

Session Plan of Module 3 “Experimental Learning And Enterprise/Business Simulation”:

Duration: 3,5 hours (210 mins)

Aim of session: How the Experimental Learning method can improve the way of teaching and, respectively, learning the presented training material in the field of entrepreneurship and management.

Learning Outcomes:

Learners will be able use the Experimental learning as pedagogy method in business management education.

Learners will:

- Objective 1 – To learn what does the Experimental learning means
- Objective 2 – To learn how the Experimental learning could be applied in improvement of entrepreneurial abilities
- Objective 3 – To learn what does the Business simulation means and the benefits of simulation games
- Objective 4 – How can be used by entrepreneurial education and improvement of entrepreneurial abilities
- Time for practice

| Timing | Trainer activities | Learner activities | Resources required | How is inclusion catered for? | Assessment methods | What opportunities do learners have to practise their skills? |
|--------|--|--|--|--|----------------------|--|
| 0-10 | Introduction. Welcome. “Who are we”. Ice-breaking activities. | - | PowerPoint, projector, laptop, Flipchart paper/stabile Internet connection | - | - | - |
| 10-20 | Introduction – Contents and mentioning the project’s aim and the training’ focus | Presentation- listening; questions; registering the main expectation of the training trough short discussion | Flipchart PowerPoint | All learners addressed and any questions answered. | - | - |
| 20-50 | Objective 1 “What does the Experimental learning means (EL)” Practical examples in the Types of Experiments: <ul style="list-style-type: none"> ●Classroom Experiments; ●Lab Experiments; ●Field Experiments; ●Quasi-Experiments; ●In-Basket Exercises; ●Difference between experiential learning and experimental learning | Discussion activity, listening/practical activities | MM projector, Laptop, Internet Flipchart paper Pens | All learners addressed, any questions answered. Group participation encouraged. | Questions throughout | Communication, literacy, exchanging practical ideas related with the EL forms. |

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|----------|--|--|--|--|-----------------------|--|
| 50 - 80 | Objective 2 “How the Experimental learning could be applied in improvement of entrepreneurial abilities” | Discussion on the important role of the teacher or mentor in the experimental learning | MM projector, Laptop, Internet Flipchart paper Pens | All learners addressed, any questions answered. Group participation encouraged. | - | Communication |
| 80-90 | COFEE/ TEA BREAK | | | | | |
| 90 -120 | Objective 3: “What does the Business simulation means and the benefits of simulation games” | Presentation, Discussion activity, active listening. | PowerPoint, MM projector, laptop, Flipchart paper/stabile Internet connection | All learners addressed, any questions answered. Group participation encouraged. Inclusive exercise in its nature | - | Communication, presentation, inspiration and ideation phases, design |
| 120 -150 | Objective 4: How can be used by entrepreneurial education and improvement of entrepreneurial abilities | Exercise and Feedback | PowerPoint, MM projector, laptop, Flipchart paper/stabile Internet connection | All learners addressed, any questions answered. | Two way communication | Communication Literacy |
| 150-190 | Time for practice: some appropriate business simulation games: "Friday Night at the ER" “Beer Game” “Startup Empire” “Camping Tycoon” | Discussion Engagement Exercise and Feedback | PowerPoint, MM projector, laptop, stabile Internet connection | All learners addressed, any questions answered, Group work | Two way communication | Communication Literacy |

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|---------------|--|---------------------------|-------------------------------------|---------------------------------------|---------------------------|--|
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| 190-210 | Closing and final discussion on Business simulation and EL | Feedback/recommendations | laptop, stabile Internet connection | All learners addressed, any questions | - | - |