



Supporting the entrepreneurial potential of higher education

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1 University of Southern Denmark: IDEA centre for promoting entrepreneurship education across the university

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Abstract



The University of Southern Denmark (SDU) uses a centralised approach to spread and integrate entrepreneurship education (EE) across its six campuses and its five faculties. SDU's EE is primarily based on a comprehensive and broad understanding of entrepreneurship in the sense of innovation and value creation. The SDU-annexed IDEA Entrepreneurship Centre plays a major role in developing adequate curricular courses, offering additional extra-curricular courses for start-up oriented students and alumni, as well as training educators from non-business faculties in entrepreneurship education. SDU aims at making one EE course obligatory in all study lines. So far, SDU provides 61 EE courses across all areas. Still most of the courses, and hence participants, belong to the faculty of social sciences. Many students only have a vague idea of what entrepreneurship is and only refer to it as "something with business"; hence they tend not to pick an EE course. Therefore, making EE courses compulsory in Bachelors or Master programmes (e.g. Sports and Health), or both, has been a crucial element in increasing student numbers attending EE. In SDU's experience, an independent umbrella institution like IDEA organising all EE activities across the university helps to avoid the fear of "fighting over students".

Case study fact sheet

■ Full name of the university and location:	University of Southern Denmark, Kolding
■ Legal status	Public, Self-Governed institution funded by the government
■ Location:	Campuses in Odense, Kolding, Sønderborg, Esbjerg, Slagelse, København
■ Year of foundation:	1966
■ Number of students:	29,000
■ Number of employees:	Administrative: 2,100 Academic: 2,900 PhD: 900 (source: Strategy Statement, p. 19)
■ Budget in most recent financial year:	Ca. 366,000,000 EUR (source: årsrapport 2013)
■ Academic profile:	Five faculties: Engineering, Humanities, Health Science, Business and Social Science, Science
■ Entrepreneurial profile:	Kolding: Institute for Entrepreneurship and Relationship Management (IER, 85 employees): Center for Entrepreneurship and Small Business Studies, IDEA Entrepreneurship Centre (nine employees)
■ Activities focused in this case study:	Role of IDEA Entrepreneurship Centre as EE facilitator and promoter of entrepreneurship education within SDU
■ Case contact person(s):	Prof. Torben Bager, Managing Director IDEA (gatekeeper)

The status of information provided in this case study is end-2014 unless stated differently.

1.1 The university's entrepreneurial profile

1.1.1 The university's overall approach to entrepreneurship

The University of Southern Denmark (SDU) is a growing university with six campuses. Its long term goal is to become an “entrepreneurial university”. It is important though, to point out that SDU does not equate entrepreneurship solely with start-up activity. Rather, it takes the broader “comprehensive perspective” of entrepreneurship, i.e. entrepreneurship as a means of value creation and a source of innovation. Being located in a region which is historically known for its strong small and medium-sized business sector, SDU has developed a core competence in high quality entrepreneurship research. To date, this research focus covers more than 70 researchers and educators at different levels of qualification who are conducting research studies concerning entrepreneurship and entrepreneurship education (EE). Examples of the extensive research studies are the frequent publication of the Danish Global Entrepreneurship Monitor and books on entrepreneurial education, competencies or mind set.

A major success factor for EE at SDU is a centralised cross-campus university entrepreneurship competence centre – the IDEA Entrepreneurship Center. It literally “is the mechanism for facilitating all EE programmes at SDU” (Torben Bager, Managing Director of IDEA and Professor at SDU, see. also Chapter 1.4). IDEA is an acronym for “International Danish Entrepreneurship Academy”. It was set up in 2005 to promote and organise entrepreneurship teaching and training at Danish universities and university colleges. IDEA will be a central aspect in this case study due to its importance for SDU's strategy to transform itself into an entrepreneurial university

Not only do SDU and IDEA foster entrepreneurial competencies among students and staff, they also aim to develop tools for measuring and evaluating the impact of EE. An international workshop on the latter theme was held in February 2014.

1.1.2 Leadership and governance

Importance of government strategies

SDU's entrepreneurship initiative can initially be regarded as a result of top-down pressure, which was put on all Danish universities by the Danish Ministry for Higher Education. The Ministry aimed to create long-term economic growth by increasing the number of students attending EE courses annually by 5%. This annual rate is now included in SDU's “**Development Contract 2012 – 2014**”¹. To date, SDU benefits from the Danish Ministry for Higher Education 2005 “initiative to promote and disseminate entrepreneurship education across Danish universities”. Based on this initiative, the then so-called IDEA Consortium was founded and financed as a start-up by the Ministry. The aim was to develop new and innovative EE programmes. IDEA has since then been regarded as the facilitator for establishing broad and interdisciplinary offers of EE courses across all faculties. In 2010, SDU took over IDEA from the government, annexing it as an SDU competence centre for EE and training. The strategic goals of the former governmental initiative have been integrated into the university's overall “vision” and mission statement.

¹ See http://www.sdu.dk/om_sdu/organisationen/udviklingskontrakt.

Along with the persistent top-down pressure, there was also a pull-effect, which helped in establishing EE programmes at SDU. Students, especially those in the field of technology, were searching for practical opportunities to complement taught theory, creating considerable demand for EE. SDU was able to benefit from this opportunity and consequently adapted new EE offers.

Importance of entrepreneurship in the university's strategy

Although entrepreneurship plays a major role in SDU's day-to-day education programme, it is not explicitly mentioned in its current strategy statement. The strategy statement is essentially an agenda outlining the goals that should be reached by the University until the year 2020. It also contains aspects that are somewhat related to EE. For example, "differentiated forms of learning" through the "use of active learning and activating teaching", which are both elements of EE, are mentioned in the strategy paper. The strategy paper considers these to be important factors in increasing the quality of SDU's degree programmes, which would consequently attract high-potential students to the University. The University also calls for the training of educators in all areas of study in order to enhance teaching competences. Entrepreneurship is directly represented in SDU's mission statement, especially with its relation to "interdisciplinary and innovative qualities" (Mission Statement SDU). There is also a commitment to entrepreneurship education in the Development Contract for 2012 – 2014 between the University and the Danish Ministry of Science, Innovation and Higher Education.

The University's strategic outlook concerning students explicitly regards entrepreneurship in terms of helping and supporting students to develop "an entrepreneurial profile" (see Annex 3, Screenshot "Inspirational Learning"). This means that there is a strong intent to take entrepreneurship out of a pure business focus and turn it into a viable tool for students of all faculties to find their own innovative ways of transforming theory into practical application (Torben Bager, Head of IDEA Entrepreneurship Centre).

Another strategic move is that IDEA's CEO is one of SDU's leading professors within EE research. This *double position is essential* for the well-functioning cooperation between IDEA and SDU, since it lowers the fear of competition among faculties. It was reported by the IDEA's Director that some professors were afraid of losing students to Business faculties after students have opted to take an EE course.

Extent of high level commitment to implementing entrepreneurship

In all areas of research and education, students are to be provided with "inspirational learning, a motivational environment and helpful services" so they can take an active part in "creating a dynamic and cohesive education system". SDU strategically puts the students in focus. The University's homepage stresses that students should be able to create opportunities to develop an entrepreneurial profile (Annex 3). However, this is unfortunately not a part of the current strategy paper. EE is not supported directly by the Dean, Director or Vice President. However, the mere existence of the IDEA Entrepreneurship Centre, which is co-financed by SDU, shows a commitment by the University to implement entrepreneurship education.

Level of faculties' and units' autonomy to act

The overall goal is to offer at least one EE course for each study track that a student chooses. At least one lecturer from every faculty has participated in EE training at IDEA. This faculty member serves as a "gatekeeper" for his faculty. The gatekeepers help with

the implementation of EE courses in different disciplines in close coordination with IDEA. Entrepreneurship educators at SDU are also provided with flexible lecture hours. Educators from the Institute for Entrepreneurship and Relationship Management (IER), for example, have the opportunity to ask for more lecture hours if the need arises and if the budget allows. This flexibility is beneficial because it enables SDU to react appropriately to growing demand for EE by students. With regard to content and teaching methods used in EE, the faculties possess certain autonomy. This is due to SDU's comprehensive understanding of entrepreneurship. The courses are designed to be partly experimental and each discipline also focuses on experiential learning.

University's importance for driving entrepreneurship in its environment

Southern Denmark is traditionally characterised by a large number of small and medium-sized companies. Multi-national, industrial leaders belonging to technology and renewable energy industries, such as Danfoss, Grundfos, Linak and Vestas are also a part of the corporate make-up of Southern Denmark. SDU holds a key position when it comes to providing this region and its companies with highly qualified and entrepreneurial employees. Better qualified employees can forward the innovation potential of these companies, which would push growth in the region. As already mentioned, growth is one of the central goals of implementing EE at universities. In 2013, the Danfoss Global Business Center (DCGB) located at the SDU campus in Sønderborg, opened its doors to academics and business stakeholders. The aim was to enable an active knowledge exchange through joint research projects and teaching activities. One of the major goals was to promote complementary collaboration between academia and business.

