

European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training Alliance

‘AgroCert For Wild MAP Collectors’



The assessment methodology and certification scheme

Evaluation questionnaires for the 2 modules in question were created according to the expectations of our target groups (collectors and processors) and the aims of the project.

1. Pool of Assessment Methodologies

1. Types Assessments supported by the Newpost learning environment

Checkbox problem

In checkbox problems, learners select one or more options from a list of possible answers. To answer the problem correctly, a learner must select all the options that are correct answers, and none of the options that are incorrect.

Dropdown problem

In dropdown problems, learners choose one answer from a set of possible answers, which are presented in a dropdown list after the learner selects the dropdown arrow.

Multiple choice problem

In multiple choice problems, learners select one answer from a set of possible answers, which are visible directly below the question.

Numerical input problem

In numerical input problems, learners enter numbers or specific and relatively simple mathematical expressions to answer a question. These problems allow only integers, and a few select constants. You can specify a margin of error, and you can specify a correct answer either explicitly or by using a Python script, i.e. develop a custom solution.

Text input problem

In text input problems, learners enter text into a response field. The response can include numbers, letters, and special characters such as punctuation marks

1.1. Using feedbacks in problems and assessments

The immediacy of the feedback available to learners is a key advantage of online instruction and difficult to do in a traditional classroom environment.

A distinct **feedback** can be provided depending on the learner's option. Thus, there are several types of feedback, including:

- The learner selects a correct option. This type of feedback should indicate why the option is correct.
- The learner does not select a correct option. This type of feedback should indicate that the learner missed checking this option and why it is correct.
- The learner selects an incorrect option. This type of feedback should indicate that the learner incorrectly checked this option and why it is incorrect.
- The learner does not select an incorrect option. This type of feedback should reinforce why the learner correctly left this option unselected.

Feedback can be targeted for common incorrect answers and misconceptions that are common for the level of the learner (for example, elementary, middle, high school, college).

In addition, the feedback can be structured in such a way that it should provide some guidance about how to arrive at the correct answer. This is especially important in text input and numeric input problems, because without such guidance, learners might not be able to proceed.

Finally, feedbacks should be included in correct answers to reinforce why the answer is correct. Especially in questions where learners can guess, such as multiple choice and dropdown problems, the feedback should provide a reason why the selection is correct.

1.2. Using hints in problems and assessments

To ensure that hints can assist learners with varying backgrounds and levels of understanding, multiple hints with different levels of detail should be provided.

For example, the first hint can orient the learner to the problem and help those struggling to better understand what is being asked.

The second hint can then take the learner further towards the answer.

In problems that are not graded, the third and final hint can explain the solution for learners who are still confused.

2. General Settings for types of problems/assessments

2.1. Display name

This required setting provides an identifying name for the problem. The display name appears as a heading above the problem in the LMS, and it identifies the problem. A unique, descriptive

display name should be added so that both instructors and learners, can identify specific problems quickly and accurately.

2.2. Maximum Attempts

This setting specifies the number of times that a learner can try to answer this problem correctly.

