INTERDISCIPLINAIR KEUZEVAK ONDERNEMEN

HO GENT

Opleiding	Aantal
Biomedische laboratorium technologie	1
Bachelor in de Modetechnologie	1
Bachelor in de muziek, uitvoerend musicus piano	2
Beeldende kunsten Schilderkunst	2
Biomedische laboratorium technologie	5
Ergotherapie	5
Farmaceutische en biologische laboratoriumtechnologie	5
grafisch ontwerp - illustratie	6
Houttechnologie	7
Interieurvormgeving	5
Lerarenopleiding	3
Logopedie	8
Mode technologie	6
Rechtspraktijk (3de jaar)	1
Retail management	8
Toegepaste Informatica	3
Verpleegkunde	2
Voeding en dieetkunde	10
Totaal	80

Doel: ondernemend gedrag en ondernemende competenties stimuleren.

10de academiejaar

2 semesters per aj

Tussen de 80-100 deelnemers/sem
Interdisciplinair, alle opleidingen

HOGENT muv bedrijfskunde.

Ondertussen > 1500 studenten

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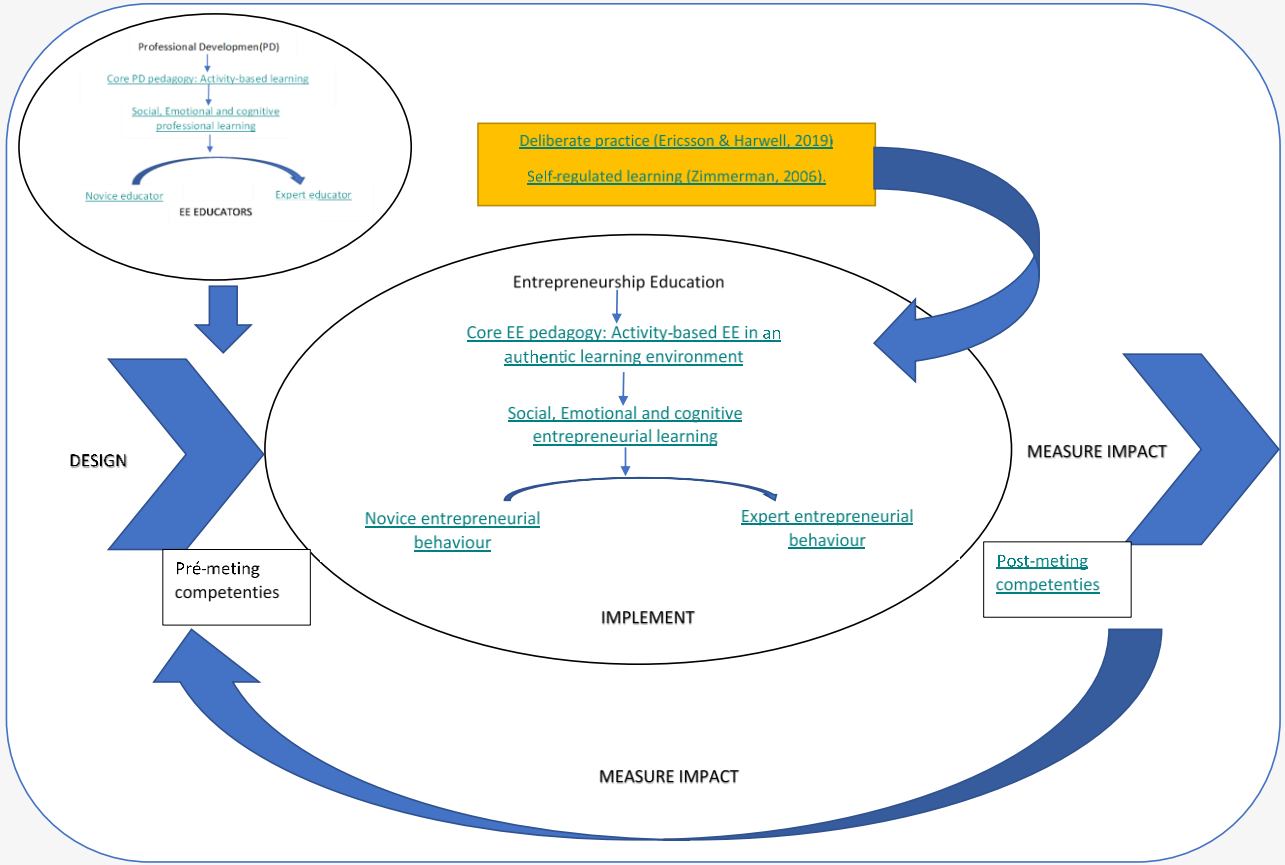

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Paradigms/theories	Social-cognitive	Psycho-cognitive
Cognitive paradigm	Self-efficicacy (bandura 1896)	Role of memory structures and proce
	External and internal motivations	The role of thinking and reasoning.
	Self-regulated learning (Zimmerman, 2006)	Metacognition.
		Emotions in learning from failure.
Constructivistic paradigm	Work of Vygotsky (1962/1996) collaboration with others to stimulate learning.	The work of Piaget Experiential learning theory Kolb.

Overview matrix educational theories (Béchard and Grégoire, 2005)

