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TASK 2.3: Define Delivery Approaches and Assessment

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Abstract	This deliverable will report on learning delivery approaches, teaching methods and mechanisms/techniques for student assessment. The report will define the Learning Methodology which will be based on active pedagogical approaches and Enhanced Learning Technology. Also, Learning Management System will be used by learners and teachers for teaching and learning Sustainable Tourism, Strategic Planning, Biodiversity, Hospitality and Resource Management courses. Pedagogy expert from EU HEIs will assist the PCs HEIs to select an adopted user centred learning methodology.

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LIST OF ABBREVIATIONS

DWE	Digital Work Environment
DISCENTIA	DIgital SCience and EducatioN for Teaching Innovative Assessment
DUQ-G	Management Model of the University Didactic Quality Design
ECTs	European Credit Transfer and Accumulation System
EAFIT	Escuela de Administración, Finanzas e Instituto Tecnológico
EU	European Union
HEIs	Higher education institutions
HEI-PLADI	Higher Education Innovation in Plant Diversity and flexible learning paths for emerging labour market
IDPs	Internally displaced persons
ICT	Information and communications technology
IT	Information Technology
LMS	Learning Management System
MOODLE	Module Object - Oriented Dynamic Learning Environment
OA	Academic operations
PC	Partner countries
UCI	Asociación Universidad para la Cooperación Internacional
UNA	Universidad Nacional de Costa Rica
UNICA	University of Cagliari
UNIMAGDALENA	Universidad del Magdalena
UPVM	Université Paul Valéry Montpellier
UWI-CERMES	University of West Indies- Centre for Resource Management and Environmental Studies
VEP	Virtual Educational Portal
VLAB	Laboratory for Virtual Production

1 INTRODUCTION

The purpose of this report is to:

I. Highlight pedagogical best practices in European Union (EU) higher education institutions (HEIs).
II. Outline the learning delivery approaches, teaching methods and mechanisms/techniques for student assessment that will be used for the new master's programmes and courses.
III. Explain how the Learning Management System (LMS) will be used by learners and teachers for teaching and learning Sustainable Tourism, Strategic Planning, Biodiversity, Hospitality and Resource Management courses.

2 PEDAGOGICAL BEST PRACTICE - INITIATIVES BY UNICA

2.1.1 The DUQ-G model, for project management of a course (2008-2010)

In academic year 2008-2009 the Laboratorio Didattico Calaritano started a formative path for teachers of the Ateneo di Cagliari, aiming to provide them knowledge, competencies and good practice regarding didactic planning and evaluation of learning outcomes.

Among the products of this path, the DUQ-G model is proposed as a tool for a quality didactic planning of courses. Focus is centred on students and their personal features and gives tools in aim of achieving learning objectives, to monitor didactic activity and to verify its consistency with the planning step.

As part of the work of the Calaritano Laboratory, the proposal of the UNICA Group10 for a Management Model of the University Didactic Quality Design (DUQ-G) was developed.

The Model includes operational documents that allow the teacher to monitor his teaching activity in the three phases envisaged. The *ex-ante phase* takes into consideration the preparation work that the teacher carries out planning the course of teaching; objectives, expected methodologies and expected results must be considered and documented so that they can be included in the planning and made public. A certain and formalized design, using the appropriate documents, is useful to the teacher for a better prediction of the variables that will allow, during the provision of the educational activity, to increase the control and guarantee the educational success. The DUQ-G Model also serves the student or aspirant in order to have all the information that allows to follow the course in a more conscious way.

The design phase includes the preparation of tests aimed at evaluating the incoming, ongoing and final knowledge of the student using defined reference criteria, using the Dublin Descriptors.

In the ongoing phase, the course takes place, the documentation of the work carried out and considerations and reflections on what is being done supported by the appropriate documents. The activities that characterize this moment are the presentation of the course illustrating the relative design document to the classroom, the recognition of the characteristics of this in terms of knowledge and of student learning styles, the course as planned and disseminated, the ongoing assessment of the learning, the assessment of the progress of the teaching course by the students.

The *ex-post phase* concerns the evaluation of the training project, the moments in which the achievement of the learning objectives is kept under observation in coherence with the planning, using the appropriate documents. The Design Check and Validation Form, which is divided into various sections corresponding to different moments of project control, is aimed at documenting what is done during the course in order to have evidence that allows to monitor teaching activity and verify its consistency with the design phase. In general, this system tool must document the anomalies found regarding the activities actually carried out with respect to those planned in order to allow the teacher an immediate redesign of the teaching course, when possible, and to use this recording in a newly designed phase for the following year.

In accordance with the DUQ Pedagogico model, the DUQ-G model takes into account three types of relationship: intersubjective relationship, that is, the relationship between teacher and student, relationship between objective and subjective knowledge and the methodological teaching relationship.

For the first time in Italy, a training course for university professors from Cagliari was carried out, with the aim of providing knowledge, skills and good practices on university teaching and docimology.

After the first phase of training, which lasted from February to April 2009, the experience of the Laboratory continued in the 2009-2010 academic year with research-intervention for experimentation, modelling and transfer of practices for a quality educational project in higher education. The *Laboratorio Didattico Calaritano* was attended by 7 faculties, 50 teachers. There were 10 modules taught for a total of 60 hours. The Laboratory addressed the elements of the Study Course Design Process: objectives, contents, teaching methodology, time, expected results, reviews.

In Italy, in addition to the experience of the University of Cagliari mentioned in this article, particular attention was paid to the PRODID project developed and proposed by the University of Padua, which aims to establish a Teaching and Learning Center aimed at continuous improvement of teaching and learning strategies of the University of Padua. The four Research Units prepared by the project took into consideration the needs and the training needs of teachers emerged from a careful analysis of the context and provided useful suggestions for the preparation of the training project for university professors. With a view to constructive dialogue for the identification of innovative teaching practices and their implementation in the cultural baggage of the Italian university lecturer, the DUQ-G Model aims to be a small suggestion on the path

to inclusion for a full educational success, thanks to a design that follows the principles of Quality.

2.1.2 DISCENTIA project (2017-2018)

The DISCENTIA project (DIgital SCience and EducatioN for Teaching Innovative Assessment) stems from the profound conviction of the University of Cagliari that university teaching can accompany students' learning at all stages of the university career, from the reception phase to the acquisition of educational qualifications, and guarantee the acquisition of adequate skills to face the world of work in the European Knowledge society.

The University supports the process of convergence of the higher education system towards the shared model of the Bologna Process and promotes a training that brings the student to the center of the planning (and implementation) of the educational offer, passing from an ex cathedra model, focused on the professor and on what he teaches, on a dynamic model focused on the learner and the skills he will acquire during his studies.

The objective is to support the updating of teachers with reference to teaching methods in the university environment; to train new hires, doctoral students, technicians and those who are in contact with students, also through e-learning, on problems and techniques of university teaching, with specific attention to the student. The course focuses on the relationships between educational objectives, teaching methods and tools and evaluation methods and criteria

The expected results in the two years of project implementation (2017 and 2018) can be summarized as follows:

- Provide teachers with an additional tool to increase students' educational success;
- Disseminate in the University the realization of a modern teaching useful to support the active learning of the student;
- To qualitatively update the teaching skills of teachers to improve university teaching;
- Disseminate educational opportunities offered by information technologies among teachers;
- Quantitatively increase the number of teachers who have received training in teaching;
- Provide tools for monitoring and training support for PhD students, grant holders and technical-administrative staff who assist students in their study activities, under the supervision of the professor.

The actions planned for the years 2017 and 2018 are the following ones:

2017:

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- Basic training activities for university professors: docimological aspects of teaching and existing relationships between educational objectives, teaching methods and tools, and assessment methods and criteria (2 editions);
- Specific training activities on the use of new technologies, in particular IT;
- Preparation of e-learning lessons in favour of doctoral students, grant holders and teaching tutors who support students' study activities, in order to provide them with the necessary methodological skills;
- Preparation of an IT tool for activity monitoring, conceived as a control "dashboard" related to the management of activities, and more specifically as a system designed to track the progress and provide reporting of the training activities carried out and of the participating subjects.

2018:

- Basic training activities for university professors: docimological aspects of teaching and existing relationships between educational objectives, teaching methods and tools, and assessment methods and criteria;
- Specific training activities on the use of new technologies, in particular IT;
- Provision of e-learning teaching in favour of doctoral students, grant holders and teaching tutors who support students' study activities;
- Specific training activities for the technical-administrative staff that supports the teachers in the laboratory activities;
- Seminar interventions with specific content;
- Creation of workshops for virtualized multidisciplinary teaching aimed at professors, researchers, technical-administrative staff, tutors, doctoral students and research fellows, with different levels of in-depth study and profiling, enabling the generation of advanced didactic experimentation processes.

2.1.3 HEI-PLADI - Higher Education Innovation in Plant Diversity and flexible learning paths for emerging labour market project (ERASMUS+ KA2 HEI-PLAIDI, 2015-2018)

The HEI PLADI project, of which UNICA is partner, is mainly aimed at the enhancement of digital integration in learning, teaching, training and youth work at various levels.

It proposed to develop, test and implement an higher education program structured in flexible learning paths on plant biodiversity evaluation, conservation and management. To improve mobility and provide more opportunities for students to gain additional skills on plant diversity the program integrate ICT in a blended path virtual and physical mobility. The first target of the project are students involved in the flexible learning path including courses on the e-learning platform and/or the practical activities planned for the physical mobility, but a higher number of students had a benefit (and are continuing using the courses on **e-learning platform** as these courses are recognized and validated as European Credit Transfer System - ECTS.

The HEI-PLADI courses are: 1. Plant taxonomy; 2. Modern methods for Plant taxonomy; 3. In situ and ex situ plant conservation; 4. Plant management: botanic garden; 5. Geographical Information Systems.

All materials are available as "**open learning objects**" in the e-learning platform; a wide number of persons beside students, such as educators, technicians and operators working in laboratories, herbarium, museum, germplasm banks, botanical gardens, natural parks, arboreta, plant nurseries and crop diversity projects etc, at local, regional, national and international level, are also potential beneficiary.

3 LEARNING DELIVERY APPROACHES, TEACHING METHODS AND STUDENT ASSESSMENT MECHANISMS/TECHNIQUES

3.1 UNA

3.1.1 Teaching Strategies

The intended Master's program overall pedagogical approach proposed at UNA will use both active pedagogical approaches and enhanced learning technologies to fulfill its teaching and learning objectives. The idea behind the active pedagogical approaches is that students can construct knowledge using different tools that can help them assimilate new information onto already existing frameworks. These approaches also maintain that students can modify a determined framework to accommodate new information, even if it contradicts or substantially modifies previous frames of reference or worldviews (Bonwell and Eison, 1991).

At a master's level, it is of paramount importance to clearly understand and apply this notion, since the level of analysis and criticism at this stage should be much higher than that of undergraduate courses. Most importantly, the idea is that throughout the process, and at the end of it, students can contribute to the expansion of the existing knowledge on both tourism and sustainability in Costa Rica and other neighboring countries. Active pedagogical approaches build on from a specific theoretical perspective, constructivism. This conception, developed by Jean Piaget and others, sustains, as opposed to Skinner's behaviorism, that learners are not mere repositories of knowledge, but are rather individuals who are always creating new knowledge based on already existing frames of reference.

In regards to the use of learning technologies, which we could describe, in broad terms, as the application of technology to the teaching and learning processes (Cullen, 2018), their use in the intended program will improve and complement the application of active pedagogical approaches. Besides, they will enhance these approaches in the sense that will make students more proactive and independent, and will open the possibilities to other types of pedagogical mediation, instead of the certain traditional classroom-centered practices. Finally, they will open the possibility to have students from other contexts and countries participating in the program, as well as professors from other universities.

