



Digitalisation for sustainable development of SMEs

2021-2-PL01-KA220-VET-000049458

Project Result No 2

Open Educational Resources



Co-funded by
the European Union

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Introduction

The second outcome of the project, referred to as Project Result 2 (PR2), was centred on the development of Open Educational Resources (OERs) pertaining to the Digital and Green Transformation. The completion of this essential project component signifies a noteworthy milestone in the endeavour to advance sustainable digital transformation. The Open Educational Resources (OERs) created as part of PR2 have been specifically intended to promote interactivity and accessibility, so exemplifying our dedication to inclusion and the wider diffusion of information.

Feasibility Study

The first phase of Project Result 2 (PR2) was initiated by CONFORM, which conducted a thorough feasibility assessment. The present research conducted a thorough analysis of the limitations, evaluated the projected timeframe for implementation, and provided viable strategies for the execution of Open Educational Resources (OERs) creation.

The primary objective of this research was to evaluate the present state of digital and green transformation in small and medium-sized enterprises (SMEs), with a particular emphasis on comprehending the distinct requirements, obstacles, and prospects encountered by these enterprises in adopting sustainable digital strategies. The feasibility study considered many issues, including the technical preparedness of small and medium-sized enterprises (SMEs), the accessibility of resources, and the possible consequences of using novel digital tools and environmentally friendly practises.

Furthermore, the research investigated the optimal approach to customising OERs to suit the specific circumstances of SMEs in various geographical areas, guaranteeing their pertinence and practicality within a wide range of business settings. The results obtained from this research played a crucial role in establishing a strong basis for Open Educational Resources. Through careful consideration of probable obstacles, the research facilitated the consortium in formulating efficacious approaches to tackle them, so guaranteeing the durability, ease of use, and significance of the OERs. The research also emphasised the significance of adopting a collaborative approach, whereby SMEs are actively engaged in the creation process. This involvement is crucial to ensuring that the final products are really aligned with and advantageous to the end-users.

The implementation of this holistic strategy guaranteed that the OERs created as part of PR2 would possess instructional value while also being applicable and influential for SMEs as they undertake the path towards digital and green transformation.

Storyboard Preparation

After completing the feasibility study, CONFORM embarked on the critical task of designing the structure and methodology of the Open Educational Resources (OERs). This phase

involved the creation of a detailed storyboard, a strategic plan that outlined the key concepts, learning objectives, and instructional design of the OERs. The storyboards served as an instructional blueprint, ensuring that the development of the educational materials was not only coherent and consistent but also aligned with the overarching goals of the project.


The storyboard preparation process was comprehensive, involving in-depth research and consultation with experts in digital and green transformation. CONFORM focused on integrating the latest pedagogical approaches, ensuring that the OERs would be engaging, interactive, and suitable for adult learners, particularly those from the SME sector. The content was structured to gradually build upon concepts, leading learners from fundamental principles of sustainable digital transformation to more complex and applied knowledge.

In addition to content structuring, the storyboard also outlined the multimedia elements that would be incorporated into the OERs. This included the selection of relevant images, interactive elements, and video content that would enhance the learning experience. The careful planning of these elements was essential to create resources that were not only informative but also visually appealing and easy to navigate.

The preparation phase also involved aligning the OERs with the identified educational needs and gaps within SMEs. By doing so, CONFORM ensured that the final products would be highly relevant and practical for the target audience. This alignment was achieved through continuous feedback loops with project partners and potential end-users, allowing for the integration of real-world insights into the storyboard.



Overall, the meticulous preparation of the storyboard by CONFORM laid a strong foundation for the subsequent development of the OERs. This stage was pivotal in ensuring that the final educational materials would be well-structured, pedagogically sound, and tailored to effectively address the unique challenges and opportunities of digital and green transformation within SMEs.


CONFORM orchestrated a comprehensive training program for all consortium partners, focusing on the process of storyboard creation. This training was meticulously designed to equip each partner with the necessary skills and knowledge to effectively develop storyboards. The program included detailed sessions on the principles of storyboard design, best practices in instructional planning, and techniques for integrating educational content into a coherent and engaging narrative structure. Through this training, CONFORM aimed to ensure that all partners were proficient in creating storyboards that would not only align with the project's objectives but also resonate with the target audience, enhancing the overall quality and impact of the Open Educational Resources.



