



Training programme for the workers of the bivalve mollusc aquaculture sector

Work Package: 3

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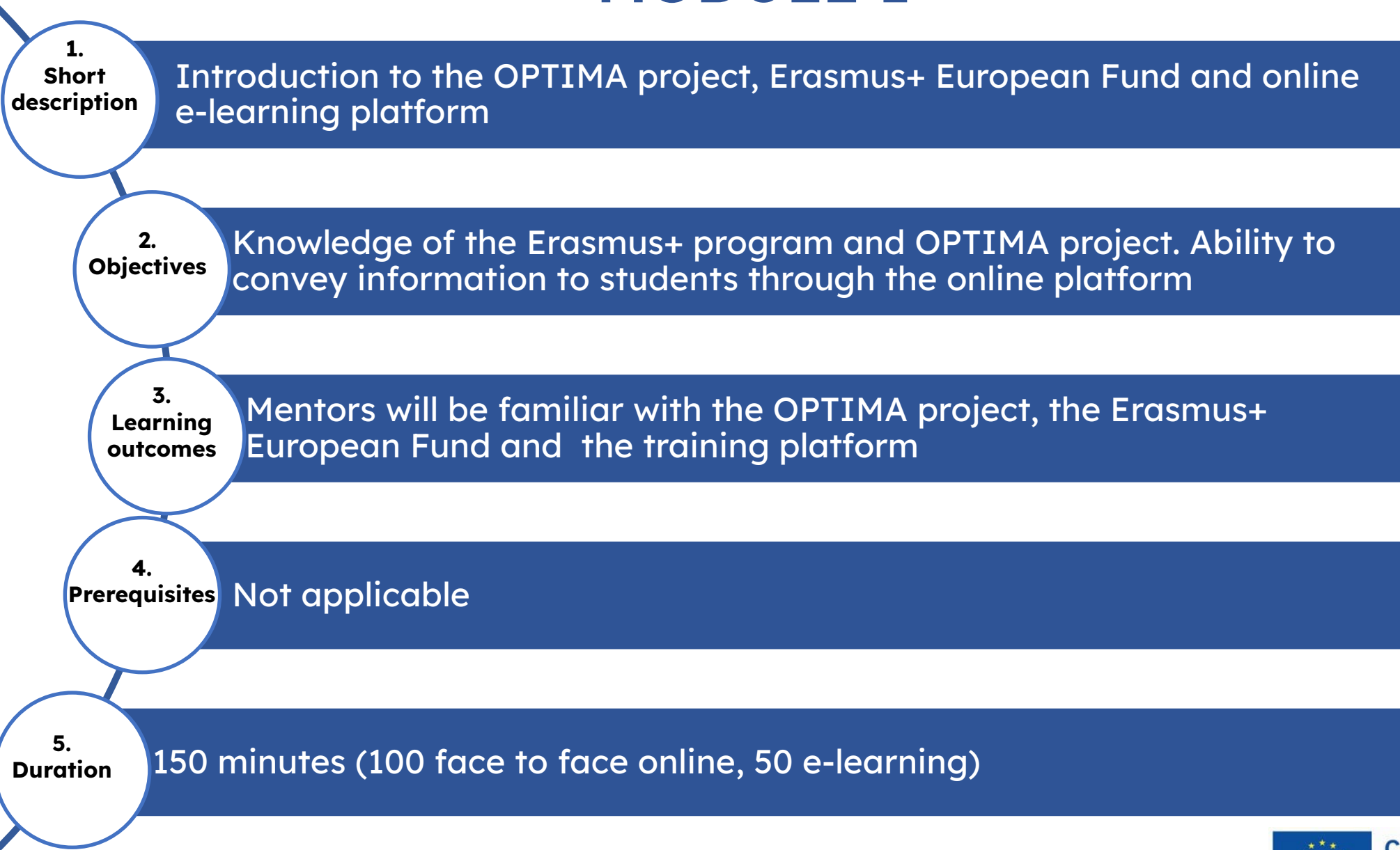
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MODULE 1



MODULE 1

1. The OPTIMA project in the EU scenario of bivalves' aquaculture



The **European aquaculture sector** faces:

- Environmental pressures
- Market fluctuations
- Need for continuous innovation



OPTIMA
Good Practices in Molluscs Aquaculture



OPTIMA aims to strengthen the skills and knowledge of shellfish farmers across Europe



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1. The OPTIMA project in the EU scenario of bivalves' aquaculture

The **European bivalve farming sector** (mainly including mussels, oysters, clams) plays a key role in food security and coastal economies

👍 Benefits:

- **Low environmental impact**
- Providing **ecosystem services**
- **Not involving** the use of **pharmaceuticals or antibiotics**
- **Elimination** of **eutrophication** thanks to the filter feeding potential
- **Creation of biodiversity hotspot**
- **Carbon dioxide storage** in the calcium carbonate shells

👎 Problems:

- **Environmental issues**
Climate change and harmful algal blooms can affect the bivalves.
- **Market barriers, farming areas, and regulations**

The sector faces market demand for certain products, competition for marine space, and complex administrative procedures for obtaining licenses and authorizations.



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1. The OPTIMA project in the EU scenario of bivalves' aquaculture



Problems:

- **Production inefficiencies**

The bivalve sector lags in technology compared to other aquaculture segments.

- **Knowledge gaps**

Farmers need continuous training and updating regarding best farming practices, disease management, and issues related to overheating, predators, and alien species. Furthermore, there is a lack of knowledge among workers in the sector regarding the ecosystem services provided by this type of farming.

- **Need to promote the product**

The products resulting from this type of aquaculture, healthy, green, and with zero (if not positive) impact, should be better promoted. Moreover, in the case of bivalves, the difference between farmed and wild-caught, in terms of nutritional properties and quality, is practically zero.



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1. The OPTIMA project in the EU scenario of bivalves' aquaculture



In 2021 Europe issued

"Strategic Guidelines for a More Sustainable and Competitive EU Aquaculture 2021-2030"



Importance of diversifying global aquaculture production toward low-trophic species such as bivalves



OPTIMA
Good Practices in Molluscs Aquaculture



Launched in **October 2023** and scheduled for completion in **April 2026**



Need to improve **training** and **skills** in the bivalve aquaculture sector for a more sustainable, competitive, and resilient sector



Importance of **e-learning** and **digital mentoring** in a sector where hands-on work often limits access to traditional training.



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MODULE 1

1.1 The Erasmus+ fund and its characteristics: the OPTIMA project - funding line, objectives and results

1.1.1 Characteristics of Erasmus+ funds

The Erasmus+ program is the European Union's flagship program for **education, training, youth, and sport**, aiming to promote **mobility** and **transnational cooperation**.



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Erasmus+ Programme
of the European Union



EU Member States and
associated countries (including
some non-EU countries)



Wide range of target groups, including
students, teachers, researchers, youth
workers, and institutions

The Erasmus+ program is structured around **three Key Actions (KA)**:

- **KA1**
- **KA2**
- **KA3**

Each KA is designed with specific goals and targets different types of beneficiaries and activities

ERASMUS+ KEY ACTIONS

KA1

Learning
Mobility
of Individuals

KA2

Cooperation
among
Organisations
and Institutions

KA3

Support to
Policy
Development
and Cooperation



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1.1.1 Characteristics of Erasmus+ funds



Key Action1: Transnational mobility opportunities for individuals

Movement of individuals for periods of study, traineeships, teaching, training, or volunteering, with the opportunity to learn, train, or teach in other countries.