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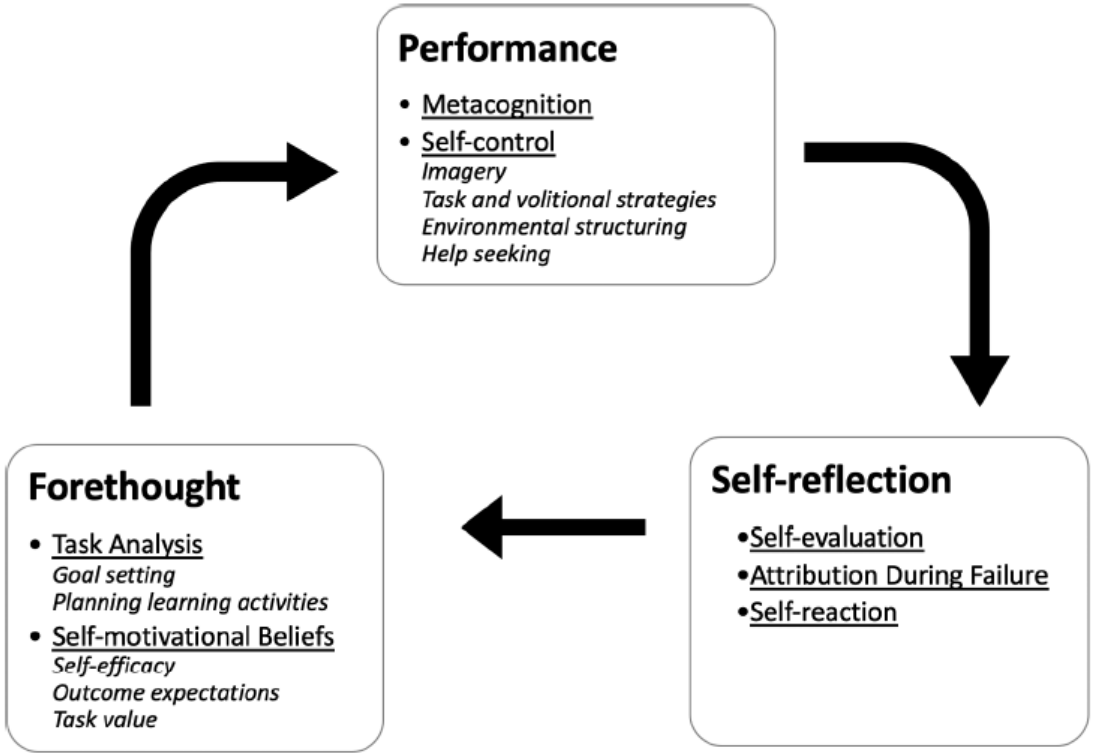

Figure 1. A social-cognitive model of self-regulated entrepreneurial learning. Adapted from Zimmerman and Campillo (2003).

APPLIED PSYCHOLOGY

APPLIED PSYCHOLOGY: AN INTERNATIONAL REVIEW, 2016, 65 (3), 515–540
doi: 10.1111/apps.12054

Informal Learning and Entrepreneurial Success: A Longitudinal Study of Deliberate Practice among Small Business Owners

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Jens M. Unger
Lufthansa Cargo AG, Frankfurt am Main, Germany
Andreas Rauch

From entrepreneurial experience to expertise: A self-regulated learning perspective

Christoph Winkler[a], Alexander Fust[b], and Tobias Jenert[c]

[a]Hynes Institute for Entrepreneurship & Innovation, Iona College, USA; [b]Swiss Research Institute of Small Business and Entrepreneurship, University of St. Gallen, Switzerland; [c]Institute of Business Education, University of Paderborn, Germany

ABSTRACT
Entrepreneurial experience alone may not necessarily guarantee venture success. Some entrepreneurs develop into experts through learning from their experiences, whereas others fail to do so. To explain the missing link between experience and expertise, we introduce a social-cognitive model of self-regulated entrepreneurial learning (SREL) to demonstrate how entrepreneurial expertise can be systematically developed to increase the probability of entrepreneurial success. We identify key self-regulatory learning processes essential to entrepreneurial learning by developing propositions and related practice-oriented applications of the SREL model for entrepreneurs.

KEYWORDS
Social cognition; entrepreneurial learning; self-regulation

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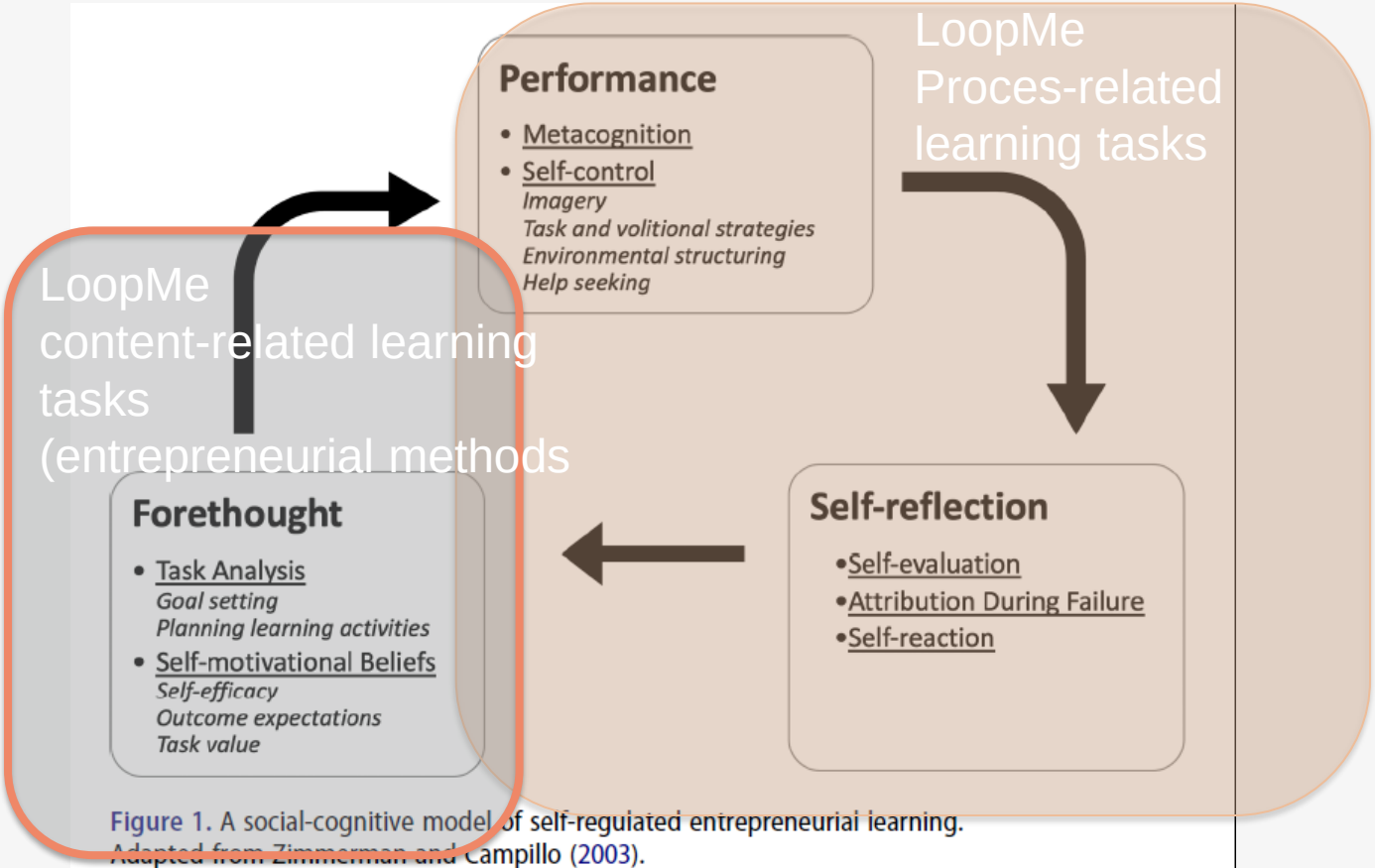

Figure 1. A social-cognitive model of self-regulated entrepreneurial learning. Adapted from Zimmerman and Campillo (2003).

