FROM EDUCATORS TO
ENTREPRENEURIAL
FACILITATORS

FEEF toolkit

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“FEEF
From Educators to Entrepreneurial Facilitators Toolkit”

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CONTENT

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About the FEEF project

The FEEF project (From Educators to Entrepreneurial Facilitators), led by NOVA University Lisbon together with the Santander International Entrepreneurship Center (CISE), the University of Cantabria (UC), the Universitá degli studi di Padova (UNI-PD) and the University College of Leuven - Limburg (UCLL), is a project that aims to contribute to strengthen the resources available to educators being able to reduce the gap between the Academia and the Business sector. These resources aim to help Educators to better mentor their students, by integrating Facilitation Techniques to support the students' self-knowledge process and the better understanding of the challenges the society faces and how they can contribute to solve thanks to their talent and studies.

The project wants to provide European educators with a state-of-the-art training program that will use entrepreneurial education tools and techniques to facilitate the creation of this ecosystem. An ecosystem full of knowledge and collaboration, of mutual reinforcement - between teachers, researchers, educators, business-oriented mentors and coaches - to provide them with the right skills to become facilitators. As facilitators they guide students through a self-discovery process of getting to know what they really want to do with their careers, being proactive to achieve their goals and fostering their employability, as well as being better prepared to face the current and future challenges and contributing to a more sustainable society.

This toolkit provides the educators with content and guidance to implement this entrepreneurial ecosystem in the classroom, together with resources such as the FEEF methodology and the FEEF MOOC.

Find more info about our project on our website.

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Glossary

To understand the goal of the FEEF project, it is necessary to set some definitions that will appear all through the project and the different resources, such as:

ENTRECOMP is the European Entrepreneurship Competence Framework. This is a key competence framework that describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning[1].

ENTREPRENEURIAL EDUCATION is one of the driving mechanisms to move from academic to applicable knowledge and developing future needed skills and focus on generating ideas which have value for others. While this might suggest a narrow economic or commercial purpose, this value also takes cultural and social forms. The potential of entrepreneurial education goes far beyond training for students intertiary colleges on how to start up a business.

ENTREPRENEURIAL SKILLS are the ability to identify and seize opportunities and to plan and manage creative processes that are of cultural, social or financial value. It requires a knowledge of contexts and opportunities, approaches to planning and management, ethical principles and self-awareness. It includes the skills of creativity (imagination, critical reflection, problem-solving), communication, mobilizing resources (people and things), and coping with uncertainty, ambiguity and risk. An entrepreneurial mind-set also includes the attitudes of self-efficacy, motivation and perseverance, and valuing the ideas of others. Having entrepreneurial skills implies making decisions based on information and knowledge and collaborating in an agile way with other people, with motivation, empathy and communication and negotiation skills, to put ideas into action by planning and managing sustainable projects of social, cultural and economic-financial value.

ENTREPRENEURSHIP is acting upon opportunities and ideas and transforming them into value for others. The value that is created can be financial, cultural, social or a combination of the previously mentioned.

[1] EntreComp: The Entrepreneurship Competence Framework). Luxembourg: Publications Office of the European Union, doi: 10.2767/405164 , 2018

FACILITATION TECHNIQUES stimulate learning through methods or resources, through analysis and experimentation to create an entrepreneurial environment of education and learning. These techniques encourage students' initiative, analytical skills and the achievement of objectives, thus contributing to the improvement of skills that will be useful in the labour market.

MENTORING is the practice whereby two people, a mentor and another person interested in developing a project, the mentee, commit themselves for a period to share their experiences with a specific objective: to contribute to the mentee's professional and project development.

SOFT SKILLS relate to how you work. According to Entrecomp, fifteen transversal and soft skills have been identified as key components for the development of an entrepreneurial mindset which are interrelated and interconnected and should be treated as part of a whole (self-awareness efficiency, adaptability, self-management, growth mindset, effective leadership, negotiating, cooperation with others, conflict management, empathic listening, giving & receiving feedback, communication, planning & management, creativity and problem solving)[2].

HARD SKILLS are those that are measurable and obtained through lifelong learning. They are quantifiable and are those that companies demand from workers as specific knowledge, such as knowledge in the use of certain programs, having a certain level of second language or having a specific qualification.

[2] 2016, EntreComp: The Entrepreneurship Competence

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The ENTRECOMP framework

The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset.

EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a free, flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting.

EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurships, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three.

Do you want to know more about the ENTRECOMP Framework?
Find what you are looking for here

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The FEEF methodology

WHY THIS METHODOLOGY?

The aim of this methodology is to be an asset to **educators** involved in developing and delivering entrepreneurial education in the four partner countries and beyond. The FEEF methodology aims at:

Increasing awareness of what entrepreneurial education must offer;	Enhancing and developing the professional competences needed in the design and delivery of entrepreneurial education through different subjects and learning settings.

TARGET AUDIENCE

The FEEF project focuses its activity on University Professors as they work directly with future entrepreneurs or company employees just before they enter the working life.

However, and since the main goal of the FEEF project is the improvement of students' skills so that they are better prepared to enter the labour market, FEEF resources can benefit teachers from other sectors, such as vocational training, but we can also take them to infant, primary and secondary education. It is not unreasonable to think that in these stages of the students' lives, since they are children, this kind of learning is very beneficial, not only for their future employment, but also as learning to function in society and in the environments in which they will gradually face decision-making, teamwork, among others.

LEARNING OUTCOMES

The learning outcomes were defined considering three main pillars that framed the development of FEEF project, namely: soft and entrepreneurial skills, mentoring skills and ecosystem interaction.

1. Soft and entrepreneurial skills
1. Understand the importance of Soft Skills and Entrepreneurial Skills in education/teaching.
2. Identify skills to improve in the educators through the self-assessment.
3. Apply it in class context with the introduction of the different facilitation techniques.
2. Mentorship skills
1. Understand the need to guide students through a mentoring process.
2. Identify and develop mentorship skills through the mentoring program.
3. Implement mentorship skills learned in the class.
3. Ecosystem interaction
1. Understand the importance of collaborating with industry to bring the real work environment closer to students.
2. Identify relevant industry partners that can improve the knowledge of the students.
3. Establish collaborative partnerships with industry to develop visits and training as facilitation techniques.

Go in depth in our methodology!

5

The FEEF MOOC

Our digital toolbox aims to support teachers in the use of facilitation tools and techniques, to help them to create enriching environments that complement their classes but also incentive and support students' engagement and educators. This MOOC is available on our platform and aims to promote self-training of the educators but also to be a comprehensive set of resources for the educators to use and adapt according to their needs.

The tool helps teachers and educators to make their teaching more inclusive, promote effective practice, improve the develoment of new competences, but also to gain entrepreneurial mindset.

It also provides awareness about the benefits of collaboration and coordination with mentorship networks and ecosystems, always seeking for the improvement of students' employability, but also personal development.

FEEF consortium partners have created this MOOC, which contains not only practical and pedagogical approaches for facilitation techniques, but also innovation and design thinking tools, entrepreneurial mindset, that will improve the educator's skills.

Find our MOOC here and try it!

https://lms.nau.edu.pt/courses/course-v1:NOVA+FEEF+2023_T2/course/

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The facilitation techniques

Facilitation techniques are participatory teaching methods in which students are part of the process rather than recipients. As opposed to traditional teaching methods, in which students are mere receivers of information, facilitation techniques challenge students to achieve curricular objectives through innovative curriculum design.

Facilitation techniques are an essential element in this project as they are the key for students to learn, acquire and develop the competences demanded by the labour market. Employers are looking for people with initiative, with the ability to work in teams, who are analytical, know how to plan and manage time, and the implementation of facilitation techniques in the classroom is an open door for students to become familiar with these entrepreneurial skills.

We can find numerous examples of facilitation techniques in the education sector, from which we have selected based on previous benchmarking analysis, focus groups and the methodology developed within this project and that we believe can have a more direct application together with the business sector and therefore be more efficient in the process of reducing the GAP between Academia and the Business sector which is the core of this project. However, feel free to explore other techniques and experiment with them. Here are just some examples to learn more:

https://www.authenticityconsulting.com/misc/facilitation-techniques.pdf

https://www.sessionlab.com/library

https://commonslibrary.org/facilitation-tools-and-techniques/

1 Collaborative Learning

Through collaborative learning students work in small groups to accomplish a common learning goal with the guidance of the teacher. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.

Cooperative learning strategies offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life. Students work together on academic tasks in small groups to help themselves and their teammates learn together.

Cooperative working students learn important entrepreneurial skills and assumption of responsibility that one cannot learn through lectures and traditional classes.

Teachers get the chance to work on core competencies and on students' communication and soft skills, which are valuable for students' success in life and work, integrating them in academic curricula. Cooperative learning exercises can be as simple as a five minute in class exercise or as complex as a project which crosses class periods. Therefore, cooperative learning can be easily integrated into curricula according to specific needs and availability.

Learning objectives:

- Improve social and interpersonal skills;
- Enhance critical thinking and problem-solving skills;
- Develop higher-order thinking skills;
- Increase engagement and motivation;
- Promote cultural awareness and diversity.

Now, we are going to focus on the main steps to consider when designing a cooperative learning classes or activities:

STEP 1:

Identify the learning objectives. Determine what you want your students to learn from the activity. This will help you design an activity that is relevant and meaningful for your students.

