**MM1031 Introduction to Innovation and Entrepreneurship**

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**Personal Reflection**

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Through the Innovation and Entrepreneurship class (MM1031), I have learned a variety of intriguing topics. From what exactly Innovation and Entrepreneurship mean, to different design thinking methods, to the Applications of Artificial Intelligence (AI), to Blockchain and the Internet of Things (IoT), this course has enabled me to view Innovation from a new and unique perspective. Initially, I believed Entrepreneurship meant running a business. I now realize that Entrepreneurship means different things to different people. It could mean bringing about change. Alternatively, it could also represent bringing a new idea to the table.

Additionally, I have been able to explore new concepts like Blockchain and IoT. IoT has several benefits and is speedily growing. Its numerous applications make it a prime topic for discussion. I found the mechanism of blockchain to be an integral section of the course. Through discussion with my peers, I have learned more about Web 3.0-- a rapidly evolving generation of the internet with blockchain being one of its core technologies (Ragnedda, M., & Destefanis, G 2020). I have also come across the concept of Smart Contracting (Murray, A., Kuban, S., Josefy, M., & Anderson, J 2021). I find the idea very innovative and believe it will play a major role in the development of financial transactions and trading in the future. Learning more about blockchain through the MM1031 course has helped me visualize the working of smart contracting.

Being a student who is majoring in Computing and Artificial Intelligence (AI) and being intrigued by the upcoming evolution of Web 3.0, this subject has opened up new possibilities for me. I am excited to explore the various fields of Computer Science. Specifically, I’d like to use my software engineering and entrepreneurship skills to create an application that would serve the betterment of education.

Knowing the new information I have acquired through this class, I could follow the double diamond process, using tools like empathy maps and lean canvases to create a solution to an issue the education field faces. For instance, there may be academically talented students who may not be able to move to another country for their education. They do not need to be deprived of the opportunities they would get at better universities overseas. Hence, using design thinking tools I could explore this issue further. Then I could create a solution using technology like the metaverse, blockchain, and IoT. Perhaps, I could use the metaverse to make universities accessible to students living far away. We could create a meta-classroom for students who cannot move to the given country. This could alleviate their inability to relocate to university.

Since I do not know enough about the metaverse to make that idea a reality, for now, I could further reflect on the several design thinking methods and could incorporate them into my life. Since I am still currently a student, I would be able to use the design thinking methods like lean canvases and empathy maps more accurately and from a student’s perspective. Since empathy maps are concerned with the experiences of the customers, in this situation the customers being students, I will be able to analyze the pain points and expectations of the customers in detail.

Some issues that I may come across in the future is the process making the concept of metaverse classes natural. There may be controversy regarding the efficiency of metaverse classrooms and the lack of physical exercise in such a setting. Additionally, the lack of sufficient electronic devices like smartphones, AR/VR visors, and computers may also be a hindrance (Schlemmer, E., & Backes, L, 2015). Anonymity may also need to be addressed if online learning were to happen using the metaverse.

Such issues can be addressed by different strategies in the metaverse. A higher investment in the metaverse may enable students access to the necessary devices required for their education. Additionally, with more computer scientists, learning technologists, and educationalists working toward the cause, a just solution could be found. Regarding physical education, we could incorporate physical education classes using Augmentation systems (Yu, J.-E, 2022). This would allow students to feel as though they are in actuality in the class. In fact, this would enable students to attend their classes even when external conditions such as weather and lack of facilities do not.

The Innovation and Entrepreneurship class has served as a solid base for future studies regarding upcoming innovations. Using the knowledge gained from this course, we will be able to incorporate our skills in many diverse fields and will be able to view our projects from a different and unique perspective.

References:

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