

 **ELEVATE YOUR LEARNING**

Module

01

Beginning Your
Start-Up Journey

Topic 1:
**Connecting Creativity,
Entrepreneurship,
and Innovation**



University
of Regina

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SCHOOLS OF BUSINESS



imagineur

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1 PRE-TEACHING a) (BEFORE THE CLASSROOM: PREPARING FOR TEACHING):

IDENTIFY THE MAIN AIMS, GOALS, AND OUTCOMES OF THE MODULE.

LEARNING OUTCOMES:

■ Example:

1. DISCOVER THE TRIO:

Get ready to unravel the mysteries behind creativity, entrepreneurship, and innovation. We're not just talking about definitions; we're delving into how they dance together in the realm of game-changing ideas.

2. SEE THE CONNECTIONS:

Ever wondered how creativity and entrepreneurship play a tag team leading to innovation? Brace yourselves to explore the beautiful interrelatedness of these concepts. It's like discovering the secret sauce of successful ventures.

3. CRACK THE CODE - CREATIVITY X ENTREPRENEURSHIP = INNOVATION:

We've got an equation for you, and it's not your typical math class fare. Creativity times entrepreneurship equals innovation. Get ready to wield this formula as your compass in understanding the alchemy behind turning creative sparks into ground-breaking innovations.

ENDURING UNDERSTANDINGS:

What understandings about the big ideas are desired? (what do you want students to understand and be able to use several years from now).

What misunderstandings are predictable?

■ Examples:

Students will understand:

Big Idea: Creativity, entrepreneurship, and innovation are intricately linked, forming a dynamic ecosystem in which each element influences and enhances the others.

Desired Understanding: Recognizing that successful ventures and ground-breaking ideas result from the collaborative synergy of creativity and entrepreneurship, leading to innovation. Nothing is guaranteed, hard work and luck are also important dimensions in a successful business.

Use Several Years from Now: Students will be equipped to identify opportunities for innovation by intentionally intertwining creative thinking and entrepreneurial strategies.

MISUNDERSTANDINGS:

Misconception 1. Viewing creativity, entrepreneurship, and innovation as isolated concepts with minimal impact on each other.

Misconception 2. Believing that innovation can thrive without a foundation of both creative thinking and entrepreneurial action.

Misconception 3. Thinking that the equation is all that is needed for success. Businesses can fail even if they have creativity, entrepreneurship, innovation, and hard work. Successful businesses have to reflect market realities.

QUESTIONS FOR DEEP UNDERSTANDING:

What provocative questions will foster inquiry into the content when applied into different contexts or areas of application? (this uses open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding).

Possible topics of interest...

Indigenous contexts, Multicultural applications, cross-curricular applications...

■ Examples:

Question 1: How do Indigenous perspectives on creativity, entrepreneurship, and innovation align with or differ from mainstream Western perspectives?

Question 2: In what ways have historically marginalized communities utilized creativity and entrepreneurship as powerful tools for innovation?

Question 3: How can the incorporation of diverse cultural approaches to problem-solving enhance the creative and entrepreneurial processes?

KNOWLEDGE:

What knowledge will students acquire as a result of this unit?

Students will know...

■ Examples:

Students will gain a thorough understanding of creativity, entrepreneurship, and innovation in this learning journey.

The unit emphasizes the interconnectedness of these terms, introducing the equation: Innovation equals Creativity multiplied by Entrepreneurship.

Critical thinking is fostered as students imagine scenarios where a lack of either creativity or entrepreneurship (or their alignment with the market) may result in zero innovation, emphasizing the integral role of both elements in the entrepreneurial landscape.

SKILLS:

What skills will students acquire as a result of this unit?

Students will be able to...

■ Example:

Students will be able to define the main terms in the module and recognize their inter-relatedness.

1 PRE-TEACHING b)

ACQUIRE AN UNDERSTANDING OF THE RELEVANT CONTEXTS AND TERMINOLOGIES.

WHAT IS CREATIVITY?

