



Lifelong
Learning
Programme



Carbon Neutra
Management of
Sport Marinas
International
Master Modules
Programme

Intellectual Outputs 3.0

IO3.A2: TRAINING CONTENT INTEGRATION

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O3-A2 TRAINING CONTENT INTEGRATION.

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TABLE OF CONTENTS

1	INTRODUCTION	6
1.1	E-LEARNING	6
2	DISSEMINATION	15
3	ANNEXES	16
ANNEX 1: Guideline for e-lecturers to engage e-students in e-learning activities		16
	Introduction	16
	Competencies and Skills for e-lecturers.....	16
	Managing conflicts	17

1 Introduction

INCAMP project provides training for MSc and PhD students interested to improve their knowledge in the field of sport marinas. The overall objective of the training course is to give students a broad presentation and, in some aspects, detailed knowledge of Carbon Neutral Management of sport marinas.

The object of this document is to address O3-A2 TRAINING CONTENT INTEGRATION of INCAMP project.

The course title is: “**Carbon Neutral Management of Sport Marinas International Master Modules Programme - INCAMP**”.

Total European Credit Transfer System credits awarded for Course: 120 ECTS

Table 1 – INCAMP training course structure

Title	Method	Learning hours	Where
Carbon Neutral Management of Sport Marinas International Master Modules Programme - INCAMP	e-learning	Private study: 120 hours, including up to 40 hours in completing e-modules.	https://www.incamp-project.eu/

1.1 E-LEARNING

Course objectives: Carbon Neutral Management of Sport Marinas International Master Modules Programme has been created to promote the anticipation of future skills needs and to enhance the opportunities for cooperation between Higher Education, Vocational Educational Training and industry, providing opportunities for cooperation among stakeholders as well as the exchange and transfer of knowledge to increase know-how. In the 11 presented Modules, we intend to give you a broad presentation and, in some aspects, detailed knowledge of this topic.

Course content:

- (i) Module 1: Climate change impacts and adaptation – technology, process & maintenance
- (ii) Module 2: Carbon Economics – Technology, Process and planning
- (iii) Module 3: Waste management
- (iv) Module 4: International Legislation and Regulations on Management of Sport Leisure Marinas and Boat Navigation
- (v) Module 5: Green technology
- (vi) Module 6: Leisure Sport Marinas Management and Logistics
- (vii) Module 7: Soft Skills
- (viii) Module 8: Research Methods
- (ix) Module 9: Report I
- (x) Module 10: Report II
- (xi) Module 11: Dissertation

Table 2 provides an overview of the e-learning training in INCAMP.



Module title	Learning outcomes: specific competences	Mode of delivery	E-lessons	Developer
Climate Change Impacts and Adaptation	<p>1. To develop understanding of key global policy options and appreciation of their social and economic dimensions.</p> <p>2. To think critically, creatively and strategically about climate change adaptation and mitigation options.</p> <p>3. To build confidence in processing, analysing and presenting numerical and technological information related to climate change responses.</p>	Web-based training	Unit 1: Climate change impacts and adaptation	BNU& EYEBB
Carbon Economics: Technology, Process and Planning	<p>Objective 1: studying the main renewable energies</p> <p>Objective 2: knowing the main impacts of the coal extraction</p> <p>Objective 3: learning how to calculate the carbon footprint</p>	Web-based training	<p>Unit 1: Introduction</p> <p>Unit 2: Definition of Carbon Economics</p> <p>Unit 3: Renewable energy</p> <p>Unit 4: Environmental impact associated with the production and extraction of coal</p> <p>Unit 5: Carbon footprint</p>	ULL - Spain



