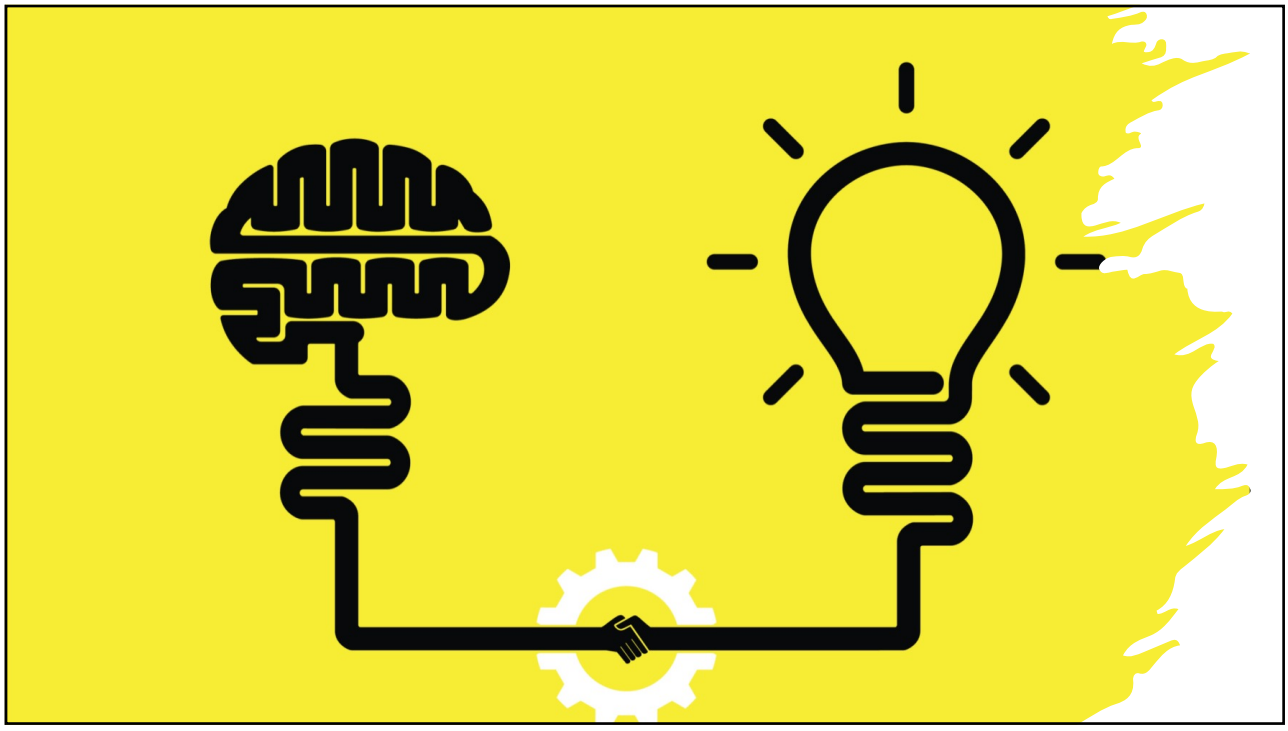

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FAIL
Ambidextrous
(cliff-hanger)

Mark Govers …

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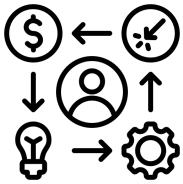
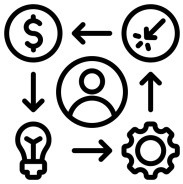


Transforming Education Through Entrepreneurship: A New Role For Teachers?!

Entrepreneurship?



Entrepreneurship?

The word entrepreneur is derived from the French word ‘entreprendre’. It means ‘to undertake’. So, an entrepreneur is a person who undertakes. Doing what?

