STREET CHALLENGE

TEACHING ECOSYSTEMS THROUGH COMMUNITY BASED PEDAGOGY

AN OPEN EDUCATIONAL RESOURCE

BY DR. ALICE DE KONING AND DR. JOHN MCARDLE

Street Challenge:
Teaching Ecosystems through Community-Engaged Pedagogy
An Open Educational Resource

Dr. Alice de Koning and Dr. John McArdle

First edition



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PREFACE: THE STORY OF STREET CHALLENGE

The Street Challenge started as a field trip to a downtown business district, or "main street," to show students how businesses co-exist in the ecosystem of a commercial neighbourhood. That project then expanded into a field research project, where students co-created neighbourhood business inventories, interviewed consumers and business owners, analyzed community needs, identified and evaluated opportunities, and prepared recommendations designed to add value to those communities.

We learned that students who participated in the field research project found the experiential lessons extremely valuable, and that we could build some pre- and post- experience exercises into the project. Those activities allowed us to observe how student identity developed through the experience, and also allowed us to purposefully scaffold students' learning experiences. Over time, the concept expanded into the Street Challenge.

When redesigning an entrepreneurship course (ENTI 405: New Venture Startup) at the University of Calgary, Street Challenge pedagogy was consciously used as a central component of the course structure. That development was mirrored at Salem State University, and we have shared materials, tips, and challenges as we refined the approach. We have also presented our work in workshops at successive University of Calgary Conference on Postsecondary Learning and Teaching. Those workshops were attended by people from faculties across disciplines, which led us to conclude that the Street Challenge could be adapted for use in different contexts.

The project's evolution has continued at UofC and Salem State, as we learned how to improve both student learning and community contributions through the project. Over the past few years, ENTI 405 students have worked within Calgary's Inglewood, Victoria Park, Bridgeland, Kensington, and 17th Ave S neighbourhoods. In Massachusetts, students have worked in the historic communities of Salem, Beverly, and Gloucester. We have continued to collaborate on the project, by developing exercises and lesson plans, implementing the pedagogy, observing and assessing our results, presenting our findings, and drafting research articles. We were also awarded two successive grants from the University of Calgary's Taylor Institute for Teaching and Learning, The first grant was awarded to produce this Open Educational Resource, and we added three dedicated student research assistants to our team to develop and produce content for the OER based on our teaching materials. The second grant was awarded for us to recruit and support faculty partners to implement the Street Challenge across different disciplines, and to assess and publish those results with them.

Our intent is for this OER to be a living document, and to add modules, lesson plans, and other resources to it. We have also created a companion website - http://streetchallege.ca - where you can download the materials, find additional resources, sign up for our mailing list, and become part of our community.

We invite you to join us.

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We would also like to thank the University of Calgary and Salem State University students who participated in courses where the pedagogy was developed, the communities where it was tested and assessed, and our faculty and administrative colleagues who engaged in workshops where it was refined and adapted for interdisciplinary use. Your input and feedback was invaluable in creating this resource.

Most of all, we would like to thank our research assistants - Maya, Genevieve, and Melanie - who contributed so much to this project. Your enthusiasm, creativity, and skills made this a much better resource than we envisioned, and we enjoyed every moment of working with, and learning alongside, each of you.

Collectively, we have created a small community. We look forward to growing it.

THE INCLUSION OF INDIGENOUS PERSPECTIVES

The inclusion of place-based learning, among other Indigenous ways of knowing, is a legal requirement stated in Alberta Education's Teaching Quality Standards (2019, p. 6), where "a teacher must develop and apply foundational knowledge about First Nations, Métis, and Inuit (FNMI) for the benefit of all students". The Street Challenge Project was supported by a grant from the University of Calgary's Taylor Institute for Teaching and Learning, located in Calgary, Alberta, Canada. Therefore, the authors of this work felt it was of great importance to ensure that Indigenous perspectives were considered and well incorporated into the module plans. While there is minimal incorporation of Indigenous perspectives into the provincial curriculum, the development of foundational FNMI knowledge is important for Canadian students to have an opportunity to learn about, acknowledge, and respect the history and culture of Indigenous people (Harrison & Greenfield, 2010, p. 65).

The authors of this paper understand that Indigenous knowledge is not something that can be "packaged within a unit of work and taught out of context or away from the place it was produced" (Harrison & Greenfield, 2010, p. 66). Therefore, the Street Challenge project and its accompanying modules are based on holistic life-long learning, an "essential human endeavour" (Canadian Council on Learning, 2007, p. 3) that will benefit our students beyond the classroom. While the Street Challenge is a journey of place-based learning to be undertaken by students and educators alike, there is also multiple opportunities to engage in learning guided by Indigenous principles, such as discussion, witnessing, reflection, collaboration, community involvement, peer support, and various types of assessment (Anoee, 2015, p. 97-99).

EXECUTIVE SUMMARY

The Street Challenge Open Educational Resource (OER) is an evolving collection of materials to support instructors in implementing community engaged, place-based, experiential learning pedagogy. Our approach is predicated on the belief that ecosystem awareness allows students to develop broader perspectives about communities, the people in them, and their own personal and career goals. Street Challenge was initially designed for entrepreneurship courses; we are confident, however, that the general model can be adapted and customized to fit a variety of disciplines, such as Biology, Environmental Science, Education, Geography, Medicine, Nursing, Sociology, and Urban Planning. Additionally, although experiential learning is typically undertaken in a face-to-face, synchronous environment, in 2020 our team developed sound and thorough plans to utilize Street Challenge in a distance learning format. In essence, this resource is valuable in that it not only equips students with perspectives and conceptual frameworks to address future career situations, but also allows students to discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges.

The resource is divided into five major sections designed to walk readers through Street Challenge so that they can confidently engage with and implement the pedagogy into their own teaching. The first section describes how teaching ecosystem awareness through community based pedagogy impacts students learning outcomes, based on research and on the authors' experiences. Street Challenge proposes a series of interconnected experiential learning activities that guide students exploration of an a community ecosystem. Through discovery, students learn that, in the case of entrepreneurship, a business ecosystem is more than the businesses that operate inside it. An ecosystem encompasses the stakeholders, the people, the institutions, the government, and the environment. By exploring the various components of an ecosystem, students find value and meaning in the community. Students develop empathy for the community ecosystem and are able to use a holistic approach to assess issues, solve problems, and contribute in a positive way to the ecosystem in focus, whether from a business lens, an educational lens, a social work lens, or a law lens, to name just a few. In implementation, Street Challenge is a pedagogy that is grounded in flexibility, iteration, and reflective engagement.

The second section addresses the instructor perspective, and how to get started in Street Challenge. The pertinent questions are the applicability of Street Challenge, the benefits of adding Street Challenge to your course, the student impact of Street Challenge, and how the Open Education Resource can be utilized to its fullest potential. To determine if Street Challenge is a good fit for an instructor or a course, we recommend starting by looking at the learning objectives of the Street Challenge pedagogy and specific modules to see if these align with one's own desired learning outcomes. For example, does "Appreciating the complexity and variety of the many types of stakeholders within the focal community" fit the course objectives for the entrepreneurship, biology, or law class under consideration? In addition, would the students' development benefit from how Street Challenge pedagogy creates an opportunity for a perceptual shift in students from one that is centred around the needs of an individual stakeholder (or self) to that of a community of interconnected stakeholders existing in a shared ecosystem. We share two powerful stories of how this transformative approach affected our own experiences with the pedagogy, and in particular how the pedagogy impacted our students. The section closes with a short summary of each module and a visual road map on the entire Street Challenge. Through this, instructors are able to identify which modules they would like to explore further and implement in their courses.

In the third section, detailed module plans, lesson plans and supporting resources, in both face-to-face and distance formats, are presented. Instructors can implement Street Challenge in their courses in part or in its entirety with ease, adapting the pedagogy to fit local situations and course or program requirements. The resources are designed from an entrepreneurship course perspective, to show a specific example of the application. They can be modified and transformed, however, for courses in various disciplines. The learning designers include suggestions for modifications to adapt the modules and resources for different locations as well as different disciplines in order for the OER to be used in the most effective manner. In additional, with our 2020 necessity for distance learning, the OER provides detailed plans for distance learning formats. These lesson plans translate experiential face-to-face learning activities into equally experiential distance learning activities that would be delivered in synchronous format. As with face-to-face lessons, students are required to complete learning tasks asynchronously in between live class sessions. Furthermore, each module includes a thorough range of assessments, providing details on the rationale, goals, roles, audience, situation, required product and the standards or rubric that student performance will be evaluated on for each learning task.

The fourth section provides reflections and practical tips from those who already have used Street Challenge. The practical tips include ideas for: field trips into a neighbourhood; coping with weather challenges, especially in climates where temperatures dip during the winter months; scaling for class size; and, guidelines for selecting the focal neighbourhoods. We also recommend inviting stakeholders into the classroom to add richness and depth to the experience. On the surface, this appears to be solely focused on the benefit to students, however,we believe that it is a symbiotic relationship, as stakeholders benefit from the experience of the classroom. Most importantly, we believe it is imperative to remain flexible and allow for organic opportunities to occur. Rigidly adhering to a schedule is likely impractical. Things will come up, or serendipity will provide new opportunities. The key to success with Street Challenge, as with all experiential learning endeavors, is to be open to possibilities and reflect on the process to boost engagement and participation.

The OER concludes with considerations for future evolutions of Street Challenge. We see four areas for expansion in teaching ecosystems through community based pedagogy. The first is bridging interdisciplinary barriers. In discussing Street Challenge pedagogy with colleagues from various disciplines, including Art, Medicine, Education, and Architecture & Planning, we discovered that some form of community engaged pedagogy is important to all these disciplines. The vocabulary of our disciplines is not identical, but the commitment to student learning and the measurable impact on student development is common to us all. A second avenue for future research and reflection is distance learning, and the modifications required for making experiential learning successful in an online learning environment. For example, in many cases participants by definition are not located near the university. In these contexts, an alternative approach could be to encourage students to adopt a neighbourhood near their homes. A third area for future growth is bringing together instructors from many disciplines interested in place-based learning. We plan to create a community of practice at the University of Calgary to bring together people with and without experience, and work together on applying the pedagogy in different courses and learning best practices from each other. At the same time, we will work together to develop studies and write articles within the Scholarship of Teaching and Learning. The final consideration to take create an open platform in future editions of the OER, with an inclusive authorship. This Open Educational Resource is just the first edition; we hope that future editions will include contributions and insights from others, and made available to anyone interested.

ABOUT THE AUTHORS

Alice de Koning is the Academic Director for Entrepreneurial Thinking at the University of Calgary, Canada. Her expertise is in strategy and entrepreneurship, and she teaches a range of undergraduate and graduate courses that use experiential learning and applied research pedagogies. As part of an international partnership at the University of Calgary, she develops and assesses innovative pedagogies in the entrepreneurship field. In addition, she researches socio-cognitive issues in entrepreneurship, including studies of entrepreneurial context through the lens of public discourse and regulatory change. This research includes research on the use of metaphors in public discourse to examine the underlying societal assumptions about entrepreneurship, contextualized with cross-national comparisons. She also studies how opportunities are recognized through justificatory discourse (with Reiner Schaeffer, doctoral candidate), and how social enterprises manage the challenges of impact and financial sustainability outside the traditional philanthropy model (with Kanwal Bohkari, doctoral candidate). In more exploratory work in cooperation with colleagues in the Faculty of Arts, she is part of a research working group that looks at business through the lens of performance theory. She has published several articles and has frequently presented her research at international conferences. Alice holds a PhD from INSEAD (France), and an MBA from Ivey Business School (Western University, Canada). During a career at four different universities in three countries, she has held a number of administrative leadership roles as department/area chair and as director of entrepreneurship centers.

John McArdle is an Associate Professor at Salem State University in Massachusetts, and a Sessional Instructor at the University of Calgary. He is the founding faculty director of Salem State's Center for Entrepreneurship and is a member of the honors faculty. John teaches a variety of experiential business courses, and has received a number of awards related to his teaching and research practice. He publishes work on the Scholarship of Teaching and Learning, and in incorporating the humanities into business education. His research also explores how regulatory environments impact entrepreneurship, particularly in emerging markets, and he researches issues of compliance and firm behavior in the higher education and nonprofit sectors. John holds a J.D. from Seton Hall Law School, an LL.M. from Temple University, and masters' and doctoral degrees in government (M.G.A.) and education (M.S.Ed., Ed.D). from the University of Pennsylvania. Prior to becoming an academic, John had a career as an entrepreneur, worked in public interest law, and was a government official. He regularly presents research at international conferences in North America and Europe, and has been appointed as a Fulbright Specialist by the U.S. Department of State.

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Genevieve Johner is a recent alumnus of the University of Calgary. She graduated in 2020 with a Bachelor of Science in Natural Sciences, as well as a Bachelor of Education in Secondary Education. During her undergraduate studies, Genevieve served as the Vice President of Professional Development with the Education Students' Association, where she built the strongest professional development program of any University in the province of Alberta. Genevieve also has extensive experience in service and community-based learning through

her work in the Humane Education department of the Calgary Humane Society, where she has worked as a Youth Program Leader and Summer Camp Assistant. During this time, her role involved educating and inspiring youth on the importance of the humane treatment of animals, humans, and the care of the environment. Through these experiences, Genevieve was able to use her passion for community based learning to create high quality rubrics and visual lesson plans, with careful integration of Indigenous principles throughout the project.

Melanie King Rosario is a Doctor of Education student at the Werklund School of Education at the University of Calgary, Canada. Melanie is a registered nurse with an undergraduate degree in science from Dalhousie University and a masters degree in nursing from University of Calgary. Melanie has a wealth of field-based clinical practice experience in northern Indigenous communities, teaching and clinical experience in the Gambia and Kenya, and completed her masters thesis on pregnancy-related anxiety in Tanzania. In her doctoral work she is exploring the learning strategies and conditions required to support successful adoption of advanced technologies in healthcare and research.

PART ONE: TEACHING ECOSYSTEMS THROUGH COMMUNITY ENGAGED PEDAGOGY: THE STREET CHALLENGE

WHAT IS STREET CHALLENGE?

The Street Challenge framework is a set of interconnected experiential exercises designed to introduce concepts of community ecosystems to students with an emphasis on civic engagement. The pedagogy combines experiential learning with a focus on place-based contexts in a distinct neighbourhood. From the perspective of entrepreneurship education, where this project has its origins, we operated with a definition of ecosystem as the interconnected network of institutions, businesses, and people that act in ways that are cooperative and competitive (Granstrand & Holgersson, 2019; Isenberg, 2010; Pearsall, 2013). Street Challenge uses "main streets" (i.e. commercial business districts) as a metaphor for community ecosystems, allowing students to apply the abstract concepts of entrepreneurial or innovation ecosystems in a concrete and applied form.

However, we recognize that a community is not simply a connection of commercial businesses. That's true even on the main street where those businesses may be located. The other stakeholders in a community ecosystem - the people, institutions, government, and environment that also compose the community - can also be studied and assessed using this approach.

Street Challenge is predicated on the belief that communities matter. They are the places where we live, work, and play. The communities we come from help shape our identities, and the communities we live in often reflect who we are. They are dynamic and ever-changing places, and they take on a life and a distinct identity of their own. Like any living thing, the health of a community is impacted by the health and interrelation of its component parts. Communities inform the development of people, businesses, and institutions. They are also affected by their members. Communities are ecosystems.

The pedagogy adapts to different disciplinary contexts, where the link between community or ecosystems and specific places and neighbourhoods may allow students to explore the concepts and challenges of their profession. For example, an education class might use demographic data in a classroom environment to identify potential community needs, and then undertake a field experience to test and validate those assumptions by seeing and experiencing the physical neighbourhood they were learning about through data. Similarly, a law or government course might use the field experience to better "see" and experience the community affected by a legal decision or government policy. A nursing or social work faculty member might want to embed a field experience into a community needs assessment project; or an urban planning instructor might wish to engage students and members of a community in a dialogue about wants, needs, and aspirations.

Regardless of the disciplinary framework, neighbourhoods are an easily accessible and highly relatable context for students to experience, as while they may all have different backgrounds and experiences, a neighbourhood is a common element to all. Accordingly, students are better able to see the connection between an individual business, organization, client, or project (firm- or micro- level analysis) and a broader environmental context (community or meso- level analysis). Development of this skill set is important for students, not only because it strengthens and hones their strategic ability, but also because it strengthens the communities they are a part of.

In the context of a course, an instructor would select one or two neighbourhoods appropriate to their course learning objectives, and partner with community organizations (businesses, associations, or other local organizations) within those communities. The class then engages in a series of different experiential and research activities throughout the course, culminating in a report or presentation to the community partner(s), making recommendations for changes and improvements. The next section discusses what the literature says about the value of place-based experiential learning, the final section explains how to effectively teach using the pedagogy.

WHAT THE LITERATURE SAYS

Street Challenge applies experiential learning techniques within a place-based ecosystem setting. This is a unique and valuable approach as the operational emphasis and applicable unit of analysis shifts from the individual to the community ecosystem. By shifting their perspective to that vector, students are able to develop a different mental model than a traditional experiential approach might convey. The pedagogy, modules, and exercises are structured around best practices in experiential education, engaging the whole class in the activities and reflections as part of a course curriculum. These are widely recognized as high-impact teaching practices. (Kuh & O'Donnell, 2013).

The research literature supports viewing these approaches as high-impact ones. As we discuss in a recent working paper:

> Providing experiential learning opportunities for students is a hallmark of effective education that produces significant results for students (Kuratko, 2005; Malach & Malach, 2014). Experiential approaches are well-represented within the universe of pedagogical research (Neck, et al., 2014; Pittaway & Cope, 2007). Experiential projects are typically designed to allow students to learn-by-doing in a semi-controlled environment where students are exposed to actual experiences with the opportunity for coaching and structured reflection (Baden & Parkes, 2013; DeSimone & Buzza, 2013). Experiential models often include consulting projects, internships, pitches, plans, rapid prototyping, field interviews, and a variety of other experiences (Bechard & Gregoire, 2005; Cope & Watts, 2000; Noyes, 2018; Vincett & Farlow, 2008), as does the Street Challenge pedagogy. Experiential education practices are high-impact ones that have a profound influence on student development (Cooper, et.al., 2004; Kuh & O'Donnell, 2013). Often, experiential approaches provide hands-on opportunities for students to engage in the work of being a professional in their field of study (Vincett & Farlow, 2008). Sometimes, these projects also take the form of service-learning (McCrea, 2004). It should be noted that experiential education practices are not limited to any particular discipline, and "discipline-based" approaches often find themselves used in other disciplinary contexts .For example, entrepreneurially-themed exercises often appear in management, law, accounting, and engineering classes (Hodge, et al., 2014; Koval, 2013).
>
> Place-bound ecosystem approaches are also an established conceptual and pedagogical practice in higher education (Ferrandiz, et al., 2018; Hechavarria, et al, 2016). These approaches are rooted in the belief that understanding the impact of relationships, networks, and interconnected communities is an important component of educating and developing students (Feld, 2012; Isenberg, 2010). As noted by Spigel and Harrison (2017), this work is an extension of well-settled research on the importance of clusters (Porter, 1998) and network theory (Hoang & Antonic, 2003).
>
> This is an important concept often overlooked in traditional approaches to experiential education, where the focus is often on skill or competency development without mapping those competencies to a broader context. Shared context matters in an ecosystem approach and is the glue that binds successful entrepreneurial communities together. Several recent papers address this point: Audretsch (2015) urges the "strategic management of place" (p. 12) as a necessary function of developing successful ecosystems. Argote and Miron-Spektor (2011) speak to the importance of localized culture that emerges from entrepreneurs interacting with one another. Spigel and Harrison (2017) encourage us to consider that "thick networks between entrepreneurs based on a supportive culture" are necessary for the successful operation and resilience of a given ecosystem; and, by implication, those networks contribute to the success of the entrepreneurs within that ecosystem. This approach also provides instructors opportunities to explore ethical questions from a meso-level perspective, as the discussion of

what is good, right, or just within the context of individual activity unfolds differently when community impacts are the focal point, rather than applying organization-level analysis. As a result, analysis of stakeholder effects across the network is also often more robust.

While the pedagogical focus of Street Challenge is on a place-based community ecosystem (e.g., a local downtown business district) the skills developed within the pedagogy are transferable to assessing other types of ecosystems that connect businesses, professions, supply chains, or other interconnected networks regionally or even globally, such as an industry ecosystem or a healthcare ecosystem. The pedagogy also extends beyond a typical entrepreneurship classroom and can be effectively deployed across disciplines. Interdisciplinary faculty from law, social work, urban planning, education, design, and medicine, for example, can adapt the current course learning objectives to introduce community-focused experiential content in their courses, we invite you to share your stories and experiences with us.

Regardless of the students' discipline or career path, the lessons that flow from the pedagogy to participants are useful ones. Further, even if a community partner is not formally involved, the value of engaging in a clearly bounded project with a service component - such as developing a business inventory, or crafting and presenting a set of recommendations for a discrete area - allows the instructor to explore the core ecosystem concepts and observe their effect on students. In a business context, this lesson is consistent with what many academics argue is a central premise of an ecosystem approach to entrepreneurship - that the creation of value for society by entrepreneurs is a primary goal and outcome (Spigel and Harrison, 2017; Stam, 2015). We expect that same community orientation and creation of value could be learned by students in many disciplines. As future professionals or active citizens, students learn how they might both contribute value to and depend on ecosystems, and assessing ecosystems and developing effective strategies within an ecosystem are essential skills for creating personal effectiveness and success. These objectives can be realized through the application of the Street Challenge pedagogy.

HOW TO EFFECTIVELY TEACH WITH STREET CHALLENGE PEDAGOGY

The Street Challenge pedagogy is a set of place-based exercises and assignments that provides a menu of options for instructors to choose from, adapt, remix, and deploy in their courses. The pedagogy combines experiential learning with a focus on place-based contexts, and is designed to introduce concepts of community ecosystems to entrepreneurship students with an emphasis on civic engagement.

Street challenge organizes these materials in seven distinct modules that provide lessons and resources to help instructors employ the pedagogy. Module one introduces the concept of community ecosystems, and introduces the focal places. Module two details the design a mall exercise, which introduces students to concepts of complementary businesses and customer targets. Module three explains how to use secondary research to understand communities. Module four describes the field observation trip. Module five provides a template for conducting consumer survey research and data analysis, and includes a discussion of research ethics. Module six develops competency in entrepreneur interviews and digital storytelling. Module seven is the framework for the final recommendations project. Figure 1 details how they fit together.

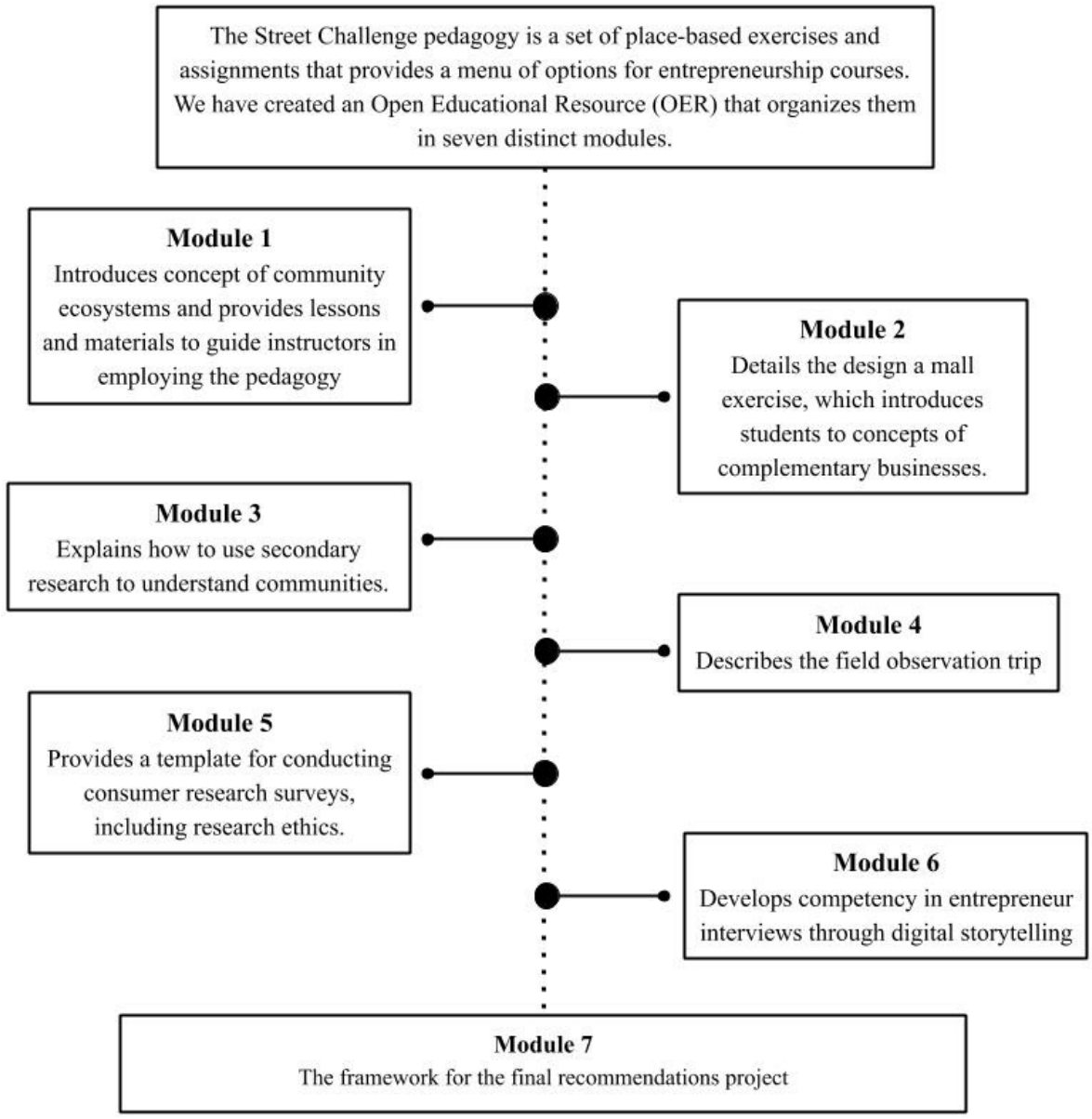


Figure 1: The Street Challenge Project Roadmap

Depending on time and content considerations, an instructor can remix, revise, adapt, or delete components as they need to. The overarching pedagogy of the Street Challenge is iterative and reflective engagement within a specific location. In a semester-long version, participants return to the same place to examine the different elements and interdependencies. They begin with readings and exercises describing community ecosystems, continue with a variety of exercises and assignments focused on various aspects of the location, and conclude by making final recommendations for the community. In a single-class session model, similar concepts about the nature of community ecosystems and the value of appreciating them can be explored by adapting and scaling the modules. Street Challenge is flexible both in the path taken as well as the time spent.

PART TWO: GETTING STARTED IN TEACHING ECOSYSTEMS THROUGH COMMUNITY ENGAGED PEDAGOGY

IS STREET CHALLENGE A GOOD FIT FOR YOU?

The framework for Street Challenge is place-based experiential learning that combines a mix of approaches emanating from experiential education and places them within an ecosystem context. Should the instructor desire, it may also have a service-learning component. The pedagogy is scalable - applications can range from a single class lesson or workshop to the pedagogy forming the basis of a semester-long course. To implement, the instructor chooses a local neighbourhood as a focal place (or perhaps more than one for larger classes), and then selects elements of Street Challenge to deploy a set of exercises, lessons, and assignments. Ideally, at least some part of Street Challenge should require students to visit the neighbourhood and interact with community stakeholders. Regardless of the scope of the Street Challenge approach that is used, a number of core learning objectives may be achieved:

- To describe a community ecosystem;
- To appreciate the complexity and variety of the many types of stakeholders within that community;
- To map and categorize the businesses, institutions, and main stakeholders in a neighbourhood;
- To investigate and understand how the networks of stakeholders interact with each other;
- To develop competency as an actor building a stronger community ecosystem and/or creating value for a community;
- To discover the interaction between the growth of an individual enterprise, and the resources and success of the ecosystem as a whole.

WHAT DOES STREET CHALLENGE ADD TO YOUR COURSE?

Street Challenge can add value for your course by grounding concepts that many students find to be abstract within a context that is familiar. There are many approaches to experiential education that produce similar effects, but advantage of doing it with Street Challenge is that the pedagogy focuses not on the community as a stakeholder that has to be addressed by the entrepreneur, but on the community as a whole within which entrepreneurs are stakeholders who create value within the ecosystem. That perceptual shift is powerful.

This is a pivot from typical experiential approaches that focus inwardly on the individual student as a developmental subject seeking to develop competencies, and describe the customer, community, or partner as a “client” for whom value is created. Street Challenge acknowledges a person or organization’s role within a civil society. Buy by orienting the focus of an experiential project away from the individual student, concepts of service, care, community, cooperation, coopetition, and reciprocity can be introduced and explored. For example, the value of an assignment to make recommendations for improving the neighbourhood ecosystem is that students must think beyond the immediate needs of one stakeholder and instead focus on the ecosystem as a whole. Taking that perspective allows them to see how the ecosystem fits together and how interdependencies affect the success of individual stakeholders.

Street Challenge also adds value to your course by providing a menu of lessons, experiences, and course materials that can be adapted, remixed, and applied within your course in whatever manner you might choose to use them. The following sections offer some instructor reflections on the approach, a “roadmap” for how the modules are organized, the modules themselves, and additional resources.

REFLECTIONS ON STREET CHALLENGE AND STUDENT IMPACT

Alice's Story:

The first time I took a group of students to walk down the street of a business district, I realized how much their perspectives were informed by their past experiences as consumers -- I realized that they had not learned to see a community through the lens of a concerned citizen or business owner. They had not learned to 'see' through the lens of the conceptual frameworks they were learning at university. As we walked, met locals, and discussed the street, guided by my questions to see things differently, a transformation took place. Instead of noticing the souvenirs in a shop window and the price-tags on clothes, they noticed the issues the shops and restaurants had to contend with. Afterwards, an education student who was taking the entrepreneurship class said to me, *"I've never met an entrepreneur before. My whole family is teachers and government workers. After today, I think I could be an entrepreneur."* I believe that learning to see things differently, to walk in another person's shoes, is critical to individual growth and to learning concepts foreign to a student's background, and Street Challenge has been a powerful pedagogy that allows me to bring clarity and relevance to the students' understanding of course concepts.

After that first time, I continue to explore the community as a place to explore how concepts work in context. Many tools and assignments that we have used are familiar ideas, and some are newly developed exercises; what differs in in Street Challenge is rooting the exercises in one or two local communities in a rich, interconnected way, which helps connect the conceptual lessons and practical applications into a richer, interconnected understanding of the course concepts. The students learn to see the communities through different lens, and as a result they see their world differently. The community embedded courses improves students' understanding of both the relevance and the content of the course materials clearer.

John's Story:

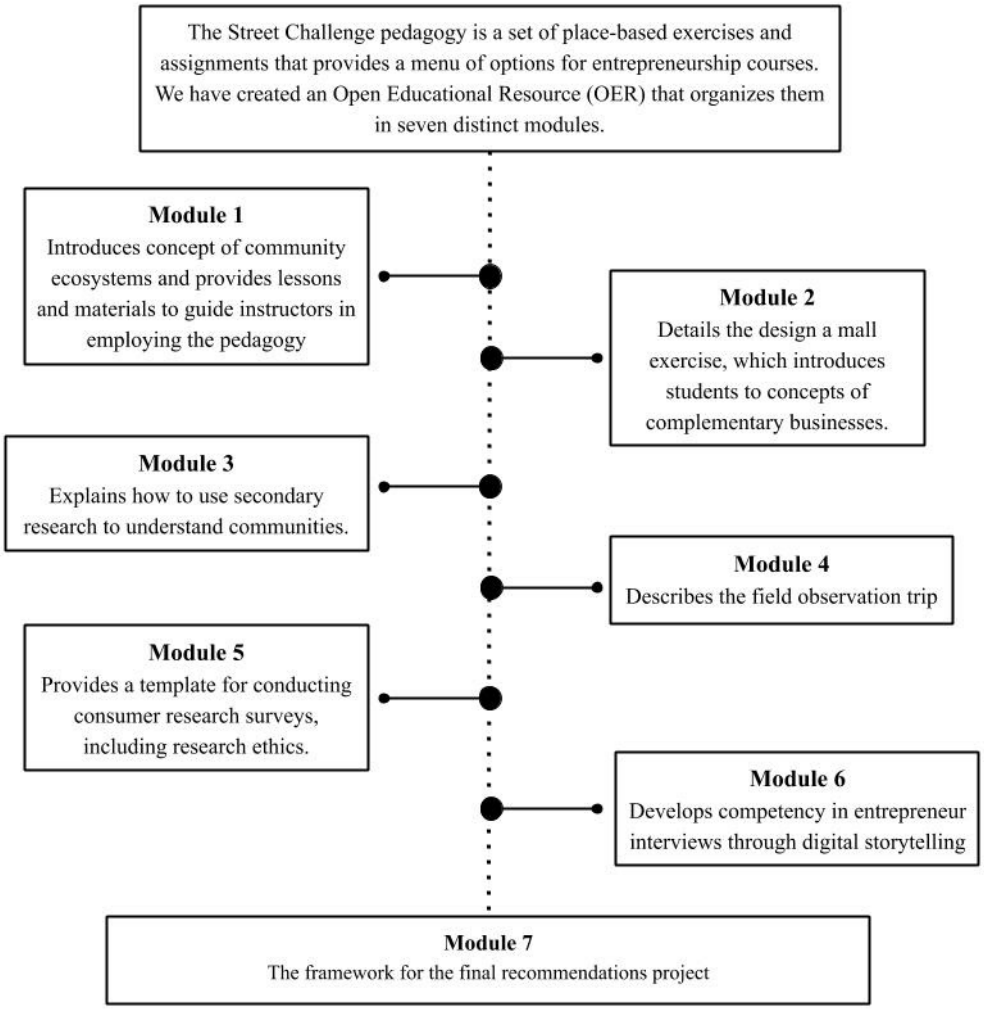
I can distinctly recall the first conversation Alice and I had as office neighbours about my intent to take students downtown to learn about entrepreneurship. I grew up in a small town with a defined main street that reflected the heart and soul of the community. As the town changed, the business mix and "feel" of downtown did as well. My father was our town's mayor when I began university studies as an urban studies major, and he and I talked often about why paying attention to downtown mattered. As a student, I was involved in our downtown revitalization effort, and I was able to have a significant role interacting with local politicians, business leaders, and community members as we went through a visioning process. That experience had a profound impact on me. I became an entrepreneur soon after, operating a consulting firm, and those lessons learned on main street stuck with me.

I wanted to provide my students similar opportunities to think about how communities and businesses interact with and support one another, and give them a similar chance to develop confidence and agency as I'd had. Alice was enthusiastic about the idea, and I secured a mini-grant from the university, which paid for transportation and lunch to take students on a weekend day trip to Gloucester, Massachusetts. The students responded positively to the experience, and remarked that the abstract concepts from class were much more tangible as a result. One wrote in a reflection that *"Getting to know local business owners is important, it gives you an idea of who your neighbors will be and an opportunity to learn about what it is like to be a business owner. I had the opportunity to speak to one owner, who was very kind and curious as to what our class was about and also gave me a little insight into the business district. She said it is important to stay open all year in order to remain stable. She also said that the businesses tend to work together to get their voices heard and to make changes in the community to help nurture and grow new and old businesses."*

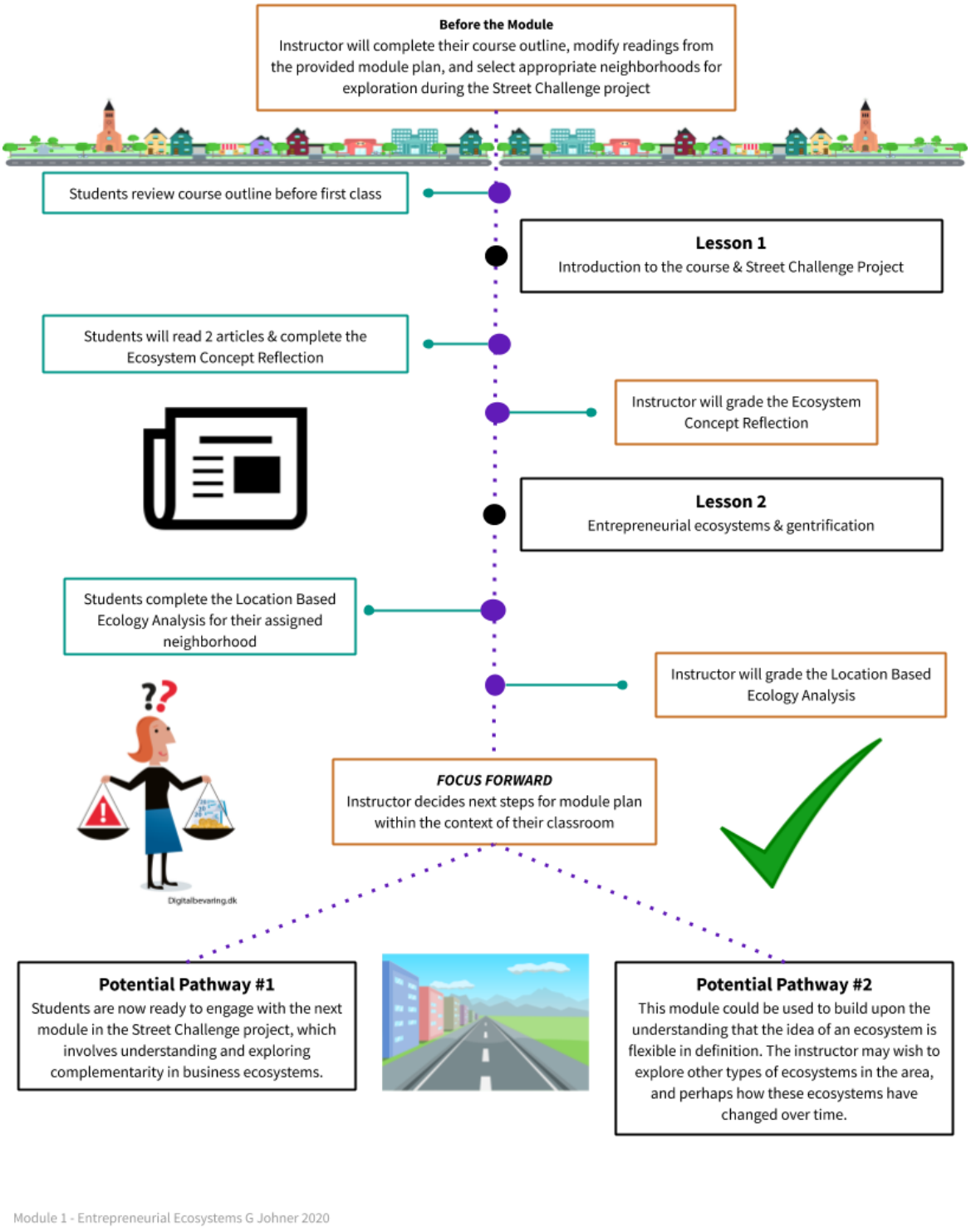
As we've refined the pedagogy to be more rigorous and critically reflective, we have been better able to see how helping students discover a sense of place also helps them discover a sense of self. For me, that links back to my own experience as a 20-year old undergraduate who had a unique chance to use my hometown as a learning laboratory. As a result of that experience I developed confidence, competence, and a self-concept that helped me to be successful. When we talked in Alice's office that first day, we were both excited to see if we could create something meaningful that would lower an access barrier and allow students to get that same exposure and experience that I'd had. It's heartening to see that happen for our students as well.

HOW TO USE THIS OPEN EDUCATION RESOURCE - ROADMAP

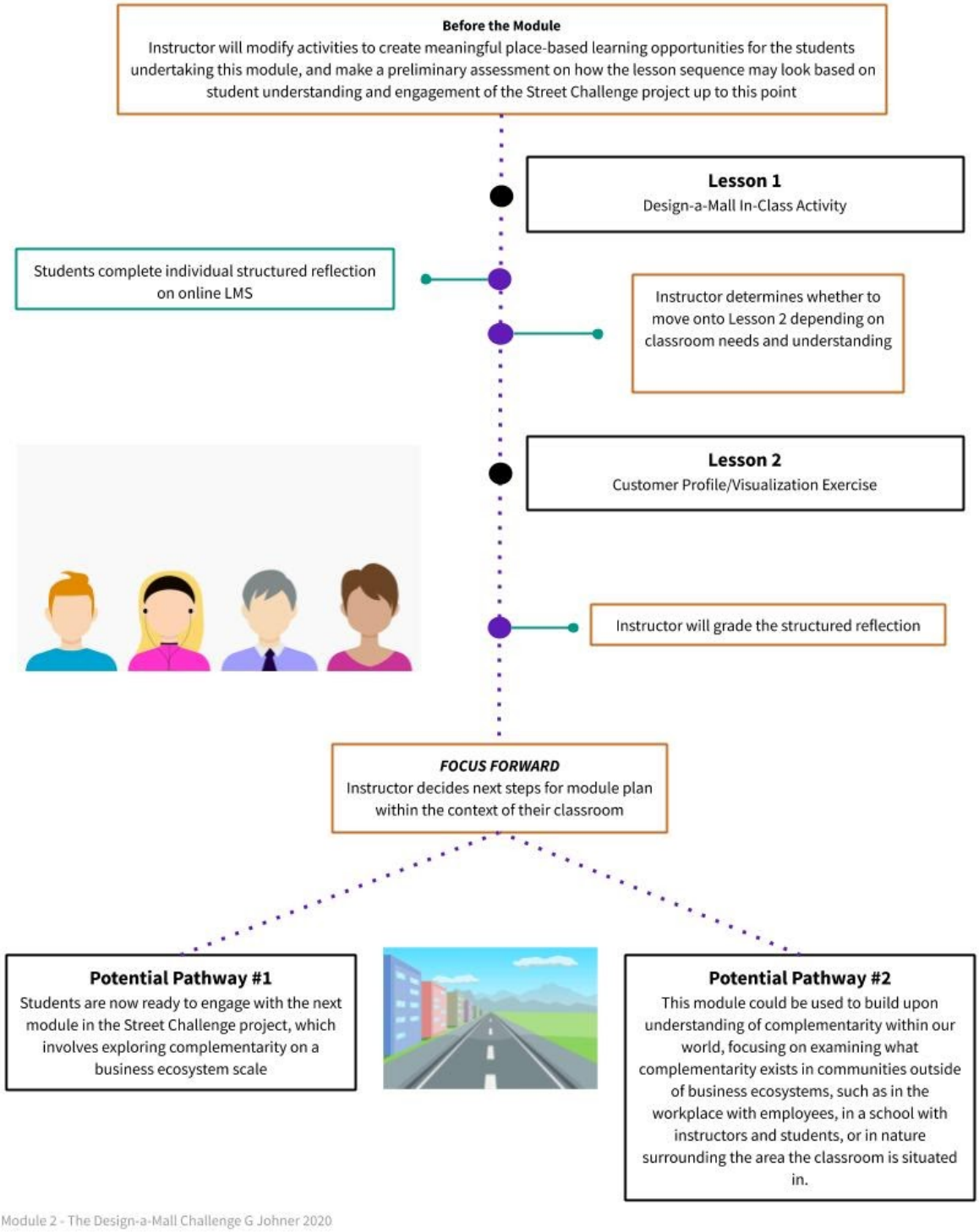
As detailed in the below figure, we have organized this OER as a set of seven interconnected modules. We use them in a linear fashion, as we employ them, each module provides a scaffold for the next set of experiences. But they don't have to be used that way. The modules, and some of the lessons, can stand alone.



