



**DANISH FOUNDATION FOR ENTREPRENEURSHIP**  
MEMBER OF JA WORLDWIDE

# Innovation in humanities

## “Entrepreneurship Education”

Andreas Kambskard

Danish Foundation For Entrepreneurship

## 4 ministries in a partnership with the Danish Foundation

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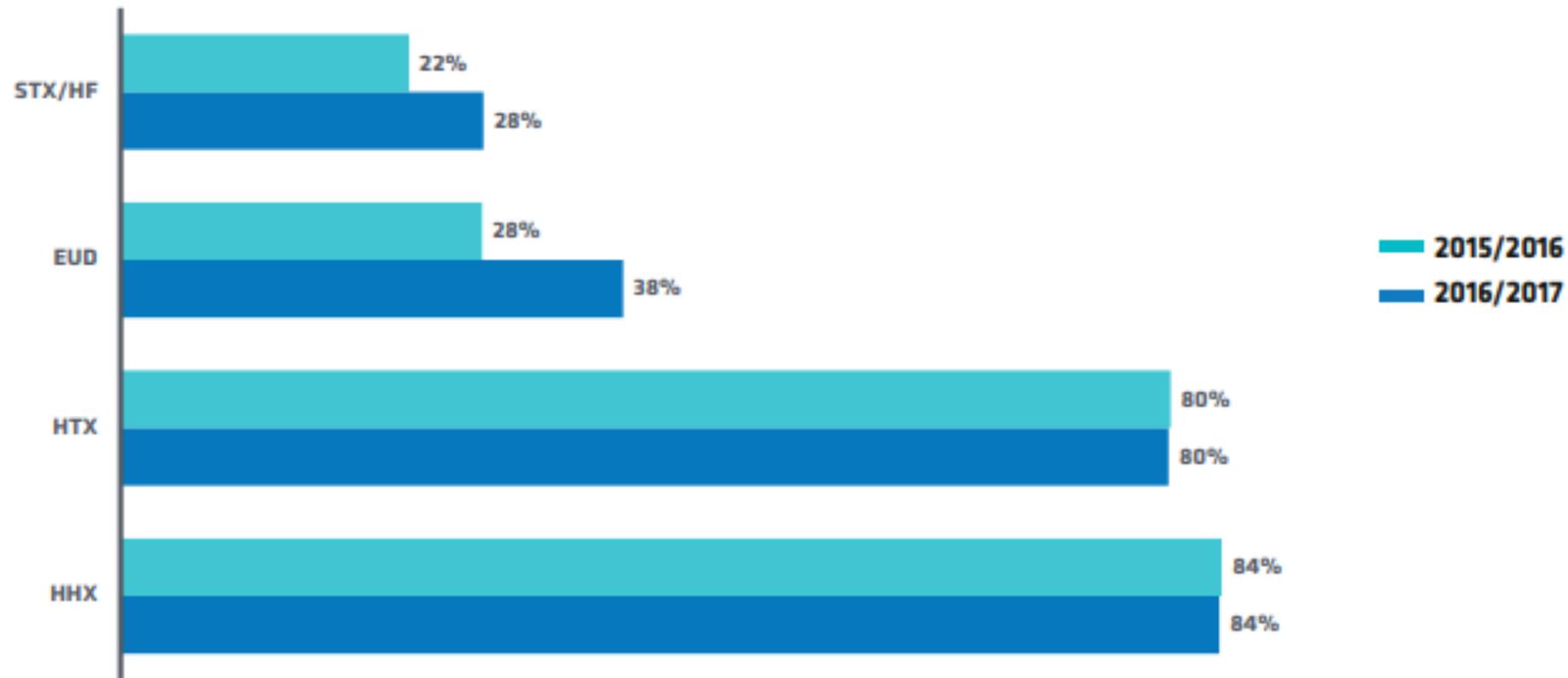
