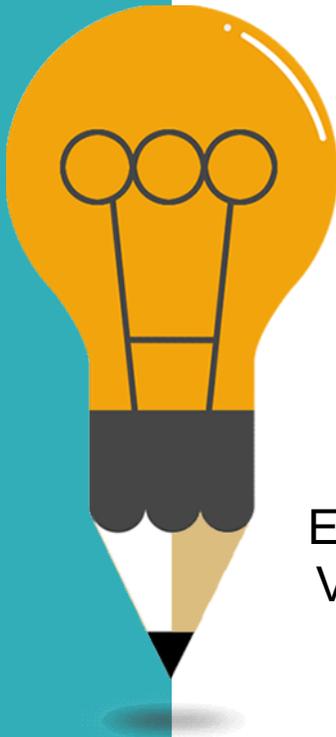




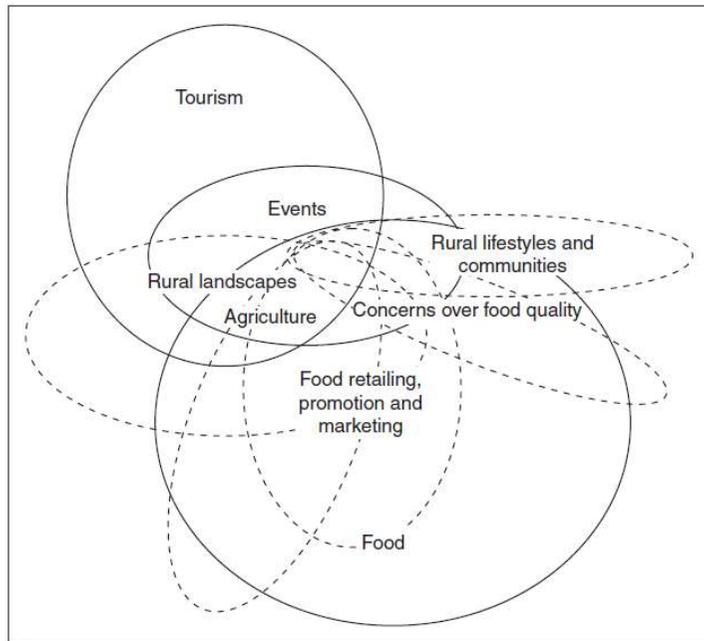
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EXPLORING THE POTENTIAL OF MOOCS AS FACILITATORS OF VIRTUAL MOBILITY AND MULTI-STAKEHOLDER ENGAGEMENT

Alessio Cavicchi
Professor in Agribusiness, Rural Development and Branding
University of Macerata (IT)

Multi-stakeholder actions and wicked problems in rural settings



Hall and Sharples, 2003

Multi-stakeholder actions are processes “in which actors from civil society, business and governmental institutions come together in order to find a common approach to an issue that affects them all” (Roloff, 2008).

Wicked problems” refer to issues which are highly **complex**, have **innumerable** and **undefined causes**, and are **difficult to understand and frame**.

there is broad disagreement on what ‘the problem’ is

the search for solutions is open ended

Imply a wise stakeholders’ management

The problem solving process is complex because constraints, such as resources and political ramifications, are constantly changing

(Roberts, 2000)

Thus, wicked problems cannot be resolved through finding “right answers” or “solutions”, but rather, **they must be managed**.

What I learned about research strategies and authorship

David Zilberman, professor, agriculture and resource economics

Papers start with inspiration, the process that stimulates you to do something creative. I believe that economists may be inspired by reality (desire to answer a specific problem or general puzzle that they encounter), literature, and data. I tend to be inspired by reality.

Theoretical framework



In the Civic University paradigm “teaching has a strong community involvement with the long-term objective of widening participation in higher education and producing well rounded citizens as graduates”

(Goddard & Kempton, 2016: 13)



THE CIVIC UNIVERSITY

It integrates teaching, research and engagement with the outside world: each element enhances the other. (Goddard & Kempton, 2016). It can play a transformative role in terms of change in the organisation of a social function to be collectively coordinated by new institutions able to change social power relations (Benneworth & Cunha, 2015).

