

Doctor of Philosophy

Enterprise Learning: Methods and Motivation

Observations from the study of enterprise education student placements and the development of an enterprise pedagogy using and adaptation of Theory U as an open cycle approach to learning from the future

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Abstract

This thesis explores the epistemological journey of two cohorts of students on undergraduate enterprise education courses, and discusses the research I undertook into their learning experiences to begin the development of my pedagogical approach to enterprise learning. By clearly defining enterprise and entrepreneurship it begins to unravel a complicated discourse between the two terminologies and provides a foundation for researching enterprise education as an area in its own right. Using a mixed methods approach to research over the course of an academic year, I identify key learning motivators from enterprise placements and discuss the effects on attainment and motivation. Emerged themes discussed include the effects of pressure on learning, social learning and group work, self-efficacy, critical learning experiences, the relationship between personal and institutional needs, personal organisation, professional attachments, employability concerns and the importance of finding personal learning in enterprise situations. In discussing a pedagogical approach to enterprise the student as an individual becomes central to the enterprise learning experience and a pedagogical approach is explored which centres on the personal nature and individuality of student learning needs. My methodology considers learning outcomes, assessment approaches, learning capture, personal assessment of student needs, enterprise learning preparation, and delivery, and the role of reflection. This developed into a framework drawing from the transitional learning ideas of Illeris (2007) transformative learning from Mezirow (2000) and Scharmer's Theory U (2009) to create an appropriate learning architecture for enterprise. Critical reflexivity is used to underpin the research and advise of bias.

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Preface

A curiosity about the way I gained knowledge during my action learning Master's Degree was re-awakened during as I watched students on an Enterprise Education course take on, and develop, work-based learning projects far beyond my perception of their abilities. The students developed a higher level of academic attainment that continued beyond their enterprise course.

The origins of my curiosity about how people learn started in 1998, as I completed my first action learning programme, a Master's Degree in Management at Manchester Metropolitan University. Unlike the traditional 'taught' programmes I had previously undertaken, I gradually became aware that I was doing far more work than I had previously on academic courses and I realised that it did not feel like work. On reflection, I also felt that I was learning far more than just how to use and develop the management methodologies that were being taught in class. This 'extra' learning could be categorised in three sections: the development of higher level social learning skills, an ability to learn outside my academic discipline, and the confidence and motivation to overcome uncertainty in my studies. This appeared to transfer to my professional life at work and I began to seek challenges rather than avoiding uncertain or problematic tasks.

The development of 'higher level' social learning skills came as I negotiated with managers, professionals and academics on a complex mix of topics such as performance indicators, accounting and academic justifications. The focus for my Masters was to

create a new, complex type of performance management system. Although I saw myself as a skilled negotiator, explaining something so complex and conceptual to managers required an important area of new skills, outside of my chosen field for the dissertation topic. This introduced me to micro-politics and I successfully incorporated it into my MSc. thesis.

The ability to learn across disciplines and schools of thought was extremely useful when considering how to develop the series of critical indicators I needed for my performance management system. I rejected my supervisor's advice to "stick with the things I knew best" and went in search of methodologies that would help untangle difficult problems. I studied Checkland's *Systems Thinking, Systems Practice* (1981) and Patching's *Practical Soft Systems Analysis* (1990), successfully applying them to a number of problems in my Master's Degree and then my professional life. Through the learning necessities in the project, I gained the ability to cope with very difficult unstructured problems. The importance of the ideas of Checkland and Patching were synthesised by Scharmer in *Theory U: Leading from the Future as it Emerges* (2009). Although Scharmer's focus is on leadership, it seemed particularly suitable to learning processes with a definitive end, such as the enterprise projects run by my students at Liverpool Hope University that usually finished, rather than the re-circulating models of experiential learning as outlined by Kolb and Fry (1975) and Kolb (1984) etc. After further research, I discovered Scharmer's Helsinki conference paper titled *Learning from the Future* (Scharmer, 2000). This provided a powerful encompassing model that helped to unify many of the ideas I had during the early stages of this thesis but did not feel I could accommodate in a cyclical or more traditional model of learning.

The ability to learn to deal with uncertainty was the last area I recognised I had developed. This was particularly pertinent to the study of enterprise where uncertainty is a key feature. My Masters research had been given to me by my manager and was essentially a problem my college had been looking to solve for some years. This proved difficult due to competing factions within the management structure, yet despite the difficulties, that sometimes seemed insurmountable, my motivation to solve the problems increased. This created a hidden learning journey that ran in parallel to my formal learning journey as I worked to achieve the formal learning objectives of the MSc programme.

In 2003, I re-visited my MSc experiences when I moved to Liverpool Hope University and was asked to find placements for students on a new BA Combined Honours Degree Pathway, Education Studies. I found this challenge to be both exciting and rewarding. After running a successful, well monitored placement course, 'Supporting Learning in Schools' at Everton Football Club's Study Support Centre (a component course of the BA Combined Honours Degree Education Studies pathway), I felt it was time to extend the scope and nature of student placements and applied to Liverpool Education Authority's Extended Schools Service for funding, to run after schools clubs under Every Child Matters (2004) themes. The chosen course for this placement was again the 'Supporting Learning in Schools' course.

The plan was for students to lead lessons on culture in a number of named primary schools. Students would be given child safety training but little academic input on how to prepare and lead sessions due to time constraints. The students were given thorough

learning outcomes with the expectation that they would learn as they worked with the children rather than be taught what to do, and then given the opportunity to put ideas into practice. The course assessments were used to 'capture' their learning in the form of a formal essay, an individual reflective review, and group presentation, whilst bearing in mind the formal academic outcomes for the module, which were already predetermined by the university accreditation system. My experience from the first Supporting Learning in Schools course generated the feeling that the students would learn far more than the set learning outcomes. Prior to the placement at Everton Football Club's Study Support Centre, Education Studies students had only undertaken self-organised voluntary placements on which they observed, rather than interacted or led classes. These placements were usually in their old school. The excellent formal student feedback, increased academic attainment and reported improvement in motivation about the students from staff on other courses made me determined to explore this approach formally, which I began the following year.

This thesis therefore is based on a sequential mixed method study of two separate groups of undergraduate students from the Education Studies Pathway of the BA Combined Honours Degree doing enterprise courses (courses centred on doing projects for, and with, external partners), Enterprise Education (2nd Years) and Professional Practice (3rd years). I designed and accredited these as academic courses, but also as correlating courses for observing and recording the effects of enterprise activities on learning, with the intention to investigate motivational factors and develop methodologies to inform the academic community and contribute to the emerging debate on enterprise learning methodologies. During the academic year, undergraduates on Enterprise Education ran a series of after school Junior Dragons Den enterprise clubs, while Professional Practice

conducted a series of Training Needs Analysis surveys and produced reports for a variety of organisations.

Chapter One

Introduction

My thesis concerns the research, assessment, analysis, and findings, from studying two undergraduate Education Studies Pathway courses from the BA Combined Honours Degree at Liverpool Hope University. These were the year two Enterprise Education course, and the year three Professional Practice course. My intention was to understand and identify why enterprise learning programmes appear to have a positive effect on motivation and attainment for education students, and seeks to develop a justified pedagogical approach to enterprise teaching.

My overall hypothesis was that something on the enterprise courses was helping to motivate the students which improved their learning and helped them to achieve higher grades.

The research questions are:

- What motivates students on enterprise education courses?
- Are there benefits to students undertaking enterprise education courses?
- What are the most effective learning methodologies (pedagogy) to use on enterprise education courses?

Education Studies as an academic area of study is relatively recent (see QAA 'Benchmark Statements,' Education Studies, 2000) but unlike Initial Teacher Education (ITE) programmes academic education courses have no formal requirement or financial support for work-based learning or experiential training. This created an opportunity to test and

develop broad alternative approaches to work-based learning in education which provides this thesis with its research focus without the constraints required by teacher training courses. Using education students for enterprise project placements also provided an interesting background to explore tensions between students, lecturers and formal academic quality systems with regard to the fundamental expectations of undergraduate courses, the understanding of the concept of 'core' knowledge, skills, and the institution's ability to create sufficient learning opportunities of quality for students, both inside and outside the University environment.

Background

Education Studies as an academic rather than professional pursuit was introduced in its own right at undergraduate level in 2000 (QAA, 2000). While developing modules for this degree, I observed some interesting characteristics among students from one of the component courses in 2004, 'Supporting Learning in Schools,' (part of the BA Combined Honours Degree Education Studies Pathway). While they were working on placement with school children at Everton Football Club, I observed noticeable changes in their work and their approach to work, both in an academic and a practical sense. The work was undertaken by the students in the football club at the Study Support Centre, a new facility built in the main stand, to help develop ICT and mathematic skills in primary school children. The centre was well equipped physically but lacked suitable education resources, and even rules and general procedures were in need of development. However, the Centre Manager and the Support Assistant were very dynamic and in an exciting location which created a potentially good learning environment. There was also a feeling of excitement about the centre, with a technology upgrade providing a small

media suite, occasional ground tours for the children, and player visits. On reflection, even at this early stage, I suspect I was subconsciously thinking of how I might try to engage with this excitement and link it to student learning. I adjusted the course assignments to encompass broader activities so students could work with visiting school children on a 2:1 basis, help to prepare resources, and lead sessions. Student assignments were a combination of practically applied learning theory with reflection, an academic justification and evaluation of the resources they had produced and their approach to helping children learn. This combination fulfilled the requirements of the University's Academic Exam Board. Two things became apparent from the course assessments:

1. The students had been motivated to produce a much higher standard of work than they had previously, and the student feedback indicated that they were happier working at Everton despite travel problems and limited resources (Everton's ground is a 10 mile round trip from the University).
2. From the student's work and feedback, it was clear that the pupils were happier than when they were in school and achieved more while out of school. This is supported by research from Sharp *et al.*, (2005, 2007)

Almost without exception, the students appeared to put in a much greater effort than they did on campus, with many volunteering to work weekends and during their holidays. In particular, I observed three hitherto underachieving students transform into highly confident, motivated students whose grades rose significantly enough to be reported to me by other tutors on unconnected pathways. (I remained in contact with one of these students for some time as she went on to complete her PGCE and maintains her experience at Everton turned her life at university around). The Study Support Centre's management team was also highly delighted and I was given Liverpool Local Education Authority's 'Partnership in Excellence' Award in 2006.

I gradually came to the conclusion that this experience had created a group of highly motivated students who were able to think for themselves, and see a value in their work. This realisation was the result of informal observation, conversations with students and feedback from other tutors. This led me to hypothesise whether or not it was caused by the environment, task, nature, people they worked with, the children or other factors not yet considered. In September 2005, I had presented a paper to the British Education Studies Colloquium (Gazdula and Williams, 2005) reporting a summary of the Supporting Learning in Schools course, leaving most of the aforementioned questions unanswered. Whatever the reasons for the improved motivation, it left me with a sense of growing confidence in our students and a desire to try something more ambitious next time.

By 2006, with more time, information and experience, I was able to plan a more considered approach to the Supporting Learning in Schools course, which we, the course team, agreed to run as an enterprise course where doing something substantial for partner organisations would be the focus. My understanding of enterprise as a terminology was still unrefined, but the course team took this to mean a course where students would actively engage with others and do something worthwhile. The revised course specifically allowed students the creativity to deliver a programme of their choice under Every Child Matters initiative (Every Child Matters, 2004) themes, with mentoring support and with a small budget per group provided by Liverpool Extended Schools Service. The Head of Liverpool Extended Schools Service explained to the students the city was behind it's after school targets and needed a medium by which to implement the Every Child Matters policy. Of particular concern was the opening of 60% of schools until 6.00pm, so the students would be doing something really worthwhile. The course

had 83 students who delivered over 25 clubs (the total figure for clubs was hard to calculate due to the fact that some students did further club's voluntarily and others were retained as employees after their course had finished). I had specifically asked schools not to pay students on Supporting Learning in Schools clubs, as I was concerned that it would distract them from the academic aspects of the course and possibly lead to withdrawals. The Supporting Learning in Schools course carried 15 credits and ran for 13 weeks. I delivered six initial taught sessions with a break for four weeks (with tutor consultancy available) in lieu of school club learning and concluded with three review sessions to help with the academic input required of the assignments. In addition, there were two voluntary sessions on planning and delivering lessons. Students were expected to deliver a further two sessions in their schools, making a total of six. The local authority funding allowed for the employment of a Liverpool Hope University trained mentor to help organise, plan and supervise the running of each club. The mentor's role was not to deliver the club, but to be present in a monitoring capacity and to provide feedback on the running of the club. Students and groups were given information and encouraged to communicate with tutors and each other via the Virtual Learning Environment (VLE) at Liverpool Hope University, Learnwise.

It became apparent during the early taught sessions of the course that the students had begun to work autonomously in their groups after only a broad outline of the project and introduction to their settings. Many contacted their schools in order to start briefing session with staff and the pupils of their own accord. This factor led to my decision to reduce the number of input sessions. The initial three sessions provided the groups with child protection training and Criminal Record Bureau (CRB) checks with three sessions at the end of the course for tie up and feedback purposes. Optional sessions were

delivered for students on delivery, session planning and behaviour management. Some students attended the voluntary sessions and some did not. Funding from the local authority (£7,000 in total) allowed me to pay monitors to oversee the clubs during the lesson planning stages, with lecturing staff visiting each club at least once. This was in addition to the clubs having a paid non-teaching monitor on site in case of unforeseen circumstances. During the whole of this programme there was only one minor problem with a group that fell out during a planning meeting but with the intervention of the mentor, this never transpired into a problem in the school.

Academic results and course feedback appeared very similar to the Everton placements and students expressed their gratitude for the experience. The Head of Extended School Services in Liverpool requested to attend the final session with his team to express his thanks to the class for the high standard of work. This resulted in an offer of increased funding for a similar work based approach on next year's course. This was not taken up however, because the module was re-accredited to thirty academic credits and I was in a better position to select projects and more interesting options emerged. This was reported to the British Education Studies Conference as a developing theme in 2006 (Gazdula, 2006).

The general feedback from students, pupils, and teachers combined with the formal and informal results and the conference feedback gave me the confidence to introduce a series of 'enterprise' focused work-based learning modules and produced a foundation for this research. The general direction of Liverpool Hope University allowed me the resources and motivation to follow this through as this Doctorate. The University was happy to re-invest the money brought in to enhance the student experience by supporting these

modules with staff and general resources and by allowing me to research and analyse them thoroughly gained feedback and research.

I spent the summer of 2007 devising, planning, and accrediting, two undergraduate enterprise courses I hoped would form the research base for my PhD and I proposed my Doctorate in September 2007. The two courses are fully described below and had a number of objectives; to provide a vehicle for student learning and assessment, to examine the feasibility of allowing students to learn in an alternative way, to see if it was feasible and desirable for students to generate income, and finally as a research project on which to base my PhD. Because of my involvement as course proposer, tutor and assessor I realised I was in a research position as an insider and would need to seek out an appropriate methodology to deal with my position, and potential personal bias. The approach I used was to clearly advise of my worldview as an advocate/participant (Creswell 2009) and use critical reflexivity to reflect where bias might exist. This is covered in more detail in Chapter Three, Research Methodology. This approach combines a number of good academic research practices to deal with my research position (see Hammersley and Gomm, 1997; Greenbank, 2003; Cohen, 2007; Creswell, 2009).

Positionality

I undertook this research as an active participant in the process of educating students while researching the learning processes they encountered during the two enterprise programmes. To recognise and deal with bias due to my position as an insider, Hammersley and Gomm (1997), Cohen (2007) and Creswell (2009) advocate the clear recognition of a my own position and the identification of a clear worldview or point of

reference from which my research is written. For this thesis I take an 'advocacy/participatory' approach (Creswell 2009: 9) to researching. This allows researchers to recognise objectiveness as a researcher while conducting an insider inquiry (Reason and Bradbury, 2005). As an advocate participant, I take the position of a researcher who is promoting the cause of my studied subjects through my attempts to recognise the learning benefits of enterprise education, and develop methods to improve the learning processes involved for the benefit of future student groups. This will be disseminated through academic channels as I advocate new processes from my findings.

As part of my research is qualitative, Rokeach (1973), Greenbank (2003), and Lodico *et al.*, (2010), argue a strong case for using critical reflexivity to examine and expose (if not deal) with the researchers own bias in educational research. Greenbank (2003) argues it is the only way to deal with bias in educational research. To examine my personal worldview I use Rokeach's (1973) four modes of conduct, the instrumental values, morality and competency, and the terminal values of personal and social behaviour, as a reflective aid. Moral values would include the things I felt it was right to do. For example I felt it right that a change in students should be investigated and carefully consider if the change could be down to the things I chose to investigate, i.e. the enterprise courses instead of for example growing maturity. The choice of two enterprise courses instead of just one, with similar approaches but different learning outcomes, as a comparative study seemed the right thing to do. My choice of research methods encompassed Rokeach's (1973) competency values, the best way to do things, and I saw mixed methods as the best approach. This was designed to capture information by targeting areas of interest through questionnaires and develop them through interviews because this seemed a good approach to gain perspectives and depth, meaning and

emotion. On reflection I wondered if I should have concentrated on a qualitative study as this is where the richness of detail I sought was encountered, although targeting key areas of interest through quantitative methods made the collection of important data within a limited timescale possible and helped to frame them within the qualification date.

My personal values include the things I wish to achieve from this study for myself. The obvious personal achievement is the successful completion of my PhD, but there were other goals. I was curious about the nature of the value of the enterprise courses to the students, and the drawing together of coherent themes, which while guided by the results, would have had an element of subjectiveness in both the interpretation and presentation of results. The nature of my conclusions would also have an element of subjectiveness too. The mixed methods approach could help remove elements of bias by targeting key areas of interest, but the possibility of my personal bias existing subconsciously is dealt with by critical reflexivity. My social values include political and educational beliefs. I am by nature a libertarian and believe this should be reflected in education. This introduced a further area for reflective consideration. My libertarian approach was a good match with the ideals of personal freedom which surrounds enterprise education (Pittaway *et al.*, 2009) and may have embedded in me pre-conceived outcomes of this approach. Yet through reflection I develop a structured pedagogical approach which is contrary to more libertarian approaches. My political beliefs come from a tough background in which I entered higher education as a part-time mature student at 23 and can be described politically as vaguely centre left. At this time I saw education as a necessary vehicle for social mobility, and perhaps recognised the importance of individualism in learning despite the functional reasons for returning to college. Yet I develop a pedagogy which seems to have a mandate based on ideas across the political

spectrum from social anarchy (Suissa 2003) to Marxism (Bourdieu 1972), and functionalism (Friedman 2007). An examination of the political background prepares the reasons to study enterprise education.

The Study Courses

The two courses involved in my study are outlined below.

Enterprise Education - The 'Dragons Den' Enterprise Project

The course for this programme was a newly accredited 30 credit year two module running for 26 weeks through the academic year. Overall students attended 11 classes in formal university sessions with the remainder given to planning workshops, placement or placement preparation session although tutors were available for consultations during the placement period during normal class hours. The programme was run as a pilot to develop and deliver and run an after school entrepreneurial educational programme for thirteen primary schools in disadvantaged areas. It was based on the TV series of the same name and specifically designed to introduce young children of primary school age, 5-11, to entrepreneurial skills and build esteem. We called it Junior Dragons Den. Children in after school clubs guided by Liverpool Hope University education students produced revenue raising micro businesses run on the same lines as a real company. It was competitive, in that schools would compete against each other at a showcase finale at St. Georges Hall in Liverpool. The schools would be judged on pre-given criteria on their products or services by key entrepreneurial figures from the North West of England. The module was well supported by the Local Authority who paid £12,500 to sponsor the Enterprise Education course to run the programme. I wrote and accredited Enterprise

Education specifically for this project but with enough flexibility in the course specification to use it for other projects if need be in future years. This was the first time a course had been written with an external agency in mind at my University.

Students running the clubs would receive a small initial materials budget of £50 and travel expenses, while schools were given £600 from the local authority schools improvement budget to help supplement this where they felt it was appropriate. Some schools actually paid more than this to the clubs (which led to a limit being put on the budget the following year). Staff at the schools, were given a one day training session at Liverpool Hope University as part of the sponsorship fee, and although they were asked not to get involved in the running of the club it was felt that an onsite staff presence was required and staff would also be able to act as mentors to the clubs.

Liverpool Hope students subsequently worked in small groups with designated primary schools throughout the placement period, delivering after school learning clubs programmed to run for 8-11 weeks. In practice most ran longer, as students, teaching assistants and teachers became very involved with their schools club. Here, ideas for products or services were developed. These had to be realistic and involved a wide range of ideas including musical CD's, safety films, visibility clothing, healthy eating dinner mats with recipes, recycled products, games and tourist items (2008 was Liverpool's City of Culture year). Being mindful of safety concerns the initial target audience was advised by each specific school and generally kept to parents and relatives, however as the project progressed some of the clubs attracted commercial sponsorship (with Virgin Records enquiring about a music CD and game maker Waddington's about a game called

Schoolopoly). Two schools ran adverts on local radio to advertise their schools club products.

I gave an academic overview to the students on the nature of enterprise early in their programme, and scheduled time away from classes as I thought students would need equivalent time to plan and deliver their clubs. Students would make sense of their own learning whilst on their Enterprise Club through the assignments, which are described below. Because it was felt maintaining contact with students at the clubs was important both for academic and practical support, a number of methodologies were adopted. Formal classes ran normally from the start of term for six weeks (until the clubs started), followed by a break for school liaison and placement preparation. One full class review and assignment session was held before Christmas and a planning session after Christmas, making a total of eight university sessions. This was tied up with three sessions at the end of the module for reflection and assessment workshops.

During the placement, class sessions were staffed as normal so students could attend for consultancy advice. A further block of formal classes of three weeks ended the course. Consultancy sessions with tutors were outside normal club times and could be by appointment to suit the tutor and students, and regular e-mail contact was promoted. These were used to varying amounts by different groups with no regular pattern. To try and ensure the groups themselves were able to facilitate and support each other I developed a virtual education facility with a meeting place on Secondlife.com. This was paid for out of the sponsorship fee but was little used, and prompted a supplementary paper 'The Forbidden Country: Education Studies students perspectives of an education

facility in Secondlife.com,' (Bonar-Law and Gazdula 2009) which explored the reasons for this and were outside the remit of this study. In addition the Local Authority agreed to monitor the clubs with visits from teachers from extended school services. This was felt more appropriate than incorporating them into the University monitoring system as we wanted to keep club delivery separate from the University Initial Teacher Training monitoring system as much as possible and provide a fully realistic working experience for students while in schools.

The early assessments were designed to test academic competence and build delivery skills early in the module. The first assessment essay asked students to critically appraise enterprise education. This was this was to encourage students to consider the real role of enterprise and it's suitability as an education and esteem vehicle for younger children, widen their perspectives on education, and allow them to access the key policy documentation to understand the purpose behind introducing enterprise in education. No students reported back with any real criticism and most appeared to think it was positive move. The second assessment was an enterprise resource pack. This was to allow students to gain additional benefit from their prepared work for the clubs if they wished by using it as tool for academic analysis. The enterprise sessions could be used for the resource pack and an academic justification of the pack encouraged students to work to their full potential, or reflect on the work prepared and lessons delivered and improve them for the pack. This allowed the students to learn from their reflections without being penalised for a poorly delivered session (delivery was outside the course learning outcomes). The final assessment was a group reflection of the placement experience, which provided a further valuable insight into the student perceptions of the clubs.

Professional Practice in Education Training and Children's Services

This course was written and accredited at the same time as Enterprise Education. This module differed in a number of ways from Enterprise Education. The academic rigour was higher as more analysis was required. It was aimed at developing a higher skill set by introducing an element of consultancy through tasks normally done by working professionals. Students also worked with staff in organisations rather than children. As with Enterprise Education initial input sessions were delivered as classes and some work practice was required in class. The level of knowledge required determined this initial input and was longer and more detailed so students attended classes up to Christmas, with just a pre-meeting in the placement setting. After Christmas ten of the thirteen teaching sessions were given over to placement work, again with consultancy support, but without monitoring. As placement tasks were done individually with adults this was not seen as critical. The students were also put in discussion groups which would run the life of the course to facilitate problem solving. Students on this module were set three assessments, with the first two underpinning the preparation for the third. The first was a micro-teach, the second a reflective observation of the micro-teach and the third was part of the key placement task forming 50% of the overall course assessment, a training needs analysis for the organisation. This final assessment was to be presented to senior management in the placement organisation and would form the basis of a follow up approach offering further professional university services to deliver the training if one was found.

Far less interaction with organisations was planned with this module and no pre-planning was done with organisations. The students themselves were required to identify a type of organisation they wished to work in and approach the organisation themselves under tutor

guidance. Students would work individually as consultants. However the delivery approach of their programme was similar as for Enterprise Education. Classes ran normally for 12 weeks (until work with the organisation started) followed by a ten week break for the placement work and a further block of formal classes for three weeks completed the course. During the placement break the class sessions were also staffed as normal so students could attend for consultancy advice from the course tutor. Students were expected to work independently while in organisations, so no formal monitoring was put in place although a risk assessment was carried out with the organisation. Because there was no group work planned in the placement, regular e-mail contact was promoted with the course tutor but no virtual facility set up. The focus here would be the individual student working with an organisation.

Political Background

The changing political and economic background during the preparation of my thesis has affected the relative importance of various policies. However it is possible that enterprise education is even more prominent on policy maker's agendas as the global financial crisis appears to have forced governments to seek more and more public sector initiatives through the development of private enterprise initiatives. At the time of my thesis submission, enterprise funding in the United Kingdom was in a state of flux with public funding limited and uncertain, and private funding through banks equally problematic. Therefore I consider the relationship, approach, and developments in enterprise education as successive governments attempt to encourage Higher Education to take on more enterprising approaches. I was aware of attempts during the late 1980s and early 1990s to apply enterprise policy to the education sector and there had been a series of attempts

to engage the higher education sector with commerce. MacLean *et al.*, (2004) identifies two clear stages of enterprise development in the UK; the first was the entrepreneurial driven approach from the late 1980s which was aimed at instilling business, vocational and employability skills across the education sector, and a second stage from 2003, to instil enterprise in schools and other education institutions through changes in various curriculums. In Higher Education this appeared to focus on satisfying the need for graduates with enterprise skills, coupled with a means of making the higher education sector more financially independent. In reality, early developments since 2003 centred largely on the school curriculum and in further education, while developments in higher education lagged behind. As late as 2005, Hatakenaka (2005) reported that United Kingdom universities still had much to do to engage with 3rd stream income values (enterprise and commerce). This term may now be a little dated as enterprise and commercial income might now be considered mainstream income in some universities.

It was with interest that I noted a report by Howells *et al.*, (1998) for the Higher Education Funding Council for England (HEFCE) which alluded to UK university-industry partnerships as a great success:

Within Europe at least, the UK higher education system has been at the leading edge of several developments in terms of the relationship with industry. (Howells *et al.*, 1998: 12)

Also:

British higher education has undergone a more profound reorientation than any other system in the industrialised world. (Halsey 1995, cited by Howells 1998: 12)

Although Howell's report is supported by statistics, academic references, and numerous examples of successes, this does not seem to have been supported by subsequent reports

or indeed the plethora of government initiatives which followed in an attempt to stimulate better academic and industry links. Through careful reading of the report by Howells for the Higher Education Funding Council (HEFCE), it became clear that postgraduate partnership success is centred around red brick science and engineering research and consultancy, resulting in the growth of 'hub' organisations (formative commercial companies on university sites) to exploit research and intellectual property rights, while undergraduate partnership is relegated to placements. The reported 98% of universities offering student placements is an interesting statistic in itself, as little actual detail is given on how these statistics are formed. These could be one or two placements from many universities and as subsequent research reports show (see below). These appear to have had little impact on enterprise developments.

The recognition by the UK government towards the end of the 1990s that the maintenance and nurturing of a world class university sector would require considerable increases in funding has led to a series of higher education reviews (see for example Science and Innovation – working towards a ten year strategy for investment 2003; The Lambert Review 2003; The Future of Higher Education White Paper 2003; Securing a Sustainable future for Higher Education, The Browne Report 2010) which impact on all areas of university life, including academic and operational research, teaching methodologies and even locations. Due to widening access and increasing demand, a partnership model was envisaged where both public and private funds were accessed with more integrated links into the developing knowledge based economy as an innovator, contributor, and supplier. A series of UK government sponsored reports outlined a number of key factors, including the transfer of knowledge in enterprise partnerships between the wealth-creating sectors of the economy and universities as the key to a first

rate university sector. The impact of rapid social and economic change and the onset of globalisation led to a series of governmental reviews on the nature and purpose of higher education in the United Kingdom. The most predominant of these have been the HM Treasury paper 'Science and Innovation – working towards a ten year strategy for investment' (2003); The Lambert Review (Lambert, 2003); The Future of Higher Education White Paper (2003) and The Leitch Report and Implementation Plan (2007) for Further Education and Higher Education, The Innovation Nation (2008) and latterly Students at the Heart of the System (2011). These reports generally recognised the need for continuing research excellence in universities while identifying the need for much better knowledge transfer partnerships to ensure the value of research developments were realised, and provide graduates with relevant employment skills. They also recognised the high (and ever-increasing) cost of ensuring UK universities remain leading global educational and research institutions and viewed collaborations with the wealth creating sector as a way to fund developments and to keep UK universities at the forefront of world research and education.

The White Paper *The Future of Higher Education* (Molas-Gallart, *et al.*, 2003) outlined a future for universities in which two key challenges were to be addressed: firstly, to increase wider access among all socio-economic groups and secondly, 'to make better progress in harnessing knowledge to wealth creation' (Molas-Gallart *et al.*, 2003: 3). This White Paper outlined the need to fund these challenges from a mix of public sector enterprise initiatives such as the Higher Education Innovation Fund (HEIF) and private sector or personal sources such as employer sponsorship or student fees. The assessment of widening participation and student fees has been well documented since the publication of the White Paper, but the development of university/innovation links to

business is much less reported. This White Paper gave a clear remit for universities to develop stronger links with wealth-creating institutions. Many universities have tentatively used the term 'enterprise' to encompass a wide range of programmes and projects aimed at achieving this outcome (Govnet News, 2008).

Funding is a key issue to both of these challenges. The 'Future of Higher Education' (Molas-Gallart, J. *et al.*, 2003) clearly identifies innovation, partnership and enterprise as the main source of 'third' stream income and a key area for future development in UK universities. Third stream income is described as:

.....concerned with the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments.
(The Russell Report, 2002: 3-4)

The development of new streams of income is supported, at the time of writing, by the Higher Education Innovation Fund (HEIF), but the approach to the development of wealth creation partnerships has largely been left to individual institutions with varying degrees of success.

While significant progress is being made generally in the UK in terms of enterprise, it is perhaps worth noting that there is still much more to do in terms of generating a sufficient amount of third stream funding to achieve the objectives set out in the Future of Higher Education report. Figure 1.1 (Higher education business and community interaction survey 2004-05 and 2005-06), shows the gradual growth of third stream income by value and interaction with different wealth-creating sectors. Perhaps the most striking aspect is the relatively slow growth in most sectors, especially when bearing in mind the purpose

of the Higher Education Innovation Fund (HEIF) is to instigate commerce and interaction with the wealth-creating sectors of the economy, and has been operational since 2004.

More significantly there is much more to do to place all UK universities alongside key counterparts overseas. Hatakenaka (2005: 3) explains:

It is a critical point that these third stream values are part of the fabric of the operations of prestigious US universities such as MIT or Stanford, but it will require a culture change in the approach of many UK universities.

The White Paper, Higher Education: Students at the Heart of the System (2011), leaves the theme of placing industry partnerships at the centre of Higher Education Policy but it

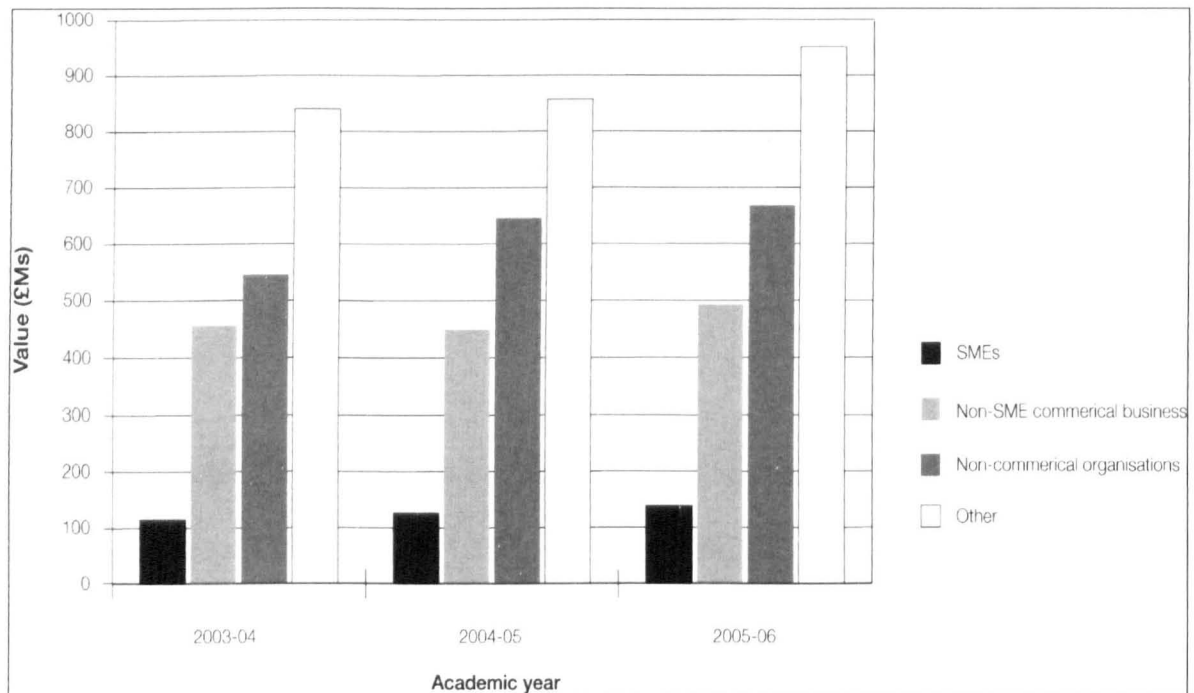


Figure 1.1 Higher education business and community interaction survey 2004-05 and 2005-06 ('other' is used where it is not practical to report the source of income, often because of multiple partner collaborations or other complex interactions.)

is still evident. Perhaps even more important to this study is the acknowledgement that students, as individuals, are responsible for the major part of funding Higher Education and the intention to establish graduates as key economic partners for any economic

recovery, promotes the case for students with individual economic traits. This perhaps leaves behind forever the romantic notion of universities as a place for students to leave the here and now, and pursue personal enlightenment (Oakeshott 1973). Enterprising graduates are seemingly at the heart of government economic policy as well as higher education policy.

This thesis therefore analyses learning on my enterprise courses to assess if different learning and pedagogical methodologies can be used in harmony with wealth-creating partners in a way that can assist individual learning processes, and provide an appropriate model of student learning. The partners involved discussed and expressed a keen interest in involvement with the enterprise courses as they saw it enhancing workforce capability and getting developmental projects moving with a low cost outlay, and possibly supporting research to aid further funding requests. In the light of recent economic events and the 2011 White Paper graduates may also need to be more enterprising to create their own employment or employability skills.

This model of enterprise, with students in developmental roles, brought reasonable amounts of income to Liverpool Hope University by attaching degree courses – which had previously been formally taught - to employer operations and re-investing income to try and enhance student learning experiences. As far as it is possible to ascertain at this stage, this approach is possibly unique for education students on higher education programmes in the UK. However:

...for all the talk of learning amongst educational policymakers and practitioners, there is a surprising lack of attention to what it (enterprise) entails. (Smith, 2010: 4)

In this thesis I aim to contribute to the general academic debate on enterprise about learning processes in higher education, which is still in a formative state, and also inform the wider educational debate on learning and pedagogical approaches within enterprise projects. My thesis will outline the way enterprise is being regarded as an important aspect of Higher Education funding and I consider the implications of this for learning. I look at the introduction of an enterprise culture into my university and assess if these could have an impact on the way learning programmes are designed in a way which maximises student learning potential.

Chapter 2

Literature Review

There was little literature available on enterprise learning in higher education as it affects students, at the time I began this thesis. At the outset of the programme and I could find only few articles which dealt with the subject in a like for like manner as my own (Rae, 2003; Jones and English, 2004; Jones 2006, 2007) and therefore examined papers from similar subject areas and other educational sectors to help form a deep understanding of the subject area. I studied entrepreneurship, as writers often used enterprise and entrepreneurship simultaneously, before concluding that there was no clear definition and writers often confused the two terms (Cope, 2003; Warburton et al., 2005; and Pittaway, 2009). Eventually I developed my own definition from a literature study on the use of the terms by Jones and Iredale (2010). I also discovered entrepreneurship students were not motivated by the same things as education students. Entrepreneurship students were focused on financial gains (Kim *et al.*, 2002) while education students were motivated more by social concerns (Hancock, 1997, Cochran-Smith *et al.*, 2009) and felt I had to consider this when developing pedagogical practice. None higher education sectors generated useful ideas which helped to clarify my definition and advise this study. Secondary education identified education as a social concern centred around citizenship (Duchar, 2004, Duchar, 2008) without really advising on a clear pedagogy. However, the adult education sector really began to have an impact on the study as I read Tough (1999), Eraut (2000), Lave and Wenger (1991), Illeris (2007), and reflecting on Mezirow's (2000) ideas I discovered connectivism (Siemans, 2006). Mezirow

considered one type of experience can be transformed into another experience and transformative learning helps to explain how seemingly unrelated practical events can aid academic achievement. Siemans helped me conceptualise academically critical learning events on the enterprise placement by explaining the concept of nodes, which I was struggling with, and how they interconnect through people interaction to form knowledge.

Educational research is regarded as a messy place (Cohen 2007) and my mixed methods approach to research is regarded by some academics as the only way to conduct research in social science (Burke-Johnson and Onwuegbuzie, 2004). This approach served me well and the quantitative questionnaires speeded up the identification of the key themes of pressure to learn, social learning and group-work, critical learning events, personal organisation, and employability concern. The qualitative interviews, brought out and clarified the nature of self-efficacy, the relationship between personal and institutional needs, the value of professional attachments, the importance of informal and none-formal learning in placing concept of the student as the 'self' at the centre of my pedagogy. Academic research helped in the search for a pedagogy and I found support for my concept of learning as a libertarian endeavour in Pittaway *et al.*, (2009) where the student is central (Jones and Iredale, 2010) but in which attainment would only occur with an appropriate learning environment (Duignan, 2003). Finally Scharmer (2000, 2009, and 2010) allowed me to identify a non-cyclical model of learning through enterprise which gave me the open ended process driven learning system I was seeking for my pedagogy.

This literature review sets out current academic thinking on enterprise in education and draws from a wide field of literature on student learning and pedagogical approaches, both within the higher education sector and beyond. I focussed my initial search on enterprise as a motivational medium, then, broadened this to include attainment linked to general placements, and read the few papers available on enterprise methodology. My findings here informed me of key elements which make up this chapter. My search for specific academic papers for a pedagogical approach to enterprise education became more successful toward the end of the period of this study, as papers by Rae (2007), and Jones and Iredale (2010), and Pittaway (2009) began a tentative academic debate. Less prolific were papers dealing specifically with the motivation of students on enterprise courses and here I looked for comparative studies from other sectors including those from the compulsory education sector by Duchar (2004, 2008) and general motivational theory including Maslow (1943, cited in Lucas *et al.*, 2010). To assess the benefits of enterprise courses I drew from a wide range of literature, including studies on entrepreneurship (Jones, 2006, 2007), informal learning (Tough, 1999, 2002), none formal learning (Brockert and Hiemstra (1991), Eraut, (2000), and community learning (Lave and Wenger, 1991). As my study progressed I found support for placement learning improving attainment (Gomez *et al.*, 2004; Mandrilas, 2004), and towards and at the end of my studies I found a paper giving unequivocal support for the idea it improved academic attainment (Moore and Reddy, 2012). As themes emerged from my own research I researched and introduced deep learning (Saljo, 1979; Ramsden, 1992; and Atherton; 2002) and self-efficacy (Bandura 1986), to explain my findings. My understanding of the events from the enterprise courses was enhanced through Siemens (2006) description of constructivism, and the connectivity of Mezirow's (2000), while Illeris's ideas on transitional learning and the interaction between individual and the

environment (2007) confirmed my ideas of how knowledge was used by students. As I contemplated my findings I became certain a cyclical model of learning (Kolb 1984) was not suitable for underpinning enterprise learning processes but felt a staged model of learning was appropriate (Perry 1970; Baxter-Magola, 1992). I eventually found Sharmer's Theory U (2009) as a progressive methodology to explain learning as a non-cyclical model suitable for use in enterprise education, where anticipation of events is important, and the visitation of an experience may occur only once and for a brief moment. This model linked well to learning methodologies when trying to encapsulate the creative opportunities from enterprise events and experiences as described by Rae (2003, 2007).

To develop a research methodology I was informed by the work of Cohen *et al.*, (2007), Creswell (2010), Burke Johnson and Onwuegbuzie (2004), and Burrell and Morgan (1979). As an insider researching my own subjects I found my position in a worldview as a participant/advocate from Creswell (2010), and developed an approach to critical reflexivity from a former colleague and mentor, Paul Greenbank (2003). Greenbank's ideas on dealing with bias and positionality provided a framework for reflexivity and are supported by Cohen *et al.*, (1997), Kierkegaard (1974, cited in Lucas *et al.*, 2007), Rokeach (1986), and Hammersley and Gomm (1997). They advocate an approach using personal reflectivity on my researcher's relationship to the research being undertaken as preferred practice. I use Rokeach's four behavioural values throughout this study to guide my critical reflexivity.

There are a number of social aspects to embedding enterprise in education some of which are mentioned in Chapter One as a political or policy consideration, but some were worked into my study research to help understand student perceptions of the concept and are dealt with in later chapters of the thesis, for example student perceptions were affected by their experiences in school so it appears they saw no choice in the matter (see Bourdieu, 1972). MacLean *et al.*, (2004) describes two stages of enterprise education-related policy developments in the UK: The first stage was during the 1980's as a response to rising unemployment and the introduction of entrepreneurial and employability skills, and National Vocational Qualifications (NVQs). This brought about a surge of critical academic literature during the 1990s about the appropriateness, validity and use of academic programmes to promote work-based learning and student engagement with organisations outside school, college and university (see for example Norris, 1992; Hyland, 1993; and Richardson, 1998). This approach can be equated with a continuing general trend for educational policies that attempt to bring student programmes closer to the workplace, raising questions about the purpose and nature of education as a whole. These policies included; a desire for more workplace integration into the curriculum, the work 'readiness' of people with academic qualifications and more economic independence of pupils and students as they seek to become employable in an uncertain world.

The critical approach to early government initiatives by academics (especially about university engagement) tended to come in the form of an attack on the competence-based approach to National Vocational Qualifications (NVQ's) advocated by government policy of the time. The early 1990s saw the first recognisable stage of enterprise policy making, a few academics such as Smithers (1993), a known critic of the NVQ

programme, and Foster and Stephenson (1998), were considering the pedagogy of engaging universities with organisations as part of work-based learning programmes. The second stage of enterprise education in the United Kingdom began in 2003 and was instigated by a series of government sponsored reports which outlined a number of key factors, including the transfer of knowledge in enterprise partnerships between the wealth-creating sectors of the economy and universities as being key to a first rate university sector, one where partnership funding was expected to contribute to university developments. Government reports such as the HM Treasury paper Science and Innovation – working towards a ten year strategy for investment (2003), The Lambert Review (Lambert, 2003), The Future of Higher Education White Paper (2004), and The Innovation Nation (2008) ensured that closer working partnerships between university and wealth creators were put firmly back on the higher education agenda. The Leitch Report and Implementation Plan of 2007 ensured it would remain there by linking university funding to knowledge transfer partnerships through schemes such as the Higher Education Innovation Fund. The Higher Education Funding Council for England (HEFCE) allocated £150 million to help instigate and develop partnerships for 2010/11 (HEFCE, 2010).

More recent government publications and announcements including The Enterprise White Paper (2010), and Students at the Heart of the System (2011), appear to place educational institutions and graduates at the heart of invigorating the purported knowledge-based economy (DUIS, 2010). Yet despite this, few studies have taken place on how learning takes place on enterprise projects and on devising enterprise learning methodologies and at the time of writing I had found no studies on enterprise project learning methodology for education students or enterprise educators. I found this to be a

surprising omission to the academic debate, hence the claim to new knowledge arising from this dissertation.

Creating a theoretical academic framework for enterprise education was surprisingly difficult, as even key definitions are uncertain. Warburton (2005: 13) describes defining 'enterprise, entrepreneur, entrepreneurship, entrepreneurial' as 'problematic' and accepts there is no generally accepted definition. Warburton settles on accepting that enterprise is used 'ad hoc,' in different departments and different universities for different contextual meanings. He appears much more comfortable than I, in linking enterprise with entrepreneurship and debating the meaning of entrepreneurship, recognising different uses of the term functionally as an environmental product, and as a personality trait. Warburton at least gives a general suggestion for entrepreneurship, describing it as being about 'doing something,' whereas other academics struggle to define it at all in a learning sense (see for example Gibb, 1987).

The debate about meaning and definition of enterprise in education is well covered by Jones and Iredale (2010) in a comparative literature review supported by some case study readings and experiences. They note 'Enterprise and entrepreneurship are often used interchangeably and this causes much confusion.' (2010: 10) and point to rather unhelpful advice from the school curriculum guidelines from Ofsted which states that schools should each establish their own clear definitions (Ofsted, 2004; Teachernet, 2008 cited by Jones and Iredale, 2010). Jones and Iredale outline clear distinctions between enterprise and education, arguing that enterprise should not just be about business. They cite Price (2004), arguing the development of enterprise education should be as an inclusive and

more social concept than just entrepreneurial education, one that has a tendency to be economic in its focus. Jones and Iredale give some useful guidance on what enterprise education is about:

- an active learning enterprise education pedagogy;
- knowledge needed to function effectively as a citizen, consumer, employee or self-employed person in a flexible market economy;
- the development of personal skills, behaviours and attributes for use in a variety of contexts;
- the person as an enterprising individual – in the community, at home, in the workplace or as an entrepreneur;
- the use of enterprising skills, behaviours and attributes throughout the life course; and
- how a business, particularly a small business works.

(Jones and Iredale, 2010: 8)

While the last concept from the list above appears to lean towards business as a focus and therefore entrepreneurial education and appears contradictory when trying to differentiate terminology, it is still helpful as a list and does include aspects which broaden and differentiate the concept of entrepreneurship into enterprise; possibly the main recent attempt to report significant differences.

Jones and Iredale also discuss a possible specific pedagogical approach to enterprise education. The differentiation between entrepreneurship and enterprise learning is discussed and a process suggested where a situation is either given or created for

students. The tutor becomes a guide or facilitator, and moves completely away the delivery of formal taught sessions and lectures. Students think and learn independently and might not all do or learn the same things. This assisted my development of an assessment approach discussed in Chapter Six and reflects my own view of enterprise learning, a situation or event requiring independent thinking to move through the process of learning. This raises challenges for learning and teaching which appear to be significantly different from the didactic teaching often reported in higher education entrepreneurship courses.

The challenge for the teacher/lecturer is to develop a teaching style that encourages learning by doing, exchange, experiment, positive mistake-making, calculated risk-taking, creative problem solving and interaction with the outside world. (Jones and Iredale, 2010: 12)

This supported my approach to my studied enterprise courses, where an event or experience rather than academic input, expert speakers and focused delivery skills were at the centre of learning. I have also identified the importance of students needing to learn to adapt to this type of approach, and helped me determine a distinctive learning/teaching methodology for enterprise.

The Education Studies Pathway at Liverpool Hope University was focussed on academic studies of education and prior to my enterprise courses starting was taught in a formal academic manner with lectures, seminars and workshops. 'Expert knowledge' was gained through teaching and academic research underpinned student learning. There is a premise that students are motivated by 'the expert speaker,' (Mandalay, 2004, cited in Jones and Iredale, 2010). This does not appear to be an unusual approach in higher education and the notion of the motivational effects of the expert speaker still pervades.

However Jones and English (2004) argue that enterprise education needs a learner-centred approach encompassing:

...a teaching style that is action-oriented, encourages experiential learning, problem-solving, project-based learning, creativity, and supportive of peer evaluation. (Jones and English, 2004: 1)

Higher education generally tends not to be so flexible in this regard according to Matlay and Mitra, (2002, cited by Jones, 2004). My review therefore, draws on two strands of academic thought: general theories of learning and knowledge construction and the specific way the enterprise projects affected education student learning.

Jones and Iredale also enter the debate I struggled with early in the development of this thesis: the philosophy of enterprise education. This was well categorised in their paper and again seeks to encompass a pedagogical approach. Their identification of enterprise operating in education at two levels helped me to investigate and unpick a complex mix of social ideology with a specific philosophical approach and individual perceptions, tied to learning in a contemporary way. Jones and Iredale consider the first level in an abstract way: '....an idea, a philosophy and an approach to teaching and learning,' (Jones and Iredale, 2010: 14) and secondly '....in a contextual classroom level where enterprise educational ideals are translated into pedagogical practice,' (Jones and Iredale, 2010: 14). This supported my early assertion that it would be necessary to explore student learning on two levels: Firstly, to investigate student conceptualisation of the type of learning/teaching they were experiencing, and examine the effect of including their own personal philosophical underpinnings generated by class, prior enterprise or entrepreneurial exposure or even political persuasion (possibly unknowingly). Secondly,

to study students concentrating on the effects of classroom and non –class based activities, and the respective pedagogical or teaching approaches. This also gave me a good reason to explore the transitional effects linked to the students’ backgrounds with reference to the work of Bourdieu (1972). Finally, I felt there was much to gain from understanding the distinction between enterprise and entrepreneurship for definition purposes, but will still use other entrepreneurship studies similar to my own to assess their pedagogical approaches particularly where non classroom based learning is reported.

For the purpose of this study, I use the term enterprise in a form that encompasses the broadest definitions possible. Princeton describes it as ‘a purposeful or industrious undertaking,’ (Princeton, 2010: 1) although possibly the most appropriate definition to this study is given by Rea (2007), who, while recognising there are various definitions in use in academia, argues that enterprise is best thought of as the ‘skills, knowledge and attributes needed to apply creative ideas and innovations to practical situations’ (Rea, 2007: 611). It is perhaps useful at this point to explain my use of entrepreneurship and education as compatible studies. Many of the concepts of enterprise and entrepreneurship are used simultaneously, and Atherton (2004) recognised this when he highlighted the general fuzziness involved in the two terminological concepts. While I consider entrepreneurship and enterprise generally compatible in terms of research, they are often different in context. Studies of entrepreneurs tend to centre on the study of wealth creation activities in business schools (Gibb *et al.*, 2007). To differentiate enterprise, I have used it to describe an undertaking with many similar traits and activities to entrepreneurship but which might or might not make a financial or even material gain, but can include activities where a social, personal, or intellectual enhancement, exists. It

is about capacity building as a whole. This allows the use of each term synonymously for study purposes but means the difference in student motivators will be notable and worthy of consideration.

Education students proved a good alternative group for this study as they differ significantly from business students in their objectives. Hobson *et al.*, (2004: 14) shows the primary reason that people enter the teaching profession is social rather than financial. This large-scale questionnaire survey of over 4,000 people showed the top four reasons that people wish to teach are:

- to help young people to learn;
- to work with children or young people
- being inspired by a good teacher themselves
- to give something back to the community.

Cochran-Smith (2006) argues even more idealistically that teachers enter the profession because;

....they love children, they love learning, they imagine a world that is a better and more just place, and they want all children to have the chance to live and work productively in a democratic society,' (p. 20)

Business students however, are more financially motivated and self-concerned. Research in the United States of America by Kim *et al.*, (2002) highlights their motivators as:

- the prospect of gainful employment
- career expectations

- monetary rewards
- personal interest

The motivators of the two types of student are different. Undergraduate education student motivators are more likely to involve intrinsic motivators of companionship and esteem (Lucas *et al.*, 2007, citing Maslow, 1958) while less extrinsic motivators such as pay and career prospects, while evident, did not appear an overriding reason for choosing an education course. These priorities are generally the main preserve of business students. The motivational aspects of these two sets of students therefore need to be considered with some aspect of differentiation.

Learning, while more often debated, is in some ways even more difficult to define with any certainty than enterprise, as individual context, setting, age, gender, background, focus etc. all need to be taken into account. Categorising student learning was useful in narrowing down the plethora of learning approaches and theories considered in academic circles. The most useful categorisations for this study became; formal, non-formal and informal learning. This is a necessary categorisation as it encompasses more than just the academic learning outcomes required for the course qualification, but still allows me to explore the motivational effects of non-course specific events and learning, and fully consider and report all my observations. While a clear understanding elements of formal learning are necessary to my study, not least to satisfy university quality assurance requirements, this was not the total concern of my study, as I wished to explore a growing awareness that students were gaining more important knowledge than could be captured by a traditional pre-conceived set of subject learning objectives gained through formal

teaching. I became suspicious very early in this study that non-formal or informal learning was having a great effect on my study group.

Formal learning is defined as 'planned learning' that takes place in a 'formal setting' (Harvey, 2004-9). Illeris (2007) describes four different main meanings of learning. The first refers to 'the outcomes of the learning processes that take place in an individual,' (Illeris, 2007: 2-3), or the changes in an individual which occurs after a learning experience. The second refers to the mental processes or the psychological effect on the learner. The third is described as the:

...inter-action processes between individuals, their material and social environments which directly or indirectly are responsible for their inner learning processes. Illeris (2007: 3)

This third meaning interested me as the students I surveyed identified the social processes of learning in groups as particularly important to their experience, and had contributed to excitement about their enterprise tasks. The recognition by Illeris that these factors were important in learning, offered great support to my formative ideas that in some circumstances students became more motivated by factors outside their classroom experiences than achieving learning outcomes which gave them their grades. This led me to the important but rather complex idea that the interactions formed conduits (Siemans, 2004) which linked events and experiences where interactions take place, might be as much a part of the ability to learn as the motivation, academic input, events and interaction themselves. Illeris's fourth leaning category is that employed 'synonymously with term teaching,' (Illeris, 2007: 3) and comments on the general tendency to confuse teaching with learning. All these terms are encompassed by Illeris's own definition of learning as:

Any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing. (Illeris, 2007: 3)

In this statement Illeris, while recognising the different meanings of learning, also gives a broad definition that allowed me explore all learning encountered during my study. Learning Theory also provided me with a perspective on the type of learning I felt students were experiencing, ‘...how an agent should use observations about her environment to arrive at correct and informative conclusions,’ (*Stamford Encyclopaedia of Philosophy*, 2008: 1). This definition is used to describe a cognitive approach to learning and adds value to this study as I observed informally through student conversations, and then recorded formally through the student interviews, their feeling that they had gained much more than just the set formal outcomes. One student told me

“We’ve learned so much more working with children than we would just being told how to work with them.” (A19). This led me to consider the way that informal learning and non-prescriptive learning might be playing a much larger part in student motivation and learning than I first thought.”

In his three dimensional model of learning Illeris (2007) describes two processes which sees the individual learner gain knowledge through a continuous interaction with their environment, and acquiring knowledge through impulses and influences on earlier learning. Illeris considers knowledge acquisition to be driven by an incentive to expend the energy to acquire knowledge such as desire, interest, necessity or force. It was also worth noting that Illeris’s comments on the importance of the effect of students interaction with the environment, as this appeared to be an important aspect of my study. Students did appear to be learning through a number of informal or non-planned events to a greater extent that I had imagined.

Informal learning is variously described as learning outside of formal education settings (McGiveney, 1999). Coombs and Ahmed (1974: 8) argued that it is learning that is 'unorganized, unsystematic and even unintentional.' They suggest this broad set of loose definitions and the randomness it encompasses does not undervalue the importance of informal learning but argue it makes up the bulk of learning which takes place in a person's lifetime, even where people have continued into higher education. Eraut (2000) also espouses the virtues and benefits of professional knowledge transfer in informal workplace interactions. An exploration of informal, extra-curricular learning therefore forms a key part of this study.

My initial research through informal conversations and formal surveys highlighted informal learning as an important aspect of the student experience in my study groups, therefore I explored this academically and found a more recent, much larger study of formal and informal learning by Tough, reported in 1999 and commented on further in 2002 in a working paper. The importance of informal learning is outlined by Tough, (1979, cited by Brocket and Hiemstra, 1991) writing from a lifelong learning perspective. He describes informal learning amongst adults as an iceberg where only a small part of learning is formal (that which is visible or above the water). Tough (2002) argues that the iceberg contains as much as 20% formal learning to 80% informal learning. Brocket and Hiemstra claim that the tip of the iceberg described by Tough was itself 'only the tip of the iceberg' (Brocket and Hiemstra, 1991: 55). Measurement of learning is however a difficult art and can be very subjective.

In a symposium entitled 'Exploring the Iceberg,' Tough (1999) describes conducting the first large scale survey of adult informal learning practices. Surveying 1562 people

randomly, he highlights the importance of social relationships in learning and the volume of informal learning taking place in society generally. He shows how 18 – 24 year olds (which would cover the majority of students in my study) identify informal learning as occupying 24 hours per week, more than any other group. While the context of Tough's study is outside higher education, the processes and conclusions appear to have much value to my studies due to the scale of survey, and it is reasonable to assume that students aged over 18 share many learning traits as adults. Perhaps a critical statement from the 1999 symposium came from a paper by Rubenson (1999) who argued that as learning was outpacing education. Therefore he argued that we should not be trying to capture learning but trying to understand the relationship between the two to make it work better, which became a key aspect of my enterprise learning methodology. Rubenson, while highlighting the importance of the scale and nature of informal learning, also poses a problem of measurement. While my own study centres on higher education programmes, I came to the conclusion it would be important to include some method of informal learning capture. For Rubenson, the insignificance of capturing informal learning is negated by the lack of quality controls in the context of the general populations involved with lifelong learning that he studied. This is a factor that cannot be ignored in UK higher education, as all government funding is linked to courses with strict quality assurance requirements although this appears at odds with the general government policy of letting the market dictate much of Higher Education policy. This problem is dealt with fully in later chapters.