STEP 2:

Detection of opportunities, use of creativity, ethical and sustainable thinking, motivation and perseverance, financial literacy, mobilizing others, initiative, planning and management, dealing with uncertainty, cooperation, learning through experience "learning by doing".

STEP 3:

Select a suitable task. Choose a task that is challenging and requires students to work together to achieve a common goal. The task should be something that students can only accomplish by working collaboratively. Examples:

STEP 4:

Assign roles. Assign each student in the group a specific role or responsibility. This can help ensure that all students are actively engaged in the activity and that everyone has a clear understanding of their role.

STEP 5:

Give clear instructions. Clearly explain the task, objectives and expectations of the activity. Make sure learners understand what they are going to do and how they are supposed to do it. If the task takes several days, suggest that they invite a person from the business world to participate, they can present their work, ask for validation, get their feedback, etc.

STEP 6:

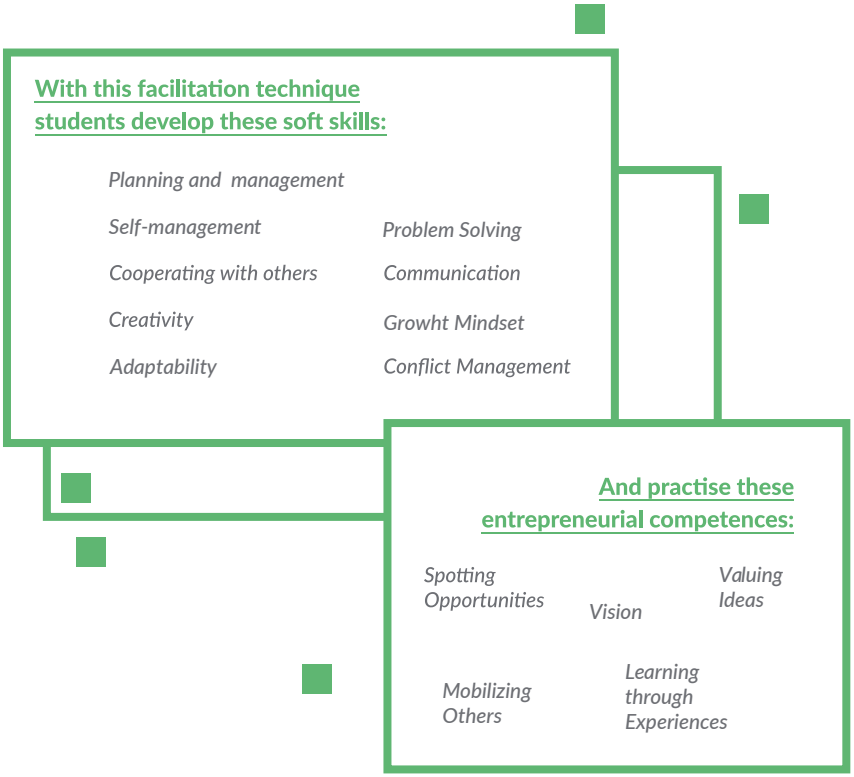
Monitor progress. Circulate around the room as students work on the activity to make sure that everyone is on task and to answer any questions that may arise.

STEP 7:

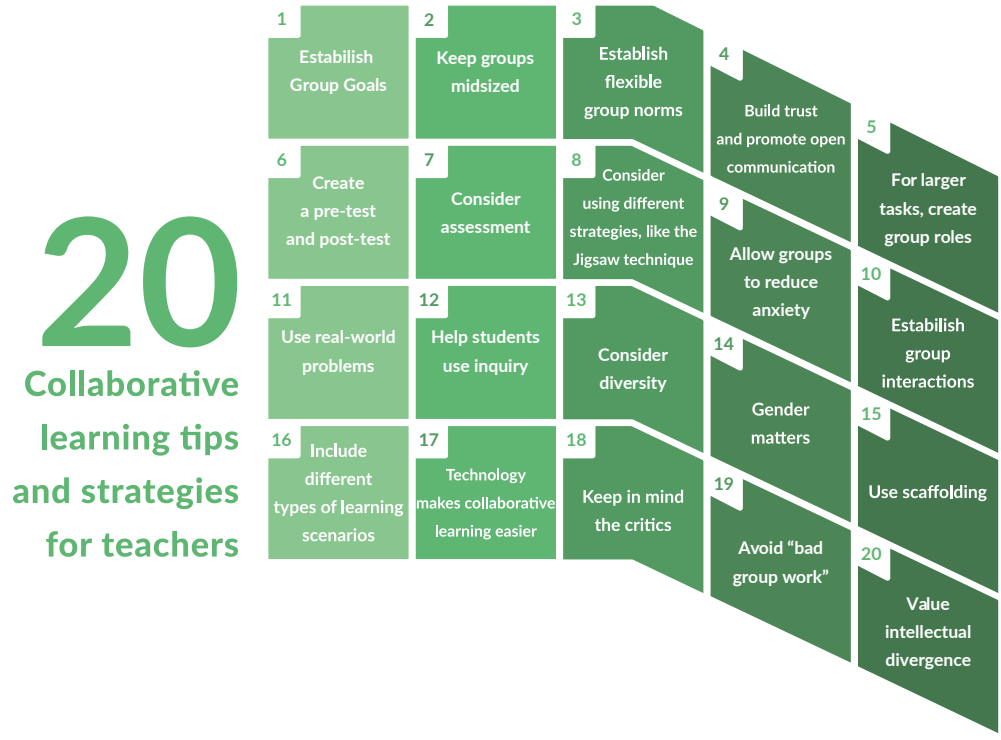
Provide feedback. Provide feedback to groups during and after the activity. This can help students understand how well they are working together and how they can improve their collaboration skills in the future.

STEP 8:

Debrief. After the activity is complete, lead a debriefing session where students can reflect on what they learned, how they worked together, and what they could do differently next time.



(Source: own elaboration)



(Source from https://www.teachthought.com)

2 BRAINSTORMING

Brainstorming is a technique to stimulate several creative ideas and solutions through a group discussion. The technique has been around for over 70 years and is still used today to engage students in solving a range of problems.

In short, it is a process wherein a group attempts to find a solution for the specific entrepreneurial problem by aggregating all the spontaneous opinions or suggestions given by each group member individually.

Brainstorming is an ideal tool for generating a large quantity of ideas within the group. However, for effective brainstorming sessions:

- Ideas should flow freely
- Aim for quantity, not quality of ideas
- Record every idea clearly
- Do not criticise or evaluate ideas in the session
- Consider an independent facilitator to the group
- In addition, the facilitator should also encourage the team to come up with several "off the wall" or "wacky" ideas.
- These can often stimulate the ideal solution.

Techniques vary but there is a general structure to follow when developing brainstorming sessions. After the problem or issue is presented, students are organized into groups to brainstorm all possible ideas which could solve the problem. Discussion of these ideas takes place after the brainstorming session ends, usually after a defined period. Each idea will be discussed and considered, some ideas will be eliminated, and a final list will be ranked for possible use as a solution toward solving the problem. It is important to plan the brainstorming session before implementing it in the classroom.

Learning objectives:

- Strengthening problem-based learning, students build on or develop higher order thinking skills
- Encouraging creative thought. Brainstorming encourages students to think creatively (out of the box)
- Encouraging learners to take risks in sharing their ideas and opinions
- Providing an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions.

IDEA: If the group is stuck, you could try 'Reverse Brainstorming'. Essentially, this facilitation method looks at the problem you are trying to resolve from a different angle. In summary, it considers the reverse of the problem you are trying to resolve at the time. For example, the group might look at 'how to improve business communication'. The reverse of this is 'how to make business communication worse'. Then, once you have the negative list, 'flip' each idea to turn it into a positive. As a result, Reverse Brainstorming can produce some thought-provoking ideas on improving issues.

STEP 1 - State the problem or issue:

Avoid preparing students by giving them the problem or issue—you do not want them to think about the topic beforehand. Brainstorming sessions are meant to be spontaneous and creative. Provide students with the problem/entrepreneurial challenge that is new to them and one that challenges their current level of knowledge on the topic. State the problem/challenge as a question, which is concise, and to the point. State it succinctly yet with loose enough to encourage more idea generation. A stated problem which is too succinct may be difficult to understand and one which is too limiting may restrict creative ideas. An impactful idea could be inviting representatives from the business community that launch a real business challenge. The same person could provide - during the same steps - his/her feedback about the feasibility in the real world of arisen ideas.

STEP 2 - Identify the roles of all students in the group:

Often one student acts as the group facilitator who records all generated ideas, encourages participation, prevents negative remarks, and watches the time. All other group members are to be collaborative, respectful, and cooperative.

