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CREATIVE THINKING AND ENTREPRENEURSHIP FOR SECONDARY SCHOOL STUDENTS "CURRICULUM DEVELOPMENT"

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E-BOOK

Curriculum Development: Creative Thinking and Entrepreneurship for Secondary School Students E-Book

BEYOND THE LIMITS: DEVELOPING ENTREPRENEURSHIP VIA CREATIVITY IN SCHOOLS

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Editors

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Curriculum Development: Creative Thinking and Entrepreneurship for Secondary School Students

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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

Contents

Introduction	6
The ECVET	7
Curriculum: Creative thinking and entrepreneurship for secondary school students	8
1. The creative thinking	12
2. The creative thinking and entrepreneurship	15
3. Creativity and innovation	18
4. Sustainability and creativity	21
5. Creative strategies in entrepreneurship	24
6. From idea to a business: the feasibility	27
7. From a business idea to a business project	30
8. From a business idea to the business project: Team work and leadership	33
9. Business opportunities and young entrepreneurs	36
10. The company in action: dealing with costs	39
11. The company in action: dealing with market	42
12. The network around the entrepreneur	45
13. Successful stories of entrepreneurship	48
14. Be an entrepreneur	51
Conclusion	54

Introduction

The following curriculum entitled “Creativity Thinking and Entrepreneurship for high school students” is elaborated by the Padova University team and it is part of results of the project BEYOND THE LIMITS: DEVELOPING ENTREPRENEURSHIP VIA CREATIVITY IN SCHOOLS. 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. The curriculum is aimed to teach in training, degree, seminars at university level. There are 14 modules for a total of 14 weeks, 6 credit for 112 hours are implemented. The titles of modules are reported in the order we proposed to students:

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

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.

The 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 recognize 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: Creative Thinking and Entrepreneurship for Secondary School Students	
<p>Module <i>Number and title</i></p>	<ol style="list-style-type: none"> 1. The creative thinking 2. The creative thinking and entrepreneurship 3. Creativity and innovation 4. Sustainability and creativity 5. Creative strategies in entrepreneurship 6. From idea to a business: The feasibility 7. From a business idea to a business project 8. From a business idea to a business project: Teamwork and leadership 9. Business opportunities and young entrepreneurs 10. The company in action: Dealing with costs 11. The company in action: dealing with market 12. The network around the entrepreneur 13. Successful stories of entrepreneurship 14. Be an entrepreneur
<p>Unit of learning outcome <i>Number and title</i></p>	<ol style="list-style-type: none"> 1. The creative thinking <ul style="list-style-type: none"> • Identify new methods for developing creativity. • Categorize apply different approaches, tools and techniques related to creativity. • Unlock personal, creative potential. 2. The creative thinking and entrepreneurship <ul style="list-style-type: none"> • Recognize business opportunities. • implement positive solutions to organizational issues. • Evaluate resources and skills for business. 3. Creativity and innovation <ul style="list-style-type: none"> • Identify the role of innovation in new business opportunities. • Apply creative methods for enhancing innovation. • Promote creativity and innovation in all activities. • Explain and critique the relationship between creativity, innovation and entrepreneurship. 4. Sustainability and creativity <ul style="list-style-type: none"> • Recognize the Sustainable principles and the motivation of insert it in new business. • Apply sustainable tools and skills for entrepreneurship. • Promote sustainable thinking. 5. Creative strategies in entrepreneurship <ul style="list-style-type: none"> • Apply new creative entrepreneurial methods.

