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Procedia - Social and Behavioral Sciences 174 (2015) 1829 – 1833

Procedia
Social and Behavioral Sciences

INTE 2014

Gamentship – an innovative project to improve entrepreneurship competences.

Pedro Tadeu^{*}, Teresa Paiva^{*}

^{}UDI-Research Unit for Inland Development IPG-Polytechnic of Guarda, Av. Dr. Francisco Sá Carneiro n°50, 5300-559 Guarda, Portugal*

Abstract

Playing games it's an activity that belongs to earlier civilizations and still continues nowadays in schools and outside the environment of classroom. All studies focus on the importance of playing no matter the age, no matter the subject. In spite of the new technologies arrival and the electronic games, board games still continue to play an important role in the developing of the human being. Play it's also, from a biologic point of view, related with the complexity abilities of men to survive. The Theory of Games appears with Jon Von Neuman in 1928 and he had showed that most of the social events related with economy and business could be interpreted by strategic games. Another important aspect is this new era that humankind is living in present days. The present social and economic crisis reveal some fragility among youngsters when dealing with money and business. So, being proactive, with a truly mind set focus on always trying, never give up, should be a normal behaviour for a student. But unfortunately this is not the real world aspect. Students need to develop competences that encourage them to be entrepreneurs. We, as investigators, should integrate and teach in our classes this positive attitude. So education needs to prepare adults ready to join a diversity of offers across worldwide market. Our proposal meant to join these two important issues: play games and be an entrepreneur. In this article we focus on the necessary process to implement this project. There is a lemma that will drive us all along: better education through games, to achieve better entrepreneur students and citizens in future.

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Peer-review under responsibility of the Sakarya University

Keywords: Entrepreneurship Education; Theory of Games

* Corresponding author: Tel.: 00-000-000-0000

E-mail address: ptadeu@ipg.pt

1. Introduction

1.1. Technology

Currently there is a rapid growth of the mobile devices in society: phones, tablets and portable game are some examples of it. Along with this, came well know applications for these instruments, so we have another area that is increasing rapidly. But, on the other hand, all the effort done to mobilize people for the progress that arise from the use of this kind of technology is not necessary resulting in good experiences. The intense use of technology carries indispensable adaptation to the people, and of course in the case of education, the student that sits down and enjoys the technology also needs a constant follow up. We should be prepared for utilization, but also for the implications that come in the near future from working with these materials. Good and not so good opinions pops up every day, investigations are done either to approve or to deny the extended use of this tools. Some of these are in favour of the use, because tools like tablet or computer can have access to wireless technology. By allowing the connection to internet we are creating a new learning model that is the mobile learning. On the other side, investigators show that the enormous world of applications can be a prejudice to the users, disconnected them from the real world, and sometimes from the real knowledge. So there is a new paradigm in the learning and teaching process of our society that investigators, teachers, students and all the others elements should understand and analyse.

1.2. Playing

Through centuries the act of playing has been seen as a very rich and intense activity that produces several positive aspects in society. Several authors had study intensively the effect of playing in youngsters. Pelligrini A. and Holmes R. (2006, page 34) refer that, *several experimental studies show that school kids pay more attention to academics after they've had a recess--an unstructured break in which kids are free to play without direction from adults*, Lancy (1996, page 122) refers also that, *young humans may learn how to take on roles, manipulate language, solve problems, and become more creative through play*. Achievements like these are very significant, but the positive aspects impact not only in young kids, but also in other ages, throughout lives. It's essential that we could realized, while playing games, the positive influence and attitude on people that will face challenges in nowadays society, especially the youngsters. We could substitute this phrase with a synonymous word that describes the general idea of being what we call now as *Entrepreneur*.

1.3. Entrepreneurship... what?

We are so familiar with the word entrepreneurship in our daily life that we don't realise the fresh meaning of it and how suddenly it appears in our vocabulary. But do we really know is true value, its true concept?

