

Welcome



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cultural
& creative



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CONATAL

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Arts & Humanities
Entrepreneurship
Hubs



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**Aim: To improve the long-term career prospects of graduates
from Arts and Humanities disciplines.**



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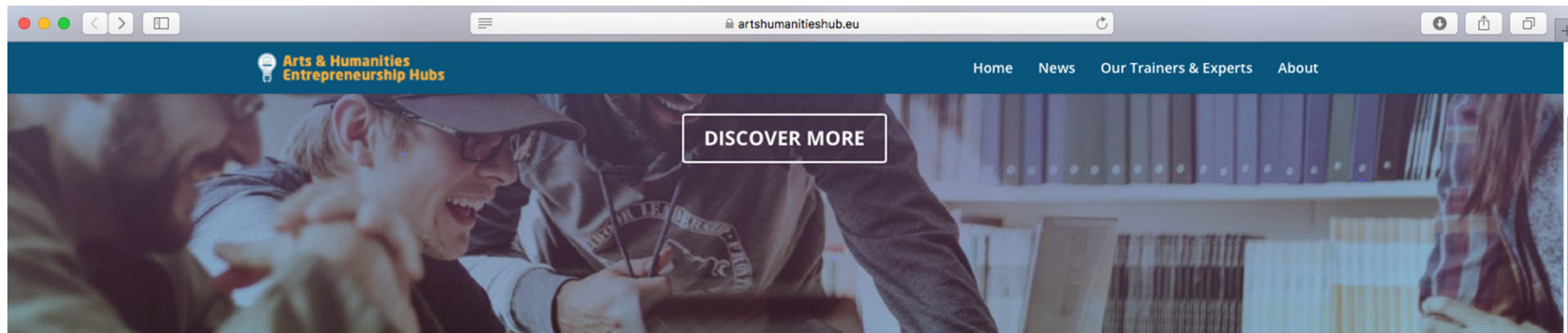
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We are delighted to share the full research report from the first phase of the AHEH project. The research took a multi-method approach to researching the current state of play across Europe regarding the actual provision and perceived provision and efficacy of entrepreneurial education and support tailored for the arts and humanities. The report outlines the analysis and conclusions from this body of research. The findings, in terms of the perceived skills gaps in the current provision, as well as examples of good practice have informed the development of the AHEH training programme.

The research identified differences between European countries but the over-arching key findings were found to be relevant to all



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ENTREPRENEURSHIP EDUCATION SCARCITY

There is not enough not enough entrepreneurship education dedicated to arts and humanities [Report references 3.1, 3.1.3, 5.1]



NEGATIVE ATTITUDE TO BUSINESS

Many arts practitioners have a negative attitude to business start-up (Report references 3.1, 3.3.3, 4.4.4)



ENTREPRENEURSHIP DIVERGENT FROM CREATIVITY

Arts and Humanities students often view entrepreneurship as divergent from their creativity and are subsequently less likely to consider setting up their own business or view employment as a means to support non-commercial art practice via a portfolio career (5.1. fig 11, fig 12)



INCREASE IN ENTREPRENEURIAL COURSES

There is a rise in the number of entrepreneur courses available in Higher Education. These are primarily affiliated with related to business schools, with a more recent increase in in the educational sector (3.1.3)



GRADUATE VS STUDENT ATTITUDES TO ENTERPRISE

Students acknowledge the importance of developing enterprise and employability skills, but often only recognise their relevance and significance after they have graduated, evidenced by the number of graduates enrolling on additional courses in entrepreneurial training after they have graduated (5.1)



DEVELOPMENT OF SOCIAL OR EDUCATIONAL ENTERPRISES

WP1 suggests employing an educational strategy that includes an emphasis on the development of social or educational enterprises that use entrepreneurial principles as a tool to drive social change and improvement, alongside more commercially motivated projects, may help foster a more positive and inquisitive attitude towards enterprise education in both students and academic teaching staff, especially in areas more traditionally concerned with developing philosophical enquiry through creative practice (3.1, 3.3.3, 4.3.3, 4.4.4)



