

Evaluation Report

Knowledge based Entrepreneurship
Copenhagen University Faculty of science

19 June 2009

Context

Copenhagen University in a collaborative effort with DTU Management, offers a graduate course on applied entrepreneurship to master students at the Faculty of Science. First course was rendered 2004-2005. Hence this course is number 4, and the number of graduate students that passed the course, is now 209.

The e'ship course is a practical and hands-on approach to opportunity-driven creativity, business modeling and business planning, generating more enterprising students with a vision of commercializing advanced knowledge.

Students are divided into groups of 3-6 participants, which generate own product- or service ideas, analyze the market, contact customers, develop start-up strategies and plan the execution of the venture. Coaching is available throughout the course.

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

Course specifications

11 lectures x 2 - 3 hours from February 2009 through March 2009. (Block B, Group B)

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

Number of students:	40 passed	(49, 41, 79 in 2007, 2006, 2005)
Number of groups	11	(15, 13, 18 in 2007, 2006, 2005)
Average grade:	9,1 Dev.: 2,6	(2008: avg.7,8. Dev. = 3,6)
Workload	7,5 ECTS. 49 students and 25 hours per ECTS => app. 9.200 hours have been invested in this e'ship course.	

Evaluation, per group/student:

10 minutes individual presentation of personal theme
4 minutes discussion and feedback
4 minutes evaluation

Teacher:	John Heebøll, M.Sc., center manager, 17 yrs teacher in e'ship, DTU.
External censor	Jan Bendix, M.Sc., censor at numerous e'ship courses throughout DK
Coaches	Dorthe Wiene, management consultant, external lecturer, e'ship, DTU Peter Conrad Ottesen, center manager, Katapult, KU SCIENCE.

Course evaluation principles and results

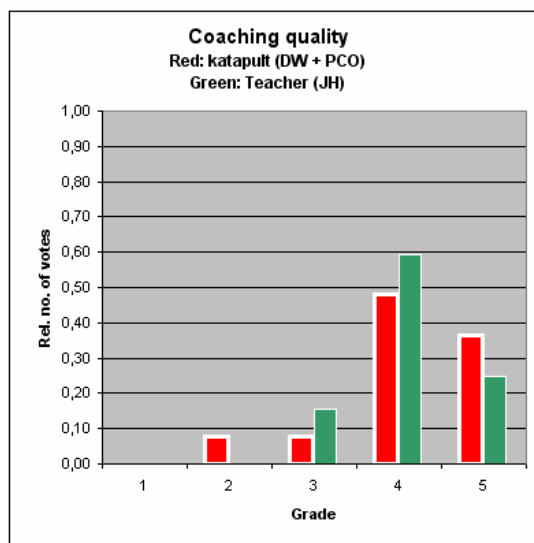
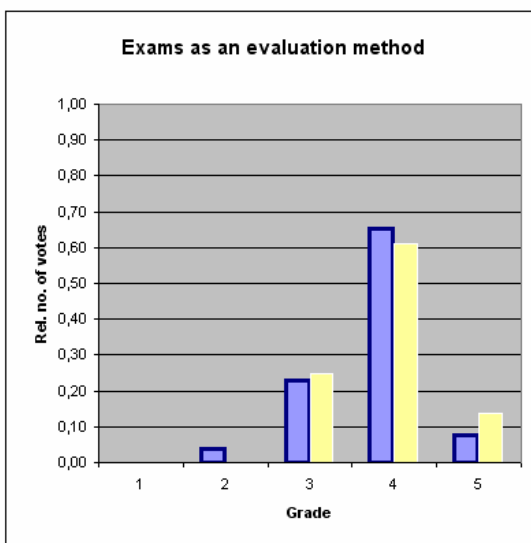
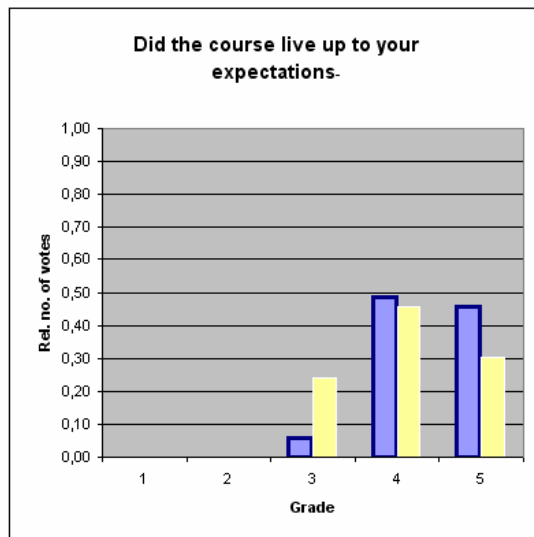
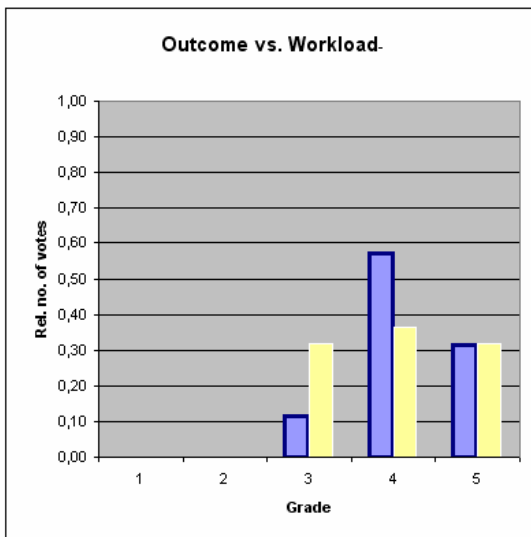
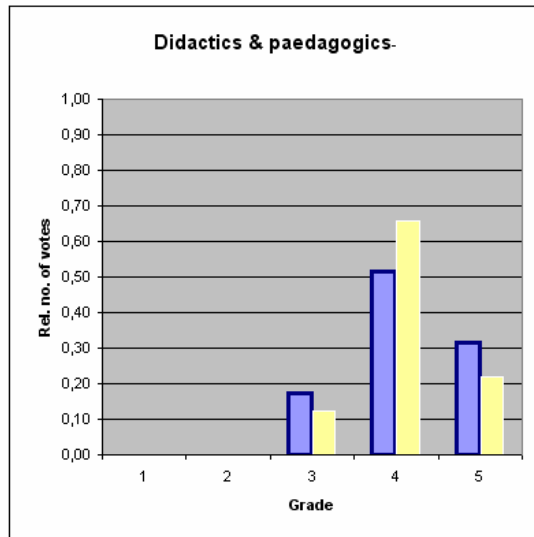
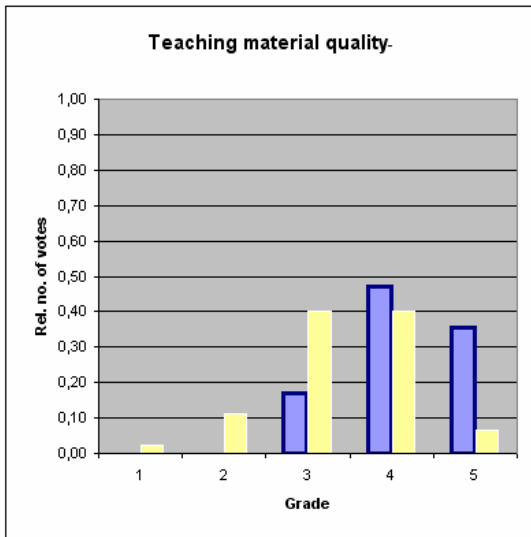
Students evaluate the course while waiting for their own marks at exam. 35 out of 40 students submitted the evaluation form. A graphical summary is presented next page.

