

LEARNING ACTIVITY

'Idea Generation'

Ent-teach: Unit 2 Opportunity recognition

Description learning activity

The teacher gives the individual students the following assignments:

Assignment 1

Think of a problem you or someone you know is facing. Ask yourself whether others may be facing the same problem. Determine if you could make money by providing a solution.

- Write down what the problem or situation is that you intend to examine;
- Think up a number of ideas (aim for 10);
- Think about the opposites of your ideas — does this generate more ideas or possibilities?
- Group your work;
- Prioritise your ideas — beginning with what you consider to be the best.

Assignment 2

Make a list of the three most compelling 'technological advances' that have occurred in the world in recent years. Then think of at least two new product ideas that have emerged from each of these advances. To what extent do you believe each of these advances will continue to spawn new product ideas?

Problem

The Unit describes the idea-generation tools and how ideas become opportunities. Now it is time to let the student relate the topic to his/her own surroundings and to (technological, demographical, etc.) changes in the world in recent years.

Timeline

The assignments will take about 1 hour each for the students to prepare (at home or at school). The time needed for presentations and discussion depend heavily on the number of presentations by students, 10 min. per presentation including discussion on it would do.

The two assignments can be unrelated in terms of necessity to conduct both.



Target audience

VET students who have completed the Opportunity recognition Unit. The background (field of study) of the student is not a large factor.

Goal

Students learn how to apply their knowledge on Opportunity recognition by relating the topic to his/her own direct surroundings, real-life situation and to developments in the world in recent years. The key is to let them see there are opportunities to start a viable own business from every day-to-day problem as long as you approach it correctly and turn ideas into opportunities and grasp them.

Learning outcomes

Students will gain perspective on the matter. They will understand how business opportunities are right there in front of them and that starting an own company is very much reachable.

Evaluation

Based on the outcomes of the presentations, the discussions on the topic and the application of the idea generation tools and models explained in the Unit, the teacher can assess if the Unit content has been understood and applied by the students in a good way. To sum up and close the learning activity the teacher can demonstrate how the outcomes relate to the Unit theory (how to turn ideas into opportunities).

Technology

A hand-out or digital document with the assignment instructions on it is required.

For the introduction by the teacher a simple explanation in the class room is sufficient as support.

Methods

1. Verbal introduction by teacher, supported by the hand-out or digital document with the assignment instructions;
2. Preparation by the students;
3. Presentations by (some of the) students;
4. Discussion after each presentation among students , teacher leads and ensures connection to Unit theory;
5. Feedback by teacher;
6. Summary by the teacher of the outcomes of the learning activity and relation to Unit theory (how to turn ideas into opportunities).

Team

This learning activity can be led by a single teacher.

Resources

A hand-out or digital document with the assignment instructions