GreenHeritage

The impact of Climate Change on the Intangible Cultural Heritage

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Deliverable D4.2

GreenHeritage Micro-Credential programme

Version: V 1.0

Project details:	
No:	**101087596**
Name:	**GreenHeritage**
Title:	The impact of Climate Change on the Intangible Cultural Heritage
Start date:	December 1st, 2022
Duration:	36 months

Dissemination Level		2	
PU	Public		●
PP	Restricted to other programme participants (including the Commission Services)		
RE	Restricted to a group specified by the consortium (including the Commission Services)		
CO	Confidential, only for members of the consortium (including the Commission Services)		

Document details:	
Project	GreenHeritage
Title	Deliverable D4.2 GreenHeritage Micro-Credentials Programme
Version	1.0
Work package	WP4
Author(s)	Alexandra Bounia, Despoina Catapoti, Konstantinos Kotis, Christos Matsoukas
Keywords	MOOC, Micro-credentials
Document ID	GreenHeritage_D4.2-v1.0
Synopsis	Report for work package WP4.2 Design of Micro-Credentials program
Release Date	26 /02/ 2024

Revision history			
Version	Date	Changes	Changes by
0.1	18/01/2024	Draft version	Alexandra Bounia, Despoina Catapoti, Konstantinos Kotis, Christos Matsoukas
0.2	07/02/2024	Draft version	Patrizia Grifoni
0.3	19/02/2024	Draft version	Alexandra Bounia, Despoina Catapoti, Konstantinos Kotis, Christos Matsoukas, Eugenia Apicella, Gulia Galluccio, Fulvio Biddau, Rita Grinvalde
1.0	26/02/2024	Final version	Giuseppina Padeletti, Patrizia Grifoni

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EXECUTIVE SUMMARY

This document presents the micro-credential program (MCP) developed by GreenHeritage project.

In the first part it addresses the overall design of the program, focusing on the design principles, which include, as per EU requirements: quality, transparency, relevance, valid assessment, learning pathways, recognition, portability, learner-centred, authenticity, and information and guidance.

Then, the curricula for each module have been defined and are presented in detail, focusing on learning outcomes, skills, and sessions as well as the relevant bibliography.

After the conclusions and recommendations, four Appendices provide: the certificate templates to be issued for the participants to the programme (A), as well as the evaluation forms for participants (B), and teaching staff (C and D).

Introduction

1.1. Document organization

The present document is organized in the following sections:

Section 2. Micro-credentials Program: Overview

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Appendix D: Trainers' self-evaluation form (overall)

1.2. Reference Documents

Document name	Reference number
GreenHeritage – Annex 1: Description of Work	Grant Agreement nr. 101087596
GreenHeritage – Project Management Plan	Deliverable D1.2
GreenHeritage - Quality Assurance Plan	Deliverable D1.4
GreenHeritage - Primary and secondary data research findings	Deliverable D2.2
GreenHeritage, Development of methodology	Deliverable D2.3:

1.3. Acronyms and Abbreviations

Acronym	Description
AI	Artificial Intelligence
AR/VR	Augmented Reality/Virtual Reality
CC	Climate Change
chatGPT	chat Generative Pre-Trained Transformer

CIDOC	International Committee fo Documentation
CMS	Content Management System
CRM	Conceptual Reference Model
ECTS	European Credit Transfer and Accumulation System
EDT	Emerging and Disruptive Technologies
ESG	Environmental Social and Governance
ET	Emerging Technology
EU	European Union
HEIs	Higher Education Institutions
HQA	Hellenic Quality Assurance
ICH	Intangible Cultural Heritage
ICT	Information and Communication Technology
IoT	Internet of Things
IPCC	International Policy on Climate Change
MC	Micro Credential
MCP	Micro-Credentials Program
MOOC	Massive Open On-line Courses
NFTs	Non-Fungible Tokens
NLE	Non-Legislative Enactment
QAS	Quality Assurance System
UNESCO	United Nations Educational, Scientific and Cultural Organization.
URL	Uniform Resource Locator
VLE	Virtual Learning Environment
WP	Work Package
XR	eXtended Reality

Section 2. Micro-Credentials Program: Overview

2.1 MCP Overview

The need for ongoing upskilling and reskilling is becoming more and more relevant and urgent as more people in Europe and beyond need to update and improve their knowledge, skills, and competences (Council of European Union, 2021/0402 (NLE)). This is especially true in the aftermath of the COVID-19 pandemic and its impact on people's lives and lifestyles (for example, increased remote work, mental health issues, and revisions of trauma-based life views, etc.). . The CC which is now evident through the multiple global phenomena of extreme weather experiences makes this reskilling and constant upskilling even more pertinent.

Giving access to quality learning and opportunities to develop personal, social, cultural, professional, and environmental knowledge becomes therefore more and more important; this will affect both formal education systems, as well as training systems provided by informal learning and training providers. This learning approach needs to be learner-centred, accessible, inclusive, based on sound research, and responsive to societal needs.

The micro-credentials system was developed to support certifying the outcomes of small, tailored learning experiences. They are/can be designed and issued by a variety of providers. The GreenHeritage project focuses on high-value and important topics like ICH and CC, which have a profound impact on communities and their identities and are affecting everyone more and more every day; for this reason, the project wanted to contribute to this important initiative to provide the community members that would be interested in finding out more information about ICH and CC with life-long learning tools.

Having collected primary data during the research phase of WP2, in collaboration with communities of bearers and other members of society (such as media, policy makers, etc.), the GreenHeritage project is in a position to address contemporary concerns, and support communities in learning more about these pressing and relevant to contemporary society issues.

The course has been designed following the EU approach to micro-credentials aligned with the EU standards (EU 2021). They are underpinned by quality assurance as per the standards that the University of the Aegean and the GreenHeritage project partners abide to and follow the principle of transparency. The certificate confirming the acquisition of micro-credentials (see Appendix A for an early version of the certificate) includes the following information:

- Identification of the learner

- Title of the micro-credential
- Country/Region of the issuer
- Awarding body/ies
- Date of issuing

The accompanying Supplement includes:

- Learning outcomes
- Workload in ECTS
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance underpinning the micro-credential
- Integration/stackability options.

