



## Newsletter I

November 2022



### A MESSAGE FROM THE D-EMIND TEAM

Dear D-Eminders,

We are extremely happy due to the fact that our D-EMIND project has been awarded funding, thus we will be able to implement all the marvellous ideas that we dreamt of. This Erasmus+ project will enable our team to promote the entrepreneurial mindsets in higher education, and at the same time, strengthen the ties and cooperation between students, entrepreneurs and higher education institutions. How awesome it is, isn't it?

Five partners with complementary expertise, coming from five EU countries are combining their efforts to develop four amazing project results:

- D-EMIND Methodology and Self-Assessment Tool
- D-EMIND Toolbox and Platform
- D-EMIND Training Pack
- D-EMIND MOOCs

We can't wait to tell you more about each of the project results! But before we do so, let's see what the background of this amazing project is, and who the faces behind the idea of D-EMIND are. We are happy that you are with us!

D-EMIND team

### Newsletter Highlights

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## D-EMIND IS ON

Since 28th February 2022

In February 2022 we started the implementation of a new Erasmus+ project, entitled **D-EMIND - Promoting digital entrepreneurial mindset in Higher Education**.

The main aim of the D-EMIND project is to design, develop and test a digital challenge-based learning methodology, strategies and tools for promoting entrepreneurial mindset in Higher Education.

**Start date: 28/02/2022**

**End date: 31/01/2025**

Partners, who will be working hard to get the best results, include:

- Universitat Autònoma De Barcelona, Spain
- Chamber of Commerce and Industry Csongrad-Csanád County, Hungary
- Hochschule Dusseldorf, Germany
- UC Leuven, Belgium
- University College of Northern Denmark (UCN), Denmark

The project's specific goals are:

1. Developing and promoting the use of trans-European platform for Challenge-Based Learning, innovation and peer-to-peer learning among students and teachers;
2. Facilitating real world challenges where students as part of their formal education co-operate with external organisations to help them solve challenges;
3. Merging challenge-based learning and entrepreneurship teaching and hence making both to the next level;
4. Preparing students for a work life that physically and/or digitally transgress borders, thereby increasing their capacity to work at EU/international level;
5. Reinforcing the link between HEI and organisations (companies, public administration, NGOs) in order to create projects to foster entrepreneurship.



## What do we have for you?



### Teachers

Find strategies and tools to engage your students in their own learning while solving real-life challenges



### Students

Help companies find solutions for the challenges they are facing.



### Companies

Do you have a challenge that you want new solutions for? If you are an organisation of any kind.





# D-EMIND PARTNER MEETINGS

## WE STARTED & HAVEN'T STOPPED EVER SINCE

### FORMING THE TEAM, JUMPING INTO THE MIDDLE OF WORK, DISCUSSING IDEAS & CO-CREATING

The project was officially kicked-off in March 2022, during the first transnational partner meeting, held at the university campus of the Universitat Autònoma de Barcelona at Bellaterra.

We used the first meeting to make the most out of the personal meeting: we not just discussed tasks and responsibilities of each project partner and agreed on administrative and management procedures, but already started developing the ***D-EMIND Methodology and Self-assessment tool for entrepreneurship.***

The partnership met for the second time in Aalborg, Denmark in September 2022, at the University College of Northern Denmark. Partners started collaborating to define and co-create the first general structure of ***D-EMIND Digital Toolbox and Platform.*** Pretty awesome, isn't it? In the next issues of our Newsletter, we will present it to you in detail.

*STAY  
tuned!*

## MEET THE TEAM

**CRIEDO -  
UNIVERSITAT  
AUTÒNOMA DE  
BARCELONA**

[criedo.uab.cat/enxt](http://criedo.uab.cat/enxt)

The **Universitat Autònoma de Barcelona (UAB)** is a generalist campus-based University, hosting 43.000 students. The **UAB** plays a leading role in scientific research and the wide range of disciplines represented promotes a multidisciplinary approach. **UAB** holds a leading position in the most prestigious and influential international university rankings. The **Center for Research and Studies for Organizational Development** is an **UAB** institution linked to the analysis and development of organizations in general, and those linked to training and education at all levels and areas in particular.



