



WORK PACKAGE 4

Collaborative Learning Ecosystem with Industry and Academia

Activity Report

GreenEdAsia International Workshop | 20–24 April 2026 | Chiang Mai, Thailand



Reported by

Rajamangala University of Technology Lanna (RMUTL)

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1. Executive Summary

From 20 to 24 April 2026, Rajamangala University of Technology Lanna (RMUTL) hosted the Work Package 4 (WP4) international workshop under the GreenEdAsia Erasmus+ collaborative project. Themed 'Collaborative Learning Ecosystem with Industry and Academia', the five-day event brought together academic experts, researchers, and institutional partners from Finland (HAMK – Häme University of Applied Sciences) and Spain (University of Burgos) alongside Rajamangala University of Technology Lanna (RMUTL) as a host, Rajamangala University of Technology Thanyaburi (RMUTT), HCMC University of Technology and Engineering (HCM-UTE) and Dong Thap University (DThu).

The workshop centred on the Design-Based Education (DBE) model, combining hands-on teacher training, field visits to local industry and sustainability research sites, collaborative research workshops, and forward-planning for upcoming student challenge activities. RMUTL's role was not merely organisational but deeply programmatic: as the host institution, RMUTL served as a facilitator, ecosystem connector, and regional knowledge hub — bridging local communities, industry partners, and international academia.

Key outcomes of WP4 include the validated testing of the DBE model, strengthened institutional partnerships with local stakeholders, the presentation of partner-mapping results, and the co-design of a collaborative student challenge framework for subsequent implementation.



2. About GreenEdAsia and Work Package 4

2.1 GreenEdAsia Project

GreenEdAsia is an Erasmus+-supported international collaboration aimed at developing green competencies and sustainable innovation ecosystems across higher education institutions in Asia and Europe. The project supports Work-Integrated Learning (WIL), public-private partnerships, and challenge-based pedagogy as pathways toward environmentally responsible and community-focused graduate outcomes.

2.2 Work Package 4: Scope and Purpose

Work Package 4 (WP4) specifically focuses on creating and testing a Collaborative Learning Ecosystem that bridges industry, academia, and societal stakeholders. The core instrument of WP4 is the Design-Based Education (DBE) model — a pedagogical framework that foregrounds real-world problem solving, stakeholder co-creation, and iterative design processes.

The April 2026 workshop at RMUTL pursued the following objectives:

- Test and validate the DBE model through structured teacher training sessions facilitated by HAMK.
- Expose participants to authentic Northern Thai sustainability challenges, including zero-waste local industry practices and energy research.
- Facilitate collaborative research activities led by the University of Burgos (UBU).
- Map existing industry and societal partners and plan the upcoming student challenge.
- Strengthen long-term partnerships across the consortium's international network.

3. RMUTL as Host: Roles and Responsibilities

RMUTL's role in WP4 extended well beyond logistics management. The university acted as an ecosystem facilitator, a knowledge mediator, and a community bridge — functions that are central to the GreenEdAsia vision of place-based, community-engaged education.

3.1 Bridging Stakeholders

RMUTL leveraged its deep roots in Northern Thailand to connect international workshop participants with local communities, industry operators, and research institutions. This bridging function ensured that the DBE training sessions were anchored in authentic regional contexts, not abstract scenarios.

3.2 Curating Real Challenges

The workshop programme was built around real, region-specific challenges that RMUTL faculty selected through ongoing community engagement. These included issues of agricultural land-use policy, sustainable energy production, hill-tribe economic development, and zero-waste industrial practices. Each challenge embodied genuine tensions — between farming and forest conservation policy, between local innovation and traditional practices, between upstream and downstream water users.

3.3 Providing Cultural and Contextual Grounding

RMUTL staff ensured that all site visits and field engagements were contextualised within the cultural and administrative realities of the Lanna region. This included briefings on land-use restrictions, cultural norms, and the governance structures affecting local communities — helping international participants engage with challenge contexts meaningfully and respectfully.

3.4 Creating a Safe Exploratory Space

Consistent with Design Thinking and Living Lab methodologies, RMUTL designed the workshop to be a space of structured openness — where participants could explore uncertainty, challenge assumptions, and propose experimental ideas without the pressure of reaching a single 'correct' answer. This pedagogical environment reflected RMUTL's commitment to inquiry-based and innovation-centred education.



4. Teams

4.1 RMUTL Host Team

Assoc. Prof. Dr. Pracha Yeunyongkul Advisory Board / Vice President <i>RMUTL</i>	Asst. Prof. Dr. Supornphan Konchiab Quality Assurance <i>RMUTL Lecturer</i>
Asst. Prof. Dr. Rungnapha Khiewwijit Project Expertise <i>RMUTL Lecturer</i>	Assoc. Prof. Dr. Ronnachart Munsin Expert <i>RMUTL Lecturer</i>
Asst. Prof. Dr. Tarapong Karnjanaparichat Expert <i>RMUTL Lecturer</i>	Miss Sumana Sorathiwa Project Manager <i>RMUTL Lecturer</i>
Miss Tulaya Daroon Researcher <i>RMUTL Lecturer</i>	

4.2 International Expert Team

Ulla-Maija Knuutti Expert <i>HAMK – Häme University of Applied Sciences</i>	Anna Rantapero-Laine Expert <i>HAMK – Häme University of Applied Sciences</i>
Elena Carrión Expert <i>University of Burgos</i>	Celia Díaz Expert <i>University of Burgos</i>
Jesús Barrero Expert <i>University of Burgos</i>	

5. Workshop Programme

The WP4 workshop unfolded over five full days (20–24 April 2026), each with a distinct thematic focus that built cumulatively toward the final outcomes of DBE model validation and collaborative ecosystem planning.

