

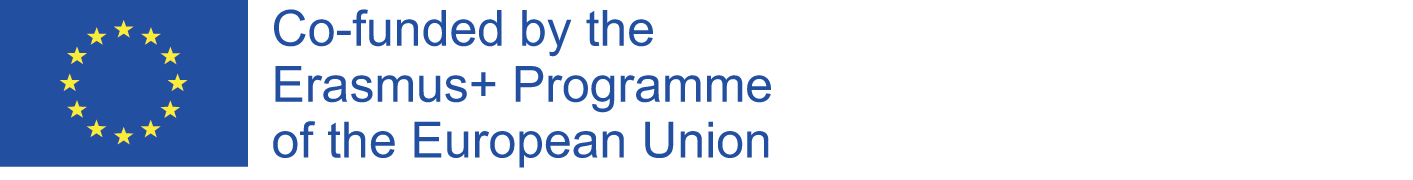
Course Title

WP No1.5 – Course development

Author(s)

(Organisation)

**Month 20XX**

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**CLICHA**

**CLIMATE CHANGE IN AGRICULTURE**

**Project Nr. 586273-EPP-1-2017-1-EL-EPPKA2-CBHE-JP**

# Course Information

## Course Name

*Write the name of the course*

## Target Audience:

Students, Trainers, Academic Staff or Scientists.

*Write the target*

## Scope of the course

*Write the scope*

*Example*

The online courses will mostly address the generic building courses developed within the project. The scope is more than simple communication of critical subjects and has to do with **proper knowledge brokerage**, which we consider a fully relevant investment in a self-improvement context.

When the courses are over, users in general will benefit from a similar knowledge brokerage concerning this time the processes, tools and materials specifically related to project aims and significant to labour market skills. Users will also be informed by project team and national partners about the national eco-systems where they’ll find more training and teaching resources. The project website will be open and promoted through the partners and national authorities’ websites, newsletters, social media, events, etc.

# Structure of the course

Each online course has a specific structure following distant learning principles:

## Purpose and learning objectives

which describes what you should have learned or/and be able to perform after studying the Learning Unit,

*Write the purpose and learning objectives of the course*

## Key-words and concepts

aiming to attract your attention in the new knowledge presented in each Learning Unit,

*Write the key-words*

## Abbreviations and Acronyms

for the reader to understand frequently used abbreviations/acronyms on the subject

*Write the abbreviations/acronyms and their full name*

## Key Competences

covered in the material studied

*Write the key competences*

## Duration

to schedule your study time

*Write the duration of study in hours*

## Introductory notes (Optional)

which will help you grasp the subject of each chapter,

*Write the introductory notes*

# Course Content

## *Complete the 1st topic of the course below. Then you can add as many topics as you want*

## Topic 1

*Write the name of the topic.*

### Resources (Books, Files, URLs)

**(**Add as many as you want**)**

* **Book**

The book module enables a teacher to create a multi-page resource in a book-like format, with chapters and subchapters. Books can contain media files as well as text and are useful for displaying lengthy passages of information which can be broken down into sections.

Books could contain text, images or links. **Note that books are comprised of chapters and subchapters only!**

Example:

1. Arithmetic
   1. Prime Numbers
   2. Natural Numbers
2. Algebra
   1. Solving Equations

2.1.1 Not Available

A book may be used

* To display reading material for individual modules of study
* As a staff departmental handbook
* As a showcase portfolio of student work

*Write here*

* **File**

The file module enables a teacher to provide a file as a course resource. Could be a pdf, ppt, xls, doc, jpeg, mp3, mp4, a scientific paper, etc.

A file may be used

* To share presentations given in class
* To provide draft files of certain software programs (eg Photoshop .psd) so students can edit and submit them for assessment

*Write here*

* **URL**

The URL module enables a teacher to provide a web link as a course resource. Anything that is freely available online, such as documents or images, can be linked to; the URL doesn’t have to be the home page of a website. The URL of a particular web page may be copied and pasted or a teacher can use the file picker and choose a link from a repository such as Flickr, YouTube or Wikimedia (depending upon which repositories are enabled for the site).

*Write here*

**3.1.2. Activities (Quizzes or Assignments)**

* **Quiz**

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

* As course exams
* As mini tests for reading assignments or at the end of a topic
* As exam practice using questions from past exams
* To deliver immediate feedback about performance
* For self-assessment

*Write here*

* **Assignment**

The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.

Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.

When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.

*Write here*

Note that in each topic you can add **supplementary educational resources** (in order to enrich your students’ knowledge on specific subjects), as well as **further study recommendations**.

## Topic 2

*Copy the template of the 1st topic*

## Topic 3

*Copy the template of the 1st topic*

## Bibliography

Use ANSI/NISO Z39.29-2005 (R2010) citation format, example:  
Freedman SB, Adler M, Seshadri R, Powell EC. Oral ondansetron for gastroenteritis in a pediatric emergency department. N Engl J Med. 2006 Apr 20;354(16):1698-705

*Write here*