Theoretical framework (2)

The University plays a pivotal role in innovation for society, by becoming a means of cross-fertilisation and co-creation in different thematic areas and for different actors (Rinaldi *et al.*, 2018). It can support the achievement of sustainable development in the knowledge economy by contributing to the rise of the trans-disciplinary, practice-based knowledge generation. (Arbo & Benneworth, 2007).



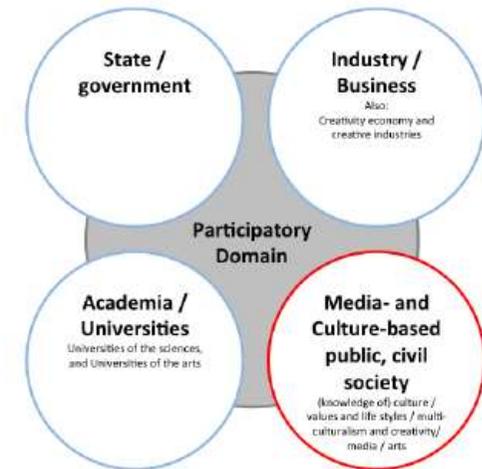
**SMART SPECIALIZATION STRATEGY
(S3)**

Theoretical framework (3)

Co-creation for sustainability (4th mission)

Concrete solutions for sustainability need to be co-created by multiple actors, such as universities, local government, communities, economic actors and civil society (Trencher *et al.*, 2014).

Transformative university: “a multi-stakeholder platform engaged with society in a continual and mutual process of creation and transformation”. (Trencher *et al.*, 2014, pp. 7-8).



**THE QUADRUPLE HELIX
and
UNIVERSITIES' 4th MISSION**

Theoretical framework (4)

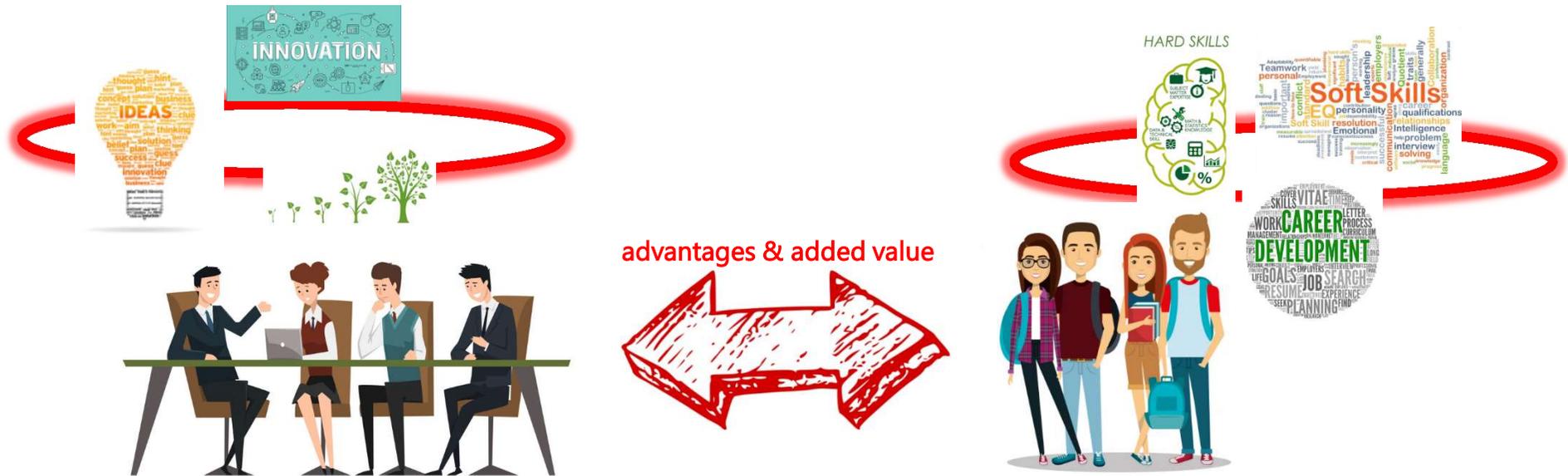
ACTION RESEARCH (Gilmore & Carson, 1996) examines the relationships among academics, professionals and stakeholders (Grant *et al.*, 2001) and draws upon the experience of the researcher for insights useful for studying entrepreneurial and managerial behaviours through a proper mix of techniques.