**UAB TEAM**

- David Rodríguez Gómez**  
D-EMIND Coordinator and Tenured Lecturer
- Aleix Barrera-Corominas**  
Project Manager / Adjunct Prof.
- Cecilia Inés Suárez**  
Postdoctoral Researcher
- Daniel Hernández Palomeque**  
PhD Student in education
- Joaquín Gairín Sallán**  
Professor - EDO Director
- Diego Castro Ceacero**  
Tenured Lecturer
- José Luís Muñoz Moreno**  
Tenured Lecturer
- Jordi Codina Hernández**  
Research Support Technician



**Anni Stavnskaer  
Pedersen**

Head of UCN Innovation



**Merete Langeland**

Project associate

**UCN  
TEAM**

## UNIVERSITY COLLEGE OF NORTHERN DENMARK

[UCN.DK](http://UCN.DK)

**UCN** is situated in **Northern Jutland in Denmark** and has campus locations in the cities of **Hjørring, Thisted and Aalborg**. **UCN** is a university of applied sciences and provides higher education and performs research, development and innovation activities within the four main areas of business, social education, health and technology.

UCN has around 10,000 students and around 1,000 employees and offers close to 40 different study programmes.



## MEET THE TEAM

**HOCHSCHULE  
DÜSSELDORF**

[hs-duesseldorf.de](https://hs-duesseldorf.de)

With more than 11,000 students, around 185 professors and around 275 academic staff, the University of Applied Sciences Düsseldorf is one of the largest universities of applied sciences in North Rhine-Westphalia. With 44 degree programs in seven departments, the HSD offers a comprehensive and differentiated range of courses, whose profile is characterized by application-oriented and interdisciplinary teaching.

Located in the Department of Mechanical and Process Engineering, the FLiX research center focuses on tech entrepreneurship, industrial services and engineering education.



**Dominik Kretschmar**

Resercher and coach



**Julian Spratte**

Research Assistant

**HSD  
TEAM**



**Zsuzsanna Traserne  
Olah**

Secretary of the Chamber  
of Commerce and  
Industry of Csongrad-  
Csanad County

**CSMKIK  
TEAM**



**Eva Mezo – Zadori**

Assistant



**Eva Đurović**

Project manager

## CHAMBER OF COMMERCE AND INDUSTRY CSONGRAD-CSANAD COUNTY

[CSMKIK.HU](https://CSMKIK.HU)

The Csongrad-Csanad County Chamber of Commerce and Industry (CSMKIK) has a history of 130 years, 1100 members from the fields of trade, industry, service and crafts, and direct contacts to more than 33000 enterprises in the region.

Our primary duty, as a business council operating as a public body, is the economic development and general business representation.

We are proud to be hosting the regional office of the European Commission's Enterprise Europe Network, which helps businesses innovate and grow on an international scale. It is also the world's largest support network for small and medium-sized enterprises (SMEs) with international ambitions.

## MEET THE TEAM

UNIVERSITY  
COLLEGE LIMBURG  
[ucll.be/en](http://ucll.be/en)

**UCLimburg** is a **HEI in Flanders**, collaborating under the name **UC Leuven-Limburg (UCLL)** with **UC Leuven**. **UC Leuven-Limburg** is renowned for the high quality of its teaching, research & regional development. More than 30 professional bachelor (EQF 6), and 30 lifelong learning study programmes are offered in various study areas: Education, Health Care, Applied Social Studies, Applied Engineering & Technology, and Business Management. Yearly about 14.000 students are enrolled in UC Leuven-Limburg. Moreover, about 15.000 professionals follow a training, seminar or workshop at **UC Leuven-Limburg**. **UCLL's** strong commitment to research ensures state-of-the-art study programmes and trainings for these students and professionals.



**Ilse Fraussen**

Researcher Smart  
Organisations



**Annelies Schrooten**

Researcher Smart  
Organisations

**UCLL  
TEAM**



**D-EMIND**

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## Newsletter II

July 2023



### A MESSAGE FROM THE D-EMIND TEAM

Dear D-Eminders,

The summer is here, together with the new issue of our D-EMIND newsletter. Since our previous newsletter, many things happened.

