

The background of the slide is an aerial photograph of a historic Italian city, likely Bologna, showing a dense cluster of buildings with terracotta roofs. In the foreground, a large, prominent dome with a green patina is visible. The text is overlaid on this image.

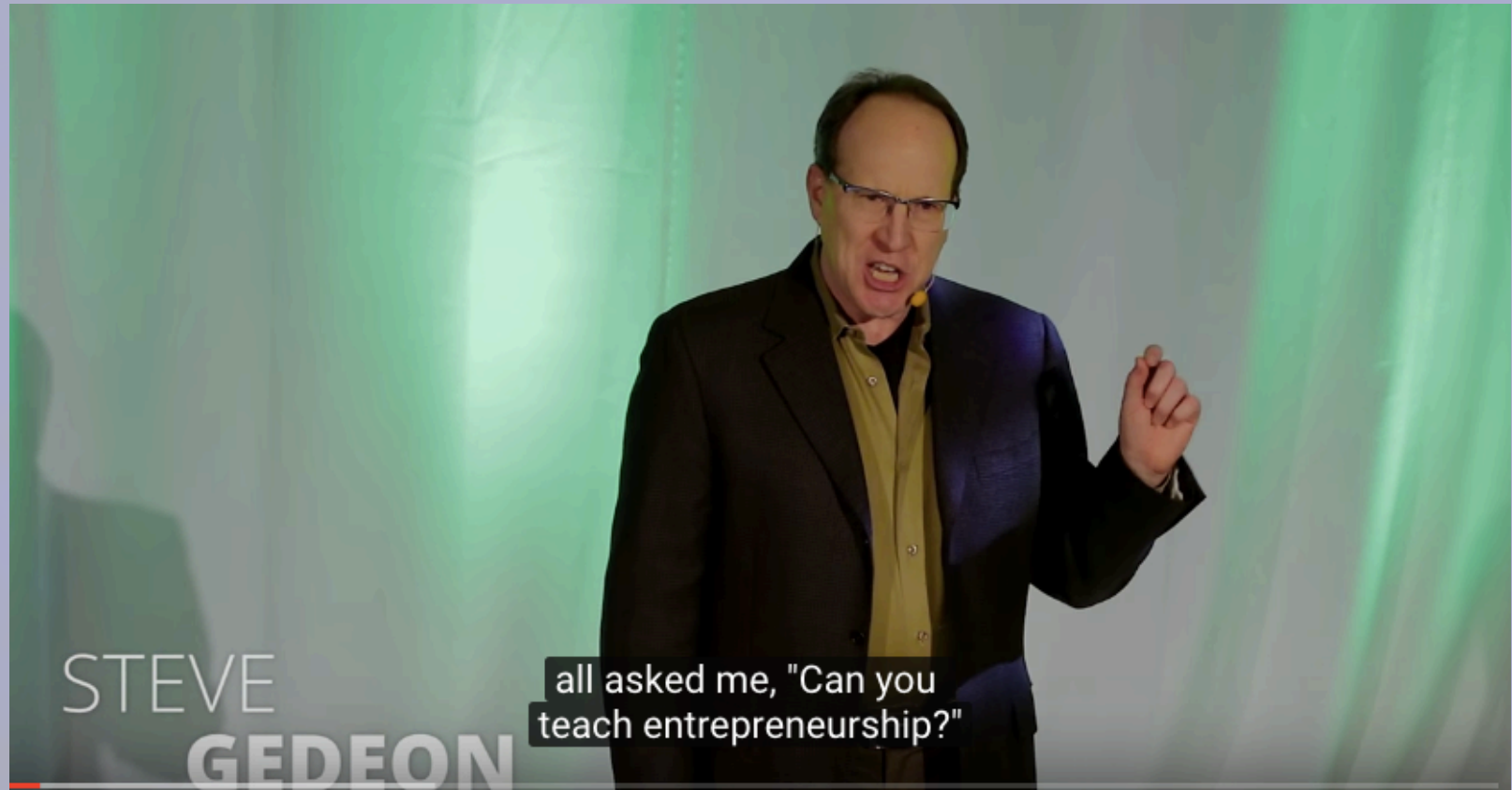
PEDAGOGIES FOR TEACHING ENTREPRENEURSHIP

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TRAINING COURSES FOR EDUCATION STAFF