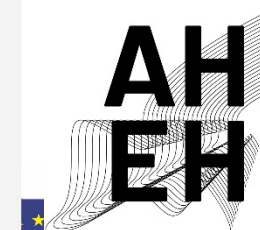
STUDENTS PREFER A PHYSICAL HUB

In the report the target groups have a clear preference for the Arts and Humanities Entrepreneurship Hubs to be physical spaces with resources and support staff (3.3.5, 4.2.2, 5.3 fig 36)



CREATIVITY IS THE MOTIVATOR

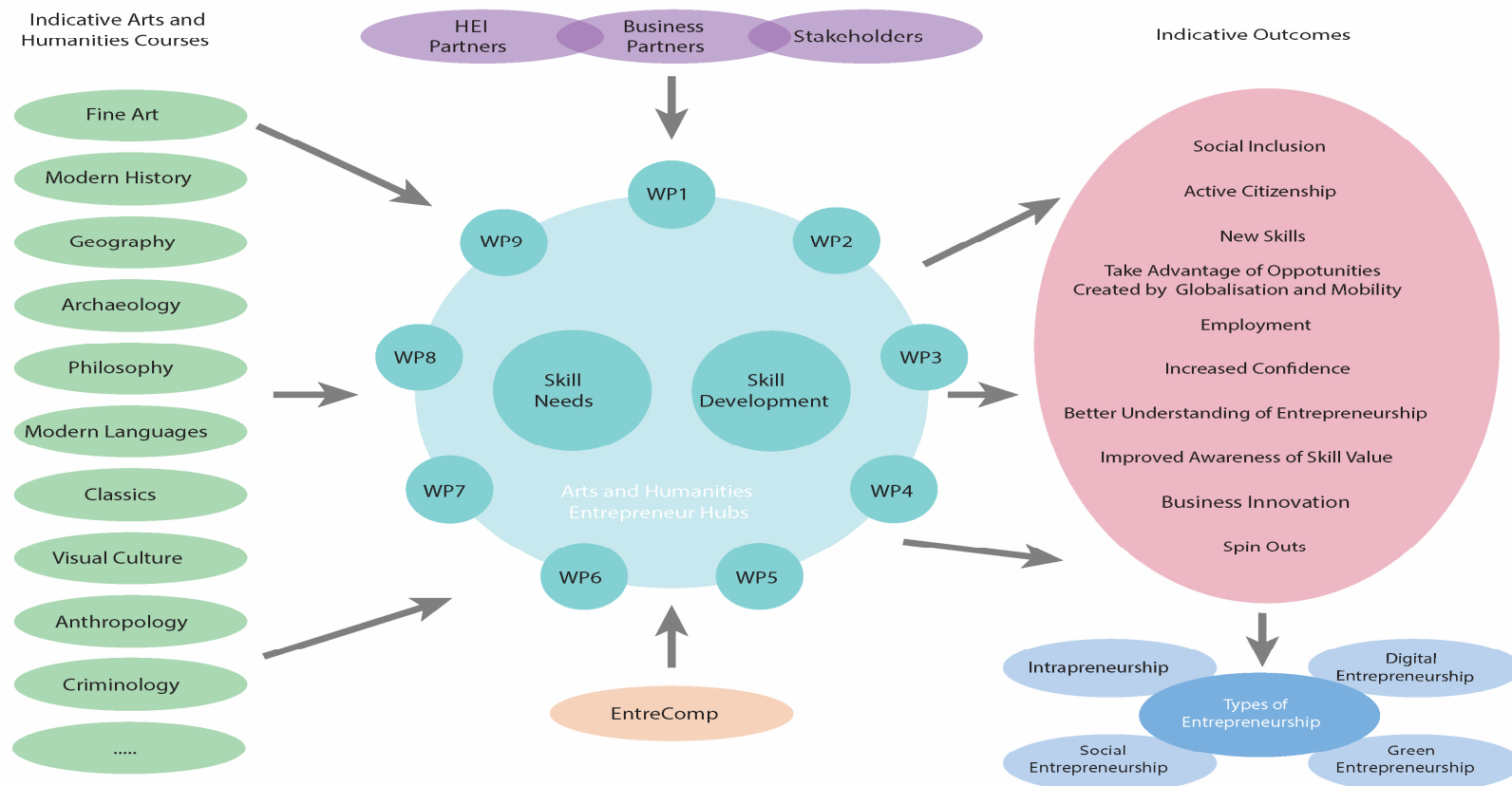
WP1 has highlighted that participatory and experiential learning offer pedagogical frameworks more suited to the creative and practice orientated Art & Humanities subjects (ref) where creativity rather than money is often the motivator (3.1.3, 3.4, 3.4.2, 5.2)



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TIMETABLE

DAY 1: Icebreakers, Video Challenges, Ideation.

