



# FLORES

Offshore Renewable Energies  
partnership in the Pact for Skills

## Reskilling toolkit for the North Sea pilot area.

An introduction to offshore renewable energy

March 2025



Co-funded by  
the European Union

## About this Report

**Forward Looking at the Offshore Renewables** is promoting the core activity of the Large-scale partnership launching the Pact for Skills in the Offshore Renewable Energies (ORE) sector. FLORES supports the most committed stakeholders in ORE, underpinning the success of the offshore renewable energy strategy with the stimulation of dedicated training offers. The partnership promotes the skilling process for the new jobs expected in the sector, estimated to account for 124,000 new workers in the EU by 2030 and contributes to improve upskilling opportunities in the field of the actual ORE workforce.

Project duration: January 2023 – March 2025 (27 months)

[www.oreskills.eu](http://www.oreskills.eu)

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<b>Short description</b>	Syllabus and supporting training materials with teacher's guides to adapt to different target users.
<b>Next steps</b>	Use of the materials and adaptation to different target users and different formats.
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# Content

<b>Introduction.....</b>	<b>4</b>
<b>Pilot action description.....</b>	<b>5</b>
Overall Aim .....	5
Methodology .....	5
Action Plan: Enhancing Online Course Performance in Spanish..	5
<b>Syllabus.....</b>	<b>7</b>
Introduction .....	7
Title and description .....	8
Teaching team .....	8
Target users.....	8
Prior knowledge.....	8
Estimated dedication .....	9
Learning objectives.....	9
Table of contents / Course Schedule.....	10
Evaluation criteria and course completion conditions .....	12
Certification.....	12
Dynamization.....	12
Contact information .....	13
<b>Teacher’s toolkit .....</b>	<b>14</b>
Introduction .....	14
Title and description .....	14
Prior knowledge.....	14
Learning objectives.....	14
Training materials .....	15
eLearning Platform for teachers.....	15
Course duration.....	15
Necessary resources .....	16
Activities and dynamization .....	16
Methodology and groups.....	16
Evaluation.....	16
Complementary activities.....	18
<b>Impact and results .....</b>	<b>19</b>
Sample .....	19
Feedback .....	20

## Introduction

FLORES project includes four pilot actions to address the changes in the ORE labour market and its rapid expansion. In particular, the challenge of developing reskilling processes to promote the mobility of workers from other energy sectors or the shipbuilding industry and upskilling the workforce to the specific ORE training needs in the multi-use of maritime space and marine spatial planning.

The training presented in this document, titled “**Introduction to Offshore Renewable Energy**” is part of a set of pilot actions, that would create a training itinerary addressing the specific training needs in four areas of the Atlantic, the Baltic and the Mediterranean. This pilot action was developed in the North Sea Region.

The purpose of this report is to **facilitate the adaptation of the pilot action to different future target users**, including other contexts, approaches and needs. Moreover, to assist its replicability.

This document contains four main sections:

- **Pilot action description:** provides the information related to the pilot.
- **Syllabus:** addressed to meet the students' expectations.
- **Teacher's toolkit:** designed to provide the trainers with enough information in order to adapt the materials to their target context.
- **Impact and results:** this section analyses the pilot experience.

Furthermore, it should be emphasized that the syllabus and teacher's toolkit sections not only contain the information on the concrete pilot, but they also provide instructions on how to create them from scratch.

This document has been made accessible by publishing it in an open and electronic format and translating it into English, Spanish, French, and Italian.

## Pilot action description

### Overall Aim

The goal of the pilot is to improve education about Offshore Renewables (ORE) and thus accelerate the energy transition, by developing content in native language (in this pilot action, specifically: in Spanish)

### Methodology

The pilot targets FLORES partners and their networks, conducting a baseline assessment with the English course version (Course 1 = Introduction to Offshore Renewable Energy, duration of self-study = 3 hours).

Existing training materials are translated into Spanish for a two-stage pilot. Performance metrics, including completion rates, speed, and scores, will be compared between the English and Spanish versions.

### Action Plan: Enhancing Online Course Performance in Spanish

#### **1. Management and Quality Control Activity:**

- Develop a project management plan outlining roles, responsibilities, timelines, and risk mitigation strategies.
- Establish a quality control process for the adaptation and translation of training materials to ensure accuracy and cultural relevance.