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KEUZEVAK ONDERNEMEN HOGENT

Effectuation phase

Building business model phase

Testing business model phase

TUSSENTIJDSE PITCH JURY ONDERNEMERS

EIND PITCH JURY ONDERNEMERS

Iterations

Iterations

Iterations

timing

09/2021

10/2021

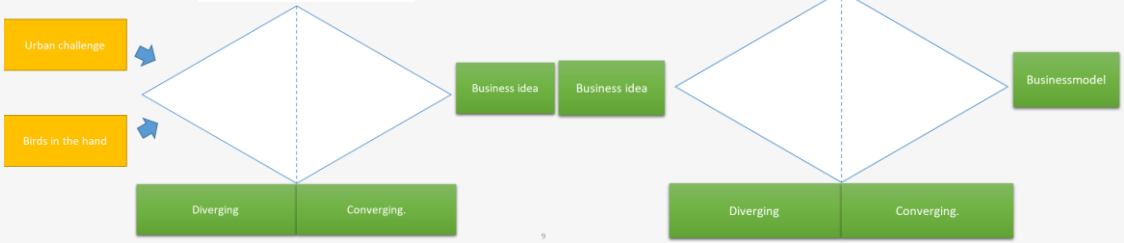
11/2021

12/2021

LoopMe activities Effectuation

LoopMe activities Osterwalder

LoopMe activities Lean Startup



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LOOPME

- App developed by spin-off Chalmers University of Technology Sweden: MeAnalytics.
- Scientific tested.
- Supports activity-based EE pedagogy.
- Stimulates deep reflection.
- Makes it possible to stimulate individual learning within groups.
- Digi-coaching ®


Comparing the impact of three different experiential approaches to entrepreneurship in education

Martin Lackéus

Department of Technology Management and Economics, Chalmers University of Technology, Gothenburg, Sweden

Entrepreneurship in education

937

Received 23 April 2018
Revised 7 February 2019

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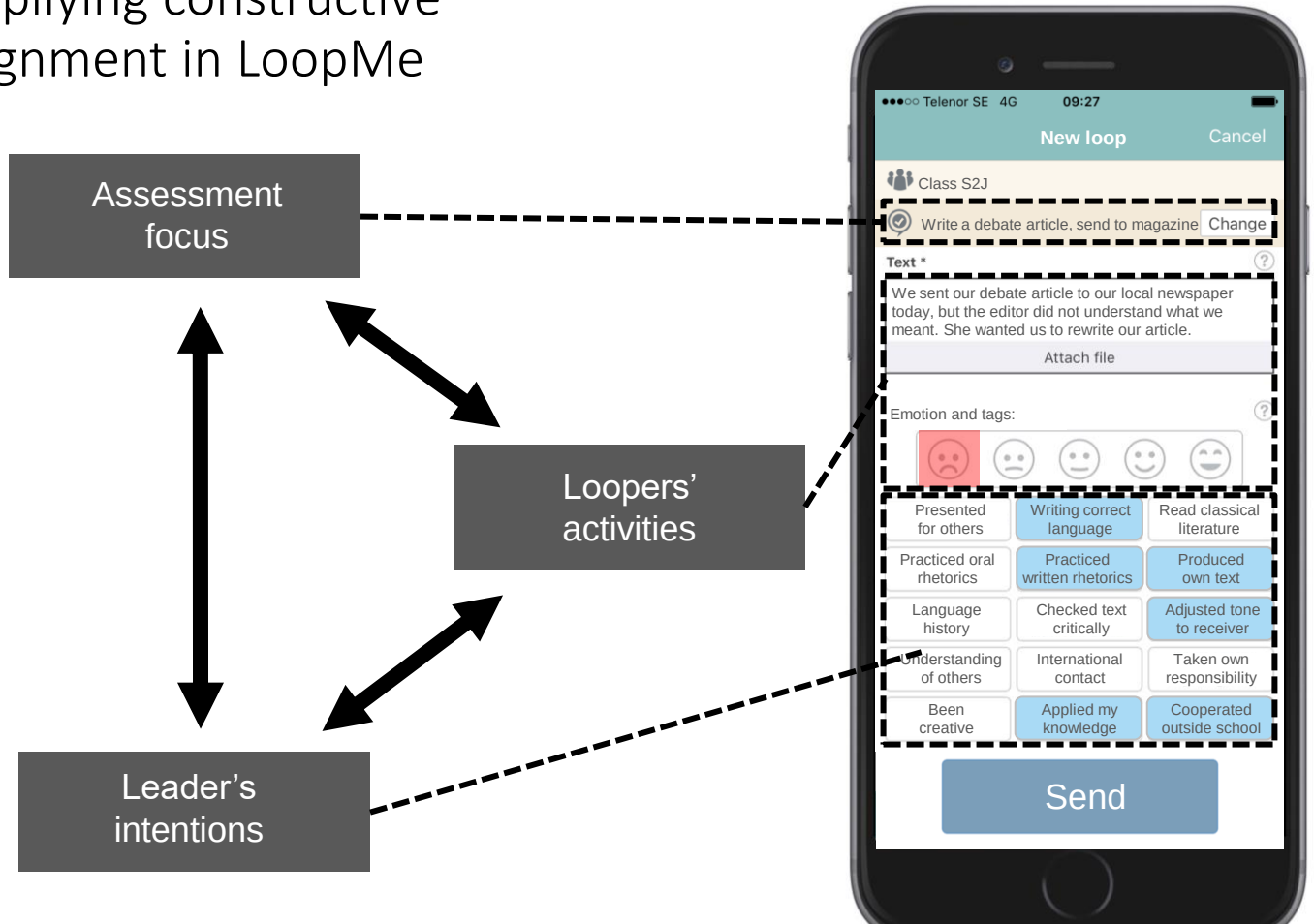
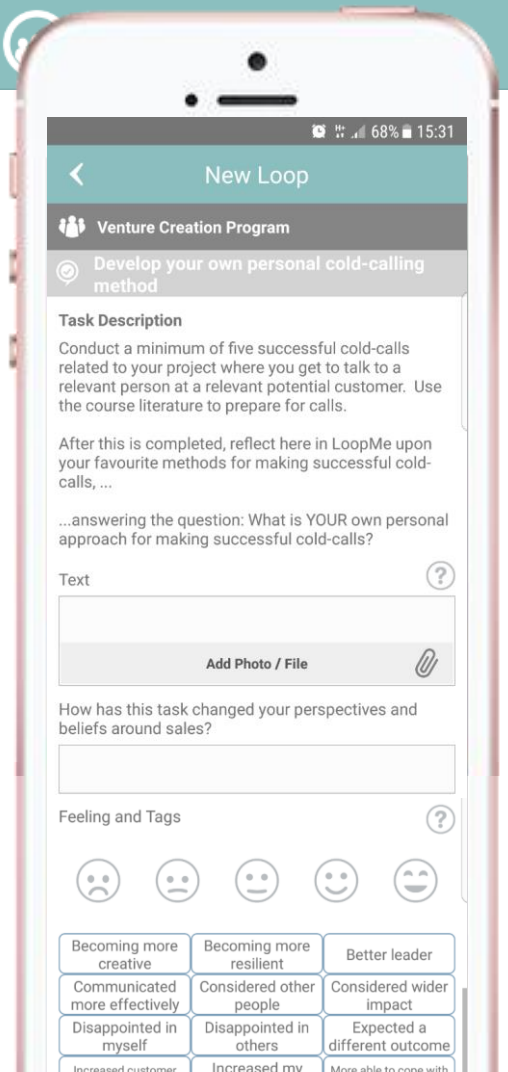
Appliying constructive alignment in LoopMe