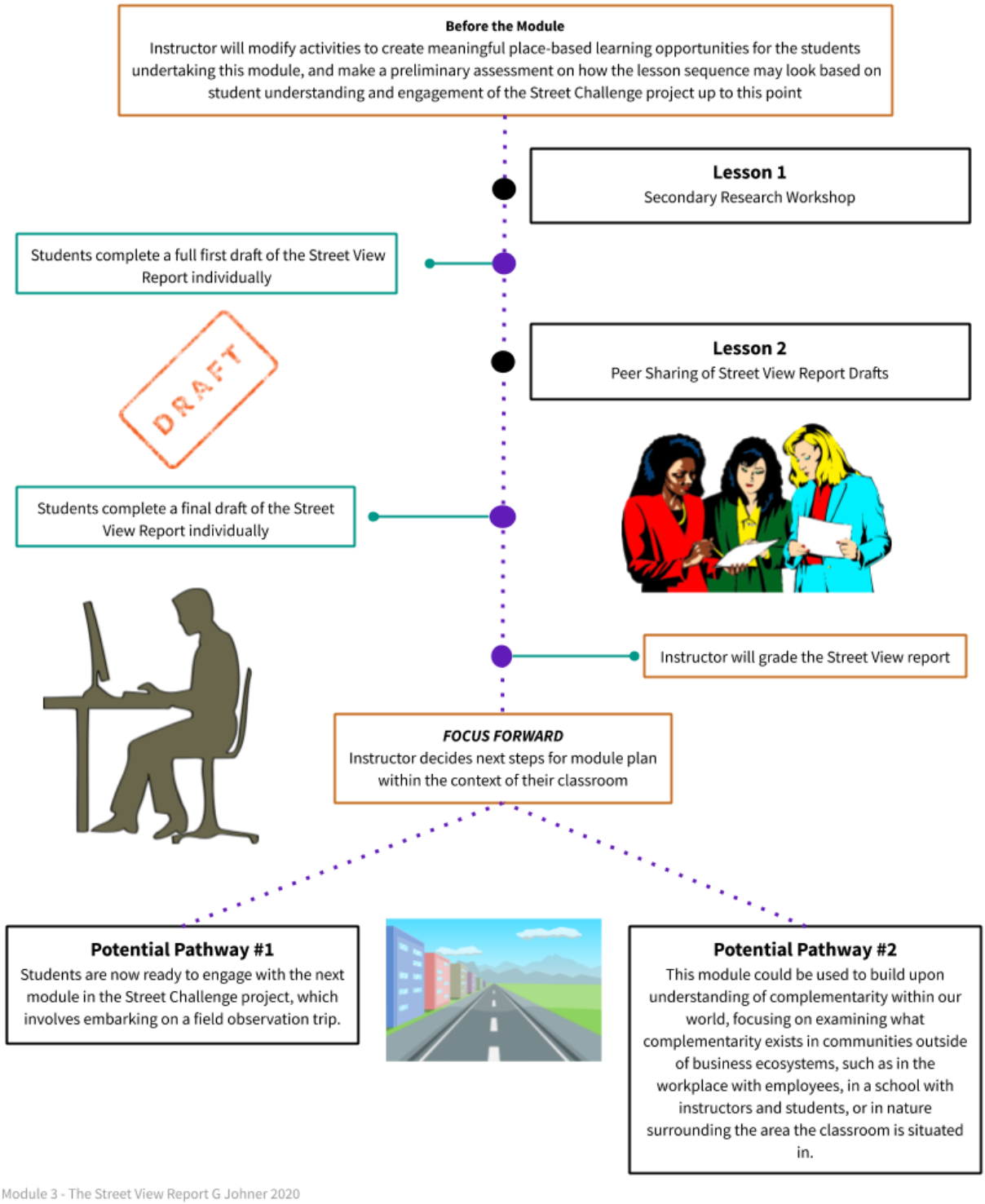
The details for each specific lesson can be found in the lesson plans themselves. Following each set of lesson plans is a description of all the “high-stakes” assessments found in the module.



This module involves two lessons, an introduction to the transferable understandings of Street Challenge, and an opportunity to explore entrepreneurial ecosystems through learner-centred activities. The final deliverable for this module is two short reflections, the first based on one of two assigned articles and relating how those concepts related to the city where the learning is taking palace, and the second that describes how historical changes in the neighborhood contributed to the current structure of the neighbourhood as a business district.

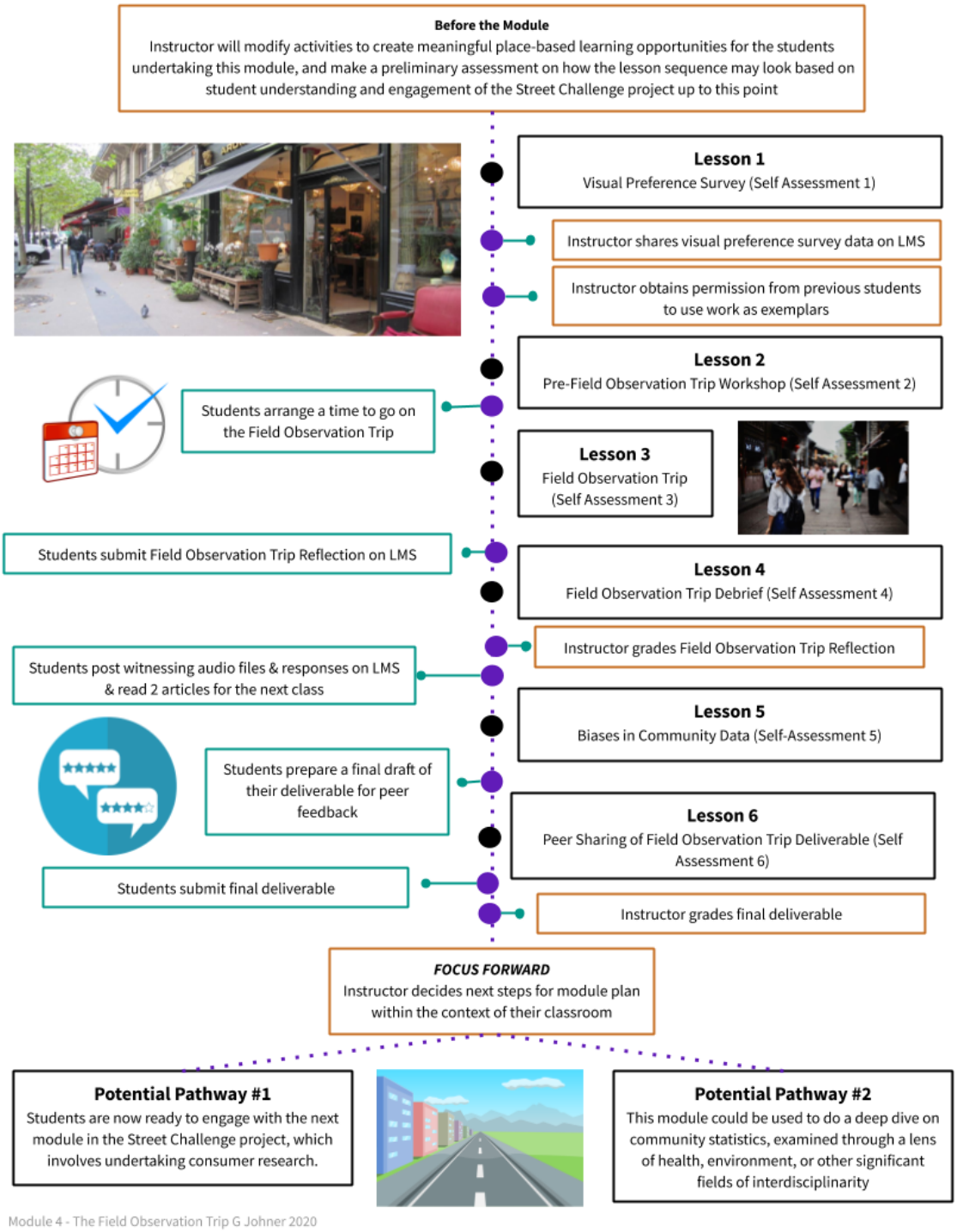


This module involves two lessons, the in-class mall design activity, and an optional customer visualization/profile exercise. The latter lesson is included for instructors who feel that more time could be spent on understanding demographic analysis based on low-stakes assessment evidence gathered from the in-class activity. The final deliverable for this module is a floor-plan that accommodates stores from various categories in a way that is complimentary, along with a short reflection on their thinking that could assist future entrepreneurs in completing a similar task.



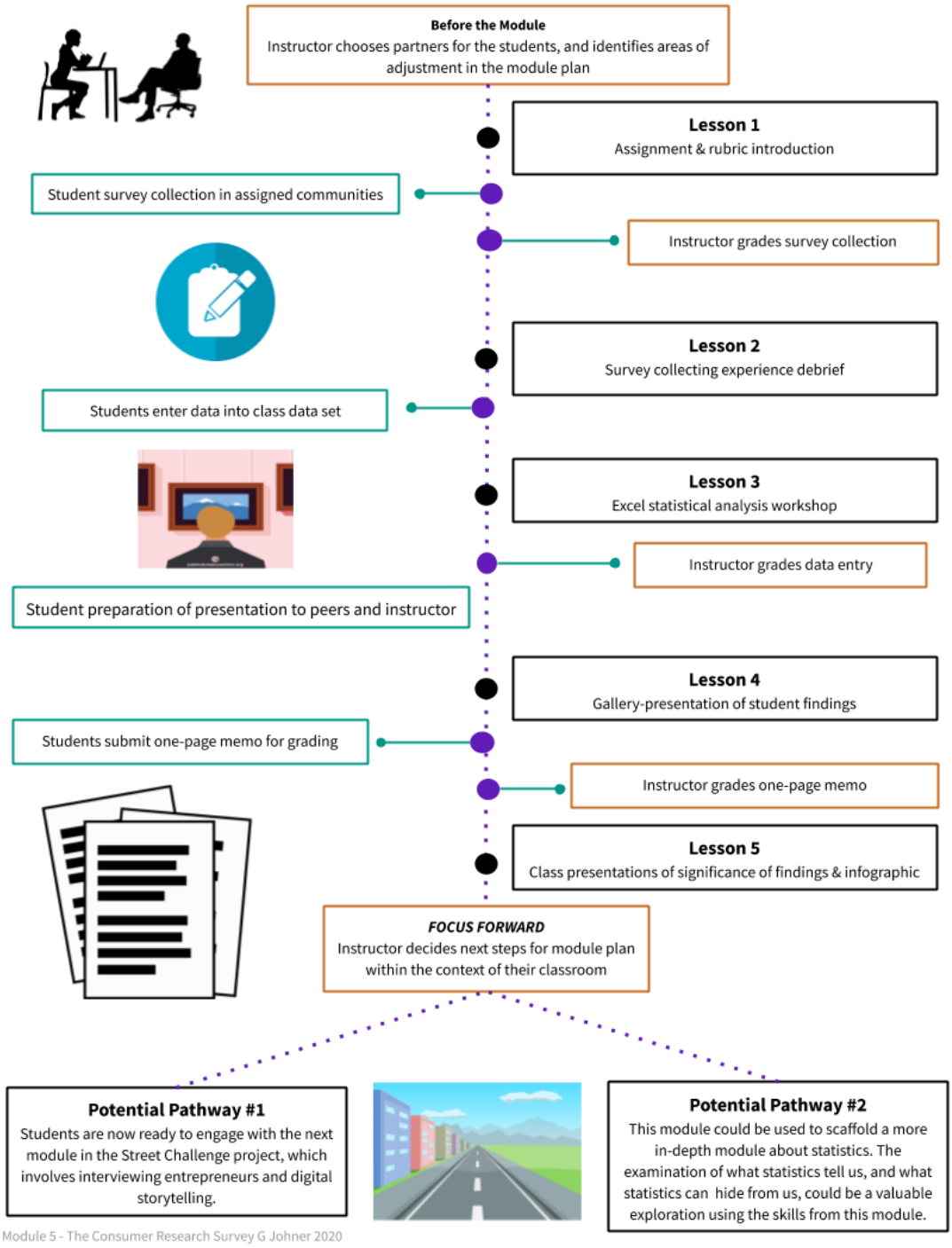
This module involves two lessons, a workshop on finding and using secondary research, and an opportunity to gather valuable feedback about a draft of the final deliverable from classmates through peer sharing. The final deliverable for this module is the Street Preview report, where students use secondary research sources to create an analysis of an assigned neighbourhood business district - including the district's best features, resources that could be leveraged to create value, and problems that need to be solved.

Module Four - Field Observation Trip



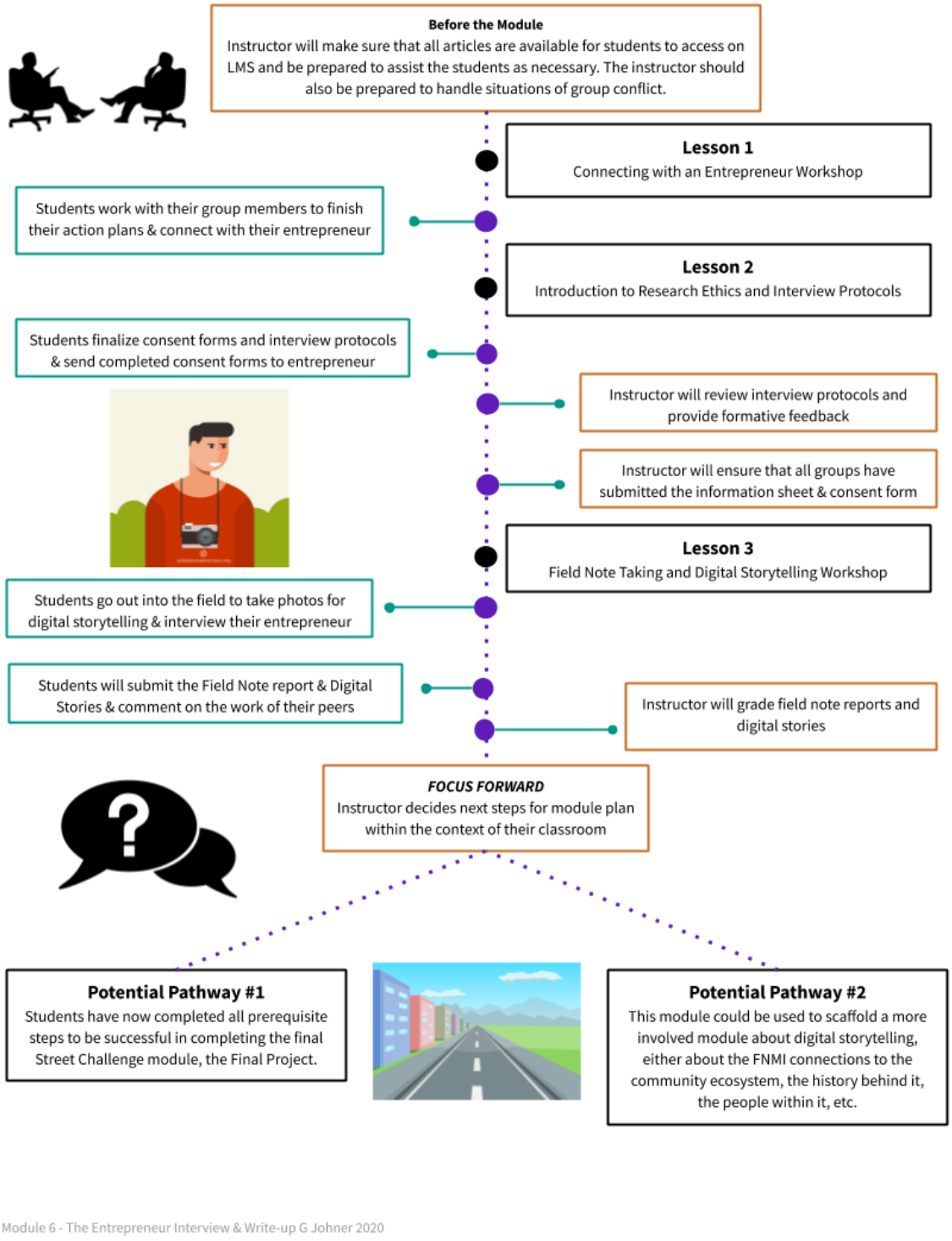
This module involves six lessons, a visual preference survey, a preparatory workshop before embarking on the field observation trip, the field observation trip (organized over two weekends to accommodate student schedules), a debrief about the field observation trip through circle discussion and witnessing, an examination of biases in community data, and an opportunity to gather valuable feedback about a draft of the final deliverable from classmates through peer sharing. The final deliverable for this module is an inventory of the businesses in the district observed during the trip and report that students will write as a team.

Module Five - Consumer Research Survey



This module involves five lessons, preparation for survey taking, a debrief about the survey taking experience through circle discussion and witnessing, a workshop where students will learn to analyze data using features of Excel, a gallery walk of analyzed data, and presentations of the significance of the data on the community. The final deliverable for this module includes the surveys collected from the neighbourhood, the entered data into a class data sheet and a one-page memo highlighting key findings. Students will also be assessed on their presentation in the final lesson, as well as on the infographic that they will hand in to accompany their presentations. While these last two assessments are being evaluated, they are used as formative assessment to guide students on presentation skills and the display of data for a community audience for the final project.

Module Six - Entrepreneur Interview & Write-Up



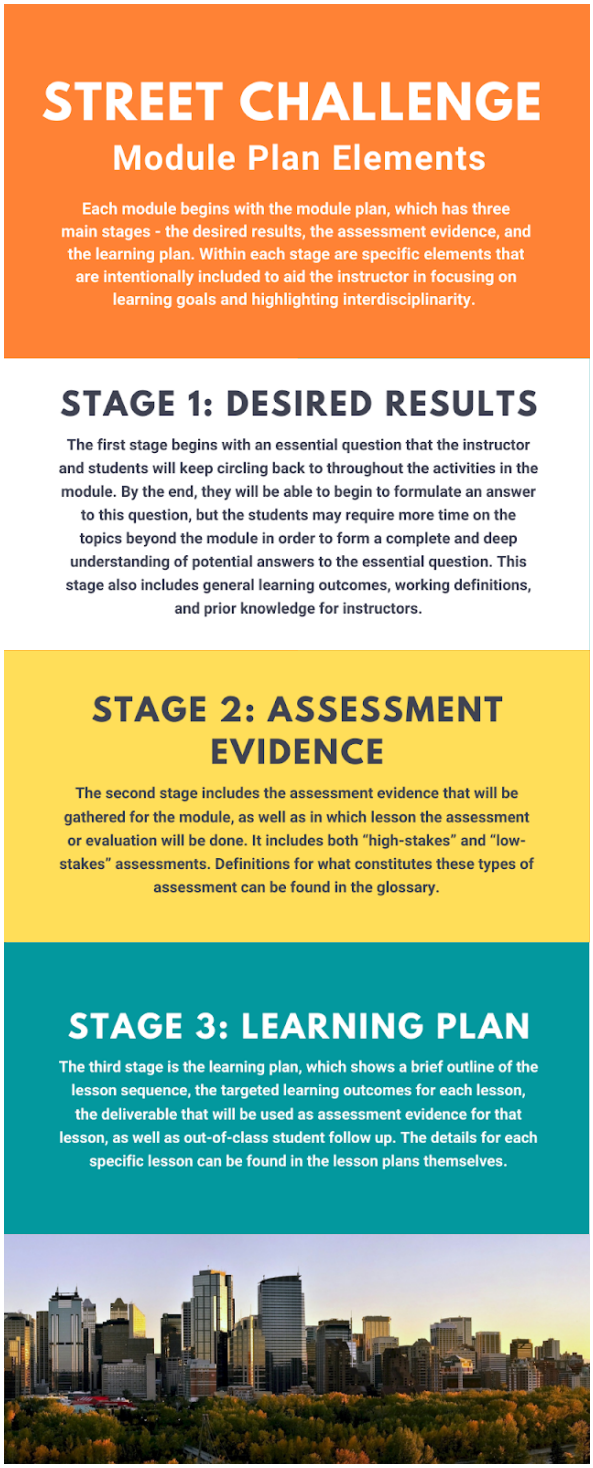
This module involves three lessons, a workshop on connecting with a entrepreneur, an introduction to research ethics, and a workshop on field note taking and digital storytelling. The final deliverable for this module consists of four small learning tasks, including a finalized interview protocol, an information sheet & signed consent form, the field notes of the interview organized by theme, and a short digital story of the entrepreneur's start-up and growth.

Module Seven - Street Challenge Final Project

This module outlines the final project for the Street Challenge modules. It presents an opportunity for the students to build upon the work they have been doing through the previous Street Challenge modules. The final project involves two parts - participation in a demonstration fair where students will present recommendations to improve the neighborhood business district in a creative format, and a pitch book that includes all the information from the presentation for grading, including a reference list and appendices if relevant.

Overview of Module Design

The modules have various degrees of content, but are each organized in the same general way. Each begins with the module plan, which has three main stages - the desired results, the assessment evidence, and the learning plan. Before the desired results is a preamble which includes potential disciplines that could use the module, as well as a time frame and targeted level of education. We have also included transferable understandings, which illustrate the potential for using these modules with other disciplines.



PART THREE A: FACE TO FACE MODULE PLANS, ASSIGNMENTS, ASSESSMENTS, RUBRICS, AND RESOURCES

MODULE 1 PLAN: ECOSYSTEMS, PEOPLE, AND RESOURCES

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-based, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about communities, the entrepreneurs in them, and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning and McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How does the community ecosystem impact the success of an entrepreneurial business from an individual, group, and societal perspective?

GENERAL OUTCOMES:

1. Gain a general awareness of the nature of business districts and community from an individual,

group, and societal perspective
2. Understand the features of an entrepreneurial ecosystem, from a general conceptual perspective
3. Understand how to apply ecosystem concepts apply to business districts, including how gentrification external forces affects specific neighbourhoods communities both positively and negatively
4. Analyze and apply theoretical frameworks of entrepreneurial ecosystems to the assigned neighbourhoods and districts community
5. (Optional) Instructors may wish to add a learning objective about the place-based assignments in the course, and how they are related to ecosystem knowledge.

WORKING DEFINITIONS:	**PRIOR KNOWLEDGE FOR INSTRUCTORS:**
• Ecosystem • Business ecosystem • Location-based ecology • Place-based learning • Experiential learning • Gentrification • Demographics	This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks. This module relies heavily on the theoretical underpinnings of business ecosystems, location-based ecology, gentrification, and local demographics. As such, instructors should have knowledge of these concepts.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" (SUMMATIVE) ASSESSMENT:	**"LOW STAKES" (FORMATIVE) ASSESSMENT:**
1. Ecosystem concept reflection (Lesson 1) 2. Historical context reflection (Lesson 2)	1. Entry tasks (Lessons 1 and 2) 2. Exit tasks (Lessons 1 and 2) 3. Class discussions (Lessons 1 and 2) 4. Anecdotal evidence of student learning (Lessons 1 and 2) 5. Observation (Lessons 1 and 2) 6. Group neighbourhood timeline (Lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to the Course and Street Challenge Project	1. Understand and explain the course structure and course requirements, as per the course outline	Ecosystem concept reflection	Students will read two articles: Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010.

		2. Reflect on the nature of a community from an individual, group and societal perspective 3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs 4. Explore entrepreneurship as problem solving		Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.
2	Entrepreneurial Ecosystems	1. Define and describe features of an entrepreneurial ecosystem 2. Explain how gentrification affects specific neighbourhoods, positively and negatively 3. Apply ecosystems concepts to Calgary 4. Create a historical timeline of given neighbourhood 5. Plan and prepare a historical context reflection	Historical context reflection	Students will prepare a reflection that discusses how the historical context of the neighbourhood impacts the ecosystem. This will be due before the next class.

LESSON PLAN 1: INTRODUCTION TO COURSE AND STREET CHALLENGE PROJECT - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will be introduced to the course and the street challenge project. Through a series of experiential activities, students will gain a thorough understanding of the course structure and requirements, focusing on what they will gain from participating and completing the project. Students will also learn about the specific requirements for completing the project and the corresponding rubric. Following this, students will begin to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving.

TIME FRAME AND COMMITMENT

Lesson: 95 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Low
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hour

MATERIALS NEEDED

- Copies of Ecosystems Background Knowledge Probe multiple choice questions
- Copies of the course outline
- Copies of the Ecosystems, People and Resources Learning Tasks Sheet
- Computer and projector
- Chart Paper
- Chart markers
- Whiteboard
- Whiteboard markers

OUTCOMES

1. Understand and explain the course structure and course requirements, as per the course outline
2. Reflect on the nature of a community from an individual, group and societal perspective
3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs
4. Explore entrepreneurship as problem solving

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.

PREREQUISITE KNOWLEDGE

Students will be provided with the link to the course outline prior to the session and be expected to review this prior to the class.

NEXT STEPS

Students will read two articles:
Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies,

	50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class. Faculty will review exit comments to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the student's short reflections and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 10 mins	Background knowledge probe: What do you know about ecosystems and how they relate to business? Answer the following ten multiple choice questions. THIS IS NOT A TEST AND WILL NOT BE GRADED. Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it. Printouts of multiple choice questions.	**Background knowledge probe (formative, low-stakes)** The instructor will use multiple choice questions and answers to gauge student understanding of ecosystems
Direct Instruction Part 1 (Explore, Explain) 20 mins	Debrief entry task by going through the answers to the questions. Give time for students to discuss any answers that were surprising. Distribute copies of the course outline and the Ecosystems, People and Resources Learning Tasks handout. Introduce the framework for the course as well as the module learning tasks.	Copies of the course outline and the Ecosystems, People and Resources Learning Tasks handout. Computer and projector to show digital version of assignment sheet	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding through questioning.
Short Class Discussion (Explore) 5 mins	Ask students what questions they have regarding the assignment. Discuss any questions that students have about the assignment.	None required	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student

			understanding of course requirements through questioning.
Direct Instruction Part 2 (Explain) 20 mins	Go through slides on business ecology and what makes a "good" neighbourhood. Encourage students to answer the questions throughout the slides: *What makes a "good" neighbourhood?* *How would you define a good neighbourhood?* *Is this the same for all people?*	Slideshow on business ecology	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of business and community ecology through questioning.
Small Group Work (Elaborate) 20 mins	In groups students will work together to create a five minute presentation response to the question: In your opinion, why does a business ecosystem matter for a startup or for an entrepreneur? Students have a choice as to how they record and present their information.	Whiteboard/chalkboard Whiteboard markers/chalk And/or flip chart paper and markers	**Anecdotal evidence (formative, low-stakes)** The instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 3 (Explain, Explore) 10 mins	Debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Explain to students that they need to read two articles: Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00420980134782 3 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.	Digital copies of articles	**Observation (formative, low-stakes)** The instructor can gauge student understanding of the influence of business ecosystems on startups and entrepreneurs through debrief for the five minute presentation response.

Closing (Evaluate) 5 mins	On a piece of paper write down an analogy related to ecosystems in the following form: Ecosystems are to business as _____ is to _____ (Angelo and Cross, 1993). Remind students that they need to read two articles and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	**Approximate analogies (formative, low-stakes)** The instructor can see students' conceptual understanding after this lesson.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004) Gentrification and the changing nature of work: exploring the links in Williamsburg, Brooklyn, *Environment and Planning A, 36*, 1243–1260.

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

LESSON PLAN 2: ENTREPRENEURIAL ECOSYSTEMS - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will continue to explore the concept of entrepreneurial ecosystems. Through multiple learner-centred activities, students will define and describe the features of an entrepreneurial ecosystem. Following this, students will examine the process of gentrification and how this affects specific neighbourhoods both positively and negatively. The lesson will culminate in students planning and preparing a timeline and historical context reflection.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Copies of the Ecosystems, People and Resources Learning Tasks Sheet
- Computer and projector
- Chart Paper
- Chart markers
- Exemplar of neighbourhood report learning task

OUTCOMES

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

PLAN FOR DIFFERENTIATION/INCLUSION

- Record session for students who were unable to attend the session. Provide the link on the course site for students to review after the session.
- Provide digital materials for students to make notes during or after the session

PREREQUISITE KNOWLEDGE

Students were required to read two articles by Isenberg and Pearsall. Based on the articles they were asked to pick one concept and prepare a short reflection on how that concept relates to Calgary. This was due prior to the beginning of this class.

NEXT STEPS

At the end of the class, based on the materials covered in this class, students will prepare a short reflection of how the historical context of the neighbourhood impacts the present ecosystem. This will be due before the next class.

The instructor will review exit slips to determine any gaps in knowledge and prepare to discuss this in the

	next session. The instructor will also review the historical context reflection learning tasks and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 10 mins	What were the muddiest points in the Isenberg and Pearsall articles that you read? Write down your thoughts. (Angelo and Cross, 1993). Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it.	**Entrance slip (formative, low-stakes)** The instructor will learn what students took from the Isenberg and Pearsall articles.
Direct Instruction Part 1 (Explore, Explain) 20 mins	Debrief entry task by going through the answers and allowing students to share their thoughts Go through slides on retail districts as ecosystems.	Slideshow on retail districts as ecosystems.	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of retail districts as ecosystems.
Partner Work (Elaborate) 10 mins	Think, pair, share: How do the concepts apply to the industries that you are interested in? Does the terminology change as we change industries? Does the application change? Students will first take a minute to think of their own response, then partner up and share their thoughts with the partner.	Slide with think, pair, share activity	**Think-pair-share (formative, low-stakes)** The instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 2 (Explain) 15 mins	Debrief partner work by allowing students to share their thoughts. Go through slides on gentrification.	Slideshow on gentrification	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal

			evidence of student understanding of gentrification
Small Group Work (Elaborate) 15 mins	Show students the list of groups for the final project. In these groups, students will work together to create a pro and con grid (Angelo and Cross, 1993) responding to the prompt: From your viewpoint, what are the pros and cons of gentrification? Come up with at least six of each.	Whiteboard/chalkboard Whiteboard markers/chalk And/or flip chart paper and markers	**Pro and con grid (formative, low-stakes)** The instructor will circulate among the groups to look at the grids, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 3 (Explain, Explore) 20 mins	Debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Explain that part of being in a business ecosystem is knowing who to connect with. Who are some of the people you should talk to who reflect the different nodes in an ecosystem? Have students brainstorm a list of who would be types of people that they should know in the business ecosystem (e.g. heritage authority director).	Blank slide, whiteboard, or chart paper and markers to record brainstorming session ideas.	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of who they can contact regarding a specific business ecosystem.
Small Group Work (Elaborate) 20 mins	From the list that the students create, students will separate into groups and find the actual contact information of the people on the list. Put students in their groups. Circulate among groups to assist students where necessary. Periodically signal the amount of time remaining.	Slide with breakout activity written on it.	**Observation (formative, low-stakes)** The instructor can gauge understanding and provide clarification to those students that have questions about the task. The instructor will circulate among the groups and ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction	Debrief in class as a whole after a given time. Select groups to share their work with	Digital copies of historical context	**Anecdotal evidence (formative,**

Part 4 (Explain, Explore) 20 mins	the class. Discuss thoughts and questions. Briefly review the requirements for the historical context reflection learning task. Explain that students will work in groups to create a timeline of the neighbourhood based on the criteria in the learning task. OPTIONAL: Show exemplars of timelines and debrief this with the students. Explain to students that this is an individual task and this is due by the next class **NOTE**: Timeline can be done individually and independently by students outside of class time if short on time	reflection learning task. Exemplar of a timeline.	**low-stakes)** The instructor will collect anecdotal evidence of student understanding of the historical context learning task.
Small Group Work (Elaborate) 30 mins	In small groups (use previous groups to make the process more efficient and allow students to build group cohesion), students will create a timeline of neighbourhood based on the criteria in the learning task. Timeline can be done individually and independently by students outside of class time if short on time	Chart Paper Markers Whiteboard space Whiteboard markers	**Observation (formative, low-stakes)** The instructor can gauge understanding and provide clarification to those students that have questions about the task. The instructor will circulate among the groups and ask probing questions to deepen inquiry and provide additional support if needed.
Closing (Evaluate) 5 mins	The students will write down one question that they still have about what was covered today. The instructor will collect this as the students leave. Remind students that they need to prepare their timeline and reflection. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	**Exit slip (formative, low-stakes)** The instructor will collect these exit slips to see if there is anything that needs to be addressed urgently at the next lesson.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004). Gentrification and the Nature of Work: Exploring the Links in Williamsburg, Brooklyn. *Environment and Planning A: Economy and Space*, *36*(7), 1243–1258. https://doi.org/10.1068/a36240

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

MODULE 1 ASSESSMENTS

RATIONALE

The goal of the ecosystems, people, and resources learning task is to provide students with the opportunity to reflect on the historical context of their assigned neighbourhood. Students will engage with theoretical principles and apply the concepts to their own city. While providing a solid basis for the remaining modules of the course, the learning tasks in this module aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.

GENERAL LEARNING OUTCOMES

Students will:

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

LEARNING TASK 1: ECOSYSTEM CONCEPT REFLECTION - GRASPS

GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. Students will engage with theoretical principles and apply the concepts to their own city.
ROLE	You will take the role of a researcher who is connecting the concept in the articles to the city in which you reside.
AUDIENCE	You will prepare this reflection for your peers so that you and your fellow researchers can take the concepts and apply them to a real life scenario.
SITUATION	You will have the opportunity for formative feedback while you discuss your thoughts with your peers.
PRODUCT	You will be asked to read two articles: Isenberg, D.J. (2010). How to Start an Entrepreneurial Revolution, *Harvard Business Review*, June 2010. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles pick one concept and prepare a short, 250 word maximum, reflection on how that concept relates to Calgary. Include a brief summary of the main points in the article and how it relates to Calgary.

STANDARDS	See below

TASK 1 GRADING AND RUBRIC				
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Satisfactory** **Meets some requirements** **(C to B-)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Summary of Concept *Did you include a summary of the concept illustrated in your chosen article? (30 points)*	The reflection provides a very clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a somewhat clear and basic summary of the concept illustrated in the chosen article.	The reflection provides an unclear and limited summary of the concept illustrated in the chosen article. Several pertinent details are missing.
Content and Analysis *Did you discuss and show how your chosen concept relates to Calgary?* (60 points)	The reflection conveys extensive evidence of a connection of the concept to Calgary, and provides a very thorough description of how the concept can be witnessed in Calgary. The response demonstrates a very strong awareness of the concept and its application.	The reflection conveys clear evidence of a connection of the concept to Calgary, and provides a thorough description of how the concept can be witnessed in Calgary. The response demonstrates a strong awareness of the concept and its application.	The reflection conveys some evidence of a connection of the concept to Calgary, and provides a basic description of how the concept can be witnessed in Calgary. The response demonstrates a beginning awareness of the concept and its application.	The reflection conveys minimal evidence of a connection of the concept to Calgary, and provides a limited description of how the concept can be witnessed in Calgary. The response demonstrates minimal awareness of the concept and its application.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (10 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple

	errors and a high standard of writing quality.	errors and a reasonable standard of writing quality.	contains several errors and a basic standard of writing quality.	errors and a poor standard of writing quality.

LEARNING TASK 2: HISTORICAL CONTEXT REFLECTION - GRASPS	
GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. This learning task aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.
ROLE	You will take the role of a historical expert and researcher who has been asked to describe the history of the neighbourhood and provide your thoughts on how the history has impacted the neighbourhood as a business district.
AUDIENCE	You will prepare the timeline and reflection for a group of potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work individually to prepare a timeline and reflection. You may use resources covered in lectures and supplement these with resources of your own choosing.
PRODUCT	You will prepare a timeline of the neighbourhood that covers key economic and social changes that occurred in the neighbourhood. You may present your timeline as a written document or an infographic visual. In addition, you will prepare a brief written reflection (approximately 250-500 words) that describes how these changes contributed to the current structure of the neighbourhood as a business district.
STANDARDS	See below

GRADING AND RUBRIC				
Criteria	**Excellent Meets all and Exceeds Some Requirements (A- to A)**	**Good Meets all Requirements (B to B+)**	**Satisfactory Meets Some Requirements (C to B-)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Timeline *Did you include events that cover key economic and social changes in the neighbourhood? (30 points)*	The timeline highlights key events of the assigned neighbourhood in great detail, providing an outline of key	The timeline highlights key events of the assigned neighbourhood in detail, providing an outline of key economic and	The timeline describes key events of the assigned neighbourhood in a vague or confusing manner, providing a basic outline of key economic and social	The timeline describes the key events of the assigned neighbourhood in limited detail and/or omits several key details.

	economic and social changes.	social changes.	changes.	
Reflection *Did you provide your thoughts on how the history impacts the neighbourhood as a business district?* *(50 points)*	The reflection describes the historical context in great detail, providing an insightful and thoughtful analysis of the history as it contributes to the neighbourhood as a business district.	The report describes the historical context of the assigned neighbourhood in detail, providing a well-thought out analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in a vague or confusing manner, providing a simple analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in limited detail. The reflection is superficial and makes vague attempts to explain how the history contributes to the neighbourhood as a business district.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (20 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal errors and a high standard of writing quality.	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some errors and a reasonable standard of writing quality.	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection contains several errors and a basic standard of writing quality.	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple errors and a poor standard of writing quality.

MODULE 2: DESIGN A MALL - UNDERSTANDING COMPLEMENTARITY IN ECOSYSTEMS MODULE PLAN

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Community ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems (de Koning & McArdle, 2020). The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

This module allows students to begin to form an understanding of the importance of business ecosystems. This concept is often one that students struggle with, since the concept of a business ecosystem is more than often abstract. However, this module uses the tenant mix at shopping malls to help students easily recognize reputational and socioeconomic distinctions. By engaging in the Design-a-Mall Challenge, they will develop an applied and immediate understanding of why entrepreneurial ecosystems/business ecology matters.

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Socioeconomics

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How can we recognize reputational and socioeconomic distinctions within a community ecosystem, and what impact do those distinctions have?

GENERAL OUTCOMES:

1. Revisit the idea of a business ecosystem
2. Identify and classify different types of business from a product/service sold and a quality/value perspective
3. Demonstrate an ability to apply critical thinking and assessment skills
4. Practice metacognition through the completion of an online reflection of the exercise
5. Build upon existing ideas of customer profiling and demographic analysis.

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT (SUMMATIVE):

- Post-class reflection (between Lesson 1 and 2)

"LOW STAKES" ASSESSMENT (FORMATIVE):

- Mall floor plans for the in-class activity (Lesson 1)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Design-a-Mall Activity (in-class)	1. Revisit the idea of a business ecosystem 2. Identify and classify different types of business from a product/service sold and a quality/value perspective	Mall floor plans (group) & post-class reflection (individual)	Complete the post-class reflection and submit it on LMS

		3. Demonstrate an ability to apply critical thinking and assessment skills 4. Practice metacognition through the completion of an online reflection of the exercise		
2	Customer Visualization/ Profiling Exercise	1. Revisit the ideas of customer profiling and demographic analysis. 2. Demonstrate an ability to apply critical thinking and assessment skills.	None	None

LESSON PLAN 1: MALL DESIGN ACTIVITY (IN-CLASS) - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will be introduced to some basic concepts of entrepreneurial ecosystems/business ecology through an in-class role playing exercise. Students will be asked to classify and assign a group of different stores within three different shopping mall developments individually and in small groups, then sharing with the whole class. Students will then complete a structured reflection on the activity through the instructor's chosen LMS (learning management software).

TIME FRAME AND COMMITMENT

Lesson: 75 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- PowerPoint
- Handouts of the activity
- Index cards
- Extra pens and pencils

OUTCOMES

1. Revisit the idea of a business ecosystem
2. Identify and classify different types of business from a product/service sold and a quality/value perspective
3. Demonstrate an ability to apply critical thinking and assessment skills
4. Practice metacognition through the completion of an online reflection of the exercise

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Students who require more time to complete the activity are not rushed through or self-pressured into finishing early through silent indicators of completion
- The list of stores on the activity sheet account for regional differences in classrooms, which can be further adjusted to reflect place-based learning in your classroom's region
- Different learning preferences by accommodating different ways to capture thought processes, a combination of individual, small group, and whole class work, and explicit instructions on how to be successful through the use of a rubric for the assignment

PREREQUISITE KNOWLEDGE

NEXT STEPS

Some knowledge of business ecosystems would be helpful, but is not required. Some ability to recognize reputational and socioeconomic distinctions when thinking about stores in shopping malls.	For classes that are struggling with customer profiling and demographic analysis, the customer visualization activity would be beneficial.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~5 minutes	Review previously covered concept – what is a business ecosystem? Have students in pairs create a "hashtag" based on what they learned in the previous module about business ecosystems. At the end of the time, get the students to place their hashtags on the front board (or other area where they can be seen and viewed by all) and explain why they came up with that tag.	Sticky notes or whiteboard markers	**Hashtag creation & sharing (formative, low-stakes)** The instructor should be actively listening to students while they are sharing their hashtags to understand what they took away from the previous module & what needs to be revisited
Direct Instruction (Explain) ~20 minutes	Introduction to lesson and case overview – slides 1-5 on the slideshow Slide 6 is a description of the Design a Mall activity - Hand out paper copies of the activity - Provide a link to a collaborative document with the description so students may access it on their computers - Go through the instructions verbally, then allow an opportunity for the students to ask questions While the instructions are being read aloud by the students & instructor, the instructor (or teaching assistant if available) will pass out 1 playing card face down to each student (explain to the students only to flip the card over when they are done with their individual practice).	Slideshow Design a Mall activity handouts Collaborative document link on LMS	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding of the learning task

Individual Practice (Explore) ~5-10 minutes	Students will complete the activity worksheet individually - They may represent their thinking in whatever way makes the most sense for them (mind map, charts, diagrams, etc.) - While students are working, the instructor should be circulating the room and assisting students who require help - When the students feel they are ready to move on, they will flip their playing card so it is face up.	Paper copies of the activity handout Extra pens/pencils/ coloured pencils	**Anecdotal evidence (formative, low-stakes)** The instructor should be collecting feedback for themselves on how the class is getting to understanding of abstract concepts, which will determine the next step of the module
Small Group Work (Explore) ~25 minutes	Put the students into small groups of 3-4 - It is recommended that the instructor numbers students off so that no student is left out and that they get an opportunity to work with people they have potentially not worked with yet - Students should introduce themselves to their peers if they have not yet met/had a chance to work together - Students will share and compare work with one another and come to a decision on a single mall design (or "floorplan") that they would present to the owners of that mall - They will share their plan in a shared collaborative document/slideshow that can be accessed by the whole class so that it can be referred to during the whole-class discussion	Blank collaborative slideshow presentation or document with shareable link	**Collaborative slides (formative low-stakes)** The instructor will be listening to group discussions during this segment, as well as observing what is being put onto the collaborative workspace to formatively assess understanding to this point
Whole-Class Discussion ~10 minutes	Once students have spent the appropriate amount of time doing small group work, bring the class back together for a circle discussion - Each person in the class should contribute to the discussion in some form, either by sharing a discussion with their group, a question, a comment on another Each student will respect the "talking stick" and actively listen	Talking stick	**Circle discussion (formative, low-stakes)** The instructor will be listening, asking prompting questions, and be prepared to give verbal feedback when the talking stick comes back to them

	to their peers when they do not have the stick in their hands		
Closing ~5 minutes	Get students to answer the following questions on an index card & hand in the card before leaving the room - *What made this lesson meaningful for you?* - *Describe a specific contribution you made to today's lesson* - *What is one question you still have at the end of this lesson?* Remind the students that they have to complete the post-class reflection assignment before the next class.	Index cards	**Exit slip (formative, low-stakes)** The instructor should immediately review the exit cards after the class concludes and make notes on questions, what meaning was taken, and determine next steps from all the assessment done in this lesson

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: CUSTOMER VISUALIZATION/PROFILE EXERCISE - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will practice with the previously introduced concepts of customer profiling and demographic analysis through an in-class role playing exercise. Students will be asked to create a profile of a customer that could be a patron at the malls designed in the previous lesson. They will then form into small groups and participate in an interview style role-playing exercise in which they have to become the customer they designed, and their group members must try and determine which mall they would be a patron at.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Google Slides of designed malls from previous lesson
- Props/costumes (optional)
- Blank paper
- Pens/pencils/coloured pencils

OUTCOMES

1. Revisit the ideas of customer profiling and demographic analysis.
2. Demonstrate an ability to apply critical thinking and assessment skills.

PLAN FOR DIFFERENTIATION/INCLUSION

- The instructor has decided to incorporate this lesson based on formative assessment results in the previous lesson and has concluded that the students would benefit from more work with customer profiling.
- Designing a customer can be done via a variety of methods based on student learning preference.

PREREQUISITE KNOWLEDGE

The previous lesson (Design a Mall) is required for this lesson to be applicable.

The instructor must have determined that this activity would be beneficial to their students based on assessment evidence collected from the previous lesson.

NEXT STEPS

The next lesson will be a workshop on how to access resources that will help the students with their Street Preview assignment.

