



EMA - Reflection on the pilot

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About this report

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Objective of this deliverable

The Course “EMA – Entrepreneurial mind in action in the digital age” are organised by the Ecosys4you project partnership (www.ecosys4you.eu) to establish connections between the Entrepreneurial Ecosystems in Ruhr, Germany, Varna, Bulgaria and Slovenia. Ecosys4you has received funding from the European Union's Horizon Europe research and innovation programme under Grant Agreement No. 101100432.

The objective is to develop classes **that foster an entrepreneurial mindset in participants with the potential to become entrepreneurs in the near future** and to educate/train teachers and online mentors (e-tutors) to run these classes. Private sector expertise, especially from the startups (and scale-ups) from all three regions, will be essential for the success of the joint classes. Entrepreneurs will contribute as guests and will give talks, for example, regarding their 'ventures' history, how to acquire funding in different stages of growth, and how to get from an idea to an opportunity on the market; they will coach them in developing solutions with the help of different tools/methods of fostering creativity and innovativeness. When developing the content of the joint classes, the specific needs of female entrepreneurs will be considered.

1 Introduction

The *Entrepreneurial Mind in Action (EMA)* course was developed under the Ecosys4you project to foster entrepreneurial skills among youth and encouraging cross-ecosystem collaboration. This report presents the implementation and outcomes of the first EMA pilot, conducted fully online during the Spring of 2025. The report structure follows the strategic and conceptual framework outlined in Deliverables D2.1 and D2.2.

2 EMA pilot overview

2.1 Programme structure

The EMA programme consists of three modules, delivered in English, each lasting four weeks and covering four weekly topics:

- **Module 1:** Seeds of Success – Entrepreneurial Fundamentals
(Entrepreneurship basics, core competencies, market analysis, legal and financial foundations)
(March 3 – March 30, 2025)
- **Module 2:** From Concept to Creation
(Ideation, design thinking, prototyping, presentation skills)
(April 1 – April 28, 2025)
- **Module 3:** Blueprint for Sustainable Success
(Sustainable business models, value propositions, business planning, pitching techniques)
(May 5 – June 1, 2025)

Figure 1 illustrates the overall EMA programme structure, demonstrating the progressive and thematic development of entrepreneurial competencies.

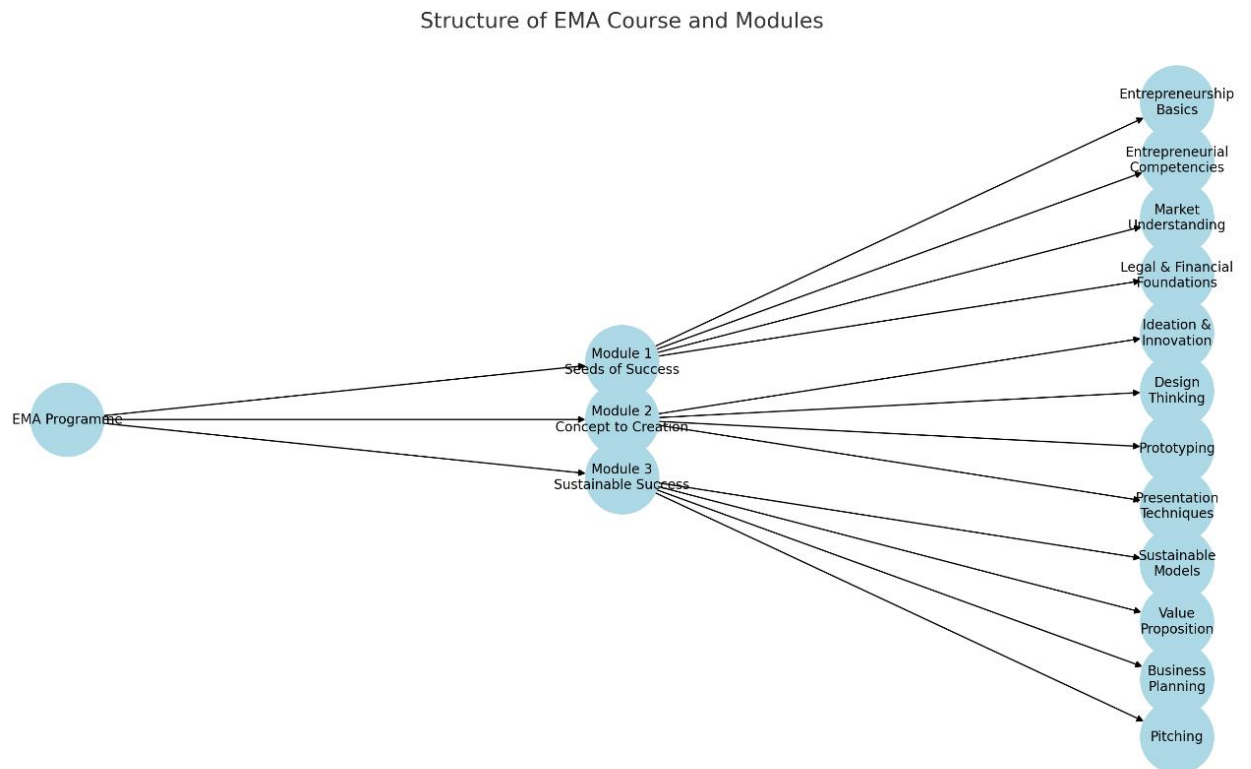


Figure 1. Structure of EMA Course and its modules

2.2 Modes of participation

Participants could choose between two learning modes:

- **Self-paced:** Independent learning with flexible scheduling; participants engaged in asynchronous activities, accessed webinar recordings, submitted assignments individually, and completed a final quiz.
- **Active participation:** Involved collaborative work in international teams using MS Teams, synchronous sessions, both individual and group assignments, final presentations/pitches, and completion of a final quiz.

2.2.1 Workflow for active participation

Figure 2 outlines the learning pathway for participants in the active mode:

1. Registration
2. Introductory onboarding session and toolkit
3. Team formation in MS Teams
4. Completion of individual tasks
5. Collaboration on team assignments

6. Attendance at webinars with instructors and guest entrepreneurs
7. Mentor feedback
8. Team presentation (pitch)
9. Final quiz
10. Certification upon successful completion

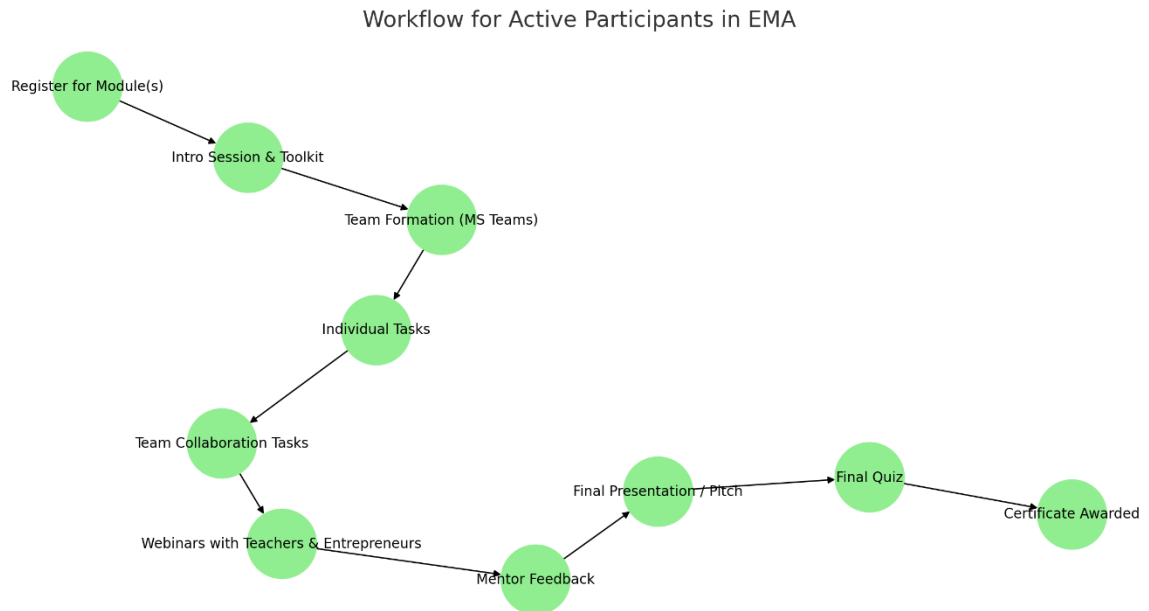


Figure 2. Workflow for active participation in EMA modules

2.2.2 Workflow for self-paced participation

Figure 3 presents the learning journey for participants who opted for the self-paced mode:

1. Registration for one or more modules
2. Introductory session and toolkit – orientation and learning resources
3. Asynchronous study at one's own pace
4. Optional assignment submission
5. Mentor feedback (available upon assignment submission)
6. Completion of the mandatory final quiz
7. Certification upon successful quiz completion

