


Cooperative Entrepreneurial Education

A BLENDED LEARNING METHODOLOGY



 **YOUcoope**
COOPERATIVE ENTREPRENEURSHIP EDUCATION



Cooperative Entrepreneurial Education

A BLENDED LEARNING METHODOLOGY

Project led by:



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Partners organizations:

BANTANI
EDUCATION





Attribution, acknowledgement, and recognition

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About the YOUCOOPE project

The Youth Cooperative Entrepreneurship Education Initiative (YOUCOOPE) project, led by Centro Internacional Santander Emprendimiento (CISE), seeks to contribute to the reduction of youth unemployment across Europe, through the development and implementation of successful, innovative, cooperative and entrepreneurial methodologies, and training courses, for educators from secondary schools, and higher education institutions. The initiative is also contributing to the dissemination of the cooperative model for educators, educational curricula and, ultimately, European youth.



ABOUT THIS DOCUMENT

This document lays out the YOUCCOPE Blended Learning Methodology, which provides educators and facilitators with all the content and guidance needed to implement it themselves.

Our methodology:

- Introduces educators to the [EntreCompEdu](#) framework to support teachers to deliver entrepreneurial competences as defined by the European framework '[EntreComp](#)'
- Develops teacher understanding of benefits and impact of cooperative entrepreneurial education
- Shows how educators can engage external stakeholders – relevant to cooperative education – into the classroom
- Provides educators with the syllabus of our YOUCCOPE Massive Open Online Course (MOOC)
- Provides educators with the syllabus of various approaches to complementary and enrichment workshops

Building a common terminology: cooperative entrepreneurial education

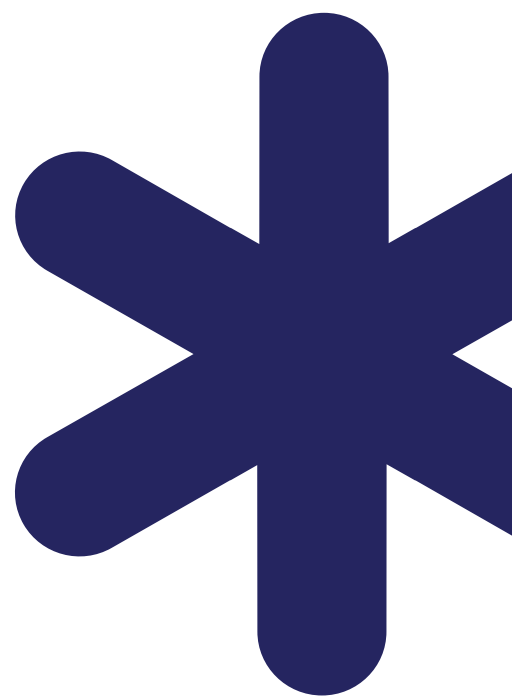


In the YOUCOOPE project, we establish shared definitions to clarify what we mean by different terms. Based on a survey of project partners, and research into the current definitions used at European level and within the EU Member States, the following terminology definitions have been agreed for the project.

Cooperative entrepreneurial education is an umbrella term encompassing all types of cooperative-based entrepreneurial learning. This is a continuum which spans from enterprise education about exploring, developing and practising the entrepreneurial competences, and the cooperative principles, through to entrepreneurship education, where there is a stronger focus on creating new, or improving existing, cooperative ventures.

Cooperative Enterprise Education develops cooperative values and entrepreneurial competences in students. Students creatively generate ideas, or find innovative solutions, to meet their own needs and aspirations, balanced with the needs of the community, acting collaboratively to realise those ideas and create value for themselves and others.

Cooperative Entrepreneurship Education is where students learn through application of the cooperative values, principles, governance rules, and entrepreneurial competences, progressing to the creation, or growth, of cooperative ventures.



Enterprise
Education

COOPERATIVE ENTREPRENEURIAL EDUCATION

Entrepreneurship
Education



Understanding
co-operatives and
entrepreneurial
competences



Generation of
collaborative idea/s

Making ideas
happen collectively

Building entrepreneurial
competences in the
co-operatives' context



Applying co-operative
entrepreneurial
competences to create
value (social, cultural
or economic)



Co-operative
venture creation



All stages of this continuum, building entrepreneurial competences, with embedded cooperative values, aim to


- support personal development and employability,
 - promote equity and solidarity, and
 - contribute to a more inclusive and sustainable economy.
- 

Figure 1: Defining cooperative entrepreneurial education



Defining educator competences: adapting EntreCompEdu for YOUCOOPE

The YOUCOOPE initiative has used a tailored version of the EntreCompEdu professional skills framework (originally created for entrepreneurial educators), adapted for teaching and learning in the context of cooperatives.

EntreCompEdu describes five competence areas and seventeen competences that educators need to deliver entrepreneurial education. It is inspired by, and aligns closely with, EntreComp, the European Entrepreneurship Key Competence Framework, which outlines the competences that citizens need to be entrepreneurial in life and work.

In the YOUCOOPE project, the competences and descriptors are adapted to the cooperative principles and context. These adapted competences and descriptors drive the learning outcomes seen across the blended learning methodology.

COMPETENCES	DESCRIPTORS
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING OF COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION	
1.1 Knowing cooperative entrepreneurial education.	Knowing the cooperative model, principles and values
	Knowing cooperative entrepreneurial education
1.2 Understanding how learners develop entrepreneurial	Developing an understanding of the EntreComp framework as a basis for cooperative entrepreneurial education
1.3 Valuing cooperative entrepreneurial education	Valuing cooperative entrepreneurial education and its potential across the curriculum
	Valuing the cooperative model as a context for learning
PLANNING COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION	
2.1 Setting cooperative entrepreneurial learning goals that are ethical and sustainable	Aligning ethical and sustainable learning goals to the competences and values associated with cooperatives
2.2 Making connections	Making connections to cooperatives and social economy themes within and beyond my subject so that cooperative entrepreneurial education is fully integrated in my practice

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<p>2.3 Creating an empowering cooperative entrepreneurial education environment</p>	<p>Creating a stimulating and purposeful entrepreneurial education environment (space, time, layout, resources) inspired by the cooperative principles</p>
<p>TEACHING AND TRAINING FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION</p>	
<p>3.1 Instructing to enthuse and engage</p>	<p>Motivating and engaging participants for and through cooperative entrepreneurial education</p>
<p>3.2 Creating value for others</p>	<p>Supporting students to create and understand the value for others (social, cultural, financial, environmental, etc.) they can develop through cooperative entrepreneurial education</p>
<p>3.3 Teaching through real-world contexts</p>	<p>Making links to real-life cooperatives through entrepreneurial education</p>
	<p>Supporting students to learn through authentic learning experiences based on cooperatives</p>
<p>3.4 Encouraging self-awareness and self-confidence to support learning</p>	<p>Building self-awareness and self-confidence so that students take responsibility, handle setbacks and resolve difficulties in mature ways to achieve valuable outcomes.</p>
<p>3.5 Promoting productive working with others</p>	<p>Creating learning that encourages learners to work with others in line with the cooperative principles</p>

ASSESSMENT FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION	
4.1 Checking and reporting on progress	Embedding formative assessment to allow students to become increasingly involved and engaged in reflecting on and assessing their own progress
4.2 Sharing feedback	Monitoring and reporting on what students know, understand and are able to do as a result of entrepreneurial learning based on the cooperative model
4.3 Recognising progress and achievement	Providing opportunities for students to celebrate and share their achievements with a range of audiences inside and beyond their educational institution
PROFESSIONAL LEARNING AND REFLECTION FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION	
5.1 Evaluating impact	Reflecting critically on my teaching and other factors that influence students' entrepreneurial learning in the context of cooperatives
5.2 Researching practice	Exploring what works well and why in cooperative entrepreneurial education across different contexts, drawing on research and other evidence to inform my practice.
5.3 Building and sustaining networks	Connections with national and international educator networks linked to entrepreneurial learning (including EntreComp communities of practice)

Table 1. YOUCOOPE competences

Creating the YOUCOOPE Blended Learning Methodology

OVERVIEW

The YOUCOOPE project has developed a learning programme for secondary and higher education educators, including a Massive Open Online Course (MOOC) and workshop itineraries specific to each teaching phase. The MOOC was tested by a wide audience during the lifetime of the project and small-scale pilot workshops delivered for the phases in Spain and Italy, and for the international edition. The MOOC is available online [here](#) and is a stand-alone training course that any educator, trainer or teacher can go through at any time.

This document lays out the blended learning pathway, supported with a MOOC, wraparound workshops and practical learning activities to enhance engagement and effectiveness. The MOOC targets a wide audience without prior knowledge of the field, while the facilitator-led workshops deepen learning and add professional development value for the participant. The workshops have been designed to be easily replicable beyond the pilot context of this project. Alongside the blended learning methodology, the following pages outline and map the learning outcomes of each component of the methodology.

AUDIENCE

Our blended learning methodology has been designed to address broad audiences across Europe and beyond. Primarily:

- Educators from secondary schools
- Educators from higher education institutions
- Secondary school students
- University students
- Cooperative members
- Any educational stakeholder wanting to learn, teach or raise awareness on cooperative entrepreneurial education



CHARACTERISTICS

The characteristics of learning set out below, aim to create an appropriate ethos and overall approach to the blended methodology.

- **Uniting:** the course unites and combines entrepreneurial education and cooperative education, through the use of the term cooperative entrepreneurial education, as the catch-all term for enterprise and entrepreneurship education (see [“Building a common terminology: Cooperative Entrepreneurial Education”](#) for deeper insights).
- **Relevant:** the focus is on ensuring that educators feel the relevance of cooperative entrepreneurial education to their own teaching context and level.
- **Inclusive:** the course opens-up relevance to different subject areas, to increase relevance of cooperative entrepreneurial education to new faculties, departments and educators.
- **Innovative:** the course brings together innovative content identified and/or developed through a range of cutting-edge cooperative entrepreneurial education research and practice initiatives.
- **Reflective:** the course focuses on methodologies that support deliberate practice and reflection as routes to more effective professional development.
- **Progressive:** the course inspires next steps actions by signposting to active forums and communities linked to entrepreneurial education and cooperatives education.
- **Recognised:** the course is supported by open recognition channels to recognise progress and share participant achievement through social media and professional networks.

