FoDiGreT

Result No 4

Fostering Digital and Green Transformation in SMEs

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Short educational films

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I. Comprehensive Overview of PR 4: Short Educational Films

Project Result 4 of the FoDiGreT project, titled "Short educational films," represents a ground-breaking fusion of educational content and cinematic storytelling. This innovative approach leverages movie education as a novel pedagogical tool, introducing a dynamic method of conveying knowledge and facilitating experience-based learning. The core objective of these films is to depict the intricate relationship between digital technologies and environmental protection, presenting scenarios that resonate with real-world applications.

1 Innovative pedagogical approach

Project Result 4, focusing on short educational films, adopts an innovative pedagogical approach that revolutionizes the traditional classroom setting by integrating cinematic storytelling with educational content. This approach, grounded in movie education methodology, transcends conventional learning paradigms and offers a multidimensional learning experience.

By incorporating visual, auditory, and emotional elements into the learning process, these films engage multiple senses, making the educational content more memorable and impactful. The multisensory experience caters to different learning styles and preferences, ensuring a more inclusive and effective educational journey.

The films employ storytelling as a powerful vehicle for knowledge transmission, weaving key educational concepts into compelling narratives. This method allows students to grasp complex ideas more naturally and retain information more effectively, as stories resonate deeply with human cognition and emotional engagement.

Recognizing the importance of emotional engagement in learning, the films are designed to elicit emotional responses from the audience. By connecting with students on an emotional level, the films foster a deeper connection with the subject matter, enhancing motivation and interest in the learning process.

The approach encourages active participation from students, inviting them to immerse themselves in the narrative, reflect on the characters' decisions and outcomes, and relate the scenarios to real-world contexts. This active engagement fosters a sense of ownership and involvement in the learning process, promoting more profound understanding and critical thinking.

The films provide contextual learning experiences, situating theoretical concepts within real-life scenarios. This contextualization helps students understand the practical applications and implications of their knowledge, preparing them for real-world challenges and decision-making.

Leveraging the natural human affinity for stories, the films enhance knowledge retention by embedding educational content within engaging narratives. The storytelling format aids in structuring information in a coherent and memorable way, facilitating recall and application of knowledge.

By bridging the gap between entertainment and education, the films create a learning environment that is not only informative but also enjoyable and engaging. This balance helps to maintain student attention, reduce cognitive overload, and create a positive and stimulating learning atmosphere.

This innovative pedagogical approach underlines the FoDiGreT project's commitment to pioneering new frontiers in education. By harnessing the power of cinematic storytelling, the short educational films succeed in transforming the educational landscape, offering a rich, engaging, and profound learning experience that resonates with students on multiple levels.

2   Interactive and connective learning

The short educational films in Project Result 4 of the FoDiGreT project are not just passive viewing experiences; they are designed to be interactive and foster connective learning. This approach nurtures a learning environment where knowledge is not just absorbed but actively constructed through interaction, discussion, and critical reflection. The initiative highlights and improves interactive and interconnected learning in the following ways:

Dynamic interaction with content

The films invite viewers to interact with the content actively. This interaction might involve making decisions at key points in the narrative, predicting outcomes, or even virtually altering the course of the story based on choices made. Such dynamic interaction transforms the learning process into an active exploration, making each learning journey unique and personally relevant.

Facilitation of dialogue and discussion

The narrative structure of the films encourages dialogue and discussion among students. By presenting scenarios that mirror real-world dilemmas and challenges, the films provide a common ground for students to engage in meaningful conversations, share diverse perspectives, and collaboratively construct knowledge.

Connective knowledge building

The films are designed to promote connective knowledge, where learning is viewed as a networked process. Students are encouraged to connect information from the films with their prior knowledge, experiences, and the wider world. This approach fosters a deeper

understanding of concepts as part of an interconnected web of knowledge rather than in isolation.

