



Result No 2

Fostering Digital and Green Transformation in SMEs

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Open Educational Resources



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I. Introduction

In the digital era, the educational landscape is undergoing a profound transformation, particularly in how Generation Z, the primary demographic in higher education systems, engages with and perceives learning. This generation's unique cognitive framework necessitates a radical rethinking of traditional teaching strategies and resources. The FoDiGreT Project, recognizing this paradigm shift, has meticulously developed Result No. 2 - Open Educational Resources (OERs) tailored to meet these evolving needs.

Recent studies highlight the growing disconnect between current educational resources and the expectations of Generation Z. Reports indicate that a significant portion of students find existing student administration systems inadequate and advocate for a comprehensive review and change in universities' digital strategies. The high cost of textbooks and the perceived lack of digital innovation are reported to discourage students from enrolling in certain courses, signalling an urgent need for change.

Generation Z thrives in immersive and interactive learning environments, showing a clear preference for experiential learning over traditional didactic methods. In response, the Consortium has innovatively crafted OERs, employing gamification and interactive narratives to enrich the learning experience. These resources are designed to be visually engaging, concise, and segmented, aligning with the digital-first nature and attention patterns of modern learners. The content, delivered in small, interactive video clips, allows learners to navigate through branching scenarios, fostering an environment where each choice directly influences the learning trajectory.

The primary target groups for these OERs are:

1. Generation Z students, who seek dynamic and engaging educational experiences.
2. Academic teachers and trainers, who are adapting to innovative, gamified teaching methodologies.

Key advantages of this gamified approach include enhanced motivation through problem-solving and competition elements, increased engagement through role-playing and project execution, and the facilitation of emotional connections, crucial for long-term knowledge retention.

These OERs, accessible online and free of charge, are set to make a significant impact on an international scale, with widespread promotion and sharing by large international universities and EFMD. This approach not only caters to the immediate educational needs of Generation Z

but also sets a precedent for future educational models, marking a significant stride in the evolution of teaching and learning in the digital age.

II. Division of work for Open Educational Resources creation

The development and production of OERs for the FoDiGreT project were meticulously planned and executed in a series of well-structured substages, with specific responsibilities assigned to each partner. The process aimed to create a comprehensive educational resource, equivalent to a maximum of 6 ECTS points of the academic curriculum. The division of work was as follows:

1 Content guidelines and review (CONFORM):

CONFORM, as the leading partner for Result No. 2 of the FoDiGreT project, played a pivotal role in setting the direction and ensuring the quality of the Open Educational Resources (OERs). Their responsibilities in the Content Guidelines and Review phase were multi-faceted and critical for the success of the project deliverables.

1.1 Development of content guidelines:

CONFORM was instrumental in defining the educational objectives of the OERs, ensuring that the content was aligned with the curriculum's focus on green aspects of digital transformation in SMEs.

Recognizing the unique cognitive perceptions and learning preferences of Generation Z, CONFORM developed guidelines that incorporated innovative teaching strategies. This included the use of gamification, interactive narratives, and immersive educational experiences.

1.2 Structuring and designing content:

CONFORM led the process of developing a detailed storyboard for the gamified interactive video pills. This involved outlining the structure of the content, determining the flow of the narrative, and ensuring that the storyline was engaging and educational.

CONFORM presented the methodology and structure of the content to the partners, ensuring a cohesive understanding and approach to content creation across all participating organizations.

1.3 Content review and improvement:

After the storyboard and initial content were prepared by all partners, CONFORM undertook a comprehensive review. This review process was aimed at ensuring coherence, educational efficacy, and alignment with the project's objectives.

CONFORM provided constructive feedback and suggestions for improvement. This collaborative approach ensured that the content met the educational standards and resonated with the target audience's learning style and preferences.

After integrating the improvements and refinements suggested during the review phase, CONFORM finalized the content, preparing it for the recording and production of the OERs. CONFORM's meticulous approach in the Content Guidelines and Review phase was fundamental in ensuring that the OERs were not only informative and aligned with the curriculum but also engaging and suitable for the target audience. Their expertise and commitment to quality set a strong foundation for the creation of valuable and impactful educational resources.

