



Virtual Exchange Guidance: Entrepreneurs and Educators



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Foreword

It is clear that providing students with authentic learning experiences, built around business and community practice, builds the skills as well as the knowledge needed in our future employees and entrepreneurs. However providing this experience for our learners can be limited by access between the key parties, entrepreneurs and educators.

This guide has been specially designed to help provide support to those wanting to contribute to this exchange, and illustrates the clear benefits that are available to all parties as they deepen their exchange. This opportunity to share can enhance the ambitions and experience of entrepreneurs, educators and their students alike, so we hope that you find it useful and look forward to hearing your feedback!

Alison Price
Principal Consultant, Enterprise Evolution



This document was created as I04 of the Erasmus + “Eco System App” project, and is designed to support all parties involved within the Virtual Exchange Programme. This is primarily focused upon organisations supporting the match, as well the academic staff (educators) and entrepreneurs to create the “match pair” for the exchange itself.

The main objective within this Guidance (Parts 1 and 2) is to provide effective support for practical entrepreneurial experiences that are beneficial for all¹.

To support this matching process, this document is presented in two parts, providing:

- “Guidance 1: How to set-up an exchange programme” designed for those responsible for set-up and
- “Guidance 2: Making the most of the exchange” written as an accessible guide for all participants (educators and entrepreneurs).

In addition, an Application form template has been prepared to assist the matching process.

¹ “All young people should benefit from at least one practical entrepreneurial experience” EC 2013b

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Guidance 1: How to set up a Virtual Exchange Programme

This guide provides practical advice and guidance to agencies/bodies who are delivering the Virtual Exchange programme (VEP) and are seeking to create successful transnational “matches” between entrepreneurs and educators. It contains practical content, such as an application form to assist the process and ensure that the match itself is most effective for all parties.

Introduction to the Virtual Exchange Programme

The Virtual Exchange Programme (VEP) has been designed as a clear response to the recognised need to “enable teachers²” to deliver upon the challenge of embedding enterprise education into their curriculum. VEP aims to engage learners with an authentic business challenge in order to provide a practical entrepreneurial experience³.

At its most simple, a virtual exchange can be established effectively by establishing a recognised mutual benefit between an entrepreneur and education; typically matching an existing or emerging business challenge or organisational problem, to an academic programme or activity. To support potential participants to engage, a range of approaches that can be considered as useful templates for the exchange discussions. Examples of these approaches or challenges are summarised in Table 1 under the 4 key headings:

1. Sector issues
2. Business issues
3. Discipline driven tasks,
4. Individual entrepreneur.

Examples of types of student challenges/projects that relate to these are then provided within Table 1 as illustrations for the type of discussions that a VEP may focus upon.

	Type	Challenge	Example of challenge/student project
1	Industry/ Sector Issues	Research trends / issues	Identify strategic issue/ opportunity for student research, resulting in the presentation of a proposal/recommendation for company action
2	Business Issue Driven	Problem Solving Challenge	Identify problem for research/review in order to present proposal for action (or recommendation)
		Customer Identification	Identify and research new markets across Europe (presenting options and how to access – marketing strategy)
		New Product Development	Research, develop and prototype new product
			Research, identify and present new uses for existing products/services or opportunities for brand extension
Scenario (existing situation)	Using customer feedback or by undertaking market research, recommend opportunities for product or service/process improvement or improved customer service		
3	Discipline driven	Delivering Stated Learning points Outcomes	Driven by the teaching topic, reflections and experiences of specific models, frameworks, techniques or methods. Providing content to illustrate key points or illuminate specific learning.
4	Exploring the Story: Role Model	Thematic interview (topics)	Interview the individual to explore their entrepreneurial story using specific themes/topics (linked to teaching programme)

(Note: in addition there are also some exemplar “scenarios” for VEP provided in Appendix 1).

² DG Enterprise and Industry (2011) “Entrepreneurship Education: enabling teachers a critical success factor

³ “It is about being exposed to entrepreneurial experiences and acquiring the skills and competences for developing entrepreneurial mind sets” (HEInnovate <https://heinnovate.eu> accessed Jan 2017)

The Virtual Exchange Programme seeks to support educators and entrepreneurs to create mutually beneficial and effective matches. In support of this programme, you will find guidance in this guide in three parts:

1. Preparation, including motivation and benefits
2. Implementation
3. Monitoring and Follow Up

1. Preparation

Understanding participant needs and expectations forms the foundation of the participants exchange experience, ensuring that both the industry and educational demands are met. Preparation is the key to creating this understanding and ultimately supporting a worthwhile Virtual Exchange Programme and this guide will help you, and your participants, work through their needs in advance.

1.A Motivation: benefits for your entity and target groups

There are clear benefits to all those parties who are involved in the Virtual Exchange Programme process, including you as the matching body. These extend from transnational insights, through to an enhanced organisational reputation or profile as well as personal development for the individuals involved.

Your own customers (clients or members) will benefit, and your organisational offer and reputation can be clearly enhanced by offering VEP. Whilst these reputational benefits are clear, especially for you if you operate as a networking or membership organisation, VEP will also offer skill development and exposure to entrepreneurial thinking/education for staff involved with the process. It is the opportunity for you to engage transitionally and support cultural exchange whilst providing a key benefit for your organisation and staff that enhances your reach and reputation with your core customers/members. VEP is a vehicle to further understanding your member's (customer's) needs and supporting the development of your organisation.