Planned reflective action

1. Doing

2. Reflection

3. Deep reflection questions

4. Even deeper reflection question

5b.
Emotions

5. Outcomes and emotions

10 essential tactics to become a deeply reflective person:

1. Ask yourself why
2. Connect events to theory
3. Articulate any new understanding
4. Focus on what surprised or moved you
5. Step back from the situation
6. Discuss many alternative views
7. Consider others' views
8. Analyze your changed deep beliefs
9. Critically review your deep beliefs
10. Consider the impact of context

LoopMe

Active Tasks

Sort by Title | Deadline | My progress

Week 6: Neem deel aan de groepsopdracht 'financieel plan'.

Werk de kosten en inkomsten van het businessmodel uit. Onderbouw met voldoende data de verwachte omzet.

Follow up question: 1. Wat was jouw unieke inbreng? 2. Was dit voor jou helemaal nieuw? 3. Wat is jouw gevoel bij de uitwerking van het financieel plan door de groep? Ben je ergens niet mee ééns? 4. Heb je punten waar je niet ééns was met de groep besproken? Waarom eventueel niet?

My reports 0 / 4 reports sent (0%)

REPORT

Week 7: Neem deel aan de pitch tussentijdse jury.

Presenteer als groep een stand van zaken aan een jury van ondernemers. Probeer zoveel mogelijk feedback te krijgen om het businessmodel aan te scherpen.

Follow up question: 1. Wat waren volgens jou (individueel) de belangrijkste opmerkingen van de jury? 2. Ben je het daarmee ééns? Waarom wel/niet? 3. Hoe beoordeel je jouw input tijdens de pitch? Verklaar. 4. Wat vond je van de groepsprestatie? Verklaar. 5. Hebben jullie groep besproken wat er kan bijgestuurd worden? Waarom eventueel niet?

My reports 0 / 4 reports sent (0%)

