

S@mpler 2nd meeting in Dresden

Objectives, tasks and detailed timeline of the project



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Co-funded by the
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Agenda

- ❑ Objectives of the project
- ❑ Measuring the impact
- ❑ Structure of a database of materials
- ❑ What are the materials and their related implementation guidelines
- ❑ Preliminary concept of project website



Objectives

Extension of student's practical skills by implementation of project – based teaching method.

Planned outputs:

- ❑ Teaching materials and guidance for teachers based on SUMP guidelines
- ❑ On – line resource database (website) hosting all materials supporting project-based teaching approach
- ❑ Self assessment of each involved University – how do we meet requirements of sustainable urban mobility planning requirements in our courses and related students' projects



Measuring the impact

- ❑ Number of visits (1000) and downloads (500) of materials from the project's website
- ❑ Teachers (at least 15) and students (at least 100) using provided materials
- ❑ At least 60 participants at two multiplier events
- ❑ Presentation of the project at least one international conference on urban transport
- ❑ A paper on the project experience published in a relevant journal
- ❑ Final electronic leaflet presenting the project's results



Measuring the impact – materials

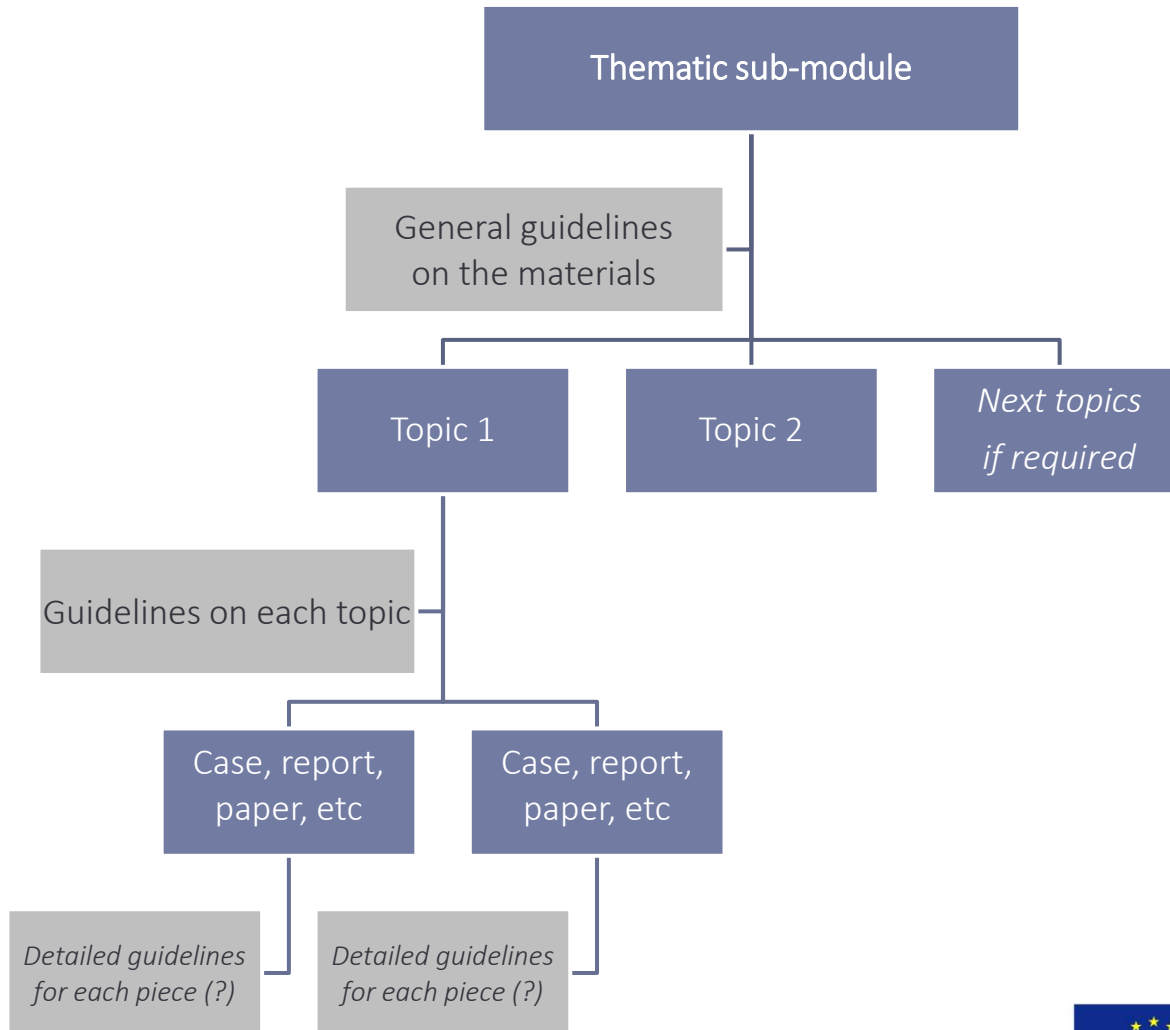
- ❑ Thematic **sub-modules** of teaching materials – at least 12, mirroring main steps of the SUMP implementation procedure.
- ❑ Number of **topics** under each sub-module – at least 2, depending on the problem complexity.
- ❑ Number of **case studies** or other **materials** per topic – at least 2.
- ❑ Number of **implementation guidelines** for teaching materials – how to use materials – 1 per each specific topic.
- ❑ **Ratio** of projects started and finalised with support of the project's materials.



