

***///Learning in Action!* (LIA): A Problem Based Learning Experience for  
Developing the Entrepreneurial Spirit  
R. Wilburn Clouse, PhD**

**Academic Abstract**

We have developed a series of experiences that teach students to expand their thinking to be out side of “right or wrong answers” and linear thinking. We want students to learn to deal with chaos, uncertainty and to see new opportunities that come from a changing world. But yet, most of our formal educational systems teach students how to work and live in a stable and structured organizational world. Most curricular teaches structure, order, linear thinking and certainty, while the world is filled with chaos, ambiguity and uncertainty. Thus we have developed a learning environment to include new idea development, creativity, humor and entrepreneurship as a way of thinking about life in the 21 century. Our work is divided into 4 different Action Groups and is designed to be cross disciplines and across different learning environments.

**Executive Summary**

In this session the Learning in Action pedagogy will be discussed and learning experiences will be outlined in details. Reactions to 12 University and 4 Public School learning experiences will be discussed and final projects will be shown. For example, we will demonstration how the Santa Fe case can be used to redevelop a small down town area where the “big box stores” and interstates have created ghost towns. Our process is designed to be a creative force to help students see new and different ventures in life and to help the U.S. regain world recognition and redevelop a value system of business ethics and respect for life and the world environment. The guiding questions will be centered around the following questions: 1. Can Entrepreneurship thinking be infused into on-going courses? 2. Can authentic cases be developed that will encourage creative and entrepreneurial thinking? 3. Can several schools from different backgrounds work together to develop a creative learning environment? 4. Will the current learning pedagogy used in colleges and public schools produce the next way of entrepreneurial thinkers? 5. What changes in world events (political, environmental, technological, and social) are likely to occur that will affect worldwide business? We live in a changing world. But yet, much of our formal learning teaches us to think logically and in a linear fashion. We are taught to expect to find “the right answer.” In our rapidly changing world we need to understand and know how to live in an uncertain world. These concerned lead us to develop the learning in action pedagogy. Products to be produced from this session would include the understanding of the LIA process, the identification of new learning experiences and the identification of other schools that would be involve with this effort.

**So What Issues**

The team will discuss the above the guiding questions and help develop the future of projects that can/will develop entrepreneurship as a way of thinking about live. Emphasis will be place on teaching non-traditional and non business majors students. Examples will be shown how student have use the learning experience to approach an opportunity and to start a business venture.

## **Participants**

R. Wilburn Clouse, Vanderbilt University  
Joseph Aniello, Francis Marion University  
Robert J. Lahm, Middle Tennessee State University  
Inge Nickerson, Barry University  
Terry Goodin, Middle Tennessee State University  
Joseph S Roberts, Columbia College Chicago  
Charles R. B. (Chuck) Stowe  
Kevin Howell, Appalachian State University  
David L. Fender, Murray State University  
Deane Peterson, Vanderbilt University  
Noel McDowell, TELESIS PLANNING  
Ronny Williams, Trevecca Nazarene University  
Tracy Bushee, Midlands Technical College  
Bob Clougherty, Tennessee Tech University  
J.R. Kerbel, Special Education Graduate Student at UNLV/  
Don Miller, Heritage Foundation  
Roberta Miller, Resources, Inc.  
Fred Patrick, Grove High School

What role will the US play in the next 20 years?  
Final products will be discussed as a part of the “So What Issue”.

## **Introduction**

We live in a changing world. The rate of change has greatly accelerated since 9-11. Chaos and uncertainty are now a part of our everyday life. At this writing we are in war in two places in the Middle East with no end in sight. We never know when the next terrorist will attack or when the next major world event will occur that will change our lives forever. But yet, much of our formal learning teaches us to think logically and in a linear fashion. We are taught to expect to find “the right answer.” In our rapidly changing world we need to understand and know how to live in an uncertain world. These concerns lead us to develop the learning in action pedagogy.

The Learning in Action process involves the development of learning cases with entrepreneurship as the central theme of each case. We have developed a series of cases that teach students to expand their thinking to be outside of linear systems and “right answer approaches”. We want students to be able to deal with uncertainty and chaos and to see opportunities that may come out of an ever-changing environment. Thus, we have included new idea development, creativity, humor and entrepreneurship as a way of viewing and thinking about a way of life. We want to maximize life by developing individuals who are self-sufficient, self-determined and who have a passion for new venture creation. We are concerned about the current educational system that teaches certainty, linear thinking and conformity. We believe that chaos and uncertainty is now a

part of our every-day lives and that current-learning systems will not produce the type of citizens needed in this century. Thus we have developed a learning process that leads to the application of knowledge through problem-based cases and learning activities developed in Humor, Creativity, and Entrepreneurship. A brief discussion of each process follows.