Recognising these benefits creates clear motivation to engage in the scheme. Collectively these core benefits can be summarised (table 2) as:

Table 2: Summary of Motivations to Engage		
Key Benefits to all parties <ul style="list-style-type: none"> • Exposure to Cultural Differences (transnational issues and opportunities) • Expansion of professional network • Opportunities for personal development • Organisational Reputation • Authentic learning/skill development and deeper understanding of (client/customer) needs 		
Personal	Business Strategy	Organisational
Network; Confidence; Contacts; Self-efficacy; Development; Examples; Insight	Access to latest thinking/trends; Problem resolution; Access to specific demographic	Reputation; reflection and learning; Shaping future strategy; Planning; Resolutions

1.B Eligibility, assessment and selection criteria

To support the wide variety of needs and demands of the VEP participants, most organisations or individuals that wish to engage can be accommodated. There are no limits on organisational size, or type; however you may have some pre-existing organisational constraints as to who you/your organisation traditionally works with, and you are welcome to apply these to the VEP to ensure that you are delivering upon your organisational mission/addressing client needs. However it is possible you might find that the needs of the VEP match-pair are to be secured outside your traditional remit, so this issue is best considered and clearly articulated by you as the lead, at the start of the VEP.

Once you have considered any internal ambitions or constraints that might underpin your VEP (recognising the benefits and need for diversity to create effective and productive matches) there are several key issues that need to be considered. Practical aspects, such as access to online communication (such as Skype; webinars; face time) and availability to engage for a prolonged time period (over several weeks) will be critical and therefore forms a key part of the application form that has been designed to assist the matching process. An outline application form is provided as an appendix and can be adjusted to meet your specific needs. However to support a strong basis for each pairing, it is recommended that you consider the following:

- Establishing areas where they will be an opportunity to link learning to existing or future business practice (Industry/sector; Size of Business; Business Mission (social enterprise; social aspects) and Product/service)
- Needs of participants
- Transitional benefits and opportunities; Region (geography) – company or markets

Selection criteria will vary in importance across different pairings, depending upon the participant priorities and needs. It is also important to consider the individual people that you are matching, by considering the following aspects:

- Role
- Responsibilities
- Decision making capability (to undertake programme and also with regard to outputs)
- Background (academic/experience base)

Note: Online “LinkedIn” profiles can provide professional detail on individuals, which is often illuminated by spending some additional time to explore their interest/groups within the site, or professional interests on Twitter.

1.C Defining a recruitment and enrolment strategy

The recruitment and enrolment strategy should be based upon addressing the needs of participants but will require an extension of existing networks to attract appropriate match-pairs. Extending beyond traditional work areas can be achieved at an organisational level or through individual networks. Traditional methods of engagement support the establishment of rapport and can create buy-in to the VEP. This can be most effective when trying to secure an organisational partner to deliver VEP with as a partner, however online searches, for organisations or individuals can be just as productive. Key contacts and e-newsletters, groups and professional networking sites such as LinkedIn are a useful source of contacts and connections, particularly by extending through your own network, or drawing upon the sector/industry discussion boards or network groups.

Personal contacts and professional /organisational networks often yield great opportunities to extend transnationally to find contacts for your exchange and your organisation may hold membership or Alumni databases or records that might prove fruitful. Secondary links, formed by personal introductions through your members or network are also highly effective.

In addition, your core membership group can often be mined through social media or newsletters, and transnational connections or formal VEP partnerships (between two hosting organisations) can be achieved by accessing the networks of appropriate bodies such as:

- Local Chambers of Commerce (in different regions, accessed online)
- Sector or Industry Business Clubs or networks
- National or European level industry conferences
- Industry Networks or groups (newsletters; industry bodies)
- Council contacts

In addition, each sector will have useful groups and networks to draw upon and it is worth considering, industry & consumer groups, action groups and other sector or industry stakeholders, as well as looking for events held by key business/industry bodies as a way to publicise the VEP.

1.D Implementation and follow-up procedures adapted to your circumstances

The guidance provided within this guide can be adapted to your circumstances, allowing you to scale up your process by creating an online application process, if that is appropriate. Indicative coding within the application form is provided to support this or manual matching.

2. Implementation

2.A Selection of applicants

Interested applicants should be encouraged to complete the Application form, indicating their specific needs as well as availability.

Once interest has been received a match can be identified either through direct organisational or personal networks or through a call to supporting organisations/interested parties and stakeholders. Ideally a pool of registered interest from which to draw will be established, however initially such matches may need individual support to identify appropriate connections.

Selection of applicants needs to seek to mutually beneficial ambitions for the VEP experience, rather than a “perfect” match of the criteria. It is essential that the primary drivers for engagement are mutually supporting but a degree of flexibility across the other match criteria will be advisable.

2.B Match making

Using the criteria that you have already identified (Tables 1&2) the match making process can be developed. However it is not possible to create a good match through criteria alone, and the rapport and connection between the parties is equally important.

It may be after an initial match, a fruitful relationship is not established and participants should feel able to withdraw, and re-enter the pool, in order to make a more appropriate match.

2.C Briefing of participants

Whilst the Virtual Exchange is a personalised and unique process, discussion of expectations and outcomes can be helpful in establishing trust and rapport for this relationship. Briefing of participants is therefore vital to ensure that expectations are clear, both on a professional level (time required; availability issues etc) and also personally (commitment/involvement level).

