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BEYOND THE LIMITS
Developing Entrepreneurship via Creativity in Schools

2020-1-TR01-KA203-093989

CREATIVITY AND ENTREPRENEURSHIP FOR HIGHER EDUCATION "CURRICULUM DEVELOPMENT"

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E-BOOK

Curriculum Development: Creativity and Entrepreneurship for Higher Education E-Book

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TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

Curriculum Development: Creativity and Entrepreneurship for Higher Education

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FOREWORDS

The EU “Developing Entrepreneurship via Creativity in Schools (www.beyondthelimitsproject.sakarya.edu.tr)” project was initiated in 2019 and approved by the European Union to commence in 2020. The main objective is to develop entrepreneurial skills through creativity in education. The project started to implement with the grant support of the European Union in 2020, is a successful project carried out by a partnership of eight universities and institutes from seven countries across the UK, Spain, Portugal, Italy, Latvia and Romania under the coordination of Sakarya University from Türkiye within the scope of the Main Action (KA203) Strategic Partnerships Program in the 2020-2023 period within the scope of Erasmus plus.

During the project, we assessed the entrepreneurship and creativity levels of students, and aimed to develop university students' and teachers' creativity and entrepreneurial competences via education programs. The project aimed to encourage schools to place greater importance on entrepreneurship education and on organizing entrepreneurship activities to motivate young people to develop their potential, with competence development planned according to the specific needs of the age groups of students. It aimed to develop understanding and connectivity of the relationships between creativity and entrepreneurship, in education and in practice. In line with the main objective of this Project, student trainings, teacher training, dissemination activities in the form of international congresses, high school and university level curriculum development, as well as the needs analysis research, which is the main activity, have been carried out in partner countries and supported by global data, this report book explaining the situation of Entrepreneurship in Education in Europe and the World will be prepared and made available to researchers and educators all over the world in open access.

Through the dissemination of the project outputs, we hope that our project will be a "good practice example" for Türkiye and the EU. One of the key outputs of the EU Beyond the Limits project was curriculum development at high school and university level. The curriculum template employed for the project was provided by CSCS as an element developed by the Skillman Secretariat in collaboration with the EU ECVET Secretariat, adhering to the EQF principles and the ECVET standards. The intellectual property of CSCS under Open Common licenses, is provided for the benefit of the project. Leading the preparation of this intellectual output is the team of the Italian University of Padova and CSCS. The study of these teams was constantly supported by members of other teams with new ideas, resulting in the development of 2 detailed 14-week curricula at high school level, producing important intellectual outputs for high schools. I would like to thank all the project researchers, especially the leading Italian teams, who contributed to the production of these outputs. Moreover, I would like to thank the rectorates of the universities of all partners to support us during this project.

Prof. Dr. Osman TİTREK
EU Beyond the Limits Project Coordinator

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Introduction

The following curriculum entitled "Creativity and Entrepreneurship for Higher Education" was prepared by the University of Padua team and is part of the results of the BEYOND THE LIMITS project: The curriculum template used for the project was provided by CSCS in collaboration with the EU ECVET Secretariat, as an element developed by the Skillman Secretariat, adhering to the EQF principles and ECVET standards. The intellectual property of CSCS under Open Common licenses is provided for the benefit of the project. The curriculum aims to teach at university level education, degrees and seminars. There are 14 modules for a total of 14 weeks, applying 6 credits for 112 hours. The titles of the modules are reported in the order we recommend to students:

1. Creativity and Creative Thinking
2. Creativity and Entrepreneurship
3. Creativity and Innovation
4. Sustainable Creativity
5. Creative teaching methods
6. Business management: feasibility
7. Business management: business project
8. Entrepreneurship and leadership
9. Business opportunities and entrepreneurs
10. Financial management of entrepreneurship
11. Entrepreneurship and the market
12. Entrepreneurship network
13. Effective entrepreneur
14. Examples of successful and unsuccessful entrepreneurship

The activity of curriculum development was carried out by the University of Padua and all the partners were responsible for providing suggestions of each module.

The aim of the curriculum is to improve the skill of students at university level to teach how to generate new and better ideas, and to create new real and valuable products, services, business models and teaching methods.

In the following paragraph the description of the model of European instruments is reported and, in the tables, the course information and development for each module were presented.

The ECVET

The European Credit System for Vocational Education and Training (ECVET) is a European instrument to support lifelong learning, the mobility of European learners and the flexibility of learning pathways to achieve qualifications.

The European Credit System for Vocational Education and Training ('ECVET') is intended to facilitate the transfer, recognition, and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. This will improve the general understanding of citizens' learning outcomes and their transparency, transnational mobility, and portability across and, where appropriate, within Member States in borderless lifelong learning area, and will improve the mobility and portability of qualifications at the national level between various sectors of the economy and within the labor market. Following its adoption by the European Parliament and by the Council (18 June 2009), ECVET is now in a phase of progressive implementation. ECVET concepts and principles will be tested and introduced to ensure that conditions for the gradual application of ECVET to VET qualifications are in place across Europe by 2012. It is based on the Recommendation of the European Parliament and of the Council (in particular its annexes). It enables the stakeholders concerned to become familiar with ECVET.