The beneficiary of fundings are **organizations** (schools, universities, vocational training institutions, youth organizations, etc.).

Examples:

- Higher Education: Study periods (the classic Erasmus program), student internships, faculty and staff mobility (teaching or training).
- Vocational Education and Training (VET): Mobility for trainees, apprentices, and VET students, mobility for VET staff (courses, job shadowing, teaching).
- School Education: Student mobility (short or long-term), mobility of school staff (courses, job shadowing, teaching).
- Adult Education: Adult learner mobility, mobility of adult education staff.
- Youth: Youth exchanges, mobility of youth workers, youth participation activities.



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1.1.1 Characteristics of Erasmus+ funds

KA2

Key Action 2: Transnational cooperation and innovation development. It supports the design, transfer, and implementation of innovative practices and collaboration between different organizations in all sectors of education, training, youth, and sport.

The main projects (sub-actions) include:

- **Cooperation partnerships (KA220)**

🎯 Strengthen collaboration between organisations across Europe to improve innovation and knowledge sharing.

📅 Duration: 12 to 36 months.

💰 Available budget: €120.000, €250.000 or €400.000.

👥 Eligible applicants: public or private organisations in the fields of education, training, youth or sport. Minimum partnership includes at least 3 organisations from 3 different Erasmus+ countries.

👉 Financial lines:

VET (Vocational Education and Training)

ADULT (Adult Education)

SCHOOL (School Education)

HE (Higher Education - University)

YOUTH (Youth, youth organisations, NGOs)

SPORT (Projects for the development of sport at local and European level)

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1.1.1 Characteristics of Erasmus+ funds

KA2

- **Small-Scale Partnerships (KA210)**

 Reach less experienced or less administratively capable organizations with narrower objectives.

 Partners: minimum 2 organizations from 2 different countries.

 Duration: 6-24 months.

 Budget: lump sum of €30.000 or €60.000.

- **Partnerships for Excellence**

These projects aim to support excellence and innovation in specific sectors, with a focus on the recognition of qualifications and the development of centers of excellence.

- Centers of Vocational Excellence (CoVEs):**

 Create cooperation platforms between VET providers, businesses, research centers, and local authorities to develop innovation and expertise at the regional level.

 Partners: Vocational Education and Training (VET).

- Erasmus+ Teacher Academies:**

 Provide professional development opportunities for teachers, strengthen the European dimension in teacher training, and facilitate mobility.

 Partners: school education and, in part, higher education.

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1.1.1 Characteristics of Erasmus+ funds



KA2

- **Innovation Alliances**

 Promote cooperation between higher education institutions, companies and vocational education providers to drive innovation and entrepreneurship.

 Duration: 24 to 36 months.

 Maximum budget: €1.000.000 or €1.500.000.

 Eligible applicants: higher education institutions, vocational training centers, companies, research institutions. Minimum partnership: at least 4 organisations from 4 Erasmus+ countries.

 Financial lines:
VET (Vocational Education and Training)
HE (Higher Education - University)

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1.1.1 Characteristics of Erasmus+ funds



KA2

- **Capacity building projects in the field of youth and education**

 Support non-EU countries in modernizing their education, training and youth work through international cooperation.

 Duration: 12 to 36 months.

 Variable budget: depends on the project and the number of partners, often between €100.000 and €400.000.

 Eligible applicants: educational institutions, youth organisations, NGOs, public bodies. Minimum partnership: at least 3 organisations from 3 different countries (including at least one non-EU country).

 Financial lines:
VET (Vocational Education and Training)
ADULT (Adult Education)
SCHOOL (School Education)
YOUTH (Youth, youth organisations, NGOs)
HE (Higher Education - University)

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1.1.1 Characteristics of Erasmus+ funds

KA2

Overview table of Erasmus financial lines

Action	Involved sectors	Duration	Maximum budget/project
Cooperation Partnerships	VET, ADULT, SCHOOL, HE, YOUTH, SPORT	12-36 months	125.000€/ 250.000€/ 400.000€
Small-Scale Partnerships (KA210)	VET, ADULTS, SCHOOLS, YOUTH, HIGHER EDUCATION, SPORT	6-24 months	€30,000 / €60,000
Alliances for Innovation	VET, HE	24-36 months	1.000.000€/ 1.500.000€
Capacity Building	VET, ADULT, SCHOOL, HE, YOUTH	12-36 months	100.000€/ 400.000€

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1.1.1 Characteristics of Erasmus+ funds

KA3



Key Action 3: it is the program's most strategic action, aiming to support **policy cooperation** and **system-wide reforms** in the European Union. It focuses on promoting structured dialogue, gathering data and knowledge, and testing new policies.

🎯 Contribute to the modernization and adaptation of education, training, youth, and sport systems to current and future challenges, based on data and evidence.

👥 **Eligible applicants:** often public authorities (national, regional), research centers, think tanks, large European networks, and organizations promoting dialogue with young people (e.g., "European Youth Together"). Many actions are centrally managed by the European Commission (EACEA).

Types of activities (examples):

Policy Experiments: projects that test and evaluate the effectiveness of new policies on a small scale before possible wider implementation.

Data Collection and Analysis: studies, surveys, and reports to provide evidence to support policy decisions.

Stakeholder Dialogue: events, conferences, and platforms to facilitate discussion between policymakers and industry stakeholders.

European Policy Instruments: support for tools such as the European Qualifications Framework (EQF), Europass, and quality assurance systems.

European Youth Together: projects that promote youth participation and dialogue between youth organizations at the European level.

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1.1 The Erasmus+ fund and its characteristics: the OPTIMA project - funding line, objectives and results



1.1.2 OPTIMA project

OPTIMA project was submitted under the **Erasmus+ KA220** "Cooperation Partnerships" funding line.

Goals:

 Provide adequate training in the bivalve aquaculture sector.

 Promote the exchange of best practices and information with partners from different countries.



Strengthen the skills and knowledge of workers to address ongoing changes and meet the sector's sustainable development needs.



Partners

Three of Europe's largest bivalve producers:

- The French National Committee for Bivalve Mollusc Culture (CNC)
- The Irish Farmers Association (IFA)
- The Spanish producer of Galician PDO mussels (CRMG)

Project coordinator with scientific expertise and technical assistance for farmers:

M.A.R.E. Soc. Coop a r.l

Company specializing in VET training:

**DEMETRA
FORMAZIONE
S.R.L.**

Company specializing in European project management and quality certification:

SGS TECNOS

Company specializing in communication and creation of online e-learning platforms:

IDEC



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1.1.2 OPTIMA project

Partners developed a **training program** to meet company needs in the following areas:

- Development of new, more efficient and environmentally friendly farming techniques through the exchange of best practices between EU countries.
- Diversification of production with the use of new species.
- Achievement of quality certifications (PDO and organic).
- Good practices to prevent potential marine pollution from bivalve farming.
- Increasing farmers' knowledge and awareness of the ecosystem services provided by bivalve farming.
- Increasing public and consumer awareness of the quality and sustainability of bivalves and the environmental services they provide.
- Increasing awareness and understanding of the pathogens and diseases affecting farmed species, as well as greater knowledge of alien species and the issues associated with them.



