



BABSON COLLEGE

| Babson Academy Youth Impact Lab

Using Entrepreneurial Thinking to Leverage the Transformative Power of AI

Dr. Beth Goldstein

Senior Director, Academic Strategy
Youth Impact Lab



Dr. Beth Goldstein

Senior Director, Academic Strategy

BABSON COLLEGE

| Babson Academy Youth Impact Lab

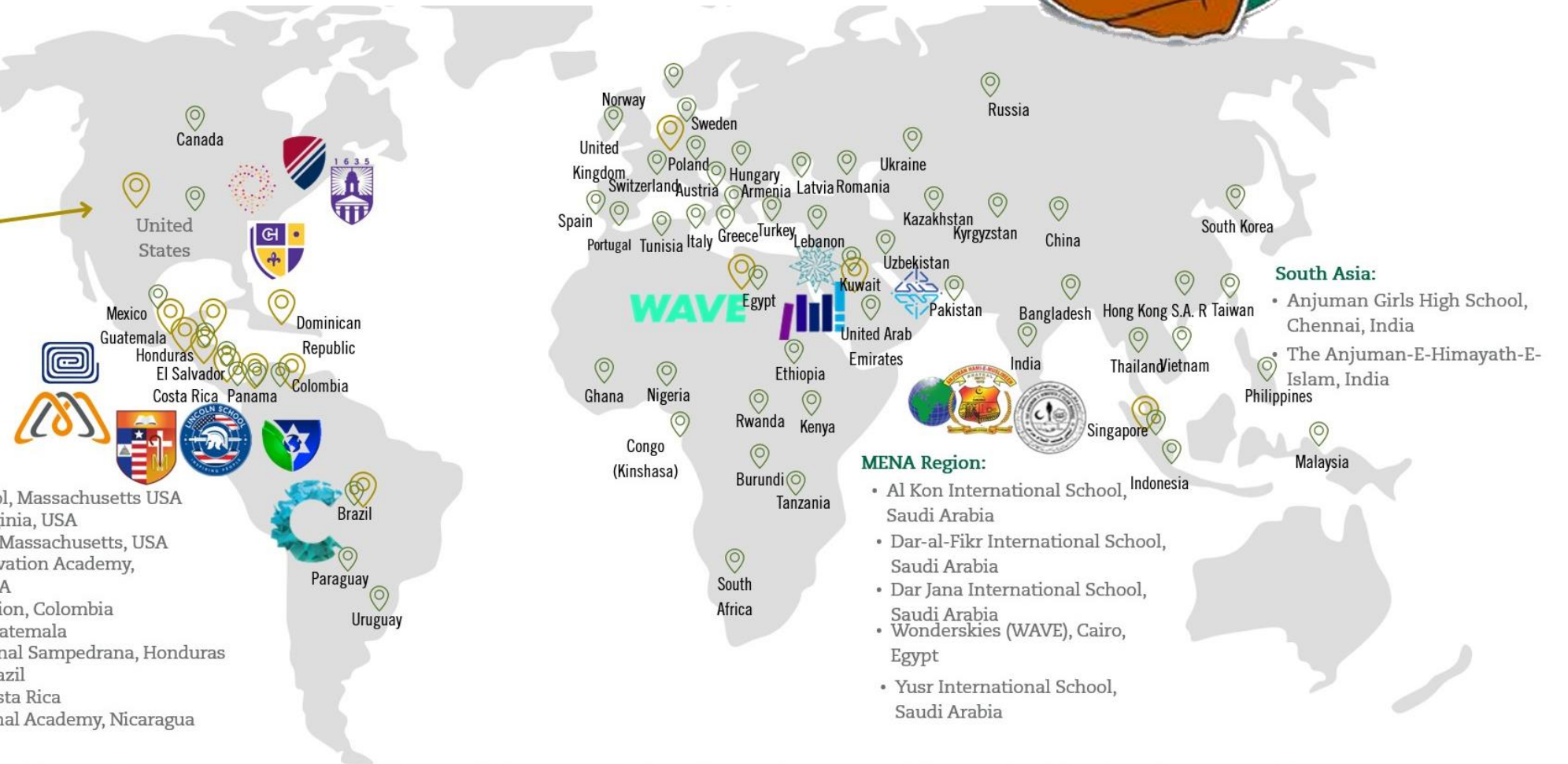


US States:

- New York
- New Jersey
- Texas
- Massachusetts
- Virginia
- New Hampshire
- Oregon
- Ohio
- Montana
- Illinois

The Americas:

- Boston Latin School, Massachusetts USA
- Chatham Hall, Virginia, USA
- Dexter Southfield, Massachusetts, USA
- New England Innovation Academy, Massachusetts, USA
- Colegio Hebreo Union, Colombia
- CMI Alimentos, Guatemala
- Escuela Internacional Sampedrana, Honduras
- Escola Concept, Brazil
- Lincoln School, Costa Rica
- Lincoln International Academy, Nicaragua



BABSON COLLEGE

| Babson Academy Youth Impact Lab



#1

in Entrepreneurship
for 28 consecutive years

— *U.S. News & World Report*, 2024

#1

for Return on Investment,
Business School

— *Payscale*, 2024

#2

Best College
In the United States

— *The Wall Street Journal*, 2025

#1

in Career
Preparedness

— *The Wall Street Journal*, 2024

BABSON COLLEGE

Are YOU an entrepreneur?



HOW MANY OF YOU WANT...

**Your teachers
and school
leaders
to be
entrepreneurs?**



HOW MANY OF YOU WANT...

**Your
students
to be
entrepreneurs?**



BABSON COLLEGE

| Babson Academy Youth Impact Lab

Finish this sentence

Entrepreneurs are people who...



Entrepreneurs are People Who...

Possess a different mindset and approach to problems/opportunities

- Opportunity obsessed
- Creative problem solvers
- Embrace failure as a learning opportunity

Entrepreneurial leaders transform schools and embrace the future

Learning-driven, growth-mindset

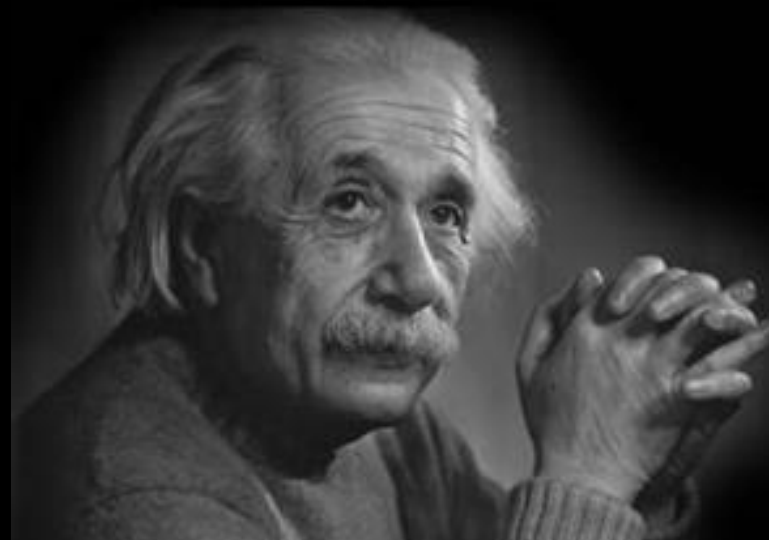
- Embrace change and disruption
- Take action
- Are empathetic

Team, collaborative-centric

- Within and outside groups
- Influence and enlist others

**HOW DO
you cultivate
entrepreneurial
thinking
throughout
your school?**

**THE ONLY THING
THAT INTERFERES
WITH MY LEARNING
IS MY EDUCATION.**



Albert Einstein
German Theoretical-Physicist
(1879-1955)

A perspective view of a school hallway. On the left, there is a long row of red lockers with silver handles and combination locks. The floor is made of alternating light and dark square tiles. On the right, there are red lockers and a glass display case. At the end of the hallway, there is a white double door. The ceiling has recessed lighting.

**Go back in time....
when you were a student**

**Recall your most
memorable learning
experience...
share it, as if it
happened yesterday**

A photograph of a person with a bun, seen from behind, sitting in a classroom. The person is wearing a red sweater. In the background, there are other students and a chalkboard filled with writing. The text "Anybody describe this type of experience?" is overlaid in yellow on a semi-transparent grey box.

Anybody describe
this type of
experience?

How many of
these learning
opportunities –
experiences
were
discussed?

