

Entrepreneurship and Virtual Internship: Case Studies in an Erasmus Project

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Abstract

This research was conducted within the "Internship Model for Developing of Entrepreneurial skills to Higher Education Students ENTER.MODE" Erasmus Project. The aim was the development and implementation of a new internship model. The EntreComp represented the theoretical framework of reference. The main objectives were to: foster the achievement of entrepreneurial skills among students with different disciplinary background; develop the skills of faculty, university and corporate mentors to enhance entrepreneurship; develop an integrated model through an online serious game and an ad hoc community of practice, and design of learning monitoring processes. The challenge-based learning methodology was applied during three phases of the Enter.Mode internship: Engagement, Investigation and Action. The Project led to five outputs: a study

desk on current university internships; a new Model of eleven interconnected chapters; a Guide for Mentors; an online Serious Game incorporating learning analysis mechanisms, and the EnterMode Community of Practice.

The qualitative-quantitative impact of the project in Pegaso University showed: improvement in students' entrepreneurial skills; overcoming of financial, geographical and social barriers, guaranteeing an effective and democratic matching between students and companies; increase in national and international cooperation opportunities between universities and businesses; better feedback on the effectiveness of training with placement opportunities; the importance of mentors in the commitment and performance of the mentees; the flexibility of e-mentoring; the virtual modality is more sustainable and enables different skills. Input for future research is the application of the Model to traditional internships to compare results and verify the development in similar paths.

Keywords: internship, Erasmus, virtual, entrepreneurial skills, university