INNO-4-AGRIFOOD
E-learning Environment
Second version
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INNO-4-AGRIFOOD
Project Information

Title: “Capitalising the full potential of on-line collaboration for SMEs innovation support in the Agri-Food ecosystem” (Grant Agreement No 681482)

Duration: March, 2016 – August, 2018 (30 months)

Website: www.inno4agrifood.eu

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Project Overview:

INNO-4-AGRIFOOD is an EU-funded project set on fostering and stimulating online collaboration for innovation amongst SMEs active within the European Agri-food Ecosystem. To this end, INNO-4-AGRIFOOD aims at delivering a set of demand-driven value propositions including:

- A new generation of innovation support services to be provided by specialised innovation consultants to agri-food SMEs, enabling them to capitalise on the full potential of online collaboration for innovation.
- A suite of ICT tools to support the delivery of the novel online collaboration for innovation support services.
- A series of e-training courses to equip innovation consultants with the knowledge and skills required to successfully support the online collaboration for innovation endeavours of agri-food SMEs.

All INNO-4-AGRIFOOD value propositions will be co-created, demonstrated and validated in real-life contexts. Moreover, the accumulated experience and lessons learned of the project will be diffused across Europe so as to fuel the replication of its results and thus enable SMEs in other European sectors to tap into the potential of online collaboration for innovation as well.

Consortium:

1. Q-PLAN INTERNATIONAL LTD (www.qplan-intl.com) - Greece
2. APRE - Agenzia per la Promozione della Ricerca Europea (www.apre.it) - Italy
3. IMP’rove - European Innovation Management Academy (www.improve-innovation.eu) - Germany
4. EFFoST - European Federation of Food Science and Technology (www.effost.org) – The Netherlands
5. BioSense Institute (www.biosens.rs) - Serbia
6. National Documentation Centre (www.ekt.gr) - Greece
7. Europa Media Non-profit LTD (www.europamedia.org) - Hungary
# Table of Contents

1. **INTRODUCTION** .................................................................................................................. 2

2. **OVERVIEW OF THE E-LEARNING MODULES** ................................................................. 4

3. **DESIGN AND STRUCTURE OF THE E-LEARNING MODULES AND THEIR EXTENSIONS** ................................................................. 10
   3.1 E-learning modules .............................................................................................................. 10
   3.2 Module extensions ............................................................................................................... 12

4. **DEVELOPMENT AND INTEGRATION OF THE CASE STUDIES** ........................................ 14

5. **DESCRIPTION OF THE E-LEARNING PLATFORM** .............................................................. 17
   5.1 Overview of the e-learning platform .................................................................................... 17
   5.2 Fine-tuning of the e-learning platform ............................................................................... 21

6. **VALIDATION OF THE E-LEARNING ENVIRONMENT** ......................................................... 26

7. **FUTURE PLANS FOR DEVELOPMENT** ............................................................................... 27

**ANNEXES** .................................................................................................................................. 28
   Annex I - Sample screenshots from module extensions .......................................................... 28
   Annex II - Sample screenshots from case studies ................................................................. 31
   Annex III - Feedback forms from the e-learning platform ..................................................... 35
1. Introduction

This report builds upon the work introduced in the INNO-4-AGRIFOOD Curriculum Concept and the report on the first version of the INNO-4-AGRIFOOD e-learning environment. The INNO-4-AGRIFOOD Curriculum Concept established the key objectives and the curriculum of the training process as well as outlined the actions that should be taken towards the development of the e-learning environment within the framework of the project. Indeed, the curriculum concept served as the basis for creating the e-learning content and environment. The process of developing the modules and transforming them into e-learning material as well as the methodology and tools for collecting and evaluating user feedback along with the upcoming development plans of the project in this respect were presented in the report on the first version of the e-learning environment.

Throughout the duration of INNO-4-AGRIFOOD, the e-learning environment and its content are developed and tested in 3 iterations, each one ending with a stakeholder-driven validation process. The iterations cover both the e-learning modules and platform, aiming to enrich and fine-tune the INNO-4-AGRIFOOD e-learning environment by adding novel content and technical improvements. In this context, the current report presents the second, updated version of the e-learning environment, describing the first expansion of the e-learning content and explaining the process of extending the modules, creating real-life case studies as well as outlining the results of the validation process that focused on the features of the e-learning environment. Moreover, it introduces the technical improvements that were implemented after the launch of the first e-learning modules with a view to providing the user with an even more simplified and enjoyable experience.

With the above in mind, the current report is structured as follows:

- **Chapter 1** introduces the current report, the context in which it has been elaborated as well as how it is structured;
- **Chapters 2** provides a brief overview of the e-learning modules along with the extensions that were implemented so far in the context of the project;
- **Chapters 3** elaborates on the design and structure of the e-learning modules and their extensions as implemented in the second iteration.
- **Chapter 4** shares details on the real-life, video-supported case studies that were developed and integrated into the e-learning environment;
- **Chapters 5** present the functionalities of the e-learning platform along with the modifications that were implemented in the second iteration according to the results of the validation process;
- **Chapter 6** concisely presents the stakeholder-driven validation process that focused on the functionalities of the project’s e-learning environment during the first iteration;
- **Chapter 7** outlines the future modifications planned for the e-learning environment of INNO-4-AGRIFOOD.