- **MUTUALITY** Create relationships and ensure reciprocal flows of communication;
- **COMMITMENT** Personal involvement and closeness of the research design to the phenomenon observed (Cavicchi *et al.*, 2014)
- **EXPERIENTIAL LEARNING** (Kolb, 1984)



**ACTION RESEARCH
and
EXPERIENTIAL LEARNING**

Structured working methods



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As university, we teach – more than what we teach... how we teach? Can this be advantageous to the community overall?



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Farmers markets



Module 4
Quality



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The strength of a Rural Brand



Module 6
Selling abroad

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This project has been funded with support from the European Commission.

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The Wine Lab



Cofinanziato dal programma Erasmus+ dall'Unione europea



WWW.THEWINELAB.EU



FOODBIZ



A. CAVICCHI
FOODBIZ

THE REAFFIRMATION → MORE SOCIAL RESPONSIBILITY FOR THE UNI

CO-CREATION
STUDENTS ARE ACTIVE PLAYERS

METHODOLOGICAL
TOOL
NEW METHODS
CO-DESIGN
CO-PARTICIPATION

BOUNDARY OBJECTS
THE IMPORTANCE OF THE CONTACT WITH THE TERRITORY

WORKING WITH STUDENTS
LOCAL DEVELOPMENT
IMPACT OF THE PROJECT

EMPLOYABILITY
STAKEHOLDERS

COLLEAGUES

THINK DIFFERENTLY
WORK DIFFERENTLY

VeryMarche
Problem-based learning event
10-11 2018
presso Casa Marche - Pedrigo (MC)

Student COMPACT
SPRING TIME
HOSPITALITY
LEARNING
DISCOVERY
MEET & SHARE
SOCIAL CHALLENGE
TASTE
COMPETITION

Lavandaso
IL COMUNE E LA PRO-LUOGO DI MONTE VIGON COMBATTE
missione del Comune per la tutela Lavandini, presentando la VE rubrica di
lavandaso, festa della lavanda della "Valdase"

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ERASMUS+ Virtual Exchange

I am a young person I am an educator I am a youth worker

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ACTIVITIES

Sustainable Food Systems: A Mediterranean Perspective

Engage in intercultural dialogue during live online group sessions and learn about the challenges and opportunities of the agricultural sector in the Mediterranean



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Sustainable Food Systems: A Mediterranean Perspective

How do we produce more, better quality, and safer food while simultaneously achieving social and environmental goals?

SDGacademy

Self-Paced
Starts on September 10, 2018

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I would like to receive email from SDG Academy and learn about other offerings related to Sustainable Food Systems: A Mediterranean Perspective.

About this course

The Mediterranean region is one of the most biodiverse in the world, home to a complex and intricate patchwork of cultures, climates, and cuisines. Food systems in the region – represented worldwide by the "Mediterranean diet" – are equally complex, demanding analysis across the political, social, cultural, economic and nutritional spectrums from landscape to table.

The ability of Mediterranean agriculture to sustain its peoples – and the planet – is now threatened by several issues:

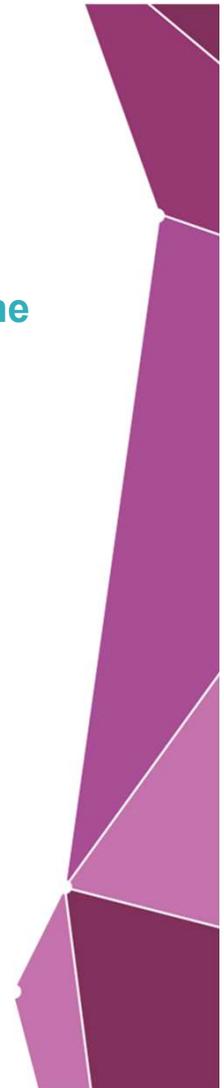
- Unsustainable agriculture production and limited agricultural diversification;
- Overexploitation of natural resources, including loss of soil fertility and agricultural biodiversity;

