



INFINITIVITY
DESIGN LABS



USERS' GUIDE FOR THE DIGITAL E-LEARNING PLATFORM OF THE GREEN TRANSFORMATION CURRICULA

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1. Introduction

The **GreenToC eLearning platform** has been developed within the framework of the Erasmus+ KA220-HED project “*GreenToC: Synergies between HEI and the labour market for developing sustainability capabilities for green transformation strategies using the ToC and AI.*”

The platform aims to support Higher Education Institutions (HEIs), academics, and students in strengthening sustainability competences through the integration of:

- Green transformation strategies
- Theory of Change (ToC) methodology
- Digital and Artificial Intelligence (AI) tools

The platform functions as a Learning Management System (LMS) where users can:

- Access structured course modules
- Participate in training activities
- Upload assignments and complete quizzes
- Track learning progress
- Engage in collaborative and reflective learning activities

The GreenToC platform promotes student-centred learning, interdisciplinary thinking, and evidence-informed decision-making, while fostering sustainability-oriented innovation aligned with European priorities for green and digital transition.

Purpose of This User Guide

This User Guide is designed to:

- Support academics, trainers, and students in navigating and managing the GreenToC platform
- Provide step-by-step instructions for account creation, login, and course editing
- Explain how to monitor student progress and assessment
- Ensure consistent and high-quality implementation across partner institutions

Target Users

The platform is intended for:

- HEI Academics delivering Green Transformation content





- Students enrolled in GreenToC modules
- Administrators supporting course management (e.g., Faculty administrative staff uploading materials and monitoring participation, Project managers overseeing implementation of the GreenToC curriculum)

Pedagogical Approach of the Platform

The GreenToC eLearning platform is grounded in:

- Theory of Change methodology
- Sustainability competence frameworks
- Student-centred learning
- Evidence-based and reflective practice
- Digital and AI-enhanced learning environments

The platform integrates:

- Structured content (modules, lessons, readings, slides)
- Interactive elements (quizzes, forums, assignments)
- Reflective tasks
- Applied project-based activities

Learning Structure of the GreenToC Course

The course is organized into three thematic modules, which include:

- Foundations of Green Transformation (Module 1: Climate change, green transformation and sustainability)
- Theory of Change (ToC) for sustainability strategy and Digital and AI tools for sustainability (Module 2: Understanding the Purpose and Fundamental Principles of the Theory of Change and Introduction to AI and Digital Tools)
- Applied curriculum development (Module 3: Digital and AI Technologies Applied to Green Transformation)

Each module includes lessons which contain learning outcomes, content materials, interactive activities, assessment components, and reflection prompts.

Assessment & Evaluation Approach



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Assessment within the GreenToC platform follows a constructive alignment approach, ensuring coherence between Learning outcomes, Learning activities, and Assessment methods.

Assessment may include:

- Online quizzes
- Written assignments
- Reflective journals
- Group projects
- Case study analysis
- Practical ToC design tasks

Formative assessment is used to provide continuous feedback and encourage reflection.

Summative assessment evaluates the achievement of sustainability, digital, and strategic competences.

The platform enables instructors to track completion rates, monitor participation, review grades via the Gradebook, and access activity reports.

Assessment methods

The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner's progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).

Assessment criteria

Descriptions of what the learner is expected to do and at what level, to demonstrate the achievement of a learning outcome.

The assessment methods and criteria for an educational component have to be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Technical Support

For technical assistance, users may contact:

- The platform technical partner (Infinitivity Design Labs – IDL)
- The local project coordinator
- The relevant institutional (local) contact person



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Support may include:

- Account access issues
- Course editing guidance
- Platform navigation help
- Reporting or gradebook issues