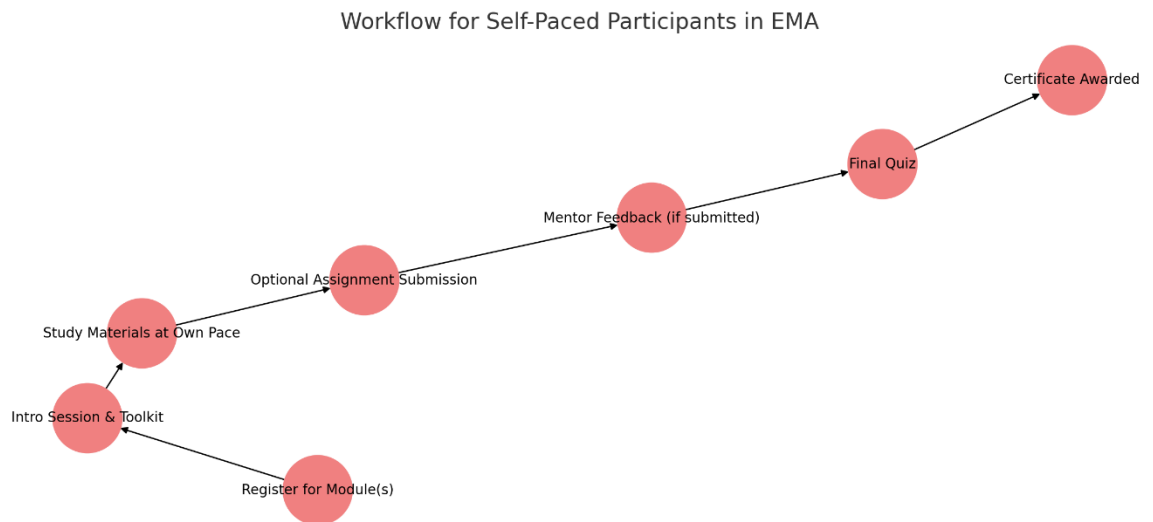


Figure 3. Workflow for self-paced participants in EMA modules

2.3 Implementation

The EMA pilot course was hosted entirely online using Blackboard Ultra, a Virtual Learning Environment (VLE) maintained by DOBA Business School. The VLE was configured by DOBA's technical team based on materials and input provided by the project partners.

The pilot implementation utilised both Blackboard Ultra and MS Teams.

The course was purposefully designed so that each module could stand on its own, allowing it to appeal to young people with different skills and interests along the entire entrepreneurial journey. Participants had the flexibility to enroll in individual modules or complete all three, with most choosing to attend more than one. This modular structure allowed them to tailor their learning experience according to their personal interests and goals. It led to the final number of registered participants: 77. Figure 4 shows the percentage of participants per country.

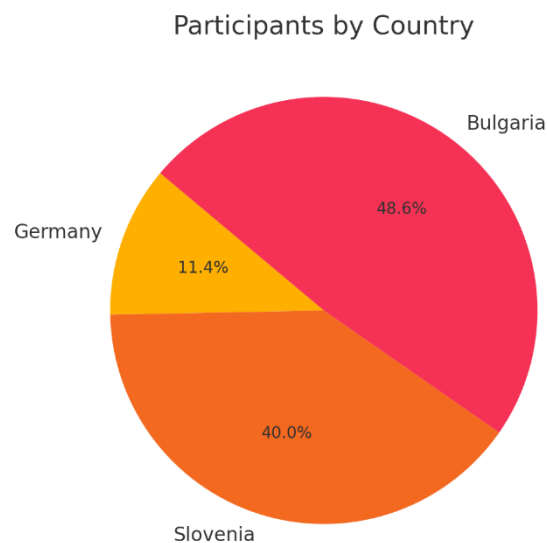


Figure 4. Participants by country

Enrollment by module:

- **Module 1:** 27 participants (19 self-paced, 8 active)
- **Module 2:** 25 participants (17 self-paced, 8 active)
- **Module 3:** 25 participants (18 self-paced, 7 active)

Teacher and online mentor training was delivered in January 2025 by the DOBA team and attended by representatives from all project partners. An Info Day and Introductory Session were held on February 21, 2025, and the session was recorded for future reference.

A comprehensive EMA Toolkit, along with user guides for navigating Blackboard Ultra, was prepared and distributed to all learners, online mentors, and instructors (in the VLE and sent by e-mails).

Figure 5 outlines the sequence of key activities:

- Teacher training in January 2025
- Info Day/Intro Session in February 2025
- Module delivery from March through June 2025

