



SELECTION OF I&E EXAM FORMS

I&E LEARNING OBJECTIVES		VALUE CREATION AND CREATIVITY	PROCESS UNDERSTANDING	COLLABORATION	TO APPLY and INTEGRATE ACADEMIC DISCIPLINES	INITIATIVE and ENTERPRISE
EXAM FORM						
Oral presentation	LECTURES (E.G. TED-TALK)	(X)			X	
	PRESENTATION FOR DIFFERENT TARGET GROUPS	X	X		X	X
	PITCH	X			(X)	X
	PANEL DISCUSSION/TALK SHOW (1)	(X)		(X)	X	X
	WORKSHOP	X		X	X	X
	SYNOPSIS EXAM	(X)			X	
	ORAL EXAM	(X)		X	X	
Written presentation directed at a target group outside the University	PROJECT DESIGN (2)	X	X		X	X
	ADDRESSED MEMO (3)		X		(X)	
	ADDRESSED REPORT (4)	X	X		X	(X)
	CONSULTANT REPORT (4)	(X)	(X)		X	
	TEACHING MATERIAL (5)	X	X		X	X
	BROCHURE (6)	X			X	X
	IMPLEMENTATION PLAN (7)	X	X		X	X
	LITERATURE REVIEW IN CONNECTION WITH A CASE	X			X	
	ARTICLE FOR A NEWS MAGAZINE OR AN INTERNAL NEWSLETTER	X		X	X	
GUIDEBOOK FOR INTERVENTIONS (8)	X	X		X	X	
	ARTICLE	X	(X)		X	





	PAPER	X	X		X	
	ABSTRACT	X	X		X	
	POSTER	X			X	
	CONTRIBUTION TO AN ANTHOLOGY	X	(X)	(X)	X	
	WRITTEN ASSIGNMENT	X	X	(X)	X	
	REFLECTION ON VALUE CREATION FOR AN EXTERNAL ACTOR	X	X		X	
Process evaluations	PORTFOLIO		X	X	X	
	LOGBOOK		X	X	X	
	PEER FEEDBACK	X	X	X	X	(X)
	REFLEKSIONSARK	X	X	X	X	
	BRIEFING (9)	X	X	X	X	
	DEBERIEFING (9)	X	X	X	X	

Comments on the various exam forms:

(1) Panel Discussion

This examination form can be suitable for testing learning objectives that are within consultancy or similar forms of advising, and can give students the opportunity to test/show their new skills in a real-life environment. It is therefore important to have professionals involved with the panel, so that students are included "on an equal footing" with the professionals on the panel. One possible structure for the panel discussion might look like this:

1. Make clear to the students which criteria they are assessed on.
2. Make clear on what elements the students will be evaluated. Is it the actual performance during the debate, subsequent reflections (e.g. via video recording), or can the audience provide feedback on the individual performance, that could serve as a source for reflection?



3. Let the students prepare a small memo (max. 5 pages) with the subject of the discussion for the external participants, e.g. with some interesting topics/questions that could be discussed.
4. Make a case-setting, i.e. in what context is this debate taking place? For example, the Danish National meeting on Bornholm (Folkemøde), the Liberal Party's Congress, a company strategy seminar, etc.
5. Let the students make a background analysis of the participants and their possible strategies in the debate.
6. Let the audience prepare critical questions.
7. Appoint a moderator (lecturer/student) and consider video recording the debate.

(2) Project Design

The objective of the task could be that the students have to produce a project design based on the insights, they have gathered or a (methodological) design for how a prototype is to be further developed/tested/marketed, etc. The design could e.g. include a risk analysis, or point out interesting areas that have not been examined/clarified yet, etc.

(3) Addressed Memo

This could be a written product that is addressed to a selected group. For example, a group of students have examined and innovated something in a company, and the addressed memo is aimed at the management team. The memo could be supplemented with considerations (to the lecturer) of what was taken into account when addressing the memo to this particular group in the particular context.

(4) Consultant report

A written product in a special setup that the students have to “fill out” (it may also be the customer or the consultancy firm that predefines the structure). The report could be supplemented (to the lecturer) with considerations of what needs to be taken into account when the report is drafted in this way/structure, as well as a critique of the structure.

(5) Teaching material

Based on the process, the considerations and insights must be translated into a specific product, e.g. a teaching material. In addition to the actual content, the teaching material may also include a theoretical base, a user guide, a manual for the teacher, an audience description, etc. The teaching material can be supplemented with considerations about why it looks as it does.

(6) Brochure

Based on the process, the considerations and insights must be translated into a specific product, e.g. a brochure. The brochure could be supplemented with considerations about distribution, target groups, marketing, etc.

(7) Implementation Plan

This exam form takes innovation or recommendations a bit further, and can be used as part of the examination. The implementation plan could, for example, deal with an operationalization, i.e. an application-oriented (translation) of the used concepts/recommendations, a plan for which groups should first start to use the new service/product, and how it will be spread in the organization (scaling-up), a maintenance plan for new employees, an evaluation or monitoring plan, a plan for further development, etc.

(8) The Guidebook for intervention

The objective is that the students, based on their case-work with intervention or an intervention design (e.g. behavior modification/nudging), create a generic guidebook on how to design interventions of this kind, what to be aware of during the development, etc. This exam form provides the students with a specific tool for how they can apply their academic skills in ways that are of value to others.

(9) Briefing/Debriefing

The students write up a description of their own (analytical) strategies/subjects that they are working on (e.g. a program declaration, a statement, a starting point for answering the task assignment, priorities, a self-formulated target set, etc.). However, a concept or an analytical strategy is not sacred in design processes.

It may also occur that the main concept is opened, changed radically and then closed again. The changes made are broader than the choices the students make between different variations within the same main concept. The briefing describes the starting point, and the debriefing is a statement/critical reflection on the changes that occurred during the processes that the explicit starting point (briefing) underwent.