



MULTI-COUNTRY REPORT OF PRACTICES AND EXPERIENCES

SECOND PILOT SERIES: VERSATILE FIELD COACHING OF NEW ENTREPRENEURS



UNIVERSITY OF MISKOLC

DECEMBER 2012.

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INTRODUCTION

This workpackage provides methodologically different pilots on coaching new entrepreneurs. It implements a real & authentic experience of enterprise management, valorising the networked virtual incubator as one logical hub of entrepreneurship resources, lightweight & sophisticated services, and extensive social & professional contacts. Although the pilots are different in emphasis, they share one common objective on which results are assessed: flexibly facilitating competence development in enterprise management & start-up, through knowledge sharing between young entrepreneurs and experienced organisations, multipliers and academia. The entrepreneurship-centric environment is the main spring board for social networking & experience logging. The pilots are versatile.

A **first pilot**-type aims to coach new entrepreneurs in constellation with seed-capital/investment and business-service organisations.

A **second pilot**-type implements a real and authentic experience of enterprise management for young entrepreneurs, infusing a virtual enterprise, which interfaces with real external clients and genuine market demand.

A **third pilot**-type, in conjunction with the Chamber of Commerce, focuses on the special target group of family-based SMEs, benefiting from mixed generation entrepreneurs i.e., the older generation experienced in professional business, and the young family members with new ICT competences and language skills.

A **fourth pilot**-type coaches young entrepreneurs through physical/virtual entrepreneurship internship.

A **fifth pilot**-type gears towards more intensive student-entrepreneur involvement, meeting & working with successful entrepreneurs, and aspects of social entrepreneurship.

A **sixth pilot**-type is focusing on business prototypes and virtual enterprise 2.0 management.

A **seven pilot**-type is an international, online project which focused on encouraging students to start new ICT businesses.

A **eighth pilot**-type is the same project idea as the seventh but run next year with different students - an international, online project for new ICT businesses.

A **ninth pilot**-type focused on using and analyzing tools for virtual enterprise.

The **tenth pilot**-typed was summer school for teens as to encourage them towards entrepreneurial activities.

PILOT COURSE 1.

COACHING NEW ENTREPRENEURS IN CONSTELLATION WITH SEED-CAPITAL/INVESTMENT AND BUSINESS-SERVICE ORGANISATIONS



UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA

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BASIC INFORMATION

Curso Emprendedores UNED 2012, the course title of UNED Pilot, was held from February to June 2012. The course is delivered online using aLF Platform, (which is platform developed by UNED) at:

http://www.innova.uned.es/dotlrn/clubs/laspymesenespaaprojectoleonardosmesinspainleonardoproject/cbvi/one-community?page_num=0).

To qualify for entry, applicants did not require a special qualification. They just needed to have a business idea at feasibility or pre-feasibility stage. The program was designed for distance and virtual education, thus participants could be employed, unemployed or continuing their education. The maximum number of participants is limited to 10 people.

For next editions of the course, we have changed the web address, materials, and structure, because is going to be offered under UNED program of specialization. The three Pilot series developed under CBVE and CBVI have been very useful to test different structures, timing, and learning materials.

LEARNING DESIGN

In this pilot the students have to develop a business plan in groups. The purpose, among others, is to test our ability to cope with increasing demand when the course will be offered to students outside the limited number of students included in the Project series. We gave the chance to develop and evaluate their individual business plan before the end of the course, once they have finished their group assignment, which is compulsory. They must do a presentation of the Plan, the individual or the one they have developed in the group. At the end of the course, they will receive information about financial sources and maybe a contact in a financial institution.

UNED course WP5			
Part I (February-April)	Business Plan. Learning.	Business idea analysis	Group approach
		Business development Plan	Group approach
Part II (May-15 th June)	Individual Business Plan	Development	Individual
	Presentation of the Business Plan	VG. Tu Graz.	Individual
	Financial Resources Information and contact		Individual

The stakeholders involved in this pilot are: UNED, IDM, Graz, Uninettuno and Fundación General UNED. The learning materials of the course are 10 Video lessons of the Business Plan in Spanish recorded at Uninettuno and technical notes.

COOPERATIVE ELEMENTS – HOW DO YOU PLAN TO BENEFIT FROM COOPERATION?

Antonio Manzanera, tutor of the course, is Master by Insead and Economist at the Bank of Spain, is also the owner of a small capital risk company, was in charge of the business plan development in groups. The business plan is divided into several plans, according to our point of view: Market Analysis, Strategy, Marketing Plan, Production and Human resources and Financial Plan.

IDM, besides its very useful and essential cooperation providing learning materials and assessment in specialized questions during the group phase, was in charge of the individual business plan development and presentation. UNED project coordinator as the course director, supervised and evaluates the course.

Fundación General UNED, provided the administrative support for the enrolment, helped in the recruitment process and issued the certificates for the students of the course.

The interactivity between actors of the course is summarized in the following paragraph. The students will learn how to develop a business plan in groups with the tutor. Once they have a positive evaluation, they are allowed to start with their individual plan. Once the students have their individual business plan approved, they will have to make a



presentation to the course director, IDM and a third party with no relation with the course. If the student succeeds, he will present his business plan to a financial institution.

The methodological support of the course was offered through aIF platform, joint forums, and videoconferences. For the evaluation of UNED Course we used the same template developed by our Polish partners in CBVE project in order to have the same evaluation method through all editions of the course to make the different evaluations comparable.

PILOT COURSE 2.

IMPLEMENTING A REAL & AUTHENTIC EXPERIENCE OF ENTERPRISE
MANAGEMENT, INFUSING A VIRTUAL ENTERPRISE



OPEN UNIVERSITEIT

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Ansje Löhr

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Project	Cross Border Virtual Incubator (CBVI)
Deliverable	WP5 – OUNL (final report); 2013, January 17
Authoring Partner (this report)	Open Universiteit (OUNL), the Netherlands Valkenburgerweg 177, 6419AT Heerlen (NL) www.ou.nl/nw @OU_natuur
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EC Programme	Lifelong Learning Programme
	a ERASMUS Multilateral Project: Cooperation between Universities and Enterprises
Workpackage WP5 (leader)	Miskolci Egyetem, Miskolc, Hungary
Project CBVI (leader)	European Association of Distance Teaching Universities (EADTU), Heerlen, the Netherlands
Project period	1 October 2010 – 31 January 2013
Project information	The project was approved by the Lifelong Learning Programme as a ERASMUS Multilateral Project under the strand Cooperation between Universities and Enterprises. The objective is to promote flexible entrepreneurship, incubation and enterprising with the infusion of new tools and technologies. Partners include: European Association of Distance Teaching Universities, Institut fuer Gründungs- und Innovationsforschung, Universidad Nacional de Educacion a Distancia, International Development Management Española, S.A., Iberian Equities AV, SA, Miskolci Egyetem, Chamber of Commerce and Industry Borsod-Abaúj-Zemplén County, Swansea University, Open Universiteit, “Politehnica” University of Timisoara, Timisoara Software Business Incubator, Technische Universitaet Graz, Tallinn University, CITY Conersity AB, International Telematic University UNINETTUNO, Maria Curie Sklodowska University, and Anadolu University.

The Course: Virtual Environmental Agency

COURSE DESCRIPTION

The objective of the **Cross Border Virtual Incubator (CBVI)** is to promote flexible entrepreneurship, incubation and enterprising with the infusion of new tools and technologies. Such an incubator with its enhanced technology can stimulate and enhance the entrepreneurial competences of its users, and in this way enhance learning entrepreneurship and enterprising. The incubator can be part of informal learning, e.g. a learning network or community of practice, or can be part of formal learning programmes in higher education (e.g. project-based learning, case study, apprenticeship, student company). The CBVI project focuses on virtual, online models of this kind of stimulating learning environments, or incubators for start-ups in enterprising. In this workpackage 5 of the CBVI project, various models descendent from both informal and formal learning environments have been selected, tested and evaluated during the project period 2010-2013.

One of the models to enhance learning to acquire entrepreneurial and enterprising skills, and in the meantime knowledge and the appropriate attitude, is a model developed at the Open Universiteit of the Netherlands. As a pilot on virtual, cross border incubation the **Virtual Environmental Consultancy** was tested. The Virtual Environmental Consultancy, branded with the name *'InCompany Milieuadvies'* is a authentic student consultancy firm, in which it is attempted to fully integrate learning and working in a distance education environment (Ivens et al., 2007; Ivens et al., 2002). This didactic model is designed in 1997/1998 (Westera and Sloep, 1998), after a pilot track and successive evaluation, has been and is still running for almost 15 years as part of the OUNL bachelor programme in environmental sciences. This robust learning environment, the Virtual Environmental Consultancy is part of the programme of courses, which makes up the full academic Bachelor-of-Science degree programme of the Open Universiteit. The course is situated in the third, final year of the bachelor programme and is part of the student's BSc thesis research trajectory. The research work, carried out by the students in their role of consultants for external stakeholders, is on authentic and current environmental and sustainability issues. In doing so, students enhance skills in complex problem-solving and advising stakeholders on the possible research-based solutions to resolve the problems. These diagnostic, solution and society-oriented competences, the student acquires while working in the virtual consultancy, could be of help in learning entrepreneurship and enterprising, which might be useful for future career opportunities. In the run, we have tested if these competences of the environmental scientists do match with entrepreneurial competence. We also evaluated if students project results and students personal development show indicators of entrepreneurial competence growth. If so, the didactic

model of the VEC could be used and promoted as a flexible (formal) learning environment to enhance entrepreneurship, incubation and enterprising amongst students and freshly graduated alumni in other disciplines and areas.

In the course Virtual Environmental Agency the tutors/developers try we try to generate a networked learning environment that resembles an authentic professional situation. InCompany Milieuadvies is a virtual environmental consultancy in which it is attempted to fully integrate learning and working in a distance education environment. This is unlike case-based and problem-based approaches in higher education, where the 'working' aspect generally is lacking.

Students working in InCompany Milieuadvies address real orders on behalf of real external customers, and deliver real products. Therefore the virtual environmental consultancy is not an extended role-playing game, which usually represent self-contained business simulations. Orders for this environmental consultancy are welcome the whole year long. The client who is commissioning the research act – like in regular consultancy advise – as a contact and a co-worker of the consultancy team, providing the necessary data sources, knowledge and expertise as in real world situations. In doing do, the client act as an mentor and expert to the student team. At the end of the research process the students write down their research results - according the scientific method- and deliver an written and oral advise to the client. Students starting in September will have a final report (oral) meeting in March/April on which they present the investigation and advisory results. Clients commissioning research to the Virtual Environmental Agency gets the final research report and advise for free; as it is a formal learning situation there is no guarantee on satisfaction on the work of the students. Also the tutors support (weekly to monthly) students in these consultancy research process; if the final grade by the tutors is a 'pass', the academic quality on content and academic level, is guaranteed.

COURSE EXAMINER/CONTACT

For commission research, or requests for additional information please contact Dr. Wilfried Ivens : wilfried.ivals@ou.nl, Associate professor Environmental Sciences

PERIOD OF DELIVERY

Yearly two student track with 8-16 students each: Sept – March and Jan – July
As incorporated in CBVI WP5: Sept 2011- July 2012

LENGTH OF THE COURSE

The course is – to a certain extent - flexible of length and workload, fulfilling personal needs. Learners studying the full academic BSc programme *Environmental Sciences* are obliged to participate twice: a first track of 22 weeks for 12 hours of workload on study (study load) a week (= **12,9 ECTS**) ; and a second track of another 22 weeks for 16 hours of

study load a week (= **17,2 ECTC**); so **31,1 ECTS** in total in the full academic BSc programme. What students are expected to know, understand and be able to do (learning outcome), is expressed in terms of credits (ECTS) with a student workload ranging from 1 500 to 1 800 hours for an academic year, one credit generally corresponds to 25-30 hours of work, and 60 ECTS make up a full academic year.

