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“Be Competent in Entrepreneurship”

**Knowledge Alliances for Developing Entrepreneurship Competencies for the
Benefit of Higher Education and Business**



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1. Introduction

Innovative teaching and learning approaches together with integrating the self-assessment for learning approach are provided for staff involved in teaching for the development of Entrepreneurship competence (EC) of students and employees. A self-assessment for learning is used for enhancing EC learning in EE and subject-specific courses as well as in companies.

The aim of the report is to present the innovative teaching and learning approaches with integrating self-assessment for learning for the development of EC of students and employees. The objectives are:

- To identify the theoretical framework, supporting the development of innovative teaching and learning approaches with integrating self-assessment for learning;
- The results of investigation of teaching staff approaches/best practices in universities and companies in relations to the development of EC;
- Investigation results of factors influencing learning environments (e.g. expansive or restrictive).

The staff involved in teaching/coaching/ mentoring could get practical experience participating in joint workshops/seminars with students and employees and contributing to the development of innovative teaching methods. But because of the extreme situation of pandemic, the joint workshops/seminars with students and employees was not possible to be organised as in person meetings during the project lifetime. Therefore the focus of using new teaching and learning methods were piloted among students during the interventions in HEIs in each country. Also, innovative guidelines were developed for companies to support the development of EC among employees through the development of workplaces as an “expansive learning environment”. With these activities the basis for both sides (HEIs and companies) for the future cooperation activities were created. Innovative teaching and learning approaches are based on:

- theoretical framework;
- investigation results of teaching staff approaches/best practices in universities and companies in relations to the development of EC;
- mapping EE and subject-specific courses in universities;
- investigation results of factors influencing learning environments (e.g. expansive or restrictive)
- understanding the needs of the development of learners’ EC according to employers’ needs and societal challenges;
- principles of integrating self-assessment for learning.

Innovative teaching and learning approaches for the development of EC of students were implemented in different interventions (EE and subject specific courses, joint workshops with companies) in partner countries and in training workshops for teaching staff during the project. Embedding the support of the development of EC into EE courses enriches the study process for the students and teaching process for the teachers.

This report presents first the theoretical basis for the development of innovative teaching and learning approaches for entrepreneurship education courses as well as for companies. Next, the practical experiences of integration of the support of the

development of ECs among students and employees and the use of self-assessment for learning approach in universities are described. Finally, the results of project activities are concluded.

The report is based on the BeCome Project Deliverable D3.3.

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2. Theoretical framework, supporting the development of innovative teaching and learning approaches

Entrepreneurship education is becoming increasingly relevant in universities since, as stated in numerous studies, it contributes to the creation of new businesses and the development of an entrepreneurial mindset (Baggen et al., 2021; Berglund et al., 2020; Toutain et al., 2017; Lackeus, 2015; Riviezzo and Napolitano, 2010; Napolitano and Riviezzo, 2008; Fayolle, 2007; Clark, 2004). For this reason, it is important to improve it in universities, high schools and also in companies.

Two main approaches to EE can be identified in the entrepreneurship literature: the traditional approach and the active or interactive approach (Fayolle and Gailly 2008) or effectual approach (Sarasvathy, 2001). The traditional approach links entrepreneurship with economic plans and strategies. In fact, this approach is based on the impact of education on business development rates (Bae et al., 2014; Fayolle and Gailly, 2015). In this case, the teaching method is often a traditional, passive method for learners, comprising regular lectures, seminars, readings, business plans and group projects. According to this approach, technical skills are the most important and the evaluation is based on objective criteria, such as results obtained. On the other hand, the active or effectual teaching approach is adopted in uncertain environments (Gertz et al., 2018; Sarasvathy, 2001) and assumes that developing entrepreneurship competence is essential both to becoming an entrepreneur and succeeding in everyday life. Thus, in this case, the most frequently teaching methods used are based more on experimentation and direct action by students, which include company visits and field trips, guest speakers, and business simulation games (Hytti and O' Gorman, 2004; Mwasalwiba, 2010; Tasnim, 2012).