Non-formal learning is described as a significant change in a person's '....capability or understanding,' (Eraut, 1997 cited in Eraut, 2000: 12). Eraut sees the distinction between types of learning often in the context in which people learn and in the level of intention of

the individual to learn. This too provides useful information in the development of my learning model as it describes where people are keen to learn in a formal way for qualification purposes, yet still feel they have significantly learned through informal or non-formal learning. As my study groups appear to have found either the *context* more important or motivational than the formal methodology (teaching and specific course outcomes), or their *intention* to learn became focused on the informal learning aspects of being on a placement rather than the course subject matter (which provides the qualification), this uncovers a very powerful motivational learning force.

Rogers (2003) describes a continuum of learning, containing formal education, non-formal education and informal learning. His description of these stages as being indistinct and fuzzy at the edges recognises that learning can be compatible through a number of mediums and environments. He describes informal learning as being:

...learning being all that incidental learning, unstructured, unpurposeful but the most extensive and most important part of all the learning that all of us do every day of our lives. (Rogers 2003:8)

Rogers places learning at the centre of education and describes education in its widest sense as purposeful and assisted learning. This most important part of all learning is perhaps what the students were experiencing on the placement parts of their enterprise programme. Rogers also recognises the individualistic elements of learning which becomes very important in my understanding of the motivators of students on my enterprise courses.

My exploration of non-formal learning led me to an even more interesting reported approach which I felt further supported the development of my model of enterprise

learning. This was situated learning (Lave and Wenger, 1991). My feeling that one group in particular had been affected by their learning situation, the second year students on the Dragon's Den project, and had developed working groups to cope with complex placement work (teaching entrepreneurship), which appeared to particularly enhance their learning (see example of events surrounding the child who escaped the club, outlined below), and was well supported by this concept. A good explanation of situated learning is given by McClellan (1996) citing Brown *et al.*, (1992), who argue that knowledge is contextually situated, or placed in context by the events, and the environment experienced by learners and understood in relation to '.....activity, context and culture,' (McClellan, 1996: 6). This means that knowledge is understood by experiencing and relating specific events to the specific time and context in which learning events and experiences take place. In other words, the events and places (situations) are highly important to the learning processes being understood by the learner. As I developed my pedagogical model these ideas were formalised into a process through Mezirow (2000) and Siemans (2006) theories of constructivism. Lave and Wenger (1991) also relate situated learning to communities of practice. Communities of practice help learners to understand events and are where:

...the meaning of learning is configured through the process of becoming a full participant in a socio-cultural practice. (Lave and Wenger, 1991: 23)

This helped me to create a specific type of reflection model for enterprise learning centering on micro reflections. While Wenger uses organisations as the focus of almost all his studies, he often cites situations in organisation as support for his arguments, giving outlines of critical events, interactions or sayings. This type of approach relates well to the important reported learning experiences of students in my study groups.

As I moved into the interpretation stage of my thesis and was dealing with the effects of group work, I felt I was uncovering evidence that the Enterprise Education students specifically, had formed either informal or even formal communities of practice centred on learning. This was taken further when I found a paper describing learning communities, 'Defining Learning Communities' by Kilpatrick *et al.*, (2003). Kilpatrick *et al.*, in her literature review, describes learning communities as difficult to define as it is used in '....diverse and flexible ways,' Kilpatrick *et al.*, (2003:1) and with different types of focus. This includes geographical distribution, membership, and purpose, of various on-line communities. Kilpatrick *et al.*, cites Yarnit (2000) as describing one end of the paradigm as learning communities focused on the '.....essential role that relationship, participation, reciprocity, membership and collaboration play in human development,' (Kilpatrick *et al.*, 2003 :1), and suggests social interaction is a pre-cursor of group learning for broad development needs. However a further citation by Kilpatrick *et al.*, (2003: 7) of Tu and Corry (2002), describes communities of practice stating '...people learn through a group activity to define problems...decide on a solution, and act to achieve the solution. As they progress as they gain new knowledge and skills.' Tu and Corry refer to an online environment. This definition seems particularly suited to any group work where learning achieves learning or learner centred outcomes. The Kilpatrick paper also mentions the development of social capital and the enterprise of learning, which I felt tied in well with my own definition. Advancing group work into learning communities was something I felt may have happened during the course of the enterprise clubs, and Kilpatrick *et al.*, argue the benefits of learning communities are realised in improved student academic and social achievement, an area I explore throughout this thesis.

As I was interpreting my survey results, and complementing this with academic study, I came across the work of Perry (1970), and Baxter-Magola (1992). They led me to the conclusion that enterprise learning should be a process but not necessarily a re-iterative, cyclical one. While there are a number of cyclical process models to learning, where experience plays a key role, the most commonly used is Kolb's (1984) experiential learning cycle. Kolb's cycle consists of four points; concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Concrete experience, where individuals experience a situation, event or action which has a meaning, but is not in the individual's inventory of experience, reflective observation is where an experience is reflected on to develop cognitive understanding, abstract conceptualisation develops new ways of dealing with the event or action, and active experimentation tries out the new way of dealing with the situation event or action. This could be a student confronted by a child in a learning club with an unforeseen statement or question which can't be dealt with at the time where a student stutters for an answer before reflecting on it a designing a new strategy for dealing with unknown answers, for example saying she doesn't know everything but will find out. Kolb's cycle is easy to apply to this study, and is a recognised starting point for learning models, and is also a useful analysis tool. However, there are many critiques of the cycle, which made it less attractive to me as a learning model, and I felt in enterprise situations there were many events were singular in nature and may never be repeated. Not all learning is cyclical in enterprise as events may be singular – they may happen only once. People reflect on a situation rather than beyond it for alternative applications, and it is a very individual event when enterprise learning seems to involve others.

Pickles and Greenaway (2010) cite a number of authors writing on Kolb's learning cycle and whose ideas have relevance here. Forrest (2004) argues that the neatness of the cycle is unlikely to occur in reality, as a multitude of experiences are likely to occur at any one time. This is particularly true when working with children in learning clubs, as one student reported "the kids are great but they all want a little piece of you all at once. It's very confusing." (A2). Forrest claims Kolb's experimental sample for this cycle was too small to be meaningful (however, my literature search in determining the actual size proved unsuccessful) but is joined by others, (see Jarvis, 1987; Tennant, 1997; Kayes, 2002, etc.). Rogers (1996) argues that the model takes no account of the individual learner's goals and intentions. Heron (1992) argues that it is too narrow and just a method to support Kolb's own approach to academic investigation. I also feel some sympathy with this view, as my own observations tend to think of the approach as logical and rational and I have observed some irrational learning behaviour in students, particularly when under pressure on enterprise courses. I would argue some features of management, which is where Kolb's cycle is often used, are more certain than working with children. Managers often have strict rules and structures, which govern their actions the actions of those around them, and outcomes, can be reasonably well predicted or dealt with by legal or corporate instruments for example the organisation's disciplinary policy. Additionally organisations usually have supporting mechanisms if things go wrong. Yet even a well-planned and led session for an after schools club might go wrong for a variety of reasons including children's tiredness, lack of numbers attending or teacher interference. Managers might find their best plans upset due to union involvement, legislation changes or competition from other agencies, but on an interpersonal level, teaching has a much more '...heavy investment of self,' (Hancock, 1997:11), and the results need to be

handled personally. This is completely in contrast to the 'safe' academic world within educational institutions where experimental outcomes are often pre-ordained and well tested. This element of uncertainty in enterprise education projects affects the smooth flow of the experiential learning cycle, as people might not have time to reflect on events. As one student, who had to follow a runaway child from a club, said "No, I wasn't sure what to do next or what would happen next but I knew as long as I followed him with my phone on I could make sure he was safe," (A7). There are now many variants of the Kolb model with various lines crossing the four elements of the cycle (see Atherton, 2002).

There are many other critiques of Kolb's learning cycle regarding its lack of attention to culture and gender (see Dickinson, 2000; and Fenwick, 1999, cited in Atherton 2002), and almost an equal number of critiques of the critiques. However, the experiential learning cycle has endured and is used by many from an academic and practical viewpoint as a way to begin understanding how learning occurs through events and actions. From the outset, I felt that this model, while useful to my study, would need developing or adapting in some way beyond its current state to encompass what was happening to students on my enterprise courses. My concerns centred on the inability of the model to produce, act and learn from spontaneity and its inability to deal with an unknown future where events cannot be predicted or envisaged and thus how to anticipate and learn for and from possible future events. This approach to learning appeared to me to be a requirement for students to be able to encompass and gain from learning possibilities, rather than react to them. Some of Kolb's critics, including Atherton (2002) concede the usefulness of his cycle as a descriptive model on which learning and teaching can be planned. According to Loynes (2000, cited by Pickles and Greenaway, 2010) it was still useful as a powerful planning tool for facilitators, and it proved a good starting point to

explore experiential learning. However as my study progressed I became increasingly dissatisfied with it, and I searched for a more open ended approach and a better model of learning which allowed for reflections on a situation to be more diverse with wider applications. In Wenger's model of 'learning communities' (Wenger 2008), people learn from experience, but others help them consider and reflect outside or beyond a situation, something which seemed much more appropriate to a modern changing enterprise learning model.

Another commonly used concept with experiential learning is learning styles. Honey and Mumford (1982) describe activists, reflectors, theorists and pragmatists. They felt people can have combinations of these and I considered that activists might be attracted to a course which had an element of learning through doing. These people were described as;

.....involved in new experiences, problems and opportunities, working with others in business games, team tasks, role playing ... being thrown in the deep end...(and)...leading discussions. (Honey and Mumford, 1982: 1)

The approach taken with enterprise courses appeared to favour activists: students were in effect being thrown in at the deep end to do tasks in so this methodology should favour this group of learners. This had implications for my study that needed to be accounted for and is the focus of one of the first questions of the first questionnaire. Students were made aware of different learning styles by being given the Honey and Mumford questionnaire in their first year and the results were kept in the students' learning portfolio so they would have an idea of their results. If students who did not have an active learning style but found the learning stimulating and useful on enterprise courses, it was not just a factor of compatible learning styles. As I read the critique of Coffield *et al.*, (2004), I felt this negated the use of learning styles but the categorisations became

useful to ascertain the reasons for students choosing the courses and beginning the categorisation of enterprise learning factors.

Caple and Martin (1994) offer a firm critique of Honey and Mumford's learning styles based primarily on the acceptance of a clear link between learning and experience without a clear definition of learning. They also question the validity of the questionnaire results, arguing that it is more of a personality test and that people will adjust to different situations. These criticisms do raise further questions about the learning surrounding my courses. The use of the questionnaire in the first instance could be compromised. The identified style of a student in a class situation might be problematical according to Caple and Martin because there might be a completely different style of learning outside the classroom. This notion in itself informed my further research. As students were generally not used to consciously learning outside the classroom, this might be something which needed consideration for an enterprise learning methodology. However, at the time of researching, even if this proved to be the case I felt knowing the students learning style would not have a meaningless outcome for this study. It would help by providing a series of common points of reference (the learning styles), help to start the thematic categorisation of learning styles, and provide a frame of reference to begin exploring the effect of learning styles on pedagogy. If, as it appeared possible, enterprise learning is something that transcends learning styles, other categories appropriate to enterprise learning could be developed or the learning styles could be ignored as a factor completely, as enterprise learning, as it pertained to this study, might produce the learning style appropriate to individual learners not to enterprise.

Coffield *et al.*, (2004), writes a definitive critique of learning styles citing an even wider number, including the Myers Briggs Type Indicator (1962, cited in Coffield, 2004), Riding's Cognitive Styles Analysis (1991, cited in Coffield, 2004), Sternberg's Thinking styles (1998, cited in Coffield, 2004), Herrmann's Brain Dominance Instrument (1995, cited in Coffield, 2004) as well as Kolb Learning Style Inventory (1976, 1985, and 1999, cited in Coffield, 2004). Coffield conducts a very large systematic literature review of thirteen of the most common type of learning style profiling tools and concludes some, such as the instructional approach used by Kolb, are of limited pedagogical use and that many are either used incorrectly or have limited effect, with further research needed. Overall they are compromised by 'Theoretical incoherence and conceptual confusion,' (Coffield 2004:136).

However, even if the critiques all proved valid, learning styles did provide a series of common points of reference and helped to start the categorisation of my findings, and was a well understood frame of reference for the students. Additionally Coffield's critique served to advise this study. One particular section of Coffield's critique was particularly relevant in helping me understand my first stage results. Coffield cites a conference delegate advocating an approach by Dunn and Dunn (1993) to learning styles who state, 'In the past, we taught students' knowledge, skills and attitudes. We must now reverse the order. We should now be teaching attitudes, skills and knowledge.' (unknown delegate cited by Coffield *et al.*, 2004: 144). Just out of curiosity I looked up the delegates to this conference and Rita Dunn was on the delegate list so I wondered if this was who Coffield was citing. Coffield's concern centres around the relegation of knowledge behind skills and attitudes, which was something I consider towards the end

of this thesis, and it was his perceived promotion of attitudes which interested me, as I felt students were different in their attitudes to work, including academic work. By the end of my stage one interpretation the learning styles had not apparently made any difference on the attainment of students on my courses suggesting Coffield was right but this led me to Illeris's ideas of transitional learning (2007) and helped my understanding of why attainment increased.

Heron (1999) moves the concept of learning from an individual cyclical model to a group model by describing group experiential learning. This aligns itself well to the concepts encompassed within my enterprise courses as they either worked in groups, or had groups to work with, and indicated group work was motivation in my investigation. This helped to advise my developing enterprise learning model in the early stages of its formulation. It also provides a bridge to the more professional community-inspired learning of Lave and Wenger (1991) and Wenger (2008) as outlined below. Heron describes group experiential learning as:

‘....one in which learning takes place through an active and aware involvement of the whole person, as a spiritual, energetically and physically endowed being encompassing feeling and emotion, intuition and imaging, reflection and discrimination, intention and action.’
(Heron, 1999: 1)

This has many of the notions identified by Jones and Iredale (2010) and Illeris (2007) and is a much more dynamic approach than Kolb's cycle. It suggests that learning could come via a number of processes in a systematic but also wildly unsystematic way, which means that fixed theories of learning explain only part of the processes involved. While learning might be an individual concern in some cases, it also suggests that it is a much

more fluid concept when groups are involved. Gregory (2006) identifies the kind of fluidity and creative approach to learning that I sought to identify and define. She adds to Heron's explanation of group learning as being '...imaginal, conceptual and practical...' (Gregory, 2006: 5). Gregory expands the cyclical approach to learning, of both Kolb and Heron adding 'encounter' to the experience stage, 'imaginal' and 'propositional' to the reflection stage and 'propositional' to the conceptual stage. The inclusion of additional categories supported the development of this study with the introduction a creative future which is not reliant on the past or past experiences. This eventually led me to Rea's ideas of opportunity learning (2003), and then to adapt Scharmer's Theory U (2009) in the search for a way to describe and model future learning.

The difficulties of identifying and defining some of the basic concepts involved in enterprise learning were compounded by the wide variety of learning models available. Cohen *et al.* (2007) describes educational research as a messy business and this could be said of learning models and variant research methodologies. However, a study to identify general objectives and methods by Hytti and O'Gorman (2004) proved useful early in my research by establishing the scope of the subject, helping me set reasonably defined boundaries and informing me of some currently used methodologies. Their study, collated by the Turku School of Economics, investigated the key objectives of enterprise education programmes in four countries: 13 from Austria, 10 from Finland, 15 from Ireland, and 12 from the UK. This study helped to categorise the literature, as the researchers used national researchers to target 13 primary schools, 26 secondary schools, 19 universities and 14 adult education institutions. This sector categorisation was good but may have proved even more appropriate as a further nine programmes were considered for teachers either in initial training or continued professional development.

Unfortunately, this study was very broad, which made summarising findings difficult. Course objectives from the 50 programmes are reported, as are advised teaching methodologies, but these are difficult to draw definitive conclusions from due to the breadth of programme types, age groups covered and cultural differences. However, this did prove informative despite its limitations, as its findings and actually offered some methodological as well as factual support.

Hytti and O’Gorman (2004) argue a much closer link to enterprise, entrepreneurship and business education than I argue here. They note, rather unsurprisingly, that objectives varied with undergraduate age group programmes, with objectives centring on business start-ups, while primary school children’s programmes focused on building enterprise skills (though these are never defined in the article), and ‘understanding the world of work through community linkages.’ (2004: 16). Teaching methodologies varied and the frequency is shown in Table 2.1 ‘Frequency of Teaching Methods used on Enterprise Education Courses (adapted from Hytti and O’Gorman 2004) below.

Hytti and O’Gorman conclude that a constructivist methodology and an action learning approach where students work outside the teaching environment seems to be best suited to the delivery of enterprise education programmes. This places a strong emphasis on the role of the facilitator as a coach but accepting that a balance is needed to give an appropriate amount of instructional information. They also recognise that early in enterprise programmes, students can experience an amount of frustration but argue that this should not be overcome by falling back on traditional methods but rather by quality interventions through a questioning approach by the facilitator/coach to allow students to

seek their own answers. A heavy workload is also seen as an issue for both facilitator and student. These approaches reflect strongly in the delivery methods used on my enterprise programmes and underpin my methodology. Traditional teaching methods are still seen as useful in understanding the role of enterprise and this was enhanced where

Method	Description	Frequency
Traditional teaching	Lectures, exams, essays	31
Business simulation	Games, computer simulations, case studies	28
Workshops	Group work, project work, group discussions	24
Counselling/mentoring	Individual and group mentoring aimed at guiding career options and business start ups	21
Study visits	Visits to organisations and established entrepreneurs including trips abroad	17
Setting up a business	Real companies are set up and managed	17
Games and competitions	Games and competitions run to increase attractiveness Of entrepreneurship and interest in small business	8
Practical training	Placements provide real work opportunities in a Company	8

Table 2.1. Frequency of Teaching Methods used on Enterprise Education Courses (adapted from Hytti and O’Gorman 2004)

some interaction with organisations and entrepreneurs occurred. While organisational attachment was a feature of the methodology of my own studied programmes entrepreneurship is less important to my suggested methodology.

The authors report a number of difficulties in their investigation, which hindered their findings. These include the time lag between the start of the study and the outputs, diversity in scope and cultural approaches across national boundaries, what constitutes success in enterprise education, and a reliance on secondary sources for information from the programmes. I was subsequently able to take some of these factors into account as I planned the write up of my findings. I had some advantages over Hytti and O’Gorman, a specific series of two concurrent studies, within a set timescale, and with relatively clearly defined expectations (outcomes) from my study. I had attempted to produce a

clearer definition of enterprise which was not concerned with how or how many businesses were formed (this might take years to transpire, by which time other factors would have negated the effects of the course), or which skills were picked up, as I felt that the skills were being developed by my students to suit specific contexts thus individualising their learning better, and enterprise skills are hard to define and attribute anyway as I conclude they should be personal to the learner. I was also the researcher and reporter of findings, so only my interpretations of events were adding validity to my study by removing third parties in the reporting chain. This was however one of the few studies of teachers involved in enterprise education that I was able to find, but a search of the advised database in the study (www.Entredu.com) was unable to locate this specific study's details in its entirety.

Greenbank (2002) discusses small businesses as an alternative source for placements and analyses the use of an action learning model to develop knowledge. This article deals with the pedagogical approach providing good detail of the learning approach used. It also gives an open commentary of the successes and failures of the programme, which makes it useful as a comparative guide. The pedagogy of action learning is well documented by Revans (1998) and Greenwood's programme followed the general approach advocated, with students being allocated a placement and working in action learning sets to solve specific problems. Learning in this instance comes through the practice of reflective inquiry. Greenbank describes a series of initiatives that saw students being placed in groups in small businesses including a printer's and video shop with varying results. While the conclusions advocate the continuing development of placements in small firms, a number of problems occurred. These largely centred on problems with student preparedness for the placement. I had attempted to manage this

out of my programmes by the use of only second and third year students, pre-placement preparation and very highly integrated placement providers with pre-agreed specific project outcomes. However, despite this, the pedagogical approach used by Greenbank was similar to mine and so this forms a useful comparative study that particularly supports the pre-placement preparation and approaches I used in my study groups. This preparation for enterprise learning will become an important part of my later discussion on enterprise pedagogy as I begin to include Duignan's (2002, 2003) papers on developing an appropriate course architecture, and learning environments leading to a new type of pre-placements preparation and assessment methodology.

Duignan's 2003 paper on course architecture was one of the first academic papers I found on attainment and placements. I soon felt it was important to understand the context of this paper and found the preceding paper from 2002 on failing by doing. The papers are interesting as he reports on two sandwich courses, one which makes no difference to attainment as students are prepared to work and not prepared for learning, while the second describes the attempt to prepare students for using the workplace as a learning environment who then appear to have improved attainment, but not conclusively so. I found a number of other papers soon after. Sharp (2005, 2007), Gomez *et al.*, (2004), and Mandrilas (2004), and Moores and Reddy (2012), all seem to find improved attainment among students after placement, but reasons differ from a more professional outlook, better personal organisation, to a more mature approach to academic work as they become a year older. Only Moores and Reddy (2012) state placements unequivocally aid attainment. A number of papers point to improved skills and vocational aspects (Lock *et al.*, 2009; McCurdy *et al.*, 2009). These studies help to

inform my pedagogical approach and realise the importance of preparing the students to see the placement setting as a learning environment.

My approach of linking taught education modules with enterprise or commercial work exists in other universities in business or entrepreneurship education. However apart from the Turku study described above, archives showed little direct comparative sectoral literature on enterprise education learning perspectives for educators linked to education programmes with a similar focus to this study. The business school is still the primary focus for enterprise/entrepreneurship approaches to learning and literature here needed to be considered. As late as 2007, Gibb reports enterprise/entrepreneurship as ‘...exclusively business management focused’ and ‘Business schools, currently dominate entrepreneurship teaching and research,’ (Gibb *et al.*, 2007: 73-74). Gibb had perhaps missed small developments such as my own, but he does provide a good argument for the widening of enterprise and entrepreneurship outside business schools and outlines a general learning approach that is broadly similar to the one used in my enterprise courses. In a very broad literature review developed into a policy paper, he argues that students gain learning on a:

‘...how to’ (and) ‘need to know’ basis dominated by processes of ‘doing’, solving problems, grasping opportunities, copying from others, mistake making and experiment. Most of the learning derives from managing relationships with stakeholders.’ (Gibb, 2007: 74)

Gibb also enters the general debate on pedagogical approaches in universities, critically, stating that only a limited range of approaches are used, and skills taught, these are reported mainly as presentations. Gibb appears to be advocating a much more varied pedagogical approach centered on projects and this offers a good framework for

investigating the perceived success of my courses.

Some features of my studied courses are not new. Jones (2006), citing Whitehead (1929), in an academic review of a first year model of entrepreneurship, describes some of the features I had observed in my students. Whitehead describes traits in university students that are akin to the motivational forces I was searching for, rather than an implicit understanding of academic concepts relating to teaching the skills needed for enterprise or entrepreneurship required by Business School students who have:

‘...a zest for business, who have the ability to apply their acquired knowledge to all future tasks, with intellectual imagination.’ (Jones, 2006, citing Whitehead, 1929: 3)

This suggests more of an ability to learn, develop, and practically use knowledge in different situations and underpin this with an ability to be motivated and inspire (zest?), which allows the constant re-application and development of knowledge. Whitehead felt that universities should be where students develop a connection between knowledge, a zest for life and an urge for creative adventure. Whitehead also had a clear view of the role of the educator. This was to illicit ‘...energy and excitement,’ (Jones, 2006: 357). Jones also describes a ‘hic et nunc,’ (Jones, 2006: 358) – here and now – approach to the Foundations of Entrepreneurship course at Tasmania University, where students develop their own experiences around a negotiated curriculum and a series of development assessments guided by formal taught sessions. The idea of a negotiated curriculum and development assessments were something I found particularly informative and useful to my advised methodology as I sought to include flexible personalised assessments in my new methodology.

There are some major differences to the approach on my courses and these seem to be due to Jones's interpretation of the hic et nunc. Jones describes the use of what appears to be prescriptive collection of readings. My hic et nunc was the current policies and placement types we were able to secure. Whitehead's 'zest' was my initial aim as motivating the students to learn and see the workplace as a learning environment appeared to be a primary precursor to their academic and practical success. Jones's assessment schedule was also the focus of his 'here and now', as group presentations on entrepreneurial papers, a business game, and case study discussion preceded a reported meeting with an entrepreneur. The latter assessment appeared to be the only engagement with the 'here and now' outside of university.

My own 'here and now' was to apply the economic aspects of the recently applied Every Child Matters policy (2004) underpinned by the 2004 Children's Act, which was still being formulated in practical terms (and written about academically with some difficulty) and engage students with an exciting (difficult?) challenge on the Junior Dragons Den project. While Jones's article promised much and again formed a very useful comparative study, it did not follow the libertarian values it promised when outlining its relationship with Whitehead. This may have been because Australian quality assurance processes are similar to those in the UK, but could be more to do with the inability to find the quantity or quality of placements needed to engage with the 'here and now'. My previous experience with the Supporting Learning in Schools course showed that education studies placements only really worked well when students were solving a real world problem. The university's 'here and now' was the engagement of students outside of university on projects. The Australian students did have some similar assessments to my own: an academic essay underpinned the initial formal sessions and they delivered a

group presentation, but my students did this after developing entrepreneurial clubs in schools – in effect my students had already worked solving problems or developed new ideas and material, and presented either to managers and individuals in organisations (Professional Practice) or delivered every school session (Enterprise Education). Jones stated that he felt he had found a learning method, the *hic et nunc*, which satisfies Whitehead's ideas of zest. However, the article also appears to recognise his course's limitations as it:

‘.....attempts (as much as possible) to create an environment within which students engage in learning activities that seek to mimic the entrepreneur's way of life.’ (Jones, 2006: 367)

I felt that my model actually created an environment that engaged students in a real world learning environment and delivered an entrepreneurial experience in an enterprising way, fully engaging my students in their roles.

It was with interest that I found a subsequent article from the same author: ‘Enterprise Education: the frustration of a pure contest,’ (Jones, 2007). The title initially suggested that the author might have been experiencing a measure of frustration in delivering entrepreneurship education, but the frustration refers to a business game the students played. This still proved a useful article, as my one of my studied groups, Enterprise Education, were also involved in a competition with each other. Their respective school enterprise clubs had to make real revenue and display their work on a working market stall at the Young Entrepreneurs Showcase at St, Georges Hall in Liverpool. This was judged by local business leaders and one of the groups won. Jones again cites the *hic et nunc* framework and Whitehead to support his approach, yet still argues the game as a

way to achieve the 'here and now' and subsequent entrepreneurial learning. I suspect my students would argue that they were far more engaged with the reality of 'here and now'. Reflecting on this paper, I felt that the concept of frustration in students might prove a motivator if they were frustrated about something they deemed solvable or if they could see a way of overcoming it. Students on the Enterprise Education course expressed frustration at the way some children reacted to their lessons and yet found this type of pressure presented a challenge rather than a problem when they talked it through. However the lack of competition in the year three Professional Practice course and subsequently similar results in terms of attainment and feedback suggests that competition was not a critical factor in learning or motivation.

Course assessments, as reported by Jones (2006), are an important feature of his studies and I recognised this early on as a key aspect of any developmental course, especially where experiential learning played a major part. A broad article on assessments by Pittaway *et al.*, (2009) discusses forms of assessments that could be used in enterprise education. The article was written from research done at a conference workshop. The methodology was a collective brainstorm of forty academics and like many papers, focused upon business students and was small business orientated, but it proved an informative paper for comparison. The assessments focused on learning outcomes centred on entrepreneurial learning and formal learning capture, but it gave an indication of the current 'state of play' for enterprise research and some ideas about how formal learning could be captured and is captured in other institutions. Pittaway identifies a lack of research on assessments for enterprise education, while only one, Askham (1987), specifically identifies assessment practice. This paper is written with a very formal view of assessments, that they are necessary, that they should assess formal learning and that

this should be recorded. However, it does not define formal learning though or recognise the very diverse opportunities afforded by enterprise educators, and concludes simply that more research needs to be done. It does question prevailing assumptions in higher education about assessments and recognises the need for innovation. It opens a debate on assessments and suggests new forms of assessments are required. 'Social' assessment among peers is recognised. Stakeholder assessment opportunities are considered, and indeed a measure of stakeholder assessment had taken place on my previous enterprise programmes as I previously asked placement providers for their opinions on the usefulness of student developments (such as the learning materials at Everton Study Support), and how to make student assessments directly work-related within the academic focus. I also allowed the first mark of student work by a placement setting manager (suitably qualified and with student and university agreement). The main aims of these engagements were to underpin the academic process and leave a legacy of student developments in the placement setting but I found the perspectives of the partners involved in assessing particularly interesting as they concentrated on the usefulness of work rather than academic underpinning. I found it therefore rather disappointing that the Pittaway paper appeared to limit assessment development opportunities by advocating 'learning outcomes, learning designs and assessment need to be carefully aligned.' (Pittaway *et al.*, 2009: 20). This would appear to limit the capture of many forms of informal learning by a creative and expansive formal system. I felt that learning outcomes would be a starting point, not the end.

The lack of literature specifically on enterprise learning might be due to fuzzy definitions but could also be due to its still relatively formative state. Edwards and Muir (2007) conducted a literature review while reflecting on entrepreneurial courses at Glamorgan

University. This study was interesting as the process was similar to the one I used in developing the early stages of this thesis and centred on discussing enterprise and whether entrepreneurship can be taught. This appeared more aligned to my own position. While entrepreneurship skills and attributes are not specifically the focus of this dissertation, they are often used synonymously with enterprise and enterprise skills and it does raise interesting reporting approaches to teaching strategies, pedagogies and delivery methods that proved useful in contrasting learning design and approaches. As with a number of articles on enterprise I found this article also rather lacked significant conclusions, suggesting a review of current methodologies for teaching enterprise, and questioning whether teaching entrepreneurship could produce enterprising people rather than suggesting teaching methodologies in supporting and delivering enterprise education. However, I also found its conclusions particularly interesting in that entrepreneurship educators struggle to deliver academic programmes in an enterprising way. I wondered if I had developed entrepreneurial people by shifting the focus to the students as individuals and made them produce an enterprise course. This had a number of implications for current pedagogical methodologies used in course design, and began my consideration of the importance of the self as an individual on enterprise courses. Papers such as this suggest many academics are still consolidating their ideas on enterprise as a learning concept.

As my academic study progressed I found a summary article on Pittaway and Thorpe (2012) about Cope (2003-9), describing Cope's steady development of enterprise, entrepreneurship learning models. The paper does not untangle the fuzziness between the two concepts but the development of the model continues over time and becomes very complex. The final learning model was too complex and unwieldy for a full discussion in

this study but one feature interested me in that it had a number of reflective loops. This concept became useful as I began to consider the importance of very small regular reflections and is worked into my model of enterprise learning discussed in Chapter Six and termed micro reflections.

I found a great deal of support for my growing belief that students were motivated by employability concerns in Rea (2007). Conducting a literature review, he offers much support for the proposition that students are seeking good employability skills in a degree, arguing that students see a degree as a major first step to employability. Citing Yorke (2004) he maintains:

‘.... they (students) increasingly see gaining a degree as a necessary first step to starting their career, hence employability is a major and growing concern.’ (Yorke, 2004 cited by Rae, 2007: 609)

Students are therefore increasingly becoming more careful about their choice of subjects and employability is a concern all the way through their programmes. Rea argues a new direction is needed to help graduates achieve employability skills, traits and knowledge and considers that it involves enterprise. It seemed reasonable to expect students to be motivated when doing activities and studies that allow them to achieve this and my survey showed this to be the case. Rea’s approach was refreshing and he also feels enterprise courses should be used out of business schools. Rae (2007, citing Gibb 2002), envisages enterprise becoming a cross-curricular operation in universities, something my own university was attempting to do. Rea provides credence to my developing notion that students value employability links greatly, saying that they value ‘....integration of a career development perspective through enterprising learning,’ (Rea, 2007: 611). This

was a realisation I had come to independently when reporting a summary of some of my findings on the employability aspects of this study for peer review at the 2008 Enhancing Practice Conference in Eindhoven:

‘Enterprise projects based along current popular employment themes motivate university students to learn when there is a clear chance of employability skills and links.’ (Gazdula and Maghoo, 2008)

Rea’s paper appears to argue only a strategic institutional approach could really integrate enterprise graduate employability into the curriculum, but this is not the case at some universities where senior managers appear more concerned with developing academic expertise. Carey *et al.*, (2009), reporting on enterprise collaboration, note that enterprise projects in universities often suggested ‘...engagement with less senior staff,’ (Carey *et al.* 2009: 698). My observations and conversations at the 2009 International Entrepreneur Educators Conference supported this notion and at a follow up paper-writing colloquium. This was confirmed in a conversation I had with a Professor from another University, who admitted to a general high level of frustration among enterprise educators due to a lack of interest or engagement of senior university staff across the board.

Rea (2007) argues strongly that that the enterprise curriculum should focus on 5 areas: personal development; applied learning; specific skills leading to employability; work-based learning and career management. These factors all underpinned what I saw as a successful motivational learning experience on my enterprise modules. Without specifically planning these aspects into the course, it became apparent through observation and the formal surveys I undertook, that they were having a genuine effect on students. Personal development was well attended to because students gained from

working in schools, working with children, planning and developing delivered sessions and organising themselves and this linked well with the desire to work in some form of education setting and the universal retention of the resource pack showed that students understood its value. The applied learning aspects were also implicit in the delivery of the school clubs and the specific skills the students developed were directly compatible with a career in education. Work-based learning was the main theme of the enterprise course and so this too was well covered. Rea's fifth aspect, career planning was something I had not really intended to formally survey, but it gradually dawned on me while interpreting my final series of questionnaires and interviews that a relatively new phenomenon among our education students could be aiding the students' motivation to learn. This was the development of employment networks.

Employment networks are not new and are mentioned in graduate student studies (see Greenbank, 2002). However, a search of EBSCO and Athens showed no research on networks for education undergraduates. I suspect there are two reasons for this: Initial Teacher Trainees are given work placements and until relatively recently have been able to secure some form of employment and teaching supply agencies effectively manage this function once training has finished, therefore negating the need somewhat. Teaching networks were/are informal and personal contacts tend to be acted upon, rather than written about. This may be changing. The use of current events in employment sectors and how to use these for learning is perhaps as important to the placement/project provider as it is to the student in forming a learning situation.

It is perhaps worth noting here that the general confusion over the type of terminology used might have contributed to the difficulties of developing consistent approaches to reporting student development in higher education enterprise programmes (Atherton, 2007).

Chan and Anderson (1994) appear to be seeking a methodological approach to teaching enterprise as a subject rather than creating learning situations, the latter being my overall aim for each course. This may be due to the type of approaches taken or the terminology used. It was hard to understand if their use of 'teaching' when discussing enterprise, actually meant teaching enterprise skills or teaching action learning skills, or an amalgam of both and it is unclear if teaching was the actual term they were actually looking for. Later papers tend to use learning in relation to enterprise. This paper is a literature review drawing on a range of academic sources to prove their algorithm, without citing any primary evidence from the author's own institution, which leaves us with the anomaly of an enterprise paper without any enterprise. In the light of the advocated approach, the lack of conversation with any of their own participating characters, student, human resource managers, teacher etc. as key players or 'actors' (Patching, 1990), leaves a gap in their qualifying approach. This, combined with a curiously lacklustre definition of teaching enterprise meant that the article read in two confusing ways. 'Teaching enterprise' could be referring to as the teaching of enterprise or the enterprise of teaching. In effect, I took the article to mean both of these in different places. This confusion did not leave the article without relevance. The general approach identified begins to link key aspects of motivation, which concern students and so affect motivation. A development of this algorithm became my peer-reviewed poster at the International Enhancing Practice Conference in Eindhoven, 2008, where I began to identify some basic changes in the motivators of students on the Enterprise Education course. These were the lessening importance, in the eyes of students, of expert academic speakers and the increasing importance of being engaged in learning related to current societal events or the workplace (in our case using enterprise), popular employment themes and importantly where there is a recognised chance to gain employability skills and network contacts.

I felt very early on in this study that motivation would need to be understood not just from an individual student perspective, but from a group and societal perspective. All these areas seemed to be playing some part in the way students were acting. Motivation itself is a well-discussed concept but again has many definitions, which can cause confusion. Using perhaps the best-known description of motivation by Maslow brought me the key questions in my first survey of students, which linked into the later surveys and the thematic analysis. Maslow argues as early as 1943 in 'A Theory of Human Motivation,' (Maslow, 1943: 50) that '....an act has more than one motivation,' which suggests a great deal of complexity in human motivation which is perhaps not all covered in his more common hierarchy of needs. Maslow's hierarchy is shown in Figure 2.2. 'Hierarchy of Needs,' and shows the different levels of motivation evident in modern society. This hierarchy is recognised as providing a foundation for considering human motivation. The model outlines five specific categories of needs, which bring different levels of motivation to people, often at different times and under different circumstances. These were described later as a five-layered pyramid and starts at the bottom with physiological needs, showing motivation for basic requirements such as food and shelter. The second layer is safety needs as people strove for security and then love or companionship, as they sought company and belonging. The higher order needs are esteem needs and self-actualization where recognition and a sense of self-worth and achievement become important. However Maslow recognized that there were many determinants of behaviour and '...not all behaviour is motivated,' (Maslow, 1943: 15). While this leaves the definition of motivation open to complications rather than a distinctive definition, Maslow provided a good framework and starting point for my questionnaires when looking at motivation. Maslow is used as part of the data collection methodology and for thematic interpretation of the first series of questionnaires in

Chapter Four, and as a theme of discussion in Chapters Five and Six.

As I interpreted the post course questionnaires and worked through my interview notes I became aware that developing self-confidence was important to the students, and something they gained from their courses. Bandura (1986) calls this self-efficacy and introduces social cognitive theory as a further cyclical learning model with the environment, personal factors and behaviour interacting to create constructs or

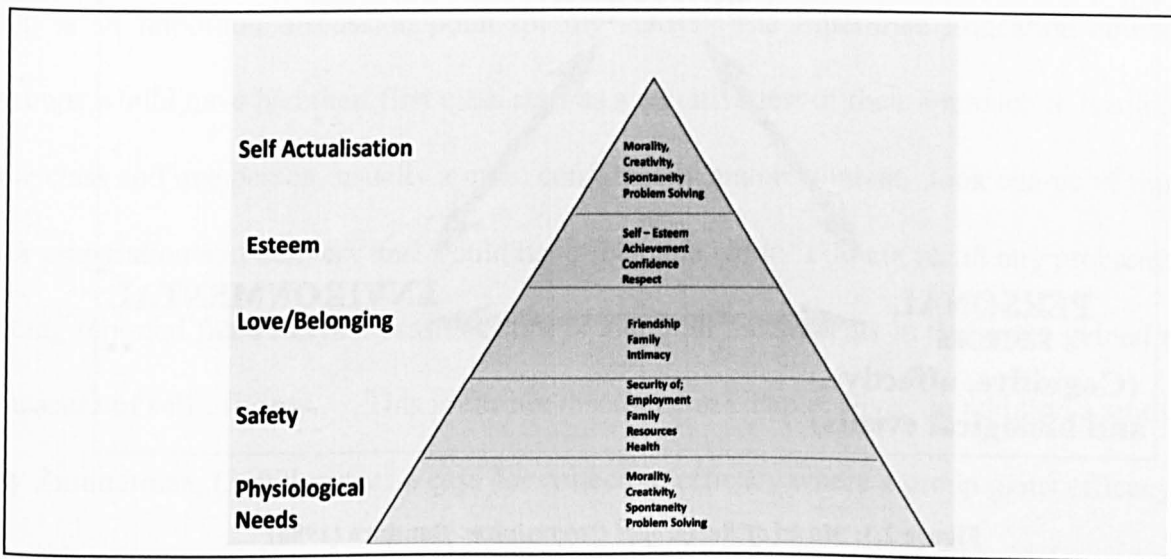


Figure 2.2: Hierarchy of Needs (Maslow 1943 cited by Maslow 1949)

understanding of the way the world works See figure 2.3 Model of Reciprocal Determinism. In an important study on academic behaviour in the United States of America, Bandura places much more emphasis on the individual's ability to affect the environment than some other cyclical models discussed here. In some respects enterprise education as described in this thesis is in itself an attempt to change environments in some way or other, for example develop the capability of people in organisations as in the Professional Practice course. An important aspect of the effect people have on their environment is self-efficacy. Self-efficacy is described by Bandura as a measure in

which people feel they can affect their environment, a measure of their own abilities and a personal belief in their own capabilities. This personal self-belief is important as Bandura believes it governs the way people conduct their lives, and includes self-motivation, perseverance, and self-regulation (personal organisation). I found I was using the term confidence increasingly in my post placement analysis of the student's experiences when discussing my findings rather than self-efficacy, and this became a key feature of my study of enterprise learning.

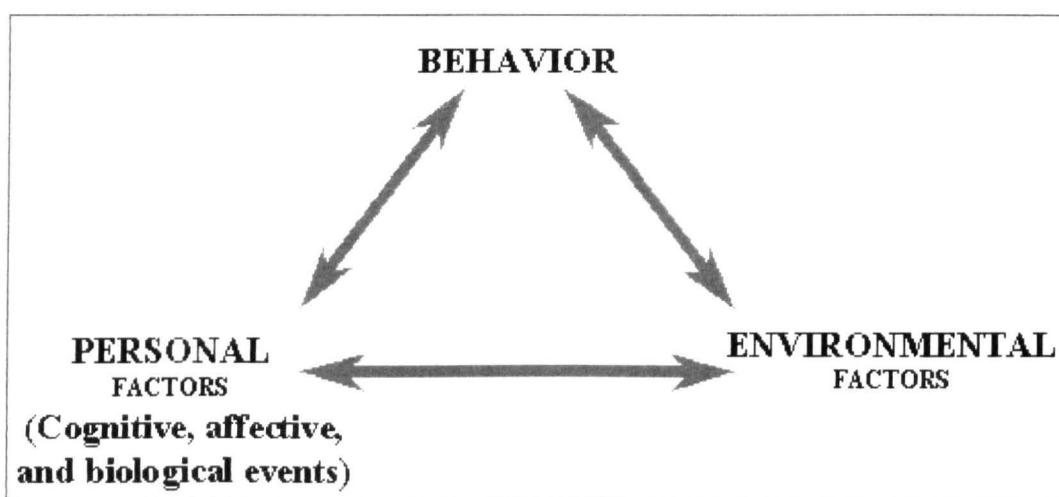


Figure 2.3: Model of Reciprocal Determinism. Bandura (1986)

The determinants of self-efficacy are also worth considering in the light of observations from my study. Bandura identifies four of these; mastery experience, vicarious experience, social persuasions, and somatic and emotional states. It is argued that result from previous events or actions or mastery experience is a key determinant. However, my students had little previous experience of the subject matter they were dealing with prior to attending the classes. The Enterprise Education students were running Young Enterprise School Clubs as Micro Businesses, and Professional Practice students were doing consultancy work through the Training Needs Analysis reports in companies. Few input lessons were given and in both cases students were expected to develop their

critical knowledge through the events, experiences and interactions on their placements. However on a second level Bandura argues that mastery experience is only raw data and it is how it is processed that makes an individual's self-efficacy. This could mean that enough raw data was given in the few delivered lessons and subsequent encouragement, and the placement situation enabled students to succeed either through the consultation session with tutors, or on feedback from the children, schools, managers or employees once projects got under way. Vicarious experience, is the observation of others doing or achieving things. People get positive self-efficacy from seeing things get done, and this too is an important discussion point for my study. The Enterprise Education course groups would have had their first class start as a tentative test of their approach to leading the class and one person, usually a more confident or mature student, took charge of this for preparation and delivery and would have seen this work. I do not recall any problems being reported from the first sessions so it is likely all the students in the group gained a measure of self-efficacy. This is further discussed in Chapter Five. In addition a study by Zimmerman, (2000) argues a case for collective efficacy where a group gains efficacy by achieving its goals and group objectives, so this too may have boosted have increased self-confidence. While the Professional Practice students worked individually, they allocated peer groups where they could discuss problems, but I am not sure that this would have the same effect as actually experiencing being involved as a member of your peer group delivered a well-received session. It must be remembered too that Bandura largely writes from a classroom perspective and I suspect the type of learning experience describe here actually exemplifies the effect. Social persuasions also effect self-efficacy, and this could be as simple as a possible verbal remark on the development of a hand out or questionnaire or from complex formal feedback from the children in a school or manager. As the student's efforts from both the school clubs and the organisations were

highly regarded it seems likely that this would have contributed in some measure to improved self-efficacy in the students.

Bandura also argues an individual's somatic and emotional state, effects their self-efficacy. As further themes emerged I began to understand the students were experiencing learning pressure, events which caused a certain level of stress but which caused students to learn. Anxiety, mood, arousal and stress are described as emotional states which affect the perception of success of a task. Certainly this seemed to be a critical aspect for some of my students and is evidenced by a number of students approaching me early in their course saying they were feeling stressed. While stress is describe by Bandura as affecting self-efficacy in a negative way I didn't feel this was quite the case with my study groups, who acted positively but with times of some evident pressure. The effect of stress appeared to be a positive motivator and I found Nixon (1982) describing the Human Function Curve which identifies positive stress in an area of the curve where people are put under enough pressure to produce a positive motivational effect, but not enough to effect health or performance in a negative way. Some of the factors described above appear more important than others with regard to my observations of learning on enterprise courses and are worth discussing in the light of my study.

The pressure for students to learn increasingly became a feature of my study as it progressed. This was not solely due to academic and societal concerns. Events in the classroom on the Dragons Den placement particularly, caused pressure to learn in a way which I had not envisaged, yet which could be seen as a part of the factors affecting the

students learning. This first became evident during the consultancy sessions as students reported feeling under pressure to create the materials and ideas for their sessions. I followed this up in my investigative surveys and realised just how much of a motivational factor in their learning this type of pressure had become. It appears these pressured experiences contained very powerful elements of learning and is identified by Illeris (2007) in his third described category, of the Four Elements of Learning, the interaction processes. I termed this type of learning situational pressure learning.

Another definition of motivation focussing on education, is provided by Ryan and Deci (2000: 54), writing about aspects of student motivation in the USA, is that it is to be 'moved to do something.' The article is presented from a Self-Determination Theory (SDT) perspective, and used to highlight and cover models of intrinsic and extrinsic motivation. For the purposes of this study, extrinsic motivators are those which can be seen in the external pressure for educational attainment; jobs, pay, career prospects, family pressures etc. and intrinsic motivators are internal satisfiers such as self-esteem, the need to learn and develop, and apply personal creativity and constructs. As such, it is a relevant review covering theories of motivation as it pertains to students in education (although it is not explicitly clear, it appears to be centred on university students). This was particularly useful to my study as I felt intrinsic motivation played a key part in both attainment and the development of learning. This article recognises a critical distinction between personal motivational behaviors: those that are intrinsic or related to actions that are '....volitional and accompanied by the experience of freedom and autonomy,' and motivators that are '...experienced by pressure and control,' (Ryan and Deci, 2000: 65) and can be equated to some extent to extrinsic motivators. This also opened the debate on a further category of pressure might comfortably exist in student perceptions and

became more important as findings from my primary research was analysed. This was the pressure for future employment.

Future employment was probably not an intentional pressure from my university, an institute which espoused scholarly values as a prime concern, and as such, it would be up to individuals to recognise employment as a motivating factor. This would appear to make it an intrinsic motivator, student centered. However, there are great societal and financial pressures placed on students in university due to the student loans system, as students are required to take a loan to pay for tuition fees. Christie and Munro (2003) discuss student perceptions of the benefits and cost of paying for a university education through student loans, concluding that students often lack understanding of the full consequences of indebtedness. Reports suggest that gains in employment income, and prospects on leaving university, outweigh the cost (Greenaway and Haynes, 2001 cited by Christie and Munro, 2003) but this is a very general notion and I could find no figures on the differences between education students and other student categories on net financial benefits. While some observers find Education Studies student aims are strongly linked to accessing QTS programmes (Hodgkinson, 2009) this may not be the case with my study groups, as the size and breadth of the course allowed access to many alternative employment possibilities (indeed Hodgkinson accepts that his conclusions could not be generalised due to the restrictive nature of his student sample). Liverpool Hope University education students generally find their qualifications give good access to the employment market (Liverpool Hope University Destination Figures: Annual Monitoring Report, 2009). Yet students can find themselves graduating from the university with up to £35,000 of debt (2009 Figures). These figures also show education graduates with non-qualified teacher status (QTS) earn less than those with qualified

teacher status. Research by Mufti (2007) showed 80% of Education Studies students on Education Studies courses worked 30 hours or more to support their studies. These all give an indication of how important access to appropriate employment and capitalisation of their education is to students.

Because of the particular way I approached enterprise learning in my study, I felt compelled to look at learning from a number of perspectives to help form a learning model as I analysed the results of my investigation. Block and Burns (1976) describe mastery learning as a very different approach to learning from the one I used, and while regularly criticised as a learning approach by more libertarian educators, it is still widely used and is arguably highly successful for score driven education (Clark *et al.*, 1983). In the final analysis, I had to mark assignments and give grades to satisfy academic quality assurance requirements. This served as a useful competing perspective for the more libertarian approach used on the classes in the study and the work by Clark *et al.*, (1992) gives a good insight for helping to assess my learning approach from a results perspective. This paper provides a strong argument to identify pressures to learn as a key factor in student knowledge retention. Mastery learning uses repetition and instruction to embed knowledge and then checks for learning through assessment but limits knowledge development to a narrow often subject related field. This would not help students cope with for example the broad range of eventualities in a school club. I felt throughout the planning of the Professional Practice organisation visits, and the planning for the enterprise Education Dragon's Den clubs students would be under more than just pressure to learn for academic achievement. This became a key part of my investigation as the results of my first survey were interpreted.

At the start of this review, literature studying the learning effect of enterprise in education was more prevalent in the compulsory education sector. The compulsory introduction of enterprise into the curriculum for 14-16 year olds in 2004 (14-16 Opportunity for Excellence Vol. 1, 2004) has spawned a considerable number of studies centred around enterprise, motivation, employability, pedagogy and learning for this age group (See Hall and Raffo, 2004, Asher 2005, Duchar 2004, Duchar 2008). The latter two of these articles by Duchar are particularly supportive of my attempts to ensure a broad definition of enterprise. In the first article Duchar writes a review of the potential of citizenship and enterprise drawing from examples of the citizenship model in England. He suggests the development of enterprise (as a part of citizenship learning) can have a much wider impact in addition to pupil understanding of the nature of the 'citizen.' This opens the debate that enterprise might have a wider impact than just as a subject of knowledge, skills input and learning for the pupils, and supports my attempts to distance it from entrepreneurship. This is supported by the much more in depth study in 1998 when Duchar undertook a case study of 11 year olds in Scottish primary schools undertaking enterprise activities for social change. Duchar used non-participant observations backed up by a questionnaire and discussion groups, to get a deeper understanding of the pupil's perceived outcomes. This research approach is similar to my own and supportive of my methodology. Duchar found the pupils had gained critical reflection skills and a greater understanding of their own ability to impact on the community and their place in it. This wider realisation by Duchar's study group has parallels with my own and the self-realisation of pupils can be likened to the reported changes in the self-perception and self-efficacy of my students. It would appear both groups realised they had the capability to change, and change other things around them

which has a number of implications when considering student motivators, not least the consideration of the student at the centre of enterprise events.

At the outset of this study I determined to use a pedagogical approach with minimal instructional techniques that have their foundations in Problem Based Learning. Problem based learning, is as difficult to define as enterprise. There appears to be no definitive model. Schmidt (2009) lightly defines it as a learning approach to solving problems. Barell (2007: 3) describes it as, 'An inquiry process that resolves questions, curiosities, doubts, and uncertainties about complex phenomena in life.' This is a very broad definition indeed and does little to include any approach to developing methods of inquiry. Savin-Baden (2000) argues problem based learning is often misunderstood and mistakenly used when problem-solving learning is what is being delivered. Savin-Baden differentiates problem solving learning as a narrower and more concept specific and cites medical learning by Barrows and Tamblyn (1980) claiming '....learning through problem situations was much more effective than memory based learning for creating a useable body of knowledge.' (Savin-Baden:14) and secondly '....the medical skills that were more important for treating patients were problem solving skills.' However I felt that my previous knowledge of medical learning using problem-based learning meant it even went a little further than this.

My approach began to take on some aspects of problem-based learning, and this became more interesting to me as I began to make unrelated contact with the medical world. A problem-based learning approach has its foundations in the medical world, and I drew on informal research and practical observation after considering the approaches used by Liverpool Broadgreen Hospital's Angina Teaching Unit. On considering results from

medical evaluative research I found Shin assessing problem based learning with medical practitioners, who had used problem based learning with undergraduates (Shin *et al.*, 1993). While the context is different – Shins studies the ability to treat hypertension in patients - the population survey sizes were similar, 48 in two groups separated geographically rather than academically by year level, and the learning processes were similar. Shin's outcomes could be likened to the ones I observed when the students were considering a problem. This led to modified actions, which in themselves were valuable learning experiences. Students were gathering and using knowledge by making sense of the knowledge in different situations. Illeris (2007) describes this effect of transitional learning and was something I felt happened with my groups as they transferred enterprise learning events and experiences into academic improvements.

Savin-Baden (2000) argues that because of the fluidity of approaches and types of situational approaches used in problem based learning a definition is unhelpful. She argues the actual act of definition appears to be contrary to the ideals of problem based learning and '....unnecessarily sets traditional notions of learning against progressive ones.' (Savin-Baden 2000:16). While this is not altogether unhelpful to my study in that it seeks to look beyond current methodologies for learning, it does not help identify if I and my study groups are experiencing problem based learning or a derivative. It also poses the question what actually is it Savin-Baden's book is focussing on. Her second argument against a clear definition is that it '...sets up misconceptions about what might be seen and accepted as problem based learning and what might not.' (: 16). This too causes problems, as the observer or student of problem based learning, now has no clear idea what to observe. Savin-Baden settles on citing characteristics of Problem Based Learning course, which at least help to clarify what it involves. 'An ideology, rooted in

the experiential learning tradition that can be adopted within modules, across semesters or through curricula,' (Savin-Baden 2000: 17). However much more importantly to my study, she cites Boud (1985). Boud defines certain characteristics, the most important of which is student-centeredness. Boud goes on to list certain features of problem-based learning courses, which are very helpful when developing a methodology for enterprise learning with the student at the centre of the learning process. These are; acknowledging the base experience of learners, student responsibility for their own learning, interdisciplinary working, the linking of theory and practice, identification and focus of the process of knowledge acquisition, facilitation not instruction, self and peer assessment and the skills which allow students to focus on communication. In effect this reads as though it could be the skills to acquire knowledge through communication and interaction, and seemed to indicate an advocacy of networking skills which is dealt with later in the theses). Later in my research I found Pittaway *et al.*, (2009) who had begun to argue the case for student centeredness on enterprise courses. All these became very useful when advising of a methodological approach to enterprise learning.

Further support for my approach to enterprise learning and the fact it might be a derivative of problem based learning is found when Savin-Baden (2000) cites Walton and Matthews's (1989) three components for problem based learning. The first advocated curriculum based around problems not disciplines, an integrated curriculum and the development of cognitive skills. Because my enterprise courses were specifically written and in effect designed to deal with situations, rather than curriculum, this set of elements was naturally present. The second was an emphasis on small groups, tutorials and active learning. Again these elements were present and the use of the tutor as the consultant, in both courses when placements started could have covered the role of the facilitator. Very

interestingly the third element covers outcomes and Matthews reports motivation, and lifelong learning traits, not the knowledge which remained with the students. This approach directly linked a pedagogical approach to motivation, something I feel differentiates enterprise courses from more traditional taught programmes.

Problem Based Learning has its critics. Kirschner, Sweller, and Clark (2006) Cited by Schmidt *et al.*, (2006) argue that the minimal instructional techniques often used in problem based learning are not efficient or effective ways of learning or retaining knowledge but this is strongly refuted by Schmidt, who seeks to find the source of where learning lies, not in the retaining of knowledge. The learning processes therefore lead to a solution that might be unique in every outcome and could not be learned. It is therefore the learned abilities to find a solution rather than the solution itself that is important. This would appear to be a critical skill in itself when dealing with ongoing problems or enterprise situations.

A further article by Rae (2003), appears to be advocating a new type of enterprise learning approach consisting of an amalgam of other learning strategies, including action learning, and problem based learning. The article entitled 'Opportunity Centred Learning: an innovation in enterprise?' was a study of undergraduate students and argued an approach to learning on enterprise programmes using a case study approach and problem solving techniques, such as mind maps, to help students identify their own learning. Rae argues it mirrors social learning in that participants use the natural learning process of '....curiosity, desire, and intentionality.' (Rae 2003: 1). The process of opportunity learning is described as: 'Identifying an opportunity, in the course of which

we find out about it, relate it to our personal and social being, plan intentionally and act on and accomplish it.' (Rae 2003: 542). The academic approach of the study describes a series of events or 'opportunities,' relating them to student learning, rather than investigating the change in students against a control group or over time (the composition of the groups is not described). It features a number of concepts which are useful, including; the notion that people learn unintentionally, can learn without pre-emptive reasoning, and are able to assimilate experiences into a learning paradigm, with simple reflective techniques (in this case the mind maps). These are useful building blocks for developing key aspects of a distinctive enterprise learning methodology. It would appear 'Opportunity Centred Learning' as a concept didn't achieve recognition as an innovation in enterprise learning, as this is the only reported research I could find with the terminology, but this should not devalue its usefulness to this dissertation. However in 2007 opportunity centred learning is again mentioned by Rea, in his book 'Entrepreneurship: From Opportunity to Action.' This suggests the author still sees this as a useful concept and it appears to be a useful avenue for exploring the type of enterprise learning I felt manifested on my studied courses.