Critical thinking and reflection

Interactive and connective learning inherently promotes critical thinking and reflection. Students are prompted to analyse situations, evaluate options, and reflect on the consequences of decisions within the film scenarios. This critical engagement with the content cultivates analytical skills and the ability to apply theoretical knowledge to practical situations.

Tailored learning pathways

The films offer multiple narrative pathways and outcomes, based on student choices. This feature allows for tailored learning experiences, where each student can navigate through the content in a way that best fits their learning style, pace, and interests. It also provides opportunities to revisit the content from different angles, deepening understanding and reinforcing learning.

Enhanced learner autonomy

The films promote autonomy and self-directed learning by allowing students to take control of their educational journey. Students are empowered to make choices, explore consequences, and take charge of their learning process, enhancing motivation and engagement.

Integration of technology and learning

The interactive and connective learning approach is facilitated by the integration of technology, leveraging digital tools to create immersive and engaging learning experiences. This integration makes learning more accessible and flexible and prepares students for the increasingly digital world.

Its focus on interactive and connective learning, Project Result 4 encapsulates a forward-thinking approach to education, where learning is a dynamic, interactive, and deeply personal journey. The short educational films serve as a catalyst for this transformative learning experience, fostering a rich, engaging, and deeply connected exploration of knowledge.

3   Student engagement and creativity

The short educational films in Project Result 4 of the FoDiGreT project are meticulously crafted to foster a high degree of student engagement and creativity. This approach enriches the learning experience and nurtures the creative capacities of students, enabling them to become active creators of knowledge rather than passive recipients. Here's how the project emphasizes and enhances student engagement and creativity:

Active participation in content creation

The project encourages students to participate actively in the creation of content, such as scripting and staging the films. This involvement provides a platform for students to express their understanding, creativity, and perspectives, making the learning process more personalized and meaningful.

Empowerment through storytelling

Students are empowered to craft and share their own stories that resonate with the project's theme of green aspects of digital transformation. This empowerment fosters a sense of ownership and pride in the learning materials, enhancing engagement and intrinsic motivation.

Stimulating creativity and imagination

The process of scripting and storytelling stimulates students' creativity and imagination. By envisioning scenarios, developing characters, and plotting narratives, students hone their creative skills, which are crucial for innovation and problem-solving in real-world contexts.

Collaborative learning environments

The film-making process fosters collaboration among students. Working together to script, act, and produce the films encourages teamwork, communication, and the sharing of diverse ideas and perspectives, enriching the creative process and the learning experience.

Critical and reflective thinking

Students are encouraged to engage in critical and reflective thinking throughout the film-making process. From conceptualizing ideas to receiving feedback on their films, students are prompted to critically evaluate their work, reflect on their learning, and consider how they can apply their knowledge in practical settings.

Enhancing communication skills

Scripting and acting in the films provide students with opportunities to enhance their communication skills. Articulating ideas, presenting stories, and conveying messages through film require clear and effective communication, an essential skill in both academic and professional settings

Real-world relevance and application

The films encourage students to explore real-world applications of their learning. By focusing on practical and relevant scenarios, the films help students understand how their creativity and

knowledge can be applied to address real-world challenges, particularly in the context of green digital transformation.

Recognition and sharing of creative work

The project ensures that the creative work of students is recognized and shared, not only within the learning community but also on broader platforms. This recognition validates the students' efforts, boosts their confidence, and inspires them to continue exploring and expressing their creativity.

Through these concerted efforts, Project Result 4 significantly enhances student engagement and creativity, ensuring that the educational journey is not just informative but also transformative, empowering students to become innovative thinkers and creative problem-solvers in their future endeavours.

4 Educational impact and storytelling

In Project Result 4, the short educational films transcend traditional learning methods by leveraging the profound power of storytelling. This approach significantly enhances the educational impact, offering a multi-faceted learning experience that resonates with learners on a deeper, more meaningful level. The storytelling aspect of the films is not merely a narrative tool but a strategic educational approach that fosters learning, retention, and application of knowledge. The initiative prioritises and amplifies the educational impact and storytelling aspects in the following ways:

Enhanced knowledge retention through narrative

Storytelling is a time-tested method for knowledge retention. The narrative structure of the films helps learners to organize and remember information more efficiently. By embedding educational content within stories, complex concepts become more relatable and memorable, leading to enhanced retention and recall.