The European Credit Transfer and Accumulation System (ECTS) (Berg et al., 2005; Bergen Conference, 2005); ECTS is closely related to other efforts to modernize higher education in Europe. In particular, it has become a central tool in the Bologna Process which aims to make national systems converge.

About 20 % of the students on the MSc thesis course are international, but there is no barrier of language because these are Dutch-speaking students from the Flemish region of Belgium. The Open Universiteit is a bi-national university, with study centers at 24 different locations in the Netherlands and in Flanders (Belgium).

The majority of students (60%) enrol in the shorter, academic BSc programme, for transfer students depending on prior degrees. About 45% of total enrolment, the Bachelors of Engineering, study only one track of 22 weeks for 12 hours of studyload a week (= **12,9 ECTS**). The other professional bachelors (15% of total enrolment) enrolled in the transfer programme do study one track of 22 weeks for 16 hours of study load a week (= **17,2 ECTC**).

PARTICIPANTS

The learners are studying an **Open distance learning (ODL)** programme at the Open Universiteit, so the course suits in the ODL requirements. The expected number of learners is based on the number of students starting a track. Each track starts with 8 to 12 open distance learning students (ODL) in 2- 3 geo-dispersed teams of students, with an expected number of 20-24 students yearly (about 20% Flemish-Belgian and 80% Dutch nationality).

Although part an Open distance learning course, some of the meetings are face-to- face. This combination of online and face-to-face is defined as **blended learning**, with the remark that another connotation of blended learning is the combination of working and learning. In this respect this model, in which learning/working is online/face-to-face could be denominated as **double-blended learning**. In each track, students are expected to take part at four plenary (5h monthly) face-to-face meetings in Eindhoven (NL); a kick-off meeting, two intermediate meetings with presentations and tutoring and a final meeting with presentations to clients.

METHODOLOGY

Moodle/special/local

Students work in a research team of about 3-4 students on authentic tasks by clients, in the Virtual Environmental Agency (named: InCompany Milieuadvies). They work on remote internships, supported in their learning and on their knowledge work by peer-students, tutors (university academics) and mentors (client/ contact at the employer). This unique, robust model by enhanced learning technologies is extensively described over the years (Ivens et al., 2007; Ivens et al., 2002; Westera and Sloep, 1998); current findings have been described as resulting outcomes of the previous EU commissioned research on the comparison of remote internship models (CSVM), extensively described in: (Lansu et al., 2009; Löhr and Lansu, 2008).

E-LEARNING ENVIRONMENT

Students and tutors use on a daily to weekly basis a professional virtual working environment with web based access, the collaborative software *eRoom*[®] (EMC Documentum eRoom, 2009) for asynchronous collaboration, group and two-way interaction and tutoring, and storage of learning resources and (intermediate) working documents. Main access to the collaborative software is by the university's virtual learning environment *Studienet.ou.nl* (build in *Blackboard Learn 9.1*[®] with additional applications and tool components). Synchronous students/tutor 2-way of group communication is by the VoIP software *Skype*[®] or on the university's landlined *teleconferencing* system. Communication between students and clients is situated outside the InCompany Milieuadvies working environment eRoom, and is by regular communication streams like *e-mail and/or Skype*, with additionally a day-shift meeting at the client's premises at the start of the research work.

INTERNET RESOURCE REFERENCE

URL of environment: Information: <http://incompany-milieuadvies.nl/icm/index.asp>

Learning environment Studienet.ou.nl (by law only accessible to OUNL registered students/tutors and after self-registration on the portal to guests): <http://studienet.ou.nl>

Collaborative working environment InCompany Milieuadvies (eRoom) (integrated in Studienet.ou.nl; only accessible to OUNL students/tutors, registered to the VEC): www.eroom.ou.nl/eroom

LEARNING DESIGN

TRAINING NEEDS TO BE MET

The research done by the students while working and learning in the Virtual environmental consultancy is part of their Bachelor of Science thesis research in the Environmental Sciences.

TARGET GROUPS

Bachelor- of-Science student in the Environmental Sciences in their third, final year of study; and transfer students to the Master-of-Science in Environmental Sciences

LEARNING OBJECTIVES

SPECIAL NEEDS TO BE ADDRESSED, HYPOTHESIS

Learning outcomes are that the individual student should be able to show, resulting in an advisory research report to the client (BSc thesis):

- The academic capacity to, with support, contribute to the identification of an environmental scientific problem, and this problem further define. (**diagnosis competence**)
- The academic capacity to, with support, contribute to the study of environmental problems and the reporting thereon to the environmental field. (**research competence**)
- The academic capacity to, with support, contribute to the design and describing sustainable solutions to environmental problems. (**intervention competence**)

SPECIAL NEEDS TO BE ADDRESSED

Special facilities have been created to suit the needs of **student athletes** and **special needs students**: after an personal intake meeting with the examiner to clarify the needs, they could participate in an individual research project, with tailor-made arrangements on pace and time period of study. In addition there is some support from the central university student support service (material; coaching). All special needs students, but also gifted and talented students, and students with minor problems while studying, can use the opportunities from the virtual **studieplaza** with special need trainings, explaining videos etc. Internet access to guests and OUNL students and tutors on www.ou.nl/studieplaza or www.ou.nl/studiecoach .

STAKEHOLDERS TO BE INVOLVED

Students working in InCompany Milieuadvies address real orders on behalf of real external clients, and deliver real products. These clients, academic workers at acknowledged knowledge institutions, governments, university's research departments and research-based companies, are the stakeholders. Each track (so, each half year) a final meeting with presentations from student teams to clients is organised at Eindhoven (NL).

CONTENT ELEMENTS TO BE INTEGRATED / ADOPTED

Referring to reused elements from previous projects/collaborations: the results from the **EU CSVM project** were used in the redesign of the Virtual Environmental Company and in the assessment of the students' work and learning.

COOPERATIVE ELEMENTS

LEARNING DESIGN & SHARING IDEAS

WHAT

The CBVI/OUNL project team did benefit from collaboration by sharing ideas on learning research, learning design and on sharing ideas on methodology and outcomes

HOW

Measurement instruments on 'acquiring entrepreneurial competence' product assessments have been developed in consultation with entrepreneurial learning experts within the CBVI project and with external entrepreneurial sciences experts from the network of these partners. e.g. evaluation method, checklists.

WITH WHOM: PARTNERS

Oral reviews at plenary meetings at Wuppertal, Heerlen and Graz.. being held in consultation with the **Bergische Universität Wuppertal** (Dipl.-Ök. Tatsiana Varabei, Dr. Holger Berg, Prof. Dr. Christine Volkmann; Prof. Dr. Patrick Saßmannshausen).

Research collaboration by written review of WP reports and oral reviews at plenary meetings at Wuppertal, Heerlen, Graz and Rome, being held in consultation **UNED, Madrid** (Dr. Alfonso Herrero de Egaña y Espinosa de los Monteros, Dept Economía Aplicada y Estadística)

Research collaboration by written review of WP reports and oral consultation: Open Universiteit, Heerlen (Prof. Dr. Marjolein Caniëls, **Management Sciences OUNL, Heerlen, NL**)

Research collaboration by written review of WP reports, invitation and attendance of external PhD meetings and oral consultation: **Technische Universiteit Eindhoven, NL** (Emeritus EU Jean-Monnet Chairholder prof dr Jan Ulijn, Professor of International Entrepreneurship, Innovation and Culture, & drs. Paul)

Research collaboration by written review of WP reports, oral consultation and co-authoring in scientific articles: **EADTU, Heerlen NL** (Drs. Darco Jansen; Dr. Ir. Kees-Jan van Dorp).

SHARING COURSE CONTENT

HOW

Ideas on entrepreneurial competences and how to acquire these entrepreneurial competences has been the main idea learned from the CBVI collaboration.

WITH WHOM: PARTNERS

All partners at plenary meetings at Wuppertal, Heerlen, Graz and Rome.

Research collaboration by written review of WP reports, oral consultation at meetings: **Centre for Distance Learning Maria Curie-Skłodowska University, Lublin** (Magdalena Jasińska; Andrzej Wodecki (WP2:))

RECRUITING LEARNERS

How

Public call (permanently online) in the OUNL catalogue (ECTS) on the course coding number N5021n, within the indexed domains of Sustainability, Earth and Environment. This catalogue is connected with the European Virtual Campus on sustainability, but student exchange is low to absent to this course.

With whom: partners

-none-

INTERACTIVITY BETWEEN ACTORS

How

course developers; tutors; learners; mentors; evaluators, supervisors

With whom: partners

Interactivity between course developers and evaluators; **EADTU** (Drs. Darco Jansen; Kees-Jan van Dorp), **Bergische Universität Wuppertal** (Dipl.-Ök. Tatsiana Varabei; **CITY Conersity AB** (Eric), Lund, Sweden

METHODOLOGICAL SUPPORT

How

Interview sessions by phone (landline; mobile) and Skype conferences: by **Bergische Universität Wuppertal** (Dipl.-Ök. Tatsiana Varabei).

WITH WHOM: PARTNERS

Evaluation of course model (virtual environmental consultancy) on of incubator or entrepreneurial learning environment by **Bergische Universität Wuppertal** (Dipl.-Ök. Tatsiana Varabei)

EADTU project platforms on CBVI and CSVm; **EADTU** (Drs. Darco Jansen; Kees-Jan van Dorp),

SOCIAL NETWORKING

Tweets and website messages sent at the plenary meetings at Heerlen and Graz to get public attendance on the topic of learning entrepreneurship; [@OU_natuur](http://www.twitter.com/ou_natuur); www.ou.nl/nw and since 2013 on <http://www.facebook.com/openuniversiteitnw>

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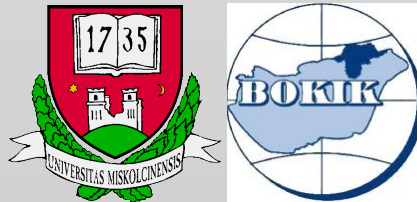
APPENDICES

A. Entrepreneurial support in the 'virtual' region of the Open Universiteit

Report Lansu & Löhr (2012, September 18) on *The 'virtual' entrepreneurial ecosystem of the Open Universiteit*, commissioned by WP7 the **Bergische Universität Wuppertal** (Dipl.-Ök. Tatsiana Varabei, Dr. Holger Berg, Prof. Dr. Christine Volkmann; Prof. Dr. Patrick Saßmannshausen) and discussed orally by Skype.

PILOT COURSE 3.

FAMILY-BASED SMES, BENEFITING FROM MIXED GENERATION
ENTREPRENEURS IN CONJUNCTION WITH THE CHAMBER OF COMMERCE



UNIVERSITY OF MISKOLC

CHAMBER OF COMMERCE AND INDUSTRY BORSOD-ABAÚJ-ZEMPLÉN
COUNTY

Mária Kocsis Baán
Róbert Dudás
Orsolya Boda

BASIC INFORMATION

The title of the course was „Flexible and complex learning environment for family based SME-s”. The course was realized in Miskolc (Hungary), the host institution is the University of Miskolc (UM) in conjunction with the Chamber of Commerce and Industry of Borsod-Abaúj-Zemplén county (BOKIK). The task of the UM was to provide virtual environment to the course and to compile training materials and in case of demand provide consultation facilities to the participants; while the BOKIK was responsible for coaching entrepreneurs and overview the complied materials. The 2 institutions worked together and cooperated with each other during the whole course.

The course started in February 2012 and ended in January 2013. Within this period 3 courses were held to the same target group, but to other companies. These 3 courses were:

- March 2012 – May 2012
- September 2012 – November 2012
- December 2012 – January 2013

Firstly we searched companies personally, but because of the lack of interest of entrepreneurs (because of the economic situation they do not have time to participate in courses) we sent newsletters to our members. Altogether 21 companies participated in the courses.

