CarboNostrum

CLIMATE-SMART AGRICULTURE IN A CHANGING WORLD

TutorGuide

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TutorGuide

KA220-VET - Cooperation partnerships in vocational education and training

Tutor Guide

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CarboNostrum Tutor Guide

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Welcome to the Tutor's Guide of CarboNostrum Course!

This guide aims to assist you in providing the best training support to ensure the learners' success in the CarboNostrum blended-learning course. The recommendations included in this guide are based on the principles of andragogy and the CarboNostrum teams' experience implementing blended courses. We hope this guide will help you facilitate positive teaching and learning experience and result in effective and rewarding tutoring.

All the learning materials are available in the **CarboNostrum e-Learning Platform** in the following languages: English, Portuguese, Spanish, Italian, Greek, and Turkish.

Further information about the CarboNostrum project is available at **https://carbonostrum.eu/**.

OnlineCourse

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CarboNostrum Course Overview

CarboNostrum is a transnational consortium funded by Erasmus + and composed of organisations from 5 countries in the Mediterranean. Partners from Portugal, Spain, Greece, Italy, and Türkiye have come together to provide tools and knowledge to empower smallholder farmers and young and new agriculture producers to apply climate change mitigation and adaptation solutions in poor and degraded lands of Mediterranean ecosystems.

The purpose of the CarboNostrum project is to empower smallholder and new farmers throughout Mediterranean Europe, encouraging them to reconsider and alter their land management practices to effectively combat climate change and desertification, enhance their economic viability, and contribute to a sustainable and equitable future where no one is left behind.

The CarboNostrum training modules were designed to increase and maximise the development and transferring of know-how and skills between partners and users. For further information regarding the course please read carefully the CarboNostrum Course Framework. All basic information concerning the course are outlined there and complement the information included in this section.

The general contents of the modules were outlined as follows:

ACTIVITY	REQUIRED TIME	ECTS
INTRODUCTORY SESSION: Meeting with tutor, signing learning contract / Presenting Modules	Synchronous: 3 hours	**0.1**
MODULE 1: Climate change and desertification in the Mediterranean region (expected effects in susceptible areas and vulnerable communities).	Autonomous: 17 hours Synchronous: 7 hours	**1**
MODULE 2: Understanding the carbon cycle of land-climate and plant-soil feedbacks	Autonomous: 14 hours Synchronous: 5 hours	**0.8**
MODULE 3: Applying and Analysing Mitigation and Adaptation Tools.	Autonomous: 11 hours Synchronous: 7 hours	**0.7**
MODULE 4: Back to basics: the role of traditional knowledge in climate-smart agriculture in a changing world.	Autonomous: 9 hours Synchronous: 6 hours	**0.6**
MODULE 5: Assessment of soil parameters and designing a baseline scenario with readily available tools	Face-to-face: 36 hours	**1.4**
MODULE 6: Creating value from ecosystem services, carbon cycling and land restoration.	Autonomous: 10 hours Synchronous: 5 hours	**0.6**
FINAL PROJECT DEVELOPMENT / PRESENTATION / CLOSING SESSION	Autonomous: 12 hours Synchronous: 8 hours	**0.8**
TOTAL	**150 hours**	**6**

The CarboNostrum training course and **e-Learning Platform** were designed and developed as a continuing vocational education and training course for smallholders and new farmers. To complete the full course, trainees must complete all 6 modules, and the final project, and attend the face-to-face event. While learners can work at their own pace, the order of the modules is set as stated above.

2.1. LEARNING OUTCOMES

The learning outcomes have been developed taking into account the nature of training to be provided (asynchronous and synchronous e-learning with a face-to-face training week) as well as its desired length (short-term and concise).

For all learning outcomes described below, the descriptors of EQF level 5 apply, namely:

Knowledge: "*Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.*"

Skills: "*A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.*"

Responsibility and autonomy: "*Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.*"

Each module has specific learning outcomes which complement those of the subsequent modules:

MODULE	LEARNING OUTCOMES:
M1	Climate change and desertification in the Mediterranean region (expected effects in susceptible areas and vulnerable communities).

This module aims to introduce learners to the effects of climate change and desertification in the Mediterranean region, especially focusing on susceptible areas and vulnerable communities.

The learning outcomes include an understanding of land degradation, the impact of climate variability, biodiversity loss, soil erosion, and desertification.

At the end of the module, the learner should be able to:

Knowledge:

- Define the specific characteristics of the Mediterranean climate and its vulnerability to desertification.
- Identify the natural susceptibilities, such as soil properties and terrain morphology, that influence land degradation in various regions; and
- Identify types of land degradation, its causes, and effects.

Skills:

- Describe how human activities contribute to land degradation.
- Distinguish the intertwined factors of soil properties, terrain morphology, and resource availability to mitigate land degradation.
- Analyse the relationship between vegetation quality and desertification and how human activities can negatively affect the health and diversity of plant life.
- Evaluate the complex relationship between climate change, land degradation, and food production, specifically in the Mediterranean region.
- Differentiate and describe the principles and practices of Climate Smart Agriculture and its role in mitigating climate change impacts; and
- Evaluate the balance between sustainable food production and climate change mitigation.

Responsibility and autonomy

- Assess the significance of integrating local knowledge with scientific findings in addressing desertification.
- Assess the mitigation strategies used to address these impacts, focusing on sustainable farming practices, technological innovations, and policy incentives; and
- Assess the impact of agriculture on landscapes and ecosystems, paying particular attention to provisioning, regulating, and cultural services.

MODULE	LEARNING OUTCOMES:
M2	Carbon cycle of land-climate and plant-soil feedbacks: soil carbon sequestration in a smallholder environment.

This module focuses on measures of climate smart agriculture will be given, divided in two groups, soil and land management. It provides farmers with a theoretical framework on the carbon cycle of land-climate and plant-soil feedbacks. The goal is to analyse each of these measures theoretically and geographically so farmers are able to choose the measure that best suit their land.

At the end of the module, the learner should be able to:

Knowledge:

- Define the concept of the carbon cycle and its importance in the Earth's ecosystems.
- Describe the role of the slow and fast carbon domain in the overall carbon cycle.
- Identify the systems and processes through which oceans interact with the carbon cycle.
- Identify the processes of atmospheric-terrestrial exchanges in the absorption and release of carbon dioxide (CO_2) by vegetation and soils; and
- Describe the basic principles of plant-soil feedback.