YOUCOOPE Blended Learning Methodology

MOOC

The “what” and “why” (incl case studies)

- Knowledge/ understanding of cooperatives
- Knowledge/ understanding of entrepreneurial education underpinned by EntreComp
- Valuing Cooperative Entrepreneurial Education
- Introduction to guiding principles of Cooperative
- Entrepreneurial Learning
- Next steps to professional networks and development

SECONDARY WORKSHOPS

The “how”

- The “how to” of teaching and learning for cooperative entrepreneurship in schools
- The “how” - examples from partners/previous projects
- National Community of Practice - engaging teachers into further professional development and networks

HIGHER EDUCATION WORKSHOPS

The “how”

- The “how to” of teaching and learning for cooperative entrepreneurship in HE
- The “how” - examples from partners/previous projects
- National Community of Practice - engaging teachers into further professional development and networks

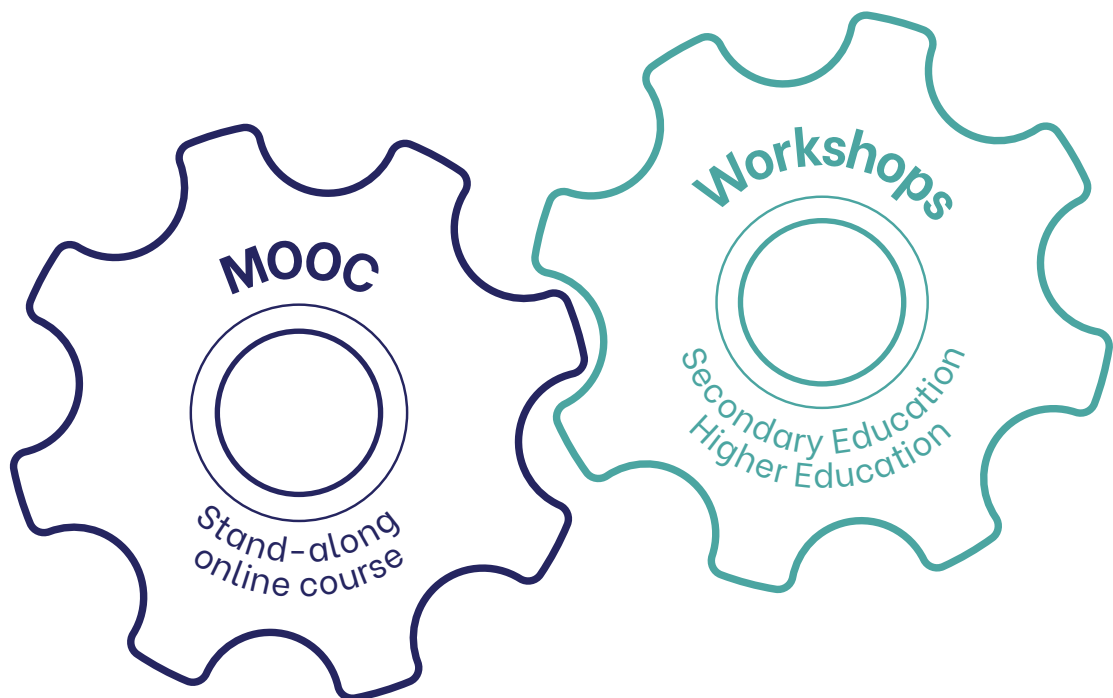


Figure 2. YOUCOOPE Blended Learning Methodology Outline

LEARNING OUTCOMES ACROSS THE YOUCOOPE BLENDED LEARNING METHODOLOGY



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING OF COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION			
COMPETENCE	1.1 Knowing cooperatives-based entrepreneurial education.		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Knowing the cooperative model, principles and values	Recall the historical and cultural emergence of the European (and world-wide) cooperative movement	Understand the values and principles that inspire cooperatives' governance and action. Recognize the difference between cooperatives and other types of enterprises	Recognize the difference between cooperative and other types of enterprises. Recognize the opportunities and advantages of the cooperative model.
	List the values and principles of cooperatives and identify them in examples		
	Demonstrate understanding of the current social and economic relevance of cooperatives		Explain how awareness of cooperative values can impact on the choice of business models
	Describe the differences & strengths of cooperatives in comparison with mainstream business models		
Understand cooperatives as profit making businesses rather than philanthropic ventures. Understand their advantages and limitations.			

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Knowing cooperatives-based entrepreneurial education	Recognise the potential of the cooperative entrepreneurial model for my teaching	Relate the main concepts of cooperative entrepreneurial education to secondary school environments. Identify the different perspectives about cooperative entrepreneurial education and their implications for teaching practices.	Relate the main concepts of cooperative entrepreneurial education to higher education environments and provide tools for implementation
	Recognise the difference and interaction between entrepreneurial education and cooperative entrepreneurial education		
COMPETENCES	1.2 Understanding how learners develop entrepreneurial competences		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Developing an understanding of the EntreComp framework as a basis for cooperative entrepreneurial education	Summarise the EntreComp framework and identify the relevance to the cooperatives' context	Discuss the connections between cooperatives entrepreneurial education and other key competences for life - citizenship; personal/ social/learning to learn	Discuss the connections between cooperative entrepreneurial education and key competences for future employment
	Identify EntreComp competences developed in cooperative entrepreneurial education activities		

COMPETENCE	1.3 Valuing cooperatives-based entrepreneurial education		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Valuing cooperative entrepreneurial education and its potential across the curriculum	Identify the potential of cooperative entrepreneurial education for my learners such as learning to work, learn in a team.	Discuss the potential of cooperatives entrepreneurial education to develop transversal competences required in work and social life.	Discuss the potential of cooperative entrepreneurial education for my learners
Valuing the cooperative model as a context for learning	Relate the values and principles of cooperatives to their personal purpose in education.	Visualise how the values and principles of cooperatives fit into their personal purpose as learners.	Learn ways to incorporate values and principles of cooperatives in education

PLANNING CO-OPERATIVES-BASED ENTREPRENEURIAL EDUCATION			
COMPETENCE	2.1 Setting cooperative entrepreneurial learning goals that are ethical and sustainable		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Aligning ethical and sustainable learning goals to the competences and values associated with cooperatives	Understand what happens when cooperatives principles are implemented in entrepreneurial education.	Discuss how their planning is rooted in cooperative values and principles as relevant to secondary learners' lives and environment. Connect cooperatives entrepreneurial education to the development of key knowledge, skills and attitudes for social and work life.	Discuss how their planning is rooted in cooperative values and principles as relevant to HE students' lives and environment.
COMPETENCE	2.2 Making connections		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops

Making connections to cooperatives and social economy themes within and beyond my subject so that cooperative entrepreneurial education is fully integrated	Understand and identify ways to introduce students to real life cooperatives and relevant stakeholders who can demonstrate cooperative values and principles.	Connect cooperatives entrepreneurial education across different areas of secondary school curriculum and/or extra-curriculum.	Identify how to connect cooperative entrepreneurial education across different areas of higher education course curriculum, career guidance and/or extra-curricular activities
	Spot educational practices that have successfully supported delivery of cooperative entrepreneurial education in a range of subject contexts.	Connect cooperatives entrepreneurial education to real actors, issues, activities and challenges in the local context.	
COMPETENCE	2.3 Creating an empowering cooperative entrepreneurial education environment		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Creating a stimulating and purposeful entrepreneurial education environment (space, time, layout, resources) inspired by cooperative principles	Understand existing practices and examples of project/activities to implement.	Identify how to adapt learning environments to facilitate team ownership, responsibility and self-organisation [face to face or online, can link to student-directed learning].	Identify how to adapt learning environments to facilitate team ownership, responsibility and self-organisation [face to face or online, can link to student-directed learning]
		Discuss the advantages and disadvantages of competition-based activities on individual and collective learner development	Discuss the advantages and disadvantages of competition-based activities on individual and collective learner development. Provide concrete examples of activities and tools to support collective learning

TEACHING AND TRAINING FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION			
COMPETENCE	3.1 Instructing to enthuse and engage		
DESCRIPTORS	LEARNING OUTCOMES – MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Motivating and engaging participants through cooperative entrepreneurial education	Recall the six guiding principles of effective entrepreneurial education.	Discuss how to promote student ownership of their learning process, their autonomy and responsibility as a team.	Discuss how to promote student ownership of their learning process, their autonomy and responsibility as a team.
	Discuss ideas and resources on how to apply the six guiding principles into teaching and learning.	Design their own lesson plans to put into practice the cooperative entrepreneurial education in their classrooms.	Design their own lesson plans to put into practice the cooperative entrepreneurial education in their classrooms.
	Identify at least one way to apply one or more guiding principles into their teaching context.	Justify how the lesson plans reflect and will develop the required cooperative entrepreneurial competences for the secondary learner.	Justify how the lesson plans reflect and will develop the required cooperative entrepreneurial competences for the HE learner.
COMPETENCE	3.2 Creating value for others		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops

Supporting students to create and understand the value for others (social, cultural, financial, environmental, sustainable...) they can develop through cooperative entrepreneurial education	Identify an example of a learning activity that aims at creating collective value (social, cultural, financial, environmental, sustainable) in response to a collective need.	Empowering students to constantly question the status quo, explore complex social and economic challenges and engage in the design of innovative solutions to meet people’s needs.	Empowering students to constantly question the status quo, explore complex social and economic challenges and engage in the design of innovative solutions to meet people’s needs.
		Uses an activity design framework or tool to illustrate a short- or long-term projects that aims at creating collective value (social, cultural, financial, environmental, sustainable) in response to a collective need.	Uses a curriculum design canvas to illustrate a short- or long-term projects that aims at creating collective value (social, cultural, financial, environmental, sustainable) in response to a collective need.
COMPETENCE	3.3 Teaching through real-world contexts		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Making links to real-life cooperatives through entrepreneurial education	Understand the relevance and develop strategies to bring real-life testimonials of cooperatives in the classroom.	Source networks of cooperatives and social economy organizations in the design and delivery of cooperative entrepreneurial learning in the classroom.	Source networks of cooperatives in the design and delivery of cooperative entrepreneurial learning in the classroom.
		Learn strategies and methodologies to promote the involvement of local context experiences and actors into learning activities	Provide information, support and resources needed for students to create new or engage in existing cooperative ventures.

