

# **Module: EduPreneurship**

## **Module Description**

Entrepreneurship education (EduPreneurship) is the combination of enterprise and entrepreneurship education. EduPreneurship refers to development of skills, knowledge and mind-set for the purpose of turning ideas into entrepreneurial action. Teachers here develop individual key competencies to encourage active citizenship, employability, public participation, personal development and individual autonomy. These competencies are keys to personal development and relevant across the lifelong learning in all fields and forms of learning, education and training. The concept of entrepreneurship education includes student-centered learning and competence based education that leads to value creation in authentic learning environment. In the other words, entrepreneurship education activates students and facilitate methods to transfer their knowledge, skills and attitudes into action. In such cases students become critical in their thinking and creative in their work. Students' knowledge, skills and mind-set is developed through entrepreneurship education that leads to idea generation and transfers students' ideas into action. Teachers are playing a key role here to facilitate learning environment that helps students to be creative in their own way. Entrepreneurs are usually visualize their ideas and combine different entrepreneurship related competencies such autonomy, innovation, reactiveness, risk taking, competitive aggressiveness, uniqueness and intellectual capital into holistic realities to create something new. The learning environment plays a major role in facilitating the entire process by helping students and encouraging them to become active citizen.

---

## **{TEACHING} THEMES}**

---

### **1. MARKET ORIENTED EDUCATION (3 ECTS)**

The market oriented education refers to the relationship between universities and work environment and encourage mutual cooperation to support students future career. In fact, the major contribution of education institutions is to prepare students to the market and assisting students to find relevant career or to start their own business. The learning outcome of education program will be likely if facilitators creates a relevant environment for the students to develop their work life competencies and update their skills. If quality of education

program and curriculum designed based on the market need, students will be able to tackle opportunities and find possible career. So, market oriented education should become a central principle for the academic institution in Kurdistan and it's one important aspect of Bologna process that allows student to tackle opportunities through project and problem based learning (PBLs) and independent work. So, what constitutes a career, has been turned on its head as it can solve unemployment issue and fulfil global and technological needs. Students through market education programs could be trained to have impact and pursue a kind of learning that embraces complexity results in deeper learning outcome and knowledge creation to initiate business and possible changes.

## **1.1 LEARNING OBJECTIVES**

The main objective of Market oriented education is to:

- Assist students to become a problem solver and active learner.
- Identify existing gaps in the market and developing new methods to fulfill market needs.
- Peruse collaboration rather than competition, rote learning and jealousy.
- Encourage active citizenship and more social inclusion.
- Facilitate placement and career development.
- Support new economic realities, technological development and deeper learning outcome.

## **2.1 Learning Outcomes**

- Initiating new ideas and applying creativity at workplace
- Tackling existing market opportunities in all fields.
- Enhancing collaboration, teamwork and interaction.
- Generating students problem solving competency.
- Enable teacher students to convert their creative ideas into action.
- Identifying market problems and designing new methods to overcome market issues.

## **2. Intellectual Capital & Innovation Management (3 ECTS)**

The main source of innovation is the capital possessed by individuals known as intellectual capital or human capital. Intellectual capital includes the human capital which could be invested in academic institutions. Students could be enriched with specific knowledge, skills, and competency to survive in their future career. In the absence of concrete human capital investment, it's not possible for students to gain competencies needed to perform their tasks and become innovative. The objective of this theme is to understand innovation as a systemic phenomenon involving the creation to confront and analyze different models. This theme suggests the proper tools for specific situations. Organizational knowledge and managerial approach to innovation may create new value for the students to deal with opportunities.

### **1.2 Learning Outcomes:**

On completion of this theme, teacher students will be able to:

- Identifying skills and competencies needed for innovation.
- Applying principles of intellectual capital to real problems.
- Increasing students' understanding on the impact of human, organizational and social capital on university's alumni.
- Identify, recognize and professionally analyze issues, and create problem-solving competency.
- Enhancing student's ability to time management and punctuality.

## **3. Leadership and Interpersonal skills (2.5 ECTS)**

This theme can be taught as one unit or can be separated to Interpersonal Communication Skills and Entrepreneurial Leadership. This theme helps to recognize a variety of leadership theories and demonstrate the ability to use theories in the practice of and entrepreneurial leadership. For a successful and high performance entrepreneurial leadership and team work, there are vital components to be taught in this theme such as: collaborative teamwork, Mutual trust, Open communication, Creative problem solving and Shared accountability. The Entrepreneurial Leadership in Education specialization offers a unique opportunity for

universities and other educational organization leaders. Participants will develop their knowledge, skills, and dispositions as they engage in leading efforts to build new venture opportunities in varied educational organizations. Through their role and motivations, teacher students will be able to build prosperous society and overcome contemporary problem.

