

OPIS PROGRAMU INTENSYWNEGO opracowanego w ramach projektu **Partnerstw strategicznych (EN)**

Number of the project	2014-1-PL01-KA203-003392
Title/name of the intensive programme	Innovative Education towards the Needs of the Organic Sector
The overall scope of intensive programme	The overall scope: all subjects related to the organic food system. Main subjects covered in the Programme: History & philosophy of organic farming; Nutrient management in organic farming; Plant protection, weed control, soil CO ₂ fluxes and soil C storage in organic & sustainable agriculture; Organic plant breeding; Organic husbandry & animal welfare; IFOAM principles; SWOT analysis of the farms; Environmental integration in agriculture; Ecosystem services; Fair trade, slow food, local, traditional and regional food; Organic sector in Europe; Marketing in the organic food chain; Quality, safety & health impacts of organic foods.
The institutions organising the intensive programme (the name of the University in the national language, Erasmus code, country)	<ul style="list-style-type: none"> • Coordinator – Szkoła Główna Gospodarstwa Wiejskiego w Warszawie, PL WARSZAW05, Poland • Finland – Helsingin Yliopisto, SF HELSINK01 • Germany – Universitaet Kassel, D KASSEL01 • Spain – Universidad Politecnica de Madrid, E MADRID05 • Czech Republic – Jihoceska Univerzita w Ceskych Budejovicach, CZ CESKE01 • Estonia – Eesti Maulikool, EE TARTU01 • Italy – Universita degli Studi Della Tuscia, I VITERBO01
The objectives of the intensive programme (how the programme contributes to the achievement of the objectives of the project)	<p>The two-week international Intensive Programme was an integral part of the project, with main aim to develop and test innovative methods of teaching in the field of organic production sector.</p> <p>Intensive Programme, preceded by a stage of e-learning, is an initiative of the education, which provides participants (students) the conditions normally not available within the standard educational programs of the Universities (international group, an interdisciplinary program, a course in English).</p> <p>The use of innovative teaching methods in addition increases the efficiency of teaching and, in the long run, the chances of graduates on the labour market. The conducted Intensive Programme was a form of test of the proposed tool and educational methods, with a view to their improvement and the creation of the course, which could become permanently available in teaching programs of the partner universities.</p>
If applicable, the results of intellectual work associated with the intensive program (with a description of the	<p>Intensive Programme was associated with the following Intellectual Outputs of the EPOS project:</p> <p>O2 - Lectures on innovative educational methods, which were presented by each partner to the other participants of the project (several ideas have been</p>

links)	<p>implemented during the intensive programme).</p> <p>O3 - E-learning platform. Section of Moodle operated by the University of Kassel was made available and adapted to the objectives of the project. E-learning module was an introductory phase of the intensive programme.</p> <p>O4 - Educational materials to be placed on the e-learning platform have been prepared by representatives of each of the partner universities and placed on the e-learning platform before the start of the e-learning module for students (as already mentioned, e-learning module was an introductory phase of the intensive programme).</p> <p>O5 - Curriculum of the intensive course has been prepared by the Coordinator, in consultation with project partners.</p> <p>O6 - Educational materials for the participants of the intensive course have been prepared by representatives of each of the partner universities and communicated to the participants of the course (both teachers and students) in electronic form and on paper, during the course.</p> <p>O8 i O9 – report on the feedback of students and lecturers from the e-learning and intensive study programme.</p>
The language in which the intensive programme was conducted	English
Teaching methods used (a.o. the form of activities, such as lectures, group work, field work, project)	A variety of teaching methods have been used: e-learning, regular lectures, lectures combined with discussion, thematic workshops, field work, problem solving, and group presentations.
Probable effects of learning outcomes (knowledge, skills and social competence)	<p>Expected outcomes of the teaching / learning include the following:</p> <p>Knowledge:</p> <p>W1. Knowledge of legal regulations and the rules for organic production in the whole production chain from farm to fork</p> <p>W2. Understanding of the holistic nature of organic production both within the farm, as well as within the entire production chain (thanks to the specific characteristics of the Intensive Program realized by several European universities).</p> <p>W3. Knowledge of SWOT evaluation system of enterprises (strengths, weaknesses, opportunities and threats).</p> <p>W4. Knowledge of the principles of IFOAM – ecology, health, care and fairness.</p> <p>W5. Getting acquainted with the up-to-date knowledge on the quality of organic food and its impact on human and animal health.</p> <p>Skills:</p> <p>U1. Ability to prepare a SWOT analysis for the organic production sector.</p>

