Moving towards more Collaborative Entrepreneurship Education for Global Good
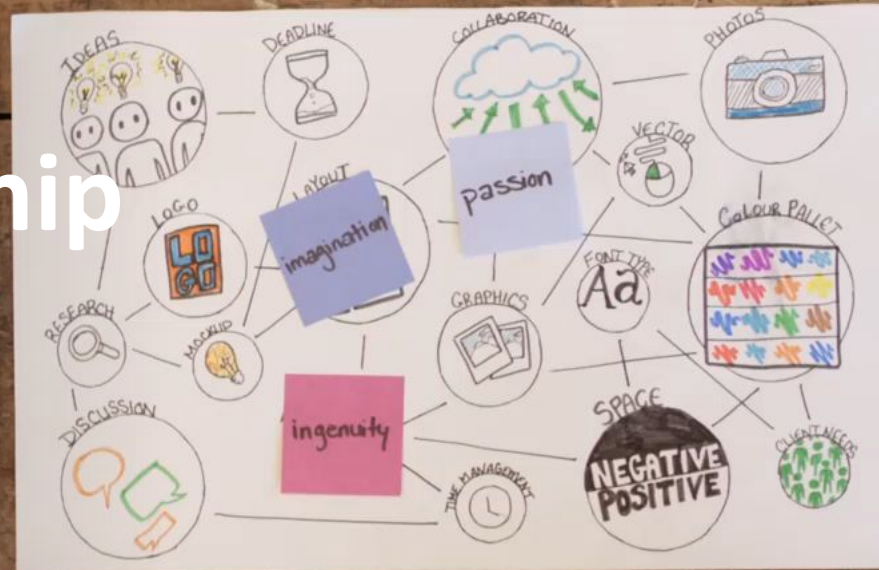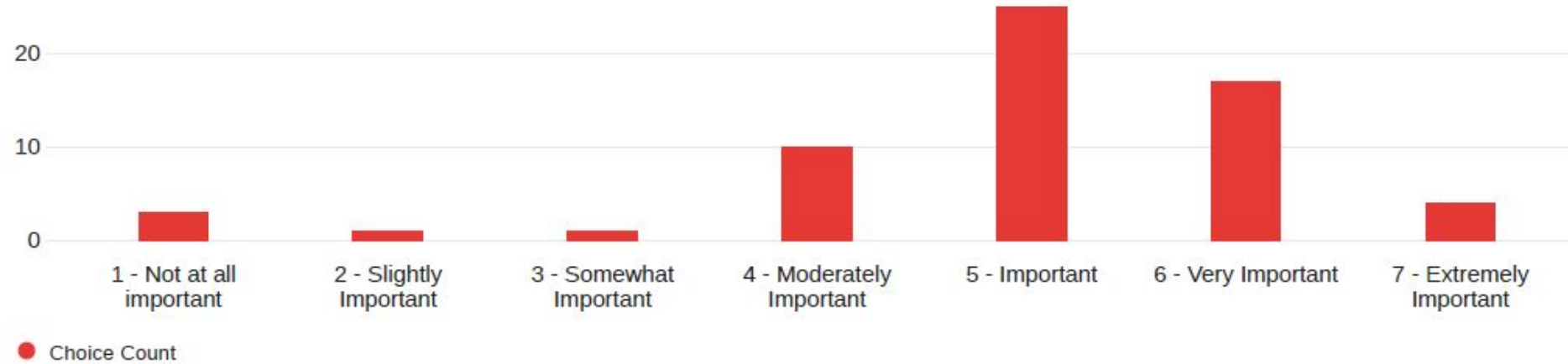
Dr Suneel Kunamaneni

15 - How important is it for enterprise and entrepreneurship unit assessments to involve experimentation in collaborative spaces ?

5 - Have you participated in any activities in collaborative spaces such as the Makerspace in Engineering building and Enterprise Zone in the Business School ?

And many in my UCIL class have not heard about the Makerspace !

