorganic.moleportal.eu/>)

In diesem Modul wird der Einsatz von Biogas im Biolandbau und die damit verbundenen Risiken und Entwicklungschancen insbesondere für viehlose Betriebe mit neuen Medien erarbeitet.

Die Präsentation zu diesem Seminarteil als pdf-Dokument:

 [CerOrganic_innov_loesungen_biogas_neubauer_szerencsits_18_10_11.pdf](#)

 [Abstimmung - neue Medien](#)

 [Video einbinden](#)

Figure 7 Innovative Solutions with innovative tools

5.4 Reflection and Discussion

In this session a number of points (see table below) were discussed in the plenum with all participants. The main aim was to gain concrete feedback on the presented content, and to stimulate ideas on how the presented methods and tools could be integrated to the OA-advisory work for the vertical training of farmers. The outcomes of the reflection session are available on the course platform for download ('Working material'). The following table gives a summary of the most important feedback.

15:10 – 15:50	<p>Discussion/Reflection</p> <p>How can the presented tools and methods be used in the consultation work?</p> <p>What are the prerequisites and the support needed for a successful and long-term implementation of blended learning designs in the every-day OA-advisory work?</p>	<p>Gerhard Plakolm (Moderation) LFZ-Raumberg-Gumpenstein</p>
BENEFITS OF BLENDED-LEARNING IN OA-ADISORY		CHALLENGES OF BLENDED-LEARNING IN OA-ADISORY
<p>In Austria a lot of OA-training material and course exist already in different formats and databases</p>	<p>The upload and description of the existing learning material for online platforms is time-consuming (metadata descriptions, different technological tools)</p>	
<p>The blended-learning design supports participatory learning approaches</p>	<p>A regular training on blended-learning tools and learning activities is the prerequisite for a successful implementation</p>	
<p>Currently the OA-farmers and the OA-advisors work regionally, and mainly on their own → Social web tools, open learning resources foster community building activities and enable quick exchange of information and feedback</p>	<p>OA-farmers are a very heterogeneous group, while some are already in online networks, and do have computer and internet skills, others are rarely if ever online and mainly use their mobile phone. For the latter it could be interesting to work with pictures, vodcasts, etc.</p>	
<p>Online repositories are a useful source of information targeted to the community's needs but few online materials suitable for farmers or advisors can be found in these databases.</p>	<p>It has to be considered that farmers are mainly working in the nature (away from a computer, etc.). Here learning apps for smart phones could be interesting.</p>	
<p>The use of blended-learning is up-to-date and could enable cross-country trainings. Very specific work sheets or learning pathways could enrich the current trainings.</p>	<p>The development of learning pathways is very-time consuming, while only a small group benefits from them.</p>	
<p>The international exchange with OA-advisors and farmers contributes to a broader understanding of OA and enables the discussion of new OA-approaches</p>		
<p>Especially young OA-farmers could be interested to use blended-learning tools</p>		

Table 1 Reflection and Discussion

5.5 Feedback and Outlook to the vertical training

The final part of the validation training aimed at gaining structured feedback for the validation results analysis. Secondly, the session envisaged to develop a plan for the validation phase B with OA-farmers. 18 filled participants' validation questionnaires are included in Annex V of this report. Chapter VII summarizes the formal data of the training.

Instead of a final evaluation or assignment the OA-advisors were asked to elaborate on the following question,

“Which of the presented tools and methods are you going to use in your consultation work with OA-farmers in the next months? “

15:50 – 16:30	Feedback, Outlook, and Questionnaires	Monika Moises <i>BM:UKK Consultants</i>
VALIDATION TRAINING ACTIVITIES PHASE B (19. October – 31. December)		
1.	<p>BIO AUSTRIA Salzburg sets up a Online network of young OA-farmers in the region of Salzburg</p> <ul style="list-style-type: none"> • Set-up of a Collaboration Platform for OA-farmers • Development of a consultation video related to organic soil cultivation • Upload of learning material about organic soil cultivation 	<p>Monika Moises</p> <p>Reinhard Schröcker (supported by Florian Gadermaier)</p> <p>Monika Moises</p>
2.	<p>Blended-learning pilot course for Organic Soil cultivation</p> <ul style="list-style-type: none"> • Set-up of a test course on the CerOrganic platform on organic soil cultivation • Definition of content and upload of selected content 	<p>BIO AUSTRIA</p> <p>Markus Danner</p>
3.	<p>Learning Scenario for secondary schools</p> <ul style="list-style-type: none"> • Development of a learning scenario on OA for secondary school students • Adaptation, enrichment and upload of the learning scenario to the Organic.Edunet Portal 	<p>Florian Gadermaier</p>

