



This project has received funding from European Union's Horizon 2020 research and innovation programme under grant agreement N° 101005985

Social network tools and procedures for developing entrepreneurial skills in PhD programmes

D4.2 (WP4): prodPhD Online Training Environment

Responsible Partner: CIMNE

Contributor(s):



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Document Information Table

Contract number:	723360
Project acronym:	ProdPhD
Project Coordinator:	CIMNE
Document Responsible Partner:	CIMNE
Deliverable Type:	Other
Document Title:	prodPhD Online Training Environment
Document ID:	D4.2
Dissemination level:	Public
Filename:	D4.2
Status:	Final

Authoring & Review

Name	Role	Partner	Date	Comments
Clara García	WP leader	CIMNE	July 2022	NA
	External reviewer			

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EXECUTIVE SUMMARY

The purpose of this document is to provide the information to access to the framework of the prodPhD Online Training Environment, which has been developed to meet the specific requirements of the project.

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1. INTRODUCTION

The prodPhD Online Training Environment involves the different software components that have been designed and deployed based on the specifications defined from the outcomes of WP2. In order to fulfil these specifications, the Online Training Environment provides the required social network utilities and the tools to create the virtual community of the project with its own personality.



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2. ProdPhD Online Training Environment

The prodPhD home page includes the Online Training Environment access. The home page is available through the link:

https://www.scipedia.com?microsite_guid=246560

Profile Library My network Groups

prodPhD Project

Overview Publications Members Analytics

Social network tools and procedures for developing entrepreneurial skills in PhD programmes (ProdPhD)

Partners News

Online Training Environment

Open Access Repository

INFORMATION

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MEMBERS

ANALYTICS

Reputation score		10297
Publications		9
Views		51

It is acknowledged that entrepreneurship is nowadays a powerful driver of economic growth and job creation. Accordingly, the European Commission's Entrepreneurship 2020 Action Plan, adopted in 2013, states that EU economies need more entrepreneurs with higher levels of technical education to be more competitive and innovative. Besides, it identifies education as one of the three pillars for facilitating entrepreneurship, and recognises that universities must become more effective in supporting entrepreneurial activity. In fact, outside business schools and economic faculties, universities at large need to increase their offering of entrepreneurship education, as it may benefit not only business students, but also engineers, biological scientists, physical scientists, etc. In fact, in the context of this proposal, entrepreneurship is seen as a transversal competence that educators can use in any discipline to foster the entrepreneurial mind-sets and skills of their students. This proposal is also motivated by the conviction that the methodologies to stimulate future entrepreneurs can benefit from the new social networking and collaborative work technologies that have been already proved to be successful in other fields.

Figure 1: Home Page

The prodPhD project aims to demonstrate, through a pilot action, a training methodology based on social networks, which includes the necessary teaching guidelines and specific "learn by doing" materials for training in entrepreneurship.

A training module has been implemented in the prodPhD Online Training Environment. The Online Training Environment gives students access to the training materials selected to demonstrate the entrepreneurship learning in PhD programmes.



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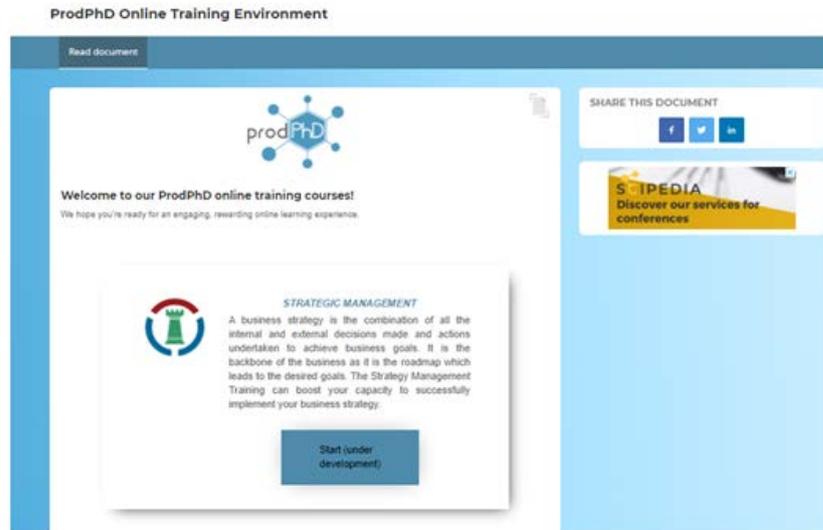


Figure 2: Online Training Environment

2.1. Digital Economy Module

This module aims to provide students with key concepts about digital economy, emphasizing on the information and communication technologies (ICT) impacts. The duration of this demonstrator is 4 hours. The Digital Economy module is composed by 4 chapters:

- Overview of the digital Economy
- Artificial Intelligence & Blockchain
- Digital technologies
- Big Data Analytics