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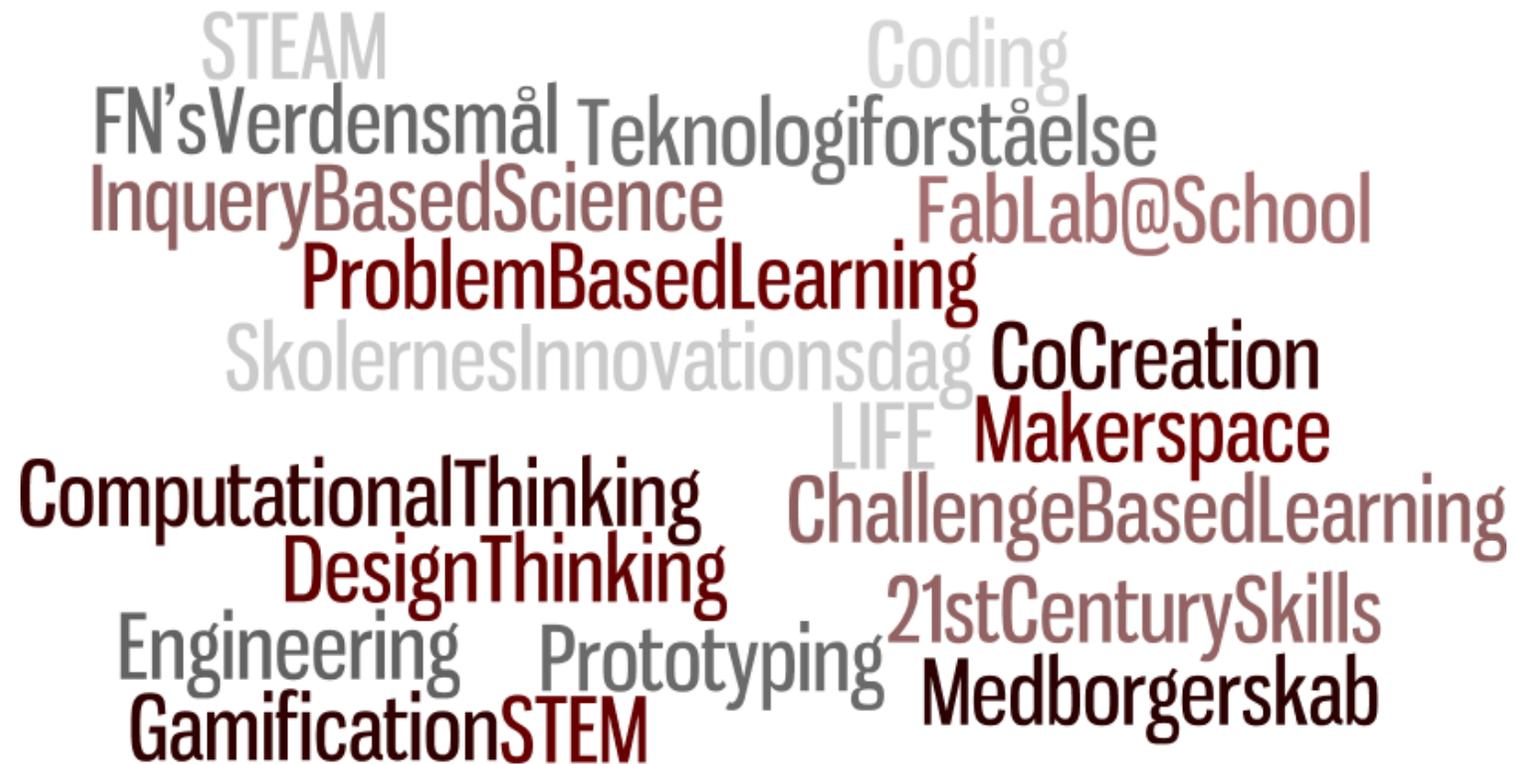
**Development in institutions**  
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## Students experiencing innovation education Development: From camps to integrated in everyday teaching



