



Training of trainers on EMPOWER e-learning platform

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>> EMPOWER project

Empower >> Project identity

Title: Developing e-learning to empower European trade unions (EMPOWER)

Duration: 1/11/2013 till 1/11/2014 (12 months)

Partners:

1. OBES (applicant) from Greece
2. FAI CISL from Italy
3. UGT TCM from Spain

Empower >> Project objectives

EMPOWER project will explore the capabilities of e-learning, in order to build the capacity of workers representatives to cope with the challenges of a changing environment, to attract young people and to facilitate networking between trade unions.

The objectives of the project are:

- to develop an e-learning platform and develop a sustainable model for e-learning for trade unionists
- to develop three e-learning courses in the themes of adaptation of social dialogue to changes in employment and work and related challenge such as modernisation of the labour market, preparation and management of change and restructuring;
- to implement a series of e-learning courses for trade unions and work councils representatives;
- to attract young people and engage them in learning and in social dialogue;

Empower >> Project activities

The activities of the project include:

- Kick-off transnational coordination meeting in Athens, Greece
- Development of an e-learning model suitable for trade unionists
- Development of e-learning platform [<http://www.obes.gr/elearning/>]
- Development of three e-learning courses
- Training of trainers transnational workshop in Athens
- Delivery of three e-learning courses
- Monitoring and evaluation meeting in Rome, Italy
- Monitoring and evaluation meeting in Valladolid, Spain
- Electronic newsletters
- Web-site [<http://www.obes.gr/empower/>]
- Project validation and conference in Athens, Greece

Empower >> Progress so far

Already done:

- Kick-off transnational coordination meeting in Athens, Greece
- Development of an e-learning model suitable for trade unionists
- Development of e-learning platform [<http://www.obes.gr/elearning/>]
- Development of three e-learning courses
- Training of trainers transnational workshop in Athens

To be done till the end of the project:

- Delivery of three e-learning courses
- Monitoring and evaluation meeting in Rome, Italy
- Monitoring and evaluation meeting in Valladolid, Spain
- Electronic newsletters
- Web-site [<http://www.obes.gr/empower/>]
- Project validation and conference in Athens, Greece

Empower >> Website



<http://www.obes.gr/empower>



>> EMPOWER e-learning

Empower >> E-learning courses themes

The themes of the e-learning courses are:

1. Adaptation of social dialogue

- New framework for collective bargaining
- Negotiations, collective agreements and Social dialogue, information and consultation in times of crisis
- Modernisation of the labour market, new forms of work

2. Quality of work

- Improving the quality of jobs and ensuring better working conditions
- Legislative framework and international institutions dealing with occupational health and safety
- Psychological risks at work

3. Preparation and management of change and restructuring

- Mergers, acquisitions, mass redundancies: the role of trade unions
- The role of trade unions in the safety net, solidarity structures
- Improving the conditions for job creation

Empower >> E-learning contents

The e-learning courses consist of:

- Syllabus and learning objectives
- Learning contents
- Self-assessment tests
- Assignments for trainees
- Forum
- Additional learning resources



Empower >> E-learning practicalities

The e-learning training will have a duration of **3 months** (3 weeks per course + 1 week break).

It will start on **May 2014** and end on **July 2014**.

The e-learning platform and the courses are available in **4 languages**: English, Greek, Italian and Spanish.

Empower >> E-learning target groups

Target groups of the project are representatives of trade unions from Greece, Italy and Spain, mostly members of the partners organisations, namely OBES, FAI CISL and UGT TCM.

The e-learning courses will target mainly young trade unionists and will engage them in the networking and training activities of the project.

Sectors concerned are mainly:

- Metal sector
- Food and drink industry
- Transport and communications sector
- Wood processing industry
- Electric/ electronic industry
- Construction industry

In total **90 persons** will participate in the e-learning training, **30 from each country** (Greece, Italy and Spain)

Empower >> E-learning implementation

The trainees will be free to select one or more of the training courses and develop their own learning path.

Therefore some of them may choose to attend only one course, while others will attend two or all three courses.

Each week, the trainer will introduce the subject of the module and then the trainees will have to study the learning material, take the self-assessment tests, do the assignments and participate in the discussion forums.

The facilitators will follow the progress of the trainees, will intervene in discussions and will facilitate discussions in the forums.

The trainees will attend the training courses at their own pace and they will have four weeks to finalise each course. At the end of each course (4th week), those that have fulfilled the formal requirements will get a certificate of accomplishment.

Empower >> E-learning monitoring

During the delivery of the e-learning courses, there will be monitoring and evaluation of the courses in all involved countries.

An evaluation team consisting of:

- the project manager,
- the project administrator and
- the two teachers

will visit the partners organisations, in order to get feedback from trainers and trainees.

During these visits, the transnational teams will discuss various factors such as:

- enrolment of learners
- easiness to attract young people from the target group
- Prerequisites
- profile of learners
- commitment to the course
- active involvement of facilitators etc.



>> EMPOWER training of trainers

Training of trainers >> Aims

- Get to know each other, you will be cooperating for the next months
- Get to know course contents
- Learn how to use the e-learning platform and facilitate the trainings
- Suggestions and good practices
- Practice!

Training of trainers >> Agenda

Thursday 8th

- Presentation of Moodle, the e-learning course (units, modules) and EMPOWER platform
- Using the platform – getting to know the interface

Friday 9th

- Summary of day 1
- E-learning platform: “Teacher” functionalities (user management, assignments, administering forums)
- E-learning platform: “Teacher” functionalities (quizzes)
- Tips on how to run the training and improve interaction between trainees



>> Moodle platform

Moodle >> Intro

Moodle – acronym for Modular Object-Oriented Dynamic Learning Environment. An online learning management system (LMS), designed to create opportunities for rich interaction between teachers and learners.

Moodle is an alternative to proprietary commercial online learning solutions, and is distributed free under open source licensing.

An organization has complete access to the source code and can make changes if needed. Moodle's modular design makes it easy to create new courses, adding content that will engage learners.

SCORM-compliance, completion-tracking, easy provision of essential content for achieving stated competencies, various enrolment and payment options and the use of social and collaborative features for discussions or projects make Moodle an ideal choice for adult education, training and professional development.



Moodle >> Who is using it

Over 5000 organizations from 150 countries and this number is growing.

Moodle is an ideal online learning solution for:

- K-12 Schools
- Colleges
- Universities
- Governmental Agencies
- Businesses
- Trade Associations
- Hospitals
- Libraries
- Employment Agencies

Moodle >> Communities

- Moodle centers on community. Moodle course participants are encouraged to establish a personalised online identity, to share their ideas and to play an active role in learning experiences.
- Courses can be shared by multiple teachers, tutors and facilitators.
- Development of the Moodle platform espouses a true participatory design model. Teachers, administrators, course developers, instructional designers and programmers form a world wide network that converges at moodle.org to discuss any number of issues. It is these discussions that drive Moodle development. Every member of the community is invited to contribute where they can, whether it is by sharing experiences, offering suggestions or participating in the development of new extensions to the Moodle platform [moodle.org]

Moodle >> Structure – Front page

Front page

The Front page of a Moodle site - the page you reach from your browser - usually includes information about the establishment itself and can be highly customized.

From the front page users can enter inside the platform. How users join a Moodle site depends on the establishment: they might be given logins; they might be allowed to make accounts themselves, or they might be signed in automatically from another system.

In EMPOWER each user has login data (username and password).

Moodle >> Structure - Inside

Inside Moodle

Moodle's basic structure is organised around **courses**. These are basically pages or areas within Moodle where teachers can present their learning resources and activities to students. They can have different layouts but they usually include a number of central sections where materials are displayed and side blocks offering extra features or information.

Courses can contain content for a year's studies, a single session or any other variants depending on the teacher or establishment. They can be used by one teacher or shared by a group of teachers.

How students **enrol** on courses depends on the establishment; for example they can self-enrol, be enrolled manually by their teacher or automatically by the admin.

Courses are organised into **categories**. Physics, Chemistry and Biology courses might come under the Science category for instance.

In EMPOWER case e.g. **New framework for collective bargaining** and **Modernisation of the labour market** are under the category **Adaptation of Social Dialogue**.

Moodle >> Users

Teachers, students and other Moodle users

You don't enter Moodle with the "teacher" or "student" role.

Everyone who logs into Moodle has no special privileges until they are allocated roles by the administrator according to their needs in individual courses or contexts.

In the EMPOWER platform you will be assigned as teachers and the trainees as students.

There will be only one site administrator – from IDEC.

Moodle >> Support

For any problems/ questions related to the e-learning platform please send emails to elarning@obes.gr



**>> EMPOWER platform – Course
presentation**

EMPOWER platform – Categories and courses

1. Adaptation of social dialogue [category]

1.1 New framework for collective bargaining [course]

1.2 Negotiations, collective agreements and Social dialogue, information and consultation in times of crisis [course]

1.3 Modernisation of the labour market, new forms of work [course]

2. Quality of work [category]

2.1 Improving the quality of jobs and ensuring better working conditions [course]

2.2 Legislative framework and international institutions dealing with occupational health and safety [course]

2.3 Psychological risks at work [course]

3. Preparation and management of change and restructuring [category]

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions [course]

3.2 The role of trade unions in the safety net, solidarity structures [course]

3.3 Improving the conditions for job creation [course]

The above 9 courses are available in 4 languages, English, Greek, Italian and Spanish, so in total there are 12 categories (3 per language) and 36 courses (9 per language).

This was done so that teachers in each country and course are free to adapt the training contents to their national needs (e.g. by adding more resources, tests etc) without affecting the other courses.

EMPOWER platform – Course contents

Each course includes:

- **Learning outcomes and user guidance:** Information about what trainees will learn from each course, how long it will last and what they will have to do.
- **News forum:** A forum where teacher and trainees can interact, ask questions and exchange experiences.
- **Study material:** The theory of each unit, presented in e-learning format
- **Assignments:** Exercises that students can do in relation to the theme of the course (e.g. write answers and submit them to teacher, online research etc).
- **Quizzes:** Quizzes on the subject of the course that provide immediate feedback to the trainee.
- **Evaluation test:** Final test of each course, each trainee can only take it 1 time and it is the final assessment for each course.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

Description:

Crisis changes the business context and has tremendous effects on collective bargaining, information and consultation and social dialogue in general.

The course aims at clarifying new forms of employment, changes in the legal framework and underlying mechanisms. Learners may contribute with their own experiences and ideas.

It also aims at providing the learner with knowledge and skills in order to be better prepared to act effectively as a trade unionist in a crisis context.

The course is designed to last for 3 weeks (one for each of the three modules) in order to give learners time enough to digest knowledge and reflect on how to better use it.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.1 New framework for collective bargaining

The module provides the basic definitions about collective bargaining as well as the background and differences in the trade union movement in different EU member States. It also provides the main European Directives concerning workers' rights. Phenomena produced by the economic/financial crisis and their effects on employment, working conditions, labour law and collective bargaining are also examined.

