

AN EXPLORATIVE STUDY INTO THE LEARNER
EXPERIENCE OF INTERNATIONAL STUDENTS
ENGAGED IN ENTREPRENEURSHIP
EDUCATION

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Abstract

Theory and practice within entrepreneurship education can often adopt a 'one size fits all' approach. There is little emphasis on the experience of international students engaging in entrepreneurship education within the UK. Contemporary literature is beginning to acknowledge the needs of international students. However, there has been limited research conducted into the specific learner needs and support required by international entrepreneurship students. This study seeks to explore this area further. It presents a deeper understanding of how prior education and exposure to entrepreneurship can impact upon the learner experience and entrepreneurial intentions of international students.

The research has adopted longitudinal qualitative data collection methods to explore how socio-cultural aspects and prior education can influence the lived experience of international students engaging in entrepreneurship education activity. Thematic and narrative analysis techniques have been used and seven student case studies have been developed.

The findings suggest that international students go through a process of adapting to new pedagogic practices and cultural norms when they arrive for study within the UK. This can impact upon their experience and engagement in entrepreneurship education. It is suggested that there is a need for an interculturally adaptive pedagogy that takes account of socio-cultural and prior learning experiences in order to better equip students for learning.

Whilst the educational experience can be transformative, exposure to real-life entrepreneurial activity impacted negatively upon the entrepreneurial intentions of the international students within this study. The experience of setting up a business as part of a university course, was not valued as real experience. Experiential entrepreneurship education did not act as a mechanism for entrepreneurship as it decreased self-efficacy levels and was not valued as experience by the students.

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Abbreviation

EEE	Experiential Entrepreneurship Education
EI	Entrepreneurial Intentions
VLE	Virtual Learning Environment

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Chapter 1: Introduction

1.1 Introduction to study

Entrepreneurship education within higher educational is an emerging phenomenon and has undergone significant developments over recent years. As a field of inquiry, it is one of the most rapidly growing areas of research (Higgins et al, 2013). Extant literature suggests that traditional teaching methods do not lend themselves naturally to the topics of enterprise and entrepreneurship (Hagg and Gabrielsson, 2019,) due to the practical and experiential nature of the subject matter. This has generated great interest amongst researchers and practitioners as they seek to understand why this is the case and what could be done differently. As a result, the field of entrepreneurship education has rapidly developed over the recent decades, with specific research focus looking into the design of assessments, (Duval-Couetil, 2013) teaching frameworks (Bell and Bell, 2022; Thrane et al 2016; Fayolle and Gailly 2008) and the learning environments (Ratten and Usmanij, 2021). The aim of such research is often to make the teaching and learning experience more appropriate to the specific topics, themes and behaviours of entrepreneurship theory and practice. The impact of these developments is significant, with more universities attempting to embed entrepreneurial learning across disciplines (Williams Middleton et al 2020; Alden Rivers et al 2015; Handscombe et al 2008; Rae 2007; Smith et al 2006).

However, traditional pedagogical methods (e.g., lectures, tutorials, reports) alone can be insufficient to adequately develop entrepreneurs to deal with the complexities of creating business opportunities (Higgins et al, 2013) and there is an increasing need to develop and to cultivate pedagogy to address this. When looking at teaching and learning practices, there is limited research into what is actually going on within classrooms to capture how pedagogy in entrepreneurship education materialises in practice at both ontological and educational levels (Gabrielsson et al, 2020).

Existing research often tends to explore pedagogical developments in terms of a 'one size fits all' approach. There is little emphasis on the diverse mix of individuals found within classrooms. In particular, the cultural backgrounds, previous education and learner styles of students. Contemporary literature is beginning to acknowledge the needs of international students (Hussain and Norashidah, 2015; Gibb, 2012) however, little research has been

conducted into the specific academic and cultural needs of international entrepreneurship students. This doctoral research aims to explore the area further. Specifically, it aims to understand how prior education and exposure to entrepreneurship can impact upon the learner experience and the entrepreneurial intentions of international students choosing to engage in entrepreneurship education. To achieve this, it draws on rich qualitative data collected from a single UK university that offers entrepreneurship education units. The longitudinal qualitative study presents seven case studies that tell the stories of seven students over the course of their final year of undergraduate study. Each participating student has developed and launched a new business venture over this course of their final year.

1.2 Background to study and research context

Over the past ten years, the researcher has worked within the field of entrepreneurship education at a post 1992 university. They have conducted participant observations of teaching and learning practices and student experience within this environment. This has provided an insight into academic development and classroom engagement. Several observations took place, relating to international students within specific entrepreneurship academic units. The observations were layered over a period of three academic years during which, the researcher taught both international and native students in two different final year undergraduate entrepreneurship education units. Recurring patterns of behaviour emerged amongst the international students that was often in contrast to similar activity presented by the native students. The researcher does not claim to account for every international student within these units, however the numbers were large enough to make the following observations significant:

Observation 1 – Overall engagement (in terms of attendance and class participation) was poorer for the international students

Observation 2 – International students had higher levels of accessing online support materials

Observation 3 – Assessment marks for international students did not suffer because of poor engagement

Observation 4 – A similar proportion of home and international students were considering entrepreneurship as a career option post-graduation

The above observations may have been affected, or influenced, by cultural or personal circumstances and it was also noted that the English language skills of the students may too have been a contributing factor. These are some of the themes that this researcher aims to build upon and to explore in more depth.

1.3 Entrepreneurship Education landscape

While this research has been conducted at a micro level to understand the experience of a group of international students, it is important also to consider macro level implications, (i.e., institutional and national policy) when discussing the research context of this study. Internal university strategy states, that one of its key aims is to increase the international student community within the university and to develop graduates that are employable globally. Similarly, at a wider policy level, Advance HE highlights Internationalisation of growing importance to higher education within the United Kingdom and across the world. Advance HE suggest that this growth is driven by political, economic, educational, social and technological advances and that this is evident in the diversification of academic communities and the provision on offer, as well as the content, mode, pace and place of learning (Advance HE, accessed 2016).

A common misunderstanding that can occur is when we attempt to clarify between entrepreneurship education and enterprise education. The two terms are similar in some respects, and this can lead to confusion. This study will focus on entrepreneurship education and so it is important to distinguish between enterprise and entrepreneurship education to avoid any confusion for the reader. To clarify between the two terms, we will refer to QAA guidance (Quality Assurance Agency for Higher Education, 2018)

Enterprise Education is defined as the generation and application of ideas, which are set within practical situations during a project or undertaking. This is a generic concept that can be applied across all areas of education and professional life. It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with

problem identification, problem solving, innovation, expression, communication and practical action (QAA, 2018).

Entrepreneurship Education is defined as the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation. Entrepreneurship applies to both individuals and groups (teams or organisations), and it refers to value creation in the private, public and third sectors, and in any hybrid combination of the three (QAA, 2018).

Due to the practical and applied nature of the entrepreneurship units undertaken by the international students within this study, the research sits within the field of entrepreneurship education. Entrepreneurship education has grown in recent years. In part, this is due to debates regarding the employability of graduates, with enterprise and entrepreneurship being seen as a key route to securing future jobs, either by the graduates creating jobs themselves or applying entrepreneurial skills to employment opportunities (Williams, 2019). Effective entrepreneurship education relies on both teachers and the culture of the teaching institutions. Tutors need to have a broad range of competencies to successfully embed entrepreneurship education within the curriculum (British Council, no date). Entrepreneurship education can challenge tutors because it requires for them to transform their existing roles and to develop new competences (European Commission, 2021) and therefore, entrepreneurship education requires specialised education for the educators. Entrepreneurship education does not provide all of the answers, instead it supports learners to identify the right questions. Curriculum design should look to push boundaries, encourage learners to think creatively and be confident enough in their own ability to take the risks necessary to succeed (British Council, no date b). Failure must also be recognised and supported as mistakes can often prove to be the greatest lessons for entrepreneurs (British Council, no date c). Entrepreneurship education encourages learners to do things themselves, guides them towards identifying and seizing opportunities, supports inventive learning, encourages confidence in the learner's own capabilities, embracing risk-taking and goal-oriented collaboration with others (European Commission, 2021).

The research being undertaken in this study is necessary to explore the themes emerging from initial classroom observations. As will be discussed within chapter 2, there is an existing gap within the field of entrepreneurship education research, as there is no specific focus on international students who are studying in the UK and who are engaging in entrepreneurship as part of their undergraduate degree programme. Recent theoretical developments have helped to gain a deeper understanding of entrepreneurship students, how they learn, what motivates them and how best to support their entrepreneurial intentions. However, there is little recognition international students and of the fact that large numbers of international students come to university with differing educational backgrounds and different experiences of, and views of, entrepreneurship that may be influenced by cultural, societal and personal aspects. There is a need for theoretical developments within this field to both address a gap within the literature and to inform experiential pedagogical approaches. This doctoral research will contribute towards theoretical discussions and developments within the field through the exploration of the below research objectives:

1. To evaluate the influence of past learning experience and pedagogic expectations on engagement in EEE
2. To explore the lived experiences of international students in EEE.
3. To explore the impact EEE has on the entrepreneurial intentions of international students.
4. To consider the influences of multi-cultural group work on international students EEE experience.

Having presented the research topic, this chapter will now provide an outline of the overall thesis.

1.4 Outline of thesis

Chapter 1 introduces the study and provides information on the context of the research. An overview of the current entrepreneurial landscape is presented along with the research objectives and an introduction to each chapter of the thesis.

Chapter 2 provides a critical review of the literature within all key areas of the study. It begins by focussing on entrepreneurship education and draws on literature around learning processes and pedagogical approaches. Experiential learning theory is explored through key theoretical models and authors who have driven theory within this area (Piaget, Kolb and Lewin) before considering the place of experiential learning within the wider contexts of entrepreneurial learning and entrepreneurship education. The chapter goes on to discuss entrepreneurial intentions and refers to arguments within the literature around what constitutes an entrepreneurial intention as well as exploring influencing factors within intention formulation. Areas of focus include self-efficacy, exposure, culture and the impact of entrepreneurship education. Chapter 2 concludes by focusing on the literature around intercultural education and adaptation. The international student can experience more of a sense of culture shock than excitement when initially joining a new university and coming to live in a new country (Brown and Holloway, 2008) and the reasons for, and impact of this, are critically discussed. The chapter goes on to look at intercultural adaptation considering both an academic and social perspective.

Chapter 3 draws on the literature reviewed in chapter 2 to present and discuss the research objectives of the study. The underpinning ontological, epistemological and methodological assumptions are presented along with detailed information and justification of the research design. The study is interpretivist in nature and has adopted a social constructionist view of how knowledge is created. A case study approach will be discussed as will the longitudinal qualitative methods that have been used to gather rich and insightful data from the participants. Secondary data has also been utilised to gain a deeper understanding of entrepreneurship and education policy relating to each individual case. Analysis of the data uses both thematic and narrative analysis techniques and the rationale for this approach is presented. The chapter concludes by addressing limitations of the study along with ethical considerations.

Chapter 4 introduces the findings of the research and presents the seven case studies. The case studies unveil insights into the students and tell their stories over their final year of study as they create, develop and launch a new business as part of their degree programme. The student's prior educational experience will be presented with focus on how they felt

this prepared them for entrepreneurial studies at university. Secondary data is also utilised to provide pertinent information relating to entrepreneurship and educational policy. The case studies go on to discuss the entrepreneurial intention of each student with focus on intentions prior to the experience of setting up a business whilst at university and then again after they have completed the course. This is to establish any changes in the student's intentions and to explore why the changes may have occurred.

