



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Advancing Excellence in Evidence-Based Entrepreneurship Education

[Course: Advancing Excellence in Evidence-Based Entrepreneurship Education | Open Courses](#)

Introductory section

Ana Cruz Garcia,

Hincks Centre for Entrepreneurship
Excellence.



Hincks Centre for Entrepreneurship Excellence,

part of the School of Business - supports entrepreneurship in all its forms through
research, education and training.

Established in 2013, the Centre has an excellent track record in collaboration with industry, higher education and policymakers at regional, national, European and international level.

- Currently managing €1.8million+ of externally funded projects.
- Sources of funding include: HorizonEurope, Interreg, Irish Aid, Erasmus, HEA, TURise.

Examples of our research & education:

- Silver Economy (industry and the ageing population)
- Female entrepreneurship
- Social and community enterprise development.
- Supporting enterprises for a circular economy
- Innovative Entrepreneurship education and assessment.
- PhD & Masters supervision
- Micro-credentials/digital badges.

Awards: Sustainability Project award from European Commission's Interreg, National Entrepreneurship Teaching x 2 (DELTA).

Hincks Centre Projects and the SDG'S 2024



Web: <https://hincks.mtu.ie/>

Head of the Hincks Centre: Dr Helen McGuirk,
helen.mcguirk@mtu.ie

HINCKS CENTRE FOR ENTREPRENEURSHIP EXCELLENCE

10 Live external project (2 x Horizon)



105

International Partners
(approximately 50 'live' partners)



> €4 m

External Funding



> 500

Citations



11

Awards
(2 DELTA)



31

Local / National Partners



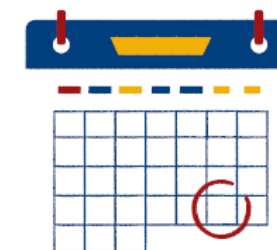
10

PHD/Masters
(2 RÍSAM, 1 SFI)



29

Peer review Publications
(2018 to date)



74

Events hosted



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Learning Outcomes:

You will:

1. Build knowledge of other non-traditional types of entrepreneurs (young, seniors, women), diverse industries/sectors (arts, environmental sciences...) and methods of validating entrepreneurship.
2. Reflect on how entrepreneurship practices in different topics can be introduced in an educational context and how they can be best assessed.
3. Critically assess how the research on the different entrepreneurship forms can enrich entrepreneurship educational practices.

Units emerged out of our educational practices, EU projects and our personal research (**3-way sharing**)



Course schedule:

| Date | Week | Online meeting | Unit/Description | Facilitator |
|-------------|---|--|--|------------------------------------|
| Week 1 | 20 th September 2024 or 24 th September 2024 | Friday 14:00-14:30 or Tuesday 14:00-14:30 | Introduction and triad allocation | Ana Cruz García |
| Week 2 | 27 September 2024 | Friday 14:00-15:00 | Inclusive Entrepreneurial Ecosystems | Ana Cruz García |
| Week 3 | 4 October 2024 | Friday 14:00-15:00 | Increasing success rates with improved decision making tools | Ana Cruz García & Niall O'Leary |
| Week 4 | 11 October 2024 | Friday 14:00-15:00 | Opportunities in the Silver Economies | Ana Cruz García & Helen McGuirk |
| Week 5 | 18 October 2024 | Friday 14:00-15:00 | Entrepreneurship in the Marine Sector | Ana Cruz García & Wei Xiong |
| Week 6 | 25 October 2024 | Friday 14:00-15:00 | Entrepreneurship for Creative Industries | Ana Cruz García & Fiacre Muller |
| Week 7 | 8 November 2024 | Friday 14:00-15:00 | Youth Entrepreneurship | Ana Cruz García & Rebecca Robinson |



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Learning Activities

| Activity | Per week | Six weeks |
|-----------------------------------|-----------------|------------------|
| Online meeting | 60 min | 6 hours |
| Triad meeting | 60 min | 6 hours |
| Directed and independent learning | 120 min | 12 hours |
| Total | 250 min | 24 hours |
| + standalone introduction (60min) | | 25 hours |





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Triads:

1. Three to four people per triad (from different institutions/countries). Email later on
2. Discussion of reflection questions in each unit (**before** the Friday online meeting)
3. Participation in the Friday online meeting on any reflection question **you** want to discuss (format of Friday's class)
4. Writing **one reflection piece per unit per triad** (one typed page; 500 words)



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Assessments (for digital badge):

1. Write one reflection piece per unit per triad (one typed page or 500 words approx.)
2. Deadline of reflection pieces (the Friday after the unit has been delivered and all reflection pieces by the 22nd November 2023)
3. Given to class the week before the Friday meeting.
 1. What did the unit mean to you? What did it mean to the triad participants?
 2. How the unit content/relevance could be brought to the classroom/to work environment?
 3. Looking into the future, what would this unit could mean for entrepreneurship education? What would you like to see in the future regarding this unit/topic?



