Train-the-trainer session

Location: Museum of Mineralogy, School of Mining and Metallurgical Engineering,

NTUA Zografos Campus - 9 Heroon Polytechniou Str. Zografou 15780, Athens, Greece

Dates: October 26-27, 2022

How to design and plan a course with entrepreneurial and innovation elements

In the course you will be introduced to a top-down approach to designing and planning a university course that combines discipline specific elements with entrepreneurial and innovation elements. At Aalto University, we call such courses "integrated courses" where the focus is on discipline specific content, but the course also teaches selected entrepreneurial and innovation skills. This course aims to help teachers create a positive student experience that supports learning of the selected entrepreneurial skills and competences and that supports and enhances the learning of the discipline specific topics.

The course is based on experience gained while designing both Aalto Ventures Program entrepreneurial courses as well as working with Aalto University staff to include entrepreneurial elements into a wide variety of discipline-specific courses. In the course, the participants will work on developing an own course in university-specific teams (min: 2 participants/university). The course will cover the following topics/schedule (draft, some changes possible):

Part 1: an intensive, 2-day training and course design session.

Day 1, Wednesday
- Identifying the needs and local drivers for integrated courses: student, industry and university education views
- Task: Description of the context of your course, external and internal drivers and challenges
- Framing of a course: combining innovation and entrepreneurship with discipline specific topics
- Task: Entrepreneurial framing of the course
- Presentation: Pitching the course to university management

Day 2, Thursday
- Choosing entrepreneurial learning outcomes for the course
- Task: Defining key discipline and supporting entrepreneurial learning outcomes for the course
- Creating a course schedule
- Task: Defining a course schedule for the course
- Presentation: Pitching the course to students

Daily schedule: The courses will be conducted from 09.00-17.00 PM

Part 2: an optional, follow-up held 2-4 weeks after the course session, in which participants are expected to collect feedback at their university for their courses. The follow-up session with be a 1 hour online reflection session about the feedback and ideas how to respond to it. Once the sessions have been completed, the team should set a date for the online debrief session with the trainer. The feedback collection session should optimally include these three elements:

✓ A session with one or more relevant university decision makers (eg. program managers or deans of education or similar)
✓ A session with one or more relevant industry representatives
✓ A session with a small group of relevant students

Requirements to join:

- Target: Sessions targeted at the staff actively involved in **university level training**, planning to include entrepreneurial elements into their teaching. **Persons involved in program and curriculum planning** will also benefit from participation. Moreover, **external stakeholders** interested in supporting the introduction of entrepreneurial thinking and teaching at the universities are welcome to join as members of the university teams.
- Team size: **Minimum 2 participants per participating university** that want to work together to co-design a course (team size can be also 3, if 4 or more persons participate from the same university, please form multiple teams)
- For each team: **Example course to be developed in the training** (this can be either a new course or an existing course to be revised to become more entrepreneurial).
- Participation: The sessions form a step-by-step approach to building a university course where the modules are built on top of each other. The participants should be available for **all the 2 sessions to meaningfully complete the course**.

NOTE: Many entrepreneurial courses at universities are essentially student-team accelerator programs with a strong focus in getting the student team to launch a product/service and start a company. This is NOT the approach that will be taught in this course. Instead, the course focuses on teaching useful entrepreneurial skills and competences that the can he used in any work setting, be it a startup or a government organization looking to improve its performance. This can be done in the context of any discipline (tech, business, design, e.tc).

Organizers and further information:

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