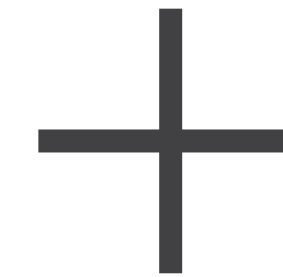




# SOFT VETS



Pan-European soft skills curriculum for undergraduate veterinary education – "SOFTVETS"

## Training Concept for Education of Teachers

### Entrepreneurial Mindset Training in Veterinary Medicine

Held at University of Zagreb, Faculty of Veterinary Medicine 7<sup>th</sup> February 2020 - 9<sup>th</sup> February 2020

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INTELLECTUAL OUTPUT 3: TRAINING CONCEPT FOR EDUCATION OF TEACHERS

Co-funded by the Erasmus+ Programme of the European Union



Univerza v Ljubljani



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## Objectives of the training

The overall objective of the training is to enable teaching staff to integrate entrepreneurial skills and its use in veterinary medicine education, which would enable veterinary students to obtain cognitive and practical competences in entrepreneurial skills.

The specific goal is to both train veterinary professors for their own shift to an entrepreneurial mindset and subsequent teaching style as well as to bring about an entrepreneurial mindset in their students leading by example and incorporating innovative pedagogy.

## Information about the training in digital skills

The workshop is intended for teaching staff involved in implementation of veterinary medicine study programmes. The participants will be provided with an overview of:

- Ecosystem mapping,
- Design thinking,
- Entrepreneur interviewing,
- Career counselling,
- Creativity techniques,

- Storytelling,
- UNDP Sustainable Development Goals

The introductory presentation of each topic will be followed by practical individual work or work within smaller groups. In addition, some best practice examples showing the implementation of specific topics in veterinary medicine study programmes will be presented..

### Application orientation:

Participants:

- will reflect on their local environment regarding creativity and innovation
- will analyse how they can use new knowledge for their teaching purposes

### As a result of this workshop, participants will be able to:

- Identify, act upon and reflect on their own needs, wants, interests, skills, strengths, weaknesses and goals
- Experiment with their own skills and competences
- Be problem solving orientated
- Develop ideas that create value for themselves and others
- Recognise challenges and identify needs in the veterinary environment
- Identify personal, social and professional opportunities for creating value
- Actively look for, compare and contrast different sources of information that would help reduce ambiguity, uncertainty, and risks in making decisions
- Perform informed decision making
- Recognize the need for work with other professionals and networking
- Work in a (multidisciplinary) team and show respect, appreciation and sensitivity towards the work of others
- Pitch their thoughts/decisions effectively in front of peers and stakeholders
- Inspire others, despite challenging circumstances
- Think and act in an entrepreneurial way



- Describe the different business models of veterinary practices
- Use basic marketing tools
- Identify and describe the role and value of innovation in the profession
- Search and manage the information related to professional activity
- Be proactive
- Identify and discuss the impact their actions have on the target group, environment and society
  - Identify the positive and negative effects veterinarians' activities can have on both society and the environment

### Networking

Participants will be working in groups consisting of teachers involved in similar teaching topics (preclinical courses, clinical courses...) and will have the opportunity to develop a peer network where they can discuss their ideas, questions, and problems.

### Setting

- 1 Trainer
- 20 participants
- A few different rooms with flexible seating options
  - Plenary
  - Small groups with table
  - Individual work with table
- Possibility of changing environments, preferably in a non-classroom setting

