



## Forging international links outside the Challenge programs

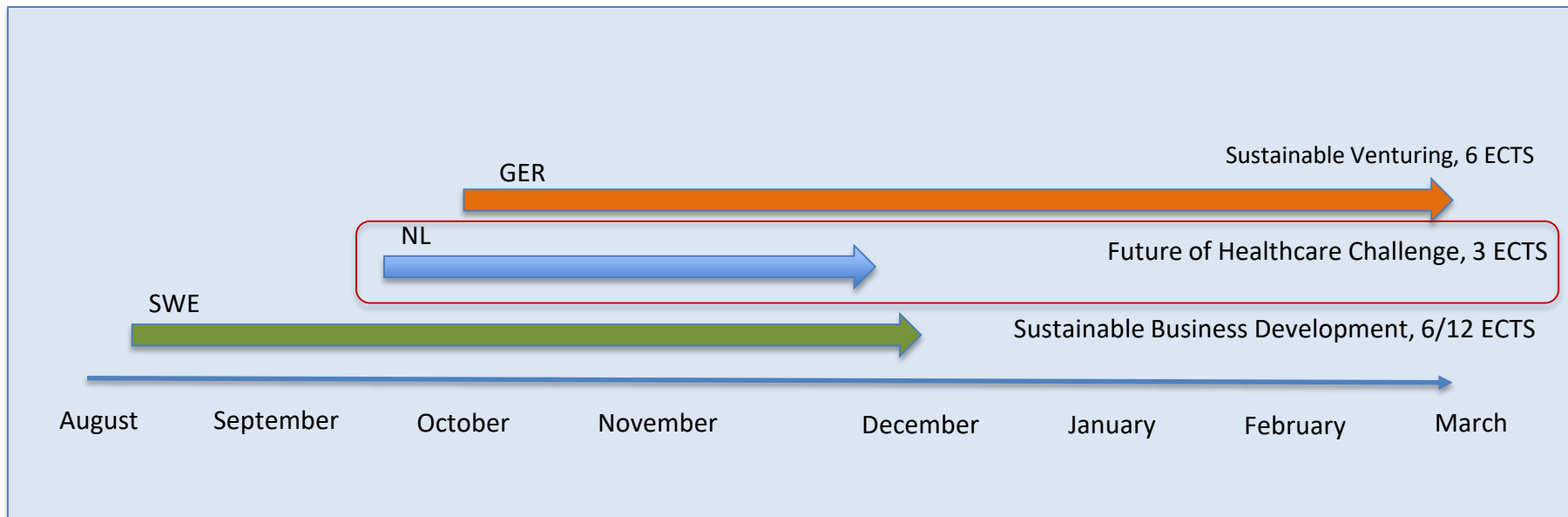
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Co-funded by  
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## How can CBL-curricula from universities with different time schedules be successfully combined internationally?



autumn / winter term



## Organizational challenges

- > How to match time schedules?
- > How to create mixed teams that could work together on a task meaningful to all participants?
- > How to align assessments in regard to course requirements?
- > Can we run courses with the same business partners in both courses with appropriate challenges?





From internationally mixed  
project teams in a  
challenge program ...



...to „reflection rounds“ on a  
methodological level.



### **Sustainable Venturing**

- 6 ECTS
- max. 25 Master students from Business Department
- ~ 5 challenges
- ~5 business partners
- development of sustainable business models



### **Sustainable Business Dev.**

- 12 ECTS
- 15-30 Master students in Engineering
- 3 students per challenge
- 5-10 business partners
- Analyses in sustainable business development



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## Both modules:

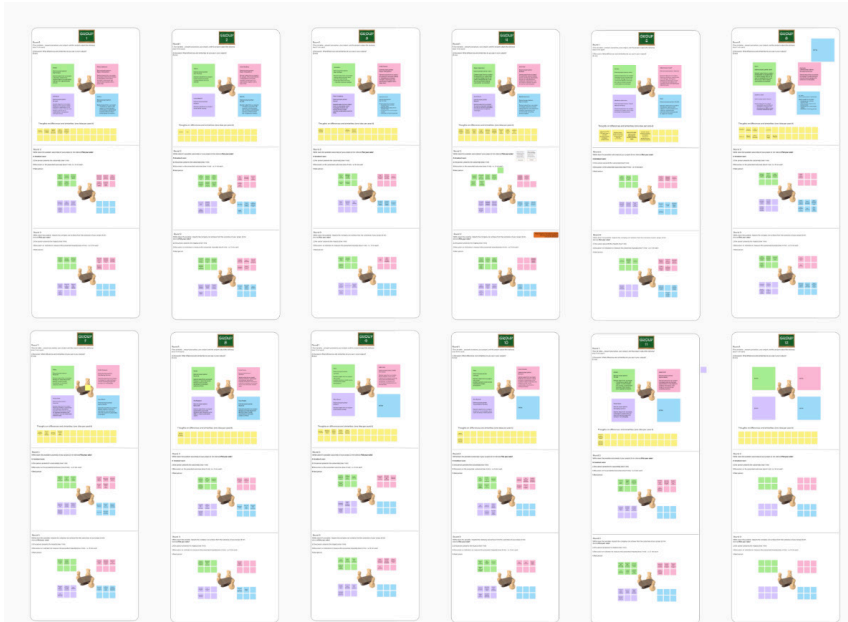
- > Are designed as a co-innovation approach with regional stakeholders
- > Students are asked to contribute to business innovation for sustainability
- > Students face similar problems (VUCA): comprehensive task that is open in its structure and allows for different solution approaches
- > Opportunities for self-directed learning, this also creates uncertainties and sometimes frustration.

