



ENTRE**COMP**EDU

Module 4: Assessment



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Module Summary

Title	Assessment
Aims	To highlight the kind of assessment practices that can support entrepreneurial learning
Description	This module describes the kind of assessment practices appropriate to entrepreneurial learning. It begins by outlining why we assess and highlights the importance of integrating assessment through the learning process. Practical suggestions are provided to address the challenges associated with assessing particular areas, such as a sense of initiative and creativity. The module emphasizes the value of fostering student-led assessment, the key role of high-quality feedback and the need for educators to celebrate student progress and achievements in a range of real-life contexts.
Intended learning outcomes	By the end of this module you should: <ul style="list-style-type: none"> • suggest opportunities to assess entrepreneurial learning in appropriate ways • reflect on how you might encourage learners to take more responsibility for their own assessment • explain why feedback is important and what this might look like in entrepreneurial learning • share how you might celebrate learners' entrepreneurial progress and achievements
Main learning methods	<ul style="list-style-type: none"> • Guided reading • Video observations • Creative exercises • Self-directed activities • Reflecting on personal experience
Content	4.1 Checking and reporting on students' progress in entrepreneurial learning 4.2 Sharing feedback on entrepreneurial learning 4.3 Celebrating progress and achievement
Assessment	Self-assessment exercises
Indicative time	3 hours



Video Introduction to Module 4

Watch this short video introduction to Module 4.



Link <https://youtu.be/qS-CquhpOr4>

4.1 Checking and reporting on students' progress in entrepreneurial learning

What comes to mind when you think of the words 'progress' and 'assessment'? ¹
What might students say?

In simple terms, progress in learning can be described as the gains in knowledge and understanding, skills and attitudes students make between two given points, say from the start to the end of a lesson or unit of work. Various assessment tools can be used to measure such gains. For example, students can complete the same pre- and post-test and the results compared. This can reveal the 'value added' to students' learning over a period of time. What is more complicated (and controversial) is determining what might have caused this and how such data is used, for example to measure teacher effectiveness.

Given the nature of what it means to be entrepreneurial, measuring students' progress in hard, numerical terms is not straightforward. For example, how might you quantify students' development in creativity, risk-taking and coping with ambiguity? Many educationalists point out that students do not progress in a linear manner but rather in fits and starts. And each student is an individual with unique circumstances which means that any check on their 'progress' is always a conditional one. Look at this famous assessment cartoon available at many sites on the Internet. What is the key message? What might be the implications for assessing entrepreneurial learning?

¹ It is worth noting that the term 'assessment' is from the Latin *assidere*, meaning 'to sit beside or with' (Wiggins 1993).



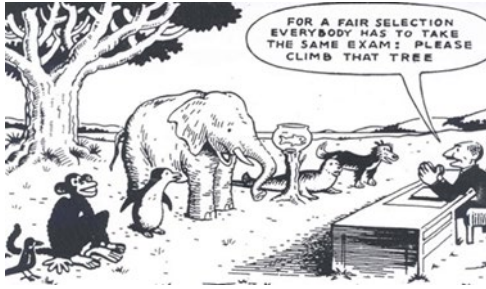


Figure 4.1. Cartoon depicting assessment challenges

Source: <https://scribblesandscrolls.files.wordpress.com/2014/07/assessment-cartoon.jpg>

It is easy to overlook the fact that assessment itself is a matter of inferring what students know, understand and can do at specified points in time, because we cannot read their minds².

What matters above all is that any assessment task should be valid and reliable: valid means that it measures what it claims to and reliable means that the results would be very similar, if repeated in another context. In other words, a reliable test means that students taking the test would receive the same score, regardless of where or when they take it. To illustrate validity, suppose you wanted to measure possible changes in students' entrepreneurial attitudes over the course of an academic year. You might opt to use a questionnaire as your main assessment tool. You would need to think about the wording of the questions and the scale of measurement. For example, if you asked the students: 'How often have you presented an idea in front of your class during the last month?' a numerical scale (0--- 1----2-----3-----4---5+ times) is more valid than words such as 'rarely', 'sometimes' and 'often' because students may interpret these words in different ways. One student might think 'sometimes' means twice, another three times.