1.1.3 Resources: people and financial capacity

Human resources for entrepreneurship education

SDU is working with, and also using, IDEA's EE programmes in addition to its own Bachelor and Master programmes. As a result of this many of SDU's EE educators come from IDEA. IDEA also connects external lecturers and trainers with other universities focusing on entrepreneurship and lifelong learning. The lecturers and trainers, for example, can either be start-up entrepreneurs or entrepreneurial employees, as well as professionals from the corporate sectors. IDEA does not only promote regional networks, but also international collaborations. It is important for SDU and IDEA that lecturers and teachers within their EE faculties have experience with entrepreneurship, business start-ups and experiential learning. Lecturers and teachers are also encouraged to develop an entrepreneurial attitude, both for themselves, as well as for promoting the same mind-set among participants. IDEA reaches out to these teachers and gatekeepers in different faculties, and validates them as potential EE teachers through mutual and extensive communication processes. Simply put, teachers who show an interest in EE can then participate in a workshop, which prepares them for integrating EE contents and methods into their taught discipline. They are hence trained to be entrepreneurship educators within their own academic fields. This is the tool that facilitates the implementation of EE courses in all study areas. IDEA currently has nine employees; four to five of them frequently teach EE or innovation courses and train other educators. Hence, there is a multiplication effect with regard to training other teachers for EE.

Financial resources for entrepreneurship education

Information on direct investment into the EE curriculum is not comprehensive. However, statistics available from IDEA support the development of curricular EE activities. According to Torben Bager, SDU invests about 1,000,000 Danish crowns (DDK) (approximately 134,000 euro) per year in its activities. On top of that IDEA needs another 5,000,000 DKK (approximately 666,000 euro) per year for keeping all its activities running. 80% of IDEA's funding is external. IDEA generates a major part of its funds through participation in projects backed by institutions such as Interreg, ESF or similar organisations.

1.2 Entrepreneurship in curricula and teaching

1.2.1 Overview about curricular offers in entrepreneurship education

In 2013, SDU offered 61 EE courses, compulsory and elective. 2,588 students attended these EE courses. Exhibit 1 provides an overview of major courses. Annex 1 shows a comprehensive overview of courses offered throughout the university.

Exhibit 1: Overview about major curricular EE offers at the University of Southern Denmark

No.	Name	Contents	Target group	Offered since	No. of participants in [2013]
1	Entrepreneurship & Design	Combine creative idea generation with business processes The course builds upon the idea that both designers and entrepreneurial persons try to shape their future through creating something new. The course aims at using the synergy between the highly creative potential of designers and the core business knowledge of business students. The focus is on transferring theoretical expertise into practical value creation.	1 st year BSc International Business Compulsory (Kolding)	n.a.	31
2	Entrepreneurship & Leadership	Understand central terms within entrepreneurship	1st year BA students in business students Compulsory (Kolding)	n.a.	38
3	Intra- and Entrepreneurship Theory and Policy	Understand theoretical basics about the role of entre- / intrapreneurship	1 st year MSc strategic entrepreneurship Compulsory (Kolding)	n.a.	14
4	Udvikling af forretningsidéer - Idea Generation	Creating business ideas and innovations	1st year MSc strategic entrepreneurship	n.a.	46

5	Innovation Strategy	Understand how a company strategically acts and how its innovation strategy is intertwined with its overall company strategy	1 st year BSc in Engineering Compulsory Odense	n.a.	12
6	Experts in Teams	Learn how to cooperate regarding idea development and analyse its potential to commercialise	BSc, 'Diplomingenør' compulsory (Odense)	n.a.	260

According to one of the lecturers, Suna Lowe Nielsen, the gender distribution among business students participating in EE courses is well balanced – approximately 50/50%. This equals the share of female students in business studies at large but is remarkably high compared to common female participation rates in EE. Gender gaps can be expected, though, in courses that relate to technological contents since these areas suffer from low women's participation in general.

Due to SDU's traditional and historical focus on small- and medium-sized enterprises, it offers a large number of EE courses within the field of Business Studies. Most of the participants in EE courses are business students. The next biggest group of students attending EE lectures comes from the Faculty of Engineering. Here, the innovation potential with regard to product development is high and entrepreneurship courses enrich the Engineering curriculum creating opportunities to commercialise technologically innovative ideas.

1.2.2 Target groups

Main target groups of entrepreneurship education

At SDU, EE starts with raising awareness for entrepreneurship. Creating an entrepreneurial mind-set is a long-term goal at SDU. Generally, EE programmes address **students from all faculties**. The faculties of Economics and Business Studies especially have a strong background in EE, which dates back to SDU's entrepreneurship history. Therefore, the largest selection of curricular EE courses is offered at these faculties, including both a Bachelor of Arts and a Master of Science programme in Entrepreneurship. However, all faculties and study tracks have at least one course dedicated to entrepreneurship. The idea is to give each student the opportunity to transfer his in-depth knowledge about his chosen specialisation into value creation.

Another concept is to make EE appeal to students from all study areas. The focus is not just on one study area, for example, business. Again, it is worthwhile to note that the aims of this perspective are twofold. First, that EE programmes are focused on students who are interested in start-up activity and this serves the narrower perspective of entrepreneurship. Second, EE should also foster the wider view on entrepreneurship, i.e. fostering creativity, ideation and conceptualisation with the goal of making students see "the big picture". This skill would enable them to apply their theoretical knowledge to actual problems.

The **main challenge is to move EE out of a pure business context** and make it a viable tool for all faculties, from Humanities to Engineering. The objective of this is to teach entrepreneurial and innovative thinking to students from all study tracks and to avoid the impression that EE programmes "steal" students from these faculties. This is

something that SDU already experienced during the years leading up to the establishment of IDEA.

Some EE programmes (also curricular) try to **team up students from different study areas** (e.g. business and design) together to share their knowledge in the different areas and combine it in new ways to create new value.

Experience has shown that within business studies there is an almost **balanced gender ratio** and to date no extra course targeted at women in particular has been created (or needed).

Continuous education

SDU offers continuous EE especially for alumni and PhD students. Most of these offers are extra-curricular and attract students who have concrete business ideas. In addition, students juggling with their own business idea can participate in summer schools or receive extra consulting from IDEA Entrepreneurship Centre and its various experienced partners.

Bridges to secondary education

Currently the SDU does not have links with EE for secondary education.

Specificities

One method of reaching a large number of students to take at least one EE course is making it **obligatory across the whole campus and all faculties**. This way each student should have at least heard about entrepreneurship and ideally have a more concrete idea of what entrepreneurial activity is. In some courses there is a stronger focus on innovation especially when entrepreneurship is not directly related to starting a business but creating value within an existing organisation. This comprehensive focus is especially trained in the technical and health-care field where students typically have a deep factual expertise but no or few experience in transferring it into value creation.

1.2.3 Designing lectures and courses – basic curricular decisions

Intentions

As stated by Suna Løwe Nielsen, all EE courses have the same intention, that is, students should be capable of thinking “outside the box and building the linkage between theory and practice”. Entrepreneurship educators want their students to use specialised knowledge from their discipline **to identify and analyse problems** and to **find a solution** for these problems in order to **create new value**. EE aims to equip students with this set of competencies, which is referred to as entrepreneurship approaches of creating, exploring and exploiting opportunities.

Courses in **business studies** focus on the understanding of how a company functions, how value is generated, and how business processes depend on product offers or value proposition. In entrepreneurship courses, business students analyse the steps preceding the creation of a company as well as learning new ways to push innovation within an existing company. According to the responses garnered from focus group interviewees, especially students participating in the MSc programme in Entrepreneurship, course content in both Business Studies and Entrepreneurship is intertwined. This additionally

helps in facilitating a better and holistic understanding of the relationship between entrepreneurship in a business context, innovation and the creativity process.

In more technology oriented subject areas, the challenge lies in the commercialisation of student inventions. There have been cases where students invented technical equipment but lacked the knowledge and experience for developing a market-ready product. Knowledge of entrepreneurship is expected to intervene in exactly such a case. EE is meant to make students create, evaluate and exploit (business) opportunities and think in terms of value creation. Students should have an idea of what steps to take and which resources to utilise when realising a business idea. One of the main goals of the more general EE courses is to promote an entrepreneurial mind-set. It was expressed by one student in a focus group discussion that, “Entrepreneurship is more like a way of thinking”. This statement is the idea of EE in a nutshell. It underlines the importance of creating an entrepreneurial mind-set as well as getting students to think in terms of problem solving.