2. Glossary of terms, abbreviations, and acronyms

Terms, Abbreviations, Acronyms	Definition
AI (Artificial Intelligence)	Computer systems designed to perform tasks requiring human-like intelligence, such as analysis, prediction, and content generation. In GreenToC, AI tools support data-informed reflection, sustainability planning, and decision-making (European Commission, 2021; Russell & Norvig, 2021).
AI-Supported Reflection	Use of artificial intelligence tools to analyse ideas, generate feedback, or deepen understanding.
Backward Mapping	A methodological principle in Theory of Change design that starts from the desired long-term impact and works backwards to identify outcomes, outputs, and activities required to achieve it. This approach strengthens strategic coherence and causal reasoning (Weiss, 1995; Connell & Kubisch, 1998).
Baseline Data	Information collected before an intervention begins, used to measure change over time.
Causal Pathway or Causal Logic	The logical sequence linking inputs, activities, outputs, outcomes, and impact within a Theory of Change, explaining how and why change is expected to occur (Funnell & Rogers, 2011).
Collaborative Digital Workspace	Online platforms (e.g., Padlet, Miro, LMS forums) where learners co-create content and share analysis.



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Context Sensitivity	The recognition that social, institutional, cultural, and environmental conditions shape how change occurs. A context-sensitive ToC adapts to local realities rather than assuming universal applicability (Vogel, 2012; Stein & Valters, 2012).
Digital Transformation	The integration of digital technologies into institutional practices, governance, teaching, and organizational strategy. In higher education, it includes digital pedagogy, data use, and technology-enabled innovation (European Commission, 2020).
EU Green Deal	The European Union's strategic policy framework aims to achieve climate neutrality by 2050 and promote sustainable economic transformation across sectors (European Commission, 2019).
Formative Assessment	Assessment used during learning to guide improvement.
Green Transformation	A systemic shift toward environmentally sustainable policies, behaviours, and institutional practices aligned with ecological responsibility and climate goals (European Environment Agency, 2021).
GreenComp	The European Sustainability Competence Framework, defining the knowledge, skills, attitudes, and values required for sustainable development and the green transition (Bianchi et al., 2022).
HEI (Higher Education Institution)	Universities or tertiary education institutions engaged in teaching, research, and innovation activities.
Impact	The long-term, systemic change resulting from an intervention, typically aligned with broader societal or institutional goals (Mayne, 2015).
Impact Measurement	The process of assessing long-term changes attributable to a programme or intervention.
Indicators	Observable and measurable signs used to assess whether progress toward outcomes or impact is being achieved (OECD, 2021).
Inputs	Resources invested in an initiative, including funding, staff, infrastructure, knowledge, partnerships, and technologies (Funnell & Rogers, 2011).





Iterative Design	The process of continuously revising a Theory of Change in response to new data, stakeholder feedback, and contextual changes, reflecting its role as a living framework (Stein & Valters, 2012).
Learning outcome	Statements of what a learner knows, understands and can do on completion of a learning process. The achievement of learning outcomes must be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes as a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.
Learning Analytics	Data collected from digital learning environments to track progress and engagement.
LMS (Learning Management System)	A digital platform used to deliver content, manage learning activities, track progress, and support communication in online or blended education environments.
M&E (Monitoring and Evaluation)	A systematic process for tracking implementation progress (monitoring) and assessing effectiveness and impact (evaluation), supporting evidence-informed decision-making (OECD, 2021).
Outputs	The immediate products or services delivered by project activities, usually quantifiable and directly observable (Funnell & Rogers, 2011).
Outcomes	The short- or medium-term behavioural, institutional, or knowledge changes that result from outputs and contribute to impact (Mayne, 2015).
Peer Review	A process in which learners evaluate each other's work using structured criteria
Reflective Practice	A learning approach where individuals analyze their actions and decisions to improve future performance.
SDGs (Sustainable Development Goals)	The 17 global goals adopted by the United Nations to guide sustainable development worldwide by 2030 (United Nations, 2015).