The courses were blended which means that participants could reach the training materials via internet (Vicadis system) and if they needed consultation, it was provided to them (according to common appointment of date). But participants did not use this option.

In November 2012 UM and BOKIK held a workshop to which the participants were invited, but they did not come, so only the representatives of these institutions could discuss the experiences of courses.

Before the course family-based SMEs filled a questionnaire which was about their experiences in the change of generations.

LEARNING DESIGN

As the target group of courses were family-based SME-s the training training materials had to focus to the followings:

Complex entrepreneurial skills must be developed for the young generations of family based SME-s, moreover the elder generations may benefit from the innovative, advanced competencies (ICT, language skills) of the new-comers.

Our learning objectives were to train the elder and younger generation as well, in spite of the difference in their needs. Our hypothesis was that we are offering a complex e-learning environment for mixed generations of learners may lead to added values as follows: IT competences and language skills of young generations as well as the experience and capital network of elder generation may complement each other. Sharing of knowledge may become effective.

In the courses we compiled a practice oriented training for applying:

- logistic system
- accounting system
- data mining
- marketing, sales
- etc.

The training materials included video lectures, Power Point presentations and PDF documents. Most of the training materials were in Hungarian language, while some parts

were in English as well. We used video-lectures of CBVE project (in English and Hungarian) and business plans made by students in CBVE. We hope that the training elements helped the development of intercultural competencies.

BOKIK and UM worked together on courses, the evaluation method was a questionnaire, which was filled by the participant companies.

COOPERATIVE ELEMENTS

At the beginning of the first course we planned to held a preparatory workshop during which video conferencing with EADTU and any of the partners interested in sharing conclusions and results of the workshop. But because of personal changes in EADTU this workshop was cancelled. However in November a workshop was held where the representatives of BOKIK and UM took part. The participants of courses were invited but they did not took part in it.

We used multilingual training materials using English video-lectures from CBVE and the TÁMOP advisory system for SME-s. According to the plans UNINETTUNO and UNED would have been cooperative partners but as the target group was quite different in the different countries, it did not have a sense. We planned to coach learners from other partner countries, but is could not be realized because of language limitations.

The course developers, so the BOKIK and UM held a preparatory workshop in November. According to former plans a joint Facebook site would have been created to participants of the course. But Facebook is not a communication channel of the older generation, that is why this activity was not implemented. The participants did not need close contact with the BOKIK or UM that is why videoconferences was not held.

The evaluation of the course happened with the help of a questionnaire which were filled by the participants. According to their opinion the course was useful for them especially the business planning and project management subjects. They mentioned some topics about which they would like to have more information, e.g.: international business and human resource management. Among the participants the Hungarian materials were more popular than the English version.

PILOT COURSE 4.COACHING YOUNG ENTREPRENEURS THROUGH PHYSICAL/VIRTUAL
ENTREPRENEURSHIP INTERNSHIP

TALLINN UNIVERSITY

Sirje Virkus

Entrepreneurship Seminar on European Virtual Venturing at Tallinn University in spring 2012

It is widely acknowledged that entrepreneurship is a vital force for economic growth of the countries and an important opportunity for individuals. Entrepreneurs have been identified as important drivers for employment, innovation and economic growth and entrepreneurship as an important source of job creation, career opportunities and poverty reduction for both men and women.

Therefore a virtual collaboration initiative „Entrepreneurship Seminar on European Virtual Venturing“ (4 ECTS) was organized within the Human Resource Management (HRM) module between the *Ecole supérieure d'Informatique, réseaux et systèmes d'information* (ITIN) in Cergy- Pontoise (France) and the Institute of Information Studies (IIS) at Tallinn University (Estonia) in spring 2012 (March-April, 2012). The HRM Module and Entrepreneurship Seminar was implemented within a joint international Erasmus Mundus master programme on Digital Library Learning.

Digital Library Learning (DILL) is a two-year programme for information professionals who intend to work in the complex world of digital libraries. It is a joint programme between Oslo University College (Norway), Tallinn University (Estonia) and Parma University (Italy) which was supported in the framework of the Erasmus Mundus programme in 2007. The students acquire a joint master's degree (120 ECTS) which is recognised by all three partners.

The DILL programme is delivered on campus, and the students spend one term at each partner institution. The first three terms consist of six modules, each amounting to 15

ECTS. In the first semester at Oslo University College in Norway two modules are offered: (1) Research Methods and Theory of Science and (2) Digital Documents. In the second semester at Tallinn University in Estonia (1) Information and Knowledge Management and (2) Human Resource Management Modules are offered. In the third semester at Parma University in Italy two modules are offered: (1) Access to Digital Libraries and (2) Usage of Digital Libraries: Quantitative and Qualitative Evaluation.

The seminar aimed to:

- improve students' awareness of and competence in virtual teamwork,
- enhance their intercultural understanding and
- develop knowledge and skills that would help them to understand the value, nature and current practice of entrepreneurship.

The seminar consisted of ten sessions over ten days. Students were located in two separate geographical locations: in Cergy-Pontoise, France and in Tallinn, Estonia. The basic seminar content was delivered via videoconferences by French and Estonian teachers, but the course capstone was a team project completed over three weeks and presented in the last week of the seminar in a virtual classroom. Each session consisted of a synchronous cross-university video lecture of two hours (teachers from France and Estonia) and followed by four hours student teamwork per session.

Student teams were built according to the principle that every team should consist of six or seven students – three or four from ITIN (France) and three or four from DILL/TLU (Estonia). 46 students in two locations in Tallinn (Estonia) and in Cergy- Pontoise (France) participated in this collaboration initiative. Student teams met virtually, in a virtual classroom following the joint lectures and exchanged email contacts and Skype addresses during the first introductory session so that they could continue working in virtual teams. During teamwork sessions teachers were available for face-to-face consultancy in France and Estonia for local students and via Skype for partners as well.

The Polycom VSX 7000 was used for video conferencing; that combines top-quality audio and video in a single set-top system that's easy to use and manage for anyone. For group work students used mostly Skype, MSN and emails as communication tools. Open-source e-learning software platform Moodle was used for the delivery of course materials and a wiki for joint project work. Thus, shared Moodle environment for Estonian and French students + shared virtual classrooms in Tallinn and in Cergy- Pontoise were used.

Students applied knowledge and skills acquired during the European Virtual Venturing seminar into the final product – a comprehensive business plan. Student teams came out with eight companies (Food2Home, Remind'Я, Libadus, Colorblind, GravityNews, Cookoo,

Virtual Dressing, Diin) and developed marketing and HRM plans for these companies, including product/service and financial descriptions. They presented these company business plans in a virtual classroom for the fellow students and teachers who were acting as possible investors during the final session in France and Estonia. 20 minute presentation followed by 10 minutes of question/answer session and the criteria was that there should be at least 3 speakers, one from TLU, one from ITIN, one from TLU or from ITIN.

The grading was done according to the following criteria:

- 15% - presentation skills: visuals, fluidity, timing
- 15% - human resources and intercultural: organizational structure
- 30% - marketing, communication, innovation, strategy
- 25% - financial plan
- 15% - questions and answers: ability to defend positions, clarity.

This course was specially designed by Tallinn University and ITIN for the needs of Erasmus Mundus, Erasmus and ITIN students. The idea to integrate entrepreneurship into MA programme came from previous projects. All course content and resources were shared between Tallinn University and ITIN. There was a full interactivity between all actors (course developers, tutors, learners, mentors, evaluators, supervisors). Evaluation was a joint activity, the final project was jointly assessed by Estonian/ France professors. Social networking was actively used using social media.

PILOT COURSE 5.

MORE INTENSIVE STUDENT-ENTREPRENEUR INVOLVEMENT, MEETING & WORKING WITH SUCCESSFUL ENTREPRENEURS, AND ASPECTS OF SOCIAL ENTREPRENEURSHIP



INSTITUT FUER GRÜNDUNGS- UND INNOVATIONSFORSCHUNG

Varabei, Tatsiana
Volkman, Christine
Christiane Blank

The Work package 5 includes methodologically different pilots on coaching new entrepreneurs. It provides a real and authentic experience of enterprise management, valorizing the networked virtual incubator as one logical hub of entrepreneurship resources, lightweight and sophisticated services, and extensive social and professional contacts. Although the pilots are different in emphasis, they share one common objective on which results are assessed: flexibility facilitating competence development in enterprise management and start-up, through knowledge sharing between young entrepreneurs and experienced organizations, multipliers and academia.

Introduction

The pilot takes a comprehensive, holistic view towards entrepreneurship education. Most education approaches have an institution-centered concept: Entrepreneurship education is taught and submitted in specific hours and environments (classrooms) via timetables etc. While this part of traditional education still plays an important role in sensitizing and training students, it falls somewhat short of what is possible and desirable. Entrepreneurship really is both a mindset and a lifestyle. Teaching and preparing interested students in entrepreneurship either virtually or face-to-face should pick up this notion by promoting skills, attitudes and behavior. A more holistic approach thus takes entrepreneurship to a different level and heads to a higher degree of involvement including the student's leisure time with dedicated student free-time activities. Our

approach seeks to combine the necessary knowledge transfer from traditional classes with the fun, motivation, and experience drawn from practical activities. It will hence work as a platform for knowledge exchange, idea generation, opportunity recognition and team-matching. Entrepreneurial student projects will also more intensively foster real-life experience in a university context and allow students access to relevant external contacts and network-building.

We tested and developed an extended curriculum that provides such an environment and intensive degree of involvement. Specifically, as an extension to a regular curriculum we developed an approach that systemically tests and integrates selected activities which deepen and intensify the students' experience with entrepreneurship. This approach includes the following activities:

- Entrepreneurial students club
- Activities that involve aspects of social entrepreneurship
- Generation approach: Entrepreneurship students meet and work with successful entrepreneurs

Learning Objectives

By involving students in real-life entrepreneurial projects the pilot aims at developing essential traits of the entrepreneurial personality. The entrepreneurial personality is defined on the basis of the classic traits approach for this pilot. According to this approach, the entrepreneurial personality can be understood as the „sum of all character traits, features, qualities of the entrepreneur as a human being, in other words the mixture of traits that characterizes him“. Pleitner (1996) summarizes the features of the individual entrepreneurial personality as follows:

- Intellectual properties:
Knowledge, intelligence, fast and analytical thinking, intuition, creativity, level of technological education, power of comprehension, ability to judge, acuteness of thought, articulateness, power of deduction
- Character traits:
Ability to work under pressure, patience, industriousness, integrity, courage, diligence and preciseness, intrinsic motivation, willingness to work, power of endurance, assertiveness, consistency, tolerance, honesty, self-confidence, kindness
- Typical entrepreneurial abilities:

Single-mindedness, readiness to assume risks, readiness to change things, initiative, decisiveness, determination, pioneer spirit, dynamic, agility, extroversion, communication skills, negotiating skills, quick-wittedness

- **Managerial skills:**

Authority, leadership skills, ability to motivate others, problem-solving skills, organizing ability, financial prudence, leadership education

- **Personal properties:**

Experience of life, age, sex, family support, marital status, physical stability, outward appearance, manners

EXECUTION

Entrepreneurial Students Club “SIFE Wuppertal” (Students in Free Enterprises)

The pilot was run at Wuppertal University between October 2010 and August 2012. After some conceptual work we advertised the Entrepreneurial Students Club in October 2010 in classes at different faculties and invited interested students to an informative meeting.

In this meeting we presented our concept in detail. It is the objective of the pilot to combine social commitment and entrepreneurial activity. Students are expected to initiate projects which are suitable for finding entrepreneurial solutions for social, ecological and economic challenges. In order to achieve this, students form interdisciplinary teams and transfer their respective theoretical knowledge to the projects. All project work is voluntary. After we had introduced this basic concept, a brainstorming for possible projects followed.

