

Evaluation Report

Knowledge based Entrepreneurship

Copenhagen University Faculty of science

7 May 2010

Context

Copenhagen University in a collaborative effort with DTU Management, offers a graduate course on applied entrepreneurship to master students at the Faculty of Science. First course was rendered 2004-2005. Hence this course is number 6, and the total number of graduate students that passed the course, is now 245.

The e'ship course is a practical and hands-on approach to opportunity-driven creativity, business modeling and business planning, generating more enterprising students with a vision of commercializing advanced knowledge.

Students are divided into groups of 3-4 participants, who generate own product- or service ideas, analyze the market, contact customers, develop start-up strategies and plan the execution of the venture. Coaching is available throughout the course.

At the end of the course, the students present realistic business start-up concepts at exams.

Course specifications

9 lectures of 2 - 3 hours each – with breaks, from February 3, 2010 through March, 20, 2010. (Block B, Group B)

Themes: Applied entrepreneurship, opportunity-driven creativity, start-up strategies, business planning, market research & analysis, sales & marketing, management, budgeting & cash flow projection, venture capital & financing, business law, patenting & licensing (IPR), cases.

Number of students:	39 passed 4 failed.	(40, 49, 41, 79 in 2009, 08, 07, 06)
Number of groups	12. (Av 3,6 students)	(11, 15, 13, 18 in 2009, 08, 07, 06)
Average grade:	9,0 Dev.: 3,4	(2009: 9,1. Dev. 2.6. 2008: avg.7,8. Dev. = 3,6)
Workload	7,5 ECTS. 36 students and 25 hours per ECTS => app. 6.750 hours have been invested in this e'ship course. (2009: 9.200 hours)	

Evaluation, per group/student:

10 minutes individual presentation of personal theme
4 minutes discussion and feedback
4 minutes evaluation

Teacher: John Heebøll, M.Sc., center manager, 18 yrs teacher in e'ship, DTU.
Censor Peter Conrad Ottesen, center manager, Katapult, KU SCIENCE.
Coaches John Heebøll.

Course evaluation principles and results

Students evaluate the course while waiting for their own marks at exam. All 41 students submitted the evaluation form. A graphical summary is presented next page.

Predominantly, the evaluation is good, and it is fair to conclude, that this course constitutes a good basic course in knowledge based entrepreneurship.

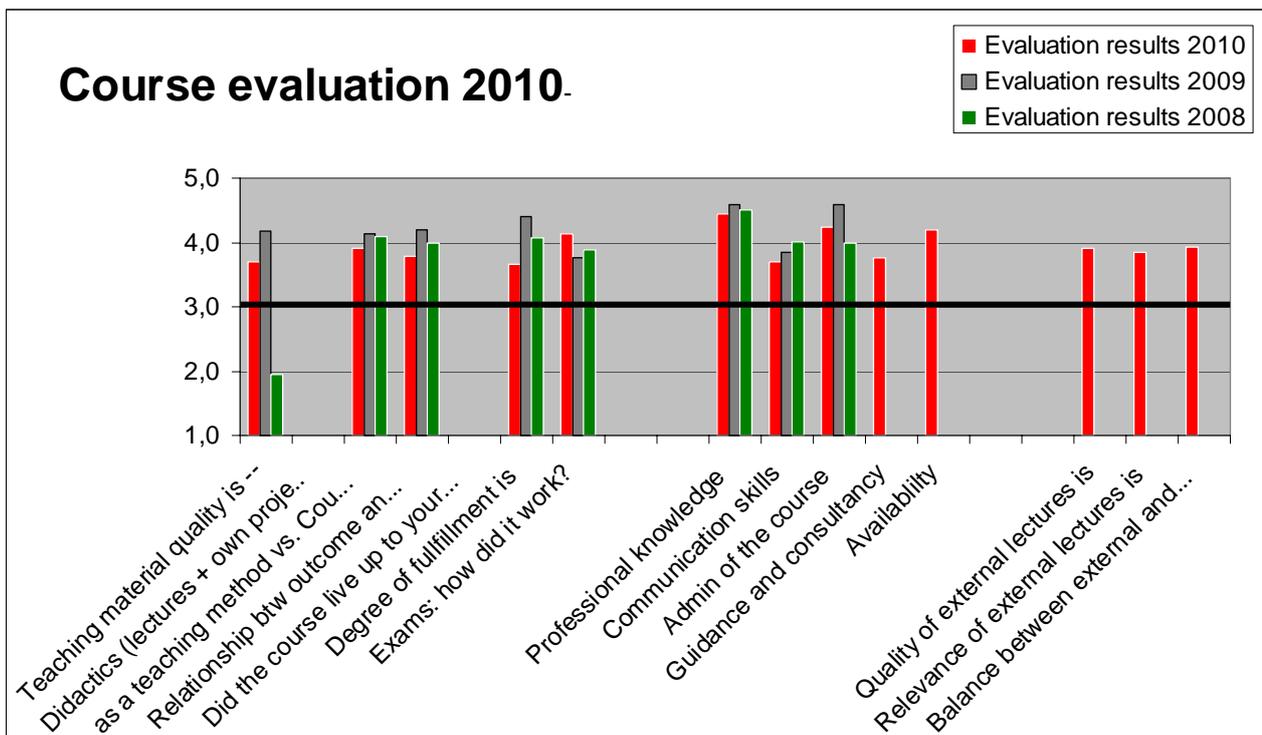
Compared to 2009, there is a slight drop in the overall grade.