Graphene Hackathon in Makerspace

At the end of the Graphene Hackathon, students were asked to do a commercial pitch. **Only 2 of the 40 students had done or were taking a credit bearing enterprise course.** No students from Humanities and just one from FBMH (Neuroscience). Most students were from core Physical sciences / Eng, Computer science or Maths. The hackathon was actually open to all students irrespective of discipline.

Note: Of the 8 teams, six were UoM teams, two non-UoM teams.

Sustainability Ideathon (part of Sustainathon) in the Enterprise Zone

Sustainability Competition

|	Ideathon	Product development workshop	Finals	
Simple retail (agri-food) Idea.	2 UG students from Humanities in initial team. But only 1 attended. . Suggested the team work with a UG student (took UCIL essential enterprise unit) from biological sciences who could not attend because of personal circumstances.	3 students. All attended	Two attended. The student who initially presented at Ideathon unable to attend but communicated in advance. But clearly a team effort with the pitch.	**Having some fun and focus on experiential and collective learning.**
Early-stage software Idea needing large amounts of data to analyse.	1 PG student without team. After pitching, we grouped the student with another PG student whose idea did not progress, but had an idea in a similar space. Both have a UG engineering background.	Team expanded to 4 PG students (3 doing MSc in EIA). Only three 3 attended. 2 students from the Ideathon.	2 from the Ideathon. Never seen one of the students.	**Testing out their idea. Getting a job more of a priority.**
Pollution breaking coatings. Already had prototyped and part tested.	5 students (all from same school – Materials science). Only 1 attended	Same student attended, Rest of team didn't show up - never seen.	Same student. Rest of team didn't show up – never seen..	**Idea ownership issues ? Still a lone entrepreneur.**
Composite shipping containers. At concept stage, but basic technology exists.	2 engineering students (1PG + 1UG). We combined them with a group of three other UG students (two from biology and one from chemistry, all taking UCIL essential enterprise course) who didn't progress but had idea in similar space.	Dropped	Dropped	**Poor knowledge transfer – unwilling to share.**

Does an Exploratory approach lead to better team cohesiveness ?
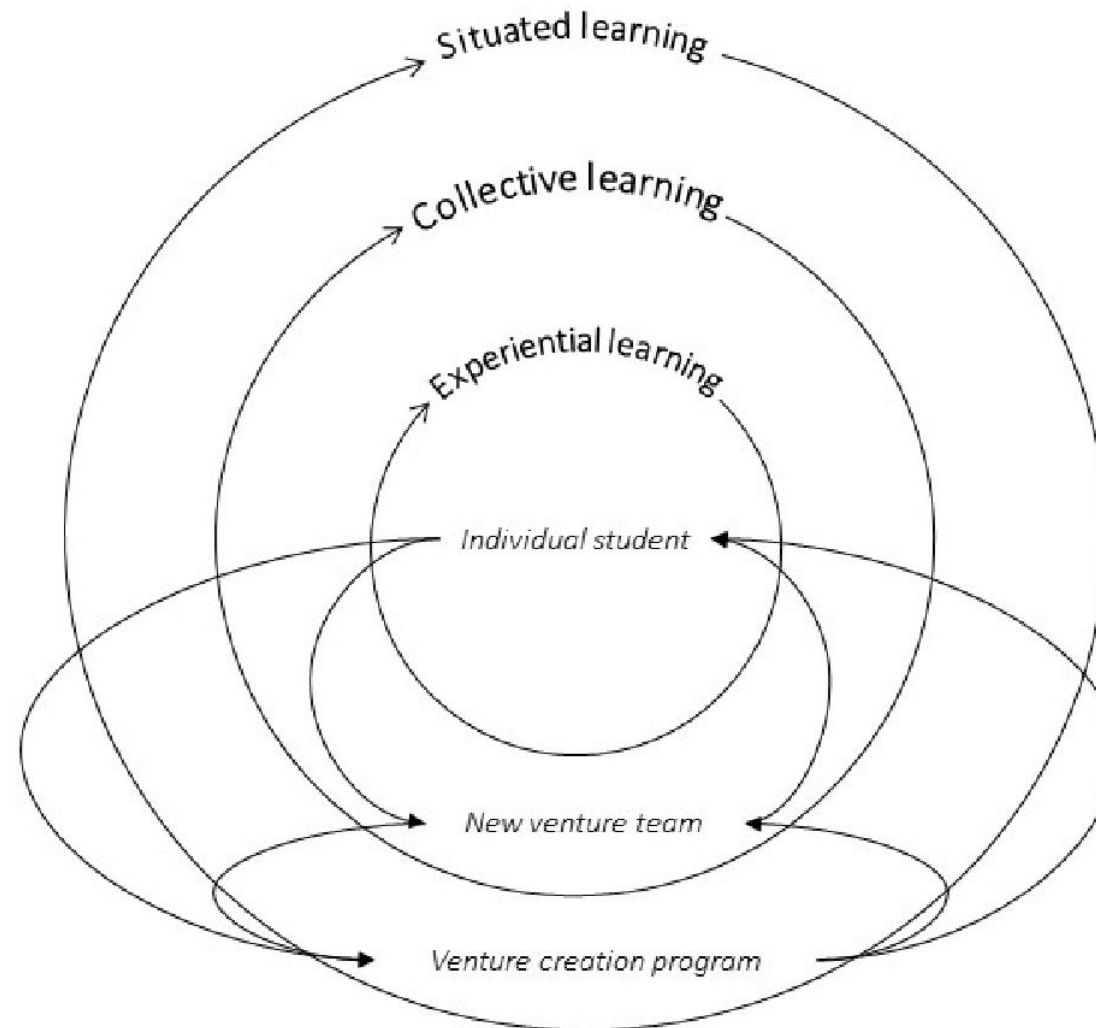
Steira, I.K.M., 2022. Learning Takes Teamwork-The Role of New Venture Teams in Entrepreneurship Education.