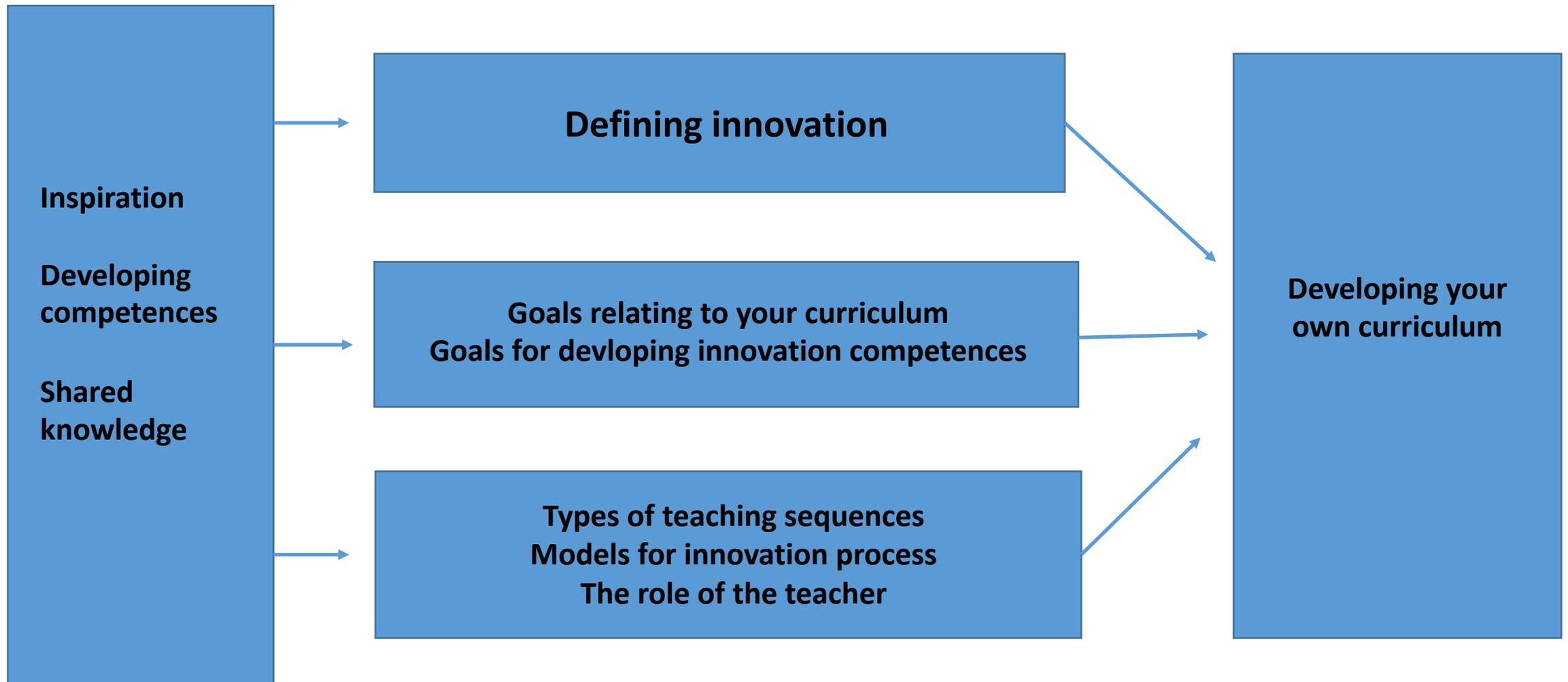
**FIGUR 6:** Andel entreprenørskabslever på de forskellige uddannelsesretninger, 2016/17

