



GREENER GREEN

PR1 /A.9: Technical development of the English version of the e-learning course

Developed by IDEC

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1. Introduction

The Greener Green E-learning Platform has been developed with the contribution of the consortium. The Platform offers a complete course in digital resources Developing Sustainability Practices in Primary Schools for teachers. To be more specific, the E-learning course is both theoretical and practical. It provides teachers with theoretical input on different aspects of sustainability and green practices, while it also includes tests for assess yourself to raise awareness.

The content of this E-learning Course has been delivered by the partners of the consortium by doing deep research on the topics presented and based on the practices that are been carried out at a national and international level.

2. Technical Development

In the surveys carried out at the beginning of the project, questions were posed about the design and structure of the platform that targets teachers and school directors in order to create greener schools.

Based on the analysis of the obtained results, the platform was structured, offering qualitative learning tools and presentations for teachers and principals.

Moreover, the suggestive features were composed following the results, which would cover main topics such as project management, saving energy and water and adopting a healthier lifestyle. The platform's theoretical part is accompanied with practical tools and exercises in order to enhance the learning experience of the users.

To accomplish this initiative, the platform used for the project is Moodle.

Moodle is an Open-Source Course Management System (CMS) and also one of the most used e-learning platforms. It provides many features, such as:

- The ability to teach a big number of learners anywhere and at any time
- An online system to deliver course content to users
- A variety of other features that allow the collaboration of the users in the learning activities

The course can be accessed in the following link:

<https://e-trainingcentre.gr/course/index.php?categoryid=69> and it is available in 6 languages: English, Greek, French, Spanish, Catalan and Italian.

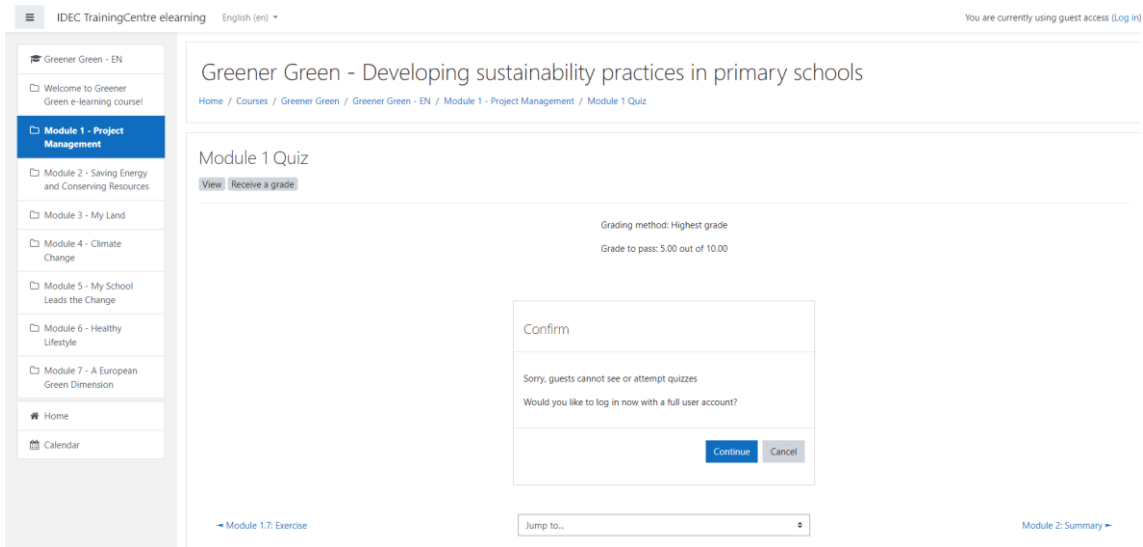
The course is also displayed as a separate menu on the website of the project. The users can click on this menu, and they are automatically redirected to the e-learning platform.



3. Structure of the E-Learning platform

To start

The learners can attend the course as guests, without having to create an account. In this case, however, they cannot participate in the quizzes.



Otherwise, they have to create an account on the platform by clicking on the button “Create a new account”.



IDEC TrainingCentre elearning

Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser [?](#)

Some courses may allow guest access

[Log in as a guest](#)

Log in

Is this your first time here?

For full access to this site, you first need to create an account.

[Create new account](#)

You are currently using guest access
[Home](#)
[Data retention summary](#)

The system will then require their details, such as their name, email address, etc. Fields marked with an exclamation mark are mandatory. Once they have filled in their details, a message will be sent to the email they have registered to complete their registration.

New account

[Collapse all](#)

▼ **Choose your username and password**

Username !