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1 The Curriculum Concept is described in the respective report available at the web portal of the project: [http://inno4agrifood.eu/assets/content/publication/D2.3_INNO-4-AGRIFOOD%20Curriculum%20Concept_vPublic.pdf](http://inno4agrifood.eu/assets/content/publication/D2.3_INNO-4-AGRIFOOD%20Curriculum%20Concept_vPublic.pdf)

2 The 1st version of the INNO-4-AGRIFOOD e-learning environment is presented in the respective report produced in the framework of the project and available at its web portal: [http://inno4agrifood.eu/assets/content/publication/D2.4_E-learning%20environment%201st%20version_vPublic.pdf](http://inno4agrifood.eu/assets/content/publication/D2.4_E-learning%20environment%201st%20version_vPublic.pdf)
In addition, the Annexes of the current report include sample screenshots of the additional e-learning content that was introduced to the e-learning environment (i.e. module extensions and case studies) as well as the forms that are utilised to collect feedback from e-learning participants.

The INNO-4-AGRIFOOD e-learning environment aims to constantly improve the experience of its users and deliver quality content to them. To this end, user feedback is gathered and analysed continuously. The structure, content and functionality of the e-learning platform may therefore be modified to answer the needs of its trainees in the future. In fact, this updated version of the report already incorporates the modifications and additions made to the INNO-4-AGRIFOOD e-learning environment and its respective platform based on the results of the first iteration of development, testing and validation. Following the second respective iteration, any modifications that may arise during the implementation process of the project’s e-learning environment will be appropriately reflected in an updated version of this report.

Finally, it should be noted that the development of the e-learning environment has been undertaken by Europa Media (i.e. technical development and administration) with the cooperation of all partners (in terms of content development).
2. **Overview of the e-learning modules**

According to the curriculum concept of INNO-4-AGRIFOOD (¹), thirteen e-learning modules under seven training sections were developed and deployed through the project’s e-learning environment to be tested by innovation consultants across the EU over the course of the first iteration of development, testing and validation. These modules represented 60% of the total e-learning content to be developed over the course of INNO-4-AGRIFOOD. As such, the second iteration introduced a variety of additional e-learning content (accounting for 30% of the total e-learning content foreseen), including 8 real-life video-supported case studies as well as the extension of 9 e-learning modules. In fact, over the second iteration, INNO-4-AGRIFOOD consortium members focused not only on expanding the e-learning environment with additional content, new chapters and exercises, but also reviewed and fine-tuned the modules uploaded in the first iteration.

With that in mind, the following figure provides an overview of the modules from the first iteration and their extensions in the second iteration.

*Figure 1: Overview of the existing modules and second iteration modifications*

³ For more information on the curriculum of INNO-4-AGRIFOOD see the respective report available at the web portal of the project.
The extensions of the modules implemented in the second iteration followed the guidelines set forth in the INNO-4-AGRIFOOD Curriculum Concept and consist of: (i) extension of certain chapters; (ii) enrichment of specific slides; and (iii) addition of new examples, exercises and quiz questions. A brief overview of the modules' structure along with the changes that were implemented in the second iteration are provided below.

**Module 0. “Introduction to the INNO-4-AGRIFOOD Services”**

Module 0 provides a guide for the novel INNO-4-AGRIFOOD services, aiming at supporting innovation in the agri-food sector. These services are designed to be provided by innovation intermediaries and emphasize on nurturing online collaboration for innovation, addressing the needs of SMEs of the agri-food ecosystem.

**Extensions to Module 0 in the second iteration**

The first iteration of real-life service testing as well as the subsequent validation process implemented in the context of INNO-4-AGRIFOOD did not reveal the need to perform any changes to the core processes of the INNO-4-AGRIFOOD services and thus no fine-tuning or additions were implemented in the respective e-learning module for the second iteration.

**Module 1. “Technologies”**

Module 1 presents the technologies in the agri-food sector and is divided into two chapters, one addressing state-of-the-art technologies and the other one emerging technologies.

**Extensions to Module 1 in the second iteration**

In the second iteration in the State-of-the-art Technologies section, additional material was created describing technologies such as Cloud Computing and Big Data Analytics and their use for the benefit of agri-food domain. In the Emerging Technologies section, new content was created describing sensing technologies and once more, their use for the benefit of agri-food domain.

**Module 2. “Agrifood Ecosystems”**

Module 2 outlines the characteristics of agri-food ecosystems segmented into two chapters, one dealing with the size and structure of the EU agri-food value chain and the other one with EU-funding opportunities in the agri-food sector.

**Extensions to Module 2 in the second iteration**

The expansion of the first chapter covers a new chapter on Agri-food Value Chain Examples, namely the Banana value chains in Europe, depicting new patterns of modern value chain formations. It also shows some of the Unfair Trade Practices used in agri-food products commercial movements.