Stakeholder	Any individual or group affected by or capable of influencing an intervention, including beneficiaries, implementers, decision-makers, and partners (Freeman, 1984; Anderson, 2005).
Stakeholder Ecosystem	The network of actors influencing or affected by an initiative, including institutions, communities, and partners.
Stakeholder Participation	The inclusion of diverse perspectives in the design, implementation, and evaluation of a Theory of Change enhancing ownership, relevance, and sustainability (Anderson, 2005; Connell & Kubisch, 1998).
Student-Centred Learning	A learning approach characterized by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).
Summative Assessment	Assessment used to evaluate learning at the end of a lesson/module.
Sustainability Competences	Integrated knowledge, skills, values, and attitudes that enable individuals to contribute to sustainable development and environmental responsibility (Bianchi et al., 2022).
Systems Thinking	An approach that examines how different elements of a system interact rather than analyzing them in isolation.
Theory of Change (ToC)	A structured methodology that explains how and why change is expected to occur by mapping causal pathways from activities to impact and making assumptions explicit. It functions both as a participatory process and as a visual/narrative product (Weiss, 1995; Vogel, 2012).
Transparency	The practice of making assumptions, decision-making processes, and evidence visible and accessible to stakeholders, strengthening accountability and trust (Mayne, 2015).





3. eLearning platform guidelines

To participate in the GreenToC course, learners/students and academics must first create an account on the eLearning platform.

3.1 Create your account

Click on the following link to create your account:

<https://project-spaces.eu/greentoc/login/>

Then click on “Create new account” as shown in Figure 1a below.

Figure 1a. Create new account page

You can also directly create an account by clicking “Create new account” in the upper-right corner of the screen once you enter the platform (Figure 1b).



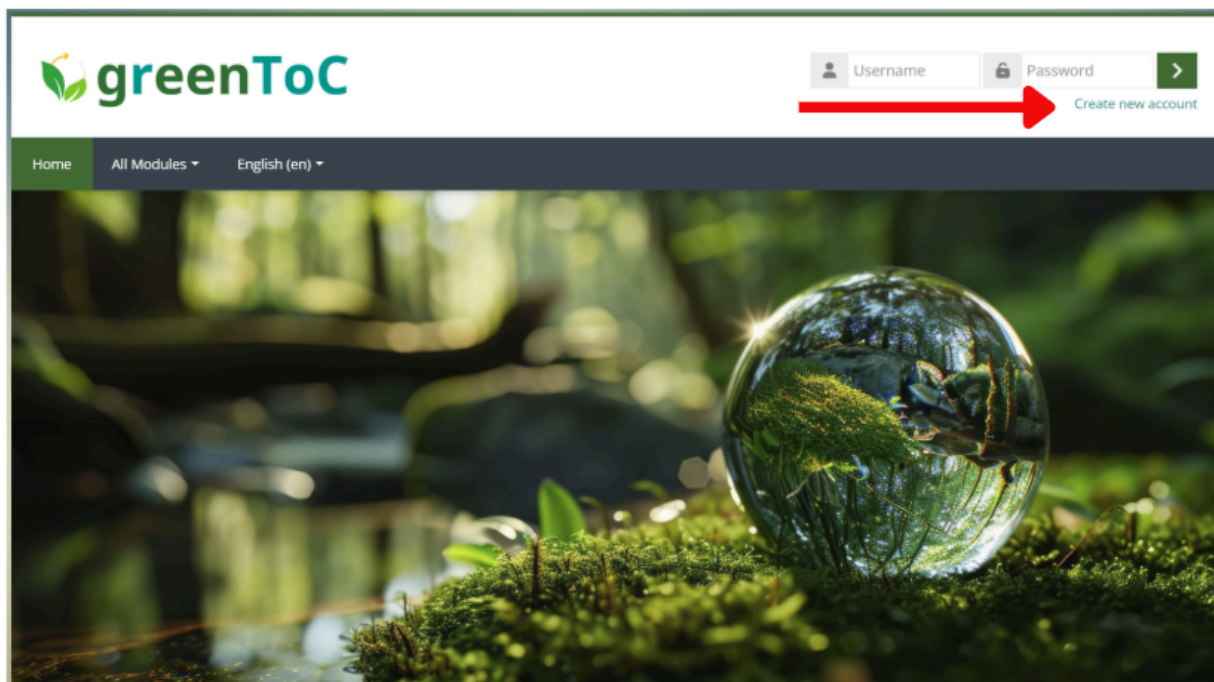


Figure 1b. “Create new account” button

You will reach the page to enter your information and create your account (Figures 2 & 3), and click on “Create my new account” to finalize the process. Before you click on it, you have to go to “Other Fields” and choose between “Standard” (for students) and “Teacher Training” (for teachers/educators/academics) (Figure 3).





greenToC

Username !