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as *, -, or #

Password !

▼ **More details**

Email address !

Email (again) !

First name !

Surname !

City/town

Country

[Create my new account](#) [Cancel](#)

There are required fields in this form marked !.

To log in to the e-learning platform, users need to self-register providing a username and password.



[Forgotten your username or password?](#)

Remember username

[Log in as a guest](#)

Cookies must be enabled in your browser ⓘ
Some courses may allow guest access

Is this your first time here?

For full access to this site, you first need to create an account.

[Create new account](#)

Once the users have registered on the platform, they can freely study the course and complete its quizzes.

At the beginning, there is a general introduction about the objectives and results of the GREENER GREEN project, as well as the target groups addressed.

Greener Green - Developing sustainability practices in primary schools

[Home](#) / [Courses](#) / [Greener Green](#) / [Greener Green - EN](#)

Welcome to Greener Green e-learning course!

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

OUR VISION IS TO CREATE GREEN PRIMARY SCHOOLS.

We want to provide:

- Teachers
- Students
- Families

with tools to make their school environmentally friendly. Greener Green is a European project focusing on primary schools and how they can contribute to a greener world. We aim to raise awareness about environmental challenges in pupils of a very young age.

Our project will develop:

- An Evaluation and Assessment tool to assess your school practices
- A training course for teachers on how to make their school a greener one.
- A platform to track each class's green practices and offer digital awards!

Announcements

This course topic is about the general news and announcements of the project. Here, trainers will post announcements about the project's progress, along with news about the learning material provided and the platform's general function.





4. Course & Materials Organization

Course organization

The course is divided into 7 modules. Each module has a short description of the learning outcomes and the hours of workload.

Module 1 - Project Management

<p>Description</p> <p>A teacher can help with a green project by educating students about environmental issues, leading by example in promoting sustainable practices in the classroom and school, and providing opportunities for students to take action in their community. This can include incorporating environmentally-themed lesson plans, organizing recycling programs or clean-up events, and encouraging students to participate in local conservation efforts. Additionally, a teacher can work with the school and community to implement green initiatives such as installing solar panels or creating a community garden. Overall, a teacher can play a critical role in fostering a culture of environmental stewardship and promoting sustainable practices in the community.</p> <p>Many schools are recognizing the benefits of project work for organizing school and achieving learning goals. However, managing a project can be complex and teachers may not know how to utilize available tools to simplify the process. Project management systems can assist in determining tasks, creating schedules, allocating resources, and identifying risks. By using project management tools, educators can improve communication and collaboration, making learning activities more engaging and effective.</p> <p>Module 1 will assist participants in:</p> <ul style="list-style-type: none"> • Understanding their role as teachers and the importance of teamwork • Examining and updating their teaching methods while highlighting their strengths • Utilizing effective communication and management tools • Planning projects and predicting quality, timelines, and costs. • Implementing processes for effectively managing resources, communication, risks, and changes • Executing and controlling projects successfully • Developing leadership and organizational skills for managing projects, teams, and stakeholders. 	<p>Total Workload: 5 hours and 20 minutes</p> <table border="1"> <tr> <td>Videos</td> <td>65 minutes</td> </tr> <tr> <td>Readings</td> <td>160 minutes</td> </tr> <tr> <td>Exercises</td> <td>75 minutes</td> </tr> </table>	Videos	65 minutes	Readings	160 minutes	Exercises	75 minutes
Videos	65 minutes						
Readings	160 minutes						
Exercises	75 minutes						

Each module contains a PDF file which serves as a summary, while the main content is divided into theory, case studies, videos and exercises which are available in a page format.

Module 1 Summary

1.1 Project management for teachers

- Module 1.1 Reading
- Module 1.1: Case study 1: Jack Chambers PS/Canada
- Module 1.1: Case study 2: Okanagan Mission School/Canada
- Module 1.1: Case study 3: Finland
- Module 1.1: Exercise

1.2 Project initiation and importance of PDCA cycle

- Module 1.2: Reading
- Module 1.2: Video 1 - Project initiation
- Module 1.2: Video 2 - PDCA cycle explained
- Module 1.2: Exercise

1.3 Project planning

- Module 1.3: Reading

More specifically:

- **PDF**

The users can open the material in a browser or simply download them on their computer in order to read it at their own time and pace. PDF presentations provide at any given time access on the learning material.