The expansion of the second chapter refers to the Common Agricultural Policy (CAP). The CAP is a vast EU policy, and as such all its aspects cannot be described in one or even more chapters. With that in mind, the new addition focused on the description of the EU Agricultural quality products (i.e. PDO, PGI, TSG, etc.) explaining what Protected Designation of Origin means, with examples of indicative products per countries and what it takes for a product to be characterized as a quality product of an EU region.

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4 More information in this respect are provided in the “Service Deployment and Validation Report” of the first iteration as well as in the report on the second version of the INNO-4-AGRIFOOD online collaboration for innovation support services.
Module 3. “Access to Networks in the Agrifood Industry”

Module 3 aims to familiarize the user with the key features of important networks in the industry such as TRADEIT (www.tradeitnetwork.eu), TRAFOON (www.trafoon.eu), www.organic-bio.com and of course the Enterprise Europe Network (een.ec.europa.eu). The training material includes information on the networks themselves (e.g. their characteristics in terms of users and size), their added value for the user as well as their usage.

Extensions to Module 3 in the second iteration

The process of identifying new networks for Module 3 is ongoing and will be finalized in the final iteration. The learning module may undergo adjustments as well, if required based on the feedback collected by users.

Module 4. “Agrifood Trends”

Module 4 provides an overview on emerging trends in the agri-food sector by using investments such as a “trend barometer”. In addition, this module outlines general trends that are affecting the agri-food ecosystem with a focus on food production and food consumption.

Extensions to Module 4 in the second iteration

In the second iteration of the Emerging Trends in the Agri-food Eco-System chapter was extended with content describing the major agTech accelerators. Additionally, new examples were given of the major classes and technological subsectors.

Module 5. “Identify Clients’ Issues”

The module offers innovation intermediaries a practical approach for identifying customer needs. It also provides intermediaries with a solid understanding of the types of tools that are available for identifying these needs.

Extensions to Module 5 in the second iteration

A new interactive exercise was added to this module, enabling the participants to learn more about the customer journey mapping process. Furthermore, the quiz was extended with questions which aim to assess the knowledge of the participants after they complete the customer journey map exercise.

Module 6. “Support Clients”

This module provides knowledge to innovation intermediaries about key business advisor concepts, i.e. developing and challenging business plans, conducting market analyses and finding opportunities for funding.

Extensions to Module 6 in the second iteration

In order to provide a more enriched environment for the students based on the real-life case studies, Module 6 did not endure any content extension in the second iteration. For the third iteration, this module will take the best practices from the deployed case studies and incorporate segments from them into the interactive e-learning environment. This approach will showcase relatable real-life scenarios to the participants. In terms of fine-tuning the module underwent some technical modifications which optimized its speed on the e-learning platform.

Module 7. “Soft skills”

This module focuses on the importance of effective communication as the basis for a fruitful cooperation between intermediaries and agri-food SMEs in innovation projects. According to the skills gap analysis conducted in the context of the project, the ability to change clients’ behaviours and influencing clients’
attitudes lag somewhat behind other investigated soft skills, which overall received the highest scores among the assessed skill areas.

Extensions to Module 7 in the second iteration

In the second iteration module 7 was extended with an extra chapter. The chapter focuses on how trust can be built in the client through a remote collaboration. It provides the user with tips how to manage the relationship with the client when there is minimal face to face contact. At the same time, the quiz was extended with a fourth pool of questions that is related to this newly added chapter.

Module 8. “Identify and Connect Potential Partners”

Module 8 addresses potential barriers in initiating international collaborations, such as intercultural difficulties, language barriers, etc. Contents include the types of collaborations that exist as well as guidelines on the steps an intermediary should take in order to help the client to be more open towards collaboration.

Extensions to Module 8 in the second iteration

In order to provide a more refined overview of intermediaries' experience in connecting potential partners and collect more relevant examples for videos and exercises, the module extension will be carried out in Wave III. The first iteration and the validation process following it demonstrated that Module 8 provides comprehensive information on necessary steps to take in order to find the right partners.

Module 9. “Keep Collaboration Focused”

Module 9 equips the intermediaries with useful tools that help their clients to monitor their collaborations. For example, editable templates for alerts and emails, an alarm system setting reminders for communication efforts or project management tools are a part of the contents dealt with in this module. The emphasis on this module should be that there is no single “right way” to maintaining a collaboration – different paths are possible to achieve the same result.

Extensions to Module 9 in the second iteration

In the second iteration, Module 9 was updated with additional content on the project management tools listed in the first iteration as well as with the introduction of two tools used for creating questionnaires.


Module 10 shows intermediaries how to help their clients in protecting the commercial rewards for those that innovate. This module briefly presents some basic information on Intellectual Property issues and confidentiality agreements.

Extensions to Module 10 in the second iteration

This module was updated in the second iteration with two new slides regarding IPR infringement and enforcing owner rights.


Module 11 provides a basic understanding of the importance and subject of innovation management in the agri-food ecosystem. Moreover, it raises awareness for innovation management support services among intermediaries and outlines initial, practical steps and frameworks to get started with potential clients.
Extensions to Module 11 in the second iteration

The extension of the innovation management section, in which the skills gap analysis\textsuperscript{5} had uncovered the biggest improvement potential among innovation intermediaries in Europe, was prioritised and Module 11 did not undergo any extension during the second iteration. Still, a series of technical fine-tunings were applied to this module (such as correction of text, repositioning of graphical elements etc.).

