
DEVELOPING PRACTICE FIELDS FOR INTERDISCIPLINARY DESIGN AND ENTREPRENEURSHIP EXPOSURE

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A majority of employers agree that both specific knowledge and a broad range of skills are necessary for advancement and long-term career success.

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

Having both field-specific knowledge and skills AND a broad range of skills and knowledge



Having a range of skills and knowledge that apply to a range of fields or positions



Having knowledge and skills that apply to a specific field or position



Hard Skills

19%

21%

Soft Skills

14%

17%

Equally Important

66%

62%

■ Now ■ In 10 Years

Six in ten of all respondents say that hard and soft skills are equally important today (66%) and ten years from now (62%).



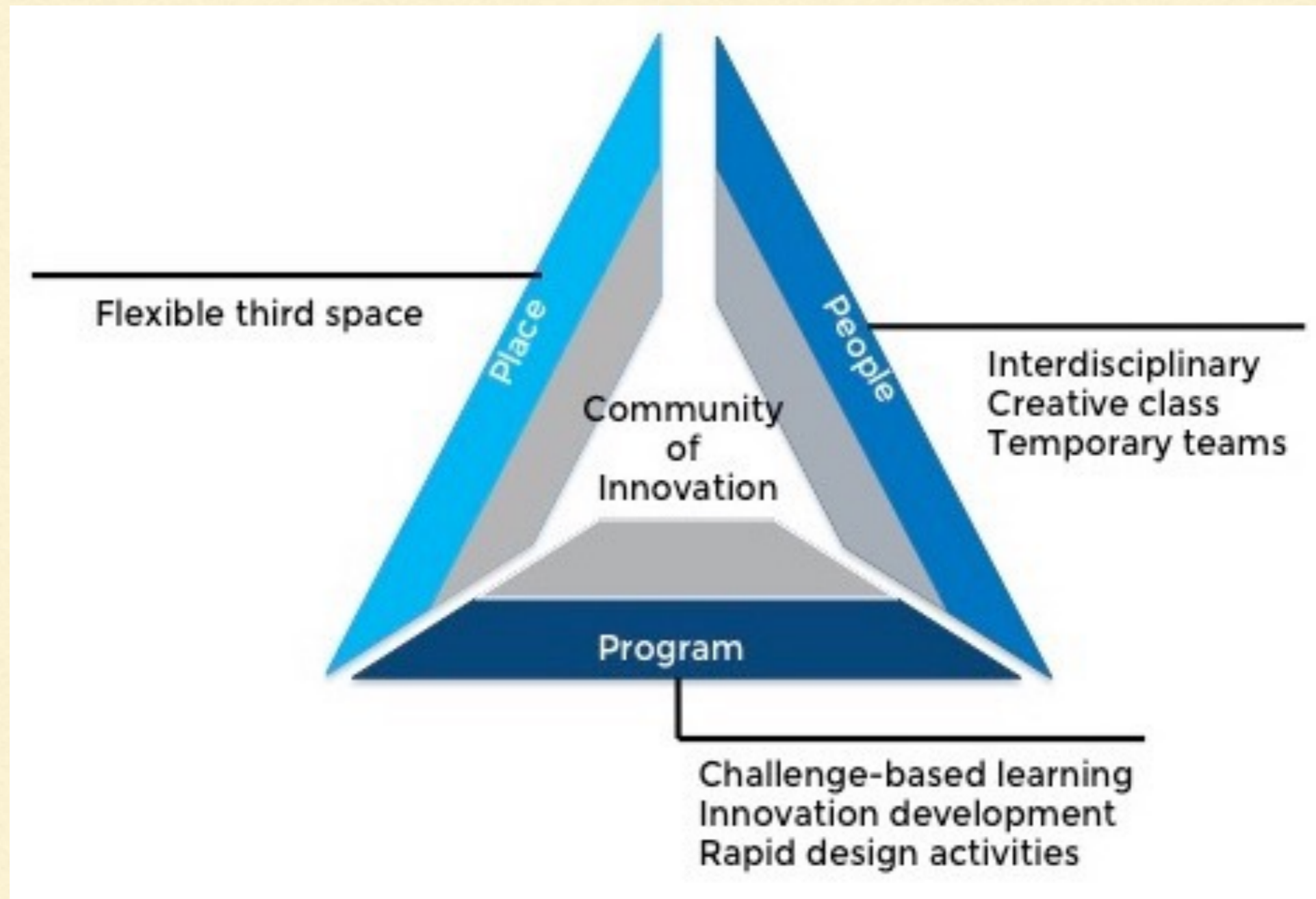
SITUATED PRACTICE FIELDS

- ❖ Provides authentic contexts to expose students to activities they will encounter in the workplace.
 - ❖ Students imitate professionals, find their niche, and increase engagement in their studies.
 - ❖ Involves collaborating with others and using scaffolds to solve real problems.
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INFORMAL LEARNING ENVIRONMENTS

- ❖ Undergraduates spend 92% of their time outside the classroom
 - ❖ Develop employability skills through experience
 - ❖ Informal environments used to teach innovation include popup classes, hack-a-thons, and bootcamps
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CONCEPTUAL FRAMEWORK



RESEARCH QUESTIONS

- What attributes of an entrepreneurship practice field do students find engaging?
 - How can an entrepreneurship practice field support the continuation of projects beyond the event?
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RESEARCH SETTING

- Topic: Redesigning the Student Experience
 - 3 hours Friday evening + 10 hours Saturday
 - 30 Graduate and Undergraduate students (13 from Engineering/Computer Science)
 - 10% of the participants planned to start a business after graduation
 - Randomly selected teams of 3-4 (Ideally 1-2 Engineering/CS, 1 Art/Design, 1 Business or Other Majors)
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CREATIVE SPACE



CARD GAME

Interview for empathy (at least 10 people)

Connecting with potential users to gather their thoughts, emotions, and motivations is necessary to design useful innovations.

