



Firstly, please
share your experiences with us at
www.PollEverywhere.com

to answer...

**1. What skills have you
mastered?**

(or attempted to learn?)

2. How did you do it?





Embedding effective skill development within your discipline

Emma Forouzan
Dinah Griffiths
Cath Tarling
Alison Price





Skill Development

Dare you take the challenge?







Double-up challenge

What would you need to be twice as good?



Do you wish....

A close-up photograph of a dandelion seed head in the foreground, with several seeds blowing away in the wind against a clear, bright blue sky. The dandelion stem is green and extends from the bottom left towards the center. The background is a solid, clear blue sky.

...to do this on your own? With a partner?

With key Questions?

With expert Guidance?

Having read the research?

Understanding the legal Requirements?

(All of the above?)





What worked?





Conclusions

Skill Development is achieved through

- Exposure
- Practice
- Repetition
- Advice/ Guidance and Feedback

K. Anders Ericsson, Ralf Th. Krampe, and Clemens Tesch-Romer (1993)

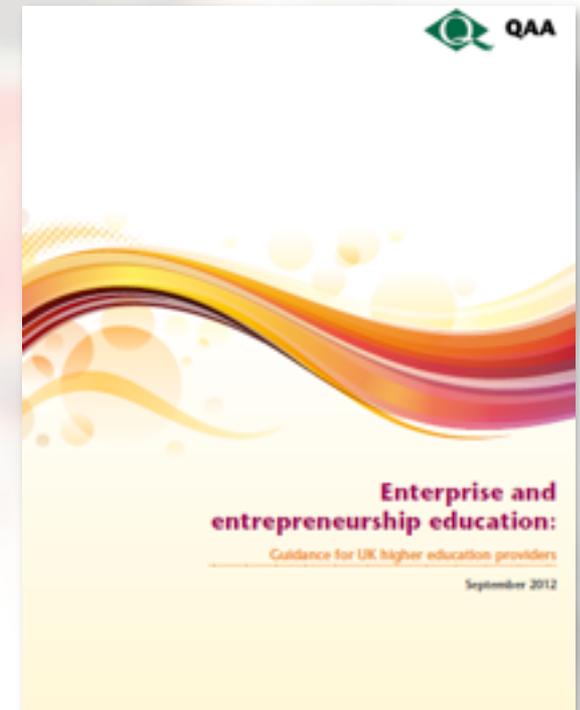
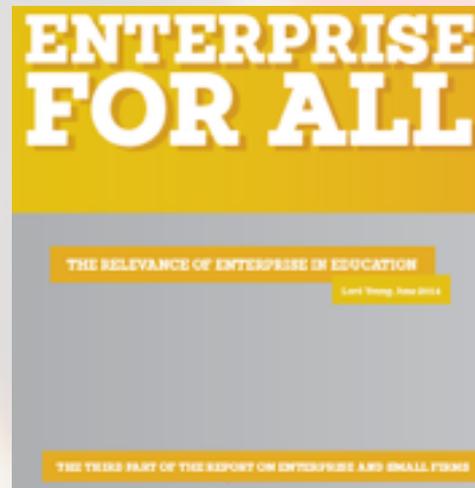




The Educator Challenge:

“not a change to the curriculum, but a change to how it is taught”

Lord Young (2014) “Enterprise for All” (p24).





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ETC TOOLKIT
ENHANCING
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Higher Education Funding
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Introducing





Why is it needed?

- To offer inspiration and support to staff
- To offer new approaches within the curriculum to extend subject knowledge, develop confidence and build skills within learners.
- To support skill development through the embedding of QAA's (2012) 'Enterprise themes.'



