

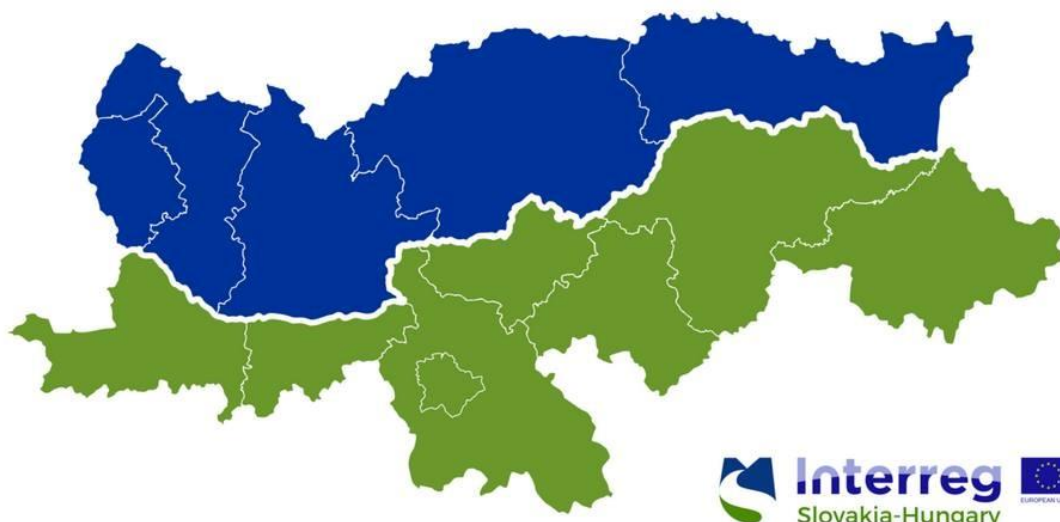
# DEVELOPMENT OF ENTREPRENEURIAL SKILLS WITH GAMES

1

## SUMMARY OF THE EVALUATION SHEETS' AND THE DATA

**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 

This document is a part of "Promoting Entrepreneurship in the Vocational Education" - ProVocEnt" (SKHU/1601/4.1/062) project implemented within the Interreg V-A Slovakia - Hungary Cooperation Programme funded by the European Regional Development Fund. The content of the document does not necessarily represent the official position of the European Union.

[info@skhu.eu](mailto:info@skhu.eu)[www.skhu.eu](http://www.skhu.eu)

Európai Regionális Fejlesztési Alap

## TABLE OF CONTENT

The aims of the analyses of feedback .....	3
The method of feedback analyses .....	3
Feedback .....	5
Training material .....	5
Products in the modules .....	6
Methodology .....	7
Mentors .....	8
Motivation .....	10
Final results .....	10
Foreseen tendencies for the sustainability period .....	11

## The aims of the analyses of feedback

In our summary we compile the opinions of the students who participated in 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 participants of the pilot course.

## The method of feedback analyses

The feedback was given on online questionnaires. The students gave their answers to questions that concerned the training material, its methodology, the products that were made at the end of the modules etc.

There were questions concerning also the mentors’ help and assistance during the pilot course.

The students could give their opinions on a 4-grade scale that had the same logic in the case of all questions:

1	2	3	4
negative	close to negative	close to positive	positive

4

We gave this scale to make it easier for the students to differentiate and not force them to give only positive-negative answers.

But, to be able to use the results effectively in the further development, we had to make a two-category system of the answers.

So, in order to determine weighted means with “positive” and “negative” properties, the first two categories were merged and taken as “negative”, while the second two categories together were taken as “positive”.

That is how the pyramid of properties looks like:

Property			
Negative		Positive	
negative	close to negative	close to positive	positive

All the results are converted into percent and from the percentage ratio we made visual elements like graphs to see how the answers relate to each other. In some cases we asked for verbal confirmation of the answers from the students at the final phase with the help of the mentors.

In the following chapter, we summarize the students’ opinions in the most critical and determining fields of the material.

