

Participant Feedback Report

At the final meeting of the project participants in Glasgow it was agreed that the opinions of those involved in the Networking for Entrepreneurship project should be sought. This report summarises those responses.

A series of questions were agreed for dissemination to teachers, student and experts. These were input to Google forms and the URLs were shared amongst the project partners. There were three questions targeted at experts, students and teachers. They were offered in English and Slovenian.

The questions are listed below. Responses were invited in writing and by video.

Questions for experts

1. What role did you play in the project?
2. How do you think the cooperation in the project helped students develop an entrepreneurial mindset?
3. Why do you think that networking is important for students?

Questions for teachers

1. What did you students benefit from taking part in the project?
2. How did you feel working this way – networking on this entrepreneurial project?
3. What would you do differently if you did it again?

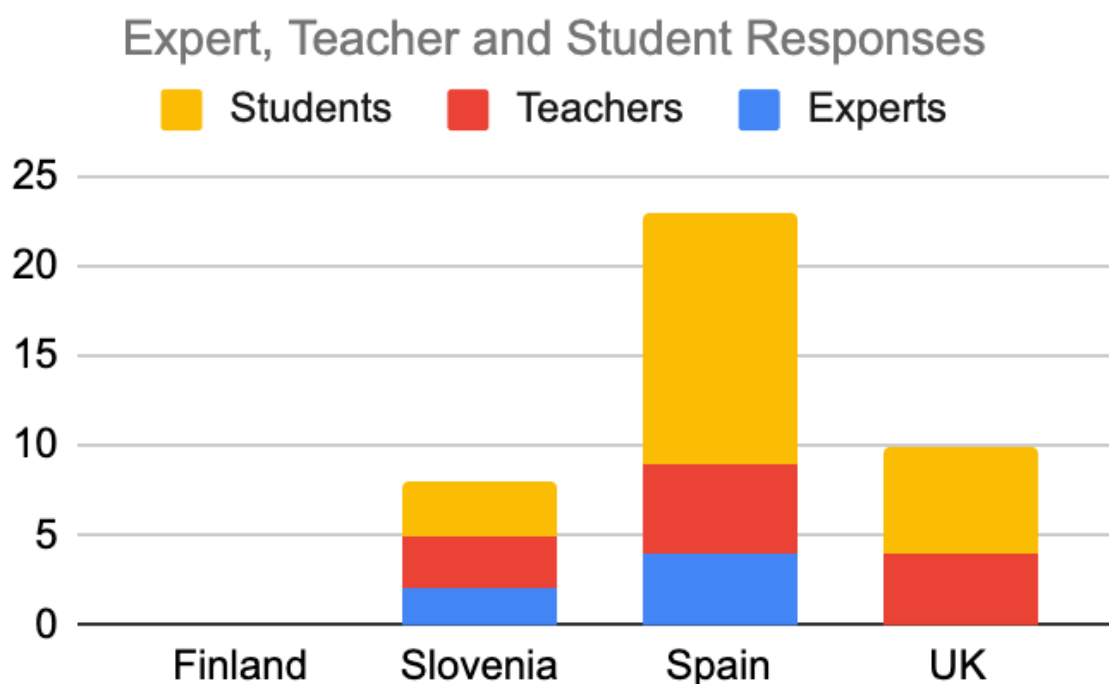
Questions for students

1. How does it feel to work with students from other subject?
2. What did you like most about the project?
3. What would you do differently if you did the project again?

There were 41 responses in total; 8 from Slovenia, 23 from Spain and 10 from the UK.

Although guidance was provided to allow responses via mobile video recording nobody followed this route and responses were all made via Google forms in writing.

The number of responses is indicated below; broken down by country and the role of each respondent.



The full text of the anonymised responses is provided in the appendices.

The following analysis of the feedback is not scientific and is presented with the following caveats; the ratio of response varies significantly, there is no response from Finland, the questions were qualitative and offered no opportunity for statistical analysis.