2 Storyboard and scenario preparation (all partners)

The preparation of the storyboard and scenarios for the gamified interactive video pills was a critical phase in the development of the OERs, requiring a collaborative and creative effort from all partners. This stage was central to shaping the content and ensuring that it was both engaging and pedagogically sound. The process involved the following key activities:

2.1 Collaborative development

Each partner contributed to the storyboard creation, bringing their unique insights, expertise, and understanding of the curriculum's thematic areas. This collaborative effort ensured a multifaceted approach to content development, reflecting the diverse perspectives and strengths of each partner institution.

2.2 Alignment with curriculum

The storyboard and scenarios were meticulously designed to align with the curriculum (Result No.1), ensuring that the content was not only engaging but also academically rigorous and relevant. Partners carefully considered the learning objectives and expected outcomes of each module, ensuring that the scenarios effectively conveyed the key concepts and knowledge.

2.3 Content structuring

CONFORM played a pivotal role in structuring the content, ensuring that the flow of the video pills was logical, coherent, and conducive to learning. They were responsible for outlining the sequence of topics, ensuring a smooth narrative flow, and incorporating elements of interactivity and gamification that are crucial for engaging Generation Z learners.

2.4 Methodology presentation

CONFORM presented the proposed methodology to the partners, outlining the pedagogical approach, the gamification elements, and the interactive features of the video pills. This presentation served as a platform for discussion and feedback, allowing partners to suggest modifications, share best practices, and collectively refine the approach.

2.5 Creative input and scenario enhancement

All partners were encouraged to provide creative input, suggesting scenarios that would resonate with the target audience and enhance the immersive quality of the learning experience. This included proposing real-life situations, challenges, and decision-making opportunities that reflect the complexities of green aspects of digital transformation in SMEs.

2.6 Incorporation of interactive elements

A key focus during this stage was the incorporation of interactive elements, or "narrative crossroads," that allow learners to make choices and influence the course of the story. Partners worked together to ensure that these interactive moments were meaningful, contextually relevant, and aligned with the learning objectives.

By carefully crafting the storyboard and scenarios, the partners ensured that the OERs would be not only informative and educational but also engaging and reflective of the real-world challenges and opportunities in the field of green digital transformation. The collaborative and creative efforts invested in this stage laid a solid foundation for the subsequent development and production of the OERs.

3 Content creation (all partners)

All partners contributed to the creation of content, drawing from their respective areas of expertise.

Collaborative development

In this crucial phase, all partners engaged in the collective creation of the educational content. This collaborative approach ensured that the content was rich, diverse, and reflective of the varied expertise within the consortium.

3.1 Expertise-driven contributions

Each partner contributed content based on their specific field of experience and knowledge. This included insights into green digital transformation, innovative business practices, and the latest trends in digital technology, ensuring that the content was comprehensive and current.

3.2 Integration of practical insights

Partners incorporated practical insights and real-world examples to make the content relatable and applicable. This included case studies, real-life scenarios, and best practices from the industry, enriching the learning experience for the target audience.

3.3 Content diversity and depth

The content creation process aimed to cover a wide range of topics, ensuring depth and breadth. This included foundational concepts, advanced methodologies, and the latest trends in digital transformation and sustainability.

3.4 Interactive and engaging format

While preparing the content, partners focused on creating an interactive and engaging format. This was aimed at catering to the learning preferences of Generation Z, who thrive in dynamic and immersive educational environments.

3.5 Alignment with curriculum goals

All content was created in alignment with the overarching goals of the curriculum (Result No.1). This ensured coherence and consistency throughout the educational materials, aligning them with the project's educational objectives.

Through this meticulous and collaborative content creation process, the partners ensured that the OERs were not only informative and comprehensive but also engaging and relevant to the needs and preferences of the modern learner, particularly catering to the characteristics and learning styles of Generation Z.