It is possible to offer a wide range of managed alternatives that respect your participants, and value during their time commitments, during the VEP relationship. Managing this process can mean that the number of interactions is pre-set (as is the time required) and/or the content flows through the educator (to reduce the complexity within challenges to appropriate levels for the group). In order to explore which of these options may prove most productive, it is essential to discuss issues of:

1. **Time and availability** (class hours; office hours)
2. Clarity and nature of **challenge**/problem/issue/research topic that is being set/explored
3. **Output** sought (Lessons to be learnt/learning outcomes; evidence; skills; competences)
4. Availability and reliability of **IT** for any potential live engagements
5. Permission / opportunity to **prerecord** and (re)use

Practically the “mutually available” time (Factor 1) will be a key factor that will determine the nature of the relationship, but the other issues equally need to be considered, and then managed to avoid overwhelming the exchange relationship. In order to understand the range of approaches, it is useful to think of the academic end-user (the learner/student) as well as the entrepreneur or business needs. To support this, it can be helpful to break down the original challenge into 5 stages to test out whether the challenge is sufficiently robust within the time scales agreed and how it can be approached. These 5 stages are:

1. Identifying a **challenge** as an organisational problem, issue or situation (external or internal)
2. Outlining the challenge and how it will be **presented** (supporting data/materials; video link)
3. Defining how the **student challenge response** will be presented (format; style; length; timescale)
4. Determining the **evidence of success** (Race 2005) in terms of content, format, approach and additionality
5. **Feedback process** (involvement, if any, of the exchange partners at the time of submission, or collectively to student group).

It can be helpful to use an outline of each engagement to discuss whether each stage is needed for your particular exchange, and to ensure each meeting has a key purpose. To assist with this, Table 3 provides an outline of up to 7 sessions that might form a Virtual Exchange. It is designed to provide an overview of how the entire process could work and provide individual prompts for each session.

	Outline sessions	Suggested topics/content
1	Welcome and Introduction to Exchange	Introductions and organisational/personal background Outline teaching programme (aims; expectations) Share organisational ambitions for engaging with the programme Discuss and agree benefits, identifying priorities for working together Explore understanding of sector/industry/business issues and trends Explore options (problem solving; research; business review; role model story) Discuss and agree constraints and expectations (contact time; regularity; who)

2	Confirm approach	Agree Approach to establish problem or identify material/contact needed Agree timing and timescales Discuss requirements and intended learning for student group Establish parameters/boundaries (confidentiality or business/data issues)
3	After setting task to students	Share experience and response Discuss next steps Request any additional data (confirm any availability to be questioned further)
<i>(student work)</i>		<i>During the final student phase (completion of the task) there may be opportunity to engage to support student learning (answering questions etc) or directly upon presentation/submission (as a virtual panel; proposal reviewer).</i>
4	Submission	Comment and review of student work, taking industry and business perspectives and response
5	Decision	Gain and share feedback upon student performance and learning Contextualise learning within wider sector issues
6	Review Experience	Share outcomes of exchange for students Review overall exchange from perspective of learning/students
7	Evaluate Virtual Exchange	Share experience of whole process and learning across all parties Discuss any future opportunities for support / further work (including research projects; mentoring or coaching; summer jobs or internships; curriculum review or design) Review and refine process (evaluate experience) Understand how employers can be better engaged ⁴

This sample outline (Table 3) is only provided as a guide and some stages may require revisiting or review, in order to establish a strong rapport and good online relationship. It may be beneficial for one party to summarise the key agreement points of each session and share at the end of the session to recap, or even by email after the session to confirm the next meeting and next steps.

3. Monitoring and Follow Up

3.A Support and guidance for the participants

The value of the Virtual Exchange is the exposure to authentic learning experience provided to both participants through the transnational exchange. However there is a wide range of ways in which this can be offered by both parties involved (see the Appendix for additional scenarios) and consideration of the practical issues should guide the decision making here in order to ensure an effective experience.

Expectations and availability may alter during the Virtual Exchange, from either side and it is important that the sessions include regular review points. It is therefore suggested that part of the regular participation communication schedule is dedicated to support and review. Obviously these review points will be tailored to the time frame over which the Virtual Exchange is taking place (over an entire term or shorter – but Table 4 outlines a long lead time what can be shortened).

⁴ E4: develop or support research on how employers can be better engaged in education (Source: Oslo Agenda)

Table 4 : Outline time framework (including timing and review points)				
Week	⁵	Sessions	Action	Output
(-8)			Preparation for programme (Guidance section 1)	Identification of academic requirements for match
(-6)			Undertake Matching process	Virtual Exchange established
(-5)	1	Welcome and Introduction to Exchange	Introductions Build rapport and establish trust Identify needs and priorities	Create mutual agreement regarding exchange process
(-4)	2	Confirm approach	Explore options for engagement and mutually agree timescales, availability, approach	Agree challenge or approach
Term Starts	3	After setting task to students	REVIEW POINT – share experiences and review process and learning	REVIEW POINT Confirm approach and plan
<i>(student work)</i>				
+6	4	Submission	Live engagement or post submission comment	Feedback for students
+8	5	Decision	REVIEW POINT – and support final grading, comments, feedback etc	REVIEW POINT
	6	Review experience	Reflect and Review	Learning for exchange partners
	7	Evaluate Exchange	Questionnaire Opportunities for future working Identifying new members for the network	Future opportunities – new partners for exchange; new projects or internships

It is also important in this preparation stage to consider any *unintended outcomes* of each exchange. These are likely to result from the changing needs/demands of the participants and can include:

- Changing priorities (business strategy; customer feedback)
- Change of focus
- Changing time scales (availability; access)

‘Real-world’ exposure, brings in additional issues and complexities, and this can extend the challenge beyond the time/input that was planned and this needs to be pre-empted and managed through the use of review points.

