



The E-Incubator for Young Entrepreneurs

**EYE Model For Acquiring
Knowledge Economy Skills**

Facilitator Manual



EYE

The
E-Incubator
For
Young
Entrepreneurs

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Model For Acquiring Knowledge Economy Skills

A training guide for implementing the EYE Model in facilitating the acquisition of Knowledge Economy Skills through distance learning, Knowledge Building methodologies and Computer-Supported Collaborative Experiential Learning education technology.

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The E-Incubator for Young Entrepreneurs Model For Acquiring Knowledge Economy Skills

ACRONYMS

CoP - Community of Practice

CSCL - Computer-Supported Collaborative Learning

ESE - Entrepreneurship Self-Efficacy

EYE – E-Incubator for Young Entrepreneurs Model

KB – Knowledge Building, an educational pedagogy focused on collaborative experiential learning

KF – Knowledge Forum, education technology formulated specifically for knowledge building

OECD - The Organization for Economic Cooperation and Development, an international research outfit that specializes in side-by-side comparisons between different economies

PhBL - phenomenon-based learning based in constructivism pedagogical theory

STEM – Science, Technology, Engineering, Mathematics

SRL - Self-regulated learning

UNESCO ICT CFT – United National’s framework for Information & Communication Technologies Competencies for Teaching

LEGENDS



Facilitator-led small group discussion on topic – sharing of ideas

Questions to be answered by trainees

words

Words highlighted in blue throughout the text are to be added to your course’s glossary and explored as separate topics within the curriculum



Introduction

Welcome to the E-Incubator for Young Entrepreneurs (EYE) Model for acquiring Knowledge Economy skills. As a Facilitator, you are about to embark on a fascinating journey of transformation – introducing your learners to the dramatis personæ of the EYE model:

1. **Community of Practice**
2. **The Future of Work**
3. **Mindset**
4. **Entrepreneurship / EntreComp Competencies**
5. **Knowledge Building Collaborative Experiential Learning**
6. **E-Learning**
7. **Pathways**
8. **Research**



These components work together to equip beneficiaries of a complete ecosystem of training – from learners in primary, secondary and tertiary education to the unemployed and individuals wishing to embark on the path toward successful entrepreneurship. During the course, they will develop skills to deal with both what is expected as well as what cannot be anticipated as they explore the worlds of entrepreneurship, school readiness and the 21st Century workforce. The EYE Model Facilitator Manual incorporates the first five elements intended to guide facilitators in introducing and implementing coursework in a variety of innovative learning environments. The manual is organized into five units around study that is intended to address the needs of learners at various levels.



Unit 1. Community of Practice is a virtual space where instructors, trainers, teachers, facilitators and tech support staff can be trained, use the model’s tools, methodologies and resources, make references to literature, case studies and best practices, and interact with each other on an ongoing basis. The **Roles of EYE Facilitators** are explored in addressing issues of effective teaching and learning.



Unit 2. The Future of Work focuses on how ideas have become the currency of the Knowledge Economy based on a growing codification of knowledge and its transmission through information and communication technologies and computer networks. By examining different aspects of the Fourth Industrial Revolution – commonly referred-to as Industry 4.0, facilitators will delve into the need to create solutions for some of the most serious challenges facing the world today in order to prepare learners for 21st Century jobs, including the acquisition of skills in demand by today’s employers and a different workforce than past centuries.



Unit 3. Mindset comprises underlying beliefs that orient behaviors and a way of thinking - a learned cognitive model that is acquired slowly and subtly, over a long period of time as the result of experiences. The course's Mindset component explores ways of driving behaviors toward success in four areas: entrepreneurship, work, school and life. It aims to promote capabilities for analytical problem-solving, innovation and creativity, self-direction and initiative, flexibility and adaptability, critical thinking, and skills in being able to communicate, work in teams and collaborate. These are skills needed for successful entrepreneurship and can also improve an individual's employability in the 21st Century workforce that demands a different set of skills than those taught in traditional education curricula, which can be applied to students of all ages, from primary school through higher education.



Unit 4. Entrepreneurship Training / EntreComp Competencies

includes activity on engaging in problem-solving and experiential learning with a review of the EntreComp framework for entrepreneurship competences. It aims to help learners acquire 21st Century skills required in the Knowledge Economy that will sustain them through their journey toward successful entrepreneurship. These skills also enhance employability with capabilities for analytical problem-solving, innovation and creativity, self-direction and taking the initiative, flexibility/ adaptability, critical thinking, and skills in being able to communicate, work in teams and collaborate.



