Collaborative and interdisciplinary approaches to develop creative mindsets.

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ROBERT GORDON UNIVERSITY ABERDEEN

'Creative Experiment in the Higher Education Classroom' symposium

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GCU
Glasgow Caledonian University

University for the Common Good

scottish **sie** institute for **enterprise**

SCHOOL OF CREATIVE AND CULTURAL BUSINESS

Collaborative and interdisciplinary approaches to develop creative mindsets

SISA what is it

How we have incorporated it

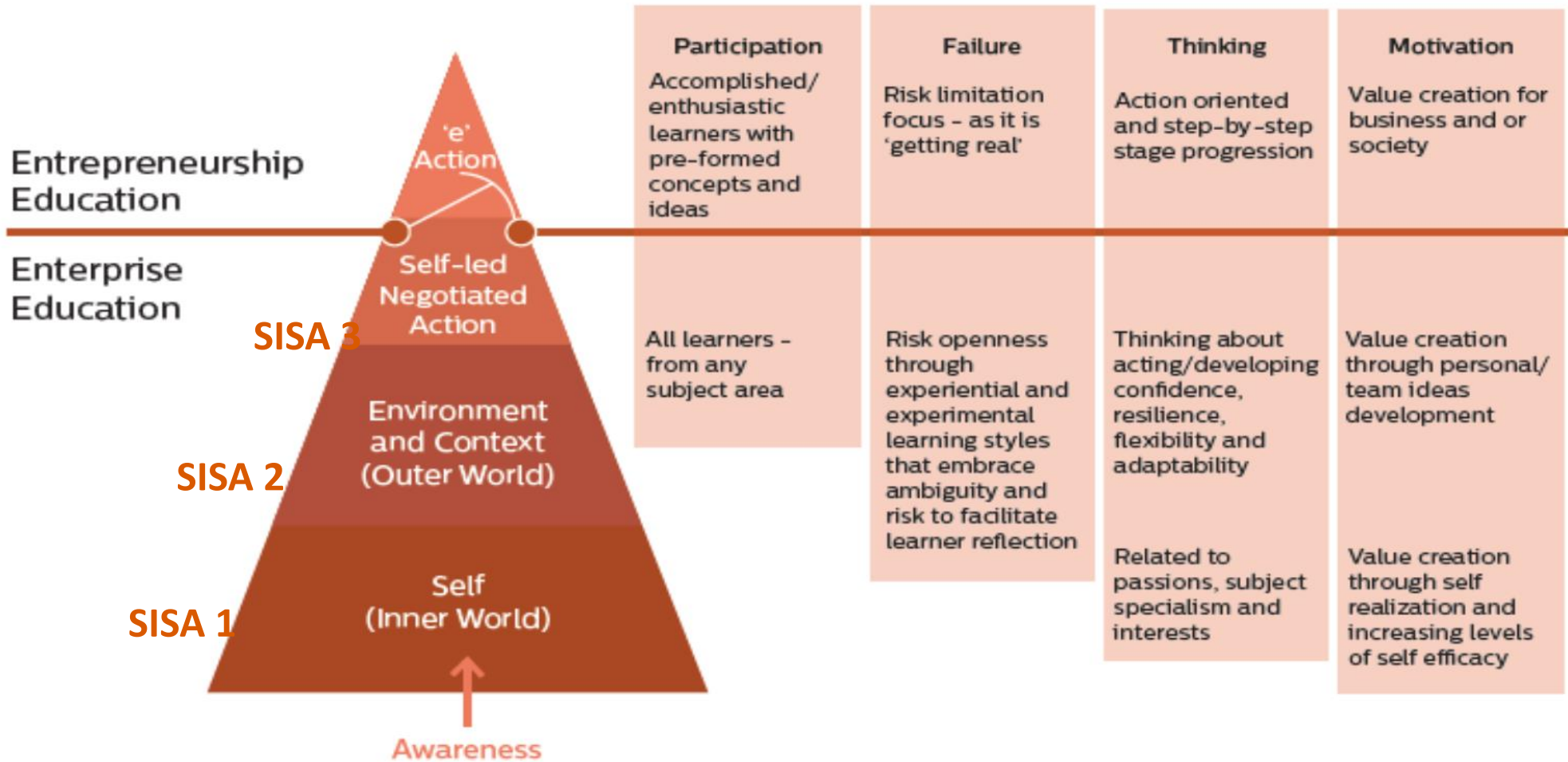To demonstrate the student enhancement

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Scottish Innovative Student Awards (SISA)