Skills:

- Identify the difference between the two carbon cycles (the geological cycle and the biological cycle) and the main processes involved in the biological cycle, including photosynthesis, respiration, and decomposition.
- Describe how earth systems and the global carbon cycle are linked in different rotation domains, from primary productivity to human-induced soil degradation.
- Recognize the human impact on the slow turnover domain in the carbon cycle and its impacts on the concentration in the atmosphere.
- Describe the role of human activities in changing the carbon cycle and the implications for the environment and the global climate.
- Describe the relation between CO_2 fertilization and climate change, and understand how the carbon cycle is impacted by increased plant growth and productivity.
- Identify the ecological consequences of HANPP, including its impact on biodiversity, carbon cycling and other ecosystem services; and
- Interpret the impact of land use practices, such as urbanization, deforestation, and intensive agriculture, on soil-atmosphere exchange and their implications for human health and the environment.

Responsibility and autonomy

- Relate the potential of nature-based solutions, such as reforestation and soil carbon sequestration, in mitigating climate change by increasing carbon storage;
- Specify the carbon sequestration´s potential in the fast turnover domain to identify carbon storage opportunities and inform land management practices;
- Devise opportunities for sustainable resource management that can balance human needs with ecological concerns; and
- Relate the impact of land use and land management practices on soil-atmosphere exchanges and the carbon cycle.

MODULE	LEARNING OUTCOMES:
M3	Applying and analysing mitigation and adaptation tools in poor and degraded lands (land use/occupation, management, and valuation) under climate change.

This module aims to bridge the gap between the farmer and climate-smart measures.

After this module, the trainee will recognize the best practices and constraints of soil carbon sequestration in Mediterranean farming.

The trainee will be able to evaluate the differences between the various measures and know their potential costs, benefits, and expected outcomes.

At the end of the module, the learner should be able to:

Knowledge:

- Define the concept of carbon sequestration and its importance.
- Identify various carbon sequestration tools and methods.
- Define Climate Change Mitigation; and
- Define circular economy and its principles.

Skills:

- Comprehend the perspective on carbon sequestration in forestry, agriculture, and technology-driven solutions.
- Describe the potential environmental impacts and risks associated with carbon sequestration.
- Identify economic and political constraints impacting carbon sequestration.
- Recognize the balance between benefits and limitations in using sequestration tools.
- Recognize the benefits and challenges of applying a circular economy in soil and land management; and
- Recognize the importance of monitoring tools for evaluating agroecosystem health.
- Interpret basic image analysis and its application in earth observation.

Responsibility and autonomy

- Evaluate the scalability and capacity limitations of natural and man-made carbon sequestration methods.
- Evaluate the viability of different sequestration methods based on the limitations presented.
- Analyse the employed practices for soil management in the best practice Del Bancal a Casa, and expand on potential practices that can be applied.
- Analyse the employed practices for land management in the best practice Herdade de São Luís, and expand on potential practices that can be applied.
- Analyse the importance of circular economies in the best practice Çaglayanlar Farm and in agriculture in general; and expand on potential practices that can be applied.
- Evaluate the cost-benefit analysis of various carbon sequestration practices.
- Analyse carbon sequestration in the context of Mediterranean agricultural systems through case studies; and
- Discuss the future of carbon sequestration and sustainable land management in the Mediterranean region.

MODULE	LEARNING OUTCOMES:
M4	Back to basics: the role of traditional knowledge in climate-smart agriculture in a changing world.

The "Role of Traditional Knowledge in Climate-Smart Agriculture in a Changing World" module delves into the invaluable contributions of traditional knowledge systems in the context of modern, climate-smart agriculture. In a rapidly changing world where climate variability poses unprecedented challenges to food security and sustainability, harnessing the wisdom of traditional practices is essential.

This module explores how traditional knowledge can be integrated into innovative climate-smart agricultural approaches to address the pressing issues of our time.

At the end of the module, the learner should be able to:

Knowledge:

- Determine the main relationship between basic agriculture knowledge and soil management.
- Identify the best water-saving techniques in agriculture.
- Analyse optimal land and water management; and
- Describe what agronomic techniques are.

Skills:

- Analyse the advantages of mixed and multifunctional agriculture; and
- Describe the importance of optimizing the water resource.

Responsibility and autonomy

- Evaluate the use of agroecological practices, which are farming methods that mimic natural systems; and
- Recognize the importance of different techniques, and identify the benefits they bring to soil fertility.

MODULE	LEARNING OUTCOMES:
M5	Assessment of soil parameters and designing a baseline scenario with readily available tools.

This module provides an innovative step towards smallholder and new farmers empowerment through knowledge in DIY (Do It Yourself) soil sampling and testing; end-users will be taught to collect soil samples and assess water content, bulk density, structure, organic matter (and to derive organic carbon) with readily available/home-made tools without sacrificing sample quality. In this module, farmers will also learn to access, interpret, and use geographical data on their lands by accessing openly and freely available datasets.

Additionally, they will learn by using available tools to produce data for monitoring their lands. This will allow them to monitor the results of changes in practices, as well as estimate soil carbon content (in tonnes of carbon per hectare) to allow them to create value for their carbon gains in voluntary markets. Finally, field trips will take place, where learners will visit organic farms of a variety of crops and one conventional farm of leafy vegetables in different environments (open fields, net houses, greenhouses) to discuss their cultivation practices and soil management.

At the end of the module, the learner should be able to:

Knowledge:

- Enumerate the basic physicochemical soil properties
- Define fertilization requirements of the crops
- Identify the correlation among pH values and water and nutrient availability
- Identify the suitable steps for a reliable and representative soil analysis.

Skills:

- Assure high-quality standards protocols as well as data interpretation; and
- Proceed to soil sampling planning analytical testing, quality assurance and data interpretation in the areas of environmental media and soil characterization for construction purposes.

Responsibility and autonomy

- Run basic soil parameters analysis, including estimation of Carbon content.
- Recognize the role of a healthy soil

MODULE	LEARNING OUTCOMES:
M6	Creating value from ecosystem services, carbon cycling and land restoration.

The module " Creating Value from Ecosystem Services, Carbon Cycling, and Land Restoration" focuses on recognizing and enhancing ecosystem service value.

It includes defining value, valuation methods, stakeholder engagement, market-based approaches, carbon markets, funding mechanisms, and policies like the Common Agricultural Policy, EU carbon removal certification, and Carbon Farming Project guidelines

At the end of the module, the learner should be able to:

Knowledge:

- Define the concept and significance of valuing ecosystem services in both ecological and economic contexts.
- Describe the fundamental concepts of carbon offsetting and trading, including their definitions, principles, and key mechanisms.
- Recognize, the importance of regulatory services for ecosystem protection, human safety, and the provision of other.
- Recognise the effects of CAP reforms on Mediterranean farmers and the process for accessing CAP funds.
- Recognize the challenges associated with this a transparent regulatory framework and the relevance of designing a climate-smart and wider strategy.
- Identify the value of a carbon farming initiative and steps towards its creation.

