



Funded by
the European Union



Erasmus + Project for HEIs

Type of project: Erasmus +, KA 131-22, BIP

Background Information:

Title: English for Entrepreneurship

Coordinating University: Nicolaus Copernicus University, University Centre for Foreign Languages

Partner Universities: University of Antwerp, University of Cyprus, University of Eastern Finland, University of Rijeka

Online component: 30 hrs of MS Teams synchronous sessions from 8.03.2023 till 7.06.2023

Onsite component: 30 hrs. From 24.07.2023 till 28.07.2023

Self study (Moodle): 30 hrs.

Number of ECTS credits: 3

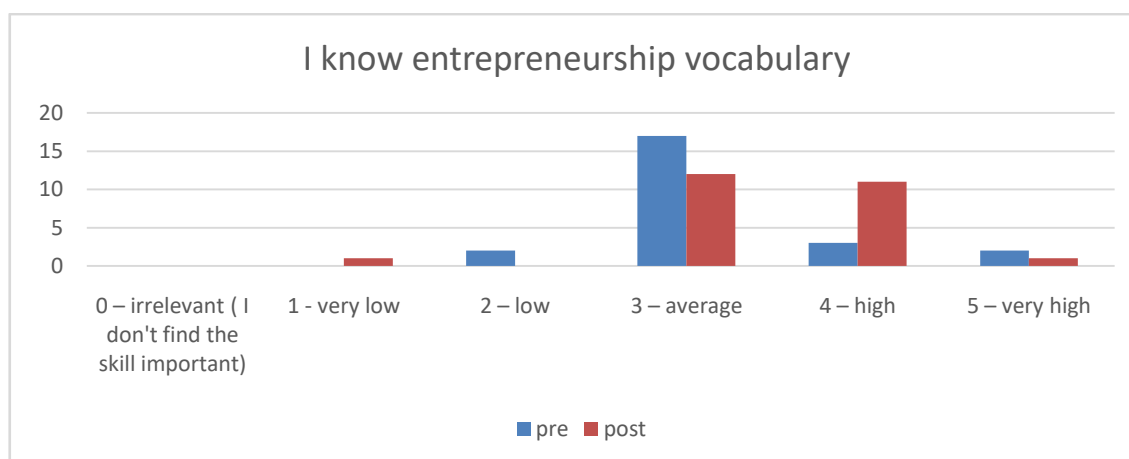
Project description: ESP language project with business and legal English modules; interdisciplinary and intensive blended language programme for international students; participants in international teams come up with a business idea for their startup, choose a location, learn how to prepare a portfolio, make a business pitch, and draw up a partnership agreement

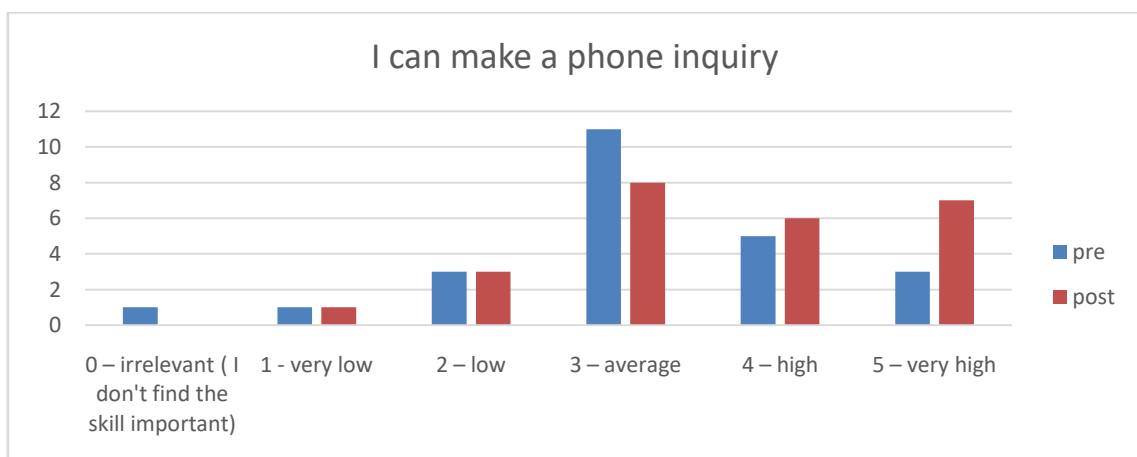
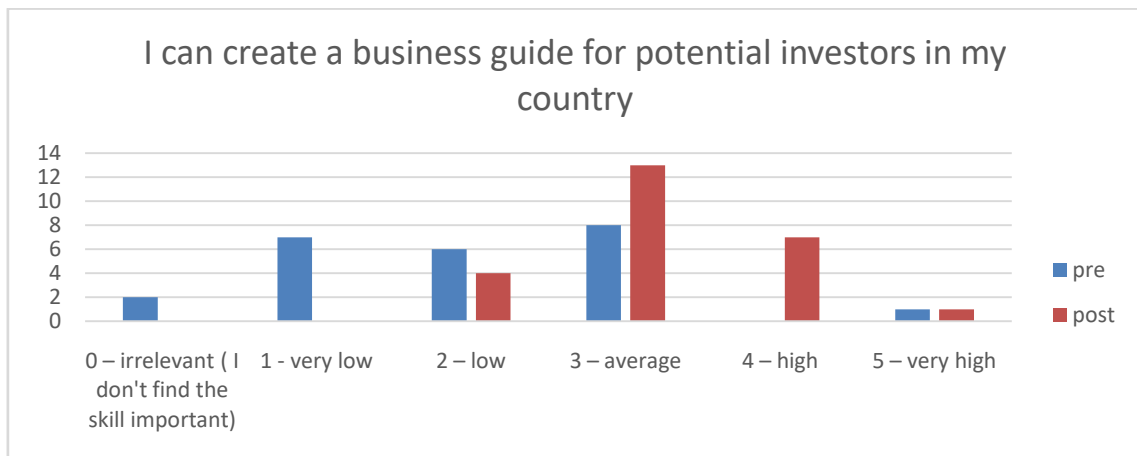
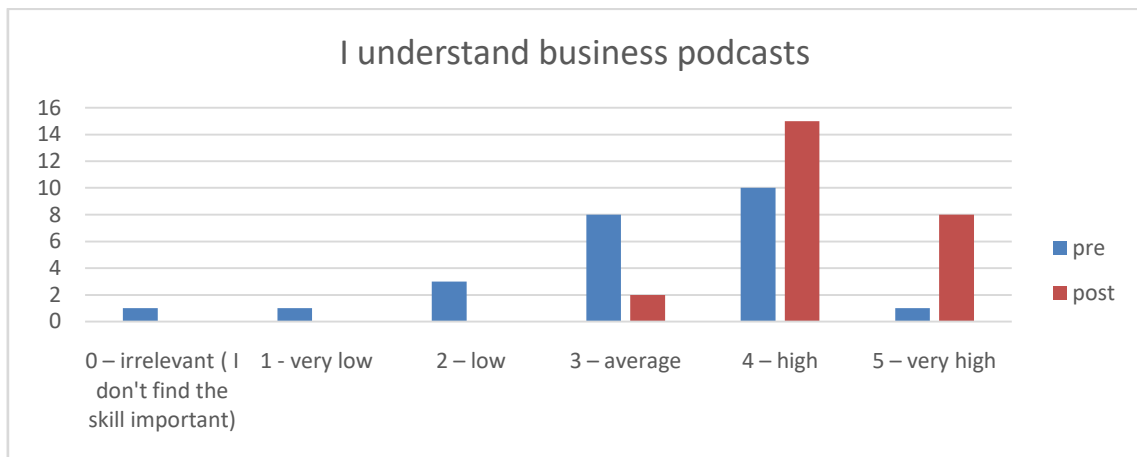
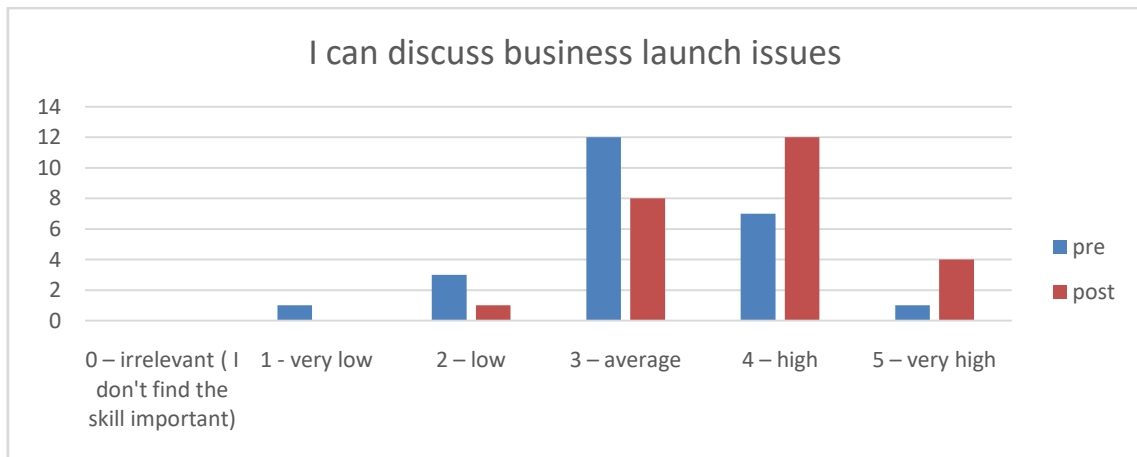
REPORT