² Paul Black & Dylan Wiliam (2018) 'Classroom assessment and pedagogy, Assessment', in Education: Principles, Policy & Practice, 25:6, 551-575. Assessment tends to describe judgements on individual student performance and achievement of learning goals. Evaluation, on the other hand, refers to judgements on the effectiveness of schools, school systems and policies. See Nusche, D., Laveault, D., MacBeath, J. and Santiago, P. (2012) OECD Reviews of Evaluation and Assessment in Education: New Zealand 2011. Paris: OECD Publishing.



It is also important that teachers and students are clear about the purpose of any assessment task, and how the outcomes are to be used. Broadly speaking, there are three main reasons for assessment, and each has a place in entrepreneurial learning.

- to find out what stage, level or standard they have reached, often in comparison to their peers, so that we can report on this (assessment of learning)
- to diagnose what students are doing well, areas for improvement and a plan of action to address these (assessment for learning)
- to promote students' responsibility in assessing their own progress (assessment as learning).

EntreComp can be used as a reference point for each of these approaches to assessment (see Table 4.1 below).

	Assessment for learning	Assessment of learning	Assessment as learning
Purpose	To find out what students are doing well, what needs to be improved and how to do this	To establish what 'level' or stage' students have reached, in comparison to what might be expected of their age (norms) or set criteria	For students to reflect on their learning as they go along so that they can improve
Led by	Teachers	Teachers	Students
EntreComp reference	EntreComp learning outcomes can be used for 'I can...'	EntreComp's proficiency levels can be used for summative purposes to check student progress	Students can monitor and review their own progress towards



	target setting and sharing success criteria in lessons	at different points in a project	demonstrating entrepreneurial competences
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Table 4.1 Ways of using EntreComp to support your assessment practices

Optional Going deeper 4.1: Assessment and Creativity

Need to know more background on assessment and creativity? Go Deeper 4.1 provides you with insights and detail. To access, click [here](#)

Link: https://issuu.com/bantaniedu/docs/entrecompedu_cpd_module_4_-_go_deeper_4.1

Assessment of learning

It is common to equate assessment with tests and examinations of what students know, understand and can do, usually administered at the end of a specified period of time. Such assessment **of** learning provides information to teachers, parents, employers and the students themselves on the level or standard they have reached. It can inform tracking and reporting requirements.

In EntreComp, there are brief descriptors for each of the four levels of proficiency along with one-word triggers which characterize each level (Table 4.2). For example, at the **Foundation** level the main purpose of the entrepreneurial experience is to 'discover' and 'explore.' At the **Intermediate** level, students move to 'experiment' and 'dare'. At the **Advanced** level, students 'improve' and 'reinforce' their understanding, while 'expand' and 'transform' are the two words which characterize the highest **Expert** level of competence.³

³ Similar language is used by EntreCompEdu which sees an expansive pedagogy as the highest stage of professional development.



Explanations of each of these one-word triggers allow us to build understanding of how learners can progress in these competences and helps us think of how learning activities might support this progress.

EntreComp Progression Model			
Foundation - Relying on support from others		Intermediate- Building independence	
Under direct supervision. (Includes, for example, support by teachers, mentors, peers, advisors, or consultancy services)	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.
1. Discover Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	2. Explore Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	3. Experiment Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	4. Dare Level 4 focuses on turning ideas into action in 'real life' and taking responsibility for this.
Advanced - Taking responsibility		Expert - Driving transformation, innovation, and growth	
With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of the specific field.
5. Improve Level 4 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	6. Reinforce Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	7. Expand Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high,	8. Transform Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

Table 4.2 Progression levels within EntreComp



Assessment for learning

However, researchers tell us that the assessment practices that make the biggest difference to improving learning are formative ones, where assessment is used **for** learning. For example, the right kind of ongoing feedback can help students learn from their experiences (see section 4.2). The irony is that when formative assessment is used well, test scores increase.⁴ And there is substantial evidence that emphasis should be placed on formative assessment, particularly in the primary school years.⁵

Much of the literature on entrepreneurship education recommends the use of assessment for learning strategies. Teachers are encouraged to share learning objectives and assessment criteria with students so there are no secrets. Students do not have to guess what teachers are looking for because the assessment process is made visible and understood by all.