Emotional connection and learning

Stories inherently have the power to evoke emotions, making learning a more engaging and emotionally connected experience. When learners are emotionally invested in a story, they are more likely to absorb and reflect on the content, leading to a deeper understanding and a more lasting impact.

Illustration of concepts in real-world contexts

The films use storytelling to illustrate theoretical concepts in real-world contexts, bridging the gap between abstract ideas and practical application. This contextualization helps learners to

see the relevance of their learning and how it can be applied to solve real-world problems, particularly in the realms of digital transformation and environmental sustainability.

Cultivation of empathy and perspective-taking

Storytelling enables learners to step into the shoes of characters, fostering empathy and perspective-taking. This empathetic engagement enriches the learning experience, encouraging learners to consider multiple viewpoints and understand the broader implications of their decisions and actions.

Encouragement of critical analysis and problem-solving

The narrative scenarios presented in the films encourage learners to engage in critical analysis and problem-solving. Learners are prompted to think critically about the situations, challenges, and decisions portrayed in the films, developing their analytical skills and capacity for strategic thinking.

Promotion of reflective learning

Storytelling promotes reflective learning by encouraging learners to think about their own experiences in relation to the story. This reflection fosters self-awareness and personal growth, helping learners to internalize the lessons and apply them to their own lives and professional contexts.

Supporting language and communication skills

The storytelling format supports the development of language and communication skills. Engaging with well-crafted narratives helps learners to enhance their vocabulary, narrative skills, and overall ability to communicate effectively and persuasively.

Cultural and ethical insights

Through storytelling, the films can convey cultural, ethical, and moral lessons, promoting values such as sustainability, responsibility, and ethical decision-making. These insights are particularly relevant in the context of green digital transformation, where ethical considerations play a crucial role.

By harnessing the educational power of storytelling, Project Result 4's Short Educational Films offer a rich, engaging, and multi-dimensional learning experience. The storytelling approach not only enhances the educational impact of the films but also equips learners with the skills, insights, and perspectives needed to navigate the complexities of the modern world, particularly in the context of digital and environmental transformation.

5 Accessibility and artistic expression

Short Educational Films not only serve as a medium for knowledge dissemination but also as a platform for artistic expression and accessibility. This dual focus enriches the learning experience, ensuring that the educational content is not only informative but also engaging and universally accessible. The project places a high importance on and enhances accessibility and artistic expression in the following manner:

Artistic expression as a learning tool

The films leverage artistic expression to convey educational content, merging aesthetics with pedagogy. This blend of art and education engages learners, sparking their curiosity and encouraging them to explore concepts in depth. The artistic elements of the films—such as storytelling, cinematography, and sound design—add depth to the educational content, making learning a more immersive and enjoyable experience.

Universal design for learning

The films are designed with the principles of Universal Design for Learning, ensuring that they cater to a diverse range of learning preferences and needs. This approach involves providing multiple means of representation, action and expression, and engagement, thereby making the content accessible and comprehensible to all learners, regardless of their learning style or ability.

Enhancing accessibility through subtitles and sign language

To ensure that the films are accessible to individuals with hearing impairments, subtitles are provided in multiple languages. Furthermore, key educational films incorporate sign language interpretation, ensuring that the content is inclusive and accessible to the deaf and hard of hearing community.

Visual learning and information processing

The films utilize visual storytelling techniques to facilitate information processing and comprehension. By presenting information visually, the films cater to visual learners and help in breaking down complex concepts into understandable and relatable visuals, enhancing the overall learning experience.

Cultural sensitivity and inclusion

The artistic expression in the films is mindful of cultural sensitivity and inclusion. The narratives, characters, and scenarios are crafted to be culturally inclusive and representative, ensuring that learners from diverse backgrounds can relate to and engage with the content.

