ABS The Association of Business Schools

'Innovation and the student experience'

Enterprise Educators uk
The national network

Swansea Metropolitan
University of Wales Trinity Saint David
Metropolitan Abertawe
Prifysgol Cymru y Drindod Dewi Sant

Andy Penaluna

'Innovation and implementation: Assessing entrepreneurship through two I's'

Incorporating:

QAA®

vitae realising the potential of researchers

The Higher Education Academy

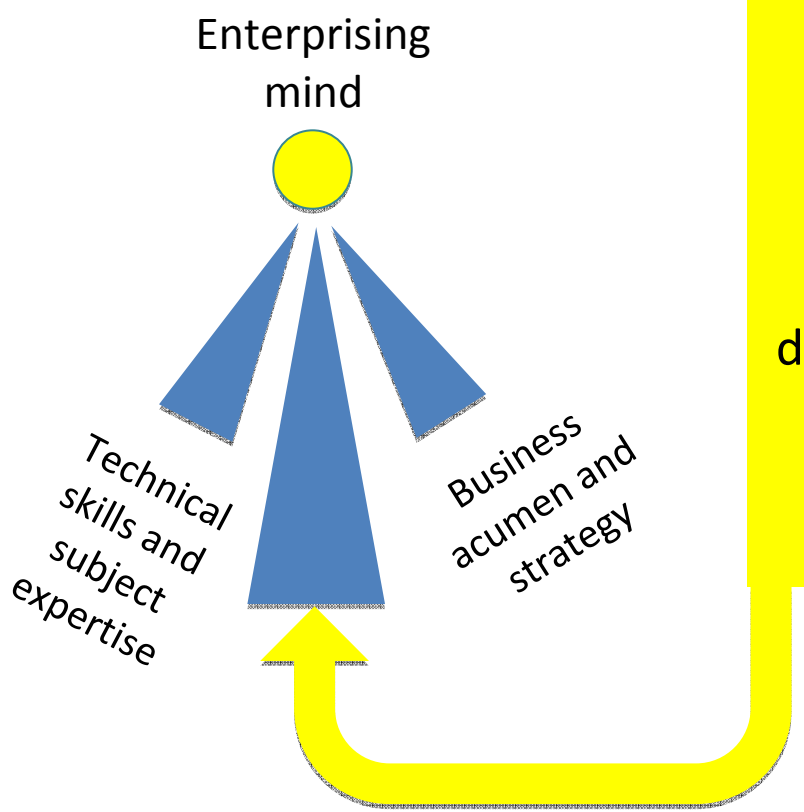
House of Commons

European Commission

An educator perspective based on:

- The UK's new quality guidance for all University level Enterprise and Entrepreneurship education.
- European work on writing outcome statements for higher level learning in the University sector.
- The United Nations Conference for Trade and Development and their policy guidance for entrepreneurship education.
- House of Commons All Party Parliamentary Group (APPG) on education for Micro Businesses
- Wilson review of University-Business Collaboration

Process (how?)



Creativity, innovation and opportunity recognition are key intrinsic motivational drivers, they are central to the enterprising mindset

