



How guided, online learning and immersive role-play is helping students think like entrepreneurs

Dr. Ruth Weir

Entrepreneurship Advisor
UCL Innovation & Enterprise
ruth.weir@ucl.ac.uk



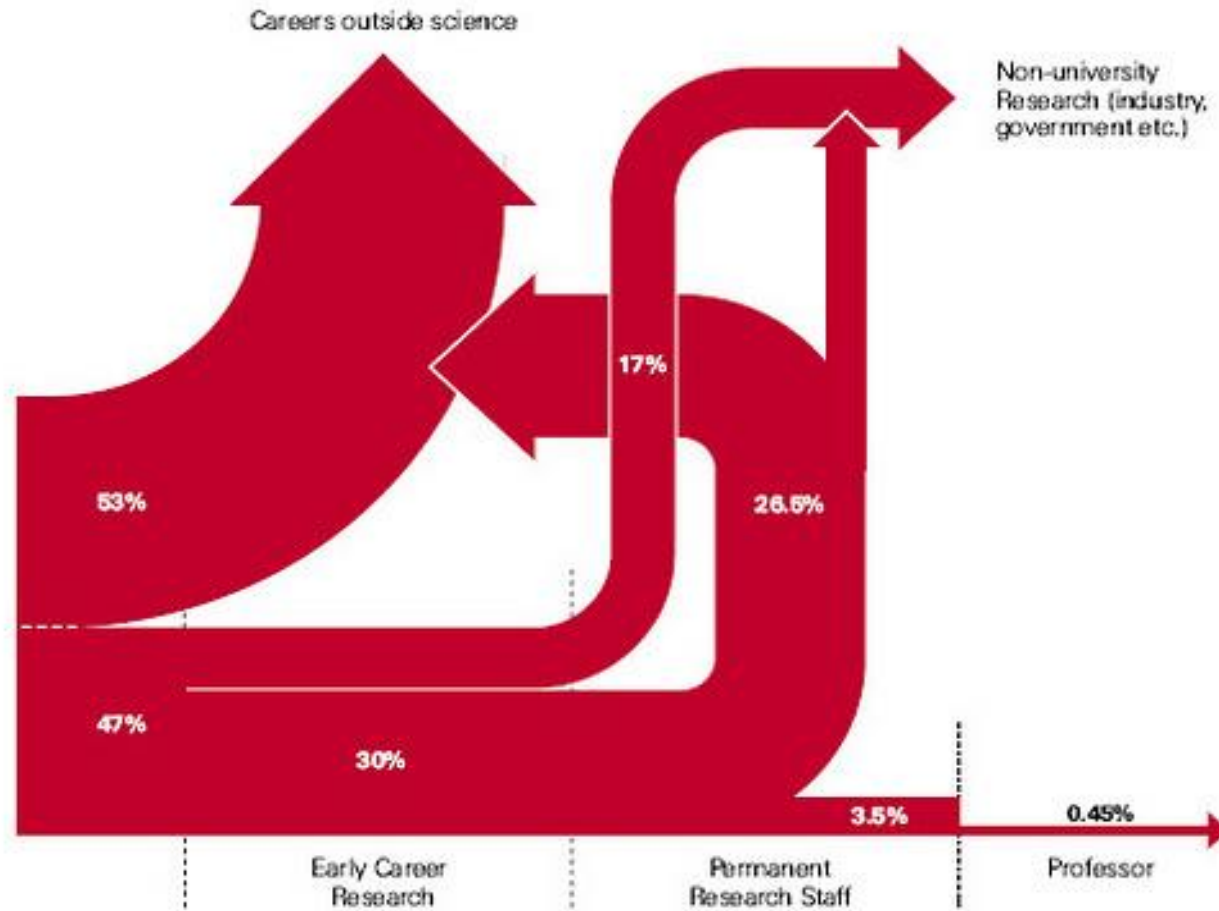
Dr. Hannah Williams

Project ISIKLE Strand Co-Ordinator
and Evaluator
UCL I&E / Institute of Education
h.williams@ucl.ac.uk



The UCL SPERO Programme

- Established 2018
- Three levels of workshop
- >1100 UCL doctoral students



Career Expectations



I want to work
in academia

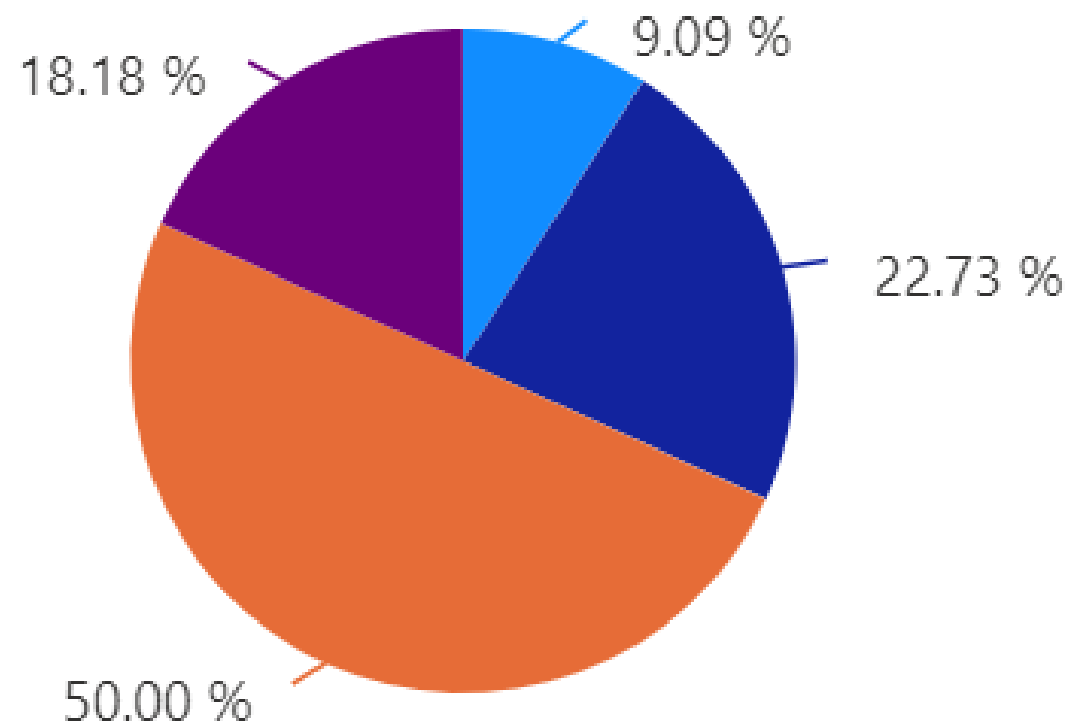


I want to work
in industry



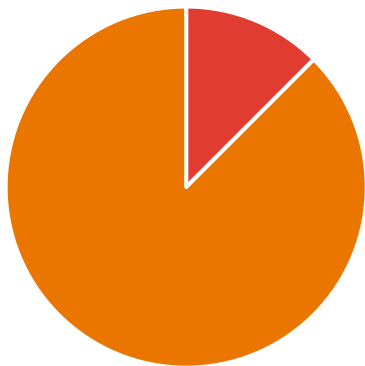
I want to work
for myself

- I want to work in academia
- I want to work in industry
- I want to work for myself
- _Other



Completion rates

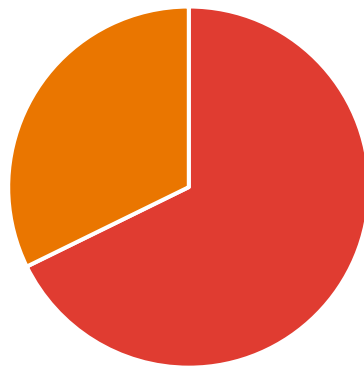
Asynchronous



■ Completed ■ Partial

8 students
over 1 month –
1 completed

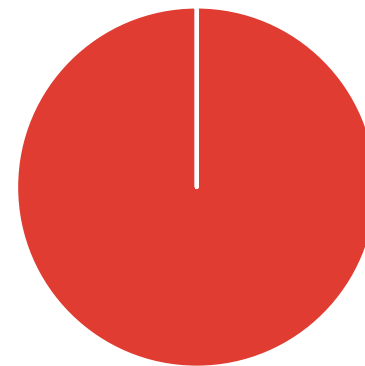
1st Guided Online



■ Completed ■ Partial

31 students –
21 completed

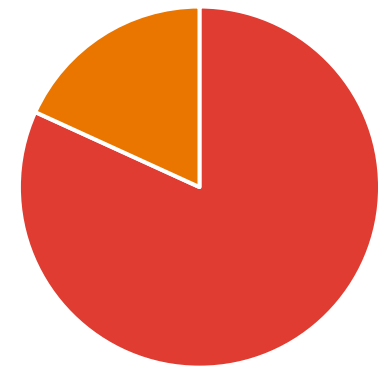
2nd Guided Online



■ Completed ■ Partial

14 students –
14 completed

All other guided online



■ Completed ■ Partial

44 students 36
completed over 6
iterations

Focus group feedback...

Asynchronous delivery

Pros

- Can be completed any time, any where
- Engaging content
- 'Hands-off' from institution perspective

Cons

- Students missed working in groups
- Lack of motivation to complete
- No opportunity for feedback or to ask questions from workshop facilitators

Focus group feedback...

Guided online delivery

Pros

- Designated time frame for completion
- Immediate feedback from peers and facilitators
- Watching self-present

Cons

- More labour intensive from an institution perspective
- Less student/facilitator/trainer interaction

- Working with others
- Coping with ambiguity, uncertainty and risk
- Learning through experience
- Motivation & perseverance
- Self-awareness and self efficacy