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Supporting students to learn through authentic learning experiences based on cooperatives	Develop strategies for students to learn through setting up cooperative ventures (as practice or real ventures)	Connect students' learning experiences with relevant, engaging projects and challenges in the community.	Connect students' learning experiences with relevant, engaging projects and challenges in the community. Create a learning approach which facilitates the creation of a real cooperative venture by students
COMPETENCE	3.4 Encouraging self-awareness and self-confidence to support learning		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Building self-awareness and self-confidence so that students take responsibility, handle setbacks and resolve difficulties in mature ways to achieve valuable outcomes.	Not covered in the MOOC	Discuss ways to build individual and team self-awareness, fostering autonomy and accountability in designing, executing and assessing the learning experience.	Discuss ways to build individual and team self-awareness and accountability in designing, executing and assessing the learning experience.
COMPETENCE	3.5 Promoting productive working with others		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Creating learning that encourages learners to work with others in line with cooperative principles	Identify existing practices and start envisaging learning/project plans.	Identify how the learning experience can be used as an opportunity to explore team working and cooperation with others, both from a technical and emotional perspective. Acquiring methodologies and techniques to promote and develop team learning.	Identify how the learning experience can be used as an opportunity to explore team working and cooperation with others, both from a technical and emotional perspective.

ASSESSMENT FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION			
COMPETENCE	4.1 Checking and reporting on progress		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Embedding formative assessment to allow students to become increasingly involved and engaged in reflecting on and assessing their own progress	Identify existing practices and learning/project plans.	Generate assessment structures for learners to continuously reflect on their progress, identify strengths and areas of development for individuals and as a team.	Generate assessment structures for learners to continuously reflect on their progress, identify strengths and areas of development for individuals and as a team.
COMPETENCE	4.2 Sharing feedback		
DESCRIPTORS	LEARNING OUTCOMES - ALL	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Monitoring and reporting on what students know, understand and are able to do as a result of entrepreneurial learning based on the cooperative model	Not covered in the MOOC	Discuss how to utilise techniques of peer review, peer mentorship, and peer feedback management.	Discuss how to utilise techniques of peer review, peer mentorship, and peer feedback management.
	Not covered in the MOOC	Discuss methods to involve real-world practitioners or stakeholders in the assessment structures	Discuss methods to involve real-world practitioners or stakeholders in the assessment structures
COMPETENCE	4.3 Recognising progress and achievement		
DESCRIPTORS	LEARNING OUTCOMES - ALL	LEARNING OUTCOMES - Secondary School workshops	LEARNING OUTCOMES - Higher Education workshops
Providing opportunities for students to celebrate and share their achievements with a range of audiences inside and beyond their educational institution	Understanding the impact and relevance of bringing real-life cooperatives in the classroom	Identify ways to facilitate students to present the results of their cooperative entrepreneurial education activities to real-world practitioners, stakeholders.	Identify ways to facilitate students to present the results of their cooperative entrepreneurial education activities to real-world practitioners or stakeholders.

PROFESSIONAL LEARNING AND REFLECTION FOR COOPERATIVES-BASED ENTREPRENEURIAL EDUCATION			
COMPETENCE	5.1 Evaluating impact		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Reflecting critically on my teaching and other factors that influence students’ entrepreneurial learning in the context of cooperatives	Reflect on their own practices through practical examples	Reflect on their experiences about design and delivery of cooperative entrepreneurial education in secondary schools	Reflect on their experiences about design and delivery of cooperative entrepreneurial education in higher education
	Test through an assignment and peer-review	Give feedback about the contents, methodologies and tools proposed by YOUCOOPE.	Give feedback about the contents, methodologies and tools proposed by YOUCOOPE.
COMPETENCE	5.2 Researching practice		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Exploring what works well and why in cooperative entrepreneurial education across different contexts, drawing on research and other evidence to inform my practice.	Identify basic factors which facilitate or hinder cooperative entrepreneurial education.	Examine exemplary practices to reflect on their own teaching practices, activities and projects.	Examine exemplary practices to reflect on their own teaching practices, activities and projects.
		Discuss factors which facilitate or hinder cooperative entrepreneurial education in secondary schools	Discuss factors which facilitate or hinder cooperative entrepreneurial education in higher education

COMPETENCE	5.3 Building and sustaining network		
DESCRIPTORS	LEARNING OUTCOMES - MOOC	LEARNING OUTCOMES – Secondary School workshops	LEARNING OUTCOMES – Higher Education workshops
Connections with national and international educator networks linked to cooperatives, cooperative entrepreneurship education and the social economy	Identify professional networks and how to engage with them	Identify professional networks and how to engage with them Learn strategies to connect to a community of peers to share relevant practices, experiences and knowledge contents.	Identify professional networks and how to engage with them
	Engage with peers, students, cooperative enterprises and policy/advocacy institutes to constantly inspect, adapt and improve knowledge, methodology and practices to enhance the learning experience.		
Connections with national and international educator networks linked to entrepreneurial learning (including EntreComp)	Identify professional networks and how to engage with them	Identify professional networks and how to engage with them	Identify professional networks and how to engage with them
	Engage with peers, students, cooperative enterprises and policy/advocacy institutes to constantly inspect, adapt and improve knowledge, methodology and practices to enhance the learning experience.	Learn strategies to connect to a community of peers to share relevant practices, experiences and knowledge contents	

Table 2. BLM Learning outcomes mapped with YUCCOPE competences

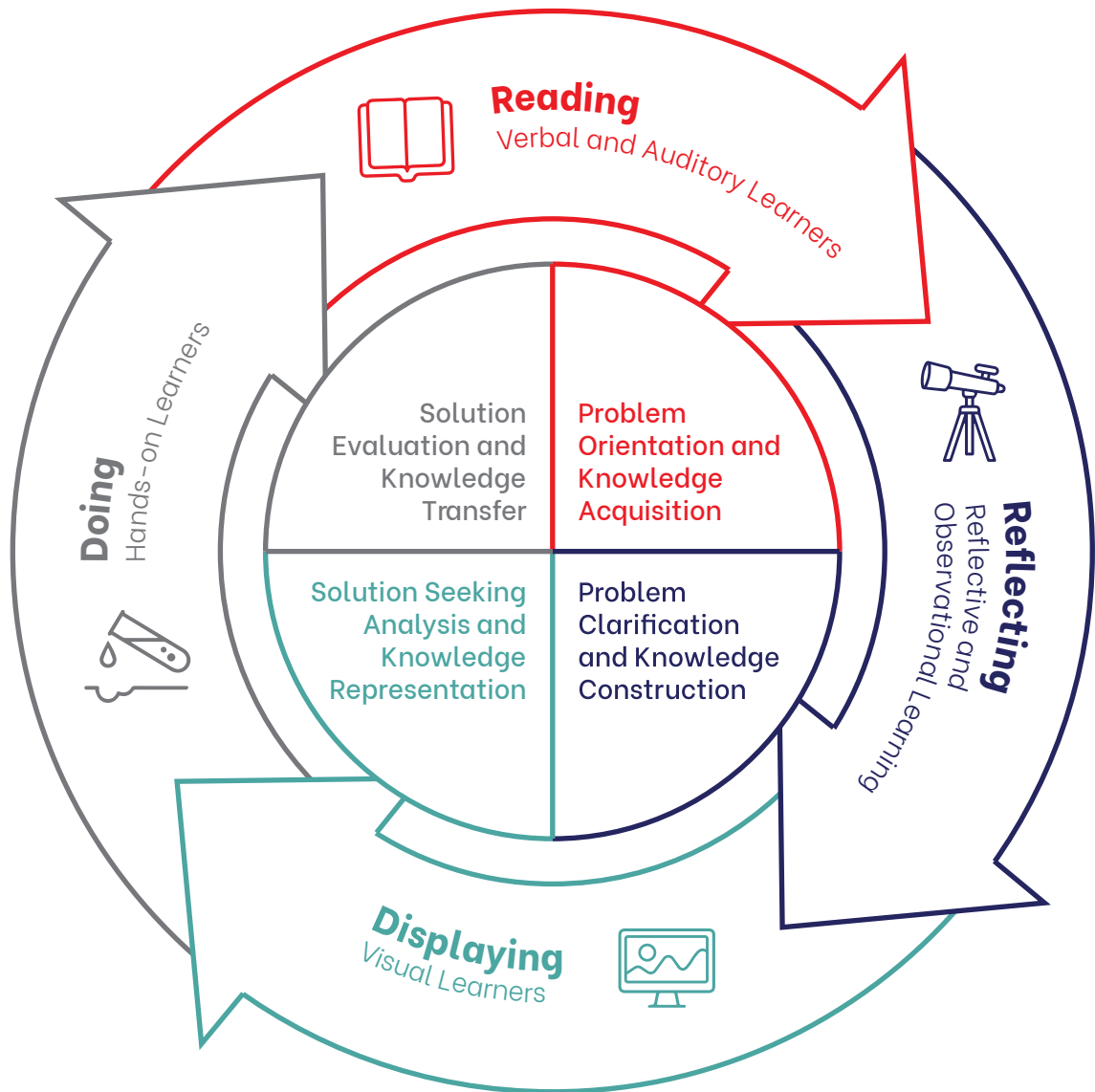
YOUCOOPE MOOC Structure

OUTLINE

Course Title	Cooperative Entrepreneurship in Education: Tools and Resources
Discipline	Cooperatives Entrepreneurial Education
Number of Modules	5
Self-Study Hours	10
Number of weeks	5
Intended audience	<ol style="list-style-type: none"> 1. Secondary and higher education educators involved in the YOUCOOPE pilot activity (workshops) of the project 2. Any secondary or higher education professional interested in co-operative entrepreneurial learning 3. Any education professional interested in replicating the course using the YOUCOOPE Guide for Educators 4. Any individual with an interest in the social economy and its representation in the educational system at secondary and higher education levels
Pre-requisites in terms of educational qualification of the participants	None
List of organisations that will recognize this online course	Organisations that will recognise the course: CISE (ES), Valnalón (ES), Universidad de Cantabria (ES), Co-operative College (UK), EURICSE (IT), University of Trento (Italy), Cooperazione Trentina (IT), Bantani Education (BE), Escuela de Economía social (ES), Awel Aman Tawe (UK)
List of industries that will value this course	<ul style="list-style-type: none"> -European & National public services with an interest in education policy, entrepreneurship and training -European federations and network for social economy actors such as CECOP, social economy Europe, Euclid network -Organisations delivering entrepreneurial education in secondary and higher education across Europe - Cooperatives, social enterprises, associations, NGOS, etc.