Skills:

- Apply practical knowledge on strategies to overcome communication barriers in stakeholder engagement.
- Recognize the challenges associated with sustainably managing ecosystem services, including trade-offs between different services, conflicts among stakeholders, and the need for policy and governance frameworks that support their conservation and restoration.
- Assess the Environmental Impact of carbon emissions, recognize the effects of climate change, and appraise the importance of reducing carbon footprints.
- Apply practical knowledge about carbon offset projects, carbon markets, and the roles of various stakeholders.
- Analyse the effects of CAP reforms on Mediterranean farmers and the process for accessing CAP funds.

Responsibility and autonomy

- Assess the Environmental Impact of carbon emissions, recognize the effects of climate change, and appraise the importance of reducing carbon footprints.
- Identify opportunities for applying the concepts of carbon offsetting and trading in real-world scenarios to reduce carbon emissions effectively

2.2. INDIVIDUAL LEARNING PATHWAY

The learning modules involve self-directed learning through online content, synchronous sessions, distance tutoring, a face-to-face week, and optional peer support. The learner has several options to acquire knowledge. The ultimate goal is to utilize this knowledge to complete the exercises/activities, and final test in each module. The learner needs to attend mandatory synchronous online sessions and the face-to-face week. During these meetings, the learner can ask questions to the tutor and invited experts, who may join via video conferencing. Additionally, the learner can gain knowledge by further reading, watching documentaries, attending relevant events and fairs, or interviewing individuals in their surroundings.

2.3. LEARNING ACTIVITIES

To fully understand the material, trainees are encouraged to use the exercises and self-test questions provided. Each module either contains a case study, helpful tips, and/or practical exercises that allow learners to apply theoretical concepts to real-life problems. Finally, learners showcase their newly acquired skills by completing a final project for their land, which their tutor will evaluate.

Every learner follows their own learning path individually. If they encounter any difficulties or require assistance with the course material, they can seek support through email, online chats, or peer learning, and the tutor will provide solutions to their concerns.

3

Tutor's Role and Responsibilities

Tutoring the CarboNostrum course is mainly intended to support learners' development and monitor their progress. Since the CarboNostrum course relies on a blended-learning methodology, tutoring implies using various media tools (email, chats, and video conferencing) to facilitate communication with and between participants.

The tutor of the CarboNostrum course plays a vital role in individually monitoring the pedagogical development of the learners in a supportive and warm way and using a variety of media to support the learners throughout the course, keep in touch with them, monitor their performance, and provide timely feedback. As a tutor, you should advise learners on the best way to engage with the modules, adapt the content to meet the needs of the individual, prepare extra material, when necessary (e.g., suggest more complex tasks), offer remedial help and/or enrichment, and guide learners in taking alternative routes through the material (to adapt the contents to local circumstances, etc.).

The tutor plays a vital role in all course activities:

- During the work on the content of the modules – e.g., explaining concepts and terminology to learners, giving relevant examples to facilitate the learning process, etc.
- While completing module's case studies and/or practical exercises – e.g., providing additional clarifications if needed.
- Through the final project elaboration and after its presentation– e.g. supporting the final project development, providing further explanations for knowledge/skills application to real context, and properly evaluate the end result.

"GOOD TUTOR" ATTRIBUTES

A good tutor:

- Is enthusiastic;
- Is approachable and accessible for consultation;
- Is confident, organised, and prepared;
- Is knowledgeable of the relevant course topics, course details, organisational issues;
- Gives clear explanations (of learning material and assessment criteria and expectations, and is willing to discuss them with individual learners);
- Acknowledges learners as individuals, values learners, and creates a welcoming positive environment;
- Treats learners equitably and fairly;
- Doesn't assume prior knowledge and encourages people to ask even "stupid" questions without fear of ridicule;
- Is supportive, takes some interest in each learner's progress, and gives constructive feedback to individuals, not just the whole group;
- Draw from the knowledge and experiences of individuals in the group;
- Uses a variety of teaching and learning methods;
- Uses purposeful activities (for the learning that is important for the session);
- Manages group dynamics well;
- Asks questions that can generate but not dominate the discussion;
- Reflects on their performance as a teacher and seeks to continually improve.

Source: *"A Tutor's Guide to Teaching and Learning at UQ"*

4

Preparation and Planning

In preparing for the CarboNostrum course, you should carefully plan the material you are going to teach - read the material and think about it – what questions you would ask, what could be confusing, what practical examples you can provide from your personal experience, etc. Don't solely rely on stock knowledge or what you've already taught in the past. Remember that the agricultural sector is quite dynamic; what you teach has to be up to date!

Plan some time for a short icebreaker activity either at the beginning or during each session to better know the learners and encourage them to be friendly with each other.

Behave professionally at all times and dress to assert authority and credibility. Remember that your role is to facilitate and not to dominate the learning sessions. Always prepare some questions in advance to help engage the learners in the discussion.

4.1. INTRODUCTORY SESSION

The course will begin with an introductory session, establishing the tone for the upcoming activities. Each Tutor is responsible for organising and planning the introductory session (online synchronous session or face-to-face/F2F session) for the learners. This session presents an opportunity to create a favourable first impression, showing learners that a relaxed atmosphere is fostered and that active participation and knowledge exchange are encouraged. To make a robust beginning, create a session plan and its objectives.

The main aims of the introductory session are:

- To enrol course participants and sign the **learning contracts**
- To outline the course structure and schedule
- To explain the principles of blended-learning
- To explore learners' expectations and motivation to take part in the course
- To explore learners' previous experience
- To motivate and inspire learners
- To find out if learners have any particular barriers to their learning
- To set course 'ground rules'
- To explain the evaluation and certification process
- To establish the communication process
- To break the ice and establish a good connection with learners

During the introductory session, the learners convene as a group for the first time. It is recommended to have them introduce themselves, which can include their name, occupation, prior experience with course topics, and an interesting or humorous fact that distinguishes them from others. This activity can be performed at the beginning of the session, and at the end, participants can share what they remember about their peers.