Aim of the module is the clarification of the parameters that are involved in collective bargaining in general and collective bargaining in times of crisis more specifically, as well as the further development of skills for better understanding of the situation and better use of knowledge acquired in collective bargaining.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.1 New framework for collective bargaining

- Worker rights and how they are established
- Basic Law, regarding workers' rights
- Collective bargaining and its features
- Role of European States in collective bargaining
- Worker representation in Europe
- Employers' and workers' positions concerning collective bargaining
- Impact of economic crisis on collective bargaining
- Changes in the labour Law, following economic crisis
- Differences between the different categories of companies and how they influence collective bargaining
- Trade union strategies

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.1 New framework for collective bargaining

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Introduction in collective bargaining*
 - *Collective bargaining in times of crisis*
- *Assignments*
 - *Introduction of trainees*
 - *Collective freedoms*
 - *Right to negotiate*
- *Quizzes*
 - *Right to strike*
 - *Collective bargaining in crisis*
- *Evaluation test*
 - *Evaluation quiz to unit "New framework for collective bargaining"*

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.1 New framework for collective bargaining

Assignments

- *Introduction of trainees*

Each trainee has to introduce him/herself so that every body knows who is who. Every trainee is free to note anything he/she thinks important that the others know about him/her. What one should not forget to say is the name and the company he/she works for and of the trade union he/she belongs to. Please add also if you have any experience in dealing with information and consultation issues.

- *Collective freedoms*

A new trade union is established in a company. Trade union Board asks the employer to sign a collective agreement. The company management, in order to avoid collective bargaining applies the following tactics:

1. Does not recognise the trade union and does not meet with its Board
2. Discrimination against trade union members

What rights are infringed? What legal actions can undertake the trade union?

- *Right to negotiate*

A company management refuses to negotiate with a trade union/federation for signing a collective agreement. Which of the following actions may take the Board of the trade union?

1. Legal action
2. Forms of collective action

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.2 Social dialogue, information and consultation in times of crisis

The module provides basic information regarding European legislation concerning the application of the right of workers/employees to be informed and consulted about the situation of their company and decisions that may affect seriously themselves.

Aim of the module is to provide trade unionists with knowledge about the provisions of European Law about the right of information and consultation at European and national level. The knowledge of their rights is expected to empower them when discussing with the company management.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.2 Social dialogue, information and consultation in times of crisis

- Main provisions of Directive 2002/14
- Main Directives referring to the information and consultation rights
- Difference in the application of information and consultation right due to national traditions and culture as reflected also on the Directive 2002/14 transposition laws
- Provisions of Directive 2009/38 about the establishment of a special negotiating body and a EWC
- Role of subsidiary requirements of Directive 2009/38 and when they are applied
- Rights of the EWC members
- Provision of Directive 2001/86 and Regulation 2001/2157 on the establishment of a European company as far as workers' participation systems are concerned
- Relation between information and consultation at European level and information/consultation at national levels.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.2 Social dialogue, information and consultation in times of crisis

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Introduction and consultation*
 - *European Works Councils*
- *Assignments*
 - *Sanctions*
- *Quizzes*
 - *Information and consultation at national level*
- *Evaluation test*
 - *Evaluation quiz on unit "Social dialogue, information and consultation in times of crisis"*

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.2 Social dialogue, information and consultation in times of crisis

Assignments

- *Sanctions*

The Directive 2002/14 previews that sanctions should be efficient, dissuasive and proportionate to the infringement.

- How heavy should sanctions be?
- Is it possible that workers/employees suffer too by too heavy sanctions?
- What are positive and negative parameters when a trade union addresses the Courts because information and consultation process was not respected?
- What do you suggest as the optimum sanction?

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.3 Modernisation of the labour market, new forms of work

The module provides basic information regarding new forms of employment that have appeared in the course of the last decades and tend to become an important component of the labour market.

Aim of the module is to provide trade unionists with knowledge about the new forms of employment and open a debate on the way they influence the labour market on one hand and trade union movement on the other.

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.3 Modernisation of the labour market, new forms of work

- The main types of new forms of employment and their characteristics
- Main Directives referring to new forms of employment
- The causes that have lead to the development of new forms of employment
- Impact of crisis on new forms of employment
- Vulnerable groups and new forms of employment
- The impact of new forms of employment on the trade union movement

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.3 Modernisation of the labour market, new forms of work

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *New forms of work*
- *Assignments*
 - *How can new forms of employment affect trade union movement?*
- *Quizzes*
 - *Understanding new forms of work*
- *Evaluation test*
 - *Evaluation test of unit "New forms of employment"*

EMPOWER platform – Course presentation

1. Adaptation of social dialogue

1.3 Modernisation of the labour market, new forms of work

CONTENTS

Assignments

- *How can new forms of employment affect trade union movement?*

Please write on the forum the ways the following forms of employment may affect the trade union movement:

- Teleworking
- Subcontracting

EMPOWER platform – Course presentation

2. Quality of work

Description:

The course aims at:

- Clarifying the main concepts related to health and safety at work
- Providing some methodologies and tools in order that the worker and the trade union can better understand and actively participate in the assessment of occupational hazards
- Explaining trade unionists the existing legal framework and the rights deriving from it as well as at introducing to the learner the organizations dealing with health and safety and where one can find updated information on the matter.
- Giving the definitions of various psychological risks at work and improving the understanding about how to assess and manage work-related stress.

Learners may contribute with their own experiences and ideas.

The course is designed to last for 3 weeks (one for each of the three modules) in order to give learners time enough to digest knowledge and reflect on how to better use it.

EMPOWER platform – Course presentation

2. Quality of work

2.1 Improving the quality of jobs and ensuring better working conditions

The module provides the basic definitions, rational and impact labour accident and work-related diseases. It also gives essential information on types of hazards, risks and risks assessment.

Aim of the module is the clarification of notions referring to health and safety at work, as well as the development of basic skills for risk identification and assessment .

EMPOWER platform – Course presentation

2. Quality of work

2.1 Improving the quality of jobs and ensuring better working conditions

- What is a labour accident
- What a work-related disease
- What are occupational hazards and what is the difference between a hazard and a risk
- What are the sources of occupational hazards
- What are the effects of labour accidents or work-related diseases
- What is the role of different stakeholders in ensuring better working conditions
- What are the basics of risks assessment
- How a trade union or even a single worker/employee can assess occupational risks

EMPOWER platform – Course presentation

2. Quality of work

2.1 Improving the quality of jobs and ensuring better working conditions

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Improvement of job quality and ensuring better work conditions*
- *Assignments*
 - *Introduction of trainees*
 - *Health and safety measures for machine tool operators*
 - *Reading material for assignment: Health and safety measures for machine tool operators*
- *Quizzes*
 - *Assessing risks at the workplace*
- *Evaluation test*
 - *Evaluation test on unit "Improvement of job quality and ensuring better work conditions"*

EMPOWER platform – Course presentation

2. Quality of work

2.1 Improving the quality of jobs and ensuring better working conditions

CONTENTS

Assignments

- *Introduction of trainees*

Each trainee has to introduce him/herself so that every body knows who is who. Every trainee is free to note anything he/she thinks important that the others know about him/her. What one should not forget to say is the name and the company he/she works for and of the trade union he/she belongs to. Please add also if you have any experience in dealing with health and safety issues.

- *Health and safety measures for machine tool operators*

In the following "Health and safety measures for machine tool operators" text you see some extracts from example of machine tool operator of the "Occupational Health and Safety Risk Assessment Guide - SAFEGUIDE".

We would ask you to fill in the right column of the following table the measures that you suggest, which correspond to potential risks shown in the left column. After that save and upload the file.

EMPOWER platform – Course presentation

2. Quality of work

2.2 Legislative framework and international institutions dealing with occupational health and safety

The module provides information on the most important international and European Organisations that deal with health & Safety as well as improvement of working conditions. It also offers information on the methods, Organisations, policies and tools they use in order to accomplish their aims..

Aim of the module is to give learners this overview of international and European Organisations and basic Law dealing with Health and Safety, in order that they know where to recur in order to find data they need for their consultation with the company management or in order to improve the work conditions in their job.

EMPOWER platform – Course presentation

2. Quality of work

2.2 Legislative framework and international institutions dealing with occupational health and safety

- Distinguish International and European Organisations that refer to Health and Safety at the workplace
- The basic Law concerning Health and Safety at the workplace
- What each of these Organisations deals with
- What are the main methods, tools and policies of each of these Organisations
- Where to recur in order to find information, data or tools useful for their tasks as workers' representatives

EMPOWER platform – Course presentation

2. Quality of work

2.2 Legislative framework and international institutions dealing with occupational health and safety

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Legislative framework and international institutions dealing with occupational health and safety SCORM package*
- *Assignments*
 - *Leadership commitment*
- *Evaluation test*
 - *Evaluation test on unit "Legislative framework and international institutions dealing with occupational health and safety"*

EMPOWER platform – Course presentation

2. Quality of work

2.2 Legislative framework and international institutions dealing with occupational health and safety

Assignments

- *Leadership commitment*

The World Health Organisation considers as the 1st key to healthy workplaces the commitment of both the central management and trade union leaders.

Why would you think the World Health Organisation does not consider commitment of trade union leaders as self-understood and says it is absolutely necessary to be confirmed?

EMPOWER platform – Course presentation

2. Quality of work

2.3 Psychological risks at work

The module provides the basic definitions and impact of emerging psychological risks as well as stress risk assessment and management.

Aim of the module is the clarification of notions referring different forms of psychological risks at the workplace and how one can face them in a systematic way.

EMPOWER platform – Course presentation

2. Quality of work

2.3 Psychological risks at work

- What is bullying, harassment, fatigue, mobbing and stress
- How to distinguish between them
- What are the reasons and symptoms of work-related stress.
- Basics about stress management.

EMPOWER platform – Course presentation

2. Quality of work

2.3 Psychological risks at work

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Psychological risks*
- *Assignments*
 - *What pleases me, what I am unhappy with*
 - *A success story*
- *Quiz*
 - *Matching stress symptoms*
- *Evaluation test*
 - *Evaluation test on unit "Psychological risks"*

EMPOWER platform – Course presentation

2. Quality of work

2.3 Psychological risks at work

Assignments

- *What pleases me, what I am unhappy with*
 - Write down the three factors, which cause you the greatest pleasure in your work
 - Write down three factors that bother you most in your work

Read well what you have written and identify the main causes of your stress.

- *A success story*

Please write in a few words in the table below a case related to a psychological risk, you have experienced or witnessed at work, the handling of which you consider as successful.

Description of the case or the problem

Who was involved?

How was it resolved?

What did it make a success story?

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

The course aims at providing the learner with knowledge and skills in order to be better prepared to face difficult situations following change and restructuring.

It also aims at providing ideas about new definitions of the role of trade union in the new social-economic-technological contexts emerging in the EU member-States in the 2nd decade of the 21st century.

Learners may contribute with their own experiences and ideas.

The course is designed to last for 3 weeks (one for each of the three modules) in order to give learners time enough to digest knowledge and reflect on how to better use it.

