Digital Transformation of Project-based Learning Guidance in Agri-Food Higher Education Institutions
Project N°: 2020-1-FR01-KA226-HE-095523

NEWSLETTER

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Presentation of DigiFoodEdu project

The partners

DigiFoodEdu is a 2 years European project started in April 2021, including 4 partners from 3 different countries:

- University of Ljubljana (Slovenia),
- National Technical University of Athens (Greece),
- AgroParisTech (France)
- EEIG ECOTROPHELIA EUROPE

Context of the project

DigiFoodEdu was born within the **coronavirus crisis** era as the need for change **from face-to-face to distance learning was vital**. Teachers and students had to adapt to new ways of distance teaching and learning, developping **new pedagogical practices based on digital education**. Project-based learning approaches, and practical classes, that require more guidance and support from teachers and pedagogical staff, were particularly affected by this transition.

Objectives

In this context, DigiFoodEdu aims to:

- **foster the development of digital skills and exchange of good pedagogical practices in the digital era**
- **study the practices put in place during the pandemic**, collect and analyse the experiences from different partners European-wide
- **come up with a best practices guide for education improvement in the digital era**.

Ultimately, the project aims to modernize pedagogical practices used for teaching and supporting students during their project-based learning activities.
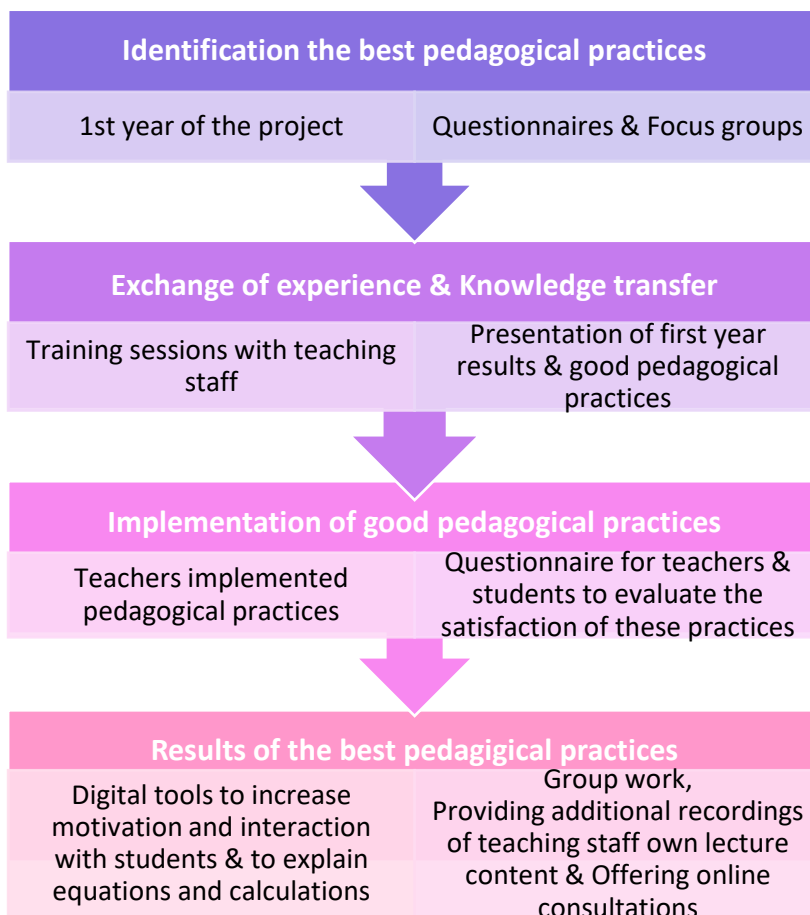
What have been done for now?

The first phase of the project started in April 2021 and ended in December 2021. It consisted of the state-of-the-art put in place during the COVID-19 crisis. For this purpose, **several studies have been launched among students, teachers and agri-food professionals with different goals**. O**ur previous newsletter and the reports of the project can be found on the** [website](#).

This first phase was the most important phase of the project. Thanks to the obtained results we were able to develop **the second phase: Exchange, testing and transferability of the best identified Digital Pedagogical Practices.**
The second phase started in January, making good use the results of the first phase of the project. The results of the second phase are summarized below.

