

Learning Design for Sustainable Entrepreneurship: A 5-step Guide

The Teach&RISE framework



Contents

5-step Guide to Creating Teach&RISE Learning Designs 1

Step 1: Considering Students’ Prerequisites 2

Step 2: Identify Contextual Opportunities and Barriers 5

Step 3: Formulating Meaningful Learning Objectives 6

Step 4: Design Learning Activities and Find or Develop Relevant Ressources 11

Step 5: Design for Formative and Summative Evaluation 12

Things to consider 13

Author: Mette Lindahl Thomassen
Graphic design: Signe Frank Bogetoft

2026

5-step Guide to Creating Teach&RISE Learning Designs

What signifies a Teach&RISE learning design is the focus on capacity building within the four foundational pillars of the EIT Higher Education Institution project Sustainability for Future: Entrepreneurial Competence, Sustainability Competence, International Competence, and Local Eco-system Engagement.

Further it fulfils the Teach&RISE formal requirements in defining training and mentoring as follows:

- Student training is equivalent to 2 ECTS (50-60 Hours)

- Students Mentored is defined as students receiving one-to-one feedback

The Teach&RISE framework takes you through 5 steps for educational design, focusing on:

- 1: Reflections about your **students'** learning prerequisites, to promote meaningful learning design.
- 2: Mapping of **contextual** opportunities and barriers, to develop the local eco-system and promote sustainable change, while being cognisant of organisational framing.
- 3: Formulating meaningful **learning objectives**, to define the purpose of the educational process.
- 4: Design learning **activities** and find or develop relevant **resources**, to scaffold the learning journey.
- 5: Design for formative and summative **evaluation**, to promote student reflection during the learning journey and accommodate assessment needs.



The five steps to develop meaningful learning design within sustainable entrepreneurship and innovation, with an international outlook and rooted in local eco-systems in higher education are elaborated in the following sections.

Step 1: Considering Students' Prerequisites

Considering student prerequisites in higher education learning design is crucial to ensure courses/ learning activities are appropriately scaffolded and accessible. In Teach&RISE we advise to:

1. Validate learners' prior experience by assessing their existing knowledge and skills, which allows instructors to build new learning on solid foundations.
2. Align course content with students' educational level and progression, so materials challenge without overwhelming, supporting smooth advancement .
3. Support student progression through strategic scaffolding, feedback, and adaptive pacing tailored to individual academic journeys .
4. Prioritize Diversity, Equality, and Inclusion (DEI) by acknowledging diverse identities, backgrounds, and learning needs, and by removing barriers through inclusive practices. This aim to foster an equitable learning environment where varied experiences and identities enrich learning, strengthen critical thinking, and enhance overall engagement.

Questions to consider regarding students' prerequisites in relation to, sustainability, entrepreneurship/ innovation, internationalization, and entrepreneurial eco-system:

Prerequisites	Reflection questions
Students' prior experience	What knowledge, skills, attitudes and competences does the students bring into the learning design? What prior experiences can the students draw on? How should this be reflected in the learning objectives and activities?
Level of education	What proficiency/competency level does the students enter the learning design with? How should that affect the scaffolding, including degrees of freedom in the learning design?
Student progression	What have the students met through their education that this learning design builds on? What does this learning design need to prepare the students for in the educational progression?
Diversity, equality and inclusion	What is relevant to consider to promote diversity, equality and inclusion?*

*Sustainability for Future align with [GSC Diversity and Inclusion Strategy 2030](#).

On Diversity, Equality, and Inclusion

Teach&RISE learning designs should acknowledge the interplay of multiple diversity parameters, focusing on:

- promoting gender balance
- becoming disability-inclusive
- supporting LGBTI+ people
- enhancing ethnic diversity
- attracting more socio-economic diversity
- fostering cross-generational collaboration

For inspiration, here are three DEI-focused strategies tailored to varying class sizes (20–300 students) in higher education:

1. **Structured inclusion through Universal Design for Learning (UDL)**

Large classes benefit from clear, accessible course frameworks: share lecture outlines in advance, use captioned videos, and offer multiple ways to participate - e.g., clickers, chat polls, or guided notes - so students of diverse abilities and backgrounds can engage equitably.

