



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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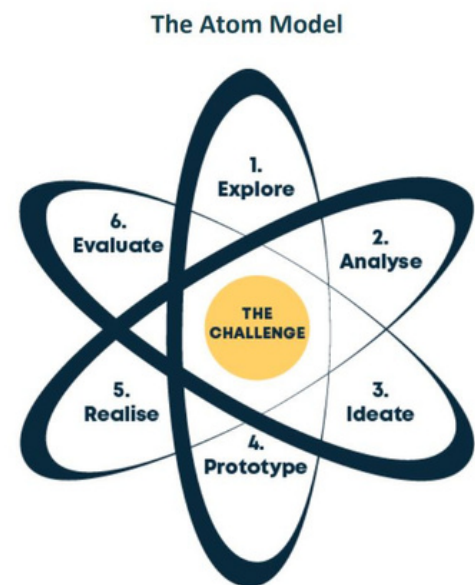
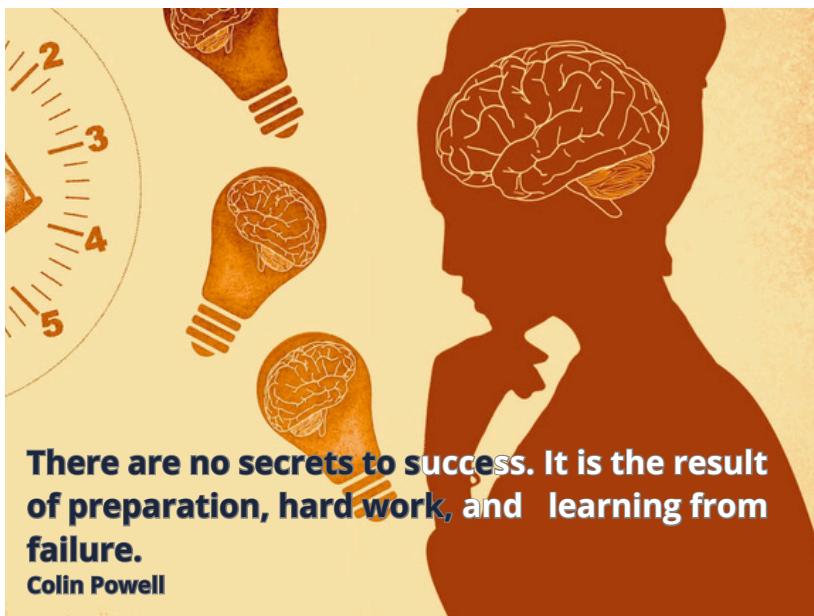
To your kind attention
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CHALLENGE–BASED LEARNING AND ENTREPRENEURIAL SKILLS

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

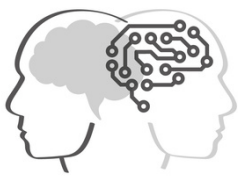
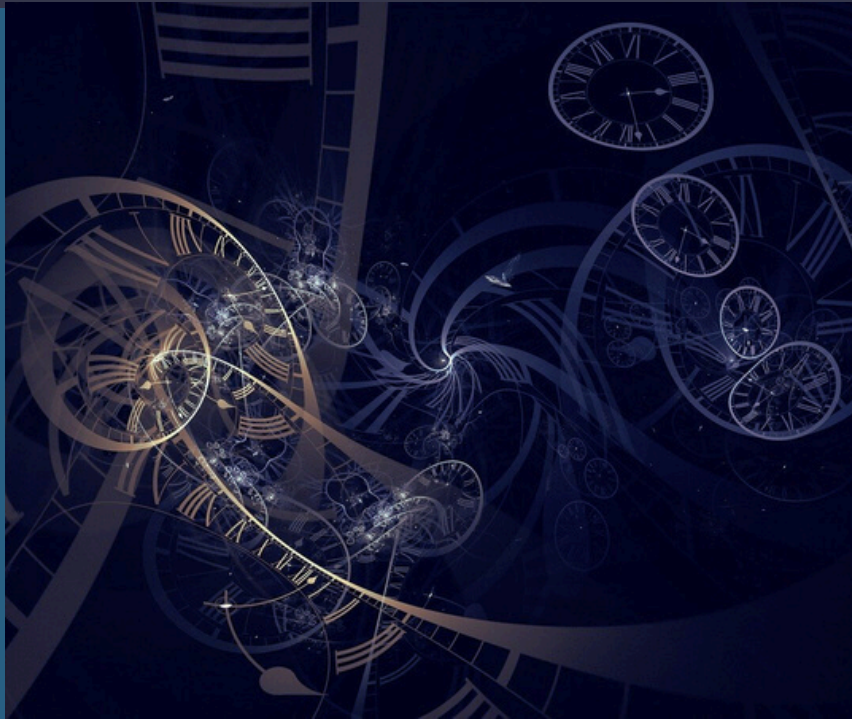


The **Atom Model** was developed in the framework of the ForEMLink project, with the help of which entrepreneurial mindset can be fostered in Higher Education on a local, national, European and global scale. The aim is to promote **entrepreneurial competencies of higher education** students through learning 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!**



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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/



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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