

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All undergraduate programmes
Programme QF Level	: 5
Course Title	: Edupreneur – Proceed to Make a Difference 創建型教育家 – 起動變革
Course Code	: GEL2031
Department	: Department of Education Policy and Leadership
Credit Points	: 2
Contact Hours	: 26 contact hours • Lectures: 9 contact hours • Experiential learning 1: - 9 contact hours [13.5 experiential hours] from the CEIE entrepreneurial experiential activities • Experiential learning 2: - 5 contact hours (including consultation, preparation, implementation, and evaluation) [7.5 experiential hours] • Reflection and group sharing session: 3 contact hours
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes), and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective levels of the Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides 1) a theoretical framework on the entrepreneurial process that enables students to identify, assess, shape, and act on opportunities in educational contexts, settings, and organisations, and 2) legal knowledge that enables the law compliance of new initiatives. It addresses the notion of education innovation and entrepreneurial spirit, whereby successful Edupreneurs identify creative strategies to meet educational needs. The course aims to enable students to ‘think and act like an Edupreneur’ and create a positive value shift in the use of economic resources in educational contexts. To further cultivate entrepreneurial mindset and skill, students need to participate in the Centre for Entrepreneurship and Innovation Education’s (CEIE) entrepreneurial activities to explore, understand, and experience entrepreneurship in a real-life context. Through meeting with successful Edupreneurs and experience in the CEIE, students will be inspired to develop a proposal and pilot an Edupreneur’s venture/initiative.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Apply the theoretical framework on the entrepreneurial process with special reference to the educational contexts;
- CILO₂ Apply Edupreneurship to develop and assess innovative ideas and practices with educational opportunities by using an online learning approach;
- CILO₃ Describe essential legal knowledge in respect of setting up, operating, and ending an entity for Edupreneurship, and identify and tackle legal risks by conducting a risk assessment for law compliance; and
- CILO₄ Reflect upon the Edupreneurs’ perspectives on personal belief in cultivating the values of entrepreneurial spirit, including self-efficacy, creativity, innovation, prudence, and perseverance.

3. Content, CILOs, and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Conceptual framework of Edupreneurs	CILO _{1,3}	Lectures (9 contact hours for 3 sessions): Present and discuss the

a. The key definitions, concepts, and theories of entrepreneurship with reference to the educational context and apply entrepreneurship that reflect students' personal goals and talent potential educational opportunities, including but not limited to classroom teaching, pastoral care and school administration; b. The competencies and attributes of an Edupreneur to seize innovative opportunities and scale-up innovation in schools or educational organisations to identify stakeholders' educational needs, human resources, economic resources, and ethical issues, including social enterprise responsibility by using Lean Canvas, e.g., Visionary, Risk-taking, Advocating innovation, Networking, Passioning; and c. Conduct risk assessment and align with law compliance, e.g., employment law, employee compensation, and vicarious liability		concepts of the course content and synthesis of the key references. Learning activities in the lectures: • Group discussion • Video analysis • Independent learning – library and media searches • Reading lecture notes and key references Reflection and group sharing session(3 contact hours) – Each group of students consolidate <i>their authentic experience in</i> developing and assessing new educational opportunities in moving an idea from concept to practice. Students critically evaluate the pilot educational venture/initiative to reflect on the experiential learning experiences and identifies ways to improve their Edupreneurs' competencies.
Online learning platform for Edupreneurship a. Relevance of online learning platform for Edupreneurs b. Use of online learning platform data (Teaching analytical) in addressing educational needs c. Online learning platform strategies d. Development of online learning application	<i>CILO_{1,2}</i>	
Experiential learning 1: CEIE entrepreneurial experiential activities (9 contact hours/ 13.5 experiential learning hours)	<i>CILO_{1,2,3}</i>	For meeting Edupreneurs Students are required to reflect on:

1. Entrepreneurial site visits and activities (6 contact hours) Students are required to attend the following experiential learning activities: - Workshop on innovation and creativity - Workshop on social media marketing - Workshop on online learning platform development - Workshop on online learning app development - Visit the innovative start-ups 2. Meeting Edupreneurs (3 contact hours) Learn from experts relating to the education field, such as recognising opportunities and forming an entrepreneurial solution by using the online learning approach		- the possibility of applying what has been learned from the workshops/visits, and - the role of being an Edupreneur.
Experiential learning 2: Planning, consultation, preparation, implementation, presentation, and evaluation (5 contact hours/ 7.5 experiential learning hours) Students are required to complete the following experiential learning activities: 1. Developing a proposal on an innovative idea/strategy (2 contact hours) 2. Preparing and piloting the idea/strategy (2 contact hours) 3. Evaluating the pilot experience (1 contact hour)	<i>CILO_{1,2,3,4}</i>	Consultation meetings (<i>Constituting about 1.5 experiential learning hours of experience</i>) – With the guidance of the course instructor and the experience engaging in the CEIE entrepreneurial experiential activities, each group of students is required to design a pilot educational programme. They will need to formulate possible entrepreneurial strategies and draft a written proposal. Preparation and implementation (<i>Constituting about 4.5 experiential learning hours of experience</i>) – After the consultation sessions, each group of students will continue to develop and draft their written proposal. They will prepare the materials and pilot their educational programme with target audiences, such as EdUHK students, primary and secondary students, etc. The pilot activity should be at least 3 experiential learning hours in length. They are also required to document the