In November 2010, 20 new members registered for the Entrepreneurial Students Club. The schedule for the winter semester included weekly meetings of 90 minutes. Members decided on three projects which were to be led by a project manager. One student was elected as leader of the whole Entrepreneurial Student Clubs. In order to guarantee that the projects could be planned and realized in a professional manner, we invited regional entrepreneurs, representatives from chambers of commerce, company representatives and university representatives in December 2010. We introduced the idea of the Entrepreneurial Students Club and the projects to them and asked for their feedback. Some of them were so enthusiastic that we decided to meet on a regular basis as a so-called „Business Advisory Board“.

In January and May 2011 the students met two successful entrepreneurs who had managed to establish profitable business models in the fields of child care and Fair Trade products respectively (<http://www.kita-concept.de/>; <http://www.gepa.de/>).

THE PROJECTS OCTOBER 2010 – AUGUST 2011

LED IT GLOW (PROJECT 1)

This project supports private households and companies in the transition from traditional light bulbs to the LED technology.

LUCID LAUNDRY (PROJECT 2)

This project is meant to support the niche market for ecologically and socially responsible clothing by offering economic counseling to „fair“ designers on the one hand and by addressing potential customers via social marketing measures on the other hand.

SOCIAL MARKET PLACE (PROJECT 3)

It is the objective of this project to team up non-profit organizations and enterprises from the region in order to make cooperations possible. Company resources are to be matched with the non-profit organizations to a mutual advantage. This may include contributions in kind, services or counseling.

RESULTS AUGUST 2011

The projects were designed to last about 8 months. During this time the LED it Glow project managed to acquire the steakhouse chain MAREDO as a first customer. The team installed LED lights in the Düsseldorf branch. Since the project was very successful, the team leader decided to continue for another year with a new team. Lucid Laundry cooperates with a young designer and helped her with marketing measures (product and distribution policies, communication and price policies). In addition, the company itself advertised ecologically and socially responsible clothing on its own website and at several events. The social market place was held on 8 June 2011. An interview with the project leader summarizes the results and learning success of the project (cf. appendix I).

THE NETWORK 2010 - 2011

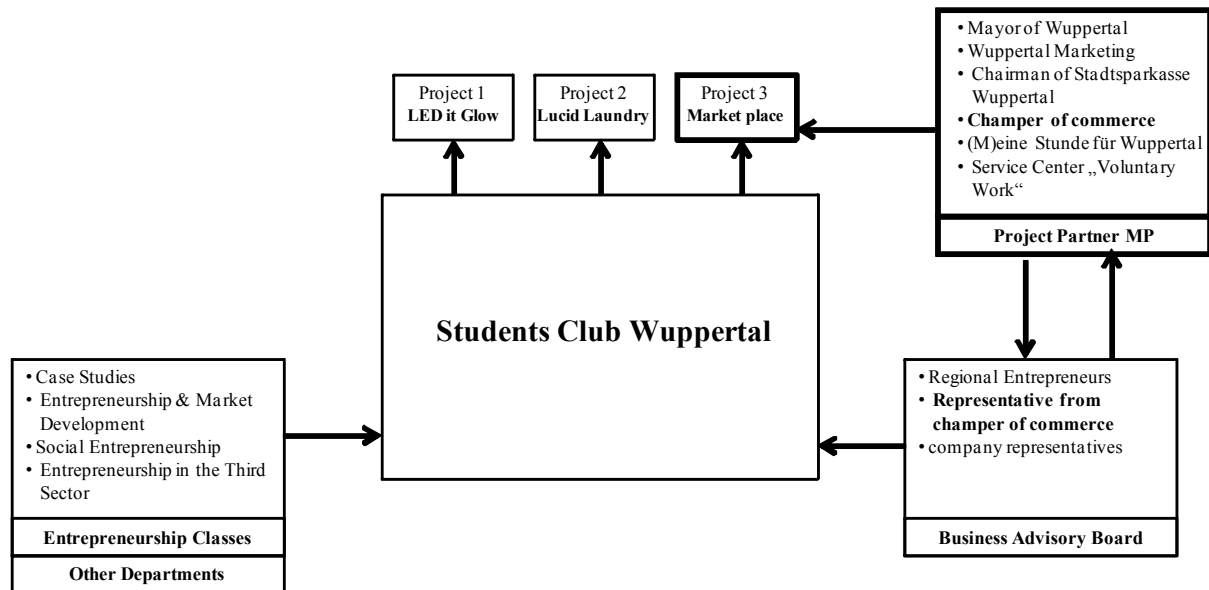


FIGURE 1: NETWORK 2010 - 2011

EVALUATION

Their work in socially relevant projects helped students on their way to become responsible entrepreneurs. They were supported in developing their individual entrepreneurial capacities.

Since all the project work was voluntary, students had to accommodate it to their studies, their families and friends, other jobs and hobbies. The „self-employment“ including the practical feedback was quite challenging and sometimes required a lot of time, so that students had to prove their high motivation and their ability to work under pressure. In addition, some could gain new knowledge in the course of the projects (for example LED it Glow). Due to the 8 month time frame students learned to decide quickly and to find creative solutions. The cooperation with regional partners and the feedback processes forced the students to think differently and to improve their communication skills.

The team work required patience and endurance. Some conflicts and arguments occurred which had to be solved through tolerance and honesty. In general the friendly style of conversation was essential. However, the team leader and the project leaders in particular sometimes had to motivate the team and to take more rigorous steps.

In summary, all members of the Entrepreneurial Students Club were enabled to develop important traits of the entrepreneurial personality through their work in the project teams. Students received constant practical feedback and could establish important contacts for their future work inside and outside the university (cf. Figure 1 on the network).

APPENDIX I. PROJECT EVALUATION: INTERVIEW WITH ALEXANDER PAUW, PROJECT LEADER “MARKETPLACE”

January 2012, interview conducted by Florian Siegmund, Team leader

Alexander, what was your work in the Entrepreneurial Students Club like? What were your tasks?

After I had presented the Marketplace project to the other students, they were clearly interested. So I could start immediately as the leader of a team of five. The opportunity of being able to develop one's own project right from the start and to be backed up by the team and Christiane Blank was decisive for me in becoming a member of the Entrepreneurial Students Club.

The Marketplace project is finished by now. What did you do over the past eight months in order to realize this project?

First we had to find partners who were willing to help us with this project. The university's network among regional enterprises was ideal for this. We could quickly contact the right people and could then start with planning the event. This gave us the opportunity of getting to know many different aspects of such a project. For example, we offered workshops for organizations which were interested in participation in the marketplace, developed PR strategies to make the local media report about the project, and met with Wuppertal's mayor whom we could win as patron for the project. In addition, of course we had to convince enterprises to take part in the marketplace as well. In most cases, we did that via cold calling. The experience we gained in this work will be very helpful in our professional life as well.

With so many organizational things at hand in addition to your studies there certainly was stress and resentment sometimes. How was work within the team and for you personally?

The team work was great. The atmosphere in the whole Entrepreneurial Students Club is really amazing. As a project leader, I could learn a lot about personnel management and motivation. I found it difficult sometimes to let go of my own project and to delegate competences and responsibilities to others. That was also something I had to learn.

Was your work always easy or did you also have to overcome difficulties? How did you solve such situations as a team?

The biggest problem was that we had a zero budget. Similar marketplaces in other cities had cost more than 10,000 Euros. However, we could find creative solutions and could thereby keep the costs below 50 Euros. For example, we needed a large banner for the entrance area but had no money to have one made professionally. So we talked to a kindergarten that was also involved in the marketplace and got the most beautiful banner which the children had created and made themselves with great enthusiasm. Another

factor which is usually very expensive is all kinds of printed material such as flyers, contracts, handouts etc. Here, we could convince a local copy shop to do all that for us for free. In turn, we offered them to print their logo on all the papers. In addition, we were allowed to use the main branch of a large local bank (Wuppertaler Stadtsparkasse) as location for our event for free. That was of course very helpful.

Are there any special things you have learned in the project management?

Among other things, I have learned not to be frightened off too early. If one has a good idea, one will find many open doors and ears and can win supporters. The Entrepreneurial Students Club is just great and offers students a very good opportunity to develop their skills. Like everywhere in life one has to be aware of the fact that project work is much more than a leisure activity. However, those who are willing to commit themselves to a project will learn a lot and will benefit from this work in the long run.

What are you doing now and how has your work in the Entrepreneurial Students Club prepared you for that?

During the project I could try entrepreneurial work and also got an impression what employment would be like. I liked both sides and could imagine either way for my future. However, I do not want to make a decision yet.

PILOT COURSE 6.

BUSINESS PROTOTYPES AND VIRTUAL ENTERPRISE 2.0 MANAGEMENT



CITY CONVERSITY AB

Erik Wallin dinerwa@conversity.euVideo channel: <http://conversity.adobeconnect.com/eBM>

Example of webinar with students:

<http://conversity.adobeconnect.com/p1atvgcx1u4/>

THIS PILOT COURSE IS PRESENTED AS A SET OF QUESTIONS AND ANSWERS RELATED TO THE COURSE IN TERMS OF

1. BASIC INFORMATION
2. KNOWLEDGE EXCHANGE
3. RELATIONSHIP BUILDING
4. ADDITIONAL REMARKS

BASIC INFORMATION*Course title*

eBusiness management – from eCommerce to eCollaboration, Winter 2012/13

Host institution, country

Fachhochschule Kiel, Germany

Period of delivery

October 2012 – March 2013

Length of the course (hours / weeks)

3 hours/week, mainly eLearning mode

Is the course a part of curriculum? (curricular / extracurricular)

Yes, a module in a Masters Programme in Industrial Engineering

Sustainability of the course: Is the pilot course a single experiment?

Not a single experiment, because the eBusiness field is constantly evolving and in this version of the course, we explore the development of eBusiness and business models in relation to three generations of the Internet:

- Internet of pages (hypertext, hypermedia, URL of pages)
- Internet of people (social networks, communities, personal profiles)
- Internet of things (local networks, smart devices, contextual awareness of information)

City Conersity AB is the formal contractor for the development of the course contents made by Erik Wallin as an author in collaboration with the On Campus company in Luebeck. Erik Wallin has also been the tutor for the course over a number of years.

Will or would the course be offered by the institution again?

Yes, but we are discussing a revised version to orient the course more to innovation and entrepreneurship in general and societal entrepreneurship in particular.

Promotion of the course: Who are the target groups of the course (beneficiates, other stakeholder)?

Master students in Industrial Engineering in Germany and their current and future employers

How do students hear about the course?

Regular announcements from Fachhochschule Kiel and network of Virtuelle Fachhochschule, Germany

How do external interested parties hear about the course?

Indirectly via primary target group

How do (did) you recruit new students?

Via normal marketing of the Masters Program in Industrial Engineering and the set of courses belonging to the program

How do (did) you recruit new teachers, new lecturers?

Erik Wallin is recruited as teacher and is an adjunct professor at FHK

If the course will be possible to run in a more private mode (Busyland Conersity as a community-of-practice operated by CCAB), then assistant teachers will be recruited for the next version of the course to be offered after summer 2013.

What techniques and (virtual) tools do (did) you use for the course promotion?

Today, not so much except a demo version of part of the course presented at OnCampus.de in German language, even though the course is given in English only:

Ziel dieses Kurses ist es, einen Überblick von E-Business-Management zu geben, um die Grundlagen des Elektronischen Handels und seine unterstützende Informations- und Kommunikationstechnologie zu verstehen und praktisches Basiswissen aus der Management Sichtweise zu erwerben. Nach Kursende kennen Sie die verschiedenen elektronischen Handelsmodelle und sind in der Lage ein Arbeitssystem für die Implementierung von E-Business zu entwickeln. Theorie und Praxis der New Economy und die Schlüsselfunktionen einer weltweit vernetzten Gesellschaft werden durch diesen Kurs erlernt und erfahren.

Demokurs starten

<http://www.oncampus.de/index.php?id=497>



Screenshot Kurs E-Business-Management

Sprache: Englisch

KNOWLEDGE EXCHANGE

Which information is shared among the course participants (guidelines, FAQs, teaching materials, students ideas about e.g. new venture, interests of other stakeholders, suggestions for improvement of the course, ...)?