Chapter 5 builds on the findings from chapter 4 and further evaluates the empirical evidence whilst revisiting literature around the emerging themes of the research. The chapter is presented in the structure of the following four themes:

- Cultural and Educational Transition - Cross cultural transition is a significant life event (Zhou et al, 2008) and this section of the chapter considers the challenges faced by international students as they transition to new cultural and educational practices. Aspects such as communication, language and division between groups of students all factor into the discussions around this theme.
- Intercultural adaptation/Exposure – This theme explores the need for international students to adapt to different cultural norms in order for them to integrate and to progress academically. The classroom should be an inviting environment and conducive to learning from the first session (Croese, 2011) however it is argued within this section that this is not always the case for international students.
- Transformative learning experience – The education of international students prior to university does not always equip them for the specific features and methods of experiential entrepreneurial learning (such as group work, presenting, problem solving, independent learning, assessment methods). This theme explores the experience of students who are 'learning to learn' in a way that is unfamiliar to them.
- Undetermined Intentions - The theme of entrepreneurial intentions is discussed with emphasis on how the entrepreneurial intentions of a student can be affected by engagement in entrepreneurship education. Additional factors that can influence an individual's intention to pursue entrepreneurship are also explored such as prior exposure to entrepreneurship (Fayolle and Gailly, 2015).

Chapter 6 presents the contributions to knowledge of this research. The chapter draws together the work undertaken for the study by setting out how the thesis has addressed the research objectives presented in Chapter 3. Four contributions are presented that highlight how this study has contributed to both theory and practice. The chapter discusses specific gaps within the literature around entrepreneurial intentions of international students who engage in venture creation activity whilst at university. The chapter also suggests a need to create a more internationalised and inclusive pedagogy for experiential entrepreneurship education.

Chapter 7 considers the limitation of the study and offers a reflexive account of the researchers own experience. The chapter concludes by highlighting key areas for future research.

Chapter 2: Literature Review

This chapter presents a critical review of the literature relating to the phenomenon being explored within this study (EEE). It provides a rationale for undertaking research within this area by firstly examining entrepreneurship education and experiential learning theory to illustrate how entrepreneurship is taught and the pedagogical approach and methods that are traditionally used. The chapter goes on to focus on self-efficacy and entrepreneurial intentions and presents debates within the literature around the impact of entrepreneurship education within these areas. The chapter concludes with focus on the international student by the examining the literature around intercultural education and adaptation.

2.1 Entrepreneurship Education

2.1.1 Entrepreneurial Education and Learning

Entrepreneurial learning is often described as a continuous process that facilitates the development of necessary knowledge for being effective in starting up and managing a new business venture (Politis, 2005). It can also act as an important factor in shaping and influencing intentions towards entrepreneurship (Zhang et al, 2019). It differs from the concept of skills-based enterprise education but is often used interchangeably, sometimes causing confusion (Jones and Iredale, 2010). The difference and the special challenge of entrepreneurship education is in the facilitation of learning to support the entrepreneurial process (Heinonen and Poikkijoki, 2006). Students gain a deeper level of understanding by taking a practice-based approach (Linto and Klinton, 2019). Entrepreneurial Education provides the opportunity to apply theory and students are encouraged to become practitioners rather than learning about practice (Pittaway and Cope, 2007). Education can often focus on supporting the development of knowledge and the intellect whereas entrepreneurship education concentrates on the human being as a whole including his or her beliefs, values and interests (Neergaard et al, 2021; Heinonen and Poikkijoki, 2006).

Rae and Carswell (2001) define the conceptual understanding of entrepreneurship as ‘the process of identifying opportunities for creating or releasing value, and of forming ventures which bring together resources to exploit those opportunities’ (Rae and Carswell, 2001: 152). They view the role of entrepreneurial learning to be in how capabilities, which are

used to recognise and act upon opportunities, are developed. Therefore, when creating an entrepreneurial experience, it is integral to create an atmosphere that fosters interest and creativity to give students the possibility to create opportunities (Daniel 2016, Heinonen and Poikkijoki 2006). However, the impact of such experiences will differ amongst students' and there will always be some who cannot be reached by traditional methods (Heinonen and Poikkijoki, 2006). Commonly, the teaching of entrepreneurship tends to use established methods such as group work, class discussions, guest lectures and summary writing (Barba-Sanchez and Atienza-Sahuquillo, 2018; Heinonen and Poikkijoki, 2006). The learning process in entrepreneurship education tends to mirror real world practice (Kassean, 2015) and business plans are regularly used as a form of assessment to mirror the common real-world practice. Whether business plans are the most appropriate method of assessment is a question being explored by researchers with some asking whether tutors are forcing students to write a business plan too soon (Neck and Greene, 2011).

Within higher education, the entrepreneurial classroom often contains a diverse student body that is made up of individuals with varying learning styles and therefore, a one size fits all teaching approach does not always work effectively in the classroom. Some authors have a tendency to promote or argue for one method or approach to entrepreneurship education (Pittaway and Cope, 2007) which can result in a singular approach that does not suit every student. Students have varying experience of exposure to entrepreneurship and entrepreneurial education when they arrive at university (Zapkau et al, 2015). Some may have come from a family who own their own business. Some students may have themselves created and run their own business venture. Some may have engaged in some form of entrepreneurship education as part of their previous educational. This exposure does not necessarily put a student into a stronger position than others based on their prior experience and exposure to entrepreneurship. It may be assumed that they will know more about the topic and as a result, may perform better academically. However, the simple perception of having prior experience is not sufficient for entrepreneurial learning to happen. Instead, entrepreneurial learning requires that something must be done with the experience of entrepreneurship (Politis, 2005) through some form of entrepreneurship education.

Rae and Carswell (2001) suggest that there is a close relationship between learning and entrepreneurial achievement, but that the associated learning processes are not yet understood. Their 2001 study explored the stories of learning experienced by students within their entrepreneurial ventures. The key themes that emerge from the research were around how the students' made sense of their entrepreneurial capabilities. The resulting conceptual model highlights these themes and emphasises that they are integrated and interdependent as opposed to stand alone, isolated aspects (Rae and Carswell, 2001). This model (Figure 1) is of interest to this doctoral research as the relationship between learning, achievement and intent will be explored as part of the study.

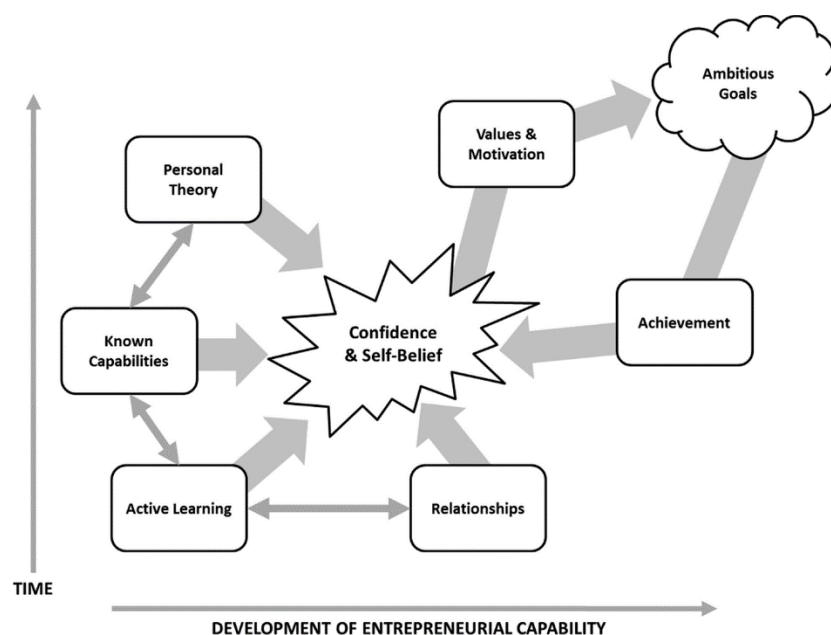


Figure 1 – Development of Entrepreneurial Capability Rae and Carswell (2001)

Emerging from findings from his 2005 study, Rae identified three common themes that informed the below Triadic model of entrepreneurial learning:

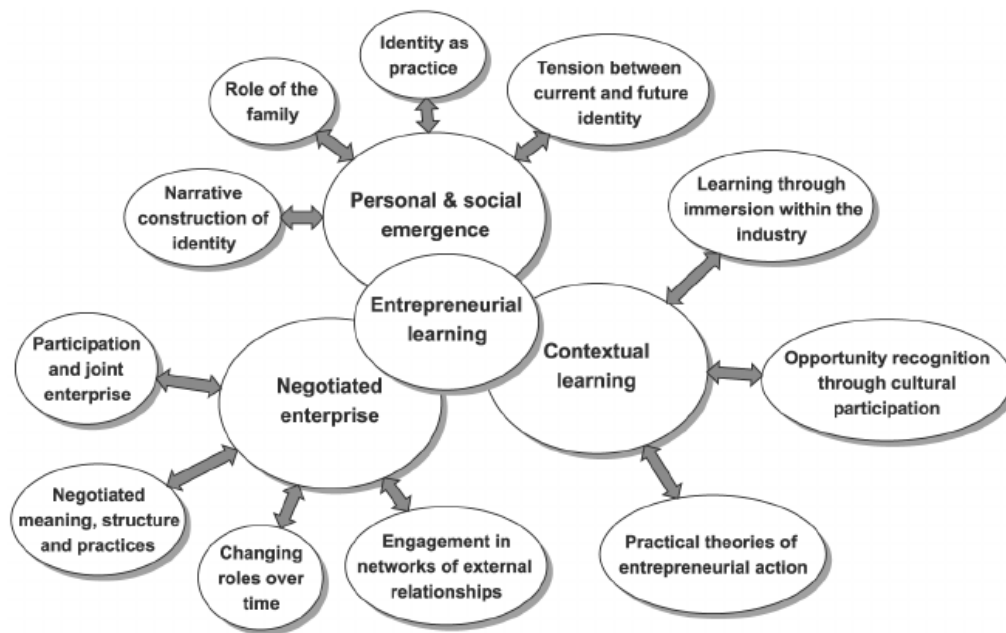


Figure 2 – Entrepreneurial Learning (Rae 2005)

Personal and social emergence refers to the development of entrepreneurial identity and includes early life and family experiences, education and career formation, and social relationships. It also includes the formation of a sense of self and of future aspirations which links to entrepreneurial identity (Rae, 2005). The entrepreneurial identity of the students involved in the study is socially negotiated as they make sense of their own identity and renegotiate or “re-invent” themselves in their own and others’ perceptions through the stories they tell. Change and development occurs as learning experiences shape their personal and social identity (Rae, 2005: 327). Contextual learning connects personal emergence with the negotiation of the enterprise as people learn about who they can become and what can and cannot be achieved within their particular social context and circumstances. The management of a small business, even within an educational setting, can be a turbulent and non-linear process (Cope, 2003). Therefore, the experiential process will differ for each student as they embark on their own unique entrepreneurial journey that encompasses both education and in practice.