Global Health and Wellbeing Ideathon

Do strangers work better and do they have a strong problem focus ?

Top two teams – met for the first time

First - Computer Science/PG Business, PG Public health and PG Intl Development. Strong problem focus (Misdiagnosis) and solution untested.

Second – UG Biotech, PhD Mech Eng and UG EEE. Strong problem focus (Homelessness and nutrition) and solution untested.

The other two team had classmates or friends

Third : PG Public health (2 classmates), PhD Life sciences. Good problem focus (STI awareness), but obvious solution.

Fourth: UG Civil Eng, UG EEE, UG Biology (all friends). Strong solution focus – Drones for last mile medicine delivery.

7 - If you had the opportunity to create social / sustainable impact outside curriculum, what would be your top preference ?

● Choice Count
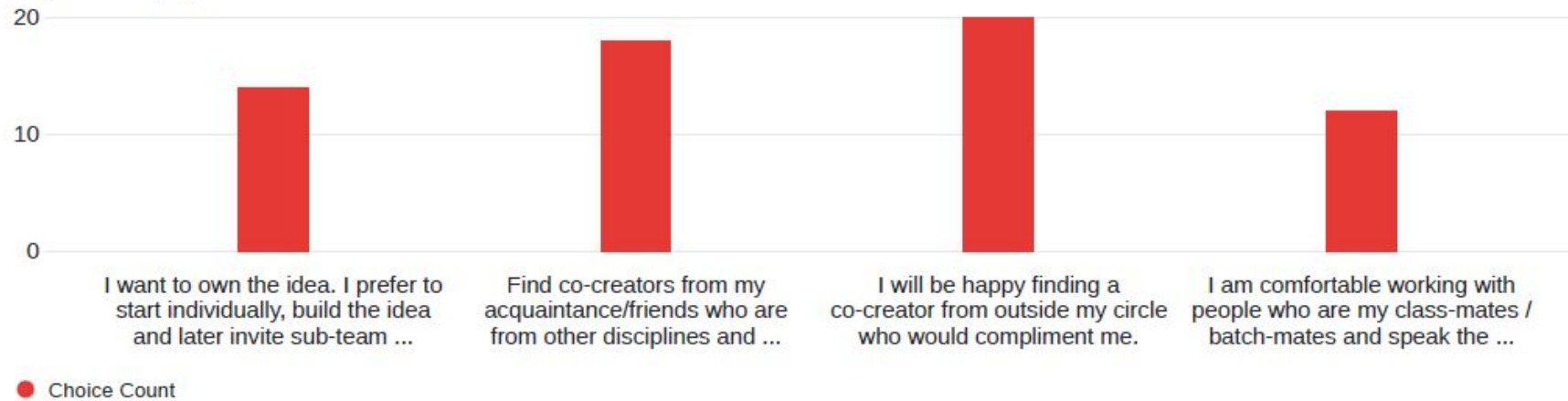
For Extra-Curriculum more than 75% prefer to start with teams ! Other disciplines preferred but Makerspaces that are about practice-based entrepreneurship in HE can be restrictive.