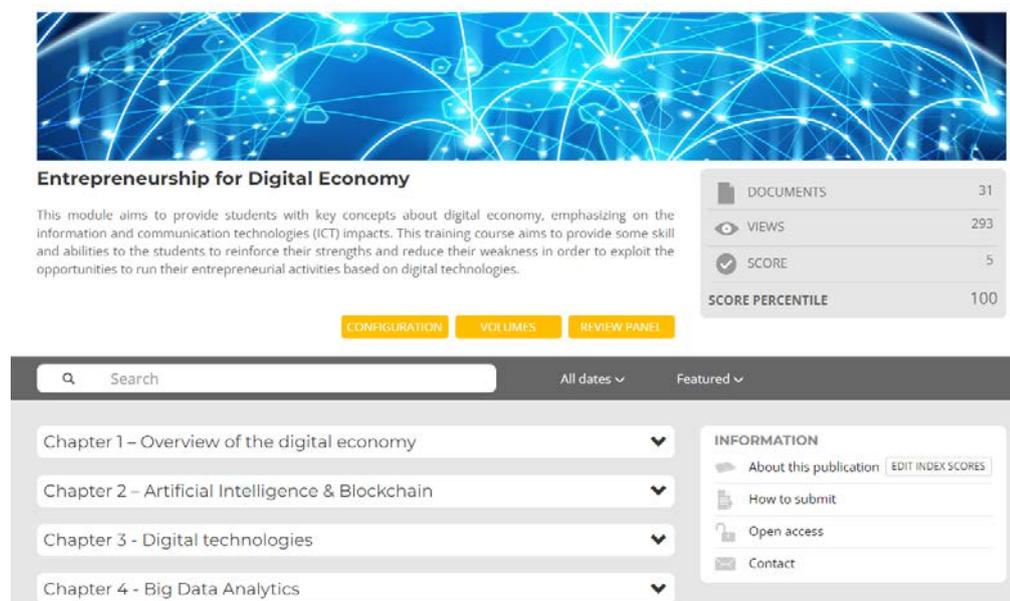


Figure 3: Entrepreneurship for Digital Economy



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The Digital Economy module is composed by 4 chapters, are made up by:

- Theoretical contents presented through videos, documents and references.

The screenshot shows a course page interface. At the top, there is a navigation bar with tabs: "Read document", "Discussion", "Wiki Editor", "Visual Editor", "Edit data", and "History". Below the navigation bar, there is a message with two upward-pointing arrows and the text "Don't forget to use the discussion forum". The main content area is titled "Introduction [edit]". Below the title is a video player showing a woman speaking. The video player has a progress bar at the bottom indicating "0:27 / 1:50". To the right of the video player, there is a red circular icon with a white document and a red circle containing the number "1". Below the video player, there is a section titled "Reading! [edit]" with the text "Answer key to the case study" and "Digital 2020 Global Digital Overview". Below the reading section, there is a section titled "Remember! [edit]" with a green and orange icon and the text "Here you are the dedicated discussion group. Use this framework to share your thoughts, comments and options. Create new discussion topics and start coworking!". At the bottom, there is a section with a yellow and white icon and the text "Internal messaging is a quick way to communicate and collaborate with coworkers. All the members of this course, both students and mentor, can communicate through the internal messaging."

Figure 4: Module videos, documents and references

- Quizzes, to test the knowledge learned.



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Quiz! - Digital Economy - Chapter 1 - Part 1.1 [edit]

- _____ is influenced by the service encounters (touchpoints) that together form the complex customer journey.
 - Customer experience
 - Parcel Lockers
 - Purchase stage
 - Technology
- Driven by consumers, the e-commerce surge stems from the final leg of the supply chain: the _____ where the order placement and the service encounter occur.
 - Consumer journey
 - Service touchpoint
 - Last-mile
 - Key variable
- _____ in the e-customer journey increases customer expectations.
 - Service innovation
 - Consumer innovation
 - Touchpoint innovation
 - Holistic consumer

Submit

Figure 5: Module quizzes

- Practical activities to strengthen knowledge.

Description [edit]

Realize a Case study based on the « Extended Monaco » case study previously presented. Find a similar example describing the implementation of 5G services in a specific country (e.g. Luxembourg, or South Korea). After an ad-hoc data collection, prepare a five-slide PPT describing your findings. You can add pictures or videos. References are imperative.

Extra information [edit]

<https://extendedmonaco.com/>

This is a collaborative task! [edit]

You must co-work with your partners in the current course:



Here you are the dedicated discussion group. Use this framework to share your thoughts, comments and options.

Create new discussion topics and start coworking!



Internal messaging is a quick way to communicate and collaborate with coworkers. All the members of this course, both students and mentor, can communicate through the internal messaging.



Work in the document in a collaborative way. Collaborative edition tools will allow fulfilling the solution to the practical activities including text, references, links, videos explaining the outcomes of the activity, etc.

Figure 6: Module case studies