Supporting differentiated learning

The artistic approach of the films supports differentiated learning by providing varied content that can cater to different learning levels and interests. This flexibility allows educators to use the films to address the specific needs and learning objectives of their students.

Promoting emotional and aesthetic engagement

The artistic elements of the films promote emotional and aesthetic engagement, drawing learners into the narrative and facilitating a deeper connection with the content. This emotional resonance enhances motivation and encourages learners to engage more profoundly with the subject matter.

Facilitating creative thinking and expression

The films display artistic expression and encourage learners to develop their own creative thinking and expression. By engaging with the artistic content, learners are inspired to think creatively, explore new ideas, and express their thoughts and understanding in innovative ways.

Through the integration of accessibility and artistic expression, Project Result 4's Short Educational Films transcend conventional educational methods. They offer a rich tapestry of learning experiences that are not only intellectually stimulating but also emotionally resonant and universally accessible, fostering an inclusive, engaging, and holistic learning environment.

6   Dissemination and impact

The dissemination and impact strategy for short educational films is meticulously crafted to ensure that the valuable educational content reaches and influences a wide audience. This strategy is not just about broadening the reach of the films but also about maximizing their educational impact and fostering a culture of sustainable and digital transformation in SMEs. Here's an in-depth look at the dissemination and impact initiatives:

Strategic use of digital platforms

The films are disseminated through various digital platforms, including YouTube, the project's website, and social media channels. These platforms offer a global reach, ensuring that the films are accessible to a wide and diverse audience. The use of digital platforms also facilitates easy sharing and distribution, increasing the films' visibility and impact.

Partnership with educational institutions

The project partners with universities, colleges, and educational institutions to integrate the films into their curriculum. This partnership ensures that the films are used as educational resources in classrooms, workshops, and seminars, directly impacting students and educators in the field of green digital transformation.

Engagement with industry stakeholders

The films are shared with SMEs, industry associations, and business networks. This engagement ensures that the films reach professionals and practitioners who can apply the knowledge and insights gained from the films in real-world scenarios, driving sustainable and digital innovation in the business sector.

Community and public screenings

The project organizes community and public screenings of the films, accompanied by discussions, Q&A sessions, and workshops. These events provide a platform for dialogue, knowledge exchange, and networking, further enhancing the films' impact and fostering a community of learners and practitioners committed to sustainable and digital transformation.

Feedback and impact assessment

The project collects feedback from viewers and participants to assess the films' impact. This feedback helps in understanding the films' effectiveness, the audience's reception, and the extent to which the films influence attitudes, knowledge, and practices related to green digital transformation. The feedback also informs future improvements and iterations of the educational content.

Collaboration with media and press

The project collaborates with media outlets and the press to promote the films and highlight their educational value. This collaboration includes press releases, interviews, and feature articles, further amplifying the reach and impact of the films.

International outreach and collaboration

The project leverages the consortium's network to disseminate the films internationally. Collaborations with international organizations, educational platforms, and global initiatives ensure that the films have a worldwide impact, transcending geographical boundaries and fostering global dialogue on green digital transformation.

Sustainability and long-term impact

The project ensures that the films remain available and accessible even after the project's conclusion. This long-term availability guarantees that the educational content continues to

benefit learners and practitioners in the future, contributing to sustained impact and ongoing dialogue in the field of green digital transformation.

Through these multi-faceted dissemination and impact initiatives, short educational films are set to make a significant and lasting contribution to the field of green digital transformation. The strategic dissemination efforts, combined with the films' compelling content and educational value, ensure that the project's impact resonates across educational institutions, the business sector, and the wider community, driving forward the agenda of sustainable and digital innovation.