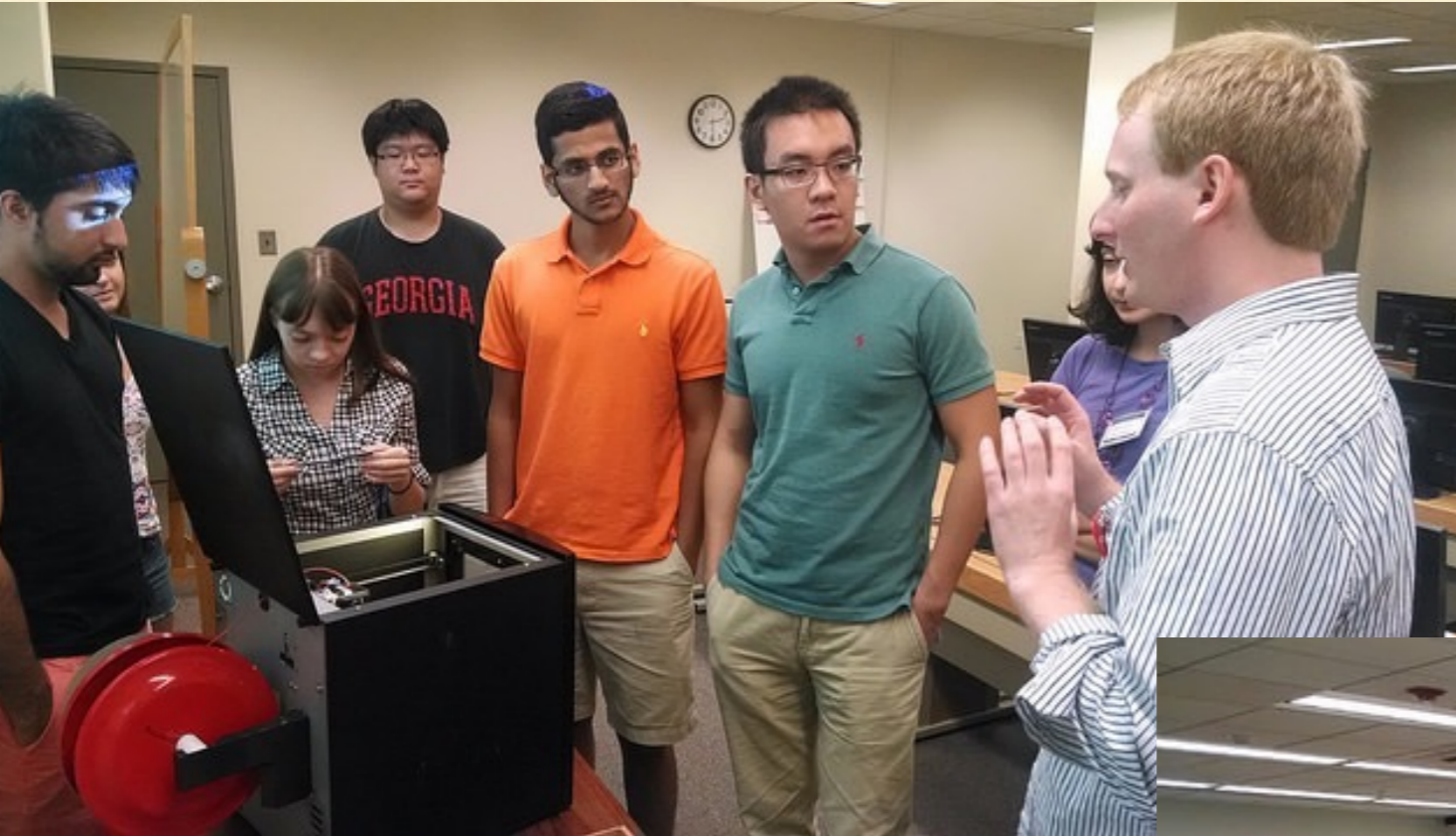


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