		implementation process of activities as well as the wrapping up. Consolidation and evaluation <i>(Constituting about 1.5 experiential learning hours of experience)</i> – Each group collects data for consolidating and evaluating the pilot educational programme in developing and assessing new educational opportunities in moving an idea from concept to practice, students need to present the ideas to the course instructor in the proposal.
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4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Group assignment: Pitching ideas to construct an entrepreneurial initiative Students will form into groups of four. Students need to use the Lean Canvas to pitch an idea that promotes and facilitates learning in the educational context, and draft a written proposal (<u>Word limit: 1,600 words</u>) to show the detailed planning of the initiative. The initiative should address educational needs. Students are encouraged to incorporate the strategies learned in the course and CEIE activities into their proposal. Students must attend two compulsory consultation sessions to pitch their ideas to course instructor and integrate their experience from experiential learning activities into the initiative.	30	<i>CILOs_{1,2,3,4}</i>
(b) Individual report: Reflection of the role of an Edupreneur from experiential learning and entrepreneurial activities (Word length 1000 words) Students need to write a reflective inquiry by referring to the relevant literature and experiences in experiential learning 1 (CEIE entrepreneurial experiential activities) and experiential learning 2 (Planning, consultation, preparation, implementation, presentation, and evaluation). -	70	<i>CILOs_{1,4}</i>
(c) Reflection for CEIE activities: Students are required to complete an assessment form with a 700-word reflection to identify <u>TWO</u> key knowledge or skills learnt from the E&I activities and describe how they would enhance: - Their skills of analysis to identify strategies	Pass/ Fail	

- Their innovation		
For details and assessment of the E&I activities organised by CEIE, please refer to the supplementary information which is also available at https://ceie.eduhk.hk/ei-activities-supporting-ge-curriculum/		

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

✓ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Texts

Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting ideas into action: Building networked improvement communities in education. In M. T. Hallinan (Ed.), *Frontiers in sociology of education* (Vol. 1, pp. 127-162). Springer.
https://doi.org/10.1007/978-94-007-1576-9_7

Ho, C. S. M., Lu, J., & Bryant, D. A. (2021). Understanding teacher entrepreneurial behavior in schools: Conceptualization and empirical investigation. *Journal of Educational Change*, 22(4), 1-30. <https://doi.org/10.1007/s10833-020-09406-y>

7. Recommended Readings

A. Edupreneurs

Cobb, J. (2013). *Leading the learning revolution: The expert's guide to capitalizing on the exploding lifelong education market*. Amacom Books.

Van Dam, K., Schipper, M., & Runhaar, P. (2010). Developing a competency-based framework for teachers' entrepreneurial behaviour. *Teaching and Teacher Education*, 26(4), 965-971. <https://doi.org/10.1016/j.tate.2009.10.038>

For further inquiry:

Alpkan, L., Bulut, C., Gunday, G., Ulusoy, G., & Kilic, K. (2010). Organizational support for intrapreneurship and its interaction with human capital to enhance innovative performance. *Management Decision*, 48(5), 732-755.
<https://doi.org/10.1108/00251741011043902>

Eyal, O., & Inbar, D. E. (2003). Developing a public school entrepreneurship inventory. *International Journal of Entrepreneurial Behavior & Research*, 9(6), 221-244.
<https://doi.org/10.1108/13552550310501356>

Eyal, O., & Yosef-Hassidim, D. (2012). Managing educational champions: Entrepreneurship in schools. *Journal of School Leadership*, 22(1), 210-255.
<https://doi.org/10.1177/105268461202200109>

- Hietanen, L. (2015). Entrepreneurial learning environments: Supporting or hindering diverse learners? *Education + Training*, 57(5), 512-531. <https://doi.org/10.1108/et-04-2014-0047>
- Ho, C. S. M., & Lu, J. (2019). School competition in Hong Kong: A battle of lifting school academic performance? *International Journal of Educational Management*, 33(7), 1483-1531. <https://doi.org/10.1108/ijem-07-2018-0201>

B. Educational needs

- Luo, J. M., Lee, N., & Qiu, H. (2015). Education for sustainable development in Hong Kong: A review of UNESCO Hong Kong's experimental schools. *Public Administration & Policy: An Asia-Pacific Journal*, 18(1), 48-61.

