

Personal reflection project

This activity invites students to reflect critically on their personal engagement with entrepreneurship, innovation, or research commercialisation. Through guided prompts, students explore how their experiences, values, skills, and assumptions shape their identity as emerging innovators. The reflection supports students in identifying growth areas, recognising their developing entrepreneurial mindset, and articulating how they might contribute to innovation within their discipline or future career. This activity can be completed individually or incorporated as part of a portfolio or capstone.

Description	“My Evolving Entrepreneurial Identity” Students undertake a structured personal reflection on their engagement with entrepreneurship, innovation, or research commercialisation. They draw on their coursework, project experiences, teamwork, interactions with industry or researchers, and exposure to entrepreneurial tools or methodologies (e.g., design thinking, lean startup, research translation frameworks). The goal is to develop self-awareness, articulate insights about their learning journey, and identify actions they can take to strengthen their entrepreneurial capability.
Learning outcomes	Students will be able to: 1. Reflect on experiences that have shaped their understanding of entrepreneurship and innovation. 2. Evaluate their own entrepreneurial mindset, skills, values, and attitudes. 3. Identify areas for personal development related to innovation or research commercialisation. 4. Articulate how their discipline expertise can contribute to innovative or impactful outcomes. 5. Develop a personal action plan for continued growth as an entrepreneur, innovator, or research translator.
How it works	(1-hour version) 1. Warm-up Prompt (5 minutes) Students respond to a quick written prompt: • <i>What words come to mind when you think of entrepreneurship or research commercialisation?</i> This acts as a mindset “baseline.” 2. Guided Reflection Prompts (25 minutes)

	Students choose 2–3 prompts or respond to all depending on time. Examples: Understanding Myself as an Emerging Innovator • When have I demonstrated curiosity, initiative, or problem-solving in my studies, work, or personal life? • What assumptions do I hold about entrepreneurship? How have they changed? Engagement with Tools & Methods • How did methods like design thinking, lean experimentation, market analysis, or research translation frameworks influence my understanding of innovation? • Which tools felt intuitive? Which challenged me, and why? Experiences with Collaboration & Uncertainty • When did I collaborate effectively on an innovation task? • How did I respond when the direction was unclear, the idea failed, or the data contradicted my assumptions? Discipline Identity & Future Practice • How could entrepreneurship or innovation connect to my discipline? • What value could I offer an innovation team based on my background or strengths? Ethics, Responsibility & Impact • How do my values shape my approach to innovation? • What kind of impact do I hope to create through entrepreneurial or research-based work? 3. Action Plan (10 minutes) Students outline 2–3 commitments for their development: • skills to build • networks or mentors to seek • experiences to pursue (e.g., Ventures, internships, research translation challenges) • assumptions to test about themselves or their industry 4. Peer Pair-Share (optional, 10 minutes) Students share one insight with a partner and one action they plan to take.
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	5. Closing Reflection (5 minutes) Quick prompt: <i>How has my perception of myself as an innovator or entrepreneur shifted during this session?</i>
Resources required	- Reflection prompts (print or digital) - Writing materials or shared workspace (OneNote, Padlet, Teams) - Optional: short persona cards of “innovation identities” (e.g., researcher-entrepreneur, industry innovator, problem-spotter, opportunity-seeker)
AI considerations	AI can support: - identifying strengths via prompt-based questioning - generating potential development pathways Students should be coached to critically assess AI suggestions, not adopt them uncritically. In summative reflections, require a statement of how AI was used.
Assessment	Formative 1-page reflection answering selected prompts - Short video/audio reflection (2 minutes) - Reflective discussion board post - Peer-to-peer micro-feedback Summative - A structured reflective essay (500–800 words) - Reflective portfolio entry integrated into an entrepreneurship or innovation course - Self-assessment against an entrepreneurial mindset rubric - A personal development plan outlining next steps for innovation capability