



Entrepreneurship in the Classroom

Competency

Educator uses entrepreneurship in the classroom to engage students and support 21st-century learning.

Key Method

Educator uses a range of tools and pedagogical strategies to support students in developing entrepreneurial skills and mindsets.

Method Components

What is entrepreneurship?

Simply defined, entrepreneurship means taking on financial risks to set up a business with the hope of making a profit. An entrepreneur is the person taking this action.

Often, when we think of entrepreneurship, we think of companies like Apple, Amazon, Walmart, and Chipotle. However, while this is a part of entrepreneurship, it is not the full story. We may perceive that entrepreneurship is only for “certain kinds” of people and is only a part of certain industries – especially tech. However, anyone can become an entrepreneur. Entrepreneurship is based around skills such as leadership, communication, and time management. Furthermore, entrepreneurship touches all industries; an artist who sells their own work is just as much an entrepreneur as the person behind the next big app.

More important than the idea of entrepreneurship is the idea of having an entrepreneurial mindset. “An entrepreneurial mindset is a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings” (NFTE, n.d.). We live in a world of rapid changes and advancements. While not



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everyone will start their own business, everyone can use entrepreneurial skills and mindsets to support their work and life in any context.

Why should students learn entrepreneurship?

Small businesses are the backbone of most economies and are fonts of innovation. By just one metric, small businesses produce 16 times more patents per employee than larger businesses (Breitzman, 2008). Similarly, close to half of the private sector workforce in the US is employed by small businesses, with small businesses responsible for creating two out of three new jobs (Hecht).

Additionally, we are living in a time where middle-skill, middle-income jobs are disappearing. According to the World Economic Forum, by 2055, half of today's work activities might be automated. This would completely alter the landscape of work and education (World Economic Forum, 2018). More than ever, individuals are needing to "create" rather than "find" a job. As a result, educators need to focus on creating "innovation ready" students, rather than "college ready" or "career ready" (Friedman, 2013). As previously discussed, what is more important than students actually *becoming* entrepreneurs is that students *develop entrepreneurial skills* that will serve them no matter where their careers take them. On top of learning basic business skills, teaching and learning entrepreneurship also promotes financial literacy and communication skills on top of key competencies like critical thinking, creative problem solving, and collaboration.

Foundations of Effective Entrepreneurship Instruction

Understanding how to effectively integrate entrepreneurship in the classroom, especially at the elementary level, can be challenging. Three guiding principles to support your work are:

1. Demonstrate thorough entrepreneurship knowledge and skills

You do not need to be an entrepreneur yourself in order to integrate entrepreneurship in the classroom. However, educators do need to take the time to explore entrepreneurship and entrepreneurial skills themselves as well as explore how they can demonstrate an entrepreneurial mindset.

Educators should have a solid understanding of fundamental entrepreneurship concepts and have basic familiarity with the skills and mindsets required of entrepreneurs.

2. Implement evidence-based practices as responsive classroom practitioners

Every classroom is unique, but there are general principles and evidence-based practices that should guide all educators in bringing high-quality entrepreneurship instruction to their students, including:

1. *Hands-on learning.* While there are fundamental theoretical concepts that underpin entrepreneurship, students need hands-on experience with entrepreneurship to truly understand and develop the skills they need.



2. *Multiple pathways*. There is almost always more than one way to achieve a desired outcome in the world of entrepreneurship. Effective educators of entrepreneurship account for this inherent flexibility when assessing student work while still encouraging students towards efficiency and best practices.
3. *Process vs Product*. Effective educators recognize that it is the process of entrepreneurship rather than the final product itself that carries the greatest weight in assessing and evaluating student learning.

3. Advocate for equity and inclusion

Marginalized groups have systematically faced barriers to full participation in the traditional labour market. Entrepreneurship has often been a way for marginalized peoples to support themselves and their families as well as give back to their communities.