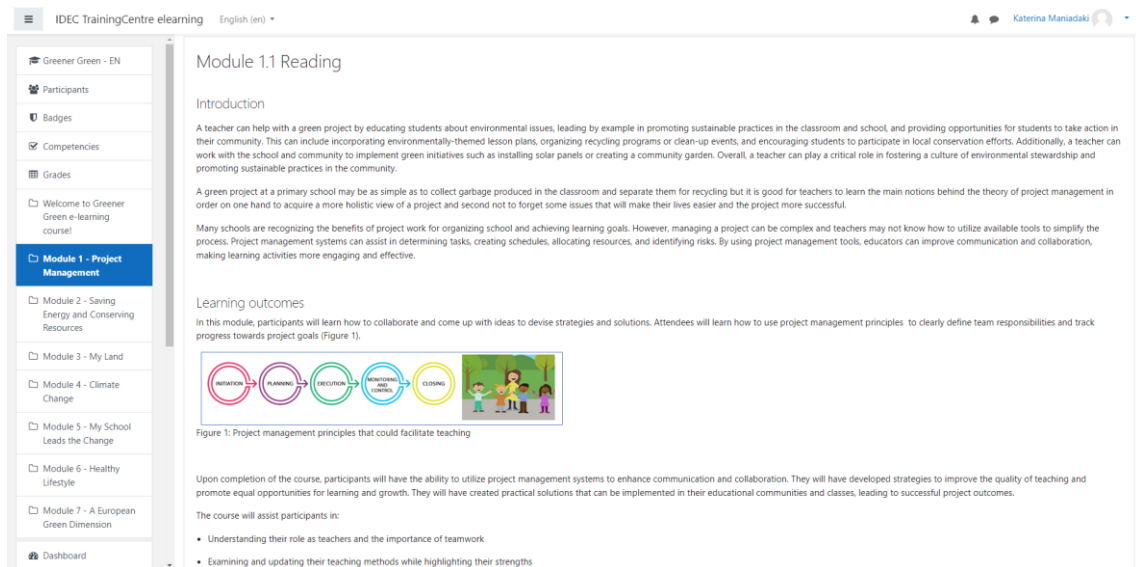


Module 1 Summary



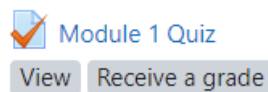
- **Page**

For the materials displayed in a page format, the users can read the materials simply by clicking on the training material and they are transferred directly. This option requires the users to be connected to the internet in order to study the materials.



- **Quiz**

At the end of each module, there is a quiz that serves as an assessment method for the acquired knowledge. The labels “View” and “Receive a grade” indicate that in order to complete the module, the learners must participate in the quizzes and receive a grade.





The format of all questions is multiple choice and in order to pass the test, a 50% grade is required.

Greener Green - Developing sustainability practices in primary schools

Dashboard / Courses / Greener Green / Greener Green - EN / Module 1 - Project Management / Module 1 Quiz / Preview

Question 1
Not yet answered
Marked out of 1.00
Flag question

Cleaning a beach is an example of?

a. Process

b. Project

c. Scope

d. All of the above

Quiz navigation

1 2 3 4 5 6 7 8 9
10 11 12 13 14 15

Finish attempt ...

Start a new preview

[Next page](#)

← Module 1.7: Exercise Jump to... Module 2: Summary →

To finish the course, the users must complete all quizzes and receive a grade of at least 50%.

Started on	Thursday, 22 February 2024, 1:27 PM
State	Finished
Completed on	Thursday, 22 February 2024, 1:28 PM
Time taken	1 min 9 secs
Marks	8.00/15.00
Grade	5.33 out of 10.00 (53%)

Quiz navigation

1 2 3 4 5 6 7 8 9
10 11 12 13 14 15

Show one page at a time

Finish review

Start a new preview

Question 1
Correct
Mark 1.00 out of 1.00
Flag question

Cleaning a beach is an example of?

a. Process

b. Project ✓

c. Scope

d. All of the above

Your answer is correct.
The correct answer is: Project

Question 2
Correct
Mark 1.00 out of 1.00
Flag question

Which from the following represents the correct project cycle?

a. Planning—Initiating—Executing—Closing

b. Planning—Executing—Initiating—Closing

c. Initiating—Planning—Executing—Closing ✓

d. Initiating—Executing—Planning—Closing

Your answer is correct.
The correct answer is: Initiating—Planning—Executing—Closing

After final submission, the platform gives users the ability to read the feedback from their answers. This feature gives useful comments and the opportunity to the quiz's participant to improve their knowledge.