2.1.2 Assessment and pedagogy

There are limited studies that explore the area of entrepreneurship education assessment (Morselli, 2019; Pittaway and Edwards, 2012; Draycott, Rae and Vause, 2011) with more research being required to further investigate and understand what it is that is being assessed and what specific assessment formats are best suited to the discipline and purpose of entrepreneurship. Assessment needs to be taken into account when considering the teaching and learning of entrepreneurship education. Pedagogical practices appear to be driven not by research-based theory but by past traditions such as the centrality of the business plan as an assessment tool (Rideout and Gray, 2013). Pittaway and Edwards (2012) conducted a systematic literature review looking into different themes within entrepreneurial education. In terms of assessment practices, they found that traditional didactic approaches using methods such as tests, exams and essays were used less extensively with the most common forms of assessment being business plans, business reports, presentations, and in-class assessments. Methods such as peer and self-assessments were used but were less common (Pittaway and Edwards, 2012). Neck and Greene (2011) acknowledge that the business planning method is a powerful learning process, but it also results in a disproportionate amount of time collecting secondary research as opposed to being active in the real world. The authors question whether as educators we are forcing students to write a business plan too soon. Rae (2010) suggests that these conventional forms of assessment (e.g., essays and business plans) are not optimal in assessing and validating enterprise and entrepreneurial capabilities. He proposes that there be a move towards the assessment of the practical elements of the learning through creative, experiential and work based-learning opportunities (Rae, 2010). However, it is worth noting that there are certain characteristics that differentiates entrepreneurship education from other academic disciplines and therefore makes it particularly difficult to assess (Duval-Couetil, 2013). These factors include it being a relatively young discipline with a body of knowledge, which is ill defined. The complexity of the topic can also make it difficult to standardize which in turn makes assessment writing a more difficult process. The capturing of reflective practice is subjective method of entrepreneurial assessment. Through the process of reflection, a student can present the degree of entrepreneurship experienced alongside lessons learned about their own personal development. As already stated, this

method of assessment is very subjective (Gibb, 2007) and requires appropriate marking criteria to ensure fairness and objectivity. In addition, due to the emphasis on professional practice, the discipline of entrepreneurship has significant involvement from non-academic practitioners in both teaching and assessment (Duval-Couetil, 2013). This can result in assessments being marked by individuals' who lack the appropriate skills and training.

Mwasalwiba (2010) looked at wider literature devoted to the teaching of entrepreneurship education. The author looked at 108 articles with a view to assess the alignment between entrepreneurship education's generic objectives, target audience, teaching methods and impact indicators. Challenges included difficulties in reviewing course content due to each educational institution of included having their own approach and way of designing and delivering entrepreneurship education. What emerged from the review of literature (and what is of interest to this doctoral research) is the formulation of the most common subjects in a typical entrepreneurship course. The authors accept that the list is likely to be prone to shortcomings, but it is still useful in terms of ascertaining the more common subjects and teaching methods that are used within a traditional entrepreneurship course:

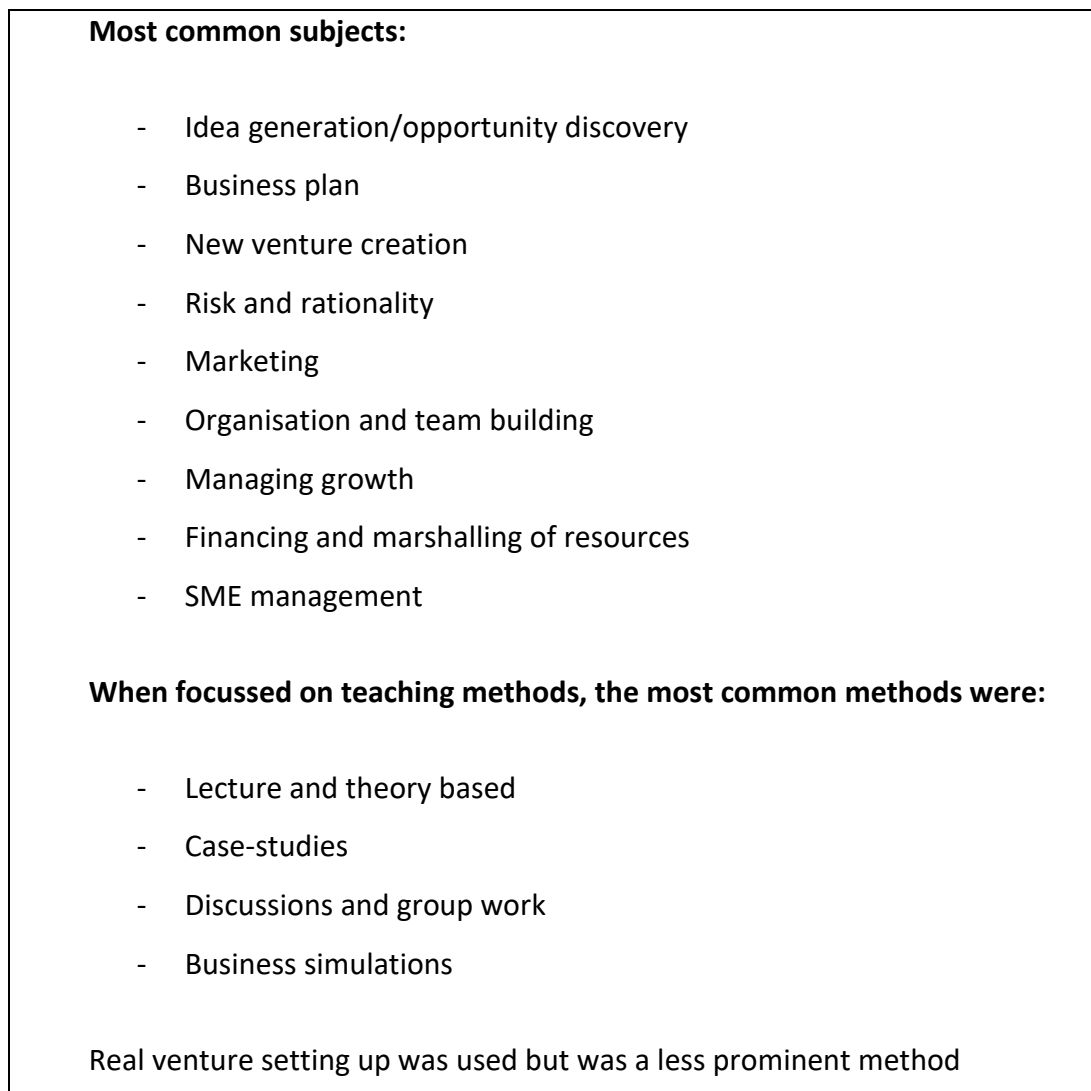


Figure 3 – Adapted from Mwasalwibe (2010)

More currently, Sirelkhatim and Yagoub (2015) conducted a systematic literature review of entrepreneurship education curricula contents and teaching methods. The authors reviewed 129 papers within the field of entrepreneurship education and looked for frequency in discussion of key contents of curricula and methods of teaching. In line with Mwasalwiba (2010) business plan, marketing, opportunity and finance continue to be key areas of focus. However, Sirelkhatim and Yagoub’ research, based on contemporary practice within entrepreneurship education (2015), highlights emerging areas of interest within the field such as, networking, incubation, simulations and product development. More contemporary research re-emphasises the importance of flexibility in curricula and teaching methods. Literature continues to reinforce the notion that one approach, or one school of thought, does not suit every person or, every circumstance (Ratten and Usmanij, 2021).

There is a consensus that due to the objective of increasing the numbers of start-ups within entrepreneurship education, the use of traditional teaching methods is questionable in terms of appropriateness and effectiveness (Mwasalwiba, 2010). Even during the design stage, it is recognised that the increased focus on start-up activity requires a rethink in the overall aims and objectives of the course and its associated units. The very practical nature of entrepreneurship is mirrored within classrooms and is allowing for students to learn in ways that may differ from other academic disciplines. Therefore, it is imperative that course and unit design is fitting and that learning outcomes enable students to acquire knowledge through direct exposure and experience as opposed to simply learning 'about' the subject (Pittaway and Edwards, 2012). Computer simulations that model entrepreneurship are an example of how this can be done within a classroom environment. Simulation games can provide value as they allow students to engage in experiential learning that is engaging and fun. They also allow students to form and test out decisions in a risk-free environment. However, most games do not allow the learner to engage in any deep critical reflection and the quality and focus of the games can vary (Fox et al, 2018).

Educators are learning from research and practice and there are examples of innovative forms of teaching and assessment being developed to suit the discipline of entrepreneurship. Creating a learning environment that provides real entrepreneurial experience is an example of such an innovation. Through the process of working through entrepreneurial problems and processes, students are able to present more than just interesting stories and instead, delve into real problems and issues with their business ventures (Kuratko, 2005). Using established entrepreneurs as guest lecturers can also be motivational as students can benefit from exposure to entrepreneurs who have paid the price, faced the challenges, and endured the failures (Kuratko, 2005: 589). The inclusion and use of group work is another way in which students' learning and undertaking of assessments may differ from other academic units. The experience of working within a group can differ from student to student and it is important for tutors to manage group-working processes effectively. Although there is a body of literature in existence around group-work, the literature appears to be more concerned with understanding how group processes work than it is with providing guidance for the implementation of group work (Strauss, 2011).

For this doctoral study, the author aims to explore the experience of international students working on entrepreneurial projects within multicultural groups. Summers and Volet (2008) suggest that international students look more favourably towards multicultural groups than home students. However, Strauss et al (2011) argue that this position may be short lived and that international students, once accustomed to different approaches to an assessment, may be more inclined to work within a homogenous group. Although the authors discuss international students being rebuffed by domestic students, they believe there are more reasons for this change in preference such as a need for comfort, security, and difficulties with communication. Such experiences can have a negative effect on an individual, yet anxiety and uncertainty experienced by students engaged in group projects is not always sufficiently considered by tutors (Strauss, 2011).

2.1.3 Tutor/Facilitator

The role of the tutor within entrepreneurship education is worth considering in more detail due to the unique and integral influence this individual has over the experience of entrepreneurship students. The role of the entrepreneurial tutor is of interest, as it requires that the tutor is actively involved and supportive of entrepreneurial endeavours and learning (Mitchell and McKeown, 2004) whilst providing real world examples and experience for the students (Nabi et al, 2018). Entrepreneurship educators tend to teach foundational concepts and principles (Neck and Greene, 2011) whilst guiding and controlling the learning of the students within their classrooms (Thrane et al, 2016). It is often assumed that the tutor knows everything about every field. So, it is not uncommon for them to teach aspects of strategy, finance, law, human resources, leadership, marketing, accounting, operations and ethics in any given class (Neck and Greene, 2011: 56). The tutor is expected to have a specific skillset to face challenges that arise within the classroom. Ensuring that students work efficiently and effectively together is not always a straightforward task for the tutor, especially when (as in this doctoral research) there are mixed cultural groups within the classroom environment. Guidance on how to create and manage intercultural groups appears to be limited (Strauss et al, 2011). Another issue experienced when facing a diverse study body is that of ensuring that all students understand and are stimulated and inspired by the material being covered. Tutors face the challenge of providing a common

course content to all students to facilitate a learning process that allows each student to pursue opportunities that are personally relevant (Thrane et al, 2016: 920).