Educators must recognize that the world of entrepreneurship has not been equitable in the past or present. There remains a deep bias against women/girls, racialized people, people with disabilities, and other marginalized groups, despite the fact that racial minorities currently own 15% of all US businesses; immigrants, 18%; and women are starting businesses at 1.5 times the national average and currently own 40% of all businesses.

In teaching and learning about entrepreneurship, it is critical to highlight the contributions of marginalized groups and peoples as well as to discuss the importance of representation in the stories we tell about entrepreneurs and entrepreneurship.

These problems will not fix themselves. Cultural biases about who belongs in the world of entrepreneurship exist in us all, even at a subconscious level. Beyond merely teaching entrepreneurship, educators must take an active role in promoting equity and inclusion in their instruction and overall classroom environment in order for all students to succeed and recognize their potential.

Supporting Rationale and Research

Lindner, Johannes. (2018). Entrepreneurship education for a sustainable future. *Discourse and Communication for Sustainable Education*, 9(1), 115–127.

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Kourilsky, M. L., & Esfandiari, M. (1997). Entrepreneurship education and lower socioeconomic black youth: An empirical investigation. *The Urban Review* 29, 205–215.

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Friedman, T. L. (2013, March 13). Opinion: Need a job? Invent it. *New York Times*.

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Rodov, F. & Truong, S. (2015, April 14). Why schools should teach entrepreneurship. *Entrepreneur*. <https://www.entrepreneur.com/article/245038>

World Economic Forum (2018). Future of Jobs Report 2018. https://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

Grove, R., & Montgomery, P.M. (1999). Women and the leadership paradigm: Bridging the gender gap. <http://nationalforum.com/Electronic%20Journal%20Volumes/Grove.%20Roslin%20Women%20and%20the%20Leadership%20Paradigm%20Bridging%20the%20Gender%20Gap.pdf>

do Paço, A., & Palinhas, M. J. (2011). Teaching entrepreneurship to children: A case study. *Journal of Vocational Education & Training*, 63(4), 593–608. <https://www.tandfonline.com/doi/abs/10.1080/13636820.2011.609317>

Breitzman, A. & Hicks, D. (November 2008). An analysis of small business patents by industry and firm size. *Small Business Research Summary*. <https://permanent.access.gpo.gov/LPS105711/LPS105711/archive.sba.gov/advo/research/rs335.pdf>

Hecht, J. (2014). Are small businesses really the backbone of the economy? *Inc*. <https://www.inc.com/jared-hecht/are-small-businesses-really-the-backbone-of-the-economy.html>

NFTE. Entrepreneurial mindset. <https://www.nfte.com/entrepreneurial-mindset/>

Resources

Lesson Plan Template

https://dl.dropbox.com/s/yhcbec5znfup882/Lesson%20Plan%20Template_Entrepreneurship.docx?dl=0

Teaching Entrepreneurship in the Classroom

<https://www.youtube.com/watch?v=1tH4CpuiZJM>

Tina Seelig: Classroom Experiments in Entrepreneurship

<https://www.youtube.com/watch?v=VVgIX0s1wY8>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a “Yes” for Part 2.



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Part 1. Overview Questions

Please write your responses below. (1000-word limit for the 5 questions in total.)

1. Describe your role in education. What grade and subject or content area do you teach? What should we know about you and your classroom?
2. What is your current level of experience and confidence with teaching entrepreneurship?
3. Identify at least one asset and one barrier you anticipate to integrating entrepreneurship into your classroom.
4. Why do you believe it is important to teach students about entrepreneurship?
5. What are you hoping to gain through this micro-credential?

Passing: Response provides reasonable and accurate information that outlines the prior experience of the educator and the context of their classroom/teaching. Educator specifies a learning goal that describes what they hope to gain from this experience. Educator outlines their current mindset and experience when it comes to teaching entrepreneurship in sufficient detail.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, submit the following three artifacts.

