
Transforming learning through commercial challenge-led projects

Hefi 2019



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Associate Dean Students CAE

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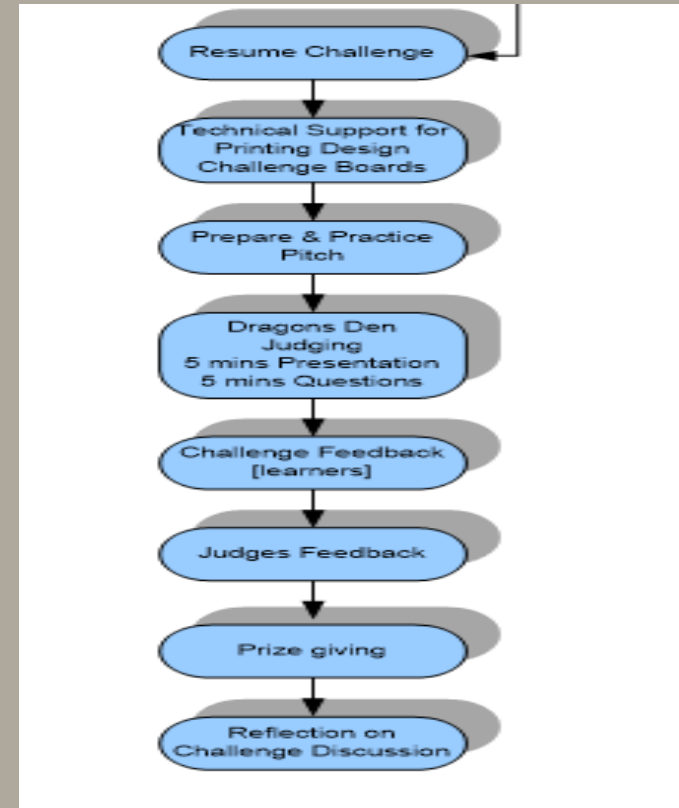
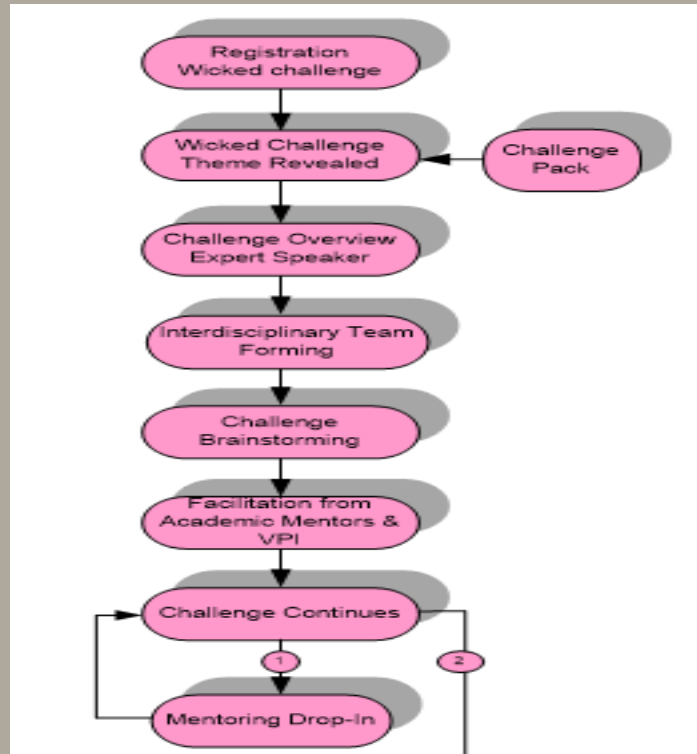
Purpose

- Models for challenge-led learning
- Building interdisciplinary
- Learning communities for impact
- Skills - Critical thinking / creativity / resilience