SEQUENCE

COMPONENT AND TIME FRAME	DETAILS	RESOURCES	ASSESSMENT
Hook (Engage) ~5 minutes	The instructor should begin by creating a space where students can be comfortable embodying the customer that they are going to create. We suggest that they create and come into class acting like a mall patron that they have designed (costume optional but encouraged)	Costume (optional)	**None for this segment**
Direct Instruction (Explain) ~5 minutes	Explain the activity that the students will be doing today - Emphasize that participation is necessary in order to make the most of the activity, but those that are uncomfortable aren't required to participate - Encourage the students to really take an improv/drama approach to this lesson! Remind the students that while we are creating customers that fit a certain "profile" based on the reputational distinctions of each shopping mall, everybody is still required to be respectful	Paper copies of the Design-a-Mall activity handout Design-a-Mall activity handout available on LMS	**Anecdotal evidence (formative, low-stakes)** The instructor will clarify any concepts and ensure understanding through concept checks.
Individual Visualization (Explore) ~5-10 minutes	Students will brainstorm a hypothetical customer for one of the malls that was designed in the previous lesson. Encourage them to consider the customer's…. - Name - Where they live and work - What kind of house they live in - What their family situation is - What kind of car they drive - Describe a typical day that brought them out shopping. - And any other information they think would be helpful! Students can write/type a description, draw their customer, or write a few bullet points and improv the rest!	Google Slides from previous lesson Personal computers Blank paper Pens, pencils, coloured markers	**Observation (formative, low-stakes)** The instructor will move around the room, answer questions as necessary, and ensure everyone is on task. It may also be helpful to see how the students are deciding to capture their brainstorm.
Small Group Customer Interviews	The students will then form into small groups (could be the same groups as the	Breakout space for activity if possible	**Observation (formative, low-stakes)**

(Explore) ~30 minutes	previous lesson) and participate in an interview style role-playing exercise - One person in the group will become the customer they have designed - The other group members will try and determine which mall they would be a patron at by asking them questions that will help them build a customer profile		The instructor will move around the room, ensure everyone is on task, and formatively evaluate participation, gently encouraging those who may be more shy.
Closing ~5 minutes	After the groups are done their work, thank them for participating! - Hand out the the Street Preview Assignment (and publish it on your LMS) and explain to them that we will be doing a workshop next class on how to find resources for the assignment	Paper copies of the Street Preview assignment & rubric Street Preview assignment & rubric available on LMS	None for this segment

INSTRUCTOR REFLECTIONS

MODULE 2 ASSESSMENTS

RATIONALE

It is very common to struggle with understanding the importance of business ecosystems because it is an abstract concept for many of us. However, we easily recognize reputational and socioeconomic distinctions when thinking about the tenant mix and comparing shopping malls. By engaging in the Design-a-Mall Challenge, you will develop an applied and immediate understanding of why entrepreneurial ecosystems/business ecology matters.

GENERAL LEARNING OUTCOMES

Students will…

- ✓ Revisit the idea of a business ecosystem
- ✓ Identify and classify different types of business from a product/service sold and a quality/value perspective
- ✓ Demonstrate an ability to apply critical thinking and assessment skills
- ✓ Practice metacognition through the completion of an online reflection of the exercise

LEARNING TASK 1: DESIGN-A-MALL CHALLENGE REFLECTION - GRASPS

GOAL	You are an entrepreneur that has been asked to do some analysis for three separate malls and determine the best "fit" (based on business ecosystem and consumer needs) for stores in different retail categories to each of these malls .
ROLE	You will step into the role of an entrepreneur, who has been asked to design a mall floor plan that accommodates one store from each category in a way that is complimentary.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work with a small team of entrepreneurs to come up with one plan to present to the companies that will own the mall.
PRODUCT	You will be asked to submit the plan you have designed with your team, along with a reflection on your thinking that could assist future entrepreneurs in completing a similar task.
STANDARDS	See below

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a

timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING AND RUBRIC				
Criteria	**Excellent** **Meets all and Exceeds Some Requirements** **(A- to A)**	**Good** **Meets all Requirements** **(B to B+)**	**Satisfactory** **Meets some requirements** **(B- to C)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *(80 points)* *Have you addressed all the questions in the assignment description? Have you made connections to other sources?*	The reflection addresses all the questions listed in the assignment description. It includes additional research to generate an insightful response that shows a solid understanding of how businesses fit within a certain ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses all of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is additional dialogue when feedback is given on the response that slightly dips below surface learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some shallow reference back to previous course materials to generate a response that shows some weak beginnings of an understanding of how businesses fit within a certain ecosystem. Any additional dialogue when feedback is given on the response is shallow.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.
Writing Standards (20 points) *Are there any spelling and grammatical errors in your writing that would detract from your message?*	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is written well. There are minimal errors that occasionally impede understanding.	The reflection is done adequately although lacks depth. There are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

DESIGN A MALL/ENTREPRENEURIAL ECOSYSTEMS IN-CLASS ASSIGNMENT HANDOUT

OVERVIEW/INSTRUCTIONS

Task: Your task is to assign one store from each of the below categories into one of three hypothetical malls. You should try to match stores that *compliment* each other – think about it from the consumer perspective – what would the ideal mix be for them?

You will do this activity first by yourselves, then arrange into 2-4 person teams to compare your choices. Then, we will discuss it as a class.

At the end of the class period you'll be asked to complete an *exit slip* and then do write a *structured reflection* to be submitted on the LMS.

STORE CATEGORIES

Category One: Department Stores Nordstrom/Hudson's Bay Kohl's/Simons Walmart/Canadian Tire	**Category Five: Coffee Shop** Starbucks Dunkin Donuts/Tim Hortons Honey Dew/Caribou/Second Cup
Category Two: Restaurants TGI Friday's/Applebees/Olive Garden/Earl's/Swiss Chalet Legal Sea Foods/Local Chain/The Keg/Ruth's Panera Bread/Boston Pizza	**Category Six: Drugstore/Beauty** Sephora/Mac Rite Aid/Shoppers Drug Mart The Body Shop/Bath & Body Works
Category Three: Specialty Clothing Claire's Stores/H&M/Retimans Victoria's Secret/Zara/Aritzia Primark/Old Navy/Penningtons	**Category Seven: Sporting Goods** Bass Pro Shops/Cabela's Dick's Sporting Goods/Hockey Experts/Sport Chek Play it Again Sports
Category Four: Electronics Best Buy Apple Store T-Mobile/Verizon/AT&T/Rogers	**Category Eight: Entertainment** Barnes & Noble/Indigo GameStop/EB Games AMC/Regal/Cineplex Theatres

Note: The list of stores on the activity sheet should account for regional differences in classrooms. This list may need to be further adjusted to reflect place-based learning in your classroom's region.

DESIGN A MALL CHALLENGE IN-CLASS ASSIGNMENT

Category	Mall 1	Mall 2	Mall 3
1: Department Store			
2: Restaurant			
3: Specialty Clothing			
4: Electronics			
5: Coffee Shop			
6: Drugstore/Beauty			
7: Sporting Goods			
8: Entertainment			
Q: What car brands are you likely to see in the parking lot?			

DESIGN A MALL CHALLENGE POST-CLASS REFLECTION ASSIGNMENT

Please write a response to the following questions. Your response should be about 1 page/250 words in total, and you should devote the same amount of space to each question. It will be graded using the following rubric:

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *(80 points)*	The reflection addresses all the questions listed in the assignment description. It includes additional research to generate an insightful response that shows a solid understanding of how businesses fit within a certain ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is shallow dialogue when feedback is given on the response.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.
Writing Standards *(20 points)*	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

QUESTIONS FOR REFLECTION

1. Was it easy for you to assign one store from each category to each mall? Why or why not?
2. Were some categories easier than others? Do you think that some categories are easier to group than others? Why or why not?
3. Did a picture of a local mall(s) emerge for you? Which one(s)?
4. What kind of cars would be in the parking lot of each mall? Can you describe a hypothetical or prototypical customer for each of these malls?
5. Did the exercise help you better understand the concept of business ecosystems? If so, why? If not, why not?
6. Do you have any suggestions or recommendations for this activity?

MODULE 3 PLAN: STREET PREVIEW (NEIGHBOURHOOD ORIENTATION & BACKGROUND RESEARCH)

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems (de Koning & McArdle, 2020). The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Within this module, students undertake background research of the neighbourhood business district that they will do a field observation trip in for the next module. They will be exposed to and practice using the sources of secondary research that they can access to deepen understanding of their neighbourhood business district and how these sources of knowledge can be helpful in seeing how it fits within the business ecosystem.

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Socioeconomics

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
What role do neighbourhood business districts play in making a community ecosystem a quality place to live, work, and play? What features does this neighbourhood business district have (or need) to make it a quality place to live, work, and play?

GENERAL OUTCOMES:

1. Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
2. Demonstrate an ability to apply creative & critical thinking skills
3. Practice peer assessment skills

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning
- Neighbourhood business district

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

1. Street Preview report (after Lesson 2)

"LOW STAKES" ASSESSMENT:

1. Think-pair-share (Lesson 1)
2. Street Preview report draft (between Lesson 1 and 2)
3. Witnessing peer evaluation (Lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Secondary Research Workshop	1. Explore the various sources of secondary research that they may use for the completion of the Street Preview report	None	Complete a first draft of the Street Preview report to prepare for peer evaluation Conduct primary research by visiting the neighbourhood they are analyzing (if they feel they want to get a better familiarity)

2	Peer Sharing of Street Preview Report	1. Practice giving constructive, helpful feedback to their peers 2. Become knowledge keepers and give constructive feedback to their instructors on the course to this point 3. Build their skills as “witnesses” when they are listening to their peers read their report drafts	Entrance/exit index cards to evaluate course	Complete the Street Preview report using the feedback gathered from the Witnesses

LESSON PLAN 1: SECONDARY RESEARCH WORKSHOP - FACE TO FACE FORMAT

SYNOPSIS
During this lesson, students will go over the assignment description and rubric for the Street Preview report. The instructor will facilitate a workshop on how to access various types of secondary research that could be used for the report, as this is often a stumbling block for students. The students will then get some time to work individually or with partners to do bounce ideas off of and do some of their own research, keeping in mind that this report is meant to be completed individually.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 45 mins Instructor to prepare to use this plan: Medium Students to prepare for this plan: Medium Instructor follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Computer with projector • Paper copies of Street Preview assignment description + rubric • Street Preview assignment description + rubric posted on LMS
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Students will explore the various sources of secondary research that they may use for the completion of the Street Preview report	• Street Preview assignment description available on LMS for students to use with assistive reading technologies • The workshop will be recorded via screen capturing software and posted on the LMS for students who were unable to attend
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Some student knowledge of conducting secondary research would be helpful but is not required.	The students are now equipped to complete the first draft of the Street Preview report successfully.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**

Hook (Engage) ~5 minutes	The instructor will propose the following question as a think-pair-share: What is the difference between primary and secondary research? Students will have a few minutes to brainstorm, discuss and then the instructor will invite the sharing of ideas.	None required	**Think-pair-share (formative, low-stakes)** The instructor will formatively assess understanding during the sharing part of the TPS
Direct Instruction (Explain) ~15 minutes	The instructor will then explain the purpose and importance of secondary research with respect to the completion of the report, but also the importance of being able to access and use these tools in situations beyond the classroom The instructor will then use a computer and projector to visually show the students where and how to access the secondary research that they deem helpful. Some examples may be: - Research guides on the University's library website - The main website for the city where you are located - If it exists, the economic development website for your local city - Newspaper archives It is also important for the instructor to emphasize that primary research is not required, but it is encouraged if the students are not familiar with their area, or if they want to capture a deeper "spirit" of the neighbourhood business district they are analyzing.	**Computer & projector with internet access**	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding through listening and answering questions that the students have while exploring the sources of secondary research.
Individual / Partner Work (Explore) ~20 minutes	Now, the students will have some time to work individually, or as pairs, to do some preliminary research for their report, or ask any pertinent questions.	**Personal computers**	**Observation (formative, low-stakes)** The instructor will answer questions about the assignment as necessary.
Closing ~5 minutes	The instructor will close the workshop by reminding students of the following: - To reach out if they have questions - When the report is due	**None required**	**None for this segment**

	- That the assignment is individual, and of the academic consequences for plagiarism		

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: PEER SHARING OF STREET PREVIEW REPORT - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will be shown a funny clip about giving feedback to colleagues in a professional work environment in order to provide a potentially relatable entry point into the learning. The students will then be refreshed on their skills for giving good constructive feedback, and be given an opportunity to practice those skills while providing constructive feedback to their instructor on the course to this point. Students will then work in groups of three to share and receive feedback on their Street Preview report drafts, having the opportunity to be a Witness for their peers and a Reader so that they may complete a high-quality report for summative assessment.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Space for students to break out into small groups
- Index cards
- Computer with Internet access
- Printouts of “Peer Feedback Sentence Starter” worksheets

OUTCOMES

1. Students will practice giving constructive, helpful feedback to their peers
2. Students will become knowledge keepers and give constructive feedback to their instructors on the course to this point
3. Students will build their skills as “witnesses” when they are listening to their peers read their report drafts

PLAN FOR DIFFERENTIATION/INCLUSION

- For students who are unable to attend, there will be opportunities for peer review to be done electronically
- Videos will be shown with subtitles on
- Indigenous principles of witnessing are used to give feedback and there is acknowledgement of multiple knowledge keepers in the classroom

PREREQUISITE KNOWLEDGE

- Some knowledge of giving constructive feedback would be helpful, but not required
- Students will be required to have completed a first draft of their Street Preview reports in order to get value out of this peer review workshop

NEXT STEPS

The students are now equipped to complete the Street Preview report successfully.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~5 minutes	The instructor will begin by showing the following funny 4 minute video on receiving feedback: https://www.youtube.com/watch?v=9OVvIO8Vfrs *(Shriek! – The Office Parody by TalentSprout)*	Computer with internet access	**None for this segment**
Direct Instruction (Explain) ~10 minutes	The instructor will begin by reviewing what good constructive criticism is like through different senses: - What does it look like? - What does it sound like? - How does it make you feel? The instructor may want to utilize some of the resources on the following website to help their students grasp the concept of peer feedback. Specifically, the "Peer Review Sentence Starters" might be helpful: https://gunter-english.weebly.com/effective-feedback.html	Index cards Printouts of "Sentence Starters" sheet	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Individual Practice (Elaborate) ~5 minutes	The instructor will then pass out an index card to each student. On the index card, they will write a piece of constructive feedback about the instructor's work so far in the course. This activity is important for three reasons: 1. The students get to practice giving constructive feedback 2. The instructor will receive feedback on the course to improve their teaching in the future 3. It acknowledges the FNMI principle that the classroom has multiple knowledge keepers within it The students will have 5 minutes to write their piece of constructive feedback on their index card. If they require more time,	Index cards	**Self-assessment & student-assessment entrance cards (formative, low-stakes)** The students will be assessing themselves on their ability to give constructive feedback, while the instructor will be assessed by their students on the course so far.

	they can finish what they have to say after the next segment.		
Partner Work (Explore) ~30 minutes	The students will now get into groups of three. Within their group, each student will take turns reading out the first draft of their report (called the "Reader"). The two students in the group who are not reading (called the "Witnesses") the report out loud will practice the FNMI principle of witnessing; which requires active listening and attentiveness to the person who is sharing. - It is encouraged that the Witnesses try not to make notes while their group member is sharing, as it takes away from our ability to listen. When the Reader has finished reading, the two Witnesses will provide constructive feedback that will help the Reader complete and enhance their report. Each Reader should get approximately 10 minutes to read and get feedback from their Witnesses.	Copies of the Street Preview report drafts (students will have either paper copies or electronic copies) Timers (on projector, personal cellphones, or watches)	**Peer-assessment (summative, high-stakes)** The students will be providing constructive feedback to one another on their Street Preview reports through witnessing. The instructor should circulate throughout the room and correct students that are not following the principles of witnessing or encouraging students to use more constructive feedback if they hear criticism.
Closing ~5 minutes	As the students finish their peer sharing, the instructor should encourage them to finish providing constructive feedback on the index cards. - If a student needs a new index card or an additional index card to provide different or more feedback, the instructor should provide it At the conclusion of class, the instructor will ensure that everybody is clear on expectations for the report and the deadline for submission, and collect the index cards as the students head out the door.	Extra index cards (as needed)	None for this segment.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Gunter, A. (n.d.). Effective Feedback to Build Strong Writers: Turning FeedBACK to FeedFORWARD. *Limelight Literacy*. Retrieved from: https://gunter-english.weebly.com/effective-feedback.html

TalentSprout. (2015, August 26). *Shriek! – The Office Parody* [Video]. Retrieved from: https://www.youtube.com/watch?v=9OVvIO8Vfrs

MODULE 3 ASSESSMENT

RATIONALE

There are several factors that define a neighbourhood as a high-quality place to live. We know what people traditionally associate with a healthy neighbourhood, such as rising home values, low crime rate, school performance (Weekly, 2012). While these factors do contribute to vibrant, urban neighbourhoods, we will examine the key factor of the neighbourhood business ecosystem – the place for amenities, shopping, social engagement and recreation (Mehta & Mahato, 2018).

Through this assignment, you will use secondary research sources, such as newspaper archives, local city reports, Google Maps, blogs, reviews, and more to create an analysis of an assigned neighbourhood business district. The report will include the district's best features, resources that could be leveraged to create value, and problems that need to be solved. You may also want to analyze the types of businesses and how they relate to each other, to the history of the area, and/or the features of the neighbourhood. Ideally your analysis and arguments should be supported with evidence from documents, data, visual, and other sources.

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
- ✔ Demonstrate an ability to apply critical thinking and assessment skills

LEARNING TASK: STREET PREVIEW REPORT - GRASPS

GOAL	You are an entrepreneur that has been asked to create an analysis for a specific neighbourhood as a business district and determine the best features, resources, and challenges.
ROLE	You will step into the role of an entrepreneur, who has been asked to gain information about a community and their needs so that a potential business could open in that area and serve a beneficial purpose in the business ecosystem.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the neighbourhood business ecosystems.
SITUATION	You will work individually to solve the problem, which will give you skills to analyze neighbourhood business ecosystems with team members on a larger scale in the future.
PRODUCT	You will be asked to submit a 3-5 page report with 1.5 spacing and Times New Roman font size 11 that describes and analyzes the neighbourhood as a business district, including best features, resources, and challenges using secondary research.
STANDARDS	See below

GRADING AND RUBRIC				
Criteria	**Excellent Meets all and Exceeds Some Requirements (A- to A)**	**Good Meets all Requirements (B to B+)**	**Satisfactory Meets most requirements (B- to C)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Content *(40 points)* *Have you met all assignment requirements? How supported is your analysis with evidence?*	The report addresses all of the requirements listed in the assignment description. The result is an exemplary analysis that is well-supported with evidence from appropriate secondary and primary research.	The report addresses all but a few of the requirements listed in the assignment description. The result is a very good analysis that is well-supported with evidence from appropriate secondary research.	The report addresses approximately half of the requirements listed in the assignment description. The result is an analysis that could use more evidence from appropriate secondary research in order to be well supported.	The report addresses very few of the requirements listed in the assignment description. The result is an analysis that is lacking evidence from appropriate research.
Critical Thinking (10 points) *How insightful is your analysis? Are your arguments convincing?*	The information gathered is relevant and interesting. The report demonstrates insightful analysis and interpretation, with logical, convincing, and well supported, evidence-based arguments.	The information gathered is somewhat relevant and interesting. The report demonstrates a good analysis and interpretation, with logical and evidence-based arguments.	The information gathered is somewhat relevant and interesting. The report demonstrates a satisfactory analysis and interpretation, with some arguments lacking a basis in evidence.	The information gathered is not relevant or interesting. The report demonstrates a weak analysis and interpretation, with arguments that are not based in the evidence.
Organization (10 points) *Is your report easy to read?*	The report is organized in a logical sequence, using headings, subheadings, tables, and appendices that support the flow of the report.	The report is organized in a logical sequence, using headings and subheadings that mostly support the flow of the report.	The report is organized in a mostly logical sequence, using headings and subheadings that somewhat support the flow of the report.	The report lacks headings and subheadings that support the flow of the report.
Research (20 points) *What data sources have you consulted? Are they relevant?*	The report includes a mix of both qualitative and quantitative data to form the basis of the report. The data sources selected are impactful,	The report includes a mostly one type of data (qualitative or quantitative) to form the basis of the report. The data sources selected are appropriate for the	The report includes a one type of data (qualitative or quantitative) to form the basis of the report. Some of the data sources selected are	The report lacks research to form the basis of the report. The data sources selected are inappropriate for the purpose of the assignment.

	appropriate, and of superior quality.	purpose of the assignment.	appropriate for the purpose of the assignment, but others lack an obvious connection or are not fully academically appropriate.	
Citations (10 points) *Have you included a complete list of citations?*	A complete and accurate list of all types of data sources are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.	A list of data sources is missing from the report entirely.
Business Professional Style (5 points) *How easy to read and understand is your report?*	A well-designed layout is created that exceeds the assignment requirements, creating an exceptionally neat and easy to read report that could be considered for publication.	A well-designed layout is created that meets the assignment requirements, creating a neat and easy to read report.	A layout is created that almost meets assignment requirements, but could use another revision to make the report neat and easy to read.	A layout is created that does not meet the assignment requirements. The report is confusing and lacks appropriate flow.
Writing Basics (5 points) *Are there any spelling and grammatical errors in your writing that would detract from your message?*	The report is written clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured and follow the SEC Writing Handbook guidelines for business writing.	The report is written clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with some grammatical and spelling errors that do affect clarity. The paragraphs follow some SEC Writing Handbook guidelines for business writing.	The report is written clearly with significant grammatical and spelling errors that affect clarity. The paragraphs fail to follow most SEC Writing Handbook guidelines for business writing.

MODULE 4 PLAN: FIELD OBSERVATION TRIP

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	6 Lessons Medium- High level preparation and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems (de Koning & McArdle, 2020). The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Within this module, students are equipped with tools necessary to undertake primary research in the field, gathering quantitative and qualitative data about the neighbourhood business district they are studying through a Field Observation Trip (FOT). They will use the primary research they have collected to develop an inventory of the businesses in the district to identify areas of need, complementarity, and areas of improvement. Students will compare their collected data to aggregate data about their neighbourhood, such as Walk Score, to see if there are any biases that can be identified with what is being reported online.

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Bias, Field Research

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
What qualitative data can we collect in the field about a neighbourhood business district in order to understand how its stores fit into a business ecosystem? Can we reconcile our experiences in the field with data being reported on consumer websites about the area?

GENERAL OUTCOMES:

1. Undertake a visual preference survey to understand what makes a neighbourhood "visually appealing"
2. Identify and classify different types of businesses, further classifying them into smaller sub-categories
3. Conduct primary qualitative and quantitative research in the field
4. Demonstrate an ability to apply critical thinking and assessment skills
5. Practice metacognition through several self-assessments and online reflections
6. Examine biases that may be present in reported data, such as Walk Scores, that may contradict what is actually experienced in the field

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

- Self-assessment checklists (lessons 1-6)
- FOT Online Reflection (between lesson 3 and 4)
- Witnessing audio files & comments (between lesson 4 and 5)
- Field Observation Trip final deliverable (after lesson 6)

"LOW STAKES" ASSESSMENT:

- Entrance slip (lesson 1, 4)
- "Keys to Success for the FOT" presentations (lesson 2)
- Anecdotal evidence (lesson 1-6)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Visual Preference Survey	1. Practice metacognition	Self-assessment checklist 1	• Examine visual preference survey

		through self-assessment 2. Become familiar with the use of VPS's to analyze neighbourhoods in a qualitative way		data sent by instructor
2	Pre-Field Observation Trip Workshop	1. Practice metacognition through self-assessment 2. Work together with their classmates to ensure that everybody has an equal opportunity to be successful	"Keys to Success" for FOT Self-assessment checklist 2	Select a date and time to participate in the FOT Prepare necessary materials for FOT (including appropriate dress)
3	Field Observation Trip (FOT)	1. Practice metacognition through self-assessment 2. Participate in qualitative field research 3. Work together to use their time effectively 4. Practice active listening and apply those skills in the Indigenous practice of witnessing through the sharing circle	Self-assessment checklist 3 FOT online reflection (before next class)	Complete and submit FOT Online Reflection
4	Post-Field Observation Trip Debrief	1. Share their experiences with their classmates, exposing challenges, successes, etc. 2. Compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Practice active listening skills and	Self-assessment checklist 4 Witnessing audio files	Post witnessing audio files & leave comments Read 2 required articles before next class

		apply those skills in the Indigenous practice of witnessing by contributing back reflections to their classmates		
5	Biases in Community Data	1. Practice meta-cognition through self-assessment 2. Undertake research into secondary sources 3. Understand what biases are present in secondary data 4. Reconcile what secondary data is reporting with lived experience	Self-assessment checklist 5	Prepare a final draft of the final deliverable for peer sharing
6	Peer Sharing of FOT Deliverable	1. Practice metacognition through self-assessment 2. Practice giving constructive, helpful feedback to their peers	Self-assessment checklist 6	Submit the final deliverable for grading

LESSON PLAN 1: VISUAL PREFERENCE SURVEY - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will begin a series of 5 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will then review what they read in the pre-reading for today's class with a partner. The whole class will then complete a VPS on neighbourhood business districts that is separate from the ones that they will be working with during the Street Challenge project. Students will then explore a website to find out more about the work in the field that is being done with VPS. Following this lesson, students will do a workshop in order to prepare for their field observation trip.

TIME FRAME AND COMMITMENT

Lesson: 70 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Link to Chicago Tribune article & Nelessen Associates blog on LMS
- Printed copies of self-assessment checklist 1
- Blank paper
- Writing utensils
- Computer with internet access
- Personal computers/cell phones with internet access

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will become familiar with the use of VPS's to analyze neighbourhoods in a qualitative way

PLAN FOR DIFFERENTIATION/INCLUSION

- The lesson will be recorded for students who are unable to attend the class
- The required readings will be posted in LMS so students may use assistive technology if they wish

PREREQUISITE KNOWLEDGE

- Students will be required to read the Chicago Tribune article before coming to class.
- The instructor will need to have a slideshow of photos of different neighbourhood districts or access to Google Maps

NEXT STEPS

- Students will read the blog post from A. Nelessen Associates Inc. and explore their website for more information on VPS's
- The instructor will email out/post the VPS data on LMS

SEQUENCE

COMPONENT AND TIME	DETAILS	RESOURCES	ASSESSMENT

FRAME			
Hook (Engage) ~5 minutes	Students will be given the self-assessment sheet (see Appendix) to fill out that will help them assess how comfortable they are with the module to this point. This self-assessment sheet will be part of a series of self-reflections and will be revisited at the conclusion of the class. It will also be handed in as part of the final deliverable.	Self-assessment checklist 1 (see Appendix)	**Self-assessment checklist (summative, high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.
Review Reading (Explain, Evaluate) ~10 minutes	Students will complete an entrance slip on the Chicago Tribune article using the RSQC2 format (Angelo & Cross, 1993). - Recall meaningful points - Summarize their key takeaways - Ask a question about the topic from the reading - Connect what they have read to other courses, readings, or experiences - Comment on the quality of the reading Students will then share their entrance slip with the person sitting next to them before submitting them to the instructor.	Blank paper Writing utensils	**RSQC2 entrance slip (formative, low-stakes)** The instructor will have an opportunity to see if students have completed the appropriate readings before coming to class, as well as what meaning they took from the reading and what connections they are already making to other concepts.
Class Discussion (Explore, Elaborate) ~50 minutes	The instructor will then go through a VPS with the students using either a slideshow or Google Maps. It is recommended that the instructor use a different neighbourhood business district than the ones that are being explored in this project. The amount of slides can be any length the instructor deems appropriate. The images could include: housing, commercial buildings, streets, parks, civic buildings. The students will rate the images on a scale from +10 to -10 based on criteria such as if they like the image and if they think it is appropriate for the street that is being viewed. They will submit their responses via an electronic format (such as Microsoft	Slideshow of street images or access to Google Maps Virtual survey response medium (ie: Microsoft Forms)	**Anecdotal evidence (formative, low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.

	Forms) so that the data can be downloaded and shared with the class. The purpose of this activity is to prime the students and sensitize them to what they will experience during the actual observations in the field in two lessons.		
Closing ~5 minutes	At the conclusion of the lesson, the instructor should allow time for students to complete the second half of the self assessment checklist. The instructors will collect these checklists at the end of class. The instructor may also want to allow time for the students to read the assigned blog post and explore the Nelessen website.	Self assessment checklist 1 (from earlier) Device with internet access	**Self-assessment checklist (summative, high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Handley, J. (1996, November 10). Is a picture really worth a thousand words? Retrieved from: https://www.chicagotribune.com/news/ct-xpm-1996-11-10-9611100403-story.html

Our Unique Community Participation Visioning and Planning Process. (2020). A. Nelessen Associates, Inc. Retrieved from: https://nelessen.com/our-vision-planning-process/

Appendix

Self-Assessment Checklist 1 – Field Observation Trip Module		
Before Lesson 1	**Statement**	**After Lesson 1**
True False	I have completed all necessary readings for this module.	True False
True False	The readings that I have completed have helped me understand the purpose and rationale behind this module.	True False
True False	I understand why visual preference surveys may be used to assess the quality of a neighbourhood business district.	True False

Comments:

LESSON PLAN 2: PRE-FIELD OBSERVATION TRIP WORKSHOP - FACE TO FACE FORMAT

SYNOPSIS
During this lesson, students will continue the series of 5 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will then be shown some exemplars for the final deliverable of this module. Based on this discussion, students will work in small groups to create “keys to success” that they envision are most important to remember during the Field Observation trip.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 70 mins Instructor to prepare to use this plan: Medium Students to prepare for this plan: Medium Instructor follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Printed copies of Self-Assessment Checklist 2 • Chart paper & markers • Whiteboard markers • Exemplars of student work (posted on LMS if appropriate) • Printed copies of final deliverable assignment & rubric
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Students will practice metacognition through self-assessment 2. Students will work together with their classmates to ensure that everybody has an equal opportunity to be successful	• Students that are unable to attend the class may reach out to their classmates to be caught up on what they missed • Students may represent their ideas in whatever way they see fit
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
The instructor will need to get permission from previous students in order to show their work as exemplars	Students are now equipped to embark on the Field Observation trip Students must arrange a time that works with their personal schedules to go on the Field Observation trip

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**

Hook (Engage) ~5 minutes	Students will be given a self-assessment sheet (see Appendix) to fill out that will help them assess how comfortable they are with the module to this point. This self-assessment sheet will be revisited at the conclusion of class and handed in as part of the final deliverable.	Self-assessment checklist 2	**Self-assessment checklist (summative, high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.
Direct Instruction (Explain) ~15 minutes	The instructor will use this time to go through some exemplars of previous assignments with the students. The instructor may choose one of the following approaches depending on their teaching style and the long-term learning outcomes in the context of their course: - Showing the exemplars in class and allowing them to be revisited by posting them on LMS (caution: students will usually try to replicate the exemplar in these cases) - Showing the exemplars in class and only to those who attended the class, not allowing photos to be taken or posting the exemplar to the LMS (caution: this may put students who are unable to attend the class at a disadvantage) Regardless of the approach taken, the instructor will verbally go through the exemplars, highlighting things that were done well, and things that could have been improved upon.	Previous exemplars of student work Computer with internet access	**Anecdotal evidence (formative, low stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed while visiting each small group individually.
Small Group Work (Explore, Elaborate) ~15 minutes	Students will work together to visually represent what they believe are the "Keys to Success" for the observation trip based on the assignment description, rubric, and exemplars shown by the instructor. They may use: - Whiteboards - Chart paper - Google Slide/PowerPoint slide	Chart paper Personal computers Whiteboards & whiteboard markers Breakout space (if accessible)	**Anecdotal evidence (formative, low stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and

	The students will work together in small groups but must keep their ideas/visual secret from the other groups until the sharing portion.		questioning as needed.
Class Discussion (Elaborate, Evaluate) ~30 minutes	At the conclusion of the design time, students will have opportunities to share their visual "keys to success" with their peers. While another group is sharing, it is encouraged that the students make personal notes of what their group left out of their keys to success in order to create a high-quality final deliverable.	Blank paper for students to take notes Personal cell-phones to record discussions (with permission from presenters) Extra writing utensils	**Anecdotal evidence (formative, low stakes)** The instructor will collect anecdotal evidence of student understanding while groups are sharing their final designs.
Closing (Evaluate) ~5 minutes	At the conclusion of the lesson, the instructor should allow time for students to complete the second half of the self-assessment checklist. The instructors will collect these checklists at the end of class. The instructor should remind students to arrange a time to go on the Field Observation trip (that works with their personal schedules) as well as prepare their required materials ahead of time (ie: map of the area that is being observed)	Self-assessment checklist 2 (from earlier)	**Self-assessment checklist (summative, high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

Appendix

Self Assessment Checklist 2 – Field Observation Trip Module		
Before Lesson 2	**Statement**	**After Lesson 2**
True False	I understand what is expected of me to be delivered at the conclusion of this module.	True False
True False	I feel comfortable going into the neighbourhood business district as an observer for this module.	True False
True False	I know what sorts of things to look for when we go on our Field Observation trip.	True False
True False	I am confident with how to make the most out of this field observation trip in order to create a high-quality final deliverable.	True False
True False	I am comfortable and confident that I will be able to work well with my group mates.	True False
True False	I know what I have to have prepared in advance of arriving to the Field Observation trip site.	True False

Comments:

LESSON PLAN 3: FIELD OBSERVATION TRIP - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will conduct qualitative field work, broken up with discussions in order to see through other people's experiences & visual acuity. Students will then participate in a sharing circle to recap the experience in the moment. At the end of the lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings.

TIME FRAME AND COMMITMENT

Lesson: 180 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Extra clip boards
- Blank paper
- Writing utensils
- Personal cell phone
- Talking stick
- First Aid kit
- Emergency contact forms for students
- Printed copies of self-assessment checklist 3

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will participate in qualitative field research
3. Students will work together to use their time effectively
4. Students will practice active listening/witnessing through the sharing circle

PLAN FOR DIFFERENTIATION/INCLUSION

- Students that are unable to attend may be toured through the neighbourhood using Facetime or tour through the neighbourhood themselves using Google Maps
- FNMI principles such as sharing circles and hearing other perspectives are practiced in this lesson

PREREQUISITE KNOWLEDGE

Students must have signed up for a Field Observation trip time and prepared the necessary materials

Students and the instructor should dress for the weather

NEXT STEPS

Students will now complete a graded reflection on the class LMS

Students may now begin to work on a draft of the final deliverable for this module

SEQUENCE

COMPONENT AND TIME FRAME	DETAILS	RESOURCES	ASSESSMENT

Introduction (Explain) ~10 minutes	This Field Observation trip should begin with a Land Acknowledgement as appropriate in your local context. The instructor will explain how the Field Observation trip will run: 1. Students will be broken into groups of 3-4 2. The groups will be assigned to one side of the street 3. Students will assign the role of "note-taker", "photographer", and "safety guard" 4. The students will stop at the end of each block and discuss with other groups and the instructor what they saw The students should anticipate to tour 4-12 blocks total.	First Aid kit Watch/cell phone to keep time Emergency contact forms for students	**None for this segment**
Field Observation (Explore) ~120 minutes	Students will tour the NBD as outlined in the assignment description. The note-taker will be responsible for making notes about what businesses are present and putting them into categories. The photographer is responsible for taking photos of the NBD as it is being toured, looking for continuity, complementarity, and other visual clues that may indicate the success of the NBD. The safety guard is responsible for making sure that the note taker and the photographer are staying safe while completing their duties and also keeping time. At the end of 2 blocks, it is important to allow the students to debrief with the other groups. The instructor may find it beneficial to allow the students to lead their own discussion, only asking guiding questions, if they wish to guide the students into a more inquiry-based activity.	Extra clip boards Blank paper Writing utensils	**Anecdotal evidence (formative, low stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Class Discussion (Elaborate, Evaluate) ~30 minutes	At the conclusion of the observation time, the students and instructor will gather in a space that is conducive to discussion (ie: coffee shop, park, etc.)	Adequate space to conduct circle discussion Talking stick	**Anecdotal evidence (formative, low stakes)**

	A sharing circle will be formed, and a talking stick passed around to allow students to reflect on the experience, ask questions, and importantly to witness the experiences of others. Some questions to consider… 1. What did you find attractive about this NBD? What was surprising? 2. Did you find anything that needed improving? 3. How are you going to use what you have observed to develop your report? 4. Is this a successful business district in your mind? Why or why not?		The instructor will collect anecdotal evidence of student understanding while students are sharing.
Closing (Evaluate) ~5 minutes	The students may now complete self-assessment checklist 3. The instructor should collect these before the students depart. Students should be reminded that they must complete the online reflection before the next class.	Self-assessment checklist 3	**Self-assessment checklist (summative, high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

Appendix

Self-Assessment Checklist 3 – Field Observation Trip Module	
Statement	**After Lesson 3**
I feel like we have collected enough data in order to write an excellent final report.	❏ True ❏ False
I feel confident that our data is of good quality.	❏ True ❏ False
I worked well with my team members today.	❏ True ❏ False
I found that visiting the neighbourhood in the field has given me a deeper understanding of the NBD.	❏ True ❏ False

Comments:

FIELD OBSERVATION TRIP REFLECTION ASSIGNMENT

Please write a response to the following questions. Your response should be about 1 page/250 words in total, and you should devote the same amount of space to each question. It will be graded using the following rubric:

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *(80 points)*	The reflection addresses all the questions listed in the assignment description. It includes connections back to previous course material that show an understanding of how businesses fit together in a real-world ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is shallow dialogue when feedback is given on the response.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.
Writing Standards *(20 points)*	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

QUESTIONS FOR REFLECTION

1. Have you been to the neighbourhood business district that we visited today before? Why or why not?
2. What did you think of the neighbourhood business district that we observed today?
3. What would you improve? If nothing, why not?
4. What stores would you be interested in trying out?
5. What three things do you think you would change to make a positive impact on the community?
6. Was it easy for you to assign categories to the businesses? Why or why not?
7. Were some categories easier than others? Do you think that some categories are easier to group than others? Why or why not?
8. How do you think the photos you took of the neighbourhood business district would score in a visual preference survey?

LESSON PLAN 4: POST FIELD OBSERVATION TRIP DEBRIEF- FACE TO FACE FORMAT

SYNOPSIS
During this lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. In this short lesson students will have the opportunity to share their thoughts and experiences of observing the communities in the field with their classmates and instructor. Students will apply active listening to the Indigenous practices of witnessing and circle discussions to share their successes and challenges with the survey collection, comparing and contrasting their experiences to those of their classmates.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 60 mins Instructor to prepare to use this plan: Medium Students to prepare for this plan: Medium Instructor follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Index cards • Talking stick • Discussion forum for witnessing audio files & responses to be posted on LMS
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Students will share their experiences with their classmates, exposing challenges, successes, etc. 2. Students will compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Students will practice active listening skills	• Activities involve different learning preferences (verbal/auditory, written/visual, small and large group discussion) • Students volunteer for group roles that they are comfortable with • Students will have access to online forum to post their thoughts • FNMI principles such as witnessing and sharing circles are incorporated into this lesson
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Students must have gone on the field observation trip before this lesson Students must have completed the online reflection assignment before coming to this class	Students will read two articles on biases in community planning and data Students may now continue to work on a draft of the final deliverable for this module

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~ 5 minutes	As students are coming into the class, hand each of them an index card Welcome the students back to class and give them direction on what to write on their index card. Possible ideas may be: - A challenge they faced during the survey experience - The most meaningful part of the activity for them - One thing they learned from being out in the community The teacher will gather these cards at the conclusion of the activity	Index cards Anonymous electronic response format (Microsoft Forms)	**Entrance cards (low stakes)**
Preparation for witnessing (Explain) ~5 minutes	The students will now divide up into small groups to discuss their experiences with one another Number the students randomly from 1-6 (for a class of approximately 30 students) Get the students to join up with the people who share their number	None	**None for this segment**
Discussion Protocol (Explore) ~35 minutes	Once in their small groups, the instructor will explain how the discussion protocol will work: In this discussion protocol, students will be sharing their experiences in the community with their group. Two students will volunteer to be the "witnesses". ▪ Witnessing is an important aspect of FNMI culture ▪ It is done by listening to what is being said and then reflecting upon it **without having taken any notes/recording the discussion** ▪ It also requires the witnesses to not speak during the discussion, which can be hard, as we often preoccupy ourselves with what we are going to say in response to someone, rather than listen to what they have to say.	A discussion board on LMS for students to post their witnessing and for students to reply to other witnesses	**Witnessing audio file (high-stakes)** The instructor will make note of who is in each group so that they may create the appropriate threads for the witness to post in. The instructor will listen to the audio responses and read the comments and grade them appropriately

	The witnesses will then post a verbal/audio reflection (approximately 3 minutes in length) after the class to their group's LMS discussion thread. Those who were not witnessing must reply to both audio files with insightful comments.		
Conclusion of Discussion Protocols (Elaborate) ~10 minutes	Time permitting (and if the desire is there on the part of the students and instructor), you may want to facilitate a bit of a circle discussion. The students can talk about their experiences in the community or their experiences witnessing/being witnessed. **Often, the witnesses want to speak/respond to their classmates, and those being witnessed share that they sometimes feel judged or are unsure about sharing something because they aren't sure how the witness will interpret it	Talking stick	**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~5 minutes	The students may now complete self-assessment checklist 4. The instructor should collect these before the students depart.	Self-assessment checklist 4	**Self-assessment checklist (high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

Appendix

Self-Assessment Checklist 4 – Field Observation Trip Module	
Statement	**After Lesson 4**
I feel that my experience during the field observation trip was very similar to that of my classmates.	❏ True ❏ False
I feel that my experience during the field observation was drastically different to those of my classmates.	❏ True ❏ False
Being a witness helped me gain a better understanding of my classmates' feelings and experiences.	❏ True ❏ False

Comments:

LESSON PLAN 5: BIASES IN COMMUNITY DATA - FACE TO FACE FORMAT

SYNOPSIS
During this lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will undertake the task of examining biases in relevant data and secondary research about their neighbourhood business district. After that small group work is complete, they will discuss their findings with the class.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 60 mins Instructor to prepare to use this plan: Medium Students to prepare for this plan: Medium Instructor follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Links to required reading articles on LMS • Personal computers with internet access • Printed copies of self-assessment checklist 5
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Students will practice meta-cognition through self assessment 2. Students will undertake research into secondary sources 3. Students will understand what biases are present in secondary data 4. Students will reconcile what secondary data is reporting with lived experience	• Students use two-eyed seeing to understand that impressions about a neighborhood cannot be made from data alone, and that lived experience is just as important • Students who are unable to attend the class in person may be video conferenced in so they can still participate • Required readings will be available online so that students may use assistive technology if they wish • Activities involve different learning preferences (verbal/auditory, written/visual, small and large group discussion)
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Students must have completed the two required readings before this class.	Students may now prepare a final draft of their report in order to participate in peer sharing next class.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~ 5 minutes	Students will partner up and summarize one of the articles that was required for the class. They will then switch and the other partner will summarize the other article.	None	**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through listening to discussions. The instructor will also come to understand who completed the required readings for this class.
Small Group Work (Explore) ~30 minutes	Students will then look up statistics about the neighborhood that they are examining, such as information that could be found on Walk Score, and see if there are any biases present in this data when examined through the lenses presented in the two required readings.	Personal computers with Internet access	**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Discussion (Elaborate) ~20 minutes	Students will then share their findings with their classmates in a large class discussion. The instructor may facilitate the discussion using probing questions and presenting alternative viewpoints to what the students have found.		**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~5 minutes	The students may now complete self-assessment checklist 5. The instructor should collect these before the students depart.	Self-assessment checklist 5	**Self-assessment checklist (high-stakes)**

			The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Bokhari, S. (2016, August 3). How much is a point of walkability score worth? https://www.redfin.com/blog/how-much-is-a-point-of-walk-score-worth/

Cogley, B. (2020). Urban planning is "really very biased against women" says Caroline Criado Perez. https://www.dezeen.com/2020/03/10/caroline-criado-perez-urban-planning-is-really-very-biased-against-women/

Shashank, A., and Schuurman, N. (2019). Unpacking walkability indices and their inherent assumptions. *Health and Place, 55*. 145-154. https://www.sciencedirect.com/science/article/abs/pii/S1353829218306166

Walk Score. (2020). https://www.walkscore.com/

Appendix

Self-Assessment Checklist 5 – Field Observation Trip Module	
Statement	**After Lesson 5**
I felt that the articles assigned for this class were helpful in getting me to identify biases that might be present in the design of neighborhood business districts.	❏ True ❏ False
I understand the potential sources of bias when reading statistics and information about neighborhood business districts.	❏ True ❏ False
I feel that my experience during the field observation was very different from the data that we investigated today on Walk Score.	❏ True ❏ False
I felt that my experience during the field observation was very similar to the data that we investigated today on Walk Score.	❏ True ❏ False
I have a good understanding of how to use the data we examined today in our report for this module.	❏ True ❏ False

Comments:

LESSON PLAN 6: PEER SHARING OF FIELD OBSERVATION TRIP DELIVERABLE - FACE TO FACE FORMAT

SYNOPSIS

During this lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will complete peer assessment of each other's work on the draft of the final deliverable that they have prepared for this module. Students will then use this feedback to inform any adjustments that they make before handing the deliverable in for summative assessment.

TIME FRAME AND COMMITMENT

Lesson: 45 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Links to required reading articles on LMS
- Personal computers with internet access
- Printed copies of self-assessment checklist 6

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will practice giving constructive, helpful feedback to their peers

PLAN FOR DIFFERENTIATION/INCLUSION

- Students who are unable to attend the class in person may be video conferenced in so they can still participate
- Required readings will be available online so that students may use assistive technology if they wish
- Activities involve different learning preferences (verbal/auditory, written/visual, small and large group discussion)

PREREQUISITE KNOWLEDGE

Students will be required to recall peer assessment techniques and practices from earlier lessons in Module 3 if the instructor undertook that module.

Students will be required to have completed a first draft of their reports in order to get value out of this lesson

NEXT STEPS

Students may now prepare their final group report and submit it for grading by the deadline assigned by the instructor.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~ 5 minutes	The instructor will facilitate a brainstorming session about what good peer feedback looks/sounds like. Students may recall concepts from Module 3, other classes, or other experiences of being given good or bad constructive feedback.	None	**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through listening to what students share during the brainstorming.
Small Group Work (Explore) ~30 minutes	Students will then go through and look over each groups final draft of their report and provide constructive feedback, using the "Peer Review Sentence Starters" if they wish: https://gunter-english.weebly.com/effective-feedback.html Once the students have finished leaving feedback for each group, they will return to their draft and read over the feedback, determining what they would like to incorporate into their final submission.	Printouts of final drafts or a shared link on an editing platform Printouts of "sentence starters"	**Anecdotal evidence (low-stakes)** The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~5 minutes	The students may now complete self-assessment checklist 6. The instructor should collect these before the students depart. The instructor should also remind students of the final deadline for their group to submit their reports.	Self-assessment checklist 6	**Self-assessment checklist (high-stakes)** The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Gunter, A. (n.d.). Effective Feedback to Build Strong Writers: Turning FeedBACK to FeedFORWARD. *Limelight Literacy*. https://gunter-english.weebly.com/effective-feedback.html

Appendix

Self-Assessment Checklist 6 – Field Observation Trip Module	
Statement	**After Lesson 6**
I felt that this peer feedback session was helpful for my groupmates and I.	❏ True ❏ False
My groupmates and I will be incorporating most of the feedback left by our peers.	❏ True ❏ False
My groupmates and I will not be incorporating any of the feedback left by our peers.	❏ True ❏ False
I would like to keep doing peer feedback sessions for future assignments.	❏ True ❏ False

Comments:

MODULE 4 ASSESSMENTS

RATIONALE

Field research allows us to gain firsthand experience and knowledge about the people, events, places, and processes that we study as entrepreneurs. Through this performance task, you and your team-mates will undertake qualitative field research for the neighborhood business district that you have been examining through the previous modules in the Street Challenge project, and thereby reaching a deeper understanding of the business ecosystems that exist within your local context.

GENERAL LEARNING OUTCOMES

- ✓ Undertake a visual preference survey to understand what makes a neighborhood "visually appealing"
- ✓ Identify and classify different types of businesses, further classifying them into smaller sub-categories
- ✓ Conduct primary qualitative and quantitative research in the field
- ✓ Demonstrate an ability to apply critical thinking and assessment skills
- ✓ Practice metacognition through several self-assessments and online reflections
- ✓ Examine biases that may be present in reported data, such as Walk Scores, that may contradict what is actually experienced in the field

LEARNING TASK: CONSUMER RESEARCH SURVEY - GRASPS

GOAL	You are an entrepreneur that has been asked to do an inventory of a neighborhood business district for the local city council.
ROLE	You will step into the role of an entrepreneur who has been asked to analyze a neighborhood business district using data and photographs
AUDIENCE	You are compiling this report to be given to the local city council, who is interested in understanding how this targeted neighborhood business district fits within the city's larger business ecosystem
SITUATION	You will work with a small team of entrepreneurs to prepare this inventory and report
PRODUCT	You will be asked to submit the inventory (which includes the categorization and addresses of the businesses in the district, as well as a visual map with a key) and report you have written with your team.
STANDARDS	See below

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING AND RUBRIC

Criteria	Excellent Meets all and exceeds some requirements (A- to A)	Good Meets all requirements (B to B+)	Satisfactory Meets some requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Introduction **(5 marks)** *Has your introduction convinced the reader that your report is important to read?*	The introduction clearly summarizes the contents of the report and why the qualitative research was undertaken, including the benefits for the researchers as well as other stakeholders. The authors make reference back to previously learned upon concepts and readings to build a strong and convincing case for the importance of reading their report.	The introduction clearly summarizes the contents of the report and why the qualitative research was undertaken, specifically addressing the benefits for the researchers. The authors make reference back to previously learned upon concepts to build a case for the importance of reading their report.	The introduction summarizes the contents of the report. The authors make some connections back to general concepts and themes explored within the course to date to build a weakly formed case for the importance of reading their report.	The introduction for the report is missing.
Inventory and Categorization of Businesses **(30 marks)** *Can your categories be broken down any further? Have you included all the necessary components?*	The categories are specific enough that they cannot be broken down any further into sub-categories. It is easy to see what complementarity and needs exist within the	The categories are specific, and only a few can be broken down further into sub-categories. It is mostly easy to see what complementarity and needs exist within the	The categories are mostly broad, with more sub-categorization to be made in order to gain a better understanding of what complementarity and needs exist	There is no sub categorization present in the report. It is not easy to see what complementarity and needs exist within the neighborhood business district. The inventory is

	neighborhood business district. The inventory contains the three necessary components (addresses, map, and key) and are exceptionally detailed, well written, and organized.	neighborhood business district. The inventory contains the three necessary components (addresses, map, and key) and are detailed and organized.	within the neighborhood business district. The inventory contains the three necessary components (addresses, map, and key), but are lacking important details.	missing one or more of the necessary components (addresses, map, and key).
Visual Map (15 marks) *Is your map visually appealing? Could you present it to a tourist and they would have no difficulties navigating the business district?*	The map is laid out in such a way that it is easy to understand and is highly visually appealing. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area.	The map is laid out in such a way that it is easy to understand. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area with some minor edits.	The map is laid out in such a way that it is not quite easy to understand. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area with some major edits.	The map is missing components of the neighborhood business district, poorly laid out,
Analysis (30 marks) *Have you analyzed the photos you took in the field? Have you reconciled your experience with secondary research?*	The analysis contains an excellent description of the visual data collected. It includes multiple references back to the visual preference survey and what makes a neighborhood visually appealing. The analysis compares and contrasts the experiences in the field and the photos taken with secondary research, and clearly addresses potential sources for any	The analysis contains a very good description of the visual data collected. It includes some reference back to the visual preference survey and what makes a neighborhood visually appealing. The analysis compares and contrasts the experiences in the field and the photos taken with secondary research.	The analysis contains a satisfactory description of the visual data collected. It includes a vague reference back to the visual preference survey. The analysis is missing the comparison between the experience in the field and the secondary research.	The analysis re-states what was already presented in the inventory, and lacks synthesis with the visual preference survey and other secondary research.

	discrepancies in these two sources of information.			
Recommendations (10 marks) *Are your recommendations based on evidence? Who do they target?*	The recommendations clearly address areas of need and areas of complementarity within the business district. The recommendations are written with the history, consumers, and current as well as future business owners in mind. The recommendations are based soundly in the evidence, and are further supported with photographs taken during the qualitative field research for emphasis.	The recommendations clearly address some areas of need and areas of complementarity within the business district. The recommendations are written with the consumers and current as well as future business owners in mind. The recommendations are based soundly in the evidence.	The recommendations address one areas of need within the business district. The recommendations are written with the consumers in mind. Clear connections between the gathered data and the recommendations are missing.	The recommendations fail to address areas of need or complementarity within the business district. The recommendations are written with no particular stakeholder in mind. There is an obvious lack of connection between the gathered data and the recommendations .
Citations (5 marks) *Have you included a complete list of citations?*	A complete and accurate list of all types of data sources, including personal communications, are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.	A list of citations is missing entirely from the deliverable
Writing Standards (5 marks)	The inventory and report are written	The inventory and report are written	The inventory and report are written	The inventory and report are written

Are there any spelling and grammatical errors in your writing that would detract from your message?	clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured and follow the SEC Writing Handbook guidelines for business writing.	clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most SEC Writing Handbook guidelines for business writing.	clearly with some grammatical and spelling errors that do affect clarity. The paragraphs follow some SEC Writing Handbook guidelines for business writing.	clearly with significant grammatical and spelling errors that significantly affect clarity. The paragraphs fail to follow most SEC Writing Handbook guidelines for business writing.

MODULE 5 PLAN: CONSUMER RESEARCH SURVEY

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	5 Lessons Medium- High level preparation and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and develop a sense of agency in addressing ecosystem or community challenges (de Koning & McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:

How can we meaningfully heighten student understanding of community ecosystems to equip them to deal with community challenges as self-employed professionals?

GENERAL OUTCOMES:

1. Gain a heightened understanding of community ecosystems within their personal contexts
2. Explore broader perspectives to develop an in-depth understanding of course themes
3. Understand the value of civic engagement in addressing community challenges
4. Develop a sense of agency and ability to apply their learnings to their own career goals

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:

This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

- Data collection in the community (between Lesson 1 and 2)
- Witnessing audio files (Lesson 2)
- Data entry in Excel (between Lesson 3 and 4)
- One-page memo (between Lesson 4 and 5)
- Focus Forward presentation (Lesson 5)
- Infographic (after Lesson 5)

"LOW STAKES" ASSESSMENT:

- Diagnostic assessments (drawings – Lesson 1; Surveys - Lesson 3)
- Class discussions (Lesson 1, 2)
- Script practice (Lesson 1)
- Exit slip (Lesson 1)
- Entrance card (Lesson 2)
- Anecdotal evidence of peer learning (Lesson 3)
- Peer feedback (Lesson 3)
- Verbal instructor feedback (Lesson 4)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Pre-Survey Preparation	1. Understand the idea of a business ecosystem 2. Become familiar with the Street Challenge assignment 3. Practice approaching individuals on the		• Meet with their project partner and exchange contact information • Develop (if necessary) and sign a group contract to ensure accountability

		street for implied consent 4. Learn the importance of consent when conducting research		• Read over assignment and assignment rubric to be clear on expectations • Arrange a time to complete the survey collection with their partner in their assigned community
2	Post-Survey Debrief	1. Share their experiences with their classmates, exposing challenges, successes, etc. 2. Compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Practice active listening skills	Witnessing reflection	• Post witnessing reflections to LMS (if a witness) • Respond to witnessing reflections of classmates (if not a witness) • Input survey data into class Excel sheet
3	Analyzing Data With Excel	1. Explore the data set created in excel from their surveys by looking at cross tabs, frequency checks, and bar graphs 2. Learn from each other to acquire new skills or build upon existing skills that help them work with Excel data sets	Short verbal presentation First draft of infographic First draft of one-page memo	• Analyze the data from the surveys and prepare and rehearse a short verbal presentation of interesting findings designed for classmates and instructors. • Create a first draft infographic that displays interesting data designed for friends, family and members of the community – post this in the LMS discussion board. • Prepare a first draft of the one-page memo

				based on their presentation.
4	Data Analysis Presentations	1. Present their findings to classmates and instructors, and be given an opportunity to explain why they selected this data to present 2. Practice presentation skills	One page memo	• Leave formative, constructive feedback on other groups' infographics • Review feedback left from classmates about the groups' infographic and adjust accordingly • Complete and submit the one-page memo
5	Community Significance Presentations & Focus Forward	1. Present the significance of their findings on the community to classmates and instructors (and any other invited faculty, community members, etc.) 2. Understand the implications of their research 3. Appreciate the value of civic engagement, with respect to improving the community ecosystem in a local context 4. Practice conveying information to a non-academic audience 5. Practice presentation skills	Final infographic	• Submit final infographics for assessment

LESSON PLAN 1: PRE-SURVEY PREPARATION - FACE TO FACE FORMAT

SYNOPSIS

In this lesson, students will revisit the ideas surrounding the business ecosystem. They will be given an opportunity to reflect upon their own understanding of what an ecosystem is and discuss those previous conceptions with their classmates. Through a mix of direct instruction and discussions, students will come to understand the Consumer Research Survey assignment and the topics that surround it, such as practical issues of survey participation and informed consent. Students will also have an opportunity to practice their "pitch" for approaching people in the community that they are sent to. Following this lesson, students will go out to their assigned community and collect surveys with their partners.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Blank paper
- Writing utensils
- Paper copies of the assignment description and rubric
- PowerPoint presentation describing the Street Challenge Project
- Index cards

OUTCOMES

1. Students will understand the idea of a business ecosystem
2. Students will become familiar with the Street Challenge assignment
3. Students will practice approaching individuals on the street for implied consent
4. Students will learn the importance of consent when conducting research

PLAN FOR DIFFERENTIATION/INCLUSION

- Activities are designed for all learning preferences (verbal, written, kinesthetic, group, individual)
- Learning plan is broken up into manageable chunks of no more than 20 minutes
- Students are provided multiple entry points into the learning

PREREQUISITE KNOWLEDGE

Some knowledge of survey taking and facilitating is helpful but not required

NEXT STEPS

The next lesson will be a debrief about the data collecting experience in the community.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~5 minutes	What does "ecosystem" mean to you? - Get students to draw it out on a piece of paper (images or words)	Blank paper Pens/pencils	**Drawings (diagnostic, low stakes)** The instructor can go around and take a look at various student drawings. Most of them will draw a nature scene with trees, animals, water. Rarely will people include humans/buildings!
Discussion (Explore) ~15 minutes	Think-Pair-Share: discuss what you drew with the person beside you. What similarities do you see? What differences are present? Whole-Class Discussion: invite some students to share their drawing with the whole class Prompt your students to think about why they didn't include humans/buildings in their ecosystem. Can we apply the term "ecosystem" to more contexts than just nature?	None required	**Paired and whole class discussion (formative, low stakes)** The instructor should facilitate by asking high order thinking questions during whole-class discussion
Introduction (Explain) ~10 minutes	Walk through the idea of businesses as part of the community ecosystem (lay down foundations for assignment) Use local examples from where your students are from – different parts of the city, small and big communities (may need to look at different parts of the world for diverse classrooms) Ask your students for other examples they can think of. Try to encourage *place-based thinking* (local contexts, where they are from!)	Slideshow	**Student feedback (formative, low-stakes)** The instructor should be listening for/making note of if they are applying the ideas behind a business ecosystem in a local context
Direct instruction	Hand out the main assignment - Why are we doing this assignment?	Paper copies of the assignment	None for this segment

(Explain) ~20 minutes	Provide multiple entry points into the assignment by making sure you emphasize importance to: - Multiple fields of study (as you will likely have some out-of-faculty students in your class) - Communities in Calgary (not all students will come from the North part of the city) How does the survey work? - What is implied consent? - How do we get implied consent?	Assignment description and rubric posted on LMS so students may read over it with assistive technologies Slideshow on the details of the project	
Guided Practice (Explore) ~10 minutes	Get the class up and out of their seats! - Students will go around the room and practice approaching peers to use the implied consent script - They must gather the names/faculties of three people on their script sheets	None required	**Script practice (formative, low-stakes)** The instructor should participate in the activity as well (students will speak differently when addressing an instructor)
Direct Instruction (Elaborate) ~30 minutes	Why am I making you practice this? Why do we have to get consent if we are just getting people to fill out surveys? - Briefly discuss history of informed consent – may want to mention any of the following: Nuremberg Trials/Code (1940's), Thalidomide studies (1950's), Willowbrook Hepatitis Studies & Declaration of Helsinki (1960's), Tuskegee Syphilis Study & Belmont Support (1970's) How do we enter data into the Excel spreadsheet? - Important to explain to your students that you will be doing an "Excel workshop" later after the data has been compiled	Slideshow on the importance of consent for survey taking	**None for this segment**
Closing (Evaluate) ~5 minutes	Pass out an index card to each student Get students to write down a question that they still have about the assignment	Index cards	**Exit slip (formative, low-stakes)** The instructor should stay at the door and

	- If they don't have any questions, ask them to write something that they learned today Students must hand in this index card before leaving the room! - This will help you see what you need to clarify in the next lesson		collect the index cards as the students leave

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: POST-SURVEY DEBRIEF - FACE TO FACE FORMAT

SYNOPSIS

In this short lesson, students will have the opportunity to share their thoughts and experiences of collecting surveys in their communities with their classmates and instructor. Students will apply the familiar Western principles of active listening to the Indigenous practices of witnessing and circle discussions to share their successes and challenges with the survey collection, comparing and contrasting their experiences to those of their classmates. Following this lesson, students will enter their survey data into the Excel data set in order to prepare for the Excel statistical analysis workshop next class.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 50 mins Instructor to prepare to use this plan: Medium Students to prepare for this plan: Medium Instructor follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Index cards • Electronic response format (ie: Microsoft forms, etc.) • Virtual discussion board on LMS
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Students will share their experiences with their classmates, exposing challenges, successes, etc. 2. Students will compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Students will practice active listening skills and apply those skills in the Indigenous practice of witnessing by contributing back reflections to their classmates	• Activities involve different learning preferences (verbal/auditory, written/visual, small and large group discussion) • Students volunteer for group roles that they are comfortable with • Students will have access to online forum to post their thoughts
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Students must have gone out to do the survey gathering with a partner during a 2-hour time segment of their choosing before this lesson	The next lesson will be a workshop on Excel so students can determine interesting takeaways from raw data.

SEQUENCE

COMPONENT AND TIME FRAME	DETAILS	RESOURCES	ASSESSMENT

Hook (Engage) ~5 minutes	As students are coming into the class, hand each of them an index card Welcome the students back to class and give them direction on what to write on their index card. Possible ideas may be: - A challenge they faced during the survey experience - The most meaningful part of the activity for them - One thing they learned from being out in the community The instructor will gather these cards at the conclusion of the activity	Index cards Anonymous electronic response format (ie: Microsoft Forms)	**Entrance cards (formative, low stakes)** The instructor will review these entrance cards immediately after class in order to inform the teaching of this module in the future
Preparation for discussion (Explain) ~5 minutes	The students will now divide up into small groups to discuss their experiences with one another Number the students randomly from 1-6 (for a class of approximately 30 students) Get the students to join up with the people who share their number	None required	**None for this segment**
Discussion Protocol (Explain) ~35 minutes	Once in their small groups, the instructor will explain how the discussion protocol will work: In this discussion protocol, students will be sharing their experiences in the community with their group. Two students will volunteer to be the "witnesses". ▪ Witnessing is an important aspect of Indigenous culture ▪ It is done by using the skills of Western active listening to what is being said and then reflecting upon it **without having taken any notes/recording the discussion** ▪ It also requires the witnesses to not speak during the discussion, which can be hard, as we often preoccupy ourselves with what we are going to say in response to someone, rather than listen to what they have to say. The witnesses will then post a verbal/audio reflection (approximately 3 minutes in length) after the class to their group's LMS discussion thread.	A virtual discussion board for students to post their witnessing and for students to reply to other witnesses	**Witnessing audio file (summative, high-stakes)** The instructor will make note of who is in each group so that they may create the appropriate LMS threads for the witness to post in. The instructor will listen to the audio responses and read the comments and provide feedback as necessary

	- Those who were not witnessing must reply to both audio files with insightful comments.		
Closing (Engage) ~5 minutes	Time permitting (and if the desire is there on the part of the students and teacher), you may want to facilitate a bit of a circle discussion. The students can talk about their experiences in the community or their experiences witnessing/being witnessed. **Often, the witnesses want to speak/respond to their classmates, and those being witnessed share that they sometimes feel judged or are unsure about sharing something because they aren't sure how the witness will interpret it	Talking stick Adequate space for circle discussion	**Anecdotal evidence (formative, low-stakes)** The instructor will listen to students that wish to share their experiences in the circle discussion in order to come to understand their lived experiences.

INSTRUCTOR REFLECTIONS

LESSON PLAN 3: ANALYZING DATA WITH EXCEL - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will be given an opportunity to refresh and develop some basic Excel skills that they will need for the Street Challenge project. Through a mix of teacher demonstrations and small group work, students will use the data set created from the Street Challenge surveys to explore the "interesting" data. Students will also get an opportunity to learn from each other to either develop new skills or build upon existing skills related to Excel through small group work. Following this lesson, students will be given an opportunity to present their "interesting" findings to their peers and instructors in a gallery-style, informal presentation format.

TIME FRAME AND COMMITMENT

Lesson: 95 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Paper copies of "Excel self-assessment"
- Link to survey form for Excel self-assessment
- Personal computers or phones
- Simple data set (not Street Challenge project data)

OUTCOMES

1. Students will explore the data set created in Excel from their surveys by looking at cross tabs, frequency checks, and bar graphs
2. Students will learn from each other to acquire new skills or build upon existing skills that help them work with Excel data sets

PLAN FOR DIFFERENTIATION/INCLUSION

- Students who do not have access to a personal computer will be intentionally paired with a student that does
- Students who have no experience with Excel will be taught the skills that they need in order to successfully complete peer learning and the assignment

PREREQUISITE KNOWLEDGE

Some knowledge of Excel would be helpful but is not required

This lesson requires that students have gone out to do their surveys in their communities and entered their data into the class data set accurately.

NEXT STEPS

Students will need to take the knowledge gained in this workshop and apply it to the analysis of the data set for the assignments

The next session will be exploring interesting interactions that presented themselves in the data

SEQUENCE

COMPONENT	DETAILS	RESOURCES	ASSESSMENT

AND TIME FRAME			
Hook (Engage, Evaluate) ~5 minutes	Hand out the pre-workshop survey on Excel skills and allow students time to complete it before the workshop begins. Questions to include may be… - On a scale of 1-10, how confident are you in your skillset with Excel? - In what classes have you used Excel before, if any? - What are you most comfortable doing in Excel? - What would you like to learn how to do in Excel?	Paper copies of self-assessment Link to self-assessment survey form	**Pre-workshop self-assessment (formative, low-stakes)** The instructor can review these self-assessments to gauge prior experience due to coming from diverse faculties.
Preparation for peer learning (Explain, Elaborate) ~40 minutes	The instructor will demonstrate some basic Excel skills on a simple data set that is not the data the students are using for their assignment. Some basic skills that would be helpful for examining their survey data might include: - How to filter columns - How to create bar graphs - How to use the "count-if" function - How to examine cross-tabs (next level of count-if function) - How to do a frequency check - How to freeze window panes or freeze top-row - How to code nominal data The instructor will integrate videos on "hot tips" for working with Excel. For example, bar graphs, cross-tabs, and count-if.	University of Wisconsin Extension material – Using Excel for Analyzing Survey Questionnaires (see references) Sample data set to demo with Computer with internet access (Youtube)	
Peer Learning (Explore) ~45 minutes	Students will now get into partners. It is at the teacher's discretion how they would like to partner the students, depending on which method, reinforcing existing group norms or learning to work with a diverse group of people, is more conducive to the context of broader class outcomes. **The most important thing for the instructor to do is to purposefully pair students that have stronger Excel skills with those that are still developing their Excel skills. This will allow strong peer learning to occur. In partners, students will apply what they have learned about using Excel to analyze survey questionnaires to the class data set for the project. Their task will be to:	Personal computers **Teachers may have to be mindful of students that do not have a personal computer and ensure that they get paired with someone who does	**Anecdotal evidence collected during peer learning (formative, low stakes)** The instructor will check in with pairs while the peer learning is occurring to see progress and work with students who need assistance

	- Pick two interactions in the data that THEY find interesting by looking at cross-tabs - Find a way to present this data in an easily "digestible" format (ie: through a graph) - Prepare a presentation of this data in two formats: an informal presentation of the data (ie: Powerpoint presentation) and an infographic that could be passed out to classmates during the gallery walk and posted on a LMS discussion board.		
Closing ~5 minutes	Students will complete a self-evaluation on how they feel their skills in Excel have improved following the workshop. Some questions to include might be… - On a scale of 1-10, how confident are you in your skillset with Excel? - What was the most important skill you acquired during this workshop? - What else would you still like to know how to do in Excel? - Do you feel you are well equipped to work with the data for your assignment?	Paper copies of self-assessment Microsoft Forms survey form	**Post-workshop self assessment (formative, low-stakes)**

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Leahy, J. (2004). Using excel for analyzing survey questionnaires. Madison, WI: University of Wisconsin-Extension. Retrieved from http://learningstore.uwex.edu/assets/pdfs/G3658-14.pdf

LESSON PLAN 4: EXCEL DATA GALLERY WALK - FACE TO FACE FORMAT

SYNOPSIS

In this short lesson, students will have the opportunity to present their data to their classmates in a gallery style walk-around. Partners should plan to alternate who is walking around and looking at the other groups' data while one partner is staying behind to present findings. The presentation will be formatively evaluated by the instructors and teaching assistants, where they will provide immediate and constructive feedback. Students may use this feedback to adjust their one-page memos before submitting for summative assessment following this lesson.

TIME FRAME AND COMMITMENT

Lesson: 65 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Personal computers
- Classroom that will allow for gallery-style presentations
- Printed copies of infographics
- Open discussion board for students to post their groups' infographic

OUTCOMES

1. Students will present their findings to classmates and instructors, and be given an opportunity to explain why they selected this data to present
2. Students will practice giving constructive, helpful feedback to their peers
3. Students will practice presentation skills such as direct eye contact, concise speaking, smiling, and engaging with the audience

PLAN FOR DIFFERENTIATION/INCLUSION

- Activities involve different learning preferences (verbal/auditory, written/visual, informal presentations to classmates and informal (but slightly more formal) presentation to instructor/teaching assistant

PREREQUISITE KNOWLEDGE

Students must have worked with the Excel data set and come up with "interesting" findings, as well as be prepared to present those findings to their classmates

NEXT STEPS

Students will next present the significance of their findings in an easily digestible format (ie: graphs and infographic)

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Gallery Presentations ~60 minutes	Students will be presenting their findings via a verbal presentation/walk-through of the interesting data of no more than 5 minutes or so. This will allow students an opportunity to practice presentation skills without the pressure of being evaluated specifically on those skills. Students will present to their instructor/teaching assistant and be given immediate feedback about the data they chose to examine to help formulate the best possible one-page memo following this class. It is important that the students have designed each presentation of their findings to suit the right audience. For example, the verbal presentation should be designed for students of this class and the instructor, where more assumptions can be made about previous understanding regarding the project. However, the infographic should be designed for something that friends and families could view and understand about the community, therefore fewer assumptions can be made about previous knowledge.	Personal computers Printed copies of student infographics	**Presentation (formative, low-stakes)** The instructor and teaching assistant will visit every pair to formatively evaluate their presentation of their data. It is important that each pair gets equal time and is provided with immediate feedback so that they may use the instructor's thoughts to improve upon their one-page memo (a summative, high stakes assessment)
Closing ~5 minutes	The instructor should take some time at the end to thank the students for sharing their knowledge, keeping in mind the idea of multiple knowledge keepers in the classroom.	None required	**None for this segment**

INSTRUCTOR REFLECTIONS

LESSON PLAN 5: COMMUNITY SIGNIFICANCE PRESENTATIONS - FACE TO FACE FORMAT

SYNOPSIS

In this short lesson, students will have the opportunity to formally present the significance their "interesting" data has on the larger community context to classmates, instructors, and other audience members. These five-minute presentations will be accompanied by a deliverable in the form of an infographic or other visual handout, which will be submitted to the LMS by the end of the day. The presentation will be formatively evaluated by the instructors, teaching assistants, peers, and community partners where they will provide constructive comments on the presentation/visual handout to the group in a private format such as the LMS "gradebook", where both partners can see the comments being made.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Projector screen
- Infographics in printed format and/or posted on LMS by the end of the day
- If additional audience members are invited, a large enough space to accommodate those attending will be needed

OUTCOMES

1. Students will present the significance of their findings on the community to classmates and instructors (and any other invited faculty, community members, etc.), and be given an opportunity to explain why they selected this data to present
2. Students will understand the implications of their research as it pertains to future personal and career endeavors
3. Students will appreciate the value of civic engagement as it pertains to improving the community ecosystem in a local context
4. Students will practice conveying information to a non-academic audience, using proper PowerPoint formatting (more visuals), audience friendly language, and a genuine passion when discussing the impact of their findings
5. Students will practice presentation skills such as direct eye contact, concise speaking, smiling, and engaging with the audience
6. Students will practice giving constructive, helpful feedback to their peers

PLAN FOR DIFFERENTIATION/INCLUSION

- Activities involve different learning preferences (verbal/auditory, written/visual, informal presentations to classmates and informal (but slightly more formal) presentation to instructor/teaching assistant

PREREQUISITE KNOWLEDGE	NEXT STEPS
• Students must have worked with the Excel data set and presented the significance of those findings in an easily digestible formats (ie: short presentation and infographic)	• Please see the module plan for potential pathways forward from this lesson

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Introduction (Engage, Explain) ~5 minutes	The instructor will introduce the class, welcome the members who were invited to attend, and allow the students to get on with their findings.	Projector with screen + computer	**None for this segment**
Gallery Presentations (Explore, Elaborate) ~70 minutes	Students will present their findings in an easily digestible format: I. A short, five-minute presentation that highlights the significance of ONE finding on the community ecosystem II. A printed and/or virtually shared infographic that could potentially be distributed to members of the community being research It is important that the students have designed each presentation of their findings to suit the right audience. While the previous class was a low-stakes, gallery style presentation to fellow students and instructors, this presentation should be designed specifically for the "Audience" outlined in the Street Challenge Project Assignment Description. For examples, the students can think about designing their resources so that friends and families could view and understand the impact, therefore fewer assumptions can be made about previous knowledge.	Personal computers Printed and/or virtual copies of student infographics Private forum previously set up by instructor/teaching assistant used to convey formative feedback about presentation to the presenters	**Presentation (summative, high-stakes)** The instructor and teaching assistant will make constructive, formative comments on each group's presentation in the private format selected by the instructor.
Closing (Evaluate, Engage) ~10-15 minutes	The instructor should take some time at the end to thank the students for sharing their knowledge, keeping in mind the idea of	None required	**None for this segment**

	multiple knowledge keepers in the classroom. The instructor can also use this time to focus the class' attention forward on the rest of the course, depending on how this module plan fits in with other intended course outcomes designed by the instructor.		

INSTRUCTOR REFLECTIONS

MODULE 5 ASSESSMENT

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning & McArdle, 2020)

GENERAL LEARNING OUTCOMES

- ✓ Gain a heightened understanding of community ecosystems within their personal contexts
- ✓ Explore broader perspectives to develop an in-depth understanding of course themes
- ✓ Understand the value of civic engagement in addressing community challenges
- ✓ Develop a sense of agency and ability to apply their learnings to their own career goals

LEARNING TASK: CONSUMER RESEARCH SURVEY - GRASPS

GOAL	You are an entrepreneur that has been asked to do some community research and determine the needs of a given community to see what the needs of the current business ecosystem in the community you are being sent to.
ROLE	You will step into the role of an entrepreneur, who has been asked to gain information about a community and their needs so that a potential business could open in that area and serve a beneficial purpose in the business ecosystem.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will have opportunities to practice collaboration and communication at several points throughout the project via peer feedback.

PRODUCT	You will be asked to submit the surveys collected from the neighbourhood, enter and analyze the data into a data sheet that will be used by the entire class, and produce a one-page memo highlighting key findings from your assignment.
STANDARDS	See below

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING AND RUBRIC

Criteria	**Excellent Meets all and exceeds some requirements (A- to A)**	**Good Meets all requirements (B to B+)**	**Satisfactory Meets some requirements (C to B-)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Survey Collection (5 points) *Have you collected the appropriate number of responses during your survey collection? Have you properly numbered and organized them for entry?*	Greater than thirty responses have been collected from the community, surpassing assignment requirements. All of the surveys are fully complete and numbered, which enhances the quality of the class data set as a whole.	Between twenty to thirty survey responses have been collected to meet the requirements of the assignment. There are less than five surveys that are incomplete or are not numbered, which minimally impacts the class data set as a whole.	Twenty responses have been collected from the community. There are more than five survey that have been identified as incomplete or are missing numbers, which negatively impacts the class data set as a whole.	Less than twenty responses have been collected from the community. More than half of the surveys collected are incomplete or are missing numbers. This is an incomplete data collection and cannot be counted within the class data set.
Data Entry (5 points) *Have you entered the collected data into the class data set with accuracy, including the qualitative data?*	All of the data from the surveys has been entered into the class data set, showing full completeness. There are no mistakes, demonstrating very high accuracy. The entered data is thorough and	Most of the data from the surveys has been entered into the class data set with few mistakes, demonstrating high accuracy. The entered data is mostly thorough and includes most qualitative data collected and is	Most of the data from the surveys has been entered into the class data set with a significant number of mistakes, demonstrating low accuracy. The entered data is mostly thorough and includes some qualitative data collected and is	The data from the survey has not been entered into the data set.

	includes all qualitative data collected.	minimally impacted by any incomplete surveys.	significantly impacted by any incomplete surveys.	
Memo (10 points) *Does your memo highlight key findings from the qualitative and quantitative data collected?*	The memo is highly effective in highlighting key observations made by the team in one-page. There is a blend of observations gathered from qualitative data analysis and conversations with survey participants, demonstrating insight and reflection. The memo is easy to follow, coherent, and has no grammatical or spelling mistakes.	The memo is effective in highlighting key observations made by the team in one-page. The insights gathered relies mostly on one type of observation, demonstrating some insight and reflection. The memo is easy to follow, coherent, and has few grammatical or spelling mistakes.	The memo is somewhat effective in highlighting key observations made by the team in one-page. The insights gathered relies on one type of observation, demonstrating little insight and reflection. The memo is somewhat difficult to follow, and has a number of grammatical or spelling mistakes that significantly impact the coherence.	The memo is ineffective at highlighting the observations made by the team. The insights gathered rely entirely on one type of observation and are shallow, demonstrating no insight or reflection. The memo was clearly not checked for spelling or grammatical errors.

MODULE 6 PLAN: ENTREPRENEUR INTERVIEW AND WRITE-UP

EXAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Business, Entrepreneurship, Medicine, Population Health, Environmental Science, Biology, Urban Planning, Geography, Sociology, Education	**TIME FRAME**	3 Lessons 3 hours 40 mins total Medium-High prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Research Ethics, Interview Protocols, Field Research

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
How might we use the stories of self-employed professionals to inform our practices in entrepreneurship given discipline?
How does that personal story of an entrepreneur impact the business startup and development of the business?

GENERAL OUTCOMES:

1. Gain a general awareness of the businesses in the given research area and how the personal story of the entrepreneur impacts the business startup and development of the business
2. Understand the value of learning from the stories of experienced professionals in a given industry to inform our practices in that field
3. Equip students with field research skills including research ethics, interview protocols and qualitative research
4. Analyze and compose digital stories to showcase the research undertaken through the unit
5. Employ effective processes for group work, interviewing, compiling reports, creating digital stories and providing quality feedback to peers

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Place-based learning
- Experiential learning
- Storytelling
- Research ethics
- Interview protocols
- Field research

PRIOR KNOWLEDGE FOR INSTRUCTORS:

This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

This module relies heavily on research ethics, interview protocols and field note taking. As such, instructors should have knowledge of these concepts.

The module utilizes place-based as well as experiential learning practices. The module also incorporates Indigenous ways of knowing relating to place-based learning and storytelling.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

- Consent forms (Lesson 2)
- Interview protocols (Lesson 2)
- Field Note Report (Lesson 3)
- Digital Story (Lesson 3)
- Peer Critique of Digital Stories (After Lesson 3)

"LOW STAKES" ASSESSMENT:

- Action plan for completing project (lesson 1)
- Entrepreneur information forms (Lesson 1)
- Criteria for high quality digital storytelling (Lesson 3)
- Entry tasks (Lessons 1, 2 and 3)
- Exit tasks (Lessons 1, 2 and 3)
- Class discussions (Lessons 1, 2 and 3)
- Anecdotal evidence of student learning (Lesson 1, 2 and 3)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to project Workshop on connecting with entrepreneurs	1. Understand and explain the reasoning behind the project	Action plan for completing project Information forms	Students will finish action plan and connect with entrepreneurs outside of class time.

		2. Identify the requirements for the project 3. Develop a plan to complete the basic steps for completing the project 4. Understand and demonstrate knowledge of how to connect with entrepreneurs		
2	Introduction to research ethics and interview protocols	1. Understand the parameters for ethical research and the requirements for consent prior to conducting interviews 2. Examine interview protocols and determine questions best suited to specific entrepreneurs 3. Create an interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process.	Consent Forms Interview protocols	Students will finish creating consent forms and interview protocols outside of class time. Students will submit these for formative feedback prior to interviewing entrepreneurs.
3	Workshop on field note taking and digital storytelling	1. Investigate strategies for field note recording 2. Describe the requirements for the digital story component of the project 3. Evaluate techniques for creating a digital story 4. Create criteria for high quality digital storytelling	Field note report Digital story	Students will go into the field to interview entrepreneurs and create digital stories. Students will complete the project outside of class time and submit two weeks after the 3rd lesson. Students will showcase digital stories on LMS. Students will be required to view at least 3 other digital

				stories and provide feedback to peers in lieu of viewing digital stories in class time.

LESSON PLAN 1: INTRODUCTION TO PROJECT/WORKSHOP ON CONNECTING WITH ENTREPRENEUR - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will be introduced to the entrepreneur interview and write-up project. Through a series of experiential activities, students will gain a thorough understanding of the project rationale, focusing on what they will gain from participating and completing the project. Students will also learn about the specific requirements for completing the project and the corresponding rubric. Following this, students will explore the basic steps for completing the project and develop an action plan for their groups to complete the tasks in a timely manner.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Instructor to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Entrepreneur and Interview Write-Up Assignment Sheet with Rubric Copies
- Link to The Undergraduate Sace Research Study Model article
- Computer and projector
- Chart Paper
- Chart markers

OUTCOMES

1. Understand and explain the reasoning behind the project
2. Identify the requirements for the project
3. Develop a plan to complete the basic steps for completing the project
4. Understand and demonstrate knowledge of how to connect with entrepreneurs

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on the course site for students to review after the session.

Provide digital materials for students to make notes during or after the session

PREREQUISITE KNOWLEDGE

Students will be provided with the Entrepreneur and Interview Write-Up Assignment Sheet with Rubric link prior to class as well as a link to Vega, G. (2010). The undergraduate case research study model. *Journal of Management Education, 34*(4), 574–604. https://doi.org/10.1177/1052562909349923
Students will be required to review this prior to the class.

NEXT STEPS

Students will work on developing an action plan for completing the project and connect with their entrepreneurs outside of class time.

The instructor will follow up with students who indicated a low level of comfort moving forward on the project.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 5 mins	What does place-based learning mean to you? Why might it be important for you to connect with an entrepreneur in our area? Write down your thoughts. Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it	**Anecdotal evidence (formative, low-stakes)** The instructor can determine familiarity and comfort level with the concept of place-based learning (a concept explored in many disciplines)
Direct Instruction Part 1 (Explore, Explain) 10-15 mins	Debrief entry task by having students share their thoughts on place-based learning and why it is important for future entrepreneurs to connect with entrepreneurs in the area. Distribute Entrepreneur and Interview Write-Up Assignment Sheet with Rubric. Introduce the framework for the assignment.	Entrepreneur and Interview Write-Up Assignment Sheet with Rubric Computer and projector to show digital version of assignment sheet	**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning to determine student engagement with and interest in project
Class Discussion (Explore) 5 mins	Ask students if they have questions regarding the assignment. Discuss any questions that students have about the assignment.		**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning to determine student understanding of assignment
Direct Instruction Part 2 (Explain) 10 mins	Do a mini-lesson on action planning. Watch How to Make an Action Plan - Project Management Training https://www.youtube.com/watch?v=lwoVRVgKg-o (3 mins) Co-create list of elements needed for an action plan.	Whiteboard/chalkboard Whiteboard markers/chalk And/or flip chart paper and markers	**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning and concept checks to determine student understanding of action planning.
Small Group Work (Elaborate)	In groups that students will be working in for the final project, create an action plan for completing the project, using our		**Anecdotal evidence (formative, low-stakes)**

10-15 mins	co-created criteria. Debrief in class as a whole after a given time. Inform students that they will continue to work on their action plans outside of class time. This should be completed by the next class.		The instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 3 (Explain, Explore) 10 mins	Go through slides on Connecting with Entrepreneurs Refer to the handout on tips for connecting with your entrepreneur. What are the most salient points? Ask for volunteers to share their thoughts. Discuss thoughts and questions. Explain to students that they should connect with their entrepreneur before the next session.	Slide show on Connecting with Entrepreneurs. Copies of Connecting with Entrepreneur handout.	**Anecdotal evidence (formative, low-stakes)** The instructor will use the thoughts shared by volunteers and questioning of students to determine their understanding of how to connect with entrepreneurs.
Exit Task (Evaluate) 5 mins	On a sticky note, write down where you are at with your action plan. How comfortable are you moving forward on this project? Stick it on the whiteboard as you leave. Remind students that they need to connect with their group members to finish their action plans and also connect with their entrepreneurs before the next session.	Sticky notes Slide showing tasks to complete for next session.	**Exit slip (formative, low-stakes)** The instructor will gauge what stage students are at with their action plan or if they need additional support based on the feedback left by students on their sticky notes

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Basso, Keith H., 1940-2013. (1996). Wisdom sits in places : landscape and language among the Western Apache. Albuquerque :University of New Mexico Press

Cope, J. and Watts, G. (2000). "Learning by doing – An exploration of experience, critical incidents and reflection in entrepreneurial learning", *International Journal of Entrepreneurial Behavior & Research*, *6*(3), 104-124. https://doi.org/10.1108/13552550010346208

Frontczak, N. (1998). A paradigm for the selection, use and development of experiential learning activities in marketing education. *Marketing Education Review, 8* (3), 25-33, DOI: 10.1080/10528008.1998.11488641

Project Management Videos. (2017, July 24). *How to make an action plan - project management training.* [Video file]. https://www.youtube.com/watch?v=lwoVRVgKg-o

Vega, G. (2010). The undergraduate case research study model. *Journal of Management Education, 34*(4), 574–604. https://doi.org/10.1177/1052562909349923

Yardley, S., Teunissen, P. & Dornan, T. (2012). Experiential learning: transforming theory into practice. *Medical Teacher, 34* (2), 161-164, DOI: 10.3109/0142159X.2012.643264

LESSON PLAN 2: INTRODUCTION TO RESEARCH ETHICS AND INTERVIEW PROTOCOLS - FACE TO FACE FORMAT

SYNOPSIS

In this lesson students will be introduced to the requirements for ethical research and consent. Students will use consent form samples to create their own consent form and information sheet to send to their entrepreneur. Additionally, in this lesson students will examine the interview protocols used in previous sections of the course and use these as a basis to develop an interview protocol that is best suited to their specific entrepreneur.

TIME FRAME AND COMMITMENT

Lesson: 70 mins
Instructor to prepare to use this plan: Low
Students to prepare for this plan: Medium
Instructor follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Copies of consent form requirements (1 per student)
- Link to interview protocols
- Computer with internet access
- Chart paper
- Chart markers

OUTCOMES

1. Understand the parameters for ethical research and the requirements for consent prior to conducting interviews
2. Examine interview protocols and determine questions best suited to specific entrepreneurs
3. Create an interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process.

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on the course site for students to review after the session.

PREREQUISITE KNOWLEDGE

At the end of the last session, students were asked to complete their group action plan and also connect with the entrepreneur that they will interview for the project.

NEXT STEPS

Students will finalize consent forms and interview protocols outside of class time. Students will send completed consent forms to their entrepreneurs prior to their interviews.

The instructor will review exit slips to ensure students grasped the material in the lesson. If there are gaps for the majority of students, the instructor will go over the material at the beginning of the next class, and/or post additional information on the course site for students

	to review.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 5 mins	What information do you think you need to collect from your entrepreneur before you interview them? Write down your thoughts. Discuss with a partner and share with another pair.	Whiteboard or chalkboard with entry task written on it	**Think-pair-share (formative, low-stakes)** The instructor will observe pairs as they discuss to see what prior knowledge students have about the topic
Direct Instruction Part 1 (Explore, Explain) 10-15 mins	Debrief entry task by having students share their thoughts Go through the slides on consent forms and ethical research. Explain that we will use this as a basis for creating our own interview protocols for specific entrepreneurs.	Consent Form handout Slide show on consent forms	**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning to find out student understanding of requirements for consent forms.
Small Group Work (Explore) 15 mins	In groups that students will be working in for the final project, students will develop consent and information forms for their specific entrepreneur. Students will submit these for formative assessment before the next class.	Flip chart paper Markers	**Anecdotal evidence (formatove, low-stakes)** The instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct Instruction Part 2 (Explain) 10 mins	Debrief entry task by having students share their thoughts Distribute Interview Protocols handout. Go through the slides on interview protocols. Explain that we will use this as a basis for creating our own interview protocols for specific entrepreneurs.	Interview Protocols handout Slide show on interview protocols	**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning to find out student understanding of interview protocols

Small Group Work (Elaborate) 20 mins	In groups that students will be working in for the final project, students will develop specific interview protocols for their specific entrepreneur. Students will submit these for formative assessment before the next class.	Flip chart paper Markers	**Anecdotal evidence (formatove, low-stakes)** The instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Exit Task (Evaluate) 5 mins	Debrief interview protocols. Have students summarize what they discovered in the lesson in 150 characters or less and write this down and hand in before they leave. Remind students that they need to finalize consent forms and interview protocols outside of class time. They will need to send completed consent forms to their entrepreneurs prior to their interviews.	Slide showing tasks to complete for next session.	**Discovery exit slip (formative, low-stakes)** The instructor will review the exit slips to see what meaning students took from the lesson, as well as what areas facilitated a conceptual shift for the students

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Jacob, S. A., & Furgerson, S. P. (2012). Writing Interview Protocols and Conducting Interviews: Tips for Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, *17*(42), 1-10. https://nsuworks.nova.edu/tqr/vol17/iss42/3

Kajorborn, A.B. (2005). Using interviews as research instruments. *E-Journal for Researching Teachers, 2* (1) 1-8. https://pdfs.semanticscholar.org/57e1/87565ff9c19fb9d7673b964cd77f485bcab0.pdf

Lauren, H. (2015,October 15). *Tips for conducting an effective interview* [Video File]. https://youtu.be/M_70RSHvqPM

Oliver, P. (2011). *The student's guide to research ethics*. Maidenhead: Open University Press

Rae, D. and Carswell, M. (2000), "Using a life−story approach in researching entrepreneurial learning: the development of a conceptual model and its implications in the design of learning experiences", *Education + Training*, *42* (4|5), 220-228. https://doi.org/10.1108/00400910010373660

Wiles, R., Crow, G., Heath, S. & Charles, V. (2008). The Management of confidentiality and anonymity in social research, *International Journal of Social Research Methodology, 11* (5), 417-428, DOI: 10.1080/13645570701622231

LESSON PLAN 3: WORKSHOP ON FIELD NOTE TAKING AND DIGITAL STORYTELLING - FACE TO FACE FORMAT

SYNOPSIS

In this lesson, students will learn about and investigate strategies for recording field notes. Additionally students will be introduced to the requirements for the digital story component of the project. Students will examine different digital story exemplars and rank these based on their group criteria. After the session, students will work in their groups to create a plan for creating the digital story for their final projects.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Instructor to prepare to use this plan: Low
Students to prepare for this plan: Medium
Instructor follow-up after lesson: High
Student follow-up after lesson: High

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS

- Copies of Field note taking tips handout
- Slideshow on field notes
- Field note exemplars - exceptional and limited
- Link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric
- Slideshow on digital storytelling
- Computer with internet access
- Chart paper
- Markers

OUTCOMES

1. Investigate strategies for field note recording
2. Describe the requirements for the digital story component of the project
3. Evaluate strategies and techniques for creating a digital story
4. Create criteria for high quality digital storytelling

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session or would like to review the material after the session. Provide the link on the course site for students to review after the session.

PREREQUISITE KNOWLEDGE

Prior to this lesson students should have connected with their entrepreneur and sent them their consent form. Students were asked to finalize their interview protocols so that they can be ready to interview their entrepreneur after this class.

Students will be sent the article on field note taking tips prior to class and be expected to come prepared to discuss the article.

NEXT STEPS

Students will go out into the field to interview their entrepreneur and take photos for their digital stories. Students will work together to put together their final report and digital story. This will take at least two weeks after this class. Students will showcase digital stories on LMS and be required to view at least 3 other digital stories and provide feedback to peers in lieu of viewing digital stories in class time.

The instructor will review the digital stories to provide feedback and summative assessment.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Entry Task (Engage) 5 mins	What were the most important takeaways from the article you read on field note taking tips? Write your thoughts down and share with a partner.	Slide with entry task typed on it	**Think-pair-share (formative, low-stakes)** The instructor will listen to each pair as they discuss the answer to the entrance question and use this information to determine what salient points students identified as well as who completed the required readings.
Direct Instruction Part 1 (Explore, Explain) 15 mins	Debrief entry task by selecting students and having students volunteer to elaborate on their thoughts. Go through slides on tips for field note taking. Show exemplars and compare/contrast exceptional versus limited field notes. Ask students to comment and select students to elaborate on thoughts.	Field Note Taking Tips handout Slide show on recording field notes Field Notes Exemplars - exceptional and limited	**Class discussion (formative, low-stakes)** The instructor will use the thoughts shared by the students to assess their understanding of what components are required to make an exceptional set of field notes
Small Group Work (Explore) 20 mins	In breakout groups of 4, students will go through exceptional versus limited field notes. Students will discuss the similarities and differences, providing a critique of each sample. After 10 minutes, bring students back to the main meeting room to debrief the exercise. Have students share thoughts about field note taking, as well as any questions they have about field note taking. Elaborate and discuss any questions that students have about field note taking.	Field Notes Exemplars - exceptional and limited	**Anecdotal evidence (formative, low-stakes)** The instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.

Direct Instruction Part 2 (Explain) 10 mins	Go through the slides on requirements for the digital story components of the project. Have students open their Entrepreneur and Interview Write-Up Assignment Sheet with Rubric so they can follow along with the slides. Show exemplars and explain that we will use this as a basis for creating criteria for quality digital stories.	Link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric Slide show on digital storytelling	**Anecdotal evidence (formative, low-stakes)** The instructor will use questioning to find out student understanding of requirements for the digital storytelling of the project.
Small Group Work (Explore) 20 mins	In groups of 4, students will examine the exemplars and critique each one. Students will rank the exemplars based on their evaluation of the digital story. After 15 minutes bring students back to the main meeting room. Have students share their thoughts on this activity with one another. Select students to elaborate on their thoughts.	Digital story exemplars	**Anecdotal evidence (formative, low-stakes)** The instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Direct instruction Part 3 (Elaborate) 15 mins	Explain to students that they should now be prepared to interview their entrepreneur, record exceptional field notes, take footage for their digital story and compile these into their final projects. They will have two weeks out of class time to prepare these. Remind students that they will post their digital stories on the course site by the given due date. Students will provide constructive, thoughtful feedback to at least two other groups. Go through exemplars of constructive, thoughtful feedback.	Slides explaining tasks to complete after this session and exemplars of constructive feedback.	Anecdotal evidence (formative, low-stakes) The instructor will use questioning to find out student understanding of procedures for interviews, field note taking, digital storytelling and the final report.
Exit Task (Evaluate) 5 mins	**Exit Task:** In the chat board, write down one takeaway from this session. Write this down before you leave.	Slide showing tasks to complete for next session.	**Exit slip (formative, low-stakes)** The instructor will understand where students are at with the unit content and/or if they need additional support based on the feedback written on the slip.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Flipped Classroom Tutorials. (2018, Feb 1). *How to create video in the cloud with Adobe Spark video - video editing for students* [Video File]. https://youtu.be/kxzge9GzVbE

Ohler, J. (2006). The world of digital storytelling. *Educational Leadership, 63*(4), 44-47. https://www.learntechlib.org/p/98782/

Oliver, P. (2011). *The student's guide to research ethics*. Maidenhead: Open University Press.

Robin, B. (2006). The educational uses of digital storytelling. In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber & D. Willis (Eds.), Proceedings of SITE 2006--Society for Information Technology & Teacher Education International Conference (pp. 709-716). Orlando, Florida, USA: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/22129/

WeVideo. (2015, July 1). *Create a digital story* [Video File]. https://youtu.be/LVKeO5IIR_A

Wiles, R., Crow, G., Heath, S. & Charles, V. (2008). The management of confidentiality and anonymity in social research, *International Journal of Social Research Methodology*, *11*(5), 417-428, DOI: 10.1080/13645570701622231

MODULE 6 ASSESSMENTS

RATIONALE

The goal of the entrepreneur interview is for you to learn as much as you can from an experienced entrepreneur in your given area, including insights into your research neighbourhoods. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help you with your streets ecosystem research project.

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Gain a general awareness of the businesses in the given research area and how the personal story of the entrepreneur impacts the business startup and development of the business
- ✔ Understand the value of learning from the stories of experienced professionals in a given industry to inform our practices in that field
- ✔ Equip students with field research skills including research ethics, interview protocols and qualitative research
- ✔ Analyze and compose digital stories to showcase the research undertaken through the unit
- ✔ Employ effective processes for group work, interviewing, compiling reports, creating digital stories and providing quality feedback to peers

LEARNING TASK: ENTREPRENEUR INTERVIEW AND DIGITAL STORYTELLING - GRASPS

GOAL	The goal of the entrepreneur interview is for you to learn as much as you can from an experienced entrepreneur in your given area, including insights into your research neighbourhoods. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help you with your streets ecosystem research project.
ROLE	You will step into the role of a digital storyteller, who has been asked to gain information about an entrepreneur and the story of their business startup and development.
AUDIENCE	You are telling the story for peers, potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will have opportunities to practice collaboration and communication at several points throughout the project via peer feedback.
PRODUCT	As a group you will be asked to submit the finalized interview protocol, an information sheet and signed consent to use the information in the class project, field notes of the interview organized by theme and a 5-6 minute Digital Story of the entrepreneur's start-up and growth story.
STANDARDS	See below

PART 1: INTERVIEW PROTOCOL

Using the general interview protocol as a starting point, teams will select the themes and questions that are most appropriate to their specific entrepreneur. Students will work in their teams to finalize their questions for their entrepreneur and submit these to their instructor and peers for formative feedback prior to engaging in their interview.

The interviews with the entrepreneurs should cover a range of topics, but we are particularly interested in the challenges and successes of the business startup and growth process to fit with the course focus. We are also interested in how the business and the entrepreneur relates to other organizations in the area and in the city. Each team may need to add or adapt parts of the interview protocol to fit the specific situation of the person being interviewed.

PART 2: INFORMATION SHEET AND SIGNED CONSENT FORM

For administration purposes, each team must submit an information sheet about their entrepreneur and a signed consent form that allows students to use the information for the purposes of the class project. Note: If the entrepreneur is uncomfortable sharing a specific story or piece of information, that can be deleted from the transcript so that the entrepreneur is comfortable signing. **These forms must be submitted prior to engaging in the interview.**

PART 3: FIELD NOTES

Student teams will arrange a time to meet with their entrepreneur. Students may submit the questions to their entrepreneur prior to the meeting if the entrepreneur would like to view the questions. During the interviews, teams should collect field notes of the interview, including notes on the answers to the questions as well as interesting qualitative data. An actual recording of the interview is optional, but welcome if the entrepreneur is willing to be recorded.

After the interview, teams will use their field notes to prepare a 5-10 page, double spaced document, organized into sections with headings that summarizes the conversation and includes interesting direct quotes. Teams are allowed to attach appendices if they wish to include documents or other information from the business or entrepreneur.

PART 4: DIGITAL STORY

Using their information sheets and field notes, each team will prepare a 5-6 minute narrated digital story using Adobe Spark, PhotoStory or iMovie (download software for free) to share with the class. Each team should take some pictures of the people, business and street to use in their digital story. The narration and script should be primarily written and spoken by the team members, and could include selected direct quotes and detailed summaries of the entrepreneur's comments to add interest and insight.

The digital story should focus on the startup and growth story of the entrepreneur, including how they use their network and their ecosystem to be successful, and highlighting any interesting or entertaining details. If appropriate, citations should be submitted on a separate sheet of paper.

Teams will share these stories with one another through the course site and provide feedback to one another so that students can learn from all of their experiences. Teams will also submit their digital story to their instructor for summative assessment.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING AND RUBRIC

Criteria	Excellent Meets all and exceeds some requirements (A- to A)	Good meets all requirements (B to B+)	Satisfactory meets some requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Interview Protocol Content *Were you able to cover the topics in the interview protocol and gain interesting information?* (25 points)	Provides an exceptionally thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Tells the story of the entrepreneur in great detail in a logical and clear manner focusing on the story of the startup and growth process as well as how the business and the entrepreneur relate to other organizations in the area and in the city. Provides excellent analysis and insight into	Provides a thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Tells the story of the entrepreneur in a logical and clear manner focusing on the story of the startup and growth process as well as how the business and the entrepreneur relate to other organizations in the area and in the city. Provides analysis of the entrepreneur & his/her story, with particular reference to course material.	Provides a basic interview protocol that is not relevant to the specific entrepreneur and addresses some of the major challenges and successes of the business startup and growth process. Tells a poorly organized story of the entrepreneur and lacks focus on the story of the startup and growth process and/or how the business and the entrepreneur relate to other organizations in the area and in the city. Provides no analysis of the entrepreneur & his/her story, with particular reference to course material.	Fails to provide a thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Neglects to tell the story of the entrepreneur in a logical and clear manner. Discussion is illogical and unclear. Provides no analysis of the entrepreneur & his/her story, with particular reference to course material.

	entrepreneur & his/her story, with particular reference to course material and additional resources.			
Quality of Field Notes report *Did you include all of the required information within the page limit?* *Is your information organized in a logical sequence and coherent?* (25 points)	The document is very well-organized and is arranged into logical sections with appropriate headings. The report very clearly summarizes the conversation and includes many interesting direct quotes and anecdotes as well as additional information and insights into the story of the entrepreneur and business. The included figures and appendices are well thought out and very clearly explained. The document is written in a very professional manner and attends to proper grammar conventions and spelling throughout. The report fits within the 5-10 double spaced page limit.	The document is well-organized and is arranged into logical sections with appropriate headings. The report clearly summarizes the conversation and includes interesting direct quotes and anecdotes. The included figures and appendices are clearly explained. The document is written in a professional manner and attends to proper grammar conventions. The report fits within the 5-10 double spaced page limit.	The document is poorly organized and lacks logical sections and/or appropriate headings. The report vaguely summarizes the conversation. It does not include any quotes or anecdotes. The included figures, tables and appendices lack basic explanations The document lacks professionalism and contains several grammar and/or spelling mistakes. The report is either less than 5 or more than 10 double spaced pages.	The document has no organization or structure. There are no section headings. The report is incomplete and does not summarize the conversation. There are no quotes or anecdotes. The report contains illogical figures, tables and appendices that lack basic explanations. The document lacks professionalism and contains many grammar and/or spelling mistakes. The report is illegible. The report is either less than 5 or more than 10 double spaced pages.

Quality and completeness of Digital Story *Does your story cover all the required elements?* *Did you tell the story of your entrepreneur and provide insight into their ecosystem and network?* (35 points)	The digital story shows an excellent selection of stories and insights. The storyline flows extremely well and tells a very well-thought out, logical, engaging story that appeals to a broad audience. There is a very effective selection of at least images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is an excellent execution of the video technique and narration style. Overall, the digital story is exceptionally informative and entertaining.	The digital story shows a good selection of stories and insights. The storyline flows well and tells a well-thought out, logical, engaging story. There is an effective selection of at least 5 images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is a creative use of the video technique and narration style. Overall, the digital story is informative and entertaining.	The digital story shows a mostly good selection of stories and insights. The storyline is somewhat disjointed, jumping around between topics without connecting the segments well. There is a good selection of less than 5 images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is minimal creativity in the video technique and narration style. Overall, the digital story is somewhat informative, somewhat entertaining.	The digital story shows a poor selection of stories and insights. The storyline lacks flow with too many short, disconnected segments. The image selection lacks relevance, and has either too few or too many images. The images do nothing to enhance the storyline or give insight into the entrepreneur or business. There is an ineffective use of the video technique and narration style. Overall, the digital story lacks insight and is boring.
Consent Form, Research ethics form and information *Did you get all of the required information and consent from the entrepreneur?* (10 points)	Submitted all the requested forms prior to engaging in the interview.		Omitted one of the requested forms prior to engaging in the interview or forms lacked critical information.	Omitted more than one of the requested forms prior to engaging in the interview or forms lacked critical information.
Citations and	There is complete		There is a somewhat	There is an

Scholarly Writing *Did you include acknowledgment of data sources (including for entrepreneur and course materials)?* (5 points)	and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The data sources are of high quality and add to the overall insight of the interview write-up.		complete and accurate acknowledgment of data sources (including for entrepreneur and course materials). The data sources are listed in a disorganized manner that do not allow for easy referral.	incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information.

ENTREPRENEUR INFORMATION SHEET

ENTREPRENEUR INFORMATION	
Name of Entrepreneur	
Is the entrepreneur willing to be a speaker at the university?	❏ Yes ❏ No
Contact Information (Include company name, address, phone number(s), email and website)	
CURRENT COMPANY INFORMATION	
Approximate age of the company	
Number of full time paid employees	
Number of part time paid employees	
Number of paid seasonal employees	
Industry sector	
Target market (Choose all that apply)	❏ Retail - consumer ❏ Industry or organizations ❏ Other:
STARTUP INFORMATION	
How did the entrepreneur get started? (Choose all that apply)	❏ Founded a company from scratch ❏ Bought a franchise ❏ Bought a company ❏ Inherited a company/worked a family business ❏ Worked within an existing company (employer) ❏ Other:
Who did this entrepreneur start the business with? (Choose only one)	❏ Alone ❏ Spouse or family member ❏ Partner or team
What were the main sources of financing to start and/or grow the business? (Choose all that apply)	❏ Self ❏ Bank ❏ Friend or family ❏ Professional investors ❏ Other:
INFORMATION ABOUT THE ENTREPRENEUR	

Gender	❏ Male ❏ Female Other
Approximate age of this entrepreneur	
Has the entrepreneur owned any business prior to this current business?	❏ Yes ❏ No
If yes, how many?	
How old was the entrepreneur (approximately) when they started their first business?	

INTERVIEW PROTOCOLS

The goal of the entrepreneur interview is to encourage you to learn as much as you can from an entrepreneur. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help us with our streets ecosystem research project.

Tailor the list of general interview protocols and select the themes that are most appropriate to your entrepreneur. Every interview should cover the three overall topics mentioned in the first paragraph, but after that you are encouraged to pursue whatever details or stories that are most interesting (to you and to the class).

PERSONAL STORY

- What was your background before you started your first business?
- Were there entrepreneurs or business owners among your family and friends when you were growing up? How did their experiences affect your decision to start a business?
- What made you decide to start your own business?
- How many businesses have you started? How does this business relate to the other ones?
- How has business affected your daily life? Do they feel like you have work life balance?

BUSINESS STARTUP PROCESS

- Where did the idea for your business come from? What sparked the business idea?
- What made you decide to start this business?
- When exactly did you start the business?
- How long did it take between thinking about the business and actually opening the doors and selling to customers? Did it take longer than you expected? Or was it a pretty smooth process?
- If you think back to the process of starting the business, what sorts of things did you need to organize? (E.g. finding a location, getting stock, organizing financing, hiring people, developing the product or organizing how to provide a service, testing the concept or the recipe, etc. etc.) Was it hard to organize all the pieces that went into creating this business?
- Entrepreneurs usually rely on personal connections to help with the process of starting the business. Sometimes it's family helping with renovations or loans, and sometimes it's professional connections that help organize deals or become the first customers – it could be anything. Who were the people who helped you start the business? How did they help? What kind of connection did you have with them before starting the business?
- After the business actually opens the doors, an entrepreneur sometimes needs to make adjustments to the plan or to the business in order to be successful. What additional actions did you take or changes did you make after actually opening the doors
- How did you organize the financing needs?
- How did you find your first employees? What was it like hiring people? Did you have experience in recruiting and training and promoting people, or did you have to learn-by-doing?

LOCATION

- Why did you choose the area? What made you stay in this area?
- Would you move to a different area? If you went back to the start, would you change anything? Location? Business?
- How would you describe this part of the street/area?
- How would you describe the typical customers? How would you describe the business community? Is there anything special about this area that I/we should know about?
- How has the community impacted you? How have you impacted the community?

- What changes have you seen in the neighbourhood? What is the most challenging thing about running a business in this area? In what ways does the area help you to achieve success?
- What changes would you like to see in the area over the next 1-4 years? (Could be landscape, public areas, types of businesses in the area, types of people, transit, business association, anything at all)
- How does this part of the street relate to the area immediately around it? How does that affect the street as a business district?

BUSINESS GROWTH

- Was your business planned to stay small, would you want to grow?
- How involved are you in the business? Is your involvement the same as when you started the business?
- How has your strategy changed since you started?
- How has your marketing changed from when you first started to now?
- How has competition changed from when you first started to now
- How has being in business affected you?
- Is the original team that started the business still together?
- Has your value set changed since the business started?

INTERVIEW AND FIELD NOTES TIPS

1. The hardest part of the Entrepreneur Interview is scheduling a meeting. Try to get this organized as quickly as possible.

2. To prepare for your interview, it is appropriate to do preliminary research before interviewing the entrepreneur. Try to research the individual, the company and the industry (or at least similar businesses in the area). As you do this research, make notes AND write down the sources of your research. If you use your research later, whether the information is from published sources or personal contacts, you must take care to provide proper citations for your sources. By making notes right at the beginning, you will make it easier later.

3. After doing some preliminary research, adapt the basic interview protocol to fit your interviewee. An interview protocol is an organized list of topics and questions. When you interview someone, ideally you would conduct the interview as an interesting conversation, not like a structured survey with precise questions and short answers. Get the person talking and telling stories related to our topics. Unfortunately, we often forget to ask our questions during the conversation, so it is important to have a list. At regular intervals during your interview, check your list of topics and questions, and make sure you cover everything.

4. As a general technique, it is recommended that you take handwritten notes during the interview. It will help you concentrate, and help you remember the details of the conversation. To prepare for taking notes, get a notebook and draw a line down each page, creating a wide column on 2/3 of the page, and a narrow column 1/3 wide. In the wide column, you will write notes about what the entrepreneur is actually saying. In the narrow column, you can write down personal observations to yourself, like whether your interview was interrupted by phone calls, or the entrepreneur looked uncomfortable when discussing a specific topic, or note questions you would like to ask to follow up on what the entrepreneur is saying. While writing your notes, try to write down a few phrases exactly as your entrepreneur stated them, so you can use direct quotes in the interview.

5. You may record your interview on your phone as long as your entrepreneur agrees to be recorded. The only challenge is that some people are not as comfortable and natural when they know the interview is being recorded. You can promise to erase the interview recording after you finish the course (wait until you have your assignment grade). If you make this promise, remember to keep that promise! Even if you record the interview, you should still make some notes. It will help you concentrate on the flow of topics and idea.

MODULE 7 STREET CHALLENGE FINAL PROJECT

RATIONALE

The difficult process of neighbourhood-based commercial revitalization requires a local strategy, with dedicated, inventive leaders and practitioners adapting to changing conditions and diligently managing community plans to achieve their goals (Weekly, 2012). Communities cannot rely on just the local government when it comes to revitalizing their local business district – they need the creativity of the entrepreneurs to help get it done. All improvements made to a business district are designed to benefit the defined district, and improvements can range from cosmetic to fully transformative (Lewis, 2017).

This final project is an opportunity for you to build upon the work you have been doing throughout the semester. You will use information you have gathered from the previous modules in the course to build a final project composed of two parts with your group. The first part is participation in a demonstration fair held in one of the neighbourhood districts you have been working in during this semester. Here, you will present recommendations, rooted in evidence, that you would make to improve the business district you have worked in. You have already demonstrated to us that you can write a business report through the Street Preview assignment, so we highly encourage you to use this opportunity to prepare something truly creative. You will also be asked to hand in a pitch book that includes all the information from your presentation for grading, including a reference list and appendices if relevant. Please ask your instructor for advice on preparing an excellent pitch book.

GENERAL LEARNING OUTCOMES

- ✓ Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
- ✓ Demonstrate an ability to apply critical thinking and assessment skills
- ✓ Address the 3 aspects of making recommendations for a business district – analysis, argumentation, and communication
- ✓ Practice presenting and handling questions from a diverse audience in a professional manner
- ✓ Gain deeper insight into the data and research that has been done through the other modules such as the Street Preview assignment, Design-a-Mall activity, Entrepreneur Survey, Consumer Research assignment, and more
- ✓ Understand what makes a recommendation and implementation plan sensible and realistic
- ✓ Consider various perspectives in a neighbourhood business district and how those perspectives provide insight into the sensibility of an implementation plan

LEARNING TASK: STREET CHALLENGE FINAL PROJECT - GRASPS

GOAL	You are an entrepreneur that has been asked to create an analysis for a specific neighbourhood as a business district and determine the best features, resources, and challenges.
ROLE	You will step into the role of an entrepreneur, who has been asked to take an analytical approach and use the evidence gathered from previous research and make realistic recommendations that will improve the neighbourhood business district.

AUDIENCE	You are making at least two recommendations, one that is directed to the community within the neighbourhood as a whole, and one that is directed towards an entrepreneur that is looking to open a successful business in the neighbourhood district. Keep in mind that during the presentation fair, you will be presenting to a diverse audience - community members, faculty, other students, and alumni of the course.
SITUATION	You and your group have been asked to come up with strong recommendations for improving the neighbourhood that you have been working in during previous modules. These recommendations should be strongly rooted in evidence, creative, and are realistic.
PRODUCT	You will be asked to participate in a demonstration fair held in one of the communities that you have explored this semester. During this fair, you will be presenting your recommended changes to the neighbourhood business district in a professional manner. You will also be asked to hand in a pitch book that is a well-organized synthesis of your recommendations, evidence, implementation plan, and how you would approach implementing it.
STANDARDS	See below

GRADING AND RUBRIC

Criteria	**Excellent Meets all and exceeds some requirements (A- to A)**	**Good Meets all requirements (B+ to B)**	**Satisfactory Meets some requirements (B- to C)**	**Unsatisfactory Does not meet requirements (Below C-)**
Recommendations (20 marks) *Were you able to make realistic recommendations regarding the neighbourhood business district that could be implemented in the near future?*	The deliverable includes two or more excellent recommendations for potential entrepreneurs and other stakeholders. The recommendations include what should be done and a clear path of how the change would be implemented in a realistic manner.	The deliverable includes two very good recommendations for potential entrepreneurs and other stakeholders. The recommendations include what should be done and a path of how the change would be implemented, with minimal questions about how realistic the recommendations are.	The deliverable includes one recommendation for one of the targeted groups (potential entrepreneurs or other stakeholders) only. The recommendations include a vague outline of what needs to be done for implementation. There are some obvious concerns about how realistic the recommendations are.	The deliverable includes less than two recommendations for potential entrepreneurs or other stakeholders. The recommendations include what should be done, but lack a description on how the recommendations could be realistically implemented.

Research and Reasoning (30 marks) *Have you synthesized the appropriate evidence from previous modules in order to build a solid foundation for your report?*	The deliverable includes relevant and interesting research from a variety of primary and secondary sources, including the customer survey data and the interviews from business owners. The data is analyzed using multiple different methods, and the findings form a very strong basis for recommendations and arguments. The arguments made are logical, well-supported, and address motivations to implement the recommendations. All arguments present great encouragement for stakeholders to act on the recommendations.	The deliverable includes relevant and interesting research from a variety of primary and secondary sources. The data is analyzed using mostly one method, and the findings form a good basis for recommendations and arguments. The arguments made are logical and address motivations to implement the recommendations. All arguments present some encouragement for stakeholders to act on the recommendations.	The deliverable includes minimal research from relevant primary and secondary sources. The data is not analyzed, just re-stated within the deliverable. The findings form an acceptable basis for recommendations. Some of the arguments made are logical and address some motivations to implement the recommendations. There are some motivations that remain unaddressed. There is weak encouragement for stakeholders to act on the recommendations.	The deliverable is missing research from a variety of sources. The data is not analysing using proper methods, and any findings form a weak basis for recommendations and arguments. The arguments made are only somewhat logical and somewhat address motivations to implement the recommendations. All arguments present no encouragement for stakeholders to act on the recommendations.
Effective Communication (15 marks) *Is your deliverable organized and easy to read? Have you selected a creative format in which to present your findings?*	The deliverable is organized in a logical sequence, using headings and subheadings that fully support the flow of the report. There is clearly deliberate and well-executed consideration for the reader's	The deliverable is organized in a logical sequence, using headings and sub-headings that somewhat support the flow of the report. There is clearly deliberate consideration for the reader's perspective in the	The deliverable is mostly organized in a logical sequence, with flow being interrupted minimally due to a missing heading. There is a clear attempt to consider the reader's perspective in the writing, but there	The deliverable lacks headings and subheadings that support the flow of the report. The writing is not organized from a reader's perspective. The method of communication of

	perspective in the writing. The method of communication of the recommendation and analyses is highly creative, including materials such as drawings, photos, or exploring a new and creative format. The method chosen adds to the reader's experience, making it highly attractive and rewarding to read.	writing, with only minor improvements to be made. The method of communication of the recommendation and analysis is somewhat creative, including materials such as drawings or photos while exploring a creative format. The method chosen delivers the recommendations in a clear way, but could use some additional creativity to make it more rewarding to read.	are significant improvements that could be made. The method of communication of the recommendation is standard, and includes minimal creativity such as an occasional photo. The method chosen delivers the recommendations in a somewhat clear way, but could use improvement to make it rewarding to read.	the recommendation and analysis lacks creativity, missing alternative materials such as drawings or photos and sticking to the format of a traditional business report. The method chosen is understandable, but is lacking the creativity to make it rewarding to read.
Citations (10 marks) *Have you included a complete list of citations?*	A complete and accurate list of all types of data sources, including personal communications, are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.	A list of citations is missing entirely from the deliverable.
Business Professional Style (5 marks) *How easy to read is your pitch book?*	A well-designed layout is created that exceeds the assignment requirements, creating an exceptionally neat and easy to read pitch book that could be	A well-designed layout is created that meets the assignment requirements, creating a neat and easy to read pitch book.	A layout is created that almost meets assignment requirements, but could use another revision to make the pitch book neat and easy to read.	A layout is created that does not meet the assignment requirements. The pitch book is confusing and lacks appropriate flow.

	considered for publication.			
Mechanics (5 marks) *Are there any spelling and grammatical errors in your writing that would detract from your message?*	The pitch book is written clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured and follow the SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with some grammatical and spelling errors that do affect clarity. The paragraphs follow some SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with significant grammatical and spelling errors that significantly affect clarity. The paragraphs fail to follow most SEC Writing Handbook guidelines for business writing.

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Weekly, F. (2012, July 1). *Neighborhood revitalization and the business district*. Federal Reserve Bank of St. Louis. https://www.stlouisfed.org/publications/bridges/summer-2012/neighbourhood-revitalization-and-the-business-district

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PART THREE B: DISTANCE LEARNING MODULE PLANS, ASSIGNMENTS, ASSESSMENTS, RUBRICS, AND RESOURCES

MODULE 1 PLAN: ECOSYSTEMS, PEOPLE, AND RESOURCES - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about communities, the entrepreneurs in them, and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning and McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How does the community ecosystem impact the success of an entrepreneurial business from an individual, group, and societal perspective?

GENERAL OUTCOMES:

1. Gain a general awareness of the nature of business districts and community from an individual, group, and societal perspective
2. Understand the features of an entrepreneurial ecosystem, from a general conceptual perspective
3. Understand how to apply ecosystem concepts apply to business districts, including how gentrification external forces affects specific neighbourhoods communities both positively and negatively
4. Analyze and apply theoretical frameworks of entrepreneurial ecosystems to the assigned neighbourhoods and districts community
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning
- Gentrification
- Demographics

PRIOR KNOWLEDGE FOR INSTRUCTORS:

This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

This module relies heavily on the theoretical underpinnings of business ecosystems, location-based ecology, gentrification, and local demographics. As such, instructors should have knowledge of these concepts.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

1. Ecosystem concept reflection (Lesson 1)
2. Historical context reflection (Lesson 2)

"LOW STAKES" ASSESSMENT:

1. Entry tasks (Lessons 1 and 2)
2. Exit tasks (Lessons 1 and 2)
3. Class discussions (Lessons 1 and 2)
4. Anecdotal evidence of student learning (Lesson 1 and 2)
5. Group neighbourhood timeline (Lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to the Course and Street Challenge Project	1. Understand and explain the course structure and course requirements, as per the course outline	Ecosystem concept reflection	Students will read two articles: Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June

		2. Reflect on the nature of a community from an individual, group and societal perspective 3. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs 4. Explore entrepreneurship as problem solving		2010. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.
2	Entrepreneurial Ecosystems	1. Define and describe features of an entrepreneurial ecosystem 2. Explain how gentrification affects specific neighbourhoods, positively and negatively 3. Apply ecosystems concepts to Calgary 4. Create a historical timeline of given neighbourhood 5. Plan and prepare a historical context reflection	Historical context reflection	Students will prepare a reflection that discusses how the historical context of the neighbourhood impacts the ecosystem. This will be due before the next class.

LESSON PLAN 1: INTRODUCTION TO COURSE AND STREET CHALLENGE PROJECT - DISTANCE LEARNING FORMAT

SYNOPSIS

In this lesson students will be introduced to the course and the street challenge project. Through a series of experiential activities, students will gain a thorough understanding of the course structure and requirements, focusing on what they will gain from participating and completing the project. Students will also learn about the specific requirements for completing the project and the corresponding rubric. Following this, students will begin to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving.

TIME FRAME AND COMMITMENT

Lesson: 95 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Low
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hour

MATERIALS NEEDED

- Link to course outline
- Link to the Ecosystems, People and Resources Learning Tasks Sheet
- Computer with internet access, web cam and mic
- LMS

OUTCOMES

5. Understand and explain the course structure and course requirements, as per the course outline
6. Reflect on the nature of a community from an individual, group and societal perspective
7. Define the concept of neighbourhoods and how this impacts startups and entrepreneurs
8. Explore entrepreneurship as problem solving

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.
- Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

Students will be provided with the link to the course outline prior to the session and be expected to review this prior to the class.

NEXT STEPS

Students will read two articles:
Daniel J. Isenberg, 2010. How to Start an Entrepreneurial Revolution, Harvard Business Review, June 2010.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. Urban Studies,

	50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class. Faculty will review exit comments to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the student's short reflections and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: Complete the poll questions about business ecosystems. Remind students that this is not a test and will not be graded.	Slide with entry task instructions Pre-created poll with multiple choice questions testing basic knowledge of business ecosystems.	Prior knowledge check: Use multiple choice questions and answers to gauge students' understanding of ecosystems
Explore and Explain ~ 20 mins	**Direct Instruction Part 1:** Debrief entry task by going through the answers to the questions. Give time for students to discuss any answers that were surprising. Allow students to share in the chat box or to share verbally. Share link to the course outline and the Ecosystems, People and Resources Learning Tasks handout. Introduce the framework for the course as well as the module learning tasks.	Link to the course outline and the Ecosystems, People and Resources Learning Tasks handout.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of course requirements.
Explore	Ask students if they have questions		Formative

~ 10 mins	regarding the assignment. Discuss any questions that students have about the assignment. Students can either write questions in the chat box or verbalize questions.		assessment: check of understanding. Can use questioning to find out students' understanding of course requirements
Explain ~ 20 mins	**Direct Instruction Part 2:** Go through slides on business ecology and what makes a "good" neighbourhood.	Slideshow on business ecology	Formative assessment: check of understanding. Can use questioning of students to determine their understanding of business ecology.
Elaborate ~20 mins	**Group work:** In breakout rooms, students will work together in groups to create a five minute presentation response to the question: in your opinion, why does a business ecosystem matter for a startup or for an entrepreneur? Students have a choice as to how they record and present their information. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should brainstorm ideas (5 mins), move to presentation ideas (5 mins), and finalize presentation (10 mins).	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain and Explore ~ 20 mins	**Direct Instruction Part 3:** Return students to the main lobby and debrief as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Explain to students that they need to read two articles: Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York	Digital copies of articles (Note: HBR articles must be downloaded from library resources by the students, as per the copyright office)	Formative assessment: check of understanding. Can gauge student understanding of the influence of business ecosystems on startups and entrepreneurs through debrief for five minute presentation response.

	City. Urban Studies, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00420980134782 3 Based on the articles they will pick one concept and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.		
Evaluate ~ 5 mins	**Exit Task:** In the chat box, write down an analogy related to ecosystems in the following form: Ecosystems are to business as _____ is to _____ (Angelo and Cross, 1993). Remind students that they need to read two articles and prepare a short reflection on how that concept relates to Calgary. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of ecosystems as a concept.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004) Gentrification and the changing nature of work: exploring the links in Williamsburg, Brooklyn. *Environment and Planning A*, *36*, 1243–1260.

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies, 50*(11), 2293-2310. https://doi.org/10.1177/0042098013478236

LESSON PLAN 2: ENTREPRENEURIAL ECOSYSTEMS - DISTANCE

LEARNING FORMAT

SYNOPSIS

In this lesson students will continue to explore the concept of entrepreneurial ecosystems. Through multiple learner-centred students will define and describe the features of an entrepreneurial ecosystem. Following this, students will examine the process of gentrification and how this affects specific neighbourhoods both positively and negatively. The lesson will culminate in students planning and preparing a timeline and historical context reflection.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Link to the Ecosystems, People and Resources Learning Tasks Sheet
- Computer with internet access, web cam and mic
- LMS
- Exemplar of the historical context reflection learning task

OUTCOMES

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

Students were required to read two articles by Isenberg and Pearsall. Based on the articles they were asked to pick one concept and prepare a short reflection on how that concept relates to Calgary. This was due prior to the beginning of this class.

NEXT STEPS

At the end of the class, based on the materials covered in this class, students will prepare a reflection on the historical context of the neighbourhood and how this impacts the current ecosystem. This will be due before the next class.

Faculty will review exit slips to determine any gaps in knowledge and prepare to discuss this in the next session. Faculty will also review the historical context reflection learning tasks and provide summative feedback.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage 5 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What were the muddiest points in the Isenberg and Pearsall articles that you read? (Angelo and Cross, 1993). Write down your thoughts in the chat box.	Slide with entry task written on it.	Prior knowledge check: Can gauge students' understanding of the concepts in the Isenberg and Pearsall articles.
Explore and Explain 20 mins	**Direct Instruction Part 1:** Debrief entry task by going through the answers and allowing students to share their thoughts Go through slides on retail districts as ecosystems.	Slideshow on retail districts as ecosystems.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of retail districts as ecosystems.
Elaborate 15 mins	**Group work:** In breakout rooms, students will think, pair, share: How do the concepts apply to the industries that you are interested in? Does the terminology change as we change industries? Does the application change? Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should think (5 mins), share ideas (5 mins), and consolidate ideas (5 mins).	Slide with think, pair, share activity. Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain	**Direct Instruction Part 2:**	Slideshow on	Formative

15 mins	Return students to the main room after the given time. Debrief think, pair, share activity by selecting groups to share with the entire group. Go through slides on gentrification.	gentrification.	assessment: check of understanding. Can use questioning of students to determine their understanding of gentrification
Elaborate 20 mins	**Group work:** Show students the list of groups for the final project. In breakout rooms of final project groups, students will work together to create a pro and con grid (Angelo and Cross, 1993) responding to the prompt: From your viewpoint, what are the pros and cons of gentrification? Come up with at least six of each. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should brainstorm (5 mins), share ideas (5 mins), and consolidate ideas into a grid (10 mins).	Slide with breakout task written on it. Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain 20 mins	**Direct Instruction Part 3:** Return students to the main room after the given time. Debrief group work exercise by selecting groups to share their pros and cons with the entire class. Explain that part of being in a business ecosystem is knowing who to connect with. Who are some of the people you should talk to who reflect the different nodes in an ecosystem? Have students brainstorm a list of who would be types of people that they should know in the business ecosystem (e.g. heritage authority director). Students can use the chat box to type answers or verbalize their answers. Record answers on a blank slide during the brainstorming session.	Blank slide to record brainstorming session ideas.	Formative assessment: check of understanding. Can use questioning of students to determine their understanding of business nodes.
Elaborate 20 mins	**Group work:** From the list that the students created, students will work in breakout rooms to	Slide with breakout activity written on it.	Formative assessment: check of understanding.

	find the actual contact information of the people on the list. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Instructor will circulate among the groups to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain and Explore 20 mins	**Direct Instruction Part 4:** Return to the main room and debrief in class as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. Briefly review the requirements for the historical context reflection learning task. OPTIONAL: Show exemplars of timelines and debrief this with the students. Explain to students that this is an individual task and this is due by the next class.	Digital link to historical context reflection learning task. Exemplar of a timeline.	Formative assessment: check of understanding. Can gauge student understanding of the historical context learning task.
Evaluate 5 mins	**Exit Task:** In the chat box, write down one question that you still have about what we covered today. Remind students that they need to prepare their report on the assigned neighbourhood. This will be due before the next class.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of ecosystems as a concept.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

City of Calgary. (2020). The guidebook for great communities. https://www.calgary.ca/PDA/pd/Documents/Current-studies-and-ongoing-activities/guidebook/Guidebook-for-Great-Communities_proposed.pdf?noredirect=1

Curran, W. (2004). Gentrification and the Nature of Work: Exploring the Links in Williamsburg, Brooklyn. *Environment and Planning A: Economy and Space*, *36*(7), 1243–1258. https://doi.org/10.1068/a36240

Lucas, M., & Suneja, Vivek. (2012). *Understanding Business Environments* (Understanding Business). Hoboken: Taylor and Francis.

Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50.

Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. https://doi.org/10.1177/0042098013478236

MODULE 1 ASSESSMENTS

RATIONALE

The goal of the ecosystems, people, and resources learning task is to provide students with the opportunity to reflect on the historical context of their assigned neighbourhood. Students will engage with theoretical principles and apply the concepts to their own city. While providing a solid basis for the remaining modules of the course, the learning tasks in this module aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.

GENERAL LEARNING OUTCOMES

Students will:

1. Define and describe features of an entrepreneurial ecosystem
2. Explain how gentrification affects specific neighbourhoods, positively and negatively
3. Apply ecosystems concepts to Calgary
4. Appreciate the role of historical context in shaping a neighbourhood
5. Use historical and community resources to organize the sequence of historical events and reflect on how this impacts the present day reality of the neighbourhood.

TASK 1: ECOSYSTEM CONCEPT REFLECTION - GRASPS

GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. Students will engage with theoretical principles and apply the concepts to their own city.
ROLE	You will take the role of a researcher who is connecting the concept in the articles to the city in which you reside.
AUDIENCE	You will prepare this reflection for your peers so that you and your fellow researchers can take the concepts and apply them to a real life scenario.
SITUATION	You will have the opportunity for formative feedback while you discuss your thoughts with your peers.
PRODUCT	You will be asked to read two articles: Isenberg, D. (2010). How to start an entrepreneurial revolution. *Harvard Business Review*, *88* (6), 40-50. Pearsall, H. (2013). Superfund me: a study of resistance to gentrification in New York City. *Urban Studies*, 50(11), 2293-2310. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/004209801347823 Based on the articles pick one concept and prepare a short, 250 word maximum, reflection on how that concept relates to Calgary. Include a brief summary of the main points in the article and how it relates to Calgary.

STANDARDS	See below

TASK 1 GRADING AND RUBRIC				
Criteria	**Excellent Meets all and exceeds some requirements (A- to A)**	**Good Meets all requirements (B to B+)**	**Satisfactory Meets some requirements (C to B-)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Summary of Concept *Did you include a summary of the concept illustrated in your chosen article? (30 points)*	The reflection provides a very clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a clear and thorough summary of the concept illustrated in the chosen article.	The reflection provides a somewhat clear and basic summary of the concept illustrated in the chosen article.	The reflection provides an unclear and limited summary of the concept illustrated in the chosen article. Several pertinent details are missing.
Content and Analysis *Did you discuss and show how your chosen concept relates to Calgary?* (60 points)	The reflection conveys extensive evidence of a connection of the concept to Calgary, and provides a very thorough description of how the concept can be witnessed in Calgary. The response demonstrates a very strong awareness of the concept and its application.	The reflection conveys clear evidence of a connection of the concept to Calgary, and provides a thorough description of how the concept can be witnessed in Calgary. The response demonstrates a strong awareness of the concept and its application.	The reflection conveys some evidence of a connection of the concept to Calgary, and provides a basic description of how the concept can be witnessed in Calgary. The response demonstrates a beginning awareness of the concept and its application.	The reflection conveys minimal evidence of a connection of the concept to Calgary, and provides a limited description of how the concept can be witnessed in Calgary. The response demonstrates minimal awareness of the concept and its application.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (10 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple

	errors and a high standard of writing quality.	errors and a reasonable standard of writing quality.	contains several errors and a basic standard of writing quality.	errors and a poor standard of writing quality.

