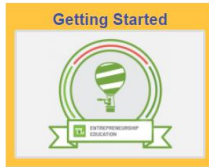


# Entrepreneurship Education for Educators in Higher Education

Dashboard / My courses / EEE

## General



## ePortfolio



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ePortfolio hub - a framework and resources developed to start you on your ePortfolio journey

# Robert Hickey ePortfolio



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## Biography

Hi, my name is Robbie and I have been a lecturer in TU Dublin Blanchardstown campus since 2002. I lectured primarily in Brick and Stone laying until 2010. Since then, I have taught modules in IT, Professional Development, Pedagogical Approaches, Digital Media, Business, Project Management, Sustainable Technology, Low Energy Construction, Landscape Construction, AutoCAD, Research Methods, Quality Management Systems and Entrepreneurship & Enterprise Development. My passion is teaching and learning. My research interests focus on education, active learning, flipped learning, un-grading, sustainability, education technology and mobile learning. I have presented at lots of educational conferences over the past 15 years. I have been involved in both National and European projects as well as international collaborations and am currently part of an [Impact](#) funded project to develop an online curriculum conversation tool for TU Dublin called NorthStar. I am fascinated by entrepreneurship and love working with people to develop new ideas and solve problems. I set up and managed my own company from 1997-2002. I have a BTech in construction management and an MSc in applied eLearning. I am a Licentiate of City and Guilds and a corporate member of the Institute of Clerk of Works and Construction Inspectorate. I think this EEE badge aligns nicely with my background and interests. I look forward to meeting and learning from you all over the coming weeks.

<https://ie.linkedin.com/in/hickey-robert-aa174050>

Robbie

## A short statement of your educational philosophy

Learning by doing is best. Doing on its own is not learning. Learning requires constant reflection and adjustment to progress. Learning is a personal thing. It is different for every person. In general, you get back what you put in, from both a teaching and learning perspective. Less is quite often more. Content is not king.

There are no short cuts to deep learning, and deep learning is what changes who we are. Learning is about change. Usually change for the better. Improvement in our lives, our situations and relationships both with others and with ourselves. Learning takes time and is not always about content or tasks but quite often more about experiences. Like all experiences, learning requires consideration, before, during and after. Learning is not always a conscious thing. E.g., you often hear someone saying that it was not until long afterwards that I appreciated or realised what I had learnt.

What is the difference between learning and education? There should be no difference, however I would probably say that education is formal learning with a summative aspect to it and learning is just learning without any assessment. Which brings us nicely onto what is assessment and why use it?

1. Assessment of learning,
2. Assessment for learning,
3. Assessment as learning.

The first one is very basic and probably the most common one used in state education, a test. The second is a big favourite of mine and means that people can learn through active participation in an assessment exercise. Usually something like writing a research paper or crating/building something. The third one is a bit trickier. It focuses on the assessment itself as the learning opportunity. E.g., self-assessment and reflection or team-based learning. With regards to entrepreneurship education, I would recommend anyone teaching in this area familiarise themselves with the [EntreComp](#) Framework of competencies (See Fig:1).

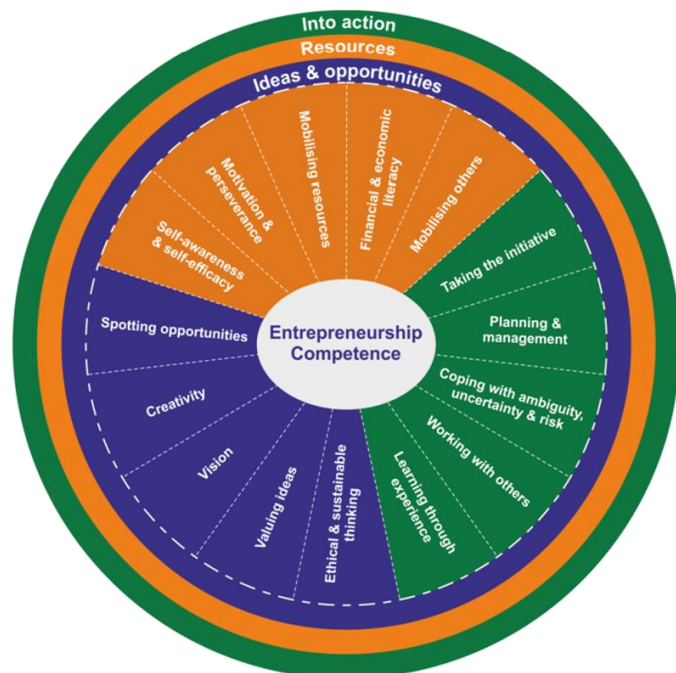


Figure: 1 Areas & competences of the EntreComp conceptual model (Bacigalupo, et al 2016)

## Reflections Week 1

Based on what you have learned about entrepreneurship what, if anything has changed in your thinking?

The term entrepreneurship might be even fluffier than I originally thought. Is it really or can it really just be about being innovative in any circumstances? I like (Sarasvathy 2012) analogy of the person cooking the meal not directly from a recipe but improvising with the available ingredients. However, this not to be confused with a chancer, or is it?

## Introduction to Entrepreneurship Education

What do you hope to achieve with your students by introducing them to entrepreneurship education?

Open up their minds to infinite possibilities. Encourage them to go out and solve real problems that people, and society have in a sustainable way. Understand that entrepreneurship is a mindset as much as anything else and that all they need to do is to start thinking like an entrepreneur.

## Relevance to you

Identify a range of entrepreneurs that are most relevant to your discipline.

I don't really have a discipline, but I do currently teach my business modules to a cohort of horticultural students. There are many individuals in the horticultural industry who have built large scale companies. There are also many how have given to their communities as social entrepreneurs, e.g., developing green spaces for communities to congregate and garden.

## References Week 1

Sarasvathy, S (2012), Everyone Should Learn the Entrepreneurial Method, Harvard Business Review, March, 2012

## Reflections Week 2

Can you think of examples of the benefits of an entrepreneurial mindset to Ireland?