Assessment of and for learning serve different purposes in checking where students are in their learning and how they can improve. They are both important in their own right. But they do not go far enough if we want students to become independent learners and demonstrate the kind of entrepreneurial competences that are in high demand. Consider the examples featured in Box 1.

⁴ Kingston, N. M., & Nash, B. (2015). Erratum. *Educational Measurement: Issues and Practice*, 34(1), 55

⁵ See, for example, Harlen, W. And Johnson, S. (2014) A review of current thinking and practices in assessment in relation to the Primary Years Programme, available at: <https://www.ibo.org/globalassets/publications/ib-research/assessmentintheypfinalreport.pdf>



- 1.2 Creativity e.g. explore and experiment with innovative approaches
- 2.1 Self- awareness and self- efficacy e.g. identifying and assessing individual and group strengths and weaknesses
- 3.1 Taking the initiative e.g. acting and working independently to achieve goals
- 3.2 Planning and management e.g. defining improvement priorities and how to achieve these
- 3.3 Coping with uncertainty, ambiguity and risk e.g. handle fast-moving situations promptly and flexibly
- 3.5 Learning through experience e.g. reflecting and learning from both success and failure

Box 1. Examples of learning outcomes for different entrepreneurial competences in EntreComp

These competences do not lend themselves to traditional assessment arrangements where students take pen-and-paper tests at the end of a specified period. The Go Deeper 4.1 exercise discusses the example of the challenges in assessing creativity while the Go Deeper 4.3 explores how the notion of failure is something to celebrate in entrepreneurial learning, which runs contrary to conventional assessment thinking.

Assessment as learning

And so, there are calls for schools and colleges to think differently about how they assess entrepreneurial competences. There is considerable support for seeing assessment **as** learning opportunities with students. In other words, as students engage in tasks, assessment is an integral component of what they are doing. It is not seen as a bolt-on. Assessment as learning focuses on the *process* of how



students cope with setbacks, learn from experience and make realistic plans to improve their learning.

In practice, this might mean students setting realistic entrepreneurial learning objectives for a given project, as part of their competence in planning and management (3.2). It could involve students giving feedback to each other on how their ideas could be strengthened. They might refer to checklists and other frameworks as they monitor and self-report on their own progress. For example, speaking frames can be used to support students, particularly those who lack confidence, and adapted to promote entrepreneurial language (Figure 4.1).

This does not mean that teachers become redundant in the process of checking and reporting on students' progress. On the contrary, teachers have a key role to play in monitoring the quality of peer and self-assessment, intervening as and when necessary to correct errors and misconceptions. While students should be encouraged to take increasing levels of responsibility for their learning and assessment, as they move through their education, we should not forget that they are learners. And they get things wrong. Graham Nuthall found that 80 per cent of all feedback students receive is from each other, but 80 per cent of this feedback was incorrect!⁶

What matters is that students learn from the right kind of feedback. Despite the challenges associated with self- and peer- assessment, most experts in the field would agree that assessment as learning is the 'most characteristic of an entrepreneurial pedagogy'.⁷

In practice, the distinctions between the three approaches to assessment are not watertight. Suppose, for example, that you provide students with a test to see what they already know about a given topic (e.g. marketing strategies, business plans, or what they think entrepreneurs do). If your purpose is to use the results to plan

⁶Nuthall, G. (2007) *Hidden Lives of Learners*, NZCER.

⁷Morseli, D. (2019) *The Change Laboratory for Teacher Training in Entrepreneurship*, Springer, p.26.



future learning opportunities, then the summative test has a formative purpose.⁸ If, on the other hand, you intend to use the test results in a final report before moving on to the next topic then it becomes assessment *of* learning. What really matters is that you and the students are clear about the purpose of any assessment task that you set.

