



HANDBOOK



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1 SUMMARY

This document is deliverable R2-T3 " Development of a Handbook for In-House Mentors & Trainers", as described in the SafeLMD Application Form that includes the training exercises, case studies, lectures notes and slide sets components of the learning material from the deliverables in R2 "Joint Curriculum and Open Educational Resources"; including the components R2-T1 "Design of a Curriculum Structure", R2-T2 "SafeLMD training and Assessment; R2-T4: Development of Learner's E-Book; R3-T1. Preparation and Deployment of MOOC (Massive Open Online Course) Content & Functionalities; R3-T2. Development of Additional Pedagogical Materials for the Online Course.

The main purpose of this report is to structure the results of these components, in material and guidelines for trainers which will help them achieve the training goals. This document includes the

trainer's guidelines on how to use the training material (slides, videos, case studies and exercises) to maximize the learning outcomes achievement, a short methodology and instructions on how to facilitate the remote training making use of MOOC's (Massive Open Online Courses) supported tools.

2 INTRODUCTORY NOTES

2.1 Rationale for SafeLMD

SafeLMD is an ERASMUS+ project. The fast-paced expansion of e-commerce, accelerated during the COVID-19 pandemic, has posted unprecedented pressures on Last Mile Deliveries (LMDs), revealing inefficiencies within the urban logistics chain related to the courier and postal (CEP) sectors' environmental & social sustainability (air pollution, traffic congestion, road safety). In response, several economic operators from the CEP, retail & food sectors are switching to conventional & electric bike-based transport for short distance deliveries, contributing to the “greening” of urban logistics. This transformation is also propelled up by the EU Green Deal, national strategies towards zero carbon cities (Berlin, Amsterdam) and customers' sustainability expectations.

LMDs are now increasingly carried out with bike-based vehicles. The sales of cargo bikes increased by 153% within the last 2 years (CCCB, 2020) and it is expected that 50% of all motorised parcel deliveries will be shifted to cargo bikes (Wrighton, 2020). With the increase of a higher number of LMD working cyclists (predominantly low skilled workers often without driving licenses or previous experience) it is important that there is access to a formalised education structure that can be used to instruct workers on the safe use of different types of bicycle on the roads as well as provide an introduction to the processes and procedures of the logistics industry.

In this context, the strengthening of both formal and non-formal VET is important so that Cycle LMD workers can acquire the skills needed for sustainable deliveries and safe, accident-free routes, which are also vital for the full exploitation of bikes' potential in the last mile of urban deliveries.

2.2 Course Duration and Learning Units

The proposed duration of the course is 50 hours. Out of these, 6 hours are allocated to LU1: Knowing goods and packaging; 6 hours – to LU2: Handling and administrative procedures; 6 hours – to LU3: Road traffic regulations; 10 Hours to LU4: Bicycle Characteristics; 12 hours to LU5 Basics of Safe Riding; 4 hours to Communication Skills, Customer service; and 6 hours to Social Responsibility, Entrepreneurship, Mentoring

2.3 Recommended Background

Target groups that may be interested in either taking the course, running the course, or referencing the course include 1) Formal & informal last mile workers using conventional & electric bikes, cargo bikes, pedal vehicles. 2) Training providers - Training departments of CEP companies | Training institutions that provide bike rider training | Territorial administrations or schools that organise cycling courses | Cycling Instructors | Civil organisations offering employment opportunities to groups with fewer opportunities. 3) Companies - Public & private enterprises active in urban logistics | Food, retail companies with own delivery services. 4) Sectoral Actors & Social Partners - EU/National organisations representing the CEP industry.

3 TRAINER HANDBOOK STRUCTURE

This Handbook acts as an aid to all educators that perform training (in person or online) concerning Cycling Last Mile Delivery. This Handbook is divided in nine chapters, the first chapter is the Summary, the second one an introductory note and the third one presents the structure of the document and details the items of the lesson plans.

The fourth chapter describes the different SafeLMD learning units with their learning objectives and the expected knowledge and skills to be achieved. Detailed lesson plans for classroom sessions and online use are proposed based on the multimedia content and exercises available; together with the prerequisites to attempt the session.

The fifth chapter presents additional case studies and exercises to maximize the learning outcomes achievement in class and MOOC learning units, according to the expected competences (knowledge and skills) to be achieved.

The sixth chapter offers a short methodology and instructions on how to facilitate the remote training making use of MOOC's supported tools.

The seventh chapter presents the MOOC platform functionalities and explains their use.

The eighth chapter explains how to access and use the SafeLMD MOOC and its scope and principles.

The ninth chapter introduces how to facilitate and present the contents of the MOOC, how to monitor progress and other tips in presenting the course.

3.1 Items of lesson plans

Separate topics within the learning units of the MOOC module are described with specific lesson plan, if suitable. Lesson plans consist of the following items.

Table 1: Items of lesson plans

ITEM	CONTENT
Setting	Classroom, exercise on the roads, on-line etc.
Duration:	Estimated duration for sessions
Lesson beginning:	What meaningful activity can learners complete as soon as they enter the classroom or when starting learning?
Engage/motivation:	How could learners' interest be sparked? Is there a prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that students need to complete before the lesson begins?
Whole group instructions:	In classroom: Focus lessons (explicit teaching /modelling, strategy demonstration, shared reading, shared writing, discussion, writing process.
Evaluate understanding/assessment:	How will trainer know if learners have achieved lesson's objective?
Closing activities:	How will trainer tie up loose ends, reinforce/revisit the objective and connect the lesson to the learning unit?
Resources:	What does trainer need in order to teach the lesson? (Bicycles, Tools, Equipment, etc.)

4 SafeLMD Programme

The SafeLMD course, consisting of seven learning units, is described in this section.

The learning units are:

- **LU1** Knowing goods and packaging,
- **LU2** Handling and administrative procedures,
- **LU3** Road traffic regulations,
- **LU4** Bicycle Characteristics,
- **LU5** Basics of Safe Riding
- **LU6** Communication Skills
- **LU7** Social Responsibility, Entrepreneurship, Mentoring

4.1 LU1: Knowing goods and packaging.

The aim of this learning unit is to learn Standard categorization of goods in handling and transport, basic features of different types of packaging, determining dimensions and weight of parcels. Standard marking and labelling of parcels and mail, safety requirements in handling fragile and hazardous items.

The learning objectives of this learning unit are:

To provide knowledge of standard categorization of goods in handling and transport, basic features of different types of packaging and respective marking, safety requirements in handling fragile and hazardous items.

To train participants to determine dimensions, weight, and volume of the parcels, to sort the goods according to the standard categorization in handling and transport, and to apply safety requirements in handling fragile and hazardous items.

This learning Unit is composed of the following 3 Lessons:

- **Lesson 1** Basic features of packaging
- **Lesson 2** Marking and labelling
- **Lesson 3** Safety requirements

The lesson 1 has two learning outcomes:

- **LO1** To know sorting procedures according to the standard categorization of goods in handling and transport
- **LO2** To explain basic features of different types of packaging.

The lesson 2 has two learning outcomes:

- **LO3** To understand the principles of determining dimensions and weight of the parcels.

– **LO4** To recognize standard marking and labelling of parcels and mail, regarding handling requirements (fragility, temperature, hazard), and priority.

The lesson 3 has one learning outcome:

- **LO5** To apply safety requirements in handling fragile and hazardous items.

4.1.1 Lesson 1: Basic features of packaging

4.1.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
Basic types and principles of packaging Transport and handling requirements Stacking/carrying items	How to sort goods according to package categorization	

4.1.1.2 Lesson plans

Setting	Online or in classroom
Duration:	Lecture: 1h Auditory Exercises 1h
Lesson beginning	Assess the awareness of the group of learners using “Who knows about packaging requirements?” questions.
Engage/motivation	Classroom: Make sure the fundamental elements are understood, ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.

Evaluate understanding/assessment	<p>Create groups of 3 or 4 individuals, on the board give each group some items to package and have them explain how they would package them, each group analysing and commenting the use case, each learner in a group writing his own ideas and sharing them.</p> <p>Initiate a debate around topics like “Why are goods packaged like this” or “What might be the safety implications for incorrect packaging?”.</p>
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs; focusing on the essentials of logistics packaging.
Resources	PC, Mic/Speakers, Web Camera, Projector, white board. Paper, pencil, board. If possible, computer classroom for auditory exercises.

4.1.1.3 Prerequisites

No particular knowledge or experience needed.

4.1.2 Lesson 2: Marking and labelling.

4.1.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
<p>Identify the parcels and detail the weight to assure efficient and correct handling.</p> <p>Knowing symbols and graphic identification of items</p>		To recognize standard marking and labelling of □ parcels and mail, regarding handling □ requirements (fragility, temperature, hazard), □ and priority.

4.1.2.2 Lesson plans

Setting	Online or in classroom
Duration:	Lecture: 1h Auditory Exercises 1h
Lesson beginning	Ask learners why good marking and labelling may be important. What could constitute dangerous goods.
Engage/motivation	Classroom: Make sure the idea of a universal system of marking and labelling is important but also why some companies organisations may have their own complementary system.
Whole group instructions	Yes.
Evaluate understanding/assessment	
	Classroom: Individual task: Create groups of 3 or 4 individuals, on the board give each group some items to label, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs.
Resources	PC, Mic/Speakers, Web Camera, Projector, white board.

