Lecture Plans Designed during the ENTREHUBS Value Co-Creation Hubs in Greece

Responsible partners:

University of Macedonia

STIMMULI FOR SOCIAL CHANGE

Creating Value Co-creation Hubs between
Universities and Enterprises to foster the infusion
of Entrepreneurship Education in Europe
2022-1-DE01-KA220-HED-000085694

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Lecture Plan 1: DIGITAL TOOLS FOR NEW VENTURE CREATION

Title	DIGITAL TOOLS FOR NEW VENTURE CREATION
Description	This chapter introduces students to freemium digital tools such as Canvanizer for business model development, Proto.io for prototyping, and Trello for project coordination. The goal is to familiarize students with these collaboration tools, enhancing the quality of their final venture creation deliverables.
Time Slot / Duration	2-3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	Canvanizer, Proto.io, Trello
Practical/industry resources	● Canvanizer business development ● Proto.io prototyping ● Trello project coordination
Sources / Links	https://canvanizer.com/new/business-model-canvas Proto.io, (n.d.)., https://proto.io/ Trello, (n.d.)., https://trello.com/ https://www.igi-global.com/dictionary/digital-tools
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General understanding of digital business tools.
Learning objectives	*Enhancing venture creation skills by mastering Canva for visuals, Proto.io for interactive prototypes, and Trello for streamlined project management. Learning to leverage these digital tools for optimal creativity, efficiency, and collaboration, propelling ventures to success.* ● Enhancing collaboration ● Canvanizer - Business model tool ● Proto.io - Prototyping and user experience tool ● Trello - Management tool

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	● Venture creation
Content	*collaboration, freemium digital tools, venture creation, team management*
Teaching and learning methods	Explore online courses and tutorials focused on optimizing collaboration through freemium tools. Various platforms provide extensive insights into fostering effective collaboration within the business landscape. Engage in a learning community where participants using Canivazer, Trello, and Proto.io can exchange experiences, pose questions, and benefit from peer-to-peer learning. Group discussions contribute valuable insights to the learning process. Incorporate online collaboration tools such as Trello, Canivazer, Proto.io, or other relevant platforms seamlessly into the learning journey. This integration facilitates participants' familiarity with tools commonly employed to enhance collaborative environments
Approach(es) to EE	( ) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	( ) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	Infinity Greece
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation pairing exercise*

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Special Focus	*(x) Multidisciplinary approach* *( ) Partnerships and cross-sectoral cooperation* *( ) Links between formal/non-formal learning* *(x) Links to key competences* *( ) Educator training and professional development* *( ) A lifelong learning perspective* *( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches* *(x) Learning and teaching pedagogies with a focus on venture-creation approach* *( ) Learning and teaching pedagogies with a focus on value-creation approach* *(x) Learning and teaching pedagogies with a focus on design thinking* *(x) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)* *(x) Collaboration/ Link with the business sector*

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Lecture Plan 2: OPEN INNOVATION (OI) – How to collaborate with your local ecosystem

Title	OPEN INNOVATION (OI) – How to collaborate with your local ecosystem
Description	This section highlights the open innovation approach, emphasizing collaboration's importance in new business development. Trainees will gain insights into open innovation, distinguish between closed and open approaches, identify collaboration opportunities with ecosystem actors, and understand the INSPIRE Open Innovation Approach.
Time Slot / Duration	2 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	On-site: Flipchart, Post-its Remote: Google Classroom or Zoom, Miro Digital Collaboration Board
Practical/industry resources	● Open innovation ● Differences between closed and open innovation ● Ecosystem actors ● INSPIRE Open Innovation Approach
Sources / Links	https://www.idiainnovation.org/ecosystem-actors https://www.forbes.com/sites/theyec/2022/12/20/the-importance-of-a-business-network-and-how-to-build-a-strong-one/?sh=63d80cfb1392 https://advancedbusinessabilities.com/why-is-networking-important-for-entrepreneurs/ https://inspire.load.digital/ https://www.inspire-smes.info/index.php https://www.youtube.com/watch?v=n_vgcxG0y88
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students

