Helping Students to Learn and Think Outside the Box with Entrepreneurship Education

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What Are The Issues?

- The focus of education has evolved from a singular discipline to multi-discipline and inter-discipline.
- Educators are not as prepared to transfer knowledge across disciplines.
- There is lack of incentive and motivation to promote entrepreneurship education.
Why Do We Care?

- To build stronger and more competitive labor force.
- To develop more creative and innovative employees and employers.
- To break down the barriers in learning and sharing knowledge across disciplines.
- To help learners learn “how to learn”, instead “what to learn.”
Development of Entrepreneurship Education in the US

- Business schools dominate in entrepreneurship education.
- Community colleges and technical centers are catching up.
- Limited educational programs are available in K-12.
To answer the million dollar question “what should we teach in entrepreneurship?” , the faculty of CDAE developed a unique pedagogical framework that directly links to the heart of entrepreneurship – opportunity recognition, resource commitment, and new venture creation through teamwork. This unique framework builds on the value of traditional classroom learning, by incorporating experiential learning as proposed by John Dewey.

(Dewey, 1997; Liang, 2009, 2010)
Initiate creative and innovative project to apply/test theory

- Engage in activities
- Participate in discussions, Q & A
- Observe cases and examples
- Listen to lectures and take notes

Opportunity

From A Dream Idea To Reality

- **1998-2002** design, plan, and implement the Community Entrepreneurship major and minor
- **2002-2005** modify and introduce new Community Entrepreneurship curriculum
- **2005** introduce Dollar Enterprise to the course, Introduction to Community Entrepreneurship (general introductory course for all years of students)
Curriculum – CALS Competencies

CALS Core Competencies

• Communication Skills (1 writing class, 1 speech class)
• Information Technology Skills (1 computer application class)
• Quantitative Skills (1 math class, 1 statistics class)
• Critical Thinking Skills (CENT curriculum requirement specific)
• Interpersonal Skills (CENT curriculum requirement specific)
• Knowledge (2 physical and life sciences classes – with or without lab; 2 social science classes – not including CDAE courses; 2 humanities and fine arts classes)
• Values (2 diversity classes – D1 and D2 for different aspects of diversity; environmental stewardship – CENT curriculum specific; personal growth – CENT curriculum specific)
Curriculum – CDAE Core

General requirement for 3 majors
(CENT, PCOM, CID)

CDAE 002 World Food Population & Development
CDAE 015 Visual Communication
CDAE 061 Community Development Economics
CDAE 102 Sustainable Community Development
CDAE 127 Consumer, Markets & Public Policy
CDAE 250 Research Methods
CDAE 191/291 internship or service learning
Curriculum – Community Entrepreneurship Core

CDAE 157: Consumer Laws And Policy

CDAE 166: Introduction To Community Entrepreneurship

CDAE 167: Financial Analysis For Community Entrepreneurship

CDAE 168: Marketing For Community Entrepreneurship

CDAE 253: Macroeconomics For Applied Economists

CDAE 254: Microeconomics For Applied Economists

CDAE 255: Applied Consumption Economics

CDAE 266: Decision Making For Community Entrepreneurship

CDAE 267: Strategic Planning For Community Entrepreneurs (senior capstone)
Course Examples – CDAE 166
(3 credits, introduction course, across majors)

- Offered every semester, 140 students in each class.
- Organized teams with 10-12 members in each team.
- Combines lectures with experiential learning.
- Plan and operate *Dollar Enterprise following 12-step entrepreneurial procedures.*

<table>
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<tr>
<th>Preparation and Planning</th>
<th>Final report and Assessment</th>
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<td>Aug</td>
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<td>Sep</td>
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Operation and Weekly Reporting:
Oct
Nov
Objectives of The Dollar Enterprise

- Provide practices and exercises for individuals to apply business knowledge and personal skills
  - Utilize unwanted wastes to create value added treasure
  - Build strong teamwork and work ethics
  - Exercise creative thinking
  - Enhance analytical skills from all business perspectives
  - Engage in entrepreneurial activities
  - Learn networking skills
  - Contribute to other organizations in communities
  - Have a lot of fun in learning!
Steps of Dollar Enterprise

- Brainstorm an idea
- Finalizing team (individual’s responsibilities) and team building activities
- Finalize and assess products and services
- Identify resources and partnership
- Formulate work routines
- Preparing for an initial business plan and a business model
- Establish rules for team assessment and self-assessment
- Weekly reports and reflections
- Risk assessment and prepare for contingency
- Prepare financial analysis
- Prepare final business report and final assessment/learning reflections
- Arrangement for donations to charity
Reporting and Assessment

- Foundation of the reporting and assessment –
  - Encourage members’ involvement
  - Identify strengths and weaknesses of the team work
  - Provide warning to non-participants and reward over-and-beyond participants
  - Evaluate work ethic, professionalism, workload, and communication with other members

- Weekly reports and assessments
- Final/overall report, assessment, and reflection
- Instructor’s evaluation and TA’s evaluation
Types of Ventures

- T-Shirt
- Tag Sale
- Plant
- Baked Goods
- Recycled Arts
- Popcorn
- Tie Dye
- BURRITO
- Grilled Cheese
- Trail Mix
- Drinks
- Vegeburger
- Music CD
- Jewelry

Tack Sale
### Number of Students Enrolled in CDAE 166

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<th>Gender</th>
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All proceeds donated to charity and entrepreneurship education foundation

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Course Examples – CDAE 267
(4 credits, capstone for CENT majors)

- Offered every semester, 30 students in each class.
- Organized teams with 2-4 members in each team.
- Combines lectures with experiential learning.
  - Teamwork, opportunity recognition, market, human resource, management, finance, etc.
  - 5 drafts of the business plan.
  - 5 presentations.
- Plan and operate *real ventures following 12-step entrepreneurial procedures.*
### Number of Students Enrolled in CDAE 267

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<td>Grand Total</td>
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Conclusions and Implications

- Can we teach entrepreneurship?
- Is entrepreneurship an independent discipline?
- What should we teach in entrepreneurship?
- Who can teach entrepreneurship?
- How do we assess the impact of entrepreneurship education?
Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

John F. Kennedy (1917-1963)
Thirty-fifth President of the USA