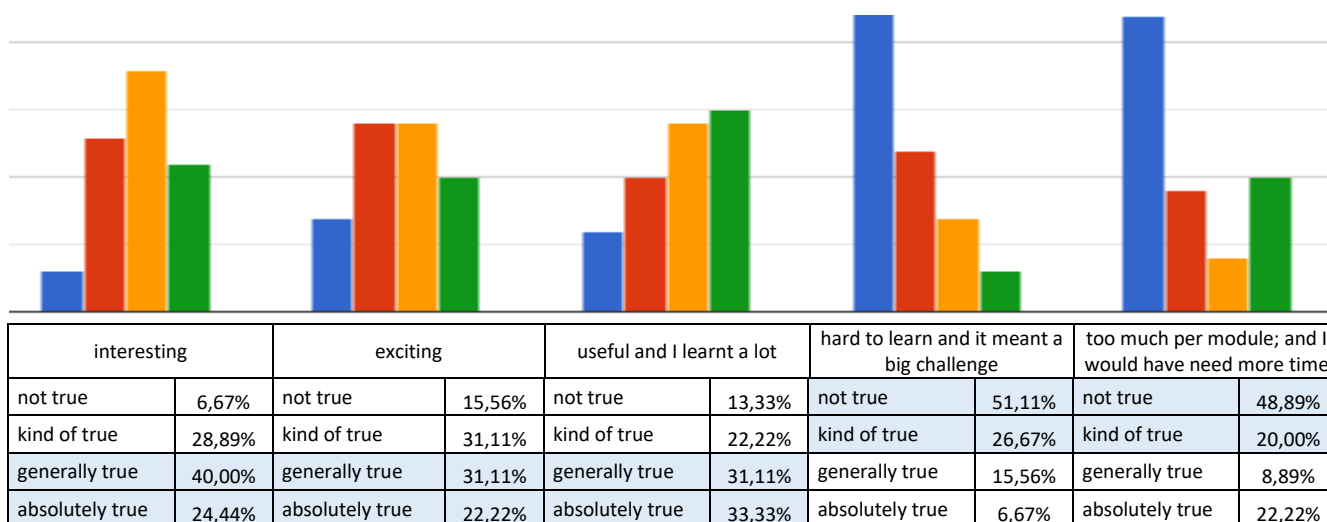
The questions and also the categories of answers are quoted as they are in the questionnaire.

## Feedback

### Training material

5

About the training material I think that it was...



To see the weighted average we divided the evaluation into two categories:

- dislike (negative): the first two categories together + negative questions with positive answers
- like (positive) : the second two categories together + positive questions with negative answers

So, from the point of view of the developers we can come to more precise conclusions if we take these two categories.

On the basis of this, the training material was judged as

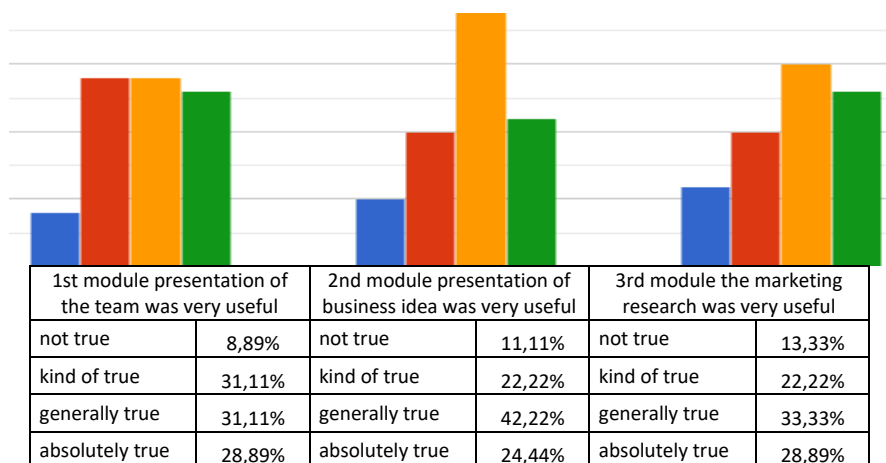
- negative by approx. 34%
- positive by approx. 66%

As a confirmation of our prior conception, more than two third of the students liked the training material and found it useful. According to them it was not too difficult to learn and the time was enough for learning and making the products.

Nevertheless, almost one third found it difficult to learn – so, in the next steps of going further we have to consider their opinions.

## Products in the modules

About the products we produced at the end of the modules I think that at the end of the...



