

ENTREHUBS

WP4: Online Summer Course

4.4: Evaluation of the Online Summer Course

WP Leader: Karlshochschule International University

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Version 2



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Karlshochschule
International University

Certificate of Completion

()

First Name

Family Name

Date of Birth

Place of Birth

Developing (critical) Entrepreneurship Competence

Module

successfully participated in the aforementioned module which took place during the summer semester 2023/24:

Title of the Module	Pass/Fail	ECTS-Credits
Developing (critical) Entrepreneurship Competence	pass	5

The total workload was 100 hours and the assessment was a Learner's Portfolio graded by the lecturer.

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Contents

Introduction	2
1. Operation of the Online Summer Course	3
1.1 Coordination of Training Content.....	3
1.2 Online Course via LMS of Karls.....	5
1.3 Stakeholders	5
1.4 Dissemination of the course programme.....	6
1.5 Registration process of participants.....	6
1.6 Coordination of the course implementation.....	8
1.7 Coordination of the afternoon Workshops:.....	10
1.8 Certificates for participants.....	11
2. Evaluation of the conceptual Approach of ENTREHUBS Summer Course	11
2.1 The Entrepreneurship Competence Framework.....	12
2.2 The ENTREHUBS Model	13
3. Case studies of implementation in each pilot university	15
3.1 Karlshochschule International University:	15
3.2 University of Cyprus	16
3.3 University of Macedonia	17
3.4 BOSEV and cooperation with Turkish Universities	18
4. learning outcomes of students regarding entrepreneurial skills	19
4.1. Learning outcomes definition and evaluation.....	19
4.1 What students have learned: self-evaluation	21
5. Scheduling	22
5.1 Kick-off and Preparation.....	22
5.2 Indicative Daily Timetable during Courses	22
6. lessons learned from the collaborative curriculum design	24
7. further improvement of the online summer course	25
ANNEXE	27

Introduction

The Online Summer Course aimed to contribute to the development of **student-centred Entrepreneurship Education (EE)** curricula that empower students to cultivate and critically reflect on their entrepreneurial mindsets and competences.

As part of the ENTREHUBS project, the Summer Course served as a testing ground for lecturers **to apply** the knowledge and pedagogical tools developed in WP2 and WP3. Additionally, the collaborative development of the joint Online Summer Course programme aimed at enabling partners to experiment with **collaborative curriculum design processes**. It is important to note that the focus of this experience was less on the results and more on the **process** itself, leading to the development of the joint programme.

In total, the Summer Course offered students the opportunity to gain **10 ECTS points** upon completing the entire course. The course consisted of a **two-week fully online programme** in July, combining self-paced study materials and group exercises, resulting in 5 ECTS points. Additionally, students could develop a project based on the value co-creation process (framework WP2) to gain an additional 5 ECTS points over the rest of the summer period.

Definition of Target group: Educators, students, and entrepreneurs from diverse disciplines

The Online Summer Course implementation report presents

- the results from the operation of the online summer course
- evaluation of the methodological approach
- case studies of implementation in each pilot university
- learning outcomes of students regarding entrepreneurial skills
- lessons learned from the collaborative curriculum design
- further improvement of the online summer course.

1. Operation of the Online Summer Course

Under the coordination of Karlshochschule International University, the operational aspects of the course were managed. This included

- to coordinate the preparation phase together with the partners for developing the training content
- To follow-up the development on the training material on Karlshochschules moodle platform
- to engage additional lecturers, stakeholders from business and trainers to collaborate with the team of universities
- to disseminate the course programme
- to register participants
- to coordinate the implementation of the course
- to coordinate the daily afternoon workshops
- to manage participant requests and any enquiries
- to issue the certificates for participants

1.1 Coordination of Training Content

The coordination of the preparation phase started with the TPM3 in Thessaloniki, where a preliminary draft of the course's methodological approach, timeframes, and learning outcomes was discussed. However, several additional meetings were required to finalise the course outline and clarify the distribution of work and roles. In addition to the university partners involved in the project—namely, the University of Cyprus, the University of Macedonia, and Karlshochschule—the Turkish partner BOSEV also joined this action, contributing to both the development of training content, dissemination to participants and the implementation of the course.

It is worth noting that the partnership successfully agreed upon and developed the final two-week training programme in a remarkably short period of time—just under two months. The ten units of the two-week programme were allocated among the partners according to their preferences and availability.

15.07. – 19.07.					
Week 1: Ideas & Opportunities (50 TU)					
Day	Monday: 15.07.	Tuesday: 16.07.	Wednesday: 17.07.	Thursday: 18.07.	Friday: 19.07.
Topic	Spotting Opportunities	Creativity	Vision	Valuing Ideas	Ethical and Sustainable Thinking
Responsible Partner	University of Cyprus	Univ of Macedonia	Univ of Macedonia	BOSEV	KARLS

22.07. – 26.07.					
Week 2: Resources (50 TU)					
Day	Monday: 22.07.	Tuesday: 23.07.	Wednesday: 24.07.	Thursday: 25.07.	Friday: 26.07.
Topic	Self-awareness and Self-efficacy	Motivation and Perseverance	Mobilizing Resources	Financial and Economic Literacy	Mobilizing Others
Responsible Partner	University of Cyprus	BOSEV	Karlshochschule	Karlshochschule	Karlshochschule



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Each topic was assigned to one specific unit. Each unit comprised a self-paced asynchronous component, which included at least one individual assignment, alongside a synchronous group assignment that participants were required to complete in small groups during the afternoon workshops.

Additionally, students were given the option to work on projects of their interest and to implement a project idea during the subsequent weeks of the two-week programme.

Initially, it was planned to jointly coordinate this additional phase. However, due to the summer period, differing academic timetables, and various settings, this part was coordinated separately by each partner, resulting in the opportunity to test different arrangements.

Karlshochschule developed an additional programme consisting of five units with weekly assignments to provide an opportunity for an extra 5 ECTS points.

29.07. – 09.09.	Into Value creating Action (130 TU)				
Week	05.08. - 12.08.	13.08. - 19.08.	20.08. - 26.08.	27.08. - 02.09.	03.09. - 09.09.
Topic	Taking the Initiative	Planning and Management	Uncertainty, Ambiguity and Risk	Working with Others	Learning through Experience
Responsible Partner	Karlshochschule				

The entire course programme was delivered in English.

It is true that more time would have been beneficial to deepen discussions with the partners regarding the expected learning outcomes of the training, the anticipated educational standards, and the quality of each unit. Indeed, the final course resembles a puzzle of diverse teaching styles, academic perspectives, professional backgrounds, and foundational theories, lacking a cohesive theme (aside from the methodological approach). On the other hand, this absence of a unified teaching approach ultimately led to an incredibly rich experience in international entrepreneurship education, which was highly valued by all participating students. Several unexpected advantages can be highlighted from this (unintentionally) fragmented course content:

- **Diversity of training materials:** Students greatly appreciated the variety of course content, the plurality of views, and the mix of exercises.
- **Curricular flexibility:** Without a common theme, the units did not build on one another, allowing students to join the course even after it had started or to select specific units according to their personal schedules.
- **Standalone integration:** Units can be integrated separately into study programmes, which helps to promote EE among different disciplines and levels.
- **Entrepreneurial mindset:** On a meta-level, the course reflects the entrepreneurial mindset of the participating partners but also an expanded understanding of entrepreneurship based on, but going beyond the European EntreComp reference framework. Students were invited to reflect upon the aims of the course itself, providing for a very ambitious and challenging intellectual learning experience that went beyond the provision of simple practical skills and instead allowed students to more personally direct the aim of their learning through the

reflection of their entrepreneurial capabilities (something that at Karlshochschule we call “Future Capabilities”)

1.2 Online Course via LMS of Karls

The online summer course was hosted on the LMS platform of Karlshochschule, specifically on its Moodle platform. As the coordination of the course was entirely managed by Karlshochschule, it was highly beneficial that the course itself was also hosted by the university’s LMS. This arrangement facilitated fast participant enrolments, content adjustments, programming of units, managing assignment deadlines, and enabled direct and efficient communication with participants. A guidance video for the participating lecturers explained the main features of Moodle, and none of the lecturers encountered technical issues when uploading the training materials.