Table 3. YOUCOOPE MOOC Outline

UNDERLYING MODEL



The MOOC is based on the Read, Reflect, Display and Do (R2D2) Model

Figure 3. Underlying R2D2 Model

CHARACTERISTICS OF THE MOOC

- **Relevant:** The focus is on ensuring that educators feel the relevance of cooperative entrepreneurial education to their own teaching context and level.
- **Combining entrepreneurial education and cooperative education:** the MOOC focuses on and uses the terminology of cooperative entrepreneurial education, as the catch-all term for enterprise and entrepreneurship education (see definition section for deeper insights).
- **Inclusive:** to maximise the relevance of the MOOC across all education professionals, no modules are differentiated. All modules are relevant to all levels of education, with differentiation provided within the content of each module (e.g., highlighting case studies or signposting to further resources).
- **Using innovative content:** the MOOC uses directly or signposts to innovative content identified and/or developed through a range of previous cooperative entrepreneurial education research and practice initiatives.
- **Interactive:** the MOOC uses innovative platforms to provide an interactive assessment tool as part of the MOOC.
- **Progressive:** the MOOC inspires next steps actions by signposting to active forums and communities linked to entrepreneurial education and cooperatives education.
- **Recognised:** the MOOC offers an online certificate of participation to recognise progress and share their achievement through social media and professional networks.

COMPONENTS OF THE MOOC

1

The MOOC consists of 5 modules in addition to Module 0, i.e., the introductory module.

2

Most submodules are composed of a narrated presentation or short video to illustrate key concepts and a short reading.

3

Each module contains a knowledge self-assessment quiz with closed questions, and few reflection questions (open questions). Some modules may contain deliberate practice exercises to implement the learnings.

4

Spaces are provided for the participants to discuss with each other as well as ask questions from the instructors through discussion forums.

5

To complete the MOOC, the participants have to create a learning canvas for themselves as a final assessment.

STUDY HOURS

Five modules and an introductory module for a total of 8 study hours:

- Module 0: 30 minutes
- Module 1: 90 minutes
- Module 2: 90 minutes
- Module 3: 90 minutes
- Module 4: 90 minutes
- Module 5: 90 minutes
- Final assignment: 120 minutes

Each module contains recommended additional materials and reads. Total study hours do not include these.



YOUCOOPE MOOC: Mapped learning outcomes & syllabus



Module no. & theme	Module 0 (Theme: INTRO TO THE COURSE)		
Title	About the MOOC		
Learning Outcome/s	<p>After completing the Module 0, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Understand the purpose of the MOOC • Navigate through the remaining modules of the MOOC • Know what is expected of them throughout the MOOC • Articulate their own expectations from the course • Identify their pre-existing knowledge and/or preconceived notions 		
YOUCOOPE competences covered	<p>1.1 Knowing cooperative-based entrepreneurial education</p> <ul style="list-style-type: none"> - Knowing cooperatives, its model and values - Knowing cooperative entrepreneurship education 		
Module summary	About this MOOC: Learn how to use and get the most out of this MOOC and understand what is expected of you!		
Submodule no.	N/A	N/A	N/A
Submodule title	N/A	N/A	N/A
Main message of the submodule	Understand the purpose of the MOOC (What, Why, When, How) and appeal to potential learners.	Understand the various sections of the MOOC and how to navigate them.	How much do I already know?
Output	A teaser video including a brief summary of what people will find along the modules.	Description of the course (written document)	A short kick-off self-assessment survey).
Additional material for the participant to go further	N/A	N/A	N/A
Learner action	Watch	Read	Answer/Reflect

YOUCOOPE

Module no. & theme	Module 1 Theme: Introducing the subject matter			
Title	The ABCs of Co-operatives			
Learning Outcome/s	<p>After completing the module, trainees/educators will be able to:</p> <ul style="list-style-type: none"> • Relate the values and principles of cooperatives to their personal purpose in education. • List values and principles of cooperatives and identify them in the example. • Understand the current social and economic relevance of cooperatives (incl. the SDGs). • Describe the differences/strengths of cooperatives over mainstream business models 			
YOUCOOPE competences covered	<p>1.1 Knowing cooperative-based entrepreneurial education - Knowing cooperatives, its model and values</p> <p>1.3 Valuing cooperative entrepreneurial education - Valuing the cooperative model as a context for learning</p>			
Module summary	In this module, you will learn about the key principles and values attached to cooperatives. You will also understand where cooperatives fit in the broader socio-economic landscape, and in particular the social economy.			
Submodule no.	Submodule 1.1	Submodule 1.2	Submodule 1.3	N/A
Submodule title	Start with the basics	The cooperative difference	Cooperative Stories	N/A

<p>Main message of the submodule</p>	<p>Overview of a cooperative, the different types of cooperatives, and the various sectors in which they operate. A brief overview of their history. The fundamental principles and values of cooperatives and contextualisation within today's socio-economic landscape A quick introduction on what the 'social economy' is.</p>	<p>Distinction between mainstream business models and cooperatives. Their governance & ownership models, their values & principles. Difference in purpose having a positive social impact. Why chose the model? Mutuality, social impact, resilience, education to participation. Limitations and shortcomings to the model. What's the link with education: a model to foster collective intelligence, teamwork, trust, critical thinking.</p>	<p>Examples of cooperatives: stories from owners, founders and workers. 1) Awel Aman Tawe (UK) 2) Cooperative Family Solandre Valleys (Italy)</p>	
<p>Output</p>	<p>1. A short explanatory video. 2. An accompanying document to read</p>	<p>1. A short explanatory video 2. An accompanying document to read</p>	<p>2 Videos with interviews & visits of a cooperative</p>	<p>Quiz module 1 Self-reflection exercise Forum discussions: 1) "Your good reasons to coop" 2) "Food for thought"</p>
<p>Additional material for the participant to go further</p>	<p>External Links for more insight into definition, types of cooperatives and understand social economy and social entrepreneurship</p>	<p>Reference list with links</p>	<p>None</p>	<p>N/A</p>
<p>Learner action</p>	<p>Watch/Read</p>	<p>Read/ Watch</p>	<p>Answer/Reflect</p>	<p>Answer/Reflect</p>

YOUCOOPE

Module no. & theme	Module 2 Theme: Background to entrepreneurial education and cooperative entrepreneurial education			
Title	Cooperation in Entrepreneurial Learning			
Learning Outcome/s	<p>After completing the module, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Recognise the difference between entrepreneurial education and cooperative entrepreneurial education. • Recognise the benefits of the cooperation within the entrepreneurial model for their teaching. • Discuss the potential of cooperative entrepreneurial education for my learners. • Summarise the Entre-Comp model and identify the relevance to the cooperative context. • Identify EntreComp competences relevant to their own work and context 			
YOUCOOPE competences covered	<p>1.1 Knowing cooperative-based entrepreneurial education - Knowing cooperative entrepreneurship education</p> <p>1.2 Developing an understanding of the EntreComp model as a basis for entrepreneurial learning based on the cooperative model</p> <p>1.3 Valuing cooperative entrepreneurial education - Valuing cooperative entrepreneurial education and its potential across the curriculum</p> <p>2.2 Making connections - Making connections to cooperatives and social economy themes within and beyond my subject so that cooperative entrepreneurial education is fully integrated</p>			
Module summary	Through this module, you will learn about broader entrepreneurial education and its link to cooperative entrepreneurship. You will get to know the EntreComp framework and get familiar with the competences needed for cooperative members.			
Submodule no.	Submodule 2.1	Submodule 2.2	Submodule 2.3	N/A
Submodule title	Introduction to entrepreneurial education	Advantages of cooperation to active entrepreneurial learning	My top three competences	N/A
Main message of the submodule	An introduction to the basics of entrepreneurial education and to the EntreComp framework and its application in real-life contexts.	An overview of the impact of bringing cooperatives and their principles into entrepreneurial education. This module is content-focused and links with the principles and the values studied in Module 1.	The top three EntreComp competences from the viewpoint of trainers and educators.	

Output	1. A short explanatory video 2. An accompanying document to read	1. A short explanatory video 2. An accompanying document to read Forum discussion: The cooperative principles in your current teaching	Forum discussion: Your top 3 EntreComp competences	Quiz module 2 Reflective self-assessment
Additional material for the participant to go further	An online tool to explore EntreComp and EntreComp Teacher cards	Links to understand cooperative entrepreneurship more	None	N/A
Learner action	Watch/Read	Watch	Answer/Reflect	Answer/Reflect



YOUCOOPE

Module no. & theme	Module 3 Theme: The principles of cooperative entrepreneurial learning			
Title	Principles to introducing cooperative entrepreneurial learning			
Learning Outcome/s	<p>After completing the module, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Recall the six guiding principles of effective entrepreneurial education • Place the guiding principles in a cooperative context • Discuss sources of ideas and resources on how to apply the six guiding principles into teaching and learning. • Identify at least one way to apply one or more guiding principles into their teaching context. • Discuss ways in which they can introduce students to real life cooperatives and relevant stakeholders who can demonstrate cooperative values and principles. 			
YOUCOOPE competences covered	<p>Basic coverage of following competences (deeper coverage in workshops):</p> <p>3.1 Instructing to enthuse and engage 3.2 Creating value for others 3.3 Teaching through real-world contexts 3.4 Encouraging self-awareness and self-confidence to support learning 3.5 Promoting productive working with others</p> <p>4.1 Checking and reporting on progress 4.2 Sharing feedback 4.3 Recognising progress and achievement</p>			
Module summary	<p>In this module, you will learn about the key principles of cooperative entrepreneurial education and how to apply them in your teaching/training context. You will also learn about the impact of bringing real-life cooperatives into your classroom.</p>			
Submodule no.	Submodule 3.1	Submodule 3.2	Submodule 3.3	N/A
Submodule title	Cooperative entrepreneurial education: the guiding principles	Applying the guiding principles	Real life cooperatives in the classroom	N/A