To be creative, an idea must be original within a specific field, valuable to potential users, and feasible enough to implement. Creativity allows us to come up with new ways of doing things that are not always obvious to others! It's worth noting, however, that a successful business concept does not necessarily require an exceptionally creative idea. Instead, creativity can find its place within the process – whether through innovative product design, unique delivery methods, or distinctive packaging.

WHAT IS ENTREPRENEURSHIP?

It is the process of setting up a business and taking on financial risks in the hope of making a profit or creating value in other forms such as being able to give back to a cause you're passionate about. It involves the activities of creating, modeling, and capturing value from new ideas for the benefit of defined customers and users. It is important to note that not all small business owners are entrepreneurs. Entrepreneurs create new products or businesses from creative ideas, whereas small business owners start a business that uses existing products or business models, which makes their ventures less risky. For example, if a couple of grade 2 students open a lemonade stand, it would be considered a small business – unless they approached it from a creative perspective that had never been done before.

WHAT IS INNOVATION?

It is the outcome of the process of introducing creative products into the marketplace. A product may be a tangible good such as a nice cold slushy that you can hold and drink; a service such as getting a haircut; or any other offering that may be commercialized, sold, or bartered such as the idea to “Don't Litter.”

While most people equate innovation to technology as well as cool new products and gadgets that make our lives better it can also arise from creating a new business model, finding new ways to use old products, or new solutions to old problems.

As an example, we can think about what puts a wheel into motion. Initially wheels were pulled by horses, then exchanged for steam and coal engines, and today we use gasoline and electricity to propel wheels forward. Each time its improved is an example of an innovative process to solve the same problem.

THE EQUATION OF CREATIVITY X ENTREPRENEURSHIP = INNOVATION:

Innovation equals creativity multiplied by entrepreneurship. Imagine if either creativity or entrepreneurship equals zero – what would the result be? Zero! Thus, both creativity and entrepreneurship are essential for generating innovation. In fact, if your idea is not creative or if there is no entrepreneurship, then there can be no innovation.

1 PRE-TEACHING c)

WATCH THE VIDEO (MODULE #1, TOPIC #1). *You can find the transcription in the box below the video on the website. You may want to copy this for your reference.*

1 PRE-TEACHING d)

GAIN INSIGHTS INTO THE INDIVIDUAL NEEDS OF YOUR STUDENTS. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

1 PRE-TEACHING e)

DEVELOP AN UNDERSTANDING OF POSSIBLE EFFECTIVE STRATEGIES AND METHODS FOR TEACHING THE CONTENT. *(Refer to the teacher's toolkit. This toolkit is a separate document available on the teacher's page of the Imagineur course.)*

1 PRE-TEACHING f)

FAMILIARIZE YOURSELF WITH THE "ELEVATE YOUR LEARNING" ONLINE, PRINTABLE PDF EXERCISES AND EXAMPLES THAT WILL BE USED DURING THE MODULE. *(Refer to the online "Elevate Your Learning" Exercise PDF for this topic.)*

"Elevate Your Learning" Exercise PDF structure for this topic:

EXERCISE1

Evaluating the relationship between creativity, entrepreneurship, and innovation:

What does it mean for my business idea?

- **Activity one:** Applying the innovation equation
- **Activity two:** Apply the innovation equation to YOUR business idea

1 PRE-TEACHING g)

LOOK AT THE COMPONENTS OF A LESSON PLAN *(you can either use the example – you can find it down below in the "Teaching" section below or create your own lesson plan).* Prepare for assessment and evaluation strategies, encompassing formative assessment, summative assessment, self-assessment, and peer-assessment.

1 PRE-TEACHING h)

PREPARE WARM-UP ACTIVITIES FROM THE LESSON PLAN AND LEARN ABOUT DIFFERENT TOOLS *(for example digital tools).*

1 PRE-TEACHING i)

ESTABLISH A TIMELINE FOR THE MODULE TO ENSURE EFFECTIVE PACING.

