



**WinEra - Fostering EU wine through a
new era of specialized training for
organic and biodynamic wine-
producers in EU**

MANUAL OF TRAINERS

V.3

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EXECUTIVE SUMMARY

WinEra – “Fostering EU wine through a new era of specialized training for organic and biodynamic wine-producers in EU” is an Erasmus+ project that aims to enhance the competitiveness of the European wineries through the development of their potential for production and promotion of organic and biodynamic wines. Through an innovative vocational training process, the project will support organic viticulture in Europe, integrating into a common curriculum all aspects concerning the development of organic viticulture (farming techniques, production methods, marketing, communication, ethics & corporate social responsibility).

The core objectives of the project are:

- Enhance the development opportunities and boost the growth potential of EU wineries by entering a market of organic and biodynamic wines;
- Develop specific knowledge and competences in the EU wineries to produce and promote organic and bio-dynamic wines;
- Provide transversal, multidisciplinary and tailor-made training on organic & bio-dynamic wine production and promotion in response to the specific needs of the wineries;
- Remind & develop awareness that the wine is part of the cultural, gastronomic and landscape heritage of the country
- Increase the support provided to the farmers and wine makers to enter the market of organic wine;
- Encourage the application of organic farming and production approaches among grape-producers & vineyards’ farmers;
- Promote use of sustainable agricultural farming and wine production methods among EU farmers & wineries;
- Promote wider use of organic and bio-dynamic wines among EU customers.

The Manual for Trainers is an essential guide on the roles and duties of trainers involved in training activities withing this b-learning course. The trainer’s performance motivation and enthusiasm is vital for the success of this project, as they perform a key role in providing interactivity and participation among trainees.

The role of the trainer in the WinEra course is fostering the achievement of the trainees’ objectives. Online or in person, the trainers’ performance is fundamental to increase participation, involvement, motivation and interaction during the course. The trainers of the WinEra course are conceived as mentors, who are able to guide the trainees during their own learning process, providing a space for deepening knowledge, skills and the development of professional attitudes regarding organic and biodynamic wines in Europe.

The Manual for Trainers covers a set of methodologies and guidance to support trainers involved in mentoring activities, so that they perform their tasks efficiently and, using the technical and pedagogical resources available, trainees develop the proposed skills and competences described on each module. The Manual for Trainers aims to guide and qualify trainers for the correct implementation and development of the WinEra b-learning course.

1. WELCOME

This manual will assist you in providing the best training support to mentor the trainees and ensure their success in the WinEra b-learning course. The recommendations and contents in this manual contain some pedagogical principles based on the experience and expertise of the members of the WinEra project to support your mentoring process. We hope that this guide will help you to develop a positive and proactive learning environment that will result in a positive and effective tutoring experience.

2. CONTEXTUALIZATION OF THE TRAINING

In recent years, especially in Europe, convergence processes have reached the educational field, specifically in higher education. Thus, we have as a reference the so-called Bologna Process, which began in 1998 and is currently implemented in all the participating countries. This process, which among other objectives aims to achieve a more competitive Europe, where the mobility of professionals is a reality, has meant profound changes. For example, the adoption of a comparable system of qualifications, the automatic recognition of qualifications between participating countries, the implementation of quality assurance systems and the recognition and enhancement of lifelong learning.

All these changes have placed the learner as the protagonist of his or her own learning process, where the Information and Communication Technologies (ICT) are conceived as a tool to facilitate learning and that can improve its quality, both from a pedagogical and a management point of view. And it is in this conjunction (new models of learning + ICT) that e-learning and b-learning are situated.

B-learning is a derivative of e-learning and it refers to a training system combining distance learning and face-to-face situations to take advantage of the presence of trainees and mentors. Face-to-face sessions and activities complete e-learning training and enhance the acquisition of social and practical skills needed in the professional world.



Figure 1: elements of a b-learning model

2.1 Advantages and disadvantages of b-learning

ADVANTAGES	DISADVANTAGES
Eliminates many of the time, space and economic barriers	Requires minimum technological skills on the part of trainees and mentors
Flexible methodology, trainees establish their own learning pace	Requires students to have skills for autonomous learning, responsibility and self-motivation
Facilitates the construction of individual and group knowledge	Increases feelings of loneliness, impersonality, isolation, etc., with the consequent risk of abandonment
Allows the combination of different materials	Requires an Internet connection, sometimes with a certain bandwidth needed
Facilitates the updating of information and content	May require a change of culture, especially at the institutional level
Allows for the simulation of activities	May devalue the online training and give high valuation of the face-to-face sessions
Allows for the possibility of developing collective dynamics	



Better personal integration among participants	
Increases possibility of networking, field work and technical visits	

3. ACCESS TO THE DIGITAL PLATFORM

The WinEra course is hosted in the Moodle platform. Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. With over 10 years of development guided by social constructionist pedagogy, Moodle delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning.

