# #EntEdOnline

**Bring externals into your #EntEdOnline Delivery**

*One of the challenges for the enterprise educators is how best to bring the voice of industry, business, or the community into the classroom. Now that ‘classroom’ is likely to be online or ‘at a distance’, this is creating concerns as to how to deliver effective #EntEd in 2020/21. However the initial experiences of EEUK Associates found increased access to professionals, community groups and SME/CEOs as they work from home, pivot their businesses and respond to the latest challenges.*

*Drawing upon the work created within an Erasmus + funded project* [*ECO-System App*](https://ecosystemapp.net/)  *which seeks to provide a one stop-resource for entrepreneurship educators this overview has been provided to help you engage externals into your #EntEdOnline delivery. The aim of the “*[*ECO-System App*](https://ecosystemapp.net/)*” project is to foster an entrepreneurial environment that will boost the ecosystems knowledge based on entrepreneurial learning and experience. This resource draws from the learning guides that you can access in full* [*here.*](http://ecosystemapp.net/learning-guides/)***- with grateful thanks -***

**Engaging Externals:** creates clear benefits for you, the entrepreneurs/industry or community experts (see table 1) and your students, with specific benefits for students (see table 2) including the opportunity to experience:

* Ownership of their own learning through “Learning by Doing”
* Entrepreneurial Mind-set / building entrepreneurial competences/Authentic Learning
* Direct association with real companies/demands of ‘real time’ decision making
* Integrated entrepreneurship (within their own field of studies)
* Exposure to real entrepreneurial thinking through direct involvement in enterprise projects
* Develop entrepreneurial skills and competences/Building confidence / improving self-efficacy

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| **Table 1 Benefits for staff** | **Benefits for entrepreneurs** |
| Expand industry/sector network | Access to research and latest thinking |
| Building your own understanding and credibility | Opportunity for advice and consultancy |
| Opportunity to deliver entrepreneurial learning | Fresh perspective on company |
| Gaining a deeper understanding of employer demands (for future curriculum design) | Access to (and to engage with) key demographic/market |
| Opportunity to experience industry demands in context and add to own business examples | Opportunity to state and explore issues and opportunities with “critical friend” (consultant) |
| Appreciate industry concerns and apply own expertise to support student learning | Opportunity to “give back”  (corporate social responsibility) |
| Opportunity to build own, and student, levels of self-efficacy | Opportunity to develop future strategy based on latest research /understanding issue or topic |
| Opportunity for personal development and “discovery” and to learn entrepreneurially (including professional updating) | Opportunity to explore/engage with students for future/wider opportunities (placements; research projects; job roles) |

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| Table 2: Summary of potential value to students | |
| Entrepreneurial Education | Integrated entrepreneurship (within their own field of studies[[1]](#footnote-1))  Develop entrepreneurial skills and competences[[2]](#footnote-2)  Adding Value and “Learning by Doing” [[3]](#footnote-3) and reflection on “doing” |
| Authentic Learning[[4]](#footnote-4) | Direct association with real companies, entrepreneurs and exposure to entrepreneurial thinking through direct involvement in enterprise projects[[5]](#footnote-5)  Engagement with Alumni[[6]](#footnote-6)  Opportunities for students to gain ownership of their own learning[[7]](#footnote-7) |
| Skill Development | Building confidence and improving self-efficacy[[8]](#footnote-8)  Exposure to demands of ‘real time’ decision making |
| Cultural differences | Exposure to culture /norms/ differing business practice/ customer needs Testing of assumptions (across European markets) |
| Benefits to all parties[[9]](#footnote-9) | Personal and professional development  Network Expansion and industry/sector exposure  Research and Development/student projects |

#### Planning your virtual guest speaker

Your approach to engaging externals can take many forms and can be designed to be flexible to respond to the availability and demands of those undertaking the exchange. Appreciating key issues are critical to creating a workable relationship. It can be helpful to consider some of the key practicalities before you engage:

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| **Key issues** | **By determining** |
| How much **time** in advance you are working/ how much time you have to set this up | (length; regularity; time scales) |
| **Availability** of the that time  (would it be possible to engage during class time, or whether outside core working hours would be most effective and less likely to change) | (timing; accessibility; access to mutual technology) |
| **Experience, expertise and learning** that you might wish to share/gain from the experience  (consider personal, organisational and sector learning) | (review benefits and consider your own personal motivations) |
| What **issues** of business confidentiality might be involved (in order to check what information can go into the public domain or be released to either the staff/students involved) | (Data protection; business advantage; strategy issues) |
| What **benefits** could be gained from exploring industry/sector/cultural differences/transnational working? | (approach; demand; marketing; trends) |
| What type of **challenges** do you face that you could usefully explore? | Review scenarios |

Pedagogically there a range of methods that you can draw upon to create effective engagement. To develop this, you may wish to consider 5 elements:

1. Identifying a challenge as an organisational problem, issue or situation (external or internal)
2. Outlining the challenge and how it will be presented (supporting data/materials; video link)
3. Defining how the student challenge response will be presented (format; style; length; timescale)
4. Evidence of success (Race 2005) in terms of content, format, approach and additionality
5. Feedback process (involvement, if any, of the exchange partners at the time of submission, or collectively to student group).

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| **Table 4: Examples of challenge/student project** |
| **Research**: Identify strategic issue/ opportunity for student research, resulting in the presentation of a proposal/recommendation for company action |
| **Problem Solving Challenge**: Identify problem for research/review in order to present proposal for action (or recommendation) |
| **Customer Discovery:** Identify and research new markets across Europe (presenting options and how to access – marketing strategy |
| **New Product Development**: Research, develop and prototype new product |
| **Brand Extension** Research, identify and present new uses for existing products/services |
| **Scenario:** Using customer feedback or by undertaking market research, recommend opportunities for product or service/process improvement or improved customer service |
| Delivering Stated **Learning points** /Outcomes: Driven by the teaching topic, reflections and experiences of specific models, frameworks, techniques or methods. Providing content to illustrate key points or illuminate specific learning. |
| **Thematic or role model** interview: Interview the individual to explore their entrepreneurial story using specific themes/topics (linked to teaching programme) |

Examples of such challenges are identified in Table 5 under key heading of sector or business issues, discipline driven tasks or exploring the individual entrepreneur (role model). Examples of types of student challenges/projects are then provided as illustrations (also see exemplar “scenarios”).

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| Table 5: Examples of Student Challenge | | | |
|  | Type | Challenge | Example of challenge/student project |
| 1 | Industry/  Sector Issues | Research trends /issues | Identify strategic issue/ opportunity for student research, resulting in the presentation of a proposal/recommendation for company action |
| 2 | Business Issue Driven | Problem Solving Challenge | Identify problem for research/review in order to present proposal for action (or recommendation) |
| Customer Identification | Identify and research new markets across Europe (presenting options and how to access – marketing strategy) |
| New Product Development | Research, develop and prototype new product |
| Research, identify and present new uses for existing products/services or opportunities for brand extension |
| Scenario (existing situation) | Using customer feedback or by undertaking market research, recommend opportunities for product or service/process improvement or improved customer service |
| 3 | Discipline driven | Delivering Stated Learning points Outcomes | Driven by the teaching topic, reflections and experiences of specific models, frameworks, techniques or methods. Providing content to illustrate key points or illuminate specific learning. |
| 4 | Exploring the Story: Role Model | Thematic interview (topics) | Interview the individual to explore their entrepreneurial story using specific themes/topics (linked to teaching programme) |

Think about the approaches (see table below)you might use to stimulate engagement, minimise preparation time (for external speaker) and to create challenges that build [entrepreneurial competences](https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence) and confidence.

#### Use [ETCToolkit](http://www.etctoolkit.org.uk/) and the teaching activities/examples below to inspire you:

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| **Scenario: “Ned Snogard” – “Dragons Den” in reverse (grateful thanks to Emma Forouzan)** |
| Several entrepreneurs/externals are invited to take part in the live event and are given the chance to pick from a list of fictitious business scenarios or come up with one of their own. Their task is to prepare a 5-minute funding pitch to an audience of students and then be questioned by the students for an additional 5 minutes For more details see Etctoolkit:<http://www.etctoolkit.org.uk/entrepreneurship-case-studies-library/dragons-den-in-reverse-qaa-2-7/> |
| **Scenario: “Where next” – Setting the Entrepreneur’s problem** |
| The entrepreneur/business shares one short statement relating to a current problem (such as an issue with customer feedback; short fall in expected income in particular months; lack of footfall outside major events or holidays). Ideally this is presented within 2/3 sentences, illustrated with specific data (% shortfall or % increase of customer complaints).  Student groups are then challenged to research and explore this issue in order to ask 3 questions which can help them with their response. Questions are taken from each group in turn, with each group hearing the responses of others and potentially having their question answered (and then potentially taking up the opportunity to ask other questions).  Short and specific answers are given by the entrepreneur/business in response (either by direct video link, or they could have been presented by the tutor outside class, in a more managed process). Students then have to work on presenting a solution (presentation or written report) to address the business problem set.  (Entrepreneur/business involvement with the student output can either be firsthand during live video link of presentations or presented as an overview by tutor in a 1-2-1 update). |