The products were judged as	in the 1 <sup>st</sup> module	in the 2 <sup>nd</sup> module	in the 3 <sup>rd</sup> module
negative by	40%	33,33%	35,56%
positive by	60%	66,67%	62,22%

Altogether the products were judged as

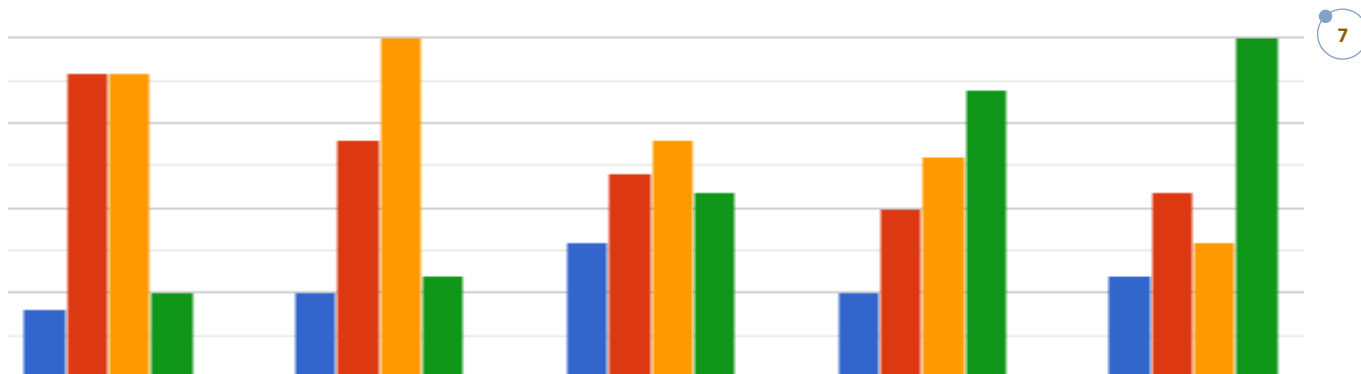
- negative by 36,56%
- positive by 63,44%

More than two third of the students liked the products they had to make at the end of the modules. It means that they were happy to apply the knowledge they learnt and put it into in practice. Moreover, the common work had a lot of benefits as we will see it later in the statistics.

In the further development process we have to consider building in more product making phases. Establishing a product brings the students closer to real life and gives the feeling they work for a real enterprise.

## Methodology

About the methodology I think that the following types of tasks were...



Questions to videos/case studies		Playful exercises		True or False questions		Practical teamwork		Skills trainings in teams	
not useful	8,89%	not useful	11,11%	not useful	17,78%	not useful	11,11%	not useful	13,33%
kind of useful	40,00%	kind of useful	31,11%	kind of useful	26,67%	kind of useful	22,22%	kind of useful	24,44%
generally useful	40,00%	generally useful	44,44%	generally useful	31,11%	generally useful	28,89%	generally useful	17,78%
absolutely useful	11,11%	absolutely useful	13,34%	absolutely useful	24,44%	absolutely useful	37,78%	absolutely useful	44,44%

The exercises were judged as	Questions to videos/case studies	Playful exercises	True or False questions	Practical teamwork	Skills trainings in teams
negative by	48,9%	42,22%	44,44%	33,33%	37,78%
positive by	51,1%	57,78%	55,56%	66,67%	62,22%

As for the exercises, all of them were judged useful at least half of the students.

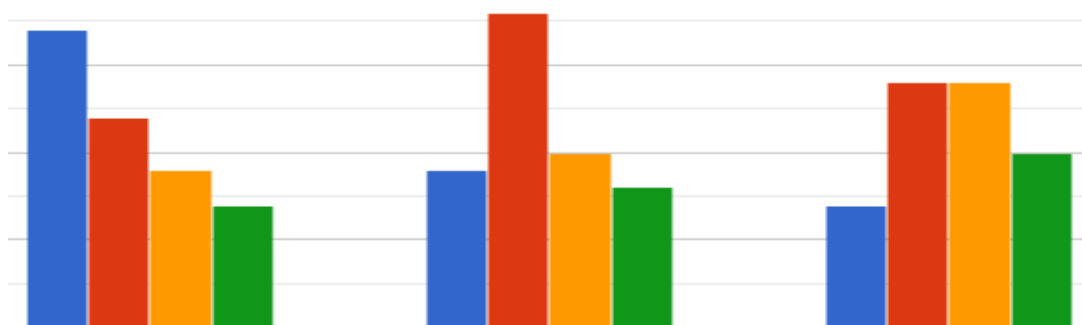
The types of exercises that were more popular than the others are

- the playful exercises, which are well integrated in a training context that uses gamification
- the skills training in teams, which put stress on developing attitudes, practical personal skills and team skills; this is novelty comparing to the class schedule at school; this may be the reason why more than two third of students liked it
- the practical teamwork, which means effective development of soft skills in many ways in the field of personal and also team skills; it develops communication, conflict management, problem solving, time management and decision making.