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Entry requirements / Previous knowledge	General knowledge of management and business models.
Learning objectives	● Meaning of Open & Closed Innovation ● Open innovation processes ● Typical actors in an innovation ecosystem ● Type of partners to collaborate with ● Open innovation methodology - steps
Content	*closed & open innovation, outside-in process, inside-out process, coupled process, ecosystem's actors, developing an Action Plan*
Teaching and learning methods	Learn about the realm of open innovation through dedicated courses and tutorials, delving into the dynamics of collaboration within ecosystems. Various platforms provide comprehensive insights into the roles and interactions of actors within innovation ecosystems. Through discussions and learning, share experiences and gain knowledge about open innovation practices. Engaging with the community allows for a deeper understanding of the differences between open and closed innovation approaches. Integrate tools and methodologies related to open innovation into the learning process. This hands-on approach helps participants familiarize themselves with the strategies commonly employed in open innovation environments, fostering a more dynamic and collaborative mindset.
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	KiNNO Innovation Consultants

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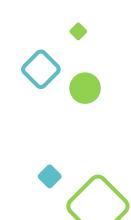2022-1-DE01-KA220-HED-000085694

Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation multiple choice exercise*
Special Focus	*(x) Multidisciplinary approach* *( ) Partnerships and cross-sectoral cooperation* *( ) Links between formal/non-formal learning* *(x) Links to key competences* *( ) Educator training and professional development* *( ) A lifelong learning perspective* *( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches* *(x) Learning and teaching pedagogies with a focus on venture-creation approach* *( ) Learning and teaching pedagogies with a focus on value-creation approach* *(x) Learning and teaching pedagogies with a focus on design thinking* *(x) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)* *(x) Collaboration/ Link with the business sector*

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Lecture Plan 3: Utilize digital platforms for extroversion and digital synergies

Title	Utilize digital platforms for extroversion and digital synergies
Description	This chapter emphasizes the vital role of digital platforms in business development, covering their impact on efficiency, reach, customer experience, and innovation. Readers can expect a concise understanding of digital platforms, their types, features, and the significant benefits they offer to businesses.
Time Slot / Duration	2 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	On-site: Flipchart, Post-its Remote: Google Classroom or Zoom, Miro Digital Collaboration Board
Practical/industry resources	● Importance of digital platforms ● Business development and sustainability ● Characteristics, forms and features of a digital platform ● Digital platforms development frameworks
Sources / Links	https://www.adobe.com/acrobat/resources/digital-entrepreneurship-starting-a-business-online.html https://startup.google.com/ https://pimcore.com/en/resources
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General understanding of digital platforms and business tools.
Learning objectives	● Defining the concept of digital platform ● Types of digital platforms ● Importance of digital platforms ● The advantages the digital platforms bring to businesses

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Content	*development and sustainability, efficiency, greater reach, improved customer experience, enhanced data, increased innovation, features of digital platforms*
Teaching and learning methods	Explore the vital role of digital platforms in business development and sustainability through online courses. Learn about the characteristics, forms, and features of digital platforms in collaborative discussions. Gain insights into digital platform development frameworks for a deeper understanding of their significance and practical application.
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship (x) Customer development ( ) Other: _____
Business stakeholder(s)	Infinity Greece
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation through questions*

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Special Focus	*(x) Multidisciplinary approach* *(x) Partnerships and cross-sectoral cooperation* *( ) Links between formal/non-formal learning* *(x) Links to key competences* *( ) Educator training and professional development* *( ) A lifelong learning perspective* *( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches* *(x) Learning and teaching pedagogies with a focus on venture-creation approach* *( ) Learning and teaching pedagogies with a focus on value-creation approach* *(x) Learning and teaching pedagogies with a focus on design thinking* *( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)* *(x) Collaboration/ Link with the business sector*

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Lecture Plan 4: Utilize ICT to boost creativity and digital business models

Title	Utilize ICT to boost creativity and digital business models
Description	In today's rapidly evolving digital environment, enterprises must foster creativity and innovation to stay competitive. This chapter advocates the utilization of Information and Communication Technology (ICT) tools and technologies to amplify creativity and formulate digital business models.
Time Slot / Duration	3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	On-site: Flipchart, Post-its Remote: Google Classroom or Zoom, Miro Digital Collaboration Board
Practical/industry resources	● Creativity ● ICT tools and technologies
Sources / Links	https://medium.com/@marksss/boost-your-productivity-and-creativity-with-the-5-hour-rule-4f7cf7161b52
Literature	"Boost Your Productivity and Creativity with the 5-Hour Rule" Mark and Sweet Sour Sauce Co
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General understanding of the idea of life-long learning.
Learning objectives	● Defining the concept of digital platform ● Types of digital platforms ● Importance of digital platforms ● The advantages the digital platforms bring to businesses

