DeThink

DETHINK GUIDE FOR TEACHERS

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Content: Guide for Teachers

Version: 1

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1. Introduction

The United Nations' Sustainable Development Goals highlight the importance of entrepreneurial competencies. According to the Global Entrepreneurship Monitor, 33% of young people aged 18-24 worldwide would like to start a business within the next 3 years. While not everyone is born with the same aptitude for entrepreneurship, research clearly indicates that there is a positive link between entrepreneurship education and entrepreneurial activity.

There is evidence to show that students participating in entrepreneurship education are more likely to start their own businesses. A global study of entrepreneurship education in schools found that there is a considerable untapped opportunity to promote economic growth and reduce unemployment by expanding access to entrepreneurship education to ALL secondary school students (Educating future Founders Report, 2020).

Entrepreneurship education programmes aimed at secondary school students can reduce the risk that a young person will become unemployed later in life and that exposure to innovation and entrepreneurship at an early age can have lasting impacts.

It is critical that the potential of all young people is encouraged at an early stage. Therefore entrepreneurial education must start early. Earlier interventions expand options and allow students to build on their knowledge at a later stage. Equipping students with entrepreneurial skills have a greater effect on the development of non-cognitive skills such as teamwork, self-esteem, and self-confidence which do not fade and can last a lifetime.

However, entrepreneurship is a messy and complex process that is not linear. Despite this, most entrepreneurship education programmes focus on learning about new venture creation rather than using tools to actively engage in these activities. Students are often required to come up with a business idea very quickly at the beginning of the semester and then perform planning activities and show

economic viability at the end of the programme. Insufficient attention is paid to solving problems, coming up with ideas and acting on them. Entrepreneurial education should move away from approaches that focus on "about" and "for" and focus more in the "how" and "through."

A design thinking approach focuses on developing empathy and identifying needs and generating solutions to address those needs. It looks at diagnosing problems and needs, developing new ideas and deploying these in practice. It advocates an iterative approach with key stages e.g., empathise, define, ideate, prototype and test. Essentially it is about showing how to look with fresh eyes, identifying opportunities and problems, and testing and implementing ideas.

Design Thinking has been widely used to design new products, services, solutions and businesses. A design thinking approach to entrepreneurial education allows students to follow a process, apply templates and tools to come up with problems and ideas. It enables them to understand the mindsets of entrepreneurs and develop a tangible skillset. It fosters a student-centred process and work can be graded on the development of competencies rather than output.

DeThink is designed is to optimize secondary school teachers' self-efficacy to enable an entrepreneurial mindset, critical thinking and creativity. It provides state of the art training for secondary school teachers in the field of design thinking, innovation and entrepreneurship by integrating lessons learned and know-how and showing them how to apply these in practice.

2. De-Think Guides

The DeThink Recommendation Handbooks offer recommendations and supporting material for the target agents and stakeholders, based on the insights and real experiences of participants with the DeThink e-learning platform. They are developed from the perspective that the potential of the DeThink training and it´s take up and continued use can only be guaranteed with the active support from

secondary education schools, teachers, educational stakeholders and public administrations.

The present handbook forms thus part of a wider set of Recommendation Handbooks for different stakeholders:

1. Handbook for teachers which explains the rationale for the training and introduces teachers to the concept of design thinking for entrepreneurship education. It provides s a step-by-step approach on how to use the training programme in the best way, and includes examples and testimonies of peers, experts on design thinking for entrepreneurship. It informs them about the community that can provide support and a space for knowledge exchange with peers beyond the project. It also includes a technical user guide.

2. Handbook for school managers and boards, which introduces the school managers and boards to the topic of De-Think. It will show them how they can motivate and support their teachers to use the proposed design thinking approach in their entrepreneurship classes. To enhance the ease of the take-up experiences from the schools (and in particular their managers or board members) that participated in the pilot validation are included.

3. Policy brief for educational authorities, is a set of recommendations, for educational authorities with secondary education competences. It generates awareness and provides understanding about the new approach to entrepreneurship education as proposed by De-Think and how to on how to adapt the educational system.