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Presentation of the second phase results

The current results of the DigiFoodEdu project have identified good pedagogical practices that have been rated well in terms of satisfaction. The average score of the identified good pedagogical practices was 4,3 for teaching staff and 4,2 for students. The highest rated practices were "Using digital tools to increase motivation and interaction with students (e.g Mentimeter, Kahoot, Wooclap)," "using digital tools (e.g., OpenBoard, Digital Whiteboard) to explain equations, calculations, etc.," "Providing additional recordings of teaching staff own lecture content (e.g. experiments, demonstrations)", "dividing students into groups to cover the content in group work" and "offering online consultations". These practices were also still the most commonly used after the COVID-19 crisis. Interestingly, "Recording online lectures and sharing the recordings with students" was rated 3,9 by teaching staff and 4,3 by students.

Identification the best pedagogical practices

1st year of the project	Questionnaires & Focus groups

Exchange of experience & Knowledge transfer

Training sessions with teaching staff	Presentation of first year results & good pedagogical practices

Implementation of good pedagogical practices

Teachers implemented pedagogical practices	Questionnaire for teachers & students to evaluate the satisfaction of these practices

Results of the best pedagigical practices

| Digital tools to increase motivation and interaction with students & to explain equations and calculations	Group work, Providing additional recordings of teaching staff own lecture content & Offering online consultations

We concluded that traditional face-to-face instruction provides the best interaction between teachers and students. The learning process in order to be effective requires a face-to-face connection and face-to-face interaction seems to be a major driver lever for student motivation. However, this survey highlighted that the gained experience during the COVID-19 crisis showed us that digitizing the learning process has many benefits for both teachers and students. Exclusive digital teaching has been proven to be poor pedagogical practice over time but combining digital teaching with traditional face-to-face instruction has been identified as a great opportunity for increased flexibility, more efficient work progress, and better time management.

For more information, the report is available in the website HERE!

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Our Third Transnational Meeting in Paris

The first transnational meeting was organised by the University of Ljubljana at Ljubljana (Slovenia) in October 2021 and the second one was hosted by the National Technical University of Athens (Greece) in July.

The **third transnational meeting** was held in Paris on the 19th of October 2022. The meeting was conducted as a **hybrid event**.
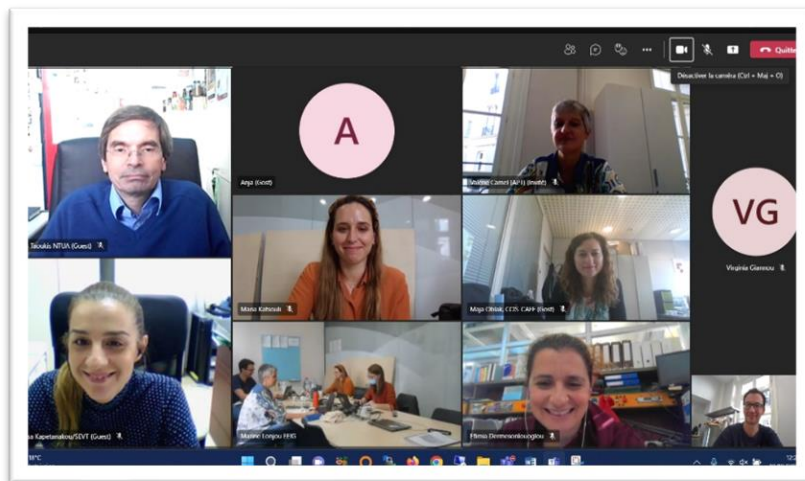
It was a great opportunity to review the project progress, reports, budget and most important to plan the end of the project such as the writing of the white book as the final deliverable of project!

Future event:SAVE the DATE!!

Save the date for our 2nd and last projects' event:

SAVE THE DATE

Event: Modernisation of the digital pedagogical practices in Higher Education Institutions

Where: Paris Agricultural Fair

When: between Feb 25 and March 5 to be confirmed

DigiFoodEdu

Click here to stay updated on the event!

Stay tune!

Want to stay updated on the project?

Newsletters will be regularly disseminated during the project.

If you are interested in getting news about the project through the newsletters or future events, enter your email address !!

Click here and enter your email

Website

Do not hesitate to visit our website!

You will find the **dates about the future events** and the **results of the project**!

Link: https://digifoodedu.ecotrophelia.org/