

ENTREHUBS Online Summer Course

Educator's guide for implementation

produced by: Karlshochschule International University

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The brochure cover features a red background with a circular graphic containing a woman using a laptop. The text on the cover includes:

- ENTREHUBS logo and name in the bottom left.
- Co-funded by the European Union logo and text in the top right.
- Online Summer Course in large white font.
- July 15th - 28th in smaller white font below the title.
- More information on: www.entrehubs.com with a QR code below.
- A circular graphic with the text "CULTIVATING YOUR (CRITICAL) ENTREPRENEURSHIP COMPETENCE" around a central image of a woman with sunglasses using a laptop.



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Introduction

The Online Summer Course aims to contribute to the development of **student-centred Entrepreneurship Education (EE)** curricula that empower students to cultivate and critically reflect on their entrepreneurial mindsets and competences.

As part of the ENTREHUBS project, the Summer Course served as a testing ground for lecturers to **apply** the knowledge and pedagogical tools developed in the ENTREHUBS project. Additionally, the collaborative development of the joint Online Summer Course programme aimed at enabling partners to experiment with **collaborative curriculum design processes**. It is important to note that the focus of this experience was less on the results and more on the **process** itself, leading to the development of the joint programme.

In total, the Summer Course offers students the opportunity to gain **10 ECTS points** upon completing the entire course. The course consists of a **two-week fully online programme**, combining self-paced study materials and group exercises, resulting in 5 ECTS points. Additionally, students can develop a project based on the value co-creation process to gain an additional 5 ECTS points over a given period of time (approx. 5 weeks).

The Summer Course programme can either **complement** existing courses or be used **independently**. Students will have the opportunity to engage in ideation, collaborative problem-solving, and interactions with external stakeholders first-hand.

1. Conceptual Framework of ENTREHUBS Summer Course

The Entrehubs Online Summer Course combines two conceptual frameworks:

1. The Entrepreneurship Competence Framework (EU, 2016)¹
2. ENTREHUBS Model (Entrehubs project result of WP2)

1.1 The Entrepreneurship Competence Framework

EntreComp Framework is a conceptual framework that was published in 2016 as a comprehensive, flexible and multipurpose reference framework designed to support and inspire actions to improve entrepreneurial capacity (McCallum et al., 2020). According to the framework entrepreneurship is defined as

when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social “².

Thus, the framework focus on value creation, including all types of value in different context. Furthermore, the framework is based on the assumption that entrepreneurship competences are needed for all areas of life. It is about **empowering people** to develop personally, to actively engage in societal development and to find their way in the labour market, to start-up and scale up ventures that are either culturally, socially or commercially motivated.

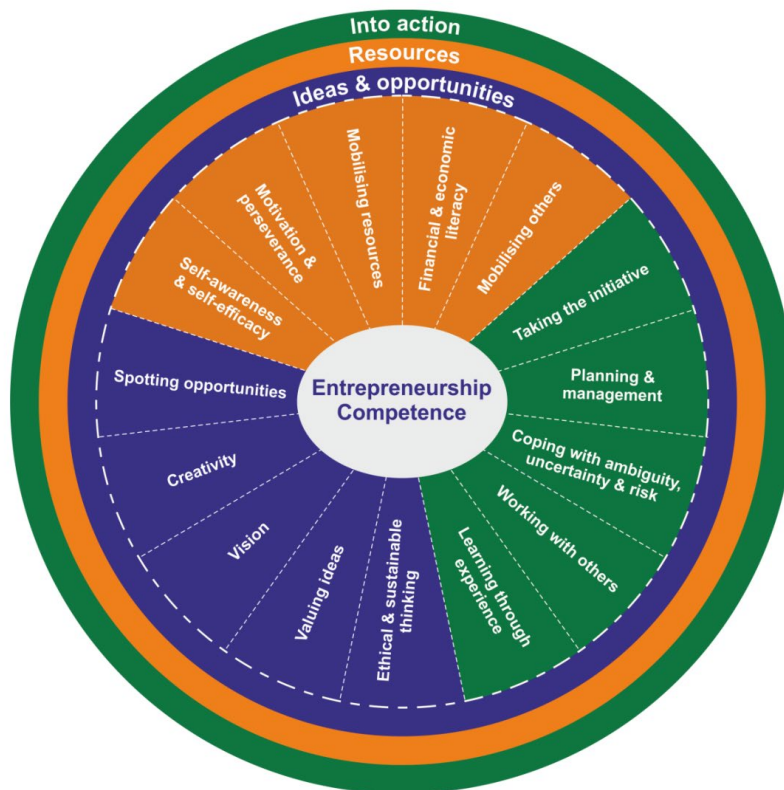
Figure 1 provides an image of the framework which is divided into three competence areas:

- ‘ideas and opportunities’,
- ‘resources’,
- ‘into action’.