I began to realise early in my research I was dividing learning into two categories; traditional, and experiential, and felt this should be clarified. Rogers (1983) identifies 2 distinct approaches to education, one that might be called 'traditional' and appears to be a criticism on the mastery approaches of Block and Burns (1976):

I want to talk about *learning*. But *not* the lifeless, sterile, futile, quickly forgotten stuff that is crammed in to the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! (Rogers 1983:18)

And experiential learning

LEARNING....I am talking about the student who says, "I am discovering, drawing in from the outside, and making that which is drawn in a real part of *me*. (Rogers 1983:19)

This learning approach is promoted in my thesis and helped me towards a definition of the type of learning I expected my students to experience.

Salejo (1979 cited in Ramsden 1992: 26) gives a useful framework in which to look at the way adults learn. Undergraduates are often categorised as not adults, but not children either, with most writers settling on the term undergraduates as an explicit term. However in this exploration of enterprise learning it is helpful to consider all aspects of the way people learn. Säljö interviewed 90 students about the way they thought they learned using age, and level of education.

1. Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.
2. Learning as memorising. Learning is storing information that can be reproduced.
3. Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
4. Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
5. Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

(Saljo 1979, cited in Ramsden, 1992: 26)

It is perhaps worth noting here that the general research of Gothenburg phenomenologist's of which Säljö is one, has been criticised for a lack of reflection on the part of the interviewees, and from the researchers themselves, see Hasselgren and Beach (1996), but at the very least it was a relevant foundation to begin exploring the meaning of learning in individuals and helps with categorisation. It also began the structural framework that allowed me to link a similar approach to exploring learning to my own situation and led me to the concept of deep learning.

Deep learning is described by Ramsden (1988, cited by Atherton, 2002)), as having knowledge and knowing how to use it. Atherton (2010) expands this saying it relates previous knowledge to new knowledge, drawing knowledge from different courses, relating theoretical ideas to everyday experience, and an ability to organise and structure learning content into a coherent whole. This became a useful aid in explaining why knowledge gained through enterprise experiences might become useful in an academic sense too.

There are societal arguments about enterprise becoming a mainstream feature in education. Some writers consider education as a societal investment made to support organisations and give business a trained workforce (Goodman, 1962). From the beginning of this study, I was interested in the pre-conceived ideas students had of enterprise, and I undertook an initial assessment of their underlying opinions in the first survey. At the time I felt this could be revealing with its focus on education students, rather than students from business or other programmes traditionally associated with enterprise. Student perceptions come from a multitude of events and experiences and

even may be pre-disposed genetically. Because most students have had some functional experience of enterprise in school (Duchar, 2007) and because it is now imposed generally, in schools through curriculum policy (14-16 Opportunity for Excellence Vol. 1, 2004), a review of how knowledge is constructed provides a good theoretical background to underpin what could be described as the functional imposition of enterprise in education.

The philosophical debate about the acceptability of enterprise education in a modern university is often left out of academic papers on enterprise. However the philosophical debate is worth considering in this study, not least because of the differences in some of the study groups mentioned above, which are generally centred on entrepreneurship and business students, and the education focused groups studied here. Gibb and Hanlon (2007) advocate a new strategic model of entrepreneurship and broader teaching methodologies, recognising that it would be difficult to achieve culturally, in UK Universities. Considering the culture espoused by Oakeshott (1973), that universities should be a chance to disentangle oneself from the here and now, Gibb recognises that academics would be concerned about traditional values such as the pursuit of knowledge for its own sake, the switching of research funding to commercial ventures, and the resultant ownership implications of publication and intellectual property. However, from a pedagogical perspective, Gibbs ideas held up well at my University, which was willing to allow broader modes of delivery, and the more flexible and innovative approach to learning, which underpin this study. However I suspect confusion over prioritising and separating enterprise activity and scholarly activity will continue to persist in many learning institutions.

A powerful societal argument to link the functional approach of government to enterprise delivery is advocated by Horne (2004). Giving an overview of enterprise delivery in the UK, he argues it is important to include enterprise learning in education courses and sees this as an essential part of preparation for life. Underpinning this is the idea that 'Knowledge and ideas have become a primary source of economic productivity' (Horne 2004: 2). While purists would recoil at the idea of education being so closely associated with economic output, Horne nevertheless develops a compelling argument surrounding the development of all students for a life in a flexible labour market and sees enterprise education as a way to achieve benefits for both the student and society. While Horne fails to see any distinction between enterprise and entrepreneurship and his article is business centric, it does give a good outline of enterprising skills for higher education, and approaches to teaching, based on the National Foundation for Teaching Entrepreneurship (NFTE) guidelines. He sources these from curriculum content at Babson College in the USA. This curriculum places a strong emphasis on developing key competences through students setting up their own business. These competences are communication, information management, problem solving understanding organisations structures, numeracy and maths, and technical and information technology skills. While these are not the outcomes I looked for specifically I felt they could begin to form a tier of core learning for enterprise education. On re-reading this article the NFTE underpinning philosophy had some ideas I thought were worth recording, as they offered a rather non-educational view of student motivation. NFTE felt linking learning to the markets would help motivate students by showing

...why it can be worthwhile making an effort to learn by linking learning to money and linking different components of the curriculum in an interdisciplinary project (Horne 2004: 13)

I initially found very little evidence that linked learning directly to making money through the enterprise work they were doing motivated my students. However, as my investigation progressed, I realised students were concerned by gaining employment and they saw employment networks as important, and that they valued their link to professional people, occupations and structures. They appeared to be willing to invest without return for the present but for the future, they were interested in material rewards.

The ideas of social constructs and symbolic violence described by Bourdieu (1972), also proved useful to link to learning here. Very early on in the study I decided to introduce questions to the study groups, which would identify any enterprise background and traits, which may have been passed to students from parents or close peers. This would develop a holistic view of the education students and help profile any inherent leaning towards being entrepreneurial or enterprise orientated. I would identify if the motivation to do well on this course had come from seeing parents or others, perhaps in schools, engage successfully in enterprise or entrepreneurial activity. This is recognised as a powerful factor in learning. As a self-identified ethnographer (although this was in the latter part of his journey of self-discovery), Bourdieu helps to link the philosophical argument of learned traits into the debate on education and encapsulate the societal pressures coming through government policy, as his account of symbolic violence describes the subtle imposition of systems of meaning that legitimize and thus solidify structures of inequality, in effect supporting the status quo of capital in society. The notion of passing down traits through systems or personal inheritance (whether genetically or nurture) was an important concept to enterprise learning as on an individual basis, not only helped to begin the process of evaluating students attitudes at the outset but helped to identify the

students 'learning journey' or the learning and attitudes picked up through the module experience.

Bourdieu identifies inherited ways of thinking, and subtle forms of rule, arguing they are used by technocrats and intellectuals to create compliance and obedience (Waquant, 2007). His methodology is varied and difficult to categorise, and he uses a variety of different methods. This is criticised as rarely constant and generally recognised as difficult to follow. Waquant (2007: 5) describes his methodology as 'methodological polytheism,' and argues his approach tends to the one he sees as best for answering the question at hand and methodological reflexivity (Waquant, 2007) or constant relentless self-questioning. Bourdieu's early studies, which led to his ideas on reproduction, appear to be academically based on a narrative heavily influenced by his observations as a soldier in Algeria.

Bourdieu's ideas on learning from social groups also enter the framework here. My students seemed to place a high value on being facilitated in a way which encouraged and possibly forced students to work together, even in their own time. However I noticed many comments about the positive nature of the social relationships which were allowed and encouraged and felt these may have formed learning communities (Wenger, 2008). The idea of drawing attitudes and skills learning from relationships was a powerful feature of knowledge development in my study. Again this led me to consider the notion of the power of the conduits that carry the interactions between people and events, which are fully discussed in later chapters.

Bourdieu's work therefore provided two valuable conceptual approaches for this dissertation. Firstly by providing a perspective on the underpinning cultural values on enterprise education and the societal concepts of enterprise education as a government led reproduction of capital values and education, and providing a base for arguing student's pre-course views and experiences of enterprise in education might be an important pre-determinant of their approach. And secondly by allowing an analysis of student's intellectual development on the course which could take into account and separate the nature of student's pre-conceived views, traits and attitudes of their learning while on the course due to the learning development in social groups.

Friedman (2007) gives a contrasting perspective to Bourdieu, and considers society is inextricably linked to education anyway and argues whatever is taught in education is eventually going to be used in some capacity by society. The purpose of education is to underpin a stable society. Generally he felt that the argument should be to widen choices through the de-nationalisation of education, i.e. the removal of the state's role in education and the expansion of choice through payment. Friedman considers the current state controlled system to be monopolistic and restrictive of choice by limiting competition, advocating the power of choice in education should lie with pupils or their parents. He also advises that neighbourhood effects (local environment) prevent the instillation of the common core of values of citizenship necessary for a stable society, citing the different values in religious schools as an example. Friedman recognises that there is no definitive outcome for education, and this causes confusion over its actual purpose. Friedman adds to this study by providing a comparative perspective which allows us to consider the societal use of enterprise in education, and covers many of the themes being dealt with in this study including a social commentary, moral persuasion,

and learning approach. The use of Friedman as a perspective on enterprise in education as higher education in the United Kingdom appears to be moving towards a Friedman type model of choice, through loan fees, and the ability to pay, and provides a background environment which students may unknowingly be engaging with. Dewey (2001) provides an important overview to the rationale of linking education to societal usefulness and covers many pedagogical approaches to learning in 'Democracy and Education'. As the father of instrumentalism and experiential learning, Dewey provides a critique of formal schooling arguing for students to be given real experiences to make them useful to society. Dewey describes instrumentalism as the way education institutions are recognised as the instruments of state, a fact rather than something to be concerned about. However Dewey links in many of the pedagogical approaches used during the course of my study. The teaching of subjects should be through real life tasks and challenges, and he also fostered the idea of a learning community where people gained real and guided experiences. These two aspects are important as they link in two concepts I discuss and develop further in chapters four and five, the pressures to learn from a societal perspective as students face an increasing personal cycle of costs and investment in education which in turn bring wider pressures to learn and achieve, coupled with the perceived need to learn and attain appropriate employment to enable them to repay fees. The necessity of entering the debate about the societal place of enterprise education uncovered a curious contradiction that is partially explained by the ideas of Dewey. As an observer I was keen to uncover as many learning events, experiences or opportunities, as I could during the course of the study and yet the development of education as a societal function appeared to be somewhat inextricably linked to two very functional aspects; firstly the consideration that education was being used by the students to repay loans and gain useful employment, and secondly the drive by government to

promote education as a way to promote the societal aim of national economic growth. Dewey, while looking at the pedagogical aspects of experiential learning appears to be arguing that society will make the best use of students skills learnt in an experiential way. I began to wonder if the students were making use of the learning and skills on the enterprise courses to fulfil societal requirements. Perhaps the pressure to learn due to personal costs was a key feature of this study and is considered in later chapters.

On considering the societal pressures to learn on students, further I found an interesting comparative article by Suissa (2003) who considers vocational employment from a social anarchist perspective. Suissa describes the new vocationalism as an opportunity for individuals to break free from the requirements of society in a return to individual artisanship where they no longer need to be bound by the search for employment. As these new artisans develop the skills which are valuable to society, they in turn would become valuable to society in their own right and become self-employed using their personal skills and knowledge to free themselves from the burden of employment. This was an interesting conceptual approach which can be applied to higher education. Many government policy papers on enterprise look to promote higher level skills for graduates and included sections on graduate business start-ups. Funding and assistance is allocated to facilitate this vocationalism. The idea that gaining skills could set people on a path to righteous freedom, was an exciting proposition, and tied in the approach particularly on the Professional Practice module where students were informed they would gain the higher level consultancy skills needed by organisations and encouraged to work with organisations rather than for the organisation. This encouraged me to explore if the pressure to learn might have also been from the need to achieve a certain level of freedom or relative employment autonomy.

The study also needed to consider individual and group related approaches to learning. While the Professional Practice group worked individually and the Enterprise Education students worked throughout their placements in groups. My survey results indicated they felt much learning occurred from the interaction within the work groups while undergoing problem solving sessions away from the class. Springer *et al.*, (1999) discuss the effect of small group work learning in a study of science undergraduates. This work reviewed 39 previous studies from 1980 onwards of learning from group work, and refines my academic study as it assesses the difference in undergraduate students learning in groups from different subject areas (in this case Science, Maths, Engineering, and Technology). The particular importance of this study to my own lies in the key features being discussed; academic achievement, improved attitudes to learning, and persistence, these were some of the things I found in my groups. The different subjects considered would help me to consider if changes in these student traits may be affected by subject attachment.

The power of learning in groups, Springer's paper, and the social ideas of learning perhaps inevitably led me to consider Wenger (2008) in more detail. 'Communities of Practice, Learning Meaning and Identity' opened a number of avenues for exploring learning methodologies as they related to my project. Chapter after chapter of this book supported my observations about people learning outside of formal institutional learning processes. From 'A social theory of learning' Wenger, (2008:3) links knowledge to recognition of identity, knowing in practice, locality and belonging. I found theoretical ideas to support my early suppositions that there were learning processes at work on my enterprise projects which were relatively unsupported by university teaching, and I found I could relate Wenger's ideas to the actions and motivators of my students.

The concept of practice learning (in education, termed service learning), is dealt with by Wenger in depth as a social activity and as a learning concept. I became more certain as I read this, that students were gaining knowledge by working on problems together, and having to negotiate with each other, on many aspects of their group work and finding their own meanings in events. Wenger's concept of re-ification was new to me and yet his description began to help me make much more sense of the changes I was observing in groups and individuals. Re-ification is:

.....not a mere articulation of something that already exists. Writing down a statement of values, expressing an idea, painting a picture, recounting an event, articulating an emotion, or building a tool.....(is) creating the conditions for new meanings. (Wenger, 2007:68)

I believe the students found all of the above in the year two Enterprise Education course Dragons Den project, if not always literally then certainly figuratively.

The students also appeared to develop into a community, more so on the Enterprise Education class. Wenger added depth to this by showing the importance of '...mutual engagement, a joint enterprise and a shared repertoire of doing.' (Wenger, 2007: 49). I actually think undertaking a continuing teaching task in a group is one of the few activities that forces people to combine in way that covers all the aspects of developing a sense of community. Practice as learning, is covered by Wenger as an emergent structure. This is an important concept in my study as it suggests people have never 'learnt' but constantly re-invent knowledge to deal with situations and events and so continually re-invent previous learning. Keywords, which I had stutteringly used to

describe what I was observing, included; development, re-tuning and evolving, suddenly made more sense. Wenger's ideas on boundaries became useful too and led me to formalise the different types of group working I had seen with leadership, delegation and control all becoming areas of learning outside my intended studies, which I realised would now be important.

Further ideas from Wenger also seemed to offer great support for identifying learning motivators, and developing and supporting a distinct methodology for enterprise learning. Identity became important as I realised that students own self-worth was affected by their experiences and linking strongly to self-efficacy. Teachers involved in the schools clubs project reported the change in attitude of students and a 'can do' attitude which might be down to a greater awareness of their own self-identity and abilities. The three failing students reported previously appeared to have undergone something of an epiphany in their own self-worth and this too was also reported to me by other tutors. I considered if learning architectures may have spontaneously and informally developed around these formative communities of practice, and was eventually able to elucidate these in a more formal model of enterprise learning in Chapter Six. Wenger's ideas took the findings in my study to a more developmental level and move it into a stage where I could begin to consider learning method design.

A conversation about my studies and a wish to try a collaborative approach on an unrelated learning project, with a research Professor from another university introduced me to 'Theory U: Leading from the Future,' (Scharmer, 2009). Theory U was one of the few open-ended process models I discovered during my research which seemed to fit

with my idea that enterprise learning, and the need to cope with things which might happen just once. As I investigated this concept, I began to feel Theory U offered an ideal approach to formulate a methodology around, and towards the end of this study formed the basis of a learning model for identifying and formalising learning from the uncertainty of possible future events. I discovered the model had started as a paper entitled 'Learning from the Future.' (Scharmer, 2000). It overcame the problems I encountered with other pedagogical approaches, such as Kolb's Experiential Learning Cycle (as described above), and by adapting the 'U' I was able to bring together a number of other pedagogical approaches I thought were important such as transitional learning, and constructivism. My approach went beyond assessing current learning as something evaluating the past, and looked forward, to prepare people for future learning, learning that had not yet happened and might not be planned, but nevertheless could be a critical learning experience or event in someone's developmental processes. It allows the concept of opportunity learning to be included and can be overlaid with one of the final parts of my methodology - micro reflections.

Scharmer initially developed Theory U as a method for dealing with the speed of change in modern organisations. Instead of managing change Scharmer felt managers should be allowed to develop into the changes around them by sensing the future and being aware of the present. He describes presencing as a blend of the words presence (meaning being aware of the present and an ability of being present in it) and sensing (as a method of prediction, or at least future awareness). Scharmer describes the aims of Theory U as a method to:

'...bring into the present one's highest future potential—as an individual and as a group.....(and) suggests that the way in which we attend to a

situation determines how a situation unfolds. Theory U offers a set of principles and practices for collectively creating the future that wants to emerge.' (Scharmer, 2010: 1)

This contemporary idea of dealing, not only with current events, but with perceived or possible events, led me to believe this might add significantly to a methodology for preparing enterprise students for dealing and learning by preparing them for future change, events, or actions, in a way which influences the future. This preparation would help students uncover the unrecorded hidden, or informal learning, I felt was so much a part of enterprise learning. As Scharmer's recent work seemed to centre on leadership rather than learning I contacted him at Massachusetts Institute of Technology to see what had prompted this change and why he had left the idea of learning behind. However Scharmer thought the U was still fundamentally about learning and he was applying it to management. This seemed to support my idea to use it as an applied process model for enterprise and he has asked for a copy of this thesis when complete.

Scharmer turned his attention to leading with a new title 'Theory U: Leading from the future,' (2009). While this book focuses on management and leadership for organisations, it still recognises the importance of learning. Stemming from a paper presented at the Helsinki School of Economics entitled 'Presencing: Learning from the Future as it Emerges: On the Tacit Dimension of Leading Revolutionary Change' he cites Arthur (1996) arguing:

In order to do well in the emerging new business environments, organizations and their leaders have to develop a new cognitive capability, the capability for sensing and seizing emerging business opportunities. (Scharmer 2000: 1)

Scharmer felt modern challenges to management were unlike previous ones as they were unlikely to have been encountered previously (Scharmer mentions these stem from a variety of sources including the pace of change, new technology, and globalisation). He writes that as most learning methodologies are largely based on Kolb (1984), are reflective, and based on learning from past experiences they would not be useful in preparing for a future of problems which have not been seen before. Therefore a new methodology was required, ‘.....presencing, the capacity for sensing, embodying, and enacting emerging futures.’ (Scharmer 2000: 2). Theory U is described by Scharmer as a process but unlike Kolb’s cycle it is open, not a closed one. This is shown in figure 2.4 below, ‘Theory U.’

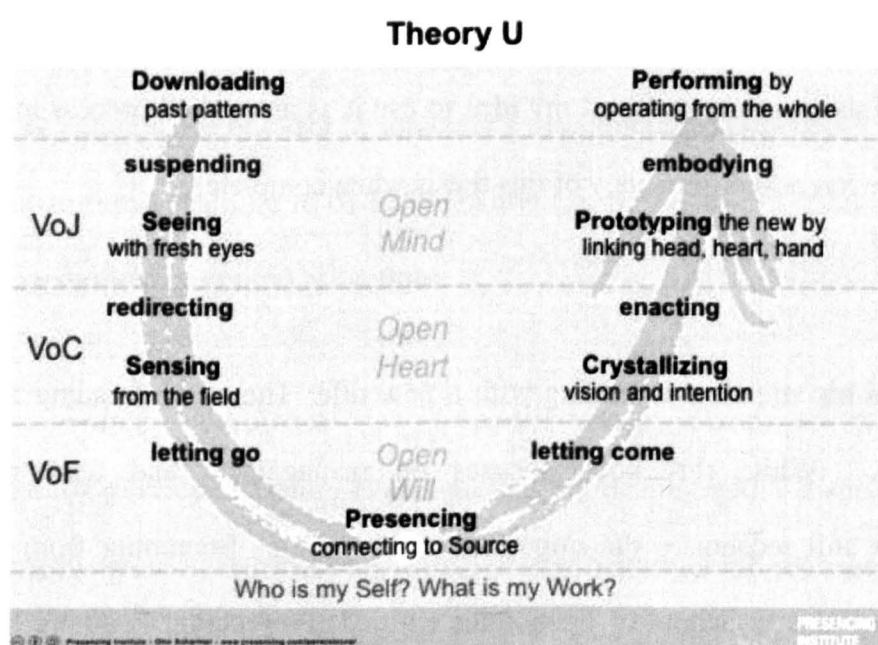


Figure 2.4. Theory U (Scharmer 2009 – *Reproduced with permission*)

To assess if this was relevant to the enterprise courses I decided to use Theory U as part of my thematic interpretation of the data I had collected and profile student actions and re-actions each stage against each stage of the ‘U’. The ‘U’ has the following aspects working down, and then up the ‘U’. The first step ‘downloading past patterns’ is

recognises the past can't be completely ignored as leaders use elements of the past to begin the process. This might be the knowledge of imminent change without the knowledge of what to do next or the collection of ideas to deal with developments. Here is where our students were told they would be leaving classes for a while and starting teaching children in a few weeks or working as consultants in organizations, but they would decide what they would do and how, within the enterprise course guidelines. The Enterprise Education courses Dragons Den clubs were most revealing for this brief outline but findings are fully discussed for both courses in later chapters. Students on this course would know some things about teaching and draw on their own experience as pupils but not have any specific idea about the content of the club until they designed it. A number had expressed verbally their concern that they had not been trained and that they were not business students. The second step is suspension of their beliefs. They would be teachers for one hour a week on a subject they didn't know about, or organizational consultants, a big transformation for students who had previously only encountered education as students being taught or worked in lower grade part time jobs. The third step is seeing the situation with fresh eyes. This required a brave but complete transformation from student to teacher and they would need to readjust their own opinions of themselves. The problem had to be seen as a challenge, which by and large was, and enter the fourth stage of re-directing efforts from initial confusion to producing lessons. The fifth stage of sensing is possibly the key element of learning from the future as creating lessons for others required no little intuitiveness and much creativity. For Enterprise Education, achieving levelness, activities, ensuring enjoyable pupil learning, and creating a small business as outcomes required serious consideration of the future yet this was done successfully in the end by all the groups. The Professional Practice group were engaging staff and preparing what for them were complex surveys, but again,

without prior knowledge this was done well. Step six, letting go, of the past completely, was something many students found difficult to do as they showed huge concern at the assessments on their course, the resource pack for Enterprise Education students seemed to cause particular problems as they couldn't relate it to previous assignments. Many mentioned they preferred another essay, and yet they had to produce and use resources anyway for their lessons. Presencing, the seventh stage is where people begin to become to terms with the situation, recognising their role and potential and moving into the eighth stage which is letting come, or the development of new ideas within the new situation. Here students generated new ideas for the clubs, ideas for delivery and the business itself. This would have been formed into the running of successful school clubs, their business plan, and mission statement for Enterprise Education, while for the Professional Practice students this would probably have been the realisation their findings had meaning to themselves and the organisations managers. The ninth step, crystallising would be when the students would enter an area of confidence or self-efficacy, where they could look back at successful experiences and feel confident they were producing work of organizational and academic values which achieved all their objectives. Step ten, enacting; for Enterprise Education students would be the actual delivery part of the school clubs and success of their schools Dragons Den event, testing and adjusting the ideas which link well with the prototyping and embodying (stages eleven and twelve) before the thirteenth stage performing. These latter stages appear to have been visited by students as there was genuine ownership of the clubs and training needs by students, with many upset at having to leave their settings when their programmes ended.

The above model of change is similar in a number of ways to Tuckman's model of

change in organizations, forming, storming, and performing (Tuckman, 1965) but Scharmer has a more detailed learning oriented model which contains the key element from an enterprise perspective, in that it considers the future as a source of learning not just the past. This is very important for the development of a pedagogical model which prepares people to learn from situations which have not yet arisen and might not arise but could be envisaged, but yet is very important, if and when it does arrive. Preparing people to learn seems a very important part of capturing key, possibly unplanned and personal learning from enterprise courses and events.

Scharmer also identified another important factor in learning encapsulated by my pedagogy for enterprise. The processes involved in preparing to learn from the future, are something which, on reflection during the later periods of this study, seemed worth encompassing in enterprise courses. Scharmer's also links his approach to groups, identifying five separate group stages: co-initiating, co-sensing, presencing, co-creating and co-evolving (see Figure 2.5 Processes involved in Theory U (Scharmer, 2009 reproduced with permission). Co-initiating is the group process of listening and developing a group understanding of situations and developing a common approach to developing (in our case an enterprise club). While this considers the formation of ideas in groups, I felt this was very relevant to the processes involved among the students doing group work and individuals on enterprise courses. They had to work on their own and identify when they needed input from tutors under the consultancy arrangements. It was up to them to develop themes and ideas. After this initial feeling for an identity the groups underwent co-sensing, where they connected with the wider situation and group as they went to their school, attended their own group meetings, and talked to the teachers and children about their idea or met and began dealing with managers in their

placement organizations. I felt many of the groups underwent a process of presencing where they connected to their source of inspiration, and I believe this is the correct word too, as many students commented on how they talked through ideas with the children and began to feel excited by the possibilities the clubs afforded them, or realised they were being listened to as they completed their surveys in their placement organisations.

For Enterprise Education, students discussed their experiences during the group presentations, reviewing their experiences for the third assignment. It appeared some found inspiration through working with children, some through developing their own ideas and themes (for example 'Rock School' developed from a student's hobby), for others engaging with the world of education in a pro-active way was key, but many commented on the value of the experience to future employment prospects through skills and network development (e.g. A working C.V. was seen as valuable). The employment aspect might not have been something considered by students as inspirational at the beginning of the course though, as my first survey showed up little to suggest this. This may have only become relevant at the end of the programme, suggesting they arrived at this conclusion later in their course. For Professional Practice students they appeared to find some inspiration from reporting their ideas to managers and having a level of professional contact. Co-creating, or the use of a '..living example to explore the future....' (Scharmer 2009: 19) can be related to actual events, the enterprise school clubs, and the recognition of the importance of training needs work. Creating something new, which belonged solely to them, and then delivering it for schools or organizations, was where students really began to learn from future possibilities. Not all first school sessions went well and a number of groups and individuals doing training needs analysis, asked for consultancy advice but even here they usually came with ideas and plans to

change their approaches and content and a little facilitation was usually all that was required. By the time they were in their settings they had already grasped their future and were asking for confirmation rather than how to do the next club or analysis survey. The students who decided they needed to adjust their approach etc. may have already entered the fifth stage of the process, co-evolving and begun to really understand they had the ability to connect with children, schools and the enterprise theme, the system of enterprise clubs as a whole or could actually change the way things were being done in organisations. This gave them the skill/knowledge of something which can affect the future and which has been so hard to define throughout this literature review, the ability to affect the future with their own intentions and learn from it. Many other factors seemed to be important to their motivation, but pedagogy for enterprise seems to have an indefinable element which considers the future and I felt Scharmer's Theory U was a process worthy of describing and encapsulating as a possible pedagogical process.

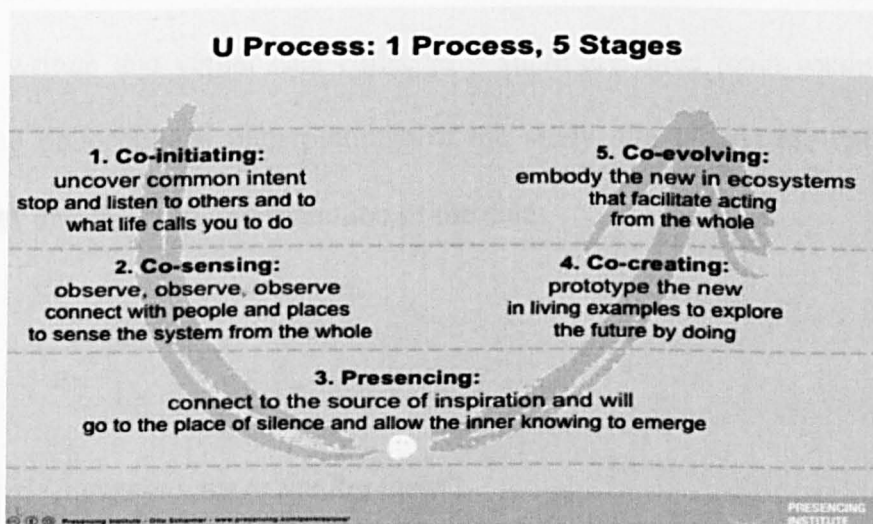


Figure 2.5. Processes involved in Theory U (Scharmer 2009)

Theory U is relatively recent as a theoretical model but a broad sweep search of Athens and Google Scholar brought up a review by Reams (2007) which contain some critical reflections on Scharmer's development of his theory. Reams argues Scharmer takes a pessimistic view of the world where there is something 'fundamentally wrong or unfair

about the world in its present condition (which needs) fixing,' (Reams 2007: 257) and that the up side of the U lacks development. These need not be an impediment to the selective use of the theory in a learning sense, which is how I feel it should be used. Indeed in his intriguing epilogue, writing after meeting Scharmer, Reams goes on to say he did realise the potential of a model such as Theory U and suggested it was still a '...work in progress and a rich avenue for future research.' (Reams 2009: 259). Perhaps my applied use of this theory just takes this a little further.

CHAPTER 3

Research Methodology

Introduction

In this chapter I consider the approaches to research used during my study and my own position as a participant in the research (an insider). This includes the development of a philosophical worldview (Creswell 2009), my own position within the study, an observational base in the form of two study groups, and the use of both quantitative and qualitative investigative techniques to collect data when investigating the groups - sequential mixed methods. A number of approaches were used to provide a basis for drawing conclusions including converting quantitative data into visual images to provide a description of statistical information and a thematic approach to interpreting the qualitative written and verbal data collected. There are three main sections, the first covering the philosophical underpinnings of the study, the second the data collection methodology and the third, interpretation of the data.

Philosophical Underpinnings to the Research

Developing a philosophical approach to the research being undertaken is important. Guba and Lincoln (1994) state the questioning of paradigms related to the research are more important than the research itself. This requires consideration of a number of critical positional propositions including the nature of the research itself. In this instance the testing of the notion that student motivation and attainment is positively affected by

certain conditions, events, or experiences such as the environment students engage with for learning, the actions they undertake, their exposure to learning events and experiences, and the notion that these can be recognised, isolated, and then developed into a learning methodology. The positionality of the subjects involved in the research is important, and includes the position of the researcher as an active participant in the experiment, the position of the subjects of the experiment - the students being studied, and the 'worldview' or philosophical position taken to interpret or understand the events, actions, and interactions under investigation. Hitchcock and Hughes (1995), advise a structured philosophical approach to developing research. Research starts with an ontological assumption, the belief that something is, which is developed into epistemological assumptions of how to reliably support this belief which in turn allow us to; provide methodological assumptions, and to develop methods of collecting data which give an evidence base to support my findings with confidence. There are however a multitude of frameworks surrounding this relatively simple proposition which need clarifying for this study to provide an overall appropriate research framework.

Cohen *et al.*, (2007) draw from the work of Burrell and Morgan (1979) to give a supportive incremental four stage approach to developing research methodology. They argue there are initially ontological assumptions. Ontology is the assumption or assumptions that 'concern the very nature or essence of the social phenomena being investigated' (Cohen *et al.*, 2007: 7). This has some important resonance to this study as it questions whether the phenomena, in my case a suspected increase in motivation and attainment, was due to my own cognition or understanding of the situation as it related to enterprise, or a specific pedagogical approach, or other factors not considered. This is nominalism, or an objective, - a real event, which actually happened - realism. For

example, I might think that students were more motivated, or attained better, but this might be due to my own personal interpretation of the situation. Just because initially, I felt I had seen students reacting or behaving differently, does not mean it actually happened. This could be down to my own interpretation of an observation, event or conversation. Even if the changes I thought I initially observed were valid, the assumption that they were caused by a specific type of pedagogy or experience, such as their enterprise course, might have been misinterpreted or just wrong. The changes could have been caused by factors I had not considered or had overlooked, for example the release from classrooms into the wider world, or the excitement of being engaged with something new.

A second stage occurs where epistemological assumptions start. Epistemology is the study of knowledge or 'how we know what we know' (Scott *et al.*, 2005) and helps to untangle actual knowledge from bias and prejudice. If my ontological assumption caused me to think students were achieving due to a set of specific factors or incidents related to an enterprise course, epistemology would then question how these might be turned into actual knowledge that can be transmitted to others. It allows us to examine the nature of the evidence before us and what evidence is acceptable. Cohen *et al.*, (2007) argues this creates a dichotomy concerning the very nature of the basis of knowledge and how knowledge is formed. If knowledge is hard, objective and tangible, then an observer role with methodology taken from the natural sciences is advocated. However from a positivist perspective, knowledge is personal, subjective and unique so in this case the researcher needs a personal involvement with the subject and should reject the methods of natural science, an anti-positivist perspective. As a participant in both the research, and the identification of relevant evidence from students, classes and clubs, my own

worldview would affect or bias in the observations I made in writing up my findings. Bias in this instance refers to the adoption of a particular perspective from which some things become important, and where others merge into the background. (Hammersley and Gomm, 1997). This accepted as a natural part of the research process as long as it is identified and recognised as a factor in research studies and steps are taken to reduce or minimalise the effects. As the course tutor/researcher I needed to deal objectively with subject matter in which I had a personal interest or stake. Greenbank (2003) strongly argues the case for reflexivity in educational research and supports my view that insider, or participant research is valid and ethical as long as it is identified, recognised and critically examined by the researcher. Greenbank (2003) cites Rokeach (1986) identifying four moral behaviours to consider when critically reflecting which I use throughout this study. These are moral; the right thing to do, personal, what would be in the research for the researcher, competence; how to go about the research, and social values, for example what I believe the purpose of education is to society. I also use triangulation where this is possible to support my approach, interpretation and findings in an effort to fully justify the approach and findings in this thesis.

Positivist and Anti Positivist Approaches

My plan from the outset was to begin with an initial positivist approach, but then move the study to include elements from anti positivist methodologies. The study groups had some elements of a pre-formed experiment and my results from an initial survey were used as a broad sweep to form information with which I could dig deeper and find individual meaning. This is sequential mixed methods (Creswell 2009: 14), where the ‘...researcher seeks to elaborate and expand on the findings of one method with another

method.’ At the beginning of the study my methodology was to have two enterprise classes each with a different enterprise approach (see course descriptions in Chapter One for specific differences) to form the experimental base. The specific differences in the pedagogical approach, the different type of placement projects, a structured series of questionnaires, data search of university documents for previous results as comparison, and interviews backed up by quantitative analysis of the results highlighted if other external factors (for example previous exposure to enterprise activities) were influencing the students. This would suggest I strongly subscribed at the early stages to a positivist methodology and would begin the process of answering my research questions: What motivated my students? While motivation can be subjective, this early approach would allow me to investigate a broad collection of ideas from students and begin identifying key variables for the early identification of motivational categories, and give me ideas to include in my qualitative surveys. What are the benefits of enterprise courses to students? It would begin the process of exploring the benefits to students of enterprise courses by identifying themes they felt were important and which I could explore further later. What are the most effective learning methodologies (pedagogy) to use on enterprise education courses? This approach would begin to advise me of possible learning methods I might explore in depth for suitable methodologies.

My anti positivist approach came later in the study as I designed interviews to search for meaning and understanding of the experiences from students. My approach became less formal as the study went on. More interaction took place with some members of the groups as I became curious about their approaches to running after school clubs or their engagement with organisations, and in many respects I remained as part of the groups as

facilitator through the consultancy sessions when the placements were underway. This is interpretive inquiry and allowed me to make an interpretation of my findings. I decided the appropriate worldview to take was the 'advocacy/participatory,' (Creswell, 2009: 9) approach to researching. This allows researchers to recognise objectiveness as a researcher while conducting an insider inquiry (Reason and Bradbury, 2005) and became more important as I realised informal observation and conversation has informed my perceptions. My mixed methods approach was used in a structured way. There was also an element of research pragmatism (Creswell 2009) as I felt I would only get one chance to collect data and resolved to collect as much useful data as possible. This is shown in Figure 3.1. Overview of Planned Research Strategy. The use of a broad sweep to highlight interesting features and identify further areas of interest or concern is shown at the top of the inverted cone and the investigative approaches are shown down the left hand side. A description of findings is shown down the right hand side with observer interaction and effects shown as an arrow cutting into the segment of research. A pilot study completes the overview. Teijlingen and Hundley, (2001) argue pilot studies are an important part of preparing for actual research by preparing, testing and allowing for the adjustment in methodology, surveys and approach. Piloting also helps to increase the reliability and validity of questionnaires and states everything about the questionnaire should be tested Oppenheim (1992). This is fully considered later in this Chapter.

Cohen *et al.*'s third stage of assumptions, occur due to the interaction between the subjects studied and their environment. This too was important to my investigation as it introduces the concepts of determinism and volunteerism (Burrell and Morgan, 1979). Determinism sees people acting as products of their environment who can be controlled and programmed to react in certain ways. Volunteerism sees people acting as free willed

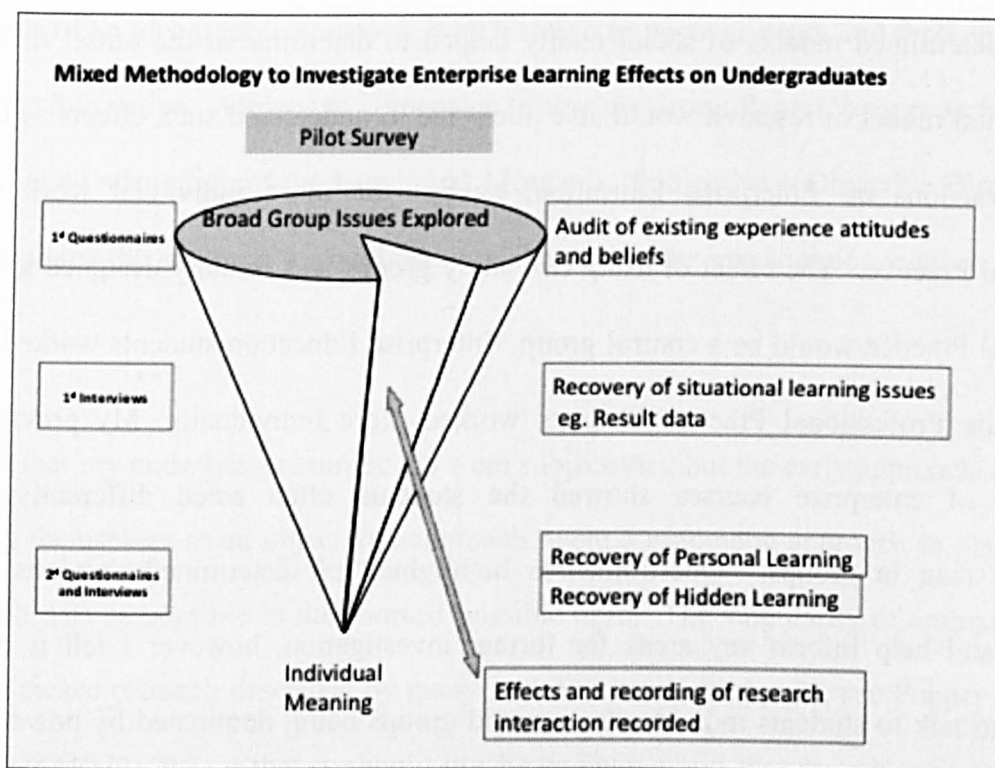


Figure 3.1: Overview of Planned Research Strategy

creative individuals able to create their own environments. This has important implications to this study and in some respects created a difficult dilemma. I could be assessing the effect of introducing certain features, such as a specific methodology to an environment or a course, and assessing if it affected the way people reacted. This does appear to be determinism. However I never saw my approach as determinism. I felt I was introducing specific features to the students to actually remove a restrictive environment, including the university, lectures and classrooms, and later in the study even consider removing the formal assessments. I intended to enable and empower people to learn and be creative with a personally relevant environment (a classroom with children, an organization with staff) by giving a canvass (enterprise) around which they could create their own environment. These concepts are opposite ends of a paradigm which I felt by the completion of this study, would only occur in extreme conditions and in a social sense, both would have some part to play when considering the environmental effects.

Using pre-determined models of social reality helped to determine at the outset that a mixed method model of research would also allow me to understand such effects as the group interactions on Enterprise Education, against the more individual work on Professional Practice. The effect of using two study groups was initially designed so Professional Practice would be a control group. Enterprise Education students worked in groups while Professional Practice students worked more individually. My previous experience of enterprise courses showed the students often acted differently as individuals than in groups. Questionnaires highlighted pre-determined opinions on enterprise and help inform key areas for further investigation, however I felt it was important to talk to students individually to avoid groups being dominated by powerful individuals as most of the school clubs in particular developed an element of informal leadership. Dealing with individuals would allow the investigation of feelings and emotions that were often expressed as the placements finished and help to uncover the effects of group interaction on motivation and achievement. This is also good research practice and helps to deal with my position as an inside researcher by allowing a strong participatory approach where results can be checked with the respondents (Lather, 1986 cited by Greenbank, 2003).

The fourth stage of Burrell and Morgan's assumption's, is the methodological approach stemming from the model of social reality, and subsequent position the researcher has taken. This was not static as I was more involved in the second year Dragons Den school clubs that the third year Professional Practice groups, which was run by another tutor and this therefore changed as the investigation, progressed. In the early stages of my investigation my methodology was nomothetic, as I sought scientific methods to create broad knowledge, but later as the investigation gained more depth it contained significant

elements of an ideographic approach, which strove to uncover depth and feeling. Figure 3.2 'The Subjective – Objective Dimension, Showing Group Research Approaches Over Time,' is an adaptation of the Burrell and Morgan's 'Subjective – Objective Dimension' showing how the nature of the methodology changed as the investigation went on.

I argue that my underlying assumptions were subjectivist, but the early approaches, while lending themselves to an objectivist approach, were a pragmatic approach to generating as much data as possible in the shortest possible time. The singularity of approaches to social science research described by many social research advocates, see Popper (1968), Kerlinger (1970) etc. in that it should not be exclusive and that my planned approach would use an objectivist approach to begin the research process, but move into a more subjective approach as this highlighted key issues and events to explore perceptions and feelings. The key to justifying this mixed approach lies in the nature of the subject studied and my original hypothesis. My aims were to identify a set of learning methodologies suitable for enterprise, which would motivate and help student's academic attainment. In effect this is attempting to produce a set of rules and regulations (however libertarian or loose) for teaching enterprise, which aligns to a positivist approach. I also used a positivist approach with the hypothesis, that enterprise was affecting student motivation and attainment, and began to use an empirical approach to identify key factors.

My overall approach suggested that I was researching from a normative paradigm, which was not my original intention. This approach sat uneasily in an investigation to uncover the reasons students had behaved differently from students in other classes. Behaviour is

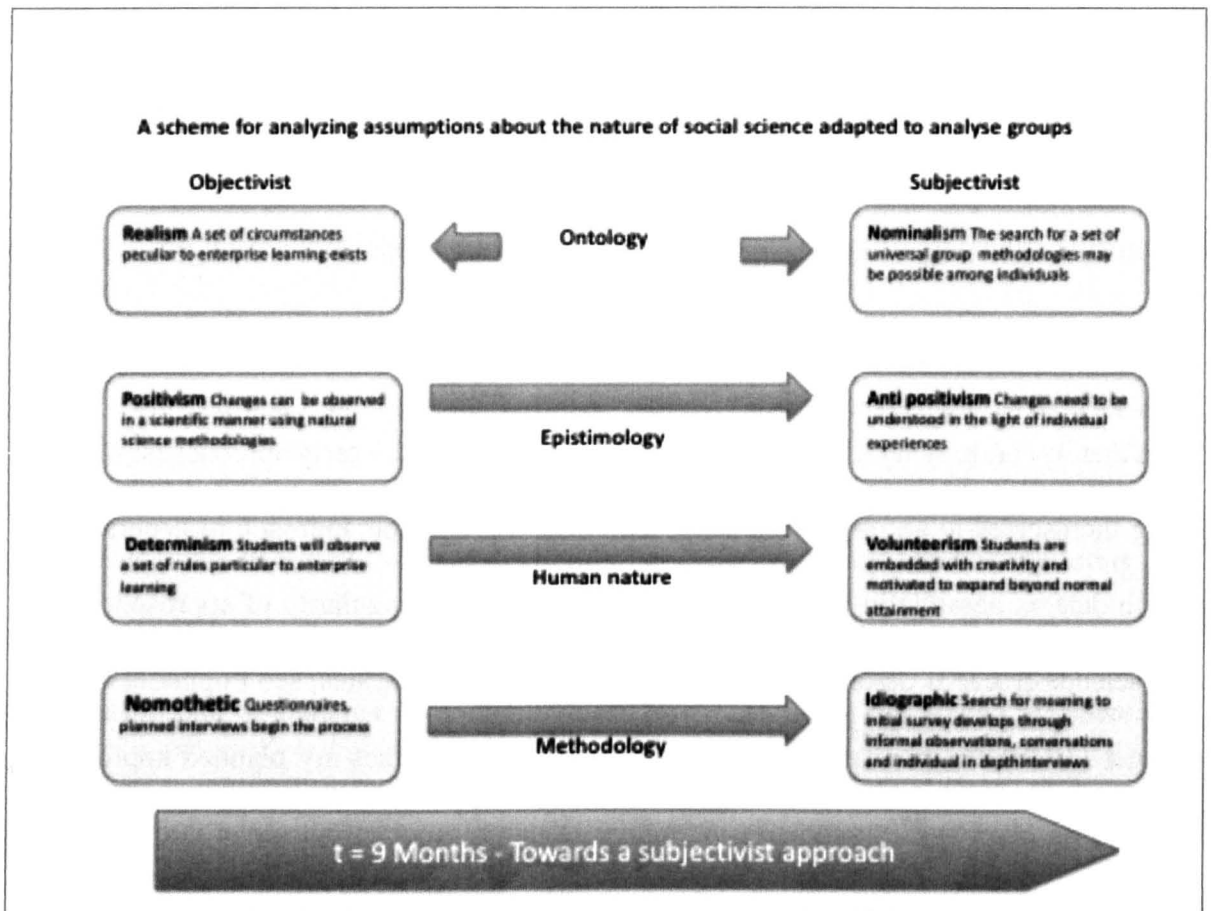


Figure 3.2 ‘The Subjective – Objective Dimension, Showing Group Research Approaches Over Time.’ Adapted from Burrell and Morgan (1979)

a complex action involving beliefs and meaning, often with deep causal effects (Morris, 1986), and while empirical studies can help highlight the causes and effects, it is difficult to establish meaning. A further complexity was introduced as my feeling that the groups formed to run the school clubs were somehow important, meant some investigation of complex social processes would also be necessary. It is perhaps worth noting here that there are few valid cause and effect relationships in social science and the examination of human experiences add to the complexity of this study.

Cohen *et al.*, (2007: 167) recognise the ‘...educational world is a messy place, full of contradictions, richness, complexity, connectedness, conjunctions and disjunctions.’ They recognize that it should be seen as a holistic compound rather than broken into individual elements. My range of methodologies, were therefore grounded in good

theoretical practices (see Johnson and Onwuegbuzie, 2004; Moon and Moon, 2004). Johnson and Onwuegbuzie in a theoretical discussion on developing mixed methods appear to give a particularly reasoned support of the pragmatism basis of my approach to educational research arguing:

Mixed research actually has a long history in research practice because practicing researchers frequently ignore what is written by methodologists when they feel a mixed approach will best help them to answer their research questions. (Johnson and Onwuegbuzie 2004: 22)

Creswell also gives powerful support for a mixed methods approach to research arguing mixed methodology:

.....involves the use of both approaches (quantitative and qualitative) in tandem so the overall strength of a study is greater than either quantitative and qualitative research. Creswell (2009: 4)

Meaning and the ability to understand actions from within are important to the understanding of the world of subjective human experience (Cohen *et al.*, 2007). The interpretive paradigm, seeks to understand deep meaning through an interpretation of actions by investigating the subjective meaning behind actions, but it posed the difficult question: How does this approach sit with the aim of developing learning methodologies? In some ways it proved difficult to align the two apparently opposing standpoints. Instead of a fixed hypothesis, interpretivism states theory should come from the investigation (Cohen *et al.*, 2007). However any investigation leading to an outcome needs a starting point and I would argue that it is reasonable to start with a normative outlook and progress using interpretive methodologies. I was trying to assess the effect of actions and events on subjective consciousness. Phenomenology offers an interpretivist approach that allows the study of direct experience and sees behaviour as determined by the phenomena of the experience. Of the two strands, transcendental

phenomenography and existential phenomenography, the latter offered an approach that allowed a better link to the early approaches used in my investigation. Schutz (1962, cited in Cohen *et al.*, 2007) the founder of the existentialist strand, felt that actions could only be interpreted retrospectively by reflecting on them and by identifying the goal individuals seek (Burrell and Morgan, 1979). This introduced the concept of 'the job' as a common aim for students as the first stage interviews got under way. It also allowed for the possibility that social contexts were important in student's subjective consciousness and helped highlight the 'conduits' between students and the setting, facilitator, teacher and children as critical aspects affecting learning capability. The idea of conduits is discussed further in Chapter Six.

From a philosophical view the difficulty in tying together two competing strands of research theory can be difficult. The emergence of complexity theory (Morrison, 2002), helped inform this study by further developing the model of learning. Complexity Theory moves away from models of research which use cause and effect and linear predictability, and later in my study I realised this would be particularly useful as I tried to explain the transitions, or movements in student knowledge in a none linear framework, from workplace experiences to academic attainment. A key phrase that first drew my attention to this study was '...relations within an interconnected network,' (Cohen *et al.*, 2007: 33). This model introduced further key concepts which I felt I had uncovered in my study, uncertainty, networks and connection, emergence over time, and self-organisation. As my study progressed I began to feel these models had the elements of self-determinism I was seeking, and yet it was still able to deal with environmental effects in a positive way. This theory dealt with environmental influences which allowed more scope for personal development aspects by a more equitable individual arrangement

than volunteerism. The developmental components are described as coming through '...feedback, the relationships between the internal and external environments, and survival and development through adaptation and change,' (Cohen *et al.*, 2009: 33). This approach to research initially seems to negate the early positivist approach taken in the course of my investigation but I would argue this is in fact a very strong justification of my research methods to what are essentially large study groups in a time bound operation.

I used anti-positivist methodology to uncover meaning and depth. Complexity Theory also helped with by providing a basic platform to help me interpret my research. Feedback can be strongly related to student learning. This came formally, through the facilitation approach I used as students consulted me about problems or issues as it affected their work, and informally, through teachers, pupils, staff, things working, or not working. The deep interaction with their environment created a desire for adaptation and survival and allowed them to change in a way which saw them move from an environment driven entity with a realisation that the environment could be used as a vehicle for learning and personal development.

The philosophical stance I took therefore during this research was a participatory/advocacy worldview (Creswell, 2009). Greenbank (2002) argues this is a good approach when researchers are seeking to identify and deal with bias in social research, something I was continually aware of during this study. To facilitate this approach the study uses a short term mixed methodology longitudinal approach (over one academic year), investigating the effect of enterprise on two classes of education

students, one class on the third year Professional Practice course and one on the second year Enterprise Education course. This proved to be complex, but the depth of research and breadth of methodologies gave a wealth of useable coherent data. Mixed methods research as used in this study can be defined as:

.....the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. (Johnson and Onwuegbuzie 2004: 17)

From the outset I felt a comprehensive approach would allow me to pick the most important data and as there is not a great deal of reported research in this specific field, I had little to use as an example, so I felt an all-encompassing approach would also ensure I would have something useful to report at the end of the study period. There was also an element of pragmatism as it was possible that the courses might not run again in the format I had designed for that year. This might be the best opportunity I had of examining this type of course in a considered research study.

After careful research I found a model of investigative research, which managed to reduce the very broad categorisations found in educational research, into something I could manage. Creswell (2009) describes just four philosophical worldviews in research, post positivism, constructivism, advocacy/participatory and pragmatism. This final worldview features the following characteristics: Consequence of actions, problem centered, and pluralistic, real world practice centered. As a methodology this seemed to offer all the support I needed to establish a recognised philosophical base for my research approach.

The use of comparative study models have been used in explorations of entrepreneurship education to outline differences in groups of students (see Lee *et al.*, 2005; Hytti and O’Gorman, 2004) but these groups often have wide differences, for instance geographical and cultural in both Lee’s and Hytti and O’Gorman’s case. These would probably be easier to observe than the narrow differences I might see due to the one year age difference between classes, and different teaching/projects involved in my two groups. In my case, two courses were chosen as a comparative study to allow for slightly different types of content and learning model, and to help investigate the causes of the changes in the students.

To assess if there really was an increase in attainment I conducted a study of these student’s results in their first year education courses and other second year education modules. These are shown in Chapter Four. I did not compare the student results from their modules outside their education courses, as there are many cultural and practical difficulties to doing this. For example an education student could also be studying mathematics, drama, fine art, music etc. These could affect results as students might be assessed practically or might have a specific interest in the field or teaching/pedagogical models peculiar to the subject. My knowledge of courses in the education faculty at the time of the study was good and the course results I used meant like for like comparisons were made. This had the effect of using other courses as control groups. Using control groups helps to reduce the random effects of other variables (in this case such as those mentioned above if non educational course results were used) encountered in educational studies and gives validity to results (Frankel and Wallen, 2006).

Mixed Methods

Mixed methodology research consists of two broad elements, quantitative and qualitative research. Quantitative research can be difficult to define as it is sometimes exemplified as a method for researching (see Cohen *et al.*, 2007), and sometimes as an approach to collecting data (see Reason and Bradbury, 2006), but broadly it ‘...generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews,’ (Anon. e-article accessed 3/5/2010). This type of research is often associated with the scientific or positivist approach to investigation where a concept is isolated and explored in an empirical fashion for validity (Cohen *et al.*, 2007). Quantitative research and the positivist or scientific line of enquiry is often criticized when research is about people and feelings. Cohen explains anti-positivists argue life and experiences cannot be measured, an underpinning principle of positivism, and must be linked to ‘...inner experience and.... choice, freedom, individuality and moral choice.’ (Cohen *et al.*, 2007: 17). Further powerful criticism comes from Kierkegaard (1974), an existentialist, who considered the notion of self-realising potential in individuals, a factor which would make the search for a scientific constant meaningless. People were constantly striving to improve themselves and thus feelings etc. could (or should) not be reported on as a scientific fact.

While recognising these powerful arguments I still felt that a qualitative survey in the first instance would quickly identify avenues to explore and allow me to pull together data quickly. This course could be seen as a brief window of opportunity for research lasting just the nine months of the academic year. By doing the first survey in a quantitative manner prior to the start of the courses I was able to begin interviews in the

first week of the course thus limiting student exposure to enterprise ideas and concepts from the course. This was also useful in distancing the students from the researcher bias (Cohen *et al.*, 2007). Questionnaires also tend to be more impersonal especially where the researcher is unknown to the respondents and this combined with the Likert scale would help to overcome the problem of acquiescence, or the tendency of respondents to give positive answers (Breakwell *et al.*, 2000). I issued and collected the survey for the Enterprise Education group and the tutor of the Professional Practice group issued and collected their questionnaire.

Qualitative research is defined from a number of perspectives, central to which is the humanistic movement. Broadly it:

....explores attitudes, behaviour and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. As it is attitudes, behaviour and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer. (INFED 2010)

My qualitative approach therefore led me to the use of two series individual of interviews with the two groups. The first one, at the beginning of the study, was an in depth exploration of the first questionnaire, and the second was an exit interview, following on from the second questionnaire.

Within this, methodological research using qualitative approaches can be complex. Methodology from a non-positivist or anti-positivist movement tends to look at the world from an individual standpoint. People will interpret the world, their place in it and events surrounding them from their own reality and attach their own understanding and meaning to their place in it (Cohen *et al.*, 2007). As with enterprise and learning, definitions can

be varied and complex with many different meanings often attached to the same words. Cohen advises that two general perspectives can be used to help categorise approaches to qualitative research. These are the normative and interpretative paradigms, which are associated with positivism and anti-positivism respectively.

Normative approaches are underpinned with two basic assumptions (Douglas, 1973, cited by Cohen *et al.*, 2007) involving the way people behave. Firstly they are rational and follow rules, and secondly they can be studied scientifically like other natural sciences. For my research this essentially means that people are likely to react in a given way to a set of particular circumstances involved solely with the enterprise courses. This should mean that isolating enough variables to a given set of circumstances, e.g. identifying what makes the student's actions different when students on an enterprise course are treated or taught differently than on all other courses, will produce a predictable set of outcomes, such as motivating them to get better grades. This in itself causes a number of problems. Not all people react to circumstances the same way. Students who had no affinity to the concept of enterprise (and the large majority of students in years two and three chose other courses) might have avoided the course. I might have been dealing with a sample of students who were already motivated and ready to achieve. No two students on the courses studied would have had exactly the same experience; simply dealing with a difficult child might have been a positive experience for one student yet left another distraught.

