

Profiling the different Entrepreneurship Education Approaches in the DESERVE-Project

<p>Understanding of entrepreneurship</p>	<p>Please define entrepreneurship according to the understanding in your school / institution!</p>	<p>Module 1: Traditional business programmes focus on preparing students for the world of employment. Entrepreneurial Thinking recognises that there are alternative, equally valid and rewarding futures available to our graduates. One of these is self-employment. Starting an enterprise requires qualities which in some ways are different from those demanded of an employee. The module examines ‘entrepreneurialness’ from a number of perspectives; we look at enterprise in the modern business world, enterprise in fiction and film and crucially, enterprise within ourselves. We will learn about creativity, innovation, goal directed behaviour and risk-taking and discover that we already display many of these qualities.</p> <p>Module 2: Enterprise in Practice principally focuses on enabling candidates of varying disciplines to use and apply their practical skills towards a business venture. The candidate will drive through the venture concept from creation to launch. This practical project will develop candidate’s skills in product / service development, evaluation, placement, production and launch.</p> <p>The topics and skills covered form an integral part of a practical business venture, in which the student will develop appropriate prototypes for their service or product in order to bring a concept into reality. Students will demonstrate alternative approaches suitable for the pre-determined</p>
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		<p>market audience. The student will evaluate which of these have potential for their particular venture by gaining feedback from their target audience via a pitch / presentation / other research vehicle. Subsequently one approach will be selected. Throughout this process candidates will maintain a log of ideas, trials, media experiments and samples.</p> <p>Students will develop an understanding of the key principles of small enterprise financial management.</p>
	Do you refer to specific models / concepts of entrepreneurship in your school / institution?	Yes, those within the books and online resources used.
	Please name the three most important aims / goals in regard to entrepreneurship education in your school / institution	Viability and types of self-employment; understanding of principles around starting a new business and financial management; commercialising a product or service
Strategic positioning of entrepreneurship	In regard to entrepreneurship education, is there a strategy / vision implemented in your school / institution?	<input checked="" type="checkbox"/> no strategy in regard to entrepreneurship education <input type="checkbox"/> single aims / goals are defined in regard to entrepreneurship education <input type="checkbox"/> entrepreneurship education is an element of the school's / institution's strategic plans <input type="checkbox"/> the school / institution sees itself as an entrepreneurial institution <input type="checkbox"/> other (please describe briefly):
Curriculum structure	What forms of curricula for entrepreneurship	<input checked="" type="checkbox"/> national centralized <input type="checkbox"/> regional

	education do you have in your institution?	<input type="checkbox"/> school based <input type="checkbox"/> no specific entrepreneurship curriculum <input type="checkbox"/> other (please describe briefly):
	Who was /is developing the curriculum?	<input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Business representatives <input type="checkbox"/> Government representatives <input type="checkbox"/> NGO / Initiatives representatives <input type="checkbox"/> other (please describe briefly)
	What is the external structure of the curriculum?	<input type="checkbox"/> specific entrepreneurial subject <input checked="" type="checkbox"/> entrepreneurship aspect embedded in other subjects (such as business administration, social science,...) <input type="checkbox"/> entrepreneurship principle embedded as general aim <input type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)
	What is the basic structure of the aims / goals of entrepreneurship education	<input checked="" type="checkbox"/> knowledge about entrepreneurship <input checked="" type="checkbox"/> entrepreneurial skills <input type="checkbox"/> entrepreneurial attitudes <input type="checkbox"/> learning outcomes / competence in regard to entrepreneurship <input type="checkbox"/> other (please describe briefly)
	Is there a sequence / progression in the entrepreneurial education?	<input type="checkbox"/> specific stage model, <input type="checkbox"/> hints on progression <input checked="" type="checkbox"/> no formal description <input type="checkbox"/> other (please describe briefly)

Resources	What is the background of the teacher teaching entrepreneurship?	<input type="checkbox"/> specific training in entrepreneurship education <input checked="" type="checkbox"/> personal entrepreneurial experience <input checked="" type="checkbox"/> trained in a related subject, such as (e.g. business) <input type="checkbox"/> personal interest in entrepreneurship education <input type="checkbox"/> other (please describe briefly)
	What does the teachers training look alike?	<input type="checkbox"/> entrepreneurship education within the basic teacher training <input type="checkbox"/> entrepreneurship education within continuous teacher education <input checked="" type="checkbox"/> entrepreneurship education by personal interest of the teachers <input type="checkbox"/> no formal description <input checked="" type="checkbox"/> other (please describe briefly) <i>Typically entrepreneurship lectures are from an economics or management discipline.</i>
	What are the teachers' roles in entrepreneurship education?	<input checked="" type="checkbox"/> teacher / trainer, <input checked="" type="checkbox"/> facilitator / organizer <input type="checkbox"/> coach / consultant <input type="checkbox"/> team-teaching with other representatives as: (e.g. business representatives) <input type="checkbox"/> other (please describe briefly)
	What is the basic teaching format for entrepreneurship education	<input checked="" type="checkbox"/> within subjects in the schools <input checked="" type="checkbox"/> extracurricular projects <input type="checkbox"/> no basic format <input type="checkbox"/> other (please describe briefly)
	Are specific time resources dedicated to entrepreneurship	<input type="checkbox"/> explicit time frame: (e.g. 2 hours a week for 6 month) <input type="checkbox"/> no explicit time frame: but an average time of (e.g. 60 hours course)