4.1.2.3 Prerequisites

The first lesson of learning unit 1 will aid understanding

4.1.3 Lesson 3: Safety Requirements

4.1.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
Understanding the safety requirements of various goods		Recognising the symbols and classes of dangerous/hazardous/perishable/fragile goods

4.1.3.2 Lesson plans

Setting	Online or in classroom
Duration:	Lecture: 1h Auditory Exercises 1hLecture
Lesson beginning	Ask what the learners think could be the various definitions of 'risky' goods.
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Individual task: In groups of 3 or 4, give a list of items and ask learners to place each item in the various defined groups, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs;
Resources	PC, Mic/Speakers, Web Camera, Projector. Paper, pencil, white board.

4.1.3.3 Prerequisites

The first and the second lesson of learning unit 1 will help in better understanding.

4.2 LU2: Handling and administrative procedures

Standard classification of goods, risks and handling requirements, types of mail and parcels in LMD, standard documents, administrative procedures and liabilities in LMD.

The aim of this learning unit is to provide knowledge of handling requirements and risks associated with different kinds of goods, standard administrative procedures and liabilities. To train participants for handling different types of mail and parcels and to follow standard administrative procedures.

This learning Unit is composed of the following 3 Lessons:

- **L1** Classification and characteristics of goods, parcels and mail
- **L2** Risks and handling requirements
- **L3** Administrative procedures, documents and liabilities

The lesson 1 has two learning outcomes:

- LO1** To identify different categories of goods, parcels and mail
- LO3** To select appropriate handling procedure

The lesson 2 has three learning outcomes:

- LO2** To perform sorting and stacking of parcels according to handling requirements and priority
- LO3** To select appropriate handling procedures
- LO5** To explain liabilities and risks related to takeover of parcels and mail

The lesson 3 has two learning outcomes:

- LO4** To apply procedures and documents involved in delivery process
- LO5** To explain liabilities and risks related to takeover of parcels and mail

4.2.1 Lesson 1: Classification and characteristics of goods, parcels, and mail

4.2.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To identify different categories of goods, parcels, and mail		Able to select appropriate handling procedures.

4.2.1.2 Lesson plans

Setting	Online or in classroom
Duration:	Lecture: 1h Auditory exercise: 1h
Lesson beginning	Ask why goods might be classified
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes
Evaluate understanding/assessment	Going through the exercise as supplied for this LU. Return to the original question at the start of the lesson.
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.2.1.3 Prerequisites

No knowledge or experience needed.

4.2.2 Lesson 2: Risks and handling requirements

4.2.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
Know and explain liabilities and risks related to takeover of parcels and □mail	To perform sorting and stacking of parcels □according to handling requirements and □priority	To select appropriate handling procedure

4.2.2.2 Lesson plans

Setting	Online or in classroom
Duration:	Lecture: 1h Auditory exercise: 1h
Lesson beginning	Ask “what risks could be important in performing LMD operations with regards to types of items?”
Engage/motivation	Classroom: Make sure the fundamental elements are understood and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes
Evaluate understanding/assessment	Going through the exercise as supplied for this LU. Return to the original question at the start of the lesson.
Closing activities	None
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.2.2.3 Prerequisites

No particular knowledge or experience needed

4.2.3 Lesson 3: Administrative procedures, documents and liabilities

4.2.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To explain liabilities and risks related to takeover of parcels and mail.		To apply procedures and documents involved in □ delivery process

4.2.3.2 Lesson plans

Setting	Online or in classroom
Duration:	Classroom: 2h Lecture: 2h
Lesson beginning	As what could be the important elements of LMD (speed, precision, security...), and challenges (Cost, efficiency,...)
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes
Evaluate understanding/assessment	Checking the results of individual assignments provided in the learning materials
Closing activities	None
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.2.3.3 Prerequisites

No particular knowledge or experience needed

4.3 LU3: Road Traffic Regulations

Review laws, regulations, standards, and meaning of the road markings, traffic signs and signalization including safety requirements concerning the cycling traffic with proper ways of communicating intentions to other road users.

The learning objectives of this learning unit are:

To provide knowledge of road traffic laws, regulations, standards, meaning of the road markings, traffic signs and signalization and safety requirements concerning the cycling traffic.

To train participants for response to signals given by authorized to control traffic officials and apply proper ways of communicating intentions to other road users.

This learning Unit is composed of the following 3 Lessons:

- **Lesson 1** Classification and meaning of road traffic regulations.
- **Lesson 2** Classification and meaning of the road markings, traffic signs and signalization.
- **Lesson 3** Safety requirements and communication to other road users.

The lesson 1 has three learning outcomes:

- **LO1** To indicate relevant road traffic regulations in general.
- **LO4** To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic
- **LO5** To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.

The lesson 2 has three learning outcomes:

- **LO3** To understand the meaning of the road markings, traffic signs and signalization.
- **LO4** To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic
- **LO5** To apply proper ways of communicating intentions to other road users and to understand signals given by other road users

The lesson 3 has three learning outcome:

- **LO2** To interpolate the regulations and safety requirements concerning the cycling traffic.
- **LO4** To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic

- **LO5** To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.

4.3.1 Lesson 1: Classification and meaning of road traffic regulations

4.3.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To indicate relevant road traffic regulations in general. This includes, bicycle and EPAC standards, lighting and equipment standards. I also lay-out basic road traffic regulations such as the concept of priority at junctions.	To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.

4.3.1.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 1h Auditory exercise: 1h
Lesson beginning	Assess the awareness of the group of learners, ask if they can name some rules or laws of the road. What would happen on the roads without rules? Are there any rules, regulations, or standards that apply only to cyclists?

Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples, and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	
Closing activities	
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.3.1.3 Prerequisites

4.3.2 Lesson 2: Classification meaning of road markings, traffic signs and signalization

4.3.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To understand the meaning of the road markings, traffic signs and signalization.	To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	To apply proper ways of communicating intentions to other road users and to understand signals given by other road users

4.3.2.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 1h Auditory exercise: 1h

Lesson beginning	Assess the awareness of the group of learners, ask why they think road signs are important, and have they noticed any regular shapes or colours used. What might warning signs be coloured for example, what would a triangle represent?
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Create groups of 3 or 4 individuals, each group analysing and commenting, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.3.2.3 Prerequisites

Learning Unit 3; Lesson 1

4.3.3 Lesson 3: Safety requirements and communication to other road users

4.3.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To interpolate the regulations and safety requirements concerning the cycling traffic	To provide a proper response to signals given by police officers, school crossing wardens and others authorized to control traffic	To apply proper ways of communicating intentions to other road users and to understand signals given by other road users.

4.3.3.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 1h Auditory exercise: 1h
Lesson beginning	What signs do the learners already know (such as directional signals)
Engage/motivation	
Whole group instructions	Yes.
Evaluate understanding/assessment	
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs.
Resources	PC, Mic/Speakers, Web Camera, Projector.

4.3.3.3 Prerequisites

4.4 LU4: Bicycle Characteristics

Understanding how different bicycles function, how to use them and basic maintenance.

The learning objectives of this learning unit are:

- to know the parts and types of bicycles
- how to perform maintenance procedures.

This learning Unit is composed of the following 3 Lessons:

- **L1** Understanding the parts of the bicycle, power assisted bicycle, and carrier cycle

- **L2** Operating and using different types of bicycles
- **L3** Malfunctions and maintenance/repair of bicycles

The lesson 1 has two learning outcomes:

- LO1** To name the various parts of the bicycle, carrier bicycle, and electric power assisted bicycle
- LO2** To compare the various different types of bicycles (including electric bicycles)

The lesson 2 has three learning outcomes:

- LO3** To operate the various parts of the bicycle and electric power assisted bicycle
- LO4** To be able to ride (and set-up) various kinds of bicycles (including carrier cycles)
- LO6** To determine the best type of bicycle for an assigned task

The lesson 3 has one learning outcomes:

- LO5** To identify malfunctions faults and undertake basic maintenance with different bicycles.

After the completion of this unit the student should have a general knowledge of different types of bicycles, their operation and uses, and how to maintain and repair them.

4.4.1 Lesson 1: Understanding the parts of the bicycle, eBike, and carrier cycle

4.4.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
-To be able to name the various parts of various bicycles.	To be able to compare the various different types of bicycles (including electric bicycles)	

4.4.1.2 Lesson plans

Setting	Online or in classroom
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Duration: Total – 2h	Lecture: 2h
Lesson beginning	Ask whether the learners have a bicycle and what type it is?
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, and ask open questions to ensure the basics and the vocabulary are understood. Ask if the learners can already name the parts of a bicycle.
Whole group instructions	Yes
Evaluate understanding/assessment	
Closing activities	None
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.4.1.3 Prerequisites - none

4.4.2 Lesson 2: Operating and using different types of bicycles.

4.4.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
Determining the best kind of bicycle for various tasks	<p>To operate the various parts of the bicycle (and eBike)</p> <p>To be able to ride various kinds of bicycles.</p> <p>To be able to set-up a bicycle to ride.</p>	- To determine the best type of bicycle for an assigned task

4.4.2.2 Lesson plans

Setting	Online or in classroom
Duration: 4h total	Lecture: 2h Outside classroom/Practical work: 2h
Lesson beginning	Ask whether the learners have a bicycle and what type it is?
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood. Ask the learners what the different bicycles they know and what different tasks they could perform.
Whole group instructions	Yes
Evaluate understanding/assessment	Watch and assessing the practical exercises are important
Closing activities	None
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector. For practical exercises – the learners should have or be provided with a bicycle, a cargo bike (electric) should be provided as this would pose most riding challenges for those not acquainted with them. Some cones A safe place to undertake the practical exercises on the bicycle outside of the classroom. Preferably with an artificial slope, though a hill can be used as long as it is away from traffic.