STEP 3 -Explain the DOs and DON'Ts:

Stress that all ideas are welcome and even ideas which are perceived as "funny or silly," or "weird" can lead to creative solutions. Encourage a Little 'Crazy' – remember that many of the world's best inventions and creations came from a bizarre idea. Be open to exploring everything. During the session there is to be no criticism or evaluation of ideas which could inhibit contributions. Encourage the group to relax and be enthusiastic about the process. Everyone must participate, even those students who tend not to contribute to class discussions. All voices are to be heard and everyone must contribute ideas. Think of Ideas as Building Blocks – Nobody comes into a brainstorming session with the most perfect, affordable, useful and marketable idea or service in mind. Allow your brainstormers to build on each other's ideas – often, another person's idea is what sparks someone else's creativity. Many ideas can be combined and integrated to great effect. Allow the idea to develop organically wherever possible. No student can dominate the brainstorming session by shouting over the others or contributing with meaningless solutions. Encourage students to not delve on one idea for too long.

STEP 4 - Keep the group members manageable (8-12 people works well):

Generally, more people in a group can lead to more ideas being generated. However, it may be difficult to manage large groups in a classroom setting. Experiment to see what works well in your own courses. Too many people could intimidate those who tend not to participate from offering their ideas.

STEP 5 - Create a relaxed environment which is supplied with adequate workspace and material and free from distractions:

Provide necessary tables, chairs, paper and writing instruments, white board and markers, flip chart, etc. Visuals are a great addition to brainstorming meetings; this will help students to connect images to their ideas and build on the ideas of others. Ask students to refrain from annoying mannerisms such as leg swinging, gum chewing, and pen twirling which can interfere with other students' concentration. Announce that all cell phones and electronic devices should be turned off.

STEP 6 - Create heterogeneous groups:

Groups should consist of students who vary in experiences, backgrounds, knowledge and academic interests. A varied group of students will suggest more varied and unique ideas and suggestions.

STEP 7 - Rank the generated ideas and suggestions:

After the designated time frame is over, students should begin to evaluate and rank all the ideas generated during the brainstorming session. Suggest that students create a list of criteria used to evaluate the ideas. They should work toward a final list of 3 to 5 highly possible solutions to the problem. Criteria should be given scores, with 5 being a perfect score to 0 which would indicate that the idea does not meet any of the criteria. Sticky notes are helpful and can be moved when chunking and categorizing ideas. Criteria also can be established before the actual brainstorming begins.

STEP 8 - Review the brainstorming:

Review the brainstorming session: It is important to provide some form of follow-up to the brainstorming session as a sort of follow-through to support student effort. Even if their suggested solutions are not used, it's good practice to provide feedback. Thanking the students for their efforts will prove to them that their work is valued and encourage them to participate in a future brainstorming activity.

The final report should include the following elements:

1. Statement of the original problem or issue;
2. Criteria and scale used to evaluate the brainstorming ideas;
3. All ideas generated during the brainstorming session;
4. Criteria and rating scales used to evaluate the generated ideas;
5. Final rated items and their scores;
6. Relevant comments and further ideas provided by students during the rating process;
7. How final rated items are used (provide feedback with explanation if the final rated items are not used).

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Planning and management
- Creativity
- Adaptability
- Problem Solving
- Cooperating with others
- Self-management
- Communication
- Growht Mindset
- Conflict Management

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Vison
- Valuing Ideas
- Mobilizing Others
- Learning through Experiences

(Source: own elaboration)

RULES OF BRAINSTORMING

Defer Judgment

Creative spaces are judgment-free zones - they let ideas flow so people can build from each other's great ideas.

Encourage Wild Ideas

Embrace the most out-of-the-box notions. There's often not a whole lot of difference between outrageous and brilliant.

Build on the Ideas of Others

Try to use "and" instead of "but", it encourages positivity and inclusivity and leads to tons of ideas.

Stay Focused on the Topic

This can be difficult - especially with lots of creative people in a single room - but always think about the challenge topic and how to stay on track.

One Conversation at a Time

This can be difficult - especially with lots of creative people in a single room - but always think about the challenge topic and how to stay on track.

Be Visual

Use colored markers and Post-its.

Stick your ideas on the wall so others can visualize them.

Go for Quantity

Crank your ideas out quickly.
For any 60-minute session, you should try to generate 100 ideas.

(Source from https://www.ideou.com)

3 CASE STUDY

Case studies are typically short articles describing examples that illustrate key problems faced by contemporary business people or are used to introduce theories or topics related to the course. Case studies offer a student-centered approach to learning that asks students to identify, explore, and provide solutions to real-business problems by focusing on case-specific examples. This approach simulates real life practice in entrepreneurial education in that it illuminates the ongoing complexity of the problems being addressed. Students contributing to the case studies are making an authentic contribution to a deepening understanding of the complex challenges facing us in terms of entrepreneurship and business development.

Depending on the goal they are meant to fulfil, cases can be fact-driven and deductive where there is a correct answer, or they can be context driven where multiple solutions are possible.

Case studies help build critical thinking, creativity, team working and collaboration. Engaging students in teamwork is very important to stimulate acquisition of transversal skills, and group work should be promoted, even if some of them feel uncomfortable and prefer individual study. Students are in general happy to work on 'real cases': attention should be given to sense-making of the learning experience, therefore promoting self-reflection on implications of entrepreneurship for their professional life (not the 'external case').

To facilitate dynamic case discussions, teachers should provide ample information about the social context and identify entrepreneurship tools and concepts that would be appropriate for each of the protagonists to adopt, which teachers can elaborate on to enable students to grow their repertoire of entrepreneurial skills and apply them to their own businesses' idea. At this point, an added advantage can be to analyse a case from the local context and invite the entrepreneur, who can be the one to give this information to the students.

Case studies should include a variety of business industries and cover various entrepreneurial stages such as firm start-up, growth, and management. In this regard, case studies are chosen to address real-world issues that young entrepreneurs would face, such as a lack of financing, market access, opportunity recognition, and so on. Cases can be related to business stories that students already know something about so they can enjoy expressing their views on challenges the entrepreneurs faced or can be cases entirely new to students, so they are intrigued to identify opportunities for a new business.

Learning objectives:

- Engages students in research and reflective discussion;
- Encourages higher order thinking;
- Facilitates creative problem solving;
- Allows students to develop realistic solutions to complex problems;
- Develops students' ability to identify and distinguish between critical and extraneous factors;
- Enables students to apply previously acquired skills;
- Creates an opportunity for students to learn from one another.

STEP 1 - Preparation:

First, define which case(s) you will use. Identifying the case is very important, as there is a specific area that you should address. Take your time and explore/anticipate all potential bottlenecks in the discussion phase. Which are the key points the students should discuss? Which are the relevant areas of analysis?
Then, decide the extent of the work: How much time do you need to reach the expected learning outcomes? You can opt for a case-based short activity or include a problem-based learning activity in the process. How much time do you need to reach the expected learning outcomes? Finally, prepare tools for the case-study activity.

STEP 2 - Individual Studying:

Prepare guiding questions for individual studying to address your students to analyse the case. Individual analysis can be very successful or very unsuccessful depending on the understanding of the task by student. Be clear and formulate precise questions on the analysis area.

STEP 3 - Group Work:

Prepare guiding questions: What do I want students to analyse in the case? As for individual study, group discussions can be unsuccessful. Recall the topic under analysis and look at the working groups. Intervene only if you detect a difficulty in exchange and debate. Manage groups to stimulate collaboration and support them if they experience problems. On longer activities, devote some time every week to update on progress. On longer activities, provide feedback upon request, act if you detect major problems ('vanished' students, underperforming group, etc.)

STEP 4 - Class discussion:

Introduce and facilitate the discussion encouraging that everyone is getting involved, there are not any 'dominant' speaker to assure a focused and fruitful debate. To manage discussions, have a look at some tips from the Harvard Kennedy School [3] at the end

[2] https://ablconnect.harvard.edu/want-facilitate-case-study-your-class

of the time for discussion it could be critical to reach agreed conclusions, if there are opposite views on the problem – however, conclusions can also include both points of view (particularly on difficult problems) as happens in real life.

STEP 5 - Reflection:

Introduce a self-reflection exercise to stimulate reflection about students' development after the activity. Avoid 'what you have learnt' questions, and try to focus on sense making for the students regarding their personal and professional development. Optionally, you can also administer a set of questions to invite the student, individually and at home, to reflect on the same topic.

Case Study facilitation technique is very flexible and as a teacher you can decide as much time as you want to devote to it. In the following schemes you can find some practical examples:

HOW IT WORKS IN 3 HOURS

Phase	Activity	People	Average time
Preparation	Description or provision of the case	Teacher	30'
Individual Study	Analysis	Individual student	30'
Group discussion	Discussion	Small groups of students	30'
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60'
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30'

CONTINUES ON THE NEXT PAGE

HOW IT WORKS IN 10 HOURS

Phase	Activity	People	Average time
Preparation	Description (or provision) of the case(s) and of the task(s)	Teacher	30’
Individual Study (Outside the classroom)	Analysis	Individual student	30’
Group discussion (Outside the classroom)	Discussion and answering to questions	Small groups of students	7 - 7,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60’
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30’

HOW IT WORKS IN 15 HOURS – ADDING A PROBLEM TO ANSWER

Phase	Activity	People	Average time
Preparation	Description (or provision) of the case(s) and of the task(s)	Teacher	30’
Individual Study (Outside the classroom)	Analysis	Individual student	From 30’ to 60’
Group discussion (Outside the classroom)	Discussion and answering to questions; proposing solutions to the posed problem	Small groups of students	12 - 12,5 hours
Class discussion	Debate and (at the end) agreement on conclusions	All the students (the teacher moderates)	60’
Reflection	Reflection on the lessons learnt for personal and professional development	Teacher and the students	30’

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Planning and management
- Creativity
- Adaptability
- Problem Solving
- Cooperating with others
- Self-management
- Communication
- Growht Mindset
- Conflict Management

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Vison
- Valuing Ideas
- Mobilizing Others
- Learning through Experiences

(Source: own elaboration)

Case Study Tips

1. Thoroughly read the case and formulate own opinions before sharing ideas with others in the class.

   You must identify the problems on your own, and offer solutions and best alternatives alongside. Before the study converses, you need to form your own outline and course of action.