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1.1.2 OPTIMA project

The project involves the use of **web technologies** and **digital tools** to streamline training and support bivalve farmers' learning.

Close collaboration
between farmers,
mentors and
researchers

- ✓ No disruption to production
- ✓ Flexible access (home/work, recorded materials)
- ✓ Remove barriers of time, location, and expense



Objectives:

- Enhancing digital e-learning platforms for aquaculture workers throughout Europe with updated and easily accessible programs addressing blue economy challenges.
- Training mentors in the use of distance learning and online platforms and ensure that they are capable of developing and conducting online courses remotely.



Creation of a new profession called "digital mentoring."



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1.1.3 Importance of training for the bivalve aquaculture farmers

The aquaculture sector will be the driving force behind ensuring the food of the future.

(EU Aquaculture: State of Play - Anne Altmayer; Samy Chahri Members' Research Service PE 762.336 - June 2024)



Challenge

Fisheries in crisis
(declining stocks,
pollution, climate
change, alien species)



Solution

The fish and bivalve production
sectors will increasingly turn to
farmed products, but the
sector must evolve:



OPTIMA Response:

Training program for mentors in
bivalve aquaculture focused on
distance learning and teaching
techniques ensuring
high-quality training.



Gaps

- Farmers lack European-wide perspective
- Limited time for in-person training → need digital solutions

- Diversification of farmed species
- Sustainable & efficient farming techniques
- New technologies (sensors, satellites)
- Certifications & ecosystem services awareness
- Exchange of best practices across EU countries



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1.2 OPTIMA Project Results



The project's primary objective is to **raise the qualification levels** of both aquaculture professionals and their mentors.



Achieved through an innovative **e-learning** training model



Main activities of the OPTIMA project:

- **Background Study:** detailed studies on bivalve farming in the project countries, covering farming techniques, environmental impact, and quality labels.
- **Benchmarking Study:** creation of a benchmarking report by integrating findings from the five national context studies. It will highlight common challenges, best practices, and innovative solutions, offering a consolidated view of the sector's current state and future opportunities.
- **Bibliographic study:** review of the scientific literature related to the important ecosystem services provided by bivalve farming and to the potential environmental impacts, with the objective of building an up-to-date knowledge base essential for implementing sustainable management and to mitigate potential environmental impacts.
- **Training program development:** creation of customized e-learning programs for operators and tutors, with a focus on best practices in bivalve aquaculture.
- **Digital tools and videos:** development of a platform for mentors and students and production of informative videos covering the status of bivalve farming, the main farmed species, certifications, and best farming practices in the five consortium countries.
- **Dissemination:** reach out to a broad audience, including aquaculture farmers, aspiring young people, policymakers, and industry associations, to ensure widespread adoption of improved practices.



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1.2.1 Benchmarking Study and Bibliographic Study



Developed during the first phase of the project

↓

Gather information on bivalve farming across the five project countries, including **techniques, farmed species, certifications, best practices, and challenges.**

↓

Consult existing literature to gather information on the **ecosystem services** and **environmental impacts** of mollusc farming.

- ↓
- Alterations in bathymetry and sediment composition
 - Ecological interactions with local biotic communities

- ↓
- Water filtration
 - Reduction in eutrophication
 - Carbon sequestration
 - Creation of structural habitats

1.2.2 Training programme for mentors



→

The training programme for mentors is structured in 4 modules, educating them in new technologies applied to training and pedagogical approach.



0. The Erasmus+ fund, the OPTIMA project and its expected results, the European bivalve aquaculture scenario.



1. Digital learning environment: from the traditional to the virtual classroom.



2. Digital collaboration spaces: sharing information with students.



3. Organizing digital distance learning.



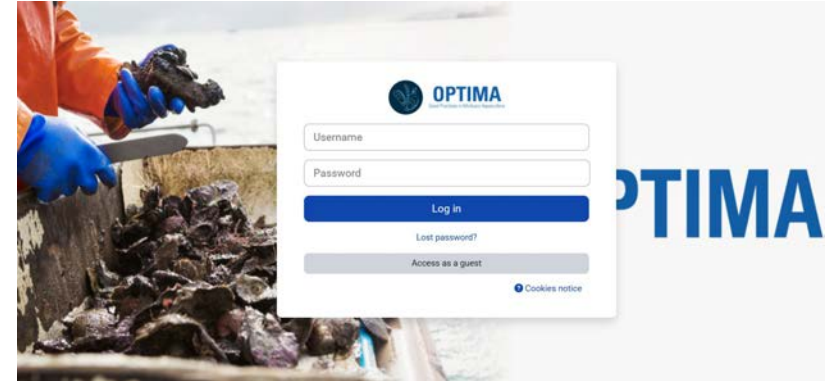
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1.2.3 E-learning platform

Developed by the project partner IDEC, the platform gives students and teachers access to the project's training programs and videos.



1.2.4 Training programme for workers and entrepreneurs

It represents the project's main output and will be used to disseminate all the information gathered during the background study in each country and subsequently in the benchmarking study.

1.2.5 Videos

National videos will be filmed and produced in all five consortium countries (Italy, Spain, France, Greece, Ireland).

The goal is to produce a final video providing an overview of the current state of the bivalve aquaculture sector in Europe, highlighting its strengths and its weaknesses.

Farming techniques
Best practices
Product and process certifications
Common and uncommon challenges
Solution implemented

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1.3 Be able to transmit the project information to the learners

Mentors' first step:
Understand their audience



- ✓ Use clear and direct language
- ✓ Provide content immediately applicable and relevant to their work

- High technical and practical skills.
- Extensive hands-on experience.
- Deep understanding of the dynamics of the industry.
- May not have a high level of formal education.



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1.3.1 Approach with the training course users



Starting the training program with an **assessment** of students' knowledge of the characteristics of the bivalve farming sector in other European countries:

- ✓ Allow mentors to immediately capture students' attention and understand their level of knowledge.
- ✓ Different techniques in bivalve farming sector arouse curiosity and represent an opportunity for mutual learning and inspire new solutions.



Targeted and interactive approach: ensuring that the content is relevant and meets the specific farmers' needs.



Ask students which aspects of bivalve farming they would like to develop, then check if these are already covered in the training program.



Address differences in bivalve farming development across EU countries and market competition to help students contextualize information.



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1.3.2 Use of simple and clear images and infographics

For a better understanding the course will integrate visual tools such as comparative tables or videos.

