



DIGIFABS Programme Overview

*MOOC
Guide*



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PROGRAMME OVERVIEW

Project Overview

The DIGIFABS initiative is an EU-funded partnership between higher education (HE) institutions and industry stakeholders across seven European countries, committed to supporting small and medium enterprises (SMEs) in the Food & Beverage (F&B) sector as they navigate digital transformation.

Rapid digitalisation demands adaptation at the individual, organisational, and societal level, but isolated digital skills aren't enough. SMEs need people who can drive structural, lasting change: **Responsible Dynamic Digital Change Agents (RDDCAs)**, who pair digital competence with resilience, sustainability awareness, and the practical ability to lead transformation from within. DIGIFABS aims to develop that profile and to equip SMEs, students, and educators alike to work with and become RDDCAs.

Purpose

- **Identify** digital skills gaps in the F&B SME sector
- **Develop** training methodologies that strategically enhance digital skills & knowledge for our target groups
- **Equip** the next generation of employees and SMEs with a skill set that ensures digital transformation and a sustainable future for F&B

Goals

- **Foster** innovation capacity and resilience in SMEs
- **Equip** students as Responsible Dynamic Digital Change Agents (RDDCAs)
- **Deliver** practical, adoptable solutions including open educational resources, self-assessment tools, and replicable frameworks for university-SME collaboration

From pilot to MOOC platform

The DIGIFABS consortium developed and piloted a course programme, the RDDCA journey, through three connected phases, each building on the last:

Bootcamps	Summer School	Challenge
 ACADEMICS Bootcamp  SME Bootcamp	 RDDCA Online and Offline Summer School for Students	   SME Goes Digital Challenge between HEs and SMEs
The onboarding phase, delivered separately for academics and SMEs. Academics prepared to facilitate the SME Challenge, while SMEs assessed their digital starting point and explored the RDDCA concept.	An interdisciplinary learning experience for students from engineering/IT, nutrition, and business. Through workshops and practical activities, participants developed the knowledge and skills needed to become Responsible Dynamic Digital Change Agents.	The practical application phase, where student teams worked with real F&B SMEs to address digital transformation challenges. Supported by academic facilitators, they applied the RDDCA approach to develop and present solutions at the International Pitch Event.

The DIGIFABS MOOC builds on this learning journey by bringing together the programme's educational resources into a flexible, open learning platform that can be used beyond the project.

DIGIFABS Impact Map

The impact map illustrates how engaging with the MOOC can create value for students, educators, and SMEs across the short, medium, and long term.



The MOOC & Guide

Welcome to DIGIFABS MOOC Guide

Building on the DIGIFABS course programme, the **DIGIFABS MOOC (Massive Open Online Course)** brings together the educational resources developed across the Bootcamps, Summer School, and SME Goes Digital Challenge into a single flexible learning platform. Developed for HE, it makes the project's materials openly accessible and supports their reuse in teaching, training, and professional development. SMEs can also use the platform for self-paced learning and continuous professional development.

All learning pathways are built around the **Responsible Dynamic Digital Change Agent (RDDCA)** competence model, providing a common framework for developing digital, dynamic, resilience, and green competences across different learning contexts.

The Purpose of this Guide

This guide accompanies the DIGIFABS MOOC and helps educators, trainers, and facilitators confidently navigate and use the available learning resources. It provides:

- an overview of the MOOC structure and learning pathways,
- guidance for selecting suitable modules, activities, and supporting resources,
- recommendations for adapting materials to different audiences and delivery formats, and
- practical suggestions for integrating DIGIFABS resources into classroom, online, blended, or workplace learning.

Rather than prescribing a fixed teaching sequence, the guide encourages flexible use of the materials. Individual modules, activities, and resources can be combined and adapted to suit different learning objectives, teaching styles, time constraints, and learner needs.

The Structure of this Guide

Section 1 – Programme Overview

An introduction to the DIGIFABS project, the MOOC, and its development.

Section 2 – MOOC Structure

An overview of the programme components, learning modules, available resources, and assessment structure.

Section 3 – Adapting the Content

Practical recommendations for selecting, combining, and adapting DIGIFABS materials to different audiences, delivery formats, and teaching needs.

