



Andy Penaluna

# Thinking about the future of pedagogy



Enterprise  
Educators  
UK

THE FUTURE  
DIRECTION OF  
ENTERPRISE  
EDUCATION: 2018  
AND BEYOND



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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND

### ■ PEDAGOGY

My interpretation: “a quaint way of looking at content and delivery mechanisms for learning”

### ■ PEDAGOGY OFTEN ASSUMES

That you already know all the answer so can develop ‘deliverable’ curriculum in convenient step by step packages.

That you can get it all done within a set timetable - based on the cost of putting a teacher in the room.

That you can deliver the same content (pretty much) to all classes



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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND

### ■ PEDAGOGY ALSO OFTEN ASSUMES

That there is a goal that can easily be measured against - in (usually written) assessments

That talking 'about' (as opposed to doing) enhances knowledge

That knowledge and theoretical aspects can be told, and then recalled at later dates / as and when needed.

That you can base a starting point on where the learner is assumed to be in their learning journey.



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### ■ PEDAGOGY IN REALITY

The cracks are showing





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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND

### ■ PEDAGOGY – WHERE ARE THE GAPS?

The 'stickyness' of learning relates to use, relevance and emotional engagement.

The lack of 'practical doing' is insufficiently considered in 'serious' academic study.

Our approaches lead from breadth (e.g. Primary School) to super-focused narrow 'specialisms' (Ultimately a PhD).

Educators are only used to 'implementation' types of assessment where measurement is based on 'knowns' such as knowledge, theorists, (short term) recollection and the ability to critically analyze.



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### ■ PEDAGOGY – SOME QUESTIONS?

In which subjects do we see synthesis working well alongside analysis?

In which areas do we see novelty emerging from learning?

In which areas do we see the best interdisciplinary work?

In which areas do we see expertise in the assessment of the second I, Innovation?



## ■ PEDAGOGY AND ASSESSMENT?

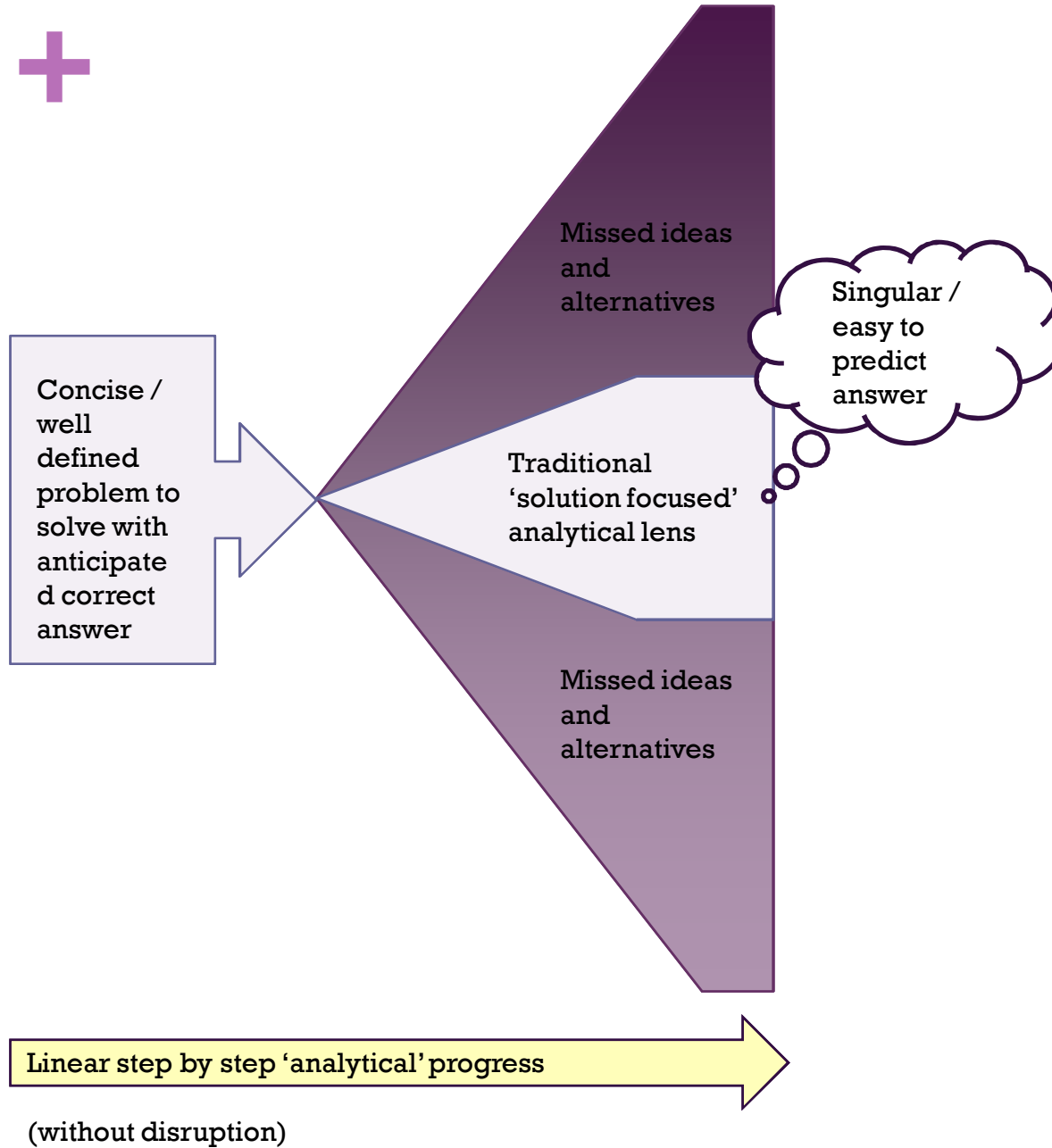
Innovation:

Producing multiple and varied solutions that respond to change and often surprise

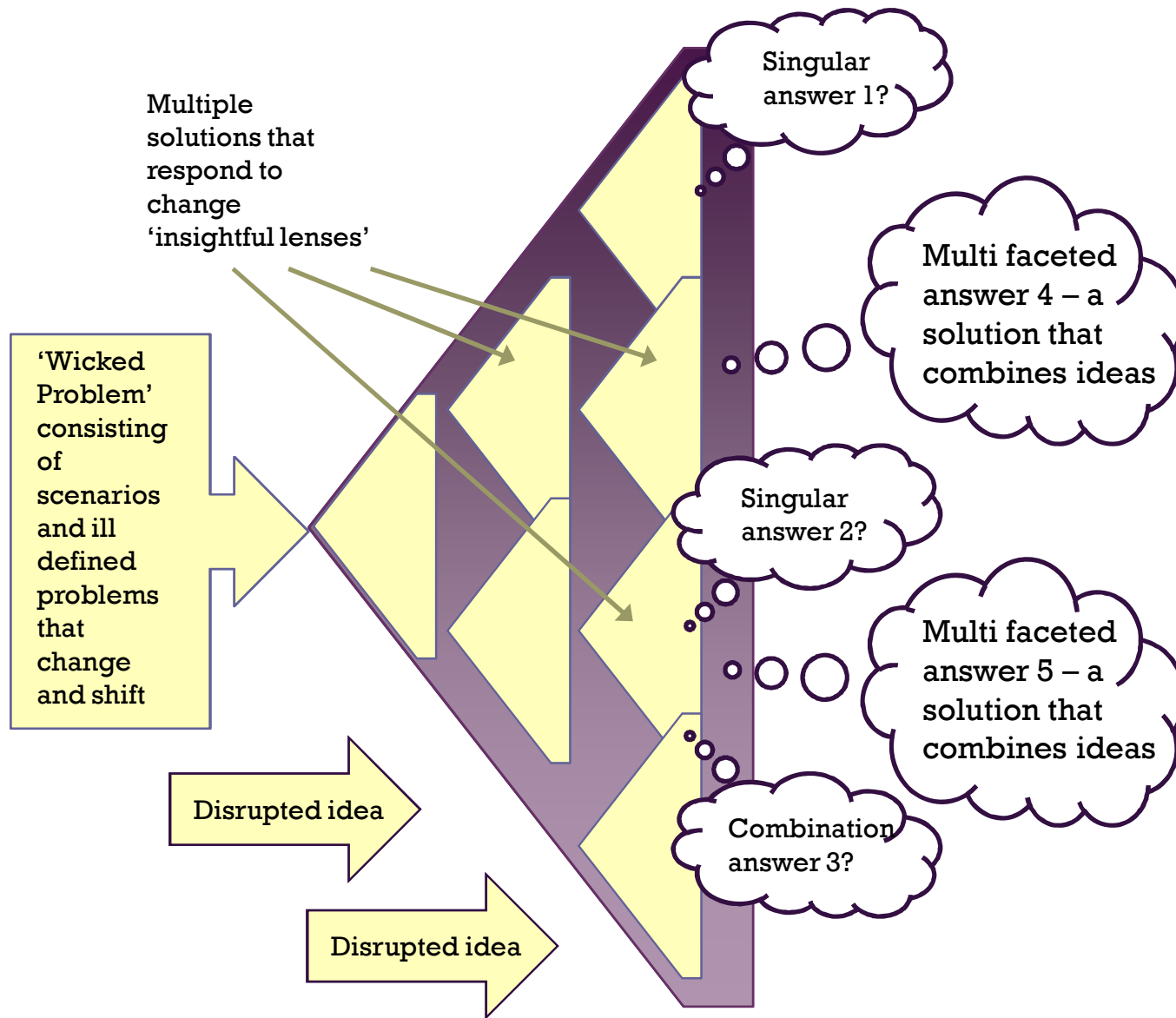


Implementation:

Doing things that are determined by others and matching against their expectations









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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND

- **THE NEW LEARNING AND TEACHING ENVIRONMENT**
  - Evidences the breath of creative thought
  - In 'shifting' learning that mirrors 'real' entrepreneurial environments
  - And develops adaptability, flexibility and resilience skillsets
  - Learning and Assessment is based on both synthesis and analysis
  - Sets the scene for Andragogy and Heutagogy



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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND

### ■ THE NEW LEARNING AND TEACHING ENVIRONMENT

Assessment will increasingly include learning by doing – both simulated and situated.

Assessment may be in partnership with other stakeholders, e.g. communities of practice.

May include visual language and emotional considerations

May include partnership teaching alongside robots.

Student feedback may be continuous and automated...

... and alumni feedback integral to it.



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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND



James Newton at work – UWTSD Advertising and Brand Design alumni



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## THE FUTURE DIRECTION OF ENTERPRISE EDUCATION: 2018 AND BEYOND



CambridgeSpace run regular events, ranging from the always-popular Cake O'Clock, through community lunches, to full-blown evening events like the recent "Can Entrepreneurs Go It Alone?" panel event.

Tim Bond – Co founder of Cambridge Space - UWTSD Graphic Design alumni



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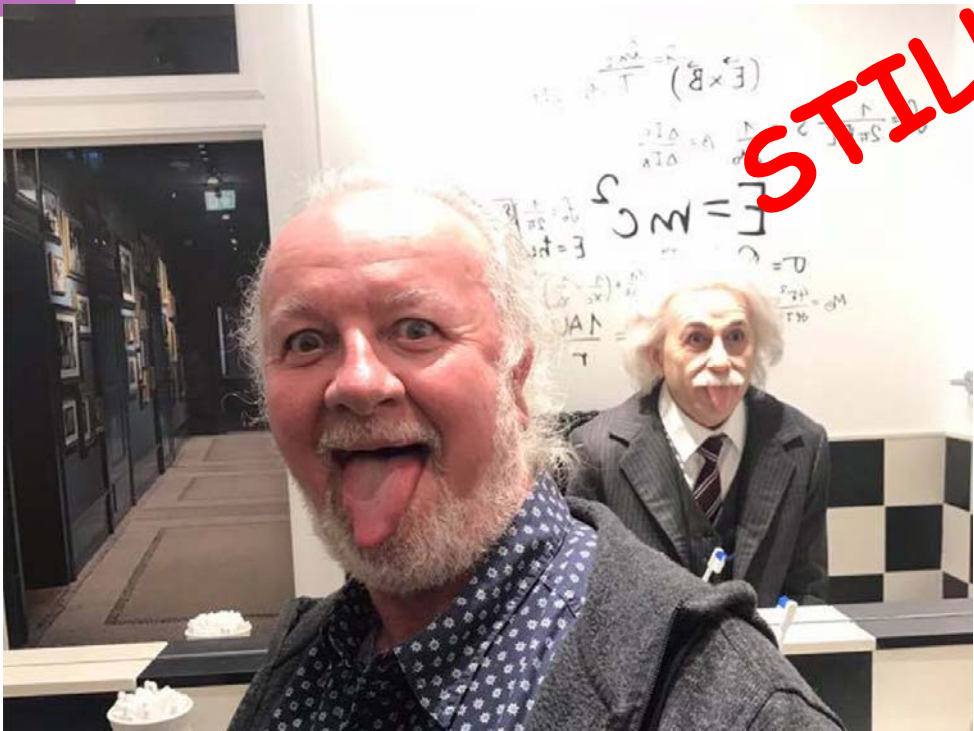


Hideyuki Horii,  
Professor  
i.school, The  
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Tokyo

OECD Critical &  
Creative  
education  
workshop (2016)

(IEEC Keynote  
2018)

Andy Penaluna



STILL

# Thinking about the future of pedagogy



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“Asking the right questions is much harder than answering them”

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