Students were introduced to the key operational aspects of Moodle through an introductory video, and they did not experience any technical difficulties. The course programme was organised into 10 units, with 5 units scheduled each week. The course settings were programmed so that a new unit would become visible to the students each day. This arrangement allowed for last-minute changes to the training content of the units. Additionally, this step-by-step approach helped students maintain a daily focus and concentrate on the specific topic for each day.

Each unit followed a similar structure, featuring an introduction/welcome video from the lecturer, readings and videos, as well as individual and group assignments. Initially, the due dates for the daily assignments were set on a strict daily basis. However, several students found the schedule too tight, and the due dates were subsequently adjusted to be more flexible.

In total, the moodle platform was appropriate for the asynchronous self-paced learning programme.

1.3 Stakeholders

Initially, partners planned to integrate external stakeholders, such as entrepreneurs, training organisations, municipalities, student organisations etc. into the development of the course programme. However, because of the summer season, it became clear that it was almost impossible to reach out to externals or to involve them into the course programme. However, each partner consulted external stakeholders for the course content and Karlshochschule even managed to engage two stakeholders (entrepreneurs) to develop course content.

Several stakeholders agreed to take part in the afternoon workshops and share their professional experiences and guide students during the workshop activities, mentoring those groups who come up with project ideas.

Even if many external stakeholders were not involved in the content creation of the course, they could be invited after the summer break to review the course content. All stakeholders could successfully be enrolled in moodle platform and partners collected informal feedback from stakeholders who demonstrated their interest in getting involved into the Course if there is a next edition (during another period of the year).

1.4 Dissemination of the course programme

Karlshochschule developed a comprehensive dissemination portfolio that included an announcement text and course programme, an announcement video produced by Karlshochschule, a printed poster, and visuals for digital dissemination. All materials featured a link to the registration form.

An email campaign was launched, with each partner disseminating the Summer Course announcement six weeks prior to the course start. Additionally, social media channels were utilised multiple times (four weeks, two weeks, and one week before the course commencement). Printed posters were displayed within the university buildings three weeks before the course began.

As a result of these dissemination activities, 210 students from the four partner countries registered for the course. This unexpectedly high number of registrations highlights the effectiveness of the dissemination efforts.



1.5 Registration process of participants

Through the [registration form](#), participants could register for the course. The coordinator managed the registered students, sending them a registration confirmation. The coordinator regularly updated the partners about the numbers of registered participants. Additionally, about 10 other students registered directly via the partners contact persons.

Country	Number
Greece	108
Turkey	40
Cyprus	31
Germany	15
Others	3
Hungaria	1



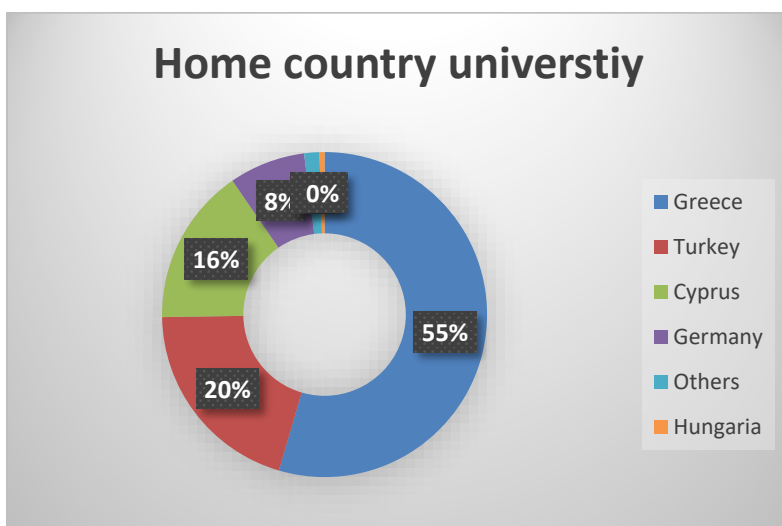
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University	Count of University
University of Macedonia	106
Ankara Hacı Bayram Veli Üniversitesi	19
University Of Cyprus	18
Karlshochschule International University	15
University of Cyprus	13
AFYON KOCATEPE UNIVERSITY	10
Karabük Üniversitesi	5
Gazi Üniversitesi	2
Filology Faculty	1
Newcastle University	1
Ionian University	1
Marmara Üniversitesi	1
Anna University	1
State University of Moldova	1
Türk Eğitim Vakfı İnanc Turkes	1
Berlin	1
Eotvos Lorand University	1
ARISTOTLE UNIVERSITY OF THESSALONIKI	1
Kocatepe Üniversitesi	1
İstanbul University-Cerrahpaşa	1
Grand Total	200

Grand Total 198



no The significantly higher number of students registered from our Greek partner, in comparison to other partners, is not surprising when we consider the total student enrolment figures (for instance, 18'000 students at the University of Macedonia versus 500 at Karlshochschule). It is also noteworthy that the Turkish partner BOSEV, which does not represent a university, successfully engaged many students from various Turkish universities.

In light of this unexpectedly high number of registered students, two additional meetings among partners were convened. Although the piloting was initially planned to include around 40 students, the partners ultimately agreed to accept all registered students. RESET and STIMMULI agreed to support the afternoon workshop sessions should the number of participating students be too high. Given the workshop format, which involves smaller groups, the partners decided to bring in as many instructors as necessary to facilitate the afternoon workshops and moderate the student groups.



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One week prior to the course start, all registered students received an email containing their login details for the Karlshochschule Moodle platform, along with a separate email outlining the procedures to access the course. Three days before the course began, all registered students were sent a reminder about the course launch.

1.6 Coordination of the course implementation

The coordinator of the course sent out welcome messages via the moodle platform to all enrolled students at the start of the course. On a daily base, the coordinator answered questions to the participants via the chat function of the course, regardless their home universities.

The coordinator sent out reminders to

- the lecturer of the day to connect to the moodle platform on the specific date, when the unit took place to ensure that students could ask questions to the lecturer about the course content via the moodle chat.
- to participants to inform them about the start of the afternoon online workshops.
- to participants about the upcoming deadlines of assignments
- to participant to take the entrance and final survey

The coordinator organised Microsoft Teams meetings, inviting lecturers to specific meeting dates and including links to each meeting within the Moodle course. The coordinator managed the workshop sessions and kept each partner informed about student activities on the Moodle platform. By reviewing the attendance lists generated after each Teams meeting, the coordinator was able to monitor workshop participation on a daily basis. Several meeting recordings were downloaded, and screenshots of the workshops were shared to promote the course on social media channels.

We had approximately 50 active participants throughout the two-week course programme on the Moodle platform.

Spotting Opportunities			
Spotting Opportunities - Video	125 views by 55 users	-	Thursday, 8 August 2024, 12:24 PM (1 hour 5 mins)
Spotting Opportunities	241 views by 70 users	-	Thursday, 8 August 2024, 12:24 PM (1 hour 5 mins)
Spotting Opportunities Worksheet	1079 views by 70 users	-	Thursday, 8 August 2024, 12:24 PM (1 hour 5 mins)
Afternoon Workshop: Spotting Opportunities	188 views by 46 users	-	Thursday, 8 August 2024, 12:24 PM (1 hour 5 mins)
Co Creation - Spotting Opportunities	206 views by 56 users	-	Thursday, 8 August 2024, 12:24 PM (1 hour 5 mins)
Workshop assignment	540 views by 53 users	-	Thursday, 8 August 2024, 12:25 PM (1 hour 5 mins)
Creativity			
Creativity Video	76 views by 46 users	-	Thursday, 8 August 2024, 12:25 PM (1 hour 4 mins)
Creativity	146 views by 51 users	-	Thursday, 8 August 2024, 12:26 PM (1 hour 3 mins)
Be creative	749 views by 55 users	-	Thursday, 8 August 2024, 12:26 PM (1 hour 3 mins)
Afternoon Workshop session: Creativity	139 views by 45 users	-	Wednesday, 31 July 2024, 6:31 PM (7 days 18 mins)

By the end of the course, up to 35 students completed most of the assignments.

In average, the assignments were mostly completed by:

- 9 students from Karlshochschule,
- 8 students from University of Cyprus,
- 13 students from University of Thessaloniki
- 7 students from Turkish universities

From the course, I liked the most...

25 responses



What I did not like from the course was...