Ideas for Ice-Breakers:

1) Ask learners to talk for 1 minute with their neighbour or through zoom chat rooms. Then ask each learner to introduce their neighbour and make a full circle until everyone is introduced.
2) Prepare in advance some name tags and ask the learners to write their name together with an adjective in front of it starting with the same letter as their name, then they have to explain how this adjective is linked to their personality (for example amazing Ana, bighearted Ben, etc.). This Ice-Breaker is suitable both for synchronous and F2F sessions.
3) A quick search on the internet will provide quite a few websites with several ideas of efficient and creative Ice-breakers that you can use, **here** and **here** for some examples.

4.2. CLARIFYING EXPECTATIONS

It's important to consider learners' expectations and past experiences, and select the best approach you think the group would be comfortable with. Establishing clear expectations about your role as a tutor and learners' role, as learners and group members, is crucial for maintaining a good working relationship between you and the group, individual learners, and among the learners themselves.

Talk to the learners about your expectations of them, and ask about their expectations for the course and your role. Consider getting the learners to establish a set of ground rules for their sessions.

Some possible ground-rules (for the learners and the tutor) **may be:**

- Everyone will be on time for the synchronous sessions and/or F2F sessions
- Everyone will come prepared for each session
- Everyone will respect other learners' point of view
- Everyone will listen to each other, and won't interrupt when another person is speaking
- In the synchronous sessions the microphones should be turned off, when learners are not speaking during sessions
- In the synchronous sessions everyone is encouraged to have their cameras turned on
- . . .

4.3. SOME NOTES ABOUT ADULT LEARNERS

Stimulate a learning environment that will enable learners to integrate new ideas with what they already know. Show respect for them as individual participants and value their experiences, perspectives and contributions.

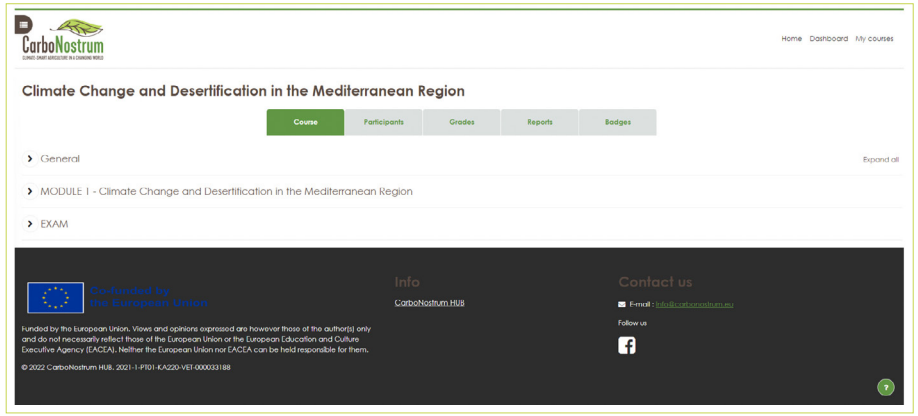
Adult learners typically desire a deeper sense of purpose for their education, as they often seek tangible results for their careers and may not pursue learning purely for its own sake. These learners typically have a clear idea of their desired outcome upon completing their studies, making them result-driven. They have specific expectations for what they will get out of learning activities and will often drop out of voluntary learning if their expectations aren't met.

Adult learners are often extremely motivated, and they are spending their own time, money and resources to study. They tend to be very focused in the sessions and like to cover material quickly, but completely. Adult learners prefer learning environments that reinforce their learning and enable them to apply their learning immediately.

5

Managing e-Learning Effectively

From your tutor account on the **CarboNostrum platform**, after accessing each module, you can check the trainees learning progress and see which learner has attempted and completed the respective module, which parts of the module they have completed and the grade obtained in the Test/Multiple Choice with 10 questions about the topics covered in the module with four different answer options to choose from. Upon answering the Test/Multiple Choice and achieving a positive result, the module will be considered complete.



Having a virtual presence compared to a physical one means that you may not always be online on the platform when learners have questions and needs. Learners must know what they can expect from you. This means being clear about how and when you will be present in the platform and the response times for feedback on their questions and assessment. The CarboNostrum learning platform provides different communication means to facilitate your work, such as:

- **Chat** – there's a chat per module where the tutor(s) and learner (s) can post threads/questions and discuss matters related to the topic of the module. Any concerns, doubts or issues you would like discussed; you can post there!
- **Other means** – apart from what the platform offers you can use other conventional means to communicate with the learners such a phone, personal email, chats, skype or other programs.

Some useful tips:

- Avoid promising what you can't deliver (e.g., to check and respond to online discussion posts daily when you can only do this twice a week on workdays).
- Learners will use the resources and interact with each other if they see it is relevant to them – make explicit linkages as to why it is relevant.
- Recommend learners to organise their chats to help each other. You may also suggest that they 'invite' you to a chat session. They are more likely to do so if they know you appreciate that.

6

Face-to-Face Week Sessions

The CarboNostrum course *Module 5* (*Assessment of soil parameters and designing a baseline scenario with readily available tools | 36 hours*) is to be taught face-to-face preferably in small groups sessions. Small groups teaching refers to tutorials, seminars, and practical sessions where learners are taught in groups of five to fifteen – just the kind of teaching environment that you will most likely be responsible for as a tutor.

6.1. ESSENTIAL ELEMENTS OF SMALL GROUP SESSIONS

The central characteristic of small group teaching is the active involvement of the learners in the entire learning cycle and well-defined task orientation with achievable specific aims and objectives in a given period. The primary learning objective in team-based learning is to go beyond simply "covering" content and to focus on ensuring that learners have the opportunity to practice and apply course concepts to solve problems.

Small group teaching increases the learners' interest, teamwork ability, knowledge retention, and skills development; it enhances the transfer of concepts to innovative ideas and improves self-directed learning. It fosters motivation for learning and allows the learner to engage in higher-order thinking activities. It also facilitates an adult learning style and acceptance of personal responsibility for own progress. Moreover, it enhances learner-faculty and peer-to-peer interaction, improves communication skills, and allows them to share the responsibility and clarify any confusing points.

Working in small groups not only improves the quality of learning by enhancing learners' understanding and learning, but also expands the scope of learning by developing higher-order reasoning and thinking skills and other generic skills.

