Universities have the potential, and the responsibility, to take on more ecological and relational approaches to facilitating learning-based change in times of interconnected socio-ecological crises such as those facing the climate and biodiversity. Signs for a transition towards these more regenerative approaches of higher education (RHE) that include more place-based, ecological, and relational, can already be found in niches across Europe (see for example the proliferation of education-based living labs, field labs, challenge labs). In this presentation, the results of a podcast-based study into the key design practices and barriers of such RHE as already practiced by educational trailblazers are shared. This includes seven design practices that when adjusted to local contexts, can allow higher education to connect through design-driven participatory action research, to the grand challenges of our times. These RHE-design practices are derived from twenty-six narrative-based podcasts as interviews recorded in the April through June 2021 period. The resulting podcast (The Regenerative Education Podcast) was published on all major streaming platforms from October 2021 and included 21 participants active in Dutch Universities, 1 in Sweden, 1 in Germany, 1 in France, and 3 primarily online. Each episode engages with a leading practitioner, professor, teacher, and/or activist that is trying to connect their educational practice to making the world a more equitable, sustainable, and regenerative place. The episodes ranged from 30 to 60 minutes in total length and included both English (14) and Dutch (12) interviews. These episodes were analyzed through Narrative of Transition Mapping. The results include seven design practices such as Cultivating Personal Transformations, Nurturing Ecosystems of Support, and Tackling Relevant and Urgent Transition Challenges, as well as a design tool that educational teams can use together with students and local agents in (re)designing their own RHE to connect their educational praxis at the WUR with transition challenges.