24 responses





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1.7 Coordination of the afternoon Workshops:

The coordinator organised daily workshop meetings via Microsoft Teams, the digital platform provided by Karlshochschule. The first three workshops were set up as Teams webinars, which included a registration form to collect participant data. However, the webinar function caused numerous technical issues, such as participants not being automatically assigned to the same breakout rooms for subsequent sessions; several participants could not be assigned to any room at all; previously created polls failed to work; and some participants were unable to use their cameras. Many of these technical problems were resolved by switching from webinar mode to a standard Teams meeting. However, some issues persisted throughout the two-week programme, including the limitation that Teams did not allow external participants to manage breakout rooms or move between them. Additionally, stable connectivity proved problematic for several students, and using Microsoft Teams generally became an inconvenient tool for organising a class with participants external to the event organisation. Consequently, the partner University of Macedonia opted to host their students in a separate Google Meet room for the workshop sessions.

Unfortunately, because of the technical issues that could not be solved immediately, several students left the workshops and we did not manage to bring them back on board.

In response to the students' requests, and following the transition from webinars to team meetings, the smaller student groups were maintained consistently every workshop day. This allowed participants to collaborate on their daily assignments with the same team members each day in designated breakout rooms. This arrangement proved to be more effective for the student working groups.

The afternoon workshop programme followed daily the same agenda: 13h – 16h CET + 1h

1. Welcome of the lecturer of the day
2. Introduction to the assignment
3. Split into workgroups in breakout rooms
4. Work on the assignment
5. Come back and share your key findings

Certain flexibility was maintained regarding the timeframe for the workgroups and discussions on the results. As the students from the Greek partner met separately from the other students on Google Meets, the remaining groups comprised a mix of participants from Turkey, Cyprus, and Germany.

The workshop series began with a high number of participants (80), which decreased over the two weeks to about 40 to 50 regular students attending daily. This figure aligns with the number of active participants on the Moodle platform.

Date	A	B	C	D	E	F	G	H	I	J	K	L
Day	Monday: 15.07.	Tuesday: 16.07.	Wednesday: 17.07.	Thursday: 18.07.	Friday: 19.07.	Monday: 22.07.	Tuesday: 23.07.	Wednesday: 24.07.	Thursday: 25.07.	Friday: 26.07.		
Topic	Spotting Opportunities	Creativity	Vision	Valuing Ideas	Ethical and Sustainable Thinking	Self-awareness	Motivation and Perseverance	Mobilizing Resources	Financial and Economic Literacy	Mobilizing Others		
N° of participants attending the meeting	81	67	74	62	49	61	43	50	45	42		574
Average per day												57,4

After 4 days, the number of student groups (breakout rooms) remained permanent with 5 groups.

“I like the internationality of the course, because I always think it is good to have people with you who have another point of view, which gives you the opportunity to reevaluate your view.” Karls student

 Mentimeter

Working with other students during the workshop was...

challenging at times	fun, interesting, interesting as we had many points of view.	Very nice experience. We were different people, with different strengths, and we managed to cope with it well.	fun, but sometimes frustrating because we start at different baselines and not everyone is engaged
It was awkward at first, took me few times to get to know them and talk freely. But overall I like working in team, it compensates me a lot	interesting, many different opinions	very much	very much

1.8 Certificates for participants

After an internal consultation with all partner universities involved, it became clear that only Karlshochschule has experienced issuing certificates to foreign students not enrolled in any regular study programmes. Karlshochschule agreed to issue certificates based on 5 ECTS points (2 weeks programme) to students of the partnership. The following procedures was agreed: Each partner evaluates their own students, based on the individual assignments (at least 70% of all assignments submitted) and their participation during the afternoon workshops. The assessment results were communicated to Karlshochschule indicating those students who have passed the course successfully. Karlshochschule then issued the certificate for each student that have passed the course (passed/failed). In addition, Karlshochschule issues a module description for the partner’s examination office.

Karlshochschule issued 6 certificates with 5 ECTS points to the students from University of Cyprus.

Karlshochschule issued 10 certificates with 5 ECTS points, among them 2 certificates with 10 ECTS points to students from Karlshochschule.

2. Evaluation of the conceptual Approach of ENTREHUBS Summer Course

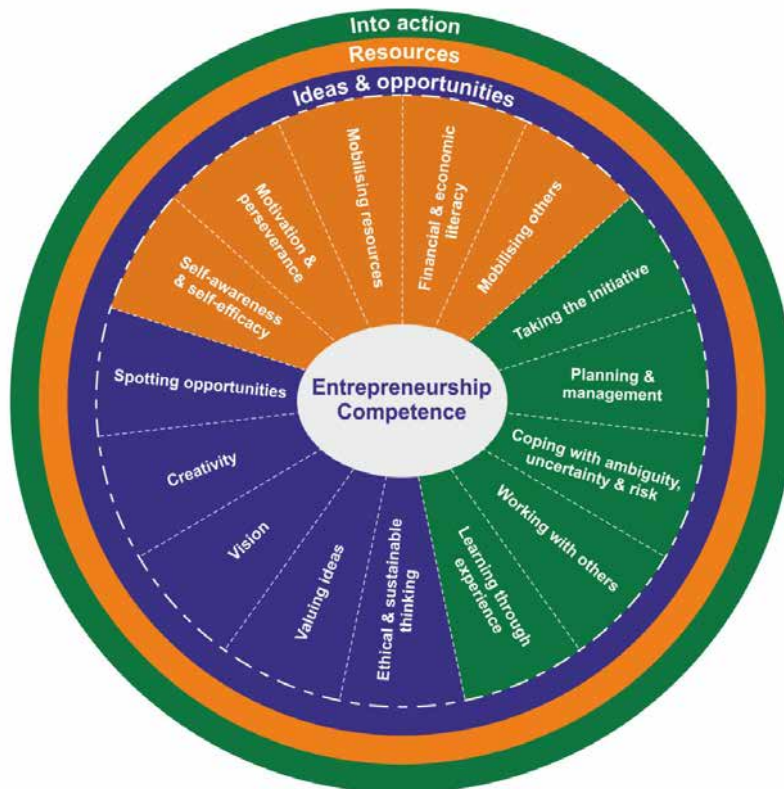
The Entrehubs Online Summer School combines two conceptual frameworks:

1. The Entrepreneurship Competence Framework (EU, 2016)¹
2. ENTREHUBS Model (Entrehubs project result of WP2)

2.1 The Entrepreneurship Competence Framework

EntreComp Framework is a conceptual framework that was published in 2016 as a comprehensive, flexible and multipurpose reference framework designed to support and inspire actions to improve entrepreneurial capacity (McCallum et al., 2020). According to the framework entrepreneurship is defined as

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 “².



Following the three phasic approach of the framework, the course was structured in a similar way which resulted in being very helpful to structure the course into different units which are interrelated and interconnected, but don't follow a sequential approach. They rather form an integral whole and are covered through the whole module. Furthermore, the framework is not designed as a pass/fail model or competent/not competent but to provide inspiration and support for educators and learners in a practical way. Besides, the 5 competences per area were very suitable for a 5 days week. Moreover, this approach demonstrated the necessary flexibility

¹ https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

² FFE-YE. (2012). Impact of Entrepreneurship Education in Denmark - 2011. In L. Vestergaard, K. Moberg & C. Jørgensen (Eds.). Odense: The Danish Foundation for Entrepreneurship - Young Enterprise.

for an online self-paced course during the summer period, when students and lecturers are not always available.

Regarding the type of competences, this approach allowed students with different academic backgrounds and levels to join the course and to acquire transdisciplinary competencies.

2.2 The ENTREHUBS Model

The ENTREHUBS Model was developed under workpackage 2 of the project ENTREHUBS.

Firstly, the ENTREHUBS Educational Model is designed upon five fundamental building blocks that can cultivate entrepreneurial mindsets among learners of different disciplines, offering practical suggestions for educators. The approach of the model was very helpful to set the overall theme of the course and the horizontal learning concept building on the personal experiences of students, to look on value creation abilities which are helpful in everyday life, to create an experimental environment where students can envision themselves as entrepreneurs and to foster co-creation and co-designing. Especially through the afternoon workshops, the ENTREHUBS model set the frame for collaboration in interdisciplinary teams. The horizontal approach of this model also encouraged the approach of the afternoon workshops, which aimed to bring learners from the different partner universities together in an online space and to address through different small challenges the above mentioned ENTREHUBS blocks in different exercises.

