The Efficacy of a Model Rubric to Enhance Experiential Learning in an Entrepreneurship Course: A Case Study

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ACHIEVING ENTREPRENEURIAL EXPERIENCE IN THE COLLEGE CLASSROOM
A CASE STUDY

PRESENTED BY:
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A BRANCH CAMPUS OF WEBBER INTERNATIONAL UNIVERSITY
THE ENTREPRENEURIAL EXPERIENCE:  
THE CHALLENGE

“teaching entrepreneurship … requires going beyond understanding, knowing and talking: it requires using, applying and acting. Entrepreneurship requires practice” (Mason and Arshed, 2013)
THE ENTREPRENEURIAL EXPERIENCE: THEORETICAL FOUNDATIONS

• Frustration in academics gaining the ‘Entrepreneurial Experience’ (Mason & Arshed, 2013)

• Entrepreneurial Incubator/Internships attempts in academics fall short (Al-Mubaraki & Busler, 2011) (Dobratz, Singh, & Abbey, 2014)

• “Need for proactive, problem-solving, and flexible in class approach” (Plaschka & Harold P., 1990, p. 61)
• Even governments have attempted to mandate ‘Entrepreneurial Experience’ [E.E.] for academics (QAA, 2012)

• “E. E.” is not an adapted conglomerate of business disciplines (Haase & Lautenschlager, 2011)

• [E.E.] “models of entrepreneurial learning should be extended to also view it as a process of participation in shared learning activities and, importantly, as a process of knowledge creation for innovation.” (Bruton, 2010, p. 9).
THE ENTREPRENEURIAL EXPERIENCE: A SUCCESS STORY FROM THE CLASSROOM

• Entrepreneurship course taught to undergraduate business majors
• Actual entrepreneurial experience gained via an experiential class
• Qualitative & quantitative evidence of success
• Rubric developed to guide course delivery
THE ENTREPRENEURIAL EXPERIENCE: A MODEL FOR THE CLASSROOM

• Professor facilitates the process…

DO
Experience
What?

REVIEW
Reflect/Review
So What?

PLAN
Apply/Learning
Now What?

EXPERIENTIAL ENTREPRENEURSHIP: AN EXAMPLE VIDEO
ENTREPRENEURSHIP: RUBRIC DEVELOPMENT

• Integration of Skills, Knowledge, & Critical Thinking/Problem Solving into curriculum

• Flexibility:
  • Adjust to needs, capabilities, types of products, targets, & academics
**ENTREPRENEURSHIP: RUBRIC DEVELOPMENT**

- **Experimentation:**
  - Group sizes
  - Products
  - Limitations – product, price, distribution, marketing
  - People & skill limitations
  - Shortened Business Plans
  - Value Chains
  - Simplified Accounting/Reporting
  - Feedback & adjustment
  - Marketing & Targets/ Surveys
  - Pricing & Development

---

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<td>1</td>
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**Expenses Total:** $21.26

**Income Total:** $21.26

**Profit/ Loss:** $-20.57

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*Note: The table above shows the labor costs for two different days and the total sales for one date. The materials expenses are listed for two items with the respective cost per piece and total amount spent.*
## Entrepreneurship Rubric

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<td>Targets</td>
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<tr>
<td>Other Problems</td>
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**ENTREPRENEURSHIP: THE SCORING RUBRIC**
• **Limitations Evolution:**
  • A Physical Product
  • Production in class
  • Only some outsourcing allowed
  • Price $\rightarrow$ must be ‘worth’ $5 to $50
  • Balance of all the facets/ timing during the semester
ENTREPRENEURSHIP RUBRIC PIECES

- Idea – Brainstorming
- Development – Rationale
- Feasibility – Outline
  - Business Plan – ongoing
- Supply Chain – proof
- Inventory – Amt, type/ orders
- Survey – Develop/ deploy
- Survey Results – Analysis
- Targets – Rationale
- Prototypes – develop

- Advertising – proof of effect.
- Sales Methods – Elev. Speech
- Production – Methodology
- Process – proof of concept
- Accounting – Weekly
- Trends – After business analy.
- Delivery – promises/ methods
- Discoveries – Journeled
- Other Problems - solutions
FINDINGS

Fall ’08 –
• Cases (stopped)
• Feasibility essay
• Too many per group

Fall ’09 –
• Journals started
• Get the whole business going
• Prerequisite courses tweaked
• Go over finances better
• Do SWOT & problem solving
FINDINGS

Fall ’10 –

• Product and process design
• Marketing
• Help-giving
• Forced outside the box
• Reality of business to life
FINDINGS

Fall ’11 –

• Feasibility study
• Shortened Business Plan (on similar product)
• 2 person groups
• Align book material with steps in the business process better
FINDINGS

Fall ’12 –
• Marketing Plan & Ads approved prior to dissemination
• ‘Final’ on presenting their businesses
• More on finances & Loss/ Profit

Fall ’13 –
• Business Plan (Shortened) on the product
• Profit/ Loss Statements better
• Shorten lectures
• More hands-on in class
FINDINGS

Fall ’14 –

- Rubric in final for
- Received very positive accolades
- Prior warning about class requirements
- Allow struggles
FINDINGS

Fall ’15 – Reports:

1. Great product development
2. Process of ‘how to do a business’ was a great learning experience
3. Reality and functioning of a business was truly experienced
4. Good help throughout the process
5. Excellent hands-on experience
6. Good teaching method
7. Big help for the future
8. An actual worth to the entire project
9. The project related well with the book.
FINDINGS - FOR TWEAKS

Fall ’15 – Reports for improvements – Various tweaks:

1. More possible options for products/ more about prior successes & failures
2. Assistance with vendors for supplies & Bills of materials
3. Accountability for delivery & PUSH vs PULL systems
4. More assistance with Surveys for Targets
5. Emphasize special holidays & Causes as incentives
6. Ads start sooner
7. Sales – “Much harder than expected” – help
8. Further working ‘bugs” out of processes
CONCLUSION

This course design and its rubric are far from perfect, and in all likelihood will not attain all that it is intended to accomplish. However, from indications and qualitative feedback from students and testing, this course has evolved into what seems to be a fair rendition of experiencing (the sense of) entrepreneurship.
REFERENCES


