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„GEORGE EMIL PALADE”
DIN TÂRGU MUREȘ



INFUSSE

*digital eNtrepreneurial Skills For UniverSity
Education*

COOPERATION PARTNERSHIPS (KEY ACTION 2)

AGREEMENT NUMBER 2021-1-EL01-KA220-HED-000032028

Activity	PR6: Pilot test of the INFUSSE Educators' Training Path enhancing the digital pedagogical competencies of educators
Deliverable lead	UMFST
Version	Final Deliverable
Authors	UOM, KINNO, UFMST, ICEBERG, CUE, CREATEHUB
Abstract	The present report summarizes the train-the-trainer pilot “hands-on” evidence, lessons to be learned and pitfalls to be avoided, with regards to the digital learning process of educators, the INFUSSE approach, programme and educational resources.



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INTRODUCTION

Project Result 6 (PR6) within the INFUSSE project takes center stage as a pivotal component in enhancing the digital pedagogical competences of educators in higher education institutions. Led by Universitatea de Medicina, Farmacie, Stinte si Tehnologie George Emil Palade din Tirgu Mures (Romania), and in collaboration with our partners UoM and CUE, and with our innovation support counterparts, namely ICEBERG in Romania, KiNNO in Greece, and CREATEHUB in Poland, PR6 sets forth a comprehensive strategy to transform the way educators approach digital entrepreneurship education.

The INFUSSE Educators' Training Path aims to empower educators by equipping them with the cross-curricular competencies necessary to navigate the ever-expanding digital landscape. This journey begins with the development of three pilot train-the-trainers programs, one in each of the partner areas mentioned above. These programs, tailored to the specific needs and contexts of Greece, Romania, and Poland, serve as laboratories for experimentation and innovation.

The following categories of stakeholders were targeted:

- **Educators:** The primary focus of PR6 is on educators in higher education institutions. Educators are the central beneficiaries of the training programs and resources developed as part of PR6. The project aims to enhance their digital pedagogical competences and equip them with the skills and knowledge needed to effectively teach digital entrepreneurship and adapt to the changing educational landscape.
- **Innovation Support Organizations:** PR6 collaborates with innovation support counterparts in each partner country (KiNNO in Greece, ICEBERG in Romania, and CREATEHUB in Poland). These organizations are instrumental in assisting with the development and delivery of the training programs. They contribute their expertise to ensure the success of the pilot sessions and the overall project.
- **Learners:** While not explicitly mentioned, learners in higher education institutions indirectly benefit from the outcomes of PR6. The project aims to improve the quality of education provided by educators, which, in turn, benefits students by offering them more relevant and up-to-date digital entrepreneurship education.
- **Project Partners:** The project partners involved in the INFUSSE project are key stakeholders. They collaborate closely in the development and execution of PR6 and are responsible for selecting educators to participate in the pilot sessions, ensuring commitment to the learning program.
- **Educational Institutions:** Higher education institutions themselves are stakeholders as they are hosting the pilot sessions and implementing the project's outcomes. These institutions benefit from improved educator competences and gain valuable experience in digital education.



Overall description

Aims

- To enhance the digital pedagogical competencies of educators in higher education institutions.
- To bridge the gap between theoretical knowledge and practical application in digital entrepreneurship education.
- To gather feedback from pilot training sessions and fine-tune educational activities, tools, and methods.
- To validate the training program's effectiveness and impact.
- To ensure the transferability, replicability, and potential reuse of PR6 outcomes for other digital learning programs or similar thematic areas.

These aims capture the core objectives of PR6, which focus on improving educators' digital pedagogical skills, connecting theory with practice, refining training based on feedback, validating program effectiveness and promoting the wider application of project outcomes.

Target group

The target group can be further specified as follows:

- Educators in higher education institutions in the partner countries (Greece, Romania, and Poland).
- Selected groups of educators, with a focus on those willing to participate in the pilot sessions and benefit directly from the training program.

While the educators are the primary target group, the ultimate beneficiaries of PR6's efforts are the learners in higher education institutions. By improving educators' digital pedagogical competencies, the project indirectly impacts the quality of education provided to students, making digital entrepreneurship education more engaging and relevant to their needs.

32 educators participated in the INFUSSE Program for Digital Entrepreneurship (minimum 10 educators per country), in the context of PR6, where they benefited from training and pedagogical tools, in accordance with their needs, in order to increase their digital skills.

The contents will be useful for several actors such as public or private incubators, networks, clusters and business support organizations providing services such as training, economic development support and workshops' animation, that can benefit from the modules in increasing their own level of knowledge and enriching their preexisting contents or associations working in cooperation with the CUE and industry such EIT Innovation Communities aimed at enabling innovators in creating their own business as entrepreneurs.



Tasks within PR6

This report is developed under **PR6 - Pilot test of the INFUSSE Educators’ Training Path enhancing the digital pedagogical competences of educators**, in the context of the ERASMUS+ INFUSSE project - Digital eNtrepreneurial Skills For UniverSity Education and comprises of the description of activities for the implementation of the INFUSSE Educators’ Training Path (“train-the-trainers”) programme for upscaling educators’ digital skills and competencies in Digital Entrepreneurship in Greece, Poland and Romania.

The Educators’ Training Path aimed at supporting educators from Greece, Poland and Romania, in developing digital competencies through the testing of the programme pillar, training modules and material (INFUSSE Platform), exchanging views and providing feedback with regards to INFUSSE approach and methods, and finally, acting as Digital Entrepreneurship trainers into their own organizations and networks.

Greece

In Greece the “train-the-trainers” programme was organized by the national coordinators of the project, **University of Macedonia** and **KINNO INNOVATION INTERMEDIARIES**, on July 2023, following the guidelines and methodology provided by the University of Medicine, Pharmacy, Science and Technology of Târgu Mures, responsible partner for the coordination and delivery of the 6th Project Result.

The programme foresaw a comprehensive range of services designed to build educators’ digital capacities. The services included:

- leveraging the INFUSSE OER Hub and the training material available on the platform through an intensive 25-hour experiential learning process
- Online collective coaching with the participants, deepening in the training material.
- Face-to-face sessions, focusing on content and didactic elements.

At the end of the programme the feedback of the participants was collected on the PR5 and evaluated by the content experts that had developed the training modules in order to fine-tune and finalize the content of the modules.

Romania

In Romania the (“train-the-trainers” Programme was organized by the national coordinators of the project, **“George Emil Palade” University of Medicine, Pharmacy, Science, and Technology of Targu Mures** and **Iceberg**, on July 2023, following the established guidelines and methodology.



The program encompasses a diverse array of services meticulously crafted to bolster educators' digital capacities. These services are carefully curated to ensure a comprehensive and effective approach to skill development:

- leveraging the INFUSSE Hub and the training material available on the platform through an intensive 25-hour experiential learning process.
- Online questionnaire to collect feedback.
- Face-to-face sessions, focusing on content and didactic elements.

Upon program completion, participant feedback was systematically gathered through the PR5 evaluation process. This valuable input was then meticulously reviewed and assessed by content experts who were intricately involved in the development of the training modules. The aim was to refine and perfect the content of these modules based on the insights and suggestions provided by the participants. This iterative feedback loop ensures that the training content is continuously improved, aligning with the specific needs and preferences of the educators involved in the program.

Poland

The train-the-trainers program aimed to assist Polish educators in enhancing their digital skills by testing the program's core elements, training modules, and materials (INFUSSE Platform). It involved exchanging perspectives, giving input on the INFUSSE approach and methods, and ultimately, empowering participants to become Digital Entrepreneurship trainers within their own organizations and networks.

The program encompassed a wide array of services aimed at strengthening educators' digital capabilities. The main part of the train-the-trainer program was training with the usage of platform training materials through a concentrated 25-hour experiential learning process, group coaching sessions for deeper engagement with the training material, and in-person sessions focused on content and teaching methods.

Upon completion of the program, participant feedback was gathered using PR5 evaluations.



Call and selection of the participants

The selection of the participants conducted through a lean open call process. The activity included the preparation of a digital form (Google Forms) for receiving educators’ registrations for the programme, an invitation email and communication materials for engaging as many actors as possible.

The open call was addressed towards the following target groups of Higher Education Institutes:

- Educator/Academic
- Ph.D. students
- Personnel of university incubators
- Staff of HEIs' career development services etc.
- Tutors/Trainers

Greece

The communication efforts for the outreach of the Train-the-trainers programme and the engaging of the selected target groups leveraged digital means of communication. Email invitations, news and announcement, draft social media posts, accompanied by graphic designs to ensure visual appeal. The partners ensured that the communication material developed adhered to the communication rules of the ERASMUS+ Programme. The INFUSSE official social media accounts served as a channel for reaching a wider audience. A targeted approach was also used through email invitations to the extensive network of educators of both organisations invitations.

TRAIN THE TRAINER
Online course

Train the Trainer Course by University of Macedonia

Δήλωση συμμετοχής στο ψηφιακό εκπαιδευτικό πρόγραμμα **Train the Trainer** που διοργανώνεται από το Πανεπιστήμιο Μακεδονίας στα πλαίσια του ERASMUS+ Programme INFUSSE.

Ημερομηνίες Διεξαγωγής:

sakkoula@kinnou.eu [Εναλλαγή λογαριασμού](#) Το πρόχειρο αποθηκεύτηκε
 Δεν κοινοποιήθηκε

* Υποδεικνύει απαιτούμενη ερώτηση

Name *

Η απάντησή σας

Surname *

Η απάντησή σας

Email *

Η απάντησή σας



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TRAIN THE TRAINER

Online course

για την ανάπτυξη των ψηφιακών επιχειρηματικών ικανοτήτων των εκπαιδευτών

PROGRAM DESCRIPTION

- **25-hours training**
- **Face-to-face sessions**
- **Access to educational material**

APPLY NOW!!!

INFUSSE
DIGITAL ENTREPRENEURIAL SKILLS FOR UNIVERSITY EDUCATION

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UNIVERSITY OF MACEDONIA

Below may be find the two email invitations sent to a mailing list with educators in the Greek language:

E-mail Invitation 1

Αγαπητοί συνεργάτες,

Σας προσκαλούμε να δηλώσετε συμμετοχή στο εκπαιδευτικό πρόγραμμα “Train the Trainer” που διοργανώνεται στα πλαίσια του ERASMUS+ Programme INFUSSE.

Σκοπός του εκπαιδευτικού προγράμματος “Train the Trainer” απευθύνεται σε εκπαιδευτές, ακαδημαϊκούς, υποψήφιους διδάκτορες, προσωπικό επιχειρηματικών θερμοκοιτίδων και γραφείων διασύνδεσης και έχει ως στόχο να εμφυσήσει την ανάπτυξη των ψηφιακών επιχειρηματικών ικανοτήτων.

