



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 Rogriguez 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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CHALLENGE-BASED LEARNING AND ENTREPRENEURIAL SKILLS

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

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.

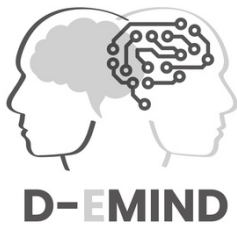
Additional impact at EUROPEAN/INTERNATIONAL level is likely to be manifest in the fact that projects, such as D-EMIND, contribute to raising awareness of the significance of entrepreneurial competence in Member States' economies and in the European economy.

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”.





FRESHLY OUT: D-EMIND TRAINING PACK

DIGITAL ENTREPRENEURIAL MINDSET

A GUIDE TO INNOVATIVE, DIGITAL AND ENTREPRENEURIAL LEARNING PROCESSES

"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/

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.



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