Module 1 - Entrepreneurial Educational Challenges

UNIVERSITY OF LEEDS
Thursday 16th and Friday 17th June 2011

This module aims to provide the overall programme with a contextual, conceptual and operational frame.

- Its links to the NCGE Entrepreneurial Learning Outcomes and Masteries framework are of key importance;
- A defence of the conceptual stance to be taken is fundamental to understanding of how entrepreneurship fits with the ‘idea’ of a university;
- A feel for the processes which the programme is to be pursued needs to be imparted; and,
- A flavour of the importance and nature of the pedagogical discussions which participants will engage in needs to be imparted.

This module will enable students to critically review the contextual and conceptual frames affecting the educational environment for enterprise and entrepreneurship. Students will critically evaluate how enterprise and entrepreneurship education ‘fit’ within the idea of higher education institutions. Students will demonstrate an understanding of the nature of the pedagogical and operational challenges for introducing and embedding enterprise and entrepreneurship education within an institution.

Introduction

The Entrepreneurial Educational Learning module is designed to introduce the NCGE International Entrepreneurship Educators Programme and enable you to appreciate the ‘state of the art’ of enterprise and entrepreneurship education. The module will engage you in a number of debates and philosophical discussions. This process of debate will draw on international experience and the experience of the participants.

<table>
<thead>
<tr>
<th>Entrepreneurial Educational Challenges</th>
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<tbody>
<tr>
<td>• Review of programme structure and process;</td>
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<tr>
<td>• Examination of NCGE outcomes framework;</td>
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<tr>
<td>• Exploration of personal development of participants;</td>
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<tr>
<td>• The contribution that entrepreneurship can offer to the “idea of a University;</td>
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<tr>
<td>• Review of national and international experiences; philosophies of education and the place of enterprise and Enterprise and Entrepreneurship Education therein</td>
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What should you get out of this module?

On completion of this module the participant will be able to:

- Critically analyse and evaluate the philosophical, strategic and practical issues that surround the practice of enterprise and entrepreneurship education and how is it embedded across an institution
- Constructively reflect on others’ awareness of the above issues via critical discussion
- Critically appraise the NCGE Entrepreneurial Learning Outcomes Framework
• Create and justify a strategy to persuade key stakeholders to support and engage in enterprise and entrepreneurship education

The module will explore, in particular, the use of NCGE Learning outcomes A, C, H to create entrepreneurial learning in others.

**Why Leeds University?**

Leeds University has a unique track record in stimulating enterprise and entrepreneurship within its staff and students. Leading the White Rose partnership programme, it has been funded by DTi and HEFCE to develop education through its WRCE and CELTE initiatives and is now leading through the Leeds Enterprise Centre (LEC) under the leadership of Professor Nigel Lockett, currently ISBE President. http://lec.leeds.ac.uk/

*Each module is supported by individual personal learning; regional or themed work and activity and personal reflection. Your pledge will be undertaken to support the learning outcomes of this module and give you experience and practice relevant to your work and future career aspirations. Discuss this with your tutor, IEEP colleagues, line-manager and colleagues.*

**What to expect on my first module?**

Our time together during IEEP is structured around six modules, during which time you will work closely with members of your cohort to further your learning. The modules should be supplemented by your own activities at your institution or organisation, and have been designed to support the exploration of enterprise education in your own context and from your own perspective, working within a generic context. As IEEP is delivered across various locations around the UK, our unique residential ‘campus’ will re-locate with each module and the environment of each location will compliment the specific focus of the module.