WHAT IS SISA? — **An award process that develops your innovation skills and provides you with an opportunity to apply for certificates.**

CERTIFICATE LEVEL	How is it achieved?
1. FUTURE THINKER	In class activities & on-line reflection
2. INNOVATION CATALYST	Attend national one day workshops
3. INNOVATION CHAMPION	Application/on-line worksheet

WHY PARTICIPATE?

- Develop future-ready skills that will open up new career opportunities
- Enhance your studies by gaining a greater understanding of innovation
- Stand out in the graduate recruitment market

SCOTLAND CAN DO   DIGITAL HEALTH & CARE INSTITUTE   CENSIS   THE DATA LAB   Scottish Funding Council

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Entrepreneurship Education

Enterprise Education

'e' Action

Self-led Negotiated Action

SISA 3

Environment and Context (Outer World)

SISA 2

Self (Inner World)

SISA 1

Awareness

Participation	Failure	Thinking	Motivation
Accomplished/ enthusiastic learners with pre-formed concepts and ideas	Risk limitation focus – as it is 'getting real'	Action oriented and step–by–step stage progression	Value creation for business and or society
All learners – from any subject area	Risk openness through experiential and experimental learning styles that embrace ambiguity and risk to facilitate learner reflection	Thinking about acting/developing confidence, resilience, flexibility and adaptability	Value creation through personal/ team ideas development
		Related to passions, subject specialism and interests	Value creation through self realization and increasing levels of self efficacy

Ref: Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers. QAA, Jan 2018

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2018

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Future Thinker Skills

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Level 1
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- ✓ Self-awareness & self-efficacy
- ✓ Adaptability, foreseeing
- ✓ Creative problem solving
- ✓ Opportunity recognition
- ✓ Collaboration
- ✓ Communication

the client being offered in support of accreditation should be a minimum of 2 hours.

2. Timings – please confirm how long your course/module runs for during the academic year. This is to help with our planning of level 2 and planning for subsequent years

Please give details confirming why your Course/Module/Workshop outcomes will deliver SISA Level 1 outcomes and demonstrate desired competencies.[3]

You can attach supporting documentation here, for example, course or module descriptors or information showing what students' will gain from taking part in a workshop you are running.

Module outcomes include that students will be demonstrably able to:

Plan and design a communication project for a defined audience, in response to a (real) client brief, applying relevant theoretical concepts and principles, and making effective use of appropriate media.

Participate in a structured group task and evaluate individual contributions to the group effort.

Present a professional proposal to the client, incorporating clear accurate information and workable, cost effective solutions.

The students are assessed on their individual contributions to the group oral pitch to the client and the group written proposal, as well as on their individual report reflecting on the assignment, their group effort in producing the proposal and the lessons they have learned. The clients are business professionals, working in the commercial, public and third sectors and they mentor their groups as well as providing feedback on performance during the pitches. The content produced is used by clients.

The module content includes: working with clients, consultancy work, project management tools and techniques, project planning, working as part of a team, organisational mission, vision and values, preparing a costed budget, fundraising and sponsorship approaches, media production and editing, media relations and social media marketing, risk analysis, event planning, professional writing and presentation.

Students completing an accredited level 1 course/module/workshop will be asked to go online and demonstrate in a short online application that they are a future thinker. Please state how your course/module/workshop will get students reflecting on at least one new aspect of their future, for example, future skill development and enhancement, future workplace innovation or future new ventures of their own.