The following comments are offered:

- The experts were broadly in support of the project, commenting (in summary)
 - Networking between different educational programmes is of great importance
 - School curricula are often too stiff, networking and collaboration motivates the students, opens their mind and leads to better solutions
 - Networking allows you to become connected... It also gives way for you to become knowledgeable about your field... This extra knowledge and experience can help benefit you before heading out into your prospective career.
- Teachers were also supportive, recognising the value of the project and the opportunities it offered. They emphasised the importance of working across the curricula and the need for students to understand more than just their own subject area. The scale of that challenge was understood and some felt the project required a longer timeframe – running over two years instead of one.
- Teachers also emphasised the importance of planning

- Teachers recognised the challenge of scheduling the project but also the opportunities it offered for their own learning and understanding
- Students responses were clearly varied by country and the experience of each project
 - The Spanish students were most positive listing motivating factors as:
 - Working with the elderly
 - Providing a service
 - Working with other students
 - Creating a product
 - The Slovenian students enjoyed the new experience the project introduced into their curriculum and the opportunity to work with new students and institutions.
 - The UK students' response were more mixed citing issues over group work and organisation. Although some were blunt in their criticism they did recognise the value of the concept and the intention of the project.

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Slovenian Participants

Experts

1. What role did you play in the project?	2. How do you think the cooperation in the project helped students develop an entrepreneurial mindset?	3. Why do you think that networking is important for students?
Within the framework of NET-ENT Erasmus+ project, I organized a "Wood Day" at Biotechnical Faculty for the students of SŠOF. Various experts explained and showed the students many important aspects that have to be considered in the process of manufacturing and preservation of wood.	Knowledge about technological procedures opens new possibilities to young designers, at the same time it can alert them about possible problems or price raises that can be avoided.	Every such networking between different educational programmes is of great importance for the students; especially important for them is the possibility to carry out certain projects in collaboration with faculties. Not only are their products at the end better because of the collaboration, such joint projects can decisively influence their choice of future career path.
I participated in the project as an external expert from the field of urbanism – my role was to prepare the materials and to carry out a lecture for the students of SŠOF. It was tailored to the needs of their task – urban furniture design, benches representing Slovenian regions.	In order to develop an entrepreneurial mind-set the students need a wider knowledge of certain fields, specifically in the case of urbanism not just about the possibilities but also about the limitations when it comes to placing of urban furniture into a space.	School curricula are often too stiff, networking and collaboration motivates the students, opens their mind and leads to better solutions for their project tasks.

Students

1. How does it feel to work with students from other field of studies?	2. What did you like most about the project?	3. What would you do differently if you did the project again?
I like everything because we exchange knowledge	A visit to a middle school and presentation of their curricula	More communication between salts

<p>We first worked on choosing a name for the Resles Learning Company, founded by students from the Faculty of Fine Arts, then we prepared our graphic designs and application templates, using images of students' products from the subject design department.</p>	<p>I liked that we also considered graphic design students thinking about corporate strategy and marketing, and we also had an interesting lecture and workshop in marketing.</p>	<p>The pilot project should take 2 years as we have waited too long for product pictures.</p>
<p>Based on the vision of the students from ŠCNG, I made 2 drafts for the company Resles, one was selected. Then, due to different schedules, we agreed on an email or a follow-up call. through mentors to align some elements of corporate identity. If you had lessons at the same time, it would be more interesting because you could talk on Skype or phone.</p>	<p>I liked that apart from the usual CGP elements and applications, I was also able to design a mobile app design.</p>	<p>I liked that apart from the usual CGP elements and applications, I was also able to design a mobile app design.</p>

Teachers

1. What did your students benefit from taking part in the project?	2. How did you feel working this way – networking on this entrepreneurial project?	3. What would you do differently if you did it again?
<p>The students involved in the project were given a realistic picture of what is important and necessary to bring the business idea to life with a real product.</p>	<p>The experience is very positive. I have learned and deepened my expertise and pedagogical knowledge. Training for teachers from 4 to 8 June 2018 in Helsinki "Coaching as a Learning and Teaching Method" has been very helpful and I now use this method more often when working with students. I experimentally introduced the NET-ENT module within the EU project Erasmus + Networking for Entrepreneurship (NET-ENT) to work with students of the economic technician program, namely 2nd a ET and 3rd a ET at the Nova Gorica School Center in the school year 2018/2019. The first part - Personal Growth and Entrepreneurial Mindset - was intended to encourage self-initiative among students and take responsibility for their own success, motivate students to seek opportunities and develop perseverance. In the second part - Developing a Market Successful Product - students went through the process of creating a commercially successful product from idea to final product. Teachers and students from three different programs (marketing, design, production) collaborated with each other in the process of creating a commercially interesting product from idea to prototype. In individual phases, we also included experts from the labor market of the three areas mentioned in different ways, depending on the needs of the process (tailored lectures, mentoring, interviewing, learning about practices in companies). Learning in the module was experiential and research oriented, students and teachers were co-creators of the learning process and proactive and responsible participants in the product development process.</p>	