This report presents the data of students evaluation as well as the assessment of learning outcomes.

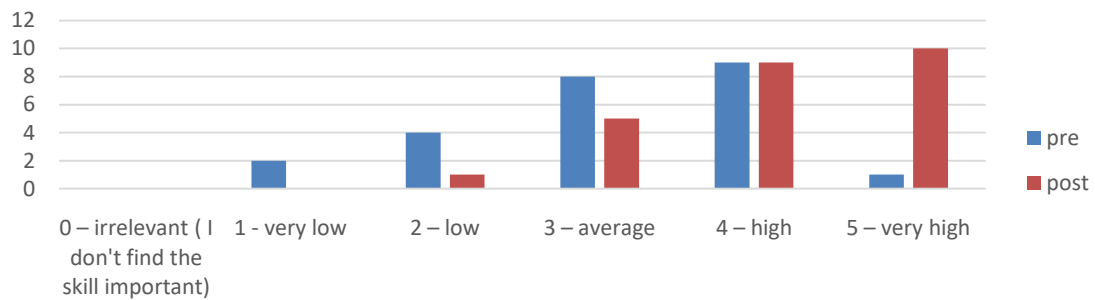
STUDENT EVALUATION OF ONLINE MODULE OF THE COURSE :

I. Pre / post course competency reflection survey

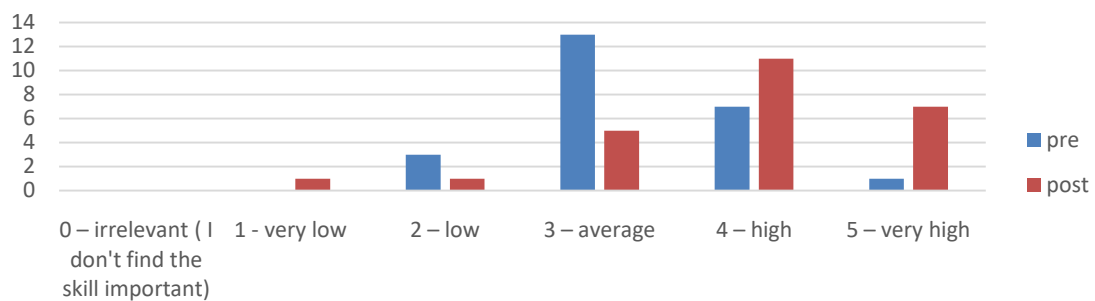




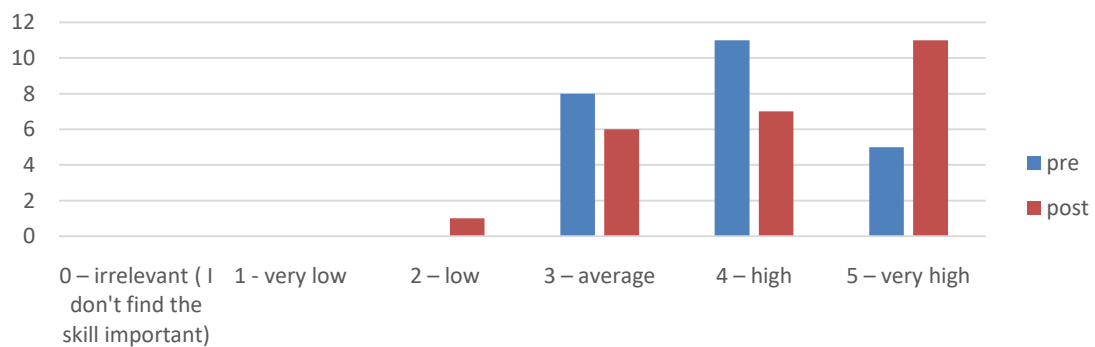
I am able to network with members of business communities during an online meeting.