Το πρόγραμμα διάρκειας 25ωρών θα διεξαχθεί ψηφιακά μέσω της πλατφόρμας INFUSSE καλύπτοντας θεματικές που αφορούν την ψηφιακή καινοτομία, μεθοδολογίες ανάπτυξης ιδεών, οδηγούς για την ανάπτυξη ψηφιακών επιχειρηματικών ιδεών και αναλύονται έννοιες όπως η μεταφορά τεχνολογίας και η πνευματική ιδιοκτησία. Παράλληλα, θα πραγματοποιηθούν ψηφιακές συναντήσεις που θα επικεντρώνονται στο περιεχόμενο και τα διδακτικά στοιχεία.

Για να ξεκινήσετε το πρόγραμμα θα πρέπει να γραφτείτε στην πλατφόρμα του INFUSSE και συγκεκριμένα στο course **INFUSSE TRAIN-THE-TRAINER by University of Macedonia** χρησιμοποιώντας το παρακάτω link: <https://infusse.thinkific.com/courses/train-the-trainer-greek>. Με την ολοκλήρωση της εγγραφής θα έχετε πρόσβαση στο υλικό του προγράμματος.



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DIN TÂRGU MUREȘ

Για την ολοκλήρωση της συμμετοχής σας στο πρόγραμμα θα πρέπει:

1. Να **κάνετε εγγραφή στην πλατφόρμα** του INFUSSE και να **ανατρέξετε το υλικό** που είναι αναρτημένο σε κάθε θεματική ενότητα. Χρησιμοποιήστε το ακαδημαϊκό σας email κατά προτίμηση.
2. Να **συμπληρώσετε το παρακάτω παρουσιολόγιο** <https://forms.gle/BzeteMq24cH DUQD3A> στο οποίο θα πρέπει να συμπληρώσετε τα στοιχεία σας και να ανεβάσετε ένα screenshot από την πλατφόρμα κατά τη διάρκεια του μαθήματος.
3. Να **συμπληρώσετε το παρακάτω ερωτηματολόγιο** <https://forms.gle/86BqL8qtQzKPmfyHA> για να αξιολογήσετε την εμπειρία σας στο πρόγραμμα.
4. Να **συμμετέχετε στο online session**

Για οποιαδήποτε διευκρίνιση στη διάθεση σας!

Φιλικά,

E-mail Invitation 2

Αγαπητοί συνεργάτες,

Σας προσκαλούμε να δηλώσετε συμμετοχή στο εκπαιδευτικό πρόγραμμα “Train the Trainer” που διοργανώνεται στα πλαίσια του ERASMUS+ Programme INFUSSE.

Σκοπός του εκπαιδευτικού προγράμματος “Train-the-Trainer” απευθύνεται σε εκπαιδευτές, ακαδημαϊκούς, υποψήφιους διδάκτορες, προσωπικό επιχειρηματικών θερμοκοιτίδων και γραφείων διασύνδεσης και έχει ως στόχο να εμψυχήσει την ανάπτυξη των ψηφιακών επιχειρηματικών ικανοτήτων.

Το πρόγραμμα διάρκειας 25ωρών θα διεξαχθεί ψηφιακά μέσω της πλατφόρμας INFUSSE καλύπτοντας θεματικές που αφορούν την ψηφιακή καινοτομία, μεθοδολογίες ανάπτυξης ιδεών, οδηγούς για την ανάπτυξη ψηφιακών επιχειρηματικών ιδεών και αναλύονται έννοιες όπως η μεταφορά τεχνολογίας και η πνευματική ιδιοκτησία. Παράλληλα, θα πραγματοποιηθούν ψηφιακές συναντήσεις που θα επικεντρώνονται στο περιεχόμενο και τα διδακτικά στοιχεία.

Δήλωσε συμμετοχή στον παρακάτω σύνδεσμο: <https://forms.gle/a2cdTV4tGZ3ixCBT9>

Περισσότερες πληροφορίες για τον INFUSSE Project μπορείς να βρεις εδώ: <https://www.infusse.uom.gr/> και για την INFUSSE πλατφόρμα εδώ!

Με εκτίμηση,

Σας ευχαριστούμε για την συμμετοχή σας στο INFUSSE TRAIN-THE-TRAINER PROGRAMME by UoM!



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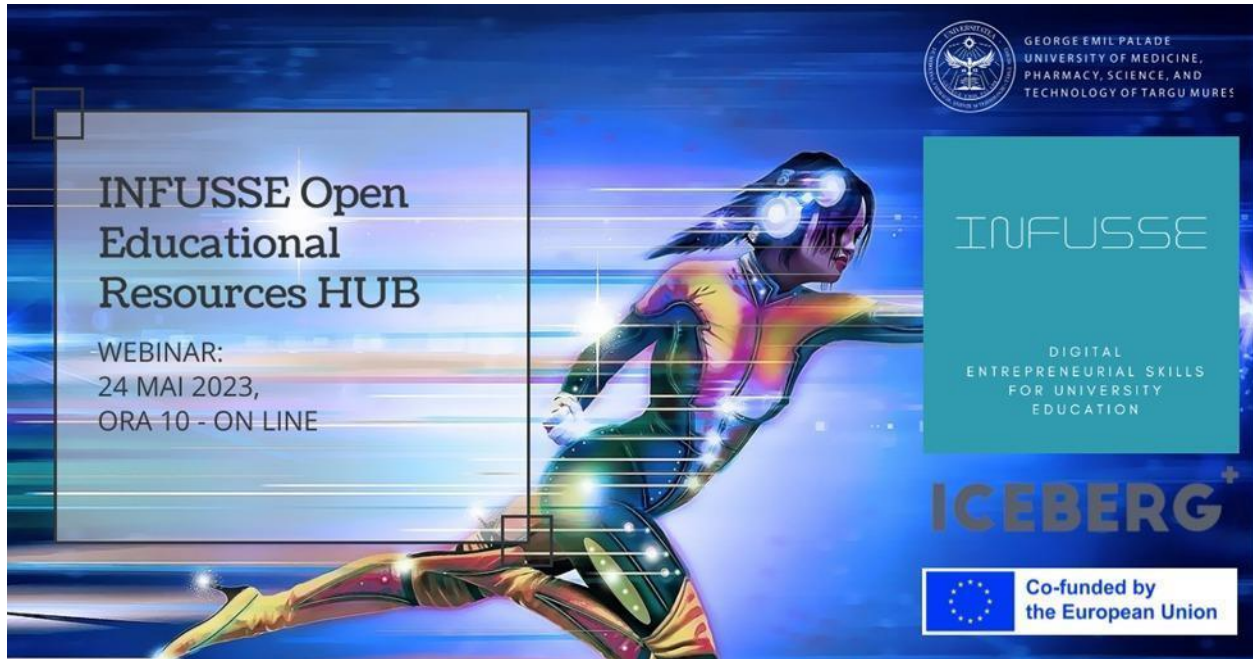


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Romania



The communication efforts for the outreach of the Train-the-trainers programme and the engaging of the selected target groups leveraged digital means of communication. Email invitations, accompanied by graphic designs to ensure visual appeal. The partners ensured that the communication material developed adhered to the communication rules of the ERASMUS+ Programme. A targeted approach was used through email invitations to the extensive network of educators of both organisations' invitations.

Poland

Wd the target group by disseminating announcements through a multi-faceted approach. The recruitment announcement for the project was disseminated during in-person meetings with university staff as well as on the social media platforms of UEK.

The open call was addressed towards the following target groups of Higher Education Institutes:

- Educators
- PhD Students
- trainers
- other University Staff

Please may find below the two email invitations sent to a mailing list with educators in the Polish language:

Email invitation:

Szanowni Państwo, e informe



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Wreszcie rusza projekt wielokrotnie zapowiadany i wyczekiwany!
Jako edukatorzy macie Państwo możliwość wzięcia udziału w Szkoleniu online
zaprojektowanym w ramach projektu INFUSSE:

<https://infusse.thinkific.com/courses/train-the-trainer-polish>

Szkolenie obejmuje materiały online, do samodzielnego przestudiowania.

Korzyści z udziału w projekcie:

- dostęp do wiedzy,
- certyfikat udziału w międzynarodowym projekcie inkubacyjnym INFUSSE;

Zapraszamy do kontaktu!

Zespół INFUSSE UEK

Specifically, we posted updates on the internal network - Moodle, shared information within teacher forums and groups, disseminated messages within academic teacher communities, and harnessed the power of various social media channels (especially our Department site) to reach our intended audience.

Program and educational resources

After the identification of the programme's participants, the Project Partners intensified their efforts and collaboration for the organisation of the structure of the "Train-the-Trainers" and the fine-tuning of the participants.

Greece

With regards to the structure of the Programme & given the recommendations of the PR leader, as well as the available training material on the INFUSSE platform, KiNNO and UoM concluded in the following approach:

- Day 1-4: 25-hour e-learning course, where the educators will read through the educational material uploaded in the platform and complete the relevant assessment
- Day 5: Online Collective Coaching Session with the participants for the in-depth understanding of the training material and digital methods
- Day 5 – Day 15: Face-to Face meetings with the participants emphasizing on the content and didactic elements



The online session were selected, since the participants are not located in the same city. All the participants were given the choice of having 1-1 meetings with UoM's representatives to focus further on the Digital Entrepreneurship topics.

The comprehensive description of the actions implemented under each day is presented in the Section “Approach & delivery method” of the report.

For the fine-tuning of the participants, the Greek Project Partners, provided them in advance with the agenda of the programme as well as the following guidelines in order to ensure the smooth implementation of the process:

1. Register on the INFUSSE platform and study on the material uploaded under the section “TRAIN THE TRAINERS”. Registration should be done with academic email preferably.
2. Complete the participants list in which you must fill in your details and upload a screenshot from the platform during the course.
3. Complete the following questionnaire <https://forms.gle/86BqL8qtQzKPmfyHA> to evaluate your experience in the program.
4. Participate in the online & the face-to-face sessions.

The partnership was in close cooperation and contact with the participants during the whole process to support them in the enrollment of the educational material of the platform and the teaching procedure.

Romania

In consideration of the program structure, alongside the existing training materials available on the INFUSSE platform, determined the following approach.

- 25-hour e-learning course, where the educators will read through the educational material uploaded in the platform and complete the relevant assessment.
- Face-to Face meetings with the participants emphasizing on the content and didactic elements.