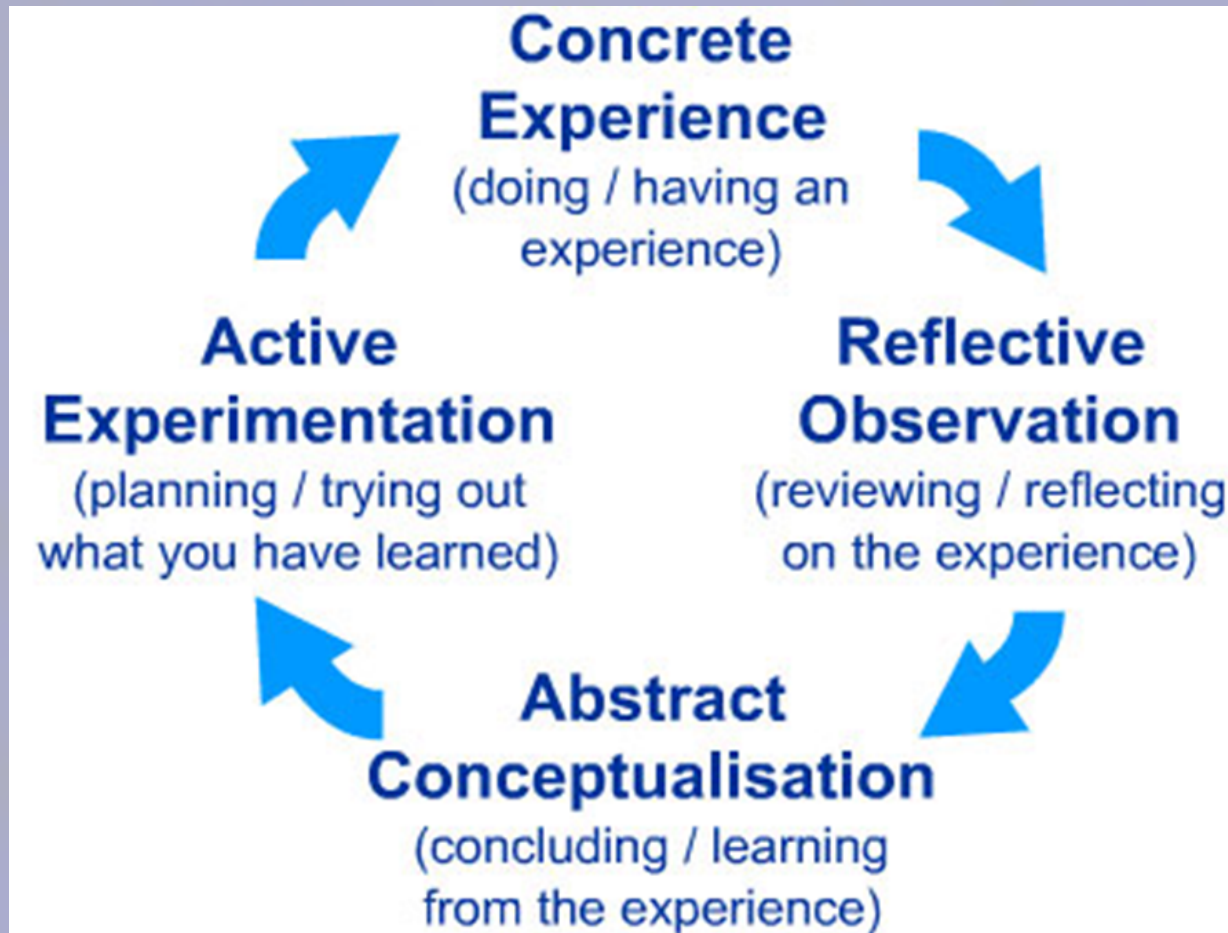
WHAT DOES IT MEAN TO TEACH ENTREPRENEURSHIP IN CLASS?



<https://www.youtube.com/watch?v=D5ahcyfpSHI>

TEACHER-CENTRIC TEACHING	STUDENT-CENTRIC LEARNING
Teacher knows the answer	Student must discover them
Books, lectures, readings, videos	Experience, simulation, games
Tests	Demonstrate proficiency
Theory	Practice
Teacher as “sage on the stage”	Teacher as “guide from the side”

KOLB'S EXPERIENTIAL LEARNING CYCLE



PROCESSING: GUIDING THROUGH THE CYCLE

- Educators and teachers can take the students through the learning cycle
- Guided reflection is known as “processing”
- Processing is conducted through questions