2. Focus on the three major parts of a case study considering the starting with a problem, outline different accessible solutions, offer predictable results that exhibit the results is an optimal solution for the problem.

3. Prepare to engage in data collection, collecting data in the field, carry out data evaluation and analysis to write the report.

(Source from https://ablconnect.harvard.edu/want-facilitate-case-study-your-class)

4 GAME BASED LEARNING

Game-based learning is an innovative technique focused on the incorporation of games as a teaching tool. It involves the use of digital or physical games to impart knowledge, skills and information to learners in an engaging and interactive way.

Game-based learning can be a useful tool for building a learning space in which learners could test experiential learning paths. In fact, serious and simulation games have had a significant effect on classroom education as well as on training programmes, increasing the learner's motivation, and enabling them to embark on engaging and challenging learning paths. Game-based learning help students prepare them for their future work environment by implementing real life and actual cases.

You can incorporate companies or institutions from the neigbourhood, so students recognize them. A good thing to use your local network.

The use of serious games is a useful instrument for boosting entrepreneurial attitudes, entrepreneurial intentions and entrepreneurial behavior. Moreover, the use of serious games is often integrated into blended educational models, thus creating an opportunity for teachers to explore their potential in specific parts of traditional learning paths.

Learning objectives:

- Teachers can engage their students more effectively and their attention is easier captured;
- Students improve their retention by being put at the center of their learning;
- Students improve their teamwork skills;
- Students improve their problem-solving skills and critical thinking.

Note that, if used independently by students, it can also promote autonomy and personalized learning, which would help students who need more repetitions to learn about a topic to apply as many times as wanted.

Nevertheless, it is very important to keep in mind that we are creating a learning experience and the learning objectives we want to fulfil with that serious game. To develop a game-based experience, we should:

STEP 1 - Keep in mind the learning outcomes!

Select the learning objectives you aim at achieving through the game. You will need to ensure your game helps your students achieve them, so you should always have them in mind.

STEP 2 - Choose the base game:

Select the game that will help your purposes best. Do some research to see which game would be more engaging, challenging and relevant in your situation.

STEP 3 - Set-up the rules:

Establish the game mechanics and rules that will govern your game. This will help the development of the game and ensure they also have fun during the game.

STEP 4 - Incorporate feedback and assessment:

Providing feedback and assessing the performance of your students is key for the success of game-based learning. Giving immediate feedback to their answers engages them and improves their learning.

STEP 5 - Revise your game:

Once you have designed your game, revise it until it fulfills your needs and helps your students accomplish the learning outcomes you have set up.

STEP 6 - Test it!

Before implementing your game-based learning activity, make sure everything is working as it should. If it is a digital tool, test it and check the feedback provided. Test the possible itineraries too (if there are more than one). You can consult with your school's mentoring network to test these resources. You can even create a gaming resource based on a local business success story.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Effective Leadership
- Negotiation
- Self-awareness Efficiency
- Empathic Listen
- Giving & Receiving Feedbacking

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Self-Awareness and Self-Efficacy
- Ethical and Sustainble Thinking
- Valuing Ideas
- Working with Others
- Spotting Opportunities
- Coping with Ambiguity
- Motivation and Perseverance
- Planning & Management

(Source: own elaboration)

Adapted from: Source from https://blog.commlabindia.com)

5 Inverted Classroom Or Flipped Classroom

Flipped learning (also called inverted learning) has transformed conventional in classroom learning activities into out-of-classroom activities and vice-versa. In this approach, students are responsible for their learning process, and new information is transmitted to them when they are out of the classroom. As the class time is not used to transfer knowledge, the students can be engaged in hands-on practices and activities.

The literature has reported the use of flipped learning in various disciplines including entrepreneurship education. According to these studies, flipped learning offers an interactive and dynamic learning environment and enables students to actively participate in the class activities and engage in the learning process. Therefore, shifting from traditional teacher-centred instruction to flipped classrooms, as one of the student-centered approaches, may positively influence students' engagement, attitudes, and academic performance.

Flipped learning also equips students with the knowledge and skills required in the real-world business environment enhancing learning and academic performance and fostering practical knowledge and communication, collaboration, critical thinking, and problem-solving skills.

In essence, "flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. Students encounter information before class, freeing class time for activities that involve higher order thinking.

In flipped classroom direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the teacher guides students as they apply concepts and engage creatively in the subject matter.

Flipped classrooms are becoming increasingly popular because it allows the students to progress at their own pace by watching lecture videos and reading chapters. The students can pause and rewind the lectures to grasp them better. The classroom is used as an interactive space where they can engage in interactive group discussion and other hands-on activities.

On the other hand, flipped classroom is just a concept. A complete flipped class model is a loop involving multiple processes and steps, which can be made effective with proper use of digital tools such as Learning Management System (LMS), eg. Moodle, pre-recorded lessons or inspirational videos like the ones available in Ted Ed.

The video lecture can be seen as a key ingredient of the lesson, but any learning material that provides sufficient self-explanation can be used. Flipped learning is an example of blended learning, a mix between traditional teaching in class and e-learning.

The major advantage of a flipped classroom is that class time can be used to foster a deeper understanding, or for enrichment activities. It also shifts the role of the teacher from that of a lecturer to that of a mentor, which results in a better learning experience for students.

At the beginning of a class, the teacher will already know what the students have learned, and he or she can then assess areas that require further exposure. This allows the teacher to work together with the class, focusing on those needs that require most learning.

Learning Objectives:

- To enable the improvement of educational interactions in the classroom, consequently optimizing the time at class university;
- To develop and strengthen independent and peer learning;
- To put the students at the center of the process by providing them with tools that allow them to deepen the topics, thus generating a richer and more stimulating context. The students are not only involved in the process and aware of the objectives but also in the evaluation;
- To promote the development of students' digital skills, their autonomy and ability to work with others, thus preparing them better for the world of work compared to traditional teaching.

Some of the benefits of a flipped classroom are:

- Flexibility
- Students can learn at their own pace
- Students take responsibility for their learning
- There are more opportunities for higher level learning (according to the taxonomy of Bloom)
- It does not waste time transferring information to students when that information is available to them in books or online
- Increased collaboration between students

Many teachers think that creating or finding sources for students to use outside of class is the most difficult part of implementing a flipped classroom. You can consult with your school's mentoring network to seek advice on these resources. However, most of the benefits of a flipped classroom depend on what happens in the classroom. That makes it necessary to first plan how you will use class time before you begin to look for resources for students to use at home. A flipped classroom model involves a lot of work by students outside of class. Students will resent this work if they do not see how it frees class time to do things that help them learn.

You can choose to use this method in all or some of your classes. Either way, you'll want to follow these steps:

STEP 1 - Planning your flip:

The material you select for your flip, and the way you conceive of the learning experience, will help guide the creation, assessment, and active learning steps. Undertake this step about four weeks before you teach date and select a chunk of about 20 minutes of lecture content for your first flip.

The following questions may help you identify teaching challenges in individual class sessions that might make good candidates for a first flipped class project:

- Goals for different use of class time;
- Are there class sessions where you always run out of time?;
- Are there active learning exercises (case discussions, simulations, debates, group work) that you wish to incorporate but can't fit in because of time constraints?;
- Managing heterogeneity;
- On what class concepts do the differences in background and preparation of your students create the biggest problems?;
- What material do you wish students could engage with at their own pace, or return to multiple times?;
- What component skills or background information do you wish students could be exposed to before engaging with more complex topics in class?;
- Taking advantage of digital;
- On what material would it be helpful to give students an opportunity to practice and get feedback?;
- Where might there be material in your class that would benefit from visualization – that would be more engaging or more understandable to students if it had more visual dimensions to it?;
- Challenging content material;
- What material in your courses do students particularly struggle with and why?;
- Do you teach topics that are emotionally, psychologically, or politically volatile,

where students having the chance to explore, vent, absorb and articulate their own and others' viewpoints prior to class would make class discussion more effective?;

- Student engagement;
- How can I include business related topics in the class that can be useful to reduce the GAP between academia and industry?
- On what materials have students been resistant, bored, or unmotivated to engage?;
- On what aspects of your course would it be helpful to surface and engage students' relevant prior knowledge and background?;
- Learning objectives for the online portion of your flipped class learning experience?;
- It may help to ask yourself: What do you wish all students were familiar with when they step into the room? Try to be specific. For example:
  - "I wish my students were familiar with tools for decision analysis" may be too broad.
  - "I wish my students could all build and solve a decision tree with 1-2 decision nodes, using expected values" is more helpful for an initial flipping project. You can cover the topic in ~20 minutes, assess it accurately, and build on it in class.

