ICA-Edu Colloquium 2021 Online

Action to keep the entrepreneurial genie out of the bottle!
Engaging students with sustainable entrepreneurial education in your curriculum

Webinar, 24 May, 2021

eLearning course «Ecosystem Services Entrepreneurship: from ideas to business»

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and ETIFOR, a UNIPD spinoff

Outline

1. Introduction
2. The experience of e-learning courses within the Forest Sciences programs at the University of Padova
3. The special case of ECOSTAR e-learning course
4. A new experience: the Green4C MOOC
5. Final remarks

This PP is avalable on my web site (search «Pettenella Padova»)

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1. Introduction 1/2

The **role of e-learning courses** in structuring the study curricula **has been growing rapidly.**

Main drivers:

- Increasing **demand for higher education** qualification
- Innovation in and increasing use of **digital technologies**
- Increasing demand of **innovative and participatory-oriented teaching techniques** based on involvement of students
- **Increasing competition among Universities** in attracting international students and getting higher international visibility (e.g., getting motivated students, more resources, reputation)
- **Covid-19**

Introduction 2/2

Two main types of e-learning courses:

1) Interactive e-learning courses

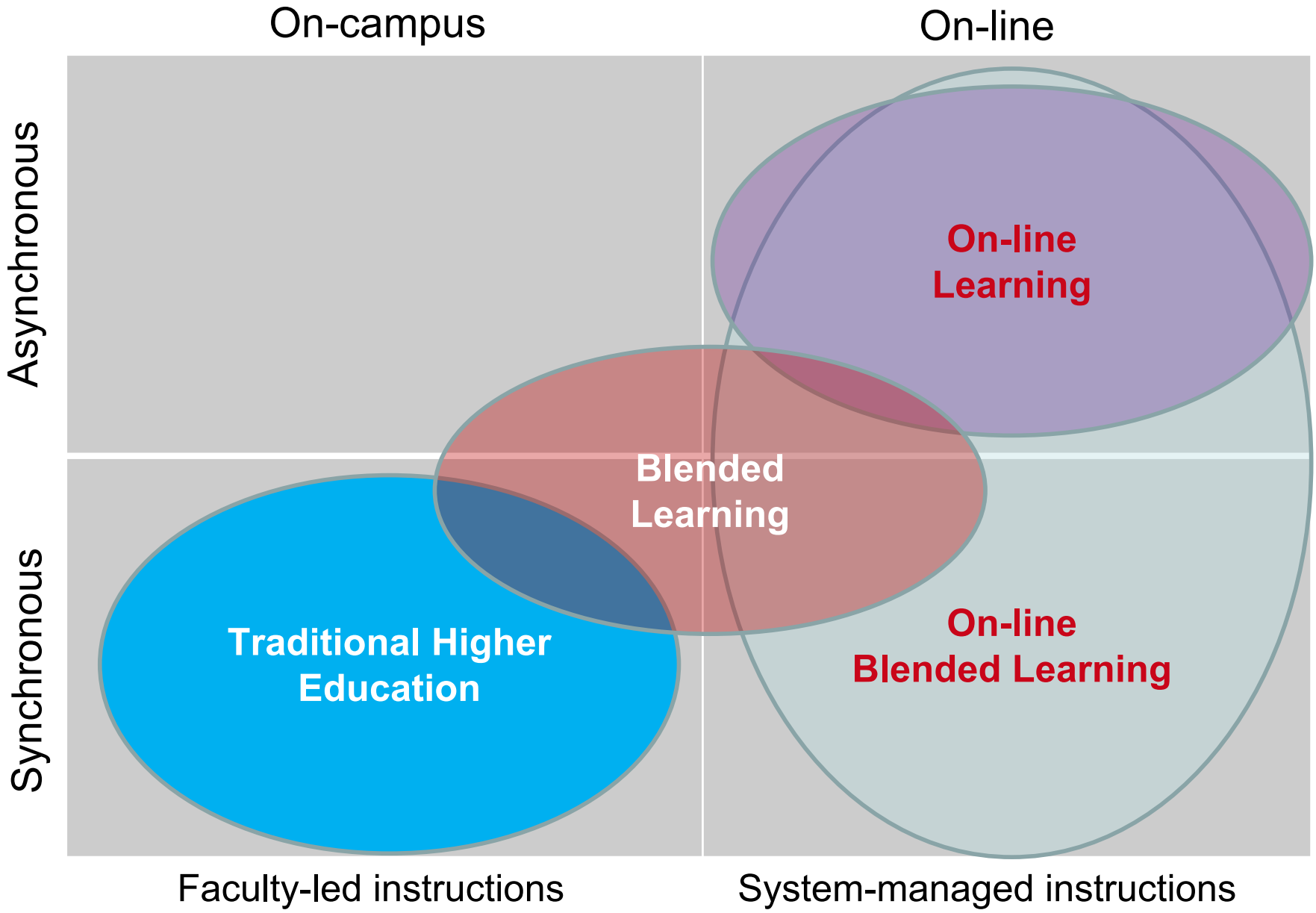
- ✓e-modules delivered in pre-defined weeks/periods
- ✓students' engagement
- ✓teacher-student relationship
- ✓collaborative learning
- ✓final evaluation of students' performance by the teacher
- ✓**more dynamic**