Most of the people connect entrepreneurship to the word business (Figure 1), but entrepreneurship it's much more than this. Being an entrepreneur is something not directly engage into business, but connected to the power of change minds by presenting solutions to old or new problems. Investigators state that we have inside characteristics that allows us move forward even if we don't suspect that we could, Ward (2004, page 175) says, *clearly, humans have the capacity to move beyond what currently exists to generate and implement new ideas*. Entrepreneurship is also linked to this, the way that we are able to generate fresh ideas, new paths along the existing way, throughout different processes.



Fig. 1: Entrepreneur connected to business

(<https://www.unyp.cz/get.php?id=6923>)

1.4. Creativity

Also linked to entrepreneurship is creativity. A creativity person *is the one who is able to form proper judgments through converting facts into ideas and then through sifting and elaborating the ideas* Rawat, K., Qazi, W. and Hamid, S. (2012, page 274). This is well understandable by adults, but related to education and youngsters we could say that, *a child cannot learn this art unless it is taught, unless a child is allowed to pass through this process time and again.* Rawat, K., Qazi, W. and Hamid, S. (2012, page 274). So creativity it's needed in order to access entrepreneurship while young. We are not stating that older people will not achieved creativity, but some characteristics are more easy to acquire in earlier ages. Moreover, *the role of creativity in the economy is being seen as crucial* (Burnard, 2006, page 32) *to assist nations for attaining higher employment, economic achievement* (Davies, 2002 page 171) and to deal with competition inside society. These are two strong reasons, education and economy, that lead our mind to a way we cannot ignore or suppress creativity in the teaching and learning process nowadays.

2. Mixing ideas

In the Introduction we state keys strengths of our investigation focus in developing entrepreneurship education such playing and creativity. Both are directly connected, while playing we develop creativity and creativity helps on taking judgments while playing. Sinlarat P. (2000) suggests that the teaching process should impart the following items:

- *Learning how to learn*
- *Learning how to do*
- *Learning how to work together*
- *Learning how to be*

In a way to produce the following characteristics in people:

- *Learning how to learn critically*
- *Learning how to do creatively*
- *Learning how to work constructively*

- *Learning how to be wise*

All of them aim to develop future citizens more prepare to actively engage in society. Again Sinlarat P. (2000, page 345) refer, *educational process primarily needs to set a target on new thinking and creativity for it to make education have the real effect on the society*. So we propose to produce a project that emphasise this need of change in young students, but also to help older ones to realise the need of aptitude changing.

3. Gamentship

Taking all the ideas describe, we propose to produce the board game called GAMENTSHIP. This should be integrated on the ideas exposed, while engaging into the board game (Figure 2), students will promote creativity and enhance their entrepreneurial skills. The project gained life while discussing the ideas with other international partners also aware of this gape to be filled in our education system.

We aim to develop the concept of a board game in such a way that students could use in several range of ages: primary, secondary and older, in order to help them expose their natural way of being creative entrepreneurs.



Figure 2: Example of board game
(<http://www.acrosstheboardgames.net/tag/booster-draft/>)

Objectives of this project are therefore to:

- Encourage creativity in young students (primary and secondary school) and older (higher education);
- Empower the entrepreneurial attitude according their ages;
- Reduce the fear of risk, by showing that we need to test and experiment failing in order to proceed stronger and have success;

4. Conclusions

In this paper we explain the issues that lead us to create a board game that could improve entrepreneurship capacity on students and also to a broader audience. Since it's a concept project it's in the initial phase of developing we don't have enough data that could prove yet what we expect. But, from our experience in dealing with young people (*PRODUZ@IDEIA – An approach project to develop Entrepreneurship in primary schools*, article presented in INTE 2014 – International Conference on New Horizons in Education 2014 Paris) we believe

this is the first step to a wider project. The intention is to create later, and according to the data collected while students play the board game, the same concept with other tools like mobile devices. Practicing entrepreneurial skills could be done wherever we are, whatever the hour of the day. Playing and creativity are fundamental for the integration on educational curriculum, particularly the act of playing a board game brings a social connectivity that it's very important for developing a necessary expertise in the field of entrepreneurship education. We have faith that our project combine different perspectives and we are going to show through implementing that it's a value project.

Acknowledgements

This work was supported by the *Fundação para a Ciência e Tecnologia (FCT)* under Grant PEst-OE/EGE/UI4056/2014.

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