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***Enabling More Active Entrepreneurial Classrooms
Through Sharing, Learning & Doing***

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If you are passionate about increasing the role of experiential learning in entrepreneurship education, and are interested in joining the Editorial Board, please contact Doan Winkel at dwinkel@ilstu.edu.

24 hour interdisciplinary Challenge

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Objective:

To develop an interdisciplinary network of exchange which promotes innovation, design thinking, new-product development. Bringing together a students from across the University, who value innovative thinking, ideas generation and interdisciplinary working as part of their student experience.

- Developing problem-solving skills as team members
- Analysing information (and working with limited information)
- Negotiating and cooperating with one another.
- Listening and leading
- Group Decision making (consensus building)

ETC Toolkit Case Example Template		
QAA Enterprise Themes: (please highlight relevant themes)	Group:	Learning Environment:
<ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Small group working (4-6 in a team) • Individual task • Large Group • Any 	<ul style="list-style-type: none"> • Lecture theatre • Presentation Space • Carousel tables (small group working) • Any • Outside • Special
Case Example Title: 24 hour interdisciplinary Challenge		
Subject: Interdisciplinary Skills	Course: Various – extra curricula	Year: 2013, 14, 15
Introduction : (short paragraph/ 2 -3 sentence)		
Interdisciplinary has been recognised as a key contributor in solving complex global social problems (BIS, 2009; 2009a; DIUS, 2008, QAA 2012). It therefore follows that graduates as societies leaders with a genuine interest in making the world a better place must have the ability and		

confidence to work across disciplines. In today's global economy and in society as a whole, we are faced with many complex challenges which require new ways of working and graduates need to be prepared for this through the integration of interdisciplinary working within their under graduate (UG) curriculum.

Activity:

The 24 hour design challenge

- Second year students from across 3 schools within the university were invited to register for this event, places were limited to 40 students, a maximum on 10 students from a single discipline area.
- Students were placed into interdisciplinary teams on arrival between 4-6 members
- Students were presented with a list of rules of play (mainly that the judge's decision was final, could not swap teams, shared IP)
- They were presented with an open "complex" challenge – eg: "future extremes", "sustainable solutions to global challenges", the ageing population"
- We provided a guest lecture to enhance the theme.
- The teams were given an information pack containing a pencil, pad, pen drive (with a template for presentation) and the title of the challenge
- During the remaining hours of the first day the teams were encouraged to brainstorm around the team using their team's skillset, knowledge and understanding.
- At 3pm on the first day we provided a 1 hour expert drop in workshop – (invited staff from various disciplines to be available to discuss the students ideas), some student teams took this opportunity just to pop in and get some feedback.
- The teams had a print slot allocated in the morning of the next day, to print off their design board
- The team presented their ideas to a panel of judges in a dragons den format (5 minutes presentation, 5 minutes questions)
- Winning team's announced, Certificate and Prizes.

Impact: (reflections; learner feedback)

The impact was significant as

"There is never a stop-point in learning – there is always room for more". (2015 student)

"Competing in this design challenge was a thoroughly enjoyable process. As an engineer, it is important that I develop the ability to work with multiple disciplines and in the 24 hours we were given I have been given a massive insight into how completely separate skill sets can come together to generate an idea. I also find it incredible that after only a day, I came away with a team that I had formed a friendship with and now have an insight into demonstrating an idea to someone who has the means to make it a reality. Overall I cannot fault the opportunity of taking part and enjoyed every stress inducing minute of it. I would definitely do something similar again." (2014 24 hour design challenge).

The impact on learning was evident through the student feedback, we categories it into skill development, Collaborative working, Entrepreneurial development.

Skill-development

“...in the 24 hours we were given I have been given a massive insight into how completely separate skill sets can come together to generate an idea” (student quote, 2013 challenge).

“It was an enjoyable challenge, bringing in different skills we have learnt throughout our time here so far. I would defiantly recommend it to anyone and do it again” (student quote, 2013 challenge).

“...enjoyed every stress-inducing minute of it. I would definitely do something similar again” (student quote, 2013 challenge).

“I learned a lot from my peers in my team and this experiment will benefit me in future group projects” (student quote, 2014 challenge).

Collaborative working

“....I really enjoyed the challenge and it was good to start viewing things from different discipline angles” (student quote, 2013 challenge).

“This design challenge was great. I love working with all of my team who were from different specialisms” (student quote, 2013 challenge).

“It has shown me what some of my lecture have been trying to tell us which is that collaboration and working with people from different specialisms is when design can really take off and become exciting” (student quote, 2013 challenge).

“I really enjoyed the 24 hour challenge as I valued meeting new people and exploring different areas of study” (student quote, 2014 challenge).

“It was really helpful to speak to the different tutors and pick their brains about our ideas, as I would never normally come into contact with tutors from these courses” (student quote, 2014 challenge).

Entrepreneurial development

“The challenge has made me even more interested in working with people I don’t know and also has inspired me to think about business ideas for my future career” (student quote, 2013 challenge).

“It was a great experience, thank-you! It is a great insight to the business world that we are entering” (student quote, 2013 challenge)

“Overall it was a great experience and I now have contacts and friends on completely different courses to me who I will no doubt be calling on for help on future projects as well as the one we started” (student quote, 2014 challenge).

Comment from external Judge: (permission to use quote already sought)



“Judging the 24-hour design challenge was a pleasure and revealed an impressive arsenal of talent the University of Huddersfield has amongst the students. Each multi-disciplined team presented well thought out and researched concepts which impressed the judging panel and stimulated much debate. Being spoilt for choice meant the pressure was put back on the panel when it came to us choosing a winner. In my experience, great ideas occur when a creative person or team is constrained by time and/or budget. When placed under pressure, right brain instinct coupled with pragmatic decision making, causes inventive and exciting concepts and solutions. Events like the 24hr Design Challenge are a great example of where you'll see this in action.” (David Bailey Creative Director UX&D, BBC Future Media).

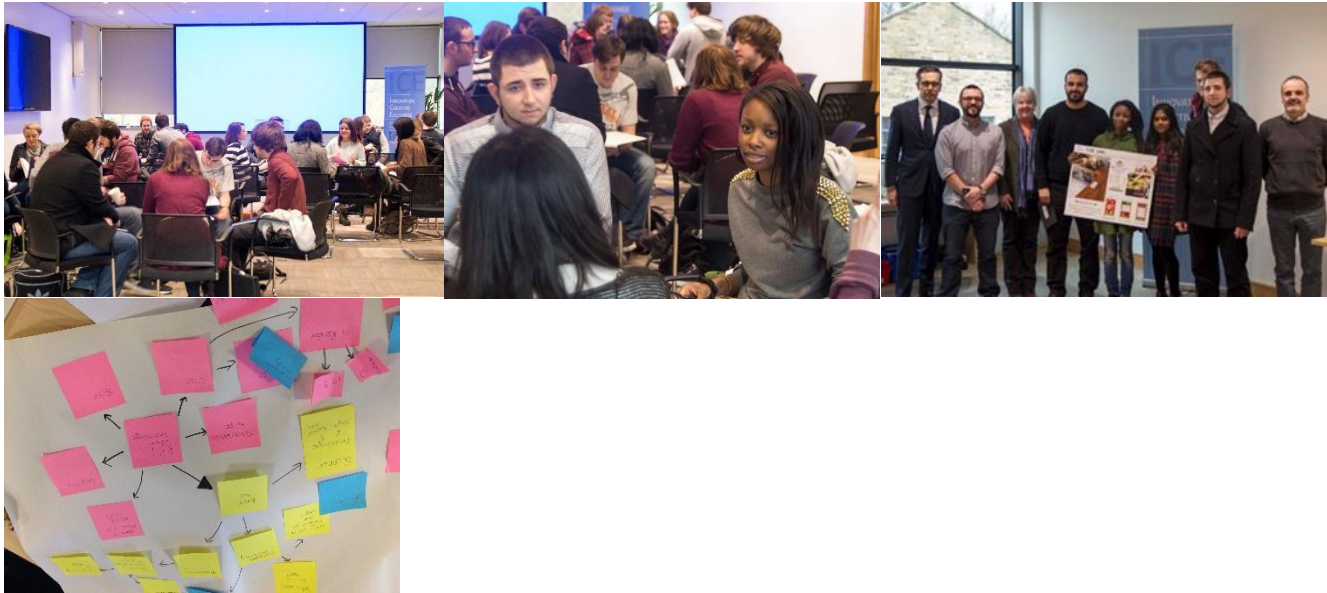
Learner outcomes :

The learning is not within the task objective, but within the team process, networking and cross-fertilization of skills and often the desire to complete the task can mask the transferable learning that has been gained. It is therefore key, that once the discussion of the challenge itself is complete, that the de-brief encourage the teams to explore the skill development within the task and team work itself. As a facilitator, it is important that you allow the teams to explore their team process and find the learning within that. Within the dragon’s den the teams are asked to reflect on this experience.

Resources:

- Post-its or similar sticky pads
- Pens
- Pads
- Pen-drives with template (if you want a professional finish) – for fun or shorter challenges flip charts works just as well
- Lunch on the first day works well
- External judges (or internal)

Pictures or images: (Note: If required these can be provided in a higher resolution)



24 hour challenge Feb 2014 – Sustainable solutions to global challenges



References:

BIS (2009). Skills for growth, the national skills strategy, Department for Business Innovation and Skills. Nov 2009 (pp. 1-78). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228764/7641.pdf

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QAA (2012). Enterprise and entrepreneurship education: Guidance for UK higher education providers September 2012. *Quality Assurance Agency*. Retrieved from <http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf> Page 1-32

Links to other information:

- Power, E. J. (Dec 2014) The 24 hour challenge: creating a multidiscipline environment for, design and entrepreneurship in engineering and design. Enhancing Employability through Enterprise Education: example of Good Practice in Higher education HEA case study. P22, In Owens, J. and Tibby, M (2014) Enhancing employability through enterprise education: Examples of good practice in higher education. The Higher Education Academy UK.
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