3.1.1.1 Proposed Teaching Methods and Mechanisms

Since it is impossible to implement one teaching/learning method capable of encompassing all aspects and of human learning, especially in a formal context (some people are visual learners, some are audiovisual, some learn better by listening to lectures), different methods and mechanisms are to be incorporated into the master's program. As long as they are within the framework of active pedagogical approaches, the future program will allow and encourage blended learning. By blended learning, we mean, as the term suggests, using the necessary mechanisms professors and students find fit to apply in a determined course. Among the mechanisms that will be taken into account and encouraged, we can mention techniques to enhance class

discussion as a way to build knowledge, reciprocal teaching techniques, techniques based on writing, problem based learning, team based learning, project based learning, and case studies. A brief explanation of each one of these techniques to be encouraged and implemented in the program, following Espejo and Sarmiento (2017) goes as follows:

a. *Techniques to enhance class discussion as a way to build knowledge*:

These techniques intend to boost students' participation in the context of an expository class. The professor is supposed to ask questions that encourage and motivate student's critical thinking and complex considerations.

b. *Reciprocal teaching techniques*:

Among the activities encouraged in these techniques are collaborative note-taking as a way to create awareness in regards to the selectivity that always operates in the selection of information, the importance of checking that information, and its triangulation.

c. *Techniques based on writing*:

These techniques encourage registering comments and class notes, individual readings, and other experiences such as field trips, in a systematic and meaningful way. Besides, at a master's level, academic writing should be encouraged at all times and in every course so that students can end up the process writing a dissertation satisfactorily and meaningfully.

d. Problem based learning:

In this arena, a determined situation is presented and described using as much information as possible. This information must lead to a detailed analysis of the situation, in which the main problem and its derivations are discussed using collaborative methods under the guidance of the tutor, who channels the discussion. Afterwards, some hypothetical solutions are discussed and possible explanations presented. Some existing vacuums of knowledge are also discussed. Finally, individually, each student tries to come up with a solution, and in the end, results are exchanged, analyzed and assessed.

e. Project based learning:

This working methodology states that different groups of students choose a specific topic and elaborate a project related to that topic. Each group establishes its own objectives, ways of planning, decision-making, and working orientation. This methodology stresses on multidisciplinary contexts of working and studying. Besides, it constitutes an important bridge between theory and practice, vital in a master's program.

f. Case studies:

A case study is the narration of a situation of a problem, which details in an objective way its complexities, ambiguities and uncertainties. Under this methodology, students learn to identify pertinent information about the problem. In addition, solutions for that problem are identified and proposed, as well as strategies to solve the problem. The methodology centers on discussion of specific situations, and involves a strong interaction between professors and students, and among students themselves.

All these methodologies, always under the umbrella of active approaches, are to be used in combined ways, and according to the type of course being developed, as well as the stage of the master's program, either on the courses, or during the dissertation writing process. The idea is, as stated before, to create and allow an environment in which new knowledge can be created, rather than transmitted from professors to students in behaviorist ways or methods. To understand and apply this premise is basic at a master´s level.

3.1.1.2 Learning technologies

Learning technologies serve the function of being an interface between digital technology and higher education teaching and learning. In this sense, their use at a master's level is important since both tourism and sustainable development highly interact with technology, not only in an instrumental way, but also in the constitution and operation of the fields themselves. It is impossible to understand the world of tourism, nowadays, without taking into account the role of technology, and what technology infuses on tourism. Social media, for instance, are creators of value, affect, branding, and assessment of tourist destinations. They also can influence the demise of a destination. In regards to sustainability, we could say almost the same. Besides, the use of technology in the environmental field is a substantial tool to create information, assess resources, and disseminate knowledge.

However, in a master's program, or at a master's level, technology should not be seen as a mere instrument to facilitate traditional learning. With active approaches, learning technologies should be seen as integral parts of the process of creation of knowledge, and not just instrumental props that do not produce meaningful results different from contexts in which learning technologies are not used.

As an integral part of the curricula constitution of every course taught at the National University, a technological internet based program called Virtual Classroom is used in order to enhance this interface between technology and active learning. Every course taught in the university, and every instructor working at the university has access to it and, after an easy and accessible training. At the proposed master's program, the access to this kind of technology will not be an exception.

Another important aspect of learning technologies, applied to this proposed master's program, is that they open the possibilities to virtual learning and teaching, as an integral part of the program. This aspect will give the opportunity to students from

neighboring countries to have the possibility to participate in the program and at the same time reduce the monetary and time investment.

3.1.2 Assessment

The assessment techniques or the methods for collecting information to determine how students demonstrate desired learning outcomes to be used in the master's program should be varied, but always in consonance with active learning approaches. As it occurs with the teaching/learning methods, in which different methods will have different outcomes for different types of learners, assessment should also consider these variations. Relying on only one method to provide information about the students' progress will only reflect a part of students' achievement.

Direct and indirect methods of assessment are a proper desired combination to assess the progress of students in the master's program. In a formal setting, essays, presentations and tests are generally considered direct methods of assessment. Indirect methods of assessment include surveys, interviews, and other elements related directly to the research part of the intended program.

Since the program intends to be academic, a written study will also be required as a partial requirement to graduate. It should be based on a previously proposed, approved and elaborated research project, with clear objectives, methodology and results. Databases at UNA will be available to students, as well as assigned tutors from the program to help them complete the projects.

Assessment will be comprised of direct evaluation: essays, presentations, exams; and indirect evaluation: surveys, interviews, etc. This will be clearer once we have concretely defined the master's program, and its courses. Below is an outline of how we are going to evaluate the courses and the thesis:

Courses

The minimum passing grade for the courses is 7 (seven) of 10 (ten).

Evaluations (100%):

- Class participation: 15%
- Oral presentations: 15%
- Written exams: 20%
- Tasks: 10%
- Practices: 10%
- Written works: 30%

The Final Thesis

For the thesis there will be a committee made up of 3 doctor evaluators plus the thesis coordinator who does not evaluate, but coordinates the course. For the thesis the qualification is "approved" and "not approved". The student needs 2 positive grades to be approved. There is no written evaluation in the defense of the thesis.

3.2 UNIMAGDALENA

3.2.1 Teaching Strategies

To develop the learning methodologies (including the learning delivery approaches, teaching methods and mechanisms for student assessment) for the Master's in Sustainable Tourism at Universidad del Magdalena, two approaches that support active learning will be adopted: Backwards Design and Digital Age Learning Ecosystems.

3.2.1.1 Backward Design

Backward Design, also called reverse design, backward planning or backward mapping, is defined as a method to design curricula and educational activities based on the formulation of learning objectives to define the methodologies or pedagogies and the forms of evaluation needed for building knowledge in a certain area (Wiggings & McTighe, 2001).

According to these authors, the main reasoning behind implementing the Backward Design is that starting with the formulation of final goals of a course instead of starting with the first lesson planned chronologically, allows the professor to design a sequence of lessons, problems, projects, presentations, assignments and assessments that are advantageous to the achievement of learning outcomes. These resources end up making it easier for students to learn what is actually required to learn.

This methodology consists of three stages:

Stage 1 - Identify the desired results: it includes the definition of objectives and the revision of standard contents at international, national and local levels and the expectations of the curriculum itself. It also includes the reflection on what students should know, understand and be able to do after taking the course. At this stage, it is also suggested to identify the results in term of fundamental concepts or skills that will be expected from the students by the end of the activity or term.

Stage 2 - Determine the acceptable evidence: it consists in specifying the products that will support the expected results of the students. It is at this stage where teachers can check the level of understanding of the student, considering the conclusion of tasks and evaluation methods such as tests and projects.

Stage 3 - Plan learning experiences and instruction: it refers to the planning of learning activities that will allow the achievement of the goals set out in stage 1. Some of the key questions proposed by the authors for this stage are: What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students require to achieve the desired results? What activities will provide students with the necessary knowledge and skills? What and how should they be taught with the purpose of meeting the specified goals? And what materials and resources are best suited to achieve these goals?

The three stages are summarized in the following figure:

Figure 1: Stages of Backward Design. Source: Author's elaboration based on Wiggings & McTighe, 2001

3.2.1.2 Digital Age Learning Ecosystems

Starting from the point that today's professionals not only require academic knowledge, but also empirical knowledge for the development of their daily tasks, they need to have agile tools that provide them with the ability to improve in specific skills. These additional tools that are not necessarily immersed in a virtual learning platform, are part of the individual's performance and the learning ecosystem.

Rosenberg & Foreman (2014) state that a learning and performance ecosystem improves individual and organizational effectiveness by connecting people and supporting them with a wide range of content, processes and technologies to boost performance.

According to García-Peñalvo et al. (2015), the evolution of new learning paradigms arising from E-learning to U-learning retains "a very pronounced correspondence with all technology, Internet and computer services in the cloud. This is observed in trends such as the gathering and analysis of data oriented to decision-making, through techniques that assimilate learning processes to business processes, albeit with the peculiarities of the educational context".

Clark (2014) presents eight components that are fundamental for the successful implementation of a digital age learning ecosystem:

Figure 2: Components of a Digital Age Learning Ecosystem. Source: Clark, 2014

With the aim of linking the concepts of backward design and digital age learning ecosystems within the framework of the master's course in Sustainable Tourism, the Curriculum Project will seek to materialize a digital transformation in an academic environment. This is how the concepts of sense of community, essential questions, captivating digital content, assessment for learning, multiple technology tools, differentiation and accessibility, supportive classroom environment and engaging instructional strategies will be developed throughout the course.

The sense of community and differentiation and accessibility concepts will be developed thanks to the inclusion of internally displaced persons (IDPs) in the course. It will bring together students from different backgrounds which will result in having diverse perspectives on each addressed topic. The other 6 concepts will be related to the backward design process, as shown in the following figure:

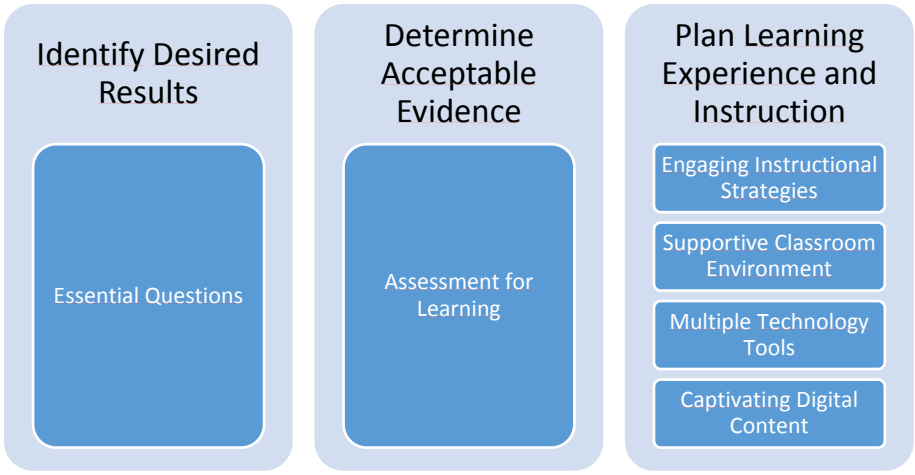


Figure 3: Approaching Digital Age Learning Ecosystems to Backward Design. Source: Author's elaboration based on Wiggings & McTighe, 2001 and Clark, 2014

In order to achieve that purpose, we will start with an approach of the relevant referents to create the justification of the programme, its learning outcomes, graduate profile and programme competences/skills. Next, we will proceed to design the curriculum map that will include the activities, learning evidence and the actions that teachers will design to contribute to the learning outcomes of the master's degree. Lastly, all of these steps will come together as an instructional design for each one of the courses and for its use in a Learning Management System (LMS).

3.2.1.3 Blackboard Learn

University of Magdalena works with a virtual campus based on a LMS that is recognized in over two thousand institutions: the Blackboard Learn platform. This platform allows the connection and communication between faculty-students, students-students and faculty-faculty. Its operation scheme facilitates the implementation of online and blended courses by creating a flexible and integrated environment where students and faculty can interact without being present in the same physical space.

The Blackboard platform is used in Colombia in higher education institutions such as Universidad Nacional, Universidad de los Andes and Pontificia Universidad Javeriana and in Latin American institutions such as Universidad del Pacífico in Perú and the Instituto Tecnológico y de Estudios Superiores de Monterrey in México.

Student performance on the Blackboard Learn platform can be evaluated through a series of available tools, among which we can mention:

- The performance panel, through which all types of user activities in a course are shown, with information regarding the activity and progress of each user.
- School Retention Center: it helps identify the students who are at risk of failing the course by showing data on grades, expired deadlines, course activity and access to the course. This also allows the professor to notify these students on their current situation.

- Course Reports: it helps to build reports on course use and activity. It shows a summary of the use of the course, the areas that have been used or accessed the most and the access patterns of specific students to them.

The platform has a variety of tools and resources that can be implemented in the courses, among which we highlight the following:

- Content Tools: it includes the contents area that concerns files to publish and review such as text files, audio, images, videos, among others. Additionally, the platform has "combined tools", which correspond to services external to the platform that are integrated with its contents, among which we can find Flickr Photos, Slideshare Presentations and YouTube Videos.

Our courses are designed by default with four content areas which are the syllabus, content, work and tests areas. However, these can be customized according to the professor's needs.

- Interaction Tools: it includes a set of features that allow the professor to interact with the students such as announcements, calendar, contact information, online library, grades and feedback.

- Evaluation Tools:

-Forums (Discussion board): Discussion forums are asynchronous spaces within the Blackboard Learn platform through which discussions of different types can be held, whether to address academic topics, questions or general concerns of the course.

