Enhancing Effectiveness through Enterprise Education.

Dr Gary C Wood
University of Sheffield
g.c.wood@sheffield.ac.uk | @GC_Wood

#embedenterprise
Start with Why

• Over lunch, think about why you teach:
  • What motivates you?
  • What do you want to achieve?
  • What aspects of your teaching give you the greatest satisfaction?
  • What aspects are the most challenging?
• Note down your thoughts on the handout.

#embedenterprise
Enterprise & Entrepreneurship

- **Enterprise** is the application of creative ideas and innovations to practical situations (having ideas, and the skills and confidence to do something about them).
- **Entrepreneurship** is the application of enterprise skills specifically to creating and growing organisations in order to identify and build on opportunities.

(QAA 2012)
Enterprise Education

• ‘We are trying to tackle the ‘wicked’ problem of preparing students for jobs that don’t yet exist, using technologies that have not yet been invented, in order to solve problems we don’t know are problems yet’.

(Jackson 2008)
Enterprise Capabilities

- Authentic problem solving
- Innovation and creativity
- Risk-taking
- Taking action
- True collaboration.

Enable students to succeed in being enquiring, deep learners, and contribute to making them successful graduates, equipped to face the challenges of their future careers.
Authentic Problem Solving

• Students:
  • investigate realistic or ill-structured problems, identifying potential solutions to, and opportunities within, them.
  • experience different approaches to solving problems and appraise potential solutions.
  • develop strategic thinking in response to problem solving and management.
  • experience working within constraints in responding to opportunities and developing solutions.
  • apply their academic learning in designing and delivering solutions.

#embedenterprise
Innovation and Creativity

• Students:
  • think critically and creatively to generate and explore innovative ideas through an iterative process.
  • adopt creative new approaches, and think laterally and imaginatively when facing challenges.
Risk-taking

• Students:
  • anticipate outcomes of actions and take measured risks that advance their learning.
  • make decisions in the absence of complete information, or in changeable conditions, dealing with and learning from uncertainty, whilst being tenacious and persevering with their idea or approach.

#embedenterprise
Taking Action

• Students:
  • take initiative, turning their ideas into action whilst responding dynamically and adapting their approach when faced with challenges.
  • gain and develop an understanding of the importance of leadership skills.
  • actively access alternative or additional resources, encouraging them to experiment with and adopt new approaches whilst taking responsibility for their actions.

#embedenterprise
True Collaboration

• Students
  • work together and independently in a productive, effective and professional way to meet a team goal or achieve a shared objective.
  • experience and use a variety of methods of communication.
  • work or connect with external organisations, bodies, groups or other stakeholders as part of their project.

#embedenterprise
Embedded Enterprise

• Not bolted on:
  • Students do not see relevance
  • Lack of engagement
  • Low impact

• Contextualised:
  • Enterprise capabilities developed through studying subject discipline
  • Change approach, not what students study
  • High engagement
  • High impact.

#embedenterprise
What value does enterprise education offer?

#embedenterprise
1. Working with Communities

• Lifelong learning students on Working With Communities Foundation Degree

• Mature learners – not very engaged in University life beyond their department

• Learning aim: understand value of research in solving social problems

• SU live project:
  • “From a student perspective, what might be potential barriers to involvement in SU activities, and what solutions or approaches might resolve these?”

#embedenterprise
1. Working with Communities

• **Authentic Problem Solving**
  - learning by doing
  - no right answer
  - had to develop their approach
  - constraints on resources and time

• **Innovation and Creativity**
  - iterative approach to designing the study
  - make suggestions and recommendations

• **Risk-taking**
  - anticipating outcomes
  - collecting and responding to uncertain results

• **Taking Action**
  - the project was real, and findings had to be evidence-based

• **True Collaboration**
  - communication, external partners, working together.

#embedenterpris
2. All About Linguistics

- First year English Language & Linguistics students
- Lack of appreciation of diversity of discipline
- Taster sessions in different aspects of linguistics
- Project: develop a website for A-Level students to help them learn about and appreciate the diversity of linguistics
- Worked in groups each focused on different sub-disciplines
- Had to make connections between topics
- Couldn’t be an essay with pictures!

#embedenterprise
2. All About Linguistics

• Authentic Problem Solving
  • recruitment challenge
  • no right answer
  • constraints
  • apply academic learning

• Innovation and Creativity
  • design activities and multimedia to engage a real audience

• Risk-taking
  • trying and testing ideas with audience and then iterating them

• Taking Action
  • students had to make their ideas happen – learning new skills where necessary (e.g. digital literacy)

• True Collaboration
  • communication challenge; externals including experts.

#embedenterpris
3. Make a Change

- Fourth year engineering module
- Students meet a real client who has real problems/difficulties to solve: e.g. patient with Parkinson’s Disease, Arthritis, Cerebral Palsy
- Explore and understand problems
- Research further
- Develop, prototype and test solutions
- Create a business plan to take to market and pitch for funding.

#embedenterprise
3. Make a Change

- **Authentic Problem Solving**
  - students investigate the challenges
  - they choose the problem
  - appraise different possible solutions
  - must be marketable
  - develop academic learning

- **Innovation and Creativity**
  - design, prototype, test, modify development cycle

- **Risk-taking**
  - solutions sometimes fail;
  - students must pivot, adapt and respond to change

- **Taking Action**
  - students have to make their solution and take it to users;
  - realise entrepreneurial potential

- **True Collaboration**
  - True Collaboration – working together with external partners;
  - suppliers; communicating – e.g. Twitter for research/reach.

#embedenterprise
What’s the value?

• Work in small groups
• Identify the value using enterprising approaches has for the four stakeholder groups:
  • Students
  • Academic and teaching staff
  • The University
  • External partners
• Note down ideas on the grid
• 15 minutes.

#embedenterprise
How might enterprise education add value at St Andrew’s?

#embedenterprise
Embedding Enterprise

• It’s not about everything, everywhere
  • Think in terms of programme-level embedding: students should develop *and practise* all five capabilities across their studies
  • A spiral approach can help: introduce > develop > practise > evidence

• It’s important that students can recognise and articulate the skills that they develop.

#embedenterprise
Capability Connect

#embedenterprise
Capability Connect

- Does an existing module/learning unit you teach develop enterprise skills?
- How does this fit within the broader programme to which the learning unit contributes?
- Where/how could these be enhanced?
- What support would you need to develop this further?

#embedenterprise
Next steps and Q&A

- What are the next steps for you?
- What’s your next action?
- Questions?

#embedenterprise
Some further resources

- Video interview of students from Lifelong Learning module: www.youtube.com/watch?v=U1m9Vw5q5P0

- Video interview with Gary Wood on the AllAboutLinguistics.com project: http://tel.group.shef.ac.uk/casestudy-wood-googlesites


- ETC Toolkit from EEUK – Enhancing the Curriculum Enterprise & Entrepreneurship Toolkit: www.etctoolkit.org.uk

- University of Sheffield Embed Enterprise Blog – including case studies and resources: www.sheffield.ac.uk/enterprise-education/blog

#embedenterprise