Fiet (2000) suggests that the question for tutors tasked with ensuring the mastery of competences is 'what am I going to have my students doing today' as opposed to 'what am I going to teach today.' Furthermore, it is believed that decisions around what the students will be doing today can be informed by the students and even delegated down to them. All students need to be involved in the process and it is the tutor's responsibility to set clear boundaries (Fiet, 2000). During the session, it is the tutor's role to initiate discussions and to facilitate learning within the classroom. Taking this into account, many researchers have struggled with assigning a title 'teacher' or 'tutor' to an entrepreneurship educator as the role requires a specific set of skills as discussed above. Therefore, the concept of the tutor as a 'facilitator' seems more fitting and is commonly used in contemporary research and practice (Gibb, 1996; Ollila and Williams-Middleton; 2011, Higgins and Elliot, 2011). However, as this study considers wider aspects of academia and the students experience, it is appropriate to refer to the tutor in a wider capacity than just the entrepreneurship facilitator. Therefore, for the purpose of this study, we will continue to use the term 'tutor' as this term encompasses a wider and more varied role.

2.1.4 Reflective practice/personal learning/growth

Research has focused on the relationship between the entrepreneurial journey and personal learning with Cope and Watts (2000) identifying a need for an integrated perspective between personal and business development. Reflective practice is commonly used within entrepreneurship education and can be important in working under conditions of high uncertainty and problem solving (Neck and Green, 2011). However, for many students, simply sitting still and thinking does not come naturally or easily (Neck and Green, 2011: 65). By encouraging reflection, tutors can help students to consider, understand and experience. Through self-realisation, deep learning and insights can occur which can result in new ideas, options, or experiences (Neck and Green, 2011) and at times, an increased confidence in an individual's own abilities.

Students embark on entrepreneurial courses with varying levels of entrepreneurial intent and confidence. Some students may display more obvious entrepreneurial attributes and capabilities than others, but this is not to say that less confident students or, students who lack an awareness of their potential, should be looked over. Enforcing the distinction between students with and without entrepreneurial potential runs the risk of alienating numerous students that for a variety of reasons, do not self-report entrepreneurial characteristics (Thrane et al, 2016). It is in circumstances such as these that reflection through peer and self-assessment can be used to allow students to explore the value they can provide (Thrane et al, 2016). Reflection is deeply personal as the students analyse their own perceptions and assumptions and challenge the efficacy of their actions and behaviours (Cope, 2003). This is all crucial to critical learning about oneself.

Students experience and learn entrepreneurship skills only through engagement and practicing the various aspects of venture creation (Neck and Corbett, 2018). In order for reflection to take place, the students need to have their own experiences upon which to reflect. These experiences should be guided and controlled by the tutor to ensure that learning takes place (Neck and Corbett, 2018). Confidence emerges from the 'doing' experience as students begin to experience success and failure (Neck and Greene, 2011). The outcomes of entrepreneurship education are much more far reaching and support the life skills necessary even if one does not choose to start a business (Neck and Corbett, 2018). Through reflective practice, each student should have an increased level of self-awareness in terms of strengths, weaknesses, capabilities, and attributes.

2.2 Experiential Learning

2.2.1 Experiential learning theory

'Learning styles are characteristic, cognitive, effective, and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment' (Keefe 1979, cited in Vita, 2001: 166)

Experiential learning theory proposes a constructionist theory of learning whereby social knowledge is created and re-created in the personal knowledge of the learner (Kolb and Kolb, 2014: 194). This experiential learning approach underpinning much of the entrepreneurship education within this doctoral study, refers to Kolb's experiential learning

model. To fully understand the model's development and effectiveness, it is important to look at the key individuals who influenced Kolb's contribution to experiential learning theory. The development of the experiential learning movement is attributed to key authors such as John Dewey, Kurt Lewin and Jean Piaget (Kolb, 1984).

The purpose of an experiential learning model is to develop a framework for examining and strengthening the critical linkages amongst education, work, and personal development (Kolb, 1984). Kurt Lewin conducted work on group dynamics and action research methodology and was particularly concerned for the integration of theory and practice (Kolb, 1984). He is credited for the quotation 'There is nothing so practical as a good theory' which could be said to symbolise his commitment to the integration of scientific enquiry and social problem solving (Kolb, 1984). Lewin suggested that learning is best facilitated in an environment where there is dialectic tension and conflict between immediate concrete experience and analytic detachment (Kolb, 1984: 9).

Jean Piaget's advanced on Lewin's work through his cognitive-development tradition of experiential learning. This theory looks at how intelligence is shaped by experience. Piaget believed intelligence to not be an innate internal characteristic of the individual but instead, to arise as a product of the interaction between the person and their environment (Kolb, 1984). Piaget conducted numerous studies on children and young learning and explored how this impacted upon adult learning. He suggested that a growing child's system of knowing changes qualitatively in successively identifiable stages:

- Enactive stage (knowing is represented in concrete actions and is not separate from the experiences that spawn it)
- Ikonc stage (Knowledge is represented in images that have an increasingly autonomous status from the experiences they represent)
- Concrete and formal operations stage (Knowledge is represented in symbolic terms, symbols capable of being manipulated internally with complete independence from experiential reality)

(Kolb, 1984: 13)

Although his stages of development ended at the adolescence stage, Piaget's idea that there are identifiable regularities in the development process has been extended into later adulthood by other researchers (Kolb, 1984). The work conducted by Piaget has, and continues to have, an important impact on continuous and adult learning.

The shared view of experiential learning is that it sees learning as a continuous process grounded in experience. There are also a set of specific characteristics

Characteristics of experiential learning:

- Learning is best conceived as a process, not in terms of outcomes
- Learning is a continuous process grounded in experience
- The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world
- Learning is a holistic process of adaptation to the world
- Learning involves transactions between the person and the environment
- Learning is the process of creating knowledge

Figure 4 – Characteristics of Experiential Learning (Kolb 2004)

The above characteristics have informed the creation and evolution of traditional experiential learning models such as the below earlier model created by Lewin:

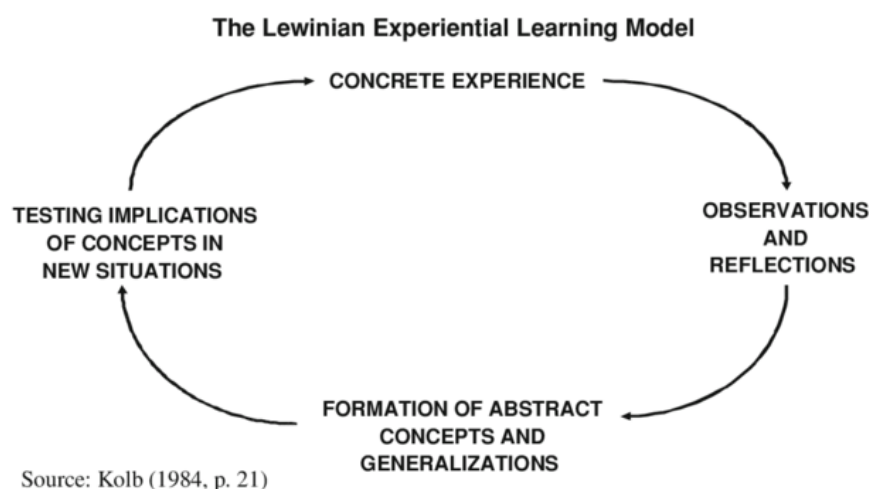


Figure 5 – The Lewinian Experiential Learning Model (Kolb, 1984)

Immediate personal experience is the focal point for learning within this model (Kolb, 1984). An individual would take this concrete experience and use it as the work through various stages of reflection, formation of abstract concepts and testing. Learning is facilitated through the integrated process of using the model. This leads us to the work developed by Kolb himself and the experiential learning model that will be referred to within this study.

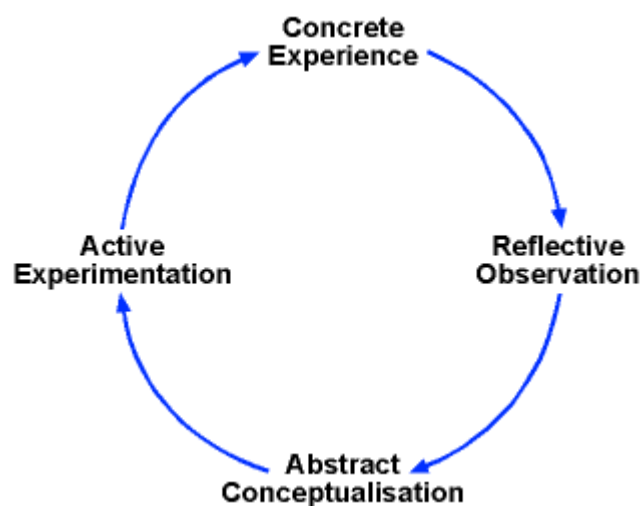


Figure 6 – Kolb Experiential Model (Kolb, 1984)

The process can be explained quite simply in that the experiential learning theory model portrays two dialectically related modes of grasping experience – Concrete Experience (CO) and Abstract Conceptualisation (AC) – and two dialectically related modes of transforming experience – Reflective Observation (RO) and Active Experimentation (AI) (Kolb and Kolb, 2005). As with the Lewinian model, the integrated nature of the stages supports the process of using the model and allows for experiential learning to take place. Within Kolb's model, experiential learning is viewed as a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands (Kolb and Kolb, 2005: 194).

Kolb suggests learners in higher education individually develop in specific stages of experiential learning. He includes in this, the selection and socialisation of learners into specialised areas of knowledge that suit their talent, interests, and societal needs (Kolb, 1984). The concept of learning style involves individual differences in learning based on a learner's preference for employing different phases of the learning cycle (Kolb and Kolb,

2014). Learner styles are influenced by personality type, education specialism, career choice and current job role and tasks (Kolb, 1984) and preferred learner styles are viewed as a tendency rather than an absolute (Kolb, 1984). Kolb viewed learning to be best facilitated by a process that draws out the beliefs and ideas about a topic so that they can be examined, tested, and integrated with new and more refined ideas (Kolb and Kolb, 2014: 194). Due to our existing skills/knowledge and in-built personality, we tend to develop a preferred way of choosing amongst the four stages of the experiential cycle (Kolb and Kolb, 2014) however conflict may arise and can be resolved as an individual progresses through all four stages. Development through the stages is characterised by increasing complexity and relativism in adapting to the world (Kolb and Kolb, 2014)

Contemporary literature offers some critique and views Kolb's model as an ideal. Fielding (1994) argues that few people have the steadfast, evenness of approach and many would wish not to. Each individual favours a particular stage of the learning cycle and these preferences reflect a person's dominant learning style (Fielding, 1994). Much of the criticism of experiential learning theory seems preoccupied with the learning cycle and the concept of learning styles (Kayes et al, 2005) with critics questioning the simple formula. Kayes (2002) acknowledges critics of experiential learning that emphasise empirical, theoretical, psychodynamic, social and institutional limitations (Kayes, 2002: 140-142). However, it has been suggested that the critics of experiential learning theory fail to preserve the fundamental assumptions of experiential learning by first, relaxing assumptions about the inherent potential of human beings to learn and second, abandoning the belief that learning lies in problem solving (Kayes et al, 2005). In addition, the success of critics to provide adequate reinterpretations, alternatives, or extensions to guide future research and theory remains unclear.