2) MOOC

- ✓e-modules always accessible/available (asynchronous or *in continuum*)
- ✓(in general) no direct interactions between students-teachers
- ✓(in general) final self-evaluation
- ✓**more static**

Learning approaches

(Source: Michael Power 2008)



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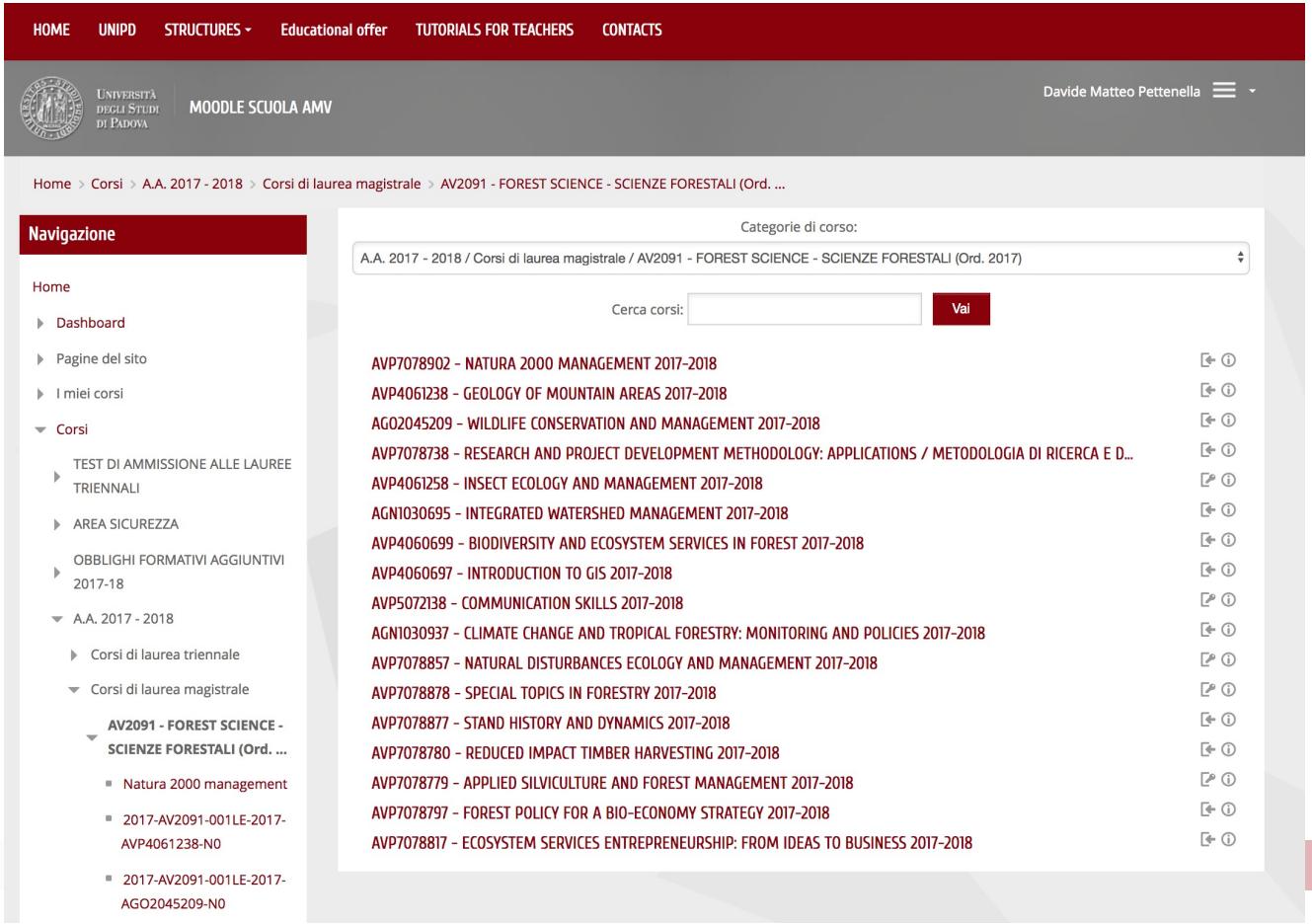
2. E-learning courses in Forest Sciences programs at UNIPD