A suggested timeline would be as follows:

PRE-TEACHING (1.30-2.30)	TEACHING (40M- 1 HOUR)	POST-TEACHING (30M-50M)
<ul style="list-style-type: none"> • Watch the video (5m) • Gain insights (10m) • Understanding of effective strategies (10m) • Familiarize yourself with the exercises and examples (10m) • Look at the components of a lesson plan (25m) • Prepare warm-up activities using the examples (15m) • Learn about the digital and non-digital tools (15m) 	<ul style="list-style-type: none"> • Step 1: Warm-up activity (5m) • Step 2: Review the lesson plan (10m) • Step 3: Brainstorming activity (10m) • Step 4: Watching the video (5m) • Step 5: Working on activity one (Applying the innovation equation) (15m) 	<ul style="list-style-type: none"> • Work on the additional activity (Activity two: Apply the Innovation Equation to YOUR Business Idea) (10m) • Discuss the topic (10m) • Self and peer assessment (10m)

2 TEACHING a) (IN THE CLASSROOM: COVERING THE CONTENT):

In the example lesson plan below, there are five learning steps outlined.

STEP 1: The first step, a warm-up activity, serves as a general icebreaker to focus the students.

STEP 2: Moving forward, guide your students through the lesson plan, addressing any questions they may have.

STEP 3: In the third step, we offer a topic-specific warm-up activity related to the upcoming video, it further focuses the students on the task and can allow the teacher some formative assessment before watching the video.

STEP 4: In the fourth step, watch the engaging video.

STEP 5: In the final step, we provide exciting activities for students to apply their understanding from the video, which can be used for formative assessment.

Further discussion and reflection are in the "POST-TEACHING" section following this one.

LEARNING STEP 1**WARM - UP**

Outcomes: Icebreaking

Activities: Warm-up activity

■ **Example of a warm-up activity:**

- Divide students into small groups and provide each group with a common object (e.g., a paperclip or a plastic water bottle).
 - Challenge them to brainstorm as many unconventional uses for the object as possible within a specified time.
 - Each group presents their ideas, highlighting the diversity of creative thinking.
-

Resources: In this activity you can use the following Online tools:

1. [Kahoot](#) (for written responses) [Tutorial](#)
 2. [Audacity](#) (for recording their responses as a voice) [Tutorial](#)
 3. [Flip](#) (for recording their responses as a video) [Tutorial](#)
-

Assessment: Diagnostic assessment: Engaging in the warm-up activity can provide essential insights, including the identification of students' individual strengths and weaknesses in both academic knowledge and practical aspects, such as their access to the internet and digital tools for communication via email.

Notes: 1. Confidentiality: Let your student know about the following statement if needed: "Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!"

2. To design the warm-up activity, consider the following notes:

- Think about the varied backgrounds and needs of the students.
- Utilize the outcomes of the warm-up activities to gauge the current level of understanding among students.

This information may serve as a diagnostic assessment, a form of pre-assessment or a pre-test where teachers can evaluate students' strengths, weaknesses, knowledge, and skills before their instruction.

Record the students' responses in their e-portfolios ([Google Sites](#), [WordPress](#), [Tutorial](#), or...), so you may want to use them later as part of your formative assessment.

LEARNING STEP 2

REVIEWING THE LESSON PLAN

Outcomes: Introduce and review the Lesson Plan with the students to:

- Provide students with a clear understanding of what to expect during the lesson.
- Clarify the learning objectives and outcomes and provide an opportunity for students to ask questions about the objectives and outcomes.
- Provide an opportunity for students to ask questions or seek clarification on any aspect of the lesson plan.

Activities: Reviewing the Lesson Plan

Resources: Provided below in learning step 3.

Assessment: Diagnostic assessment: Participating in a thorough review of the lesson plan offers vital insights, facilitating the identification of students' individual needs in both academic knowledge and practical aspects. Additionally, this process can unveil opportunities to incorporate diverse instructional methods, address specific learning styles, and foster a more inclusive and engaging learning environment.

You may want to ask the students to record their responses in a [Google Sheet](#) and save it in their e-portfolios.