Contents

EE courses at SDU follow a certain structure. First of all, the teachers seek to create a common understanding among all participating students, of what entrepreneurship is. IDEA and SDU try to focus on the more comprehensive entrepreneurship approach, i.e. not only starting a business but pushing innovation within existing organisations. After students have been familiarised with the basic concepts, teachers can start creativity training. This is done mostly through case work. The focus is on the importance of linking creative processes with factual knowledge. The aim is for students to identify, analyse and resolve “pains” of companies, customers or other stakeholders, by using their theoretical knowledge.²

Basic entrepreneurship principles are presented and discussed to create a common understanding of the concept of entrepreneurship. In this context, theories about entrepreneurship and entrepreneurs are introduced. To get the **creativity process** started, lecturers use “DesignThinking methods”, an iterative nine step model. Students work together in groups on **real cases**. These can either be (local) nascent entrepreneurs and their individual problems during the start-up phase; or problems defined by companies cooperating in the programme. This method helps in building the bridge between theoretical knowledge and practical application.

Design Entrepreneurship

In this first year Bachelors course, business students are working in the field of “applied entrepreneurship”. The course has both a social (students get to know each other) and an entrepreneurship aspect. The underlying concept is the idea of entrepreneurship being a core competency for innovation and creating value.

In this course (real) business is brought into the class room. Last year business students worked as consultants on real cases by three local designers who had problems establishing their businesses. They were participating in roughly 50% of all lectures. Two lecturers introduced the design thinking method as a tool for identifying a problem and

² For example, the business students’ introductory camp once dealt with a marketing problem of the local swimming pool and the city of Kolding as a better place for students. In both cases students had one week to elaborate viable business or marketing concepts to reach their task. Especially in curricular business courses actual start-up processes and related resources are being discussed.

elaborating a possible solution to this problem. According to Suna Nielsen, the design method was identified as a suitable method for enhancing creativity and interaction among students and entrepreneurs since it combines creativity techniques with business thinking. The identification of the actual problem is one of the most crucial elements. Hence the involvement of the real entrepreneurs in the lectures is a necessity. Throughout the whole process, the students are supported by the lecturers to ask the right questions. Once the problem(s) is identified the students are, as a part of the design thinking method, constantly invited to create solution prototypes and mark-ups and to visualise their ideas.

Methods

According to Suna Løwe Nielsen, entrepreneurship educators experiment with different methods throughout the duration of the EE course. Methods differ according to the context and the level of experience of the students within the field of entrepreneurship. Many courses are inspired by Kolb's "experiential learning model" and the DesignUni model (Suna Løwe Nielsen). In Business Studies courses, entrepreneurship can be chosen as a BA or an MSc degree. In both these study tracks, a broad theoretical knowledge and the applicability of theory to practical situations is considered highly relevant. The fundamentals of entrepreneurship, such as concepts and definitions, are taught in a more conservation manner, for example, through simple lectures. However, slots for discussion are always allocated within the lectures. Students are introduced to creativity and design-thinking methods at a very early stage of their EE programme. One good example is the "Introductory Camp in Business Studies". In the Introductory Camp, students work over a period of one week on *real life problems and case work*. By the end of the Camp, students are expected to; 1) identify, understand, and explain important concepts, theories, methods and processes within the areas of creativity, ideas and entrepreneurial opportunities; 2) connect and link the presented concepts, theories, methods and processes; 3) explain and analyze divergent idea generation processes and convergent idea developing processes and relate these principles to practical cases; 4) use, reflect upon and make new pragmatic connections of the required knowledge through developing a creativity or innovation camp in groups; and 5) undertake the role of creative process facilitators based on the acquired knowledge. In interviews for this case study, both students and lecturers mentioned the relevance of *case work* as crucial elements in EE. For the students, it is important that these cases are *not fictional* but relate to *actual companies and real "pains"* these companies suffer from. Thus, case work requires participant involvement – internal (students) and external (organisations, entrepreneurs), as reported by Suna Løwe Nielsen.

During the EE courses where external partners are involved and students are working on real life cases, they work with visualisation through prototyping and mark-up production. The purpose is the constant interaction of real life and theory.

Media

The SDU does not use specific media in EE. Occasionally, videos can be used in training for and visualizing presentation skills. Video footage is occasionally presented in case work. There is also frequent use of computers in many activities.

Informal evaluation of learning outcomes and feedback for students

In addition to feedback presentations by educators, fellow students frequently provide mutual feedback in peer-review assessments. In these assessments, they evaluate each other depending on the time schedule of the course, which can vary from weekly (curricular) to more than once daily (workshop). External partners involved also give their feedback to the students – both regarding project contents and communication skills. Recently, students have been asked to use visual logbooks (see 1.2.4.), where they try to visualise their personal progress within the EE process. The idea is to use the log book including quotations, pictures, drafts, personality tests, videos, drawing, etc. to capture the students' learning process. It gives the students an alternative opportunity to see their ongoing results and understand their process of learning.

Using results of entrepreneurship research

Since there are numerous entrepreneurship researchers at SDU, there are frequent initiatives to integrate new insights from entrepreneurship research into EE courses. One of the major achievements is the shift from the narrow entrepreneurship perspective to a more comprehensive approach. The former deals only with the creation of start-ups, whereas the latter is innovation-based. This view also takes into account the region's economic structure and development.

Currently the SDU undertakes research to measure the impact of EE in different study tracks. Results are used to refine course contents and methods (Bager/ Klyver).

1.2.4 Setting of entrepreneurship teaching

Locations

Curricular courses and seminars take place in university-owned seminar rooms.

Timing

EE takes place either in one-week block seminars, or weekly seminars of two hours. Weekly courses are important for frequent and iterative reflections.

Formal evaluation of learning outcomes

1st year Bachelor of Arts participants in the "Design and Business" course were asked to work with 'visual logbooks'. These logbooks require students to document their achievements and reflect on their learning process. The logbooks also enable the educators to understand students' learning processes and filter out good and bad practices. Visual logbooks can in any format, from a written text to a video diary. Students are allowed to use the medium they feel most comfortable with. To date, students had to hand in a written assignment – a synopsis – combined with an oral examination, to get certified for EE courses. This exam is obligatory for all EE participants. Educators are aware that it is hard to evaluate entrepreneurship education, since it is related to intangible values such as "entrepreneurial mind-set". In addition, there is also an online evaluation tool for which there is a low response rate.

1.2.5 Instructors: teachers and mentors

Professors, other employees and external lecturers of the university

SDU employs two types of EE teachers. There are academic lecturers (who partly get trained in EE by IDEA) and there are lecturers from the IDEA Entrepreneurship Centre. Entrepreneurship educators try to make their courses more attractive and lively by inviting external lecturers or partners through partnerships, which are maintained by IDEA..

Theoretical knowledge on entrepreneurship is mainly imparted by members of the IER, at least at Kolding campus. The IER members teach courses about entrepreneurship theory and provide students with an overall view of entrepreneurship and what perspective SDU focuses on. There are lecturers who also have theoretical background, but who focus more on building linkages between theory and practice. Due to this, these lecturers choose action-oriented teaching methods. Other educators are provided by SDU's IDEA Entrepreneurship Centre. Currently, there are about "15 key persons" ("ildsjæle") involved in entrepreneurship education who, according to IDEA's Director, have "substantial activity and experience" in EE.

In a focus group discussion for this case study, it was said that entrepreneurship educators do not see themselves as teachers but as coaches, asking the right questions and triggering self-reflection. Courses taking place on weekly basis are good for reflection and for making the linkages between the courses.

"Real entrepreneurs" as teachers

"Real Entrepreneurs" or members from partnering companies are frequently invited to participate in teaching EE courses. They can present students with problems specific to their start-up, for example, related to growth of their start-up. Students are expected to come up with solutions to these problems. The 'Real Entrepreneurs' can also narrate their own entrepreneurship experiences to the students. Students profit from both these contents; they learn about first-hand experience and consequently, may also be inspired to start their own entrepreneurial activity. Real entrepreneurs function more as role models, rather than teachers.

Mentors

There is no explicit mentoring programme as such. However, students who are interested in start-up activity are given the opportunity to get in touch with business and start-up consultants through IDEA. Due to this, a small start-up community is established and mutual communication nourishes early in the start-up activity phase.

1.2.6 Management of entrepreneurship education

Teacher and trainer management

IDEA manages most of the EE courses at SDU. According to Torben Bager, IDEA is "the mechanism" that facilitates the majority of EE courses at SDU. IDEA staff offers training to academic lecturers and liaises with key persons in different faculties to implement EE courses in various disciplines. It also trains facilitators from different faculties in using action-oriented and activating teaching methods.

The “Training-the-trainer” approach is mostly organised as workshops, where EE teachers and trainers have the chance to share their knowledge with each other, and have a constructive dialogue about literature sources and course descriptions.

Managing student support

IDEA serves as the first contact for students who have a business idea. It provides these students access to a partner and supporter network. It also offers business coaching, but a weakness is a lack of support resources for pre-incubator activity.