- Problem Solving
- Deliberative Thinking
- Practical Thinking
- Adaptability
- Oral Communication
- Interpersonal Communication
- Teamwork
- Achievement Orientation
- Leadership

According to Cannon and Newble (2000), there are three elements necessary for successful small group teaching:

- **Active participation:** Participation by all the learners; Getting everyone involved in a way that is productive and inclusive; Creating the right atmosphere from the beginning; Recognising and respecting learners' comfort zones; Using ice breaker activities, getting to know names, etc. in the early stages to create a favourable environment so that learners feel comfortable discussing their ideas with the group.
- **Face-to-face contact:** During Module 5 F2F week, you should ensure that your physical environment allows face-to-face interaction between you and the learners and among the learners. For instance, having participants sit in rows will not help to generate effective communication and discussion in the group. In contrast, one or several round tables may help involve all participants in a given debate. Non-verbal communication (gestures, facial expressions, etc.) is often just as important as verbal communication (choice of words, voice, tone, etc.) in delivering and comprehending people's ideas.
- **Purposeful activity:** Understanding the reasons for learning this or that part of the material motivates learners to engage in learning activities. It is much easier to learn subsets of knowledge when you have an idea of the big picture and can see its relevance, how it is connected to practice, and how it builds on what you already know. Each session should have a purpose clearly explained to participants - this requires you to plan tasks that will lead learners to achieve the intended outcomes.

6.2. ADDRESSING INTERACTION SITUATIONS

Most of the problems (difficult, tricky, or uncomfortable situations) that you will most likely encounter during the face-to-face and synchronous sessions will be related to the participation and interaction between the learners and with tutor.

Below are some possible problem situations and valuable techniques for trouble-shooting (adapted from Graham Gibbs, Trevor Habeshaw, 2011):

- **The group is silent or unresponsive:** Ask learners to work in pairs to get people talking and energised. You can also ask directly: What is going on, or why are they silent? Ask groups of four to discuss what could be done to make the group livelier and more involved and then pool suggestions. Make a clear statement about what you want from the group. Start the sessions with an Ice Breaker or have a break and utilize an energising activity to bring energy

into the room; you can find some recommendations for energizers and ice breakers **here**!

- **Individual participants are silent or unresponsive:** Apply fewer 'whole-group' methods, such as think-pair-share, to get the discussion going. Try to draw the learners out by picking up on something relevant to them and the topic for discussion. Use open, exploratory questions. Invite individuals to share their ideas or experiences by saying or asking, for instance: "Ana, what do you think of it?" etc.
- **Participants are not listening to each other:** Point out what is happening, refer to the ground rules (or introduce a new one about a behaviour). Use a listening exercise, e.g., where one learner has to paraphrase what another learner says.
- **Sub-groups start forming with private conversations:** Break them up with sub-group tasks. Don't use sarcasm, but confront the learners, e.g., "Is there a reason you are not participating with the rest of the group?" Invite them to share their discussion with the group.
- **One or two participants dominate:** Verbally ask them to let others speak. Support and bring in others.
- **Groups look to the leader for answers, or are too deferential:** Stay silent and return the question to them. Open the question to the whole group.
- **The discussion goes off the point and becomes irrelevant:** Establish clear themes or an agenda before discussions. Keep a visual summary of topics and seek agreement on what to discuss. If a topic seems unrelated, ask how it relates to the current topic.
- **Participants have not prepared for the session:** Clarify preparation requirements and make sure they are realistic. Ask learners what they have had to prepare for the session. Reconsider the ground rules, if necessary.
- **Learners complain about the session and the way you are handling it:** Explain of the purpose of sessions and offer suggestions for improvement. Encourage participants to reframe negative comments into positive suggestions. Request written suggestions at the conclusion of the session. Additionally, offer to meet with a small group following the session to address any concerns and/or anxieties.

7

Assessment and Feedback

In the CarboNostrum blended-learning course learning occurs through distance learning (synchronous and asynchronous sessions), face-to-face sessions, peer learning, and final project; and learner should be encouraged to share, question, reflect on and challenge ideas so that their knowledge may improve and advance.

Various evaluation activities are conducted so that learners can self-assess their knowledge, skills, and responsibility and autonomy. The assessment methods and criteria are made clear from the very beginning and linked to the course's objectives and goals. The certification of the learners in the CarboNostrum course, or individual modules, requires the following:

- The achievement of the learning objectives stated in each module;
- Engagement in all the evaluation activities (assessment questions + Final Project) that are mandatory for the evaluation process;
- To obtain a grade for each module equal to or above ***Satisfactory***.

The final grade of the CarboNostrum b-Learning Course is the sum of all the grades obtained per module (except module 5), plus the grade obtained in the Final Project, divided by 6, according to the following calculation formula:

$$\frac{\text{Sum of the grades obtained Self-Test Question of Module 1 to 6 (except 5)} + \text{Grade of the Final Project}}{6}$$

The grade that will appear in the CarboNostrum Course Certificate will follow the qualitative and quantitative scale presented below:

1	UNSATISFACTORY	*below 6*
2	NEEDS IMPROVEMENT	*6 until 9*
3	SATISFACTORY	*10 until 13*
4	GOOD	*between 14 and 17*
5	EXCELLENT	*18 and above*

7.1. MODULES

The exercises/activities and best practices provided in each module are designed to aid the learner in comprehending the material and checking their understanding. Feedback for improvement can be provided, by the tutor, in the synchronous sessions.

After completing each module (except module 5, which refers to the Final Project), there is a Test/Multiple Choice with **10 questions** about the topics covered in the module with four different answer options to choose from. Upon answering the Test/Multiple Choice and achieving a positive result, the module will be considered complete.

The learners will have 2 opportunities to do the Test/Multiple Choice provided at the end of each module; if the grade obtained is not satisfactory on the first attempt, the learner may go through the content once more and repeat the test again. The highest score achieved will be the final grade of the module.

You can see the detailed **Final Grade table** attached.

7.2. FINAL PROJECT

The Final Project is a hands-on assignment that should provide practical benefits for the learners' farm. It will serve as the basis for their final assessment, wherein they will showcase their knowledge, skills, and responsibility and autonomy. The project's objective is to enhance comprehension of the topics discussed in the modules and to ensure that the project's outcomes are of value to the learners' business.

The Final Project includes a written part and an oral presentation, and detailed information regarding the Final Project is provided to the trainees in the **e-Learning Platform**. This Final Project can be done individually or in groups of up to three persons. You can see the full instructions for the final project **here**!

The learner is required to submit 2 pieces of assessment with the following weightings:

ASSIGNMENT NUMBER AND TOPIC		WEIGHTING
1	WRITTEN PROJECT	*60%*
2	ORAL PRESENTATION	*40%*

For further clarification, you can see the detailed **Final Project Assessment** attached.

7.3. PROVIDING FEEDBACK

Giving feedback to learners is a very important part of the learning process. Feedback is also a valuable and personal way of improving individual learners' learning outcomes.

Feedback may include discussion as a group, written comments on work, lists of common mistakes, peer and self-evaluation, etc.