2.2 Description

The Micro-Credential Program (MCP) designed by the GreenHeritage project consists of 4 (four) modules that can be attended independently, or as a group (stackable). Each of them corresponds to a workload of 1 ECTS. The four modules are stackable in the form of a 4-ECTS Certificate on the topic of ICH and CC.
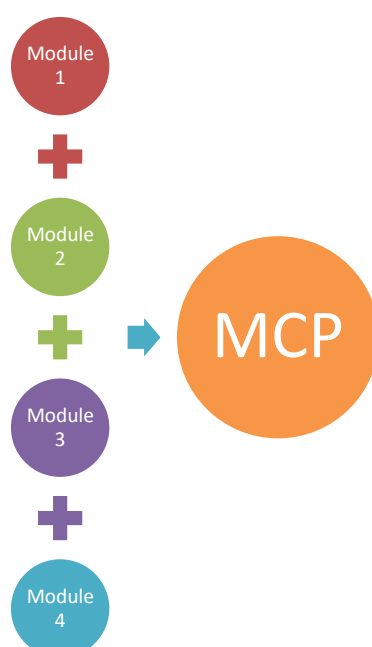

Figure 1: The four modules of the GreenHeritage MCP

The material produced for the MCP will be translated in Greek, Italian, Latvian, and Spanish.

2.3 Design

In the design of the GreenHeritage MCP the following principles were taken into consideration:

2.3.1   Quality

All micro-credentials are subjected to internal and external quality assurance based on the standards of the University of the Aegean (see: http://www.aegean.edu/quality-assurance). The Quality Assurance System (QAS) of the University of the Aegean is established under the principles, criteria, and guidelines of the Hellenic Quality Assurance and Accreditation Agency (HQA) and international good practices of evaluation. It consists of the following tools:

- Modules/Course evaluation questionnaires for learners.
- Faculty members' self-evaluation questionnaires.
- Systematic monitoring and reporting of procedures, publishing results in the institution's website.
- Submitting yearly based reports to the Hellenic Quality Assurance and Accreditation Agency: collecting, monitoring, and analysing data.

The University of the Aegean was accredited by HQA in 2018 and it is compliant with the HQA Quality Standards, and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

To ensure internal quality, the programme is collecting feedback from the learners that will feed into the content of the course and inform future revisions, as well as peers' feedback – in this case peers consist of the partners in this consortium.

2.3.2   Transparency

Micro-credentials are measurable, comparable, and understandable, as clear information is provided on the following:

(a) learning outcomes
(b) workload
(c) content
(d) level
(e) learning offer

Regarding the workload, the European Credit Transfer and Accumulation System (ECTS) is used to demonstrate the workload needed to achieve the learning outcomes. As mentioned above, the University of the Aegean is accredited by the Hellenic Authority for Higher Education and quality assurance is regulated by virtue of Law 4653/2020, which determines the framework and the specific purposes of internal and external evaluation in Higher Education Institutions (HEIs).

The program will be also made accessible to different platforms, including the Europass one,[1] as soon as it is ready to run.

2.3.3   Relevance

The GreenHeritage consortium consists of partners[2] coming from higher education institutions (UAEGEAN and ILFA), public research organisation (Consiglio Nazionale delle Ricerche), centres for excellence (European University Centre for Cultural Heritage), foundations (Euro-Mediterranean Centre for Climate Change Foundation and Santa Maria la Real) as well as companies and service providers (ReadLab, Eloris S.A., Candide) and life learning institutes (ALLI). Therefore, a variety of perspectives has been incorporated to provide training that is of increased relevance to the labour market.

2.3.4   Valid Assessment

The outcomes of the programme will be assessed against transparent standards, as rubrics of assessment will be part of the learning material, integrally connected to each module.

2.3.5   Learning pathways

Aiming to support flexible learning pathways, the GreenHeritage micro-credentials have the possibility to be stacked, validated, and recognised. In particular, the MCP is designed as modular, i.e., learners might decide to take one or more modules, to use them in different ways and stack them with other modules, as needed by the learners' goals and needs, as well as receiving organisations' requirements.

2.3.6   Recognition

The aim of micro-credentials through the measurement of learning outcomes via ECTS is to be recognised in a comparable way across the EU.

2.3.7   Portability

The data (module content, participants, evaluations, etc.) will be stored in the GreenHeritage project platform[3] for interoperability, seamless exchanges, and portability.

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[1] https://europa.eu/europass/en

[2] https://greenheritage-project.eu/partners/

[3] https://elearning.greenheritage-project.eu/

2.3.8 Learner-Centred

The programme is learner-centred for two reasons:

- First, because it provides a variety of learning methodologies that put learners at the heart of the learning process and provides multiple ways of engaging with the content.
- Second, because it includes learners' feedback into the loop of updating and evaluating the process and, therefore, provides a continuous improvement of the micro-credentials.

2.3.9 Authentication

The certificate will be authenticated by the GreenHeritage consortium (through the Coordinator) jointly with University of Aegean.

2.3.10 Information and Guidance

Partners in this project will include the MCP to their offerings thus aiming to reach the broadest possible group of learners in an inclusive and supportive way.

Section 3. Module 1: Intangible Cultural Heritage. Introduction and International Overview

3.1 COURSE OUTLINE

(1) GENERAL

COURSE TITLE	INTANGIBLE CULTURAL HERITAGE. INTRODUCTION AND INTERNATIONAL OVERVIEW		
INDEPENDENT TEACHING ACTIVITIES		**TEACHING HOURS**	**CREDITS**
		25	1 ECTS
COURSE TYPE	General knowledge - online course 1/4 of the modules of MCP developed under the GreenHeritage Erasmus+ project titled "The impact of CC on the ICH".		
PREREQUISITES (IF APPLICABLE):	None		

(2) LEARNING OUTCOMES

Learning outcomes
Upon completion of this module, participants should be able to: • Articulate a clear definition of ICH. • Understand the significance and scope of ICH in cultural preservation. • Appreciate the diversity of ICH manifestations globally. • Recognize and provide examples of various forms of ICH. • Gain an understanding of the UNESCO framework for safeguarding ICH. • Analyse the legislative measures at the European and national levels for protecting ICH. • Understand the responsibilities and challenges faced by experts in preserving ICH. • Explore the role of communities in the safeguarding and transmission of ICH. • Engage in discussions about the ethical considerations surrounding the documentation, preservation, and dissemination of ICH. • Critically evaluate case studies illustrating successful and unsuccessful efforts in safeguarding ICH.

- Develop cultural sensitivity and awareness, understanding the importance of respecting diverse cultural practices and traditions.
- Reflect on the opportunities and challenges presented by the digital turn in the context of ICH.