🕒 Length:	10 weeks
👤 Effort:	2 to 4 hours per week
💰 Price:	FREE Add a Verified Certificate for: \$49 USD
🏛️ Institution:	SDGAcademyX
📖 Subject:	Food & Nutrition
🎓 Level:	Intermediate

https://europa.eu/youth/erasmusvirtual/activity/sustainable-food-systems-mediterranean-perspective_en

Erasmus+ Virtual Exchange in a Nutshell

- An **innovative** way for young people to engage in **intercultural experiences online**
- Expanding the **reach and scope** of the Erasmus+ programme
- Goal to foster **mutual understanding** and **skills development**
- Target of **25,000 youth** in 2018-2020
- Implemented by a **consortium**



Rationale for initiative

Politics

Paris Declaration
European Neighbourhood
Policy
Media literacy against
fake news

Erasmus+
Virtual Exchange

Education

Erasmus +
Internationalisation
Digitalisation

What is Virtual Exchange?

People-to-people real time dialogue

Interactions are **facilitated** to ensure they are meaningful

A virtual exchange is a **sustained** designed pedagogical process

It is **technology-enabled**





Nahid 22:51:00
it's so great to see people from
so many different places in one
room!



Raise a hand! | Send



Target audiences

Exchange activities are open to any young person aged 18-30 residing in Erasmus+ programme countries and the Southern Mediterranean

The project also targets

- Higher education professors
- University managers/administrators
- Educators
- Youth workers



Feedback from the first edition (summer 2019)

- The best thing in Virtual Exchange is that you meet different people from different countries, discuss about different topics, try to listen and understand the different point of view. I like the communication, tolerance and collaboration
- I believe the best thing was to be able to share opinions of people from different backgrounds, bringing up different problems and solutions
- "Firstly, I really liked the fact that we had to do some homework before we had the conference call. It really helped to have a "schedule" and consistency in each week of the course. Secondly, it really broadened my mind to look at things more globally, and to just break the walls and borders between countries. Because we have only one planet to all of us and we have to live there and also other generations will have to live here. "
- Knowing people from different countries; the topics and the people I met; different cultures
- Best thing was to meet new people and hear about their cultures. To learn a lot of new about how to develop sustainable food systems, to hear about different cultures and habits and to make new contacts and get to know people from different countries.



COVID-19 Emergency: new initiatives

What is the Coursera Coronavirus Response Initiative?

We will provide every university in the world impacted by COVID-19 with free access to our course catalogue through Coursera for Campus. Universities can sign up to provide their enrolled students with access to more than 3,800 courses and 400 Specializations from Coursera's university and industry partners. These institutions will have access until July 31, 2020, after which we plan to provide month-to-month extensions depending on prevailing risk assessments. Students who enroll on or before July 31 will continue to have access until Sept. 30, 2020.

We're here to help you stay connected and move forward, together. [Read about our response to COVID-19. https://www.edx.org/covid-19](https://www.edx.org/covid-19)

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edX's Response to COVID-19

We're here to help you stay connected and move forward, together.

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The spread of COVID-19 across the globe has impacted every one of us. The majority of us are staying at home, where we're working, learning, and teaching remotely. But as the world rapidly changes around us, what hasn't changed is edX's commitment to you and our global community.

We get that when it feels like the world has stopped spinning, it's hard to see a path forward. That's why as part of our commitment to you, we're inviting you to find your path forward with us. Together with our university partners and the millions of learners who make up our community, we want to support you in every way we can. We're here to help you stay connected and move forward, together.

Stay Connected



Thank you!

alessio.cavicchi@unimc.it