Project Result 2

Open Educational Resources





Based on the developed training scheme, the OERs delivered by the Consortium shall consist of:



interactive video pills

which can be freely accessed online for at least two years after the project end, to allow a vast audience of learners to acquire and maintain technical/managerial/commercial/relational skills, functional to develop the process to increase competitiveness of SMEs, through effective management of processes of sustainable digital transformation.

They are based on the
CONFORM Registered
Methodological Model
called



2

- Expected concrete results (e.g. a report, videos or other)

Interactive videos

- Timing (when does it start and when does it end)


Start date: 01-09-2022 End Date: 31-04-2023

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Disu Desme

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INTERACTIVE TRAINING VIDEO PILLS




4

Disu Desme

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INTERACTIVE TRAINING VIDEO PILLS

- Introduction:** of a maximum duration of 1 minute, created using Motion Graphics, with a series of images that summarise the topic
- Creation in the Studio:** Use of the "Chroma Key" with the application of computer graphic and motion graphic solutions.




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Disu Desme

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INTERACTIVE TRAINING VIDEO PILLS

- Use of Interactivity**
possibility to temporarily interrupt the episode and, through the hotspots inserted on the time-line of the video, recalled by specific "Key Words" mentioned by the trainer/presenter in the video, to access the different training contents provided thanks to which you can:
 - ✓ download an in-depth pdf or ppt
 - ✓ access a thematic website and/or a portal of the institution and/or reference body
 - ✓ watch a further video and/or slideshow of photographs
 - ✓ listen to an interview and/or other multimedia content



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INTERACTIVE TRAINING VIDEO PILLS

Empty version

Completed version

Co-funded by the European Union

All Partners will participate in the process of preparation storyboard for the interactive video pills, based on the topics described in the training scheme (results no1).

Then CONFORM will review the content delivered and after some possible improvements will record OERs.

Partners will work on the further investigation materials and recommended literature.

OERs will be stored at the educational platform of the Italian Partner <https://erudire.it/login/index.php>. Materials will be available for all logged trainees with no charge.

Video should last about **10-15 minutes**, then further investigation materials as a material for individual work of the trainee - about 2-3 hours, and then recommend literature for another 10–20 hours of reading.

The whole training scheme should be an equivalent of the max 15 ECTS point academic Curriculum.

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The production of the result will be divided into following substages:

- 2.1. Draw up the feasibility study (analysing constraints, estimated implementation time, analysis solutions and available tools and methods that can be used, analysis of requirements regarding the developed training scheme, identification possible pathways of possible execution of the task (**CONFORM**))
- 2.2. Preparation of the storyboard to create content (**CONFORM** - designing the structure of the content, presentation of the methodology to Partners)
- 2.3. Creation the content - **all Partners** prepare the content according to the given experience
- 2.4. Creation of further investigation materials and recommended literature (**all Partners**)
- 2.5. Setting quality standards (**EFMD will be responsible for setting quality standards**, regarding the audio-visual nature of the materials and online teaching scheme, including the standards for an inclusive education. (Foundation Partners for Local Government and Spółka Celowa UEP will take care about appropriate business orientation of all materials)
- 2.6. Releasing the OER for testing - the content shall be tested by the group of trainees. Every Partner picks-up a group of at least 2 SMEs representatives to test the content of the training materials.

There will be also questionnaires created to receive feedback containing references to all topics of the project.

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Content Creation

Throughout the period of content creation, every partner assumed a crucial role by incorporating their unique knowledge into the development of the Open Educational Resources. The collective effort involved in this collaboration facilitated the integration of diverse information and viewpoints from other disciplines, ensuring the comprehensive and extensive nature of the instructional resources.

The partners engaged in in-depth exploration of their respective fields of expertise, including sustainable business practises and digital innovation, in order to provide material that not only imparted knowledge but also mirrored practical situations. The use of this synergistic strategy meant that the OERs were not only a compilation of data, but rather a thorough and captivating educational encounter.

The collaborative efforts and input from each participant resulted in a significant enhancement of the Open teaching Resources, rendering them a versatile and comprehensive teaching tool, particularly beneficial for anyone aiming to navigate and thrive in the domains of digital and environmental sustainability.

