Innovation and entrepreneurship learning objectives

The table on page 2 shows a range of learning objectives for innovation and entrepreneurship divided into the following areas:

- Value creation and creativity
- Process understanding
- Collaboration
- To apply and integrate academic disciplines
- Enterprising behavior

The learning objectives are presented in generic terms, which you can adapt your own specific context of teaching.

You can also use the following examples of verbs for the formulation of your learning objectives:

Verbs typically used to formulate the learning objectives of courses, which entail teaching **about** innovation and entrepreneurship.	*to define, to understand, to relate, to put into perspective, to identify, to detect, to point out, to observe, to examine, to inquire, to analyze, to classify, to categorize, to compare, to deconstruct, to recommend, to get an overview, to reflect, to explain, to incorporate, to discuss, to describe*
Verbs typically used to formulate the learning objectives of courses, which entail teaching **for** innovation and entrepreneurship.	*to identify, to uncover, to construct, to teach, to sketch, to experiment, to report, to stimulate, to evaluate, to navigate, to develop, to master, to define, to nuance, to apply, to align, to evaluate and assess, to document, to put into perspective, to communicate, to balance, to explain choices, to distribute responsibilities and tasks, to communicate, to generate materials, to deliver, to make prototypes, to incorporate, to thematize, to organize*
Verbs typically used to formulate the learning objectives of courses, which entail teaching **through** innovation and entrepreneurship.	*to develop, to create, to generate, to design, to manage, to synthesize, to theorize, to generalize, to maneuver, to adapt to a context, to handle processes, to facilitate, to embed, to create opportunities, to integrate, to demonstrate enterprising behavior, to plan, to act, to examine, to assess, to generate, to create, to perform, to participate, to interact, to be able to think divergent, to be able to think convergent, to engage in interdisciplinary cooperation, to combine, to invent, to imagine, to produce, to assess, to decide, to recommend, to test, to choose, to evaluate, to communicate, to prioritize, to seek out, to improve*

Table: innovation and entrepreneurship learning objectives

	Knowledge about	Skills (the student is able to)	Competences
Value creation and creativity	Creativity in relation to the student's own disciplinary background, i.e. the student knows about creative processes and methods / models that are relevant to the student's own disciplinary background.	identify and critically assess existing solutions, technologies and practices. examine and (re-) define a problem in interaction with relevant stakeholders and by involving different perspectives. apply methods to develop innovative (creative) solutions in relation to a given subject area. participate in and manage creative processes. collect, assess and incorporate qualified feedback in order to develop and fit the solution to the specific context and relevant stakeholders. involve relevant stakeholders with the aim of securing the relevance and success of implementation of potential solutions. communicate potential solutions to relevant audiences and partners.	The student can identify opportunities with potential for innovation. This typically involves a new application of the student's disciplinary knowledge. The student can generate, qualify and evaluate ideas based on relevant criteria in order to create (economic, cultural, social) value in new and changing contexts. The student is able to design and manage creative processes that elicit innovative solutions by involving different stakeholder perspectives. The student is willing to experiment in a manner that connects the students' disciplinary knowledge with his or her own personal experiences from e.g. student jobs, projects, hobbies, etc. The student is on the basis of this experimentation able to reflect on his or her own response patterns and relations.

	Knowledge about	Skills (the student is able to)	Competences
Process understanding	different process models and approaches to innovation, and the focal points of these. the development and definition of innovation as a term. the development and definition of entrepreneurship as a term. idea, project and/or business development related to the student's own disciplinary context. ethical assessment models and key drivers of the implementation processes.	apply and analyze various process models and approaches to innovation and entrepreneurship. identify and relate to the social and ethical issues related to the implementation of innovative products and services. reflect on the balance between theory and practice in an innovation and entrepreneurship process. participate in iterative processes. critically reflect on concepts used in the innovation and entrepreneurship process (eg. user typology, value creation, innovation, prototyping, etc.)	The student can involve stakeholders at appropriate times in the innovation and entrepreneurship process, in order to support the development of innovative solutions. The student is able to evaluate when and how to use given resources and knowledge in an innovation and entrepreneurship process. The student can apply a variety of methods to provide an overview of and structure a process of innovation, as well as evaluate, structure and prioritize knowledge and information relevant to the progression and results of the innovation and entrepreneurship process
Collaboration	typical roles and their function necessary for carrying out innovation and entrepreneurship processes. the meaning of team composition for innovation processes, as well as group dynamic processes in an innovation and entrepreneurship process.	participate in and contribute to a functional division of tasks in the innovation and entrepreneurship process. give constructive and appropriate feedback to partners and team members. coordinate and delegate tasks of an innovation process. construct meaningful evaluations of the group dynamics in innovation and entrepreneurship processes. reflect on group dynamics of the innovation and entrepreneurship process.	The student is able to cooperate in a multidisciplinary team in order to plan and carry out activities in the innovation and entrepreneurship process. The student is able cooperate with relevant external stakeholders in the innovation and entrepreneurship process. The student is able to use her or his insights in team collaboration and actively contribute to and manage the progression of the innovation and entrepreneurship process.

	Knowledge about	Skills (the student is able to)	Competences
To apply and integrate academic disciplines	Innovation and entrepreneurship processes (e.g. via case studies) in relation to the student's own field of study.	apply her or his disciplinary background in the different stages of the innovation process. analyze and understand a problem based upon his or her own disciplinary knowledge and experience. integrate various academic disciplines in the development of new and innovative solutions. apply his or her own academic discipline in order to assess the feasibility and usefulness of a potential solution. develop and formulate recommendations for changing a current practice.	The student can identify the disciplinary aspects of a given case challenge, assess the relevant disciplinary content in relation to solving the challenge, and develop solutions based on his or her own disciplinary background.
Enterprising behavior	different types of theories, approaches, methods and tools to act and make decisions in entrepreneurship and innovation processes. types of cooperation and the importance and meaning of relevant stakeholders' role in the realization of innovation and entrepreneurship projects. different forms of communication as well as their reach and audiences. her or his (professional) network in depth.	seek out relevant information. make informed/qualified decisions in an innovation process based on the gathered information. identify and involve her or his professional and personal network in the innovation and entrepreneurship process. independently seek out stakeholders that are relevant for further development of ideas, projects and businesses.	The student can create, identify and act on new opportunities. The student is able to reflect on her or his own decisions and actions related to the implementation of ideas and projects. The student can take responsibility for organizing a value creation process at a certain level of complexity and reflect upon his/her and others' actions in this process. The student can act constructively in contexts characterized by risky decision making and where there is a high risk of making mistakes. The student can apply theoretical models and methods to act and make decisions in an innovation and entrepreneurship process and is able to reflect upon this process.

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