#### **2. Dissemination, Communication, and Future Roll-Out Activity:**

- Create a communication strategy to inform current partners and networks about the pilot, emphasizing the benefits of native language courses.
- Develop a future roll-out plan based on the pilot's success, targeting Spanish-speaking regions, universities, and companies interested in Offshore Renewable Energy.

#### **3. Adaptation of Training Materials (T5.2):**

- Translate course content, assessments (quizzes), and supporting illustrations into Spanish.
- Ensure linguistic and technical accuracy through collaboration with bilingual subject matter experts.

#### **4. Pilot Execution - Initial Stage (baseline):**

- Roll out the pilot to current FLORES partners and networks, aiming for 50 participants.
- Collect and analyze feedback on user experience and course effectiveness.
- Collect completion rates, speed, and scores to evaluate the impact on user performance.

### **5. Pilot Execution - Second Stage:**

- Extend the pilot to Spanish-speaking regions with a target of 50 participants.
- Analyze results to determine the adaptability and effectiveness of the Spanish version.
- Regularly monitor participant progress and engagement.
- Evaluate the success of the pilot based on completion rates, participant feedback, and achievement of objectives.

### **6. Scaling-Up:**

- Develop a scaling strategy based on the pilot's outcomes.
- Identify potential partners, universities, and companies for wider adoption of the courses in Spanish.

### **Expected Outcomes:**

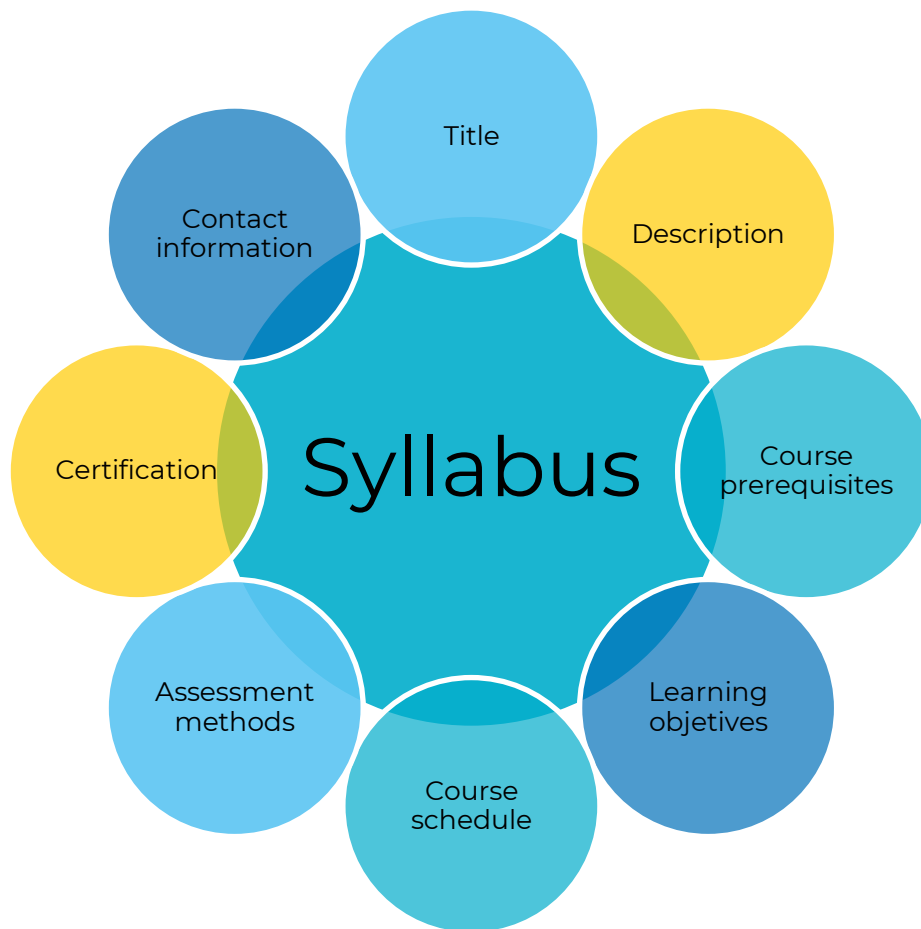
- High-quality content availability in native Spanish.
- Increased course uptake.
- Improved understanding of Offshore Renewable Energy.
- Quality training for staff in Spanish-speaking regions.
- Accelerated energy transition in Europe and emerging Latin American countries.