These and other concerns have brought a cascade of criticism for this approach to investigations, especially where people are being studied, most notably from academics

who argue normative approaches appear to accept the universe as little more than a machine (Nesfield-Cookson, 1987, cited in Cohen *et al.*, 2007). This does not mean it has no usefulness to my study. The use of numerically based questionnaires, study of two enterprise groups to observe their differences, the attempted observation of changes over time, the specific attempts to isolate techniques of teaching and understand approaches to learning, all have origins in this paradigm for research. The use of some normative approaches will sit well with researchers who believe:

...anti-positivists have gone too far in abandoning scientific procedures of verification and in giving up hope of discovering useful generalizations about behaviour. (Cohen *et al.*, 2007: 25)

This seemed a further reason to use mixed methodology in order to understand fully what had occurred on the courses being studied. It would also mean I would be engaging with a method able to give me an understanding of the personal feelings and emotions in the individuals and groups.

Interpretative approaches are associated with an understanding of the individual and attempt to gain an understanding of ‘...the subjective world of human experience,’ (Cohen *et al.*, 2007: 21). It is concerned with behaviour and actions, and gaining an understanding of the meaning behind actions, rather than cause and effect event. While the use of normative approaches to this study added value and coherence to the processes involved in the study, the nature of the subject itself being studied would require an understanding of the nature of changes I thought were occurring in individuals. Changes in results could be scientifically proved to an extent just by checking marks, but what went on inside the student persona to change the work leading to results appeared critical.

My use of interviews and recorded transcripts, and even the way I improved my last questionnaires stemmed from this research paradigm, as I tried to uncover the real meaning behind the events. Perhaps my previous social science studies had informed me not to be too rigid when studied concerned people. Subconsciously I have probably learned to research most effectively by keeping as many research avenues open as possible.

It is open to debate which method I actually spent most time and effort on, but I suspect I gained the most valuable insights from my qualitative study components. However I think each approach served the purpose it was best suited for. The questionnaire when evaluated gave me clear themes to explore in the interviews, while the interviews helped me understand the importance and meaning of the themes and allowed me to check my hypothesis that something on the enterprise courses was helping to motivate students the students which improved their learning and helped them to achieve higher grades. Medwar states that the hypotheses is about '.....examining something that might be true,' (Medwar, 1972; cited in Cohen *et al.*, 2007: 15). I was using empirical data in some part at least to check that my hypothesis was in fact something of '...what is happening in the real world.' (Cuff and Payne, 1979: 4; quoted in Cohen *et al.*, 2007).

Methods of Dealing with Bias and Positionality

I took a number of steps to try and reduce, corrupting student views, and introducing researcher bias in my study. Bias is well reported and a common accusation in social research studies (Hammersley and Gomm, 1997). This can be difficult to define and

pinpoint as it could be; bias due to researcher interpretation, bias due to subject influence, bias caused by corrupted data, bias due to misinterpreted results, or be due to the influence of the researcher on the subjects being studied (Hammersley and Gomm 1997). This latter notion is the one which concerned me the most. Using Rokeach (1973) I consider own personal view; that I am not a great exponent or advocate of enterprise education, and have approached this study with an open mind, with learning as my real curiosity. My reluctance as an enterprise education advocate stems from my experiences of repeated management exhortations to try and make most financially of the courses I have been involved in since I started lecturing, attract money. However first and foremost I see myself as a socially responsible educator. As initiatives have come and gone I have learned through the experiences of time, to try and adopt the role of impassive observer who enjoys trying things to see if they work. Being curiously open minded, as a researcher on the subject is a good place to start when doing social research. However I am also aware that I might not realise my own involvement in enterprise might have subconsciously affected the way I teach, and I will promote the use critical reflexiveness to help advise the reader. This will also help to deal with the fact that as a researcher in a position of power (as tutor and enterprise officer) in the process, I will have an effect on the results because of the viewpoints of the study groups.

Identifying and dealing with my own world viewpoint is another step in the process of producing valid research. Rokeach (1973) argues values are introduced in four behavioural values and these must be considered for critical reflexiveness to make the study valid. These are moral values, competency values, personal values, and social values. Moral values are what people feel is the right thing to do. In my own case this was an interesting point to reflect upon, as I am still not sure that enterprise, as a function

of profit, has a place in classrooms, especially at primary school level. Yet that is what the second year Enterprise Education group were doing, and part of what I was researching. I do feel enterprise is the right thing for university students to be involved in, bearing in mind my broad definition of enterprise in Chapter Two page 40. Competency values are the best way to do something, so this would include the way I went about doing my research and my interpretation methods. Personal values would involve what I felt I was getting out of this personally, including career development aspects and esteem through the production of this thesis, and social values would include my political and ideological beliefs of the purpose and value of education.

While I have tried to view this study as just another initiative I enjoyed working on, the above courses as a course designer, tutor and researcher on Enterprise Education and course designer and researcher on Professional Practice. This will mean that bias will almost certainly exist and I will have affected the outcome by being a participant. Cohen *et al.*, (2007) recognises that simply by telling subjects they are participating in an experiment can bias the outcome quite substantially. In addition to a reflexive writing approach I did take some practical measures to attempt to identify and filter some of these affects. The time and work covered between the first survey and beginning the course placements gave students many other things to think about and I purposefully left the subject of the research out of class conversations. As an example I prepared a first assignment, for Enterprise Education, which specifically asked students for a critical analysis of enterprise in education to gain a measure of balance, and tried to feedback in marking how a balanced view was required.

Further structural measures were taken to try to reduce the effect of researcher bias at the beginning of the survey. At the first session I gained permission for the research in writing, and the first stage questionnaires were given out before students had any tuition input. The course tutor for Professional Practice conducted a parallel first session, removing me from this group as a researcher initially. The first questionnaires while based on social policy, moral viewpoint, learning, and employability, also contained questions on enterprise and students background. I used Likert scales as I felt they would help to manage interpretation bias to an extent, as they necessitate the questions to be challenging and allow a specific viewpoint to be promoted, or not, as the case may be.

Interviewing is another source of bias. Hitchcock and Hughes (1989) argue that they are interpersonal interactions and this is inevitable. This was an area I was more concerned about than the questionnaires. Students being faced with a researching tutor who was also Module Leader, asking questions on enterprise, is in itself, likely to cause bias and illicit biased answers. I had said in a number of the early lectures, workshops and interviews that I was very open minded about enterprise in education, the course, and its research and really needed their personal opinions to advise future course approaches. Oppenheim (1992, cited in Cohen *et al.*, 2007) argues several reasons for bias in interviews, while recognising that the interviewers place in the process cannot be managed out. Biased sampling can be discounted as I surveyed all participants who were available. Poor rapport between the students and the tutor researcher did not appear as an issue and most seemed to enjoy talking about their experiences. Changes in questioning to specific questions might have occurred so I tried to maintain a standard approach and even tone throughout all interviews. Poor prompting or biased probing might have occurred but again by doing all interviews myself I felt this would at least enforce a

general measure of consistency. I did not use any support materials, or alter sequences of questions between subjects as such so this can be discounted.

Oppenheim also looks at the interpretative bias from interview results and suggests ‘...inconsistent coding of responses, selective or interpreted recording of data /transcripts, poor handling of difficult interviews.’ (Oppenheim 1992: 97, cited in Cohen *et al.*, 2007: 151). I had a concern that these could be more likely as they could, despite all efforts to the contrary, be very subjective to the researcher. The breadth and depth of my academic exploration of the subject area would help manage this aspect to an extent but it is also important that I felt throughout my investigation, the success of my doctorate did not depend on the outcome of the study supporting my hypothesis. If students did not feel motivated by the approach of enterprise courses, then this too would be worth exploring and reporting thus reducing my personal propensity to seek a desired set of results.

Reflecting on Cohen *et al.*, (2007), I realised insider effects on educational studies appear more likely to occur where strong personal feelings on a particular subject exists. Cohen *et al.*, (2007: 150) mention ‘...race, religion, gender, sexual orientation, status, social class and age in certain context are potent sources of bias.’ While enterprise in education could be linked to perhaps social class and maybe status it did not appear to be an emotive subject for any student and many seemed to view the subject and my research from a curiosity persuasion similar to my own. Indeed one student has continued to work and write on the subject with me in an academic manner a year after leaving Liverpool Hope University.

External threats (Cohen *et al.*, 2007: 156) also exist to proving my research outcomes are valid and making generalizations. These include a 'Lack of representative.....available target populations.' As I used all the available students this was not an issue though Reason and Bradbury (2006), say 25 is a minimum for quantitative social science projects. Some interpretative or anti positive research appear to accept smaller samples than this but as I was well over this number anyway this became less of a concern.

The Hawthorne Effect (Cohen *et al.*, 2007) describes the effect of observations have on people as subject of research, as they realize they are 'guinea pigs' (: 156) and react differently due to the proximity of observers. Here I kept as much of a distance from the enterprise aspects of the courses as possible and did not personally observe any delivered sessions with students or staff interviews in organizations, except the final Dragons Den event as a module tutor. Where I felt this was required I employed peer mentors as monitors and explicitly stated their remit as club monitors, not researchers, to all students on both courses. It is difficult to say what effect the extent the club monitors had on behavior but it is likely to be negligible, as most students when re-surveyed at the end of this course appeared to have forgotten they were subjects of research. Cohen *et al.*, (2007: 156) also gives an interesting and highly relevant example of invalidity due to the incompatibility of dependent variables, stating '....a paper and pencil questionnaire on career choice....may have little validity in respect of the actual employment decision made by undergraduates.' This type of variable is unlike to have an effect on my study, although the question is similar to a couple of my own. I was not trying to be predictive, rather analyse a historical motivation.

The overall model for researching the two groups therefore contained the following elements. A pre-investigation prior to the two specifically researched courses which identified a phenomena amongst students doing enterprise type projects which suggested they had become more motivated. This brought about the hypothesis that students were attaining better on enterprise courses than other types of courses. My development of two enterprise courses which ran consecutively with similar liberal approaches to teaching, and a strong emphasis on experiential learning through projects, (a full description of each module is given in Chapter One). These courses were designed to test the hypothesis by investigating what motivated the students on enterprise courses using both the questionnaires and interviews. The interviews in particular would identify other benefits to the students. The similarities and differences of these courses are shown in Figure 3.3: Similarities and Differences in the Structure of Second and Third year Enterprise Groups. The second stage of interviews and questionnaires began the assessment of different pedagogical approaches which I developed through my findings, and linked to suitable academic research. To facilitate this, while both courses were based on enterprise activities, they had different pedagogical approaches. Enterprise Education had a predefined delivery structure and clear placement weeks. The settings were similar (primary schools) and the activities were based on group work with a defining outcome – The Dragons Den showcase. Professional Practice had an individualistic delivery approach to the project with students doing individual activities in different settings (commercial organisations), and individual outcomes, in the form of a training needs report (although the skill set used within the class was similar).

Ethical Considerations

My University's ethical policy requires all research involving human subjects to be approved by the appropriate Research Ethics Sub-Committee in writing prior to the

Control Feature	Enterprise Education – 2nd Year Dragons Den school clubs	Professional Practice – 3rd year Training Needs Analysis in Organizations
Setting	<i>Pre-organised Primary schools Ages 6-10 Inducted formally</i>	<i>Self organised (with help if needed) Wide range of organizations Self-introduced Adults</i>
Placement Support	<i>Tutor as Mentor and Coach Class Facilitation at University Pre-trained Teacher or Classroom Assistant on site Regular timeslots available while on placement</i>	<i>None organised in organization Tutor as Mentor and Coach Class Facilitation at University Timeslots by appointment only</i>
Focus of Placement	<i>Competitive with other groups schools Group organised</i>	<i>Non- competitive Individual focus Little peer group interaction pre-planned</i>
Topic Areas	<i>Wide Business based No business/entrepreneurial subject training Child safety training Delivery Training (minimal)</i>	<i>Narrow High Level Consultancy Skills Needed Academic Training by Expert Own interpersonal skills important Research Skills</i>
Closure	<i>Grand Finale at City Hall with dignitaries and judges</i>	<i>Handover and presentation of TNA Report to organization senior managers</i>
Academic Outcomes	<i>1 assessment – Academically Justified Resource Packs for schools 50% of course weighting Practical Application of Theory Using pupils</i>	<i>One assessment- Training Needs Report for organization 50% of course weighting Analysis of Organisation/Staff</i>

Figure 3.3: Similarities and Differences in the Structure of 2nd and 3rd Year Undergraduate Enterprise Groups.

commencement of the study. I followed this guidance closely. Subjects must be informed as to purpose of the research they are being involved in prior to commencement, and given information on disclosure, confidentiality and individual disclosure. This was done and accepted with all students accepting the nature of the

research. They were informed that while the overall group results would form the key research findings, individual comments may be used to exemplify results but these would be reported anonymously. This approach would also contribute towards negating or inhibiting the effect of the students giving biased or answers they might have thought were desirable to me as the tutor, and so also contributed to good practice. It is probably worth noting that this study was not intrusive with regards to information that might be seen as sensitive or personal as outlined by Cohen *et al.*, (2007), but for purposes that could be generally seen by students as beneficial to themselves and future enterprise educators.

Cohen gives a good general outline of ethical considerations, which support my approach. Cohen (2007: 51) sets out a number of criteria underpinning research, including ‘...informed consent.’ They cite Diener and Randell (1978) who argue that informed consent should consist of ‘The procedures in which individuals choose whether to participate.....after being informed of the facts that would be likely to influence their decision.’ Cohen felt this had four elements, which would ensure the subject’s rights were given appropriate consideration. Competence (to give informed answers to the surveys which would be expected of undergraduate on these courses), volunteerism (students were invited to take part and were informed they could withdraw at any time), full information (covered as part of a comprehensive induction to the courses) and comprehension (knowing the purpose and intentions of the research - which was covered in the induction).

The induction to the programme itself was a key aspect for ethical considerations and raised a few problems. This was the dichotomy between explaining the purpose of the research, which needed to have a certain level of detail, and ensuring the subjects did not feel they were being given guidance by the course tutor. Ruane (2005) recognizes that it can be difficult to ascertain how much information on a research project is enough. This was an aspect I was concerned about as I developed the induction programmes. I felt the students were intelligent enough to comprehend the whole situation and fell back on explaining the key fact. This research was to inform practice and develop methodologies. I explained the courses were new and needed thorough evaluation, and deeper understanding, before we could say they had worked as a learning vehicle and needed both the good and the bad aspects recorded in a professional manner. The assessments were academically orientated and designed so a good academically oriented student would not be disadvantaged. Results would be interpreted after marking all assignments and course grades given, so they could be as honest and open as possible. No individual comments or results would be recorded or used outside the purpose of research and all would be anonymous.

My role as tutor/researcher raised the question of whether this would affect students as individuals who were just being obedient to authority. Milgram's often recounted experiments to authority obedience, (Milgram, 1974, cited in Cohen *et al.*, 2007) showed people tend to do what authority figures ask or tell them to do. This made me wonder if students might try to give the answers they thought I wanted regardless of what they thought themselves. Apart from the re-assurance measures outlined above Cohen *et al.*, (2007) observe that relationships are the key. Peer relationships, where participants are seen as equals are cited as professor-postgraduate student, researcher teacher, and these

are less likely to be affected than where the relationship is less equal such as teacher-pupil. This study appears to fall somewhere in-between. The obvious similarity is between pupil and teacher as many undergraduate students even in years two and three still see lecturers as teachers. I therefore made huge efforts to be as informal as possible throughout the programmes and conduct interviews especially in a relaxed and informal manner. This, coupled with the general research approach, the age of the students and the information given would I hope have moved the relationship level as much towards the researcher – teacher level as possible. I briefly considered trying to pay for an anonymous interviewer but this proved impractical in the time available.

There are arguments on withholding some information from the participants in research. Ruane (2005) notes providing too much information may bias results. If all students enjoyed or felt very positive about just a small part of each of the courses they might have given erroneous, positive reviews of their course. For example in the instance of the schools clubs the student might have felt the children really enjoyed it even if they didn't and they might have felt negative results in the surveys might be detrimental to the children, so give positive results regardless of their own experiences.

Perhaps the most supportive fact was that students appeared to see this research for what it was, an attempt to find an appropriate pedagogy for enterprise courses, which came probably because I had informed students fully of the research aims. They were unequivocally informed that as we were all in the process of finding out if the methodology/pedagogy of the enterprise courses was appropriate, they could leave the

placement aspect or leave the researched aspect of the course at any time, and I would allow them to complete the course academically. None took this option.

Cohen *et al.*, (2007: 52) also state, 'Gaining access to and acceptance of, the research setting,' is another important ethical consideration. This was a little more problematical, as the research setting was primarily my University, but the students were also in schools and other organisations doing their clubs, and consultancies. This prompted some discussion with my supervisor who suggested the University was where the research was taking place and as the ethics committee had approved it I would be ethically sound. However I felt it was ethically correct to inform the local authority that the students in the schools were being surveyed as a research project and gave them a detailed description of the nature and purpose of the project too. This was referred to senior management at the Local Authority's Integrated Children's Services who were happy to let me proceed, and took my supervisors view that it was not the schoolchildren who were the subject of the research anyway and were fully supportive of my investigation.

Research Investigation

Drawing on experiences gained from running undergraduate courses in partnership with external organisations, I submitted the two academic courses described in Chapter One for accreditation specifically as enterprise courses. Students from these two courses formed the investigative base for this study. These courses recruited well (n=36 and n=47 for Enterprise Education and Professional Practice respectively), and from the outset I decided to research these two groups thoroughly, and use them as the focus for my PhD theses. The first, Enterprise Education, would run a junior Dragons Den Project for the local authority in Liverpool Primary Schools using second year Education Studies

undergraduates. The second, Professional Practice, gave students higher-level consultancy skills and placed them with organisations to conduct a staff survey and individually produce a training needs report for senior managers. These two courses had planned similarities and differences (See Figure 3.4 above. Similarities and Differences in the Structure of 2nd and 3rd Year Undergraduate Enterprise Groups), and are described in full in Chapter One.

Data Collection Methodology

Creswell (2007) argues that when planning for a mixed methods approach, three important elements are required; timing, weighting, and mixing. Figure 3.1, Overview of Planned Research Strategy gives the four clear stages of collection: The pilot study, stage one pre-course questionnaires, stage one pre-course interviews, and a final stage where questionnaires were given out and discussed at interview.

A short pilot survey of questionnaires was conducted with a group of five students who had completed a previous enterprise course, but who were not on the current courses, to assess the questionnaires and interview plans. Pilot studies are a recognized as an important part of preparing for research (Teijlingen and Hundley, 2001). The investigation techniques used were to be the same for the full groups. An initial pilot survey began the actual investigation with a Likert type questionnaire (Likert, 1932) to examine pre-course variables such as enterprise perceptions. I saw the first questionnaire as the most important as this would need to run smoothly to set the correct tone for the research to come. This was followed up with a group interview to gain a depth of

knowledge and take any interesting findings further. Following the test interview the students then completed a second stage questionnaire. This was designed to gain a greater understanding of the origins of student learning, and relate experiences to learning and motivation. Again this was followed up by a test interview to gain depth and understanding. This took place over four days. The second part of the survey became less relevant as the time to conduct the actual first stage survey meant I eventually adjusted the final questionnaire to combine this with an interview, although the purpose was the same.

Oppenheim (1992) argues piloting helps to increase the reliability and validity of the questionnaire, and that everything about the questionnaire should be tested. This gave some indication how the questionnaire would work with those on the enterprise course. The pilot students were not going to take part in the actual investigation which would avoid my survey being corrupted. This had both advantages and disadvantages. There would be little corruption of the actual survey through previewing the survey, however in the pilot survey, students might have no interest at all in the subject and answer in a light hearted or superfluous manner. To counteract this I used students on the pilot who had been serious in their studies and who appeared to have a mature outlook. The first survey questionnaire was used with these non-participating students and an informal group discussion collected any faults and advised on wording adjustments. The pilot study was undertaken with a group of five experienced students who had experience of previous enterprise courses. While it was intended that the first actual full survey would be done on students who had no prior engagement with the type of enterprise course being delivered, I expected by the time they had finished their course the two groups of students would be able to make sense of the final questionnaires and interviews and I

expected much deeper answers to be developed in the interviews. The pilot survey and the full first survey highlighted the large amount of time it would take to conduct the final stage of questionnaires and interviews due to the depth of responses I received. I became worried I would not be able to complete the second of the survey as planned. I therefore took the decision that the second sweep, the final questionnaires would need to be more complex than the first survey to gain as much information from as possible and I was worried the second survey would become too time consuming, and I would not have time to interview all the students before they left. I determined therefore, the questionnaire should begin in the final course session after the placements had finished, rather than after the final session, and I would interview students in the same week on return of the questionnaire. As it was the interviews took over 3 weeks but I did manage to interview all the students.

The first actual questionnaire survey (n=36, n=47 for Enterprise Education and Professional Practice courses respectively) was conducted prior to the course starting and consisted of two sections. The first was an information section to help develop an overall student profile for each of the groups in order to compare backgrounds, age, gender, previous exposure to enterprise and learning styles. Learning styles questionnaires had been covered for all students in year one and they all had an awareness of their own preferred learning styles although the purpose of this latter section eventually became different from my original intention, as I found the critique of learning styles by Coffield *et al.*, 2004). This section was optional as I felt enough students would give this information freely once its purpose had been explained. Diener and Crandall (1978) felt the right to choose to participate is a key component of informed consent, which was my guiding ethical approach. All the students filled the whole of the questionnaire in,

including the name. This section provided an overview of the students and needed little interpretation but the data would need to be recorded and categorized. This would then be used to assess the influences on the students prior to the course, and as a check to see if the students had any particular traits for enterprise from work, family, or if a particular age group or learning style affected their choice of course and approach to study. I felt this was important to the research base as it was possible students might not be attaining due to factors associated with enterprise or the course pedagogy, but due to a particular affinity to the course because of background or other experiences. Knowing this would help identify learning due to the course, rather than due to an affinity caused by background. The second section was a Likert type questionnaire (see Appendix One: Pre course questionnaire). I used a Likert scale to test attitude and motivations. Likert type questionnaires are widely used in higher education to gain student perceptions, (see Gruber *et al.*, 2010; Ramsden, 1991). Cohen *et al.*, (2007: 325) argues Likert type rating scales are ...‘very useful devices for the researcher...’ where a ‘degree of response, intensity of response...’ is required. These also have the advantage that they can also easily be used to produce numerical answers and converted into grouped statistics for comparative study. The questions were mixed up to ensure each question was dealt with on its individual merit rather than as a sequential group. To help with thematic interpretation later in the study, I based questions on a mix of Maslow’s Hierarchy of Needs (1943), sociological oriented questions from the ideas of Freire (2009) and Bourdieu (1972). In my study I felt there was a need for some method to measure the student’s feelings towards enterprise in education prior to the course and then compare them to the responses at the end and Likert scales suited this purpose too.

This questionnaire was handed out to the two groups at the beginning of our first induction meeting with a full explanation of the purpose of the research and advice that students were under no compulsion to take part, (indeed ethical considerations demanded this) but I explained I would like them to complete subsequent surveys and interviews if they agreed to do this one. Questionnaires were then collected at the end of the session. This survey would be used almost immediately to inform the next stage of data collection, the first interview plans.

The first stage interviews (N=36, n=47 Enterprise Education and Professional Practice respectively) were conducted in the first weeks of the course to try and avoid too many ideas from the course infecting the student's perceptions of what they were dealing with. The interviews were conducted with a standard plan to form the basis of a standardised interview, and began with the same questions for all students for good practice (LeCompte and Preissle, 1993). These were open questions, see Appendix: Two Stage One Interview Plan, and designed to examine; why students had chosen on the course, what they thought their best method of learning was, and any distinctions they might draw between a purely academic and a work base learning oriented course. A direct open questioning approach focused on the specific topic of enterprise allowed me to develop the first answers, and form an in depth picture by developing these answers to form a rich picture of the students prior to the course beginning. After attempting to transcribe the first couple of interviews during the interviews myself, I used a voice recorder and paid for the transcripts to be typed up professionally.

The overall approach at the first stage of data collection was designed to assess if the students had a common conceptualisation of the type of enterprise learning they were likely to encounter. While the findings are fully discussed in Chapter Four, by the end of this process I felt I had enough to develop a student profile and some tentative ideas to begin my search for enterprise pedagogy.

The second stage of data collection of this study came with the final stage of questionnaire and interviews. This was done quickly towards the end of the courses as students began to finish their year and find work for the summer, or leave on completion of their degree. In the second stage survey I gave out and collected over eighty questionnaires, and interviewed over 80 students. This questionnaire was different than the one I envisaged at the beginning of the course as the pilot had shown the time to do interviews was considerable and shorter interviews were needed but they had collect as much data as possible. The second questionnaire is shown in Appendix Five: Stage Two Questionnaire. This questionnaire continued the process of becoming more focused on the actual learning involved in the programme, and had three main sections. These were titled attainment, motivators, and general factors. These somewhat contends with my idea that this was a sequential mixed methods study, and had elements of concurrent mixed methods (Creswell 2009). However, this informative use of data to adapt data collection for refinement purposes is acknowledged as ethical by Creswell providing it informs the research study. The questionnaire is at first glance a complicated one but easy to use once explained. As a result it was carefully introduced to the students. The final interviews were a development of the questionnaires and as such formed a standard interview during which depth was sought on a series of defined topic areas, a structured,

focused interview (Cohen *et al.*, 2007). These final interviews brought out the main themes from which my enterprise pedagogy developed.

Data Analysis

I analysed the data collected in two stages, the first stage questionnaire and interview, and then the second stage post course questionnaire and interview.

Data from the first questionnaires was considered in two separate stages too. I needed to do a brief analysis of the question responses to inform the interviews so I reviewed them briefly initially for any interesting or unusual phenomena which might advise the interviews. This was done by reading through the responses the weekend after questionnaires were completed, and completing a simple numerical analysis using a five bar gate tally system to see if it highlighted anything which might need immediate exploration in the interviews. The second, more detailed stage of analysis was done later in the year, over Christmas. I tested a number of approaches before deciding to produce comparative percentage bar charts to aid visual interpretation and describe the meaning of the statistics. These are shown in Appendix Four: First Stage Questionnaire Results Shown Graphically. Reformed these into the original themes, and begin the search for ideas to use in the Post Course Survey. The interviews were done by myself to the plan shown in Appendix Two: Stage One Interview Plan, and depth sought using supplementary questions. The analysis here was done by drawing themes together and identifying recurring themes or points individual students felt strongly about. These were explored for relevance in the light of my literature review as it stood at the time and as a method to

check for variables which might affect responses in the second survey, for example the source and prior level of knowledge of enterprise.

The second stage analysis was done using the, Post Course Survey shown in Appendix Three. This questionnaire was set out with themes to explore identified during the first stage survey and through my academic reading over the year. As scores were given on the basis of learning or motivation on these themes, it was easy to take this into the interviews and develop the themes which seemed important to the students and gain depth and understanding through questioning. The comments made by students against each theme helped this process. Over summer collated the numerical responses and produce group percentage scores which I used to assess the overall feelings of the groups. From the comments I made thematic groupings and drew in key, or typical statements a part of a group narrative of important motivators or learning experiences.

Chapter 4

Pre Course Findings and Discussion

In this chapter I outline my findings in the first phase of data collection at the beginning of the two studied courses. I consider data from Liverpool Hope University's Annual Monitoring Report (2007/8) to compare the marks from my studied courses with students from other courses in the same years. I outline and discuss my findings from the pre course questionnaire (Pre Course Questionnaire, Appendix One) and re-constitute the questions into their original four themes, social policy, moral viewpoint, learning, and employability. The questions had been mixed up randomly for good practice prior to being issued (see Guttman, 1945, cited in McCormick, 1945). To begin the process of identifying important concepts from a student group perspective for this first stage survey, I re-constructed the themes above and prepared a series of comparative three-dimensional bar graphs to discuss the results and produce a description of pre course profiling of the two groups. This section forms a descriptive statistics analysis and identifies the basic features of the studied groups.

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. (Trochim, 2006:1)

I continue the development of themes by discussing findings from the subsequent interviews of the students using a pre-prepared interview plan (See Appendix Two, Stage One Interview Plan), and develop a profile of each group advising on their overall perceptions of enterprise, social policy, moral viewpoint, learning, and employability to develop a profile of each group. Finally, the chapter discusses the group with regards to

aspirations and intentions, and begins to suggest possible learning and motivational themes that I develop further in Chapter Five, Post Course Findings.

To ensure I was comparing similar populations in my study I decided to leave out part time students from the same course run at other university sites, St. Mary's College in Blackburn, and Holy Cross College, Bury, because my previous research, on the motivations of these students, showed they had a very different profile in terms of age, aspirations and ability (Gazdula and Chambers, 2005, Gazdula, 2009). This began my efforts to reduce the variables the two enterprise groups and the rest of the Education Studies cohort so that I was comparing like for like students as far as this was possible.

Archival Investigation

The first part of the post course investigated if the studied population of students attained better on the enterprise programmes. To do this I accessed Liverpool Hope Universities Annual Monitoring Report for 2007/2008. This showed the percentage of students achieving A or B grades in the enterprise courses, was higher when set against the percentage of students achieving A or B grades from all of the other full time Education Studies pathway courses for 2007. This showed mark attainment had increased while on the course. The second year Enterprise Education students, achieved the following; 29% of grade A's compare to the general population of second year Education Studies Pathway students, who achieved 11% of grade A's. 47% got grade B's compared to 31%, but 24% of grade C's compared to 40%. This pattern was accentuated in the third year Professional Practice group. Here 42% of students achieved A grades as opposed to

only 11% of third year Education Studies Pathway students, and 20% achieved grade B's as opposed to 39%. On the surface at least this would show there was an increase in attainment on the two enterprise education courses, but these figures could have been accentuated by other factors needing exploration, for example this group could just contain the most committed students.

Drawing definitive conclusions about achievements from grades can be difficult. All but the most basic type of assessments (simple multiple choice, mathematical questions etc.) will contain an element of subjectivity (Atherton 2002). Yorke (2009), argues there are many factors which affect grading including general grade inflation, the type of teaching -for example mastery learning pushes students towards higher grades, the assessors particular experience of a subject and a host of personal factors including number of assessments marked, marking time available, number of assignment being marked and levels of concentration. However student marks were a place to start investigating attainment and motivation, and the quality controls within the assessment process will help to minimise these other effects as far as possible. The two studied courses had separate markers, standard quality controls, such as second markers, external sampling, and examination boards with external examiners, so these results above give an indication that further investigation was worthwhile. Using a mixed methods approach I developed these results into a student profile using questionnaires and then investigate further using interviews during the subsequent stages of my investigation.

The results from investigating university attainment statistics supported my overall hypothesis that something was happening to the students within these groups, as the

average grades for these groups were higher than comparative grades in other courses. Moreover when the student marks were compared against their other course marks, these too were higher. This could mean one of two things. The enterprise education students had improved academically over other students, or academically better students had come on the enterprise courses. Academic improvements were reported after students had been on placement is reported by Gomez et al., (2004), and Mandrilas (2004), and Moores and Reddy (2012) while academically better students choosing placements was tentatively reported by Duignan (2003), in his study of business student placements.

Assessments and Validity

Grades are also affected by other factors. Assignments contain a strong element of subjectivity (Yorke 2009; Atherton 2010). Lecturers who assess are likely to put their own individual interpretation on student work and this could mean the markers were being influenced by other factors causing the grades to appear inflated. For example, tutors might have been biased towards their students after being impressed with other aspects of student's performance, such as running a successful school club, and carried this through to the marking of assessments. Lamming's (2004), view that assessment judgements are relative would also support this. If a tutor felt a student had been responsible for leading a successful class or club, then it is possible they would accept the notion that the students were successful too, and that this could carry over into the marking of assessments. Duncan and Noonan (2007) found other influences that affected assessment practices and grading. Writing from a secondary school perspective they argue a number of factors can affect grading rather than academic ability. This includes the size of the class, size of the school, and some non-cognitive practices like effort

improvement, and behaviour. There are also a number of writers who suggest grading is on the increase generally but not due to students becoming more capable (See Yorke, 2002; Elton 2004; Johnes and McNab, 2010). However if these articles were correct and my grades had been affected only because of general grade inflation, all the population grades would have increased, not just a group within the total Education Studies population. These articles also contribute to the idea that assignment marking is certainly not a fixed process and there is some flexibility in grading. The effects of bias from researchers as active participants in the process is widely reported, see Rokeach (1973), Greenbank (2003), Hammersley and Gomm (1997), and Cohen *et al.*, (2007), and this too could this have influenced student grades, although a non-researching tutor marked the Professional Practice group assignments, which should have caused some correction in the overall results, but grades on this course seemed to accentuate the effect of the placement suggesting these factors too were not evident.

Bloxham *et al.*, (2011) argue mark adjustment and inflation due to subjectivity is not necessarily prevalent. In a survey of 12 higher education tutors they observed thinking aloud while marking, they noted there was a strong feeling of accountability amongst tutors, with the strongest sense of accountability coming from lecturers who also had roles as external examiners. Bloxham *et al.*, (2011) argue this was seen as a far stronger factor than institutional quality assurance demands, and note, this comes into play when mediating decisions about feedback. They also notes tutors are put under subtle pressure to try and keep to an average grade near to those of other tutors and be seen as not too soft and not too harsh. This in effect is an informal moderating system underpinned by peer pressure. Some of these factors were evident in the full Education Studies Pathway course team. Tutors had regular course meetings and verbal comments about a high

mark or a very good student occurred regularly. This can make tutors, especially new ones, feel uncomfortable about giving too high or too low marks and cause a general grouping towards middle grades. Bloxham, et al., (2011), also observed a thinking aloud marking session, to consider assessors behaviour when marking A level Geography scripts, and reports similar findings to her previous work. These papers develop a highly complex model of assessment practice but Bloxham *et al.*, summarise by recognising markers can be influenced by factors beyond the assessed work such as previously seen work and the level of experience of assessors.

To try and ensure marking was done in a professional manner, I followed the principles of good institutional assessment practice when designing the courses and University accreditation and quality assurance system supported this. While this system is designed to ensure assessment results are fair and reliable, I recognise the system itself can affect grades (Yorke, 2009). At the accreditation stage I felt some form of comparable guidelines and moderating system for these courses would be a useful, and produced and used strict marking criteria for the assessments on both programmes. In the first instance tutors would have to mark with these in mind. Also by using two large groups and a non-researching marker with one group, the groups formed a correlation study with the variables being the different approaches to placement, and for assessment marking the use of a different tutor assessor. Using Rokeach's four modes of conduct (Rokeach, 1972), to aid my personal reflexivity, I felt it was right to pursue the study at this stage because the grades showed an increase, the non-researching tutors mark was higher than mine, and something was occurring that needed investigation. I was confident this was the right approach, as I had to make sure I had something worth exploring. My personal stake in the project at this stage was high but not so high it would have finished the study

if the grades indicated nothing unusual. I could have continued with a qualitative study on motivation. Even if the grades had been the same for non-participating Education Studies students, I could have explored why grades had been maintained with the reduction in direct teaching time. My social concerns were with the students, who may have been missing out on an academically enhancing experience by attending the enterprise courses rather than classes.

Further consideration of my own role as a researcher and assessor, led me to contemplate my input into the course content, my pedagogical approach and assessment design, which could embed within me intrinsic or subconscious personal expectations of the course, and which might bias my view of its success or otherwise, and in the case of assessments perhaps a participants view of the outcomes. This type of bias as discussed earlier is acceptable providing it is recognised and work is undertaken to minimise its effects (Rokeach, 1973; Greenbank, 2003). By recognising I was operating as a participatory advocate allowed me to plan for this bias as far as possible, and I used a reflexive approach to highlight where this bias may occur. I was involved in the course in a number of ways and it is still possible I could have marked high. However even if this bias had occurred it should not detrimentally affect my final approach to enterprise pedagogy as this is supported in a number of different ways, including academic study.

There are a number of models of good assessment practice but two complementary models begin the process of tempering any latent researcher bias caused by my proximity to the subject. Harvey (2009) argues assessment is a two stage process concerned with measuring the quality of inputs and outputs in assessments. The inputs are the

assignment development processes, the assignment briefs, while the outputs include the validity and the verification of student assessments and results. Bloxham and Boyd (2007) outline the following criteria for good assessment practice: validity, reliability, effectiveness, comparability, consistency, equity, practicability, transparency and applicability. This is a useful model to assess the University quality assurance processes and is shown in Table 4.1, Effective Assessment Guidelines (adapted from Bloxham and Boyd, 2007).

The accreditation of new courses requires predetermined learning outcomes to be discussed at a validation board thus helping validity. Learning outcomes must be clear and available to students, tutors, and internal, and external examiners alike. In addition the courses mentioned here used standard academic assessment outcomes from the appropriate year of the Education Studies pathway and each assignment had specific assessment criteria (assessment criteria and formal learning outcomes became a key point as this study progressed and is discussed under learning methodologies in Chapter Five). Validity ensures the testing of participants is done in a fair and consistent manner and marks are comparable. While standard quality assurance processes at the University would have formed the basis for this, I determined at the planning stage I would compare my marks against those on other modules. The effectiveness of the assignments is also under scrutiny here as my assignments could have captured some of the deep learning on the two enterprise modules. Deep learning is defined and characterised by Ramsden (1992) as the intention to understand, and where learning relates previous knowledge to new knowledge, relating knowledge from different courses and relating theoretical ideas to everyday experience, emphasis is internal, from within the student. These characteristics are referred to in later chapters as they appear instrumental to the type of

learning I felt I was observing, and eventually led to Siemans (2006) ideas of connectivism and Illeris's (2007) ideas on transitional learning which are further discussed in Chapter 4.

Concept	Description
Validity	People involved in the assessment process can see the assessments have clear pre-determined learning outcomes and marking is consistent
Reliability	The testing of participants is done in a fair and consistent manner generating comparable marks across assessment tasks
Effectiveness	Encourages a deep approach to learning through assignments
Comparability and consistency	Comparable approaches to assessment across programmes to be used
Equity	Students should enjoy equal opportunity to demonstrate their learning
Practicability	Tasks must be practical in terms of completion and marking time
Transparency	Criteria, rules, regulations, processes and procedures must be clear and capable of challenge
Attribution	The works has been done by the candidate

Table 4.1: Effective Assessment Guidelines (adapted from Bloxham and Boyd, 2007).

The assignments themselves should encourage a process of comprehension, self-development, critical thinking and reflection, organisation, and structures content into coherent whole. Comparability and consistency begins with the accreditation of new courses as assessments are advised at course accreditation stage and agreed by an academic panel. While the assignments of each enterprise course had a consistent input in terms of content, they were flexible enough to allow different outputs from the students while still allowing them to cover the learning outcomes. For example being asked to complete resource packs on school clubs or do training needs reports for organisations would not have produced like for like assessments. None of the Junior

Dragons Den groups ran their school clubs on the same topic, and all the training needs were done on different companies or different situations. To ensure these assessments were reliable, the students were marked not on the actual practical content but on components, which could be consistent and comparable. For example, resource packs were marked on the approach to planning of sessions, academic justification of the teaching approach and reflections on what was learned from sessions, not on the successful outcomes of the sessions. Training needs reports were assessed on the investigative approach, methodology used to collect responses, the analytical aspects of the report and its professional approach to organising the findings rather than the findings themselves (The original full learning outcomes are discussed in Chapter Six, Table 6.1:2007 Enterprise Course Learning Outcomes (Taken from Module Descriptors. Liverpool Hope University: 281). The outcomes from this process, the student assessments, are marked with a sample across the mark range (10%), these are then double marked by another tutor not teaching on the course, and then forwarded through exam boards before verification by an external examiner, a senior academic from another university. Equity between the achievement of outcomes for students on each course, was therefore relatively easy as the requirements were clearly described and explicit in writing and explained verbally. Equity is also covered by the University quality assurance process, which ensures students get equal access to all aspects of the assessment process including appeals, and practicality was centred on the placement period, as students were given the time of the placement to collect information, and the standard university time of three weeks to write them up. Transparency and attribution was assured by the quality assurance process and by regularly revisiting the learning outcomes of the courses, beginning with the course handbook and re-affirmed throughout the course into the consultation sessions. Ensuring the assessments results were sound

and fair therefore underpinned my approach and verified by the University quality assurance processes.

Nicol (2007) outlines 10 principles of good practice, and this develops the processes discussed above into good classroom practice. Table 4.2: Ten Principles of Good Feedback Practice, (Nicol 2007) is shown above and begins a formative discussion of the best type of assessment processes and assessments for enterprise courses (taken up in Chapter Five: Post Course Finding and Analysis). Nicol advises that students should engage actively with criteria and standards and even extends this to argue for their involvement in assessment settings. My studied enterprise courses had more distinct assessments than the previous year's course assessments, where generic assignments were used or adapted slightly, and the students were encouraged to use the consultancy sessions to discuss and develop ideas for assessments within the broad tasks set. Time and effort is also identified as important, and the assessments attempted to encourage students to develop their own ideas from a conceptual base or theory, apply them, and reflect on them so they could form an assessment of their actions and form an understanding of their experience, as advocated by Saljo (1979). Self-assessment and feedback was available in the consultation sessions as students often had to talk through the practical aspects or running clubs or interviewing staff which fed into and advised the student's assessment, a process which lasted longer than the placement, as some students started their placements early. As the study progressed I discovered the enterprise elements in the assessments had also added to the motivation and esteem (Maslow 1943), self-efficacy of students (Bandura 1986), which is developed in Chapter Five.

Feedback and dialogue were an integral part of the learning process in the consultancy sessions. Some students found they had additional help in the form of teachers or training managers while on placement work. While students were allowed a reasonably broad remit within bigger assessments, for these courses, they were not given as much flexibility as previous enterprise courses. Nicol's ninth criteria, argues for support to the development of learning communities, and this to was feature of this study. I had felt that a very specific type of learning had occurred the previous year on the Supporting Learning in Schools course, as students worked in groups at Everton Football club which went beyond the course learning objectives. This was tested in these study groups as the Professional Practice group worked individually on projects, while students worked and learned in groups on the Enterprise Education course. It does look as though learning communities (Wenger, 2008), where people come together and learn off each other, were formed in the second year course. However for the purposes of discussing the assessment process and attainment, it does not seem to have made any difference in a positive way to the Enterprise Education students because, while their results are slightly lower than the Professional Practice group, they are not widely different which suggest learning communities may not have a key factor in assessment results. Nicol's final criteria argues course tutors should use feedback from the assessment process to help adapt teaching to student needs, something I have attempted to do throughout this dissertation.

Overall, it seems the assessments, assessment process, and marking, followed recognised good practice frameworks. There was one further approach to this research that affected the assessments and made the validity of assessment results as secure as possible. That was the use of the two enterprise groups as a correlation study. A correlation study is the

study of two variables to see if they behave in the same way to specific events or actions (Trochim, 2006). In the context of testing assessments the two variables are the groups. If they are both doing enterprise courses and the assessment result increase out of synchronisation then it should be safe to say then the increase is due to some factor relating to enterprise such as the learning approach, placement etc. The two courses followed the same type of thorough quality assurance and verification processes for

<p>Good assessment and feedback practices should:</p> <p>1. Help clarify what good performance is (goals, criteria, standards). To what extent do students in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?</p> <p>2. Encourage 'time and effort' on challenging learning tasks. To what extent do your assessment tasks encourage regular study in and out of class and deep rather than surface learning?</p> <p>3. Deliver high quality feedback information that helps learners self-correct. What kind of teacher feedback do you provide – in what ways does it help students self-assess and self-correct?</p> <p>4. Encourage positive motivational beliefs and self-esteem. To what extent do your assessments and feedback processes activate your students' motivation to learn and be successful?</p> <p>5. Encourage interaction and dialogue around learning (peer and teacher student). What opportunities are there for feedback dialogue (peer and/or tutor-student) around assessment tasks in your course?</p> <p>6. Facilitate the development of self-assessment and reflection in learning. To what extent are there formal opportunities for reflection, self-assessment or peer assessment in your course?</p> <p>7. Give learners choice in assessment – content and processes To what extent do students have choice in the topics, methods, criteria, weighting and/or timing of learning and assessment tasks in your course?</p> <p>8. Involve students in decision-making about assessment policy and practice. To what extent are your students in your course kept informed or engaged in consultations regarding assessment decisions?</p> <p>9. Support the development of learning communities To what extent do your assessments and feedback processes help support the development of learning communities?</p> <p>10. Help teachers adapt teaching to student needs To what extent do your assessment and feedback processes help inform and shape your teaching?</p>

Table 4.2: Ten Principles of Good Feedback Practice, (Nicol 2007)

assessments and each had independent and separate second markers so the marks should have been valid and reliable. In addition they also had different tutors. I was aware of the possibility of bias, and my own influence on the study as I both tutored and researched the Enterprise Education and have reflected carefully on this. It is worth noting here that some academics argue that tutors, researching their own teaching, and student learning, are a necessary scholarly activity in its own right (Boyer, 1990;

Hutchings and Schulman, 1999). By using another tutor for delivering and marking the Professional Practice course, I attempted to provide a level of control to the research. I also hoped the second group would limit the effect of individual pedagogical styles, marking bias, and developmental approach to assessment. My hypothesis that motivation and attainment had increased, due to some factor relating to the enterprise courses, seemed to have value as the results and sampling of work was passed by internal validation boards headed by senior academics, and a final board with an external examiner and went forward to the students final degree classification. On reflection the improved grades might still have been due to the thoroughness of the general assessment approach but this would still provide a sound basis for investigation.

Stage One Questionnaire Findings and Analysis

This section of the chapter sets out the findings from the first stage Likert Type questionnaire (see Appendix One: Pre Course Questionnaire) and the first stage of interviews (See Appendix Two: Stage One Interview plan). The first stage of the questionnaire asked students to consider the following, background, age, gender, and previous exposure to enterprise. This personal data was to help analyse the background of the groups and to help assess the student's reasons for starting the programme. For example it would have uncovered if students had some previous experience of enterprise, which had perhaps embedded an external trait or motivator that might mean they would excel on an enterprise course under any given circumstances. This could include the observation of a parent achieving great success due to an enterprising project and not due to any particular aspect of the course. The second section (Part B) sought student attitudes to enterprise under a series of thematic headings related to enterprise education,

namely, motivation, social concerns, personal learning styles, employability persuasion and view of socio-political policy.

Questionnaire One: Part A

The first section, Part A, requested personal information in a qualitative format and initially asked when the students felt they learned the most. The results gave a range of answers from each of the two groups with the largest group feeling they learned best when they had done something practical and were given time to reflect on it. This accounted for 25% (n=9) students on Enterprise Education and 24% (n=12) on Professional Practice. The second largest grouping felt they learned best when they had read something and were given time to reflect on it. This accounted for 6 (19% (n=6) Enterprise Education students, and 16% (n=8) of Professional Practice students. While these numbers are not large they are remarkably similar and I set out to see if there were any figures available within the University that might put this into a wider context, but no relevant information was available. Reflection to make sense of practical projects is advocated by many academics (see Kolb, 1984, Reavons, 1998, and Warburton *et al.*, 2005), and at an early stage in my analysis I began to think this might be an important aspect to learning in enterprise situations. I subsequently began to consider if there was a need to move from pre-determined learning outcomes to post programme learning outcomes for enterprise courses, so students would be able to realise all the benefits of learning from an enterprise situation. Students might not know what was important to them until after they had learned it. This would mean the use of reflection might be rather different than reflecting on an experience to make sense of it. First students might need to fully contextualize and comprehend the importance of experiences before

reflecting on one's which were important to them personally.

The third and fourth questions were on gender and age. Few useful conclusions could be drawn from the gender question as it related to this study but I wondered if age in particular might mean people have more experience of enterprise. Age showed a general average profile of 20 years and five months in the second year Enterprise Education course and 21 years and nine months on the third year Professional Practice course. Statistics were available on the University Student Information Tracking System (SITS 2008), which showed the general student populations were very similar to the average age of my study groups so my notion that enterprise students were older than the general population and so perhaps able to assimilate working situations into knowledge and grades better, proved unfounded.

Question Five asked if the students had other family members at university. Mufti (2005) identified that Education Studies as a pathway had a larger number of students than average with no family members at, or previously attending university. This was thought to be because the pathway was recognised as a path to teaching, and teaching was seen by students with no family history of university as one of the professional jobs they had experience of through the schooling system and seen as a good investment when seeking work. Anecdotal evidence gained through talking to the students also indicates it is seen as a softer option than other programmes of study such as science. There was also the possibility that students saw teaching as an easier academic option than other professional subjects such as law and grade requirements were lower. Again the results

gave nothing definite to work with, but did contribute to the general correlation of the groups. 17 (45%) students had family at university on Enterprise Education and Professional Practice 22 (also 45%). I had initially considered following this up to distinguish if there was any difference in the approach to enterprise of students with a family history of university attendance and a history of going straight into work, to see if their enterprise attributes differed but came to the conclusion that isolating these students would be very difficult to do and tracking them through the programme almost impossible. However this did show there was no great pull towards enterprise courses from a specific social group. Students on the enterprise courses had come from a cross section of socio-economic backgrounds. I had also wondered if enterprise might attract people who saw the need, prior to the course, to use their degree to gain employability skills and strengthen their C.V. by adding skills and experiences not embedded within traditional courses. It is perhaps worth emphasising that Education Studies is an academically derived subject which differs from other education courses as it does not qualify students to enter the teaching profession as qualified teachers. Prior to the course I had considered the need to examine if this desire for employability skills might cause a rise in attainment and motivation, but at this early stage, this did not appear to be the case.

The final part of this section asked students if they had any experience of working, how many hours, and to give details if a yes answer was given. This series of questions was to find out if the course had proved attractive to students who had experience of work and perhaps hoped to use their work experience towards the course. Results here again proved inconclusive as approximately 80% of students on both courses worked or had

work experience and the majority on each course had at some time worked over 40 hours.

This is similar to the findings by Mufti (2007)

While the results were inconclusive in finding a specific category of students who had been attracted to the course, it did help the process of correlation by showing the similarities between students on the course with regard to background, employment experience, gender, and age. This section showed the groups were similar in composition in a number of ways, and any differences in their approach, objectives, and attainment were due to other reasons. Here again it is worth mentioning my own position as a participatory advocate and recognizing that I had a significant insider position in the Enterprise Education group, and at least a research interest in the Professional Practice group, although I was not directly involved the delivery or assessment of this group. My personal values (Rokeach, 1973), could have led me to interpret that it was the course that caused the attainment increase, but I was not ready to argue that at this stage in the investigation. However, something caused the increase, and it was worth exploring further, rather than making a definite proposition at this stage. Cooper, cited in Gilbert (2001) argues that good research practice helps alleviate bias and my approach here, through the use of quantitative data to begin, which by its nature is less interpretative, and a separate control group, would help to contribute to the reliability of results. However Greenbank ((2003) argues that interpretation of data also requires the researcher to be reflective and assess their own values when interpreting data. My own values are described and recognized in the context section of Chapter One, and in Chapter Three. However as someone with a professional interest in having something to write about from this data I must concede that finding very little to research here would

have been disappointing, but again not critical to the study continuation. As described in my methodology chapter I have tried to keep a neutral perspective on the results and report these fully and honestly. It is worth noting on this point that at this stage of my investigation, the data is easy to interpret and the questions give limited scope for value laden interpretation, and while some of this data was held centrally and collected by non-participants in the process, some of this data was prepared by myself in the form of assignment marking, and the centrally held data was prepared by non-researchers as part of the quality assurance process.

Questionnaire One: Part B

The next stage of the Likert type questionnaire results were combined back into their original themes; social policy, moral viewpoint, learning, and employability, and the questions from each group and converted into percentages and then placed into comparative three-dimensional bar charts to aid visual interpretation. This allowed me to analyse the weight of feeling towards a set question across each of the two groups and describe the statistics. Descriptive statistics and simple graphical analysis form the basic approach to analysing all forms of quantitative data (Trochim, 2006). As the questions on the stage one Likert Questionnaire had been mixed up into separate themes, the first step was to identify the themes being explored and re-allocate the question to a specific theme. This is shown below in Table 4.3: Thematic Distribution of Questions from Likert Type Questionnaire.

The reconstruction of question themes brought four categories of questions. These were formed around social policy, their moral view of the purpose of education, learning, and

employability themes. These themes were to assess the views of students, as they would relate to their forthcoming course. Students from both courses took the same questionnaire. The first theme sought out social viewpoints to assess if the students felt the state should provide funding for higher education or if the students accepted that other methods, including income earned from work done on the enterprise courses, were also appropriate funding streams to support their education. The second theme drew together questions about the morality of introducing enterprise into education, and tried to form a profile of student's moral position on education. Again I considered that students should have some idea what enterprise education was about, even if it was

Theme	Question and No.
Social Policy	<p>1. Education should be solely the responsibility of the state.</p> <p>5. The UK government should provide all the funding necessary to ensure Higher Education is world class.</p>
Moral Viewpoint	<p>2. Showing primary children how to make a profit through trading goods should be in their curriculum.</p> <p>3. Enterprise is about activities aimed at making a profit</p> <p>4. Children competing in games which show them how to make a profit is immoral</p> <p>9. Doing work related programmes at university takes away the real benefit of learning which should be 'an invitation to disentangle oneself from the here and now.' (Oakeshott 1972)</p>
Learning	<p>6. Being taught in a classroom by an expert is the best way to learn.</p> <p>14. I can recognise when I am learning from events outside the classroom</p> <p>16. I chose a course with an element of work based learning because it would help me learn more.</p> <p>22. I am good at reflecting on situations and learning from them</p> <p>23. Learning new things in class make me innovative.</p> <p>24. I learn well when I can discuss events with my peers</p> <p>25. Working in a team is important to learning</p>
Employability	<p>8. Engaging with employers is the only way to ensure I learn the skills required by them when I leave university</p> <p>12. Engaging with employers will help me with my career in the future</p> <p>13. My degree grade will be the most important consideration for my future employers</p> <p>18. My degree modules so far have prepared me well for entering the world of work.</p> <p>19. Gaining the skills valued by employers should be an important part of my degree programme</p> <p>20. I am proud to be developing skills, which have a value to employers.</p>

Table 4.3: Thematic Distribution of Questions from Likert Type Questionnaire

vague, and that they would have a view on the purpose, use, function, and funding of education from the general educational debate on funding. I also tried to introduce a conflicting philosophical stance by including a question with a quote from Oakeshott (1972), a known opponent of introducing vocational skills into education. The rationale here was to see if the compulsory introduction to enterprise in secondary education had produced a general acceptance of enterprise, and therefore attracted students who had may have had affinity to the learning processes on these types of courses. This information was used with the profile gained from the first section of the questionnaire which showed most students would have some experience of enterprise in their school, as it would have been compulsory. This section also facilitated comment on the purpose of education as outlined by Bourdieu (1972), Friere (2000), Suissa (2003), and Goodman (1962). The third theme was learning. This was used with information gained from the first section of the questionnaire to assess if the groups had an affinity or preference to class based learning or work experience. Finally, the fourth theme considered employability. Anecdotal evidence suggested students had become more aware of the necessity of finding appropriate employment due to the introduction of student tuition fees and the loans system in order to keep the level of debt down. The motivation to work hard and get better grades may have been triggered by the realisation that the course could help provide appropriate employment or the by the nature of the course engaging students with the world of work and the realisation that this was now imminent for most of them. The questionnaire therefore provided the basis for a profile of the study groups, an assessment of attitudes and knowledge about enterprise in education, a baseline from which exposure to enterprise attitudes and motivations can be measured as students move through the enterprise courses, and begins the philosophical discussion of enterprise in education by assessing a contemporary group of education students against

competing perspectives. The following section used data reduced to percentages and the graphs in Appendix 4: First Questionnaire Results Shown Graphically.

Social Policy

This section deals with the findings from the questions on social policy, 1, 5, 15, and 17. Social Policy towards education has become an issue for many students due to the continuing withdrawal of direct student funding from university courses and its replacement by student loans, thus forcing students to pay for courses through increasing indebtedness. The withdrawal of direct grant funding for non-STEM (Science, Technology, Engineering, and Maths) courses, and a tuition fee increase announced by the Coalition Government in 2010, to a maximum £9,000, was followed by a number of examples of student centred social unrest in the UK. Student awareness of social and political factors will have certainly been focussed by these changes. By checking the students view on the role of the state in education I assessed if students felt they should be contributing to the University financially in ways other than through fees, for example through earning money for the University while on a course. This might be something to take into account when assessing motivators and attainment.

The findings from Question One assessed student opinions on the role of the state in relation to education proposing: Education should be solely the responsibility of the state. Question responses showed there was a clear response showing 80% of Enterprise Education students disagreed with this statement to some extent with the remaining 20% indicating they slightly agreed. No students agreed or strongly agreed with this

statement. Professional Practice student results showed a similar pattern with 71% disagreeing to some extent with the statement and 29% agreeing or slightly agreeing. No students strongly agreed with this statement.

Callendera and Jackson (2008), studying the impact of student debt on university and course choices of students, found choices were only affected by fear of debt amongst the lowest income group. Additionally they found this was reflected only in concerns at the general cost of living at their destination choice universities, rather than course choice, while other students saw the cost as an investment rather than debt.

In 2009 a Liverpool Hope University enterprise course student spoke as part of a cross university 'representative' group of Liverpool students at the parliamentary committee investigating fees. The student was from a lower socio economic background and was moved to write a subsequent open letter to the parliamentary committee, after the majority of students agreed fees should be increased. She stated that most of the students, who spoke at the original meeting, were from traditional universities such as Liverpool and from socially advantaged backgrounds. They were on courses such as medicine, where salaries on course completion would be considered very high for a teaching or liberal arts student. By 2008 though there appears to have been a general acceptance of tuition fees amongst those paying them (Callendera and Jackson, 2008), but this was not universal. By 2008 the idea of increasing student fees had been around for a while and there would have been a number of years for students to get used to the idea. It is possible students saw the enterprise courses earning money for the university through the sponsorship of fees, as a way of contributing to their fees without personally incurring increasing levels of debt. That the education students I surveyed, had opted for

an enterprise module which had attracted income previously, would certainly suggest this may be the case, and later questions helped me to examine the question more fully.