7 QAA Enterprise Themes



1. Creativity and Innovation
2. Opportunity recognition, creation and evaluation
3. Decision making supported by critical analysis and judgement
4. Implementation of ideas through leadership and management
5. Reflection and Action
6. Interpersonal Skills
7. Communication and Strategy Skill

(Source: QAA Guidance on Enterprise and Entrepreneurship 2012)





Agriculture and
Veterinary



Architecture and
the Built
Environment



Business, Law and
Accounting



Creative



Health



Humanities



Science,
Technology,
Engineering and
Maths



All ETC How To
Guides





Architecture and the Built Environment

Developing Skills through the Curriculum

The ETC toolkit is an on-line resource developed 'by educators for educators' to provide a bank of resources, all of which have been designed to develop skills and confidence in learners.

By selecting the most relevant QAA Benchmark Statement from the subject list below, you will be shown which Enterprise Skills your QAA Subject Guidance highlights, together with a selection of appropriate teaching methods (How-to-Guides) and case examples for you chose to from.

Choose a Subject



- [Architectural Technology](#)
- [Architecture](#)
- [Construction, Property and Surveying](#)
- [Housing Studies](#)
- [Landscape Architecture](#)
- [Town and Country Planning](#)





Engaging Alumni for Real World Learning (QAA 2, 3, 4, 5) ▼

Engaging Alumni to develop Implementation of Ideas and judgement (QAA 2,3,4) ▼

Enhancing Reflective Practice through Key Ideas (QAA 5) ▼

Enhancing Reflective Practice: Think Pair Share (QAA 5) ▼

Exploring Decision Making through Subject Review (QAA 3,5,6) ▼

How can you create value from freely available resources? (QAA 1,2,3,5,7) ▲

GROUP SIZE ?

SMALL GROUP (TEAMS OF 4-6)

LEARNING ENVIRONMENT ?

CAROUSEL TABLES (SMALL WORKING GROUP)

QAA ENTERPRISE THEME(S) ?



Objective:

- The learner will be able to explore an idea or concept as openly as possible to gather a wide range of solutions
- To evidence the power of group work as more ideas are created through team work
- To explore the potential of networks and social connections

Overview





Bock's Innovation Marketplace (QAA 1,2,3,6)

GROUP SIZE ?

LARGE GROUP

LEARNING ENVIRONMENT ?

PRESENTATION SPACE

QAA ENTERPRISE THEME(S) ?

1 2 3 6

Objective:

- To generate ideas to meet a brief
- To explore opportunities by comparing and evaluating peer work
- To evaluate innovations within a limited time frame
- To develop judgement in order to make decisions to complete the task

Overview:

This surprisingly easy and fun classroom activity simulates an innovation marketplace. Students generate a topic-specific innovation and participate in a marketplace of ideas. The results demonstrate how and why the best innovations are not guaranteed market entry or success, emphasizing the human and social nature of entrepreneurial action. This fast paced marketplace activity works with large numbers of students, in open work spaces and can take 10-20 minutes.

Activity

Starting the activity:

The instructor should ask students to generate an innovation within a short time frame (2-5 minutes maximum). It is recommended that all





Creativity and evaluation using questioning SCAMPER (QAA 1,3,6,7) ▲

GROUP SIZE ?

SMALL GROUP (TEAMS OF 4-6)

LEARNING ENVIRONMENT ?

ANY

QAA ENTERPRISE THEME(S) ?



Objective:

- Creative thinking
- Structured Group Problem solving
- Evaluation of ideas through critical analysis and judgement
- Presentation of ideas (including persuasion)

Overview:

This approach to creative thinking structures thinking through the use of a mnemonic "SCAMPER" and using questioning techniques to generate solutions. This makes an ideal group activity for students to work through the mnemonic and then present their results.

Activity:

Students are placed in small working groups and invited to explore the seven prompts of the SCAMPER mnemonic. Firstly, invite each group to take an existing product or service (or agree one to consider - this could be one that you want to improve, one that you're recurrently having



Communication Icebreaker (physical) (QAA 4,5,7) ▼

Your How To Guide Here ▼

CASE EXAMPLES

Vet Case (QAA 1,2,3,7) ▼

Guest Lectures in Vet Practice (QAA 3,4,5) ▼

Nurturing Enterprise Through Student Societies (QAA 1,2,3,4,5,6,7) ▼

Your Example Here ▼

EMBEDDING ENTREPRENEURSHIP

If you or your students are interested in developing a business idea, becoming self-employed/freelance or creating a business here are some tools to help and also some links to business start-up support.