Students have constant access to teacher for advice throughout their study duration. Exchanges with external partners help students to implement their theoretical knowledge (see also section 1.3.5.). IDEA also plays an advisory role for students who opt for a career in entrepreneurship.

Internal and external network management

Almost all networking activity is managed by the IDEA Entrepreneurship Centre – recently in co-operation with the knowledge transfer pillar “SDU Business”.

Management of curricular integration and attracting new groups of students

All Danish universities have the overall task of raising the number of students attending an EE course by 5% annually, although no specific time frame has been set by the Ministry of Education. To reach that goal at SDU, there is a top-down initiative carried out by IDEA to *implement at least one compulsory EE course in each accredited study discipline* in an entrepreneurial and innovation-oriented content (see Annex 1). To attract more non-business students, there are marketing initiatives raising awareness for interdisciplinary EE courses. For example, posters invite students to be “someone who can make a difference”, to make them feel as facilitators (see Annex 4).

Furthermore, there is an issue about curricular offers versus extra-curricular activities. Non-credit intrinsic motivation for the topic and obligatory courses enter into a conflict – which is a difficult situation since Danish students are supposed to finish their study programmes within a certain amount of time in order to continue receiving financial support. So giving students the opportunity to work in their own entrepreneurship projects and receiving credit for this could additionally increase the number of students who pick EE courses.

Evaluation of courses and programmes

Officially the evaluation of EE courses and programmes at SDU is a formalised process carried out by online feedback surveys. Since there is a low return rate, EE lecturers started to use *direct feedback* in the courses by asking e.g. “I like ...”, “I wish ...” and “I want ...” in the context of EE goals and outcomes. Students can write down their thoughts and feelings on cards, which are then collected and evaluated in a discussion round. Personal growth of the students is one goal. Interviewed students unanimously expressed their satisfaction with the EE courses that are offered.

1.3 Extra-curricular activities in entrepreneurship education

SDU offers a range of extra-curricular activities. The most important amongst them, i.e. the ones that attract most students, are mentioned below. The courses mentioned below address students of all faculties and disciplines. The examples represent courses that target different interest groups with different backgrounds, from business students to (medical) engineers. They contain different topics of EE at different stages of entrepreneurial expertise of the participants – reflecting that the SDU considers it to be important “to pick the students up where they are”. Thus the examples given also show the variety of SDU’s offerings in EE.

Other than curricular courses these extra-curricular events are directly related to generating business ideas and developing viable business models. Students attending these events show an intrinsic motivation for entrepreneurship and starting-up a business. Whereas “Venture Cup” and “Business Plan Camp” are events, where students are put into a competitive situation for the “best idea”, “Science Innovator” or “Designværk” mainly focus on the actual transfer from idea into business concept. This means that participants in those courses actually do have concrete business ideas and need support in commercialising them. One of the main events is the ‘Entrepreneurship Summer School Berlin’, which is a joint project between Danish and German universities and brings together international students from the participating universities in order to pitch, discuss and push forward their business concepts. Due to its very active and lively start-up scene, Berlin has proven to be a very nourishing environment for such work.

Other than curricular courses the extra-curricular courses are supposed to attract students who are intrinsically motivated to participate in EE // nascent entrepreneurs. They want to elaborate upon their actual business idea and develop proper business concepts. One of the advantages for them in taking part in these activities is that they are not only supported but also introduced into a helpful network of supporters.

Exhibit 2: Overview of extra-curricular EE activities at the University of Southern Denmark

No.	Name	Contents	Target group	Offered since [year]	No. of participants in [year]
1	Science Innovator	Understand concept development and commercialisation of research results	PhD students	2008	15
2	Venture Cup	Idea Challenge	Students, alumni	2012	50
3	Business Plan Camp	24h hours Workshop on Business Planning as preparation for Venture Cup	Students, alumni	2009	20
4	VIIS (Viden, Innovation, SME)	Foster innovation and cooperation between students and companies	Students, companies	2012	100
	Designværk	Put creative ideas into business context (workshop, homework, coaching)	Students and alumnae in creativity business	2011	50
6	European Summer School Berlin	Working with business ideas, get sparring and coaching from experts, company visits 1-week workshop	Students at SDU and German project partners	2012	30

1.4 Institutional aspects of entrepreneurship education

1.4.1 Organisational set-up and change

Measures for coordinating and integrating EE across the university

The SDU has a centralised but multi-layered approach to entrepreneurship education. First of all there is the Institute for Entrepreneurship and Relationship Management (IER) which covers research and studies within the broader field of entrepreneurship and within the Faculty of Social Science. It employs about 80 people (13 PhD students, 17 associate professors, eleven professors, 37 part-time lecturers, two post-docs, seven research assistants, the remainder administrative staff). The IER offers one specific entrepreneurship Bachelor Programme “B.Sc. in Economics and Business Administration – Entrepreneurship and Innovation” (in Danish only) and one specific Master programme “M.Sc. in Economics and Business Administration – Strategic Entrepreneurship”. Currently there are approximately 90 B.Sc. students and 60 M.Sc. students (for more details see chapter 1.2.). As part of IER the Center for Entrepreneurship and Small Business Studies (CESFO) has been established where currently eight people are primarily doing research in the field of entrepreneurship. One of them being the Head of the Global Entrepreneurship Monitor Denmark and thus doing intensive research on entrepreneurial activity and its potential in Denmark.

On top of this in 2005 the IDEA Entrepreneurship Centre (IDEA) was founded by the Danish Ministry of Education. It is a cross-campus and cross-faculty centre aiming at the promotion of entrepreneurship education and training and can thus be seen as the mechanism enabling entrepreneurship education at SDU. Besides IDEA there is “SDU Business” whose main task is the knowledge transfer and thus the networking with external partners. Sometimes competencies from IDEA and SDU Business overlap.

The implementation of new EE courses in existing study lines is handled rather flexibly depending on the gatekeepers in the individual disciplines. There are no bureaucratic barriers.

1.4.2 Laws, statutes and codes

Incentives for staff to engage in or support entrepreneurship education

There is no planned extra motivation incentive for staff members to engage with entrepreneurship education beyond the overall strategic aim of the Ministry for Higher Education. Those staff members involved in EE as teachers across the faculties mostly participate on the basis of their own intrinsic motivation – they are called “ildsjæle”, people who burn for their interests.

Incentives for other stakeholders contributing to entrepreneurship education

Since SDU is a major provider of highly qualified employees for regional companies a range of external stakeholders also engage in EE on behalf of their own interests. Often they are involved in case based teaching scenarios where students work on their individual problems. Thus the incentive to cooperate with SDU is to get new and/or innovative impulses to their companies.

1.4.3 Mindsets and attitudes

Raising awareness for the importance of entrepreneurship

SDU focuses strategically on giving their students an entrepreneurial profile. Thus the implementation of at least one curricular EE course in each line of study is one step in showing students and letting them experience how their deep knowledge can be transferred in to practical solutions for real life problems. It is even compulsory for all business students to take part in an introductory week, where they (often) for the first time come in touch with the term entrepreneurship and its broader perspective.

SDU pays high attention to the fact that entrepreneurship is more than just starting a business but more a certain way of thinking and behaviour which is solution oriented.

One significant factor in relation to entrepreneurial activity is self-efficacy. Entrepreneurial self-efficacy (ESE) plays a major role in the development of entrepreneurial intentions. Although the overall attitude of students towards entrepreneurship has not been measured, preliminary results about ESE among students do exist (Torben Bager, Formative Self-Efficacy Tests, 2013). ESE is higher among students of higher semesters (MSc) and among those who have participated in explicit EE courses. These results underline the necessity of EE in higher education to establish a sustainable culture of entrepreneurship.

Encouraging entrepreneurial behaviour

SDU encourages entrepreneurial behaviour through their innovative teaching methods and their special extra-curricular EE offers. Venture Cups, Idea Competitions and Summer Schools are designed to encourage and motivate students at all levels – also PhD students – to learn to think entrepreneurially in the sense of creating new value. With IDEA and SDU Erhverv (Business) the SDU has two Centres which can connect these entrepreneurial actors with external business partners – as potential employers, partners and customers. A slight growth in the numbers of students participating hints at the success of those initiatives.

1.5 Outreach to external stakeholders for entrepreneurship education

1.5.1 Types of relationships with external stakeholders

Since most of the organisation and training of educators is organised by IDEA this institution also manages and coordinates the external relationships in EE. For example if an EE educator from SDU needs a business contact for a case work, IDEA can provide them with this information.

Besides this, SDU and IDEA maintain within EE cooperation to a variety of projects with other (international) universities. The Interreg4a project SPICE (Student Programme for Innovation Culture and Entrepreneurship) is one recent example of international cooperation, where 5 Danish and German institutions collaborate on enabling and fostering on-campus start-up activity. The project organises joint EE courses and intensifies its cooperation with regional entrepreneurship facilitators to create a well-functioning entrepreneurship eco-system for students. By enhancing entrepreneurial

activity among students the project supports regional economic power and contributes to its innovation potential.