3.B Follow up

Reflection upon, and evaluation of, the exchange will support others and allow lessons to be learnt and support the development of the programme within your organisation. To help build your understanding, follow up with both parties is suggested to create a review discussion/process includes key areas such as:

- Experience of Application Process (selection and match)
- Experience of Exchange process (management of process, including value of review points)

⁵ Linked to table xx

- Outputs/ Benefits
- Outcomes (longer term benefits, such as reputation)
- Recommendations for future
- Recommendations for other potentially interested parties

It is also possible to identify further opportunities for partnership in the longer term. Opportunities that might be usefully explored at the end of the exchange include:

- Future engagement with Virtual Exchange
 - Ideas and suggestions for additional colleagues/network to join programme
 - Recommendations for wider engagement / publicity
- Opportunities for students
 - Internships
 - Projects
 - vacancies
- Opportunities for organisational collaboration
 - Sponsorship
 - Research projects
 - Curriculum design/review inputs
 - Case study

In addition, the exemplar scenarios offered in the Appendix 1 may inform inspiration for others to outline their approach into simple paragraphs for sharing.

Guidance 2: How to make the most of the exchange and the practical entrepreneurship experience

Guidance 2 provides support on the practical aspects of the entrepreneurship exchange experience, focusing on specific advice on how to make the most of the Virtual Exchange (2-7 video sessions) and the practical entrepreneurial experience. This guidance is written for all programme participants (educators and entrepreneurs).

Thank you for engaging with the Virtual Exchange Programme.

This short overview is designed to provide you with an overview of the commitment and see how you can support and engage in providing authentic business challenges/practical entrepreneurial experiences.

Why participating will benefit you!

There are clear benefits for engaging in this exchange for you as well as providing you with a great opportunity to support others!

<u>Benefits for entrepreneurship educators</u>	<u>Benefits for entrepreneurs</u>
Expand your European industry/sector network	Access to research and latest thinking
Building your own understanding and credibility	Opportunity for advice and consultancy
Opportunity to deliver entrepreneurial learning	Fresh perspective on company
Gaining a deeper understanding of employer demands (for future curriculum design)	Access to (and to engage with) key demographic/market
Opportunity to experience industry demands in context and add to own business examples	Opportunity to state and explore issues and opportunities with “critical friend” (consultant)
Appreciate industry concerns and apply own expertise to support student learning	Opportunity to “give back” (corporate social responsibility)
Opportunity to build own, and student, levels of self-efficacy	Opportunity to develop future strategy based on latest research /understanding issue or topic
Opportunity for personal development and “discovery” and to learn entrepreneurially (including professional updating)	Opportunity to explore/engage with students for future/wider opportunities (placements; research projects; job roles)

You are also supporting the development and learning of students by providing opportunities for them to experience:

- Entrepreneurial Mind-set / building entrepreneurial competences
- Authentic Learning
- Demands of ‘real time’ decision making
- European cultural differences (within customers/business practice/organisations)
- Direct association with real companies
- Testing of assumptions (across European markets)
- Engagement with Alumni
- Develop entrepreneurial skills and competences
- Ownership of their own learning
- Adding Value and “Learning by Doing”
- Integrated entrepreneurship (within their own field of studies)
- Real entrepreneurs/entrepreneurial thinking through direct involvement in enterprise projects
- Building confidence and improving self-efficacy

How to plan your exchange

Your Virtual Exchange can take many forms and can be designed to be flexible in order to meet your availability and needs.

Appreciating key issues are critical to creating a workable relationship. It can be helpful to consider some of the key practicalities before you engage:

Key issues	By determining
How much time you are able to give to support the exchange (typically there might be an opportunity for 2-7 video exchanges)	(length; regularity; time scales)
Availability of the that time (would it be possible to engage during class time, or whether outside core working hours would be most effective and less likely to change)	(timing; accessibility; access to mutual technology)
Experience, expertise and learning that you might wish to share/gain from the experience (consider personal, organisational and sector learning)	(review benefits and consider your own personal motivations)
What issues of business confidentiality might be involved (in order to check what information can go into the public domain or be released to either the staff/students involved)	(Data protection; business advantage; strategy issues)
What benefits could be gained from cultural differences/transnational working?	(approach; demand; marketing; trends)
What type of challenges do you face that you could usefully explore?	Review scenarios

Example of challenge/student project
Research: Identify strategic issue/ opportunity for student research, resulting in the presentation of a proposal/recommendation for company action
Problem Solving Challenge: Identify problem for research/review in order to present proposal for action (or recommendation)
Customer Discovery: Identify and research new markets across Europe (presenting options and how to access – marketing strategy)
New Product Development: Research, develop and prototype new product
Brand Extension Research, identify and present new uses for existing products/services
Scenario: Using customer feedback or by undertaking market research, recommend opportunities for product or service/process improvement or improved customer service
Delivering Stated Learning points /Outcomes: Driven by the teaching topic, reflections and experiences of specific models, frameworks, techniques or methods. Providing content to illustrate key points or illuminate specific learning.
Thematic or role model interview : Interview the individual to explore their entrepreneurial story using specific themes/topics (linked to teaching programme)