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as as *, -, or #

Password !

Email address !

Email (again) !

Figure 2. Account creation page (1)





Figure 3. Account creation page (2)

You will receive an email to confirm your registration. Then you can log in to the GreenTOC eLearning platform.

3.2 Login

To login to the GreenTOC eLearning platform account, follow this link: <https://project-spaces.eu/greentoc/>. Then enter your username and password used when creating your account in the credential boxes in the upper-right corner of the website (Figure 4).



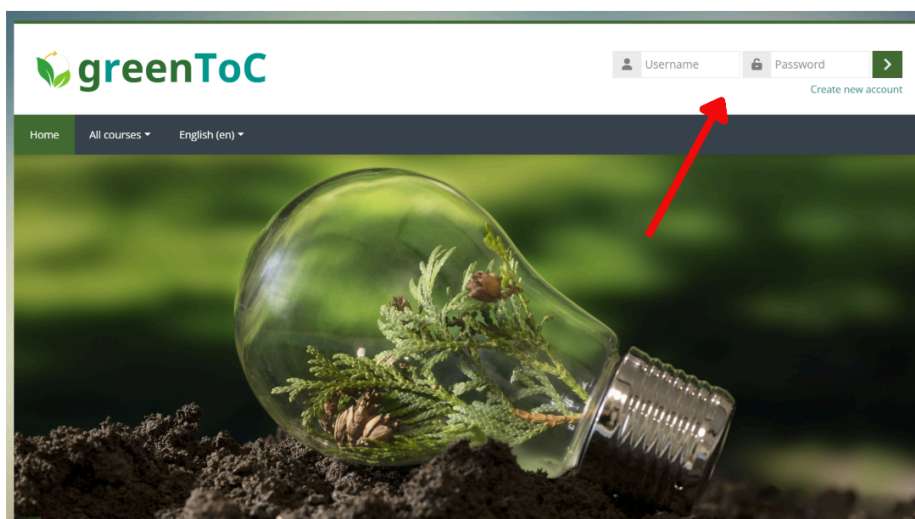


Figure 4. Login

You will reach the platform's Dashboard. You can click on “All Modules” (Figure 5) to access the Modules.



Figure 5. Dashboard / All Modules



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When you click on “All Modules”, you can see the content (Figure 6), i.e., the three Modules.

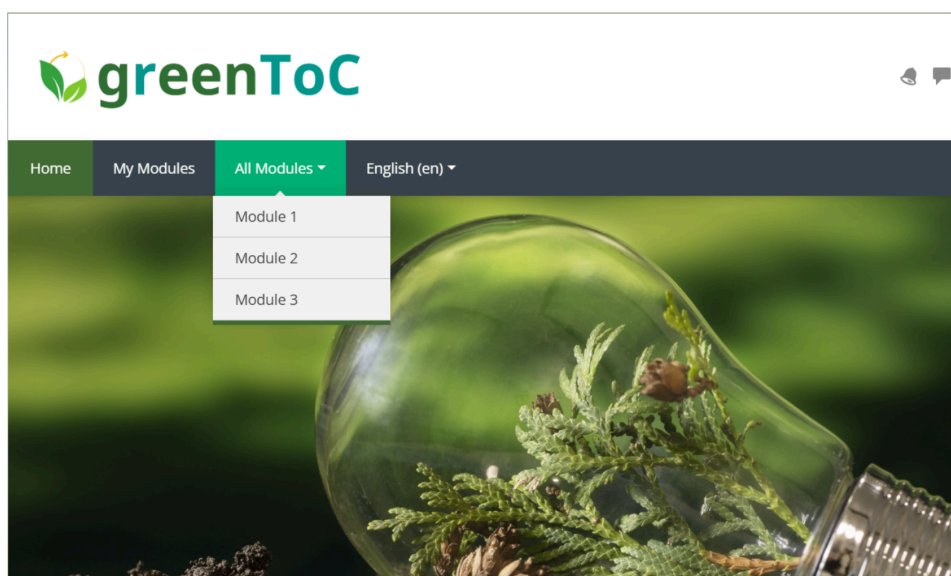


Figure 6. “All Modules” content

3.3 How to enroll

Once you click the “All Modules” section, you can choose (click on) the module you want to access (Figure 6). Modules 1, 2, and 3 are for the students:

Module 1: *Climate change, green transformation and sustainability*

Module 2: *Theory of Change (ToC) methodology and Digital & Artificial Intelligence (AI) tools*

Module 3: *Digital and AI Technologies Applied to Green Transformation*

For teachers/educators/academics:

As soon as you **login as a teacher (Teacher Training)**, you can see the “Teacher resources” as well (Figure 7).



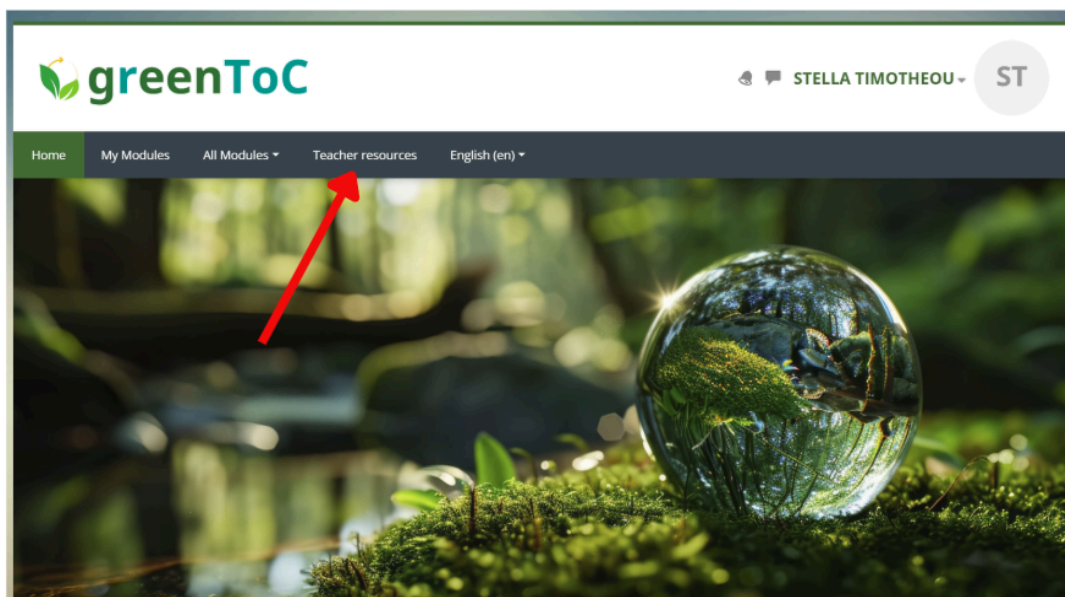


Figure 7. “Teachers’ resources”

Getting into “Module 1”, you can see all the lessons of this module. You can click the green button to enter the lessons (Figure 8).

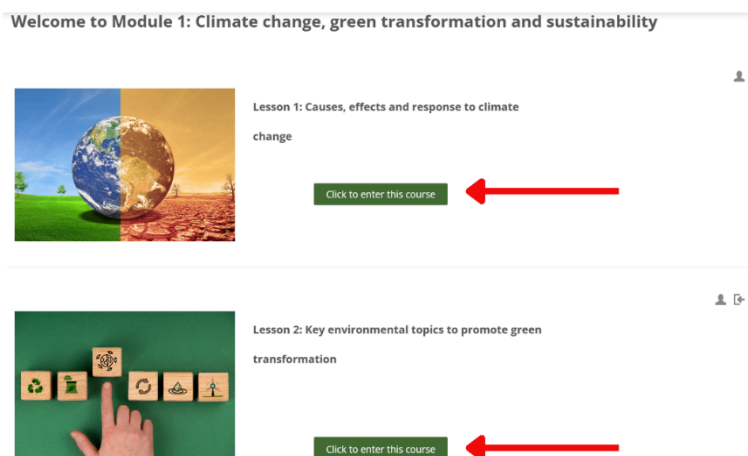


Figure 8. Entering the lessons





To enroll in the course/lesson, click the option: “Enroll me” (Figure 9). By clicking this button, you are getting into the course/lesson. Simultaneously, you receive an email to inform you to welcome you to the course/lesson (Figure 10).