1.5.2 External stakeholders involved in entrepreneurship education

Incubators, accelerators, science parks and technology parks

The Danfoss Global Business Center (DGBC) was established in 2013 as part of the Institute for Border Region Studies at SDU in Sønderborg. Although its focus is on global business and B2B marketing it also touches upon entrepreneurship and EE as it is geared towards the “selection, testing and implementation of novel high-impact global business ideas through active knowledge exchange between businesses and academics”. The three pillars are joint projects with (regional) business, educating future employees and joint workshops and conferences for fostering the transfer of theory into practice.

1.5.3 International relationships

SDU and IDEA Entrepreneurship Center are part of a regional Interreg 4a project which produces and uses synergies between campuses on both sides of the border (German and Danish) to amplify the quantity and quality of EE offerings. Thus it is now possible to take into account the specific regional circumstances, the dependence of the regions Southern Denmark and Northern Germany on each other, and to face these needs with specific programmes that sensitise and motivate students to cross-border business. Alongside this one of SDU’s professors is the head of the Global Entrepreneurship Monitor Denmark (GEM) and thus part of a huge international network of entrepreneurship research and education.

1.6 Impact and lessons learned

1.6.1 Evaluating impacts of the entrepreneurship education approach

Overview of impact evaluation methods applied

SDU measures two indicators that can be used to assess the impact or potential impact of EE on the economy and society: students’ participation rates in EE and students’ entrepreneurial self-efficacy. Beyond this there is unfortunately no quantitative data about students’ entrepreneurial behaviour, start-ups in particular.

Students’ participation rates in EE courses

Since the foundation of the IDEA Entrepreneurship Center and the related emphasis on EE at SDU there has been a measurable impact on students’ **participation rates** in EE. The numbers of students participating in EE courses grew by 47% from 1,757 in 2012 to 2,588 in 2013. This means that almost 10% of all SDU students attended at least one EE course in this period. It also means that SDU reached its goal of increasing the annual rate of students participating in EE courses by 5% of the total number of participants.

Entrepreneurial self-efficacy of SDU students

Preliminary research about the development of **entrepreneurial self-efficacy (ESE)** in SDU students showed that EE courses have a positive impact on students' judgements about their entrepreneurial competencies. An SDU researcher developed and used an instrument for the measurement of ESE. He asked students about their competencies in creativity, planning and management, marshalling resources, human resource management, financial literacy and managing ambiguity. These competencies are part of a set that is generally used for measuring and predicting entrepreneurial competency and behaviour. The first survey in 2013 included 179 SDU Bachelor and Master students across different study areas.³ The overall ESE level was found to be highest among students in those study programmes which most clearly focus on entrepreneurship and innovation and on training entrepreneurial knowledge and competencies. These findings are in line with ESE research from other universities (see for example Kourilsky and Walstad 1998 who measured the changes of ESE before and after participating in EE).

Unfortunately the findings about ESE in SDU students cannot be statistically linked with their actual entrepreneurial behaviour, student start-ups in particular. The SDU does not collect and document data about student start-ups (Lone Toftild). However, anecdotal evidence suggests a positive impact of increased ESE on SDU students' entrepreneurial behaviour. According to an EE teacher, the example of SDU shows that EE can be seen as some sort of an overarching "umbrella education" that helps students from all areas to **transfer their knowledge into practice-oriented concepts**. The possibility of actively using theoretical knowledge in less abstract situations is a crucial factor for successful EE. Another teacher provided the example of two PhD students who invented a technological device for measuring bacteria in meat but had no idea how to introduce this idea as an actual product into a market. They received training and coaching throughout EE courses and could further develop their idea into a business concept.

In general, IDEA suggests long-term research on the impact of EE on economy (start-ups and innovation) and society (mindsets). IDEA organised a conference on measuring the impact of EE in February 2014, where self-efficacy measurement was presented as one method of making EE impacts tangible.

1.6.2 Lessons learned

Summary of lessons learned from this case

The SDU case offers several lessons learned:

(1) The **establishment of a central entity** like the IDEA Entrepreneurship Center that develops, organises and manages EE programmes **is helpful** when EE is supposed to be introduced and maintained across faculties. Some sort of an umbrella organisation increases the acceptance of EE courses implemented across all disciplines since it avoids potential conflicts of interest and competencies resulting in an image of "fighting over students". Hence IDEA and SDU Business maintain a close and open communication.

(2) SDU experience shows that it makes sense to **move entrepreneurship out of the pure business administration context** to make it more attractive for other disciplines and faculties to integrate EE courses in their curricula. Engineering or medicine students

³ Results of a second survey in 2014 were not yet available at the time of writing this case study.

might be discouraged by a pure business context, filled with questions concerning finance or strategy, as it does not meet their idea of realising an innovation or business idea. All engineering students now have to take at least one compulsory course related to EE.

(3) The centralised approach facilitates more or less **independent “train-the-trainer” programmes** for non-business educators and lecturers and supports the multiplication effect. Independent in this context means that providing multipliers does not rely on the individual departments but is outsourced to IDEA. EE is being viewed through an interdisciplinary lens and specialised knowledge is subordinate to EE. It is IDEA’s task to provide faculty staff with entrepreneurial competencies that they can transport to their students. They then can themselves put EE in to the right scientific context. In addition to this the trainers have access via IDEA to relevant ‘first-hand’ businesses, which can support making innovation processes more tangible.

(4) Teaching methods that **activate reflection processes** have shown to be effective in unleashing creative and innovative thinking and acting processes. Thus, and against the background of creating more interdisciplinary courses, the SDU example suggests shifting EE away from simple lecturing to more action-oriented education forms.

(5) Students have a desire to **transform extra-curricular programmes into curricular courses**. Due to the high workload of regular courses it is difficult for students to participate in extra-curricular EE courses since they entail extra work for which they are not credited.

(6) The lack of **solid long-term funding** (independent of third party co-funding) is a factor of insecurity for EE. Thus if entrepreneurship is to be integrated into a university’s strategy, solid and long-term funding for entrepreneurship centres like IDEA has to be granted and be considered in annual budgeting. In SDU’s case this means that SDU would need an extra amount of approximately 600,000 euro to put into EE (IDEA’s annual budget is approx. 1.000.000 euro, thereof 80% are externally funded). This large amount of money is difficult for universities to collect on an annual basis and underlines the importance of external funding.

Transferability to other universities

The SDU’s centralised approach of introducing entrepreneurship into its strategy as an interdisciplinary “umbrella education” is definitely transferable to other higher education institutions depending on their financial and organisational capacities.

One has to be aware that the establishment of an entrepreneurship centre like SDU’s IDEA centre requires considerable financial effort. The SDU does, however, clearly indicate the advantages of a superior institution like IDEA Entrepreneurship Centre. It facilitates better and more sustainable development, organisation and management as such institutions can supplement each faculty’s education programmes.

IDEA’s independence from regular curricular activities and requirements facilitates better internal and external cooperation and maintains the knowledge transfer between university and business. Cooperation between IDEA and other universities already exists and a tendency to establish similar entrepreneurship hotspots at these partnering institutions can be observed.

References

Research for this case study was conducted by Prof. Dr. Ilona Ebbers and M.Sc. Kirsten Mikkelsen, both employed at the University of Flensburg (Germany) on behalf of the study for supporting the entrepreneurial potential of higher education (sepHE). Sources and references used include desk research plus the following:

Interviews

- Torben Bager, Prof./ Director of Idea Entrepreneurship Center, 19.05.2014, Kolding
- Suna Løwe Nielsen, PhD/Lector, University of Southern Denmark, 19.05.2014, Kolding
- Lone Toftild, Coordinator/Head of Secretariate, IDEA Entrepreneurship Center, 22.05.2014, Flensburg
- Focus Group Students:
 - Kasper Lundsgaard, cand. merc./MSc Strategic Entrepreneurship
 - Ramona Scheibe, cand. merc./MSc Strategic Entrepreneurship
 - Kristian Aagaard, cand. merc. /MSc International Business
 - Jonas Midtgaard Pedersen, HA/BA Entreprenørskab og InnovationAll interviewed 26th May at SDU in Kolding.
- Proof reading: Torben Bager, Lone Toftild, Bodil Høeg (both IDEA).