2. **Intentional active-learning and peer engagement**

In mid to large courses (~50–300 students), breakout activities like “think-pair-share,” one-minute reflection papers, or structured group tasks (even via random pairing) create opportunities for all voices, reducing anonymity and promoting inclusion.

3. **Begin with inclusive surveys and early community building**

Even in large lectures, start the term with a brief survey to learn student names (and pronouns), backgrounds, and learning needs. Use data to form diverse study groups or guide TA/peer mentorship placement. This sets an inclusive tone and supports a sense of belonging.

Why this matters?

These approaches ensure accessibility (UDL), engagement (active learning), and belonging (community building). They're scalable: from seminar-style (20 students) to large lectures (300 students), these strategies are adaptable and impactful. By weaving DEI into design - not just delivery - they help create environments where every student feels seen, supported, and empowered to contribute.





Literature on DEI and entrapreneurship include:

Smith, A. M. J., Jones, D., Scott, B., & Stadler, A. (2017). Designing and Delivering Inclusive and Accessible Entrepreneurship Education [Bookitem]. In Entrepreneurship education: new perspectives on entrepreneurship education / (First edition., Vol. 7). Emerald Publishing.
<https://doi.org/10.1108/S2040-724620170000007019>

Otten, R., Faughnan, M., Flattley, M., & Fleurinor, S. (2022). Integrating equity, diversity, and inclusion into social innovation education: a case study of critical service-learning [Article]. Social Enterprise Journal., 18(1), 182–200.
<https://doi.org/10.1108/SEJ-11-2020-0101>

Henry, C., Wu, W., Moberg, K., Singer, S., Gabriel, B., Valente, R., Carlos, C., & Fannin, N. (2024). Exploring inclusivity in entrepreneurship education provision: A European study [Article]. Journal of Business Venturing Insights, 22, e00494.
<https://doi.org/10.1016/j.jbvi.2024.e00494>

Step 2: Identify Contextual Opportunities and Barriers

When designing learning activities in higher education, it is essential to consider both the opportunities and barriers embedded within the institutional frameworks. These frameworks - comprising policies, infrastructure, culture, and available resources - significantly influence how educational initiatives are implemented and experienced. By identifying supportive elements and potential constraints early in the design process, educators can create more inclusive, effective, and sustainable learning environments that align with institutional goals and student needs.

Questions to consider in relation to context elements influencing the learning design:

Level	Opportunities	Barriers
Internal	What internal resources (people, knowhow, materials...) can I draw on for this learning design? How can this learning design be embedded in our institution curricula, co-curricular or extracurricular?	What institutional frameworks/rules/ (ECTS, Timing...) does this learning design need to be in compliance with? Is there a need to challenge these barriers and if yes how can this be done?
Local context	Who are relevant local stakeholders to this learning design? How can the students engage with local stakeholders through this learning design?	Are there barriers in relation to integrating interaction with local stakeholders into the learning design? How can these be mitigated?



Step 3: Formulating Meaningful Learning Objectives

In higher education, crafting clear and meaningful learning objectives is essential - not just for guiding teaching, but also for helping students understand what they're expected to achieve and why. Bloom's taxonomy provides an effective framework, enabling educators to intentionally progress through cognitive levels: from Remember and Understand, to higher-order skills like Analyze, Evaluate, and Create. However, the true power of Bloom's lies not in using its hierarchy blindly, but in matching each objective's cognitive level to learners' current profiles and progression. Introductory courses often prioritize foundational levels like remembering and understanding, while advanced students benefit most from objectives that foster evaluation and creativity.

This guide walks educators through a structured approach:

1. Identify student readiness and course context, (Step 1+2).
2. Select appropriate Bloom's verbs for formulating meaningful learning objectives (Step 3), and
3. Align objectives, activities, and assessments (Step 4 +5), ensuring that each objective is measurable and toned precisely to students' developmental stage.

By intentionally calibrating the level of cognition - neither under- nor over-challenging learners - you can create objectives that are both achievable and transformative, fostering true engagement, mastery, and intellectual growth.

Suggested resource for formulating learning objectives: Bloom's (revised) Taxonomy.

In the following examples of learning objectives on different taxonomic levels are provided for each of our 4 pillars.



Exemplary learning objectives for the four pillars, on different taxonomic levels, including and supportive verbs and suggested resources.

Pillar 1: Entrepreneurship and Innovation

Taxonomic level	Exemplary Learning Objectives	Supportive verbs
Remember - Retain and recall information	Objective: Memorise definitions of foundational entrepreneurship terms (e.g., "business model," "value proposition," "market segmentation"). Function: Ensures recall of essential knowledge as a base for deeper learning.	Reiterate, Memorize, Duplicate, Repeat, Identify
Understand - Grasp the meaning of something	Objective: Explain how the lean startup framework supports iterative venture development, and describe its stages with real-world examples. Function: Demonstrates comprehension and ability to restate ideas in their own words.	Explain, Paraphrase, Report, Describe, Summarize
Apply - Use existing knowledge in a new context	Objective: Use the Business Model Canvas (BMC) to illustrate your idea. Function: Applies theoretical knowledge to a practical, real-world entrepreneurial task.	Practice, Calculate, Implement, Operate, Use, Illustrate
Analyse - Explore relationships, causes and connections	Objective: Students will compare and contrast at least two business models, analyzing their revenue streams, cost structures, and competitive positioning. Function: Breaks down models to examine relationships and key strategic components.	Compare, Contrast, Categorize, Organize, Distinguish
Evaluate - Make judgement based on sound analysis	Objective: Students will access a peer's startup pitch deck, judging its market fit, scalability, and risk management using established evaluation criteria. Function: Encourages informed judgment based on evidence and structured critique.	Assess, Judge, Defend, Prioritize, Critique, Recommend
Create - Make something new	Objective: Design an original entrepreneurial venture, developing a prototype, go-to-market plan, and financial forecasts informed by prior analysis. Function: Challenges students to synthesize knowledge into an innovative and cohesive new venture concept.	Invent, Develop, Design, Compose, Generate, Construct

Suggested resources: EU framework for educational designers - [EntreComp](#).

Pillar 2: Sustainability

Taxonomic level	Exemplary Learning Objectives	Supportive verbs
Remember - Retain and recall information	Define core terms including "sustainable entrepreneurship," "ecopreneurship," "triple bottom line," and "sustainable business model."	Reiterate, Memorize, Duplicate, Repeat, Identify
Understand - Grasp the meaning of something	Explain how sustainability principles (e.g., cradle-to-cradle design, circular economy) influence venture innovation and business model development.	Explain, Paraphrase, Report, Describe, Summarize
Apply - Use existing knowledge in a new context	Use sustainable business model frameworks to construct a preliminary sustainable value proposition for an existing company or a new eco-driven venture.	Practice, Calculate, Implement, Operate, Use, Illustrate
Analyse - Explore relationships, causes and connections	Compare and contrast two specific sustainable business models, analyzing their economic, environmental, and social performance across different industries	Compare, Contrast, Categorize, Organize, Distinguish
Evaluate - Make Judgement based on sound analysis	Assess the viability of an eco-venture proposal by critiquing its scalability, resource impacts, and alignment with UN Sustainable Development Goals or ECG regulations.	Assess, Judge, Defend, Prioritize, Critique, Recommend
Create - Make something new	Design an original sustainable venture concept - complete with a scalable business model, circular product design, and impact metrics - that addresses a real-world sustainability challenge	Invent, Develop, Design, Compose, Generate, Construct

Suggested resources: Tools - [Sustainability atlas](#).