To illustrate how you might combine summative and formative approaches to assessment in the context of an entrepreneurial learning, consider a project in which you ask students to develop a new product. At the outset, students should know and understand the intended learning outcomes and success criteria to achieve these.

During the process of developing their idea, you or others might provide formative feedback along these lines:

- What are the strengths and weaknesses of the idea? What opportunities might it present? (Idea generation)
- If we ask three students to make a suggestion to improve the idea, what might they say? (Concept testing)
- Can you suggest someone who could test out the product or service (beta customers)?
- How many possible barriers are there to overcome? (Prototype design)
- How much maintenance is needed? (Product testing)
- How will you test the price? ('It's usually a good idea to start high and then reduce during the test to see how this affects sales') (Market testing)

⁸ The distinction between summative and formative is summed up by Bob Stake: 'when the cook tastes the soup, that's formative; when the guests taste the soup, that's summative', quoted by Scriven, M. (1991) Evaluation Thesaurus, p.169.



- Will you have a particular event to launch the product or service? (Product launch)⁹

You might also give feedback on the teamwork skills, in areas such as cooperation, planning, and management of resources, linked to the competences within EntreComp.

If the students are expected to make a presentation of their new product at the end of the project, then your focus shifts towards a summative view of assessment. And at this point the assessment criteria may focus on skills in communicating the idea, engagement with the audience, time management and so on.

Of course, summative assessment does not have to come at the end of a project. You might decide early on that all students' proposed ideas are subjected to a test in which they are marked out of 10 and any that fail to reach a threshold of 8 do not proceed for further consideration. If an idea has a low score, you might decide to ask students to resubmit or consider whether the score is likely increase substantially with a few minor changes. Later in the project you might invite an external audience to judge a prototype and if they decide that there are too many design flaws, then the idea could be rejected. In short, you can combine summative and formative purposes to suit your need.

⁹ Process concepts based on Gorman, T. (2007) Innovation, Adams Media. You can find information on innovation at: <https://www.ideo.com/>



To help with ideas and opportunities

- If I look at this from another angle, then...
- One way I could improve my idea is to...
- What would happen if we...made this product smaller/larger/had more/had less?
- If I combine this and that then...
- When I looked at this again, I noticed that...

To help with ideas into action

- I can see how our idea has grown from...to...
- Ok this didn't work out as we planned, but we learned...
- I don't think this is a good business plan because...
- If we...change the order of things, then...this might speed things up
- Could you explain why you think...this is too risky?
- I think this idea will appeal because...
- I think we are working well together but could we...
- I like this suggestion to present our idea because...
- How do we know this might work?
- What happened last time?

To help with resources

- I could try asking...
- I really useful website is...
- The person who helped me most in the project was...because...
- OK I don't have this resource but what if I try...
- Who else has had this problem? What did they do?
- How could I do this more quickly using technologies?
- What if we pair up and share this resource?
- Is this safe?
- If I use these resources now, what about...
- Is this within our budget?
- Is this the best use of our time?

Figure 4.1. Examples of speaking frames for entrepreneurial learning linked to EntreComp



While students should play an increasingly proactive role in assessing their own progress, this does not mean handing over total responsibility for assessment to students. The broad direction of travel is indicated by Penaluna and Penaluna who suggest moving assessment from teacher-centred pedagogy towards a measure of student self-determination (andragogy) and then student-led heutagogy, where the student is considered to be an autonomous learner who seeks guidance and negotiates access to learning resources.¹⁰

