



Deliverable18

Design of the Training Offer

Work package:	5
Due date of deliverable:	August, 2014
Lead beneficiary:	EGECED
Editors	GüldanKalem, Dr. M. EminBakay
Contributing beneficiaries	Arché, UNIMI
Reviewer	M. Mesenzani
Status:	V2
Version and date:	31/8/2014
Changes:	Editorial improvements

Project co-funded by the European Commission within the Enterprise and Industry DG

Dissemination Level:

PU	Public	PU
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the Consortium (including the Commission Services)	
CO	Confidential, only for members of the Consortium (including the Commission Services)	

Project co-ordinator: Prof. Bruno Apolloni
 Università degli studi di Milano
 apolloni@di.unimi.it

August, 2014

Contents

A. Introduction	3
B. Entrepreneurship training for teachers.....	4
B1. European Commission Pilot Actions.....	5
C. What is a training offer?.....	7
C1. Steps for preparing a training offer.....	7
C2. Creating a Training Offer	8
D. The NETT platform training offer.....	10
E. How to use the NETT platform in teaching activities	12
F. Conclusions.....	13
G. References	14

A. Introduction

The aim of this document is to describe the NETT training offer and how a training offer could be created within the NETT learning platform by users, e.g. entrepreneurship teachers.

The document presents the basic outline of a training offer. It provides a guideline on how to create a training offer and describes a suggested use of the resources and training offers that have been already created in the platform for teachers to deliver their own courses.

The proposed basic outline is based on general requirements and considerations. It does not aim to limit the creativity of the users.

The document is structured in the following sections:

- Introduction
- Entrepreneurship for teachers
- What is a training offer?
- The NETT platform training offer
- Creating learning modules
- How to use the platform in teaching activities

B. Entrepreneurship training for teachers

Looking at the main contributions coming from scientific and institutional fields, it is still to be decided whether entrepreneurs are born or made: defining the very essence of entrepreneurship is part of a worldwide spread debate. Even choosing definitions and ontologies is a strong task because many of terms associated with the discipline, such as entrepreneur, enterprise and small business, are often used interchangeably. An entrepreneur could be defined in different ways: “the owner or manager of a business enterprise who, by risk and initiative, attempts to make profits” (Collins English dictionary); someone who “carries out new combinations” (Schumpeter, 1934), and someone who has the “ability to see and evaluate business opportunities; gather the necessary resources to take advantage of them, and initiate appropriate action to ensure success” (Meredith et al., 1982 as cited in Tiernan et al., 1996, p. 280).

An enterprise is typically considered as the economic entity created by the entrepreneur and the literature remarks the difference between an entrepreneur and a business owner (Schumpeter, 1934; Carland et al., 1984).

Entrepreneur can be considered as a person who organizes physical and financial resources, and manages processes, people, technologies and “things” (amcservices definition).

This requires a specific set of training resources, to develop both competencies and attitudes.

The training needs of an entrepreneur are different according to the stage of business development: awareness, start-up, growth and maturity. Entrepreneurship education has never been considered as a self-standing discipline, but looking at the current time it must be considered in a way different than it was in the past. Jamieson (1984) suggested a three-category framework by which to organize entrepreneurship education:

- education about enterprise
- education for enterprise
- education in enterprise,

Hisrich and Peters (1998, p. 20) categorize the skills required by entrepreneurs as follows.

- Technical skills: includes written and oral communication, technical management and organizing skills.
- Business management skills: includes planning, decision-making, marketing and accounting skills.
- Personal entrepreneurial skills: includes inner control, innovation, risk taking and innovation.
- Entrepreneurship Education: Enabling Teachers as a Critical Success Factor

Looking at the European Commission Report of 2011, the development of entrepreneurial mind set is becoming embedded in policy across Europe: teachers play an essential role in this process.

This trend represents a strong change in the approach to education: Europe must overcome the distinction between “school” and “work” and between “science and literature” and “business management”. This distinction characterized most European school systems that separated civil schools from church schools and from army schools, and separated schools from business management until the 1980s/1990s. For all the European education systems this requires a fundamental shift away from traditional approaches and implies a big change in the teachers’ role.