For the fine-tuning of the participants, the Romanian Project Partners, provided them in advance with the agenda of the programme as well as the following guidelines to ensure the smooth implementation of the process:

1. Register on the INFUSSE platform and study on the material uploaded under the section “TRAIN THE TRAINERS”.

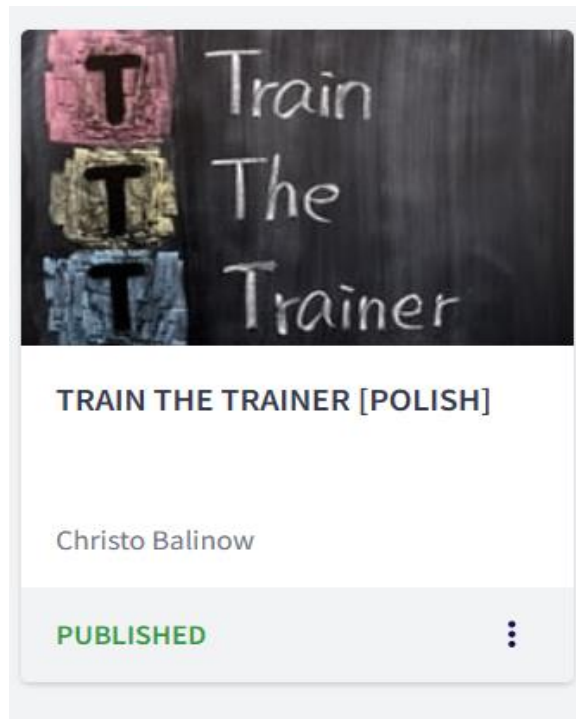


2. Complete the course.
3. Complete the following questionnaire <https://docs.google.com/forms/d/11OgOTxE8I0u5wFAI5KCoFjEtp8TKdTyDIj5796LJw70/prefill> to evaluate your experience in the program.
4. Participate in the face-to-face session.

The partnership was in close cooperation and contact with the participants during the whole process to support them in the enrollment of the educational material of the platform and the teaching procedure.

Poland

The programme was structured combining e-learning process and in-person meetings with the participants (educators). The communication language of the programme where both polish and english, depends on the training topic or the process. The core objective of the programme was to provide participating educators with various backgrounds, with capacity building training in order to enhance their digital skills, improve their knowledge in Digital Entrepreneurship and make them trainers of the topic in their organisations/universities. 13 Educators started the course, 11 finalized the activities.





Feedback was gathered during a face-to-face meeting at the campus of the University of Economics in Krakow. The meeting was attended by course participants as well as other educators who, at that stage, expressed their interest in joining the project. A brief presentation of the "train-the-trainer" training and its potential was provided for them.

Approach & delivery method

Greece

The INFUSSE Educators’ Training Path in Greece was organized and executed by the collaborative efforts of the University of Macedonia and KiNNO INNOVATION INTERMEDIARIES. The initiative funded under the ERASUMS+ programme was held between the 7th of July 2023 and the 13th of July 2023. The programme was structured combining e-learning process, interactive calls and in-person meetings with the participants (educators). The communication language of the programme where both the Greek & the English language, depends on the training topic or the process.

The core objective of the programme was to provide 11 participating educators with various backgrounds, with capacity building training in order to enhance their digital skills, improve their knowledge in Digital Entrepreneurship and make them trainers of the topic in their organisations/universities.

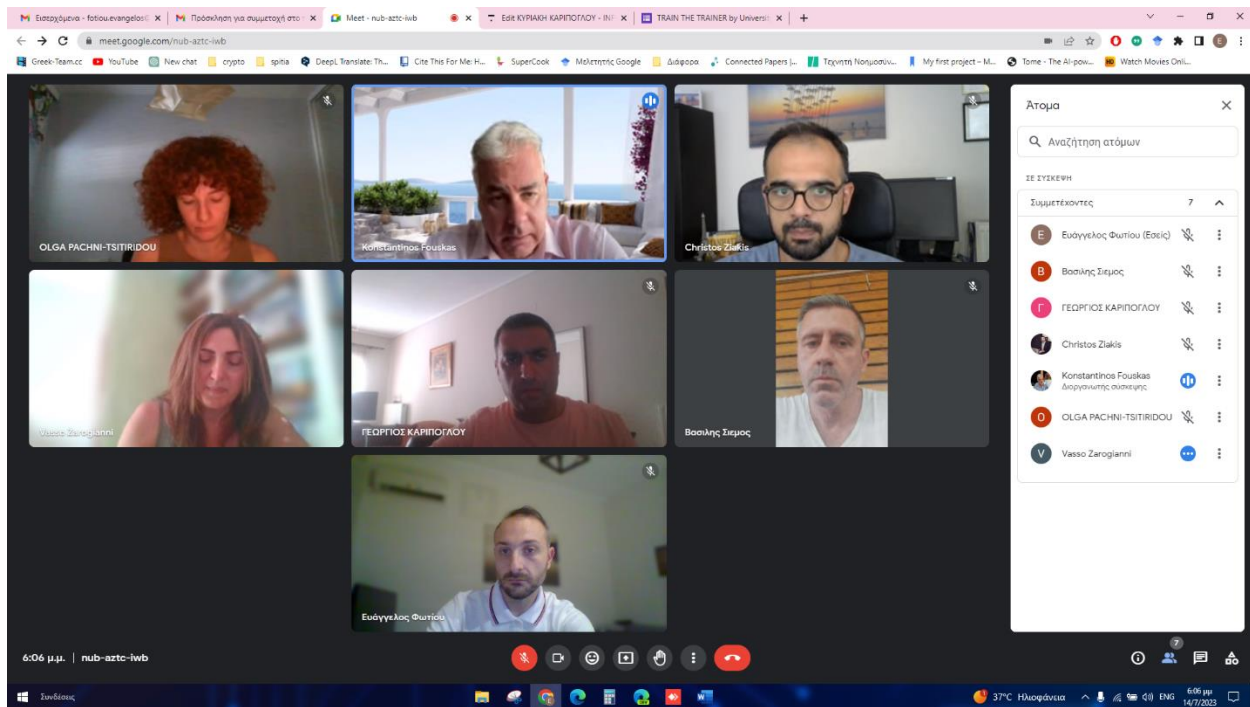
Thus, after the execution of the preparatory activities, the actual implementation of the incubation of learners was structured following the agenda below:



AGENDA	
Friday, 07/07/2023 (Day 1)	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● DIGITAL ENTREPRENEURSHIP”, “UTILIZATION OF TECHNOLOGY INNOVATION”, “ICT & DIGITAL SKILLS”, “GROUP FACILITATION AND DYNAMICS” and “EXPERIENTIAL LEARNING”
Monday, 10/07/2023 (Day 2)	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● “LEADERSHIP”, “CREATIVE THINKING”, “MIND MAPPING”, “DESIGN THINKING” and “OPEN INNOVATION”
Tuesday, 11/07/2023 (Day 3)	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 6 sessions: <ul style="list-style-type: none"> ● “BUSINESS MODELING”, “INNOVATION MANAGEMENT”, “STRATEGIC PLANNING”, “BUSINESS INCUBATION”, “INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS” and “TECHNOLOGY TRANSFER”
Wednesday, 12/07/2023 (Day 4)	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● “INTELLECTUAL PROPERTY”, “BUSINESS STRATEGY”, “INTERNATIONAL MANAGEMENT”, “BUSINESS CREATION”, “INNOVATION MINDSET” and “START-UP BUSINESSES”
Thursday, 14/07/2023 (Day 5)	Online Collective Coaching Session with the participants for the in-depth understanding of the training material and digital methods
Friday, 13/07/2023	Face-to Face meetings with the participants emphasizing on the content and didactic elements

The implementation of the programme foresaw a focus on specific thematic sessions for the fulfillment of the intensive e-learning process, during the first fourth days of the agenda. The participants studied on their own in the presented topics, and completed the assessment, undertaking the quizzes of each section. The Proof of participation is provided in the Annexes section of the present report

On the fifth day of the agenda, the representative of University of Macedonia, delivered an online session for in-depth explaining the content of the materials to the participants. He also highlighted the importance of acquiring digital skills and adjust to the new digital era emerged from COVID-19. In parallel, the participants were taught on how they can become Digital Entrepreneurship teachers and be able to support students & graduates in empowering, maturing & developing digital innovative ideas.



After the intensive 5-days of the programme and the online session, some educators participated in person-to-person meetings with UoM’s representative for discuss in more detail about the Digital Entrepreneurship topic and the next steps for supporting students. The list of participants of the face-to face session is provided to the Annexes of the presented report.

Romania

The INFUSSE Educators’ Training Path in Romania was organized and executed by the collaborative efforts of the “George Emil Palade” University of Medicine, Pharmacy, Science, and Technology of Targu Mures and Iceberg. The initiative funded under the ERASMUS+ programme was held in July 2023. The programme was structured combining e-learning process and in-person meetings with the participants (educators). The communication language of the programme where both Romanian & English language, depending on the training topic or the process.

The core objective of the programme was to provide 10 participating educators with various backgrounds, with capacity building training in order to enhance their digital skills, improve their knowledge in Digital Entrepreneurship and make them trainers of the topic in their organisations/universities.

Thus, after the execution of the preparatory activities, the actual implementation of the incubation of learners was structured following the agenda below:



AGENDA	
Day 1	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● DIGITAL ENTREPRENEURSHIP”, “UTILIZATION OF TECHNOLOGY INNOVATION”, “ICT & DIGITAL SKILLS”, “GROUP FACILITATION AND DYNAMICS” and “EXPERIENTIAL LEARNING”
Day 2	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● “LEADERSHIP”, “CREATIVE THINKING”, “MIND MAPPING”, “DESIGN THINKING” and “OPEN INNOVATION”
Day 3	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 6 sessions: <ul style="list-style-type: none"> ● “BUSINESS MODELING”, “INNOVATION MANAGEMENT”, “STRATEGIC PLANNING”, “BUSINESS INCUBATION”, “INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS” and “TECHNOLOGY TRANSFER”
Day 4	6 hours of e-learning (material reading, video watching, knowledge checking) of the following 5 sessions: <ul style="list-style-type: none"> ● “INTELLECTUAL PROPERTY”, “BUSINESS STRATEGY”, “INTERNATIONAL MANAGEMENT”, “BUSINESS CREATION”, “INNOVATION MINDSET” and “START-UP BUSINESSES” Filling in the feedback questionnaire
Day 5	Face-to Face meeting with the participants to get in-depth feedback and highlight pitfalls and learnings.

The implementation of the programme foresaw a focus on specific thematic sessions for the fulfillment of the intensive e-learning process. The participants studied on their own in the presented topics, and completed the assessment, undertaking the quizzes of each section.

After the completion of the course, the educators filled in an online feedback questionnaire.

After the intensive 4-days of the programme and the online questionnaire, a face-to-face meeting was held, with the following schedule:

9:00-10:00 Introduction, getting to know each other.

10:00-11:00 Update and Follow up for the INFUSSE project.



11:00-12:00 Collecting feedback for the trainers based on the PR5 questionnaire, with the aim to fine-tune the learning material and collect the main points for the public report.

12:00-14:00 1-to-1 discussion with the trainers on the prepared materials.

14:00-16:00 Report preparation by the partners, fine-tuning the learning material.

Poland

To introduce educators to the training topics, we presented to them the benefits of the knowledge and skills acquired in the context of their educational activities.

