



Newsletter

EntRENEW course in Entrepreneurship
in Renewable Energy

Editorial

Dear Reader,

During the last month of the EntRENEW project, the consortium wishes to present in the next few lines the achievements we have made towards innovative educational approaches in interdisciplinary environment to empower students from business and technical background in the field of renewable energy entrepreneurship.

The stories we tell herein are based on the fruitful and positive experience we have gained in preparing and piloting the Entrepreneurship in Renewable Energy (ERE) course, rather than simply describing project results.

Find out about:

- The innovation overview of the course methodology, aiming at students empowerment;*
- The stimulating educational course representation;*
- The impetus in the train-the-train toolkit;*
- The challenges in teaching interdisciplinary course to students with versatile profiles;*
- The choice of gamification that fosters collaboration and retention to the course.*

Enjoy reading and be prepared for follow up steps in new adventures!

Entrepreneurship in Renewable Energy - Empowering future leaders with skills, competencies, and knowledge to develop unique solutions in renewable energy systems

Discover the EntRENEW course methodology



What makes the course methodology unique?

The blended learning course aims to build the entrepreneurial capacity of students in renewable energy systems through a unique methodology. We utilized various methodological approaches to train students to begin their entrepreneurial journey in the field of renewable energy systems. The uniqueness of the course lies in two aspects; one combines two disciplines: renewable energy systems and entrepreneurship, making this course attractive to students from different educational backgrounds and disciplines. Besides, course methodology follows a process model that combines different methodical approaches and makes a systematic effort to achieve intended outcomes.

How did we do it?

We followed a process model in identifying and developing course content, activities, and

student learning outcomes.

[Read the whole article here](#)

[Download the course methodology here](#)

Innovation in Renewable Energy Entrepreneurship Course Content

Discover the strengths and booster of the Entrepreneurship in Renewable Energy (ERE) course content



Multidisciplinary approach to renewable energy entrepreneurship

Renewable energy has become an increasingly important topic in today's society, as we strive to reduce our dependence on fossil fuels and move towards more sustainable forms of energy production. As a result, entrepreneurship in the field of renewable energy has become a promising area of interest for many.

In order to address this growing demand for renewable energy entrepreneurship education, the partner institutions have developed an innovative new course that seeks to provide students with the knowledge and skills they need to succeed in this field.

The contents of this course show a multidisciplinary approach to renewable energy entrepreneurship, drawing on a range of disciplines such as engineering, business, and environmental science. This allows students to gain a comprehensive understanding of the complex issues involved in renewable energy entrepreneurship and develop a broad range of skills.

How do we train the trainers?

Discover how developed our ToT toolkit



How to ensure co-pilots in your course know what to do with minimal fuss. Remember how you struggle with getting others to understand when

The situation is not unfamiliar to most teachers. You are to teach in a course where you don't know the aim, content, and pedagogical setup. Of course, the examiner is unwilling or unable to clearly provide instructions. Surely, the examiner could do better? Or you have a course that will reach a broad range of students, with whom you need to interact frequently. To manage the situation, you bring in other teachers and supervisors but unfortunately, they are unable or even unwilling to spend time and effort to properly fulfill their roles. And even if your best efforts ensure you can manage one year, the next year you have a new setup of teachers or trainers, which means you have to repeat the work.

What should a poor teacher do? While the situation rarely is solvable once and for all, the good news is that you can manage the situation by creating a train-the-trainers guide. Such solution comes in different forms, here we show how to do it for blended learning courses, containing a group project where students may have many different backgrounds (engineers, scientists, business, social sciences, etc.) and where familiarity of at least two disciplines, such as business and engineering, are required to successfully finish the course.

In this article, we will explore best practices in training teachers to teach a hybrid course.

