



## ECTS COURSE INFORMATION FORM

<b>Faculty</b>	<b>Faculty of Engineering</b>		
<b>Program</b>	<b>B.Sc. in Civil Engineering</b>	<b>Required</b>	
	<b>B.Sc. in Computer Engineering</b>	<b>Required</b>	
	<b>B.Sc. in Electrical-Electronics Engineering</b>	<b>Required</b>	
	<b>B.Sc. in Industrial Engineering</b>	<b>Required</b>	
	<b>B.Sc. in Mechanical Engineering</b>	<b>Required</b>	

<b>Course Code</b>	ENTR 400			
<b>Course Title in English</b>	Business Skills and Entrepreneurship			
<b>Course Title in Turkish</b>	İşletme Becerileri ve Girişimcilik			
<b>Language of Instruction</b>	English			
<b>Type of Course</b>	Flipped Classroom, Lecture			
<b>Level of Course</b>	Undergraduate			
<b>Course Category (by % of Content)</b>	Basic Science	Basic Engineering	Engineering Design	General Education
	-	-	-	100
<b>Semester</b>				
<b>Contact Hours per Week</b>	Lecture: 3 hours	Recitation: -	Lab: -	Other: -
<b>Estimated Student Workload</b>	124 hours			
<b>Number of Credits</b>	5 ECTS			
<b>Grading Mode</b>	Standard Letter Grade			
<b>Pre-requisites</b>	None			
<b>Expected Prior Knowledge</b>				
<b>Co-requisites</b>	None			
<b>Registration Restrictions</b>	Only Undergraduate Students			
<b>Overall Educational Objective</b>	To learn the main topics related with entrepreneurship, to form a knowledge base about founding a new venture, to think about, discuss and present one's own start-up ideas in the classroom environment.			
<b>Course Description</b>	The course mainly focuses on introducing the students with the experience of creating and growing new ventures as well as finding creative ways to start ups' challenges, by analyzing real life examples. Throughout the course, the students will be working individually or in groups on "how to start a start-up from scratch" by focusing on their own ideas of a new product, service or process and will learn to present their start up ideas. At the end of the semester, they will make presentations for pitching those ideas in the classroom. As entrepreneurship is a career opportunity for students coming from a broad range of disciplines, the course will not be limited to students of Business and Economics only. Instead, the students with the basic knowledge on business related concepts will be able to attend the course.			
<b>Course Description in Turkish</b>	Bu ders esas olarak öğrencilerin yeni girişim yaratma ve büyütme deneyimlerine odaklı olarak tasarlanmıştır. Ayrıca, ders içeriğinde yeni girişimlerin hayatta kalma ve büyüme yolunda karşılaştıkları problemler de gerçek hayattaki örnekler ışığında detaylı olarak incelenecektir. Dönem boyunca öğrenciler, "Bir girişim fikri ilk adımından itibaren nasıl bulunur ve geliştirilir?" sorusuna, kendi ürün, hizmet veya süreç yaratımı ile ilgili yeni girişim fikirlerini mercek altına alınarak yanıt arayacaklardır. Bu noktada, öğrenciler tarafından bulunacak yaratıcı girişim fikirleri sınıfta sunulacaktır. Girişimcilik kariyerine özellikle son yıllarda artan oranlarda her disiplinden öğrencinin ilgi göstermesinden dolayı, sadece işletme veya ekonomi alanından değil, genel işletme kavramlarına hakim olan farklı disiplinlerden öğrenciler de katılabileceklerdir.			