COUNTRIES	ITALY	SPAIN	IRELAND	FRANCE	GREECE
SPECIES FARMED	1. <i>Mytilus Galloprovincialis</i> 2. <i>Ruditapes philippinarum</i> 3. <i>Magallana gigas</i> 4. <i>Ostrea edulis</i> 5. <i>Tapes decussatus</i>	1. <i>Mytilus Edulis</i> 2. <i>Mytilus Galloprovincialis</i> 3. <i>Ruditapes philippinarum</i> 4. <i>Tapes decussatus</i> 5. <i>Magallana gigas</i> 6. <i>Ostrea edulis</i>	1. <i>Mytilus Edulis</i> 2. <i>Magallana gigas</i> 3. <i>Ostrea edulis</i> 4. <i>Ruditapes philippinarum</i> 5. <i>Pecten maximum</i>	1. <i>Mytilus edulis</i> 2. <i>Mytilus galloprovincialis</i> 3. <i>Magallana gigas</i> 4. <i>Ostrea edulis</i> 5. <i>Veneridae</i> spp. 6. <i>Cerastoderma</i> spp.	1. <i>Mytilus Galloprovincialis</i> 2. <i>Ruditapes philippinarum</i> 3. <i>Magallana gigas</i> 4. <i>Ostrea edulis</i>
FARMING TECHNIQUES	1. Mussels offshore longline 2. Mussels on poles in the lagoon 3. Clams on the bottom 4. Floating bivalent system 5. Oysters cemented on ropes 6. Lanterns 7. Baskets in long-line offshore 8. Floating pouches in lagoons	1. Mussels in bateas 2. Mussel offshore longline (farming lines) 3. Oysters cemented on ropes 4. Clams on the bottom 5. Oysters in bags	1. Mussels offshore longline 2. Mussels on the bottom 3. Oysters in bags 4. Oysters in roll-bags	1. Oysters in bags on trestle 2. Mussels bouchots 3. Suspended rope-grown 4. Clams or cockles on the bottom 5. Tables similar to the Spanish bateas both for oysters and mussels	1. Mussels offshore longline 2. Poles in the lagoon similar to bouchots 3. On the bottom 4. Clams on the bottom
MAIN FARMING SITES	Bivalve farming is widespread especially along the Adriatic coast, with a greater concentration in the North Adriatic. Other important production areas are located in Ionian Sea (Taranto gulf); Tyrrhenian Sea: Campania Region, La Spezia gulf, Gaeta, Follonica. In Sardinia the production areas are located in the gulf of Olbia and Oristano, for what concerns mussels and oysters, while European and Philippina Clams are farmed in the lagoon ponds in the south of the island.	Bivalve farming is concentrated above all in Galicia, which produces 97% of the total amount of the national production. Other autonomous communities where bivalves are farmed with much smaller production (3000 tons/year): Catalonia, Valencian community, Andalusia, Balearic Islands, Asturias and Cantabria. In Galicia there are almost 4900 facilities dedicated to the bivalves farming: - Bateas: 3626 (3387 are dedicated to mussel farming, the rest are dedicated to other bivalves, mainly oysters/pectins, or to the pre-baiting of clams) - Farming lines: 22 (all dedicated to mussel farming) - Farming parks: 1202 (clams, cockles and razor clams). - Hatcheries: 11 (clam and oyster seed).	Bivalve farming is concentrated mainly along the west coast, from the Belgian border to the Spanish border. Here, oysters are the most farmed (95% of the total, farmed in bags on racks), but also mussels (<i>Mytilus edulis</i>) especially in the Bouchots (95% between Charente-Maritime and Pas de Calais) and, more rarely (5%), in offshore facilities with rope longline (Marennes-Oléron, Bay of Brest). On the west coast, there are also small clam and cockle farms on the seabed (Pays de la Loire region) and small oyster farms on the seabed in the Bay of Quiberon and Bay of Mont-Saint-Michel (5% of total production). In the Mediterranean area the most farmed species are the mussels <i>M. galloprovincialis</i> , farmed in offshore systems with longlines or in Bateas similar to the Spanish ones but anchored to the ground.	Bivalve farming is widespread in all coastal regions with suitable bays. Concerning oysters, the largest production is located in the Southeast and North regions. The suspended rope-grown mussels production (<i>Mytilus edulis</i>) is located along the western seaboard but is concentrated also in the sheltered bays of the South. The production of the seabed farmed mussels is concentrated in the Southeast (Wexford port) and northeast (Carlingford Lough), with almost 97% of the total amount. The seeds are collected with seasonal workers in the Southwest (Castlemaine Harbour) and sold to nearby finishing units. The seabed farming of native oysters (<i>Ostrea edulis</i>), King Scallops (<i>Pecten maximus</i>) and Clams (<i>Ruditapes philippinarum</i>) has resumed on a smaller scale in specific sites along the coast.	Bivalve farming is located in the following farming sites: - Gulf of Thermaikos (80%), - Gulf of Kalloni, - Gulf of Saronikos, - Gulf of Maliakos, - Gulf of Amvrakikos Nestos estuaries. Mussels and oysters are farmed in the Makrighalos and Chalastra regions in long-line offshore farming facilities. In Igoumenitsa, the oysters are mainly produced, also in this case in long-line offshore farming facilities. In Lamia, mussels are produced in offshore long-lines. Clams are grown mainly in lagoons with purely natural processes, without enrichment of nutrients.

Example of a table showing the situation of bivalve farming in 5 different countries



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1.3.2 Use of simple and clear images and infographics

Type of Problem	Not present	Not so common	Common	Very common
Diseases of the farmed product (marine biotoxins or pathogens)				
Death of the farmed product (anoxia, pathogens)				
Storm surges that damage the farmed product or the farming system				
Seawater temperature that affects the productions				
Alien species				
Quality certification of products or farming techniques (bureaucracy)				
Sale of the products				
Workforce recruitment				
Predators that ruining production				

Example of a table concerning the Italian problems related to bivalve farming sector

Summary tables were created during the preliminary Benchmarking Study for each country involved in the project, relating to structural and geographical characteristics of the sector, problems and difficulties in terms of disease, mortality, product marketing, training, certification, etc.

4 levels of intensity were used to classify the problems addressed: "not present"; "not so common"; "common"; and "very common."



The colours give to the workers an immediate overview of the state of bivalve aquaculture in their country (orange and red = countries with major problems - green and dark green: countries with few problems).

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1.4 Be able to deliver the training programs foreseen by the OPTIMA project through the e-learning platform produced by the project

This section is designed to assist teachers and mentors in using the OPTIMA Training Platform, including uploading PDF files, creating quizzes, and organizing course materials.