Grasping and understanding the mindset issues

Enterprising Angels © A Penaluna, 2010

Awareness, Mind and Capability = Effectiveness

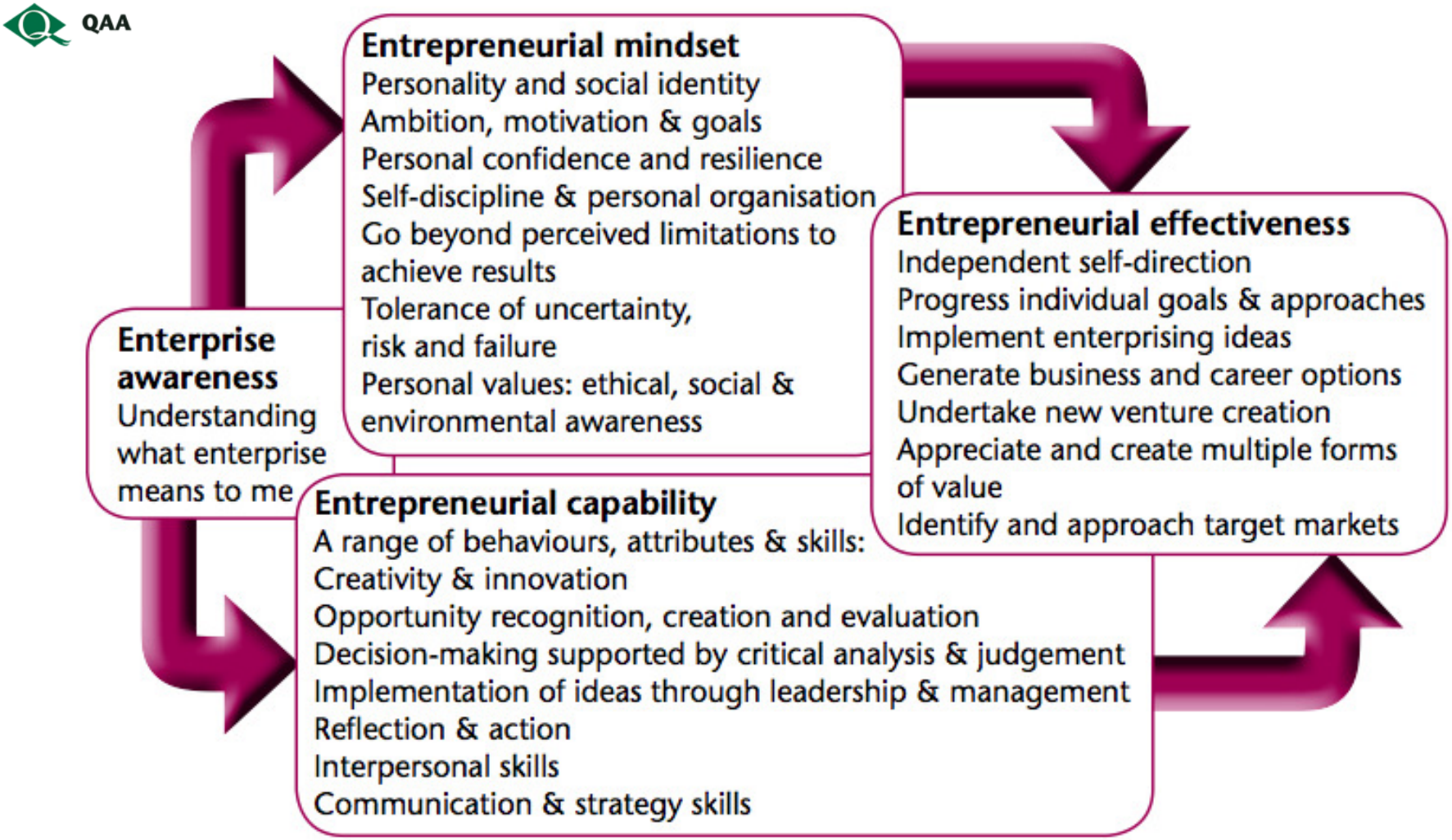


Figure 2: Connecting the development of entrepreneurial effectiveness with graduate outcomes