	<p>U2. Ability to assess organic farms and companies in the implementation of the principles of IFOAM.</p> <p>U3. Ability to acquire information directly from farmers and processors.</p> <p>U4. Ability to document the information collected in the form of photographs and notes.</p> <p>U5. Ability to prepare and present a multimedia presentation based on the collected information.</p> <p>U6. Ability to use e-learning as a method of acquiring knowledge.</p> <p>U7. Ability to communicate in English with teachers and other students.</p> <p>Social competences:</p> <p>K1. The ability to collaborate and elaborate a specific issue in several people group.</p> <p>K2. The ability to make contacts in the international group and to develop a tolerance towards other cultures.</p> <p>K3. Cognition of the principles and realities of student mobility within the European Union.</p> <p>K4. Attainment of the experience in conversations with entrepreneurs, potential employers in the market of organic production.</p>
<p>Assessment methods (verification of the teaching effects) (e.g. assessment / exam form)</p>	<p>Assessment methods were tailored to the diversity of teaching methods and a variety of activities for students during the Intensive Programme. The final evaluation of the whole program consisted of the following partial assessments in the percentage ratio:</p> <p>Group presentation created during the e-learning about organic farming in the given country - 10%</p> <p>Group presentation on SWOT analysis - 10%</p> <p>Group presentation on the principles of IFOAM – 10%</p> <p>Group presentation on the recommended development strategy for the companies - 20%</p> <p>Final individual exam – 50%.</p> <p>The final exam was a multiple choice test with one (usually) or two (much more rarely) valid answers. The total number of questions was 80. This was due to the large number of teachers involved in the learning process and huge knowledge passed on the course.</p>
<p>The student's effort, including the number of ECTS credits assigned to the programme</p>	<p>Each student received a certificate of the participation in the course with final grade obtained and information about allocated 6 ECTS. These credits were a reflection of the significant effort of students, which together amounted to 180 hours.</p> <p>These hours consisted of the lecture hours, field work and work in subgroups, as well as participation in e-learning and a team presentation on organic farming in the country, where the students were studying.</p>
<p>Level of study for which intensive programme has been prepared</p>	<p>The main target group of the intensive programme are students of the Master degree, but the program is adapted also to the last year of Bachelor study and first year of doctoral studies.</p>

