A toolkit for developing locally agreed threshold concepts in entrepreneurial thinking.

Our toolkit is for enterprise and entrepreneurship educators who:

- Want to help their students develop a better understanding of entrepreneurial thinking.
- Want to engage colleagues and stakeholders in discussion about what is taught, learnt, and assessed, and why.
- Want to build both consensus within an educator team and differentiation from other disciplines or domains of practice by aligning, rationalising, and demarcating what it means to practice entrepreneurial thinking.

It's based on original practice-based research into synthesising locally-agreed threshold concepts by Dave Jarman (University of Bristol, Centre for Innovation and Entrepreneurship) and Dr Lucy Hatt (Newcastle University Business School) at the Centre for Innovation and Entrepreneurship (CfIE) which in turn builds on Dr Lucy Hatt's doctoral research. The CfIE research was funded by Enterprise Educators UK (EEUK) as part of their Enterprise Education Research Development Fund (EERDF) in 2020-2021.

Within the toolkit you will find:

- Explanations for what Threshold Concepts are (and are not)
- A walkthrough of the process used with CfIE staff, students, and external experts.
- 3 different approaches for using this work in your own context:
    - Short: use the CfIE threshold concepts to spark discussion about or conduct a review of your existing teaching, learning, and assessment.
    - Medium: run a facilitated activity with colleagues and stakeholders to identify and very preliminary set of locally-agreed threshold concepts. We provide a card-sort activity to structure this session.
    - Long: run something akin to the CfIE transactional curriculum enquiry model in which several rounds of surveys and focus groups gradually refine a set of locally-agreed threshold concepts.
- Examples of documents used within the CfIE process introduce the idea to colleagues, to elicit responses, to gain ethical approval, and to share findings and suggest methods for adoption.
- We also share the process for conducting a 'concept-mapping' activity with students as a means of evaluating their understanding of the threshold concepts embodied in their curriculum.

You could use this toolkit to explore threshold concepts in other domains of knowledge or practice but we have and will focus on entrepreneurial thinking.