General characteristics:

- **Interactive e-learning activities**: assigned tasks + individual/group work of the students + forums/online discussions (moderated-stimulated by the e-teacher)
- **Moodle platform** (open access)



E-learning courses in Forest Sciences programs at UNIPD

Our running courses:

- Since 2006: "*Climate Change: Monitoring and Policies*" (6 ECTS) - EM MSc programs **SUTROFOR** & **SUFONAMA**

✓ **ca. 20-25 students/year**

✓ **2 e-moderators (1 teacher, 1 assistant)**

- Since 2013: "*Research Project Development and Methodology – Applications*" (4 ECTS) - EM MSc program **MEDfOR**

✓ **ca. 10-25 students/year**

✓ **1 e-moderator (teacher)**

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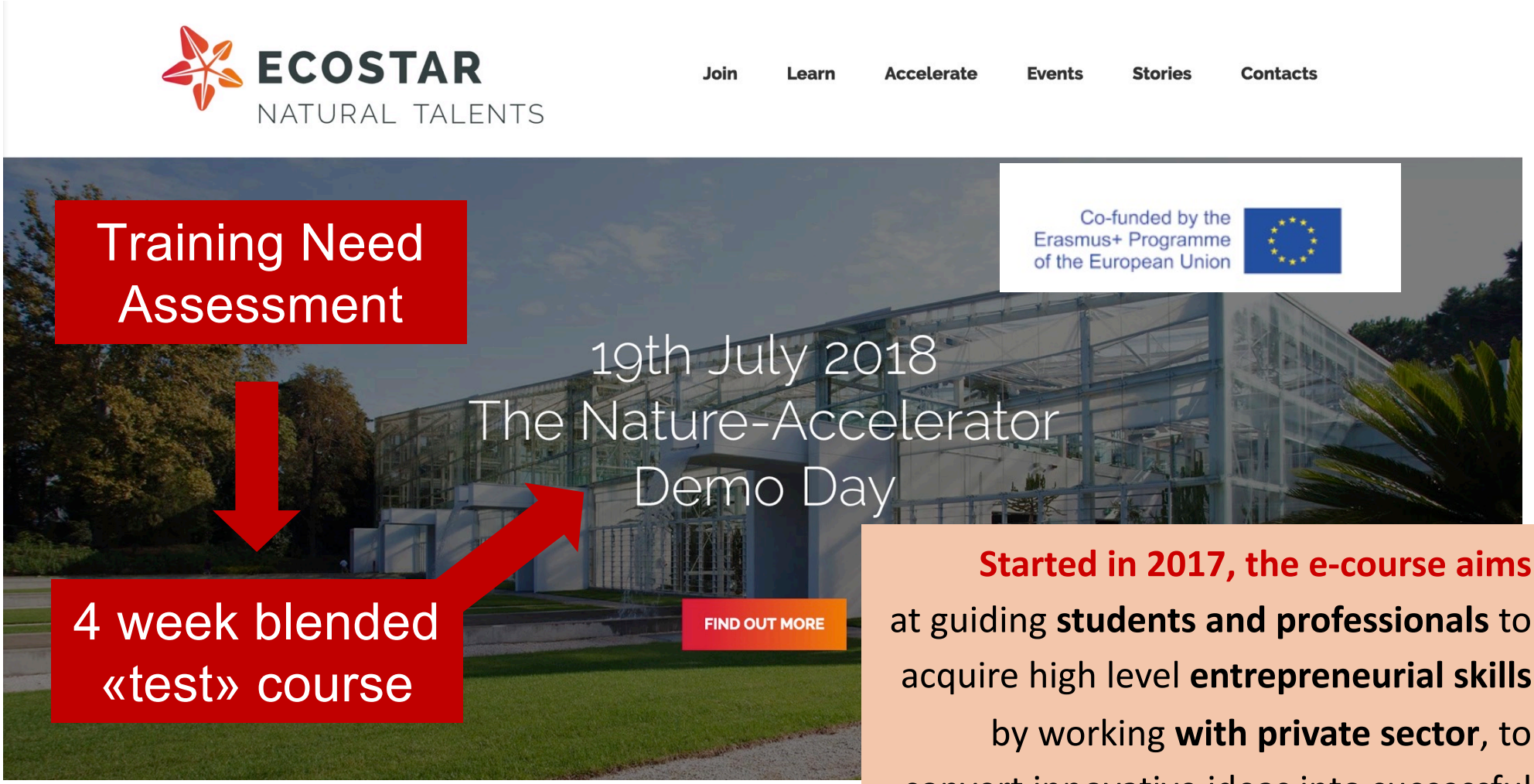
3. The special case of ECOSTAR e-learning course (Erasmus+ Knowledge Alliance program) *(www.ecostarhub.com)*