The ECVET Recommendation asks the European Commission to develop users' guides and tools on ECVET. ECVET is a tool that can assist lifelong learning by improving transfer, recognition, and accumulation of what has been learnt in the past. It can ease the development of individualized lifelong learning paths which enable people to gain knowledge, skills, and competence and ultimately also a qualification progressively and building on what they learnt previously.

As presented in the ECVET Recommendation, ECVET combines several technical components and processes into a methodological framework that forms the ECVET technical specifications. The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration. Another core aspect of ECVET technical specifications is the use of units of learning outcomes (units). The use of units creates the possibility to recognize learning outcomes that correspond to a part of a qualification and to achieve the remaining learning outcomes through further learning.

The assessment, validation and recognition of units enable credit transfer and accumulation. This may help competent institutions to develop approaches whereby learners can build on the knowledge, skills, and competence they have achieved in the past, be it in formal education and training, non-formal learning, through working, leisure activities or any other learning.

Curriculum: Creativity and Entrepreneurship for Higher Education	
<p>Module <i>Number and title</i></p>	<ol style="list-style-type: none"> 1. Creativity and creative thinking 2. Creativity and entrepreneurship 3. Creativity and Innovation 4. Sustainable creativity 5. Creative teaching methods 6. Management of enterprise: The feasibility 7. Management of enterprise: The business project 8. Entrepreneurship and leadership 9. Business opportunities and entrepreneurs 10. Financial management of entrepreneurship 11. Entrepreneurship and market 12. Entrepreneurship network 13. Effective entrepreneur 14. Successful and failures examples of entrepreneurship
<p>Unit of learning outcome <i>Number and title</i></p>	<ol style="list-style-type: none"> 1. Creativity and creative thinking <ul style="list-style-type: none"> • Identify new techniques for developing creativity. • Categorize apply different approaches, tools and techniques related to creativity. • Unlock personal, creative potential. 2. Creativity and entrepreneurship <ul style="list-style-type: none"> • Recognize, evaluate, and cultivate business opportunities. • Identify, understand, and implement positive solutions to organizational issues. • Evaluate resources and skills for business. 3. Creativity and innovation <ul style="list-style-type: none"> • Apply creative methods for enhancing innovation. • Promote creativity and innovation in all activities. • Explain and critique the relationship between creativity, innovation, and entrepreneurship. 4. Sustainable creativity <ul style="list-style-type: none"> • Promote sustainable thinking. • Apply sustainable tools and skills for entrepreneurship. 5. Creative teaching methods <ul style="list-style-type: none"> • Apply new creative teaching methods. • Recognize and implement self-organization and cooperative capacity. • Collaborate in a multidisciplinary co-working. • Articulate an interactive, flexible, and dynamic learning.

	<p>6. Management of enterprise: The feasibility</p> <ul style="list-style-type: none"> • Explain the concept of project. • Explain the purpose of feasibility study. • Apply the stages of feasibility study. • Articulate a draft feasibility report. <p>7. Management of enterprise: The business project</p> <ul style="list-style-type: none"> • Identify a business idea and transforming it into a viable investment opportunity. • Apply the critical phase in the entrepreneurship process. • Recognize the theoretical knowledge but also the practical insights that can be readily applied in real-world scenarios. <p>8. Entrepreneurship and leadership</p> <ul style="list-style-type: none"> • Promote cooperative values and behaviors that contribute to group consolidation. • Reflect on the complementarity of the team building skills needed in the working and/or professional environment. • Recognize the theoretical knowledge but also the practical insights that can be readily applied in social real-world scenarios. <p>9. Business opportunities and entrepreneurs</p> <ul style="list-style-type: none"> • Identify the institutions and organizations that support entrepreneurs. • Explain the legal responsibilities of entrepreneurs. • Explain and reflect about the social responsibilities of entrepreneurs. <p>10. Financial management and entrepreneurship</p> <ul style="list-style-type: none"> • Recognize financing opportunities. • Estimate the costs of a business. • Identify the financial risks. <p>11. Entrepreneurship and market</p> <ul style="list-style-type: none"> • Communicate one's business idea clearly and effectively in public. • Analyze the market opportunities. • Apply marketing strategies. <p>12. Entrepreneurship network</p> <ul style="list-style-type: none"> • Explain the social factors that are effective in the emergence of entrepreneurs. • Provide a suitable environment for the development of entrepreneurship. • Recognize and explain the social dimensions of entrepreneurship. <p>13. Effective entrepreneur</p> <ul style="list-style-type: none"> • Understand the factors that are effective in the emerging entrepreneurs. • Explain the aims of entrepreneurship education. • Explain the discussion of entrepreneurship education.
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	<p>14. Successful and failures examples of entrepreneurship</p> <ul style="list-style-type: none"> • Explain the critical success and failure factors of successful entrepreneurs. • Evaluate the commonalities based on the life stories of entrepreneur who are successful in entrepreneurship. • Evaluate the commonalities based on the life stories of entrepreneur who had failures in entrepreneurship. • Compare critically the success factors of different entrepreneurs and venture. 											
<p>Duration <i>Hours and Credits</i></p>	<p>112 hours/ 6 Credits 14 weeks</p>	<p>Lesson's hours: 42 Exercise's hours: 63 Assessment hours: 7</p>										
<p>Access criteria <i>(If applicable)</i></p>	<p>Students at university level</p>											
<p>Final Assessment criteria <i>Description and timing</i></p>	<p>The entire course is assessed by a final exam which will focus on the theoretical and practical aspects explained during the course. The module evaluations were taken in account as the participation in the class and class discussions.</p> <table border="1" data-bbox="438 1104 1348 1294"> <thead> <tr> <th>Evaluation</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>Final exam</td> <td>Individual 60%</td> </tr> <tr> <td>Module's assessment</td> <td>Group 30%</td> </tr> <tr> <td>Class discussion</td> <td>Group 5%</td> </tr> <tr> <td>Participation in the class</td> <td>Individual 5%</td> </tr> </tbody> </table> <p>There will one final exam consisting of a variety of short answer questions and longer essay questions. The essay consists of elaboration of the topic asking critical and reflecting comparisons and opinions with relative logical arguments. The assessment criteria for the exam are:</p> <ul style="list-style-type: none"> • Linguistic correctness of the text: adequate language, grammatically correct and well-articulated in its syntax. • Relevance of the topics covered: presence of key concepts, transversal to the different moments of the teaching of the course • Completeness and adequacy of the contents and concepts exposed. • Argumentation of opinions: presence of critical arguments, supported by personal reflection and re-elaboration, to identify the premises, one's own, others' or deriving from the context, for a new understanding of one's own learning and professional experiences. • Consistency of the paper: the discussion produced must be cohesive and unitary, presenting a logical ordering of concepts and an organicity of thought. 		Evaluation	Weight	Final exam	Individual 60%	Module's assessment	Group 30%	Class discussion	Group 5%	Participation in the class	Individual 5%
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Final exam	Individual 60%											
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Participation in the class	Individual 5%											