## Syllabus

### Introduction

A syllabus provides a **comprehensive guide for teachers and learners** with **essential information establishing a well-structured framework enabling an understanding of what to expect from the course and allowing both students and teachers to manage their responsibilities effectively.**

It usually includes the course title and description, the learning objectives, the course schedule, the assessment methods, the type of certification available, the course prerequisites, the contact information and other essential components that ensure effective teaching and learning. The required information to be included in the syllabus design depends on the type of training that is offered, and it should be adapted to each specific case.



A syllabus may be either a document or be designed in a multimedia format that presents the content, structures and expectations of the educational training. Independently to the format, it should be understandable and accessible not only for inclusion but also to ensure the student's engagement in the course. The syllabus gives students a first impression of what to expect from the course, and it can significantly influence their choice to enroll in the training or not.

For more detailed information about the development process of different training formats, download the document [“Guidelines to Promote Innovative Approaches in Life-Long Learning \(LLL\) for Offshore Renewable Energies \(ORE\), UDC, 2023”](#) developed within the framework of this same FLORES project.

*Below, a syllabus format that has been completed considering the objectives of the pilot action is shown. To facilitate its development, various definitions and examples are provided. The following sections provide recommendations, which may be adapted to the specific needs of each training program.*

*If necessary, adding any extra sections is possible to facilitate the understanding of the training for future students.*

## Title and description

*This section includes the title of the training and a brief description of the content.*

Online course: “Introduction to Offshore Renewable Energy”

This introductory course aims to make your employees familiar with the fundamentals of the Offshore Renewable Energy (ORE) sector. In this course, we introduce professionals to the complex landscape of marine energy, its promising future and possibilities, various innovative technologies, and the economic framework of the industry.

This is the first and only online onboarding course of its kind for the exciting and rapidly developing ORE sector. Participants get to deepdive into the depths of this intricate market. Not only bringing them up to speed but placing them ahead of the curve. Job ready

## Teaching team

Stijn Timmers Deftiq
Peter Scheijgrond Bluespring

## Target users

*This section specifies who the course is intended for. It helps the students to identify if the training is suitable for them.*

Our ORE training package is targeted to a wide range of experts and professionals, including but not limited to:

- Technology developers;
- Young professionals, entrants and students;
- Academics, researchers and consultants;
- Other potential ambassadors, such as renewable energy investors.

## Prior knowledge

*This section explains the required skills or prerequisites the students should ideally have before beginning the training. It is important to specify if it is recommended but not required, or if it is required. Examples:*

- Basic understanding [of relevant concepts in a specific topic]
- Experience in [relevant or related field]
- Proficiency in [basic skills, including ...]
- Familiarity with [specific software or tools]



*It could be also included in this section the technical requirements for participating in the online course, such as an internet connection or the specific necessary hardware or software. Example:*

- access to internet connection, compatible web browser

No compulsory prior education is required. However, the target audience must have sufficient language skills (CEFR B2/C1) in the selected language option (English or Spanish) and knowledge of academic references. We recommend a prior education of at least ISCED level 5. And, of course, they must be interested in this topic.

One must have access to the internet to access the online training course. This can be done on mobile, tablet or computer using the latest browsers of safari, Edge, Chrome or Firefox.

### Estimated dedication

*In this section, it is specified not only the total expected dedication but also the estimated dedication per week. This is helpful for the students to know how much time they will need weekly to complete the course.*

*It is useful also to specify other details as: the expected time for self-study, the opening period of the modules or whether the schedule is fixed or not.*

This online course represents 8-10 hours of self-study.

1 introduction	= 1 x 15 minutes
5 modules	= 5 x 60 minutes (300 minutes)
5 intermediate tests	= 5 x 15 minutes (75 minutes)
1 summary	= 1 x 15 minutes
1 final test	= 1 x 45 minutes

Total lead time (repetition excluded) = 450 minutes (7,5 hours)

### Learning objectives

*This section includes the training goals, aimed at the students. The learning objectives are usually written using verbs to explain to the learners what to do (what to learn). It is necessary to define the objectives in a short and specific way and the action might be measurable. These objectives will serve not only the students but also the teachers, to check at the end of the training if they address them.*

After completion of the online course you will know how to manoeuvre yourself and find your way around in this emerging market and its terminology.

