

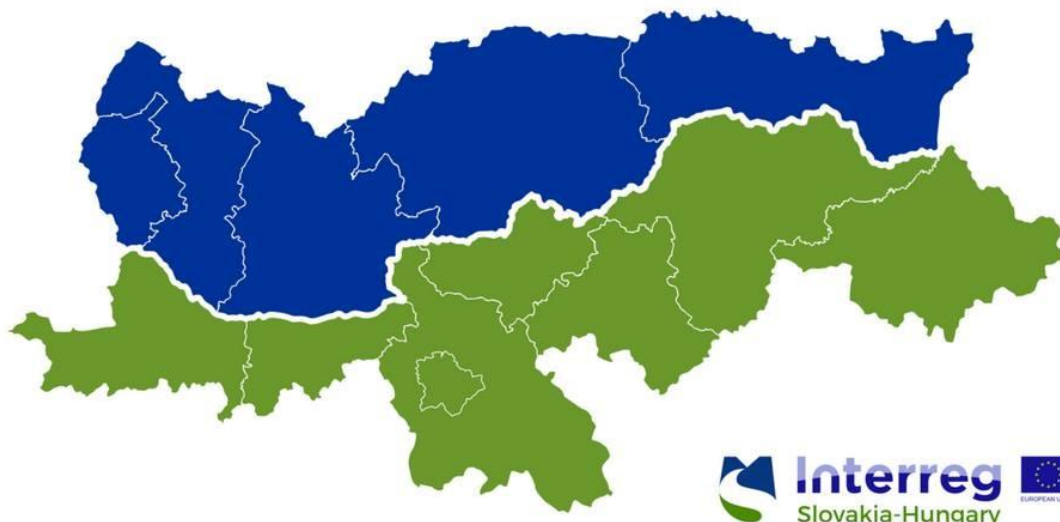
# DEVELOPMENT OF ENTREPRENEURIAL SKILLS WITH GAMES

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## REPORT ON THE FINAL EXAM RESULTS

**SKHU/1601/4.1/062**

PROVOCENT - „PROMOTING ENTREPRENEURSHIP IN THE VOCATIONAL EDUCATION PROJECT  
IN INTERREG V-A SLOVAKIA - HUNGARY COOPERATION PROGRAMME FUNDED BY THE EUROPEAN REGIONAL  
DEVELOPMENT FUND.



 **Interreg**  
Slovakia-Hungary

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## The aims of the analyses of feedback

In our summary we compile the opinions of the mentors who helped the work of the students during the pilot course in the frame of the project “Promoting Entrepreneurship in the Vocational Education – ProVocEnt”(SKHU/1601/4.1/062) project was implemented within the Interreg V-A Slovakia - Hungary Cooperation Programme and was funded by the European Regional Development Fund.

The preliminary concept behind the project was that in our countries – Slovakia and Hungary – fewer young professionals start new businesses than it is being presumed or expected although the EU-28 SME employment grew by 5.2 % from 2013 to 2016, almost 50 % faster than overall employment in the EU-28 economy over the same period.

We need to pay attention to the European trends – this is the long term concept behind our project.

The training material developed in the project helps young professionals in developing their skills needed on the entrepreneurial world and also helps them in their decision whether they start their own businesses.

Our project intended to create a new, cross-border capacity of educational tools and supporting networks for students in VET, while promoting the idea of entrepreneurship and encouraging young people to plan a carrier as entrepreneurs.

In order to be able to step forward in the development process in the sustainability period we had to analyse the feedback sent by the mentors of the pilot course.

## The method of feedback analyses

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The mentors followed the work of the students during the course from the very first steps so they could send feedback about their own work and also about the students.

The mentors got some points of view around which they could collect their ideas and experiences.

The feedback was asked about the following fields:

- technical problems
- form and structure of the material, content and visual elements
- usual place of learning, usage of mobile tools
- products in the modules
- methodology
- motivation
- mentoring and consultations
- overall opinion about the course

The mentors gave their opinions in text, not questionnaires.

In the following chapter, we summarize the mentors' feedback in the above mentioned fields.

## Feedback

### Summary about technical issues

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We met technical problems only at the beginning of the programme.

In that phase there were problems with the registration, identifying the students in the online system and entering the training material.

When the mentors informed the developers about the problems quick help was given – even individualized help through skype and e-mail.

Except for these first phase problems there were no other technical problems.

### Form and structure of the material

Structural troubles and word processing issues could be met only in the first module.

The problem was that the material was installed into the online system and after that no proof reading was applied.

When the mentors sent information about the complications, the team responsible for the online developing corrected the misprints or word processing problems.

After this, all new chapters were proofread both before and after they were installed in the online framework. Beyond these, each chapter went through a thorough overview before it was published in the system.

The art work in the material is simple, which is no trouble because it can also run on a less smart mobile tool.

As we think, a learning material does not necessarily need graphics like an electronic game.

The language of the material is adequate. The texts, exercises, games are understandable and clear for the students.

## Usual learning habits (place of learning, usage of mobile tools etc.)

Talking to the students about the usual learning habits, we experienced that they used their mobile learning tools mainly at school.