Prerequisites to students	Completed or almost completed studies in the field of agriculture, food science, nutrition and environmental sciences; fluency in English; motivation.
If applicable, the products resulting from the implementation of the intensive program (e.g. the results of the work of students, presentations, teaching materials, teaching aids, reports, etc.)	As a result of the implementation of the Intensive Programme many results have been created: a lot of teaching materials in the form of multimedial presentations and syllabuses of workshops prepared by all teachers involved in the programme; in addition, many student presentations on SWOT analysis of farms and businesses, about IFOAM principles, and about recommended strategies for the further development of farms and companies.
If applicable, the cultural programme proposed to the participants of the course	Cultural offer of the intensive program was rich and included: integration meeting at the beginning of the intensive course, a tour of Warsaw with the participation of Polish students (a.o. a visit to the Museum of the Warsaw Uprising), visit to the castle in Golub Dobrzyń and demonstration of the Polish horse Hussar riding, the final meeting of the teachers & students including the preparation of national dishes by students participating in the course.
Methods for the evaluation of intensive course by: students, teachers (e.g. evaluation survey, interviews with participants)	Evaluation survey has been carried out with both students and teachers. participating in the intensive programme.
If applicable, literature relevant for the students	<ol style="list-style-type: none"> 1. Barański, M., Średnicka-Tober, D., Volakakis, N., Seal, Ch., Sanderson, R., Stewart, G.B., Benbrook, Ch., Biavati, B., Markellou, E., Giotis, Ch., Gromadzka-Ostrowska, J., Rembiałkowska, E., Skwarło-Sońta, K., Tahvonen, R., Janovska, D., Niggli, U., Nicot, Ph., Leifert, C. 2014. Higher antioxidant and lower cadmium concentrations and lower incidence of pesticide residues in organically grown crops: a systematic literature review and meta-analyses, British J. Nutrit. doi:10.1017/S0007114514001366. 2. Brandt, K., et al. 2011. Agroecosystem Management and Nutritional Quality of Plant Foods: The Case of Organic Fruits and Vegetables. Critical Reviews in Plant Sciences, 30(1-2): p. 177-197. 3. Campbell W.B., Silvia López-Ortiz S. (ed.) 2014. Sustainable food production includes human and environmental health. - (Issues in Agroecology – Present Status and Future Prospectus ; Vol. 3) / - Springer Netherlands. 4. Canadian organic research group SWOT analysis February 23,2009.https://www.dal.ca/content/dam/dalhousie/pdf/faculty/agriculture/acc/en/research-priorities/Canadian_Organic_SWOT_2009.pdf 5. IFOAM principles. 2015. http://www.ifoam.bio/en/organic-landmarks/principles-organic-agriculture 6. Matt, D.; Rembiałkowska, E.; Luik, A.; Peetsmann, E. and Pehme, S. (editor): Williams, Ingrid Helvi (Ed.) 2011. Quality of Organic vs. Conventional Food and Effects on Health. Estonian University of Life Sciences, Tartu, Estonia. ISBN 978-9949-484-06-5 (pdf) 7. Rembiałkowska E. 2007. Review: Quality of plant products from organic

	<p>agriculture. Journal of the Science of Food and Agriculture, 87: 2757-2762</p> <p>8. Smith-Spangler, C., et al., 2012. Are Organic Foods Safer or Healthier Than Conventional Alternatives? A Systematic Review. Annals of Internal Medicine, 157(5): p. 348-366.</p> <p>9. Średnicka-Tober D., Barański M., Seal C.J., Sanderson R., Benbrook C., Steinshamn H., Gromadzka-Ostrowska J., Rembiałkowska E., Skwarło-Sońta K., Eyre M., Cozzi G., Larsen N. K., Jordon T., Niggli U., Sakowski T., Calder P., C., Graham C. G. C., Sotiraki S., Stefanakis A., Stergiadis S., Yolcu H., Chatzidimitriou E., Butler G., Stewart G., Leifert C. 2016. Higher PUFA and n-3 PUFA, conjugated linoleic acid, α-tocopherol and iron, but lower iodine and selenium concentrations in organic milk: a systematic literature review and meta- and redundancy analyses. British Journal of Nutrition, doi:10.1017/S0007114516000349</p> <p>10. Średnicka-Tober D., Barański M., Seal C.J., Sanderson R., Benbrook C., Steinshamn H., Gromadzka-Ostrowska J., Rembiałkowska E., Skwarło-Sońta K., Eyre M., Cozzi G., Larsen N. K., Jordon T., Niggli U., Sakowski T., Calder P., C., Graham C. G. C., Sotiraki S., Stefanakis A., Yolcu H., Stergiadis S., Chatzidimitriou E., Butler G., Stewart G., Leifert C. 2016. Composition differences between organic and conventional meat: a systematic literature review and meta-analysis. British Journal of Nutrition, doi:10.1017/S0007114515005073</p>
Additional comments from the beneficiary	<p>The Intensive Programme was in the view of Project Coordinator a very interesting and innovative event, valuable in terms of education, science and culture. The shortcomings noted in the course of the Intensive Programme will be used to improve similar initiatives in the future.</p>

A schedule of Intensive Program, including hours, activities, etc. is available on the EPOS website (section: Output 5).