Useful tips:

- Provide high-quality, timely feedback
- Be constructive in your comments
- Be sincere and positive
- Always begin and end with a positive comment

8

Evaluating and Improving Your Teaching

8.1. SELF-REFLECTION AND EVALUATION

Good professionals reflect on what they do (and why they do it!) to understand their strengths and weaknesses or areas where they can improve. You can collect various qualitative (learners' comments) and quantitative data (surveys among learners). The information that you collect with regards to your practice can be used for both summative (i.e., used for promotional/career purposes, you can put this in your resume as evidence of your skills and abilities) and formative purposes (i.e., used to develop and improve your practice).

You can reflect on your experiences by describing your behaviours, ideas, and feelings during the training sessions in a Teaching journal. Exchanging the materials, you have prepared for the learners, with other tutors and asking them for comments can also be a good source for peer evaluation.

8.2. LEARNERS EVALUATION OF TUTOR

The best and most reliable source of information to what extent your teaching supports the participants' learning is asking for the learners' opinions, formally and informally. You can conduct a formal survey during milestone sessions throughout the course, asking how the course is going in general and if there are suggestions for improvement.

You can stop the F2F or synchronous session 2 or 3 minutes earlier and ask learners to respond very briefly – in one minute to two questions: "What did you find most useful about the session today?" and "In what way could the session be improved?"

The Minute Paper (Angelo & Cross, 1993)

This is a quick and easy method, with instant and manageable data to which you can respond. It's good to remember to give feedback about the general outcomes of the questions to the learners and note any changes you will make as a result of the feedback.

Always provide follow-up on how you are going to use the received feedback and if you are going to change anything as a result of it. Show the learners' that their opinion matters.

Another indicator that can measure the quality of teaching is the learners' performance – never forget that their results and performance on tasks and opinions in discussions are a reflex of how well you managed to explain the material and "pass your message" to the audience.

The good performance of a learner is always a success for both the learner and the tutor! Learning is a two-sided process. Therefore, good results for learners are a compliment to the tutor because it means that you've done your job well!

THANK YOU FOR TAKING PART IN THE CARBONOSTRUM COURSE!

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Attachments

LEARNING CONTRACT

Example of the Learning Contract used in the CarboNostrum Pilot Course.
To be adapted by the VET organisation to their own rules and regulations.

Participant Name:

E-mail:

Phone number/Mobile:

Name (Tutor/s):

Phone number/Mobile:

Name (Learning Institution):

My learning objectives:

What do I need from learning institution/tutor/peer learners:

Subjects/modules I will follow:

MODULE 1: Climate change and desertification in the Mediterranean region (expected effects in susceptible areas and vulnerable communities).
MODULE 2: Understanding the carbon cycle of land-climate and plant-soil feedbacks.
MODULE 3: Applying and analysing mitigation and adaptation tools in poor and degraded lands (land use/occupation, management, and valuation).
MODULE 4: Back to basics: the role of traditional knowledge in climate-smart agriculture in a changing world.
MODULE 5: Assessment of soil parameters and designing a baseline scenario with readily available tools
MODULE 6: Creating value from ecosystem services, carbon cycling, and land restoration.

TERMS AND CONDITIONS

These terms were used for the pilot action, they can be adapted to the real situation of the education/training institution.

Please, carefully review the terms and conditions outlined in this contract. By accepting this agreement, you acknowledge your commitment to engage in all aspects of the course and agree to the following:

Course Participation:
Participants must be willing to undertake all modules, activities, and evaluations provided in the CarboNostrum Blended Course. Active engagement and completion of the course components are essential for a meaningful learning experience.

Face-to-Face Training Week:
Participants must have availability and be able to participate in a mandatory face-to-face training week in_____, from _____ to _____. During this week, you will be provided with intensive in-person training, workshops, and networking opportunities.

Commitment and Attendance:
Participants are expected to commit fully to the course and attend all scheduled sessions during the CarboNostrum Blended Course, e-learning and training week. Any necessary absences should be communicated in advance to the course organisers.

Course Feedback and Evaluation:
Participants will be required to provide constructive feedback and evaluation on various aspects of the CarboNostrum Blended Course. Your input will be invaluable in improving the course content and delivery.

By signing below, you agree to adhere to the terms and conditions of this contract and confirm your commitment to the CarboNostrum Blended Course. You understand the importance of your active participation and the impact it will have on the success of the course and the broader sustainable agriculture initiative.

_____ (Participant's signature)

_____ (Tutor/s' signature/s)

Date:

FINAL GRADE OF THE CARBONOSTRUM B-LEARNING COURSE

(To be filled in by the tutor and validated by the coordinator)

CARBONOSTRUM B-LEARNING COURSE FINAL GRADE				TYPOLOGY:	Vocational and Educational Training/Blended		EDUCATION / TRAINING AREA:	Climate-Smart Agriculture
Tutor(s):							Action Number:	
							Country:	
Final Assessment Name	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5 (Final Project)	MODULE 6	Final Grade %	
Comments:								
Date: ____/____/_____	Tutor/s Signature:							
Date: ____/____/_____	Coordinator/s Signature:							

FINAL PROJECT INSTRUCTIONS

Dear Learner,

We greatly appreciate your participation in the CarboNostrum Course. Our aim is to offer a practical and impactful learning experience. To this end, the course culminates in a Final Project, which serves as a platform for you to apply and showcase the knowledge and skills you've developed.

The Final Project is designed to encapsulate and apply the knowledge and skills you have acquired throughout the CarboNostrum blended course.

Your task:

- **Create a comprehensive plan for implementing climate-smart agricultural practices**. This should be a tailored plan **for a specific, real location** — either your own land or land managed by another party.

Key details for the Final Project are as follows:

- You may do it either **individually** or in groups **up to three people**
- It Includes a written part and an oral presentation
  - Written Project:
    - It should be around **5000 words.**
  - Oral Presentation:
    - should last around 10 min with an additional 5 for questions and discussion.