DAY 2: How to Plan your project: Creative Canvas Tool for Project Planning.

DAY 3: How to Pay for your project: IP, Funding, Budgeting.

DAY 4: How to Share your project: Communication, Marketing and Social Media.

Day 5: Pitching your project.



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Workshop Activity: Speed Portrait 'Dating'

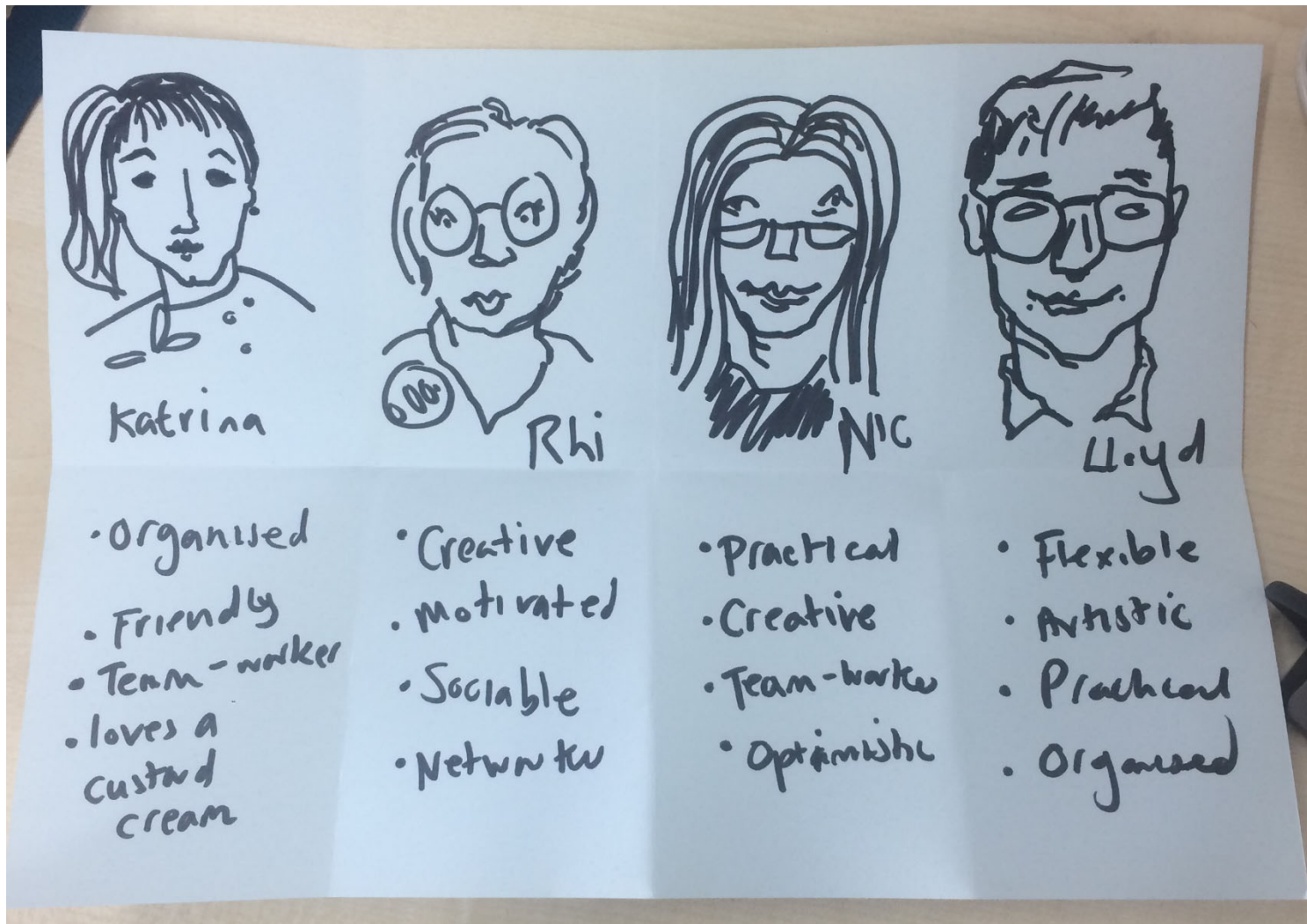
- Fold the piece of A4 paper in half, in half again and in half again
- Take the paper and a felt pen and form two lines either side of the tape. There needs to be one person opposite you.
- Open your paper there are 8 sections. You have 30 secs to draw a portrait of the person next to you and ask them questions about themselves.
- In the box underneath their portrait write 3 positive things about the person you have drawn
- Move to the right and repeat x 4