<p>Main message of the submodule</p>	<p>The guiding principles of effective entrepreneurial education. An overview of the impact of bringing cooperatives values into teaching methods. This submodule focuses on methodologies.</p>	<p>This submodule takes each guiding principle introduced in submodule 3.1, elaborates on why we need them and what they mean in practice in an educational context.</p>	<p>Overview of the objectives and added value of bringing real-life cooperatives into teaching and learning. 3 case studies: 1) Awel Aman Tawe (UK) 2) Siete Valles de Montana (Spain) 3) Solabria Renovables (Spain)</p>	
<p>Output</p>	<p>1. A short explanatory video 2. An accompanying document to read</p>	<p>1. A short explanatory video 2. An accompanying document to read 3. Short Activity to relate the guiding principles to the participants' own approach</p>	<p>3 Video interviews</p>	<p>Quiz module 3 Open-ended questions module 3 Reflective self-assessment</p>
<p>Additional material for the participant to go further</p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>N/A</p>
<p>Learner action</p>	<p>Watch/Read</p>	<p>Watch/Read/ Reflect/ Complete Activity</p>	<p>Watch/Read</p>	<p>Answer/ Reflect</p>

YOUCOOPE

Module no. & theme	Module 4 Theme: Classroom practices			
Title	What can I do in my classroom?			
Learning Outcome/s	<p>After completing the module, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Spot educational practices that have successfully supported delivery of cooperative entrepreneurial education in a range of subject contexts. • Identify basic factors which facilitate or hinder cooperative entrepreneurial learning. • Identify examples of learning activities that aim at creating collective value (social, cultural, financial, environmental, sustainable) in response to a collective need. • Discuss collaborative methodologies for student participation in democratic decision making and social action 			
YOUCOOPE competences covered	<p>Basic coverage of following competences (deeper coverage in workshops):</p> <p>5.1 Evaluating impact – Reflecting critically on my teaching and other factors that influence students’ entrepreneurial learning in the context of cooperatives</p> <p>5.2 Researching practice – Exploring what works well and why in cooperative entrepreneurial education across different contexts, drawing on research and other evidence to inform my practice</p>			
Module summary	In this module, you will get ideas on how to embed cooperative entrepreneurial education in your day-to-day teaching. You will get inspired by existing practices and will get a chance to reflect and come up with innovative ideas for classroom practices within your own context!			
Submodule no.	Submodule 4.1	Submodule 4.2	Submodule 4.3	N/A
Submodule title	Aspirations	Areas	Action	N/A
Main message of the submodule	Inspiration from existing educational practices for delivering cooperative entrepreneurial education.	Presentation of the 9 active methodologies that foster cooperative education. Understanding the importance of the out-of-classroom perspective. Introduction of pedagogical and curriculum models.	Understanding of the cooperative principles and values in the classroom and in the school. Series of exemplary classroom activities. Overview of the factors that facilitate and hinder cooperative entrepreneurial learning.	

<p>Output</p>	<p>Examples of existing classroom activities/ projects collated in a document Learning Activity: Different purposes on proposed initiatives</p>	<p>+ Written document (2-3 pages) Learning Activity: What about your curriculum?</p>	<p>Learning Activity: 1) Revisit and rank cooperative principles 2) Cooperative values in your school 3) Practices that hinder/ facilitate student democratic participation</p>	<p>Quiz module 4 Reflective self-assessment exercise</p>
<p>Additional material for the participant to go further</p>	<p>Additional articles, links, material from Ecoope pilot</p>	<p>Additional articles, links, material from Ecoope pilot</p>	<p>Additional articles, links, material from Ecoope pilot + Links to additional reading material on collaborative teaching, curriculum, pedagogy and governance</p>	<p>N/A</p>
<p>Learner action</p>	<p>Read/Reflect/ Complete Activity</p>	<p>Read/Reflect/ Complete Activity</p>	<p>Read/Reflect/ Complete Activity</p>	<p>Answer/ Reflect</p>

Module no. & theme	Module 5 Theme: Networking, self-reflection and professional development		
Title	Continue your exploration and reflect		
Learning Outcome/s	<p>After completing the module, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Recognize the importance of reflective practice and evaluating impact as an educator • Identify professional networks and how to engage with them. • Engage with peers, students, cooperative enterprises and policy/ advocacy institutes to constantly inspect, adapt and improve knowledge, methodology and practices to enhance the learning experience. 		
YOUCOOPE competences covered	<p>5.3 Building and sustaining networks</p> <ul style="list-style-type: none"> - Connections with national and international educator networks linked to cooperatives and cooperative entrepreneurship education - Connections with national and international educator networks linked to entrepreneurial learning (including EntreComp) 		
Module summary	In this module we will provide you with the means to continue learning more about the topic after the MOOC, expand your networks and continue your own professional development.		
Submodule no.	Submodule 5.1	Submodule 5.2	N/A
Submodule title	The importance of professional reflection	Know who to #follow!	N/A
Main message of the submodule	Overview of the importance of professional reflection through impact evaluation and reflective practice.	Cooperative entrepreneurial networks, organisations, and policy institutes from Europe and around the world to follow to stay abreast of developments in the field.	
Output	Video+ Complementary document to read	List to national communities of practice, events, resources, etc.	N/A
Additional material for the participant to go further	Reading references on evaluation and reflection	Links to other projects related to cooperative entrepreneurial education	N/A
Learner action	Watch/Read	Read/Research	

Module no. & theme	Final assignment
Title	Final Assignment: Try it out!
Learning Outcome/s	<p>After completing the module, participants/educators will be able to:</p> <ul style="list-style-type: none"> • Summarize their learnings from the course • Reflect on their current and future practices related to cooperative entrepreneurial education • Create a learning canvas reflecting their key take-aways from the course and practice plans
Module summary	Exercise to reflect on your practices, fill a questionnaire and create a learning canvas for yourself to take stock of what you have learnt in the course
Submodule no.	NA
Submodule title	NA
Main message of the submodule	NA
Output	Written instructions for the exercise and link to the questionnaire.
Additional material for the participant to go further	NA
Learner action	Reflect/Act/Assess

Table 4. YOUCOOPE MOOC Syllabus

YOUCOOPE workshops

OVERVIEW

The YOUCOOPE project has designed a series of training workshops that complement and wrap-around the MOOC. This document presents the various workshop methodologies and syllabus as tested during the project. The methodologies are tailored to our two main target audiences which are higher education and secondary education educators, whilst also adding value to wider educator audiences. Pilot versions of the workshops' methodology were conducted online in response to the Covid-19 pandemic. However, the methodology is also designed for face-to-face workshop delivery.

After completing the MOOC and the workshop, educators should be able to use this simple framework to facilitate the integration of cooperative entrepreneurial learning into their teaching, and eventually to plan coherent cooperative entrepreneurial learning with their students/learners.



CHARACTERISTICS

Considering the differences between Higher and Secondary Education contexts, we developed two different approaches for the YOUCOOPE workshop series. Nevertheless, both levels of the workshops for educators share the following characteristics:

- **Motivational:** It is important to motivate participants to ensure regular attendance at all sessions.
- **Interactive:** An interactive approach in which participants are invited to present their



experiences in the field of training and how they envisage introducing the elements learned in the MOOC.

- **Hands-on:** The various sessions seek to provide participants with hands-on techniques and tools that facilitate cooperative entrepreneurial learning.

- **Collaborative:** The workshops alternate between presentations, expert talks, and group work.

- **Contextual:** The workshops aim to provide participants with concrete tools and techniques to be applied to individual training paths in their own local contexts.

- **Linking theory and practice:** Case study-based work allows for linking theory (previously learned through the MOOC) and practice, helping participants to fully understand the cooperative model.

Consistent with the values and principles of cooperation, the training approach follows the principles of:

- Learning by doing: the practice leads the theory.

- Team learning: considering the team as the fundamental learning unit.

- Cooperative learning: learning to cooperate and cooperating to learn.

All the workshop methodologies include the following elements:

- Built on and around the MOOC. The workshops are concerned with contextualizing the contents of the MOOC and reinforcing the knowledge on its contents, aligning competences and dispelling any doubts and misunderstandings before moving to concrete tools and techniques.

- Individual and group reflection through learning activities connect MOOC content to participant practice.

- Analysis of contents and resources deepen and share the knowledge of specific topics.

- Consolidation: individual and group activities are oriented to action and link to the modules of the MOOC with opportunities to apply learning.

WORKSHOPS FOR SECONDARY EDUCATION



Overview

Considering the constraints and teaching context in secondary education institutions, we recommend alternating workshop sessions with the completion of the MOOC modules. This approach allows to accompany the educators during their learning process both on and offline, thereby facilitating interaction amongst them, and the opportunity to apply learning in practice. What the students learn online informs what they learn in the workshops and vice versa, thus reinforcing and deepening the learning experience.

Complementarity between MOOC and workshops

The MOOC contents and resources play the role of a “textbook” within this blended methodology and, ideally, each relevant module has to be studied as preparation for the workshop sessions. Additionally, an integrated approach enables direct feedback from participants about the relevance and the applicability of the resources. The discussion forums and activities proposed in the MOOC modules sustain participant engagement with the course. Each session builds upon the previous one, also creating a small learning community among participants where they are able to share their learning, questions and experiences. We



recommend this approach, because the main purposes of the workshops are to ignite debate, generate reflection, share good practices and learn through relevant professional experience.

This approach can still be adapted flexibly to the time and resources available, the specific context, the participants involved and their circumstances. For example, by delivering longer sessions, one could reduce the number of workshop sessions to three and achieve great results.

In this guide, we present the full, five sessions version of the workshops.

Audience

The workshops are intended for secondary school teachers and educators, most of them with previous experience in cooperative entrepreneurial education. But having previous experience in the specific field is not required. It is also not required to come from any particular field of knowledge. Actually, in the YOUCOOPE pilot testing, the diversity of backgrounds and expertise enriched the exchange between participants during the sessions.

WORKSHOPS FOR SECONDARY EDUCATION

Workshops Outline

Workshop series title	Cooperative Entrepreneurship in Education
Number of Sessions	5
Recommended duration of each session	10 Hours (2 hours each)
Self-study hours (if any)	The participants are intended to study the contents of the MOOC between each session, following this schedule: Before workshop 1 – Introduction Before workshop 2 – Module 1 Before workshop 3 – modules 2 and 3 Before workshop 4 – module 4 Before workshop 5 – module 5
Pre-requisites in terms of educational qualification of the participants	No pre-requisites
Broad objectives of the workshop	Deepen the understanding of some specific MOOC contents, reflect on our current educative practices, share our experiences and insights, connect to other teachers and educators passionate about cooperative education.