2.2.2 Experiential Education

Experiential learning theory emphasises the significance of a learner's prior experience to the effectiveness of their study, as learners' prior experience can generate reflections which can then be applied to new contexts to guide their learning activities (Chen et al, 2011, cited in Zhai et al, 2017). The theory considers learning as a process carried out under the stimuli of a learner's own direct experience or reacting from external observation, and knowledge

that is created through the transformation of experience (Zhai et al, 2017). Prior experience not only directs a person, but also affects the formation of their attitudes, desire, and purpose (Zhai, 2017). Kolb argued that experiential learning encompasses the totality of the human learning process, where experience forms the foundation for the four stages of learning: feeling, reflecting, thinking, and acting (Yamazaki and Kayes, 2004). Healey and Jenkins (2000) emphasise the importance of systematically taking the learners around each of the four stages of Kolb's cyclic model whilst ensuring that clear and effective links are made between each stage. Fielding (1994) suggests that it is not necessarily to start at the beginning of cycle, and while it is perfectly possible, and indeed often the case that we meander back and forth between the different stages, for our learning to be really effective it needs to incorporate the demands and opportunities of each of the different phases (Fielding, 1994).

In the experiential learning classroom, the presence of the tutor can help to facilitate learning by helping students apply their knowledge and conceptual understanding to real-world problems and authentic situations (Elmes, 2019). The complex relationship between personal, social (Kayes, 2002) and academic knowledge may not always be understood by the students and it is here that the tutor can support. The role of language should also be considered in constructing experience (Kayes, 2002).

2.2.3 Experiential Entrepreneurship Education

Within entrepreneurship education, an approach of learning 'through' entrepreneurship is common practice. This approach is often experiential with the aim being to provide students with an opportunity to go through a real entrepreneurial learning process with safe conditions and within a safe environment (Morselli, 2019). The learning process focuses upon this real-world experience, action, and reflective practice to engage students in authentic learning (Kassean et al, 2015). Activities undertaken during the learning process include hands-on problem identification and opportunity recognition, idea generation, primary and secondary market research and talking to potential customers, suppliers, and investors (Mandel and Noyes, 2016).

EEE aims to develop entrepreneurial competencies and skills within students whilst supporting the identification of potential entrepreneurs (Bell and Bell, 2020). Although having relevant and appropriate entrepreneurial knowledge is necessary, it is of equal importance that the student also has the critical thinking skills to underpin their learning experience. Therefore, the student should be prepared and committed to the entrepreneurial learning process through the development of essential underpinning knowledge whilst consistently, anticipating, engaging, and reflecting in action (Bell and Bell, 2020).

The role of the tutor within EEE is typically to facilitate learning through guidance, mentoring, feedback and encouraging reflecting in action (Bell and Bell, 2020). Whilst the use of external business mentors can add further value to the experiential nature of learning as mentors can contextualize, guide, and validate students' entrepreneurial actions (Mandel and Noyes, 2016). Assessment methods commonly used in EEE are business plans, reports, presentations, and in-class assessments (Morselli, 2019).

2.2.4 Experiential Learning

The concept of learning styles describes individual differences in learning based on the learner's preference for employing different phases of the learning cycle. Because of our hereditary equipment, our particular life experiences, and the demands of our present environment, we develop a preferred way of choosing among the four learning stages (Kolb and Kolb, 2005: 195). Learning styles often result from the interplay between a person and the environment. While learning styles arise primarily from individual characteristics, style is also shaped by social, cultural and environmental forces (Yamazaki and Kayes, 2004). Learner styles can also be related to the stage a learner is in their studies (Healey and Jenkins, 2000).

People perceive and process information in qualitatively different ways. The way an individual perceives or grasps experience ranges from immersing themselves in that experience in intuitive ways which engage the senses and feelings and attend to the uniqueness of the experience itself (Fielding, 1994: 395). Due to the nature of certain tasks and the demand of particular situations, the subject matter may require a method of working that we find difficult. Such situations can either tap into a learning style we seldom

use and begin to stretch it or, it can encourage us to develop learning strategies which enable us to cope more effectively (Fielding, 1994: 397). Learning is a partnership whereby the student is responsible for learning whilst the tutor is responsible for the teaching that leads to learning (Fielding, 1994). The tutor therefore supports the students as they engage in experiential learning and work through a particular sequence of processes that inform effective learning (Fielding, 1994).

2.2.5 Experiential learning and cross-cultural learning

The relationship between experiential learning and cross-cultural education is of relevance to this doctoral research. Findings from Yamazaki and Kaye (2004) propose four unique aspects of experiential learning theory to ensure its usefulness for theory construction related to cross-cultural learning:

- As an integrative approach to learning, experiential learning theory embodies a comprehensive set of skills – including valuing, thinking, deciding, and acting – necessary for a variety of activities related to cross cultural learning
- The humanistic values underlying experiential learning theory provide an ethical approach to learning that values differences, self-development, and self-actualisation. These humanistic values emphasise the ability to learn and develop in the face of cross-cultural experiences and thereby place the expatriate, or similar learner, at the centre of the cross-cultural learning process
- Experiential learning theory has been subject to extensive empirical validation and so provides a means to develop a testable proposition from the proposed taxonomy. Using the various measure of learning skills, and development, experiential learning theory provides one of the few empirically verifiable learning theories.
- Experiential learning theory focuses on the interactive nature of person-environment in the learning process. The interaction between home and host country provides an alternative way to understand cross-cultural research by suggesting that specific learning strategies might be necessary for expatriates in the face of cross-cultural situations

(Yamazaki and Kayes, 2004: 10-11)

2.3 Self-Efficacy

2.3.1 Self-Efficacy and Social Cognitive Theory

Self-efficacy refers to an individual's belief in their personal capabilities to accomplish a job or a specific set of tasks (Bandura, 1997). It refers to an individual's cognitive estimate of their capabilities to mobilise the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives (Wood and Bandura, 1989). Albert Bandura has pioneered the development of self-efficacy. This study will use his body of work to create an appropriate and relevant understanding of the concept to explore the links and relationship between self-efficacy, entrepreneurship education and entrepreneurial intentions. Bandura's thinking on self-efficacy has built upon his wider theoretical developments around human agency and social cognitive theory (Bandura, 2001).

The freedom that an individual possesses to make his or her own choices is integral to the concept of self-efficacy. In addition, the capacity to exercise control over the nature and quality of one's life is at the essence of being human (Bandura, 2001). Bandura's research into human agency (1982, 1989, 2001) suggests that there are a series of shared elements that can be considered when seeking to understand the capacity people have when making decisions and choices:

The core features of Human Agency are:

- Intentionality, which refers to acts that are done intentionally
- Forethought, which refers to the goals that people set for themselves. It also anticipates the likely consequences of these goals and of prospective actions.
- Forethought allows people to select and create courses of action that are likely to produce a desired outcome and to avoid detrimental ones
- Self-reactiveness, which refers to the ability to give shape to appropriate courses of action and to motivate and regulate their execution
- Self-reflectiveness, which considers that through reflective self-consciousness, people are able to evaluate their motivations, values and the meaning of life pursuits. (Bandura, 2001)

Social cognitive theory uses this understanding of human agency to explain psychosocial functioning in terms of triadic reciprocal causation (Bandura, 1986). The below model provides a visual depiction of this:

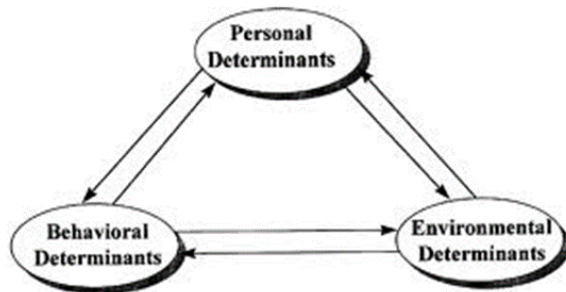


Figure 7 – Triadic Reciprocal Causation Model (Bandura, 2001)

Human self-development, adaptation, and change are embedded in social systems and as such, social interactions and networks play an important part when deciding upon choices of action. The model highlights how people gain an understanding of causal relationships and expand their knowledge by operating symbolically on the wealth of information derived from personal and vicarious experiences (Bandura, 2001). Self-efficacy lies at the centre of social cognitive theory in that its focus is on the beliefs about an individual's ability or capacity to execute a behaviour successfully. It also clarifies that people tend to engage in activities based on their sense of competence and/or past success (Nabavi, 2012).

An individual's belief in their efficacy influences their choices, aspirations, effort levels and levels of perseverance and thought patterns, although this influence could self-aid or self-hinder the individual (Bandura, 1991). People who harbour self-doubts about their capabilities can be easily dissuaded by obstacles or failures. They can also harbour self-doubts about their capabilities intensify their efforts when they fail to achieve what they seek, and they persist until they succeed (Bandura and Cervone, 1986). People with a high sense of efficacy often visualise successful scenarios that provide positive guides and support for their performance. However, those who doubt their efficacy often visualise failure scenarios and they may dwell on the many things that could go wrong. An individual may find it difficult to achieve very much whilst fighting self-doubt (Bandura, 1993).

Culture can also play a significant role as cultural embeddedness can shape the ways in which a person's efficacy beliefs are developed. People from individualistic cultures can feel more efficacious and perform better under an individually orientated system, whereas those from collectivistic cultures judge themselves more efficacious and work most productively under a group-oriented system (Bandura, 2001:16)

2.3.2 Entrepreneurial Self-efficacy

Self-efficacy is a motivational construct that has been shown to influence an individual's choice of activities, goal levels, persistence, and performances (Zhao et al, 2005). When an individual believes that they are capable of achieving such a choice (i.e., a goal or action) a natural confidence emerges within themselves. Perceived entrepreneurial ability is similar, and a positive perception of entrepreneurial ability can drive an individual towards taking concrete entrepreneurial action (Bayon et al, 2015). The success of the outcome may vary and when a person finds themselves uncertain and questioning the likelihood of success, it would seem to be inextricably linked to the belief that they have the ability to succeed (Wilson et al, 2007).

Entrepreneurial self-efficacy is relatively more general than task specific self-efficacy (Chen et al, 1998). It involves an individual perceiving that they have the necessary skills to set up a new business and that they can perform the various roles involved in being an entrepreneur (Hmieleski and Baron, 2008). The very nature of entrepreneurship is dynamic and interactive and requires the individual to undertake numerous activities depending on factors such as industry, stage of business, customer demand etc. Therefore, it is important that entrepreneurs are able to derive, modify and enhance their self-efficacy in their continuous interaction with their environment (Chen et al, 1998) in order to maintain momentum and motivation. Self-efficacy influences the cognitive patterns of problem solving, motivation, emotional and physiological arousal, patterns of behaviour and consequently – the quality of performance (Krekar and Coric, 2013).

The focus of this doctoral research is specifically on the start-up stage of setting up a business and as such, the interest in self-efficacy is focussed on this particular stage. It is often presumed by individuals (and argued in research) that consistent and positive levels of

entrepreneurial self-efficacy increase the likelihood of developing entrepreneurial intention and becoming an entrepreneur (Chen et al 1998; McGee et al 2009; Drnovsek et al 2010). It is important to note that levels of self-efficacy are not static and can increase or decrease over time, existing research indicates that one of the key aspects of self-efficacy is that it can be changed (Hollenbeck and Hall, 2004). There are a number of factors and circumstances that can influence varying self-efficacy levels including changes to the entrepreneurial status of the respondent. Krecar and Coric (2013) found within their research that those who were seriously planning to or, had already become entrepreneurs had a significantly higher level of self-efficacy than the non-entrepreneurs. Once decided upon the course to become an entrepreneur, the actual stage of the entrepreneurial journey can affect the level of self-efficacy demonstrated by an individual. McGee et al (2009) suggests that nascent entrepreneurs are particularly confident in their ability to search for entrepreneurial opportunity. They feel more confident about operating across all stages of the entrepreneurial process than do those individuals in the general population who have not fully pursued entrepreneurial endeavours (Mcgee et al, 2009: 983).