Each of the three competence areas comprises fifteen competences, totalling 442 learning outcomes. These 15 competences are interrelated and interconnected, forming an integral whole. The goal is not necessarily to achieve the highest level of proficiency in all 15 competences or to have equal proficiency across them. Rather, the essence lies in recognising that entrepreneurship requires these 15 competences as outlined in the framework. As such, the framework provides a resource *“that can be used to design entrepreneurship programmes, evaluate learning outcomes, and for students to reflect on their competency from a developmental perspective”* (p. 3). The framework is not designed as a pass/fail model or competent/not competent but to provide inspiration and support for educators and learners in a practical way.

¹ https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

² FFE-YE. (2012). Impact of Entrepreneurship Education in Denmark - 2011. In L. Vestergaard, K. Moberg & C. Jørgensen (Eds.). Odense: The Danish Foundation for Entrepreneurship - Young Enterprise.



In accordance with the framework, the Summer Course follows the three areas approach. The first and the second area; 'ideas and opportunities' and 'resources', are part of the 2 weeks joint training programme that all partners will jointly developed. Each competence of the framework constitutes a module for each of the 10 days online training: 5 competences each week = 10 competences. The third area 'into action' constitutes an individual working phase for students who wish to develop a project.

1.2 The ENTREHUBS Model

The ENTREHUBS Model was developed under workpackage 2 of the project ENTREHUBS. *"Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe"* .

Firstly, the ENTREHUBS Educational Model is designed upon five fundamental building blocks that can cultivate entrepreneurial mindsets among learners of different disciplines, offering practical suggestions for educators:

- Firstly, encouraging students to set entrepreneurial narratives rooted in their personal experiences enables entrepreneurial initiative by nurturing their skills in recognizing opportunities.
- Secondly, prompting students to contemplate challenges and discordances within their own lives facilitates the development of everyday value creation abilities.



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- Thirdly, encouraging students to envision themselves as entrepreneurs in a future context fosters the transformation of their identity, shaping a more entrepreneurial self-concept.
- Fourthly, designing an open and innovative learning environment, where students develop entrepreneurial knowledge by co-designing educational materials and co-creating entrepreneurial projects with the direct involvement of stakeholders from the business industry.
- Fifthly, enabling students to collaborate in interdisciplinary teams, conceptualizing and then actualizing entrepreneurial opportunities, assists in the cultivation of effective teamwork, known as "*team-efficacy*" (Blenker et al., 2011, p. 425).

These fundamental blocks constitutes the basic approach for the **student working groups**, which are part of each competence modul and shall encourage students to experience the theoretical acquired knowledge in a very small student project. The aim here is not to develop a big project but rather to bring learners from the different partner universities together in an online space and to address through different small challenges the above mentioned ENTREHUBS blocks in different excercises.

Secondly, the ENTREHUBS model is based on the **Value Creation Approach**. The Value Creation Approach – as generating (tangible) value for the broader community – is at the core of the ENTREHUBS Educational Model fostering the view of entrepreneurship ‘as everyday practice’ to address social challenges by co-creating social, cultural or economic value for the broader community. This approach aims at designing collaborative projects that involve both students and business stakeholders. These projects should reflect real-world challenges and encourage students to work closely with industry professionals to identify opportunities for value creation and resources for exploitation and sustainability of their ‘entrepreneurial venture’. Ultimately, these projects will lead to the **Establishment of Value Co-creation Hubs**.

The second phase of the ENTREHUBS model is integrated into the **individual phase**, where students can work on a given challenge to develop their own value creation project and gain an additional 5 ECTS points. The challenge provided for the student project will reflect the real-world challenges specific to each institution's context and is entirely based on the value co-creation approach. The student project aligns with the 5 competence areas of the 'into action' phase, and each partner institution offers specific guidance and support to students to enhance their competence development in these 5 areas that constitute the 'into action' phase.

3. Module plan

Online Mini Courses (5 ECTS)		Individual Phase (5 ECTS)
Week 1 (50 TU)	Week 2 (50 TU)	(130 TU)
Ideas & opportunities	Resources	Into action
Spotting Opportunities	Self-awareness and Self-efficacy	Taking the Initiative
Creativity	Motivation and Perseverance	Planning and Management
Vision	Mobilizing Resources	Coping with Uncertainty, Ambiguity and Risk
Valuing Ideas	Financial and Economic Literacy	Working with Others
Ethical and Sustainable Thinking	Mobilizing Others	Learning through Experience

However, the HEI's past experience with summer schools and additional training offerings during the summer break indicates that students have minimal interest in academic tasks in July and August. Furthermore, many students work during the summer, making them less available. Others are busy studying to retake exams they did not pass previously.