4 Further Investigation Materials and literature (all partners)

Partners collectively worked on developing additional investigation materials and compiling recommended literature to complement the video content. The work consisted of the following activities:

4.1 Comprehensive resource compilation

Each partner contributed to compiling a comprehensive set of further investigation materials and recommended literature. This collection was meticulously curated to provide depth and

variety, ensuring that learners had access to a wide range of perspectives and information sources.

4.2 Alignment with curriculum themes

The materials and literature were carefully selected to align with the themes and topics covered in the curriculum (Result No.1). This ensured that the additional resources complemented the core content, providing learners with a holistic understanding of the subject matter.

4.3 Interdisciplinary approach

Recognizing the interdisciplinary nature of green digital transformation, the consortium aimed to include materials from a variety of fields, including technology, business, sustainability, and ethics. This approach ensured that learners gained a well-rounded perspective on the topics.

4.4 Focus on practical application

The partners prioritized materials that offered practical insights and actionable knowledge. This included case studies, industry reports, and best practice guides, enabling learners to apply theoretical concepts to real-world situations.

4.5 Critical thinking and analysis

The chosen literature and materials were aimed at fostering critical thinking and analytical skills. They included academic papers, thought-provoking articles, and analytical pieces that challenged learners to think critically about the green aspects of digital transformation.

4.6 Interactive and engaging formats

To cater to the learning preferences of Generation Z, the consortium included materials in interactive and engaging formats wherever possible. This included multimedia content, interactive e-books, and online resources with dynamic elements.

4.7 Accessibility and inclusivity

Ensuring that the materials were accessible to a diverse learner base was a priority. The consortium made efforts to include resources that addressed different learning styles and were available in various formats, catering to the needs of all learners.

4.8 Regular updates and revisions

Recognizing the rapidly evolving nature of the field, the partners committed to regularly updating and revising the further investigation materials and literature. This ensured that the resources remained current, relevant, and reflective of the latest trends and developments.

Through these concerted efforts, the consortium ensured that the further investigation materials and literature not only supported the core content of the OERs but also enriched the learning experience, encouraging exploration, critical analysis, and practical application.

5 Quality standards setting (EFMD and Foundation Partners for Local Government)

EFMD and Foundation Partners for Local Government were responsible for setting quality standards, focusing on the audio-visual nature of the materials and the online teaching scheme, including standards for inclusive education. Foundation Partners for Local Government ensured the business orientation of all materials. It was done the following way:

5.1 Establishment of rigorous criteria

EFMD, renowned for its global recognition and network, took the lead in establishing rigorous quality standards for the OERs. These standards were meticulously designed to ensure the educational materials met the highest benchmarks of quality, relevance, and effectiveness.

5.2 Incorporation of inclusive education standards

A key focus was on ensuring the inclusivity of the educational content. EFMD set standards to make the materials accessible and engaging for a diverse learner base, taking into account different learning styles, backgrounds, and accessibility needs.

5.3 Audio-visual and online teaching scheme standards

Given the digital nature of the OERs, particular attention was paid to setting standards for the audio-visual elements and the online teaching scheme. This included guidelines for video production quality, user interface design, and interactive elements to ensure a seamless and engaging learning experience.

5.4 Business orientation of materials

Foundation Partners for Local Government played a crucial role in ensuring the business relevance of the educational content. They set standards to ensure that the materials not only provided theoretical knowledge but also offered practical insights and strategies pertinent to the business world, particularly focusing on the green aspects of digital transformation in SMEs.

5.5 Iterative review and improvement process

The quality standards were not static; instead, an iterative process was established, allowing for continuous review and improvement of the materials. Feedback from testing phases and stakeholder input were integral to this process, ensuring that the OERs remained aligned with the set quality standards and the evolving needs of the target audience.

5.6 Alignment with educational objectives

The quality standards were closely aligned with the educational objectives of the FoDiGreT project. This alignment ensured that the OERs effectively delivered the intended learning outcomes and contributed to the overarching goals of the project.