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Format of online meeting (on Fridays):

It will depend on the unit (some have guest speakers)

Most will be:

- 20 min (recap of what has been learnt with some extra knowledge)
- 30-40 min (participants talk of what was discussed during triads)



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Unit 1: Inclusive Entrepreneurship: Example

1. Unit has been unlocked today
2. Reading content: Next Mon-Wed
3. Triad discussion: Next Thursday
4. Online meeting: Friday (27th September 2-3pm)
5. Submission of reflection piece: Friday 4th October

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Unit 1: Inclusive Entrepreneurship

Entrepreneurship is oft-times seen as a neutral practice and a space for profit creation established by the demands of the market and with resources available to all choosing to avail of them. This unit offers three examples of cohorts of people where this assumption of neutrality and availability to all does not always apply: migrants, people with disabilities and women. It explores how accessibility to resources may come to them differently and disproportionately but also how they are still becoming successful entrepreneurs.





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Unit 2: Increasing Success Rates with Improved Decision-Making Tools

In week 2 we consider and respond to the context within which entrepreneurship education occurs and the potential positive and negative outcomes that learners may encounter. To optimise learner outcomes, we focus on the foundational skills that have been proven with randomised controlled trials to increase entrepreneurial success. This week is hands on as we challenge you to familiarise yourself with these effective tools by applying them to your own projects (entrepreneurial or not). This entails elaborating a 'strategy map' for your project, validating the identified assumptions, and planning for the implementation of the now validated strategy. These 3 skills have the common benefit of structuring thinking and improving decision making and so could be of considerable benefit to you and your learners.





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Unit 3: Driving Opportunities in the Senior Economy

The world's population is getting older; in Europe dependency ratios are set to double in 40 years. Such demographic change poses major challenges and potential benefits for the economy. The supply and demand for goods and services specifically for an older cohort (generally over the age of 50) is referred to as the senior or silver economy. The senior economy presents a potentially lucrative market for businesses, across all sectors, including tourism, medical/healthcare, education, food and housing. This module focuses on the introduction of the senior economy, the opportunities for entrepreneurship and tools for teaching, learning, assessment and research.





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Unit 4: Entrepreneurship in the Marine Sector

Unit 4 displays a sketch of the marine sector in Ireland and why it is important to the domestic economy. It also demonstrates examples from the for-profit entrepreneurs and not-for profit entrepreneurs and their contribution to a sustainable development in marine sector and in the regional economy. Moreover, Unit 4 presents challenges that marine sector and the entrepreneurs face within the industry and in the external environment. There will also be guest speakers to share their experiences and stories with the participants.





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Unit 5: Entrepreneurship for Creative Industries

This lesson will explore the concept of art entrepreneurship, highlighting the need to adapt traditional entrepreneurial education to better suit the unique challenges and perspectives of artists and creatives.

It will outline the growing importance of entrepreneurship in the arts sector, particularly given the rise of self-employment among artists. It will also examine the disconnect between the worlds of art and entrepreneurship, emphasizing the need to bridge this gap through tailored educational approaches and adapted business tools.





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Unit 6: Youth Entrepreneurship

This lesson will provide participants with an understanding of:

- What is youth entrepreneurship, the current landscape of youth entrepreneurship and youth unemployment in Ireland
- It will examine existing policies, programs, attitudes, drivers and challenges for youth entrepreneurship
- It will highlight why youth entrepreneurship is important and suggest how to facilitate youth entrepreneurship education through examining various considerations, practices and strategies for teaching, learning and assessment
- The lesson will include some teaching resources to support youth entrepreneurship, youth entrepreneurship success stories and will have a facilitated discussion on the personal experiences to further enhance youth entrepreneurship education



Questions?

Thank you

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