4.4.2.3 Prerequisites

It is assumed that the learner is able to ride a conventional bicycle (is able to balance and propel themselves without aid)

4.4.3 Lesson 3: Malfunctions and maintenance/repair of bicycles

4.4.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To identify malfunctions faults and undertake basic maintenance with different bicycles	To identify malfunctions faults and undertake basic maintenance with different bicycles	

4.4.3.2 Lesson plans

Setting	Online or in classroom
Duration: total 4h	Lecture: 2h Practical work: 2h
Lesson beginning	Ask the learner to name some of the malfunctions that may occur with a bicycle. Name some tools that can be used to repair a bicycle.
Engage/motivation	Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood. Have they already done some bicycle maintenance?
Whole group instructions	Yes

Evaluate understanding/assessment	Checking the results of individual practical engagements provided in the learning materials – practical activity. The information on battery safety is important.
Closing activities	None
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector. At least one bicycle to work on, the learner should ideally be working on the bicycle that they will be riding. Tools for working on the bicycle(s). Computer and internet connection to watch the videos, and/or a viewing device in the classroom to show the videos.

4.4.3.3 Prerequisites

Knowledge of Lesson 1 and 2

4.5 LU5 Basics of Safe Riding

How to safely ride various bicycles in both mixed and separated road infrastructure.

The learning objectives of this learning unit are:

The safe use of various bicycles in both mixed and separated road infrastructure

This learning Unit is composed of the following 4 Lessons:

- **Lesson 1** Safety equipment for bicycle riding
- **Lesson 2** Riding a bicycle in mixed traffic.
- **Lesson 3** Hazards at negotiating road junctions and entering pedestrian zones
- **Lesson 4** Planning a Safe Route

The lesson 1 has one learning outcome:

- **LO1** To explain safety equipment and set-up on the bicycle

The lesson 2 has two learning outcomes:

- **LO2** To operate a bicycle in mixed traffic
- **LO3** To evaluate hazards

The lesson 3 has three learning outcomes:

- **LO2** To operate a bicycle in mixed traffic
- **LO3** To evaluate hazards

- **LO4** To negotiate junctions.

The lesson 4 has one learning outcome:

- **LO1** To plan a safe route.

After the completion of this unit, the learners should have the ability to explain basic concepts of riding safely on the roads in mixed and separated infrastructure. They should also have practical experience of dealing with road infrastructure and how to navigate around it.

4.5.1 Lesson 1: Safety equipment for bicycle riding

4.5.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To be able to explain the various safety equipment that are available, and obligatory, for cycle riders.		To be able to explain the various safety equipment that are available, and obligatory, for cycle riders..

4.5.1.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 2h.
Lesson beginning	Ask learners if they can name safety equipment relevant for riding on the roads.
Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.

Evaluate understanding/assessment	Classroom: Individual task: Create groups of 3 or 4 individuals, each group analysing and commenting on which tool or equipment is most important for safety
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs
Setting	Online or in classroom
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.5.1.3 Prerequisites

LU3 on regulations should be completed as lighting, helmet, visual jackets, etc. requirements are set out in that session.

4.5.2 Lesson 2: Riding Safely in Mixed Traffic

4.5.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
How to operate various bicycle in mixed traffic	To evaluate hazards on the road	

4.5.2.2 Lesson plans

Setting	Online or in classroom
Duration: Total 4h	Lecture: 2h; Practical exercises:2h
Lesson beginning	Ask learners if they can identify some of the main risks to cyclists on the road. And are there different risks for different bicycles?

Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood. Ask how they feel about going out on the roads (some may be apprehensive)
Whole group instructions	Yes.

Evaluate understanding/assessment	Classroom: Assess the competence in the practical sessions especially.
Closing activities	Ask what the main challenges or moments of uncertainty on the road were. Ask how the theory and the practical work differed.
Resources	For classroom - Paper, pencil, board. Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector. For practical session – the student should have access to a bicycle, and also to the equipment mentioned in the lesson. The learner should have a bicycle that he/she will be using in their work. It is always preferable to provide access to a large cargo bike as this is the type of bicycle that will not have been readily used before.

4.5.2.3 Prerequisites

Knowledge of how to ride a bicycle (how to balance, steer, and brake etc.) is obligatory. Learning Unit 3 on Regulations should be completed. Learning Unit 4 should be completed, especially lesson 2.

4.5.3 Lesson 3: Hazards negotiating road junctions and pedestrian zones.

4.5.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To evaluate hazards To negotiate junctions.	Capable of operating a bicycle in mixed traffic	

4.5.3.2 Lesson plans

Setting	Online or in classroom
Duration: Total 4h	Lecture: 2h Practical exercise:2h
Lesson beginning	Ask learners if they can name some road junctions, and would they be able to describe a step for step process through them.
Engage/motivation	Make sure the fundamental elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Practical exercises – assess the competence and confidence of the learners in the practical exercises is important.
Closing activities	Ask the learner where they felt most and least confident during the practical exercises.

Resources	<p>Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector. For practical session – the student should have access to a bicycle, and also to the equipment mentioned in the lesson.</p> <p>The learner should have a bicycle that he/she will be using in their work. It is always preferable to provide access to a large cargo bike as this is the type of bicycle that will not have been readily used before.</p> <p>Computer and internet connection for videos.</p>
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4.5.3.3 Prerequisites

Knowledge of how to ride a bicycle (how to balance, steer, and brake etc.) is obligatory. Learning Unit 4 should be completed, especially lesson 2. Lesson 2 of Learning Unit 5 should be completed. Learning Unit 3 should be completed.

4.5.4 Lesson 4: Planning a safe route

4.5.4.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
How to plan a safe route	How to plan a safe route	How to plan a safe route .

4.5.4.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 2h
Lesson beginning	Aske learners if they can think of the various things to consider when looking at route planning (surface, weather, speed, infrastructure, etc...)

Engage/motivation	Classroom: Make sure the fundamental technical elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood. Ask how they feel about route planning after their practical work in the previous lessons.
Whole group instructions	Yes.
Evaluate understanding/assessment	Classroom: Initiate a debate around topics like “what is the best navigation tool for bicycle riding?”
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs. Perhaps ask how they could plan a route home from the lesson.
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.5.4.3 Prerequisites

No particular knowledge or experience needed.

Learning units 3, and 4, and Lessons 1, 2 and 3 of Learning Unit 5 should be completed.

4.6 LU6 Communication Skills, Customer service

Master social and communication skills and competences to be able to interact with others (team members, customers and other road users). The Lessons focus on communicating, supporting others, collaborating and customer service values

The learning objectives of this learning unit are to increase the learners communication skills and competences (while both navigating the road and interacting with others - including other team members, customers, other road-users, etc.).

This learning Unit is composed of the following 4 Lessons:

- **Lesson 1** Build positive contact with others (through communication and effective listening).

– **Lesson 2** Non-violent communication: effective listening, effective expressing ideas, avoid conflicts

– **Lesson 3** Customer Care and Client Orientation (communicate according to customer service principles)..

The lesson 1 has three learning outcomes:

- **LO1** To apply effective listening.
- **LO2** To illustrate how to build positive contact with people (incl. show empathy, demonstrate intercultural competences)..
- **LO3** To express ideas effectively (if applicable in a foreign language).

The lesson 2 has three learning outcomes:

- **LO1** To apply effective listening.
- **LO3** To express ideas effectively (if applicable in a foreign language).
- **LO4** To demonstrate how to avoid potential conflict situations both while interacting with other people (teams-networks members) and while navigating the traffic with other road users (incl. cars, pedestrians, other cyclists.)

The lesson 3 has four learning outcomes:

- **LO1** To apply effective listening.
- **LO2** To illustrate how to build positive contact with people (incl. ensure customer orientation, demonstrate intercultural competences).
- **LO3** To express ideas effectively (if applicable in a foreign language).
- **LO4** To demonstrate how to avoid potential conflict situations both while interacting with other people (customers)

4.6.1 Lesson 1: Build positive contact with others

4.6.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
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Know how to listen effectively	how to build positive contact with people (incl. show empathy, demonstrate intercultural competences	To be able to express ideas effectively (if applicable in a foreign language)
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4.6.1.2 Lesson plans

Setting	Online or in classroom
Duration: Total 1h; 20 minutes	Lecture: 1h.20m
Lesson beginning	Assess the awareness of the group of learners with regards to communications and effective listening. What do they understand by the term effective listening?
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Individual task: Create groups of 3 or 4 individuals, each group analysing and going through the exercises, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.6.1.3 Prerequisites

No particular knowledge or experience needed.