6 - If you had the opportunity to create social / sustainable impact as part of a unit assessment, what type of assessment would you prefer ?


● Individual ● Group

Indeed, slightly more preference for groups !

10 - If you had to participate in an enterprising or entrepreneurial group project, would you prefer it was part of a credit bearing course unit to co-curricular activity ?


● Choice Count
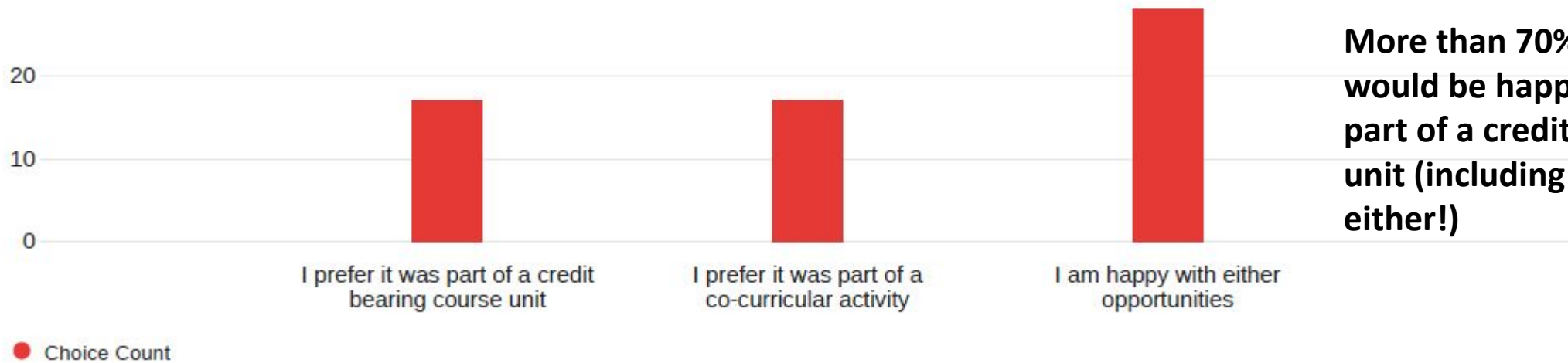
More than 70% said they would be happy for it be part of a credit bearing unit (including happy with either!)