[Read the whole article here](#)

The Challenge of Teaching Entrepreneurship Outside the Business Domain

Discover some insights about the pilot ERE training



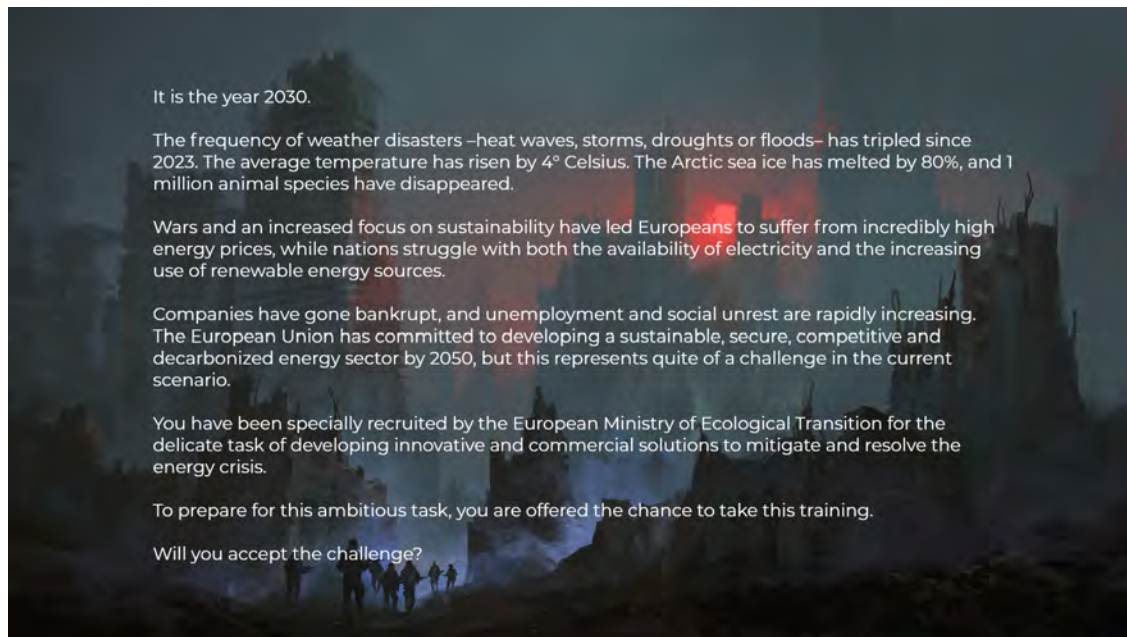
"It's a great course especially for science people like me who want to discover the possibility of becoming an entrepreneur." - feedback from a course participant

The main aim of this course was to make the participating students more entrepreneurial, by teaching them modern theories of entrepreneurship, by familiarizing them with a set of entrepreneurial soft skills and by introducing them to business planning. A good example of modern theories is the effectuation/causation approach. For the soft skills the focus was on generating initial ideas for opportunities and on networking. The introduction to business planning used the Business Model Canvas for Start-ups & Scale-ups, that contains specific building blocks for start-ups and scale-ups. In the latter the students worked in teams of 2 people.

[Read the whole article here](#)

How to make your online training courses more engaging with

How about adding a little "game" to your online courses?



Making online education more attractive: The challenge of engagement

Gamification, the dynamic engine that has been boosting digital marketing for years, is also making its way into the world of continuing education. But did you know that it could also revolutionize the field of initial training, and more specifically e-learning?

Online education offers unprecedented flexibility and accessibility. Yet it comes with its share of challenges: with isolation, lack of social interaction, absence of immediate feedback from teacher or peers, high levels of self-discipline and motivation, some learners can struggle to stay motivated and manage their time effectively.

Fortunately, gamification is here to meet these challenges. By integrating game elements and creating more interactive and engaging learning experiences, teachers and instructional engineers can reinvent the e-learning experience and improve it for all learners.

[Read the whole article here](#)



CONTACT US

PROJECT COORDINATOR:

Irène Beccarini (ALDV): irene.beccarini@devinci.fr

COMMUNICATION AND PRESS:

Polina Hitova (EP): polina.hitova@europroject.bg



Co-funded by the
Erasmus+ Programme
of the European Union



This project has received funding from the EU's Erasmus+ programme under grant agreement No. 2020-1-FR01-KA203-080630. This output reflects only the author's view, and the European Union cannot be held responsible for any use that may be made of the information contained therein.

Copyright © EntRENEW All rights reserved.

Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#).