Forging the way for the future, solving problems old and new. Fuelling the economy and creating employment. Saving our planet/country through novel ideas for reducing emission of gases CO<sup>2</sup> and Nitrogen etc. Entrepreneurs are the shapers of the future and such mindsets are essential for any and all communities.

*Think in unconventional ways*

*Challenge assumptions*

Higdon (2005)

Can you identify somebody with an entrepreneurial mindset and explain your reasons?

Me.

- Looking for solutions all of the time
- Exploring new ways of doing things
- Open to change and experimentation
- Eager to collaborate with interested parties.
- Open minded
- Question everything
- An entrepreneurial educator

Can you identify one entrepreneurial skill you would like to develop and state why?

The ability to identify and develop IP for service/product ideas to support my students.

Can you identify ways to foster creativity in (a) individuals and (b) in workplaces?

- a) Identify their interests, use brain storming/creative thinking exercises/activities to generate ideas and use a continued reflective and reducing cycle to interrogate this before researching and refining it.
- b) Run regular/weekly workshops for improving our processes and products or for identifying issues/problems which we can then work on solving. I would use activities for these, e.g., De Bono (2008) DATT series of thinking tools and similar.

Rae (2007) argues that entrepreneurial competence is about using the skills, knowledge and personal attributes which are needed to apply creative ideas and innovations to practical situations. These include initiative, independence,

creativity, problem solving, identifying and working on opportunities, leadership and acting resourcefully to effect change.

### Why is an attitude of innovativeness important for the entrepreneur?

Being entrepreneurial is about changing/improving the future. We must either introduce something new or apply or do something in a new way in order to get different/better results.

The EntreComp framework describes entrepreneurship as a transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial). (Bacigalupo et al 2016.p6)

### How do entrepreneurial mindset and competences apply in your subject area?

With no specific subject area, I see myself as an educator's educator. So, the ability of lecturers to explore new ideas, improve situations, solve problems, imagine the future and adapt your teaching to fit with this would all be essential to be the best at what you do.

### Identify challenges in developing entrepreneurial mindset and competences in your subject area.

Stagnation, routine, already viewing oneself as an expert. Fear of failure, fear of the unknown. Lack of motivation and laziness. Perception that these competences are not required or needed. Lack of knowledge and understanding of the subject area i.e., entrepreneurship.

### What potential benefits do you see from developing an entrepreneurial mindset and competences?

I see huge benefits. For both me and my students. These are essential skills for life or at least for an exciting, productive, effective new future. Unfortunately, we have created lots of serious problems over the past 100 years which now require imagination and thought-provoking action to solve. The Sustainable Development Goals (SDGs) (United Nations 2015) will require an entrepreneurial attitude and the skill set such as outlined in the EntreComp Framework to make the kind of changes envisaged through implementing the SDGs today and tomorrow.

### Is there any small action you will take now towards developing an entrepreneurial skill?

I will complete a National Forum badge in Entrepreneurship Education for Educators and maybe the facilitators badge.



## References Week 2

Bacigalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G., 2016. EntreComp: The entrepreneurship competence framework. *Luxembourg: Publication Office of the European Union*, 10, p.593884.

De Bono, E. (2008, July 4). *Dr Edward de Bono explains how errors in perception can be avoided through training in his Direct Attention Thinking Tools (DATT)*. (Indigo) Retrieved March 13, 2015, from YouTube: <https://www.youtube.com/watch?v=-SGsnZk4kXo>

Higdon, LI (2005) Liberal education and the entrepreneurial mindset: a twenty first century approach, *Liberal Education*, 34-41

Rae, D. (2008). Riding out the storm: graduates, enterprise and careers in turbulent economic times. *Education+ Training*, 50(8/9), 748-763.

United Nations, 2015. *Transforming Our World: The 2030 Agenda for Sustainable Development*. New York: UN Publishing. Accessed 30/04/2021 URL <https://sdgs.un.org/goals>

## Reflections Week 3

Choose a discipline area in which you do not currently teach - and briefly discuss the potential benefits of introducing Entrepreneurship into that discipline/module.

What challenges do you think you would encounter?

I already teach across a broad range of disciplines. I understand how valuable entrepreneurship skills can be in all circumstances. I would akin these skill to the previously titled "soft skills", or more appropriately newly titled essential skills for the workplace (Peart 2019). Communication (written, verbal, non-verbal), teamwork, IT skills, presenting skills. These are all entrepreneurial skills, as are critical thinking, motivation, planning and management, leadership, and innovation.

According to Hannon (2006, p 297), "when Entrepreneurship is first introduced into a curriculum, there is a tendency for it to be an "inserted" rather than an "integrated" element". I believe this is largely down to a lack of understanding from the lecturers' perspective of what entrepreneurship actually is. What is required is a short, sharp lesson for all educators on what entrepreneurship is. Even the simplest problems can involve complex solutions, however creating a scenario including a simple problem and as set of entrepreneurial tools to help solve it might work as an introduction to the benefits of cultivating an entrepreneurial mind set in our students. There is no need to use the word entrepreneurship as I would see these as simply essential skills for success. If we present them like this, who will not want to know what they are and how they can attain them.

What type of teaching approach would you adopt for the following groups of Entrepreneurship students, in a non-business discipline?

1. First year (level 6 or 7), with a class size of 60 students?

(simulation/roleplay)

At what would be viewed as an entry level to the subject I would have individual students choosing a topic/area of interest from a list provided to them (relating to their area of study).

Then I would group students who chose the same topics together to identify and then work on solving a problem in the area they have chosen. Identifying and solving problems is at the heart of entrepreneurship.

Each student would take on a specific role within their project team which would be rotated in between each stage of the project. These roles would be pre-specified by me based on the required skill set for entrepreneurship, e.g., Project Manager, secretary, researcher 1 and

researcher 2. Each student would be given a set of instructions and tools guiding them in playing their part in the project at each stage.

### Foundation/Intermediate level on the EntrComp Progression Model

Example learning outcome from the EntreComp Framework Progression Model level 2 (I can recall basic terminology and symbols related to money) and level 3 (I can explain simple economic concepts (for example, supply and demand, market price, trade)).