We had a partner meeting in Düsseldorf, Germany, and gave a final shape to the D-EMIND Training Pack, just to mention a few. Meanwhile, we already started working on the video materials that we will be preparing for you in a form of a MOOC course, loaded with tons of useful materials about the elements of the Atom model, interviews, best practices and many many more useful contents.

In this issue of our Newsletter, we are letting you peek behind the curtains, as we are talking with David Rodriguez Gomez, the founding father of our project, about challenge based learning, the benefits and unique aspects of the D-EMIND project. You will be able to read more about the D-EMIND Training Pack and some news about the project.

We are more than happy that you are here with us!

D-EMIND team

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**Join us!**  
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# CHALLENGE-BASED LEARNING AND ENTREPRENEURIAL SKILLS

WE ARE TALKING WITH DAVID RODRIGUEZ GOMEZ, THE FOUNDING FATHER OF THE D-EMING PROJECT

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**David, how did you arrive to the D-EMIND project idea?**

The initial idea for D-EMIND came about while working on an earlier European project called ForEMLink (<https://www.foremlink.com/>). The aim of ForEMLink was to enhance the entrepreneurial mindset and relationships between education institutions and other external actors. At that time (around 2019) the idea was to develop a methodology that, based on the foundations of design thinking, would fit into the curricular and organisational structure of higher education institutions.

A few months after starting the project, in March 2020, we entered the high alert and “lockdown phase” due to COVID-19 and all project planning, including face-to-face meetings between partners, was suspended. This forced us to slightly rethink the project and to assess the importance of being able to develop a similar proposal, but with the power of the DIGITAL SPHERE. That moment marked the birth of the D-EMIND project.

**How would you describe challenge-based learning and what are its benefits compared to other ways of learning?**

The development of future skills and competences in Higher Education, including entrepreneurship competences, necessarily implies rethinking the teaching methodologies used. This is where, for years, the so-called active learning methods have come into play. Teaching based on active learning methods is student-centered teaching. These strategies promote self-regulated learning skills and emphasize that teaching should take place in the context of real-world problems or professional practice.

Challenge-based learning is one of those active learning methods and, obviously, shares characteristics with all the active learning methodologies: real-world approach, complexity, the role of teamwork or self-regulation, among others.



## UNIQUE ASPECTS

### **David, according to your opinion, in what ways is the project unique?**

The project is highly innovative, as it proposes an online or digital approach to challenge-based learning (CBL) methodology, strategies, and tools for promoting entrepreneurial mindset in higher education, supporting co-creation among students, teachers, and external organisations (commercial and non-commercial). The project capitalizes the knowledge and good practices of previous projects undertaken by the 5 partner institutions involved and benefits from the complementarity expertise between them, as the project will come up with activities which complement previous and current actions. For the moment all HEI partners adopt different tools to deliver on-site curricula linked to entrepreneurship and has experience working, teaching and researching about topics directly related to CBL and/or entrepreneurship (e.g., change management, innovation, knowledge management, communities of practice, creativity, co-creation, start-ups).



**David Rodríguez  
Gómez**

D-EMIND will complement this by bringing stakeholders in the partner institutions – external organisations, teachers, and students – together to create a common online methodology and digital toolbox. An innovative feature of this will be that the methodology and toolbox will be the product of a co-creation process involving all three target groups. This will have a transformative effect in how entrepreneurship education is delivered to students.

Whilst various methods and tools exist, COVID-19 pandemic has accentuated the need to rethink and “recreate” them for online environments. The new digital approach and tools to be developed will provide a digital space in which companies across the five partner countries may upload real-life practical problems which HE students in all five countries will be able to access and tackle in national or transnational teams. The methodology to be developed, using CBL and cocreation approaches, will support, manage, and sustain this process. The D-EMIND results and, in particular, the Digital Toolbox and Platform will be open access and negate the impact of national frontiers in the matchmaking process. It will not be sector specific and therefore will be usable by students from different academic and vocational disciplines. The common feature will be that the platform focuses on developing entrepreneurial mindsets, regardless of vocation or academic interest. In developing the project’s outputs the partners will extract valuable learning from other initiatives like the European Entrepreneurship Competence Framework and EU projects focus on on-site entrepreneurship (e.g., GETM3, INTRINSIC or BEYONDLIMITS, among others).