## Expectations of innovation and entrepreneurship



A word cloud of terms related to innovation and entrepreneurship. The words are arranged in a roughly rectangular shape, with varying sizes and colors (shades of grey, brown, and red). The most prominent words are 'ProblemBasedLearning', 'Makerspace', 'DesignThinking', 'ComputationalThinking', 'ChallengeBasedLearning', '21stCenturySkills', and 'Medborgerskab'. Other visible terms include 'STEAM', 'Coding', 'FabLab@School', 'CoCreation', 'LIFE', 'Engineering', 'Prototyping', 'GamificationSTEM', 'SkolernesInnovationsdag', 'InquiryBasedScience', 'FN'sVerdensmål', 'Teknologiforståelse', and 'CoCreation'.

STEAM Coding  
FN'sVerdensmål Teknologiforståelse  
InquiryBasedScience FabLab@School  
ProblemBasedLearning  
SkolernesInnovationsdag CoCreation  
LIFE Makerspace  
ComputationalThinking ChallengeBasedLearning  
DesignThinking  
Engineering Prototyping 21stCenturySkills  
GamificationSTEM Medborgerskab





A/B

# Asking What and why

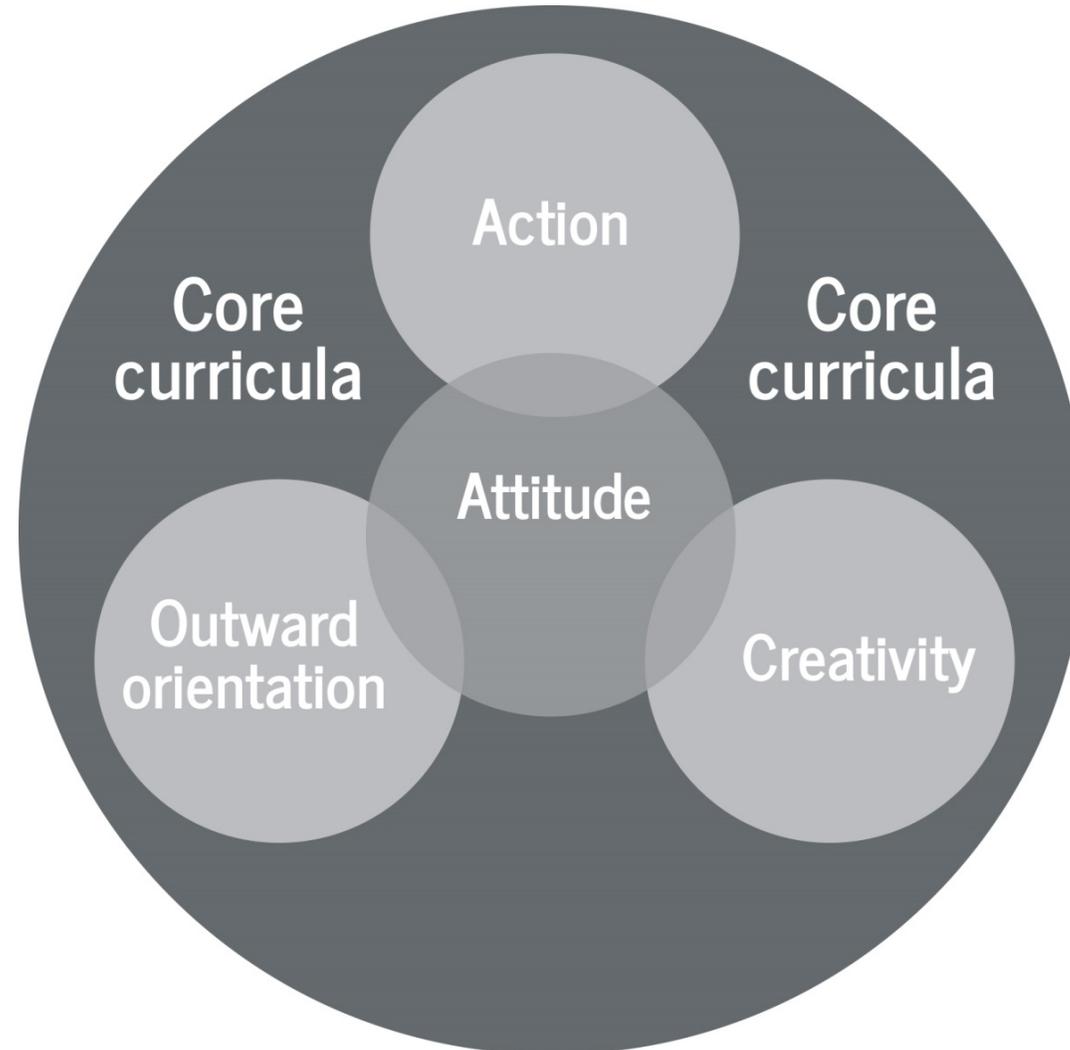
- Entrepreneurship and innovation education as “Techno-capitalism”; Start ups, business plans, mini companies ; Pros and Cons?
- Entrepreneurship and innovation education as “Emancipation”; Personal development, Competences and resources; Pros and Cons?
- Entrepreneurship and innovation as “Curricular innovation and creativity”; Pros and cons?