- You should be able to understand the global potential of different ocean energy resources and relevant technical parameters to quantify the size of the market.
- You should be able to distinguish different types of technologies, based on their resource potential, technological challenges, geographical locations, various applicable markets and trends.
- You should be able to understand what the global playing field looks like and its main stakeholders.
- You should be able to create multiple business models with emphasis on the ORE potential and its markets.
- You should be able to understand how to assess commercial viability of offshore renewable energy technologies.

## Table of contents / Course Schedule

*In this section, a table of contents of the modules is usually included. They could be organized in thematic blocks or with any other justified criteria.*

*The idea is to index the content and to organise the different programmed activities of the course, including:*

- *The supplementary material.*
- *The evaluation /assessment /test /questionnaire.*
- *The Forum.*

*If the specific dates of the course are known, it would be useful for the students to include the course schedule.*

	Module 0	Title: Introduction
0		
	0.1.	A brief explanation
	0.2.	Practical information
	0.3.	Learning journey
	0.4.	Summary
	Module 1	Title: Offshore Renewable Energy
1		
	1.1.	Renewable energy
	1.2.	Offshore renewable energy
	1.3.	Levelised cost of energy (LCoE)
	1.4.	Vision, targets, policy
	1.5.	Summary
		Practice test
	Module 2	Title: Technologies
2		
	1.1.	Technological challenges
	1.2.	Tidal energy
	1.3.	Wave energy
	1.4.	Ocean Thermal Energy Conversion

	1.5.	Salinity Gradient
	1.6.	Offshore floating solar
	1.7.	Summary
		Practice test
	Module 3	Title: Playing field
3		
	3.1.	An entire overview
	3.2.	Stakeholders
	3.3.	The ocean
	3.4.	Summary
		Practice test
	Module 4	Title: Building Business cases
4	Presentation of the module.	
	4.1.	Challenges
	4.2.	Business model: Hybrid energy generating systems
	4.3.	Business model: Powering offshore markets
	4.4.	Business model: Powering islands
	4.5.	Business model: Bridges, coastal protection, water safety and quality
	4.6	Summary
		Practice test
	Module 5	Title: Reducing Levelised Costs of Energy
	5.1	The LCoE challenges
	5.2	Capital support
	5.3	Revenue support
	5.4	Risk assessment and mitigation
	5.5	Summary
		Practice test

	Module 6	Title: Challenges and actions
	6.1	Overview
	6.2	Challenges and actions
	6.3	Closure
	Final Test	Title: Final test

### Evaluation criteria and course completion conditions

*In this section, the completion conditions and the evaluation criteria to assess the students are indicated. This information is usually adapted for each specific course and must be well-defined in order to promote transparency and meet the students' expectations. Different examples are shown below:*

- *Completion conditions:*
  - *Minimum requirements, specifying the compulsory activities.*
  - *Attendance policy and/or a minimum of hours connected.*
- *Evaluation criteria:*
  - *Definition and description of the assessment methods: exams, assignments, projects, presentations, quizzes, participation in the Forums, etc. Specifying the criteria or rubric that will be used to evaluate them.*
  - *The evaluation /assessment /test /questionnaire.*
  - *The Forum.*

*It is essential to take into consideration that if the platform allows to check that the student is performing the required action, such as watching videos.*

Upon finishing the course, by going through the entire content, the practice questions and passing the final test with an 8 or higher, the participant will receive a proof of participation. There are 3 attempts to pass the final test.

### Certification

*This section explains the type of certification that would be provided if the students address the completion conditions. The certification indicates at least the title of the course, the estimated dedication (in total hours) and the identification of the student. It is also interesting to include, if possible, in the backside, an index with the contents.*

The participant receives a proof of participation and the [CPD](#) points as an equivalent of 8 hours of training. CPD (Continuing Professional Development) certificates are a UK-based system that demonstrate a commitment to maintaining and enhancing professional skills and knowledge throughout one's career.

