JUMPing between islands of micro- and challenge modules - a new way of offering learning opportunities abroad?

JUMP = Joint University challenge-based Minor Program for future generation of innovative entrepreneurs

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ECIU university

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New way of flexible mobility based on CBL

- There is a change in student mobility in Europe from term and program exchange to more flexible solutions, such as modules with one-week mobility and summer schools
- European higher education institutions are increasingly offering short-term and blended mobility alternatives often in form of challenges (including creathons, hackathons, live cases …).

➢ **This leads to new challenges: students put together these learning opportunities in a flexible way which challenges to ensure progress and can lead to overlap.**

JUMP aims to provide a structure for grouping learning opportunities into a minor program!

JUMP objectives

Through an innovative mobility scheme (called Challenge-Based Learning Minor), JUMP will enhance students' responsible innovation and entrepreneurial (I&E) skills, emphasizing holistic cross-disciplinary learning, inter-sectoral participatory processes, and inclusivity for a sustainable Europe.

The CBL Minor comprises online micro-modules, blended challenge projects, internships, and theses. It advocates for a structured European approach and leverages existing programs to scale this initiative.

Norrman et al 2022

JUMP Consortium

UniTrento - University of Trento (Università degli Studi di Trento), Italy, Trento

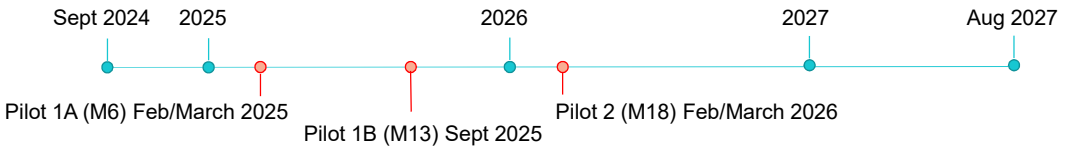
INSA - Institut National des Sciences Appliquées de Toulouse, France, Toulouse

TUL - Lodz University of Technology (Politechnika Łódzka*)*, Poland, Lodz

LiU - Linköping University (Linköpings Universitet), Sweden, Linköping

Project Timeline

Start date: 1 September 2024; **End date:** 31 August 2027



Activities we are going to implement

1. Creating a structural CBL Minor, developing online micro-modules, piloting co-created challenges projects, CBL internships/theses, and reinforcing the Erasmus+ program to promote cooperation between European HEIs and stakeholders to equip students with responsible I&E skills.

2. Facilitating dialogue among quadruple-helix actors to solve societal challenges via international, cross-disciplinary student teams trained in responsible I&E and transversal skills.

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Project results and other outcomes we expect our project to have

R1. Implementation of a flexible, co-created **CBL Minor** on responsible I&E, utilizing digital education advancements and related guidelines

R2. Toolkits for developing online micro-modules, challenge projects, CBL internships and thesis

R3. An EU **platform** facilitating co-creation among Q-helix actors of societal challenges projects, internships and thesis JUMP will equip learners with skills to act innovatively and entrepreneurially to become responsible future ambassadors of a sustainable Europe

Project design and implementation

Work package n°1 - Project Management - University of Trento

Work package n°2 - DESIGNING a distributed challenge-based minor in responsible innovation and entrepreneurship - Linköping University

Work package n°3 - PILOTING Blended Micro-modules and CBL projects - INSA

Work package n°4 - FACILITATING Intersectorial (Q-helix) activities: Challanges, CBL Intership and Thesis - Lodz University of Technology

Work package n°5 - DISSEMINATION and EXPLOITATION - University of Trento

PILOT

two micro-modules and one challenge has been bundled into a 10 ects package of sustainable innovation & entrepreneurship

InGenious - Sustainable Cities and Communities – cross disciplinary projects

Challenge: **The sustainable forest challenge**

How to make the forest viable through restorative and regenerative practices

- Blended learning, 5 ects
- CBL & BIP week (March 3-7) in Linköping
- 55 students
- Challege provider: Södra Skogsägarna

Learning outcomes

- **Apply degrowth economic principles**

The ability to identify current challenges related to sustainable cities and communities, and propose sustainable solutions by applying degrowth economic principles

- **Develop new concepts**

The ability to develop and present sustainable and value-creating concepts for sustainable cities and communities

- **Communication skills**

The ability to communicate sustainable concepts, both in writing and orally, to stakeholders from diverse backgrounds.

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Learning outcomes

- **Interdisciplinarity and innovation**

The ability to discuss and reflect on group processes and group dynamics in open innovation processes where individuals from different professions collaborate interdisciplinarily.

- **Self-reflection**

The ability to reflect on their own learning process.

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InGenious - Responsible Innovation for a Sustainable World

Micro-module 3 ects

How we can innovate for the better

- Online learning
- Case-based
- 25 students

Learning outcomes

- **Theoretical knowledge**

Ability to understand and apply the concept of responsible innovation from different perspectives and contexts

- **Ethics and innovation**

The ability to explain and apply various perspectives to address ethical issues in the innovation process

- **Sustainability and innovation**

Ability to explain and apply sustainability principles in an innovation context

- **Self-reflection**

Ability to motivate and reflect on the organization of responsible innovation

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Business modelling in the circular economy

Micro-Module:

How entrepreneurship and innovation can contribute to a more sustainable economy

- Online learning
- Case-based
- 8 students

Learning outcomes

- **Basic theories**

Ability to describe theories in circular economy, sustainability, and innovation

- **Business modelling theory**

Ability to explain central parts and theoretical models in business modelling

- **Application of theory**

Ability to apply a selection of theoretical models and frameworks for business modelling in circular economy

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Learnings from the pilot

- It requires better marketing to make the students realise that there is a ”minor” combination to choose
  - Some overlap between the ingenious challenge and micro-module but none of these student took the business modelling micro module.
  - Can be problematic to put the ”theory” in a micro-module and the group work in a challenge if few students take both ELOs
- Challenges with BIPs seem popular!

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Areas to work with within the ECIU

- ELOs need to be reoccurring into a stable offering from year to year
- Planning horizons need to be prolonged – both for teamchers and students - to facilitate better planning and execution
- ELOs need to be packaged in pathways (e.g. minors of various size)
- ELO bundles “minors” need to be pointed out and marketed
- More efforts need to be put in how to work with and assess skills within the ECIU ELOs. Skills need to be “quality approved” – not just labels

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Tentative ideas on how to structure flexible student mobility within Europe

- Mobility islands (grouping of modules – broad minor):
- Mobility rivers (stream with progress – indebt minor):

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