Entrepreneurship education aims at developing the ability to act in an entrepreneurial way, so attitude and behaviours assumes the same importance as the knowledge about how to run a business

and managerial skills. Entrepreneurship education means developing a culture that is through, for and about entrepreneurship. In turn, entrepreneurship is no longer considered as an “enemy” of arts, science, literature and culture. Rather, it is considered a horizontal competence, belonging to all persons at any level.

Teachers must change their attitudes: they must be flexible and stimulate entrepreneurial behaviours. They have to adopt active learning methods placing scholars at the centre of the learning process and enabling them to take responsibility for their own learning. Theory and practice must be integrated in a blended approach. Teachers of tomorrow need the professional competences to guide students through a continuous learning and empowerment process.

They need the skills to ensure the relevance of education to students’ learning needs and backgrounds, and need to be able to support students in planning activities.

Students need practical experiences and realistic learning environments, as essential parts of active learning. Teachers need to have a wide access to a new range of resources in order to build activities for students that are as much close to the true life as possible, bringing the outside world and the business management world into the school.

Focusing on main entrepreneurial attitudes, teachers should have a positive attitude, being able to inspire others. Their future task is to lead their students and to support their capability to take risks and to act as entrepreneurs, even though they run a business or act as managers or employees in others’ businesses.

This requires teachers to have energy and vision, as well as to be both open to new ideas and able to think laterally about subjects. They should be open-minded with respect to the ways in which not only other teachers, but parents, businesses, students and others ought to be involved in entrepreneurship education.

B1. European Commission Pilot Actions

The main components of the European Commission pilot actions on entrepreneurship for teachers were identified, among the others, in two EU symposia on entrepreneurship education held on 2011 in Budapest (High Level Symposium on “Entrepreneurship Education: Teacher Education as critical success factor”, Budapest 7-8 April 2011) and Istanbul (The Istanbul Symposium: Promoting Entrepreneurship In Teacher Training 13-15 July 2011). The Budapest Symposium was designed using the concept of the ‘Innovation Camp’. This consisted in bringing people together to generate creative solutions to problems through works carried out by small groups enjoying expert facilitation. Each participant was placed into a group to work intensively with an expert facilitator on one of five Grand Challenges during two days (facilitators were constituted by a mixture of expertise in both the pedagogics of teacher education and Innovation Camp methods). The Grand Challenges were designed to enable participants to focus on solutions rather than having general discussions about the meaning of entrepreneurship education. Namely, the challenges were:

- How to help primary and secondary school teachers to become agents of change through initial teacher education;
- How to encourage and enable in-service teachers to engage in entrepreneurship education through continuing professional development;
- How to develop teachers as facilitators of learning;
- How to develop support systems for teachers;
- How to develop the role of the school and its community to help teachers to provide learning opportunities in entrepreneurship.

The Istanbul Symposium considered the same questions and involved a series of focus groups preceded by a good practice sharing session which was designed to inspire discussions within the groups.

C. What is a training offer?

A **training offer** is described within NETT project as a module or a set of modules that cover a specific subject area and consists of resources, activities and evaluation parts.

A **module** is an organized collection of content presented together. A module can support a training goal, a training objective, a subject, a concept, or a theme. Teachers can set a structured path through the content items. A content item is added within a module and managed via NETT platform tools.

C1. Steps for preparing a training offer

When creating a module the first step is to determine what you have to/want to teach and how you're going to teach it. Figure out the skills you need to teach. Write a list of the specific skills you intend to teach and prioritize those skills in the order they should be taught. The next step is to decide which kind of resources and activities you need to/wish to use in order to teach those skills. Then you need to check (via the platform) what resources available and what resources need to be added. After adding necessary resources and activities, you must also design an evaluation part for your training offer. Below you can find a list of steps in preparing a training offer:

1. Outline learning objectives: The first step is to determine what you want that the students learn and are able to do at the end of the training. A way to specify your objectives on the student learning passes through the answers to the following questions:

- What is the topic/subject of the training?
- What I want students to learn?
- What I want them to understand and be able to do at the end of the training?

2. Develop an Introduction: Write down an introduction at the beginning of your training module which explains:

- what is the course about
- how it is structured
- what type of activities are included
- what knowledge and skills the students will receive at the end, and
- How the course will be evaluated

3. Plan Learning Activities: Prepare several different ways of explaining the topic (examples, videos, visuals, etc.) to catch the attention of many students and refer to different learning styles. When you plan your examples and activities, estimate how much time they will spend on each.