### Dynamization

*This section explains to the students the relevance of sharing and conveying doubts both to the teachers and to the rest of the participants. This approach facilitates and enhances collaborative learning.*

*It includes a description of the participation tools and the rules of use of these tools. It could be a general forum where to introduce themselves, or/and forums by module to comment, suggest and ask any aspect about each of the thematic blocks.*

*If the platform where the course is hosted has any tool for implementing dynamization forums or similar, external platforms could be used. For example:*

- *Social media groups*
- *Collaborative online tools*
- *Interactive online whiteboards*

Not applicable.

### Contact information

*This section includes contact information for learning issues and technical or administrative support.*

During the online course, a participant can always use the communication button to ask a (content-related) question. Questions are answered within 24 hours on working days.

In addition, the participant is asked to fill in a feedback form after completing the online training course. Among other things, this asks how the course can be optimised.

Learning issues but also for technical or administrative issues can be reported to [support@deftiq.com](mailto:support@deftiq.com)

## Teacher’s toolkit

### Introduction

The teacher’s toolkit is a **resource that supports educators in planning and managing their teaching practices**. It provides tools, materials and strategies to enhance the teaching and learning experience. Furthermore, due to the characteristics of the pilot action, this resource should provide ideas for the adaptation of the material to the target.

*Below, instructions for the development of a teacher’s toolkit are presented, as well as the template completed considering the objectives of the pilot action. To facilitate its development, various definitions are provided. The following sections provide recommendations; however, they can be adapted to the needs of each training program. If needed, it is possible to add any extra sections.*

### Title and description

*This section is the same as in the syllabus design.*

Online training course – “An introduction to offshore renewable energy”.

### Prior knowledge

*This section is the same as in the syllabus design.*

No compulsory prior education is required. However, the target audience must have sufficient language skills (CEFR B2/C1) in the selected language option (English or Spanish) and knowledge of academic references. We recommend a prior education of at least ISCED level 5. And, of course, they must be interested in this topic.

One must have access to the internet to access the online training course. This can be done on mobile, tablet or computer using the latest browsers of safari, Edge, Chrome or Firefox.

### Learning objectives

*This section is the same as in the syllabus design. Nevertheless, it is expected a higher level of detail here, explaining not only the general objectives but also specific and transversal learning objectives.*

After completion of the online course the students will know how to manoeuvre themselves and find their way around in this emerging market and its terminology.

- To understand the global potential of different ocean energy resources and relevant technical parameters to quantify the size of the market.
- To distinguish different types of technologies, based on their resource potential, technological challenges, geographical locations, various applicable markets and trends.
- To understand what the global playing field looks like and its main stakeholders.
- To create multiple business models with emphasis on the ORE potential and its markets.
- To understand how to assess commercial viability of offshore renewable energy technologies.

## Training materials

The total training materials or a part of them are typically included in this section in a link format. Additionally, a link to the training is provided as a list of references or bibliography for the students.

The course can be found at [www.deftiq.com/ore/](http://www.deftiq.com/ore/)

Teachers can find other in-depth Offshore Renewable Energy courses to increase knowledge. Other courses now available:

1. Technology Development
2. Testing
3. Operations & Maintenance
4. Certification
5. Environmental Assessment
6. Finance
7. Policy

Participants can navigate through our booking wizard after selecting this course in the CPD-catalogue.

The booking wizard contains the following step:

1. The online course - Introduction to Offshore Renewable Energy is preselected
2. Choose starting date
3. Add participants
4. Confirmation

After confirmation, participants can register themselves and select the desired languages if available.

## eLearning Platform for teachers

Teachers planning to use and distribute the Deftiq online courses on a regular basis, such as part of recurring training, can request access to the Deftiq eLearning Platform. This platform assists in managing student progress, adding new students, setting reminders for deadlines, and tracking marks.

## Course duration

In this section, the expected duration of the course is specified. For an online self-study course, the estimated time commitment required from the student is indicated. For a guided course, the number of sessions and the duration of each session are detailed.

This online course represents 8-10 hours of self-study.

1 introduction	= 1 x 15 minutes
5 modules	= 5 x 60 minutes (300 minutes)
5 intermediate tests	= 5 x 15 minutes (75 minutes)
1 summary	= 1 x 15 minutes
1 final test	= 1 x 45 minutes

Total lead time (repetition excluded) = 450 minutes (7,5 hours)

## Necessary resources

*This section includes the necessary tools for the training development, such as an internet connection and any specific software or online platforms, if applicable.*

One must have access to the internet to access the online training course. This can be done on mobile, tablet or computer using the latest browsers of Safari, Edge, Chrome or Firefox.