4.6.2 Lesson 2: Non-violent communication: effective listening, effective expressing ideas, avoid conflicts.

4.6.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To apply effective listening	To demonstrate how to avoid potential conflict situations both while interacting with other people (teams-networks members) and while navigating the traffic with other road users (incl. cars, pedestrians, other cyclists)	To express ideas effectively (if applicable in a foreign language).

4.6.2.2 Lesson plans

Setting	Online or in classroom
Duration: Total 1h; 20 minutes	Lecture:1h.20 minutes
Lesson beginning	Assess the awareness of the group of learners, ask whether learners can identify different styles of communicating.
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.

Evaluate understanding/assessment	Create groups of 3 or 4 individuals, each group analysing and going through the exercises, each learner in a group writing his own ideas and sharing them. Initiate a debate around topics like “What is effective listening?”.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs.
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.6.2.3 Prerequisites

Learning Unit 6; Lesson 1

4.6.3 Lesson 3: Customer Care and Client Orientation (communicate according to customer service principles).

4.6.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To apply effective listening	<p>To illustrate how to build positive contact with people (incl. ensure customer orientation, demonstrate intercultural competences).</p> <p>To demonstrate how to avoid potential conflict situations both while interacting with other people (customers)</p>	To express ideas effectively (if applicable in a foreign language).

4.6.3.2 Lesson plans

Setting	Online or in classroom
Duration: Total 1h; 20 minutes	Lecture: 1h; 20 minutes
Lesson beginning	Assess the awareness of the group of learners, ask why customer care might be important.
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples, and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Create groups of 3 or 4 individuals, each group analysing and going through the exercise, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs; Initiate a role play, where one learner plays a disgruntled customer and the other is an :LMD worker trying to defuse the situation.
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.6.3.3 Prerequisites

Learning Unit 6, Lessons 1&2

4.7 LU7 Social Responsibility, Entrepreneurship, Mentoring

Master social skills and competences to be able to inspire others, supporting younger team members, collaborating with and/or leading others. Following ethical code of conduct towards society and the environment. Disseminating positive social and environmental values

The learning objectives of this learning unit are;

- Increase environmental and ethical skills and entrepreneurship skills and competences.
- Increase the learners transversal social and life skills in interacting with others and with younger/junior team members.

This learning Unit is composed of the following three Lessons:

- **Lesson 1** Social Responsibility. Sustainable behaviours in urban logistics operations
- **Lesson 2** Entrepreneurship, Sense of Agency
- **Lesson 3** Mentoring

The lesson 1 has three learning outcomes:

- **LO1** To Illustrate how sustainable logistics value positively impact the sector and society.
- **LO2** to promote sustainable (socially responsible) behaviours in the context of LMD
- **LO3** To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD

The lesson 2 has six learning outcomes:

- **LO1** To Illustrate how sustainable logistics value positively impact the sector and society.
- **LO2** to promote sustainable (socially responsible) behaviours in the context of LMD
- **LO3** To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD
- **LO4** To compare rights and duties of employed and self-employed worker. To operate with loyalty
- **LO5** To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others). And demonstrate a strong sense of leadership (leading in a collegial way), partnership, and trustworthiness.
- **LO6** To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs.

The lesson 3 has two learning outcomes:

- **LO5** To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others), sense of leadership (leading in a collegial way), partnership, and trustworthiness.
- **LO6** To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs.

4.7.1 Lesson 1: Build positive contact with others.

4.7.1.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
To Illustrate how sustainable logistics value positively impact the sector and society.		to promote sustainable (socially responsible) behaviours in the context of LMD. To employ sustainable value creation (e.g., sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD.

4.7.1.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 2h
Lesson beginning	Assess the awareness of the group of learners with regards to social responsibility. What do they understand by the term sustainability and how can logistics be sustainable?
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.

Whole group instructions	Yes.
Evaluate understanding/assessment	Individual task: Create groups of 3 or 4 individuals, each group analysing and going through the exercises, each learner in a group writing his own ideas and sharing them.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.7.1.3 Prerequisites

No particular knowledge or experience needed.

4.7.2 Lesson 2: Entrepreneurship, Sense of Agency.

4.7.2.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
<p>To Illustrate how sustainable logistics value positively impact the sector and society.</p> <p>To compare rights and duties of employed and self-employed worker. To operate with loyalty.</p> <p>To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs.</p>	<p>To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others). And demonstrate a strong sense of leadership (leading in a collegial way), partnership, and trustworthiness.</p>	<p>to promote sustainable (socially responsible) behaviours in the context of LMD.</p> <p>To employ sustainable value creation (e.g. sustainable/ smart urban life) in the context of (e) bicycle-logistics LMD</p>

4.7.2.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 2h
Lesson beginning	Assess the awareness of the group of learners, ask what the learners understand by the term entrepreneurship or agency in the employment sense.
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Create groups of 3 or 4 individuals, each group analysing and going through the exercises, each learner in a group writing his own ideas and sharing them. Initiate a debate around topics like “how does my job contribute to sustainable logisitcs?”.
Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs.
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.7.2.3 Prerequisites

None

4.7.3 Lesson 3: Mentoring

4.7.3.1 Targeted Knowledges and Skills

Knowledge	Skills	Competency
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To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs.	To develop collaboration and entrepreneurship skills (including working in team and building a team spirit, motivate others), sense of leadership (leading in a collegial way), partnership, and trustworthiness.	To demonstrate aptitudes of teaching others: making knowledge and experience explicit, to choose the appropriate way of teaching and mentoring adapting to the learner's needs.
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4.7.3.2 Lesson plans

Setting	Online or in classroom
Duration: Total 2h	Lecture: 2h
Lesson beginning	Assess the awareness of the group of learners, ask if the learners have ever mentored or been mentored (apply the broad definition of the term mentored such as parented, taught, lead, etc..)
Engage/motivation	Classroom: Make sure the fundamental elements are understood, use practical examples, and ask open questions to ensure the basics and the vocabulary are understood.
Whole group instructions	Yes.
Evaluate understanding/assessment	Create groups of 3 or 4 individuals, each group analysing and going through the exercise, each learner in a group writing his own ideas and sharing them.

Closing activities	Summarize the main key elements learned and provide common feedback based on learner inputs;
Resources	Paper, pencil, board, PC, Mic/Speakers, Web Camera, Projector.

4.7.3.3 Prerequisites

5 CASE STUDIES AND EXERCISES

The learning units includes one or more case studies, multiple choice questions, exercises, and FAQs when needed.

5.1 Case studies

A case study brings to life real business scenarios by addressing an organisation dilemma. Case studies are a proven and well-established technique. They enable students to apply theoretical concepts in real world situations.

Cases come in numerous formats - from a simple “What would you do in this situation?” question to a detailed description of a situation

The available case studies are in Annex 1 to this document; we also encourage teachers to develop their own case studies or adapt the existing ones in order to better address their students’ needs.

5.2 Exercises

Some of the learning units contains one or more practical exercises. The different kinds of exercises are:

- Multiple-choice questions
- Short answer questions
- Time categorization exercises

- Practical riding exercises
- Practical bicycle repair exercises

One of the advantages of multiple-choice questions is that the actual answer is visible. In many cases a student may very well know the answer to a question but is unable to recall it due to issues with memory or feeling pressurised in an exam situation. Seeing the answer could well trigger the memory to enable a correct answer to be given. Multiple-choice questions are short and sharp which means that more of them can be posed in a test situation to give a student a more thorough examination of how much they understand about a given subject.

Short answer questions are open-ended questions that require learners to create a concise answer to the question. They are commonly used in examinations to assess the basic knowledge and understanding of a topic before more in-depth assessment questions.

In timed categorization exercises the learner has a limited amount of time (seconds or minutes) to identify items that belong to a particular group or theme. This type of question apart from specialized field knowledge also requires speed and logic.

Essay exercise enable a student to demonstrate his depth of understanding about a given subject. Answers can vary in length but students know they need to know a lot about subjects to be able to respond creatively, usually with an essay which gives a discussion-style response. As there is no way of bluffing through this type of questioning by guessing the correct answer, it could be argued that it provides a thorough and rigorous test of knowledge.

The Practical exercises are used to make sure that the ideas presented are put into practise in real-life situations. This is especially important for the riding in traffic and negotiating junctions as it allows the learner to fully understand the concepts explained in the classroom and to gain confidence in riding.

Like for the case studies, we also encourage teachers to develop their own exercises or adapt the existing ones in order to better address their students' needs.

6 ORGANIZATION OF TEACHING USING THE SafeLMD MOOC

The incorporation of MOOCs as a way of teaching/learning in the environment of connectivism involves not only the overcrowding of students but also the emergence of new professional roles,

trying to somehow mitigate the absence of existing custom tutorial attention in traditional distance learning courses and somehow achieve greater empathy with the students so that you are not alone "institutionally".

These new figures can highlight emerging among others, two in particular: curators (MOOC content developers) and facilitators (learning MOOC's supporters). In this guide we'll try to help you become excellent "facilitators".

The primary means of communication in a MOOC may be:

- A learning management system such as Moodle or Blackboard
- Online groups such as Yahoo or Google groups
- An aggregation of various distributed platforms, such as blogs and Twitter.

Learners who are new to MOOCs, and who are not familiar with self-directed learning, often struggle to find their place within a MOOC.