For Module 1, on-campus activities will include:

• Personal skills audit and collective skills ‘swap shop’
• Initial needs analysis and commencement of personal learning plan
• Exploration of pedagogies to support enterprise in the curriculum
• Deep investigation of current key issues
• Illuminative interviews with experts and practitioners
• Working towards a shared understanding of the philosophy, strategy and practice of enterprise education

We will cover these topics through a range of approaches (pedagogies) such as group work, debate, brainstorming, pitching, learning from others, review and reflection. The emphasis will *always* be on learning by doing, and our residential module programme will demand action and application so please come prepared to engage! Remember the learning contract you have made to complete IEEP and support the learning of others. Additionally you may find the following information helpful:

• **Attendance:** Our residential days together are limited and therefore full attendance for both days and the evening activity is expected. This will be an intensive and busy experience and you are expected to make your travel plans to ensure that you are able to participate fully.
• **Dress Code:** Relaxed and informal (work) wear. You will be asked to work in groups and may like to be comfortable and able to perform a range of tasks
• **Computers:** You may wish to bring your laptop to write up notes and upload and share them on IEEP Online - though this is not expected, it may be useful to you.

The written submissions you will be formally asked to submit, (the most important being your final submission for assessment), should reflect the scholarly level at which you will be working throughout IEEP. We emphasise this not only to reduce the risk of plagiarism but mainly to allow others to follow up your ideas and use the sources you found useful to extend their own knowledge and understanding. Any sources used in your written work must be acknowledged appropriately using the Harvard referencing system. Many of you will be used to the Harvard style, and most higher education institutions provide guides and fact sheets that you may wish to consult.

A more comprehensive guide, with examples, is provided in the Accreditation Guidance and will be made available in the IEEP on-line resource area.

**Pre-Module Activity**

You have been asked to undertake a range of activities in advance of attendance at Module 1. To help you, the pre-module work will require 3 forms of engagement:

1. Activities (IEEP online)
2. Written submission
3. Required reading

The pre-module tasks for Module 1 provide the crucial preparation for more in-depth work during our time at Leeds, and are summarised here:

- Participation in webinars and completion of an online self-audit tool
- Written reflection, summary of your expectations and anticipated challenges, and consideration of your pledge for action
- Advance reading of guidance material, selected pedagogic notes and specific papers

If for any reason you are unable to complete any of the pre-module tasks within the expected times, then please let us know as soon as possible.

**'On-Campus’ Activities**

Within the blended learning strategy of IEEP, you are expected to undertake approx 1 full day of study prior to your arrival at your residential module. The time needed to undertake these tasks will not be the same for each IEEP delegate, and you may find it beneficial to work with others and share results throughout the programme. You are not competing, rather creating a body of learning.

The tasks and activities you need to undertake for your ‘on-campus’ day are presented below.
### IEEP Module 1 Pre-Module Activities

<table>
<thead>
<tr>
<th>IEEP Online</th>
<th>Webinar 1: Terminology</th>
<th>Prof Alison Price provides an overview of the importance of terminology across this agenda</th>
<th>w/c 23rd May</th>
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<tbody>
<tr>
<td>Webinar 2: Philosophy</td>
<td>Prof Paul Hannon provides a detailed introduction to the philosophical, practical and strategic frameworks for enterprise education</td>
<td>w/c 23rd May</td>
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<tr>
<td>Self-Audit</td>
<td>Complete the masteries 'spider diagram'</td>
<td>10th June 2011</td>
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#### Written Submissions

- **Reflection**
  - A summary of your own 'journey' so far
  - (min 500 words to be posted to the website by 10th June)

- **Expectations, change and challenge**
  - For example
    - What you hope to gain as a result of participating in IEEP
    - Any specific learning objectives
    - Skills you hope to develop/enhance
    - Existing skills and knowledge you can share
    - What you think needs to be changed
    - Potential challenges
  - (min 500 words to be submitted to the website by 10th June)

- **Pledge**
  - Discussions and thoughts for your first pledge for action between now and the module 2
  - For module 1

#### Guide to IEEP

- **Programme Handbook & Student Handbook**

#### Pedagogic Notes

- 2 Use of small group work
- 4 Use of external speakers/presenters
- 6 Use of debate
- 10 Use of elevator pitch
- 11 Use of revolving tables
- 13 Use of panels
- 16 Use of empathy in communication exercises
- 40 Use of sales pitch

#### Required Reading

- **Papers**

- **Further Reference Materials**
  - Gibb, A (2005) Towards the Entrepreneurial University NCGE
References and Bibliography

**Masteries:** Module 1 will explore, in particular, the use of NCGE Learning outcomes A, C, H to create entrepreneurial learning in others.