Next Steps: Contact

(insert your contact details here)

Appendix:

Academic Guidance

This academic guidance is provided to support educators to think through how they can maximise the benefits of the VEP. It will explore three key areas:

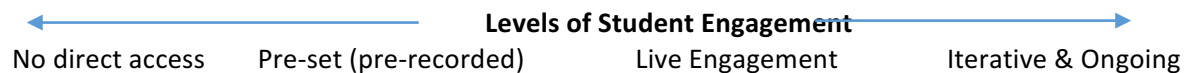
- Potential for Student involvement (if any)
- Learning Outcomes
- Assessment

Potential for Student Involvement

Each approach (within Figure 1) can add value and brings specific benefits for those involved in the exchange. However the level of student engagement needs to be considered in advance in order to ensure a workable and practical relationship.

Figure 1 indicates the range of student engagement that can result from the Virtual Exchange experience, ranging from no direct access through to iterative and ongoing contact.

Figure 1: Range of Student Engagement



The options indicated in Figure 1 include no direct access, through to “managed” options (which could involve pre-recorded video inputs) through to ‘live engagement’ via video link for final student presentations or reporting, to totally open connections.

Figure 2: Summary of Engagement Options

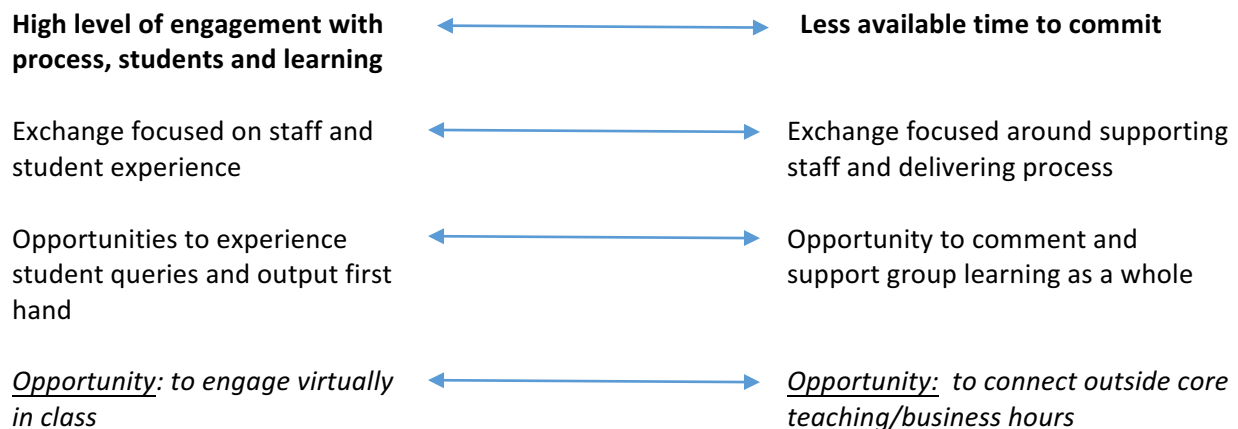


Figure 2 shows that there are clear opportunities within either approach, but discussion and recognition of this issue from the start will shape the exchange format and ensure that the needs of both parties are respected.

(*Note: It is also important to recognise that availability may change during the exchange, due to pressures of work or unforeseen circumstances).

Definition of assessment and recognition of learning outcomes

The virtual exchange process can be built around one or more of the challenges identified in Table 1 and once a general approach (1-4) has been identified it can then be explored in more detail in order to establish the learning outcomes and identify an appropriate assessment method. The key benefits this creates includes:

- Making learning relevant to the life-world of the learner (learner-centred; learner determined)
- Encourage and map networks/networking
- Practice what you preach / be a role model (adapted from Penaluna and Penaluna (2015 p14)).

Establishing mutual interest between entrepreneur and educator will support a wide range of entrepreneurial learning outcomes that provide benefit to all (see Table 2). Consideration of both benefits as well as the practical constraints from the outset, will ensure the clear learning gain⁶ and benefits can be delivered for all parties through the Virtual Exchange process. Table Appendix 1 illustrates the value that can be added for the wider beneficiaries (students in education; staff within organisations) through the exchange programme⁷, and summarises the benefits of creating authentic entrepreneurial experiences.

Entrepreneurial Education	Integrated entrepreneurship (within their own field of studies ⁸) Develop entrepreneurial skills and competences ⁹ Adding Value and “Learning by Doing” ¹⁰ and reflection on “doing”
Authentic Learning ¹¹	Direct association with real companies, entrepreneurs and exposure to entrepreneurial thinking through direct involvement in enterprise projects ¹² Engagement with Alumni ¹³ Opportunities for students to gain ownership of their own learning ¹⁴
Skill Development	Building confidence and improving self-efficacy ¹⁵

⁶For discussion of “learning gain” see HEFCE (2016) <http://www.hefce.ac.uk/lt/lg/>

⁷ D10: HEIs should integrate entrepreneurship across different subjects of their study programme (Oslo Agenda)

⁸ All students should have access to entrepreneurship education, which should be offered in all types and at all levels of education” (Building Entrepreneurial Mindsets and skills in the EU 2012)

