

## Teaching for Societal Impact Resources and Support for Teachers

### Social Entrepreneurship and Innovation Scales to Measure Impact Competences (SEISMIC)

SEISMIC is aimed at **academic leaders** of degree programs (study boards/program directors). SEISMIC measures whether Aurora universities “equip students with the skills and mindset to address key societal challenges through social entrepreneurship and innovation”. In short SEISMIC measures the degree to which Aurora students are “aurorarized”. It can both diagnose best practices and areas in need of improvement. SEISMIC can also **evaluate specific educational interventions** (e.g. service learning, hackathons) in terms of sharpening SEISMIC competences. SEISMIC covers several competences in three groups. See the following figure for an overview:

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#### 1. Benefits for students

While SEISMIC has been developed as a tool to assess aggregated data at the level of study programs, it can also be used by students for **self-assessment**, allowing them to identify areas in which they want to improve and also to identify courses that they feel will help in sharpening these competences.

#### 2. Benefits for teachers

At the level of each teacher SEISMIC can be used to evaluate “**knowledge income**”. By referring to SEISMIC data collected at the beginning of a semester, teachers can understand

which competences students already possess and which competences may need particular attention. By comparing SEISMIC scores at the end of the semester with the data collected at the start teachers can also assess the “**knowledge outcome**”, in other words which competences have been acquired in that semester. As part of the LOUIS process SEISMIC can also be used by individual teachers as a tool to develop their syllabi and learning objectives. It can also be used as a tool to signal to students which SEISMIC competences they are supposed to learn in a given course or session.

### 3. First steps for users.

Here we ask you to try to describe the 3-5 main practical steps a teacher needs to take to successfully implement the approach. Ideally each step is described in 1-2 sentences.

**Study boards and program directors** that are interested in measuring the level to which students acquire SEISMIC competences as part of their program should:

1. Reach out to the SEISMIC team ([aurora@cbs.dk](mailto:aurora@cbs.dk)) latest by May every year.
2. Report to SEISMIC team study program(s) to be measured by June every year.
3. Send out a link to the SEISMIC survey 5 days before your semester starts.
4. SEISMIC collects data and reports results after one year.
5. Interpret results of the SEISMIC survey to understand
  - Knowledge income (competences students possess at start of studies)
  - Knowledge outcome (competences acquired as a result of studies)
  - Best practices (interventions that have been particularly successful)
  - Improvement needs (competences that should be prioritized in the future)

**Individual teachers.**

1. Reach out to the SEISMIC team ([aurora@cbs.dk](mailto:aurora@cbs.dk)) to identify the specific intervention that should be measured.
2. Report to SEISMIC team name of course, start and end dates.
3. Send out a link to the SEISMIC survey 5 days before your course/intervention starts.
4. SEISMIC collects data and reports results after one year.
5. Interpret results of the SEISMIC survey and draw conclusions.

### 4. Further resources

Please copy links if possible, to any relevant resources; websites, webinar, reading material, guidelines, examples of best practices. The more the merrier.

**A demo link** to the SEISMIC will follow in 2023.

### 5. Support agents/contacts

Please list here all possible contacts, centrally/locally.

Kai Hockerts and Anne-Karen Hueske at CBS act as initial SEISMIC expert. Please contact us via [aurora@cbs.dk](mailto:aurora@cbs.dk).