<p>Waste Management</p>	<p>Define the types of waste anticipated in marinas</p> <p>Analyse the characteristics of this waste, alongside their anticipated impacts</p> <p>Present waste management technologies and practices, as these apply to marinas</p> <p>Suggest several Best Management Practices for waste management in marinas</p> <p>The module includes a progress assessment that aims to test the student's adequacy in absorbing many of the concepts introduced during the various units of the study module. The module comprises of 5 distinct units, presented in separate chapters of the given Study Guide.</p>	<p>Web-based training</p>	<p>Unit 1. Introduction & Definitions of Waste</p> <p>Unit 2. Regulatory Environment</p> <p>Unit 3: Characterization of Waste</p> <p>Unit 4: Collection, Treatment & Final Disposal Approaches</p> <p>Unit 5: Best Management Practices for Waste Management in Marinas</p>	<p>Frederick University - Cyprus</p>
<p>International Legislation and Regulations on Management of Sport Leisure Marinas</p>	<p>There is a lack of harmonisation of regulation in certain aspects of recreational boating (harmonization takes place in requirements on design, construction and emission characteristics of recreational craft, but to a less extent in the use of boats),</p>	<p>Web-based training</p>	<p>Unit 1 - International legislation and regulations on management of sport leisure marinas</p> <p>Unit 2 – Boat Navigation</p>	<p>IPTL - Portugal</p>



and Boat Navigation	<p>which affects the competitiveness of the industry.</p> <p>The main goal is to know the international regulations related to the nautical sector.</p>			
Green Technology	<p>Define the two green (renewable) technologies that are applicable to marinas and yachts namely, solar photovoltaics and wind systems</p> <p>Analyse their characteristics</p> <p>Demonstrate through examples and case studies their applications</p> <p>The module is followed with an assessment aiming to test the student's knowledge</p>	Web-based training	<p>Unit 1. Photovoltaic systems for marinas and yachts</p> <p>Unit 2. Small scale wind turbines and applications</p>	Frederick University - Cyprus
Leisure Sport Marinas Management and Logistics	<p>E.g. Understanding of environmental management systems;</p> <p>Ability to design and plan a resource efficiency management system;</p> <p>Capacity to conduct a resource efficiency assessment;</p>	Web-based training	<p>Unit 1. Introduction</p> <p>Unit 2. Marina planning</p> <p>Unit 3. Infrastructures</p> <p>Unit 4. Services logistics</p>	Associação Marina FUNCHAL - Portugal
Introduction to soft skills	<p>To learn some definitions of soft skills</p> <p>To understand various soft skills and when to apply them</p>	Web-based training	<p>Unit 1: Communication</p> <p>Unit 2: Leadership</p> <p>Unit 3: Critical Thinking and Intercultural Awareness</p>	UTB - Romania



	<p>To gain a general view of the importance of soft skills</p> <p>To develop communicative skills for various environments</p> <p>To understand the concept of soft skills as a necessary life-long learning process</p> <p>To improve soft skills in the field using the tools given in this module</p>		<p>Unit 4: Teamwork and Goal-Setting</p> <p>Unit 5: Time and resource management</p> <p>Unit 6: Creativity</p> <p>Unit 7: Sustainable Thinking</p>	
<p>Research methodologies for operations management</p>	<p>Understanding the importance of Operations Management research</p> <p>Learn the phases of a research process in Operations Management</p> <p>Learn the lexicon</p> <p>Understanding the importance of knowledge in Operations Management research</p> <p>Learn how to manage literature for a research</p> <p>Learn how to develop research questions</p> <p>Understanding the field of research where a specific methodology is a feasible method</p>	<p>Web-based training</p>	<p>Unit 1. Research activity overview</p> <p>Unit 2. Research Process</p> <p>Unit 3. Survey</p> <p>Unit 4. Action Research</p> <p>Unit 5. Longitudinal field studies</p>	<p>UNIPA - Italy</p>



	for Operations Management research Learn strength and weaknesses of the research methodologies			
Report I (Report on relevant Seminars, Webinars and Events that relates to carbon neutral management)	To learn how to report an activity to achieve 1 ECTS	Web-based training	Unit 1. 1 ECTS	ULL - Spain
Report II (Reflective report on placement)	Guidance for writing up your placement report You are required to produce a placement report and a poster at the end of your placement. We recommend that you speak to your supervisor early on in your placement, as they may be able to answer any questions you have and provide you with useful information and background reading.	Web-based training	Information should be factual. Any opinions expressed should be clearly stated as opinions. Reports completed at the end of the course will automatically be forwarded by the University to the supervisor. This report is confidential, and circulation will be restricted to the following: i) the lead supervisor in each placement centre, ii) the student, iii) the university placement co-ordinator, iv) the	BUCKS – United Kingdom