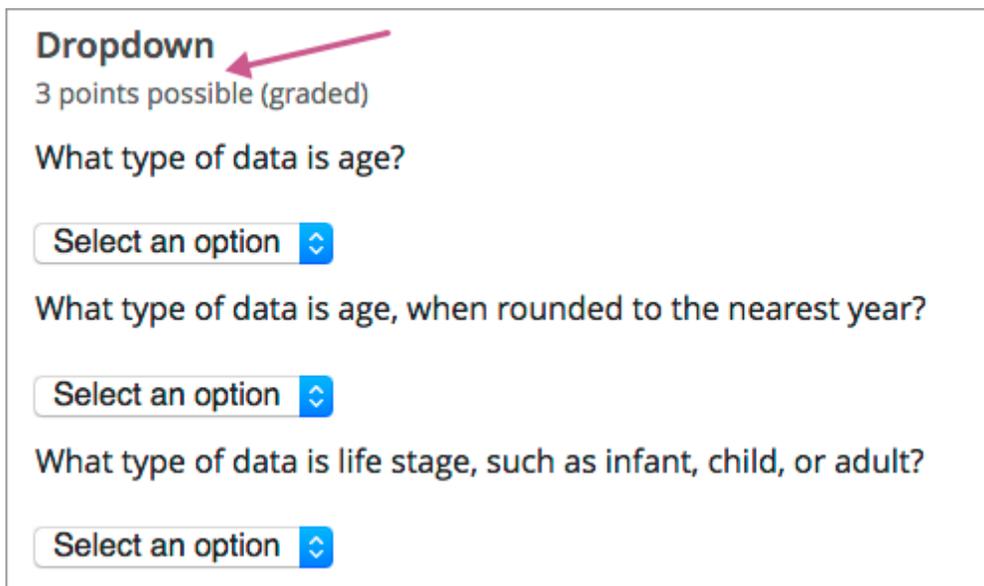
A course-wide Maximum Attempts setting defines the default value for this problem-specific setting. Initially, the value for the course-wide setting is null, meaning that learners can try to answer problems an unlimited number of times.

Only problems that have a Maximum Attempts setting of 1 or higher are included in the answer distribution computations used in Student Answer Distribution report (CSV grade report file).

In general, it is recommended to set the Maximum Attempts to a large number when possible. Problems that allow unlimited or many attempts encourage risk taking and experimentation, both of which lead to improved learning outcomes. However, allowing for many attempts might not be feasible in some courses, such as those that use primarily multiple choice or dropdown problems in graded subsections.

2.3. Problem Weight

By default, each response field, or answer space, in a problem component is worth one point. By setting the Problem Weight the points of a problem may be increased or decreased.



Dropdown ←

3 points possible (graded)

What type of data is age?

Select an option ▾

What type of data is age, when rounded to the nearest year?

Select an option ▾

What type of data is life stage, such as infant, child, or adult?

Select an option ▾

In the example shown above, a single problem component includes three separate questions. To respond to these questions, learners select answer options from three separate dropdown lists, the response fields for this problem. By default, learners receive one point for each question that they answer correctly.

2.4. Computing Scores

The score that a learner earns for a problem is the result of the following formula.

$$\text{Score} = \text{Weight} \times (\text{Correct answers} / \text{Response fields})$$

Score is the point score that the learner receives.

Weight is the problem's maximum possible point score.

Correct answers is the number of response fields that contain correct answers.

Response fields is the total number of response fields in the problem.

The following are some examples of computing scores.

Example 1: A problem's Problem Weight setting is left blank. The problem has two response fields. Because the problem has two response fields, the maximum score is 2.0 points. If one response field contains a correct answer and the other response field contains an incorrect answer, the learner's score is 1.0 out of 2 points.

Example 2: A problem's weight is set to 12. The problem has three response fields. If a learner's response includes two correct answers and one incorrect answer, the learner's score is 8.0 out of 12 points.

Example 3: A problem's weight is set to 2. The problem has four response fields. If a learner's response contains one correct answer and three incorrect answers, the learner's score is 0.5 out of 2 points.

2.5. Show Answer

This setting adds a *Show Answer* option to the problem. The following options define when the answer is shown to learners.

Setting	Description
Always	Always present the Show Answer option. <i>Note:</i> If you specify Always, learners can submit a response even after they select Show Answer to see the correct answer.
Answered	Show the answer only after the learner answers the problem correctly. If the problem can be, and is, reset, the answer is not shown until the learner tries the problem again after resetting. (When a learner answers a problem, the problem is considered to be both attempted and answered. When the problem is reset, the problem is still considered to have been attempted, but is not considered to be answered.)
Attempted	Show the answer only after the learner tries to answer the problem.