Moreover, in the literature, many scholars argue that an individual's active participation in the learning process is crucial for better results. By being a first-hand participant, each individual becomes aware of what he or she does not know and, therefore, must learn and put in more effort (Huebscher and Lendner, 2010; Read and Kleiner, 1996). Of course, to evaluate the effectiveness of a teaching method it is necessary to measure the performance of the students or employees involved.

For this reason, in the Project, innovative teaching methods for students have been introduced and, to measure the learning process, self-assessment tools have been used. Based on the Entrepreneurship competence model (Venesaar et al., 2022; Venesaar et al., 2018), new guidelines for supporting the development of students' EC by competence areas were created for teaching entrepreneurship as a key competence of life-long learning. In the model, 14 sub-competencies are divided into four entrepreneurship competence areas. Innovative and participative activities and videos have been proposed for each competence area and self-assessment for learning approach in the process of learning EC were used to support deep learning process for better understanding entrepreneurship sub-competencies. The self-assessment for learning approach is enriching the teaching and learning of EC and its sub-competencies.

The theoretical framework represented a starting point for all participating countries in the project in order to achieve the planned objectives.

2.1. Principles of using self-assessment for learning approach in entrepreneurship education

Self-assessment is a part of the wider assessment for learning (AFL) in education. In entrepreneurship education the integration of self-assessment for learning as a teaching and learning approach supports the awareness and a need of the development of students' entrepreneurship competence and support the development of self-regulated learning among students.

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there. Effective teachers integrate AFL in their lessons as a natural part of what they do choosing how much or how little to use the method. AFL can be adapted to suit the age and ability of the learners involved. AFL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

There are five main processes that take place in the self-assessment for learning:

(i) *Questioning* enables a student, with the help of their teacher, to find out what level they are at.

(ii) The teacher provides *feedback* to each student about how to improve their learning, or students may get the feedback automatically in the case the teachers have prepared by using digital tools.

(iii) Students understand what *successful* work looks like for each task they are doing.

(iv) Students become more independent in their learning, taking part in *peer assessment* and *self-assessment*.

(v) *Summative assessments* (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

According to John Hattie AFL helps in making understanding and knowledge 'more visible'. AFL helps learners understand what excellence looks like and how they can develop their own work to reach that level. Feedback has a positive effect on learner achievement. In John Hattie's seminal work on educational effectiveness, *Visible Learning for Teachers* (2011), Hattie ranked feedback strategies 10th out of 150

factors that bring about significant improvements in learner outcomes. This was particularly true if the strategies involved feedback about the learner's own work. Hattie's research also shows that using formative assessment in the classroom brings about real-world differences in learner achievement.

Assessment for learning helps teachers gather information to plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole. It also pinpoints students' strengths so that both teachers and students can build on them. Identifying students' learning needs in a clear and constructive way helps teachers better to address more attention to support the development of needed competencies.

For students, the assessment for learning provides information and guidance so they can plan and manage the next steps in their learning. Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

Assessment for learning should use a range of approaches. These may include:

- day-to-day activities, such as learning conversations
- a simple mental note taken by the teacher during observation
- student self and peer assessments
- a detailed analysis of a student's work
- assessment tools, which may be written items, structured interview questions, or items teachers make up themselves.

For teachers, assessment for learning helps teachers gather information to:

- plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole
- pinpoint students' strengths so that both teachers and students can build on them
- identify students' learning needs in a clear and constructive way so they can be addressed
- involve parents and families in their children's learning.

The self-assessment for learning makes effective on how well the information is used.

Assessment for learning in practice emphasises the creation of a learner-centred classroom with a supportive atmosphere, where students are not afraid to make mistakes and learn from them. Five approaches or strategies can be used in a lesson or programme of study: questioning, feedback incl reflection, peer assessment or peer learning, self-assessment, the formative use of school tests and exams.

3. Investigation results of teaching staff approaches/best practices in universities in relation to the development of EC

The mapping of entrepreneurship education courses at the beginning of the project shows that in most of partner universities mostly compulsory courses of entrepreneurship are introduced in curricula, in some universities also extracurricular courses and elective courses with different amounts (hours and ECTS) are used. In most of the EE courses also entrepreneurs are involved. The main type of courses offered were oriented to learning *for* and *through* entrepreneurship. This means that an effective approach is adopted in entrepreneurship education. The most frequent teaching methods used are based more on experimentation and direct action by students, including active discussions and practical exercises to solve real-life problems, company visits and field trips, guest speakers, interviews with entrepreneurs and business simulation games, etc.