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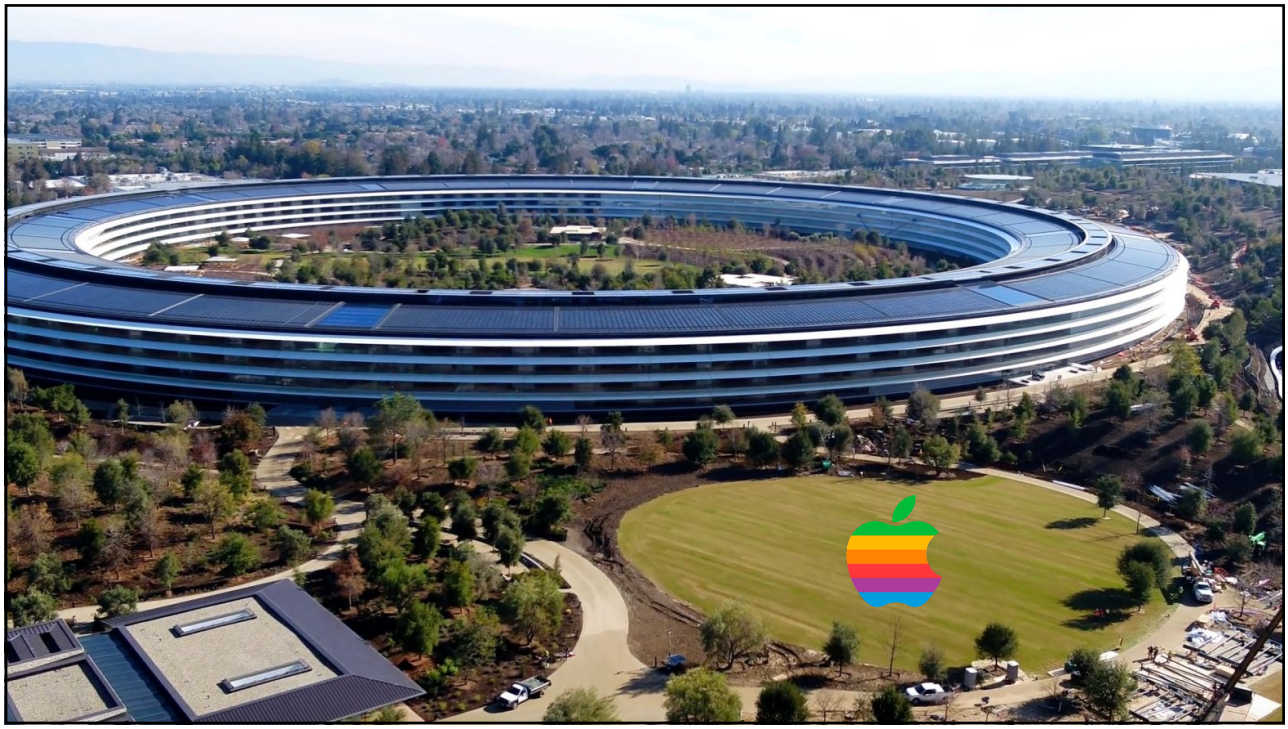

Definition of Entrepreneurship

Traditionally, entrepreneurship is defined as:
starting a new business, scaling for profit and creating business capital.

sources:
1. https://entrepreneurship.babson.edu/entrepreneurship-definition
2. https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

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Definition of Entrepreneurship

Traditionally, entrepreneurship is defined as:
starting a new business, scaling for profit and creating business capital.

Nowadays, it is defined as:
opportunity driven, holistic in approach for the purpose of creating economic, cultural and/or social value for others.

sources:
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OPPORTUNITY & VALUE

Opportunities: sensing new options where others may see problems.
Irritations as triggers for innovation (new endeavors).

For creating value, it boils down to entrepreneurial thinking and acting:
the willingness of trying out new, unusual ways of acting not hindered by the (un)availability of resources and the level of (un)certainty, *and* within organizations: by bureaucratic procedures, rules and routines.

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OPPORTUNITY & VALUE

Persevering to deal with set-backs based on traits like: passion, sensitivity (nose for), creativity, innovativeness, confidence, guts, improvision, agility, ...

OPPORTUNITY & VALUE

Entrepreneurial Education to Stimulate this in Students...