This is why partners' expectations are very low concerning the 'into-action' engagement of students. It is realistic that not more than 10% of students who previously took the online summer course series will continue to work on a project.

4. Learning Objectives

The learning objectives are based on a so called “Progression Model” (p. 14) and described as follows:

Entrepreneurship as a competence is developed through action by individuals or collective entities to create value for others. Upon completion of the Online Summer Course, students are expected to:

1. develop increasing autonomy and responsibility in acting upon ideas and opportunities to create value;
2. developing entrepreneurial competences and mindset, like self-efficacy, creativity, problem-solving, taking the initiative, risk management, etc.
3. develop the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.
4. collaborate with external stakeholders, who are actively involved in the entrepreneurial sector, such as entrepreneurs, business owners, business mentors, business associations, etc., in order to create value (social, economic, cultural, mental, etc.) for other.
5. experience first-hand the process of ideation, collaborative problem-solving, interact with external stakeholders, etc.
6. get involved in value creation projects and receive online support for their execution from entrepreneurs (for instance through mentoring sessions).

The Model follows a sequential approach that starts from a basic level (foundation) up to an advanced level (similar to the EU language framework), see table..

Foundation		Intermediate		Advanced		Expert	
Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8



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Given the fact that the **summer school course series** (week 1 and week 2): **‘Ideas & opportunities’** and **‘Resources’** is implemented under the supervision of an educator and shall provide opportunities for group work activities, the partnership expect the students to acquire the intermediate level **“Building independence”**

Level 3: *“focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.”*

However, the **Individual Phase: ‘into-action’**, where students are expected to develop in groups of students and in close collaboration with business representatives and based on the learning expectation of the level **“Foundation: Relying on the support from others”**, described as

Level 1: *“under direct supervision”*.

5. Scheduling

We propose the scheduling of the online course as followed:

4.1 Online Summer Course Timetable

Online Summer School	July					August				TU	ECTS	
	01.07.	08.07.	15.07.	22.07.	29.07.	05.08.	12.08.	19.08.	26.08.			
Planning												
Kick-Off and Preparation											15	
Ideas & opportunities											50	2
Resources											50	2
Online Workshop Lessons Learnt											5	
Diary on specific topic											5	1
Subtotal											125	5
Introductory online materials											3	
Student Projects Into Action											110	
Colloquium 1: Taking Initiative											2	
Colloquium 2: Planning and Management											2	
Colloquium 3: Coping with Uncertainty, Ambiguity and Risk											2	
Colloquium 4: Working with Others											2	
Colloquium 5: Learning through Experience											2	
Closing Workshop											2	
Subtotal											125	5
TOTAL											250	10

4.2 Kick-off and Preparation

We recommend to start the course with a preparation phase. During the preparation phase, the "Group Assignments" should be introduced, and the responsible coordinator should explain the access to the learning platform and revise the Learning Objectives together with the learners. Additionally, this pre-week should be used by the learners to prepare themselves for the mini-courses. Specifically, learners with limited English proficiency may receive preparation support from their respective institutions to acquire specific English vocabulary necessary for successfully completing the assignments. Educators can also utilize this preparation phase to support learners who have less experience with online learning, transnational learning, or self-paced study.



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4.3 Indicative Daily Timetable during Mini Courses

Timeframe	Teaching Unites	Methodology
09h - 12h	4 TU	Online Self-Learning via Online Platform
13h -16h	4 TU	Developing Material in Group Work
16h -17h	1 TU	Sharing Materials
17h – 18h	1 TU	Plenary Discussion with Tutors: Insights & Reflections

During the morning, students may individually study the proposed learning material, each day another module. During the afternoon, learners may work in groups. It is aimed at setting up international student groups in order to encourage transnational learning experience. Each group will have a responsible educator for the moderation of the group, follow-up and support. Groups will meet in separate online spaces. Each group will have a specific task in the form of a small project that is linked to the topic of the day. After the group work, all participants will meet again in plenary to share their results. A final plenary discussion will end the day.

We recommend to keep the same groups every day in order to give students the opportunity to develop a continuous project idea all over the course programme. Furthermore, it is easier for students to remain in the same groups where they get to know others.

6. Overview of Modules

As explained previously, each day of the two weeks online training course is dedicated to another competence of the framework. Each competence will be trained in a module. Thus, the course contains 10 modules, each module lasts one day.