⁹ See “EntreComp: The Entrepreneurship Competence Framework” (2016) for full details;

¹⁰ “Learning by doing” has been identified as “giving students assignments that create value (preferably innovative) to external stakeholders based on the problems and/or opportunities the students identify through an iterative process they own themselves and take full responsibility for” (Lackeus 2015 p26)

¹¹ See” 9. Making learning relevant to real life: the concept of authentic learning” (Eco System App 2017)

¹² Interaction with the ‘outside world’ is a key aspect of entrepreneurial education (Lackeus 2013; Gibb 2008) and D6: Associate students to real companies and to business people(Source: Oslo Agenda 2006)

¹³ D8: Engage Alumni in the activities of the school/uni and in the classroom (Oslo Agenda) & QAA Scotland (p9)

¹⁴ “Achieving these learning outcomes require learning environments and teaching strategies that offer students opportunities to experience and exploit tacit knowledge and that encourage them to take ownership of the learning process” (HE Innovate 2016 p6)

	Exposure to demands of ‘real time’ decision making
Cultural differences	Exposure to culture /norms/ differing business practice/ customer needs Testing of assumptions (across European markets)
Benefits to all parties ¹⁶	Personal and professional development Network Expansion and industry/sector exposure Research and Development/student projects

Determining the expected learning within any open-ended/industry project can be a challenge when compared to the transparent and unified approach found in traditional case studies. However there is increasing amounts of guidance available and a clear approach can be identified through use of the European Entrepreneurship Competences Framework (2016) “ENTRECOMP”
<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>

Assessment and recognition of learning outcomes

Clarifying the assessment/learning needs before making an application will be time well spent. It is recommended to begin with review and clarification of the educational aspects, such as:

- Programme or module learning **outcomes** (and/or key study points/expected content)
- Appreciate prior **student experience and knowledge** (including any likely exposure to business needs and practice) so that you are prepared to support your learners effectively and ensure the delivery of a professional experience within the exchange
- **Assessment** strategy / recognition of learning outcomes (presentation; report; action plans etc)

Clearly identifying and communicating the learning outcomes you are seeking to achieve is the key to making an appropriate match and having a productive working relationship within the Virtual Exchange. During the exchange application process itself you may find it helpful to discuss (or ‘translate’) these learning outcomes into business contexts to support the effectiveness of your match, so it is vital that you have them clear in advance. You may also consider any specific entrepreneurial learning outcomes (see EntreComp Framework 2016) or skills that you wish to develop during the exchange.

Table Appendix 2 provides an overview of some options for your consideration when reviewing your learning outcomes. This is designed to help you develop your exchange so that it delivers entrepreneurial outcomes¹⁷ for your learners. Reviewing these in advance can ensure that the

¹⁵ See 1. Self-Efficacy why believing in yourself matters (Source: Eco System App 2017)

¹⁶ E3: Encourage involvement of private partners (as an aspect of their corporate social responsibility) Oslo Agenda

¹⁷ Addressing the 2006 call to “Bring entrepreneurs into the classroom and involve students directly (D10 Oslo Agenda)

entrepreneurial learning is integrated¹⁸ within the field of study and that students develop their own ownership of the learning¹⁹.

Table Appendix 2 can be used to prompt to develop your thinking as you work through your expectations for the Virtual Exchange.

Table App 2: Options to consider delivering Learning Outcomes through the Virtual Exchange Experience		
	<i>Academic Considerations</i>	<i>Opportunities to consider and select from the following:</i>
1	Pedagogical Approach ²⁰ to Entrepreneurial Education ²¹	Authentic Learning ²² Problem Solving (Problem Based Learning) ²³ Experiential learning (learning by doing ²⁴ and reflection on doing) Design Thinking Appreciative Inquiry Customer 'discovery' (identification of value proposition) Service Learning (matching to needs of community)
2	Building Entrepreneurial Competences ²⁵	Ideas and Opportunities <ul style="list-style-type: none"> - Spotting Opportunities - Creativity - Vision - Valuing Ideas - Ethical and Sustainable Thinking
		Resources <ul style="list-style-type: none"> - Self-awareness and self-efficacy - Motivation and perseverance - Mobilising resources - Financial and economic literacy - Mobilising others
		Into Action <ul style="list-style-type: none"> - Taking the initiative

¹⁸ "Moving entrepreneurship education being an extra-curricular "add on" to an integral part of the curriculum" (p13-16 Building Entrepreneurial Mind sets and skills in the EU 2012) and referencing the 2006 call "HEIs should integrate entrepreneurship across different subjects of their study programme (D10: Oslo Agenda)

¹⁹ Achieving these learning outcomes require learning environments and teaching strategies that offer students opportunities to experience and exploit tacit knowledge and that encourage them to take ownership of the learning process" (HE Innovate 2016 p6)

²⁰ Following Oslo Agenda "B4: support the use of practice-based pedagogical tools whereby students are involve in a concrete enterprise project (2006)

²¹ See Lackeus (2015) section 4 for a discussion of these methods) and EntreComp 2016 for learning outcomes.