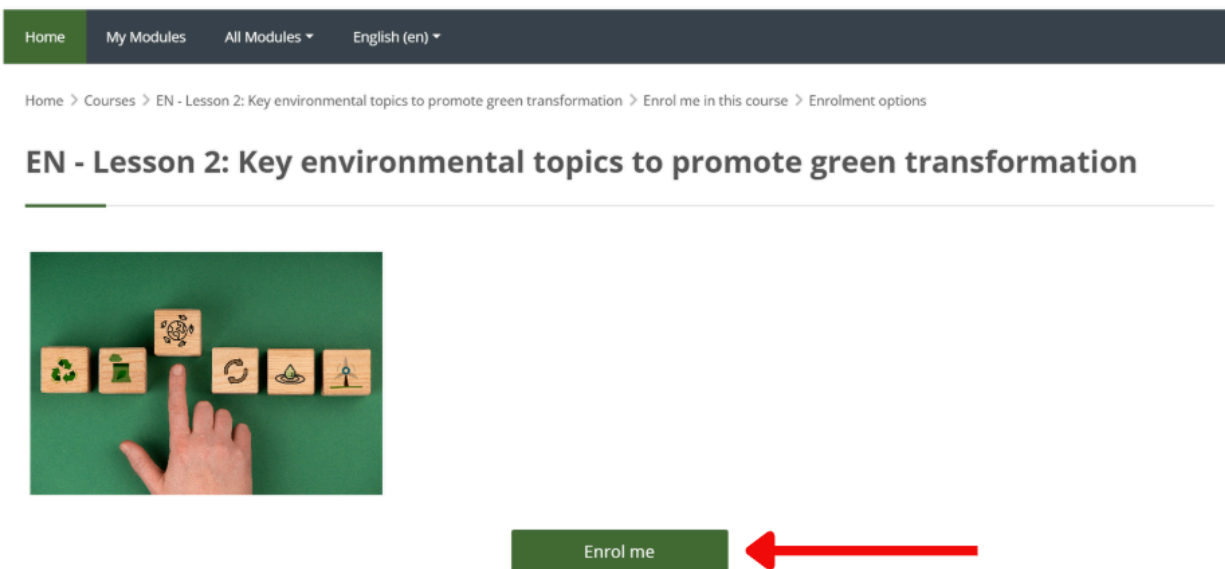


Figure 9. Enroll me

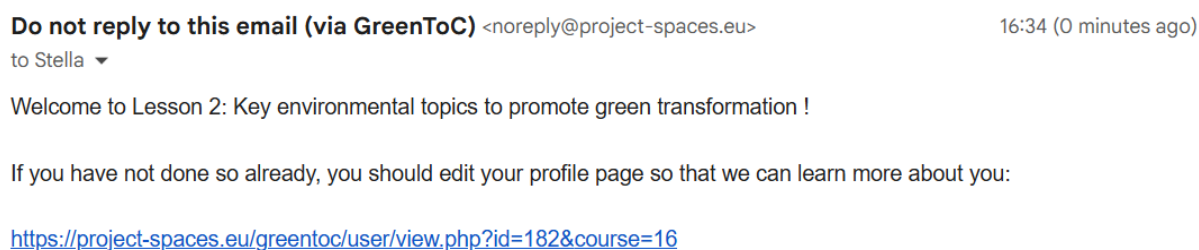


Figure 10. Welcome email

The lesson consists of a short introduction with general information about the lesson, such as the duration, learning outcomes, ethical integration, interdisciplinary links, etc.

After that, there are the activities that the students have to complete (Figure 11).



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Session 1

Green transformation theoretical background

Explore 1-2 of the following resources about green transformation to better understand this concept, as developed by EU.