Module description in accordance with Framework (Each partner will be responsible for 1 or 2 modules)

Week 1: Ideas & Opportunities (50 TU)

Spotting Opportunities: Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

Group assignment: Use your imagination and abilities to identify opportunities for creating value.

Creativity: Develop several ideas and opportunities to create value, including better solutions to existing and new challenges. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.

Group assignment: Develop creative and purposeful ideas

Vision: Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.

Group assignment: Work towards your vision of the future

Valuing Ideas: Judge what value is in social, cultural, and economic terms. Recognise the potential an idea has for creating value and identify and suitable ways of making the most out of it.

Group assignment: Make the most of ideas and opportunities.

Ethical and Sustainable Thinking: Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.

Group assignment: Assess the consequences and impact of ideas, opportunities and actions.

Week 2: Resources (50 TU)

Self awareness and self efficacy: Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

Group assignment: Believe in yourself and keep developing.

Motivation and perseverance: Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.



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Group assignment: Stay focused and don't give up.

Mobilising resources: Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowdsourcing).

Group assignment: Get and manage the resources you need.

Financial and economic literacy: Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term

Group assignment: Develop financial and economic knowhow

Mobilising others: Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership.

Group assignment: Inspire, engage and get others on board.

Week 3 – 7: Into Value Creating Action (125 TU)

At the end of the 2-week programme, students should be ready to get **into value-creating action** and able to implement their own projects, individually or in a project team. How big and about what? Small or large project, and any topic that is related to their concern or that of their group.

The final assignment is a **video presentation**, in which students reflect on their own experiences, and learnings as well as describe how you managed:

- to carry out the tasks for which you (or the group) were given responsibility
- to overcome possible obstacles and problems that affected you (and the group)
- to plan your task, organize your workplan and prioritize your value-creating activities (in the group)
- to cope with uncertainty and ambiguity and dealt with risk and limitations during this process
- to collaborate with others integrated diversity, and practices social and emotional capabilities including showing empathy

What counts is not (only) the outcome of the project, but **the reflection** on the students' experiences, employed competencies as well as their reflection on failures and success stories. Students should show reflexivity by demonstrating what you have learnt through the development, processing and implementation of your value-creation project.

7. Coordination of the course implementation

The coordinator of the course should send out welcome messages via the online platform to all enrolled students at the start of the course. On a daily base, the coordinator should answer questions to the participants via the chat function of the course, regardless their home universities.

The coordinator should send out reminders to

- the lecturer of the day to connect to the moodle platform on the specific date, when the unit took place to ensure that students could ask questions to the lecturer about the course content via the moodle chat.
- to participants to inform them about the start of the afternoon online workshops.
- to participants about the upcoming deadlines of assignments
- to participant to take the entrance and final survey

The coordinator organises the workshops, inviting lecturers to specific meeting dates and including links to each meeting within the course platform. The coordinator manages the workshop sessions and keeps each partner informed about student activities on the platform. By reviewing the attendance lists generated after each workshop meeting, the coordinator should monitor workshop participation on a daily basis.

We recommend to include digital icebreakers in the workshop sessions.

8. Case studies of implementation in each pilot university

The Online Summer Course was piloted by the partners of ENTREHUBS projects using the Moodle platform of Karlshochschule, the institution which also coordinated the course in general. The below case study description gives valuable insights for the implementation of the course by other institutions.

7.1 Karlshochschule International University:

16 students registered initially for the course, 9 finally participated in course both in the asynchronous part on moodle and on the synchronous part on teams for the student projects.

Their initial motivation to participate in this course was both based on their interest to gaining more ECTS credit points and on the topic itself. The timeframe for the Karlshochschule's students was adequate and they actively participated in the afternoon workshops. They highly appreciated the fact that students from different universities come together and they liked a lot the diversity of the course content. Indeed, they would have appreciated that the international and intercultural aspect of the course would be valued even more and negatively evaluated the fact that the students from the Greek university did not participate in the mixed group workshops but were separated from the rest of the



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groups. The Karlsruhochschule students would have preferred to stay from the beginning in the same groups and develop an idea together all over the course.

Some students from Karlsruhochschule found it difficult to deal with the inconsistency of the course: *“Assignments are very different, also from the expectations and the information varies a lot. That makes sense, but it lacks a bit of consistency.”* But on the other hand, the same students also appreciated the fact that this course is a jointly developed programme. One student suggested to create a joint start and end of the course to overcome this lack of consistency.