Module 12. “Work on Innovation Management with Client”

Module 12 provides a holistic overview on innovation management approaches to strengthen intermediaries’ skills for delivering efficient and professional innovation management support services to SMEs.

Extensions to Module 12 in the second iteration

In module 12, a new “The Innovation Management Project” chapter was added, building further on the contents of Module 11. It presents how to systematically develop a fact-based action plan addressing the client’s most important issues. Along these lines, the new chapter aims to provide participants with a way to communicate innovation management recommendations in a more impactful way. To this end, a webinar will be organized by IMP\textsuperscript{3}rove Academy. Interested participants can easily register for the upcoming webinar through the e-learning platform of the project (as shown in Figure 2).

\textbf{Figure 2: Overview of the webinar registration form within module 12}

\hspace{1cm}

\textsuperscript{5} For more information see the report on the skills mapping and training needs analysis, available at the web portal of the project: \url{http://inno4agrifood.eu/assets/content/newsletter/D1.3_Training%20Needs%20Analysis_vPublic.pdf}
Module 13. “ICT skills”

Module 13 provides intermediaries with an overview of online collaboration for innovation concepts, tools and practices, as well as with guidance on how to use the INNO-4-AGRIFOOD ICT tools that aim to support the delivery of the INNO-4-AGRIFOOD services presented in Module 0.

Extensions to Module 13 in the second iteration

In view of the second iteration, the extension of module 13 focused on enriching chapter 4, which aims at better familiarizing users with the INNO-4-AGRIFOOD ICT Tools. New training material was added introducing the user to the video search function of the ICT tools. At the same time, this material also serves as a concise recapitulation of the meaningful information included in the chapter, providing a brief summary of the different functionalities offered by the ICT tools from the perspective of the video search function.
3. Design and structure of the e-learning modules and their extensions

3.1 E-learning modules

The e-learning modules of the INNO-4-AGRIFOOD e-learning environment have been constructed in Microsoft Power Point by instructions sent from EM to all of the project’s partners involved in their development. Following their collection by EM, all the e-learning modules were checked, proofread and prepared for audio recording. The programming of each e-learning module was done in Storyline, a professional software that is used for creating interactive courses.

In particular, the Storyline software enables trainees to click, hover over, or drag any object to trigger any action. Due to its flexibility and wide range of functions it fits every pedagogical design. It supports video and audio files and has a screen recording function that allows for the development of more immersive, engaging learner experiences. The program also incorporates a quizzing function, which provides a clear overview of the trainees’ performance. Finally, Storyline is suitable for the most widely used learning management systems since it publishes Tin Can API 1.0, SCORM-, and AICC-compliant courses.

With the above in mind, the overall design of the e-learning modules has been selected to appropriately reflect the respective graphical design and colour palette of the project. The following screenshots demonstrate the overall flow, design and functionality of the e-learning modules (Figures 3, 4, 5, and 6).

*Figure 3: The module presents the content while a voice over goes through the key points that need to be learnt*
Figure 4: Sample content of a module

7-STEP PROCESS
Once the SME has understood the "need to innovate", stimulate a strategic discussion around its growth aspirations

4 Assess level of ambition

- Target growth, but not yet filled ("Growth Gap")
- New business generated by existing innovation projects (risk adjusted)
- Innovation investment to maintain / expand existing business
- Business without innovation ("Do-nothing"-case)

Source: IMProve Academy 2016, www.improveinnovation.eu. IMProve is a registered trademark

Figure 5: Example of an exercise that the trainee needs to complete

Exercise
Finish the sentence.
You are the speaker. You haven't been finished yet, but the listener knows already what he is going to say to you next.

It is the sign that...

A he is a quick thinker.
B he is experienced in his job.
C he is not listening.

In my opinion...
3.2 Module extensions

The extension of the modules of the INNO-4-AGRIFOOD e-learning environment followed the same guidelines as the creation of the modules set forth in the INNO-4-AGRIFOOD Curriculum Concept. The extensions were done in Microsoft Power Point based on the instructions sent by Europa Media to all project’s partners involved in their development. Following their collection, all module extensions were checked, proofread and prepared for audio recording. The programming of each module extension was done in Articulate Storyline and was integrated into the existing modules on the e-learning platform. Different techniques were applied for the module extensions ranging from: addition of new slides, addition of new chapters, extension of quizzes and exercises. The following screenshots (Figure 7) present the various techniques of the enrichment of the e-learning content (for more screenshots please see Annex I, at the end of this report).
**FRUITLET COOPERATION WITH CLIENTS - REMOTE COOPERATION**

**Introduction**

You learned how to build trust and influence by practicing active listening and assertive speaking.

**What if you don't meet your client face to face?**

In this chapter we will provide you with tips on how to manage your relationship with the client despite the lack of face-to-face contact.

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**IDENTIFYING CLIENTS’ NEEDS**

**Customer journey map**

Let's create a customer journey map!