-Activities: it is a content area configured to evaluate group or individual tasks, as well as to verify its originality. Faculty can also provide feedback and scoring criteria or rubrics on the presented assignment.

-Tests: professors can create online tests to assess students' knowledge, measure their progress and gather information about them; these tests handle a large number of configuration possibilities as well as 17 types of questions, which can be mixed in the same exam. Most of these types of questions allow automatic grading, allowing immediate feedback to students if the professor wishes to do so.

- Communication Tools: it is an area configured to establish formal communication via course messages and emails.

3.2.2 Assessment

Unimagdalena, in its Institutional Educational Plan, has defined the evaluation of learning as the academic action with which information is produced that allows to evaluate the learning in process and the results of the same, in order to understand the efficiency and effectiveness of academic training, by identifying progress and difficulties, which serve as the foundation to transform and improve the process with coherent and timely decision-making. This definition highlights that:

- The evaluation places the emphasis on the process that is developed continuously from the beginning to the end of a course, it is not a specific activity to only account for the results of an exam or an activity through a grade.
- The evaluation comprehensively values the development of the student, its general purpose is to find progress, learning results or competences that the student is achieving, at the same time, it identifies difficulties and limitations in the process, not to highlight them in order to disqualify, but to redirect pedagogical actions that allow them to be overcome and enhance learning.
- In the evaluation process it is key to generate and organize the information that is produced around the learning process, for this, the use of instruments is implemented to allow its systematization in order to analyze it based on indicators.
- In all evaluation processes, the learning outcomes or goals that are expected to be achieved by the end of the course must be defined in advance. The student must be clear about what they are expected to learn through the development of the course.
- Students fulfill a dual function in evaluation because they are objects and subject of it; they fulfill the function of an object when their observable behaviors correspond to what is intended to be achieved (learning objectives) and what is actually achieved (learning results); and they assume the role of subject, when they participate and understand the pedagogical role to decide, act and self-manage their training process, that is, they understand that they are part of it, through creative and innovative self-assessment events, and even when their colleagues themselves, as co-evaluators, can account for the progress and quality of the training that they are setting up.

3.2.2.1 Principles underlying the Evaluation

At Unimagdalena, it is considered that the evaluation, in order to be comprehensive and fulfill the training purposes that are inherent to it, must be based on:

- **RELEVANCE,** to generate meaningful learning, because the timing, the subject and the way it is approached are convenient to improve the technical foundations of the discipline, its historical development and its application in a specific social, cultural and productive context.
- **FLEXIBILITY,** to answer and quickly adapt to emerging individual, collective, social and scientific academic circumstances.
- **PARTICIPATION,** in the sense of sharing and sponsoring the leading role of actors with shared responsibilities, such as other teachers, the student himself and his classmates.

- **CONTEXT,** when each evaluative process is developed in a particular and unique academic context, therefore, unrepeatable from the point of view of circumstances and results.
- **OPPORTUNITY,** the evaluation must take into account the time and circumstances to choose the topic, stage and depth of the process to be addressed.
- **COHERENCE,** in the sense of aligning the purpose of the evaluation with the expected learning outcomes.

3.2.2.2 Instrument for a comprehensive evaluation

Based on the foundations of the Science of education, a differentiation must be made between didactic strategy, technique, activity and Assessment instrument.

Campusano and Díaz (2017), define the strategies as organized procedures that have a clear formalization / definition of their stages and are oriented towards achieving the expected learning. Based on the didactic strategy, the teacher guides the pedagogical path that students must follow to build their learning. They are powerful, they are used in long periods (study plan or subject).

In the same way Campusano and Díaz (2017), define the Didactic Techniques as procedures of less scope than the didactic strategies, since they are used in short periods (part of a subject, learning unit, etc.); its focus is to specifically guide a part of learning, from a logic with a psychological basis, thus contributing to the development of skills.

In addition, they define that the Activities are necessary actions to achieve the articulation between what the strategy and / or the didactic technique intends to achieve, the needs and characteristics of the group of students. Its design and implementation is flexible and its duration is short (from a class to a few minutes).

Didactic Strategy	**Technique**	**Instrument**
Collaborative learning	1. Debate 2. Study Case	3. Rubric 4. UVE Gowin Diagram
Problem-based learning	5. Philips 66	6. Portfolio 7. Ishikawa Diagram (cause-effect)
Study case	8. Role Game	9. Blog (log book)

The Assessment Instruments: are the means or documents used by the teacher that allow registering and obtaining the necessary information to verify, in relation to the learning objectives, the achievements of the students or the difficulties they present in learning a certain subject.

Among the instruments we find different classifications, in relation to comprehensive training, the Performance Assessment Instrument refers to those means that record the products resulting from a learning process, which must reflect the changes produced in the cognitive field and demonstrate the skills that the student has acquired or potentialized, as well as the information that he/she has assimilated.

3.2.2.3 Evaluation proposal under the new COVID-19 situation

The biggest change that the sanitary emergency has demanded from educational institutions is the flexibility and implementation of diverse pedagogical strategies to develop the teaching and learning process, relying on the tools used in virtual environments. Taking into account that close to 89% of the students of the Universidad del Magdalena come from strata 0, 1 and 2, it cannot be ignored that many of them have difficult conditions to which today this new period of turbulence is added. The reality of our University is that it has been considered by a good part of the educational community not only as an academic setting, but as a space that allows for the equality of the fundamental rights of students (food, recreation, technology or connectivity).

Taking this into account it is convenient that the professor considers three types of evaluation methodologies considering the student's socioeconomic and geographic conditions:

Type I (synchronous): aimed at students who have internet access and can do synchronous work. The evaluation process can be carried out through case studies, portfolios, video conferences, workshop assignments, online exams or others; making use of the Blackboard platform, Microsoft Teams, among others. In addition to combining the right approaches and limiting the number of applications and platforms

Type II: (asynchronous): aimed at students who have limited internet access, that is, those who make connections sporadically to follow the course development process. The activities assigned by the teacher will have flexibility for the delivery of the evaluation processes. In addition to combining the right approaches and limiting the number of applications and platforms

Type III: (offline): applied to students who, due to their place of residence or socioeconomic condition, do not have internet access, but who, according to the characterization of the programs, have at least access to WhatsApp. In this case, the evaluation proposal can be sent with the corresponding indications and the student can return them by the same means.

3.3 EAFIT

3.3.1 Teaching Strategies

The approach to delivering the new courses developed within the MSc in Earth Sciences at EAFIT University will be based on two components: competency-based curriculum and flipped-classroom methodology. Competency-based curriculum focuses on learners and intends to provide them with knowledge, skills and attitudes oriented towards the capacity to apply these competencies. As such, the activities and learning environments aim to teach applications relevant to daily situations.

To complement the competency-based curriculum, the delivery approach will include the flipped-classroom methodology called *Team Based Learning*. This methodology focuses on solving problems in small groups of students (5 to 7 people) with the teaching role focused on giving immediate feedback to students, as possible. Team Based Learning consists of three steps: individual preparation, in-class individual and team exams, and in-class team exercises focused on applications. These steps are designed to ensure individual and team readiness, instructor guidance via clarification lectures and in-class discussions, assessment by the instructor and through peer evaluations, and relevant applications to real-life problems.

3.3.2 Assessment

Student assessment will be based on 4 applications throughout the semester (25% each) following the Team Based Learning approach. Each topic will be developed in 8 hours total and will consist of:

1. Reading material to prepare before the class session.
2. Readiness assurance session of 1.5 hours, for individual and team exams.
3. Clarification lecture of 1 hour approximately based on readiness assurance results.
4. In-class application sessions of 5.5 hours total.

Members of EAFIT's teaching team have been implementing a modified Team Based Learning methodology in the Marine Sciences course as part of the bachelor's programme in Geology since July 2018. Some of these instructors are members of a Team Based Learning Collaborative group and there are plans of starting certifications as Team Based Learning Practitioners and Consultants.

3.4 UCI

3.4.1 Teaching Strategies

According to the pedagogical perspective supported by the Educational Model of the University for International Cooperation, the students are the main guarantors of learning, where teachers become mediators and guides for the fulfilment of the objectives of each course and finally of the professional skills they will develop during the stipulated time. Thus, the courses contain activities aimed at developing meaningful learning that are facilitated by teachers.

These activities involve search of primary and secondary information, critical analysis of theoretical documents, linking theory with the reality of the context where the student lives or works, analysis of problems and the construction of solutions both individually as in groups that allows incorporation of knowledge through professional practice and experience; knowledge and application of practical tools and methodologies; all of the above that strengthen skills and attitudes.

Two common elements in every course are: 1) the use of methodological strategies in a collaborative manner, defined in this way because the students in most cases are people who have work experience. Therefore, this knowledge must be incorporated into the discussions of the students; and 2) different topics; because they are also students from diverse regions, with very different social, economic, environmental, cultural and political contexts, a situation that contributes substantively to the proposals for solving problems in Latin America and the Caribbean from the point of view of complexity.

Teaching and learning methodologies are directed and facilitated by teachers with professionally background in specific subjects, with work experience to enrich the content and with personal competences for fulfilling the objectives, increase leadership, and to develop an integral vision for solving problems.

For facilitation, professors put their attention to regular monitoring and interaction, in order to provide adequate orientation that allows students to meaningfully build knowledge:

Some characteristics of this methodological approach are:

• The program promotes the joint construction of knowledge, which requires an open attitude of both teachers and students and the development of creative and innovative activities and mediations.

• The role of both actors must be active and provoke critical dialogue.

• The self-learning of the students is promoted.

• The planning and execution of teaching and learning activities are flexible, according to the context of the participants.

• The use of gamification techniques in the teaching and learning process is promoted.

• Collaborativeness is a fundamental element in the execution of teaching and learning activities.

Training processes are characterized by multidisciplinary and pluricultural perspectives where students from different Latin American countries, interact with facilitators who have both their field experience and their training in areas related to managing the problems faced by students who knows the particularities of their territories.

Learning is understood as a process of joint construction of knowledge where it is not the teacher who provides knowledge, but facilitates the learning process from an experiential perspective.

Giving the teacher a distinctive process by being able to demonstrate and exemplify their techniques to the students, promoting group work, individual work, and others, it promotes building knowledge through an active student participation.

In detail the strategies include:

- Didactic exposition: Referred to videos and presentations made by facilitators to introduce the topics to be covered in each course.
- Group work: To promote collaborativeness in the development of deliverables for each course, establish common goals and improve empathy.
- Individual works: Individual works allow supporting the process of building personal learning, allowing the individual's own experience to be used together with the new knowledge acquired in the creation of significant learning.

The teacher may establish other strategies appropriate to the characteristics of the group and their teaching needs, but in any case, they will always be related to the strategies described.

For the facilitation, attention of queries and evaluation of these activities, the teacher devotes his attention to regular monitoring and interaction on the virtual campus in order to provide adequate monitoring that allows students to meaningfully build knowledge.

3.4.1.1 Mediation, a global resource

In relation to learning, we must emphasize that learning is not copying or reproducing reality, but also connecting knowledge to other areas and reflecting on actions. With regard to this consideration, it must be said that the teacher's actions are not eminently directive. As clarified by Sola (2006, p. 27), “the teacher is the one who plans, organizes and assigns the tasks, so the student does not learn to be autonomous, independent and self-regulated”. Consequently, education has been one of the disciplines most benefited by the emergence of new technologies, especially those related to Web 2.0.

For this reason, it is essential to know and take advantage of the new digital devices, which open unexplored potentialities to education and research; even in academic slang some already speak of “Learning 2.0”. In this regard Piscitelli (as cited in Cobo, nd) indicates that today the Internet is not just a new medium, but a virtual space in which things happen. Rather, it is a potential collaborative territory in which teaching and learning processes can be properly deployed.

The Pedagogical Model promulgates a learning space, with the following learning spaces:

• Proposal and Solution of the problems in their environment: The teacher proposes challenging situations to the students related to the subject of study; how would they give the solution.

• Independent student work: involves the design of an appropriate strategy to solve challenges and put it into practice, which is promulgated by research, technology resources, virtual environments, and concrete material.

• Communication and contracting of ideas, poses in various ways (through exhibitions, videos, round table presentation, simulation of conferences) the various strategists who use to find various answers to it.

• Closing of the teacher, is the space where he/she validates and reinforces knowledge through theorem decisions.

3.4.2 Assessment

According to the pedagogical model, the evaluation strategies will be developed during the execution of each course, using individual and collaborative group work; research and analysis of specific topics relevant to the topics developed; discussions in virtual forums, analysis of lessons learned from already defined case studies; individual exams, among others.