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Content	*creativity, productivity, ICT tools and technologie, efficiency, development*
Teaching and learning methods	Discover the synergy of creativity, productivity, and ICT tools in driving efficiency and development through specialized online courses. Explore the dynamic relationship between these elements, understanding how technology enhances productivity. Delve into frameworks that foster efficiency, equipping participants with valuable insights for personal and professional development.
Approach(es) to EE	() Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship () Customer development ( ) Other: _____
Business stakeholder(s)	Infinity Greece
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation through questions*

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Special Focus	(x) Multidisciplinary approach ( ) Partnerships and cross-sectoral cooperation (x) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development (x) A lifelong learning perspective ( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches ( ) Learning and teaching pedagogies with a focus on venture-creation approach ( ) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking ( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) ( ) Collaboration/ Link with the business sector

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Lecture Plan 5: Technical aspects linked with the digital necessary networking tools

Title	Technical aspects linked with the digital necessary networking tools, as well as the MOOC production and the necessary digital implementation on the eplatform
Description	This section introduces the concept of digital networking, offering insights into top business networking tools and valuable tips for building meaningful professional connections. Readers will gain knowledge on leveraging digital networking tools effectively.
Time Slot / Duration	3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	Blinq, Hunter.io, Lunchclub, Slack, X Communities(ex Twitter), Clay
Practical/industry resources	● Digital networking ● Business networking tools ● Massive Open Online Courses (MOOCs) ● Learning new skills
Sources / Links	https://slack.com/help/articles/115004071768-What-is-Slack- https://www.oerknowledgecloud.org/archive/MOOC_Final.pdf https://www.tricycle-europe.com/why-is-digital-networking-important/ https://blinq.me/blog/top-business-networking-tools-to-supercharge-your-growth
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General idea of online courses.
	How to use Blinq, Hunter.io, Lunchclub, Slack, X Communities(ex Twitter), Clay for the advantage of business growth.

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Learning objectives	● Meaning of digital networking ● Top business networking tools ● How to use this tools
Content	*types of networking tools, business relationships, opportunities, online courses*
Teaching and learning methods	Uncover the power of digital networking and business collaboration with specialized online courses. Explore essential business networking tools and the educational potential of Massive Open Online Courses (MOOCs) for acquiring new skills. Enhance your knowledge to effectively navigate the digital landscape, fostering professional growth through continuous learning.
Approach(es) to EE	( ) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	Infinity Greece
Total workload & composition	*5 hours total workload (in h), split in-lecture (3h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation through questions*

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Special Focus	(x) Multidisciplinary approach (x) Partnerships and cross-sectoral cooperation ( ) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development ( ) A lifelong learning perspective ( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches ( ) Learning and teaching pedagogies with a focus on venture-creation approach ( ) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking ( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) (x) Collaboration/ Link with the business sector

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Lecture Plan 6: Create your own startup

Title	Create your own startup
Description	This section aims to define startup businesses and guide readers through the steps of creating their own startup ventures. The expected outcomes include a clear understanding of startup concepts and the knowledge needed to initiate and develop one's own startup.
Time Slot / Duration	3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	Blinq, Hunter.io, Lunchclub, Slack, X Communities(ex Twitter), Clay
Practical/industry resources	● Meaning of Start up business model ● Steps for a Start up creation ● Common Start up mistakes
Sources / Links	https://www.youtube.com/watch?v=Ez671hHxeak https://blog.hubspot.com/sales/startups https://sendpulse.com/support/glossary/startup https://www.gs4e.com/best-tips-for-start-up-success/?gclid=Cj0KCQjwk7ugBhDIARIsAGuvgPZOw_k7ZHwnPtjQB12yiebHeC_890EOBwP3xuQTAaaMvgD59xTn5mwaAtDREALw_wcB https://www.investopedia.com/terms/s/startup.asp#toc-what-is-a-startup
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General understanding of business
Learning objectives	● Understanding the start up business model ● Create your own start up ● 6 Types of startups ● What to do to avoid startup failure

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Content	young company, innovation, new products, market, BUSINESS plan, finance, advertising, brand
Teaching and learning methods	Embark on a thorough exploration of startup business models through immersive online courses, gaining a deep understanding of the crucial steps involved in creating a startup. Uncover the nuances of entrepreneurship by examining and learning from prevalent startup mistakes, arming yourself with invaluable insights to navigate the complex landscape of launching and sustaining a successful venture.
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	KiNNO Innovation Consultants
Total workload & composition	*8 hours total workload (in h), split in-lecture (3h), self-study, (1h) & "external" activities (4h)*
Assessment	*Business idea evaluation*