There would be various stages (probably 4 so each student has an opportunity to play each role). At the end of each stage, groups would present their progress to obtain feedback from all class members. This would be classified as experiential learning as recommended by (Carrier, 2007; EC, 2008; Neck et al., 2014).

Retrospectively the skills they have been acquiring during this process would be highlighted to the students under the heading of entrepreneurship skills. A reflective journal would be kept by each student requiring 4 entries based on their learning and experience when operating in each of the 4 specified roles. Individual reflections could have a series of headings aligned to entrepreneurial skills, e.g., management, teamwork, communication, planning, problem solving (the output under each heading would be what was good, bad and interesting). A group output would be required also chronicling their progress, maybe just in the form of a presentation.

### 2. Final year ab-initio degree (level 7), with a class size of 60 students?

I would have individual students choosing a topic/area of interest from a list provided to them (relating to their area of study). Then I would group students who chose the same topics together to identify and then work on solving a problem in the area they have chosen. Problem solving is at the heart of entrepreneurship.

Each student would take on a specific role within their project team which they would agree upon. These roles would be pre-specified by me based on the required skill set for entrepreneurship, e.g., Project Manager, researcher 1, researcher 2 and researcher 3. Each student would be given a set of instructions and tools guiding them in playing their part in the project at each stage.

There would be 4 stages. At the end of each stage groups would present their progress to obtain feedback from all class members. Stage 1, problem identification and solution. Stage 2, pain point and proof point for problem and solution. Stage 3, market research (drivers, size, TAM, SAM, SOM). Stage 4, finance, and action plan. This would be classified as experiential learning as recommended by (Carrier, 2007; EC, 2008; Neck et al., 2014).

### Advanced level on the EntrComp Progression Model

Example learning outcome from the EntreComp Framework Progression Model level 5 (I can explain the difference between a balance sheet and a profit-and-loss account.) and level 6 (I can build financial indicators (for example, return on investment)).

Students would be supported by short introductory videos to the theory and concepts behind each of the 4 stages of the project process. Output from each group would be 4 presentations, one for each stage. A series of group blog posts chronicling their work progress including wins, losses and things to do at each stage would be produced. A reflective journal would be kept by each student requiring 4 entries based on their learning and experience from taking part in their team project. Individual reflections could have a series of headings aligned to entrepreneurial skills, e.g., management, teamwork, communication, planning, problem solving (the output under each heading would be what was positive, negative and interesting at each stage).

#### 3. Honours or Postgraduate (level 8 or 9), with a class size of 20 students, including both national and international students?

Present the students with some pre-reading and worksheets on entrepreneurship, problem solving and critical thinking. Have the students produce a short reflective piece outlining previous and existing skill set level of the most common skills for entrepreneurship (maybe just get them to fill out a forced likert scale 1-10, for each of these skills).

Give the students the option to work together in groups or on their own. Get the students to pick an area from the subject matter being studied. Identify a problem and solution. Obtain pain point and proof point for both. Carry out market research (drivers, size, TAM, SAM, SOM). Estimate and calculate the finances. Create an action plan outlining all of your work/findings/research etc you have completed and how you plan to move forward.

### Expert level on the EntrComp Progression Model

Example learning outcome from the EntreComp Framework Progression Model level 7 (I can use financial indicators to assess the financial health of a value-creating activity.) and level 8 (I can use financial indicators to compare the financial health of my value-creating activity with that of competitors).

Regular presentations of project progress throughout the semester, to allow for plenty of feedback. Specific milestones identified and agreed dates for these. Lastly complete a reflective piece of writing including redoing the initial (Likert scale).

#### What type of assessment approach would you use for each of the previous questions?

Lots of formative feedback throughout. Self and peer assessment, pass fail.

### References Week 3

Carrier, C. (2007). Strategies for Teaching Entrepreneurship: What else beyond lectures, case studies and business plans? in Fayolle, A., Handbook of Research in Entrepreneurship Education: Vol I, Cheltenham: Edward Elgar: 143-159.

EC - European Commission, (2008) Entrepreneurship in higher education, especially within non-business studies, European Commission, Brussels

Hannon, P. (2006). Teaching Pigeons to Dance: Sense and meaning in entrepreneurship education. Education + Training, 48(5): 296-308.

Neck, H., Green, P. & Brush, C. (2014). Teaching Entrepreneurship. A Practice Based Approach. Cheltenham: Edward Elgar National Council for Graduate Entrepreneurship (NCGE) (2005), "Towards the entrepreneurial university", Professor Allan Gibb, National Council for Graduate Entrepreneurship, May, Birmingham.

Peart, N. (2019). The 12 Most Important Skills You Need To Succeed At Work. Forbs. Accessed on 06/05/2021 URL: <https://www.forbes.com/sites/nataliapeart/2019/09/10/the-12-most-important-skills-you-need-to-succeed-at-work/?sh=6b72237e1c6a>

## Reflections Week 4

Much of the literature and research tends to focus on approaches to teaching with questions on assessment as/of/for learning in entrepreneurship education left largely unanswered (Morselli, 2019; Murray, 2019; Kenny & Moylan, 2017; Morselli & Ajello, 2016; Pittaway & Edwards, 2012).

Thinking about the total number of entrepreneurship modules you teach, what is the percentage breakdown between teaching 'for', 'about' 'through' or 'embedded'?

Firstly, what is meant by teaching about, embedded, for and through?

Explainer - About, Embedded, For, Through
<p><b>About</b> - Driven by a desire to raise awareness or share knowledge and are often content or subject led</p>
<p><b>Embedded</b> - Typically embedded within courses focussed on other disciplines or subjects. For example, by converting a course in Engineering so that it considers aspects of Commercialisation</p>
<p><b>For</b> - Tend to engage students in tasks, activities and projects that enable them to acquire key skills and competencies.</p>
<p><b>Through</b> - Allows actual practice of entrepreneurship in "safe" conditions</p>

The table below show the breakdown of how I teach my students compared to the results from the (NEAR 2016) project.