<b>Course Learning Outcomes and Competences</b>	Upon successful completion of the course, the learner is expected to: <ol style="list-style-type: none"> <li>1. explain an organization's business model from market;</li> <li>2. apply fundamental business concepts to analyze a company;</li> <li>3. apply principles of customer development to startup ideas;</li> <li>4. design a prototype from scratch using relevant tools in communicating vision/value proposition to customers and investors;</li> <li>5. organize and deliver effective written and verbal communications.</li> </ol>		
<b>Relationship of the Course with the Student Outcomes</b>	Level	Learning Outcome(s)	Assessed by
<b>Student Outcomes</b>	N=None S=Supportive H=High		Exam, Project, HW, Experiment, Presentation, etc.
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics			
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors			
(3) an ability to communicate effectively with a range of audiences			
(4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts	H	1,2,3,4,5	HW, Quiz, Term Project, Discussions/Activities, In Class and Term Project Presentations
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives			
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions			
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies			
<b>Prepared by and Date</b>	Assist. Prof. Berk Küçükaltan / September 2020		
<b>Semester</b>	Fall 2020-2021		
<b>Name of Instructor</b>	Assistant Prof Berk Küçükaltan		
<b>Course Contents</b>	<b>Week</b>	<b>Topic</b>	
- Watch these videos (some tips) <a href="https://www.youtube.com/watch?v=AH1FN_y8IP8">https://www.youtube.com/watch?v=AH1FN_y8IP8</a>  <a href="https://www.youtube.com/watch?v=-yPxvs_NkEs">https://www.youtube.com/watch?v=-yPxvs_NkEs</a>  <a href="https://www.youtube.com/watch?v=QgbtoL65X04">https://www.youtube.com/watch?v=QgbtoL65X04</a>  Pre Class Reading: - Gitmann et al. (2018), 129-169 - Fuhrmann (2019), 21-24	1.	Lecture: Introduction to the course What is/are: <ul style="list-style-type: none"> <li>- Business</li> <li>- Forms of Business Ownerships</li> </ul> Real-life examples  <b>Homework: Due 3<sup>rd</sup> week (Individual)</b> <i>Pick one startup/company and present its business model. Focus on the key parts of the business model which differentiate and help business to sustain. Max presentation time is 5 minutes.</i>	
Pre Class Reading: - David and David (2017), Pages 36-47	2.	Lecture: Business Management and Entrepreneurship <ul style="list-style-type: none"> <li>- Key Terms in Business Management</li> <li>- Emergence of Entrepreneurship</li> <li>- Common Myths About Entrepreneurs</li> </ul>	

<p>- <a href="https://www.flexiprep.com/NIOS-Notes/Senior-Secondary/Commerce/NIOS-Commerce-Ch-9-Entrepreneurship-Part-3.html">https://www.flexiprep.com/NIOS-Notes/Senior-Secondary/Commerce/NIOS-Commerce-Ch-9-Entrepreneurship-Part-3.html</a> - Barringer and Ireland (2019), Chapter 1</p>		<p><i>Real-life examples</i> (e.g. General Electric) <i>Class activity/Discussions</i></p> <p><b>Homework (Reminder): Due next week (Individual)</b></p>
<p>Pre Class Reading: - <a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a> - Barringer and Ireland (2019), Chapter 1</p>	3.	<p>Lecture: Changing Demographics of Entrepreneurs and Culture</p> <ul style="list-style-type: none"> <li>- Changing Demographics of Entrepreneurs</li> <li>- Entrepreneurial Firms Impacts</li> <li>- Culture</li> </ul> <p><i>Real-life examples/Discussions</i> <i>Warm-Up Exercise (Ch1)</i> <i>Class activity (Hofstede's 6D Model)</i></p> <p><b>Presentation: Startup/company and its business model (Individual)</b></p>
<p>Pre Class Reading:  - David and David (2017), Pages 95-105 - Hitt et al. (2017), Pages 38-55 - Barringer and Ireland (2019), Chapter 7 (Partly-relevant) and Chapter 2</p>	4.	<p>Lecture: Ethics and External Environment</p> <ul style="list-style-type: none"> <li>- Initial Ethical and Legal Issues</li> <li>- The External Environment</li> <li>- Three Ways to Identify an Opportunity</li> </ul> <p><i>Real-life examples</i> (e.g. Bank of America, Johnson &amp; Johnson)/<i>Discussions</i></p> <p><b>Presentation: Startup/company and its business model (Individual)</b></p>
<p>Pre Class Reading: - Hitt et al. (2017), Pages 76-98 - Barringer and Ireland (2019), Chapter 2</p>	5.	<p>Lecture: The Internal Organization and Personal Characteristics of the Entrepreneur</p> <ul style="list-style-type: none"> <li>- The Internal Organization</li> <li>- Personal Characteristics of the Entrepreneur</li> <li>- Techniques for Generating Ideas</li> </ul> <p><i>Real-life examples</i> (Zara Case)/<i>Discussions</i> <i>Warm-Up Exercise (Ch2)</i> <i>Class activity</i></p> <p><b>Presentation: Startup/company and its business model (Individual)</b></p>
<p>Pre Class Reading: - Barringer and Ireland (2019), Chapter 3 and Chapter 4 - Morris, M., Schindehutte, M., &amp; Allen, J. (2005). The entrepreneur's business model: toward a unified perspective. <i>Journal of business research</i>, 58(6), 726-735. - Simon Stockley. Is your idea an opportunity? Cambridge Judge Business School. Lecture Notes (<a href="https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/accelerate-cambridge/downloads/evaluating-and-developing-your-business-model.pdf">https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/accelerate-cambridge/downloads/evaluating-and-developing-your-business-model.pdf</a>)</p>	6.	<p>Lecture: Feasibility Analysis and Business Model Concept</p> <ul style="list-style-type: none"> <li>- Feasibility Analysis</li> <li>- Outline for a comprehensive feasibility analysis</li> <li>- Business Model Concept</li> <li>- Business Plan vs Business Model</li> </ul> <p><i>Real-life examples/Discussions</i> <i>Warm-Up Exercise (Ch3)</i> <i>Class activity</i></p> <p><b>Presentation: Startup/company and its business model (Individual)</b></p>
<p>Pre Class Reading: - David and David (2017), Pages 158-175 - Rothaermel (2017), Pages 12-20; 159-162 - Hitt et al. (2017), Page 20</p>	7.	<p>Lecture: Vision and Mission Analysis, Stakeholders and Sustainability</p> <ul style="list-style-type: none"> <li>- Vision and Mission Analysis,</li> <li>- External and Internal Stakeholders</li> <li>- Pillars of Sustainability</li> </ul>