Take a moment to think

Clear
Manageable
Sequentially valid

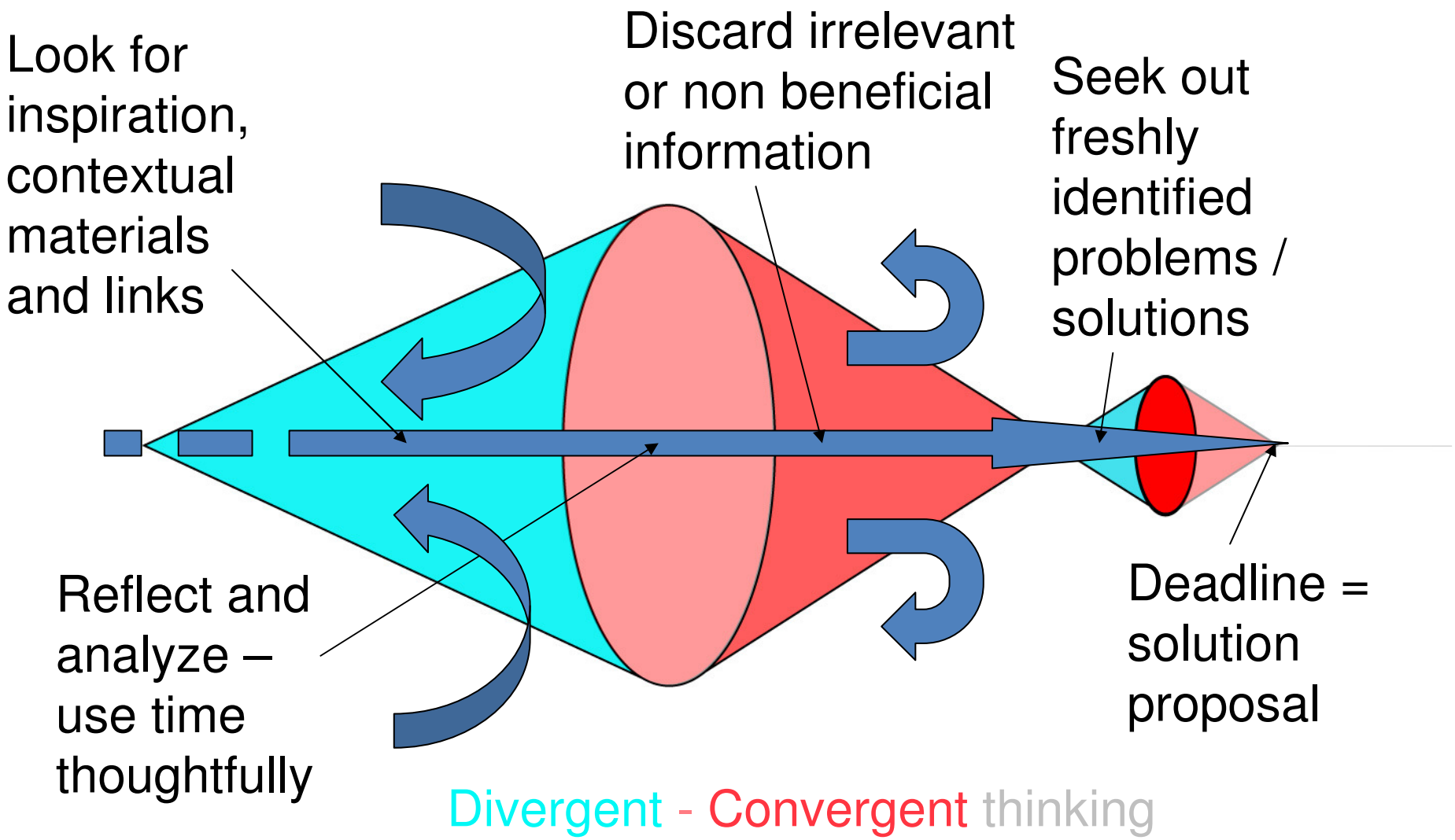
(Reductionist - to make sense of complexity)

Unclear
Complex

(until patterns emerge and links are made)

Image Courtesy of Google Campus

Bridging the innovation assessment gap (how?)