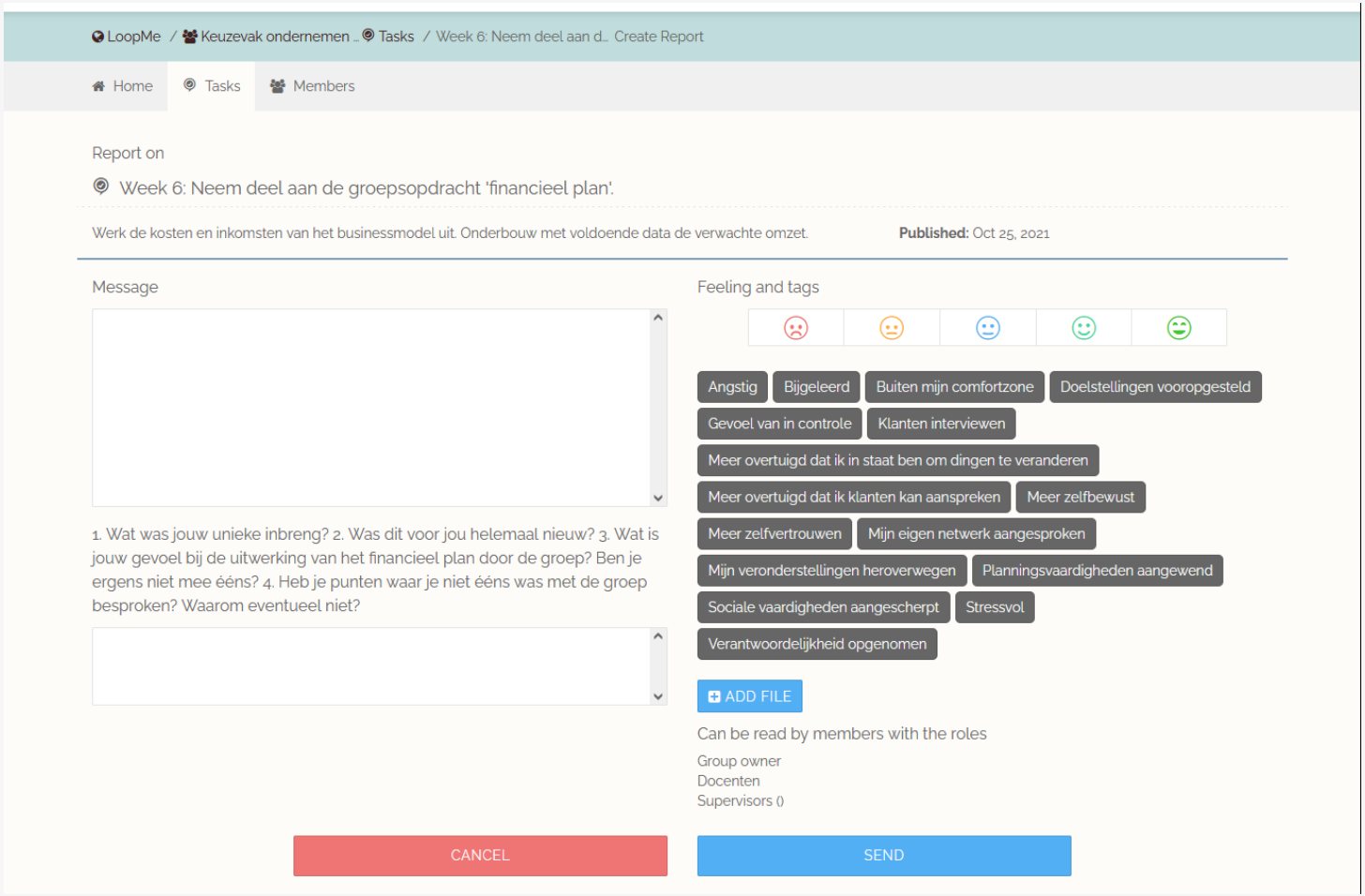
REPORT

Week 9: Voer de individuele Measure-fase uit.

Neem deel aan de collectieve measure-fase én krijg zelf, individueel mondelinge feedback van minstens 3 potentiële klanten die behoren tot het afgebakende segment. Detecteer, rekruteer en interview deze drie mensen om feedback te krijgen over het Minimum Viable Product (MVP).

Follow up question: 1. Heb je drie mensen kunnen contacteren en bevragen? 2. Hoe verliep het gesprek? 3. Geef een kort overzicht, samenvatting van de feedback die je kreeg van deze drie mensen. Wat is uw belangrijkste eindconclusie? 4. Hoe voel je je met de richting dat het groepswerk uitgaat?

HO GENT


LoopMe / Keuzevak ondernemen .. Tasks / Week 6: Neem deel aan d.. Create Report
Home
Tasks
Members
Report on
Week 6: Neem deel aan de groepsopdracht 'financieel plan'.
Werk de kosten en inkomsten van het businessmodel uit. Onderbouw met voldoende data de verwachte omzet.
Published: Oct 25, 2021
Message
1. Wat was jouw unieke inbreng? 2. Was dit voor jou helemaal nieuw? 3. Wat is jouw gevoel bij de uitwerking van het financieel plan door de groep? Ben je ergens niet mee ééns? 4. Heb je punten waar je niet ééns was met de groep besproken? Waarom eventueel niet?
Feeling and tags
Angstig
Bijgeleerd
Buiten mijn comfortzone
Doelstellingen vooropgesteld
Gevoel van in controle
Klanten interviewen
Meer overtuigd dat ik in staat ben om dingen te veranderen
Meer overtuigd dat ik klanten kan aanspreken
Meer zelfbewust
Meer zelfvertrouwen
Mijn eigen netwerk aangesproken
Mijn veronderstellingen heroverwegen
Planningsvaardigheden aangewend
Sociale vaardigheden aangescherpt
Stressvol
Verantwoordelijkheid opgenomen
ADD FILE
Can be read by members with the roles
Group owner
Docenten
Supervisors ()
CANCEL
SEND

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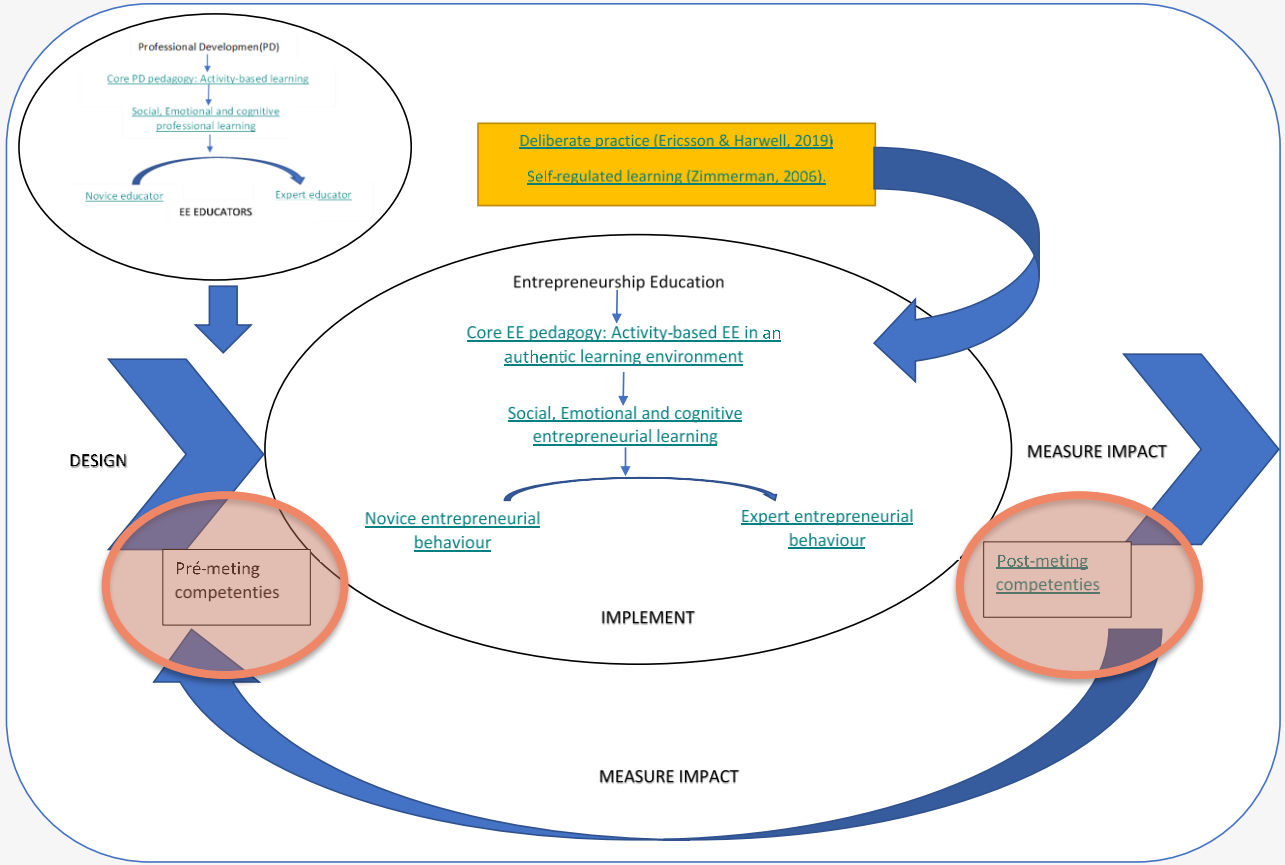
EE PEDAGOGICAL UNDERPINNING