Table 2 Validation Training Activities Phase B

6. Validation phase B – individual training activities with OA-farmers and students at OA – schools

The second validation phase took place from October until the project end in December. The main purpose of the individual vertical training was to get in direct touch with the OA-farmer. As can be seen in Error! Reference source not found. the OA-trainers and the Austrian consortium decided to implement the following three activities,

1. To start establishing an Online-Community and collaboration platform for young OA-farmers facilitated by the OA-advisory network in the region of Salzburg.
2. To develop a Blended-learning pilot course for the existing organic Soil cultivation course
3. To develop a learning scenario for OA-secondary schools.

In the following the outcomes of each training activity will be demonstrated in more detail.

6.1 Kick-off for an Online Collaboration Platform for young OA-farmers

At the beginning of October the Network of young OA-farmers was founded in order to better focus on the needs of young OA-farmers and to open new communication channels. The group was brought together by the main national OA-advisory organization, the BIO AUSTRIA and consists of one young OA-farmer representative per region.



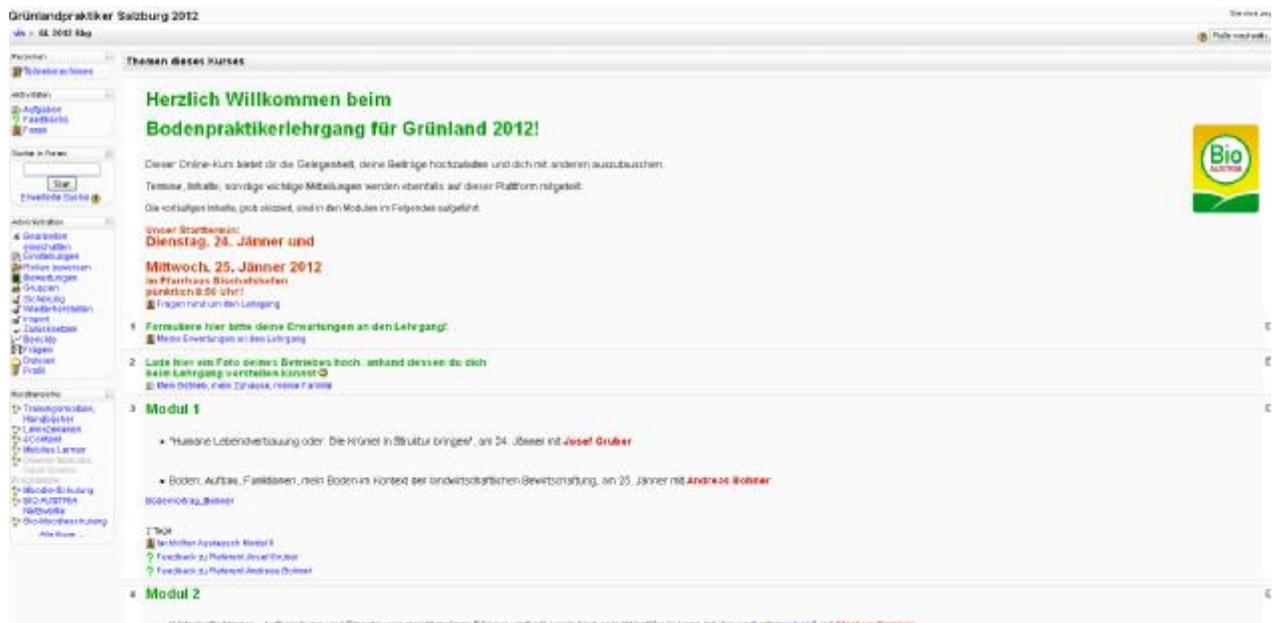
Figure 8 The BANG-Group

© Reinhard Schröcker, BIO AUSTRIA Salzburg, 2011

As young people are usually open to the use and also more proficient in the use of new technologies, we set up a BANG (BIO AUSTRIA Next Generation) course at the CerOrganic National course platform (www.edumoodle.at/vis/BANG). This platform shall serve as an interactive discussion and networking space for young OA-farmers in the future.