Secondly, the ENTREHUBS model is based on the **Value Creation Approach** and goes inline with the third area “into action” of the EntreComp framework. However, the objective of establishing value co-creation hubs with external stakeholders involved could not be implemented through this course. Indeed, partners realised that first of all, during the summer period, such cooperations are very difficult to develop and secondly, this approach needs already well established connections with entrepreneurs before even implementing the course. However, through engaging external collaborators who are themselves social entrepreneurs into the course content development and implementation (e.g. Mobilizing Resources or Financial and Economic Literacy), we ensured to add real-world challenges and especially through the afternoon workshops, students were encouraged to exchange and discuss the given challenges with the entrepreneur and evaluate the sustainability aspect of the ‘entrepreneurial venture’.

Finally, as expected, the participation of students in this 3rd phase of the course was very low. Only 2 students developed their own project. On the other hand, regarding the feedback of students, even the 2 weeks programmed was enough to stimulate and motivate students to think about entrepreneurship in a different way:

“I think the course helped me to understand entrepreneurship as something that is not breathtakingly hard to do but that is now more likely to be something that I can do later. And also to see that there are actually very creative people behind it. People who simply took the initiative and said: I gonna do that!” Karls student

2.3 Digital Icebreakers for the afternoon workshops

Taking into consideration that mixed students group would have to work together in a team, without knowing each other, coming from different countries and faculties and meeting in an exclusively digital



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space is a challenging situation for everyone. This is why the coordinator introduced the idea of starting the workshops with digital icebreakers. This service was outsourced to a student group from Karlshochschule who voluntarily participated in the project to develop two icebreakers activities that were implemented at the beginning of each of the two weeks. These activities were very positively evaluated by the students. Indeed, students would have liked to have even more of these activities to get to know each other better. Partners realised that students did not automatically start the team work sessions by presenting themselves or sharing some background information. Even more, most of the students did never turn on their cameras and it is quite comprehensive that this anonymity was difficult for several participants. Lessons learned: to include specific activities to foster the intercultural exchange and moderate the communication at the start of each teamwork.

3. Case studies of implementation in each pilot university

3.1 Karlshochschule International University:

16 students registered initially for the course, 9 finally participated in course both in the asynchronous part on moodle and on the synchronous part on teams for the student projects.

The students' initial motivation to participate in this course was both based on their interest to gaining more ECTS credit points and on the topic itself. The timeframe for the Karlshochschule students was adequate and they actively participated in the afternoon workshops. They highly appreciated the fact that students from different universities come together, and they liked a lot the diversity of the course content. Indeed, they would have appreciated that the international and intercultural aspect of the course would be valued even more and negatively evaluated the fact that the students from the Greek university did not participate in the mixed group workshops but were separated from the rest of the groups. The Karlshochschule students would have preferred to stay from the beginning in the same groups and develop an idea together all over the course.

Some students from Karlshochschule found it difficult to deal with the inconsistency of the course: *"Assignments are very different, also from the expectations and the information varies a lot. That makes sense, but it lacks a bit of consistency."* But on the other hand, the same students also appreciated the fact that this course is a jointly developed programme. One student suggested to create a joint start and end of the course to overcome this lack of consistency.

When reflecting on the concept of "critical entrepreneurship", the students reflected that after taking the course, *"Critical entrepreneur is for me somebody who is not just doing it, but doing something creative and also considering the sustainable, ecologically impact of what he or she does". – "Taking the various influencing factors into account. Be prepared for unexpected, unwanted outcomes, but also positive outcomes. "*

To sum up, students believe that the "resources, exercises, slideshows provided in the course were helpful". They think that they will come back to the course content if they have an idea for a project.



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3.2 University of Cyprus

University of Cyprus: Over 30 students initially registered for the Entrehubs Summer School, with 8 successfully completing all components, including workshops, course modules, and personal assignments. Feedback from the students indicated that, overall, it was a positive experience. Many appreciated the opportunity to engage with entrepreneurship in a practical, hands-on way and found the collaboration with international peers valuable.

However, some students suggested that the program would benefit from offering more foundational courses at the beginning. This would help them better structure their ideas and understand how the different modules fit together within their own projects. One recurring suggestion was to maintain consistent groupings throughout the workshops, allowing students to develop a single idea together over the course of the summer school. This approach, they felt, would allow them to apply the principles and theories learned more effectively.

Regarding the structure and availability of the course, students expressed a strong interest in having the program extended to be available year-round in a self-learning mode. Some students also inquired about whether the program would be offered again, which reflects the value they found in it and their desire to continue building on what they learned.

In summary, the University of Cyprus students found the course resources, workshops, and overall experience beneficial. The program's impact is evident in their interest in further opportunities for learning and application.



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3.3 University of Macedonia

A total of 150 students from Greece registered for the summer course. However, only 13 of them actively participated during the course. The main reason for this low participation rate is that many of the students had to work during the summer.

The students from Greece took part in the summer school first of all to improve their knowledge of the English language. Of course, they are also interested in improving their knowledge about entrepreneurship and its ecosystem.

For our students it was a great opportunity to participate in an international, interdisciplinary learning environment. They highly appreciated the fact that students from different universities come together and they liked a lot. Although they did not work in mixed working groups, the presentations made by the presenters of the other countries gave them the opportunity to see the concept of entrepreneurship from an international point of view.

In addition, the joint presentations, as well as the exchange of views provided the students with a comprehensive picture of the topics of the presentations. The Greek students fully understood the objectives of the program under our guidance. Perhaps the fact that they were in separate groups during the production of the writings provided a unique incentive for competitiveness and creativity.

In conclusion we can say that the summer school was a very good experience for all of us. It strengthened the ties of the universities and gave us the opportunity to work together.

3.4 BOSEV and cooperation with Turkish Universities

A total of 36 students from Türkiye registered for the summer course. However, only 13 of them actively participated during the course and 7 of them completed the required tasks. The main reason for this low participation rate is the poor motivation during the summer months in general. Technical glitches within the Microsoft Teams application also prevented some students from attending the afternoon sessions.

Students from Türkiye generally expressed interest in the course for three reasons: to improve their understanding of entrepreneurship and its ecosystem, to improve their foreign language skills, and to have the opportunity to participate in an international, interdisciplinary learning environment.

Students rated the educational content delivered through Moodle as high quality, and those who actively participated in the course appreciated the non-static and informative nature of the course, especially the group activities with their foreign peers. Everyone was motivated by the different perspectives and cultural visions that emerged in a concrete but creative and constructive way. However, the majority of participants from Türkiye indicated that they would have liked more structured guidance, especially on how to apply theoretical concepts to practical tasks. Some tasks were reported to be long and repetitive.

In terms of content presentation, some students noted that while the topics were interesting, the shifting focus between different entrepreneurial aspects felt disjointed at times. Assignments varied significantly in format and expectations, which caused confusion for some students. Some topics felt repetitive and essential points were missed.

The use of a variety of shared digital workspaces during group activities was considered an important achievement for Turkish students. Although it was said that maintaining the same groups was more efficient in terms of working, there was also the idea that it would be interesting to mix the groups every day. They could not understand why the Greek students, who made up the majority, were separate.

In summary, despite the lack of motivation and technical difficulties, the Moodle content was followed, while the live sessions in the afternoon were less attended. Students found it valuable that the course was not a standard lecture and that they could interact with their foreign peers in a foreign language. They reported that they saved some of the resources shared and that some ideas were formed.

4. learning outcomes of students regarding entrepreneurial skills

4.1. Learning outcomes definition and evaluation

The learning objectives are based on a so called “Progression Model” (p. 14) and described as follows:

Entrepreneurship as a competence is developed through action by individuals or collective entities to create value for others. Upon completion of the Online Summer School, students are expected to:

1. develop increasing autonomy and responsibility in acting upon ideas and opportunities to create value;
2. developing entrepreneurial competences and mindset, like self-efficacy, creativity, problem-solving, taking the initiative, risk management, etc.
3. develop the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.
4. collaborate with external stakeholders, who are actively involved in the entrepreneurial sector, such as entrepreneurs, business owners, business mentors, business associations, etc., in order to create value (social, economic, cultural, mental, etc.) for other.
5. experience first-hand the process of ideation, collaborative problem-solving, interact with external stakeholders, etc.
6. get involved in value creation projects and receive online support for their execution from entrepreneurs (for instance through mentoring sessions).