Each course has defined a series of evaluation guidelines according to the type of activity to be carried out and the learning evidences that are expected to be obtained, in addition to allowing the student's assimilation of the contents and their degree of progress to be monitored.

The evaluations will focus on: assessing consistency between the work requested and that carried out by the student, the clarity of their approaches, the understanding and assimilation of the contents seen in class, the relevance of their contributions, the application of instruments and tools, the analysis conducted, the inclusion of new contributions for the growth of the learning network, the verification of the presence or absence of requested aspects, the organization and structure of the works presented and creativity.

The desire to improve, the experiences in previous virtual processes, the time they have as professionals, as well as the cases they have experienced in the exercise of it and other factors such as the time he/she is willing to dedicate to study are part of the determining factors from a social perspective.

The participatory modality is particularly valuable when it comes to promoting critical thinking and problem solving, since the exposition of thought reinforces the criteria of the participants and the solution of difficulties individually and collectively and the construction of a process that is not defined by merely quantitative aspects, but rather enhances the benefits of the qualitative dimension.

The instruments, procedures and criteria used are not exclusive to a modality, but rather respond to the search for the most representative aspects, which allow the

teacher to be clear about how the evaluation is being carried out using rubrics for the cases that apply and relying on other techniques and tools with a strict use of clear and concrete instructions for students.

Teacher training seeks to develop examples that allow them to identify contradictions and inconsistencies in evaluations in order to resolve them and understand the value of designing appropriate evaluation instruments.

Among the teaching strategies to be used are:

• Case studies

• Brainstorming

•Virtual forums

• Construction of glossaries

• Construction of maps

• Holding workshops

•Videoconferences

• Questionnaires

•Conceptual maps

• Simulations

•Essays

• Exams

• Project proposals

3.4.2.1 Evaluation instruments:

The evaluation encourages the use of various techniques and instruments to systematize information continuously throughout the course and career, to provide input to students in the process, responding to a formative evaluation with some inputs of summative.

• Graphic scales, numerical scales, performance scales rubrics (analytical and holistic), among others.

• Techniques: Questionnaires, Vee Heuristics, forums, case studies, analogies, guided discussion, rotating leadership, plenary discussion, among others.

3.5 UWI-CERMES

3.5.1 Teaching Strategies

STOREM presents the UWI-CERMES with an opportunity to revamp the existing *Sustainable Tourism in the Coastal Zone* course under its MSc in Natural Resource and Environmental Management, as well as create a new course in *Tourism and Hazard Mitigation*. These courses will consist of 24 to 26 hours of lectures and an average of 12 hours of practical work. The courses and assignments are designed to promote analysis, exploration, synthesising, evaluation, reconsideration of old and new information, and integration of concepts across disciplines; as well as allow for periods of quiet study and online/offline research. Students are expected to be active learners.

A wide array of teaching approaches will be employed to deliver courses in a manner consistent with the objectives set out in the modules. The *Sustainable Tourism in the Coastal Zone* course is worth 4 credits and will be taught through face-to-face lectures, intermixed with classroom exercises, multimedia resources, and field trips.

The *Tourism and Hazard Mitigation* course, worth 3 credits, will be delivered using a blended approach of face-to-face lectures supported by multimedia resources, self-paced online learning and activities (including asynchronous learning tools such as posted reading materials, discussion groups and blogs), and individual assignments. Course materials and online activities will be available via the University's virtual learning environment/ LMS.

3.5.2 Assessment

There will be no final examination for the courses. Instead, a Continuous Assessment (100%) strategy which appraises students' performance during the lifespan of the course will be utilised.

3.5.2.1 Sustainable Tourism in the Coastal Zone

This course uses formative and summative assessment as follows:

1. Fieldwork report – 30%
2. Seminar Presentation – 30%
3. Course work paper – 40%

Note: Students are required to achieve a mark of 50% in all assignments in order to be successful in the course.

3.5.2.2 Tourism and Hazard Mitigation

This course will use formative and summative assessment as follows:

1. Concept Map – 20%
2. Quizzes – 30%
3. Research Paper – 35%
4. Class participation / Reflective exercises (responding to scenarios or cases) – 15%

Note: Students must acquire a composite grade of 50% to pass this course.

See **Appendix** for the *Learning Delivery Approaches and Teaching Methods* at the University of Cagliari (UNICA) and Université Paul Valéry Montpellier (UPVM).

4 LEARNING MANAGEMENT SYSTEM

4.1 LMS Best Practice – Initiatives by the UCI

Since 2007, UCI has implemented its online education platform on MOODLE which is the acronym for the *Module Object - Oriented Dynamic Learning Environment*. The purpose has been to provide a high-quality offer and support to all virtual educational processes that are developed.

This 22-year virtual experience and the last 15 years using MOODLE has allowed UCI to obtain national recognition as the first Costa Rican virtual university, as well as at the regional level.

UCI understood that teaching and learning processes in virtual environments must have a high degree of communication from those involved and a close relationship to optimize resources and maintain competitiveness.

UCI has a Courses Management Commission with members of the Faculties, the Department of Information Technology (IT), the Laboratory for Virtual Production (VLAB), the Department of Academic Operations and the Registry Department.

This group manages the processes linked to all the pedagogical, academic, technological, production and communication management of the courses.

The coordination of normal academic process and financial processes of the students is mainly executed by the constant interaction of the academic assistants who personalize and humanize the virtual learning environments by giving timely monitoring of the students.

Educational approach

In relation to learning, we must stress that learning is not copying or reproducing reality, but also connecting knowledge to other areas and reflecting on action. With regard to this consideration, it must be said that the teacher's actions are not eminently directive. As Sola (2006) clarifies “The teacher is the one who plans, organizes and assigns the tasks, so the student does not learn to be autonomous, independent and self-regulated (p.27). Consequently, education has been one of the most benefited disciplines with the emergence of new technologies, especially those related to Web 2.0.

Therefore, it is essential to know and take advantage of the battery of new digital devices, which open unexplored potential for education and research; even in academic slang some already speak of "Learning 2.0". In this regard Piscitelli (as cited in Cobo, nd) indicates that today the Internet is not only a new medium, but a virtual

space in which things happen. Rather, it is a potential territory of collaboration in which teaching and learning processes can be adequately deployed (Piscitelli, 2005).

The pedagogical model promulgates a learning space, with the following learning spaces:

• Posing and solving the problems of their environment: The teacher poses challenging situations to students linked to the subject of study, how would you give the solution?

• Independent student work: involves the design of the appropriate strategy to solve the challenge and implementation, which promulgates research, technology resources, virtual environments, concrete material.

• Communication and contracting of ideas, it raises in various ways (through exhibitions, videos, round table presentation, conference simulation) the various strategists that I use to find different answers to it.

• Closing and closing of the teacher is the space where he validates and reinforces knowledge through theorem decisions.

Inserted in the new trends of education and through efficient knowledge management, a multidisciplinary team supports content generators in the virtual adaptation of lessons, academic information packages and activities of various educational projects.

Several stages are involved in the production of virtual courses: analysis, design, configuration, verification.

Analysis: at this stage VLAB interacts with the curriculum and content generators in order to understand the content of the program that is intended to be virtualized, as well as certain elements of interest, for example, the audience to which it is addressed. VLAB is integrated into this part of the process to understand the scope of the course, objectives and initial ideas related to the way in which the activities of the course will be carried out and the type of information that should be displayed. This will allow to continue with the second stage: Design.

Design: it is related to graphic design and instructional design. This means that at this stage there are two parallel processes, one is executed in VLAB under the responsibility of the Graphic Designer, who defines a graphic line and collaborates with preparing the didactic resources necessary to support the virtual course that is built by the content manager. At the same time, the Content Manager, who is responsible for the creation of all teaching supplies, defines the activities and contents of the course.

Configuration: this stage cannot be seen separately but in conjunction with the design. The product resulting from the previous stage allows you to configure in Moodle all the parts that make up the virtual course, using Moodle's own and external teaching resources.

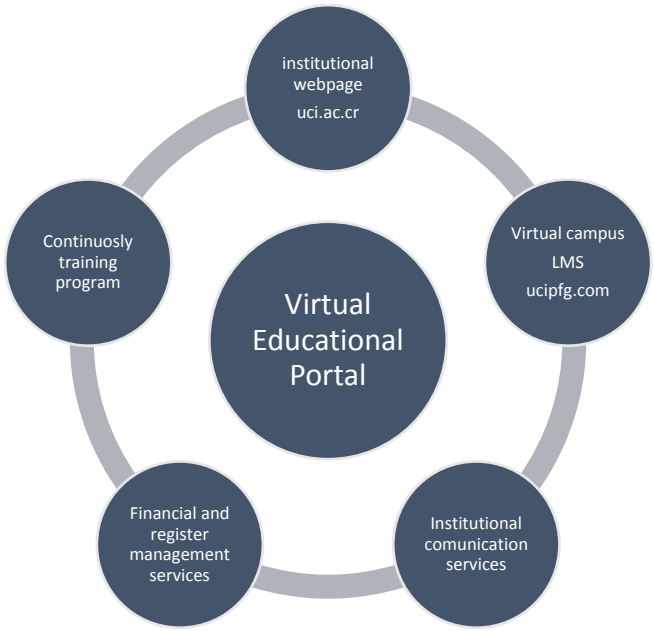
Validation: At the end of the configuration, the validation is performed, a stage known in the ICU as a beta-test, in which both the people who participated in the instructional design and people who perform the function of end users are involved.

Evaluation: Once the course is taught, continuous improvement begins, where particular situations that can only be detected during the virtual course implementation process are reviewed.

LMS functions

The technology platform does not refer exclusively to the learning management platform or Learning Management System (LMS), but to all Web services that must work in synchronized form to support all virtual education processes, that is what in UCI is identified as Virtual Educational Portal (VEP).

The relation of all the elements of the VEP is presented are shown below.



UCI has a Courses Management Committee that establishes different communication channels between the departments related with courses as follows:

• Information Technology: responsible for managing the technological infrastructure.

• VLAB: Virtual production laboratory (Spanish Acronym), who produce audiovisual materials, as well as planning and design of virtual didactic activities.

• Deans: those who plan and manage all the academic practice that is carried out in the institution.

• Academic Operations: those who support active academic management, monitoring teachers and students on campus.

• Registration: responsible for the reception, organization and custody of all documents formalizing admission, records of notes, degree and history of all students.

UCI has this academic organization that allows the planning, design, execution and evaluation of the pedagogical, communicational and technological development for the development of said program. The administrative component of virtual support is

distributed in the Department of Information Technology (IT), the Department of Academic Operations (OA) and the Virtual Production Laboratory (VLAB).

IT: among its functions are:

• Restore the courses based on academic applications, from the base courses developed by VLAB, and placed in the promotions according to the academic offer.

•Attend user creation requests, assign roles as appropriate.

• Creation of users and passwords for students when starting the promotion or new generation of the academic program, based on the enrollment system.

•Administration of web servers.

•Network administration, Internet connection and campus technical support.

•Update to the newest versions of MOODLE in a planned way twice a year.

• Management of the acquisition of licenses for videoconferencing systems such as WEBEX, WIZIQ, livestream.

Roles in the UCI Virtual Educational Production Laboratory (VLAB)

Position	Responsibilities
Director	• Design, implement, monitor and coordinate the VEP team. • Application of new technologies. • Participates in the design and implementation of virtual courses. • Proposes innovative actions that combine instructional design with the graphic design of courses.
Graphic Designer	• Select and adapt a graphic line according to the objectives. • Make the recording and editing videos. • Interact with the web programmer to create inputs that can be configured in virtual courses.
e-learning course configurator	• Select the e-learning tools that will be used. • Create an initial prototype of the course. • Interact with the graphic designer and web programmer to configure course template. • Applies all operating mechanisms established in VLAB. • Access resources external to Moodle to configure specific information and activities in the courses.
Web programmer	• Guarantees responsive and bootstrap design. • Create necessary codes to support the use of templates • Verify the operation of technological tools. • Support the course configurator in the correct use of html

Position	Responsibilities
	codes. • Train other team members in the use of tools and new codes.

Academic operations (OA): is the initial communication channel for any difficulty with the different departments of the university. Its functions are mainly:

• Attention to students and teachers, providing support, from the induction course to the completion of the Final Graduation Work.

• During each course there is a personalized follow-up of student participation, as well as teacher functions.

• In addition, the academic assistant attends technical or administrative inquiries and requests, and if necessary, directs them to the people in charge so that a timely and efficient response can be provided.

The virtual campus or Learning Management System (LMS) has a series of installed sites of the MOODLE learning manager, and it is where the academic life of the different faculties of the university is carried out, where teachers and students interact, using the resources and activities of MOODLE. There is a Data Repository where documents that are required for academic study are placed.