6.2 Blended-learning pilot course for Organic Soil cultivation

The existing blended-learning course for soil cultivation starts in January 2012 and will be offered for the first time as blended-learning course. The modular structure of the course has been set up at the CerOrganic National course platform (www.edumoodle.at/vis/GP2012). The target groups of this certified training are OA-farmers and OA-teachers who want to learn more about organic soil cultivation and consists of 81 training hours. A first evaluation of the blended-learning approach will be available at the middle of 2012.



The screenshot shows a Moodle course page for 'Grünlandpraktiker Salzburg 2012'. The main heading is 'Herzlich Willkommen beim Bodenpraktikerlehrgang für Grünland 2012!'. Below this, there is a welcome message and a list of course dates: 'Dienstag, 24. Jänner und Mittwoch, 25. Jänner 2012'. The course content is organized into modules, with 'Modul 1' and 'Modul 2' visible. 'Modul 1' includes topics like 'Humide Lebenserbauung oder: Die Krönel in Struktur bringen?' and 'Boden, Aufbau, Funktionen, mein Boden im Kontext der landwirtschaftlichen Bewirtschaftung'. 'Modul 2' includes 'Wirtschaftskreisläufe - Aufbereitung und Einsatz: was macht meinen Dünger wertvoll, wozu ist er da?'. The page also features a 'Bio' logo and a sidebar with navigation options.

Table 3 Validation Training Activities Phase B

6.3 E-Herbarium learning scenario for an Organic Agriculture School

In our third training activity we focused on the main target group of the Ministry of Education, the secondary school teachers and students. Based on the CerOrganic training scenario concept one of the Austrian CerOrganic Trainers who is also a teacher at a secondary OA-school developed a learning scenario on grassland plants with the objective to create an e-herbaria. Students shall understand the different type of plants, their role for organic agriculture, and how to use new technologies to facilitate and enrich the documentation of the "e-herbarium". The pilot scenario can be found online in the Organic.Edunet Portal (<http://portal.organic-edunet.eu/>).

7. Conclusions

The Austrian validation training activities were divided into phase A (with OA-advisors) and phase B (with OA-farmers and OA-secondary schools) in Austria. The first chapters described the development of the validation plan and the structure and explained how the localisation needs were met. This chapter summarises the main findings of the validation phases and outlines the future of OA-training in Austria. A descriptive analysis of the training results is given in the overall validation training report (D 4.5).

The main part of this report focused on the actual validation session with OA-advisors, and the activity sequence during the blended-learning training. One of the key findings of the validation course is that there existed a great deal of interest among the already well organized and vocationally-trained OA-advisors to learn how to enhance OA-advisory work with new pedagogical blended learning training strategies. The 27 participants presented a good blend of OA-advisors, OA-farmers (who are also OA-advisors), educationalists, and OA-stakeholders. The chosen peer-to-peer-approach - advisors train advisors was in general received very well among the participants. Even though, the level of knowledge of blended-learning tools and online platforms was diverse, the trainees were very active and motivated throughout the whole course and the trainers and facilitators tried to reserve as much space for the hands-on-sessions as possible within the time frame. The feedback and discussion session at the end of the course was, in addition to being a means to gain in-depth feedback on the validation course, was used to develop the activities for the second training phase and to form an impression of the future implementation capacities of the CerOrganic approach.

The second training phase was intended to be a kick-off for future activities with OA-farmers and OA-school teachers and students and included the launch of an online collaboration platform for young OA-advisors in Austria, the establishment of a blended-learning pilot course for organic soil cultivation, and the development of a CerOrganic learning scenario on grassland plants for OA-secondary schools. This broad selection of training approaches for the second phase was on one hand the direct result of the OA-blended learning course with OA-advisors, and on the other hand a demonstration of the heterogeneity of the needs for OA-topics covered by new technologies and the potential for online collaboration across various settings and target groups. Secondly it became obvious that organic farming requires a holistic approach, involving the OA-farmers and their on-site expertise, the OA-advisors with their need to enhance their capacity to utilize blended-learning and participatory training techniques, the OA-school teachers and their students, who are often future OA-farmers to be. And finally, it will be interesting to see how the different activities of the second validation phase in Austria will develop in the mid- and long-term, and also how they connect with future OA-farmer generations and with informal learners with interests in ecology, organic agriculture and a more sustainable way of living.