# Student Forum for Sustainable Entrepreneurship

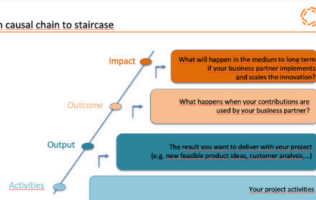


2023	2024
2 online session (2hrs each)	1 online session (2 hrs)
Factsheets, Zoom, breakouts, mural board	Zoom, breakouts, 1. mural board for preparation, 2. mural board for the sessions
<ul style="list-style-type: none"><li>• How to work with a real business partner?</li></ul>	<ul style="list-style-type: none"><li>• Can your project make a difference? How to use the "Impact Forecasting" method to assess the effects of student business projects.</li></ul>
<ul style="list-style-type: none"><li>• Personal learning reflection (subject wise/ project wise)</li></ul>	
5 (3) students from GER, 10 (2) students from SWE	14 students from GER, 22 students from SWE

# Some screenshots



From causal chain to staircase



## GROUP 2

### Round 1:

1.Tour de table – present yourselves, your project, and the project output (the delivery) (max 3 min each)

2.Discussion: What differences and similarities do you see in your outputs? (5 min)

**Tatjana**  
External project partner:  
Start YouTopia

Desired output from our project:  
Further develop business strategy (details yet to be defined)

**Linea Karlberg**  
External project partner:  
Region Ostergotland

Desired output from our project:  
An analysis of the forest industry in Ostergotland to formulate strengths, weaknesses and opportunities together with a value chain.

**Lovisa Wehlfif**  
External project partner:  
Rotaxom

Desired output from our project:  
Sustainability strategy

**Mareike**  
External project partner:  
PV-CSS

Desired output from our project:  
• Providing our partner with support in communication and creating a sophisticated overview of their product and its appeal to investors

Thoughts on differences and similarities: (one idea per post-it)



### Round 2:

1.Write down the possible outcome(s) of your project (3 min silence) **Pick your color!**

**In breakout room:**

2.One person presents the outcome(s) (max 1 min)

3.Discussion on the presented outcomes (max 4 min) - I.e. 5 min each

4.Next person

many opportunities to improve your product

great ideas to improve your product

help you understand the market better

New support systems

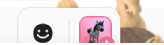
Increased knowledge

Concrete plan forward

great ideas to improve your product

help you understand the market better

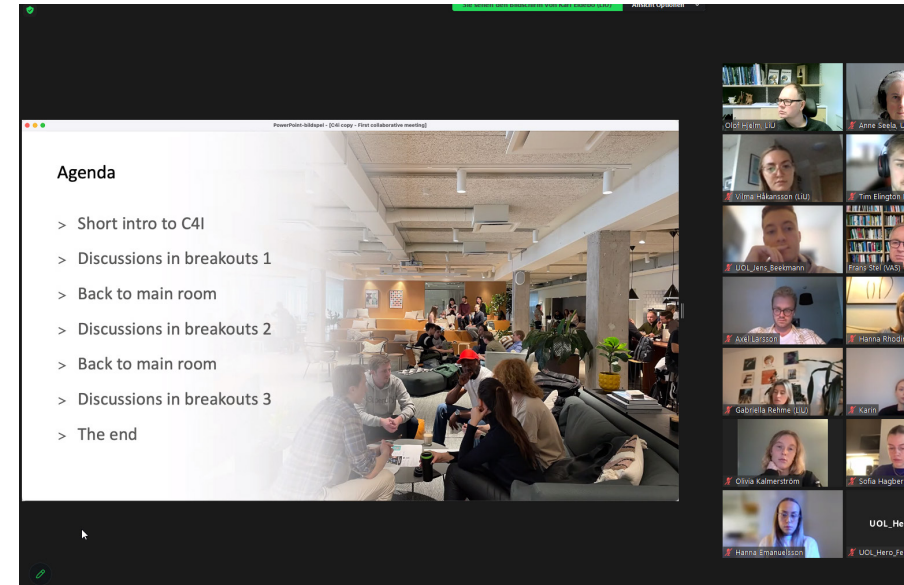
many opportunities to improve your product





# General Recommendations

1. Make sure to integrate the „reflection round“ into your course schedule.
2. Let students commit beforehand (short presentations/ fact sheets of their projects, post-it on collaboration board).
3. Invite students separately to this event, introduce in teaching session and show a clear benefit.
4. Give guidance and input during the session and have prepared a well structured collaboration board.
5. Make the sessions highly interactive.
6. Plan a follow-up to integrate the results of the online-event into the course achievements.







## Our observations:

- > **Lively discussion** in the subgroups, although the students did not know each other and the time was very strongly structured and limited
- > **Reflection** as important part of the course is welcomed
- > Strict **time management** for facilitators is key
- > **Follow-up** of the results in the respective courses supports a higher commitment and reliability
- > Short online events are **easy to organize** and preparation effort is not too high
- > Students had **fun** & learnt a new method
- > Raised **awareness** of the **impact** that students could have



AI generated by Gert Altmann, pixabay



# Central issue:

How to optimize benefit for all participating students?

Is this approach interesting, transferable, scalable?

**Third round of discussions - IMPACT**

**Second round of discussions - OUTCOMES**

**Instructions 2 – Working with external partners**

**Instructions 2 – Learning about yourself**

**Instructions 1 – Learnings from your project work**

What have you learned, *apart from things about your project*, when working with an external company?

- > Learnings about your future work life?
- > Learnings about working with people who have a different academic background?
- > Learnings about how to start -> work (-> and conclude) a project?

One thought per post-it

One thought per post-it

Skip "I have learned..." and continue the sentence

... that I get along nice business pe

... that I am better at finishing tasks than starting them



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