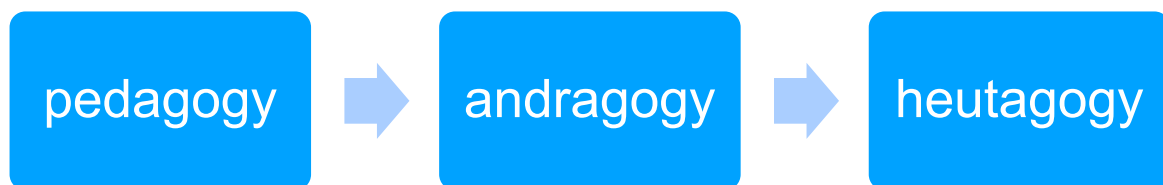


Figure 4. 2 Progression in the responsibility for assessment

The main concluding message for this section is that assessment 'of', 'for' and 'as' learning all have a place in entrepreneurship education. Summative assessment can provide information to enable colleagues, parents, employers and others to support students at the next stage of their development. Through the sharing of learning objectives and success criteria, coupled with effective feedback (discussed in the next section), students can increase their own awareness of how they can improve. There are many formative strategies which can be adapted to support entrepreneurial learning (see Task 4.1). And by developing students' capacity for self-assessment they can become reflective and increasingly autonomous in their entrepreneurial learning.

10 Penaluna, A., & Penaluna, K. (2015). Thematic paper on entrepreneurial education in practice. Part 2. Building motivation and competencies. Available at: [http://www.oecd.org/cfe/leed/ Entrepreneurial-Education-Practice-pt2.pdf](http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt2.pdf).



ACTIVITY

WATCH: Stacey Young talks about a practical example of assessment

Watch a video with Stacey Young, sharing her experience of a practical way to make competences visible to learners and involve stakeholders from outside the school into learner assessment.



Link: <https://youtu.be/OtLSrxxoWCY>

LoopMe Group Forum Task 4.1: EntreAssess

EXPLORE: Explore the EntreAssess Teacher Reflection Tool.

This is a tool which allows you to reflect on the What, where, when, who and why of your assessment approaches. The tool offers feedback on your answers, and next steps ideas. You will find learning and assessment tips as well as ideas on how to make it online-friendly.

Surveyanyplace link: <https://s.surveyanyplace.com/entreassess>

REFLECT: Use the tool to identify a new addition to how you do assessment.



GROUP FORUM REPORT: Share your reflections with participants through a report loop in the LoopMe Group Forum.

LoopMe Individual Task 4.1: Your teaching

ACT: Implement one new assessment approach in your teaching – either face to face or online – something you have not used before.

REFLECT: Reflect on the following questions:

- Which competences did you assess?
- How did you assess them?
- What worked well?
- What would you do differently next time?

If you are not directly teaching students, instead plan your approach then discuss the ideas you have with a colleague.

Share your reflections with your trainer in LoopMe



4.2 Sharing feedback on entrepreneurial learning

What do you think are among the most important things you can do to help students improve their learning, irrespective of their ages or abilities or the subject you are teaching?

Researchers tell us that among those factors that matter most is students receiving the right kind of feedback on how well they are doing.¹¹ In simple terms, feedback to students is any information they receive about themselves. In all walks of life, the right kind of feedback is important i.e. feedback which is clear, concise, well-timed and which helps move learning forward. On the other hand, the consequences of poorly timed, insensitive, vague or inaccurate feedback can be disastrous. Employees can become disenchanted, anxious and uncertain, customers lose confidence and go elsewhere, managers lose respect and, ultimately, a business can fold. Likewise, students who do not receive quality feedback, can struggle to make progress. In fact, feedback is the most important driver to improve learning.¹² It doesn't matter which subject or age that you teach.

One of the reasons why individuals reach the top of their profession (from sport to nuclear physics) is because they seek out and respond to quality feedback. This is one of the key messages from research on deliberate practice, discussed in module 5.¹³ Talent and effort alone are not enough. Skilled coaches can make a significant difference although the types of feedback they provide varies. The most successful coaches in Brazilian futsal (indoor football) do not stop sessions to teach specific skills, offer praise or critique, as is the conventional wisdom of football coaching sessions. Rather, they allow the players to get 'stuck in' and play at a frenetic pace. The coaches, however, observe carefully and may offer a smile or other gesture, but little else. Apart from taking the ball away if a move does not

¹¹ Hattie, J. and Timperley, H. (2007) 'The Power of Feedback' Review of Educational Research March 2007, 77 (1), pp. 81-112.