The learning objectives you identify will form the backbone of your flip. Think about how students will come to know/understand/be able to do each objective. This backwards design step will help ensure that the online materials you create directly connect to your more important instructional goals.
You can combine this facilitation technique with others such as "company visits" for example and have a discussion in the class on the learnings, the feedback and the industry perspective on a certain topic.

STEP 2 - Creating Your Flipped Class Content:

The next step is to create your flipped class content, often in the form of content videos and post this material online for students to access. This should happen about three weeks before your expected teach date, to leave time for the process of creation, and any learning curve around the tools you intend to use.
We suggest four potential methods for creating digital explanations of course content: slidedecks with narration; tablet writing; screencasting; and talking head video. These techniques use common office/home technology and a few pieces of software and can be "mixed and matched" or used independently. Best practices in multimedia and learning suggest chunking your lecture content into digestible parts. Research also suggests keeping video clips to 6 minutes or less.

STEP 3 - Gathering Data to Use in Teaching:

One of the most exciting aspects of the flipping approach is the opportunity to gather useful information via the digital content delivery method. By incorporating data collection, you are building a "window" into the online experiences of your students,

and this can help you to meet students exactly where they are. Think about data collection about two weeks before the teaching date for the flipped segment, to make sure you have time to work through the potential uses of the data. For example, if you suspect the data might show that students have difficulty with a certain concept, you might decide to work on some new teaching materials to cover that concept in class. We recommend a simple acronym as a guide for data collection, "USE," which stands for Understanding, Satisfaction, and Engagement. This is a blanket term for a measure of students' knowledge, skills, or opinions when they are engaging with the pre-class online materials you have created. To kickstart you're thinking about measures of understanding, refer to the accomplishment of the learning objectives you have previously set.

STEP 4 - Active Learning Strategies to Free Class Time:

The primary purpose of flipped class pedagogy is to make better use of class time. We suggest considering new in-class strategies to engage inactive learning about one week before the teach date for your flip. If the students gained basic knowledge outside of class, then they need to spend class time to promote deeper learning. Again, the activity will depend on the learning goals of the class and the culture of the discipline. The key is that students are using class time to deep into their understanding and increase their skills at using their new knowledge. Flipping your class frees up class time: how will you use this time?

CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS:

Choose a goal or topic to focus the activity	Look closely at your material and ask yourself some of the following questions	**a.** What is the most important content or learning goal and how might the activity support that? **b.** Are there existing materials (such as a lecture, assignment, or exam question) to base the activity on? **c.** Is there an important framework, model, or concept to reinforce? **d.** How will it be giving them practice thinking like an expert in the subject? **e.** What is most difficult? What gives students trouble? Are there exam questions students do poorly on? **f.** Is there a controversy in the material? Is there material that would make a good discussion? **g.** What could students work out on their own?

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Decide how students will engage with the material	The next step is to look at the material you've selected and decide how the students will interact with it. This is key for developing activities. Try to design it so all the students engage deeply with the content, not just a few	**a.** Consider your context. How many students are in your class? How many may require some accommodation? Will you have help administering the activity? How will this work in your classroom setting? If the students will work in groups, how large will those be and how will they be formed? **b.** What type of activity will be used? You could integrate some facilitation techniques already presented in this module eg. case study of company visits, etc.
How will the students be motivated to put in effort?		**a.** Is it challenging, but doable in groups? Will students see that they are becoming more "expert" at something? **b.** Can you connect the activity to a good real-world example or something they may do in their future careers? **c.** Does it convey why you and others see this topic as interesting and important? **d.** Does it involve them making decisions and justifying actions, not simply following set procedures? **e.** Does the activity relate to the types of tasks students will be asked to complete on a midterm or final exam?
What product will students generate?		**a.** Consider more sophisticated tasks. For example, have students make and justify a decision (and perhaps identify the criteria used to decide), produce a prediction, produce a ranking, or make a judgment (e.g., best/worst/most efficient). **b.** Consider having students produce a novel representation, such as a specialized graph or sketch. **c.** It is usually best to avoid products that depend simply on applying a procedure (such as solving a familiar quantitative problem) or involve extensive writing. These tend to cause more "solo" than "group" work and are better given as homework. Class time is better spent developing scientific reasoning and getting feedback.

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Logistic and Facilitation		**a.** Decide how large your groups will be. In a large lecture hall with fixed seats, keep it to 2-3 unless you have them talk with rows in front/behind them. Four-in-a-row doesn't work because the people on the ends get left out. **b.** For longer activities, assign roles such as discussion leader, note-taker, or reporter based on arbitrary criteria. **c.** Make it very clear what students are expected to do. Ask: "does everybody know what to do?" **d.** Decide how many copies of the activity you will hand out (if you're handing something out). If you have difficulty getting many of your students to work in groups, you can hand out only one sheet per group and make it clear that you expect only one submission per group. On the other hand, it is beneficial for all students to have a copy of their work; some instructors have the students use "carbonless" copy paper with enough copies for all. **e.** During the activity, circulate and listen to what students are talking about. Look for examples from groups that you could show to the rest of the class for discussion (the doc cam works well in large classes). **f.** Raise good questions: if someone asks you a question relevant to everyone, tell them it is a good one and ask them to ask it when you return to the front of the class. **g.** Collect something from the students (a completed worksheet, clicker answers…) so there is clear accountability for doing the work. You don't need to mark them but check off for participation and look for useful examples to help you learn more about student thinking and difficulties. **h.** Be sure to wrap up the activity effectively. Have a few groups explain their answers. It is more interesting if their answers could be different and spark discussion. Finish by giving your expert

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Facilitation		**a.** Decide how large your groups will be. In a large lecture hall with fixed seats, keep it to 2-3 unless you have them talk with rows in front/behind them. Four-in-a-row doesn't work because the people on the ends get left out. **b.** For longer activities, assign roles such as discussion leader, note-taker, or reporter based on arbitrary criteria. **c.** Make it very clear what students are expected to do. Ask: "does everybody know what to do?" **d.** Decide how many copies of the activity you will hand out (if you're handing something out). If you have difficulty getting many of your students to work in groups, you can hand out only one sheet per group and make it clear that you expect only one submission per group. On the other hand, it is beneficial for all students to have a copy of their work; some instructors have the students use "carbonless" copy paper with enough copies for all. **e.** During the activity, circulate and listen to what students are talking about. Look for examples from groups that you could show to the rest of the class for discussion. **f.** Plant good questions: if someone asks you a question relevant to everyone, tell them it is a good one and ask them to ask it when you return to the front of the class. **g.** Collect something from the students (a completed worksheet, clicker answers...) so there is clear accountability for doing the work. You don't need to mark them but check off for participation and look for useful examples to help you learn more about student thinking and difficulties. **h.** Be sure to wrap up the activity effectively. Have a few groups explain their answers. It is more interesting if their answers could be different and spark discussion. Finish by giving your expert summary. Avoid giving a detailed solution that would encourage a student to passively sit through the activity, waiting for you to eventually give them the answers.
Assessing the activity	After you have run your activity, reflect on how it went and how it might be improved.	**a.** Did anything surprise you? **b.** Did the students understand what was required? Were they frustrated? **c.** Did they engage the way you thought they would? Do you need to adjust the difficulty level?

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CREATING AND IMPLEMENTING IN-CLASS ACTIVITIES; PRINCIPLES AND PRACTICAL TIPS - CONTINUATION:

Assessing the activity (continuation)		**d.** Did they learn what you were trying to teach them (and how can you tell)? **e.** Did they enjoy it? **f.** Do you need to modify any of your learning goals based on how this went?
Other considerations	There are a few other considerations that help in developing activities	**a.** Create checkpoints during the activity (e.g., a clicker question, or a brief full-class discussion) within longer activities so you can help groups stay roughly in synch. **b.** If you know you will have fast groups add a “bonus” or extra consideration to the end of the activity, one you expect only a few groups will get to. **c.** Save class time by having them prepare for the activity. Assign reading and have them answer some relevant questions prior to class.
Integrating activities into your course structure		**a.** Aim to make activities a normal, regular part of in-class time. **b.** If you’re transitioning from dominantly lecture delivery, a good goal is to incorporate at least one 5-minute activity into each 50-minute lecture period, or a longer activity each week. There is probably something in each of your lectures that could be turned into a good activity, particularly if there is student pre-class preparation.

STEP 5 - Reflect, Revise, Retry:

The final step is to take stock of your first experience with the flipped technique. The notes you make about this experience may inform future revisions or inspire new flipped experiments. We recommend undertaking a reflective process directly after you teach your first flip, while the experience is fresh and front-of-mind. You may also wish to collect observations from your teaching team, if they sit in on your class.

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AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Self-Awareness and Self-Efficacy
- Ethical and Sustainble Thinking
- Valuing Ideas
- Working with Others
- Spotting Opportunities
- Coping with Ambiguity
- Motivation and Perseverance
- Planning & Management

(Source: own elaboration)

How to flip a classroom

EMPOWER the student

- Create a student-centered learning environment;
- Turn the teacher into a learning guide.

60% of students say they like to use technology in their learning process.

USE TECHNOLOGY to allow easy access to learning materials anytime & anywhere

Video lectures, online studies/reading materials, audio and video resources

in one study where **200** teachers had flipped their classes, **85%** saw an increase in grades.

