**ESOGU INDUSTRIAL DESIGN DEPARTMENT**

**COURSE INFORMATION FORM**

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| **Course Name** | **Course Code** |
| CREATIVE ENTREPRENEURSHIP | 141118007 |

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| **Semester** | **Number of Course Hours per Week** | | **Credit** | **ECTS** |
| **Theory** | **Practice** |
| 8 | 2 | 2 | 3 | 5 |

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| **Course Category (Credit)** | | | | |
| **Basic Sciences** | **Engineering Sciences** | **Design** | **General Education** | **Social** |
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| **Course Language** | **Course Level** | **Course Type** |
| Turkish | Undergraduate | Elective |

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| **Prerequisite(s) if any** | None |
| **Objectives of the Course** | The aim of this course;  • To inform students about the entrepreneurship process  • Teach students methods they can use to test and improve their entrepreneurial ideas.  • To support industrial design-oriented start-ups. |
| **Short Course Content** | This course is designed to support students in bringing their design ideas to life by establishing start-ups. In the theoretical part of the course, information will be given about the requirements of being an entrepreneur and the uncertainties in the process. Students will then focus on a design idea in teams and refine their business model through testing processes before implementing them. In this process, it is aimed that students grasp the importance of teamwork, embrace criticism and early failures, and reach better business ideas. |

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| **Learning Outcomes of the Course** | | **Contributed PO(s)** | **Teaching Methods \*** | **Measuring Methods \*\*** |
| **1** | Gain knowledge and experience about entrepreneurship. | 1, 7 | 1, 2, 6 | A |
| **2** | Learns various tools that can be used in the entrepreneurship process. | 1, 2, 7 | 1, 2, 6 | A, D |
| **3** | Can generate entrepreneurship ideas and test these ideas before implementation. | 1, 2, 3, 4, 5, 6, 7, 8 | 11, 13, 6 | J |
| **4** | Can work on an entrepreneurial idea as a team. | 9 | 6, 12 | J |

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| **Main Textbook** | \* Osterwalder, A., & Pigneur, Y. (2010). Business model generation—A handbook for visionaries, game changers, and challengers. John Wiley & Sons. |
| **Supporting References** | \* Ries, E. (2011). The Lean Startup-How Today’s Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.  \* Blank, S., & Dorf, B. (2012). The startup owners manual the step-by-step guide for building a great company. John Wiley & Sons.  \* Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). Value Proposition Design—How to Create Products and Services Customers Want. |
| **Necessary Course Material** | Personal computer |

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| **Course Schedule** | |
| **1** | Introduction of the program |
| **2** | Basic concepts |
| **3** | Basic concepts |
| **4** | Business model canvas |
| **5** | Lean start-up |
| **6** | Customer development |
| **7** | MVP (minimum viable product) |
| **8** | Mid-Term Exam |
| **9** | Customer interviews |
| **10** | Presenting the entrepreneurial idea and forming the teams |
| **11** | Presenting the business model as a team |
| **12** | Prototype and test processes |
| **13** | Prototype and test processes |
| **14** | Prototype and test processes |
| **15** | Prototype and test processes |
| **16,17** | Final Exam |

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| **Calculation of Course Workload** | | | |
| **Activities** | **Number** | **Time (Hour)** | **Total Workload (Hour)** |
| Course Time (number of course hours per week) | 14 | 4 | 56 |
| Homework | 4 | 6 | 24 |
| Participation (Preparation) | 14 | 1 | 14 |
| Mid-Term Exam | 1 | 2 | 2 |
| Studying for Mid-Term Exam | 1 | 15 | 15 |
| Final Exam (project) | 1 | 9 | 9 |
| Studying for Final Exam (project) | 1 | 40 | 40 |
|  | **Total workload** | | **156** |
|  | **Total workload / 30** | | **5,2** |
|  | **Course ECTS Credit** | | **5** |

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| **Evaluation** | |
| **Activity Type** | **%** |
| Mid-term (Project) | 20 |
| Homework | 40 |
| Participation | 10 |
| **Final Exam (Project)** | 30 |
| **Total** | 100 |

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| **RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO)** (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low) | | |
| **NO** | **PROGRAM OUTCOME** | **Contribution** |
| **1** | Within cultural, historical and artistic contexts the ability to integrate theoretical knowledge about production and consumption mechanisms into the design practice | 3 |
| **2** | The ability to plan the design process, to choose and use appropriate methods and techniques | 3 |
| **3** | The ability to identify design problems and related sub-problems and to produce creative solutions with a critical and dialectical approach | 5 |
| **4** | The ability to design in terms of spatial thinking using design principles and elements | 3 |
| **5** | The ability to make applications in the interaction of aesthetics and function using design elements and means and to evaluate these applications | 2 |
| **6** | The ability to visualize and present using two and three dimensional design tools | 2 |
| **7** | The ability to follow and apply technological developments, current design approaches, sustainable production methods, materials and innovations in the field of informatics in design projects | 3 |
| **8** | The ability to use field knowledge in industrial design projects by considering the needs and interests of the society and target users within the scope of environmental awareness, professional ethics and the laws | 5 |
| **9** | The ability to carry out the design process effectively individually or in a team | 5 |
| **10** | The ability to take an active role in discipline-specific or interdisciplinary studies at the national and international levels; |  |

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| **LECTUTER(S)** | | | | |
| **Prepared by** | Lect. Nimet Başar Kesdi |  |  |  |
| **Signature(s)** |  |  |  |  |

**Date:**08.08.2024