Table: 1 How we teach Entrepreneurship in Higher Ed in Ireland. Statistics from the National Entrepreneurship Assessment Review (NEAR 2016) and my own experience.

Forms of Teaching Entrepreneurship	My Teaching	NEAR research 2017
Through (active & authentic)	= 10%	= 34%
For (active skills applied in simulations)	= 60%	= 35%
Embedded (hidden:-)	= 20%	= 10%
About (theory of entrepreneurship)	= 10%	= 21%

What entrepreneurial behaviours, attitudes and skills are you seeking to assess in your modules? Rank in order of importance to you: (See Fig:2) for my rankings and compare with (NEAR 2017) ranking results (See Fig:3). My 1 & 2 are the same as the NEAR results but just swapped around.

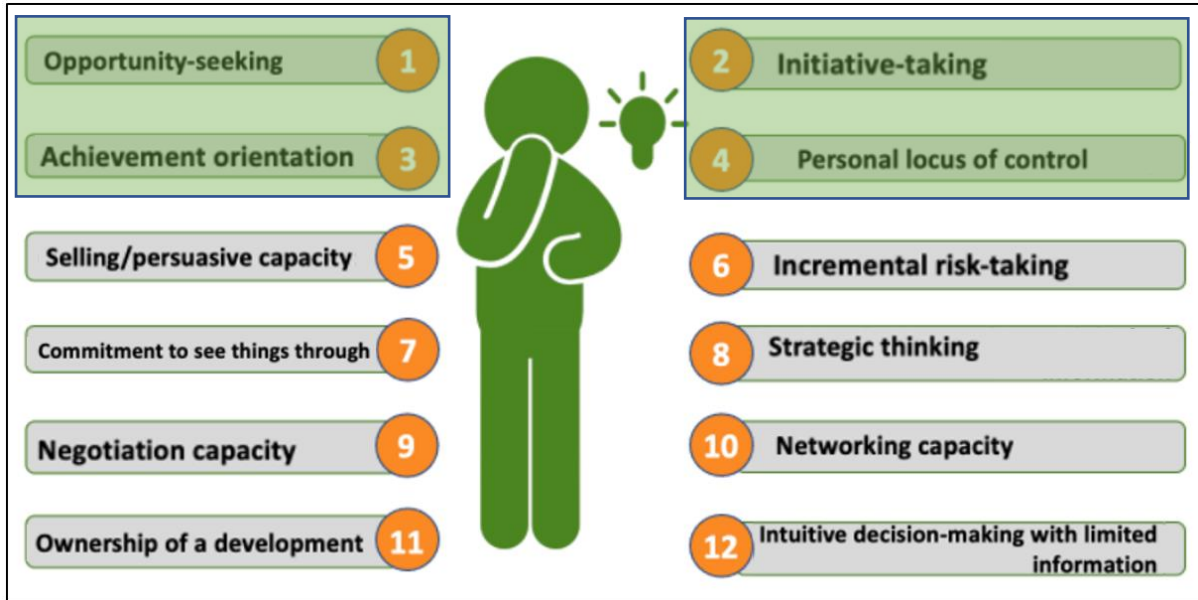


Figure: 2 Ranked by importance, entrepreneurial behaviours, attitudes, and skills that I assess.

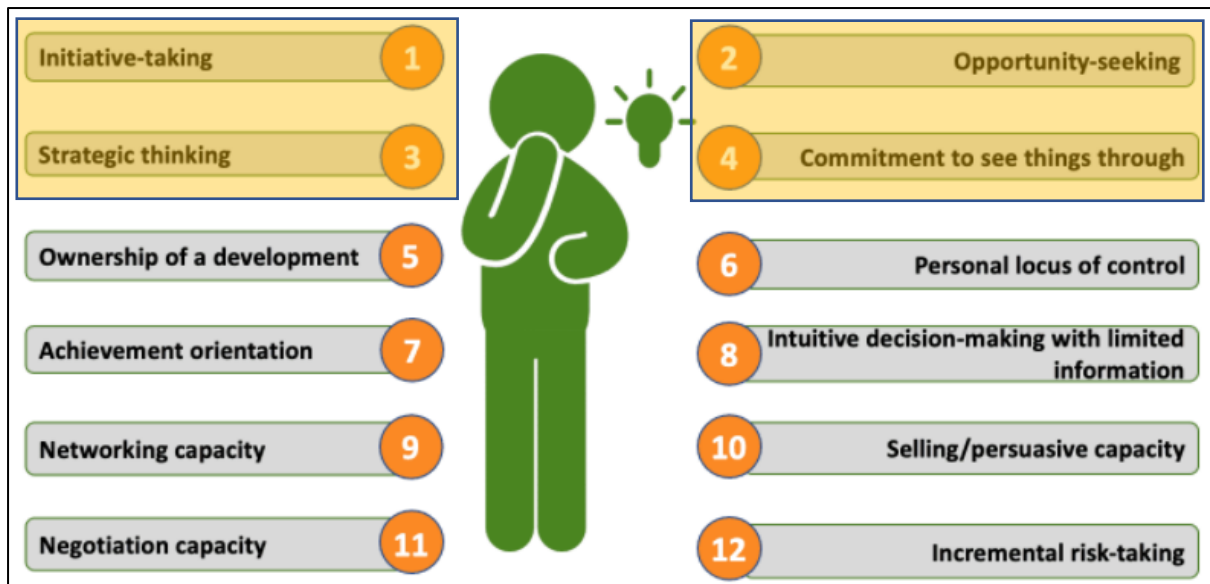


Figure: 3 NEAR 2016 results Ranked by importance, entrepreneurial behaviours, attitudes, and skills assessed.

Figure 4 shows the range of how we assess entrepreneurship skills in Higher Ed in Ireland.