<table>
<thead>
<tr>
<th>Goals</th>
<th>Research</th>
<th>Evaluate &amp; compare</th>
<th>Commit</th>
<th>Use &amp; monitor</th>
<th>Refine &amp; review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Decide on what kind of device to purchase.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions / Touchpoints</td>
<td>Ask for recommendations from family and friends.</td>
<td>Make appointments with several companies.</td>
<td>Meet with a company and ask for instructions on how to use the device.</td>
<td>Manage and monitor device performance.</td>
<td>Meet with company if there is a need for monitoring new features/new device.</td>
</tr>
<tr>
<td>Opportunities</td>
<td>Follow up with company on device performance on regular basis.</td>
<td></td>
<td></td>
<td>Empower other farmers to use product.</td>
<td>Introduce new crops. Increase production rate.</td>
</tr>
</tbody>
</table>
4. Development and integration of the case studies

In order to enrich the e-learning content and enhance user experience, case studies were developed providing real-life examples underlying the usefulness of the INNO-4-AGRIFOOD services to clients in the agri-food domain. The case studies are video-supported and based services provided to agri-food SMEs by the innovation consultants of the INNO-4-AGRIFOOD consortium in the framework of the project. In total, 8 case studies were developed for the second iteration that, combined with the extensions of the e-learning modules, reflect 30% of the e-learning content planned to be developed within the context of INNO-4-AGRIFOOD, in line with its curriculum concept (90% of the total e-learning content delivered so far).

Europa Media utilised the same approach for gathering the input required for the development of the case studies as for the rest of the e-learning content. EM and IMP³rove Academy developed guidelines, specifying what information was needed, while the INNO-4-AGRIFOOD partners that provided the services contacted SMEs potentially interested to share their story and experience with the INNO-4-AGRIFOOD project, before collecting the required data through interviews. Once EM received all the necessary input, it proceeded with proofreading the script and recording the audio narration. When done, the audio, visual and text based inputs were transformed into e-learning material with the help of the Articulate Storyline software.

The SMEs that were supported by INNO-4-AGRIFOOD and selected as case studies for e-learning purposes are summarised in the table below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Size (Number of employees)</th>
<th>Sector</th>
<th>Partner Responsible</th>
<th>Service Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSOKANOS</td>
<td>Greece</td>
<td>11 - 25</td>
<td>Supporting Industries</td>
<td>Q-PLAN</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>AGRIS</td>
<td>Greece</td>
<td>101 - 250</td>
<td>Farmers</td>
<td>Q-PLAN</td>
<td>Online Collaboration Apps</td>
</tr>
<tr>
<td>Zdravo produkt</td>
<td>Serbia</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>BIOS</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Anonymous</td>
<td>Italy</td>
<td>1 - 10</td>
<td>Farmers</td>
<td>APRE</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>Molino Belotti</td>
<td>Italy</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>APRE</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>Plantaze Milosevic</td>
<td>Serbia</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>BIOS</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Mama’s Flavours</td>
<td>Greece</td>
<td>1 - 10</td>
<td>Farmers; Food processors; Supporting industries; Other:</td>
<td>EKT/NHRF</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Messinian Hub</td>
<td>Greece</td>
<td>1 - 10</td>
<td>Food processors; Logistics &amp; sales; Supporting Industries</td>
<td>EKT/NHRF</td>
<td>Agribusiness Scan</td>
</tr>
</tbody>
</table>

The SME requested from the INNO-4-AGRIFOOD consortium to remain anonymous.
The partners responsible for the development of the real-life case studies had the task to address the framework topics mentioned in the table below and extract the respective data that would form an informative case study:

### Table 2: Framework topics and indicative content of the case studies

<table>
<thead>
<tr>
<th>Framework</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Company profile</strong></td>
<td>- Type of industry and company size</td>
</tr>
<tr>
<td></td>
<td>- SME’s key business activities</td>
</tr>
<tr>
<td><strong>Business situation</strong></td>
<td>- Company performance</td>
</tr>
<tr>
<td></td>
<td>- Industry dynamics</td>
</tr>
<tr>
<td><strong>Key challenge</strong></td>
<td>- Option 1: Trigger that brought consultant and SME together</td>
</tr>
<tr>
<td></td>
<td>- Option 2: Relation of business situation to (collaborate) innovation or I4A services</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>- Option 1: SME’s key question to be answered by business advisor</td>
</tr>
<tr>
<td></td>
<td>- Option 2: Project’s aim aligned on</td>
</tr>
<tr>
<td><strong>Approach and solution</strong></td>
<td>- INNO-4-AGRIFOOD consulting approach applied</td>
</tr>
<tr>
<td></td>
<td>- Recommendations of business advisor</td>
</tr>
<tr>
<td></td>
<td>- Solutions implemented by the SME</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>- Immediate qualitative and quantitative impact</td>
</tr>
<tr>
<td></td>
<td>- Short-to mid-term impact</td>
</tr>
<tr>
<td></td>
<td>- Benefits for the consultant</td>
</tr>
</tbody>
</table>

The case studies are highlighted on the main page of the INNO-4-AGRIFOOD web portal (see Figure 8).

