

Abstract Submitted
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Enlarging the ‘knowledge toolbox’: helping students prepare for an innovation-driven world ELIZABETH NILSEN, VentureWell — Physics students graduate from their course of studies to enter the “world of work.” While for many years that transition meant joining a large corporation for a life-long career, this is no longer the case. Today’s graduates will find their career with a series of organizations – often start-ups and small to mid-sized organizations - whose future depends on the ability to rapidly leverage technical knowledge into useful products and services. This session will discuss the value of preparing physics students to be innovators and entrepreneurs, both as a strategy to prepare them for future careers, as well as an opportunity to fully engage students in seeing the relevance of physics to “real world” challenges. The session will feature three case studies: 1) embedding core knowledge and skills within a technical content course; 2) building learning experiences around a team-based start-up exploration; 3) engaging an entire department in considering how to comprehensively include innovation & entrepreneurship themes in the curriculum. The session will conclude with information about how faculty members and institutions can access resources for adopting this approach to their course offerings.

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