# #EntEdOnline

### Delivering “Enterprise for All”

*Ever since Lord Young entitled the last Government enterprise education report (June 2014) as “*[*Enterprise for All*](https://www.gov.uk/government/publications/enterprise-for-all-the-relevance-of-enterprise-in-education)*” this expression has become a driving manta across the sector (despite any wider reservations regarding the focus of the report).
Heralding ‘enterprise for all’ as a maxim reminds enterprise educators of the opportunities that wide spread exposure to curriculum and extra curriculum activities can provide to all learners, but it now also serves as a reminder to build our new #EntEdOnline approaches upon the core tenets of* ***accessibility, inclusion and parity of experience****.*

Regardless of the institutional statements or varying national perspectives (within the UK and internationally) as to what the academic term 2020/21 will look like, it is makes sense to plan for new dynamic in #EntEd delivery.

In “[Beyond Blended Learning](file:///Users/lynnobyrne/Library/Containers/com.apple.mail/Data/Library/Mail%20Downloads/10BF8052-532C-4899-81BA-58E230E92EB4/Beyond%20Blended%20Learning%20Blog%201%20EntEdinAction.docx)” we outlined clear guidance to:

* Level the playing field
* Revisit the core principles, good practice, and original ambitions (outputs/outcomes)
* Ensure Accessibility: focus on Equality, Diversity, and Inclusivity (EDI)
* Provide consistency of approach

and now it is increasingly clear that you will need to plan for staff absences, as well as also disruption in student ‘attendance’ (whether online or physical) as both staff and students will need to respond to their changing personal circumstances through the semester. It is unlikely that you can expect to work with a consistent cohort or should commit to requirements with fixed/long-term group work. Your students may need to deal with [prolonged](https://www.theatlantic.com/health/archive/2020/06/covid-19-coronavirus-longterm-symptoms-months/612679/) sickness, repeated periods of self-isolating due to test, track and trace/living arrangements or even maintain shielding long term, as well as experiencing unpredictability or delays in access to goods and services which can impact on their availability and ability to keep regular commitments/hours. With accessibility, inclusion, and parity of experience in mind, it makes sense to plan for disjointed and disrupted availability of both staff and students now. However, the challenge remains: how to inspire and motivate whilst building community during such potentially unpredictable circumstances?

In this blog, we outline some ideas and follow up our “top tips”. Please share your own with us as we compile new guidance.

*#EntEdOnline Share your top tips*

**Create community and structure for engagement**Be creative with your cohortsby establishing online buddies between different seminar groups or create virtual mentors between year groups.

Engage your team/other staff in your teaching, so alternative faces and voices are familiar. Use this engagement as an opportunity to role-model the online behaviours of questioning, challenging, or debating that you want to see in online breakout rooms.

Use colleagues or [sector experts](file:///Users/lynnobyrne/Library/Containers/com.apple.mail/Data/Library/Mail%20Downloads/10BF8052-532C-4899-81BA-58E230E92EB4/Engaging%20with%20Externals%20EntEdOnline%20Blog%205.docx) to set dilemmas, provocations, or challenges or to provide context or industry insight.

**Shatter the timetable:** re-imagine your traditional delivery, moving away from delivery in “hour slots”. Recognising what you have learnt from moving online your own experience, as well from [student feedback](file:///Users/lynnobyrne/Library/Containers/com.apple.mail/Data/Library/Mail%20Downloads/10BF8052-532C-4899-81BA-58E230E92EB4/Listening%20to%20the%20Student%20Voice%20Blog%204.docx).

Plan asynchronous inputs which allow 24/7 (and repeat) access to support your learners.

**Build in structure** as you deconstruct the traditional “hour lecture” by creating ‘bite size’ pieces of group work, inputs, activities and peer-working that [scaffold](https://en.wikipedia.org/wiki/Instructional_scaffolding) the students through key learning, creating a ‘ladder’ of key steps towards the final goal.

**Check in step by step:** add in additional points of [formative assessment](https://en.wikipedia.org/wiki/Formative_assessment) and use them as checkpoints in your ‘ladder’. Check in with your learners to see how they are feeling or to quiz them and challenge them, using peer-to-peer methods to create spaces for students and learners to support each other. Self-assessment or paired testing/review can be key to knowing that they are ready to move the next step.

Practical tips for 2020/21 delivery:

**Keep records** of, and full access to, group work and engagement to ensure that no student is disadvantaged, especially if catching up following ill-health.

Recognise that you might need to **record** any in-face lectures/seminars, as well as any online activity, to ensure that those who are unable to engage/attend have access.

Recognise **groups** may need to be established from who is available each week rather than long term working teams or determining any pre-planned groups.

Put up materials online in **date order**/ weeks, rather than in class types. Create a logic that allows your students can use to catch up quickly.

**Create clear roles to build online engagement**.
For each group, allocate specific roles such as reporter or scribe.

Nominate a different person each week to be the reporter or class scribe for the whole cohort or their group during lectures, or to field/theme questions to be tabled to you as lecturer.

Use an ‘observer’ role in a group to feedback on student-led group work experiences.

Use students as co-host or group co-ordinator.

Allocate different students each time to take up specific personas in each class, acting throughout in a character such as newspaper or court reporter, prosecutor, or nay-sayer. Draw on these [personas](https://www.etctoolkit.org.uk/all-etc-how-to-guides-case-studies/?toolkitid=1242) to create different perspectives/appreciate stakeholder perspectives.

Use **externals** (live or pre-recorded) to set problems or challenges, [answer questions](https://www.etctoolkit.org.uk/all-etc-how-to-guides-case-studies/?toolkitid=1244) or [debate](https://www.etctoolkit.org.uk/all-etc-how-to-guides-case-studies/?toolkitid=1237) topics with you. Role model effective online working with each other and use industry/community expertise to illuminate your work.

*EEUK #EntEdOnline June 2020*