

Introduction												
Introductory video This video should summarize the main aspects and relevant contents/characteristics of the MOOC. Maybe it could be done after we have the rest of the final draft materials. *To keep the narrative, we could do very short introductory videos (using the same voice/person/character) to all modules/submodules.	20 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
Glossary A compilation of the main terms that will be used during the MOOC and can cause doubts.	10 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
Self assessment Entrepreneurial competences and teaching methods. The main objective of this assessment shall be to make participants aware of what they already know and from where they depart.	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Selbst
Gesamtarbeitsbelastung der Einheit	1h											

<p>Competences, skills and values in general</p> <p>Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment.</p> <p>(70%), Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value.</p> <p>(10%)</p>													
<p>Entrepreneurial competences</p>													
<p>Pre-reading + introductory video Reading and audiovisual materials regarding the basics of entrepreneurial education.</p>	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
<p>Quiz Formative assessment based on the pre-reading. Multiple choice questions. Can be used as an entry pre-competence test (to check the level of teachers' pre-competence).</p>	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	3	Formativ	Automatisiert	
<p>Videos of best practice Short videos (3 - 6 mins) with good examples. Can be existing or newly recorded videos.</p>	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Nein	Nein	Nein			

Discussion based on reading, videos and own experiences Discussion based on questions. For this forum assignment we recommend having only 2-3 questions not focused exactly on the videos, but maybe things and characteristics shared by all/most examples.	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	2	Formativ	Kollege
Gesamtarbeitsbelastung der Einheit	4.5h											
Pedagogical approaches, teaching and assessment												
Videos Videos on pedagogical approaches, learning outcomes, learning theories, constructive alignment etc.	115 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
Quiz Short formative assessment related to the pre-reading.	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	3	Formativ	Automatisiert
Videos/materials on best practice Participants will be provided with materials on good practices in flipped classroom and work-based learning approaches (E+ project RAPIDE).	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Nein	Nein	Nein		
Discussion based on the pre-reading, videos and own experience Participants will be divided in groups and provided with questions for discussion.	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	2	Formativ	Kollege
Gesamtarbeitsbelastung der Einheit	5.41h											
Final test												
Final test - Copy	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	10	Summativ	Automatisiert

Gesamtarbeitsbelastung der Einheit	0.5h												
Entrepreneurial competences- Copy													
Pre-reading + introductory video Reading and audiovisual materials regarding the basics of entrepreneurial education.	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Quiz Formative assessment based on the pre-reading. Multiple choice questions. Can be used as an entry pre-competence test (to check the level of teachers' pre-competence).	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	3	Formativ	Automatisiert	
Videos of best practice Short videos (3 - 6 mins) with good examples. Can be existing or newly recorded videos.	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Nein	Nein	Nein			
Discussion based on reading, videos and own experiences Discussion based on questions. For this forum assignment we recommend having only 2-3 questions not focused exactly on the videos, but maybe things and characteristics shared by all/most examples.	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	2	Formativ	Kollege	
Gesamtarbeitsbelastung der Einheit	4.5h												
Entrepreneurial competences- Copy- Copy													

<p>Discussion based on reading, videos and own experiences</p> <p>Discussion based on questions. For this forum assignment we recommend having only 2-3 questions not focused exactly on the videos, but maybe things and characteristics shared by all/most examples.</p>	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	2	Formativ	Kollege
<p>Videos of best practice</p> <p>Short videos (3 - 6 mins) with good examples. Can be existing or newly recorded videos.</p>	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Nein	Nein	Nein		
<p>Quiz</p> <p>Formative assessment based on the pre-reading. Multiple choice questions. Can be used as an entry pre-competence test (to check the level of teachers' pre-competence).</p>	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	3	Formativ	Automatisiert
<p>Pre-reading + introductory video</p> <p>Reading and audiovisual materials regarding the basics of entrepreneurial education.</p>	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>Gesamtarbeitsbelastung der Einheit</p>	4.5h											