Entrepreneurial Mindset

Turning Problems into Opportunities

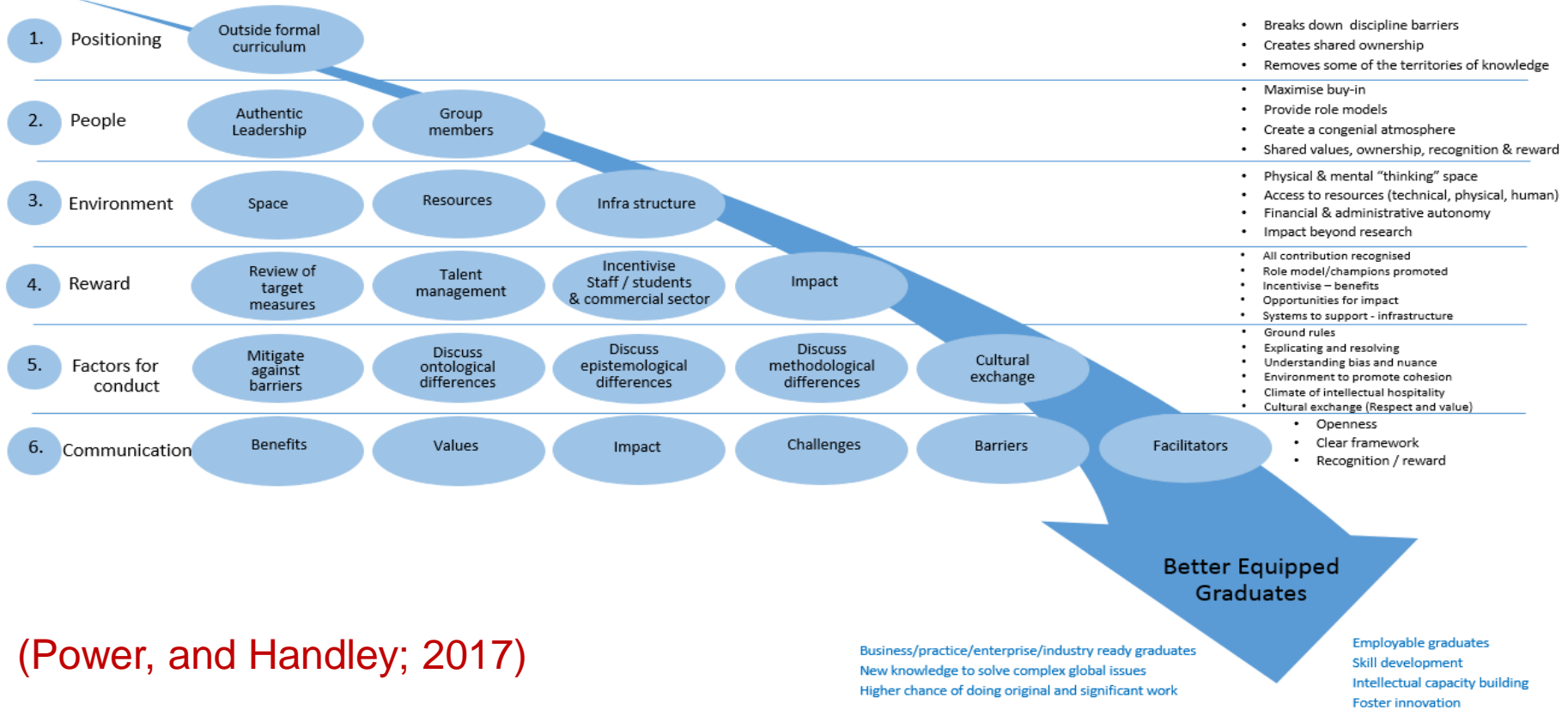
Interdisciplinary commercial challenge-led learning



(Power, 2018)

Higher Education Interdisciplinary Model (HIM)

Interdisciplinarity in HE T&L



(Power, and Handley; 2017)



7 hour commercial challenge

It's a fun and creative event. I really enjoyed it. Very useful event, we should have more interdisciplinary activities to encourage the type of idea generation that has happened today."

...today was thoroughly interesting and very relevant to my studies...I feel informed and [it] will leave me with a lot to think about, and a fresh boost of creativity

“We were told in a guest lecture how SPEED is crucial – so this is great practice and an awesome piece to put in my portfolio

Analysis

"It has been an unbelievable experience that has offered me the chance to not only meet new people and make **forever friends**, but **learn things in industries** that I have no knowledge of at all. I would recommend it to anyone not only as a **confidence building** experience but also the chance to pursue an idea or concept that you wouldn't otherwise get the opportunity to even look at **(VALUE)**." Student