Day 1 – Monday, 20 April 2026

Welcoming and DBE Training

Time	Session	Responsible	Location
08:30 – 09:00	Registration	Office of International Relations (OIR)	Innovation Room
09:00 – 09:30	Welcome Session	Assoc. Prof. Dr. Pracha Yeunyongkul	Innovation Room
09:30 – 09:50	Orientation, Participants' Introduction, Group Photo	HAMK	Innovation Room
09:50 – 10:00	Coffee Break	OIR	Innovation Room
10:00 – 12:00	Teacher Training: Testing the DBE Model	HAMK	Innovation Room
12:00 – 13:00	Lunch Break	OIR	Innovation Room
13:00 – 14:00	Teacher Training: Testing the DBE Model (continued)	HAMK	Innovation Room
14:00 – 16:00	Workshop Session	HAMK	Innovation Room
16:00 – 17:00	Campus Tour	RMUTL Students	Library, Co-Working Space, Labs, Faculties
17:00	Departure from RMUTL	—	—

Day 1 established the relational and conceptual foundation for the entire workshop. The formal welcome by Vice President Assoc. Prof. Dr. Pracha Yeunyongkul set the tone of institutional commitment, while HAMK's orientation and introductions fostered early cohesion among the international group. The afternoon DBE training sessions allowed participants to begin internalising the model through direct application.



Day 2 – Tuesday, 21 April 2026

DBE Training Continuation and UAC Biogas / ERDI CMU Visit

Time	Session	Responsible	Location
08:30 – 09:00	Registration	OIR	Innovation Room
09:00 – 09:50	Teacher Training: Testing the DBE Model	HAMK	Innovation Room
09:50 – 10:00	Coffee Break	OIR	Innovation Room
10:00 – 11:00	Teacher Training: Testing the DBE Model (continued)	HAMK	Innovation Room
11:00 – 12:00	Workshop Session	HAMK	Innovation Room
12:00 – 13:00	Lunch Break	OIR	Innovation Room
13:00 – 16:30	Visit to Energy Research and Development Institute (ERDI), Chiang Mai University	ERDI CMU	Mae Hia, Chiang Mai
18:30 – 21:00	Welcome Dinner – Khantoke Cultural Dinner	RMUTL Team	Khum Khan Toke

The afternoon field visit to the Energy Research and Development Institute (ERDI) at Chiang Mai University introduced participants to applied sustainability research in an active institutional setting. ERDI's work on biogas and renewable energy systems provided a concrete reference point for how academic research can directly serve community and industry needs — aligning closely with the WP4 focus on ecosystem-based learning. The Khantoke cultural dinner in the evening offered participants an immersive introduction to Lanna hospitality and cultural traditions.



Day 3 – Wednesday, 22 April 2026

Huai Hong Krai Royal Development Study Centre and Hill Tribe Cocoa

Time	Session	Responsible	Location
08:30	Departure from RMUTL / Accommodation	—	—
09:30 – 12:00	Visit to Huai Hong Khrai Royal Development Study Centre	Huai Hong Khrai RDSC	Doi Saket District, Chiang Mai
12:00 – 13:00	Lunch Break	Hill Tribe Cocoa Center	Hill Tribe Cocoa Center
13:00 – 16:00	Hill Tribe Cocoa Center: Zero-Waste Practices by Local Industry	Hill Tribe Cocoa Center	Choeng Doi, Doi Saket District
16:00 – 17:00	Departure from RMUTL	—	—

Day 3 represented the most immersive field experience of the workshop, taking participants into the landscape and communities that shape Northern Thailand's sustainability challenges. The Huai Hong Khrai Royal Development Study Centre, established under a royal initiative, showcases integrated development approaches that balance agricultural productivity, watershed management, and biodiversity conservation — precisely the kind of multi-stakeholder complexity that the DBE model is designed to engage.

The afternoon at the Hill Tribe Cocoa Center brought participants into direct contact with a local social enterprise employing zero-waste production principles. This visit demonstrated how indigenous community knowledge and sustainable innovation can be successfully combined — a model highly relevant to RMUTL's regional mission and to the GreenEdAsia agenda of fostering green competencies rooted in local context.