8. Formal Data

Name of Institution organizing the validation training:	BM:UKK
Date of event:	18. October 2011
Location of event:	Vienna
Total number of Participants:	27
Your participants are:	The numbers are not cumulative as some participants are multi-counted:
<ul style="list-style-type: none"> • BSc/ MSc students or graduates of an agriculture-related discipline • Agriculture extension workers and advisors • Certification bodies/inspectors • Agriculture-related company workers and advisors • Conventional farmers • Experienced (>5 years) organic farmers • New organic farmers (≤ 5 years) • Vocational training designers • e-learning programme coordinators of agriculture-related disciplines • others: e-learning programme designers in other areas 	<ul style="list-style-type: none"> 15 12 4 2 0 16 (not all currently practicing) 2 3 2 2
Possible Affiliation partners:	4
Name of trainer/s:	Florian Gadermaier, Eveline Neubauer, Elfriede Berger, Manfred Szerencsits, Martina Follner
Other supporting persons:	Monika Moises (CerOrganic Partner Austria), Marion Obermüller (Moderator), David Smith (blended-learning expert, Apple-facilitator), Yannis Liviertatos (Project Coordinator)

Table 4 Formal data

9. References

Pretty, J, I. Guijt, J. Thompson & I Scoones (1995). *Participatory Learning and Action: A trainer's guide*, IIED Training Materials Series No. 1. London.

Pretty J & Ward H. (2001). *Social capital and the environment*. World Development 29 (2), 209-227.

Singhal, A., & Dearing, J. W. (Eds.). (2006). *Communication of innovations: A journey with Ev Rogers*. New Delhi: Sage.

Deliverable 1.2. User Requirements Report.

Deliverable 1.4. Report on OA Competencies for CerOrganic Trainers.

Deliverable 2.2. ToT-Curriculum.

Deliverable 5.1. EQARF Requirements for the CerOrganic QA Process.

Deliverable 5.2. Draft CerOrganic QA Process.

Annex 1

Invitation letter



“CerOrganic – New Media in OA-advisory“

Titel	CerOrganic – Blended-Learning tools in OA-advisory <i>OA-advisory consultation 2.0!?! - New Media, Blended learning, Web 2.0 an Introduction</i>
Type of Training	Certified Training Seminar
Duration	From 13. October 2011 onwards with the face-to-face training on the 18. Oktober 2011, 10:00-16:00
Location	Hochschule für Agrar- und Umweltpädagogik Seminarraum 4 (2. Stk.) Angermayergasse 1, 1130 Wien
Organisers and Trainers	BMUKK, "die umweltberatung", HS für Agrar- und Umweltpädagogik, FIBL, LFZ-Raumberg-Gumpenstein, BOKU-Wien
Hosts	Hochschule für Agrar- und Umweltpädagogik, BM:UKK
Target groups	OA-advisors, OA-stakeholders
Contents and Objectives	<ul style="list-style-type: none"> Familiarise with blended-learning tools, Understand the concept of a blended-learning design Test Online Learning-Platforms and Collaboration Platforms Hands-on-session: Practical use of blended-Learning tools in the advisory work. Discussion: How and where can CerOrganic be integrated to the advisory system? <p>Content:</p> <ul style="list-style-type: none"> Blended Learning, Web 2.0 – What it is about? CerOrganic Learning Management System (LMS) Methodological Overview: Podcast, Videos, Blogs, Forum,.. Scenarios for the use of Blended Learning in the OA-advisory consultation work <p>Workshop/Discussion How can these tools be used to prepare the consultation work? What do OA-farmers need and how can they contribute to CerOrganic?</p>
Prerequisites	Interest in the use of New Media
Learning Methods	Presentation, Hands-on, Interactive sessions, group-work, discussion,
Registration office	Dr. Eveline Neubauer Hochschule für Agrar- und Umweltpädagogik Angermayergasse 1, 1130 Wien Mail: eveline.neubauer@agrarumweltpaedagogik.ac.at
Projectwebsites	www.cerorganic.eu , www.virtuelleschule.at/cerorganic http://cerorganic.moleportal.eu/ www.agrarumweltpaedagogik.ac.at www.umweltberatung.at