**NCGE Pedagogical Notes:** You will find the following pedagogical notes of particular assistance in this module:

- 2 Use of small group work
- 4 Use of external speakers/presenters
- 6 Use of debate
- 10 Use of elevator pitch
- 11 Use of revolving tables
- 13 Use of panels
- 16 Use of empathy in communication exercises (with entrepreneurs)
- 40 Use of sales pitch

**References:**


**Wider Reading:**


Gibb, A (2005) Towards the Entrepreneurial University - Entrepreneurship Education as a lever for change NCGE
Programme

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:00</td>
<td>Arrival and Registration</td>
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<tr>
<td>10:30 – 11:15</td>
<td><strong>Welcome</strong>&lt;br&gt;Brief overview and intended learning outcomes</td>
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<tr>
<td>11:15 – 11:30</td>
<td>Break</td>
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<tr>
<td>11:15 – 11:30</td>
<td><strong>9 Masteries of Entrepreneurship Educators</strong></td>
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<tr>
<td></td>
<td>• Appreciative listening (presentation and practice)</td>
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<td>• Spidergram revelations!</td>
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<td></td>
<td>• Collective skills, strengths, limitations and needs (activity)</td>
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<td>12:30 – 13:15</td>
<td>Lunch</td>
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<td></td>
<td><strong>On the importance of pedagogy...</strong>&lt;br&gt;Enterprise in the Curriculum – some examples, approaches, benefits and challenges</td>
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<td><strong>The Big Debate</strong> ‘It’s not WHAT you teach, it’s HOW you teach it’&lt;br&gt;Group activity – preparation</td>
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<tr>
<td>15:00 – 15:30</td>
<td>Working Coffee</td>
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<td><strong>The Big Debate</strong></td>
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<td>The Elevator Pitch&lt;br&gt;Ideas, rehearsal, selection of representatives</td>
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<td>Review of the day and thinking ahead to tomorrow</td>
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<td>19:00 – 20:00</td>
<td><strong>Elevator Pitch Competition</strong> ‘I am the Master of Entrepreneurship Education’</td>
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<td>20:00</td>
<td>Dinner</td>
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### Day 2

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>08:30</td>
<td>Review and reflection</td>
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<tr>
<td></td>
<td><strong>Entrepreneurship Education and Learning</strong></td>
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<td></td>
<td>Key Issues</td>
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<td>11:00 – 11:15</td>
<td>Coffee</td>
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<td><strong>Learning from Experience – Meet the Experts</strong></td>
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<tr>
<td></td>
<td><strong>Learning from Experience – Interrogate the Experts!</strong></td>
</tr>
<tr>
<td>12:45 – 13:30</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>Review – Enhancing our understanding of the nature of entrepreneurship education</td>
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<tr>
<td>15:00 – 15:15</td>
<td>Coffee</td>
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<tr>
<td></td>
<td><strong>Entrepreneurship Education – Philosophy, Strategy and Practice</strong></td>
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<tr>
<td>16:30</td>
<td>Close</td>
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Next Module

See you next time at:

**Module 2 – The Entrepreneurial Mindset – University of Hertfordshire**
Tuesday 20th and Wednesday 21st September 2011

University of Hertfordshire is the NCGE Entrepreneurial University of the Year 2010. This achievement is a result of a unique approach to enterprise and entrepreneurship activities across the whole institution. Additionally their commitment to supporting staff capacity will be discussed and explored.

Don't forget:

- Your theme or regional team
- Your final tasks/activities and write-up (upload)
- Your pledge
- Your 'on-campus' activities
- Work on your IEEP submission.

Check on-line for all your details including **joining instructions**!