Session-wise details

Session no. & theme	Session 1: Introduction to MOOC and workshops
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Connect MOOC contents to their personal and professional objectives. • Connect with other participants based on their experiences, motivations and expectations with the training programs.
YOUCCOPE competences covered	<p>1.1 Knowing cooperative entrepreneurial education. 2.2 Making connections 3.5 Promoting productive working with others</p>
Session summary	<ul style="list-style-type: none"> • Welcome and introduction of facilitators and participants • Connection/Warm up activity • YOUCCOPE Project presentation. Purpose Presentation of the training platform and methodology. Explanation of events, deadlines and activities. • Chat with an expert: the importance of cooperative entrepreneurial education and its relevance not just for the coop. movement but to educate to citizenship. • Conclusions.
Potential Facilitator action	Confidently mastering elements and definitions of the cooperative model to reinforce participants' learning.
Learner action	Willingness to make connections with other educators and sharing experiences.
Expert' profile	Invite a cooperative entrepreneur to share his/her experience and thoughts about the importance of cooperative entrepreneurial education and its relevance not just for the coop. movement but to educate to citizenship.

Session no. & theme	Session 2: Cooperative values and principles
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the basics of cooperatives, their guiding values and principles and the main differences between co-ops and other entrepreneurial organisations. • Reflect on the advantages and disadvantages of the co-ops formula and identify its contributions to sustainable development • Connect cooperatives' values and practices to education values, practices and goals.
YOUCOOPE competences covered	<p>1.3 Valuing cooperative entrepreneurial education 3.2 Creating value for others 3.4 Encouraging self-awareness and self-confidence to support learning</p>
Session summary	<ul style="list-style-type: none"> • Connection/Warm up activity • Activity: Cooperative values in my classroom, reflection and debate. • Conclusions.
Potential Facilitator action	Confidently mastering the cooperative principles and values to reinforce participants' learning and solve possible doubts.
Learner action	Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the possibilities of the cooperative principles and values for their classrooms.



Session no. & theme	Session 3: Cooperative entrepreneurship in educatio
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Reflect on the different visions of entrepreneurship existing in education at present. • Draw connections between cooperative entrepreneurship and the secondary school curricula, the pedagogical approaches and democratic, participatory and inclusive methodologies and initiative.
YOUCOOPE competences covered	<p>1.2 Understanding how learners develop entrepreneurial competences</p> <p>1.3 Valuing cooperative entrepreneurial education</p> <p>2.3 Creating an empowering cooperative entrepreneurial education environment</p> <p>3.5 Promoting productive working with others</p>
Session summary	<ul style="list-style-type: none"> • Connection/Warm up activity • Chat with an expert: social economy/cooperative entrepreneurship education. • Group reflection activity • Q&A with the expert • Conclusions.
Potential Facilitator action	Confidently mastering elements and definitions of cooperative entrepreneurship to reinforce participants' learning.
Learner action	Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the different approaches to entrepreneurship for their students.
Expert's profile	An expert in the field of education about social economy/ cooperative entrepreneurship education.

YOUCOOPE

Session no. & theme	Session 4: What can I do in my classroom?
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Draw connections between the cooperative ethos and the areas of governance and membership, curriculum, pedagogy, staff development and community engagement through different examples. • Know the practical activities used in a classroom / school environment through their promoters. • Share and reflect about good practices.
YOUCOOPE competences covered	<p>1.2 Understanding how learners develop entrepreneurial competences 1.3 Valuing cooperative entrepreneurial education 2.3 Creating an empowering cooperative entrepreneurial education environment 3.5 Promoting productive working with others</p>
Session summary	<ul style="list-style-type: none"> • Connection/Warm up activity • Discover their experiences: social economy/cooperative entrepreneurial education. • Activity – Collaborative Toolkit • Conclusions.
Potential Facilitator action	<p>Confidently mastering elements and definitions of cooperative entrepreneurial education to reinforce participants' learning. Knowing participative methodologies and facilitation techniques.</p>
Learner action	<p>Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the possibilities of cooperative entrepreneurial education to their teaching practice.</p>
Expert's profile	<p>Exposition of 1 or 2 good practices and relevant experiences of Cooperative Entrepreneurial Education from the local or national context.</p>

Session no. & theme	Session 5: Evaluation
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Get feedback and improvement proposals about the MOOC and the workshops. • Evaluate the different cooperatives' entrepreneurial education activities and experiences carried out by participants in their own context.
YOUCOOPE competences covered	<p>1.2 Understanding how learners develop entrepreneurial competences 1.3 Valuing cooperative entrepreneurial education 2.3 Creating an empowering cooperative entrepreneurial education environment 3.5 Promoting productive working with others</p>
Session summary	<ul style="list-style-type: none"> • Collaborative toolkit presentation. • Chat with an expert: high-level network or initiative promoting cooperative entrepreneurship. • Consolidation. Summary of what has been seen during the workshops. • Feedback getting. • Closure.
Potential Facilitator action	Confidently mastering the limitations of the cooperative model to reinforce participants' learning.
Learner action	Willingness to raise doubts and requests for clarification, to reflect on what they have done and learnt and to provide feedback about it. Willingness to plan their next actions to put in practice their learning.
Expert's profile	It is recommended to invite a person involved in a high-level network or initiative promoting cooperative entrepreneurship (e.g., national or local associations representing and promoting cooperative movement and/or cooperative entrepreneurial education).



WORKSHOPS FOR HIGHER EDUCATION

The workshop experience design has been developed to address the particularities of the university community and, particularly, the needs of its educators. We present here two different versions of the workshops for higher education, since educators can have different levels of confidence and proficiency, different learning goals and varying teaching environments. Both models aim to fulfil the same objective: providing the necessary knowledge to put into practice cooperative entrepreneurial education into universities. However, the two versions have a slightly different methodology to accommodate different participant knowledge level. The beginners workshop focuses primarily on reinforcing the content of the MOOC and providing some tools for the educators to develop their knowledge. The more advanced version takes into account that participants already have some knowledge of the cooperative model and its advantages and therefore is more focused on how to design and implement classroom learning.



WORKSHOPS FOR HIGHER EDUCATION – BEGINNERS

Outline

Workshop series title	What is cooperative entrepreneurship and what can it mean to higher education?
Number of Sessions	5
Suggested duration of each session	10 h (2h each)
Self-study hours (if any)	Completion of the MOOC (10 hours)
Intended audience	Professors, lecturers, researchers, PhD candidates from various disciplines with a teaching role at the Higher Education level
Pre-requisites in terms of educational qualification of the participants	University degree or experience in university-level education
Broad objectives of the workshop	<p>The overall objective of the workshop is to integrate and reinforce the contents of the MOOC and to provide knowledge, tools, and resources to the participants in order to facilitate the implementation of cooperative entrepreneurial education. In this regard, the ultimate goal of this programme is to motivate and inspire participants towards cooperative entrepreneurial education and entrepreneurship, so that they continue their training on the field and include initiatives into their academic institutions.</p> <p>The methodology used in the workshop is in line with the 6 principles identified by EntreCompEdu (See Annex I) and recalibrated to the YOUCCOPE project.</p> <p>Each of the sessions focus primarily on the different contents of the MOOC, ensuring an understanding of the key concepts. Then, most of the sessions include an expert presentation of actual initiatives that are being carried out aiming to foster the motivation among participants to develop their own activities related to cooperative entrepreneurial education. Finally, the fifth session aims to be more reflective, inviting participants to consider the limitations of the cooperative model and getting to know their experience during the course.</p>

Session-wise details

Session no. & theme	Session 1: First steps into cooperative entrepreneurship education
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • reflect on the contents of the MOOC • understand the fundamentals of the cooperative model • reflect on possible actions and training methodologies • recognize the opportunities and advantages of the cooperative model
YOUCOOPE competences covered	1.1 Knowing cooperative entrepreneurial education. 1.2 Understanding how learners develop entrepreneurial competences 2.1 Setting cooperative entrepreneurial learning goals that are ethical and sustainable
Session summary	1. Welcome, presentation of the project and the Experience for Educators, brief introduction to the structure of the workshops. 2. Icebreaking activity - Chat with an expert: - Why are cooperative entrepreneurship and social economy relevant for education and university? 3. MOOC brief introduction and Q&A 4. What is coming next?
Potential Facilitator action	Confidently mastering elements and definitions of the cooperative model to reinforce participants' learning.
Learner action	Willingness to raise doubts and requests for clarification and to recognise any gaps in knowledge
Expert' profile	The expert participating in this session should be someone closely linked to social economy and cooperative entrepreneurial education. It would be ideal to have someone developing activities linked to these matters within a university context.

Session no. & theme	Session 2: Principles and values, what makes the difference.
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • reflect on the importance of the cooperative values • understand the principles of the cooperative model • reflect on possible actions and training methodologies • recognize the opportunities and advantages of the principles and values of the cooperative model
YOUCOOPE competences covered	2.1 Setting cooperative entrepreneurial learning goals that are ethical and sustainable. 3.2 Creating value for others.
Session summary	1. Welcome and feedback on modules 1 and 2 of the MOOC. 2. Chat with an expert: the Cooperative Principles and Values. 3. Actual examples of principles and values in your university classroom 4. Reflection activity and Q&A with experts.
Potential Facilitator action	Confidently mastering the cooperative principles and values to reinforce participants' learning and solve possible doubts.
Learner action	Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the possibilities of the cooperative principles and values for their classrooms.
Expert' profile	For this session we recommend having two different external contributors. One of them could be linked to cooperative entrepreneurship and social economy in general. Their knowledge on the cooperative principles and values is key (desirable if that person could have gone through the modules of the MOOC). The second expert could be someone actually working with cooperative principles and values at university. It would be an added value if that person comes from the local/national university environment so that educators can relate to its context.