Multiple opportunities
to **reflect** upon your
concrete learning
experiences

Opportunities for
reciprocity and
exchange of ideas
through **team work**
and **peer coaching**

Situated, experiential
and **empathetic**
learning environment

Offer an environment
that is **student-centric**
and **safe (failure is
acceptable)**

ENTREPRENEURIAL SCHOOLS & CLASSROOMS...

Cultivate **teamwork, engagement,** and creativity to
support **deep knowledge** of all subjects

Nurture entrepreneurial mindsets in **students,**
educators, and school leaders—



**characterized by resilience,
empathy, innovative thinking,
agency, grit, and collaboration**

Empowered (ENTREPRENEURIAL) students are more likely to experience...



- 1 Increased high school **graduation rates, academic achievement** and **college enrollment/graduation** rates
- 2 Greater potential in regard to future **employability** and **earnings**
- 3 Decreases in **incarceration** and **drug/alcohol** use
- 4 Decreases in **anxiety, depression, and mental health issues**





What Skills Do Businesses Prioritize Given The UNKNOWABLE Future Workplace?

Businesses' top 10 skill priorities for 2027



- | | |
|--|--|
| 1.  Analytical thinking | 6.  Curiosity and lifelong learning |
| 2.  Creative thinking | 7.  Technological literacy |
| 3.  AI and big data | 8.  Design and user experience |
| 4.  Leadership and social influence | 9.  Motivation and self-awareness |
| 5.  Resilience, flexibility and agility | 10.  Empathy and active listening |

Type of skill

 Cognitive skills  Self-efficacy  Technology skills  Working with others

Source

World Economic Forum, Future of Jobs Report 2023.

Note

The skills which organizations will prioritize in workforce development initiatives from 2023 to 2027

Entrepreneurial
Skills

Source: World Economic Forum

**Widening Gap in Equal
Access to Education**

**Increasing Global
Learning Poverty**

**Plunging Math &
Reading Scores**

**Lower Self-Esteem
& Confidence**

**Falling Resiliency
Levels**

**Increased Stress
& Anxiety**

**Rising Mental
Health Issues**

**A
Generation
In Crisis**

**Babson's
Big WHY**

Making It Real: Lincoln School, Costa Rica



Entrepreneurial school leaders

1. **identified** the need to cultivate entrepreneurial thinkers/doers
2. **engaged** diverse stakeholders (board, parents, educators, and students)
3. **created a plan** for change
4. **took bold risks** to change pedagogy, assessments, and the culture
5. **mobilized resources** including people, money, time, training



LINCOLN – BABSON PARTNERSHIP: 2020 TO DATE

A large, 3D red graphic of the text "100%" with a percentage symbol, standing on a white surface with a soft shadow.

✓ ~ 200, K-12 Lincoln School teachers have been trained by Babson to embed entrepreneurial thinking and experimentation in and out of their classrooms

✓ + 30 public school teachers

Three gold foil balloons with the numbers "800" on them, tied with gold strings.

youth educated on how to be entrepreneurial thinkers, doers, and leaders

A large, 3D gold graphic of the number "160", standing on a white surface with a soft shadow.

Social impact projects designed using Babson's entrepreneurial methodology

Adriana Macaya, 11th grade

- addressed environmental problems related to the **textile industry**
- **transformed school uniforms** into attractive and sustainable new products
- **Employed women in disadvantaged areas** → generating income for poor families

REFORM UNIFORM
REDEFINING SUSTAINABILITY
AND MAKING AN IMPACT
IN SCHOOL FASHION

ADRIANA MACAYA

15 LIFE ON LAND

8 DECENT WORK AND ECONOMIC GROWTH

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

1 NO POVERTY

BABSON COLLEGE
| Babson Academy Youth Impact Lab

19

OUTCOMES THAT MATTER

**CHANGES IN
BEHAVIORS,
BELIEFS,
ACTIONS &
ATTITUDES**

Student Agency Success

Statistically significant increases in:

- ✓ Entrepreneurial self-efficacy
- ✓ Critical thinking and social awareness

Increases in students'

- ✓ Grit and learning self-efficacy
- ✓ Growth mindset


$$a^2 + b^2 = c^2$$

**Globally – Babson has trained
450+ educators & youth
professionals from 14 countries**

- Statistically significant increases in educators'
- ✓ Teaching self-efficacy in the entrepreneurship domain
 - ✓ Entrepreneurial self-efficacy
 - ✓ Entrepreneurial identity
 - ✓ General self-efficacy

ENTREPRENEURIAL TEACHERS WITH STRONG TEACHER SELF- EFFICACY EXPERIENCE...

