**Introduction**

* + 1. What is this project about?

This project describes a board game that was developed to teach first-year engineering students about concepts associated with an entrepreneurial mindset.

* + 1. What class has it been implemented? What level? How many students in the class? If students are on teams, how many students/team?

This board game was implemented in a Freshman Engineering Clinic II class (second semester first-year engineering course). The class had a total of 36 students between the two sections that participated in the game. Students played the game in teams of 4-5 students although the game could also be played individually between 2-6 students.

* + 1. Why is it important?

We feel that this game is important since it provides an opportunity for students to first gain exposure to concepts that are associated with an entrepreneurial mindset very early in their engineering degree. We also feel that it helps students be less intimidated with business related concepts that they might otherwise avoid as part of their engineering degree program.

* + 1. How is it different from current methods of teaching this concept?

It is different from traditional methods used as it involves students participating in a game. Typically, students learn about entrepreneurial mindset through lectures, case studies or projects. This tool provides all the benefits of game-based learning while allowing students to gain exposure to the concepts associated with an entrepreneurial mindset.

* + 1. Who should implement this project? Who would this project work well for?

Any faculty member that is looking for a different and novel approach for introducing concepts associated with an entrepreneurial mindset can use this board game. Although it was tested with first-year students, the board game would work for any students that are still in the process of learning about entrepreneurial mindset and the resources that are available on campus to help them with these types of endeavors.

* + 1. How much time was spent on this project?

In our implementation of the board game, students played the game for about 30-40 minutes of class time. We then had a discussion with the students about their experience with the board game using a Recall, Summarize, Question, Comment, Critique worksheet (RSQCC). This worksheet allows students to dive a bit further into their experience and really connect back between the game and the material being covered in class as part of entrepreneurial mindset instruction.

* + 1. Instructor Tips

This game is useful as either an introductory or culminating activity when teaching students about entrepreneurial mindset. It helps push students to assume the role of an entrepreneur and make decisions about whether they take risks or not as they seek to win the game. The game cards build in local institutional information on entrepreneurial resources which can tie to other instruction that the faculty may want to cover as part of class.

It is important that faculty use some form of debrief after the game, either through the RSQCC worksheet mentioned above or through a group discussion. It is really during this part of the active learning experience that students make connections between their experiences and the new content that we want them to take away from the board game.

Instructors will also need to be aware that the curriculum and resource cards are particular to the university context and will need to be modified prior to implementation. Examples of these cards are provided to help instructors with creating their own set.