	If the problem can be, and is, reset, the answer continues to show. (When a learner answers a problem, the problem is considered to be both attempted and answered. When the problem is reset, the problem is still considered to have been attempted, but is not considered to be answered.)
Closed	Show the answer only after the learner has used up all his attempts to answer the problem or if the due date has passed.
Finished	Show the answer after the learner has answered the problem correctly, if the learner has no attempts remaining, or if the problem due date has passed.
Correct or Past Due	Show the answer only after the learner has answered the problem correctly or if the problem due date has passed.
Past Due	how the answer only after the due date for the problem has passed.
Never	Never show the answer. In this case, the Show Answer option does not appear next to the problem in the LMS. If your problem does not include a correct answer to show to learners, make sure you select Never.

A common practice here is the “Answered” setting, which is going to be implemented for the majority of the Newpost assessments.

2.6. Timer between attempts

This setting specifies the number of seconds that a learner must wait between submissions for a problem that allows multiple attempts. If the value is 0, the learner can attempt the problem again immediately after an incorrect attempt.

Adding required wait time between attempts can help to prevent learners from simply guessing when multiple attempts are allowed.

If a learner attempts a problem again before the required time has elapsed, (s)he sees a message below the problem indicating the remaining wait time. The format of the message is, “You must wait at least {n} seconds between submissions. {n} seconds remaining.”

3. Other tools and functionalities

Shuffle answers

In multiple choice problems shuffling the order of possible answers is supported. Shuffling can be applied to specific possible answers and not all of them, e.g. the answer “All of the above” usually appears at the of the list.

Answer Pools

A multiple-choice problem can be configured to so that a random set of choices are shown to each learner for the same question. The answer pool must have at least one or more correct answers. In each set of choices shown to the learner, **one correct answer** is included.

4. Advanced types of assessments

4.1. Staff graded Assignment

The Staff Graded Assignment (SGA) plugin, invites learners to upload files which encapsulate their work on the assignment. Instructors are then able to download the files and enter grades for the assignment and enter grades. The settings include:

- **Display_name:** The name appears in the horizontal navigation at the top of the page
- **Maximum Score:** Maximum grade score given to assignment by staff
- **Problem Weight:** Defines the number of points each problem is worth.
- **Show Answer:** Specifies if and when the student will see the correct answer to the problem.
- **Solution:** The solution that is shown to the student if Show Answer is enabled for the problem.

4.2. Open Response Assessment

The Open Response Assessment (ORA) allows learners to answer open ended questions in an essay form or upload files as a part of their response. Responses are then graded by either the learners themselves, their peers, or course instructors (or a combination of the three). The heart of the ORA block is the **Rubric** which defines **how** the learners’ responses are graded. A rubric is made up of criterion, which are characteristics that a learner's response should include. Each criterion contains a set of options, which describe how well the response meets the criterion. These usually include things like Poor, Fair, & Good which each then have a point value assigned. Each Criterion requires a label and then a prompt e.g. *Understanding, Critical thinking, Knowledge, etc.*

This functionality calls for Instructor interaction as at some point there is a need to review and manage what the learners have entered in the learning platform.

The Newpost learning environment supports the following functionalities from an Instructor point of view:

- Edit a submitted grade or override a peer-assessed grade.
- See how many students have submitted their assessments and are waiting feedback
- View and manage s specific learner’s response
- Remove a submission for peer grading.

5. Grading Policy

Newpost platform supports grading configuration which is implemented in the following steps.

Set the grade range. The course can be pass/fail or can have letter grades A through F.

Configure the Assignment types. Each problem/assessment can be categorized into different assignment types and have a different weight in the total grade calculation. For the Newpost training, it is expected to have some practical questions/quiz after the end of each module (category Quiz) and one final set of questions (category Final Exams).

Learner view. After the grading policy is configured, learners can view both their problems scores and the percent completed and current grade on the Progress page of the Newpost course.