HOW TO GUIDES

These guides have been selected to build QAA skills in your teaching.

Competitor Analysis: SWOT Analysis (QAA2,3,4) ▼

Defining the Marketing Message (QAA3,7) ▼

Consensus Building through Business Planning – Costs and Benefits (QAA 3,7) ▼

Defining your Customer (QAA 2,3,7) ▼

Teaching Entrepreneurship A Practice Based Approach Exercise Business Model Canvas Game (QAA 1,5) ▼





Workshop: How to Speak in Public (QAA 5,7) ▼

Workshop: Selling Art Online (QAA 1,2,5) ▼

World Café for (Market) Research (QAA 1,2,7) ▼

ENTREPRENEURSHIP HOW TO GUIDES

A model for an Interdisciplinary intrapreneurship-entrepreneurship module (QAA 2,3) ▼

A model for an Interdisciplinary intrapreneurship-entrepreneurship module (QAA2,3,4,7) ▼

Assessing Readiness and Discovering Potential for Internationalisation (QAA3,4,5) ▼

Business Idea Competition: Stimulating and Supporting Entrepreneurship in the Highlands and Islands (QAA1234567) ▼

Competitor Analysis: SWOT Analysis (QAA2,3,4) ▼





Who's Already Involved?



Making learning happen needs to be the focused intent of every dedicated educator

Professor Phil Race

BSC PHD PGCE FCIPO PFHEA NTF



Excellent teaching doesn't just happen by chance: it is the outcome of purposeful and evidence-informed curriculum design, focused on fostering real student engagement

Professor Sally Brown

NTF PFHEA SPSEDA



EEUK - committed to supporting, developing and connecting enterprise educators for over 14 years to enhance innovative delivery across a broad range of disciplines.

Enterprise Educators UK



Teaching staff will have access to information relevant to their own disciplines using this valuable resource.