General Competences

- Adapting to new situations
- Decision-making
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional, and ethical responsibility and sensitivity to gender issues
- Teamwork
- Working in interdisciplinary environment
- Working in international environment

(3) SYLLABUS

ICH is a "force bringing people together connecting them through their bodies to the past", as Marilena Alivizatou (2022) has very eloquently argued. This module aims to introduce students to the powerful dimensions of ICH and provides the necessary theoretical and methodological tools that will allow participants to discuss the topics and ideas related to the other modules of the Green Heritage programme. The module will be structured around three main areas: (a) evolving definitions of ICH and the legal and institutional frameworks supporting them; (b) the meaning of participation and its importance for the safeguarding and/or sustainability of ICH; (c) the "digital turn" and its role in ICH.

Session 1: Self-study and Lecture: Unveiling Intangible Heritage: An Introduction (Duration 3 h)

This introductory session will start by asking students to read two articles on ICH so that they can participate in the lecture that will follow.

Session 2: Lecture: An insight into the legislative landscape of ICH (UNESCO/Global, European, and national) (Duration 3 h)

The session will be delivered as a lecture, and it will present the overall legislative and normative framework regarding ICH.

Session 3: Lecture: Decoding ICH Elements: Definitions and perspectives (Duration 2 h)

Based on the previous two sessions, this one will define ICH and address issues of definitions and perspectives.

Session 4: Group Activity related to Session 3 (collaborative exercises aiming at deepening our understanding of ICH elements, sharing insights and perspectives within the group) (3 h)

This session will invite participants to a group activity, to be able to utilise and better understand the material presented in lecture format in previous sessions.

Session 5: Lecture: The "Experts'" Lens: Unveiling the role of *connoisseurs* (Duration 2 h)

The role of the "connoisseurs" or "experts" is one of the most central ones in the discourse around ICH. This session will offer an overview to this debate.

Session 6: Group Activity related to Session 5 (group activities aiming at prompting reflection on the role and responsibilities of custodians of ICH) (3 h)

Following on the previous session, this one will encourage reflection and group work regarding the idea of the custodians of ICH and the multi-layered approach required to understand and communicate it.

Session 7: Lecture: "Community" dynamics: Embracing diverse approaches (Duration 2 h)

At the centre of this and the following session will be the idea of community and participation. Both terms are highly debated within contemporary discourses, disciplinary and interdisciplinary ones.

Session 8: Group Activity related to Session 6 (peer collaboration aiming at exploring the multifaceted nature of "community" and "bearers", with emphasis on their integral role in preserving and transmitting ICH) (3 h).

This session will capitalise on the lecture delivered before and invite participants to workshop ideas regarding communities and bearers.

Session 9: Lecture: ICH and the «digital turn» (3 h)

This session will bring to the discussion the idea of the digital and will explore how the "digital turn" is affecting the concept of ICH, its documentation, but also the communities involved.

Session 10: Self-reflection and evaluation (1 h)

This session will summarise the course and offer participants opportunity to reflect, and also to be evaluated.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	The delivery will be online (distance learning), synchronous and asynchronous
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	GreenHeritage VLE platform

TEACHING METHODS	*Activity*	*Workload*
	Lectures	14
	Group Activities	9
	Self-study	2

	Total	*25*
STUDENT PERFORMANCE EVALUATION	The evaluation will be in English. It will be summative/conclusive and will consist of a form including multiple choice questions, as well as short open-ended questions.	

(5) SUGGESTED BIBLIOGRAPHY

Aikawa-Faure, N. (2009). From the proclamation of masterpieces to the convention for the safeguarding of intangible cultural heritage. In L. Smith & N. Akagawa (Eds.), *Key issues in cultural heritage. Intangible heritage*, 13–44. Routledge.

Blake, J. (2016). Development of UNESCO's 2003 convention: Creating a new heritage protection paradigm? In M. Stefano (Ed.), *The Routledge companion to intangible cultural heritage*, 11–21. Routledge.

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Jacobs, M. (2022). Marilena Alivizatou, Intangible Heritage and Participation. Encounters with Safeguarding Practices. Volkskunde, 122(3), 473-474.

Kim, S., Whitford, M., & Arcodia, C. (2019). Development of intangible cultural heritage as a sustainable tourism resource: The intangible cultural heritage practitioners' perspectives. *Journal of Heritage Tourism*, 153(3), 1–14.

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Kurin, R. (2004). Safeguarding intangible cultural heritage in the 2003 UNESCO convention: A critical appraisal. *Museum International* 56(1–2), 66–77.

Kurin, R. (2007). Safeguarding intangible cultural heritage: Key factors in implementing the 2003 convention. *International Journal of Intangible Heritage* 2, 9–20.

Lenzerini, F. (2011). Intangible cultural heritage: The living culture of peoples. *European Journal of International Law* 22(1), 101–12.

Logan, B. (2009). Playing the Devil's advocate: Protecting intangible cultural heritage and the infringement of human rights. *Historic Environment* 22(3), 14–18.

Pietrobruno, S. (2009). Cultural Research and Intangible Heritage: Culture Unbound. *Journal of Current Cultural Research* 1, 227-247.

Section 4. Module 2: Intangible Cultural Heritage and Climate Change I: Threats and Protection. An Environmental Perspective

4.1   COURSE OUTLINE

(1) GENERAL

COURSE TITLE	ICH AND CLIMATE CHANGE I: THREATS AND PROTECTION. AN ENVIRONMENTAL PERSPECTIVE	
INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS**	**CREDITS**
	25	1 ECTS
COURSE TYPE	General knowledge - online course 1/4 of the modules of MCP developed under the GreenHeritage Erasmus+ project titled "The impact of CC on the ICH".	
PREREQUISITES (IF APPLICABLE):	None	

(2) LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, participants are expected to: • Be familiar with the basic greenhouse gases, their sources, and their influence on the climate. • Grasp the complexity of the climate system, its various time scales, and its natural vs. anthropogenic aspects. • Acquire science-grounded expectations of the future climate changes and challenges. • Recognize and examine risks in various sectors of natural, human, and managed systems. • Suggest adaptation options and detect maladaptation situations.
General Competences
• Production of free, creative, and inductive thinking

- Respect for difference and multiculturalism
- Respect for the natural environment
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working in an interdisciplinary environment
- Working in international environment
- Working independently

(3) SYLLABUS

Climate change can affect ICH in both straightforward and subtle ways. This module aims to present a scientific overview of climate change scenarios, highlighting societal impacts and vulnerabilities deriving from extreme weather phenomena and slow-onset changes, and fostering understanding of available policy and planning responses to cope and adapt at different scales.