### **1.3 Learning Outcomes**

- Develop awareness of appropriate communication strategies.
- Prepare and present messages with a specific intent, and deliver feedback and messages clearly and appropriately.
- Develop critical and reflective thinking abilities.
- Gain a critical awareness of the complexity of challenges facing organizations and the influence of management and leadership skills.
- Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others, in addition to developing an awareness of organizational communication skills.
- Gain advanced knowledge and understanding of leadership foundational theories and models
- Applying public speaking techniques and developing self-confident.
- Developing university societal role and cooperation.

## **4. ASSESSMENT CRITERIA**

- Teacher students can initiate new ideas and apply creativity at the workplace.
- Teacher students find market opportunities in their field of work
- Teacher students try to enhance collaboration, teamwork and interaction with students in order to deliver best knowledge to the student in relation to workplace environment.
- Teacher students develop understanding of the market problems and initiates creative ideas to overcome the existing market problem.
- Teacher student identify skills and competencies needed for innovation.
- Teacher students apply principles of intellectual capital to real problems.
- Teacher students increase students understanding on the impact of human, organizational and social capital on university's alumni.

- Teacher students identify, recognize and professionally analyzing issues, and creating problem solving competency.
- Teacher student enhancing student’s ability to time management and punctuality.
- Teacher students develop awareness of relevant communication strategies.
- Teacher students prepare and present messages clearly and precisely
- Teacher students develop critical and reflective thinking.
- Teacher students achieve critical awareness of the complexity of challenges facing organizations and the influence of management and leadership skills.
- Teacher students develop leadership skills and competencies to effectively leading change, resolving conflict, and motivating others, in addition to developing an awareness of organizational communication skills.
- Teacher students gain advanced knowledge and understanding of leadership foundational theories and models
- Teacher students will be able to develop their public speaking skills

#### **4. IMPLEMENTATION PLAN**

**Overall Credit: 9 ECTS (243 Workload hours)**

Theme 1: Market Oriented Education (3 ECTS)

Theme 2: Intellectual Capital & Innovation Management (3 ECTS)

Theme 3: Leadership and Interpersonal Skills (3 ECTS)

<b>Themes</b>	<b>ECTSs</b>	<b>Workload Hours</b>	<b>Lectures</b>	<b>Activities</b>	<b>Projects &amp; Reports</b>	<b>Online Learning</b>	<b>Self-Study</b>
<b>Theme 1</b>	<b>3</b>	<b>81 Hours</b>	<b>9 Hours</b>	<b>23 Hours</b>	<b>21 Hours</b>	<b>3 Hours</b>	<b>25 Hours</b>
<b>Theme 2</b>	<b>3</b>	<b>81 Hours</b>	<b>9 Hours</b>	<b>23 Hours</b>	<b>21 Hours</b>	<b>3 Hours</b>	<b>25 Hours</b>
<b>Theme 4</b>	<b>3</b>	<b>81 Hours</b>	<b>9 Hours</b>	<b>23 Hours</b>	<b>21 Hours</b>	<b>3 Hours</b>	<b>25 Hours</b>
<b>Total</b>	<b>9 ECTS</b>	<b>243</b>	<b>36</b>	<b>69 hours</b>	<b>63 Hours</b>	<b>9 Hours</b>	<b>75 Hours</b>

This module will be taught in different ways based on student-centred learning, as following:

- Theoretical aspect, which includes classroom learning, debates, academic essays and different activities: classic and online classes.

- Practical aspect: practicing what the participants have learnt in the real life (classrooms of universities and schools)
- Projects: group/team-work
- Presentations
- Flipped classrooms
- Workshops
- Idea competition

## 4.1 CONTENTS

## 5. References

- Abdullah, N. N., & Othman, M. B. (2019). Examining the Effects of Intellectual Capital on the Performance of Malaysian Food and Beverage Small and Medium-Sized Enterprises. *Technology (IJCIET)*, 10(2), 135-143.
- Barringer, B. R. (2015). *Entrepreneurship: Successfully launching new ventures*. Pearson Education India.
- European Commission. (2013). *Entrepreneurship education: A guide for educators*.
- Ikävalko, M., Ruskovaara, E., & Seikkula-Leino, J. (2009). Rediscovering teacher's role in entrepreneurship education. In *EFMD conference, Barcelona, February* (pp. 26-27).
- Lackeus, M. (2015). *Entrepreneurship in education—what, why when, how*, Entrepreneurship 360 Background paper.
- Longenecker, J. G., Moore, C. W., Petty, W., & Palich, L. E. (2005). *Small business management: An entrepreneurial emphasis*.
- Petty, J. W., Hoy, F., Longenecker, J. G., & Palich, L. E. (2012). *Managing small business: An entrepreneurial emphasis*. South-Western Cengage Learning.

Schaper, M., Volery, T., Weber, P., & Lewis, K. (2010). *Entrepreneurship and small business*. John Wiley & Sons