The Model follows a sequential approach that starts from a basic level (foundation) up to an advanced level (similar to the EU language framework), see table below

Foundation		Intermediate		Advanced		Expert	
Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8

Students were assessed on the basis of their individual and group work assignments. However, based on the results of all students evaluated by different lecturers and from different partner universities, it was not possible to draw a clear picture for all the LOs described above. The results varied widely between students from different countries for the individual assignments but were more similar when comparing the group work assignments. Indeed, many of the project ideas developed demonstrated students' ability to respond to the ideas of others, to develop project ideas that create value, and their overall creativity in imagining solutions to given challenges. However, the lack of collaboration with external stakeholders and thus "real" challenges made it impossible to assess several of the desired skills.



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A positive aspect in the international context was that the students demonstrated a high level of intercultural competence, as they were able to work together in mixed groups of students, even without physically meeting each other.

During the evaluation of the students' individual assignments, the responsible lecturers also noticed that the level of some of the assignments given by different lecturers was quite different. Depending on the academic background of each student, some of the tasks were probably not appropriate to their level of competence and the LO level therefore not appropriate. The different competence levels were better balanced in the workshops with mixed groups of students.

It also became clear that a common description of the learning outcomes would have been beneficial. In particular, the fact that the instructors had to evaluate assignments that were not given by themselves, but by another partner lecturer, made it difficult for them to correctly assess the students' learning.

Feedback from one lecturer:

The program provided important skills to humanities students. Through the summer school they created programs in which they used their theoretical knowledge in business projects. In particular, in the field of tourism, the students created applications for creative tours of families, or young people. In addition, they created programs for the exploitation of buildings with significant historical value, as places to stay but also to highlight the cultural heritage of Thessaloniki.

There were also mixed teams of IT and Balkan studies students who created clever advertisements using their knowledge of history and IT to highlight products with a Greek brand name.

To sum up, the lack of a consistent, comprehensive and common Learning Outcome description matrix for the whole course would have been helpful to correctly assess the LOs. However, much more time would have been necessary to develop such a LO description matrix because the initial discussions on this idea brought to light that there were very different concepts used by partners (e.g. knowledge, skills, competence vs. knowledge, capabilities, responsibility or the terminology of autonomy).

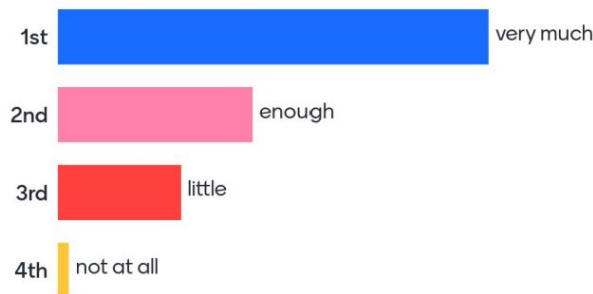
4.1 What students have learned: self-evaluation

I learned from this 2-week course...

What did you learn?



My understanding of entrepreneurship has improved



5. Scheduling

In accordance with the different timetables of the participating partners, the following schedule was agreed:

Online Summer School	July					August				TU	ECTS	
	01.07.	08.07.	15.07.	22.07.	29.07.	05.08.	12.08.	19.08.	26.08.			
Planning												
Kick-Off and Preparation											15	
Ideas & opportunities											50	2
Resources											50	2
Online Workshop Lessons Learnt											5	
Diary on specific topic											5	1
Subtotal											125	5
Introductory online materials											3	
Student Projects Into Action											110	
Colloquium 1: Taking Initiative											2	
Colloquium 2: Planning and Management											2	
Colloquium 3: Coping with Uncertainty, Ambiguity and Risk											2	
Colloquium 4: Working with Others											2	
Colloquium 5: Learning through Experience											2	
Closing Workshop											2	
Subtotal											125	5
TOTAL											250	10

5.1 Kick-off and Preparation

Each partner was individually responsible for organising the "Kick-Off and Preparation" phase starting on the 8th of July. During the preparation phase, each partner worked on the "Group Assignments", explained the access to the learning platform (Moodle of Karls or other platform), and revised the Learning Objectives together with the learners. Specifically, learners with limited English proficiency may receive preparation support from their respective institutions to acquire specific English vocabulary necessary for successfully completing the assignments. Educators could also utilise this preparation phase to support learners who have less experience with online learning, transnational learning, or self-paced study.

5.2 Indicative Daily Timetable during Courses

Timeframe	Teaching Unites	Methodology
09h - 12h	4 TU	Online Self-Learning via Online Platform
13h -16h	4 TU	Developing Material in Group Work
16h -17h	1 TU	Plenary Discussion with Tutors: Insights & Reflections

During the morning, students individually studied the proposed learning material, each day another module. During the afternoon, learners worked in groups. It was aimed to set up international student



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groups in order to encourage transnational learning experience. However, the students from University of Macedonia finally met separately without mixing with the other students. During the workshops, lecturers or supporting educators circulated through the groups, supporting the moderation of the groups together with the specific lecturer of the day. Groups met in separate online spaces. Each group had a specific task in form of a small project that was linked to the topic of the day. After the group work, all participants met again in plenary to share their results. A final plenary discussion closed the day.

Initially, it was supposed that each day, the groups will change in order to give learners the opportunity to virtually meet with different participants. However, the experience pointed to the fact that stable groups throughout the course series increased the quality of the group work (e.g. through increased confident, decreased barriers etc.) and several students also asked for fixing the groups.

6. lessons learned from the collaborative curriculum design

Rapid Development and Diverse Content: The two-week training program was developed in under two months, with ten units distributed among partners based on their preferences and availability. Given the very short timeframe for development, it was incredibly beneficial to base all units on the EntreComp framework, which is both flexible and comprehensive. While the course lacked a cohesive theme, the variety of teaching styles and academic perspectives enriched the learning experience for students. Although there were plans to jointly coordinate the value co-creation phase, it ultimately proved more effective to manage this part separately, allowing for the exploration of different arrangements.

Learning Outcomes: It is evident that additional time would have been advantageous for engaging in more in-depth discussions with partners regarding the expected learning outcomes of the training, the anticipated educational standards, and the quality of each unit. Drawing on the experiences of similar projects, partners concurred that collaboratively defining a Learning Outcome matrix would have been beneficial in aligning participants around a common, cohesive theme. However, through our prior collaborative efforts on the “ENTREHUBS model” (WP2), partners have already cultivated a shared understanding of the overall learning outcomes and the pedagogical approach.

Digital Learning Environment: The Moodle platform was well-suited for the asynchronous, self-paced learning programme, facilitating both the development of learning content through collaboration and the enrolment of pilot students. Its functionalities proved valuable for monitoring student participation, maintaining daily logs, and managing assignment submissions. However, it became apparent that Karlshochschule’s Moodle settings did not allow open access for non-enrolled users, necessitating a transfer of content to an alternative open-access learning environment. Unfortunately, MS Teams was found to be less effective for synchronous workshop sessions, particularly for interactive classes that required breakout rooms.

Challenges and Student Feedback: Students expressed concerns about the inconsistency in assignments and expectations, suggesting a need for a more structured approach and the inclusion of foundational courses at the beginning of the program. Additionally, many students preferred to maintain the same workgroups throughout the entire program. Instead of organizing the preparation phase separately for each partner, a common kickoff event would have been beneficial for team building. Implementing regular short ice-breakers throughout the course could have further enhanced team spirit.

Internationality and Interculturality: Students greatly appreciated the program's international and interdisciplinary nature. The collaborative implementation of the course among all partners proved to be highly advantageous for the students. However, they expressed a desire to include Greek students in the group work activities during the workshop sessions. Additionally, there was a need to place greater emphasis on intercultural learning throughout the program to enhance students' intercultural communication skills. Defining specific intercultural learning outcomes or incorporating a dedicated intercultural communication unit into the course curriculum would have been beneficial.

Recommendations for Improvement: To enhance the program, recommendations included creating a joint start and end, fostering intercultural exchange, and providing more structured guidance. The lack of a common learning outcome matrix was identified as a barrier to assessing learning outcomes effectively

7. further improvement of the online summer course


Following the pilot, the partners discussed various options for enhancing the course in terms of content and coordination. Several partners made improvements to the course materials, particularly the assignment worksheets. Additionally, they considered developing a “common theme” centred around a fixed student workgroup, employing a project-based learning approach that focuses on a business challenge. However, some partners expressed concerns that adhering to a predefined structure with sequential workshop activities might reduce flexibility for student participation, especially during the summer period when many students are required to work and cannot commit to a full two-week programme.

The partners agreed that for the second edition, there should be a more intentional follow-up on the intercultural learning outcomes, and that formalised icebreakers should be incorporated into each daily workshop session. They found it particularly inspiring that icebreakers were organised by fellow students and decided that such activities should be conducted in a participatory manner, led by the participants themselves.

Moreover, it was agreed that the involvement of business stakeholders needed to be formalised. The Karlsruhochschule's approach of engaging external stakeholders through a formalised service contract was identified as a potentially beneficial solution for other partners to consider.

ANNEXE

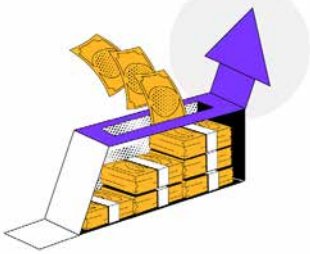
Examples of projects from students, developed during afternoon workshops



CashSmart

Financial Literacy App

CashSmart is your trusted guide to mastering money management and achieving financial independence.



Existing solutions

NONPROFIT EFFORTS:

Organisations provide devices and internet access to underserved students.

SCHOOL PROGRAMS:



Schools are launching initiatives to give students devices, ensuring everyone has access.

MOBILE LEARNING:

Online learning make it possible for students in remote areas to access educational resources

GOVERNMENT INITIATIVES:

They offer financial help to low-income households to make internet services more affordable.

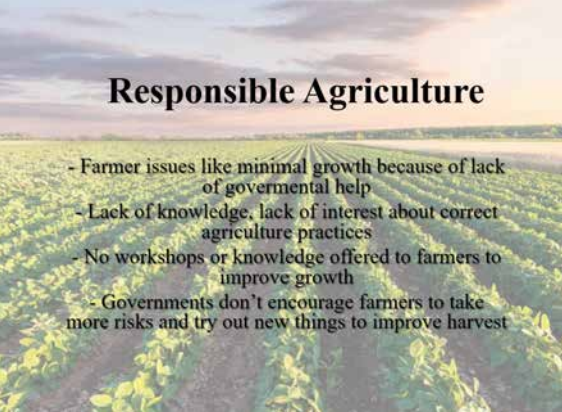
PROBLEM: LOTS OF FOOD IS BEING WASTED OR BECOME TRASH INSTEAD OF BEING AS A FOOD FOR PETS LIKE DOGS, CATS ETC.

- Our proposal: to create an app where you can share your food that you don't need it, and someone might want that food.



Responsible Agriculture

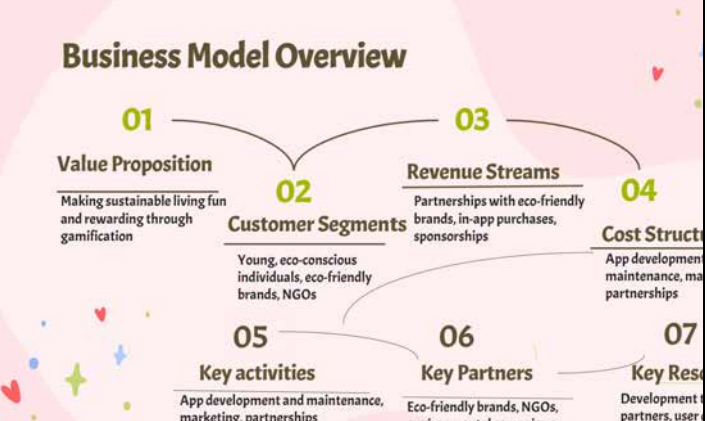
- Farmer issues like minimal growth because of lack of governmental help
- Lack of knowledge, lack of interest about correct agriculture practices
- No workshops or knowledge offered to farmers to improve growth
- Governments don't encourage farmers to take more risks and try out new things to improve harvest



Idea

- WellNest is an interactive AI-based online platform helping young people with mental health problems and family issues by a 24/7 chat bot
- WellNest, as a mental health platform, could be an innovative and holistic digital space dedicated to promote mental wellness through a variety of services and features

Business Model Overview



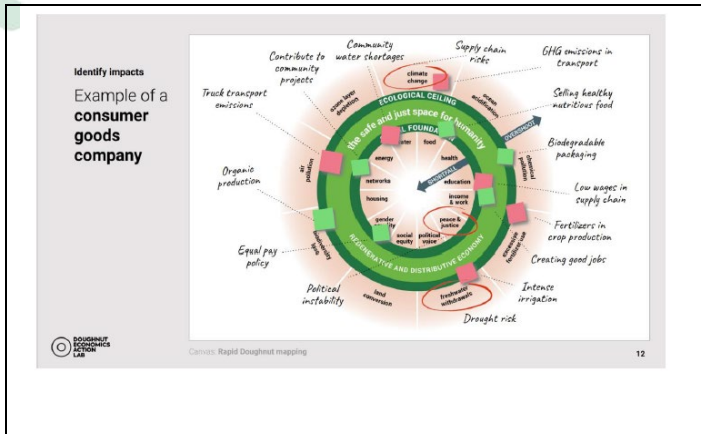
- Value Proposition:** Making sustainable living fun and rewarding through gamification
- Customer Segments:** Young, eco-conscious individuals, eco-friendly brands, NGOs
- Revenue Streams:** Partnerships with eco-friendly brands, in-app purchases, sponsorships
- Cost Structure:** App development, maintenance, marketing, partnerships
- Key Activities:** App development and maintenance, marketing, partnerships
- Key Partners:** Eco-friendly brands, NGOs, environmental campaigners
- Key Resources:** Development partners, user



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CHALLENGE/FAILURE	Kamprad's SOLUTION	OUR SOLUTION
Personal difficulty: Dyslexia	Categorizing furniture types, assigning them naming conventions, and naming them accordingly.	Instead of written names, use icons/emojis/colors/signs
Swedish furniture retailer association's Boycott in the 1950s	IKEA turned to international suppliers (initially Poland, nowadays worldwide)	Same solution, if there are no suitable national suppliers, we would go explore international markets. Additionally, we would open our own production facility and focus on sourcing the needed raw material (advantage: creating workplaces, downside: same problem, just another area).
Kamprad discovered and wondered about the discrepancy between low manufacturing costs versus high retail prices in general.	High turnover: direct delivery from the factory and very low overhead expenses.	Closer cooperation with local businesses
How to advertise IKEA products to the consumers when your company is located very remotely/rural?	Color-printed catalogue advertising IKEA's products.	Small retail stores/showrooms with products in close-by cities.
Work-life balance: devoting most of the time to IKEA versus quality time with family and loved ones.	No final solution but regret.	Setting strong boundaries, delegation of tasks, training of successors, structured vacations and free-times.

Executive Summary

Overview of the Business Idea

Promotion	Mobile app promoting sustainable living.
Features	Carbon footprint tracker, green product database, educational resources, community tools
Mission Statement	Foster a sustainable world through knowledge and community support.
Business Objectives	<ul style="list-style-type: none"> 500,000 downloads in 12 months. 30 minutes/week average user engagement. \$1 million revenue in 18 months. 10% reduction in user carbon emissions in 1 year.

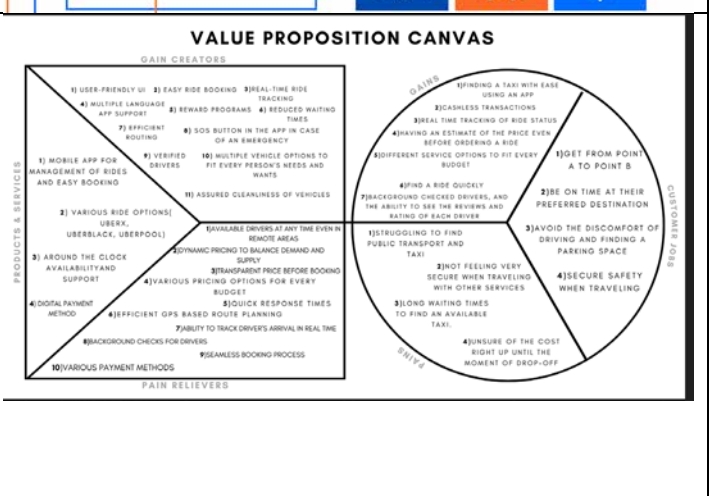
SUSTAINABILITY APPROACH

- Digital Learning Reduces Carbon Footprint:** Digital learning reduces the need for physical textbooks, lowering paper consumption and transportation emissions.
- Energy-Efficient Data Centers:** Energy-efficient data centers and cloud services minimize carbon emissions.
- Promote Sustainable Development Goals (SDGs):** Focus on SDG 4 (Quality Education) by providing access to high-quality education for all, including underserved communities.