5.7 Compliance and certification processes

EFMD, with its extensive experience in accrediting quality management education, ensured that the OERs underwent rigorous compliance and certification processes. This added an extra layer of credibility and assurance to the quality of the educational materials.

By setting and adhering to these comprehensive quality standards, EFMD and Foundation Partners for Local Government ensured that the OERs produced by the FoDiGreT project were not only educationally robust but also aligned with industry needs and inclusive education principles, thereby maximizing their impact and utility.

6 Testing and feedback collection (all partners)

Each partner selected a group of students to test the educational materials.

Feedback was collected through questionnaires covering all project topics, providing valuable insights for further refinement. The results are as follows:

6.1 Extensive testing of OERs

The testing phase was crucial to ensuring the quality and effectiveness of the OERs. A significant number of individuals from each partner country participated in the testing, providing a diverse range of insights and perspectives. The testing numbers were as follows:

Spain: 51 students

Italy: 44 students

Lithuania: 50 students

Poland: 76 students

Total: 221 students

6.2 Robust feedback collection

The feedback collection phase was integral to refining the OERs. A substantial number of participants provided valuable feedback, which was instrumental in assessing the effectiveness of the OERs and identifying areas for improvement. The feedback numbers were as follows:

Lithuania: 55 students

Spain: 22 students

Italy: 45 students

Total: 155 students

6.3 Language inclusivity

In line with the project's commitment to inclusivity and accessibility, the OERs were made available in multiple languages to cater to a diverse audience. The languages included were English, Italian, Lithuanian, Polish, and Spanish, ensuring that the OERs were accessible and relevant to a broad spectrum of learners.

6.4 Feedback analysis and implementation

The feedback received was meticulously analysed by all partners. This involved a thorough review of the comments, suggestions, and observations made by the participants. The partners then collaborated to incorporate this feedback into the OERs, ensuring that the content was not only informative and engaging but also responsive to the needs and preferences of the learners. Iterative Improvement Process: The testing and feedback collection phase was not a one-off activity. Instead, it was part of an iterative process where the OERs were continuously improved based on ongoing feedback. This approach ensured that the materials remained current, relevant, and aligned with the evolving educational landscape.

6.5 Documentation and reporting

The feedback and the consequent modifications made to the OERs were thoroughly documented. This documentation provided a transparent record of the changes implemented and formed a part of the project's final report, showcasing the project's commitment to quality and continuous improvement.

Through this comprehensive testing and feedback collection process, the FoDiGreT project ensured that the OERs were not just theoretically sound but also practically effective, meeting the real-world needs of learners and educators alike. The process also underscored the project's commitment to quality, inclusivity, and responsiveness, setting a benchmark for future educational resource development.

7 OER release and accessibility (PUEB and CONFORM)

7.1 Platform transition and enhancement:

Initially, the project intended to store all OERs on the Poznań University of Economics and Business (PUEB) platform. However, during the project implementation, the consortium made a strategic decision to transition and utilize CONFORM's educational platform, Erudire (erudire.it). This decision was driven by several compelling reasons:

- **Established and mature solution**
Erudire is recognized as a well-established platform with a proven track record. Its maturity and reliability ensured that the OERs would be hosted on a platform that is robust and well-equipped to handle diverse educational content.
- **Enhanced accessibility**
Erudire's design and infrastructure offer better accessibility features, making it easier for users to navigate and interact with the OERs. This user-friendly interface was deemed crucial in enhancing the learning experience and ensuring that the educational materials are accessible to a wider audience.
- **Extensive user base**
The platform boasts thousands of users who have engaged with a great number of previous projects. By leveraging this extensive user base, the project aimed to amplify the reach and impact of the OERs, ensuring that the educational materials benefit a large and diverse group of learners.
- **Free access**
One of the core principles of the project was to provide free and open access to educational resources. Erudire aligns perfectly with this principle, offering all its resources, including the newly added FoDiGreT OERs, entirely free of charge. This commitment to free access was pivotal in democratizing education and making quality learning materials available to all.