The relationship between entrepreneurial self-efficacy and entrepreneurship education and specifically, the impact of entrepreneurial courses on the levels of self-efficacy levels amongst the students, has been explored within current literature. Setiawan (2013) conducted a study amongst Indonesian students engaged in entrepreneurial education with the results showing high levels of self-efficacy amongst students. However, the findings do not hold much gravitas due to limitations associated with the study. In fact, the findings can be viewed as a simple snapshot of the students experience as no pre and post tests were conducted. Conversely, Karlsson and Moberg (2013) analyse the entrepreneurial self-efficacy in both pre-commencing and post completion of an entrepreneurial programme that was designed around experiential learning (Karlsson and Moberg, 2013). The study suggests that the entrepreneurial programme of study was successful in improving levels of entrepreneurial self-efficacy, entrepreneurial intentions, and the nascent entrepreneurship of participating students. However, it is acknowledged that some students with high levels of self-efficacy do not realise their potential and choose not to pursue entrepreneurial activity (Karlsson and Moberg, 2013).

2.3.3 Self-efficacy – Entrepreneurship Education

It is worth considering further the impact of entrepreneurship education on the levels of self-efficacy amongst entrepreneurship students. Student's undertaking entrepreneurial courses will have varying levels of entrepreneurial self-efficacy prior to commencing the course and these levels are subject to change both during and after completion of the course. Although Karlsson and Moberg (2013) suggest that entrepreneurship education can positively influence a student's perceived ability to set up a business, they do acknowledge that there are some students with high levels of self-efficacy who decide not to pursue entrepreneurial activity and realise their entrepreneurial potential. It can be said that this is partly due exposure to the real life of an entrepreneur. Through the process of learning and undertaking activities associated with small business creation, students can gain an improved and more realistic perspective on entrepreneurship. This realistic perspective may highlight obstacles and barriers that are not as attractive as other aspects of entrepreneurship. It is argued that this realistic exposure can influence an individual's belief that they are able to perform necessary tasks effectively, and this in turn can negatively impact upon a students' entrepreneurial actions and intentions (Cox et al 2002; Wilson et al 2007). However, it is not only exposure to entrepreneurship that influences self-efficacy levels, it is also worthwhile considering the educational experience as a whole. As we know, the entrepreneurial classroom requires a tailored curriculum, appropriate assessments, flexible teaching style and engaging activities (including group-work). If the quality of these aspects of education is poor and ineffective, then this will result in a less than satisfactory educational experiences which could be responsible for reduced levels of entrepreneurial self-efficacy and entrepreneurial intentions (Oosterbeek et al 2010).

Contrary research shows that a positive experience of entrepreneurship education can make a difference. The role of the tutor is a key role that encompasses not only the tutor but also additional support that is used within the classroom. Self-efficacy can be enhanced through positive and encouraging feedback from tutors. It can also be enhanced through the use of guest speakers who act as role models to help students form judgements of their own capabilities through personal comparison (Wilson et al, 2007). The content of curriculum and skills that are developed can also positively influence self-efficacy levels. The concept of self-efficacy is task focussed and through experiential projects and activities,

students are provided the opportunity to gain experience and master a variety of entrepreneurial tasks (Setiwan, 2014). When the entrepreneurial course use fewer experiential methods and instead focus more on the theory behind elements of entrepreneurship, the impact upon self-efficacy levels can vary. The relationship between self-efficacy and entrepreneurial intentions is contextually sensitive and is moderated by the nature of the course. This is reflected in the motivational disposition instilled by the course with higher levels of self-efficacy found on practical courses and lower levels of self-efficacy on theoretical courses (Piperopolous and Dimou, 2015).

2.4 Entrepreneurial Intentions

2.4.1 Intentions

It is relevant to this doctoral study to consider the planned, or intended, career choice of students engaged in entrepreneurship education courses. Specifically, it will be focus on the ongoing entrepreneurial intentions of the students. There is much literature within this area that explores various models and aspects of intentions (Pruett et al 2009; Zhao et al 2005; Nabi and Holden 2008; Jun Bae et al 2014; Giacomini 2016; Fayolle and Gailly, 2015; Zabkai et al, 2015). A common theme to research within this area is in understanding how intentions are formed and what influences contribute towards the intention. It can be said that intentions are informed or influenced by some form of triggering event which could be internal or external. This could be a new opportunity, or a threat related (Kyro, 2015). The triggering event could also simply be the acquisition of deeper knowledge about entrepreneurship and its general relevance in society which then provides encouragement to an individual to give intention to an entrepreneurial endeavour (Heinonen and Poikkijoki, 2006). Views around the significance of the phenomena of intentions to the creation of new business ventures do not always support the notion that it is integral for the creator of a new venture to be the driving force behind the business. The individual's intentions do play a part, but intention can be seen as a necessary but not sufficient condition for entrepreneurship (Kyro, 2015).

2.4.2 Intentions models

Researchers into entrepreneurial intentions have used two particular models to explore the phenomena of intent. Azjen's Theory of planned behaviour (1991) and Shapero's model of

entrepreneurial event (1982) are useful in that they both seek to understand wider behavioural and societal factors that influence a person within the context of intentions. Many entrepreneurial studies use both these models as a starting point for further exploration and understanding of the phenomena of entrepreneurial intentions (Kuehn 2008; Zhang et al 2014; Autio et al, 2001; Krueger et al 2000). Therefore, it is worth providing an overview of the models in order for us to understand how ideas and arguments around entrepreneurial intentions have developed within the literature.

Intentions are assumed to capture the motivational factors that influence a behaviour; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour (Azjen, 1991). The theory of planned behaviour suggests that behavioural control, along with behavioural intention, can be used directly to predict behavioural achievement (Azjen, 1991). As a general rule, the more favourable the attitude and subjective norm with respect to a behaviour, and the greater the perceived behavioural control, the stronger a person's intention to perform the behaviour under consideration (Azjen, 1991).

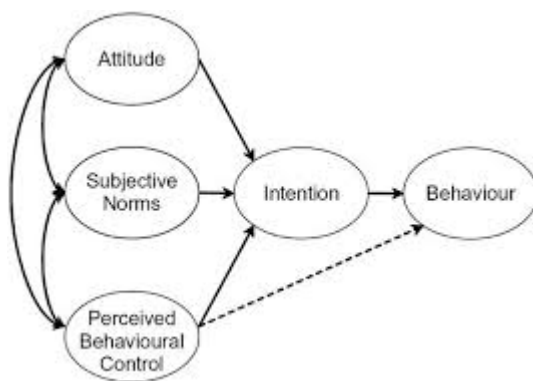


Figure 8 - Model of the Theory of Planned Behaviour (Azjen 1991)

The model proposes three variables that influence intentional behaviour: attitude, subjective norms and perceived behavioural control. Perceived behavioural control reflects the perceived feasibility of performing the behaviour and is thus related to perceptions of situational competence i.e., self-efficacy (Krueger Jr et al, 2000). Each variable is independent of each other but the influence they have on each other varies, this is largely due to the impact of the broader social experience on the individual (Kuehn, 2008). The

theory suggests that a person's belief determines a behaviour. The most detailed substantive information about the determinants of a behaviour is within a person's behavioural, normative and control beliefs (Ajzen, 2011). These beliefs are influenced by several possible background factors such as personality and broad life values; demographic variables such as education, age, gender and income; and exposure to media and other sources of information. Factors of this kind are expected to influence intentions and behaviour indirectly, (Ajzen, 2011).

The theory of planned behaviour has been used extensively within the entrepreneurship educational literature with numerous researchers building upon the theory within their own studies (Lucas and Cooper 2012; Fayolle and Gailly 2015; Zabkau 2015). The theory has been applied and used as a framework over a variety of different areas within the entrepreneurial intentions literature. For example, Lucas and Cooper (2012) looked at self-efficacy with results from their study supporting the view that there is a relationship, and that necessity affects intentions and self-efficacy. Fayolle and Gailly's (2015) research focusses on entrepreneurship education. Findings from their study suggest that the impact of entrepreneurship on entrepreneurial intentions is strongly affected by the student's initial level of intention and prior exposure to entrepreneurship (Fayolle and Gailly, 2015).

The second model is Shapero's model of entrepreneurial intent. Shapero (1982) developed the model to explain entrepreneurial behaviour specifically. It differs from the theory of planned behaviour as the model focusses specifically on entrepreneurial intent and places more emphasis on the characteristics and previous entrepreneurial experience of an individual (Autio et al, 2001)

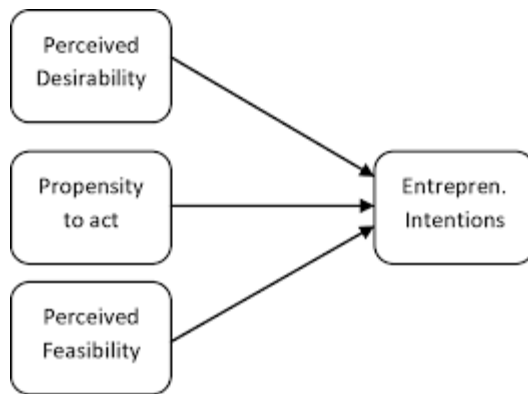


Figure 9 - Model of Entrepreneurial Event (Shapero, 1982)

Perceived desirability is defined by Shapero as to the degree to which one finds the prospect of starting a new business to be attractive (Shapero, 1982). Perceived feasibility is defined as the degree to which one believes that they are capable of starting a business (Krueger and Carsrud, 1993). Propensity to act is defined as a person's disposition to act upon a decision (Krueger et al, 2000).

The model of entrepreneurial event considers the decision to start a business as being informed by the perceptions of desirability and feasibility and from a propensity to act upon an opportunity (Krueger Jr et al, 2000). The model focuses on the individual and accepts that although exogenous influences will be present, they do not directly affect the individual's intentions or behaviour. Instead, intentions and behaviours operate through person-situation perceptions of desirability and feasibility (Krueger Jr et al, 2000). Examples of this being groupings of social variables (such as ethnic groups) and the social and cultural environment (Shapero and Sokol, 1982).

Shapero (1982) argues that attitudes towards entrepreneurship (perceived feasibility and desirability) should partly derive from prior exposure to entrepreneurial activity and will affect intentions, and behaviour, through changing attitudes (Krueger and Carsrud, 1993). These changing attitudes go on to influence intentions, which then go on to influence behaviour (Krueger and Brazear, 1994). The entrepreneurial event is denoted by initiative-taking, consolidation of resources, management, relative autonomy, and risk-taking (Shapero and Sokol, 1982).

The model of entrepreneurial event has also been used extensively within contemporary entrepreneurship education literature (Linan et al 2011; Zhang et al 2014; Ngugi et al 2012). Nabi et al (2010) suggest that entrepreneurial intent depends on the perceived feasibility (personal capability) and perceived desirability (attractiveness) of the prospect of starting a business along with the propensity to act. The study explores the assumption that intentionality translates into entrepreneurial behaviour. Findings suggest that the extent of entrepreneurial intentions are related to wider factors such as ethnicity and academic subjects studied. The study shows significant support for Shapero's model (Nabi et al, 2010).