- Greater levels of **job satisfaction**, **lower stress**, and are better able to support their **students' learning** (Caprara et al., 2003)
- Improved **mental health** and strengthen their **students' academic performance** (Bandura, 1977)
- Increases in their ability to be **innovative**, **commitment** to teaching, **enthusiasm** for teaching, and **confidence** in influencing **student achievement** (Burton et al., 2005; George, 2016)



HEADLINE FROM THE FUTURE

YOUR SCHOOL'S FUTURE SUCCESS STORY...

- 1. Empower Teachers:** Professional development, tools, and support
- 2. Engage Students:** Cultivate agency through real-world problem-solving experiments
- 3. Mobilize Resources:** Bold decision-making and strategic actions



*XYZ International School Redefines
Personalized Learning with AI and
Entrepreneurial Pedagogy*

Trifecta of Converging Forces

AI reshapes pedagogy, personalized learning, and assessments

AI & Technology



Personalized learning, access to content, simplification of tasks

impact on learning, agency through real-world problem solving



Educational Systems & Pedagogy

Institutional structures, pedagogy, policy, future workforce readiness



Mental Health: Youth & Educators

Anxiety, depression, identity struggles, lack of agency, social pressures

Schools support students' well-being and agency

WE HAVE BEEN HERE BEFORE....DOES YOUR SCHOOL MIRROR INDUSTRIAL ERA TEACHING & LEARNING GOALS?



Where learning outcomes are designed to create individuals who:

- Perform structured and routine assignments?
- Follow rules & standards?
- Are efficiency-driven?
- Focus on individual tasks in a non-collaborative way?

A perspective view of a school hallway. On the left is a long row of red lockers. On the right is a wall with glass panels and a red base. The floor is a red and white checkered tile. At the end of the hallway is a white double door. The lighting is bright and even.

**AI fuels disruption &
innovation**

**Entrepreneurial thinking
is a powerful tool
to create your school's
evolving future!**

LET'S APPLY AN
ENTREPRENEURIAL
APPROACH TO
CREATING YOUR
FUTURE
SCHOOL!

As entrepreneurial leaders,
how might we leverage the
disruptive power of AI to
transform our school's

Identity – Skills –
Environment
into our schools?

FINDING THE OPTIMAL SOLUTION REQUIRES...

- 1. Deeply understanding the challenge/goal**
 - As entrepreneurial leaders, how might we leverage the disruptive power of AI to transform our school's....
- 2. Falling in love with the challenge – NOT the first solution**
- 3. Engaging your curiosity**
 - take advantage of the diverse, unique, and varied experiences that AI provides