II. Participation and engagement in Movie Labs and Storytelling Workshops

The Movie Labs and Storytelling Workshops organized as part of Project Result 4 witnessed remarkable participation and enthusiasm across all partner countries. In Spain, the sessions engaged 51 students, Italy saw the participation of 44 students, Lithuania hosted 50 students, and Poland led with 76 students, bringing the total number of active participants to 221. This impressive turnout significantly surpassed the initial minimum requirement of 20 students per country, showcasing the high level of interest and engagement among students. The overwhelming response not only reflects the relevance and appeal of the project but also underscores the commitment and eagerness of students to immerse themselves in the innovative learning experience offered by the Movie Labs and Storytelling Workshops. The substantial participation is a testament to the project's success in fostering an interactive and collaborative learning environment, where students are keen to develop their storytelling, film-making, and collaborative skills.

III. Division of work for Short Educational Films creation

Project Result 4 creation and implementation of short educational films involved a collaborative and structured approach, engaging all partners in the FoDiGreT project. The division of work was meticulously organized into distinct yet interdependent parts, ensuring a coherent and effective development process. Here's an in-depth look at the division of work:

1   Methodology preparation and presentation (CONFORM)

The preparation and presentation of the methodology for the short educational films were pivotal components of Project Result 4, with CONFORM playing a central role in this process. This phase was meticulously crafted to establish a robust and cohesive foundation for the entire

film production and educational process. Here's an in-depth overview of the tasks and initiatives undertaken by CONFORM in this phase

CONFORM spearheaded the development of a comprehensive movie education methodology. This involved extensive research and the integration of best practices in pedagogical strategies, narrative storytelling, and film production. The objective was to create a methodology that was not only academically sound but also engaging and relatable for the learners.

A significant part of the methodology preparation involved designing a pedagogical framework tailored to the educational objectives of the FoDiGreT project. This framework outlined the educational goals, learning outcomes, and the role of storytelling and film-making in achieving these objectives. It emphasized interactive learning, critical thinking, and the practical application of knowledge.

CONFORM established guidelines for narrative structure and content, ensuring that the films were not only informative but also compelling and narratively coherent. This involved setting parameters for story development, character arcs, and the integration of educational content within the narrative.

The methodology emphasized the creation of interactive and engaging content. This meant that the films were designed to be not just passive viewing experiences but interactive learning journeys. Viewers were encouraged to engage with the content, reflect on the scenarios presented, and apply the insights gained in practical contexts.

In preparing the methodology, CONFORM placed a strong emphasis on inclusivity and diversity. This involved ensuring that the film narratives, characters, and scenarios were culturally sensitive, gender-inclusive, and representative of diverse backgrounds and perspectives.

As part of the methodology presentation, CONFORM organized training sessions and workshops for the project partners and participants. These sessions aimed to familiarize everyone involved with the methodology, its pedagogical underpinnings, and the practical aspects of film production and storytelling.

The methodology preparation phase included the establishment of feedback mechanisms to gather insights and suggestions from all partners. This feedback was instrumental in refining and iterating the methodology, ensuring that it met the project's objectives and catered to the learners' needs effectively.

Finally, CONFORM ensured that the methodology was well-documented and accessible to all project partners. This documentation served as a reference guide throughout the film production process, ensuring consistency, quality, and adherence to the project's educational vision.

Through its meticulous approach to methodology preparation and presentation, CONFORM laid a solid foundation for Project Result 4, ensuring that the short educational films were not only high-quality and educationally robust but also engaging, interactive, and impactful.

2 Setting quality standards (EFMD and Foundation Partners for Local Government)

The establishment of quality standards for the short educational films was a collaborative effort spearheaded by EFMD and the Foundation Partners for Local Government. This critical phase ensured that the films met educational and artistic benchmarks and aligned with standards for inclusive online learning and business relevance. Here's a detailed overview of the initiatives undertaken by EFMD and the Foundation Partners for Local Government in setting these quality standards:

2.1 Comprehensive quality framework development (EFMD)

EFMD led the development of a comprehensive quality framework for the films. This framework encompassed various aspects of film production, content accuracy, pedagogical effectiveness, and viewer engagement. The aim was to ensure that the films were not just informative but also pedagogically sound, engaging, and visually appealing.