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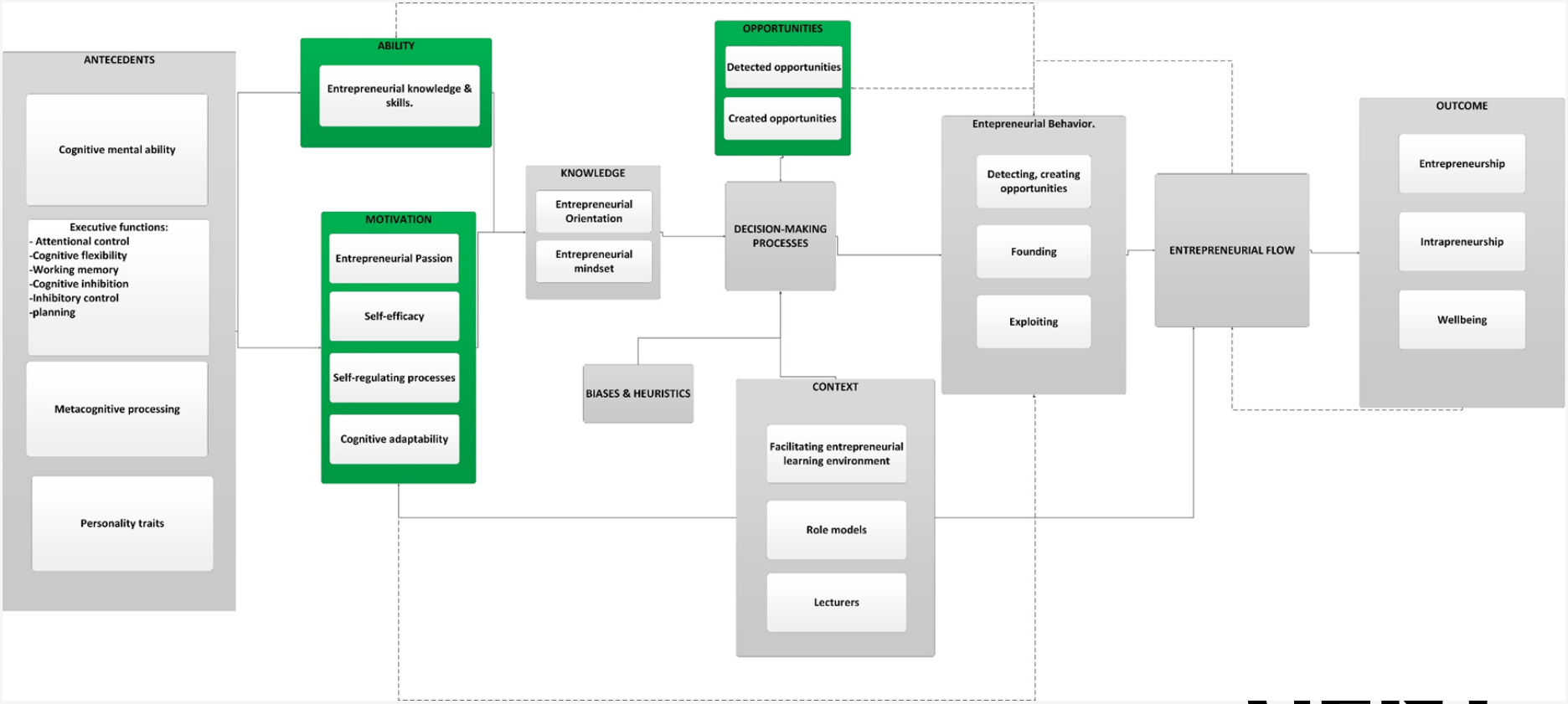

ANTECEDENTS
Cognitive mental ability
Executive functions:
- Attentional control
-Cognitive flexibility
-Working memory
-Cognitive inhibition
-Inhibitory control
-planning
Metacognitive processing
Personality traits
ABILITY
Entrepreneurial knowledge & skills.
MOTIVATION
Entrepreneurial Passion
Self-efficacy
Self-regulating processes
Cognitive adaptability
KNOWLEDGE
Entrepreneurial Orientation
Entrepreneurial mindset
OPPORTUNITIES
Detected opportunities
Created opportunities
DECISION-MAKING PROCESSES
BIASES & HEURISTICS
CONTEXT
Facilitating entrepreneurial learning environment
Role models
Lecturers
Entepreneurial Behavior.
Detecting, creating opportunities
Founding
Exploiting
ENTREPRENEURIAL FLOW
OUTCOME
Entrepreneurship
Intrapreneurship
Wellbeing

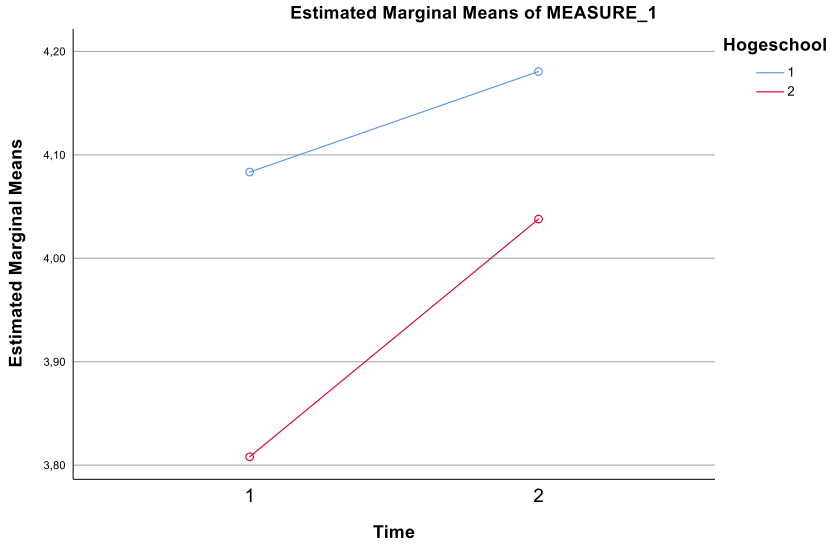
Berekende Factor 1 comp: ‘seeing opportunities’: repeated measures anova-analyse.