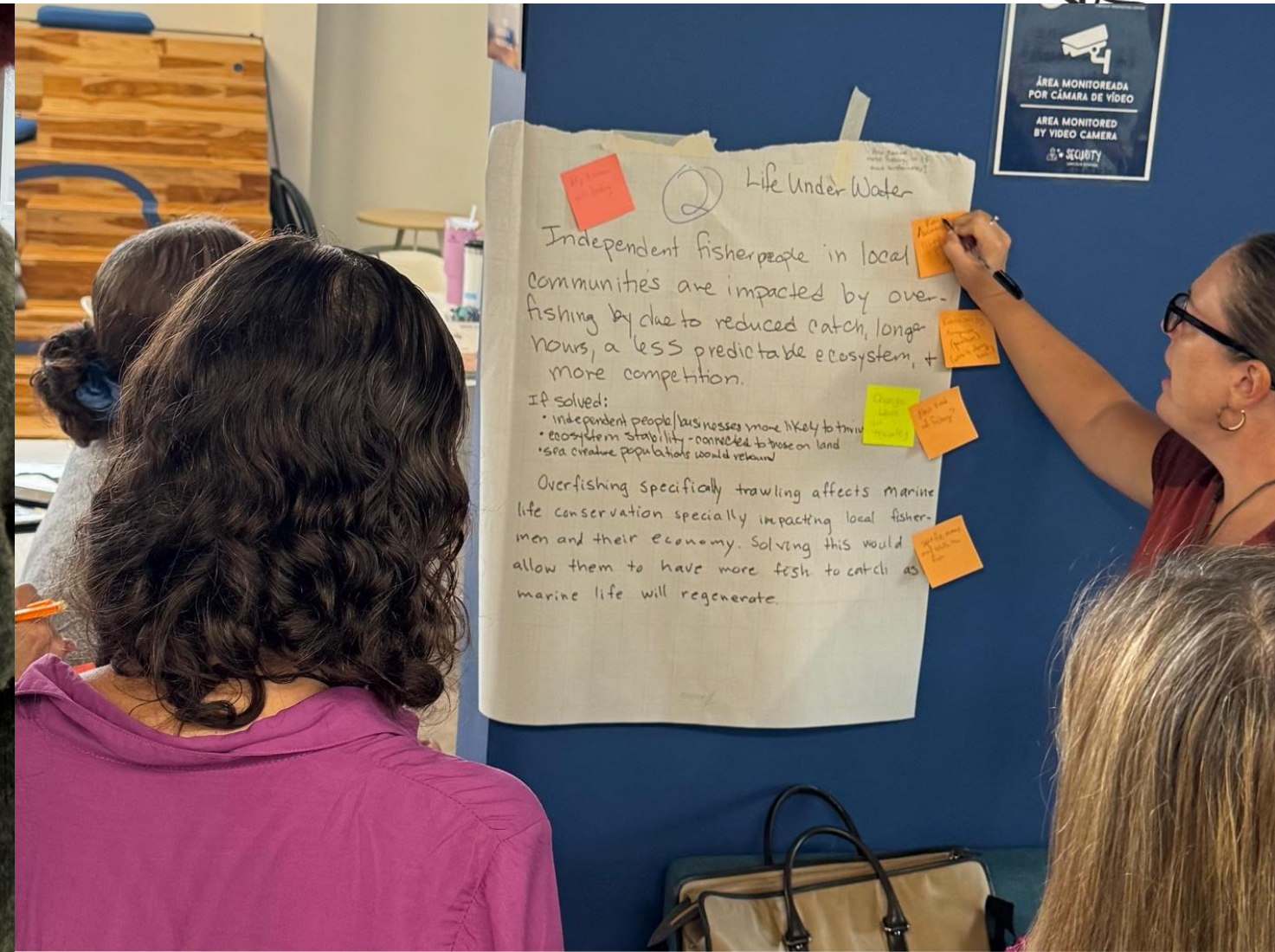
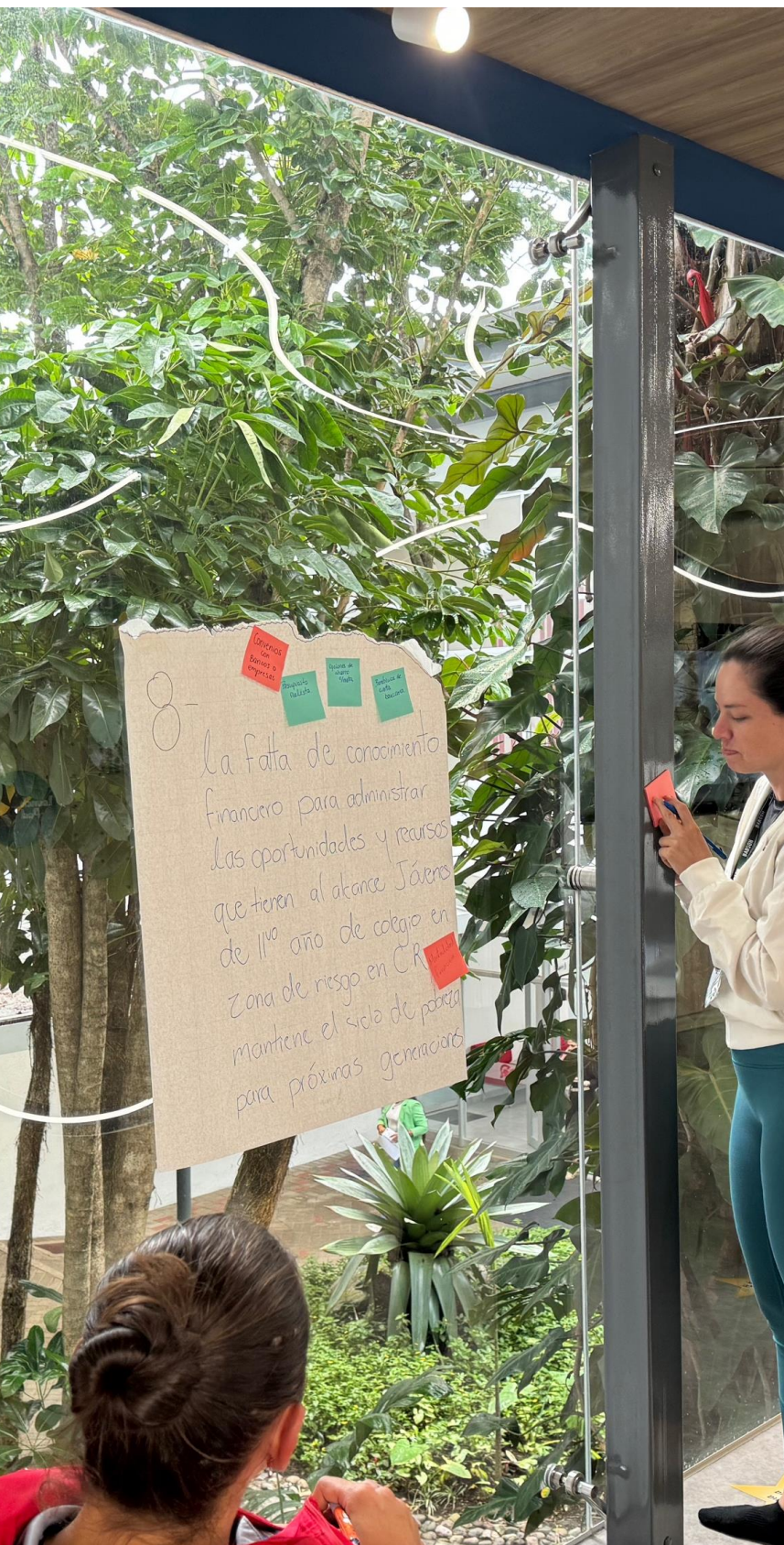