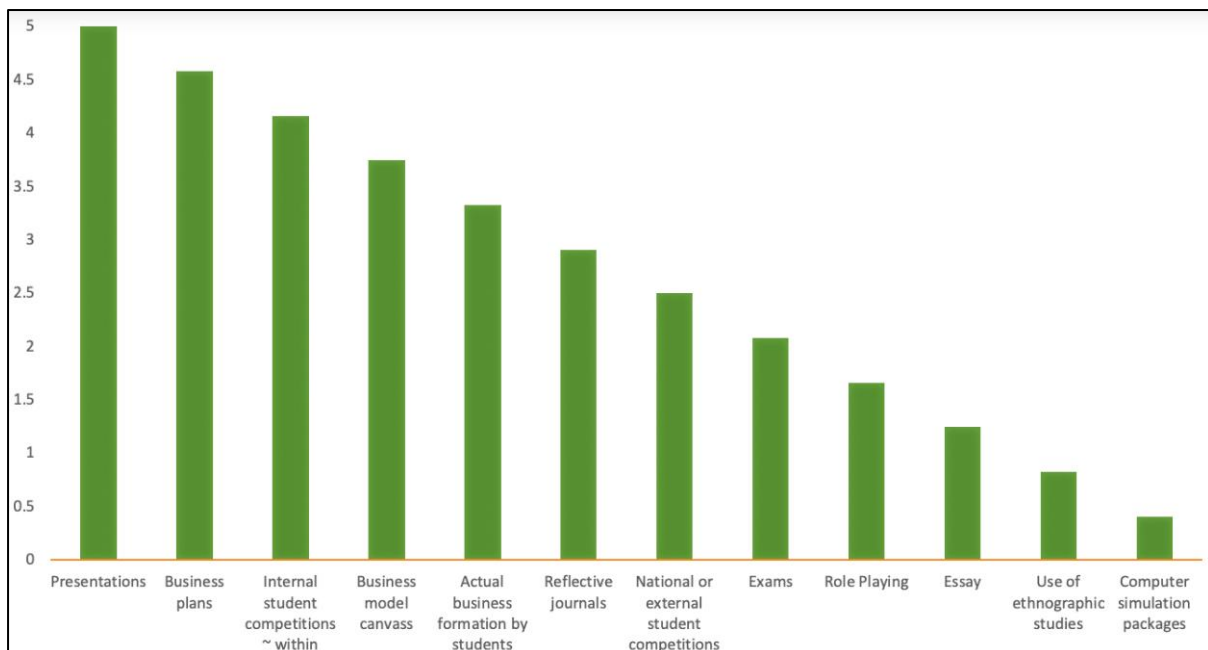


Figure: 4 How we assess Entrepreneurship in Higher Ed in Ireland. Statistics from the National Entrepreneurship Assessment Review (NEAR 2016)

List the assessment methods you currently use in your teaching.

- Presentations
- Business Plans
- Student entrepreneurship competitions
- Critiquing live case studies & reports
- Short papers

Note: (See Fig: 5), statistics from (NEAR 2017) showing the spread of Disciplines where Entrepreneurship Modules are Delivered in Higher Ed in Ireland.



Figure:5 Disciplines where Entrepreneurship Modules are Delivered. Statistics from the National Entrepreneurship Assessment Review (NEAR 2017)



Reflecting on your own assessments how do they break down?

Individual or Group

Depending on the number of students in the class, < 20 individual >20 more group work.

Formative or Summative

Everything is formative until it becomes summative. What I mean is that everything submitted or completed receives feedback before final submission for grading or marking.

Consider how the involvement of others and outside influences impact on your assessment practice?

Business proposals are submitted for competitions (See Fig:6), so although no feedback is received unless they are successful in that round, the act of entering the competition creates a sense of others are watching or judging.

Peer assessment is used on an ongoing basis as a form of feedback and brainstorming for progressing the students' ideas and plans. (Pittaway and Edwards, 2012) argue that assessment needs to be more innovative and include external stakeholders.



Figure: 6 Enterprise Ireland Student Entrepreneur Awards

### Basic philosophy

What should be the basic philosophy underpinning assessment practice in entrepreneurship education? Are there different philosophies based on different forms of enterprise education (e.g., about; for and through)?

From the literature it appears for teaching entrepreneurship or any other subject, the first and most important thing is that the educator has thought about and produced a teaching and assessment philosophy statement. I am a strong advocate of active learning, authentic assessment and ultimately as (Gibbs L, 2019) describes it, all-feedback-and-no-grades with a focus on learning.

When teaching entrepreneurship or any subject, I see myself aligning with (Gibbs A, 2002) typology (See Fig: 7). I see this typology as a continuum for good teaching with “**through**” at the top, as maybe the ultimate epitome of active learning, e.g., what better way to learn how to carry out a particular surgery than “**through**” performing that surgery. And, “**about**” at the bottom of the



Theory of Surgery

scale for effective methods of learning, e.g., would you prefer a doctor to operate on you, who has learned “**about**” carrying out that surgery (just the theory) or the doctor who has learned, “**through**” carrying out that surgery?