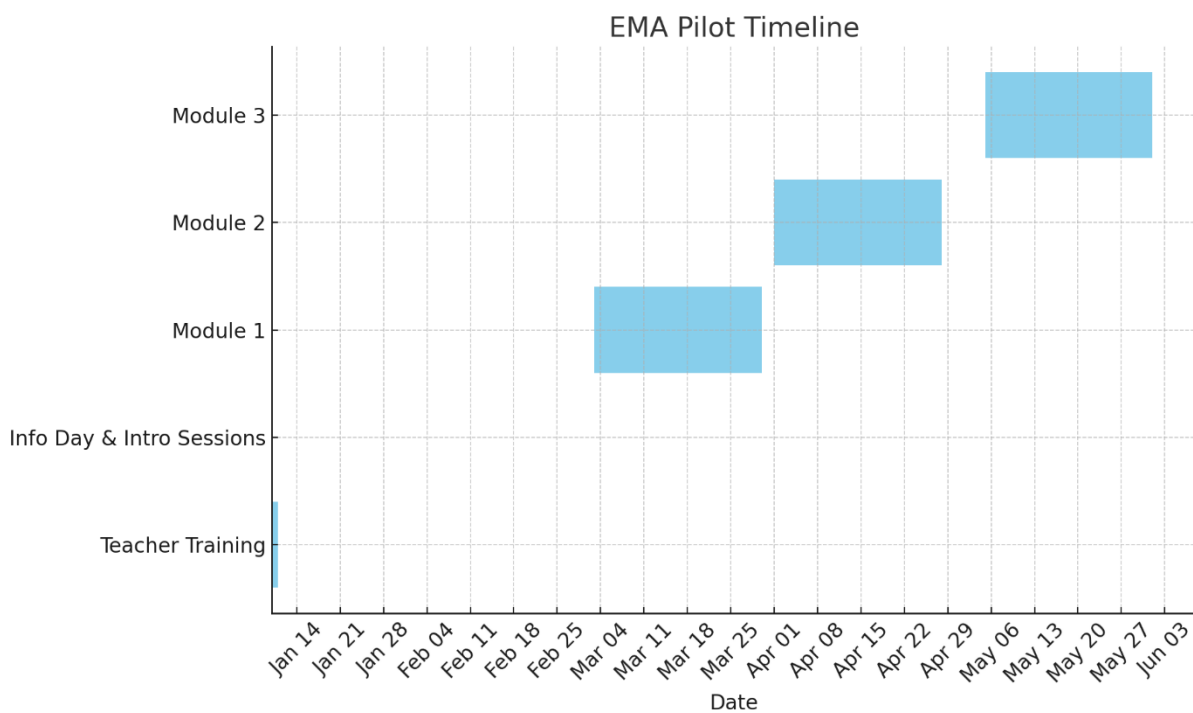


Figure 5. Timeline of the key activities and their sequence

3 Participation and engagement

3.1 Enrollment process

A promotional brochure inviting applications was prepared in January 2025 and disseminated by all project partners across their respective countries. Distribution channels include Facebook, Instagram, institutional websites, student and alumni databases, and the project's official webpage.

Enrollment for **Module 1** was time-limited, as detailed in the brochure. **Modules 2 and 3** allowed rolling registration until three days prior to the start of each module. Access to course content was granted to all registered participants accordingly.

The Info Day (February 21, 2025) was delivered synchronously and recorded for asynchronous viewing. Upon registration, all participants received access instructions, including:

- Login credentials for Blackboard Ultra (for non-DOBA students)
- The EMA Toolkit
- A recording of the Info Day
- A VLE user manual (Toolbook)

Extended registration deadlines for Modules 2 and 3 were implemented to accommodate varying academic calendars. The modular design enabled students to tailor their learning journey by selecting modules that best aligned with their interests.

Picture 1. Brochure – call for applications EMA, pilot 1

ECOSYS4YOU APPLICATION OPEN!

ECOSYS4YOU
Are you fascinated with entrepreneurship?
Do you want to know what it is to run your own company?
Are you eager to learn about the world of start-ups and how to turn your ideas into reality? Or are you looking for insights about developing an idea, managing your business, or scaling your company?
Then this free online program is for you!

ONLINE CLASSES
EMA – Entrepreneurial Mind in Action in the Digital Age fosters an entrepreneurial mindset in participants with the potential to become entrepreneurs in the near future.

MODULES
Module 1: Seeds of Success: Entrepreneurial Fundamentals: (March 3, 2025, - March 30, 2025).
Module 2: From concept to creation: (April 1, 2025 - April 28, 2025).
Module 3: Blueprint for Sustainable Success: May 5, 2025 - June 1, 2025.)

WHO CAN APPLY?
Young people interested in entrepreneurship, as well as young founders and students.
B1 English level is required.

JOIN US!
Applications are open:
Module 1: January 30 - February 10, 2025
Module 2: January 30 - March 10, 2025
Module 3: January 30 - April 10, 2025
Online classes:
You can choose one, two, or all three modules

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DOBA students accessed the course using their existing Blackboard credentials. Participants from Germany, Bulgaria, and other participants from Slovenia were provided with unique usernames and passwords to access selected EMA modules.

IT and academic support ensured timely enrolment and course access.

3.2 Learning modes

- **Self-paced mode** (54 participants, 68%): Learners progressed independently and submitted assignments at their discretion. Although not originally planned, mentor feedback was offered to self-paced learners, enhancing their experience and engagement.
- **Active mode** (23 participants, 32%): Participants engaged in real-time collaborative tasks, worked in international teams, and completed final presentations. They were supported by DOBA's 24/7 online mentoring model, which guaranteed feedback within 24 hours.

