

Program	Leaders at Work
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>
Learning Outcomes	<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>
Teaching Methods	<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.</p> <p>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>Presentation (25%)</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).</p> <p><b>Group (15%) Personal (10%)</b></p> <p><b>Final Assignment (75%)</b>          "From an idea to an eco-educational initiative " – Written final report.</p> <p><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)	<table border="1"> <thead> <tr> <th>Contact hours in lecture form</th> <th>Assignments (hours)</th> <th>Reading (hours)</th> <th>Self-Study (hours)</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Contact hours in lecture form	Assignments (hours)	Reading (hours)	Self-Study (hours)	2	2	2	2
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2	2	2	2						
Attendance	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 .								

### 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=IwAR2Bu2hl0gPn0qeSCsPlHmNksOrCk7NEr\\_9gipAZUWNeU-U19Eoc0yBDsIA](https://www.globalonenessproject.org/library/articles/speaking-nature?fbclid=IwAR2Bu2hl0gPn0qeSCsPlHmNksOrCk7NEr_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>