Entreprendre & Innover

Speaking of Entrepreneurship and Innovation

Editorial guidelines for authors

"Innovative practice" section

Overview for the section "Innovative Practice"

The section is inspired by the principle of evidence-based education in medicine. The idea is to **circulate information about innovative experiments and communicate initial results** in a concise format (maximum 12,000 characters). The goal is to **elicit reactions from colleagues, inspire them** to experiment, and gradually document this practice in other contexts. Ideally, this leads to fostering a **discussion forum**.

Three themes are to be developed: the **context**, a **description of the approach**, and the **implications**.

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1. Context

- **Overview**: origin of the approach, target audience, designers and facilitators, institution, program in which the approach was applied.

- **Objectives pursued**:

    - What are the long-term goals of the program, possibly several months or years later?

    - What underlying philosophy (e.g., educational[1]) is implied by the designers of the approach or program?

    - If relevant, what learning outcomes are expected? What new skills and/or behaviors are encouraged/promoted/developed?

2. The Approach

- **Diagram illustrating the process:**

    - What is the sequence of events?

    - What are the general contents?

    - What are the key events?

    - What examples of activities are proposed, and what evaluation system is used?

- **The participants, their roles, and their points of view.**

    - What participants are involved in the approach?

    - What are their respective roles, points of view, attitudes, and relationships?

    - When do they intervene?

We need to be able to visualize the approach as concretely as possible!

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[1] One can refer, for example, to Ramsden's 3 teaching theories (2003), *Learning to Teach in Higher Education*, NY, Routledge Farmer, chap 7, or to the 4 contemporary educational philosophies defined by Bertrand, Y. (2015) *Les philosophies contemporaines de l'acte éducatif*, Fabert, or even the 4 educational ideologies identified by Béchard, J.P. (2016) *Penser la formation en gestion: repères pour l'enseignement supérieur,* Presses de l'Université de Montréal, chap.

3. Implications

Several types of implications might be drawn. Here are some suggestions, but we expect authors to at least address the question "so, in practical terms?"

3.1 What assessment can be drawn to date?

After the initial experimentation, what observations have you made? For example, one could oppose a case that works against one that does not. **The goal is not to "sell" but to analyze the program or approach in relation to its various levels of objectives.**

3.2 So, in practical terms (mandatory)?

(a) What are the key takeaways for someone who would like to draw inspiration from this experience? This should involve at least two elements:

- What are the requirements for the program or approach to deliver on its promises for the majority of students?
- What limitations have you observed?

(b) If implemented in another context, what are they key elements that must be retained? Which ones could be adapted or discarded?

(c) What questions are the facilitators and/or designers of this program asking themselves: what hypotheses does this initial experimentation suggest? What challenges do they face for the next version(s)? What advice, suggestions, points of comparison would they like to receive from readers to progress?

(d) **If it's an innovative educational approach:**

- **In what way can this approach be qualified as educational for/through/related to entrepreneurship?** Particularly, one can inquire about the level of uncertainty faced, where the risks lie, who takes them, whether there is a right to make mistakes, and how it is effectively managed. This may involve students, professors, and/or the institution. In what ecosystem of relationships does this setup take place? Who has the upper hand? Are there different 'types' of participants? What alliances, co-operations, selections are observed?

o **How is the approach aligned?** Are the three principles of pedagogical alignment according to Biggs[2] respected: 1) the assessment focuses on the intended learning outcomes, 2) the approach focuses on the intended learning outcomes, 3) the approach prepares students for assessment.

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[2] An excellent summary post on the concept of constructive alignment by Biggs (1996, 2003, 2014) is available (https://www.fun mooc.fr/c4x/ENSCachan/20012/asset/efSUP_S0_Bruillard_alignement_constructif.pdf). The short online video "teaching teaching understanding understanding" allows a lively visualization of the concept in various languages (http://www.daimi.au.dk/~brabrand/short-film/)