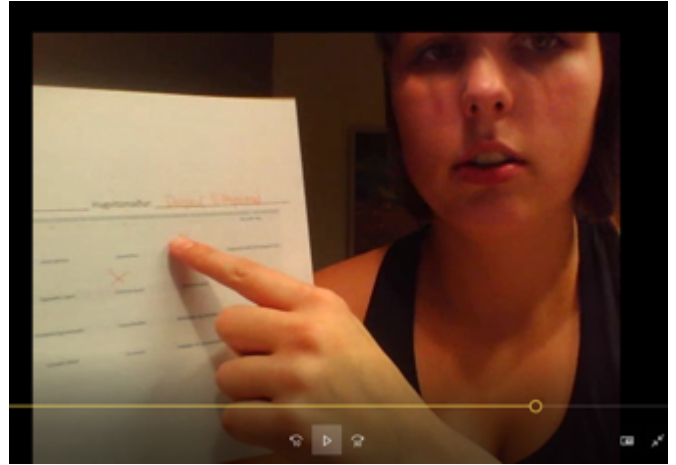


# INNOENT Idea Evaluation Rubric

**In short:** This is an example of how the Idea Evaluation Rubric has been used in pre-primary initial teacher education in Iceland.



**Age group:** University – master level teacher education.

**Initial challenges:** The challenge identified here was related to the identity of the teachers as inventors and entrepreneurs.

**What they did about it:** The course within which the Idea Evaluation Rubric was applied was a pre-primary teacher course at the University of Iceland. There were 26 students registered on the course and it was a mixture of online and hands on workshops. During the whole course, the students were able to work through the innovation education and entrepreneurship education process as it is presented in Iceland. This means that all of them needed to take one need and work out solution/s and develop at least one idea to the stage of model or prototype, which they presented to the group. Students were asked to use the INNOENT Idea Evaluation Rubric to situate their idea/product and present that to the group.

**Results:** The results of the evaluation exercise showed that the student teachers were more confident in presenting their products/ideas when they could point out where they were in

relation to the rubric and in some cases even explain why they had decided not to take the idea further.

**Relevance for entrepreneurial teaching:** This evaluation tool is relevant to entrepreneurial education as it supports the engagement of the individual in personal choice regarding the progression of their ideas and their production.

**Applied assessment methods and tools:** This tool can be viewed as ipsative assessment in that the participant is constantly looking at furthering the progression of their invention/idea. The tool is inherently self-directed and is digital in nature.

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