1.4.1 How to handle and use the OPTIMA Training Platform

Overview

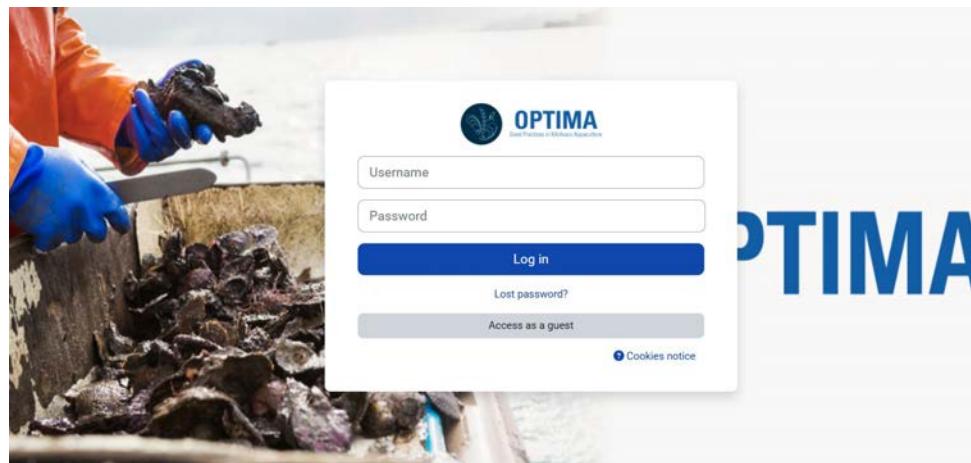
- Dedicated e-learning platform
- Tailored for the aquaculture sector
- Providing specialized training resources, interactive modules such as health management, sustainable farming techniques, water quality monitoring and regulatory compliance
- Up-to-date industry knowledge

Getting Started – Accessing the Platform

Visit

<https://learn.optima-erasmusproject.eu/>

Log in using the credentials provided to you by your national contact



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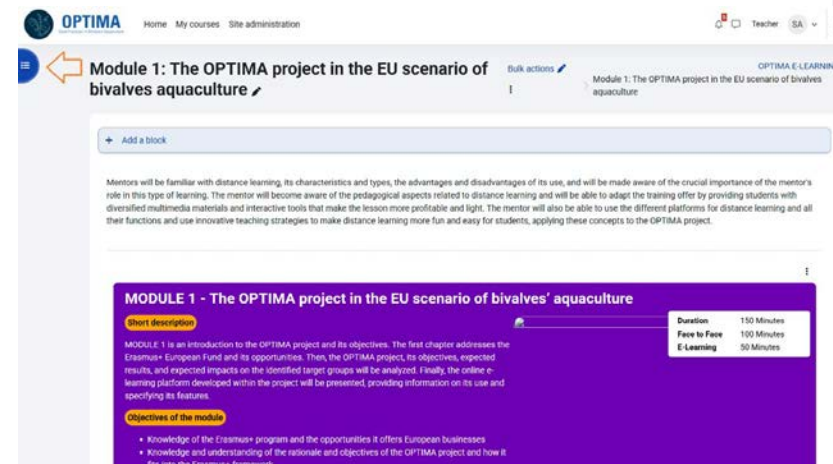
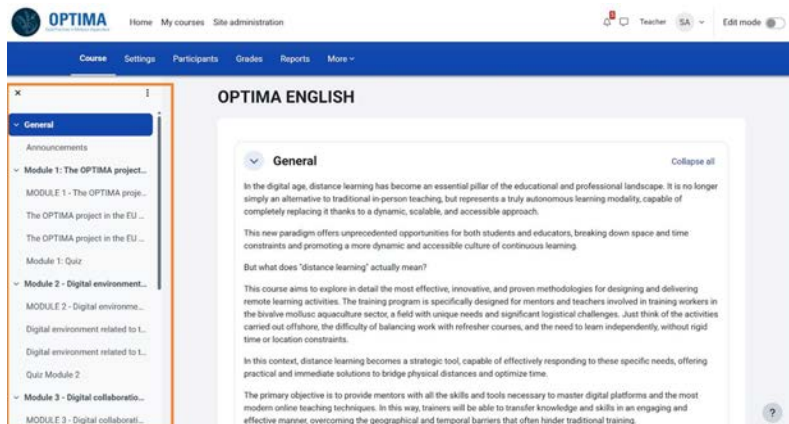
1.4.1 How to handle and use the OPTIMA Training Platform

Navigating the Dashboard

The dashboard displays all courses you are enrolled in, recent activity, and navigation menus.

Course Structure – Course Categories and Modules

In the platform the courses are organized into categories and modules. Each module is preceded by a small description of the topics covered, the objectives and the learning outcomes



Learners can find all the modules in the menu that appear on the left of the webpage by clicking on the button in the upper part of the webpage (on the left too)



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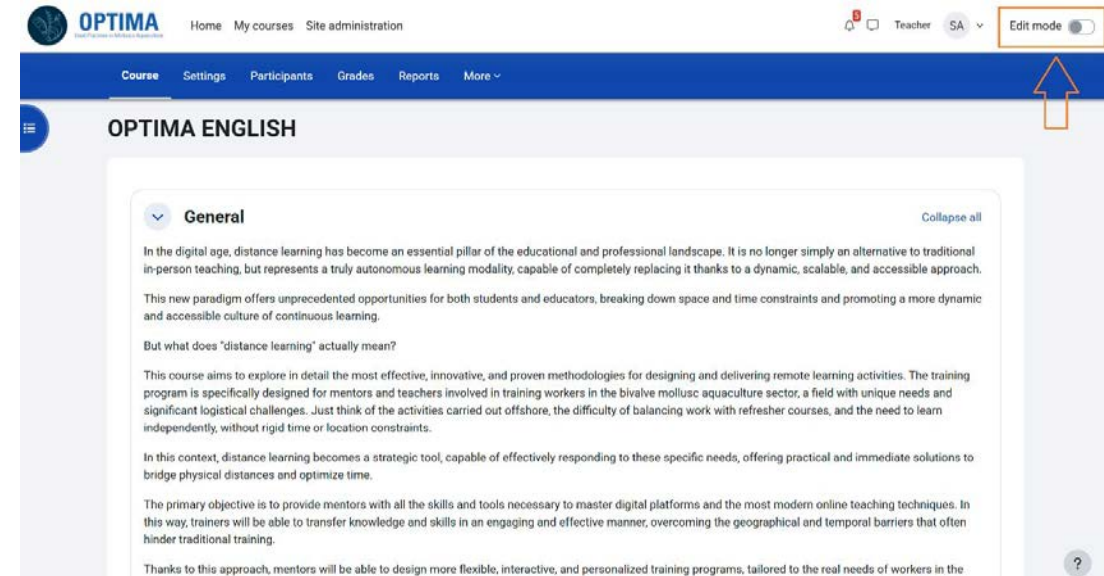


1.4.1 How to handle and use the OPTIMA Training Platform

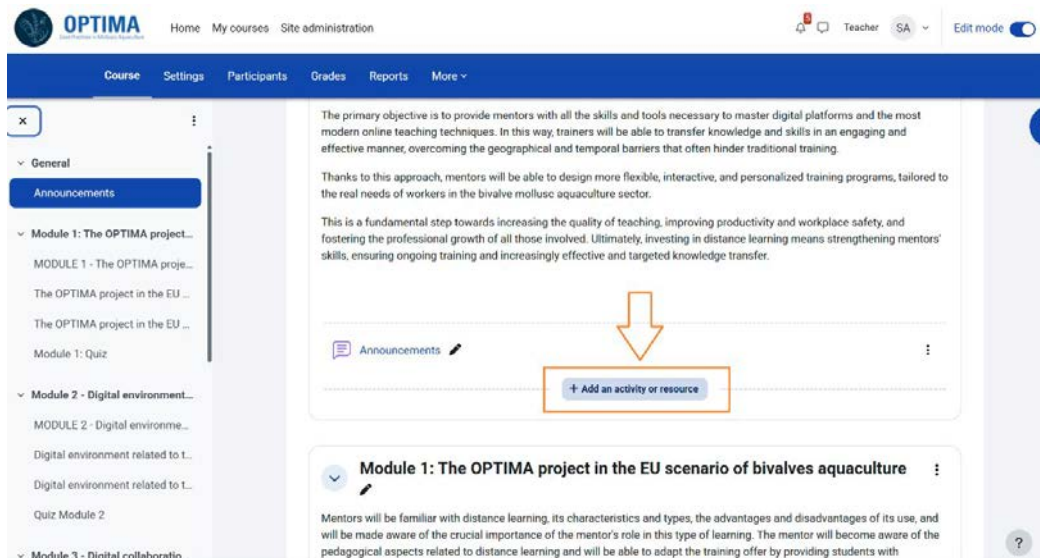
Turning Editing On/Off

To manage a course, turn editing “on” by using the button at the top right of the course webpage