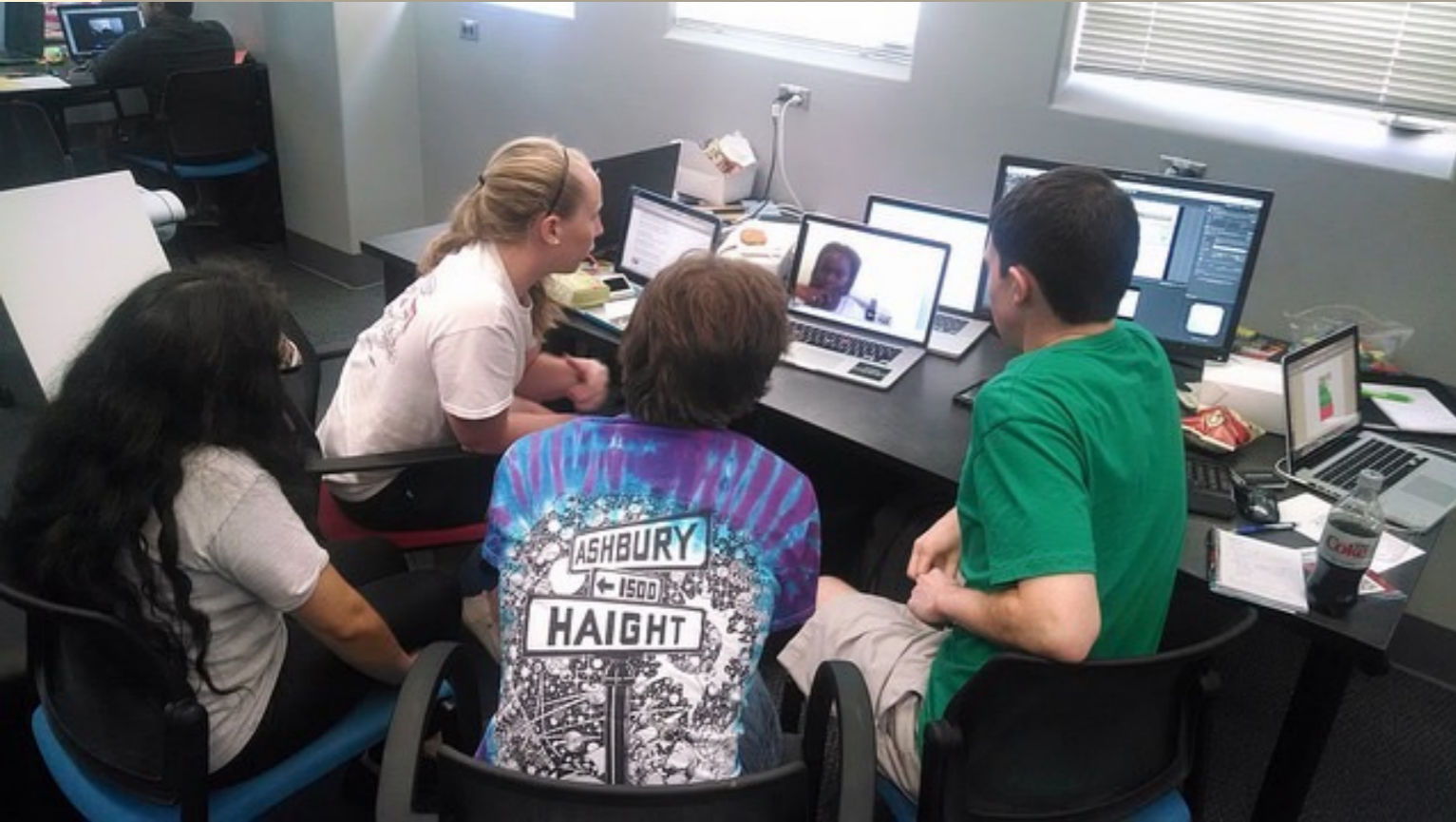
500 points



