

European Sustainability Expert Course

**Work Package 4 – Train-the-trainer CPD
Programme**

- MODULE 2 -

Elaborated by: SRC

Module 2: *Navigating the SUSTAIN-EU Curriculum and E-Learning Course*

Module 2:	Navigating the SUSTAIN-EU Curriculum and E-Learning Course
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Module Overview	
This module aims to support trainers in confidently exploring and navigating the SUSTAIN-EU E-Learning Course, while becoming familiar with its overall structure, content and learning approach. Learners will be introduced to the structure, design and content of the nine modules included within the course. They will also be guided through the SUSTAIN-EU online platform, with opportunities to test and explore the available resources, including content, quizzes, and expert videos. Through a range of practical activities, trainers will develop outputs and strategies that will support them in effectively delivering the ESE course to their learners. Throughout this module, trainers will often adopt the perspective of learners in order to better anticipate potential learning needs, challenges and barriers that participants may experience in online learning environments. These reflective activities will encourage trainers to critically examine their teaching practices and identify ways to better support learner engagement and participation.	
Module Learning Outcomes	
K1–	Explain the structure, methodology, and learning design of the European Sustainability Expert course.
K3–	Interpret and apply the SUSTAIN-EU curriculum structure and LMS tools for course delivery.
K4–	Summarise principles of digital pedagogy, asynchronous facilitation, and learner engagement.
S3–	Use digital tools and the AI Trainer Bot to guide, support, and monitor learners during the course.
S6–	Develop and implement facilitation plans aligned with the six modules of the ESE curriculum.
Module Content	
Topic 1	The development and rationale of the course

	Explanation of the context in which the course was developed, the skills gaps it aims to address, and the pedagogical approach behind its design.
Topic 2	The structure and design of the course Overview of the 9 modules, learning objectives and assessment criteria
Topic 3	Navigating the e-learning platform and digital tools Practical activity where participants explore the LMS, test the AI bot and familiarise themselves with the available digital resources and functionalities
Topic 4	Supporting learners in online and self-directed activities Development of a lesson plan which outlines how trainers can effectively support learners in their online and self-directed learning activities.

Face-to-Face Training Session

This module must include 3 hours of face-to-face training.

Session Structure

Time	Activity	Method	Materials/resources
0–30 min	Introduction: Module 2 overview and learning outcomes	Presentation / group discussion	PPT slides
30–75 min	Core content: Development and structure of the course, pedagogical approach, ESE course overview	Presentation / examples	PPT slides/ ESE course E-Learning platform/ ESE curriculum
75–120 min	Practical activity: In pairs, trainers explore the platform (one module/pair) and create the “Top 10 Learner Questions & Trainer Responses”.	Group work/ peer exchange	ESE E-Learning platform
120–160 min	Application to training practice: participants design a Facilitation (Lesson) Plan	Practical exercise / peer exchange	ESE E-Learning platform
160–180 min	Reflection, peer feedback and explanation of the self-directed learning task	Group reflection / feedback	Reflection questions, SDL task instructions

Teaching Methods

Tick the methods used in this module.

☒	Presentation
☒	Demonstration
☒	Group discussion
☐	Case study
☒	Practical exercise
☐	Micro-teaching
☒	Peer feedback
☒	Reflection activity
☐	Other: [Insert]

Self-Directed Learning

Each module must include **1 hour of self-directed learning**.

The self-directed activity should not be only reading. It should lead to a small practical output that supports the trainer's portfolio or prepares participants for teaching practice.

SDL Activity Description

Field	Partner input
Title of SDL activity	Supporting Learners in Online-Learning Environments
Duration	1 hour
Instructions for participants	<u>Step 1 (05 mins):</u> Watch this video and identify a range of challenges learners may experience in online learning

environments, including emotional, technical motivational and communication-related challenges.

Step 2 (10 mins) Reflect on the challenges presented in the video. Ask yourself:

- Which of these challenges are most relevant to your learners?
- Have your learners previously experienced any of these barriers?
- Can you identify any other challenges that may arise in your own training context?

In column 1 of the “**Learner Support Strategy**” sheet, write down 5 key learner challenges that your learners could face.

Step 3: Identify the challenges possible causes (05 mins)

- By experience, what could be the cause of these challenges?

In column 2 of the “**Learner Support Strategy**” sheet, , outline the possible causes to the identified challenges.

Step 4: Identify Trainer Response (10mins)

For each identified challenge, ask yourself:

- What support could help the learners to address these challenges?
- Think about material support (dedicated room) and teaching support (regular check ins)

In column 3 of the “**Learner Support Strategy**” sheet, , outline practical the support learners could benefit from you. Focus on practical actions and proactive support.

Step 5: Trainer Support Checklist (10 mins)

Using the “Trainer Support Checklist”, outline approximately five practical actions or strategies you could implement to support learners who may experience challenges during e-learning sessions. Keep this checklist as a reminder before teaching any online content.

Expected output	Learner Support strategy & Trainer Support Checklist
Link to Trainer Portfolio	The output can be included in the Trainer Portfolio as evidence of labour-market relevance, local adaptation and learner guidance.
Materials/resources needed	E-Learning platform, video

Assessment and Trainer Portfolio

Assessment Methods Used in This Module

Select:		Short description:
☐	Quiz	Participants will receive peer feedback during the face-to-face session. The “10 learner questions and trainer responses” resource developed during the practical activity and the lesson-plan, together with the lesson plan created during the application in practice activity, will contribute to the Trainer Portfolio.
☒	Practical task	
☐	Micro-teaching	
☒	Peer feedback	
☒	Trainer portfolio (Mandatory)	

Trainer Portfolio (Mandatory)

The Trainer Portfolio is a **mandatory assessment component** as it provides evidence of participants’ ability to apply pedagogical, digital, and facilitation competences in real teaching practice.

Minimum required Trainer Portfolio components:

- lesson plan
- teaching activity / micro-teaching activity
- reflection

Trainer Portfolio output



Participants will include a “10 learner questions and trainer responses” (developed during the platform navigation task) and a lesson plan outline within their Trainer Portfolio.

The “10 learner questions and trainer responses” output should include:

- Common questions learners may ask while registering, navigating, and using the SUSTAIN-EU E-Learning Platform and ESE course
- Clear, supportive, and practical trainer responses that guide learners through key platform features and activities
- Simple explanations related to accessing modules, quizzes, learning materials, AI-supported tools, progress tracking, and learner support functions
- Simple guidance designed to promote learner confidence and independent navigation of the platform

The Lesson Plan outline output should include:

- An introduction outlining the purpose and objectives of the session
- 2 or 3 activities to support learner engagement and participation
- A conclusion summarising the session and reinforcing key learning points