The online component of the module aims to lay the groundwork for the non-technical description of climate change, impacts, and adaptations. Even though it will touch upon political, financial, and societal issues, its perspective comes mainly from the physical and environmental sciences.

Session 1: Lecture: Historical climate change. Agents of change (3 h)

In situ and remote sensing climate observations. Reconstructions of paleoclimate. Planetary energy balance and greenhouse effect.

Session 2: Self-study and reflection on Session 1 (1 h)

The students will study the Session 1 lecture notes and additional material.

Session 3: Lecture: Temporal horizon of the greenhouse effect (3 h)

Greenhouse gases and solar flux as forcing agents. Sources and sinks of greenhouse gases. Temporal scales.

Session 4: Self-study and reflection on Session 3 (1 h, 20 min)

The students will study the Session 3 lecture notes and additional material. They will reflect on the topics of Sessions 1 and 3 by taking a 20 min quiz.

Session 5: Lecture: Socio-economic future scenarios (3 h)

Climate models and uncertainties. Can they replicate the past? What about the future? Shared socio-economic pathways (SSP).

Session 6: Self-study and reflection on Session 5 (1 h)

The students will study the Session 5 lecture notes and additional material.

Session 7: Lecture: Impacts, risks, and vulnerabilities, part 1 (3 h)

Historical climate change impacts. Hazard, vulnerability, exposure, and risk. Extreme weather and slow-onset events.

Session 8: Self-study and reflection on Session 7 (1 h, 20 min)

The students will study the Session 7 lecture notes and additional material. They will reflect on the topics of Sessions 5 and 7 by taking a 20 min quiz.

Session 9: Lecture: Impacts, risks, and vulnerabilities, part 2 (3 h)

Sectoral impacts (water resources, agriculture, health, etc.) and vulnerable populations. International climate agreements.

Session 10: Self-study and reflection on Session 9 (1 h)

The students will study the Session 9 lecture notes and additional material.

Session 11: Lecture: Adaptation measures (3 h)

Adaptation measures. Current, future adaptation and its limits. Climate resilient development.

Session 12: Self-study and reflection on Session 11 (1 h, 20 min)

The students will study the Session 11 lecture notes and additional material. They will reflect on the topics of Sessions 9 and 11 by taking a 20 min quiz.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The delivery will be online (distance learning), synchronous and asynchronous
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	GreenHeritage VLE platform
TEACHING METHODS	*(see table below)*
STUDENT PERFORMANCE EVALUATION	The evaluation will be in English and will consist of three quizzes that the participants will be asked to respond to. The evaluation approach will be formative and will consist of multiple-choice questions, as well as few short open-ended questions.

Activity	*Workload*
Lectures	6×3 h = 18 h
Self-study	6×1 h = 6 h
Reflection	3×20 min = 1 h
Course (module) total	25 h

(5) SUGGESTED BIBLIOGRAPHY AND RESOURCES

Public Documents

National Research Council. (2020), *Climate Change: Evidence and Causes: Update 2020*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25733

IPCC. (2021): Summary for Policymakers. In: *Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change,* Cambridge University Press, Cambridge, United Kingdom and New York, NY. https://doi.org/10.1017/9781009157896.001

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GreenHeritage. (2023), Deliverable D2.2: *Primary and secondary data research findings*

GreenHeritage. (2023), Deliverable D2.3: *Development of methodology*

Textbooks

Burroughs, William James. (2007), *Climate change: a multidisciplinary approach*, 2nd ed., Cambridge University Press

Dessler A. E.. (2021), *Introduction to modern climate change*, 3rd edition, Cambridge University Press

Houghton J. (2015), *Global warming: The complete briefing*, 5th edition, Cambridge University

Section 5. Module 3: Intangible Cultural Heritage and Climate Change II: Challenges and Opportunities

5.1 COURSE OUTLINE

(1) GENERAL

COURSE TITLE	INTANGIBLE CULTURAL HERITAGE and CLIMATE CHANGE II: Challenges and Opportunities	
INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS**	**CREDITS**
	25	1 ECTS
COURSE TYPE	General knowledge - online course	
	1/4 of the modules of MCP developed under the GreenHeritage Erasmus+ project titled "The impact of CC on the ICH".	
PREREQUISITES (IF APPLICABLE):	None	

(2) LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, participants will be able to: • Critically discuss issues of sustainability in regard to ICH. • Discuss and evaluate different threats that CC poses on ICH. • Discuss and debate different solutions that ICH might bring to CC concerns • Critically reflect on the relationship between ICH safeguarding and environmental risks. • Evaluate significant debates, problems, controversies, concepts, and theories pertinent to ICH and CC.
General Competences
• Adapting to new situations • Decision-making • Development of reading, comprehension and writing skills • Respect for difference and multiculturalism

- Respect for the natural environment
- Showing social, professional, and ethical responsibility and sensitivity to gender issues
- Teamwork
- Working in interdisciplinary environment
- Working in international environment

(3) SYLLABUS

Global climate change and its adverse implications affect both tangible and intangible cultural heritage. Even though attention has already been given to the impact of CC on tangible cultural heritage, less, if any attention has been given to its impact on ICH. Green Heritage has conducted research on this impact, and this module is going to bring together the outcomes of this research, together with research undertaken by other research institutions. The aim is to enhance participants' awareness of the threats ICH suffers due to climate change, but also the opportunities available for ICH to contribute with indigenous knowledge and expertise to the quest against the adversities of CC. The perspective of this module will complement the perspective of module 2 and is related to social sciences and humanities one.

Session 1: Lecture: Introduction: ICH and CC (3 h)

Using specific examples from the research undertaken during the GreenHeritage WP2 research, this session will attempt an overarching presentation bringing together the concerns around cultural heritage, tangible and intangible cultural heritage, and climate change in Europe and globally.

Session 2: Reading assignment: Students will study academic literature on sustainability and ICH and report back to the class (3 h)

This reading assignment will ask participants to engage in the debates as these are presented in academic and popular literature and present their ideas to peers, building on a peer-to-peer knowledge exchange.