Performing Surgery

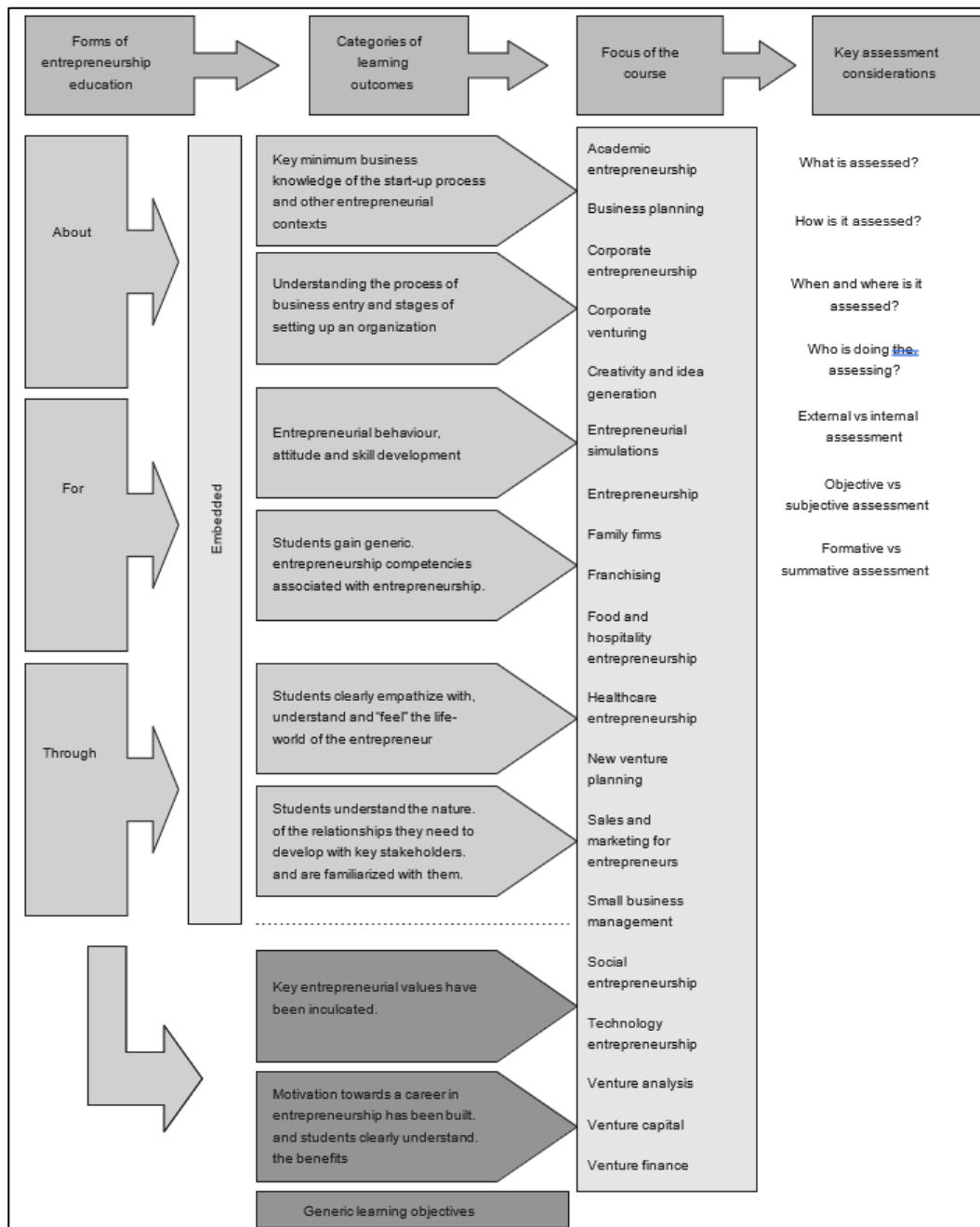


Figure: 7 A typology of entrepreneurship education and assessment practice (Gibb, 2002)

Creating authentic situations and using (Biggs, 1996) constructive alignment I attempt to close the circle of learning (Dulamă & Ilovan, 2016) for my students. Through using authentic assessments and timely feedback that are aligned “**through**” performing learning activities.

Is there one specific type of assessment that is best for every aspect of entrepreneurship? If we look at the learning outcomes presented in the EntreComp Framework for Entrepreneurship competencies (Bacigalupo 2016), there are 442 of them. How can it be argued that any one type of assessment should be used for so many learning outcomes? Keeping the assessment authentic as possible and using self-assessment I would argue could be our best bet. ‘Authentic assessment’ refers to the assessment of learning that is conducted through ‘real world’ tasks requiring students to demonstrate their knowledge and skills in meaningful contexts.

According to Wiggins, authentic measures include:

‘engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogies to the kinds of problems faced by adult citizens and consumers or professionals in the field’. (Wiggins, 1993.p229)

By keeping a student engaged in authentic real-life activities and measuring progression or success against their own performance, creates a bespoke, individualised, or personalised learning experience. This describes nearly the ideal situation for any learner.

How can we achieve this? Through creating an action learning cycle (Dulamă & Ilovan, 2016) with spiralling feedback. The only one a student should be measured against is themselves, with a view to growing and improving for the better (Hughes, 2011). Student grading should focus on the student and less on the grading, with the end point being learning, enlightenment or improvement for the student (Krawczyk, 2017).

Are there different teaching and assessment philosophies based on different forms of enterprise education? yes there are. Are these vastly different to other philosophies of teaching and assessment? no, they are not. Good teaching and assessment practice is just that. It is not vastly different for different subjects. In the entrepreneurship literature, primary experience, the in-the-moment experience, appears to be central (Dhliwayo, 2008; Fiet, 2001; Rasmussen & Sørheim, 2006; Rideout & Gray, 2013). This is just best practice for teaching learning and assessment. So, should our teaching and assessments be authentic, i.e., as close as possible to real life? yes. Should it be centred around the individual student? yes, it should. Should it focus on self-improvement and change? yes, it should. Only then can our students view these activities as worthwhile.

### Assessment practice

How can we use assessment practice to enable entrepreneurial learning?

Make it as authentic as possible.

### Appropriate balance

What is the appropriate balance between formative and summative assessment in different forms of educational practice in entrepreneurship?

Whatever the form of educational practice being used, I would advocate for large amounts of formative assessment/feedback with only one final grade summative/assessment provided if required. As (Gibbs L, 2019) describes it, all-feedback-and-no-grades with a focus on learning.

### Development in our discipline

How are assessment practices developed in your discipline area and to what extent is this driven by external or internal influencing factors?

I see good assessment practice as being just that. No matter what the discipline is. Keeping it as close as possible to the real world of work. If a student will be required to apply a theory out in the workplace, then they should be assessed in college for applying that theory. If a student is required to build or create something in the workplace, then that is what they should be assessed on while studying.

