

INTERDISCIPLINARY ENTREPRENEURIAL APPLICATION FOR TRANSFORMING EDUCATION IN HIGH TECHNOLOGIES

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This presentation will describe the Slovenia/UK/Lithuania/Finland project team, and how they achieved the following objectives:

1. Training academics and students to become engaged in developing entrepreneurial behaviours,
2. Developing university curricula that facilitates inter-disciplinary study,
3. Delivering an inter-disciplinary, trans-national intensive learning residential where students of different disciplines respond to a task set by a real-life employer
4. Providing a legacy of materials and resources for exploitation of lesson learnt for future implementation of interdisciplinary, entrepreneurial education

The presentation will also discuss the key lessons learned, and legacy artefacts, for these key stakeholders:

1. Students – raising awareness, developing entrepreneurial behaviours, increasing employability
2. Academic practitioners – how to deliver interdisciplinary, entrepreneurial education with innovative teaching models
3. Academic policy makers – how infrastructure and policies can facilitate this new style of learning
4. Employers – how to engage with HEIs in synergistic collaborations leading to innovation of products and services

VALIDATION OF INTERDISCIPLINARY AND TRANSNATIONAL MODULES. LESSONS LEARNED FROM THE IDEATE PROJECT

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The validation process necessary to run a module which, at a local level, crosses University departments and, at an international level, involves different Universities' administrative and process requirements is fraught with difficulties. Different credit systems, validation processes, module descriptor requirements and assessment methods at national levels do not provide the flexibility to be able to validate the same module; adaptation is required to fit different cultures and comply with local requirements. Within Universities, it was evident that some organisational systems facilitate cross disciplinary working while others create barriers with financial systems which are localised to each Department.

The Ideate project has shown that despite organisational barriers which may exist at a local level, it is possible to have successful interdisciplinary and transnational modules - provided there is flexibility and the delivery team work closely together. Where organisational systems are a barrier, these can be brought to the attention of HE management.

DELIVERING AN INTERNATIONAL AND MULTIDISCIPLINARY INTENSIVE LEARNING WORKSHOP – EXPERIENCES FROM THE IDEATE PROJECT

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In the IDEATE project international and multidisciplinary collaboration is applied to ultimately enhance entrepreneurial attitudes and skills. The higher education partners are University of Nova Gorica School of Arts (Slovenia), University of Staffordshire (UK), University of Turku (Finland) and Vilnius Verslo Kolegija (Lithuania). The course was co-delivered iteratively in 2015 and 2016 by university departments as different as biomedicine, game design, law, embedded and applied computing, hospitality, transport, psychology as well as digital and media arts.

The course was taught by a mixed disciplinary team of academics and practitioners, of whom most were not from the business, economy or entrepreneurship. The experiential learning approach was supported by a (Moodle-based) blended course design and an open-access toolbox designed specifically for the course. The course design included online work and two intensive face-to-face learning weeks. Sixteen students from four European higher education institutions responded to contemporary challenges such as "equal access to quality food" and "new technology addiction"

INTRODUCING PRACTICAL PEDAGOGY AS WELL AS NEW TOOLS AND TECHNIQUES TO IMPLEMENT ENTREPRENEURSHIP EDUCATION

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Entrepreneurship Education (EE) is a way to provide skills which the students will need in the changing work life. A short teacher training on Entrepreneurship Education can introduce entrepreneurship as a concept, objectives of Entrepreneurship Education, a concept of entrepreneurial pedagogy as well as some methods and techniques to foster students' entrepreneurial attitude. The primary goal of such a training is to affect teachers' perceptions and

attitudes towards entrepreneurship. I describe the content and methods of the teacher training executed in the IDEATE project. Recommendations for a good teacher training in Entrepreneurship Education are presented. The training should include broad view to entrepreneurship and Entrepreneurship Education, which makes it relevant to teachers from different disciplines. The training should make the Entrepreneurship Education feasible for the HE teachers by introducing practical pedagogy as well as new tools and techniques to implement Entrepreneurship Education. To summarize, a two days training for HE teachers can be an initiation to introduce EE to the HE and give new insight how to implement aspects of entrepreneurship into the teaching of any discipline.