■ **Google Sheet**

No.	Activity	Concern/Question	Date

Notes: None

LEARNING STEP 3**A TOPIC-SPECIFIC WARM-UP**

Outcomes: Brainstorming activities to:

- a)** Prepares students for the upcoming lesson.
 - b)** Guide students' attention to the key themes or concepts they will be exploring and gauge their grasp of the topic.
 - c)** Identify misconceptions and adapt your teaching accordingly.
-

Activity: ■ **Example:**

You can take the following steps for the topic-specific warm-up activity.

- 1.** Begin by introducing the three fundamental concepts: creativity, entrepreneurship, and innovation. Ask students to engage in individual reflections, starting with creativity.
 - 2.** Introduce the use of Mentimeter (Tutorial) as a tool to visualize their thoughts. Share the Mentimeter link with the class.
 - 3.** Direct students to the Creativity slide on Mentimeter. Instruct them to input words or phrases associated with creativity. Emphasize the freedom to contribute multiple responses.
 - 4.** Transition to the Entrepreneurship slide on Mentimeter. Encourage students to reflect on entrepreneurship by adding their thoughts in Mentimeter.
 - 5.** Move on to the Innovation slide on Mentimeter. Prompt students to share their reflections on innovation through word contributions.
 - 6.** Display the word clouds for each concept on the shared screen.
 - 7.** Facilitate a class discussion based on the generated word clouds. Discuss common themes, intriguing observations, and diverse perspectives.
-

Resources: Mentimeter (Tutorial)

Assessment: Formative assessment, an ongoing feedback process, is crucial for adapting teaching methods.

The Mentimeter warm-up activity offers real-time understanding of student readiness, allowing teachers to tailor their approach for an effective learning experience. The interactive word clouds provide visual records, aiding educators in making timely adjustments.

Notes: None

LEARNING STEP 4

WATCH THE VIDEO (MODULE #1, TOPIC #1).

-
- Outcomes:**
- What are the concepts of [creativity](#), [entrepreneurship](#), and [innovation](#)? And why are they important to entrepreneurs?
 - How are creativity, entrepreneurship, and innovation interconnected? What is the equation of [Creativity x Entrepreneurship = Innovation](#)?
-

Activity: Watching the video

Resources: The video is provided in course website; you can find the transcripts in a text box immediately below each video.

Notes: None

LEARNING STEP 5

IN THE ONLINE EXERCISES: “ACTIVITY ONE” APPLYING THE INNOVATION EQUATION

Outcomes: Putting the students’ knowledge/understanding from the video into practice

Activity: Applying the innovation equation

Resources: Resources are provided in the online website, in the “Elevate Your Learning” exercise PDF for this topic.

[Activity one \(You can find this activity on the “Elevate Your Learning” exercise PDF for this topic.\)](#)

You may want to give the students the exercises in this activity via Google Forms ([Tutorial](#)).

If you learn how to sort responses from Google Forms to Google Sheets, it can help you manage the assessment below.

Assessment: Formative assessment involves gathering ongoing feedback to inform teaching adjustments. Utilize tools like Google Forms to collect student responses, organizing them in a Google Sheet with a designated section for constructive feedback.

Notes:

1. Confidentiality Note: Let your student know about the following statement if needed: “Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!”

3 POST-TEACHING

(IN THE CLASSROOM: DEEPENING KNOWLEDGE AND DISCUSSING NEXT STEPS):

In the first step of this phase, we provide additional activities to deepen students' comprehension of the topic, and we recommend using the results for summative assessment. Moving on to the second step, create an opportunity at the end of the topic for students to express their opinions. Encourage discussions with questions that foster a deep understanding of the topic and gather their thoughts on how they would like the course to progress. In the final step, students can reflect on their learning and provide feedback on their peers' work through self and peer assessment.

STEP a)

ACTIVITY FROM THE ONLINE EXERCISES: APPLY THE INNOVATION EQUATION TO YOUR BUSINESS IDEA

Offers additional activities for enhanced comprehension, utilizing results for summative assessment.

Outcomes: Concluding the topic

Activity: Apply the innovation equation to YOUR business idea

Resources: [You can find this activity on the “Elevate Your Learning” exercise PDF for this topic](#)

The other suggestions for this section could be as follows:

- Ask your students to read about one of their favourite companies and analyze how the three concepts played there.
- Think about products that students think are highly creative, or successful, but really strange, or ones that are crazy that have no market, or things you would like to see.