¹² Hattie, J. (1999). Influences on Student Learning. Auckland: University of Auckland.

¹³ Ericsson, A. and Pool, R. (2017) Peak: How all of us can achieve extraordinary things, Vintage Books.



work. Such a laid-back approach is in stark contrast to how leading Japanese violinists are coached. They are not allowed to play a single note until they have spent several weeks learning how to hold the bow and violin. While very different in style, both coaching techniques are proven to be highly effective because they are responsive to the needs of their learners and the tasks in hand.¹⁴

Feedback to students can take many forms, from a nod or frown in the lesson to praise, marked work, cues, corrections and reinforcement. These are more effective than other types, such as rewards and punishments.¹⁵ Studies of the most effective feedback¹⁶ show that it falls into three types:

- Appreciation - to thank, motivate and connect with someone
- Coaching - to expand knowledge or improve skills
- Evaluation - to rate or rank against a set of standards

All three types of feedback are important, whether the recipient is a student, teacher or an experienced entrepreneur. Psychologically speaking, we all need to feel reassured (appreciation), to understand where and how we can improve (coaching) and to know where we stand (evaluation).

Effective feedback is a two-way process. In business contexts, it is very much about listening to what customers and other stakeholders have to say and weighing up the most appropriate response. In education, such interaction can take various forms e.g. during groupwork in a lesson this might simply be a thumbs-up gesture, a word of encouragement, a question, a show of interest, a direction to look at reference, sitting alongside the group, or a written comment.

¹⁴ Coyle, D. (2010) *The Talent Code: Greatest Isn't Born, Arrow*.

¹⁵ Hattie, J. and Timperley, H. (2007) 'The Power of Feedback' *Review of Educational Research*, 77(1), 81-112.

¹⁶ Stone, D. and Heen, S. (2014) *Thanks for the Feedback, Portfolio*.



In entrepreneurial projects such feedback takes on added significance because the focus is on the 'process' type of feedback, more so than the task itself. In other words, the competences that students are demonstrating or moving towards.

But what does this mean in practice? What might you see and hear in classrooms where there is effective feedback on entrepreneurial learning? (Table 4.4).

You would see	You would hear
<ul style="list-style-type: none"> • Students generating ideas in a collaborative, open and supportive way (1.2, Creativity) • Students having the confidence to challenge each other's views and express opinions (1.4, Valuing ideas) • Students checking their own progress against entrepreneurial learning objectives using rubrics and checklists (2.1, Self-awareness and self-efficacy) • Classroom displays with posters, motivational quotes and other visuals offering guidance on why it is worth persevering even when faced with setbacks (2.2, Motivation and perseverance) • Resources being collected and handled appropriately (2.3, Mobilizing resources) 	<ul style="list-style-type: none"> • Students asking 'why' and 'how' questions about their ideas to each other and the teacher (1.4, Valuing ideas) • Entrepreneurial language of assessment used by both teachers and students working collaboratively e.g. 'goals', 'focus', 'don't give up', 'prioritize', 'try a different way', 'have a go', 'team up' (3.4, Working with others) • Teachers inspiring students through varying voice control to keep students on track to achieve intended outcomes (2.5, Mobilizing others)



- Teachers repositioning themselves during the lesson and using non-verbal gestures to keep students engaged and motivated (2.2, Motivation and perseverance)

Table 4.4. Visible and audible signs of effective feedback on entrepreneurial learning (EntreComp competences in brackets)

There is some evidence to suggest that oral feedback is more effective than written because of its immediacy and the opportunity this gives students to correct their work.¹⁷ However, written feedback provides a record for future reference whereas oral feedback can rely on memory. Combining the two forms while monitoring student progress is the most effective and can be speeded up through the use of symbols in a marking scheme.

In entrepreneurial contexts, one way to view feedback is along a continuum:

Convergent	Divergent
Teacher-directed	Facilitative
Task focused	Process focused
One answer	Several possible answers

¹⁷ Brooks, V. (2002) *Assessment in Secondary Schools*, Open University Press.