MOOC PLATFORM AT A GLANCE

Learning mode	Self-paced or trainer-led
Resources	Videos, slides, activities, assessments
Target groups	Students, educators, SMEs
Delivery	Online, blended, classroom

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MOOC STRUCTURE

What to expect

MOOC Structure

1. The DIGIFABS Programme Overview

Goal:

To provide learners with an **overview of the DIGIFABS programme**, its learning journey, and the purpose of each programme component before engaging with the learning materials.

Description:

The DIGIFABS programme combines **complementary learning formats** that develop Responsible Dynamic Digital Change Agents (RDDCAs) through a progressive blend of knowledge acquisition, collaboration, and practical application. This section introduces the overall programme structure and explains how its main components work together:

- **The DIGIFABS Programme** – an overview of the complete learning journey and how the different activities are connected.
- **The Bootcamp Concept** – intensive introductory training that familiarises participants with the RDDCA concept, digital transformation, and the key competencies required for responsible digital change.
- **The Summer School Concept** – interdisciplinary and international collaborative learning where participants deepen their knowledge and develop practical solutions through project-based activities.
- **The SME Goes Digital Challenge** – an action-learning experience in which interdisciplinary teams work with real SMEs to apply the RDDCA approach to authentic digital transformation challenges.

Together, these programme elements combine knowledge development, interdisciplinary collaboration, and real-world application to **prepare participants to lead** responsible digital transformation in the F&B sector.

2. Open Educational Resources (Modules)

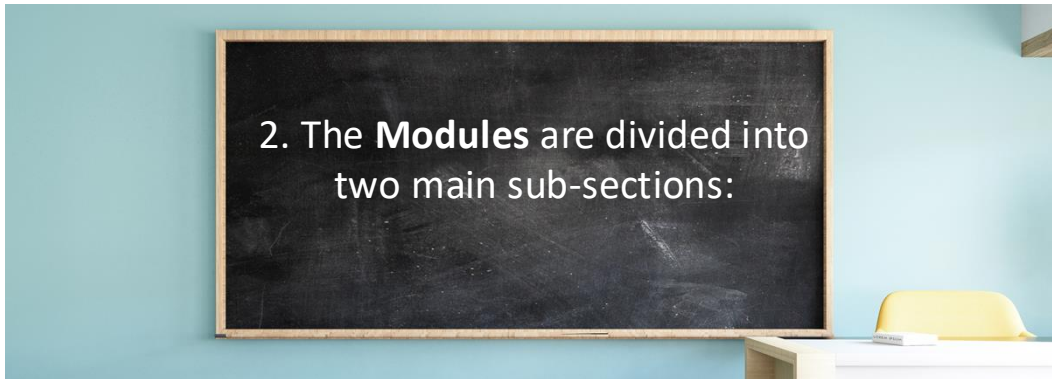
Goal:

To provide a **structured and comprehensive learning framework** that enables participants to acquire foundational and specialised knowledge in a progressive and pedagogically coherent manner.

Description:

The modules constitute the **core instructional component** of the MOOC platform. They are designed as a sequenced learning pathway, combining introductory content with advanced, domain-specific knowledge. The structure ensures that learners first establish a common conceptual baseline before progressing to more complex and applied subject areas.

What to expect



- **Introductory Passport (Foundation Level):** This section focuses on onboarding learners and establishing essential competencies required for collaborative and interdisciplinary work. It introduces key frameworks and prepares participants for engagement with both academic and industry-oriented content. Topics covered include the RDDCA concept, team-building methodologies, and principles of university-industry cooperation. The primary function of this stage is to harmonise participants' knowledge levels and foster a collaborative mindset.
- **Deep Dive Training Modules (Specialisation Level):** This section delivers more advanced and sector-specific content, with a particular focus on the F&B industry. The modules address critical topics such as sectoral challenges, nutrition trends, emerging technologies, best practices, sustainability (green trends), and resilience. These modules act as specialised knowledge units, enabling learners to deepen their expertise and apply theoretical insights to real-world industry contexts.
- **Self-Assessment Tools (Reflection Level):** Each module includes integrated self-assessment activities to help learners monitor their progress and reflect on their development. Before starting a module, learners complete a short confidence self-assessment. After working through the learning materials, they complete a knowledge quiz followed by a post-module confidence self-assessment. This combination enables learners to compare their initial confidence with their acquired knowledge, reflect on their progress, and receive a certificate upon successful completion of the module. The same assessment workflow is applied consistently across all modules to support continuous learning and track competence development.