Group of learning outcomes <i>Number and title</i>	1. Creativity and creative thinking <ul style="list-style-type: none"> • Identify new techniques for developing creativity. • Categorize apply different approaches, tools and techniques related to creativity. • Unlock personal, creative potential. 									
Competences										
1. Compare new techniques for developing creativity. 2. Identify the appropriate method and tool to use. 3. Solve a problem with new tools and methods. 4. Generating insights from need finding and reframing problems.										
Knowledge	Skills									
1. Knowledge about developing creative and purposeful ideas and skills. 2. Knowledge about creative processes. 3. Knowledge about encouragement of free creativity.	1. Skill to explore new solutions. 2. Skill to choose specific techniques and tools. 3. Skill of create (alone or with others) methods that solve problems and needs. 4. Skill to imagine. 5. Skill to apply the creative process on the final product.									
Duration <i>Hours & Credits</i>	8 Hours	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes								
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises <input type="checkbox"/> Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):									
Assessment criteria <i>Description and timing</i>	The course is assessed by a presentation of the workshop of the module, which will focus on the theoretical and practical aspects explained during the course. The use of self-assessment and self-reflection and evaluation were taken in account as the participation in the class.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assignments</th> <th style="text-align: left;">Weight</th> </tr> </thead> <tbody> <tr> <td>Self-assessment reflection and evaluation</td> <td>Individual 5%</td> </tr> <tr> <td>Presentation of the workshop</td> <td>Group 50%</td> </tr> <tr> <td>Self-intra-group assessment</td> <td>Group 15%</td> </tr> </tbody> </table>			Assignments	Weight	Self-assessment reflection and evaluation	Individual 5%	Presentation of the workshop	Group 50%	Self-intra-group assessment	Group 15%
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Class discussion	Group 20%				
Participation in the class	Individual 10%				
<p>Qualifications framework <i>Reference to EQF and NVQ</i></p>	<p>Target Level 7</p>				
<p>Delivery methods</p>	<p>X Exercises</p> <ul style="list-style-type: none"> x Lectures/lessons/presentations <input type="checkbox"/> Job-shadowing <input type="checkbox"/> Placement <input type="checkbox"/> Project work <input type="checkbox"/> Role-play x Video tutorials <input type="checkbox"/> Other activities (please specify): 				
<p>Resources</p>	<p>Readings: Hokanson, B. (2017). <i>Developing Creative Thinking Skills: An Introduction for Learners</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315674872</p> <p>Additional readings: Rosso, B. D. (2014). Creativity and constraints: Exploring the role of constraints in the creative processes of research and development teams. <i>Organization Studies</i>, 35(4), 551-585.</p>				

	<p>Hennessey, B. A., & Amabile, T. M. (2010). Creativity. <i>Annual review of psychology</i>, 61, 569-598.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Additional Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop:</u> Find the solution to your classroom problem with thinking strategies Think to your class and find a current problem you face, and then try to solve it applying the thinking strategies to reframe a problem.</p> <p>Collaborative activity</p>