When reflecting on the concept of “critical entrepreneurship”, the students reflected that after taking the course, *“Critical entrepreneurship is for me somebody who is not just doing it, but doing something creative and also considering the sustainable, ecologically impact of what he or she does”. – “Taking the various influencing factors into account. Be prepared for unexpected, unwanted outcomes, but also positive outcomes. “*

To sum up, students believe that the “resources, exercises, slideshows provided in the course were helpful. “ They think that they will come back to the course content if they have an idea for a project.

7.2 University of Cyprus

University of Cyprus: Over 30 students initially registered for the Entrehubs Summer School, with 8 successfully completing all components, including workshops, course modules, and personal assignments. Feedback from the students indicated that, overall, it was a positive experience. Many appreciated the opportunity to engage with entrepreneurship in a practical, hands-on way and found the collaboration with international peers valuable.

However, some students suggested that the program would benefit from offering more foundational courses at the beginning. This would help them better structure their ideas and understand how the different modules fit together within their own projects. One recurring suggestion was to maintain consistent groupings throughout the workshops, allowing students to develop a single idea together over the course of the summer school. This approach, they felt, would allow them to apply the principles and theories learned more effectively.

Regarding the structure and availability of the course, students expressed a strong interest in having the program extended to be available year-round in a self-learning mode. Some students also inquired about whether the program would be offered again, which reflects the value they found in it and their desire to continue building on what they learned.



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In summary, the University of Cyprus students found the course resources, workshops, and overall experience beneficial. The program's impact is evident in their interest in further opportunities for learning and application.

7.3 University of Macedonia

A total of 150 students from Greece registered for the summer course. However, only 13 of them actively participated during the course. The main reason for this low participation rate is that many of the students had to work during the summer.

The students from Greece took part in the summer school first of all to improve their knowledge of the English language. Of course, they are also interested in improving their knowledge about entrepreneurship and its ecosystem.

For our students it was a great opportunity to participate in an international, interdisciplinary learning environment. They highly appreciated the fact that students from different universities come together and they liked a lot. Although they did not work in mixed working groups, the presentations made by the presenters of the other countries gave them the opportunity to see the concept of entrepreneurship from an international point of view.

In addition, the joint presentations, as well as the exchange of views provided the students with a comprehensive picture of the topics of the presentations. The Greek students fully understood the objectives of the program under our guidance. Perhaps the fact that they were in separate groups during the production of the writings provided a unique incentive for competitiveness and creativity.

In conclusion we can say that the summer school was a very good experience for all of us. It strengthened the ties of the universities and gave us the opportunity to work together.

7.4 BOSEV and cooperation with Turkish Universities

A total of 36 students from Türkiye registered for the summer course. However, only 13 of them actively participated during the course and 7 of them completed the required tasks. The main reason for this low participation rate is the poor motivation during the summer months in general. Technical glitches within the Microsoft Teams application also prevented some students from attending the afternoon sessions.

Students from Türkiye generally expressed interest in the course for three reasons: to improve their understanding of entrepreneurship and its ecosystem, to improve their foreign language skills, and to have the opportunity to participate in an international, interdisciplinary learning environment.



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Students rated the educational content delivered through Moodle as high quality, and those who actively participated in the course appreciated the non-static and informative nature of the course, especially the group activities with their foreign peers. Everyone was motivated by the different perspectives and cultural visions that emerged in a concrete but creative and constructive way. However, the majority of participants from Türkiye indicated that they would have liked more structured guidance, especially on how to apply theoretical concepts to practical tasks. Some tasks were reported to be long and repetitive.

In terms of content presentation, some students noted that while the topics were interesting, the shifting focus between different entrepreneurial aspects felt disjointed at times. Assignments varied significantly in format and expectations, which caused confusion for some students. Some topics felt repetitive and essential points were missed.

The use of a variety of shared digital workspaces during group activities was considered an important achievement for Turkish students. Although it was said that maintaining the same groups was more efficient in terms of working, there was also the idea that it would be interesting to mix the groups every day. They could not understand why the Greek students, who made up the majority, were separate.

In summary, despite the lack of motivation and technical difficulties, the Moodle content was followed, while the live sessions in the afternoon were less attended. Students found it valuable that the course was not a standard lecture and that they could interact with their foreign peers in a foreign language. They reported that they saved some of the resources shared and that some ideas were formed.



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Certificate of Completion

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First Name *Family Name* *Date of Birth* *Place of Birth*

Developing (critical) Entrepreneurship Competence

Module

successfully participated in the aforementioned module which took place during the summer semester 2023/24:

Title of the Module	Pass/Fail	ECTS-Credits
Developing (critical) Entrepreneurship Competence	pass	5

The total workload was 100 hours and the assessment was a Learner’s Portfolio graded by the lecturer.