***Learning in Action!*** (LIA) is a process related to connecting learning with the framework of the learner. LIA is a holistic approach to the learning process involving the whole-part-whole teaching strategies that connects the learning to live cases written across several different disciplines to develop an authentic learning experience. Through a problem based case experience, the student learns multiple concepts and different disciplines simultaneously. LIA is developed through problem based learning cases that are multi-disciplinary in nature. The over-riding theme is to produce students who can be creative thinkers in the 21<sup>st</sup> century. Our world is filled with uncertainty in our social, economic and political systems. Certainty and stability are no longer a given. In recent years, political systems have failed, terrorists' activities have increased to be world-wide, world energy systems are changing, world markets are changing, products and process development systems are being modified and natural disasters have occurred with worldwide impact. The world is unstable and uncertain. But yet, most of our formal educational systems teach students how to work and live in a stable and structured organizational world. Most curricular teaches structure, order, linear thinking and certainty, while the world is filled with chaos, ambiguity and uncertainty.

The question arises as to how we can deal with an environment of rapid change and uncertainty. We are, of course, uncertain about how to handle this changing and uncertain world, but we believe that individuals who are creative and entrepreneurial are more likely to succeed than those who are linear thinkers. Thus, we have developed a process to encourage creative thinking by developing the whole-part-whole process using resources designed for just-in-time learning and using a recursive curriculum design. Thus the LIA process has been developed to encourage creative and entrepreneur thinking. We want to influence students to make jobs rather than take jobs. We are interested in the ultimate reason for learning-- the application of knowledge thus creating ***Knowledge in Action!***

### ***///Ideas in Actions! (IIA)***

This activity is designed to encourage students to think of new and different ideas and to share those ideas in small group settings in their classes and on the Internet with other students through-out the world who are interested in new idea development. Instructors may want to request students to list ideas that are of interest to the student. The concept here is to develop as many ideas as possible. A black board Discussion group and or Glob will be established and their ideas are added to the list.

### **Entrepreneurs in Action! (EIA)**

***Entrepreneurs in Action!*** is a curriculum designed to teach entrepreneurship, creativity and innovation by using online cases. The curriculum is a vehicle for creating learning

environments that foster entrepreneurial activities and develop a mindset for thinking outside of structured settings. The curriculum takes the position that every person has the potential to think creatively and entrepreneurially.

## **Featured Cases**

### Universities

Blackout in America! – Electrical Energy  
A Question of Power – Oil Shortage  
Chasing the Dragon – Illegal Drugs  
Not in My Backyard! – Recycling  
Music City Blues – Music Business  
Talking to the Air – Wireless Technology  
The Santa Fe Effect – City Planning  
The Phoenix – Creating a Cyber Café  
Long Lines and Hot Tempers—Homeland Security  
A Safety Manager’s Dilemma  
Changing Generations: An Entrepreneur takes over the Family Business  
(The Family Business)  
The Big Question (No Sports in School)

### K-12

The Case of the Neighborhood Market Renaissance  
The Case of the Disappearing School  
Signs of a Storm  
When Summer Sun Is No Fun  
The Great Rollerblade Challenge  
So, what are you going to do this summer?

***///Entrepreneurs in Action!*** is our most developed section of ***Learning in Action!*** We have cases developed for k-12 learning environments as well as college and universities.

### ***///Creativity in Action! (CIA)***

The cases under development in this section are designed to create learning environments that will encourage creative thinking and thus lead to entrepreneurship. Our world is driven by the desire to maximize life by developing self-sufficient, self-determination and individuals that have a passion for new venture creation. These cases are designed to set the stage for future ventures.

There are several assumptions about the field of creativity. Some theories assume that you are just born with innate genes to be creative. Other assumptions indicate that you can create an environment and thus influence the creativity of individuals. When one observes a small child when he/she enters a school building for the first time, one observes an individual uncontaminated by many previous assumptions. In most cases, students who are ready for first grade are intrinsically motivated by the many different stimuli that they encounter in a learning environment. For the most part, many students are eager to learn and eager to try new and interesting ventures.

Public schools are not established to deal with this kind of creative thinking and sometimes unrelated learning. Schools are designed to teach a highly structured myopic view of the world and to teach it in a confining, stable environment. By the time the bright child reaches the third grade, they have learned that creativity is generally not rewarded and in most cases not tolerated in the classroom. Therefore, the student conforms to school related norms and proceeds with his/her life.

The next major change in the student's life is when he or she leaves the elementary grades and enters the high school grades. Here again, the learning environment is structured around disciplines. Very little cross-disciplinary activity takes place. The student learns a concept or idea within the framework of a particular course and not in the framework of the world environment. The student adapts and finally moves on to the university. The university has the possibility of providing the student with an interdisciplinary approach to learning. But, in most cases, it does not do so. The student learns to solve problems frequently in a one-dimensional arena and learns facts and figures.

At last, the student finishes his/her formal education and enters the work world. He/she may take a job with a Fortune 500 company, with an international company, and/or with a mom and pop organization or may start their own business. Now, not only is the individual faced with the structure and culture of a new company but also with government regulations and bureaucratic structures.

Most of the people in the U.S. come out of this type of learning environment. If so, where will the new innovative and creative ideas come from in the next 10 to 20 years? What new inventions can we expect and what kind of organizational structures will be developed? Can we actually develop learning environments that can change the mindset of individuals? The following cases/learning vignettes may provide some stimulation to encourage creative and entrepreneurial thinking.

These learning exercises are designed to help create learning environments that will encourage creative thinking and thus lead to entrepreneurship. Our work is driven by the desire to maximize life by developing self-sufficient, self-determination and individuals that have a passion for new venture creation. These cases are thus designed to set the stage for future ventures. The storylines are taken from many different groups of students who have been in some way a part of the *Entrepreneurs in Action!* program which is a part of the Forum of Entrepreneurship Education at Vanderbilt University. The storylines come

from real life experiences and credit is given to those persons who have contributed, however, the editor/developer assumes all responsibility for all cases. Cases/vignettes under development are as follows:

## **Cases Under Development**

### **[Grease Monkey](#)**

### **[Lifecare Family Services: An Elder Day Care for Organizations](#)**

### **[The Seat Selection Kiosk](#)**

### **[Brown Bag Workshops: Parenting for Professionals](#)**

### **[Oven - Refrigerator](#)**

### **[Teacher Performance Evaluation: A Proposal for Privatization](#)**

### **[Organizational Metaphors](#)**

### **[Duo-Cam: The Convenience Camera of Choice](#)**

### **[A US President Looks for a Job](#)**

### **[The Case of the Missing Mutual Fund](#)**

### **[Expanding Efficiency to Greater Limits](#)**

Although these cases/scenarios are under development, they still can be used to stimulate and encourage creative thinking. Cases can be used in the following ways: 1) As short projects for individuals or small groups, 2) As an in-class discussion activity and 3) As a starting place for more in-depth study of humor and creativity. From time to time new cases will be added and some case will be updated or deleted. This learning approach is a part of the problem based learning (PBL) concept.

### ***///Humor in Action!***

Humor in Action (HIA) is part of a process designed to teach students to think creatively and entrepreneurial. We believe that life should be fun and that humor should play a part in our personal and organizational lives. Thus, these (HIA) cases are designed to introduce the students to the field of humor and to help start creative thinking. These cases are designed to stimulate the thinking process and to make learning fun and exciting. Furthermore, (HIA) is a process that will help make-work fun and will help us deal with the everyday personal and organization stress. We seek to develop learning environments that will encourage creativity and entrepreneurial thinking. The cases included are developed in part from colleagues who have been a part of the Learning in Action research. The cases are to be considered a “work in progress” and are undergoing changes and updating. For

privacy reasons, pseudonyms or fictitious names have been given to all individuals and organizations mentioned in these cases. Cases are still under development. Many of the storylines come from real life experiences and credit is given to those persons who have contributed, the editor assume all responsibility for a cases.

### **Current cases underdevelopment**

- Case 1 Power and Paradox in Humor: Imitation Isn't Always Flattery
- Case 2 Humor Rings True: A Humor Case
- Case 3 Case of the Empty Vase
- Case 4 Case of Indigestion
- Case 4 Case of the Empty Vase
- Case 5 Waitressing Woes
- Case 7 Letting Your Boss Know How You Feel: An Example of Benign Humor
- Case 8 Did You say What I thought You said?
- Case 9 The red, red, rose or just the thorn in its side? The Story of a Flower Girl Flare Up
- Case 10 Carnival Capers
- Case 11 Corny Situations
- Case 12 Learning to Laugh
- Case 13 The Case of the Up-Tight Teacher
- Case 13 Sarah's Sore Ankles
- Case 14 Attempt at humor fails miserably and lands me in hot water
- Case 15 Elvis is a Social Lubricant
- Case 16 Cardinal Rule No. 1: Never Embarrass the Boss
- Case 17 Ricky, No Relation to Edgar
- Case 18 Hunter Found Himself Hunted: Ivory Coast Case

### **Universities and Schools Involved**

- Terry Goodin-- Western Kentucky University
- Wilma King-- Rochester Institute of Technology
- Bill Laing-- Anderson University
- Joe Aniello-- Francis Marion University
- David Fender-- Murray State University
- Wil Clouse-- Vanderbilt University
- Paul King—Vanderbilt University
- Jerry Carr-- Phoenix University
- Robert Clougherty-- Tennessee Technological University
- Charles Stowe --Sam Houston State University
- Inge Nickerson--Barry University
- Kevin Howell--Appalachian State University
- Fred Patrick--N. Western Oklahoma A & M College
- Joe Roberts--Columbia College
- Ron Beck--Columbia State Community College
- Tracey Bushee-- Francis Marion University
- Deane Peterson—Vanderbilt University

Jeff Burgoyne-- New Orleans Public Schools  
Mark Davey-- New York Public Schools  
Kerbel-- New Mexico Public Schools  
Najmi Junaid—International Professor

## **Entrepreneurs**

Roberta Miller, President, Resources, Inc.  
Don Miller, President, Heritage Hills Foundation  
Noel McDowell—Mc Dowell & Associates, Consultant  
Ted Ridings--Independent Insurance Agent  
Roberta Miller--President, Resources, Inc  
Don Miller--President, Heritage Hills Foundation  
Chuck & Chris Kindcade---Owners Bonus Building  
Lee Rabideau—Entrepreneur  
Henry Nelson--Field Office Coordinator/Public Housing Revitalization-SP  
Dalton Franklin-Entrepreneur  
Jason Wolf—President, 4-Results  
Joe Jackson—President, Jackson & Associates  
Terry Price--Partner Law Firm  
Gina Scott---- President, Technically Right

## **So What Issues**

After the process has been explained, several schools that are using the process will show examples of products and/or startups that have occurred using this learning pedagogy.

## **Conclusion**

This is a new holistic approach to teaching and/or encouraging the entrepreneurial a spirit to several different groups including business, human development, education, public relations, marketing, nursing and other disciplines. This will be a group presentation from at least Universities and/ or Schools in Tennessee, Texas, South Carolina, New York, Oklahoma, Louisiana and Kentucky and will share the story of how these schools are working to get to build a pedagogy that will have impact on this century of students. The result of an Entrepreneurial Think Tank Institute held in August of 2006 will be discussed to show how these school are working together to connect learning across disciplines as well as across different learning environments.



# ***Developing the Entrepreneurial Spirit***

***Entrepreneurs in Action!: A College Wide Cross-disciplinary  
Problem-based Learning Environment for Entrepreneurship***

**Case Listings and Introduction**

**(A work In Progress)**

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## ***III Entrepreneurs in Action!***

### **Introduction to EIA**

We live in a changing world. The rate of change has greatly accelerated since 9-11. Chaos and uncertainty are now a part of our everyday life. Much of our formal learning teaches us to think logically and in a linear fashion. We are taught to expect to find “the right answer.”

While we recognize the value of formal education, we also appreciate the need to develop the mindset to deal with uncertainty and the need for self-sufficiency in terms of job creation. No longer can the current generation expect to work for a major corporation and receive the “gold watch” at the end of a 25-year career. Yet, much of our formal schooling still supports this type of linear thinking.

It is out of our concern for future generations that we have embarked on the *Entrepreneurs in Action!* project. We want to develop cross-disciplinary learning environments that teach students to see new opportunities out of current “live” situations. We want students to be given the chance to see new business opportunities and to carry them to fruition. Thus, our approach has been to connect the learning to the framework of the learner, to make the cases “real,” to provide resources for solution development and to leave the cases as open-ended learning environments. In this model, the student must create a possible solution to each scenario and defend that solution as a business venture.

These ideas led us, first of all, to develop a series of open-ended problem-based cases for elementary, middle and high school. Cases developed in these areas have been field-tested in Schenectady, New York, Hendersonville, Tennessee, Mt. Juliet, Tennessee, Murfreesboro, Tennessee, Los Lunas, New Mexico and Mandeville, Louisiana.