Adding Resources



Resources such as files, URLs, books, tags, etc. can be added to the platform. Mentors can also upload documents such as lecture slides, manuals, or external links



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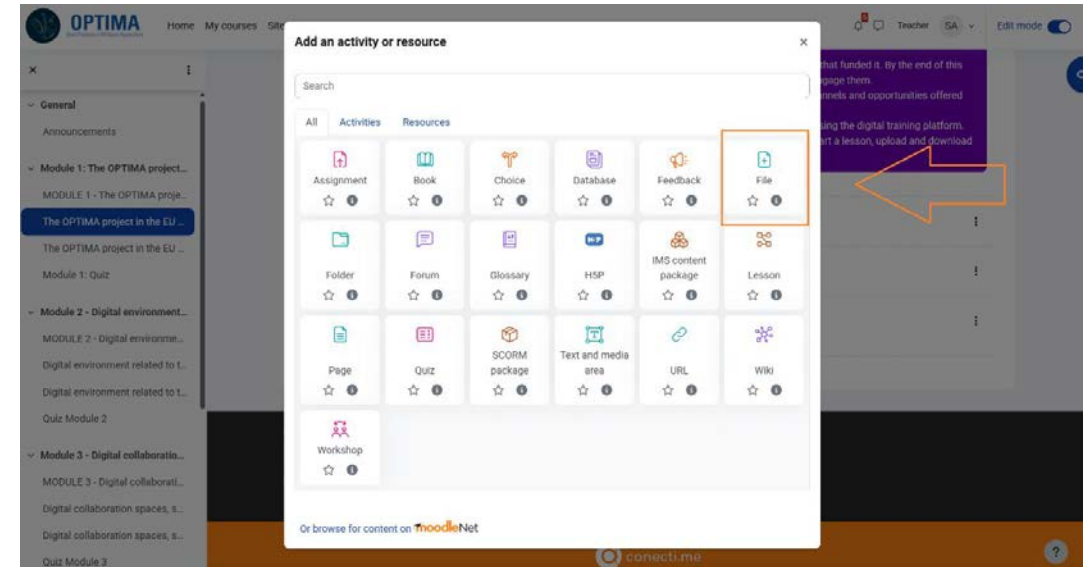
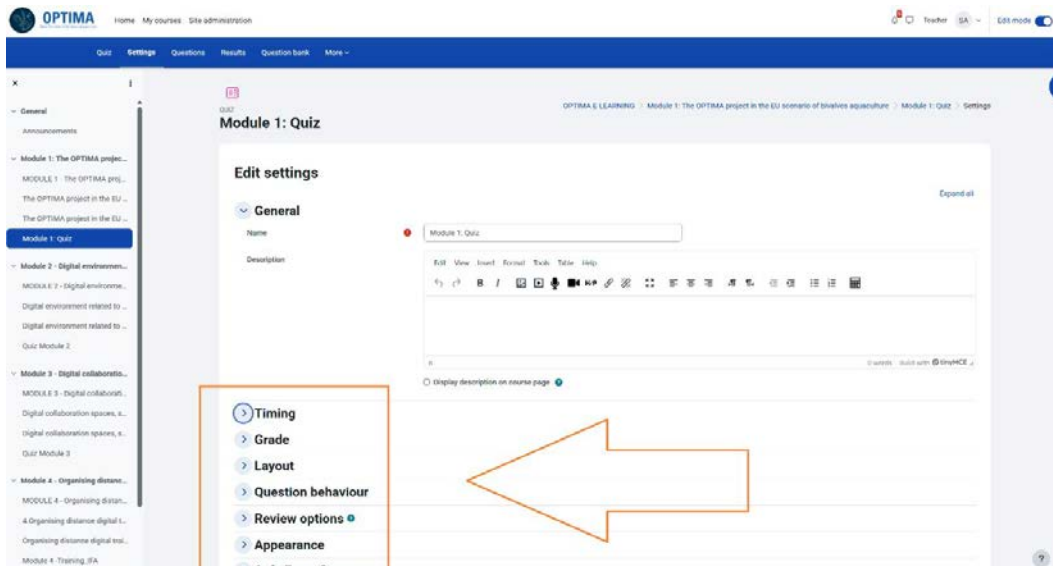
1.1 The Erasmus+ fund and its characteristics: the OPTIMA project - funding line, objectives and results