Development of Supplementary Resources

In addition to the primary material, the project partners committed their efforts to the creation of a diverse range of auxiliary resources. During this phase, supplementary resources were developed to facilitate deeper exploration, alongside a carefully selected compilation of suggested scholarly reading. The purpose of these additional components was to enhance the learners' understanding and broaden the scope of the educational experience offered by the Open Educational Resources.

The selected materials, which include case studies, industry reports, academic papers, and practical guides, have been meticulously chosen and created to provide a more complete comprehension of the covered subjects.

The purpose of their creation was twofold: to strengthen the fundamental principles conveyed in the primary material and to foster critical thinking, self-directed investigation, and ongoing education among the participants.

Through the integration of various resources, the partners sought to provide a more comprehensive and engaging educational encounter that surpasses fundamental concepts. This integration allows learners to go deeper into subjects and use their acquired knowledge in real-world scenarios.

Quality Standards and Business Orientation

The European Foundation for Management creation (EFMD) played a significant role in establishing quality standards throughout the creation of Open Educational Resources (OER). The criteria were carefully developed, taking into account the distinctive audio-visual characteristics of the OER resources, the complexities of online teaching approaches, and the essential principles of inclusive education. The proficiency of EFMD in educational quality assurance assured that the Open Educational Resources complied with the utmost standards of academic superiority and pedagogical efficacy, rendering them not only instructive but also captivating and easily accessible to a wide array of learners.

In addition, the Foundation Partners for Local Government and Spółka Celowa UEP played a crucial role in ensuring the alignment of OERs with real commercial applications. The individuals' contributions were essential in guaranteeing that the instructional material has both rigorous learning and practical relevance within the context of real-world business circumstances. The emphasis on practical application played a pivotal role in ensuring the relevance and value of OERs for professionals, especially those employed in Small and Medium Enterprises. Through the incorporation of authentic business examples and industry perspectives, these collaborative partners effectively facilitated the connection between theoretical academic knowledge and tangible business requirements. This resulted in an improved practicality of the OERs for individuals who want to implement sustainable digital transformation strategies within their respective enterprises.

The collective efforts in creating standards of excellence and a focus on business principles have led to the development of OERs that exhibit outstanding educational quality and possess significant relevance and applicability within the realm of contemporary business practises. The dual emphasis of these Open Educational Resources guarantees their efficacy as a holistic educational tool for learners, providing them with the essential information and competencies required to effectively traverse the complexities associated with digital and green transformation within the corporate realm.

OER Testing and Feedback Integration

After the emergence of Open Educational Resources, a key phase of examination and assessment was conducted. This phase played a crucial role in guaranteeing the quality, relevance, and efficacy of the OERs. Each project partner proactively initiated engagement with representatives from a range of small and medium-sized organisations to facilitate their participation in the testing process. The selection process for these delegates was conducted with meticulous attention to provide a wide-ranging representation of industries and business activities, therefore guaranteeing the receipt of thorough and varied input.

The Small and Medium-sized Enterprise (SME) representatives were instructed to engage with the Open Educational Resources (OERs) in a way that closely resembled the anticipated behaviour of the final users. The use of a practical approach facilitated the provision of valuable perspectives on several dimensions of the resources, including the pertinence of the material, the ease of use, the degree of engagement, and the practicality in addressing real-world business obstacles. The feedback collected included not just the substance, but also the delivery methods, including the user interface, navigation, and overall user experience of the digital platform.

Following that, the input was thoroughly examined by the project consortium. Every individual comment received was deemed as meaningful and then included into the iterative refining process of the Open Educational Resources. The iterative nature of the testing procedure, together with the gathering and implementation of feedback, played a vital role in refining the materials. The aim was to guarantee that the ultimate iteration of the OERs would include not only a strong theoretical foundation and extensive coverage, but also a user-friendly interface and direct relevance to the practical obstacles encountered by SMEs.

This stage of OER testing and feedback integration included more than a mere assessment of quality. It presented a valuable occasion to closely match the resources with the specific requirements and anticipated preferences of the intended audience. Through the active engagement of subject matter expert (SME) representatives throughout this phase, the project effectively included not only teaching and technical skills but also valuable perspectives and practical requirements from the business community, resulting in the development of the final Open Educational Resources.