SMALL GROUP DISCUSSIONS

- Short interactive discussion of a point or question set by the facilitator
- Encouraging a period of reflection on an issue, exchanging experience or counselling each other
- Evaluating each other's idea
- Clear task, desired outcome, guiding without controlling, adequate time for evaluation
- Making reference to previously mentioned theories and frameworks

SMALL GROUP DISCUSSIONS

Relevance to Entrepreneurial Learning

- ownership of learning
- creative thinking
- communicating orally
- building teams
- building confidence in a safe environment
- problem-solving skills
- stress management

WORLD CAFÈ METHODOLOGY

- World Café methodology is a simple, effective, and flexible format for hosting group dialogue
- World Café can be modified to meet a wide variety of needs and is based on 7 principles and made of 5 components

WORLD CAFÈ: PRINCIPLES

- Set the Context
- Create Hospitable Space
- Explore Questions that Matter
- Encourage Everyone's Contribution
- Connect Diverse Perspectives
- Listen together for Patterns and Insights
- Share Collective Discoveries

WORLD CAFÈ: COMPONENTS

- *Setting*: Create a “special” environment, most often modeled after a café
- *Welcome and Introduction*: introduction to the World Café
- *Small Group Rounds*: three or more 20 minute rounds of conversation for the small group seated at table, at the end of round, each member of the group moves to a new table
- *Questions*: each round is prefaced with a question, the same questions can be used for more than one round
- *Harvest*: After the small groups individuals are invited to share results from their conversations with the rest of the group

BRAINSTORMING

- Generating ideas in a group situation based on the principle of suspending judgment to release ideas
- Specific rules being applied: no-judging ideas; aim for a large quantity of ideas;
- 3 steps: generation, sorting/judging, conceptualizing
- Purpose:
 - be more aware of the wider picture
 - very effective at demonstrating expectations and views across a group
 - get new perspectives and new ideas on a specific topic

DRAWING

- The transmission of ideas into pictures
- Used to stimulate participants in a programme to express themselves and their ideas in a pictorial form, often with the use of metaphor
- Basis for discussion of participant ideas and concepts
- Then, they are asked to portray the outcome of their brainstorming in pictorial form as a basis for presentation and discussion with other participants.
- Purpose:
 - test understanding after readings and discussion
 - Frame an abstract concept: enterprise culture.
 - to harvest pre-conceived views and attitudes relating to a subject

ROLE PLAYS

- People are asked to put in other people's shoes
- Personal contribution is encouraged
- “Debriefing part” is essential



ROLE PLAYS

- Basic process:
 - Act of the screenplay (experience)
 - Expectations (reflection stage)
 - Confrontation with reality (conceptualization stage)
 - Use of knowledge gained (experimentation stage)



ROLE PLAYS

Relevance to Entrepreneurial Learning

- Create strong empathy
- Stimulate creativity -> encourage personal contribution
- Help in reflecting about own experiences
- Give strong frame of reference in decoding and better understanding entrepreneurial and business behaviours
- Objectivity: to be able to see your self through other people's eyes
- Encrease self-awareness
- Versatility: different roles in different situations

DEBATE

- Expose the arguments for and against an issue
- A platform for exploring all relevant issues
- Practicing delivery skills and 'thinking on one's feet' + effective communication

How it works: 2 groups (yes and no), 1 question

- 1st briefing → Round 1 and 2
- 2nd briefing → Round 3 and 4
- 3rd briefing → Round 5 and 6

DEBATE TOPIC

Women will never be able to have great careers
because they have to take care about the family

DEBATE - DEBRIEFING

- Did you like the activity?
- What was difficult about it? What do you think about the work in team? Did you notice some group dynamics?
- Can you find it useful in your class at school (maybe changing some things in the scheme of the structure)?
- What skills and abilities can help develop in students? Why can it be useful for teaching entrepreneurship?

“FINDING OPPORTUNITIES...”

“... Ideas for business”



“FINDING OPPORTUNITIES...”

“... Ideas for business”

Relevance to Entrepreneurial Learning

- How ideas emerge in the market
- Developing problem-solving skills
- Understand other point of views
- Positive attitude: seeing problems as opportunities

HOW MUCH MONEY?

- How much money could you earn with 5€ and 2 hours?



<https://www.youtube.com/watch?v=VVgIX0s1wY8>

THE 5€ INTERACTIVE PROJECT

- Challenge your students to design and run a small entrepreneurship activity with a limited budget
- Envelope with the limited budget
- 4-5 days to prepare
- 2 hours to implement

DEBRIEFING

- What do you think?
- Would you be able to do this activity with your students?
- What do you think that your students can learn with this activity?

