

Advanced Module: Embedding Entrepreneurship in Teaching

Short Module Description

This advanced module builds on the basic module Entrepreneurship Education for Better Learning (Entreprenørskapsutdanning for bedre læring) and is designed for educators in higher education who wish to deepen their understanding of, and practice within, embedded entrepreneurship education. The module aims to refresh and expand participants' knowledge of entrepreneurial concepts and teaching methods and support them in tailoring and implementing these into their own teaching. The module differs from the basic module by going deeper into the theory and research of embedded entrepreneurship education and in challenging the participants to design teaching interventions, reflect on them, discuss them and give and receive feedback on them. Through a combination of online gatherings, individual work, and structured peer feedback, participants will reflect on their teaching practice and share experiences with peers and entrepreneurship experts. The module emphasizes practical application along with reflection in relation to theory and aims to embed entrepreneurial concepts and methods into participants' teaching.

Keywords

- Embedded Entrepreneurship Education
- Entrepreneurship Education
- Entrepreneurial Competence
- Intrapreneurship
- Teaching Innovation
- Higher Education Pedagogy
- I-CARE Educational framework

Module Coordinator

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Admission Requirements

Participants must have teaching responsibilities in higher education and have completed the module Entrepreneurship Education for Better Learning or document equivalent experience/training.

Time Frame

20 hours

Module Organization

Two three-hour online sessions, combined with individual work and a submission between the sessions. Includes lectures, group discussion, experience sharing, and structured feedback.

Location

Zoom (link will be sent to participants before the course starts)

Dates

June 15th, 09:00–13:30

December 3rd, 09:00–13:30

Registration deadline: May 29th

Registration via Uniped's registration system for NTNU-employees and in a separate registration link for participants outside NTNU.

Questions: Gunhild Marie Roald – gunhild.m.roald@ntnu.no

Language of Instruction

English

Learning outcome description

- The candidate will have advanced knowledge about entrepreneurial methods and concepts
- The candidate will be able to reflect on specific entrepreneurial methods and concepts and their compatibility with their own teaching and discipline
- The candidate will be able to tailor entrepreneurial methods and concepts to their own teaching, design a specific intervention, implement it into their teaching, and reflect on its value and outcome, using feedback from peers and entrepreneurship experts in the process

Learning activities

- Two three-hour online gatherings with mandatory presence, including lectures, discussions in groups and plenary sessions, and individual reflection
- Individual practical work on implementing entrepreneurial concepts/methods into one's teaching
- Submission of individual written assignment including peer review

Assessment

- Mandatory presence with camera on in the online gatherings
- Submission of individual assignment (pass/fail)
- Peer-review of individual assignments. Comments included in individual assignment

Internal Information

Research Foundation

The module is based on research in embedded entrepreneurship education (Crişan et al., 2023; Neergård & Roald, 2025), experiential learning pedagogy in different entrepreneurship teaching contexts (Lackéus, 2020), action-based teaching (Rasmussen & Sørheim, 2006), as well as authenticity in entrepreneurship education (Aadland & Aaboen, 2020). It continues to build on the principles of the I-CARE educational framework developed by SFU Engage (Roald et al., to be published in 2026), which, again, relies on experiential learning theory (Kolb, 1984). In addition, it builds on social learning theories (Lave & Wenger, 1991; Wenger, 1998), where learners meet to make a difference (Wenger-Trayner et al., 2020) by situating the educators' experimentation and learning in the emerging community of embedded entrepreneurship education.

Relation to the Overall Learning Outcome Descriptions for Educational Competence

Student learning – 3

Planning, implementation, and assessment of teaching – 3

Guidance and feedback – 3

Development of own teaching practice – 3

Digital competence in teaching – 1

Scientific approach to teaching – 2

Target Audience

Academic staff in different disciplines in higher education who are embedding/planning to embed entrepreneurial elements into their teaching.

Process Documentation and Evaluation

Participants submit a mid-term assignment and present their experiences in the final session. Structured feedback is provided by both experts and peers. Evaluation is based on reflection and documentation of implementation in their own teaching.

Literature

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