Videos

EU Green Deal Video | European Commission



FORUM

Activity 1: Explore the EU Green transition initiative - Individual work.



FORUM

Activity 2: Life in the EU is becoming greener - Group work.



FORUM

Reflection with AI - Group work.



QUIZ

Wrap-up - Individual work

Figure 11. Activities of Lesson 2, Module 1

The Lesson's Evaluation follows the lesson's activities. There is a description of the evaluation (Figure 12), and some lessons include a summative assessment as well (Figure 13).



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Lesson evaluation

Formative assessment:

1. Self-reflection checklists: At the end of each session, you will reflect on your learning by checking your progress against clear learning goals. This helps you identify what you already understand and where you may need support.
2. Group discussions and peer feedback: During group work and presentations, you will receive informal feedback from your peers and the instructor, focusing on the clarity of your ideas and reasoning behind them.
3. Observation of task completion: While you are working on tasks, the instructor will observe participation, engagement, questions, and any difficulties with key concepts in order to provide guidance when needed.
4. Exit tickets: At the end of the lesson, you will write 1-2 sentences answering a prompt (e.g., "Why is green transformation relevant for me?")

Summative assessment:

1. Rubric to evaluate students' skills (100%):

Your work will be assessed using a rubric that considers the following criteria:

- Knowledge & Understanding
- Critical thinking & Problem-solving
- Application & Responsible action
- Collaboration & Participation
- Communication & Reflection

Figure 12. Lesson's Evaluation

Test your knowledge



QUIZ
Summative-Self Assessment

Figure 13. Summative Assessment

As soon as you click the button, you will get into the "Summative-Self Assessment" page, which consists of multiple-choice questions (Figure 14).



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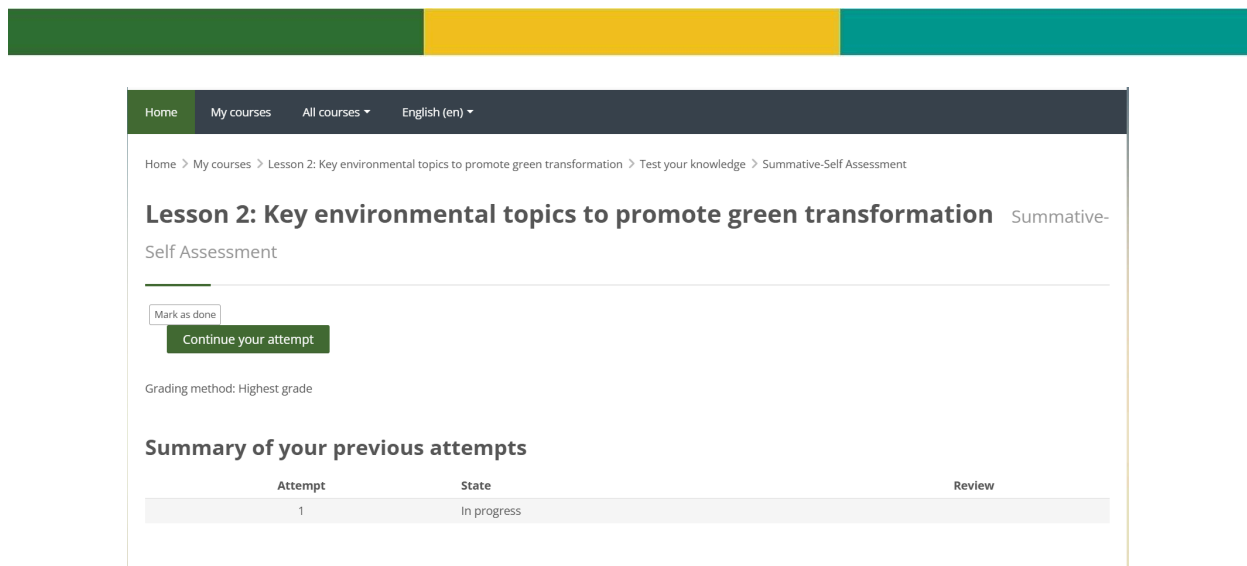


Figure 14. Summative - Self Assessment page

3.4 My Modules

Through the button “My Modules”, the user can see the courses/lessons he/she is enrolled in and the percentage of the module completeness (Figure 15). The user can get into the courses and complete activities left incomplete.