1.4.1 How to handle and use the OPTIMA Training Platform

Accessing Course Materials

Teachers can access resources such as PDFs

Assessment & Feedback – Designing Quizzes



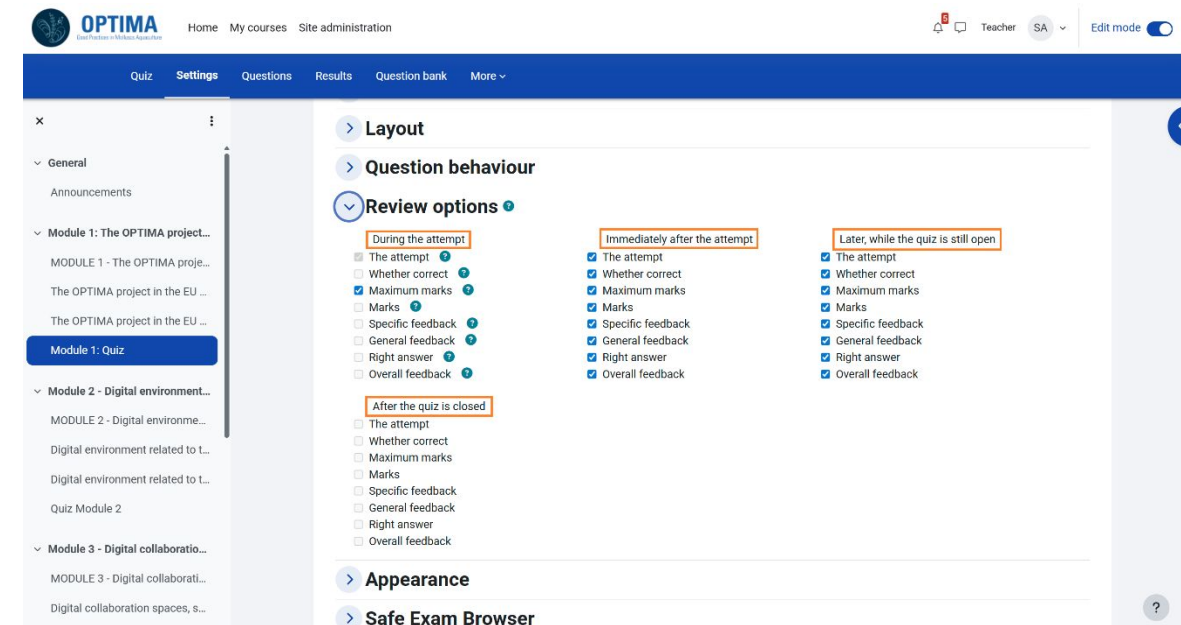
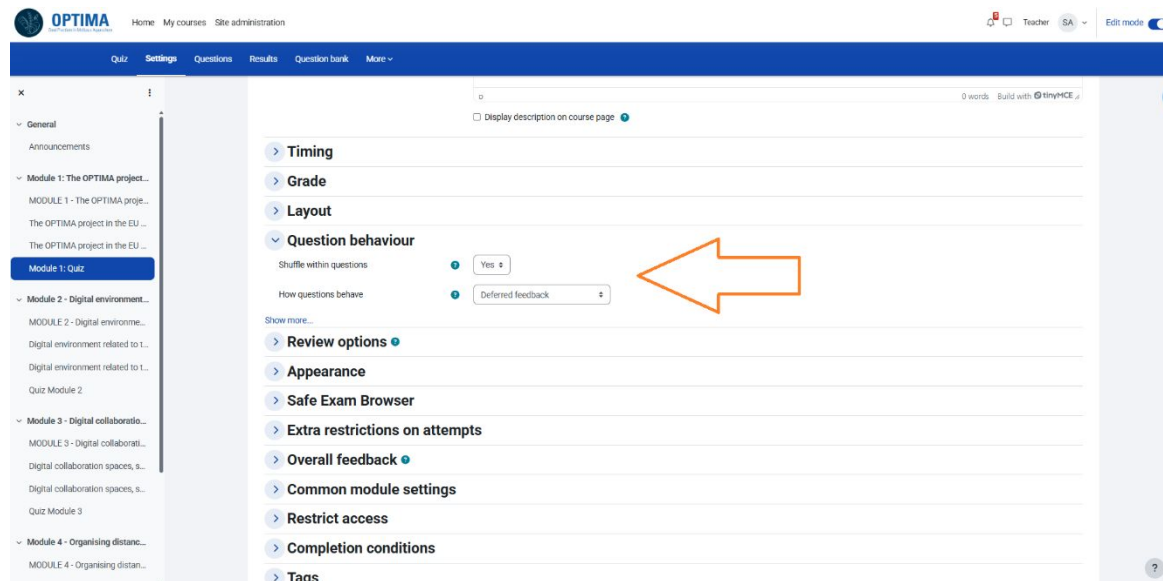
Quizzes are designed to evaluate students' knowledge and comprehension. Educators may develop multiple-choice, short answer, or essay-style questions and have the flexibility to modify the allotted time for completion

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Educators can also configure question behavior and manage key aspects of quiz review, including participant attempts



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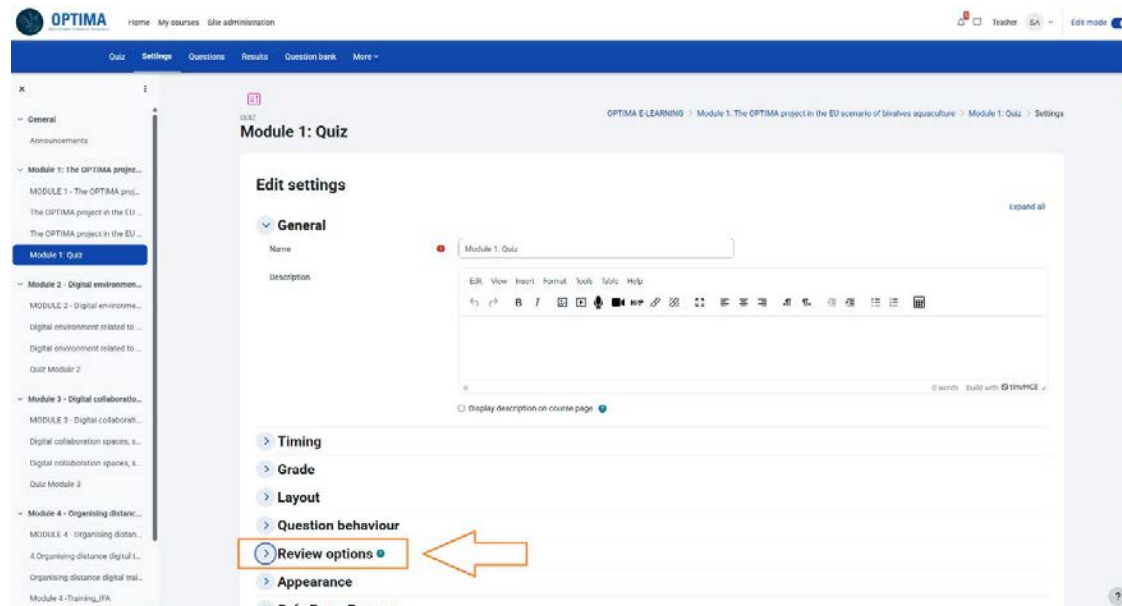
1.4.1 How to handle and use the OPTIMA Training Platform

Monitoring Student Progress – Activity Completion

Teachers can keep an eye on how students are performing throughout a course.
It shows whether each student has completed things like assignments, quizzes, forum posts, or other activities



Helps teachers to understand
who might need extra support



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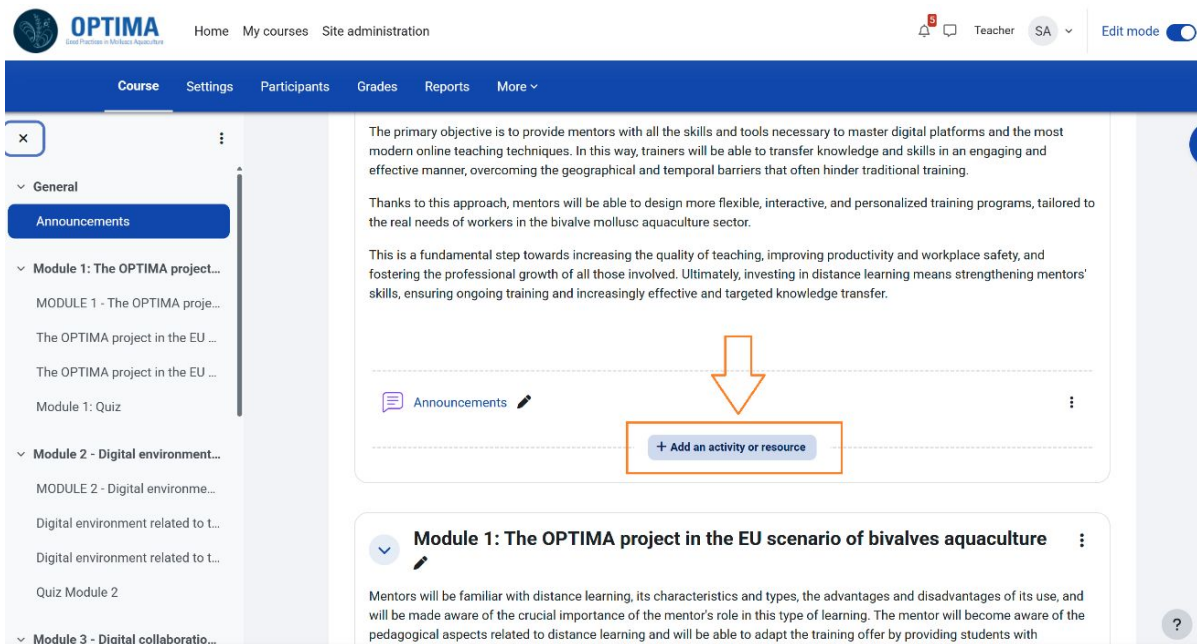
1.1 The Erasmus+ fund and its characteristics: the OPTIMA project - funding line, objectives and results