2.2 Inclusivity and accessibility standards (EFMD)

A significant focus was placed on inclusivity and accessibility in online learning. EFMD established standards to ensure that the films were accessible to a diverse audience, including individuals with different learning needs and abilities. This involved guidelines for subtitles, sign language integration, and content presentation that catered to various sensory and cognitive preferences.

2.3 Content quality and educational relevance (EFMD)

EFMD set stringent benchmarks for content quality and educational relevance. The films were required to present accurate, up-to-date information, aligned with the latest research and best practices in the field of green digital transformation. The content was scrutinized to ensure that it was not only factually correct but also contextually relevant and pedagogically appropriate for the target audience.

2.4 Visual and production quality (Foundation Partners for Local Government)

The Foundation Partners for Local Government focused on the visual and production quality of the films. They set standards for cinematography, sound design, editing, and overall production quality, ensuring that the films were professionally crafted and visually compelling.

This focus on production quality aimed to enhance viewer engagement and ensure that the films were on par with professional standards.

2.5 Business orientation and practical relevance (Foundation Partners for Local Government)

The Foundation Partners for Local Government were responsible for ensuring that the films had a strong business orientation and practical relevance. They established criteria to evaluate how effectively the films addressed real-world business scenarios, particularly in the context of SMEs undergoing digital and green transformation. The films were required to present practical insights, strategies, and solutions that business professionals and entrepreneurs could apply in their operations.

2.6 Continuous quality monitoring and improvement

Both EFMD and the Foundation Partners for Local Government were involved in continuous quality monitoring and improvement. They established mechanisms for regular review and feedback, involving experts, educators, and the target audience. This iterative process ensured that the films consistently met the high standards set and were continuously refined based on user feedback and evolving educational needs.

Through the concerted efforts of EFMD and the Foundation Partners for Local Government, the quality standards set for the short educational films in ensured that the films were not only educationally impactful but also professionally produced, inclusive, and directly aligned with the needs and expectations of the business community and learners.

3 Running movie labs and storytelling workshops (University partners)

The University Partners played a pivotal role in Project Result 4 by facilitating Movie Labs and Storytelling Workshops. These interactive sessions were instrumental in equipping students with the necessary skills and knowledge to produce the Short Educational Films. Here's an expanded overview of the tasks and initiatives undertaken by the University Partners in this phase:

3.1 Structured learning environment (University partners)

University Partners established a structured learning environment through the Movie Labs and Storytelling Workshops. These sessions were meticulously planned to provide students with a comprehensive understanding of film production, storytelling techniques, scriptwriting, and the integration of educational content into films.

3.2   Hands-on experience and skill development (University partners):

The workshops offered hands-on experience in various aspects of film-making and storytelling. Students were actively involved in scriptwriting, storyboarding, filming, and editing, allowing them to apply theoretical knowledge in a practical setting. This hands-on approach was crucial in developing the technical, creative, and narrative skills necessary for producing impactful educational films.

3.3   Narrative crafting and storytelling techniques (University partners):

A significant focus of the workshops was on narrative crafting and storytelling techniques. Students were taught how to develop compelling narratives, create relatable characters, and weave educational content seamlessly into the storyline. The workshops emphasized the importance of storytelling as a powerful tool for engaging the audience and facilitating learning.

3.4   Creative collaboration and teamwork (University partners):

The Movie Labs and Storytelling Workshops fostered an environment of creative collaboration and teamwork. Students worked together in groups to brainstorm ideas, provide feedback, and support each other throughout the film production process. This collaborative approach enriched the learning experience, encouraging the exchange of ideas and fostering a sense of community among the participants.

3.5   Mentorship and guidance (University partners):

University teachers and industry experts provided mentorship and guidance throughout the workshops. They offered insights into the film-making process, storytelling strategies, and educational content integration. Their expertise ensured that the films were not only creatively compelling but also educationally robust and aligned with the project's objectives.

