

# Learning Teaching & Assessment Resources

## Authentic Assessment Exemplar:

Assessment Title	Enterprise Challenge
Author(s)	Niamh O’Hora, Dr. Kevin D. Delaney & Mark Shiels
Module Title that Assessment Delivered on	Creative Practice Thinking
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP)	

### Overview of Assessment (Max 100 words)

Creative Digital Media students in Blanchardstown engaged in a live Enterprise Challenge with the energy company ESB and its retail division, Electric Ireland. Working in teams, they played the role of innovation consultants, addressing the challenge of using technology to promote sustainable energy habits among ESB consumers. Their goal was to develop insightful strategies and innovative ideas for digital engagement and energy efficiency. Armed with a Design Thinking mindset, teams translated a real challenge into impactful solutions through human-centered research with energy consumers, creative problem-solving, ideation, prototyping, and evaluation techniques, alongside self-reflection. The assessment piloted the Enterprise Challenge elective module, aligned to TU Dublin’s partnership pillar ([tudublin.akarisoftware.com/curriculum/index.cfm?action=viewmodule&returnto=allmodules&moduleId=91397](http://tudublin.akarisoftware.com/curriculum/index.cfm?action=viewmodule&returnto=allmodules&moduleId=91397)).

### What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

To enhance authentic assessment, student teams collaborated with ESB, immersing themselves in a REALISTIC problem-solving context to address a significant real-world challenge. This collaboration provided mentorship, feedback, and opportunities for meaningful interaction. Students tackled an OPEN-ENDED brief through discovery sessions and received post-initial research feedback. LEARNER CHOICE was facilitated by encouraging flexibility in idea exploration where teams could propose any solution to best solve the challenge. EVALUATIVE PROCESSES involved testing ideas and prototypes with real energy consumers and making decisions based on insights. CRITICAL REFLECTION guided students in assessing Design Thinking activities, learning experiences, and teamwork. EFFECTIVE FEEDBACK, including project sponsor input, 1:1 sessions, group critiques, and formative rubric evaluations, enriched the authentic learning experience.

### What was the Impact on Student Engagement / Performance? (Max 100 words)

In alignment with the quality assurance student feedback process, an overwhelming majority of learners acknowledged the usefulness of academic, stakeholder and peer feedback communicated at multiple stages throughout the module. Survey results highlighted learners’ enjoyment in the creative freedom to generate ideas and collaborate with a real client. Many expressed a confidence boost, feeling heard and respected by ESB, a significant aspect as they approach their professional careers. By working with an enterprise sponsor, student teams received mentorship and feedback, and their solutions have the potential to not just solve problems but to impact lives and drive meaningful change.

### One Thing you would do Differently Next Time (Max 50 words)

A key format for enhancement is involving multi-disciplinary student teams from diverse TU Dublin schools and disciplines via an elective option. To adopt the Enterprise Challenge module in your programme, contact Niamh ([niamh.ohora@tudublin.ie](mailto:niamh.ohora@tudublin.ie)) or Kevin ([Kevin.delaney@tudublin.ie](mailto:Kevin.delaney@tudublin.ie)).

Resources and assessment templates available at [www.tudublin.ie/intranet/enterprise-academy-toolkits](http://www.tudublin.ie/intranet/enterprise-academy-toolkits).

### Authenticity Indicators