Teachers Continued

<p>Taking part in the NET-Ent project represented a more complex task than usual for the 3rd year Graphic design students since they had to take into account the work done by the students from the Product design department as well as the business ideas developed by the students at ŠCNG. An additional benefit were a lecture and a workshop about marketing.</p>	<p>Our students very often collaborate with businesses and institutions that is why coaching for me was not a new experience.</p>	<p>Because of the complex sequence of business ideas and tasks for designers, such pilot project should last for two academic years in order to achieve optimal results in all areas in question.</p>
<p>Since we were taking part in the project we had an opportunity to carry out the task in a more complex manner, we certainly benefited from the external experts. Our plan from the beginning was to create products out of wood, which is why the "Wood Day" at Biotechnical Faculty was especially interesting for our students. They also learned many new things about urbanism and street furniture, which is not in their regular curriculum; they expanded their knowledge about marketing as well.</p>	<p>The students of product design must think about entrepreneurial aspect of their designs, manufacturing possibilities and marketing in their day-to-day work anyway. The pilot project lasted only for a year and for that reason it was unfortunately not possible to get as much benefit from all the connections as we wanted.</p>	<p>Perhaps we could have planned a joint task with our partner school from Glasgow, since they have similar educational programs as our school; that could have been undoubtedly a very interesting experience for our students and teachers. A student and teacher mobility would be a valuable addition to the project that unfortunately was not planned in this project.</p>

Spanish Participants

Experts

1. What role did you play in the project?	2. How do you think the cooperation in the project helped students develop an entrepreneurial mindset?	3. Why do you think that networking is important for students?
Mentoring	Going out of the confort zone is key to foster their entrepreneurial mindset.	Networking allows you to become connected with a professional in your field or with students who are also going into similar fields. It also gives way for you to become knowledgeable about your field from the experiences that it may bring. This extra knowledge and experience can help benefit you before heading out into your prospective career.
Marketing plan. Branding. Developing a webpage. Video edition.	Cooperation is very important for the development of soft skills such us an entrepreneurial mindset.	The advice given from your prospective networking connections can help you become familiar with what to do and what not to do when it comes to your potential career. Making mistakes and learning from them is an important part of life, but in the college setting you are able to learn them in a safe and forgiving environment before having to face them in the real world. Reaping the advice that peers and mentors have for you is essential to this so make sure to listen to everything they have to say!
Entrepreneurship. Creating teams. Coaching.	It helps to develop an entrepreneurial midset. Passion for example is to be an entrepreneur and I saw how this project help to increase motivation and passion in students.	That simple referral letter or connection you made while at your career fair can help you get your foot in the door and provide an actual opportunity to work in the position of your dreams!

Students

1. How does it feel to work with students from other field of studies?	2. What did you like most about the project?	3. What would you do differently if you did the project again?
Very good. It is great to work with other students.	Talking with the elderly.	I would be able to do a better walking stic.
It has been very enriching.	I liked working in the promotional video of the project. Also I loved seen how happy the retired people where when they got their walking stick.	I would be able to communicate better with the clients and i would be able to network.
It has been like going out of the confort zone. Very positive experience in my opinion.	I liked drawing a cathedral in the walking stick.	I don't know
It is a different challenge. Sometimes it was also difficult to coordinate and work together.	I liked talking with a real client and knowing that someone was going to use the product we have developed.	I would to a different design.
It has been a great experience.	Working with colleagues form other cycles.	I would improve the planification and the communication in the team.
It is something new and I think it has been a positive experience.	We have offered a service to the community.	
It feels good. It has been a great experience.	Creating a real product.	No idea.
It has been great!	Creating a product for the elderly.	Coordination.
It has been great working in this colaborative challenge based project. The improvement in soft skills thanks to this project has been notorius.	Working with students form other classes. Creating a real product for a real person.	I would have been more motivated since the beginning

Very interesting.	Working with students from other field.	No idea
It is very positive. We learned a lot from one another.	the visit from the retired people. getting to know our "client" and given them a real walking stick has been really enriching.	I would create a better walking stick.
It has been a challenge	Designing the stick	...
It has been a very positive experience. It feels good. Very motivating.	Creating a real product	Nothing.
It is a great networking.	Talking with the retired people.	Nothing
A very positive experience.	Teamwork. Motivation. Creating a real product. Offering a service to the community.	No idea.

