

CPHC LDG Enterprise & Entrepreneurship in the Computing Curriculum

*Name of Course: SUG 3500 Creativity and Market Research in Science and Engineering
Name and Location of Institution: Newcastle University, Newcastle upon Tyne*

*Katie Wray
katie.wray@ncl.ac.uk*

Course URL: <http://www.ncl.ac.uk/computing/current/module/SUG3500>

Where does the course fit in your curriculum?

The course is taken by third year students on BSc Information Systems (compulsory) and BSc Computing Science (optional). No prerequisites. Currently 47 students taking the module 2012/2013

What is covered in the course?

Topics covered: Exploring Enterprise, Entrepreneurship and Employability, introduction to social themes, where ideas come from, creativity, World Café creativity workshop, Shaping an idea, cultural awareness, teams and why they matter, MARKETS approach, Market Research Techniques, Networking event (Skills Wall), SOLVERS workshop.

What is the format of the course?

The course is taught face to face but students manage their own team meetings. Contact hours: 54hrs in total - Lectures(14hrs), practical sessions(4hrs), directed reading(28hrs), workshops(8hrs), fieldwork(3hrs), drop-in/surgery(1hr), student-led meetings(10hrs).

How are students assessed?

Students are assessed (summative) on a Group Market Research Report (2500 words) and Poster showing student's individual development. Formative assessment of a blog on development and activities. Market Research Report 85% of module, Poster 15%. Time spent on completing assessments 20-30hrs.

Course textbooks and materials

Textbooks, handouts, guest lectures, Blackboard site with guides for assignments and instruction for practical elements of the course.

Why do you teach the course this way?

The module uses a varied range of teaching methods and provides opportunity for experiential learning. It aims to develop skills for enterprise, enhance employability, potentially develop entrepreneurial intent. As students form a community, through networking and working on projects, they will gravitate into teams with complementary skills around their ideas. The history and background of the course – the course stems from the need to include entrepreneurial content in our CS courses as there was very little. The economic climate conditions for employment in the UK was a driver to encourage students to start their own IT businesses. The need to improve general employability through authentic projects as would take place in the software industry meant that students should be exposed and benefit from participating in interdisciplinary team projects – a need that was met nowhere else within both the Engineering and CS curricula at our institution until now.

Integration

The module integrates well with other modules from the School of Computing Science programmes– including modules such as The IT Professional (year 1), Software Engineering Team Project (year 2).

Other comments