Our success in the public school arena led us to develop a cross-disciplinary approach at the university level. While our work is at the “embryonic” stage, we have developed the following twelve cases, which are presented in this document.

### **Featured Cases**

**Case 1 – Blackout in America** – This case is about the great electrical energy blackout that began in the west and continued through the eastern part of the United States several months ago. The case encourages students to look at multiple solutions to the electrical power energy business. The case deals with social, political and economic issues related to electricity. Students are encouraged to find new business ventures related to power cells, windmills, solar energy and nuclear power. We have been able to connect this case with the Tennessee Valley Authority (TVA), which is the

major supplier of electricity in the south. We have been able to secure video interviews with the director of the power transmission system for TVA. This greatly enhances and makes this project real and alive to students. This case was introduced during the fall semester 2004 to a group of engineering students at Tennessee Technological University in Cookeville, Tennessee and was further tested with additional students in the spring semester 2005 at several locations including Vanderbilt University.

**Case 2 – A Question of Power** – This case is associated with the oil industry. At the present time, this is a very timely and meaningful case, since it deals with the rising cost of oil and the implications that this increase has on the world supply of oil. This case provides students the opportunity to look at the history of the oil business, the rise of the power in the Middle East and the shortage of crude oil. It encourages students to develop new sources of energy. This case was introduced to an engineering class at Tennessee Technological University during the spring semester of 2005 and field tested at Vanderbilt University.

**Case 3 – Chasing the Dragon** – This is an illegal drug related case. In recent months, we have seen an increase in methamphetamine labs developed in the Middle Tennessee area. The problems caused by this illegal activity are very troublesome. The impact of the drug industry on our society and the cleanup of harmful drug residues left in the path of the labs is a tremendous problem facing our country. Students from a wide range of disciplines can tackle this problem. We tested this case in an HOD class at Vanderbilt University during the spring semester of 2005. Hopefully, we will also be able to test this case at Francis Marion University in South Carolina during the fall semester of 2005.

**Case 4 – Not in My Backyard!** – This is a recycling case. Our society in the United States is a throw away society. Frequently, we buy items where the cost of packaging is worth more than the item itself. We discard our beer cans on the side of the road and we leave our McDonald's styrofoam cups on the table to be disposed of. This case cuts across many different disciplines and offers many new opportunities for business ventures. It was tested during the spring semester of 2005 at Vanderbilt University.

**Case 5 – Music City Blues** – This is a case about the music business. How does one write lyrics and find a means though which to support himself or herself? This case deals with the opportunities associated with creating your own music career. In addition to teaching creativity and entrepreneurship, this case also investigates copyright issues and other related legal matters. We tested this case at Tennessee Wesleyan, Francis Marion University and Vanderbilt University during the spring semester of 2005.

**Case 6 – Talking to the Air** – This is a wireless technology case. This case was written specifically for Tennessee Wesleyan College and proposes the opportunity for students to develop a business that would bring wireless technology to the Tennessee Wesleyan College campus and to other small colleges. It also includes assisting the downtown area in rejuvenating itself by proposing to develop a wireless downtown community. We tested this case at Tennessee Wesleyan College and Vanderbilt University during the spring semester of 2005.

**Case 7 – The Santa Fe Effect** – This case is designed to help rejuvenate the downtown area of Athens, Tennessee. It is designed to permit students to investigate new and innovative ways to bring business life back to small downtown areas. The concepts of this case could be related to any small town, USA. We tested this case at Tennessee Wesleyan College, Francis Marion University and Vanderbilt University during the spring semester of 2005.

**Case 8 – The Phoenix** – This case was written to encourage students to develop a cyber café where cross-disciplinary learning can take place in an informal environment that is not part of the university structure. This case is written specifically for Tennessee Wesleyan College but could be used elsewhere. The Tennessee Wesleyan College faculty members who are involved with this project used this case and other cases in a capstone Honors program in entrepreneurship during the spring semester of 2005.

**Case 9 – Long Lines and Short Tempers (Homeland Security)** – This case was written for engineering design classes interested in small device designs for homeland security and terrorism prevention. One of the most pressing problems facing the United States at this time is the threat of terrorist attacks, both on the homeland and on foreign soil. This case provides a scenario for students to develop Micro-Electro-Mechanical-Systems (MEMS) to help protect the security of the homeland. This case was tested at Tennessee Technological University and Vanderbilt University during the spring of 2005.