Predominantly, the evaluation is good, and it is fair to conclude, that this course constitutes a good basic course in knowledge based entrepreneurship.

Compared to 2008, all key figures improved, while workload went down a bit. A marked improvement in the quality of teaching materials is a tribute to the new textbook.

Københavns Universitet, Spring 2009 Graduate e'ship course

Course evaluation Grade: 1 = very poor. 2 = Poor. 3 = Acceptable. 4 = Good. 5 = Very good.
 Blue: 2009. Yellow: 2008 figures.



Comments to the evaluation

1. The teaching language is English. This attracts foreign students, and most of the groups worked in English. One comment from a foreign student deserves attention in this context: Danish students have room for improvement when it comes to integrate foreign students. A slide on this will be included in the future course introduction lecture.
2. The new textbook seems to go down well.
3. The didactics (teaching methods: lectures with group work in a parallel) are well accepted. This course at least does not support the viewpoint that lectures are inferior in teaching. It probably works, since lectures go together with other supplementary learning methods.
4. Perceived outcome versus workload receives high marks, which is certainly one of the most encouraging feed backs imaginable. Same goes for fulfillment of expectations
5. The individual examination worked acceptable, but it certainly has some notable drawbacks. The most important is the time consumption, which makes individual examination a bottleneck for teaching large classes. We spent two days in examining 40 students, and as long as we cannot apply a more efficient hybrid of group- and individual examination, classes should be limited to 50 students at a maximum. This impacts cost-efficiency strongly, since we have proved that we can teach classes up to 100 students without any notable drop in course evaluation key figures. So individual examination certainly has a price tack to it.
6. We found the seven-step scale, referring to learning objectives easy to work with and grades given by teacher and censor rarely differed by more than one grade.
7. Coaching worked very well and has received both appraising comments and high evaluation grades. This is a credit to Dorte Wiene and Peter Ottesen.
8. Teacher evaluations also indicate a widespread acceptance of what the undersigned has to offer.
9. The teacher's own observations: Overall a good course and a real good class. A few issues however should be addressed:
 - a. In 2009 we complied with the modular study plan, which again removed all complaints about mismatch and poor coordination.
 - b. The KU-NAT e'ship course is an adapted variation of the DTU e'ship course. At DTU, 13 lectures are delivered throughout the semester, whereas the KU-NAT course is concluded in 9 lectures only. As noted in the 2007-2008 evaluation, this is too concentrated. However, the flexible modular study template allowed us to have two additional lectures. So future courses – if any – should include 11 – 12 lectures.

Comments received from the students:

I appreciate: Comments reflect the realistic approach to business start-up, the reality-touch provided by visiting lecturers, the very good coaching, the group management principles (you get sacked if you do not deliver) and the general entrepreneurial and enthusiastic approach that characterizes this course. For the first time since introduction in 2006, teaching language (English) is appraised. Humor and a predominant good mood in the lecture room are mentioned too.

I criticize: We almost got around last years critical points (missing textbook, compressed course). Still some of the lectures are too long. Groups of five or more are too big. A few comments complain about too few milestones in the project plan that groups are recommended to adapt.

I suggest: Adjust course contents to match specific knowledge. Do proficiency tests to map individual competencies before putting groups together. Reduce group max size. Rewrite the textbook based on a more systematic approach, include mandatory assignments, help groups to get in contact with customers, avoid frustration prior to identifying a business opportunity through coaching during the idea development phase.

Course development

Following is subject to change from 2009:

1. Shorter lectures, more lectures.
2. No groups exceed 4
3. Assignments – homework (mostly like specific business problems related to a start-up situation – also known as case-based teaching) should be developed
4. The textbook will be rewritten – just not now.



John Heebøll
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