Session 3: Lecture: Threats that CC poses on ICH (Documentary, guided viewing, and discussion). (3 h)

Starting from a documentary screening and guided viewing as a methodology, this session will attempt to encourage students to familiarise themselves with specific threats based on specific environments.

Session 4: Reading assignment: Students will study academic literature on threats imposed on ICH by CC and report back to class (3 h)

This reading assignment will ask participants to engage in the debates as these are presented in academic and popular literature and present their ideas to peers, building on a peer-to-peer knowledge exchange.

Session 5: Lecture on evaluation of significant debates, problems, controversies, concepts, and theories pertinent to ICH and CC. (2 h)

This session aims to delve into the intricate connections between these ICH and CC, exploring the multifaceted implications, challenges, and opportunities they present. Through the

examination of diverse perspectives and the analysis of current research, this lecture seeks to foster a deeper appreciation for the intricate relationship between cultural heritage and environmental sustainability. Attendees will have the opportunity to engage with thought-provoking discussions, contributing to a heightened awareness of the complex issues at the nexus of cultural heritage preservation and the ongoing challenges posed by climate change.

Session 6: Writing assignment: Students are requested to reflect critically upon the relation between ICH and CC and produce a written essay based on the previous lectures and assignments (2 h)

Session 7: Interactive workshop: CC and ICH – Threats: Case study 1 (2 h)

This hands-on session is designed to immerse participants in a dynamic exploration of the threats posed to ICH by the impacts of climate change. Through the lens of a carefully curated case study (Case study 1), attendees will have the unique opportunity to delve deeper into specific challenges faced by ICH in the face of environmental changes.

Session 8: Interactive workshop: CC and ICH – Opportunities: Case study 2 (2 h)

This hands-on session is designed to immerse participants in a dynamic exploration of the threats posed to ICH by the impacts of climate change. Through the lens of a carefully curated case study (Case study 2), attendees will have the unique opportunity to delve deeper into specific challenges faced by ICH in the face of environmental changes.

Session 9: Student-led seminar: Risk and Opportunities in Intangible Heritage National Lists: how to evaluate and conduct research? (2 h)

Students will take the lead in dissecting methodologies for evaluation and research, probing into the delicate balance required to assess the significance of intangible cultural elements within a national context. The goal is not only to understand the challenges inherent in this process but also to identify opportunities for innovative approaches that contribute to effective safeguarding.

Session 10: Writing assignment: Summary and evaluation (2 h)

Participants are tasked with synthesizing key information from the extant bibliography, but beyond mere summarization, the assignment extends into the realm of evaluation, challenging participants to engage critically with the content. This involves assessing the strengths and weaknesses of the material, identifying any biases or gaps in information, and offering well-founded opinions on the overall effectiveness and significance of different sources, analytical theories, and methodologies.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The delivery will be online (distance learning), synchronous and asynchronous	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	GreenHeritage VLE platform	
TEACHING METHODS	*Activity*	*Workload*
	Lectures	8

	Reading Assignment	6
	Writing Assignment	4
	Interactive workshops	4
	Student-led seminar	2
	Total	*25*
STUDENT PERFORMANCE EVALUATION .	The evaluation will be in English. It will be summative/conclusive and will consist of a short essay written by the students during sessions 6 and 10, as presented above. The essay will be submitted online.	

(5) SUGGESTED BIBLIOGRAPHY AND RESOURCES

Akagawa Natsuko and Laurajane Smith (eds), (2019). *Safeguarding Intangible Heritage: Practices and Politics* (New York: Routledge).

Chechi, Alessandro. (2014). 'The Cultural Dimension of Climate Change: Some Remarks on the Interface between Cultural Heritage and Climate Change Law', in Sabine von Schorlemer and Sylvia Maus (eds.), Climate Change as a Threat to Peace, (Peter Lang AG), pp. 161–97.

Dembedza, W.P., Chopera, P., Mapara, J. and L. Macheka (2022) Impact of climate change-induced natural disasters on intangible cultural heritage related to food: a review, *Journal of Ethnic Foods* 9:32.

Hee-Eun Kim, (2011). 'Changing Climate, Changing Culture: Adding the Climate Change Dimension to the Protection of Intangible Cultural Heritage', 18 *International Journal of Cultural Property*, pp. 259–90.

Higgins, Noelle. (2021) 'Indigenous Expertise as cultural expertise in the World Heritage Protective Framework', 11 *Nordic Journal of Law and Social Research*, pp. 75–102.

Higgins, Noelle. (2022). "Changing Climate; Changing Life—Climate Change and Indigenous Intangible Cultural Heritage" *Laws* 11, no. 3: 47.

Maus Sylvia, 'Hand in hand against climate change: cultural human rights and the protection of cultural heritage', 27(4) *Cambridge Review of International Affairs* (2014), pp. 699–716.

Pearson Jasmine, Guy Jackson and Karen E McNamara, (2021). 'Climate-driven losses to Indigenous and local knowledge and cultural heritage', 1 *The Anthropocene Review*, pp. 1–24.

Seekamp, E. and E. Jo (2020). 'Resilience and transformation of heritage sites to accommodate for loss and learning in a changing climate', *Climatic Change* 162:41–55.

Ethnographic documentary festivals focusing on ICT and CC

- https://www.theflorentine.net/2023/11/06/the-world-in-florence/

- https://www.climatecrisisff.co.uk/
- https://filmfreeway.com/planetinfocus
- https://taosenvironmentalfilmfestival.com/
- https://www.ethnofest.gr/

Section 6. Module 4: ICT Tools for the Safeguarding of Intangible Cultural Heritage

6.1 COURSE OUTLINE

(1) GENERAL

COURSE TITLE	ICT TOOLS FOR THE SAFEGUARDING OF ICH	
INDEPENDENT TEACHING ACTIVITIES	**TEACHING HOURS**	**CREDITS**
	25	1 ECTS
COURSE TYPE	General knowledge - online course 1/4 of the modules of MCP developed under the GreenHeritage Erasmus+ project titled "The impact of CC on the ICH".	
PREREQUISITES (IF APPLICABLE):	Basic skills on ICT	

(2) LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, students are expected to: • Understand and identify the Information and Communication Technologies (ICT) available for intangible cultural heritage (ICH), and especially the technologies available for the safeguarding of it. • Understand the use of these technologies for: a) ICH content management; b) ICH information, promotion and raising of awareness of dangers e.g., climate change (CC); c) ICH education and training. • Understand and identify the Emerging Technologies (ET) of ICT, and how they are used in several aspects of the ICH.
General Competences
• Autonomous and teamwork • Critical thinking exercise • Production of free, creative, and inductive thinking • Search, analysis and synthesis of data and information, using the necessary technologies • Transmission and transfer of know-how to other environments

> • Work in an interdisciplinary and international environment

(3) SYLLABUS

ICT can play an important role in the safeguarding of intangible cultural heritage, by providing a means of digitizing, documenting, storing, sharing, and accessing cultural heritage resources. Furthermore, ICT can provide the means/tools for informing and raising awareness of the dangers and the impact of disasters caused by the CC. The ICTs that are involved in this domain are organized in three pillars: a) ICT for ICH content management; b) ICT for ICH dangers' information, promotion and raising of awareness; c) ICT for ICH education and training.

