

Exploring Opportunities for Revising Enterprise Education in the IBA Program: A practice driven approach

What is Enterprise education?

Enterprise education is concerned with the application of creative ideas and innovations to practical complex real life situations

The aim of enterprise education is “to produce individuals with a mind-set and skills to respond to opportunities, needs and shortfalls, with key skills including taking the initiative, decision making, problem solving, networking, identifying opportunities and personal effectiveness”

Learning takes place through experiential learning

Learning enterprise skills requires the availability of real-life or simulated entrepreneurial/business contexts

Learning and the assessment of what has been learned occurs almost simultaneously and is dominantly formative

Enterprise education in IBA

Enterprising philosophy embodied in intended learning outcome.

Presence of a skill line for developing transferable skills (communication, self, collaboration)

Internship (elective)

Why revising enterprise education in IBA?

National Student Survey (n=148) of the year 2018, IBA students evaluated the relevance to the professional practice with a 3,59 of 5 (satisfactory)



Industry 4.0 puts new demands on businesses and need for skills

Practical council: strengthen the relationship with practice through a closer engagement with the program and define specific roles of practice in the business administration programs (IBA and Master BA)

Aim and research questions

Exploring the opportunities for “practice driven” enterprise education and provide recommendations for enterprise education in the IBA in a pedagogically responsible manner

1. Which enterprise skills are identified as most important by the business community?
2. How can the identified enterprise skills be translated into measurable learning goals?
2. Which methods related to entrepreneurial/business contexts are considered effective as learning context to learn the enterprise skills identified?
3. How can the identified learning goals effectively be assessed?
4. implications for revising enterprise education in IBA?

Following a Constructive Alignment (CA) framework (I.e. Biggs 1996; Biggs & Tang, 2011):

Methods

Interviews with managers from six regional firms to explore skills and subject areas

Workshop (World Café) to explore opportunities following constructive alignment approach

20 participants; managers, educators, students, staff (CELT member)

Results

Learning goals

- Stakeholder mobilization
- Virtuously engaging with others
- Business problem analyzing and solving
- Acting independently

Assessment practices

- Objective criteria linked to learning goals
- Co-assessors (company, educator, peer)
- Formative assessment (tips and tops)
- Reflection of the learner is part of the assessment

Learning methods

- business context (real life experience)
- Focus on real life problems
- Coached by mentor from the firm
- Within UT: Hackathons, Gamification, virtual lab, cases
- Individual learning over group learning
- Longer involvement (project based) re-visits

Contributions and implications

- A fresh set of practice driven demands about which enterprise skills matter for contemporary businesses, and why
- Ideas on effective learning environments and activities for student centered learning aimed to develop enterprise skills including learning activities and assessment practices
- Focus on “low hanging fruit”, expand current assignment with enterprise skills, revise skill line in IBA based on new enterprise skills and align with methods and assessment, revise internship elective in IBA
- Train the trainer (educators on enterprise education practices), establish strong structural industry connections, align mutual benefits and expectations, establish coordination mechanisms within the IBA program and align with ongoing curricula.