Day 4 – Thursday, 23 April 2026

Gallery Walk and Research Workshop

Time	Session	Responsible	Location
08:30 – 09:00	Registration	OIR	Innovation Room
09:00 – 09:50	Gallery Walk: Presentation of DBE Testing Results	HAMK	Innovation Room
09:50 – 10:00	Coffee Break	OIR	Innovation Room
10:00 – 12:00	Research Workshop	University of Burgos (UBU)	Innovation Room
12:00 – 13:00	Lunch Break	OIR	Innovation Room
13:00 – 15:00	Research Workshop (continued)	UBU	Innovation Room
15:00 – 16:00	Research Presentation	UBU	Innovation Room
16:00	Depart from RMUTL	—	—

Day 4 marked a pivotal transition from field immersion to reflective synthesis. The morning Gallery Walk gave participants the opportunity to present and discuss the DBE model testing results gathered across the preceding days, transforming individual observations into collective knowledge. The University of Burgos then led a full-day Research Workshop — a structured process for synthesising insights from the field visits and training sessions into research outputs and theoretical frameworks.



Day 5 – Friday, 24 April 2026

Mapping Existing Partners and Planning the Student Challenge

Time	Session	Responsible	Location
08:30 – 09:00	Registration	OIR	Innovation Room
09:00 – 10:00	Mapping Existing Industry/Societal Partners: Presentation of Results	RMUTL	Innovation Room
10:00 – 11:00	Creating Partnerships with Industry and Societal Partners	HAMK	Innovation Room
11:00 – 12:00	Organising a Collaborative Learning Ecosystem: Planning the Upcoming Student Challenge	HAMK	Innovation Room
12:00 – 13:00	Lunch Break	OIR	Innovation Room
13:00	Depart from RMUTL	—	—

The final day focused on forward-facing outcomes: translating the learning and relationships of the preceding days into actionable plans. RMUTL's presentation of existing industry and societal partner mappings provided a concrete basis for discussions about expanding and formalising the collaborative ecosystem while HCMUTE has over 20 partners and DThu has over 15 partners. RMUTT also has a profound partnership with Bang Sean Beach hotel as well. HAMK's sessions on partnership development and student challenge planning then carried these insights into the next phase of the GreenEdAsia project — the deployment of challenge-based learning with real student cohorts.

The closing lunch before departure gave participants an informal but important opportunity to reflect on the week's outcomes and affirm their ongoing commitment to the collaboration — a relational closure that is itself an important element of international partnership development.



6. Key Outcomes and Contributions

6.1 Validation of the DBE Model

The structured teacher training sessions led by HAMK across Days 1 and 2 provided a comprehensive, evidence-based test of the Design-Based Education model. Participants engaged with the model not only as theoretical content but as a lived pedagogical experience — learning by doing, discussing, and iterating. The Gallery Walk on Day 4 served as a culminating presentation of these testing results, enabling collective reflection and consolidation.

6.2 Local Industry and Community Engagement

The field visits to ERDI CMU and the Hill Tribe Cocoa Center were not incidental additions to the programme but central to WP4's ecosystem-building mission. By placing participants in direct contact with real stakeholders addressing real sustainability challenges, these visits grounded the workshop's pedagogical content in the lived realities of Northern Thailand. This approach embodies RMUTL's philosophy of 'realistic options, not ideal ones' — ensuring that academic outputs remain actionable within actual social, economic, and cultural constraints.

6.3 Research Workshop Outputs

The University of Burgos-led research workshop on Day 4 generated collaborative outputs connecting the field experience and DBE training to the broader GreenEdAsia research agenda. These outputs contribute to the academic dimension of the project and support eventual publication and dissemination activities.

6.4 Stakeholder Mapping and Partnership Planning

RMUTL's presentation of industry and societal partner mappings on Day 5 represented a significant practical contribution to the project's ecosystem development goals. The partner map provides a documented foundation for formalising relationships with local SMEs, community organisations, and governmental actors — a critical step toward embedding the student challenge within a live, real-world network.

6.5 Student Challenge Framework

The final planning sessions facilitated by HAMK produced an agreed framework for the upcoming student challenge — defining the scope, stakeholder roles, challenge parameters, and institutional responsibilities. This framework represents the culminating output of WP4's teacher-focused phase and the starting point for the student-facing phase of GreenEdAsia at RMUTL.

7. Closing Remarks

Work Package 4 of the GreenEdAsia project represents a milestone in GreenEdAsia's journey as an internationally connected, community-grounded, and pedagogically innovative university. The April 2026 workshop demonstrated that meaningful cross-border academic collaboration is possible not only at the level of research exchange but at the level of genuine co-creation: co-designing learning models, co-engaging local stakeholders, and co-building the institutional infrastructure for sustainable education.

RMUTL extends its sincere appreciation to all participants, particularly the expert teams from HAMK and the University of Burgos, whose expertise and engagement were central to the workshop's success. The university also thanks the team at ERDI CMU, the Hill Tribe Cocoa Center, and the Huai Hong Khrai Royal Development Study Centre for their generous hospitality and openness in sharing their work with the WP4 community.

Looking ahead, the outcomes of WP4 provide a strong foundation for the student challenge phase and for the continued development of a Collaborative Learning Ecosystem that is locally grounded, internationally connected, and genuinely transformative.



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