More specifically, the module will deliver content related to ICT methods and tools that are currently available. In addition to the provided lectures (3 h per lecture), students will be asked to study a set of online documents provided (1 h per session). Finally, each session will be assessed online with a set of questions (10 min quiz).

Session 1: Lecture: Introduction to ICT for CH (part A) (3 h)

- ICT for CH (tangible and intangible): safeguarding
- Content digitization (e.g., 2D/3D/4D modelling of cultural/historical maps, story-telling recording, video recording)
- Content organization/structure, documentation, metadata, openness, interoperability, privacy, ownership (e.g., database technology, cultural metadata, repositories/aggregators, Europeana, CIDOC-CRM)

Session 2: Self-study and reflection on Session 1 (1 h, 10 min)

The students will study the Session 1 lecture notes and additional material. They will reflect on the topics of Session 1by taking a 10 min quiz.

Session 3: Lecture: Introduction to ICT for CH (part B) (3 h)

- Content dissemination and promotion (e.g., mobile apps, Web apps, AR/VR apps, games)
- CC awareness and information on ICH impact (e.g., mobile app raising awareness on the impact of CC to ICH)

Session 4: Self-study and reflection on Session 3 (1 h, 10 min)

The students will study the Session 3 lecture notes and additional material. They will reflect on the topics of Session 3 by taking a 10 min quiz.

Session 5: Lecture: Introduction to the Web technology for ICH (part A) (3 h)

- Web and CH (tangible and intangible): safeguarding
- Web-based content management systems CMS (e.g., Omeka, D-Space) and digital libraries/aggregators (e.g., SearchCulture, OpenGlam, *Wikimedia Commons*, Europeana) for ICH content preservation, aggregation, open content
- Web crowdsourcing for collaborative content creation (e.g., HistoryPin)
- Map-based storytelling (e.g., StoryMapJS)

Session 6: Self-study and reflection on Session 5 (1 h, 10 min)

The students will study the Session 5 lecture notes and additional material. They will reflect on the topics of Session 5 by taking a 10 min quiz.

Session 7: Lecture: Introduction to the Web technology for ICH (part B) (3 h)

- Social media (e.g., to raise awareness of ICH and engage communities in its preservation)
- Blockchain technology (provide decentralized and secure systems for storing and sharing cultural artifacts and information - NFTs) and Metaverse e.g., project *Monuverse*.

Session 8: Self-study and reflection on Session 7 (1 h, 10 min)

The students will study the Session 7 lecture notes and additional material. They will reflect on the topics of Session 7 by taking a 10 min quiz.

Session 9: Lecture: Introduction to ET for ICH (part A) (3 h)

- IoT for CH (tangible and intangible): safeguarding
- XR and virtual tours for CH (e.g., virtual museums)

Session 10: Self-study and reflection on Session 9 (1 h, 10 min)

The students will study the Session 9 lecture notes and additional material. They will reflect on the topics of Session 9 by taking a 10 min quiz.

Session 11: Lecture: Introduction to ET for ICH (part B) (3 h)

- AI for CH (a) tools for the analysis and recognition of various aspects of ICH, such as music, dance, and oral traditions e.g., Machine learning algorithms that can be used to automatically transcribe and translate audio recordings of endangered languages, as well as to analyze and preserve other aspects of ICH) (b) AI chatbots for informing and educating people on CC and its impact in ICH,
- Generative AI for CH (e.g., Bing and DALL-E to create images for ICH such as a dry stone wall and its traditional profession, or use ChatGPT to generate a text description of an imaginary picture of dry stone wall build tradition).

Session 12: Self-study and reflection on Session 11 (1 h, 10 min)

The students will study the Session 11 lecture notes and additional material. They will reflect on the topics of Session 11 by taking a 10 min quiz.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	The delivery will be online (distance learning), synchronous and asynchronous
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	GreenHeritage VLE platform
TEACHING METHODS	*Activity*	*Workload*

Lectures	6 X 3 hours = 18 hours
Self-Study	6 X 1 hour = 6 hours
Reflexion	6 X 10 min = 1 hour
Course (module) total	25 hours

STUDENT PERFORMANCE EVALUATION	The evaluation will be in English and will consist of six quizzes that they participants will be asked to respond to. The evaluation approach will be formative and will consist of multiple-choice questions, as well as few short open-ended questions.

(5) SUGGESTED BIBLIOGRAPHY AND RESOURCES

Bibliography:

Alivizatou-Barakou Marilena, Alexandros Kitsikidis, Filareti Tsalakanidou, Kosmas Dimitropoulos, Chantas Giannis, et al. «Intangible Cultural Heritage and New Technologies: Challenges and Opportunities for Cultural Preservation and Development». In M. Ioannides et al. (eds.). *Mixed Reality and Gamification for Cultural Heritage*, Springer International Publishing, pp.129-158, 2017, 978-3-319-49606-1. 10.1007/978-3-319-49607-8_5. hal-0219480.

Antonaci, A., Bravi, P., Dagnino, F., Lutzu, M., Ott, M., Pilosu, S., & Pozzi, F. (2013). Exploring the "Intangible" through ICT. In *ICERI2013 Proceedings* (pp. 3962-3970). IATED.

Brizard, Tamara Willem Derde, Neil Silberman, "Basic Guidelines for Cultural Heritage Professionals in the Use of Information Technologies", How can ICT support cultural heritage? URL: https://www.enamecenter.org/files/documents/Know-how%20book%20on%20Cultural%20Heritage%20and%20ICT.pdf, last accessed 30 Oct. 2023.

