

# GET UP

GEOMARKETING AS AN ENTREPRENEURSHIP TOOL

# Course Handbook



This project has been funded with support of the European Erasmus+ Programme. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein

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## 1. Introduction

This handbook describes the Blended-learning methodology of the GET UP project. Blended learning is a formal education approach to learning in which a student learns, at least in part, through online delivery of content and instruction with some control over time, place, path or pace by the learners.

The main goal of the GET UP Blended-learning tool is to provide education and training in the area of entrepreneurship, Geomarketing and Location Intelligence in accordance with the principles of lifelong learning. The tool aims to develop and improve participants' skills and competences in these fields in order to improve the ability to students to understand complex phenomena through the use of Geomarketing techniques by creating geographic relationships inherent in relevant spatial data and by learning how to use this concept as a management tool to attract investment and business.

The GET UP Blended-learning course is designed to address the needs of Youth (under 25s) who are unemployed or seeking for the first job with secondary school or higher education diploma.

The methodology which the course is going to be based on will facilitate the development of knowledge, skills and competences to be an entrepreneur and have the notion of business, management and marketing and also Geomarketing and Location Intelligence, which are very important in the business creation process, directing the needs of the entrepreneur towards the location with the highest potential for success.

This document outlines the methodology upon which the course will be based, addressing the following topics:

- Theoretical base that justifies the selection of methods and procedures to develop in the course (adult education principles and constructivist trends in online learning).
- Learning objectives and contents of the modules that are going to be developed.
- Suggested activities to develop the contents and strengthen knowledge.
- Evaluation of the course.

Keep in mind that the final end-users of the course are young people (under 25s) who are unemployed or seeking their first job with secondary school or higher education diploma. The elaboration of the contents will be designed with different materials and learning approaches to maximize the learning progress of students and it will contain exercises, examples and good practices.

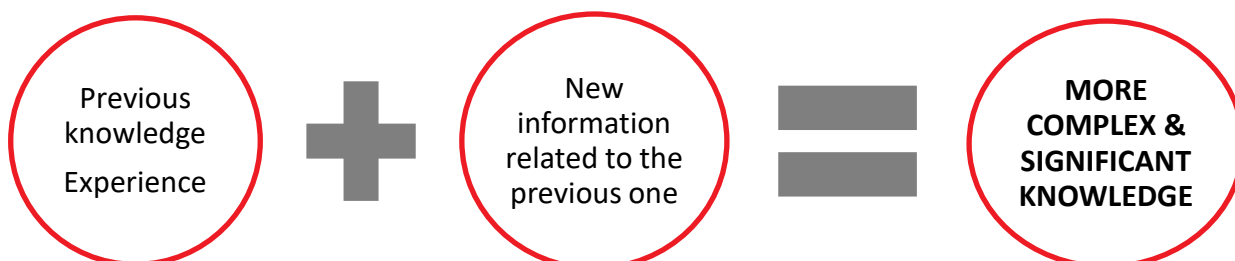


## 2. Training Methodology

The training model provides the pedagogical framework for the GET UP course implementation, which is focus on a blended learning (self-paced e-learning and face-to-face training) and takes into account specific needs of the target groups identified in the preliminary research. The exposed methodology will, on the one hand, take into account the **principles of the adult education**, bearing in mind the promotion of problem-solving, the auto-reflection and the analysis of professional practice. On the other hand, as we are referring to a course that will be mostly on-line, it is also important to talk about the application of the **e-learning principles as a mean to impart the training**.

### 2.1. Theory of constructivism

The virtual environment of training will be based on the theory of constructivism. This theory promotes the active learning process and not just a reception-memorization of information. The constructivism theory suggests that previous knowledge acquired would make easier to acquire further, new and more complex knowledge.



This way, **the virtual learning environment works as a guide**, facilitating information and promoting the curiosity and motivation of the student for continuing discovering and identifying what may be useful for his/her professional practice.

The virtual environment would facilitate, in this way, the required information and would motivate the student in seeking new knowledge. But, at the same time, it would also benefit the **sharing of knowledge** between the students, thanks to the face-to-face sessions as well as the possibility of creating virtual groups of conversation (Forums, chats, etc.).



### 2.2. Adult education's principles

- a) **The previous experience as a learning resource:** The adults have carried out numerous learnings during their lifetime. The experience has helped them to



understand new concepts and to find the utility of the information they have received from different sources. The adult needs to create knowledge through previous experiences, which makes the new information coherent to the knowledge they already have.

- b) **The autonomy and the auto-directed learning:** The adult knows what he or she needs/wants to know. It is important to provide information but also to give the student some liberty to make a selection of the most significant knowledge for each case.
- c) **Interests and Motivation:** Motivation is a fundamental aspect in the learning process. To be able to learn the students must be motivated for discovering what they are going to study. The adults know their interests and they will get motivated by that which will help in their professional practice or that is relevant for their professional development.
- d) **Facilitating learning environment:** The atmosphere/environment is a crucial aspect in the learning process. It is important to create an environment which would facilitate the adult's comfort and promotes the clear and rapid access to the information, as well as the interaction and participation. The mistakes should be born in mind and used as an improvement tool and not as a failure. All this would later prompt the interest, motivation, the autonomous and proactive learning and the building of knowledge.
- e) **Different learning styles:** Each person learns in a different way. The learning style is determined by different aspects, previous influences, characteristics of personality, cognitive characteristics, etc. ... Adults have strong personal learning styles, and all of the issues above would determinate the way in which the acquisition of new concepts would be carried out.

Bearing in mind the described principles, the methodology of the course would be based on:

- **Taking the student's previous experience as a tool** for the learning process, giving the student the liberty of choosing the most relevant information and stressing the needs and characteristics previously analyzed.
- The **information** would be **facilitated** by the **platform, which works as a guide**, so the students may self-direct their learning process, focusing in the most relevant aspects for their business implementation.



- The **development of the course will be focused** on the conclusions of the analysis of the **characteristics and needs** that has been carried out in previous phases of the project (IO1 and O2). In this way, the course is being designed based on the interests and motivations that the future students have shown.
- The **design** of the platform will be **attractive, accessible**, and easy to use which **facilitates the interaction** between the students.
- The learning platform and the content of the course are conformed **taking into account the different learning styles**, using different perception channels (visual information, readings, handbooks, etc.) in order to make all the students feel comfortable in their own learning process.



### 2.3. E-learning principles

- **Multimedia principle:** If the multimedia resources go together with the theoretical part, they will facilitate the learning process.
- **Contiguity principle:** Importance of relating the contents. The on-line platforms facilitate the simultaneous visualization of textual information, images or diagrams.
- **Temporality principle:** the display of simultaneous texts and images enhances the better comprehension and favours the students to find coherence between what they have previously learnt and what they are going to study next.
- **Redundancy principle:** Importance of focusing the attention on what it is really relevant. The online platform enhances the emphasis of the contents giving importance to the visuals or showing differentiated sections. This way the information is organized, divided and consecutive.
- **Coherence principle:** What it is not essential has to be eliminated off the screen, giving importance to what we want to transmit in that precise moment. This is related to the division of the information, necessary to understand some more complex concepts. In the e-learning platforms a big



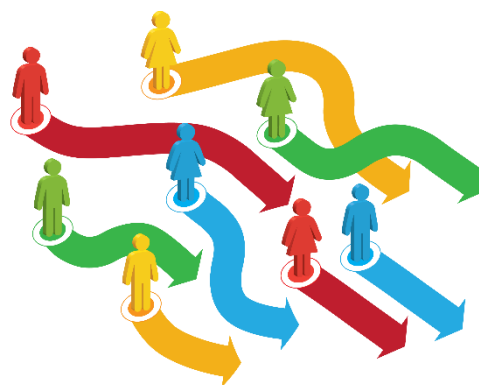
level of segmentation is adopted so that the information which is difficult to understand gets exposed in a coherent and in an easy to process.

In accordance with the e-learning principles, **the methodology used is based on the adaptation of the format and of the content** to the specific characteristics of the learning process. In this way the **access to the information** is enabled and the digital tool is used as a resource for **adapting the contents and procedures** to the students' learning styles.



## 2.4. Individual learning pathway

The modules imply self-directed learning based on the content available online, distance tutoring and optional peer support. The student can gather his or her knowledge in different ways. The goal is to use the knowledge to complete the activities and cases enclosed in the module. The learner will be offered theory that will be obligatory; also he/she will attend face-to-face meetings. During these meetings the student can ask the tutor and eventually invited experts (even via video conferencing) 'live' questions or they may ask questions by e-mail or using a chat. Beside the obliged theory and meetings, the learner can also gather knowledge by reading literature, watching documentaries, attending events and fairs related to the topics of the training or interviewing people in their own surroundings.



## 2.5. Peer-to-peer learning

Collaborative learning may emerge as a result of idea exchange that benefits the whole. The peer group should have the first face to face meeting at the starting phase of the learning process for initial ice-breaking, a first contact with the GET UP learning model, building team spirit and supportive relationships. Then the peer group should go along with the development of the whole process through formal and/or informal



contacts where appropriate and using a variety of media, such as: e-mail, forum, chats, and video-conferencing.



## 2.6. Tutoring

During the work on the module's content, including the case studies and the business plan, the learners will be supported by their tutor.

Tutoring relates mainly to monitoring of the individual pedagogical development of the students in a supportive way and using a variety of media (e-mail, forum, chats, and video-conferencing) to facilitate communication with students. The tutors will provide general support to the learner, making regular contacts and providing feedback on their performance. The tutor should advise learners on the best ways of using the module materials; the tutor should also adapt the content to the individual needs of the students and prepare extra material when necessary (e.g., provide more difficult tasks, help in solving them, guide students in taking alternative routes through the material, adapt the package to local circumstances, etc.).

### ➤ Online contact

Students can ask questions whenever they are stuck with the theory or an assignment. These questions are answered by the tutor or peer learners and can be accessed at any time. The answers will help them complete or understand different parts of the content.

### ➤ Suggestions for improvement

When a learner delivers a product, he or she will be given feedback on the work developed and suggestions for improvement by the tutor.

## 2.7. Business Plan

The individual learning pathway will be completed with a final project for which the students will present a business plan. The Business plan is a practical project and its outcomes should be useful for the learners' business.





## 3. Learning Objectives and Training Content

### 3.1. What the proposal says

The curriculum/modules/contents were not all pre-defined in advance, since it should reflect the results of project research phase, namely Intellectual Output 1 (O1) and Intellectual Output 2 (O2); but the general contents of the GET UP training modules was outlined as: ,1. Legal Framework for Constituting Company; 2. How to be an Entrepreneur; 3. Brand, Sales and Marketing 4. Geo-marketing and Ideal Location for a business; 5. Business Management and Strategic Development; 6. Creating a Business Plan. The business plan design is envisaged to be developed during the training course, including the definition of the product and of the financial, material and human resources, which will be a great tool to support young entrepreneurs.

### 3.2. Research results

Research findings suggest that the main knowledge, skills and competences necessary for students becoming effective Entrepreneurs and using Geomarketing and location intelligence concepts to achieve their objectives and implement their business ideas fall into **7 thematic clusters**:

- 1) Entrepreneurship
- 2) Business Development
- 3) Management
- 4) Business strategy
- 5) Marketing and Digital Marketing
- 6) Geo-marketing and Ideal Location for a business
- 7) Creating a Business Plan

Therefore learning outcomes have been developed for these thematic clusters, taking into account the nature of training to be provided (asynchronous e-learning on training platform with some face to face session with the tutor) as well as its desired length (short-term and concise).

For all learning outcomes described below the descriptors of EQF level 5 apply, namely<sup>1</sup>:

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1. <sup>1</sup><https://ec.europa.eu/ploteus/en/content/descriptors-page>



*Knowledge: “Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.”*

*Skills: “A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.”*

*Competence: “Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.”*

No	Name of module	Total time required to cover the module	Number of Face to face sessions/ online discussions recommended
1	Entrepreneurship	35 hours	1 face to face session (6 hours)
2	Business Management and Strategic Development	30 hours	1 synchronous session (1 hour)
3	Marketing – An Introduction	5 hours	1 synchronous session (1 hour)
4	Digital Marketing Strategy	16 hours	1 face to face session (6 hour)
5	Location Advantage	30 hours	1 synchronous session (1 hour)
6	Geo-marketing and Ideal Location for a business	35 hours	1 synchronous session (1 hour)
7	Creating a Business Plan	40 hours	1 face to face session (6 hours)
<b>Total hours for the whole learning content</b>		<b>191 hours</b>	<b>22 hours</b>

When the students follows the entire course he/she needs to complete the 6 modules, execute the final project (module 7) and attend at least 3 face-to-face meetings. The student may determine his/her own pace, but the order of modules is determined.

Each module has the following structure:

Module Title	Number and title of the module
<b>Table of contents</b>	Contents of the module
<b>Learning objectives</b>	Description of knowledge/skills/competences which you will gain through this module.
<b>Time schedule</b>	Estimated time for covering the whole module.
<b>Planning</b>	How the module will be taught, what face-to-face meetings are planned, what multimedia tools are available, how to cover the material in a best way.
<b>Introduction</b>	Short introduction to the topic, references to the other modules.
<b>Content</b>	The basic concepts of the respective topic.



<b>Useful links</b>	Useful web links for further reading.
<b>Case study/ Exercises/ Good practices</b>	Interesting additional material to illustrate the respective modules' content and give a better idea of the concepts explained within them.
<b>Summary of key points</b>	An overview of the most important points from the content.
<b>Self-test questions and Final Project / Business Plan</b>	Multiple choice questions which address important parts of the content and are aimed at testing your knowledge. The aim of the project is to deepen understanding of the issues covered in modules through the develop of a Business Plan assuring that the project results are useful for the students' own business.
<b>Bibliography</b>	References to used sources of information
<b>Glossary</b>	Here you can find all the terms used in the respective module explained in a clear manner.
<b>Annex</b>	Additional specific documents for each module.

The exercises and self-test questions will help learners to engage with the content and check his/her understanding of the material. Each module is accompanied by a case study, good practice and/or an exercise in which the student uses the theory to resolve the described problem. Through the development of the final project/Business Plan the student can demonstrate that he/she has achieved the required competences. The Business Plan will be assessed by the tutor.

Students' will complete their own learning pathway in an independent way. If a learner runs into a difficult part in the content or gets stuck in another way, he/she can ask questions through e-mail and/or through on-line chats, peer learning and the tutor can help on answering the student questions.

## 4. Learning Activities

### a) Activities for contents' application

Objective:

To promote the application of the worked contents in the comprehension/study activities.

Techniques, tools and exercises:

- Exposition and reflection on good practices: Good practices will be outlined to promote students' reflection on the way in which they can introduce the shown examples in their business.
- Case studies: Exposition of real cases in determined contexts and situations. The students have to try to approach the case using acquired knowledge.



- Scenarios' analysis: Different answers for approaching the same case will be assessed. The student must analyze the answers and chose the most appropriate one.

## **b) Knowledge strengthening activities**

Objective:

To strengthen the acquired knowledge and to verify that the main ideas have been correctly internalized.

Techniques, tools and exercises:

- Summaries and diagrams: The main ideas are summarized and connected with each other. The student will be able to revise and consolidate the most significant knowledge.

## **c) Activities for interconnection of knowledge**

Objective:

These activities make the student able to establish connections between the different subjects of the course.

Techniques, tools and exercises:

- Practical cases' resolution: The students will have to solve more complex cases trying to use all they have learned during the course.
- Concept maps: Visual exposition of the main concepts of all the developed courses.
- Final Project/Business Plan: Final project is a practical project and its outcomes should be useful for the learners' business.

## **5. Evaluation**

Different evaluation activities will be carried out with the aim that students could auto-corroborate their acquisition of knowledge and competences:

### **a) Activities for the evaluation of the modules undertaken**

These activities will be presented at the end of each module.

Objectives:

Verify that the knowledge and competences developed in each module have been acquired.

Type of activities:

- For assessing the knowledge acquired:



Tests/Multiple choice questions: A number of questions will be put to learners about the topics covered in the module with four different answer options to choose from.

### **b) Final evaluation activity**

This activity will be done as an evaluation on all of the course once the student has finished the last modules.

Objective:

Verify that relevant knowledge and competences have been developed and satisfactorily acquired during the whole course.

Type of activities:

- For assessing the knowledge acquired on each module:

Final Project/Business Plan: the Final project is a practical project and its outcomes should be useful for the learners' business. It will also be the basis for the summative assessment in which the learners will demonstrate that they possess sufficient knowledge/skills/competences. Before starting the Business Plan, learners will consult the tutor on the subject of the proposed project. The goal of the project is to deepen understanding of the issues covered in modules, ensuring that the project results are useful for the students' own business.

### **c) Evaluation by tutor**

The evaluation of the course is done by the tutor. There is a multiple choice test at the end of each module, except module 7. As a final project, after module 7, the participants have to prepare a business plan according to the principles learnt during the GET UP course.

All training modules include case studies and exercises. The solutions to these can also be used by the tutor as a source for formative feedback. The evaluation process will be announced by the tutor in the introductory face to face meeting.