INSTRUCTIONS

• Project Outline

Your final project should include the following information:

- Project Outline/Description:
  Start with a brief summary of what your project encompasses and the practices you intend to apply. This will give the reader a roadmap of your proposal and what to expect in the upcoming sections.
- Farm Profile:
  Share a snapshot of the farm.
  Size: How big is the farm?
  Location: Where is it situated?
  Crops/Livestock: What is grown or reared?
- Relevance:
  Why did you choose the particular practices you're proposing?
  Detail why these practices address the specific challenges and needs of the farm.
- Feasibility:
  How practical are your proposed practices?
  Consider factors like:
  Can it be afforded?
  Resources: Are there the necessary tools, equipment, or manpower?
  Local Constraints: Are there any local factors or regulations that might hinder the proposed practices?
  Contrast these with the potential economic benefits: will these practices increase yield, reduce losses, or perhaps open up new markets for the products?
- Environmental Impact:
  How will the environment and the local land benefit?
  Highlight environmental improvements you anticipate, such as:
  Reduced water consumption.
  Improved soil vitality.
  Lowered greenhouse gas contributions.
- Detail:
  Provide a blueprint.
  Lay out the steps or strategies that can be taken to apply each of the practices on the farm.
  Think of it as a how-to guide.
- Risk Assessment:
  Prepare for the unexpected.
  Consider potential challenges or threats, like extreme weather events or pest invasions.
  Detail proactive strategies to manage or reduce these risks, ensuring the durability of your proposed practices.

By ensuring your project touches on each of these aspects, you'll create a comprehensive plan that is both practical and forward-thinking. **You may find the optional Final Project Template in the platform.**

• Submission

You can submit your project directly to the platform in the "Final Project" title.

• Evaluation

The 2 pieces of assessment will have the following weightings:

ASSIGNMENT NUMBER AND TOPIC		WEIGHTING
1	WRITTEN PROJECT	*60%*
2	ORAL PRESENTATION	*40%*

You may find detailed information on the evaluation criteria in the annex **below**.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
PROJECT DESCRIPTION	The learner offers a basic summary of the project, touching on the practices they intend to apply. However, this summary is vague and lacks clear direction, providing only a minimal roadmap for the proposal. Key elements of the project are either not mentioned or not elaborated on.	The learner presents a more detailed project outline, including some of the intended practices. The summary gives a general idea of the project's scope but lacks depth in certain areas, and the roadmap for the proposal is not fully clear or comprehensive.	The learner provides a clear and well-structured project description, outlining the main practices and goals of the project. This summary gives a good overview and serves as an effective roadmap, though it may lack some specifics or fail to highlight all critical aspects of the proposal.	The learner offers a detailed and informative project outline, thoroughly describing the intended practices and the project's objectives. The summary serves as a comprehensive roadmap, guiding the reader through the proposal, though minor details or nuances might be overlooked.	The learner provides a comprehensive and clear summary of the project, effectively encompassing all intended practices and key goals. This outline serves as an excellent roadmap, offering a complete and detailed preview of what to expect in the upcoming sections of the proposal.
FARM PROFILE	The learner mentions the farm, including only one or two basic elements such as its size or location, but lacks details about crops, livestock, or other specific aspects.	The learner describes the farm with a moderate level of detail, including some aspects such as size, location, and a general idea of crops/livestock, but the overview lacks depth or specific information.	The learner gives a good description of the farm, covering most aspects like size, location, type of crops/livestock, but the overview may lack thoroughness or specific details in one or two areas.	The learner provides a very detailed and thorough description of the farm, including size, location, type of crops/livestock, and additional relevant information, leaving only minor areas less explored.	The learner provides a comprehensive overview of their farm, including detailed information about its size, location, type of crops/livestock, and other relevant aspects, leaving no significant details out.
RELEVANCE	The learner has chosen practices with limited relevance to the farm's specific challenges and needs. The choices show a basic understanding of climate-smart practices, but they do not align well with the farm's unique context or address its main issues.	The learner has selected some practices that are somewhat relevant to the farm's specific challenges and needs. There is an evident effort to match practices to the farm's situation, but the alignment is not fully effective or comprehensive.	The learner has chosen practices that are generally relevant to the farm's specific challenges and needs. Most of the selected practices demonstrate an understanding of the farm's conditions and aim to address its key issues, though some aspects might be better addressed.	The learner has chosen practices that are highly relevant to the farm's specific challenges and needs. The choices show a strong understanding of the farm's unique context, with nearly all practices being well-suited to address its main challenges and needs.	The learner has chosen practices that are directly relevant to their farm's specific challenges and needs. Each practice is carefully selected to address the unique conditions and issues of the farm, demonstrating a deep understanding of both the challenges and the most effective climate-smart practices.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
FEASIBILITY	The learner provides a basic assessment of feasibility, addressing only one or two factors such as cost or resources. The evaluation lacks depth, overlooking significant aspects like local constraints or the potential economic benefits.	The learner considers several factors affecting feasibility, such as cost and resources, but the assessment is not comprehensive. Key elements like local constraints or a more detailed economic analysis may be partially addressed or missing.	The learner provides a good assessment of feasibility, covering most factors including cost, resources, and local constraints. The evaluation demonstrates an understanding of the practical challenges, but it may lack detailed analysis of economic benefits or a thorough consideration of all local factors.	The learner conducts a thorough assessment of feasibility, addressing factors like cost, resources, local constraints, and potential economic benefits. The evaluation is comprehensive, but minor details or specific considerations might be overlooked or not fully explored.	The learner assesses the feasibility of implementing proposed practices in a comprehensive manner, considering all relevant factors including cost, resources, local constraints, and potential economic benefits. The assessment is detailed, showing a deep understanding of the practicalities and economic implications of the proposed practices.
ENVIRONMENTAL IMPACT	The learner acknowledges general environmental benefits but does not specify how the practices will lead to outcomes like reduced water usage, improved soil health, or decreased greenhouse gas emissions. The understanding is surface-level and lacks detail.	The learner identifies some specific environmental benefits, such as reduced water consumption or improved soil vitality. However, the assessment is not comprehensive, missing some key aspects or failing to detail how the practices will achieve these benefits.	The learner provides a good assessment of the environmental impact, covering major aspects like reduced water usage, improved soil health, and lowered greenhouse gas contributions. The evaluation is informed and reasonably detailed but may lack depth in explaining the mechanisms or extent of these benefits.	The learner conducts a thorough evaluation of the environmental impact, detailing how the practices will lead to significant benefits such as reduced water usage, enhanced soil vitality, and decreased greenhouse gas emissions. The assessment is comprehensive, but there may be minor gaps in the analysis or projections.	The learner offers a comprehensive analysis of the environmental impact, clearly and effectively outlining the expected benefits across key areas, like water conservation, soil health improvement, and reduction in greenhouse gas emissions. The analysis demonstrates a deep understanding of the environmental implications and the effectiveness of the proposed practices.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
DETAIL	The learner provides a very basic outline for implementing the practices. This includes a few steps or strategies, but they are vague and lack specificity. The outline does not cover all practices or omits key stages in the implementation process.	The learner offers a moderate level of detail in their implementation plan. Key steps or strategies for some practices are described, but the plan lacks comprehensiveness. Some practices may have well-outlined steps, while others are only briefly mentioned or overlooked.	The learner presents a good guide for implementation, covering most of the chosen practices with clear steps or strategies. The guide is structured and informative, though it may lack depth in certain areas or fail to address potential challenges in the implementation process.	The learner provides a detailed strategy for implementing each practice. The steps are well-explained and cover most aspects of the implementation process. However, there might be room for more nuanced details or consideration of contingencies and varying conditions on the farm.	The learner provides a comprehensive and specific blueprint for implementation. Every practice is accompanied by a detailed step-by-step strategy, addressing all aspects of implementation, including contingencies and adaptation to specific conditions on the farm. The blueprint serves as a thorough how-to guide, leaving little to no ambiguity.
RISK ASSESSMENT	The learner acknowledges the existence of general risks such as extreme weather or pests but provides minimal or no specific strategies for managing or mitigating these risks. The approach to risk assessment is rudimentary and lacks detail.	The learner identifies some specific risks, like certain weather events or pest issues, and suggests a few strategies for managing them. However, the assessment and proposed strategies are not comprehensive and may lack depth or fail to cover all critical risks.	The learner provides a good evaluation of potential risks, including a range of scenarios like extreme weather and pest invasions. They outline relevant strategies for managing these risks, but the plan might lack full comprehensiveness or detail in how to implement these strategies effectively.	The learner conducts a detailed risk assessment, identifying a wide range of potential challenges. They propose robust and well-thought-out strategies to mitigate these risks. The assessment is thorough, though minor aspects or less likely risks might not be fully covered.	The learner offers a comprehensive analysis of potential risks, including a wide spectrum of scenarios like extreme weather events, pests, and other challenges. They detail extensive and well-planned strategies to manage or mitigate each identified risk, showing a deep understanding of the potential challenges and effective ways to address them.

