

## The Impact of CBE Projects at the University of the Basque Country (UPV/EHU)

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### Abstract:

Challenge-Based Education (CBE) has emerged as a vital approach in higher education, fostering practical, real-world problem-solving experiences for students. It promotes deep learning through collaboration, critical thinking, and innovation. This study aims to analyze the impact of CBE-based projects at the University of the Basque Country (UPV/EHU), focusing on the societal, academic, and teaching impact. Using a quantitative methodology, data were collected from 51 UPV/EHU lecturers involved in CBE projects through an online questionnaire. Results revealed a substantial societal impact, with over 80 stakeholders engaged across sectors like culture, health, and the environment. In academia, 40% of participants published their findings, predominantly through conferences. Additionally, CBE has been widely adopted within UPV/EHU, involving 17 faculties and more than 50 undergraduate and postgraduate programs across all academic levels. In conclusion, while CBE at UPV/EHU has significantly bridged the gap between academia and society, further efforts are necessary to increase the impact on academic outputs in peer-reviewed journals and to refine project implementation for greater long-term impact.

### Keywords:

Challenge Based Education (CBE), higher education, educational projects, innovation impact.