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Annexes

Annex 1: EE courses at SDU in 2013

No.	Name	Contents	Target group	No. of participants in [2013]
1	Entrepreneurship and Design http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22419&print=1	Objective: To give students an introduction to the intersection between entrepreneurship and design.	BSc Economics & Business Administration – International Business, Design & Business Development Compulsory (Kolding)	31
2	Entrepreneurship and Leadership in Business Administration http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=23889	Objective: To provide an introduction to key concepts within the field of entrepreneurship.	BSc Economics & Business Administration – Entrepreneurship & Innovation Compulsory (Kolding)	38
3	Strategic Management of Growth Processes http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=23912	Objective: To enable students to understand and carry out analyses of growth processes in enterprises, so they can obtain knowledge of growth in relation to entrepreneurship and innovation.	BSc Economics & Business Administration – Entrepreneurship & Innovation Compulsory (Kolding)	16
4	Business Start-ups http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=23996	Objective: Students will gain skills to assess how practical considerations on the establishment of a business include the consideration of regulatory requirements to run a business responsibly.	BSc Economics & Business Administration – Entrepreneurship & Innovation, General Business Economics, International Business Elective (Kolding)	14
5	Business Development http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21425	Objective: The course builds on “Entrepreneurship & Management” and helps students to identify business opportunities for companies from a theoretical and empirical perspective.	BSc Economics & Business Administration – Entrepreneurship & Innovation Compulsory (Kolding)	26
6	Innovation and Project Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21677	Objective: To provide students with a fundamental understanding of both disciplines (innovation-management and project management) and, in particular, to understand project management from an innovation perspective.	BSc Economics & Business Administration – Entrepreneurship & Innovation Compulsory (Kolding)	22
7	Financing and Growth http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=23892	Objective: To enable students to understand the issues of funding and capital use, with focus on decisions in small and medium-sized enterprises and start-ups.	BSc Economics & Business Administration – International Business, Entrepreneurship & Innovation Compulsory (Kolding)	42

8	Development of Business Ideas http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24125	Objective: To provide students with knowledge about different theoretical perspectives on the development of business ideas.	MSc in Design Management Compulsory (Kolding)	46
9	Development of New Business Ideas http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=24058	Objective: To provide students with knowledge about different theoretical perspectives on the development of business ideas.	MSc Economics & Business Administration – International Business Development, Business Controlling, Management & Leadership Elective (Kolding)	2
10	Intra- and Entrepreneurship Theory and Policy http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=24037	Objective: The students will be able to work with intra-and entrepreneurship in different contexts and in different political environments.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration – International Business Development, Management & Leadership Elective (Kolding)	14
11	Idea Generation http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=24044	Objective: To introduce students to the topic of ideas and how creativity is an essential ingredient in any entrepreneurial process.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration – International Business Development, Management & Leadership Elective (Kolding)	12
12	International Business Development http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=24216	Objective: To give the students a thorough understanding of companies' global context, specifically focusing on the global process of change and business processes that affect the company's organisation, activities and their cooperative relations.	MSc Strategic Entrepreneurship, Management & Leadership, Business Controlling Elective MSc International Business Development Compulsory (Kolding)	48
13	Network, Resources and Entrepreneurship Strategy http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21704	Objective: Aims to get students acquainted with the difference between traditional and entrepreneurial management and the theories of the latter.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration – International Business Development, Management & Leadership Elective (Kolding)	30
14	Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21675	Objective: Aims to give students insight into different perspectives on innovation and the management of companies' innovative activities in the form of new products, services and process innovation, with special emphasis on the development process.	MSc Economics & Business Administration – International Business Development Compulsory MSc Economics & Business Administration – Management & Leadership, Business Controlling Elective (Kolding)	60

15	Methods of Idea Evaluation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21703	Objective: Aims to enable students to evaluate new business ideas with the use of scientific methodology.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration – International Business Development, Management & Leadership Elective (Kolding)	30
16	Internationalisation and Growth http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=24036	Objective: The students will have an increased understanding of internationalisation and growth in a global and inter- and multi cultural world. One of the key areas in the subject is to create a focus on the intersection of international business and entrepreneurship.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration – International Business Development, Management & Leadership Elective (Kolding)	18
17	Organizing and Entrepreneurship Facilitation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21720	Objective: Aims to enable students to understand the entrepreneurial process as organisational process from the establishment of a business for the creation of a stable organisation.	MSc Strategic Entrepreneurship Compulsory MSc Economics & Business Administration Elective (Kolding)	31
18	Doing Entrepreneurship Research	Objective: To enable students to connect science, methodological procedures and techniques in empirical studies of entrepreneurship.	MSc Strategic Entrepreneurship Elective (Kolding)	12
19	Entrepreneurship in Business Administration http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22578&print=1	Objective: To introduce students to the entrepreneurial process in a business perspective and to develop their methodological and scientific abilities through a case-based approach in the entrepreneurship field.	BSc Economics & Business Administration Compulsory (Sønderborg)	40
20	The Business Plan http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22615&print=1	Objective: To teach students tools to develop and implement a business plan.	MSc Economics & Business Administration – Business Relationship Management Elective (Sønderborg)	19
21	Entrepreneurship and Business Understanding http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22525	Objective: To enable students to understand and explain the fundamental business challenges associated with the development of new or existing businesses.	BSc Economics & Business Management – General Business Economics, International Business, Strategic Communication Compulsory (Odense)	272
22	Entrepreneurship and Small Business Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23106	Objective: Students will understand and can explain the basic business management-related challenges, which can occur in both existing and new companies, as well as those in the development phase.	BSc Economics & Business Administration – Business Management Compulsory (Odense)	73

23	Organisation of Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21424	Objective: Students can identify, understand, and explain key points concerning organisation of innovation processes.	MSc Economics & Business Administration – Management of Innovation Processes Compulsory Other MSc Profiles Elective (Odense)	39
24	New Market Development and Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21492	Objective: To give students an understanding of how the development of a product takes place in a complex interaction between the abilities of an organisation and the market's needs.	MSc Economics & Business Administration – International Business & Marketing Compulsory Other MSc Profiles Elective (Odense)	115
25	Business Development and Innovation Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22547	Objective: To prepare a professional “Business Plan” based on the participant's own business idea.	MSc Economics & Business Administration Elective (Odense)	98
26	Innovation and Change Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22802&print=1	Objective: To provide students insights into change-management and use this as a starting-point to understand innovation and how it can be brought forth in an enterprise.	MBA – Master of Business Administration Compulsory (Odense)	22
27	Intra- or Entrepreneurship http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22807&print=1	Objective: To provide insight into how existing firms can renew themselves through Intrapreneurship, and an understanding of how entrepreneurship, the process of creating a new company, is a precursor to this.	MBA – Master of Business Administration Elective (Odense)	10
28	Entrepreneurship http://www.sam.sdu.dk/study/fagbasen/admin/fagbesk_admin.shtml?fag_id=23515	Objective: To enable students to understand and work with the basic conceptual theories on intra- and entrepreneurship, innovation and ideas, and innovation management practices and methods.	BSc Economics & Business Administration – General Business Economics, Sports & Event Management Compulsory (Slagelse)	264
29	Entrepreneurial Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23855	Objective: The students will be able to interpret, compare, reflect and apply research-based theories of entrepreneurial management.	MSc Economics & Business Administration Elective (Slagelse)	15
30	Product Policy and Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22067	Objective: To give students an introduction to the theories and knowledge of the management of the company's innovative activities, with a particular focus on product development processes.	Diploma Marketing Management Compulsory (Slagelse)	38

31	Entrepreneurship http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23854&print=1	Objective: To give students the fundamental knowledge of business economics and the interaction between the two, especially in practice, with entrepreneurship as the focal point.	BSc Economics & Business Administration – General Business Economics, Sports & Event Management, Business Development Compulsory (Ebsjerg)	70
32	Innovation Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22150&print=1	Objective: To give students an understanding of innovation management at the operational level, and first and foremost, on the strategic level.	MSc Economics & Business Administration – Marketing & Innovation, Sports & Event Management, MSc Environmental & Resource Management Compulsory International Graduate Programme Elective (Ebsjerg)	52

Faculty of Humanities:

33	Innovation, Project Management and Team Building http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=16069	Objective: The student should be able to develop, analyze, and implement a business or a project idea; analyze the need and interest in this idea; develop and present a plan for implementation of the idea, which is analytically based on knowledge of innovation, entrepreneurship, project and team work.	Minor Subject – Organisational Communication Compulsory (Odense)	50
34	Innovation, Project Management and Team Building http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=16089	Objective: To formulate and refine a business or project idea and formulate a plan for the realisation of the idea into a business.	BA Arabic & Communication, Foreign Language & Communication Compulsory (Odense)	46
35	Innovation, Project Management and Team Building http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=16146	Objective: Introduction to innovation concepts and related concepts of entrepreneurship; the development of ideas and market analysis, such as project concepts, basic elements of project work and concepts of team cooperation, including cooperation in and around entrepreneurial and innovative development projects.	BA Corporate Communications – All Subject Areas Compulsory (Slagelse)	61
36	Innovation Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=15958	Objective: To give students an understanding of innovation management at the operational level, and first and foremost, on the strategic level.	MSc International Tourism & Leisure Management Compulsory (Esbjerg)	11