Thematic sub-modules



A structure of materials database



What is „the material” - ideas

- ❑ [Case studies](#)
- ❑ [CIVITAS Learning materials](#)
- ❑ [CIVITAS Evaluation Reports](#)
- ❑ Open source research papers



What is „implementation guideline”

- ❑ Short (1-2 pages) form guiding and **explaining why** the case has been selected and how it benefits the user (student preparing a project).
- ❑ Common structure (*to be defined in O3?*)
- ❑ Form type: question – short answer, several short fields, no long descriptions
- ❑ Content:
 - Problem solved or question answered
 - Why it is innovative?
 - Who was involved
 - Critical succes factors
 - *other to be defined*

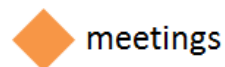


Preliminary concept of the website



Detailed timeline for Output 1

	2019				2020						
	9	10	11	12	1	2	3	4	5	6	
Initial timeline											
Proposed timeline											
<i>activities</i>											
Formal Issues											
Review of existing materials											
Conclusions from the review											
Comments from an Advisory Group											



meetings



changes in a timeline



Detailed timeline for Output 3 - Recommendations

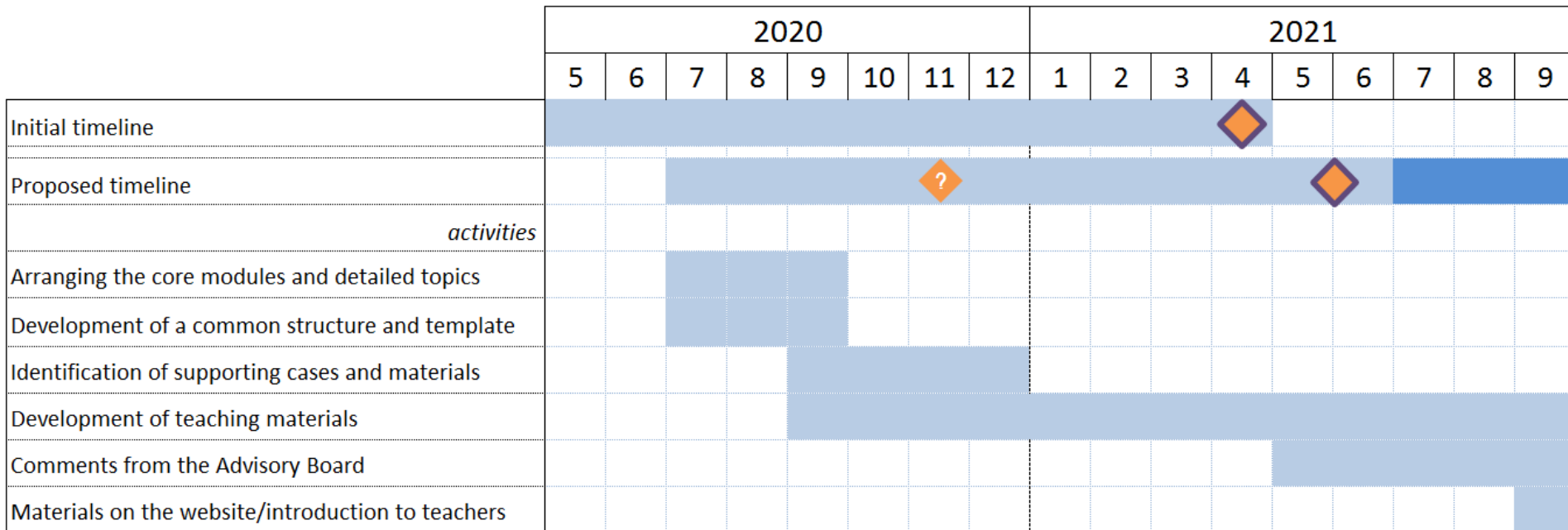
	2020						
	1	2	3	4	5	6	
Initial timeline		■			◆		
Proposed timeline			■				◆
<i>activities</i>							
A comprehensive analysis of a study curricula		■					
Major requirements for development of materials			■				
Comments from an Advisory Group		■					


The main objective:

To find what should be included into **studies curricula** to follow SUMP requirements



Timeline for the O4 – development and testing of a teaching materials



 project meeting and #1 multiplier event



S@mpler 2nd project meeting, 2 – 3rd of March 2020, Dresden




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Timeline for the O4 – development and testing of a teaching materials

A testing and evaluation of teaching materials component

	2021			2022											
	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Timeline															
<i>activities</i>															
"Before" evaluation of students and teachers															
Mid-term evaluation of students and teachers															
Final evaluation															
Conclusions and recommendations report															

 project meeting and #2 multiplier event

The main objective:

To check how the materials are appraised by students and teachers and whether it would be recommended to include them into regular teaching practice.

