

Evaluation Report
Knowledge based Entrepreneurship
Course 42705, Spring 2009

June 17, 2009/JH

Context

DTU has provided a course on applied entrepreneurship to Ph.D students since 2005. Hence this course is number 5. Number of Ph.D students, who have passed, over the years, is now around 75.

The entrepreneurship course is a practical and hands-on approach to opportunity-driven creativity, business modeling and business planning.

Students are divided into groups of 3-6 participants. The groups develop business models to provide a specific product or service, usually based on one of the Ph.D projects involved. Next, they analyze the market, contact customers, develop start-up strategies and plan the execution and the financing of the venture.

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

Course specifications

6 lectures x 3,5 hours from April 2009 through May.

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

Number of students:	12 passed in 2009.	(21 in 2008)
Number of groups	3	(7 in 2008)
	Average grade: 11,1.	(9.3 in 2008)
Workload	5 ECTS = app. 125 hours.	

Evaluation.: 15 minutes presentation of business plan (app. 25 p.+ annexes)
5 minutes presentation of personal theme
15 minutes discussion and feedback
10 minutes evaluation

Teacher: John Heebøll, associate professor, IPL, DTU
External censor Jan Bendix, M.Sc.

Course evaluation principles and results

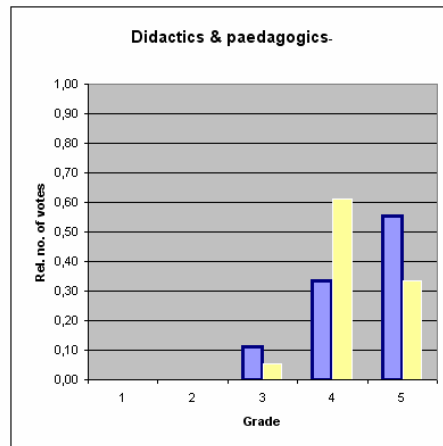
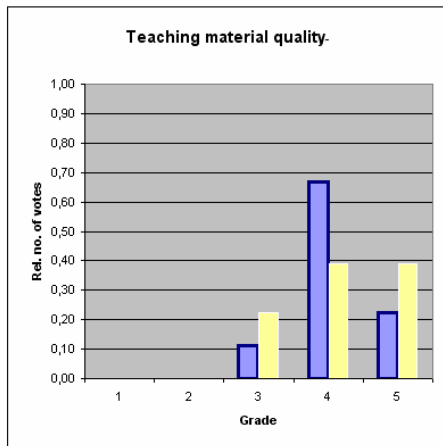
A short evaluation form is filled out by the students immediately after exams, before grades are given. (in principle. We had to collect evaluations some days after exams due to forms lost and missing)

Evaluation results

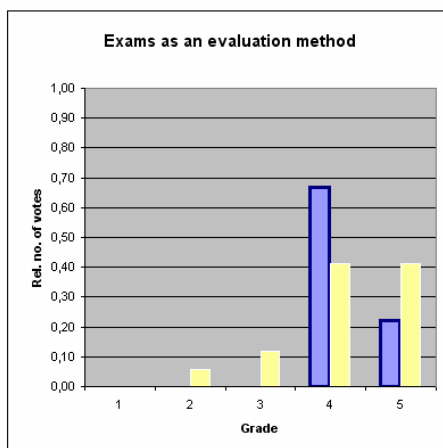
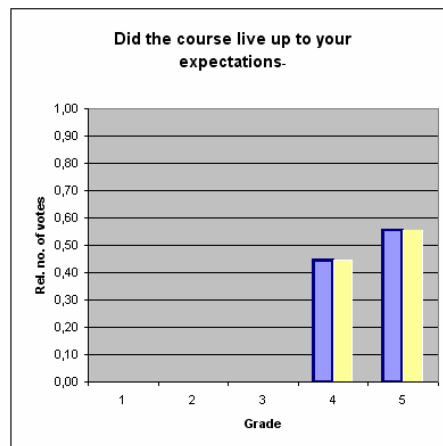
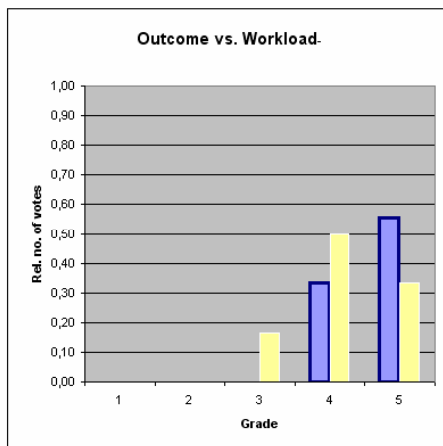
Questions and answers are reflected in the graphics. 9 out of 12 students returned an ID-form.

The grades are quality measures, used mainly to monitor changes compared to previous year.

Further, students are encouraged to comment on “I praise, I criticise, I suggest”. These comments are used for future adjustment and further development of the course.



Blue bars: 2009
 Yellow bars: 2008
 Grades:
 1: Very poor
 2: Poor
 3: Acceptable
 4: Good
 5: Very good



In general, marks are good, and the 2009 course has lived up to expectations. The 2009 class is significantly smaller than the 2008 class, which may explain a higher satisfaction as administration and lectures are concerned.

The teaching materials and the evaluation form scored less – though still good – in 2009, compared to 2008.

Comments received

I praise:

The course is praised for being concentrated, to the point, holistic, practically oriented with inspiring visiting lecturers and an enthusiastic and friendly approach. Further, the project (developing a business plan) is acknowledged for being well designed and appropriate as a learning method.

I criticise

Some comments address the long and demanding lectures, which again are a consequence of the concentrated form.

One lesson learned from the 2009 course, which is consistent with previous evaluations is, that the course should be expanded with more and shorter lectures.

One comment points out that lectures and textbook are very close. This is actually intended to give students a textbook, which allows them to brush up the course contents some years after the course, when they eventually start planning a business venture.

One comment notes that a file sharing facility was not available via Campus Net. This will be corrected, 2010 onw.

I suggest

We failed to attract visiting lecturers with an entrepreneurial track record – for several practical reasons – and this has not avoided the sharp eyes of the participants. The network to experienced high-tech entrepreneurs will be expanded to make sure that this doesn't happen again.

The groups have to single out one idea to work with. Consequently, some of the ideas brought to the table were discarded. Some comments suggest that all ideas that are actually based on participants' Ph.D. projects, should be subject to a market research. This is a highly relevant problem, which needs to be handled at future courses.

Notes from the teacher

The 2009 class was unusual in several ways.

First, the class was very small with 12 participants. From a teaching and admin point of view, this is a luxury, but hardly one, we can afford. Hence marketing amongst PhD students should be increased.

Secondly, the 2009 class delivered three very fine business plans. The unusually high grade average is not a result of a shift in evaluation principles but rather a random phenomena.

Finally, the enthusiasm amongst students was very high – for reasons not quite clear to the observer. This could be random as well.

The teacher performance has been evaluated and is up to the marks with no degradation as compared to 2008.

Lyngby, 17 June 2009.