	<ul style="list-style-type: none"> • Recognize and implement self-organization and cooperative capacity. • Collaborate in a multidisciplinary co-working. • Articulate an interactive, flexible, and dynamic teamwork. <p>6. From idea to a business: The feasibility</p> <ul style="list-style-type: none"> • Explain the concept of project. • Explain the purpose of feasibility study. • List the stages of feasibility study. • Prepare a draft feasibility report. <p>7. From a business idea to a business project</p> <ul style="list-style-type: none"> • Identify a business idea and transforming it into a viable investment opportunity. • Develop and follow 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. From a business idea to the business project: Teamwork 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 young entrepreneurs</p> <ul style="list-style-type: none"> • Identify the institutions and organizations that support entrepreneurs. • Explain the legal responsibilities of entrepreneurs. • Explain the social responsibilities of entrepreneurs. <p>10. The company in action: Dealing with costs.</p> <ul style="list-style-type: none"> • Recognize Financing opportunities. • Estimate the costs of a business. • Identify the financial risks. <p>11. The company in action: dealing with market</p> <ul style="list-style-type: none"> • Communicate one's business idea clearly and effectively in public. • Analyze the market opportunities. <p>12. The network around the entrepreneur</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.
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	<ul style="list-style-type: none"> • List the social dimensions of entrepreneurship. <p>13. Successful stories of entrepreneurship</p> <ul style="list-style-type: none"> • Explain the critical success factors of successful entrepreneurs. • Explain the commonalities based on the life stories of entrepreneur who failed in business. • Compare critically the success and failures factors of different entrepreneurs and venture. <p>14. Be an entrepreneur</p> <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. 											
<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 secondary level of school</p>											
<p>Final Exam 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.</p> <p>The module evaluations were taken in account as the participation in the class and class discussions.</p> <table border="1" data-bbox="528 1330 1342 1523"> <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 regarding all the topic of the lessons. The essay consists of elaboration of the topic asking comparisons and opinions with relative logical arguments.</p> <p>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) 		Evaluation	Weight	Final exam	Individual 60%	Module's assessment	Group 30%	Class discussion	Group 5%	Participation in the class	Individual 5%
Evaluation	Weight											
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	<ul style="list-style-type: none">• 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.
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Group of learning outcomes <i>Number and title</i>	1. The creative thinking <ul style="list-style-type: none"> • Identify new methods for developing creativity. • Categorize apply different approaches, tools and techniques related to creativity. • Unlock personal, creative potential. 											
Competences												
1. Know and compare new techniques for developing creativity. 2. Identify and choose 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 methods that solve problems and needs. 4. Skill to imagine. 5. Skill to apply the creative process on the final product.											
Duration <i>Hours and Credits</i>	4 hours	Lesson's hours: 1 Exercise's hours: 2.30 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 checked="" 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 each 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="width: 70%;">Assignments</th> <th style="width: 30%;">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-intragroup peer assessment</td> <td>Group 15%</td> </tr> <tr> <td>Class discussion</td> <td>Group 20%</td> </tr> </tbody> </table>			Assignments	Weight	Self –assessment reflection and evaluation	Individual 5%	Presentation of the workshop	Group 50%	Self-intragroup peer assessment	Group 15%	Class discussion	Group 20%
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Participation in the class</td> <td style="width: 50%; padding: 5px;">Individual 10%</td> </tr> </table> <p>The assessment criteria for the group workshop:</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. 	Participation in the class	Individual 10%
Participation in the class	Individual 10%		
<p>Qualifications framework <i>Reference to EQF and NVQ</i></p>	<p>Target Level 4</p>		
<p>Delivery methods</p>	<p>X Exercises 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>		
<p>Resources</p>	<p>Readings: Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning. Additional Readings: Hokanson, B. (2017). Developing Creative Thinking Skills: An Introduction for Learners (1st ed.). Routledge. https://doi.org/10.4324/9781315674872</p>		

	<p>Website : http://www.beyondthelimitsproject.sakarya.edu.tr</p> <p>Additional Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
Activities	<p><u>Workshop</u>: Find the solution to your classroom problem with thinking strategies</p> <p>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.The creative thinking and entrepreneurship <ul style="list-style-type: none"> Recognize business opportunities. 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.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 and Credits</i>	4 Hours	Lesson’s hours: 1 Exercise’s hours: 2.30 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>Qualifications framework <i>Reference to EQF and NVQ</i></p>	<p>Target Level 4</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: Kuratko, D. F. (2016). <i>Entrepreneurship: Theory, process, and practice</i>. Cengage learning.</p> <p>Additional Readings: <i>Technology Ventures: From Idea to Enterprise</i>. Byers, Dorf, and Nelson. 4th Edition. McGraw Hill Education. Copyright 2015. ISBN 978-1259252754 (International Student Edition).</p> <p>Websites: http://www.beyondthelimitsproject.sakarya.edu.tr</p>

	Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html
Activities	<p><u>Workshop:</u> A summary investor presentation and written feasibility analysis.</p> <p>Imagine that you have to presents an investor presentation in which you will analyze your business idea, the market attractiveness, the strategy you chose, initial financial plans for the business. You will work in group.</p>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>3.Creativity and innovation</p> <ul style="list-style-type: none"> • Identify the role of innovation in new business opportunities. • Apply creative methods for enhancing innovation. • Promote creativity and innovation in all activities. • Explain and critique the relationship between creativity, innovation, and entrepreneurship. 	
<p>Competences</p> <p>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. Evaluate method and tools.</p>		
<p>Knowledge</p> <p>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</p>	<p>Skills</p> <p>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 t knowledge with classical and digital techniques for creativity 6. Can describe different levels of innovation and their role in value-creating activities. 7. Ability to innovate.</p>	
<p>Duration <i>Hours and 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><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)</p>	
<p>Assessment criteria <i>Description and timing</i></p>	<p>The course is assessed by a presentation of the workshop of each 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.</p>	