### Moderation material needed

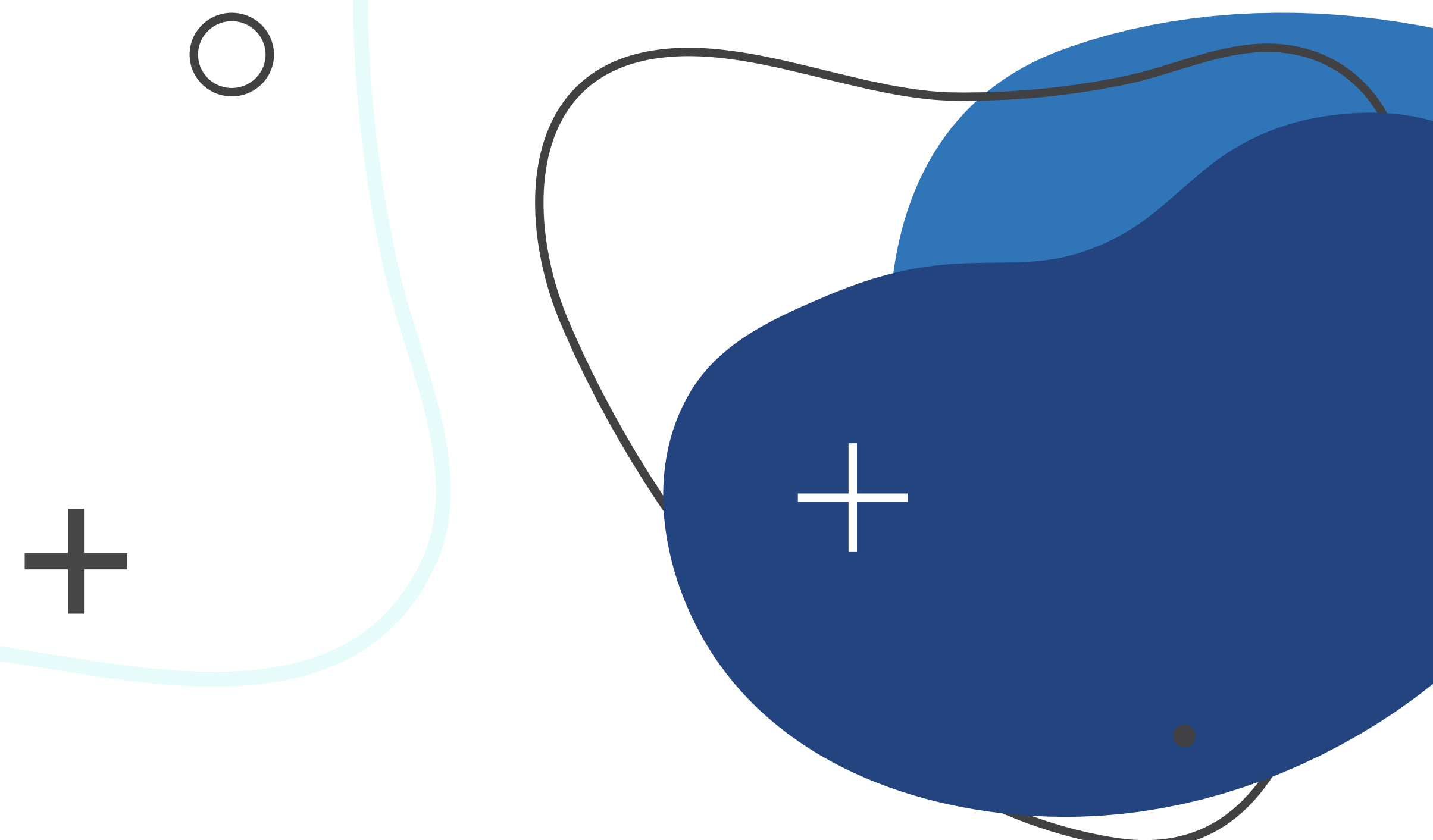
#### Highly recommended

- Computer, projector, projection screen for presenters, flipchart, internet connection
- Presentations and useful links to additional resources and materials

- Papers, office supplies, drawing pencils and markers
- Feedback questionnaires

#### Additional material recommended

- Name badges
- Certificate of attendance for each participant
- Participants list with contact information for networking purposes
- Drinks, meals and snacks





## Short Agenda

DAY ONE	
Day/Time	Theme
09:00	Innovation and Entrepreneurship - Introduction
10:00	Human Capital and Career Mentoring
11:00	Design the Future of Learning and Earning
12:00	Lunch
13:00	Design Thinking: 5 Elements
14:00	DT 01 Empathy/Focus Group
15:00	DT 02 Define Problem
16:00	DT 03 Creative Techniques
17:00	Tips/Takeaways from Day 1

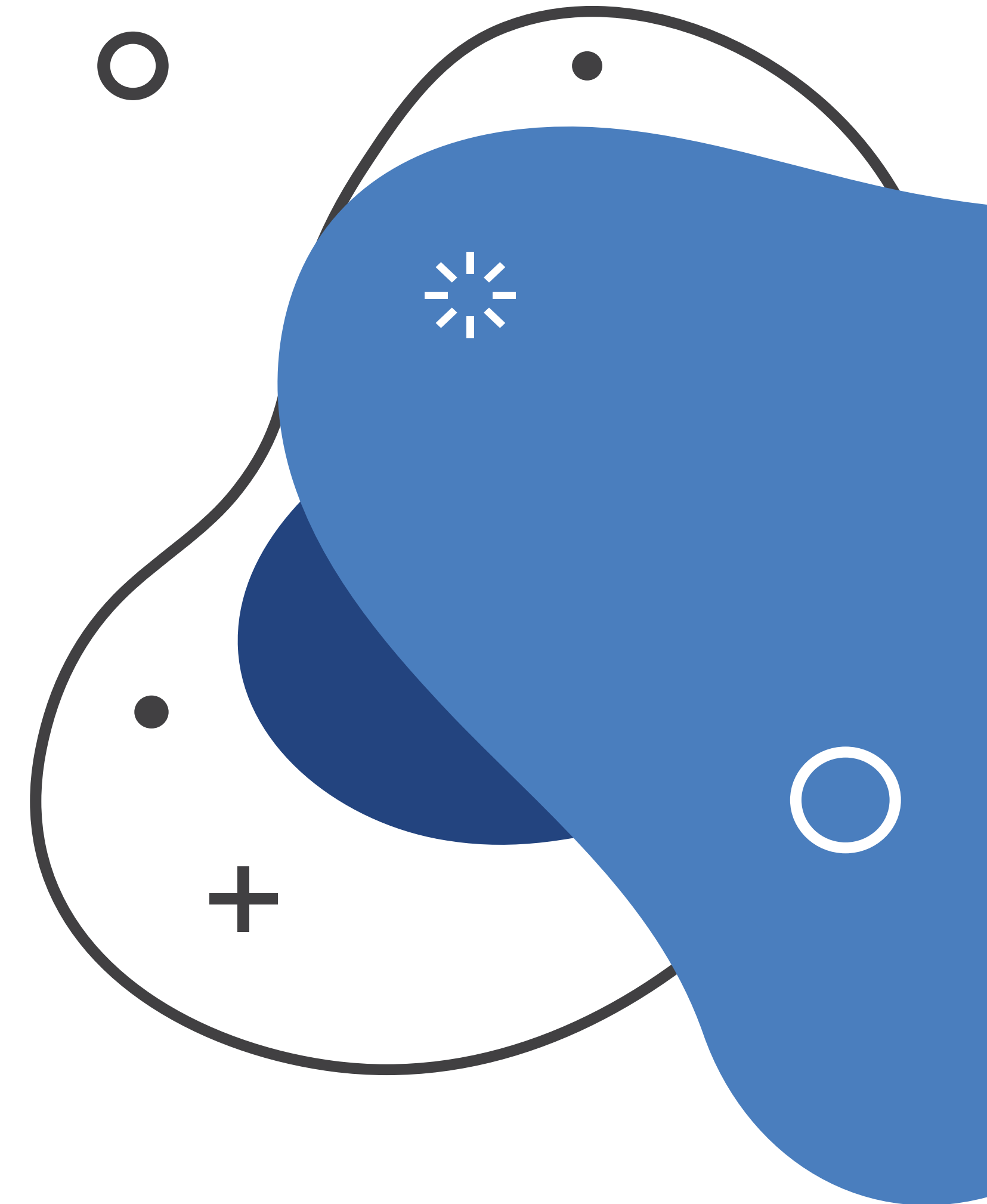
DAY TWO	
Day/Time	Theme
09:00	Transfer to a different environment, such as a farm/agrotourism/
10:00	Explore the Farm/Venue
12:00	Lunch
13:00	DT 03 Creative Techniques
14:00	Creating Custom Content
15:00	Explore the surroundings, create materials
	Interview with owners and/or local vets
16:00	Story board technique
17:00	Tips/Takeaways of Day 2

DAY THREE	
Day/Time	Theme
09:00	Innovative Pedagogy Challenge Presentations
10:00	Innovative Pedagogy Challenge Presentations
11:00	Trends shaping VET Ecosystem and impacts on profession
12:00	
13:00	Tips/Takeaways of Workshop Series
14:00	Lunch
15:00	Evaluation



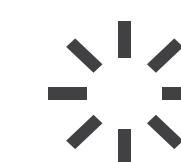
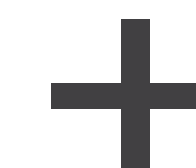


	Time	Topic	Description	Competence covered	Material
<b>DAY 1</b> 7 <sup>TH</sup> FEBRUARY 2020	08:00-08:30	Welcome and warm up	Introduction, getting to know each other		Participant's list, coffee, snacks
	08:30-09:30	Innovation and Entrepreneurship	Intro and Application to Veterinary Ecosystem	E5: Mobilizing Resources	Flip – chart, office supplies, smartphone
	09:30-10:35	Human Capital and Career Mentoring	Macro view of Talent resources and micro view of crafting individual careers/demo and pair work	E1: Motivation and Determination	Flip – chart, office supplies, paper
	10:35-11:15	Design the Future of Learning and Earning	Past, Present, Future considerations in career preparation and future development	E3: Entrepreneurial Mindset	Flip – chart, office supplies, Ecosystem charts
	12:15-13:00		Lunch		
	13:00-14:00	Design Thinking: 5 Elements	Creative Approaches to Human Centered Design	E8: Innovation	Flip – chart, office supplies, paper for drawing
	14:00-15:00	DT 01 Empathy/Focus Group	Empathy Maps, Personas are created within an Exercise with Local Students providing real user feedback	E1: Motivation and Determination	Empathy map materials, Personas
	15:00-15:15		Coffee break		
	15:15-16:00	DT 02 Define Problem	Reframe feedback to define problems and understand opportunities for change/improvement/development	E4: Decision Making	Flip – chart, office supplies, paper
	16:00-17:00	DT 03 Creative Techniques	Creative Techniques for Generating Ideas will be illustrated and exercised	E3: Entrepreneurial Mindset	Flip – chart, office supplies, paper
	17:00-18:00	Tips/Takeaways of Day 1	Positive Inquiry Technique	E7: Business Management	

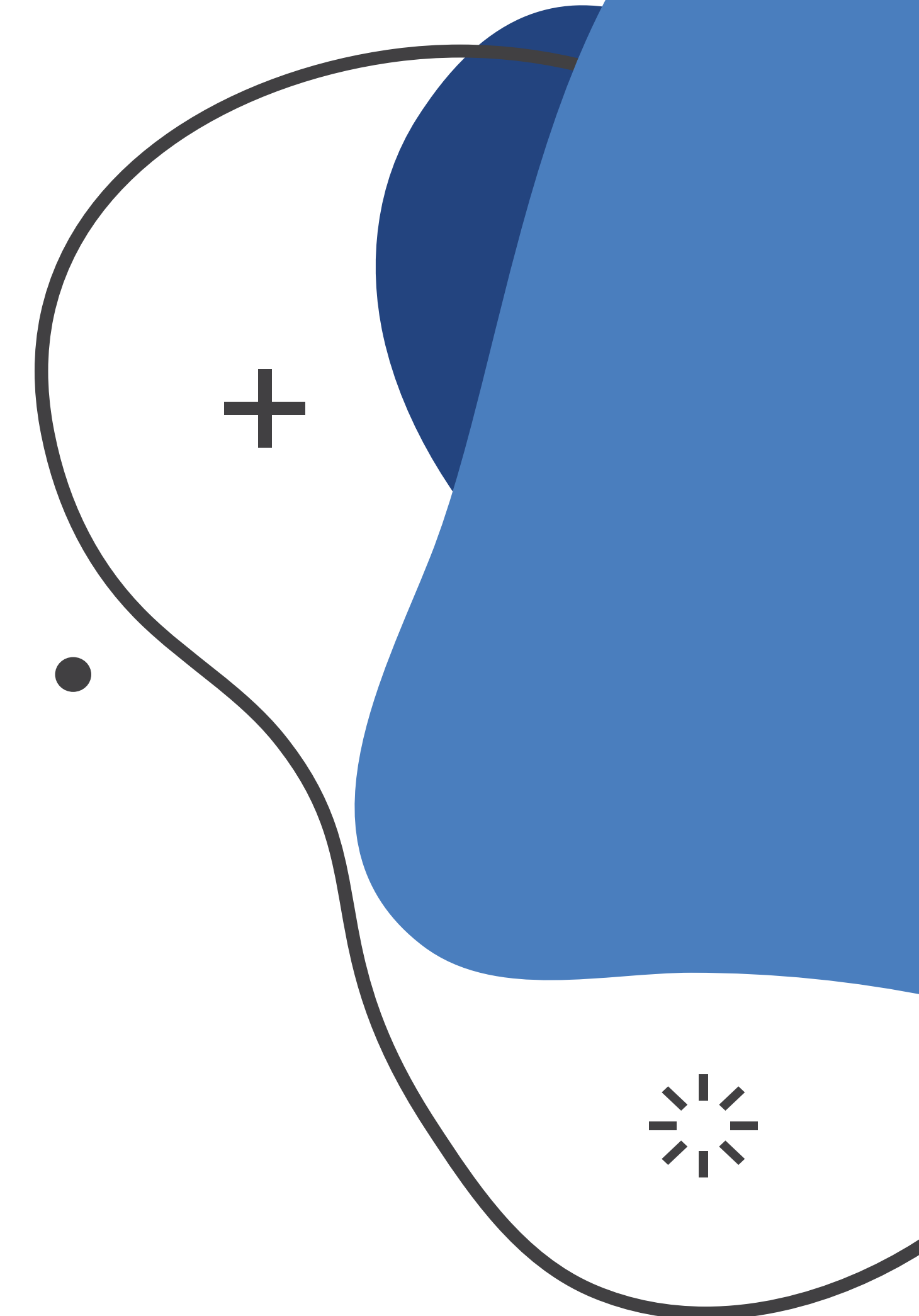




	Time	Topic	Description	Competence covered	Material	
<b>DAY 2</b> 8 <sup>TH</sup> FEBRUARY 2020	09:00	Transfer to a different environment, such as farm/agrotourism/				
	10:00-12:00	Explore the Farm / Venue	Treasure Hunt Challenge: 6 images to tell story of farm using storyboard techniques	E8: Innovation	Smartphones/ cameras, environment, editing apps, laptop	
	12:00-13:00	Lunch				
	13:15-13:35	DT 03 Creative Techniques	Continuation of Creative Techniques to Generate Ideas about how to bridge practice and theory in Vet Education design	E3: Entrepreneurial Mindset	Flip – chart, office supplies, paper for drawing, recycled materials	
	14:00-14:45	Creating Custom Content	Using first hand research to craft stories/cases for the classroom	E5: Mobilizing Resources	Finding resources in the existing environment, smartphone, editing app, storyboard examples	
	15:00-16:30	Interview with Owners and Veterinarians(s)	Setting up the show, sitting down with local Vet Entrepreneurs and Innovators and documenting results	E5: Mobilizing Resources	Subjects for interviewing either live or via conferencing link, Smartphone/ Camera	
	16:30-17:00	Tips/Takeaways from Day 2 Transfer back to original venue	Use bus time to discuss and reflect on days' activities and discuss homework for last day	E7: Business Management		



	Time	Topic	Description	Competence covered	Material	
<b>DAY 3</b> 9 <sup>TH</sup> FEBRUARY 2020	9.00-11.00	Innovative Pedagogy Challenge Presentations	Participants present content created from workshops in 1 to 3 slides that can be used within a classroom and based on a persona	E6: Leadership	Laptop, projector	
	11.00-12.00	Trends Shaping VET Ecosystem and impacts on profession	Using UN Sustainable Development Goals as starting point for developing projects or discussion points	Eg: Ethics and Sustainability	Recycled materials such as boxes, paper, plastic	
	12.00 -13.00	Lunch				
	13.00-14.00	Tips/Takeaways of Workshop Series	Discuss and reflect on activities and what you can apply and share with colleagues/students and explore/research further	E5: Mobilizing Resources	Check lists	
	14.00 - 15.00	Exploring further techniques after evaluation	Mystery guest, Presentation "Round Robin", Forced (?) relationships			





## ANNEX

Implementation Goals – Resources to help you get to where you want to go

### Presentation Round Robin

Additional Resources:

[https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating\\_speaking\\_guidelines\\_spring2006.pdf](https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_guidelines_spring2006.pdf)

### Change Approaches by Demonstration

Additional Resources:

Alternatives to lecturing

<https://teachingcommons.lakeheadu.ca/57-alternatives-lecturing>

### Know how through Experience: Story creation from field trips

Additional Resources:

<https://vetmed.tamu.edu/news/press-releases/telling-tails-where-veterinary-medicine-and-storytelling-meet/>

[https://www.researchgate.net/profile/Jm\\_Schurer/publication/281311690\\_Who\\_Let\\_the\\_Dogs\\_Out\\_Communicating\\_First\\_Nations\\_Perspectives\\_on\\_a\\_Canine\\_Veterinary\\_Intervention\\_Through\\_Digital\\_Storytelling/links/5b695c67299bf14c6d950022/Who-Let-the-](https://www.researchgate.net/profile/Jm_Schurer/publication/281311690_Who_Let_the_Dogs_Out_Communicating_First_Nations_Perspectives_on_a_Canine_Veterinary_Intervention_Through_Digital_Storytelling/links/5b695c67299bf14c6d950022/Who-Let-the-)

[Dogs-Out-Communicating-First-Nations-Perspectives-on-a-Canine-Veterinary-Intervention-Through-Digital-Storytelling.pdf](https://www.researchgate.net/profile/Jm_Schurer/publication/281311690_Who_Let_the_Dogs_Out_Communicating_First_Nations_Perspectives_on_a_Canine_Veterinary_Intervention_Through_Digital_Storytelling/links/5b695c67299bf14c6d950022/Who-Let-the-)

<https://www.cehd.umn.edu/PsTL/Water/Resources/Documents/SandarsMurray2009.pdf>

### Task-oriented approaches – situational

Additional resources:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4404455/>

<https://journals.sagepub.com/doi/full/10.1177/1539449217727120>

### Design Thinking

Additional Resources:

<https://dschool.stanford.edu/resources/a-virtual-crash-course-in-design-thinking>

### VET Experience

Additional Resources:

<https://www.coursera.org/learn/becoming-a-veterinarian>

### Ecosystem View

Additional Resources:

Literal

<https://www.frontiersin.org/articles/10.3389/fvets.2018.00014/full>

[https://ec.europa.eu/environment/nature/knowledge/ecosystem\\_assessment/pdf/3rdMAESReport\\_Condition.pdf](https://ec.europa.eu/environment/nature/knowledge/ecosystem_assessment/pdf/3rdMAESReport_Condition.pdf)