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Special Focus	(x) Multidisciplinary approach (x) Partnerships and cross-sectoral cooperation ( ) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development ( ) A lifelong learning perspective ( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches (x) Learning and teaching pedagogies with a focus on venture-creation approach ( ) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking (x) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) (x) Collaboration/ Link with the business sector

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Lecture Plan 7: Agile Methodologies

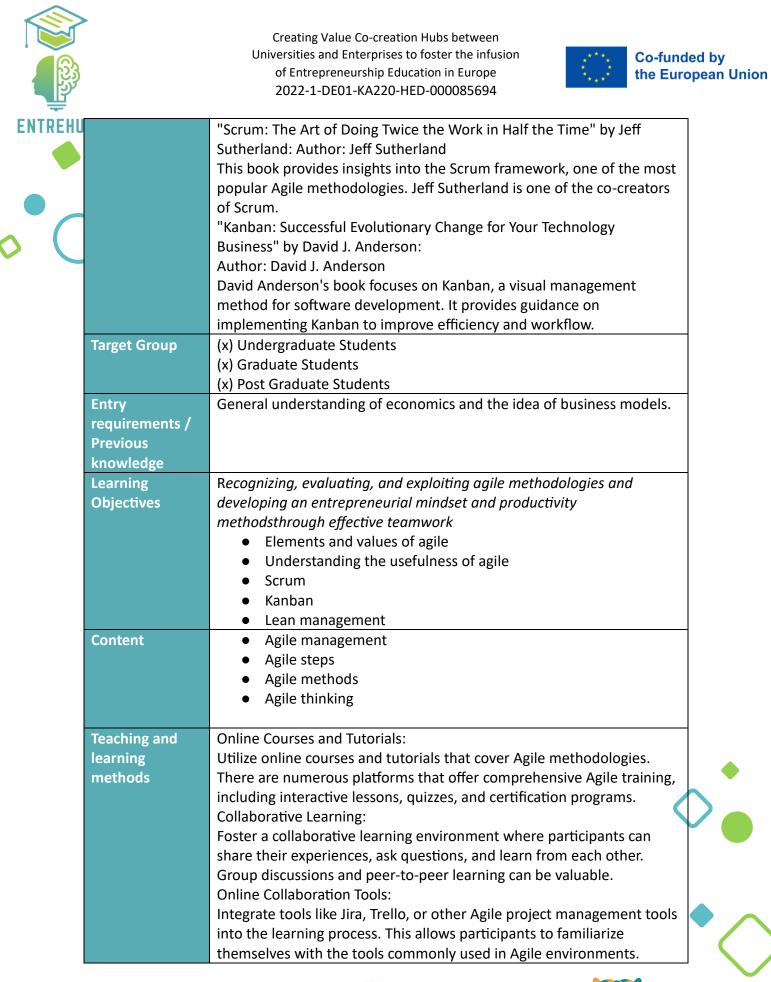| Name / Title	**Agile Methodologies**
Short description	This course explores the essence of agility through the agile manifesto, methods, and examples. What is the Agile methodology? The Agile methodology is a project management approach that involves breaking the project into phases and emphasizes continuous collaboration and improvement. Teams follow a cycle of planning, executing, and evaluating. Readers will gain insights into agile elements, understand its utility, and learn to identify when and how to apply agile methodologies.
Time Slot / Duration	2-3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	On-site: Flipchart, printed out DIN A0 Business Model Canvas Templates, printed out DIN A0 Ecogood Business Canvas Templates (EBC), Flipchart Marker, Post-its Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	● Agile management ● Agile steps ● Agile methods ● Agile thinking
Sources / Links	https://agilemanifesto.org/ https://www.youtube.com/watch?v=Z9QbYZh1YXY&ab_channel=MarkShead https://www.youtube.com/watch?v=1evfn3qTYGM&ab_channel=GoogleCareerCertificates https://www.youtube.com/watch?v=KNBHQ0pyaG8&ab_channel=InvensisLearning
Literature	"Agile Manifesto": Authors: Kent Beck, Mike Beedle, Arie van Bennekum, Alistair Cockburn, Ward Cunningham, Martin Fowler, James Grenning, Jim Highsmith, Andrew Hunt, Ron Jeffries, Jon Kern, Brian Marick, Robert C. Martin, Steve Mellor, Ken Schwaber, Jeff Sutherland, and Dave Thomas. The Agile Manifesto is a foundational document that outlines the values and principles of Agile development. It provides a set of guiding values for Agile teams.