My questionnaire response here appears to show there is a general awareness by enterprise students of a responsibility towards their own education that goes beyond just a general acceptance of tuition fees. Students may feel they have little choice in the matter but to accept fees, which will inevitably increase, and therefore they have no choice but to take responsibility for paying more for education, but I feel this goes further. Many students realise the concept of fees as an investment rather than a cost (Callendera and Jackson, 2008), and could already be prepared for dealing with 'enterprise' as a general concept on entering University. My results show students generally saw all education as an investment rather than a cost, and it is unlikely from these results, that students were being motivated by debt, and that financially aware students were not attracted or motivated by increasing university income opportunities from doing an enterprise course.

Statement Five asked students to consider if: The UK government should provide all the funding necessary to ensure Higher Education is world class. On reflection this questions sounded a little leading but it was designed to challenge the findings of Callendera and Jackson (2008) and test their results amongst my studied cohort. I thought students might see a link between enterprise and the investment they were making in their education, and that this could have perhaps motivated them. Here students were more inclined to agree with this proposition with 62% of Enterprise Education students and 73% of Professional Practice students agreeing in some measure with this proposition.

Just 6% of the Professional Practice cohort disagreed. I realised on reflection, the leading nature of this question may have had some influence on these results, but I decided it did show students were aware of the general situation which could have affected their course choice, and that I should investigate this further at a later stage. As both second and third year students were becoming more reliant on debt to service tuition fees and accommodation costs, this would also identify their recognition of education as an investment, and perhaps allow them to consider the need for education to have an enterprising element. Nearly all students on both years agreed to some extent with the statement which, when combined with the previous statements, meant that although they were happy to see enterprise in educational institutions, there was still a feeling that some of their own education should be paid for by the state. I found this quite contradictory when compared to the first question. Students seem to be advocating a measure of enterprise in education but some were still happy to be reliant themselves on the role of the state. Perhaps students were happy to work in partnership with the state for their education without being willing or able to fund it completely themselves. Perhaps it is also worth considering that overall, it is only the point of payment which has changed as previous generations eventually paid for their education by a more indirect method, taxation.

Underpinning this section is the competing philosophies of what education is for, and importantly, what my students thought education was for. The romantic opinion originating from Rousseau, argues that education is for education's sake (see Rousseau, 1772; Oakeshott, 1972; Doyle and Smith, 2007; Hayes, 2007). However the notion that the state should be responsible for providing all education appears to be a distant ideal in the eyes of my students who were essentially educated in an increasingly functionalist

education system alluding more to the individualism of Friedman (2007) and Parsons (1964), and the role of education for supporting an economic society. Education itself is becoming ever more tied to the needs of society, work, finance, and employment as governments attempt to place financial support from higher education on to individuals and business, albeit more recently though financial necessity, rather than political ideology.

A number of ideological paradigms can be considered. They revolve around the way state financial support of education is viewed and the pressure, if any, it puts on students from a learning context, and if this translates into a motivational factor. The nature of the individual in education becomes important to this study as I develop my pedagogical model for enterprise. While functionalist ideologists argue education can be seen as a means whereby the state prepares people for a role in society (see Parsons, 1964, cited in Haralambos *et al.*, 2010; Dewey, 2001; Friedman, 2007), Suissa (2007) argues from a social anarchist perspective saying education should be more individualistic, but still focussed on providing an economic means for supporting oneself. Education should free students to empower themselves as individuals within an economically driven society. Others argue education should be for education's sake (Leonard, 1968; Hayes, 2007; and Goodman, 1969), delivered by an altruistic society to all, through governments without recourse to personal funds in order to create a better society. Marx and Engels (1848, cited by Burke, 2000) felt that education of the proletariat would eventually see the overthrow of the capitalist system thus providing a better world for the majority based on the communal ownership of wealth. However functionalist academics such as Friedman (2007) argue the state in supporting education is in itself expecting a return through the creation of people prepared for work, and indoctrinated to work in a capitalist system.

Goodman (1969) argues the education system itself, inadvertently prepares people for their role in life by teaching people for roles in their class (societal not educational). This role is created according to their background because of the middle class nature of the state education system.

The debate about the role of education and its relationship with work is closely reflected in a continuing skills v education debate in the United Kingdom. Employers continually ask for more work related skills in academic education, citing skills shortages. These are generally difficult to define but can include customer care, problem solving (Lambert, 2003, cited by Woods, 2009), teamwork and business awareness skills (Black 2010), and good general management skills such as planning and organising (Gazdula and Dalzell 2009). The introduction of employability programmes in education became important to the development of student learning, as I began to wonder if the societal pressures on students were playing a role in the improvement in motivation and attainment. Societal pressures to gain useful employment skills are put on students in a number of ways. The symbolic violence of learning of outlined by Bourdieu (Bourdieu, 1972; Bourdieu and Casseron, 2000) or the way students learn to be oppressed or limited in their achievement by class (Goodman, 1969; Friere, 2009), where students are effectively cast into a situation by the pressures of society, family, peers, and school, giving them limited choice to accessing resources and a limited return on educational investments. The pressures of learning to be useful and successful in a functional society and claim meritocratic awards (Parsons 1964, cited in Haralambos and Holbourne, 2010; Friedman 2007), or the pressure to be a good and useful citizen enthused by experiential approaches to learning (Dewey 2001), or the pursuit of liberating skills and knowledge (Suisa 2003). It seems therefore an acceptable to state societal pressures form an early

conceptual framework for individuals when considering educational choices, and their effect needs to be assessed for this study.

It would seem that while our study groups did not wholly support the idea that they should help to fund universities, they were prepared to support, or at least contribute, to their own tuition fees. It should be recognised that the respondents possibly already had preconceived ideas by agreeing to participate in an education system in which they saw their education being at least partially funded by themselves. They were perhaps unlikely to agree that education was solely the responsibility of the state when they had already committed themselves into a system where they were currently sharing that responsibility. While some students were willing to let the University earn money through their course some were not keen on the idea but this is discussed below as the first stage interview analysis progressed, and untangled this apparent contradiction.

The students I surveyed appeared relatively unaware of the longer term financial pressures caused by the student loan repayment system. I wondered if the debt burden incurred by taking on loans for tuition fees, accommodation etc. would motivate students to achieve, and that they might see a link between courses with employability skills and better paid jobs or early promotion when entering the workplace, thus facilitating the repayment of their debt. However it would appear the implications of a loan and carrying a burden of debt were not a big consideration for students on either course. My results here showed a philosophical position was not evident and did not appear to be a learning motivator, or encourage students to strive for better academic attainment.

Moral Viewpoint

In a survey I conducted in 2005 (Gazdula and Chambers, 2005), I assessed the different motivators between full and part time students and noticed a high number of students had chosen my University because of its ecumenical foundations. On investigating this further I found that ethical and moral considerations also rated very highly for students when they chose a university destination. This section assesses the student's moral feelings towards the teaching of enterprise in education. Statement Two tested the student's moral attitude towards enterprise by asking if: Showing primary children how to make a profit through trading goods should be in their curriculum. This statement assessed the student's understanding of enterprise in a little more depth. This examined the effect of enterprise and enterprise type activities on others. The use of the terms profit and trading, were chosen because I felt they might seem incompatible with the general ideas of education at a young age, and because of their particular connotations to capitalism and work. While students themselves might have seen it as important for people of their own age group to be engaging in some form of enterprise activity, I thought they might show a different attitude where children were concerned. Using 'trading' also kept the students from conceptualising in a way that could see profit associated with more regular types of teaching such as a paper mathematics exercise.

The initial results showed 90% of Enterprise Education students agreed with the proposition to some extent and 54% of Professional Practice students also agreed to some extent. However a high proportion of Professional Practice students, 46% of level H (year 3) students disagreed. The big anomaly appeared to be in the disagree section

which was chosen by 26% of Professional Practice students opposed to 0% of the Enterprise Education students. This was the first area with no real correlation and I investigated this further by condensing the figures again to discount the slightly agree or slightly disagree answers as having an uncertain opinion. When the results were condensed a much clearer distinction between the results was evident. Enterprise Education student responses show a majority, 54% who agree that showing primary school children how to make a profit should be in the curriculum. There are however 41% who are more uncertain about this. Few however disagree or disagree strongly, just 5%. The Professional Practice responses are more negative toward the proposition with only 18% of respondents agreeing, 49% being unsure and 33% disagreeing. There is certainly a distinction here and I investigated this in a qualitative manner in the post course survey. This might have had a number of contributory causes including similar previous experiences with enterprise in education at school, although the same experience is unlikely as the group were from a very dispersed geographical background. Few would also have been to the same schools and had the same experiences. Additionally if this were the case, perhaps due to a national initiative, the Enterprise Education Group would have had similar experiences too. Orton (1996) states personal beliefs are an important aspect of student beliefs and attitudes, and teachers pass on aspects of their beliefs either implicitly or explicitly. This view is supported by others including Goodman (1969), Bourdieu (1972), and Freire (2009). From this study however, the majority of students accepted that making profit was acceptable in the primary curriculum and perhaps shows the extent of the student's opinions on what the purpose of education is for.

The third proposition assessed students understanding of enterprise by asking for a measure of agreement on the statement: Enterprise is about activities aimed at making a profit. Most students in Enterprise Education slightly agreed and most Professional Practice students slightly disagreed. However a significant number from both groups disagreed with the proposition, seeing enterprise as something other than a profit oriented activity. There was a similar level of understanding between Enterprise Education and Professional Practice which I felt this was due to many students having some enterprise experience while at school. The students seemed unsure where enterprise and profit fit together, but a significant body felt enterprise was not just about making profit. The definition is in itself is important to this study. I have identified in Chapter Two that there is no commonly agreed definition of enterprise and have given my preferred definition. Where terminology is vague and the understanding of difficult concepts occur in research, it is important the observer and study group should be able to converse using comparable terminology and have a reasonable assumption they have a like for like understanding of conceptual ideas, even where definitions are not completely clear. When I interviewed the students later, they did have a good general understanding of enterprise, often through exposure to enterprise projects at school, even when they couldn't give a definition of their own.

Statement Four asked students to consider whether: Children competing in games, which show them how to make a profit is immoral. This was set as a challenging statement and I felt the use of an emotive term such as immoral might be used to test the student's strength of feeling on the issue. However, only 4% of Enterprise Education students agreed with this. More Professional Practice students agreed, with 7% agreeing and 23% slightly agreeing. It was at this stage I began to wonder if third year student opinions

were firmer, or due to their time at University making them more confident in giving more definite answers. A general investigation of data examines these results in the qualitative part of my investigation. My early feeling that educators could have a moral objection to this (see Oakeshott, 1972), was unfounded with the Enterprise Education group but the Professional Practice group responses were less clear. Just under a third of this group disagreed while almost two thirds were unsure. Making a profit and trading is not a feature of the primary curriculum in the UK but the National Curriculum considers financial capability and enterprise education important enough to see it as an important part of teaching the curriculum.

Enterprise education enables pupils to develop confidence, self-reliance and willingness to embrace change. Through participation in mini-enterprises pupils can practice risk management, learning from mistakes and being innovative. (QCA 2008)

A negative view by education students in the light of such guidance allows us to draw two assumptions from the response to this question. Students still retain very strong personal beliefs even in the light of a governmental led enterprise approach to the curriculum. There is some natural resistance to introducing aspects of enterprise into the curriculum of primary children but this is by no means an overwhelming feeling among students. It is possible that Level I (yr2) students have had a little more exposure at school to this sort of enterprise activity than Level H (yr3) students which could be a factor in the different results, but I think this is unlikely. This would be a serious inhibitor to students learning on enterprise courses, if they had moral or ideological antipathy to introducing the idea of work in the curriculum of the very young. However these students still might not have found it an inhibitor to learning, as the previous

question response suggests they may not have seen enterprise and profit as the same thing.

The final proposition of this themed section, number nine, stated: Doing work related programmes at university takes away the real benefit of learning which should be a chance to remove the pressures of society and learn for learning's sake (Oakeshott 1972). This was the first real test of the study group's opinions about the philosophy of the course they were about to participate in. In both groups the large majority of students disagreed with the statement. It is worth noting here that my own values may affect the interpretation of the results. Rokeach (1972) argues that reflexivity is important and affected by my own values. While I attempt throughout this thesis to work as a neutral observer I have outlined myself in Chapter Two as being in a research role as an advocate/participate, and as such considered my effective interpretation of this data. My own view on this is that learning should be for its own sake but individuals should make the best use of learning in some way to avoid it becoming an inaccessible repository of knowledge.

Question nine, assessed if students had a conceptual framework for education which recognised, or even envisaged, the prospect of learning for learning's sake (Oakeshott, 1972; Leonard, 1968; Hayes, 2007). The negative answers given to this proposition did begin the process of uncovering vocational motivators for doing the course. Students as a whole on the enterprise courses did not appear to align themselves to the view that education is for education's sake, but as my further investigations discovered, they are

embedded in a concept of vocational realism, and students may see their efforts at university as a means to an end.

There was also the possibility that while Education Studies is an academic, rather than practical programme, students of education see themselves as being on a vocational path anyway, even if the course is not strictly vocational. The title of the programme itself suggests the course is a study of education, which is a vocational sector in its own right. The narrowness of vocations open to education studies students has broadened considerably in recent years but they are still on a very singular subject based course. I felt here, perhaps Friedman (2007) and Dewey's (2001) ideas on the usefulness of education to society, and my notion of it serving the purpose of an individual, coincided and the students saw enterprise education as a functional tool to help them achieve their societal ambitions of a job in an area vocationally related to their studies. This would begin to satisfy a number of Maslow's (1943) lower order needs by allowing them to see the possible future financial benefits and higher order needs through gaining a professional position. At this stage of my investigation I thought it might make students strive to attain in their placements and academically, if they could see the link between this course and their ambitions but by the end of this study concluded the link between placements and attainment realized this was just one of a number of contributing factors. The second stage interviews brought out themes relating to this aspect and are fully discussed in Chapter Five and Six.

Overall I felt moral aspects might leave the enterprise groups facing a dilemma and asked contentious questions about the role of enterprise in education. The difference in answers

here uncovered a group who might be ideologically opposed to enterprise in education but this did not affect the results. Morality is a higher end motivator in Maslow's hierarchy of needs, and having moral objections might interfere with these motivators. Gazdula and McCormack (2009), in a study of academics found that very strong personal motivation came from a sense of achievement and pride, the higher of Maslow's motivational factors, and these could overcome many inhibiting de-motivational factors even when they were still present. The need to learn appears to be a very powerful motivational factor in its own right.

The longitudinal survey I conducted on student university destinations (Gazdula, 2009) identified that moral judgements are considerations for students when choosing educational courses and settings. If students had moral objections to what was being taught, for example introducing the concepts of work at a very young age, this could have been a serious inhibitor or de-motivator to learning. At the beginning of the study however there was no way of telling if this would be a factor in the students attainment on the course as previous courses had not had quite the same direct links to capitalism and profit. The Supporting Learning in Schools module run previously, had kept students fairly well insulated from the concepts of profit and business, in a way in which the two courses described here had not, so it was a worthwhile exercise. Ultimately the students on both courses were able to retain some elements of moral justification, even Enterprise Education students who may have disagreed with children being shown how to make a profit. It would appear that the motivational factors of the enterprise courses had subsumed any de-motivators (see Gazdula and McCormack, 2009). The following sections begin the attempt to define and uncover the reasons.

Learning

There are many arguments considering whether attainment equates to learning. Block and Burns (1976) propose a strong argument for mastery learning, learning in the classroom by repetition and mastery of classical academic subjects, and then testing to prove what you know. The supporters of this approach point to work done by Clark *et al.*, (1983), Popham (1987), etc. which show that it is a highly successful method for improving score driven education. This does not mean that more learning has taken place or that participants in this type of learning know more than others. They are however able to answer certain questions on certain topics better than others. As the formal recording of learning on my enterprise courses was done by converting learning outcomes into assessment scores, I would argue this is still score driven education against pre-conceived objectives. However, learning is often much wider than just achieving formal outcomes for a course. As with learning, there are a bewildering number of categories of education, for instance formal, non-formal, informal, active, to name but a few. The Collins English Dictionary (2009) defines university education along with other forms as: 'The act or process of imparting knowledge, at a school, college, or university.' While the Oxford Advanced Learners Dictionary (2010) defines it as: 'A process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.' These appear to argue education is given to students, by experts, mainly in educational institutions. I felt learning in university should be wider than just the taught elements and enterprise learning wider still. Even in the formative stages of this study I felt I had observed this wider learning on enterprise courses and determined to explore the importance to students of all learning. I felt learning rather than education was the key to this so I investigated other forms of learning with the students.

To begin this process I assessed the way students felt they learned well using a variety of contextual statements. A number of questions in this section were explained verbally to students due to their complexity and to give appropriate context, for instance the concept of a real enterprise project. Proposal Six asked if students felt that: Being taught in a classroom by an expert is the best way to learn. This statement identifies the importance of subject experts to the student's perception of their learning experience. I have taken a subject expert to mean someone with a degree or teaching specialism in a subject, such a lecturer or professor, and I explained this to students. The majority of students on both courses disagreed with this statement with 75% of students on Enterprise Education and 54% of Professional Practice students disagreeing. The distribution profile shows the majority of students indicating slight agreement or disagreement (55% of Enterprise Education students and 44% of Professional Practice students). This does however suggest significant numbers of students are able to see a path through an academic course without the need for expert guidance.

The influence of almost instant information from the Internet is well documented possibly from expert sources via Athens and other educational search engines may have had an effect on this. A paper by Cradler *et al.* (2002) includes a discussion of the effects of the Internet and outlines a wide range of its uses in learning. Siemans (2008) combines the role of the internet and learning networks to form a powerful outline of the way it is changing the way people learn, and its effect on the role of educators. Dutton *et al.*, (2005) reported the Internet is the first place students go when looking for information. Students are also guided very early in University to become independent learners, which combined with the Internet may have formed a lessening of the importance of expert speakers. Kirkwood (2008) gives a powerful argument for the

learning power of the Internet when used with independent learners. It seems therefore that there is evidence to suggest classrooms are lessening in importance but my studied group were unsure about the best place to learn.

The seventh proposition stated: I believe I learn best when I am involved in real situations. To make this question specific I verbally explained to the class that I meant specific to the subject, so for Enterprise Education this would be in a school while for Professional Practice this would be an organisation (which could have been a school), but not the University. As with the last previous questions I explained this but my explanations were perhaps unnecessary as students indicated they understood the context of the question anyway. Once again there is an element of positionality to be considered here and on reflection I realised some form of positive answer would take my survey forward and my involvement in clarifying questions involved me as the researcher. Greenbank (2002), cites Rokeach (1973), arguing the case for identifying 'terminal values,' or what a person hopes to gain themselves by their research. Clearly here I had something to gain with a positive answer, as positive answers would help my hypothesis. However while I have tried to produce objective research I have identified myself as a participatory advocate in the process and on reflection feel that my approach was as objectively neutral as possible in the circumstances. Greenbank (2002) strongly argues the case for reflexivity in research and here I felt I had achieved a measure of objectivity, but also that the participatory approach which saw my results referred to the respondents in the first stage interview's, would have identified my research bias. This question had more resonance with the students than proposal six, with the overwhelming majority of students feeling they learned best when involved in real situations. Only 7% of Professional Practice students slightly disagreed and opinions were firm on this

supposition with most students responding in the agree, or strongly agree category. Students liked the thought of learning from real situations, and this could have been a motivator in itself. Illeris describes learning interactions as occurring on two levels, the close social interaction, for example a classroom, but explains it is built on a premise for the interaction drawn from wider experiences in society. It seems possible I had begun to engage students with these wider societal interactions through giving them expectations of wider societal knowledge. This would have been very difficult to explore at this stage but is covered in Chapter Five

The tenth proposition stated: I don't learn a lot from experiencing situations I don't really understand. The reasoning behind this statement was based on my previous year's observations with students on the Supporting Learning in Schools course who had experienced some confusion when things had not gone according to plan. I felt their ability to overcome a variety of unforeseen or difficult circumstances was a key element of their extra or informal learning, and I was interested to see if students felt they would be able to make sense of these difficult situations as they arose. The response here showed 48% per cent of Enterprise Education students and 55% of Professional Practice students agreed with this. This also meant that 52% and 45% of students respectively disagreed to some extent and I felt they recognised that even difficult situations could provide learning opportunities. It is worth noting that the majority of students were clustered in the slightly agree or disagree columns which suggests a measure of uncertainty, but nevertheless it gives an indication that some students on these courses saw they were able to learn from situations they didn't really understand and strongly indicates that students might learn away from university, from an event or activity,

perhaps in a reflective manner (Kolb, 1984), or even as an event unfolds (Scharmer, 2009).

The eleventh proposition was 'Being involved in a real enterprise project will help motivate me to learn.' At this stage students were given a verbal description or example, of previous enterprise projects, together with an outline of the ones due to be covered by the current courses. All students agreed with this proposition apart from 5% of students on the Professional Practice course. It seemed that students felt that real enterprise projects had a strong link to motivation and learning. An interesting feature was the proportionally high numbers of Professional Practice students who slightly agreed (52%) as opposed to just (12%) of Enterprise Education students. Perhaps this begins to show the importance of working in groups. The major difference for this uncertainty was likely to be the way students were being asked to approach the type of work their enterprise project demanded. Enterprise Education students were informed they would be working in groups while Professional Practice students were told they would be working as individuals. It seems working in groups as opposed to being in a group to discuss issues or problems, also encouraged students to feel more comfortable about learning on real enterprise courses than when working individually.

Proposition eleven of this section stated: I can recognise when I am learning from events outside the classroom. Again this is an attempt to assess students own perception of their learning and if they could conceptualise learning outside the classroom. Students on both courses overwhelmingly agreed they could recognise when they were learning outside the classroom. Even at this stage I felt this was an important consideration for

enterprise courses. If such a large number of students were able to recognise when they were learning away from the classroom prior to experiencing a formulated learning experience like the ones under discussion here, then Tough's (1999) assertion that the majority of all learning was informal, appeared to hold good here. Again here was something worth exploring and developing as my study progressed, and is covered in more detail in Chapter Five as I begin to consider the possibility of capturing this learning for more formal recording purposes, and Chapter Six as I move to a more individual model of student learning.

Proposition sixteen asked students to consider the following: I chose a module with an element of work based learning because it would help me learn more. An overwhelming number of students agreed with this statement, with 80% and 60% of Enterprise Education students and Professional Practice students agreeing or strongly agreeing with this statement. Students clearly thought they would learn better due to the course having a work based learning element. This also supports my earlier findings in this section that students were happy to leave the confines of the classrooms behind and take on something which at this stage had not been clearly defined to them, yet they still felt they would learn from it.

Proposition twenty two was: I am good at reflecting on situations and learning from them. Here again there was a reasonably strong correlation between both groups. The large majority of both groups felt that they were already good at reflecting on situations and learning from them, 19% and 16% from Enterprise Education and Professional Practice respectively. Reflective learning was an important part of my learning and

assessment strategy on these courses but later in my investigation I began to see a different approach to reflective learning and cover this in Chapter Six.

Proposition twenty-three stated: 'Learning new things in class makes me innovative.' Some rationale to this question is helpful here as it links directly to Rae (2007) and the idea of enterprise as creating something new. In both of these courses the concepts being discussed are not new or ground breaking, but there are elements in both cases, which would require innovative ideas to make them work. On the Junior Dragons Den project students would be required to develop and compile new ideas and activities, and on Professional Practice they would be responsible for devising appropriate investigative and research methods to produce a very specific organisational needs analysis which meant a measure of innovative thought would be required. Again, the overwhelming majority on both courses thought that learning new things in class would make them innovative. This finding brought about two considerations. The first was the apparent contradiction between this finding and negative findings from proposition six: Being taught in a classroom by an expert is the best way to learn. Students appeared to be thinking deeply about the questionnaire and perhaps reading the statements in a very singular way. Perhaps the students conceptualised about new ideas and innovations without making the connection to input from an expert speaker. This too was worthy of further investigation as I undertook the qualitative parts of my investigation. This finding is useful in itself, as I had the notion, that with proper practical preparation to learn, students might not require class-based input from experts. This finding indicated that a learning pedagogy for enterprise may need to include some form of class based input, perhaps not necessarily from an expert speaker in a related subject or topic, but from an

expert in learning or creativity aimed at enabling student pro-activeness to learn, and stimulating their creativity and motivation.

The final propositions in this section were twenty four: 'I learn well when I can discuss events with my peers, and twenty five: Working in a team is important to learning.' I felt that group working had been very important in previous enterprise courses and was determined to find the extent of the effect of group work on learning. Group work is widely reported as having beneficial effect on learning (Rogers, 1970; Reynolds, 1994; Bruffee, 1999; Springer *et al.*, 1999, Wenger, 2007). By having one course completing tasks individually and one completing tasks in groups, it would isolate the effect of working in groups on attainment. On this aspect there was almost unanimous agreement from students on both groups who felt they learned well while working in groups. This suggests that the students perceive group work as important and general feedback after the course confirmed this. However group work was not a significant part of the pedagogical approach in activities of the Professional Practice course, where students normally prepared and worked on their own (although they discussed their tasks in groups) and therefore it probably would not have had a significant effect on attainment or the Professional Practice results would have been lower than Enterprise Education. However Heron (1999) recognises that group work gives other benefits which would be useful in enterprise courses, such as energy, emotion, intuition, and action. This section is important in terms of identifying the student's perceptions of their own learning and begins the discussion of suitable learning methodologies for enterprise courses. These results informed my decision, after the second stage interviews to, move my cyclical model of enterprise pedagogy away from Kolb's Experiential Learning approaches (Kolb

1984) and to a process approach. The students saw a clear place (and purpose?) for classroom learning, where they are introduced to new ideas and not necessarily through an expert. This helped them to feel innovative and encouraged them to try new ideas out in practice. Generally they are willing to learn from situations they might not fully understand and may even find difficult. They feel they learn from 'realness,' and reflecting on situations and events. They like to work in groups, but this is not critical to their attainment, and perhaps most importantly, and I had not set out to consider this in any great depth, they know when they are learning and on discussion are aware that this is not always recognised by others in a formal way.

This assessment and general overview of student's views on their own learning is the first step towards uncovering learning methodologies which are suitable for enterprise programmes and have support in the wider academic community. Despite the fierce critique of learning styles offered by Coffield *et al.*, (2004) he accepts people can have a preferred learning styles and perhaps more useful to this study argues people adjust their learning style to suit a situation, something I explore in Chapter Six. They also offer a realistic categorisation of some of the way people *think* they learn.

I had considered the importance of learning styles and their importance before using them to see if it had been a determinant of course choice. Yet they proved useful in an unexpected way as I explored Coffield. Many different types of learning styles are examined by Coffield (Coffield *et al.*, 2004), and he is sceptical that a pedagogical approach can be developed from many of the learning style analysis tools available, but concedes some, including the Honey and Mumford type questionnaires (1982), can help

students by identifying a learning style and allowing students to choose their own best approach. Therefore I still feel it was appropriate to include this here as it informs the reader of part of my own epistemological journey. Interestingly Coffield's critique of Dunn and Dunn's approach to learning styles began a continuing debate on their usefulness but both appear to agree that wider influences are important to learning. Dunn and Dunn (1993) describe the effect of learning stimuli around 5 main themes, environmental, emotional, sociological, physiological and psychological. This began to open up the exploration of these factors and their relevance to my students as I read Illeris (2007). I have not entered the debate on learning styles to any great extent here as this could form a study in itself but I used them on my questionnaire and felt it was important to show that in some cases the critiques themselves offer much support for my ideas. For example the students relationship with their environment may have been much more important to their motivation and attainment than I originally envisaged.

One of the first environmental factors included the concept of 'realness.' This was discussed as I gave out the questionnaire and becomes an increasingly important theme in this dissertation. The debate about the nature of education and whether its purpose is to attach students to the here and now – the 'hic et nunc,' (Jones 2006), has been covered above. However Jones (2006) in connecting students to the 'hic et nunc,' felt he had created an 'energy and excitement,' (Jones 2006: 357). I would argue that Jones approach was far less an attachment to the here and now than that experienced by my own students. Jones described connecting student to the here and now by using developmental assessments and guiding students to current academic collections. I felt I taken this concept a stage further and guided student to live the here and now by creating an environment where they were engaging with current subject themes. For example, the

Junior Dragons Den students were told they would be delivering their school clubs in line with The Children's Act (2004), which through the Every Child Matters policy had a requirement to develop economic wellbeing. They would research it, develop their clubs and evaluate the policy through their essay assignment, and develop a programme to implement it. This would surely be motivation to learn.

Employability

I decided to seek the views of the students on employability for two reasons: Initially because I felt through recent conversations with students, they were becoming more aware of the financial and personal investments they were making. Also since the introduction of loans to pay for tuition fees and accommodation, there was a realisation that they would need to pay back debt by achieving suitably remunerated employment. I could find few studies that assessed if students viewed their loan as a debt or an investment, but Callendera and Jackson (2008) suggest that students from poorer backgrounds view this loan as a debt rather than an investment, while students from wealthier backgrounds saw it as an investment. Foskett *et al.*, (2006) suggest students see the loan as a debt to be repaid while Maringe *et al.*, (2009) describe the loan as attracting students to universities where there is a good chance of part time employment to minimise the debt and gain employability skills. Secondly, the research for my literature review suggested many of enterprise or enterprise related courses were strongly linked to the preparation for employment in one form or another, for example see Greenbank (2002), Jones (2006), Rae (2007), Jones and Iredale, (2010). This section also links to the sections above on the social and moral aspects of linking employment to education. Students might feel no moral dilemma in linking their education to the world of work, but this could be because students felt they had no choice. This section

examined the attitudes towards various aspects of the employment links created on the two courses, and also sought to assess if the employability links on the two courses had a motivational affect which could have resulted in improved attainment.

The eighth questionnaire proposition asked if they thought if: Engaging with employers is the only way to ensure I learn the skills required by them when I leave university. This is a very challenging statement. It suggests the university may be unable to support the development of employability skills, and I was very careful to explain this to both groups on issuing the questionnaire. This statement produced one of the few negative correlations between the two groups. Students from the Enterprise Education course all agreed to some extent with this proposition with the largest populations agreeing or agreeing strongly, (40% and 48% respectively). However the Professional Practice group was less decisive and although students still showed a sizeable majority agreeing (77%), 23% disagreed, with the statement the population distribution was more evenly spread and the largest category, 46% only slightly agreeing. This had a number of connotations. The results showed students generally did not feel they were getting employability skills from the university, and felt they needed engagement with employers to get them. This would verify the conversations I was having with students and the findings of Maringe *et al.*, (2009). The Professional Practice students did not feel as strongly as the Enterprise Education students. The main difference in the groups might be explained by the extra year the Professional Practice students had been at university as third years. Perhaps a number of the students had gained experience on the Supporting Learning in Schools course during their second year, or experience a perception of employability skills on other second year courses, which had tempered the feeling that they needed to engage with employers by year three. This could also have been due to

previously acquired employability skills through part time employment. In either case there is a strong desire in students to gain employability skills. Perhaps already they saw the enterprise courses as giving them an advantage in the employment market.

Proposition twelve asked students to consider if: Engaging with employers will help me with my career in the future. For education students who had aspirations in the education sector this was stronger than proposition eight as it asked students to consider their career rather than skills and implied a continuing link with future career prospects. Results here showed a good correlation between the two groups with all the students agreeing that employer engagement would help their career in the future, 92% of Enterprise Education students and 84% of Professional Practice students agreed or strongly agreed with this statement and I felt this showed the students closely related relevant employment experience while at university to their future career prospects. This is a theme that continues to be examined through this thesis.

Statement thirteen asked students to consider whether: My degree grade will be the most important consideration for my future employers. This was an attempt to develop an opinion on the student's perception on the importance of their classification to employers. It would also be useful in assessing the type of motivational influences on the student's as the exhortation to get good grades is a general theme throughout academia. Again there was a good correlation between the groups with almost matching profiles from the two courses. The largest population groups slightly agreed with this statement with 52% of students from Enterprise Education and 47% from Professional Practice in this category. Only 16% and 13% respectively from the two courses slightly disagreed

and this distribution around the slightly agree or disagree category suggest uncertainty in many students. It is difficult to draw conclusions from this data but it does contribute to our student's general profile. Students appear to be uncertain about the worth of their final degree classification or even feel it will not be the most important consideration for employers when seeking employment. This combined with the first two statements in this section would suggest students are not strongly motivated to achieve good grades by the thought of improved employment prospects, as they feel employers are probably more interested in their employability skills and experience. This does raise a question about the students being able to make a psychological link between the relevance of their course and its results to their career prospects but again this is not a hindrance to the development of a student profile. Students appear to be willing to work hard to achieve on courses where there is a clear link to employability skills and although they are not certain of a link between their academic attainment and gaining employment, academic attainment may improve as a result of working in a way which sees academic courses linked to employability skills and career prospects (Maghoo and Gazdula 2008).

The link between employability and university courses is taken further in proposition eighteen which stated: My degree modules so far have prepared me well for entering the world of work. This checked my last supposition and if this was incorrect, and all modules had prepared students well for entering the world of work, then the improved attainment would not be solely due to employability concerns amongst the students. The correlation between the two groups for this statement was also good and the large majority of students from both groups agreed with this statement, 70% of Enterprise Education students and 74% of Professional Practice students. Improved academic attainment, it appeared was not solely due to links with the student's employability and

career prospects. This appeared somewhat contradictory in the light of answers from statement eight: Engaging with employers is the only way to ensure I learn the skills required by them when I leave university. It suggested that university courses were preparing students well for work. However a strong population showed up in the slightly agree column, 28% and 42% respectively. I decided to refine the figures by condensing them through removing the less sure students in the slightly agree and disagree sections and interrogate the results again. This showed a slightly different result with 52% of Enterprise Education students agreeing or strongly agreeing as opposed to just 4% disagreeing. In Professional Practice 33% agreed or strongly agreed as opposed to 24% disagreeing or strongly disagreeing. Again there appears to be some contradiction here. Enterprise Education as second year students, had only one previous year at university, yet felt more positive and certain about their answers to this statement than Professional Practice students who had two years previous experience at university. It is possible the experiences of Professional Practice students made them less prepared for the world of work which seems unlikely, or, the prospect of entering employment as graduate may have focussed the third years into identifying the skills they might be need, rather than those they had gained.

The discrepancy here encouraged me to follow up this question and on talking to the students and I discovered a number of unforeseen aspects might have caused the data from this question to become irrelevant. I reflected on my approach to ensure my position was clear. As an advocate participate in the process I felt it was important to discover these reasons as they might inform the study outcomes and I was particularly concerned that third year students had different motivations that the second years. My recognition that this needed further investigation is in itself a position statement as it

accepts that new or unexpected phenomena had occurred which needed investigation. My position, as a researcher, was known to the students, and the research was not done to further qualify my hypothesis, rather to enhance my understanding of findings. Greenbank (2003) accepts that studies may be done with participating researchers and that this should be identified and reflected on which is my approach here. The following considerations were reported by students as factors affecting their answers to statement eighteen:

Enterprise Education

- Students were not just answering for the Enterprise Education course, but were taking other current year two courses into account in their answers which they thought would give them employment experience but had not
- They felt employment specifically as a career choice was a long time away and felt the underpinning academic programme at university was giving them expected levels of skills for the time being
- They expected more employability skills in their third year courses and had taken this into account

Professional Practice

- Many of these students had experienced the Supporting Learning in Schools course and were starting their second course with placements and felt this as giving them a good grounding.
- More students than I thought, (n=22) had not been on the Supporting Learning in Schools course, which perhaps caused the negative answers.

This reflection, added to the developing student profile. Students were able to conceptualise about employment issues and the relationship to their courses early in university life. Students thought more deeply about this and were more concerned about employment as they reached their final year. Finally, students form a lasting concept of university through engagement with employer linked or employer focused courses (such as the Supporting Learning in Schools course) regardless of the year this takes place.

Proposition nineteen stated: Gaining the skills valued by employers should be an important part of my degree programme. The overwhelming majority of students on both courses agreed or strongly agreed with this proposition, 88% Enterprise Education on and 79% Professional Practice. Only 2 % of students disagreed, from the Professional Practice group. This supports my assertion above that students are able to conceptualise about their courses in relation to employment. This also seems to place any moral consideration about linking work and education as a very low priority. Students wish courses to include employability skills. The concept of education as a place to detach oneself from the here and now (Oakeshott 1972) was followed up in proposition twenty: I am proud to be developing skills, which have a value to employers. It gave exactly the same results as proposition nineteen and it seems students have a very functional view of education. Whatever else education should provide, for these students, university should be a place, which has vocational aspects where they can develop employability skills.

Stage One Survey: Summary of Interviews

The first stage interviews were very time consuming in preparation, execution and interpretation. These interviews added to the general profile of the students but did not provide as rich a picture of the class as I expected. Here I give a summary of the key findings from the two courses. During these interviews I recorded comments made electronically and guided the interviews using the Interview plan shown in Appendix Two. As interviewer and tutor I reflect on my positionality at the end of this section.

Question One: What does enterprise meant to you?

The first question asked: What does enterprise meant to you? All students were able to give a clear account of enterprise as something to do with creating something although actual definitions were unclear or not given. The most common used phrase used was "Doing something," reflecting Warburton (2005 *et al.*). This supports my earlier assertion that students are aware enterprise is not just about making a profit or dealing with business. At the student choice events students were given a broad overview of the courses but no detail on the kind of projects they would undertake.

The level of knowledge about enterprise appeared to have originated in most cases from experiences in their schools. Most commonly reported were events relating to PHSE days, where limited experience of organising events at some level or other, from managing school shops to organising play activities for younger pupils, existed. At the time of collating information I wondered if I should have done a survey across non participants of the courses but this was not possible and it is likely that non-enterprise

education students would have similar types of PHSE days as this is compulsory in the national curriculum. Two students reported that their parents had their own businesses as well but also mentioned they liked their PSHE days too and could not distinguish between the two experiences (home and school) so it is unlikely this was a reason to choose their course.

In summary this section confirmed a varied knowledge of enterprise but added little to my underpinning knowledge of the group due to the varied experiences encountered by students on PSHE days, other than to say most had some idea that enterprise was about doing things.

Question Two: What motivated you to do an enterprise course?

The second question asked: What motivated you to opt for an enterprise course? The most common theme reply here involved jobs, or employment links (17 from Enterprise Education and 22 from Professional practice. This is developed further in Chapters Five and Six as I uncovered further evidence this was an important theme and begin to develop it. However I had suspected money and concern over student loans to be more prevalent in the answers to this question, but as I further queried the nature, type and purpose of jobs I became aware that the student loan was hardly mentioned as a consideration and wage levels were seen as less important than the type of job. Most students were more concerned about being in an educational role than earning large sums of money and saw enterprise as a current theme which would help get them into such a

role. As long as they got an educational job the type or level of wages didn't seem to be a critical concern (although a reasonable living wage was mentioned a number of times).

Question Three: What sort of things do you expect to learn from your placement, your work-based learning experience?

The third question asked: What sort of things do you expect to learn from your placement, your work-based learning experience? The answers reflected employability concerns as the most common theme but they were also concerned about how to work and deal with people. Students from both groups discussed employment without giving any great detail, perhaps unsurprisingly as they were had not been given any detail of their projects at this stage. Rae, (2003, 2007), Yorke (2004), and Dacre-Pool and Sewell (2007), reflect these employability concerns as issues for students. This re-enforced my findings from question two – a job in the education sector was more important than level of wages, but the idea of how to deal with people interested me and I began to see the students saw all people in schools as professionals to look up to (In hindsight this was not perhaps surprising as they had been through an education system as pupils who were expected to show some deference to the staff in their schools).

Overall the data from this question began my investigation into the importance of employability networks and professional attachments which as I developed in my second survey. I subsequently realised the data was highlighting the value students placed on attachments with professionals and I eventually identify a link to academic attainment from the placement as student begin to adopt and reflect the levels of professionalism,

such as personal organisation, shown by staff on their placements. By linking this type of learning from peers to the transformative learning of Illeris (2007) in Chapter Six, I underpin my formative findings from this question academically, and argue that placement learning is an element in improving attainment on enterprise courses.

Question Four: What do you want to do when you finish your programme?

Question Four asked: What do you want to do when you finish your programme? The majority of students were keen to enter education in some form or other and overall 88% of respondents said they would try to enter the teaching profession or supporting vocations or apply for a Post Graduate Certificate in Education. This was interesting and would give me something to compare when the students had been on their placements in the second stage of my survey after students had been exposed to other professions in education in the after school clubs, or worked as professional in a training capacity, in organisations.

At the time I wondered if students might be able to give more specific detail after their placements but their destination intentions seemed quite firm which might have meant the two groups had a particular goal which suggested they may have had a level of motivation and possible direction which other students may not have had. This was difficult to ascertain without a direct comparison with students on Education Studies who were not taking these modules.

Question Five: Compare your first year placement with academic experiences. Which way do you learn best?

Question Five asked students: Compare your first year placement with academic experiences. Which way do you learn best? The first year placement for these students consisted of a period of 4-6 weeks on a self-sought placement assessed by a reflective journal. This results of the data here showed a relatively even split with 55% saying they learned best when they were on their placement, and 45% saying they learned better in class. Most students returned to their pre-university school with a few going to schools where their own children were pupils.

On reflection, I realise I did not know what students had actually done on their placement and although the placement guidelines suggested this was an observational placement I remember as a first year tutor the wide range of experience encountered by students. Some had spent this just period observing classes while other had worked with pupils and a few actually delivered lessons. This variety of experience might have meant students were answering very different question. I might have tried to find out exactly what the students did on their first year placement in school, as the assignment was set as an observational journal to give this question meaning.

Question Six: What would help you make the most from your work based experience?

Question Six asked: What would help you make the most from your work based experience? Most students had a clear idea that they would be 'doing something' and although answers were very broad, the most significant answers suggested continuing

support if they got stuck with task or assignments and a forum of some sort to discuss issues. I had planned to set a forum up on Second Life but for various reasons, most prominently worry about unsavoury publicity affecting CRB's (Gazdula et al., 2009) this was never really used but the students. As my study progressed however these responses helped to formulate my thoughts and links to other ideas such as the preparation of a suitable learning environment (Duignan 2003), and advise my pedagogy for enterprise.

Question 7: Is there anything else you wish to contribute?

Few students offered much detail for question seven, which asked if there was anything else they wished to contribute. The only recurring theme from this question was a small percentage from each group saying they were keen to start which may have suggested a level of pre-course motivation for the task.

Using Rokeach's (1972) four behavioural values I considered my position as a researcher. My moral values here would be the way I chose the interview as one of the stages. The interview was supposed be an anti-positivist approach allowing me to gain a depth of answer and further explore interesting themes. However while I gained some useful information, the lack of information the students had about their projects at this stage probably hindered this. Instead this part of my study introduced a number of themes, which might have emerged anyway from the second stage of the study. My personal values could have introduced bias by the position I was in, perhaps even my own general excitement or enthusiasm at being able to introduce students to what I felt were interesting projects might have come across in the interviews. Students were not

really asked to give opinions at this stage, and question five was the only question where comparisons of learning approaches might bring answers affected by my positionality here. My competency values would include the way I did the interviews. I felt that it was right at this stage to try and get as much information about the students prior to the course in a limited time. I had considered removing myself from the interview process but this would have meant I would have had to train researchers and students would have started on the project part of their course before these finished, giving highly different study subjects. I felt this was the only approach under the circumstances and the information I was collecting was advisory to the study rather than instrumental. My social views could have influenced the questions but they were open questions and were asking for advice and information rather than critical opinion at this stage. I accept however that my position could have introduces some bias into the study at this stage, but would argue this was not critical.

Summary

Overall this Chapter contributed much to the student profile. My students had a strong desire to gain employability skills while on their programme. They can see a clear link between skills and work, and had formative ideas about the way skills and academic results link to employment. They also have strong feelings about the way academic courses link to employment and about the way employers prioritise when looking at graduate skills, experience and academic attainment, and to some extent have opinions on how they think their university should provide this, although, in cases, they find it difficult to express these.. While the issue of fees and debt is a concern among some

students, and perhaps focuses students on a certain level of attainment, this is more likely to affect the choice of course rather than motivate them to attain when on it.

At the time of the investigation there were a number of studies linking attainment to real world situations, or placements, but the evidence was not conclusive. Drawing on studies of students working, conflicting views are offered. Sharp *et al.*, (2005, 2007) in concurrent studies of school age pupils, showed significant and lasting increases in attainment, while later studies such as Shaw and Ogilvie (2010), argue even low grade work whilst at university helps the development of skills, but do not comment about attainment. There are more studies about the effect of working on graduates, but these too appear contradictory. Reports about skill improvements or developments are widely reported as benefits for undergraduates working, even in low grade jobs (Neil and Mullholland, 2003; Blake and Worsdale, 2009), but this does not necessarily translate into academic attainment at least not under current assessment methodologies in university (Duignan 2003). There are a number of reports linking the effects of work in term time and graduate attainment, which shows work adversely affects academic attainment. For example Hunt *et al.*, (2004) argue there are significant detrimental effects on attainment when student's work, but this report needs to be treated with caution as their study covers students who work relatively long hours when compared to the ones on my enterprise courses. However the largest survey on work placements and attainment, by Moores and Reddy (2012), offers strong support for placements improving attainment. The study, of over 6000 placement students and their academic attainment, shows a clear link between placements and improved academic attainment regardless of 'ethnicity, gender, socio-economic background and subject.'(Moores and Reddy 2012:

1). Although this appeared at the end of my research it was valuable support for my earlier notion that placements were positively affecting academic performance.

Positive effects on attainment from work based placements are reported in a number of wider educational sectors and these appear more prevalent where the undergraduate course is more professionally or vocationally orientated, such as medical or engineering. There are however important similarities in these courses to education. All tend to be programmes guiding the student academically to work in a specific employment sector, which make them valid comparisons to this study. Gomez *et al.*, (2004) describes the positive effects of one-year sandwich placements on bioscience graduate attainment, as they return to university for their final year and notes an increase in attainment across the board. The analysis in this paper is interesting and citing Mandilaras (2004) they point to students maturing more quickly, being more organised, reliable, determined to do well, and take academic work more seriously, than the general student population. They cite a number of possible reasons for this including the effect of a professional environment, being in a competitive workplace, and realising the link between their academic work and employment.

After extensive research I came to the conclusion there appears to be two distinct reporting approaches to the effects of working, one which reports the benefits of work and undergraduates, and one which reports the detrimental effects of work on undergraduates. Many of the papers reporting benefits tend to concentrate on improved skills and vocational aspects (Lock 2009, Zegwaard and McCurdy 2009) being particularly concerned with personal growth and development rather than attainment.

Poor preparation can be an issue for undergraduate placements. Kitson (1993) reported on the general state of business course sandwich placements and comments on the lack of collaboration with employers, poor preparation of students and limited assessments, while Auburn and Ley (1993) found little integration of academic theory in the work placement of many students. This all suggests a rather negative perception among academics of the quality of placements. Again this could be important to my study as students could be generally commenting on the comparative quality of their experiences rather than experiences, which motivate them. Certainly none of the above negative aspects appear to be evident in my two studied courses as collaboration with employer was high, students were prepared although in a limited timescale, and academic theory was integrated through assessments. These observations are to some extent subjective but are reflected in the quality assurance process and the reports from other tutors and external examiners. Perhaps the quality of the experience is the key to motivating students.

By the end of this first stage investigation I began to consider that a well thought out, and organised placement experience could be just as instrumental as a similarly well considered and organised classroom experience, in aiding student attainment. Academic studies are divided in reporting the detrimental effects of placement and benefits of placements on students. Studies reporting poor results from placement often focus on attainment and tend to be report on very unstructured work based experiences (Kitson, 1993, Ryan *et al.*, 1996), while studies reporting positive benefits tend to report on increasing skills and personal organisation rather than academic achievements. However, Duignan (2002, 2003), describes the effects of placements in an empirical investigation of both structured and unstructured work based experiences of two groups of business

undergraduates undertaking paid sandwich placements, on two concurrent business courses. While this study is discussed in later chapters it also provides a useful summary for this chapter as it further develops reference points, which I explore in Chapter Five. In the first course Duignan describes the approach as a work environment model (2003: 339), where students were prepared to meet the needs of the placement organisation with little demanded from the university, other than appropriate conduct and work performance. On this course Duignan found no resulting increase in attainment. The second course is described as having a Learning Environment Model (Duignan, 2003: 233). This course from selection for placement of students, to selection of hosts, and the work experience itself was designed to provide an environment where students could learn. The whole experience was designed to achieve pre-determined learning outcomes and the university maintained an active role whilst on the placement and in the post placement experience. Here Duignan report the students performed significantly better in terms of academic attainment on return to studies. He concludes that further examination of the learning processes and potentialities needs to take place in relation to academic tasks; more research on the benefit of placement is required and recognises more evidence is required before discriminating between the various models of placement in operation. On both of my studied courses, there are similarities to the Learning Environment Model as they focussed on the expectations of students to find information and knowledge which could be applied in their own situation rather than delivering knowledge. I spent as much time developing the placement experience with the hosts as I did in class based learning and delivered some early sessions on the subject e.g. enterprise and consultancy, but also emphasis was given to resourcing and showing students how to justify the tasks they were about to undertake. Delivered sessions towards the end of the programme considered reflective learning and employability as a

way of making sense of experiences in an academic way. It would appear likely that course architecture (environment) was a significant factor in developing improved academic results for students on work placements. At the end of this stage of my analysis I felt had developed a student profile, begun to understand the importance of their learning environment and its structure, recognised student perceptions and the importance to them of employability and skills, their social worldview, learning approaches and motivations, and the conceptual framework in which enterprise exists.

Chapter 5

Post Course Survey Results and Analysis/Discussion

Introduction

In this chapter I continue to explore the student's experiences after their enterprise placement to analyse the factors that motivated them. I identify other practical benefits gained from the courses and begin the process of suggesting learning methodologies. I do this by analysing the post course questionnaires and interviews, and also comments made by students during interviews after their courses had finished. The rationale for the use of questionnaires and interviews has been documented in Chapter Three. I also used an adjusted format for the questionnaire and interviews. The amount of time taken for the first questionnaires and interviews was considerably more than I planned, and may have been too long for some of the students, so this survey was designed to be more time sensitive. I was also mindful that students given a questionnaire to take away, might leave for summer or even, in the case of the third year students, leave altogether, making it very difficult to collect and collate timely responses, I decided to issue the questionnaire in the final class and combine it with the interview on collection. The approach described here also had the advantage of students being able to explain answers on the questionnaires without the distortion of time eroding the memory of events.

Using the questionnaire responses as the interview plan, and adding detail to the questionnaire where appropriate, I gained more in depth analysis of the student's responses. While the Likert questionnaire had been useful for the first survey, I felt that

the new questionnaire for this survey would allow for subsequent explanations and the use of shorter statements or keywords would create more opportunities to follow up interesting points. I felt this would be needed as the students had finished their placement. Students were asked to give a numerical score from one to five on each category with five being very important, four important, three moderately important, two mildly important, and one not important. There was a space for comments that may have been added to in my follow up interview questions. The interviews were not recorded electronically this time and I determined to keep my notes short, or as bullet points due to the time and cost of transcribing the first interviews.

To comply with University ethical requirements and my anonymity promise to the students. I gave each student response a number prefixed by a letter to identify student comments. The prefix A was allocated to Enterprise Education students and B to Professional Practice students. The number is given by the order students appeared for interview. I accept students may have seen me as being in a formal researching position, so it would allow me to check comments in an informal manner which Greenbank (2003) advocates as good practice. I also accept I might still be seen by students as someone in a position of power, as a teacher with an enterprise remit, and a researcher searching for enterprise related answers and so again use critical reflexivity to examine and inform readers where any likely bias might be evident (Rokeach 1973).

This section examines the epistemological journey of the students over an academic year and begins to explore the concept of staged models of cognitive development outlined by Perry (1970), and Baxter Magola (1992), and the open cycle learning model of Sharmar

(2000, 2009). As my research progressed I began to realise the importance of personal confidence, which led me to the work of Bandura (1986) and the importance of social learning and self-efficacy. While these add theoretical detail, their importance to this study is also their contribution to the processes involved on the enterprise programmes. In Perry's case, the identification that learning is a staged process or journey, and that student's entertain concepts such as multiplicity, and broader concerns, which affect academic performance. Baxter Magola (1992) describes a reflective journey from absolute knowing, to transitional knowing, to independent knowing, to contextual knowing and this too seems important to my own understanding and developing model of enterprise learning, although as described in Chapter Six, I advocate the use of an alternative model of reflections due to the singular nature of enterprise learning projects and experiences.

Later in my research for this chapter I discovered Cope, a writer on entrepreneurial learning, who, like a number of academics, uses the term enterprise synonymously with entrepreneurship, and who had used a number of terms I had independently thought of as important and exclusive to my study. Cope (Cope and Watts, 2000, cited by Pittaway *et al.*, 2000: 11) mentions 'learning through critical episodes or events,' and a heavy 'investment of self,' (independently reflecting Hancock's views of teaching 1997). Cope also recognised;

...entrepreneurs can experience distinctive forms of 'higher-level' learning from facing, overcoming and reflecting on significant opportunities and problems during the entrepreneurial process.

(Cope, 2003: 432)

This also bears a close similarity to my own conclusions of enterprise learning. While these models provide underpinning academic paradigms and give perspective to the

learning described in this chapter, none of these models deal satisfactorily with the concept of enterprise learning. This is a place where students are continually faced with new conceptual academic and real life problems, which seem to continually create learning events in an unstructured way, quite as well as Scharmer's Theory U. Illeris's description of transitional learning (2007) became helpful in understanding the relationship between learning on enterprise projects and academic attainment later in the study.

Question Rationale

This questionnaire concentrated on two categories closely linked to student learning, attainment perceptions, and motivators. A third general section related to how they worked on placement completed the categories. These sections were followed by shorter sub-categories. The questionnaire is shown in Appendix 3, Stage Two Questionnaire.

The first attainment question was: Attainment – what effect do you think your Work Based Learning (WBL) experience had on your attainment; followed by a number of aspects. The first was; grades? The second was; approach to learning on this module? The third was; approach to learning on other modules? The last was; overall academic approach e.g. referencing. The comments section allowed students to explain their answers by writing directly on the questionnaire or during the interview where I recorded the comments.

The motivation question was: Motivators – Whilst on your Work Based Learning (WBL) experience how have the following affected your motivation to learn? With the following aspects given for the students to consider: Working with your group, The Setting, The Focus Group (e.g. employees, school children), Employment Prospects, Financial Prospects, Employment Prospects.

The general question section asked: How important were the following to your learning (L) and motivation (M). Students were expected to give two answer scores for each question, again one to five, to show the category's effect on their learning (L) and Motivation (M). The first was: Independence (working without direct supervision), the second was: Autonomy (working away from the university), the third was: The 'enterprise' factor, and finally they were asked to make a list of the five key things they learned on their Work Based Learning (WBL) experience.

Finally students were asked to list the five key things they learned on their Work Based Learning experience. Students were briefed as a group and if necessary, individually to clarify any key points for clarification prior to filling in, for example, grades were identified as academic grades across all of their modules.

The numbers completing the questionnaire had adjusted slightly with n=35 and n=46 for Enterprise Education and Professional Practice courses respectively. Enterprise Education lost two students who changed modules in week one and gained one in week two. Professional Practice lost one student who failed to return after Christmas. The

responses from the interview were more important than the first survey as these were based on formed opinion from recent specific experiences rather than their own perceptions or pre-conceptions of concepts which might at the time have appeared vague to them.

Collating Information

As in the pre-course survey I decided to describe statistics made in the interpretation of results. Individual question information was brought together by adding the categories of response and producing percentage answers from the first two answer categories, five, very important and four important. This left out categories three, two, and one, as the moderately important, mildly important, and not important sections, as these could be argued to include responses from people unsure of their opinion. Information from interviews was recorded on the questionnaires where possible, but the use of some supplementary sheets became necessary if a student elucidated or exemplified answers. This information has been analysed to gain an overall group narrative by identifying key themes and perspectives, which are developed into formative academic arguments.

As the interviews progressed I decide the best way forward would be to draw out as many substantial recurring themes as possible and extended their development in the later interviews. Jansen (2010, cited in Creswell, 2009) argues in qualitative studies the sample should be 100% and there might have been an argument to re-interview the first students interviewed again, to fully explore emerging themes but again the pragmatism argument caused by finite resources and time, plus the fact the population was already large anyway for the qualitative part of the study, meant this was both unfeasible and

unnecessary. My approach included all the relevant subjects necessary, and had used the whole group in an interview process that, as a narrative source, identified and developed the most important themes from a student perspective.

Development of Key Themes

The approach to collating information in this section was difficult due to the multiple layers of information I was dealing with as the questions brought up cross and recurring themes. For example, pressure, personal confidence, and self-efficacy became a recurring theme from the early questions. After a number of re-works on presenting information, I decided to identify recurring themes, and develop a number of thematic headings using the question theme as the starting point and then categorising overall concepts after they emerged from the interviews. I found percentages easier to use than graphs, and the comments and interviews were actually guiding me to the key themes anyway. The themes are then discussed and developed using comments from the questionnaire and statements from the interviews. A difficulty here, that became apparent early in my interpretation, was whether to identify a theme and run through all the questions, or deal with the questions individually identifying themes and developing them further using the questionnaires. After careful consideration I chose the latter as this meant identifying themes from the student's comments which is recognised mixed methods practice (Johnson and Onwuegbuzie, 2004; Creswell, 2010). However this was further complicated by the need to deal with the second and third year groups as separate study groups and where it was needed, analyse the results comparatively. Using the questionnaire results to identify categorisations from the questionnaires and interviews allowed me to collate and discuss them with confidence.