Dr David Blaney

CHIEF EXECUTIVE, HEFCW



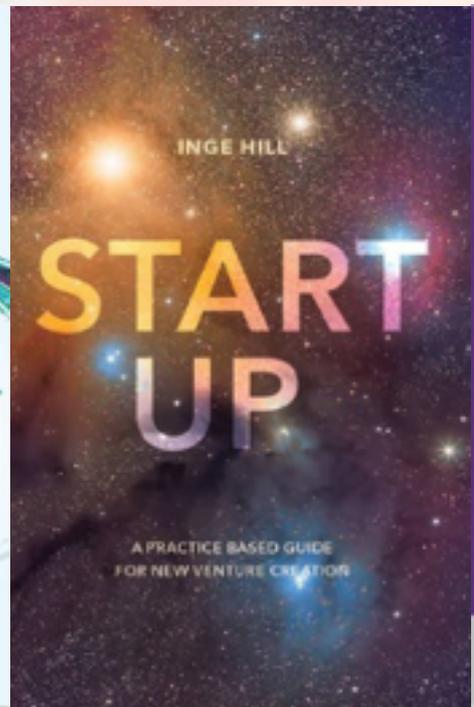
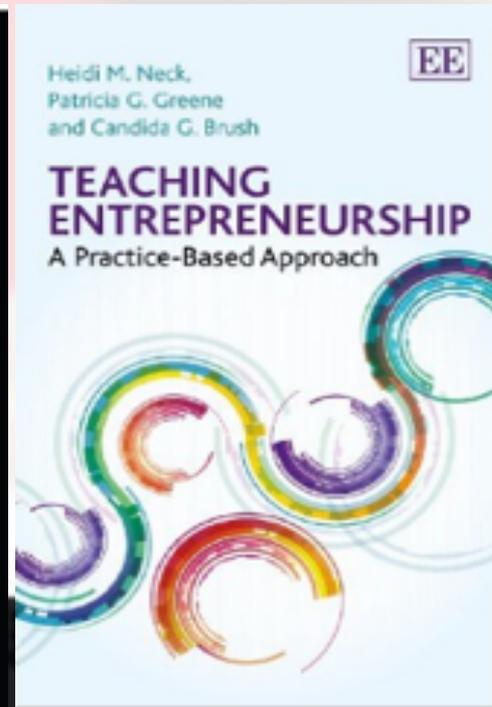
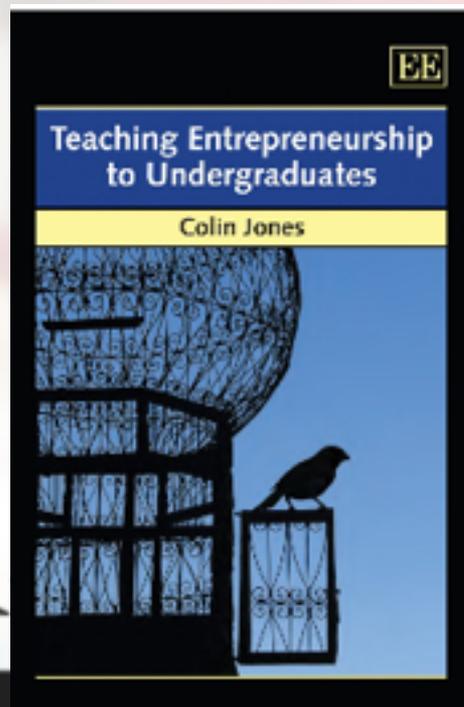
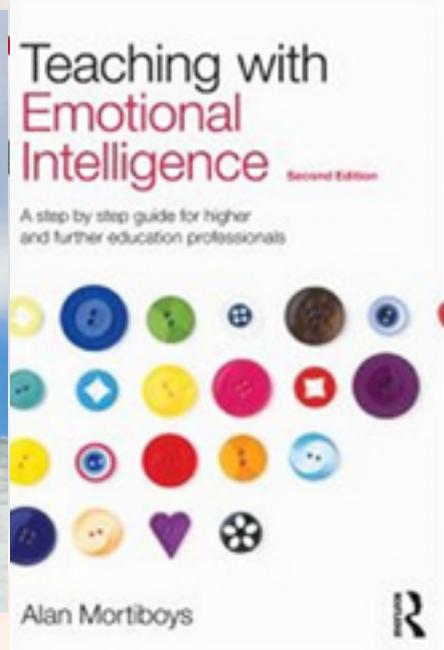
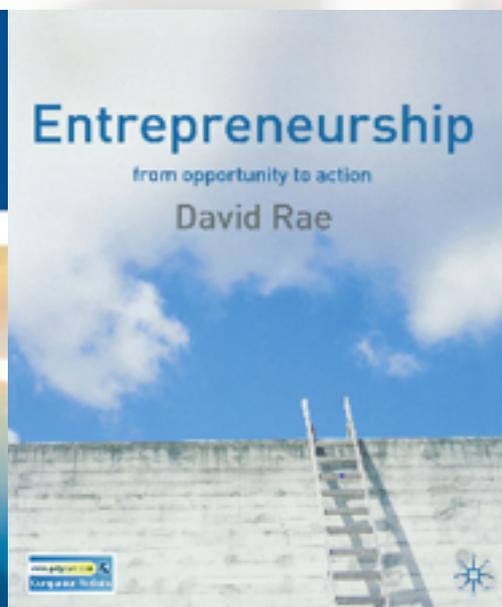