4.1.1 Description of the infrastructure and organization of the virtual campus.

UCI uses one of the most updated versions of MOODLE. For the management of courses, MOODLE, adapts to the organizational structure of the UCI, where they are managed by groups or promotions that are enabled according to the dates of the academic calendar of openings. The groups are organized by categories and the courses of each promotion belong to the category. The courses have a configuration space called short name that responds to the code of the subject plus the group where you are, also have a configuration space called long name where the full name of the subject is described according to the curriculum.

This organization allows the administrative management between MOODLE and the academic accounting system to be integrated. Have agility in the management of student registration to each of the courses offered.

Access to the virtual campus is monitored through the management of users that is done by assigning a username and password that are for personal and non-transferable use, this being endorsed by the teaching-teaching contract signed by students at the beginning of the academic program. In addition, in the confidentiality policy for the treatment of information of administrators and teachers, it is ratified. The information that is shared within the virtual classroom spaces by students, teachers, academic assistants, deans, or other team members is the responsibility of each one under the profile with which they were registered.

User activity is monitored by the IT department through reports available from the platform's records. The registration and registration to the campus is integrated with the university management system, and from there the creation of users with a unique identification is done automatically. This information is sent by email to the student at the beginning of the academic program. These keys can be updated by the student, they are encrypted by the system. If necessary, the password can be retrieved in two ways, one directly with the platform link to retrieve the information, or two manually the campus administrator can assign a temporary password to the user to modify it. These processes ensure the confidentiality of the information and ensure the authenticity of the user on campus.

Use of the platform by students

Constant contact with the members of the educational community is an indispensable factor in the online education model that the university has, for this purpose there are videoconferences, voice over IP, streaming services, among others. One of the most important means of communication is email that UCI links with the GOOGLE APPS.

Currently, social networks have been part of the academic life of educational institutions. Being important means of communication between the institution, students, teachers and the general public. UCI makes use of this institutional communication resource to inform about university work. In the case of YouTube, it is used as a teaching medium for the distribution of videos. MOODLE has tools that allow integration with teaching materials developed by teachers, or by the UCI Virtual Production Laboratory (VLAB), including integration with:

•Scorm stored in the institutional repository

•Integration with web 2.0 tools such as YouTube, slideshare, slideboom.

•Wiziq / Webex: Used in videoconferences.

•EducaPlay: Software used to create interactive videos and activities such as crosswords, Puzzle, word searches, etc.

•Joomag: Software used to display content.

•VideoScribe: software used to create explanatory videos alluding to a specific theme.

•Camtasia: allows the creation of explanatory videos, allows to support courses that require to show the student the use of some software or to show how to perform some action within the virtual platform.

•ExamTime: To show mind maps.

•GoogleDrive: for collaborative work in content creation.

•Google Form: for the preparation of surveys and forms.

•Facebook: to create groups and share common themes of different careers.

• SMOWL: facial biometric recognition, integrated into MOODLE questionnaires for the validation of the person in front of the questionnaire.

All our current courses are accessible from any mobile device.

Benefits of LMS for students and teachers

The main advantages in the use of MOODLE as our LMS, are:

• Most documentation and content are available 24 hours a day, so that the student plans the schedule that suits him.

• MOODLE activities respond to the constructivist and connectivist paradigm where the construction of technology-mediated knowledge is feasible.
• Integration with activities in SCORM format in which different learning objects are programmed and allow availability for different platforms and / or courses.
• The possibilities of student interaction are greater, the increase in teaching creativity in the development of new teaching techniques such as Problem-Based Learning, allows the student to focus their attention and increase their knowledge.
• The possibility of implementing the combination of activities in sequences or groups, guides the participants through learning paths.
• Strengthens the formation of learning communities, with blogs, messengers, lists of participants that allow people to interact with the people they interact with.
• MOODLE offers a flexible and adaptable environment, so that it can meet the needs of the public attending the course.

• MOODLE has a series of reports that allow both teachers and academic assistants to keep a detailed control of the progress and interaction of students. What allows a personalized monitoring of the management..
• MOODLE has the advantage of developing applicable scales for activities as appropriate and not only having activities with numerical qualification.
• MOODLE has a large community of collaboration and development of new activities, blocks and modules, which can be easily made available to the teaching community.
• Registration in MOODLE is simple, and completely secure.

Mechanisms and evaluation techniques

The following instruments are used for the evaluation:

• Graphic scales, numerical scales, rubric performance scales (analytical and holistic), among others.

• Techniques: Questionnaires, VeeHeuristic, forums, case studies, analogies, guided discussion, rotating leadership, plenary discussion, among others.

The evaluation encourages the use of various techniques and instruments to systematize information continuously in the course and career, to provide inputs to students in the process, responding to a formative evaluation with some summative inputs.

UCI uses different resources available in MOODLE according to the didactic activities designed by the teacher or curriculist, which record the activity on the platform for the verification of learning and achievement of cognitive skills.
The activities can be of different types such as educational exhibitions, group works, individual works, self-assessments, forums, crosswords, workshops, tasks and other resources.

To give adequate management to safety in learning assessments and provide reliability in testing, several practices are carried out as appropriate and as detailed below:

1. Large banks of questions are generated to present them randomly to students and minimize the possibility that the exams are the same.
2. The tests are configured so that students have to answer all questions or else the test is not sent.
3. Different start times, durations and number of attempts are configured for different groups.
4. The MOODLE records are verified, so that schedules and IP addresses can be verified in order to determine if in a similar period or at the same time two or more examinations were performed from the same IP address.
5. Passwords are generated for the realization of the tests that are given to the students before taking the tests.
6. The works and participation in forums are reviewed with plagium and vyper anti-plagiarism software both accessible at the addresses: http://www.scanmyessay.com/plagiarism-free-software.php and http: // www. plagium.com/account.cfm?language=en

4.2 LMS Best Practice - Initiatives by the UPVM

The Digital Work Environment (DWE) provides each user operating within the University with personalized and secure access to a set of online services. The user accesses the *Environnement Numérique de Travail* (ENT) (French equivalent for DWE) as long as he is registered or attached to the establishment. The services offered are organized by different themes according to your status within the university community (student, administrative, teacher, teacher-researcher). After validation and connection with your login, you get access to a set of online services. By accepting the University's Digital and Computer Usage Charter, every user has secure access to a set of personalized (digital) services:

- Administration (personal file, multiservice card);
- Schooling (registration form, certificates, notes, test calendars);
- Pedagogy (online teaching platform);
- Documentation (guides, library and university presses);
- Orientation / insertion;
- Communication (e-mail, directory);

- Help / assistance (assistance tool or "helpdesk").

The master TDDT is using:

- Upvdrive which has replaced the dropbox for storage and file sharing
- UPVM ENT (educational platform – moodle) for elements directly linked to the master courses (virtual learning environment)

4.2.1.1 Educational platform – moodle

The University Paul-Valéry Montpellier 3 provides access to online courses via its Moodle educational platform. Various resources are offered on the pedagogical platform (multimedia content, tutorials, exercises, homework, discussion forums, etc.), as part of distance learning (EÀD) and in addition to some classroom teaching.

The Moodle educational platform allows UPVM members to:

- Access online courses: download course files, view interactive modules, answer surveys, submit assignments,...
- Manage training courses: register users, monitor learners, individually or in groups, assign grades, consult statistics,...
- Interact remotely: communicate and collaborate between teachers and students via email, forums, chats, wikis, etc.

The dashboard includes two central blocks: the first concerns the courses recently consulted and the second the overview of the courses.

The course spaces are presented in the form of a map with the possibility of customizing each space with a pattern or image (in the Course Settings). A space can be bookmarked or hidden from the display, it can also be classified in the "Upcoming" or "Past" courses (setting dates in Course Settings).

It allows teachers to share ppt presentations, exercises, articles, references, links, videos and other material useful to students.

A similarity detection tool (copy and paste) to identify the possibility and confirm, if necessary, that the work of students and other users is plagiarism, in whole or in part, is available to teachers involved in the Master's course on the University's ENT. The university has more widely adopted a charter on plagiarism applicable to users, adopted by the CEVU on 10 February 2015 and approved by the Board of Directors on 24 February 2015

UpvDrive is a storage space for all kinds of documents: text files, images, photos, videos. It’s a Secure management tool allowing the storage and sharing of files (with

users, whether UPVM3 or even external users) as well as their synchronization. Some of the files can be private, others can be public and shared.

It is part of Nextcloud, a free software, file hosting site, and fork of the ownCloud software. Originally accessible via WebDAV, any web browser, or specialized clients, its open architecture has allowed its functionality to expand since its inception. “Nextcloud is open source file sync and share software for everyone from individuals operating the free Nextcloud Server in the privacy of their own home, to large enterprises and service providers supported by the Nextcloud Enterprise Subscription. Nextcloud provides a safe, secure, and compliant file synchronization and sharing solution on servers that you control.You can share one or more files and folders on your computer, and synchronize them with your Nextcloud server. Place files in your local shared directories, and those files are immediately synchronized to the server and to other devices using the Nextcloud Desktop Sync Client, Android app, or iOS app ”[1].

Nextcloud is also used at Technische Universität Berlin, Nantes University, Queen’s University (faculty of Engineering and Applied Science, Renater, Meiji University or North West University (NWU) in South Africa.

It is a new service provided by the University which didn’t exist a few years ago. That’s why educational material has been moved from dropbox to UpvDrive. UPVDrive allows:

- The permanent availability of your documents,
- Synchronization of files and folders on your connected devices, via the NextCloud application for many platforms (Linux, Android, iOS, Mac, Windows). This allows you to keep a local copy of your files and work offline,
- Sharing files, folders for an individual or group. Warning: the file size must not exceed 512 MB,
- Access to a history and recovery of old versions of your files,
- 20 GB of storage for each UPVM3 staff,
- Backup on UPVM3 servers: confidentiality and security of your preserved data.

We are using UpvDrive to help students to get access to information through different files about:

- Tutored projects: with examples of reports from former students
- Master thesis and reading forms: with examples of works from former students (with their mark in order to give directions about which model to follow and which not).
- Bibliography: references about sustainability and Tourism, local development,

[1] Nextcloud User Manual Release 14, october 12, 2018

- Job advertisement in the domain of tourism and local development
- Internship advertisement for 1st year and 2nd year students of the TDDT master. We also have listed addresses and contacts of host structures and organisations in internships in previous years. And we also put in this file grant and scholarship application forms, especially for students who wish to do their internship abroad.
- Advisory documents and guidelines on the master structuration and organization, about thesis work (research, writing and defence).

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APPENDIX

Learning Delivery Approaches and Teaching Methods at UNICA

EC/0052 - International standards and tourism indicators monitoring

Objectives

The training program International Standards and Tourism Indicators Monitoring aims at providing students with fundamental knowledge on tourism monitoring through standards and indicators.

Prerequisites

Knowledge of first year notions are recommended.

ECTs acquired

CFU[2]: 9

Duration: 54 h

Teaching Methods

The course is developed along 54 hours of frontal lectures, subdivided into 44 hours of traditional teaching and 10 hours of laboratory work.

The traditional teaching methodology will focus on the topics foreseen in the program and will follow a communication approach based on interactive dialogue between lecturers and students.

The laboratory work will be based on deepening issues tightly linked to the contents of item 5 of the program and to the analysis of case studies. In addition, the approach adopted in the laboratory activities will focus on the acquisition of the concrete knowledge of identification and use of indicators in advanced research and retrieval, elaboration and analysis of tourism data within the indicator systems.

Topics for discussion and supporting materials, will be indicated in classroom a week before the date of the discussion.

[2] The university training credit (acronym CFU) is a method used in Italian universities to measure the workload required of the student to obtain a degree.

It constitutes a simplification regarding the recognition of exams taken in other Italian or European universities (for example within the Erasmus program) and are transferable through the ECTS (European Credit Transfer System).

At the end of these activities, students will produce a final elaboration to be evaluated that will contribute to determine the final evaluation, as indicated in the following section “Exam with integrating activity”.

However, also in case of no final laboratory elaboration, each student will receive a qualitative evaluation of the active participation in the activity of the lab that will be taken into account in the overall assessment of the learning objectives achieved by the student.

Verification of learning

The exam consists in a written test structured through a set of questions subdivided according to the five topics of the training, in order to verify knowledge and understanding, applying knowledge and understanding, making judgements, and communication skills acquired through the training.

1) Exam with only one final written test (attending and non-attending students). The exam consists in a written test to be completed within 2,5 hours foreseeing 5 questions with open answer and an exercise to be developed, structured in the following way:

1. concerning topics contained in the General Framework (marks 5/30)
2. concerning topics contained in Framework for sustainable tourism development (marks 3/30)
3. concerning topics contained in Operational tools, including the exercise (marks 7/30)
4. concerning topics contained in International framework (marks 5/30)
5. concerning topics contained in Techniques for the analysis and implementation of indicators (marks 10/30).