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“ OPPORTUNITY & VALUE

innovation of education, and our (teacher’s) approaches

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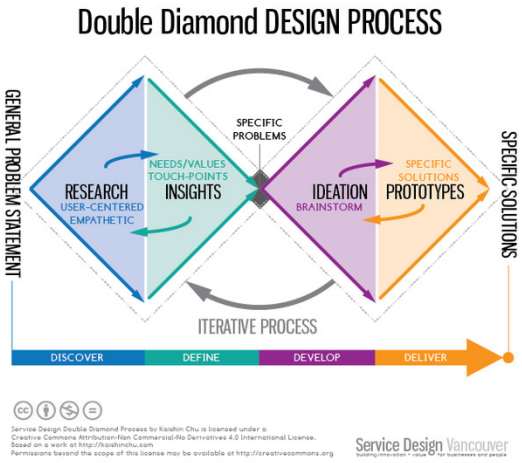
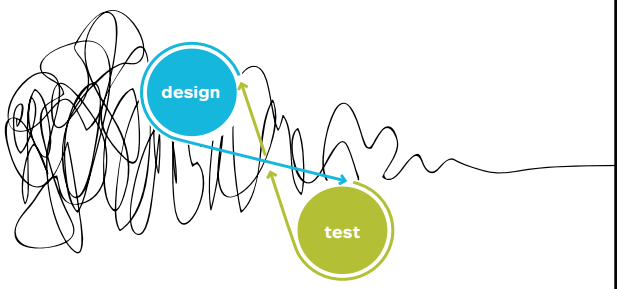
New approaches require (re-)designs: educational iterations…





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Situation 1: Help, HELP does not seem to work

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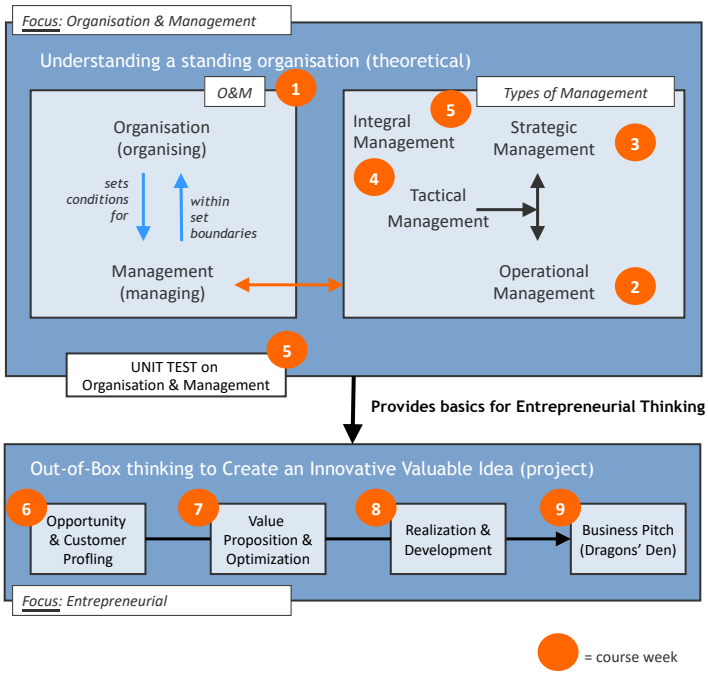
New approaches … based on HELP

2nd year BA Health Sciences
12 ECTS, 8 weeks
70-80 students
CCCS oriented, but not classical PBL
Period 5
Periods 1-4: classical PBL