7.2 Seamless integration and launch

The integration of the OERs onto the Erudire platform was meticulously planned and executed. The process involved careful coordination between PUEB and CONFORM to ensure that the OERs were seamlessly integrated, maintaining their quality and interactive features.

7.3 Continuous monitoring and support

Post-release, the consortium remained committed to continuously monitoring the OERs' performance on Erudire. This involved gathering user feedback, analyzing engagement metrics, and providing timely support and updates to ensure that the OERs remained relevant, effective, and user-friendly.

7.4 Promotion and outreach

The release of the OERs was complemented by a robust promotion and outreach campaign. Utilizing Erudire's established network and user base, the project aimed to maximize the visibility and accessibility of the OERs, ensuring that they reached and benefited the intended target audience.

Through this strategic transition to the Erudire platform, the FoDiGreT project not only enhanced the accessibility and reach of its OERs but also ensured that these valuable educational resources remained available and free for learners worldwide, thereby contributing to the project's overarching goal of fostering green digital transformation through quality education.

8 Format and accessibility of OERs

The format and accessibility of the Open Educational Resources were meticulously crafted, focusing on key aspects such as user-friendly interfaces, diverse formats, responsive design, and multilingual support, ensuring that the resources met the varied needs and preferences of learners globally. In details:

8.1 User-friendly interface

The OERs were designed with a strong focus on user experience, ensuring that the interface was intuitive and easy to navigate. This approach was aimed at reducing barriers to learning and ensuring that users of all skill levels could access and benefit from the materials without technical difficulties.

8.2 Multiple formats for diverse learning styles

Understanding that learners have different preferences and styles, the OERs were made available in multiple formats. This included interactive video content, textual materials, infographics, and interactive quizzes, catering to visual, auditory, and kinesthetic learners alike.

8.3 Responsive design for accessibility

The OERs were developed with a responsive design, ensuring that they were accessible on various devices, including desktops, laptops, tablets, and smartphones. This feature allowed learners to access the materials anytime and anywhere, facilitating learning on-the-go.

8.4 Inclusive content for broad audience reach

The content of the OERs was carefully crafted to be inclusive and universally applicable. This included using clear and jargon-free language, providing context for industry-specific terms, and including examples and case studies from various geographical and cultural contexts.

8.5 Language diversity

Recognizing the international scope of the project, the OERs were made available in multiple languages, including English, Italian, Lithuanian, Polish, and Spanish. This multilingual approach ensured that the materials were accessible to a broader audience, breaking down language barriers and promoting inclusivity.

8.6 Regular updates and maintenance

To ensure that the OERs remained relevant and up-to-date with the latest industry trends and educational methodologies, a system for regular updates and maintenance was established. This process involved periodic reviews of the content, user feedback analysis, and the incorporation of new insights and discoveries in the field.

8.7 Accessibility standards compliance

The OERs were developed in compliance with international accessibility standards, ensuring that learners with disabilities could access and interact with the materials. This included providing alternative text for images, ensuring keyboard navigability, and offering transcripts for audio and video content.

8.8 Community engagement and feedback mechanisms

The platform hosting the OERs included features for community engagement and feedback. Learners could participate in discussions, share their insights, and provide feedback on the materials. This interactive component not only enriched the learning experience but also provided valuable data for continuous improvement of the OERs.

Through these meticulous considerations in format and accessibility, the FoDiGreT project ensured that its OERs were not only educationally robust but also widely accessible, user-friendly, and responsive to the diverse needs of learners globally. This commitment to quality and inclusivity significantly enhanced the reach and impact of the project's educational resources.

III. The movies and FIM – Modules and Units structure

1 Detailed Educational Films

The FoDiGreT project has developed a series of 12 detailed educational films, thoughtfully organized into four thematic modules, each comprising three units that delve into the intricacies of SME transformation within the realms of digital and circular economies, and green marketing strategies.