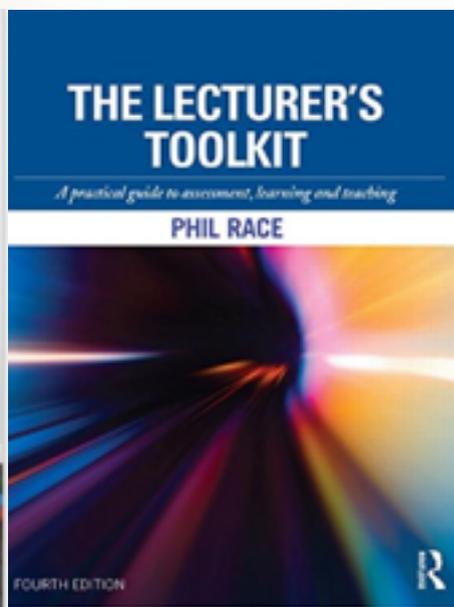
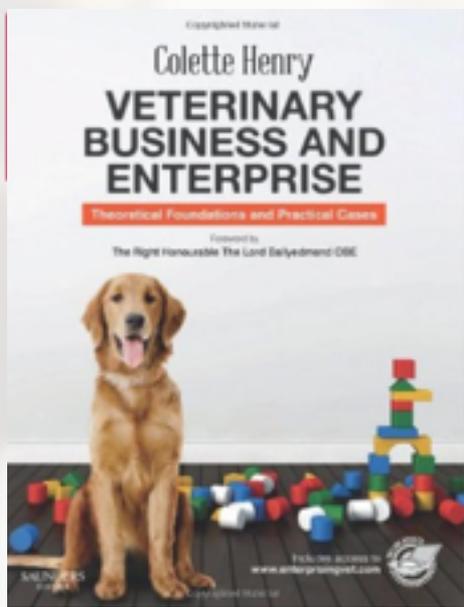
NCEE welcomes the development of resources which support the educator to learn from leading thinkers as well as real practitioners working in their own subject areas