Group of learning outcomes <i>Number and title</i>	2. Creativity and entrepreneurship <ul style="list-style-type: none"> • Recognize, evaluate, and cultivate business opportunities. • Identify, understand, and implement positive solutions to organizational issues. • Evaluate resources and skills for business. 									
Competences										
1. Apply knowledge of thinking process to explain and then develop creative and innovative solutions. 2. Differentiate between ideas and viable opportunities. 3. Manage innovation and the resulting knowledge. 4. Propose solutions to business problems. 5. Evaluate resources and skills needed to exploit an opportunity.										
Knowledge	Skills									
1. Knowledge and principles of critical and strategic thinking. 2. Knowledge about appropriate techniques and procedures for assessment, communication, and teamwork. 3. Knowing examples of creative team working in successful companies.	1. Ability to think critically and strategically. 2. Ability to work in teams. 3. Identifies opportunities for continuous development and efficient use of informational sources and communication resources.									
Duration <i>Hours & Credits</i>	8 Hours /1 Credit	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours:30 minutes								
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises x Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):									
Assessment criteria <i>Description and timing</i>	The course is assessed by a presentation of the workshop of the module, which will focus on the theoretical and practical aspects explained during the course. The use of self-assessment and self-reflection and evaluation were taken in account as the participation in the class.									
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Class discussion	Group 20%				
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<p>Qualifications framework <i>Reference to EQF and NVQ</i></p>	<p>Target Level 7</p>				
<p>Delivery methods</p>	<p>X Exercises</p> <ul style="list-style-type: none"> x Lectures/lessons/presentations <input type="checkbox"/> Job-shadowing <input type="checkbox"/> Placement <input type="checkbox"/> Project work <input type="checkbox"/> Role-play x Video tutorials <input type="checkbox"/> Other activities (please specify): 				
<p>Resources</p>	<p>Readings:</p> <p>Alvarez, S. A., & Barney, J. B. (2007). Discovery and creation: Alternative theories of entrepreneurial action. <i>Strategic entrepreneurship journal</i>, 1(1-2), 11-26.</p> <p>Sarasvathy, S. D., & Venkataraman, S. (2011). Entrepreneurship as Method: Open Questions for an Entrepreneurial Future.</p>				

	<p>Entrepreneurship Theory and Practice, 35(1), 113–135. https://doi.org/10.1111/j.1540-6520.2010.00425.x.</p> <p>Additional Readings: Rae, D. (2015). ‘The Contribution of Momentary Perspectives to Entrepreneurial Learning and Creativity’ in ‘Entrepreneurial Learning: New Perspectives in Research, Education and Practice’, Rae, D. & Wang, C. (eds) Routledge, 2015.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop:</u> A summary investor presentation and written feasibility analysis.</p> <p>Imagine that you must presents a summary investor presentation in which you will analyze the business problem, your business idea, the value proposition, the market attractiveness, the strategy you chose, initial financial plans for the business. You will work in group.</p>

Group of learning outcomes <i>Number and title</i>	3.Creativity and innovation <ul style="list-style-type: none"> • Explain and critique the relationship between creativity, innovation, and entrepreneurship. • Apply creative methods for enhancing innovation. • Promote creativity and innovation in all activities. 	
Competences <ol style="list-style-type: none"> 1.Understand the difference between innovation and routine mindsets. 2.Compare new techniques for developing creativity. 3.Recognize the new techniques and insert it in innovative ideas. 4.Identify the creative appropriate method and tool to use for enhancing innovation. 5.Evaluate method and tools and insert them in the lessons. 		
Knowledge <ol style="list-style-type: none"> 1. Knowledge and principles of innovative management. 2. Knowledge about being creative by using specialized software, online tools. 3. Knowledge about the new technologies. 4. Use of specific marketing methods for developing winning projects. 5. Acquiring knowledge through examples of existing inventions in furniture domain. 	Skills <ol style="list-style-type: none"> 1. Skill to explore new solutions. 2. Skill to choose specific techniques and tools. 3. Skill of create (alone or with others) methods that solve problems and needs. 4. Skill to apply the creative process on the final product. 5. Association of knowledge with classical and digital techniques for creativity 6. Skill to describe different levels of innovation and their role in value-creating activities. 7. Ability to innovate. 	
Duration <i>Hours & Credits</i>	8 Hours / 1 Credit	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours:30 minutes
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises <input type="checkbox"/> Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):	
Assessment criteria <i>Description and timing</i>	The course is assessed by a presentation of the workshop of the module, which will focus on the theoretical and practical aspects explained during the course. The use of self-assessment and self-reflection and evaluation were taken in account as the participation in the class.	