		<p><i>Real-life examples (e.g. PepsiCo, Boat Fishing Company, Starbucks, Blackberry)/Discussions</i>  <i>Warm-Up Exercise (Ch4)</i>  <i>Class Activity (Filling in the Blanks)</i></p> <p><b>Presentation: Startup/company and its business model (Individual)</b></p>
<p>Pre Class Reading:</p> <ul style="list-style-type: none"> <li>- Hitt et al. (2017). Pages 421-433</li> <li>- <a href="https://www.lead-innovation.com/english-blog/kind-of-innovation">https://www.lead-innovation.com/english-blog/kind-of-innovation</a></li> <li>- Barringer and Ireland (2019), Chapter 5</li> <li>- David and David (2017), Pages 251-254</li> </ul> <p>After Class:</p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=glmFA5H3ONk">https://www.youtube.com/watch?v=glmFA5H3ONk</a></li> <li>- <a href="https://www.youtube.com/watch?v=KBMZjX5TLmQ">https://www.youtube.com/watch?v=KBMZjX5TLmQ</a></li> <li>- <a href="https://www.youtube.com/watch?v=ciue_fhmUt8">https://www.youtube.com/watch?v=ciue_fhmUt8</a></li> <li>- <a href="https://www.youtube.com/watch?v=pUTZ6NOWeYs">https://www.youtube.com/watch?v=pUTZ6NOWeYs</a></li> </ul>	8.	<p>Lecture: Innovation Management, Competitive Analysis</p> <ul style="list-style-type: none"> <li>- Innovation Management,</li> <li>- Competition,</li> <li>- Competitor Analysis</li> <li>- Competitive Analysis Techniques</li> <li>- SWOT</li> </ul> <p><i>Real-life examples (e.g. Nokia, Apple, Google, Toyota, Retail Computer Store)/Discussions</i>  <b>Class activity (Open-Ended Questions)</b></p>
<p>Pre Class Reading:</p> <ul style="list-style-type: none"> <li>- David and David (2017), Pages 229-235</li> <li>- Barringer and Ireland (2019), Chapter 5 and Chapter 6</li> <li>-Rothaermel (2017), Pages 66-89 ; 338-343</li> </ul> <p>After Class:</p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=C5FI-1AOqOU">https://www.youtube.com/watch?v=C5FI-1AOqOU</a></li> <li>- <a href="https://www.youtube.com/watch?v=rFrvOajJO9Y">https://www.youtube.com/watch?v=rFrvOajJO9Y</a></li> </ul>	9.	<p>Lecture: Porter’s 5 Forces, PESTEL, CAGE, Writing a Business Plan</p> <ul style="list-style-type: none"> <li>- Porter’s 5 Forces,</li> <li>- PESTEL,</li> <li>- CAGE,</li> <li>- Writing a Business Plan</li> </ul> <p><i>Real-life examples (e.g. Blackberry, Ghemawat’s CAGE)/Discussions</i>  <i>Warm-Up Exercise (Ch5)</i>  <b>Class activity (Multiple Choice, Open-Ended, Fill in the Blanks)</b></p> <p><b>Term Project: Due 13<sup>th</sup> week (Individual)</b>  <i>Please establish a business and complete the required information in the given business plan. Once you complete the given parts, you will make a presentation by introducing your businesses (Max presentation time is 10 minutes.)</i></p>
<p>Pre Class Reading:</p> <ul style="list-style-type: none"> <li>- Kucukaltan, B., Irani, Z., &amp; Aktas, E. (2016). A decision support model for identification and prioritization of key performance indicators in the logistics industry. <i>Computers in Human Behavior</i>, 65, 346-358.</li> <li>- <a href="https://balancedscorecard.org/bsc-basics/what-is-a-strategy-map/">https://balancedscorecard.org/bsc-basics/what-is-a-strategy-map/</a></li> </ul>	10.	<p>Lecture: Competitive Analysis Techniques</p> <ul style="list-style-type: none"> <li>- Balanced Scorecard</li> <li>- Boston Consulting Group (BCG) Matrix</li> <li>- Business Model Canvas</li> </ul> <p><i>Real-life examples (e.g. Electronic Circuits Inc., Bentobox)/Discussions</i>  <b>Class activity (Comparisons, Open-Ended Questions)</b></p>