These participation patterns highlight the popularity of flexible learning and emphasise the importance of continuous mentor support, even for learners in the self-paced mode.

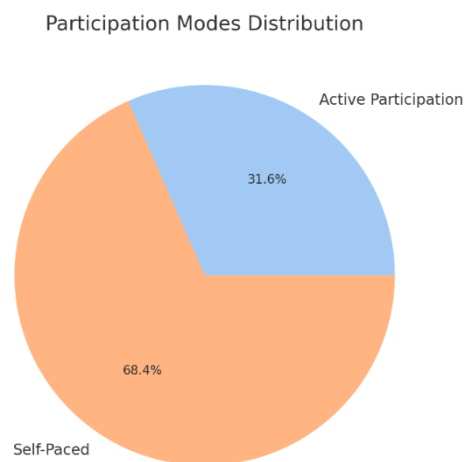


Figure 6. Participation modes distribution

4 Pedagogical and technological setup

4.1 Platforms

- **Blackboard Ultra:** Served as the central learning platform, hosting all course materials, webinars (live and recorded), assignment instructions, discussion forums, internal messaging, gradebooks, and assessments with detailed feedback.
- **MS Teams:** Used for live sessions and international team collaboration in active mode. Team Canvas was implemented at the beginning to foster team cohesion. The formation of teams within MS Teams was facilitated by the online mentor. The online mentor also actively participated on the platform by providing feedback and guidance related to team assignments, supporting students in their collaboration and task coordination.

4.2 Mentorship and mentoring report

4.2.1 Mentorship

An online mentor (e-tutor) from DOBA Business School was available to all students, offering prompt and consistent support. This support proved especially valuable for active participants, enabling them to build effective team dynamics and receive timely guidance. Before the start of each active week within a specific module, the online mentor used the Announcements section in the Blackboard platform to remind students of key tasks and important dates or deadlines for submitting individual assignments.

Self-paced learners, who demonstrated strong engagement overall, also benefited from on-demand support. The mentor's responsiveness helped learners overcome challenges and maintain their motivation.

Additionally, a DOBA teacher actively oversaw the implementation of the course. This teacher delivered most of the introductory and final webinars, facilitated sessions with guest speakers (for the introductory webinars of Modules 2 and 3) and entrepreneurs (for all modules), and monitored module progress and engagement levels.

Each project partner designated a teacher or tutor who was trained in January 2025. During the pilot, these educators observed and aided as needed, particularly for learners from their respective countries. They attended synchronous sessions and contributed to cross-border coordination. In future iterations, they are expected to assume a more active instructional role.

4.2.2 Mentoring report

The following are key reflections and insights from the mentoring experience during the EMA pilot programme:

The online mentor supported all participants - both in active and self-paced modules across the three EMA modules. Her responsibilities included:

- Facilitating teamwork and international collaboration
- Monitoring student progress
- Responding to queries in forums, messages, and MS Teams
- Providing feedback and assessments

Assisting learners with navigation and orientation in the Blackboard environment

Regularly posting announcements to highlight weekly goals, key deliverables, and deadlines

Encouraging students to actively participate in discussions and to reflect on their entrepreneurial learning journey

Key reflections and observations from the online mentor:

- Mentorship played a crucial role in both learning modes, although initial focus was placed more heavily on active participants.

- Self-paced learners required more support than expected, particularly in areas such as platform navigation, task comprehension, and motivation.
- Many students approached the mentor with technical questions, underscoring the need for clearly defined support channels.
- Timely feedback and personal interaction significantly boosted learner motivation and course completion.
- Several participants struggled with understanding the structure of modules and the certification process.
- Learners greatly appreciated personalised encouragement and the online mentor's efforts to maintain a human connection in an otherwise digital environment.
- The use of MS Teams proved especially valuable for international group coordination, and the online mentor played a key role in resolving misunderstandings and facilitating communication in multicultural teams.

Identified challenges:

- Lack of initial clarity regarding roles and expectations in both learning modes
- Limited interactivity in the self-paced mode, reducing engagement
- Difficulties in locating assignments and using forums in the VLE
- English language barriers that affected comprehension and task completion
- Occasionally, uneven participation in group tasks was observed.

Recommendations for improvement:

- Introduce a structured onboarding module prior to the official start of each EMA module
- Standardize communication channels and set clear expectations for response times (e.g., via forums, MS Teams, email)
- Assign dedicated online mentors for self-paced learners
- Clearly distinguish between technical support and academic/mentoring assistance from the outset
- Provide additional explanatory resources and support for complex topics such as finance and legal frameworks in entrepreneurship.
- Consider implementing short, weekly check-ins or surveys to identify learners at risk of disengagement.
- Organise brief, periodic drop-in sessions where self-paced learners can ask questions or share challenges in real time.
- Recommend translation tools or bilingual glossaries to help non-native English speakers better understand complex concepts.
- The mentoring component proved essential to the EMA pilot's success. Future implementations should expand and formalize the mentor's role across both learning modes to enhance learner satisfaction and programme effectiveness.

4.3 Resources and training

Comprehensive training sessions for teachers and online mentors were conducted in January 2025, ahead of the pilot launch. These sessions introduced the Virtual Learning Environment (Blackboard Ultra), including its structure and the navigation of course content and individual modules.

Learners were equipped with bilingual manuals, onboarding videos, and platform guides to ensure a smooth learning experience. Additional resources included module-specific orientation guides that outlined learning outcomes, expected activities, and assessment criteria.

5 Assessment and certification

5.1 Outcomes and ECTS

- Active mode: Participants who successfully completed each EMA module through active participation and passed the final quiz were awarded 6 ECTS credits per module.
- Self-paced mode: Participants who successfully complete a module independently and pass the final quiz receive 3 ECTS credits per module.
- The final quiz was mandatory in both modes for certification eligibility.

5.2 Certification results

A total of 30 certificates were issued for the completion of individual modules:

- **Module 1:** 13 certificates (8 self-paced, 5 active)
- **Module 2:** 9 certificates (4 self-paced, 5 active)
- **Module 3:** 8 certificates (3 self-paced, 5 active)

In addition, **8 participants** (5 active, 3 self-paced) completed **all three modules**, thereby finishing the full EMA programme.

They received an additional certificate for successfully completing the entire EMA course.

In summary:

- 30 certificates were awarded for individual module completions.
- An extra 8 certificates were awarded for completing the full EMA programme (on top of the 30 individual module certificates).

Participants without certificates:

Despite registering and checking into the programme, **47 participants did not complete the requirements** and therefore did not receive certificates.

5.3 Evaluation of modules - key highlights

5.3.1 Module 1 - Seeds of Success: Entrepreneurship basics, competencies, market understanding, legal/financial foundations

Key highlights:

- A notable number of self-paced students completed and submitted assignments, indicating greater engagement than initially anticipated. This suggests that flexible learning modes, when well-supported, can motivate independent learners.
- Grade distribution revealed two distinct groups: 6–8 students with highly successful submissions and over 20 students with very low or incomplete submissions. This polarisation indicates disparities in learner readiness, motivation, and possibly digital or linguistic competence.
- Despite some students being marked as “not started” in the system, many actively participated and submitted work, especially in the self-paced mode. The discrepancy highlights a need for improved tracking mechanisms that accurately reflect actual learner activity rather than system-generated statuses.

Additional observations:

- Active-mode participants benefited from more direct feedback, synchronous sessions, and peer interaction, which contributed to more consistent performance across the group.
- Some learners struggled particularly with assignments requiring legal or financial interpretation, suggesting a need for additional scaffolding or targeted resources in these areas.
- Learners appreciated practical tools such as business model canvases and entrepreneurial self-assessment activities, which enhanced personal relevance and engagement.

Completion rates and performance were positively influenced when an online mentor provided weekly reminders, contextual explanations, and motivation through the announcements and MS Teams.

Recommendation for reporting:

Rather than relying on the “Not started” system status or enrollment numbers, reporting should prioritise actual submissions and grade distribution as more accurate indicators of learner participation and performance, especially in flexible, modular learning formats.

5.3.2 Module 2 - *From Concept to Creation*: Ideation, Design Thinking, Prototyping, Presentation

Key highlights:

- Participation data in Module 2 presented a mixed picture: while submission rates were relatively low, learners who did engage demonstrated a high level of commitment and understanding.

- Three practical assignments—Idea Generation & Evaluation, Crazy Quilt – Prototype, and Pecha Kucha Presentation—received universally high marks, with all five submitting students achieving top scores (90–100%). This indicates strong motivation and skill among active participants.
- Blog and forum contributions (e.g., Innovation Types, Soul Searching, Reflection on Case Studies) showed more varied results. While most students performed well, a small number received low scores (0–9%), suggesting inconsistent preparation or partial engagement.
- Despite lower participation compared to Module 1, Module 2 showed consistently strong performance among those who engaged—particularly in creative and applied assignments which seemed to resonate more with learners than theoretical or discursive tasks.
- Some learners expressed uncertainty about expectations for open-ended assignments. Where clearer guidelines or examples were provided (e.g., in the Pecha Kucha task), performance improved significantly.
- The creative nature of Module 2 tasks (e.g., prototyping, storytelling through Pecha Kucha) appealed especially to students with stronger presentation and design skills, potentially creating a gap for those less confident in visual or performative expression.

Recommendation for reporting:

Provide sample submissions or annotated examples for each open-ended task (e.g., blog, prototype description, Pecha Kucha video) to reduce ambiguity and support students with less experience in creative or reflective assignments.