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<p>Resources</p>	<p>Readings: Mumford, M.D., & Todd, E.M. (Eds.). (2019). Creativity and Innovation in Organizations (1st ed.). Routledge. https://doi.org/10.4324/9781315192598 Additional Readings:</p>										

	<p>Hughes, D. J., Lee, A., Tian, A. W., Newman, A., & Legood, A. (2018). Leadership, creativity, and innovation: A critical review and practical recommendations. <i>The Leadership Quarterly</i>, 29(5), 549-569.</p> <p>Forgeard, M. J., & Kaufman, J. C. (2016). Who cares about imagination, creativity, and innovation, and why? A review. <i>Psychology of Aesthetics, Creativity, and the Arts</i>, 10(3), 250.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Presentation:</u> Commercializing a new product Choose a simple object of day life and find for it an attractive slogan and ads for commercialize it. You could choose any type of source and commercial canal to distribute it (tv spot, video on social media, panel ad so on)</p>

Group of learning outcomes <i>Number and title</i>	4.Sustainable creativity <ul style="list-style-type: none"> • Promote sustainable thinking. • Apply sustainable tools and skills for entrepreneurship. 											
Competences												
1.Understand sustainability as a multidimensional concept. 2.Compare old ventures with new sustainable ones. 3.Evaluate the role of the business companies and single individuals in creating a more sustainable society. 4.Evaluate challenges that sustainability gets from different perspectives. 5.Apply reporting tools to address new sustainable solutions.												
Knowledge	Skills											
1.Knowledge about sustainability and SDGs 2.Knowledge about developing ideas with sustainable materials and methods. 3.Knowledge about managing the product along its entire life cycle.	1. Think sustainably and relate to the implications of the value created to the environment. 2. Be able to apply the fundamentals of sustainable management in design, production, and construction projects. 3. Developing and management of sustainable businesses/companies.											
Duration <i>Hours & Credits</i>	8 Hours	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours:30 minutes										
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises x Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):											
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<p>Resources</p>	<p>Readings: Bocken, N., Ritala, P., Albareda, L., & Verburg, R. (Eds.). (2019). Innovation for Sustainability: Business Transformations Towards a Better World. Springer</p> <p>Additional readings: Readings: Aerni, P. (2015), Entrepreneurial Rights as Human Rights: Why Economic Rights Must Include the Human Right to Science and the Freedom to Grow Through Innovation. Cambridge Banson; ISBN: 978-0-9932932-2-1, Available at SSRN: https://ssrn.com/abstract=3229158</p>

	<p>Biasutti, M., De Baz, T. & Alshawa, H. (2016), “Assessing the infusion of sustainability principles into university curricula”, <i>Journal of Teacher Education for Sustainability</i>, 18 (2), 21-40.</p> <p>Biasutti, M, Makrakis, V., Concina E, & Frate S. (2018). Educating academic staff to reorient curricula in ESD. <i>International Journal of Sustainability in Higher Education</i>, 19 (1), 179-196, https://doi.org/10.1108/IJSHE-11-2016-0214</p> <p>Cordova, M. F., & Celone, A., (2019), SDGs and Innovation in the Business Context Literature Review, <i>Sustainability</i>, 11 (24), 1-14.</p> <p>Diepolder, C.S.; Weitzel, H.; & Huwer, J. (2021). Competence Frameworks of Sustainable Entrepreneurship: A Systematic Review. <i>Sustainability</i>, 13, 13734. https://doi.org/10.3390/su132413734</p> <p>Lans, T., Blok, V., & Wesselink, R. (2014). Learning apart and together: towards an integrated competence framework for sustainable entrepreneurship in higher education. <i>Journal of Cleaner Production</i>, 62, 37-47, https://doi.org/10.1016/j.jclepro.2013.03.036</p> <p>United Nations (2015). <i>Transforming our world: the 2030 Agenda for Sustainable Development</i>. https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Individual presentation:</u> The curriculum of the sustainable entrepreneur. In group, create a curriculum in which the characteristics, the view, and competences that a sustainable entrepreneur should have.</p>

Group of learning outcomes <i>Number and title</i>	5. Creative teaching methods <ul style="list-style-type: none"> • Apply new creative teaching methods. • Recognize and implement self-organization and cooperative capacity. • Collaborate in a multidisciplinary co-working. • Articulate an interactive, flexible, and dynamic learning. 											
Competences												
1. Recognize and implement teaching and presentation skills into a classroom setting. 2. Identify and implement a variety of teaching methods. 3. Integrate instructional, assessment and management strategies into personal style. 4. Use technology to bring about student learning. 5. Collaborate with classmates in designing instruction and developing teaching strategies.												
Knowledge	Skills											
1. Knowledge about design curriculum. 2. Knowledge teaching methods. 3. Knowledge about technology in teaching methods.	1. Skills of classroom management 2. Instructional Skills 3. Assessment Skills 4. Collaboration Skills											
Duration <i>Hours & Credits</i>	8 Hours /1 Credit	Lesson's hours: 3 Exercise's hours: 4.3 Assessment hours: 30 minutes										
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test <input type="checkbox"/> Oral examination and exercises x Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):											
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<p>Resources</p>	<p>Readings:</p> <p>Bono, E. D. (2011). <i>Six thinking hats</i>. Penguin Group.</p> <p>Gijlers H., Weinberger A., van Dijk A. M., Bollen L., van Joolingen W. (2013). Collaborative drawing on a shared digital canvas in elementary science education: the effects of script and task awareness support. <i>Int. J. Comput. Support. Collab. Learn.</i> 8, 427–453. 10.1007/s11412-013-9180-5</p> <p>Aguilar, D., & Pifarre Turmo, M. (2019). Promoting social creativity in science education with digital technology to</p>		

