



# Castleton University

Fall 2021

**Course Title: Creativity and Innovation (Entrepreneurship)**

**Number of Credits:** 3

**Level:** Graduate

**Course Code:** EDU 5515 C28

**Dates:** October 18, 2021 - May 30, 2022

**Times:** The course will be offered through an in-person two-day immersion experience October 18 & 19, 2021 and through additional remote meeting times determined based by participant availability, totaling 45 contact hours.

**Format:** The course will be offered through an in-person two-day immersion experience October 18 & 19, 2021 and through additional remote meeting times determined based by participant availability, totaling 45 contact hours. Note: all health protocols will be in place according to the Vermont Department of Health official standards

**Location:** Lake Morey for October sessions; online for all monthly remote meetings.

**Instructor:** Tamie-Jo Dickinson, [tdickinson@cvsdvt.org](mailto:tdickinson@cvsdvt.org), (802) 658-2738  
Laurel Butler, [lbutler@vtsbdc.org](mailto:lbutler@vtsbdc.org) (802) 922-3692 (assisting)

**Sponsor:** Vermont Small Business Development Center – VtSBDC (and payments)

**Course Cost to Student:** The program cost to teachers is \$1,325 (includes 3 Graduate Credits, housing, meals for the 2 day immersion, materials and program monthly follow-ons. Course payment is due and payable to VtSBDC.

## Course Description:

This course is for 8<sup>th</sup> grade – 12<sup>th</sup> grade (CTE/Secondary Educators/Professional Staff) who want to integrate innovation, creativity, and entrepreneurship into the work they do with students. The course is designed around three themes: **What is creativity? How can creativity be stimulated? How can creative ideas be translated to innovative organizations/operations, products, and business strategies?** Participants will learn how to facilitate/teach entrepreneurship and business decision making through the lenses of innovation and creativity. They will experience the provided curriculum, tweak it to meet the needs of their students (and/or colleagues/team), deliver the curriculum, and reflect and share the experience with others in the cohort. Students will also be asked to develop their own student learning experience based upon the content we have covered. The main goal is to integrate a curriculum that creates an “entrepreneurial mindset” in students, empowering them to follow their passions. Course Topics to include: Innovation and Creativity (ideation); Marketing; Design Thinking; Problem Solving and Pivoting; Personal Development; and Integrating Sustainability into Business Systems and Decision Making.

In addition, there will be the opportunity for interested participants to apply digital and financial literacy content in developing videos/podcasts/tutorials to teach adult learners within the following target groups: BIPOC/ - socially/economically disadvantaged and the rural areas where businesses/folks have been hardest hit from the pandemic. This will be ongoing and continue well past the course requirements. The purpose of this is to create a stronger -- more financially sound and entrepreneurial -- community. This continued work could turn into stipend work through the VT Small Business Development Center.

Entrepreneurship education benefits students from all socioeconomic backgrounds because it teaches students of all ages to think outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship-focused programs teach students crucial life skills that will help them navigate this uncertain future. Entrepreneurship education does not just benefit those entering the fields of science, technology, and business. Students of art, music, and humanities or any career pathway can develop their imagination and learn how to apply creative thinking skills to real-world problems. This course is for educators working/teaching/assisting in all 8th – 12th grade and CTE courses/programs/disciplines.

**Audience:** Educators – 8<sup>th</sup> – 12<sup>th</sup> educators/CTE in all disciplines/workforce development educational professionals/administrators (welcome)

### **Course Goals:**

- Understand innovation and creativity management from the perspective of obtaining a sustainable competitive advantage and integrating innovation into the business strategy
- Acquire skills in idea generation | target markets | and the “value proposition”
- Gain confidence in problem solving with innovation and creativity at the core
- Guide students in career exploration and self-discovery, while developing a personal brand
- Increase confidence as an entrepreneurial leader
- Grow a support network

### **Course Objectives:**

By gathering like-minded teachers from around the state interested in helping their students learn how to navigate the entrepreneurial process, the teacher facilitators and guest presenters will incorporate highly effective, fun interactive learning experiences that can be integrated into their classes and/or programs of study using:

- Activities to help promote creative problem solving
- The “Business Model Canvas” | Design Thinking | Resources adapted from the Kauffman Foundation, Teaching Entrepreneurship, IDEO and many more!
- REAL (Rural Entrepreneurship thru Action Learning) experiential learning curriculum & lesson activities
- Documents of the team’s own personal design | many open source materials | and more!
- A variety of tools and resources shared by participants
- Resources created and/or used by the Vermont Small Business Development Center

Whether student's goals are centered on future college success, preparation for the workforce, or enhancing their high school/career tech experience, learning to think like an entrepreneur has value for all. There is a business side to every career pathway: engineering, technology, design, health care, the arts, hospitality, education, agriculture, building and other trades and all other areas; the skills and confidence one gains from learning about and creating an "entrepreneurial mindset crosses all disciplines.

**Additionally – the course will assist educators in helping their students to master many of the proficiencies that the VTAOE indicates make up the “Vermont Portrait of a (secondary) Graduate” as:**

- **Learner Agency**
  - Students take ownership of their own learning.
  - Students develop their own voice and the ability to use it in a variety of settings.
- **Global Citizenship**
  - Students recognize that our world is increasingly complex and interdependent.
- **Academic Proficiency**
  - Students understand essential concepts in academic domains and apply this knowledge in authentic situations.
  - Students ask questions effectively to acquire knowledge.
  - Students acknowledge their growth and identify possibilities for continued learning.
- **Well-Being**
  - Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.
- **Critical Thinking & Problem Solving**
  - Students use inquiry to solve real-world problems with innovation, creativity and curiosity.
  - Students participate in a collaborative problem-solving and decision-making process.
  - Students evaluate information critically.
- **Communication**
  - Students communicate effectively using oral, written and nonverbal (body language) strategies.
  - Students communicate through a variety of media and create a positive digital footprint.
  - Students take into consideration multiple points of view.

**Required Readings/Texts:** – articles and resources will be shared during our class meetings and during our monthly remote meetings.

## **ASSESSMENT:**

### **In-Session Assignments:**

The active engagement in all activities, sessions and discussions will be part of the assessment for this course. Due to the hands-on nature of this course, this component is vital.

### **Reflection Assignment:**

Students will write a two-page reflection on each of the three class themes: **What is creativity? How can creativity be stimulated? How can creative ideas be translated to innovative organizations/operations, products and business strategies?** In this reflection, students will show evidence of research, integration of course content, and plans for enhanced creativity in the work they do with their students and/or associates/colleagues.

### **Implementation Assignment:**

#### **Curriculum Implementation and Reflection Project:**

- **Create a detailed strategic plan/guide**, with timeframes to implement with your program/classes and/or colleagues, incorporating **at least three of the activities/lessons** we discussed and/or worked on in class.
- In addition, **develop two activities of your own design** that encompass the elements we addressed during our class times, which you are able to present and share with your classmates, in the follow-on Nov – May sessions. Discuss with classmates your rationale for creating these activities/lessons, and how you implemented them along with the results – i.e. Where they worked, made sense and/or need to be changed, tweaked for future programs.

#### **Include: (but not limited to)**

- Three assignments chosen. What class you will use it in and why.
- Modifications before implementation. Show your work.
- Rationale for the activities/scope and sequence, syllabus (e.g. how to accomplish?).
- Links to whatever standards/GLEs/Core Competencies your technical center, school or school district requires – can include how they tie in with PLP's.
- Assessment strategies and rubric/scales you will use.
- Three reflection and thoughts after delivery of activities.
- Develop and deliver two activities you created to your classmates during one of our online meetings.

**Grading:** Grade will be based upon active participation during our meetings in October, attendance and participation in our monthly remote meetings, and the final project (outlined above).

**Grading Policy:**

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/index.php>

**Academic Honesty Policy:**

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

[http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic\\_Honesty](http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty)

**Use and Ownership of Copyrighted Materials:**

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

**Accommodations:**

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

**Course Drop Policy:**

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:

<http://catalog.castleton.edu/content.php?catoid=23&navoid=2159>

**Transcript Request:**

[www.castleton.edu/transcripts](http://www.castleton.edu/transcripts)