<p>The method we adopt in survey evaluations is the multiple choice question method. Because, multiple choice questions are more suitable for the project purposes, simpler and understandable.</p>

2. Wild MAP collectors/ processors AgroCert methodology

The following procedure is followed in the European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training Alliance Module Evaluation Methodology. For the evaluation of the Wild MAP Project course modules, our project target groups, our course participants (collectors and processors) will evaluate themselves by following the available modules (1 and 3). Targeted learning data will be collected and evaluated through these tests. In line with the main objectives of the project, the online method was used in the tests we prepared for the evaluation of the modules. The path followed in this context is briefly described below. In this context, the evaluation method we use is online; online surveys have now become the most widely used survey data collection method. A wide range of target group-oriented, understandable question types have been selected in the online module evaluation surveys we have organized. Data collection and data analysis is structured and easy to manage. Many scientific studies indicate that online survey responses yield very high returns compared to other research options.

3. Certification Scheme developed

It was decided that the questions should not be too long and that their order was appropriate, in line with the project objectives. In this context, it is thought that the questionnaires of all modules are short and easy to answer. A logical flow was used, given that respondents would be made in a limited amount of time.

European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training Alliance Project Trainee Assessment Questions for Medicinal Plant Collectors MODULE 1 – COLLECTORS

Question 1- How would you define medicinal plants?

- a) A precise definition of the medicinal plant is not possible.
- b) Every plant we collect from nature is a medicinal plant.
- c) Wild or cultivated plants used for medicinal purposes
- d) None

Question 2- Which of the following is the approximate number of aromatic and medicinal plant species?

- a) 18,000 aromatic and 60,000 different medicinal plants are known.

- b) 29.000 aromatic and 90.000 different types of medicinal plants are known.
- c) 2900 aromatic and 19,000 different types of medicinal plants are known.
- d) 49,500 aromatic and 19,500 different types of medicinal plants are known.

Question 3- Which of the following is the definition of aromatic exactly?

- a) Plants that cause irritating odors in humans
- b) The term aromatic is primarily attributed to plants with a pleasing odor.
- c) Aromatic plants are plants that are used in the manufacture of perfumes and other scented products but are not farmed. (for example, plants that give food smell and taste).
- d) None

Question 4- Which of the following is used as a medicinal plant?

- a) Different herbs
- b) Shrubs and shrubs
- c) Trees and their fruits
- d) All of these

Question 5- Medicinal and aromatic plants contain essential oils for various purposes, which of the following is not suitable for these purposes?

- a) To attract insects and enable them to reproduce through pollination.
- b) To influence the vegetation and consolidation around them by enabling the seeds of other plants to germinate.
- c) They act as repellent against unwanted microbes, fungi, insects and animals.
- d) In order not to allow other plants to live in their geography.

Question 6- Which of the following is not the use of dried medicinal plant leaves?

- a) Food industry
- b) Beverage industry
- c) In food and cake making
- d) In baby foods

Question 7- Which of the following factors does not affect the quality of essential oils in medicinal plants?

- a) Medicinal plant planting place and climate of the region where it is located
- b) The parts used to extract oil from the medicinal plant (leaf, stem, root...etc)
- c) Harvest period of the medicinal plant and how it is harvested
- d) Consumer demand

Question 8 - Which of the following concepts regarding the marketing of medicinal and aromatic plants is correct?

- a) The demand for medicinal and aromatic plants is decreasing day by day.
- b) The benefit obtained from medicinal and aromatic plants is now obtained from industrial chemicals. (ak, stem, root...etc)
- c) In recent years, there has been a continuous increase in the demand for pharmaceutical and cosmetic products and products with natural ingredients, especially herbal origin, mainly in the economically developed countries of the European Union and North America.
- d) None

Question 9 - Which of the following areas is not suitable for the use of medicinal and aromatic plants?

- a) Homeopathic medicine making
- b) Functional food production
- c) As a nutritional supplement in nutrition
- d) None

Question 10 - Which of the following is the area where medicinal and aromatic plants are not used?