The conclusion is that the students like the types of exercises that work as an addition to the class schedule.

## Mentors

To what extent did you need the help of your mentor in the following tasks?

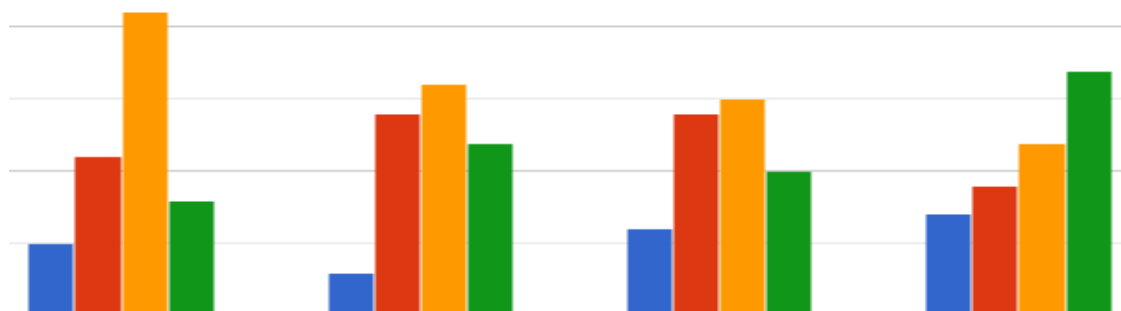


In understanding the material, carrying out the tasks on tablet		In making the products at the of the modules		In the questions in which I knew I could co-work with my mentor	
not at all	37,78%	not at all	20,00%	not at all	15,56%
in some occasions	26,67%	in some occasions	40,00%	in some occasions	31,11%
in lots of cases	20,00%	in lots of cases	22,22%	in lots of cases	31,11%
very much	15,56%	very much	17,78%	very much	22,22%

From the statistics we can see that approximately one third of the students needed the help of the mentors during the course but more than half of the students lent on the mentors' help deliberately when they could work together with them on the consultations.

We see confirmed that the conception of blended learning was good and the role of mentors in the programme has great significance.

## To what extent were the tasks useful when you worked together as a team?



Cooperation in learning; studying together with fellow students and mentors		Working together in making the products		Investing in other teams' products		Teambuilding trainings together with the other teams	
not useful	11,11%	not useful	6,67%	not useful	13,33%	not useful	15,56%
kind of useful	24,44%	kind of useful	31,11%	kind of useful	31,11%	kind of useful	20,00%
generally useful	46,67%	generally useful	35,56%	generally useful	33,33%	generally useful	26,67%
absolutely useful	17,78%	absolutely useful	26,67%	absolutely useful	22,22%	absolutely useful	37,78%

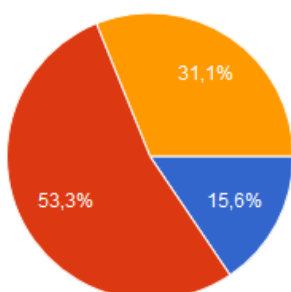
As we see from the feedback, all the cooperative learning situations were very popular:

- learning together (64,44%)
- working together on the products (62,22%)
- investments (55,56%)
- teambuilding (64,44%)

The high rate of likes show that the students enjoyed working together after the big proportion of individual school work. We presume that they would be glad to form teams more often. During the teamwork the students' team skills develop spontaneously so – as most of the team skills are also project skills – a lot of competences needed for starting a business, planning and maintaining a plan.

## Motivation

### How my motivation changed during the programme?



15,6%	It was a great pleasure to learn at the beginning but later my motivation was decreased.
31,1%	My motivation did not change during the course. I worked with the same intensity at the beginning and at the end of the course.
53,3%	At the beginning I had not too much motivation but later it was growing step by step because I liked the material more and more.