5.3.3 Module 3 - *Blueprint for Sustainable Success*: Sustainable Models, Value Proposition, Business Planning, Pitching

Key highlights:

- Module 3 was marked by outstanding consistency and performance quality.
- All learners who submitted tasks—both blog posts and team assignments—scored in the highest range (90–100%).
- Six students submitted blog entries, and five students participated in each of the four team assignments.
- Importantly, none of the submitted work received low scores (0–9%), unlike the earlier modules.
- This suggests that by the third module, engaged learners had a firm grasp of expectations and tools, enabling them to produce high-quality work.
- Tasks in this module emphasised synthesis, strategic thinking, and final deliverables—likely appealing to more experienced or committed learners. While total participation was lower, the quality of engagement was exceptionally high.
- The high performance in team assignments indicates effective collaboration, improved use of tools like Team Canvas and MS Teams, and a deeper understanding of entrepreneurship as a process.

- Lower participation compared to earlier modules may be due to increased task complexity, end-of-course fatigue, or external time constraints. However, those who continued demonstrated strong ownership and integration of entrepreneurial competencies.
- Learners were better at using feedback loops (online mentor comments, peer exchange) to refine their business ideas and value propositions.

Recommendation for reporting:

- Introduce key concepts of Module 3 (e.g., value proposition, sustainability logic, pitching) already in Module 1 or 2, allowing learners to build relevant skills earlier.
- Provide targeted communication between Modules 2 and 3 (e.g., “What to expect next,” video preview, learner testimonials) to sustain momentum and prepare for increased workload.

5.3.4 Comparative commentary: Modules 1-3

- A comparison of grade distributions across the three modules reveals a clear trajectory of improvement in both student performance and consistency of outcomes.
- **Module 1** had the highest number of submissions but also showed the greatest variance in performance. Many students scored at the lower end of the spectrum. This suggests a transitional phase during which learners were still adjusting to the platform, course expectations, and assignment formats. Notably, a significant gap existed between formal enrollment and actual engagement.
- **Module 2** experienced a decline in the number of submissions but a notable increase in score consistency. A smaller, more committed group of students completed high quality assignments, particularly in creative and applied tasks. However, some reflective activities still yielded low-performing submissions.
- **Module 3** achieved the most consistent and highest-quality results. All submitted work fell within the 90–100% score range, indicating a mature and well-prepared group of learners. By this stage, students had developed a clear understanding of expectations and demonstrated mastery of tools and content. Although participation numbers were lower, the quality of engagement reached its peak.

This progression reflects growing learner confidence, adaptation to the learning environment, and effective support mechanisms throughout the course.

6 Challenges and adaptations

Mentorship became essential for self-paced learners, leading to real-time support and flexible deadlines.

Initially, self-paced participants were expected to engage independently. However, many who activated their registration proceeded to complete all assignments and activities, though not always within the designated deadlines. This unexpected level of engagement required a more proactive mentoring approach than originally planned.

While these learners had enrolled in a self-directed format, their interaction with course content often mirrored that of active participants, excluding team-based assignments. A major challenge was the rigidity of fixed assignment deadlines, which did not align with the varying schedules and availability of self-paced learners.

To accommodate this, the following adjustments were made:

- *Submission timelines were made more flexible*
- *The online mentor provided continuous, individualised support*
- *Questions were addressed in real time*
- *Assignments were reviewed, and feedback was given on a rolling basis*

Furthermore, the course remained open until **June 15, 2025**, to allow all self-paced participants sufficient time to complete assignments and quizzes.

Lower engagement in the active mode highlighted the need for stronger motivational strategies.

Project partners recognised the importance of increasing motivation and enrollment among potential learners across all three ecosystems. To strengthen engagement, future recruitment efforts should emphasise the added value of the EMA programme -including its international and intercultural dimensions, exposure to diverse entrepreneurial ecosystems, and opportunities for cross-border collaboration and synergy-building.

Teamwork is a mandatory element of the active participation mode and requires adherence to deadlines for team assignments. Some participants, particularly those who were employed, faced challenges balancing professional responsibilities with academic requirements. Although all three ecosystems operate in nearly the same time zone (with Bulgaria at CET +1), scheduling meetings and collaborative work was not a major barrier. However, the **number of team assignments** should be reconsidered to maintain engagement and avoid overburdening participants.

To increase motivation and sustained participation - especially among self-paced learners - it is recommended to **incorporate gamification elements** such as completion badges, milestone certificates, or leaderboards that reward progress and visible achievement.

To **better support self-paced learners**, it is recommended to offer access to an **on-demand online mentor** who could be reached for short consultations or clarification sessions via MS Teams or a similar platform, ensuring timely and personalised guidance without compromising the flexibility of the learning mode.

English language barriers affected participation.

Language proficiency presented a challenge for learners across all partner countries. Simplifying materials and offering bilingual resources are strongly recommended for future iterations of the programme to enhance comprehension and reduce dropout rates.