Teachers

1. What did your students benefit from taking part in the project?	2. How did you feel working this way – networking on this entrepreneurial project?	3. What would you do differently if you did it again?
Teamwork Networking Motivation Communication Technical knowledge	It was great to work with other teachers in a colaborative challenge	You need everything to be really well planed because it is very dificult to coordinate so many teachers and students.
Entrepreneurship, Soft skills	It has been a very beatiful challenge. For the students it was great to work with students form other cycles	I don't know
It was great for them to talk with the elder. Networking with other students they did not know. Very motivating.	We are already used in our school to work in colaborative challenge based learning projects. But this project was also a service project that provided a service to the community and it was very beautiful to see students working and sharing experiences with the elder.	Better planning.
Teamwork. Talking with the elder was also very enriching for many of the students.	It has been a wonderful challengee.	It would have been great if the retired people would have been able to see the students actually working in the stick.
Technical knowledge. Teamwork. Motivation.	It was great to work in this colaborative service learning challenge.	Better planification

UK Participants

Students

1. How does it feel to work with students from other field of studies?	2. What did you like most about the project?	3. What would you do differently if you did the project again?
No one showed up to classes, scheduling issues, people didn't do any work even if it was from their area of study.	Not much apart from the creative design aspect.	It should have been better organised, taking into account scheduling, group formation and commitment and the conflicting information between lecturers. Teams of 8 people ended up being teams of 3 or in worse case, one person left to do all the work and the presentations, so maybe more oversight and reviews on the progress of each group, and if it come to the situation where groups have dropped in numbers, add them to another group early on so as to not impact their opportunities for learning and experiencing the project.
In theory a great idea, in practice a disaster. Differing levels of motivation and work ethics made it a wholly frustrating experience.	Nothing.	I wouldn't do it again. It was awful.
Was good chance to make new friends	Working with other people	By making the project part if the course for all the students and not just one if the courses

<p>In theory it was a good experience to work on a project with students from other fields, and it was definitely a good introduction to the idea of working as part of a multi disciplinary team. However, there was an understandable difference in level of engagement. As part of the manufacturing team I had both a more interesting task and more free time to work on the project than, say, the marketing students, who had much more coursework due during the project.</p> <p>That being said, after the project was reorganized in block 2 (?) and we worked in smaller teams of just design and manufacture I did get the benefit of seeing how the more design oriented part of a project like this would work.</p>	<p>I enjoyed the design process, seeing ideas go from rough sketches to a finished product, and how working as a team the design changes in unexpected ways with different input.</p>	<p>I'm happy with how our team worked together, I don't think I'd do anything different personally if I were to do it again.</p>
<p>It feels great having others peoples views on how things can get completed from their prospective.</p>	<p>Having a realistic brief that gave me an insight on what a real job could be like later on in life. I also liked working with other students from different areas as this allowed for different opinions to be introduced and I learn how other people worked</p>	
<p>Yes good learned a lot</p>	<p>Different thought process within disciplines</p>	<p>Smaller groups, of same level students</p>

Teachers

1. What did your students benefit from taking part in the project?	2. How did you feel working this way – networking on this entrepreneurial project?	3. What would you do differently if you did it again?
It gave them an understanding of problem solving within a team situation	At this level, N.Q. I feel they did not quite have enough experience in their fields.	
working in teams they shared and learned from each other through the coaching methods	some aspects were very challenging, in particular the large numbers we initially launched the project to. once that was managed differently and we re-grouped things were more manageable.	work with a smaller more focused group.
Working with others, teamwork, decision making, market analysis, price point, design graphics, co-operation skills, learning to have empathy, working with materials, design for manufacture, prototyping and development, self promotion, presentation to a client.	It was good to work with different areas of expertise, it helped me personally realise how I could incorporate elements of them into the curriculum to enhance the student experience.	We would have marketing involved more towards the end of the project when the design was finalised and the design graphics were ready to get the campaign produced quicker. We would have photos taken of the process of manufacture to help sell the product. We would leave more time to get the product manufactured.