Faculty of Engineering

37	PDI – Innovation Strategy http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24203	Objective: Students learn to develop an understanding of how firms act strategically, and how their innovation strategy is linked to corporate strategy.	BSc Engineering – Product Development & Innovation Compulsory (Odense)	12
38	Experts in Teams http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23430	Objective: Students must learn to collaborate on the development of a business idea and to be able to analyze its commercial feasibility.	Compulsory for all BSc Engineering students (Odense)	260
39	Integrated Product Development 1 http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23013	Objective: Students must be able to carry out a development project with emphasis on idea and concept development.	Bachelor in Engineering – Integrated Design Compulsory (Odense)	66
40	Integrated Product Development 3 http://www.sdu.dk/Om_SDUF/akulteterne/Teknik/Ledelse_administration/Administration/Studieordninger_a/integdes_dipling/moduler_e13	Objective: Students must display through analysis, idea development and selection that a product idea can become a reality.	Bachelor in Engineering – Integrated Design Compulsory (Odense)	43
41	Entrepreneurship & Business Development http://www.sam.sdu.dk/study/fag/fag_tek.shtml?fag_id=4902&print=1	Objective: To provide students with the ability to describe innovation and entrepreneurship, and focus on creating a business plan.	Bachelor in Engineering – Manufacturing Elective (Odense)	17
42	Semester Theme 2 http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=20714	Objective: Students must aim to apply technical skills to create ideas and translate them.	Bachelor in Civil Engineering – Product Development & Innovation Compulsory (Odense)	36
43	PDI – Project 2 http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24259&lang=uk	Objective: Option B – To work with an own start-up business.	Master in Civil Engineering – Product Development & Innovation Compulsory (Odense)	27
44	Project 1 http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=20677&lang=uk	Objective: Option B – To work with an own start-up business.	Master in Civil Engineering – Product Development & Innovation Compulsory (Odense)	47
45	Open Innovation and New Markets http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24100&lang=uk	Objective: To provide insight into open innovation, inter-organisational relations and market analysis.	MSc Engineering – Product Development & Innovation Compulsory (Odense)	12
46	Product Development and Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=21681	Objective: To bring together all the key elements involved in the innovation process – the technological aspect of product development, innovation models and process development .	MSc Engineering – Product Development & Innovation Compulsory (Odense)	8

47	Globalisation and Entrepreneurship 1 – Business Establishment http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=20487	Objective: The course will include how opportunities in business start-ups and business models are defined and how sources of funding are identified.	MSc Engineering – Product Development & Innovation Compulsory (Odense)	31
48	Globalisation and Entrepreneurship 2 – The Globalisation of Markets http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24091&lang=uk	Objective: Students will have an understanding of the many complex issues involved in the globalisation process, with particular focus on businesses and consumer culture.	MSc Engineering – Product Development & Innovation Compulsory (Odense)	46
49	Globalisation and Entrepreneurship 3 – The Global Business Model http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24094&lang=uk	Objective: Students should be able to identify and combine internationalisation theories, models of globalisation, entrepreneurship and new digital business models.	MSc Engineering – Product Development & Innovation Compulsory (Odense)	26
50	Innovation and Entrepreneurship http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24149	Objective: Students should be able to work with idea generation techniques and evaluate ideas and models for the development and management of innovation, markets and competitor analysis in terms of feasibility options in a future market.	Bachelor in Engineering – Construction Engineering Compulsory (Odense)	8
51	Making Business http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23615	Objective: Students will acquire an insight into the development of a new business out of a newly developed product, navigation of technological and business related needs and preparation of prototypes.	BSc Engineering – Innovation & Business Compulsory (Sønderborg)	9
52	Dynamic of Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23615	Objective: Students will understand the complexity of interdisciplinary innovation, and how institutions have an impact on innovation processes.	BSc Engineering – Innovation & Business Compulsory (Sønderborg)	9
53	Innovation Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23615	Objective: To introduce the practical and theoretical aspects of innovation management to students.	BSc Engineering – Innovation & Business Compulsory (Sønderborg)	13
54	New Business Model http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23615	Objective: To describe key concepts and development of new business models.	BSc Engineering – Innovation & Business Elective (Sønderborg)	15
55	New Business Model II http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22503	Objective: Designed to introduce students to principles, methodology and tools related to the circular economy.	BSc Engineering – Innovation & Business Elective (Sønderborg)	15

56	Discover Innovation and Business http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=24175	Objective: To introduce students to the differences in scientific disciplines involved in innovation and business in theory and in practice.	BSc Engineering – Innovation & Business Compulsory (Sønderborg)	16
57	Technology in Use http://sdu.dk/Om_SDUFakulteterne/Teknik/Ledelse_administration/Administration/Studieordninger_a/ib_civbach/moduler_f13	Objective: Students will receive knowledge about technology in use, business plans, market analysis and product development processes.	BSc Engineering – Innovation & Business Compulsory (Sønderborg)	13
58	Participatory Innovation http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=22108	Objective: To introduce students to the theories and methods of user-driven innovation.	MSc Engineering – Innovation & Business MSc Information Technology – Product Design Compulsory (Sønderborg)	20
59	Open Innovation Management http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23269	Objective: To increase the student's knowledge, skills and competencies within theory and practice related to management of open innovation.	MSc Engineering – Innovation & Business Compulsory (Sønderborg)	9
60	Innovation of Technology and Business http://www.sam.sdu.dk/study/fagbasen/fagbesk.shtml?fag_id=23666	Objective: To give students an introduction to the topic of innovation management and technological innovation from a practical perspective.	MSc Engineering – Innovation & Business Compulsory (Sønderborg)	18

Faculty of Health Sciences

61	Entrepreneurship and Innovation http://static.sdu.dk/mediafiles//1/9/E/%7B19E10868-4ED3-4743-ABAF-81A7441765EB%7DStudieguide%20IIE%20Final%20E2013.pdf	Objective: Students will develop skills to identify, plan, evaluate and implement new commercial, public and social ideas aimed at customers/users within the sports and health professions.	BSc Sport & Health (Odense)	25
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Annex 2: MSc Entrepreneurship programme description



MSc in Economics and Business Administration – STRATEGIC ENTREPRENEURSHIP

This educational programme provides you with the ability to identify and create new business opportunities



➤ CARREER PROSPECTS

Strategic Entrepreneurship provides you with comprehensive theoretical and hands-on knowledge of entrepreneurship. The programme aims to provide you with the managerial capabilities needed to work in, develop and facilitate entrepreneurial activities in international contexts, by combining knowledge of entrepreneurship, business development and networks with an international perspective.

In particular, the programme focuses on the managerial role of facilitating three phases of the entrepreneurial process:

- Identifying and creating new business opportunities
- Assessing and evaluating entrepreneurial opportunities, and
- Organising to explore entrepreneurial opportunities

➤ TUITION FEES

EU and EEA citizens do not pay tuition fees. **Non-EU/EEA citizens** are required to pay tuition fee.

Master level: A full master degree equals 120 ECTS: EUR 17,000.00

➤ ENTRY REQUIREMENTS

For Non-EU/EEA citizens

The IELTS (or TOEFL) test is necessary if your first degree was taken outside the European Union, Scandinavia, Switzerland, USA, Australia, or New Zealand. An IELTS score of at least 6.5 or a TOEFL score of at least 575 paper based, at least 230 computer based and at least 88 internet based.

PLEASE NOTE: The University of Southern Denmark has access to the IELTS Verification Service; therefore we accept the IELTS test results/score in copy. TOEFL is only accepted in the original sent to the University of Southern Denmark directly from the test centre or the educational testing service (ETS) before application deadline.

EU/EEA citizens are also required to document their English skills either by the tests mentioned above or, by way of your secondary school diploma if you have acquired an upper intermediate level in English comparable to the Danish B level (min. 210 FULL hours at high school level).

Language requirements for EU/EEA, Nordic and Swiss citizens:

➔ www.sdu.dk/en/Uddannelse/Op-tagelse/English+language+requirement

➤ ENTRY REQUIREMENTS

- A degree of BSc in Economics and Business Administration gives the right to admission to the master programme.
- Applicants with a combined bachelor degree within Economics and Business Administration are qualified for admission to the master programme.

In order for a bachelor degree to be deemed as providing qualifications similar to those of the BSc programme, the bachelor programme must include 75 ECTS credits covering the disciplines within economics and business administration. This means that the following subjects of a certain standard and depth must be documented: 1) Microeconomics 2) Accounting and finance 3) Statistics and Methodology 4) Marketing and 5) Organization.

➤ APPLICATION DEADLINES

Starting 1 September 2013

- Non-EU/EEA citizens: 1 Feb 2013
- EU/EEA citizens: 1 Apr 2013

Starting 1 February 2014

- Non-EU/EEA citizens: 1 Aug 2013
- EU/EEA citizens: 1 Nov 2013



STUDENT

Sebrena Ewald
BSc Arts in Graphic Design,
now studying
STRATEGIC ENTREPRENEURSHIP

"The most interesting part for me is to learn how to grow my business globally. I expect with this education to be able to start and build many businesses. To be able to structure them in a way that I can manage; to grow very fast here in Europe and back home in the US."