EVALUATE learning outcomes regulary, and adapt exercices to students'needs

Learning analytics provide insight into areas where students lack knowledge/skills and allow teachers to adjust accordingly

A case study reports that **95%** of students believe video lectures enhance their learning.

CREATE LEARNING COMMUNITIES where constructive criticism is valued

Teachers exchange educational ideas with peers to create better learning environments.

69% of students and **73%** of accademic staff already use digital content in their classes.

60% of teachers who have flipped their classrooms believe online learning increases student motivation.

(Source from https://www.panopto.com)

6 WORLD CAFE

What is a World Cafe? Created in 1995 by Brown & Isaacs, it is a common practice for ideas generation, creating conversations to 'discuss an issue'. Juanita Brown and David Isaacs invited participants to form small groups for discussion. Someone suggested moving from table to table to share ideas, this created energy and engagement and World Cafe was born!

Small cafe style tables are set out with flip chart paper and pens. Each table contains a provocation around an issue relating to life, work or community you wish to explore through discussion and ideas; these might be grand challenges, societal issues, objectives for entrepreneurship teaching and learning etc. Instead of a provocation, teams of learners/entrepreneurs or individuals bring with them a key market research question based on their new idea, which becomes the provocation for the world cafe.

If it fits better to your needs, you could call it an Entrepreneurship Cafe! Participants move around tables in a process of divergent thinking ('if only', 'what if'), recording thoughts and key insights in words and pictures on each table; conversations with different groups of people link and build, resulting in cross-pollination of ideas. Each table should have a facilitator to update each arriving group on the development of the discussion. And what about having a person from the business world at each table? They can help give guidance on the real state of the business sector. As the network of connections increases, knowledge sharing grows, at the final table participants move to convergent thinking ('how could this be made possible?', 'which of these can we achieve?') and innovation possibilities for action emerge.

Learning objectives:

- The learner will be able to explore a problem as openly as possible to gather a wide range of solutions involving every learner in the room;
- To evidence the power of group work as more ideas are created through crosspollination of ideas;
- Students learn more about the most effective ways to ask market research questions

(Source from https://www.betterevaluation.org)

STEP 1 - Set the context:

Give the background to the process and explain the divergent and convergent nature of the thinking required. Establish the 'rules of engagement' (ideas should not be judged, criticised or evaluated at the divergent stage)

STEP 2 - Create Hospitable Space:

Think about venue and location - create an informal and inviting environment. Be open and welcoming and make sure the room is set-up ahead of the participants arrival.

STEP 3 - Explore Questions That Matter:

To achieve constructive outcomes, provocations need to be in the format of focussed questions/ statements. Select provocations that are meaningful and relevant to the audience to ensure purposeful, inclusive discussion.

STEP 4 - Encourage Everyone's Participation:

Having table hosts and facilitators is beneficial (Facilitators have a dual role, they facilitate engagement and at the same time facilitate the discussions to enable the group to connect ideas and consider new perspectives).

STEP 5 - Cross-pollinate and Connect Diverse Perspectives:

Each participant moves around the room in a different sequence. The secret to World Cafe's success is in ensuring that all participants visit each table (at least once). Never the same table twice. Divergent thinking usually happens in multiple rounds (normally x 3 rounds) of 10-15 minutes.

STEP 6 - Listen together for Insights, Patterns, and Deeper Questions:

Facilitators should support each group with this process.

STEP 7 - Share Collective Discoveries:

Facilitators can collect and post emerging questions; at the end of the process participants then walk from question to question, adding their comments and insights on post-its.

Required materials:

- Flip chart or paper tablecloths, pens, provocations/entrepreneurship questions;
- Tables (prime number of tables).

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- Planning & Management

(Source: own elaboration)

7 CHALLENGE BASED LEARNING

Challenge-based learning, abbreviated as “CBL” is an approach to teaching and learning which revolves around students collaborating in teams to select, define and engage with one or a succession of authentic, locally or globally relevant challenges which have more than one solution or none at all.

This solution is typically not known yet or prepared in advance by the teacher. Students are encouraged to take ownership of their challenge by being given the autonomy of choice and options while working in self-directed teams.

The teacher is responsible for facilitating the challenge-based learning environment. This means a radical shift from the “sage on the stage” to a coach who needs to provide scaffolding for a learning environment to unfold around interdisciplinary challenges.

This requires the teacher to recognize the participatory character of this learning environment and accept a need to be flexible. To face an interdisciplinary challenge, students work in teams, often together with students from different disciplines. To support student teams, teachers and experts from different disciplines can be involved and other stakeholders from outside the higher education institution can prove valuable partners.

Stakeholders can for example be valuable sources of knowledge, actively collaborate with the students, function as evaluators of the outcome or provide challenges to be solved. There is a win/win because students get real-life cases where they can work on and companies get different solutions presented at the end.

Learning outcomes of CBL:

- Knowledge on the one hand and competences on the other. In addition to disciplinary competences, students’ development of transversal competences can be fostered;
- Competences in the domains of collaboration, communication, problem solving, creativity, critical thinking, transdisciplinary competence and digital literacy are feasible in CBL.

STEP 1 - Engagement:

The engagement phase is the first step of the CBL framework. The objective of this step is to allow your students to move from a general idea or broad challenge to a more specific, more concrete and actionable challenge. The first step of the Engagement phase is, thus, to select the challenge to be addressed. You can either select the topic yourself, collaborate with external stakeholders, such as local company, business, etc., or work with your students to identify the big idea. The "big idea" is a broad theme, a concept, a problem or a situation that is contemporary and important on a global scale – or, at least, for a given community. In other words, something that is quite complex and that can, thus, be explored in many ways, through different lenses and disciplines. Big ideas can be either identified by the instructor or by a stakeholder (company, NGO, etc.). They can be related to a current problematic faced by a stakeholder, to societal issues, etc.

STEP 2 - Essential Questions:

Now that each student has been brainstorming on the big idea, it is time to go to the second step: the identification of essential questions. The objective of this step is to make students move from an abstract big idea to a concrete and actionable challenge by asking a set of essential questions. In other words, it has to help students identify what is important to know about the problem in order to refine and contextualize it. Stakeholders can be involved in this process if relevant. These questions are defined as "essential" as they create a link between the big idea and students' realities. The questioning step can be, at first, individual and/or a group activity. Do not hesitate to guide students by recommending them to use mind mapping, or to create a "wall of ideas", for example. At the end of this brainstorming session, students must come up with a final question that should be answerable through research. Whatever the essential question selected, remember that defining an actionable question is an important step as it helps focusing students' efforts while maintaining their engagement and motivation during the overall process.

STEP 3 - The Challenge:

Once the questions have been identified it is time to move to the next step: the challenge. The objective here is to turn the Essential Questions previously identified into a call to action. First, by asking students to find data and identify reliable sources of information so that they can learn and share their knowledge about the subject. Second, by charging them with developing a local solution to the global problem. Choosing and setting up the challenge is crucial. Besides having a global/contemporary resonance, the challenge has to be sufficiently exciting and meaningful so that students can derive personal meaning, gain confidence, self-esteem and a sense of accomplishment upon proposing and implementing a solution. When the challenge is too broad, too vague, or not sufficiently related to current concerns, students will

flounder. If the challenge is too narrow, students might not be able to fully develop their critical and analytical skills. The risk is that they will not get out of their comfort zone and, thus, the challenge will not be as effective as it should be. The challenge also must be short in terms of time commitment and workload. Some challenges will be addressed in a day or a week when others will last a whole semester, or a whole academic year. Regardless of the nature of the challenge, it is important to make sure that time is being allocated to allow students to work on it. Indeed, if the challenge is too complex for the allocated time, too engaging or time consuming, students will feel pressured or frustrated and, thus, stop the project, drop out of the class or rush the process to come to a solution for the sake of having one. If it is too small or simple, they will quickly lose interest. At the end of this first phase, students have identified a compelling and actionable *"Challenge statement"*. The risk is high that the students will start looking for direct solutions. It is your role, as a teacher, to slow the process down and let students know that several steps are necessary before jumping to articulating solutions.

STEP 4 - Encourage Everyone's Participation:

This phase aims at ensuring that all participants of the challenge contribute with their knowledge and skills and conduct activities to create a foundation for actionable and sustainable solutions. This creates the foundations for actionable and sustainable solutions. It is made of three phases:

1. The identification of *"Guiding Questions"*: identify the knowledge students already have and the one they need to fully understand the topic and develop a solution to the challenge. You can use the question set "what – where - why – how" to guide your students.
2. The search for supporting resources: acquire the knowledge needed to answer the guiding questions and to develop an innovative, insightful, and realistic solution. Resources include online courses, videos, audio interviews, podcasts, databases, textbooks, academic journals, newspaper or even social networks.
3. Short report of state of the art: is a written document containing all the individual research findings, from answering the guiding questions, draws conclusions, demonstrates a depth of knowledge and makes a case for the proposed solutions. The objective is to demonstrate students' ability to address all the *"Guiding Questions"* and to develop clear conclusions that will set the foundation for the solution. Students have many options to collect data: Internet, libraries, social/ professional networks, interview of local experts, etc. Your role, as a teacher/ mentor, will be to guide them in the process and raise their awareness regarding the quality and relevance of the data collected.

