

SUCCESS STORY

# BUILDING EVIDENCE-DRIVEN INNOVATORS AT UMASS AMHERST

## CLIENT CHALLENGE

- Encourage disciplined, repeated **problem framing** in student projects.
- Provide **objective signals of novelty and uniqueness** to counter “I think it’s novel” bias.
- Connect **ideation to real patent and non-patent literature research** so classroom work mirrors industry practice.

## THE SOLUTION

- IQ Ideas+
- InnovationQ+

## IMPACTFUL RESULTS

- **Stronger problem statements** through iterative refinement.
- **Higher-quality ideas** informed by early evaluation signals.
- **Real-world research habits** grounded in prior art and competitive landscapes.
- **Repeatable process discipline** aligned with modern innovation methods.

“Students should practice with the tools industry uses. With IP.com, they learn to evaluate novelty and research prior art like professionals”

**BOGDAN PROKOPOVYCH,**  
Senior Lecturer II  
Isenberg School of  
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# Building Industry-Ready Innovation Habits In The Classroom

Since 2017, the Isenberg School of Management at UMass Amherst has used IP.com to bring real-world innovation research into the classroom. Senior Lecturer II Bogdan Prokopovych integrates **IQ Ideas+** to help students move from rough ideas to better-framed problem statements and research-backed concepts.

He emphasizes that students should practice with **the same kinds of tools used in industry**, building habits they can carry into internships and early careers. **InnovationQ+** serves as a complementary resource when teams advance into prior-art and landscape exploration.

“I won’t tell students whether an idea is good or bad—I focus on their process. **The tools help them ask better questions and improve their work.**”

## Transforming Enthusiasm into Evidence-Backed Innovation

Students enter innovation courses with enthusiasm and many ideas—but limited experience evaluating novelty or refining problem statements. In fast-moving projects, it’s easy to jump to solutions before fully understanding the problem. Prokopovych needed a classroom-ready way to:

- Encourage disciplined, repeatable **problem framing**.
- Provide **objective feedback** on originality to counter “I think it’s novel” bias.
- Connect **ideation to real patent and non-patent literature research** without breaking classroom flow.

## Structure, Signals, and Search

Prokopovych anchors coursework in **IQ Ideas+**, pairing it with **InnovationQ+** as projects move into deeper research:

**Evaluation as a yardstick:** Students use IQ Ideas+ evaluation capabilities to gauge **creativity, uniqueness, and novelty**. Scores and qualitative indicators act as an early benchmark, prompting students to revisit and improve their problem statements.

**Hermeneutic and lean cycles:** With a clear signal about novelty, students iterate—revisiting the problem, refining the framing, and testing new directions—mirroring **lean startup** and other process-centric methods taught in class.

**Path to prior-art research:** As projects mature, teams extend their work in **InnovationQ+** to explore relevant patents and literature, connecting classroom ideation with rigorous research.

“That evaluation function gives a yardstick. Students realize, ‘I thought this was novel—maybe it isn’t yet.’ Then they refine their problem statement and try again.”

## Sharper Problems, Better Ideas, Job Ready Research Habits

With a process-first approach, students move beyond gut feel and assemble evidence at every step. They craft sharper problem statements by cycling deliberately between definition and ideation, pressure-testing assumptions, and rewriting prompts when signals suggest low novelty. Early indicators of creativity and uniqueness nudge teams to refine ideas before they invest time building, which raises the overall quality of solutions that make it to project review.

Just as importantly, students build **job-ready research habits** by pairing evaluation with current prior-art and competitive landscape checks. The result is an **idea-to-evidence workflow**: they start by asking, “**Is this even novel?**”, then iterate with targeted research and clearer framing—mirroring how professional R&D and IP groups de-risk concepts and advance only the most promising directions.

## Teaching with the Tools Used in Industry

### **Built for enterprise workflows, proven in class:**

Students practice the same evaluation and prior art steps used in corporate R&D, building transferable skills.

**Objective signals early:** Evaluation metrics surface novelty and uniqueness before students commit to a weak direction.

**Depth and coverage that stand up:** InnovationQ+ unifies global patents and technical literature so teams validate directions quickly and credibly.

**Trusted by leaders:** Used by innovation teams across the Fortune 500 and within USPTO patent examination workflows, giving students hands on practice with tools recognized in the field.



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## ABOUT BOGDAN PROKOPOVYCH

Bogdan Prokopovych has taught at UMass Amherst since 2015. A Senior Lecturer II in Management, he is known for process-centric, industry-aligned instruction. He emphasizes that students should hone their craft using the same kinds of tools used in industry. He champions evidence-based iteration—refining problem statements and validating novelty before teams build solutions.



University of Massachusetts Amherst is the flagship public research university in Massachusetts, offering the scale and rigor that enable cross-disciplinary collaboration and real-world impact.

Isenberg School of Management is nationally recognized for excellence in business education, including top-tier rankings for online programs and research impact, and a reputation for strong career outcomes. The school's culture emphasizes applied, process-driven learning that prepares students to perform in real organizations.