.....
Karlshochschule International University

Developing (critical) Entrepreneurship Competence

ONLINE SUMMER COURSE

July 15th to July 25th, 2024

Module description

includes information on tracks, assignment, qualification goals, and specific course unit descriptions

Please read carefully!



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1. General Description of the Module

Module Description: Developing (critical) Entrepreneurship Competence	
Status: 25.08.2024	
Module title	EntreHubs - Developing Entrepreneurship Competences
Duration of module	Two weeks fulltime online course plus individual project phase over 5 weeks
Course type	Mandatory module with elective possibilities to implement a personal project
Course units within the module	The course has an overall length of seven weeks. Three tracks have been designed: (1) "Ideas & Opportunities"; (2) "Resources", and (3) "Into Value-creating Action". Each track consists of 5 units. It is possible to participate only in track 1 und 2 (first two weeks).
Frequency of module	Once a year during a summer
Entry requirements	Requirements are a sufficient English level of C1 and digital literacy to study via LMS content. Min. first year of Bachelor level
Applicability of the module to other programs	As an elective to other undergraduate programs (depends on learning agreements)
Person responsible for the module	Prof. Dr. Robert Lepenies
Name(s) of the instructor(s)	See the description of courses
Teaching language	English



Number of ECTS credits	5 (for two weeks assistance) plus 5 for additional 7 week phase Into Value-creating Action
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 150 hours Kick-off, lessons learnt, surveys: 25h (15 contact hours, 10 self-study) Track 1 = 50h (25h asynchronous self-study, 25h contact hours in synchronous team workshops) Track 2 = 50h (25h asynchronous self-study, 25h contact hours in synchronous team workshops) Track 3 = 125 (contact hours = 25h, self-study 100)
Hours per week	50 hours in each of the weeks, plus preparation
Assessment type / requirement for the award of credits	Track 1 + Track 2: 10 written individual assignments (1 per day) + 10 written group assignments (1 per day). Individual assignments are graded. Group assignments are not graded. Track 3: 5 short presentations via self-recorded videos, individual graded.
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student. (In case of doubt, please get in contact with the registrar's office at your own university.)



<p>Qualification objectives of the module</p>	<p>Students who have successfully participated in track 1 and 2 of this module will be able to:</p> <ul style="list-style-type: none"> - to identify and seize opportunities and to develop creative ideas to create value - to develop a vision and make use of different tools and techniques to turn ideas into action - to critically judge the social, ecological, cultural, ethical and economic effects of entrepreneurial actions - to make use of assessment tools to evaluate the ethical and sustainable consequences of ideas - to apply practical techniques to enhance self-awareness and self-efficacy - to apply techniques for self-motivation and perseverance - to use tools for identifying customers' needs and - to plan, put in place and evaluate financial decisions over time. - to inspire and mobilize others towards shared goals - to effectively collaborate with others and to manage teamwork <p>Students who further have successfully completed track 3, will be able</p> <ul style="list-style-type: none"> - to overcome possible obstacles and problems that affected you (and the group) - to plan your task, organize your workplan and prioritize your value-creating activities (in the group) - to cope with uncertainty and ambiguity and dealt with risk and limitations during this process - to collaborate with others integrated diversity, and practices social and emotional capabilities including showing empathy



Content of the module	<p>The subject of the module is to explore the multiple transversal competencies linked to entrepreneurial thinking and acting and collaboratively develop ideas, work on given tasks and research solutions in a cross border team. Furthermore, students can implement their own value-creating action to gain practical experience in social entrepreneurship. The module focusses both on personal and social development, and on job market skills and addresses the 15 competences described in the EntreComp Framework. Developed by lecturers from different countries, with different academic and professional backgrounds, the module offers a diverse perspective on entrepreneurship, using different teaching styles and introducing to various foundational theories. With both self-paced and group assignments, the module fosters individual and group learning experience.</p>
Teaching and learning methods of the module	<p>Each course unit of the two-week programme is composed of two parts, a theoretical introduction with an individual assignment and an experiential task for teamwork during workshop sessions.</p> <p>There is one unit each day. These units become visible day after day. This helps students to stay focused.</p> <p>The units don't form a sequential approach, but are interconnected and interrelated, forming an integral whole. Students can step into the course at any time to allow maximal time flexibility.</p> <p>The third phase is conceptually based on self-learning, experiencing and self-reflection. Weekly colloquia are offered to discuss students' project progress and open questions.</p>
Special features	<p>During each afternoon workshop in the frame of week 1 and 2, students meet with other international students, can exchange with lecturers and external stakeholders from the partner countries.</p>



Literature

- mandatory reading and supplementary and recommended reading
- all sources are offered on the online platform
- videos and recorded lecturers



2. The Tracks to Follow

The programme of studies has been designed in three tracks, based on the three phases the EntreComp framework. Below, you'll find the track titles, the titles of the course units, the names of the teachers and trainers and a general description of each unit.