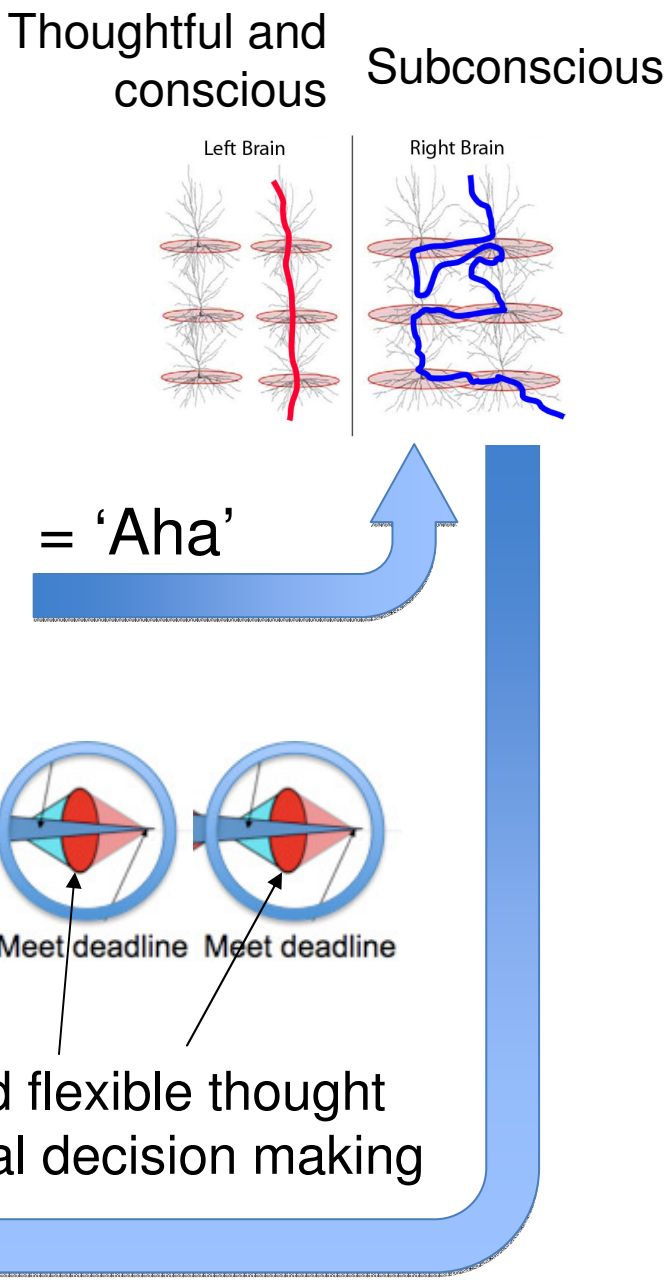


Penaluna & Penaluna 2006

Evolved model for QAA / UN

Incorporating divergent production

(Cognitive Neurology / Brain in Learning Cycles)



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Brain images courtesy of Drexel and Midwestern Universities M Jung Beeman and J. Kuoinos

EU - Outcomes gap bridged (What, where and why?)

Competences: ISCED 6 Postgraduate Education (Masters and Doctorate) ** ** Page 1 – Exemplar of innovation based outcomes			
	Learning Outcomes	Teaching and Learning Methods	Assessment Methods
Knowledge	Knowledge and relevancy of alternative communication strategies and how they may impact on colleagues, consumers and customers.	Learning about selling and developing strategic advantage through experiences and debates around neuromarketing principles and approaches.	Written reports, presentations and pitches to stakeholders; including peers and investors.
Skills	The student will be able to communicate effectively and demonstrate effective persuasion skills in written, visual and oral modes with a range of audiences - formally and informally through a variety of different techniques and media	Advanced communication theory and practical experiences of dealing with colleagues, clients, customers and other relevant stakeholders.	Personal presentations and 'in absentia' pitches and proposals (e.g. new media where the presenter is not present) and that demonstrate and evidence sound theoretical understandings including evaluations of alternative approaches.
Attitudes	The student will be able to develop new ways of working that challenge accepted norms and may contradict accepted practice and procedures.	Through experience and subsequent theoretical underpinning, learning and incrementally developing approaches that utilize advanced principles of divergent production including challenges relating to inductive, deductive and abductive reasoning.	Presents a critically aware and independently prepared inquiry that anticipates and accommodates changing scenarios and shifting schedules.

This information has been kindly provided by (please complete with your contact information):

Name	Organisation	Email	Telephone n°	Website address for your organisation
A Penaluna	Enterprise Educators UK	Andy.penaluna@smu.ac.uk	+44(0)1792481199	www.enterprise.ac.uk

***** Exemplars only – to be read in conjunction with accompanying note on UK HE Level Enterprise and entrepreneurship***

Key assessment points for creativity and innovation

- LO - The student will be able to develop new ways of working that challenge accepted norms and may contradict accepted practice and procedures.

- T&L - Through experience and subsequent theoretical underpinning, learning and incrementally developing approaches that utilize advanced principles of divergent production including challenges relating to inductive, deductive and abductive reasoning. (Note: theory <u>follows</u> learning experience)

Key assessment points for creativity and innovation

- Assessment - Presents a critically aware and independently prepared inquiry that anticipates and accommodates changing scenarios and shifting schedules.

Based on Porthampton scenario

"One of the problems that the students consistently reported was that it all felt too real and they were emotionally challenged" Sarah Underwood, Programme Leader, isbe 2012

Key assessment points for creativity and innovation

I add a further caution in the context of development of enterprise and entrepreneurship education in our universities. UK universities have the highest international reputation for quality... Assessment approaches in universities focus upon known schedules and requirements, published in a student handbook. That is an underpinning foundation of our quality system. Yet in an enterprise skills context, this is not a realistic environment.

Key assessment points for creativity and innovation

Enterprise skills require responsiveness to unexpected pressures and tasks; they require reaction to changing circumstances and disruptive interventions. These attributes are contrary to the established framework of assessment processes. Enterprise skills do not presently lend themselves to formal assessment methods. University Business Review – Sir Tim Wilson pp50-51

We cannot use logical 'implication' types of assessment for 'innovation' in the curriculum – we need two I's

Bridging the gap - Assessing with both I

Convergent Assessment or Divergent Assessment?
Awareness, timing and location is critical.