Modules' organization

Module 1 - Project Management

- Module 1 Summary (available in a PDF format)
 - 1.1. Project management for teachers
- Module 1.1 Reading (in a Page format)
- Module 1.1: Case study 1: Jack Chambers PS/Canada (in a Page format)





- Module 1.1: Case study 2: Okanagan Mission School/Canada (in a Page format)
- Module 1.1: Case study 3: Finland (in a Page format)
- Module 1.1: Exercise (in a Page format)
 - 1.2. Project initiation and importance of PDCA cycle
- Module 1.2: Reading (in a Page format)
- Module 1.2: Video 1 - Project initiation (in a Page format)
- Module 1.2: Video 2 - PDCA cycle explained (in a Page format)
- Module 1.2: Exercise (in a Page format)
 - 1.3. Project planning
- Module 1.3: Reading (in a Page format)
- Module 1.3: Video - Project planning (in a Page format)
- Module 1.3: Exercise (in a Page format)
 - 1.4. Project execution
- Module 1.4: Reading (in a Page format)
- Module 1.4: Video - Project execution (in a Page format)
- Module 1.4: Exercise (in a Page format)
 - 1.5. Digital skills for teachers and project management
- Module 1.5: Reading (in a Page format)
- Module 1.5: Video - Stop managing, start leading (in a Page format)
- Module 1.5: Exercise (in a Page format)
 - 1.6. Digital tools for teachers
- Module 1.6: Reading (in a Page format)
- Module 1.6: Exercise (in a Page format)
 - 1.7. Digital tools for project and time management - Gantt chart
- Module 1.7: Reading (in a Page format)
- Module 1.7: Video - Create a Gantt Chart in excel (in a Page format)
- Module 1.7: Extra info - What is a Gantt chart (in a Page format)
- Module 1.7: Exercise (in a Page format)
 - Module 1 Quiz

Module 2 - Saving Energy and Conserving Resources

Module 2: Summary (in a PDF format)

- 2.1 Climate Change and our Carbon Footprint



- Module 2.1: Reading (in a Page format)
- Module 2.1: Case study 1: Scuola Leonardo da Vinci, Milan, Italy (in a Page format)
- Module 2.1: Case study 2: Zevensprong, Leuven, Belgium (in a Page format)
- Module 2.1: Video 1 - What Is the Greenhouse Effect? (in a Page format)
- Module 2.1: Video 2 - Causes and Effects of Climate Change (in a Page format)
- Module 2.1: Article - Climate change impacts, risks and adaptation (in a Page format)
- Module 2.1: Chart - Total greenhouse gas emission trends and projections in Europe (in a Page format)
- Module 2.1: Video 3 - Climate Change: Your carbon footprint explained (in a Page format)
- Module 2.1: Carbon Footprint Calculator Exercise - Individuals and families (in a Page format)
- Module 2.1: Carbon Footprint Calculator Exercise – Children (in a Page format)
 - 2.2 Energy Efficiency
- Module 2.2: Reading (in a Page format)
- Module 2.2: Video - What is energy efficiency? (in a Page format)
 - 2.3 Refuse, Reduce, Reuse, Repurpose and Recycle
- Module 2.3: Reading (in a Page format)
- Module 2.3: Article 1 - Schools in Greece share their ideas of recycling and upcycling (in a Page format)
- Module 2.3: Article 2 - EU school food procurement schemes (in a Page format)
- Module 2.3: Article 3 - The artist who is turning plastic waste into sculptures (in a Page format)
- Module 2.3: Article 4 - E-waste recycling heroes in the making! (in a Page format)
 - 2.4 Environmental Conservation in Schools
- Module 2.4: Reading (in a Page format)
- Module 2.4: Article & Video - 3 Billion Trees Pledge (in a Page format)
 - 2.5 Adapting how we travel
- Module 2.5: Reading (in a Page format)
- Module 2.5: Article - Time for electric school buses in Poland (in a Page format)
- Module 2.5: Article - What are bike buses (in a Page format)
 - 2.6 Saving water



- Module 2.6: Reading (in a Page format)
- Module 2.6: Video - Our Changing Climate and Conservation (in a Page format)
 - Module 2 Quiz

Module 3 - My Land

- Module 3: Summary (available in a PDF format)
 - 3.1 Introduction
- Module 3.1: Reading (available in a Page format)
 - 3.2 Steps for Organising Activities
- Module 3.2: Reading (available in a Page format)
 - 3.3 Good practices
- Module 3.3 Reading (available in a Page format)
- Module 3.3 Good practices (available in a Page format)
 - 3.4 References and Resources
- Module 3.4: References & Resources (available in a Page format)
 - Module 3 Quiz