*Figure 8: Overview of the placement of the case studies on the INNO-4-AGRIFOOD web portal*
To gain access to the case studies, interested users must register to the portal. The following screenshots (Figure 9) from the case studies showcase sample content presented under the company profile and impact sections of the case studies (for more screenshots see Annex II).

**Figure 9: Sample of case study content**

**Company profile**

- 100% family owned company
- 39 years of experience
- More than 10,000 clients and 4,500 catalogue products
- Traditionally invested in the latest technologies
- ISO 9001:2008 certified
- Compliant with all Health and Safety Regulations
- "Best Practices and Guidelines for Distributing Medical Devices" award by the Ministry of Health
5. Description of the e-learning platform

5.1 Overview of the e-learning platform

The e-learning modules and case studies are integrated into a custom developed platform which is accessible through the web portal of INNO-4-AGRIFOOD\(^7\). With that in mind, the prospective trainees who wish to enter the e-learning environment of INNO-4-AGRIFOOD will be asked to register on the e-learning platform. The registration form (Figure 10) is developed in such a way so as to strategically gather relevant data about the trainees. The data will help in the overall feedback collection process and assessment of the technical and content-wise aspects of the platform\(^8\).

Figure 10: Overview of the registration page for the e-learning platform

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\(^7\) The choice to develop a custom platform, instead of using the MOODLE platform as originally foreseen, was made to account for the technical compatibility issues with the program Articulate Storyline 2 which is used to build the e-learning modules. The platform developed by EM will fully accommodate the requirements of the Articulate Storyline 2.

\(^8\) All data gathered from the trainees will be confidential and handled according to the procedures described within the project’s Data Management Plan.
Once the prospective trainee registers, he/she will gain access to the e-learning modules of INNO-4-AGRIFOOD (Figure 11 and Figure 12).

*Figure 11: Overview of the e-learning environment accessed by a registered trainee*
An overview of how an e-learning module of INNO-4-AGRIFOOD will appear in the screen of the trainee is provided in Figure 13.

The module and its structure consisting of chapters and quizzes are presented to the participant in one area. In the duration column, the time that participants spent on the content will be displayed.
As the user goes through the module, progress will be tracked in two sections, the progress bar that will be available for the user as he/she re-enters a chapter of the module (Figure 14) and in the schedule of the module below. Once the chapter or quiz is completed, the platform will notify the user, as seen in Figure 15.

**Figure 15: Overview of progress tracking within a module**

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Duration</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State of the art technologies</td>
<td>12 minutes</td>
<td>✔️</td>
</tr>
<tr>
<td>2</td>
<td>Quiz</td>
<td>39 seconds</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Emerging technologies</td>
<td>8 minutes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Quiz</td>
<td>41 seconds</td>
<td></td>
</tr>
</tbody>
</table>
Additionally, in case of interruption of the module, for example if the user has other obligations and has to pause or end the chapter before completing it, the platform will track the progression and ask the user whether they want to continue where he/she left off, as it can be seen in Figure 16.

Figure 16: Overview of chapter resume function

5.2 Fine-tuning of the e-learning platform

Ever since the initial deployment of the e-learning environment in the first iteration of testing and validation, EM has been gradually fine-tuning the e-learning environment with more user-friendly features. In this regard, on the right-hand side of the platform’s interface two feedback forms were placed, making it easier for the users to submit their feedback.

Moreover, an “Ask the tutor” section was placed under the feedback section, enabling users to send their questions or comments to the INNO-4-AGRIFOOD consortium partner responsible for the development of the respective module, while a section was created where participants can download the module material for their personal use in PDF format (as shown in Figures 17 and 18).
Figure 18: New features for users – Feedback forms

Users can submit their feedback at any time through the feedback forms available since the first iteration of the platform. In the second iteration, the feedback sections were positioned together on the module overview page. By placing them together, users have simplified access to the feedback forms (see Annex III for the feedback forms used for the modules and e-learning platform respectively). Should visitors to the web portal have additional inquiries regarding the e-learning platform, they can contact the EM team via the new redesigned “Contact form”, (see Figure 19). The contact form makes it easier for the users to submit their message under certain categories ranging from the support services, smart tools and e-learning platform of the project over to more general inquiries.
Additionally, an icon for the contact form has been placed on the top of the web page making it easier and simpler for users to submit their messages or questions, (see Figure 20).

As the platform noted an increasing number of registration and e-learning participants, EM decided to streamline the process of certification. By programming certain criteria in the backend of the e-learning environment, and utilising the thresholds set forth in the report on the first version of the e-learning environment, now the platform sends the certificates to the participants automatically once they achieve the status of INNO-4-AGRIFOOD Guide, Advisor or Expert (see Figures 21 and 22).

Dear Proszka Ilievski,

Congratulations on successfully completing 34 e-learning modules on the INNO-4-AGRIFOOD web-portal. In doing so, you have achieved the status of Expert.

Enclosed, you will find an e-learning certificate from the INNO-4-AGRIFOOD consortium, which demonstrates your achievements.

We are very much looking forward to welcoming you soon again on our platform, as well as in our social media channels.