3.6   Feedback and iterative improvement (University partners):

An integral part of the workshops was the provision of constructive feedback. Students presented their work-in-progress to peers and instructors, receiving feedback that guided the iterative improvement of their films. This feedback mechanism ensured that the final products met the quality standards and effectively communicated the intended educational messages.

3.7   Empowerment and confidence building (University partners):

By actively engaging students in the film-making process, the workshops served to empower participants and build their confidence. Students gained a sense of ownership over their creative

work and developed the confidence to express their ideas and perspectives through the medium of film.

Through the collaborative efforts of the University partners, the movie labs and storytelling workshops in Project Result 4 provided an enriching and empowering experience for students. These sessions were pivotal in cultivating the necessary skills, creativity, and collaboration needed to produce the short educational films, ensuring that the project's educational objectives were effectively realized.

4   Film production (Students):

In the heart of Project Result 4 lies the film production phase, where students transitioned from being passive learners to active creators. This phase was pivotal in transforming the theoretical knowledge and skills acquired during the Movie Labs and Storytelling Workshops into tangible and impactful educational films. Here's an expanded overview of the tasks and initiatives undertaken by the students in the film production phase:

4.1   Creative storyboarding and scriptwriting (Students):

Students embarked on the journey of film production by first crafting detailed storyboards and scripts. This process involved translating the narratives and educational content conceived during the workshops into structured and engaging storylines. Students meticulously worked on character development, plot progression, and the integration of key learning objectives into the scripts, ensuring that the films were both informative and narratively compelling.

4.2   Hands-on filming experience (Students):

With scripts and storyboards in hand, students proceeded to the actual filming process. This phase provided students with hands-on experience in camera operation, lighting, sound recording, and directing. It was a time for students to put their creativity into action, experimenting with different filming techniques and styles to best convey the story and educational messages.

4.3   Collaborative editing and post-production (Students):

After filming, students engaged in the editing and post-production process. This stage involved reviewing the footage, making cuts, adding transitions, and ensuring that the visual and auditory elements of the film seamlessly conveyed the intended narrative. Students learned valuable skills in video editing software, sound mixing, and visual effects, enhancing the overall quality and impact of the educational films.

4.4   Integration of educational content (Students):

A crucial aspect of the film production phase was the careful integration of educational content into the films. Students worked to ensure that the educational messages were clearly communicated and seamlessly woven into the narrative, making the learning experience engaging and impactful. This involved close collaboration with educators and subject matter experts to validate the accuracy and relevance of the content.

4.5   Peer review and collaborative feedback (Students):

The film production phase also included a peer review process, where students presented their films to their peers for feedback. This collaborative feedback mechanism provided valuable insights and suggestions, fostering a culture of continuous improvement and collective learning.

4.6   Finalization and preparation for dissemination (Students):

In the final stages of production, students polished their films, incorporating feedback and making necessary adjustments. The films were then formatted and prepared for dissemination on various platforms, ensuring that they were accessible and ready to be shared with the intended audience.

Through their active involvement in the film production phase, students honed their technical and creative skills and deepened their understanding of the project's thematic focus on green aspects of digital transformation. The film production phase fostered a sense of ownership, collaboration, and creativity among the students, making it a cornerstone of Project Result 4's success in creating impactful and educational short films.

5   Film assessment and launch (University teachers):

University teachers assessed the produced films based on the criteria developed in substage *III.1. Preparation and presentation of the methodology for the movie education.* This assessment ensured that the films met the established quality standards and pedagogical objectives. The final products were then launched, making them accessible to the intended audience.

The operating framework for film production was standardized to ensure consistency across all partner countries. However, adaptability to different territorial contexts and cultural sensitivities was also a key consideration. This balance between standardization and adaptability was critical for ensuring the films' relevance and effectiveness in diverse cultural settings.