**Case 10 – Fashion, Fashion Everywhere and Nothing To Wear (Fashion, Design and International Development Case)** – This case is designed to investigate the impact of fashion on creativity, ethics, culture and international development. It was tested in a public relations course at Western Kentucky University and at Vanderbilt University. We also plan to use this case with a local start-up company suggested by John Hughes.

**Case 11 – Night of Celebration (Wealth Distribution Case)** – This is an introductory case to engage students in thinking creatively and entrepreneurially about a business venture. It also involves the transfer of wealth from generation to generation. This case is usually used as a teaching strategy to introduce the major concepts of entrepreneurship.

**Case 12 - A Safety Manager's Dilemma** - This case was developed by Dr. David Fender at Murray State University and used the research developed by the EIA project and was supported by funds from Dr. Fender's program. This graduate course was taught for the first time in the spring of 2005. It is a mandatory course for the safety management option in the occupational Safety and health Masters curriculum. The course took a broad approach to leadership and covered leadership theory as well as practical application of leadership. Emphases were placed on creative thinking about safety issues and leadership. The case used the EIA format, but was not designed to necessarily to take a product to the market place. It emphasizes the creative thinking process developed by the EIA research.

All of our cases are designed to follow a specified format that provides the student with an Introduction, a Learning Vignette, Text, Online Resources, Online Experts, and in some cases Video Clips that further explain the issues. In most cases, it takes 4-6 weeks to complete one of the cases. The cases can be used as an entire course, with sources from outside readings related to entrepreneurship, new venture opportunities, product pricing and future projections. As the cases currently stand, they are not designed to be all encompassing and should have additional support from the instructor and other related materials to be most effective. They are designed to stimulate interest in the student and to connect learning with everyday life.

These cases are written to connect with the framework of the learner and are customized for individual learning environments. Since most formal education stresses conformity and not creativity, we take this opportunity to provide the student with a creative learning environment that connects with his or her own learning style and knowledge base. We believe that entrepreneurship is a way of thinking and that learning about an idea is not the same as living out that idea. The curriculum is designed to encourage students to dream and learn about new ideas and new business

ventures so that they learn to create jobs instead of learning to take jobs. All cases are interdisciplinary in nature and are constructed in such a way as to encourage students to think creatively and entrepreneurially about major world issues.

The intent in all cases is for students to see new opportunities and to develop new business services or products as a result of investigating the cases. We welcome any comments or suggestions from other colleges or universities concerning our approach and we invite all to become a member of our *Entrepreneurs in Action!* network.

### **Current Projects**

1. Cross-disciplinary entrepreneurship curriculum development projects with faculty members from Tennessee Wesleyan College, Francis Marion University, Western Kentucky University, Murray State University, Anderson University and host Vanderbilt University.
2. Cross-disciplinary engineering research project with Tennessee Technological University.

### **K-12 Projects**

*Entrepreneurs in Action!* K-12 projects have been conducted at the following locations:

1. Sumner County Public Schools, Hendersonville, Tennessee
2. Elmer Avenue Elementary School, Schenectady, New York
3. Fontainebleau High School, Mandeville, Louisiana
4. Mt. Juliet Middle School, Mt. Juliet, Tennessee
5. Manzano Vista Middle School, Los Lunas, New Mexico
6. Mitchell-Neilson Elementary School, Murfreesboro, Tennessee

### **Future**

The research and cases outlined and presented in this report are considered as “works in progress” and will soon be available online for other universities to use. We invite all those who want to participate in our *Entrepreneurs in Action!* network to contact us.

### **Case and Student Evaluations**

All 12 cases were tested at seven different College/University level learning environments and provided an authentic learning experience.

10 faculty members from seven different colleges and universities were involved in some way in the process. 176 students were involved in the *Entrepreneurs in Action!* process.

Students from the following fields of study were involved: Human and Organization Development, Leadership, Policy and Organizations, Business, Entrepreneurship, Mechanical Engineering, Chemical Engineering, Electrical Engineering, Journalism, Occupation Safety and Health, Music, and Arts and Science students.

Cross-disciplinary Concept map indicated that multiple concepts were taught simultaneously.

Students reported positively on rubrics developed to evaluate the cases.

Professors reported positively on rubrics developed to evaluate student progress and on case effectiveness.

Case analyses indicated that students enjoyed the cases and learned about the concept of self-determination and the “E” spirit.

Total case analysis indicated a positive learning experience for both the students and faculty members.