The Moodle platform is very easy to use and user-friendly. In the WinEra course there will be the following roles:

- Teacher: Teachers can do anything within a course, including changing the activities, contacting and grading students.
- Non-editing teacher: Non-editing teachers can teach in courses and grade students, but may not alter activities.
- Student: Students generally have fewer privileges within a course, they can view the activities and submit assignments but they cannot alter activities.

3.1 Teacher Enrolment

1. First, teachers need to register on the Moodle platform where the course is provided. To do that they have to enter in the platform here and register. In order to register they need to click on "Create new account" (highlighted in the image below). Then, they will be redirected to the registration form that they need to complete.

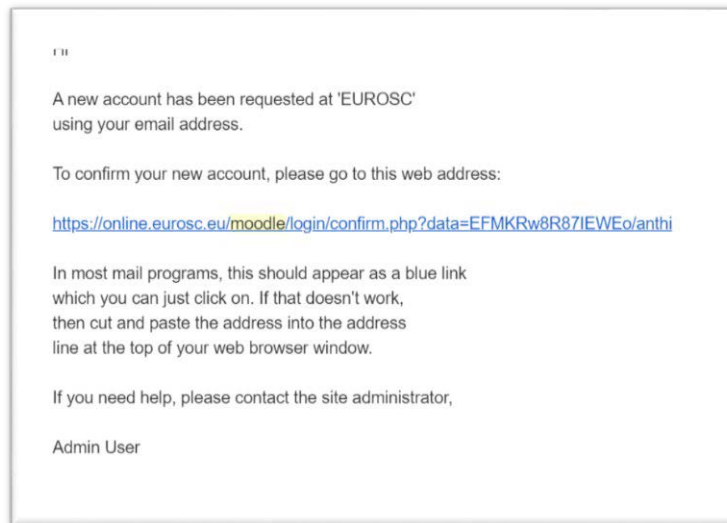
EUROSC

<input type="text" value="Username"/>	Forgotten your username or password?
<input type="password" value="Password"/>	Cookies must be enabled in your browser
<input type="checkbox"/> Remember username	Some courses may allow guest access
<input type="button" value="Log in"/>	<input type="button" value="Log in as a guest"/>

Is this your first time here?

For full access to this site, you first need to create an account.

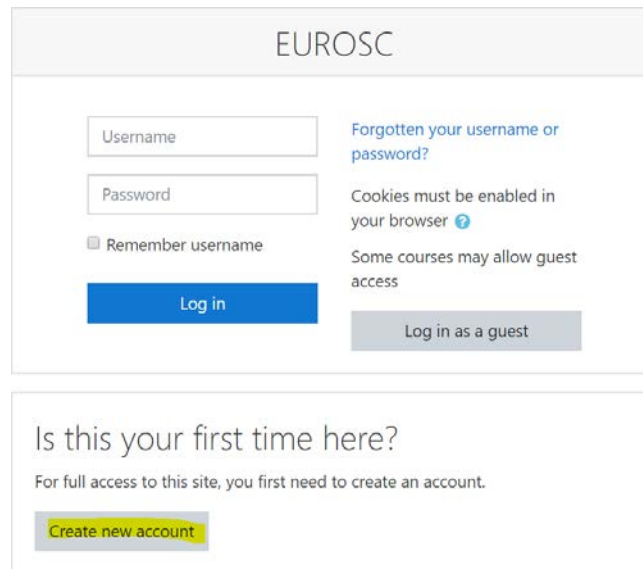
2. After completing their registration on the platform, they will receive a confirmation email, which will give them access to the platform. They will find a link within the email that they have to click to direct them to the EUROSC Moodle site, where they will be able to see all the available courses.



3. Then, they need to send a message to the site administrator or an email to info@eurosc.eu to enroll them manually as teachers to the course.

3.2. Student Enrolment

1. Same with the teacher enrolment, the students need to register on the Moodle platform where the course is provided. To do that they have to enter in the platform here and register. In order to register they need to click on “Create new account” (highlighted in the image below). Then, they will be redirected to the registration form that they need to complete.