Quantified evaluation 2010

Questionnaire and result including 2009 and 2008

	Very poor	Poor	Acceptable	Good	Very Good
The Course					
Teaching materials: quality is - (Textbook + web site)					
Didactics (lectures + own project + presentation) as a teaching method vs. course objectives is -					
Relationship between outcome and workload is -					
Did the course live up to your expectations? Degree of fulfillment is -					
Exams: How did it work?					
The Teacher (John Heebøll)					
Professional knowledge					
Communicational skills					
Administration of course					
Guidance and consultancy					
Availability					
The visitors:					
Quality of external lectures is -					
Relevance of external lectures is -					
Balance between external and regular lectures is -					

1: Very poor. 2: Poor. 3: Acceptable. 4: Good. 5: very good.



Comments to the evaluation

1. The teaching language is English. This attracts foreign students, and a high proportion of the groups worked in English.
2. The didactics (teaching methods: lectures with group work in a parallel) are well accepted.
3. Perceived outcome versus workload receives good marks, Same goes for fulfillment of expectations
4. The individual examination worked well, but it certainly has some notable drawbacks. The most important is the time consumption, which makes individual examination a bottleneck for teaching large classes. We spent two days in examining 43 students, and as long as we cannot apply a more efficient hybrid of group- and individual examination, classes should be limited to 50 students at a maximum. This impacts cost-efficiency, since we have proved to be able to teach classes up to 100 students without any notable drop in course evaluation key figures. So individual examination certainly comes at a price.
5. The seven-step scale, referring to learning objectives easy to work with and grades given by teacher and censor rarely differed by more than one grade.
6. Teacher evaluations also indicate that the undersigned is up to the job – with, admittedly, a slight drop compared to previous years. Probably the years start to take their toll.
7. Administration of the course is widely appreciated
8. The teacher's own observations: Overall a good course and a real good class. It appears that some courses at DIKU compete so hard on students' time, that one team decided to drop out just before exams, and another gambled on quality of work and failed.

Comments received from the students:

I appreciate: The practical approach to business start-up, the capturing lectures, the reality-touch provided by visiting lecturers, and the general entrepreneurial and enthusiastic approach that characterizes this course. The collection of materials available at the course website and the e-mails calling to lectures were well received. The exams form was appreciated by several.

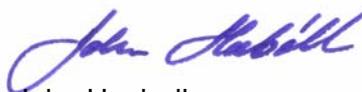
I criticize: Previous years comments conc. missing textbook and long lectures have vanished. Now the critical points address the variety of external speakers in a course with a high proportion of IT students, a misplaced deadline just after Easter, the one-way communication at lectures, and once again, the compressed course,

I suggest: More teaching time on financing and budgeting, budget models for software start-ups, references to applicable literature, more inter-group networking, some homework, group presentation (elevator pitch), all groups, at the last lecture, inter-group workshops, additional lectures with a thorough analysis of good and bad business plans. More IT related business plans.

Course development

Following is subject to change from 2010:

Assignments – homework (mostly like specific business problems related to a start-up situation – also known as case-based teaching) should be developed – and we have started a project at DTU with co-financing from Öresund entrepreneurship to procure this, 2010 – 2011.



John Heebøll
Center manager, entrepreneurship
DTU Management

Technical University of Denmark