To the above marks total, a 2 marks bonus will be added to the evaluation of the elaboration which will distinguish itself for the high level of the discussion of topics, and which can reach a final qualitative evaluation of 30/30 cum laude marks. Only for attending students the recognition of such bonus is connected with the qualitative evaluation attained through the participation in integrating activities, as per point 3 indicated below.

2) Exam with test during the teaching cours (attending students)

For attending students, the possibility for an in itinere test is foreseen. Also in this case, it is a written test to be completed within 1,5 hours foreseeing 3 questions with open answer, structured in the following way:

1. concerning topics contained in the General Framework (marks 5/30)

2. concerning topics contained in Framework for sustainable tourism development (marks 3/30)
3. concerning topics contained in Operational tools, including the exercise (marks 7/30)

Success in the in itinere test gives the student the possibility to develop questions 4 and 5 of the final test, through essays.

The final evaluation score, including the exercise, will be the total of the marks obtained in the two tests. In any case, however, both tests must be exceeded to have the scoring obtained in the in itinere test recognized.

Final evaluation modality: based on the maximum scores for the different questions the final vote allocation interval should be:

- From 18/30 to 20/30 for an elementary knowledge level of the topic without, however, any serious conceptual mistake. In particular, it is requested to the students to know at least how to frame the topic within the required business economics approach to sustainable tourism destination management and monitoring. To set up the base elements of the indicator systems both in the selection of indicators, and in their determination, and to show sufficient language skills;
- From 21/30 to 25/30 for a good knowledge level of the topic, but with diverse nuances of scientific and methodological rigor;
- From 26/30 to 29/30 for high knowledge level of the topic joint with a high scientific and methodological rigor level;
- 30/30, eventually cum laude, if the student will be capable to systematise in a logic and coherent way the knowledge acquired during the course and with an adequate control of the technical language.

EC/0045 – Anthropology of Tourism and Cultural Heritage

Objectives

The main objective of the course is to show the interest of anthropological and ethnographic approaches to understanding the economic behavior and in particular of "sustainable tourism" and "cultural heritage" discourse and practice as objects taken in complex multidimensional political processes, highlighting in particular the identity dimension, social and cultural.

Prerequisites

Appropriate scholastic knowledge of historical, philosophical, and geographic nature is needed with reference to colonial events and the development of scientific thought at the contemporary time. It is important that students possess basic knowledge of the M-DEA / 01 field, with particular reference to economic anthropology, a specialist field to which some preparatory lessons will be dedicated at the beginning of the course. Knowledge of the history of anthropological theories is useful.

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

Frontal lessons with multimedia (powerpoint, video), collegial analysis of lectures given by the teacher, seminar meetings, oral presentations of the students, tutor tutorials.

Verification of learning

Attending students: The evaluation takes into account the active participation in the lessons and seminars (20%), the oral presentations and oral presentations by the students (30%), the completion of a written paper agreed with the teacher (50%). Students attending at least 80% of the lesson hours (15 lessons on 18) are considered attending.

Non-Attending Students: Evaluation is based on a Written Test. This assumes the careful study of the mandatory readings. Four open questions will be asked, three of which will have to be addressed. Candidates will have two hours of time available.

In the evaluation of the tests, the determination of the final vote, expressed in thirty-eighths, takes into account the following elements:

1. Conceptual and terminological accuracy in the contents of the course and texts of the written exam (and oral for the attending students only).
2. Analysis capabilities
3. Synthesis skills
4. Ability to establish links between different parts of the program and between other curricula
5. Critical processing capabilities of content and methods

6. Ability to develop an original reasoning around content and methods

Assessments between 18 and 22 thirtyths account for the elementary acquisition of content-based knowledge and methods. The student showed just enough or modest analytical and synthesis skills. The student demonstrates that he understands but expresses himself in a totally inappropriate way, presents gaps in the conceptual and terminological formation and clarity.
Evaluations between 23 and 26 thirtyths make it more than sufficient to acquire knowledge of content and methods. The student showed good analytical and synthesis skills. The student expresses himself appropriately and clearly from the conceptual and terminological point of view.
Assessments between 27 and 30 thirtyths make the purchase from very good to excellent knowledge of content and methods. The student has proven to be very good at excellent analytical and synthesis skills. The student expresses himself in a completely appropriate way from the conceptual and the terminological point of view.

EC/0047 - Entrepreneurship and venture creation

Objectives

The course “Entrepreneurship and venture creation” is embedded in the second semester of the first year of the Course Degree in “Management e Monitoraggio del turismo Sostenibile (STMM)”. It aims to enhance students’ understanding of the role of the entrepreneur in the new venture creation process, to develop their capabilities to recognize, assess and articulate new venture opportunities with specific mention to the sustainable tourism sector, to understand resources required to underpin venture development and growth; and to know where and how to access these resources. The course also seeks to help students to develop a greater awareness of their personal goals, motivations, strengths and limitations in the context of venture creation, development and managing firms, particularly in the context of tourism sustainable sector.

Prerequisites

There is no formal prerequisite.

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

The course adopts active modality of teaching with the aims to get involved students during the lessons and to teach wide specific skills.

- The 70% of lesson hours, will be traditional lectures, consistent with the achievement of the objective A); B); C); E).
- The 10% of hours, there will be invited in class Tourism firms' experts, with the aim to describe what happens in real life of tourism sector, consistent with the achievement of the objective B); C); E).
- The 10% of hours, will be made exercises in class, consistent with the achievement of the objective C); D), E).
- The remaining 10% of hours, will be for analyzing and discussing in class academic articles, consistent with the achievement of the objective B); C); E).

All lessons and activities have the aim to provide students with useful tools for understanding, self-assessment and strengthening the transversal competencies indicated in the training objectives. Although not compulsory, the frequency is strongly recommended, as well as an attentive participation during classroom.

Verification of learning

The final exam is distinguished by attending students (A mode) and non-attending students (b mode), as specified below.

Mode A (students attending the course in the current A. A.)

The exam consists of the realization of a Business Plan by the student, according to the format that will be communicated to the class at the beginning of the course. The realization of the Business Plan will be delivered in paper format to the teacher and presented to the class in PPT format.

Mode B (students NOT attending the course in the current A. A.)

The final exam is a written examination, shaped by 3 open questions that should be answered in 2 hours. Each answer will have a score expressed in thirties and depends on by the difficulty of the question, for a total amount of 32/30 that means to the mark of 30/30 with honors. That is also related to those exams that have excellent content in their answers and excellent use of the language.

- One question will be related to the General part of the course: Entrepreneurship and new venture creation;
- One question will be related to the Specific part of the course: Entrepreneurship and new venture creation in the tourism sector;
- One question will be related to a specific part of the development of a Business plan.

To pass the exam is required a score of at least 18/30. That means to have a minimum knowledge of topics with a basilar exposition of concepts.

All questions are formulated with the intention to evaluate the level of achievement of the training objectives, according to the Dublin descriptors, referred to points A); B); C); D); E).

The exam will be in the Italian Language, and it will follow the Italian adopted text. In any case, a foreign student may study even in the suggested book in the English language, showed below.

EC/0054 International Environmental Law & Policy

Objectives

The course “International Environmental Law & Policy” is given in the second term of the second year of the Corso di Laurea Magistrale in “Sustainable Tourism Management and Monitoring”. It pursues a three-fold aim: a) to provide students with basic knowledge as to the functioning of the international and UE legal orders, having regard to their sources of law, their compliance mechanisms, and their incorporation within the Italian legal order; b) to offer a broad introduction to the principles governing international and EU environmental law, by paying particular heed to the foundational principle of sustainable development; c) to show how this legal framework applies to tourist management.

Prerequisites

No formal prerequisites are envisaged. Yet, before approaching the course, it is strongly advised to pass the English language exam.

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

The course will last 36 hours and will include 24 hours of academic teachings and 12 hours of workshops.

During the hours of academic teachings, the topics outlined in the Course Programme will be explained to the students, whose active participation will be strongly encouraged.

In the Workshops, students will be asked to apply to selected case studies the knowledge acquired during academic teachings. To this end, fictitious scenarios for role-playing will be made up. Attendees' participation to the simulation will be taken into due account for the purposes of the final assessment.

Verification of learning

The exam will consists of an oral interview, where students will be asked to expose the contents of the course programme. In this respect, it will be verified whether the student has acquired: knowledge and understanding, the competence to apply such knowledge and understanding to specific cases, the ability of making judgments, as well as communication and learning skills.

The interview will be articulated as follows:

- question 1 on basic concepts (6/30 points);
- question 2 on general principles of international and EU environmental law (8/30 points);
- question 3 on selected issues of international and EU environmental law (8/30 points);
- question 4 on environmentally sustainable tourism in international and EU law (8/30 points);

A 2 points bonus could be added to the assessment of students who stand out for their ability to expound on the issues dealt with in the Course in a comprehensive and critical manner. In this connection, the quality of the participation to the workshops will be also taken into account.

Grading
On the basis of the above-mentioned assessment methods, grading will be expressed as follows:

- from 18/30 to 20/30: the student has a basic knowledge of the programme, without serious conceptual mistakes;
- from 21/30 to 25/30: the student has a good knowledge of the programme, but his/her analytical tools remain quite elementary;
- from 26/30 to 29/30: the student has a good (or more than good) knowledge of the programme, and has acquired likewise good analyitical tools;
- 30/30 (if the case, cum laude): the student is able to sistematize in a logical and coeherent manner the knowledge acquired during the Course, to apply critically the learned legal framework to specific cases and to master the legal lexicon.

EC/0049 - Management and Marketing of Tourist Destinations

Objectives

The course "" is part of the second semester of the first year of the Degree Course in Management and Sustainable Tourism Monitoring (STMM). The main objective of the course is to provide the students with the knowledge and skills necessary for understanding, analyzing and managing the main issues of governance and communication of a tourist destination.

Frequent attendance and active participation in training activities (frontal lessons, discussion of case studies, participation in seminars) and individual study will allow students to mature in different areas of discretion, according to the Dublin indicators.

Prerequisites

Even if there is no anticipation to attend the course with profit, the student must possess basic knowledge of tourism and territorial marketing. In particular, strategic marketing aspects (segmentation, targeting and positioning) and management capacity of the main operating levers (product, price, distribution channels and communication) will be gained, as well as considerations on the main types of destination and their Relationship and contribution to the development of the territory.

ECTs acquired

CFU: 9

Duration: 54 h

Teaching Methods

The teaching methodologies used during the course are related to active didactics, characterized by the involvement of the students and aimed at stimulating the learning process already in the classroom. In particular, traditional front lessons will be complemented by group work, exercises, audio-video viewing, testimonials and, where possible, corporate visits. Although not compulsory, the frequency is strongly recommended for both the ability to acquire the relevant skills in teaching and to reinforce the transversal competences indicated in the course objectives.

Verification of learning

The exam consists of an oral exam at the end of the course. During the lessons, there are tests and exercises that are a preliminary basis for the overall assessment of the student. In this sense, the student's active participation in all the initiatives held during the course is evaluated.

EC/0050 – Environmental Planning

Objectives

1) Knowledge and understanding capacity. The student will acquire a knowledge framework regarding the most important references and methodologies to deal with the implementation of themes concerning urban and regional spatial l planning into the processes regarding the Strategic environmental assessment procedure.
2) Knowledge and understanding capacity. The student will acquire a knowledge framework regarding ways to address problematic and critical issues related to such implementation in terms of environmental assessment.
3) Personal autonomy judgment. The student will acquire personal autonomy judgment with reference to the analysis of several case studies concerning important policies which aim to integrate the Strategic environmental procedure into regional and urban spatial planning policies. By doing so, the student will significantly improve its personal analytic and assessment capacities.

Prerequisites

There are not prerequisites for this course.

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

Traditional class presentations by the instructors: 24 hours.

Implementation of a simulated planning case study concerning the SEA: 12 hours.

Verification of learning

The final grade is attributed according to a weighted summation of the student performance assessed through the following four criteria, as described in the following list.

- Assignments 10%
- Class participation 10%
- Mid-Term Exam 30%
- Final Exam 50%.

The final exam consists of a discussion on the Course's contents, with particular reference to the implementation-related issues.

EC/0048 – Politics for Culture and Environment

Objectives

The course aims to provide students with the basics of environmental economics in order to better understand the functioning of economic systems in presence of environmental externalities, as well as develop correct analysis and planning of public polices devoted to sustainable development, with particular attention to the impact on economic growth of tourism flows and pollution loads. At the of the course, students will be able to better understand the major environmental economic indicators, and to assess the importance of economic policies implemented by various actors operating in developed economies by using the instruments of the cost-benefit analysis and the standard forecasting methods.