## BENEFITS OFFERED

### Who can benefit from the project and how?

The D-EMIND project expect to produce beneficial impact at the local, regional, national, European and/or international levels.

At LOCAL, NATIONAL/REGIONAL levels and – to some extent – EUROPEAN/INTERNATIONAL levels, the D-EMIND Methodology and Self-Assessment tool (PR1) will expand the range of approaches available to educators in the field of entrepreneurial education in higher education. However, it will, also, offer something distinctive and innovative that has practical as well as theoretical learning embedded within it.

At LOCAL and NATIONAL/REGIONAL levels, the D-EMIND Toolbox and Platform (PR2) will make a direct contribution to entrepreneurial education resources in higher education, offering teachers and HEIs a Digital Toolbox and a platform via which meaningful and mutually beneficial engagement with external organisations can be initiated and sustained. It will also offer students in higher education a mechanism for participating in real-life challenge-based learning.

At NATIONAL/REGIONAL levels and – to some extent – EUROPEAN/INTERNATIONAL levels, the DEMIND Training pack (PR3) and MOOCs will not only describe a means by which HEIs and others might adopt a more pro-active means of engaging with external organisations and demonstrating the value of higher education, but also will demonstrate that working transnationally in a co-creative context is not as difficult as it may seem and may encourage greater interdisciplinary work in co-creation and entrepreneurial education.

Additional impact at EUROPEAN/INTERNATIONAL level is likely to be manifest in the fact that projects, such as D-EMIND, contribute to raising awareness of the significance of entrepreneurial competence in Member States' economies and in the European economy.

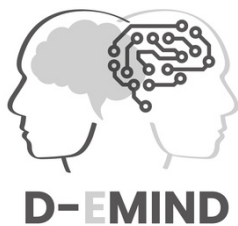
### How can one join the D-EMINDER community?

Although we are still working on our platform you can follow us in any of our social networks

(<https://www.facebook.com/demindproject> ; <https://www.instagram.com/demindproject/>; <https://www.linkedin.com/groups/9242594/> ) and as soon as we open our platform we will invite you to join us and “change the world through challenge-based learning”.







**"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others."**

**The value that is created can be financial, cultural, or social."**

**ALREADY  
AVAILABLE!**

**[WWW.DEMIND.EU/TRAINING-PACK/](http://WWW.DEMIND.EU/TRAINING-PACK/)**

## **FRESHLY OUT: D-EMIND TRAINING PACK**

**DIGITAL ENTREPRENEURIAL MINDSET**

**A GUIDE TO INNOVATIVE, DIGITAL AND  
ENTREPRENEURIAL LEARNING PROCESSES**

The project teams from Spain, Denmark, Belgium, Germany and Hungary have been working hard to develop the D-EMIND Training Pack, which is a practical guide to innovative, digital and entrepreneurial learning processes.

The training pack gives teachers, students and mentors the necessary tools to implement challenge-based learning using the D-EMIND methodology in the (digital) classroom. After explaining the why and what of CBL you can find practical information on how to implement CBL in your classroom, using the social and learning sphere and the activities of the ATOM model, all in a digital context.

The Training Pack helps fostering students' entrepreneurial mindsets, while they are :

- gaining skills in getting on with others
- expressing their creativity in suggesting solutions to problems
- learning to reflect on their own particular strengths, interests and aspirations
- adopting a can-do attitude and drive to turn ideas into action
- showing resilience in handling setbacks
- applying their financial literacy and numeracy skills in real-world contexts

Sounds already super exciting, doesn't it? To find out more, access our Training Pack by clicking [here](#).

## SO NICE TO SEE YOU :)

### TRANSNATIONAL PARTNER MEETING IN DÜSSELDORF, GERMANY

The project teams met in person on 17-19 April 2023 in Düsseldorf, Germany. The partner meeting provided a perfect opportunity for fine-tuning the D-EMIND Training Pack, and to choose the best platform that will be accommodating our D-EMIND materials. The platform chosen will be perfectly serving the needs of all target groups: students, teachers, and companies, providing the perfect space for them to connect, co-create and develop solutions to real-life challenges, provided by companies.