Training Need Assessment

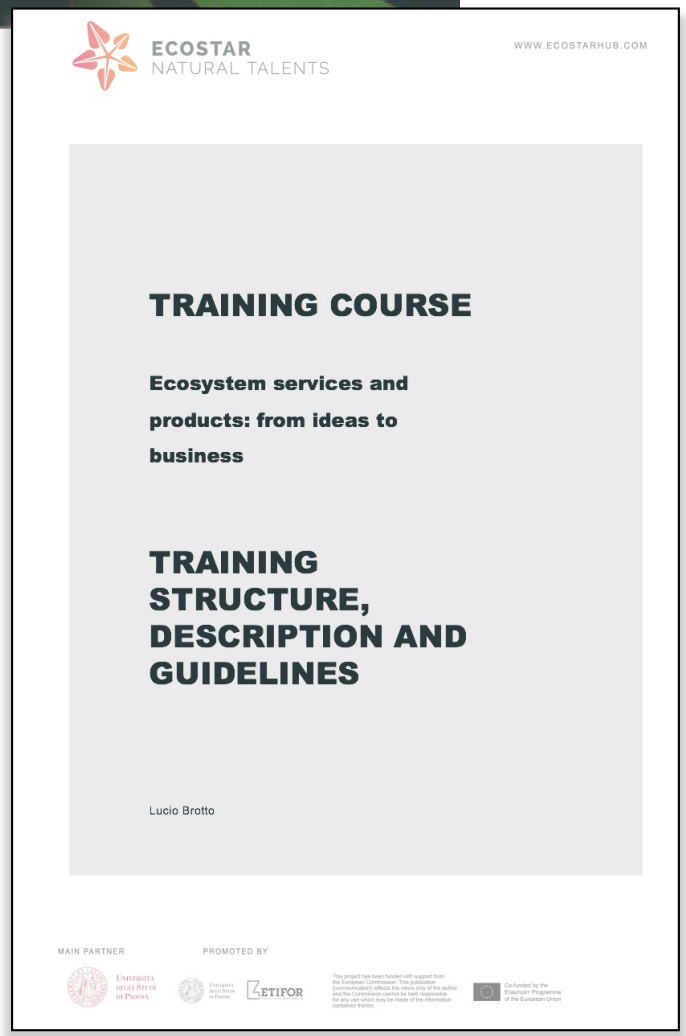
4 week blended «test» course

Started in 2017, the e-course aims at guiding **students and professionals** to acquire high level **entrepreneurial skills** by working **with private sector**, to convert innovative ideas into successful **business plans** for **impact investments**, in the field of **natural resources**