Grammalidis, N., Poulios, I. (2019). "ICT-Based Participatory Approaches for the Exploitation and Re-use of Intangible Cultural Heritage". In: Kavoura, A., Kefallonitis, E., Giovanis, A. (eds) *Strategic Innovative Marketing and Tourism*. Springer Proceedings in Business and Economics. Springer, Cham. https://doi.org/10.1007/978-3-030-12453-3_25

UNESCO Culture sector, "The key to safeguarding intangible heritage?", URL: https://www.unesco.org/archives/multimedia/document-4735, podcast, accessed 30 Oct. 2023

Related scientific journals:

- Computing and Cultural Heritage, https://dl.acm.org/journal/jocch
- Heritage, https://www.mdpi.com/journal/heritage

Related scientific conferences:

Annual Conference on Cultural Heritage and New Technologies, https://chnt.at/

Cultures of AI, https://www.landesmuseum.de/en/conference-ai-2022

International Conference on Cultural Informatics, Communication & Media Studies, https://cicms2019.aegean.gr/

Europeana conference, https://pro.europeana.eu/page/conference

Section 7: CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

MC programs offer several advantages that are very important in a constantly changing world that requires upskilling and reskilling. These advantages can be summarised as follows:

(a) *They provide focused and targeted learning*. As MCPs focus on specialised training on a specific subject area, they allow individuals to acquire knowledge and skills directly related to their careers and/or personal development goals. In this case, the MCP aims to focus on a specific area of heritage management, i.e. the relation between ICH and CC and the efforts required to support the protection of ICH. As such, the programme addresses the needs of professionals in heritage organisations, but also stakeholders' groups and members of the ICH communities.

(b) *MCP programmes offer flexibility and convenience*: similarly to other projects, the proposed one is offered online and therefore can be completed at a self-paced schedule, as required by busy individuals who need to combine many roles and responsibilities. The organisation of the material of the proposed program, as well as the different methodologies used for the delivery of the course, provide opportunities for learners to explore and expand their knowledge in a creative way.

(c) Another advantage of MCP programmes is that *they offer a time- and cost-effective way to support people's growth*. Although, in this case, there are no fees for participants, the time commitment remains relevant and important. Also, being a free programme makes is very accessible to community members of every status and in any financial situation.

The award of an MCP certificate by the GreenHeritage Consortium (through the coordinator) jointly with the University of Aegean, will provide a recognised credential for participants that will be used to demonstrate their proficiency in the topic under discussion. These credentials can then be used in the resumes of the people, their LinkedIn profiles, or other professional platforms, helping these individuals in future career moves.

(d) *This MCP has been developed by a multi-national, multi-disciplinary group of experts*, with experience not just from the academic world but also the world of employers. Therefore, the content and skills of the MCP are relevant to the contemporary debates and the work environment and aligned with Industry demands. Furthermore, as it is based on the research results of WP2, it is research-based and thus relies on high academic input.

(e) Finally, the *MCP supports life-long learning*, as it allows individuals in different areas in life to continue enhancing their knowledge and skills. This goes beyond satisfying academic and professional needs to encourage a continuous growth mindset and personal development.

Efforts have been made during the development of the MCP curriculum to address possible shortcomings, as well. Therefore, although many MCPs provide limited depth of knowledge this specific programme, instead, is expecting to offer an in depth Knowledge and understanding of the ICH-CC issues. Moreover, the content reliance on the primary data collected in GreenHeritage project WP2 is of crucial importance and relevance.

Based on the previous considerations, the accreditation and recognition of the MCP are based on a high value program. This is the reason why the certificate of the MCP is signed by the University of the Aegean, jointly with the GreenHeritage consortium (coordinator) representing all the GreenHeritage partners highlighting their credibility and value.

Aiming to retain the motivation of the participants, the MCP has followed an academic setting and structure. Accountability is thus supported.

7.2 Recommendations

MCPs are very important for continuous self-improvement and life-long learning. While individual needs are assessed, considering career goals and specific requirements of different fields, it is important to retain programs that offer widespread benefits and allow for a broader representation of community members and learners of all ages in educational settings.

APPENDIX A: CERTIFICATE OF COMPLETION

APPENDIX B: MODULE EVALUATION FORM: Participants evaluation questionnaire

1. Is the syllabus clearly explained at the beginning of the module?

   Yes   It was explained, but not clearly   No

2. The module page in the learning platform was satisfactory.

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

3. The course lectures and the presentations were clear and well-articulated.

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

4. The module was adequately supported by bibliographic (or other) resources.

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

5. The instructor(s) encouraged and readily responded to the participants' questions (expressed during class or via e-mail).

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

6. The instructor(s) demonstrated in-depth knowledge of the subject and challenged participants to perform at high levels.

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

7. The evaluation methods were clearly linked to the learning outcomes of the module.

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

8. The amount of effort you put into this module was:

   Too much   Manageable, but more than expected   As expected   Light, but overall productive   Too little

9. I have a better understanding of the topic

   Strongly agree   Agree   Neutral   Disagree   Strongly disagree

10. I have achieved most of the learning outcomes of this module.

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |

11. Please give an overall rating for the module.

| 90-100% | 80-89% | 70-79% | 60-69% | 50-69% | Under 50% |

12. What did you like best about the module?

_____
_____
_____
_____

13. What did you like least about the module?

_____
_____
_____
_____

14. Any further comments? What changes would you recommend improving this module? Ideas or suggestions are always welcome!

_____
_____
_____
_____

APPENDIX C: MODULE EVALUATION FORM: Teaching staff curriculum evaluation questionnaire

Section 1: Curriculum Evaluation

1.1. Objectives and Goals:

a. To what extent do you believe the stated objectives and goals of the Micro-credential program align with its current structure and content?

_____

_____

b. Are there any specific objectives or goals that you think should be added or modified to enhance the overall effectiveness of the Micro-credential program?

_____

_____

1.2. Curriculum Content:

a. How well does the current curriculum addresses the latest developments and advancements in the field of climate change and intangible cultural heritage?

_____

_____

b. Are there any specific topics or areas of knowledge that you feel should be added or emphasized to ensure the curriculum is up to date?

_____

_____

1.3. Structure of the Curriculum:

a. How satisfied are you with the overall structure of the Micro-credential program in terms of sequencing, balance between theory and practical components, and overall coherence?

_____

_____

b. Are there any suggestions you have for improving the structure of the curriculum to better meet the needs of the participants and the community?