...To my surprise the value of the ICE challenge has been not only in the high pressure work itself, but in the experience & highlighted importance of cross discipline student **collaboration**. Personally as a designer, Project Blue has demonstrated an ability to not only craft and develop an idea into strong brand identity but then weave that brand into a styled companion digital role out & animation, all of which have become highly **transferable skills** when working in **industry**. Student

"The ICE project for me has been such a beneficial experience **(VALUE)**. I've learnt **skills** which I would never have gained through my degree and I'm still being offered brilliant opportunities and **meeting new people** due to taking part in this project. I am very grateful to the university staff members who mentioned it to me – it has definitely been worth it." Student

BLUE BIN

- Interior Design – Heather Braddock
- Graphic/Animation – James Betts
- Electrical Engineering – Philippa Hazell
- Product Design – Alex Li



- **Friendship**
- **Commercial**
- **Skills**
- **Collaboration**
- **Value / benefit**



University of Huddersfield 2017

Impact

Student

Skills - resilience
Metacognitive appreciation
Value of networks
Positive disruption
Change of mind-set
Benefits to career
Awareness of opportunities
Better ENGAGEMENT

Commercial

Changed mind-set
- changed branding strategy
- exploring KTP
- exploring research projects
Inventive/exciting concepts
- opportunities to explore new concepts
Overwhelmed by new ideas
- taken into the commercial sector
Great design is a team
- opens new perspectives
- Fashion students for web design

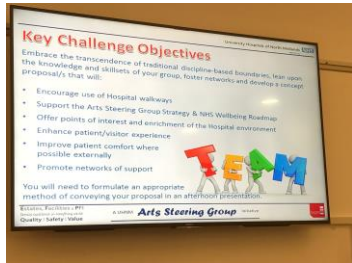
University

Brought people together
Staff short listed for prize
Opened up facilities
Snowballed
Benchmark statements
Streamlined IP
Changed mindset
Blueprint for learning

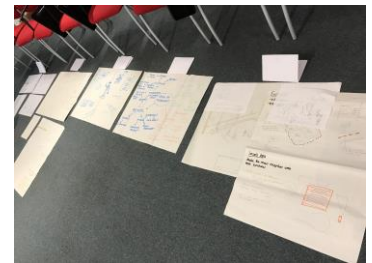
Reflection 2012 - 2016

(Power, 2018)

Creative Footpath Challenge



Staffs students in Partnership
with UHNM May 2018



<https://www.linkedin.com/pulse/staffordshire-students-working-community-challenge-power-sfhea-ntf/>

Funding for VPI

Oct 2019 - July 2022
Subject to contract



Andrew Lawrence · 1st
Executive Creative Director, Elmwood
United Kingdom · 500+ connections · [See contact info](#)

Elmwood (Brand Design)
Jacob Kramer/Leeds College...

The Creative Connections

- innovative teaching and learning practices to increase student learning,
- build sustainable networks and develop employability skills
- work in a world of uncertainty and complexity.
- promote entrepreneurial mind sets and cultures
- sustainable networks and connections to bring them to fruition.

Further Information

- **Power, E. J.** Chapter 6: Embedding Interdisciplinary and Challenge led learning into the student experience: Hyams-Ssekasi, D and Cauldwell, E. *Experiential learning for Entrepreneurship Theoretical and practical perspectives on enterprise education*, Palgrave, UK. (2018) ISBN 978-3-319-90004-9
- **Power, E.J.** and Handley, J. A best-practice model for integrating interdisciplinarity into the Higher Education student experience "Studies in Higher Education". (2017)
- **Power, E.J.** 24 hour interdisciplinary Challenge, *Experiential Entrepreneurship Exercises Journal*, 1(5) pp. 70-75. (2016)
- **Power, E.J.** 24 hour interdisciplinary (Design) Challenge (QAA1,2,3,6), *Enhancing the Curriculum (ETC) University of South Wales: A Toolkit of Teaching Techniques Case Examples*. <http://www.etctoolkit.org.uk/science-technology-engineering-and-maths/materials/> (2015).
- **Power, E.J.** The 24 hour challenge: creating a multidiscipline environment for, design and entrepreneurship in engineering and design. p. 22, In Owens, J. and Tibby, M. *Enhancing employability through enterprise education: Examples of good practice in higher education*. The Higher Education Academy UK, (2014).

Thank you



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