POPOP CLASSES



MENTORS



PROTOTYPING TOOLS



PRESENTATIONS AND JUDGING



DATA COLLECTION

- 5-point Likert scale survey for participants to rate their views on satisfaction and frustration with the event, and effectiveness of scaffolds of the event (e.g. card game, popup classes, mentors)
 - Open-ended survey questions about elements of the event
 - Open-ended interviews with ten participants to understand their experience and team cohesion
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RESEARCH FINDINGS

- Most engaging element: Team accomplishments and interactions
 - Rapid design events alter views of participants' discipline or teammates' discipline (80%)

“I did not know how cool computer science was,” “I just have more respect for design and business majors,” and “business majors are also artistic.”

- Other engaging elements: working with mentors, learning from popup classes, interacting in the physical environment, and interaction with overall community
- 60% of participants plan to continue with project and/or team

“I thought that I might not want to really continue with this specific project but after we won and then the judges came and talked to me, I thought , ‘well, it’s an interesting idea and people are liking it,’ I would really want to work on it.”

DESIGN PRINCIPLES

Promote diversity, community, and team cohesion (People)

Encourage the use of creative spaces (Place)

Provide multiple opportunities for teams to receive feedback on ideas (Program)

Maximize the success rate for participants new to rapid design activities (Program)

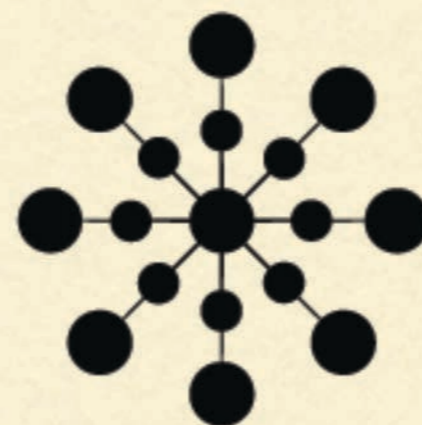
Provide opportunities for participants to solve open and ill-defined problems (Program)

Provide resources to facilitate the continuation of projects after the event (Program)

FUTURE RESEARCH

- More iterations of the event with increased number of participants and without the presence of the researcher
 - Test development of innovation mindsets and skillsets
 - Interview additional community members (e.g. mentors, instructors, and judges)
 - Integrate additional data collection methods (e.g. design document analysis, video observation)
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QUESTIONS?



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