## Activities and dynamization

*In this section, the activities to be carried out during the course are specified, including any proposed dynamization or engagement activities, if applicable. This section is similar to the one in the syllabus called “Dynamization”, however, in the teacher’s toolkit, the description of the dynamization activities is usually more detailed, explaining how they are developed.*

Teachers can have their own learning environment within app.deftiq.com (the learning platform where the online training course is hosted). In this way, teachers are able to immediately respond after a participant’s feedback question.

## Methodology and groups

*It is essential to define the teaching and learning methodology. If the training is designed to be adapted for onsite training, then it usually includes the definition of the specific methodology, explaining the need for instructors based on the number of students, and also the roles of the trainers and the students in each group if necessary.*

Online course based on self-study.

The active learning method in Deftiq's online courses combines three didactic methods:

- 1) The instruction method: Knowledge is increased through (visual) explanations and showing the context.
- 2) The interaction method: Knowledge is increased through guided application.
- 3) The assignment method: Knowledge and skills are trained by independently carrying out assignments with the material. In this way, the participant's mastery of the material is demonstrated at several levels.

Participants also get immediate feedback on their tests and advice on where to look for information. This is centralized in their learning journey within our online platform.

## Evaluation

*This section presents a description of the evaluation process. This includes an explanation of the evaluation methodology, the assessment criteria and the instructor's role. It is usually shown how the teacher assesses the students, such as through a designed rubric. Details are also given if the evaluation involves self-assessment by the students or peer assessment.*

There are several types of evaluation during the online training course:

- Exercises
- Practice tests
- Final test

### Exercises

Exercises are knowledge checks and intertwined with the course content.

Specifications:



Activity restriction:	Not mandatory
Weight:	-
Attempts:	Unlimited
Question types:	<ul style="list-style-type: none"> <li>• “Pick one” multiple choice questions – multiple choice questions with only one possible answer;</li> <li>• “Pick many” multiple choice questions – multiple choice questions with multiple possible answers;</li> <li>• Matching questions – questions which require you to drag and drop terms to the corresponding description;</li> <li>• Image questions – multiple choice questions based on an image</li> </ul>
Question order:	Random
Answers order:	Random
Correct answer feedback:	Correct answers visible after submission
Feedback:	Feedback visible after submission

### Practice tests

Practice tests are intermediate tests to check your understanding of the course content of the previous module.

### Specifications:

Activity restriction:	Mandatory
Weight:	-
Attempts:	10 attempts
Question types:	<ul style="list-style-type: none"> <li>• “Pick one” multiple choice questions – multiple choice questions with only one possible answer.</li> </ul>
Question order:	Random
Answers order:	Random
Correct answer feedback:	Correct answers visible after submission
Feedback:	Feedback visible after submission

### Final test

The final test is the last activity of the online course.

Activity restriction:	Mandatory
Weight	100%
Attempts:	1 attempt
Question types:	<ul style="list-style-type: none"> <li>• “Pick one” multiple choice questions – multiple choice questions with only one possible answer.</li> </ul>
Question order:	Random
Answers order:	Random
Correct answer feedback:	Correct answers not visible after submission
Feedback:	Feedback visible after submission

### Complementary activities

*Optionally, alternative activities which could be interesting for the training can be included.*

This online training course “*An introduction to offshore renewable energy*” is the first online training course of an education package, consisting of 8 courses. After finishing this course, participants can continue their learning journey.

## Impact and results

This section presents an analysis of the results and the impact of the pilot action that was realized during the FLORES project. It has been evaluated not only the participant quantity but also the quality of learning, accessibility and diversity, including gender representation.

Furthermore, it has been assessed how the course has contributed to improving practices within the ORE sector and any direct impacts on other organizations, institutions or partners as well as on the students that receive the training.