The three-day long transnational meeting ensured a perfect opportunity for partners to co-create and work together on the project results that will boost the entrepreneurial mindsets in higher education.



# D-EMIND

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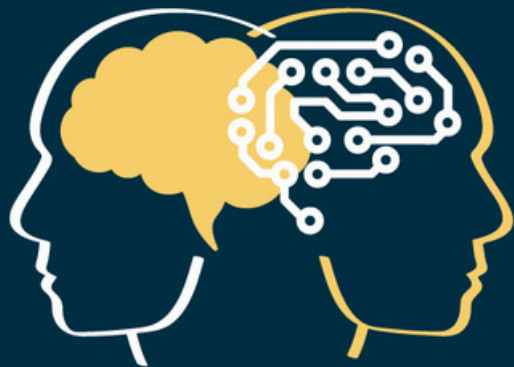
SUSTAINABLE  
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GOALS



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# D-EMIND

ISSUE 3

## Newsletter III

MAY 2024



### GREETINGS FROM THE D-EMIND TEAM

Dear D-Eminders,

The summer is here, together with the new issue of our D-EMIND newsletter. Since our previous newsletter, many things have happened.

We just about to finish the video materials that we are preparing for you in a form of a MOOC course, loaded with plenty of useful materials about the elements of the Atom model, interviews, best practices and many many more marvelous contents.

In this issue of our Newsletter you will be able to read more about the D-EMIND Training Pack and some news about the project as well as you can take a look at why the CBL is beneficial for both students and companies.

We are more than happy that you are here with us!

D-EMIND team

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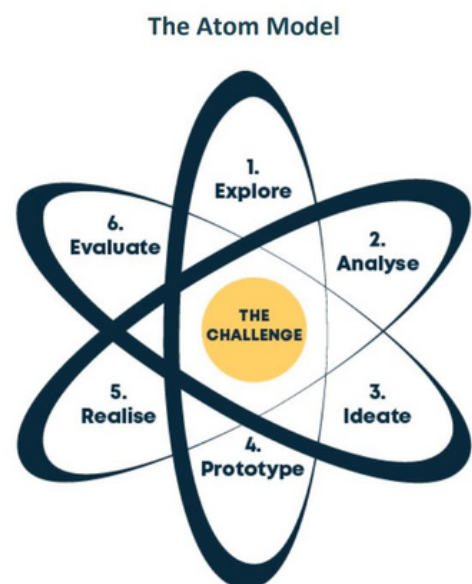
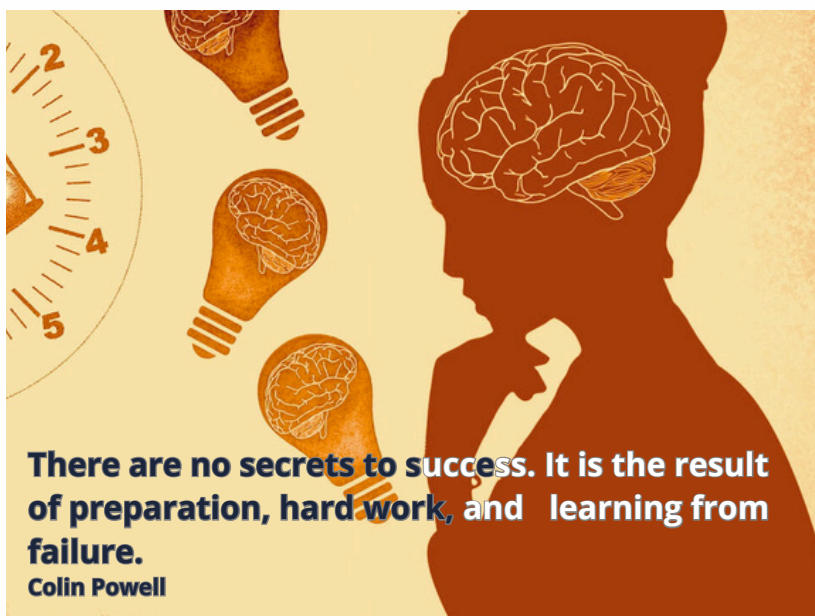