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Words you might choose to describe other people

Active	Witty	Influential	Logical
Thoughtful	Erratic	Motivated	Follower
Independent	Practical	Optimistic	Decisive
Sociable	Persuasive	Stubborn	Organised
Promoter	Flexible	Dedicated	Cynical
Consistent	Open-minded	Confident	Energetic
Methodical	Team-worker	Uncertain	Focused
Impulsive	Friendly	Self-starter	Steady
Indecisive	Shy	Persistent	Dependent
Competitive	Reflective	Creative	Instinctive
Pessimistic	Networker	Achiever	Leader
Lazy	Caring	Communicative	Abrasive



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Marshmallow Tower

In your allocated teams of 10 and using only these materials
You must build a tower with a marshmallow on top.
Highest marshmallow wins.



University of Vienna
Early Career Fellow

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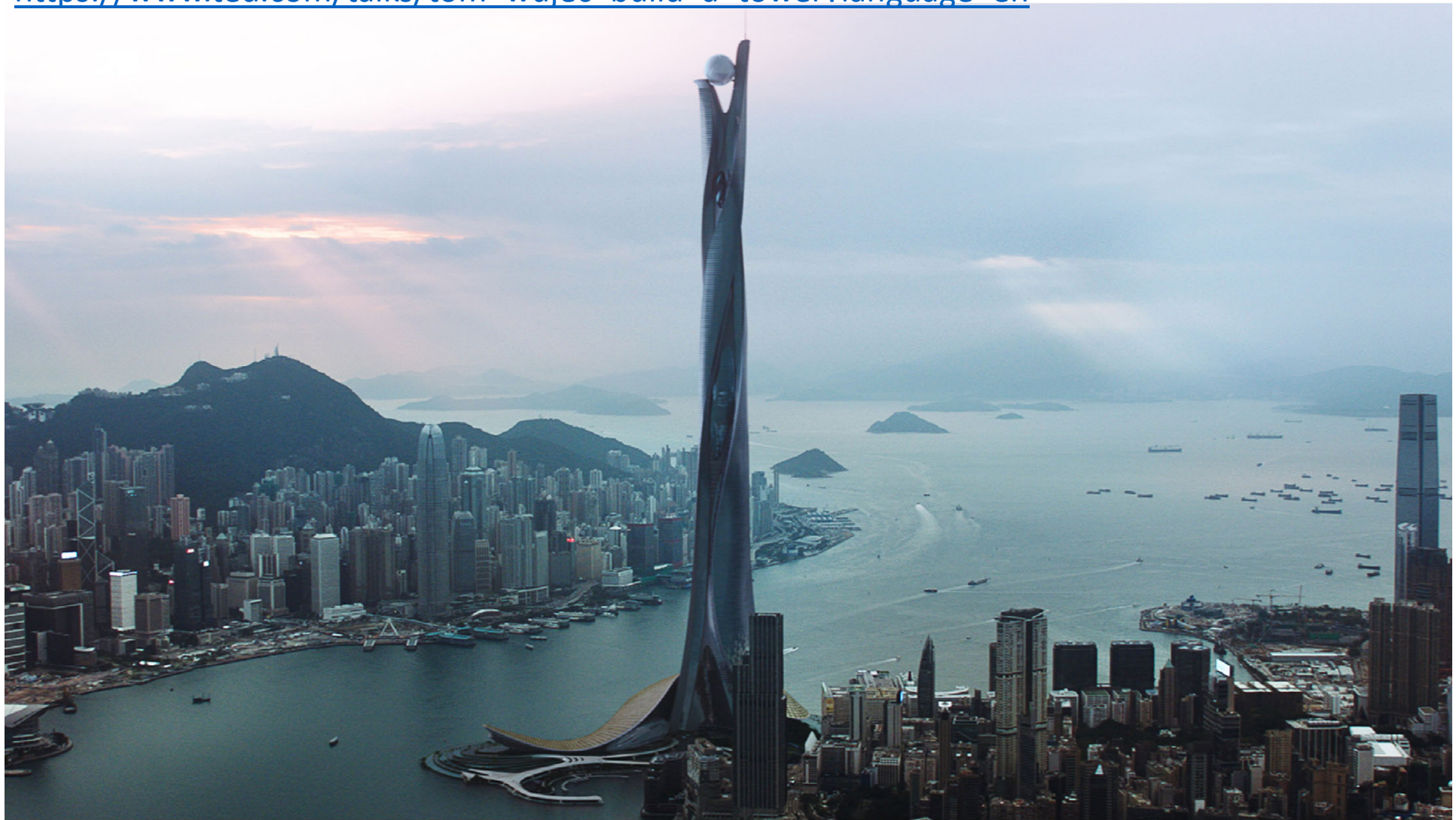


