Entrepreneurial Education
Guiding Principles

THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

1.   Think beyond start-ups and hi-tech

Significant entrepreneurial thinking and behaviours occur within existing organisations or in every-day activities, and many innovations are developed in low-tech or no-tech environments. Stereotypes of entrepreneurship and innovation can hinder a broader adoption of entrepreneurial education and mindsets that encourages questioning, challenging of assumptions, problem identification and collaborating with others to create value. Creating a new venture, or 'start-up' business, is just one aspect of entrepreneurship that can provide entrepreneurial learning.

2.   Consider entrepreneurial learning outcomes

Your learning outcomes may focus on developing an entrepreneurial mindset through generating and applying ideas, or on entrepreneurship by applying enterprising competencies in different contexts creating cultural, social or economic value.

There are three teaching and learning strategies associated with supporting entrepreneurial learning outcomes:

- learning 'about' enterprise and entrepreneurship as an academic discipline;

- learning 'for' experiences help students discover and prepare for entrepreneurial action; and

- learning 'through' activities practice and develop entrepreneurial capabilities.

(Advance HE *et al.*, 2019)

3.   Apply to discipline-specific contexts

Embedding entrepreneurial learning in a discipline-specific context should complement course content, extending curricula through an entrepreneurial 'lens'. It can reinforce prior learning and increase the depth of learning for students. Different disciplines draw on entrepreneurial education in different ways as is appropriate to their subject-matter. They may utilise a discipline-specific language, culture, and application of entrepreneurial education and this enhances the diverse community of entrepreneurial thinking and action at UQ.

4.   Make entrepreneurial learning explicit

Increase understanding and awareness of entrepreneurial competencies and behaviours by explicitly articulating these in course descriptions, learning objectives, and throughout learning activities and assessments. Encourage reflection on and articulation of entrepreneurial learning outcomes by students, through learning activities and in assessments.

5.   Scaffold through a program

It may not be necessary or desirable for every course to feature entrepreneurial learning, and the pattern of scaffolding may vary between programs. Taking a programmatic approach, seeking to combine theory, concepts and practical applications for students will build complexity across a program. Activities early in a program might focus on entrepreneurial mindset, with activities later in a program providing opportunities to deepen understanding, awareness and experiences and include more complex reflections on practice.

6.   Encourage students to learn through productive failure

To experiment, fail, reflect and learn in order to try again is one way an entrepreneurial mindset is used in everyday life. Structuring learning activities and assessment around the process of learning how to learn through productive failure empowers students to reflect and learn from their mistakes, motivates learning and can enable stronger decision making, innovative outcomes and tolerance for ambiguity. Balance between authentic formative and summative assessment provides a safe space for failing forward.

7.   Engage stakeholders

People with an entrepreneurial mindset practice collaborative reasoning, they connect and engage with others, where they draw on available resources and knowledge in collaboration to achieve shared outcomes and priorities. Engaging students, industry, and wider community stakeholders in course design and learning activities, such as Work Integrated Learning and teamwork, can support the development of students' entrepreneurial competencies and their practical application in authentic contexts.

8.   Connect to co-curricular opportunities

Entrepreneurial learning occurs both in and outside of the curriculum. There are a large range of co- and extra-curricular entrepreneurial learning experiences for students at UQ, including but not limited to Ventures entrepreneurship programs and Employability experiences. Activity in curriculum should be distinctive but may make strong connections to these opportunities for students who want to further explore their entrepreneurial pathways in different settings.

9.   Address ethics in entrepreneurship

Critical thinking on ethics in entrepreneurship is a learning opportunity that can be utilised to develop a deep understanding of entrepreneurship and objectivity about its purpose and impact. Gaining experience of entrepreneurship with a social or environmental purpose, either in practice or in a learning environment, provides students with the opportunity to understand ethical responsibility, the importance of sustainability, and the impact that social entrepreneurship can have.

10.   Utilise good practice in Teaching and Learning

There is strong evidence to support experiential learning as critical in developing the competencies and behaviours associated with an entrepreneurial mindset. As such, utilising good practice in teaching and learning aligned with the Teaching and Learning Plan through strategies such as Active and Blended Learning, Authentic Assessment, and applying classroom learning to a professional environment by reflecting on Work Integrated Learning supports this development.

References

Advance HE, EEUK, IOEE, ISBE, SFEDI & QAA (2019) *Enterprise and Entrepreneurship Education Framework.* Advance HE. Available at: https://www.advance-he.ac.uk/guidance/teaching-and-learning/enterprise-and-entrepreneurship (Accessed: 06/11/2019).