# Attempts to frame and define

- “Entrepreneurship is when actions take place on the basis of opportunities and good ideas, and these are turned into value for others. The value thus created can be of an economic, social or cultural nature.” FFE 2011
- “Entrepreneurship education is: Content, methods and activities that support the development of motivation, competence and experience that make it possible to initiate, manage and participate in value-creating processes.” FFE 2015

Implications for teaching?

# Four Dimensions



- **Action** is understood as the competence to launch initiatives and to achieve these through collaboration, networking and partnerships. It is also the competence to analyse and manage finances, resources and risks, communicate purposefully and organize, set goals for, and lead activities.
- **Creativity** is understood as competences to identify and create ideas and opportunities, to achieve divergent and abductive thinking, and to combine knowledge from different fields in new ways. Creativity also involves competences to create and revise one's personal conceptions, and to experiment and improvise to solve problems and challenges.

- **Outward orientation** is understood as competences to observe, analyse and construct a social, cultural and economic context as an arena for actions and activities that create value. This implies knowledge and understanding of the world, at local and global level, including the assessment of global opportunities and challenges.
- **Personal attitude** is the personal and inter-subjective resources used by students in the face of tasks and challenges. It is a belief in acting in the world and thereby realizing dreams and plans. Personal attitude is based on competences to overcome ambivalence, uncertainty and social complexity and to work persistently. It also involves competences to accept and learn from others' and one's own mistakes and to make ethical assessments and reflections.



### **Principles that help to develop action competence**

- Work with value generating<sup>10</sup>/ changing activities.
- Involve and incorporate pupils.
- Give pupils responsibility for activities.
- Use knowledge and skills in different contexts.
- Base activities on different contexts.
- Use networks and relationships.
- Stimulate various collaboration forms.
- Stimulate various presentation forms.
- Stimulate reflection on action.

### **Principles that help to develop creative competence**

- Work with experiment-based activities.
- Provide time without assessment.
- Work with creative activities.
- Allow time for immersion.
- Set open / impossible tasks.
- Surprise and establish the unexpected.
- Involve several senses.
- Invite reflection in relation to imagination and creativity.

### **Principles that help develop external competence**

- Stimulate curiosity and wonder.
- Involve contemporary themes.
- Put academic subjects, knowledge and skills into a perspective.
- Involve social, financial and cultural contexts.
- Ensure interaction between the individual, school and the surrounding world.
- Seek knowledge and feedback from the surrounding world.
- Show how the world offers opportunity.
- Stimulate reflection in relation to the world outside the school.

### **Principles that help develop personal resources**

- Ensure success experiences.
- Set appropriately challenging tasks.
- Allow an appreciative approach.
- Work consciously with uncertainty.
- Involve and incorporate pupils.
- Provide support and guidelines.
- Invite reflection over personal resources.