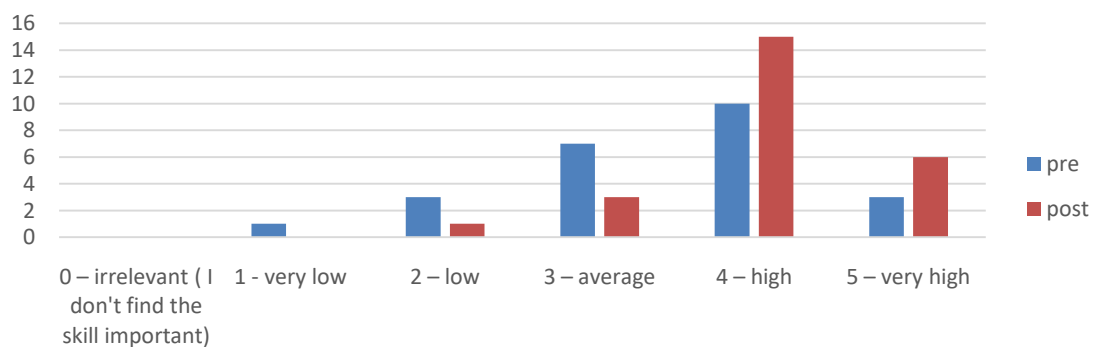
I can communicate and solve problems with other business cultures, in an international team



I can give a presentation



I can write a report



The survey consists of 10 questions. It compares the level of competencies students possessed before the online module of the course and when it finished. The skills that are included in the survey are the following: business and legal English communication skills relevant when creating a company such as: the ability to write a business portfolio, write a report and make a business presentation, teamwork communication skills such as: collaboration, solving problems, and networking as well as the awareness of entrepreneurial concepts and business cultural issues. The survey was obligatory.

The skills that according to the respondents were improved most were: understanding business podcasts, writing a report, discussing business launch issues, writing a business portfolio and getting to know entrepreneurship vocabulary. The last four are quite important in the context of creating a company.

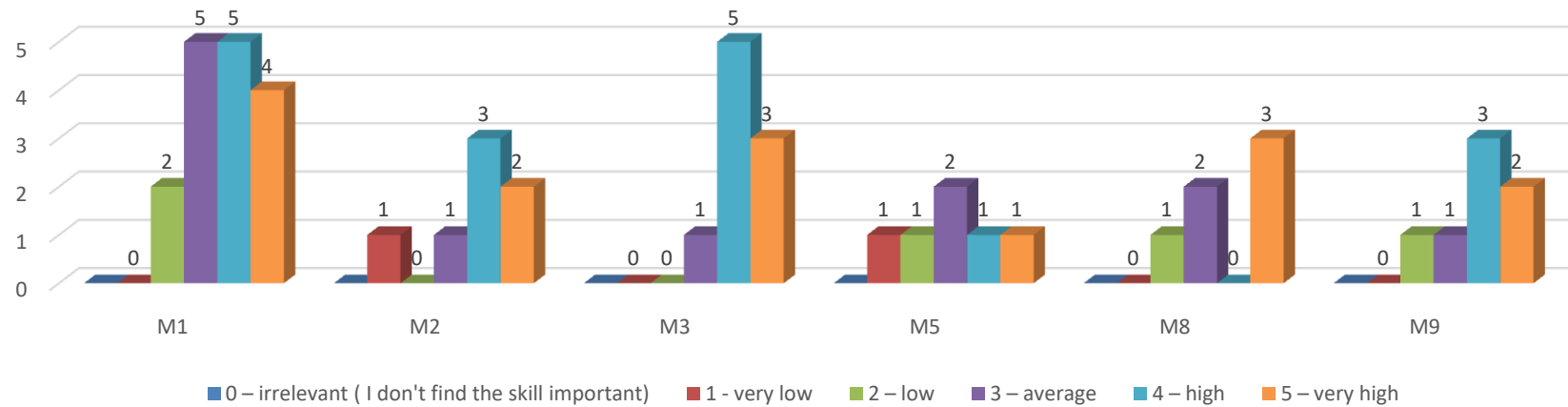
It must be noticed that half of the respondents (12) evaluated their skill of being able to communicate and solve business problems in international team as average.

Conclusions:

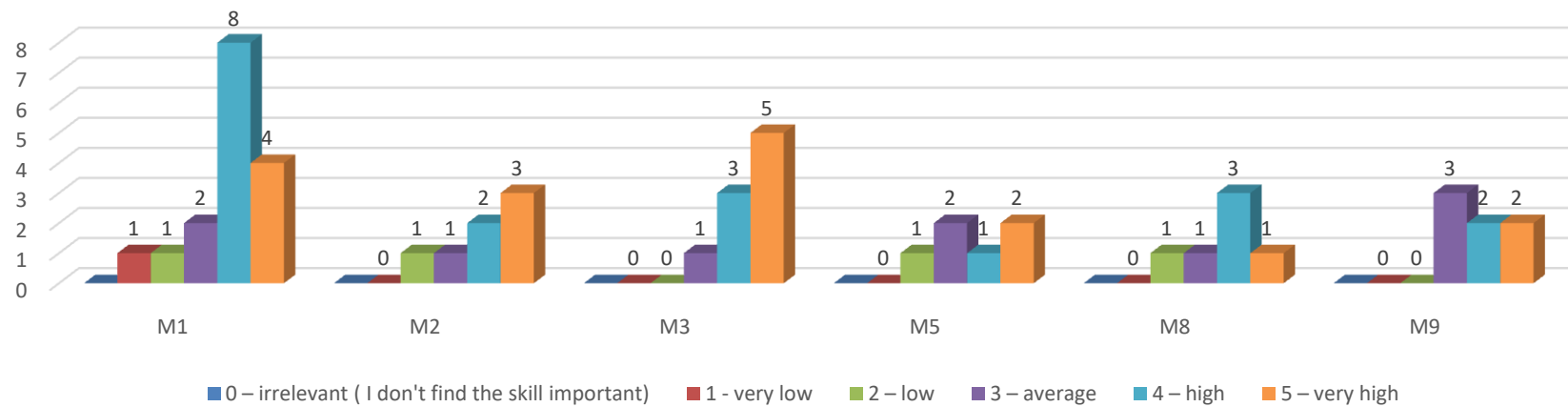
1. Students improved most of the skills taught within the project.
2. There should be a special emphasis put on the improvement of collaboration and teamwork skills within international project groups in a physical module of the course.