Prerequisites

Even though not formally required, it is important that students attending the course have acquired the basic economic notions of cost and benefits, surplus and profit maximization, externalities and market failures, gross domestic product and the determinants of economic growth. It is likewise useful that students be familiar with the basic statistics of the test of hypothesis and the implementation of an econometric equation to be estimated.

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

The course is scheduled in 6 Lecture hours per week. Overall, it consists of 20 class hours and 16 lab hours for the practical evalutation and econometric estimation of the environmental policy actions in different economic scenarios.

Verification of learning

Students preparation is verified through a two-hours written exam where, given an initial economic scenario, students are asked to fully comment the effects produced by the adoption of different environmental policy actions. Computer analysis and

Econometric estimation might serve to support the theoretical evidence, interprete the short and long run policy effects, and suggest alternative hypotheses. Ability in graphical representation and appropriate economic language are also evaluated.

All classes and additional material, along with notes, datasets and reference books, are necessarily needed for the full completion of the exam.

In line with the Dublin Descriptors, the evaluation process aims also to verify:

the ability to identify the theoretical setting, the environmental economics theorems, and the principal econometric hypothesis at the basis of a sustainable growth (evaluation of knowledge and understanding).

A. the capacity to express the economic facts and to relate them to the real cases presented in classes or individually studied (evaluation of applying knowledge and understanding).

B. the capacity to implement and motivate an environmental policy adoption, and show the short and long run economic effects arising therefrom (evaluation of making judgements).

C. the capacity of sinthesizing the proposed economic facts, handle their economic and environmental data, and represent them both with econometrically estimated outputs and rigorous graphic representations (evaluation of communication skills).

D. the theoretical knowledge and the empirical setting of both the Cost-Benefit Analysis and the EKC hypothesis (evaluation of learning skills).

Final mark is expressed through a 30-point scale. An examination is scheduled in April, during the mid-term session, according to the academic calendar.

A passing mark ranges:

- from 18/30: if the student shows a sufficient level of knowledge, that is he is able to at least identify the impact of the environmental externalities in a graphic representation, is able to discriminate the costs from the benefits in the Cost-Benefit Analysis, is able to set the equation to estimate the EKC curve, and expresses comments with an elementary technical language;
- to 30/30, maybe cum laude, if the student is able to schematize in a logic and coherent way the environmental economics knowledge acquired during the course, namely all the series of effects produced by the adoption of an environmental policy action, and the associated effects on sustainable growth, supports the analysis with outstanding graphic representation and econometric supporting evidence, and comments the facts with an excellent use of technical language.

EC/0051 - Informative Systems and DBMS

D2.3 Define Delivery Approaches and Assessment

Objectives

The course on Informative Systems and DBMS for STMM is addresses to students who have not yet acquired computer skills. The main objective of the course is to provide skills and abilities in the extraction and processing of data through computer programming in the Python language and through the support of a database to be designed and managed with the SQL language.
The course also aims to provide an overview of the main existing data formats and the archives of open data of interest in the tourism sector and on the main existing IT systems designed for the tourism sector.

Prerequisites

Knowledges: It is required the knowledge at a user level of an operating system and of the more popular applicative programs.

Abilities: The student must reason in logical and mathematical terms and must use the PC and the web at basic user level.

Competences: The student must have confidence with the mathematical logical and statistical instruments learned during the first three year degree.

ECTs acquired

CFU: 9

Duration: 54 h

Teaching Methods

- Frontal lessons with graphical presentations
- Python and SQL practical sessions (in general using Pycharm e mySQL).

The professor will provide support during lessons and between lessons, as well as during receiving times and by mean of e-mail.

Verification of learning

The verification of learning will occur through written proves, with exercises about the entire course program.

Written prove: two parts

- Theory (40 minutes): quiz questions (true or false) and open-ended questions (tot 15 pt). The quiz questions are worth 1 point if you answer correctly and -0.5 points if you answer incorrectly. 0 points if not answered.
- Programming (1 hour): two python programming exercises (tot 15 pt)

Both sides must reach a minimum score of 8 points. The exam is passed if the total score reaches or exceeds 18.

It is possible to integrate written proves with an oral prove.

It allows to add up to 4 points to the mark of the written test if both parts have a score of at least 8. In the case of a severely insufficient oral test the final grade is reduced by 1 point with respect to the mark of the written test.

EC/0044 - Sustainability and Tourism Development

Objectives

The course "Sustainability and Tourism Development" is delivered during the first semester of the first year of the Master Degree Management and Monitoring of Sustainable Tourism (STMM). To be consistent with the main training objective of the semester, the course defines the economic system where firms, residents and the national economy are involved in a sustainable tourism development path. In particular, it aims to familiarize students with fundamental issues related to tourism development such as economic, environmental and social sustainability, the complex nature of the tourist system, the central role of the destination, the importance of tourism for local economies, the role of management and strategic planning.

Prerequisites

There are not formal prerequisites.

ECTs acquired

CFU: 9

Duration: 54 h

Teaching Methods

The teaching consists of a total of 54 hours divided into 36 hours of lecturers and 24 hours of laboratory activities.

Laboratory activities are organized in the form of “focus groups” on topics related to the program of the course. This activity includes the discussion of advanced materials, the analysis of "case studies", the acquisition of expertise in the research methodology, the processing and interpretation of tourist data and the search of bibliographic sources.

The topic to be discussed, and supporting material, is announced during the lecture one week in advance with respect to the day in which the discussion takes place. At the end of these activities, students are able to produce a final written report that receives a quantitative evaluation from the teacher. This evaluation contributes to the definition of the final score (see what is described below in Exam with supplementary work). In any case, when a written report is not delivered, each participant receives a qualitative judgment on his/her participation that is considered by the teacher for the overall judgment of the learning objectives achieved by the students.

Verification of learning

The exam consists of a written test composed of different questions divided into distinct parts in order to evaluate the knowledge and understanding skills, the ability to apply knowledge and understanding, the depth of the preparation acquired, the critical capacity, the ability of making judgment, communication skills and learning ability. The laboratory activities will be of particular importance to evaluate the autonomy of judgment, communicative abilities and learning ability.

Three methods are provided, as detailed below.

One final written exam (attendants and non-attendants)

The exam consists of a 2-hour written questionnaire composed of 4 open questions:

1. on topics related to the general part of the program (score 7/30);
2. on topics related to sustainability and tourism development at destination (score 15/30);
3. on topics related to the quantitative and qualitative analysis of the tourism phenomenon (score 4/30);
4. on topics related to the Government's role in tourism development (score 4/30);

A 2-point bonus can be added to the score of 30/30 to outstanding performances in order they can get 30/30 cum laude. For attendants, this bonus can be recognize also in consideration of the qualitative judgment obtained for participation in the laboratory activities.

Exam with mid-term test (attendants)

For attendants, during the term the option of 1-hour written exam consisting of 2 open questions is offered:

question 1 on topics related to the general part of the program (score 7/30);

question 2 on topics related to sustainability and tourism development at destination (score 15/30);

Students who have passed the mid-term test are required to answer only to questions 3 and 4 in the final exams. The final mark will be the sum of the marks obtained in the two assessments, mid-term test and final exam.

Exam with supplementary work (attendants)

For attendants, it is possible to carry out a supplementary work that contributes to the final score. This work consists of a written report on the activity developed during the "focus group", together with the oral presentation of the main results. Details on this work are given by the lecturer during the classes. Students who chose this option will not be expected to answer Question 3 of the final exams including students with a mid-term exam.

Method of formulation of the final judgment

Based on the maximum predicted scores for the different questions, the allocation interval of the final grade is:

- from 18/30 to 20/30: for a level of elementary knowledge of the subject, but without serious conceptual and theoretical errors; in particular, students will have demonstrated knowledge of the basic elements from a clear economic perspective, using both graphic and analytical tools, and develop the essay with a mastery of the language;
- from 21/30 to 25/30: students will have demonstrated good knowledge of the subject, and different levels of scientific and methodological rigour;
- from 26/30 to 29/20: for a more advanced knowledge of the subject, together advanced level of scientific and methodological rigorousness;
- at 30/30, with eventual praise, if the student displays with a superior knowledge of the subject and demonstrate the ability to systematize materials on the knowledge acquired during the course in a logical and coherent fashion and supports the analysis with excellent graphics processing and algebra while showing an advanced mastery of technical and economic language.

EC/0053 - Spatial tourism data analysis

Objectives

The aim of the course is presenting the main tools for flexible data analysis using R. For this reason the course starts recalling the basic linear model and extending it to several explaatory variables, genralized linear models and multilevel models. The latter

serves as a link for the Bayesian approach to data analysis, which is covered in the second part.

Prerequisites

A first course in Statistics (for example: Newbold Carlson Thorne, Statistics fopr Business and Economics, Pearson Education)

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

Lessons and practice sessions

Verification of learning

Attending students: homework (50%) and final written exam (50%).

Non attending students: written exam on the first part (50%) plus oral exam on the second part. A text dedicated to non attending students will be indicated at the beginning of the course.

EC/0043 - Corporate strategies for sustainable tourism

Objectives

The Course in Corporate strategies for sustainable tourism aims at developing analytical and problem-solving capacities about corporate strategies with a focus on sustainable tourism. The aim is achieved through the learning of the main approaches to corporate strategies and of the fundamental methods and technics of strategic analysis and forecasting to be applied in the touristic sector.

Prerequisites

Despite the absence of formal requirements, to successfully attend the course of corporate strategies for sustainable tourism needs knowledge of functioning and organization of corporations (relevant) and of planning and management accounting (relevant).

ECTs acquired

CFU: 6

Duration: 36 h

Teaching Methods

The course is scheduled for 36 hours of classes. Seminars with professionals and the teacher are scheduled. Teaching aims at being participative so students active participation will be stimulated.

Verification of learning

The exam is composed of two parts: an essay which weights 30% of the final mark, and the final test composed by a written test and an oral examination (weighting respectively 50% and 20% of the final mark.

The essay will require the students to analyze the strategic attitudes of a real touristic organization toward sustainability. the essay can be substituted by groupwork to be carried out during seminars.

The written test has four open-ended questions each of which has a maximum of 7,5 points for a total of 30. Questions aims at evaluating knowledge, understanding, and competencies together with clarity of presentation and capacity to apply concepts

Students passing the written test with a grade equal or above 18 on a 30-point scale are admitted to the oral examination.

The final mark is expressed through a 30-point scale.

A passing mark ranges:

- from 18/30: for a sufficient level of knowledge, that is whenever the student is able to at least identify the main issues without detailing them and connecting them using a non-technical language
- to 30/30, eventually cum laude, if the student is able to schematize in a logic and coherent way the knowledge acquired during the course about strategic management approaches and tools, widely and correctly using a proper technical language.

Learning Delivery Approaches and Teaching Methods at UPVM

Know-how and skills that have to be acquired by the students during the 2 years master's degree:

- Master the tools and methods of research and expertise in geography planning (data processing, field survey, quantitative and qualitative analysis, mapping, e-tourism) and Position oneself in the markets with the new marketing tools linked to online communication while being able to synthesize and reproduce in writing and orally and to use technical analysis tools (cartography, e-tourism communication).

The reports in methodology (V13TOD6), tutored projects (V21TOD6 and V34TOD6) and master thesis requires an oral presentation or defense and a written work.

Morever, two M1 and M2 UEs integrate e-tourism training provided by a professional. This master's degree is distinguished from other tourism courses by the presence of computer-assisted mapping training (provided by a CNRS research engineer) and training modules "Financing research" and "Preparation of funding application files" provided in M2 which offer students additional skills.

- Become familiar with the global organization of tourism and leisure and the most recent data on their markets (governance, tourism organisations, Database such as INSEE for exemple),

- Observe tourism practices that refer to the concept of sustainable development, in order to apply its founding principles in the strategy of companies and communities, Understand the behaviour of "welcoming" and "welcomed" people in the diversity of tourist activities,

- Supporting the "decision-makers" of macro-local and micro-regional territories in their wishes to enhance their natural and cultural heritage and in their planning choices, Train the actors responsible for animation, at the scale of the project territories, Master the legal bases of planning and development tools

- Develop your ability to work internationally (grants provided by the University for students who wish to do their internships abroad). Develop proficiency in one or more foreign languages, including English. The master has now the possibility of financing 20 hours per year in English but is lacking funds to provide other classes in other languages.

The more theorical classes on the first year (Tourism and Territories) tend to be based on reading materials and essays, reading reports, etc.