Shared information consists of a course guide, teaching materials, student presentations and ideas for their choice of cases to work with, schedule for the course, and recordings from video conferences in the course and more.

Which kind of communication is dominant in your course, personal or virtual (distance) communication?

Virtual video conferences each week, two whole day workshops with physical presence, normally in Kiel Germany.

Which virtual tools do you use for which communication purposes? (Or which virtual tools would you use for which communication purposes)

- Adobe Connect Pro, English version
- Moodle as a Learning Management System

What are (or would be) the obstacles/ advantages of usage of virtual communication tools in your course? Is there potential for improvement?

- Would be impossible to run in traditional mode because of already established cross-border collaboration between Sweden and Germany
- Potential exists to enlarge the audience via more public Webinars etc.

Which course information is freely available for all interested parties?

Just the course description and the literature to be used in the course

Which virtual tools do you use for external communication? (Or which virtual tools would you use)

See above. Moodle and Adobe Connect Pro

What are (or would be) the obstacles/ advantages of usage of virtual tools for the external communication? Is there potential for improvement?

It would be very interesting to open up for partners within the CBVI project to exchange materials, knowledge, experiences and participants

Do you mean that the content, methods, design, experience, networks of your course could be interesting or useful for other regions? For other European countries? Why? Why not?

Absolutely possible, but needs a better business model to be able to run effectively (today: only formal universities can grant ECTS credits)

Which information from other regions, from other European countries could be interesting or useful for your course/ institute/ region? Why?

Perhaps former Eastern countries are more of interest than traditional Western countries

Which information from other regions, from other European countries in the context of Entrepreneurship (Entrepreneurship Support, Entrepreneurship Education, Entrepreneurship Research) could be or useful for your course/ institute/ region? Why?

- We will experiment with a more entrepreneurial approach by engaging in the Erasmus program for young entrepreneurs to offer internships as potential staff members to our own campus for lifelong learning, Conersivity of Busyland.
- By having a stronger entrepreneurship profile in the module, we will be able to offer the course to member organizations of Media Evolution in Sweden as part of their operations to increase future awareness, innovation and economic growth within the rapidly evolving field of new media in which eBusiness models are of high relevance.

RELATIONSHIP BUILDING

Who are the partners of the network?

Except the intranet for Fachhochschule Kiel, all participants have their own social networking preferences. Many use LinkedIn, including Erik Wallin, which is the main common social network facility.

Please describe you networking events (aims, location, participants, how often?)

Except weekly videoconferences for class, some invitations are made to other events, webinars and discussions of relevance for the course

Do you use virtual social networks (e.g. Facebook, LinkedIn, Xing)? Why or why not?

We use LinkedIn mainly and follows their methods of user profiles, access etc.

Which purposes do you use virtual networks for? (promotion, recruiting, information or data sharing)

Not systematically used at the moments, just for peer-to-peer social and professional contact services

Which information do you share within virtual networks?

- Not so much during course (because all materials should be open to all participants at the same time and virtual place (Moodle etc.))
- After course, some participants wants to have a closer contact for future collaboration and then the professional networks becomes more important

What are advantages and obstacles of usage of virtual networks in your case?

During course, it is important that all participants are engaged in the same common and shared learning environment to make everybody aware of what is going on in the course at the moment and what is needed to be “on the same page” as the other participants.

ADDITIONAL REMARKS

One of the problems for a small private company, such as City Conersity AB, is to be able to offer *academic* courses with ECTS credits etc. on similar economic terms as universities. If **Conersity of Busyland** – which is an academy and campus for our lifelong learning programs for societal entrepreneurship – can get the status of a *formal higher education institution*, then there will be a huge market opened up for our products and services for young entrepreneurs in Europe...

A NEW ELEARNING ENVIRONMENT WILL BE ESTABLISHED IN SPRINGTIME 2013 TO MAKE POSSIBLE A DISTRIBUTION OF LEARNING OBJECTS ALSO VIA OTHER CHANNELS THAN THE ONE USED TODAY. The URL for this new site is <http://conersity.learnacts.com>.

PILOT COURSE 7

TALKTECH 2011



„POLITEHNICA” UNIVERSITY OF TIMISOARA, ROMANIA

BENTLEY UNIVERSITY, USA

Diana Andone

<http://www.vicadis.net/campus/course/view.php?id=78>

I. INTRODUCTION

This report shares the results of TALKTECH2011 project part of the i2AGORA and CBVI EU LLL Projectw in which first-year introductory technology students from Bentley university in the United States and fourth-year multimedia students from “Politehnica” University of Timisoara in Romania worked together to evaluate online collaboration tools.

TalkTech 2011 was the name of a joint course where the participants were 100 students from the Bentley University (Boston, USA) and the “Politehnica” University of Timisoara (Timisoara, Romania). This course continued the tradition started by the tutors of the course from the previous years: Diana Andone (Timisoara) and Mark Frydenberg (Boston), in creating a virtual collaborative environment, where attendees can work together on a project, regardless of geographical location.

The course took place under the umbrella of the i2agora and CBVI projects, and used the framework of the ViCaDiS online platform (<http://www.vicadis.net/campus>).

The TalkTech2011 project described in this report continues previous work by the authors in teaming students in technology courses at their respective universities to to use common online communication tools (Skype, instant messenger, email, blogs) to work with international partners to learn about and compare two similar Web-based collaboration applications. This work extends the research on understanding how digital students learn

[1], and how they work together in an online environment using Skype and other Web-based communication tools to learn about current topics in information technology [2] .



In line with previous research, the instructors were interested in seeing the communication tools that students used, their analysis of the applications, and how they would work together to learn a new technology. Also of interest were the challenges they found as members of international teams across different time zones, and their understanding of the technologies they chose.

These goals provided the research questions for this study:

- How does participating as a team member in a structured on-line learning activity promote learning about new technology?
- How will students use web-based communication tools to collaborate with international partners for learning about new technologies?

II. ONLINE COLLABORATION AND LEARNING

As web-based collaboration tools have become more prevalent in recent years, instructors have been seeking new ways to create learning activities that integrate their use in college classrooms. The early days of Web 2.0 first popularized tools such as blogs and wikis into the curriculum [3], and as technologies developed, these were followed by podcasts [4,5], web-based audio and video sharing and streaming, and collaborative content creation tools. Instructors are integrating new technology tools in their for adapting their teaching to the

digital students new requirements [6]. The use of web-based collaboration tools requires a new set of skills from today’s digital students.

Salmon [8] argues that the future of e-learning lies in online activities (referred to as e-tivities) such as these, which rely on increased interaction and participation in order to engage students in taking responsibility for their own learning. She identifies five stages in creating e-tivities to promote active learning in teams as shown in the left of figure 1. The corresponding blocks on the right show how the steps required to complete this project fit this model.

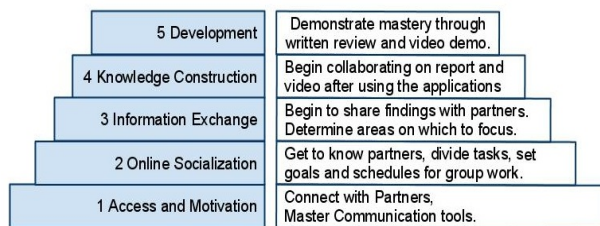


Figure 1. The e-tivities five stages.

Online learning begins in stage 1, as participants start using online communication in learning context, and creating an engaging project in which participants are motivated to participate. In stage 2, participants must select appropriate online communication tools, work at their own pace, and develop their identities within their groups. At stage 3, participants share information about themselves and the world with each other in order to build a relationship with partners, to facilitate the collaboration process. In stage 4, participants are ready to work in groups to collaborate to solve the problem at hand. They communicate using appropriate Web-based tools which they have chosen and mastered. In stage 5, participants complete their work and look back on the process. Each stage has specific technology skills associated with it: accessing a learning management system to sharing messages, using search engines, instant messaging, video and audio conferencing tools, and multimedia tools to create new knowledge artifacts online.

III. USING ONLINE COLLABORATION TOOLS TO LEARN ABOUT COLLABORATION and WEB 2.0 TOOLS

A. *TalkTech2011*

48 Honors students in a first-year introductory information technology course (IT 101) at the university in the United States, and 52 students enrolled in a Technologies of Multimedia (TMM) course, in their final fourth year at the University in Romania worked in mixed groups of three or four on this project over a period of eight weeks in November and December, 2011. They are all students with good or high level of ICT knowledge, but they come from different age groups and the Romanians needed to use a foreign language for

collaboration (the Romanians volunteered for this project out of a group of 64 students in that year).

Students used web-based tools for communication (email, skype, instant messenger) and collaboration (blogs, google docs) to document their group process and share their findings in a collaborative document and video. The instructors provided a list of webbased collaboration tools for students to evaluate, which included applications for screen sharing, forms, presentations, documents, annotation, videoconferencing, scheduling and idea and project management.

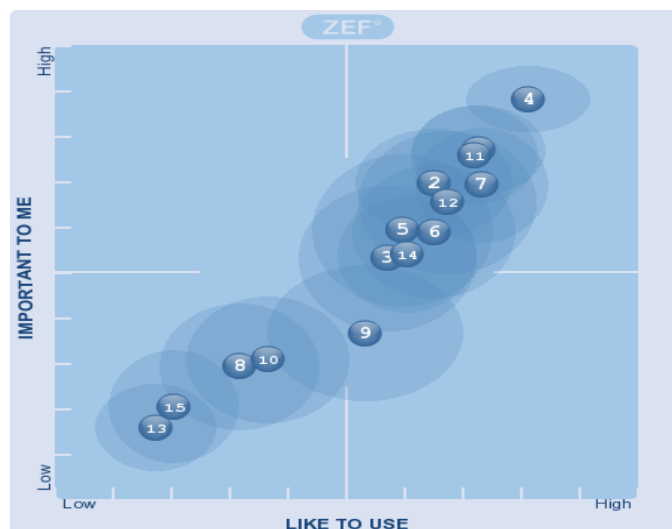


Figure 2. The students use of technology.

1. Mobile phone
2. SMS – text messaging
3. Your own ipod /mp3 player
4. Search engines (like Gogle)
5. Online messenger (Yahoo, MSN, others)
6. Skype, Google Talk, etc (VoIP)
7. Youtube (or other online video)
8. Flickr, Picassa (or other online photo album)
9. Online games
10. Blog
11. Wikipedia
12. FaceBook, MySpace, Hi5 or other online social networking
13. Second Life
14. Google Documents
15. Twitter

Many of the tools needed to accomplish these tasks were not presented in class, because most students had indicated in a survey that they had previously used Google Docs voice and instant messaging (IM) applications, Skype, Facebook and posted videos to YouTube. Those who had not done these before learned these basic Web literacy skills from their group members. Students have a high use and acceptability of search engines, own mobile phones and, and rely on Wikipedia, and are less likely to embrace Second Life, Twitter, and Flickr. They use Facebook for sharing information and multimedia with their peers which, for them, replaces the use of other tools.

B. Project implementation

Students managed their collaboration using ViCaDiS, [7] an online Virtual Campus for Digital Students hosted at the University in Romania. Students signed up for groups within ViCaDiS based on their choice of applications, or available openings within groups. The instructors set up a blog page and a file upload page within ViCaDiS for each group to facilitate their sharing documents and documenting their process (Figure 3).



Figure 3. The ViCaDiS learning environment as support for the TalkTech2010 project

The learning process and their evaluation was based on regular written updates, hyperlinks to relevant web resources, screenshots, recordings or transcripts of online group meetings (audio or video clips of real time conferences, IM chat logs) and ultimately, a collaboratively written review and tutorial video for each application. Students updated the blog almost each time they worked on the project. At the end of the project, they created a final post in which they included hyperlinks to their group’s Google Doc and video.