### Top 3 takeaways from completing Entrepreneurship Education for Educators badge.

1. I learned how to spell Entrepreneurship:-)
2. The EntreComp Framework will be my go-to document from now on, with such a wealth of high-quality content, guidance and information for anyone teaching any aspect of Entrepreneurship.
3. Entrepreneurship means different things to different people. Through studying the EntreComp Framework of competencies and the progression model along with the 442 learning outcomes, I think a clearer picture of what exactly Entrepreneurship is, can be established. There appears to be a real need for clarification on what exactly entrepreneurship is, and how it can be of benefit not just to students, but for any business/industry and society as a whole. We need more entrepreneurs in the world, and more people with these essential entrepreneur skills and competencies. I think the starting point should be with the educators as they need to be educated on these essential skills for success in life, which happen to be aligned with a phrase (Entrepreneurship) coined in the 18<sup>th</sup> century by an Irish lad called Richard Cantillon.

## Gulikers et al (2004) Assessment Framework

Using the Gulikers et al (2004) framework as a guide, consider how you would apply this to designing an authentic assessment task in entrepreneurship education.

1. Form of Entrepreneurship Education

2. The Learning Outcome Assessed *What entrepreneurial behaviour, attitude, skills are you seeking to assess?*

3. The task; *has to be one that involves the students in carrying out activities that reflect what is done in an entrepreneurship setting. What do you have to do?*

4. A physical context; *real places of work are different from institutional learning environments, so the assessment should mirror the way knowledge, skills and attitudes are used in real contexts. Where do you have to do it?*

5. A social context; *an authentic entrepreneurship assessment task should involve social processes that are equivalent to those in real life situations. These may or may not include teamwork and collaboration depending on whether these characteristics are demanded in the real context. With whom do you have to do it? Who is involved in the assessment process – self, peers, other academics, stakeholders?*

6. The assessment result or form; *has to involve a product or performance, demonstration of competencies, array of tasks, and oral and/or written presentation to others What has to come out of it? What is the result of your efforts?*

7. Criteria and standards; *How does what you have done have to be evaluated or judged? Will this assessment be judged internally or externally e.g. enterprise competitions at national or international level?*

## References Week 4

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## Facilitator Unit 1:

### Activity 1: Specific requirements for entrepreneurship education in your institution?

Think about the specific requirements for entrepreneurship education in your institution? Think about the number and range of potential disciplines involved, existing practice and expertise or champions, campus incubation involvement, undergraduate, postgraduate, part-time context, institutional drivers( e.g., programmatic review), national or international drivers, etc.

We have a big business school on the Blanchardstown campus. Sports management, early childhood care and education, Digital media, engineering, computing and plumbing apprenticeship. Quite a broad variety of offerings. I do not think there is anyone who is driving entrepreneurship on the campus. There was one person, but they have jumped ship now. I know of a business lecturer who offers “masterclass” workshops based on the masters MA in Management for the Not-for-Profit-Sector. I will look into the current situation on my campus further.

Re campus incubation involvement. There is currently a big push to try and incorporate/embed entrepreneurship into all courses on my TU Dublin Blanchardstown campus. I think this is from level 6 all the way up to level 10. The LINC offers lots of support/workshops/camps etc for students who want to explore or evaluate a business idea.

I think the most pressing issue is the knowledge around what exactly entrepreneurship is? What can it do for our students? And how and why should it be incorporated or addressed in individual modules and programmes at various levels.

We have big global drivers around entrepreneurship (see the internet for more information:-). There are EU and UN policy/programmes and projects to encourage and disseminate the idea of the entrepreneurial mindset. Nationally they have been pushing for more engagement and education around entrepreneurship and enterprise development. We have 95 enterprise centres in Ireland. There are lots of government incentives for starting your own business as well as grants and supports.

There is no doubt in my mind that the entrepreneurial mindset and selection of associated competencies (see EntreComp Framework) equate to a set of essential skills for success in the future.

I see all lecturers and staff on my campus as being potential attendees for the EEE badge course. I think the course should be sold as a badge for essential skills for success in the 21<sup>st</sup> century. Similar to the current course it would be built around the EntreComp Framework,

however I would have much more emphasis on the Frameworks 16 competencies and the progression model at 8 levels.

The course would start with an analysis of the current competencies from the framework that are being addressed in each participants course/module or job (as the entrepreneurial mindset is not just for students or lecturers, it is for life).

Although the course will be viewed through the lens of the framework, it will explore the literature at different levels. The main aim of the course will be to emphasise or reveal to the participants the benefits of the 16 competencies to both themselves and their students for success.

I would attempt to find a champion from each programme and or department/school to rope in and get them to encourage others to sign up to the course. It would be delivered fully online; however, it would be flipped, and all of the live sessions would be active and used for working together towards our shared goals of enlightenment.

I would also engage with the heads of schools/departments highlighting the benefits to them, their programmes their staff and ultimately the students from the short course. I would advertise locally over a period of time that would allow everyone to at least hear about the course more than once. I would try and choose a time period that would encourage the maximum amount of participation in the course from all staff.

I might like to run this with a select few first with a view to them obtaining the facilitators badge and then running the course with me for the whole campus. If I could get buy in from heads of school to get at least one person from each department or even programme to do the course plus the facilitators course we might get time off our timetables for completing the course, with a view to delivering it to a wider audience.

With the course being delivered online there would be limited number of resources required.

## **Activity 2: Opportunities & Challenges**

### **Opportunities**

**What are the top 3 opportunities that rolling out the Entrepreneurship Education badge in your institution will present?**

Firstly, it will position me as an ambassador for entrepreneurship within the campus and maybe beyond.

Secondly, it will give my colleagues an opportunity to familiarise themselves with the skills and competencies required for Entrepreneurship. It will allow them to upskill and hopefully



integrate some if not all of the competencies into their teaching. This will in turn flow down to the students.

Thirdly, it will help the institution/managers and industry attain their desired goals for the skillsets required of graduates for the future. The TU Dublin CoCreate Curriculum Framework was produced in 2020 and the plan is to incorporate the 4 shapers (see below list) from the framework into all courses at all levels.

1. Step forward and try new things.
2. Make our learning experience active, useful and related to the world.
3. Use our talents; everyone has something to learn and something to teach.
4. Create the space and time to do work that matters.

These 4 shapers are closely related to a number of the EntreComp Framework for entrepreneurship competencies. So, rolling out the EEE badge would facilitate the dissemination of these 4 shapers also.