STEP 5 - Action:

The action phase aims at developing and implementing evidence-based solutions with an audience and evaluating the results. After identifying their solutions, students will implement them, measure their outcomes, debate on what worked and not. The final objective of the action phase is to determine whether they made progress in addressing the challenge before sharing their work with the rest of the class. The action phase is made up of three steps: solution development, implementation, and evaluation. Now that students have completed the investigation phase, they can begin developing solution concepts. Although the exploration of the Challenge will lend itself to multiple solutions, each group needs to focus on a single solution to design and implement. It can be interesting to ask students to share the workload based on personal interest, and present their concepts to the rest of the cohort, to peers, professionals, etc. Solution concepts may involve an online or physical informative campaign, community improvement projects, product development, etc. Everything is possible and being creative is key to spread the solution to the target audience.

STEP 6 - Implementing and Evaluating:

Implementing and evaluating is the final step. Here, the solution (a design, a prototype, a procedure, etc.) is tested in real life and evaluated on the impact it has on the challenge and society. Students must decide what to measure, how and how often so they can be consistent throughout the implementation phase. This way, students will make sure that they establish a robust procedure for data collection allowing them to compare the results and measure the impact of their solutions.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Giving & Receiving Feedback
- Problem Solving
- Communication
- Cooperating With Others

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

CHALLENGE BASED LEARNING

(Source from https://sonyaterborg.com)

8 COMPANY/EMPLOYERS VISITS

Company visit is an instructional activity that allows students to meet an entrepreneur and learn about his or her work environment. Once they have explored different types of entrepreneurial activities related to their field of interest or study, students will visit a business or organization and meet with an entrepreneur.

This will allow them to meet individuals who may serve as positive role models, help make their studies more meaningful, and provide them with useful tools for their career.

It also provides an opportunity to get a foot in the door and broaden their network of contacts.

Learning objectives:

- to explore different types of entrepreneurial activities in each field of study;
- to examine the tasks performed by a given person;
- to establish relevant connections between skills and behaviours and the different tasks performed by that person;
- to highlight the factors that contribute to a person's success;
- to highlight the particular features of a given field of work;
- to highlight the particular features of a work environment;
- to develop autonomy and a sense of responsibility by organizing a visit to a business or organization.

STEP 1 - Becoming aware of what entrepreneurship means and how it relates to the field of study:

In this step, students are asked to answer three questions that will help them reflect on what they think entrepreneurship means and how it relates to their field of study. Students should answer these questions without prior preparation, as the goal is to have them reflect on the topic and thus develop an interest in the other steps. Then, lead a discussion over the first three questions so that students can enrich their perception of entrepreneurship. Examples of questions:

- Q1: What does entrepreneurship mean to you?
- Q2: Give examples of enterprises (companies or organisations) in your field of study or area of interest.
- Q3: Briefly describe the type of work you think an entrepreneur does in a sector related to your field of study or area of interest.

STEP 2 - Researching different companies in the student's area of interest:

Once the areas of interest have been identified, group the students according to area so that they can begin their research. This research, which can be done outside of class, will allow them to define the type of enterprises in their chosen sector or field of work. Students may divide up the research, each researching one or two companies. Once they have completed their research, students come back to class and share the results with their teammates. Armed with more information about a sector that interests them, students are ready to start preparing their visit.

STEP 3 - Preparing for the company visit and meeting with an entrepreneur:

In this step, students may work alone or in groups of two or three. Although you may guide students in choosing a company to visit, students must be able to justify their choice. A document is provided to help students prepare this visit. First, they must select a company, based on criteria they have established. Then, they must define their expectations, prepare a list of questions and contact an entrepreneur to set a date.

STEP 4 - Choosing a company:

In choosing a host company, it is preferable students consider small enterprises in which the owner/entrepreneur is directly involved and easily accessible. Students who contact small local enterprises have a greater chance of benefiting from the owner's availability than those who choose large enterprises where the owner is often unavailable. Students may find it more difficult to identify with a large enterprise, as they may be assigned to a company representative and remain somewhat removed from the entrepreneurial spirit. Choosing someone in their community whose accomplishments they have always been interested in would give students the impetus to find out more about them.

STEP 5 - Expectations and list of questions:

Once the students have identified a company, they can define their personal expectations and objectives, and draw up a list of questions. Although this step may be carried out at home, we recommend that you go over it in class so that students can discuss their choice of company, the criteria used to make their choice, their expectations and objectives as well as their list of questions. In short, encouraging students to share their work ensures a certain degree of consistency in the questions asked, provides support to students and greatly enriches the work produced by the various teams. To support students in identifying topics and questions, teachers could share some clues as reported in the example table below:

TOPIC	QUESTIONS
Enterprise	• What exactly does your organisation do? What good(s) or service(s) do you provide?; • How did you come up with the idea for your business (or project)? How did you decide it was worth pursuing?; • How long did it take to start up your business (or complete your project) once you had your idea?; • What were the main steps involved in starting a business?; • What were your biggest challenges or obstacles and how did you overcome them?; • What were your main sources of support?; • Why did you start up this business (or project)?;
Success	• Do you consider yourself successful? Why?; • What aspects of your current situation give you the greatest satisfaction?;
Career path and experience	• Tell me about your life experience (e.g., family life, schooling, place where you grew up, previous jobs, friends, family). How has it affected (positively or negatively) your current situation?; • Tell me about your career path (training and work experience; • In your opinion, if you were starting out now, what kind of career path would recommend to a college graduate to get to where you are today?; • Why did you choose the kind of work you do?; • How do you to keep up to date?
Working conditions	• Can you describe a typical day?; • What tasks do you enjoy most or find most gratifying? Why?; • What tasks do you enjoy least? Why?; • What motivates you?; • How much of a motivator is money?; • Have you experienced setbacks along the way?; • What did you learn from these setbacks?; • What was the greatest risk you ever took?; • How do you react to risk?
Knowledge, skills and aptitudes	• What specific skills or knowledge do you need to do the work you do? • Do you need to know another language other than your national language and English? If so, which one? • In your opinion, what are some of the aptitudes needed to do the kind of work you do? • What advice would you give to someone who wants to become an entrepreneur or intrapreneur?

STEP 6 - Contacting the entrepreneur:

Once the students have finished planning their visit, they must contact the entrepreneur.

STEP 7 - Visiting a company and meeting an entrepreneur:

Although the visit takes place outside of school hours, it is possible to count the company visit as class time. Remind students that the notes they take will help them prepare the presentation they must give to the class upon their return. Make sure the template used to record the notes is well prepared. Students may visit a company individually or in a team. We recommend that you meet with the students before the visit to make sure they are prepared and to answer any questions they may have. During this meeting, it might be worthwhile to ask the students to show you:

- The company they have chosen (and the reasons for their choice);
- Their expectations regarding the visit;
- The company information sheet;
- Their list of questions;
- The date of their visit.

STEP 8 - Class presentation for shared reflection:

After the visit, the students should be given the opportunity to reflect on their experience and analyse what they have learned. This step is very important because it represents the final outcome of the learning process. It provides closure and serves as an important anchor point for the activity. Without it, the entire activity may be of little value to the student. It is also a way for you to evaluate the activity and thus motivate the students. To guide the students through this last step, you will need to explain each of the items to include in the presentation. Students may refer to the information collected in previous steps, their explanation for their choice of company, their plan for the visit and notes from the meeting. You could also simulate a work committee by having the students sit around a table in class, or by reserving a conference room in the college. This kind of atmosphere might be quite stimulating and yield very interesting results. Example of topics to be included in student presentation:

- The main things you learned about entrepreneurship in your field of study;
- Your expectations about the visit;
- A summary of the main tasks performed by the person you met;
- A description of the work environment;
- The skills and behaviours that were useful to the person you met;
- The factors that contributed to the person's success;
- Particular features of the company's operations;
- What you gained from this experience.

WITH THIS FACILITATION TECHNIQUE STUDENTS DEVELOP THESE SOFT SKILLS:

- Giving & Receiving Feedback
- Problem Solving
- Communication
- Cooperating With Others

AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

4 Tips to Implement a Company Visit

1. Be clear about what you want your students to learn
2. Create a guide with questions and answers together with your students
3. Keep in touch with your local mentoring
4. Choose a company that meets learners' expectations and achieves your learning objectives

(Source: own elaboration)

9 FOCUS GROUP DISCUSSION

A focus group is an information-gathering technique where a selected set of participants gather for a guided discussion regarding a particular area which has been identified as the focus. It involves the collection of information through group interaction on predetermined topics. For example, a group of students may gather to explore in depth several issues related to the implementation of business ideas in the emerging economic scenario.

During a Focus Group Discussion, the teacher can share some materials about entrepreneurship to trigger discussion. Since young students to become entrepreneurs should face many challenges such as the limitations in capital, business plan and location, the trigger material could describe small businesses with limited capital and staff to enable students to put themselves in the shoes of the main role and reflect about the strategy to overcome such challenges. To carry out this work, the teacher could allow students to meet with entrepreneurs and show them their strategy as validation.

The learning objectives of a focus group may vary depending on the specific research question or purpose of the focus group. However, some general learning objectives of a focus group include:

- Understanding the attitudes, perceptions, and opinions of the participants;
- Generating new ideas or insights;
- Exploring specific topics in-depth;
- Identifying common themes or patterns;
- Testing new concepts or ideas.