Hear
Explore
Learn
Propose



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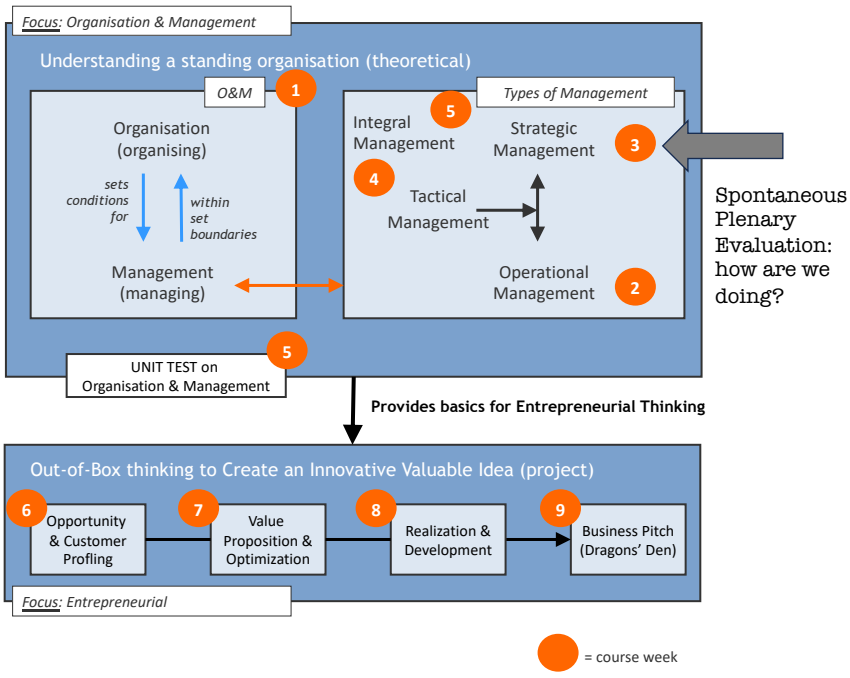

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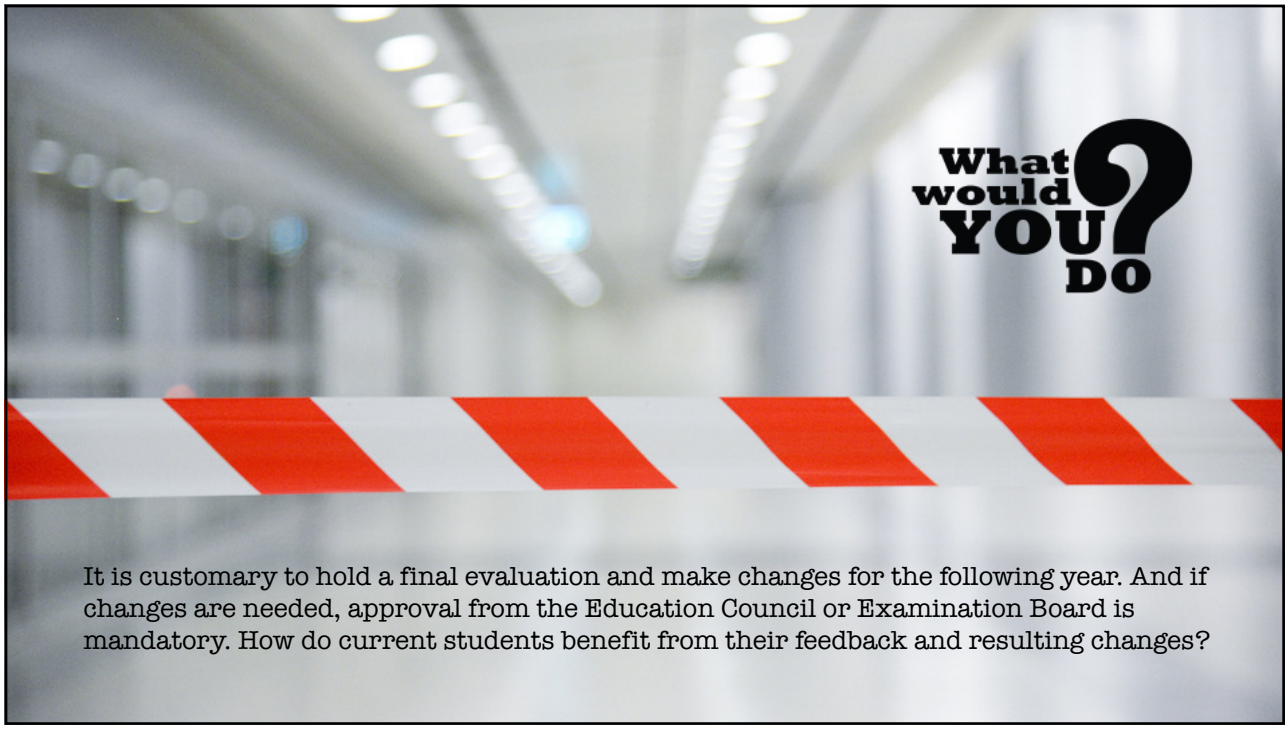