Continues on next page

Assessment: Summative assessment: It evaluates learning outcomes at the end of a period, typically with exams or final projects, to measure overall understanding and proficiency. It provides a comprehensive overview of students' knowledge and skills. You may want to design a rubric for this exercise.

■ **Example:**

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Accuracy of Application	Accurately applies the innovation equation to each business scenario, demonstrating a comprehensive understanding of creativity, entrepreneurship, and innovation principles.	Applies the innovation equation accurately with minor errors or omissions.	Demonstrates partial understanding but has significant inaccuracies in the application of the innovation equation.	Shows minimal understanding and applies the innovation equation with major inaccuracies.
Justification (Rationale)	Provides a clear, insightful, and thorough rationale for the choices made, demonstrating a deep understanding of the innovation equation.	Offers a solid rationale with some clarity and depth but may lack comprehensive insights.	Provides a rationale with limited clarity and depth, missing key elements in the justification.	Offers a vague or incomplete rationale, demonstrating a limited understanding of the innovation equation.
Likelihood of Success Analysis	Critically analyzes the likelihood of success for each business idea with well-reasoned arguments and insightful considerations.	Provides a solid analysis of the likelihood of success, but may have minor gaps or oversights.	Offers a limited analysis with significant gaps in reasoning or understanding.	Provides a superficial or unclear analysis of the likelihood of success.
Ranking and Comparative Analysis	Produces a logical and consistent ranking based on the perceived innovation levels, supported by strong reasoning.	Provides a reasonable ranking with minor inconsistencies or logic gaps.	Demonstrates inconsistencies or major gaps in logic when ranking the business ideas.	Produces a ranking that lacks coherence or is not supported by reasonable logic.

You can offer your students to respond in different forms such as:

Video: You can use [Flip \(Tutorial\)](#)

Audio: You can use [Audacity \(Tutorial\)](#)

Written: You can use [Kahoot \(Tutorial\)](#)

Notes: Confidentiality Note: Let your student know about the following statement if needed:

"Your responses will be used for educational purposes only and will be kept confidential. Thank you for your thoughtful feedback!"

STEP b)**DISCUSSION**

Facilitate student expression through end-of-topic opinion sharing, fostering deep understanding and course progression insights.

Outcomes: Discussing how to move forward

Activity: [Discussion](#)

■ **An example:**

a) Some questions for deep understanding could be as follows:

1. How do Indigenous perspectives on creativity, entrepreneurship, and innovation align with or differ from mainstream Western perspectives?
2. In what ways have historically marginalized communities utilized creativity and entrepreneurship as powerful tools for innovation?
3. How can the incorporation of diverse cultural approaches to problem-solving enhance the creative and entrepreneurial processes?

b) Some discussion questions could be as follows:

1. What aspects of the course content or teaching methods did you find most beneficial to your learning experience?
 2. Were there any challenges or aspects of the topic that you found particularly difficult or unclear?
 3. Do you have any suggestions for improving the course, whether related to content delivery, activities, or assessments?
 4. Were there specific approaches that resonated with your learning style?
 5. How confident do you feel in applying the concepts of creativity, entrepreneurship, and innovation to real-world scenarios after completing the course?
-

Resources: You may want to utilize Mentimeter for collecting responses, benefiting from its features such as real-time interaction, anonymous responses, and visual representation.

Notes: None




STEP c)**SELF AND PEER ASSESSMENTS**

Foster reflection and feedback in the final step, engaging students in self and peer assessment for a comprehensive learning experience.

Outcomes: Students could comment on their learning as well as their peers'.

Activity: • Self-assessment

■ **Example:**

Are you confident in:	  
Understanding the concepts of creativity, entrepreneurship, and innovation and their relationship?	

• Peer-assessment:

■ **Example:**

- Pair your students together.
- Invite them to share their responses in activity two.
- Ask them to write a paragraph discussing both the strengths and the area of growth of their peers' responses.