Activities began on November 1st, with the creation of the accounts and the choosing of the preferred subject from the ones proposed. The only requirement was that each four-students team should be comprised of two Romanian and two American members, following the “first come, first served” rule.

view 99 responses

To choose the start-up please select the number which corresponds to the start-up desired from the table. Each choice can be selected only by 2 Romanian students and 2 American students!!

Sorry, this activity closed on Monday, 21 November 2011, 10:25 PM and is no longer available

Responses

AwayFind	BoxInTheBag.com	Elect Next	Fanfic.me	Flirtic.com
<input type="checkbox"/> Spencer Phillip Joseph	<input type="checkbox"/> Davis Abigail Adams	<input type="checkbox"/> Trion Marius	<input type="checkbox"/> Fattore Nikki Katherine	<input type="checkbox"/> Sebagh Michele Emma
<input type="checkbox"/> Kobzik Michael J.	<input type="checkbox"/> Cortazar Monica Natasha	<input type="checkbox"/> Decun Cecilia	<input type="checkbox"/> Huang Tony Jenning	<input type="checkbox"/> Qiao Frank F.
<input type="checkbox"/> Alexandru Pirvanescu	<input type="checkbox"/> Irimie Sergiu	<input type="checkbox"/> Volovitz Denise	<input type="checkbox"/> Radu Alexandru	<input type="checkbox"/> Aldea Razvan
<input type="checkbox"/> Vlad Vesa	<input type="checkbox"/> Hantanu Bogdan	<input type="checkbox"/> Bourdeau Brenden	<input type="checkbox"/> Raicu Bogdan	<input type="checkbox"/> Anca Ciobanu
Taken:4 Limit:4	Taken:4 Limit:4	Taken:4 Limit:4	Taken:4 Limit:4	Taken:4 Limit:4

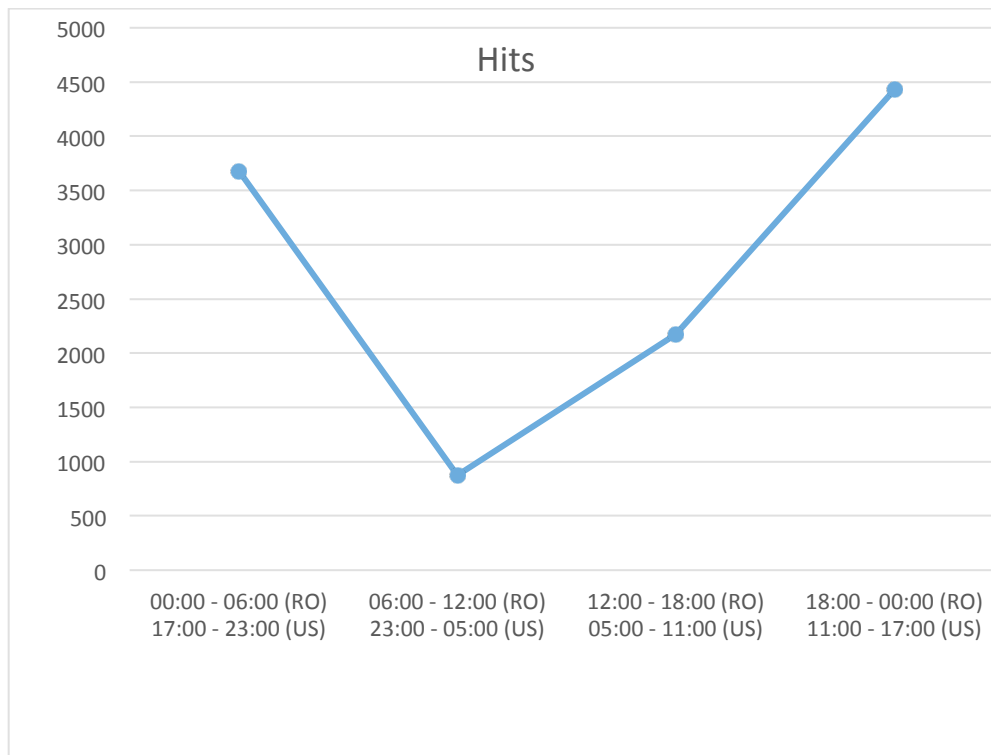
By the end of the course, on December 2nd 2011, the 100 students had a frantic activity, quantifiable by the more than 11.000 hits on ViCaDiS alone, not counting the IM, videoconferencing, email, and other external tools employed during the students' collaboration.

A total of 250 blog posts were created logging different stages of the projects, as well as personal impressions of the students on the (then) new social platform by Google, Google+.

Aside from the physical distance, another barrier to be overcome was due to the time zone difference. However, previous experience prompted the tutors to provide the students with comprehensive time management tools (like a meeting planner, and the two synchronizes clocks showing the current time in Boston and in Timisoara), tools which greatly facilitated communication among students not used to taking into account time zone differences.

The main outcomes of this course (not counting the social aspects and life experience of working side-by-side with young people from another culture) were the project themselves, delivered under the form of well documented media-rich presentations delivered on the platform.

It is also interesting to note the overall activity on the platform distributed on different times of day, proving the compromises students had to make in order to facilitate a smooth international collaboration.



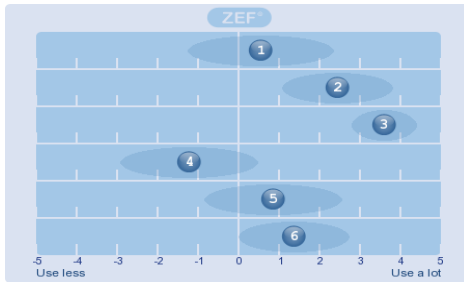
All in all, the experience proved a success in creating a multi-cultural and geographically distributed working environment for students, and in preparing them for an increasingly competitive global jobs market.

IV. LEARNING OUTCOMES

In order to better determine how will students use web-based collaboration tools with international partners for learning about new technologies, this study relies on the results of interviews, usage data, and an online questionnaire (based on the experience gathered from using questionnaires in previous work [2] and the ZEF online tool (www.zef.fi)) which the students answered anonymously at the conclusion of the project. The collaboration applications that students evaluated were new to most of them, as 44 (77.4%) of the participating students had never previously used the two tools they were comparing. 9 (17%) of the students had heard of or sometimes used the applications they were comparing, while 3 (5.7%) of the students claimed they used the two tools for their project often in the past. Over half had not previously used screen-capture or desktop sharing applications.

A. Use of Web-based tools

Students were asked about their familiarity with Web based tools and the frequency with which they use them to complete this project (Figure 4).



1 = Skype;

2 = Instant Messaging;

3 = Email;

4 = Blogging; 5 = Facebook; 6 = Document Sharing

Figure 4. The students' use of web based tools

Students relied on email the most to communicate with their partners. Instant messenger and Skype (or other similar live voice and/or video communication tools) were the next-most popular methods to share information. Many of these students echoed the sentiments that while Web 2.0 tools make global communication and collaboration fast, easy, and efficient, "global collaboration is extremely difficult due to the time zone difference". Conversations took place spontaneously when partners "saw each other on," as well as at pre-designated times.

B. Learning

When asked, "which is the two most important things learned" from this project, the majority of students prompted positive answers: "Interactive learning is much better"; "How to use the tools to collaborate". They also rated the statements "The tools in this project are important for online cooperation in learning or working in the business world" and "This exercise helped me learn to integrate several technologies" as the most valuable and important thing learned from this project.

PILOT COURSE 8

TALKTECH 2012



„POLITEHNICA” UNIVERSITY OF TIMISOARA, ROMANIA

BENTLEY UNIVERSITY, USA

Diana Andone

<http://www.vicadis.net/campus/course/view.php?id=107>

This report shares the results of TalkTech2012 project part of the i2AGORA and CBVI EU LLL Projects in which first-year introductory technology students from Bentley university in the United States and fourth-year multimedia students from “Politehnica” University of Timisoara in Romania worked together to evaluate online collaboration tools.

TalkTech 2012 was the name of a joint course where the participants were 53 students from the Bentley University (Boston, USA) and the “Politehnica” University of Timisoara (Timisoara, Romania). This course continued the tradition started by the tutors of the course from the previous years: Diana Andone (Timisoara) and Mark Frydenberg (Boston), in creating a virtual collaborative environment, where attendees can work together on a project, regardless of geographical location.

The course took place under the umbrella of the i2agora project as well as the CBVI projects, and used the framework of the ViCaDiS online platform (<http://www.vicadis.net/campus>).

Beside the formal research questions this year the focus was also in entrepreneurship and it tried to encourage students to consider also the entrepreneurial solution on their search for a job in the job market.

I. USING ONLINE COLLABORATION TOOLS TO LEARN ABOUT ENTREPRENEURSHIP

For the TalkTech 2012 cooperative course, 53 students from the Bentley University in Boston, USA, and from the “Politehnica” University of Timisoara were enrolled in a collaborative online virtual environment, working together to create presentations on different subjects, usually comprehensive analyses on start-up Internet companies.

From October 1st to December 21st 2012, they had to work in mixed teams, comprised of two Romanian and two American students. The teams were initially created by presenting the study subjects, and allowing each student to choose the preferred subject.

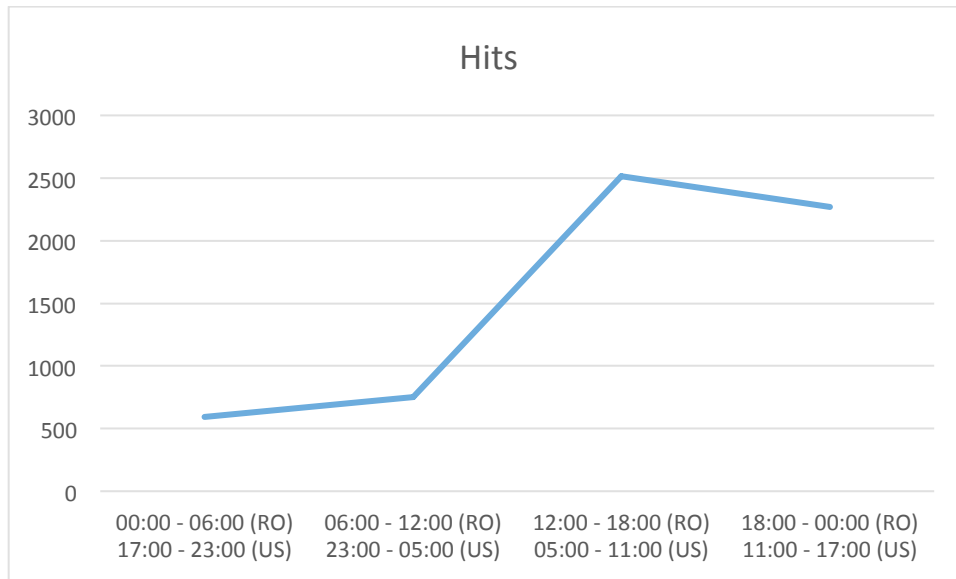
vicadis ▶ TT2012 ▶ Choices ▶ TalkTech 2012 Choice of start-up ▶ Responses Update this Choice

Responses						
GazeHawk	SnapTag	Burn Note	Strangeloop Networks	Kik Interactive	Senseg	PrintEco
<input type="checkbox"/> Staicu Alin-Cosmin	<input type="checkbox"/> Carolina Grecu	<input type="checkbox"/> Cornelia Balint	<input type="checkbox"/> Klein Sibylle	<input type="checkbox"/> Abdullah Alblehed	<input type="checkbox"/> Dragoescu Lu	<input type="checkbox"/> Soreg Monika
<input type="checkbox"/> Tit Iulia-Cristina	<input type="checkbox"/> Joshua Richmond	<input type="checkbox"/> Bacanu Dragos	<input type="checkbox"/> Heler Paul	<input type="checkbox"/> Gregory O'Brien	<input type="checkbox"/> Erin Moldovan	<input type="checkbox"/> John Halkias
<input type="checkbox"/> Joseph Krawiec	<input type="checkbox"/> Codrea Daniel-Ionut	<input type="checkbox"/> Oliver Ostrowski	<input type="checkbox"/> William Stameris	<input type="checkbox"/> Mitu Alexandru		
<input type="checkbox"/> Andrew Peppel	<input type="checkbox"/> Cory Brannigan	<input type="checkbox"/> Alexander Alario	<input type="checkbox"/> Faris Sheikh	<input type="checkbox"/> Onis Dorian		
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Although fewer students participated in this course, the overall activity was consistent, with more than 6000 hits recorded during the course’s deployment.