Agenda of the Train-the-trainer program:

Day 1 - 6 hours of e-learning (material reading, video watching, knowledge checking)

Day 2 - 6 hours of e-learning (material reading, video watching, knowledge checking)

Day 3 - 6 hours of e-learning (material reading, video watching, knowledge checking)

Day 4 - 6 hours of e-learning (material reading, video watching, knowledge checking)

Day 5 - Face to face session with the participants emphasizing on the content and didactic elements

The program's implementation included a specific focus on thematic sessions to facilitate an intensive e-learning process during the initial four days of the schedule. Participants independently studied the presented topics and completed assessments by taking quizzes for each section.

On the fifth day of the schedule, f2f meeting was organized at the University of Economics to provide a detailed explanation of the material to the participants. The speaker emphasized the significance of acquiring digital skills and adapting to the new digital era resulting from COVID-19. Simultaneously, participants were instructed on how to become Digital Entrepreneurship educators, enabling them to support students and graduates in enhancing, maturing, and developing digital innovative ideas.

Challenges, recommendations and expectations

Partner's country	Main challenges	Main recommendations	Main expectations
Greece			
educators	Adapting to the Fully Digital Education Demands brought by the COVID-19 crisis	Embrace technology-enhanced teaching methods and platforms, incorporate interactive and engaging digital tools, and participate in continuous professional development to stay updated with digital teaching techniques	The expectation is that educators will become proficient in delivering high-quality digital education, making learning more accessible and engaging for students
organizations	Ensuring Commitment of Educators to the Learning Program	Provide clear communication and incentives, offer ongoing support and mentorship, and create a collaborative and motivating environment for educators to engage with the learning program	Organizations can expect educators to actively participate, contribute, and take ownership of their learning, becoming effective ambassadors of the program
Romania			
educators	Incorporating Real-Life Digital Entrepreneurship Experiences into Curricula	Collaborate with industry experts, encourage experiential learning through internships and projects, and regularly update curricula to reflect current digital entrepreneurship trends and practices	Educators can be expected to enrich their curricula with practical insights, making digital entrepreneurship education more relevant and impactful



organizations	Providing Sufficient Support for the Development and Delivery of Training Programs	Allocate adequate resources, build strong partnerships with other educational institutions and stakeholders, and invest in professional development and training for staff involved in program development and delivery	Organizations can anticipate the successful development and delivery of high-quality training programs with a broad impact on educators
Poland			
educators	Addressing the Specific Needs of Diverse Trainees in Digital Entrepreneurship Education	Applying teaching methods and content to diverse learning styles and backgrounds, employ inclusive practices, and gather regular feedback from students to adjust the educational approach	Educators should aim to create a more inclusive and adaptable learning environment, meeting the unique needs of all trainees
organizations	Ensuring Effective Integration of Stakeholders with Varied Interests in Digital Entrepreneurship Education.	Facilitate collaboration and communication among stakeholders, create a shared vision and goals, and establish clear roles and responsibilities for each party involved	Organizations can expect stakeholders to work together harmoniously, resulting in a more comprehensive and effective approach to digital entrepreneurship education



Educators' evaluation

Educators were evaluated at the end of the e-learning. Each module had a self-evaluation section, where participants tested their knowledge. A number of 32 Educators participated and finalized the course: 11 from Greece, 10 from Romania and 11 from Poland.

Greece



INFUSSE
TRAIN THE TRAINER PROGRAMME



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Reporting Organization: University of Macedonia, Greece

	First Name	Last Name	Email	Platform Progress		Proof-of-attendance	Rate experience	Session Participation (Online or Face-to-face)
				% Viewed	% Completed			
1	Chri	Zia		100	100	YES	YES	Online
2	ΓΕC	KAT		100	100	YES	YES	Online
3	ANA	PAN		100	100	YES	YES	Face-to-Face
4	Stavr.	Mavi		100	100	YES	YES	Face-to-Face
5	Vasilis	Siem		100	100	YES	YES	Online
6	Kωνα	Tat		100	100	YES	YES	Face-to-Face
7	Nichol	The		100	100	YES	YES	Face-to-Face
8	ANTO	LIVI		100	100	YES	YES	Face-to-Face
9	Βασίλ	Zap		100	100	YES	YES	Online
10	SOFIA	PAN		100	100	YES	YES	Face-to-Face
11	KYPI	KAP		100	99	YES	YES	Face-to-Face
12								
13								
14								
15								

Romania

No	Name & Surname	Platform progress		E-mail
		% viewed	% completed	
1	Pe...	100%	100%	
2	Cris...	100%	100%	@yahoo.com
3	Bia...	100%	100%	@yahoo.com
4	Dr...	100%	100%	@gmail.com
5	Mar...	100%	100%	@gmail.com
6	Nicc...	100%	100%	@gmail.com
7	Cri...	100%	100%	@yahoo.com
8	Mar...	100%	100%	@gmail.com
9	Vlac...	99%	99%	@yahoo.ro
10	Zson...	100%	100%	@gmail.com



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Poland

Viewed	Completed	Name	Email
100%	100%	Wysocki	...
100%	100%	Kubiś	...a.pl
100%	100%	Witos	...net.pl
100%	100%	Smag	...krakow.pl
100%	100%	Wala	...mail.com
100%	100%	Ryszard	...
100%	100%	Mi	...p.pl
100%	100%	Ko	...pl
100%	100%	Łuk	...akow.pl
100%	100%	Stawia	...krow.pl
100%	100%	Ku	...@gmail.com

Certifications

University of Macedonia, "George Emil Palade" University of Medicine, Pharmacy, Science, and Technology of Targu Mures and Cracow University of Economics granted educators certificates.



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13/07/2023

Full name of the participant

has successfully completed

Train the Trainers Course

An online non-credit course developed within the Digital eNtrepreneurial Skills for University Education (INFUSSE) Project


 Prof. Konstantinos Poulkas
 University of Macedonia

COURSE CERTIFICATE

INFUSSE

DIGITAL ENTREPRENEURIAL SKILLS FOR UNIVERSITY EDUCATION

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Dd/mm/yyyy

Name Surname of the trainer

has successfully completed

Train the Trainers Course

An online non-credit course developed within the Digital eNtrepreneurial Skills for University Education (INFUSSE) Project

Name Surname of the
 Institution
 Representant

COURSE CERTIFICATE

INFUSSE

DIGITAL ENTREPRENEURIAL SKILLS FOR UNIVERSITY EDUCATION



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The certificate template features a decorative background with a large gear shape. At the top left, it includes logos for the European Union, Erasmus+, and the university. The main text area contains a placeholder for the trainer's name and surname, followed by the course title 'Train the Trainers Course' and a brief description. A vertical banner on the right side contains the text 'COURSE CERTIFICATE' and 'INFUSSE'.

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Dd/mm/aaaa

Name Surname of the trainer

has successfully completed

Train the Trainers Course

An online non-credit course developed within the Digital eNtrepreneurial Skills for University Education (INFUSSE) Project

Name Surname of the
Institution
Representant

**COURSE
CERTIFICATE**

INFUSSE

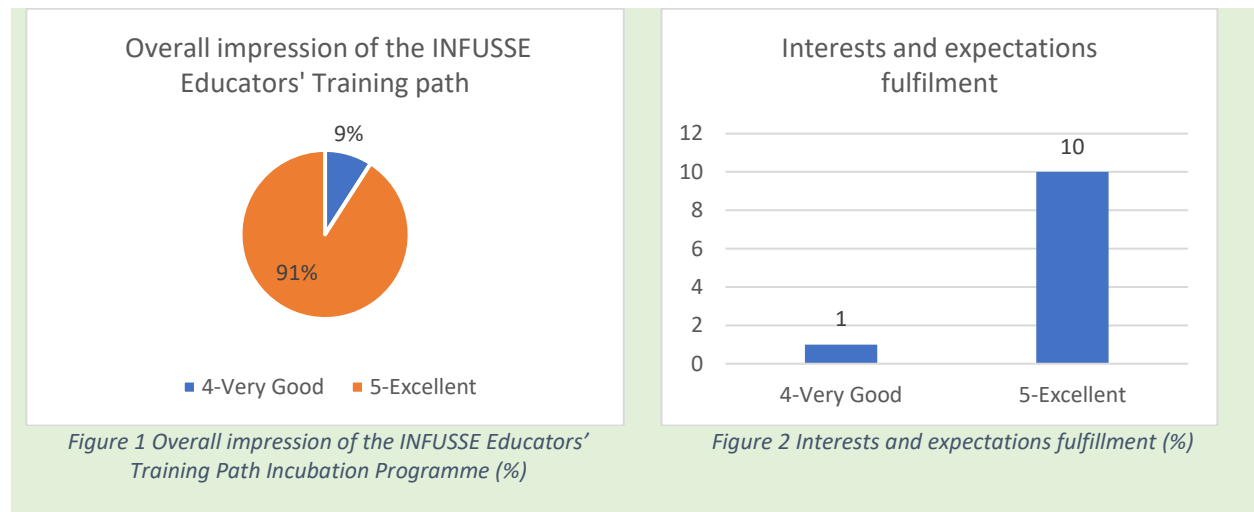
DIGITAL
ENTREPRENEURIAL SKILLS
FOR UNIVERSITY
EDUCATION



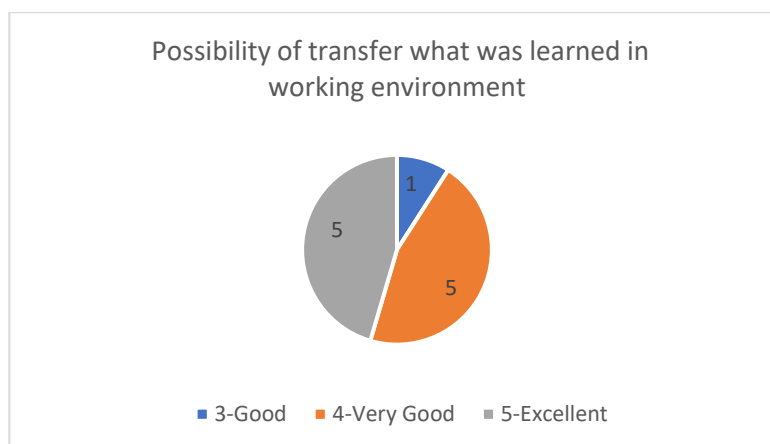
Quality review Section

Greece

The feedback regarding the quality of the didactic materials studied through the platform was obtained in the face-to-face session. The feedback received from the participants, which will be in-detailed described under PR5, was really positive and encouraging. Almost all the participants (10 out of 11) assessed the overall experience of the Educators’ Training Path Programme as excellent. In addition, the same percentage of participants declared that the topic corresponds to their interest and expectations.



Also, the educators declared that there is a huge possibility of transferring what they learned about digital entrepreneurship, in their institutions and organisations. None of them answered that they will not exploit the new knowledge.



According to poll results, 18% of the respondents viewed the training approach as ‘good. Only 27% gave high marks (“very good”) to how well the methodology worked, while 55% were extremely pleased (“excellent”).