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# CHALLENGE–BASED LEARNING AND ENTREPRENEURIAL SKILLS

## INTRODUCTION TO THE ATOM MODEL - A MAIN TOOL OF CBL AND THE FIRST STEP TOWARDS ENTREPRENEURIAL MINDSET

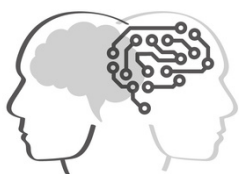


The **Atom Model** was developed in the framework of the ForEMLink project, with the help of which entrepreneurial mindset can be fostered in Higher Education on a local, national, European and global scale. The aim is to promote **entrepreneurial competencies** of **higher education** students through learning processes that **teachers** can facilitate with creative, innovative and entrepreneurial activities placed in each phase of the Atom Model and its challenges.

The Atom Model contains a **process and activities** that teachers can use to facilitate the development of entrepreneurial mindset of students. It is based on a partnership perspective on how one may integrate entrepreneurship as a natural element in the preparation of Higher Education's didactics.

D-EMIND focuses on further development of the digital sphere of the on-site Atom model that fosters an entrepreneurial mindset (**creativity, critical thinking, problem-solving**) among students. The digital sphere of the Atom model is developed by building on the existing experiences with the methodology.

**IF YOU WOULD LIKE TO KNOW  
MORE, USE OUR TOOLBOX!**



**D-EMIND**

## FRESHLY OUT FROM THE D-EMIND TRAINING PACK

CHALLENGE-BASED LEARNING AND THE CHALLENGE ITSELF

**Challenge is in the heart of the challenge-based learning. All elements of the CBL are rotating around it.**

## SO WHAT IS A CHALLENGE?

**[WWW.DEMIND.EU/TRAINING-PACK/](http://WWW.DEMIND.EU/TRAINING-PACK/)**



The term „challenge“ can be defined as a task a person undertakes that is relatively difficult and typically recognized as valuable within a particular group. Sometimes, challenges can involve a struggle with „adversary forces“, and they may also require personal excellence, adding to the value of success – as the Cambridge Online Dictionary states.

This is true, and we can add here that challenges are often „real-life challenges“ – originating from external parties from e.g. trade, industry, public sector or NGOs

- They can be differentiated also based on their size/length to: nano, mini, standard and strategic challenges.
- The size of the challenge provider IS NOT important – what matters is the challenge providers' **engagement**.
- The challenge should fit the learning goals of the course.

### So what are the benefits of learning centered around a challenge?

- Immediate connection between the entrepreneurial world and educational institutions
- Connecting real business needs to the students' problem solving skills
- It requires multidisciplinary approach – boosting collaboration skills
- Ability to synthesise different knowledge input.
- And many more, as you can read on the upcoming page. :)



## FRESHLY OUT FROM THE D-EMIND TRAINING PACK

# What are the benefits of CBL for students?



Working on the challenge can strengthen students'...

- future employability,
- intercultural awareness,
- personal development,
- creativity and active citizenship.

It can also strengthen Europe's competitiveness by helping to build a knowledge-intensive society.

Impacts of the Challenge-based Learning on students' personal development are...

expands individual's career development opportunities,  
supports self-fulfilment,  
increases satisfaction with the university and work,  
develops 21st century skills - including resilience, adaptability, confidence and self-awareness,  
communication and problem-solving skills,  
more competitive in the labour market.

## Why are companies joining CBL?





TO YOUR KIND ATTENTION...

## RELATED PROJECTS

# FROM EDUCATORS TO ENTREPRENEURIAL FACILITATORS

FEEF is an ERASMUS+ project that is creating a set of facilitation techniques directed to Educators (Professors, Researchers, Post-docs), for them to be able to actively act on reducing the gap between Academia and Business World, so that classes can be taught in a way that brings Industry closer to students from day 1. The methodology of FEEF has been designed to match the state-of-the-art in Entrepreneurial education and to provide new insights and tools on how to decrease the gap between academia and the Business world.

>> [website](#)



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