



Early Years Digital Portfolio

Third Project Partners Meeting

Braganca (IT)

4 - 5 September 2023





THIRD MEETING

Braganca (PT), 4 – 5 September 2023

AGENDA OF THE MEETING

MEETING VENUE: INSTITUTO POLITÉCNICO DE BRAGANÇA

CAMPUS DE SANTA APOLÓNIA, 5300-253 BRAGANÇA

Monday 4th September 2023

09:30 CET - Start of the Meeting

1	Welco	ome of Participants	Miguel Torga, IPB
2	Adop	tion of the Agenda	Pixel
3	Prese	ntation of Work Packages	
	3.1	WP2 - Handbook for Children Documentation and Assessment	All partners
		 Presentation of the current situation (Pixel) 	
		 Presentation of the handbook (IPB and ULS) 	
		 Round table related to the handbook contents (All partners) 	
		 Planning of future activities (All partners) 	

11:00 - 11:20 Coffee Break

3.2	WP3 - Online Training Package:	IPB, Pixel
	 Presentation of the current situation (Pixel) 	
	 Presentation of the results of the training activity (IPB) 	

13:00 - 14:00 Lunch Break

3.2	WP3 - Online Training Package:	IPB, ULS, Pixel
	Presentation of the:	
	 Table of Contents (WP3.F) 	
	 Guidelines to develop the Training Package contents (WP3.G) 	
	 Partners' feedback on the table of contents 	

16:30 - 16:50 Coffee Break

3.3	WP4 - Digital Portfolio Management System	All partners
	 Definition of the dates for the meeting in Dublin (IE) 	

17:30 CET - End of the Meeting









Tuesday 5 September 2023

09:30 CET - Start of the Meeting

	WP5 – Valorisation:	
3.4	 Current situation on the dissemination activities carried out Current situation on the activities for sustainability (associated partners and exchange links) Round table on the partners' activities for sustainability Actions and Deadlines 	All partners
3.5	 WP1 – Management: Analysis of the online narrative reports Q&A on administrative reporting 	Pixel (IT)

11:00 - 11:20 Coffee Break

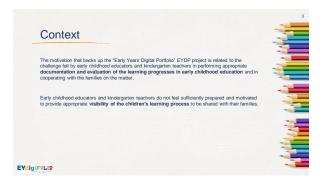
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4	Any Other Business	All partners
5	Meeting Evaluation	All partners
6	Delivery of Certificates	IPB (PT)

13:00 CET – End of the Meeting







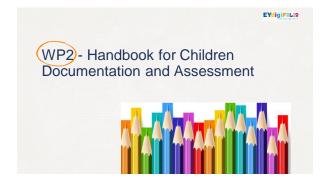


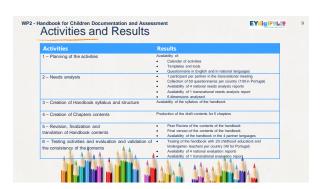










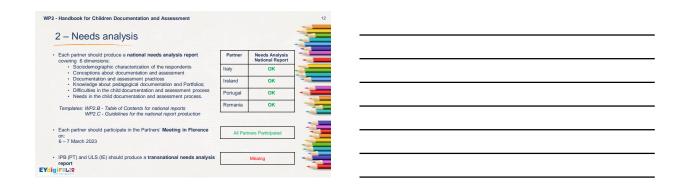


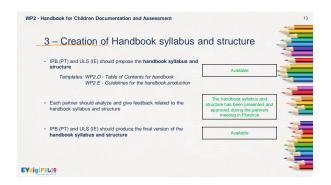
WP2 - Handbook for Children Documentation and Assessment 1 - Planning of the activities IC Sestini (IT), CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO) should create a **working group** involving in the contents creation: Partner Declaration IC Sestini (IT) The director or a representative of the managerial staff who will ensure that the handbook contents are recognised and accepted by the kindergarten 5 Early childhood educators who will have an active role in supporting the expents of IPS, ULS and in adapting the pedagogic and methodological contents to the specific needs of educators. CSSanta Clara (PT) AE Miguel Torga (PT) EuroEd (RO) ок Template: WP2.L - Working Group involvement declaration IPB (PT) ок ULS (IE) IPB (PT) and ULS (IE) should create a working group involving 4 experts/lecturers/researchers in the contents creation

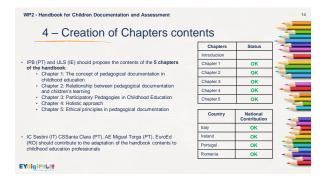
Template: WP2.L - Working Group involvement declaration

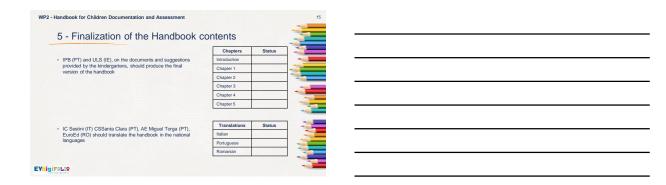
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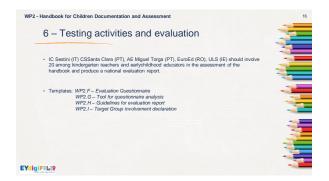




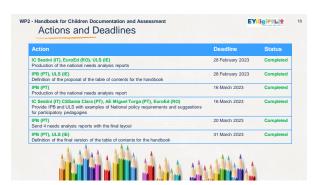




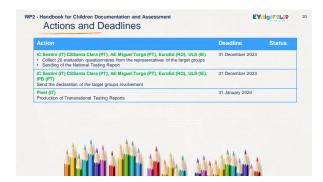




Action	Deadline	Status
IPB (PT), Pixel (IT) Creation of the templates needed for carrying out the activities	30 November 2022	Complete
IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE) Provide IPB with feedback on the questionnaire	19 December 2022	Complete
IPB (PT) Provide Pixel with the final version of the questionnaire	22 December 2022	Complete
Pixel Creation of the English online version of the questionnaire	22 December 2022	Complete
IPB (PT) Produce the template for the national report	16 January 2023	Complete
IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE) Translation of the questionnare in national language and collection of 50 filled-in questionnaires	31 January 2023	Complete

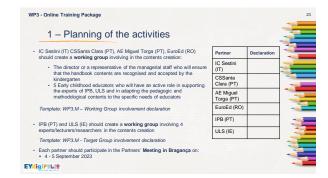


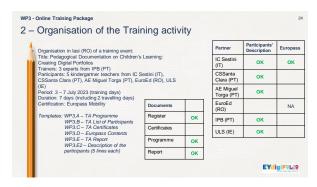




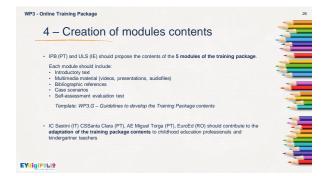


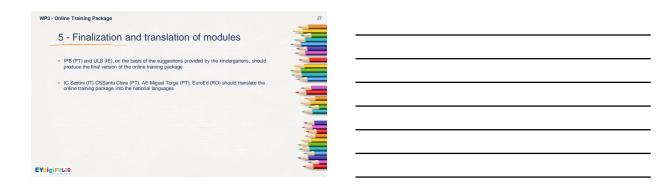
Activities	Results
1 - Planning the activities	Availability of: Calendar of activities Templates and tools 1 participant per partner in the transnational meeting
2 – Organization of the Training activity	Logistic organization of the training activity in Romania Participation of all east of suchers per partner, but Pixel and IPB Incolvement of 3 experts by IPB in the training Availability of List of Participants Reports on the training activity
3 - Definition of the online course syllabus and structure	Availability of the online course syllabus
4 - Creation of Module contents	Availability of the draft contents for 5 modules
5 - Revision, finalization and translation of module contents	Peer review of the 5 modules and availability of in English, Italian, Romanian and Portuguese of the online training package
6 – Testing activities	Testing of the handbook with 20 childhood educators and kindergarten teachers per country (40 for Portugal) Availability of 4 national evaluation reports Availability of 1 transrational evaluation report Availability of 1 transrational revolution report Availability of 1 transgr





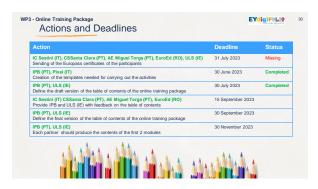




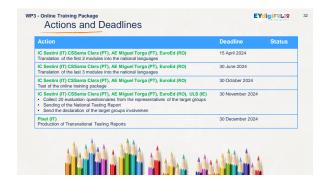




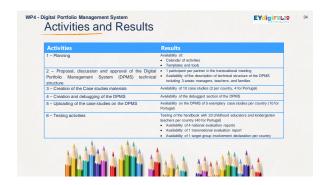
Action	Deadline	Status
IPB (PT) Definition for the training activity of the: Programme Contents for the Mobility Europass	16 April 2023	Complete
EuroEd (RO) Logistic organization of the training activity	3 – 7 July 2023	Complete
IPB (PT) Scientific delivery of the training activity	3 – 7 July 2023	Complete
IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE) Participation in the training activity with 5 kindergartner teachers	3 – 7 July 2023	Complete
IPB (PT) Sending, for the training activity, of the: Programme List of Participants C-certificates Report	31 July 2023	Certificates are missing

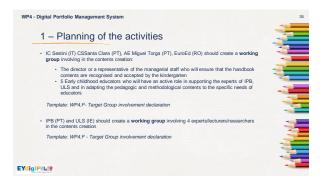


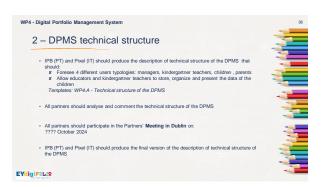




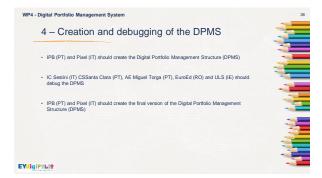


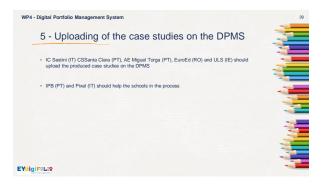


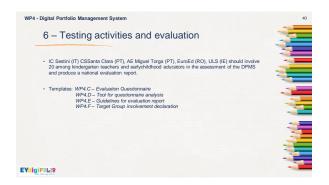


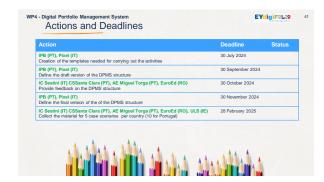


	(PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE) should dies each documenting the progress of 5 children	-
Templates: WP4.B - Case	study	- 3
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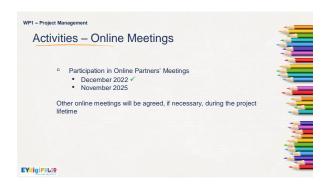


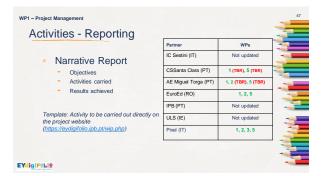


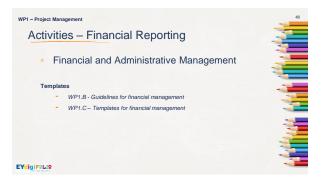


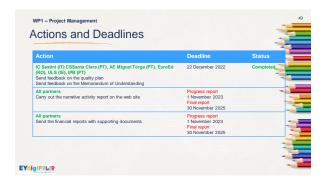




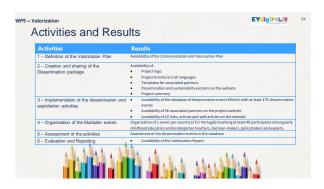






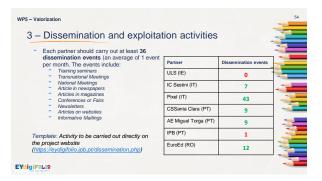




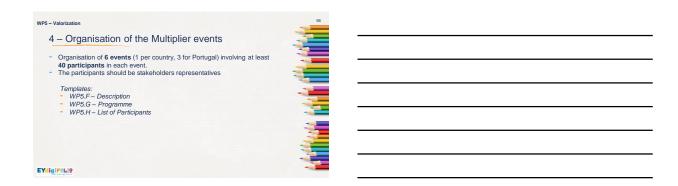


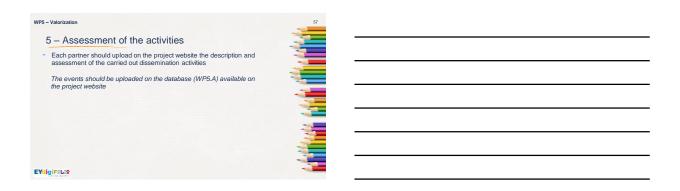


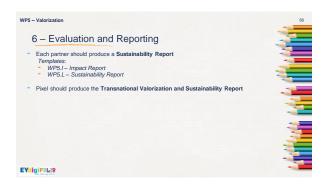




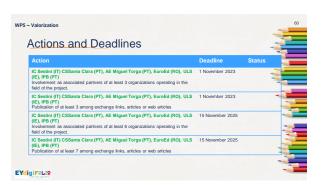
Each partner should involve in the project at least 6 associated partners.	Partner	Assoc Partners	Links
Templates: - WP5 B - Associated Partner Letter	ULS (IE)		
WP5.C – Associated Partner Form	IC Sestini (IT)		1
Each partner should produce at least 7 among exchange links, articles or web articles related to	CSSanta Clara (PT)		1
the project Templates:	AE Miguel Torga (PT)		1
- WP5.D – Links	IPB (PT)		2
- WP5.E - Articles	EuroEd (RO)		1

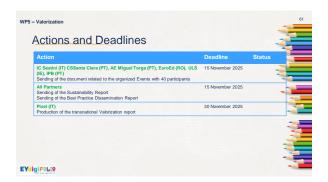






Action	Deadline	Status
PB (PT) Development of project brochure	10 March 2023	Completed
All Partners Post of a link to the project portal on each one of the eartners' organizations websites	31 March 2023	Completed
All Partners Translation of project brochure in the national language	15 March 2023	Completed
All Partners Upload at least 9 dissemination events	15 September 2023	
All Partners Drganization of 1 dissemination event on the project very month and uploading the information on the project veb site	30 November 2023 28 February, 30 May, August, November 2024 28 February, 30 May, August, November 2025	





A	Thanks!	62
	Any questions?	EY digiFoL10



CALENDAR OF DEADLINES

WP1: Management

Deadline	Results	Partner	Template and Tools
Progress report 1 November 2023 Final report: 30 November 2025	Carry out the narrative activity report on the web site	All partners	WP1.B - Activity to be carried out directly on the project website at https://eydigifolio.ipb.pt/wip.php
Progress report 1 November 2023 Final report: 31 October 2025	Financial report	All partners	WP1.C - Guidelines for financial management WP1.D - Templates for financial management

WP2 - Handbook

Deadline	Results	Partner	Template and Tools
	Production of Transnational Needs Analysis Report.	IPB (PT)	
	Definition of the draft version of the contents for the handbook	IPB (PT), ULS (IE)	WP2.D – Table of Contents for Handbook WP2.E – Guidelines for the Handbook production
	Definition of the final version of the contents for the handbook	IPB (PT), ULS (IE)	WP2.D – Table of Contents for Handbook WP2.E – Guidelines for the Handbook production
	Translation of the handbook in the national	IC Sestini (IT) CSSanta Clara	
	language	(PT), AE Miguel Torga (PT), EuroEd (RO)	
31 December 2023	Send letter of involvement of target groups	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP1.A - Target Group involvement declaration
31 December 2023	Collect 20 evaluation questionnaires from the representatives of the target groups	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT),	WP2.F – Evaluation Questionnaire WP2.G – Tool for questionnaire analysis
	Sending of the National Testing Report	EuroEd (RO), ULS (IE)	WP2.H – Guidelines for evaluation report
31 January 2024	Production of transnational evaluation report	Pixel (IT)	WP2.H – Guidelines for evaluation report

WP3 - Online Training Package

Deadline	Results	Partner	Template and Tools
	Sending the certificates for the training activity.	IPB (PT)	WP3.C – TA Certificates
	Sending of the Europass certificates of the participants	IC Sestini (IT), CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP3.D – Europass Contents
31 July 2023	Define the draft version of the table of contents of the online training package	IPB (PT), ULS (IE)	WP3.F – Training Package table of contents
15 September 2023	Provide IPB and ULS (IE) with feedback on the table of contents	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	WP3.F – Training Package table of contents
30 September 2023	Define the final version of the table of contents of the online training package	IPB (PT), ULS (IE)	WP3.F – Training Package table of contents
30 November 2023	Each partner should produce the contents related to 1 module	IPB (PT), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents





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15 December 2023	Provide IPB and ULS with feedback on the contents of the first 2 modules	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents
31 January 2024	IPB produces the contents for 2 modules ULS produces the contents for 1 module	IPB (PT), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents
28 February 2024	Provide IPB and ULS with feedback on the contents of the last 3 modules	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents
31 March 2024	Production of the final version of the first 2 modules	IPB (PT), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents
30 April 2024	Production of the final version of the last 3 modules	IPB (PT), ULS (IE)	WP3.G – Guidelines to develop the Training Package contents
15 April 2024	Translation of the first 2 modules into the national languages	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	
30 June 2024	Translation of the last 3 modules into the national languages	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	
30 October 2024	Test of the online training package	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	
30 November 2024	Collect 20 evaluation questionnaires from the representatives of the target groups Sending of the National Testing Report Send the declaration of the target groups involvement	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP2.H – Evaluation Questionnaire WP2.I – Tool for questionnaire analysis WP2.L – Guidelines for evaluation report WP2.M – Target Group involvement declaration
30 December 2024	Production of Transnational Testing Reports	Pixel (IT)	

WP4 - Digital Portfolio Management System

Deadline	Results	Partner	Template and Tools
30 July 2024	Creation of the templates needed for carrying out the activities	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	
30 September 2024	Define the draft version of the DPMS structure	IPB (PT), Pixel (IT)	WP4.A - Technical structure of the DPMS
30 October 2024	Provide feedback on the DPMS structure	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO)	WP4.A - Technical structure of the DPMS
30 November 2024	Define the final version of the of the DPMS structure	IPB (PT), Pixel (IT)	WP4.A - Technical structure of the DPMS
28 February 2025	Collect the material for 5 case scenarios per country (10 for Portugal)	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP4.B - Case study
28 February 2025	Create the DPMS	IPB (PT), Pixel (IT)	
30 April 2025	Upload the material of the case studies on the DPMS and provide feedback on the DPMS	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP4.A - Technical structure of the DPMS
30 September 2025	Test the DPMS with 20 kindergartner teachers per country (40 for Portugal)	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP2.C – Evaluation Questionnaire WP2.D – Tool for questionnaire analysis WP2.E – Guidelines for evaluation report WP4.I - Target Group involvement declaration
30 October 2025	Collect 20 evaluation questionnaires from the representatives of the target groups Sending of the National Testing Report Send the declaration of the target groups involvement	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE)	WP4.C – Evaluation Questionnaire WP4.D – Tool for questionnaire analysis WP4.E – Guidelines for evaluation report WP4.F - Target Group involvement declaration
30 November 2025	Production of Transnational Testing Reports	Pixel (IT)	





WP5 – Valorization

Deadline	Results	Partner	Template and Tools
15 September 2023	Upload at least 9 dissemination events	All partners	
30 November 2023 28 February, 30 May, August, November 2024 28 February, 30 May, August, November 2025	Organization of 1 dissemination event on the project every month and uploading the information on the project web site	All partners	Activity to be carried out directly on the project website at https://eydigifolio.ipb.pt/dissemination.php
1 November 2023	Involvement as associated partners of at least 3 organization operating in the field of the project.	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.B - Associated Partner Letter WP5.C - Associated Partner Form
1 November 2023	Publication of at least 3 among exchange links, articles or web articles	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.D - Links WP5.E - Articles
15 November 2025	Involvement as associated partners of at least 6 organizations operating in the field of the project	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.B - Associated Partner Letter WP5.C - Associated Partner Form
15 November 2025	Publication of at least 7 among exchange links, articles or web articles	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.D - Links WP5.E - Articles
15 November 2025	Sending of the document related to the organized Events with 40 participants	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.F - Description WP5.G - Programme WP5.H - List of Participants
15 November 2025	Sending of the Sustainability Report and Best Practice Dissemination Report	IC Sestini (IT) CSSanta Clara (PT), AE Miguel Torga (PT), EuroEd (RO), ULS (IE), IPB (PT)	WP5.I – Best Practice Dissemination Report WP5.L – Sustainability Report
30 November 2025	Production of the transnational valorisation report	Pixel (IT)	



WP3.F - Table of Contents

Introduction

The online training package has aim to provide practical training to kindergarten teachers so that they can acquire a clear vision of pedagogical documentation for children and the necessary motivation to use digital portfolios for children learning path assessment.

The package will be organized into 5 Modules:

Module	Responsible Partner
1 - Actors involved in the Pedagogical Documentation Process	ULS
2 - Documenting Child Daily Action	ULS
3 - The observation of children's action: instruments and processes	IPB
4 - Practical aspects of documentation	IPB
5 - Creating Portfolios in the Digital Portfolio Management System (DPMS)	IPB all partners

Work division

IPB and ULS will be responsible for the content's development

The <u>schools</u> will provide the necessary feedback on integrating children and families in the use of the digital Portfolio. They will also provide ideas about the Digital Portfolio Management System (DPMS) 's usability, ethical conditions, and structure. They also will give feedback about the Data Security and Privacy Considerations.





Module 1 – Actors involved in the Pedagogical Documentation Process

Module 1 lays the foundation for understanding the key actors involved in the pedagogical documentation process in early childhood education. It explores kindergarten educators' vital roles and tasks in identifying and sharing documentation. Additionally, it delves into the significance of involving children, their actions, and the learning opportunities they gain from participating in the documentation process. Furthermore, this module emphasizes the importance of family engagement and strategies for establishing effective and transparent cooperation with families. Lastly, it highlights the relevance of community involvement in the pedagogical documentation process.

1. Roles and Tasks of Kindergarten Educators

- 1.1 Understanding the Educator's Role as a Documenter
- 1.2 Identifying and Collecting Relevant Documentation
- 1.3 Analyzing and Interpreting Documentation for Curriculum Development

2. Involvement of Children

- 2.1 Empowering Children as Co-Creators of Documentation
- 2.2 Learning Opportunities through Active Involvement in Documentation
- 2.3 Fostering Children's Agency and Ownership in the Process

3. Implication of Families

- 3.1 The Importance of Family Engagement in Documentation
- 3.2 Strategies for Building Trust and Transparent Communication
- 3.3 Collaborative Partnerships: Involving Families in Decision-making

4. Community Relevance and Involvement

- 4.1 Understanding the Wider Community's Role in Documentation
- 4.2 Cultivating Community Partnerships for Enriched Learning Experiences
- 4.3 Celebrating Cultural Diversity and Local Context in Documentation



Module 2 - Documenting Child Daily Action

Module 2 delves into the practical strategies that enable kindergarten teachers to effectively connect data and techniques for documenting children's learning process. It explores the importance of daily action documentation in capturing authentic and meaningful experiences of young learners.

1. Practical Strategies for Daily Action Documentation

- 1.1 Observational Techniques: Methods for Unobtrusive Data Collection
- 1.2 Note-taking and Journaling: Capturing Momentous Learning Episodes
- 1.3 Real-time Documentation: Seizing Learning Opportunities on the Go

2. Creating Meaningful Learning Stories

- 2.1 Transforming Data into Narratives: Crafting Engaging Learning Stories
- 2.2 Reflective Documentation: Encouraging Thoughtful Analysis of Child Development
- 2.3 Incorporating Children's Voices: Letting Children Shape Their Narratives

3. Utilizing Technology for Documentation

- 3.1 Digital Tools for Documentation: Cameras, Tablets, and Audio Recording
- 3.2 Benefits and Challenges of Digital Documentation
- 3.3 Ensuring Privacy and Data Protection in Digital Documentation



Module 3 - The Observation of Children's Action: Instruments and

Processes

Module 3 provides practical guidance on how educators should organize and manage the observation and documentation of children's progress. It emphasizes the significance of systematic observation and explores various instruments and processes for effective documentation.

1. Organizing Observations

- 1.1 Setting Observation Goals and Objectives
- 1.2 Time Sampling vs. Event Sampling: Choosing the Right Approach
- 1.3 The Role of Structured and Unstructured Observations
- 1.4 Documenting Leaning moments

2. Documentation Instruments

- 2.1 Running Records: Capturing Real-time Behaviors and Actions
- 2.2 Checklists and Rubrics: Assessing Milestones and Development
- 2.3 Anecdotal Records: Recording Significant Moments and Milestones

3. Analyzing and Reflecting on Observations

- 3.1 Identifying Patterns and Themes in Observation Data
- 3.2 Reflective Practice: Enhancing Pedagogical Decision-making
- 3.3 Using Observation Data for Curriculum Planning and Individualized Support



Module 4 - Practical Aspects of Documentation

Module 4 offers practical examples and insights into the "how, when, and where" of documenting the learning process. It explores various methods of documentation, including videos, photographs, and other relevant documents. Existing tools and models will be analyzed to help educators make informed choices.