# Didactic principles

**Action:** Work with value generating / changing activities - Involve and incorporate students - Give students responsibility for activities - Base activities on different contexts - Use networks and relationships - Stimulate various collaboration- and presentation forms

**Creativity:** Work with experiment-based activities - Provide time without assessment - Work with creative activities - Allow time for immersion - Set open or impossible tasks – Establish surprise and unexpected activities - Involve several senses

**Outward orientation:** Stimulate curiosity and wonder - Involve contemporary themes - Put academic subjects into a perspective - Involve social, financial and cultural contexts - Ensure interaction between the individual, school and the surrounding world - Seek knowledge and feedback from the surrounding world - Show and discuss how the world offers opportunity

**Personal attitude:** Ensure success experiences - Set appropriately challenging tasks - Allow an appreciative approach - Work consciously with uncertainty - Involve and incorporate students - Provide support and guidelines - Invite reflection over emotions, resources and attitudes

Stimulate reflection on action, creativity, outward orientation and personal attitude

NQF 4	Competence goals	Knowledge The student has knowledge of	Skills The student can
<b>Action</b>	The student can independently and in cooperation with others take responsibility to initiate, organize, plan and implement value-creating projects in a relevant curricular context and reflect on connections between resources, relations, process and results	<p>theories, concepts and processes in innovation and entrepreneurship</p> <p>project management and business plans</p> <p>resources, finances and accounting</p> <p>cooperative relationships</p> <p>forms of communication</p> <p>use of personal networks</p> <p>risk assessment</p>	<p>independently organize, manage and implement projects and activities</p> <p>evaluate his/her own and others' activities using relevant criteria</p> <p>identify and use relevant terminology in the presentation of results</p> <p>use relevant communication for a target audience</p> <p>use and analyse simple budgets and accounts for activities</p> <p>analyse and assess the value and risk of activities</p> <p>use personal networks in tasks and projects</p>
<b>Creativity</b>	The student can take responsibility and work in a consistent, experimental and exploratory manner in creative processes by involving relevant subject knowledge	<p>the concepts of imagination and creativity in relation to basic subject knowledge</p> <p>creative processes and methods</p> <p>the role of creativity in society</p>	<p>use different types of structured idea generation</p> <p>analyse an opportunity or an idea on the basis of knowledge and experience</p> <p>express knowledge and creativity through models and illustrations</p> <p>experiment and improvise with basic subject knowledge</p>