<p><a href="https://hbr.org/1992/01/the-balanced-scorecard-measures-that-drive-performance-2">https://hbr.org/1992/01/the-balanced-scorecard-measures-that-drive-performance-2</a> -David and David (2017), Pages 258-261</p> <p>- Osterwalder, A., &amp; Pigneur, Y. (2011). Aligning profit and purpose through business model innovation. <i>Responsible management practices for the 21st century</i>, 61-75.</p> <p>- Quak, H., Balm, S., &amp; Posthumus, B. (2014). Evaluation of city logistics solutions with business model analysis. <i>Procedia-Social and Behavioral Sciences</i>, 125, 111-124.</p> <p>After Class:</p> <p>- <a href="https://www.youtube.com/watch?v=r14sKJiblmo">https://www.youtube.com/watch?v=r14sKJiblmo</a></p> <p>- <a href="https://www.youtube.com/watch?v=dtf61YDCXDY">https://www.youtube.com/watch?v=dtf61YDCXDY</a></p> <p>- <a href="https://www.youtube.com/watch?v=13ZItq8r_g0">https://www.youtube.com/watch?v=13ZItq8r_g0</a></p>		
<p>Pre-Class Reading:</p> <p>- Barringer and Ireland (2019), Chapter 9</p> <p>- Blackburn, R., De Clercq, D., &amp; Heinonen, J. (Eds.). (2017). <i>The SAGE handbook of small business and entrepreneurship</i>. Sage., Pages 94-107; 125-142 ; 259-278</p> <p>- <a href="https://www.rescue-uk.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference">https://www.rescue-uk.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference</a></p> <p>- Hitt et al. (2017), Pages 418-422</p> <p>- David and David (2017), Pages 188-191 ; 287-289</p> <p>-Fuhrmann (2019), Pages 7-14</p> <p>- David and David (2017), Pages 191-197</p> <p>After Class:</p> <p>-Kucukaltan, B. and Ozbilgin, M.F. (2019). 'Cosmopolitanism and Entrepreneurship in Istanbul and London: A Symbiotic Relationship in Context', Mouraviev, N. and Kakabadse, N. (Eds.), <i>Entrepreneurship and Global Cities: Diversity, Opportunity and Cosmopolitanism</i>, 70-83, Routledge, ISBN: 978-0-367-14056-4.</p>	<p>11.</p>	<p>Lecture: Building a Team, Entrepreneurship Types, Essentials for Marketing and Finance</p> <ul style="list-style-type: none"> <li>- New-venture team</li> <li>- Common mistakes</li> <li>- Role of professional advisors</li> <li>- Entrepreneurship types</li> <li>- Essentials for Marketing</li> <li>- Basic Economic Concepts</li> <li>- Essentials for Finance</li> </ul> <p><b>Term Project (Reminder): Due next week (Individual)</b></p>