### Challenges

What are the top 3 challenges you might encounter?

1. Lack of support from management.
2. Lack of support from colleagues.
3. Staff workload and subsequent attendance at the course.

### Activity 3: Thinking about responding to staff queries on the EEE course.

Post at least one query or question that you anticipate your institutions staff may have about the EEE course and give a suggested response to at least one other participant's query.

### What has this got to do with what I teach?

Entrepreneurship competencies and skills are simple competencies and skills for success in life.

Would you like your students to be more organised and be able to manage CAs and projects better?

Would you like your students to start asking enquiring questions about the topics you teach?

Would you like your students to work together in a more structured and productive way, especially during group work or projects?

Would you like your students to become better problem solvers?

Would you like your teaching to be more authentic? And your students to be able to clearly see the connection between what you are teaching them and how it will be useful in the real world?

If your answer to any of the above is yes, then this course is for you.

### **Why should I bother?**

It will be 25 CPD points/unites/hours for your records.

It will either add to your badging or allow you to start badging which is the latest form of CPD. You can display your badges in your email signature, showing people you have completed the course successfully.

The course is only short six 1-hour classes where we talk about the topics. Along with about 3 hours of work each week in your own time.

It will be enjoyable; you will get to meet other staff working in similar positions as you and you can all give out about the same stuff:-) or help each other out with similar ongoing problems.

## **Facilitator Unit 2:**

### **Activity 1: Getting to know your Facilitator Triad.**

You are required to discuss and create a triad group contract and share this with the facilitators.

Facilitators Triad Group 3 [triad contract](#)

### **Activity 2: Planning how you will deliver the EEE course.**

In this activity you should develop an outline plan or roadmap of how you will deliver the EEE short course in your institution. You should share some of the ideas you have with your triad group using the triad discussion area. Headings to cover include:

## Roadmap for Entrepreneurship Education Short Online course

### Pre course considerations

#### Internal stakeholder support/approval

1. My head of department will be the number one person I will require support from. He controls my timetables and allocation of work/modules/hours.
2. Support from the National Forum for IT and platform/Moodle module setup.
3. Support from other likeminded Facilitators who have earned the badge to deliver the course.
4. Support from colleagues for delivering the course and running the online/workshops. Also, for them to sign up and participate in the course to help ensure the success of the course.
5. Support from Entrepreneurship champions from my institute for short talks/Q&A introduction to supports available for entrepreneurial activities within the University.

#### Target audience

1. Everyone who works in the University. Academics, Technicians, Admin, HR, Caretakers, Librarians etc. You get the idea. I will be selling the course as a skills-based course on how to incorporate entrepreneurial thinking into your everyday jobs and how to promote and integrate this into the teaching and support for students at the University.

#### Information needs of target audience/internal stakeholders.

1. It will be a similar pitch to all participants. A one size fits all. However, the stakeholders will be given a slightly different pitch including the benefits to the wider community/departments etc and how this course will tie in with other existing projects/objectives of the University (specifically the 4 shapers from the TU Dublin CoCreate Curriculum Framework).

#### Other considerations

1. The time and effort required by me, the other facilitators and any other support staff needed to deliver the course. This is really important, because time is very precious to everyone, and our work/life balance needs to be in equilibrium now more than ever.
2. The course and its delivery would need to be as lean as possible. This can be achieved through lots of pre-planning and ensuring the commitment of staff involved in the delivery and participation.

## Delivery considerations

### Resource requirements

1. People and time.

### Facilitators involved/needed.

1. Facilitators in possession of the required badge to deliver the EEE course.
2. If this was an issue, we could probably use staff who have facilitators badges from some of the other Open Courses from the National Forum.
3. Alternatively, I could run the course with a small group who would be willing to complete the facilitators badge also with the intention of delivering the EEE course with me to a larger group in the future.

### What delivery format will you do? F2F? Blended? Online?

1. Online, as Covid is not going anywhere any time soon.

### Participant support e.g., with their PD Portfolio

1. I will probably recommend a specific platform e.g., Wix or Blogger and would include screencasts and one page cheat sheets/FAQ etc to help them set it up.
2. I might even integrate it at the beginning of the course as part of the weekly activities and would require the participants to produce content for their ePortfolio every week.
3. I would allocate one person/facilitator to support/answer all queries on the technical aspect of producing the online ePortfolio.

### Are you going to offer successful participants the opportunity to do the EEE Facilitator badge short course as well? If so, how will you do this?

1. Definitely. This really needs to grow so the more people with the facilitators badge the better.
2. I would offer the facilitators badge to anyone who might think they would be interested in running or assisting/taking part in delivering the course at any time in the future.
3. The facilitators course/badge seems to be more about commitment than anything else. I am sure the National Forum and the facilitators of the origin EEE course would support and guide any future facilitators who want to roll out the course.

### Other considerations

1. Lots of pre-planning and ensuring commitment from all participants will be essential to successfully running the EEE course in my institution in the future.
2. A solid but flexible market strategy would be required to attain buy in from people.

3. I think the timing of the delivery will also be crucial to maximise participation and a good lead in time will be required.

### Course follow up

Potential to establish a learning community for colleagues engaged or interested in entrepreneurship teaching, learning and research in your institution.

1. I think if people commit to completing the Facilitators badge this would be an indication that they would be interested in collaborating in the future. This in turn could lead to a broader collaborative group being formed including participants in the EEE course.
2. I think it would be a good idea to have a platform for this that the participants could sign up to during the EEE course.

Potential to engage and collaborate with EEE badge holders from other HEIs and national networks such as CEEN.

1. I think the best way to achieve this would be to try and get an interested group who have completed the EEE badge involved as a group with other likeminded cohorts nationally.
2. Ultimately all of this is theoretical and for even a small number of people to get together and work on any project takes a lot of time and energy. Forming, storming, norming, performing and adjourning :-)

### Other considerations

1. All of these types of collaborations need to be driven by people who are passionate about something and willing to put in a lot of time and effort. Everyone is always really busy so we must try and make it worthwhile for people to get involved. But how do we do this?

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