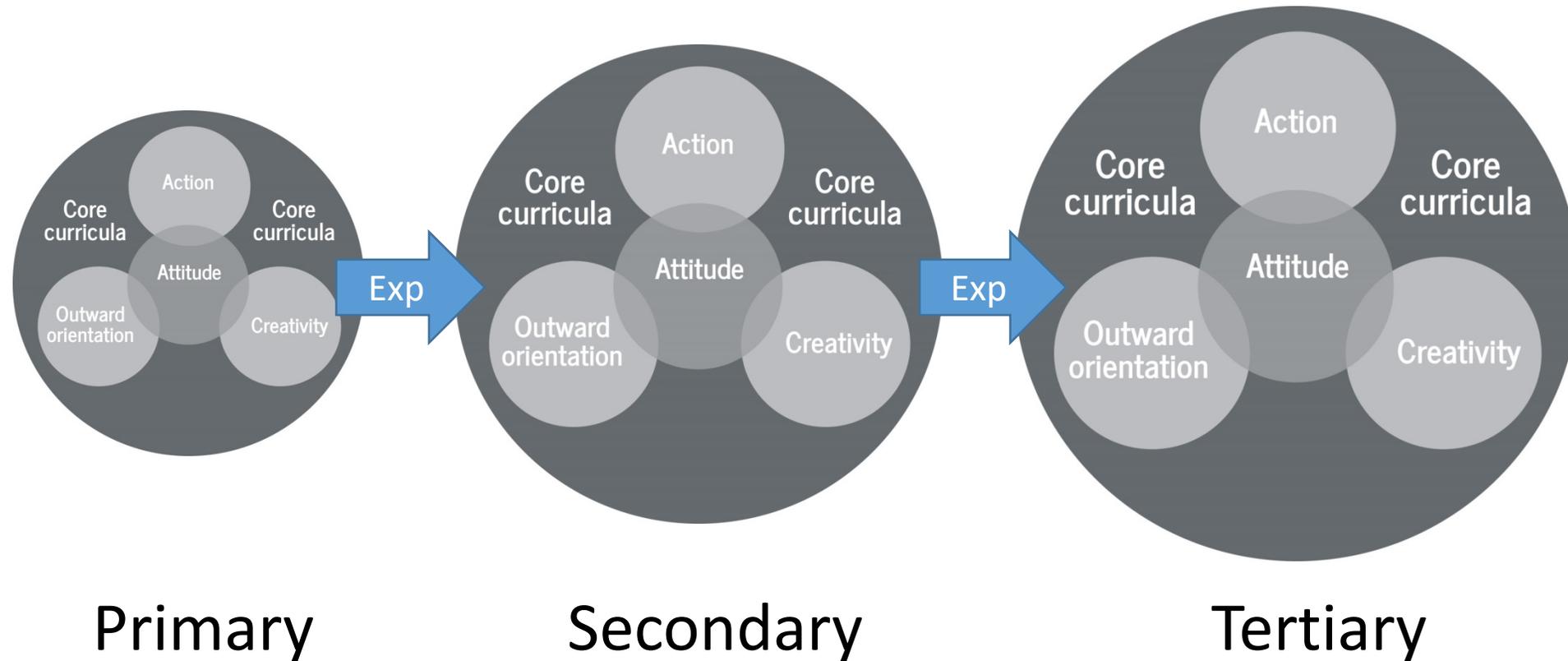
<b>Outward orientation</b>	On the basis of a reflective understanding of his/her cultural background, the student can interact in educational, social, cultural and economic contexts and analyse these with opportunities in mind	cultural, social and economic conditions in a national and international context  how cultural, social and economic conditions create opportunities and challenges  business models, markets and market conditions in relation to subject knowledge	describe and analyse local, regional and international cultural, social and economic phenomena, opportunities and problem issues  describe and analyse relationships between basic knowledge and possible business models  describe and analyse his/her own cultural background and personal values  discuss cultural, social and economic knowledge in a relevant curricular context
<b>Personal attitude</b>	The student has a fundamental belief in his/her competence and resources, can independently and in cooperation with others take responsibility and keenly participate in uncertain and open tasks and can deal with his/her own and others' emotional reactions in this regard	Knowledge of his/her own and others' various personal resources  methods of working with the development of personal resources  emotional reactions to various tasks and working methods	use his/her own resources to solve open and uncertain tasks  work keenly at open and uncertain tasks  reflect on personal dreams and visions and provide examples of ways to realize these  reflect on and learn from his/her own and others' mistakes and successes  discuss ethical issues related to concrete, local and personal phenomena

# Double stringed teaching approach

1. Ensuring that entrepreneurial skills and knowledge (the four dimensions) are taught and trained as part of the ordinary, curricular daily teaching (Embedded)
2. Ensuring that all students build continuous entrepreneurial experiences aiming at valuable learning outcomes (Through)

# Understanding progression

Core Curriculum + Entrepreneurial competences +  
Entrepreneurial experiences



# Challenge – select a subject

1. The good life and human relations
2. Cultural travels
3. Advertising

+ Core curriculum

+ Dimensions, didactic principles, evaluation (skills, knowledge, competence goals),

Entrepreneurial experience?

Role models, partners,