PROGRAMME

CerOrganic: „CerOrganic – New Media in OA-advisory“

Tuesday 18.10.2011, 10:00 to 16:00

Location: „Hochschule für Agrar- und Umweltpädagogik“

Angermayergasse 1, 1130 Wien

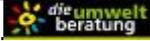
Hörsaal 1, Erdgeschoss

Registration and Contact: Eveline Neubauer eveline.neubauer@agrарumweltpaedagogik.ac.at

Funded by the European Commission: LLL, co-financed by: BM:UJK in Cooperation with "die umweltberatung"

Tuesday 18.10.2011		
10:00 – 10:10	Welcome	<i>Vice-Director HS für Agrar- und Umweltpädgk</i>
10:10-10:20	Presentation of Programme Presentation of the EU-Project CerOrganic (English)	Monika Moises <i>BM:UJK-Consultant</i> Yannis Livieratos <i>MAIcH</i>
10:20 – 10:30	Introduction round CerOrganic-Trainers und participants	Marion Obermüller <i>BM:UJK-Consultant</i>
10:30 – 12:00	Blended learning design and tools <ul style="list-style-type: none"> • Blended Learning, Web 2.0 – What is it about? • Learning Management System (LMS) • A methodological overview (Blogs, Pod- and Vodcvast, Wikis, etc.) 	Florian Gadermaier <i>FIBL ad</i> Martina Follner <i>BOKU-Wien</i>
12:00 – 13:00	Lunch break	
13:00 – 14:30	Innovative Solutions with blended-Learning tools Biogas in organic agriculture. What are the risks and what are the opportunities?	Manfred Szerencsits <i>Öko-Cluster and</i> Eveline Neubauer <i>HS für Agrar- und Umweltpädgk</i>
14:30 – 14:45	Coffee break	
14:45 – 15:10	Hands-on-Session	Elfriede Berger <i>HS für Agrar- und Umweltpädgk</i>
15:10 – 15:50	Discussion/Reflection How can the presented tools and methods be used in the consultation work? What are the prerequisites and the support needed for a successful and long-term implementation of blended learning designs in the every-day OA-advisory work?	Gerhard Plakolm (Moderation) <i>LFZ-Raumberg-Gumpenstein</i>
15:50 – 16:30	Feedback, Evaluation and Outlook to Phase B	Monika Moises <i>BM:UJK Consultants</i>
Ab 16:30	Bio-Buffer	

Co – organizers:

"die umweltberatung"	http://www.umweltberatung.at/	
LFZ-Raumberg-Gumpenstein	http://www.raumberg-gumpenstein.at/	
FIBL	http://www.fibl.org/	
Öko-Cluster	http://www.oeko-cluster.at/	
BOKU-Wien	http://www.nas.boku.ac.at/oekoland.html	

Websites:

- CerOrganic Österreich: <http://www.virtuelleschule.at/cerorganic>
- CerOrganic EU-Projekt: <http://www.cerorganic.eu>
- CerOrganic Lernmanagement Plattform: <http://cerorganic.moleportal.eu>
- Online Portal zu Bio-Landwirtschaft und Agrarökologie: <http://portal.organic-edunet.eu>

Further information sources and material:

- Bio Austria, <http://www.bio-austria.at>
Bietet Materialien für Bio-Bauern/-Bäuerinnen und Schulen an
- Ländliches Fortbildungsinstitut, <http://lfi.at>
- Lebensministerium, <http://www.lebensministerium.at>
bietet zahlreiche Informationen und Materialien zum freien Download an
- Universität für Bodenkultur Wien, <http://www.boku.ac.at>
- Forschungsinstitut für biologischen Anbau (FIBL), <http://www.fibl.org>
- Institut für Biologische Landwirtschaft und Biodiversität der Nutztiere, <http://www.raumberg-gumpenstein.at>
- Hochschule für Umwelt- und Agrarpädagogik, <http://www.agrarumweltpaedagogik.ac.at>
- HLFS – Gegenstandsportal (BMLFUW), <http://hlfs.schule.at>
Material- und Linksammlung der Gegenstände der Höheren Land- und Forstwirtschaftlichen Schulen in Österreich
- Forum Umweltbildung (BM:UJK), <http://www.umweltbildung.at>
Österreichisches Portal zur Umweltbildung und Bildung für nachhaltige Entwicklung Bietet Unterrichtsmaterialien für LehrerInnen an
- Gegenstandsportale (BM:UJK, eduhi), <http://www.schule.at/gegenstand>
Kategorisierte Linksammlung zu den Unterrichtsgegenständen durch LehrerInnen-Teams koordiniert; kommentierte Links zu Unterrichtsmaterialien für LehrerInnen.