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions

The module provides the basic definitions, rational, background and impact of company mergers / acquisitions and of restructuring that often follows them. It also gives the main points of the competition Law and the workers' rights protection Law concerning national firms and European scale firms.

Aim of the module is the development of an understanding of underlying mechanisms and effects of mergers/acquisitions/restructuring as well as how trade unionists can use existing legislation in order to decrease the negative impact of these decisions on their members.

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions

- What is a merger of companies in legal and real terms
- What is an acquisition of a company and how it can happen
- Why companies opt for a merger or an acquisition
- What are the effects of mergers and acquisitions on companies
- What are the effects of mergers and acquisitions on their employees/workers, employment in general and industrial relations
- What previews the European competition Law
- What previews the European Law concerning the protection of workers' rights
- What are the difference if the companies affected are national or European scale

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Reasons and impact*
 - *Law concerning mergers and acquisitions*
- *References*
 - *Abuse of a dominant position and investigation of mergers*
- *Assignments*
 - *Introduction of trainees*
 - *Tendencies in The European mergers/acquisitions*
 - *Merger and development of banks Zita Popular bank and Amaltheia bank*
 - *Merger of Zita Popular bank and Amaltheia bank. Suggestions for improving work conditions*
- *Quiz*
 - *Merger and growth of Maroudis company*
- *Evaluation test*
 - *Evaluation test on unit "Mergers, acquisitions and restructuring"*

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions

Assignments

- ***Introduction of trainees***

Each trainee has to introduce him/herself so that every body knows who is who. Every trainee is free to note anything he/she thinks important that the others know about him/her. What one should not forget to say is the name and the company he/she works for and of the trade union he/she belongs to.

- ***Tendencies in The European mergers/acquisitions***

In the Table below there are data of companies merged that come under the European Law for approval before merging in the years 2008-2012. One can also see in this table the number of cases in which happened increase of the number of employees/workers and those where there was a reduction of employees/workers.

What are your comments on the tendencies you observe in this Table considering:

- The number of companies/year
- The number of sectors involved per year
- The impact of mergers in employment

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.1 Mergers, acquisitions, mass redundancies: the role of trade unions

Assignments

- ***Merger and development of banks Zita Popular bank and Amaltheia bank***

In the merger of two banks, the Zita Popular bank and the Amaltheia bank, the first of which employs 1230 employees and the second 7688, Management considers there are 270 persons surplus personnel. What do you think must be the position and the actions of the two trade unions?

1. Before the merger
2. After the merger

- ***Merger of Zita Popular bank and Amaltheia bank. Suggestions for improving work conditions***

What suggestions have to be made to the Management of the bank in order that:

Insecurity of employees decreases?

There is sufficient information to employees?

The problem of different business climate and company culture is resolved?

There is a plan for personal development of employees?

Employees participate in procedures?

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.2 The role of trade unions in the safety net, solidarity structures

This module provides a reflection on how trade unions may use the principles that constitute the basis of their existence, those of “strength in unity” and of solidarity to form safety nets to protect their members and to express positive solutions. This is always extremely important, all the more in periods of crisis.

Aim of the module is to understand the way a person understands his/her needs and how one can combine labour movement tradition with potential provided by new technologies and positive attitude to form an effective trade union safety net.

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.2 The role of trade unions in the safety net, solidarity structures

- How to distinguish different needs
- How they fit in the hierarchical pyramid of Maslow
- How proactive attitude may be translated in practice, in periods of crisis
- What are the main points to pay attention to when forming a trade union safety network

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.2 The role of trade unions in the safety net, solidarity structures

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *The role of trade unions in the development of a safety net*
- *References*
 - *Building a solidarity network guide*
- *Assignments*
 - *Profile of solidarity network organisers*
 - *Find a solidarity network in the internet*
- *Quiz*
 - *Classifying needs*
- *Evaluation test*
 - *Evaluation test on unit "Trade unions and safety net"*

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.2 The role of trade unions in the safety net, solidarity structures

CONTENTS

Assignments

- **Profile of solidarity network organisers**

In the [libcom.org/Building a solidarity network](http://libcom.org/Building%20a%20solidarity%20network) guide, the authors express their conclusions out of the experience they had following the building of the SeaSol solidarity network (founded in late 2007 by members of the Industrial Workers of the World). As its organizers define it is directly democratic, all-volunteer, has no central authority and has no regular source of funding yet it is very effective.

Describing the prerequisites to build a solidarity network they put as first:

"One or two organizers. Of all the essential elements, this one tends to be the most difficult to come by. Without it any new solidarity network is doomed. Other activists may come and go, but there must be at least some who are extremely dedicated to the project, competent, self-organized, able to put a lot of time into the work, and planning on sticking with it for at least a couple of years. In SeaSol it helped that some also had a prior organizing experience".

Do you think this profile is good only for the specific solidarity network, or stands for any network? What other characteristics do you consider as important?

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.2 The role of trade unions in the safety net, solidarity structures

CONTENTS

Assignments

- ***Find a solidarity network in the internet***

Find a solidarity network founded by a trade union, which is active in your country. Write its name and site, 3-5 characteristics, 3 strong points and 3 weak points you perceive in it.

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.3 Improving the conditions for job creation

This module provides a reflection on how trade unions may contribute in a positive way in the overcoming of crisis, the preservation of employment and the creation of new jobs.

Aim of the module is to examine the various factors that contribute to the effectiveness of trade unions and new skills required by trade unionists in order that they can play a proactive role, which is valuable in the improvement of the conditions for job creation.

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.3 Improving the conditions for job creation

- How trade unions may influence the conditions for job creation
- The factors on which depend the effectiveness of a trade union
- What is the traditional and the modern profile of a trade unionist
- What is the knowledge and skills required for a trade unionist nowadays
- What is the role of experts in trade unions

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.3 Improving the conditions for job creation

CONTENTS

- *Learning outcomes and user guidance*
- *News forum*
- *Study material*
 - *Improving conditions for job creation*
- *Assignments*
 - *Debate on the forum on the role of trade unions*
 - *Deregulation of the labour market*
- *Evaluation test*
 - *Evaluation test on unit "Improving conditions for job creation"*

EMPOWER platform – Course presentation

3. Preparation and management of change and restructuring

3.3 Improving the conditions for job creation

CONTENTS

Assignments

- ***Debate on the forum on the role of trade unions***

“Workers/employees have not generated crisis and are those that mostly suffer from its impact.”


Comment on the forum.

- ***Deregulation of the labour market***

Please, read the definition given by EUROFOUND to depict deregulation of the labour market, which is:

Deregulation is a strategy which aims to remove institutions of labour market regulation and reduce legal intervention in the relationships between employers and individual employees to a minimum. This includes removing not only regulations derived from state intervention, but also those resulting from the activities of collective organisations of labour, trade unions, notably collective bargaining.

Please write down some legislative changes that have taken place in your country aiming at the deregulation of the labour market.



>> EMPOWER platform - Familiarisation

EMPOWER platform - Familiarisation

In order to access the EMPOWER educational platform, trainers should be directed to the following web address:

<http://www.obes.gr/empower/>



EMPOWER platform - Familiarisation

In the next pages we will present the platform from the point of view of:
student

EMPOWER platform – Front page

The screenshot shows the front page of the EMPOWER platform. At the top left is the OBES logo. At the top right, there is a login status indicator "You are not logged in. (Log in)" and a language selection dropdown menu currently set to "English (en)". A red arrow labeled "Login status (Profile)" points to the login link, and another red arrow labeled "Language selection" points to the dropdown menu. Below the header is a "Home" breadcrumb. The main content area is titled "Course categories" and lists several categories with expandable arrows. A red arrow labeled "Course categories" points to this section. To the right of the categories is a "Collapse all" link. On the right side of the page, there is a section titled "Funded by the European Union" with the European Union flag and a paragraph of text. Below this is the "EMPOWER" logo and a paragraph about the platform's development. At the bottom right is a "Login" section with fields for "Username" and "Password", a "Remember username" checkbox, a "Log in" button, and a "Lost password?" link. A red arrow labeled "Login block" points to the login section. The footer contains the Moodle logo, copyright information "Copyright © 2013, OBES. All Rights Reserved", and the login status "You are not logged in. (Log in)".

OBES

Login status (Profile) → You are not logged in. (Log in)

English (en) ↓

Language selection

Home

Course categories ← Course categories

▼ Collapse all

- ▶ 1. Adaptation of social dialogue (3)
- ▶ 2. Quality of work (3)
- ▶ 3. Preparation and management of change and restructuring (3)
- ▶ 1. Προσαρμογή του κοινωνικού διαλόγου (3)
- ▶ 2. Ποιότητα εργασίας (3)
- ▶ 3. Προετοιμασία και διαχείριση της κρίσης και των αναδιαρθρώσεων (3)
- ▶ 1. Adaptación del diálogo social (1)
- ▶ 2. La calidad de trabajo
- ▶ 3. Preparación y gestión de la crisis y de las re-estructuraciones

Funded by the European Union

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EMPOWER

The elearning platform and materials have been developed in the framework of the DG Employment project "EMPOWER".

EMPOWER

Developing e-learning to empower European trade unions

Login

Username

Password

☐ Remember username

[Log in](#)


[Lost password?](#)

Moodle

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You are not logged in. (Log in)

EMPOWER platform – Login page

You are not logged in.
English (en) ▼

Home ► Log in to the site

Log in

Username

Password

Log in


☐ Remember username

[Forgotten your username or password?](#)

Cookies must be enabled in your browser ?

Some courses may allow guest access

Log in as a guest



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You are not logged in.

EMPOWER platform – Page after login

After login, users are presented with the courses that they are registered and in the language of their registration (e.g. greek students see the list of the courses in greek, Italian students see the list of courses in Italian and Spanish students see the list of courses in Spanish).

EMPOWER platform – Page after login

The screenshot shows the EMPOWER platform interface after a user login. The interface is divided into several sections:

- Header:** Features the DBE logo on the left. On the right, it says "Link to user profile" with a red arrow pointing to a link, and "You are logged in as student en (Log out)" with a red arrow pointing to a "Logout button". Below the login text is a language dropdown menu set to "English (en)".
- Navigation block:** Located on the left side, it contains a "Home" link and an "Administration" section. Under "Administration", there is a link to "My profile settings" with a red arrow pointing to it and the label "Navigation block".
- My courses:** A section titled "My courses" with a red arrow pointing to it and the label "List of courses that the user is registered". It contains three course entries:
 - 1.1 New framework for collective bargaining:** The module provides the basic definitions about collective bargaining as well as the background and differences in the trade union movement in different EU member States. It also provides the main European Directives concerning workers' rights. Phenomena produced by the economic/financial crisis and their effects on employment, working conditions, labour law and collective bargaining are also examined. Aim of the module is the clarification of the parameters that are involved in collective bargaining in general and *collective bargaining in times of crisis* more specifically, as well as the further development of skills for better understanding of the situation and better use of knowledge acquired in collective bargaining.
 - 1.2 Social dialogue, information and consultation in times of crisis:** The module provides basic information regarding European legislation concerning the application of the right of workers/employees to be informed and consulted about the situation of their company and decisions that may affect seriously themselves. Aim of the module is to provide trade unionists with knowledge about the provisions of European Law about the right of *information and consultation* at European and national level. The knowledge of their rights is expected to empower them when discussing with the company management.
 - 1.3 Modernisation of the labour market, new forms of work:** The module provides basic information regarding new forms of employment that have appeared in the course of the last decades and tend to become an important component of the labour market. Aim of the module is to provide trade unionists with knowledge about the new forms of employment and open a debate on the way they influence the labour market on one hand and trade union movement on the other.
- 2.1 Improving the quality of jobs and ensuring better working conditions:** The module provides the basic definitions, rational and impact labour accident and work-related...