Week 1: Ideas & Opportunities		
Mon.	Spotting Opportunities with Maria Lavithi, University of Cyprus, social entrepreneur	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
Tue.	Creativity with Prof. Dr. Anastasios Panopoulos, University of Macedonia	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
Wed.	Vision with Prof. Dr. Anastasios Panopoulos, University of Macedonia	Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.
Thu.	Valuing Ideas with Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı	Judge what value is in social, cultural, and economic terms. Recognise the potential an idea has for creating value.
Fri.	Ethical and Sustainable Thinking with Ioannis Theocaris, PhD student at Karlshochschule International University	Assess the consequences of ideas that bring value and the effect of entrepreneurial action.
Week 2: Resources		
Mon.	Self awareness and self efficacy with Maria Lavithi, University of Cyprus, social entrepreneur	Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses
Tue.	Motivation and perseverance with Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı	Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve individual or group aims.
Wed.	Mobilising resources with Eric Neuheiser, Entrepreneur	Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources
Thu.	Financial and economic literacy with Dr. Olaf Rottke, Entrepreneur	Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time.
Fri.	Mobilising others with Prof. Dr. Robert Lepenies, Karlshochschule	Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes.



Week 3 – 7: Into Value-creating Action

with Prof Dr. Dr. Björn Bohnenkamp Karlshochschule

3	Taking the initiative	Go for it. Initiate processes that create value. Take up challenges and responsibilities.
4	Planning and Management	Prioritize, organize and follow-up and create your action plan. Use tools to manage your progress.
5	Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk. Evaluate the benefits and risks of your decisions. Be aware of the role that information plays for decision making.
6	Working with others	Team up, collaborate and network. Deal with diversity. Show empathy and become aware of your own prejudices against others.
7	Learning through experience	Learn by doing. Find your strategy to learn from failures and success stories.

Track 1 and 2: For acquiring 5 ECTS credit points, students have to complete successfully week 1 and 2. They must upload 10 individual assignments and have participated at least in 8 group assignments which are uploaded by one of the team members.

Track 3: For acquiring 5 ECTS credit points, the students must have implemented a project and uploaded the 5 self-recorded videos.

Students are evaluated and assessed by their home country university.



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3. Specific description

3.1 SPECIFIC DESCRIPTION: Track 1 “Ideas & Opportunities”

Week 1



Course Description: Ideas and Opportunities

Status: 21.08.2024

Course-Nr./ Code	
Course title	Ideas and Opportunities
Semester or trimester	
Duration of module	One week plus preparation
Course type	5 course unit
Course units within the module	Spotting Opportunities Creativity Vision Valuing Ideas Ethical and Sustainable Thinking
Frequency of module	Once a year during Online Summer Course
Entry requirements	See general description
Applicability of the module to other programs	See above
Person responsible for the module	
Name(s) of the instructor(s)	Maria Lavithi, University of Cyprus Prof. Dr. Anastasios Panopoulos, University of Macedonia Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı Ioannis Theocaris, Karlshochschule International University
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module (5 ECTS in case of only 2 weeks programme)
Total workload and its breakdown (self-study and contact hours)	Total workload = 50 hours approx. (contact hours = 25)
Hours per week	50
Assessment type / requirement for the award of credits	Written Assignment



Weighting of the grade within the total grade	Depends on the regulation of the home university of the student
Qualification objectives of the module	Students who have successfully participated in this module will :
	<ul style="list-style-type: none"> - to identify and seize opportunities and to develop creative ideas to create value - to develop a vision and make use of different tools and techniques to turn ideas into action - to critically judge the social, ecological, cultural, ethical and economic effects of entrepreneurial actions - to make use of assessment tools to evaluate the ethical and sustainable consequences of ideas - to effectively collaborate with others and to manage teamwork
Content of the module	The unit is based upon the definition of entrepreneurship as the ability to turn ideas into action that generates value for someone other than oneself. This unit focusses on the ability to seize opportunities, develop creative ideas, to imagine a vision to turn ideas into action, but also to critically evaluate ideas and their impact. It aims on developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value. Different theoretical approaches and theories are introduced, as well as real life examples from videos and case studies.
Teaching and learning methods of the module	The course units are composed by two parts, a self-paced asynchronous part including a theoretical introduction and a group phase with practical activities.
Special features	See the general description
Literature	See the general description