II. Class evaluation.

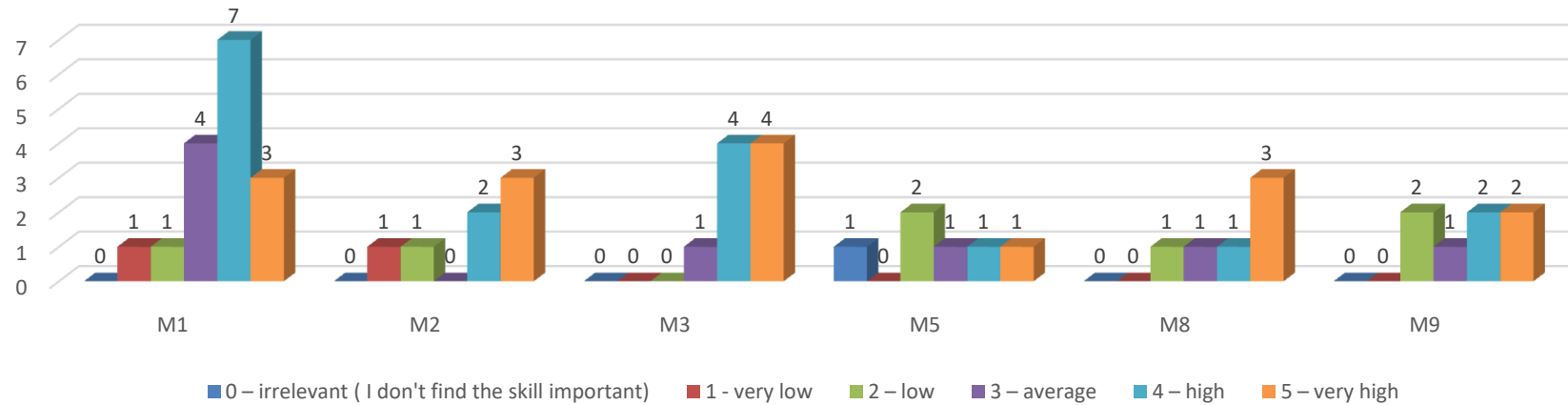
The class as a whole was



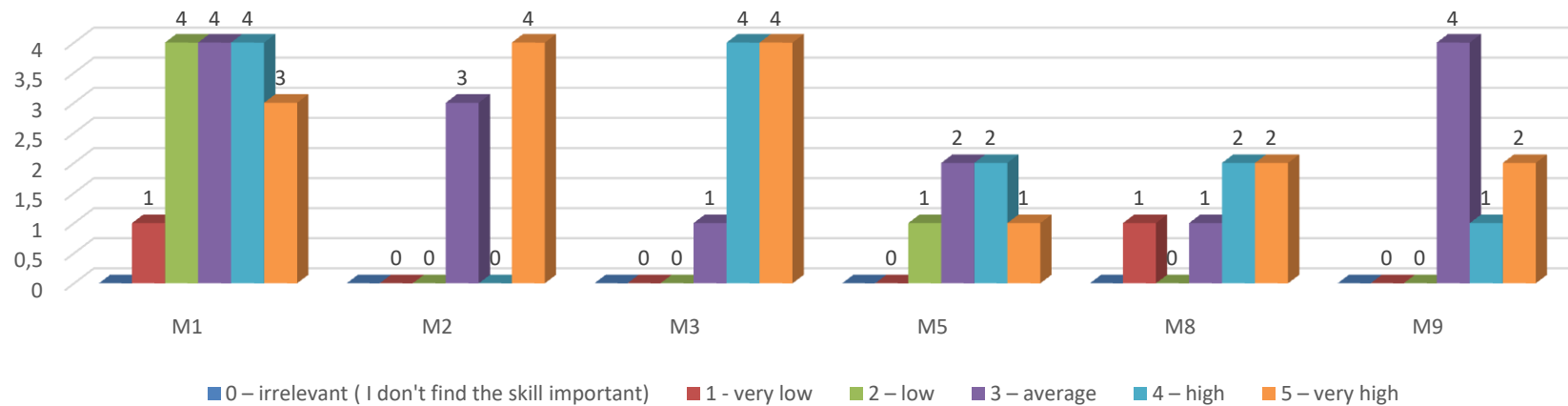
Relevance of class content was:



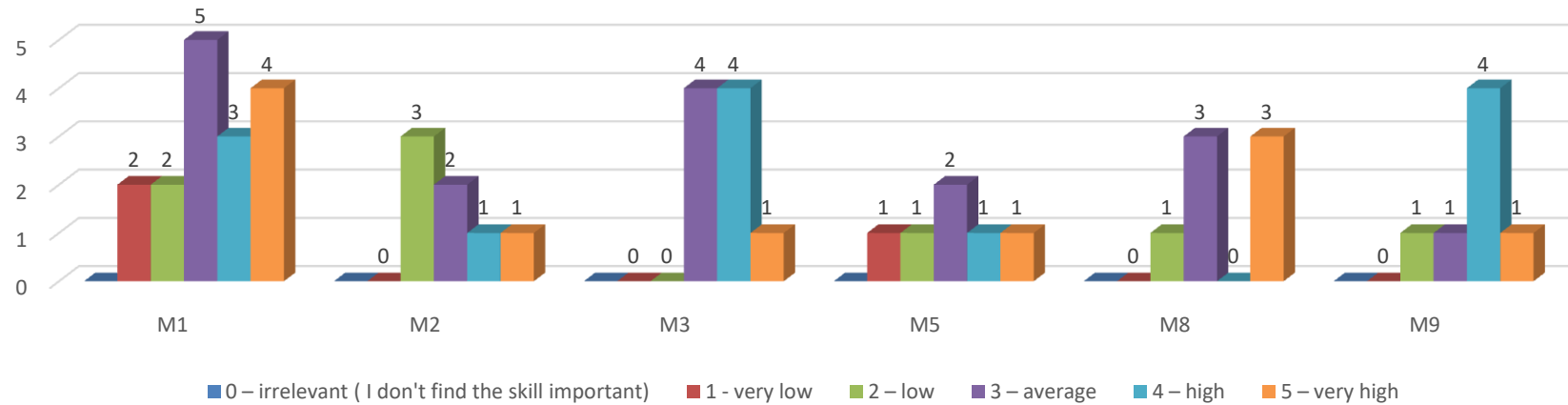
Explanations by instructor were:



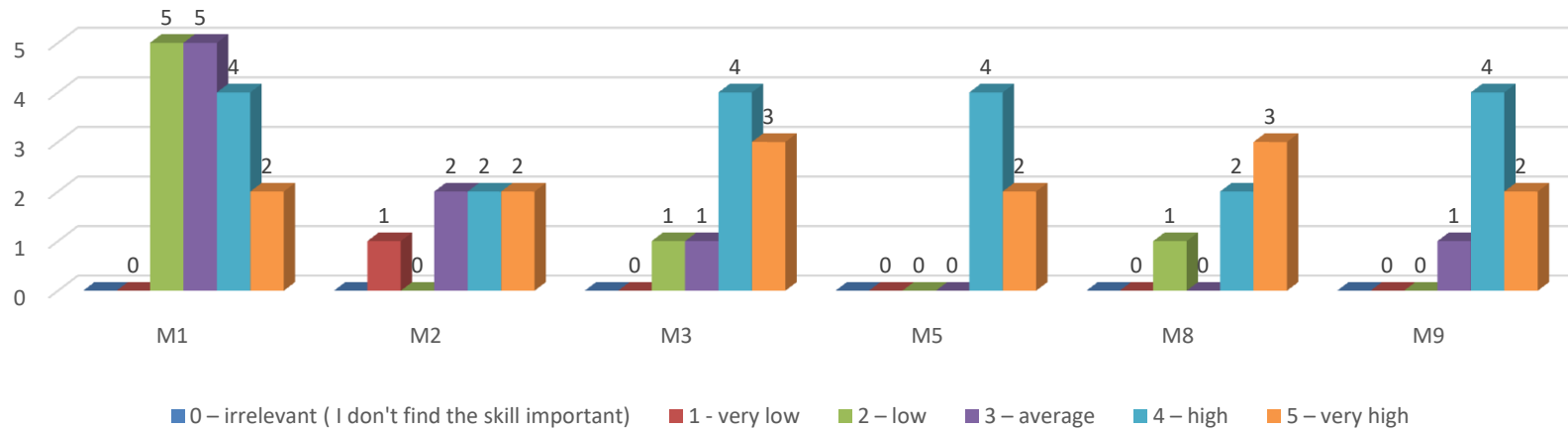
Class interactivity level was:



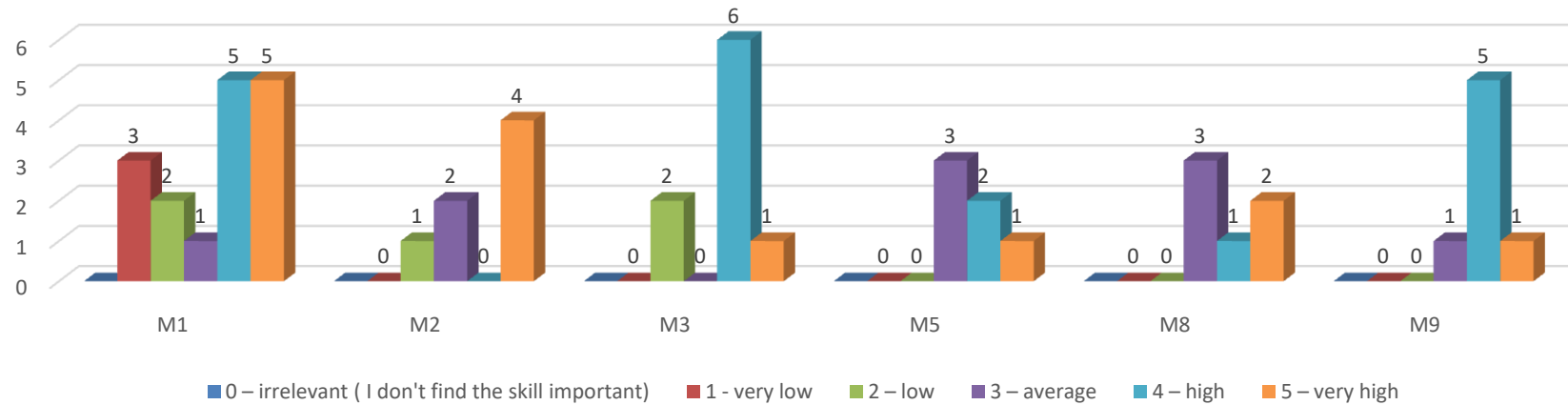
Amount of assigned work was:



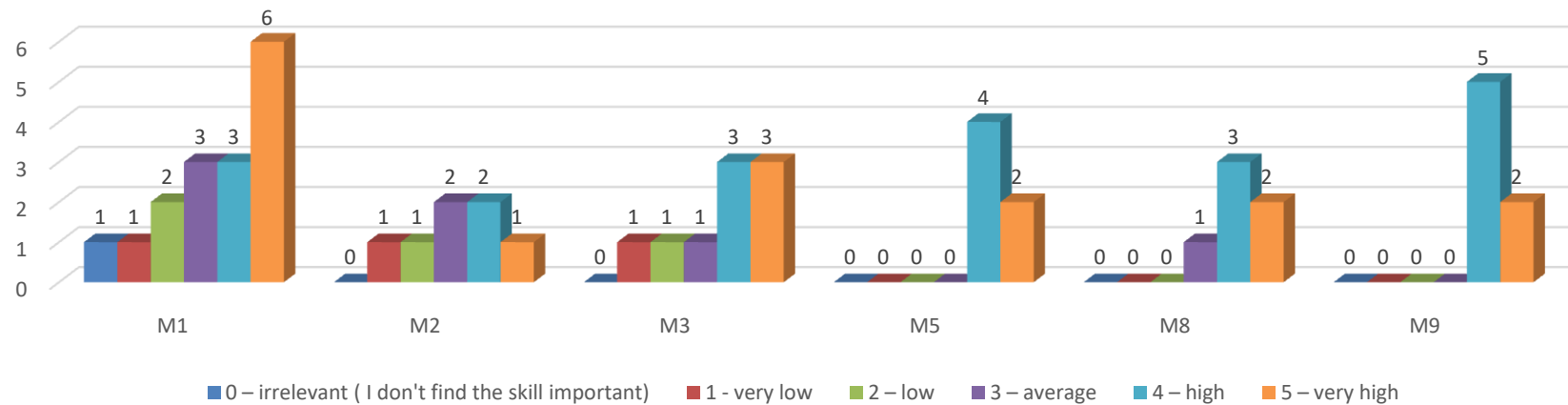
The use of Ms Teams for synchronous part of class was:



Use of class time was:



The clarity of Moodle site was:



The class evaluation survey consists of 8 questions about the class content, work and time management, and class interactivity that to a large extent depend on the instructor, as well as the visual clarity and satisfaction of the use of E-learning platforms: Moodle and MS Teams.