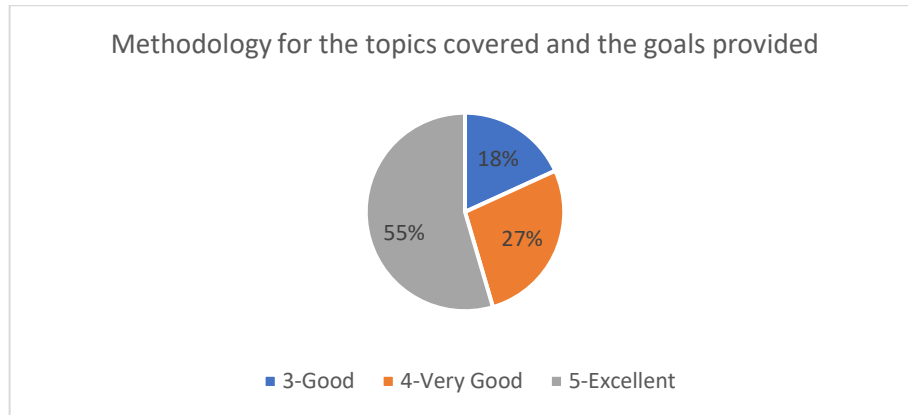


Figure 4 Methodology Evaluation

Finally, according to respondents (55% “excellent”, 27% “very good”, and 18% “good”), the timing of the coursework proved fitting for learning purposes and accomplishing intended objectives.

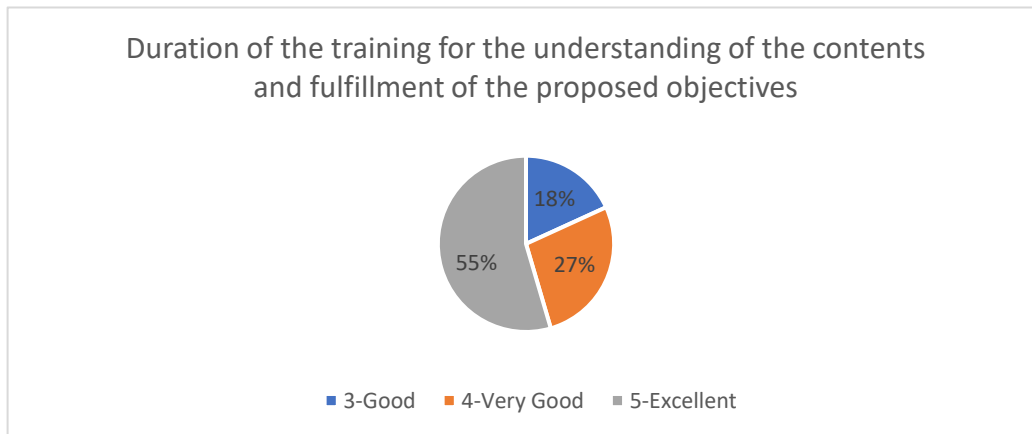
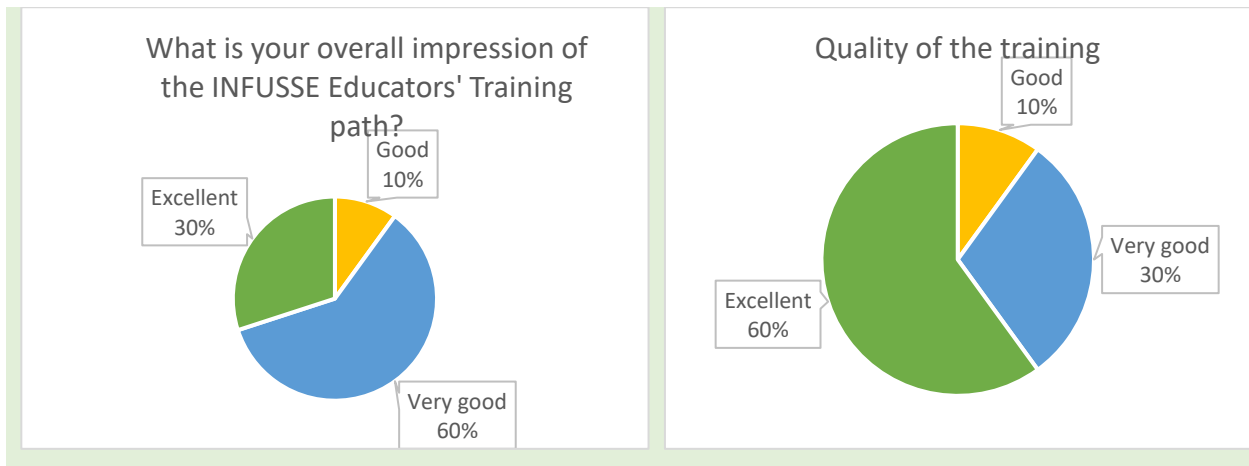


Figure 4 Duration Evaluation

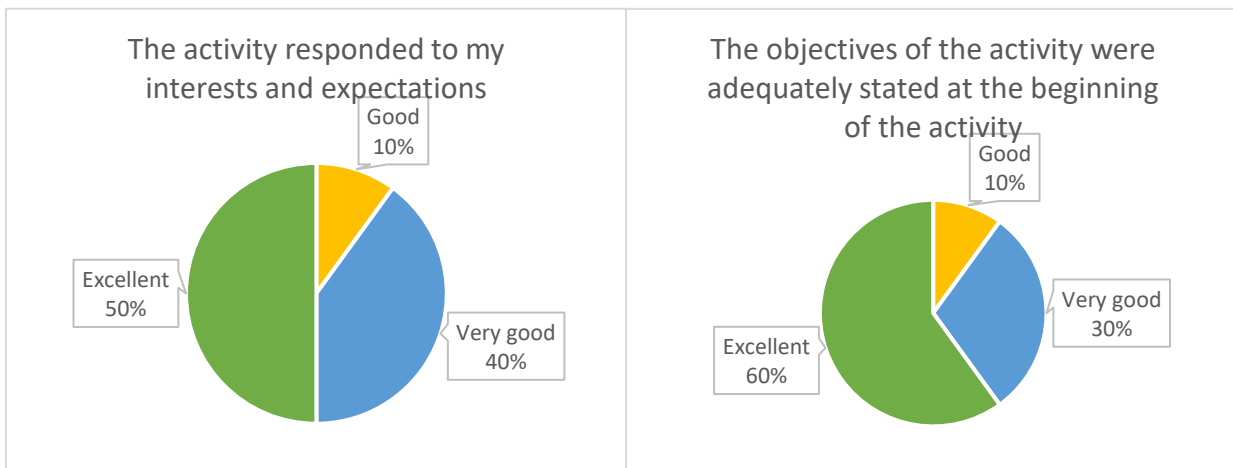
Romania

The feedback regarding the quality of the didactic materials studied through the platform was collected through sharing the questionnaire link with the educators.

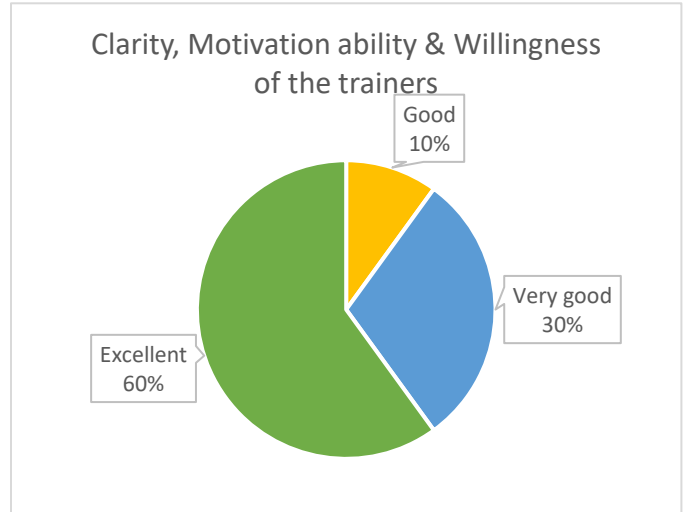
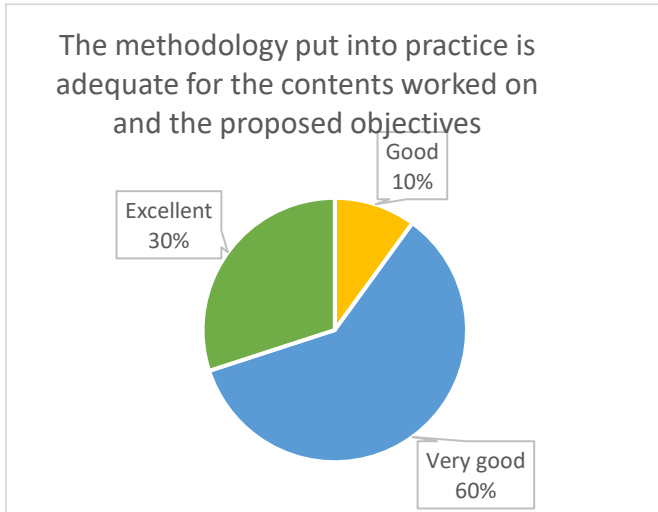
The evaluation results are presented below. The overall impression of the Infusse Educators` training path was perceived as very good by the majority of the respondents.



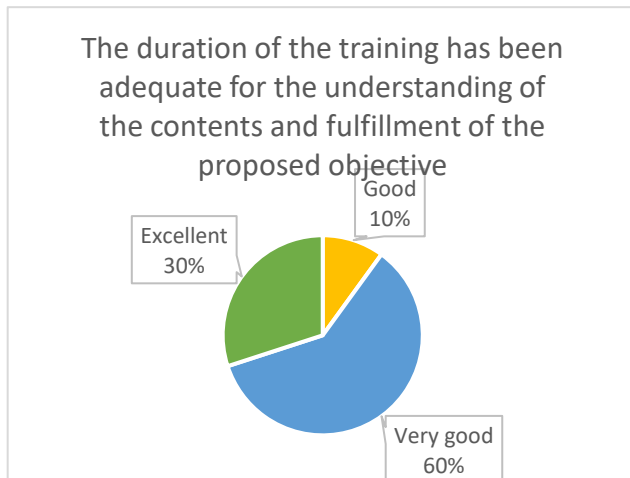
According to the poll results, the activity responded to the interest and expectations of the trainers, and the objectives were adequately stated at the beginning of the activity.



Good results were received also regarding the adequacy of the methodology, as well as regarding clarity, motivation ability and willingness of the trainers.



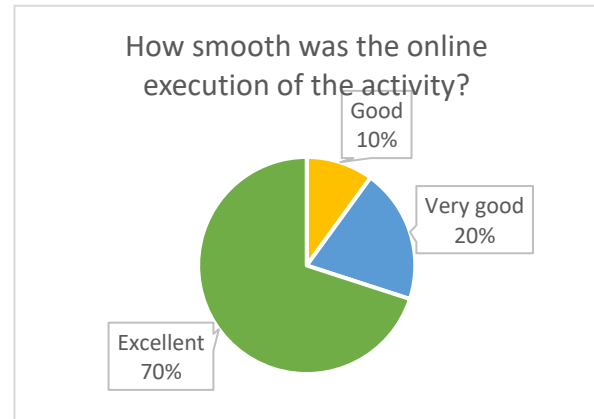
The duration of the training has been adequate for the understanding of the contents and fulfillment of the proposed objective, as considered by most of the educators. The activity is very well adapted to the educators' current and future professional needs.