The following key themes were drawn from the study and used to help categorise the information I collected; pressure, need to learn, self-confidence, relationship to their personal or self needs, aspirations, employability skills, personal organisation, perception of the usefulness of learning, and to begin the development of an enterprise pedagogy. To this my academic studies allowed me to add architecture, opportunity learning and informal learning. I also became aware that enterprise had an element difficult to identify and describe, but which was involved in its application. This related to the excitement and opportunities created by the enterprise project and inform my enterprise pedagogy through Rae's ideas on opportunity learning (2003), and the identification, and use of, future events to learn, (Scharmer 2000, 2009).

Outlining my own categories involved a higher degree of subjectiveness, and I accept this intensifies the reflexiveness required in this study. The move towards a more anti-positivist or interpretive analysis is important here and although the methodologies and participatory worldview identified in Chapter Three will help to manage this, I have attempted to advise on bias by identifying my own position on each aspect while discussing my reasons for identifying the categories.

Again I applied Rokeach's (1973) four behavioural values to my study; moral values, competency values, personal values and social values. Choosing the number of times a category came up in the questionnaire would be a moral, and a competency value, as would be the way I collected, collated and presented information, e.g. it was the right thing to do and the best way to create information from two complicated banks of data using mixed methodology. My own personal values would include my feelings of

sympathy and empathy for students as I saw them overcoming difficulties on their projects, and later as I chose to add further categories which led me to consider ideas such as course architecture. My personal values are important throughout this investigation as it was important that my own personal investment in terms of time alone would have meant a poor personal outcome if my findings had been negligible or too limited to draw conclusions from. Social values are about how I would expect society to operate which would include the nature, role and purpose of enterprise education in society.

Interpreting Data

I interpreted data by themes dealing with the responses from each question, and used the responses to guide my interviews. I used the comments from the interviews to help draw conclusions and build learning models. This in itself was a difficult task as themes within themes emerged. For example *The emergence of pressure*, discussed below, appeared in a number of different answer sections which I eventually dealt with by including it in a separate section. Below I deal with the responses question by question and then add discussion on emerging themes as they arose or it became evident they were significant.

Attainment – What effect do you think your Work Based Learning (WBL) experience had on your: Grades

The first questionnaire question was: Attainment – what effect do you think your Work Based Learning (WBL) experience had on your; grades? This was clarified or expanded

on in the interviews where comments were unclear, to assess if grades had been affected positively or negatively. In the interviews I explored this question in two parts, grades on the course, and grades on other modules. The responses here showed a majority of students thought the experience was important or very important to grades on the enterprise course and also other modules. Only one student out of both groups thought the experience was unimportant to improving their academic grades. More students thought their experience affected their grades in the Professional Practice group than in Enterprise Education, 69% (n= 24 of Enterprise Education students) and 75% of Professional Practice students (n= 35), saw this as important or very important, but this could have been due to the stage they were at in their degree, being near the end, with final grading imminent or perhaps closer alignment with the assignments than on Enterprise Education.

When discussing the responses, it is worth considering the differences in the types of placements of the two student groups. Enterprise Education students had placements involving teaching children. Teaching is a pressurised occupation and involves a heavy '.....investment of self,' (Hancock 1997: 87). This might be a reason for the difference. While comments from both groups about the pressure to complete placement tasks was a common theme during the interviews, the personal nature of teaching requires a high degree of commitment and pre-preparation. It must be noted that all materials etc. for taught sessions had to be created prior to delivery and this itself was found to be time consuming and quite stressful for some groups in particular. A number of students from this course reported the sessions with the kids were great, but the group work preparation, required to create a one or two hour session, was much harder than they expected. The nature of the after school enterprise clubs and the realistic outcomes required, such as the

preparation of a formally judged micro business, meant few materials were available to purchase, and sessions were developed from scratch. It is possible the link between this kind of activity, and grades was just a little less obvious to this group of students.

The comments in this section helped me to understanding why students gave particular scores. I have picked out the most relevant ones for discussion and related them to particular themes on the basis of recurrence - the number of times they were mentioned on the questionnaire and in the interviews. This is a logical approach and less subjective than any others e.g. picking the ones I found interesting.

The Emergence of Pressure

One particular theme arose early in the interviews - pressure. I used examples from the Enterprise Education and Professional Practice groups here to explore the nature of pressure on this group of students, and recorded the critical parts of their statements. 24 (69%) of Enterprise Education and 23 (51%) Professional Practice students described pressure, stress or used terms similar to pressure.

Pressure or stress, arose in the interviews as students were explaining answers to other categories. For example, student A1 initially describe the placement as "...an experience which allowed me to reflect on, academically," and explained the themes of the placement really supported the assignments on the course. This suggested the activities on the placements were compatible with the academic work set, and reflection had allowed these to be transformed into a deeper learning experience (Ramsden, 1988,

Atherton, 2010). However, on further prompting she began to outline a common theme, which surfaced throughout the student interviews, explaining the experience "...gave me a focus which I didn't have before." This in itself would have been a reason for increase grades and suggests motivation from the placement had carried over into her academic work. On further developing her answer in the interview she seemed to point to a combination of stress and the need to be organised because of the time pressures she felt she was under. Working with children also seemed to put her "...under pressure all the time." Another student, A9 also indicated the heavy requirements of the placement work seemed to force her to "get organised." Professional Practice students also identified pressure from the placements as a factor, "...it made me get going,' (B2). Her grades had improved this year and she said it was probably because she felt the pressure she was under provided her with a need to achieve a high level of personal organisation. Another example worth recalling formally was described by student A3, a mature student working in a group of four, running a club of 14 year six primary pupils. She explained the early sessions appeared to have gone well, but she recalled coming to see me on in the middle of the placement. Before the sixth placement session, her group came to see me in a high state of anxiety. Student A3 acted as spokesman for the group. The group had run out of ideas for the next six sessions and were spending an impractical amount of time trying to make the next six sessions as "...great as the first (session)." They had really enjoyed the first sessions, which had gone well but had become very frustrated. Student A3 recalled being very upset and how she burst into tears during the consultation, saying she didn't think she was up to it (delivering the school club).

I remembered this event and wondered at the time, if the group would be able to complete the sessions and was prepared to put an experienced mentor group into the

school to continue the clubs. This situation was easily resolved as we drew up a schedule of classes for her group, and simplified what was being delivered, but it gave a clear indication of just how much pressure the students were feeling. This group received outstanding feedback from the school, the pupils and the Dragons Dens judges. At the end of the club sessions they sought me out and collectively said how important they felt continuing with the club was to them personally. I asked about this at the interview with student A3 and she again referred to the pressure she felt throughout the course from the placement but felt that it was probably a good thing in the end, as it made her go through a confidence barrier. She explained how important it was to her to have completed the sessions for her personally. Student A3 said her grades had improved on all modules this year and felt this was due to feeling confident and capable. The pressure to succeed in this kind of situation is great, schools and children relied on the students and through other consultation sessions, I realised that students were making a great personal investment so every session was special for the children, often spending many hours developing one hour sessions. Personal pressure caused by a heavy investment 'of self,' (Hancock 1997: 87) seems an important aspect of enterprise learning, and encountering this early in enterprise courses may facilitate deep learning.

As a comparative study, the Professional Practice students who mentioned pressure felt they were also under pressure due to the course placement, but the source of the pressure appeared different from the Enterprise Educators. During the interviews a number mentioned the pressures of working with managers and staff in organisations and producing investigative questionnaires for the training needs analysis. Others mentioned the pressure of the placement in general terms identifying time as a factor. However the underlying theme was the number of pressure related aspects when developing their

questionnaires and consultations with staff. Students on this course felt pressure, but this was related to timescales rather than personal pressure (if this can be a distinction), dealing with staff in the organisation, and the need to feedback to the organisations in an appropriate manner which was seen as a different type of pressure than those associated with assignment hand in pressure.

Two interviews added particular depth to the questionnaires. The most enlightening interview with this group was with student B2. It became apparent that the student felt under a certain amount of pressure developing the staff interview questionnaires which had made him very nervous but he found that discussing these with his own peer group had helped him sort them out. In this instance he had discussed the problem of finding some sort of information for assessing the needs of staff on checkout operations at a supermarket. He described the development of his solution as follows.

When we were put in groups it sort of worked and sort of didn't. I didn't really see the point as I was doing my own report at first. As I tried to get going on my training needs audit I struggled with my questionnaire and got really frustrated. I mentioned this to my group and one member had done part of an NVQ in Customer Care and suggested I look this up on the internet. This helped me get over the hump. (Student B2)

The use of 'frustration' and the 'hump,' suggests pressure here, and I followed this up asking if this was what he meant when he had indicated it was important in his grades. He said he thought this had encouraged him to search for a way of doing something in a way he had not really done before. He was going to come and see me at one stage but realised all he needed was pointing in the right direction and then he said he was "...on my way." Again I pressed on the reasons for the overall improvement of his academic grades and he said he wasn't that sure, but the way he sorted his questionnaire out he felt

more confident in talking to other people about other things, including assignments, and this, had probably helped his grades. Again this also points to a developing confidence and self-efficacy, which seems to transfer across into academic work.

Pressure continued to be theme throughout the responses to this question for both groups. On exploring this it seemed to indicate that students needed a push to really engage with the placement tasks in some depth, but this momentum continues into other aspects of their courses. Students appear to begin working with an improved awareness of their responsibilities on placement, and this continues back at University. I realised during the interviews the pressure on students caused by feeling they have to do all things well on placement, and it appeared to have carried over to university work and grades and was a key theme. This is both important to their motivation and academic practice.

The pressure to achieve an outcome in education is difficult to define and difficult to identify. In this instance, the way I described and understood pressure, relate to the factors which cause a change in an individual does or approaches things. (Beehr and Newman, 1978; Cope, 2003). Academic pressure is often linked to the idea of excessive stress and anxiety, and is recognized to be detrimental to student learning (Sadri and Marcoulides, 1997). However at an early stage in my investigation I realised that some stress, described by the students as pressure, may have been important to the students and discovered the Human Function Curve (Nixon, 1982). This identifies good stress, as well as bad stress, and explains that as pressure increases, it causes an area of high performance before subsiding and creating detrimental performance and unhealthy pressure related issues. This is often described negatively as stress, which is why I have

used the term pressure to describe the student's situations. Careful management of this stress may be an important part of enterprise pedagogy (Rae, 2003). An article by Whitman *et al.*, (1984 cited by Sadri and Marcoulides 1997) identifies four areas of academic stress; frustrations, conflicts, pressure, and change. While the article discusses the detrimental effects of stress it does identify that a certain level of stress as good and that it increases performance – something that became evident to me in the course of my investigation. Whitman identifies four themes: Frustrations involving daily hassles, such as failure to meet their own goals, conflicts, from differing academic experiences, pressures, which come from deadlines, competition and interpersonal relationships, and changes, which come from involvement in academic life. I use pressure as an encompassing term to explain factors affecting student performance emanating from their enterprise experiences and events.

Cope (2003) also recognises the potential of crisis to facilitate learning, suggesting failures on placement may be as significant, if not more significant, than other learning experiences. It could also be important that practical failures on placements are seen as separate, and different, from academic failures for purposes of self-efficacy. The latter seems to be correctable or something to be work through, while academic failures appear final. Enterprise education programmes may be a place where students learn to deal with adversity and crisis, or failures, in a way which is separate and less damaging to student self-efficacy, than academic failures, and yet which still provides an impetus to learn.

Pressure on students in an academic manner is well documented in higher education but reports often focus on the negative aspect of its manifestation as stress (Yadusky-

Holahan, *et al.*, 1983; Collins *et al.*, 2003; Andrews *et al.*, 2010). Perhaps here I encountered a form of pressure that motivated students to learn and on occasions pushed them into an area of bad stress. This began my investigation of the first stages of a number of learning cycles beginning with Kolb and Fry (1984) and ending with more process oriented models such as Scharmer's Theory U (2009). Perry (1970) Magola Baxter (1992) and Scharmer (2010) suggest learning is an event led process that starts and ends. Scharmer (2009) describes Theory U thus. At the beginning of the U the individual sees a need to learn or change (pressure) and ends the U with a new capability. Pressure therefore seems to be a powerful contributor or even instigator of the need to learn and perhaps changes the subjects approach to learning. Perhaps the need to learn is created by pressure or events, and the knowledge, skills and other attributes people develop in order to deal with this, creates learning, which is carried over into other areas of learning.

There are a number of areas in this first question where critical reflexiveness is important. I develop the notion of pressure when stress might have been used. This could be because I was searching for positive outcomes, or was sub-consciously worried that I had put students in a difficult position. My move to trying to explore the effect of pressure in itself could have been compromised by my position as a participant researcher, and students could have reported answers because of my position. However through this approach I identified and linked self-efficacy as a factor, a concept only loosely reported as a factor in enterprise education (in Rae 2003), and the importance of pressure and possibly even failure, on enterprise projects as aids to learning.

What effect did your WBL have on your approach to learning: On this module?

The second question was: What effect did your WBL experience have on your approach to learning on this module? A large majority of students, 68% of Enterprise Education students and 72% of Professional Practice students indicated the placements were important or very important in their approach to learning, with just one student from each class finding it unimportant. The questionnaire comments in this section indicated the majority of students felt the association between the placement and their approach to learning was strong but there were different reasons for this. The largest category in both groups were students who said they were able to relate theory to practice giving them a better understanding of what they had learned, 40% for Enterprise Education and 36% of Professional Practice (n=14 in Enterprise Education, n=17 in Professional Practice). This was explained by an Enterprise Student A3, who said she was good at academic work and had been getting good grades, mainly b's, but felt "...the use of course ideas had really helped her to understand the concepts and theories she was using better.." She realised about halfway through the course she was trying to apply the things she had read about for example, how to deal with problem children in classes, to the children she had in her own group Dragons Den enterprise club. She found this was useful even when the children hadn't been a problem and found she could use what ifs. She felt this allowed her to plan ahead and prepare herself better for university classes. This was the first time I had noted the use of learning events in education to look for and solve unrelated problems *before* they occurred. This was my first encounter with transitional learning (Illeris, 2007).

The placement may have had a cognitive effect on the learning ability of my students which transferred the experience into better assignments, and therefore enhanced grades,

but also, the placement may have been a learning experience in itself, which was then simply applied academically through the citing of examples, thus improving academic work. Alternatively it might have been their interpretation of the assignment questions and they could not see a way of doing the question in the assignment without doing the placement. However, this latter effect seems unlikely, as this would have had a negligible effect on academic modules. At the interview I made a point of asking why students had indicated linking the assignments to the placements had had a positive effect on their learning and got similar replies which linked to the way they viewed and used theory. "It helped my understanding of some of the academic things we talked about in class," (A4), while another said "You can see why you're being told things, and why reading about them is important, it just makes more sense to you when you've gone and done it." Enterprise Education student A4 commented on her form about the need to be "...professional, to do the school clubs properly." Professionalism, is reported by Gomez *et al.*, (2004), and Mandrilas (2004) as something students felt they experienced while on their sandwich course placements, and which reportedly carried over into the academic studies so raising their attainment.

Personal Organisation

The interview with student A4 proved interesting and began a new area for discussion, personal organisation. She felt she needed to be organised at a much higher level than she had previously found necessary at university, and linked it to the pressure required to make sure the children had an "...enjoyable experience." Student A4 had worked part time in a supermarket before but the work required for the school clubs was of a different order. She felt she had to organise early and be prepared well in advance to have the materials in place and sessions written up before talking it through with the rest of her

group. The group had agreed to do delivery preparation on a rotational basis with each student responsible for three sessions each – in effect one session every three weeks. I asked if she was organised generally and she said she probably was, but this was different and really made her go through a routine, like checking the school club session the night before. She also checked other members of her group were prepared with materials as she was concerned they had a session to turn up with she felt comfortable with. This was really important to her and gave her a feeling of comfort. I queried if this approach, and the level of organisation had transferred across to the way she treated her academic work. She replied it had, as her assignments had been handed in on time, which had always happened, but she explained she was finding she was not leaving them to the last minute, and reviewing them before handing in, something she had never done before. However she didn't think she actually changed the scripts to any great extent but reported her marks were better.

Personal organisation was also mentioned by 33% of Professional Practice students (n=15). One student, B2, described how he had never planned so far ahead before. He found he worried about visits to the company he was working with, especially when he was preparing for the needs analysis interviews. He felt the more people he was seeing in a day, in his case the largest number of people interviewed was four, from a total sample of twelve, the more prepared he needed to be. This made him think a long time ahead and before doing the first questionnaires he spent a lot of time changing and adjusting them. Remembering Magola Baxter's Critical Reflection Model of learning (1992), I asked if he thought this reviewing approach was something which carried over into his other academic work, suggesting he might be developing his own approach to reflective practice, but he didn't think this was the case. Instead he felt he was actually

preparing work better first time. Students showing an improved ability to use reflective practice for academic purposes after placement are studied by Lucas and Tan (2007). Investigating accounting students they found this to be unrelated to academic performance, which backed up my own findings here. I began to ask students about their reflective practice later in my interview cycle, 34% (n=12) from Enterprise Education, and 33% (n=15) from Professional Practice were involved and none of the students recognised this as a factor which increase their academic reflection ability. However all the students from Enterprise Education reported they had reviewed practical work prior to delivering their enterprise clubs, and 35% (n=16) of students from Professional Practice reported reviewing materials prepared for organisations, more than once. It seems likely this reviewing of practical work, may have contributed to the general increase in personal organisational abilities and eventually improved grades.

There are other reports of students developing better organisational skills while on placements. Gomez *et al.*, (2004), and Mandrilas (2004) report enhanced attainment of students after placements suggesting personal organisation is one of the factors which may have caused this. I asked two other tutors about three students who had specifically been identified in team meetings as struggling with personal organisation in their academic studies if they had noticed any improvements in their organisation and performance, and they seemed to think this had certainly been evident in the later assignments on their modules.

Transitional Learning

The results here encouraged me to seek out theories where one type of learning experience, i.e. the practical placement experience, might influence other types of learning, for example academic work. Illeris, (2007) identifies transitional learning. This is centred on adult learning, but importantly considers the way adults make sense of one frame of reference and can apply it to other areas, possibly unknowingly. Other aspects of this theory appear relevant here, Illeris (2007) points to elements of crisis, and the speed of development of society arguing this is closely related to the three dimensions of learning, content, incentive and interaction. Mezirow (2000) describes a transformative learning process as starting with a 'disorientating dilemma' (Mezirow 2000: 22), which goes through a cycle of self-examination, critical assessment, self-recognition, option exploration, planning, acquiring new skills, testing and competence or confidence building before entering a new perspective in life. In many ways this seems to cover a number of the processes my students were experiencing and is described in terms of deep learning by Illeris (2007).

Overall then the elements of transformative learning may be part of the natural process of learning of which enterprise learning has many features of, possibly starting with the pressure to produce a good enterprise project outcome. If this is so then the improvement in attainment might be due to the students re-framing of their reference point and a formalised approach to enterprise learning might use the theory of transformative learning to underpin it. A benefit of the enterprise projects appears to be improved personal organisation and seems to have been transferred across into academic organisation helping the students improve their attainment.

My position as a participative researcher may have influenced some of the responses but the negative responses to my investigation of reflection shows a certain consideration across a spectrum of negative and positive responses by the students. The myriad of learning theories also meant I had a choice of theories I could have used here and it is my opinion, albeit considered, that transitional learning was one of the most appropriate in beginning to understand why placements might improve attainment. As an advocate participate (Creswell 2009), my position is clearly identified in that I am searching for something to add to the body of current academic evidence to inform the academic and practitioner communities. My moral and personal values (Rokeach, 1973) are identified and underpinned by my approach here and my competency values include the number of other learning theories I had researched and discounted. My social values are limited in terms of how they affected the model of learning but as a libertarian I might have been subjectively looking for something that supported the student model of learning rather than a teacher centric one.

Attainment – What effect do you think your WBL experience had on your approaches to learning on other Modules?

The next question asked if they felt their placement had improved their learning on other academic modules of their degree and by questioning, if attainment had improved on other modules too. Most answered in the important or very important categories 62% (n=22) and 60% (n=28) for Enterprise Education and Professional Practice respectively), and the interviews again provided a number of useful themes to explore. Student A5 commenting on the link to the after schools clubs provided pertinent comments. “...once you get going, you keep going. I think the clubs gave me more confidence that I could do better at other things.”

Return on Work Investment

This suggested self-efficacy (discussed below) and the transformative nature of the enterprise placement were important and I pressed this point. Her reply opened up another theme – return on workload investment.

When I put a load of effort into the clubs, it worked. I felt I could do it. The kids loved us and they worked hard. When we finished sessions it felt great. They came up to you after and were asking what they would be doing next week. The teaching assistant who helped us said she enjoyed it too. We were told there was a waiting list to join the club. I think you see the benefits of hard work right there, straight away, and it helps with other things, knowing your hard work gets results. (Student A5)

I felt a sense of her excitement in this statement and discovered student A5 had gained improved confidence from the placement. She had realised that if she worked very hard there were rewards. This seems a key aspect of the learning process on enterprise courses and brings in a key stage in the student epistemological journey I felt needed to be identified in a pedagogical approach. It is beyond the debate in this thesis to bring in all Perry's nine stages of graduate development (1970), as this is an academically derived model, other than to say this does propose the view that at certain stages of their development, students gravitate towards certainty – in this case the certainty of a good class but this might have transformed over into the certainty of good marks for working hard on assignments. My reason for leaving this model in the background centred on the fact that it is based on gradual developmental rather than impact, event, pressure or stress based learning, although I accept there may be an element of this within Perry's epistemological model I felt adapting Scharmer's U (2009) would give a better process. Again the model of transitional learning (Illeris 2007), would suggest the realisation of personal workload investment could be carried over into academic studies.

Self-Efficacy

The interview with student A3 described above also highlighted the importance of confidence or self-efficacy. Bandura's (1986) Model of Reciprocal Determinism identifies a link between environmental factors, personal factors, and behaviour towards learning, arguing the importance of the interaction between the individual, the environment and individual behaviour. If enterprise education placements create an environment which caused a change in student behaviour, this could have developed the personal factors such as cognition, and deep learning, as student confidence increased. Therefore enterprise education may be a vehicle for an underpinning model for developing self-efficacy, which would begin to account for improved attainment.

Other Enterprise Education students again mentioned confidence 31% (n=11), with one student A6 saying the school clubs were probably the hardest thing he'd ever done. However when his group had finished the final event at Liverpool City Hall, he recalled saying he was "...utterly exhausted and felt like he could do anything." This seemed to indicate that the combination of pressure and effort had combined to increase his self-efficacy and I wondered if this might have been the same with groups who perceived themselves as less successful on the final day and worked this into some of the later interviews. Some of the answers re-visited and refined employability, a theme introduced in Chapter Four.

Two other student comments add to this. Student A7 said the final dragons den event at city hall left her feeling on top of the world. On questioning, she felt her group had worked very hard and, personally she'd worked much harder than she had ever done before. She was surprised that preparing for classes was so hard. Her group came last out of the university run school clubs (20 of the 24 participating schools in the judging for the dragons den finals day but there were solely school run clubs with a lower score). There was very however little difference between all the judges scores. When I asked her if the result had de-motivated her she said not at all. The kids had enjoyed themselves so much she would have done it for them anyway. She was however 'gutted' for the kids, but felt they would learn from this and they had developed smiley feedback sheets, which had been given out and collected, and this showed the children really enjoyed the clubs anyway. Despite the club not winning at the final event student she was confident that the delivery had gone well. "If I had to do it (the club) again it would be even better. I'm going to ask to stay on (with the school) I think." On asking if experience had made her more confident in her wider academic work she agreed it had. Again the development of self-efficacy is prominent. Rae (2003) reflects this as a feeling of personal achievement saying many students think the placement is the best thing they do at university.

There is also an element of subjectivity to consider here as a researcher, both in the way I developed questions during the interviews and again as I identify key themes. While the students mentioned confidence, none actually used the term self-efficacy, and I may have developed a line of questioning which might have led students towards this. The return on work investment being transferred from enterprise is again my subjective opinion but I have researched appropriate theory to suggest this is possible and feel secure that this is examined thoroughly here.

Student B4 from the Professional Practice group had scored five for the attainment on other modules question. She was placed in a large coffee shop, part of a national chain. I asked why she had given this score on the questionnaire. She felt the following was really important.

I had to get a way of working which meant I took on a lot of extra work. I don't think I needed to do as much extra work as I did but I wasn't really sure what the managers (of her placement) were after and tried to do enough. (Student B4)

Again this student response indicates a feeling of pressure, and of needing to be organised. I asked if she was confident she would succeed but she said she wasn't at the beginning, but by the end felt she knew exactly what she was doing.

This is an important statement from a year three student and gives further perspective on the importance of self-efficacy (Bandura 1986). The Professional Practice group were coming to the end of their placements at about the same time as their degree programme ended. This would mean students had developed confidence as a result of their placement or experiences within their placement. They might not have been displaying confidence through their course and only later grades in the year would have been affected by this, limiting the improvement in attainment to the final assessment grades of the year. Unfortunately this data was not available. It would seem therefore improved attainment on other modules might have more to do with the reaction from the factors which were evident earlier in the course.

As a participative researcher a number of considerations can be identified for reflection. I had begun to think the effects of increased self-efficacy were maybe the key findings in this study. I may have sought to explore this over other aspects as an advocate. Yet my final position at this stage showed I was critical enough to recognise self-efficacy, which, while still part of my findings, might not be the critical agent in improving attainment. On reflection I had to consider the possibility pressure, stress, or personal organisation development from the enterprise placement might be more important to grades than increasing self-efficacy.

Attainment – What effect do you think your WBL experience had on your - overall academic approach e.g. Referencing

The final question of this section asked students to grade the effect of their work based learning experience on their overall academic approach e.g. referencing. Here students were advised verbally of other aspects of an academic approach including, critical thinking, argument construction, and assignment structure. The largest category of answers here was very important and the combined important and very important responses were 74% (n=26), for Enterprise Education and 65% (n=30) for Professional Practice, Comments in the interviews brought up similar themes to previous questions including personal organisation, and self-efficacy, but this was not as explicit and students seemed more unsure.

Personal Organisation

The most notable finding in this section was the way students related their placement to improvement in personal organisation 54% (n=19) and 57% (n=25). Student A8 suggested she might have got better academically because she had structured her work better (for Assignments two and three) and on elaborating, got the university's Harvard referencing guide which helped. I asked why she hadn't got this document before and she said she thought she might need all the help she could get to keep her grades up. I asked if her grades had become more important due to her experience and she said no more so than before, but she knew she would be busy and every little helped. One Enterprise Education student answer was interesting and I considered her answer might again reflect increasing in confidence.

I went and talked to my tutors more once the school clubs had started....I needed to ask about things with the children at first, behaviour, planning ideas....and this got me talking about other things such as assignments, I think that helped my grade as I felt I knew what you wanted. (Student A9)

However I wondered if the just the increase in a willingness to talk to people might be a critical aspect too. For example, asking more for help might begin a lasting student dialogue with the tutor, although again this would derive from self-confidence. Perhaps grades for some students were the result of self-confidence, and simply asking for assignment advice the key, rather than a learning or development issue. The willingness to talk to people becomes more important later in the study and employment networks become an important consideration later in this chapter, talking to people would affect both of these. Here my own interpretation of her word requires some personal reflexivity. I may have been looking for themes to develop into a coherent set. Again using Rokeach's instrumental values, (1973) my personal values might motivate me to consider themes which were supportive of my suppositions, as I needed an outcome for

this thesis, and subconsciously I could express a leaning towards the benefits of dialogue as social and academic value, as I felt this was good pedagogical process. However my interpretation of individual student narratives is only part of my results and these themes are carried logically across the responses, and I have maintained my position of advocate participant researcher throughout this study. The search for ideas which assist the understanding and improvement of learning processes on enterprise projects is therefore explicit (Greenbank 2003) and this approach to interpreting the responses appropriate.

Professional Practice students also were less certain with the responses to this question. One student, B5, said “I don’t think the experience helped my academic approach as such. My referencing was okay before and okay after. I can’t see how this (the placement) made a difference.” This student had reported his grades had improved earlier in the questionnaire but not to any significant degree. He thought his grades had improved due to being organised, making sure he knew what was required in the assignments and checking his assignments. He also remarked that as it was his last year he has probably tried harder to get the grades and as the assignments were about the work he had done on his placement, in this module he felt he had really good knowledge about the assignment content and could give a lot of detail.

This question presented me with a dilemma. Were students telling me that their grades had improved without their general academic approach being improved? Yet without a better academic approach was it possible for the grades to be improved? My analysis of the questionnaires here would appear to argue that it was possible that grades were improved due the placements but in an indirect way. Students appeared to have generally

improved their organisational skills, increased their confidence or self-efficacy, and this in turn may have subconsciously caused them to develop better knowledge of the subject both informally, perhaps through questions to professionals in the placement, and to academic tutors, which triggered a second stage of development, a willingness or perhaps compulsion to research for the practical aspects of the placements, for instance classroom planning and management or workplace standards or surveys depending on the course. There is also the possibility students didn't see a relationship between changes in their academic approach and their grades but this seems unlikely. This section of the questionnaire had highlighted that personal organisation and self-efficacy as major themes. There is good support for my general findings from other studies on student placements in particular with respect to personal organisation (Gomez *et al.*, 2004; Mandrilas, 2004; Rawlings *et al.*, 2005; Lucas and Tan, 2007; and SurrIDGE, 2009) but these papers analyse courses from a variety of subject backgrounds with different types of placements including, sandwich, day placements and blocks.

The second category of questions concerned motivation. Motivation is categorised by Maslow (1949) into five areas, combined to form three sub categories. In the first instance humans strive to fulfil basic needs consisting of physiological needs such as warmth and rest, and safety needs such as security and safety. Next they attempt to satisfy psychological needs such as belonging, friendship and esteem, or a feeling of accomplishment. Finally they are motivated by self-actualisation and a desire to be creative and fulfil their potential. A diagrammatic representation is shown in Chapter Two in Figure 2.2: Hierarchy of Needs (Maslow 1949). In modern western societies the basic needs of food, shelter, and a sense of love or belonging are often met by most people in employment and through state welfare systems. Maslow considered the higher

order needs to be important in motivating people. Lucas, (Lucas *et al.*, 2007 citing Maslow 1958) argues people are more likely to be motivated by these higher order motivators such as companionship, esteem and achievement, and this is supported by my findings from the post course survey discussed in Chapter Four and by Hobson *et al.*, (2004). Maslow's lower level motivators which would include pay and career prospects, which while evident, did not appear an overriding reason for choosing an education course as most people in developed societies feel welfare covers these adequately enough and the higher level needs of esteem and self-actualisation are often what modern models of motivation are concerned with.

Motivators -Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Working with your group

The first question was; Motivators -Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Working with your group. This gave a very strong response in categories four and five with 88% (n=31). Professional Practice did not work in groups as such but were allocated groups where they could discuss aspects of their placements, including their knowledge needs, work placement strategy and problems. These groups were informal and unmonitored but any continuing issues not dealt with by the group, had to be brought to the course tutor or myself in a consultancy session. This happened on only a small number of occasions and all were to discuss questionnaire content. Students on this course used the same survey questionnaire for this investigation as Enterprise Education students, but were told specifically to comment on the use of their sets as the group work. The responses showed a clear contrast with the enterprise education group, with 17% (n=8). It appears

the learning sets were either not considered as group work or proved limited in their ability to motivate students to learn on the Professional Practice. However the comments on this section from Enterprise Education students led to some telling comments and proved a rich source of information. Common themes mentioned in the questionnaires or the interviews from this section included peer pressure, particularly a feeling of not wanting to let others down, social concerns, such as maintaining friendships, a commonality of purpose and a sharing of feelings and ideas.

The Effect of Working in Groups

Peer pressure or not wanting to let the group down was mentioned by 77% (n=27) of the Enterprise Education students either in the questionnaire or the interviews. These students displayed a strong sense of loyalty to their group but also a common determination to succeed and do as well as they possibly could. Student A10 stated, "We have helped each other to push ourselves to the limit." When I asked why she felt they pushed themselves to the limit she said, "We wanted to do the best we could. It was infectious. I think it started with not wanting to let the kids down." She linked this to the feedback they got from the first session they ran. Student A8 said she felt comfortable but very responsible in her group. "We just wanted to get on with it and really enjoyed helping each other. I didn't want to let people down." The motivational benefits of working in groups were not just derived from peer pressure and a fear of failure as positive motivation was regularly mentioned, particularly in interview comments. "Once we realised the kids were enjoying it we got a big boost and spent a lot of time planning sessions so they would all be great." In many of the comments it appeared students wanted to do the best they could for the sense of achievement it gave them even more

than the fear of failure. This sense of achievement links strongly to the higher level needs of Maslow (Lucas *et al.*, 2007, citing Maslow, 1958) and Hobson *et al.*, (2004).

As I reached this stage of my analysis I began to realise that a number of words were difficult to categorise. There was a sense of excitement evident with the students on Enterprise Education who had delivered the after school clubs. They described the feelings they had after the school clubs using words like great, boost, brilliant, fantastic. I had not intended to formally record these sessions for research purposes but recall sharing the sense of excitement and even joy as students came to see me for the later consultations. I am not sure if this was due to the students working with children or because the session had gone well. However as I had advised all students to get sessional feedback it might have been the gratification that they had from the feedback, or a combination of all three. It is difficult to formalise or put into words the sense of excitement but Jones (2006) cites Whitehead (1929), as describing a zest in university students rather than an implicit understanding of academic concepts relating to teaching the skills needed for enterprise or entrepreneurship required by Business School students. Rea (2003) mentions students commenting how the placement was the best thing they did at university and it is possible that the excitement I was witnessing was the same phenomena.

Group work is described as a motivational and underpins a variety of higher education academic and development skills according to Gregory and Thorley (1994). They cite a number of reasons to use group work in higher education, particularly when used in co-operative learning settings. These include, achievement, the facilitation of 'deep

learning,' (p.26) (also see Ramsden, 1992), an ability to meet the needs of different types of students, and improving employability. The HE Academy describes group work as beneficial because:

- Students benefit from exposure to a variety of delivery and assessment methods
- Group work encourages the development of collaborative and interpersonal skills.
- Students develop a more independent approach to learning.
- If the work is a substantial project, the students gain experience of the type of team working they are likely to encounter in industry.
- Teamwork improves student performance.
- Teams rarely fail.
- Resources can be shared amongst members of a group.
- Students in a team can provide mutual support and encouragement.
- Larger and more interesting tasks can be set for a group than for a single individual student.
- Motivation is higher.
- Weaker students benefit from working alongside stronger colleagues.

The HE Academy (2012)

Heron (1999: 1) describes group experiential learning adding more emotive language. 'Group experiential learning brings us closer to the type of work students experienced on Enterprise Education which centres on learning through active involvement.' Heron uses terms like involvement of the whole person, energetically and physically endowed, and says it 'encompasses feeling and emotion.' This adds to our discussion, of enterprise learning by allowing for the introduction of learning through not just experiences, but emotions and feelings like excitement and fear (of letting peers down?).

The benefits of group work for learning purposes becomes more pronounced when learning communities are formed by design or form through social interaction (Dewey, 2001; Kilpatrick *et al.*, 2003; Wenger, 2009), although these can be difficult to define.

Tu and Corry (2002, cited by Kilpatrick *et al.*, 2003: 10), describe communities of practice stating ‘...people learn through a group activity to define problems...decide on a solution, and act to achieve the solution. As they progress as they gain new knowledge and skills.’ The developments I recorded on Enterprise Education and observed throughout my investigation appeared to show that the groups had begun as students focussed on achieving tasks in groups, and then developed through a mix of needs, including mutual support, and social interaction, into genuine learning communities where the capacity for development went further than just achieving successful classes, but a determination to deliver excellent classes by investigating, learning and developing a range of teaching skills and enterprise knowledge. Perhaps this shows enterprise learning builds into a three-tier model as Wenger (2008: 9) describes communities of practice as ‘groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.’ Perhaps the teaching investment, excitement and passion had developed the students into people who were able to apply their learning into these communities of practice and share experiences for delivering the excellent session many seemed intent on achieving. This was not a feature I found with the Professional Practice group who were more individually focussed.

Whilst on your WBL experience has the following affected your motivation to learn, and if so how? – The Setting

The next question asked about the effect of the setting on the student’s motivation to learn; whilst on your WBL experience has the following affected your motivation to learn, and if so how? – The Setting. The settings and work requirements were of two different types for the two groups with a series of up to twelve set days of up to two

hours in a school for the Enterprise Education students delivering clubs on the set theme of enterprise. Professional Practice students were expected to make their own appointments with designated organisations and conduct training needs analysis for individuals or groups in a variety of vocational occupations. 76% (n=26) of Enterprise Education students indicated this was important or very important while one student was unsure and did not answer while Professional Practice students gave less positive responses with only 20% responding this was important or very important 26% (n=12). Comments on paper and the interviews showed this was likely to be due to the nature of the setting being peripheral to the placement experience, compared to those students in schools, and the focus on the interaction with client group in the setting (staff as opposed to pupils). Some of the Professional Practice students also spent very little time in the setting so it is not possible to comment on a like for like experience of students within this group, or compare it directly to a group like Enterprise Education.

This question facilitates a discussion on the importance of course setting and perhaps the two very different experiences here help to understand some of the answers in the light of student attainment and motivation. The results of my early research on attainment showed improvements across both of the courses and these were similar enough to suggest it would be useful to compare, and might remove the effect of the setting on wider attainment if the results were similar and the settings were substantially different. However on investigation it became apparent some aspects were similar. The students were engaging with a professional environment in both groups. They were dealing with professionals in nearly all cases, either teachers or human resource professionals or other managers. The work they were doing was independent (while monitoring occurred it was kept at a distance and not involved in the projects except as a safeguard, mainly for the

schoolchildren) and even the Professional Practice students had peer groups and even managers to consult with if they were needed. It became apparent during my interviews that students also valued the engagement with current work policies and initiatives and felt they were doing something that was in many cases really important to the organisation (n=22 for Enterprise Education, n=35 for Professional Practice), “I wasn’t just helping out like on my school placement, I was at the centre of things, the company managers listened to me,” (Student B6). “I felt what I was doing was really important to them (The company),” (Student B7). A further consideration at the interviews also seemed important. Students from both groups indicated they valued the engagement with individuals in organisations as employers. One student (student B1 again) from professional practice summed this up at her interview “I felt like I was making friends (in the organisation) I might be able to call on when I finished (her degree course).” While few elucidated this clearly I began to see a pattern of employer engagement that suggested the students were keen to form employer links.

Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Improved employment prospects

The next question addressed employment prospects asking: Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Improved employment prospects? The important and very important responses for this question were: Enterprise Education, 76% (n=25), (One student left this blank and at the interview argued this was because she wouldn’t know if this affected her employment until she found some), and Professional Practice, (63% n = 29). Initially I considered the lower result for Professional Practice might be simply because this was because students felt

this didn't motivate them but during the interviews it became apparent that they had been more concerned about their employment prospects than Enterprise Education students before the enterprise programme, due to their more imminent engagement with the employment market as year three students. At the end of the Professional Practice course they were finishing their degree course and would be seeking employment or in a few cases other higher level programmes of study. They were motivated anyway.

The interviews were again useful. Enterprise Education students had more diverse comments about the usefulness of the placement to employment but this was a regular theme. Nearly all students commented on the usefulness of the course with regards to the placement in the interviews or by comments on the questionnaire. A number of times words were used which have been discussed earlier, confidence, better or improved work skills, better organisation and professionalism.

Employability

Employability began to emerge as a theme in its own right. Both groups mentioned knowledge about jobs, but the explanation detail was finer on Enterprise Education. "I found out about different jobs which were available in schools that I never knew about," (Student A7). On querying this she said there were more roles in schools than she knew about and she might look for one of these jobs instead of becoming a teacher. She had found this by talking to a higher-level classroom assistant who contributed to teaching under the supervision of a qualified teacher. "I've started applying for enterprise jobs in schools, I didn't know about these until I went on placement, and I'm going back to do

more enterprise work with the school kids next (school) term.” (Student A13). Again this knowledge had come from talking to staff in the school. Students felt motivated by contact with employers as they were developing ideas about their eventual destination and could see a reason to learn beyond their grades, but which grades could play a part in achieving. “I had thought my grades would be the main thing I was working for. Now I can see my grades will help me get a job I really want to do,” (Student A23). Developing employment contacts and networks also seems to have been very important with this group of students as a number of them reported going back to their placement schools to continue enterprise clubs either as volunteers or in a paid capacity.

Professional Practice students also mentioned they had gained contacts in organisations. One group in particular were advised they would have fast tracks jobs in the bank they had worked in. In the interviews I asked if they would keep in touch with the people they worked with and twenty-five said they would try to, while all said they would like to if possible. Statements included. “The manager knew what jobs were coming up and said she would keep me informed.” (Student B11). “I wasn’t sure this was what I wanted (a training job) but I knew from the people there, if got the grades this was another avenue I could explore (for work),” (Student B12). “It’s the job, isn’t it?” (Student B13). Yorke (2004) mentions the importance of networks to graduate employability but concentrates on embedding employability in the curriculum, while a search of Athens and Metalib academic databases showed no studies assessing the importance of undergraduates developing their own employability networks. This seemed to be very important to both the Enterprise Education and Professional Practice groups. There was a distinction between these two groups, Enterprise Education students appeared to be more excited by their experiences than Professional Practice students but I suspected this was probably

because they were working in activities and settings very close to occupations they originally intended to work in. While I didn't get the same sense of excitement from Professional Practice students, there was still a very strong feeling they had gained important contacts, which might be called on at some future time.

Exciting Placement Learning

My reporting of a sense of excitement among students is subjective as this was something I felt during the interviews, and saw as important when analysing data. I had not planned to examine this aspect of the experience, and excitement anyway, would be a subjective emotion in each individual student and impossible to measure, but on reflection, I feel it would be irresponsible as a participant advocate not to report this as it would allow the further examination of this in future studies.

Whilst on your WBL experience has the following affected your motivation to learn, and if so how? – Financial prospects.

The penultimate question of this section asked: Whilst on your WBL experience has the following affected your motivation to learn, and if so how? – Financial prospects. This response was positive with both Professional Practice 76% (n=35), and Enterprise Education 74% (n= 26) responses in either the important or very important categories. I found these results a little surprising as the pre-course survey had indicated the student did not feel, at that stage, they were motivated to learn by monetary issues. Taking the results at face value it appears the students had changed their perception of monetary rewards during the course. This couldn't be due to the stage of their degree as the two groups each finished in different years and so could be directly link to the placement experience.

Money is one way to fulfil the Maslow's more basic needs, food and shelter, and a way of buying some of the higher level needs, for example status symbols such as cars. None of my research uncovered this as a motivator for education students, and Hobson *et al.*, (2004) suggest people enter the teaching profession for reasons other than money, namely; social factors, to help young people to learn, to work with children or young people, after being inspired by a good teacher, and give something back to the community. The social aspects are reflected by Cochran-Smith (2006). She argues teachers enter the profession because they love children, love learning, feel they can make the world a better place and want children to have the chance to live and work productively in society. However there is evidence from other subject areas to suggest this does motivate students. Kim *et al.*, (2002) for example, highlight the key student motivators for business students as: Gaining employment, career expectations, monetary rewards and personal interest. Kim's study took place in the United States and it is possible there are differences in the cultural aspirations of those studied in addition to the different expectations caused by the subject area.

This is a complex area which covers a variety of variables including subject area studied, type of university (technical, arts, pre or post 1993, pre or post 2003), socio-economic background, and proximity to the course end, and goes far beyond the remit for this study, but it does help us draw some points for discussion from my own study. The Enterprise Education group showed a change in motivators from the pre-placement survey responses compared to the post placement responses. I initially felt just two aspects might account for this. Firstly, the erosion of an academic year bringing the students closer to finishing thus focussing their minds more on employment matters, but I discounted this as it was not mentioned by any of the respondents, and secondly the engagement of a different subject

area in the enterprise clubs, which were after all business focussed, thus aligning the students more with the motivators of students on business courses. However the interviews uncovered a further factor, which, I would suggest, is a result of the enterprise part of the education process. I discovered an experience within the school clubs which motivated them in a more extrinsic way. The after school clubs were expected to generate an income, which they all achieved. A number suggested this actual association with earning money, had made them more aware of the need to engage with the financial side of things generally (69% n=24). Many also commented that they didn't realise just how easy it was to get money and other resources together. One student commented on how her group got a radio advertisement for their school business from Radio Merseyside. "We just rang and asked. They invited us down for a chat and played our school advertising jingle (song)," (Student A13). Another student talked about engaging with the local printer for sponsorship. "We went round and asked for some free leaflets and came out with the leaflets, some sponsorship money, and the manager asked if we would like him to come round and talk to the pupils," (Student A7). None of these groups appeared to struggle raising revenue and some of the schools were left with potentially valuable and marketable assets, which had attracted the interest of commercial organisations. It is also likely that engagement with professional workplaces changed the student's self-perception of their own motivators, and focussed them on the more material rewards a professional career could give. It would therefore seem sensible to develop an approach to enterprise education which is appropriate to my own definition of 'doing something, of which financial aspects and awareness may well be a part, but more importantly the creation of a capacity, with the emphasis being on creating.' It is perhaps important students can see their placement carries a potential benefit for themselves.

Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Better employability skills

The final question of this section was - Whilst on your WBL experience has the following affected your motivation to learn, and if so how? Better employability skills. Employability skills are difficult to define, but here I informed the students of the following, summarised from Watts (2005:15) as:

- Problem solving skills
- Communication skills
- Analytical skills
- Data analysis
- Critical appraisal
- Time management
- Team working

Students reporting employability skills as important or very important on the questionnaire amounted to 80% (n=28) of Enterprise Education students and 76% (n=35) of Professional Practice students. Students also added categories of their own here, leadership (leading groups of peers or children and in some cases staff), monitoring (of others work), and in the case of Enterprise Education, their group's budget, and the general organisation of others.

I had wondered if employability skills might be an important motivator at the start of this study. Students might consider the accession to employment a way of alleviating the growing personal debt burden carried through increasing student loans to pay fees etc. This

however did not show up as a debt related issue, being rather more focussed on getting in a career appropriate to their course choice. It is probably worth distinguishing here between financial prospects and an appropriate profession. While I was surprised by the change in the desirability and importance of financial prospects to students after their courses, I think it is possible to begin making some comments on the nature of their motivation. Academic research shows the more extrinsic rewards such as career expectations, monetary rewards, gainful employment and personal interest are motivators for business students (Kim *et al.*, 2002). This is unspecific in terms of destinations, and business is a far more generic subject area being non sector specific, graduates may also have a much broader view of occupational choices and destinations. Research also seems to indicate that education students are more motivated by intrinsic motivators such as helping people to learn, working with children or young people, to give something back or make the world a better place (Hobson *et al.*, 2004, Cochran-Smith, 2006). Yet it appear that when the education students attended a work based placement in an appropriate enterprise education setting, they appear to be affected by more extrinsic motivators as they begin to recognise or understand that extrinsic rewards are also possible in an occupational area which allows them to achieve intrinsic satisfaction. This is an important development in understanding the factors that motivate education students to learn, as it provides education students with a way to achieve Maslow's lower and higher level needs. It appears my developing ideas of a pedagogical approach for enterprise education, would need to engage students with the world of work in a way which gives them the skills they need to be successful in their professional vocation in an appropriate setting, but also allow them to see the possibility of financial and career opportunities available by gaining these skills.

Students linked the placement to employability and recognised at least some of the skills listed above, most prominently time management, teamwork, and communication. Again the Enterprise Education students were more specific and a number of the interviews supported this assertion without defining specific skills. “It (the placement) helped me learn the skills needed to organise and manage classes. This is something you need to get a proper teaching job,” (A12). Student A22 said

I wanted to work with children and loved every minute of it. It was very hard work but really important for me, to get this experience so I can go on and teach if I want to.

There was also some recognition of the link between gaining skills and financial rewards, and students replied using terms such as a professional job or good job. Students appeared to be embarrassed about openly stating they wanted a well-paid job and this may be due to the type of ethos surrounding education. Business or entrepreneurship graduates may be more willing to state openly that they are looking for a good salary, but my education students seemed reluctant. Perhaps there is a cultural issue here and further attention may need to be paid to this aspect, as it could be important to enterprise pedagogy. Students were reluctant to offer salary or financial incentives as a motivator without questioning, although jobs had been indicated as important.

Yes, I think I’m gaining skills which will get me a good job. You can’t really learn to handle kids from a book...well yes I know teachers get paid quite well now and suppose that’s important. (StudentA14)

I suspect this suggests there is a culture in education which makes it appear almost rude to be seen to putting financial concerns before educational matters, such as pupil’s welfare and learning, yet when students feel they are capable of doing a professional job, they seem more inclined to consider the financial rewards too. Using the term enterprise

and identifying it as capacity building, instead of other terms such as entrepreneurialism, seems to be a much better cultural fit with our education students. However there is still the possibility that in some cases the consideration of financial aspects might also have been due to being a little bit nearer the end of their programme, particularly with year three students.

The Professional Practice students were guided to a higher skill set for their placements. The target 'clients' were staff rather than children and they were guided through the first few weeks of their course to gain consultancy, investigative and commercial research skills along with a professional level of presentation skills. The Chartered Management Institute (2012) includes the following as consultancy skills: Managing client relationships, understanding problems, identifying opportunities, maintaining networks, research and analysis, and effective communication.

While students from this course again recognised the importance of employability skills, they appeared to link them more with an increase in confidence or self-efficacy, and gaining employment, than enterprise education students. "I think I realised what was required in a real job on this placement after my first visit (to the company), they (the skills) helped me feel as though I was able to do something useful for the company almost from my first interview," (B19) and "I felt important because I was doing something the other people (in the organisation) couldn't do." (B12). The development of confidence or self-efficacy is a constant through theme in this chapter and appears to be linked closely with good placement experiences on my enterprise programmes.

It is possible that gaining employability skills was seen in a different way by the two studied groups. The Enterprise Education group seem to have linked the gaining of skills more with the acceptance that an increase in appropriate skills, brings financial rewards, thus adding some extrinsic motivation to the more recognised intrinsic motivators more normally reported by education students. The Professional Practice group were not on a schools educational experience and therefore not given the intrinsic motivators which would normally be associated with educators, as there were no people or children to teach or deliver too. However it appears quite possible that they were motivated in a different way, by an increase in their self-efficacy due to the way they perceived the skills they had gained through their tasks. It may be that self-efficacy is a key learning motivator for students on enterprise education programmes, and can be gained in a number of ways from the type of programmes I had run, thus improving academic results across the two groups in similar ways. The lack of direct employment derived motivators for education students on Professional Practice, by not being in a school, appears to have been negated by the increase in motivation through the acquisition of higher level skills. Whether this is intrinsic, and caused by the students feeling they had better skills than others is debateable. However it is likely that recognising certain knowledge or skills might bring more extrinsic rewards, such as improved salaries and career prospects, would motivate students.

These results suggest the best pedagogy for motivating enterprise education students would include; appropriate placements which give access to employability skills, a recognition of, and links to, a professional employment network, clearly visible professional career opportunities, an element of group work, increased career or

monetary prospects, and an experience where students gain self-efficacy through their achievements.

Greenbank (2003) advised thorough, critical appraisal, of research findings to advise or eliminate researcher bias. The categories I have outlined above have come from a thorough investigation of a large body of students using both quantitative and qualitative methods. They give qualified ideas using my results and supportive academic research. However an element of subjective interpretation is still possible. The choice of questions in the came from extensive research, yet were my own ideas and tested my own hypothesis. The investigation in the interviews sought answers to themes identified by myself as a participant researcher. However other themes emerged such as the importance of self-efficacy and increasing material reward awareness. Creswell (2010) states the importance of positionality and of clearly advising of the researcher's worldview. In my case I have consistently taken the position of participant advocate, a researcher who is looking to develop a pedagogical approach for tutors and students of enterprise educations benefit. Rokeach (1986) also suggests critical reflexivity is important when advising results, and a comment on the four instrumental values of my role is important. Morally I feel it is correct to seek pedagogies which allow students to explore learning in an active environment, not necessarily with tutor support or guidance as long as the student is aware of their own learning and prepared. My results here are may have been influenced by my competency values and my position as a participant in the process, but I have drawn from sound academic sources for my ideas, and reflected on them throughout this process. When an unexpected theme emerged I have reported it. I have also reported where my ideas have not supported my hypothesis, for instance the variable response to the setting from Professional Practice students. My personal values

would dictate I get some sort of outcome from this study, but again I could be reporting the failure of my approach for my thesis and was conscious of this from the start. My societal values place enterprise education as a peripheral activity in my personal education philosophy but my growing belief is that it needs to become more central. My concerns about an entrepreneurially derived enterprise education system are negated by the move to an enterprise based educational model embedding citizenship and social concerns too.

Questionnaire Section 3

The final part of this questionnaire was a general section and asked: How important were the following to your learning (L) and motivation (M)? This consisted of three parts asking students to rate the importance of categories to motivation and learning. The categories were: Independence (working without direct supervision), autonomy (working away from university), and the 'enterprise' factor. This latter category was described to students as anything they associated with enterprise, and would be followed up during the interviews. The students gave two scores, one for learning and one for motivation. The final part of this section asked was speculative asked the students to list up to five key things they had learned on the module, and sought to see if any concurrent themes ran through the answers.

The first section asked: Were the following important to your learning (L) and motivation (M) – Independence (working without direct supervision). For learning the large majority of students on both programmes responded with a four or five (91%, n=32, for

Enterprise Education and 87%, n=41, for Professional Practice) showing this was important or very important. The reasons given were varied but often focused on an event or activity, for example:

It's funny working on things without a teacher (Lecturer), but you have to get on with it. As long as you know what you're meant to do by the end, you can work out how to get there and you learn better that way.

(Student A12)

Also.

Being left to figure things out really helped me to understand how to run a class. I think I would have been really worried if I had someone watching me all the time. You learn from your mistakes.

(Student A8)

The willingness to make mistakes and learn from experience appeared important to the students and during this part of the analysis and I realised the importance of this personal space as a catalyst to learning. Independent learning events and experiences seemed to occur all the time on Enterprise Education, and students seemed to come to terms with being out of their comfort zone quickly. I suspected part of this was also the nature of the task which required a high degree of focus and was complex in its delivery, probably more so than the Professional Practice group, as they were not just learning a new subject area, business, but also learning classroom delivery skills (itself made up of a variety of attributes such as class organisation, behaviour management etc.), and gaining the knowledge required to pass the course assessments. Professional Practice students also had to cope out of their comfort zone but the nature of the task was important, while less multi-faceted in 'only' having to learn the knowledge required to conduct the training needs analysis and the course assessments. However this still required significant task focus and the ability to create, analyse and deal with people. Again the independent

learning approach exposed these students to unplanned learning events and experiences, including finding appropriate questions, knowledge about the jobs the interviewees were doing, interviewees not being co-operative and missing interviews.

Independent Learning

There was also growing evidence as my study progressed, that the independent learning approach helped to facilitate deep learning. Deep learning is often described in conjunction with surface learning. Ramsden (1992) describes deep learning as being concerned with the understanding of information and how to use it, while surface learning is the retention of information. Ramsden (1988, cited in Atherton, 2011) identified the features of deep learning as; relating previous knowledge to new knowledge, drawing knowledge from different courses, relating theoretical ideas to everyday experience, and an ability to organise and structure learning content into a coherent whole. This would appear to offer strong support for my enterprise approach as both groups had to understand the content of the topics being dealt with to carry out their tasks successfully, probably had to draw from a much wider range of theories and concepts than previously, and apply concepts and theories in a practical, real world situation. It is possible this produced a deep understanding of the subjects they were studying which then carried through by a process of transitional learning (Illeris 2007), into the assessments for their courses.

This identification of deep learning was highlighted in a number of comments on the questionnaires and in the interviews.

You only really understand what you're doing when you've done it for real.
Working with children isn't something you can learn because every time it's

different, but when you get back (to university) what you study seems to make more sense. (Student A14)

This seems to indicate situations where deep learning develops as a process with an event or experience as the instigator - in the first instance, this is in university, with the issue of a complex task requiring study, application of concepts through practice - work in the school, and the application of knowledge, academically shown by improving assignments and higher grades. Add time for reflection (and students were encouraged to do this in their session plans) and this model could contain individual elements of the cyclical learning models discussed earlier. However apart from the well documented structural criticisms of Kolb's model (see Rogers 1996; Jarvis, 1987; Tennant 1997; Kayes, 2002; Pickles and Greenway 2002; Forrest 2004; etc.), I did not feel it fit well enough with the overall situation I was describing on enterprise learning for a number of reasons. Firstly the complexity of the situation the students were finding themselves in, meant reflecting on an event, would perhaps help academically and deal with the same event or a similar event better, but dealing with classes of children with new tasks each week, and in different ways, meant this simple re-iteration would be highly unlikely to occur. Perhaps preparing students to reflect before an event would be useful. Again it appears the pressure, growing self-confidence (self-efficacy), complexity of the situation, the excitement and the responsibility the task engendered, appears to have combined to form a very powerful learning model for this group. Atherton (2002) describes surface learning as memorising facts for assessment purposes without the need to gain deep understanding or application of them. He also argues that surface learning is more likely when isolated from practice so conversely it is likely that deep learning will occur where practice is part of a course.

Professional Practice students would not have had the broad variety of group and individual experiences encountered by Enterprise Education students. They dealt with fewer face-to-face sessions and these would have involved individual staff rather than groups. This would have been more complex as an overall task, but less likely to create complex situations. This group also recognised the effect of independence on their learning.

It was strange at first. I was asked to do a Training Needs Analysis for counter staff in a bank. I don't know anything about counter staff work. I started asking around and found some customer service NVQ standards and saw the personnel manager with them. Then we altered them to make questionnaire to fit the bank staff. If I had been at University I would have asked the tutor and expected help. Because I worked it out myself I felt I really understood it and would be able to do it again for another company. (Student (B20))

There appears a reluctance to describe motivators, but the willingness to find solutions suggests the motivation to learn was very strong and created by necessities within the situation rather than the excitement of the placement. This statement contains strong suppositions on my own part as I suggest it might have been caused by pressure rather than excitement. The willingness to develop knowledge from previous knowledge, apply this in practice, draw knowledge from wider subject areas, and relate theoretical ideas to everyday experience, (Atherton 2002), suggests deep learning is in evidence here too. However, yet again this motivation to learn is also supported by a sense of increasing self-efficacy brought about by the successful completion of a difficult task and a feeling that this could be done successfully for other organisations.