Multivariate Tests [a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	,094	9,390 [b]	1,000	90,000	,003	,094
	Wilks' Lambda	,906	9,390 [b]	1,000	90,000	,003	,094
	Hotelling's Trace	,104	9,390 [b]	1,000	90,000	,003	,094
	Roy's Largest Root	,104	9,390 [b]	1,000	90,000	,003	,094
Time * Hogeschool	Pillai's Trace	,017	1,543 [b]	1,000	90,000	,217	,017
	Wilks' Lambda	,983	1,543 [b]	1,000	90,000	,217	,017
	Hotelling's Trace	,017	1,543 [b]	1,000	90,000	,217	,017
	Roy's Largest Root	,017	1,543 [b]	1,000	90,000	,217	,017

a. Design: Intercept + Hogeschool
Within Subjects Design: Time

b. Exact statistic



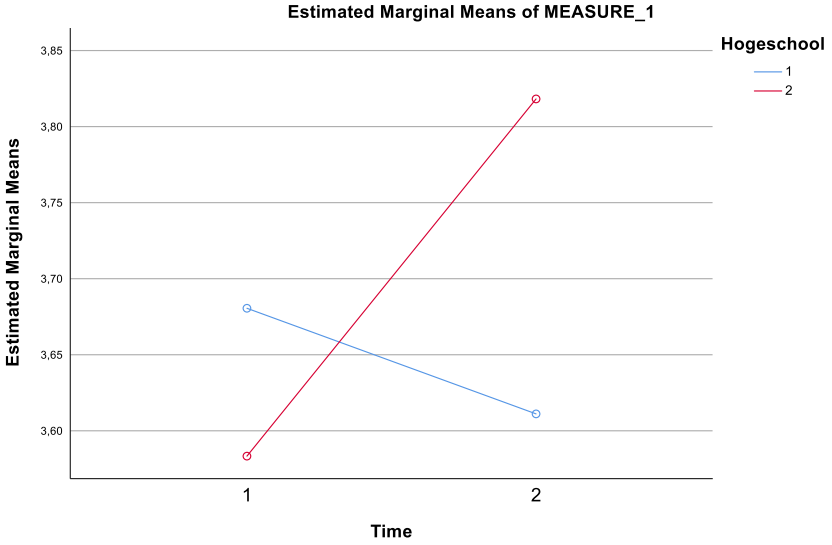
Berekende Factor 2 comp: ethical & sustainable thinking: repeated measures anova-analyse.

Multivariate Tests [a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	,011	1,003 [b]	1,000	90,000	,319	,011
	Wilks' Lambda	,989	1,003 [b]	1,000	90,000	,319	,011
	Hotelling's Trace	,011	1,003 [b]	1,000	90,000	,319	,011
	Roy's Largest Root	,011	1,003 [b]	1,000	90,000	,319	,011
Time * Hogeschool	Pillai's Trace	,036	3,395 [b]	1,000	90,000	,069	,036
	Wilks' Lambda	,964	3,395 [b]	1,000	90,000	,069	,036
	Hotelling's Trace	,038	3,395 [b]	1,000	90,000	,069	,036
	Roy's Largest Root	,038	3,395 [b]	1,000	90,000	,069	,036

a. Design: Intercept + Hogeschool
Within Subjects Design: Time

b. Exact statistic

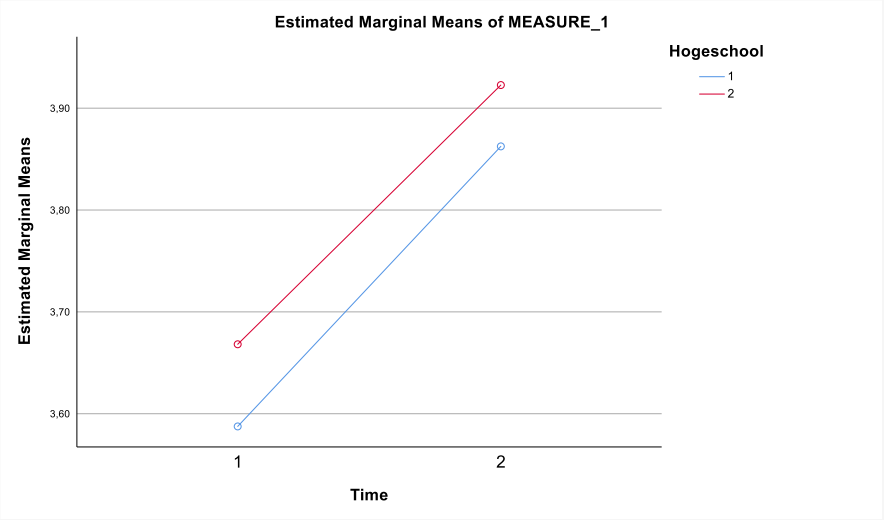


Berekende Factor 3 competenties: Planning & management: repeated measures anova-analyse.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	3,219	1	3,219	14,902	,000	,142
	Greenhouse-Geisser	3,219	1,000	3,219	14,902	,000	,142
	Huynh-Feldt	3,219	1,000	3,219	14,902	,000	,142
	Lower-bound	3,219	1,000	3,219	14,902	,000	,142
Time * Hogeschool	Sphericity Assumed	,005	1	,005	,022	,882	,000
	Greenhouse-Geisser	,005	1,000	,005	,022	,882	,000
	Huynh-Feldt	,005	1,000	,005	,022	,882	,000
	Lower-bound	,005	1,000	,005	,022	,882	,000
Error(Time)	Sphericity Assumed	19,440	90	,216			
	Greenhouse-Geisser	19,440	90,000	,216			
	Huynh-Feldt	19,440	90,000	,216			
	Lower-bound	19,440	90,000	,216			