Accessibility and Impact

The major emphasis throughout the development of Open Educational Resources was on ensuring their accessibility. The OERs were carefully designed to be interactive and accessible online, with the intention of accommodating a wide variety of learners. The aforementioned approach was consistent with the larger objectives of the project, which prioritise the principles of inclusion and broad accessibility. The primary objective of our initiative was to enhance accessibility to education by ensuring the widespread availability of OERs via online platforms. This approach was specifically designed to address the challenges faced by people and organisations with restricted access to educational materials.

The design of Open Educational Resources included an essential element of interactivity. The materials have been designed to accommodate the many learning styles and preferences of individuals, and thus comprise a combination of different media formats such as text, video, and interactive components. The use of a multimodal approach accommodates diverse learning requirements, hence augmenting user involvement and providing a more efficient learning experience. The use of interactivity in educational settings promotes increased engagement and active involvement from learners, hence creating a more immersive and influential educational experience.

In order to augment their effectiveness, the OERs were designed in a manner that systematically cultivates the learners' proficiencies in digital and green transformation. The content of this material is both instructive and practical, as it equips learners with the required skills and knowledge to effectively apply sustainable practises within their own organisations or professional capacities.

The Open Educational Resources created as part of the project are available for access on the designated website, which can be found at

<https://erudire.it/course/view.php?id=25>.

This website functions as a centralised platform for accessing useful educational resources. The design of the platform prioritises user-friendliness, aiming to facilitate learners' navigation and enable them to efficiently locate the material that best suits their individual requirements.

The project places emphasis on incorporating accessibility and interactivity into the design of Open Educational Resources (OERs). This approach serves two purposes: firstly, it enables the widespread distribution of knowledge pertaining to digital and green transformation; secondly, it guarantees that this knowledge is both practical and engaging, directly relevant to the learners' professional environments. The outcome is a collection of tools that serve the twin purpose of educating and empowering people and organisations to actively contribute towards a future that is both sustainable and technologically progressive.

CONFORM created and delivered the manual how access the course content and audio-visual products:



E-learning Platform

To view the products created for the **DiSuDeSME project**, you need to register on "Erudire" e-learning platform at <http://www.erudire.it/> by logging in at the box in the top right hand corner as shown as follows:



Create an account

The image shows the Erudire login page. It features a login form with fields for 'Username' and 'Password', a checkbox for 'Remember username', and a 'LOG IN' button. Below the login form, there is a link for 'Forgotten your username or password?'. Further down, there is a section for 'Cookies must be enabled in your browser' and a 'LOG IN AS A GUEST' button. At the bottom, there is a section titled 'Is this your first time here?' with the text 'For full access to this site, you first need to create an account.' and a 'CREATE NEW ACCOUNT' button.

If you do not have access credentials, you need to register, by clicking on «**create an account**» on the homepage of the platform

After you have clicked on «**create an account**» you need to follow the registration procedure available

Create an account

Then complete the boxes with the information required

The left screenshot shows the 'Erudire' registration page with the heading 'Age and location verification'. It contains two required fields: 'What is your age?' and 'In which country do you live?'. Below these fields are 'PROCEED' and 'CANCEL' buttons. A note states: 'There are required fields in this form marked with a red dot'. Below this is a section titled 'Why is this required?' explaining that the information is needed to determine if the user is over the digital age of consent.

The right screenshot shows the 'Erudire' registration page with the heading 'New account'. It contains two required fields: 'Username' and 'Password'. Below the password field is a note: 'The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as *, -, or #'. Below the fields is a 'More details' link.

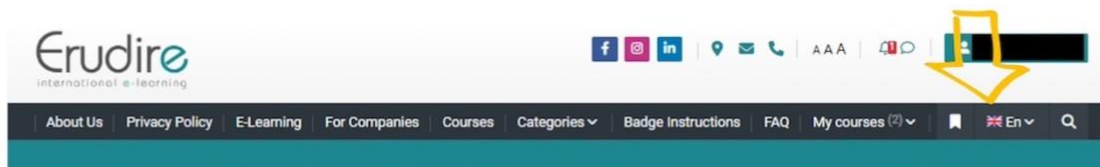
Create an account

Please bear in mind to:

- ✓ Complete the "New account" form with the data requested.
- ✓ An email will be sent to the address you provided
- ✓ If you do not receive the email, **please check your spam folder before contacting us**
- ✓ Read the email and click on the link contained in the message
- ✓ After confirming your account, you will be authenticated by the system
- ✓ Once authenticated, you will be able to choose which course to register for
- ✓ When you reset the password, please remember that the link received by email is valid only for 30 minutes (PLEASE CHECK YOUR SPAM BOX if you do not receive a link straight after registering)

Choice of language

To choose the navigation language, all you need to do is select it from the menu bar.



Access to audio-visual products

After having logged in with the credentials you have or those you have created, you need to click on the **«categories»** tab at the top, then on **«Erasmus+ 2021-2027»** course category in the homepage of the platform and choose **«DiSuDeSME»**



DISUDESME

DiSuDeSME – Digitalisation for sustainable development of SMEs is the project financed by the Erasmus+ European Union program. The main aim of the project is to provide appropriate curriculum on topics related to sustainable Digital Transformation Training Scheme for SMEs.

The course consists of **4 modules** that cover the topics of **Innovation-enabling policy & regulation**, **Green(er) Technologies**, **Digital Social Innovation and Circular Economy** and are in the form of **interactive OERs** containing a multitude of further information materials.

Non-editing teacher: National Agency
Enrolled students: 14

ENTER THIS COURSE



Then click on **«Enter this course»**

Access to audio-visual products

To access the products, you **have to choose the group first**



Choose the group

Choose a group

Please choose your group in order to access the course resources

MODULE 1 - INNOVATION-ENABLING POLICY & REGULATION



1.1 - SUSTAINABLE MANAGEMENT APPROACH AND STRATEGIES

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

Visualizzare



1.2 - THE ROLE EU POLICY AND REGULATIONS IN SME DEVELOPMENT PROCESSES

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

Visualizzare



1.3 - SUSTAINABLE DIGITAL MARKETING STRATEGIES

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

Visualizzare

Access to audio-visual products

To do this, please click on the sentence "**Choose the group**" highlighted in red and tick the right box

Choose the group

Gruppi separati Tutti i partecipanti

Visualizza 10 risposte di 10 partecipanti

Scelta	Gruppo	Visualizza descrizione	Membri	Membri del gruppo
		Visualizza membri del gruppo		Visualizza membri del gruppo
<input type="checkbox"/>	EN - OTHERS		0	
<input type="checkbox"/>	PL - POLAND		2	
<input type="checkbox"/>	IT - ITALY		2	
<input type="checkbox"/>	LT - LITHUANIA		5	
<input type="checkbox"/>	ES - SPAIN		1	
<input type="checkbox"/>	BE - BELGIUM		0	

Now clicking on **“click here”** you can return to the list of training materials contained in the DiSUDeSME course.

Choose the group

Your choice has been saved

x

Separate groups: IT - ITALY

Please choose your group in order to access the course resources

After choosing, **click here** to return to the list of contents.

Your selection: IT - ITALY



Access to audio-visual products

At this point, you can choose the products created in English and in one of the language of the group chosen.



▼ MODULE 1 - INNOVATION-ENABLING POLICY & REGULATION

1.1 - SUSTAINABLE MANAGEMENT APPROACH AND STRATEGIES Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

1.2 - THE ROLE EU POLICY AND REGULATIONS IN SME DEVELOPMENT PROCESSES Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

1.3 - SUSTAINABLE DIGITAL MARKETING STRATEGIES Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

▼ MODULE 2 - THE MODEL OF CIRCULAR ECONOMY

2.1 - CIRCULAR ECONOMY Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

2.2 - ENVIRONMENTAL WASTE DISPOSAL Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

2.3 - TECHNOLOGIES FOR CIRCULAR ECONOMY Visualizza

Condizioni per l'accesso: Appartenere a qualsiasi gruppo

Entering the course, all you do is **click on the icons** of the unit you would like to see.

You have to proceed step by step along the course to complete it!





Badge Platform Manual



Open Badges

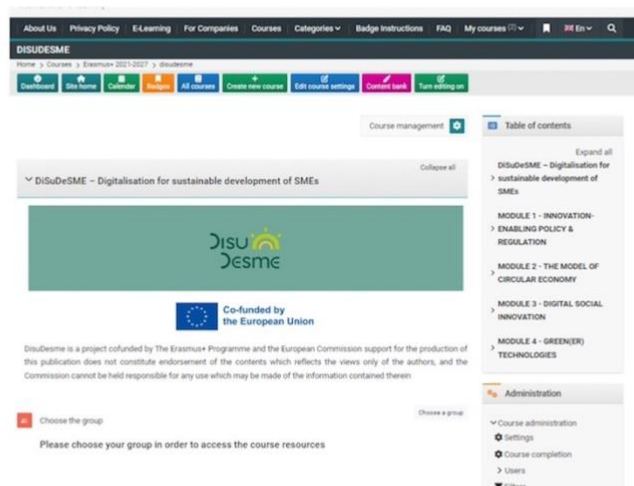
Open Badges are **visual tokens** of achievement, affiliation, authorization, or other trust relationship sharable across the web.

Open Badges **represent a more detailed picture than a CV** or résumé as they can be presented in ever-changing combinations, creating a constantly evolving picture of a person's lifelong learning.

Open Badges are **digital credential systems** that adopt the OBI - Open Badges Infrastructure standard and apply the blockchain in line with the IMS Global Standard, as a tool to represent, understand (both human and machine), **verifiability, traceability, sharing, portability and recognition of the results or skills achieved** by a learner even in **non-formal contexts** (e-learning and WBL)

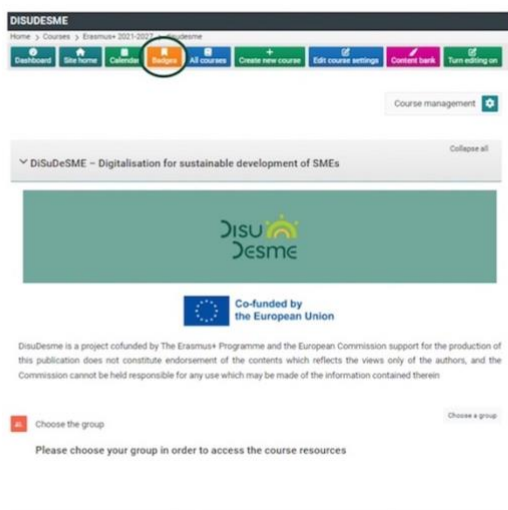


Open Badges



To access the Open Badges pages click on "Badges" on the navigation panel on the right

Open Badges



Once you access the Open Badges page you can see all the "Badges" available for the course.

If you **pass all the tests** at the end of each unit you will **receive the DiSuDeSME badge**

Badges Registration Instructions

In this manual you can also find **the instructions to include the badge earned on the Erudire platform in an online backpack** that collects and organises digital badges and credentials.

CONFORM have linked Erudire platform to the **badgr platform** (<https://badgr.com/>) used by thousands of organizations around the world to create branded learning ecosystems that support their communities with digital credentials, stackable learning pathways, and portable learner records.

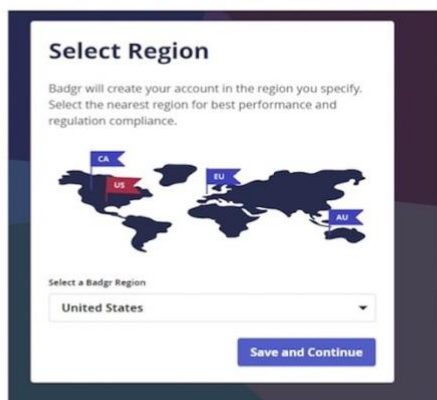
To see more click here



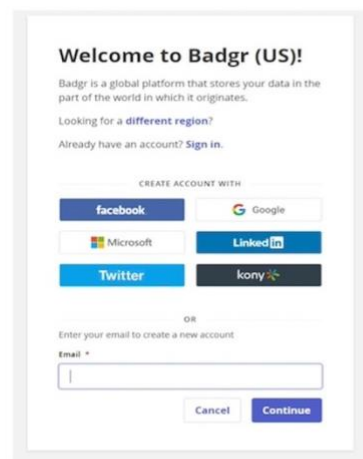
First of all, you need to **register to badgr platform** clicking on "create an account"