²² See 9. Making learning relevant to real life: the concept of authentic learning (Eco System App 2017)
 "Interaction with the 'outside world' is a key aspect of entrepreneurial education" (Lackeus 2013 and D6: Associate students to real companies and to business people Source: Oslo Agenda (2006)

²⁴ "Learning by doing" has been identified as "giving students assignments that create value (preferably innovative) to external stakeholders based on the problems and/or opportunities the students identify through an iterative process they own themselves and take full responsibility for" (Lackeus 2015 p26)

²⁵ EntreComp: the Entrepreneurship Competence Framework (2016)

		<ul style="list-style-type: none"> - Planning and Management - Coping with uncertainty, ambiguity and risk - Working with others - Learning through experience
3	Skill Development	Time management; questioning; numeracy; presentation skills; communication; team work;
4	Assessment Method	Presentation Research report Costed Business Proposal Action Plan Marketing Plan

Identification, as well as clear recognition and reward, of the student learning is required to ensure a successful exchange experience. This will ensure that all contributions are valued and that the authentic learning opportunities have maximum impact.

Assessment should be designed to reflect the sequence of learning, and aligns to objectives (Biggs 2003). It can be helpful to consider what “evidence of success” (Race 2005) you are seeking from this challenge/activity to help identify what outcomes are you seeking and determine what is needed for assessment. The assessment activities will be defined by the challenge, but not limited by it, to ensure that learners have opportunity to reflect and learn from their decisions/actions.

Identifying what will be seen as output from the work undertaken and agreeing the evidence of success (Race 2005) will support the assessment strategy. Focus upon the challenge and the outputs required will provide a structure which success can be identified and evidence of such clearly articulated.

By first identifying clear learning outcomes that this activity is supporting, and through consideration of the skills that can be developed, an assessment strategy can be developed that provides students with the opportunity to present their learning.

“Real-world” activity can be “aligned” (Biggs, 2003 – see text box) with more traditional assessment methods (reports; presentations; exams). Consider key questions²⁶ such as:

- Is the assessment strategy constructively aligned – so that the task matches the evaluation method?
- Does the assessment reward “Glorious Failures” where learning is evidenced through iterative developments such as prototypes?
- Does the assessment consider self-evaluation, especially in team working scenarios?

“Constructive alignment” starts with the notion that the learner constructs his/her own learning through relevant learning activities. The teacher’s job is to create a learning environment that supports the learning activities appropriate to achieving the desired outcomes. The key is that all components in the teaching system – the curriculum and its intended outcome, the teaching methods used, the assessment tasks – are aligned to each other. (Biggs 21st March, 2003 HEA)

²⁶ Adapted from Penaluna and Penaluna,(2015) Key issues p20



The addition of a rewarded reflective element (such as a learning log, reflective piece or diary) can usefully draw out the learning from the authentic experience (challenge). Within this specific direction to and recognition of “take away” or “feed-forward” elements can be particularly valuable. By asking students to draw out areas of skill development, or lessons that they can use in future course work, group work or in specific business situations (interviews; working with externals etc) will build self-efficacy and support the development of the entrepreneurial mind-set.

Application Form:

Thank you for your interest in joining the Virtual Exchange Programme.

Please complete this application form, providing as much information as possible.

Name:

Business Address: (name/institution; address; Country of business)

Web address: URL www.

Contact details:

- Office phone
- Mobile
- Email
- Twitter
- Linked in Profile URL
- SKYPE name
- Other:

Please indicate which methods are your preferred choice of communication for updates

What sector do you work in? (please indicate)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Aeronautics industries • Automotive industry • Biotechnology • Chemicals • Construction • Cosmetics • Defence industries • Education • Electrical and electronic engineering industries • Food industry • Gambling • Healthcare industries | <ul style="list-style-type: none"> • Maritime industries • Mechanical engineering • Medical devices • Postal services • Pressure equipment and gas appliances • Raw materials, metals, minerals and forest-based industries • Social economy • Space • Textiles, Fashion and creative industries • Tourism • Toys • Other |
|---|---|

(provide additional detail here:)

What is the size of your business?

Company category	Staff headcount	Turnover	or	Balance sheet total
Large				
Medium-sized	< 250	≤ € 50 m		≤ € 43 m
Small	< 50	≤ € 10 m		≤ € 10 m
Micro	< 10	≤ € 2 m		≤ € 2 m

What is your business type?

For Profit

Social

Charity/volunteering

What is your stage of business?

- Pre-start
- Start-up Phase
- Trading
- 1st year
- 1-5 years
- 5 years +

Have you Identified Challenge/need that you think the Virtual Exchange Programme (VEP) can help you with?

If so, what is it?

.....

What is your **prime driver** interest/motivation in joining the scheme? Please indicate with a “1” on the table below

Please indicate secondary drivers with a 2

Business Interest	Access to latest thinking/trends (research areas or sector trends; Problem resolution; Access to specific demographic (such as young people)	
Personal Development	Network; Confidence; Contacts; Self-efficacy; Development; Examples; Insight	
Professional or Organisational Network	Reputation; reflection and learning; Shaping future strategy; Planning; Resolutions	

What wider/additional interests or benefits do you hope to address through VEP?

Are there any criteria that is critical for your match?

- Region /nation
- Nationality
- Language
- Other:.....