1. Methods of Documentation

- 1.1 Visual Documentation: Photography and Videography Techniques
- 1.2 Audio Recordings: Capturing Children's Voices and Conversations
- 1.3 Documentation Panels: Showcasing Children's Learning Journey

2. Integrating Documentation into Practice

- 2.1 Documentation as an Ongoing Process: Building a Culture of Documentation
- 2.2 Using Documentation to Inform Parent
- 2.3 Sharing Documentation with Children: Encouraging Reflection and Self-assessment

3. Analyzing and Using Documentation Data

- 3.1 Data Analysis: Identifying Learning Progress and Growth
- 3.2 Documentation for Individualized Learning Support
- 3.3 Engaging with Documentation to Enhance Curriculum Planning



Module 5 – Creating Portfolios in the Digital Portfolio Management System (DPMS)

Module 5 focuses on utilizing Digital Portfolio Management Systems (DPMS) to support the creation of children's portfolios. It explores the benefits of using technology for documentation and offers guidance on effectively managing and presenting children's portfolios.

1. Benefits of DPMS in Early Childhood Education

- 1.1 Streamlining Documentation Processes: From Data Collection to Portfolio Creation
- 1.2 Enhanced Parent Engagement: Sharing Portfolios Digitally
- 1.3 Data Security and Privacy Considerations

2. Creating Children's Portfolios

- 2.1 Selecting and Organizing Portfolio Content
- 2.2 Designing Engaging and Interactive Digital Portfolios
- 2.3 Encouraging Children's Participation in Portfolio Creation

3. Portfolio Review and Assessment

- 3.1 Using Portfolios for Continuous Assessment and Development Monitoring
- 3.2 Portfolio-Based Assessment vs. Traditional Assessment Methods
- 3.3 Involving Families in Portfolio Review and Feedback





IO3.G – GUIDELINES TO CREATE THE MODULE CONTENTS

IPB and ULS should develop the modules of the Training Package and the schools should contribute as defined in the template "WP3.F - Table of Contents".

Each Module should include:

- Text outlining the main concepts
- Multimedia materials (e.g. Video / Presentations / Audio file) outlining the contents in an accessible and motivating way
- Bibliographic references to be used to in depth the main concepts
- Examples and case scenarios to further clarify the issue
- Test for self-evaluation.

Please see below.

Title of the Module

Introduction

Please briefly summarize the contents of the module and present it with a 3/4 minutes video

Please copy and paste the following 2 tables for each one of the learning unit.

Title of Learning Unit

Please make sure the length of the text is around 400-500 words

Bibliographic References and Online Resources

For each chapter, please mention at least 10 among bibliographic references and online resources.

The structure to be used for the online resources is the following

Title of the resource (link)

Description of the resource (around 20 - 30 words)

Example

Pedagogical Documentation: Why? When? Who? What? Where? How?

 $\underline{\text{https://tecribresearch.blog/2015/05/17/pedagogical-documentation-why-when-who-what-where-how/}}$

This article offers several definition related to the documentation process and defines several aspects related to it.

The structure to be used for the <u>bibliographical reference</u> is the following:

- Author (s) (Surname, n.) (year). Title of the article, Name of journal, Issue (volume), Pages, doi
- Author(s). (year). Title of work (edition). Publisher, doi

Example





Geissdoerfer, M., Savaget, P., Bocken, N. M., & Hultink, E. J. (2017). The Circular Economy – A new sustainability paradigm? Journal of Cleaner Production, 143, 757–768. doi: https://doi.org/10.1016/j.jclepro.2016.12.048

Case Scenario

For each module, please produce a case scenario related to the contents.

Interactive test

For each module, please produce at least 10 questions.

Text of the question	
Answer 1	Correct
Answer 2	Wrong
Answer 3	Wrong
Answer 4	Wrong

Copy and paste the above table for the other questions.

Please consider that the answers will be shuffled by the system and therefore, it is not possible to include answers that refer to the number of the answers such as "Answer 1 and 3 are correct", "All previous answers", etc.

At the end of the questionnaire the user receives a feedback indicating the wrong and correct answers. For the wrong answer, the user is provided with the correct one.