The results consisted in a total of 47 blog entries, and 24 uploaded deliverables, from the 13 active teams.

Interestingly, the time-slot distribution of the student’s activity differs from the one for the previous year, although the same schedule restrictions applied.



Again, the experience proved fruitful for those involved, providing a valuable insight into long-distance cooperative ventures, as well as a brief glance into a different academic and cultural environment.

In this project two Bentley students and two “Politehnica” University Timisoara (UPT) students worked together to create a presentation in which they analyzed and discuss the potential of various start-up Internet companies.

II THE PROJECT LEARNING

Students creates a presentation for innovative methods used in business. For this they evaluate that new tool, how it use social media, what tools are integrated, how they do the “work” for that subject/company.

Studnets selected one of these companies:

Web

- GazeHawk: Using simple webcams, this innovative technology tracks eye movements on a web page.
- SnapTag: Death to ugly QR codes. SpyderLynk's SnapTag circle tags work elegantly with company logos, on photos, even on beer coasters.
- Burn Note: E-mailing sensitive information such as social security numbers, PINs and passwords via Burn Note ensures there's no electronic trace left anywhere on the internet.
- Strangeloop Networks: Optimizes how a website appears on different displays to increase speed and viewer experience--and, ostensibly, sales.

- **Kik Interactive:** This app developer created Kik Messenger for fast, cross-platform and group texting, as well as the Klik app, which turns smartphones into remote controls for any screen that has an internet browser.
- **Senseg:** Patented haptic technology creates "feel screens" that enable users to feel textures, contours and edges on their touchscreen devices.
- **PrintEco:** A plug-in that automatically optimizes documents for printing in order to save paper.
- **MindQuilt** - Connecting people with Answers
- **123ContactForm** - a free form builder to create powerful online web forms
- **Yottaa:** Its Site Speed Optimizer doubles the speed of any website's load time without additional coding or software.
- **Nimble:** Pulls together Facebook, LinkedIn, Google+, Twitter, e-mail, contacts and calendars onto one screen with a brilliantly simple CRM.

THE PROJECT:

Students needed to create a presentation for innovative methods used in business. For this they evaluated that new tool, how it use social media, what tools are integrated, how they do the "work" for that subject/company.

Students had to select one of these companies:

"There are 11 web companies and 7 mobile companies. Before you select a mobile company and app please check that your smartphone supports that app!"

Web

1. **GazeHawk:** Using simple webcams, this innovative technology tracks eye movements on a web page.
2. **SnapTag:** Death to ugly QR codes. SpyderLynk's SnapTag circle tags work elegantly with company logos, on photos, even on beer coasters.
3. **Burn Note:** E-mailing sensitive information such as social security numbers, PINs and passwords via Burn Note ensures there's no electronic trace left anywhere on the internet.
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8. **MindQuilt** - Connecting people with Answers

9. [123ContactForm](#) - a free form builder to create powerful online web forms
10. [Yottaa](#): Its Site Speed Optimizer doubles the speed of any website's load time without additional coding or software.
11. [Nimble](#): Pulls together Facebook, LinkedIn, Google+, Twitter, e-mail, contacts and calendars onto one screen with a brilliantly simple CRM.

Mobile

1. [JukeBox](#) - a free app that automatically keeps your music in the Cloud and lets you play it anytime, anywhere, no matter the device.
2. [Rnkd](#): A universal loyalty program. Upload pictures of clothing you already own and earn badges for things like Zappos gift cards.
3. [Bikn](#): To ensure that nothing goes missing (phone, keys, dog), Treehouse Labs' system uses an app, smart case and tags to stick on your stuff.
4. [QRawr](#): Print out a QR code and stick it to something. Then, use the app to upload photos, links and texts, turning a real-world object into a place for virtual conversation.
5. [appSmitten](#): Delivers personalized app recommendations from the 15,000-plus released every week.
6. [Pixable](#): Twitter for images. Aggregates photos from multiple social networks for easy categorization and editing; hashtags enable searches by topic and keyword.
7. [FastCustomer](#): Spares iPhone and Android users the aggravation of waiting on hold. Register your phone number, then get a call back from any of 3,000 companies.

Students investigated that company, according to the criteria below, and working with their partner and international partners, to provide a “review” as an online presentation that answer these questions:

1. **Overview**: What is the product or service that the company provides? What do they claim to do differently or better than anyone else?
2. **Audience**: Who is the target audience for this site? Can users of the site interact with each other?
3. **Content Reuse** - Does the site use content (maps, videos, rss feeds, etc) from external Web sites? If so, what content, and how is it used? Does the site allow its own content to be reused or shared on other sites?
4. **Delivery** - What advantage does a software-as-a-service solution over the Internet (vs. a software application installed on your computer) provide to this application?
5. **Business Model** - how do they make money now or propose to make money in the future? If they don't, propose a business model that may enable them to make money, and describe why you think this is plausible. What are the benefits of using this product/tool?
6. **Success** - Do you think this company has a chance to succeed? Do they have any competitors that you know of? (If you don't know of any off hand, search online

before answering.) How would you improve their product/tool/site? Justify your answers.

The students needed to submit the following Deliverables:

- **Presentation - Create a slide presentation, as follows:**
 - **Each team makes a PPT presentation in VoiceThread with these slides:**
 - **1. Team Introduction** intro with names, photos, and universities of participants, the product/site name and webaddress
 - **2. Company Overview**
 - § **Location,**
 - § **Founders,**
 - § **Any previous successes the founders had?**
 - **3. Product or Service Overview**
 - § **What does it do?**
 - § **Explain a screen shot or two that gives the idea of how do users interact with it**
 - **4. Technologies Used**
 - § **How is the product or service delivered? (Web, App, Download, etc)**
 - § **On what devices or platforms does it work (if mobile app)**
 - § **On what software or technologies does the application rely?**
 - **5. Prediction of Success**
 - § **Business model**
 - § **Customers / growth**
 - § **Prediction of success**
 - **Final Slide** - Credits and sources
 -
 - To encourage collaboration, use Google Presentations for your presentation!
- **Voice Thread**
 - Upload your presentation to VoiceThread .
 - There can be no more than 10 words on a slide. The team members have to edit the PPT adding images, graphs to ENHANCE the presentation. Each student has to add eight comments: one to each slide with an original observation, and one on each slide that shows they listened to their partners and enhances or disagrees with an earlier remark and your valid opinion on the information provided by your colleague.
 - In this way you will have an asynchronous conversation with your partners about each slide.
 - Each voice thread should be about 30 seconds long and add a substantive remark to explain, discuss,, or describe some aspect of that slide.
 - **When you're done, include the original presentation and the voice thread in the blog on your ViCaDiS site.**

- **The ViCaDiS blog for your group:** Use this blog to keep track of your group's progress share links to relevant articles on line, or your ideas about how and for what you are using the tools. These can be short -a sentence or two is fine. (Think "tweets.") Each group member should post to the ViCaDiS blog at least twice a week during the project. You should post and keep records of you instant communication too.
- **Evidence of your collaboration.** Use the blog to show evidence of your interactions with your international partners (Provide screen captures of your talk or as you work with your software applications. Paste in your chat conversations.)

Each group delivered the presentation, voice thread of their work on one start-up and several entries in the blog. The students also answered an online questionnaire after all the project concluded.

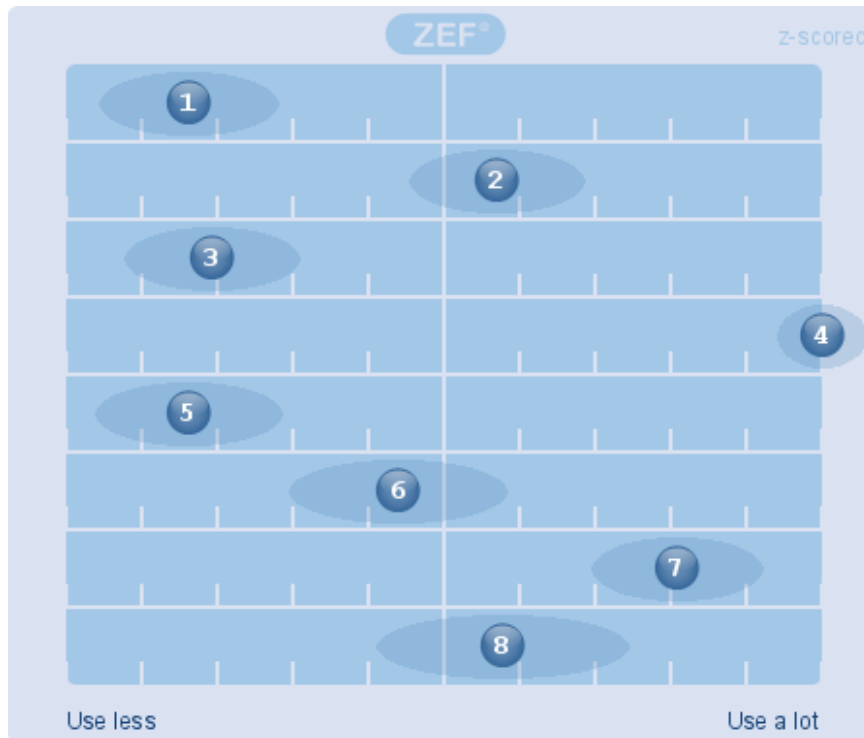
One free question asked students about:

How did this project help you learn about virtual mobility?

Their answers were:

- I already know about it and am used to it
- It is necessary when working with people from other countries.
- It kinda didn't because we were only romanian students, cause our american thought that he can make a ppt and send it email after the first submission date. But about virtual mobility, yes my experience in this kind of thing grew cause i didn't make something as this before.
- There are peoples who need more push to communicate
- The experiance that I take from making it
- It helped me learn about the benefits of collaborating with others using the online environment.

Students were also asked which tool they used most in order to fulfil their project. The answers are interesting and it shows that even if the communicated using synchronous (instant message) methods the email was very much in use – mainly because of the big time difference (6 hours).



1. Skype (audio/video conferencing)
2. Instant Messenger (Google Talk, AIM, Yahoo IM, MSN, etc)
3. Google+ Hangout
4. Email
5. Blog
6. Facebook or Twitter
7. Online document sharing
8. VoiceThread

The full report of questionnaire can be found online in the TalkTech 2012 project

CONCLUSIONS

The two most common difficulties mentioned were the seven hour time zone difference between Romania and the United States, difficulties with non-cooperative international partners, and in some cases, difficulties getting some of the software collaboration tools to work. 32% of American and 54% of Romanian students said that the technologies they used “got in the way” of learning from their other group members. Said one student: “I thought it was a really useful experience. It was frustrating at times when our international partners were not doing nearly as much as they should have, but overall I took a lot out of it.”

One unexpected difficulty that some groups had to overcome was vulnerability of using cloud-based services and applications first-hand. "The video website we started using shut down the last day." remarked a student, "so we had to look online for alternatives." This happened to students who used screentoaster.com, formerly a free web-based screen recording application; and similarly, with the video conferencing application, dimdim, that one group reviewed, where recently free accounts are no longer available. These served as realistic reminders that in the world of cloud computing, free services come and go, get bought or acquired, change their business models, or go out of business with little or no warning to the consumer.