TASK 2: HISTORICAL CONTEXT REFLECTION - GRASPS	
GOAL	The goal of the ecosystems, people, and resources learning tasks is to provide students with the opportunity to reflect on the nature of a community, define the concept of neighbourhoods and explore entrepreneurship as problem solving. This learning task aims to bridge the past and the present by giving students an opportunity to reflect upon how the historical context impacts their assigned neighbourhood.
ROLE	You will take the role of a historical expert and researcher who has been asked to describe the history of the neighbourhood and provide your thoughts on how the history has impacted the neighbourhood as a business district.
AUDIENCE	You will prepare the timeline and reflection for a group of potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work individually to prepare a timeline and reflection. You may use resources covered in lectures and supplement these with resources of your own choosing.
PRODUCT	You will prepare a timeline of the neighbourhood that covers key economic and social changes that occurred in the neighbourhood. You may present your timeline as a written document or an infographic visual. In addition, you will prepare a brief written reflection (approximately 250-500 words) that describes how these changes contributed to the current structure of the neighbourhood as a business district.
STANDARDS	See below

GRADING AND RUBRIC				
Criteria	**Excellent Meets all and Exceeds Some Requirements (A- to A)**	**Good Meets all Requirements (B to B+)**	**Satisfactory Meets Some Requirements (C to B-)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Timeline *Did you include events that cover key economic and social changes in the neighbourhood? (30 points)*	The timeline highlights key events of the assigned neighbourhood in great detail, providing an outline of key	The timeline highlights key events of the assigned neighbourhood in detail, providing an outline of key economic and	The timeline describes key events of the assigned neighbourhood in a vague or confusing manner, providing a basic outline of key economic and social	The timeline describes the key events of the assigned neighbourhood in limited detail and/or omits several key details.

	economic and social changes.	social changes.	changes.	
Reflection *Did you provide your thoughts on how the history impacts the neighbourhood as a business district?* *(50 points)*	The reflection describes the historical context in great detail, providing an insightful and thoughtful analysis of the history as it contributes to the neighbourhood as a business district.	The report describes the historical context of the assigned neighbourhood in detail, providing a well-thought out analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in a vague or confusing manner, providing a simple analysis of the history as it contributes to the neighbourhood as a business district.	The reflection describes the historical context of the assigned neighbourhood in limited detail. The reflection is superficial and makes vague attempts to explain how the history contributes to the neighbourhood as a business district.
Citations and Scholarly Writing *Did you include acknowledgment of data sources and is your grammar and spelling accurate?* (20 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains minimal errors and a high standard of writing quality.	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The reflection contains some errors and a reasonable standard of writing quality.	There is a somewhat complete and accurate acknowledgment of data sources. The data sources are listed in a disorganized manner that do not allow for easy referral. The reflection contains several errors and a basic standard of writing quality.	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information. The reflection contains multiple errors and a poor standard of writing quality.

MODULE 2: DESIGN A MALL - UNDERSTANDING COMPLEMENTARITY IN ECOSYSTEMS MODULE PLAN - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Low-Medium Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Community ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and develop a sense of agency in addressing ecosystem or community challenges.

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Socioeconomics

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTION:
How can we recognize reputational and socioeconomic distinctions within a community ecosystem, and what impact do those distinctions have?

GENERAL OUTCOMES:

1. Revisit the idea of a business ecosystem
2. Identify and classify different types of business from a product/service sold and a quality/value perspective
3. Demonstrate an ability to apply critical thinking and assessment skills
4. Practice metacognition through the completion of an online reflection of the exercise
5. Build upon existing ideas of customer profiling and demographic analysis.

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT (SUMMATIVE):

- Post-class reflection (between lesson 1 and 2)

"LOW STAKES" ASSESSMENT (FORMATIVE):

- Mall floor plans for the in-class activity (lesson 1)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Design-a-Mall Activity (in-class)	1. Revisit the idea of a business ecosystem 2. Identify and classify different types of business from a product/service	Mall floor plans (group) & post-class reflection (individual)	Complete the post-class reflection and submit it on LMS

		sold and a quality/value perspective 3. Demonstrate an ability to apply critical thinking and assessment skills 4. Practice metacognition through the completion of an online reflection of the exercise		
2	Customer Visualization/ Profiling Exercise	1. Revisit the ideas of customer profiling and demographic analysis. 2. Demonstrate an ability to apply critical thinking and assessment skills.	None	None

LESSON PLAN 1: MALL DESIGN ACTIVITY - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will be introduced to some basic concepts of entrepreneurial ecosystems/business ecology through an in-class role playing exercise. Students will be asked to classify and assign a group of different stores within three different shopping mall developments individually and in small groups, then sharing with the whole class. Students will then complete a structured reflection on the activity through the instructor's chosen LMS (learning management software).

TIME FRAME AND COMMITMENT

Lesson: 75 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan:
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hour

MATERIALS NEEDED

- PowerPoint or Google Slides or other slide presentation platform
- LMS
- Links to handouts of the activity
- Computer with internet access, web cam and mic

OUTCOMES

1. Revisit the idea of a business ecosystem
2. Identify and classify different types of business from a product/service sold and a quality/value perspective
3. Demonstrate an ability to apply critical thinking and assessment skills
4. Practice metacognition through the completion of an online reflection of the exercise

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.
- Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.
- Students who require more time to complete the activity are not rushed through or self-pressured into finishing early through silent indicators of completion
- The list of stores on the activity sheet account for regional differences in classrooms, which can be further adjusted to reflect place-based learning in your classroom's region
- Different learning preferences by accommodating different ways to capture thought processes, a combination of individual, small group, and whole class work, and explicit instructions on how to be

	successful through the use of a rubric for the assignment
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Some knowledge of business ecosystems would be helpful, but is not required. Some ability to recognize reputational and socioeconomic distinctions when thinking about stores in shopping malls.	For classes that are struggling with customer profiling and demographic analysis, the customer visualization activity would be beneficial.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~5 minutes	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may have to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: In the previous module, you explored the concept of business ecosystems. Based on what you discovered, create a "hashtag" to reflect your understanding e.g. #networkofpeopleplacesandresources When you are ready, type your hashtag in the chat box. At the end of the given time, choose select hashtags and ask students to explain why they came up with that tag.	Slide with entry task written on it	**Hashtag creation & sharing (low-stakes):** The instructor should be actively listening to students while they are sharing their hashtags to understand what they took away from the previous module & what needs to be revisited
Direct instruction (Explain) ~20 minutes	Introduction to lesson and case overview – slides 1-5 Slide 6 is a description of the Design a Mall activity ● Provide a link to a shared document (e.g. Google Doc) with the description so students may access it on their computers	Slides on Design a Mall Link to Design a Mall activity handouts Shared document link on LMS	**Anecdotal evidence (low-stakes):** The instructor should be collecting feedback for themselves on how the class is getting to understanding of abstract concepts, which will determine

	• Go through the instructions verbally, then allow an opportunity for the students to ask questions • Students may type questions in the chat box if they prefer	Slide outlining partner work task	the next step of the module
Partner Work (Explore) ~7 minutes	Explain to students that they have 7 minutes complete the activity worksheet with their partner. Put students in pairs into breakout rooms. • They may represent their thinking in whatever way makes the most sense for them (mind map, charts, diagrams, etc.) • While students are working, the instructor should be circulating the breakout rooms and assisting students who require help • When the students feel they are ready to move on, they will leave the breakout room to return to the main room • Periodically signal the remaining time in the chat box • Close breakout rooms after 7 minutes and return students to the main lobby	Link to the activity handout Type the partner work instructions in the chat box for easy reference during breakout room activity	**Anecdotal evidence (low-stakes):** The instructor should be collecting feedback for themselves on how the class is getting to understanding of abstract concepts, which will determine the next step of the module
Direct Instruction (Explain and Explore) ~5 mins	Explain to students that they will now work with another pair to share and compare their answers. Following this, students will come up with a decision on a single mall design or floorplan that they would present to the owners of that mall. Students will input their plan into the designated breakout group slide in the shared slide presentation Students will have 25 minutes to complete the task Put students in groups into breakout rooms of 4-6 people per group depending on the class size	Slide outlining group work task	**Anecdotal evidence (low-stakes):** The instructor should be collecting feedback for themselves on how the class is getting to understanding of abstract concepts, which will determine the next step of the module
Small Group Work (Explore) ~25 minutes	• Students should introduce themselves to their peers if they have not yet met/had a chance to work together • Students will share and compare work with one another and come to a decision on a single mall design (or “floorplan”) that they would present to the owners of that mall	Type the instructions for the small group work in the chat box for easy reference during breakout room activity	**Slides (low-stakes:** The instructor will join breakout rooms to listen to group discussions during this segment, as well as observing what is being put onto the slides to formatively

	• They will share their plan in a shared slide platform that can be accessed by the whole class so that it can be referred to during the whole-class discussion • While students are working, the instructor should be circulating the breakout rooms and assisting students who require help • Periodically signal how much time is left in the chat box	Blank slide presentation with shareable link	assess understanding to this point
Whole-Class Discussion ~10 minutes	Once students have spent the appropriate amount of time doing small group work, close the breakout rooms and bring the class back together to the main room for a virtual circle discussion • Going down the class list, encourage each student in the class to contribute to the discussion in some form, either by sharing a discussion with their group, a question, a comment on another group's work, etc. • Each student will respect the "talking stick" and actively listen to their peers when they do not have the stick in their hands • Students may write their thoughts in the chat box if prefer	Slide with instructions for whole-class discussion	**Circle discussion (low-stakes):** The instructor will be listening, asking prompting questions, and be prepared to give verbal feedback when the circle comes back to them
Closing ~5 minutes	Have students answer the following questions on in the chat box before leaving the room • What made this lesson meaningful for you? • Describe a specific contribution you made to today's lesson • What is one question you still have at the end of this lesson? Remind the students that they have to complete the post-class reflection assignment (high-stakes) before the next class	Slide with exit task on it Slide with post-class reflection assignment reminder	**Exit task (low-stakes):** The instructor should immediately review the chat box after the class concludes and make notes on questions, what meaning was taken, and determine next steps from all the assessment done in this lesson

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: CUSTOMER VISUALIZATION/PROFILE EXERCISE - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will practice with the previously introduced concepts of customer profiling and demographic analysis through an in-class role-playing exercise. Students will be asked to create a profile of a customer that could be a patron at the malls designed in the previous lesson. They will then form into small groups and participate in an interview style role-playing exercise in which they will become the customer they designed. Following this, their group members will attempt to determine which mall the customer would patronize.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hour

MATERIALS NEEDED

- Slides of designed malls from previous lesson
- Props/costumes (optional)
- Computer with internet access, web cam and mic
- LMS
- Links to handouts

OUTCOMES

1. Revisit the ideas of customer profiling and demographic analysis.
2. Demonstrate an ability to apply critical thinking and assessment skills.

PLAN FOR DIFFERENTIATION/INCLUSION

- The instructor has decided to incorporate this lesson based on formative assessment results in the previous lesson and has concluded that the students would benefit from more work with customer profiling.
- Designing a customer can be done via a variety of methods based on student learning preference.
- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.
- Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE	NEXT STEPS
The previous lesson (Design a Mall) is required for this lesson to be applicable. The instructor must have determined that this activity would be beneficial to their students based on assessment evidence collected from the previous lesson.	The next lesson will be a workshop on how to access resources that will help the students with their Street View assignment.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Hook (Engage) ~5 minutes	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may have to turn off cameras due to issues with recording sessions and bandwidth. The instructor should begin by creating a space where students can be comfortable embodying the customer that they are going to create. We suggest that they create and come into class acting like a mall patron that they have designed (costume optional but encouraged)	Costume (optional)	
Direct instruction (Explain) ~5 minutes	Explain the activity that the students will be doing today ● Emphasize that participation is necessary in order to make the most of the activity, but those that are uncomfortable aren't required to participate ● Encourage the students to really take an improv/drama approach to this lesson Remind the students that while we are creating customers that fit a certain "profile" based on the reputational distinctions of each shopping mall, everybody is still required to be respectful	Link to Design-a-Mall activity handout available on LMS	**Observation (low-stakes):** The instructor should be collecting feedback for themselves on how students are responding to the description of the task.

Individual Visualization (Explore) ~5-10 minutes	Give students 5 minutes to brainstorm a hypothetical customer for one of the malls that was designed in the previous lesson. Encourage them to consider the customer's…. ● Name ● Where they live and work ● What kind of house they live in ● What their family situation is ● What kind of car they drive ● Describe a typical day that brought them out shopping ● And any other information they think would be helpful Students can write/type a description, draw their customer, or write a few bullet points and improvise the rest	Slides from previous lesson Slide with hypothetical customer prompts	**Observation (low-stakes):** The instructor will answer questions as necessary, and ensure everyone is on task by prompting students to consider the different characteristics of their hypothetical customer. It may also be helpful to see how the students are deciding to capture their brainstorm.
Small Group Customer Interviews (Explore) ~30 minutes	Explain to students that they will be in groups in breakout rooms. In their breakout rooms they will participate in an interview style role-playing exercise ● One person in the group will become the customer they have designed ● The other group members will try and determine which mall they would be a patron at by asking them questions that will help them build a customer profile ● Each group member takes a turn as a customer Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary Periodically signal the amount of time remaining in the chat box, indicating when groups should move onto the next customer. Give approximately 7 mins per student	Type the instructions for the small group work in the chat box for easy reference during breakout room activity	**Observation (low-stakes):** The instructor will move through the breakout rooms to ensure that everyone is on task, and formatively evaluate participation, gently encouraging those who may be uncomfortable with the task.
Closing ~5 minutes	After the given time, close breakout rooms and return students to the main lobby. Debrief the activity by asking students to comment on how the activity went. Choose students to share their feedback. Students may also comment in the chat box. Provide the link to the Street View Assignment and explain to students that	Link to the Street View assignment & rubric on LMS	**Exit task (low-stakes):** The instructor should immediately review the chat box after the class concludes and make notes on student feedback

	we will be doing a workshop next class on how to find resources for the assignment		

INSTRUCTOR REFLECTIONS

MODULE 2 ASSESSMENTS

RATIONALE

It is very common to struggle with understanding the importance of business ecosystems because it is an abstract concept for many of us. However, we easily recognize reputational and socioeconomic distinctions when thinking about the tenant mix and comparing shopping malls. By engaging in the design a mall activity, you will develop an applied and immediate understanding of why entrepreneurial ecosystems/business ecology matters.

GENERAL LEARNING OUTCOMES

Students will…

1. Revisit the idea of a business ecosystem
2. Identify and classify different types of business from a product/service sold and a quality/value perspective
3. Demonstrate an ability to apply critical thinking and assessment skills
4. Practice metacognition through the completion of an online reflection of the exercise

GRASPS

GOAL	You are an entrepreneur that has been asked to do some analysis for three separate malls and determine the best "fit" (based on business ecosystem and consumer needs) for stores in different retail categories to each of these malls .
ROLE	You will step into the role of an entrepreneur, who has been asked to design a mall floor plan that accommodates one store from each category in a way that is complimentary.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will work with a small team of entrepreneurs to come up with one plan to present to the companies that will own the mall.
PRODUCT	You will be asked to submit the plan you have designed with your team, along with a reflection on your thinking that could assist future entrepreneurs in completing a similar task.
STANDARDS	See below

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and Exceeds Some Requirements** **(A- to A)**	**Good** **Meets all Requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *Did you answer the questions listed in the assignment description and provide an insightful reflection that shows your understanding of how the businesses fit within the ecosystem?* *(80 points)*	The reflection addresses all the questions listed in the assignment description. It includes additional research to generate an insightful response that shows a solid understanding of how businesses fit within a certain ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is shallow dialogue when feedback is given on the response.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.
Writing Standards *Did you ensure that your writing is grammatically correct with no spelling errors?* (20 points)	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

DESIGN A MALL/ENTREPRENEURIAL ECOSYSTEMS ASSIGNMENT HANDOUT

OVERVIEW/INSTRUCTIONS

Task: Your task is to assign one store from each of the below categories into one of three hypothetical malls. You should try to match stores that *compliment* each other – think about it from the consumer perspective – what would the ideal mix be for them?

You will do this activity first in pairs, then arrange into 4 person teams to compare your choices. Then, we will discuss it as a class.

At the end of the class period you'll be asked to complete an *exit slip* and then do write a *structured reflection* to be submitted on LMS.

STORE CATEGORIES

Category One: Department Stores Nordstrom Kohl's Walmart/Canadian Tire	**Category Five: Coffee Shop** Starbucks Dunkin Donuts/Tim Horton's Honey Dew/Caribou/Second Cup
Category Two: Restaurants TGI Friday's/Applebees/Olive Garden Legal Sea Foods/Local Chain/Steakhouse Panera Bread	**Category Six: Drugstore/Beauty** Sephora Rite Aid/Shoppers Drug Mart The Body Shop
Category Three: Ladies Clothing Claire's Stores Victoria's Secret Forever 21/Primark	**Category Seven: Sporting Goods** Bass Pro Shops Dick's Sporting Goods Play it Again Sports
Category Four: Electronics Best Buy Apple Store T-Mobile/Verizon/AT&T/Rogers	**Category Eight: Entertainment** Barnes & Noble/Indigo GameStop AMC/Regal/Cinemark Theatres

Note: The list of stores on the activity sheet should account for regional differences in classrooms. This list may need to be further adjusted to reflect place-based learning in your classroom's region.

DESIGN A MALL/ENTREPRENEURIAL ECOSYSTEMS ASSIGNMENT

Category	Mall 1	Mall 2	Mall 3
1: Department Store			
2: Restaurant			
3: Specialty Clothing			
4: Electronics			
5: Coffee Shop			
6: Drugstore/Beauty			
7: Sporting Goods			
8: Entertainment			
Q: What car brands are you likely to see in the parking lot?			

DESIGN A MALL/ENTREPRENEURIAL ECOSYSTEMS POST-CLASS REFLECTION ASSIGNMENT

Please write a response to the following questions. Your response should be about 1 page/250 words in total, and you should devote the same amount of space to each question. Submit this in the dropbox on LMS.

1. Was it easy for you to assign one store from each category to each mall? Why or why not?
2. Were some categories easier than others? Do you think that some categories are easier to group than others? Why or why not?
3. Did a picture of a local mall(s) emerge for you? Which one(s)?
4. What kind of cars would be in the parking lot of each mall? Can you describe a hypothetical or prototypical customer for each of these malls?
5. Did the exercise help you better understand the concept of business ecosystems? If so, why? If not, why not?
6. Do you have any suggestions or recommendations for this activity

It will be graded using the following rubric:

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *Did you answer the questions listed in the assignment description and provide a reflection that shows your understanding of how the businesses fit within the ecosystem? (80 points)*	The reflection addresses all the questions listed in the assignment description. It includes additional research to generate an insightful response that shows a solid understanding of how businesses fit within a certain ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is shallow dialogue when feedback is given on the response.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.

Writing Standards *Is your writing grammatically correct with no spelling errors? (20 points)*	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

MODULE 3 PLAN: STREET PREVIEW/NEIGHBOURHOOD ORIENTATION & BACKGROUND RESEARCH - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and develop a sense of agency in addressing ecosystem or community challenges (de Koning & McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Socioeconomics

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
What role do neighbourhood business districts play in making a community ecosystem a quality place to live, work, and play? What features does this neighbourhood business district have (or need) to make it a quality place to live, work, and play?

GENERAL OUTCOMES:

1. Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
2. Demonstrate an ability to apply creative & critical thinking skills
3. Practice peer assessment skills

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning
- Neighborhood business district

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

1. Street Preview report (after lesson 2)

"LOW STAKES" ASSESSMENT:

2. Think-pair-share (lesson 1)
3. Street Preview report draft (between lesson 1 and 2)
4. Witnessing peer evaluation (lesson 2)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Secondary Research Workshop	1. Explore the various sources of secondary research that they may use for the completion of the Street Preview report	First draft of Street Preview report	Complete a first draft of the Street Preview report to prepare for peer evaluation Conduct primary research by visiting the neighbourhood they are analyzing (if they feel they want to

				get a better familiarity)
2	Peer Sharing of Street Preview Report	1. Practice giving constructive, helpful feedback to their peers 2. Build their skills as “witnesses” when they are listening to their peers read their report drafts	None	Complete the Street Preview report using the feedback gathered from the Witnesses

LESSON PLAN 1: SECONDARY RESEARCH WORKSHOP - DISTANCE LEARNING FORMAT

SYNOPSIS	
During this lesson, students will go over the assignment description and rubric for the Street Preview report. The instructor will facilitate a workshop on how to access various types of secondary research that could be used for the report, as this is often a stumbling block for students. The students will then get some time to work individually or with partners to do bounce ideas off of and do some of their own research, keeping in mind that this report is meant to be completed individually.	
TIME FRAME AND COMMITMENT	**MATERIALS NEEDED**
Lesson: 95 mins Faculty to prepare to use this plan: Medium Students to prepare for this plan: Medium Faculty follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Link to course outline • Link to the Street Preview assignment description + rubric • Computer with internet access, web cam and mic • LMS
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Explore the various sources of secondary research that they may use for the completion of the Street Preview report	• Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class • Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session. • Provide digital materials for students to make notes during or after the session. • Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Some student knowledge of conducting secondary research would be helpful but is not required.	The students are now equipped to complete the first draft of the Street Preview report successfully.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What is the difference between primary and secondary research? Write your answers in the chat box. Remind students that this is not a test and will not be graded.	Slide with entry task instructions	Prior knowledge check: Use multiple choice questions and answers to gauge students' understanding of ecosystems
Explain ~ 10 mins	**Direct Instruction Part 1:** Debrief entry task by going through the answers to the questions discussing answers and selecting a few students to expand on their thoughts. Allow students to share in the chat box or to share verbally. Explain to students that they will use secondary and primary research to write their Street Preview Report. Go through the Street Preview Report assignment sheet and rubric.	Link to Street Preview assignment and rubric.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of assignment.
Explore ~ 10 mins	Ask students if they have questions regarding the assignment. Discuss any questions that students have about the assignment. Students can either write questions in the chat box or verbalize questions.		Formative assessment: check of understanding. Can use questioning to find out students' understanding of assignment.
Explain ~ 20 mins	**Direct Instruction Part 2:** Explain the purpose and importance of secondary research with respect to the completion of the report, but also the importance of being able to access and use	Slides on primary and secondary research.	Formative assessment: check of understanding. Can use questioning to find out students'

	these tools in situations beyond the classroom. Emphasize that primary research is not required, but it is encouraged if the students are not familiar with their area, or if they want to capture a deeper "spirit" of the neighbourhood business district they are analyzing.		understanding of primary and secondary research.
Elaborate ~ 20 mins	**Group Work:** In breakout rooms, students will work together to create a list of secondary research sources that they deem helpful. Some examples may be: - Research guides on the University's library website - The main website for the city where you are located - If it exists, the economic development website for your local city - Newspaper archives Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of course requirements
Explain and Explore ~ 20 mins	**Direct Instruction Part 3:** Return students to the main lobby and debrief as a whole after a given time. Select groups to share their work with the class. Discuss thoughts and questions. The instructor will close the workshop by reminding students of the following: - To reach out if they have questions - When the report is due - That the assignment is individual, and of the academic consequences for plagiarism	Link to the Street Preview assignment sheet	Formative assessment: check of understanding. Can gauge student understanding of the influence of business ecosystems on startups and entrepreneurs through debrief for five minute presentation response.
Evaluate ~ 5 mins	**Exit Task:** In the chat box, complete the following sentence: Primary research differs from secondary research in the following ways... Remind students that they need to complete their Street Preview assignment.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of primary and secondary research as concepts.

	In the next session, we will share our drafts of our reports with one another.		

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: PEER SHARING OF STREET PREVIEW REPORT - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will be shown a funny clip about giving feedback to colleagues in a professional work environment in order to provide a potentially relatable entry point into the learning. The students will then be refreshed on their skills for giving good constructive feedback, and be given an opportunity to practice those skills while providing constructive feedback to their instructor on the course to this point. Students will then work in groups of three to share and receive feedback on their Street Preview report drafts, having the opportunity to be a Witness for their peers and a Reader so that they may complete a high-quality report for summative assessment.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS
- Link to “Peer Feedback Sentence Starter worksheet

OUTCOMES

1. Students will practice giving constructive, helpful feedback to their peers
2. Students will become knowledge keepers and give constructive feedback to their instructors on the course to this point
3. Students will build their skills as “witnesses” when they are listening to their peers read their report drafts

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

FNMI principles of witnessing are used to give feedback and there is acknowledgement of multiple knowledge keepers in the classroom.

PREREQUISITE KNOWLEDGE

- Some knowledge of giving constructive feedback would be helpful, but not required

NEXT STEPS

The students are now equipped to complete the Street Preview report successfully.

• Students will be required to have completed a first draft of their Street Preview reports in order to get value out of this peer review workshop	

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~ 5 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, begin by showing the following funny 4 minute video on receiving feedback: https://www.youtube.com/watch?v=9OVvIO8Vfrs *(Shriek! – The Office Parody by TalentSprout*		
Explore and Explain ~ 20 mins	**Direct Instruction Part 1:** Debrief the video by allowing students to share their thoughts Review what good constructive criticism is like through different senses. Pose the following questions to students and allow them to verbalize or type answers in the chat box: - What does it look like? - What does it sound like? - How does it make you feel? You may want to utilize some of the resources on the following website to help their students grasp the concept of peer feedback. Specifically, the "Peer Review Sentence Starters" might be helpful: https://gunter-english.weebly.com/effective-feedback.html Explain the protocol for peer feedback of Street Preview Report:	Slide on constructive criticism questions. Slide with breakout task written on it.	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.

	The students will be in breakout rooms of 3 people per room.. Within their group, each student will take turns reading out the first draft of their report (called the “Reader”). The two students in the group who are not reading (called the “Witnesses”) the report out loud will practice the FNMI principle of witnessing; which requires active listening and attentiveness to the person who is sharing. - It is encouraged that the Witnesses try not to make notes while their group member is sharing, as it takes away from our ability to listen. When the Reader has finished reading, the two Witnesses will provide constructive feedback that will help the Reader complete and enhance their report. Each Reader will get approximately 10 minutes to read and get feedback from their Witnesses.		
Explore ~ 30 mins	**Group Work:** Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should move onto the next Reader (10 minutes per Reader).	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Peer assessment: The students will be providing constructive feedback to one another on their Street Preview reports through witnessing. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of witnessing or use more constructive feedback if they hear criticism.
Closing ~ 10 mins	**Closing:** Return students to the main room after the given time. Debrief group work exercise by selecting students to share how they felt about the process. At the conclusion of class, remind students on the deadline for submission of the Street Preview report.	Slide showing tasks to complete for next session.	

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Gunter, A. (n.d.). Effective Feedback to Build Strong Writers: Turning FeedBACK to FeedFORWARD. *Limelight Literacy*. Retrieved from: https://gunter-english.weebly.com/effective-feedback.html

TalentSprout. (2015, August 26). *Shriek! – The Office Parody* [Video]. Retrieved from: https://www.youtube.com/watch?v=9OVvIO8Vfrs

MODULE 3 ASSESSMENT

RATIONALE

There are several factors that define a neighbourhood as a high-quality place to live. We know what people traditionally associate with a healthy neighbourhood, such as rising home values, low crime rate, school performance (Faith Weekly, 2012). While these factors do contribute to vibrant, urban neighbourhoods, we will examine the key factor of the neighbourhood business ecosystem – the place for amenities, shopping, social engagement and recreation (Mehta & Mahato, 2018).

Through this assignment, you will use secondary research sources, such as newspaper archives, local city reports, Google Maps, blogs, reviews, and more to create an analysis of an assigned neighbourhood business district. The report will include the district's best features, resources that could be leveraged to create value, and problems that need to be solved. You may also want to analyze the types of businesses and how they relate to each other, to the history of the area, and/or the features of the neighbourhood. Ideally your analysis and arguments should be supported with evidence from documents, data, visual, and other sources.

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
- ✔ Demonstrate an ability to apply critical thinking and assessment skills

GRASPS

GOAL	You are an entrepreneur that has been asked to create an analysis for a specific neighbourhood as a business district and determine the best features, resources, and challenges.
ROLE	You will step into the role of an entrepreneur, who has been asked to gain information about a community and their needs so that a potential business could open in that area and serve a beneficial purpose in the business ecosystem.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the neighbourhood business ecosystems.
SITUATION	You will work individually to solve the problem, which will give you skills to analyze neighbourhood business ecosystems with team members on a larger scale in the future.
PRODUCT	You will be asked to submit a 3-5 page report with 1.5 spacing and Times New Roman font size 11 that describes and analyzes the neighbourhood as a business district, including best features, resources, and challenges using secondary research.
STANDARDS	See below

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and Exceeds Some Requirements** **(A- to A)**	**Good** **Meets all Requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Content *(40 points)*	The report addresses all of the requirements listed in the assignment description. The result is an exemplary analysis that is well-supported with evidence from appropriate secondary and primary research.	The report addresses all but a few of the requirements listed in the assignment description. The result is a very good analysis that is well-supported with evidence from appropriate secondary research.	The report addresses very few of the requirements listed in the assignment description. The result is an analysis that is lacking evidence from appropriate research.
Critical Thinking (10 points)	The information gathered is relevant and interesting. The report demonstrates insightful analysis and interpretation, with logical, convincing, and well supported, evidence-based arguments.	The information gathered is somewhat relevant and interesting. The report demonstrates a good analysis and interpretation, with logical and evidence-based arguments.	The information gathered is somewhat relevant and interesting. The report demonstrates a weak analysis and interpretation, with arguments that are not based in the evidence.
Organization (10 points)	The report is organized in a logical sequence, using headings, sub-headings, tables, and appendices that support the flow of the report.	The report is organized in a logical sequence, using headings and sub-headings that somewhat support the flow of the report.	The report lacks headings and subheadings that support the flow of the report.
Research (20 points)	The report includes a mix of both qualitative and quantitative data to form the basis of the report. The data sources selected are impactful, appropriate, and of superior quality.	The report includes a mostly one type of data (qualitative or quantitative) to form the basis of the report. The data sources selected are appropriate for the purpose of the assignment.	The report lacks research to form the basis of the report. The data sources selected are inappropriate for the purpose of the assignment.
Citations (10 points)	A complete and accurate list of all types of data sources are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.

Business Professional Style (5 points)	A well-designed layout is created that exceeds the assignment requirements, creating an exceptionally neat and easy to read report that could be considered for publication.	A well-designed layout is created that meets the assignment requirements, creating a neat and easy to read report.	A layout is created that does not meet the assignment requirements. The report is confusing and lacks appropriate flow.
Writing Basics (5 points)	The report is written clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured and follow the SEC Writing Handbook guidelines for business writing.	The report is written clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most SEC Writing Handbook guidelines for business writing.	The report is written clearly with significant grammatical and spelling errors that affect clarity. The paragraphs fail to follow most SEC Writing Handbook guidelines for business writing.

MODULE 4 PLAN: FIELD OBSERVATION TRIP - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	2 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems (de Koning & McArdle, 2020). The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighborhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Within this module, students are equipped with tools necessary to undertake primary research in the field, gathering quantitative and qualitative data about the neighborhood business district they are studying through a Field Observation Trip (FOT). They will use the primary research they have collected to develop an inventory of the businesses in the district to identify areas of need, complementarity, and areas of improvement. Students will compare their collected data to aggregate data about their neighborhood, such as Walk Score, to see if there are any biases that can be identified with what is being reported online.

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Socioeconomics, Problem Solving, Bias, Field Research

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
What qualitative data can we collect in the field about a neighborhood business district in order to understand how its stores fit into a business ecosystem? Can we reconcile our experiences in the field with data being reported on consumer websites about the area?

GENERAL OUTCOMES:

1. Undertake a visual preference survey to understand what makes a neighborhood "visually appealing"
2. Identify and classify different types of businesses, further classifying them into smaller sub-categories
3. Conduct primary qualitative and quantitative research in the field
4. Demonstrate an ability to apply critical thinking and assessment skills
5. Practice metacognition through several self-assessments and online reflections
6. Examine biases that may be present in reported data, such as Walk Scores, that may contradict what is actually experienced in the field

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

1. FOT Online Reflection (between lesson 2 and 4)
2. Witnessing audio files & comments (between lesson 4 and 5)
3. Field Observation Trip final deliverable (after lesson 6)

"LOW STAKES" ASSESSMENT:

1. Entrance slip (lesson 1, 4)
2. "Keys to Success for the FOT" presentations (lesson 2)
3. Anecdotal evidence (lesson 1-6)
4. Self-assessment checklist polls (lessons 1-6)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Visual Preference Survey	1. Practice metacognition through self-assessment 2. Become familiar with the use of VPS's to analyze neighborhoods in a qualitative way	Self-assessment checklist 1 poll	Examine visual preference survey data sent by instructor

2	Pre-Field Observation Trip Workshop	1. Practice metacognition through self-assessment 2. Work together with their classmates to ensure that everybody has an equal opportunity to be successful	"Keys to Success" for FOT Self-assessment checklist 2 poll	Select a date and time to participate in the FOT Prepare necessary materials for FOT (including appropriate dress)
3	Field Observation Trip (FOT) **Note: This lesson is done independently and asynchronously. There is no lesson plan for this session**	1. Practice metacognition through self-assessment 2. Participate in qualitative field research 3. Work to use their time effectively	Self-assessment checklist 3 poll FOT online reflection (before next class)	Complete and submit FOT Online Reflection
4	Post-Field Observation Trip Debrief	1. Share their experiences with their classmates, exposing challenges, successes, etc. 2. Compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Practice active listening skills and apply those skills in the Indigenous practice of witnessing by contributing back reflections to their classmates	Self-assessment checklist 4 poll Witnessing audio files	Post witnessing audio files & leave comments Read 2 required articles before next class
5	Biases in Community Data	1. Practice meta-cognition through self-assessment	Self-assessment checklist 5 poll	Prepare a final draft of the final deliverable for peer sharing

		2. Undertake research into secondary sources 3. Understand what biases are present in secondary data 4. Reconcile what secondary data is reporting with lived experience		
6	Peer Sharing of FOT Deliverable	1. Practice metacognition through self-assessment 2. Practice giving constructive, helpful feedback to their peers	Self-assessment checklist 6 poll	Submit the final deliverable for grading

LESSON PLAN 1: VISUAL PREFERENCE SURVEY - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will begin a series of 5 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will then review what they read in the pre-reading for today's class with a partner. The whole class will then complete a VPS on neighbourhood business districts that is separate from the ones that they will be working with during the Street Challenge project. Students will then explore a website to find out more about the work in the field that is being done with VPS. Following this lesson, students will do a workshop in order to prepare for their field observation trip.

TIME FRAME AND COMMITMENT

Lesson: 95 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Link to Chicago Tribune article & Nelessen Associates blog on LMS
- Link to self-assessment checklist 1
- Computer with internet access, web cam and mic
- LMS

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will become familiar with the use of VPS's to analyze neighbourhoods in a qualitative way

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.
- Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

- Students will be required to read the Chicago Tribune article before coming to class.
- The instructor will need to have a slideshow of photos of different neighbourhood districts or access to Google Maps

NEXT STEPS

- Students will read the blog post from A. Nelessen Associates Inc. and explore their website for more information on VPS's
- The instructor will email out/post the VPS data on LMS

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: Have students complete a poll based on the questions in self-assessment form1 in the appendix.	Slide with entry task instructions Entry task poll	Prior knowledge check: Use poll to gauge the impact of each lesson on student understanding with each reflection completed.
Explain ~30 mins	**Direct Instruction Part 1:** Debrief entry task by selecting a few students to expand on their thoughts. Allow students to share in the chat box or to share verbally. Debrief the pre-reading exercise of the Chicago Tribune article using the RSQC2 format (Angelo & Cross, 1993). Put students in breakout rooms and work together to: - Recall meaningful points - Summarize their key takeaways - Ask a question about the topic from the reading - Connect what they have read to other courses, readings, or experiences - Comment on the quality of the reading Periodically signal the amount of time remaining in the chat box and encourage students to move onto the next segment at specific intervals. Return students to the main lobby and debrief as a whole after a given time. Select	Slide with instructions for group work Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of assignment.

	groups to share their work with the class. Discuss thoughts and questions.		
Class Discussion (Explore, Elaborate) ~50 minutes	Go through a VPS with the students using either a slideshow or Google Maps. Use a different neighbourhood business district than the ones that are being explored in this project. The amount of slides can be any length the instructor deems appropriate. The images could include: housing, commercial buildings, streets, parks, civic buildings. The students will rate the images on a scale from +10 to -10 based on criteria such as if they like the image and if they think it is appropriate for the street that is being viewed. They will submit their responses via an electronic format (such as Microsoft Forms) so that the data can be downloaded and shared with the class. The purpose of this activity is to prime the students and sensitize them to what they will experience during the actual observations in the field in two lessons.	Slideshow of street images or access to Google Maps Virtual survey response medium (ie: Microsoft Forms)	Anecdotal evidence (formative, low-stakes): The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~5 minutes	At the conclusion of the lesson, have students complete a second poll of the self assessment checklist. Compare and contrast the results from the poll at the beginning of the session. Remind students to read the assigned blog post and explore the Nelessen website before the next session.	Self assessment poll Slide with exit task instructions	Self-assessment checklist: The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Handley, J. (1996, November 10). Is a picture really worth a thousand words?

Our Unique Community Participation Visioning and Planning Process. (2020). A. Nelessen Associates, Inc.

Appendix

Self-Assessment Checklist 1 – Field Observation Trip Module		
Before Lesson 1	**Statement**	**After Lesson 1**
True False	I have completed all necessary readings for this module.	True False
True False	The readings that I have completed have helped me understand the purpose and rationale behind this module.	True False
True False	I understand why visual preference surveys may be used to assess the quality of a neighbourhood business district.	True False

LESSON PLAN 2: PRE-FIELD OBSERVATION TRIP - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will continue the series of 5 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will then be shown some exemplars for the final deliverable of this module. Based on this discussion, students will work in small groups to create "keys to success" that they envision are most important to remember during the Field Observation trip.

TIME FRAME AND COMMITMENT

Lesson: 100 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS
- Exemplars of student work (posted on LMS if appropriate)
- Link to copies of final deliverable assignment & rubric

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will work together with their classmates to ensure that everybody has an equal opportunity to be successful

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

- The instructor will need to get permission from previous students in order to show their work as exemplars

NEXT STEPS

Students are now equipped to embark on the Field Observation trip

Students must arrange a time that works with their personal schedules to go on a Field Observation trip

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: Have students complete a poll based on the questions in self-assessment form 2 in the appendix.	Slide with entry task instructions Entry task poll	Prior knowledge check: Use poll to gauge the impact of each lesson on student understanding with each reflection completed.
Explain ~15 mins	**Direct Instruction Part 1:** Debrief the poll by allowing students to share their thoughts Go through some exemplars of previous assignments with the students. Highlight the things that were done well, and things that could have been improved upon.	Previous exemplars of student work	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed
Explore ~ 15 mins	**Group Work:** In breakout rooms, students will work together to visually represent what they believe are the "Keys to Success" for the observation trip based on the assignment description, rubric, and exemplars shown by the instructor. Students should work in a shared document like Google Slides or Google Docs to share their thoughts. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of witnessing or use more constructive feedback if they hear criticism.

Class Discussion (Elaborate, Evaluate) ~30 mins	At the conclusion of the design time, return students to the main room. Select groups to share their visual "keys to success" with their peers. While another group is sharing, it is encouraged that the students make personal notes of what their group left out of their keys to success in order to create a high-quality final deliverable.		Formative assessment: The instructor will collect anecdotal evidence of student understanding while groups are sharing their final designs.
Explain ~ 30 mins	Explain how the Field Observation Trip will run asynchronously. 1. Students will plan to tour 4-6 blocks of their selected business district. 2. Students will walk down the street, taking notes about what businesses are present and putting them into categories. Students will also take photos of the NBD as it is being toured, looking for continuity, complementarity, and other visual clues that may indicate the success of the NBD. as they explore the street. 3. Students should stop at the end of the block and make notes about what they saw. 4. After the trip, students should reflect on the experience using the questions below. Prepare a formal reflection for Some questions to consider… 1. What did you find attractive about this NBD? What was surprising? 2. Did you find anything that needed improving? 3. How are you going to use what you have observed to develop your report? 4. Is this a successful business district in your mind? Why or why not? Check to make sure students know what to do for their Field Observation Trip. Ask students if they have questions on the process.	Slide with instructions for Field Observation Trip	Formative assessment: The instructor will collect anecdotal evidence of student understanding
Closing ~ 10 mins	**Closing:** At the conclusion of the lesson, have students complete a second poll of the self	Self assessment poll	Self-assessment checklist :

	assessment checklist 2. Compare and contrast the results from the poll at the beginning of the session. Remind students to arrange a time to go on a Field Observation Trip (that works with their personal schedules) as well as prepare their required materials ahead of time (ie: map of the area that is being observed). Students need to complete their trip as well as their reflection before the next session.	Slide with exit task instructions	The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

Appendix

Self Assessment Checklist 2 – Field Observation Trip Module		
Before Lesson 2	**Statement**	**After Lesson 2**
True False	I understand what is expected of me to be delivered at the conclusion of this module.	True False
True False	I feel comfortable going into the neighbourhood business district as an observer for this module.	True False
True False	I know what sorts of things to look for when we go on our Field Observation Trip.	True False
True False	I am confident with how to make the most out of this Field Observation Trip in order to create a high-quality final deliverable.	True False
True False	I know what I need to prepare in advance of arriving at the Field Observation Trip site.	True False

FIELD OBSERVATION TRIP REFLECTION ASSIGNMENT

Please write a response to the following questions. Your response should be about 1 page/250 words in total, and you should devote the same amount of space to each question. It will be graded using the following rubric:

GRADING AND RUBRIC			
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Quality of Response *(80 points)*	The reflection addresses all the questions listed in the assignment description. It includes connections back to previous course material that show an understanding of how businesses fit together in a real-world ecosystem. Additional thoughtful dialogue occurs when feedback is given on the reflection, indicating a desire to dive deeply into the learning.	The response addresses most of the questions listed in the assignment description. The reflection includes some reference back to previous course materials to generate a response that shows the beginnings of an understanding of how businesses fit within a certain ecosystem. There is shallow dialogue when feedback is given on the response.	The response fails to address all the questions listed in the assignment description. The reflection does not include any additional research to generate a response. The reflection lacks insight and shows no understanding of how businesses fit within an ecosystem.
Writing Standards *(20 points)*	The reflection is written clearly with only minimal errors that do not affect clarity.	The reflection is done adequately although lacks depth and there are minimal errors that occasionally impede understanding.	The reflection has multiple minor errors that significantly impede meaning in several areas.

QUESTIONS FOR REFLECTION

1. Have you been to the neighbourhood business district that we visited today before? Why or why not?
2. What did you think of the neighbourhood business district that we observed today?
3. What would you improve? If nothing, why not?
4. What stores would you be interested in trying out?
5. What three things do you think you would change to make a positive impact on the community?
6. Was it easy for you to assign categories to the businesses? Why or why not?
7. Were some categories easier than others? Do you think that some categories are easier to group than others? Why or why not?
8. How do you think the photos you took of the neighbourhood business district would score in a visual preference survey?

LESSON PLAN 4: POST FIELD OBSERVATION TRIP DEBRIEF - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. In this short lesson students will have the opportunity to share their thoughts and experiences of observing the communities in the field with their classmates and instructor. Students will apply active listening to the Indigenous practices of witnessing and circle discussions to share their successes and challenges with the survey collection, comparing and contrasting their experiences to those of their classmates.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS

OUTCOMES

1. Students will share their experiences with their classmates, exploring challenges, successes, etc.
2. Students will compare and contrast their experiences with the experiences of others in their assigned community and in other communities
3. Students will practice active listening skills

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

FNMI principles such as witnessing and sharing circles are incorporated into this lesson.

PREREQUISITE KNOWLEDGE

- Students must have gone on the field observation trip before this lesson
- Students must have completed the online reflection assignment before coming to this class

NEXT STEPS

Students will read two articles on biases in community planning and data

Students may now continue to work on a draft of the final deliverable for this module

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: Thinking about your Field Observation Trip, write down in the chat box one of the following: - A challenge you faced during the survey experience - The most meaningful part of the activity - One thing you learned from being out in the community	Slide with entry task instructions Entry task poll	Formative assessment: Use responses to gauge students' experiences with their Field Observation Trips
Explain ~15 mins	**Direct Instruction Part 1:** Debrief the entry task by allowing students to share their thoughts Explain that we will share more with one another in breakout rooms. Explain how the discussion protocol will work: In this discussion protocol, students will be sharing their experiences in the community with their group. Two students will volunteer to be the "witnesses". ▪ Witnessing is an important aspect of FNMI culture ▪ It is done by listening to what is being said and then reflecting upon it **without having taken any notes/recording the discussion** ▪ It also requires the witnesses to not speak during the discussion, which can be hard, as we often preoccupy ourselves with what we are going to say in response to someone, rather than listen to what they have to say.	Slide with instructions for discussion protocol	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through questioning as needed

	The witnesses will then post a verbal/audio reflection (approximately 3 minutes in length) after the class to their group's LMS discussion thread. Those who were not witnessing must reply to both audio files with insightful comments.		
Explore ~ 30 mins	**Group Work:** Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of witnessing or use more constructive feedback if they hear criticism.
Elaborate ~15 mins	Return students to the main room. Debrief entry task by selecting a few students to expand on their thoughts. Allow students to share in the chat box or to share verbally.		Formative assessment: The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~ 5 mins	**Closing:** At the conclusion of the lesson, have students complete a poll of the self assessment checklist 4.	Self assessment poll Slide with exit task instructions	Self-assessment checklist : The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

Appendix

Self-Assessment Checklist 4 – Field Observation Trip Module	
Statement	**After Lesson 4**
I feel that my experience during the field observation trip was very similar to that of my classmates.	❏ True ❏ False
I feel that my experience during the field observation was drastically different to those of my classmates.	❏ True ❏ False
Being a witness helped me gain a better understanding of my classmates' feelings and experiences.	❏ True ❏ False

LESSON PLAN 5: POST FIELD OBSERVATION TRIP DEBRIEF - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will continue the series of 6 self-assessment checklists that will help them visually see how the activities in this module are helping them transform their own understandings. Students will undertake the task of examining biases in relevant data and secondary research about their neighbourhood business district. After that small group work is complete, they will discuss their findings with the class.