It was practical because they could do all the team works together only at school. Also, they could learn together and work on the different chapters of the training material only at school, immediately after the scheduled lessons.

Individually, the students were learning while travelling home from school on the train or bus, sometimes also at home after school time.

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## Products in the modules

Making the products was not equally important for all the teams.

There were teams that considered it very important to produce everything in good quality. These teams worked together a lot, and they sometimes made a product twice or three times while the products were of the expected quality.

We saw examples also for the opposite: some teams did not pay enough attention to the products but they focused on the individual achievements instead.

## Methodology

The current material is divided into 5 modules.

At the end of the modules the students have to carry out some products.

Within a module, it is well divided into three parts: theoretical knowledge, practical knowledge and practical application.

The structure is good; the content of each module is adequate.

In our opinion, the more practical application is involved the better.

We suggest that we shall keep the products or even more products should be designed. This is necessary from a very practical point of view: the practical team work develops communication skills, conflict management and team skills.

We should also consider that the virtual firms that make their progress in different speed need the consultations in different times – so, we have to tailor the schedule of consultation to their needs.

A new idea for motivation was the “virtual fair”, which could be a motivation tool for the firms that are a bit slow in learning and carrying out the products.

We should think of some changes concerning the system of dividends. It was contra productive in the cases of some participants that all the team members got the same dividends not depending on how they contributed to the growing of the capital of the firm. We experienced that the team members did not motivate each other or encourage each other to higher achievements.

The system of shares should motivate the students to observe and check each other's products and give a feedback by investing into them. As we experienced, the students were not too much interested in each other's achievements, they focused on their own results instead.

## Motivation

The PCoin – the virtual money was a good motivation tool – especially, that they could exchange the virtual coins into real products at the end of the programme.

Nevertheless, there were participants who were not interested. So, it probably depends on the characteristic of the participant.

There were some students whose motivation was on very high level at the beginning of the programme but it was decreasing module by module. They were the students who are open to innovation but they have not enough stamina to finish what they began.

Most of the students stated that they had not too much motivation to begin. They did not know what to expect but they were curious. After starting the first module they became fond of the programme and the motivation grow from module to module.

Some students took the programme as a kind of opportunity to learn something new. They were motivated to begin and they were motivated to finish. So their motivation stagnated during the programme.

## Mentoring

It was very useful for the students that we could co-work in the training material and learn together.

The use of it mainly was that the students got confirmation. They wanted to know if they understood the tasks right. They were glad to discuss their ideas, the products in the modules etc.

The students asked more questions in some parts of the material, when the special terminology, a special process (like e.g. business plan design) needed a thorough discussion. Taking everything into consideration, mentoring is a very useful element in the programme.



## Consultation

The consultations had a very important role as during these occasions we discussed the material the students learnt to that point and also we tried to clarify the terminology that came in the next module.

We also could discuss the products – how they prepared, how they produced and how they marketed them to win investments.

All in all, it was good to learn together, as it was a novelty for the students.

## Overall opinion about the course

As we think, the training material was very useful.

It has a new approach towards entrepreneurial skills and it has a very important message: all your knowledge has to be applied in practice because only practical things can be invested into.

## Foreseen tendencies for the sustainability period

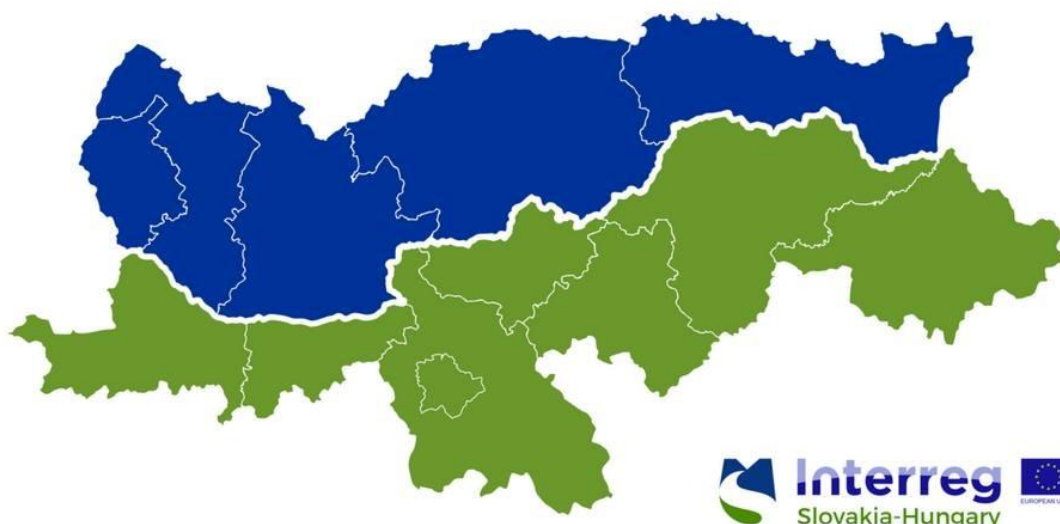
We would be glad to expand the network of mentors and work together with the colleagues who will take part in the work with the new groups.

Blended learning is more and more popular, so we will happily discuss the experiences with business teachers of other schools or adult training institutions.



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