Impressions from the Validation Trainings





List of participants

“CerOrganic – New Media in OA-advisory”

Tuesday 18.10.2011, 10:00 to 16:00

	NAME	First Name	Institute	e-mail	Type of Target group
1)	ANGERINGER	Wolfgang	Bio Ernte Steiermark, Beratung Grünland, Rinder	wolfgang.angeringer@ernte.at	OA-advisor, OA-farmer
2)	BERGER	Elfriede	Hochschule für Agrar- und Umweltpädagogik	elfriede.berger@agrарumweltpaedagogik.ac.at	e-learning programme coordinator of agriculture-related disciplines
3)	FOGLAR-DEINHARDSTEIN	Katharina	die umweltberatung"" Wien	k.foglar-deinhardstein@umweltberatung.at	Agriculture-related company worker and advisor
4)	FOLLNER	Martina	BOKU	martina.follner@boku.ac.at	BOKU, CerOrganic Trainer Austria
5)	FREIDING	Claudia	LK Stmk	claudia.freiding@lk-stmk.at	Certification body, Chamber of Agriculture Styria
6)	GADERMAIER	Florian	Biokompetenzzentrum Schlägl	florian.gadermaier@fibl.org	CerOrganic Trainer, Teacher, OA-advisor, OA-farmer
7)	GIMPLINGER	Daniela	BIO AUSTRIA - Büro Wien	daniela.gimplinger@bio-austria.at	Certification body, Agriculture extension worker and advisor
8)	GROJER	Johanna	"Biozentrum Kärnten	johanna.grojer@bio-austria.at	OA-advisor, OA-farmer
9)	GRÖß	Christa	BIO AUSTRIA Büro Linz	christa.groess@bio-austria.at	Vocational training designers, coordinator of the OA-advisor network in Austria
10)	HASELBERGER	Walter	Hochschule für Agrar- und Umweltpädagogik	walter.haselberger@agrарumweltpaedagogik.ac.at	OA-advisor to be, teacher at the University College for Agrarian

	NAME	First Name	Institute	e-mail	Type of Target group
					and Environmental Pedagogy
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16)	MÜLLEDER	Birgit	BM:UKK-Consultant	birgit.mueller@gmail.com	BM:UKK CerOrganic Project Austria assistance
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19)	PLAKOLM	Gerhard	rauberg-gumpenstein	gerhard.plakolm@rauberg-gumpenstein.at	OA-expert, Co-Moderator
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21)	SCHNEIDER	Robert	BIO AUSTRIA Niederösterreich und Wien	robert.schneider@bio-austria.at	OA-advisor
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23)	SMITH	David	BM:UKK-Consultant	djs2206@gmail.com	E-learning expert, facilitator
24)	STOPPER	Elfriede	BIO AUSTRIA Wien	elfriede.stopper@bio-austria.at	OA-advisor
25)	SZERENCSITS	Manfred	Öko-Cluster	manfred.szerencsits@oeko-cluster.at	CerOrganic Trainer, OA-advisor. OA-researcher
26)	TRAUDTNER	Franz	Bio Austria Burgenland	franz.traudtner@bio-austria.at	OA-advisor, OA-farmer
27)	WLCEK	Sonja	"Beratung Schweinebereich BIO AUSTRIA Niederösterreich und Wien	sonja.wlcek@bio-austria.at	OA-advisor

Project Information

CerOrganic is a two year Leonardo da Vinci Multilateral Project financed by the European Commission that aims to develop and test a quality assurance procedure for the vocational education/training of agricultural advisors/trainers in Organic Agriculture, based on the European Quality Assurance Reference Framework (EQARF).

Consortium Members



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Federal Ministry of Edu-
cation, Arts and Culture
(Austria)

<http://www.bmukk.gv.at>



Association for Hungar-
ian Organic Farming
(Hungary)

<http://www.mogert.uni-corvinu.hu>



Institute of Agricultural
Economics and Informa-
tion (Czech Republic)

<http://www.uzei.cz>



European Federation
for Quality in E-Learning
(Belgium)

<http://www.efquel.org>



DIO Inspection
and Certification
Organization (Greece)

<http://www.dionet.gr>



Department of
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<http://www.moa.gov.cy/da>



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