Session no. & theme	Session 3: The importance of entrepreneurship
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • reflect on the importance of entrepreneurial competencies, • understand the basics about the EntreComp framework • reflect on possible actions and training methodologies • recognize the opportunities provided by entrepreneurship and entrepreneurial competencies
YOUCOOPE competences covered	1.2 Understanding how learners develop entrepreneurial competences 3.1 Instructing to enthuse and engage
Session summary	1. Welcome and feedback on modules 3 and 4 of the MOOC. 2. Chat with an expert: The EntreComp framework and its competencies. 3. Actual examples of entrepreneurship in your university classroom 4. Reflection activity and Q&A with experts.
Potential Facilitator action	Confidently mastering elements and definitions of entrepreneurship and the competence framework EntreComp to reinforce participants' learning
Learner action	Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the possibilities of the EntreComp framework for their students.
Expert' profile	For the first part of this session, it would give an added value to count with an expert on the EntreComp framework, so that the educators can solve their possible doubts and even keep in contact with him/her afterwards. For the second intervention, we would recommend an educator applying entrepreneurship and entrepreneurial competencies in their university. Again, it would be ideal to have someone from the local/national context.



Session no. & theme	Session 4: The cooperative model as an employability booster
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • reflect on the potential impact of the cooperative model into their student's employability. • understand the fundamentals of the cooperative model and its resilience. • reflect on possible actions and training methodologies. • recognize the opportunities provided by the cooperative model for employability.
YOUCOOPE competences covered	<p>2.3 Creating an empowering cooperative entrepreneurial education environment. 3.3 Teaching through real-world contexts. 3.5 Promoting productive working with others.</p>
Session summary	<ol style="list-style-type: none"> 1. Welcome and feedback on module 5 of the MOOC. 2. Chat with an expert: The potential of the cooperative model. 3. Actual examples of collaboration with cooperatives in your university classroom. 4. Reflection activity and Q&A with experts
Potential Facilitator action	<p>Confidently mastering elements and definitions of the cooperative model to reinforce participants' learning, as well as the potential benefits of his model for employability.</p>
Learner action	<p>Willingness to raise doubts and requests for clarification, to recognise any gaps in knowledge and to reflect on the possibilities of the cooperative model for their students.</p>
Expert' profile	<p>For this session, we recommend a member of a cooperative or a person closely linked to the cooperative model. This way, participants would be able to get a closer view of the actual model and its potential.</p> <p>The second expert could be a member of a cooperative group or a cooperatives association that works closely/collaborates with universities. This way, participants would be able to learn about the possibilities of collaborating with local/national cooperatives in their classes.</p>

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Session no. & theme	Session 5: Bringing cooperative entrepreneurship to my university class and what do I take back home.
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • reflect on the possible limitations of the cooperative model. • reflect on possible actions and training methodologies. • Reflect on what they have learnt about cooperative entrepreneurship and provide feedback about it.
YOUCOOPE competences covered	4.1 Checking and reporting on progress 4.2 Sharing feedback 4.3 Recognising progress and achievement
Session summary	<ol style="list-style-type: none"> 1. Debate activity about the limitations of the cooperative model. <ul style="list-style-type: none"> • Review of the limitations of the cooperative model discussed in Module 1 work in groups. Ideally teams of 4 or 5 people. At this point, participants discuss and reflect on the limitations of applying the cooperative model in the classroom, selecting the 5 most relevant ones after the discussion and commenting on possible solutions. They write down their ideas freely in the format of their choice. • In plenary, all participants comment on their limitations and solutions and progressively open the floor for debate and discussion among the participants 2. Summary. A brief revision on what has been done during the workshops 3. Feedback getting and closure.
Potential Facilitator action	Confidently mastering the limitations of the cooperative model to reinforce participants' learning.
Learner action	Willingness to raise doubts and requests for clarification, to reflect on what they have done and learnt and to provide feedback about it.



WORKSHOPS FOR HIGHER EDUCATION – ADVANCED

Outline

Workshop series title	How and why the cooperative model can enrich higher education?
Number of Sessions	3 sessions
Suggested duration of each session	10 h (2h + 6h +2h)
Self-study hours (if any)	Previous completion of the MOOC (10 hours)
Pre-requisites in terms of educational qualification of the participants	The intended audience for the Higher Education Workshops Advanced version is professors, researchers, and PhD candidates from various disciplines with a teaching role at the Higher Education level. This version is intended for educators who hold previous knowledge about cooperatives and about entrepreneurial education. Expert knowledge is not required but since it is a more hand-on approach and focuses on how to implement cooperative entrepreneurial education, some basic knowledge is advised.
Broad objectives of the workshop	<p>The overall objective of the workshop is to integrate the contents of the MOOC and to provide knowledge, tools, and resources to the participants in order to facilitate the implementation of cooperative entrepreneurial education initiatives in their courses and initiatives at their institution. In this regard, the ultimate goal of this programme is to motivate and inspire participants towards cooperative entrepreneurial education and entrepreneurship, as well as equip them with skills needed to pass this knowledge on to their students, thereby providing students with an opportunity to access a relatively unknown learning and business model with high potential.</p> <p>The methodology used in the workshop is in line with the 6 principles identified by EntreCompEdu and recalibrated to the YOUCCOPE project.</p> <p>Consistent with the values and principles of cooperation, the training approach will follow the principles of:</p> <ul style="list-style-type: none"> • Learn by doing: the practice leads the theory. • Team learning: considering the team as the fundamental learning unit. • Cooperative learning: learning to cooperate and cooperating to learn. <p>The first session focuses primarily on the contents of the MOOC, ensuring an understanding of the key concepts. The second focuses on designing, planning, and practising training tools useful for educational initiatives. Finally, the third is more reflective, inviting participants to consider the practical applications.</p>

Session-wise details

Session no. & theme	Session 1: From theory to practice: the fundamentals of the cooperative model
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • reflect on the contents of the MOOC • understand the fundamentals of the cooperative model • reflect on possible actions and training methodologies • recognize the opportunities and advantages of the cooperative model
YOUCOOPE competences covered	1.1 Knowing cooperative entrepreneurial education 1.2 Understanding how learners develop entrepreneurial competences 1.3 Setting cooperative entrepreneurial learning goals that are ethical and sustainable
Session summary	Pre-assignment: Introduce yourself using a photo and post-it's using, for example, a digital whiteboard. Include a brief presentation of yourself. Session content: 1. Icebreaker activity 2. Connection to MOOC modules (especially 1 to 3) and reinforcement of the advantages and value of the cooperative model 3. Cooperative entrepreneurship education - relevance and tools for teaching (with particular focus on the six guiding principles of effective co-operatives entrepreneurial education) 4. Examples of cooperative entrepreneurial learning session: design principles, roles and functions. 5. Ideas for integrating above points into own training initiatives
Potential Facilitator action	Confidently mastering elements and definitions of the cooperative model to reinforce participants' learning.
Learner action	Willingness to raise doubts and requests for clarification and to recognise any gaps in knowledge
Instructor profile	The instructor(s) should have a firm knowledge and understanding of the cooperative business model - its advantages, limitations and role within the past and current socio-economic context. They should also have experience in teaching cooperative entrepreneurship and knowledge of tools and methodologies for cooperative education. The first session focuses on reviewing the MOOC and rendering it relevant to the participants' contexts, so the instructor(s) must have expertise on the key topics of the MOOC.

Session no. & theme	Session 2: Toolbox for experimenting with cooperative entrepreneurship
Learning outcome/s	<p>After completing this session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand how to design and deliver meaningful and relevant learning experiences for students through the simulation of the creation of a cooperative enterprise. • Acknowledge the opportunities and limits of the training methodology. • Have familiarity with the various tools that can be employed in cooperative business design education.
YOUCOOPE competences covered	<p>1.3 Valuing cooperative entrepreneurial education 2.3 Creating an empowering cooperative entrepreneurial education environment 3.1 Instructing to enthuse and engage 3.2 Creating value for others 3.3 Teaching through real-world contexts 3.4 Encouraging self-awareness and self-confidence to support learning 3.5 Promoting productive working with others 4.1 Checking on and reporting progress 4.3 Recognizing progress and achievement</p>
Session summary	<p>Pre-assignment: (to be completed before the session 2) Please answer these questions:</p> <ol style="list-style-type: none"> 1. Have you ever organized educational activities specifically about cooperative entrepreneurship? Tell us more! 2. How familiar (knowledgeable and/or direct experience) are you with techniques and tools designed for hands-on and applied teaching (e.g., aimed at developing a cooperative project)? If so, which? 3. What expectations do you have for workshop 2? Are there any particular topics you would like to discuss? <p>Morning session – Choosing the format and developing the programme</p> <ol style="list-style-type: none"> 1. Introduction to the module – discussion of pre-assignments 2. Step 1 – Setting the context for a hands-on format of cooperative entrepreneurship 3. Breakout session 1: discussing the context for a possible programme (Step 1) 4. Plenary: feedback on Breakout Session1

<p>Session summary</p>	<p>5. Step 2 - Deciding the approach to coop development</p> <ul style="list-style-type: none"> • The big issue: don't jump to conclusions, but rather try first to understand the problem (coops arise from proactive problem solvers - the "scratch-your-itch" approach) • Where to find ideas. <ul style="list-style-type: none"> - Copycat (+ adapt / improve existing coop example) - Start from a specific problem -> "can I solve the same problem for other communities?" • Start from a specific user (community) -> "great entrepreneurs fall in love with users and try to tackle their new emerging needs" <ul style="list-style-type: none"> - Start from you as a member of your communities - Facilitation techniques to raise ideas from the students <p>6. Step 3 - Designing the program</p> <ul style="list-style-type: none"> • Workflow of activities (Choosing the mix). Mixing the teaching tools. <p>Afternoon session - Practicing the tools + discussion</p> <ol style="list-style-type: none"> 1. Breakout Session 2: discussing Step 2-3 of your program 2. Plenary: feedback on Breakout Session 2 3. Step 4 - Techniques to develop the coop idea (and their coherence with Step 2) 4. Breakout Session 3: Discussing Step 4 of your program 5. Step 5 - Engaging with stakeholders & codesigning your learning program 6. Breakout Session: Putting all together 7. Presentation of workgroup - Final discussion and wrap up of session
<p>Potential Facilitator action</p>	<p>Facilitating discussion among participants, managing the time of the discussion, moderating breakout room interaction, synthesising content.</p>
<p>Learner action</p>	<p>Sharing strengths and weaknesses of their experience as a trainer, reflecting and designing a common programme in the breakout room interaction, discussing results in the plenary session, planning how to integrate the workshop results in their practice</p>
<p>Instructor profile</p>	<p>Trainers should have knowledge of and experience in the use of workshop training techniques, those typically used for entrepreneurship education as well as cooperative and participatory learning techniques. how to include the cooperative model in entrepreneurship education. Ability to guide participants through the methodologies and tools to simulate the development of a cooperative.</p>