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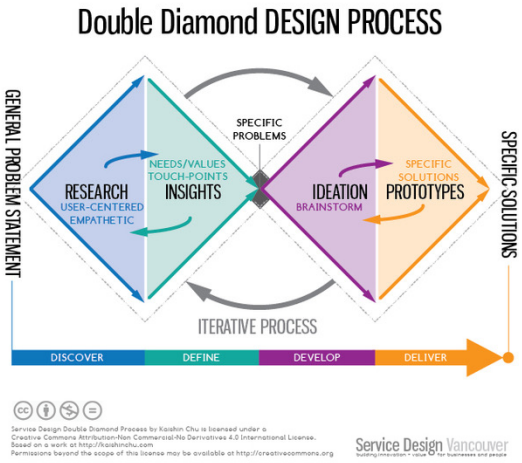
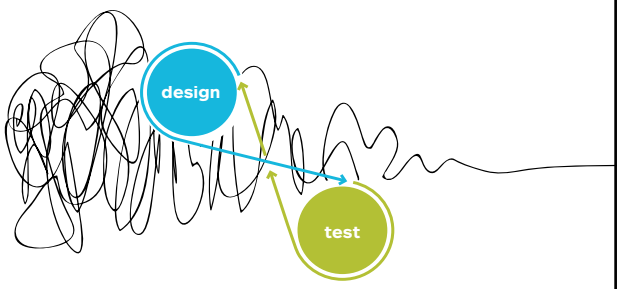
Educational iterations…, we co-redesigned the course with students and ”forgot” the inform the ‘educational bureaucracy’…





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IMPORTANT entrepreneurial lessons: learn from mistakes and be persistent

F FIRST
A ATTEMPT
I IN
L LEARNING

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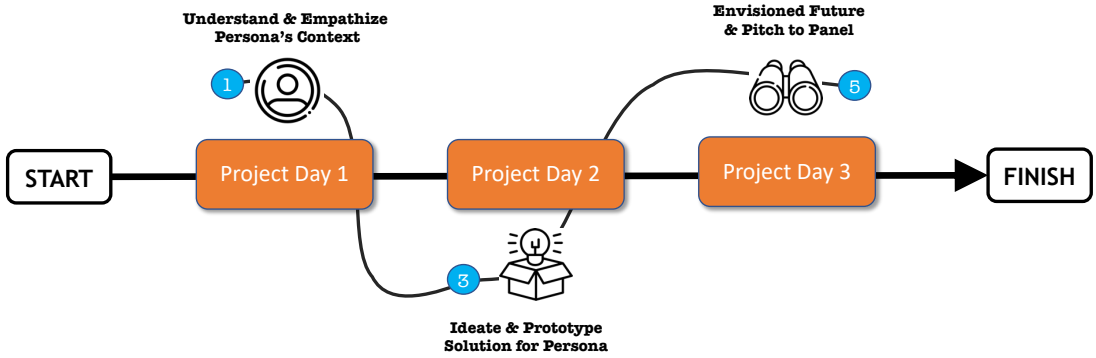
Situation 2: “But, let me explain why we ask you to do this!”

New approaches …

Research MA FPN
Valorization course, 2 ECTS
40 students
Project based education

We agreed on:

1. The two CNS colleagues run the show, and I assist with design and execution.
2. Take a learner-centered and a “start with the end-user in mind” approach.