Also, the educators declared that there is a huge possibility of transferring what they learned in their working environment. None of them answered that they will not exploit the new knowledge.

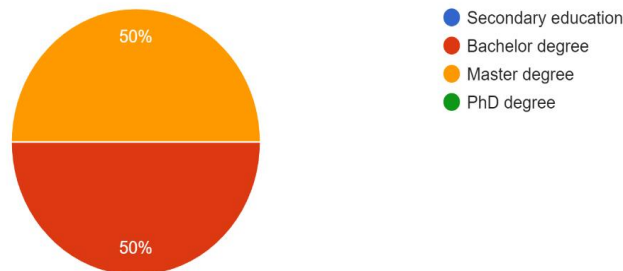


According to poll results, 10% of the respondents viewed the training approach as "good", 20% gave high marks ("very good") and most of them, 70%, are extremely pleased ("excellent").



Academia background

10 responses



Half of the educators have Bachelor degree, the other half have a master degree.

Poland

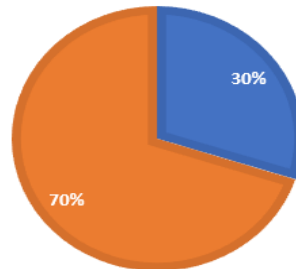
The feedback regarding the quality of the process was obtained in the face-to-face session. After all modules have been passed, trainers were invited to a face-to-face session, which focused on the content and didactic elements. The meeting took place at the University of Economics in Krakow. People who participated in the course were invited, as well as other educators interested in it, to whom the course was briefly presented.

The feedback received from the participants, which will be in-detailed described under PR5, was positive. Majority of the participants assessed the overall experience of the Educators' Training Path Programme as excellent (7 out of 10).



WHAT IS YOUR OVERALL IMPRESSION OF THE INFUSSE EDUCATORS' TRAINING PATH

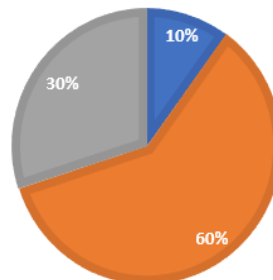
■ 4 - very good ■ 5 - excellent



It was the most positively evaluated aspect among all rating categories. All aspects of the course have been evaluated positively, with only one occurrence of a rating of 2 (Possibility to transfer what was learned in your working environment).

POSSIBILITY TO TRANSFER WHAT WAS LEARNED IN YOUR WORKING ENVIRONMENT

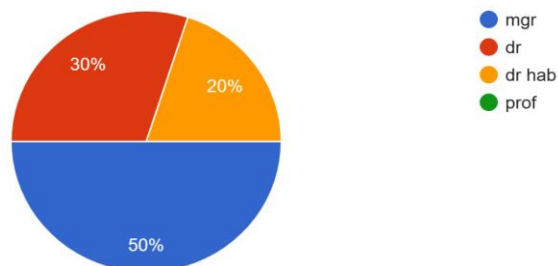
■ 2 - fair ■ 4 - very good ■ 5 - excellent



Half of educators have master degrees, 30% of educators have PhD degrees and 20% higher degrees.

Doșwiadzenie akademickie

10 odpowiedzi





Gathered feedback from trained educators

The analysis of the questionnaire responses indicates that the INFUSSE Educators Training path received highly positive feedback from participants. The training was perceived as of high quality, aligned with participants' interests and expectations while being effective in meeting actors' professional needs. While there were some mixed ratings for trainers abilities, overall the training program appears to have been successful and well-received by the majority of participants.

Here are some specific things that the participants liked about the training:

- The content was relevant to their interests and needs.
- The trainers were clear, motivating, and helpful.
- The activities were engaging and interactive.
- The training was well-organized and well-paced.
- The online platform was easy to use.

Poland educators provided few suggestions and comments:

- It was noted that the training was long considering the time allocated for its completion
- The training includes lessons on very similar topics

In conclusion, the INFUSSE Educators' Training program can be really helpful for educators who are looking to improve their skills and knowledge in the teaching department. The training is well-designed, well-delivered, and highly rated by the participants.



Pitfalls, learnings and recommendation

The Educators' Path Training process was a valuable process for the INFUSSE partners, and the educators participated in the programme.

Greece

Based on the assessment of the course by the educators, main suggestions focused on the duration of the programme, the need for more practices for advancing skills. Even if the duration of the programme were appreciated by the participants, the dates of the e-learning process could be more flexible. In addition, more hands-on practices could be encompassed in the process. In parallel, practical experience could be really helpful for the educators and will enhance the quality of the training.

Romania

Based on the assessment of the course by the educators, main suggestions focused on the educators' flexibility to complete the online course.

The main challenge identified by educators was related to incorporating Real-Life Digital Entrepreneurship Experiences into Curricula. The main formulated recommendation was related to the collaboration with the industry experts, encouraging experiential learning through internships and projects, and regularly updating curricula to reflect current digital entrepreneurship trends and practices.

Educators can be expected to enrich their curricula with practical insights, making digital entrepreneurship education more relevant and impactful.

Poland

In the Train-the-Trainer project, educators identified a weakness in the similarity of topics covered in various training modules. This issue can lead to redundancy and may not fully meet the diverse needs of the participants - The prepared materials should be reviewed by the individuals who worked on the respective content areas. Additionally, it's beneficial to further narrow down and specify the thematic areas before developing them. Also, in the future the program should be continuously updated to incorporate the latest leadership and training methodologies.

To effectively address the pitfalls highlighted by the trainers, organizations should adopt a multifaceted approach that encompasses resource allocation, strategic partnerships, and investment in the continuous professional development of staff engaged in program development and delivery. The objective is to ensure the successful formulation and implementation of top-tier training programs, ultimately yielding a widespread and positive impact on educators. The recommendations for the higher education institutions or other educational institutions, in order to implement a successful train-the-trainer programme are:



Resource Allocation:

Financial Resources: Adequate funding is paramount to the success of any initiative. Organizations need to allocate sufficient financial resources to support the development, execution, and ongoing evaluation of training programs. This may involve budgeting for materials, technology, qualified personnel, and other essentials.

Technological Infrastructure: Investing in up-to-date technology and infrastructure is essential for delivering effective training programs. This includes access to cutting-edge educational tools, software, and platforms that enhance the learning experience for educators.

Strategic Partnerships:

Collaboration with Educational Institutions: Establishing robust partnerships with other educational institutions fosters a collaborative environment. This enables the sharing of best practices, resources, and expertise, creating a collective effort to address common challenges.

Engagement with Stakeholders: Involving various stakeholders such as government bodies, industry experts, and community leaders can enrich the training programs. Their input ensures that the programs align with real-world needs and challenges, enhancing their relevance and effectiveness.

Professional Development and Training:

Continuous Learning Opportunities: Organizations should invest in continuous professional development opportunities for their staff involved in program development and delivery. This includes workshops, seminars, and training sessions to keep them updated on the latest pedagogical methodologies, technological advancements, and subject matter expertise.

Certification Programs: Supporting staff in obtaining relevant certifications further enhances their credibility and competence. Certification programs can be tailored to the specific needs of the organization and the educators it serves.

Impact Assessment:

Monitoring and Evaluation: Implementing a robust system for monitoring and evaluating the impact of training programs is crucial. Regular assessments provide insights into the effectiveness of the initiatives, allowing for adjustments and improvements as needed.

Feedback Mechanisms: Establishing mechanisms for collecting feedback from educators participating in the training programs ensures that their needs are addressed. This iterative feedback loop contributes to the ongoing refinement of the programs.

By integrating these elements into their approach, organizations can navigate the challenge successfully, resulting in the creation and implementation of high-quality training programs. The



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overarching goal is to empower educators with the skills and knowledge needed to excel in their roles, ultimately benefiting the broader educational community, especially – students.



Proposed guideline in accessing the course and schedule

Sign In Information

To access the training materials, trainers should access: https://infusse.thinkific.com/users/sign_in and click on “Create a new account”.

infusse.thinkific.com/users/sign_in

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Courses Sign In

Welcome Back!

Email

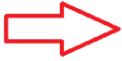
Password

Remember me [Forgot Password?](#)

Sign in

Or sign in with

[in](#) [f](#) [G](#) [Apple](#)

 [Create a new account](#)

Home All Products

After introducing First name, Last name, an email address, a password of minimum 8 characters, and pressing the “Sign in” button, the user will be transferred to the course.

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Courses Sign In

Create a new account

First Name Last Name

First Name Last Name

Email

Email

Password

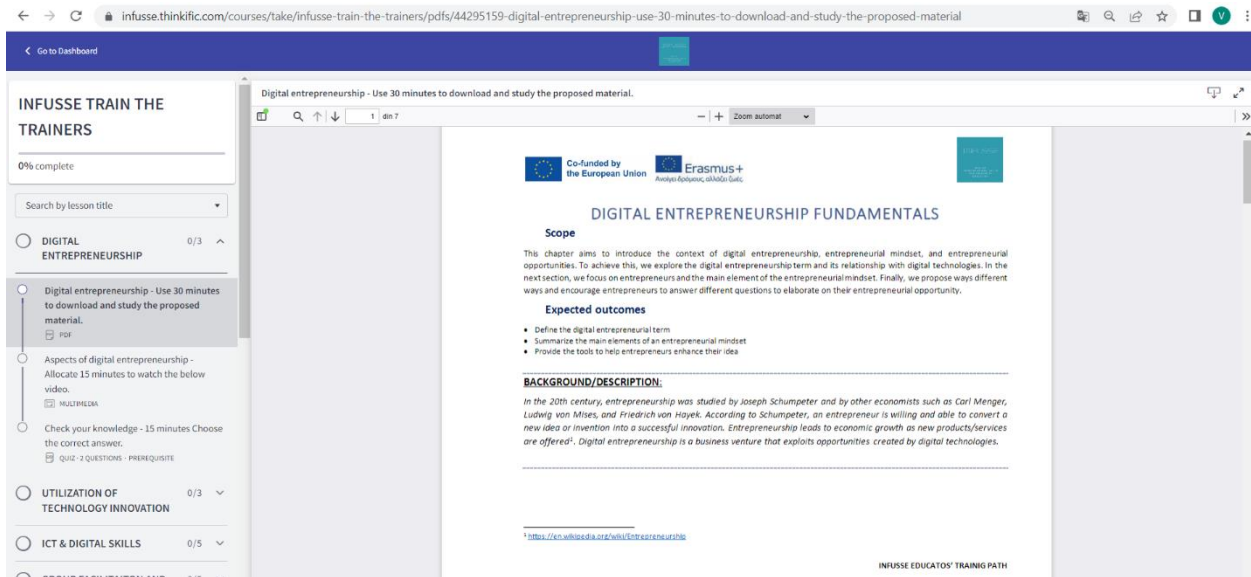
New Password

Sign up



Course Access

In the new window, on the left panel, the user gets information on the progress of the course and the instructions. Instructions will also appear on the top of the right panel, where the user has course materials.