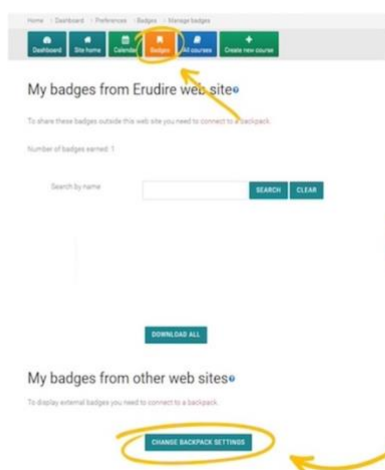
and then **select the region** "United States" (this is a bug of the platform. It works only if you choose this region)



and continue the registration



Once the registration has been completed, **you can set your backpack on Erudire platform** clicking on the bottom "badges" of the top menu bar



and then on "Change backpack settings"

Now you have to include your email address and password
(click on the pen to edit the box) and click on "connect to backpack"

Backpack settings

Backpack connection

Backpack URL	https://badgr.io
Status	Not connected
Email address	<input type="text"/>
Password	<input type="password"/>

CONNECT TO BACKPACK

There are required fields in this form marked

Now you have to include your email address and password
(click on the pen to edit the box) and click on "connect to backpack"

Backpack settings

Backpack connection

Backpack URL	https://badgr.io
Status	Not connected
Email address	<input type="text"/>
Password	<input type="password"/>

CONNECT TO BACKPACK

There are required fields in this form marked

An email will be sent to **activate the backpack connection**
(please remember to check your spam box and follow the instructions)

A verification email has been sent to [REDACTED] Click on the verification link in the email to activate your Backpack connection.

Backpack settings

Backpack connection

Status	Verification pending
Email address	[REDACTED]

RESEND VERIFICATION EMAIL

CONNECT USING A DIFFERENT EMAIL ADDRESS

After verifying the email, **the backpack will be connected to the Erudire platform.**

Thanks for verifying your email address. You are now connected to your backpack.

Backpack settings

Backpack connection

URL	https://badgr.io
Status	Connected
Email address	[REDACTED]

DISCONNECT

Badge import settings

There are no public collections of badges available in your backpack.
 Only public collections are shown. Visit your backpack to create some public collections.

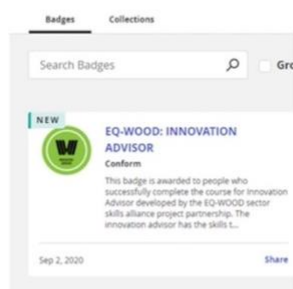
SAVE CHANGES

CANCEL

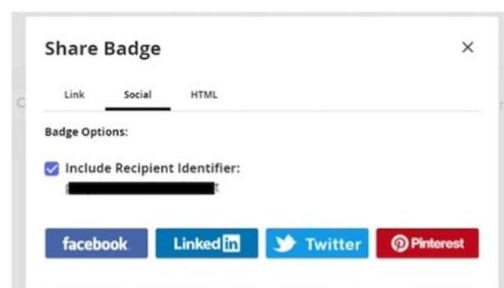
Now you can find the badge earned in
your online backpack

Example from another project

Backpack 3 BADGES



and **share it** wherever you want



Student
Progress
Monitoring

Monitoring participants' progress

Partners responsible for monitoring participant progress that are **already registered in the e-learning platform ERUDIRE and enrolled in one of the groups available**, prior communication to CONFORM of their name, surname and email address, **will be made "teachers" of the group** where they are enrolled.

In this way, they will be able to monitor the progress of training of the participants enrolled in the same group at any time: i.e. if students have completed or not completed the training pills, if students have passed or not passed the tests, etc.



Monitoring participants' progress

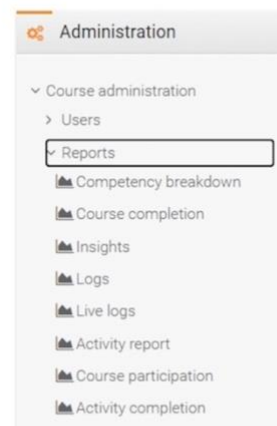
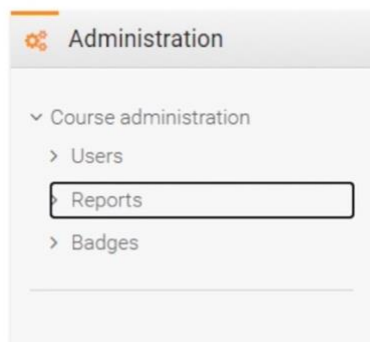
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In this way, they will be able to monitor the progress of training of the participants enrolled in the same group at any time: i.e. if students have completed or not completed the training pills, if students have passed or not passed the tests, etc.