	<p>overcome inequalities: A scoping review. <i>Frontiers in psychology</i>, 10, 1474.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
Activities	<p><u>Workshop:</u> Creating an Online Learning unit. In small group develop an online learning unit reporting the chosen contents, goals, and tasks. Select teaching activities and strategies and identify assessment tools and criteria.</p>

Group of learning outcomes <i>Number and title</i>	6. Management of enterprise: The feasibility <ul style="list-style-type: none"> • Explain the concept of project. • Explain the purpose of feasibility study. • Apply the stages of feasibility study. • Articulate a draft feasibility report. 	
Competences		
1. Recognize the concept of business project. 2. Apply the stages of feasibility study. 3. Articulate a feasibility report		
Knowledge	Skills	
1. Knowledge about the concept of project. 2. Knowledge about the purpose of the feasibility study. 3. Knowledge of the rules for preparing a feasibility report.	1. Ability to explain the purpose of the business plan. 2. Ability to list the stages of feasibility study. 3. Ability to draft a feasibility report.	
Duration <i>Hours & Credits</i>	8 Hours	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test x Oral examination and exercises x Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):	
Assessment criteria <i>Description and timing</i>	The course is assessed by a presentation of the workshop of the module, which will focus on the theoretical and practical aspects explained during the course. The use of self-assessment and self-reflection and evaluation were taken in account as the participation in the class.	
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	Presentation of the workshop	Group 65%

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<p>Activities</p>	<p><u>Workshop:</u> The concept of feasibility, its purpose, survey stages, preparation and evaluation of the feasibility report are explained with ready-made sample feasibility studies. Student groups are asked to do the feasibility study in accordance with the determined business idea and the created project. The suitability of the prepared feasibility report for investment is presented in class</p>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>7. Management of enterprise: The business project</p> <ul style="list-style-type: none"> • Identify a business idea and transforming it into a viable investment opportunity. • Apply the critical phase in the entrepreneurship process. • Recognize the theoretical knowledge but also the practical insights that can be readily applied in real-world scenarios. 					
<p>Competences</p> <p>1. Describe the definition of business idea. 2. Describe business idea development methods. 3. Explain the purpose of the business plan. 4. List and explain the stages and rules of preparing a business plan project. 5. Prepare a draft business plan.</p>						
<p>Knowledge</p>	<p>Skills</p>					
<p>1. Knowledge about the definition of business idea. 2. Knowledge of business idea development methods. 3. Knowledge of the rules for preparing a business plan.</p>	<p>1. Ability to follow the stages of preparing a business plan. 2. Ability to explain the purpose of the business plan. 3. Ability to prepare a draft business plan.</p>					
<p>Duration <i>Hours & Credits</i></p>	<p>8 Hours</p>	<p>Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes</p>				
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<p>Activities</p>	<ul style="list-style-type: none"> • Students list people who have turned their business ideas into successful investments and share with the class explaining why they choose these people. • The Sample project studies are examined. A few of the business ideas previously cited by students were analyzed and examining the purpose, importance, stages, and preparation of the business plan. <p>As the sample a draft for students' idea will be prepared</p>

Group of learning outcomes <i>Number and title</i>	8. Entrepreneurship and leadership <ul style="list-style-type: none"> • Promote cooperative values and behaviors that contribute to group consolidation. • Reflect on the complementarity of the team building skills needed in the working and/or professional environment. <p>Recognize the theoretical knowledge but also the practical insights that can be readily applied in social real-world scenarios.</p>									
Competences										
<ol style="list-style-type: none"> 1. Knowing the factors involved in the team building process. 2. Understand the type of skills needed and build a team. 3. Experiment with different working styles and interaction patterns to work effectively in a team. 4. Demonstrate an understanding of the meaning of leadership. 5. Describe and explain the characteristics of an effective and inspiring leader. 										
Knowledge	Skills									
<ol style="list-style-type: none"> 1. Knowledge about team building resources. 2. Knowledge about leadership. 	<ol style="list-style-type: none"> 1. Ability to work in team. 2. Ability to recognize team leader. 3. Ability to describe entrepreneurial groups. 									
Duration <i>Hours & Credits</i>	8 Hours / 1 Credit	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes								
Assessment methods <i>(Click appropriate box/s)</i>	<input type="checkbox"/> Written exercises and test x Oral examination and exercises x Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify):									
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	<p>Web site : http://www.beyondthelimitsproject.sakarya.edu.tr/need-analysis.html</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop:</u> The class choose some “actors” and make different role playing showing different kind of leaders and groups and the other part of the class has a list to check the characteristics of the leaders.</p> <p>After the roleplaying the class discuss the different type of leadership underlines the characteristics of effective leaders the effects of the leadership and their additional suggestions</p>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>9. Business opportunities and entrepreneurs</p> <ul style="list-style-type: none"> • Identify the institutions and organizations that support entrepreneurs. • Explain the social responsibilities of entrepreneurs. • Explain the legal responsibilities of entrepreneurs. 	
<p>Competences</p> <p>1. Identify the emerging opportunities in a globalized world. 2. Identify escalating trends in entrepreneurship in recent years, along with an exploration of the prospects available to entrepreneurs. 3. Recognize an entrepreneurial path, highlighting the fundamental responsibilities entailed in entrepreneurship.</p>		
<p>Knowledge</p> <p>1. Knowledge about institutions and organizations that support entrepreneurs. 2. Knowledge about the responsibilities of entrepreneurs towards individuals, institutions, and organizations.</p>	<p>Skills</p> <p>1. Social skills and responsibilities of entrepreneurs. 2. Ability to list the legal responsibilities of entrepreneurs. 3. Ability to list the general rules of business ethics.</p>	
<p>Duration <i>Hours & Credits</i></p>	<p>8 Hours</p>	<p>Lesson's hours: 3 Exercise's hours: 4.3 Assessment hours: 30 minutes</p>
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<p>Activities</p>	<p><u>Students are divided into groups:</u> Each group conducts research (using the Internet, newspapers, magazines) on the social and legal responsibilities of institutions and organizations operating in the service sector, trade sector, industrial sector. After the research, they shared it with the class. The class discusses the social and legal responsibilities of institutions and organizations operating in the service sector, trade sector, industrial sector.</p>