What we learned

Exchanging different ideas is crucial to finding better and more effective solutions to our problems. It is also important to know how to challenge ideas you see unfit to provide solutions, and defend your ideas from opposition.

As entrepreneurs, we must be capable of articulating our ideas and working in groups to refine them until they are best suited to generate solutions for our businesses.



GRIMEFRYER

25 PARTS TO CLEAN!
REQUIRES SPECIAL TOOLS!

25 TO SPECIAL TOOLS!

REQUIRES SPECIAL TOOLS!

REQUIRES SPECIAL TOOLS!

GOOD LUCK!

Group Assignment "The Disastrous Startup Pitch"

TABLE OF CONTENT

- Concept
- My Team
- Target Market
- Business model
- Financial Projections
- Marketing Strategy
- Impact
- Funding



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Dimensions			
Ecological Ceiling			
Climate Change	Less private good, encourage products to be repaired and reused instead of replaced, less infrastructure	Energy cost depending on the utility of participants and the size of the building, old building is not sustainable built,	Overuse of water, electricity in common space; renovation cost for old building
Ocean Acidification		Potential increase in single-use waste from events and activities	
Chemical pollution	Less chemical use in the common garden	Potential for irresponsible disposal of chemicals (garden, paint, oil, etc.)	
Excessive fertilization	No industrial fertilizer in common garden, a sustainable way of gardening,	novice/unprofessional gardening	Soil contamination
Freshwater withdrawals	Reuse water (greywater system, water reclamation, etc.)	increased freshwater withdrawal and consumption from higher number of visitors or members	
Land conversion	Reuse buildings with space for garden,	Clearing and preparing garden area; renovating old building	
Biodiversity loss	Community garden can include many native plants, increasing local biodiversity; can limit what is allowed to be grown there to native plants, providing habitat for species (bees, worms, insects)	Must clear land for community garden, potentially destroying what was already there; can't always control what people grow there, need to control pests and weeds	Potential that a novice gardener might introduce a locally invasive plant species
Air pollution	Community garden helps reduce CO2	Running heavier machinery (ex. kites)	
Ozone layer depletion			

E-waste Recycling: Doughnut Mapping

Doughnut Dimensions	1. Positive	2. Negative	3. Risks or Impacts	4. Sources (if available)
Ecological Ceiling				
Climate Change	Reduces greenhouse gas emissions associated with virgin material production	Transportation of e-waste can contribute to emissions	Potential carbon footprint taxes or regulations	https://www.sciencedirect.com/topics/earth-and-planetary-sciences/electronic-waste , https://www.kat.eraworth.com/



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Karlshochschule
International University

Certificate of Completion

()

First Name

Family Name

Date of Birth

Place of Birth

Developing (critical) Entrepreneurship Competence

Module

successfully participated in the aforementioned module which took place during the summer semester 2023/24:

Title of the Module	Pass/Fail	ECTS-Credits
Developing (critical) Entrepreneurship Competence	pass	5

The total workload was 100 hours and the assessment was a Learner's Portfolio graded by the lecturer.

.....
Karlshochschule International University

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Developing (critical) Entrepreneurship Competence

ONLINE SUMMER COURSE

July 15th to July 25th, 2024

Module description

includes information on tracks, assignment, qualification goals, and specific course unit descriptions

Please read carefully!



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TABLE OF CONTENT

Contents

TABLE OF CONTENT	2
1. General Description of the Module	3
2. The Tracks to Follow	8
3. Specific description.....	10
3.1 SPECIFIC DESCRIPTION: Track 1 “Ideas & Opportunities”	10
3.2 SPECIFIC DESCRIPTION: Track 2 “Resources”	13
3.3 SPECIFIC DESCRIPTION TRACK 3: “Into Value-creating Action”	16



1. General Description of the Module

Module Description: Developing (critical) Entrepreneurship Competence	
Status: 25.08.2024	
Module title	EntreHubs - Developing Entrepreneurship Competences
Duration of module	Two weeks fulltime online course plus individual project phase over 5 weeks
Course type	Mandatory module with elective possibilities to implement a personal project
Course units within the module	The course has an overall length of seven weeks. Three tracks have been designed: (1) "Ideas & Opportunities"; (2) "Resources", and (3) "Into Value-creating Action". Each track consists of 5 units. It is possible to participate only in track 1 und 2 (first two weeks).
Frequency of module	Once a year during a summer
Entry requirements	Requirements are a sufficient English level of C1 and digital literacy to study via LMS content. Min. first year of Bachelor level
Applicability of the module to other programs	As an elective to other undergraduate programs (depends on learning agreements)
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	See the description of courses
Teaching language	English



Number of ECTS credits	5 (for two weeks assistance) plus 5 for additional 7 week phase Into Value-creating Action
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours Kick-off, lessons learnt, surveys: 25h (15 contact hours, 10 self-study) Track 1 = 50h (25h asynchronous self-study, 25h contact hours in synchronous team workshops) Track 2 = 50h (25h asynchronous self-study, 25h contact hours in synchronous team workshops) Track 3 = 125 (contact hours = 25h, self-study 100)
Hours per week	50 hours in each of the weeks, plus preparation
Assessment type / requirement for the award of credits	Track 1 + Track 2: 10 written individual assignments (1 per day) + 10 written group assignments (1 per day). Individual assignments are graded. Group assignments are not graded. Track 3: 5 short presentations via self-recorded videos, individual graded.
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student. (In case of doubt, please get in contact with the registrar's office at your own university.)



<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in track 1 and 2 of this module will be able to:</p> <ul style="list-style-type: none">- to identify and seize opportunities and to develop creative ideas to create value- to develop a vision and make use of different tools and techniques to turn ideas into action- to critically judge the social, ecological, cultural, ethical and economic effects of entrepreneurial actions- to make use of assessment tools to evaluate the ethical and sustainable consequences of ideas- to apply practical techniques to enhance self-awareness and self-efficacy- to apply techniques for self-motivation and perseverance- to use tools for identifying customers' needs and- to plan, put in place and evaluate financial decisions over time.- to inspire and mobilize others towards shared goals- to effectively collaborate with others and to manage teamwork <p>Students who further have successfully completed track 3, will be able</p> <ul style="list-style-type: none">- to overcome possible obstacles and problems that affected you (and the group)- to plan your task, organize your workplan and prioritize your value-creating activities (in the group)- to cope with uncertainty and ambiguity and dealt with risk and limitations during this process- to collaborate with others integrated diversity, and practices social and emotional capabilities including showing empathy



Content of the module	<p>The subject of the module is to explore the multiple transversal competencies linked to entrepreneurial thinking and acting and collaboratively develop ideas, work on given tasks and research solutions in a cross border team. Furthermore, students can implement their own value-creating action to gain practical experience in social entrepreneurship. The module focusses both on personal and social development, and on job market skills and addresses the 15 competences described in the EntreComp Framework. Developed by lecturers from different countries, with different academic and professional backgrounds, the module offers a diverse perspective on entrepreneurship, using different teaching styles and introducing to various foundational theories. With both self-paced and group assignments, the module fosters individual and group learning experience.</p>
Teaching and learning methods of the module	<p>Each course unit of the two-week programme is composed of two parts, a theoretical introduction with an individual assignment and an experiential task for teamwork during workshop sessions.</p> <p>There is one unit each day. These units become visible day after day. This helps students to stay focused.</p> <p>The units don't form a sequential approach, but are interconnected and interrelated, forming an integral whole. Students can step into the course at any time to allow maximal time flexibility.</p> <p>The third phase is conceptually based on self-learning, experiencing and self-reflection. Weekly colloquia are offered to discuss students' project progress and open questions.</p>
Special features	<p>During each afternoon workshop in the frame of week 1 and 2, students meet with other international students, can exchange with lecturers and external stakeholders from the partner countries.</p>



Literature	<ul style="list-style-type: none">- mandatory reading and supplementary and recommended reading- all sources are offered on the online platform- videos and recorded lecturers
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2. The Tracks to Follow

The programme of studies has been designed in three tracks, based on the three phases the EntreComp framework. Below, you'll find the track titles, the titles of the course units, the names of the teachers and trainers and a general description of each unit.