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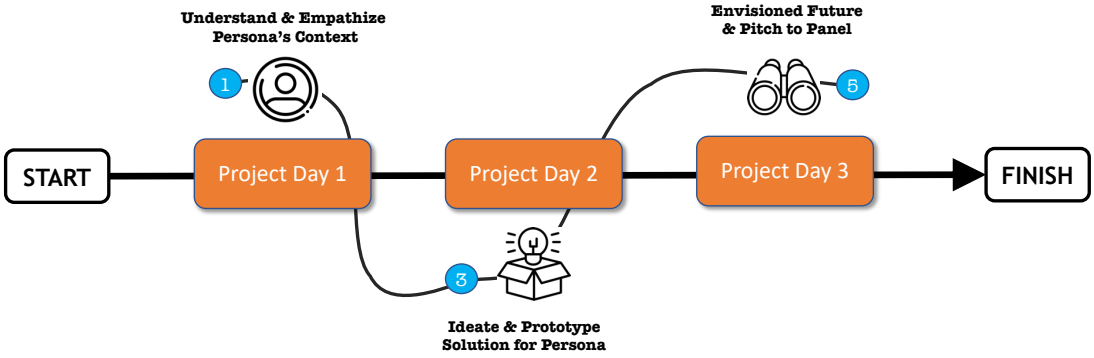
New approaches …

THIS APPROACH IS UNETHICAL!
We can not approach patients!

Research MA FPN (CNS)
Valorization course, 2 ECTS
40 students
Project based education



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My intervention:

"Rudy, may I have the podium for a moment?"

(Framing a spontaneous assignment)

Thank you for your feedback. You are right!

How can we get around this problem?

Take 15 minutes to brainstorm alternatives with your team.

Alternative Ways

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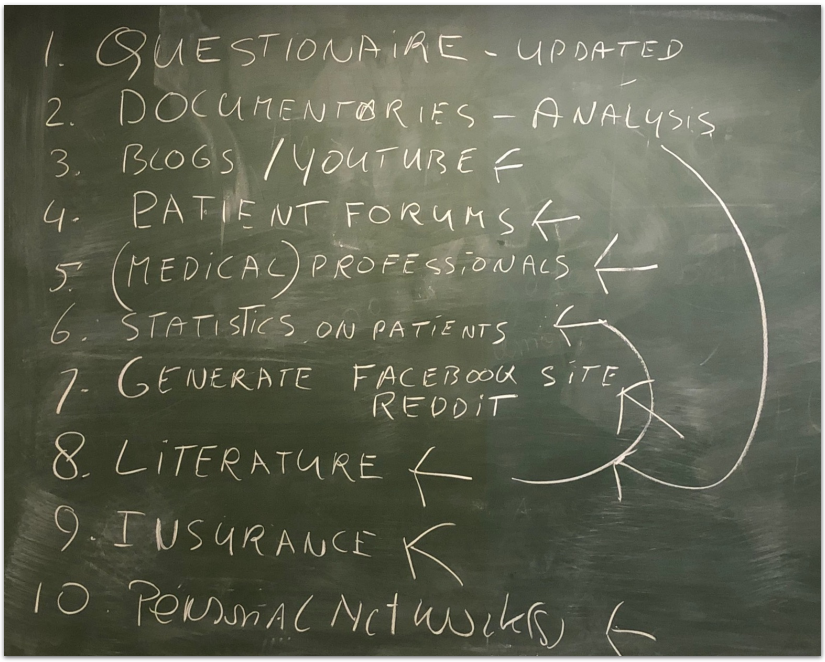
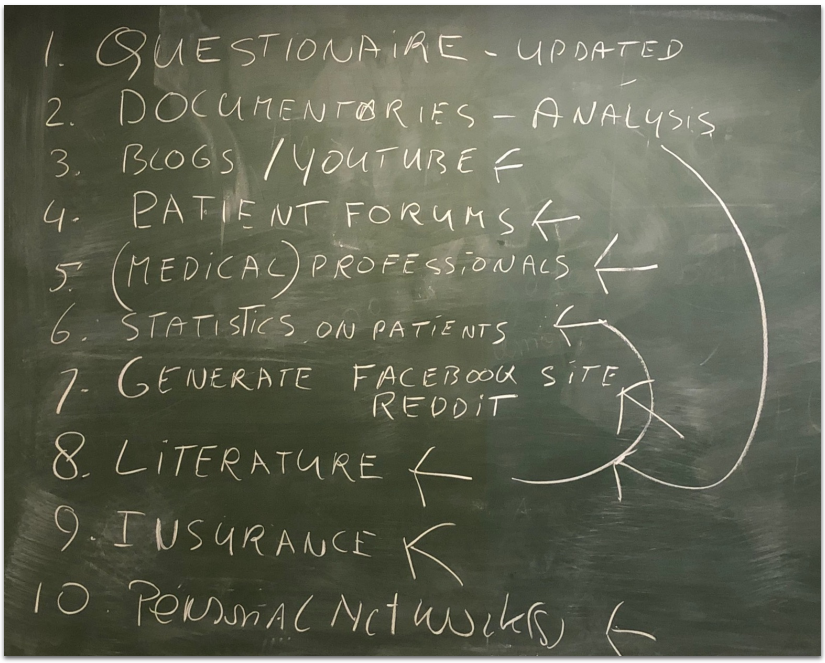