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| **Scenario: Professional Dilemma** |
| By focusing the exchanges on identifying an event or a decision (ideally presented with costs in terms of time, resources etc) it is possible to present students with a “professional dilemma” that needs their research, judgement and/or business skills to address.  By sharing a short ‘story’ of customer service issues, demands to support charity/local community group, or an issue with escalating costs, students are invited to either   1. Make an informed decision, through discussion/group work, within a specific time   or   1. Undertake research (which may include additional questions if that is permissible) in order to write a formal response, or action plan to address the issue.   Typically wider issues of cost, professionalism, ethics, Public Relations etc can all feature in the discussion.Finally the actual response can be shared and reviewed by the student group. |

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| **Scenario: Focused Interview (opportunity to explore the Entrepreneur’s Life world” (Gibb 2005)** |
| By pre-arranging to conduct short, regular interviews, you have the opportunity to provide key business examples week by week during your teaching, or alternatively to create a role model case study for your students.  The role model interview differs from business issues in that the interview focuses upon their “life-world” (Gibb 2011) which explores their daily lives and their emotional experience of being an entrepreneur.  Typically, you would not explore any traditional aspects that would create a business “case study”.  The aim of your interview is not to explore the business, the product or their business strategy or even talk about their customers or competitors - but to ascertain *what they* *feel has changed in their life* as a result of starting a business. Things to cover might include their personal reflections on:   * Motivation * Sense of ownership * Responsibility * Potential for rejection (of ideas, product, service, self as a brand ambassador etc) * Impact on family/relationships /Work-life balance * Dealing with stakeholders and investors * Living with uncertainty * Sense of achievement |

Reflection upon, and evaluation of, the exchange will support others and allow lessons of online inputs to be learnt and shared. It is also possible to identify further opportunities for partnership in the longer term which may include:

* Opportunities for students -Internships/Projects/projects/vacancies
* Opportunities for organisational collaboration – Sponsorship/Research projects/Curriculum design/review inputs/Case study

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1. All students should have access to entrepreneurship education, which should be offered in all types and at all levels of education” (Building Entrepreneurial Mindsets and skills in the EU 2012) [↑](#footnote-ref-1)
2. See “EntreComp: The Entrepreneurship Competence Framework” (2016) for full details; [↑](#footnote-ref-2)
3. “Learning by doing” has been identified as “giving students assignments that create value (preferably innovative) to external stakeholders based on the problems and/or opportunities the students identify through an iterative process they own themselves and take full responsibility for” (Lackeus 2015 p26 [↑](#footnote-ref-3)
4. See” 9. Making learning relevant to real life: the concept of authentic learning” (Eco System App 2017) [↑](#footnote-ref-4)
5. Interaction with the ‘outside world’ is a key aspect of entrepreneurial education (Lackeus 2013; Gibb 2008) and D6: Associate students to real companies and to businesspeople( Source: Oslo Agenda 2006) [↑](#footnote-ref-5)
6. D8: Engage Alumni in the activities of the school/uni and in the classroom (Oslo Agenda) & QAA Scotland (p9) [↑](#footnote-ref-6)
7. “Achieving these learning outcomes require learning environments and teaching strategies that offer students opportunities to experience and exploit tacit knowledge and that encourage them to take ownership of the learning process” (HE Innovate 2016 p6) [↑](#footnote-ref-7)
8. See 1. Self-Efficacy why believing in yourself matters (Source: Eco System App 2017) [↑](#footnote-ref-8)
9. E3: Encourage involvement of private partners (as an aspect of their corporate social responsibility) Oslo Agenda [↑](#footnote-ref-9)