EUROSC

Username

Password

Remember username

Log in

Log in as a guest

Forgotten your username or password?

Cookies must be enabled in your browser

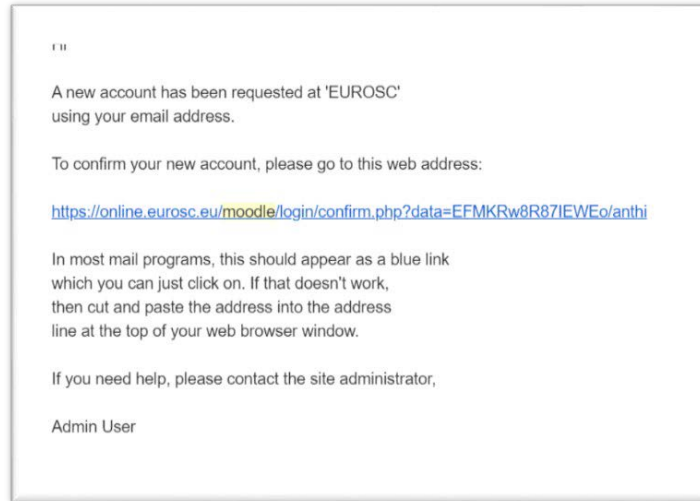
Some courses may allow guest access

Is this your first time here?

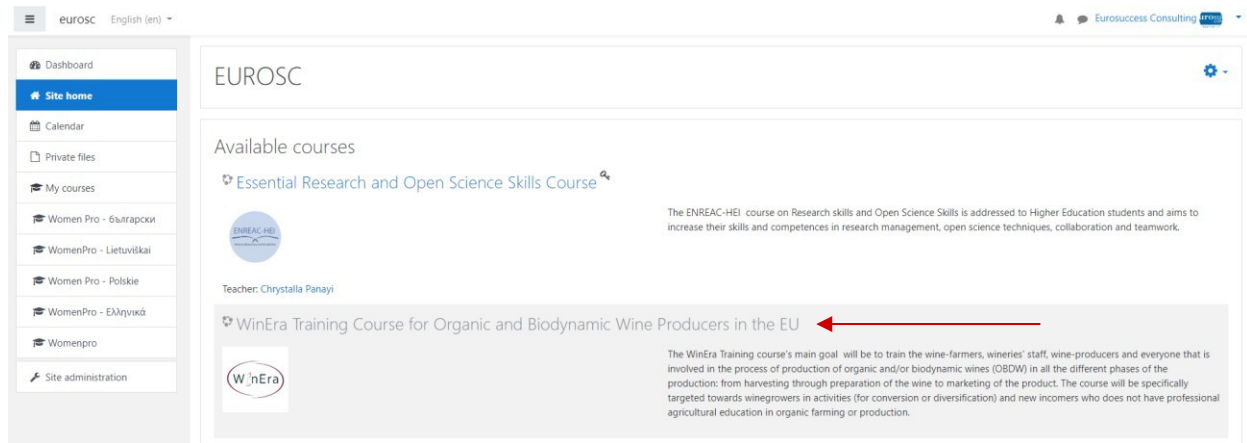
For full access to this site, you first need to create an account.

Create new account

2. After completing their registration on the platform, they will receive a confirmation email, which will give them access to the platform. They will find a link within the email that they have to click to direct them to the EUROSC Moodle site, where they will be able to see all the available courses.



3. Then, they need to go to the Site home (on the left) and find the WinEra course.




4. After selecting the course, the students need to fill in the enrolment key, that their teachers will provide and click on Enroll me: WinEraStudent

WinEra Training Course for Organic and Biodynamic Wine Producers in the EU

Dashboard / Courses / Miscellaneous / WINERA / Enrol me in this course / Enrolment options

Enrolment options

WinEra Training Course for Organic and Biodynamic Wine Producers in the EU



Teacher: Maria Koumparou

The WinEra Training course's main goal will be to train the wine-farmers, wineries' staff, wine-producers and everyone that is involved in the process of production of organic and/or biodynamic wines (OBDW) in all the different phases of the production: from harvesting through preparation of the wine to marketing of the product. The course will be specifically targeted towards winegrowers in activities (for conversion or diversification) and new incomers who does not have professional agricultural education in organic farming or production.