1.4.2 Exercises with platforms

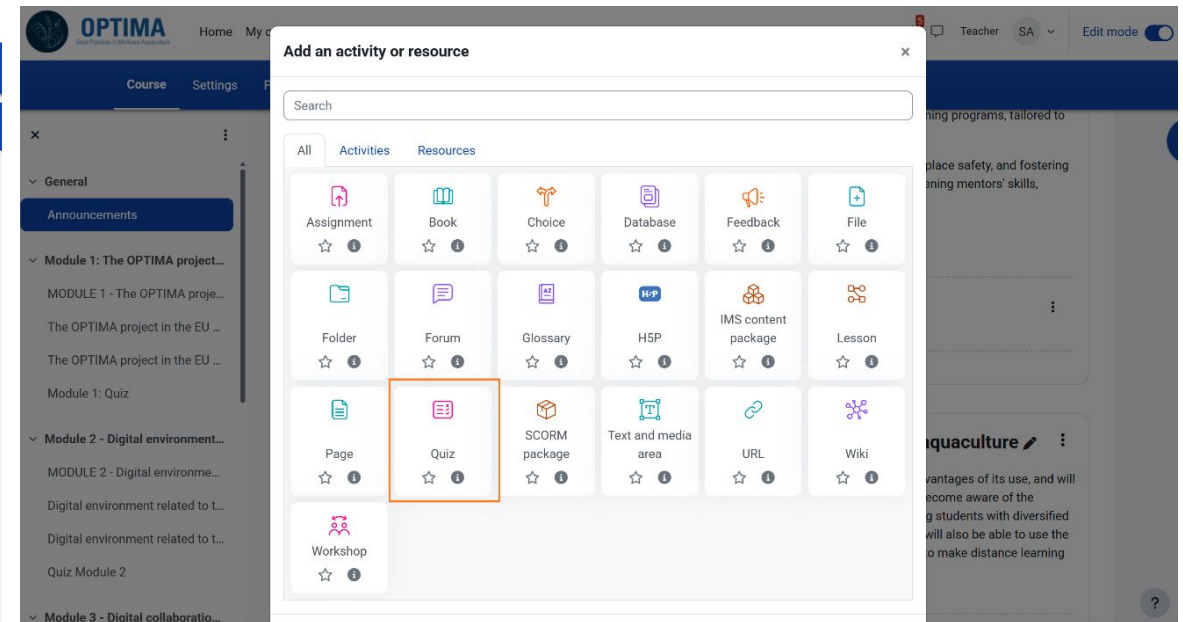
Managing Your Course – Adding Activities

Assignments, quizzes, and lessons engage learners and assess understanding.

Instructors can add an Activity by clicking on the button “Add an activity or resource”, while having turned “Editing On”



The screenshot shows the OPTIMA course management interface. The top navigation bar includes 'Home', 'My courses', and 'Site administration'. The left sidebar shows a course structure with 'General', 'Announcements', and 'Module 1: The OPTIMA project...'. The main content area displays a list of activities, including 'Announcements' and 'Module 1: The OPTIMA project in the EU scenario of bivalves aquaculture'. A red box highlights the '+ Add an activity or resource' button at the bottom of the list.



The screenshot shows the 'Add an activity or resource' dialog box. The dialog has a search bar and tabs for 'All', 'Activities', and 'Resources'. A grid of activity types is displayed, including Assignment, Book, Choice, Database, Feedback, File, Folder, Forum, Glossary, HSP, IMS content package, Lesson, Page, Quiz, SCORM package, Text and media area, URL, Wiki, and Workshop. The 'Quiz' activity is highlighted with a red box.

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1.4.2 Exercises with platforms

Practical Exercise: Adding a File

Task: Upload a PDF module titled 'Shellfish Farming Best Practices' to your course.

Step-by-Step Solution:

1. Go to your course page and click 'Turn Editing On'.
2. In the desired section, click 'Add an activity or resource'.
3. Select 'File' and click 'Add'.
4. Enter the name (e.g., 'Shellfish Farming Best Practices').
5. Drag and drop the PDF file into the 'Select files' area (or use the file picker).
6. Add a description if necessary.
7. Click 'Save and return to course'.
8. The file now appears as a clickable link in your course.

Practical Exercise: Adding a Video

Task: Embed a YouTube video on oyster farming into your course.

Step-by-Step Solution:

1. On your course page, click 'Turn editing on'.
2. In the chosen section, click 'Add an activity or resource'.
3. Select 'URL' and click 'Add'.
4. Enter the name (e.g., 'Oyster Farming Video').
5. In the 'External URL' field, paste the YouTube video link.
6. (Optional) Add a description with viewing instructions.
7. Under 'Appearance', select 'Embed' if available.
8. Click 'Save and return to course'.
9. The video link (or embedded player) is now accessible to learners.



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1.4.2 Exercises with platforms

Practical Exercise: Creating a Quiz

Task: Create a short quiz in your course to test learners' understanding of mollusc aquaculture. The quiz should include at least 3 multiple-choice questions.

Step-by-Step Solution:

1. Navigate to your course homepage and click 'Turn editing on'.
2. In the section where you want the quiz, click 'Add an activity or resource'.
3. Select 'Quiz' and click 'Add'.
4. Enter a name (e.g., 'Quiz on Mollusc Farming Basics') and a description.

5. Under 'Timing', set the opening and closing dates (optional).
6. In 'Grade', set the maximum grade for the quiz (e.g., 10 points).
7. Click 'Save and return to course'.
8. Now, click the quiz link, then select 'Edit quiz'.
9. Add a new question → choose 'Multiple Choice'.
10. Enter the question text and answer choices, marking the correct one.
11. Save and repeat for more questions.
12. Preview the quiz to check functionality.

Support & Resources – Technical Help

OPTIMA support team for assistance:
info@learn.optima-erasmusproject.eu

You may also find helpful information and step by step guides in the detailed Moodle Documentation available at:

https://docs.moodle.org/500/en/Main_page

THANK YOU!

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