Navigation difficulties in the VLE necessitated informal mentor intervention.

Although Blackboard (the VLE) is a user-friendly platform, some learners with limited prior experience in online learning still struggled. Despite the availability of the Info Day session and the VLE Toolbook, these resources were insufficient for some users.

As a result:

- *Participation in the Info Day will be made **mandatory***
- *A **dedicated Q&A session** will be added to address technical concerns before module launch*
- *In future iterations, a short digital readiness self-check could be embedded into the onboarding process to assess learners' comfort with essential tools and tailor support accordingly.*

7 Learners' feedback and evaluation

An online survey was conducted after each module to gather learner feedback.

Recurring themes from the evaluations included:

- *Collaboration*
- *Flexibility*
- *Pitching (as a practical and engaging activity)*

Learners evaluated the EMA programme based on the following dimensions:

Mentorship and support

Participants greatly appreciated the availability and responsiveness of online mentors across both active and self-paced modes. Many reported that timely feedback and personal encouragement significantly enhanced their learning progress and motivation.

Flexibility and adaptability

The flexibility of assignment deadlines and the willingness of mentors to support learners on an individual basis were consistently valued. This adaptability was especially critical for learners in self-paced mode, who needed to align their studies with personal and professional obligations.

Team collaboration

Active-mode participants highlighted the value of working in international teams, mutual support, and the opportunity to collaborate across cultural and time-zone boundaries. (Only Bulgarian learners encountered a slight time difference of +1 hour.)

Language as a challenge

Both learners and mentors acknowledged that English language proficiency was a barrier for some participants. However, most learners demonstrated improvement in their confidence and language skills over time, especially when supported with simplified instructions and encouraging feedback.

Engagement through real-life tasks

Assignments such as pitching, business modelling, and prototyping were highly appreciated. Learners found these tasks engaging, relevant, and beneficial for applying theoretical concepts in practical, creative contexts.

Platform usability

Several participants—particularly those in the self-paced mode—faced difficulties navigating Blackboard and locating course materials or submission points. In many cases, the online mentor stepped in informally to bridge these gaps and ensure learners stayed on track.

Personal growth and reflection

Numerous learners described the EMA experience as transformative. They reported increased confidence, a shift in entrepreneurial thinking, and significant personal development throughout the programme.

Theme representative quotes:

Mentorship:	"Your support helped us finish the task with confidence." – Team 1
Flexibility:	"Thanks for extending the deadline and understanding our situation." – Self-paced learner
Collaboration:	"I'm proud of our international teamwork." – Team 2
Language challenge:	"We struggled with instructions but improved with guidance." – Participant from team 1
Practical learning:	"The pitching task helped me apply what I learned." – Participant, self-paced learner

8 Conclusions and recommendations

8.1 Achievements

- Successfully delivered a **fully online, international entrepreneurship programme** comprising three modules, each four weeks in duration and accredited with **3 or 6 ECTS** depending on the learning mode.
- Developed and implemented a **responsive online mentorship system** for both self-paced and active learners.
- Achieved **strong learning outcomes** across both modes of participation, with evident progression in engagement and quality of submissions.

8.2 Recommendations

1. **Make onboarding sessions mandatory**, with recordings available for later viewing.
2. **Enhance mentor training** and provide **bilingual materials** to support learners with language barriers.
3. Break down larger tasks (e.g., prototyping or pitching) into smaller steps and provide annotated **examples or templates to reduce uncertainty** and cognitive load.

4. Introduce flexible mentorship options for self-paced learners by providing access to on-demand mentorship via MS Teams or similar platforms, ensuring timely support while maintaining learner autonomy.
5. **Increase synchronous components** in the active learning mode to strengthen engagement and team dynamics.
6. **Use gamification elements**, such as completion badges, milestone certificates, or leaderboards, to encourage progress and engagement, especially in the self-paced mode.
7. Clearly **communicate certification requirements** at the start of each module.
8. Utilize **automated progress tracking tools** in Blackboard to better monitor and support learner progress.

9 Annexes

9.1 Certificate samples (module 1, 2, 3 & course EMA)





9.2 Registration brochure, EMA pilot 2



ECOSYS4YOU

Are you fascinated with entrepreneurship?
Do you want to know what it is to run your own company?
Are you eager to learn about the world of start-ups and how to turn your ideas into reality? Or are you looking for insights about developing an idea, managing your business, or scaling your company?
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MODULES

Module 1: Seeds of Success: Entrepreneurial Fundamentals; (November 3, 2025 - November 30, 2025)
Module 2: From concept to creation; (December 1, 2025 - December 21, 2025. & January 5, 2026 - January 11, 2026)
Module 3: Blueprint for Sustainable Success; (January 12, 2026 - February 8, 2026.)



WHO CAN APPLY?

Young people interested in entrepreneurship, as well as young founders and students.
B1 English level is required.



Applications are open:

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