Alternative Ways



But how can we do that?

Alternative Ways

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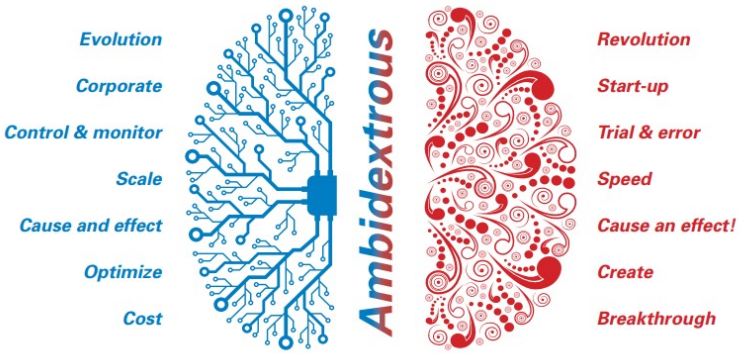
How!? Easy...

Spontaneously, I called someone from my network to demonstrate (wasn't prepared at all). Fortunately, he picked up the phone...

IMPORTANT entrepreneurial lessons:
develop the other part of your brain (red)



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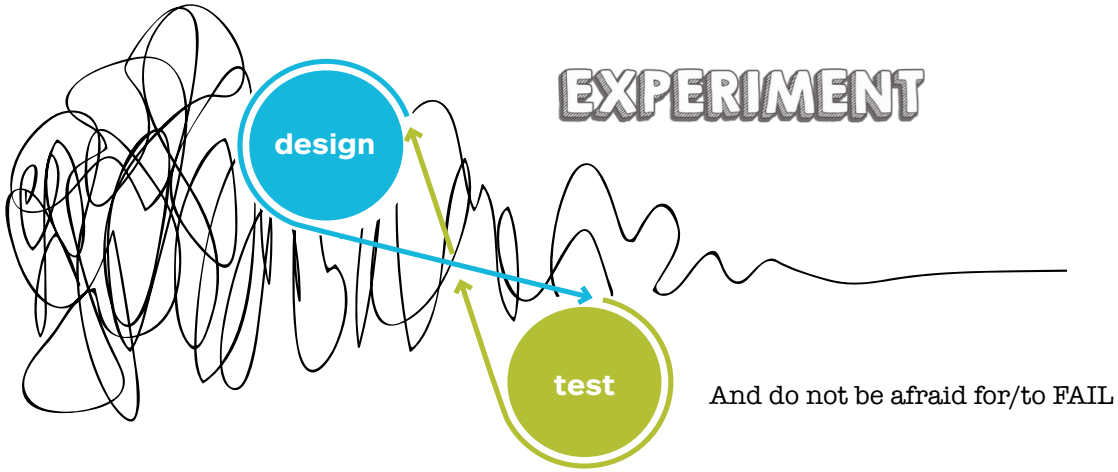
FAIL
Ambidextrous
Experiment



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