12 - How important is monetary gain (for example funding and investment for business idea) when participating in enterprising or entrepreneurial group projects ?
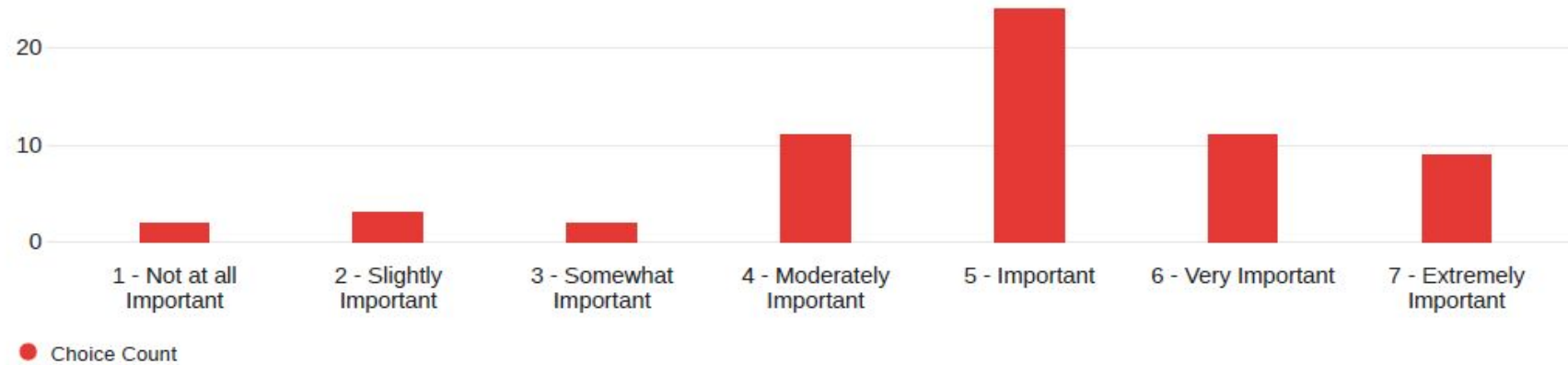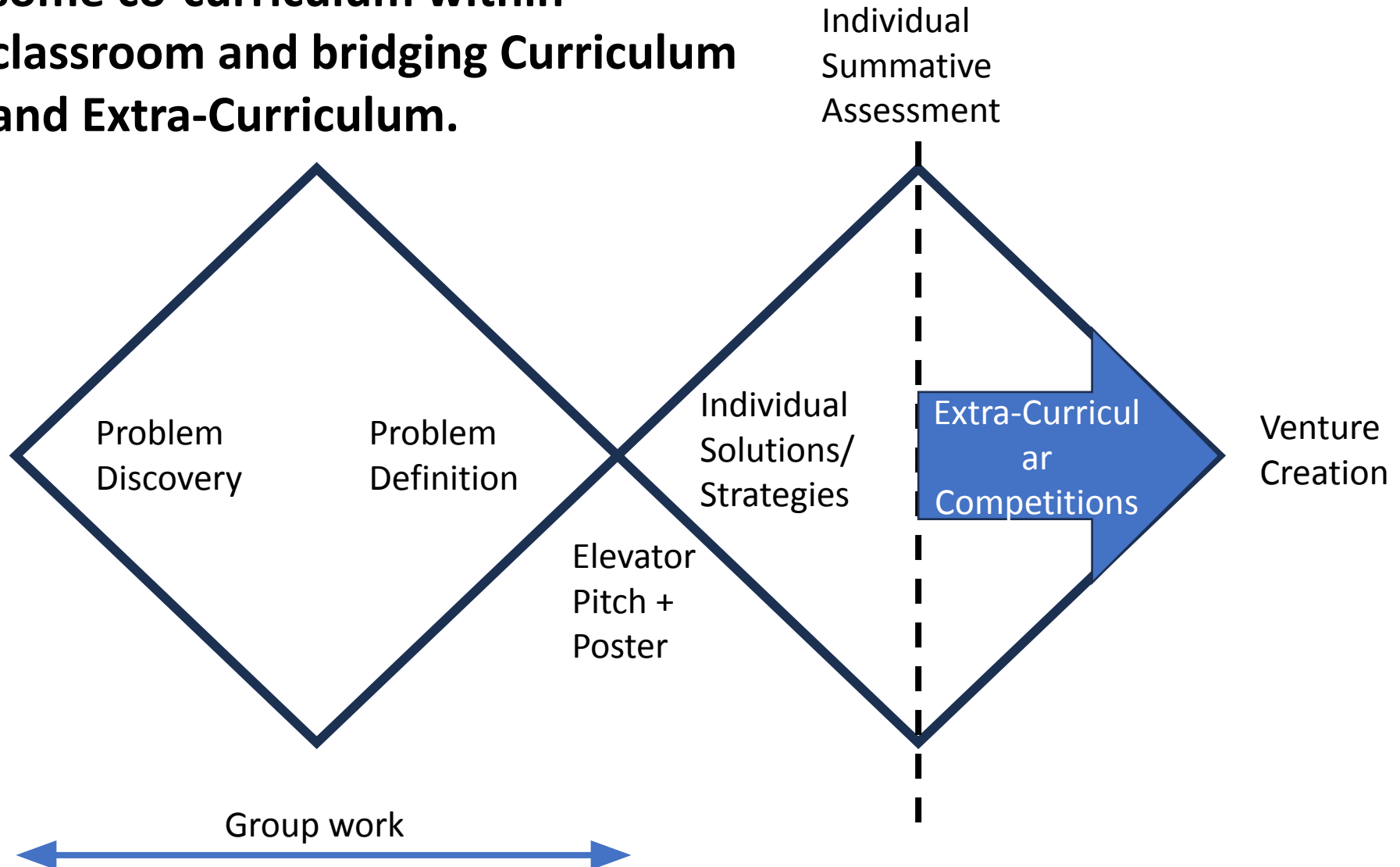
14 - If you had the opportunity, would you participate in enterprising or entrepreneurial group projects (within or outside curriculum) where profit is not the main consideration ?
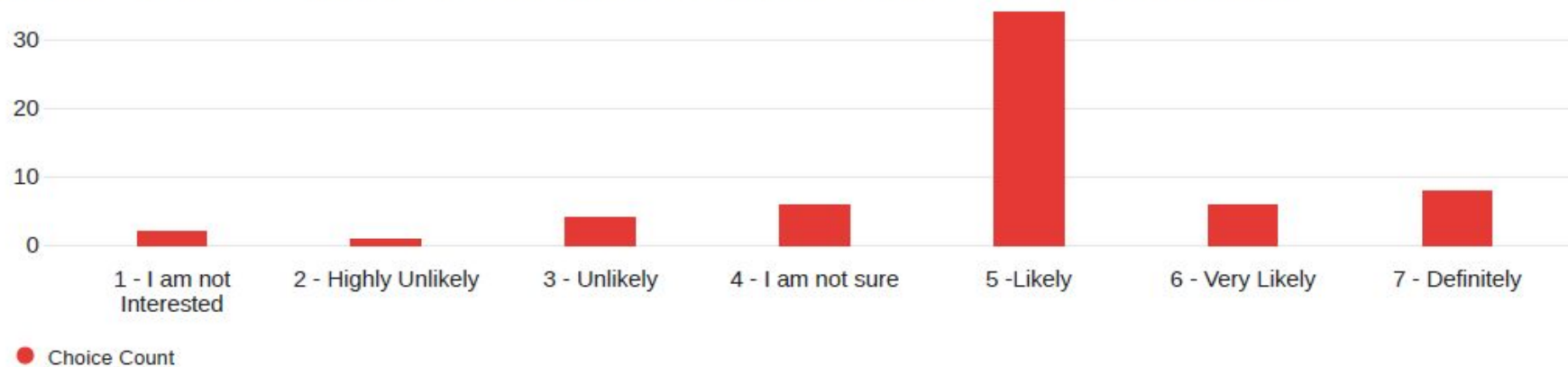
Should work well within Curriculum !

Double Diamond model for bringing some co-curriculum within classroom and bridging Curriculum and Extra-Curriculum.

Individual Summative Assessment

Problem Discovery

Problem Definition

Individual Solutions/ Strategies

Extra-Curricular Competitions

Venture Creation

Elevator Pitch + Poster

Group work

Enterprise in Healthcare Course

23 – Biology
16 – Arts, Languages and Culture
1 – Social sciences

Event had 8 other academic experts from across Uni + 1 guest speaker.

Very Active Participation from every group in preparing the poster and delivering the elevator pitch though formative assessment did not carry any weight.

Do student's perceive that community knowledge enables deeper experiential learning ?

What do you think ?