- Footer:** Features the European Union flag and the text "Funded by the European Union". Below this, it states: "This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein." Below the footer, there is a section for "EMPOWER" with a logo and the text: "The elearning platform and materials have been developed in the framework of the DG Employment project 'EMPOWER'." The logo includes the text "EMPOWER" and "Developing e-learning to empower European trade unions".

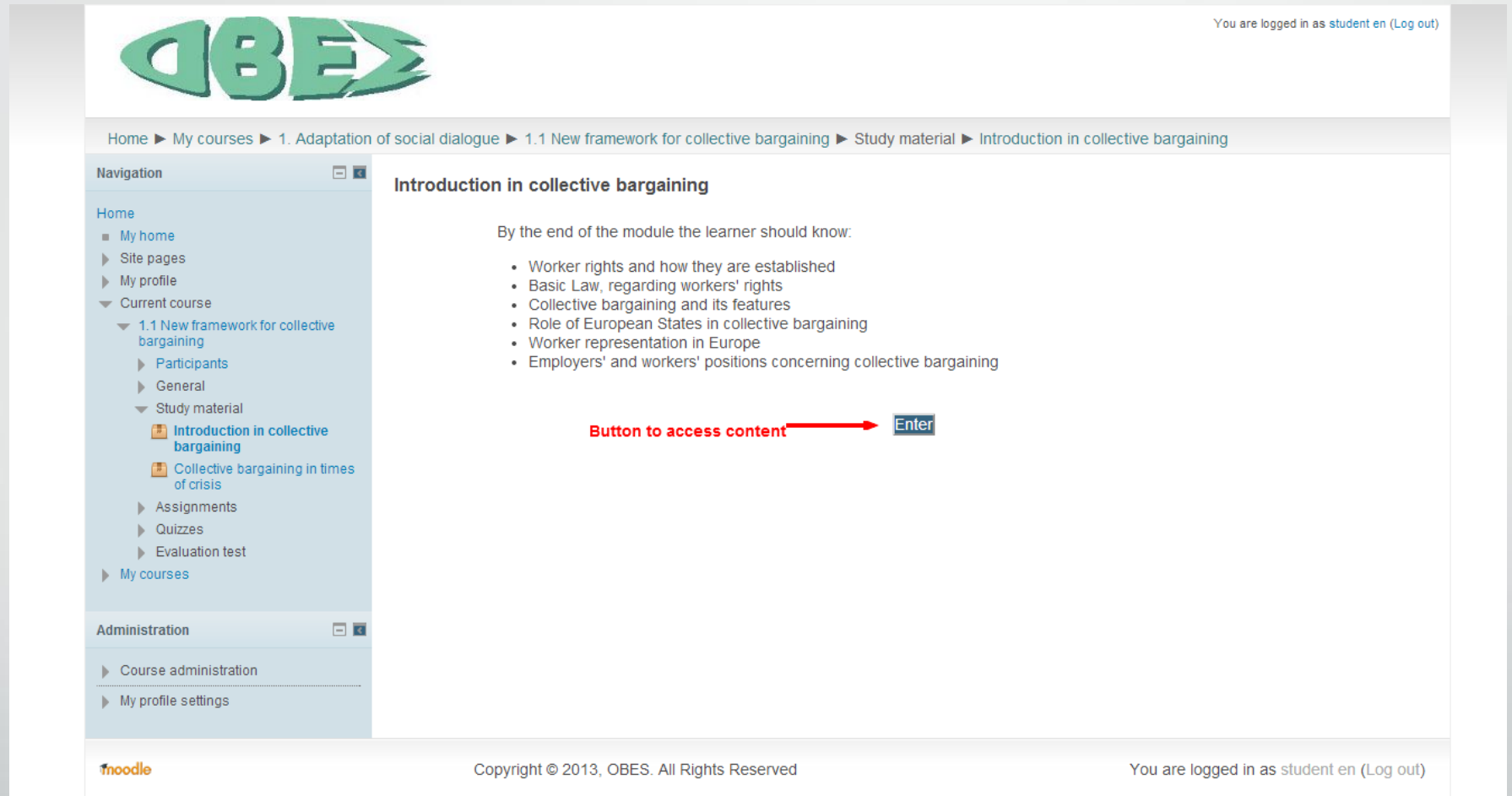
EMPOWER platform – Inside a course

The screenshot displays the EMPOWER platform interface for a course titled "New framework for collective bargaining". The interface is divided into several sections:

- Navigation bar:** Located at the top, it shows the breadcrumb path: Home > My courses > 1. Adaptation of social dialogue > 1.1 New framework for collective bargaining.
- Navigation block:** A sidebar on the left containing links to Home, My home, Site pages, My profile, Current course, and Administration. The "Current course" section is expanded, showing the current course contents: 1.1 New framework for collective bargaining, which includes Participants, General, Study material, Assignments, Quizzes, and Evaluation test. A red arrow points to "My home" with the label "Back to home page". Another red arrow points to "Study material" with the label "Current course contents". A red arrow points to "My profile settings" with the label "Link to profile settings".
- Course title:** The main heading of the course page is "New framework for collective bargaining".
- Course learning objectives and guidance:** A section titled "Welcome to 'New framework for collective bargaining' unit!" followed by a list of learning objectives. A red arrow points to this section with the label "Course learning objectives and guidance".
- Theory:** A section titled "Study material" containing links to "Introduction in collective bargaining" and "Collective bargaining in times of crisis". A red arrow points to this section with the label "Theory".
- Exercises:** A section titled "Assignments" containing links to "Introduction of trainees", "Collective freedoms", and "Right to negotiate". A red arrow points to this section with the label "Exercises".
- Quizzes with immediate feedback (correct/incorrect answer and why):** A section titled "Quizzes" containing links to "Right to strike" and "Collective bargaining in crisis". A red arrow points to this section with the label "Quizzes with immediate feedback (correct/incorrect answer and why)".
- Final evaluation test for course with only one attempt and review at the end:** A section titled "Evaluation test" containing a link to "Evaluation quiz to unit 'New framework for collective bargaining'". A red arrow points to this section with the label "Final evaluation test for course with only one attempt and review at the end".

The footer of the page includes the Moodle logo, the copyright notice "Copyright © 2013, OBES. All Rights Reserved", and the user status "You are logged in as student en (Log out)".

EMPOWER platform – Study materials I



The screenshot displays the EMPOWER platform interface. At the top, the OBES logo is on the left, and the user is logged in as 'student en' with a 'Log out' link on the right. A breadcrumb trail shows the path: Home > My courses > 1. Adaptation of social dialogue > 1.1 New framework for collective bargaining > Study material > Introduction in collective bargaining.

The left sidebar contains a 'Navigation' menu with links to Home, My home, Site pages, My profile, Current course, 1.1 New framework for collective bargaining (expanded), Participants, General, Study material (expanded), Introduction in collective bargaining (selected), Collective bargaining in times of crisis, Assignments, Quizzes, Evaluation test, and My courses. Below this is an 'Administration' menu with links to Course administration and My profile settings.

The main content area is titled 'Introduction in collective bargaining'. It states: 'By the end of the module the learner should know:' followed by a bulleted list of learning objectives:

- Worker rights and how they are established
- Basic Law, regarding workers' rights
- Collective bargaining and its features
- Role of European States in collective bargaining
- Worker representation in Europe
- Employers' and workers' positions concerning collective bargaining

Below the list, a red arrow points from the text 'Button to access content' to a blue button labeled 'Enter'.

The footer includes the Moodle logo, the copyright notice 'Copyright © 2013, OBES. All Rights Reserved', and the user login information 'You are logged in as student en (Log out)'.


EMPOWER platform – Study materials II

The screenshot displays the EMPOWER platform interface for the 'Introduction in collective bargaining' study material. The interface is structured as follows:

- Navigation Bar:** Located at the top, it includes a breadcrumb trail: Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Study material ► Introduction in collective bargaining. It also shows the user is logged in as 'student en' with a 'Log out' link.
- Left Sidebar:**
 - Navigation:** Contains links for Home, My home, Site pages, My profile, Current course, 1.1 New framework for collective bargaining (with sub-links for Participants, General, and Study material), Introduction in collective bargaining, Collective bargaining in times of crisis, Assignments, Quizzes, Evaluation test, and My courses.
 - Administration:** Contains links for Course administration and My profile settings.
- Main Content Area:**
 - Introduction in collective bargaining:** The main title of the study material.
 - Main contents page:** A slide titled '1. Adaptation of social dialogue' with a sub-title '1.1 New framework for collective bargaining' and a further sub-title '1.1.1 Introduction in collective bargaining'. The slide features the OBES logo and the EMPOWER logo.
 - Index:** A list of topics including Introduction, Labour Law, What is collective bargaining and what does it consist of?, What are the contents of a collective agreement?, Legislative framework, Main features of collective agreements, Collective bargaining in Europe, Collective agreements categories, Workers' representation - Greece, Workers' representation - Trade Unions & Works Councils, Structure of the European trade union movement, National legislations and European Law, National legislations and European Law - The role of Trade Unions, Process of signing a Collective Agreement, and Opinions concerning collective.
- Bottom Bar:** Includes a progress indicator showing '1 / 33' slides, a timer '00:00 / 00:00', a 'Button to enlarge screen' (represented by a magnifying glass icon), and 'PREV' and 'NEXT' buttons for navigation.

At the bottom of the page, the Moodle logo is visible on the left, and the copyright notice 'Copyright © 2013, OBES. All Rights Reserved' and the user login information 'You are logged in as student en (Log out)' are on the right.

EMPOWER platform – Assignment I



You are logged in as student en (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Assignments
 - Introduction of trainees
 - Collective freedoms**
 - Right to negotiate
 - Quizzes
 - Evaluation test

- My courses

Administration

- Course administration
- My profile settings

Collective freedoms

Assignment text

A new trade union is established in a company. Trade union Board asks the employer to sign a collective agreement. The company management, in order to avoid collective bargaining applies the following tactics:

- Does not recognise the trade union and does not meet with its Board
- Discrimination against trade union members

What rights are infringed? What legal actions can undertake the trade union?