The survey was optional. Only 6 out of 10 classes were analysed in this report because of insufficient number of respondents. The minimum number of respondents for the class to be analyzed was 6.

When it comes to the relevance of the class content the following classes were pointed out as of high or very high relevance: Class 1: Business environment in European countries, Class 2: Choosing a legal framework of your business, Class 3- Market research, Class 8- Business agility and innovation.

This is extremely important in the context of the main objective of the project which was to increase the students' knowledge of entrepreneurship concepts, relevant for creating a company.

It is worth noticing that the evaluation of the clarity of the 'Moodle' site was improving with each consecutive class. This is interesting, as all class content was designed in the same format. Most probably students got used to it with time.

As regards class interactivity during synchronous sessions it was evaluated as average.

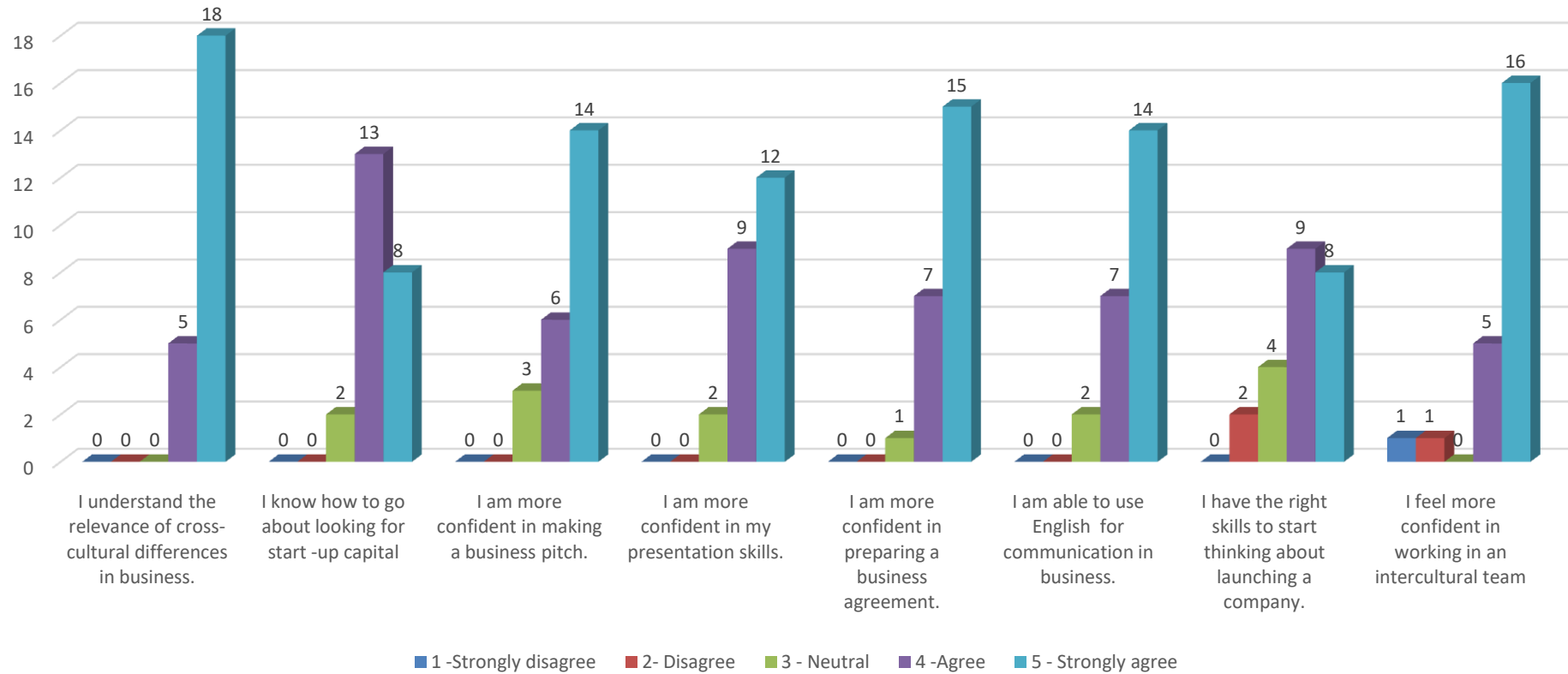
Conclusions:

1. Online courses should be designed well in advance to enable the students to get familiar with an online learning format and provided with instructions.
2. MS Teams synchronous sessions facilitate learning process and teamwork. Moreover the teacher can provide assistance in reaching learning outcomes.
3. To improve class interactivity the maximum number of students recommended for online session should be 12.
4. It is vital that online and physical modules of a blended programme are complementary with respect to the learning content and learning outcomes.

STUDENT EVALUATION OF ONSITE MODULE OF THE COURSE :

III. Onsite module reflection survey.

Competency reflection - onsite module (BIP efe 24-28 july 2023)



This survey asks for students' feedback after the physical module of the course. It consists of 8 questions. The questions verify the skill of understanding the relevance of cross-cultural differences in running a business, ways of getting a startup capital and students ability to communicate business ideas in a pitch and a business agreement.

Most respondents (18/24) strongly agree and (5/24) agree that they understand the relevance of cross-cultural differences.

8 out of 24 respondents strongly agree and 13 out of 24 agree that they know how to get about a startup capital.

68 % of respondents believe that they are more confident now in working in an international team.

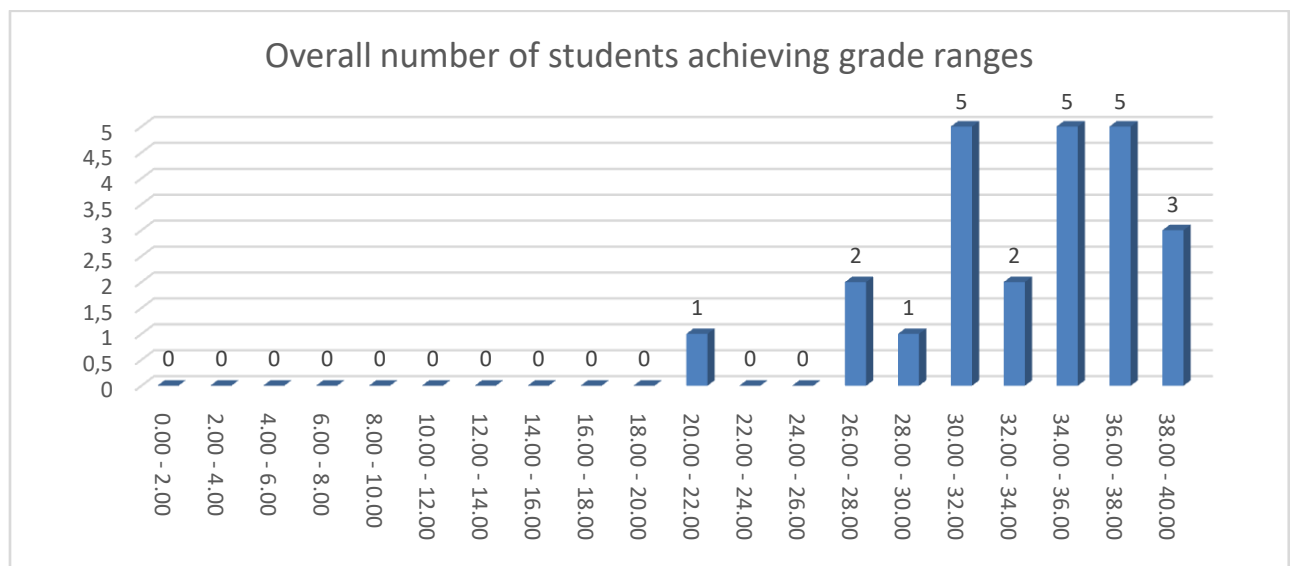
This score is high enough to conclude that the BIP language course was worth doing from the perspective of enriching student learning experience with the aspect of getting to know other cultures as well as improving the teamwork skills.

6 out of 24 respondents though do not think they have the right skills to start thinking about launching a company.

However this question is not specific enough and what the person creating the questionnaire mostly understood as 'the right English communication skills' the respondents might have understood differently - as the whole skill set.

COURSE ASSESSMENT

I. Learning outcome of the online module.

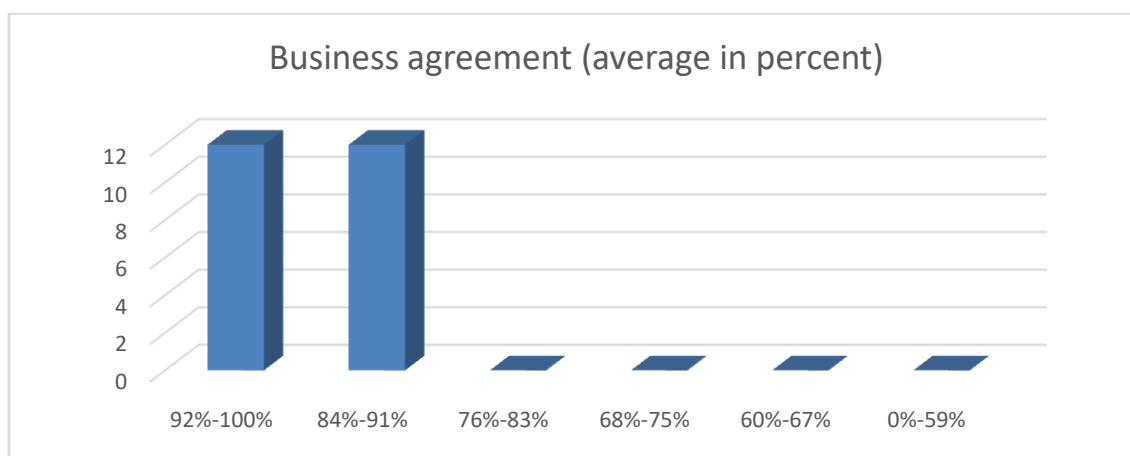
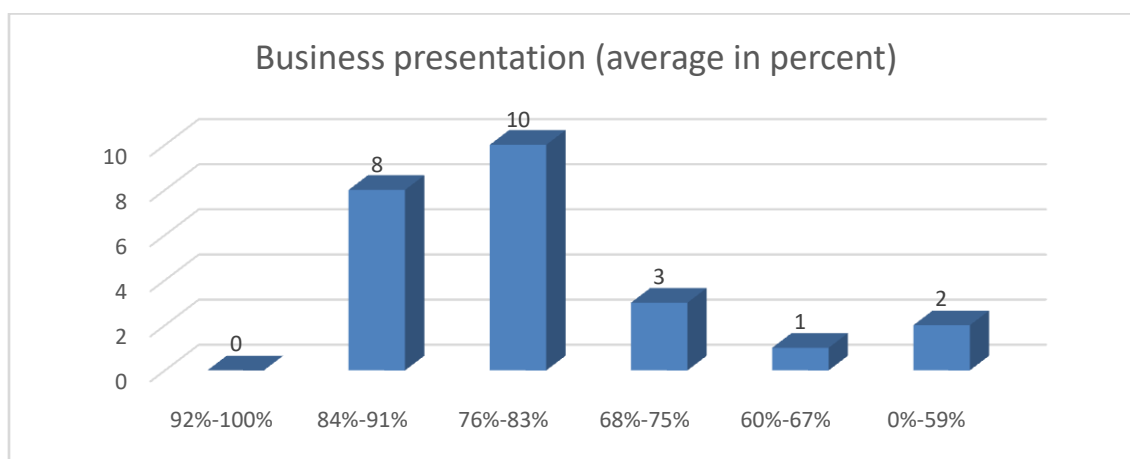
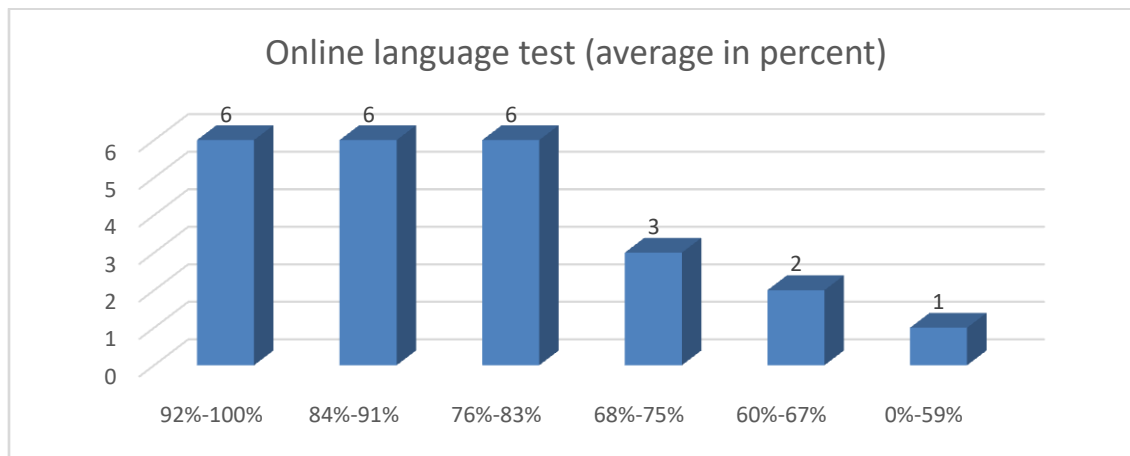