Box 2 Feedback as a continuum

Feedback (both your own and from the students) on being entrepreneurial should move towards the right of the continuum. The teacher adopts a facilitative role and aims to foster self-regulation among students so that they take control of their own ideas. The aim is not to draw students towards one right answer by correcting their errors. Rather, the teacher adopts a more provocative role by prompting students to consider multiple viewpoints and the possibility of several solutions to a problem. The focus is on the skills and attitudes fostered during the process of developing ideas rather than completing a prescribed task.

Suppose you set students the challenge of designing a new shopping bag.¹⁸ You might share assessment criteria with students, for example which focuses on the originality of the idea, the quality of the design and, if it is a collaborative exercise, how well students work together. Feedback would then focus on the extent to which students demonstrate such competences.

However, you might also reframe the initial problem. Rather than set the task of designing a new shopping bag, you might take a different angle and think of how to get groceries from the store to the customer's home. Students might imagine taking groceries home on their back, on their head (as is the custom in some countries) or in a bag with wheels.



¹⁸ This idea is discussed in detail by Alesina, I. And Lupton, E. (2010) Exploring Materials. Creative Design for Everyday Objects, Princetown Architectural Press.



Feedback then becomes a two-way conversation with students, in which you guide students to move away from a narrow solution to reflect on broader, more open-ended perspectives - to think outside the bag! This mirrors real-world experiences of entrepreneurs. In this particular example, this has led to the introduction of home-deliveries and online shopping. In the feedback conversation, students might suggest exploring the problem from:

- an environmental perspective i.e. how to reduce waste
- a future perspective - how goods might be transported in 2030
- a farmers' perspective - how to get fresh produce quickly to the customer (without the retailer?)
- a 'shopping experience' perspective - whether customers would bring their own bags if motivated to do so
- a design thinking perspective - focusing on different materials, sizes, shapes and colours

Feedback then should not be a linear, one-directional process. Students should feel comfortable in their environment to suggest ideas, play around with their thinking, make mistakes and offer feedback to each other and the teacher.



LoopMe Group Forum Task 4.2 (1): Giving feedback

Think about the last time you gave students feedback. Did you include all three elements: appreciation, coaching and evaluation?

Which element is most difficult to include in the assessment you think? Why?

Share your reflections through a loop in the LoopMe Group Forum

LoopMe Group Forum Task 4.2 (2): Negative feedback

In what circumstances might feedback have negative effects and what techniques can you apply when giving feedback on students' entrepreneurial learning?

This summary of evidence on the importance of giving students high-quality feedback can help your thinking:

<https://educationendowmentfoundation.org.uk/index.php?/evidence-summaries/teaching-learning-toolkit/feedback/>

You may wish to also take a look at the Teacher Toolkit at the same website. This offers an overview of multiple learning and assessment methods, and the cost vs impact of each. Interesting for any educator!

Share your reflections through a loop in the LoopMe Group Forum



LoopMe Individual Task 4.2: Feedback that suits entrepreneurial learning

Which of the following figures (see attached) best sum up the kind of feedback that happens in your classroom (A, B or C)? Which do you think best suits entrepreneurial learning? Which element is most difficult to include in the assessment you think? Why?



A



B



C

Share your reflections with your trainer in LoopMe.



4.3 Celebrating progress and achievement

Taking time to celebrate achievements brings many benefits. Physiologically, endorphins are released inside your body which stimulate positive feelings. Celebrations of achievement reinforce the desirable behaviours when faced with new challenges. There are social benefits too. Sharing success as a team strengthens ties and a feeling of togetherness. Psychologists have shown that when good news is shared with others, the positive effects on how we feel extend beyond the event itself. And when such celebrations are well received, the gains are even greater.¹⁹ In education, failure to celebrate can leave students feeling overlooked, disappointed or empty. Bearing this background in mind, it is essential to celebrate student progress and achievements in entrepreneurial learning, even when the gains appear to be small (see Go Deeper 4.3).