<p>Developing entrepreneurial competences</p> <p>Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment. (10%), Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. (40%), Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences. (10%)</p>										
<p>Evaluating the pre-knowledge on entrepreneurial competences</p>										
<p>Introductory videos Videos about the entrepreneurial competences framework - ENTRECOMP Europe.</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein
<p>Introduction to EntreComp Edu Get to know how to apply the EntreComp framework to education.</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein

<p>Discussion Discussion on the entrepreneurial competences framework. E.g. Participants in groups discussing various aspects or dimensions of the entrepreneurial competence framework.</p>	60 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Nein	Ja	Nein	Nein	Nein		
<p>Final test</p>	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	10	Summativ	Automatisiert
<p>Gesamtarbeitsbelastung der Einheit</p>	2.5h											
<p>Real-world requirements for entrepreneurial competences Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment. (10%), Identify what entrepreneurial competences students need in the contemporary world to seize and create opportunities and meet challenges to generate value. (90%)</p>												
<p>Real-world requirements</p>												

Introductory presentation videos and readings Videos on the future of jobs. References: Frey & Osborne 2013 and 2017, World Economic Forum, ENTRECOMP and sustainability etc.	90 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Case-study analysis Examples of entrepreneurial stories. Several stories, analyzing them from different points of view (scientific fields, countries, regions), producing essays on students' entrepreneurial skills needed for this particular entrepreneurial environment. Making generalizations.	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Peer-review Assessing the essays according to rubrics. [For moving the course to the WP platform, it shall be turned into self-assessment based on the criteria from the rubrics]	90 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	10	Formativ	Kollege	
Gesamtarbeitsbelastung der Einheit	4h												

<p>Relevant pedagogical approaches</p> <p>Describe pedagogical approaches, teaching and assessment methods that enhance students' engagement to develop students' entrepreneurial competences in online learning environment. (10%), Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. (10%), Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment. (80%)</p>										
<p>Relevant pedagogical approaches</p>										
<p>Introductory materials Introductory videos (10 mins per video) and other materials on pedagogical approaches (strategies): - in general - flipped classroom - problem/project-based learning - inquiry-based learning - work-based learning.</p>	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein

Branching scenarios Possibility of creating a character; selecting relevant pedagogical approaches related to the acquisition of spotting opportunities, sustainable and ethical thinking, creating values.	60 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	9	Formativ	Automatisiert
Discussion Discussion about the scenarios.	60 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	2	Formativ	Kollege
Gesamtarbeitsbelastung der Einheit	3h											
Evaluating the digital teaching and learning skills of students and staff Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. (50%) , Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. (40%) , Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences. (10%)												
Digital skills for teaching and learning												

Introductory Videos General videos on technology enhanced learning. These videos should focus on digital skills necessary for different scenarios. (The different modes of delivery will be further explored on the Delivery Models of Teaching and Learning module).	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Self-assessment of digital skills (first part) A rubric for self-assessment. Comparing to the average according to different criteria. Gap analysis and feedback. Evaluating pre-knowledge of digital skills according to the DigComp framework, using the Digital Skills Assessment tool from the European Commission platform (https://digital-skills-jobs.europa.eu/en/digital-skills-assessment).	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Automatisiert	
Content provision and practice Provision of different scenarios and choosing the tools that can enhance teaching and learning for that scenario. The scenarios are chosen according to the results from the first self-assessment, for each skill.	75 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Reflection on digital skills at own institutions Essay on ways to improve faculty digital skills at your institution. Use your strengths/weaknesses as examples.	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
Peer-review Peer-review of the essays with suggestions for improvement.	75 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	5	Formativ	Kollege	

<p>Self-assessment of digital skills (second part) A rubric for self-assessment. Comparing to the average according to different criteria. Progress analysis and feedback. Evaluating resulting knowledge of digital skills according to the DigComp framework, using the Digital Skills Assessment tool from the European Commission platform (https://digital-skills-jobs.europa.eu/en/digital-skills-assessment).</p>	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Automatisiert
<p>Gesamtarbeitsbelastung der Einheit</p>	5.5h											

<p>Learning design concept and tool</p> <p>Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. (10%), Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment. (10%), Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. (80%)</p>													
<p>Learning design concept and tool</p>													
<p>Introductory video Video on learning design concept and the tool (10 min in total). BDP Learning Design tool: https://learning-design.eu/en/</p>	90 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
<p>Quiz A short automated quiz related to the learning design concept.</p>	10 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	2	Formativ	Automatisiert	

Case-study analysis Several case-studies provided and discussed in groups. Delivery mode is hybrid.	120 min	Untersuchung	Online	Synchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	Nein		
Preparing learning design Preparing learning designs/sessions in an LD tool based on the discussion related to the case-studies based on the hybrid delivery mode. (Self-assessment instead of teacher assessment in WP.)	280 min	Produktion	Online	Synchron	Lehrer nicht anwesend	Ja	Ja	Lehrer	Nein	30	Summativ	Lehrer
Gesamtarbeitsbelastung der Einheit	8.33h											

<p>Learning resources</p> <p>Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. (10%), Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking. (80%), Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. (10%)</p>										
<p>Learning resources</p>										
<p>Discussion Discussion on the takeaways from this course related to learning resources and what's missing. Finding information to support ethical and sustainable thinking.</p>	90 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Ja	Kollege	Nein	Nein
<p>Video Videos on how to find relevant and reliable resources about ethical and sustainable thinking.</p>	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein

and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(10%)**, Evaluate the learning process and students' acquisition of learning outcomes related to entrepreneurial competences. **(80%)**, Create interactive learning designs and sessions developing students' entrepreneurial competences, minding students' pre-competence, available resources and pedagogical techniques that enhance students' engagement and motivation. **(10%)**

Evaluation and quality assurance												
Pre-reading Reading materials on evaluation and QA in HE.	60 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
Quiz Short quiz based on the pre-reading.	60 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	3	Formativ	Automatisiert
Self-evaluation Self-evaluation of a learning design, learning resources and the learning process, based on a rubric.	90 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	20	Summativ	Selbst
Gesamtarbeitsbelastung der Einheit	3.5h											

Delivery models of teaching and learning

Use appropriate technology to support sound pedagogical approaches that contribute to the development of students' entrepreneurial and problem-solving skills. **(20%)**, Integrate the learning material available in the MOOC with other appropriate teaching and learning resources to foster entrepreneurial competences and ethical and sustainable thinking. **(10%)**, Identify relevant pedagogical approaches to support students to analyse the impacts of ideas, opportunities, actions, created values and ethical implications in the selected real-world environment. **(0%)**, Evaluate individual and group strengths and weaknesses of students and staff regarding hybrid and digital teaching and learning about entrepreneurial competences. **(10%)**

Delivery models on teaching and learning

Videos on different delivery modes
Videos on different modes of delivery.

60 min

Untersuchung

Online

Asynchron

Lehrer nicht anwesend

Nein

Nein

Nein

Nein

Nein

Discussion on good practices Group discussion on good practices, based on delivery modes.	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	2	Formativ	Kollege
Gesamtarbeitsbelastung der Einheit	2.5h											
Hybrid teaching and blended learning												
Videos on best practices (hybrid teaching and blended learning) Videos related to best practices hybrid and blended delivery.	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein	Nein	
Discussion on hybrid teaching and blended learning Group discussion on hybrid teaching and blended learning, based on the video.	90 min	Diskussion	Online	Synchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	2	Formativ	Kollege
Gesamtarbeitsbelastung der Einheit	2.5h											
Further personal development												
...												
Final self-assessment Entrepreneurial competences and teaching methods	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Selbst

<p>Recommendation for further independent work</p> <p>In this submodule, we can include some related open courses or videos, as well as interesting papers. Perhaps it could be divided as a directory, having different "sections" for each of the topics: hybrid learning, digital learning, face to face teaching, etc. (here we could also include a section referencing papers focused on the covid-19 consequences on the digitalization of universities...)</p>	60 min	Untersuchung	Online	Synchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein
<p>Gesamtarbeitsbelastung der Einheit</p>	1.5h									
<p>Gesamtarbeitsbelastung des Kurses</p>	59h									