Unit 5. Knowledge Building Collaborative Experiential Learning forms the pedagogical structural foundation for the EYE model, bundling technology, pedagogy, teacher training and assessment tools around experiential learning. Knowledge Building is aligned with information and communication technology standards promoted by UNESCO's Competency Framework for Teachers that support Technology Literacy, Knowledge Deepening and Knowledge Creation. Knowledge Building also answers clarion calls for education transformation by imparting skills needed for the Fourth Industrial Revolution, a significant challenge that will impact society's future in being able to integrate their citizens into the Knowledge Economy workforce by training for transversal skills such as critical thinking, collaboration, communication and the application of creativity to problem-solving. Knowledge Building also promotes problem-solving that binds together the STEM movement and is apparent in all business applications and valued for well-functioning societies. The EYE model offers methodologies and training as mechanisms to apply acquired skills toward examining problems



The Facilitator Manual includes practical activities, reflection questions and tools to deepen users' understanding of the concepts presented. Each unit includes introductory and intermediate tasks for use with small groups or teams to encourage dialogue, promote active engagement, foster a culture of collective responsibility, and take users deeper into the material. The tasks, discussion questions, and tools frame reflections and dialogue about the coursework and provide opportunities to apply them to a learner's experience.

EYE Model Overview



Unit 1 - Community of Practice / Role of EYE Facilitators

- Creating a virtual meeting place for instructors, teachers and mentors to network, share resources and collaborate
- Tips on facilitating the coursework
- Scheduling tech support and training to use the tools, methodologies and resources offered during the course
- Improving their performance through on-going opportunities for professional development



Unit 2 - The Future of Work

- Understanding the evolving nature of a global workforce and the skills that are in demand;
- Discussing how the “4Cs of Future Education” – critical thinking, collaboration, communication and creativity – are demonstrated in the 21st Century workforce, in entrepreneurship, and in civic engagement;
- Understanding how a disruption of industries will influence the Future of Work across fields.

Unit 3 - Mindset



- Understanding the characteristics of a mindset;
- Determining whether learners possess a growth mindset that allows them to seek and exploit opportunities;
- Exploring the nature of change and its drivers;
- Demonstrating how an entrepreneurial mindset can empower ordinary people to accomplish extraordinary things;
- Exploring the attitudes, skills and behaviors that individuals need to succeed, not only in entrepreneurship but also academically, personally and professionally, present in an entrepreneurial mindset ;
- Building and organizing new ideas with mind mapping;
- Making choices, including SMART goal setting;
- React vs Respond
- Explanatory Styles and Self-Efficacy
- The Search and Discovery Processes
- Critical Thinking and Idea Validation
- Problem vs Need

Unit 4 - Entrepreneurship Training / EntreComp Competences



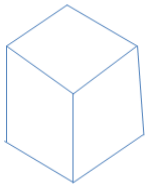
- Expanding an understanding of entrepreneurship;
- Examining the EntreComp Framework, made up three competence areas that constitute the essence of an entrepreneurial mindset and the unlimited opportunities it can provide;
- Training mentors to facilitate the acquisition of skills and mindset to develop entrepreneurship competences;
- Introducing this program in a community, sector or learning environment;
- Understanding the broader application in learning environments teaching entrepreneurship;
- Assisting learners of all ages access resources to become successful business owners.

Unit 5 - Knowledge Building Collaborative Experiential Learning



- Utilizing multi-disciplinary knowledge-building methodologies and technology within innovative learning environments, from traditional schools to online training, nonprofit organizations, international development institutions and governments;
- Presenting learners with a range of problems presented within a social or business-related context that require actions or solutions;
- Supporting learners with self-directed learning to carry out research and investigations while probing authoritative resources in order to refine their solution hypotheses over time;
- Acquiring deep learning techniques for understanding problems leading toward the development of problem-solving strategies;
- Working with learners in teams and small groups to collaboratively identify and solve problems and devise strategies that could lead to resolution or a solution, not only in local small groups but also with their peers in other cities, states/provinces and countries working in the electronic platform if desired;
- Mentoring learners in an exploration of a problem that will require them to employ targeted Knowledge Economy skills and set them on pathways to entrepreneurship, gainful employment or a return to formal education;
- Training teachers, instructors and mentors to facilitate the acquisition of skills and enroll them as members of the Community of Practice.

Supplemental Material and Activities



- Recommended resources that are related to the topics contained in the coursework
- Use supplementary content to spark in-class discussions or to provide interested learners with more learning material outside class