The special case of ECOSTAR e-learning course

ECOSTAR
NATURAL TALENTS

- **4 partner Universities**
  - Univ. Padova, Italy
  - Polytechnic Univ. of Madrid, Spain
  - Univ. of Brasov, Romania
  - Univ. Manchester, U
- **15 e-moderators** (1 coordinator, 1 assistant coordinator, lecturers: initially trained for consistency in the approach)
- **150 learning hours/student** (30 direct online interaction with e-moderators/lecturers)
- **6 to 7.5 ECTS**
- **5 online e-modules + assignments**



The special case of ECOSTAR e-learning course

ECOSTAR
NATURAL TALENTS

E-learning course - *Ecosystem services and products: from ideas to business.* Program and timetable 2017-2018 (6-8 ECTS)

Module title	Expected learning outcomes	E-lessons (BP = component of Business Plan)	Modality	Timetable	Developer & E-lecturer
1: Are you innovation friendly?	• Moodle platform • understand course structure • socialize with e-fellows	1.1 Log in and answer the welcome letter 1.2 Have you ever seen innovation and entrepreneurship?	Web surfing	1 week Monday 16/10 Friday 20/10	**DEVELOPER** 2 Italy (Lucio & Colm) **E-LECTURER** 3 Spain + 3 Italy
2: Entrepreneurship ecosystem	• Understand regulatory frameworks • Comprehend market driving forces	2.1 How to become an entrepreneur: definition, legal, taxation and constitution framework **(BP)** 2.2 Market driving forces: policies	Web surfing and law review	1 week Monday 23/10 Friday 27/10	**DEVELOPER** 1 Italy (Colm) Private Partners **E-LECTURER** 3 Spain 3 Italy
3: Market outlooks	• learn key concepts and trends of ecosystem services markets • overview of voluntary, regional and domestic initiatives	3.1 Carbon market **(BP)** 3.2 Water investments **(BP)** 3.3 Biodiversity market **(BP)** 3.4 Wild forest products **(BP)**	Webinars	1 week Monday 30/10 Friday 3/11	**DEVELOPER** 1 EM + 1 Italy (Enrico) **E-LECTURER** 2 EM + 2 Spain + 2 Italy
4: The business idea	• get familiar with business plan • learn from best European business plan examples	4.1 What is a business plan? **(BP)** 4.2 Compare two ECOSTAR case studies with CANVAS model **(BP)**	Reading and commenting business cases	2 weeks Monday 6/11 Friday 17/11	**DEVELOPER** 1 Spain **E-LECTURER** 2 Spain + 2 Italy
5: Let's focus	• Examine two selected topics among the 8 purposed • Develop a business idea	5.1 Sector innovations and trends 5.2 Draft business idea **(BP)** 5.3 SWOT analysis **(BP)** Choose 2 **(??)** topics: 1) natural capital 2) economic evaluation 3) wild forest products 4) investments 5) payment ecosystem services 6) forest certification 7) carbon market 8) ecotourism.	Group work	2 weeks Monday 20/11 Friday 1/12	**DEVELOPER & E-LECTURER** 1 Italy + 1 UK + 1 Romania 1 Spain
6: Final Examination		6.1 Individual assignment: development of business plan idea using the CANVAS model (1000 words) **(BP)** https://docs.google.com/drawings/d/102mOZQmMxs0CslmNsPZ5KCNQwAIh9rh4baYgT0VWNAA/template/preview?usp=drive_web		2 weeks, Monday 4/12, Friday 16/12	
RESULTS OF FINAL EXAMINATION		**UNIPD & UPM give marks & comments on assignment to students (includes a proposal for next step)**		Evaluated by E-LECTURERS 1 Italy + 1 Spain. Grades by 31/01/2018	
COURSE EVALUATION BY STUDENTS		**Students fill in an on-line form (anonymous)**		By 16/12	

The special case of ECOSTAR e-learning course

Participants:

- 171 involved participants & lecturers
- **156 enrolled participants**
  - 67% students formally enrolled in a member University (BS, MSc and PhD)
  - 33% non students (e.g. entrepreneurs)
- 135 active participants
- **69 participants who completed the e-course (51.1 %)**
- 26 nationalities (9 EU countries)

Level of satisfaction (anonymous evaluation form):

- **93% of participants are satisfied**, the e-course met their expectations
- 78% of participants think there is not much duplication/repetition of contents with other courses

The special case of ECOSTAR e-learning course

Why it is "a special case", i.e. why it differs from other e-learning courses we regularly deliver?