The individual reflective report produced by the student as part of their assessment take the form of a theoretical justification for the proposal and a reflective analysis of personal/group development. They discuss specifically what they have learned from the theory and experience of undertaking the group project that they will take into the future when called upon to work on a project, with a client and/or as part of a group. This self-reflection is a fundamental component of the individual report. Students discuss skills and experience gained but often also reflect on their own performance, in terms of motivation, time management, communication, leadership and so on. They gain experience of acting as consultants and delivering a product to a commercial client, of creating a team, of working as a team in a commercial way, of budgeting and considering how as a commercial consultancy they would cost their services, of observing client confidentiality in a commercially competitive world, of managing an often tricky client relationship. In many instances this will be the first time they have had experience of these aspects of the professional environment. Because the clients come from a wide range of sectors, they gain knowledge and understanding of the context in which such businesses operate.

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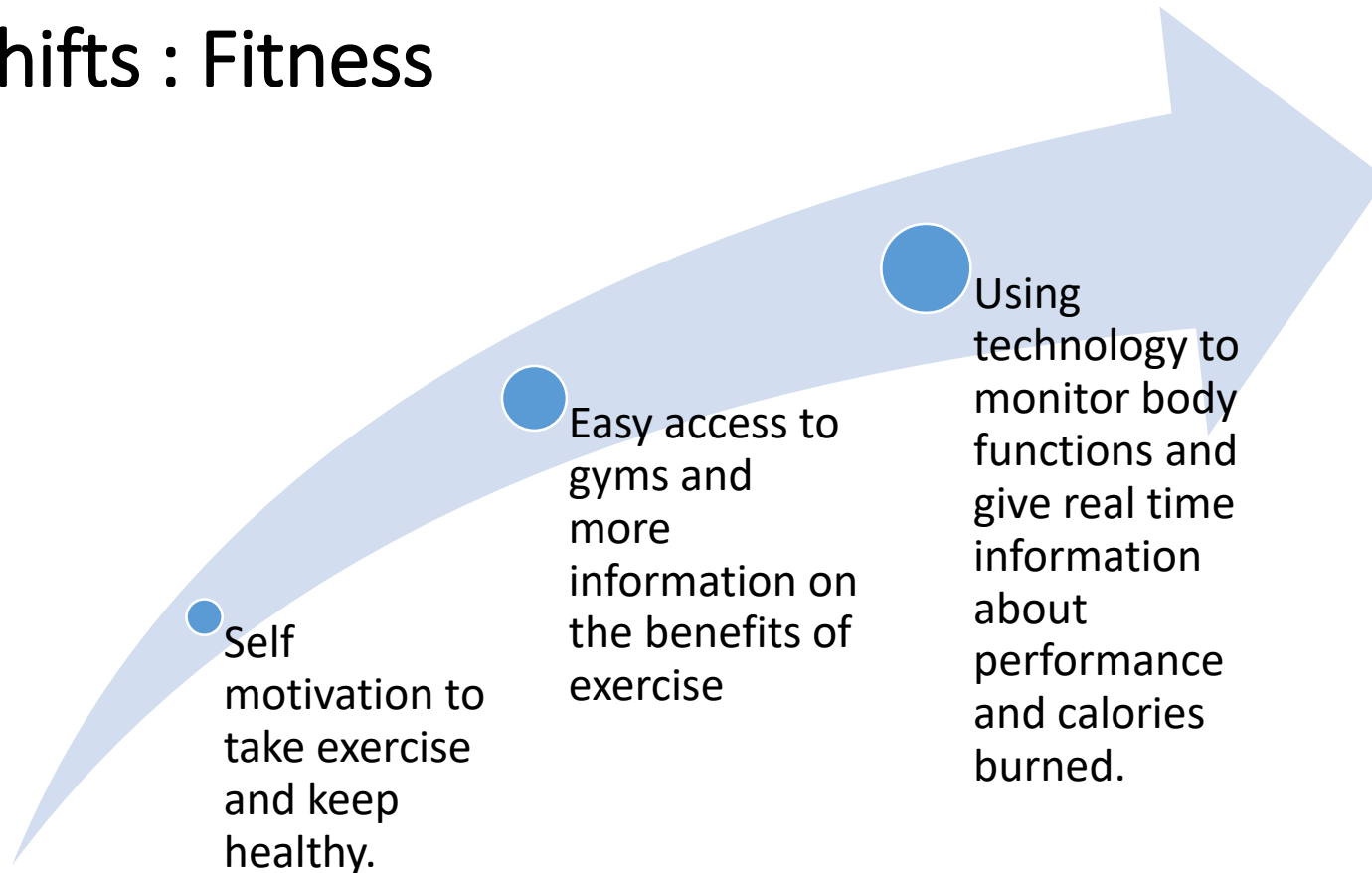### Innovation Catalyst Skills