Submission status


Submission status	No attempt
Grading status	Not graded

Assignment status

Button to enter page for assignment submission

Add submission

Make changes to your submission

moodle

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You are logged in as student en (Log out)

EMPOWER platform – Assignment II

OBES

You are logged in as [student en](#) (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Assignments ► [Collective freedoms](#) ► Edit submission

Navigation

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Assignments
 - Introduction of trainees
 - Collective freedoms**
 - Right to negotiate
 - Quizzes
 - Evaluation test
- My courses

Administration

- Course administration
- My profile settings

Collective freedoms

A new trade union is established in a company. Trade union Board asks the employer to sign a collective agreement. The company management, in order to avoid collective bargaining applies the following tactics:

- Does not recognise the trade union and does not meet with its Board
- Discrimination against trade union members

What rights are infringed? What legal actions can undertake the trade union?

Online text

Editor buttons

Submission box

Path: p


Submission buttons

Save changes Cancel

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You are logged in as [student en](#) (Log out)

EMPOWER platform – Assignment III

You are logged in as student en (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Assignments
 - Introduction of trainees
 - Collective freedoms
 - Right to negotiate
 - Quizzes
 - Evaluation test
- My courses

Administration

- Course administration
- My profile settings

Collective freedoms

A new trade union is established in a company. Trade union Board asks the employer to sign a collective agreement. The company management, in order to avoid collective bargaining applies the following tactics:

- Does not recognise the trade union and does not meet with its Board
- Discrimination against trade union members

What rights are infringed? What legal actions can undertake the trade union?

Submission status

Submission status	Draft (not submitted)
Grading status	Not graded
Last modified	Wednesday, 7 May 2014, 4:39 PM
Online text	test
Submission comments	Comments (0)

Comments by trainer

Edit submission

Submit assignment

Make changes to your submission

Once this assignment is submitted you will not be able to make any more changes.

Updated status

Text submitted by user

Student is still able to edit submission

Final submission stage, after pressing the button the student cannot edit the assignment

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EMPOWER platform – Quiz I


The screenshot displays the EMPOWER platform interface. At the top, the OBES logo is on the left, and the user is logged in as 'student en' with a 'Log out' link on the right. A breadcrumb trail shows the path: Home > My courses > 1. Adaptation of social dialogue > 1.1 New framework for collective bargaining > Quizzes > Right to strike.

The left sidebar contains a 'Navigation' menu with links to Home, My home, Site pages, My profile, and the Current course. The Current course is '1.1 New framework for collective bargaining', which includes sub-items like Participants, General, Study material, Assignments, Quizzes, Right to strike, Collective bargaining in crisis, and Evaluation test. Below this is an 'Administration' section with links to Course administration and My profile settings.

The main content area is titled 'Right to strike'. It includes a 'Quiz intro' section with a paragraph of text. Below the intro, it states 'Attempts allowed: 1' and features a button labeled 'Attempt quiz now'. Red arrows point to these elements with labels: 'Quiz intro' points to the introductory text, 'Number of allowed attempts' points to 'Attempts allowed: 1', and 'Button to enter quiz' points to the 'Attempt quiz now' button.

The footer of the page shows the Moodle logo, the copyright notice 'Copyright © 2013, OBES. All Rights Reserved', and the user login information 'You are logged in as student en (Log out)'.

EMPOWER platform – Quiz II



You are logged in as [student en](#) (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike

Quiz navigation

1

1

2

3

Finish attempt ...

Information

Flag question

A company management applies measures against trade union members that participated in a strike.
Do you think the following reaction of the trade union is appropriate?

Question number

Question 1

Not yet answered

Marked out of 1

Flag question

Appeal to the Inspectorate of labour

Select one:

☐ True

☐ False

Question 2

Not yet answered

Marked out of 1

Flag question

Legal action against the company

Select one:

☐ True

☐ False

Question 3

Not yet answered

Marked out of 1

Flag question

Forms of collective action

Select one:

☐ True


☐ False

Next


Intro

Question

Button to proceed to next page

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EMPOWER platform – Quiz III



You are logged in as [student en](#) (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike ► Summary of attempt

Quiz navigation

i 1 2 3

Finish attempt...


Right to strike

Summary of attempt

Question	Status
1	Answer saved
2	Answer saved
3	Answer saved

Return to attempt

Submit all and finish

Copyright © 2013, OBES. All Rights ReservedYou are logged in as [student en](#) (Log out)

EMPOWER platform – Quiz IV

The screenshot displays the EMPOWER platform interface for Quiz IV. At the top, the OBE logo is visible on the left, and the user status "You are logged in as student en (Log out)" is on the right. A breadcrumb trail shows the navigation path: Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike ► Summary of attempt.


On the left, a "Quiz navigation" sidebar contains a list of questions (1, 2, 3) and a "Finish attempt..." link. The main content area is titled "Right to strike" and "Summary of attempt". It features a table with the following data:

Question	Status
1	Answer saved
2	Answer saved
3	Answer saved

Below the table are two buttons: "Return to attempt" and "Submit all and finish". A "Confirmation" dialog box is overlaid in the center, with the message: "⚠ Once you submit, you will no longer be able to change your answers for this attempt." The dialog has "Cancel" and "Submit all and finish" buttons.

At the bottom, the Moodle logo and "Copyright © 2013" are on the left, and the user status "You are logged in as student en (Log out)" is on the right.

EMPOWER platform – Quiz V

You are logged in as student en (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike

Quiz navigation

1

2

3

Finish review

Started on

Wednesday, 7 May 2014, 4:43 PM

State

Finished

Completed on

Wednesday, 7 May 2014, 4:45 PM

Time taken

2 mins 13 secs

Grade

2 out of 3 (67%)

Feedback

All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.

Information

Flag question

A company management applies measures against trade union members that participated in a strike. Do you think the following reaction of the trade union is appropriate?

Question 1

Correct

Mark 1 out of 1

Flag question

Appeal to the Inspectorate of labour

Select one:

☒ True ✓

☐ False

All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.
The correct answer is 'True'.

Question 2

Incorrect

Mark 0 out of 1

Flag question

Legal action against the company

Select one:

☐ True

☒ False ✗

All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.
The correct answer is 'True'.

Question 3

Correct

Mark 1 out of 1

Flag question

Forms of collective action

Select one:

☒ True ✓


☐ False

All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.
The correct answer is 'True'.

Finish review

Copyright © 2013, OBES. All Rights ReservedYou are logged in as student en (Log out)

EMPOWER platform – Quiz VI



You are logged in as [student en](#) ([Log out](#))

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike

Navigation

Home

► [My home](#)

► [Site pages](#)

► [My profile](#)

▼ [Current course](#)

▼ [1.1 New framework for collective bargaining](#)


► [Participants](#)


► [General](#)

► [Study material](#)

► [Assignments](#)

▼ [Quizzes](#)

 [Right to strike](#)

 [Collective bargaining in crisis](#)

► [Evaluation test](#)

► [My courses](#)

Administration

► [Course administration](#)

► [My profile settings](#)

Right to strike

The following questions refer to subjects of this learning module and aim at illustrating possible solutions or opinions concerning reasonable questions or problems a trade unionist may face in practice. Answers are indicative and cannot be considered as guidelines covering any case that may arise. Reality may differ from case to case.

Attempts allowed: 1

Summary of your previous attempts

State	Grade	Review	Feedback
Finished <small>Submitted Wednesday, 7 May 2014, 4:45 PM</small>	2 / 3	Review	All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.


Your final grade for this quiz is 2/3.

Overall feedback

All above answers are right. It depends on the case which is (or are) the most appropriate. The Board of the trade union has to decide which of these actions it will take and in which order.

No more attempts are allowed

[Back to the course](#)

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EMPOWER platform – Evaluation test I



The screenshot displays the EMPOWER platform interface. At the top, the OBES logo is on the left, and the text "You are logged in as student en (Log out)" is on the right. Below the logo is a breadcrumb trail: Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collect...".

The left sidebar contains two main sections: "Navigation" and "Administration".

- Navigation:**
 - Home
 - My home
 - Site pages
 - My profile
 - Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Assignments
 - Quizzes
 - Evaluation test
 - Evaluation quiz to unit "New framework for collect..."
 - My courses
- Administration:**
 - Course administration
 - My profile settings

The main content area is titled "Evaluation quiz to unit 'New framework for collective bargaining'". It shows "Attempts allowed: 1" and a button labeled "Attempt quiz now".

The footer contains the Moodle logo, the copyright notice "Copyright © 2013, OBES. All Rights Reserved", and the text "You are logged in as student en (Log out)".

EMPOWER platform – Evaluation test II

The screenshot displays the EMPOWER platform interface. At the top, the OBES logo is visible on the left, and the user status "You are logged in as student en (Log out)" is on the right. A breadcrumb trail shows the path: Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collect...".


On the left, a "Navigation" sidebar lists various options: Home, My home, Site pages, My profile, Current course, 1.1 New framework for collective bargaining (with sub-items: Participants, General, Study material, Assignments, Quizzes, Evaluation test), My courses, and Administration (with sub-items: Course administration, My profile settings). The "Evaluation test" sub-item under "1.1 New framework for collective bargaining" is highlighted with a green checkmark.

The main content area is titled "Evaluation quiz to unit 'New framework for collective bargaining'". It indicates "Attempts allowed: 1" and features a button labeled "Attempt quiz now".

A "Confirmation" dialog box is centered on the screen, containing a warning icon and the text: "Number of attempts allowed: 1. You are about to start a new attempt. Do you wish to proceed?". The dialog has two buttons: "Cancel" and "Start attempt".

The footer of the page includes the Moodle logo on the left, the copyright notice "Copyright © 2013, OBES. All Rights Reserved" in the center, and the user status "You are logged in as student en (Log out)" on the right.

EMPOWER platform – Evaluation test III



You are logged in as [student en](#) ([Log out](#))

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collective bargaining"

Quiz navigation

1

2

3

4

5

6

7

8

9


10

Finish attempt ...

Question 1

Not yet answered

Marked out of 1

 Flag question

Collective bargaining, of information and consultation and of social dialogue are:

Select one:


☐ a. Democratic rights of workers/employees

☐ b. Processes repeated yearly


☐ c. One and the same process

☐ d. Identical in all EU member States

Next

 Copyright © 2013, OBES. All Rights Reserved You are logged in as [student en](#) ([Log out](#))

EMPOWER platform – Evaluation test IV



You are logged in as [student en](#) ([Log out](#))

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Evaluation test ▶ Evaluation quiz to unit "New framework for collective bargaining" ▶ Summary of attempt

Quiz navigation

1

2

3

4

5

6

7

8

9

10

[Finish attempt ...](#)


Evaluation quiz to unit "New framework for collective bargaining"

Summary of attempt

Question	Status
1	Not yet answered
2	Not yet answered
3	Not yet answered
4	Not yet answered
5	Not yet answered
6	Not yet answered
7	Not yet answered
8	Not yet answered
9	Not yet answered
10	Not yet answered

[Return to attempt](#)

[Submit all and finish](#)

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EMPOWER platform – Evaluation test V

The screenshot displays the EMPOWER platform interface for an evaluation test. At the top, the OBES logo is visible, and the user is logged in as 'student en'. The breadcrumb trail indicates the current location: Home > My courses > 1. Adaptation of social dialogue > 1.1 New framework for collective bargaining > Evaluation test > Evaluation quiz to unit "New framework for collective bargaining" > Summary of attempt.