- **Target includes entrepreneurs** and more in general persons not necessarily enrolled as students in a University study curriculum/program
- Coordinated by Univ. Padova, but delivered with the contribution of **other partner Universities (e-moderators of groups)**
- Relatively **high number of participants**

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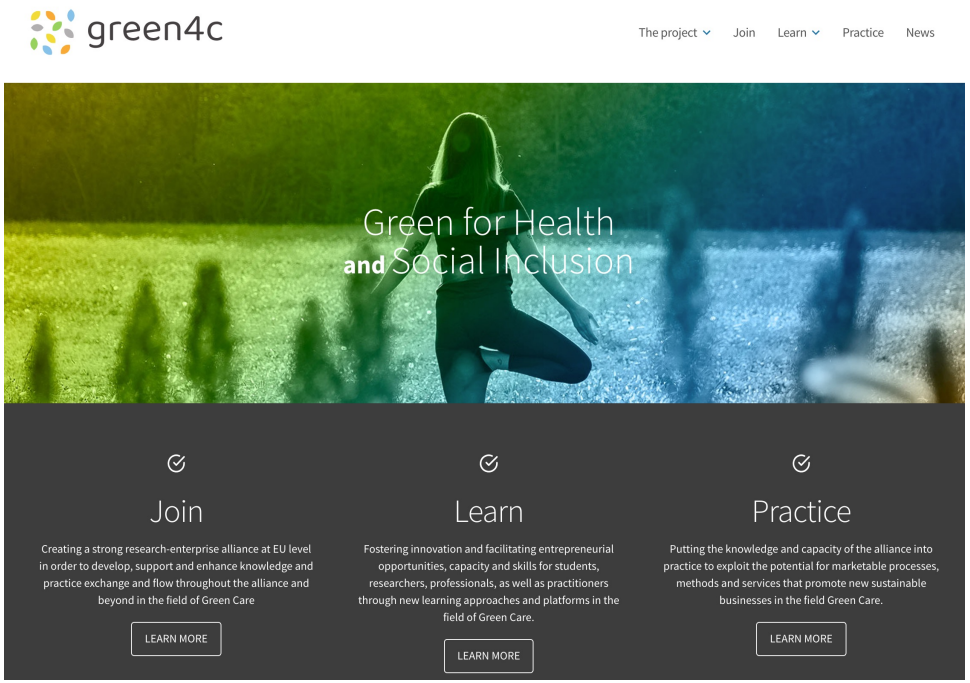
A new experience: the Green4C MOOC

Green for Care (Green4C)

