‘Innovation and the student experience’ Discussion paper proposal form

30 minute session including questions / discussion

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Theme:	Enterprise and entrepreneurship
Title of Paper:	Entrepreneurial Effectiveness: Innovative teaching to enhance student experience

Abstract:

Problem statement/rationale, including reference to key literature:
The paper conceptually and empirically explores the effectiveness of university-level Enterprise and Entrepreneurship Education (EEE). Typically, EEE uses theory, practical tuition and analysis of entrepreneurial problems (Matlay, 2008). Experience gained through EEE tends to improve the performance of entrepreneurs (Rosa, 2003, Matlay, 2008). Some conventionally taught courses are trying to embed ‘real life’ experience to give a more ‘hands-on’ learning experience (ADM HEA, 2007; HEEG, 2011; Chang & Rieple, 2012). Reports and studies (e.g. Collins et al, 2006; ADM HEAcademy, 2007; Chang et al 2012) show that students value a ‘learning by doing’ approach to study. This poses significant challenges to HEIs seeking to depart from conventional teaching within traditional structures and processes (Matlay, 2008; Chang & Rieple 2012).] Little has been published that shows the students’ view of the effectiveness or otherwise of action-based approaches in helping them gain real entrepreneurial/intrapreneurial experience.

This paper explores how students acquire an 'enterprise' attitude, entrepreneurial capability and achieve entrepreneurial effectiveness (based on EEE guidelines - QAA, 2012).

Research design and methods of data collection and analysis or method inquiry:

The literature provided a conceptual framework for twelve depth interviews conducted at three different times with undergraduates pursuing an entrepreneurship pathway. This data will be supplemented by twelve more interviews undertaken when these students reach their third (final) year.

Modules on this pathway use an entrepreneurial learning process that requires engagement with real entrepreneurs in jointly seeking to solve issues faced by these entrepreneurs' organisations. Students can set up and run a business or pursue intrapreneurial projects during their final year.

The interview transcripts have been analysed using NVIVO software.

Main findings:

These students desire an action-based approach working as 'entrepreneurs-in-the-making' and gaining real world business environment experience while pursuing a university degree. They valued the following:

Enterprise attitude - These students specifically want to acquire enterprise skills as a key element of developing professional competences

Entrepreneurial capability – Students felt that this is best achieved through an environment similar to that of entrepreneurs. Simulated learning environments (such as business games) did not give them the real opportunity draw on and enhance their entrepreneurial skills

Entrepreneurial effectiveness – Students felt that in place of a more traditional lecture/seminar structure, a coaching-based approach supplemented by a clear Professional Development Plan , enabled them to operate more effectively as entrepreneurs.

Discussion of implications:

Educators must adopt non-traditional, action-based curricula, if they are to provide the most effective learning opportunities for students seeking an effective enterprise and entrepreneurship education.

In particular they should:

1. Re-frame learning and teaching philosophies and change roles such that:
   - students are recognised as active entrepreneurs; not students passively in receipt of an education;
   - academic staff act as coaches that motivate and inspire students in their adoption of entrepreneurial processes, rather than delivering knowledge and facilitating structured classroom-based interaction:
2. Re-formulate learning and teaching strategies to provide a learning environment that actively embraces the real world of 'learning entrepreneurship'
3. Facilitate academic staff development to encourage the acquisition of the skills required to support students pursuing 'real world' enterprise and entrepreneurship education.

List of key references/resources:

Chang, J. & Rieple, A (2012): Live Projects: Assessing Entrepreneurial Skills , Journal of Small Business and Enterprise Development (accepted for publication)

Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. Journal of Small Business and Enterprise Development, 15(2), 382-396.

Rosa, P. (2003), Hardly likely to make the Japanese tremble, International Small Business Journal, 21(4), 435-57.

QAA (2012) Enterprise, and Entrepreneurship Education Guideline (Draft) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/enterprise-entrepreneurship-guidance.aspx

HEEG (2011) An exploration of the use of student-run, real businesses in the South East Region, the UK and internationally for all or part of the award of a university degree accessed from*http: heeg.org.uk/.../201112021038411346368021*

*ADM HEAcademy (2007)Creating Entrepreneurship:Entrepreneurship education for the creative industries; www.adm.heacademy.ac.uk/.../section-2-0-**education**-for-adm-**studen**.*

Word Count Max 500 (excluding references):	

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