Overall, students found this project to be interesting, ("I enjoyed meeting new people and feeling accomplished when it was done and we had done a good job.") and the experience of meeting new people from another country online to be novel and enjoyable. They learned the benefits of collaborating as members of international teams in real time. They learned about the new possibilities that living in a connected world enables. The authors of this study tried to create an environment for international teams to direct their own learning about special-purpose, web-based collaboration tools, based on the Salmon's 5-Step e-tivities model, and to report their findings using a variety of applications and media formats. The instructors provided support, prodding, and instruction necessary for students to access the ViCaDiS environment along with other web-based tools to complete the project. Students learned new tools and overcame both expected and unexpected obstacles in order to succeed.

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PILOT COURSE 9

ENTREPRENEURSHIP AND INNOVATION COURSE



„POLITEHNICA” UNIVERSITY OF TIMISOARA, ROMANIA

Diana Andone, Radu Vasiu

<http://cv.upt.ro/course/view.php?id=66>

During the Enterprise and Innovation course, run as part of the Master eActivities during October 2012 – January 2013 students had to produce a project with the theme: Enterprise for Students for new working techniques within technical companies. As the Master is partially virtual – blended learning a s teh stdeunst met only 3 times durng teh semester teh activity was carried out online using the univeristy elearning environemnt CVUPT.

As part of their studies, students evaluated one of the tools listed below and provide an evaluation for the working techniques in enterprises.

Studnets had to provide a “review” that should at least include these items:

Basic Information

What’s the problem that these applications are trying to solve?

Who are the companies that provide these tools?

On what software/interface stands or was developed?

Evaluation / Usability

How well do they work? Were there any problems?

Are there any particularly useful features, or capabilities that you wish were included that are not supported? Explain.

Are there other applications that you are familiar with that work similarly? Explain.

Business and Entrepreneurship Analysis

What advantage does a software-as-a-service solution over the Internet (vs. a software application installed on your computer) provide to this application?

How might these applications be used in a business context

The critical analyse was based on student observation but also on other academic or valuable resources. For each analyse they provided references and sources of information. It was no longer than 700 words and can include images or animations.

To develop teh project students used different tools:

- Virtual CVUPT- a dedicated Moodle platform based on ViCaDiS environment,
- Skype, Videoconferencing
- Social networking tools (upon the proposal of students)
- Several online tools (65 tools selected)
- blogs of students and stakeholders
- CVUPT collaborative and controlling functions (statistics of activities by moodle)
- Online report for the tool evaluation
- Video of tool description using screen capture software

The students delivered

- 64 tools analysed
- 64 reports
- 16 videos

The main benefits which the students perceived at the end were:

- they improved competences for ICT
- students evaluated new start-ups
- students were prepared for international, networked research and teleworking

The students produced (in Romanian) reports, videos for the tools:

Wordpress - <http://wordpress.com/>

Blogger - <http://www.blogger.com>

YouTube - <http://www.youtube.com/>

Facebook - <http://www.facebook.com>

LinkedIn - <http://www.linkedin.com>

Twitter - <http://twitter.com/>

Flickr - <http://www.flickr.com/>

Jing - <http://www.techsmith.com/jing.html>
Skype - <http://www.skype.com/intl/en/home>
YahooMessenger - <http://messenger.yahoo.com/>
Google maps - <http://maps.google.com/>
Google sites - <https://sites.google.com>
Google docs - <https://docs.google.com>
Google calendar - <https://www.google.com/calendar/>

CiteULike - <http://www.citeulike.org/>
Delicious - <http://delicious.com/>
Vizu - <http://www.vizu.com/index.htm>
Micropoll - <http://micropoll.com/>
Slideshare - <http://www.slideshare.net/>
CrossLoop - <http://www.crossloop.com/index.jsp>
StumbleUpon - <http://www.stumbleupon.com/>
Yuuguu - <http://www.yuuguu.com/home>
Digg - <http://digg.com/>
Gtalk - <http://www.google.com/talk/>
Meetro - <http://www.meetro.com/>
Weblogtools collection - <http://weblogtoolscollection.com/>
Technorati - <http://technorati.com/>
ProgrammableWeb - <http://www.programmableweb.com/>
TripAdvisor - <http://www.tripadvisor.com/>
VirtualTourist - <http://www.virtualtourist.com/>
HubSpot - <http://www.hubspot.com/>
Pipes - <http://pipes.yahoo.com/pipes/>
Firebug - <http://getfirebug.com/>
Zotero - <https://addons.mozilla.org/en-US/firefox/addon/zotero/>
Mikogo - <http://www.mikogo.com/>
Teamviewer - <http://www.teamviewer.com/ro/index.aspx>
CamSpace - <http://camspace.com/about>
SocialText - <http://www.socialtext.com/>
SecondLife - <http://secondlife.com/>
HootSuite - <http://hootsuite.com/>
Ning - <http://www.ning.com/>
Zoho - <http://www.zoho.com/>
FotoFlexer - <http://fotoflexer.com/>
Aviary - <http://www.aviary.com/>
PhotoBucket - <http://photobucket.com/>
Voki - <http://voki.com/>
Vuvox - <http://www.vuvox.com/>
Collaborize Classroom - <http://www.collaborizeclassroom.com/>
Concept Board - <http://conceptboard.com/>
DropBox - <https://www.dropbox.com/>
Screencast - <http://www.screencast.com/>
Evernote - <http://www.evernote.com/>
Diigo - <http://www.diigo.com/>
Prezi <http://prezi.com/>
Animoto <http://animoto.com/>

Foursquare <http://foursquare.com/>
ustream. TV - <http://www.ustream.tv/>
Vimeo - <http://vimeo.com/>
Paypal - <http://paypal.com/>
Wesabe - <https://www.wesabe.com/>
Freshbooks - <http://www.freshbooks.com/>
Base Camp - <http://basecampHQ.com/>
Mindomo - <http://www.mindomo.com/>
Project2manage - <http://www.project2manage.com/>
Voice thread - <http://voicethread.com/>
GoView - <http://goview.com/>
Conceptshare - <http://conceptshare.com/>
Qoop - <http://www.qoop.com/>

Odeo - <http://www.odeoenterprise.com/>
Spotify - <http://www.spotify.com/int/>
Reddit - <http://www.reddit.com/>
Tumblr - <https://www.tumblr.com/>
SoundCloud - <http://soundcloud.com/>
Instagram - <http://instagr.am/>
Pulse - <http://www.pulse.me/>
Lookout - <https://www.mylookout.com/>
Square - <https://squareup.com/>
Instapaper - <http://www.instapaper.com/>
iCloud - <https://www.icloud.com>
Google Wallet - <http://www.google.com/wallet/>
GeoGebra - <http://www.geogebra.org/cms/>
Cozi - <http://www.cozi.com/>
Scoop.It - <http://www.scoop.it/>
Triptico - <http://www.triptico.co.uk/>
Google + <https://plus.google.com/>
GetGlue - <http://getglue.com/>

PILOT COURSE 10

TIM TEEN IT SUMMER SCHOOL



TIMISOARA SOFTWARE BUSINESS INCUBATOR - UBIT

„POLITEHNICA” UNIVERSITY OF TIMISOARA, ROMANIA

BENTLEY UNIVERSITY, USA

Radu Ticiu

<http://www.vicadis.net/campus/course/view.php?id=101>

Timișoara Software Business Incubator, together with Politehnica University of Timisoara and „Grigore Moisil” High-School, organized during July 2nd-16th the third edition of Tim Teen IT Summer School, dedicated to Timiș County high-school students interested in the IT field, with good performances in specialized competitions.

Tim Teen IT Summer School project aims to create skills and to transfer knowledge that are complementary to those included in the high-school curricula, which are at the core of the CBVI project.

The first edition of the summer school was included in a pan-European collection of good practices in the field of youth involvement and it later became an EU policy recommendation, within People, an INTERREG IV C Project, having Timiș County as partner.

During the two-week program, the participants were offered opportunities:

- to accumulate knowledge and information from the IT application development and entrepreneurship field
- to communicate better and more effectively
- to present and to discuss their current own projects with colleagues, teachers, young specialists and entrepreneurs
- to meet and to discuss with Romanian and foreign IT experts and entrepreneurs
- to group with their co-participants and to get involved in the development of IT mini-projects
- to receive valuable information and insights for career planning.

The summer school programed discussions and presentations, theoretical and practical daily sessions spanning the 9AM-5PM interval.

During the last day of the project Monday July 16th, the participating teams pitch their mini-projects in a competitive framework.

The organisers were ready to support a continuation in the development of participants' projects after summer school so we'll open the registration only to high-school students enrolled in 9th or 10th grade.



During the Summer School teenagers interacted online using ViCADiS in a very active blog, using Facebook <https://www.facebook.com/pages/TIM-TEEN-ITC-Summer-School-2012/450445268307282> and at the end they posted all their ideas and demos to be pitched in DropBox <https://www.dropbox.com/s/fw16ec61snku2fa/build%20x64.zip>

18 pupils from 14 -6 years old took part, all presented ideas for a start-up and/or a web/mobile application and finally 6 were selected and pitched on the final day against local IT entrepreneurs.

The event was largely promoted in the regional and national press including the national News Channel Digi24 http://www.digi24.ro/stire/Jocurile-o-facere-in-devenire_29449 .

Annex 1 Quick-scan questionnaire

Basic information		
Course title		
Host institution, country		
Period of delivery		
Length of the course – hours/ weeks		
Expected number of learners	<i>ODL/blended</i>	
Methodology	<i>Moodle/special/local.....</i>	
e-learning environment		
URL of environment		
Further comments, remarks		
Learning desing		
Training needs to be met		
Target groups		
Learning objectives	<i>Special needs to be addressed, hypothesis</i>	
Stakeholders to be involved		
Content elements to be integrated / adopted	<i>Please refer to any reused elements from previous projects/collaborations, e.g. do you apply CBVE master classes or any of such content elements which were developed in a previous project – synergy between projects</i>	
Cooperative elements - How do you plan to benefit from collaboration?		
In which phase/activity	How?	With whom? - partners
learning design, sharing ideas	<i>e.g. evaluation method, checklists</i>	
sharing course content	<i>sharing resources</i> <i>offering multilingual training</i> <i>etc.</i>	

recruiting learners		
Interactivity between actors	<i>course developers</i> <i>tutors</i> <i>learners</i> <i>menthors</i> <i>evaluators, supervisors</i>	
methodological support	<i>same e-learning portal</i> <i>joint facebook</i> <i>joint forums</i> <i>videoconference</i>	
Evaluation of	<i>e.g. course content</i> <i>learners activity, projects</i>	
Social networking		

Annex 2 Questionnaire, Family-based SMEs, benefiting from mixed generation entrepreneurs in conjunction with the Chamber of Commerce

Family-based SMEs, impacts of change of generations

1. Name of the company
2. Headquarter of the company (city, town, village):
3. Date of foundation of the company:
4. Activity:
5. Size of the company (number of employees, amount of revenue):
6. How is the younger generation involved in the enterprise?
7. How is the knowledge/experience transmitted?
8. Do the elder generation speak any foreign language, do they handle IT tools?
9. Is the „new knowledge“ of the younger generation e.g. languages, IT quite different from the knowledge of the elder generation?
10. If yes, how much are these competencies contributes to the development of the company?
11. Would you participate in a distance learning which would base on exchange of experiences and would provide modern business knowledge?

ANNEX 3, FAMILY-BASED SMES, BENEFITING FROM MIXED GENERATION ENTREPRENEURS IN CONJUNCTION WITH THE CHAMBER OF COMMERCE

Evaluation questionnaire

1. Name of the company:

2. How do you evaluate the training?
 - a. It was very useful
 - b. It was useful
 - c. I get some new information, but it was not useful
 - d. I did not get any new information

3. Which subject was the most useful for you?

4. Did you study the materials in English language, too? If not, why?

5. Is there any materials about which you would like learn and it was not among the materials?