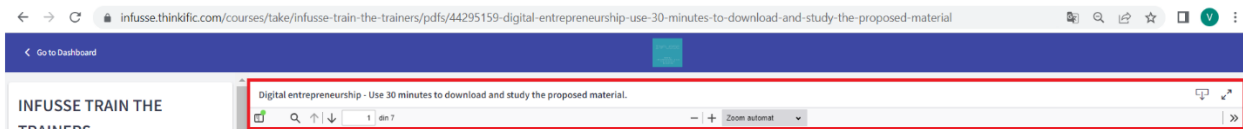
Course materials are mainly of 3 types:

1. *PDF materials;*
2. *Video materials;*
3. *Knowledge checking.*

PDF materials

PDF materials, can be read on the platform and downloaded.

The highlighted menu gives the opportunity to study the material easier.



Page view



Search menu



Arrows up and down to move pages



Zoom automat

Zoom menu



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Download



Expand material on full page



Other options

After studying the material, the user will pass further to the next one by pressing “Continue” at the bottom of the page.

The screenshot shows a user interface for a course. On the left is a sidebar with a search bar and a list of lessons under the category 'DIGITAL ENTREPRENEURSHIP'. The current lesson is 'Aspects of digital entrepreneurship - Allocate 15 minutes to watch the below video.' The main content area displays the lesson title 'DIGITAL ENTREPRENEURSHIP FUNDAMENTALS' and includes sections for 'Scope', 'Expected outcomes', and 'BACKGROUND/DESCRIPTION'. At the bottom right, there is a 'CONTINUE' button highlighted with a red box.

Video materials

Video materials from the course can be watched on the Infuse platform, by clicking the “Play” button, or on Youtube, by choosing “Watch on Youtube”:

The screenshot shows a video player interface. The video title is 'Aspects of digital entrepreneurship - Allocate 15 minutes to watch the below video.' The video content shows a hand holding a marker and writing 'DIGITAL ENTREPRENEURSHIP: OPPORTUNITIES?' on a whiteboard. A 'Watch on Youtube' button is visible at the bottom left, and a 'COMPLETE & CONTINUE' button is at the bottom right.

Once playing, the video has few options:



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Watch later



Share



Play/Stop



Volume



Subtitles, if available



Playback speed and Quality options



Watch on Youtube



Watch full screen

After watching the video, the user will press “Complete and Continue”.

COMPLETE & CONTINUE →

Check your Knowledge

Knowledge checking can be done through choose-the-answer questions, open questions or self-assessment questions.

QUESTION 1 OF 2

1. Among the key characteristics of an entrepreneur is
to:

Choose only ONE best answer.

A Be a dependent individual with low levels of control

B Be committed to starting and growing a for-profit, non-profit, or social venture

C Do not be competitive

D Be pessimist

CONFIRM

After choosing the answer, the user will press “Confirm” and the platform will automatically show if the answer was correct or incorrect.



QUESTION 2 OF 2

2. An entrepreneurial opportunity that is based on market analysis can be:

Choose only ONE best answer.

- A A service/product that will improve customer's life
- B A service/product that solves a fundamental problem in their life** ❌
- C A service/product that creates a new market and new revenue resources
- D All the above** ✅

This answer is incorrect. The correct answer is 'D'.

NEXT

At the end of each set of question a results report will be provided to the user.

You completed Check your knowledge - 15 minutes Choose the correct answer.

Your score

50%

CONTINUE →

RETAKE QUIZ

You answered 1 out of 2 questions correctly

- 1. 1. Among the key characteristics of an entrepreneur is to: ✅
- 2. 2. An entrepreneurial opportunity that is based on market analysis can be: ❌

In this stage the user can continue the training or retake the quiz.



Course Curriculum

The course is made up of 22 chapters.

DIGITAL ENTREPRENEURSHIP

- Digital entrepreneurship - Use 30 minutes to download and study the proposed material.
 - Aspects of digital entrepreneurship - Allocate 15 minutes to watch the below video.
 - Check your knowledge - 15 minutes Choose the correct answer.
-

UTILIZATION OF TECHNOLOGY INNOVATION

- Technology Innovation Utilization - Use 30 minutes to download and study the proposed material.
 - Innovation Management Fundamentals - Allocate 15 minutes to watch the below video and to read the additional materials indicated in the course.
 - Check your knowledge - 15 minutes
-

ICT & DIGITAL SKILLS

- ICT and Digital Skills for trainers - Use 30 minutes to download and study the proposed material.
 - How to use slack & key features - Allocate 15 minutes to watch the video and to create a slack workspace.
 - ICT and Digital Skills for trainers 2/3
 - ICT and Digital Skills for trainers 3/3
 - Check your knowledge - 15 minutes
-

GROUP FACILITATION AND DYNAMICS

- Groups Facilitation - Use 15 minutes to download and study the proposed material.
 - 10 Icebreaker Games - Allocate 10 minutes to watch the below video.
 - Groups Dynamics - Use 15 minutes to download and study the proposed material.
 - Group Dynamics - Allocate 10 minutes to watch the below video.
 - Check your knowledge - 15 minutes
-

EXPERIENTIAL LEARNING

- Experiential learning - Use 15 minutes to download and study the proposed material.
 - Make Impact with Experiential Learning - Allocate 15 minutes to watch the below video.
 - Check your knowledge - 15 minutes
-

LEADERSHIP

- Leadership - Use 20 minutes to download and study the proposed material.
 - Check your knowledge - 10 minutes
-

CREATIVE THINKING



- Creative Thinking - Use 20 minutes to download and study the proposed material.
 - Creative Thinking - Allocate 30 minutes to see the below video and to read the additional materials indicated in the course.
 - Check your knowledge - 10 minutes
-

MIND MAPPING

- Mind Mapping - Use 20 minutes to download and study the proposed material.
 - The Power of a Mind to Map: Tony Buzan at TEDxSquareMile
 - Check your knowledge - 10 minutes
-

DESIGN THINKING

- Design Thinking - Use 20 minutes to download and study the proposed material
 - Design Thinking: A Problem Solving Framework - Allocate 10 minutes to see the below video
 - Check your knowledge - 10 minutes
-

OPEN INNOVATION (OI)

- OPEN INNOVATION (OI)- Allocate 20 minutes to download and study the proposed material.
 - Open Innovation: Accelerating Your Business Results– Allocate 3 minutes to watch the video
 - Check your knowledge - 10 minutes
-

BUSINESS MODELING

- BUSINESS MODELING - Allocate 20 minutes to download and study the proposed material.
 - The Business Model Canvas - 9 Steps to Creating a Successful Business Model - Startup Tips - Allocate 10 minutes to watch the video
 - Check your knowledge - 10 minutes
-

INNOVATION MANAGEMENT

- INNOVATION MANAGEMENT- Allocate 30 minutes to download and study the proposed material.
 - Innovation Management at Rutgers Business School - Allocate 10 minutes to watch the video
 - Check your knowledge - 10 minutes
-

STRATEGIC PLANNING

- STRATEGIC PLANNING- Allocate 20 minutes to download and study the proposed material.
 - The steps of the strategic planning process in under 15 minutes - Allocate 12 minutes to watch the video
 - Check your knowledge - 10 minutes
-



BUSINESS INCUBATION

- Business Incubation - Allocate 20 minutes to download and study the proposed material.
 - How does A Business Incubator Work | Meaning Definition Examples startup Incubator - Allocate 4 minutes to watch the video
 - Check your knowledge - 10 minutes
-

INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS

- INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS - Allocate 30 minutes to download and study the proposed material.
 - Swisscontact explains: Development of entrepreneurial ecosystems – Allocate 3 minutes to watch the video
 - Check your knowledge - 10 minutes
-

TECHNOLOGY TRANSFER

- Technology Transfer - please download the material and take 20 minutes to study the content
 - What is Technology Transfer? - Use 2 minutes to watch the video
 - Check your knowledge - 10 minutes
-

INTELLECTUAL PROPERTY

- Intellectual property - please download the material and take 20 minutes to study the content
 - IP is everywhere! - For the next 30 minutes please watch these videos and assess other materials indicated
 - Understanding The 4 Types Of Intellectual Property - please watch these videos and assess other materials indicated
 - Check your knowledge - 10 minutes
-

BUSINESS STRATEGY

- Business Strategy: please download the material and take 20 minutes to study the content
 - What Is Strategy? It's a Lot Simpler Than You Think. For the next 30 minutes please watch these videos and assess other materials indicated
 - What is Business Strategy? A simple business strategy definition!
 - Check your knowledge - 10 minutes
-

INTERNATIONAL MANAGEMENT

- International business - please download the material and take 20 minutes to study the content
- International Business Explained: Why Go International? For the next 30 minutes please watch these videos and assess other materials indicated
- What is International Business?



- Introduction to International Business
 - Internationalization: Definitions and Models | Internationalization Strategy Course
 - How to Use the Porter Diamond Model | Internationalization Strategy Course
 - Check your knowledge - 10 minutes
-

BUSINESS CREATION

- Business Creation - please download the material and take 20 minutes to study the content
-

INNOVATION MINDSET

- Innovation Mindset - please download the material and take 20 minutes to study the content
-

START-UP BUSINESSES

- start-up businesses - please download the material and take 20 minutes to study the content
-

Proposed Schedule

The learning session will consist in 25-hour e-learning activities, about 5 hours/day for 5 days.

Day 1. Working time – 6 hours.

- Create an account and start learning.
- Get to know the platform.
- Study the first 5 lessons “DIGITAL ENTREPRENEURSHIP”, “UTILIZATION OF TECHNOLOGY INNOVATION”, “ICT & DIGITAL SKILLS”, “GROUP FACILITATION AND DYNAMICS” and “EXPERIENTIAL LEARNING”: material reading, video watching, knowledge checking.
- Study the additional materials proposed in the courses.
- Learning the material and preparing for teaching it.

Day 2. Working time – 6 hours.

- Access the platform, check the progress.
- Study the next 5 lessons “LEADERSHIP”, “CREATIVE THINKING”, “MIND MAPPING”, “DESIGN THINKING” and “OPEN INNOVATION”: material reading, video watching, knowledge checking.
- Study the additional materials proposed in the courses.
- Learning the material and preparing for teaching it.

Day 3. Working time – 7 hours.

- Access the platform, check the progress.



- Study the next 6 lessons “BUSINESS MODELING”, “INNOVATION MANAGEMENT”, “STRATEGIC PLANNING”, “BUSINESS INCUBATION”, “INNOVATIVE ECOSYSTEMS, CLUSTERS & NETWORKS” and “TECHNOLOGY TRANSFER”: material reading, video watching, knowledge checking.
- Study the additional materials proposed in the courses.
- Learning the material and preparing for teaching it.