With kind regards
The INNO-4-AGRIFOOD team
The updated platform with the new content has been tested by the INNO-4-AGRIFOOD consortium members. The testing phase aimed to check the accessibility, speed, design of the elements, interactivity and troubleshoot issues if any. Moreover, based on the discussions with the INNO-4-AGRIFOOD consortium and the input received from the validation process, the Attribution Non-Commercial-NoDerivs (CC BY-NC-ND) license was selected to be linked to the e-learning content. Information regarding the license was posted on the e-learning platform stating the conditions for the usage of the e-learning material and a link to the license text, should a user be interested to read further (see Figure 23).

INNO-4-AGRIFOOD’s aim is to make the e-learning platform accessible on multiple devices, enabling the users to have an enjoyable experience. Before the launch of the second iteration EM worked on the responsiveness of the e-learning platform on several devices and tested the functionalities of the environment on them. As a result, users can enjoy the e-learning environment through their mobile phones and electronic pads (see Figure 24).
Figure 24: User accessing the e-learning environment via phone
6. Validation of the e-learning environment

In each iteration, the e-learning environment undergoes a series of testing and validation activities. After the deployment of the e-learning environment during the first iteration, efforts were made to organize a validation workshop to assess whether changes for the e-learning environment and web portal were needed. However, as the turnout of participants was minimal due to the summer period, a different approach was employed. Indeed, EM prepared a concise set of 3 key questions aimed to encourage stakeholders to share their experience and engage them into a fruitful conversation during which meaningful information can be extracted, as follows:

1. Do you think it would be motivating for the participants to leave feedback if we place the module and general feedback into the same section?
2. Related to the previous question would you be able to suggest how we can enhance our efforts and attract more feedback on the platform?
3. As we will make further iterations to the e-learning content and launch it at the end of August, we would like to use the Creative commons license approach. This would mean that the e-learning content can be copied and redistributed in any medium or format, however it must contain credit to the INNO-4-AGRIFOOD project and it will be non-commercial. Do you think that this type of license would suite the e-learning environment?

Having in mind the relatively low turnout in the initial planning of the validation workshop, a more direct method was employed and telephone calls were made to acquire the necessary information. In doing so, feedback was gathered from 5 members of the Advisory Board pertaining to the questions above.

The recommendations of the stakeholders can be summarized as follows:

- A password change field was requested to be able to create their own passwords, once they receive the activation link from the system. Minor changes were made in terms of wording on the website and some features.
- The respondents have suggested the creation of a blog where the modules and platform can be discussed and commented on. As this requires additional resources and planning, the creation of the blog will be discussed among INNO-4-AGRIFOOD consortium partners and a decision in this respect will be made after the launch of the second iteration.
- Regarding the feedback forms and collection, respondents suggested to group the feedback categories (module and general feedback) that would make it easier for users to access them. On the other hand, to be able to differentiate between feedback on modules and general feedback, we decided not to merge the two forms. That differentiation is important for the content and platform developers as well.
- After a brief presentation of the Attribution Non-Commercial-NoDerivs (CC BY-NC-ND) license, stakeholders agreed that it is the appropriate format for the e-learning content. This license allows users to download the content and share it with others as long as they credit the INNO-4-AGRIFOOD project. Furthermore, this license does not allow for the content to be modified in any way or be used commercially by third parties.

The feedback received from the stakeholders through the validation process along with the feedback collected throughout the deployment of the e-learning environment (as described in the Feedback Report of the 1st iteration) led the enhancement and fine-tuning of the e-learning environment in the second iteration.
7. **Future plans for development**

Over the second iteration of the updated e-learning environment’s real-life deployment, INNO-4-AGRIFOOD consortium members will continue to invite agri-food innovation consultants to complete the now enriched e-learning modules as well as encourage, both existing and new trainees to provide their feedback. This will enable us to closely monitor the effectiveness of the new additions implemented within the e-learning content as well as provide valuable indication with respect to further steps towards improving the e-learning environment in view of the third iteration.

With the above in mind, this report will be updated accordingly before the launch of the third iteration with a view to reflecting any changes and additions implemented to the e-learning environment, both in terms of e-learning content or technical characteristics of the platform.
Annexes

Annex I - Sample screenshots from module extensions

FRUITFUL COOPERATION WITH CLIENTS – REMOTE COOPERATION

The role of non verbal tools

» Eye contact lends credibility to your words.
» Matching facial expressions give your message sincerity.
» Your posture expresses confidence and engages your listener positively.
» Your gestures emphasize key points and make you look truthful.

IDENTIFYING CLIENTS' NEEDS

Quiz

What does the vertical axis mean in the customer journey map?

A
It's the points that should be considered.

B
It's the actions that the customer takes.

C
It means the points that should be considered and the actions that the customer takes.
ICT SKILLS – THE INNO-4-AGRIFOOD SMART ICT TOOLS

Why were the INNO-4-Agrifood ICT Tools developed?

The smart ICT tools were specially developed in order to:

- support the efficient delivery of the INNO-4-Agrifood novel services for innovation support
- provide simple, meaningful, user-friendly and highly useable functionalities
- be utilized by agri-food consultants, as well as agri-food SMEs

To ensure that these tools provide value to the target groups, a co-creation approach was followed for designing them together with agri-food stakeholders.

