

<b>Program</b>	<b>Leaders at Work</b>
Course title	<b>Eco-Educational Entrepreneurship in the Start Up Nation</b>
Number of ECTS	4
Language of Teaching	English
Year and semester	Spring semester: 2023
Lecturer name	Dr. Mali Nevo
Lecturer telephone	054-4616133
Lecturer email	Mali.nevo@gmail.com
Office hours	After session, by appointment

### Course Details:

Course description	<p>Eco-educational initiatives for the common good, and socio-ecological welfare are becoming a compass, source of hope and can be seen as a necessary practice for the transformation to the sustainable world.</p> <p>The global reality has changed profoundly in the last decades. Among the main reasons that can be mentioned: climate change and its unpredicted consequences, growth of corporate governance, technological changes, growth of world population, urbanization and extinction of the experience.</p> <p>This reality leads to challenges and complex chaotic problems as well as new opportunities at the local and global levels. Furthermore, the Covid-19 that broke out in the world at the end of 2019 reflects the need of new eco-social perception and perspective.</p> <p>This course is aiming to address socio-ecological leadership path and enrich students with a multidisciplinary thinking and practical skills in the field of eco-educational entrepreneurship.</p>
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	<p>During the course we will focus on the "eco-social" component in innovative educational enterprises which can increase resilience and systematic eco-welfare. We will explore theoretical and practical pedagogical implications for personal and socio-ecological transformation, collective action and deep-sustainable impact.</p>
<p>Learning Outcomes</p>	<p>This course provides students with a unique opportunity to experience the eco-educational entrepreneurial knowledge and practice it in an academic and community environment. After completing this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and understand the meaning of eco-educational entrepreneur and entrepreneurship in the context of eco-social complex transformations and welfare.</li> <li>2. Examine and analyze an initiative from a deep-sustainable perspective.</li> <li>3. Know what it takes to develop an idea into an initiative.</li> <li>4. Understand and evaluate the meaning of ecosystem of innovation ("start-up nation").</li> <li>5. Experience entrepreneurial teamwork.</li> <li>6. Develop innovative eco-educational project and in the arena of the start-up nation.</li> <li>7. Practice the eco-appreciation perspective (EAP) model in eco-educational entrepreneurship context.</li> </ol>
<p>Teaching Methods</p>	<p>This course will introduce the field of eco-educational entrepreneurship and entrepreneurial knowledge to the students. In the course we will combine variety of learning methods:</p> <ul style="list-style-type: none"> <li>• Individual, co and group experiential learning</li> <li>• Discussions and sharing ideas</li> <li>• Case analysis</li> <li>• Experiential learning</li> <li>• Outdoor learning</li> <li>• Educational tour</li> </ul>

	<ul style="list-style-type: none"> <li>• Guest lecturers</li> </ul>			
Assignments and Requirements	<p>Students are expected to actively participate in the course. Class discussion and exercise encourages creativity and active exchange of ideas and thoughts. Student evaluation is based on both individual and team contributions to the class.</p>			
Grade composition	<p><b>Group (50%) + Personal (50%)</b></p> <p><b><u>Presentation (25%)</u></b> "From an idea to an eco-educational initiative". 15 minutes for the presentation and 10 minutes for professional discussion.</p> <p>(50% presenting in class; 50% submitted group report after the presentation). <b>Group (15%) Personal (10%)</b></p> <p><b><u>Final Assignment (75%)</u></b> "From an idea to an eco-educational initiative " – Written final report. <b>Group (35%)</b> <b>Personal (40%):</b></p> <p><b>Total= 100%</b></p> <p>Instructions will be given at the beginning of the course.</p>			
Work Parameters (Per week-13 weeks)	Contact hours in lecture form	Assignments (hours)	Reading (hours)	Self-Study (hours)
	2	2	2	2
Attendance	<p>Students must attend 80% of the sessions. Unexcused absences exceeding 20% (more than 3 during the semester) will result in an "incomplete" grade in the course .</p>			

### Course Plan - Weekly Topics

(Full course program by weeks will be given soon).

This course is multidisciplinary and it includes 4 key knowledge clusters:

#### 1. Entrepreneur ,Initiative and Entrepreneurship knowledge

- The entrepreneurial idea
- The entrepreneur
- The entrepreneurial team
- Eco-social initiatives
- Entrepreneurial opportunities
- eco-educational entrepreneurship
- caring entrepreneurship
- Stakeholders

## **2. The "Eco" component**

- Deep Ecology and Ecological self
- Human-nature relations
- Social and environmental ecosystems welfare
- Nature rights, children rights and indigenous knowledge
- The "Extinction of experience" vs. Eco appreciation perspective
- The PPP wisdom - people, place, planet
- The "Eco" component in the core of socio-educational initiatives
- Sustainable and ecological community projects
- Active hope in time of chaos
- Transition/transformation for sustainable world and ecosystem stakeholders
- Innovation for sustainability
- Deep sustainability - "Giving nature a place"
- Environmental and social responsibility
- Common good

## **3. Education and pedagogy in times of climate change**

- Eco-humanism
- Eco appreciation perspective (EAP)
- climate change
- Place based education
- Nature based solutions (NBS)
- Community based education
- Project based education
- Social and emotional learning (SEL)
- Values based learning
- Outdoor learning

## **4. The start-up nation**

- History, myth and reality
- The High tech/cleantech/climate-tech in Israel
- Incubators and accelerators
- The Israeli's ecosystem and culture of innovation

## **Reading List and Additional Sources:**

### **1. Entrepreneur ,Initiative and Entrepreneurship knowledge**

André, K., & Pache, A. C. (2016). From caring entrepreneur to caring enterprise: Addressing the ethical challenges of scaling up social enterprises. *Journal of Business Ethics*, 133(4), 659-675.

Bhide, A. (1996). The questions every entrepreneur must answer. *Harvard business review*, 74(6), 120-130.

- Dumitru, A., & Wendling, L. (2021). Evaluating the impact of nature-based solutions: A handbook for practitioners.
- Eckhardt, J. T., & Shane, S. A. (2003). Opportunities and entrepreneurship. *Journal of management*, 29(3), 333-349.
- Freeman, R. E., & Velamuri, S. R. (2006). A new approach to CSR: Company stakeholder responsibility. In A. Kakabadse & M. Morsing (Eds.), *Corporate social responsibility (CSR): Reconciling aspiration with application*, 9–23, New York: Palgrave Macmillan.
- Hansen, E. G., Grosse-Dunker, F., & Reichwald, R. (2009). Sustainability innovation cube—a framework to evaluate sustainability-oriented innovations. *International Journal of Innovation Management*, 13(04), 683-713.
- Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. P.14-29; P. 30-44. John Wiley & Sons.
- Porter M. & Kramer M. R. (2011). The big idea: Creating shared value. *Harvard Business Review*, 89(1/2): 62-77.
- Taylor, A., & Greve, H. R. (2006). Superman or the fantastic four? Knowledge combination and experience in innovative teams. *Academy of management journal*, 49(4), 723-740.

## **2. The "Eco" component**

- Fisher, M. (2019). A theory of public wellbeing. *BMC public health*, 19(1), 1-12.
- Fumagalli, Fermani, E., Senes, G., Boffi, M., Pola, L., & Inghilleri, P. (2020). Sustainable Co-Design with Older People: The Case of a Public Restorative Garden in Milan (Italy). *Sustainability (Basel, Switzerland)*, 12(8), 3166. <https://doi.org/10.3390/su12083166>
- IPCC (2021). *Climate change 2021: The physical science basis*. Retrieved from: [https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf)
- Mayer, F. Stephan, and Cynthia Mc Pherson Frantz. 2004. "The Connectedness to Nature Scale: A Measure of Individuals' Feeling in Community with Nature." *Journal of Environmental Psychology* 24 (4): 503–515
- Millennium ecosystem assessment, M. E. A. (2005). *Ecosystems and human well-being (Vol. 5)*. Washington, DC: Island press.  
<http://www.millenniumassessment.org/documents/document.356.aspx.pdf>
- Nevo, M. (2019). The Eco-Appreciation Perspective. Implementing a practical approach to Nature Therapy. In E. Pfeifer [under constant involvement of H.-H. Decker-Voigt] (ed.), *Natur in Psychotherapie und Künstlerischer Therapie. Theoretische, methodische und praktische Grundlagen (vol. 1, pp. 247-263)*. Gießen: Psychosozial-Verlag
- Nevo, M & Levin, L (2021, September) "Yes, please – in my back yard!" – An Eco-Appreciation Perspective (EAP) toward sustainable eco-social welfare policies, ESPAnet 2021 online conference, Leuven, Belgium
- Ostrom, E. (2000). Collective action and the evolution of social norms. *Journal of economic perspectives*, 14(3), 137-158.
- Soga, M., & Gaston, K. J. (2016). Extinction of experience: the loss of human–nature interactions. *Frontiers in Ecology and the Environment*, 14(2), 94-101.

### **Education**

- Danks, S. G. (2010). *Asphalt to ecosystems: Design ideas for schoolyard transformation*. New Village Press.
- Johnson, J. T. (2012). Place-based learning and knowing: Critical pedagogies grounded in Indigeneity. *GeoJournal*, 77(6), 829-836
- Otto, S., & Pensini, P. (2017). Nature-based environmental education of children: Environmental knowledge and connectedness to nature, together, are related to ecological behaviour. *Global Environmental Change*, 47, 88-94
- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future.

### **The Child**

- Efrat Efron, S. (2008). Moral Education Between Hope and Hopelessness: The Legacy of Janusz Korczak. *Curriculum Inquiry*, 38(1), 39–62. <https://doi.org/10.1111/j.1467-873X.2007.00397.x>
- Marc Silverman (2017) Hope in Janusz Korczak's Pedagogy of Realistic Idealism, *Religious Education*, 112:3, 287-299, DOI: 10.1080/00344087.2017.1309512
- Moore, R. (1997). The Need for Nature: A Childhood Right. *Social Justice*, 24(3), 203-220
- Sebba, R. 1991 "The Landscapes of Childhood: The Reflection of Children's Environment in Adult Memories and in Children's Attitudes." *Environment and Behavior* 23,4: 395-422
- Wilson, R.A. (1996) . The Development of the Ecological Self . *Early Childhood Education Journal* 24(2): 121-123.

### **4. The Start-up Nation**

- Avnimelech, G., Schwartz, D., & Bar-El, R. (2007). Entrepreneurial high-tech cluster development: Israel's experience with venture capital and technological incubators. *European planning studies*, 15(9), 1181-1198.
- Kon, F., Cukier, D., Melo, C., Hazzan, O., & Yuklea, H. (2014). A panorama of the Israeli software startup ecosystem. Available at SSRN 2441157.
- Drori, I., Ellis, S., & Shapira, Z. (2012). *The evolution of the Israeli hi-tec: a genealogical approach*. Stanford University Press.

### **Optional Reading**

- Berry, T. (1999). *The Great Work: Our Way into the Future*. Bell Tower, Crown Publishing Group

- Kimmerer, R. W. (2018). Speaking of nature. Global oneness project.  
[https://www.globalonenessproject.org/library/articles/speaking-nature?fbclid=IwAR2Bu2hl0gPn0qeSCsPIHmNKsOrCk7NEr\\_9gipAZUWNeU-U19Eoc0yBDsIA](https://www.globalonenessproject.org/library/articles/speaking-nature?fbclid=IwAR2Bu2hl0gPn0qeSCsPIHmNKsOrCk7NEr_9gipAZUWNeU-U19Eoc0yBDsIA)
- Levin, L. (2020). Rethinking Social Justice: A Contemporary Challenge for Social Good. *Research on Social Work Practice*, 30(2), 186-195.
- Louv, R. (2008). Last child in the woods: Saving our children from nature-deficit disorder. Chapel Hill, N.C.: Algonquin Books of Chapel Hill.
- Macy, J., & Johnstone, C. (2012). Active hope: How to face the mess we're in without going crazy. Novato, CA: New World Library.
- Ostrom, E. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science*, 325(5939), 419-422.
- Porter, T. B. (2006). Coevolution as a research framework for organizations and the natural environment. *Organization & Environment*, 19(4), 479-504.  
<http://www.nuovavista.com/SharedValuePorterHarvardBusinessReview.PDF>
- Shadmi, E. (Ed.) (2021), The legacy of mothers: Matriarchies and the gift economy as post capitalist alternatives. Toronto, Canada: Inanna Publications.

### **Links**

- <https://sdgs.un.org/2030agenda>  
<https://www.rightsofnaturetribunal.org/>  
<https://finder.startupnationcentral.org/sdg>