Artifact 1: Certificates of Completion

1. Certificate of completion for a STEM Minds Teacher Professional Development Workshop related to your STEAM Hub course (see Artifact 2, below)
2. Certificate of completion for ONE of the following STEAM Hub courses:
 - a. Public Speaking
 - b. Introduction to eSports
 - c. Young Entrepreneurs

Artifact 2: STEAM Hub Course Final Project

For the STEAM Hub course you selected above, please submit a copy of your final project. It must include:

- the full project file (please do not submit screenshots)
- any relevant share settings appropriately set to allow anyone to view the project

Artifact 3: Lesson Plan

Submit a lesson plan showing how you will bring this entrepreneurship experience to your classroom. This lesson may be a “stand-alone” lesson or may be one in a larger unit. Please indicate this context for the lesson somewhere in the lesson plan. You may choose whether to use your own lesson plan template or the suggested template in the Resources section. Your lesson plan must include the following information:

1. What core concepts you plan to introduce to students and how you plan to do so



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2. What project(s) students will be asked to create and how they will have the opportunity to test and refine them
3. How you intend to foster an inclusive and collaborative entrepreneurship culture in your classroom, with a focus on historically underrepresented groups (including girls/women, students with disabilities, ELL students, etc.)
4. How you plan to address common student misconceptions/areas of difficulty
5. What troubleshooting strategies you intend to introduce to students (please also include *how* and *when* you plan to introduce these strategies)
6. What opportunities students will have to communicate about entrepreneurship
7. How you intend to assess and evaluate student work, with a focus on process over product

Part 2. Scoring Guide

Artifact	“Yes”	“Almost”	“Not Yet”
Artifact 1	The certificate of completion for both the course and the professional development workshop were provided.	N/A	One or both of the certificates are missing.
Artifact 2	The project provided meets the expectations as outlined in the project rubric within the STEAM Hub course at a level of 80% or higher.	The project provided meets the expectations as outlined in the project rubric within the STEAM Hub course at a level of less than 80%.	The project was not provided.
Artifact 3	The lesson plan includes all of the following: <ol style="list-style-type: none"> 1. Core concepts to be addressed 2. Project description 3. Inclusion and collaboration strategies 4. Anticipated student misconceptions/ areas of difficulty 5. Troubleshooting strategies to be taught 6. Opportunities for student communication 7. Assessment and evaluation plan 	The lesson plan includes some of the following: <ol style="list-style-type: none"> 1. Core concepts to be addressed 2. Project description 3. Inclusion and collaboration strategies 4. Anticipated student misconceptions/ areas of difficulty 5. Troubleshooting strategies to be taught 6. Opportunities for student communication 7. Assessment and evaluation plan 	The lesson plan includes only one or two of the following: <ol style="list-style-type: none"> 1. Core concepts to be addressed 2. Project description 3. Inclusion and collaboration strategies 4. Anticipated student misconceptions/ areas of difficulty 5. Troubleshooting strategies to be taught 6. Opportunities for student communication 7. Assessment and evaluation plan

Part 3. Reflection



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Please write your responses below (1000-word limit for the 5 questions in total).

1. Throughout this experience, what steps did you take to foster an inclusive and collaborative entrepreneurship culture in your classroom? What impact did this have on you and your students?
2. How did this micro-credential process influence how you teach entrepreneurship?
3. What were the most common issues your students faced in their learning? How did you address these challenges?
4. In what ways did your students engage with collaboration, communication, critical thinking, and creative problem solving through this experience?
5. How would you describe your students' overall experience with entrepreneurship? If you had to do it again, what would you do differently? What would you do the same?
6. What are your next steps for growth as an educator in this area?

Passing: Response provides reasonable and accurate information that outlines educator's approach to inclusivity in teaching entrepreneurship. Educator explores how the experience influenced their teaching and their next steps for growth. The response outlines in sufficient detail the impact on the students and their experience.



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