**PROFESSIONAL NOTICING LEARNING ACTIVITY**

***Using AI and Prompting for new Business Ideas***

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| **Description of the Learning Activity** | |
| Short Description | The activity focuses on using AI prompting to generate and refine business ideas. It introduces various prompting strategies, such as minimal, persona-based, and chain-of-thought prompting, to stimulate creative thinking. The workshop highlights how AI can enhance productivity, especially for beginners, but cautions against relying on AI for complex tasks. It needs critical evaluation of AI outputs. Key aspects of successful business ideas, including customer needs, uniqueness, feasibility, and vision, are discussed. Participants are encouraged to critically evaluate AI outputs using professional noticing skills and improve them through iterative prompting, combining AI skills with domain expertise for better outcomes. |
| Implementation  *(Steps, instructions and time for each step)* | * **Introduction/Theory Input on Prompting (15 minutes):** A brief theoretical introduction to prompting with AI. * **Theory Input on Business Ideas (15 minutes):** A brief session on what constitutes a good business idea. * **Idea Generation and Documentation (20 minutes):** Participants are prompted to generate and document a business idea using AI. * **Reflection (10 minutes):** Reflection on the outcomes and learnings from idea generation and documentation session. * **Expert feedback (15 minutes):** An entrepreneurship expert (from a local start up incubator) gives feedback to the generated ideas, discussion |
| Total duration of the activity | 1 Hour 15 Minutes |
| Type of OER | Work-based learning  VET  Intrapreneurs  Standard business courses |
| **Design of the Learning Activity** | |
| Intended learning outcomes  (2 to 5) | **Learners apply AI prompting techniques** (minimal, persona-based, and chain-of-thought).  **Learners analyze AI-generated business ideas** based on criteria such as customer needs, uniqueness, and feasibility.  **Learners Integrate AI into the ideation process** for new business concepts. |
| Connection to EntreComp Framework | |  |  |  | | --- | --- | --- | | **Areas** | **Competences** |  | | 1. Ideas and opportunities | 1.1 Spotting opportunities |  | | 1.2 Creativity |  | | 1.3. Vision |  | | 1.4 Valuing ideas |  | | 1.5 Ethical and sustainable thinking |  | | 2. Resources | 2.1 Self-awareness and self-efficacy |  | | 2.2 Motivation and perseverance |  | | 2.3 Mobilizing resources |  | | 2.4 Financial and economic literacy |  | | 2.5. Mobilizing others |  | | 3. Into action | 3.1 Taking the initiative |  | | 3.2 Planning and management |  | | 3.3 Coping with uncertainty, ambiguity and risk |  | | 3.4 Working with others |  | | 3.5. Learning through experience |  | |
| Professional noticing effectuation framework  (for more details see the *Didactic Strategies Guidelines for Learning Activities*) | |

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| **Effectuation theory**  **Professio-**  **nal noticing** | Who am I? What are my resources? | What are my goals? | Sharing your goals with others | Collaborating with others | Environment/ context is changing |
| *(Bird-in-Hand-Principle)* | *(Lemonade and Affordable Loss Principles)* | *(Crazy Quilt Principle)* | *(Crazy Quilt Principle)* | *(Pilot-in-the Plane Principle)* |
| Observe (with all senses) |  | x | x |  |  |
| Notice |  | x | x |  |  |
| Interpret |  | x | x |  |  |
| React |  | x | x |  |  |

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| Assessment methods | Formative assessment  Specify the assessment method: There is formative feedback in the session through peer feedback as well as formative feedback by an start up incubation expert (e.g. inviting a local start up incubator expert or successful serial entrepreneurs) |
| Digital tools and educational resources | * A LLM of your choice (Perplexity, ChatGPT, Claude, etc.) * Collaborative document to collect the AI outputs/business ideas. |
| Delivery mode | Face to face  The could be conducted in the following modes:   * Online * Blended learning * Face to face |
| **Basic information about learners** | |
| Ideal number of students | 11 - 20 |
| Educational level | Undergraduate (BA)  High VET  Graduate (MA, MCs)  Postgraduate (PhD)  High continuing education |
| Required level of expertise in entrepreneurship / intrapreneurship | Low |
| Diversity and inclusion strategy | Making sure that ethical and sustainability aspects are integrated in developing new business ideas through dedicated prompting. |
| Other information about the group | The workshop is designed for people who haven’t worked yet with LLMs. |
| **Teaching roles** | |
| Type of roles | Professional experts (mentors and advisors)  Academic staff (tutors, teachers and lecturers)  One or the other role could provide the activity. |
| Number of teaching staff | One person is sufficient. It could be either a professional expert or academic staff. |

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