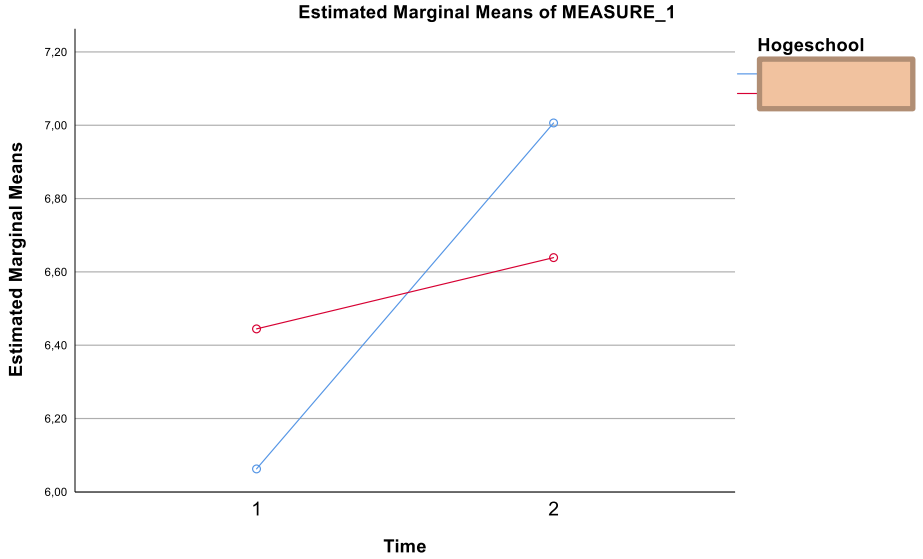


CA: dimensieMetacognitive choice: Repeated measure anova.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	10,974	1	10,974	8,983	,004	,120
	Greenhouse-Geisser	10,974	1,000	10,974	8,983	,004	,120
	Huynh-Feldt	10,974	1,000	10,974	8,983	,004	,120
	Lower-bound	10,974	1,000	10,974	8,983	,004	,120
Time * Hogeschool	Sphericity Assumed	4,756	1	4,756	3,893	,053	,056
	Greenhouse-Geisser	4,756	1,000	4,756	3,893	,053	,056
	Huynh-Feldt	4,756	1,000	4,756	3,893	,053	,056
	Lower-bound	4,756	1,000	4,756	3,893	,053	,056
Error(Time)	Sphericity Assumed	80,629	66	1,222			
	Greenhouse-Geisser	80,629	66,000	1,222			
	Huynh-Feldt	80,629	66,000	1,222			
	Lower-bound	80,629	66,000	1,222			



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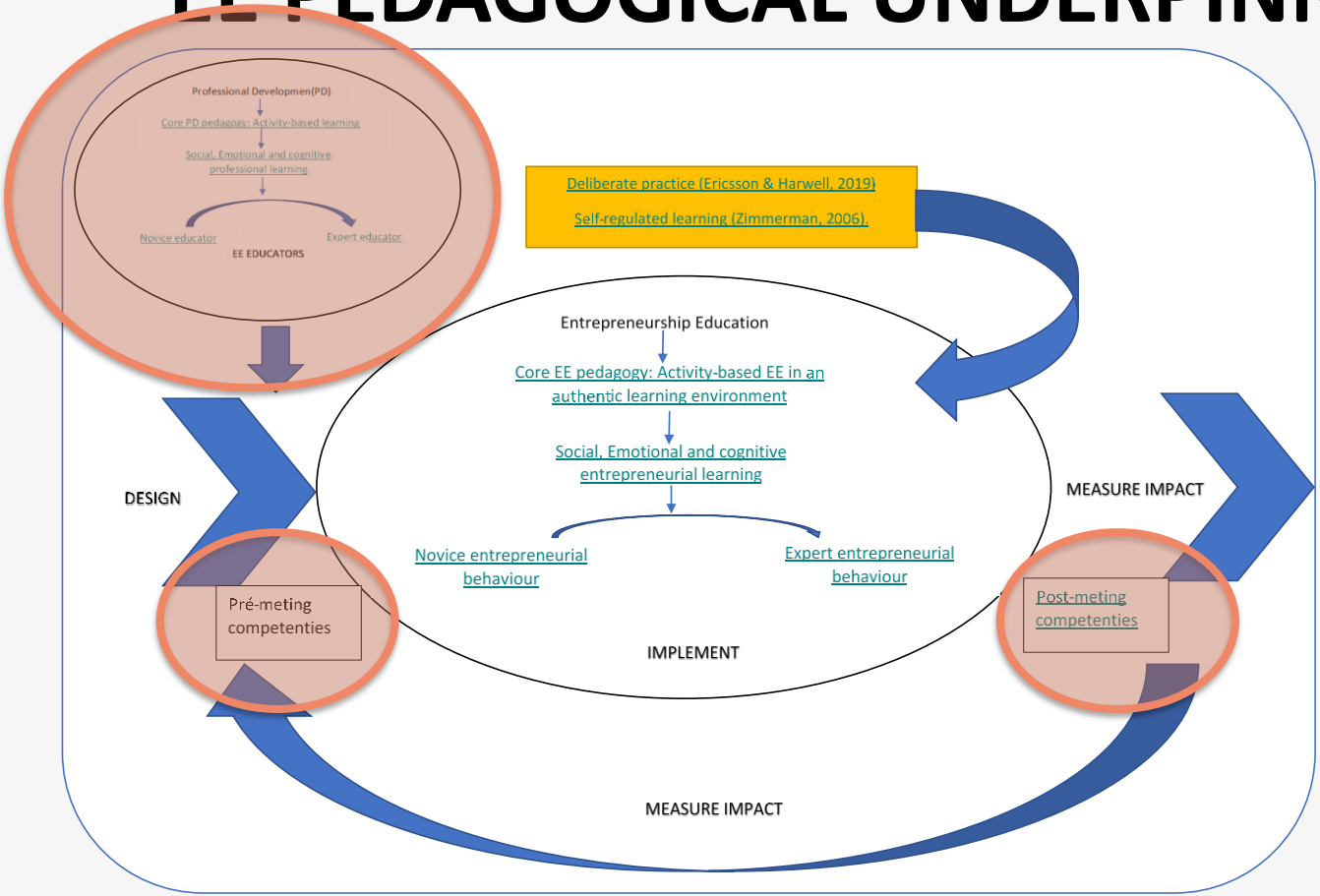

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