

Enterprise Education Journey: The Trip Advisor Effect

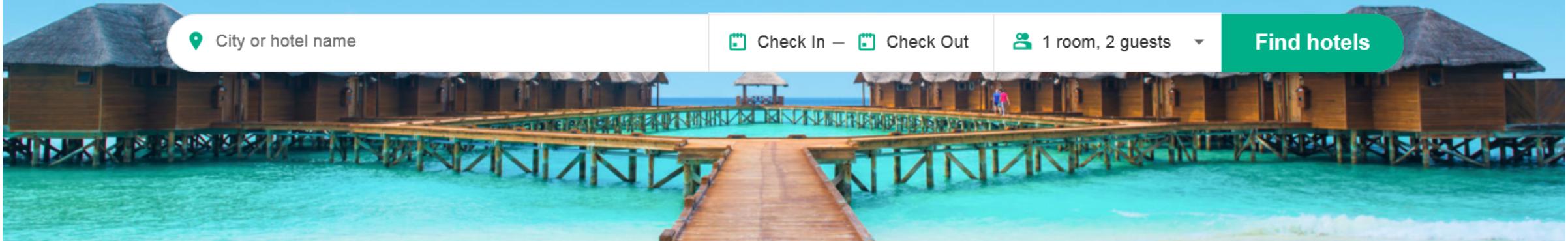
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Thursday 7th September 2017

What do we want to achieve here together?

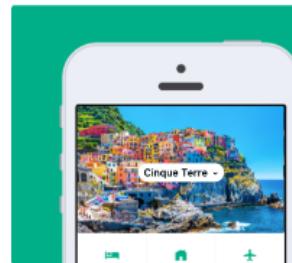
- The reality of feedback that enterprise educators encounter
- How to ‘know better’ and ‘go better’ (Trip Advisor 2017) through the identification of a framework to understand, challenge and respond to feedback
- The student perspective of the important factors for a good rating
- The educator perspective of the important factors for a good rating
- The current information sets we have available

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Traveller rating

Excellent		904
Very good		57
Average		13
Poor		2
Terrible		0

See reviews for

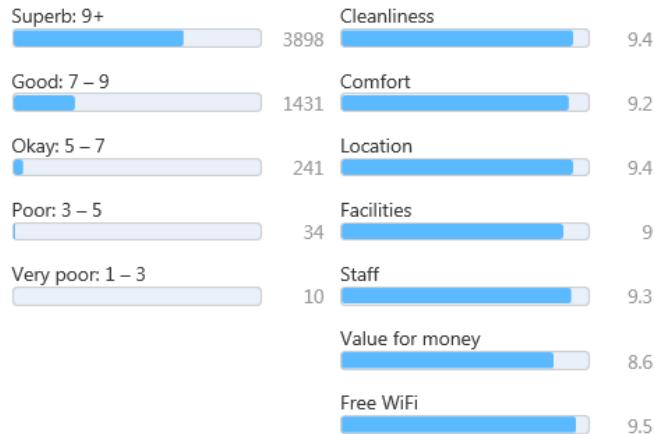
	Families	176
	Couples	542
	Solo	19
	Business	78

Rating summary

Location	
Sleep Quality	
Rooms	
Service	
Value	
Cleanliness	

9.1

Superb
5,606 reviews



Booking.com

Enterprise Education Excellence: Factors?



**Enterprise
Educator/ion
Excellence
Framework**

Factor 1	★ ★ ★ ★ ★
Factor 2	★ ★ ★ ★ ★
Factor 3	★ ★ ★ ★ ★
Factor 4	★ ★ ★ ★ ★
Factor 5	★ ★ ★ ★ ★
Factor 6	★ ★ ★ ★ ★
Factor 7	★ ★ ★ ★ ★

Case study from practice: Rate Us!



**Enterprise
Educational
Excellence
Framework**

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Factor 2	★ ★ ★ ★ ★
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Factor 6	★ ★ ★ ★ ★
Factor 7	★ ★ ★ ★ ★

Enterprise Education Ratings: Can we agree?



**Enterprise
Educator/ion
Excellence
Framework**

Factor 1	★ ★ ★ ★ ★
Factor 2	★ ★ ★ ★ ★
Factor 3	★ ★ ★ ★ ★
Factor 4	★ ★ ★ ★ ★
Factor 5	★ ★ ★ ★ ★
Factor 6	★ ★ ★ ★ ★
Factor 7	★ ★ ★ ★ ★

Enterprise Education Ratings: Here's one we made earlier..

Authenticity / Theoretical	
Challenge	
Context/location	
Teaching and learning approaches	
Educators	
Value for money	
Technology enabled/ always connected/learning	



Do we know ‘who’ finds EE most/least effective?

See reviews for



Families

176



Couples

542



Solo

19



Business

78

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- Women Returner
- Young Male
- International Female
- International Male
- Deprived Background
- Family Background Entrepreneurship
- Subject discipline
- Self-selected/embedded?
- X
- X

Learning Excellence = how many stars?

Where we might feel a rating is not appropriate

- “Better teachers get worse evaluations”
- Are students/eductaors ready to fit this model?
- Hindsight is a wonderful thing! DLHE has shifted to 15 months after graduation which allows for hindsight (good or bad), how could we?

What does some recent research tell us?

- Spooren et al. (2013) studied 542 peer reviewed articles on SET:
 - Utility and validity of SET should be considered fragile as many indicators are contested
 - Web-based SET found comparable to institutions but advise against relying due to the self-selecting bias of students and characteristics not related teaching (hotness!)
- Braga et al. (2014) compared student performance to their SET and found on average, students evaluated positively classes that gave them high grades (and on days with good temperatures!)
- Gal and Gal (2014) found students perceive a link between evaluations and expected grades and ‘weaker’ students used their evaluations to seek change in active course participation which led to cessation of new teaching processes.
- Tucker (2014) studied 30k SET, recommended universities educate students and teachers in professional ways to work and provide feedback to improve learning and career experience (2014, p.356)

Student typology?

- “there are those on the lower end of that curve who are **there just for the credit** who are not overly interested in the subject [...] because its lighter touch [...]. There are those on the upper end who are **really, really keen and enthusiastic** about enterprise and entrepreneurship and see this as a vehicle for furthering a subject that they’re passionate in” HE Lecturer
- “there were people who were **reactive** entrepreneurially and these were people who really got what it was about but they were watching the **proactive** ones to see how they got on [...]. And then there were **resistant** ones these were people who wished they didn’t have to be there, wished they didn’t have to engage with this idiot at the front of the lecture hall who was really wearing them out [...] finally there were what I describe a **rejectionist**, people who say no and they ask what the question is [...] you can move up the continuum” HE Lecturer

Why do students enjoy/not enjoy EE?

- “we have a wider number of students [...] from [low income] **So they actually don't know what business looks like**, they might not have parents who have held full time jobs”
- “I don't get what this all means, I don't understand why we're doing...why can't you just give us a lecture and tell us what we need to know”
- “if you can give them a very short case study, because our students nowadays, the digital generation [...] they don't ever prepare anything at all”
- “some maybe who were not looking forward to the teamwork they actually feel that their team working skills improved”
- “the feedback I get from the module is generally always very positive, they really like the practical aspect”
- “I don't think they feel comfortable with it initially but I think part of what we should be aiming to do as enterprise educators is to move them outside of that comfort zone”
- the fact that the students were asking so many questions afterwards and they seemed to be engaged and getting a lot from it. So that's one of the main feedback”

Feedback - embedded EE (not selected)

- “so in mainstream education, if that is embedded, you know your feedback is going to be, [...] ‘I can’t see the relevance’, it’s like all adult education, it has to be purposeful and relevant and if entrepreneurship [...] if that’s not part of your identity or your professional identity then it becomes really meaningless”
- “It doesn’t fit all students, that’s one thing I’m realising. Not all students like it, so there is that [need to] win them over”

Feedback - self-selected EE students

- “I still think that enterprise education works best where it is optional but then I find that students engage more because they’ve chosen it”
- “business school students, you know, they don’t have great ideas but there are well up for it”
- “It is well known students are very vocal these days about saying what they think [...] I tend to get quite good feedback from students”
- “I don’t think every student comes around but the ones that I tend to see from the school here are self-selected they want to follow an entrepreneurship pathway”

Why do HEIs like/not like EE?

- “You know it’d be much easier if they were to take an exam and pass or fail that exam”
- “we’d have a lot of tension around module evaluations, student feedback, that someone will say your module is better than my module, there’s a comparison made. So especially against the people who still do quite traditional type you know ‘death by power point’”

Longer term benefits of EE?

- “I joined the course and I had no interest in enterprise and entrepreneurship as part of it at all. I was dreading the 40 credits that we would have on enterprise and entrepreneurship but actually those were the bits I took away the most”
- “I think they come with predefined ideas of what they expect from a university coupled with the fact that they’re now having to pay you know a considerable amount of money for the experience and I don’t think initially they appreciate what it is we’re giving them”
- “I have had students say to me that when they’ve made applications for jobs, graduate jobs. If they put their enterprise project that they did on their CV it’s the one thing that employers really hone in on and want to talk to them about, they [employers] find it really interesting”

References

- Braga et al (2014) Evaluating students' evaluations of professors, *Economics of Education Review*, 41, pp. 71-88.
- Gal and Gal (2013) Knowledge Bias: Is there a link between students' feedback and the grades they expect to get from the lecturers they have evaluated? A case study of Israeli Colleges, *Journal Knowl Econ*, 5, pp.597-615
- Spooren et al (2013) On the Validity of Student Evaluation of Teaching: The State of the Art, *Review of Educational Research*, 83 (4), pp. 598-642.
- Tucker, B (2014) Student evaluation surveys: anonymous comments that offend or are unprofessional, *Higher Education*, 68, pp. 347-358.