



**4<sup>th</sup> International CDIO Conference**  
**ACTIVE ENGINEERING EDUCATION**

June 16-19, 2008  
Hogeschool Gent  
Gent, Belgium.

**Proposal Template**

**Title** Teaching Entrepreneurship by building a house of cards

**Authors and Affiliations**

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**Type of Presentation:** (check one)

active paper (15-30 min)

poster session (60 min)

advanced workshop (45 min)

round-table session (60 min)

advanced workshop (90 min)

**Short Description** (50 words or less for the published program, to include the learning objectives for participants in your session)

This interactive workshop simulates a business ecosystem and makes teams compete against one another in an attempt to build the optimum house of cards. Strategy, design, negotiating skills, resource management, construction technique and ethics all come into play as the scenario of a fast moving business environment plays out.

Developed at Stanford University, California for use on the Stanford Technology Ventures Programme (and reused here with kind permission) this session enables a vast amount of learning from the 1 hour active exercise and 30 minute unpacking discussion.

**Relevance to Conference Theme, Strands, and/or CDIO Initiative**

Indicate by a tick which strand the presentation most closely relates to.

- |   |   |
|---|---|
| <input type="checkbox"/> Application of CDIO to a wide range of disciplines | <input type="checkbox"/> Curriculum and programme design              |
| <input type="checkbox"/> The involvement of industry                        | <input type="checkbox"/> Technology-enhanced learning                 |
| <input type="checkbox"/> Development of professional competencies           | <input type="checkbox"/> Assessment of professional competencies      |
| <input type="checkbox"/> Design-implement experiences                       | <input type="checkbox"/> Facilitating change in engineering education |
| <input type="checkbox"/> Supporting sciences and CDIO                       | <input type="checkbox"/> Evaluating the impact of CDIO Programs       |
| <input checked="" type="checkbox"/> Student involvement                     | <input checked="" type="checkbox"/> Active and experiential learning  |

## **Abstract** (maximum one page)

A common problem among educators is how to recreate the real world of business in a classroom situation. While not attempting to simulate reality this deceptively simple role playing game effectively creates analogies which have a strong resonance with the real world.

Playing cards and poker chips are distributed at the start of the exercise and the teams aim to construct a house of cards with the objective of maximising the number of points they score according to a published set of rules.

The decks of cards have been mixed among the groups but they are only allowed to build from a single deck. As a result trading begins but at different times during the exercise the rules change as do the available resources. This simulates the unpredictable nature of a real economy and forces the teams to think on their feet and change strategy.

Analogies to the real world are explored in the unpacking session which follows after each group's house has been scored by the facilitator.

The facilitator plays the role of the law maker and dictates how the teams must operate. The teams need to assign roles and work together in order to compete in the market. They must also trade and negotiate with other teams to have any hope of winning.

Requires a minimum of 16 participants but can easily accommodate up to 60

## **Active presentation techniques**

Describe one or two ways in which you intend to engage the audience (for example, paired discussion, personal response using clickers or flash cards ...). This section will play an important part in the acceptance of your proposal and in the time it is allocated.

Active presentation technique(s) to be used:

This session is active from the start. Teams are forced to engage straight away due to competitive pressure and the time limited nature of the task.

During the unpacking session participants feedback their reflections, observations and experiences to the whole group through the facilitator.

## **Facilities/equipment required (tick all those needed)**

- Computer projector (provided in all locations)
- Overhead projector
- ✓ Flip charts and pens
- Clickers (personal response system)
- Coloured flash cards
- ✓ Post-it notes
- ✓ Other (please detail)
- 3 – 8 decks of cards all with different patterns on back & 200 poker chips
- Room requires open space and tables or workbenches

Send all proposals electronically as MS Word or pdf files to [jgaywood@liv.ac.uk](mailto:jgaywood@liv.ac.uk) on or before  
**December 7, 2007**