Brainstorming RULES

1. Go for quantity
2. Stay focused on the topic
3. Be visual
4. Build on the ideas of others
5. Defer judgment
6. Encourage wild ideas

“How Might We” Formula

How Might We + **Intended Action** (as an action verb) + **For** + **Potential User** (as the subject) + **So That** + **Desired Outcome**



AT YOUR POSTERS

Using your statement: **As entrepreneurial leaders, how might we leverage the disruptive power of AI to transform our school's...**

- **Identity**
- **Skills**
- **Environment**

- ✓ Brainstorm MANY, MANY SOLUTIONS
- ✓ Use post-it notes for all your ideas
- ✓ Use AI when you've exhausted your ideas
- ✓ Finally, write the solution your team will pursue

3 PILLARS

Identity: Renewing the role of a teacher

- Wellbeing and Belonging
- Coaching and Mentoring
- Data Analytics

Skills: Adaptable, Literate, Human

- Assessment of Faculty
- AI Content Delivery
- Curriculum Evolution

Environment: Time, Space, & Community

- What happens on a school's "PHYSICAL" campus
- Self-paced Ai-integrated pathways
- Everything to do with Human Resources (contracts, compensation, etc.)

SHARE TO THE GOOGLE DRIVE

We will
share
every
team's
solutions

	A	B
1	TEAM	SOLUTION TO LEVERAGE THE DISRUPTIVE POWER OF AI TO TRANSFORM OUR SCHOOL'S IDENTITY
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