Pillar 3: Internationalization

Taxonomic level	Exemplary Learning Objectives	Supportive verbs
Remember - Retain and recall information	Define essential international entrepreneurship terms such as "internationalisation at home," "cross-border venture," "transnational business model," and "intercultural competence."	Reiterate, Memorize, Duplicate, Repeat, Identify
Understand - Grasp the meaning of something	Explain how globalisation and internationalisation strategies (e.g., flying faculty, COIL, joint ventures) influence entrepreneurial opportunities and venture scalability.	Explain, Paraphrase, Report, Describe, Summarize
Apply - Use existing knowledge in a new context	Use internationalisation frameworks - such as ACE's comprehensive internationalisation model - to illustrate a market entry strategy for an entrepreneurial venture targeting at least two distinct countries.	Practice, Calculate, Implement, Operate, Use, Illustrate
Analyse - Explore relationships, causes and connections	Compare and contrast the entrepreneurial outcomes of an internationalisation-at-home initiative versus a mobility/study-abroad programme, examining effects on venture creation, cultural competence, and network development.	Compare, Contrast, Categorize, Organize, Distinguish
Evaluate - Make Judgement based on sound analysis	Access an organisation's international strategy by evaluating its inclusivity, economic viability, and intercultural learning outcomes.	Assess, Judge, Defend, Prioritize, Critique, Recommend
Create - Make something new	Create and deliver a pitch for an international audience, collect feedback and revise idea	Invent, Develop, Design, Compose, Generate, Construct

Suggested resources: Literature for educational designer- Mittelmeier, J., Lomer, S., Al-Furqani, S., & Huang, D. (2024). Developing meaningful internationalisation that impacts students' outcomes in higher education: A scoping review of the literature 2011–2022. *Journal of Studies in International Education*, 28(4), 503-525.

Pillar 4: Local Eco-system Engagement

Taxonomic level	Exemplary Learning Objectives	Supportive verbs
Remember - Retain and recall information	Define core terms such as "entrepreneurial ecosystem," "local innovation system," "triple-helix," "anchor institution," and "cluster development."	Reiterate, Memorize, Duplicate, Repeat, Identify
Understand - Grasp the meaning of something	Explain how universities, industry, government, incubators, and community stakeholders interact to shape the health and dynamics of local entrepreneurial ecosystems.	Explain, Paraphrase, Report, Describe, Summarize
Apply - Use existing knowledge in a new context	Use tools like ecosystem mapping and stakeholder analysis to identify strengths, gaps, and interconnections in their region's entrepreneurial landscape.	Practice, Calculate, Implement, Operate, Use, Illustrate
Analyse - Explore relationships, causes and connections	Analyze case studies (e.g., Lancaster, New Haven, Kerala Startup Mission) to examine how integrated learning, government policy, and university outreach contribute to ecosystem resilience and growth.	Compare, Contrast, Categorize, Organize, Distinguish
Evaluate - Make Judgement based on sound analysis	Assess an existing local entrepreneurial ecosystem initiative - assessing inclusivity, sustainability, stakeholder engagement, and economic impact - using established evaluation criteria	Assess, Judge, Defend, Prioritize, Critique, Recommend
Create - Make something new	Design a practical intervention aimed at strengthening the regional entrepreneurial ecosystem, complete with implementation steps and impact measures.	Invent, Develop, Design, Compose, Generate, Construct

Suggested resources: Research based tool: [Context hive](#).

Step 4: Design Learning Activities and Find or Develop Relevant Resources

In this step you will focus on designing activities and finding relevant resources to support student development within sustainable entrepreneurship. Student's prerequisites for learning, context and learning objectives should be reflected in the choices of activities and resources.

Learning activities can be both initiated by the educator/start-up coach and students to promote proactivity and selfdirection. Further, a learning activity does not necessarily require an educator to be present. To calibrate expectations and make it explicit for the students what is expected of the this can be illustrated in the [Study Activity Model](#).