- **Innovation** – for example multiple solution generation, breadth of solution generation, challenging norms, flexible response development etc.
- **Implementation** – for example business and marketing strategies, finance generation, sustainability, ethics and legal considerations etc.

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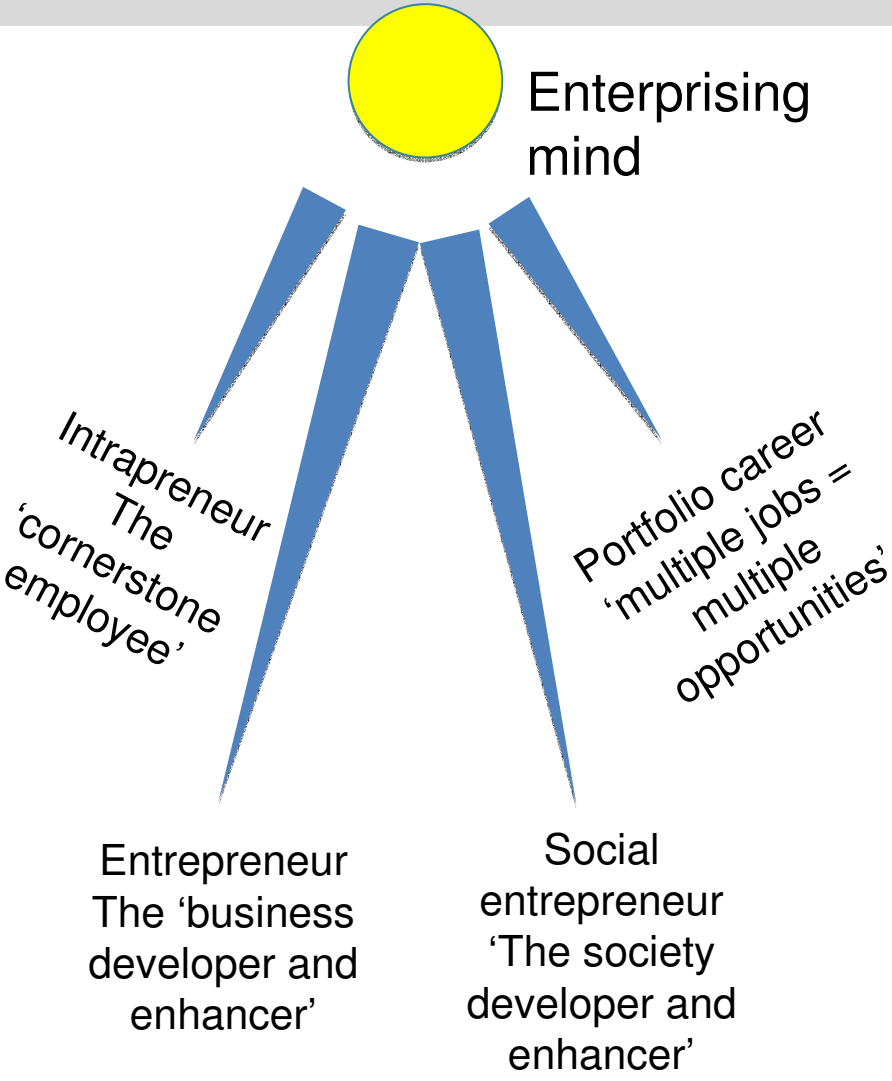
Key assessment points for creativity and innovation

- Assessment that requires multiple solutions and accommodates shifting goals and deadlines
- Borrow design-based outcome tools such as design matrixes and divergent production evaluation (number, breadth and diversity of ideas and connectivity to triggers / research)
- Consider ‘in absentia’ presentations and similar ‘pitching’ based on persuasion skills / understanding learning (Cognitive Neurology etc.)

Application (where?)