What to expect

3. Self-Assessment Tools

To **monitor** learners' progress, evaluate competence development, and provide data-driven feedback to support continuous learning and improvement.

3.1 . Introduction to Self-Assessment Concept

Goal:

To familiarise users with the methodology, purpose, and application of the **self-assessment system** within the MOOC platform.

Description:

This section serves as an **orientation layer** that explains the underlying logic and implementation of the self-assessment process. It establishes a diagnostic baseline and clarifies how competencies are defined, measured, and interpreted. By outlining the assessment framework, this component ensures transparency and facilitates user engagement. Learners and educators are guided on how to approach the assessments, interpret results, and integrate feedback into their learning or teaching practices.

3.2 Self-Assessment Workflows

To support **meaningful evaluation**, learners complete a short registration including demographic information before beginning the MOOC. This allows learning outcomes and confidence development to be analysed across different participant groups, including students, educators, and SME representatives, while maintaining a single, consistent assessment methodology for all learners.

Each MOOC Deep Dive Training Module then follows the same assessment sequence:

- **Pre-learning confidence assessment** – learners reflect on their current confidence before starting the module.
- **Module knowledge quiz** – a short quiz evaluates the key learning outcomes after completing the module.
- **Post-learning confidence assessment** – learners reassess their confidence and reflect on their development.
- **Certificate of completion** – awarded after successfully completing all assessment steps.

This consistent workflow enables learners to monitor their progress while supporting the evaluation of learning outcomes across the MOOC platform.

Structural Overview

The DIGIFABS MOOC platform is organised into three main content areas:

- **Programme Overview** – introduces the DIGIFABS project, the learning journey, and the educational concepts underpinning the MOOC.
- **Open Educational Resources (Modules)** – provide the core learning content through introductory and specialised modules covering the key DIGIFABS topics, supported by videos, practical activities, and integrated self-assessment tools for every module.
- **Supporting Learning Resources** – where available, modules are complemented by introductory videos, module cards, reflection activities, team exercises, case studies, and additional learning materials.

This modular structure enables learners to navigate the platform easily while selecting resources that best learning objectives, prior knowledge, and preferred learning format.

Available Resources

The DIGIFABS MOOC brings together the educational resources developed throughout the DIGIFABS programme and makes them available in a flexible, self-paced learning format. The learning content builds on materials developed within the **Bootcamps**, **Summer School**, and **SME Goes Digital Challenge**.



Each module combines a range of **complementary learning resources**. This always includes **presentation slides** and **written materials**, and, depending on the modules,

- video lectures,
- practical case studies,
- reflection activities,
- team exercises,
- external resources,
- or downloadable templates

to support different learning preferences and teaching contexts.

To facilitate navigation and implementation, each module is accompanied by a **Module Card**, providing an overview of the module, including its purpose, target groups, learning outcomes, estimated learning time, recommended delivery formats, and an outline of the available learning resources and activities. In addition, an **Introductory Video** presents the module's objectives, learning journey, key topics, and practical relevance, helping learners understand what to expect and how the module can be applied in academic, professional, or organisational settings before they begin.