In higher education, effective learning design balances structure with autonomy. Here learning designers should consider students' degrees of freedom in the learning design. Which refers to the extent to which learners can make choices about their learning process - such as selecting topics, methods, or pacing. Providing appropriate degrees of freedom encourages student engagement, critical thinking, and ownership of learning.

To support learners as they navigate this autonomy, educators use scaffolding - structured support that helps students accomplish tasks they might not manage independently. As learners gain competence, this support is gradually reduced in a process known as faded guidance. This approach ensures that students are neither overwhelmed by too much freedom too soon nor restricted by unnecessary support as they progress.

By thoughtfully integrating degrees of freedom with scaffolded, fading guidance, educators can design learning experiences that are both challenging and supportive, fostering deeper learning and greater learner independence. In the following you can find a planning framework for educational activities.

Questions to consider in relation to context elements influencing the learning design:

Learning objective	Select a learning objective
Process	Where in the learning process will students work related to the learning objective.
Activity	What educational activities can support students in achieving the learning objective.
Reflection question	Consider which reflection questions to give students to explicate their learning.
Tools and resources	Which tools and resources can be provided for the students to support the achievement of the learning objective.

Suggested resources: Literature for educators- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. Educational psychology review, 22, 271-296.

Step 5: Design for Formative and Summative Evaluation

In higher education, effective learning design relies on the integration of both formative and summative evaluation. Formative evaluation occurs during the learning process and provides ongoing feedback to students and educators. It helps identify learning gaps, guide instructional adjustments, and support student progress. Summative evaluation, on the other hand, takes place at the end of a learning unit or course and assesses the extent to which learning outcomes have been achieved. Together, these two forms of evaluation ensure that learning experiences are both responsive and outcome-driven, fostering continuous improvement and meaningful assessment in higher education.

Formative evaluation

Formative evaluation of students is used to assess their learning progress during a lesson, unit, or course. The goal is to provide ongoing feedback that helps students improve their understanding and reach it or use different strategies. This way, students get support while they are still learning, rather than only being evaluated at the end.

Example:

An educator might give students short quizzes, ask them to write reflections, or observe group discussions to gauge understanding. If many students struggle with a concept, the educator can reteach it or use different strategies. This way, students get support while they are still learning, rather than only being evaluated at the end.

Summative evaluation

Summative evaluation assesses student learning at the end of an instructional period, such as a unit, term, or course. Its main purpose is to measure how well students have achieved the learning objectives and to assign grades or make final judgments about their performance.

Example:

A teacher might give a final exam, assign a major project, or use standardized tests at the end of a term. These results are used to determine if students have mastered the content and are often recorded as part of their final grade. Summative evaluation typically comes after all instruction and practice have been completed.

Assessment rubric can be used to clarify for learners how they are assessed in relation to each learning objective. It provides clear expectations for students and ensures consistent grading by outlining what constitutes different levels of achievement.

Example:

Learning objective	Excellent	Good	Need improvement	Low performance
1 incert learning objective.	Describe what excellent performance in relation to this learning objective entail.	Describe what good performance in relation to this learning objective entail.	Describe what a performance that need improvement in relation to this learning objective entail.	Describe what a low performance in relation to this learning objective entail.

The levels of excellent, good, need improvement and low performance can also be substituted with grades of differentiated to a larger or lesser extend.



Things to consider

Designing effective learning experiences in higher education is both a creative and strategic endeavor. By thoughtfully integrating pedagogical principles, aligning with institutional frameworks, and addressing the diverse needs of students, educators can create learning environments that are engaging, inclusive, and impactful. Embracing tools such as scaffolding, formative and summative evaluation, and internationalization strategies ensures that learning designs not only support academic success but also prepare students for a global and ever-changing world. As educators, your role in shaping these experiences is vital - and your commitment to reflective, evidence-informed design makes all the difference.