4. Gather or Upload Resources: First check the platform for available resources on the subject. Use these available resources as needed. Upload as many new resources (docs, links, ..., etc.) as you need.

5. Plan Evaluation Activities: You need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check their understanding. You need to connect your evaluation questions with the learning objectives developed at the first step. It is recommended to use Bloom's taxonomy of learning domains both when you outline learning objectives and when plan evaluation activities. The following list of evaluation questions complies with the taxonomy of Bloom's learning objectives:

- ✓ Remembering: can the student recall or remember the information?
- ✓ Understanding: can the student explain ideas or concepts?
- ✓ Applying: can the student use the information in a new framework?
- ✓ Analysing: can the student distinguish between the different parts?
- ✓ Evaluating: can the student justify a stand or decision?
- ✓ Creating: can the student create a new product or a new point of view?

C2. Creating a Training Offer

The value of creating a training offer via modules lies in the ability to integrate related content and activities, thus providing a rich, interactive learning experience for students. You can include the following resources in a module:

- books,
- files,
- folders,
- IMS content packages,
- labels,
- pages or
- URL's

The following activities can be used in a training offer:

- assignment,
- chat,
- choice,
- database,
- external tool,
- forum,
- glossary,
- lesson,
- quiz,
- SCORM package,
- survey,
- wiki or
- workshop

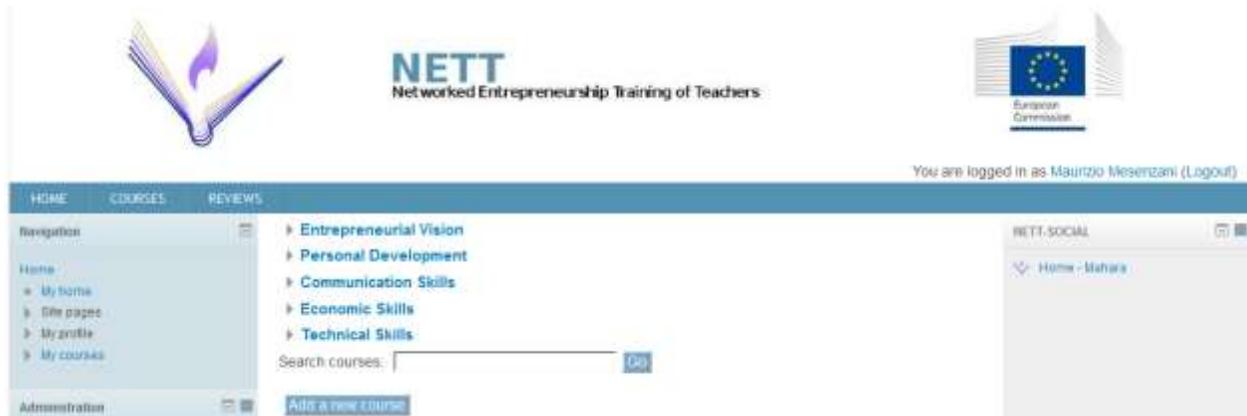
It is important to use varied resources and activities in modules in order to render the courses attractive to the students.

The following document contains information on how to use the platform, how to search existing resources and how to upload new documents:

<http://nett.itd-bg.eu/sites/default/files/UsermanuaNETT.pdf#overlay-context=publications>

D. The NETT platform training offer

Looking at the research activities done in the initial phase of the project, the NETT platform training offer is organised around the main areas identified by the NETT project team as the main entrepreneurship skills knowledge areas.



Jointly with the content area, the NETT project team designed a social area, aimed to support relations and cross-fertilization among teachers, entrepreneurs, students, subject matter experts and institutional actors in the field of entrepreneurship.



The goal of the NETT platform is to pursue the main goals of the European Commission guidelines on teachers change through a training offer based on two main aspects:

1. on the one hand, giving teachers the possibility to achieve knowledge on entrepreneurship through knowledge contents, courses and modules organised around the main entrepreneurship knowledge areas
2. on the other hand giving teachers the possibility to develop their own courses, modules and training material and uploading them on the NETT platform, sharing them with other teachers and make them available for re-use in their current teaching activities.