In this chapter, we offer a few recommendations that will help teachers and, consequently, learners to make the most of a MOOC experience.

6.1 Before a MOOC starts.

When someone is thinking about participating in a MOOC, the first question they should ask themselves is this: "Is this the right MOOC for me?".

The MOOCs may have prerequisites, the content may be too basic, or it may not be of interest to the individual.

-Before a learner decides to join the MOOC, the Facilitator MOOC should always suggest carefully viewing the MOOC's website. The MOOC website contains the prerequisites, participation guidelines, information on the course structure, the topics, and course resources. Review these prior to starting the course in order to get a better idea of how the MOOC is structured and to figure out how much time to spend. If a learner doesn't meet all prerequisites, shouldn't discourage them; there are Facilitator MOOC and subject matter experts participating who help to learning and they can give answers and explanations.

6.1.1 Consider time.

In addition to prerequisites, it is important suggest to the learners to consider the time requirements. If someone doesn't have the time, perhaps attending every week of the MOOC isn't

what that learner should focus on. In MOOCs, like in other experiences in life, what someone learns is based on how much effort they put into it. Individuals will have a richer experience if they can contribute throughout the course and if they interact with other participants; however, if even if someone is too busy, then they can still have a worthwhile MOOC experience by selecting the specific topics where are of most interest to them. Those who try to do everything, and who don't have enough time, are apt to only engage with the content and fellow participants in a peripheral way. If you wish to have a deeper learning experience, then choose the topics of greatest interest, and set aside the time to investigate and contribute.

6.1.2 Format and technology MOOC

Before the MOOC starts, the facilitator MOOC recommends the interested person to take some time to become familiar with the technology they will use. This will allow the participant to focus his or her MOOC time on the content and on interacting with other participants, rather than fiddling with the delivery technologies the course uses.

6.2 During the MOOC

6.2.1 Participation

To get the most out of a MOOC, the facilitator must solicit the person to participate to the discussion forum. The more someone participates, the more that person is likely to make meaningful connections with other participants, which in turn helps deepen the learning experience.

There is a benefit in reading the materials for all and participating as much as possible. Remember, it's not just about the materials, but rather it's about the materials and the learning community— and every participant is part of that learning community. By participating constant, learners can gain both a better understanding and an expanded understanding through the contributions of their peers.

How does one participate in a MOOC? The first step is to read what the facilitators have posted as resources for the topics. This material acts as an initiation into the topic, and quite often it functions to seed discussion. After reading the material, a participant can choose to investigate the topic further by finding their own readings or they can post their reflections on the resources.

When creating a post about the readings, participants should try to link the course content to their life experiences, as these reflections are valuable to them and to others who read the posts. It is important to take some time to read other participant's reflections, as they are likely to share insights and help deepen understanding of the topic. If a participant finds a particularly useful additional resource, they should share it with the larger community. When participants find that a post was particularly meaningful to them, they often take a moment or two to reply to it, and perhaps share their own insight. This dialogue encourages participation and helps to foster deeper meaning through connections and conversations.

6.2.2 Formal and informal facilitation

MOOCs are facilitated, they are not taught. MOOC facilitators are individuals passionate about the topic they are facilitating, and they have come to share their passion with the participants. There is no single person that checks to see that people are participating or to encourage further participation. Each participant shares the responsibility for keeping the community alive and active. The facilitators are not likely to answer everyone's questions, as they rely heavily on the community to support the conversations. In the end it's through peer learning and peer-to-peer connections that learning occurs in MOOCs, so it's critical for each participant to reach out and connect with someone.

6.2.3 Questions

If a participant has questions, they must feel free to ask the facilitators! Asking questions means not only closing open gaps in knowledge, it also gives everyone an opportunity to discover other potential gaps—things that they didn't know that they don't know—and thus gives them an opportunity to fill those gaps as well. In the same vein, if a participant knows the answer to a question that someone else has posted (or has an opinion about the answer), they should feel free to post a reply. It is through these conversations that meaningful learning occurs.

6.2.4 Dealing with mass.

MOOCs are massive; after all, that is what the "M" in MOOC stands for. They are massive in terms of the number of participants and are generally massive in the number of conversations that occur. To avoid the feeling of information overload, or the feeling of being overwhelmed, participants

must give themselves permission to not read everything. In a regular course, the teacher filters information to avoid this overload. In a MOOC, this is the facilitators and each participant's job. Because it is often not possible to read everything, individuals must filter for topics that they want to read, and then read and respond to only those. If a blog post and discussions are interesting but it's not possible to read the details right away, participants can bookmark them. This way, when there is a spare moment—for example, on the train going home—a learner can return to those readings. The nice thing about MOOCs is that even though the MOOC itself is time-bound; the content is not. Everyone can always go back to MOOC content (and participant blogs and discussions) long after the MOOC is over—it's not necessary to process all the information immediately.

6.2.5 Etiquette

Before we finish this section, we'd like to discuss MOOC etiquette. To help reduce information overload, before sharing resources or posting a question, the facilitator should be advised participants to search to see if someone has already posted about it. If someone has, the best approach is to reply within that thread rather than create a new one. For example, if there is an introductions thread, participants should post their introductions within that thread. In addition, when replying to a message, it's not necessary to quote the entire message within the reply. The best practice is to edit the quoted text to only include the portions that are relevant to the reply. Finally, spelling does matter. Proofreading posts and checking them for spelling mistakes and typos makes it easier for others to read. This is especially important when MOOC participants do not speak English very well and may rely on some automated translation tools for language assistance.

6.3 Post-MOOC: stay connected!

Even when the MOOC is over, the learning doesn't have to stop! The Facilitators must always suggest to people who introduced themselves probably shared with the group their blog, Twitter, and

LinkedIn addresses to continue contact. Chances are that they are still thinking about the topics and materials discussed in the MOOC. They may even be posting their reflections on the completion of the MOOC. Others may have already connected with these individuals on Twitter,

LinkedIn, and their blogs while the MOOC was in session, so keeping up with what they write, and commenting back on those posts, isn't going to be much of an issue. It is good to connect while everyone's contributions to the MOOC are still familiar. Thus, any new developments and news on the topic of the MOOC will be available to everyone in their network through the magic that is RSS. Since participants commonly blog for some time about the MOOC discussion topics, and chances are high that other participants are following their blogs, they are also contributing to the knowledge creation of a large group as well!

Finally, when the MOOC is over, participants likely have more free time for collaboration. They can reach out to some fellow MOOC participants who have similar ideas to theirs. An ad-hoc working group would be simple to organize to explore topics of mutual interest. These topics may be research based or practice based. The point is that there are probably professionals out there who are thinking of things to work on based on their MOOC experiences, but it would be easier to accomplish with a small group of like-minded individuals than working on solving the problem on their own. Through extended practice and collaboration come greater opportunities.

7 THE SAFELMD MASSIVE OPEN ONLINE COURSE (MOOC)

7.1 What is a MOOC?

Massive Open Online Courses (MOOCs) are free online courses in different disciplines and fields of study, organised around an open, publicly shared curriculum, available for anyone to enrol. MOOCs provide an affordable and flexible way to acquire new skills, foster personal development and career advancement through informal quality educational experiences at scale.

Typically, MOOCs integrate social networking, accessible online resources, and are either self-paced or facilitated by experienced trainers in the field of study. MOOCs build on the engagement of learners who are at the centre of the learning process and self-organize their participation according to their own learning goals and skill development needs, prior knowledge and educational background, and available time and resources.



- **Course:** A MOOC supports the attainment of learning outcomes after certain activities within in a given period of time. It comprises learning materials and some kind of formative evaluation method to assess the knowledge acquired by learners. It involves facilitators and learners and enables the interaction among students and between students and facilitators.
- **Open:** On one hand, a MOOC should provide open and free access to educational resources and learning activities, which means that learners can enrol and attend the course without paying (however it is a common practice that some features such as obtaining a certificate, or the assessment of work assignments are provided with charge). On the other hand, a MOOC should be open to anyone without prerequisites such as country of origin, previous qualifications, or specific grades.
- **Online:** Course content is always available, over the internet, and through different devices. A MOOC does not require the physical attendance of learners at a classroom.
- **Massive:** A MOOC has no limitation on the number of participants, supporting the participation of thousands of learners from around the globe. Learners become part of the course by engaging with other people's work, and everybody learns from the work of the other participants.

7.2 The SafeLMD MOOC: Scope and structure

The SafeLMD Massive Open Online Course (MOOC) is a self-guided online course that acts as a wide access delivery method for the SafeLMD curriculum. It has been designed to reflect the structure of the developed curriculum, as organized around learning units and lessons, and comprises the project's training and assessment materials, in an online form (text, presentations, multimedia files, interactive tools, and exercises). The SafeLMD MOOC primarily relies on visual materials such as presentations, videos, info graphics, instructional mock-ups, and all textual descriptions are accompanied by visual aids to facilitate learners' understanding. The SafeLMD MOOC integrates also additional pedagogical resources such as video units, info graphics, exercises that support auto-assessment, and collaboration mechanisms, aiming to provide an optimal learning experience with increased collaboration opportunities. The SafeLMD online course is structured around 7 learning units, which are further broken down into 22 lessons, and which are outlined in Section 4.

7.3 The SafeLMD MOOC: Pedagogical Principles

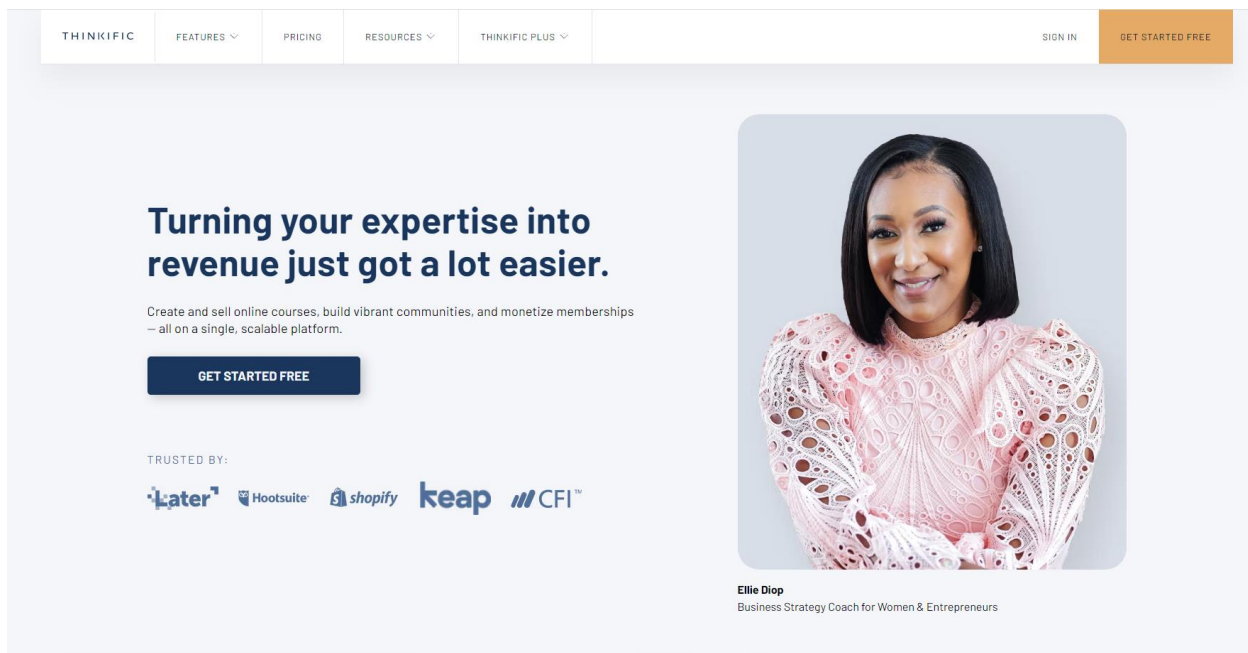
The SafeLMD Vocational Open Online Course is founded on the following **pedagogical principles**:

- **Learner-centeredness**: Learners are at the heart of the learning process, being able to establish individuals learning goals and a personal learning path based on available content and materials.
- **Flexibility**: Learners are able to arrange their own learning schedule according to their resources within the lifecycle of the course and decide their level of engagement.
- **Interactivity**: The SafeLMD MOOC makes explicit mention on the value of interactivity and the multiplying effects it has on learning and capacity building. Learners are encouraged throughout the course to discuss with their peers, provide feedback on each other's work, and participate in joint activities, where possible.
- **Ubiquitous learning**: Learners are able to experience learning activities and content in any context and situation 24 hours 7 days per week through mobile devices such as laptops, tablets and smart phones.
- **Teacher as facilitator**: In MOOCs, trainers should abandon their traditional role which is to convey information to learners and now act as facilitators, motivating learners to engage in course activities and providing feedback and assistance with their tasks.
- **Blended evaluation scheme**: One of the greatest challenges for a Massive Open Online Course is to establish an assessment model that works at a much larger scale, with potentially thousands of learners participating in the course. To respond to this challenge, the SafeLMD MOOC has employed a blended evaluation scheme that incorporates different methods & tools to evaluate learners' performance, including: a) auto-assessment, b) peer feedback, and c) self-checks.

8 HOW TO ACCESS AND USE THE SafeLMD MOOC

8.1 THINKIFIC

The “SafeLMD” online course is hosted on Thinkific (<https://www.Thinkific.com/>); an online learning platform that allows individual educators (e.g., individual trainers, universities, colleges, consortia and public institutions) to create and deliver Massive Open Online Courses (MOOCs) in a wide range of disciplines and subjects. Thinkific gives anyone the opportunity to offer truly interactive instruction without the need to write any code. Learning activities are combined with social mechanisms and facilitation/monitoring tools that allows to create engaging online learning experiences. The platform is designed to provide a community-based learning environment in which learners are actively involved in learning process and feel empowered, passionate communities of practice flourish, and deep learning experiences are fostered through carefully designed and interactive courses.



The screenshot shows the Thinkific website homepage. At the top is a navigation bar with links: THINKIFIC, FEATURES (with a dropdown arrow), PRICING, RESOURCES (with a dropdown arrow), THINKIFIC PLUS (with a dropdown arrow), SIGN IN, and a prominent orange button labeled GET STARTED FREE. The main content area has a light blue background. On the left, the headline reads "Turning your expertise into revenue just got a lot easier." Below this is a sub-headline: "Create and sell online courses, build vibrant communities, and monetize memberships – all on a single, scalable platform." A dark blue button with the text "GET STARTED FREE" is positioned below the sub-headline. Underneath the button, it says "TRUSTED BY:" followed by logos for Later, Hootsuite, Shopify, Keap, and CFI. On the right side of the main content area is a portrait of Ellie Diop, a woman with dark hair wearing a pink lace top. Below her portrait is her name "Ellie Diop" and her title "Business Strategy Coach for Women & Entrepreneurs".

Thinkific provides a wide range of authoring tools to make the process of learning easier and more entertaining (e.g., auto-assessment, blog, discussion forum). Courses are structured into (individual) learning modules that are populated with text, images, videos, presentations, info

graphics, and exercises that essentially enhance the learning process and enable students to evaluate their knowledge and skill acquisition. Thinkific employs a social media workflow with built-in galleries, announcements, wikis, blog pages, and discussion spaces to encourage commenting and liking throughout students' learning journey. These tools aim to support interaction with peers and facilitators and ultimately foster a community of collaborative learners. The platform also supports content in different languages. Finally, to support flexible and ubiquitous learning, all courses are compatible with mobile devices such as laptops, smart phones and tablets.

8.2 Minimum system requirements

This section presents the minimum system requirements for using Thinkific. These requirements may change over time, following future programming improvements or amendments.

In order to make sure that Thinkific runs well, please make sure your desktop computer, laptop, tablet, smartphone, or smart device has the following:

- ✓ The most recent version of one of the web browsers listed below.
- ✓ JavaScript enabled.
- ✓ PDF plugin.
- ✓ Graphic and audio output capability.
- ✓ Broadband internet connection with a minimum speed of 5Mbps (recommended).
- ✓ TLS 1.2 supported by your web browser.

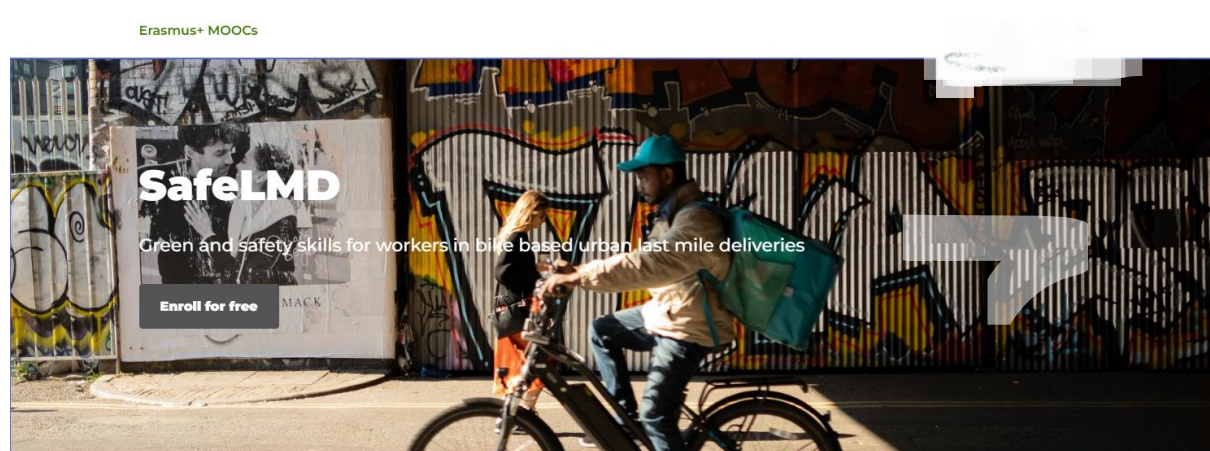
While the platform supports most of the browsers (Chrome, Firefox, Safari, Microsoft Edge), it is recommended using Chrome or Firefox on a desktop for best results while creating your courses.