Ngugi et al (2012) use a theoretical model based on Shapero's model within their study. The findings from the study support the notion that entrepreneurship courses can help to develop the intention and the necessary abilities within students in order for them to become successful entrepreneurs. The study further concludes that economic opportunity and autonomy are very important when making a choice as to whether to become an entrepreneur.

2.4.3 Impact of entrepreneurial education

Learning and experience have a strong influence on entrepreneurial intentions (Zhao et al, 2005) and recognition of this has helped to increase the extent of education focussing on new business creation. The topic of entrepreneurship is a cross faculty discipline yet has a tendency to sit within general business programmes. Therefore, the content of the programme will cover more broader topics than those relating to entrepreneurship. Although entrepreneurial intentions have emerged from general business programmes, entrepreneurship education is related more positively to entrepreneurial intentions than general business education (Jun Bae et al, 2014). The positive experience of an entrepreneurship programme can increase a student's perception of their desirability and the feasibility to start a new business (Peterman and Kennedy 2003). It is therefore important for the educator to consider what constitutes as a positive experience in terms of experience and pedagogy. Each individual students comes to university with existing experiences that are important to the individual yet diverse in regard to the other students in the class. This diverse experience helps to inform unique entrepreneurial needs and individual intentions. Each student is different and has different needs, yet it can be argued

that these needs and aspirations are not always being met by the universities they have chosen (Collins et al, 2004). Feedback is a crucial aspect of teaching and learning as it allows the student to understand what they have done well and what (and how) they can improve. Within entrepreneurship education, constructive feedback can help the student to learn more about their skills and knowledge development when setting up a new business. Therefore, assessment should play a key role as there is a stronger relationship between entrepreneurial education and entrepreneurial intentions when the entrepreneurial education is aligned to a form of summative assessments (Jun Bae et al, 2014)

Nabi and Holden (2008) question the notion that entrepreneurial education strongly influences entrepreneurial intentions. In fact, the authors propose the opposite effect and suggest that learning can reduce entrepreneurial intentions when the start-up process presents a hurdle, either insurmountable or sufficiently challenging to turn intentions away from start-up (Nabi et al, 2018). To put it simply, the student develops a more realistic view of what is required to start a new business and thus a negative relationship between the impact of entrepreneurship education and the intention to become an entrepreneur is formed (Oosterbeck et al 2010).

As with all research, the fact that there is extensive literature around the area of intentions, does not mean that we are able to fully understand the phenomenon. Increased interest in a particular field tends to result in more critiques offered and further questions raised. Fayolle and Linan (2014) generate such questions and highlight some interesting areas for future research:

1 - How does the type of pedagogy affect intention levels? (e.g. active v passive, face to face v distance learning, use of IT v non-use of IT)

2 – How does the profile and background of educators influence students' intentions?

3 - How does the entrepreneurial intentions of an educator impact on their students' entrepreneurial intentions?

4 – How do the contents of entrepreneurial education programmes (theoretical v practice-based knowledge) bear upon students' intentions?

(Fayolle and Linan 2014)

2.4.4 Exposure

Fayolle and Gailly (2015) place much emphasis on the prior exposure to entrepreneurship experienced by a student. Using Azjen's theory of planned behaviour (Azjen, 1991, 2002) as a framework, their 2015 study explores the impact of entrepreneurial education on entrepreneurial attitudes and intentions. The findings suggest that the impact of entrepreneurship on entrepreneurial intentions is strongly affected by the student's initial level of intention and prior exposure to entrepreneurship. The results of the study split the students into two separate groups. The first group is positively affected by the course yet have had no exposure to entrepreneurship. The second group were negatively affected by the course but may have experienced some level of exposure. The authors suggest that the positive impact experienced by the first set of students was likely due to the students' discovering a field that was new and therefore interesting and exciting to them. The negative aspects experienced by the second set of students was likely due to the students' already being in the possession of some knowledge of entrepreneurship due to their past exposure. This knowledge and experience may have resulted in the students' focussing more on some dimensions of entrepreneurship that emphasise limitations of difficulties they have so far underestimated (Fayolle and Gailly, 2015). The results highlight the fact that the entrepreneurship education programme under study seemed to increase the level of intention of students who initially did not envisage an entrepreneurial career and decrease that of students who initially had one in mind (Fayolle and Gailley, 2015: 87).

Zabkau et al (2015) also draw on the theory of planned behaviour to investigate the relationship between entrepreneurial exposure and entrepreneurial intentions. The study uses social learning theory to suggest that the observation of entrepreneurial role models can be influential on an individual's attitudes towards their career (Zabkau, 2015: 641). The study presents empirical evidence to support the theoretical prediction that the three variables of the theory of planned behaviour (attitude, subjective norms, perceived behavioural control) mediate the influence of prior exposure on entrepreneurial intentions (Zabkau, 2015). Prior exposure can be through role models and/or through direct experience. For example, a parental role model can influence an individual's subjective

norm when starting a business. However, it is only when that individual perceives the parental role model exposure to be positive that they develop a more positive attitude towards starting a business. Family dimensions can influence entrepreneurial developments accordingly, but this is often dependent on individual family circumstances (Rae, 2005). Direct experience leads to a more positive attitude towards starting a business (Zabkau, 2015) but how positive the experience is can also indirectly influence intentions through perceived feasibility (Krueger and Carsrud 1993; Peterman and Kennedy 2003). In addition, an individual's country and the associated social norms can also be considered as an influence in helping to explain a student's entrepreneurial intentions (Pruett et al, 2009).

2.4.5 Culture

Culture can influence and shape an individual's intention to pursue entrepreneurship as a career. The role of culture in understanding entrepreneurial intentions is relevant and therefore important for this study. Cultural norms and values exert influence over an individual and influence their desire to pursue entrepreneurship. It is however important to remember that all cultures differ, and the beliefs associated with entrepreneurship within each culture will also vary (Linan and Chen, 2009).

Hofstede's understands culture to be a set of shared values and beliefs that in turn determines socially accepted behaviours (Hofstede 1980, cited in Pruett et al, 2009). We will explore Hofstede's understanding of culture later on within this chapter however, it is important to introduce the definition here for us to begin to understand the influence that a person's culture can play in the forming of entrepreneurial intentions. Giacomini et al (2016) use a definition of culture taken from House et al within their 2004 study. The authors view culture as representing the shared motives, values, beliefs, identities and interpretations of meanings of significant events that result from common experiences of members of collectives and are transmitted across generations (Giacomini et al, 2016: 928). The international study supports the notion that entrepreneurial intentions are a result of both individual and contextual factors. This conclusion is formed through the process of assessing the role that societal culture plays in shaping an individual's perceptions. The degree to which culture shapes entrepreneurial overconfidence and optimism is examined as is the impact that this has on their entrepreneurial intentions. It is understood that the extent to

which individuals feel motivated to pursue entrepreneurial opportunities will be reflected in their belief that entrepreneurship is socially acceptable (Swail et al, 2014). This view is supported in Giacomini et al's (2016) study which suggests that more overconfidence is demonstrated particularly in American students. The authors suggest that this is due to the American culture being more supportive of entrepreneurship and more tolerant of failure and the student's realism concerning their own competencies (Giacomini et al, 2016).

The level of impact that culture plays in influencing and developing entrepreneurial intentions can vary. Pruett et al (2009) found that cultural values associated with the home country had only a very modest influence on entrepreneurial intentions. Another view is that national culture acts as a catalyst rather than a causal agent of entrepreneurial outcomes. It is understood that economics and institutional contexts, not culture are the variables that play causal roles in creating a climate for innovation and entrepreneurship (Hayton et al 2002, cited in Pruett et al, 2009).

2.4.6 Self-efficacy

We have already looked into self-efficacy within this chapter. however, the concepts of self-efficacy and entrepreneurial intentions are inextricably entwined within wider entrepreneurship literature (Boyd and Vozikis 1994; Zhao et al 2005; Barbosa et al 2007; Sequeira et al 2007; Bullough et al 2014).

Within the area of entrepreneurship education, there has been much research aiming to investigate and understand the relationship between self-efficacy and entrepreneurial intentions. Zhao et al (2005) uses Bandura's social cognitive theory to explore the mediating role between self-efficacy and the development of entrepreneurial intentions. The study explores the malleability of entrepreneurial intentions and assess the influence of two stable factors – gender and risk and two malleable factors – Perception of formal learning in entrepreneurship and previous entrepreneurial experience (Zhao et al, 2005). Giving specific focus to entrepreneurship education, the study suggests that that individuals who choose to become entrepreneurs (or formulate the intentions of doing so) are high in self-efficacy as they have strong belief in themselves that they will be able to succeed in the role (Zhao et al, 2005). Although the influencing stable and malleable factors do have an impact, it is

claimed that the factors that are most amenable to change (learning and experience) had a stronger influence on self-efficacy and entrepreneurial intentions than the relatively stable characteristics of risk propensity and change (Zhao et al, 2005).

(Piperopoulos and Dimov (2015) discuss the different types of entrepreneurship course available, specifically the pedagogical approach that is adopted whether it be theoretical or of a more practical nature. The experience of the course can differ for the students' and the relationship between self-efficacy and entrepreneurial orientation is contextually sensitive, reflecting the motivational disposition instilled by the entrepreneurship course. It is suggested that self-efficacy beliefs are activated in different ways depending on the nature of the course in terms of its context and pedagogical focus. Results from the study found that higher levels of self-efficacy are associated with lower entrepreneurial intentions in the theoretically oriented courses, and higher entrepreneurial intentions in the practically oriented courses (Piperopoulos and Dimov, 2015).

2.5 Intercultural Education and Adaptation

2.5.1 Culture

As this doctoral research is exploring the experience of international students, it is vital that we recognise that international students originate from countries with different cultural practices and beliefs. For this researcher to be able to explore the cultural influences that have shaped the sample of participating students, it is integral that a clear understanding of the concept of culture is established.

When looking at culture, it is sensible to begin with the pioneering work of Geert Hofstede. Hofstede has published extensive work seeking to further understand and explain the concept of culture. It is difficult to produce a simple definition for something as complex as culture however, Hofstede (1984) has developed one that is concise yet clarifying:

'culture is the collective programming of the mind which distinguishes the members of one group or society from those of another. Culture consists of the patterns of thinking that parents transfer to their children, teachers to their students, friends to their friends, leaders to their followers, and followers to their leaders. Culture is reflected in the meanings people attach to various aspects of their life; their way of looking at the world and their role in it; in

their values, that is, in what they consider as “good” and as “ugly”. Culture, although basically resident in peoples’ minds, becomes crystallised in the institutions and tangible products of a society, which reinforce the mental programmes in their turn’ (Hofstede, 1984: 82)

Hofstede suggests that there is a need for a deeper understanding of the range of culture determined value systems that exists amongst countries. To help us to understand this further, we can use 4D Model of cultural differences amongst societies developed by Hofstede (1984). The four dimensions of the model are:

- Individualism versus Collectivism
- Large versus Small Power Distance
- Strong versus Weak Uncertainty Avoidance
- Masculinity versus Femininity

It is worth exploring each of these four dimensions in more depth for us to use the model effectively to gain a deeper understanding of the vast range of cultural value systems. Individualism versus Collectivism looks at opposing social frameworks that can exist within cultures. This could be individualistic whereby a more loosely knit social framework is adopted where individuals are supposed to take care of themselves and their immediate families only. On the other hand, it could be more collectivist whereby a preference for a tight knit social framework is adopted where individuals expect relatives or other in-group to look after them in exchange for unquestioning loyalty (Hofstede, 1984). Large versus small power distance is the extent to which the members of a society accept that power in institutions and organisations is distributed unequally. This dimension addresses how a society handles inequalities among people when they occur (Hofstede, 1984). Within strong versus weak uncertainty avoidance societies, we see varying levels of conduct and discipline. A strong uncertainty avoidance society will maintain rigid codes of belief and behaviour and are intolerant towards deviant people and ideas. Whereas within weak uncertainty avoidance societies maintain a more relaxed atmosphere in which practice counts more than principles and deviance is more easily tolerated (Hofstede, 1984). The final dimension is masculinity versus femininity, and this simply addresses the way in which society allocates social (as opposed to biological) roles to the sexes. A masculine society will have a

preference for achievement, heroism, assertiveness and material success. Whilst a feminine society will have a preference for relationships, modesty, caring for the weak, and the quality of life (Hofstede, 1984).