According to what was planned in the project, each country defined EE and subject-specific courses in which the competencies were supported to develop among students. As a result of planning the integration of single entrepreneurship sub-competencies into the study programmes it was an important conclusion that there is a need to create teaching guidelines for supporting the development of EC according to entrepreneurship competence areas. Because of the different scope, content and focus of study of entrepreneurship courses the development of teaching and learning guidelines by entrepreneurship competence areas gives the necessary flexibility for lecturers to embed the support of EC development to study programmes.

But in the entrepreneurship courses following the opportunity discovery and exploitation process it is still more useful to support the teaching and learning of single entrepreneurship sub-competencies. This supports better understanding of each sub-competence in the context of the entrepreneurship process. The development of guidelines for supporting the development of EC by entrepreneurship competence areas together with using the self-assessment for learning approach required new activities and videos to use during the lessons. Next, the example of using the videos and exercises for supporting the development of sub-competencies by competence areas is illustrated based on the area of managing social situations.

The learning of entrepreneurship competence areas is suggested to start with the self-assessment for learning of each sub-competence of the competence area. The self-assessment for learning questionnaire includes one question of each sub-competence with three or four statements. For these questions please see the teaching and learning guidelines by competence areas (<https://becomeentrepreneurial.org/reports-and-publications/?wpv-category-for-reports=supporting-materials>). It is also suggested to discuss the results of the self-assessment for learning with students.

The entrepreneurship competence area of managing social situations include 3 sub-competencies: personal initiative, communication and cooperation skills. After the discussions of the results of self-assessment for learning of each sub-competence of the competence area, the exercises and discussions about videos and group works are helping to understand more deeply the essence of sub-competencies in different contexts. The theoretical overview about the EC area and each sub-competence can be explained before or after the exercises were discussed.

Exercise 1, based on videos

Video 1: From a software tester to an entrepreneur: what I've learned - Kristel Kruustük | AppiumConf 2018: <https://www.youtube.com/watch?v=bPyjilrRg8g>

Questions to answer when following the video:

What was Kristel's dream and what actions show her initiative, what she has learned?

Was her first decision following her dream?

Video 2: <https://www.youtube.com/watch?v=zMUSEYR80E8>

Business skills tutorial: Effective communication

In this tutorial, learn techniques for communicating effectively--including being consistent with your speech and body language and clearly stating your intentions--as well as ways to be an active listener.

Video 3: Animation: <https://www.youtube.com/watch?v=6fbE52YDEjU>

Teamwork can make dreamwork

Goal: the video viewer understands the importance and capabilities of the team

Keywords: Individual effort is important, but it's teamwork that makes the dream work

Exercise 2

1. Let's simulate a debate in which student groups will face off in pairs and will have 3 minutes for each group to defend their thesis.

GROUP 1 and 2 - Investing the recovery funds for young people

G1- agree/ G2- disagree

GROUP 3 and 4 - Men with nail polish are homosexual

G3- agree/ G4 - disagree

GROUP 5 and 6 – Companies that don't pay taxes must be absolved

G5 – agree/ G6 - disagree

You have 5 minutes to get together and define your strategy to persuade others.

Exercise 3

Try to remember and describe one situation where you have shown initiative - e.g. you have an initiative to do more than expected in some homework; you have looked for additional materials yourself, etc.

Noticed when someone needed help and provided that; you have worked hard with additional effort to achieve the goal.

After analysing the situation, discuss what were the motives that pushed you to take the initiative? Does it depend on your knowledge of the specific topic? How important was who you are with or some other variables?

The example illustrated here shows the structure of the competence area, and also the structure of possible exercises suggested to use in supporting the better understanding and development of entrepreneurship competence area and sub-competencies in the area. However, the choice of videos and exercises may be different according to the special content and scope of each entrepreneurship education course in different universities. In the process of planning and implementing the support of the development of entrepreneurship sub-competencies, the understanding of the needs of the development of learners' EC need to be considered according to employers' needs and societal challenges. The sharing of experiences of universities and teachers' feedback supported the learning from each other and to develop further the teaching and learning guidelines.