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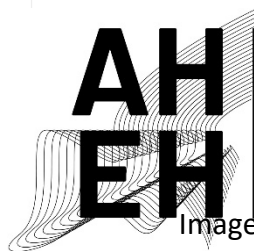
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https://www.ted.com/talks/tom_wujec_build_a_tower?language=en



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Image Credits: Jim Bissel. 2018 *The Pearl* production designer Skyscraper (the movie)

Screening of the CHALLENGE VIDEOS

<https://www.artshumanitieshub.eu/the-challenges/>



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Ballot Box instructions

Take one postcard on the postcard write:

- Your name
- Your course
- Choice 1 : Challenge film (number and presenter)
- Choice 2 : Challenge film (number and presenter)

Make your Vote !

Enjoy your break 😊



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WELCOME BACK 😊

You should now:

- 1) Have chosen your challenge
- 2) Be in your group for the next 4 days

The next few exercises will help you decide how you would like to respond to your challenge.



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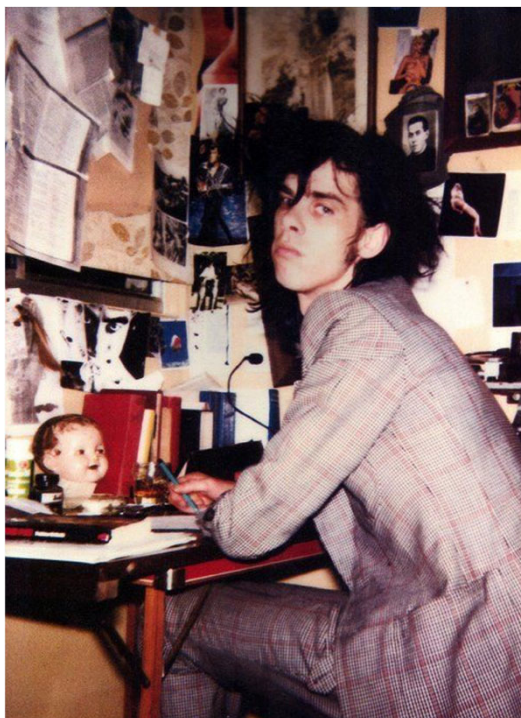
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Ideation: Generating Ideas

Creativity is not something that can disappear. The creative impulse is simply the strategy used to catch ideas. Ideas are everywhere and forever available, provided you are prepared to accept them. This takes a certain responsibility to the artistic process. There is discipline and rigour and preparation involved.... Remember that you are uniquely designed for the idea that is moving toward you. You are good enough. The idea is about to arrive.

Nick Cave www.theredhandfiles.com issue 9 Nov. 2018



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Consider

- 1) Ideas that are improvements on something that already exists
- 2) Ideas that expand or add something new to an existing concept
- 3) The creation of something completely new (i.e. a new context)
- 4) Your particular area of expertise and what it can contribute



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Please complete for tomorrow

- Your group name and the areas of expertise in your group
- The challenge you selected
- Your idea to respond to the challenge



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