	12.	<b>Presentation:</b> Writing Business Plans (Individual)
Pre-Class Reading:	13.	<b>Presentation:</b> Writing Business Plans (Individual)
	14.	<b>Presentation:</b> Writing Business Plans (Individual)
	15.	Final Exam/Project/Presentation Period
	16.	Final Exam/Project/Presentation Period
Required/Recommended Readings	<p>The reading materials (notes, files, etc.) for each session will be uploaded to blackboard. The information about accessing materials with copyrights will be provided by the instructor.</p> <p>Main Sources (used- to a large extent):</p> <ul style="list-style-type: none"> <li>• Bruce R. Barringer and R. Duane Ireland (2019). <i>Entrepreneurship: Successfully Launching New Ventures</i>, Global Edition, 6th Edition: Pearson</li> <li>• David, F.R. &amp; David, F. D. (2017). <i>Strategic Management: A Competitive Advantage Approach, Concepts and Cases</i>. (16th Edition). Pearson.</li> <li>• Hitt, M.A., Ireland, R.D., &amp; Hoskisson, R.E. (2017). <i>Strategic Management: Competitiveness &amp; Globalization: Concepts and Cases</i>. (12E). Cengage Learning.</li> <li>• Rothaermel, F. T. (2017). <i>Strategic Management</i>. (3e). McGraw-Hill Education.</li> <li>• Bettina Fuhrmann (2019). <i>Introduction to Business and Economics</i>. WU Bachelor Program Business and Economics – Study Material for the Entrance Exam.</li> </ul> <p>Additional recommended readings:</p> <ul style="list-style-type: none"> <li>• Lawrance J. Gitman, Carl McDaniel, Amit Shah, Monique Reece, Linda Koffel, Bethann Talsma, James C. Hyatt (2018). <i>Introduction to Business</i>. Rice University, Texas: OpenStax</li> <li>• Wheelen, T. L., Hunger, J. D., Hoffman, A. N., &amp; Bamford, C. E. (2018). <i>Strategic Management and Business Policy: Globalisation, Innovation and Sustainability</i>. (15th Edition). Pearson.</li> <li>• Osterwalder, A., &amp; Pigneur, Y. (2011). Aligning profit and purpose through business model innovation. <i>Responsible management practices for the 21st century</i>, 61-75.</li> <li>• Antonia Arahova (2016). "Library leader: a lonely rider or a team inspirator? The X factor"</li> <li>• Simon Stockley. Is your idea an opportunity? Cambridge Judge Business School. Lecture Notes</li> <li>• <a href="http://download.nos.org/srsec319new/319EL9.pdf">http://download.nos.org/srsec319new/319EL9.pdf</a></li> <li>• <a href="https://www.dynamicbusinessplan.com/entrepreneurship-power-point-slides">https://www.dynamicbusinessplan.com/entrepreneurship-power-point-slides</a></li> <li>• <a href="https://www.hofstede-insights.com/product/compare-countries/">https://www.hofstede-insights.com/product/compare-countries/</a></li> <li>• <a href="https://www.slideshare.net/qilaroslan1/profit-impact-of-market-strategies-pims">https://www.slideshare.net/qilaroslan1/profit-impact-of-market-strategies-pims</a></li> <li>• <a href="https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/accelerat e-cambridge/downloads/evaluating-and-developing-your-business-model.pdf">https://www.jbs.cam.ac.uk/fileadmin/user_upload/research/centres/accelerat e-cambridge/downloads/evaluating-and-developing-your-business-model.pdf</a></li> </ul>	
Teaching Methods	<p>As in all MEF courses, teaching methods and strategies are selected to create a democratic learning community in which you will learn from one another, from inquiry, research and practice. Every member of the class is expected to freely share her/his knowledge, ideas and questions with the group without any concern. Throughout the course, experiential, constructivist, research-based and reflective teaching strategies are used. In all kinds of teaching and learning activities, student participation, active learning and learning by doing are essential.</p> <p>In this course, practical learning methods and strategies will be dominant in shapes of interactive studies, discussions, individual or group presentations and key-note speaker lectures in order to enhance the understanding and application of the entrepreneurial activities.</p>	