In table 2 a list of podcasts is presented where the experiences of different universities and companies are explained about supporting the development of EC among students and employees

Table 2. Topics of the podcasts

Number of Podcast	Title
1	What is the BeComE project?
2	Critical Entrepreneurship Competences on Students and Workers
3	Employees Experiences of Workplaces as Learning Environments
4	Employer's Needs in the Area of Entrepreneurial Competencies. Results from interviews with SME owners and managers (Enterprise)
5	Employer's Needs in the Area of Entrepreneurial Competencies. Results from interviews with SME owners and managers (University)
6	Teacher's experience how to embed the competencies as part of the course content
7	How to integrate competencies with the topics of entrepreneurship education
8	Integrating competence areas in subject-specific course
9	Experience with using the competence model in entrepreneurship education course
10	Integrating competencies to subject-specific course
11	Workplace development on the example of Vincit
12	Introducing digital interactive self-assessment tool
13	Workplace Learning Environments - Challenges to Managers
14	Contribution of BeComE Project to the Perspectives of Entrepreneurship Education

In addition there are also a number of videos and other learning materials on how to support the development of EC in universities and companies. The guidelines by competence areas and the videos and podcasts and other learning materials are uploaded in BeComE project website: <https://becomeentrepreneurial.org/>

4. Investigation results of factors of learning environments (e.g. expansive or restrictive) influencing the development of ECs in companies

The features of a learning environment have a significant effect on the learning process. The development of learning environments in the business as well as higher education context has been a key element of the BeComE project. During the project, empirical research was done by the project partners where the main focus was on workplaces as learning environments. Workplaces as learning environments as an analytical tool, stems from Fuller and Unwin's (2004) framework of *expansive-restrictive* framework that identifies and evaluates different features of a workplace in terms of the organisational culture (e.g., distribution of knowledge) and workplace learning (e.g., forms of participation). With this conceptual and analytical framework it is possible to analyse which workplace features and work situations either invite and support learning and which workplace features are likely to inhibit it.

Based on this framework a questionnaire has been developed by James and Holmes (2012) whose survey includes seven Workplace as a learning environment (WLE) factors altogether. For the initial analysis that was carried out, all these factors were used, but later different items were merged to five main WLE factors which contained 16 question items on a Likert response scale. These five WLE factors are (1) challenging and developing work tasks; (2) participation and understanding of the workplace; (3) recognition as an expert and learner; (4) resources to help learning and (5) congruence with organisational goals.

The relationship between different WLE factors and entrepreneurship competence (EC) sub-competencies were analysed through utilising Spearman correlations and Bayesian multilevel regressions. According to the analysis, all the EC sub-competencies and WLE factors correlate positively (see Table 1 in D4.2). Correlations were found to be statistically significant ($p < .001$) and mostly on the medium effect size ($r > .3$). The only exception was found to be Growth Mindset which correlated only weakly with all the WLE factors ($r < .12$).

The analysis also illustrated that from all the different WLE factors WLE1 Participation and understanding of the workplace as well as WLE2 Challenging and developing work tasks had the strongest predictive, statistically significant predictive power concerning entrepreneurship sub-competencies. This has important practical implications when it comes to the development of EC via developing workplaces as learning environments. Since the results highlight which WLE factors have the strongest positive relationships to singular EC, the analysis also offers insights of which qualities and aspects of the workplace should be developed to achieve the best results concerning EC. Special effort should be put into the participative practices and processes of the organisation since active engagement and proceeding participation at one's workplace is the cornerstone of workplace learning (e.g., Lave & Wenger 1991) and entrepreneurship competence, as the results suggest. Moreover, taking more challenging and non-routine work tasks, being able to use a variety of skills such as problem-solving (a distinct entrepreneurship sub-competence already) reflects very positively to whole entrepreneurship competence. However, as the majority of entrepreneurship sub-competencies correlate positively with all WLE factors, it is

crucial for companies to allocate a sufficient amount of resources for the development of workplaces in accordance with *all* the five WLE factors as they are all positively connected with the majority of the entrepreneurship sub-competencies and support their development. So how do these insights and findings relate to the imperative for companies to invest in these WLE factors in their future tasks.