Here's an overview of the modules and their respective units:

Module 1. Institutional Framework of SME Transformation:

- **Circular and Digital Economy**
This unit explores the transition from the current economic model to sustainable development, highlighting the integration of circular and digital economy principles in SME operations.
- **Alternative Financial Models for Green Evolution of SMEs**
It delves into innovative financial strategies that support and facilitate the green evolution of SMEs, emphasizing sustainable growth and development.
- **Transforming Production and Operations Management**
This unit focuses on the transformation of production processes and operations management in SMEs, aligning them with sustainability goals and efficient resource utilization.

Module 2. Digitalization, New Techs, and the Impact on SMEs:

- **Deployment of Digital Workforce in SMEs**

This unit examines the strategic deployment of a digital workforce in SMEs, enhancing efficiency and innovation.

- **Practice to Use Robotics in SMEs Operations**

It explores the practical application of robotics in SME operations, revolutionizing processes and productivity.

- **Implementation of Information and Data Security in SMEs Operations**

This unit emphasizes the critical importance of robust information and data security practices in the digital transformation of SMEs.

Module 3. Circular Economy:

- **Circular Resource Management**

This unit delves into the principles of circular resource management, promoting sustainability and efficiency in resource utilization.

- **More Rational Use of Energy by SMEs**

It focuses on strategies for more rational and efficient energy use by SMEs, contributing to sustainability and cost reduction.

- **Logistic Transformation**

This unit explores the transformation of logistics in SMEs, aligning it with circular economy principles and efficient resource management.

Module 4. Green Marketing:

- **Green Marketing as a Differentiation Strategy**

This unit discusses how SMEs can use green marketing as a powerful differentiation strategy, aligning brand values with consumer expectations for sustainability.

- **Practice of SMEs to Add Value for the Consumer through Green Marketing**

It explores practical approaches SMEs can use to leverage green marketing, adding value for consumers and differentiating their offerings.

- **Measuring the Impact of Green Marketing**

This unit focuses on strategies and metrics for measuring the impact and effectiveness of green marketing initiatives.

Each film within these modules is designed to provide in-depth knowledge, practical insights, and strategic guidance, assisting learners in understanding and implementing the principles of digital transformation, circular economy, and green marketing in the context of SMEs. The structure of modules and units ensures a comprehensive and systematic exploration of these pivotal themes, catering to the learning and development needs of modern professionals and entrepreneurs.

2 Branching Scenario Films

The concept of Branching Scenario Films, as implemented in the FoDiGreT Project, represents an innovative approach to learning and skill development, particularly in understanding the intricacies of green digital transformation in SMEs. Here's an overview of how these scenario-based movies function:

2.1 Interactive storytelling

Branching Scenario Films are built on the concept of interactive storytelling. They unfold based on a series of scenarios, each presenting a unique situation related to green digital transformation. The learner is not just a passive viewer but an active participant in the narrative.

2.2 Decision points - narrative crossroads

At critical junctures in the story, the learner is presented with decision points or 'narrative crossroads'. These are moments where the learner must make a choice on how to proceed, with each option leading the narrative down a different path.

2.3 Consequence-based learning

The choices made by the learner at these crossroads have direct consequences on the unfolding narrative. This design reflects real-life decision-making scenarios where choices have tangible outcomes, thus fostering critical thinking and decision-making skills.

2.4 Immersive experience

The use of video clips shot in the first and third person adds to the immersive nature of the learning experience. The learner feels directly involved in the scenarios, enhancing engagement and retention of information.

2.5 Multiple endings and replayability

Due to the branching nature of the scenarios, the movies can have multiple endings based on the choices made by the learner. This feature adds to the replayability of the movies, allowing learners to explore different outcomes and learn from various scenarios.

2.6 Formative Feedback

After making choices, learners receive formative feedback, explaining why a particular choice is 'not suitable', 'partially suitable', or 'more suitable'. This feedback is grounded in the content of the OERs and provides learners with a more profound understanding of the concepts covered.

Branching scenario movies thus offer a dynamic and interactive learning environment, encouraging learners to engage deeply with the content, explore different outcomes, and understand the consequences of their decisions in the context of green digital transformation in SMEs.