SHARKS' TANK (OR LIONS' CAVE)

- Have you ever watched one of those shows?
- Consists of real negotiations between successful entrepreneurs (sharks) and new wannabe entrepreneurs
- Let's see some

SHARKS' TANK

- Show some episodes in the class and discuss them
- Organize a small sharks' tank competition at a school with local entrepreneurs

AIRPLANE CONTEST

- Pitches are crucial for entrepreneurs
- Students design a paper airplane that must be capable of carrying a predetermined amount of currency in the form of coins.
- The airplanes compete in two categories: time that the plane can stay aloft and the distance it can travel.
- Students pitch their design to their classmates (the investors) in an effort to convince them their design is the best before the contest takes place

AIRPLANE CONTEST: AIMS

- Practice pitching new concepts
- Critique pitches for new concepts
- Understand the importance of pitch versus idea
- Simulate prototype development and feasibility testing

AIRPLANE CONTEST: PREPARATION

- Explanation of the activity
- Result will be a combination of votes and actual performance
- Work in groups to design the idea and prototype

AIRPLANE CONTEST: IMPLEMENTATION

- Voting rules explanation (2 minutes)
- Pitches (depending on the number of teams)
- Voting and recording of votes (5 minutes)
- Performance tests (depending on the number of teams)
- Debriefing (20 minutes)

AIRPLANE CONTEST: DEBRIEFING

- How did you view the issue of the coins? Did you see it as a negative constraint or an opportunity? Why?
- How did they try to differentiate their design?
- Did they try to optimize for time or distance or try both?
- Did they prototype and test designs?

AIRPLANE CONTEST: DEBRIEFING

- How did it feel to try to “sell” your classmates on your design? What were the biggest challenges?
- How did you decide to invest/vote? How important was the way in which they presented the concept? Their confidence?
- What was compelling about the pitch or the entrepreneur?
- Why do you think people did or did not vote for your design?
- What would you do to improve your pitch?

KEY EARNING POINTS

- Ability to quickly and clearly articulate an idea is often more important than the idea itself
- Investors often focus on their belief in the entrepreneur's ability to execute on the idea rather than the idea itself – particularly under conditions of uncertainty
- Prototyping can be an effective way to deal with an unknown environment and develop your product or service

THE BALOON DEBATE

- Personal selling exercise.
- Each participant assumes a character. This may be an entrepreneur, and historical figure, a priest or indeed a person of any kind, famous or merely generic type (for example a doctor)
- All the characters are going up in a hot air balloon to escape from a world falling apart below. A planet up there is waiting for a new leader

THE BALLOON DEBATE: STEPS

- Introduction and characters choice (5minutes)
- 1-minute-speech preparation (5 minutes)
- Speeches and vote to select the top 5 (depending on the number of participants)
- 30 second speech aimed at destroying any arguments put forward by the others (3 minutes)
- 30 second speech defending themselves and making a final statement (3 minutes)
- Final vote (2 minutes)
- Debriefing (15 minutes)

KEY EARNING POINTS

- Improving personal selling skills and bringing out the importance of the entrepreneurial personality
- Ability to articulate convincing argument and personal projection under pressure
- Realising that stakeholders in an entrepreneurial world 'buy' the person as much as the product

THE SPEED-MARKETING

- Informal exercise designed to create interaction between participants
- Participants are lined up in two lines facing each other (or in tables)
- In the first round half of the class act as marketing manager/entrepreneur the other half as investor/partner
- In the second round the roles are switched
- Before the activity the students have to think about a business idea

THE SPEED-MARKETING: STEPS

- Introduction (3 minutes)
- First round: One-to-three minute each explaining their idea to each investor, every one-to-three minute they go to the next investor (depending on the number of participants)
- First round: the investors vote the best 3 ideas and the winner is decided (3 minutes)
- Second round: One-to-three minute each explaining their idea to each investor, every one-to-three minute they go to the next investor (depending on the number of participants)
- Second round: the investors vote the best 3 ideas and the winner is decided (3 minutes)
- Debriefing (15 minutes)

KEY EARNING POINTS

- Learn how to deliver a short and focused explanation of their business should they have the opportunity to pitch it to somebody in an informal situation
- Encouragement to think out the core of the business and find attractive ways of putting it over
- Enable students to pick up the skills to summarise something in a focused and precise way and to attract the attention of partners/investors in a limited time