bit.ly/OasisDay25

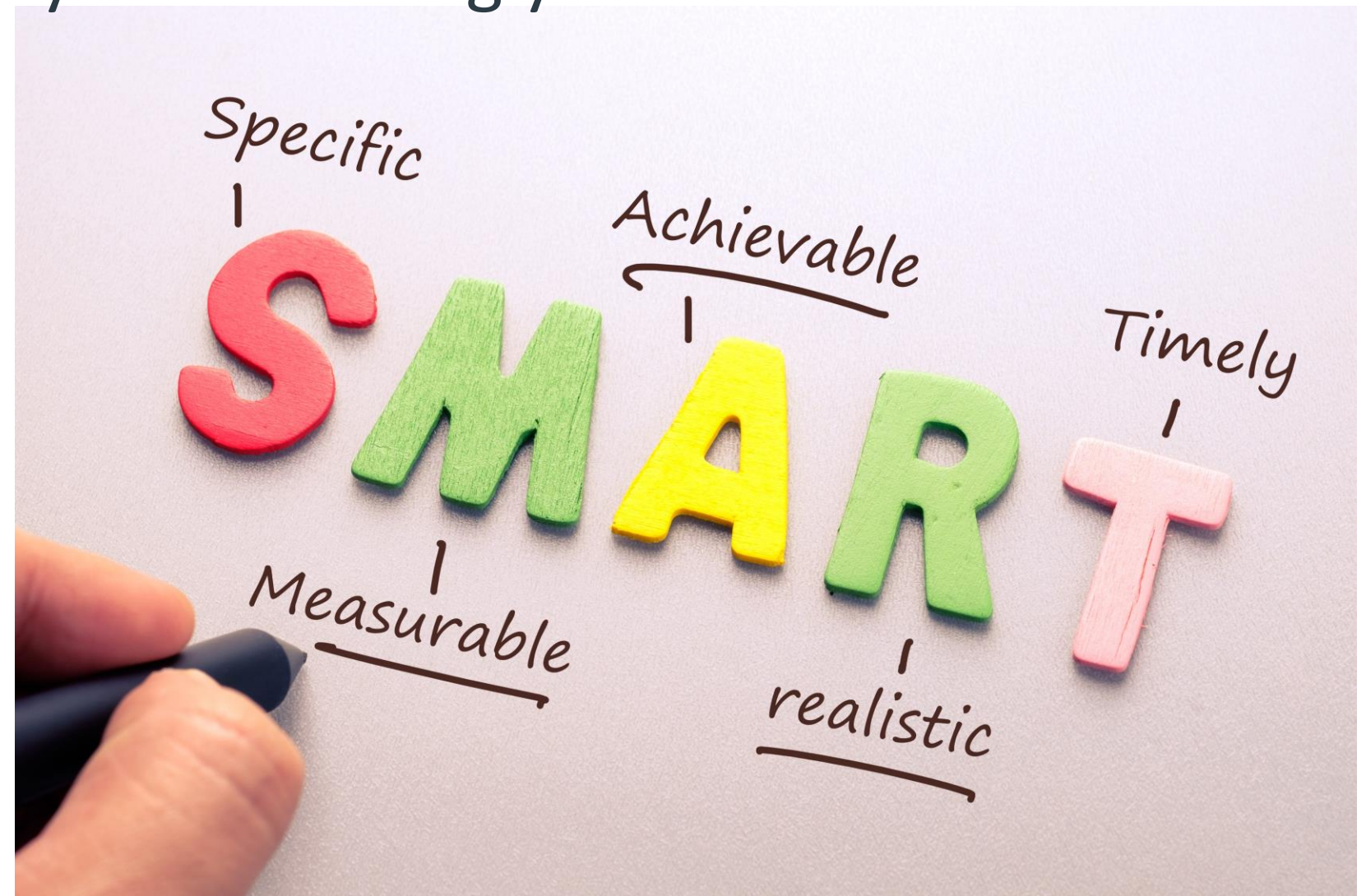


Identity Skills Environment

BACK AT YOUR TABLES

Write down 2 **SMART** entrepreneurial actions you will take **within the next 90 days** to work toward your achieving your solution for **YOUR SCHOOL** (work in pairs)

- ✓ **Specific**
- ✓ **Measurable**
- ✓ **Achievable**
- ✓ **Realistic/relevant**
- ✓ **Time-Bound**





Youth Impact Lab

Empowering educators to lead the next generation of changemakers through entrepreneurship

Certificate in Youth
Entrepreneurship
Education Spring
2025

High School Summer
Study Program

Download Our
Brochure

Contact Us

Dr. Beth Goldstein: BGoldstein@babson.edu