TIME FRAME AND COMMITMENT

Lesson: 75 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS
- Links to required reading articles

OUTCOMES

1. Students will practice meta-cognition through self assessment
2. Students will undertake research into secondary sources
3. Students will understand what biases are present in secondary data
4. Students will reconcile what secondary data is reporting with lived experience

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

FNMI principles such as two eyed seeing are incorporated into this lesson.

PREREQUISITE KNOWLEDGE

- Students must have completed the two required readings before this class.

NEXT STEPS

Students may now prepare a final draft of their report in order to participate in peer sharing next class.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: In one or two sentences summarize each of the assigned articles in the chat box	Slide with entry task instructions	Formative assessment: anecdotal evidence of student understanding through listening to discussions. The instructor will also come to understand who completed the required readings for this class.
Explain ~15 mins	**Direct Instruction Part 1:** Debrief the entry task by allowing students to share their thoughts Explain that we will look up more information about our specific neighbourhoods to examine if there are any biases present in this data when examined through the lenses presented in the two required readings. Students will work in groups to research the different neighbourhoods that students investigated on their Field Observation Trips.	Slide with instructions for discussion protocol	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through questioning as needed
Explore ~ 30 mins	**Group Work:** Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of witnessing or use more constructive feedback if they hear criticism.
Elaborate ~15 mins	Return students to the main room. Debrief entry task by selecting a few students to expand on their thoughts. Allow students to share in the chat box or to share verbally.		Formative assessment: The instructor will collect anecdotal evidence of student

			understanding through concept checks and questioning as needed.
Closing ~ 5 mins	**Closing:** At the conclusion of the lesson, have students complete a poll of the self assessment checklist 5. Remind students that they need to prepare as much of their consumer research survey as possible for formative feedback in our next session.	Self assessment poll Slide with exit task instructions	Self-assessment checklist : The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Bokhari, S. (2016, August 3). How much is a point of walkability score worth? https://www.redfin.com/blog/how-much-is-a-point-of-walk-score-worth/

Cogley, B. (2020). Urban planning is "really very biases against women" says Caroline Criado Perez. https://www.dezeen.com/2020/03/10/caroline-criado-perez-urban-planning-is-really-very-biased-against-women/

Shashank, A., and Schuurman, N. (2019). Unpacking walkability indices and their inherent assumptions. *Health and Place, 55*. 145-154. https://www.sciencedirect.com/science/article/abs/pii/S1353829218306166

Walk Score. (2020). https://www.walkscore.com/

Appendix

Self-Assessment Checklist 5 – Field Observation Trip Module	
Statement	**After Lesson 5**
I felt that the articles assigned for this class were helpful in getting me to identify biases that might be present in the design of neighborhood business districts.	❏ True ❏ False
I understand the potential sources of bias when reading statistics and information about neighborhood business districts.	❏ True ❏ False
I feel that my experience during the field observation was very different from the data that we investigated today on Walk Score.	❏ True ❏ False
I felt that my experience during the field observation was very similar to the data that we investigated today on Walk Score.	❏ True ❏ False
I have a good understanding of how to use the data we examined today in our report for this module.	❏ True ❏ False

LESSON PLAN 6: PEER SHARING OF FIELD OBSERVATION TRIP DELIVERABLE - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will continue the series of 6 self-assessment polls that will help them visually see how the activities in this module are helping them transform their own understandings. Students will undertake the task of giving and receiving constructive and helpful feedback. Students will use this to edit their consumer research survey deliverable.

TIME FRAME AND COMMITMENT

Lesson: 75 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS
- Links to required reading articles

OUTCOMES

1. Students will practice metacognition through self-assessment
2. Students will practice giving constructive, helpful feedback to their peers

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

- Students will be required to recall peer assessment techniques and practices from earlier lessons in Module 3 if the instructor undertook that module.
- Students will be required to have completed a first draft of their reports in order to get value out of this lesson.

NEXT STEPS

Students may now edit their report based on peer feedback and submit for summative assessment.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What does constructive feedback look like and sound like? Write your thoughts in the chat box.	Slide with entry task instructions	Formative assessment: anecdotal evidence of student understanding of constructive feedback
Explain ~15 mins	**Direct Instruction Part 1:** Debrief the entry task by allowing students to share their thoughts Explain that we will spend time providing constructive feedback to our peers in breakout rooms. In each breakout room, group members will read copies of group members final draft of their report and provide constructive feedback, using the "Peer Review Sentence Starters": https://gunter-english.weebly.com/effective-feedback.html Each person in the breakout room will have a chance to get formative peer feedback.	Slide with instructions for discussion protocol	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through questioning as needed
Explore ~ 30 mins	**Group Work:** Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when students should switch to another group members' report.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of constructive feedback if they hear criticism.

Elaborate ~15 mins	Return students to the main room. Debrief entry task by selecting a few students to expand on their thoughts. Allow students to share in the chat box or to share verbally.		Formative assessment: The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.
Closing ~ 5 mins	**Closing:** At the conclusion of the lesson, have students complete a poll of the self assessment checklist 6. Remind students that they need to finalize their consumer research survey and submit it for summative assessment by the specified due date.	Self assessment poll Slide with exit task instructions	Self-assessment checklist : The instructor will be able to see the impact of each lesson on student understanding with each reflection completed.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Gunter, A. (n.d.). Effective Feedback to Build Strong Writers: Turning FeedBACK to FeedFORWARD. *Limelight Literacy*. https://gunter-english.weebly.com/effective-feedback.html

Appendix

Self-Assessment Checklist 6 – Field Observation Trip Module	
Statement	**After Lesson 6**
I felt that this peer feedback session was helpful for my groupmates and I.	❏ True ❏ False
My groupmates and I will be incorporating most of the feedback left by our peers.	❏ True ❏ False
My groupmates and I will not be incorporating any of the feedback left by our peers.	❏ True ❏ False
I would like to keep doing peer feedback sessions for future assignments.	❏ True ❏ False

MODULE 4 ASSESSMENT

RATIONALE

Field research allows us to gain firsthand experience and knowledge about the people, events, places, and processes that we study as entrepreneurs. Through this performance task, you and your team-mates will undertake qualitative field research for the neighborhood business district that you have been examining through the previous modules in the Street Challenge project, and thereby reaching a deeper understanding of the business ecosystems that exist within your local context.

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Undertake a visual preference survey to understand what makes a neighborhood "visually appealing"
- ✔ Identify and classify different types of businesses, further classifying them into smaller sub-categories
- ✔ Conduct primary qualitative and quantitative research in the field
- ✔ Demonstrate an ability to apply critical thinking and assessment skills
- ✔ Practice metacognition through several self-assessments and online reflections
- ✔ Examine biases that may be present in reported data, such as Walk Scores, that may contradict what is actually experienced in the field

LEARNING TASK: CONSUMER RESEARCH SURVEY - GRASPS

GOAL	You are an entrepreneur that has been asked to do an inventory of a neighborhood business district for the local city council.
ROLE	You will step into the role of an entrepreneur who has been asked to analyze a neighborhood business district using data and photographs
AUDIENCE	You are compiling this report to be given to the local city council, who is interested in understanding how this targeted neighborhood business district fits within the city's larger business ecosystem
SITUATION	You will work with a small team of entrepreneurs to prepare this inventory and report
PRODUCT	You will be asked to submit the inventory (which includes the categorization and addresses of the businesses in the district, as well as a visual map with a key) and report you have written with your team .
STANDARDS	See below

GRADING AND RUBRIC				
Criteria	**Excellent** **Meets all and exceeds some requirements** **(A- to A)**	**Good** **Meets all requirements** **(B to B+)**	**Satisfactory** **Meets some requirements** **(C to B-)**	**Unsatisfactory** **Fails to meet requirements** **(C- or lower)**
Introduction **(5 marks)** *Has your introduction convinced the reader that your report is important to read?*	The introduction clearly summarizes the contents of the report and why the qualitative research was undertaken, including the benefits for the researchers as well as other stakeholders. The authors make reference back to previously learned upon concepts and readings to build a strong and convincing case for the importance of reading their report.	The introduction clearly summarizes the contents of the report and why the qualitative research was undertaken, specifically addressing the benefits for the researchers. The authors make reference back to previously learned upon concepts to build a case for the importance of reading their report.	The introduction summarizes the contents of the report. The authors make some connections back to general concepts and themes explored within the course to date to build a weakly formed case for the importance of reading their report.	The introduction for the report is missing.
Inventory and Categorization of Businesses **(30 marks)** *Can your categories be broken down any further? Have you included all the necessary components?*	The categories are specific enough that they cannot be broken down any further into sub-categories. It is easy to see what complementarity and needs exist within the neighborhood business district. The inventory contains the three necessary components (addresses, map, and key) and are	The categories are specific, and only a few can be broken down further into sub-categories. It is mostly easy to see what complementarity and needs exist within the neighborhood business district. The inventory contains the three necessary components (addresses, map,	The categories are mostly broad, with more sub-categorization to be made in order to gain a better understanding of what complementarity and needs exist within the neighborhood business district. The inventory contains the three necessary components	There is no sub categorization present in the report. It is not easy to see what complementarity and needs exist within the neighborhood business district. The inventory is missing one or more of the necessary components (addresses, map, and key).

	exceptionally detailed, well written, and organized.	and key) and are detailed and organized.	(addresses, map, and key), but are lacking important details.	
Visual Map (15 marks) *Is your map visually appealing? Could you present it to a tourist and they would have no difficulties navigating the business district?*	The map is laid out in such a way that it is easy to understand and is highly visually appealing. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area.	The map is laid out in such a way that it is easy to understand. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area with some minor edits.	The map is laid out in such a way that it is not quite easy to understand. The map could easily be posted in the neighborhood business district or on a tourism website for consumers wishing to explore the area with some major edits.	The map is missing components of the neighborhood business district, poorly laid out,
Analysis (30 marks) *Have you analyzed the photos you took in the field? Have you reconciled your experience with secondary research?*	The analysis contains an excellent description of the visual data collected. It includes multiple references back to the visual preference survey and what makes a neighborhood visually appealing. The analysis compares and contrasts the experiences in the field and the photos taken with secondary research, and clearly addresses potential sources for any discrepancies in these two sources of information.	The analysis contains a very good description of the visual data collected. It includes some reference back to the visual preference survey and what makes a neighborhood visually appealing. The analysis compares and contrasts the experiences in the field and the photos taken with secondary research.	The analysis contains a satisfactory description of the visual data collected. It includes a vague reference back to the visual preference survey. The analysis is missing the comparison between the experience in the field and the secondary research.	The analysis re-states what was already presented in the inventory, and lacks synthesis with the visual preference survey and other secondary research.
Recommendations (10 marks) *Are your recommendations*	The recommendations clearly address areas of need and	The recommendations clearly address some areas of	The recommendations address one areas of need within the	The recommendations fail to address areas of need or

based on evidence? Who do they target?	areas of complementarity within the business district. The recommendations are written with the history, consumers, and current as well as future business owners in mind. The recommendations are based soundly in the evidence, and are further supported with photographs taken during the qualitative field research for emphasis.	need and areas of complementarity within the business district. The recommendations are written with the consumers and current as well as future business owners in mind. The recommendations are based soundly in the evidence.	business district. The recommendations are written with the consumers in mind. Clear connections between the gathered data and the recommendations are missing.	complementarity within the business district. The recommendations are written with no particular stakeholder in mind. There is an obvious lack of connection between the gathered data and the recommendations .
Citations (5 marks) *Have you included a complete list of citations?*	A complete and accurate list of all types of data sources, including personal communications, are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.	A list of citations is missing entirely from the deliverable
Writing Standards (5 marks) *Are there any spelling and grammatical errors in your writing that would detract from your message?*	The inventory and report are written clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured	The inventory and report are written clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most	The inventory and report are written clearly with some grammatical and spelling errors that do affect clarity. The paragraphs follow some SEC Writing Handbook	The inventory and report are written clearly with significant grammatical and spelling errors that significantly affect clarity. The paragraphs fail to follow most SEC

	and follow the SEC Writing Handbook guidelines for business writing.	SEC Writing Handbook guidelines for business writing.	guidelines for business writing.	Writing Handbook guidelines for business writing.

MODULE 5 PLAN: CONSUMER RESEARCH SURVEY - DISTANCE LEARNING FORMAT

SAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Biology, Business, Entrepreneurship, Environmental Science, Geography, Medicine, Population Health, Sociology, Urban Planning	**TIME FRAME**	5 Lessons 3 hours Medium-High Level of prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology, among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and develop a sense of agency in addressing ecosystem or community challenges (de Koning & McArdle, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Location-based Ecology, Gentrification, Problem Solving, Socioeconomics

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
How can we meaningfully heighten student understanding of community ecosystems to equip them to deal with community challenges as self-employed professionals?

GENERAL OUTCOMES:

1. Gain a heightened understanding of community ecosystems within their personal contexts
2. Explore broader perspectives to develop an in-depth understanding of course themes
3. Understand the value of civic engagement in addressing community challenges
4. Develop a sense of agency and ability to apply their learnings to their own career goals

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Location-based ecology
- Place-based learning
- Experiential learning

PRIOR KNOWLEDGE FOR INSTRUCTORS:
This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

1. Data collection in the community (between lesson 1 and 2)
2. Witnessing audio files (lesson 2)
3. Data entry in Excel (between lesson 3 and 4)
4. One-page memo (between lesson 4 and 5)
5. Focus Forward presentation (lesson 5)
6. Infographic (after lesson 5)

"LOW STAKES" ASSESSMENT:

1. Diagnostic assessments (drawings – lesson 1, surveys, lesson 3)
2. Class discussions (lesson 1, 2)
3. Script practice (lesson 1)
4. Exit slip (lesson 1)
5. Entrance card (lesson 2)
6. Anecdotal evidence of peer learning (lesson 3)
7. Peer feedback (lesson 3)
8. Verbal instructor feedback (lesson 4)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Pre-Survey Preparation	1. Understand the idea of a business ecosystem 2. Become familiar with the Street Challenge assignment	Ecosystem concept reflection	• Meet with their project partner and exchange contact information • Develop (if necessary) and sign a group

		3. Practice approaching individuals on the street for implied consent 4. Learn the importance of consent when conducting research		contract to ensure accountability ● Read over assignment and assignment rubric to be clear on expectations ● Arrange a time to complete the survey collection with their partner in their assigned community
2	Post-Survey Debrief	1. Share their experiences with their classmates, exposing challenges, successes, etc. 2. Compare and contrast their experiences with the experiences of others in their assigned community and in other communities 3. Practice active listening skills	Witnessing reflection	● Post witnessing reflections in D2L (if a witness) ● Respond to witnessing reflections of classmates (if not a witness) ● Input survey data into class Excel sheet
3	Analyzing Data With Excel	1. Explore the data set created in excel from their surveys by looking at cross tabs, frequency checks, and bar graphs 2. Learn from each other to acquire new skills or build upon existing skills that help them work with Excel data sets	● Short verbal presentation ● First draft of infographic ● First draft of one-page memo	● Analyze the data from the surveys and prepare and rehearse a short verbal presentation of interesting findings designed for classmates and instructors. ● Create a first draft infographic that displays interesting data designed for friends, family and members of the community – post this in the LMS discussion board.

				• Prepare a first draft of the one-page memo based on their presentation.
4	Data Analysis Presentations	1. Present their findings to classmates and instructors, and be given an opportunity to explain why they selected this data to present 2. Practice presentation skills	One page memo	• Leave formative, constructive feedback on other groups' infographics • Review feedback left from classmates about the groups' infographic and adjust accordingly • Complete and submit the one-page memo
5	Community Significance Presentations & Focus Forward	1. Present the significance of their findings on the community to classmates and instructors (and any other invited faculty, community members, etc.) 2. Understand the implications of their research 3. Appreciate the value of civic engagement, with respect to improving the community ecosystem in a local context 4. Practice conveying information to a non-academic audience 5. Practice presentation skills	Final infographic	• Submit final infographics for assessment

LESSON PLAN 1: PRE-SURVEY PREPARATION - DISTANCE LEARNING FORMAT

SYNOPSIS

In this lesson, students will revisit the ideas surrounding the business ecosystem. They will be given an opportunity to reflect upon their own understanding of what an ecosystem is and discuss those previous conceptions with their classmates. Through a mix of direct instruction and discussions, students will come to understand the Consumer Research Survey assignment and the topics that surround it, such as practical issues of survey participation and informed consent. Students will also have an opportunity to practice their "pitch" for approaching people in the community that they are sent to. Following this lesson, students will go out to their assigned community and collect surveys with their partners.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Link to Module 5 assignment description and rubric
- Slideshow describing Street Challenge Project
- Computer with internet access, web cam and mic
- LMS

OUTCOMES

1. Students will understand the idea of a business ecosystem
2. Students will become familiar with the Street Challenge assignment
3. Students will practice approaching individuals on the street for implied consent
4. Students will learn the importance of consent when conducting research

PLAN FOR DIFFERENTIATION/INCLUSION

- Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class
- Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.
- Provide digital materials for students to make notes during or after the session.
- Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

PREREQUISITE KNOWLEDGE

Some knowledge of survey taking and facilitating is helpful but not required

NEXT STEPS

Next lesson will be a debrief about the data collecting experience after the groups have gone to their communities and collected data.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What does "ecosystem" mean to you? Spend 5 minutes drawing it on a piece of paper. You may use images or words.	Slide with entry task instructions	Prior knowledge check: Use entry task to gauge students' understanding of ecosystems
Explore ~ 20 mins	**Discussion:** Debrief entry task by selecting a few students to share their drawings through their web cams and explain their thinking. Allow students to share in the chat box or to share verbally. Ask all students to turn on their web cams and hold up their drawings. Ask students to share what is similar between the drawings (likely they are drawings of nature with trees, plants and animals). Note if anyone included humans/buildings. Prompt students to think about why they didn't include humans/buildings in their ecosystem. Can we apply the term "ecosystem" to more contexts than just nature?		Formative assessment: Drawings The instructor can look at various student drawings. Most of them will draw a nature scene with trees, animals, water. Rarely will people include humans/buildings! Discussion: The instructor should facilitate by asking high order thinking questions during whole-class discussion
Explain ~ 10 mins	**Direct Instruction 1:** Go through the slides on businesses as part of the community ecosystem (lay down foundations for assignment) Use local examples from where your students are from – different parts of the city, small and big communities (may need	Slides on businesses as part of the community ecosystem	Formative assessment: check of understanding. Can use questioning to find out students' ability to apply the ideas behind a business ecosystem in

	to look at different parts of the world for diverse classrooms) Ask your students for other examples they can think of. Try to encourage *place-based thinking* (local contexts, where they are from!) Students can either write questions in the chat box or verbalize questions.		a local context
Explain ~ 20 mins	**Direct Instruction Part 2:** Share the link to the main assignment and go through the assignment sheet, paying particular attention to the rationale, i.e.why are we doing this assignment? Provide multiple entry points into the assignment by making sure you emphasize importance of: - Multiple fields of study (as you will likely have some out-of-faculty students in your class) - Communities in Calgary (or your specific city) (not all students will come from the North part of the city) Discuss how the survey works: - What is implied consent? - How do we get implied consent? Share an example of a script for implied consent	Slides on main assignment Link to main assignment	Formative assessment: check of understanding. Can use questioning to find out students' understanding of the main assignment
Explore ~ 10 mins	**Group Work:** In breakout rooms, students will practice the implied consent script. Students will take turns in their groups using the script to find out the names and faculties of their group members. Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Can use questioning to find out students' understanding of implied consent
Elaborate ~ 30 mins	**Direct Instruction Part 3:** Return students to the main lobby and debrief as a whole after a given time. Select groups to share their experience with	Slides on implied consent for surveys	Formative assessment: check of understanding. Can

	others. Prompt students to talk about how this process felt for them. Explain why it is necessary to practice this and why it is necessary to get consent if we are just getting people to fill out surveys - Briefly discuss history of informed consent – may want to mention any of the following: Nuremberg Trials/Code (1940's), Thalidomide studies (1950's), Willowbrook Hepatitis Studies & Declaration of Helsinki (1960's), Tuskegee Syphilis Study & Belmont Support (1970's) Explain how to enter data into the Excel spreadsheet - Important to explain to your students that you will be doing an "Excel workshop" later after the data has been compiled		gauge student understanding of the importance of implied consent for surveys
Evaluate ~ 5 mins	**Exit Task:** In the chat box, write down any questions that you still have about the assignment and/or one thing that you learned in this session.	Slide showing exit task and tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' grasp of the assignment requirements

INSTRUCTOR REFLECTIONS

LESSON PLAN 2: POST-SURVEY DEBRIEF - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will be shown a funny clip about giving feedback to colleagues in a professional work environment in order to provide a potentially relatable entry point into the learning. The students will then be refreshed on their skills for giving good constructive feedback, and be given an opportunity to practice those skills while providing constructive feedback to their instructor on the course to this point. Students will then work in groups of three to share and receive feedback on their Street Preview report drafts, having the opportunity to be a Witness for their peers and a Reader so that they may complete a high-quality report for summative assessment.

TIME FRAME AND COMMITMENT

Lesson: 60 mins
Faculty to prepare to use this plan: Medium
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Computer with internet access, web cam and mic
- LMS
- Link to “Peer Feedback Sentence Starter worksheet

OUTCOMES

1. Students will practice giving constructive, helpful feedback to their peers
2. Students will become knowledge keepers and give constructive feedback to their instructors on the course to this point
3. Students will build their skills as “witnesses” when they are listening to their peers read their report drafts

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session.

Provide digital materials for students to make notes during or after the session.

Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.

FNMI principles of witnessing are used to give feedback and there is acknowledgement of multiple knowledge keepers in the classroom.

PREREQUISITE KNOWLEDGE

NEXT STEPS

• Some knowledge of giving constructive feedback would be helpful, but not required • Students will be required to have completed a first draft of their Street Preview reports in order to get value out of this peer review workshop	The students are now equipped to complete the Street Preview report successfully.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~ 5 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, begin by showing the following funny 4 minute video on receiving feedback: https://www.youtube.com/watch?v=9OVvIO8Vfrs *(Shriek! – The Office Parody by TalentSprout*		
Explore and Explain ~ 20 mins	**Direct Instruction Part 1:** Debrief the video by allowing students to share their thoughts Review what good constructive criticism is like through different senses. Pose the following questions to students and allow them to verbalize or type answers in the chat box: - What does it look like? - What does it sound like? - How does it make you feel? You may want to utilize some of the resources on the following website to help their students grasp the concept of peer feedback. Specifically, the "Peer Review Sentence Starters" might be helpful: https://gunter-english.weebly.com/effective-feedback.html	Slide on constructive criticism questions. Slide with breakout task written on it.	Formative assessment: check of understanding. The instructor will collect anecdotal evidence of student understanding through concept checks and questioning as needed.

	Explain the protocol for peer feedback of Street Preview Report: The students will be in breakout rooms of 3 people per room. Within their group, each student will take turns reading out the first draft of their report (called the “Reader”). The two students in the group who are not reading (called the “Witnesses”) the report out loud will practice the FNMI principle of witnessing; which requires active listening and attentiveness to the person who is sharing. - It is encouraged that the Witnesses try not to make notes while their group member is sharing, as it takes away from our ability to listen. When the Reader has finished reading, the two Witnesses will provide constructive feedback that will help the Reader complete and enhance their report. Each Reader will get approximately 10 minutes to read and get feedback from their Witnesses.		
Explore ~ 30 mins	**Group Work:** Put students in their breakout rooms. Circulate among breakout rooms to assist students where necessary. Periodically signal the amount of time remaining in the chat box, indicating when groups should move onto the next Reader (10 minutes per Reader).	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Peer assessment: The students will be providing constructive feedback to one another on their Street Preview reports through witnessing. The instructor will circulate throughout the breakout rooms to encourage students to follow the principles of witnessing or use more constructive feedback if they hear criticism.
Closing ~ 10 mins	**Closing:** Return students to the main room after the given time. Debrief group work exercise by selecting students to share how they felt about the process.	Slide showing tasks to complete for next session.	

	At the conclusion of class, remind students of the deadline for submission of the Street Preview report.		

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Gunter, A. (n.d.). Effective Feedback to Build Strong Writers: Turning FeedBACK to FeedFORWARD. *Limelight Literacy*. Retrieved from: https://gunter-english.weebly.com/effective-feedback.html

TalentSprout. (2015, August 26). *Shriek! – The Office Parody* [Video]. Retrieved from: https://www.youtube.com/watch?v=9OVvIO8Vfrs

MODULE 5 ASSESSMENT

RATIONALE

Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. The original Street Challenge was a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. The themes explored during the original Street Challenge were then examined during the development of this Open Educational Resource (OER) to allow for adaptation, modification, and interdisciplinarity that make it a flexible module to be used in a variety of disciplines, such as urban planning, medicine, and ecology among others.

Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of educational needs and intended learning outcomes. In the development of the Street Challenge project, entrepreneurship courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives, as well as primary research and effective communication skills, can be effectively addressed.

Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning & McArdle, 2020)

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Gain a heightened understanding of community ecosystems within their personal contexts
- ✔ Explore broader perspectives to develop an in-depth understanding of course themes
- ✔ Understand the value of civic engagement in addressing community challenges
- ✔ Develop a sense of agency and ability to apply their learnings to their own career goals

LEARNING TASK: CONSUMER RESEARCH SURVEY - GRASPS

GOAL	You are an entrepreneur that has been asked to do some community research and determine the needs of a given community to see what the needs of the current business ecosystem in the community you are being sent to.
ROLE	You will step into the role of an entrepreneur, who has been asked to gain information about a community and their needs so that a potential business could open in that area and serve a beneficial purpose in the business ecosystem.
AUDIENCE	You are solving this problem for potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.

SITUATION	You will have opportunities to practice collaboration and communication at several points throughout the project via peer feedback.
PRODUCT	You will be asked to submit the surveys collected from the neighbourhood, enter and analyze the data into a data sheet that will be used by the entire class, and produce a one-page memo highlighting key findings from your assignment.
STANDARDS	See below

GRADING AND RUBRIC

Criteria	**Excellent Meets all and exceeds some requirements (A- to A)**	**Good Meets all requirements (B to B+)**	**Satisfactory Meets some requirements (C to B-)**	**Unsatisfactory Fails to meet requirements (C- or lower)**
Survey Collection (5 points) *Have you collected the appropriate number of responses during your survey collection? Have you properly numbered and organized them for entry?*	Greater than thirty responses have been collected from the community, surpassing assignment requirements. All of the surveys are fully complete and numbered, which enhances the quality of the class data set as a whole.	Between twenty to thirty survey responses have been collected to meet the requirements of the assignment. There are less than five surveys that are incomplete or are not numbered, which minimally impacts the class data set as a whole.	Twenty responses have been collected from the community. There are more than five survey that have been identified as incomplete or are missing numbers, which negatively impacts the class data set as a whole.	Less than twenty responses have been collected from the community. More than half of the surveys collected are incomplete or are missing numbers. This is an incomplete data collection and cannot be counted within the class data set.
Data Entry (5 points) *Have you entered the collected data into the class data set with accuracy, including the qualitative data?*	All of the data from the surveys has been entered into the class data set, showing full completeness. There are no mistakes, demonstrating very high accuracy. The entered data is thorough and includes all qualitative data collected.	Most of the data from the surveys has been entered into the class data set with few mistakes, demonstrating high accuracy. The entered data is mostly thorough and includes most qualitative data collected and is minimally impacted by any incomplete surveys.	Most of the data from the surveys has been entered into the class data set with a significant number of mistakes, demonstrating low accuracy. The entered data is mostly thorough and includes some qualitative data collected and is significantly impacted by any incomplete surveys.	The data from the survey has not been entered into the data set.

Memo (10 points) *Does your memo highlight key findings from the qualitative and quantitative data collected?*	The memo is highly effective in highlighting key observations made by the team in one-page. There is a blend of observations gathered from qualitative data analysis and conversations with survey participants, demonstrating insight and reflection. The memo is easy to follow, coherent, and has no grammatical or spelling mistakes.	The memo is effective in highlighting key observations made by the team in one-page. The insights gathered mostly relies on one type of observation, demonstrating some insight and reflection. The memo is easy to follow, coherent, and has few grammatical or spelling mistakes.	The memo is somewhat effective in highlighting key observations made by the team in one-page. The insights gathered relies on one type of observation, demonstrating little insight and reflection. The memo is somewhat difficult to follow, and has a number of grammatical or spelling mistakes that significantly impact the coherence.	The memo is ineffective at highlighting the observations made by the team. The insights gathered rely entirely on one type of observation and are shallow, demonstrating no insight or reflection. The memo was clearly not checked for spelling or grammatical errors.

MODULE 6 PLAN: ENTREPRENEUR INTERVIEW AND WRITE-UP

EXAMPLE COURSE	Entrepreneurship	**LEVEL**	Post Secondary
POTENTIAL DISCIPLINES	Business, Entrepreneurship, Medicine, Population Health, Environmental Science, Biology, Urban Planning, Geography, Sociology, Education	**TIME FRAME**	3 Lessons 3 hours 40 mins total Medium-High prep and follow-up time Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours

RATIONALE

Street Challenge is a community engaged, place-bound, experiential learning pedagogical framework that heightens students' understanding of business ecosystems. Entrepreneurship courses often focus on the students as future entrepreneurs, taking the perspective of business owners as independent agents. Ecosystem awareness, however, allows students to develop broader perspectives about entrepreneurs and their own career goals. Implementation of Street Challenge in different locations and courses demonstrated that the general model can be adapted and customized to fit a variety of entrepreneurship education needs and intended learning outcomes. Courses or modules using local neighbourhoods as tangible contexts have shown that conceptual learning objectives of entrepreneurship and ecosystem, as well as primary research and effective communication skills, can be effectively addressed. Equipping students with perspectives and conceptual frameworks to address future career situations as self-employed professionals or entrepreneurs is a worthwhile endeavor in itself; with Street Challenge students also discover the value of civic engagement and a sense of agency in addressing ecosystem or community challenges (de Koning, 2020).

TRANSFERABLE UNDERSTANDINGS

Ecosystems, Perspectives, Place-based Learning, Research Ethics, Interview Protocols, Field Research

STAGE 1: DESIRED RESULTS

ESSENTIAL QUESTIONS:
How might we use the stories of self-employed professionals to inform our practices in entrepreneurship given discipline?
How does that personal story of an entrepreneur impact the business startup and development of the business?

GENERAL OUTCOMES:

1. Gain a general awareness of the businesses in the given research area and how the personal story of the entrepreneur impacts the business startup and development of the business
2. Understand the value of learning from the stories of experienced professionals in a given industry to inform our practices in that field
3. Equip students with field research skills including research ethics, interview protocols and qualitative research
4. Analyze and compose digital stories to showcase the research undertaken through the unit
5. Employ effective processes for group work, interviewing, compiling reports, creating digital stories and providing quality feedback to peers

WORKING DEFINITIONS:

- Ecosystem
- Business ecosystem
- Place-based learning
- Experiential learning
- Storytelling
- Research ethics
- Interview protocols
- Field research

PRIOR KNOWLEDGE FOR INSTRUCTORS:

This module plan and accompanying lesson plans for the Street Challenge are developed using BSCS 5E and Understanding by Design Frameworks.

This module relies heavily on research ethics, interview protocols and field note taking. As such, instructors should have knowledge of these concepts.

The module utilizes place-based as well as experiential learning practices. The module also incorporates Indigenous ways of knowing relating to place-based learning and storytelling.

STAGE 2: ASSESSMENT EVIDENCE

"HIGH STAKES" ASSESSMENT:

- Consent forms (Lesson 2)
- Interview protocols (Lesson 2)
- Field Note Report (Lesson 3)
- Digital Story (Lesson 3)
- Peer Critique of Digital Stories (After Lesson 3)

"LOW STAKES" ASSESSMENT:

- Action plan for completing project (lesson 1)
- Entrepreneur information forms (Lesson 1)
- Criteria for high quality digital storytelling (Lesson 3)
- Entry tasks (Lessons 1, 2 and 3)
- Exit tasks (Lessons 1, 2 and 3)
- Class discussions (Lessons 1, 2 and 3)
- Anecdotal evidence of student learning (Lesson 1, 2 and 3)

STAGE 3: LEARNING PLAN

LESSON NUMBER	TITLE	STUDENT OUTCOMES	DELIVERABLE	OUT OF CLASS STUDENT FOLLOW-UP
1	Introduction to project Workshop on connecting with entrepreneurs	1. Understand and explain the reasoning behind the project	Action plan for completing project Information forms	Students will finish action plan and connect with entrepreneurs outside of class time.

		2. Identify the requirements for the project 3. Develop a plan to complete the basic steps for completing the project 4. Understand and demonstrate knowledge of how to connect with entrepreneurs		
2	Introduction to research ethics and interview protocols	1. Understand the parameters for ethical research and the requirements for consent prior to conducting interviews 2. Examine interview protocols and determine questions best suited to specific entrepreneurs 3. Create an interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process.	Consent Forms Interview protocols	Students will finish creating consent forms and interview protocols outside of class time. Students will submit these for formative feedback prior to interviewing entrepreneurs.
3	Workshop on field note taking and digital storytelling	1. Investigate strategies for field note recording 2. Describe the requirements for the digital story component of the project 3. Evaluate techniques for creating a digital story 4. Create criteria for high quality digital storytelling	Field note report Digital story	Students will go into the field to interview entrepreneurs and create digital stories. Students will complete the project outside of class time and submit two weeks after the 3rd lesson. Students will showcase digital stories on LMS. Students will be required to view at least 3 other digital

				stories and provide feedback to peers in lieu of viewing digital stories in class time.

LESSON PLAN 1: INTRODUCTION TO PROJECT/WORKSHOP ON CONNECTING WITH ENTREPRENEUR - DISTANCE LEARNING FORMAT

SYNOPSIS

During this lesson, students will go over the assignment description and rubric for the Street Preview report. The instructor will facilitate a workshop on how to access various types of secondary research that could be used for the report, as this is often a stumbling block for students. The students will then get some time to work individually or with partners to do bounce ideas off of and do some of their own research, keeping in mind that this report is meant to be completed individually.

TIME FRAME AND COMMITMENT	MATERIALS NEEDED
Lesson: 95 mins Faculty to prepare to use this plan: Medium Students to prepare for this plan: Medium Faculty follow-up after lesson: Medium Student follow-up after lesson: Medium Low = Little to no preparation Medium = ~ 1-2 hours High = ~2+ hours	• Link to course outline • Link to the Street Preview assignment description + rubric • Computer with internet access, web cam and mic • LMS
OUTCOMES	**PLAN FOR DIFFERENTIATION/INCLUSION**
1. Explore the various sources of secondary research that they may use for the completion of the Street Preview report	• Digital copies of handouts/instructions to allow access to EAL students, students with difficulties reading, or students who may not be present in class • Record session for students who were unable to attend the session. Provide the link on LMS for students to review after the session. • Provide digital materials for students to make notes during or after the session. • Use the chat box during discussions for students who prefer to write instead of verbalize thoughts.
PREREQUISITE KNOWLEDGE	**NEXT STEPS**
Some student knowledge of conducting secondary research would be helpful but is not required.	The students are now equipped to complete the first draft of the Street Preview report successfully.

SEQUENCE

COMPONENT AND TIME FRAME	DETAILS	RESOURCES	ASSESSMENT
Engage ~ 10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What does place-based learning mean to you? Why might it be important for you to connect with an entrepreneur in our area? Think about your thoughts.	Slide with entry task typed on it	Formative Assessment: Assessment of prior knowledge regarding place-based learning
Explain ~ 10 mins	**Direct Instruction Part 1:** Debrief entry task by having students volunteer to share their thoughts on place-based learning and why it is important for future entrepreneurs to connect with entrepreneurs in the area. Share link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric. Introduce the framework for the assignment.	Link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric	Formative assessment: check of understanding. Can use questioning to find out student engagement with and interest in project
Explore ~ 10 mins	Ask students if they have questions regarding the assignment. Discuss any questions that students have about the assignment. Students can either write questions in the chat box or verbalize questions.		Formative assessment: check of understanding. Can use questioning to find out student understanding of assignment
Explain ~ 20 mins	**Direct Instruction Part 2:** Do a mini-lesson on action planning. Watch How to Make an Action Plan - Project Management Training https://www.youtube.com/watch?v=lwoVRVgKg-o (3 mins) Co-create list of elements needed for an action plan. Ask students their thoughts on what to include in an action plan. Students can either verbalize thoughts or write them	Slide to write co-created list of elements of the action plan.	Formative assessment: check of understanding. Can use questioning to find out student understanding of action planning.

	in the chat box.		
Elaborate ~ 20 mins	**Group work:** In breakout rooms of approximately 4 students, groups will create an action plan for completing the project, using our co-created criteria. Put students in their breakout rooms. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Explain and Explore ~ 20 mins	**Direct Instruction Part 3:** Return students to the main lobby and debrief as a whole after a given time. Select groups to share their work with the class. Inform students that they will continue to work on their action plans outside of class time. This should be completed by the next class. Go through slides on Connecting with Entrepreneur. Refer to the handout on tips for connecting with your entrepreneur. What are the most salient points? Ask for volunteers to share their thoughts or have students write down your thoughts in the chat box. Discuss thoughts and questions. Explain to students that they should connect with their entrepreneur before the next session.	Slide show on Connecting with Entrepreneur. Link to Connecting with Entrepreneur handout.	Formative Assessment: check of understanding. Can read comments from students to determine their understanding of how to connect with entrepreneurs
Evaluate ~ 5 mins	**Exit Task:** In the chat board, write down where you are at with your action plan. How comfortable are you moving forward on this project? Write this down before you leave. Remind students that they need to connect with their group members to finish their action plans and also connect with their entrepreneurs before the next session.	Slide showing tasks to complete for next session.	Formative assessment: check for understanding. Can gauge what stage students are at with their action plan or if they need additional support.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Basso, Keith H., 1940-2013. (1996). Wisdom sits in places : landscape and language among the Western Apache. Albuquerque: University of New Mexico Press

Cope, J. and Watts, G. (2000), "Learning by doing – An exploration of experience, critical incidents and reflection in entrepreneurial learning", *International Journal of Entrepreneurial Behavior & Research*, Vol. 6 No. 3, pp. 104-124. https://doi.org/10.1108/13552550010346208

Frontczak, N. (1998). A Paradigm for the Selection, Use and Development of Experiential Learning Activities in Marketing Education, Marketing Education Review, 8:3, 25-33, DOI: 10.1080/10528008.1998.11488641

[Project Management Videos]. (2017, July 24). *How to Make an Action Plan - Project Management Training.* [Video file]. Retrieved from https://www.youtube.com/watch?v=lwoVRVgKg-o

Vega, G. (2010). The undergraduate case research study model. *Journal of Management Education, 34*(4), 574–604. https://doi.org/10.1177/1052562909349923

Yardley, S., Teunissen, P. & Dornan, T. (2012). Experiential learning: Transforming theory into practice, Medical Teacher, 34:2, 161-164, DOI: 10.3109/0142159X.2012.643264

LESSON PLAN 2: INTRODUCTION TO RESEARCH ETHICS AND INTERVIEW PROTOCOLS - DISTANCE LEARNING FORMAT

SYNOPSIS

In this lesson students will be introduced to the requirements for ethical research and consent. Students will use consent form samples to create their own consent form and information sheet to send to their entrepreneur. Additionally, in this lesson students will examine the interview protocols used in previous sections of the course and use these as a basis to develop an interview protocol that is best suited to their specific entrepreneur.

TIME FRAME AND COMMITMENT

Lesson: 70 mins
Faculty to prepare to use this plan: Low
Students to prepare for this plan: Medium
Faculty follow-up after lesson: Medium
Student follow-up after lesson: Medium

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS NEEDED

- Digital copy of consent form requirements
- Copies of Vega How to Conduct an Interview article (1 per student)
- Digital copies of interview protocols and Vega article
- Computer with internet access, webcam and mic
- LMS

OUTCOMES

1. Understand the parameters for ethical research and the requirements for consent prior to conducting interviews
2. Examine interview protocols and determine questions best suited to specific entrepreneurs
3. Create an interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process.

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session or would like to review the material after the session. Provide the link on the course site for students to review after the session.

Allow students to comment and participate in discussions by typing in the chat box to attend to the needs of students who are less vocal.

PREREQUISITE KNOWLEDGE

- At the end of the last session, students were asked to complete their group action plan and also connect with the entrepreneur that they will interview for the project.

NEXT STEPS

Students will finalize consent forms and interview protocols outside of class time. Students will send completed consent forms to their entrepreneurs prior to their interviews.

Faculty will review exit slips to ensure students grasped the material in the lesson. If there are gaps for the majority of students, faculty will go over the material at the beginning of the next class, and/or post additional

	information on the course site for students to review.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~ 10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What information do you think you need to collect from your entrepreneur before you interview them? Write down your thoughts in the chat box	Slide with entry task typed on it	Formative Assessment: Activating knowledge and check of understanding.
Explore and Explain ~ 20 mins	**Direct Instruction:** Debrief entry task by having students share their thoughts Direct students to link for Consent Form handout. Go through the slides on consent forms and ethical research. Explain that we will use this as a basis for creating our own interview protocols for specific entrepreneurs.	Link to Consent Form handout Slide show on consent forms	Formative assessment: check of understanding. Can use questioning to find out student understanding of requirements for consent forms.
Explore ~ 20 mins	**Group work:** In breakout rooms of the groups that students will be working in for the final project, students will develop consent and information forms for their specific entrepreneur. Students will continue developing these after the session. Put students in their breakout rooms. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.

Explain ~ 15 mins	**Direct Instruction:** After the given amount of time, return students to the main classroom. Debrief breakout task by having students share their thoughts. Students are welcome to verbalize their thoughts or share their thoughts in the chat box. Direct students to Interview Protocols handout link. Go through the slides on interview protocols. Explain that we will use this as a basis for creating our own interview protocols for specific entrepreneurs.	Link to Interview Protocols handout Slide show on interview protocols	Formative assessment: check of understanding. Can use questioning to find out student understanding of interview protocols
Elaborate ~ 40 mins	**Group work:** In breakout rooms, students will develop specific interview protocols for their specific entrepreneur. Students will submit these for formative assessment before the next class. Put students in breakout rooms based on their groups for the final project. Periodically signal the amount of time remaining in the chat box. Regroup students in the main lobby of the meeting platform after 20 mins. Students will share what they have so far with another group of students. Place students in different groups in breakout rooms. Students will spend 5 mins each sharing their interview protocols with their new group and take turns giving feedback in the form of I like, I wonder and Possible Next Steps. Students will repeat this process with each group member. Periodically signal the amount of time remaining in the chat box.	Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among the breakout rooms to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Evaluate ~ 10 mins	**Exit Task:** Return to the main lobby of the meeting platform. Debrief interview protocols. Have students summarize what they discovered in the lesson in 150 characters or less and write this down in the chat board before they leave.	Slide showing tasks to complete for next session.	Formative assessment: check for understanding. Can gauge students' understanding of lesson materials through exit task.

	Remind students that they need to finalize consent forms and interview protocols outside of class time. They will need to send completed consent forms to their entrepreneurs prior to their interviews.		

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: tips for students new to the field of qualitative research. *The Qualitative Report*, *17*(42), 1-10. Retrieved from https://nsuworks.nova.edu/tqr/vol17/iss42/3

Kajorborn, A.B. (2005). Using interviews as research instruments. *E-Journal for Researching Teachers, 2* (1) (2005), pp. 1-8. Retrieved from https://pdfs.semanticscholar.org/57e1/87565ff9c19fb9d7673b964cd77f485bcab0.pdf

Lauren, H. (2015, October 15). *Tips for conducting an effective interview* [Video File]. Retrieved from https://youtu.be/M_70RSHvqPM

Oliver, P. (2011). *The student's guide to research ethics*. Maidenhead: Open University Press

Rae, D. and Carswell, M. (2000). Using a life−story approach in researching entrepreneurial learning: the development of a conceptual model and its implications in the design of learning experiences, *Education + Training*, *42* (4), 220-228. https://doi.org/10.1108/00400910010373660

Wiles, R., Crow, G., Heath, S. & Charles, V. (2008). The management of confidentiality and anonymity in social research, *International Journal of Social Research Methodology, 11* (5), 417-428, DOI: 10.1080/13645570701622231

LESSON PLAN 3: WORKSHOP ON FIELD NOTE TAKING AND DIGITAL

STORYTELLING - DISTANCE LEARNING FORMAT

SYNOPSIS

In this lesson, students will learn about and investigate strategies for recording field notes. Additionally students will be introduced to the requirements for the digital story component of the project. Students will examine different digital story exemplars and rank these based on their group criteria. After the session, students will work in their groups to create a plan for creating the digital story for their final projects.