			<p>undergraduate programme secretary at the university.</p> <p>The report is valid only for reporting the placement year and should not be used for any other purpose.</p> <p>Satisfactory reports from placement supervisors are a requirement for successful completion of the placement year by the student.</p>	
Dissertation	<p>The module offers an exciting opportunity to carry out your own research, rather than just learning about what other researchers and academics have written. As a result it is rather different from other modules you have studied until now, in fact a large amount of your time will be spent carrying out your own research and writing it up in the form of a dissertation. During this time you will manage your time and the activities you need to complete for your own research.</p>	Web-based training	<p>Identify and justify a suitable topic for research and related research questions</p> <p>Darry out a literature search and write a critical review of the literature relevant to your chosen topic</p> <p>Develop a methodology and plan for carrying out your research</p> <p>Carry out your empirical research by collecting the research data you need</p> <p>Analyse your research data and interpret the results to draw conclusions</p> <p>Write up your research in the form of a dissertation.</p>	BUCKS – United Kingdom
RESULTS OF FINAL EXAMINATION				
COURSE EVALUATION BY STUDENTS				

Teaching and learning methods: the course is completely run through the e-learning platform Moodle and is organized in 10 E-modules and a final dissertation. The teaching method is detailed in Annex 1.

The common structure of an E-module is:

- Introduction (provides information of the E-module contents)
- Study guide (detailed the learning process in the E-module, e.g. individual or group work, exercises, deadlines)
- E-lessons (from 2 to 4 depending on the E-module)

Each E-lesson is structured as follow:

- Introduction: to introduce the learning topic
- Spark: to start the learning process (image, video, etc.)
- Objective: to clarify the learning objective of the e-lesson
- Task: to specify what the student has to do in order to pass the E-lesson. The fulfilment of the task is objective and verifiable. To complete a task the student has to:
 - posts at least one message addressing the task within the defined deadlines;
 - posts at least one comment to address contributions of fellows;
- Suggested resources: to provide student with learning sources (web sites, articles, databases, etc.)
- Start and deadline: to fix the start and end time of the E-lesson

The platform Moodle allows and high interactivity level through the use of discussion forum, media sharing, article analysis, critical reflection and web interaction with the tutor, the invited technical experts and the participants.

Course completion requirements: the examination is based on two components:

- Completion of e-modules (it accounts for 25% of the final score): to pass the course you must complete at least 80% of the e-modules (4 out of 5 E-modules). An e-module is completed when at least 80% of the e-lessons are completed (at least 2 out of 3 e-lessons completed; for those e-modules where there are only 2 e-lessons, they must both be completed - i.e. 100% have to be completed). Each e-lesson has a specific task to be fulfilled that allows the proper evaluation by e-lecturers (see Annex 2 for an example).
- Midterm assignment (it accounts for 25% of the final score);
- Final assignment (it accounts for 50% of the final score): it consists on a written assignment (max 1,000 words - tables, figures, appendixes and references

excluded). Each student on an individual basis will develop an assignment that consists in a first business plan idea. The business plan idea will summarize the knowledge acquired from e-module 1 to 5.

A final score is assigned merging both the final examination score and the completion of e-modules score. Scores are ranging from A to F (where A: excellent; B: very good; C: good; D: satisfactory; E: pass; and F: fail). E-learning scores will be merged with the scores of the thematic spring school. Final scores will be transmitted to the University, converted into the local grading system (if needed) and registered directly into the career of the student (see Annex 7 for the latest grade conversion table). The participant will be informed by email about his/her results after the completion of final examination.

Quality evaluation

Students must fulfil ex-ante and ex-post course quality evaluation form. The satisfaction forms are mandatory. Forms are completely anonymous.

Course homepage: <https://learn-archive-f20.frederick.ac.cy/course/view.php?id=4051>

Annex 1 provides a guideline for e-lecturers to engagement e-students in e-learning activities.