NCEE



QAA





University of South Wales
Prifysgol De Cymru

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

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<http://www.etctoolkit.org.uk/>





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Conclusions





Conclusions

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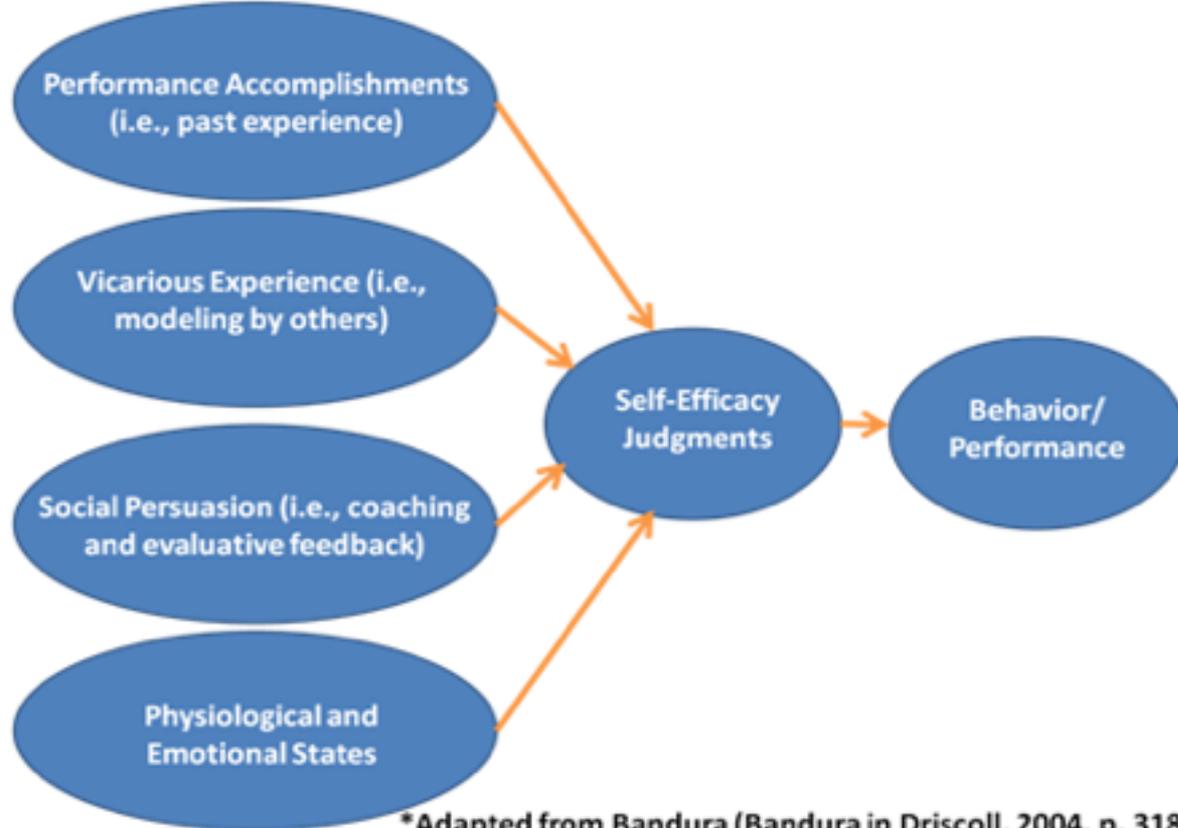
Being informed by the work of:

- Bandura (1977) Self-Efficacy
- Dweck (2008) Growth Mind Set

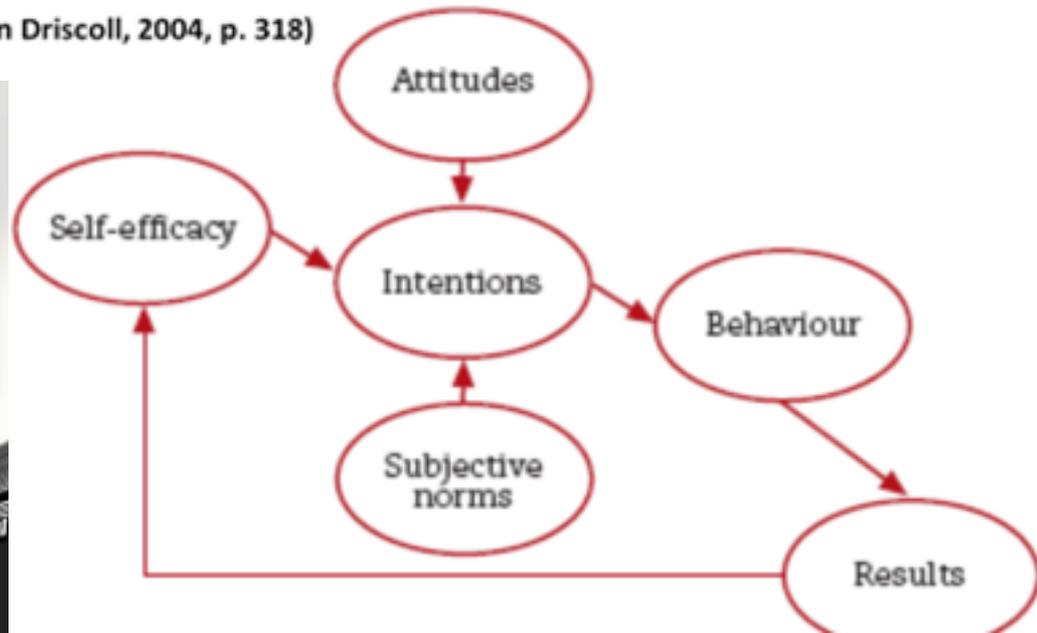


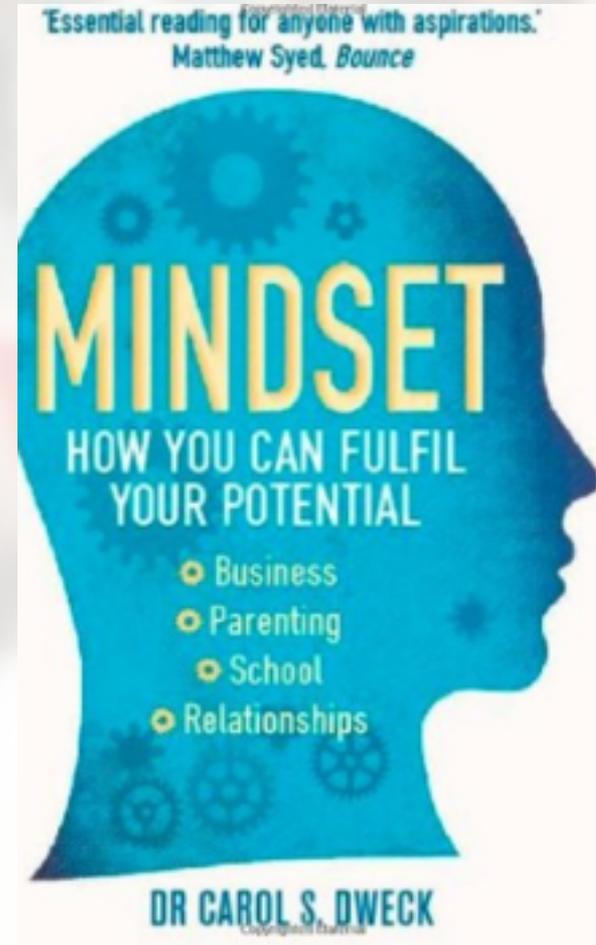
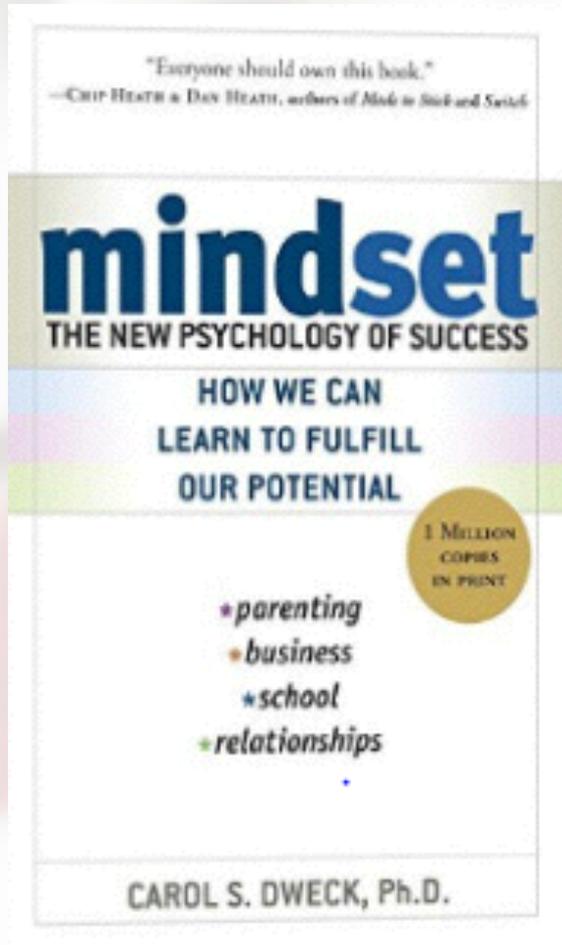
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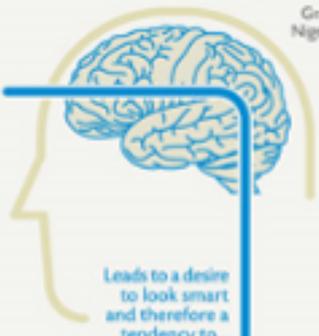
*Adapted from Bandura (Bandura in Driscoll, 2004, p. 318)





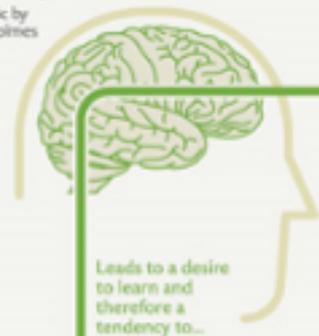
Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mindset
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges



...embrace challenges



OBSTACLES

...give up easily



...persist in the face of setbacks



EFFORT

...see effort as fruitless or worse



...see effort as the path to mastery



CRITICISM

...ignore useful negative feedback



...learn from criticism



SUCCESS OF OTHERS

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

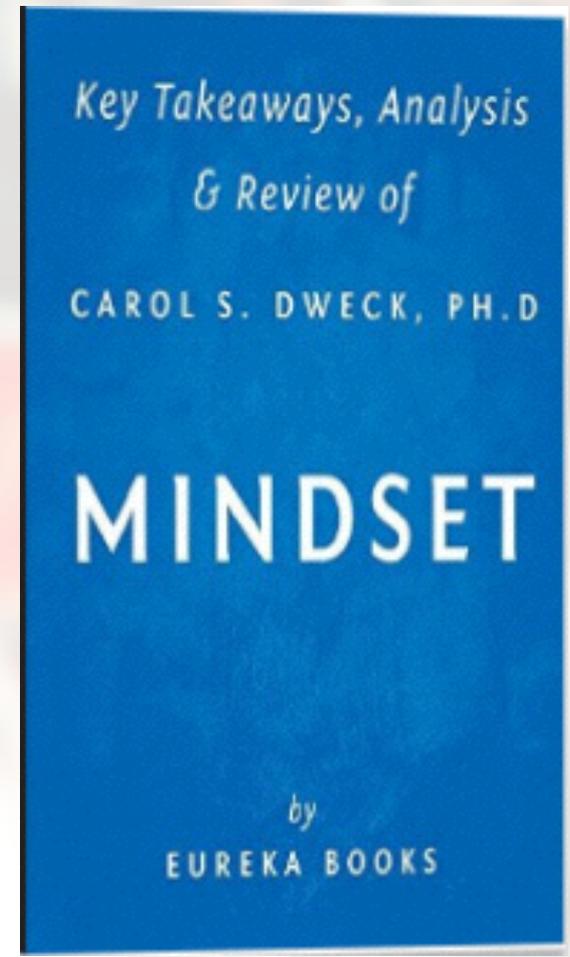
As a result, they reach ever-higher levels of achievement.

All this confirms a deterministic view of the world.

All this gives them a greater sense of free will.

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Your Invitation to Contribute

SIGN UP TO KEEP UP-TO-DATE ON THE LATEST CHANGES TO THE ETC TOOLKIT

Email Address

SIGN UP

Submit your Case Examples
How to Guides

(by 30th Sept to be published in EEEJ)

hello@etctoolkit.org.uk





Want to contribute to the ETC Toolkit? Want to be published?

**UNIQUE OPPORTUNITY for @IEEC2015 delegates
to submit an ETC Toolkit Subject Case Study by 30th Sept 2015**



We have teamed up with Dr. Doan Winkel, Founding Editor of the “Experiential Entrepreneurship Exercises Journal” ISSN: 2374-4200 (online) to provide you the opportunity to publish your inspirational approaches to teaching.

All ETC Toolkit **SUBJECT CASE STUDY** templates, which include student reaction, that are submitted before **30th Sept 2015** will be considered for a *special edition* of the journal, planned for January 2016.

“*Experiential Entrepreneurship Exercises Journal - Enabling More Active Entrepreneurial Classrooms through Sharing, Learning, & Doing*” is a collection of peer-reviewed exercises you can quickly implement to engage your students in practicing the entrepreneurial mindset and skill set. See for previous editions and submission guidance: <http://launchideas.org/>





Contact Us

How To Contribute

If you would like to submit a How to Guide or Case Study, please download a template and email it to hello@etctoolkit.org.uk. We have produced a guidance sheet which will assist you in completing the templates.

- [How to Guide Template](#)
- [Case Study Template](#)
- [Template Guidance](#)

Get in Touch

If you have any questions about using the website, please contact us and a member of the team will get back in touch.

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Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). **Self-efficacy** reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