¹⁹ Gable, S. et al., (2004) 'What Do You Do When Things Go Right? The Intrapersonal and Interpersonal Benefits of Sharing Positive Events', *Journal of Personality and Social Psychology*, 87, No. 2, 228–24.



Being entrepreneurial should evoke experiences of pleasure and joy. Students should not equate it with a relentless pursuit of financial gain. Research suggests that what drives most entrepreneurs is not money but the thrill of competition, the urge to explore, the joy of creation, the satisfaction of building a team and, fundamentally, a desire to make meaning in life.²⁰ Much of this aligns with Abraham Maslow's theory of motivation (with esteem and self-actualisation being the top goals) and Mihaly Csikszentmihályi's notion of 'flow' (when you are so engaged in what you are doing, time flies by) being the secret of happiness.

Celebrating entrepreneurial achievements is essential. Because of the busy-ness of schools and colleges, it is sometimes easy to overlook the small successes experienced each day. Andy Hargreaves calls for professionals to engage in 'uplifting conversations' with their colleagues in ways that also benefit students.²¹ He points out that if you ask winners of Teacher of the Year competitions what the consequence of their elevation was, many say that they were ignored by colleagues. Most teachers believe that they deserve recognition for their hard work and find it difficult to accept why one should be put on a pedestal above them. However, recognizing collective success (in different forms) can raise the spirits of both teachers and students.

Reporting on students' entrepreneurial success may take various forms over and above standard written comments passed to teachers, employers or parents. Many schools across Europe make use of social media (e.g. Edmodo, Google Plus) is an obvious means of celebrating students' achievements and one which affords

20 <https://www.forbes.com/sites/grouphink/2013/02/13/what-drives-the-best-entrepreneurs-hint-its-not-money/#3869fc3a4348>

21 Hargreaves, A. (2017 in Wallace, I. and Kirkman, L. Progress, Crown House, p.146



instant discussion and feedback.²² Students themselves can be charged with the responsibility of considering how they envisage sharing the outcomes of their work and how audience determines delivery and content.

Here are some other suggestions to share news and celebrate achievements in entrepreneurial education (teaching and learning):

Post events such as enterprise fairs on social media and the school website

Send a thank-you note or make a telephone call home to parents for the positive attitudes or achievements of their children

Contact the local newspaper and write up a piece with students on their project

Contact a local business which relates to any entrepreneurial project and see whether you can arrange for students' work to be displayed there or on their website

Explore the possibility of exchanging ideas with another school in the UK or abroad

Visit the local library, town hall, council offices, supermarkets etc and see whether there are opportunities to showcase students' work

Contact local universities and explore possible links with student teachers supporting your projects

Organise a student enterprise-week, based on a theme e.g. 'Healthy Living', 'Caring for our Community', or perhaps to coincide with an anniversary and encourage all to contribute their ideas. Encourage students to take responsibility for organizing the event. Display ideas in the school or town hall and invite parents and other members of the community.

²² For further examples, see <https://www.commonsense.org/education/top-picks/social-networks-for-students-and-teachers>



LoopMe Group Forum Task 4.3: Celebrating

Sharing news and celebrating achievements is not just about celebrating success, it is about celebrating learning, and learning can take place through the experience of working through difficulties in an activity or project, or failing at something or even failing at the task completely. Is it failure if we learn from it?

How can we celebrate learning of all types – including failure?!

(You may wish to reach the Go Deeper section 4.3.1 on marginal gains and making mistakes.)

Share your reflections through a loop in the LoopMe Group Forum

LoopMe Individual Task 4.3: Plan a simple activity

Using your idea, plan a simple activity for your teaching – you can either

(1.) Discuss this with a colleague – share ideas on how to better celebrate progress in learning or

(2) Carry out the activity with your learners.

Use the EntreComp in Your Teaching simple activity planner:

<https://s.surveyanplace.com/activities>

Reflect back on the experience using the following questions:

- What was expected?
- What was unexpected?
- What would you do differently next time?

Share your reflections with your trainer in LoopMe