Module 4 - Climate Change

- Climate change
- Module 4.1: Summary (available in a PDF format)
- Module 4.1 Reading (available in a Page format)
- Module 4.1: Case study 1: Some schools in Brussels (Belgium) (available in a Page format)
- Module 4.1: Case study 2: Schools of Brussels (Belgium) (available in a Page format)
- Module 4.1: Supplementary videos (available in a Page format)
 - Consequences now
- Module 4.2: Summary (available in a PDF format)
- Module 4.2 Reading (available in a Page format)
- Module 4.2: Supplementary videos (available in a Page format)
 - Human influences
- Module 4.3: Summary (available in a PDF format)
- Module 4.3 Reading (available in a Page format)



- Module 4.3: Supplementary videos (available in a Page format)
 - World cities consequences
- Module 4.4: Summary (available in a PDF format)
- Module 4.4 Reading (available in a Page format)
- Module 4.4: Supplementary videos (available in a Page format)
 - Module 4 Quiz

Module 5 - My School Leads the Change

- Module 5: Summary (available in a PDF format)
 - 5.1 How to carry out an environmental impact assessment of the school (environmental audit, carbon footprint, environmental diagnosis)
- Module 5.1 Reading (available in a Page format)
- Module 5.1: Case study 1: At school, we reduce kilowatts (available in a Page format)
- Module 5.1: Case study 2: A greener curriculum (available in a Page format)
- Module 5.1: Exercise 1 (available in a Page format)
- Module 5.1: Exercise 2 (available in a Page format)
 - 5.2 How to motivate and involve students in the change process
- Module 5.2 Reading (available in a Page format)
- Module 5.2: Exercise 1 (available in a Page format)
- Module 5.2: Video 1 - Greta Thunberg (available in a Page format)
- Module 5.2: Video 2 - Social Contracts Foster Community in the Classroom (available in a Page format)
 - 5.3 Improve student learning with an appropriate orientation of curricular actions
- Module 5.3 Reading (available in a Page format)
- Module 5.3: Exercise 1 (available in a Page format)
- Module 5.3: Exercise 2 (available in a Page format)
 - 5.4 Classroom ecoaudit
- Module 5.4: Reading (available in a Page format)
- Module 5.4: Exercise 1 (available in a Page format)
- Module 5.4: Exercise 2 (available in a Page format)
 - 5.5 Classroom waste management



- Module 5.5: Reading (available in a Page format)
- Module 5.5: Exercise 1 (available in a Page format)
- Module 5.5: Exercise 2 (available in a Page format)
- Module 5.5: Exercise 3 (available in a Page format)
 - Module 5 Quiz

Module 6 - Healthy Lifestyle

- Module 6: Summary (available in a PDF format)
 - 6.1 Exercising
- Module 6.1: Summary (available in a PDF format)
- Module 6.1: Reading (available in a page format)
- Module 6.1: Best practices (available in a PDF format)
 - 6.2 Dietary
- Module 6.2: Summary (available in a PDF format)
- Module 6.2: Reading (available in a page format)
 - 6.3 Green ways to get to school
- Module 6.3: Summary (available in a PDF format)
- Module 6.3: Reading (available in a page format)
 - Module 6 Quiz

Module 7 - A European Green Dimension

- Module 7: Summary (available in a PDF format)
 - 7.1 European green deal
- Module 7.1: Reading (available in a page format)
- Module 7.1: Exercise 1 (available in a page format)
- Module 7.1: Exercise 2 (available in a page format)
- Module 7.1: Video - Green deal proposal (available in a page format)
 - 7.2 Initiatives and priorities for climate and environment
- Module 7.2: Reading (available in a page format)
- Module 7.2: Exercise 1 (available in a page format)
- Module 7.2: Exercise 2 (available in a page format)
 - 7.3 Sustainability education in Europe
- Module 7.3: Reading (available in a page format)



- Module 7.3: Exercise 1 (available in a page format)
- Module 7.3: Exercise 2 (available in a page format)
 - 7.4 Resources and organisations to support schools
- Module 7.4: Reading (available in a page format)
- Module 7.4: External links 1 (available in a page format)
- Module 7.4: External links 2 (available in a page format)
- Module 7.4: Exercise 1 (available in a page format)
 - 7.5 Future perspectives
- Module 7.5: Reading (available in a page format)
- Module 7.5: Exercise 1 (available in a page format)
 - 7.6 Good practices
- Good practice 1: The Green Week (available in a page format)
- Good practice 2: Climatics, a network project (available in a page format)
 - Module 7 Quiz