ICT SKILLS – THE INNO-4-AGRIFOOD SMART ICT TOOLS

Accessing the Tools

Search in online sources specialised to the Agri-food ecosystem

Saved Searches:

You can also save your search history

The saved search terms can be reapplied, or deleted.
WORK ON INNOVATION MANAGEMENT - COMMUNICATING INNOVATION MANAGEMENT RECOMMENDATIONS

Introduction

1. Conduct a proper analysis and derive solid, fact-based recommendations.
2. Convince your client that you are right.

This chapter puts special emphasis on the way you communicate your innovation management recommendations.

Four-step process for successfully communicating your recommendations.

“The two words ‘information’ and ‘communication’ are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.”
- Sydney J. Harris

Source: IMProve – European Innovation Management Academy 2017

WORK ON INNOVATION MANAGEMENT - COMMUNICATING INNOVATION MANAGEMENT RECOMMENDATIONS

Now it’s your turn!

Situation

In general, which of the following statements would be suitable for a situation section?

A Your company’s operating profit is way too low. Therefore, you need to lower your production cost.
B Given the great technical changes in your industry, you need to invest in drones.
C In the long history of your firm, you have constantly grown by 3% per year.
Annex II - Sample screenshots from case studies

### Company profile

- Greek company established in 1983
- Set on advancing horticulture by providing seeds, seedlings, know-how
- Addresses the entire agri-food value chain and especially vegetable crop farmers
- More than 160 employees amongst which 70 are agronomists
- Integrated solutions
- International borderless activities
- Value co-creation for everyone
- High quality specifications for food safety and quality management
- One of the five companies with the GSPP certification worldwide

### Business Situation

- Helping those who offer excellent quality products from the Mediterranean region.
- Helping reach new markets, promote products, receive funding and find partners.
- Increasing the women cooperatives’ productivity and efficiency.
- Strong and direct relationship with clients.
Key challenges

Challenges

- Low number of commercial partnerships.
- Marketing strategy.
- Access to state-of-the-art IoT solutions and precision agriculture studies.
- Further calibration of the application.
INNO-4-AGRIFOOD approach and solution

1. What service did we provide to this SME?

2. Click for information.

3. Click for information.

4. How did our smart tools support the INNO-4-AGRIFOOD service?

Key challenges and business problems

Collaboration has been a key engine of growth:

- Systematic communication between different business units.
- Strategic collaboration with academic and research institutions.

Challenges

- The growth of AGRIS and its network of partners
  - Collaboration with a large number of people across long distances
  - Minimizing the time, effort and money involved in remote collaboration
Impact

Mr. Chris Daggitsis
R&D Supervisor at AGRIS

Introduction

This is the case study of AGRIS, an innovative company that specialises in the field of horticulture.

- Company profile
- Business situation
- Key challenges
- INNO-4-AGRIFOOD approach and solution
- Impact
- How to provide Service no. 3: Online Collaboration Apps - Use web and mobile apps to enhance collaborations
Annex III - Feedback forms from the e-learning platform

Module feedback form

Dear participant

Congratulations on completing the module! Before you move on, we are interested in your valuable feedback concerning the quality of the module. Your opinion will help us to improve the content and tailor it even more to your needs.

Please indicate the degree to which you agree with the following statements about the quality of the module:

<table>
<thead>
<tr>
<th></th>
<th>- 1 -</th>
<th>- 2 -</th>
<th>- 3 -</th>
<th>- 4 -</th>
<th>- 5 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The module was very well structured.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module contents met my expectations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module contents met my learning needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I missed important aspects in this learning module.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module will help me to provide better support services to my clients.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module was too difficult for me.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It was fun to do this module.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I would recommend this module to other business advisors.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module’s interactivity met my expectations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module helped improving my skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Thanks to this module, I learned something new.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module deals with relevant content.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Do you want to suggest changes to the module, add or remove content for future development? Do you have any other comments??
General feedback form

Dear participant

The INNO-4-AGRIFOOD project strives to improve its e-learning platform and relies on the feedback from its users. We will appreciate greatly if you take your time and fill in quickly this feedback form.

Please indicate the degree to which you agree with the following statements about the quality of the platform:

<table>
<thead>
<tr>
<th></th>
<th>- 1 -</th>
<th>- 2 -</th>
<th>- 3 -</th>
<th>- 4 -</th>
<th>- 5 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>The online navigation is clear, easy and fast. I could understand what to do.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The registration procedure was easy, clear and fast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could see the pictures and the text on the e-learning platform clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could hear the audio narration clearly without any difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not experience any technical difficulties during the learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could easily access the INNO-4-AGRIFOOD e-learning platform from different devices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will recommend the INNO-4-AGRIFOOD e-learning platform to colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will continue to use the INNO-4-AGRIFOOD e-learning platform in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could easily register for a webinar.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I found the learning experience intellectually satisfying and feel that I personally benefited from the e-learning modules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will apply the knowledge that I gained in my job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Open comments on any of the above points: