



MUGE 103 Disciplined Entrepreneurship

Week 1

1	About the Activity	
	Activity Title: Entrepreneurship, Business model and marketing	Subject: Disciplined entrepreneurship
	Technology: PowerPoint, Innovative activity	Materials: Video clips, Innovative activity, Templates (Bus. Model Canvas)
	Time: 120 mins	Activity Designer: Dr. Thitarree Sirisrisornchai
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students are able to understand various theories and concepts of entrepreneurship (including the SME and IDE entrepreneurship qualities of entrepreneur, business model, and marketing for entrepreneur). (Bloom Stage 1/2: remember and understand) (Design thinking: Emphasize)</p> <p>2.1.2 students are able to analyze and utilize different management types and tools for the assigned entrepreneurship activities. (Bloom Stage 3/4: Apply and Analyze) (Design thinking: Define and Ideate)</p> <p>2.1.3 students are able to critique the cases of success entrepreneurs according to the theories of Entrepreneurship (Bloom Stage 5: Evaluate) (Design Thinking: Ideate)</p> <p>2.1.4 students are able to formulate business model for SME and IDE by using template (Business model canvas). (Bloom Stage 6: Create) (Design Thinking: Prototype)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) Utilizing business tools for SME and IDE* entrepreneurship (system thinking skill) 2) Indoctrinate the ideas of startup (entrepreneurial skills) 3) Using critical thinking skill, brain storming (cognitive domain), leadership, teamwork, compromising and collaborating (interpersonal domain) and reflective, reflexive, (intrapersonal domain) skills (MU - GA 1 -4) 	



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	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess Stage 1		
	<p>Students are able to:</p> <p>2.2.1 identify key concepts of entrepreneurship, marketing, disciplined entrepreneurship and business model</p> <p>2.2.2 critique the cases of success/failure entrepreneurs.</p> <p>2.2.3 express their ideas within/between the assigned groups and also convey the messages to the class (PollEv).</p> <p>2.2.4 analyze and utilize different management types and tools in setting a business.</p>	<ol style="list-style-type: none"> 1) Concept sketches 2) Student mindmap/ key success factor checklist 3) Idea priorities/checklists 4) Innovation in the class and Business Model Canvas 	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Introduction	Instructor introduces outcomes and learning activities as well as the final assignment of this topic.	Students listen and ask questions	5 mins
Step 2: Procedure	Part 1: The Concepts for Disciplined Entrepreneurship		
	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Introducing the concepts and theories of entrepreneurship, marketing, disciplined entrepreneurship and business model. 2) Turn on video clips 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen, share ideas, and ask questions 2) Listen, share ideas, and ask 	<p>40 mins for presentation</p> <p>20 mins for video</p>



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		questions	clip
Part 2: Innovative activity			
	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) Introduce Activity 2) Arrange 10-15 students per group (not more than 6 groups) 3) TA to help facilitate the discussion on creative activity and scoring 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) Listen, share ideas, and ask questions 2) Brainstorming within the group to create innovation. 3) Represent an innovation to the class. Measuring high and scorings the innovation 	<p>10 mins for presentation</p> <p>25 mins for discussion and idea sharing</p> <p>10 mins for presentation and scoring</p>
Step 3: Summary	<p>Instructor is to:</p> <ol style="list-style-type: none"> 1) summaries the lessons learned 2). Assign students homework in group to: <ul style="list-style-type: none"> - design characteristics of product or services to create business - draft marketing concepts for the business (4Ps) - search for the supported information and continue developing business model 	<p>Students are to:</p> <ol style="list-style-type: none"> 1) listen and provide more inputs if any as well as ask questions 	<p>10 mins for conclusion and assign the Business Model canvas assignment for the next time</p>



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	<ul style="list-style-type: none">- properly bring the model next time for presentation.		
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Week 2

1	About the Activity	
	Activity Title: Business Model Canvas	Subject: Disciplined entrepreneurship
	Technology: PowerPoint, Infographic	Materials: Video clips Business model template*
	Time: 120 mins	Activity Designer: Thitarree Sirisrisornchai
2	Backward Design	
	Stage 1: Identify Desired Results	
Consult Bloom's Taxonomy	<p>By the End of this Activity:</p> <p>2.1.1 students will be able to explain the 9 components of business model canvas. (Bloom Stage 1/2: remember and understand) (Design Thinking: Emphasize and Define)</p> <p>2.1.2 students will be able to evaluate business environments and Marketing Concept for the designed business. (Bloom Stage 3,4,5: Apply, Analyze and Evaluate) (Design Thinking: Define and Ideate)</p> <p>2.1.3 students will be able to create business model and distinct the designed business (Bloom Stage 6: Create) (Design Thinking: Prototype)</p>	
	<p>Big Ideas of this Activity:</p> <ol style="list-style-type: none"> 1) "Creating business model systematically" 2) Inspiring students to be SME and IDE entrepreneurs. Using business model canvas template to generate new idea and increase business environment awareness (entrepreneurial skills) 3) Using critical thinking skill, brain storming (cognitive domain), leadership, teamwork, compromising and collaborating (interpersonal domain) and reflective, reflexive, and system thinking (intrapersonal domain) skills (MU -GA 1 -4) 	
	Stage 2: Determined Acceptable Evidence (Performance Assessment Indicators) – How do you assess	



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Stage 1			
	Students are able to: 2.2.1 explain the 9 components of business model canvas from the designed business. 2.2.2 evaluate business environments and marketing components 2.2.3 create business model	<ol style="list-style-type: none"> 1) Concept sketches 2) Element checklists/priorities 3) Business design on template 	
Stage 3: Learning Experience Planning			
Lesson Outlines	Instructor: What do you do?	Students: What do students do?	Time
Step 1: Presentation	Listen, ask questions, and providing the suggestion for the presented case	The presented group present and conclude the critical factors by using template, multimedia, infographic. Other students listen and ask questions	90 mins
Step 2: Assessment and evaluation	Record and scoring, if find the shining model/project make a special record for further business supporting process		
	Instructor is to: <ol style="list-style-type: none"> 1) Listen, ask question and suggest by linking with the teaching concept last week 2) TA to help facilitate the presentation, discussion and 	Students are to: <ol style="list-style-type: none"> 1) Listen, share ideas, and ask-answer questions 	20 mins



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	assessment		
Step 3: Summary	Instructor is to: 1) summarize the lessons learned 2) provide after-class evaluation for students to fill out	Students are to: 1) listen and provide more inputs if any as well as ask questions 2) complete the after-class evaluation form	10 mins

Notes: DEntrap process = 24 Disciplined Entrepreneur process

SME = small and medium size enterprise and IDE = innovative-driven enterprise