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<p>Resources</p>	<p>Readings: Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning.</p> <p>Additional Readings: 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>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>: 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> <p>Collaborative learning</p>

Group of learning outcomes <i>Number and title</i>	4.Sustainability and creativity <ul style="list-style-type: none"> • Recognize the Sustainable principles and the motivation of insert it in new business. • Apply sustainable tools and skills for entrepreneurship. • Promote sustainable thinking. 	
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.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 and Credits</i>	4 Hours	Lesson's hours: 1 Exercise's hours: 2.30 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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	Presentation of the workshop	Group 50%

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<p>Activities</p>	<p><u>Workshop</u>: The characteristics of the sustainable entrepreneur. In group, create a list where the characteristics, the view, and competences that a sustainable entrepreneur should have, are reported.</p> <p>Collaborative learning</p>

Group of learning outcomes <i>Number and title</i>	5.Creative strategies in entrepreneurship <ul style="list-style-type: none"> • Apply new creative entrepreneurial methods. • Recognize and implement self-organization and cooperative capacity. • Collaborate in a multidisciplinary co-working. • Articulate an interactive, flexible, and dynamic teamwork. 													
Competences														
1.Recognize and implement presentation skills into a meeting setting. 2. Identify and implement a variety of entrepreneurial methods. 3. Integrate management strategies into personal style. 4. Use technology to bring about business ideas. 5. Collaborate with others in designing and developing new entrepreneurial strategies.														
Knowledge	Skills													
1. Knowledge about management 2. Knowledge presentation methods 3. knowledge about technology	2. Meeting presentation management 3. Collaboration 4. Flexibility													
Duration <i>Hours and Credits</i>	4 Hours	Lesson's hours: 1 Exercise's hours: 2.3 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 <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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Activities	<p><u>Workshop:</u> Creating an Online meeting presentation unit In small group develop an online meeting presentation unit reporting the chosen contents, goals, and tasks. Select activities and strategies</p>

Group of learning outcomes <i>Number and title</i>	6.From idea to a business: The feasibility <ul style="list-style-type: none"> • Explain the concept of project. • Explain the purpose of feasibility study. • List the stages of feasibility study. • Prepare a draft feasibility report. 													
Competences														
1.Apply the stages of feasibility study. 2.Prepare 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 to be considered when 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 /1 Credit	Lesson's hours: 3 Exercise's hours: 4.30 Assessment hours:30 minutes												
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Activities	<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.</p> <p>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>
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Group of learning outcomes <i>Number and title</i>	7.From a business idea to a business project <ul style="list-style-type: none"> Identify a business idea and transforming it into a viable investment opportunity. Develop and follow 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. 	
Competences		
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.		
Knowledge	Skills	
4. Knowledge about the definition of business idea. 5. Knowledge of business idea development methods. 6. Knowledge of the rules for preparing a business plan.	4. Ability to follow the stages of preparing a business plan. 5. Ability to explain the purpose of the business plan. 6. Ability to prepare a draft business plan.	
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):	
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	<p>Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html</p>
<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>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>8. From a business idea to the business project: Teamwork 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>Competences</p>								
<p>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.</p>								
<p>Knowledge</p>	<p>Skills</p>							
<p>1. Knowledge about team building resources. 2. Knowledge about leadership</p>	<p>1. Ability to work in team. 2. Ability to recognize team leader. 3. Ability to describe entrepreneurial groups.</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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	<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” from the class 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. After the roleplaying the class discuss the different type of leadership underline the characteristics the effects and the suggestions</p>

Group of learning outcomes <i>Number and title</i>	<p>9. Business opportunities and young 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. 							
Competences								
<p>1. Identify the emerging opportunities in a globalized world.</p> <p>2. Identify escalating trends in entrepreneurship in recent years, along with an exploration of the prospects available to entrepreneurs.</p> <p>3. Recognize an entrepreneurial path, highlighting the fundamental responsibilities entailed in entrepreneurship.</p>								
Knowledge	Skills							
<p>1.. Knowledge about institutions and organizations that support entrepreneurs.</p> <p>2. Knowledge about the responsibilities of entrepreneurs towards individuals, institutions, and organizations.</p>	<p>1. Social skills and responsibilities of entrepreneurs.</p> <p>2. Ability to list the legal responsibilities of entrepreneurs.</p> <p>3. Ability to list the general rules of business ethics.</p>							
Duration <i>Hours & Credits</i>	8 Hours	<p>Lesson's hours: 3</p> <p>Exercise's hours: 4.3</p> <p>Assessment hours: 30 minutes</p>						
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<p>Resources</p>	<p>Readings: Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning.</p> <p>Additional Readings: Bonini, S. M., Mendonca, L. T. Oppenheim, J.M. (2006). When social issues become strategic. McKinsey Quarterly (2): 19-31.</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>	<ul style="list-style-type: none"> • Students are divided into groups. 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.

