***Purpose:***
Believe in Ohio provides the program curriculum in a Google Classroom for teachers. This workshop will familiarize teachers with the concepts of entrepreneurship and design-thinking ideation by engaging teachers in the very resources that they can utilize with their students to develop a STEM business or commercialization plan. Through the process of engagement, this workshop will provide instruction and activities to increase teachers' conceptual knowledge of the entrepreneurial mindset, design-thinking, and the relationship between STEM and innovation.

***Objectives:***
*Teachers will: (using the Believe in Ohio Google Classroom)*
> a. build a conceptual base using a process that takes a personally-identified problem through to finding a solution and identifying the underlying STEM concepts in that solution;
> b. be able to explain the design-thinking ideation process;
> c. understand the implications and importance for entrepreunerial and STEM instruction in the context of today's economy and students' future prosperity;
> d. identify Believe in Ohio resources that can be utilized for instruction evaluating their place within the curriculum.

***To earn 10 contact-hours ( 1 CEU) please follow this itinerary within the Google Classroom****.*
· *Complete each assignment in the classroom which includes a Final Wrap-up*
· *Respond to video means: Write a sentence or two that gives the Big Idea.* (Note: for examples see the student support sheets in Milepost videos)

***To earn 1 Graduate hour  please follow this itinerary within the Google Classroom****.*
· *Complete each assignment in the classroom which includes a Final Wrap-up*
· *Respond to video means: Write a sentence or two that gives the Big Idea.* (Note: for examples see the student support sheets in Milepost videos)
**#** Grad assignment Using *Technologies That Are Changing the World* PDF   *ProjectBoard* (return to that section in the classroom Milepost 9-12: STEM + Entrepreneurship = Innovation, scroll to locate.)
● Peruse the technology developments provided. Look for a topic of interest to you from across vast fields of technologies and subjects.
● After reviewing the brief discussion of the technologies on these pages, choose <u>one</u>, and provide a 1-2 paragraph discussion of why the technology development interests you and how you might apply it to develop a product, system, or service in response to a specific solution problem, need, or pain point.

**To earn 15 hours for Gifted Professional Development credit complete:** (follow this itinerary within the Google Classroom. This is the same as stated above for 1 semester grad credit.)
· *Complete each assignment in the classroom which includes a Final Wrap-up.*
· *Respond to video means: Write a sentence or two that gives the Big Idea.* (Note: for examples see the student support sheets in Milepost videos)
**#1** Grad assignment Using *Technologies That Are Changing the World* PDF in *ProjectBoard* (return to that section in the classroom Milepost 9-12: STEM + Entrepreneurship = Innovation, scroll to locate.)
● Peruse the technology developments provided. Look for a topic of interest to you from across vast fields of technologies and subjects.
● After reviewing the brief discussion of the technologies on these pages, choose <u>one</u>, and provide a 1-2 paragraph discussion of why the technology development interests you and how you might apply it to develop a product, system, or service in response to a specific solution problem, need, or pain point.
**#2 Plus: Complete these Gifted Professional Development Reflection Questions**
1. Explain how the implementation of Believe in Ohio is ideal for your gifted students in terms of how it might be differentiated based on a student's readiness, knowledge, and skill level.
2. Explain how the implementation of Believe in Ohio serves your gifted students by incorporating advanced, conceptually challenging, in-depth, distinctive, and complex content.
3. Explain how the implementation of Believe in Ohio provides an extension or replacement of the general curriculum by compacting standards and/or offering alternative assessments and/or projects based on the needs and abilities of your gifted students

*1. Overview of the Believe in Ohio Program*

*Watch Teacher Overview of BiO and How to Create and Assess an Idea…*

*Write to explain: basically, what do students do when they complete a Believe in Ohio project?*

*Review documents:* Scholarship Opportunity

*2. Intro to Entrepreneurship & Believe in Ohio*

*Watch* both Kaufmann series *.*

**Respond** *to videos.*

*1.*

*2.*

Faces of Entrepreneurship*: Choose any 3 videos from the 2 documents.*

*Respond to videos. What is their product, or idea. Is their story inspiring? Why?*

*1.*

*2.*

*3.*

Believe in Ohio Program via ProjectBoard

*Open the link and the first box,* Believe in Ohio Program Guide *Read parts 1 & 2.*

*Answer: What are your first impressions for the importance of students doing a STEM project such as Believe in Ohio?*

*3. Milepost 0: Getting Started: Learning about the entrepreneurial mindset.*

*Milepost 0, Videos 1-3 w Student Support Sheet*
*Watch each video and*

*Answer the 2 After-watching debrief questions for each video.*

*4. Design-Thinking/Ideation Mini Course*

*Watch* Teacher Quick Look – 1 min
*Review* Lesson Plan
*Review* each PowerPoint Show
*Write* to answer: How can this be implemented in your classroom?

*Milepost 4-8- Assessing the Commercial Feasibility of your plan*

*Milepost Videos 7-13 w Student Support Sheet Watch each video and answer the 2 After-watching debrief questions.*
Student printable instructional materials*:*
Build your understanding of the Believe in Ohio process for this PBL experience by reading through the document.

*Mileposts 9-12 How it comes together*
*STEM + Entrepreneurship = Innovation*

*Revisit ProjectBoard, scroll through and review resource documents: Commercialization operation cost worksheet, financial template, types of investors, templates for various plans and pitch Rubrics: Choose either a Business plan or STEM Commercialization plan rubric: How does the rubric match criteria that you use in your classroom for a similar project. Does the rubric meet the needs of assessment by your or your school's standards?*

*Sample student projects: Choose a project and briefly provide feedback on how it accomplishes the goals of a student learning about entrepreneurship and the entrepreneurial mindset.*

*Complete Final Wrap-up: Respond to the questions:*
*Explain how the implementation of Believe in Ohio can enhance students' skills in research, creative thinking and problem-solving. How does Believe in Ohio give relevance to studying STEM subjects? Give an example of how Believe in Ohio can offer students a strong practical foundation of skills toward their future prosperity.*
*Explain how the implementation of Believe in Ohio can enhance students' skills in research, creative thinking and problem-solving. How does Believe in Ohio give relevance to studying STEM subjects? Give an example of how Believe in Ohio can offer students a strong practical foundation of skills toward their future prosperity.*

*Grad assignment* *as detailed on page 1 of this syllabus.*

*For 15 hours of gifted professional development*
*complete the Reflections questions on page 1 of this syllabus.*