3. Target Group:

This guide is aimed at secondary school teachers who want to optimise entrepreneurial education in their schools. DE-THINK equips teachers with

the ability to integrate a structured, easy to implement entrepreneurial programme into their courses by teaching them how to use our toolkit in practice.

This guide helps you, as secondary school teacher, to understand Design Thinking in Entrepreneurship Education and how to use the DeThink approach and materials to do so.

4. What DeThink Offers:

1) "**DE-THINK Curriculum & Syllabus**" builds upon the analysis based upon a solid methodological approach which employed focus groups and surveys to define the learning objectives, methodology, content and skills assessment method.

> *The learning objectives of DE-THINK are;*
> - *To provide teachers with an understanding of what is design thinking,*
> - *To provide teachers with knowledge on how to use design thinking methods in the learning process,*
> - *To provide teachers with the knowledge on how to design, develop, manage and evaluate the teaching process of learning mediated by design thinking methods,*
> - *To allow participants to engage in effective learning experiences using available design thinking methods for pedagogical purposes and motivation,*
> - *To introduce to the participants new, innovative design thinking methods to motivate their students in their learning process,*
> - *To provide teachers with the ability to decide how to use design thinking methods with students who have learning barriers.*

2) **Online learning environment**: DE-THINK training is served via an online learning environment in a web-based platform. The learning materials

consist of 5 modules, which provide learners with specific knowledge on design thinking and how to implement it in entrepreneurship education.

The modules consists of a combination of

a) Factsheets, which provide a theoretical explanation on the topic, with the main purpose of giving the teachers the conceptual and more theoretical knowledge on the topics addressed.

b) Powerpoint presentations, which teachers can use in their interaction with students. These are relevant examples, and each teacher can adapt and extend these to adapt them to the specific circumstances of their course or students.
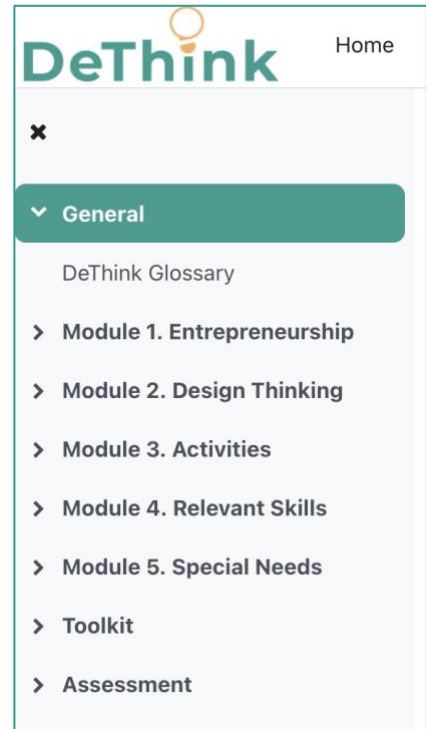
3) **DeThink Toolkit**, which provides a set of tools which any teachers can use to practice with students certain skills or competences related to entrepreneurship. The tools can be filtered using different criteria, based upon the different phases of design thinking, the size of the group, and the type of activity. This way the selection of the tools is completely personalised. A total of 35 tools are included.
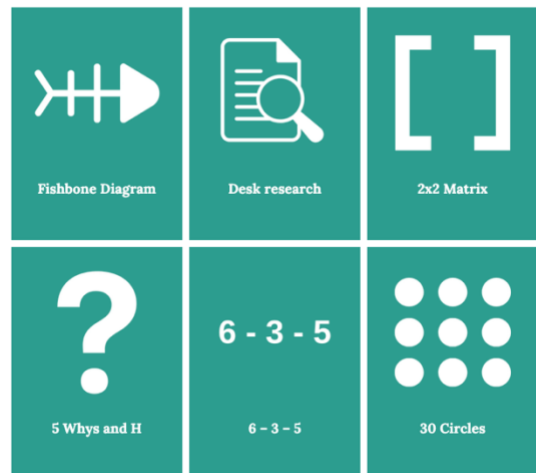
4) **Self-assessment method:** Based upon a logbook or journey approach it takes a teacher through the different phases regarding the uptake of design thinking in

entrepreneurship education. Through a combination of self-reflection questions, assignments and exercises, the teacher reflects upon how to apply design thinking and the DeThink approach and materials in their own course.