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	"Scrum: The Art of Doing Twice the Work in Half the Time" by Jeff Sutherland: Author: Jeff Sutherland This book provides insights into the Scrum framework, one of the most popular Agile methodologies. Jeff Sutherland is one of the co-creators of Scrum. "Kanban: Successful Evolutionary Change for Your Technology Business" by David J. Anderson: Author: David J. Anderson David Anderson's book focuses on Kanban, a visual management method for software development. It provides guidance on implementing Kanban to improve efficiency and workflow.
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General understanding of economics and the idea of business models.
Learning Objectives	*Recognizing, evaluating, and exploiting agile methodologies and developing an entrepreneurial mindset and productivity methodsthrough effective teamwork* ● Elements and values of agile ● Understanding the usefulness of agile ● Scrum ● Kanban ● Lean management
Content	● Agile management ● Agile steps ● Agile methods ● Agile thinking
Teaching and learning methods	Online Courses and Tutorials: Utilize online courses and tutorials that cover Agile methodologies. There are numerous platforms that offer comprehensive Agile training, including interactive lessons, quizzes, and certification programs. Collaborative Learning: Foster a collaborative learning environment where participants can share their experiences, ask questions, and learn from each other. Group discussions and peer-to-peer learning can be valuable. Online Collaboration Tools: Integrate tools like Jira, Trello, or other Agile project management tools into the learning process. This allows participants to familiarize themselves with the tools commonly used in Agile environments.

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Approach(es) to EE	( ) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value creation activities	( ) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	KiNNO Innovation Consulting
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Self evaluation questionnaire*
Special Focus	(x) Multidisciplinary approach ( ) Partnerships and cross-sectoral cooperation ( ) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development ( ) A lifelong learning perspective ( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches ( ) Learning and teaching pedagogies with a focus on venture-creation approach ( ) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking (x) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) ( ) Collaboration/ Link with the business sector

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Lecture Plan 8: Technology Transfer Fundamentals

Title	Technology Transfer Fundamentals
Description	This course introduces the concept of technology transfer as a driving force for innovation and business development in the context of digital entrepreneurship. It covers the methodology of developing novel products and services, licensing strategies, and acquiring existing technologies to support entrepreneurial ideas.
Time Slot / Duration	3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	
Practical/industry resources	● Technology transfer process ● Examples of technology transfer processes
Sources / Links	https://www.oecd.org/science/oslo-manual-2018-9789264304604-en.htm
Literature	OECD/Eurostat (2018). Oslo Manual 2018: Guidelines for Collecting, Reporting and Using Data on Innovation, 4th Edition, The Measurement of Scientific, Technological and Innovation Activities, OECD Publishing, Paris/Eurostat, Luxembourg. Axinte, S (2020). Technology Transfer: Training Course. CIT-IRECSON Training Center, Bucharest, Romania
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General idea of digital entrepreneurship
Learning objectives	● Explain the concept of technology transfer ● Understand the benefits of using technology transfer for innovation ● Provide tools to enhance entrepreneurial ideas

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Content	*Definition and Scope of Technology Transfer* *Benefits of Technology Transfer in Innovation* *Technology Transfer Process and Phases* *Examples of Technology Transfer Processes*
Teaching and learning methods	Dive into the world of technology transfer, explore the concepts of licensing agreements, collaborative research, and other transfer processes. Enhance your understanding with hands-on exercises simulating negotiations and monitoring.
Approach(es) to EE	( ) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	KiNNO Consultants
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h) and self-study, (1h)*
Assessment	*Filed assignment exercise*

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Special Focus	(x) Multidisciplinary approach ( ) Partnerships and cross-sectoral cooperation ( ) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development ( ) A lifelong learning perspective ( ) Learning and teaching pedagogies with a focus on participatory and experiential approaches (x) Learning and teaching pedagogies with a focus on venture-creation approach (x) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking ( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) ( ) Collaboration/ Link with the business sector

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Lecture Plan 9: Innovation Mindset