Self enrolment (Student)

Enrolment key

5. With their enrolment, students will have access to the course and they will receive a confirmation email.

Welcome to WinEra Training Course for Organic and Biodynamic Wine Producers in the EU

Do not reply to this email (via eurosc) <noreply@moodle.eurosc.eu>

Tue 11/02/2020 15:29

You ✉

Welcome to WinEra Training Course for Organic and Biodynamic Wine Producers in the EU!

If you have not done so already, you should edit your profile page so that we can learn more about you:

<https://online.eurosc.eu/moodle/user/view.php?id=162&course=4>

4. TRAINING PLATFORM

The chapters are design so that trainees can achieve the knowledge, skills, competences and abilities of each specific unit within the course. All the different units follow the same structure:

- **Theoretical Content** in PDF format (with a direct link to the Interactive Repository Section). This sections sums up the current techniques, tendencies and trends on organic and biodynamic viticulture. The contents are up-to-date, properly referenced and include charts, images and figures for a better understanding.
- **Material:** each unit contains a series of additional materials such as videos, articles, reports, etc. for further knowledge application.
- **Case studies.** The case studies refer to detailed examples relevant to the unit's main topic, so that trainees can find practical applications of the unit content. These case studies include interviews, good practices from wineries or experts, personal stories, and European projects.

- **Activities.** Trainees have the opportunity to implement individual or group activities that can effectively apply the theoretical knowledge gained. Most of these activities are meant to be in presence in a way that trainees can know each other, share experiences and increase networking.
- **Self-evaluation tests.** Multiple-choice tests are available at the end of each unit for trainees to test their knowledge assimilation.
- **Bibliography.** A large reference list in APA format is available for further reading.
- **Interactive Repository Section.** This section is a collection of additional reading and other related sources based on topics developed in all units of the WinEra training platform. The collection includes tools, multimedia, articles, and other publications for users to consolidate their knowledge and acquire further insights in the winemaking section.
- **Additional WinEra Resources:** any additional material or publications produced will be included as additional resources to the WinEra Training Course, including the Guidebook on Certification for Organic & Biodynamic Wine

5. CONTENTS AND COURSE STRUCTURE

The WinEra training course is structured in five main chapters and 17 units. Each chapter refers to a core aspect of organic or biodynamic viticulture and includes a short video interview with opinions and advice from international organic wine growers and experts. The course is open to farmers, entrepreneurs, wine makers, wine experts, trainers and any other interested group involved in the proves of organic and biodynamic wine production. Therefore, participants are expected to have a minimum knowledge on wine production, including rules and techniques.

The course contains the following chapters:

1. Introduction to organic farming and organic wine:

This chapter offers the learner a first general introduction to the basic concepts and principles of organic farming and organic viticulture in Europe. The chapter contains information on the current European regulations in those domains, their evolution and the history of their implementation.

2. Production techniques in organic and biodynamic viticulture

This chapter makes it possible to approach through different modules all the technical aspects of viticulture and organic wine making, from the planting of the vines to the bottling of the production. As mentioned in the various modules, it is necessary for the learner to master basic knowledge in viticulture and wine production, because the modules focus on the technical specificities linked to organic certification and, to a lesser extent, biodynamics. Chapter 2 includes the following units:

a. Cultivation Techniques

- b. Pruning
- c. Weed Control
- d. Diseases and Pests
- e. Maintenance of the Soil
- f. Vinification Process
- g. Conservation and Storage

3. Marketing and Economic Approaches in Organic Viticulture

Through this chapter, the learner will discover the economic specificities of the organic wine market, consumer expectations, and the marketing and communication strategies and activities that best meet the characteristics of this market. It also highlights the characteristics of the economic model linked to organic viticulture. This chapter includes four units:

- a. Sociological and Historical Analysis of Consumers
- b. Marketing Strategy adapted to Organic Wines
- c. Communications Tools
- d. Economic Models in Organic Viticulture

4. Organic Wine Production as a Lifestyle

This training chapter is dedicated to the social and environmental dimensions of organic wine production. It aims to show that organic production is not only a technical and economic issue, but has implications for the local community, the quality of the environment and heritage, and the tourist attractiveness of the territory and includes four different units:

- a. Corporate Social Responsibility and Ethics
- b. Organic Wine Maker: An Ambassador of Nature and Biodiversity
- c. Wine Tourism in an Organic Wine Growing Sector
- d. Cultural Heritage and Wine Making

5. Biodynamics in Viticulture and Wine Production

Through this chapter, the learner will be able to discover the main principles of biodynamic agriculture and their application in viticulture. The chapter not only makes it possible to discover the history and the fundamental concepts but also to approach the main agronomic orientations associated with biodynamics and their application in viticulture.