TIME FRAME AND COMMITMENT

Lesson: 90 mins
Faculty to prepare to use this plan: Low
Students to prepare for this plan: Medium
Faculty follow-up after lesson: High
Student follow-up after lesson: High

Low = Little to no preparation
Medium = ~ 1-2 hours
High = ~2+ hours

MATERIALS

- Digital copy of field note taking tips
- Slideshow on field notes
- Field note exemplars - exceptional and limited
- Link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric
- Slideshow on digital storytelling
- Digital story exemplars
- Computer with internet access
- LMS

OUTCOMES

1. Investigate strategies for field note recording
2. Describe the requirements for the digital story component of the project
3. Evaluate strategies and techniques for creating a digital story
4. Create criteria for high quality digital storytelling

PLAN FOR DIFFERENTIATION/INCLUSION

Record session for students who were unable to attend the session or would like to review the material after the session. Provide the link on the course site for students to review after the session.

Allow students to comment and participate in discussions by typing in the chat box to attend to the needs of students who are less vocal.

PREREQUISITE KNOWLEDGE

Prior to this lesson students should have connected with their entrepreneur and sent them their consent form. Students were asked to finalize their interview protocols so that they can be ready to interview their entrepreneur after this class.

Students will be sent the article on field note taking tips prior to class and be expected to come prepared to discuss the article.

NEXT STEPS

Students will go out into the field to interview their entrepreneur and take photos for their digital stories. Students will work together to put together their final report and digital story. This will take at least two weeks after this class.

Students will showcase digital stories on course D2L (or other digital learning platform) and be required to view at least 3 other digital stories and provide feedback to peers in lieu of viewing digital stories in class time. Faculty will review the digital stories to provide feedback and summative assessment.

SEQUENCE			
COMPONENT AND TIME FRAME	**DETAILS**	**RESOURCES**	**ASSESSMENT**
Engage ~ 10 mins	As students enter the session, ask students to mute their mics. Remind students that session will be recorded. The recording will be made available on LMS after the session. If students prefer, they may turn off their cameras. In some cases, students may be required to turn off cameras due to issues with recording sessions and bandwidth. After instructor starts recording the session, have students complete the entry task: What were the most important takeaways from the article you read on field note taking tips? Write down your thoughts in the chat box	Slide with entry task typed on it	Formative Assessment: Assessment of prior knowledge regarding place-based learning
Explore and Explain ~ 20 mins	**Direct Instruction:** Debrief entry task by selecting comments from the chat box and having students volunteer to elaborate on their thoughts. Go through slides on tips for field note taking. Show exemplars and compare/contrast exceptional versus limited field notes. Ask students to comment and select students to elaborate on thoughts. Students may vocalize their thoughts or write them in the chat box.	Link to Field Note Taking Tips handout Slide show on recording field notes Field Notes Exemplars - exceptional and limited	Formative assessment: check of understanding. Can use questioning to find out student understanding of procedures for taking field notes.
Explore ~ 20 mins	**Group Work:** In breakout rooms of groups of 4, students will go through exceptional versus limited field notes. Students will discuss the similarities and differences, providing a critique of each sample. Put students in breakout rooms groups.. Periodically signal the amount of time remaining in the chat box. After 10 minutes, bring students back to the main meeting room to debrief the exercise. Have students share or write thoughts in	Link to Field Notes Exemplars - exceptional and limited Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed. Can use questioning to find out student understanding of assignment

	the chat board about field note taking, as well as any questions they have about field note taking. Elaborate and discuss any questions that students have about field note taking.		
Explain ~10 mins	**Direct Instruction :** Go through the slides on requirements for the digital story components of the project. Have students open their Entrepreneur and Interview Write-Up Assignment Sheet with Rubric so they can follow along with the slides. Show exemplars and explain that we will use this as a basis for creating practice digital stories.	Link to Entrepreneur and Interview Write-Up Assignment Sheet with Rubric Slide show on digital storytelling	Formative assessment: check of understanding. Can use questioning to find out student understanding of requirements for the digital storytelling of the project.
Explore ~ 20 mins	**Group work:** In breakout rooms of groups of 4, students will examine the exemplars and critique each one. Students will rank the exemplars based on their evaluation of the digital story. Put students in breakout rooms based on their groups for the final project. Periodically signal the amount of time remaining in the chat box. After 15 minutes bring students back to the main meeting room. Have students share their thoughts on this activity by either verbalizing or writing in the chat board.	Digital story exemplars Type the instructions for the small group work in the chat box for easy reference during breakout room activity.	Formative assessment: check of understanding. Instructor will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.
Elaborate ~ 15 mins	**Direct instruction:** Explain to students that they should now be prepared to interview their entrepreneur, record exceptional field notes, take footage for their digital story and compile these into their final projects. They will have two weeks out of class time to prepare these. Remind students that they will post their digital stories on the course site by the given due date. Students will provide constructive, thoughtful feedback to at least two other groups. Go through exemplars of constructive, thoughtful feedback.	Slides explaining tasks to complete after this session and exemplars of constructive feedback.	Formative assessment: check of understanding. Can use questioning to find out student understanding of procedures for interviews, field note taking, digital storytelling and the final report.
Evaluate ~ 5 mins	**Exit Task:** In the chat box, write down one takeaway	Slide showing tasks to complete for next	Formative assessment: check for

	from this session. Write this down before you leave.	session.	understanding. Can gauge where students are at with the unit content and/or if they need additional support.

INSTRUCTOR REFLECTIONS

ADDITIONAL RESOURCES

Flipped Classroom Tutorials. (2018, Feb 1). *How to create video in the cloud with adobe spark video - Video editing for students* [Video File]. Retrieved from https://youtu.be/kxzge9GzVbE

Genzuk, M. (1999). A synthesis of ethnographic research. Los Angeles, CA: Centre for Multilingual, Multicultural Research, University of Southern California. Retrieved from https://web-app.usc.edu/web/rossier/publications/33/Ethnographic_Research.pdf

Ohler, J. (2006). The world of digital storytelling. *Educational Leadership, 63*(4), 44-47. Retrieved April 10, 2020 from https://www.learntechlib.org/p/98782/

Oliver, P. (2011). *The student's guide to research ethics*. Maidenhead: Open University Press.

Robin, B. (2006). The Educational Uses of Digital Storytelling. In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber & D. Willis (Eds.), Proceedings of SITE 2006--Society for Information Technology & Teacher Education International Conference (pp. 709-716). Orlando, Florida, USA: Association for the Advancement of Computing in Education (AACE). Retrieved April 10, 2020 from https://www.learntechlib.org/primary/p/22129/

WeVideo. (2015, July 1). *Create a digital story* [Video File]. Retrieved from https://youtu.be/LVKeO5IIR_A

Wiles, R., Crow, G., Heath, S. & Charles, V. (2008). The management of confidentiality and anonymity in social research, *International Journal of Social Research Methodology*, *11*(5), 417-428, DOI: 10.1080/13645570701622231

MODULE 6 ASSESSMENT

RATIONALE

The goal of the entrepreneur interview is for you to learn as much as you can from an experienced entrepreneur in your given area, including insights into your research neighbourhoods. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help you with your streets ecosystem research project.

GENERAL LEARNING OUTCOMES

Students will…

- ✔ Gain a general awareness of the businesses in the given research area and how the personal story of the entrepreneur impacts the business startup and development of the business
- ✔ Understand the value of learning from the stories of experienced professionals in a given industry to inform our practices in that field
- ✔ Equip students with field research skills including research ethics, interview protocols and qualitative research
- ✔ Analyze and compose digital stories to showcase the research undertaken through the unit
- ✔ Employ effective processes for group work, interviewing, compiling reports, creating digital stories and providing quality feedback to peers

GRASPS

GOAL	The goal of the entrepreneur interview is for you to learn as much as you can from an experienced entrepreneur in your given area, including insights into your research neighbourhoods. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help you with your streets ecosystem research project.
ROLE	You will step into the role of a digital storyteller, who has been asked to gain information about an entrepreneur and the story of their business startup and development.
AUDIENCE	You are telling the story for peers, potential business owners, city planners, community members, and anybody else that you consider to be a part of the business ecosystem.
SITUATION	You will have opportunities to practice collaboration and communication at several points throughout the project via peer feedback.
PRODUCT	As a group you will be asked to submit the finalized interview protocol, an information sheet and signed consent to use the information in the class project, field notes of the interview organized by theme and a 5-6 minute Digital Story of the entrepreneur's start-up and growth story.
STANDARDS	See below

TASK 1: INTERVIEW PROTOCOL

Using the general interview protocol as a starting point, teams will select the themes and questions that are most appropriate to their specific entrepreneur. Students will work in their teams to finalize their questions for their entrepreneur and submit these on the course discussion board for formative feedback from peers as well as in the dropbox to their instructor formative feedback prior to engaging in their interview. Students will be required to provide feedback using the critical friends protocol (I like, I wonder, overall I understand that…) to peers. Teams will use this feedback to modify their interview protocol prior to engaging with their entrepreneur.

The interviews with the entrepreneurs should cover a range of topics, but we are particularly interested in the challenges and successes of the business startup and growth process to fit with the course focus. We are also interested in how the business and the entrepreneur relates to other organizations in the area and in the city. Each team may need to add or adapt parts of the interview protocol to fit the specific situation of the person being interviewed.

TASK 2: INFORMATION SHEET AND SIGNED CONSENT FORM

For administration purposes, each team must submit an information sheet about their entrepreneur and a signed consent form that allows students to use the information for the purposes of the class project. Note: If the entrepreneur is uncomfortable sharing a specific story or piece of information, that can be deleted from the transcript so that the entrepreneur is comfortable signing. Students will send the forms through a digital signing app such as Docsketch or Docusign to their entrepreneur. Once teams receive the signed documents they will submit their forms through dropbox to their instructor. **These forms must be submitted prior to engaging in the interview.**

TASK 3: FIELD NOTES

Distance Learning Option:
Student teams will arrange a time to meet with their entrepreneur via an online meeting platform. Students may submit the questions to their entrepreneur prior to the meeting if the entrepreneur would like to view the questions. Students should choose an online meeting platform that their entrepreneur is familiar with or be prepared to send detailed instructions on how to use the meeting platform for those who are unfamiliar with the platform. During the interviews, teams should collect field notes of the interview, including notes on the answers to the questions as well as interesting qualitative data. An actual recording of the interview is optional, but welcome if the entrepreneur is willing to be recorded.

After the interview, teams will use their field notes to prepare a 5-10 page, double spaced document, organized into sections with headings that summarizes the conversation and includes interesting direct quotes. Teams are allowed to attach appendices if they wish to include documents or other information from the business or entrepreneur. Teams will submit their report to their instructor through dropbox.

TASK 4: DIGITAL STORY

Using their information sheets and field notes, each team will prepare a 5-6 minute narrated digital story using Adobe Spark, PhotoStory or iMovie (download software for free) to share with the class. Each team should take some pictures of the people, business and street to use in their digital story. The narration and script

should be primarily written and spoken by the team members, and could include selected direct quotes and detailed summaries of the entrepreneur's comments to add interest and insight.

The digital story should focus on the startup and growth story of the entrepreneur, including how they use their network and their ecosystem to be successful, and highlighting any interesting or entertaining details. If appropriate, citations should be submitted on a separate sheet of paper.

Teams will share these stories with one another online in a synchronous session or in an asynchronous format through the discussion board. Students will be required to provide feedback to one another so that students can learn from all of their experiences. Teams will also submit their stories to their instructor for summative assessment through the course dropbox.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING AND RUBRIC

Criteria	Excellent Meets all and exceeds some requirements (A- to A)	Good meets all requirements (B to B+)	Satisfactory meets some requirements (C to B-)	Unsatisfactory Fails to meet requirements (C- or lower)
Interview Protocol Content *Were you able to cover the topics in the interview protocol and gain interesting information?* (25 points)	Provides an exceptionally thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Tells the story of the entrepreneur in great detail in a logical and clear manner focusing on the story of the	Provides a thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Tells the story of the entrepreneur in a logical and clear manner focusing on the story of the startup and growth process as well as	Provides a basic interview protocol that is not relevant to the specific entrepreneur and addresses some of the major challenges and successes of the business startup and growth process. Tells a poorly organized story of the entrepreneur and lacks focus on the story of the startup and growth process and/or how the business and the entrepreneur relate to other organizations in the	Fails to provide a thorough and detailed interview protocol that is relevant to the specific entrepreneur and at the same time addresses the major challenges and successes of the business startup and growth process. Neglects to tell the story of the entrepreneur in a logical and clear manner. Discussion is illogical and unclear.

	startup and growth process as well as how the business and the entrepreneur relate to other organizations in the area and in the city. Provides excellent analysis and insight into entrepreneur & his/her story, with particular reference to course material and additional resources.	how the business and the entrepreneur relate to other organizations in the area and in the city. Provides analysis of the entrepreneur & his/her story, with particular reference to course material.	area and in the city. Provides no analysis of the entrepreneur & his/her story, with particular reference to course material.	Provides no analysis of the entrepreneur & his/her story, with particular reference to course material.
Quality of Field Notes report *Did you include all of the required information within the page limit?* *Is your information organized in a logical sequence and coherent?* (25 points)	The document is very well-organized and is arranged into logical sections with appropriate headings. The report very clearly summarizes the conversation and includes many interesting direct quotes and anecdotes as well as additional information and insights into the story of the entrepreneur and business. The included figures and appendices are well thought out and very clearly explained.	The document is well-organized and is arranged into logical sections with appropriate headings. The report clearly summarizes the conversation and includes interesting direct quotes and anecdotes. The included figures and appendices are clearly explained. The document is written in a professional manner and attends to proper grammar conventions. The report fits within the 5-10 double spaced page limit.	The document is poorly organized and lacks logical sections and/or appropriate headings. The report vaguely summarizes the conversation. It does not include any quotes or anecdotes. The included figures, tables and appendices lack basic explanations The document lacks professionalism and contains several grammar and/or spelling mistakes. The report is either less than 5 or more than 10 double spaced pages.	The document has no organization or structure. There are no section headings. The report is incomplete and does not summarize the conversation. There are no quotes or anecdotes. The report contains illogical figures, tables and appendices that lack basic explanations. The document lacks professionalism and contains many grammar and/or spelling mistakes. The report is illegible. The report is either less than 5 or more than 10 double spaced pages.

	The document is written in a very professional manner and attends to proper grammar conventions and spelling throughout. The report fits within the 5-10 double spaced page limit.			
Quality and completeness of Digital Story *Does your story cover all the required elements? Did you tell the story of your entrepreneur and provide insight into their ecosystem and network?* (35 points)	The digital story shows an excellent selection of stories and insights. The storyline flows extremely well and tells a very well-thought out, logical, engaging story that appeals to a broad audience. There is a very effective selection of at least images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is an excellent execution of the video technique and narration style. Overall, the digital story is exceptionally	The digital story shows a good selection of stories and insights. The storyline flows well and tells a well-thought out, logical, engaging story. There is an effective selection of at least 5 images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is a creative use of the video technique and narration style. Overall, the digital story is informative and entertaining.	The digital story shows a mostly good selection of stories and insights. The storyline is somewhat disjointed, jumping around between topics without connecting the segments well. There is a good selection of less than 5 images (photos or short video clips of people, business, products, area) to enhance the storyline or give insight into the entrepreneur or business. There is minimal creativity in the video technique and narration style. Overall, the digital story is somewhat informative, somewhat entertaining.	The digital story shows a poor selection of stories and insights. The storyline lacks flow with too many short, disconnected segments. The image selection lacks relevance, and has either too few or too many images. The images do nothing to enhance the storyline or give insight into the entrepreneur or business. There is an ineffective use of the video technique and narration style. Overall, the digital story lacks insight and is boring.

	informative and entertaining.			
Consent Form, Research ethics form and information *Did you get all of the required information and consent from the entrepreneur?* (10 points)	Submitted all the requested forms prior to engaging in the interview.		Omitted one of the requested forms prior to engaging in the interview or forms lacked critical information.	Omitted more than one of the requested forms prior to engaging in the interview or forms lacked critical information.
Citations and Scholarly Writing *Did you include acknowledgment of data sources (including for entrepreneur and course materials)?* (5 points)	There is complete and accurate acknowledgment of data sources throughout. The data sources are listed in a clear manner for easy referral. The data sources are of high quality and add to the overall insight of the interview write-up.		There is a somewhat complete and accurate acknowledgment of data sources (including for entrepreneur and course materials). The data sources are listed in a disorganized manner that do not allow for easy referral.	There is an incomplete or inaccurate acknowledgment of data sources throughout. If present, the data sources are missing key information.

ENTREPRENEUR INFORMATION SHEET

ENTREPRENEUR INFORMATION	
Name of Entrepreneur	
Is the entrepreneur willing to be a speaker at the university?	❏ Yes ❏ No
Contact Information (Include company name, address, phone number(s), email and website)	
CURRENT COMPANY INFORMATION	
Approximate age of the company	
Number of full time paid employees	
Number of part time paid employees	
Number of paid seasonal employees	
Industry sector	
Target market (Choose all that apply)	❏ Retail - consumer ❏ Industry or organizations ❏ Other:
STARTUP INFORMATION	
How did the entrepreneur get started? (Choose all that apply)	❏ Founded a company from scratch ❏ Bought a franchise ❏ Bought a company ❏ Inherited a company/worked a family business ❏ Worked within an existing company (employer) ❏ Other:
Who did this entrepreneur start the business with? (Choose only one)	❏ Alone ❏ Spouse or family member ❏ Partner or team
What were the main sources of financing to start and/or grow the business? (Choose all that apply)	❏ Self ❏ Bank ❏ Friend or family ❏ Professional investors ❏ Other:
INFORMATION ABOUT THE ENTREPRENEUR	

Gender	❏ Male ❏ Female Other
Approximate age of this entrepreneur	
Has the entrepreneur owned any business prior to this current business?	❏ Yes ❏ No
If yes, how many?	
How old was the entrepreneur (approximately) when they started their first business?	

INTERVIEW PROTOCOLS

The goal of the entrepreneur interview is to encourage you to learn as much as you can from an entrepreneur. The interview should be a mixture of the entrepreneur's personal story, the business startup and development, and any useful qualitative and/or quantitative data that can help us with our streets ecosystem research project.

Tailor the list of general interview protocols and select the themes that are most appropriate to your entrepreneur. Every interview should cover the three overall topics mentioned in the first paragraph, but after that you are encouraged to pursue whatever details or stories that are most interesting (to you and to the class).

PERSONAL STORY

- What was your background before you started your first business?
- Were there entrepreneurs or business owners among your family and friends when you were growing up? How did their experiences affect your decision to start a business?
- What made you decide to start your own business?
- How many businesses have you started? How does this business relate to the other ones?
- How has business affected your daily life? Do they feel like you have work life balance?

BUSINESS STARTUP PROCESS

- Where did the idea for your business come from? What sparked the business idea?
- What made you decide to start this business?
- When exactly did you start the business?
- How long did it take between thinking about the business and actually opening the doors and selling to customers? Did it take longer than you expected? Or was it a pretty smooth process?
- If you think back to the process of starting the business, what sorts of things did you need to organize? (E.g. finding a location, getting stock, organizing financing, hiring people, developing the product or organizing how to provide a service, testing the concept or the recipe, etc. etc.) Was it hard to organize all the pieces that went into creating this business?
- Entrepreneurs usually rely on personal connections to help with the process of starting the business. Sometimes it's family helping with renovations or loans, and sometimes it's professional connections that help organize deals or become the first customers – it could be anything. Who were the people who helped you start the business? How did they help? What kind of connection did you have with them before starting the business?
- After the business actually opens the doors, an entrepreneur sometimes needs to make adjustments to the plan or to the business in order to be successful. What additional actions did you take or changes did you make after actually opening the doors
- How did you organize the financing needs?
- How did you find your first employees? What was it like hiring people? Did you have experience in recruiting and training and promoting people, or did you have to learn-by-doing?

LOCATION

- Why did you choose the area? What made you stay in this area?
- Would you move to a different area? If you went back to the start, would you change anything? Location? Business?
- How would you describe this part of the street/area?
- How would you describe the typical customers? How would you describe the business community? Is there anything special about this area that I/we should know about?
- How has the community impacted you? How have you impacted the community?

- What changes have you seen in the neighbourhood? What is the most challenging thing about running a business in this area? In what ways does the area help you to achieve success?
- What changes would you like to see in the area over the next 1-4 years? (Could be landscape, public areas, types of businesses in the area, types of people, transit, business association, anything at all)
- How does this part of the street relate to the area immediately around it? How does that affect the street as a business district?

BUSINESS GROWTH

- Was your business planned to stay small, would you want to grow?
- How involved are you in the business? Is your involvement the same as when you started the business?
- How has your strategy changed since you started?
- How has your marketing changed from when you first started to now?
- How has competition changed from when you first started to now
- How has being in business affected you?
- Is the original team that started the business still together?
- Has your value set changed since the business started?

INTERVIEW AND FIELD NOTES TIPS

1. The hardest part of the Entrepreneur Interview is scheduling a meeting. Try to get this organized as quickly as possible.

2. To prepare for your interview, it is appropriate to do preliminary research before interviewing the entrepreneur. Try to research the individual, the company and the industry (or at least similar businesses in the area). As you do this research, make notes AND write down the sources of your research. If you use your research later, whether the information is from published sources or personal contacts, you must take care to provide proper citations for your sources. By making notes right at the beginning, you will make it easier later.

3. After doing some preliminary research, adapt the basic interview protocol to fit your interviewee. An interview protocol is an organized list of topics and questions. When you interview someone, ideally you would conduct the interview as an interesting conversation, not like a structured survey with precise questions and short answers. Get the person talking and telling stories related to our topics. Unfortunately, we often forget to ask our questions during the conversation, so it is important to have a list. At regular intervals during your interview, check your list of topics and questions, and make sure you cover everything.

4. As a general technique, it is recommended that you take handwritten notes during the interview. It will help you concentrate, and help you remember the details of the conversation. To prepare for taking notes, get a notebook and draw a line down each page, creating a wide column on 2/3 of the page, and a narrow column 1/3 wide. In the wide column, you will write notes about what the entrepreneur is actually saying. In the narrow column, you can write down personal observations to yourself, like whether your interview was interrupted by phone calls, or the entrepreneur looked uncomfortable when discussing a specific topic, or note questions you would like to ask to follow up on what the entrepreneur is saying. While writing your notes, try to write down a few phrases exactly as your entrepreneur stated them, so you can use direct quotes in the interview.

5. You may record your interview on your phone as long as your entrepreneur agrees to be recorded. The only challenge is that some people are not as comfortable and natural when they know the interview is being recorded. You can promise to erase the interview recording after you finish the course (wait until you have your assignment grade). If you make this promise, remember to keep that promise! Even if you record the interview, you should still make some notes. It will help you concentrate on the flow of topics and idea.

MODULE 7 STREET CHALLENGE FINAL PROJECT - DISTANCE LEARNING FORMAT

RATIONALE

The difficult process of neighbourhood-based commercial revitalization requires a local strategy, with dedicated, inventive leaders and practitioners adapting to changing conditions and diligently managing community plans to achieve their goals (Weekly, 2012). Communities cannot rely on just the local government when it comes to revitalizing their local business district – they need the creativity of the entrepreneurs to help get it done. All improvements made to a business district are designed to benefit the defined district, and improvements can range from cosmetic to fully transformative (Lewis, 2017).

This final project is an opportunity for you to build upon the work you have been doing throughout the semester. You will use information you have gathered from the previous modules in the course to build a final project composed of two parts with your group. The first part is participation in a demonstration fair held in one of the neighbourhood districts you have been working in during this semester. Here, you will present recommendations, rooted in evidence, that you would make to improve the business district you have worked in. You have already demonstrated to us that you can write a business report through the Street Preview assignment, so we highly encourage you to use this opportunity to prepare something truly creative. You will also be asked to hand in a pitch book that includes all the information from your presentation for grading, including a reference list and appendices if relevant. Please ask your instructor for advice on preparing an excellent pitch book.

GENERAL LEARNING OUTCOMES

- ✓ Examine the role of the neighbourhood business district as a valuable part of the business ecosystem
- ✓ Demonstrate an ability to apply critical thinking and assessment skills
- ✓ Address the 3 aspects of making recommendations for a business district – analysis, argumentation, and communication
- ✓ Practice presenting and handling questions from a diverse audience in a professional manner
- ✓ Gain deeper insight into the data and research that has been done through the other modules such as the Street Preview assignment, Design-a-Mall activity, Entrepreneur Survey, Consumer Research assignment, and more
- ✓ Understand what makes a recommendation and implementation plan sensible and realistic
- ✓ Consider various perspectives in a neighbourhood business district and how those perspectives provide insight into the sensibility of an implementation plan

LEARNING TASK: STREET CHALLENGE FINAL PROJECT - GRASPS

GOAL	You are an entrepreneur that has been asked to create an analysis for a specific neighbourhood as a business district and determine the best features, resources, and challenges.
ROLE	You will step into the role of an entrepreneur, who has been asked to take an analytical approach and use the evidence gathered from previous research and make realistic recommendations that will improve the neighbourhood business district.

AUDIENCE	You are making at least two recommendations, one that is directed to the community within the neighbourhood as a whole, and one that is directed towards an entrepreneur that is looking to open a successful business in the neighbourhood district. Keep in mind that during the presentation fair, you will be presenting to a diverse audience - community members, faculty, other students, and alumni of the course.
SITUATION	You and your group have been asked to come up with strong recommendations for improving the neighbourhood that you have been working in during previous modules. These recommendations should be strongly rooted in evidence, creative, and are realistic.
PRODUCT	You will be asked to participate in a demonstration fair held in one of the communities that you have explored this semester. During this fair, you will be presenting your recommended changes to the neighbourhood business district in a professional manner. You will also be asked to hand in a pitch book that is a well-organized synthesis of your recommendations, evidence, implementation plan, and how you would approach implementing it.
STANDARDS	See below

GRADING AND RUBRIC

Criteria	**Excellent Meets all and exceeds some requirements (A- to A)**	**Good Meets all requirements (B+ to B)**	**Satisfactory Meets some requirements (B- to C)**	**Unsatisfactory Does not meet requirements (Below C-)**
Recommendations (20 marks) *Were you able to make realistic recommendations regarding the neighbourhood business district that could be implemented in the near future?*	The deliverable includes two or more excellent recommendations for potential entrepreneurs and other stakeholders. The recommendations include what should be done and a clear path of how the change would be implemented in a realistic manner.	The deliverable includes two very good recommendations for potential entrepreneurs and other stakeholders. The recommendations include what should be done and a path of how the change would be implemented, with minimal questions about how realistic the recommendations are.	The deliverable includes one recommendation for one of the targeted groups (potential entrepreneurs or other stakeholders) only. The recommendations include a vague outline of what needs to be done for implementation. There are some obvious concerns about how realistic the	The deliverable includes less than two recommendations for potential entrepreneurs or other stakeholders. The recommendations include what should be done, but lack a description on how the recommendations could be realistically implemented.

			recommendations are.	
Research and Reasoning (30 marks) *Have you synthesized the appropriate evidence from previous modules in order to build a solid foundation for your report?*	The deliverable includes relevant and interesting research from a variety of primary and secondary sources, including the customer survey data and the interviews from business owners. The data is analyzed using multiple different methods, and the findings form a very strong basis for recommendations and arguments. The arguments made are logical, well-supported, and address motivations to implement the recommendations. All arguments present great encouragement for stakeholders to act on the recommendations.	The deliverable includes relevant and interesting research from a variety of primary and secondary sources. The data is analyzed using mostly one method, and the findings form a good basis for recommendations and arguments. The arguments made are logical and address motivations to implement the recommendations. All arguments present some encouragement for stakeholders to act on the recommendations.	The deliverable includes minimal research from relevant primary and secondary sources. The data is not analyzed, just re-stated within the deliverable. The findings form an acceptable basis for recommendations. Some of the arguments made are logical and address some motivations to implement the recommendations. There are some motivations that remain unaddressed. There is weak encouragement for stakeholders to act on the recommendations.	The deliverable is missing research from a variety of sources. The data is not analysing using proper methods, and any findings form a weak basis for recommendations and arguments. The arguments made are only somewhat logical and somewhat address motivations to implement the recommendations. All arguments present no encouragement for stakeholders to act on the recommendations.
Effective Communication (15 marks) *Is your deliverable organized and easy to read? Have you selected a creative*	The deliverable is organized in a logical sequence, using headings and subheadings that fully support the flow of the report. There is clearly deliberate	The deliverable is organized in a logical sequence, using headings and subheadings that somewhat support the flow of the report. There is clearly deliberate	The deliverable is mostly organized in a logical sequence, with flow being interrupted minimally due to a missing heading. There is a clear attempt to	The deliverable lacks headings and subheadings that support the flow of the report. The writing is not organized from a reader's perspective.

format in which to present your findings?	and well-executed consideration for the reader's perspective in the writing. The method of communication of the recommendation and analyses is highly creative, including materials such as drawings, photos, or exploring a new and creative format. The method chosen adds to the reader's experience, making it highly attractive and rewarding to read.	consideration for the reader's perspective in the writing, with only minor improvements to be made. The method of communication of the recommendation and analysis is somewhat creative, including materials such as drawings or photos while exploring a creative format. The method chosen delivers the recommendations in a clear way, but could use some additional creativity to make it more rewarding to read.	consider the reader's perspective in the writing, but there are significant improvements that could be made. The method of communication of the recommendation is standard, and includes minimal creativity such as an occasional photo. The method chosen delivers the recommendations in a somewhat clear way, but could use improvement to make it rewarding to read.	The method of communication of the recommendation and analysis lacks creativity, missing alternative materials such as drawings or photos and sticking to the format of a traditional business report. The method chosen is understandable, but is lacking the creativity to make it rewarding to read.
Citations (10 marks) *Have you included a complete list of citations?*	A complete and accurate list of all types of data sources, including personal communications, are created using APA guidelines. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a complete and consistent format.	A mostly complete list of all types of data sources are created using APA guidelines with minimal errors. If APA guidelines are not used due to different style guidelines in other disciplines, the citation list is made using a mostly complete and consistent format.	An incomplete list of all types of data sources are created using APA guidelines with significant errors.	A list of citations is missing entirely from the deliverable.
Business Professional Style (5 marks) *How easy to read is your pitch book?*	A well-designed layout is created that exceeds the assignment requirements, creating an	A well-designed layout is created that meets the assignment requirements, creating a neat and	A layout is created that almost meets assignment requirements, but could use another revision to make	A layout is created that does not meet the assignment requirements. The pitch book is

	exceptionally neat and easy to read pitch book that could be considered for publication.	easy to read pitch book.	the pitch book neat and easy to read.	confusing and lacks appropriate flow.
Mechanics (5 marks) *Are there any spelling and grammatical errors in your writing that would detract from your message?*	The pitch book is written clearly with only minimal grammatical and spelling errors that do not affect clarity. The paragraphs are well structured and follow the SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with some grammatical and spelling errors that minimally affect clarity. The paragraphs are well structured and follow most SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with some grammatical and spelling errors that do affect clarity. The paragraphs follow some SEC Writing Handbook guidelines for business writing.	The pitch book is written clearly with significant grammatical and spelling errors that significantly affect clarity. The paragraphs fail to follow most SEC Writing Handbook guidelines for business writing.

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Lewis, R. K. (2017). *How a business improvement district helps*. The Washington Post. https://www.washingtonpost.com/realestate/how-a-business-improvement-district-helps/2017/07/20/bd0af15c-6717-11e7-8eb5-cbccc2e7bfbf_story.html

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PART FOUR: REFLECTIONS AND PRACTICAL TIPS

We have learned some valuable lessons using place-based pedagogy. We wanted to share some reflections and tips. As we have noted throughout this OER, we think Street Challenge can be applied in many contexts and many ways. The approach has been used in undergraduate and graduate programs, solely with business students, with students having a minimal business background and understanding, and a combination of the above. In your context, which may not involve business students at all, the pedagogy can be easily adapted to meet your needs. The selection of which assignments to use, whether to focus on a small-town main street or a combination of urban business districts, and who to engage as community stakeholders is customizable.

However, some considerations are global. We highlight and briefly discuss three here. First, we note that students can face a conceptual challenge in moving from the abstract to the concrete, and may not "see" the value of a place-based, community-focused approach to experiential learning. Second, we note that there are some practical logistical considerations to consider with the pedagogy - weather, transportation, and class size may impact your plans; or logistical concerns around organizing speakers may also be an issue. Third, we note that fostering and sustaining student engagement, particularly in teams, may be a challenge; as might scaling the level of faculty time put into utilizing the pedagogy.

As an aside, you may have to pivot because of world events. This pedagogy was adapted on the fly to an online learning environment in Spring 2020 using Zoom, and the resulting plan required some adaptations but did support student learning. Only a third of the students in the class were familiar with the chosen business district, but careful curation of the student teams made sure to include ‘locals’ on each team. In addition, more intentional meetings through Zoom with local businesses and leaders were combined with online resources, such as google maps, to help the students gain a sense of place. The process was undoubtedly different from the face-to-face classroom, but many of the same benefits to student learning accrued. In the modules we have published, we are including online adaptations of the modules; we hope our colleagues will not sacrifice community engaged, place-based pedagogy, even though live interactions are restricted.

LESSONS AND INSIGHTS LEARNED

Practical Logistical Considerations:

For many faculty teaching in Northern schools, weather can be a factor. Plans for a robust field experience may have to be adapted or abandoned when the weather reaches -20 Celsius, or a storm forces class cancellations. Planning ahead with alternative methods, such as virtual field trips, or entrepreneur interviews, may be necessary.

Transportation may also be a factor. The chosen neighbourhood may have a rich diversity of content, or may have unique features, that will make it a great site. But it might be hard to get to, particularly for students without access to private transportation. The site may lack sidewalks or curb cuts, or it might be in a hilly area, creating challenges for students with mobility issues. Being mindful of equity and access considerations is important.

We have made extensive use of speakers to add “data” to the students' understanding of the community. Being intentional about inviting speakers from the neighbourhoods enhances the connectedness of the ecosystem that the students experience. Speakers humanize the community and ground theory within a neighbourhood context. For example, in a course that focused on the Kensington and Inglewood business districts, the Business Improvements Area directors of both neighbourhoods visited the class to discuss the history and dynamics of the community and their interactions with City Hall. A city councillor spoke on city policies and urban planning design. A local banker discussed how the bank supported local businesses, including a discussion of financing options. In each case, the speakers added value.

Class size may also be a concern. A small class will bear a greater proportion of the workload amongst fewer members, while a large class may require two sites, or parallel projects. We have used different strategies for conducting team work within the Street Challenge pedagogy, and they all worked well because we tried to adapt

to the size of the class. In a small class, an instructor may prefer to have the whole class working as one team, focused on one place. We have had classes with up to 12 students working as a large project team. In a larger class, an instructor will need to choose groups, which can become complicated over the course of a semester. To enhance the synergies between the different exercises, we created teams of 4-6 students that worked together over the whole semester, but for some assignments they would split into 2-3 subgroups to complete specific tasks. Even in a large class which used two different field locations, student teams would be assigned to one or other place for the whole semester, with the intention of creating a synergistic pathway through all the modules towards the final project.

Student Engagement

An additional student-focused concern is sustained commitment and engagement with the process. It is essential to make the value clear for the students, and to ensure balance and diversity within the teams. We chose to create the teams, and thus ensured a balance of business, engineering, and other majors on each team. An alternative approach would be to define required parameters for each team, and allow students to create their own teams. If some students know each other well, and others are 'strangers', this may create some tensions in the classroom, so some curated meet and greet exercises may be helpful to ensure that students create teams that are inclusive of a diverse set of perspectives and skills. Providing structure and agency for students increases commitment and engagement.

The level of involvement of a faculty member in the Street Challenge activities is also a consideration. Depending on how the pedagogy is used, a faculty member might want to accompany the students as a participant/guide (particularly in the initial field experience) so that student activities can be properly orientated and redirected to connect to learning outcomes. If the pedagogy is implemented with multiple field visits, however, it may not be feasible for the faculty member to participate beyond a single visit. In these cases, we found class debriefing discussions, and pre- and post- reflection assignments, were effective alternatives to spending time in the field with students.

PRACTICAL TIPS

Start Early: Planning to implement the pedagogy takes time. It is a deceptively simple concept, but the logistics take time.

Choose Wisely*:* Be intentional about why you might choose a particular neighbourhood. It should have some characteristics that link to your course objectives.

Survey your Students Often: We find that regular check-ins with students boosts engagement and participation rates, while neglecting them and assuming things are progressing as planned results in a mad dash at the end of the project cycle.

Assign Everyone a Role: Students perform better in team projects when they have a defined role and distinct obligations. In the Street Challenge, we believe that assigning teams distinct roles, and building in peer-to-peer accountability loops, enhances performance.

Arrange Interviews Early: Even if you are not planning on having students conduct interviews until late in the semester, make sure you have enough lead time built in to allow for cancellations or schedule changes.

Bring the Community into the Classroom: The value isn't just for the students to experience and be part of the place, it is also for the community to experience and be part of the classroom. Set a time and place (perhaps in the community), and invite the stakeholders to come and see the students' final projects.

Be Flexible and Allow for Organic Change: Having a plan is fine. Rigidly adhering to a schedule is likely impractical. Things will come up, or serendipity will provide opportunities.

Reflect, Reflect, Reflect**:** As with all experiential learning, reflection enhances student outcomes. We found that students appreciated a chance to tell their stories and discuss insights.

PART FIVE: NEXT STEPS FOR STREET CHALLENGE

The structure, format, and individual modules we have included in the OER are not an exhaustive list of Street Challenge approaches. As we lived through the evolution of the pedagogy from a few single class ideas loosely centred around a place to a latticed and interconnected set of experiences that became a pedagogy, we were conscious that we wanted the approach to grow, change, and be influenced by the experiences and perspectives of others who use it. Below we offer four areas that we see as natural next steps for this process.

Communities of Practice: Our next step in this journey is to bring together instructors from many disciplines interested in place-based learning. We plan to create a community of practice at the University of Calgary to bring together people with and without experience, and work together on applying the pedagogy in different courses, and learning best practices from each other. At the same time, we will work together to develop studies and write articles within the Scholarship of Teaching and Learning.

Bridging Interdisciplinary Barriers: We believe that community engaged pedagogy is an impactful approach in many disciplines. Indeed, we have discussed ideas with instructors in Art, Medicine, Education, and Architecture & Planning, and we know some form of community engaged pedagogy is important to all these disciplines. As part of these discussions, we have discovered that the vocabulary of our disciplines is not identical, but the commitment to student learning and the measurable impact on student development is common to us all. Community engaged pedagogy is relevant across the university, because when we apply our knowledge we inevitably affect our communities. And if we engage the communities while teaching our students their disciplines, we increase the likelihood our alumni will show insight in applying the knowledge in their future professional and civic leadership roles.

Distance Learning: Distance learning is different from an online learning model, because in many cases participants by definition are not located near the university. In these contexts, an alternative approach is to encourage students to adopt a neighbourhood near their homes. The teams would then become peer coaching teams, working together to support the creative and critical thinking processes. The teams could help each solve project process problems, compare and contrast their local observations, discuss recommendations, and possibly even create programs that would support multiple communities. We have not tried this approach, but it is an interesting future challenge that may have particular applicability in disciplines such as social work or sustainability. A future edition of the OER could explore these adaptations to the pedagogy, and possibly create a third track for the modules, alongside face-to-face and online learning.

OER future editions, inclusive authorship: This Open Educational Resource is just the first edition; we hope that future editions will include contributions and insights from others, and made available to anyone interested.

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PART SEVEN: GLOSSARY

BSCS 5E

A research-based instructional model that uses a coordinated and coherent sequencing of lessons to facilitate understanding and connections between teachers, the curriculum, and the students (Bybee, 2006, p. 1). This model consists of the following five phases - engagement, exploration, explanation, elaboration, and evaluation.

Business ecosystem

A dynamic community of businesses that depend on and interact with the consumers and each other in a highly complex and organized environment.

Circle discussion

An effective and meaningful practice used in education to foster community and open communication between multiple knowledge keepers in the classroom. Common norms for a circle discussion may include speaking freely, keeping topics discussed in the circle private to that class, and listening without thinking about what will be said in response (Davenport, 2008).

Community ecosystem

1. Spaces which have distinct characteristics that give them a unique sense of place which informs the interactions of the businesses, organizations, and people within them (Pearsall, 2013). A community ecosystem can be virtual or physical. 2. The interactions between consumers, businesses, and other important stakeholders in a specific area of a city, town, or other community.

Conceptual framework

The combination of one or more formal theories, as well as previous experience and other findings, to build understanding and make findings more meaningful and ensure generalizability (Adom & Hussein, 2019, p. 438). This framework differs from a theoretical framework in that it examines relationships between multiple understandings in order to arrive at an explanation of a phenomenon.

Demographics

The study of a population based on common factors that group people together.

Distance learning

The learning that occurs outside of a traditional face-to-face classroom, such as through a virtual meeting space, that may be the result of multiple factors (i.e., proximity to campus, family matters, medical needs, transportation issues, etc.)

Etuaptmumk

The principle behind integrative science where a person sees the strengths of Indigenous knowledges and ways of knowing from one eye, and through the other eye sees the strengths of Western knowledges and ways of knowing, and uses both of these eyes together “for the benefit of all” (Integrative Science, n.d.). Also referred to as “two-eyed seeing”.

Experiential learning

A teaching and learning pedagogy “where educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop student capacity to contribute to their communities” (AEE, 2012).

Field research

The practice of gathering qualitative research through direct observation, interviews, or participant involvement.

Focus forward

The examination of Street Challenge content through the lens of a specific classroom context to determine next steps and future directions. A focus forward may result in multiple conclusions, such as the continuation of the next Street Challenge module in the sequence, or that more time is needed on the topic of the specific module, or that the rest of the Street Challenge modules do not align with established learning outcomes.

Formative assessment

An assessment strategy used to allow instructors and students to monitor learning progress. Sometimes referred to as assessment for learning, formative assessment allows students to identify their areas of strength and improvement, and allows instructors to identify areas of need to address misconceptions immediately (Carnegie Mellon University, 2020). Formative assessments are usually "low-stakes" assessments, though not always.

Gentrification

The process of changing a neighborhood's character through the movement of individuals of higher socioeconomic class into the area.

GRASPS

A model by Grant Wiggins and Jay McTighe that is used to develop meaningful, relevant, and engaging performance tasks used for student assessment.

High-stakes assessment

A piece of assessment that typically carries a large value in grade points.

Learning task

An assessment that typically falls into the high-stakes and/or summative category. The final deliverable for each module is considered a learning task in this resource.

LMS

A short form for learning management system (e.g., D2L, Moodle, Blackboard) used to facilitate online course spaces.

Location-based ecology

The relationship between organisms in an ecosystem and how they interact with one another in a specific location.

Low-stakes assessment

A piece of assessment that does not typically carry a large value in grade points.

Place-based pedagogy

1. A set of place-based exercises, assignments and experiential learning, with a focus on place-based contexts. 2. A pedagogical approach that uses places and their resources as a foundation for learning across disciplines. Place-based resources may be cultural, historic, or geophysical (Ramey, 2016).

Pitch book

Option 1: A pitch book is a document designed to promote recommendations for change, to recruit support for a business, or to sell an offering (product or service). A pitch book is most typically a set of presentation 'slides' (e.g. PowerPoint). The length and detail of a pitch book depends on the context and the audience for the pitch presentation or meeting.

Option 2: A type of report usually specific to the field of entrepreneurship that includes an improvement or suggestion for a specific audience to consider based on evidence gathered by the entrepreneurs. A good pitch book has a mixture of text, charts, and visuals to appeal to an audience that may not be fluent in entrepreneurship terminology.

Summative assessment

An assessment strategy used to allow instructors to evaluate student learning at the end or midpoint of a module by comparing it to a standard (i.e.; a rubric). Sometimes referred to as "assessment of learning", summative assessment allows students to see how their learning and progress throughout a module culminates in an understanding that allows them to produce a high-quality final deliverable. Summative assessments are usually "high-stakes" assessments, though not always.

Two-eyed seeing

See definition for *etuaptmumk.*

Witnessing

Through a Western understanding, a “witness” is traditionally used in law to mean somebody who is connected between a subject and an event. In this resource, the Indigenous understanding of witnessing, understanding shared experiences through reflection and sharing, is used at several points throughout the modules to facilitate critical reflection and active listening.

Understanding by Design

A framework used to guide the planning process of each module in the Street Challenge Project that centres on the idea of “focusing on teaching and assessing for understanding and learning transfer” (ASCD, 2012, p. 1).

PART EIGHT: BLANK PAGES