	Please indicate
How much time you are able to give to support the exchange (typically there might be an opportunity for 2-7 video exchanges)	(length; regularity; time scales)
Availability of the that time (would it be possible to engage during class time, or whether outside core	(timing; accessibility; access to mutual



Eco System App

working hours would be most effective and less likely to change)	technology)
Experience, expertise and learning that you might wish to share/gain from the experience (consider personal, organisational and sector learning)	(review benefits and consider your own personal motivations)
What issues of business confidentiality might be involved (in order to check what information can go into the public domain or be released to either the staff/students/entrepreneurs involved)	(Data protection; business advantage; strategy issues)
What benefits could be gained from cultural differences/transnational working?	(approach; demand; marketing; trends)
What type of challenges do you face that you could usefully explore?	Review scenarios

Personal Time and Availability: Data and number of sessions

Is there are specific time constraints within your availability?

- Weekly
- Monthly
- Longer: (please indicate)

What is your native language?

What other (second) languages can you offer to conduct VEP in? (please indicate – none or)

What is the highest educational level you have obtained?

What is your primary role/responsibility?

Whole Organisation (sole trader; CEO)

Director level

Managerial Level

Operational responsibility

Point of Production

Sales

Please indicate what video conferencing

Face time (Apple)

Skype

GotoMeeting

Other

Please share any additional information that support us to find an appropriate match

(Please indicate any specific requirements you have or additional aspects you can offer)



Eco System App

	Challenge	Example of challenge/student project	Please tick
1	Research trends /issues	Identify strategic issue/ opportunity for student research, resulting in the presentation of a proposal/recommendation for company action	1A
2	Problem Solving Challenge	Identify problem for research/review in order to present proposal for action (or recommendation)	2A
	Customer Identification	Identify and research new markets across Europe (presenting options and how to access – marketing strategy)	2A
	New Product Development	Research, develop and prototype new product	2B
		Research, identify and present new uses for existing products/services or opportunities for brand extension	2C
Scenario (existing situation)	Using customer feedback or by undertaking market research, recommend opportunities for product or service/process improvement or improved customer service	2D	
3	Delivering Stated Learning points Outcomes	Driven by the teaching topic, reflections and experiences of specific models, frameworks, techniques or methods. Providing content to illustrate key points or illuminate specific learning.	3A
4	Thematic interview (topics)	Interview the individual to explore their entrepreneurial story using specific themes/topics (linked to teaching programme)	4A

Example Scenarios

Scenario: “Where next” – Setting the Entrepreneur’s problem

The entrepreneur/business shares one short statement relating to a current problem (such as an issue with customer feedback; short fall in expected income in particular months; lack of footfall outside major events or holidays). Ideally this is presented within 2/3 sentences, illustrated with specific data (% shortfall or % increase of customer complaints).

Student groups are then challenged to research and explore this issue in order to ask 3 questions which can help them with their response.

Questions are taken from each group in turn, with each group hearing the responses of others and potentially having their question answered (and then potentially taking up the opportunity to ask other questions).

Short and specific answers are given by the entrepreneur/business in response (either by direct video link, or they could have been presented by the tutor outside class, in a more managed process).

Students then have to work on presenting a solution (presentation or written report) to address the business problem set.

(Entrepreneur/business involvement with the student output can either be first hand during live video link of presentations or presented as an overview by tutor in a 1-2-1 update).

Scenario: Focused Interview (with opportunity to explore the Entrepreneur’s Life world” (Gibb 2005)

By pre-arranging to conduct short, regular interviews with your partner, you have the opportunity to provide key business examples week by week during your teaching, or alternatively to create a role model case study for your students.

The role model interview differs from business issues in that the interview focuses upon their “life-world” (Gibb 2011) which explores their daily lives and their emotional experience of being an entrepreneur.

Typically you would not explore any traditional aspects that would create a business “case study”.

The aim of your interview is not to explore the business, the product or their business strategy or even talk about their customers or competitors - but to ascertain *what they feel has changed in their life* as a result of starting a business. Things to cover might include their personal reflections on:

- Motivation
- Sense of ownership
- Responsibility
- Potential for rejection (of ideas, product, service, self as a brand ambassador etc)
- Impact on family/relationships /Work-life balance
- Dealing with stakeholders and investors
- Living with uncertainty
- Sense of achievement

Scenario: “Ned Snogard” - Dragons Den in reverse

Several entrepreneurs/externals are invited to take part in the live event and are given the chance to pick from a list of fictitious business scenarios or come up with one of their own.

Their task is to prepare a 5 minute funding pitch to an audience of students and then be questioned by the students for an additional 5 minutes

For more details see EtcToolkit: <http://www.etctoolkit.org.uk/entrepreneurship-case-studies-library/dragons-den-in-reverse-qa-2-7/>

Scenario: Professional Dilemma

By focusing the exchanges on identifying an event or a decision (ideally presented with costs in terms of time, resources etc) it is possible to present students with a “professional dilemma” that needs their research, judgement and/or business skills to address.

By sharing a short ‘story’ of customer service issues, demands to support charity/local community group, or an issue with escalating costs, students are invited to either

- a) Make an informed decision, through discussion/group work, within a specific time or
- b) Undertake research (which may include additional questions if that is permissible) in order to write a formal response, or action plan to address the issue.

Typically wider issues of cost, professionalism, ethics, Public Relations etc can all feature in the discussion.

Finally the actual response can be shared and reviewed by the student group.

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DG Enterprise and Industry (2011) “Entrepreneurship Education: enabling teachers a critical success factor” http://www.abdn.ac.uk/spe/documents/Entrepreneurship_education_European_Comission/Enabling_Teachers_as_a_Critical_Success_Factor.pdf

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