Structural Overview

No.	MOOC ELEMENT	Module Card	Introductory Video
The DIGIFABS Programme			
1.	DIGIFABS Programme Overview	No	Yes
2.	Bootcamp Concept Overview	No	No
3.	Summer School Concept Overview	No	No
4.	SME Challenge Overview	No	No
Open Educational Resources (MODULES) (materials from Bootcamp and Summer School combined)			
	Introduction to DIGIFABS		
5.	RDDCA Concept (for Students, Educators, and SMEs)	Yes	Yes
6.	Team Building (for Students)	Yes	Yes
7.	University-Industry collaboration (for Educators and SMEs)	Yes	Yes
	Deep Dive Training Modules		
8.	Challenges of the F&B Sector	Yes	Yes
9.	Nutrition Rules & Trends	Yes	Yes
10.	Emerging Technologies for F&B Sector	Yes	Yes
11.	F&B Sector Good Practices	Yes	Yes
12.	Green Trends in F&B Sector	Yes	Yes
13.	Resilience in F&B Sector	Yes	Yes

Structural Overview

MOOC Platform Sequence

DIGIFABS Programme Overview

MOOC Guide

Core Introductory Video

Bootcamp Concept Overview

Summer School Concept Overview

SME Challenge Overview

Open Educational Resources

Introductory Passport

Onboarding & Collaborative Frameworks

RDDCA Concept

Team Building

University-Industry Cooperation

Deep Dive Training Modules

Specialised Industry & Tech Bricks

Challenges of F&B Sector

Nutrition Rules & Trends

Emerging Technologies

F&B Good Practices

Green Trends in F&B

Resilience in F&B

Includes Self-Assessment Tools in every module

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ADAPTING THE CONTENT



ADAPTING THE CONTENT

to Fit Different Teaching Styles

The DIGIFABS MOOC **deep dive modules** are designed to be **flexible and adaptable** to different teaching styles, learning environments, and students' and educators' needs.

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey

All **open educational resources** (introductory pass and deep dive training modules) and the **materials** within them can **be used separately** – it only requires some adaptations to ensure the content is plausible and without open or missing aspects. They can be **delivered** from a complete course format to an 8-hour course or an extracurricular workshop or spread through class discussions – your choice.

The steps presented next serve as examples of **how you can adapt** the content to fit your needs, tailoring it to your specific objectives, time constraints, and student needs.

Individualising Modules

Step by step guide for module personalisation

Step 1: Define your Teaching Objectives

- ❑ **Ensure** that the content of each module is aligned with the intended learning outcomes of your course or class.
- ❑ **Determine** which elements of the module are critical and which can be modified or excluded depending on your curriculum priorities and teaching goals.
- ❑ **Reflect** on how the module contributes to wider educational frameworks or competency development.

Step 2: Adapt the Module Duration

- ❑ **Modify** the time allocated to each module or activity in accordance with your course schedule.
- ❑ **Adjust** the scope of activities by condensing them to focus on essential components or expanding them to include deeper discussions and case-based learning.
- ❑ **Incorporate** asynchronous learning options, such as recorded lectures or supplementary readings, to maintain flexibility for both students and course planning.

Step 3: Customise Learning Activities

- ❑ **Adapt or combine** activities to suit different teaching formats, including in-person, online, or hybrid delivery, as well as varying session lengths.
- ❑ **Embed** active learning strategies, such as group work, peer feedback, and practical exercises, to enhance engagement.
- ❑ **Tailor** the level of difficulty by simplifying tasks for introductory learners or incorporating more complex analytical components for advanced groups.
- ❑ **Align** module topics and activities with your existing teaching materials to ensure coherence across the course.
- ❑ **Review** and adjust presentation materials, videos, and extra resources before delivery to confirm alignment with your revised structure and learning objectives.

Individualising Modules

Step by step guide for module personalisation

Step 4: Modify Assessment and Evaluation

- ❑ **Adjust** assessment approaches to fit your grading criteria and overall evaluation strategy.
- ❑ **Utilise** formative assessment methods, such as quizzes and reflective tasks, to support continuous feedback and learning.
- ❑ **Provide** alternative assessment formats, including written assignments, presentations, or digital submissions, to accommodate different learning preferences.

Step 5: Adjust Workload to Suit Learner Needs

- ❑ **Structure** complex activities into smaller, more manageable components to support incremental learning.
- ❑ **Offer** optional or supplementary tasks for learners who wish to further explore specific topics.

By applying these steps, educators can effectively **tailor the modules** to their teaching context while preserving the integrity and intended outcomes of the original design. **Flexibility** in implementation is essential for creating an engaging and meaningful learning experience.

Follow Our Journey



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