The effect of the independent workload from the placement on motivation was difficult for the students to explain. This may have been due to the terminology used when

describing motivation. A number of students from both courses explained they had looked forward to doing real work prior to the placements starting but were nervous or reluctant once they were given their placement destination. This initial despondency seemed to disappear once they had been introduced to a contact within the partner organisation, but a random pattern seemed to appear depending on tasks being undertaken. Enterprise Education students reported going through “big highs and periods of despondency,” (A15). Highs usually occurred after a good class, usually identified by feedback or by visual signs the pupils were enjoying themselves, or by positive comments from school staff, “We were invited back to an assembly (after the club had ended) and thanked by all the Head and all the staff in front of the pupils, it felt fantastic,” (A14). Tutors comments were not mentioned. Despondency occurred when classes had not gone well, again typified by feedback and occasional negative comments from staff. Even little comments from staff seemed to cause an unreasonable drop in motivation. “We were asked to go in early for a chat (to the placement school) and told off for not washing our cups out by the teaching assistant. It hung over us all week,” (A24). Negative comments of any kind appeared to affect group motivation out of all proportion. I knew about the cup-cleaning incident from the club monitor and had checked with the school, who said the group had been great, and they’d just asked them to wash cups they used for the next morning, it certainly wasn’t a telling off. It would seem with Enterprise Education student motivation came in cycles from the placement and was not a constant factor. Students enjoyed the delivery, but didn’t generally report enjoying the preparation. Good classes gave highs, poor classes gave lows, but other aspects such as poor pupil behaviour, gave lows too.

Independence therefore probably contributed to motivation but not throughout the period. There were times when being away from the security of the University and having to work independently caused increases and decreases in motivation. With this group it was only at the end of their placement that the experience consolidated itself into a motivational factor or more likely a motivational factor typified by increasing-self efficacy. The feedback and esteem seemed to so much more evident after the Dragons Den showcase at Liverpool City Hall than any other time. As one student commented about completing the event,

This was when we realised we could do it. We didn't win but we looked at the kids and our stand and people were buying stuff of us. It was fantastic and you want to do it again. (Student A13)

Professional Practice students also linked motivation with personal achievements. Some seemed minimal such as the completion of a survey questionnaire. It seemed on this course too, the successful completion of just parts of the placement could be key motivators and perhaps completing even small perceptively difficult tasks successfully without tutor assistance, was important.

Were the following important to your learning (L) and motivation (M)? Autonomy, (Working away from University).

The next question asked students: Were the following to your learning (L) and motivation (M)? Autonomy, (Working away from University). Autonomy and independence could be regarded as similar so I tried to clarify this as working away from the university campus. It is possible that just being away from an educational environment was motivational for the students, and could in itself, have made the

students more motivated, which if correct would still be a worthwhile finding. As I have discussed above there appears to be a number of aspects that have an effect on motivation which might lead from this question, such as the observation and attachment to professionals or a professional occupation, the realisation that obtaining a professional level job would bring intrinsic and extrinsic rewards, and the pressure to complete tasks. However if the prime motivator was due to being 'let out' of university, then these aspects might not be as important as the earlier analysis suggested. The responses here again showed students felt this was important and the marks in the four and five category was 74% (n=27) for motivation and 82% (n=29) for learning from the Enterprise Education group and 65% (n=30) and 73% (n=34) respectively for motivation and learning for Professional Practice students. One student was unsure even after the interview but no students reported autonomy as unimportant. This is perhaps a useful indication that students were thinking carefully about the questions on the questionnaire, and might be used to show that students as a body might gain some motivation from being 'let out,' but this did not appear as important to them in the interviews as other aspects discussed here.

While autonomous learning is closely related to independent learning, the two terms are often used in literature synonymously but not always in the same context. Meyer *et al.*, (2008) recognises that there are different terms which describe independent learning without a common definition. However I distinguished independent learning from autonomy in this instance by describing autonomy in the context of the questionnaire as possible aid to learning, rather than a learning methodology in its own right or as part of the system of learning that occur in universities. As such it is a detachment from the formal learning processes, which occur in university, of which independent learning is a

part. This autonomy was discussed with the students as a group and individually for clarification when the questionnaire was issued, and included the decision-making processes which occurred in their projects. This aspect of the question also developed the idea of informal learning which I began to suspect occurred in large amounts on the placements and which I was informed of through student comments. This aspect helped to develop my thoughts on the type of assessments, which might capture as much of the learning as possible from the enterprise classes.

During the interviews students asked for clarification of the term autonomy, which perhaps suggested there was a lack of clarity in the term, possibly due to its close relationship with independent learning. However some useful statements were given which helped my understanding of their feelings on this. The main theme drawn from my interviews was being away from university, but students didn't feel they had been away. "I didn't feel I was actually out of university all that much. It was only two hours a week and we did more than that preparing for the school clubs in university anyway," (Student A4). On questioning a number of students why they had scored this aspect highly they said it was because they felt they were being given a chance to try things out in their own way although the numbers were not definitive 31% (n=11).

Autonomy and learning, while gaining high marks in the responses for important and very important, for this category, were difficult for students to discuss without covering the same aspects as independence. The students liked the chance to work on something in a focussed way but not be overseen but tutors. Some felt comfortable that they could make mistakes and try things out without recourse to the tutor.

I like to try out my ideas so when I did the questionnaire for my company it was okay the first time, but then I realised I could add a couple more questions and altered a couple they (The interviewee) didn't understand which made things easier. (Student B15)

Responses and comments to the motivation section and in interviews were also very positive, and similar to the motivation responses for the independence section. Students liked the idea of working away from university and felt this motivated them to learn but on deeper questioning the focus of the learning became important and tied in with earlier comments. The tasks set for the students seemed to have become synonymous with this section and students related autonomy to the tasks. "I liked to get my ideas together on my own and then talk them through with my group," Student (A28). Some related their autonomy to the size of the tasks, "I don't think we would have got enough work done if we had done it in a (University) class," (Student A 10), which again reflects the issue of pressure.

While comments from students on this aspect of their work based experience came throughout the course during consultations, lessons and informal comments I used this question to develop my idea that some very important learning was taking place beyond that required by the course modules and to try and assess the extent of this learning. Tough (1999, 2002), describes learning as an iceberg with the tip, 20% of the iceberg as formal learning, and the submerged bulk, 80% of the iceberg, as informal learning. For the two sessions before Christmas students were required to return to classes for some assignment input and discussion on their placements. During the sessions I noticed groups talking about the actual activities they were undertaking and the things they felt they had to do to complete their tasks successfully, but I also recognised a large amount

of anecdotal information on peripheral activities. Two from Enterprise Education groups showed the wide range of experiences and events the students were exposed to.

One group described how they were asked by the school to meet the pupil's parents and describe what they were going to do. They had done a plan from the after school clubs and presented it to the teacher who had taken it to the Head. The students described their emotions at having to present to a group of parents who would contribute a small fee for the after school club and felt this was not something they were equipped to do. The students were worried about having to deal with a group of unknown people in a formal situation and then answer questions. These students described in detail how they set up and prepared for the meeting by creating a PowerPoint with the course schedule, and anticipating questions from parents. They decided to run this by the class teacher beforehand and prepared a series of question they might be asked, and produced set answers. This helped them to feel more comfortable and they felt it also would make them look co-ordinated. They were particularly worried about the nominal cost to the parents and described being unsure of the value of their club.

The description of this event from the group showed the amount of learning required to run the club which was not just centred on the preparation and delivery of classes (a broad enough task in itself), but encompassed a whole aspect of knowledge and skills which were outside the formal requirements of the course. These included planning, presenting in professional manner, planning for eventualities, organising others, managing uncertain situations, managing people, co-ordinating and controlling events. While some element of presentations might be expected on an after school club the

simple act of dealing with parents was beyond what I had envisaged at the start of the programme. However the focus of the skills and knowledge required here showed a high level of ability which, while not formally required by the academic course criteria, encompasses the higher level knowledge and skills graduates expected by graduates (see QAA, 2007, Rae, 2011,), and showed they were able to contextualise them (Jones and Iredale, 2011).

Informal Learning

This led to further my ideas on the teaching, learning, and assessment methodology to be used in enterprise programmes. As university enterprise education appears to operate beyond the boundaries of 'standard' university class based courses perhaps this informal learning should be recognised in the QAA learning 'capture' systems. Also new assessment types might be needed to try and capture at least the important features of this informal yet seemingly important learning.

Eraut (2000) develops the notion of informal learning, describing non formal learning as a significant change in a person's '....capability or understanding.' (Eraut, 1997, cited in Eraut, 2000: 12). This suggests the type of learning discussed by Tough is powerful enough to bring about a change in people's perceptions and actions, in effect changing a person as a whole. As a researcher I would argue this is important enough in itself to be worthy of some attempt to recognise and record this. As an educationalist it seems critical that some methodology is formulated to try and make students aware of these events and the impact learning is having on them as individuals as well as their

capabilities. Enterprise education projects by their nature expose students to a broader range of experiences than many industry based placements. For example Gomez's (2005) bioscience students did routine work. Acknowledging the influence of non-formal or informal learning would also seem ethical. To make students self-aware they are being exposed to influences and actions, which affect them as individuals, and preparing them to identify and recognise this effect may also be an important aspect of enterprise pedagogy.

Rubenson (1999) emphasises the nature and scale of informal learning and discusses its capture for formal (accreditation) purposes concluding this may be irrelevant. However he also argues learning is outpacing education and it seems contradictory to argue that no formal recording is necessary. Rubenson, like Tough, writes from a lifelong learning perspective and the nature of accreditation may be less important to people in this sector than undergraduates. While the effects of enterprise education experiences were reported as positive by students in this study, I wondered if a poor experience, for example a parent confronting a student, or an interviewee walking out of an interview, would still be seen as a desirable learning experience. Rae (2003) recognises that tutor support is necessary at certain times for students on enterprise courses, as things don't always go smoothly. Students did experience difficulties during my courses, and in some cases this was important enough for tutor support, so this recognition of a responsibility for all student learning experiences, both formal and informal, good or bad, determined that I should consider this aspect as part of my methodology for enterprise learning and is discussed in Chapter Six.

Whilst on your WBL experience has the following affected your motivation to learn, and if so how? The Enterprise Factor

The final response required was to judge the importance of the 'enterprise factor' on learning and motivation. This term required some definition for the students even by the end of their course. Although the Enterprise Education group were much clearer in understanding meaning than Professional Practice due to the nature of their task in running enterprise clubs, I used my own definition to try and ensure student responses across the groups were dealing with the subject on a like for like basis: An undertaking (which)...includes activities where a social, personal, or intellectual enhancement, not necessarily centred on business or business schools, exists. Here students responded positively on the questionnaire for both learning and motivation. For learning, 77% (n=25) of Enterprise Education and 65% (n=30) of Professional Practice students responded that the enterprise factor was either important or very important. For motivation the numbers were slightly higher with 85% (n=30) of Enterprise Education and 76% (n=30) of Professional Practice students saying the enterprise factor was either important or very important.

Students as a whole took the concept of enterprise on well and were able to develop the idea during the interviews. "I really liked the idea we were actually doing something that would make a difference to people," (A17). The idea of a legacy was important to some students, "When we left, the teacher asked if she could use our stuff (materials) if they ran the clubs next year," (A12). One student (A4) in particular felt the idea of doing something was very important to both learning and motivation.

You need to do things, what we did was exciting and affected a lot of people but you won't understand lessons unless you use them. We were allowed to be creative and teach what we wanted. We made something that wasn't there before, our lessons were unique and creating things made it special. You are going to be motivated when you've done something everyone thinks is great. (Student A13)

The idea of doing something special seemed important and I tried to identify it. This was a difficult enough task considering the plethora and uncertainty about the terms enterprise, and learning, but I felt students were trying to express something of the excitement I thought I had observed in their approach to their tasks. There was a clear distinction here between the Enterprise Education students and the Professional Practice students.

I found it hard at the beginning and was worried I wouldn't get the interviews done in time. I think it was only at the end when I'd done the interviews that I felt good about the whole thing. When I got the feedback from the company managers was when I really felt good. (Student B23)

Professional Practice students did not seem to be excited with their projects. This was something I observed and noted as a feature of the Enterprise Education students. This early excitement carried on with the Enterprise Education students throughout their course and as I undertook consultancies with the groups, I got regular updates on things which had gone wrong and which had gone right. With my consultancies for the Professional Practice students (consultancies were shared with another tutor due to the size of the group), I often advised on or untangle technical issues with their questionnaire for the Training Needs Analysis, the interviews, or the in company presentation. In the final sessions of the Professional Practice sessions however I was advised by the course tutor that the students had a great session outlining the things they had done after their feedback and appeared very proud of their practical efforts. This would seem contrary to

Jones argument that enterprise courses should engender an ‘...energy and excitement,’ (Jones 2006: 357) in students in order to encourage and motivate them. While it would seem that an element of excitement may be important to enterprise students in terms of their enterprise task motivation, it is not critical to them in terms of achievement.

While both of the courses described here have relatively straightforward project task descriptions, individuals on Professional Practice undertaking training needs analysis in organisations, and Enterprise Education to run enterprise based after schools clubs, this did not show the scope or number of tasks and skills required to run these projects. This became evident with the queries I was fielding whilst the students were on their placements and as I began to try and categorise the responses on the final part of the questionnaire where students were asked to list the five key things they had learned on their work based learning experience. The main themes from Enterprise Education were team or group work, (n= 23), and communication (n=15). However other comments were so broad that gaining any meaningful categorisations was very difficult but included: leadership, dealing with children, dealing with adults, dealing with teachers, applying theory to practice, entrepreneurship skills, class management, planning, engaging children, time management, different vocations, etc. Professional Practice students indicated communication as the largest category (n=28) with time management as the second largest category (n=19) and organisation the third largest (n=17). Again a key feature of data in this part of the questionnaire was the broad number of low data responses including research, vocational knowledge, dealing with difficult people, dealing with managers, gaining information, questionnaire design etc.

Drawing conclusions from this type of information can be difficult but the mixed methodology approach served my purposes well. It uncovered the importance of the enterprise projects to group work, and self-efficacy, long recognised as key learning aids anyway, but also uncovered the importance of informal learning, employment networks, creating appropriate pressure levels and possibly excitement, the important aspects of the enterprise activity, and the overall impression that students were exposed to a great deal of unplanned yet personally important learning. This links to the ideas of informal and non-formal learning described in the autonomy section above and is important in self-discovery and self-efficacy. What my investigation also highlighted is that enterprise has the ability to place the self at the centre of enterprise learning while dealing with social or capacity building operations. Creating the freedom to pursue activities beneficial to the self was critical to the success of my programmes and is recognised by academics across the political spectrum (Pring, 1995, Suissa, 2004, Jones and Iredale, 2010). Providing a methodology to capture important learning from the student's perspective would therefore be a key challenge for my pedagogy of enterprise learning.

On reflection as a researcher, I have outlined my position as advocate participant clearly and critically reflected where my ideas and findings have originated from throughout this thesis. There are areas which I might have explored, for example the idea that education students might have been excited and motivated at getting to teach and work with children, or that students on Professional Practice might have been scared of doing a bad job in a company where managers may not have been seen in the same supportive way as tutor. While these may be true it would have been difficult to apply to a pedagogical approach. I am also aware that I was in a position of a tutor, someone in a position of power, as an involved insider and have used a mixture of approaches to advise (Creswell

2010), and critically reflect (Rokeach 1986, Greenbank 2003) on the effect this may have had on my results.

My overall moral stance developed as I researched. I was unsure of many aspects of what my position was on a number of issues including the efficacy of enterprise as an educational learning experience, but this clarified. It is right as a university tutor to be concerned about all learning not just in the classroom, that individuals should be of the prime concern, and that methodologies to support learning should be developed within the capture system at university. My research competency, using both positivist and anti-positivist approaches delivered an in depth series of surveys which identified a number of key aspects involved in student development and learning on enterprise courses. My personal and societal values are inextricably tied together as I came to believe that development outside classrooms is going to be a coming feature of a university system with an unsympathetic public funding regime. However this thesis does not promote enterprise education or denounce it. Instead it attempts to define and develop an appropriate pedagogy. Towards the end of my initial research I became convinced that students of social science should be active amongst their subjects in some way and enterprise is a one way to achieve this.

Chapter 6

Conclusion – A Pedagogical Approach to Enterprise Education

In this chapter I draw together my findings and develop a considered answer to my original research questions: I identify what motivated students on my enterprise education courses, the benefits to students undertaking enterprise education courses and advise the most effective learning methodologies (pedagogy) to use on enterprise education courses. The chapter draws together my findings from the previous two chapters and suggests a pedagogical approach for enterprise education programmes. The key themes here develop the findings from chapters four and five. I develop the theme that learning is a process with some distinct stages (Perry 1970; Baxter Magola, 1992), but avoid cyclical approaches often used with experiential learning, such as Kolb's Learning Cycle (1984), due to the singular nature enterprise projects and the speed of learning required (Rubenson 1999). I include the elements reported by my students as important to their success, including the pressure to learn, social learning and group-work, self-efficacy, creating critical learning events, the relationship between personal and institutional needs, personal organisation, professional attachments and employability concerns. The role of reflection was not as widely recognised by students as the factors mentioned above, and yet is highly advocated as an integral part of enterprise learning by many academics including Cope (2003) Thorpe (2004), (Rae 2007). After careful deliberation I decided to include reflection but advocate a very specific approach for its use, as I suggest some of the more unhelpful pressure on students was caused by over reflecting and trying to comprehend large complex concepts rather than smaller specific learning events.

From my study I realised the importance of the student as an actor at the centre of the learning process and this is recognised by academics writing on the role of enterprise and entrepreneurship (Cope, 2003; Suissa, 2003; Thorpe, 2004; Pittaway, 2009; Jones and Iredale, 2010). This role, like enterprise, is often not clearly defined but becomes central to my proposed methodology, as I argue the student becomes motivated as ‘the self’ and through the enterprise experience discovers, realises, and reports what is important to them. These I advocate as critical components for assessment outcomes. This is central to my enterprise learning methodology and informs the architecture, learning outcomes, assessment practice, teaching and learning methodology, and enterprise project design.

The starting point for developing enterprise pedagogy is an understanding of what motivated the students on my courses. There were a number of critical factors including an appropriate level of pressure to perform (Nixon 1982), the personal and individual nature of some critical learning events, the enterprise placement as a learning space, the excitement and relevance of the task, the attachment to professions and professional people, the development of employment networks, belief in a return on personal investment, and the realisation that both intrinsic and extrinsic rewards were compatible in work. This began a process of transitional learning (Illeris, 2007) which saw achievements and motivation from the enterprise placement translate across from a work environment to University in the form of academic results. Other factors almost certainly aided this. The benefits to students from the enterprise placement were improved self-efficacy (Bandura 1986), better personal organisation, (Gomez et. al., 1984; Mandrillas, 1984) increasing creativity (Cope 2003), a learning architecture (Duignan 2003) and a realisation that they could be self-determined individuals (Burrell and Morgan, 1979). Other factors became important to enterprise pedagogy as I realised the importance of the

students as 'the self,' (Boud, 2000, 2001; Iredale and Jones, 2010). This places students at the centre of their own learning and identifying the importance of personal learning events which means accepting individual and informal learning as central to the pedagogy, preparing students to learn for opportunities (Rea, 2003) or from future events (Scharmer, 2009). These are the factors on which I base my enterprise pedagogy.

The identification of informal and non-formal learning in lifelong learning situations as described by Tough (1979, 1999, 2002), Brockett and Hiemstra (1991), Rubenson (1999), and Eraut (2000), etc. bears many resemblances to what I felt I had observed, recorded and analysed during this study. Some of this learning would be motivational for students in a pure learning sense but also attends to wider concerns such as personal development and future careers. Part of the pedagogy must be to recognise this for formal quality assurance or accreditation purposes although this may depend on the general purpose and circumstances in which enterprise education is delivered. Jones and Iredale (2010), argue the overall purpose of enterprise education is twofold, firstly to develop employability skills in an uncertain economic climate, and secondly to enhance students creativity and adaptability. My own assertion is that it should create a capacity, and through that, develop the student in a way the student personally feels it is beneficial. However this investigation is also an assessment of other effects, including attainment and motivation, and it seems reasonable to expect some recording of knowledge and skills as well as other learning as part of good pedagogical practice.

Because of the nature of experiences which cannot always be planned for on enterprise projects, recording informal learning would allow the capture of highly important

personal learning and a create a more complete record of the students creativity and adaptability. This also contributes to student's self-efficacy (Bandura 1986), again aiding and improving motivation and increasing attainment. The nature and purpose of my enterprise learning pedagogy advocated in this chapter therefore allows for the recording and capture of informal and non-formal learning.

The development of themes for my pedagogical model involves some subjectivity. While my research and observations with students has advised me directly of the importance of certain aspects important to attainment and motivation, for example pressure, and some elements being advised by academic studies, for example self-efficacy, I have had to use my own personal judgement in other areas. My advocacy of transitional learning (Illeris, 2007) to help explain improving attainment, and the importance of the role of employability networks are based on my own interpretation of what I was discovering. I can again state my personal role from the beginning of this study has been as a participant advocate, a researching tutor who wishes to advise the academic and teaching community of better academic practice through my findings. Cohen (2007) cites Kierkegaard (1974) arguing personal reflectivity on the relationship to the model as preferred research practice. Using the Rokeach's (1986) model of critical reflexivity I have been moral in clearly advising of my position throughout and that to advise and inform thoroughly of my results is the right thing to do. The choice of areas on which to develop a pedagogical model contains a mix of current practice, but uses concepts such as transitional learning and Theory U (Scharmer, 2009) to develop this. My competency values are tested as an interpretive element of my research is required. I have completed an exhaustive search of models of learning before deciding on the ones advocated here using my researched and knowledge developed in this study. My

personal values as an educator, then researcher, mean I have probably put the students at the centre of learning in my model as it is the right thing to do as an educator, but I have advised that I am writing this as an educator researcher, not pure researcher or non-participant adviser. I have also recognised that society is a driver of enterprise in education, but that even in my studied groups I have tried to allow students to consider the role of enterprise in education and their own place in it. I have also added perspective by considering the position of society de-constructivists such as Suissa (2003), and found they see the individual as central to learning in the same way as entrepreneurial advocates such as Rae (2003, 2007). I begin my pedagogical approach at the start of programme development, with learning outcomes.

The formal learning outcomes for both the studies courses are shown below in Table 6.1: 2007 Enterprise Course Learning Outcomes (taken from Module Descriptors. Liverpool Hope University, 2007). These were measured in the student's written work on the Enterprise Education course, and by written and observed practical work on the Professional Practice course with the observation of a micro teach forming the assessed practical work. While I felt these outcomes were good outcomes at the time of writing I began to realise during the early part of this study, they were unlikely to capture many important learning events, as these could be very diverse and may be unexpected or unforeseen. These latter aspects in themselves make the setting of suitable learning outcomes a key challenge. My reflections on enterprise learning as a pedagogy would start by looking at the best methods to assess what the students had learned that was important to them, what record and what methodology to use.

Informal and non-formal learning by its nature can be hard to identify, even by the learner, and the preparation of students to identify, learn and record from this should be included in any pedagogical approach to enterprise. Informal learning debates centre less

Outcome No.	Learning Outcomes
	Enterprise Education
Outcome 1	Critically evaluate the effectiveness of enterprise as a means of overcoming socio-economic problems from a theoretical perspective.
Outcome 2	Identify, and research a current enterprise initiative where education is a factor by effectively engaging with it.
Outcome 3	Demonstrate a critical understanding of the nature of current enterprise initiatives in education.
Outcome 4	Select and use appropriate research skills to develop an enterprise activity.
Outcome 5	Critically analyse the effects on attitudes, perceptions and life chances of learners involved in an enterprise initiative.
	Professional Practice in Education and Training
Outcome 1	-identify the learning needs of adults, using appropriate methods of analysis;
Outcome 2	-design, prepare and deliver a range of adult learning materials;
Outcome 3	-demonstrate awareness of the various contexts in which adult learning takes place;
Outcome 4	-Evaluate Teaching and Learning
Outcome 5	-Provide effective feedback to learners

Table 6.1: 2007 Enterprise Course Learning Outcomes (taken from Module Descriptors. Liverpool Hope University 2007)

on the recording of learning events and experiences and more on its quantification as a comparison to formal learning (See Tough 1999; Rubenson 1999). I considered a number of methodology assessment options here; formal accredited assessments, observed learning assessment, peer assessment, and the self-recording of events and experiences using reflective forums or a personal journal.

After an exhaustive search of academic databases I found only one paper on academic assessment in enterprise education which provided useful information in the development of assessment pedagogy. The article by Pittaway *et al.*, (2009) has a methodological approach using focus groups made up of entrepreneurship and business academics to

assess current practice and find assessment approaches to a typical range of enterprise and entrepreneurial aspects. This was an indication that the nature of enterprise assessment didn't fit easily with more traditional form of assessment methods. These include opportunity seeking, initiative taking and alertness to opportunity. These are aspects which link well to my intention of capturing learning events which are personal and apparently key to the motivational aspects of enterprise courses. It is probably worth noting that while the general usefulness of Pittaway's article is in supporting a number of my suggested approaches, it contains some fundamental contradictions, for example it recognised there is a difference between entrepreneurship and enterprise but instead of attempting to work with a clear definition of one or the other, it switches between each term, using enterprise for the framework of the workshops but clearly focuses on entrepreneurial terms when discussing the work the focus groups. This mismatch is worth identifying as it might affect detailed studies on the workshops themselves, but as I intended to consider and develop the overall findings, it still adds significant weight to conclusions drawn from my study.

Pittaway's focus groups output, centre on six main areas: Entrepreneurial skills, behaviours and attitudes, empathy with the entrepreneurial life-world, inculcating key entrepreneurial values, motivation for a career in entrepreneurship, process (stages) of going into business, and how to start up a business. While these are essentially business focussed, they contribute to the philosophy of enterprise assessment. The pedagogy described by Pittaway, includes the underpinning values of freedom to learn, creation of income or capacity, and capture of a broad range of flexible learning outcomes. This suggests that Pittaway recognises that the breadth of learning is important to students when given the opportunity to develop themselves. From the original paper Pittaway's

six focus groups developed a wide range of assessment ideas across the six categories. These in turn are split into a number of sub-categories which give various justifications such as action centred, reflection centred, self-directed, and externally focussed, to name a few. While these justifications seemed important, on careful reflection I decided to discount a number of them as not being relevant due to their focus on business start-ups, purely money making entrepreneurial skills, and profit identification.

Pittaway argues the importance of assessment in university programmes citing the Centre for Study in Higher Education (2012) Core Principles of Effective Assessment, and Winter (2003, cited in Pittaway *et al.*, 2009). Pittaway also cites Brown (1999) arguing that conventional assessment methods are not as effective as educators would like in recording learning, something I feel is an issue with the way the original learning outcomes for my courses were presented. My assertion that students are motivated by the freedom to find their own importance in learning might not have been the best way to encourage this freedom. The original outcomes only allowed a narrow recording of gained knowledge. A key statement by Pittaway *et al.*, (2009: 8), argues 'There needs to be alignment between learning outcomes, assessment tasks and the learning opportunities created.' If students were finding aspects of learning which were very important to their academic knowledge, understanding, creativity, or employability, which was not in the formal learning outcomes for their course, and therefore not formally recorded then this alignment would not be evident. The things that motivated students might exist but their importance would not be captured. This might inhibit the usefulness of the personal motivators as student could think they were less important than they really were. In effect, the pre-determined nature of my original learning outcomes places a substantial burden of knowledge on the originator (in the case of my studied courses, myself) to

identify; the knowledge required to complete the course academically, the knowledge required to complete the tasks required in the enterprise programme, the knowledge of what the student will find important from the events and experiences they encounter on their programme, and an ability to realise and recognise for feedback purposes the importance of learning events of a personal nature. Perhaps they would also need to know what employers require from graduates too. The idea of strict pre-determined formal learning outcomes across a large diverse group may not be the best approach to assessments for either students or course tutors. The key to motivating students centres on allowing creating the freedom to explore the development of important personal learning, which happened, but then also recognising this learning formally to fully encapsulate the motivational aspects of enterprise in a pedagogical approach.

Pittaway reports that in the variety of techniques put forward by the participating academics the centrality of 'the self' was prominent. Pittaway (2009) cites Schwartz and Webb (2002), reporting the idea of self-assessment is not commonly accepted in higher education, but complete self-assessment is perhaps not the type of assessment I had in mind for my assessment methodology. As Pittaway recognises, the diverse nature of enterprise education would need highly skilled students with a very broad range of detailed subject knowledge to make this a valid exercise and this would be unlikely in undergraduates. The diversity of learning opportunities is recognised by Pittaway and presents itself as a key challenge to assessments in enterprise education. While Pittaway unfortunately ceases to promote or advocate specific assessment techniques and ideas in his paper, and settles on advising that current enterprise and entrepreneurial research is insufficient, he recognises there is a need to develop innovative assessment opportunities. My findings led me to believe that any assessment of learning on enterprise programmes

should be able to deal with formal, informal or non-formal learning and would need to have an element of self-diagnosis and self-reflection to ensure the important aspects pertaining to the individual student could be identified and recorded. However among the focus groups result, there were a number of ideas that I felt would begin my development of an appropriate assessment methodology.

There is a philosophical debate in education surrounding the nature and purpose of assessment in education itself, which Pittaway (2009) recognises. Assessments can be used for various reasons; for recording a level of competency in a series of pre-determined academic outcomes, to show future stakeholders the student's level of ability, to measure academic progression, or as a personal benchmarking exercise to show improvements in skills, attitudes and knowledge. This is where my own philosophical worldview as a participant/advocate is important as I argue the case for the student as an individual and the centrality of the student 'self' here. Assessments may be useful for quality purposes, and they may be important to the student in that they record and advise the individual what, and how much they know. However my view is clear on this aspect. For enterprise education, assessment should be focussed on allowing students to explore, record, and advise for themselves, what is important to them as individuals. This is the key to improving their motivation and subsequent increase in self-efficacy and improved attainment. I felt that careful development of assessment types would be suitable for a number, if not all of these purposes, but they should still achieve the overall aim of satisfying the following criteria: As a method of formally recording and assessing learning for QAA purposes, to identifying personal progression and learning, allowing the space for students to develop personal learning, and recognising that the broadest form of learning capture would further aid students motivation and personal efficacy

which could then be demonstrated to future stakeholders as higher grades. Assessment therefore is a critical aspect of enterprise not just for recording purposes but also for learning, motivation, and efficacy purposes, and should form a critical part of the course architecture.

I therefore propose a series of assessment types to start the formation of an enterprise education pedagogy which begins the creation of an enterprise learning architecture (Duignan, 2003). This needs an alternative type of learning outcome to those I have previously used is necessary. This is summarised in Diagram 6.2: The Four Stages of Enterprise Assessment. The first stage in my proposed assessment methodology is a self-diagnosis exercise. The wide scope and nature of learning events and activities involved in enterprise education activities mean this diagnosis exercise underpins the architecture of the course which Duignan (2003) found important when explaining improved attainment. Using a self-diagnosis exercise early in an enterprise course facilitates the identification of skills needed for a particular project or task, begins two of the critical processes common to both enterprise and entrepreneurship, helps to identify opportunity learning (Rea, 2003, 2007), and assists student in preparing to learn from future events (Scharmer 2009). Duignan (2002, 2003) realises the importance of preparing students for placement learning and its positive effects on attainment. This assessment could then be graded on the depth and quality of the knowledge and skills identified in the first instance against those additional knowledge and skills deemed to be required to do the tasks required after the event. Reflection is therefore used in a structured way to assess a student's ability to perceive or envisage, rather than to re-iterate and correct. This approach adds to the student motivators by placing the personal experiences that motivate

them at the centre of their learning and help them recognise and facilitate the importance of personal learning as it happens.

The second stage of assessment would be a continuing journal of learning events. While I feel this could be used for reflective learning purposes I would argue this might not be its primary purpose. Instead this journal should be combined with the idea of identifying opportunity and future learning as a continuing record of needs and achievements on the part of the student. This would form a continuous self-assessment process and help the student in preparing to capture key learning events and activities, forming a base on which to build ideas and seek diverse knowledge. This allows students to continue planning for learning from future events and experiences. For example, the student whose pupil runs out of a class, would not reflect primarily on what she could do better next time, but on what different types of situation that event might realise itself in and what knowledge would be required in these instances. She might now have to envisage a different situation or situations arising from this event where for example an unidentified relative arrives to collect a child from a learning club. This type of assessment begins to adjust the learner from a specific user of knowledge to a seeker of knowledge by identifying and using learning opportunities. This encompasses the philosophy of the self and opportunity at the centre of enterprise learning. Again this further facilitates and attends to the motivational aspects of personally important learning and continues the creation of self-efficacy. The journal would also begin the process of micro reflections and I advocate the facilitation of these micro reflections on a regular basis using short word limited VLE message board post or Tweets as micro events happen (This approach is discussed further below. These messages may be opened to other students for

comments to encourage group work as this was highlighted as motivational by students further adding to the motivational cycle.

The third stage in the assessment process would begin a critical evaluation of the role of the individuals learning in the framework of an enterprise project rather than the concept or subject matter itself, specifically focussing on development of learning opportunities identified in journal. This might be a case for peer assessment, and Pittaway (2009), suggests this is an appropriate methodology for enterprise learning and could continue the group interaction in areas the students reportedly found important. However I would strongly advocate a tutor led Viva Voce justification of a peer assessment too here. The discussion and facilitation of a skilled tutor would help recognise and highlight the areas of student development and continue the process of building self-efficacy giving justification to the importance of personal learning.

Stage four would be a proposition and justification of the key enterprise learning knowledge, skills and attitudes required to complete the enterprise project, a self-evaluation of critical personal learning. Again this would place the student at the centre of the learning experience and include the formal and informal events and experiences, which were important to the individual student. For example this might be the development of a generic skill to create a questionnaire, an experience allowing the student's to understand pupils in an empathetic situation with a pupil, or the knowledge to deal with a parents query in a meeting. The broad nature of enterprise and the events which could be encompassed within them make the identification of what might be

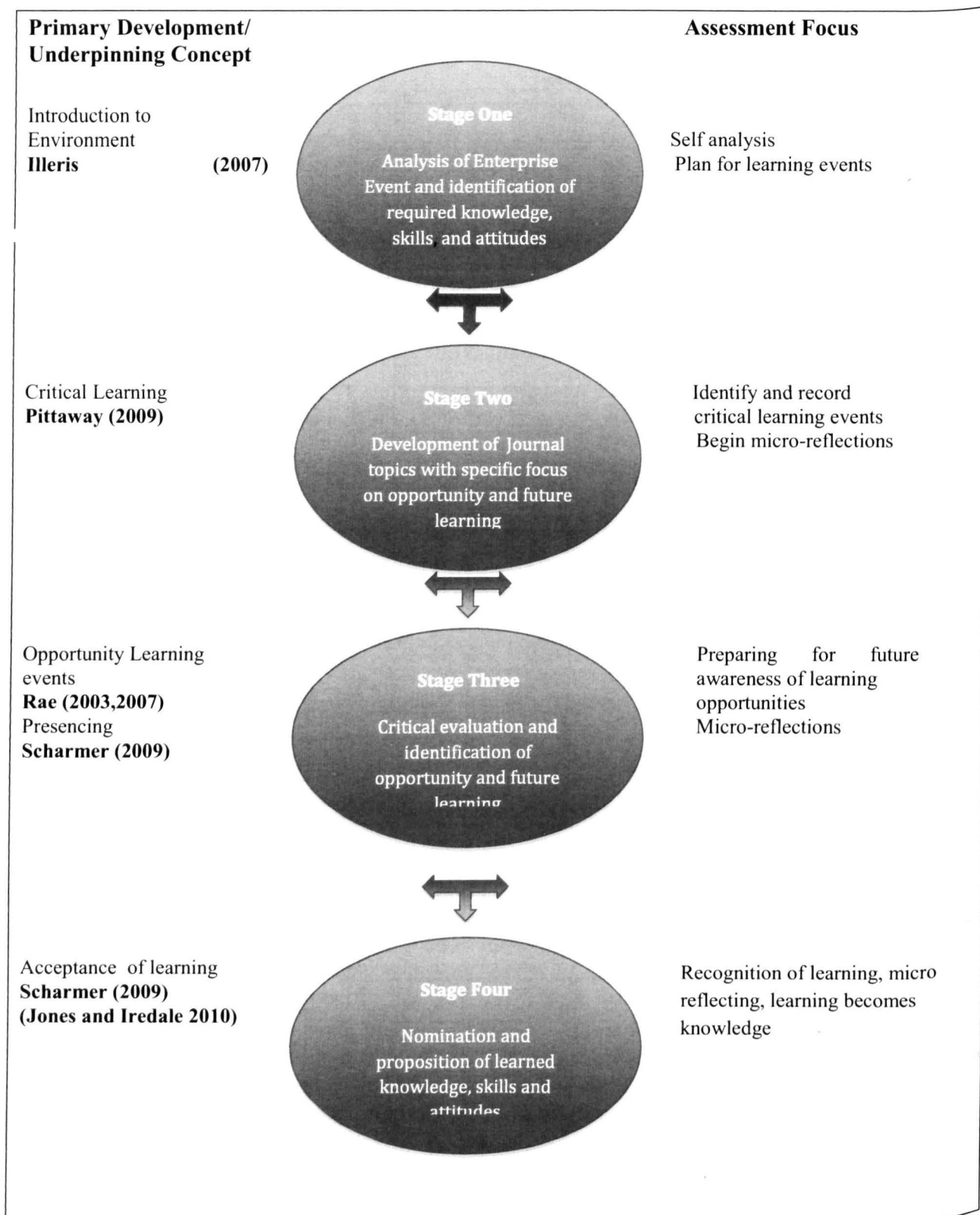


Diagram 6.2: Four Stages of Enterprise Assessment.

important in an enterprise project to a student would be almost impossible to identify capture and quantify in terms of importance by tutor led pre-determined outcomes and

Outcome No.	Learning Outcomes	New Enterprise Learning Outcomes
	Enterprise Education Yr 2	Enterprise Education
Outcome 1	Critically evaluate the effectiveness of enterprise as a means of overcoming socio-economic problems from a theoretical perspective.	<i>Evaluate and assess the knowledge skills and attitudes required to successfully complete the enterprise project</i>
Outcome 2	Identify, and research a current enterprise initiative where education is a factor by effectively engaging with it.	<i>Identify key learning events in enterprise situations</i>
Outcome 3	Demonstrate a critical understanding of the nature of current enterprise initiatives in education.	<i>Select, evaluate, and describe the key learning outcomes experiences and</i>
Outcome 4	Select and use appropriate research skills to develop an enterprise activity.	<i>Justify and critically assess your key learning from an enterprise project outlining where this would be useful to you in the future</i>
Outcome 5	Critically analyse the effects on attitudes, perceptions and life chances of learners involved in an enterprise initiative.	
	Professional Practice in Education and Training	Professional Practice in Education and Training
Outcome 1	-identify the learning needs of adults, using appropriate methods of analysis;	<i>Evaluate and assess the knowledge skills and attitudes required to successfully complete the enterprise project</i>
Outcome 2	-design, prepare and deliver a range of adult learning materials;	<i>Identify key learning events in enterprise situations</i>
Outcome 3	-demonstrate awareness of the various contexts in which adult learning takes place;	<i>Select, evaluate, and describe the key learning outcomes experiences and</i>
Outcome 4	-Evaluate Teaching and Learning	<i>Critically assess and Justify your key learning from an enterprise project outlining where this would be useful to you in the future</i>
Outcome 5	-Provide effective feedback to learners	

Table 6.3: Adaptation of Enterprise Course Learning Outcomes (originally taken from Module Descriptors. Liverpool Hope, 2007)

allowing a student led approach to find these out for themselves, avoids duplication of previous learning, and allows personally important new learning to be the focus of the enterprise learning experience. These stages are important, are interconnected, and should be formally assessed to ensure recording and monitoring. My approach here would also allow students to focus of their own important personal learning whilst attending to and facilitating an increasing cycle of motivation and self-efficacy.

At this stage I felt it would be useful to begin an adaptation of Table 4: Enterprise Course Learning Outcomes, to incorporate these assessment ideas into new types of learning outcomes. This is shown in Table 6.4: Dealing with Levelness: Adaptation of Enterprise Course Learning Outcomes, shown below. The nature of the revised outcomes for enterprise shows a single set of outcomes for both year two and year three courses in enterprise.

Level 5 qualification requirements	Level 6 qualification requirements
<p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis • effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively • undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. 	<p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects • critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Table 6.4: Comparative Descriptors of Level 4 (year 3) and Level 5 (year 3) Undergraduate Programmes

This raises the question of appropriate levelness but this will be determined by the nature and type of task set by the enterprise project or event, and the architecture of the course. While levelness was introduced in the original learning outcomes to differentiate between year two and three learning I felt the projects the students did were more critical to this

differentiation. The Quality Assurance Agency's UK Quality Code for Higher Education (2011) gives a guide to levelness, which is reproduced for differentiation purposes in Table 6: Comparative Descriptors of Year Two and Year Three Undergraduate Programmes. Students on Enterprise Education were given a difficult task in groups which required creativity and thought within a defined task which required application of theoretical educational techniques to develop and deliver courses to school pupils and to:

...use a range of established techniques to initiate and undertake critical analysis of information,' and 'to propose (and deliver) solutions to problems arising from that analysis and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. (QAA 2011: 9)

Students on the year three Professional Practice course were given difficult tasks as individuals, designed to embed higher-level consultancy skills and operate within a significant level in an organisation.

....apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects' and 'the exercise of initiative and personal responsibility' and 'decision-making in complex and unpredictable contexts. (QAA 2008:10)

The development of appropriate levelness on the enterprise projects effectively counters the need to develop a critical amount of levelness within the course itself as the knowledge and skills for levelness are contained within the enterprise project or event. Enterprise projects should therefore be developed by the tutor with this levelness in mind. On reflection I realised my knowledge of these statements probably contributed to the development of not only levelness within the enterprise activities but also enhanced the architecture on the original programmes which in turn added to the motivational aspects

of the students through allowing appropriate level employability and employment network, knowledge and skills.

Developing an appropriate learning structure, or architecture, within enterprise placements is important. Duignan (2002, 2003), studies two groups of business undergraduates on sandwich courses, and discusses the importance of good course architecture in placements, suggesting this is a critical factor contributing to increasing student attainment. Duignan's first paper reported no academic benefits to students on placement from a course and in the second paper suggests improved attainment could only be down to changes in the course architecture, but not unequivocally so. Ryan *et al.*, (1996, cited by Duignan, 2003) argues that poor placement experiences can actually undermine learning because of; weak integration of theory and practice, inappropriate placements, placements based on competency rather than understanding, and quality of supervision. These architectural issues can, conversely bring benefits 'maximised by the architecture of the placement being appropriately configured,' (Parilla and Hesser, 1998, cited in Duignan, 2003: 336). This contrasts with the recent findings by Moores and Reddy (2012) who suggest just the placement itself, improves attainment.

Duignan (2003) distinguishes between two models of placement learning, the work environment model, and the learning environment model. The work environment model architecture, prepares the student to for the work placement, and to meet the needs of the host (placement partner) mainly in respect of conduct and work performance. Few demands were set for the students in this model from the university (taken to mean in an academic sense). The learning environment model sees the development of a holistic

approach to placement focussing on the students learning needs, from preparation of a C.V. to post placement support, and is designed to achieve academic pre-determined learning outcomes. By comparing the two approaches Duignan found improved academic attainment in the students undertaking placement on the learning environment placement, but suggests architecture may not be solely responsible, citing a self-selection process of more academically capable students doing placements had taken place, in effect suggesting academic results would be higher anyway from these students, and while students on placement under the learning environment model attained better, their academic gain, (increase in grades over time) was better for none placement students. While Duignan does not report an unequivocal, architecturally based increase in student attainment on the learning environment placement model, it does report an improvement over the work placement model. Unequivocal recognition that placements improved academic attainment came late into my research as I discovered Moores and Reddy (2012) who surveyed 6,000 students and who conclude placements aid attainment of undergraduates regardless of 'ethnicity, gender, socio-economic background and subject.'(Moores and Reddy: 1). While this raises the possibility that the placement itself aids attainment, this does not preclude my findings or diminish my suggestions here, that appropriately structured placements which attend to students personal learning requirements, with a good learning and assessment architecture, will further enhance and improve motivation, self-efficacy and attainment.

Little detail is given in Duignan's articles on what preparation the learning environment students were given, and how the related student courses were assessed with a traditional timed exam, which could be important. However it does identify architecture and a learning model as a consideration. Also because the nature of my placements in the

enterprise courses were significantly different in type – sandwich as opposed to daily placements - to those reported by Duignan, it would appear likely that my placements were more embedded in a learning environment model, and I believe these differences are important in explaining the more definite improvements I have reported. Duignan's students were placed in a working environment for an academic or calendar year, while my students were on weekly placement visits via their modules and still attached to regular learning experiences in University through other modules. The tasks performed by Duignan's students are also not covered in great detail. However my research and general knowledge of business school sandwich placements suggests these would be more likely to be occupational in nature with the students in the role of the employee (see Greenbank, 2002), rather than developer, although the paper suggests a small number would be doing jobs with a high level of responsibility. This contrasts markedly with both of my study groups placements where students had full responsibility for developmental tasks requiring high levels of creativity, management, and organisation, with an expectation that they would create a capacity either by the development of enterprise skills school pupils and an after schools programme which could be run by the schools, or by the reporting of training needs in organisations. My reporting of more definite improvements in attainment that Duignan could be explained by my courses having a much more focussed learning environment architecture, which my suggestions in this chapter would only improve.

The development of knowledge through the tasks involved on the enterprise project is a key consideration for enterprise pedagogy. By adjusting the original formal skills and knowledge outcomes and identifying developmental or learning outcomes, on my enterprise courses, the enterprise projects become the focus of the students learning and

underpinned the development of a clear learning environment. The architecture of the course must then be conversant with the type of enterprise activities set for the projects and the enterprise course's ability to create or facilitate the student's own ability to develop the learning required. This continues to add to the strength of the pedagogy to aid attainment.

Illeris (2007) identified two dimensions of personal development; learning, and the environment. Good course architecture is the methodology to link this model of learning to enterprise projects and provides a suitable model to underpin enterprise education. The architecture becomes the facilitator, by which students interact and therefore learn from the events and experiences within it. The interaction between the student and the environmental events and experiences create an information conduit along which information travels and then can become knowledge, depending on the way the information is processed by the student. The development of these information conduits as nodes is discussed further as the role of micro-reflections are considered but the architecture of an enterprise course must support these conduits in a way that develops individual learning.

There are a number of other related factors, which contribute to student attainment and motivation. Boud (2000, 2001), places students at the centre of all learning, and Pittaway *et al.*, (2009) identifies the focus on self as critical to learning on enterprise courses, and this allows learning to become a personal entity. This is what appears to have happened on both Enterprise Education and Professional Practice. Students reported learning things rather than being taught. They applied some ideas and

techniques they found themselves, albeit with guidance on occasions, and developed these into knowledge as they used them in the schools or organisations. The architecture supporting this was not embedded in university class sessions but in the complexity of the projects and tasks they were asked to do and their own personal model of their task. Having loose enterprise project focussed sessions early in the course prepared the students for gaining the knowledge they would require, rather than giving them knowledge they would need to complete the tasks successfully, effectively providing a platform for future learning. This was facilitated by the pressure and tensions from the autonomy they had, to achieve or fail on their projects. While a failing project might not mean a poor course mark as the chance to redeem marks through reflective analysis was available in the assessments, personal exposure was indeed great and the fear of personal failure provided impetus. This could be likened to Cope's (2003) ideas of emotional exposure and personal risk, which become powerful motivators or de-motivators. Once the projects were under way and perceived to be successful, the reported sense of achievement appears to have overcome initial stress and produced a high level of motivation generated esteem and self-efficacy, although in some cases this may have been later in the course. I felt therefore a more specific form of monitoring of the students concerns would be appropriate during the enterprise projects. In my two courses discussed here, this was probably achieved to an extent by the consultations, but I would propose this should be more formal, perhaps through reviewing the student's journals. To ensure the pressure of enterprise projects does not overcome students before personal esteem and self-efficacy is achieved, this will need careful monitoring. Rae (2003) recognised the need for intervention by the enterprise tutor at times of pressure to ensure self-efficacy is maintained.

There is a tentative debate throughout this thesis on the role of learning cycles and reflection in enterprise learning, and its nature and purpose needs to be explored. Reflection, Kolb's reflective learning cycle (Kolb 1984) and its many derivatives are often cited by academics (Daudelin, 1996; Thorpe, 2005; Cope, 2005,) as an aid to critical reflection and learning, particularly by writers on entrepreneurial learning. The number of models and types of use of these cycles suggest there is not a definitive pedagogical approach, for example see the continual development of Cope's frameworks on entrepreneurial learning 2003-2009 (cited by Thorpe *et al.*, 2011). The Kolb Cycle, has been subjected to regular criticism (Rogers, 1996; Jarvis, 1987; Tennant, 1997; Kayes, 2002; and Forrest, 2004) and it has many adaptations, but it was useful as it provided a starting point for my discussions on experiential learning. From the outset of this thesis I have been sceptical about the purpose and usefulness of learning cycles, critical reflection and reflective cycles, on my enterprise education courses. The activities are done only once by the student and time for reflection is limited and if the task is not to be repeated perhaps reflection is of limited usefulness anyway. My enterprise education projects were unique in their nature, and contained unclear or ill-defined personal outcomes. For example students were not asked what they would like to get from the programmes. They tended to be singular and individual in their approach, and often required a degree of foresight at their inception, and the identification of opportunities to build the school club sessions, or identify the needs of staff in organisations. Yet students still found the space in the programmes to recognise the importance of personal learning which was a key motivator. This led me to search for an open ended model of learning which would encompass the preparation of students for future opportunities and to realise future learning events as deep learning (Ramsden, 1988; Atherton 2010). Webb (1977) in a definitive critique of Kolb's cycle suggested

this could be an open-ended cycle as any of the four sections could be omitted and Coffield *et al.*, (2003) suggest the concept of a learning cycle could be seriously flawed. This model presented just too many weaknesses for enterprise learning, but from my own perspective the critical omission was its inability to deal with preparing students to deal with one off events and experiences, identify opportunities, and deal with possible future learning experiences, all of which would be necessary in my pedagogical approach to enterprise learning. I also felt a growing concern at the need to make sure students could deal with the emotional aspects of the undertaking enterprise projects, such as stress, pressure or even excitement as these also proved important in motivation and attainment.

An approach which covered more of the concepts I felt were important to this study is opportunity centred learning. This is described by Rae (2003) as: 'Identifying an opportunity, in the course of which we find out about it, relate it to our personal and social being, plan intentionally and act on and accomplish it.' (Rae, 2003: 542). This model has a number of factors particularly relevant to my study. While students on both my groups were largely given a task, this was usually broad, and there was plenty of scope to develop it as an opportunity, as the Enterprise Education groups did with the themes and business ideas for their school clubs, or use a broad task to develop ideas and within a recognised process as the Professional Practice student had to do. This also adds emotion and focus to the model as they recognises the importance '...desire, and intentionality (Goals)' (Rae, 2003: 1). It also features a number of other concepts which are useful to my study including the notion that people learn unintentionally (informally or non-formally), can learn without pre-emptive reasoning (in my student's case through unplanned events and experiences) and are able to assimilate experiences into a learning paradigm with simple reflective techniques.

Rea's ideas on appropriate enterprise learning pedagogy support the ideas I gained from experience of my own enterprise courses. Rae's paper switches between using enterprise and entrepreneurial as the key terminology, but for all intents and purposes these terms in this instance, are be synonymous as the ideas I use are ubiquitous rather than business centric. Rae (2003: 545) outlines four learning processes in opportunity centred learning; '...identification, development, planning, and implementation,' of an opportunity from idea formulation to realisation.' I would argue these were all part of the architecture of my enterprise courses although not necessarily in this order. On both of my enterprise courses the teaching focus was on facilitating the development of knowledge and skills the students would use on their projects, not for academic purposes, but, I believe this formed the beginning of transitional learning (Illeris, 2007) which affected attainment. For example, Enterprise Education facilitation began with a full day of enterprise education project familiarisation, alongside the organisations representatives, to begin the programme. In the case of Enterprise Education these were teachers or teaching assistants. This session focussed on structuring the objectives of the school club featuring group work with school representatives to draw up joint objectives in planning sessions. The first stage was on identifying development needs for example, formal child safety training delivered using case studies, and the creation of a business idea or theme which the students would develop in the first session of the clubs with the pupils. The main creative technique used was a series of mind maps of the enterprise project using the following: The club business or theme identified the opportunity, e.g. producing environmental schoolbags, a game, safety CD. Etc. How the theme would be broken down into different sessions, e.g. roles and responsibilities, marketing ideas, advertising, making products, and designing a stall. The final session was a tutor led session on

exciting teaching and delivery techniques and review and evaluation and a plan for delivery and achievement of objectives. Students transferred ideas from this and other courses into academic attainment through realising the purpose of their studies, increased personal organisation, self-efficacy, and by being motivated through association with professional environments.

Reflection is a key method for consolidating learning from work based experiences (Rae 2006, 2007; Cope 2003, 2005; Thorpe, 2010) but it would have had a limited effect on attainment on both of my enterprise courses, as I had left reflection up to individual students until the reflective assignment, which was near the end of the course. I now consider this form of reflection as inappropriate. It concentrated the whole experience into a few hours. The students on Enterprise Education would have reflected on their sessions if they used the standard lesson planning template, (although some created their own), but this was not captured as a learning event by the course architecture, and might have help in a professional, rather than academic capacity. One of the last pieces of research I conducted in this study was into the idea that learning had taken place directly during or straight after learning experiences and events, and I discovered Illeris (2007), discussing the theory of connectivism by Siemens (2006). On exploring this, Siemens describes Mezirow's (2000) nodes as an element that can be experienced and is drawn together by interconnecting networks (through people, contemplation and reflections) to form new knowledge. Therefore I felt my new enterprise pedagogy should include a continuing model of personal reflectiveness which focuses on the experiences, events but includes the underpinning concepts of the pressure to learn, social learning and group-work, self-efficacy, creating critical learning events, the relationship between personal and institutional needs, personal organisation, professional attachments and

employability concerns. This type of reflection would need to be brief and regular. Therefore I propose the use of micro reflections centred on learning events in the enterprise learning journal, and built into a reflective social learning concept using short VLE blog postings, along the lines of, or even as mobile Tweets. This would allow the drawing together of events to form powerful learning domains (Siemans, 2006) and help facilitate transitional processes for learning.

While the architecture of my pedagogical approach contains concepts suggested by Duignan and Rae, I felt there were areas where my programmes were better or which would be better with adjustment. The focus on specifically set up enterprise projects ensured the groups had some boundaries within which to work, thus avoiding a scattering of ideas, micro-reflections or discussions between students doing completely different projects, and ensuring early focus on their enterprise tasks. Input sessions would be specific to all groups rather than trying to deal with wide varieties of needs, which could occur (and in my own experience has) on classes with diverse project. When one group of students on Enterprise Education asked for an extra session on planning and delivery skills, it was attended by all the students on the course. Although I advocate strongly a change in the approach to learning outcomes above, the scope of the project task meant the nature of the learning outcomes for this course were specifically attended to, an aid to attainment in itself. The enterprise projects were generally set in the student's vocational area of choice, so it might be expected that this would contribute to their engagement in a number of ways; easily identified relevance to academic and work, links to prospects and practices, the development of workplace contacts and networks, and working specialist in the field. The broad task the students were set, contained many being similar features

across groups allowing them the chance to discuss work and learn socially which again is recognised as adding to student knowledge (Wenger 2007).

There is also a divergence here between Rae's approach and my own, caused, I suspect, by the entrepreneurial nature of Rea's studied programme. Rae describes groups of students creating businesses. The objective, unlike enterprise programmes, is not to create a capacity but to show their entrepreneurial ability and make money. These groups are likely to avoid competition and therefore not be within a similar theme. A recent entrepreneurial event for undergraduates I attended had 32 student business stands with no duplication of themes or business ideas. Rae recognises that the structure of this type of course will depend largely on the ability of the tutor and therefore it seems realistic to suggest structuring the programmes architecture around what will be a very individual experience for the students or groups. This was not the case in my studied enterprise courses, and I felt the boundaries set by the nature of the projects, and the course itself, allowed for the development of a more structure learning experience, while still affording the students levels of freedom required to explore their projects development. I felt structure was architecture and also important to the improvements in attainment and motivation I observed, as it allowed for clear individual development across the enterprise courses.

There are areas for improvement in the architecture I used on my enterprise courses. As I considered the approach I felt it would have followed the Kolb's experiential learning cycle. This however lacks key aspects, which I felt were important to enterprise learning including the freedom to explore (Jones and Iredale, 2010), self-determinism (Rogers,

1969), learning from imagination and creativity (Gregory, 2005) emotion and intuition (Heron, 2005). Finally this model neglects the user's ability to perceive possibilities and learn from possible futures thus neglecting any ability to prepare for future learning (Scharmer 2009). To encompass these features in a structured learning model was therefore my aim.