The partner companies' views about the benefits of having learned about expansive workplaces were diverse and manifold. The main benefit that was explicitly mentioned among most of the companies was that because of the project WLE-related workshops, they now understand the significance and importance of expansive workplaces as learning environments. The companies were able to 1) identify what practices already supported the competence development of employees 2) identify the company's bottlenecks and what could still be improved and 3) gain insights, ideas, and practical tools to make the needed improvements. After learning about the benefits of an expansive workplace, the companies were inspired to implement new WLE-related practices (e.g. 360 feedback tool, offering mentoring, creating new study programmes) and even redesign the goals and business models of the company after learning about the importance of goal clarity and congruence and starting open discussions with employees as a part of improving the company's participation practices. The companies reflected the "learning curve" in terms of workplace learning and "seeing the workplace with new eyes" which resulted in diverse team building activities, new ways of sharing information and the creation of career development paths for employees. All companies also agreed that their work on developing the workplaces to be more expansive as learning environments is something that is now a priority for them and will continue in the future even after the project ends, which supports the sustainability of project activities in the future. As a result, these new practices and implemented actions will significantly support the development of EC among employees in the future when taking into account the positive relationships of WLE factors and EC.

5. Practical use of self-assessment for learning in entrepreneurship education.

In the current project two types of self-assessment for learning are used, which are needful for students and teachers/coaches/mentors/HR managers with the aim of supporting the measurement and the development of entrepreneurship competence and its sub-competencies among students and employees. Why assess?

1) self-assessment as learning about measurement the level of entrepreneurship competence is used to provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps. This self-assessment includes all sub-competencies of the entrepreneurship competence. The level of self-assessment at the beginning of the course is also useful for teachers at the group level to monitor the knowledge, skills and attitudes of students regarding entrepreneurship competence and to plan the support of the development entrepreneurship competence of students through the study programme during the semester. This means that the results of self-assessments show to teacher/coach/mentor about what sub-competencies have been assessed at the lower level and what requires more attention to support the development of these sub-competencies among students in universities. This shows also for HR managers what factors are needed to develop in workplaces as learning environments in companies, which are important to enhance the development of EC among employees. This type of self-assessment can be used also for the impact analysis as a result of intervention supporting the development of entrepreneurship competence among students in universities as well as employees in companies.

2) self-assessment for learning is used to enable students to get understanding about their own abilities in entrepreneurship sub-competencies, get advice on how to learn and develop these sub-competencies or develop the area of entrepreneurship competence. Self-assessment for learning is used by a single sub-competence or a pair of sub-competence or all sub-competencies of the competence area together. This method gives an opportunity to discuss more deeply the results of self-assessment in the classroom and helps better understand the essence of each sub-competence and what is important to consider on how to develop the sub-competence. Teachers/coaches/mentors can guide the discussions and help to determine next steps in advancing students' learning. In this case students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.

In the BeComE project during the first year, an initial self-assessment of entrepreneurship competence and its sub-competencies by students and employees to assess their level of knowledge and awareness of each sub-competence were carried out during 2020. According to the comparative analysis, the results of the first self-assessment survey allowed us to determine a gap in student's understanding of sub-competencies compared with employees, i.e. the requirements of employers. The summary selection includes six sub-competencies characterising students' personal development marked in more than one country: *growth mindset, emotion regulation, creativity, planning, ethical and sustainable thinking, personal initiative*. At the same time there were differences between partner countries. Based on study results, the

university partners have agreed to start the piloting self-assessment for learning approach of teaching and learning those entrepreneurship sub-competencies, the level of which has been assessed lower than the same sub-competencies among employees. Each participating country chose at least 3 sub-competencies first, and increased the selection of sub-competencies (until 5-11) to pilot the planning of course programmes and integrate the support of entrepreneurship sub-competencies into entrepreneurship education course programmes of universities during 2021. The companies could also increase their awareness about the level of different sub-competencies of employees.