Erasmus+ KA project

https://www.greenforcare.eu/

Co-funded by the Erasmus+ Programme of the European Union



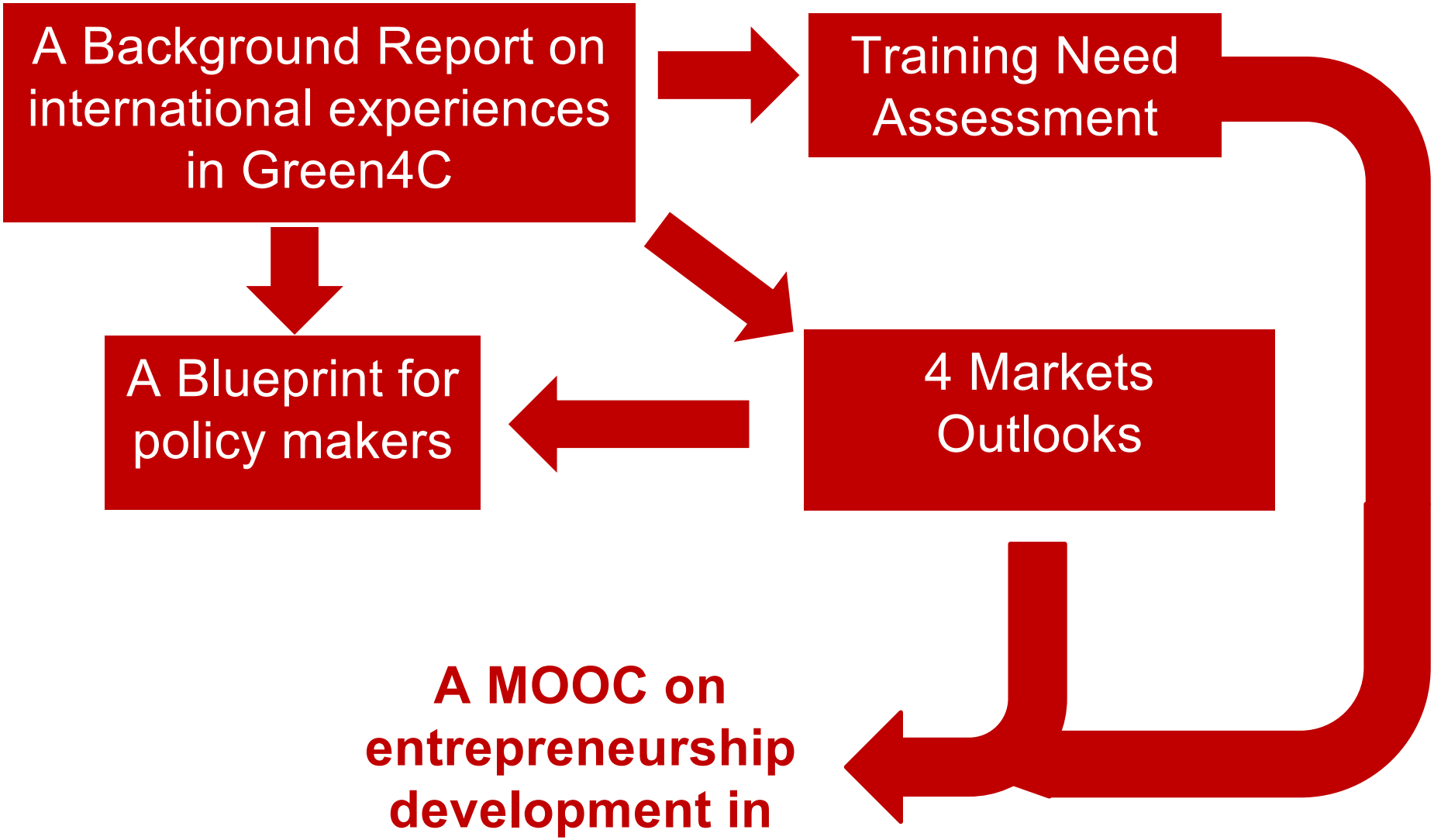
Forest-based Care

Urban Green Care

Social Agriculture

Green Care Tourism

A new experience: the Green4C MOOC



A new experience: the Green4C MOOC

green4c

Co-funded by the Erasmus+ Programme of the European Union

To teach students **how to promote and run an enterprise** working in one of the 4 sectors, considering both the case of a **profit** and of a **not-profit organization**

Promoted by:

Università degli Studi di Padova

ETIFOR valuing nature

In partnership with:

meath partnership

BFW Austrian Research Centre for Forests

EFI

elevate

Universitatea Transilvania din Brașov

Istituto Superiore di Sanità

Wageningen University & Research

Forest design

The University of British Columbia

UCD

Forest-based Care

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Implications of these types of e-learning courses for quality assurance at UNIPD 1/2

Positive/potential

- **Diversification** of the courses offered by the University
- **Flexibility** of the e-modules' schedule (time-complementing frontal lessons)
- Attraction of **high number of participants** from all over the world (visibility, resources)
- **More inclusive teaching techniques**: special support by our "Teaching4Learning@UNIPD" pedagogical specialized team, to increase the level of students' satisfaction and performance
- **Easier involvement of experts/lecturers** from other Universities/organisations

Implications of these types of e-learning courses for quality assurance at UNIPD 2/2

Negative/challenges

- **Shorter/simplified scientific contents**
- **Need special skills** (e.g., qualified e-moderators, communication/video design and recording teams)
- **Need more resources** than traditional courses (ideally there should be 1 e-moderator/lecturer every 10-12 students)
- **Two different procedures needed:**
  - ✓ for students: no attendance fees, transcript of records (ECTS registered)
  - ✓ for non-students: 109€ + VAT (co-financed by ECOSTAR project; 52 self-paying participants), only a certificate of attendance issued by ETIFOR
- Currently, the **formal recognition of ECTS** and issuing of a certificate by Univ. Padova is **not allowed for non-students**

Thank you for attention!

Dipartimento TESAF
www.tesaf.unipd.it

Spin-off ETIFOR
www.etifor.com

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