Figurative:

<https://ecosystembuilderhub.com/how-to-get-started-mapping-your-entrepreneurial-ecosystem/>

<https://medium.com/the-post-grad-survival-guide/how-to-craft-a-career-that-fits-your-personality-15769bff02c9>

### Coworking Spaces in...

Zagreb - <https://www.total-croatia-news.com/top-5-zagreb/23544-top-5-coworking-spaces-in-zagreb>

Ljubljana - <https://nomadlist.com/coworking/ljubljana>

Budapest - <https://digitaltourist.co/best-coworking-spaces-budapest/>

### Career Education

Additional Resources:

<https://www.nap.edu/read/13413/chapter/9>





<https://uxplanet.org/a-comprehensive-ux-case-study-on-transforming-the-animal-welfare-non-profit-ecosystem-87f0157a913d>

### Empathy Map Goals

Additional Resources:

<https://miro.com/templates/empathy-map/>

### Word Association and other word games

Additional Resources:

[https://appgrooves.com/rank/game\\_word/word-association-games/best-word-association-games](https://appgrooves.com/rank/game_word/word-association-games/best-word-association-games)

<http://wordassociation.org/>

<https://www.humanbraincloud.com/>

### United Nation Sustainable Development Goals

<https://sustainabledevelopment.un.org/?menu=1300>

[https://www.fve.org/publications/vets\\_contribution\\_sdg/](https://www.fve.org/publications/vets_contribution_sdg/)

<https://www.vetswithoutborders.ca/library/postcards-and-news-releases/240-contributing-to-the-sustainable-development-goals>

<https://www.frontiersin.org/articles/10.3389/>

<fvets.2019.00336/full>

<https://www.worldanimalprotection.org/news/un-include-animal-protection-2030-agenda-sustainable-development>

<https://www.watersmartfoundation.com/initiatives/>

[https://pollinators.ie/wp-content/uploads/2019/12/All-Ireland-Pollinator-Plan\\_progress-report-year-4.pdf](https://pollinators.ie/wp-content/uploads/2019/12/All-Ireland-Pollinator-Plan_progress-report-year-4.pdf)

### Mystery Guest

Invite a guest and "prep" them to the fact that only students get to ask questions in order to reveal who they are, and what they do, in order to maximize audience engagement. Also refer to these sources for facilitating guest speakers...

<https://mgrush.com/blog/facilitation-guidelines/>

<https://web.stanford.edu/group/resed/resed/staffresources/RM/training/facilguide.html>

### Changing Environment

<https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/>

<https://www.teachthought.com/pedagogy/20-ways-to->

<setup-a-classroom-to-help-your-students-think/>

<https://www.cultofpedagogy.com/upgrade-classroom-design/>

### Hidden- Solution focus vs. Problem Focus

<http://www.planetofsuccess.com/blog/2011/problem-vs-solution-focused-thinking/>

[https://medium.com/@BW\\_Ventures/problem-vs-solution-oriented-thinking-b56d66d5ec0f](https://medium.com/@BW_Ventures/problem-vs-solution-oriented-thinking-b56d66d5ec0f)

<https://www.youtube.com/watch?v=gZuWLS7ZNpY>

### Unknown Management

<https://www.apa.org/helpcenter/stress-uncertainty>

<https://www.talentsmart.com/articles/11-Ways-Emotionally-Intelligent-People-Overcome-Uncertainty-1596789451-p-1.html>

<http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Inviting-Uncertainty-into-the-Classroom.aspx>

<https://www.edutopia.org/blog/dealing-with-uncertainty-classroom-students-ben-johnson>



### Background information:

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Further information on the project is available on the Erasmus+ platform for project results:

[https://ec.europa.eu/programmes/erasmus-plus/projects\\_en](https://ec.europa.eu/programmes/erasmus-plus/projects_en)

and on the project webpage: [www.softvets.eu](http://www.softvets.eu)

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