The left sidebar contains a 'Quiz navigation' panel with a sequence of buttons numbered 1 to 10. The 'Summary of attempt' table on the right shows the status of each question. A 'Confirmation' dialog box is overlaid in the center, warning that once submitted, answers cannot be changed. Below the dialog, there are buttons for 'Return to attempt' and 'Submit all and finish'.

Question	Status
1	Not yet answered
2	Not yet answered
3	Not yet answered
4	Not yet answered
5	Not yet answered
6	Not yet answered
7	Not yet answered
8	Not yet answered
9	Not yet answered
10	Not yet answered

Confirmation

⚠ Once you submit, you will no longer be able to change your answers for this attempt.


Cancel **Submit all and finish**

Return to attempt

Submit all and finish

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EMPOWER platform – Evaluation test VI



You are logged in as [student en](#) ([Log out](#))

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collective bargaining"

Quiz navigation

1

2

3

4

5

6

7

8

9

10

[Show all questions on one page](#)

[Finish review](#)

Started on

Wednesday, 7 May 2014, 5:03 PM

State

Finished

Completed on

Wednesday, 7 May 2014, 5:13 PM

Time taken

10 mins 14 secs


Grade

0 out of 10 (0%)

Question 1

Not answered

Marked out of 1

 Flag question

Collective bargaining, of information and consultation and of social dialogue are:

Select one:

☐ a. Democratic rights of workers/employees

☐ b. Processes repeated yearly


☐ c. One and the same process

☐ d. Identical in all EU member States


Your answer is incorrect.

The correct answer is: Democratic rights of workers/employees

[Next ►](#)

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EMPOWER platform – Evaluation test VII



You are logged in as [student en](#) (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Evaluation test ▶ Evaluation quiz to unit "New framework for collective bargaining"

Quiz navigation

1

2

3

4

5

6

7

8


9

10

[Show one page at a time](#)
[Finish review](#)

Question 1

Not answered
Marked out of 1

 Flag question

Started on Wednesday, 7 May 2014, 5:03 PM
State Finished
Completed on Wednesday, 7 May 2014, 5:13 PM
Time taken 10 mins 14 secs
Grade 0 out of 10 (0%)

Collective bargaining, of information and consultation and of social dialogue are:


Select one:

- ☐ a. Democratic rights of workers/employees
- ☐ b. Processes repeated yearly
- ☐ c. One and the same process
- ☐ d. Identical in all EU member States

Your answer is incorrect.
The correct answer is: Democratic rights of workers/employees

Question 2

Not answered
Marked out of 1

 Flag question

The right to co-decision of workers' representatives:


Select one:

- ☐ a. Is based on an ILO Convention
- ☐ b. Exists only in Southern Europe
- ☐ c. Exists only in some EU member States
- ☐ d. Exists in all EU member States

Your answer is incorrect.
The correct answer is: Exists only in some EU member States

Question 3

Not answered
Marked out of 1


 Flag question

Article 28 of the Charter of Fundamental Rights of the European Union guarantees:

Select one:

- ☐ a. the right to be a member of a trade union
- ☐ b. the right to strike

EMPOWER platform – Evaluation test VIII




You are logged in as [student en](#) (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collect..."

Navigation

[Home](#)

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Assignments
 - Quizzes
 - Evaluation test
 -  Evaluation quiz to unit "New framework for collect..."
- My courses

Administration

[Course administration](#)

[My profile settings](#)

Evaluation quiz to unit "New framework for collective bargaining"

Attempts allowed: 1


Summary of your previous attempts

State	Grade / 10	Review
Finished <small>Submitted Wednesday, 7 May 2014, 5:13 PM</small>	0	Review

Your final grade for this quiz is 0/10.

No more attempts are allowed

[Back to the course](#)

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EMPOWER platform – My home

The screenshot displays the 'My home' page of the EMPOWER platform. The page features a header with the OBES logo and a user login status. A navigation bar at the top contains links to 'Home' and 'My home'. The main content area is titled 'Course overview' and lists several courses. A sidebar on the right contains sections for 'Online users', 'Navigation', and 'Administration'. Red arrows and text annotations highlight specific features: 'List of online users for the last 5 minutes' points to the 'Online users' section; 'List of courses that the student is enrolled' points to the 'Course overview' section; and 'Navigation block' points to the 'Navigation' section.

OBES

You are logged in as student en (Log out)
English (en)

Home ► My home ← **Navigation bar**

List of online users for the last 5 minutes

List of courses that the student is enrolled

Navigation block

Course overview

- 1.1 New framework for collective bargaining
- 1.2 Social dialogue, information and consultation in times of crisis
- 1.3 Modernisation of the labour market, new forms of work
- 2.1 Improving the quality of jobs and ensuring better working conditions
- 2.2 Legislative framework and international institutions dealing with occupational health and safety
- 2.3 Psychological risks at work
- 3.1 Mergers, acquisitions, mass redundancies: the role of trade unions
- 3.2 The role of trade unions in the safety net, solidarity structures
- 3.3 Improving the conditions for job creation

Online users (last 5 minutes)

- student en
- IDEC SA

Navigation

- Home
 - My home
 - Site pages
 - My profile
 - My courses
 - 1. Adaptation of social dialogue
 - 2. Quality of work
 - 3. Preparation and management of change and restru...

Administration

- My profile settings

moodle


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You are logged in as student en (Log out)

EMPOWER platform - Familiarisation

In the next pages we will present the platform from the point of view of:
teacher

EMPOWER platform – Inside course

You are logged in as Test teacher name Test teacher surname (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining Turn editing on

Navigation

Home

► My home

► Site pages

► My profile

▼ Current course

▼ 1.1 New framework for collective bargaining

► Participants

► General

► Study material

► Glossary

► Assignments

► Quizzes

► Evaluation test

► My courses

Administration

▼ Course administration

✖ Turn editing on

✎ Edit settings

► Users

► Filters

► Reports

► Grades

► Backup

► Restore

► Import

► Reset

► Question bank

► Switch role to...

► My profile settings

New framework for collective bargaining

Welcome to "New framework for collective bargaining" unit!


By the end of this unit you will know:

- Worker rights and how they are established
- Basic Law, regarding workers' rights
- Collective bargaining and its features
- Role of European States in collective bargaining
- Worker representation in Europe
- Employers' and workers' positions concerning collective bargaining
- Impact of economic crisis on collective bargaining
- Changes in the labour Law, following economic crisis
- Differences between the different categories of companies and how they influence collective bargaining
- Trade union strategies


For the completion of this unit you have 1 week.


We suggest you start by reading the "Study material" and the unit terms in the "Glossary of terms" and then continue by testing your newly acquired knowledge through the "Assignment", "Quiz" and "Evaluation test".

Do not neglect to use the "News forum" - it provides you with the unique opportunity to share your views and discuss with the other students/ unionists and your trainer.


 [News forum](#)

Study material


 [Introduction in collective bargaining](#)


 [Collective bargaining in times of crisis](#)


Glossary


 [Glossary of terms](#)


Assignments

 [Introduction of trainees](#)


 [Collective freedoms](#)


 [Collective freedoms - Note for the Trainer](#)

 [Right to negotiate](#)


 [Right to negotiate - Note for the Trainer](#)


Quizzes

 [Right to strike](#)


 [Collective bargaining in crisis](#)

Evaluation test

 [Evaluation quiz to unit "New framework for collective bargaining"](#)

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EMPOWER platform – News forum I



You are logged in as [Test teacher name](#) [Test teacher surname](#) ([Log out](#))

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ General ▶ News forum

Navigation

[Home](#)

- My home
- Site pages
- My profile

Current course

- 1.1 New framework for collective bargaining
 - Participants
- General
 - News forum**
 - Study material
 - Glossary
 - Assignments
 - Quizzes
 - Evaluation test

My courses

Administration

Forum administration

- Edit settings
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Subscription mode
- Show/edit current subscribers

Course administration

- Switch role to...


My profile settings

News forum

General news and announcements

[Add a new topic](#)


(No news has been posted yet)



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You are logged in as [Test teacher name](#) [Test teacher surname](#) ([Log out](#))

EMPOWER platform – News forum II

You are logged in as [Test teacher name Test teacher surname](#) (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► General ► News forum

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - News forum**
 - Study material
 - Glossary
 - Assignments
 - Quizzes
 - Evaluation test
- My courses

Administration

Forum administration

- Edit settings
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Subscription mode
- Show/edit current subscribers

Course administration

- Switch role to...
- My profile settings

News forum

General news and announcements








▼ Your new discussion topic

Subject*

Welcome to "1.1 New framework for collective bargaining" co

Message*

Paragraph

B **I**       


Path: p

Subscription ?

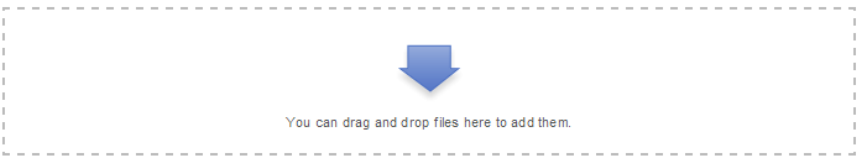
Everyone is subscribed to this forum


Attachment ?

Maximum size for new files: 2MB, maximum attachments: 1



Files






You can drag and drop files here to add them.

Mail now

☐


Post to forum

There are required fields in this form marked *.

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You are logged in as [Test teacher name Test teacher surname](#) (Log out)

EMPOWER platform – Study material I



You are logged in as [Test teacher name Test teacher surname](#) (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Study material ▶ Introduction in collective bargaining

Navigation

[Home](#)

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Introduction in collective bargaining**
 - Collective bargaining in times of crisis
 - Glossary
 - Assignments
 - Quizzes
 - Evaluation test
- My courses

Administration

- SCORM package administration
 - Edit settings
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Logs
 - Backup
 - Restore
- Course administration
- Switch role to...
- My profile settings


Introduction in collective bargaining

[Info](#) [Reports](#)

By the end of the module the learner should know:


- Worker rights and how they are established
- Basic Law, regarding workers' rights
- Collective bargaining and its features
- Role of European States in collective bargaining
- Worker representation in Europe
- Employers' and workers' positions concerning collective bargaining

Enter

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You are logged in as [Test teacher name Test teacher surname](#) (Log out)

EMPOWER platform – Study material II

You are logged in as Test teacher name Test teacher surname (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Study material ▶ Introduction in collective bargaining ▶ Report

Navigation

Home

My home

Site pages

My profile

Current course

1.1 New framework for collective bargaining

Participants

General

Study material

Introduction in collective bargaining

Collective bargaining in times of crisis

Glossary

Assignments

Quizzes

Evaluation test

My courses

Administration

SCORM package administration

Edit settings

Locally assigned roles

Permissions

Check permissions

Filters

Logs

Backup

Restore

Course administration

Switch role to...