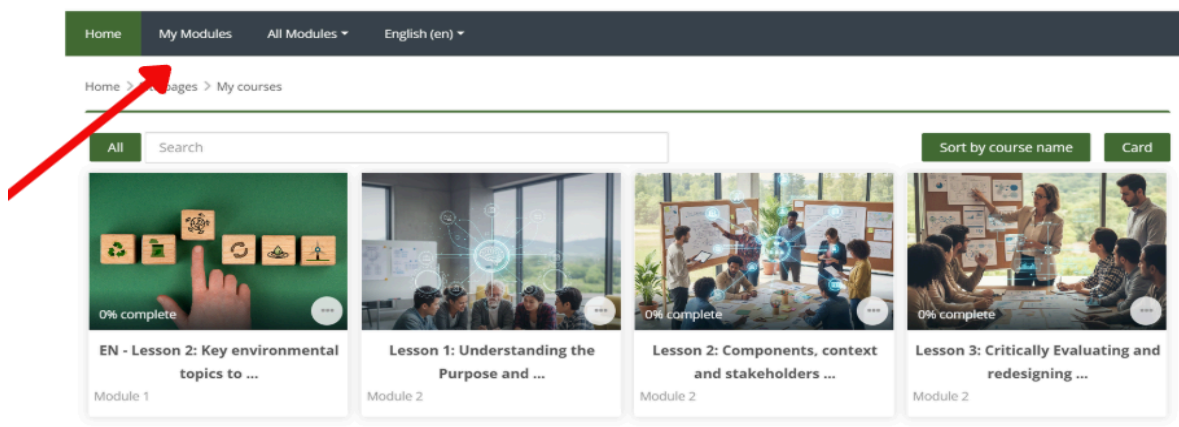


Figure 15. My Modules



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3.5 Language settings

Through the button “English”, the user can change the language (Figure 16). All platform’s material is translated into Romanian, Greek, French, and Portuguese.

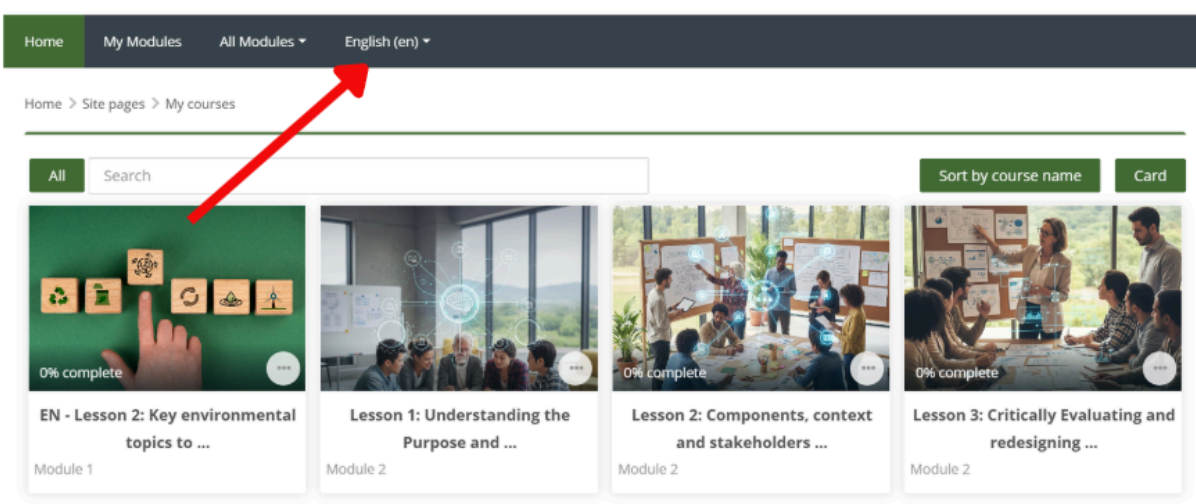


Figure 16. Language options

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