Group of learning outcomes <i>Number and title</i>	<p>10. Financial management and entrepreneurship</p> <ul style="list-style-type: none"> • Recognize Financing opportunities. • Estimate the costs of a business. • Identify the financial risks. 													
Competences														
<p>1. Knowing how to estimate the cost of transforming an idea into an activity that creates value.</p> <p>2. Understand the dynamics of the company's financial needs.</p> <p>3. Understand the characteristics of the different sources of financing available to businesses and the related costs and risks: equity and credit.</p> <p>4. Apply the adequate methods of coverage.</p>														
Knowledge	Skills													
<p>1. Knowledge about fundraising channels.</p> <p>2. Knowledge about financial risks.</p> <p>3. knowledge about the balance sheet.</p>	<p>1. Skills to create a balance sheet.</p> <p>2. Ability to analyze financial risks.</p>													
Duration <i>Hours & Credits</i>	8 Hours/ 1 Credit	<p>Lesson's hours: 3</p> <p>Exercise's hours: 4.3</p> <p>Assessment hours: 30 minutes</p>												
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Activities	The students have to develop a campaign of fundraising for one of the ideas listed in the furthers exercises, reporting all the steps they followed for the analysis of the funding opportunities.

Group of learning outcomes <i>Number and title</i>	11. Entrepreneurship and market <ul style="list-style-type: none"> • Communicate one's business idea clearly and effectively in public. • Analyze the market opportunities. • Apply marketing strategies. 													
Competences														
1. Identify suitable distribution and sales channels. 2. Identify the factors that determine the cost and selling price of a product or service. 3. Understand and apply the key elements of a marketing strategy, also in synergy with digital technologies and different communication channels. 4. Organize a communication campaign through different channels.														
Knowledge	Skills													
1. Knowledge about sales and distribution 2. Knowing marketing strategies 3. Knowledge communication strategies	1. Skills to organize a distribution. 2. Ability to use marketing strategies. 3. Ability to advertising a product or service.													
Duration <i>Hours & Credits</i>	8 Hours	Lesson's hours: 3 Exercise's hours: 4.3 Assessment hours: 30 minutes												
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	<p>Marketing, 8(2), 12–32. https://doi.org/10.1509/jimk.8.2.12.19620</p> <p>Stokes, D. (2000). Putting entrepreneurship into marketing: the processes of entrepreneurial marketing. Journal of research in marketing and entrepreneurship, 2(1), 1-16.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop</u>: Communicate the company through the web. Study examples of innovative communication campaigns through the Internet, also in relation to the ability to generate added value for the company, in synergy with sales strategies and the change of key aspects of the company through technologies.</p> <p>After the study, the students in group choose a communication web strategy and apply it for one of the products you made a campaign in the previous workshop.</p>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>12. Entrepreneurship network</p> <ul style="list-style-type: none"> • Explain the social factors that are effective in the emergence of entrepreneurs. • Provide a suitable environment for the development of entrepreneurship. • Recognize and explain the social dimensions of entrepreneurship. 							
<p>Competences</p> <p>1. Recognize the significance of social factors in fostering the emergence of entrepreneurs. 2. Cultivate an enabling environment for entrepreneurial development and outlines the social dimensions associated with entrepreneurship. 3. Establish a critical theoretical foundation to support subsequent units.</p>								
<p style="text-align: center;">Knowledge</p> <p>1. Knowledge about the effective social factors in the emergence. 2. Knowledge about the social dimensions of entrepreneurship.</p>	<p style="text-align: center;">Skills</p> <p>1. Ability to examine the formation of a suitable environment for the development of entrepreneurship. 2. Ability to explain the social factors that are effective in the emergence of entrepreneurs. 3. Ability to compare the social dimensions of entrepreneurship.</p>							
<p>Duration <i>Hours & Credits</i></p>	<p>8 Hours/1 Credit</p>	<p>Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes</p>						
<p>Assessment methods <i>(Click appropriate box/s)</i></p>	<p>X Written exercises and test</p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral examination and exercises <input type="checkbox"/> Practical assignment under supervision <input type="checkbox"/> Practical assignment autonomously and responsibly <input type="checkbox"/> Other activities (please specify): 							
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	<p>Min. 5, 48 (2015). https://doi.org/10.1007/s13278-015-0287-8.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop:</u> Students will be able to discuss among themselves about the effective networking processes and What an entrepreneur should do to create an effective network. Students will discuss within the group.</p> <p>For discussion you could use these reflecting questions:</p> <ul style="list-style-type: none"> • What can be understood as the social dimension of entrepreneurship? Which social characteristics can support or facilitate entrepreneurship? Give examples. • How does our society view entrepreneurship in general? Discuss. • Briefly summarize the importance of social relations (acquaintances etc.) for successful entrepreneurship and the advantages they can provide. <p>Collaborative learning</p>