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Level 2
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- ✓ Managing ambiguity and uncertainty
- ✓ Co-design
- ✓ Pitching
- ✓ Influencing, communication and negotiation
- ✓ Innovation and intuitive decision making
- ✓ Civic responsibility

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Big shifts : Fitness

Self motivation to take exercise and keep healthy.

Easy access to gyms and more information on the benefits of exercise

Using technology to monitor body functions and give real time information about performance and calories burned.

Innovation & Enterprise Programme

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Innovation Champion

- ✓ Demonstrates intent to take action
- ✓ Able to critically reflect and evaluate
- ✓ Able to research and plan in order to develop an innovati[on] idea

SISA certified
Level 3
sie

personalising the future (3)

How will your drivers/impacts and signals impact on human needs and expectations? What could the day to day reality be for people experiencing them within your framework? What will change for them and will these changes be a good or negative experience?

drivers of change (1)

Use this box to record the framework you are using. The Future Of...... The framework can relate to a sector or an issue that you are interested in. Then start to think about the drivers of change that are changing this sector or issue. Think big forces rooted in Social, Technological, Economic, Environmental or Political changes. What is their potential impact on this sector or issue?

Drivers

Impacts

your innovations(5)

What do you think could be designed to meet these new needs and expectations? Briefly outline what you think are the opportunities for innovation to shape the future you want for people. Don't be tempted to give too many but focus on 1 or 2 good opportunities/ ideas. These can relate to products, services, community initiatives, policies and technologies.

emerging expectations (4)

What new human needs and expectations will emerge from these changes you have identified?

signals of inspiration (2)

Briefly describe a few signals that you have identified around these drivers and impacts. How have they prompted you to think about the future?

who (6)

Use this box to give some shape to a definite group of customers who might want to experience a future that includes your innovations. What would they value about your ideas? What benefits would they see in them that could give rise to your ideas being created or actioned in the present?

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Artefact A: The Ethical Code of Practice

Companies are complying with a strict ethical code of practice around their manufacturing and procurement upstream processes. There have been examples of company share prices dropping if they fail their bi-annual code compliance inspection. The initial action needed by these companies to comply with the code when it came into force incurred significant costs. However, it is now generating a return on investment for some companies as shoppers choose to shop in person or online only with companies that comply with the code, even if this means the products are more expensive.

Artefact B: Saturday Make do and Mend Clubs

A great example of a simple idea that addresses product disposal now that people are prohibited from sending discarded clothing to landfill.

Technology by way of social media plays a part by providing the platform that brings people face to face for this meaningful and social activity, and enables them to contribute to local as well as national and global environmental management strategies. It also alerts and enables various charities to arrange for the collection of unwanted clothing after a club meeting.

Artefact C: Smart Clothing

New technology continues to redefine the very clothes we wear. Gone are the days of single purpose clothing. Tomorrow's garments will instead offer unparalleled functionality and as this example demonstrates will be capable of monitoring user wellbeing and broadcasting this data in real time to medical services.

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FUGLSANG OSTERGAARD, S. & GRAAFLAND NORLUND, A. (2019) The 4 biggest challenges to our higher education model– and what to do about them https://www.weforum.org/agenda/2019/12/fourth-industrial-revolution-higher-education-challenges/ [accessed Jan 12th 2020].

MILLER, J. P. (2019). The Holistic Curriculum, Third Edition: London: University of Toronto Press.

Quality Assurance Agency, (2018) Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers, available at: https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrpreneurship-education-2018.pdf?sfvrsn=15f1f981_8 [Accessed 30th June 2019].