For further inquiry:

- Phillips, W., Lee, H., Ghobadian, A., O'Regan, N., & James, P. (2015). Social innovation and social entrepreneurship: A systematic review. *Group & Organization Management*, 40(3), 428-461.
- Soyseker, S., & Ertugut, R. (2010). Improvement of non-governmental organization entrepreneurship in vocational schools: Turkey case. *Procedia-Social and Behavioral Sciences*, 2(2), 1849-1854.
- Wong-Ratcliff, M., & Ho, K. K. (2011). Can integrated education meet the needs of students with SEN?. *New Horizons in Education*, 59(2), 101-115.
- Wu, Z., & Chen, J. (2018). Teachers' emotional experience: Insights from Hong Kong primary schools. *Asia Pacific Education Review*, 19(4), 531-541. <https://doi.org/10.1007/s12564-018-9553-6>

C. Ethical issues and entrepreneurial values:

- Bjärsholm, D., Gerrevall, P., Linnér, S., Peterson, T., & Schenker, K. (2018). Ethical considerations in researching sport and social entrepreneurship. *European Journal for Sport and Society*, 15(3), 216-233.
- Sastre-Castillo, M. A., Peris-Ortiz, M., & Danvila-Del Valle, I. (2015). What is different about the profile of the social entrepreneur?. *Nonprofit Management and Leadership*, 25(4), 349-369.

For further inquiry:

- Matzembacher, D. E., Raudsaar, M., Barcellos, M. D. D., & Mets, T. (2020). Business models' innovations to overcome hybridity-related tensions in sustainable entrepreneurship. *Sustainability*, 12(11), 4503.
- Pathak, S., & Muralidharan, E. (2020). Societal ethics and social entrepreneurship: A cross-cultural comparison. *Cross-Cultural Research*, 54(2-3), 180-208.
- Swan, C. D., & Morgan, D. (2016). Who wants to be an eco-entrepreneur? Identifying entrepreneurial types and practices in ecotourism businesses. *The International Journal of Entrepreneurship and Innovation*, 17(2), 120-132.

D. Law Compliance

- Svalova, V. (2018). *Risk assessment*. Sergeev Institute of Environment Geoscience, Russian Academy of Sciences.

For further inquiry:

- Bateman, M. (2006). *Tolley's practical risk assessment handbook* (5th ed.). Newnes.
- Blackwell, E. (2008). *How to prepare a business plan* (5th ed.). Kogan Page.
- Hong Kong Companies Registry. (2014). *New Companies Ordinance (Chapter 622: Highlights)*. Companies Registry. Retrieved from:
https://www.cr.gov.hk/en/companies_ordinance/docs/NewCO_C622_HL_FullVersion-e.pdf
- Determann, L. (2020). *Determann's field guide to data privacy law: International corporate compliance* (4th ed.). Edward Elgar Publishing.
- Giupponi, B. O. (2021). *International environmental law compliance in context: Mechanisms and case studies*. Routledge.
<https://doi.org/10.4324/9781351031943>
- Golder, F. T., & Golder, D. (2006). *Labor and employment law: Compliance and litigation* (3rd ed.). Thomson/West
- Halliday, S. (2004). *Judicial review and compliance with administrative law*. Hart Publisher.
- Labour Department, HKSAR. (2019). *Five steps to risk assessment*. Labour Department.
- Murthy, S. R., Roll, K., & Jones, A. C. (2021). Ending business-non-profit partnerships: The spinout of social enterprises. *Scandinavian Journal of Management*, 37(1), 101136. <https://doi.org/10.1016/j.scaman.2020.101136>
- Peltier, T. R. (2009). *How to complete a risk assessment in 5 days or less* (1st ed.). CRC Press.
- Pope, C. (2007). *Navigating health and safety law: Ensuring compliance and minimising risk: A specially commissioned report*. Thorogood Publishing.
- Ricci, P. (2006). *Environmental and health risk assessment and management: Principles and practices*. Springer Science & Business Media.

For further inquiry (National Law):

Constitution of the People's Republic of China (PRC)
The Basic Law of the HKSAR of the PRC
The Law of PRC on Safeguarding National Security in the HKSAR

For further inquiry (HKSAR Law):

Apology Ordinance, Cap. 631
Bankruptcy Ordinance, Cap. 6
Business Registration Ordinance, Cap. 310
Companies Ordinance, Cap. 622
Disability Discrimination Ordinance, Cap. 487
Education Ordinance, Cap. 279
Employees' Compensation Ordinance, Cap. 282
Family Status Discrimination Ordinance, Cap. 527
Employment Ordinance, Cap. 57
Inland Revenue Ordinance, Cap. 112
Partnership Ordinance, Cap. 38
Personal Data (Privacy) Ordinance, Cap. 486
Prevention of Bribery Ordinance, Cap. 201

Race Discrimination Ordinance, Cap. 602
Sex Discrimination Ordinance, Cap. 480
Societies Ordinance, Cap. 151

8. Related Web Resources

Nil

9. Related Journals

Entrepreneurship: Theory and Practice: <https://journals.sagepub.com/home/etpb>

Journal of Social Entrepreneurship: <https://www.tandfonline.com/toc/rjse20/current>

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil