



HELLENIC REPUBLIC

National and Kapodistrian University of Athens

*e*learning

CENTER OF CONTINUING EDUCATION AND TRAINING

Context

The E-Learning Program of The Vocational Training Center of the National and Kapodistrian University of Athens, in operation since 2001, provides distance education courses that link theoretical and academic knowledge to the practical and applied skills required in their respective professional fields.

In the last 15 years the E-Learning Program has trained more than 45,000 people, in more than 150 different courses covering a wide range of educational directions from archaeology and philosophy to economics and entrepreneurship. The courses are conducted solely via the Internet and are addressed to all age groups. From people who are just starting their professional career to those who already work as business managers or to those who have a strong interest in any of the offered fields.

Senior academics and experts of the National and Kapodistrian University of Athens are participating as Academic Supervisors of the courses. The Scientific Supervisor of the E-Learning Program of The Vocational Training Center of the National and Kapodistrian University of Athens is the Professor of Economics at the National and Kapodistrian University of Athens, Panagiotis E. Petrakis.

Credit points for Vocational Education and Training (ECVET) are awarded in the courses, while graduates, in addition to the Certificate, also receive the Europass Diploma Supplement.



Digital Practice & Education - Entrepreneurial Courses

The E-Learning Program of The Vocational Training Center of the National and Kapodistrian University uses innovative educational tools, such as:

- 1) analytical ability to identify and evaluate business and innovative opportunities;
- 2) understanding of entrepreneurship, various technological developments and their consequences;
- 3) development of entrepreneurial culture and mentality;
- 4) acquisition of basic knowledge on the principles of entrepreneurship and business operations;
- 5) development of creative thinking for new products and services;
- 6) sharpening critical spirit and development of professional flexibility;
- 7) overall initiation of students / graduates in entrepreneurship, operations and planning of business, oriented to the academic / professional field, which trained students or graduates are being educated in.
- 8) encouraging trainees to turn to creative self-employment through startup business.

The original idea that initiated the project is to promote at international level and to upscale the concept of Digital Education and Practice (DPE). DPE training combines theoretical knowledge, practical training and in-depth application of softwares. It has been repeatedly tried and tested in the training market environment of Greece and is currently applied by Athens University in cooperation with enterprises that either produce business software or use it in their day to day management and marketing functions. In this context, each enterprise provide a qualified trainer to deliver the course, but also for standing next to the students and answer their questions throughout the training process, including follow – up sessions.

Εταιρείες Λογισμικών	Εταιρείες Πρακτικής Εφαρμογής Λογισμικών		
			
			
			
			
			
			

DPE combines the right mix of theory with practice and includes:

- A theoretical background on management, marketing and accounting functions, prepared and delivered by the University teaching staff
- Familiarization with an appropriate business software package, through teaching and mentoring by the staff of the enterprise that developed and marketed the specific software package
- Distance Education (on the job training), in private sector companies that use the software package

The concept of the project included the partnership with some of the software companies that already participate in the delivery of the ongoing DPE eLearning programs in Greece.

Some other courses of Entrepreneurship (in titles) are the following:

- Business Responsibility in Practice
- Marketing of Exports
- International and Business Negotiations
- Entrepreneurship: Consulting and Implementation
- Social Entrepreneurship
- Social Economy, Social Entrepreneurship and Credits

Free E-Learning program “The Role of Entrepreneurship in Education” provided to 240 students of E-Learning by the University of Athens in March 2014

The E-Learning of the University of Athens acknowledging that investment in education (entrepreneurship education) is one of the investments with the highest return for the support of growth and the creation of new businesses, provided in March 2014, the free program “The Role of Entrepreneurship Education” to all interested trainees. There were 240 participants in total. According to the records, the 43% of students who involved in the free E-learning Program “The Role of Entrepreneurship in Education” were teachers from all educational levels, school directors, directors of undergraduate and graduate university programs, as well as from several collaborating institutions. The additional 9% of them were coming from the engineering field such as electrical and mechanical engineers, the remaining 6% of them were from social sciences and anthropology and the last 6% were coming from the area of business and economics.

The European Union report “School education for entrepreneurship in Europe”, published in 2012, explicitly recognizes the importance of education for entrepreneurship and notes that investing in people, their skills and their ability to adapt and to innovate is the key driver of future growth and competitiveness. The change of mentalities in favor of entrepreneurship should take place at all levels of education from the early grades to the upper ones. In this spirit, most European countries have designed and promoted educational reforms, which include the teaching of entrepreneurship. This program, therefore, is built on this basis and highlights the role of the Greek educational system in growing and improving business skills among young

people in order to take entrepreneurial initiatives and innovate. In other words, the program intends to train mentors for youth entrepreneurship. More specifically, the program covers all aspects of entrepreneurship teaching, namely basic business concepts, the relation between cultural background (culture) and entrepreneurship, ways of introduction and transfer of entrepreneurship at the different levels of education and special issues in entrepreneurship education.

The program objectives are the learners:

- To gain in depth knowledge of the fundamental concepts of entrepreneurship and to understand the requirements for organizing new innovative business ventures.
- To know in depth the subject of entrepreneurship education.
- To understand how the teaching of entrepreneurship is integrated in the national educational system today.
- To know the learning objectives related to entrepreneurship and practical guidance for their achievement.
- To know in depth all the methods of entrepreneurship teaching.
- To learn specific techniques for entrepreneurship education such as mentoring, distance learning, etc.

The program is aimed at:

- Teachers of all educational levels
- School Directors, Directors of undergraduate and graduate university programs and collaborating institutions
- Business mentors, trainers, consultants
- Employees at entrepreneurship and innovation institutions
- Entrepreneurs
- Organizations supporting new business ventures
- Students
- Government Agencies

Successful completion of the program leads to a Certificate of Participation in the subject "*The Role of Entrepreneurship in Education*". The duration of the program is three (3) months.

The content of each thematic unit available online is related to the key points of the theory and is completed with the following:

- examples
- solved exercises
- self-assessment exercises
- additional bibliography

This presentation mode of modules aims at the consolidation of the theory in a more constructive way compared to the “traditional” way. Meanwhile, the course structure is designed so that the educational material:

- guides the learner in his study,
- enhances the interaction of the learner with the learning material,
- explains complex points and concepts,
- evaluates and updates the student on his progress,
- lays out the theoretical knowledge using practical applications

The program is conducted solely via the internet, offering the trainee “autonomy”, that is the possibility to study regardless of limiting factors, such as the requirement of physical presence in a particular place and time. In the respective link you will find the necessary directions for the proper implementation of the educational process. The learner, after completing the study of each module, is invited to submit electronically the corresponding self-assessment test. The tests include questions like matching the correct answers, multiple choice questions, true / false. Finally, the educational material is also provided in electronic form (e-book), to facilitate the students in case they prefer the print version. In each module the student is asked to complete and submit electronically the corresponding test, until the end of the program.

A Certificate of Participation is granted if the learner has participated in all self-assessment tests and has obtained a passing grade in each course.

Panagiotis Petrakis, Professor at the National University of Athens, is the Academic Supervisor of the program and is responsible for designing, implementing and monitoring the academic process for that program.

Structure of the Program

Course 1: Introduction to Entrepreneurship

Module 1: Business Opportunity

The first module outlines the concept of business opportunity focusing on its characteristics. Therefore, the nature and typology of business opportunities is presented, as well as their relationship with entrepreneurship. Then, the conditions for identifying business opportunities are presented as well as the three most important structural features of the business opportunity, namely a) the “objectivity” of the opportunity, b) how people perceive the organization of the social fabric in creating new needs, and c) what distinguishes the subcategory of business opportunities from the broader category of opportunities in general.

Module 2: Growth, Crisis and Entrepreneurship

The second module shows the relationship between entrepreneurship, economic crisis and growth from the perspective of education. The purpose of this module is to highlight the contribution of entrepreneurship teaching in solving problems of the Greek

economy and in the adoption of a new growth model. Thus, in this section some of the most important structural problems of the Greek economy will be examined, relating to the business activity. Also, apart from the purely economic issues (employment levels, formation and accumulation of human capital, promotion of innovation, etc.), it will also be studied how entrepreneurship education can contribute to promoting the quality characteristics of growth such as innovation, green growth and corporate social responsibility. Particular reference will be made also to the way the financial crisis of 2008 has affected entrepreneurship.

Module 3: Cultural Background and Entrepreneurship

The third module demonstrates the relationship between cultural background (culture) and entrepreneurship. But in order to outline the way in which the cultural background affects economic activities, it is imperative to refer to how the concept of cultural background is measured and analyzed. Thus, the third module introduces the dimensions that are necessary to determine the cultural background. Then, based on these factors the cultural environment of the Greek society is analyzed. Finally, the link between the cultural background and entrepreneurship is presented.

Course 2: Teaching Entrepreneurship by Educational Level

Module 1: The background for Teaching Entrepreneurship

In the first module of this course the background for entrepreneurship teaching is presented, such as the most appropriate tools for an educational program on entrepreneurship regardless of the educational level. More specifically the module examines the qualifications and skills that an entrepreneurship course seeks to create or to bring out, the theoretical knowledge required for the proper management and drafting of business plans. Also it familiarizes the learners with the attitude and mentality that fosters a sustainable business culture. This section examines concepts such as business experience, the elements of business knowledge and business skills.

Module 2: Teaching Entrepreneurship in Secondary Education

The second module examines the characteristics of entrepreneurship teaching in secondary education, namely the objectives to be attained during the entrepreneurship course for secondary education students. Training methods based on digital technology are presented, including interactive digital content and digital games but also distance learning methods. Furthermore, this section presents in detail specific issues relating to the teaching of entrepreneurship in secondary education, such as student and teacher participation in the entrepreneurship course, course activities and concepts to be introduced taking into account the special features and advantages of this particular age group.

Module 3: The Teaching of Entrepreneurship in Higher Education

The third module examines the features of entrepreneurship teaching in higher education. Firstly, the teaching of entrepreneurship in OECD countries is examined and

particularly in America and Europe. Then the module focuses on entrepreneurship teaching methods and the singularities of higher education. Also, a reference is made to the entrepreneurship program EPEAEK II (European Program of Education and Initial Vocational Training), its implementation in Greece and, in particular, the case of the Athens University. Finally, the challenges and prospects of the introduction of entrepreneurship courses in higher education are presented.

Module 4: Entrepreneurship, Academic Research and Growth

European North vs European South

The fourth module of the course explores the relationship between entrepreneurship, academic research and economic growth with main objectives: a) to highlight the role of academic entrepreneurship in economic growth, b) to identify the reasons why this role has not been sufficiently developed in the European South compared to the European North, and c) to propose policy measures for the promotion of academic entrepreneurship. More specifically, the second sub-section examines the theoretical background and the connection between entrepreneurship, academic research and economic development and compares the activity patterns of academic entrepreneurship in southern Europe and in northern Europe. Then, the five areas that affect the theoretical background of academic entrepreneurship are presented. Moreover, an analysis is attempted on the educational system and the academic research that leads to results, which can contribute to the development of academic entrepreneurship through the creation of spin offs. The fifth sub-section explores the relationship between academic spin offs and entrepreneurship. Finally, conclusions are presented providing a comprehensive interpretation of the delay of southern Europe compared to northern Europe and concrete policy measures are proposed.

Course 3: Training Business Mentors ("Train the Trainers")

Module 1: Panorama of educational activities for entrepreneurship in education

The first module presents to the learners a panorama of all the training activities regarding entrepreneurship, including entrepreneurship courses, seminars, development of business models, development of case studies, business labs, business workshops, organized visits to innovative business units, mentoring-partnerships.

Module 2: The basics of entrepreneurship education mentoring

One of the most important factors for the success of entrepreneurial activities is the systematic and continuous mentoring throughout the duration of the training. This module, therefore, will educate the learners in mentoring and how to develop a supportive, confidential, collaborative relationship with entrepreneurship students, how to help them progress, how to identify needs and propose solutions according to the specificities of each mentee, how to suggest practical solutions and how to create conditions for growth and improvement.

Module 3: Methods of distance learning in entrepreneurship education

Finally, the third module of this course, in the spirit of the Oslo Agenda for entrepreneurship education and promotion of best practices, introduces the learners to the benefits and techniques of distance learning for entrepreneurship courses.

The further continuing and the future remarks

After the free E-Learning program “The Role of Entrepreneurship in Education”, which as described above, it was successfully selected by 240 participants, the E-Learning Center of the Vocational Education and Training of the National and Kapodistrian University of Athens continued on implementing similar best practices. The Center was again in charge of providing cutting edge free online programs to its already existed students that were complementary with their prior educational programs. The following free E- learning program that was released the November of 2014 was an another brand new program named “E- shop Development” which was successful reached the 590 participants. This program continued to be offered in the year of 2015, achieving an outstanding level of total 1,544 participants. The aim of this program is to educate and provide the most important e-commerce techniques in the business environment following the most recent trends of the market.

In short description the program objectives are:

- The technology infrastructure of the web.
- The security in the internet.
- How to create an e-commerce online store.
- Secure online payments.
- Intellectual Property and Intellectual Property Rights.
- Services and content on the web.
- Social Media Networks

Successful completion of the program leads to a Certificate of Participation in the subject “E- shop Development”. The duration of the program is three (3) months.

The content of each thematic unit available online is related to the key points of the theory and is completed with the following:

- examples
- solved exercises
- self-assessment exercises
- additional bibliography

Last but not least, it is very important to note that the free online programs that the E-Learning Center provide are totally funded by own and internal resources of the organization, and they are not supported by external funding such as European or National funding.

More at <http://rcel.enl.uoa.gr/kpgeschool/>