10

## Final results

The total number of participants was sixty-eight. It was shared equally between the two cooperating cities and schools, with thirty-four participants in each. The students formed twenty-two virtual teams, eleven teams in Slovakia and eleven teams in Hungary. Each team had three or four members in it.

Each team created a virtual enterprise for themselves with individual names and logos. This was the first product they carried out in the programme. According to the mentors' stories, the participants enjoyed the production very much as it was a new kind of task the rarely meet at school.

This was the first time they had to put aside their individual achievements and focus on the achievement of the team. Lots of discussions and debates were going on while the results were produced.

Going further, they had to make a short presentation of the enterprise.

The cooperation skills were still a problem, and also the communication, but with time, both skills developed a lot.

In the first phase, conflict management was the weakest point of the teams. The students were not accustomed to working together as it is not a definite requirement during lessons.

Nevertheless, if a task requires team work at school it occurs only in some occasions.

This was the skill that developed the most during the pilot course, due to the practical team works at the end of each module.

The students also learnt how to pay attention to each other's ideas and how to listen to each other's suggestions. This helped the development of communication skills and also the level of problem solving was raised.

The skill that also developed to a big extent was the time management on team level. We assume that individual scheduling skills reached a higher level as well, that's why it raised drastically as a team skill during the course.

Cooperation and co-working was neither a strong point and was a problem from the start. They develop to that extent that the teams were able to manage market analyses and benchmarking issues at the end of the programme.

### Foreseen tendencies for the sustainability period

Based on the feedback of the students we can draw up the following directions:

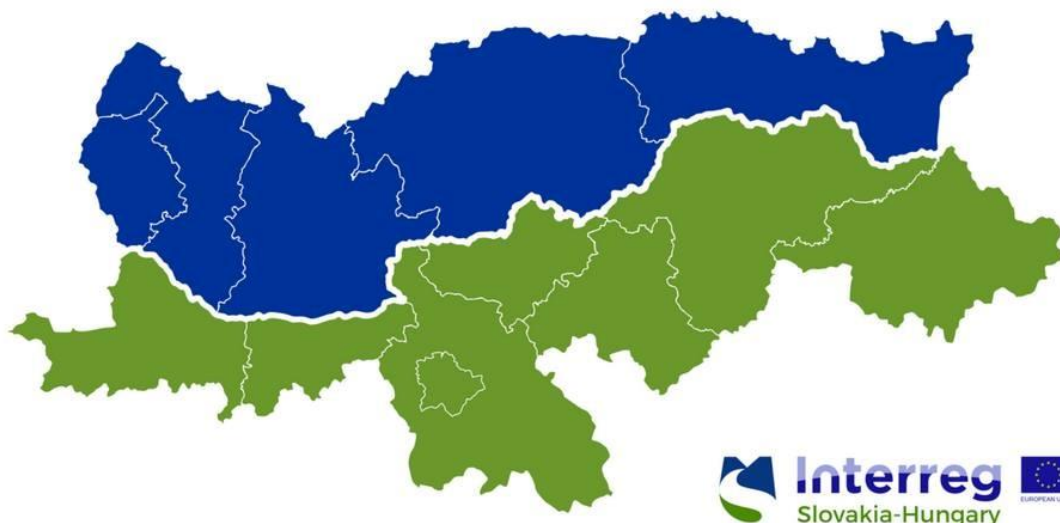
- the methodology of blended learning has to be kept; the work of mentors is important and the help they give the students is precious
- more stress should be put on team skills development and motivate the students to work for the team more seriously (e.g. motivate each other during individual learning phases)
- increase the number of practical tasks, especially practical team work; - as an opportunity, we should consider increasing the number of products at the end of the modules or developing extra tasks that should be solved in teams



### **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.

12



THIS DOCUMENT IS A PART OF “PROMOTING ENTREPRENEURSHIP IN THE VOCATIONAL  
EDUCATION” - PROVOCENT“(SKHU/1601/4.1/062) PROJECT IMPLEMENTED WITHIN THE  
INTERREG V-A SLOVAKIA - HUNGARY COOPERATION PROGRAMME FUNDED BY THE EUROPEAN  
REGIONAL DEVELOPMENT FUND. THE CONTENT OF THE DOCUMENT DOES NOT NECESSARILY  
REPRESENT THE OFFICIAL POSITION OF THE EUROPEAN UNION.