MSc in Economics and Business Administration in Kolding • full time

► STRATEGIC ENTREPRENEURSHIP: Programme structure (120 ECTS)

4 th term The Master Thesis	MASTER THESIS 30 ECTS			
3 rd term Field Studies of Entrepreneurship	THE THREE OPTIONS SEMESTER Internship in a company/institution (Denmark or abroad) + additional course <i>or</i> Studies abroad (International partner university or another international university) <i>or</i> Studies at the University of Southern Denmark or another Danish University 30 ECTS			
2 nd term The Evaluation and Realisation of Entrepreneurial Opportunity	Network, Resources & Entrepreneurship Strategy 10 ECTS	Methods of Idea Evaluation 5 ECTS	Performance Measurements & Financial Planning 5 ECTS	Organisation & Entrepreneurship Facilitation 10 ECTS
1 st term The creation of Entrepre- neurial Opportunity	Intra- and Entrepreneurship Theory and Policy 10 ECTS	Internationalisation & Growth 10 ECTS		Project Management 5 ECTS
				Idea Generation 5 ECTS

► PROFILE

 1st term

The Creation of Entrepreneurial Opportunity

The first term concentrates on the identification and creation of entrepreneurial opportunities, setting the stage for the remainder of the programme and focusing on entrepreneurial activity and innovation.

 2nd term

The Evaluation and Realisation of Entrepreneurial Opportunity

The second term focuses on the challenge of evaluating, utilising and facilitating entrepreneurial opportunities in new or existing firms.

 3rd term

Field Studies of Entrepreneurship

Internship in a company, or study abroad, or courses at the University of Southern Denmark.

 4th term

The Master Thesis

► PEDAGOGY AND COURSE EXAMPLE

We teach about and in entrepreneurial topics and processes. Teaching about theory, concepts and methodology is a must in any academic study, but the study of entrepreneurship also requires that students involve themselves in real life or simulated real life entrepreneurial processes.

An illustration: The 1st term Idea Generation course mixes lectures, discussion and group work. Students will experience and develop their own capability as creators of new ideas in social contexts. Moreover, in groups they will work as facilitators of idea generation processes in an innovation camp for bachelor students, thus learning by doing and reflecting.

Watch the movie:

"The choice of great opportunities"

👉 http://www.youtube.com/watch?v=jGP_TdQfp0s

► FURTHER INFORMATION

www.sdu.dk/erhvervsoekonomi/Kolding

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Uddannelsen er akkrediteret af Akkrediteringsrådet ACE.

Department of Entrepreneurship
and Relationship Management

University of Southern Denmark

Engstien 1, 6000 Kolding


STUDENT

Lasse Bønding

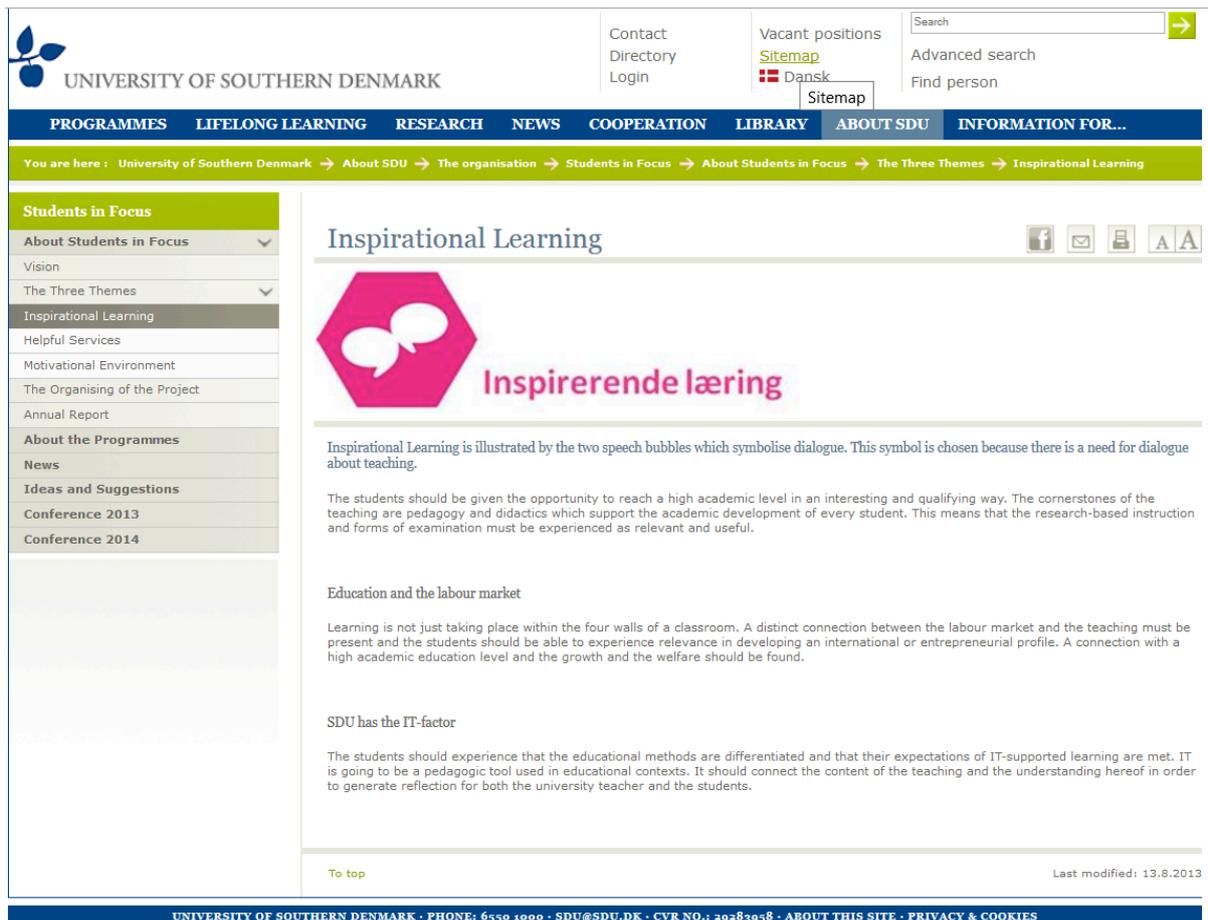
BSc International Sales & Marketing

Management, now studying

STRATEGIC ENTREPRENEURSHIP

"I chose Strategic Entrepreneurship because I wanted a theoretical basis for starting my own company. Our lectures reach the expected academic level and relate to praxis, just as I prefer. I give SE my warm recommendations to anyone who wish to develop their entrepreneurial capabilities and gain a structure for thinking through concrete opportunities."

Annex 3: Entrepreneurship within SDU's overall goal of strengthening its education profile through the project "Students in Focus"



The screenshot shows the website for the University of Southern Denmark. The header includes the university logo and name, navigation links (PROGRAMMES, LIFELONG LEARNING, RESEARCH, NEWS, COOPERATION, LIBRARY, ABOUT SDU, INFORMATION FOR...), and utility links (Contact, Directory, Login, Vacant positions, Sitemap, Dansk, Sitemap). A search bar is also present. The breadcrumb trail reads: University of Southern Denmark → About SDU → The organisation → Students in Focus → About Students in Focus → The Three Themes → Inspirational Learning. The left sidebar lists 'Students in Focus' and its sub-sections, with 'Inspirational Learning' selected. The main content area features the title 'Inspirational Learning' with social media icons, a pink hexagonal logo with two speech bubbles, and the text 'Inspirerende læring'. Below this, three paragraphs describe the concept: 1) 'Inspirational Learning is illustrated by the two speech bubbles which symbolise dialogue. This symbol is chosen because there is a need for dialogue about teaching.' 2) 'The students should be given the opportunity to reach a high academic level in an interesting and qualifying way. The cornerstones of the teaching are pedagogy and didactics which support the academic development of every student. This means that the research-based instruction and forms of examination must be experienced as relevant and useful.' 3) 'Education and the labour market' - 'Learning is not just taking place within the four walls of a classroom. A distinct connection between the labour market and the teaching must be present and the students should be able to experience relevance in developing an international or entrepreneurial profile. A connection with a high academic education level and the growth and the welfare should be found.' 4) 'SDU has the IT-factor' - 'The students should experience that the educational methods are differentiated and that their expectations of IT-supported learning are met. IT is going to be a pedagogic tool used in educational contexts. It should connect the content of the teaching and the understanding hereof in order to generate reflection for both the university teacher and the students.' The footer contains contact information and a copyright notice.

Source:

http://www.sdu.dk/en/Om_SDU/Organisationen/destuderendeicentrum/Om+De+studerende+i+centrum/Tre+m%C3%A5l/Inspirerende+l%C3%A6ring

Annex 4: Example of visibility of entrepreneurship education on Campus