- a) In the production of spices by freshly harvested
- b) In the production of spices by drying with appropriate methods
- c) In the production of herbal dyes
- d) All of these

European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training Alliance

MODUL 3 - Future Opportunities of Wild MAPs collectors

Question 1- Which of the following is the largest medicinal plant selling country in Europe?

- a) Greece
- b) Bulgaria
- c) Germany
- d) Poland

Question 2- Greece can be seriously competitive in the export of medicinal plants in Europe, why?

- a) In Greece, the climate is longer and the product quality is higher.
- b) Greek farmers are very good at growing medicinal plants.
- c) Other European countries are not very good at growing medicinal plants.
- d) Biodiversity is low in Greece, so it concentrates on medicinal plant product quality.

Question 3- Which of the following countries have more intense rose and lavender cultivation?

- a) Greece
- b) Germany
- c) France
- d) Bulgaria

Question 4- What are the most important medicinal and aromatic plant species produced in Romania?

- a) Coriander (*Coriandrum sativum*), fennel (*Foeniculum vulgare*)
- b) Anise (*Pimpinella anisum*) Melissochorto (*Melissa officinalis*)
- c) Peppermint (*Mentha piperita*) Sage (*Salvia officinalis*)
- d) All of these

Question 5- Which of the following options is correct?

- a) France is one of the most important pharmaceutical manufacturers in Europe, so it is an important market for aromatic plants.
- b) Greece is the largest aromatic essential oil producer in Europe.
- c) France is the largest seller of aromatic essential oils in Europe.
- d) Neither are true.

Question 6- Which of the following countries traditionally has a very strong position in the aromatic plant market in Eastern Europe?

- a) Romania
- b) Greece
- c) Poland

d) None

Question 7- Which of the following is not a marketing component?

a) Demand

b) Product

c) Price

d) Promotion

Question 8- Why is the "Placement Strategy" important in the production of Medicinal and Aromatic Plants?

a) Placement strategy is concerned with the selection of distribution channels, outlets and transportation.

b) Placement strategies are shaped only by consumer demands

c) Placement strategies are not a very important subject for medicinal plant processors.

d) None

Question 9- Which of the following is a component of communication strategy in the marketing of medicinal and aromatic plants?

a) Communication objectives, target audience

b) Communication channels

c) Communication plans

d) All of these

Question 10- Which of the following are the main distribution channels for medicinal and aromatic plants?

a) Producer-Sales

b) Buyer-Consumer

c) Producer-Buyer

d) All of these

**European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training
Alliance Project Trainee Assessment Questions for Medicinal Plant Processors
MODÜL 1 – PROCESSORS**

Question 1: Which of the following is the most appropriate and short definition for medicinal plants?

- a) All kinds of cultivated plants are medicinal plants.
- b) They are wild grown or cultivated plants used for medicinal purposes.
- c) Medicinal and aromatic plants are plants that have no side effects.
- d) Medicinal and aromatic plants are used only in the health sector.

Question 2: For aromatic and medicinal plants, tick the correct one from the following.

- a) Aromatic and medicinal plants belong to at least 50 families.
- b) The distinction between many aromatic and medicinal plants (MAPs) is not clear.
- c) They contain biologically active compounds that have a therapeutic effect for humans.
- d) All of these

Question 3: Which of the following are the dangers that threaten the plant diversity in the Greek geography globally?

- a) Degradation of habitats
- b) Human activities
- c) Global pollution
- d) All of these

Question 4: To which families do medicinal and aromatic plant species belong?