The learning outcome of online module of the course was measured by online exit test. The test consisted of 40 questions and verified the knowledge of entrepreneurial concepts and legal and business English vocabulary from the area of entrepreneurship. 20 people out of 24 scored between 30 and 40 points which is a very good result. 3 people were in the assessment range between 26 and 28. One person scored between 20-22 points.

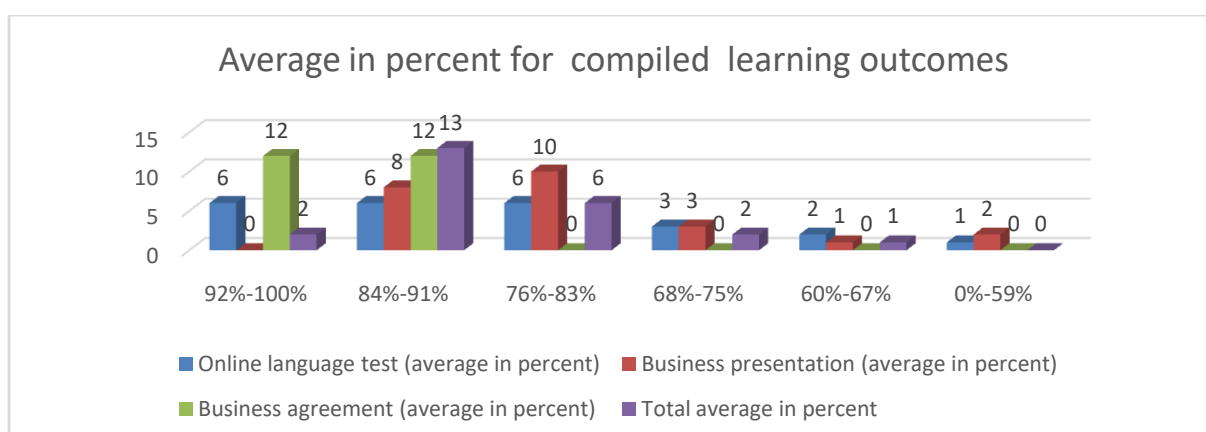
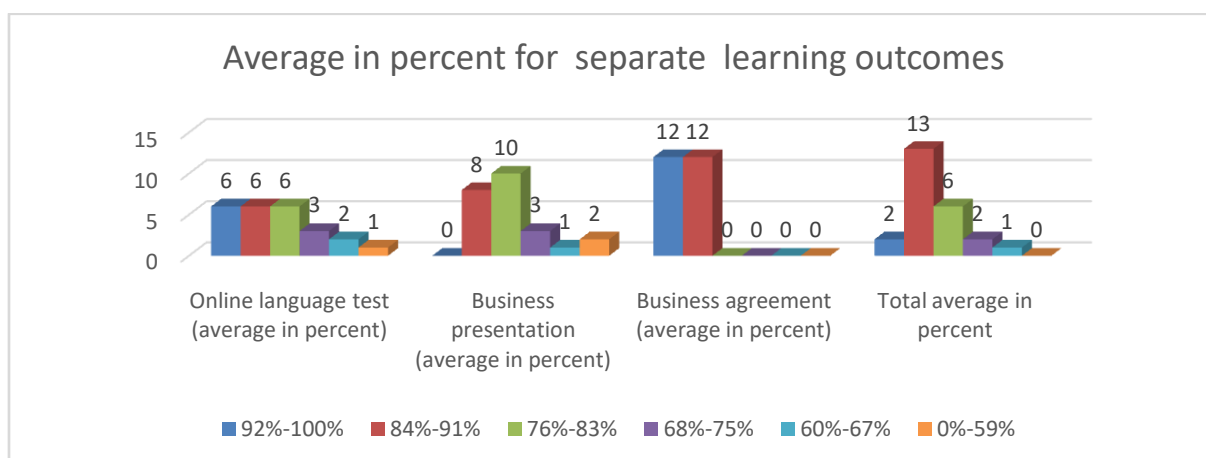
This was a good indication that students did work on the self-study materials on the Moodle and were prepared to discuss entrepreneurship concepts and collaborate with their team members

further during a physical module of the course in order to work on the practical arrangements of launching their companies.

II. Learning outcome results for the language test (online module), a business presentation (onsite module), and a business agreement (onsite module)



III. Final Grade.



There were two onsite learning outcomes: making a business pitch and drawing up a business agreement. The skills were learned and practiced during the 30 hrs of the physical module.

The students were expected to work in teams on producing a partnership agreement (team point score)and were also awarded with points for their legal portfolio (team point score) – a prerequisite task before drawing up an agreement.

Another assessed skill was the delivery of a team presentation of a given business idea. Students were awarded points for this task individually.

The final grade is the average of the total score for the three assessed skills during an online and a physical modules of the course.

SCALE	GRADE	GRADE 2
92%-100%	very good	5
84%-91%	better than good	4,5
76%-83%	good	4
68%-75%	better than satisfactory	3,5
60%-67%	satisfactory	3
0%-59%	fail	2

The results show that most students excelled at their presentation and were successful with business agreements.

Summary:

Overall, students evaluation as well as the course assessment show that the following course outcomes for the attendees have been reached:

- create a contract for partnership
- deliver a presentation to potential investors or partners
- use business and legal vocabulary in practice
- improve cooperation with students from partner universities
- get acquainted with different business cultures
- use different teaching platforms for virtual learning