	<p>education within a school year?</p>	<p><input type="checkbox"/> no formal definition <input checked="" type="checkbox"/> other (please describe briefly) <i>Time allocated for module.</i></p>
	<p>Is there standard material you use in the entrepreneurship education</p>	<p><input checked="" type="checkbox"/> books <u>Module 1</u> <i>Core texts include: De Bono, E (2009) Lateral Thinking: A Textbook of Creativity. Penguin</i> <i>Deakins D and Freel,(2009) M. Entrepreneurship and Small Firms (5th Edition) McGraw Hill</i> <i>A range of relevant journal papers accessed through online UWS library resources</i> <i>A variety of on-line business reources</i></p> <p><i>Stokes, D and Wilson, N (2010) Small business management and Entrepreneurship, Cengage Learning</i></p> <p><u>Module 2</u> <i>Beam S. (2008), The Creative Entrepreneur: A DIY Visual Guidebook for Making Business Ideas, Quarry Books, London.</i></p> <p><i>Lockwood. T (2009), Design Thinking: Integrating Innovation, Customer Experience, and Brand Value, Allworth Press, New York</i></p> <p><i>Extensive examples of case studies undertaken by the lecturer and others will be an integral element of the module.</i></p> <p><i>A variety of business development websites can be accessed from the university</i></p>

		<input type="checkbox"/> data from (Please note the data source here!) <input type="checkbox"/> examples (Please note the examples briefly) <input type="checkbox"/> no standardized material <input type="checkbox"/> other (please describe briefly)
	Does the entrepreneurship education have its own budget you can use	<input type="checkbox"/> specific budget for entrepreneurship education, <input checked="" type="checkbox"/> no <input type="checkbox"/> other (please describe briefly)
	Are there other stakeholders involved in the entrepreneurship education?	<input type="checkbox"/> external advisor, <input checked="" type="checkbox"/> connections to the local business community <input type="checkbox"/> network of educational community (e.g. other schools) <input type="checkbox"/> NGOs/ project organization, like <input type="checkbox"/> other (please describe briefly)
pedagogical approach / instructional design	What are the basic principles for training entrepreneurship?	<input checked="" type="checkbox"/> project based learning <input checked="" type="checkbox"/> experience based learning <input type="checkbox"/> instruction <input type="checkbox"/> no basic principles <input type="checkbox"/> other (please describe briefly)
	Do you have preferred training formats in your institution?	<input checked="" type="checkbox"/> project-based <input type="checkbox"/> practice firms <input type="checkbox"/> embedded in other day to day teaching <input type="checkbox"/> no preferences <input type="checkbox"/> other (please describe briefly)

	Which methods / instruments do you use	<input checked="" type="checkbox"/> developing business plans <input checked="" type="checkbox"/> business plan competitions <input type="checkbox"/> student projects <input type="checkbox"/> scenarios <input type="checkbox"/> games <input type="checkbox"/> other (please describe briefly)
assessment	Which forms of assessment do you use in entrepreneurial education	<input checked="" type="checkbox"/> written assignments <input checked="" type="checkbox"/> oral test <input checked="" type="checkbox"/> presentations <input checked="" type="checkbox"/> project pitches <input type="checkbox"/> no specific assessment for entrepreneurial education <input type="checkbox"/> other (please describe briefly)
	Which assessment criteria do you use in entrepreneurial education?	<input checked="" type="checkbox"/> feasibility <input checked="" type="checkbox"/> structure of the presentations <input checked="" type="checkbox"/> presentation skills <input checked="" type="checkbox"/> communication skills <input type="checkbox"/> other (please describe briefly)
	Is there an extra certification for the entrepreneurial education programs?	<input type="checkbox"/> no extra certification <input type="checkbox"/> separate certificate <input type="checkbox"/> certification within the program certification <input type="checkbox"/> other (please describe briefly)
	Does the certificate for entrepreneurship education have a relevance	<input type="checkbox"/> no relevance <input checked="" type="checkbox"/> the certification is relevant for: <i>Providing the student with some confidence to pursue an entrepreneurial opportunity. The certificate itself</i>

	for students' next steps?	<i>has less relevance than the practical skills that the students are expected to pick up through taking the modules or engagement with the enterprise activities (e.g. in the recruiting process)</i> <input type="checkbox"/> not applicable
strategic position	What are the strengths of entrepreneurial education in your school / institution?	<i>Strengths could lie in the practical approach to teaching entrepreneurship within the context of self employment. The use of feasibility studies and case studies is useful in simulating the commercialisation or business start up phases.</i>
	What weaknesses do you see in your school's / institution's entrepreneurial education approach?	<i>It perhaps does not cater for niche or specialist technology or science based business. It does not also teach much about high growth business start-up and growth.</i>
	Do you see upcoming opportunities to foster entrepreneurial education in your school / institution?	<i>We are considering trying new types of business and technology competitions that can support entrepreneurial activity.</i>
	Are there threats you see for entrepreneurial education in your school / institution?	<i>Availability of internal resources to support extra-curricular enterprise activities, engagement from "real life" entrepreneurs, engagement from outside support agencies, engagement from other lecturing staff, keeping up to date with thinking and practice in entrepreneurial and innovative new businesses.</i>