- a) Asteraceae (Compositae), Lamiaceae (Labiatae), Apiaceae (Umbelliferae), Fabaceae (Leguminosae)
- b) Roseaceae, Rutaceae, Solanaceae, Brassicaceae (Cruciferae), Alliaceae, Liliceae,

c) Caryophyllaceae, Boraginaceae, Ranunculaceae, Papaveraceae, Malvaceae, Cucurbitaceae, Verbenaceae,

d) All of these

Question 5: Which of the following medicinal plants is not an annual?

a) Anise, Basil, Chamomile

b) Chives, Dill

c) Fennel, Parsley

d) Cumin

Question 6: Which of the following medicinal plants is not a perennial?

a) Aloe Vera, Laurel, Thyme, Echinacea

b) Marjoram, thyme, sage, Rosemary, Saffron (with onions),

c) Sorrel, Salad Tarragon, Thyme, Watercress, Yarrow

d) Coriander

Question 7: Which of the following is used as a medicinal plant?

e) Different herbs

f) Shrubs and shrubs

g) Trees and their fruits

h) All of these

Question 8: Medicinal and aromatic plants contain essential oils for various purposes, which of the following is not suitable for these purposes?

e) To attract insects and enable them to reproduce through pollination.

f) To influence the vegetation and consolidation around them by enabling the seeds of other plants to germinate.

g) They act as repellent against unwanted microbes, fungi, insects and animals.

h) In order not to allow other plants to live in their geography.

Question 9: Which of the following factors does not affect the quality of essential oils in medicinal and aromatic plants?

- a) Medicinal plant planting place and climate of the region where it is located
- b) Consumer demand for the product
- c) Parts used to extract oil from medicinal plants
- d) Harvest period of the medicinal plant and how it is harvested

Question 10: Which of the following is not suitable for the use of medicinal and aromatic plants?

- a) Production of homeopathic medicines
- b) Smart food production
- c) food supplement
- d) None are suitable

**European Medicinal and Aromatic Plant (MAP) Farming, Processing and Training
Alliance Project Trainee Assessment Questions for Medicinal Plant Processors**

MODUL 3 – PROCESSORS

Question 1: Which of the following is the most active country in the European market in the export of medicinal and aromatic plants?

- a) Poland, Greece
- b) Greece, Romania
- c) Germany, France
- d) None of these

Question 2: Which of the following is the best example of a country that produces aromatic and medicinal plants with traditional methods in the EU geography?

- a) Turkey, Greece,
- b) Hungary, Moldova
- c) France, Bulgaria
- d) None of these

Question 3: Which of the following are the dangers that threaten the plant diversity in the Greek geography globally?

- a) Degradation of habitats
- b) Human activities
- c) Global pollution
- d) All of these

Question 4: In the production of aromatic plants, rose and lavender are important cosmetic plants for which of the following countries?

- a) Bulgaria
- b) Romania
- c) Germany
- d) Greece

Question 5: Coriander, fennel anise, mint and sage are the most important medicinal and aromatic plant species produced in which of the following countries?

- a) Germany
- b) Greece
- c) Romania
- d) Turkey

Question 6: Which of the following medicinal plant species is not a perennial?

- a) Marjoram, thyme, sage, Rosemary, Saffron (with onions),
- b) Sorrel, Salad Tarragon, Thyme, Watercress, Yarrow
- c) Coriander
- d) Aloe Vera, Laurel, Thyme, Echinacea

Question 7: Which of the following countries has imported the most essential oil extracts in Europe in recent years?

- a) Greece
- b) France

- c) Italy
- d) all of these

Question 8: Medicinal and aromatic plants contain essential oils for various purposes, which of the following is not suitable for these purposes?

- a) To attract insects and enable them to reproduce through pollination.
- b) To influence the vegetation and consolidation around them by enabling the seeds of other plants to germinate.
- c) They act as repellent against unwanted microbes, fungi, insects and animals.
- d) In order not to allow other plants to live in their geography.

Question 9: Which of the following factors does not affect the quality of essential oils in medicinal plants?

- a) Medicinal plant planting place and climate of the region where it is located
- b) The parts used to extract oil from the medicinal plant (leaf, stem, root...etc)
- c) Harvest period of the medicinal plant and how it is harvested
- d) Consumer demand

Question 10: Which of the following is not suitable for the use of medicinal and aromatic plants?

- a) Smart food production
- b) Food supplement
- c) Homeopathic products
- d) None are suitable