Monitoring participants' progress

Please click on the "reports" tab in the "Administration" panel, as shown in the screenshot, and then on "Activity Completion"



Monitoring participants' progress

Example from another project

Separate groups: IT - ITALY

First name **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname **All** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Page: 1 2 (Next)

Now clicking on the "activity completion" tab, you can see the evaluation of the group of users called "ITALY".

In particular, you can see if students have completed any activities included in the DiSuDeSME Course.

First name / Surname	Email address	Choose the group	EVALUATION QUESTIONNAIRE	1.1 - Introduction to ...	A1.1 - 1 - Design thinking ...	A1.1 - 2 - Design thinking ...	1.2 - How to stimulate ...	1.3 - Methodologies for ...	1.4 - Idea selection and ...	1.5 - Understanding Rapid ...	A1.5 - 1 - Rapid ...	1.6 - How to lead and ...	1.7 - FINAL TEST - DESIGN ...	2.1 - Introduction To ...	2.2 - Innovation As A ...	A2.2 - 1 - Company cases	2.3 - FINAL TEST - ...	3.1 - Technology And ...	3.2 - Market Observatory	3.3 - Brand And Brand ...	3.4 - Life Cycle Of A Product	3.5 - Strategic Perspective	A3.5 - 1 - Strategic ...	3.6 - FINAL TEST - DESIGN ...
Alessia	[REDACTED]																							
Mattia	[REDACTED]																							
Alessio	[REDACTED]																							

At the end of the page, you can also download an excel file with all the results.

[illegible]

Download in Excel-compatible format (.csv)

Example from another project

Grader report

Surname **Ali** A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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Monitoring participants' progress

Example from another project

To obtain details of an individual participant all you need to do is click on the icon in the column between "Name" and "e-mail address". The following screen then appears.

You can also send a private message. The addressee will receive an e-mail in the same way as social media work.

Grade item	Calculated weight	Grade	Range	Percentage	Contribution to course
EQ-WOOD					
4.1.1 - TEST - 1 - BASICS OF PROJECT MANAGEMENT	0.00 % (Empty)	-	0-100	-	0.00 %
2.3 - FINAL TEST - INNOVATION MANAGEMENT	0.00 % (Empty)	-	0-100	-	0.00 %
4.1.2 - TEST - 2 - BASICS OF PROJECT MANAGEMENT	0.00 % (Empty)	-	0-100	-	0.00 %

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Conclusion: Milestone Achievement and Future Outlook

The successful conclusion of Project Result 2 (PR2) marks a significant achievement in the progress of the project at hand. This accomplishment is more than simply the conclusion of a phase; it is a notable advancement towards achieving the overall goals of promoting sustainable digital transformation. PR2 has established a strong basis for the next stages of the project, showcasing the successful cooperation and coordination that can be attained via joint endeavours.

The creation and completion of the Open Educational Resources inside PR2 demonstrate the power and influence that can be achieved when a variety of knowledge and viewpoints collaborate towards a shared objective. The collaborative approach has enhanced the quality of the instructional materials and guaranteed that they are comprehensive, topical, and specifically designed to match the requirements of our target audience. The successful implementation of PR2 demonstrates the consortium's capacity to collaborate effectively, using the individual talents of each member to generate resources that surpass the combined value of their individual contributions.

In the future, the consortium is firmly dedicated to maintaining this cooperative attitude in order to achieve our purpose. The first efforts made by PR2 serve as a foundation for the subsequent stages, which will prioritise the actualization, distribution, and practical utilisation of the project's results. The collaboration is committed to ensuring that the ideas, skills, and information included in the OERs are efficiently used to promote digital and sustainable transformation across different industries.

The future trajectory entails not only the ongoing advancement of resources and technologies, but also a heightened endeavour to actively engage our stakeholders, broaden our influence, and generate tangible effects in the actual world. The consortium is motivated to enhance the achievements of PR2, consistently aiming to innovate, educate, and stimulate transformation towards a more sustainable and technologically advanced future.

To summarise, the accomplishment of PR2 serves as evidence of the project's capacity and the consortium's dedication. This statement highlights the commitment to making a significant and positive difference in the area of sustainable digitization via our collaborative efforts.