My profile settings

Introduction in collective bargaining

Info

Reports

Basic report

Graph report

Interactions report

Objectives report

3 attempts for 7 users, out of 7 results

	First name / Surname	Email address	Attempt	Started on	Last accessed on	Score
	Georgia Farri	gfarri@hotmail.gr	-	-	-	-
	student en	xeniaen@idec.gr	1	Wednesday, 7 May 2014, 4:30 PM	Wednesday, 7 May 2014, 4:34 PM	3.03
	Test teacher name Test teacher surname	xeniaent@idec.gr	-	-	-	-
	Panos Katsampanis	panos@obes.gr	-	-	-	-
	Panos Katsampanis	panoskatsa155@gmail.com	-	-	-	-
	Ignatios Litsas	i_lits@yahoo.gr	1	Tuesday, 4 March 2014, 11:33 AM	Tuesday, 4 March 2014, 11:52 AM	100
	Panagiotis Kenterlis	pani@freemail.gr	1	Thursday, 20 February 2014, 2:27 PM	Thursday, 20 February 2014, 2:28 PM	3.03

Select all / Deselect all [Delete selected attempts](#)

[Download in ODS format](#) [Download in Excel format](#) [Download in text format](#)

Preferences just for this page

Show

all users

Preferences for this report


Page size

20

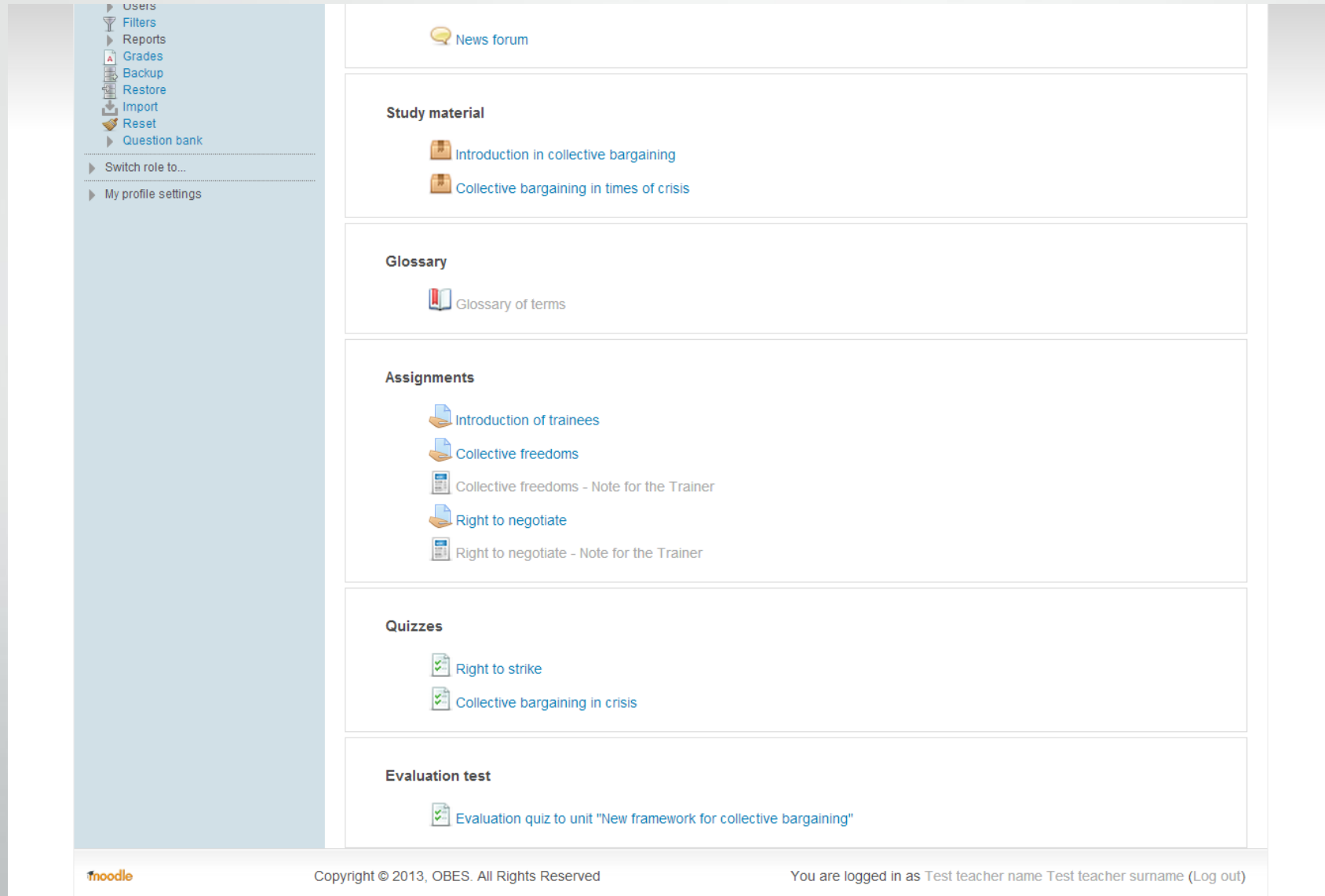
Track details

No

[Save preferences](#)

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EMPOWER platform – Assignments I




The screenshot displays the EMPOWER platform interface. On the left is a sidebar menu with the following items: Users, Filters, Reports, Grades, Backup, Restore, Import, Reset, Question bank, Switch role to..., and My profile settings. The main content area is divided into several sections:

- News forum**: Contains a single item, "News forum".
- Study material**: Contains two items, "Introduction in collective bargaining" and "Collective bargaining in times of crisis".
- Glossary**: Contains a single item, "Glossary of terms".
- Assignments**: Contains five items: "Introduction of trainees", "Collective freedoms", "Collective freedoms - Note for the Trainer", "Right to negotiate", and "Right to negotiate - Note for the Trainer".
- Quizzes**: Contains two items: "Right to strike" and "Collective bargaining in crisis".
- Evaluation test**: Contains a single item, "Evaluation quiz to unit 'New framework for collective bargaining'".

The footer of the platform includes the Moodle logo, the copyright notice "Copyright © 2013, OBES. All Rights Reserved", and the user login information "You are logged in as Test teacher name Test teacher surname (Log out)".

EMPOWER platform – Assignments II

You are logged in as Test teacher name Test teacher surname (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Assignments ► Collective freedoms - Note for the Trainer

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Glossary
 - Assignments
 - Introduction of trainees
 - Collective freedoms
 - Collective freedoms - Note for the Trainer
 - Right to negotiate
 - Right to negotiate - Note for the Trainer
 - Quizzes
 - Evaluation test
- My courses

Administration

Page module administration

- Edit settings
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore

Course administration

Switch role to...


My profile settings

Collective freedoms - Note for the Trainer


The employer infringes international Conventions, Article 28 of the Charter of Fundamental Rights of the European Union and national legislation.

The trade union may appeal to the competent public authorities (Inspectorate of labour) and the Courts of justice. Finally, it should inform society and rally its members.

Last modified: Wednesday, 7 May 2014, 2:25 PM

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EMPOWER platform – Assignments III



You are logged in as Test teacher name Test teacher surname (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms

Navigation

Home

My home

Site pages

My profile

Current course

1.1 New framework for collective bargaining

Participants

General

Study material

Glossary

Assignments

Introduction of trainees

Collective freedoms

Collective freedoms - Note for the Trainer

Right to negotiate

Right to negotiate - Note for the Trainer

Quizzes

Evaluation test

My courses

Administration

Assignment administration

Edit settings

Locally assigned roles

Permissions

Check permissions

Filters

Logs

Backup

Restore

Advanced grading

View gradebook

View/grade all submissions

Download all submissions

Course administration

Switch role to...

My profile settings

Collective freedoms

A new trade union is established in a company. Trade union Board asks the employer to sign a collective agreement. The company management, in order to avoid collective bargaining applies the following tactics:

- Does not recognise the trade union and does not meet with its Board
- Discrimination against trade union members

What rights are infringed? What legal actions can undertake the trade union?


Grading summary

Participants	5
Drafts	1
Submitted	0
Needs grading	0


[View/grade all submissions](#)

Submission status

Submission status	No attempt
Grading status	Not graded

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EMPOWER platform – Assignments IV



You are logged in as Test teacher name Test teacher surname (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms ▶ Grading

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - 1.1 New framework for collective bargaining
 - Participants
 - General
 - Study material
 - Glossary
 - Assignments
 - Introduction of trainees
 - Collective freedoms
 - Collective freedoms - Note for the Trainer
 - Right to negotiate
 - Right to negotiate - Note for the Trainer
 - Quizzes
 - Evaluation test
- My courses

Administration

- Assignment administration
 - Edit settings
 - Locally assigned roles
 - Permissions
 - Check permissions
 - Filters
 - Logs
 - Backup
 - Restore
 - Advanced grading
 - View gradebook
 - View/grade all submissions
 - Download all submissions
- Course administration
- Switch role to...
- My profile settings

Collective freedoms

Grading action Choose...

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	Online text	Submission c
<input type="checkbox"/>		Panos Katsampanis	panoskatsa155@gmail.com	No submission	-		-		
<input type="checkbox"/>		Ignatios Litsas	i_lits@yahoo.gr	No submission	-		-		
<input type="checkbox"/>		Panagiotis Kenterlis	pani@freemail.gr	No submission	-		-		
<input type="checkbox"/>		Georgia Farri	gfarri@hotmail.gr	No submission	-		-		
<input type="checkbox"/>		student en	xeniaen@idec.gr	Draft (not submitted)	-		Wednesday, 7 May 2014, 4:39 PM	test	Comments

With selected... Lock submissions Go

Options

Assignments per page 10


Filter No filter

Quick grading

Show only active enrolments ☒

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EMPOWER platform – Assignments V



You are logged in as Test teacher name Test teacher surname (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms ▶ Grading

Navigation

Home

My home

Site pages

My profile

Current course

1.1 New framework for collective bargaining

Participants

General

Study material

Glossary

Assignments

Introduction of trainees

Collective freedoms

Collective freedoms - Note for the Trainer

Right to negotiate

Right to negotiate - Note for the Trainer

Quizzes

Evaluation test

My courses

Administration

Assignment administration

Edit settings

Locally assigned roles

Permissions

Check permissions

Filters

Logs

Backup

Restore

Advanced grading

View gradebook

View/grade all submissions

Download all submissions

Course administration

Switch role to...