_____

_____

Section 2: Workload and Progression

2.1. Workload:

a. Do you believe the current workload expectations for participants are reasonable for the successful progression and completion of the Micro-credential program?

_____

_____

b. Are there any adjustments or recommendations you would propose regarding the workload?

_____

_____

Section 3: Satisfaction and Expectations

3.1. Meeting Expectations:

a. In your opinion, how well does the program meet the expectations of participants in terms of content, teaching methods, and overall educational experience?

_____

_____

b. What steps or changes would you recommend to better align the program with participants' expectations and needs?

_____

_____

APPENDIX D: MODULE EVALUATION FORM: Teaching staff overall evaluation questionnaire[1]

Please rate each statement on a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree."

Section 1: Course Material Utilization

a. To what extent did the course materials (notes, PowerPoint presentations, questionnaires, etc.) support participants in understanding the subject matter?

5   4   3   2   1

b. Were there any specific materials/resources that were particularly helpful or challenging for students?

5   4   3   2   1

Please add comments:

_____
_____
_____
_____
_____

Section 2: Examples and Explanations

a. Were the examples provided to enhance the participants' understanding of the module material sufficient?

5   4   3   2   1

b. Please, assess the effectiveness of the examples in facilitating better comprehension.

5   4   3   2   1

c. Were the explanations accompanying the examples clear and comprehensive?

5   4   3   2   1

d. Were there any instances where further clarification was required?

      5   4   3   2   1

Please, add your comments:

_____
_____
_____
_____
_____

Section 3: Information Flow and Coherence

a. Did the module maintain a coherent and progressive flow of information throughout the sessions?

      5   4   3   2   1

b. Are there any suggestions for improving the organization and flow of information?

      5   4   3   2   1

Please, add your comments:

_____
_____
_____
_____
_____

Section 4: Variety of Teaching Methods

a. Were different teaching formats (lectures, interactive sessions, group discussions, etc.) utilized, and did they complement each other effectively?

      5   4   3   2   1

b. Could the diversity of teaching methods be improved to enhance the overall learning experience?

      5   4   3   2   1

Please, add your comments:

_____
_____
_____
_____
_____

Section 5: Bibliographic Sources and Their Impact

a. Did the recommended bibliographic sources contribute significantly to participants' understanding of the module?

5   4   3   2   1

b. Could additional or alternative sources be employed to improve the learning experience?

5   4   3   2   1

Please, add your comments:

_____
_____
_____
_____
_____

Section 6: Reflection and Critical Thinking

a. Did the course encourage students to reflect on what they studied, its practical applications, and its relevance to their academic and professional development?

5   4   3   2   1

b. In your opinion, could this aspect be further strengthened?

5   4   3   2   1

Please, add your comments:

_____
_____
_____

_____

_____

Section 7: Development of Research Skills

a. Did the course help participants to develop skills in seeking and documenting diverse perspectives?

| 5 | 4 | 3 | 2 | 1 |

b. Should this aspect of the course be further enhanced?

| 5 | 4 | 3 | 2 | 1 |

Please, add your comments:

_____

_____

_____

_____

_____

Section 8: Learning relationships between participants and teaching staff

a. The participation of attendees in their respective groups helped them in understanding the course.

| 5 | 4 | 3 | 2 | 1 |

b. I provided participants with the opportunity and time to ask questions or express concerns.

| 5 | 4 | 3 | 2 | 1 |

c. I patiently explained unclear points to participants.

| 5 | 4 | 3 | 2 | 1 |

d. I responded satisfactorily to the questions and concerns of participants.

| 5 | 4 | 3 | 2 | 1 |

e. I sufficiently assisted participants in understanding reasoning and drawing conclusions within the context of the course.

     5   4   3   2   1

f. Efforts were made to incorporate multiple points of interest into the module.

5   4   3   2   1

g. I tried to convey enthusiasm about the subject matter to participants.

5   4   3   2   1

h. Participants enjoyed this particular course.

5   4   3   2   1

Please, add your comments:

_____
_____
_____
_____
_____

Section 9: Evaluation

a. The connection of evaluation methods to the expected learning outcomes was satisfactory.

5   4   3   2   1

b. Assigned tasks were clearly described, and grading criteria were defined in advance.

5   4   3   2   1

c. Support was provided to ensure that students completed their evaluation.

5   4   3   2   1

d. My feedback on the questions/evaluation helped students improve their learning and study methods.

| 5 | 4 | 3 | 2 | 1 |

e. The evaluation methods assisted participants in applying their existing knowledge.

| 5 | 4 | 3 | 2 | 1 |

Please, add your comments:

_____
_____
_____
_____
_____

Section 10: Module difficulty level

a. Specify the perceived level of difficulty of the module for participants:

| 5 (very high) | 4 | 3 | 2 | 1(very low) |

b. In terms of the required knowledge:

| 5 (very high) | 4 | 3 | 2 | 1(very low) |

c. Regarding the pace of introducing new knowledge and concepts that participants had to manage:

| 5 (very high) | 4 | 3 | 2 | 1(very low) |

d. Concerning the workload for participants:

| 5 (very high) | 4 | 3 | 2 | 1(very low) |

e. In relation to the need for further personal information search:

5 (very high)	4	3	2	1(very low)

Please, add your comments:

_____
_____
_____
_____
_____

Section 11: Learning outcomes

Specify how much participants benefited from this module in terms of the following components:

a. Knowledge and understanding of the subject:

5 (very beneficial)	4	3	2	1(not beneficial)

b. Problem-solving skills:

5 (very beneficial)	4	3	2	1(not beneficial)

c. Specialized skills or techniques:

5 (very beneficial)	4	3	2	1(not beneficial)

d. Collaborative skills:

5 (very beneficial)	4	3	2	1(not beneficial)

e. Personal organization and responsibility for learning:

5 (very beneficial)	4	3	2	1(not beneficial)

f. Knowledge communication skills:

5 (very beneficial)	4	3	2	1(not beneficial)

g. Conceptualization and analysis skills:

5 (very beneficial)	4	3	2	1(not beneficial)

h. Information retrieval skills relevant to the course:

5 (very beneficial)	4	3	2	1(not beneficial)

Please, add your comments:

_____
_____
_____
_____
_____

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[1] Based on the standards by HQA:
https://www.ethaae.gr/images/articles/Standards_NEW_PSP_EN.pdf