Before starting the course, learners can decide in which chapters to enroll. The setting of the individual learning pathway will be assisted by the mentor, who will recommend the chapters most suitable to each participant on the course depending on their previous experience, current business interests, personal learning goals, time availability, etc. Each unit has specific learning outcomes (knowledge, skills and abilities) which complement those of the other chapters available in the WinEra course.

6. FUNCTIONS, SKILLS AND COMPETENCES OF THE B-LEARNING MENTOR TRAINER

As explained in previous sections, tutoring the WinEra course is intended to support and enhance learners' development acting as a mentor. Mentors play an important pedagogical role, motivating and assisting trainees in their learning process. Their role is to support trainees throughout the course, keep in touch with them, monitor their performance and provide them feedback. Mentors should be able to identify learners' needs to advise them on the best way to engage with the units, adapt the content to meet their individual needs or prepare/adapt extra material if necessary to meet local conditions.

As mentors, you are expected to:

- Explain concepts and technical terminology to trainees with relevant examples to facilitate learning process
- Adapt contents (including examples) to local trainees
- Provide extra materials if necessary (additional references, videos, local case studies...)
- Provide feedback upon the completion of activities and exercises
- Motivate and engage trainees to increase participation
- Facilitate networking

In order to perform your functions, successful mentors should show the following skills:

- Show enthusiasm, initiative and exchange of knowledge and experience
- Approachable and accessible for consultation
- Able to create a welcoming learning environment
- Organized and prepared
- Apply leadership skills
- Positive about learners' learning; not critical
- Able to valorize individual competences for the collective construction of knowledge
- Knowledgeable of the relevant course topic and materials
- Able to give clear explanations
- Able to use a variety of teaching and learning methods
- Able to manage group dynamics well
- Generates but not dominates discussion
- Interested on learners' progress
- Able to provide constructive feedback
- Being present: following up with and giving feedback to trainees



Figure 2: five qualities to look for in a mentor. Source: <https://thriveglobal.com/stories/5-qualities-to-look-for-in-a-mentor/>

7. ONLINE COMMUNICATIONS

7.1 Effective communication

We often build a single course to suit all learners. This presents possible challenges to the learning process that fluent communications between mentors and trainees should mitigate. It is important to use the appropriate context, words and phrases to build clarity in the communication process. Most of e-learning process is pointless to learners if it's boring or trainees are not motivated. If the course is relevant and meaningful, then it is received better. Many courses focus on content and not on application, but the WinEra course is designed so that trainees interact with the content and learn by doing (thanks to the extensive collection of case studies, activities and self-evaluation tests). Learners are complex and they come to the b-learning content with different experiences, skill levels and attitudes. Effective communication is built on understanding these differences and applying the right strategies to turn them into valuable assets for the learning community.

Remember:

-Effective communication involves common understanding

Experience and skill level impact effective communication

personal motivation impacts effective communication

7.2 Netiquettes

Netiquettes are basic rules of etiquette and courtesy that should be observed when communicate in online environments for more effective communication and better use of resources and time. In addition to common sense, good manners, courtesy, respect, consideration and tolerance, here are some rules to observe when communicating through of the network in general and in the virtual learning space in particular.

- Always remember that on the other side of the computer there are other people, with their own ideas, feelings, ways of thinking and acting.
- Always write as if you were looking your interlocutor in the eye. Never write something you wouldn't say in front of another person.
- Try to empathize with the people on the other side. Everyone likes that the others put themselves in his place.
- Be as clear, concrete and concise as possible in each and every one of your contributions and participations. It has been shown that short presentations are more readable than endless successions of long paragraphs.
- It is acceptable to use the "you" to address other people, except that someone expressly request to be treated more respectfully.
- Always use polite language and respect for other participants.
- Write properly, take care of spelling and grammar.
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font.
- Limit and possibly avoid the use of emoticons like :) or ☹.
- Use capital and small letters correctly. Use upper and lower case correctly. Avoid writing in capital letters, as this is equivalent to yelling.
- You are not writing SMS or tweets, so you should avoid the type of writing usually used in these communication channels.
- In the mail messages, always remember to place the Subject of the message and that the same is sufficiently indicative of the content of the message, with accuracy and brevity.
- Say hello at the beginning of the message and say goodbye identifying yourself with your name, exactly as you would do on a physical card.