My profile settings

Collective freedoms

Grading action Choose...

picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	Online text	Submission comments	La
	Panos Katsampanis	panoskatsa155@gmail.com	No submission	-					-
	Ignatios Litsas	i_lits@yahoo.gr	No submission	-					-
	Panagiotis Kenterlis	pani@freemail.gr	No submission	-					-
	Georgia Farri	gfarri@hotmail.gr	No submission	-					-
	student en	xeniaen@idec.gr	Draft (not submitted)	-		Wednesday, 7 May 2014, 4:39 PM	test	<div>Comments (0) Add a comment... Save comment Cancel</div>	-

With selected... Lock submissions Go

Options

Assignments per page 10


Filter No filter

Quick grading ?

Show only active enrolments ?

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EMPOWER platform – Assignments VI

You are logged in as Test teacher name Test teacher surname (Log out)

Home ▶ My courses ▶ 1. Adaptation of social dialogue ▶ 1.1 New framework for collective bargaining ▶ Assignments ▶ Collective freedoms ▶ Grading

Navigation

Home

■ My home

▶ Site pages

▶ My profile

▼ Current course

▼ 1.1 New framework for collective bargaining

▶ Participants

▶ General

▶ Study material

▶ Glossary

▼ Assignments

▶ Introduction of trainees

▶ **Collective freedoms**

▶ Collective freedoms - Note for the Trainer

▶ Right to negotiate

▶ Right to negotiate - Note for the Trainer

▶ Quizzes

▶ Evaluation test

▶ My courses

Administration

▼ Assignment administration

■ Edit settings

■ Locally assigned roles

■ Permissions

■ Check permissions

■ Filters

■ Logs

■ Backup

■ Restore

■ Advanced grading

■ View gradebook

■ View/grade all submissions


■ Download all submissions

▶ Course administration


▶ Switch role to...

▶ My profile settings

Collective freedoms

 student en (xenaien@idec.gr)

Submission status

Submission status	Draft (not submitted)
Grading status	Not graded
Editing status	Student can edit this submission
Last modified	Wednesday, 7 May 2014, 4:39 PM
Online text	 test
Submission comments	▶ Comments (0)

Grade

Grade

Current grade in -
gradebook

Grading student 5 out of 5


Feedback comments

Paragraph ▼ B I


Path: p

Save changes Cancel

Previous

Copyright © 2013, OBES. All Rights ReservedYou are logged in as Test teacher name Test teacher surname (Log out)

EMPOWER platform – Quiz I

You are logged in as Test teacher name Test teacher surname (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike

Navigation

Home

► My home

► Site pages

► My profile

▼ Current course

▼ 1.1 New framework for collective bargaining

► Participants


► General


► Study material

► Glossary

► Assignments

▼ Quizzes

 [Right to strike](#)

 [Collective bargaining in crisis](#)

► Evaluation test

► My courses

Administration

▼ Quiz administration

► Edit settings

► Group overrides

► User overrides

► Edit quiz

► Preview

► Results

► Locally assigned roles

► Permissions

► Check permissions

► Filters

► Logs

► Backup

► Restore

► Question bank

► Course administration

► Switch role to...

► My profile settings


Right to strike

The following questions refer to subjects of this learning module and aim at illustrating possible solutions or opinions concerning reasonable questions or problems a trade unionist may face in practice. Answers are indicative and cannot be considered as guidelines covering any case that may arise. Reality may differ from case to case.


Attempts allowed: 1

Attempts: 2

[Preview quiz now](#)

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EMPOWER platform – Quiz II

You are logged in as Test teacher name Test teacher surname (Log out)

Home ► My courses ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Quizzes ► Right to strike ► Results ► Grades

Navigation

Home

My home

Site pages

My profile

Current course

1.1 New framework for collective bargaining

Participants

General

Study material

Glossary

Assignments

Quizzes

Right to strike

Collective bargaining in crisis

Evaluation test

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Edit quiz

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Manual grading

Locally assigned roles

Permissions

Check permissions

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Restore

Question bank

Course administration

Switch role to...

My profile settings

Right to strike

Attempts: 2

▼ What to include in the report

Attempts from: enrolled users who have attempted the quiz

Attempts that are: ☒ In progress ☒ Overdue ☒ Finished ☒ Never submitted ☐ that have been regraded / are marked as needing regrading

▼ Display options

Page size: 30

Marks for each question: Yes

Show report

Regrade all Dry run a full regrade

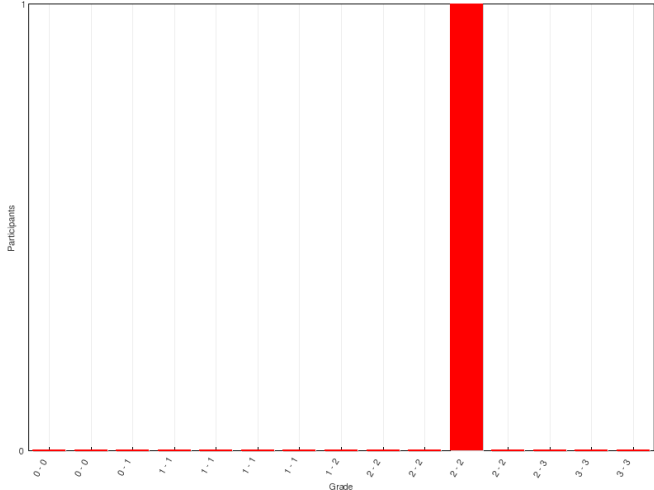
Only one attempt per user allowed on this quiz.

Download table data as: Comma separated values text file Download

	First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/3	Q. 1	Q. 2	Q. 3
<input type="checkbox"/>	Panos Katsampanis	panoskatsa155@gmail.com	In progress	16 February 2014 3:44 PM	-	-	-	-	-	-
<input type="checkbox"/>	student en	xeniaen@idec.gr	Finished	7 May 2014 4:43 PM	7 May 2014 4:45 PM	2 mins 13 secs	2	✓	✗	✓
Overall average							2 (1)	1 (1)	0 (1)	1 (1)


Select all / Deselect all Regrade selected attempts Delete selected attempts

Overall number of students achieving grade ranges




Participants

Grade

Copyright © 2013, OBES. All Rights ReservedYou are logged in as Test teacher name Test teacher surname (Log out)

EMPOWER platform – Evaluation Test

You are logged in as Test teacher name Test teacher surname (Log out)

[Home](#) ► [My courses](#) ► 1. Adaptation of social dialogue ► 1.1 New framework for collective bargaining ► Evaluation test ► Evaluation quiz to unit "New framework for collect..." ► Results ► Grades

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Evaluation quiz to unit "New framework for collective bargaining"

Attempts: 1

▼ Collapse all

▼ What to include in the report

Attempts from **enrolled users who have attempted the quiz**

Attempts that are ☒ In progress ☒ Overdue ☒ Finished ☒ Never submitted

☐ that have been regraded / are marked as needing regrading

▼ Display options

Page size

Marks for each question **Yes**

[Show report](#)

[Regrade all](#)

[Dry run a full regrade](#)

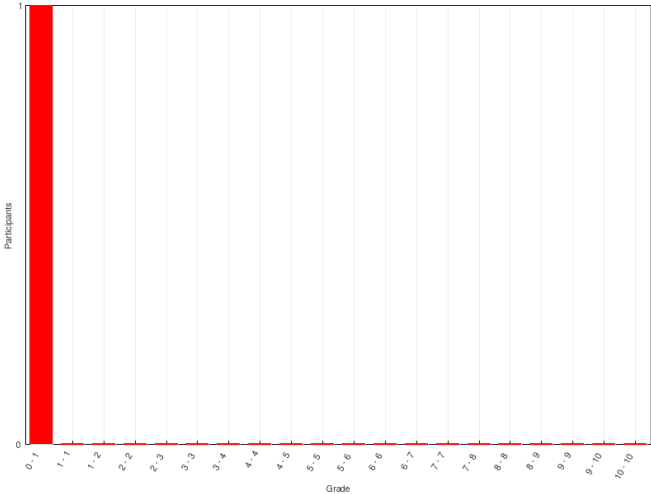
Only one attempt per user allowed on this quiz.


Download table data as **Comma separated values text file** [Download](#)

	First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/10	Q. 1 /1	Q. 2 /1	Q. 3 /1	Q. 4 /1	Q. 5 /1	Q. 6 /1	Q. 7 /1	Q. 8 /1	Q. 9 /1	Q. 10 /1
	Student en Review attempt	xeniaen@idec.gr	Finished	7 May 2014 5:03 PM	7 May 2014 5:13 PM	10 mins 14 secs	0	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
	Overall average						0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)	0 (1)

[Select all / Deselect all](#) [Regrade selected attempts](#) [Delete selected attempts](#)

Overall number of students achieving grade ranges



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You are logged in as Test teacher name Test teacher surname (Log out)



**>> EMPOWER platform – Practical
training**

Practical training – Managing a moodle course

Courses

Courses are the spaces on Moodle where teachers add learning materials for their students. Courses are created by admins, course creators or managers. Teachers can then add the content and re-organise them according to their own needs.

In EMPOWER platform you cannot create a new course, you can just reorganize the contents of the ones that you are trainers.

Practical training – Managing a moodle course

Editing text

The usual way to edit or create text that is part of the visual content of a course is using the Text editor (also known as the HTML editor).

Practical training – Managing a moodle course

Activities

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a student will do that interacts with other students and or the teacher.

There are 14 different types of activities in the standard Moodle that can be found when the editing is turned on and the link 'Add an activity or resource' is clicked.

Practical training – Managing a moodle course

Types of activities

- **Assignments:** Enable teachers to grade and give comments on uploaded files and assignments created on and off line
- **Chat:** Allows participants to have a real-time synchronous discussion
- **Choice:** A teacher asks a question and specifies a choice of multiple responses
- **Database:** Enables participants to create, maintain and search a bank of record entries
- **External tool:** Allows participants to interact with LTI compliant learning resources and activities on other web sites.
- **Feedback:** For creating and conducting surveys to collect feedback
- **Forum:** Allows participants to have asynchronous discussions
- **Glossary:** Enables participants to create and maintain a list of definitions, like a dictionary
- **Lesson:** For delivering content in flexible ways
- **Quiz:** Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown
- **SCORM:** Enables SCORM packages to be included as course content
- **Survey:** For gathering data from students to help teachers learn about their class and reflect on their own teaching
- **Wiki:** A collection of web pages that anyone can add to or edit
- **Workshop:** Enables peer assessment

Practical training – Managing a moodle course

Resources

A resource is an item that a teacher can use to support learning, such as a file or link. Moodle supports a range of resource types which teachers can add to their courses. In edit mode, a teacher can add resources via the 'Add an activity or resource' link. Resources appear as a single link with an icon in front of it that represents the type of resource.

Practical training – Managing a moodle course

Types of resources

- **Book** - Multi-page resources with a book-like format.
- **File** - A picture, a pdf document, a spreadsheet, a sound file, a video file
- **Folder** - For helping organize files and one folder may contain other folders
- **Label** - Can be a few displayed words or an image used to separate resources and activities in a topic section, or can be a lengthy description or instructions
- **Page** - The student sees a single, scrollable screen that a teacher creates with the robust HTML editor
- **URL** - You can send the student to any place they can reach on their web browser, for example Wikipedia