Subsequently, for EE-courses, in order to make the teaching process more efficient, new guidelines for supporting the development of students' EC were proposed in which sub-competencies were no longer explained individually, but were merged into competence areas. Thus, partner universities had an opportunity to use the guidelines by competence areas. In this case mainly students were offered four lessons, each dealing with one entrepreneurship competence area (*self-management, creative thinking and finding solutions, managing social situations and acting upon opportunities and ideas*) preceded by the initial self-assessment and followed by the final self-assessment of each group of competencies. At the same time, the guidelines for supporting the development of students' EC by single sub-competencies can be also used if needful. The activities and videos in the proposed new guidelines were used in each of the partner universities in different courses. When piloting the integration of the support of learning entrepreneurship sub-competencies into course programmes of subject-specific courses, mainly the guidelines of single sub-competencies are used.

For entrepreneurship education courses, it was proposed to administer the same self-assessment test to students at the beginning and at the end of the course in order to allow students to receive feedback from the self-assessment and to discuss individual self-assessment results. The self-assessment before and after the intervention allows also to measure the change of the level of students' self-assessment by single sub-competencies. When using the interactive digital tool of the self-assessment for learning, students can get feedback automatically about their assessment results.

In general, the use of self-assessment tool and the new teaching guidelines for supporting the development of students' EC, which include activities and videos that require active student participation, showed that students improved in entrepreneurship competencies and became more aware of how crucial they are in business and everyday life. For example, in many cases, entrepreneurship sub-competencies such as creativity or problem solving were taken for granted by the students during lessons. They did not think that by doing activities, exercises could be improved. Just as they had never focused on how to develop a growth mindset or metacognition. This teaching approach and, consequently, also the self-assessment for learning are a functional and direct learning approach, useful for both students and employees.

Conclusion and implications

This report explains the development of innovative teaching and learning approaches developed during the project lifetime and the description of practical planning and implementation of these teaching approaches in partner universities. The theoretical framework supporting the development of innovative teaching and learning approaches is relying more on experimentation and direct action by students, which include company visits and field trips, guest speakers, and business simulation games (Hytti and O' Gorman, 2004; Mwasalwiba, 2010; Tasnim, 2012), and also on practical activities supporting the understanding of entrepreneurship sub-competencies among students. In addition, based on the Entrepreneurship competence model (Venesaar et al., 2021; Venesaar et al., 2018), new guidelines for teaching entrepreneurship as a key competence of life-long learning was created. So, innovative and participative activities and videos have been proposed for each entrepreneurship competence area and self-assessment for learning approach was used before during the courses to support the understanding of entrepreneurship sub-competencies of students. The theoretical framework represented a starting point for all participating countries in the project in order to achieve the planned objectives.

The contribution of the project includes the elaboration of the methodology on how to use self-assessment for learning approach in entrepreneurship education and subject-specific courses. For that purpose the training of teaching staff was provided through common online partner workshops for teachers or local workshops by partner universities in their own country (see <https://becomeentrepreneurial.org/>). The project partners are proposing the examples of the structure of the guidelines for the improvement of the teaching and learning environment for supporting the development of EC by competence areas. According to the experience received from implementing the new guidelines for supporting the development of EC in the courses, the opinion of teachers is that the self-assessment for learning approach is enriching the teaching and learning of entrepreneurship competence and its sub-competencies.

A self-assessment was used also in companies to inform the level of EC among employees of each company. Innovative guidelines were developed for companies to support the development of entrepreneurship sub-competencies among employees through the development of workplaces as an “expansive learning environment”. All companies also agreed that their work on developing the workplaces to be more expansive as learning environments is something that is now a priority for them and will continue in the future even after the project ends. As a result, these new practices and implemented actions will significantly support the sustainability of the development of EC among employees in the future when taking into account the positive relationships of the factors of developing workplaces as learning environments and EC sub-competencies. Therefore we can conclude that based on practical experiences of universities and companies during the project lifetime the sustainable basis for both sides (universities and companies) for the future in person cooperation activities was created. This experience shows the learning possibilities also for other European universities and companies on how innovative teaching and learning including the self-assessment for learning approach can be used for supporting the development of students' EC.

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