For more information on minimum system requirements, please visit:

<https://support.Thinkific.com/hc/en-us/articles/360030354954-System-Requirements-and-Supported-Browsers>

8.3 ENROLMENT INTO SAFELMD COURSE

SAFELMD MOOC landing page



SafeLMD curriculum

- Knowing goods and packaging
- Handling and administrative procedures
- Road traffic regulations
- Bicycle characteristics
- Basics of safe riding
- Communication skills, customer service

Show more

EDIT SAFELMD CURRICULUM

The aim of Safe Last Mile Delivery is to make cycle logistics safer and greener. We develop learning materials that are tailored to the needs of LMD cyclists who can acquire the skills needed for sustainable deliveries and safe, accident-free routes.

7 lessons

HELP

The curriculum is listed on the left with expandable arrows. A button to 'EDIT SAFELMD CURRICULUM' is next to 'Basics of safe riding'. On the right, there is a logo for 'SafeLMD LAST MILE DELIVERY' featuring a cyclist on a green bike. Below the logo is a paragraph explaining the course's aim. At the bottom right, it says '7 lessons' and there is a green 'HELP' button.

Course content

The course is structured as follows:

- ✓ Textual content
- ✓ Additional materials (e.g. videos, informative texts)
- ✓ Case studies
- ✓ Multiple choice questions

FAQ

^ Will I get a Statement of Accomplishment after completing this course?

Certificates of completion will be awarded to learners who have successfully completed all course activities. The certificates will act as evidence of professional development and skills acquisition; they do not represent an official degree.

^ What about timing? Can I take this self-paced?

You can go at your own pace! Within any week of the course, you can look at the materials and take assessments whenever you have time available, regardless of your time zone. The course is completely online and you can access course materials and resources anytime via the web or your mobile device.

^ Do I need to take the course in a specific order?


Whereas the course has a modular structure allowing learners to choose the modules and lessons that better address their needs

Erasmus+ MOOCs

All Courses Sign In






Project Number: KA220-VET-000029639

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**Co-funded by
the European Union**

SafeLMD consortium



HELP

All users (both facilitators and learners) on Thinkific need to enrol so as to get access to course and assessment materials through the landing page (see above picture & red marks). Users can sign in either via their social media accounts or via entering a valid e-mail address together with their full name. The latter will be the name displayed on the platform.



SafeLMD-Green and safety skills
for workers in bike based urban
last mile deliveries
Erasmus+ MOOC

Log in with

[Facebook](#) [Google](#) [LinkedIn](#)

or

Email*



Email

First name* Last name*

First name Last name

Sign up

To sign up, an account password is also required. It is recommended that users should create a strong password that will include a mix of uppercase letters, lowercase letters, numbers, and symbols to prevent unauthorised access and keep their profile secure.

Erasmus+ MOOCs All Courses My Dashboard Aglaia V  

Thanks, Aglaia V

Complete your account setup to get started

New password*

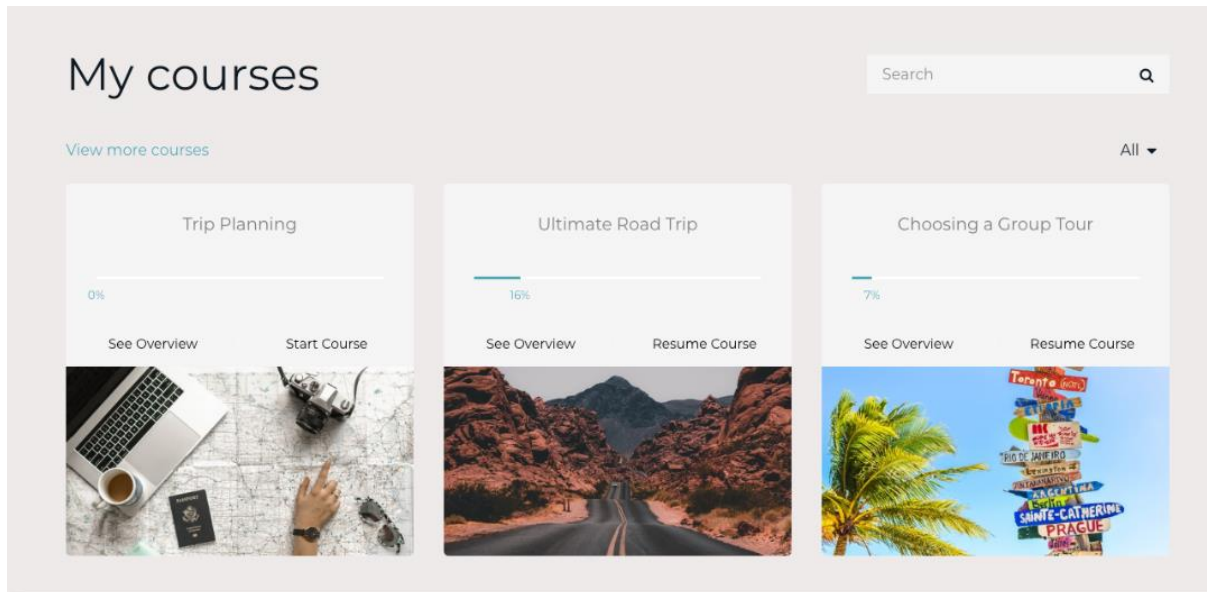
New password

Password must be at least 8 characters

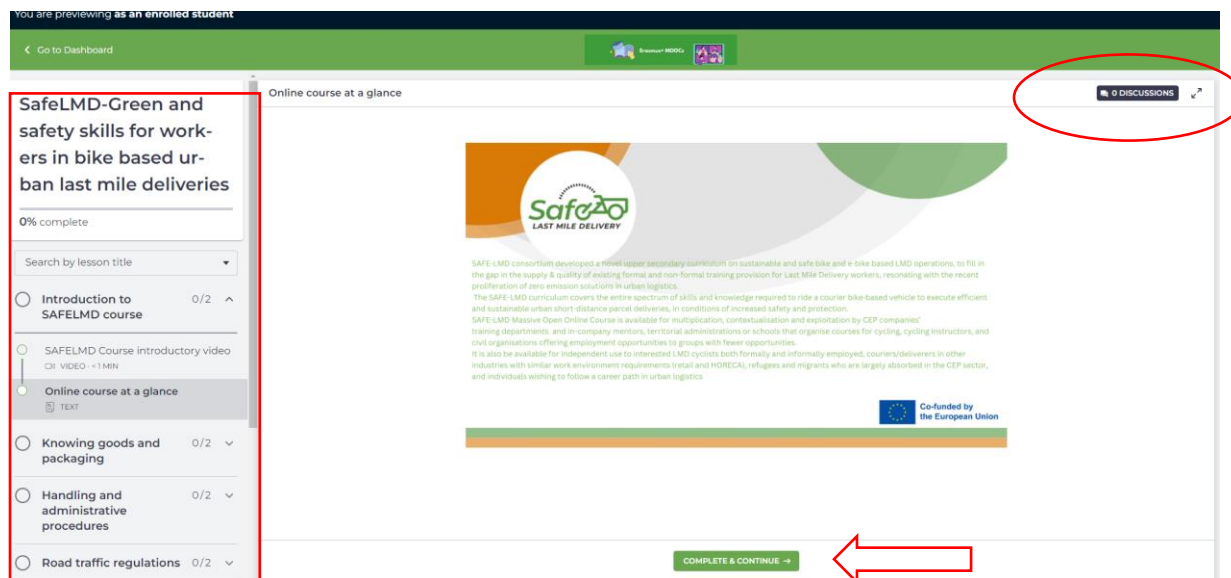
Complete setup

8.4 How to navigate within Thinkific as a learner.

Students are immediately taken to their Student Dashboard when they login to your site. The Student Dashboard will display all product enrollments and students can simply click on any of the product cards available to access them or continue where they have left off!



After choosing the SAFELMD course the page below is displayed; it is the main homepage of the course that provides basic information and make learners feel welcomed. The homepage (Course player defined by Thinkific) presents the syllabus/ curriculum (left side bar) presenting course structure (modules, chapters, lessons & assessment materials) which determine the major topics and materials learners need to study to achieve learning outcomes. Moreover, it demonstrates the discussion section in which all can post messages, share files, pictures and hyperlinks relevant to course content allowing students' engagement, activity and exchange with their peers' and course facilitators (indicated in red circle).



Learners can continue to the next chapter, lesson or assessment material by clicking at the button “Complete & Continue” on the bottom of the page (marked with red arrow).

Learners have access to:

- ✓ Student Dashboard (where they can see/access all courses they are enrolled in)
- ✓ Course Player (where they view course content)
- ✓ My Account basic settings which include:
 - Profile (Name, email, Custom Fields, time zone)
 - Password
 - Certificates
 - Notifications (Enable/disable Weekly Reminder and Discussion reply to emails)
 - Order History

8.5 How to navigate within Thinkific as a facilitator.

In accordance with the pedagogical principles outlined in section 1.3, an adult trainer is envisioned as a facilitator within the SAFELMD course. This role entails a departure from the traditional approach of merely transmitting information to learners, and instead emphasizes facilitating and

motivating learners to actively participate in SAFELMD online course activities. The facilitator is responsible for providing feedback and assistance to learners throughout their tasks.