Week 1: Ideas & Opportunities		
Mon.	Spotting Opportunities with Maria Lavithi, University of Cyprus, social entrepreneur	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
Tue.	Creativity with Prof. Dr. Anastasios Panopoulos, University of Macedonia	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
Wed.	Vision with Prof. Dr. Anastasios Panopoulos, University of Macedonia	Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.
Thu.	Valuing Ideas with Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı	Judge what value is in social, cultural, and economic terms. Recognise the potential an idea has for creating value.
Fri.	Ethical and Sustainable Thinking with Ioannis Theocaris, PhD student at Karlshochschule International University	Assess the consequences of ideas that bring value and the effect of entrepreneurial action.
Week 2: Resources		
Mon.	Self awareness and self efficacy with Maria Lavithi, University of Cyprus, social entrepreneur	Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses
Tue.	Motivation and perseverance with Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı	Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve individual or group aims.
Wed.	Mobilising resources with Eric Neuheiser, Entrepreneur	Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources
Thu.	Financial and economic literacy with Dr. Olaf Rottke, Entrepreneur	Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time.
Fri.	Mobilising others with Prof. Dr. Robert Lepenies, Karlshochschule	Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes.



Week 3 – 7: Into Value-creating Action

with Prof Dr. Dr. Björn Bohnenkamp Karlshochschule

3	Taking the initiative	Go for it. Initiate processes that create value. Take up challenges and responsibilities.
4	Planning and Management	Prioritize, organize and follow-up and create your action plan. Use tools to manage your progress.
5	Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk. Evaluate the benefits and risks of your decisions. Be aware of the role that information plays for decision making.
6	Working with others	Team up, collaborate and network. Deal with diversity. Show empathy and become aware of your own prejudices against others.
7	Learning through experience	Learn by doing. Find your strategy to learn from failures and success stories.

Track 1 and 2: For acquiring 5 ECTS credit points, students have to complete successfully week 1 and 2. They must upload 10 individual assignments and have participated at least in 8 group assignments which are uploaded by one of the team members.

Track 3: For acquiring 5 ECTS credit points, the students must have implemented a project and uploaded the 5 self-recorded videos.

Students are evaluated and assessed by their home country university.



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3. Specific description

3.1 SPECIFIC DESCRIPTION: Track 1 “Ideas & Opportunities”

Week 1



Course Description: Ideas and Opportunities

Status: 21.08.2024

Course-Nr./ Code	
Course title	Ideas and Opportunities
Semester or trimester	
Duration of module	One week plus preparation
Course type	5 course unit
Course units within the module	Spotting Opportunities Creativity Vision Valuing Ideas Ethical and Sustainable Thinking
Frequency of module	Once a year during Online Summer Course
Entry requirements	See general description
Applicability of the module to other programs	See above
Person responsible for the module	
Name(s) of the instructor(s)	Maria Lavithi, University of Cyprus Prof. Dr. Anastasios Panopoulos, University of Macedonia Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı Ioannis Theocaris, Karlshochschule International University
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module (5 ECTS in case of only 2 weeks programme)
Total workload and its breakdown (self-study and contact hours)	Total workload = 50 hours approx. (contact hours = 25)
Hours per week	50
Assessment type / requirement for the award of credits	Written Assignment



Weighting of the grade within the total grade	Depends on the regulation of the home university of the student
Qualification objectives of the module	Students who have successfully participated in this module will :
	<ul style="list-style-type: none"> - to identify and seize opportunities and to develop creative ideas to create value - to develop a vision and make use of different tools and techniques to turn ideas into action - to critically judge the social, ecological, cultural, ethical and economic effects of entrepreneurial actions - to make use of assessment tools to evaluate the ethical and sustainable consequences of ideas - to effectively collaborate with others and to manage teamwork
Content of the module	The unit is based upon the definition of entrepreneurship as the ability to turn ideas into action that generates value for someone other than oneself. This unit focusses on the ability to seize opportunities, develop creative ideas, to imagine a vision to turn ideas into action, but also to critically evaluate ideas and their impact. It aims on developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value. Different theoretical approaches and theories are introduced, as well as real life examples from videos and case studies.
Teaching and learning methods of the module	The course units are composed by two parts, a self-paced asynchronous part including a theoretical introduction and a group phase with practical activities.
Special features	See the general description
Literature	See the general description



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3.2 SPECIFIC DESCRIPTION: Track 2 “Resources”

Week 2



Course Description: Resources

Status: 21.08.2024

Course-Nr./ Code	
Course title	Resources
Semester or trimester	
Duration of module	One week plus preparation
Course type	5 units
If relevant, course units within the module	This is the second week of the module
Frequency of module	Once a year during a Online Summer Course
Entry requirements	
Applicability of the module to other programs	See above
Person responsible for the module	Prof. Dr. Robert Lepenies, Karlshochschule
Name(s) of the instructor(s)	Maria Lavithi, University of Cyprus Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı Eric Neuheiser: Social Entrepreneur, Coach Dr. Olaf Rottke, Karlshochschule Prof. Dr. Robert Lepenies, Karlshochschule
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 50 hours approx. (contact hours = 25)
Hours per week	50 hours, plus preparation
Assessment type / requirement for the award of credits	Written Assignment
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student



Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none">- to apply practical techniques to enhance self-awareness and self-efficacy- to apply techniques for self-motivation and perseverance- to use tools for identifying customers' needs and- to plan, put in place and evaluate financial decisions over time.- to inspire and mobilize others towards shared goals- to effectively collaborate with others and to manage teamwork
Content of the module	<p>The module is based on the conceptual definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself, by mobilizing resources.</p> <p>“Resources” can be personal resources (namely, self-awareness and self-efficacy, motivation and perseverance), material resources (for instance, production means and financial resources) or non-material resources (for instance, specific knowledge, skills and attitudes). The unit introduces to different tools and techniques for identifying and reflecting upon the different types of resources, approaches and theories how to manage these resources, practice different methods for developing financial and economic know how and some basic theories and examples how to mobilise others.</p>
Teaching and learning methods of the module	<p>The course units are composed by two parts, a self-paced asynchronous part including a theoretical introduction and a group phase with practical activities.</p>
Special features	<p>See the general description</p>
Literature	<p>See the general description</p>



3.3 SPECIFIC DESCRIPTION TRACK 3: “Into Value-creating Action”

For undergraduate and graduate students with at least one year of study experiences, and basic expertise both in project-work and intercultural communication



Course Description: Into Value-creating Actions”

Status: 21.08.2024

Course-Nr./ Code	
Course title	
Semester or trimester	2 nd or 3 rd year of studies
Duration of module	Seven weeks
Course type	
If relevant, course units within the module	There are 5 units, which do not build on each other but need to be considered in a whole. This is the final track and follows track 1 and 2.
Frequency of module	Once a year during a Summer Academy
Entry requirements	See above
Applicability of the module to other programs	See above
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Dr. Björn Bohnenkamp
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module.
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 125 hours approx. (contact hours = 10-25)
Hours per week	individual
Assessment type / requirement for the award of credits	Self-recorded videos
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - to overcome possible obstacles and problems that affected you (and the group) - to plan your task, organize your workplan and prioritize your value-creating activities (in the group)



	<ul style="list-style-type: none"> - to cope with uncertainty and ambiguity and dealt with risk and limitations during this process - to collaborate with others integrated diversity, and practices social and emotional capabilities including showing empathy
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Content of the module	<p>This course deals with the ability to effectively implement a project. This project can be managed individually or in a group of students, but it should address challenges by co-creating ecological, social, cultural and/or economic value for the broader community. What counts is not (only) the outcome of the project, but the student's ability to reflect on his/her experiences, employed competencies as well as his or her failures and success stories. The student learns to show reflexivity by demonstrating what he or she have learnt through the development, processing and implementation of the value-creation project. The course is structured upon the 5 competencies of the "into-action" phase of EntreComp framework. Students are asked to reflect on a number of questions to evaluate his or her competences in dealing with different aspects concerning the project implementation and self-record videos to explain, show and demonstrate the reflection process.</p>
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Teaching and learning methods of the module	Learning on cognitive, affective and behavioral levels;
Special features	See the general description
Literature	See the general description

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