TITLE	FINAL PROJECT PRESENTATION ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
DEPTH	The learner shows a basic understanding of the topic but struggles to discuss nuances or complexities. The presentation may cover only surface-level information and lacks depth in exploring the subject matter.	The learner displays a moderate understanding of the topic and provides some insight into its nuances or complexities. However, the discussion of these aspects is limited and not fully developed, lacking detailed exploration.	The learner demonstrates a good understanding of the topic and discusses several key nuances or complexities. The presentation includes a clear explanation of important aspects, though it may not delve deeply into all the complexities or offer comprehensive insight.	The learner exhibits a strong understanding of the topic, with a detailed discussion of its nuances and complexities. The presentation effectively explores various aspects of the topic, though there may be room for even deeper analysis or exploration of subtler nuances.	The learner demonstrates a deep understanding of the topic and comprehensively discusses its nuances and complexities. The presentation is thorough and insightful, showcasing a high level of mastery and ability to engage with complex aspects of the subject matter in depth.
TIME MANAGEMENT	The learner struggles significantly with time management. The presentation may far exceed or fall short of the allocated time, resulting in key topics being rushed or not covered at all.	The learner shows some control over the timing of their presentation, but there are noticeable issues. Either some sections are too lengthy, leading to an overrun, or certain aspects are not given enough time, affecting the presentation's comprehensiveness.	The learner manages their time reasonably well. The presentation is close to the allocated time frame, with most essential aspects covered. However, some minor sections may be too brief or too extended, affecting the overall balance and flow.	The learner is effective in managing their presentation time. They stay very close to the allocated time, covering all key aspects sufficiently. Minor discrepancies in timing may occur, but they do not significantly impact the presentation's effectiveness.	The learner keeps the presentation within the allocated time, covering all essential aspects efficiently. The timing is well-balanced, ensuring each section receives appropriate attention without rushing or overextending any part of the presentation.
ACCURACY	The learner often presents information that is not accurate, making several unfounded statements. There is a noticeable lack of fact-checking or reliance on unverified sources, which significantly affects the credibility of the presentation.	The learner's presentation is moderately accurate but includes some errors or unverified statements. While a portion of the information is correct, the lack of thorough verification in certain areas diminishes the overall reliability of the presentation.	The learner generally provides accurate information, with only minor inaccuracies or a few unsubstantiated statements. These errors are not central to the presentation's main points and do not significantly detract from its overall accuracy.	The learner's presentation is highly accurate, with information well-supported by reliable sources. There may be a rare unfounded statement, but these are minimal and do not meaningfully impact the credibility of the overall presentation.	The learner provides accurate information throughout the presentation and refrains from making any unfounded statements. All claims are well-supported by credible sources, demonstrating thorough research and fact-checking.

TITLE	FINAL PROJECT PRESENTATION ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
RELEVANCE	The learner frequently strays off-topic, discussing many points that are not directly related to the project's primary goals. The content often diverges into tangents, resulting in a presentation that lacks focus and relevance to the main objective of planning a climate-smart intervention for a farm.	The learner's presentation is moderately relevant to the project's goals, but it includes several off-topic sections or unnecessary tangents. While some key points are addressed, the irrelevant content detracts from the overall focus and coherence of the presentation.	The learner mostly focuses on content relevant to the project's primary goals, but there are occasional digressions or tangents. These are not extensive and do not significantly detract from the presentation's relevance, but they are noticeable.	The learner's presentation is highly relevant to the project's goals, with minimal off-topic content. Any tangents are brief and infrequent, not significantly impacting the focus and coherence of the overall presentation.	The learner consistently focuses on key points that are directly relevant to the project's primary goals of planning a climate-smart intervention for a farm. The presentation is free of unnecessary tangents, maintaining a clear and focused approach throughout.
RESPONSE TO QUESTIONS	The learner struggles to provide coherent answers to audience questions. Responses are often unclear, off-topic, or demonstrate a lack of understanding of the question. There is a significant difficulty in effectively addressing the audience's inquiries.	The learner provides answers that are somewhat relevant and clear, but they lack depth or full understanding. Responses may partially address the questions, but they often miss key points or fail to fully engage with the question's intent.	The learner answers audience questions in a generally clear and relevant manner. Responses are mostly on point and demonstrate an understanding of the questions, though there may be minor issues with clarity or depth in some answers.	The learner provides high-quality responses that are both clear and insightful. Answers are well-thought-out and relevant to the questions, showing a good grasp of the topic. There may be occasional minor lapses in clarity or completeness.	The learner consistently provides clear and thoughtful answers to audience questions. Responses are not only relevant and accurate but also demonstrate a deep understanding of the topic, offering insights that add value to the presentation.