Day 4. Working time – 6 hours.

- Access the platform, check the progress.
- Study the remaining lessons “INTELLECTUAL PROPERTY”, “BUSINESS STRATEGY”, “INTERNATIONAL MANAGEMENT”, “BUSINESS CREATION”, “INNOVATION MINDSET” and “START-UP BUSINESSES”: material reading, video watching, knowledge checking.
- Study the additional materials proposed in the courses.
- Learning the material and preparing for teaching it.

Day 5. FACE-TO-FACE OR HYBRID SESSION

After all modules have been passed, trainers will be invited to a face-to-face session or to a hybrid session, which will focus on the content and didactic elements.

The schedule of the day:

- | | |
|-------------|---|
| 9:00-10:00 | Introduction, getting to know each other. |
| 10:00-11:00 | Update and Follow up for the INFUSSE project. |
| 11:00-12:00 | Collecting feedback for the trainers based on the PR5 questionnaire, with the aim to fine-tune the learning material and collect the main points for the public report. |
| 12:00-14:00 | 1-to-1 discussion with the trainers on the prepared materials. |
| 14:00-16:00 | Report preparation by the partners, fine-tuning the learning material. |



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Annexes - Proof of participation in the e-learning sessions

Greece

The screenshot displays a user's dashboard for the course "TRAIN THE TRAINER (GREEK)". The interface includes a search bar, a list of course modules, and a video player showing a TEDx talk by Giovanni Corazza. The video player shows progress at 31% completion. Below the video, there is a text-based learning activity titled "Ηγεσία - Διπλώςτε 20 λεπτά για να κατεβάσετε και να μελετήσετε το προτεινόμενο υλικό." (Leadership - Spend 20 minutes to download and study the recommended material). The text discusses the importance of leadership in the current context and provides a list of activities and resources. The interface also shows a sidebar with a list of course modules and their completion status.



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Welcome back, ANASTASIOS P!



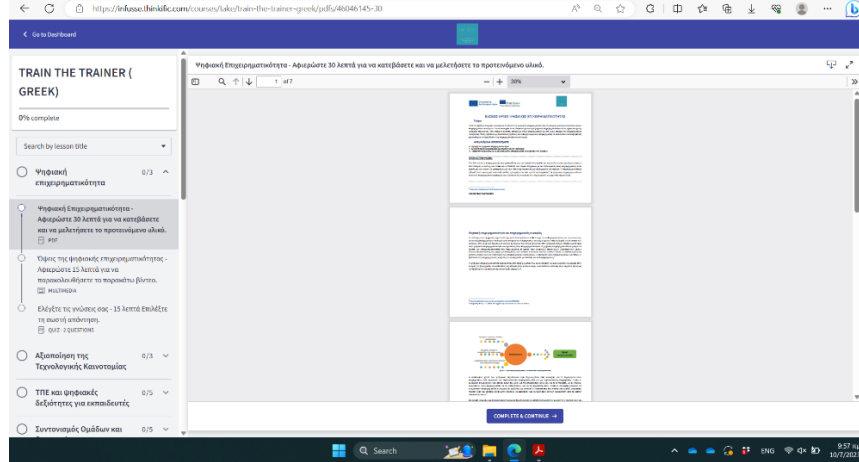
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Romania

<https://infuse.thinkific.com/collections>



Courses GR RO PL Sign In

The INFUSSE platform

Welcome to the INFUSSE project e-learning and training platform. Here you can go through our INFUSSE Incubation Programme for Students, or take the Train-the-Trainer course and become one of the trainers for the INFUSSE Digital Entrepreneurship program. The platform is available in four languages - use the top right menu, or select the course from the list below:

Courses





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INSTRUIREA FORMATORILOR

0% complete

Search by lesson title

FUNDAMENTELE ANTREPRENORIALULUI DIGITAL

Fundamentele antreprenoriatului digital - Timp de lucru 30 de minute.

Aspecte ale antreprenoriatului digital - Alocat: 30 de minute pentru a vedea videoclipul de mai jos și pentru a citi materialele suplimentare indicate în curs.

Fundamentele antreprenoriatului digital - Verifică-vă cunoștințele - 10 minute. Alegeți răspunsul corect.

UTILIZAREA INOVĂRII TEHNOLOGICE

COMPETENTE TIC ȘI DIGITALE PENTRU FORMATORI

Fundamentele antreprenoriatului digital - Timp de lucru 30 de minute.

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FUNDAMENTELE ANTREPRENORIALULUI DIGITAL

Aplicare

Acest capitol își propune să introducă contextul antreprenoriatului digital, al mentalității antreprenoriale și al oportunităților antreprenoriale. Pentru a realiza acest lucru, explorăm termenul de antreprenoriat digital și relația sa cu tehnologiile digitale. În secțiunea următoare, ne concentrăm pe antreprenori și pe elementul principal al spiritului antreprenorial. În cele din urmă, propunem mai multe modalități și încurajăm antreprenori să răspundă la diferite întrebări pentru a-și promova oportunitățile antreprenoriale.

Rezultate așteptate

- Definirea termenului de antreprenoriat digital
- Rezumarea principalelor elemente ale spiritului antreprenorial
- Instrumentele necesare pentru a ajuta antreprenori să-și îmbunătățească ideea

CONTEXT/DESCRIERE:

În secolul 20, antreprenoriatul a fost studiat de Joseph Schumpeter și de alți economiști, cum ar fi Carl Menger, Ludwig von Mises și Friedrich von Hayek. Patriul lui Schumpeter, un antreprenor este dispus și capabil să transforme o idee sau o invenție nouă într-o inovație de succes. Antreprenoriatul duce la creșterea economică pe măsură ce sunt oferite noi produse/servicii¹. Antreprenoriatul digital este o afacere care exploatează oportunitățile create de tehnologiile digitale.

¹ <https://en.wikipedia.org/wiki/Entrepreneurship>

INFUSSE EDUCATORS' TRAINING PATH 1

COMPLETE & CONTINUE →



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Go to Dashboard

INSTRUIREA FORMATORILOR

1% complete

Search by lesson title

- FUNDAMENTELE ANTREPRENORIALULUI DIGITAL 1/3
 - Fundamentele antreprenoriatului digital - Timp de lucru 30 de minute. PDF
 - Aspecte ale antreprenoriatului digital - Alocăți 30 de minute pentru a vedea videoclipul de mai jos și pentru a citi materialele suplimentare indicate în curs. MULTIMEDIA
 - Fundamentele antreprenoriatului digital - Verificați-vă cunoștințele - 10 minute. Alegeți răspunsul corect. 0/2 3 QUESTIONS
- UTILIZAREA INOVĂRII TEHNOLOGICE 0/3
- COMPETENTE TIC ȘI DIGITALE PENTRU FORMATORI 0/5

Aspecte ale antreprenoriatului digital - Alocăți 30 de minute pentru a vedea videoclipul de mai jos și pentru a citi materialele suplimentare indicate în curs.

What is digital entrepreneurship?

DENSITY OF DIGITAL ENTREPRENEURSHIP

WEBSITE ONLINE SHOP

MILD MODERATE EXTREME

MARKET RESEARCH TOOLS DIGITAL PRODUCTS OR SERVICES

4:51 / 8:44

COMPLETE & CONTINUE →



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My courses

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TRAIN THE TRAINER by Uom

30%

TRAIN THE TRAINER (GREEK)

See Overview

Replay Course



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INSTRUIREA FORMATORILOR
9% complete

Search by lesson title

- FUNDAMENTELE ANTREPRENORIALULUI DIGITAL 3/3
- UTILIZAREA INOVĂRII TEHNOLOGICE 3/3
- COMPETENTE TIC ȘI DIGITALE PENTRU FORMATORI 1/5

Alocați 30 de minute pentru a vedea videoclipul de mai jos și pentru a citi materialele suplimentare indicate în curs.

Record video clip

00:06

Done

COMPLETE & CONTINUE →

infuse.thinkific.com/courses/take/INSTRUIREA-FORMATORILOR/quizzes/46206188-competente-tic-i-digitale-pentru-formatori-verifica-i-va-cuno-tin-ele-10-minute-alege-i-ra...

Go to Dashboard

INSTRUIREA FORMATORILOR
14% complete

Search by lesson title

- FUNDAMENTELE ANTREPRENORIALULUI DIGITAL 3/3
- UTILIZAREA INOVĂRII TEHNOLOGICE 3/3
- COMPETENTE TIC ȘI DIGITALE PENTRU FORMATORI 4/5

Competente TIC și digitale pentru formatori - Verificați-vă cunoștințele - 10 minute. Alegeți răspunsul corect.

QUESTION 1 OF 2

1. Abilitățile necesare educatorilor sunt:

Choose only ONE best answer.

- A Planificare și management
- B Fii inclusiv și creativ
- C Să aibă alfabetizare digitală ridicată
- D Toate cele de mai sus.

This answer is correct.

NEXT

99%

99%

falticeanu, vlad

vladfalticeanu@yahoo.ro

<https://docs.google.com/forms/d/11OgOTx8E10u5wFAI5KCoFjEtp8TKdTyDIj5796Ljw70/prefil>

!



docs.google.com/forms/d/110gOTxE8l0u5wFAl5KCoFjEtp8TKdTyDij5796Lw70/prefill

INFUSSE Train-the-trainer Questionnaire

* Indicates required question

Country of origin *

Your answer _____

E-mail address *

Your answer _____

Academia background *

Secondary education

Bachelor degree

Master degree

PhD degree

Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent *

0 1 2 3 4 5

What is your overall impression of the INFUSSE Educators' Training path?

Share this link to include pre-filled responses COPY LINK

docs.google.com/forms/d/110gOTxE8l0u5wFAl5KCoFjEtp8TKdTyDij5796Lw70/edit

Formular fără titlu ☆

Questions Responses 10 Settings

INFUSSE Train-the-trainer Questionnaire

Form description

Country of origin *

Short-answer text _____

E-mail address *

Short-answer text _____

Academia background *

Secondary education

Bachelor degree

Master degree

PhD degree

Choose between 0-Zero, 1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent *

0 1 2 3 4 5

See action in docs.google.com



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Poland

List of participants:



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INFUSSE



digital eNtrepreneurial Skills For UniverSity Education

Train the Trainer – Meeting with Educators

Attendance list

1. Halina Melny
2. Kosiwa Miroslaw
3. Justyna Pustelak
4. Zuzanna H.
5. Bogdan Elia
6. Oliwia Duda
7. Krystyna Dziudkova
8. Piotr Dajnowski
9. Piotr Kapi
10. Urszula Babien
11. Marcin Gieluz
12. Magdalena Mroczka-Dobrowolska
13. Anna Jelenowska-Ostl
14. Piotr Wolent
15. Magdalena Anuszkiewicz
16. Pawel Lubinski