<u>Tutored projects</u>

For other classes (V13TOD6, V21TOD6 or V34TOD6) it's more a project-based teaching method with tutored projects. The tutored project are especially used in master's degree in planning. They allows students to improve their level and promotes their professional integration. These classes show the "shift from the teaching paradigm to the learning paradigm" (Béchard, 2001 : 267).

Project learning places students in the position of actors responsible for their project, which leads them to collectively seek solutions to the problems raised by the concrete implementation of the project and thus to gradually build their learning and their own personal and professional project. Dumas and Leblond (2002) indicate that the teacher assumes different roles in project pedagogy: "motivator, he knows how to encourage student engagement in the various learning activities. In addition, as a mediator, he or she encourages students to develop cognitive and socio-cognitive conflicts. But above all, he is the one who plays the role of guide, an accompanist on the path of learning. It is the responsibility of the teacher to ensure that the curriculum is linked to the project. »

The workshop during these classes aims to produce a response to a real or simulated public or private order for development. The workshops are based on a project pedagogy in small groups. The approach aims to reproduce professional practices and their conditions of practice in local authorities, consulting firms or urban planning agencies that serve as social reference practices (Martinand, 1986). It is a question of appropriating and applying knowledge and know-how but also of developing a reflexive posture to distance oneself from the ins and outs of professional practice (Pichon, Leininger-Frézal, Douay, 2017).

This project also allows teachers to have their training recognized in the world of public action, to develop new academic research.

Here are the objectives, prerequisites, teaching methods and Verification of Learning of some of the master's courses.

The methods of assessment for each course of the 2years master degree are being shown in the table below. Students are required to obtain a mark of at least 10/20 in order to pass the course.

V13TOD6 - Methodology of the territory project: survey, diagnostic, prospectives, qualitative and quantitative methods (1st year)

Objectives

The course “Methodology of the territory project: survey, diagnostic, prospectives, qualitative and quantitative methods” aims at providing students the tools and methods of research and expertise in geography and tourism planning (data processing, field survey, quantitative and qualitative analysis), to learn how to write a written and oral report.

Prerequisites

None. The students have been selected by the commission to attend the master’s program. They are coming from different formation (bachelor in geography, in tourism, in Litterature and language, etc.)

Teaching Methods

The course is developed along 36 hours, subdivided into 18 hours of traditional teaching and 18 hours of workshop.

The traditional teaching methodology will focus on the topics, tools and methods foreseen in the program and will follow a communication approach based on interactive dialogue between lecturers and students.

The workshop will be based on the elaboration of a diagnostic for each group of students on different subjects. The approach is to support groups in their work, in the elaboration of the specific issue they want to analyse, the hypothesis and the implementation of qualitative and quantitative methods. Topics for discussion and supporting materials are being shared on the moodle platform. The students also work in an autonomous way, conducting their survey, meetings with local stakeholders linked to their project of territorial diagnosis.

The students have to deliver one or two papers before the final assessment, in order to check the progress of each group: methods and direction of the diagnostic, bibliography, etc. The students can also ask the teachers during the whole semester if they have questions, and need some guidance and help in finding documentation or contacts (meetings, phone call, emails).

Verification of learning

The final assessment of this class is first a oral presentation of each group: this defense last about 20 to 30 minutes with a formal presentation and discussion. This oral defense is the first evaluation and takes place in front of the teachers and the whole class.

Then the second mandatory evaluation: each group have to submit their written report a week after the oral presentation, with the inclusion of the remarks that were made during the oral presentation.

This report has to present

- the main issue, definitions of the subject, hypothesis, methods of research and results of the diagnostic.
- The annexes are also important in the evaluation: interview guide, one of the interview has to be transcribed and questionnaire used by the group.

This is the second mark, which is kept if it is better than the first one (the oral defense).

6 ECTS

V21TOD6 - Tutored projects: territorial diagnostic (1st year)

Objectives

The course “Tutored projects supervision and territorial diagnostic” aims at putting students in a professional disposition: they have to use the tools and methods of research and expertise in geography and tourism planning (data processing, field survey, quantitative and qualitative analysis) in order to answer a specific issue which is decided by the teachers.

The objectives are :

▫ Learn how to build a territorial diagnosis, formalize a destination, evaluate a territorial development policy

▫ Delocalized study for the realization of "territorial diagnoses" in order to formulate "opportunity, feasibility and impact studies" in the framework of workshops

▫ Field contacts with institutions and tourism professionals

▫ Take stock of the assets and constraints of a territory around which tourism and leisure activities can be developed

▫ Simulate proposals for tourism and leisure activities in rural communities or urban centres

This fieldwork is an important step in the training process that allows students to confront the reality of the current challenges of tourism development, to put into practice the knowledge and skills provided in the training and to live a first semi-professional experience in contact with a community and tourism stakeholders.

Prerequisites

This course takes place in the second semester of the 1st year of the master's program, therefore they already had the course "Methodology of the territory project: survey, diagnostic, prospectives, qualitative and quantitative methods" which was the first step towards "Tutored projects supervision and territorial diagnostic".

Teaching Methods

The course is subdivided into a few hours of meetings with the teachers in charge of the class and the stakeholders so they can explain what are their expectations. The stakeholders that are requesting the diagnostic work from the students also offer their expertise of the territory. The other hours are used for workshops and field work.

The students have to deliver one or two papers before the final assessment, in order to check the progress of each group: methods and direction of the diagnostic, bibliography, etc. The students can also ask the teachers during the whole semester if they have questions, and need some guidance and help in finding documentation or contacts (meetings, phone call, emails) for immediate feedback. They are also supervised by local stakeholders, especially if those stakeholders are part of the master's degree (intervention of professionals are 50% of the master)

Verification of learning

The final assessment of this class is first a oral presentation of each group: this defense last about 30 minutes with a formal presentation and discussion. This oral defense is the first evaluation. It takes place in front of teachers and stakeholders directly linked to the diagnostic (especially if it's a request from local public or private stakeholders).

Then the second mandatory evaluation: each group have to submit their written report a week after the oral presentation, with the inclusion of the remarks that were made during the oral presentation.

This report has to present

- the main issue, definitions of the subject, hypothesis, methods of research and results of the diagnostic.
- New development ideas and potential solutions and projects (new touristic route, ideas for a museum, for a circuit, etc.)
- The annexes are also important in the evaluation: interview guide, questionnaire, list of the stakeholders met by the group.

This is the second mark, which is kept if it is better than the first one (the oral defense).

10 ECTS

V34TOD6 - Tutored projects: territorial diagnostic and project management (2nd year)

The course “Tutored projects supervision and territorial diagnostic and project management” is in the continuity of the last V21TOD6 - Tutored projects supervision and territorial diagnostic in the first year of the master’s degree.

It’s a professional exercise where each group of students have to find by their own their projects. Some stakeholders offer each year a specific project, their contact is sent to the students and they can meet and discuss about the expected project.

They can ask for compensation for their travel expanses, even fundings for their work. In that case, a convention is signed between the Master’s degree and the stakeholder (local community, tourist office, company, etc.)

Verification of learning

The final assessment of this class is first a oral presentation of each group: this defense last about 30 minutes with a formal presentation and discussion. This oral defense is the first evaluation. It takes place in front of teachers and stakeholders directly linked to the diagnostic.

Then the second mandatory evaluation: each group have to submit their written report a week after the oral presentation, with the inclusion of the remarks that were made during the oral presentation.

This report has to present

- the touristic / territorial diagnostic.
- New development ideas and potential solutions and projects (new touristic route, ideas for a museum, for a circuit, etc.)
- Implementation of projects if it’s requested by stakeholders
- Annexes: interview guide, questionnaire, list of the stakeholders met by the group, etc.

This is the second mark, which is kept if it is better than the first one (the oral defense).

7 ECTS

V33TOD6 - communication, valorisation and openess to the international (2nd year)

Part of this course : e-tourism and digital communication

Objectives

Acquire a basic knowledge of the "Internet" culture : Fundamentals of Web Marketing and "Web" Culture, Web Visibility Key, social media: key to the customer experience via digital). Discover the environment and Internet tools for e-tourism. Set up a digital communication strategy to promote a territory and tourism potential.

Verification of learning

A file is to be submitted where each student has to set up an e-tourism communication on the Internet. Supervised assignment: Duration 1h30. Building an e-tourism communication strategy.

Methods of assessment (MCC) 1st year of the master TDDT

	Evaluation	type of accessement	Description of the accessement : (essay, commentary, paper, MQC Tests, exercices…)	duration of the test	coefficient
V11TOD6 - Dynamiques des territoires et des sociétés (dynamics of societies and territories)					
	1st evaluation	written	essay	1h30	1
	DA	written	essay	1h30	1
	2nd evaluation	written	essay	1h30	1
V12TOD6 - Territoires et tourismes (territories and tourisms)					
	1st evaluation	written	essay	1h30	1
	DA	written	essay	1h30	1
	2nd evaluation	written	essay	1h30	1
V13TOD6 - Méthodologie du projet de territoire : enquête, diagnostic, prospective (methodology of the territory project: survey, diagnostic, prospectives, qualitative and quantitative methods)					
	1st evaluation	Oral	oral presentation of the collective work (several groups of students on one project)	15 min	1
	DA	report	individual work on one project	-	1
	2nd evaluation	report	one written report per work group	-	1
V14TOD6 - Professionnalisation et animation de projets (professionalization and Animation techniques for development projects)					

	1st evaluation	report	report per pair working on a specific job : professional project	-	1
	DA	Ecrit	Dissertation	1h30	1
	2nd evaluation	Devoir	Individual professional project	-	1
V15TOD6 - Interfaces et approches participatives (e-tourisme) (participative approches and e-tourism)					
	1st evaluation	written	Exercices on computer	3h	1
	DA	written	Exercices on computer	3h	1
	2nd evaluation	written	exercices on computer	1h30	1
V19TOD6 - Langue vivante (anglais) - english					
	1st evaluation	report	Exercices et rédaction	2h	1
	DA	report	Exercices et rédaction	2h	1
	2nd evaluation	report	Exercices et rédaction	2h	1
V21TOD6 - Atelier tuteuré 1 : diagnostic territorial (Tutored projects: territorial diagnostic)					
	1st evaluation	Oral	oral collective defense of the report	15 min	1
	DA	Oral	oral collective defense of the report	15 min	1
	2nd evaluation	written	collective report	-	1
V22TOD6 - Stage encadré (12 à 14 semaines) : TER et soutenance (internship / master thesis and defense)					

	1st evaluation	report + oral	Written Master thesis + Master thesis defense	30 min (15 min presentation + 15 min interview)	1
	DA	report + oral	Written Master thesis + Master thesis defense	30 min (15 min presentation + 15 min interview)	1
	2nd evaluation	-	No second evaluation	-	-

Methods of assessment (MCC) 2nd year Master TDDT

	Evaluation	type of accessement	Description of the accessement : (essay, commentary, paper, MQC Tests, exercices…)	duration of the test	coefficient
V31TOD6 - Tourisme et développement durable des territoires : concepts, logiques et représentations (Tourism and sustainable development of territories: concepts, logics and representations)					
	1st evaluation	report	individual Student Reading Records	-	1
	DA	report	individual Student Reading Records	-	1
	2nd evaluation	Oral	presentation and discussion	20 min	1
V32TOD6 - Stratégies entrepreneuriales et techniques de promotion d'un projet touristique (corporate strategies and tools & techniques for tourist promotion project)					
	1st evaluation	report + oral	oral presentation of the collective work (several groups of students on one project)	30 min	1
	DA	report	report	-	1
	2nd evaluation	written	presentation and discussion	1h30	1

V33TOD6 - Communication, valorisation et ouverture à l'international (communication, valorisation and openess to the international)					
	1st evaluation	written	report	1h30	1
	DA	report	report	-	1
	2nd evaluation	written	report	1h30	1
V34TOD6 - Atelier tuteuré 2 : aménagement et conduite de projet (Tutored projects: territorial diagnostic and project management)					
	1st evaluation	Oral	oral presentation of the collective work (several groups of students on one project)	30 min	1
	DA	report	report	-	1
	2nd evaluation	report	collective report	-	1
V39TOD6 - Langue vivante (anglais) - English					
	1st evaluation	report + oral	oral and written exercices	oral 30 min	1
	DA	report + oral	oral and written exercices	oral 30 min	1
	2nd evaluation	Devoir	commentary	-	1
V41TOD6 - Stage encadré (18 à 24 semaines) : TER et soutenance (internship / master thesis and defense)					
	1st evaluation	report + oral	Written Master thesis + Master thesis defense	45 min	1

	DA	report + oral	Written Master thesis + Master thesis defense	45 min	1
	2nd evaluation	-	No second evaluation	-	-