The introduction of branching scenario movies as a 90-minute interactive learning session marks a significant enhancement to the FoDiGreT project, surpassing the initial scope of planned films. This innovative format enriches the project's educational content and provides an immersive, in-depth learning experience. By engaging learners in decision-making and consequential thinking within a structured narrative, this outstanding addition significantly amplifies the project's impact, making it a notable advancement from the original plan.

The FoDiGreT project has notably expanded its educational resources by creating two dynamic Branching Scenario Movies, each revolving around a virtual SME named HDS. These scenario movies are titled:

1. **Scenario 1 - Environmental and Digital Challenges for SMEs: The Case of HDS:**

This scenario delves into the complex landscape of environmental and digital challenges faced by SMEs. It places learners in the midst of strategic decision-making scenarios involving HDS, a virtual SME navigating the intricate balance between technological advancement and environmental stewardship. Learners are encouraged to explore various strategies and decisions that impact HDS's journey towards digital transformation, while also prioritizing sustainability and environmental responsibility.

2. **Scenario 2 - Circular Economy and Green Marketing: The Case of HDS:** This scenario immerses learners in the progressive world of the circular economy and green marketing, with HDS at the center of this transformative shift. The narrative focuses on the adoption of circular economy principles and the integration of green marketing strategies within HDS's operations. Learners engage with real-life challenges and opportunities, making critical decisions that shape the company's approach to sustainability, resource efficiency, and eco-friendly market positioning.

Both scenarios, set against the backdrop of HDS, offer an immersive 90-minute interactive learning session, presenting a rich narrative that combines theoretical knowledge with practical application. This approach not only fosters a more in-depth understanding of environmental, digital, and marketing strategies in the business context but also enhances decision-making skills, critical thinking, and strategic planning among learners. The inclusion of HDS as a virtual SME adds a layer of realism and relatability to the scenarios, making the learning experience both engaging and impactful.

IV. Overview of the user experience on erudire.it: Accessibility and Interactive Features

The FoDiGreT project's Erudire platform stands out as a testament to user-centric design and accessibility, ensuring that participants can smoothly navigate and fully engage with the comprehensive learning materials. Here's a synthesized description highlighting the ease of access and user journey on the platform:

1 Effortless registration and access

Participants begin their journey by registering on the Erudire e-learning platform (<http://www.erudire.it/>). The process is straightforward, requiring users to click on "create an account" on the homepage and fill in the necessary details in a user-friendly form. An email confirmation ensures secure access, leading participants smoothly through the registration process.

2 Language customization for global accessibility

Catering to an international audience, the platform allows users to choose their preferred navigation language from a dropdown menu, ensuring a personalized and inclusive learning experience for every participant.

3 Intuitive navigation to educational content

Once logged in, participants navigate to the "Erasmus+ 2021-2027" course category and select "FODIGRET". Accessing the content is as simple as clicking on "Enter this course", demonstrating the platform's commitment to an intuitive user experience.

4 Engaging with interactive learning materials

The platform offers various interactive icons, each representing different types of educational content, such as video training pills and scenario-based learning. Participants select the relevant icon to engage with the content, making the learning journey both dynamic and user-driven.

5 Progress tracking and personalized learning

A key feature of the platform is its ability to monitor participant progress. Registered participants can be assigned as "teachers" for their groups, enabling them to track the learning progression of their students. This feature ensures a personalized learning experience, allowing for monitoring of completed training pills, test outcomes, and overall course completion.

6 Detailed analytics and communication tools

The platform provides detailed reports on activity completion and allows for the download of results in Excel format. Participants can view test details, scores, and individual participant details, enhancing the analytical aspect of the learning experience. Additionally, the platform supports sending private messages, mirroring the functionality of social media platforms and facilitating communication within the learning community.

The Erudire platform for the FoDiGreT project is a paradigm of accessible, user-friendly, and interactive e-learning. Its design not only simplifies the access and navigation process for participants but also provides robust tools for monitoring progress and fostering communication, ensuring an enriching and comprehensive learning experience.