Group of learning outcomes <i>Number and title</i>	10.The company in action: Dealing with costs. <ul style="list-style-type: none"> • Recognize Financing opportunities. • Estimate the costs of a business. • Identify the financial risks 													
Competences														
1.Knowing how to estimate the cost of transforming an idea into an activity that creates value. 2.Understand the dynamics of the company's financial needs. 3.Understand the characteristics of the different sources of financing available to businesses and the related costs and risks: equity and credit. 4.Apply the adequate methods of coverage.														
Knowledge	Skills													
1.Knowledge about fundraising channels 2.Knowledge about financial risks 3. Knowledge about the balance sheet	1. Skills to create a balance sheet 2. Ability to analyze financial risks													
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>	X Oral examination and exercises <ul style="list-style-type: none"> <input type="checkbox"/> Written exercises and test <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 each 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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	Videos and tutorials: http://www.beyondthelimitsproject.sakarya.edu.tr/course-movies.html
Activities	The students have to develop a campaign of fundraising for one of the ideas lists in the furthers exercise reporting all the steps they follow for the analysis of the funding opportunities

<p>Group of learning outcomes <i>Number and title</i></p>	<p>11.The company in action: Dealing with market</p> <ul style="list-style-type: none"> • Communicate one's business idea clearly and effectively in public. • Analyze the market opportunities. 													
<p>Competences</p> <p>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.</p>														
<p>Knowledge</p> <p>1. Knowledge about sales and distribution 2. Knowing marketing strategies 3. Knowledge communication strategies</p>	<p>Skills</p> <p>1. Skills to organize a distribution. 2. Ability to use marketing strategies. 3. Ability to advertising a product or service.</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>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</p> <p>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><u>Workshop:</u> Promotion and enhancement of Made in Italy, through meetings and discussions with producers of local Made in Italy excellence, also in relation to the defense against counterfeiting (e.g., Investigation and research of a typical product of Made in Italy agro-food and examples of counterfeiting).</p>

Group of learning outcomes <i>Number and title</i>	12.The network around the entrepreneur <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. • List the social dimensions of entrepreneurship. 	
Competences		
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.		
Knowledge	Skills	
1. Knowledge about the effective social factors in the emergence 2. Knowledge about the social dimensions of entrepreneurship	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	
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>	X Written exercises and test <ul style="list-style-type: none"> <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 each 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.	
	Assignments	Weight
	Self –assessment reflection and evaluation	Individual 5%
	Presentation of the workshop	Group 50%

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<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"> • Are entrepreneurial qualities innate? Or are they influenced by family and environment, and can they be developed and acquired especially through education? • 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>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>13. Successful stories of entrepreneurship</p> <ul style="list-style-type: none"> • Explain the critical success factors of successful entrepreneurs. • Explain the commonalities based on the life stories of entrepreneur who are successful business. • Explain the commonalities based on the life stories of entrepreneur who failed in business. • Compare critically the success and failures 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 or a failing business. 3. Reflecting critically about success and failures factors of successful entrepreneurs. 4. Analyse critically the entrepreneurship stories</p>		
<p>Knowledge</p> <p>1. Knowledge of critical success factors of successful 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 with a successful in entrepreneurship. 2. Ability of critical reflection on entrepreneurs stories also considering new knowledge.</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>Assessment criteria <i>Description and timing</i></p>	<p>The course is assessed by a presentation of the workshop of each module, which will focus on the theoretical and practical aspects explained during the course.</p>	

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<p>Activities</p>	<p><u>Workshop</u>: Students will be able to discuss among themselves about the life of one well-known entrepreneur. They have to compare the existing successful business with the knowledge learned so far and discuss within the group.</p> <p>Collaborative learning</p>

<p>Group of learning outcomes <i>Number and title</i></p>	<p>14. Be an entrepreneur</p> <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. 													
<p>Competences</p> <p>1. Understand the factors that are effective in the emergence of entrepreneurs 2. Evaluate the importance of entrepreneurship education.</p>														
<p>Knowledge</p>	<p>Skills</p>													
<p>1. Knowledge about the aims of entrepreneurship education. 2. Knowledge about entrepreneurship education.</p>	<p>1. Ability to explain the aims of entrepreneurship education 2. Ability to compare the discussion of entrepreneurship education.</p>													
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Activities	<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. Collaborative learning

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
CREATIVITY IN SCHOOLS PROJECT**

2020-1-TR01-KA203-093989

Project Coordinator

Sakarya University - Türkiye

Partnership

De Montfort University – England

CSCS- Italy

Liepaja University – Latvia

Padova University- Italy

University of Coimbra- Portugal

Agora University of Oradea-Romania

Granada University- Spain



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