- Keep the "Re": in the subject if it is an answer.
- In the forums, read the topic and the previous contributions carefully before participating; use the discussion threads created for each topic by always replying to the message original; do not create new threads or discussion topics for each desired contribution or answer that you want to give.
- Be patient.
- Be tolerant of other people's mistakes. It's easy to make mistakes continuously and it is annoying to find people on the net who correct any mistake made by others.
- Respect the time others may need to respond. Your width of their greater or lesser capacity for response, eloquence or knowledge, the existence of other occupations, etc., may influence a person's need for take more time to give an answer than other people will need.
- Be careful about using sarcasm and humor, as they can often be misunderstood specially in multicultural, online environments.
- Do not send messages with religious, political or social content, as certain topics could offend other participants.
- Be proactive and participatory; share knowledge with the rest of the members of the virtual learning community.
- Respect people's privacy.
- Respect the copyright of the material you reproduce and the references to the authors.



Figure 3: The 10 core rules of netiquette, by Virginia Shea

8. INTERREACTIONS BETWEEN TRAINERS AND LEARNERS

There are several ways to interact with a teacher/mentor or other students enrolled in the WinEra Course. Some ways to achieve communication include:

- **Using the HelpDesk Forum** 

An open Forum is available at the top of the Course, where students and teachers can share their thoughts and opinions about the training materials, ask and resolve questions, and discuss issues.

To start a discussion in the Forum, click “*Add a discussion topic*”, and post the message you want to communicate. Once the post is published, other users can see it and reply accordingly.

- **Viewing or Grading an Activity** 

Individual or group activities are included in almost each unit of the WinEra Course; students can submit an activity in the form of an assignment, and receive a grade or other form of feedback, reflecting on the knowledge and skills gained. Several of these activities require the physical presence of teachers/mentors and students (in case the Course is taught in a classroom-based environment), providing opportunities for further interaction and networking.

To view an assignment, select any activity and click “View all submissions” or “Grade”.

- **Checking a Self-Evaluation Test** 

Multiple-choice tests are included towards the end of each learning unit, for students to test their knowledge on the topics covered within the theoretical contents.

To check students’ performance, click “*Grades*” on the left menu on the platform. From there, you can check student’s grades as a total or individually.

9. EVALUATION AND CERTIFICATION

The [University of Salamanca](#) will be the authorized institution for certification. Learners can get a certification, after the completion of the **entire WinEra Course**, including the reading and assimilation of all materials and the completion of the self-evaluation tests.

To achieve this, students should follow the steps below:

1. Every time they access and read a specific item, they need to mark the checkbox right next to that item.
2. Once all requested materials are read and marked as checked, learners will be able to download a **Certification of Completion**, located at the bottom of the WinEra Course.
3. To request their certificate, they need to contact via email the University of Salamanca, in addition to the contact point of their country, providing the Certification of Completion as a proof of their successful completion of the WinEra Course.

Country	Contact Point	Email	Phone Number
France	CDE Petra Patrimonia	guary.matthieu@cde-petrapatrimonia.com	+33 620 42 47 13
Cyprus	Eurosucces Consulting	info@eurosc.eu	+357 22 42 01 10
Spain	University of Salamanca	jmelgosa@usal.es and eva.lahuerta@usal.es	+34 677585229
Italy	GAL Molise	info@moliseversoil2000.it	+39 (0)874 484508
Bulgaria	DAKOM	haradinova@gmail.com and ana.sharkova@gmail.com	+359 (0)877 643 490
Croatia	“Agroturist” Vodnjan - Dignano	agroturist.vodnjan@gmail.com	+385 (0)992 020 933

4. After the confirmation of learners’ personal details and the approval from the managers of the WinEra platform that all required contents have been correctly accessed and completed, the University of Salamanca will issue the official certificate containing the specific contents covered and skills acquired by the student. The certificate will be *digitally signed* so learners can use them and incorporate to their curriculum without the need to have a physical document.



REFERENCES

Bacchus SME (2018) Training course: <https://www.bacchuslearning.eu>

Bach, D., Smith, C. and Steel, C. (2019). A tutor's guide to teaching and learning at UQ. The University of Queensland, Australia, available at: <https://itali.uq.edu.au/files/4600/Tutors-Guide.pdf>

Fit to Comfort (2018) Manual for trainers, available at: <https://fit2comfort.edu>