Session no. & theme	Session 3: Improving the training: ideas and results
Learning outcome/s	After completing this session, participants will be able to: <ul style="list-style-type: none"> • Share insights and lessons learned • Identify opportunities for implementation in participants' training initiatives • Consider methods for evaluation
YOUCOOPE competences covered	2.2 Making connections 4.2 Sharing feedback 5.1 Evaluating impact 5.2 Researching practice 5.3 Building and sustaining networks
Session summary	Pre-assignment: (to be completed before session 3): What content/tools/skills discussed during the workshop do you plan to utilize in your future initiatives? Session outline: 1. Reflect on the experimentation and analyse the outcomes - Identification of the limits, challenges, and opportunities provided by the methodologies and tools discussed in the previous sessions 2. From theory to practice: work as a group to transform the hypothetical group work into a realistic and feasible educational activity 3. Identify outputs and methodologies for evaluation (e.g., project work, case analysis) and the value of the teaching methods 4. Discussion of utility and techniques for integrating cooperative entrepreneurial education into participants' disciplines and teaching
Potential Facilitator action	Offer a synthesis framework and facilitate the emergence of concrete results to be brought back into one's own training context.
Learner action	Willingness and curiosity to change their training methods and programmes.
Instructor profile	Knowledge of the cooperative model, its added value and its use within youth training initiatives. Ability to facilitate and synthesize content and feedback and to evaluate the effectiveness of training activities.

Annex 1 - EntreCompEdu guiding principles of effective entrepreneurial education

EntreCompEdu has defined six principles to help teachers and trainers understand what to be aware of when designing and delivering entrepreneurial education in any subject or area of the curriculum. Not all these principles need to apply to every activity, but it is a guiding list for teachers and trainers to apply across their curriculum.

These could be adapted for the YOUCOOPE approach.

1. Facilitates creative thinking throughout the learning process
2. Promotes active entrepreneurial learning through real-world contexts
3. Fosters purposeful collaboration both in and beyond the school
4. Encourages students to create value for others through their learning
5. Stimulates reflection, flexible thinking and learning from experience
6. Makes entrepreneurial competences an explicit part of learning and assessment



1. FACILITATES CREATIVE THINKING THROUGHOUT THE LEARNING PROCESS

More than sixty years ago, it was suggested that the responsibility of educators is to ‘identify creative talent, and to provide the kind of total environment which will facilitate its development and expression.’¹ We now know that such ‘talent’ is not confined to a few artistic individuals. Everyone has the potential to be creative and in ways that extend far beyond the arts. Historically speaking, fostering creativity has not been a priority for educational systems. As a result, concerns have been expressed that students’ creativity is declining and their all-round education is suffering² (see module 4, Go Deeper 4.1). In more recent times, however, there are more promising signs. Policymakers, curriculum designers and practitioners are finding ways of fostering creative thinking across subjects and in a variety of contexts without losing sight of the need to pursue high standards in areas such as literacy and mathematics. Facilitating creative thinking

throughout the learning process means helping students explore and evaluate multiple ideas to create value. It means encouraging students to wonder about possibilities and be adaptable to different ideas and solutions. It allows them to test out ideas, make comparisons and to continually reflect on (and adapt) the usefulness of their proposed solutions to problems. The generating of ideas that have value to oneself and then others is at the core of what it means to be entrepreneurial, creativity is a driving force behind these ideas and how they are designed and implemented.

2. PROMOTES ACTIVE ENTREPRENEURIAL LEARNING THROUGH REAL-WORLD CONTEXTS

Active entrepreneurial learning occurs when students are engaged in authentic activities which stimulate creative thinking. In contrast, passive learning is associated with students sitting listening to whole-class teacher 'talk and chalk' or working through in textbook exercises, which demand little thought. This is something of a caricature and the distinction is not always clear-cut. For example, students can listen actively to a lecture delivered by an animated speaker who prompts them to think deeply about issues and reflect on what this means to them. Equally, individuals can be provided with hands-on practical tasks and opportunities to collaborate with others but make little progress in their learning because the tasks are too superficial. By and large, however, entrepreneurial learning is best promoted when students have regular opportunities to interact with the world outside the classroom.

This includes engaging with real-world problems and issues within the community and further afield. This goes beyond arranging visits where students are largely passive recipients of information, but towards activities such as community projects planned, developed and evaluated by students in collaboration with others.

This could, for example, include working with students in other schools or colleges, parents, community and civic leaders, or representatives from business or industry. The trigger points for such a project might include a simple question that students ask about their community, an observation about their environment, a topical news story, a problem-based scenario presented by the teacher which has no clear answer, or an evolving problem as a news / public affairs investigation unfolds.

3. FOSTERS PURPOSEFUL COLLABORATION BOTH IN AND BEYOND THE SCHOOL

An old African proverb suggests that 'if you want to go fast, go alone. If you want to go far, go together.'³ One of the key findings arising from brain-based research is that we are wired to connect with others. Neuroscientists have discovered that our brain's very design is sociable.⁴ When people meet each other a feedback loop begins as brains send and receive a stream of signals. Young people also take pleasure from being a member of a peer group and from talking to each other. They have a need for togetherness. As a life skill, students need to learn how to get on with other people. They need to develop social and emotional competence so that they fit into the workplace, establish lasting relationships and share interests with others.

The Education Endowment Foundation (EEF, 2018) defines collaborative learning as an 'approach which involves pupils working together on activities and

learning tasks in small enough groups that everyone is able to participate in the assigned collective task.

Pupils may work on separate tasks contributing to an overall outcome or work together on a shared task.'⁵ The EEF argues that the impact of collaborative learning is consistently positive, although it concedes that group size and poor planning can affect this. The most impactful learning occurs when tasks are well-designed and there is time for students to talk and interact.

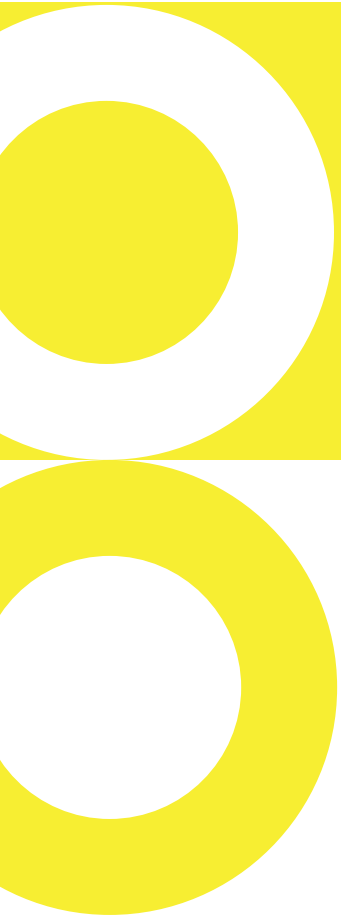




4. ENCOURAGES STUDENTS TO CREATE VALUE FOR OTHERS THROUGH THEIR LEARNING

Value creation pedagogy is when teachers support their students learning by applying their competences (future or existing) to create something of value to at least one external stakeholder. This could be a stakeholder outside their own group, class or school. The value that the student creates for someone else can be economic, social or cultural.

EntreComp explicitly recognises the value of learning which creates value for others (see the definition in earlier tasks) as a vehicle to develop entrepreneurial competences. It is about students being engaged on a level they did not previously experience with the explicit knowledge that their learning brings value beyond their classroom, and the knowledge of what that value is. The purpose from the educator's perspective of this set-up is deeper learning, and the means is by empowering them to create value for others. This approach can impact on learner engagement⁶, as learners become more motivated by creating value for someone else.



5. STIMULATES REFLECTION, FLEXIBLE THINKING AND LEARNING FROM EXPERIENCE

Reflective practice has been widely endorsed for many years as an important means of supporting teachers' professional development.⁷ One of the goals is to increase awareness about one's own teaching and effectiveness from different viewpoints. So, for example, Brookfield suggests seeing lessons through four lenses: the teacher's, the students', and the views of colleagues and wider expert literature (see Module 5). Comparing and reflecting on these views enables teachers to gain a rounded view of the impact of their teaching on students' learning.

This means teachers need to be open-minded and think flexibly in the way they approach their planning, teaching and assessment. At times, they may plan lessons along the path of prescribed learning objectives but on other occasions plan in a more open manner in which students set their own goals they hope to achieve in an entrepreneurial project. This calls for a willingness to learn from experience, to embrace mistakes as part of such learning and take risks in teaching and learning. By modeling such behaviours, teachers create the kind of climate that is conducive to entrepreneurial learning. By allowing students to practice these behaviours, they encourage the development of entrepreneurial competences.

6. MAKES ENTREPRENEURIAL COMPETENCES AN EXPLICIT PART OF LEARNING AND ASSESSMENT

In recent times, there has been growing emphasis on making the process of learning visible to students and teachers. Most famously, John Hattie highlights the need for teachers to be clear about their practices and the effect they have on student learning. Success, for Hattie, is when students become their own teachers.⁸ Researchers at Harvard University have also underlined the importance of making thinking (which is hidden in our heads) visible so that thinking can be improved.⁹ They suggest the use of various thinking routines, which are simple structures linked to different types of thinking. For example, to encourage students to reflect on how and why their thinking has changed they use the structure: 'I used to think...now I think...' Many schools use the 'Think-Pair-Share' structure to facilitate reasoning and explanation through paired discussion. Similarly, to improve the quality of entrepreneurial learning we need

to make explicit what is expected of students. In lessons, this means ensuring that they are clear about the entrepreneurial learning objectives and criteria to achieve these. It calls for teachers to align their assessment to the objectives and ensuring that students have sufficient opportunities to demonstrate entrepreneurial competence. Teaching in lessons and the feedback provided (by teachers, students and others) needs to focus explicitly on entrepreneurial competences and revolve around how well students collaborate and turn their ideas into action. In short, create value for others. This is a pressing need because too often entrepreneurial competences are not being made visible in current learning and assessment processes.¹⁰



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