The first aspect is based on the production of multilingual training material ad hoc for the NETT platform and on the configuration of the NETT platform as a content management portal giving access to worldwide existing resources in the field of entrepreneurship.

The second aspect is presented in the next paragraph.

E. How to use the NETT platform in teaching activities

Teachers can use NETT platform in their daily teaching activities in many ways. The platform allows teachers to create their own courses, share resources, materials and exchange ideas.

- ***Creating new courses on entrepreneurship:*** The main usage of the NETT platform is to create online courses and share them with the students. Teachers can use existing resources or add new ones when they create courses.
- ***Exchange of ideas, best practices and experiences:*** Teachers could also use NETT platform as a forum for exchanging ideas, best practices and experiences. The chat, blog and groups features can be used to share ideas and experiences with colleagues from other countries.
- ***Sharing teaching and learning materials and resources:*** NETT platform allow teachers to search and use existing materials added by other teachers. By using repository of NETT platform, teachers can share teaching and learning materials.

F. Conclusions

Looking at the work done, there is a convergence between NETT project team decisions and the main European guidelines on teachers' role improvement and change. The NETT training offer gives teachers the opportunity to complete a learning trial by using resources coming from worldwide business schools and to create their own teaching resources by working in a community environment, accessible from anywhere at any time.

In designing the training offer we acknowledge that schools and business must be tightly linked in a continuous exchange process. Teachers and students have to be managed in line with the goals of entrepreneurship education: the state educational infrastructure must recognize and reward teachers for becoming entrepreneurial themselves and for using active learning methods and experiential learning. Student assessment methods need to change as well, by enhancing their features of entrepreneurship such as learning from mistakes, risk taking, innovation and creativity, rather than merely knowledge acquisition.

In order to contribute to European competitiveness, entrepreneurship education also helps to ensure a number of positive social benefits. Looking at European Commission statements, the entrepreneurship key competence will play a great role in Europe 2020.

Theory and Practice are actively joined: experience can be organized on the basis of the theory, and learning will take place as a combination of theory and experience. Theory can bridge the art and the science of entrepreneurship. The approach used is not just a technique: it is considered an elementary part of the experiential learning process.

In addition, the NETT training offer is part of a continuous lifelong learning process in which teachers have to be enrolled in order to improve their role in schools and in the whole society.

G. References

- Apolloni, Epifania, Galliani, Zizzo, Cesareo, Crosta, (2013), "Socializing entrepreneurship" 17th International Conference in Knowledge Based and Intelligent Information and Engineering Systems KES2013, Dept. of Computer Science, University of Milano, Milano, Italy
- Jin Li College of Education (2011), "An Introduction of Teaching Model for Entrepreneurship Education, Southwest University", Ken State University, Guide to learning Modules, Educational Technology
- Jamieson, I. (1984), "Education for enterprise", in Watts, A.G. and Moran, P. (Eds), CRAC, Ballinger, Cambridge, pp. 19-27.
- University entrepreneurship support (2012), "The entrepreneurial universities conference", Münster, Germany 11th International Conference on Science Marketing and, 4th FINPIN Conference
- Colette Henry, Frances Hill, Claire Leitch, (2005), "Entrepreneurship education and training: can entrepreneurship be taught? Part I", Education + Training, Vol. 47 Iss: 2 pp. 98 - 111, Permanent link: <http://dx.doi.org/10.1108/00400910510586524>
- EUROEPAN COMMISSION (2013), "ENTREPRENEURSHIP 2020, Reigniting the entrepreneurial spirit in Europe", Edited by Jan Gejel
- European Commission Entrepreneurship Education: Enabling Teachers as a Critical Success Factor (2011), "A report on Teacher Education and Training to prepare teachers for the challenge of entrepreneurship education.", Final Report, Bruxelles
- Gibb, A.A. (2002), "In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge", International Journal of Management Review, Vol. 4 No. 3, pp. 233-69.
- Schumpeter, J.A. (1934), The Theory of Economic Development, Harvard University, Cambridge, MA.
- Stiliana Milkova, (2014) "Strategies for Effective Lesson Planning", http://www.crlt.umich.edu/gsis/p2_5