

Assessing Entrepreneurial Learning: A National Review

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Data & Findings

Educators in HEIs across Ireland-
Survey.

A slight departure from traditional
assessment methods and practice in
Entrepreneurship Education (EE).

Despite a reliance on the
summative assessment type and
focus on final grades for students
and educators, innovative and
technology enabled assessment is
prevalent.

Educators are reflecting on their
own practice and are keen to seek
better ways to assess.

Impact

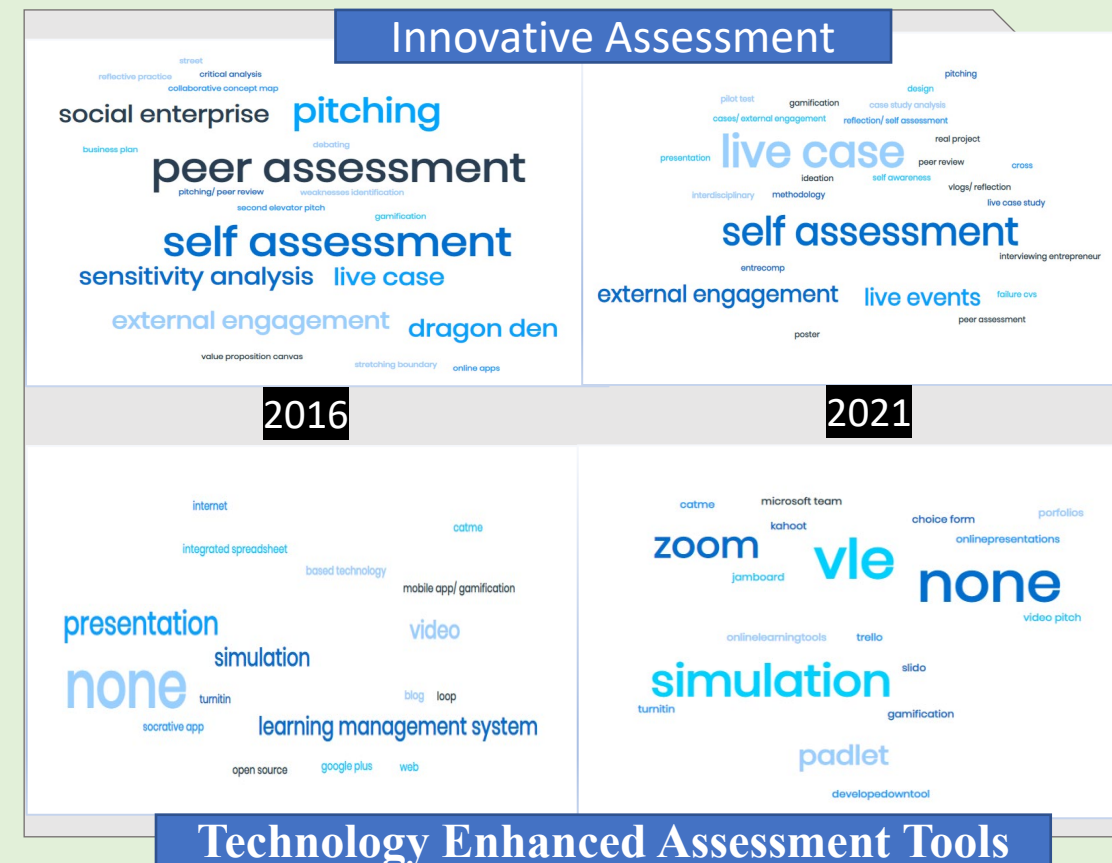
The findings will be useful for
educators to inform their teaching
practice, curriculum design and
assessment design.

This research provides evidence of
the direction of changes and
development taken by educators
to address internal and external
influences on assessment practice
in EE.

Consider how we can support
entrepreneurship educators to
implement effective EE that is
rooted in authentic experience?.

Aim

This paper focuses on the analysis of the
educator survey in 2021 (N = 29) along with a
comparison of the educator survey 2016 (N = 32).



Research to date is on approaches to teaching with questions
on assessment as/of/for learning in EE left largely
unanswered (Morselli, 2019). Assessment is an integral
component of course design and essential in effective
teaching and learning strategy (Pittaway et al., 2009).

Pittaway, L., Hannon, P., Gibb, A., and Thompson, J. (2009), Assessment practice in
enterprise education. *International Journal of Entrepreneurial Behavior & Research*,
15(1), 71-93.
Morselli D. (2019), The Assessment of Entrepreneurial Education. In: The Change
Laboratory for Teacher Training in Entrepreneurship Education. Springer Briefs in
Education. Springer, Cham. https://doi.org/10.1007/978-3-030-02571-7_2