Specifically, for the SAFELMD course, the facilitator may possess one or more of the following professional backgrounds:

- In-house trainer specialized in the LMD and/or CEP sector: This individual has expertise in the field of LMD and/or CEP and is employed within an organization, such as a company or institution, dedicated to these sectors.
- Mentor with a focus on LMD and/or CEP: The facilitator can serve as a mentor, drawing from their experience and knowledge in the cycling/ logistics domain to guide and support learners.
- Adult trainer specializing in vocational training: The facilitator is an experienced professional in the field of adult training, either working independently or as part of an organization, with a specialization in vocational training.
- Cycling instructors.

Above all, the facilitator should be a seasoned individual with expertise in adult training and/or the LMD and/ or CEP sector, who is enthusiastic about leveraging the SAFELMD online course through the Thinkific platform. Their primary objective is to promote the course to learners, specifically targeting cyclists' delivery workers seeking to enhance their green and safe skills.

In the given scenario, the facilitator, having successfully enrolled in the SAFELMD course by following the guidelines outlined in section 2.3 "Enrolment in the SAFELMD course," can effectively deliver the course by utilizing the platform **enrolled as a learner but acting as a facilitator**. To ensure a professional approach, the facilitator should consider implementing the following tips while delivering SAFELMD course:

- Familiarize yourself with the material: Thoroughly review and understand the course content, objectives, and structure. This will enable you to provide accurate guidance and support to learners during the course.
- Establish clear communication channels: Maintain effective communication channels with learners, providing them with clear instructions, feedback, and guidance. Encourage learners to utilize the platform's messaging features, discussion boards, to address queries and foster active participation.

- Promote active learning: Encourage learners to actively engage with the course material, participate in discussions, and complete exercises. Facilitate meaningful discussions and provide additional resources or examples to enhance comprehension and application of the course concepts.
- Foster a positive learning environment: Create an inclusive and supportive learning environment where all participants feel comfortable expressing their thoughts and opinions. Encourage respectful dialogue and facilitate peer-to-peer interactions to promote collaborative learning.
- Adapt to learners' needs: Understand the diverse learning styles and preferences of participants. Tailor your facilitation approach accordingly by incorporating different instructional methods, multimedia resources, or supplementary materials to accommodate varied learning preferences.
- Encourage self-reflection: Prompt learners to reflect on their learning journey and progress. Engage them in self-assessment activities or reflective exercises (case studies) to help them consolidate their knowledge and apply it in real-world contexts.

Continuously update and improve: Seek feedback from learners regarding their learning experience and areas for improvement.

8.6 Other roles facilitating Thinkific SAFELMD online course.

Thinkific allows multiple educators to collaborate and create training content in real-time, as long as they have a subscription. All courses are collaborative by default. However, only site owners, site admin and course administrators are involved in the course design and therefore have the right to add new material and resources or edit course structure and visual elements. They have maximum permissions within a course and access to all tabs. **EXELIA, as the administrator of the SAFELMD online course, retains the exclusive authority to provide rights to other users, upon consent and agreement from the consortium.**

In the case when an educator is interested in delivering the online course **as a facilitator but with additional permissions (other than enrolled as learner)**, the Thinkific platform offers various available roles. The basic suitable role covering is the **course admin** who has limited access in the Thinkific account. Course admin can:

- ✓ Create new courses,

- ✓ Create new instructors,
- ✓ Edit existing courses to which they are assigned as Course Admin,
- ✓ View learner progress for courses to which they are assigned as Course Admin,
- ✓ Manage discussions from their courses and easily approve/hide discussions or reply to their students,
- ✓ Export the results for any quizzes and surveys in their course to see their students' responses,
- ✓ Managing assignments.

The SAFELMD project aligns with the sustainability strategy of the Erasmus programme and aims to facilitate the integration, adoption, and utilization of the SAFELMD online course among VET providers and in-house trainers in the CEP and LMD sector, serving as a valuable supplementary training resource. Consequently, it is strongly advised that organizations seeking to implement the SAFELMD online course and assume the role of facilitators take on the responsibilities of group analysts or course administrators.

9 HOW TO FACILITATE THE SafeLMD MOOC

The SafeLMD MOOC employs a learner-entered and personalised learning approach that places the learner at the heart of learning activities and educational process. Learner-centeredness is an educational approach that leads to high motivation and personal commitment to learn, deeper immersion in learning activities, and greater knowledge acquisition. In this context, learners can determine their own learning path, formulate individual goals, and select educational material and resources that address their distinct needs, preferences and expectations.

When teaching with the use of a MOOC, educators need to abandon their traditional role, which is to be the main source of information, and become a facilitator and motivator of learning. They should be more focused on the development of skills, competences and attributes and on comprehensive feedback, rather than on the dissemination of content.

Trainers should find ways to create a learning environment that stimulates all participants in the virtual classroom, generates deep understanding, and promotes collaborative learning throughout the course.

Consequently, the trainer in SafeLMD MOOC has to assume the role of facilitator a) providing regular and consistent feedback on tasks and exercises delivered by MOOC participants, b)

encouraging learners to participate in learning activities, c) pinpointing learners' weaknesses and misconceptions, and d) responding to learners' questions and requests.

9.1 Introduce yourself to the class.

Trainers are encouraged to introduce themselves to the class by presenting a short personal bio that demonstrates their educational background and area of expertise. From the very beginning, trainers need to set the tone for the course and describe their expectations in the virtual classroom. An interesting introduction will effectively increase participants' willingness to experience new learning opportunities and develop a sense of connection between trainer and learners. Trainers can prepare a welcome video to introduce the course and help learners get used to the format. Introductory videos should answer initial questions and concerns and set the course expectations while assisting in creating a positive first impression.

9.2 Promote online discussions and collaborative learning.

The SafeLMD MOOC highlights the value of peer assistance and collaborative learning through the incorporation of discussion boards, online chat, social media links, and a students' area. The students' area (i.e., discussion forum) is the place where learners can share knowledge and information with other participants, discuss key concepts and problems associated with the course, exchange views and opinions with trainers, and cooperate with peers to complete tasks and exercises. Trainers should encourage learners to participate in the discussion forum by providing incentives (e.g., provision of access to additional learning materials and pedagogical resources). Also, trainers need to enhance learners' motivation by being explicit about expectations and ground rules for the online discussion forum, setting the framework for interaction, peer collaboration and dialogue. To moderate the forum, the trainer should become a facilitator and review the discussions without controlling or intervening in the dialogues. When it comes to questions, sometimes it is better to leave time for other participants to answer so as to encourage interaction among students.

9.3 Establish a communication scheme.

Trainers should establish a well-defined communication scheme to facilitate interaction with learners and support learning throughout the course. The platform very recently released the

“Microsoft Teams Meeting” widget which allows educators to engage with their learners in live audio/video meetings via the Microsoft Teams application. This widget enables Course Creator/Administrators, facilitators, and learners with an Active Microsoft Teams license, to schedule live audio/video meetings; and it enables learners themselves to participate in multimedia equipped meetings with fellow learners from within a Thinkific course.

In addition, Trainers and Facilitators are encouraged to set/schedule online office hours once a week through the announcement section or the online chat, to engage in active discussions with learners, and providing assistance and clarifications, where needed. Strategic structured communication through regular emails and messages, including weekly feedback, announcements, and reminders will assist to maintain the engagement and focus of learners on the course experience and enhance the perception of a “teaching presence” by participants. Another channel to interact and communicate with learners is through the SafeLMD student area (discussion forum). Trainers and facilitators need to monitor and interact in the forum as well.

9.4 Monitor learners’ progress and engagement

Thinkific provides several options to monitor learners’ activity throughout the course, providing analytics for all students such as enrolment and completion date, active time spent in the course, overall progress status, and comments posted in discussion boards. This allows facilitators to extract aggregate statistics for the course (e.g., dropout rate, engagement, interactivity) and most importantly to identify which students lag behind or demonstrate a low engagement so as to take remedial actions that increase their willingness to complete the course. For instance, facilitators can send reminder messages to students, indicating their progress and encouraging them to complete all sections. Another option is to issue badges for students that are actively involved in learning activities and have successfully completed work assignments and quizzes.

9.5 Create a sense of community and encourage interaction between students.

The SafeLMD MOOC features a welcome activity to make learners, to feel welcome right from the start of your course, warm up interaction, and help create a sense of community. The “Welcome Activity” acts as an “ice-breaker” inviting students to introduce themselves, share interesting information, fostering thus a sense of rapport and collective learning.

9.7 Tips for trainers and facilitators

1. Facilitate the course and help learners achieve their personal learning objectives.
2. Encourage learners to participate in the “welcome activity” before engaging with learning activities.
3. Login daily to interact with participants and/or monitor course activity.
4. Monitor learners’ progress and send reminder messages to students indicating their progress status and encouraging them to complete all sections.
5. Moderate learners’ interaction in the SafeLMD student area and chat rooms, as well as the comment threads on each course page.
6. Respond to learners’ emails, messages, and discussion postings within a day.
7. Prior to SafeLMD MOOC release date, trainers should proofread the entire course, review all educational material, post an introductory announcement (or a welcome video), provide contact details, and set online office hours.
8. Schedule online office hours for learners that will take place once a week via the announcement section or the online chat.
9. Provide regular feedback on tasks and exercises submitted by learners and grade assignments (if relevant. Personalised feedback must be provided within forty-eight (48) hours after the submission of tasks due date.