Recognition process in each University.

2 DISSEMINATION

The course is introduced into the curricula of the four Universities as a new non-compulsory course, hence it should be appealing to students. The dissemination plays a relevant role and should be carried on through:

- Promotion by MSc and PhD staff at the Universities with the support of brochure;
- Dissemination through students' social networks (IFSA, local student associations, etc.);
- Fledge Network.

3 ANNEXES

ANNEX 1: Guideline for e-lecturers to engage e-students in e-learning activities

Introduction

Dear e-lecturers, three quick tips to get you started to e-learning teaching:

- Be on time: make sure that all students manage to log on to Moodle in beginning of course. Otherwise send them personally a friendly e-mail and ask if there's anything you can help with;
- Be present: is important to be online at the course minimum a couple of times each day and contribute to the discussions;
- Good environment: create a good atmosphere, students need to feel comfortable online;

Competencies and Skills for e-lecturers

- Process facilitator – facilitating the range of online activities that are supportive of student learning;
- Adviser/counsellor – working on an individual/private basis, offering advice or counselling learners to help them get the most out of their engagement in a course;
- Assessor – concerned with providing grades, feedback, validation of learners' work, etc.;
- Researcher – concerned with engagement in production of new knowledge of relevance to the content areas being taught;
- Content facilitator – concerned directly with facilitating the learners' growing understanding of course content;
- Technologist – concerned with making or helping make technological choices that improve the environment available to learners;
- Designer – concerned with designing worthwhile on-line learning tasks;
- Manager/administrator – concerned with issues of learner registration, security, record keeping, etc.

Managing conflicts

Case 1: inactive students online. Students can be inactive for many reasons. It is fundamental to identify the reason why the students are not participating. This is critical especially at the beginning of the course, when high participation will produce high motivation! Besides if a student is lagging behind at the start of the course, it is probable that he/she leaves the course.

When a student is not active, the e-lecturer should as soon as possible contact directly and privately the student asking why he/she is not participating.

This is an example of an email sent to an inactive student by the e-assistant:

Hi xxxx,

I hope that you are doing fine. We are very glad to have you in the course and your participation is very important for the whole group. But we are missing you in the e-module 3? Do you have problems to access XXXX? I hope that you are feeling comfortable with the teaching methods in the course. Please do not hesitate to contact me if you have any problems.

I look forward to seeing you online soon, sharing your experiences and contributing to the discussions with your group. The deadline for this e-module is Friday at 17:00 CET!

Please confirm that you have received this email as soon as possible.

Cheers,

Florin :-)

Case 2: Case: students with restricted time. This is a case of students with restricted time for the course. In an online course the diversity of students is very high. This is an example of answer from a student with restricted time for the course, this is a reply to the e-lecturer's emails:

Hi Florin

Things looked bright for a moment, and then a new larger assignment landed on my desk. I estimate that it will take all my time for the next few weeks. I think, that I'm so far behind already, that it will be difficult for me to catch up at this point in time I'm not at a point in my work-life, where I can book time during the workday to follow this

course, so it has to be in my spare time. And I've realised, that I don't have that much spare time available right now -maybe when the kids are older? It really bugs me, because I think the course is very interesting and the e-learning is a good concept. But I can't invest the needed amount of time to it right now - unfortunately! I would like to continue to have access to the course-material, if that is possible.

Best wishes,

Carmela

Answer from the e-coordinator:

Hi xxxx,

I can understand that it is very difficult to integrate family, work and studies. We fully understand that you are busy and we are very glad that you have tried the course and that you demonstrated a good engagement in the e-lessons. So far you have passed already 12 e-lessons, that is good! I think that if you continue passing 3 e-lessons for each e-module you will have a good chance to pass the course. Also you can focus in the e-modules that you consider the most important for your interests.

You are of course welcome to continue reading in the discussions, and if you have something to add to the discussions you are also very welcome. In this way you can also prepare for the final exam, if you want to try it.

It would be great if you continue with the course.

Best regards – Florin