The Improvement Laboratory of Storytelling sessions and workshops provided an opportunity for iterative learning and improvement. These sessions allowed for the evaluation of the didactic effectiveness of movie education and its adaptability to various contexts. This reflective and adaptive approach was pivotal in enhancing the educational impact of the films.

Integration of Existing Resources:

Teachers and students had access to storytelling labs and recommended literature from other completed Erasmus+ projects, such as the INKAMS and SMILE projects. This integration of existing resources provided valuable insights and best practices, enriching the learning experience and the quality of the films.

The Division of Work in Project Result 4 exemplifies a collaborative, structured, and learner-centred approach, harnessing the strengths and expertise of each partner to create impactful and engaging Short Educational Films. This collaborative effort not only resulted in high-quality educational content but also fostered a culture of innovation, creativity, and shared learning among all participants.

IV. Availability and accessibility of Short Educational Films

The extensive availability and accessibility of Project Result 4's short educational films reflect the fruition of collaborative efforts and creative input. In order to enable widespread access to these essential instructional tools, the films have been made available on the following platforms:

1   Poznań University of Economics and Business YouTube Channel:
https://www.youtube.com/playlist?list=PLYVTPctqa9nuAhhKptm-aQQsHswkQJuMt

The PUEB YouTube channel, boasting 1,750 subscribers, serves as a primary platform for hosting and sharing the short educational films. This channel provides an easily accessible and user-friendly interface for viewers from around the globe. The films are organized and presented in a dedicated playlist, allowing viewers to seamlessly navigate through the series and engage with the content. The use of YouTube as a dissemination platform ensures a wide reach, leveraging the platform's extensive user base and social sharing features. Viewers can watch the films at their convenience, engage through likes and comments, and share the films within their networks, further amplifying the project's reach and impact. The films can be accessed through the following link: PUEB YouTube Channel Playlist.

The short educational film	Link
FoDiGreT KTU Circular Economy	https://youtu.be/wzEhN9cUMqQ?si=V70S4rvozxYleTle
FoDiGreT KTU Steps towards Sustainability	https://youtu.be/OclQGs0GoHQ?si=y3REj255IpudBsxN
FoDiGreT KTU Sustainability vs Reality	https://youtu.be/mCcaqrlQpcY?si=R0sqVbfNpP4r2SRd
FoDiGreT PUEB MSequence	https://youtu.be/_ACLumu8k00?si=_p52sWghV-Q298qJ
FoDiGreT PUEB PPAM	https://youtu.be/JnDysgal_4M?si=R_KNBG9TW4J6Ov0b
FoDiGreT PUEB The Day Versele Laga Turned Greenshort	https://youtu.be/ydCGgqXVvH8?si=XMHniAH_5JCRAjuy
FoDiGreT UNIMC Logistics	https://youtu.be/FK3SdI7Bb28?si=ytGwhMKeU2IzPrSA
FoDiGreT UNIMC Modern Times	https://youtu.be/ykd5TvHzojk?si=i7D4p-Y9gEpiQU3l
FoDiGreT URV Biosoj	https://youtu.be/HeWHJzohXGQ?si=KrSQSvFUWa_gT5RG
FoDiGreT URV The Chinese Thread	https://youtu.be/erVYWaUXIFk?si=PXDMdSCU7VPtWGk_

2   Project website:

http://fodigret.pl/

In addition to the PUEB YouTube channel, the films are also available on the project's official website, FoDiGreT Project website. This website serves as a comprehensive resource for all information related to the project, including detailed descriptions of the films, background information on the project's objectives, and additional resources for further learning. The integration of the films on the project website provides a cohesive and immersive experience for visitors, allowing them to explore the films in the context of the broader project narrative and objectives.

The strategic placement of the short educational films on the PUEB YouTube channel and the project website ensures that these educational resources are not only accessible but also embedded within a rich context of information and resources. This multi-platform approach maximizes the films' visibility, accessibility, and educational impact, making them valuable resources for students, educators, professionals, and anyone interested in the intersections of digital transformation, environmental sustainability, and innovative learning methodologies.