Group of learning outcomes <i>Number and title</i>	13. Effective entrepreneur <ul style="list-style-type: none"> • Understand the factors that are effective in the emergence of entrepreneurs. • Explain the aims of entrepreneurship education. • Explain the discussion of entrepreneurship education. 													
Competences														
1. Understand the factors that are effective in the emergence of entrepreneurs. 2. Evaluate the importance of entrepreneurship education.														
Knowledge	Skills													
1. Knowledge about the aims of entrepreneurship education. 2. Knowledge about entrepreneurship education.	1. Ability to explain the aims of entrepreneurship education 2. Ability to compare the discussion of entrepreneurship education.													
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Activities	<p><u>Workshop:</u> The students in a small group discuss all characteristics, competences, and knowledge an entrepreneur should have (considering all the modules studied so far) and prepare a profile of a successful entrepreneur, underlining the aspects they discussed.</p> <p>Collaborative learning</p>
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<p>Group of learning outcomes <i>Number and title</i></p>	<p>14. Successful and failures examples of entrepreneurship</p> <ul style="list-style-type: none"> • Explain the critical success and failure factors of successful entrepreneurs. • Explain the commonalities based on the life stories of businessmen who are successful in entrepreneurship. • Evaluate the commonalities based on the life stories of entrepreneur who had failures in entrepreneurship. • Compare critically the success factors of different entrepreneurs and venture. 	
<p>Competences</p> <p>1. Understand the mindset of a successful entrepreneurs. 2. Explain the factors that allow an entrepreneur to develop a successful business. 3. Reflecting critically about success and failure factors of entrepreneurs. 4. Analyze critically the success and fail in the entrepreneurship stories.</p>		
<p>Knowledge</p> <p>1. Knowledge of critical success and failure factors of entrepreneurs. 2. Knowledge about institutions and organizations that support entrepreneurs. 3. Knowledge about the opportunities offered by institutions and organizations supporting entrepreneurs. 4. Knowledge about the responsibilities of entrepreneurs towards individuals, institutions, and organizations.</p>	<p>Skills</p> <p>1. Ability to evaluate the emergence of common aspects based on the life stories of entrepreneurs. 2. Ability of critical reflection on entrepreneurs stories also considering new knowledge.</p>	
<p>Duration <i>Hours & Credits</i></p>	<p>8 Hours/1 Credit</p>	<p>Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours: 30 minutes</p>
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Participation in the class	Individual 10%												
<p>Qualifications framework <i>Reference to EQF and NVQ</i></p>	<p>Target Level 7</p>												
<p>Delivery methods</p>	<p>X Exercises</p> <ul style="list-style-type: none"> x Lectures/lessons/presentations <input type="checkbox"/> Job-shadowing <input type="checkbox"/> Placement <input type="checkbox"/> Project work <input type="checkbox"/> Role-play x Video tutorials <input type="checkbox"/> Other activities (please specify): 												

<p>Resources</p>	<p>Readings: Boldureanu, G., Ionescu, A. M., Bercu, A.-M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions. <i>Sustainability</i>, 12(3), 1267. https://doi.org/10.3390/su12031267.</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr</p> <p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<p>Activities</p>	<p><u>Workshop</u>: Students will be able to discuss among themselves about the life of one well-known entrepreneur. They must compare the existing successful business with the knowledge learned so far and discuss within the group.</p> <p>Collaborative learning</p>

Conclusion

The above developed curriculum targets students, workers or new entrepreneurs, it aims to develop skills and abilities in creativity and entrepreneurship.

The curriculum has multiple uses it can be taught to students at secondary school courses as introductory course.

The curriculum could also have more applications such as training or updating courses for workers or industry experts. The course could also be used as a single course and workshop for those who want to learn more about the topic, such as new entrepreneurs.

The course includes theoretical parts and practical parts integrating student-centered approaches such as collaborative learning, learning by doing and project-based learning. Since the course is therefore developed giving particular attention to the practical and laboratory part, it is interesting both for those who know the subject and wants to experience both less experienced students. In particular, it could be useful for those who want to open a business and need to deal with the themes of creativity. The possibility of learning by doing is the strong point of this curriculum which could be distributed in all the partner countries of the project and also be disseminated to schools as an example to be developed in their own courses.

**EU BEYOND THE LIMITS: DEVELOPING ENTREPRENEURSHIP VIA
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Project Coordinator

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CSCS- Italy

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Padova University- Italy

University of Coimbra- Portugal

Agora University of Oradea-Romania

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