

BMC2



City & organisation	Louvain le Neuve, Education program at the university UC Louvain
Urban challenge(s) addressed	Societal or environmental challenges
Name/title of learning practice	HUD Innovation: Call for innovative project proposals
Type of case study	Curricular
Programme level learning practice/ case study	In Belgium, on local, regional or national themes. From a BMC2 case that it created.

BACKGROUND AND HISTORY

Years of establishment: 2019

Motivation behind intervention: Motivate young people to take an interest in entrepreneurship.

General content of intervention: Make a webtoon. Lego serious play for the spirit of enterprise. Fresco antipsychotic technique.

Target group: Students.

Length of the course: One academic year.

Average number of students attending: Per year, from 70 to more than a hundred students.

URBAN CHALLENGES ADDRESSED AND THE CONTEXT

Which urban challenge: Entrepreneurial social and environmental

Why was it addressed

The critical moment: allow yourself to carry your values and make sure that the team carries those values. And go all the way to the end of these values without necessarily having to balance with reality, since it is virtual.

How is it addressed: N/A

ORGANISATIONAL DESIGN

Stakeholders involved:

As a teacher, you have to practically narrate to be able to accompany. In addition to Julie and a student who is in a research master's program, a student job is to help on the frescoes and a course management assistant. In the first year, a lot of work is done to create everything that she helps to refine, such as different kinds of scientific committees on coaching, entrepreneurship etc....

references:

Catherine Mengele- great manual of the narrative approach and Pierre Blanc-Sahnoun.

Resources required (human, capital, physical)

Maps of the narrative approach to photo language maps. From which reflective texts are extracted, the questions were constructed on the basis of the literature of the narrative approach.

LEARNING DESIGN

ECTS: Yes

Learning objectives: Understanding the impact of entrepreneurship.

Training methodologies:

Courses, fresco, photo narrative cards, reflective newspapers. To analyze what has been done it must be done functionally and implicitly. When students do not have the same values, it does not work.

Format: 8 weeks in a university year.

Student support systems: The small team.

Assessment methods: N/A

Integration into curricula (if applicable): Yes, part of the curriculum of several very transdisciplinary master's degrees.

HINDERS

In relation to urban challenges

The constraint of the duration in time of the exercise (8 weeks) does not allow students to develop links easily with the ecosystem.

In relation to delivery of intervention

The significant mobilization of human resources to follow the students' path, create the frescoes, organize the external testimonies, etc.

ENABLERS

In relation to urban challenges:

The desire to testify to outsiders and the richness of testimonies.

Their ability to see positive things in the process of communicating their initiative to our students.

In relation to delivery of intervention

The capability of the students to change perspectives to try to act here and maintain in their environment, allowing them to see an immediate impact (even small) with the hope of making it grow tomorrow.

REFLECTION

Success factors: Theories, practices, intuitions, people and even more people.

Outputs, outcomes and impact: Hope and engagement of the student for impactful project. Motivation in the teachers' team

Lessons learned and recommendations: Trust the process, share, be positive, go for novelty and take risks, ask for help.

Other

The Social and Sustainable Entrepreneurship course is a 5-credit programme applying entrepreneurial thinking to various business models in social, environmental and economic perspectives. It explores impacts of business development on social and environmental relationships, allowing the student to be able to respond to social needs with sustainable entrepreneurship and create a sustainable business concept.

Note: The information contained on this description was extracted from the "Case Study report" (published by the Urban GoodCamp consortium in March 2022), available at: https://www.urbangoodcamp.eu/uploads/1/6/2/1/16214540/ucamp_-_case_study_report_1.pdf

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