*This analysis can be developed in different ways, tailored to each specific training. It is important to present the information in an informative format. Below are some key points that can be considered in the analysis to help measure the impact and results:*

- *Implementation dates*
  - *Start and end dates of the training.*
- *Participants information*
  - *Total number of registrants and active participants*
  - *Course completion rate*
- *Accessibility and diversity of the sample*
  - *Gender distribution among participants*
  - *Geographic diversity of participants (countries of origin)*
  - *Representation of different age groups and professional sectors*
  - *Inclusion of minorities or underrepresented groups*
  - *Language of the course*
- *Feedback*
  - *Participant satisfaction surveys*
  - *Qualitative feedback on the usefulness and relevance of the content*

## Sample

Pilot action implementation dates	The pilot execution started at 8-4-2024 and is ongoing (1-10-2024) Many students from UdC and other Spanish universities have taken the course.
Total number of registrants and active participants	Currently (1-10-2024) we have <b>278 participants</b> who have started the course.
Course Completion rate	Currently (1-10-2024) 64 completed the course ( <b>23% completion rate</b> )
Gender distribution among participants	<b>36% female, 64% male</b>
Language of the course	<b>EN: 15% ES: 85%</b>

Geographic diversity of participants	Spanish 102 France: 1 Mexico: 14 Colombia: 50 Costa Rica: 7 Germany: 2 Ecuador: 5 El Salvador: 2 Argentina: 15 Panama: 3 Peru: 1 Switzerland: 1 Uruguay: United States: 3 Venezuela: 1 N/A: 70
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## Feedback

### Participant satisfaction survey

Assessment	Spanish version	English version
Satisfactory level of the course being conducted online	<b>4.7 / 5</b>	<b>4.7 / 5</b>
Understandability of the content	<b>4.7 / 5</b>	<b>4.5 / 5</b>
Satisfactory level online environment	<b>4.8 / 5</b>	<b>4.7 / 5</b>

### Qualitative feedback on the usefulness and relevance of the content

Suggestions	Spanish version	English version
<p><b>For improvement of the content.</b> <b>Examples.</b></p>	<p><i>Casos reales, videos , EL CURSO ESTÁ MUY BIEN Estaría bueno tener material adicional para descargar Fantástico todo. Tal vez agregaría contenido audiovisual, ya que creo que ameniza el hecho de tener que incorporar mucho contenido a través únicamente de la lectura. La única sugerencia es disponer de material de estudio descargable para imprimir. "Mencionar si oceánico o marino se usan como sinónimos. A pesar de tener la opción de hacer zoom en las imágenes al momento de agrandarce no se logra distinguir todos los elementos." Todo excelente Poder descargar el contenido en formato .pdf para futuras consultas Que den un resumen en formato pdf después de cada sección para que sea más fácil repasar para el examen Recomendaría este curso por su contenido y actualidad Sería mejor aplicarlo a casos prácticos si se podría incluir pequeños videos Verificar la traducción a idioma español, hay algunas palabras que noson de uso del español.</i></p>	<p><i>Data and examples need updating. Referring to future projects and dates that are now several years in the past and energy figures 5-7 years old is bad for such a growing topic "I feel really interesting the topics in this course, I'm happy with it. Maybe I would like to see more videos or gifts." it could be better with more real photos, instead of pictures.</i></p>

<p><b>For improvement of the online environment.</b> <b>Examples.</b></p>	<p><i>A veces el exceso de texto es cansado, tal vez agregar videos cortos que sustituyan algunos parrafos sería buena idea. Pero en general la presentación de la información es excelente, las ilustraciones bastante buenas y el curso está muy bien estructurado y ordenado.</i></p> <p><i>Estaría bueno que al finalizar cada módulo exista un listado con la bibliografía utilizada en ese módulo.</i></p> <p><i>Fantástico todo. Tal vez agregaría contenido audiovisual, ya que creo que ameniza el hecho de tener que incorporar mucho contenido a través únicamente de la lectura.</i></p> <p><i>Implementar método de caso</i></p> <p><i>Material audiovisual</i></p> <p><i>Muy buen curso</i></p> <p><i>NO ME ADAPTO BIEN</i></p> <p><i>No, ha sido muy interactivo</i></p> <p><i>sería bueno que al empezar el curso se recomendase usar un pc, ya que en un móvil o tablet el formato no es tan adecuado</i></p>	<p><i>sometimes the leaving /returning steps meant going backwards or not understanding what [if anything] had not been completed so stopping progress</i></p>
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