Overall aim - learning to learn; they use harvested knowledge to societal and economic advantage

The QAA (and Vitae) guidance is not specific to any particular degree programme or subject specialism, but is instead intended to help academics, educators and practitioners who are seeking to embed enterprise and entrepreneurship across the curriculum

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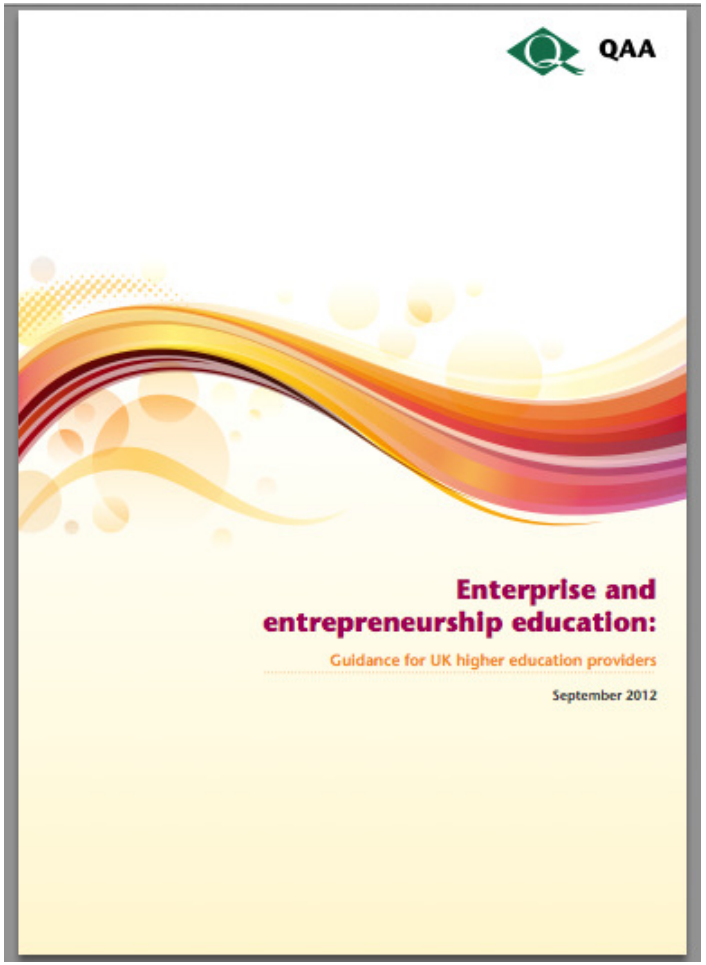
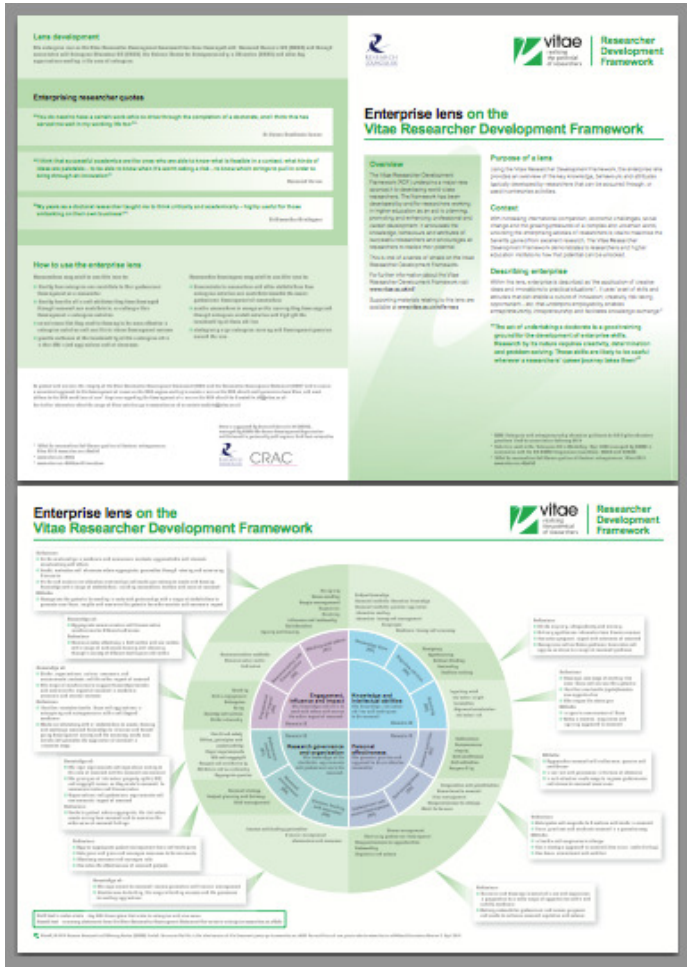
With reference to:





Quality Guidance QAA®

vitae
realising the potential of researchers

A United Nations context / perspective

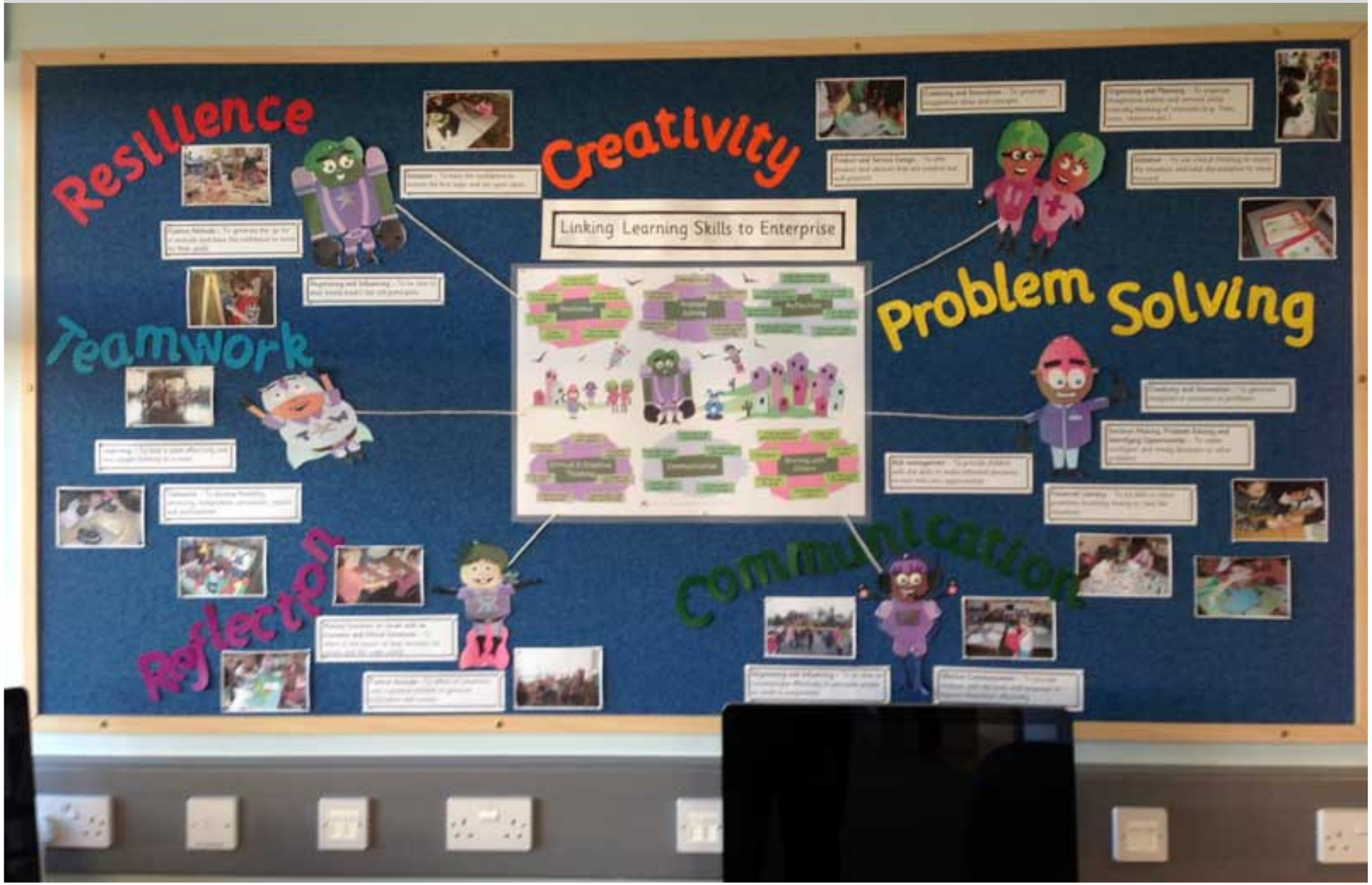
UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT

UNCTAD

PROSPERITY FOR ALL

Includes:

- Educating the educators
- Incentivizing – recognition and reward
- Curricular engagement
- Extra curricular engagement
- Networking the educator communities

http://unctad.org/en/Pages/DIAE/Entrepreneurship/EPF-3.aspx

Application (where?) Are You Ready, UK