



# Creative Spark Higher Education Enterprise Programme

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## Createathon: Day Two



Center for Analysis of Economic  
Reforms and Communication of  
the Republic of Azerbaijan  
(CAERC)

## Introduction

The following document provides guidance for you, as a facilitator, to design and deliver Day 2 of the Createathon. You should have already read the 'Preparing for a Createathon' guide and the 'Createathon Day One' Guide. Again we first provide a Day 2 Schedule example so that you can see the format of the second day. We will go on in the next sections to describe the facilitator tasks and team activities so that you know the rationale behind our thinking. This example is based on an online delivery model and you can adapt it to your needs.

***It is important to note that the creative enterprises do not join until mid-way through Day Two.***

<b>Day 2</b>	<b>Time</b>
<i>Facilitator Task:</i> Introduction to Day 2 for Student Teams	09:00 (Main Room) <i>Students and Facilitators only</i>
<i>Activity 1:</i> Student Teams <ul style="list-style-type: none"> <li>- Finalise Pecha Kucha</li> <li>- Finalise action card recommendations</li> </ul>	09:15 Breakout Rooms
<i>Facilitator Task:</i> Introduction to Day 2 for the Creative Enterprises	11:00 (Main Room) Students, <i>Facilitators and Creative Enterprises</i>
<i>Activity 2:</i> Creative enterprises work with student's teams in Breakout Rooms <ul style="list-style-type: none"> <li>- Discussion of Pecha Kucha and action card recommendations</li> </ul>	11:15 Breakout Rooms
<i>Activity 3:</i> Presentation of the Pecha Kuchas in the Main Room	12:00 (Main Room)
Wrap up and thanks	

### Introduction and welcome - Student teams only (15 mins)

This is your chance to ask how the student teams have been progressing since Day One. This will help you identify which teams are thriving and which ones may need more assistance. You can give them the schedule and highlight that they have less than 2 hours to finalise their Pecha Kucha and complete an Action Card with recommendations for their business owner.

Allow time for questions and keep answers focused on the events logistics and maintaining the spirit of collaboration.

# Activity 1 - Finalise Pecha Kucha presentations and Action Card recommendations (1 hour and 45 mins)

## Purpose:

This is an opportunity for student teams to work independently, without help from entrepreneurs.

They will finalise their PechaKucha (see 'Createathon Day One' guide) that will present back:

- what they have learned about the business
- what success would look like for their enterprise and
- outline their proposed solutions for the Createathon challenge

They will also complete an Action Card<sup>1</sup> where their recommendations and proposed solutions can be outlined in more detail.

## Action Card

Creative Enterprise Name	<input type="text"/>	Owner Name	<input type="text"/>
Recommendation 1	<input type="text"/>	Next Steps	<input type="text"/>
Recommendation 2	<input type="text"/>	Next Steps	<input type="text"/>
Recommendation 3	<input type="text"/>	Next Steps	<input type="text"/>
Recommendation 4	<input type="text"/>	Next Steps	<input type="text"/>

<sup>1</sup>Action Card on Miro: [https://miro.com/app/board/o9J\\_IFjrMhY=](https://miro.com/app/board/o9J_IFjrMhY=/)

## Activity 2 - Discussion of future and action card recommendations

After a welcome session in the main room (physical or virtual) the creative enterprises will join the student teams in their breakout rooms. Students will rehearse their Pecha Kucha presentations and sense check for clarity and appropriateness of recommendations being proposed. This also gives the chance for the entrepreneur to ask and questions and give their initial feedback. It is important at this stage for the students to check with their creative entrepreneur that they have their permission to share the presentation with all the participants of the Createathon – this gives the entrepreneur the chance to ensure that there is nothing in Pecha Kucha or recommendations that is confidential or that the entrepreneur does not want them to share with the wider event audience.

Any final amendments to the Pecha Kucha can be made collaboratively.

## Activity 3 - Presentation of the Pecha Kuchas

### **Format:**

Each team delivers their presentation on the template we have provided. That template enforces the 20x20 format, so each presentation should last for 6 minutes and 40 seconds exactly! Agree a running order for the student teams (consider allowing nervous students to go first so they can get the task done and be able to then relax and fully engage with the other students' presentations).

Again, you need to keep to a tight schedule to keep everyone engaged, so allow a couple of questions from the audience, before giving the chance for the entrepreneur to give their feedback. Again, choosing the order carefully can work well – we usually find that the entrepreneurs are generous in their praise and feedback, but there can be exceptions.

### **Notes on presenting**

In a virtual environment, students should have selected who will share the presentation and they are in control of running their own digital presentations.

In a physical environment you will have to assess how the Pecha Kucha presentations can be shared most effectively in line with any IT security issues/hardware availability. We suggest uploading them to some form of shared cloud drive that the facilitators set up so that confidentiality can be respected.

### **Takeaways**

The businesses should be provided with a copy of their Pecha Kucha and Miro Board. The students could also be allowed to save their Pecha Kucha and download their Miro Board as a record of achievement. These outputs can be used as evidence of the student's entrepreneurial learning outcomes, demonstrating they have learnt new skills such as working in an interdisciplinary team, are practiced in customer-led design approaches, have gained creative problem-solving skills and have the ability to work

under pressure within tight timescales. Please make sure the businesses are fine with the information shared in these pieces of student work.

## **Wrap up the event and thanks (15 mins)**

Facilitators summarise key learning points from Day Two and answer any final questions from students and enterprises. The session is closed with expressions of thanks and appreciation for everyone's hard work and participation.

A Certificate of Attendance and Completion can be emailed to students in exchange for completion of an event evaluation form. A sample certificate is available for download from our [Creative Spark website](#)<sup>1</sup>.

<sup>1</sup>Creative Spark website: [https://research.ncl.ac.uk/creativespark/createathon toolkit/day2\\_createathon/](https://research.ncl.ac.uk/creativespark/createathon toolkit/day2_createathon/)