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3.2 SPECIFIC DESCRIPTION: Track 2 “Resources”

Week 2



Course Description: Resources

Status: 21.08.2024

Course-Nr./ Code	
Course title	Resources
Semester or trimester	
Duration of module	One week plus preparation
Course type	5 units
If relevant, course units within the module	This is the second week of the module
Frequency of module	Once a year during a Online Summer Course
Entry requirements	
Applicability of the module to other programs	See above
Person responsible for the module	Prof. Dr. Robert Lepenies, Karlshochschule
Name(s) of the instructor(s)	Maria Lavithi, University of Cyprus Okan Yavuz, Büyük Ortadoğu Sağlık Ve Eğitim Vakfı Eric Neuheiser: Social Entrepreneur, Coach Dr. Olaf Rottke, Karlshochschule Prof. Dr. Robert Lepenies, Karlshochschule
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 50 hours approx. (contact hours = 25)
Hours per week	50 hours, plus preparation
Assessment type / requirement for the award of credits	Written Assignment
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student



Qualification objectives of the module	<p>Students who have successfully participated in this module will be able to:</p> <ul style="list-style-type: none"> - to apply practical techniques to enhance self-awareness and self-efficacy - to apply techniques for self-motivation and perseverance - to use tools for identifying customers' needs and - to plan, put in place and evaluate financial decisions over time. - to inspire and mobilize others towards shared goals - to effectively collaborate with others and to manage teamwork
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Content of the module	<p>The module is based on the conceptual definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself, by mobilizing resources.</p> <p>“Resources” can be personal resources (namely, self-awareness and self-efficacy, motivation and perseverance), material resources (for instance, production means and financial resources) or non-material resources (for instance, specific knowledge, skills and attitudes). The unit introduces to different tools and techniques for identifying and reflecting upon the different types of resources, approaches and theories how to manage these resources, practice different methods for developing financial and economic know how and some basic theories and examples how to mobilise others.</p>
Teaching and learning methods of the module	The course units are composed by two parts, a self-paced asynchronous part including a theoretical introduction and a group phase with practical activities.
Special features	See the general description
Literature	See the general description



3.3 SPECIFIC DESCRIPTION TRACK 3: “Into Value-creating Action”

For undergraduate and graduate students with at least one year of study experiences, and basic expertise both in project-work and intercultural communication



Course Description: Into Value-creating Actions”

Status: 21.08.2024

Course-Nr./ Code	
Course title	
Semester or trimester	2 nd or 3 rd year of studies
Duration of module	Seven weeks
Course type	
If relevant, course units within the module	There are 5 units, which do not build on each other but need to be considered in a whole. This is the final track and follows track 1 and 2.
Frequency of module	Once a year during a Summer Academy
Entry requirements	See above
Applicability of the module to other programs	See above
Person responsible for the module	Prof. Dr. Dr. Björn Bohnenkamp
Name(s) of the instructor(s)	Prof. Dr. Dr. Björn Bohnenkamp
Teaching language	English
Number of ECTS credits	This course forms part of a 10 ECTS credits module.
Total workload and its breakdown (e.g. self-study and contact hours)	Total workload = 125 hours approx. (contact hours = 10-25)
Hours per week	individual
Assessment type / requirement for the award of credits	Self-recorded videos
Weighting of the grade within the total grade	Depends on the regulation of the home university of the student
Qualification objectives of the module	Students who have successfully participated in this module will be able to: <ul style="list-style-type: none"> - to overcome possible obstacles and problems that affected you (and the group) - to plan your task, organize your workplan and prioritize your value-creating activities (in the group)



	<ul style="list-style-type: none"> - to cope with uncertainty and ambiguity and dealt with risk and limitations during this process - to collaborate with others integrated diversity, and practices social and emotional capabilities including showing empathy
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Content of the module	<p>This course deals with the ability to effectively implement a project. This project can be managed individually or in a group of students, but it should address challenges by co-creating ecological, social, cultural and/or economic value for the broader community. What counts is not (only) the outcome of the project, but the student's ability to reflect on his/her experiences, employed competencies as well as his or her failures and success stories. The student learns to show reflexivity by demonstrating what he or she have learnt through the development, processing and implementation of the value-creation project. The course is structured upon the 5 competencies of the "into-action" phase of EntreComp framework. Students are asked to reflect on a number of questions to evaluate his or her competences in dealing with different aspects concerning the project implementation and self-record videos to explain, show and demonstrate the reflection process.</p>
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Teaching and learning methods of the module	Learning on cognitive, affective and behavioral levels;
Special features	See the general description
Literature	See the general description