Both students and teachers can benefit from a Focus Group Discussion: teachers can collect information about student's opinions and feelings concerning the topic of entrepreneurship while students can listen to each other's needs, problems and concerns, and feelings of satisfaction and dissatisfaction.

The recommended steps to organize a Focus group in your classroom are the following:

STEP 1 - Define the purpose and objectives:

Determine why you want to conduct a focus group on and what you hope to learn from it.

STEP 2 - Identify the target participants:

Determine which students you want to participate in the focus group. Consider the demographic characteristics, such as grade level, academic level, and subject area, that would best represent your target audience.

STEP 3 - Recruit participants:

Inform your students about the focus group, what it entails, and what they can expect to gain from participating.

STEP 4 - Select a location and time:

Choose a convenient location for the focus group that is conducive to group discussions. Decide on a time that works for the participants.

STEP 5 - Develop a discussion guide:

Develop a list of questions and prompts that will guide the discussion. The questions should be open-ended and relevant to the research objectives.

STEP 6 - Conduct the focus group:

Facilitate the discussion by asking questions and encouraging participation from all students. Take notes or record the discussion for analysis later.

STEP 7 - Analyse the data:

Review the notes or recordings and identify patterns and themes in the data. Use the insights gained to inform your teaching practice and to make improvements to your class.

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(Source: own elaboration)

Focus Group

Research method that brings together a small group of people to answer questions in a moderated setting

(Source: https://www.scribbr.com/methodology/focus-group/)

10 JOB SHADOWING

Job Shadowing is not a new concept. Traditionally, students have been encouraged to visit a company and observe a professional in their daily world of work. Job Shadowing is a good opportunity to gain exposure to new careers through a supervised observational experience in an approved business/industry setting. It is usually short term (a few days at most) and unpaid. It aims to provide an insight rather than hands on experience.

This can be a useful experience to gain insights in careers where few formal internships exist, or where the role is not one an intern or placement student can do with their level of experience (eg. leading a company, being a CEO, etc...) Job Shadowing is an informal type of work experience where students observe an entrepreneur in his her role to understand how they do daily business. Such experiences should be directly supervised by the teacher and integrated within specific academic courses to allow students to observe skills learned in the classroom. This experience differs from a regular company visit since students get the opportunity to observe an entrepreneur or business representative performing the regular duties of his/her occupation and to see first-hand what requirements are necessary to pursue certain careers.

This will help students to gain an understanding of the industry and the position and to reflect if they have the required set of hard and soft skills and stimulate learning of new ones.

In the context of entrepreneurship, it gives students an insight into the working life of a leader by offering a snapshot into the day-to-day life of a professional, which again helps them to become familiar with the processes involved in running a company. Every job shadowing experience is different, depending on the topic of the project, profile of the hosting organisation and the skills of the job shadower. Therefore, teachers can customize the experience according to student learning needs. What Is Job Shadowing Not? Job Shadowing is not a job nor an internship. Usually shadows are doing a lot more observing than working, whereas interns typically have their own job duties to perform each day.

Typically, Job Shadowing programs only have a limited duration so they’re a lot less of a commitment than any of these roles. It could be interesting to encourage students to do multiple shadow experiences throughout the academic year so they can effectively compare roles and different contexts. Internships are more about helping budding professionals learn and sharpen their career-related skills, whereas job shadow

experiences are more about helping students decide if they want to follow that specific career path to begin with. While interning can also help students determine whether they want to fully follow a specific career path, they are usually done later in one's education or training.

There is one more important distinction. Most internships for college students/ graduates also allow participants to earn money or academic credit, whereas Job Shadowing is almost always unpaid and uncredited. Job Shadowing therefore offers an opportunity for deep insight into a particular role. Shadow a leader of your interest for half a day to five days and learn how students' values, skills and interests relate to potential career options.

Learning objectives:

- Learn about managing an entrepreneur career based on the information from the leader's own story;
- Obtain a better sense of the entrepreneurship world and of the daily activities concerning the chosen field;
- Provide opportunities for student to test out possible career options;
- Be able to understand and seize with experience the abilities and the necessary compromises (ex: balance between work-family) to be successful;
- Enables students to take ownership of their own self-development;
- Develop networking skills, bringing people together who might not normally have contact and gain contacts in the field of interest;
- Participate to an entrepreneurship project from a privileged perspective.

How long is a placement?
Typically, a Job Shadowing placement will range from one morning session to two to five days. In exceptional circumstances this may be extended. The length of the placement will be influenced by the type of job shadowing arrangement agreed and how long will be needed for the learning objectives to be met. For example, an observation job shadowing may take place in one day. Whereas a job trial placement may take place for a few hours over a 4–6-week period. It is important that the schedule for the placement is agreed by both parties before the Job Shadowing arrangement begins.

TYPES OF JOB SHADOWING:

The kind of Job Shadowing you'll undertake is often determined by the time and resources that the employer, or host - the person you'll be shadowing - has available. There are three main types:

1. Observation:

Is a passive interaction and limited to improving knowledge and awareness and there is little opportunity for learning or developing any skills. Students will spend an agreed period observing the day-to-day work of the entrepreneur, gaining a deeper understanding as to what they do daily. This type of Job Shadowing provides an opportunity to gain a real insight and understanding what the role actually consists of. This type of Job Shadowing is particularly useful to students, recent graduates and career changers looking to gain a greater understanding of the role of entrepreneur.

2. Regular focused activity:

This involves shadowing the entrepreneur for specific activities over a period eg. the development of a product, launch of a product, etc. This should be preceded by a short briefing and a thorough follow-up debrief. This type of shadowing provides short periods of focused activity rather than passive ongoing observation. It provides a real targeted focus on the students' learning objectives. However, it needs careful timing and planning if it is not to become disruptive and time consuming for the host and relies on setting realistic learning objectives. This type of Job Shadowing works well when students already have a general understanding of entrepreneurship and business development.

3. Hands on – job trial:

This is an extension of the observation model, where the student undertakes tasks for the entrepreneur which they have earlier observed. It provides students with hands-on experience in the role whilst under the supervision of the entrepreneur. This type of Job Shadowing provides first-hand experience of the role, together with a meaningful task to undertake whilst under the supervision of the entrepreneur. It is a more involved processes for both parties requiring detailed explanation, discussion and interaction. This type of Job Shadowing might not always be possible. As it can be time consuming for the entrepreneur and needs to be discussed and agreed among all involved parties.

To issue a Job Shadowing activity, teachers may follow the following steps:

STEP 1 -Leader's identification:

First, teachers should identify a few proper leaders/entrepreneurs available to support this activity on a voluntary basis. For each leader/entrepreneur you can collect information such as short biography, business developed, main skills, etc... To come into contact with potential volunteers you can ask for support at your university incubator which may be in contact with young entrepreneurs and alumni who have developed a business.

STEP 2 - Planning:

Planning activities and schedule all activities in a timetable according to your course. Job shadowing could be one day experience like in the case of observation or it could be a more structured path like in the case of the regular focused activity.

STEP 3 - Matching:

Discuss with your students about roles, expectations, and logistics to ensure the smooth running of the process. Collect availability and interest from your students and match them with available leaders. Provide students with contact details of the assigned leader to give them the autonomy and responsibility to meet a professional and schedule next steps according to the leaders' agenda.

STEP 4 - Rules of the play:

Prepare your students to ensure they get the most out of the experience. Drive them to think about what they want to achieve, which questions they can ask and which skills and experience they think are relevant to be explored. Here are some useful questions that you may want to suggest your students during the Job Shadowing:

About their business:

- Could you give me an example of an entrepreneur typical day?;
- What do you spend most of your day doing?;
- What is the career path for this sort of role? Where could you progress to?;
- Who do you work with and what are the relationship links?;
- How important is teamwork to this role?;
- How much of the work is self-directed and how much is regulated by others?;
- What are the usual work patterns like in this role?;

General questions

- What education/training did you have before taking this role/starting the business?;
- How helpful was it in getting you the role and supporting you in the role?;
- Are there any other experiences – work or non-work related – that have supported you in your career?;
- Would you do anything differently in preparation for this career path?;
- Are there any journals or career-related web sites that would be helpful in learning about this role?;
- Are there any professional groups I could join that would be useful to me?;
- What qualifications do you feel are important to be an entrepreneur?;
- What personal qualities do you need to succeed as an entrepreneur?

STEP 5 - Sharing of the experience:

After all Job Shadowing took place, schedule some time in one of the classes to give your student the opportunity to share with the class the lessons learnt. Ask each of them to report the experience and explain what they discovered about entrepreneurship by following the entrepreneur, which are the more and the less interesting aspects they figured out. Use their reports to stimulate a discussion about entrepreneurship in your class.

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- Communication
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AND PRACTISE THESE ENTREPRENEURIAL COMPETENCES:

- Spotting Opportunities
- Learning Through Experience
- Valuing Ideas

(Source: own elaboration)

Benefits of job shadowing...

1. Network in your downtime
2. Observe the company culture
3. Understand the role
4. Learn if the job is a good fit

(Resource from https://candor.co/articles/tech-careers/how-to-use-job-shadowing-to-vet-careeroptions)

7

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