You can access all these resources here: https://dethink.eu/learning-resources

5. What do other teachers think

If you, as a teacher, want to know what the teachers who already used DeThink think of the approach and the content, here are some testimonials which we hope will inspire for using DeThink.

> *The platform provides training from a much more practical perspective by focusing on attitudinal and practical perspective, focusing on attitudinal and skill knowledge that seeks to develop these qualities for the future students will be able to overcome obstacles in an autonomous way through critical thinking and fostering an entrepreneurial spirit. I believe that DeThink's syllabus could be really enriching if its integration in the classroom is encouraged as it is not usually worked on much, but it is very useful in the development of the learning process, especially focused on how to develop in the future.*

> *This platform not only facilitates creativity, solution proposal, and prototyping but also offers a wide range of tools and resources to enrich classroom activities. By providing a practical and accessible space, it promotes active student participation and enhances creativity within an educational environment*

it offers a real possibility for teachers to acquire complete learning about "design thinking", to apply it in the classroom and to achieve the acquisition of competences and skills specific to this methodology in their students, which will be very positive both in their training period and in their professional stage.

It is a high quality place to consult the different strategies and methodologies that we can use with our students will help the educational community to embark on teaching with active methodologies based on entrepreneurial techniques. And thus complement the more traditional teaching with a new approach that helps to develop in students and teachers a series of competencies and skills necessary for professional and personal development in the future

6. Concluding remarks

Throughout the project lifetime, teachers have provided their insights, tips and tricks for using DeThink. As a conclusion to this guide, we offer the most relevant tips and tricks.

They are grouped around 3 dimensions: the first one related to the self-learning using the DeThink learning resources, the second related to preparing for implementation and the last one related to the interaction with students.

Dimension 1: Self-learning

- Set aside dedicated time for learning: To ensure that you make progress in your self-learning, set aside dedicated time for learning each week. This

will help you to stay focused and motivated. Schedule a short amount of time every day

- Identify what you want to learn and what you need to know before you start

- Set specific learning goals: Before you start using the platform, it's important to identify your specific learning goals. Do you want to learn about a particular aspect of design thinking? Or do you want to develop your overall understanding of design thinking in education? Once you have identified your goals, you can use the platform's resources to help you achieve them.

- Take notes: As you work through the platform's resources, take notes on key concepts and ideas. This will help you to remember important information and make connections between different parts of the material. Also it can help a lot to check DE-THINK Glossary included in the platform

- Reflect on your learning: Throughout your self-learning journey, take time to reflect on your learning. What have you learned? How has your understanding of design thinking in entrepreneurship changed? What questions do you still have? Reflection can help you to deepen your understanding and make connections between different ideas

Dimension 2: Preparing for implementation

- Use a variety of resources: The DeThink platform offers a variety of resources, including videos, articles, and interactive activities. To maximize your learning, try to use a variety of these resources included in the modules. This will help you to engage with the material in different ways and reinforce your understanding.

- Select the right tools: Use the filter options to identify the appropriate tools for the relevant purpose. If you get many options, consider trying more than one tool.
- Connect with others: The DeThink platform offers opportunities to connect with other learners and experts in the field of creativity in education. Take advantage of these opportunities to ask questions, share your ideas, and learn from others.

Dimension 2: Preparing for implementation

- Keep in mind that students need to feel motivated to engage - think about mechanisms to maintain their attention and keep them engaged.
- Once you have a selection of techniques, consider how these fit the learners.
- Connecting before content.
- Start with warm-up exercise.
- Give feedback.
- Ask for feedback.

And one last, but not the least important one:

Enjoy your learning journey and engage your students in a passionate journey into design thinking for entrepreneurship education