Title	INNOVATION MINDSET
Description	This course aims to explain the process of cultivating an innovation mindset, outlining its essential elements. Participants will explore the steps to implement an innovation mindset within a business context.
Time Slot / Duration	3 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	
Practical/industry resources	https://pdf.usaid.gov/pdf_docs/PA00X96H.pdf
Sources / Links	https://elearning.mla.com.au/lessons/elements-of-an-innovation-mindset/ https://www.acceptmission.com/blog/innovation-mindset/ https://www.mjvinnovation.com/blog/innovation-mindset-in-your-business/ https://elearning.mla.com.au/lessons/elements-of-an-innovation-mindset/ https://hbr.org/video/2192249931001/creating-an-innovation-mindset
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	*no*
Learning objectives	● Definition and Elements of an Innovation Mindset ● Quick Facts: Drivers of Innovation Mindset ● Background and Description of Innovation Mindset ● Elements of Innovation Mindset: Belief, Perspectives, Behaviors, Take Action

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	● Steps to Implement an Innovation Mindset in Business
Content	concept of an innovation mindset, knowledge on implementing an innovation mindset in a business
Teaching and learning methods	Uncover the essence of an innovation mindset through relative blogs, real-world case studies, and interactive group discussions. Immerse yourself in key aspects of belief, perspective, behavior, and action within a business context.
Approach(es) to EE	(x) Teaching about Entrepreneurship ( ) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship ( ) Customer development ( ) Other: _____
Business stakeholder(s)	KiNNO Consultants
Total workload & composition	*3 hours total workload (in h), split in-lecture (1h), self-study, (1h) & "external" activities (1h)*
Assessment	*Team self- evaluation exercise*

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| Special Focus | (x) Multidisciplinary approach
( ) Partnerships and cross-sectoral cooperation
( ) Links between formal/non-formal learning
(x) Links to key competences
( ) Educator training and professional development
( ) A lifelong learning perspective
(x) Learning and teaching pedagogies with a focus on participatory and experiential approaches
(x) Learning and teaching pedagogies with a focus on venture-creation approach
(x) Learning and teaching pedagogies with a focus on value-creation approach
(x) Learning and teaching pedagogies with a focus on design thinking
( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
(x) Collaboration/ Link with the business sector |

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Lecture Plan 10: Business Models

Title	BUSINESS MODELS
Description	This module provides an in-depth exploration of business models, elucidating their definition, key components, and characteristics. Participants will be introduced to the business model canvas and guided on how to craft their own business models.
Time Slot / Duration	4 h
Modus	(x) on-site ( ) hybrid (x) remote
(Online) Tools / Platforms	Canvanizer: https://canvanizer.com/book/business-model-generation https://canvanizer.com/new/business-model-canvas
Practical/industry resources	https://online.hbs.edu/blog/post/types-of-business-models
Sources / Links	Business Model Generation, Alexander Osterwalder & Yves Pigneur, 2010 Harvard Business Review. "Why Business Models Matter https://hbr.org/2002/05/why-business-models-matter Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. https://www.strategyzer.com/business-model-canvas/building-blocks https://canvanizer.com/book/business-model-generation
Literature	
Target Group	(x) Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	General idea of business models.

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Learning objectives	• Definition of a Business Model • Analysis of Business Model Definition • Introduction to Business Models • Business Model's Main Characteristics • 9 Building Blocks of a Business Model • Analysis of Business Model Building Blocks
Content	Engaging lectures, Real-world case studies, Interactive group discussions, Practical exercises using the Business Model Canvas
Teaching and learning methods	Explore the business models through lectures, videos and studies. Initiating communities with shared interests is also considered ideal.
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship ( ) Teaching through Entrepreneurship
Value Methodologies	(x) Business model creation (x) Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback ( ) Internship or traineeship (x) Customer development ( ) Other: _____
Business stakeholder(s)	Infinity Greece
Total workload & composition	*4 hours total workload (in h), split in-lecture (2h), self-study, (1h) & "external" activities (1h)*
Assessment	*Business Model presentation exercise*

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Special Focus	(x) Multidisciplinary approach ( ) Partnerships and cross-sectoral cooperation ( ) Links between formal/non-formal learning (x) Links to key competences ( ) Educator training and professional development ( ) A lifelong learning perspective (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches (x) Learning and teaching pedagogies with a focus on venture-creation approach (x) Learning and teaching pedagogies with a focus on value-creation approach (x) Learning and teaching pedagogies with a focus on design thinking ( ) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) (x) Collaboration/ Link with the business sector