I decided the best approach for an enterprise learning pedagogy for enterprise courses should therefore be an open ended learning model. Enterprise education learning experiences are often singular in nature being based on a project or event. The school clubs and organisational needs analysis would be done only once by students, and enterprise is often project based requiring creativity and imagination. Therefore I propose an enterprise-learning model, based on Scharmer's (2000, 2009) Theory U. Scharmer describes an open ended model of learning which either encompasses or can be adapted to encompass the learning events and activities which improved my student attainment and which motivated my students. Here I discuss developing the U, to examine a pedagogical approach for tutors of enterprise education using the processes of the U, which should lead to a learning approach for students by developing the U itself.

Scharmer (2000), describes 'Theory U: Learning from the future,' as a method of dealing with the speed of change in modern organisations. Modern enterprise projects are often synonymous with rapid change. The timescales for completion projects is usually limited, and time was an issue on both of my enterprise projects. Instead of managing change Scharmer felt managers should be allowed to develop change by sensing the future and being aware of the present. This description can be reasonably applied to

enterprise learning and is important to enterprise learning. Being only vaguely aware of future requirements would allow students to prepare for future learning using the personal audit in an expanded manner. Imagining possible future events is just an extension of identifying future knowledge requirements and allows the individual to begin a process amounting to conceptualisation and even pre-reflection. Scharmer describes preparing for this possible future as presencing,

....a blend of the words presence (meaning being aware of the present and an ability of being present in it) and sensing (as a method of prediction, or at least future awareness to ...bring into the present one's highest future potential. (Scharmer 2010: 1)

Combining the ideas of Opportunity Learning and Presencing in an open learning cycle gives a strong pedagogical structure which helps deal with the problem of identifying a developing future opportunities, but as a pedagogy also helps to begin the preparation of the student for learning events and experiences. I therefore adapted Theory U as a process for enterprise pedagogy, which is shown in Figure 6.4: Adaptation of the Theory U Process (Scharmer, 2009) as Enterprise Pedagogy and propose the use of this in future enterprise programmes,

Using Theory U processes; co-initiating, co-sensing, presencing, co-creating and co-evolving, I was able to profile the stages of individual and group development against the enterprise courses. This is summarised below in Table 6.5. The U Process: Adapted for enterprise education. This process advises of the critical areas of the enterprise education process with links to my own enterprise programmes and promotes a process model of learning suitable for enterprise projects

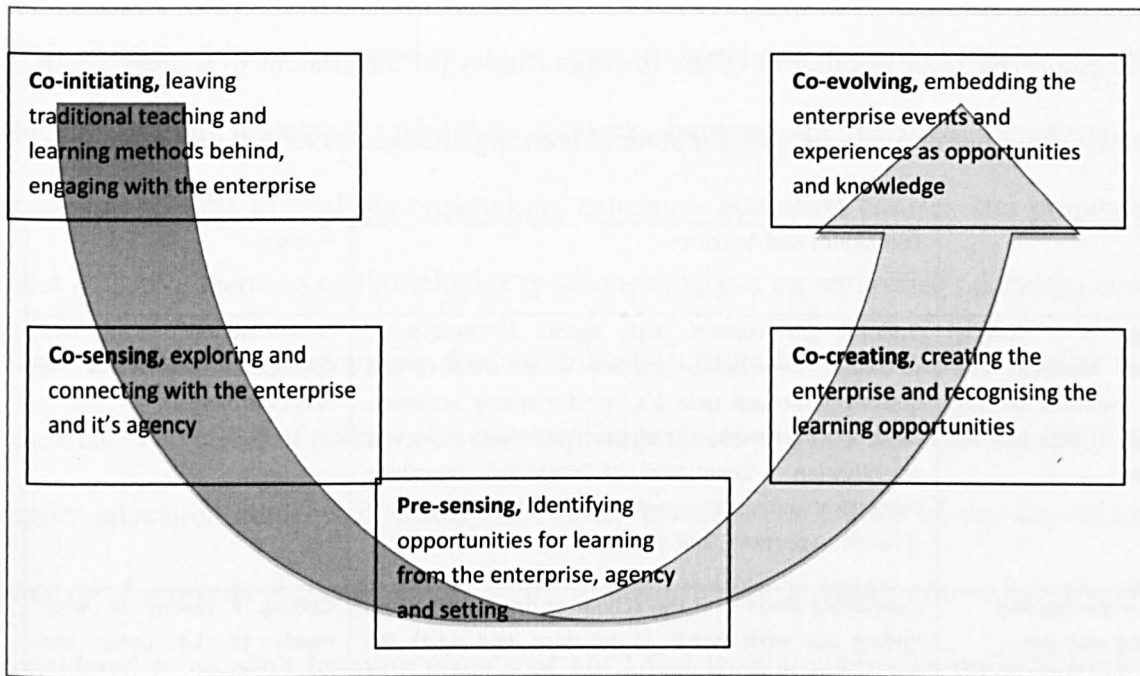


Figure 6.5. Adaptation of the Theory U Process (Scharmer 2009) as Enterprise Pedagogy

The key features are that students are prepared not for learning about enterprise, but prepared for learning when organising and delivering enterprise projects. Individual sessions should focus on the development of seeking and investigative skills around a framework of learning and project management skills. This is then encompasses and learning captured but the creation of a pre-planned, but living, opportunity centred journal where future learning opportunities are identified and then acted upon. Rather than project reflections student will be encouraged to complete regular micro-reflections on the learning events and experiences as they occur. Finally a tutor led review of either individuals or groups would finalise and formalise for assessment the critical learning and knowledge the students have gained during their enterprise education experience.

Creating suitable enterprise projects are the final part of my pedagogical approach. Enterprise programmes by their social nature often require pre-preparation and input

from the enterprise tutor in order to create the opportunity for the student to achieve clear outcomes. A good enterprise project for student learning should be centred on Duignan's

Stage	Techniques and Activities	Purpose
Initiating, leaving traditional teaching and learning methods behind, engaging with the enterprise	Organise involvement with agents in enterprise; structured meetings or training to set purpose and objectives through post it's, mind mapping activities, creating a statement of purpose, identifying tasks and prioritisation. Cloud wall of intentions. Introduce theoretical concepts, journal, event learning and reflection approach, and assessments.	Familiarisation and conceptual awareness of task or project.
Sensing, exploring and connecting with the enterprise and it's agency	Developing ideas with the school or organization and finding out what needs to be done and what the parameters they are working in. Classroom derived organization skills – projects planning, meetings objective setting outcomes, planning techniques, reviews	Getting a feeling of what needs to be done and expectations
Presencing connecting to the source of inspiration and allowing inner knowledge to emerge	Designing future actions, interacting as equals with managers, teachers, presenting ideas to peers and staff and beginning development of project plan. Tutor as consultant.	Using knowledge to create ideas for clubs. Staff surveys
Co-Creating trying things out by doing.	Developing and trying club sessions or staff surveys. Tutor as supporter and confidant	Working out what works and what doesn't. Area of pressure requiring tutor awareness
Co-evolving embodying the new	Working and creating in the enterprise projects as things begin to work and are understood. Recognise capability an encourage excitement from outcomes. Review techniques.	Create Self-Efficacy and Esteem. Apply wider learning and realisation of personal capacity and ability

Table 6.6: The U Process - Adapted for enterprise education

(2003) idea of an appropriate learning environment, and give students the opportunity to develop creatively within a considered framework. The two projects discussed in this thesis created both of these but considerable pre-planning with the enterprise hosts was necessary before the classes had begun. However they show that the results provided considerable benefits to the students in terms of attainment and motivation.

In this chapter I have answered my three research questions by stating that motivated the students on my enterprise education courses, outlined the personal, vocational and academic benefits to students undertaking enterprise education courses and proposed the most effective learning methodologies (pedagogy) to use on enterprise education courses. There are a number of emerging themes emanating from this thesis, which require further research. The effect of pressure from enterprise projects as a positive learning facilitator in higher education students is worthy of further investigation. Two of the key theories I uncovered towards the end of this study, transformative learning and connectivism are considered to be adult learning orientated but I feel worthy enterprise projects for higher education students should be adult orientated and a study on the effects of these two concepts on higher education enterprise students would provide a valuable academic insight into their effects. Studying different type of enterprise learning projects to evaluate and assess their learning effectiveness would also create useful knowledge in its own right. In 2010, with Amanda Dalzell, I attracted a research grant from the Higher Education Academy to begin developing employer perceptions of the employability skills gained from enterprise courses like the one above and will continue research in the field of enterprise.

Future Development

There are a number of emerging themes emanating from this thesis, which require further research. The effect of pressure from enterprise projects as a positive learning facilitator in higher education students is worthy of further investigation. The level of pressure from the projects can be separated from purely academic pressure for grades and pass marks. It needs to be ascertained if the effects of this type of pressure can be utilised in a transitional

way. The Two key theories I uncovered towards the end of this study, transformative learning and connectivism are considered to be adult learning orientated but I feel worthy enterprise projects for higher education students should be adult orientated and a study on the effects of these two concepts on higher education enterprise students would provide a valuable academic insight into their effects. Studying different type of enterprise learning projects to evaluate and assess their learning effectiveness would also create useful knowledge in its own right. In 2010, with Amanda Dalzell, I attracted a research grant from the Higher Education Academy to begin developing employer perceptions of the employability skills gained form enterprise courses like the one above and will continue research in the field of enterprise. The use of open ended, staged models of learning and learning might be suitable for expansion into other fields where events and actions may be singular or in learning environments which change rapidly (such as Information Technology) and this too should be further assessed along with the use to transitionally derived micro reflections so important learning which can relate to another construct is not lost. Finally I will be using the new type of personal learning outcomes in the near future and will attempt to assess their effects on learning on a number of my courses.

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Appendix One: Pre-Course Questionnaire

Survey 1

Name: _____

Please could you complete this survey. This module is involved in a research project evaluating the effectiveness of enterprise learning. If you could leave your name it will help me develop learning strategies during the later parts of the programme. You will not be identified in the report. Please answer freely.

Part A

1. Please complete the following statement.

'I find I learn most when.....

(There is no right or wrong answer to this but it helps put the rest of the questionnaire into context)

2. My learning style is..... 3. Gender...M/F... 4. Age.....
 5. Other family members at University?.....
 6. Do you work?..... If so how many hours?.....
 7. Previous Work Experience (if any).....

Part B

Please consider the following statements about enterprise, education and your module and indicate a preference by marking the box

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

1. Education should be solely the responsibility of the state.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

2. Showing primary children how to make a profit through trading goods should be in their curriculum.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

3. Enterprise is about activities aimed at making a profit.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

4. Children competing in games which show them how to make a profit is immoral

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

5. The UK government should provide all the funding necessary to ensure Higher Education is world class.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

6. Being taught in a classroom by an expert is the best way to learn.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

7. I believe I learn best when I am involved in real situations

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

8. Engaging with employers is the only way to ensure I learn the skills required by them when I leave university

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

9. Doing work related programmes at university takes away the real benefit of learning which should be 'an invitation to disentangle oneself from the here and now.' (Oakeshott 1972)

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

10. I don't learn a lot from experiencing situations I don't really understand.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

11. Being involved in a real enterprise project will help motivate me to learn.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

12. Engaging with employers will help me with my career if the future

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

13. My degree grade will be the most important consideration for my future employers

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

14. I can recognise when I am learning from events outside the classroom

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

- 15. Using enterprise projects to help fund education is a necessary but undesirable practice.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

16. I chose a module with an element of **work based learning** because it would help me learn more.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

17. I would object to the University earning money through my efforts on this module.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

18. My degree modules so far have prepared me well for entering the world of work.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

19. Gaining the skills valued by employers should be an important part of my degree programme

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

20. I am proud to be developing skills which have a value to employers.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

21. Having enterprise skills will give me better employment prospects compared to students without enterprise skills.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

22. I am good at reflecting on situations and learning from them.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

23. Learning new things in class make me innovative.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

24. I learn well when I can discuss events with my peers

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

25. Working in a team is important to learning

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	-------------------	----------	-------------------

Appendix Two: Stage One Interview Plan

Name _____

Course _____

What does enterprise mean to you?

What motivated you to opt for an enterprise course?

What sort of things do you expect to learn from your placement, your work-based learning experience?

What do you want to when you finish the course?

Compare your first year school placement with academic experiences. Which way do you learn best?

What would help you make the most from your work based experience?

Is there anything else you wish to add?

Appendix 3 – Stage Two Questionnaire

Module _____

Name _____

Type/Location of Placement _____

Look at the categories below and consider your work based learning experiences on Enterprise Education / Professional Practice in Education and Training (Please indicate which Module you were on). The aim of this questionnaire is to evaluate where the important or key aspects of your learning came from while on the module and what helped or inspired you learn. Remember the answers here are in relation to your **placement only**.

Category	Importance 5=Very Important 4= Important 3= Moderately Important 2=Mildly Important 1= Not Important	Comment (e. g. How? Why?)
Attainment – What effect do you think your WBL experience had on your		
- grades		
- approach to learning on his module		
- approaches on other modules		
- overall academic approach eg. referencing		
Whilst on your WBL experience has the following affected your motivation to learn, and if so how?		
- Working with your group		
- The setting		
- The focus group (ie. Employees, schoolchildren)		
- Improved employment prospects		
- Improved financial prospects		
- Better employability skills		
General - Were the following important to your learning (L) and motivation (M)		
Independence (working without direct supervision)	L M	
Autonomy (Working away from University)	L M	
The 'enterprise factor'	L M	
List the five key things you have learned on you WBL experience		1. 2. 3. 4. 5.

Appendix 4: First Questionnaire Results Shown Graphically

Social Policy	<p>1. Education should be solely the responsibility of the state.</p> <p>5. The UK government should provide all the funding necessary to ensure Higher Education is world class.</p>
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Series 1 Front (Blue) = Enterprise Education Responses

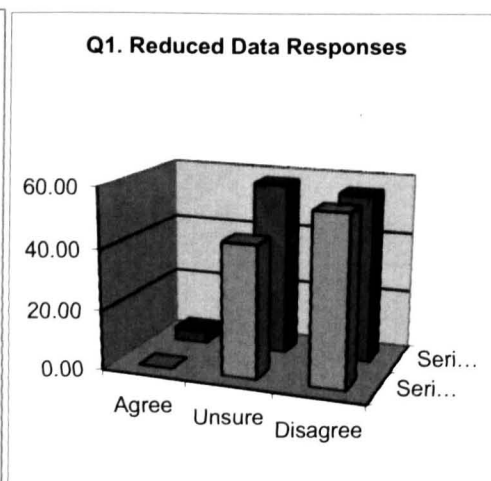
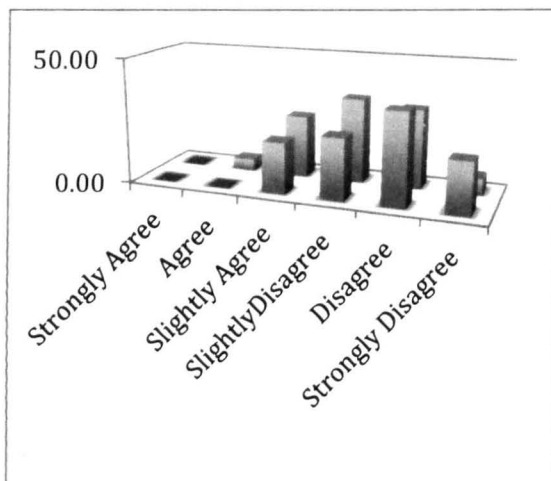
Series 2 Behind (Red) = Professional Practice Responses

1. Education should be solely the responsibility of the state.

Full Results	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	0.00	0.00	0	0
Agree	0.00	4.44	0	2
Slightly Agree	20.00	24.44	5	11
SlightlyDisagree	24.00	33.33	6	15
Disagree	36.00	31.11	9	14
Strongly Disagree	20.00	6.67	5	3
			25	45

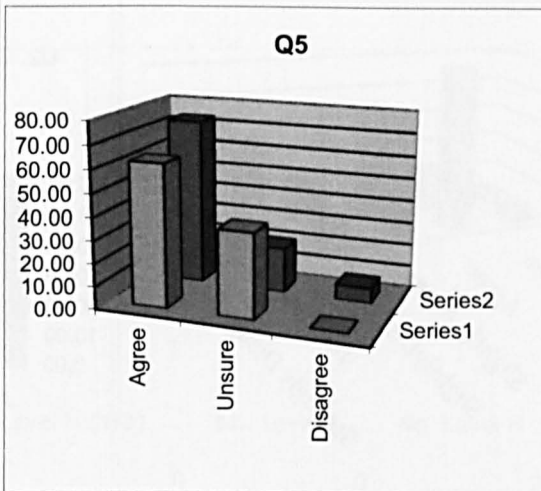
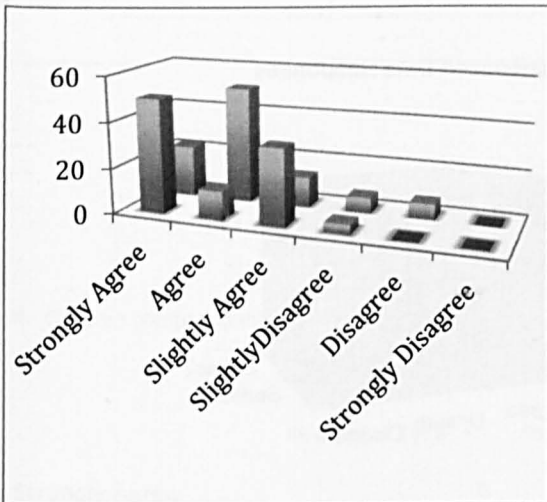
Condensed

Agree	0.00	4.44
Unsure	44.00	57.78
Disagree	56.00	56.00



5. The UK government should provide all the funding necessary to ensure Higher Education is world class.

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	50	22.22	12	10
Agree	12.5	51.11	3	23
Slightly Agree	33.33	13.33	8	6
SlightlyDisagree	4.17	6.67	1	3
Disagree	0	6.67	0	3
Strongly Disagree	0	0.00	0	0
			24	45
Agree	62.50	73.33		
Unsure	37.50	20.00		
Disagree	0.00	6.67		

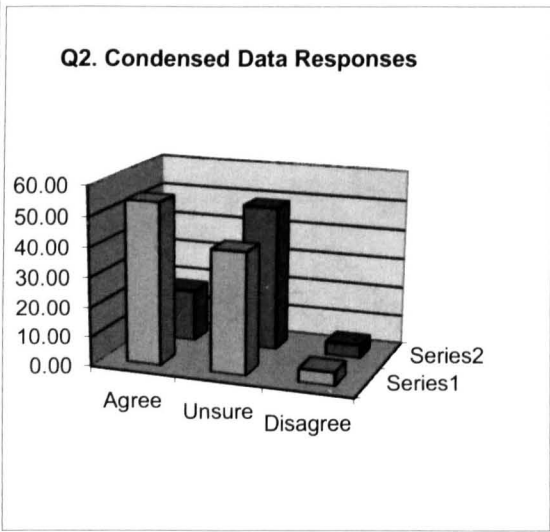
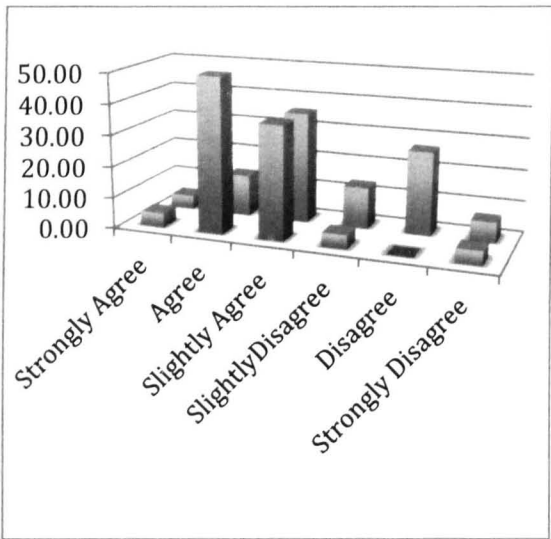


Moral Viewpoint	<p>2. Showing primary children how to make a profit through trading goods should be in their curriculum.</p> <p>3. Enterprise is about activities aimed at making a profit</p> <p>4. Children competing in games which show them how to make a profit is immoral</p> <p>9. Doing work related programmes at university takes away the real benefit of learning which should be 'an invitation to disentangle oneself from the here and</p>
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	<i>now.</i> (Oakeshott 1972)
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2. Showing primary children how to make a profit through trading goods should be in their curriculum.

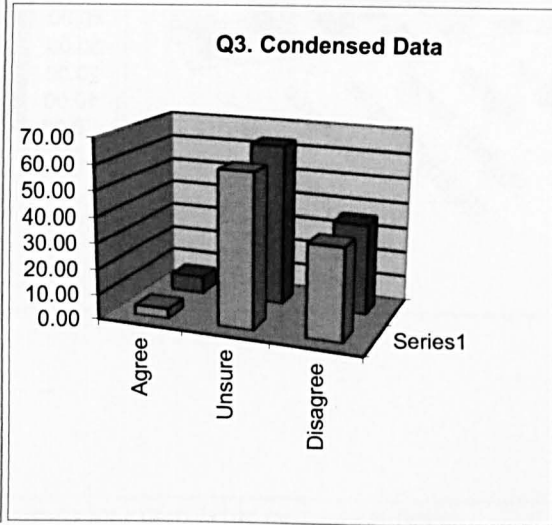
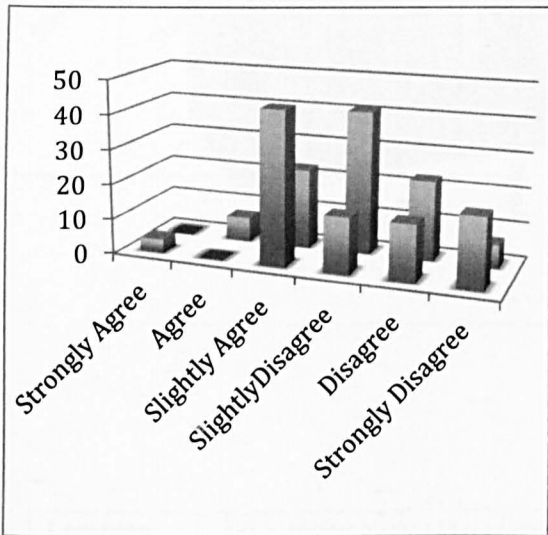
	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	4.55	4.44	1	2
Agree	50.00	13.33	11	6
Slightly Agree	36.36	35.56	8	16
SlightlyDisagree	4.55	13.33	1	6
Disagree	0.00	26.67	0	12
Strongly Disagree	4.55	6.67	1	3
			22	45
Agree	54.55	17.78		
Unsure	40.91	48.89		
Disagree	4.55	4.55		



3. Enterprise is about activities aimed at making a profit.

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	4	0	1	0
Agree	0	6.82	0	3
Slightly Agree	44	22.73	11	10
SlightlyDisagree	16	40.91	4	18

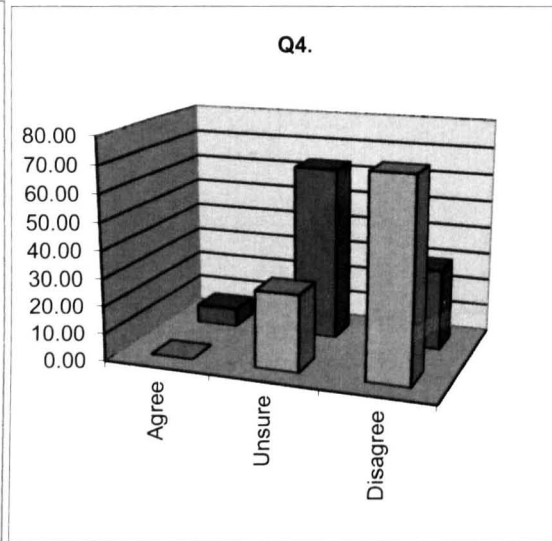
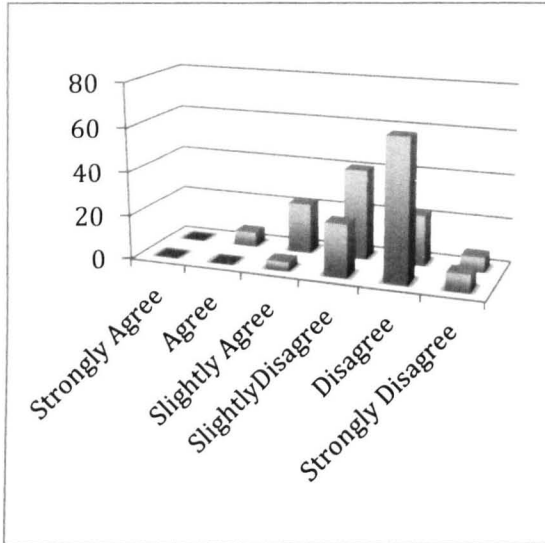
Disagree	16	22.73	4	10
Strongly Disagree	20	6.82	5	3
			25	44
Agree	4.00	6.82		
Unsure	60.00	63.64		
Disagree	36.00	36.00		



4. Children competing in games which show them how to make a profit is immoral

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	0	0	0	0
Agree	0	6.82	0	3
Slightly Agree	4	22.73	1	10
Slightly Disagree	24	40.91	6	18
Disagree	64	22.73	16	10
Strongly Disagree	8	6.82	2	3
			25	44
Agree	0.00	6.82		

Unsure	28.00	63.64
Disagree	72.00	29.55

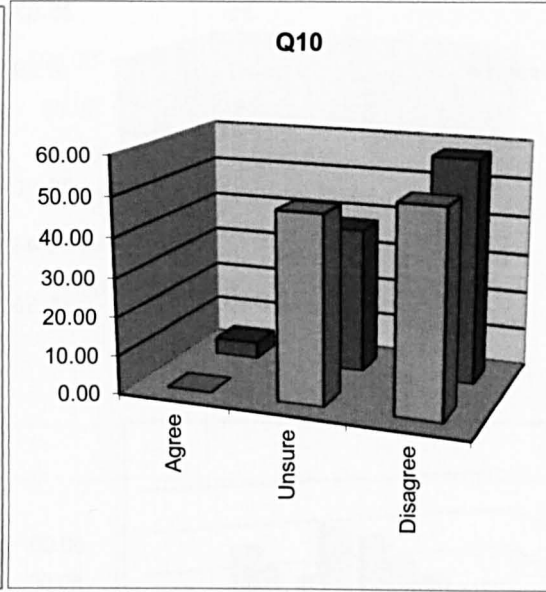
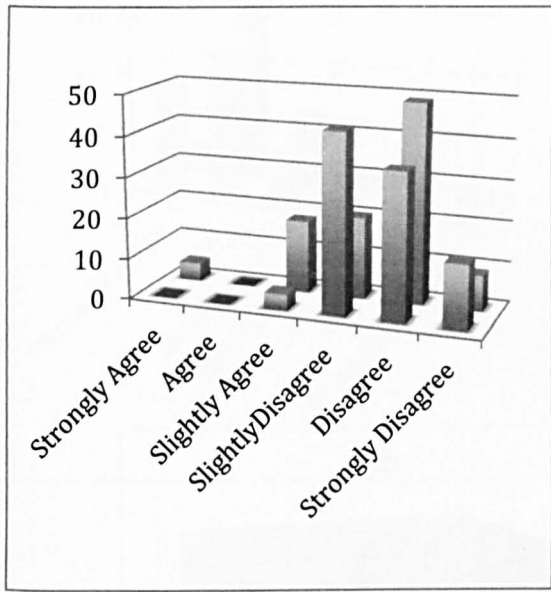


9. Doing work related programmes at university takes away the real benefit of learning

which should be 'an invitation to disentangle oneself from the here and now.' (Oakeshott

1972)

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	0	4.44	0	2
Agree	0	0.00	0	0
Slightly Agree	4.00	17.78	1	8
Slightly Disagree	44.00	20.00	11	9
Disagree	36	48.89	9	22
Strongly Disagree	16.00	8.89	4	4
			25	45
Agree	0.00	4.44		
Unsure	48.00	37.78		
Disagree	52.00	57.78		

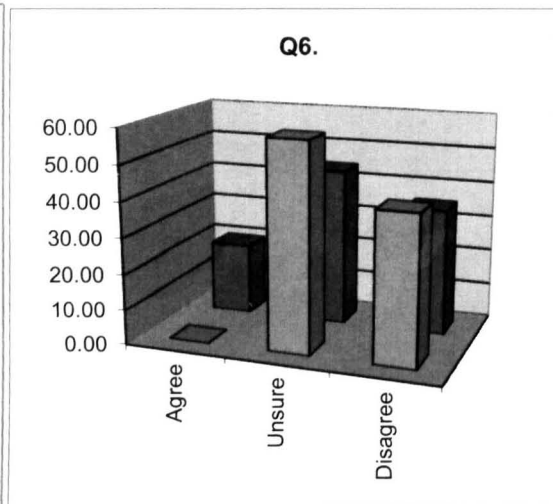
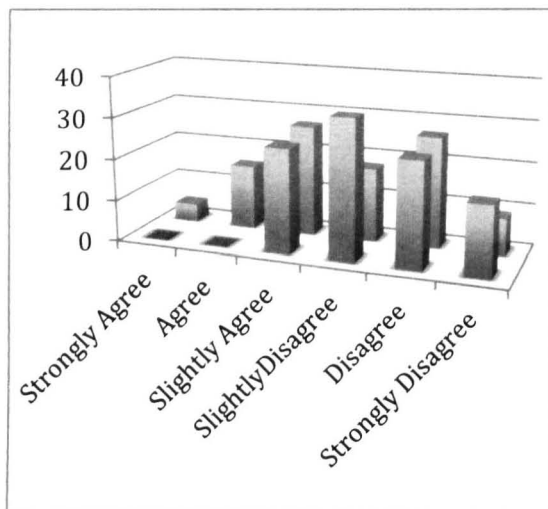


Learning	
	6. <i>Being taught in a classroom by an expert is the best way to learn.</i>
	14. <i>I can recognise when I am learning from events outside the classroom</i>
	16. <i>I chose a course with an element of work based learning because it would help me learn more.</i>
	22. <i>I am good at reflecting on situations and learning from them</i>
	23. <i>Learning new things in class make me innovative.</i>
	24. <i>I learn well when I can discuss events with my peers</i>
	25. <i>Working in a team is important to learning</i>

6. Being taught in a classroom by an expert is the best way to learn.

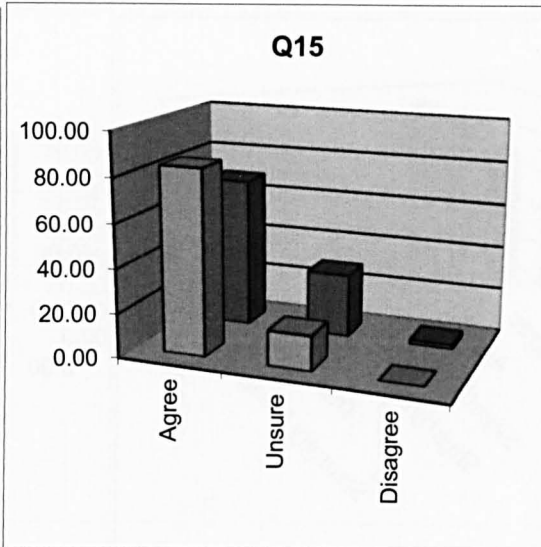
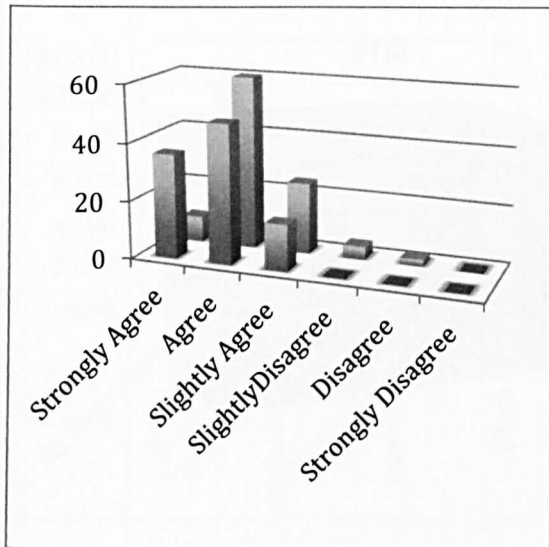
	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	0	4.44	0	2
Agree	0	15.56	0	7
Slightly Agree	25.00	26.67	6	12

SlightlyDisagree	33.33	17.78	8	8
Disagree	25	26.67	6	12
Strongly Disagree	16.67	8.89	4	4
			24	45
Agree	0.00	20.00		
Unsure	58.33	44.44		
Disagree	41.67	35.56		



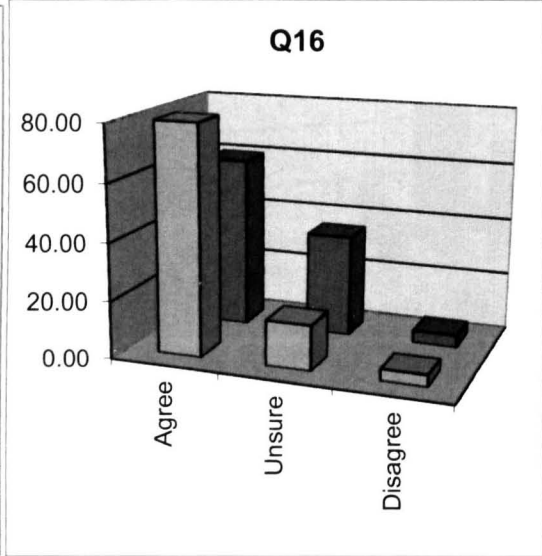
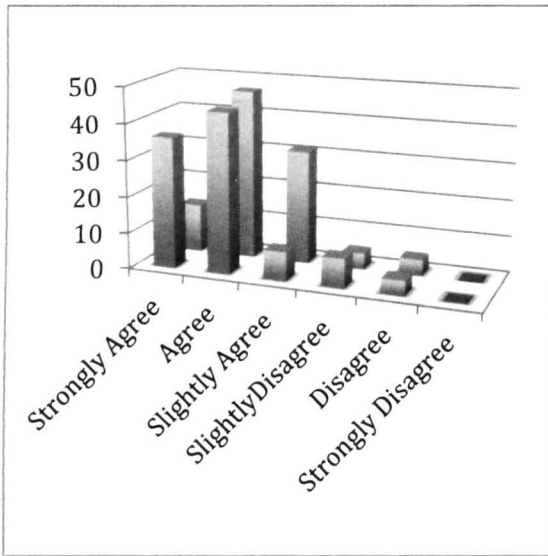
14. I can recognise when I am learning from events outside the classroom

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	36	8.89	9	4
Agree	48	60.00	12	27
Slightly Agree	16.00	24.44	4	11
SlightlyDisagree	0.00	4.44	0	2
Disagree	0	2.22	0	1
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	84.00	68.89		
Unsure	16.00	28.89		
Disagree	0.00	2.22		



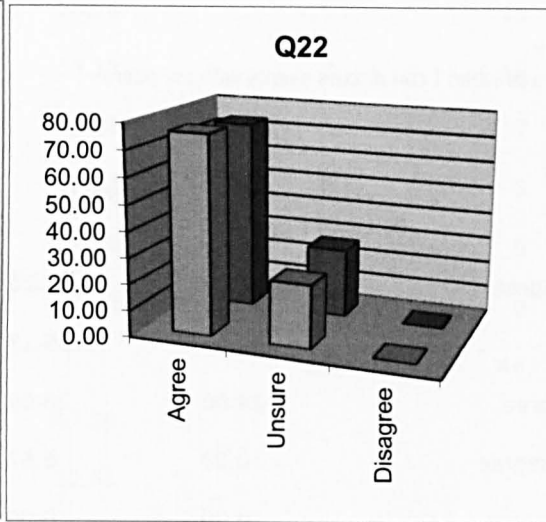
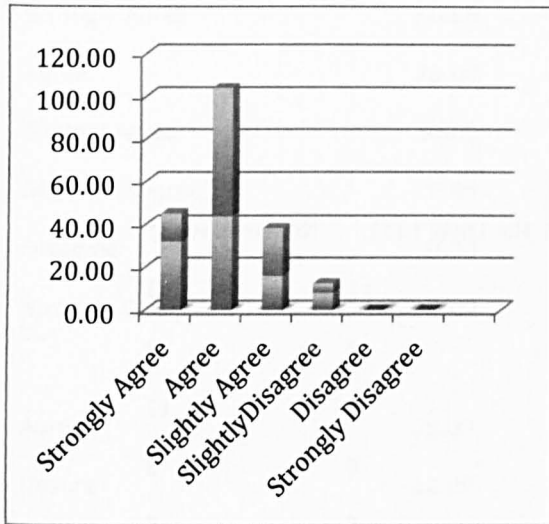
16. I chose a module with an element of **work based learning** because it would help me learn more.

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	36	13.33	9	6
Agree	44	46.67	11	21
Slightly Agree	8.00	31.11	2	14
Slightly Disagree	8.00	4.44	2	2
Disagree	4	4.44	1	2
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	80.00	60.00		
Unsure	16.00	35.56		
Disagree	4.00	4.44		



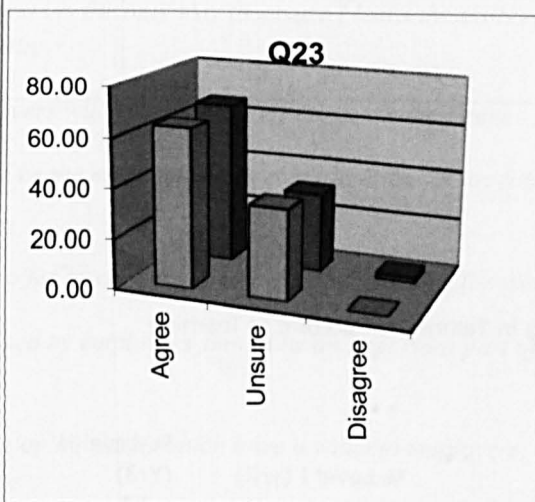
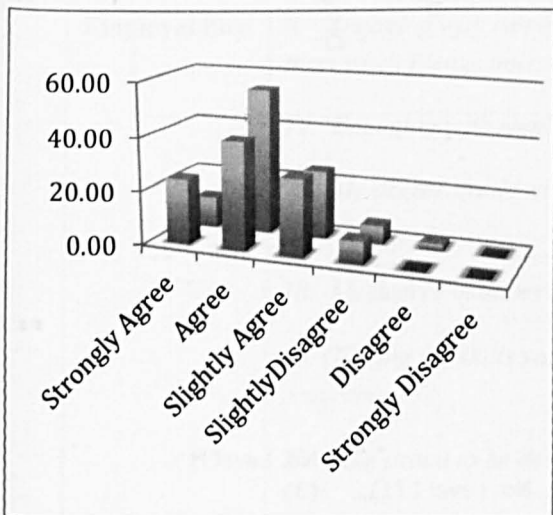
22. I am good at reflecting on situations and learning from them.

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	32.00	13.33	8	6
Agree	44.00	60.00	11	27
Slightly Agree	16.00	22.22	4	10
Slightly Disagree	8.00	4.44	2	2
Disagree	0.00	0.00	0	0
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	76.00	73.33		
Unsure	24.00	26.67		
Disagree	0.00	0.00		



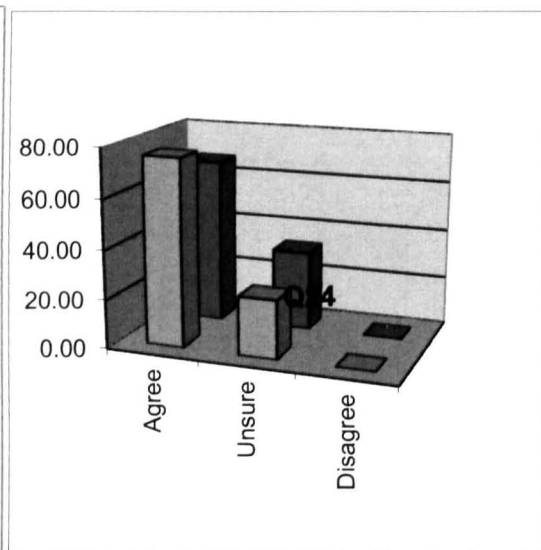
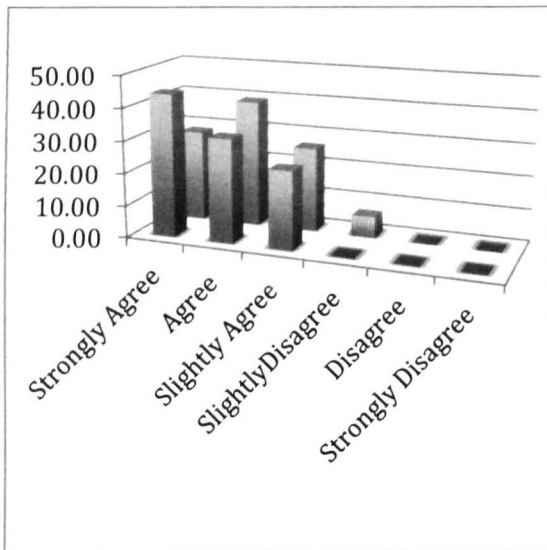
23. Learning new things in class makes me innovative.

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	24.00	11.36	6	5
Agree	40.00	54.55	10	24
Slightly Agree	28.00	25.00	7	11
Slightly Disagree	8.00	6.82	2	3
Disagree	0.00	2.27	0	1
Strongly Disagree	0.00	0.00	0	0
			25	44
Agree	64.00	65.91		
Unsure	36.00	31.82		



24. I learn well when I can discuss events with my peers

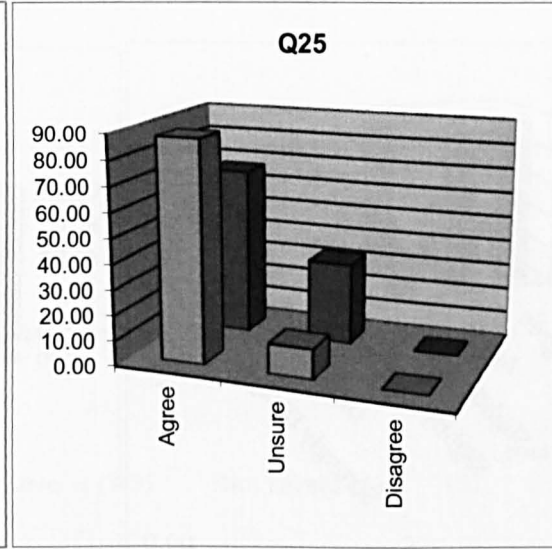
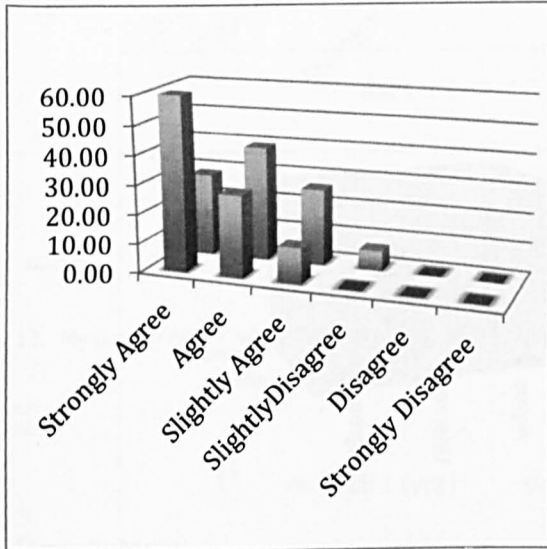
	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	44.00	28.26	11	13
Agree	32.00	39.13	8	18
Slightly Agree	24.00	26.09	6	12
SlightlyDisagree	0.00	6.52	0	3
Disagree	0.00	0.00	0	0
Strongly Disagree	0.00	0.00	0	0
			25	46
Agree	76.00	67.39		
Unsure	24.00	32.61		
Disagree	0.00	0.00		



25. Working in Teams is important to learning

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
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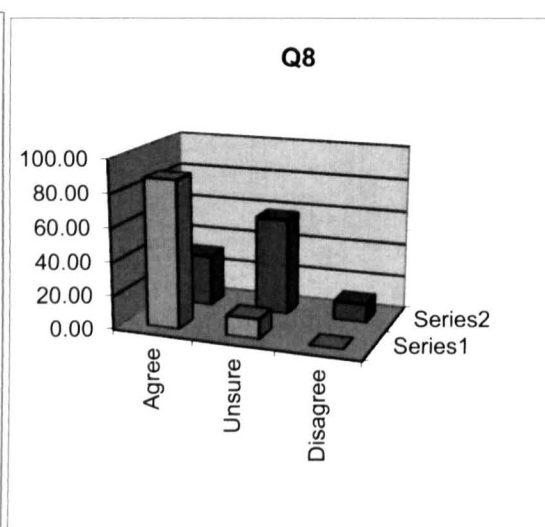
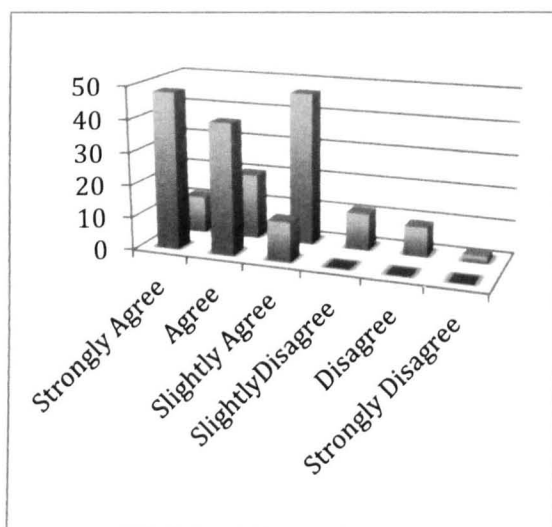
Strongly Agree	60.00	28.26	15	13
Agree	28.00	39.13	7	18
Slightly Agree	12.00	26.09	3	12
SlightlyDisagree	0.00	6.52	0	3
Disagree	0.00	0.00	0	0
Strongly Disagree	0.00	0.00	0	0
			25	46
Agree	88.00	67.39		
Unsure	12.00	32.61		
Disagree	0.00	0.00		



Employability	<p>8. Engaging with employers is the only way to ensure I learn the skills required by them when I leave university</p> <p>12. Engaging with employers will help me with my career in the future</p> <p>13. My degree grade will be the most important consideration for my future employers</p> <p>18. My degree modules so far have prepared me well for entering the world of work.</p> <p>19. Gaining the skills valued by employers should be an important part of my degree programme</p> <p>20. I am proud to be developing skills, which have a value to employers.</p>
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8. Engaging with employers is the only way to ensure I learn the skills required by them when I leave University

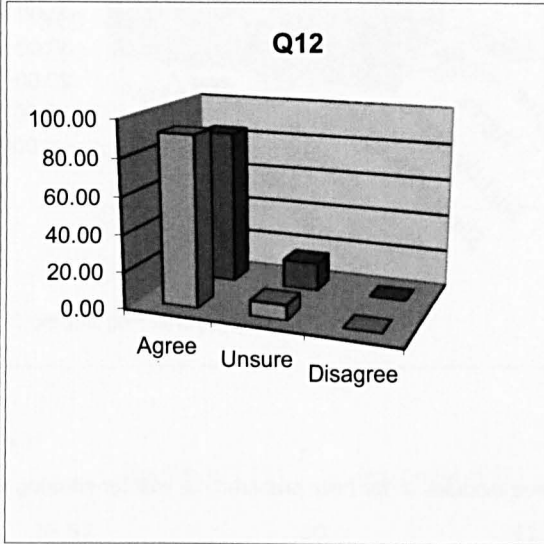
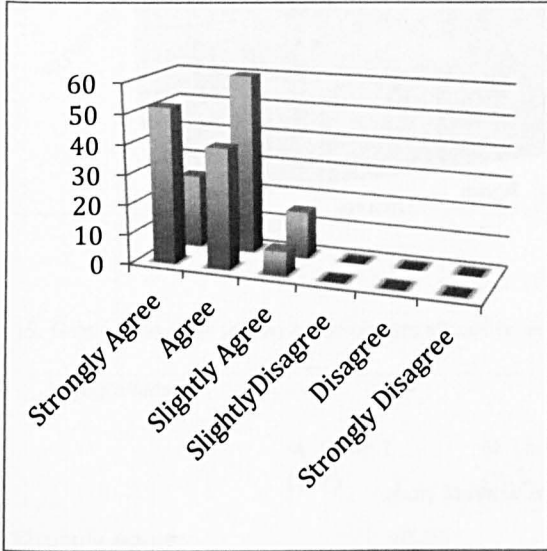
	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	48	11.11	12	5
Agree	40	20.00	10	9
Slightly Agree	12.00	46.67	3	21
SlightlyDisagree	0.00	11.11	0	5
Disagree	0	8.89	0	4
Strongly Disagree	0.00	2.22	0	1
			25	45
Agree	88.00	31.11		
Unsure	12.00	57.78		
Disagree	0.00	11.11		



12. Engaging with employers will help me with my career if the future

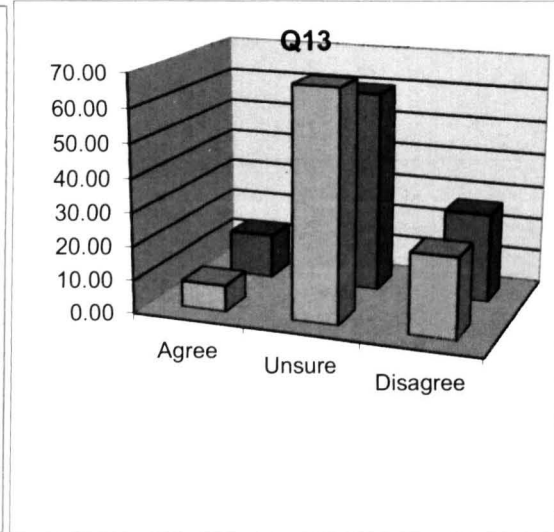
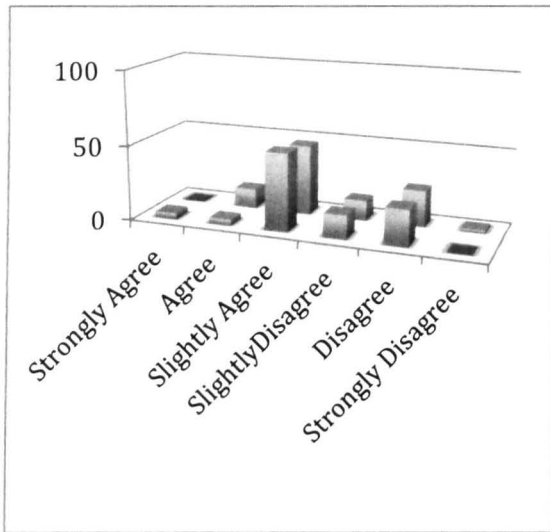
	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	52	24.44	13	11
Agree	40	60.00	10	27
Slightly Agree	8.00	15.56	2	7
SlightlyDisagree	0.00	0.00	0	0
Disagree	0	0.00	0	0
Strongly Disagree	0.00	0.00	0	0

Agree	92.00	84.44
Unsure	8.00	15.56
Disagree	0.00	0.00



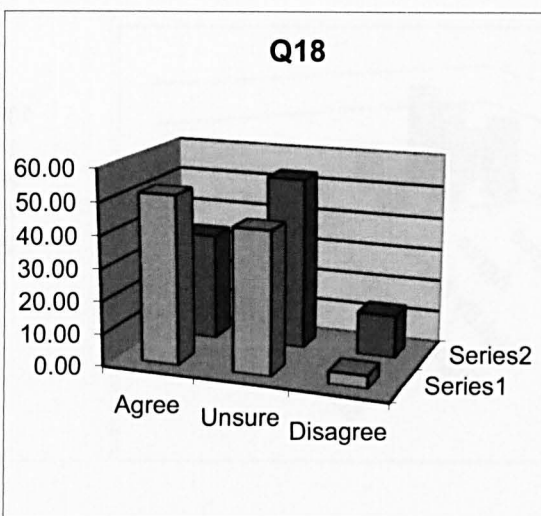
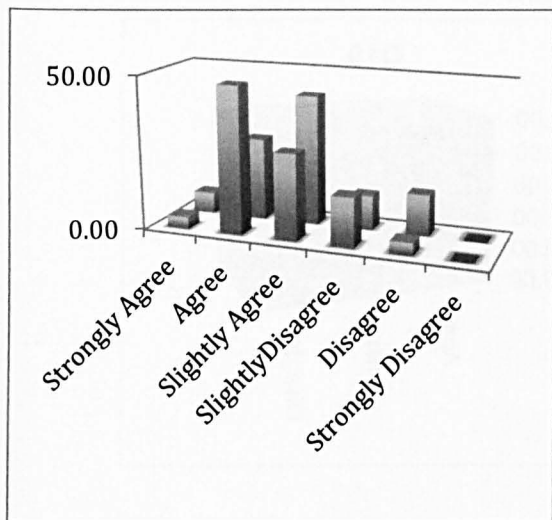
13. My degree grade will be the most important consideration for my future employers

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	4	0.00	1	0
Agree	4	13.33	1	6
Slightly Agree	52.00	46.67	13	21
Slightly Disagree	16.00	13.33	4	6
Disagree	24	24.44	6	11
Strongly Disagree	0.00	2.22	0	1
			25	45
Agree	8.00	13.33		
Unsure	68.00	60.00		
Disagree	24.00	26.67		



18. My degree modules so far have prepared me well for entering the world of work.

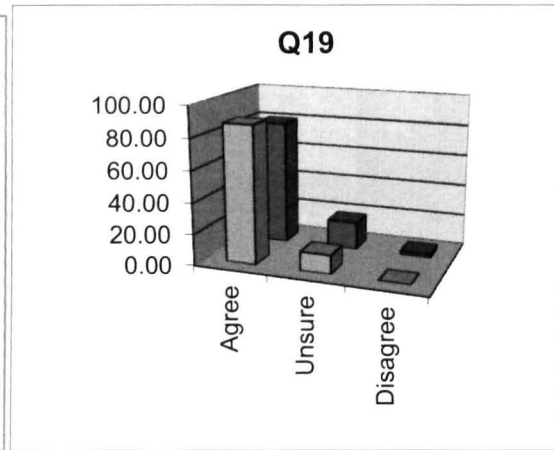
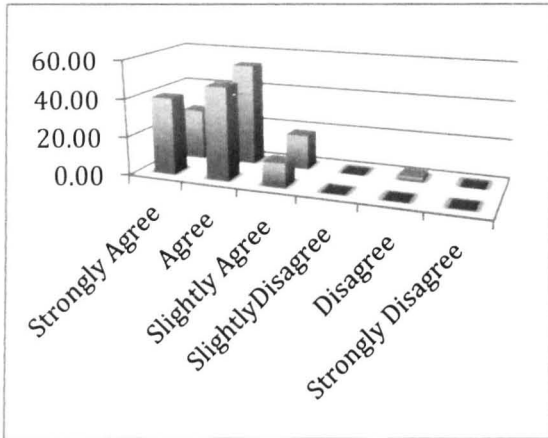
	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	4.00	6.67	1	3
Agree	48.00	26.67	12	12
Slightly Agree	28.00	42.22	7	19
Slightly Disagree	16.00	11.11	4	5
Disagree	4.00	13.33	1	6
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	52.00	33.33		
Unsure	44.00	53.33		
Disagree	4.00	13.33		



19. Gaining the skills valued by employers should be an important part of my degree

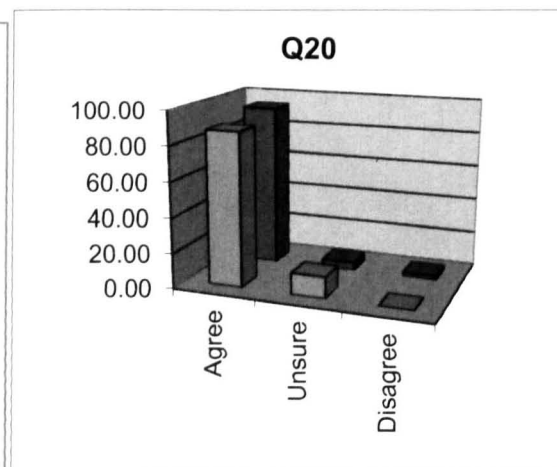
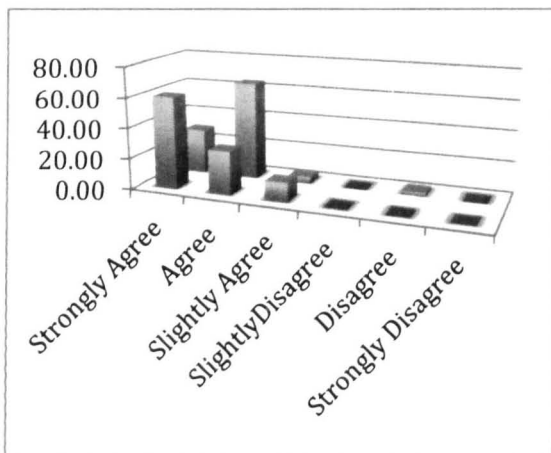
programme

	% Level I (yr2)	% Level H (Yr3)	No. Level I (1)	No. Level H (3)
Strongly Agree	40.00	26.67	10	12
Agree	48.00	53.33	12	24
Slightly Agree	12.00	17.78	3	8
Slightly Disagree	0.00	0.00	0	0
Disagree	0.00	2.22	0	1
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	88.00	80.00		
Unsure	12.00	17.78		
Disagree	0.00	2.22		



20. I am proud to be developing skills which have a value to employers.

	% Level I (yr2)	% Level H (Yr3)	No. Level I	No. Level H
Strongly Agree	60.00	28.89	15	13
Agree	28.00	64.44	7	29
Slightly Agree	12.00	4.44	3	2
Slightly Disagree	0.00	0.00	0	0
Disagree	0.00	2.22	0	1
Strongly Disagree	0.00	0.00	0	0
			25	45
Agree	88.00	93.33		
Unsure	12.00	4.44		
Disagree	0.00	2.22		





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