

# Learning and Confidence Building Through Failure

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# Ideas, Creativity & Entrepreneurship

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- ICE - A suite of enterprise units
    - Exploration, Opportunity Recognition, Exploitation
  - Do then learn approach to learning
  - ICE3
    - Launch and run a business
    - Experiential and reflective approach
    - Action learning groups
    - Peer and self-assessment
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# SCENARIOS

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~~FAILURE~~

TRIAL & ERROR IS OK

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# So, how do we build confidence?

Confidence: decision making, locus of control, self efficacy

Innospace, reflective logs, self- and peer - marking, business one-to-ones, mentors, online discussions/identity.

Entrepreneurial identity, relationships beyond university

# How does it work?

## Monthly Engagement

- Students complete worksheets to demonstrate current knowledge and these are updated throughout the month
- Online discussions with the tutor & peers (Moodle, LinkedIn and Twitter)
- Face-to-face interaction in tutorials

## Self- Assessment

- At the end of the month students grade themselves on;
  - Engagement throughout the month
  - Business and personal development progress
- Students discuss engagement and progress in 'action learning sets'
- Students review grades given and can change given comparison with others and self-reflection
- Students discuss (and justify with evidence) grades with tutor before they are signed off

# Over to you...

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- Considering a unit/module or programme you work on;
    - How might self-assessment impact on critical reflection?
    - How might peer assessment develop confidence?
    - How could action be rewarded over planning?
    - How can you facilitate this – rather than instruct?
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# Some Outcomes

The overall unit attainment has increased from 63% to 91% good honours (65% +) and this has been in line with increased attendance, engagement and satisfaction with Internal Student Survey (ISS) result increasing from 4 to 4.5

“Supports the whole idea of the classroom being a safe place to make mistakes - the sense of supported adventure into an unknown territory is powerful”  
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“When I started the unit I was making good money with the business but I didn’t really know how or why. I’ve finally got it. I know what I do well and how I can replicate that.” **Student**

“Been a really great experience for me doing the ICE module and it’s by far been the one I’ve taken the most away from going ahead into the future.” **Student**

“.. great examples of student-focused pedagogic development which really gets to the heart of graduate employability.” **External Examiner**



# Summary

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- Action (and potential failure) can be rewarded over planning (and potential success)
  - Do and then learn assures learning better than inactivity
  - Critical reflection requires space and tools
    - Comparison, marks, guided reflection, action learning sets etc.
  - Self and peer assessment is a positive tool in a professional or entrepreneurial arsenal
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