<b>Homework and Projects</b>	<p>Midterm will be on interpreting terms of business &amp; management and characteristics of entrepreneurs, formulating the feasibility analysis and a business model, comprehending the culture, exploring external and internal environment, designing vision and mission statements, understanding innovation types and the concept of competitiveness.</p> <p>In the midterm, 1 homework (individual) will be assessed based on the students' efforts and/or submissions and 1 quiz will be conducted. Final will consist of their contributions to class activities/discussions, their attendance scores, their business plans regarding established businesses.</p>
<b>Laboratory Work</b>	None
<b>Computer Use</b>	Personal Laptops
<b>Other Activities</b>	Visiting industry fairs or events where potential customers talk about their problems.
<b>Assessment Methods</b>	<p>Assessment of learning will be based on interpreting terms of business &amp; management and characteristics of entrepreneurs, formulating the feasibility analysis and a business model, comprehending the culture, exploring external and internal environment, designing vision and mission statements, understanding innovation types and the concept of competitiveness.</p> <p>Assessment will spread over the semester. First, 1 homework (individual) will be assessed based on the students' efforts and/or submissions and 1 quiz will be conducted. Active participation to class activities and attendance will be graded. As a semester long project, students individually will establish a business and complete the required information in a business plan. Project and its oral presentation as a teamwork will be assessed at the end of the semester.</p> <p>Semester Long Assessment: 50</p> <ul style="list-style-type: none"> <li>• HW: 10 (Individual)</li> <li>• Quiz: 10 (Individual)</li> <li>• Active Participation to Class Activities/Discussions: 20 (individual)</li> <li>• Attendance: 10 (individual)</li> </ul> <p>End of Semester Assessment: 50 Project and its Presentation: 50 (individual)</p>
<b>Course Administration</b>	<p>Instructor's e-mail: berkkucukaltan@trakya.edu.tr Instructor's office: Only online meetings with prior confirmation.</p> <p><u>Active participation:</u> In this course, while participation is not required, active participation is key to learning and applying, as for a topic like entrepreneurship, new ideas can be generated through questioning, brain storming and discussion. Most of the classes will be in a workshop style (like startup teams). As final outputs of your workshops are your homework class active student participation and their reflection to their startup idea is key for your learning.</p> <p>The students are all expected to attend all sessions and be in class on time. When they cannot attend due to a sickness (which should require a report from a full facility hospital), they will inform the instructor by mail. Before the presentations, the group projects have to be submitted as a pdf file (other formats will be announced by the instructor, if required) within a deadline provided by the instructor. Late assignments, missing points from the essential criteria, and bad formats will not get full points.</p> <p>Student feedback and questions are welcome anytime for making the course a highly valuable learning experience. For any course related issues, students are encouraged to visit the instructor during office hours or send e mails.</p>

**ECTS  
Student  
Workload  
Estimation**

Activity	No/Weeks	Hours			Calculation	Explanation
		No/Weeks per Semester (A)	Preparing for the Activity (B)	Spent in the Activity Itself (C)		
Lecture/Flipped Classroom	14	2	3	1	84	$A*(B+C+D)$
Quizzes	1	5	1		6	$A*(B+C+D)$
Homework	1	3	3	2	8	$A*(B+C+D)$
Project	1	8	10		18	$A*(B+C+D)$
Presentation	1	6	2		8	$A*(B+C+D)$
Total Workload					124	
Total Workload/25					4.96	
ECTS					<b>5</b>	