Hofstede's body of work also explores cultural differences within teaching and learning (Hofstede, 1986). The specific focus on education is of interest to this doctoral research as it begins to highlight some of the issues and problems that may be faced by students within a cross-cultural learning environment. Much of the research focusses upon the interaction and differences between teacher/student relationships and student/student relationships. The cross-cultural learning situation exists due to classrooms containing people (student or teacher) born, raised and mentally programmed in different cultures (Hofstede, 1986). It is suggested by Hofstede (1986) that the problems experienced lie in a small number of differences that exist between the people present within the classroom. These differences include the social positions (and how these positions are understood) of the teachers and students as well as differences between the relevance of the curriculum and the profiles of cognitive abilities. Differences in the extent and expected patterns of teacher/student and student/student interaction are also deemed to be problematic. We can use elements of Hofstede's 4D model (1984) to provide examples that help us to understand the impact of the cultural differences. So, looking at the differences in teacher/student and student/student Interaction, if we relate this to the uncertainty avoidance dimension (Hofstede, 1984) a weak uncertainty avoidance society would involve students who feel comfortable in unstructured learning situations with vague objectives, broad assignments, and no timetables. Whereas in a strong uncertainty avoidance society, the students would feel more comfortable in structured learning situations with precise objectives, detailed assignments, strict timetables (Hofstede, 1986). When using the masculine versus feminine dimension, we can look at further differences in teacher/student and student/student interactions:

FEMININE SOCIETIES	MASCULINITY SOCIETIES
Teachers avoid openly praising students	Teachers openly praise good students
Teachers use average student as the norm	Teachers use best students as the norm
System rewards students' social adaptation	System rewards student's academic performance
A student's failure in school is a relatively minor accident	A student's failure in school is a severe blow to his/her self-image and may in extreme cases lead to suicide
Students admire friendliness in teachers	Students admire brilliance in teachers
Students practice mutual solidarity	Students compete with each other in class
Students try to behave modestly	Students try to make themselves visible
Corporal punishment severely rejected	Corporal punishment occasionally considered salutary
Students choose academic subjects in view of intrinsic interest	Students choose academic subjects in view of career opportunities
Male students may choose traditionally feminine academic subjects	Male students avoid traditionally feminine academic subjects

Figure 10 – Hofstede's Feminine and Masculine Societies (Hofstede, 1986)

The differences indicated above highlight specific expectations that exist between a teacher and the student. These differences are determined by the archetypal roles of teacher and student within a culture, and they are guided by values that are rooted within the culture.

2.5.2 Culture shock

When arriving in a new country for the purpose of study, international students enter into a cultural setting different from their own. The student will experience novel social and educational organisations, behaviours and expectations (Zhou et al, 2008) and will seek to adapt to these new experiences that may be very different to what they are used to. (Furnham and Bochner, 1986) have argued that international students face several difficulties, some being exclusive to them (as opposed to the native students).

'There are the difficulties that face all young people, whether studying at home or abroad, in becoming emotionally independent, self-supporting, productive and a responsible member of society. There are academic stresses when students are expected to work very hard, often under poor conditions, with complex material. But there are also the problems that often confront people living in a foreign culture, such as racial discrimination, language problems, accommodation difficulties, separation reactions, dietary restrictions, financial stress, misunderstandings and loneliness. Finally, the national or ethnic role of overseas students is often prominent in their interactions with host members.' (Furnham and Bochner, 1986: 17)

Culture shock emanates from stressful life changes and although the international student has chosen to enrol in a university away from their home country, the initial enthusiasm they experience is in contrast to the anticipation of coping with life within a new environment. Research has shown that during the initial stage and experience of university life (within a different country) the international student experiences more of a sense of culture shock than excitement (Brown and Holloway, 2008). These feelings of culture shock include a variety of different aspects such as anxiety, depression, loneliness and stress (Brown and Holloway, 2008). The outset and impetus of this culture shock appears to be when the student begins to socially interact with members of the new country (Chapdelaine and Alexitch, 2004). This initial social interaction can be difficult as many newcomers may falsely assume that the new society operates like their home country (Zhou et al, 2008). Social situations that presented no problems within the international student's country of origin (e.g., making friends) can become more significantly difficult. These social difficulties within cross-cultural interactions can be viewed as the very essence of culture shock (Chapdelaine and Alexitch, 2004).

2.5.3 Adaptation

As we now understand, studying overseas can be as equally enticing and frightening as students enter a new society and adapt to a new way of academic life. Feelings of estrangement and alienation alongside cultural and learning shock are not uncommon and can impact on the initial experience a student may have when commencing their academic studies. Therefore, it is natural for a student to feel the need to adapt to a culture in order

to avoid these negative effects having an adverse impact on their day to day functioning and academic performance (Elliot et al, 2018)

Going forward, this study will refer to the process of international students adapting to a new culture as intercultural adaptation. Intercultural adaptation can be broadly divided into two categories that will both be explored within this study. Psychological adaptation (e.g. culture shock, stress) and sociocultural adaptation (e.g. education, language) (Zhou et al, 2008). It is a complex set of shifting associations between language mastery, social interaction, personal development, and academic outcomes (Gu et al, 2010). Adjustment is an ongoing and an active process that involves the managing of stress at both at an individual level and a situational level (Zhou et al, 2008).

Zhou et al (2008) see cross-cultural transition (acculturation process) as a significant life event that requires adaptive change. The below model has built upon work by Ward et al (2001) and uses both individual and societal variables as it seeks to help us understand cross cultural transition:

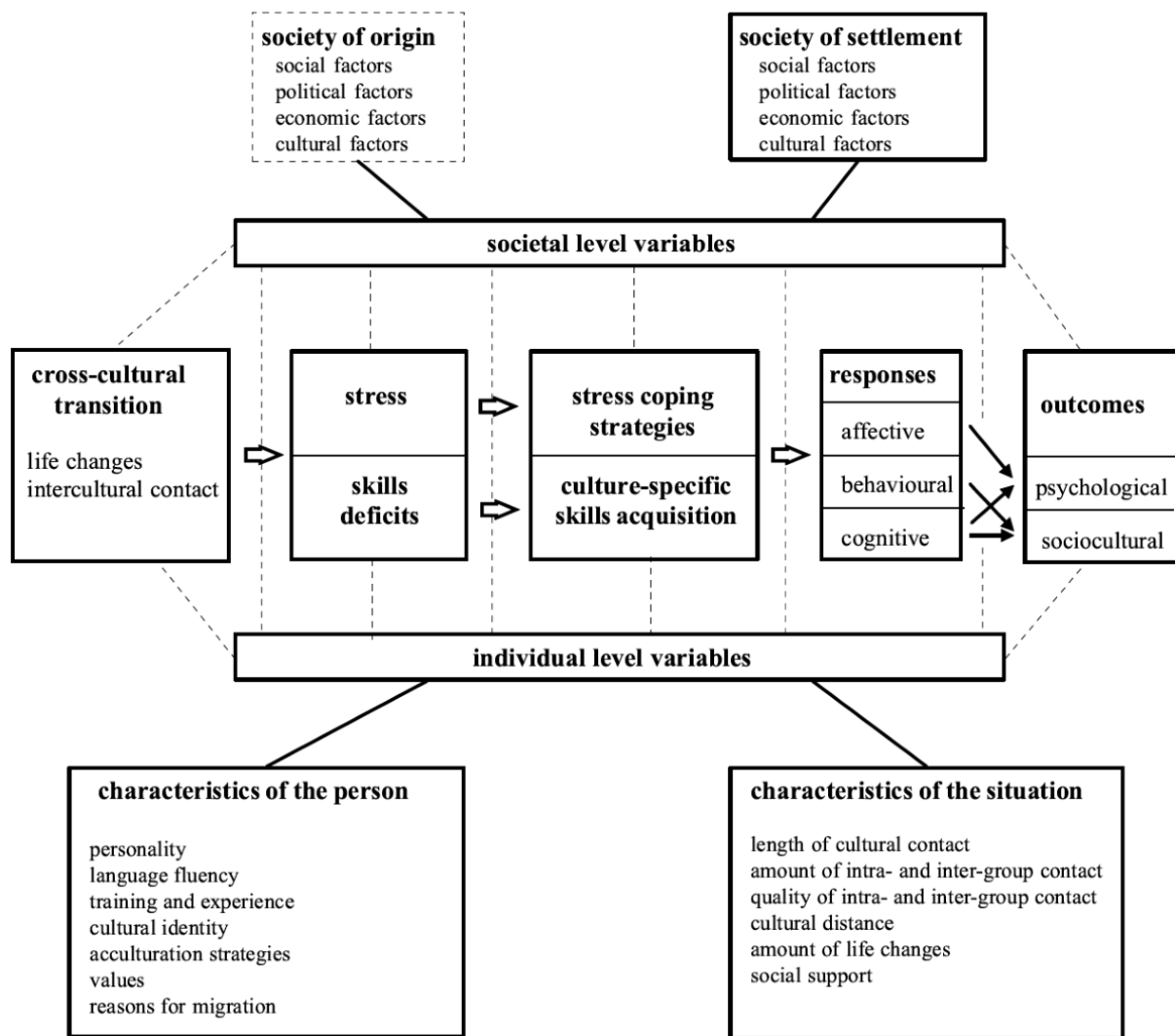


Figure 11 - The Acculturation Process (Zhou et al, 2008 adapted from Ward, Bochner and Furnham, 2001)

The model sees the major tasks facing individuals within cultural transition as the development of stress-coping strategies and culturally relevant social skills (Zhou et al, 2008). Responding to stressful situations and the development of social skills are both influenced not through interactions with other individuals but also through engagement with the society and the university itself. In addition, the interlinkages between the personal, societal and academic elements can help to shape and affect the overall acculturation process (Elliot et al, 2016).

Although a positive cultural experience can be possible, Schweisfurth and Gu (2009) recognise a number of limiting factors which can constrain intercultural potential:

- *Some international students may self-select into peer groups consisting mainly of people from their own, or similar cultures:*
- *They have limited opportunities to interact with the multicultural environment outside of university*
- *They do not feel that they are interacting on an equal basis with other students, particularly in the early stages of their studies when they are experiencing culture and learning shock at their strongest*
- *Financial challenges can constrain students*
- *There is evidence that some students from overseas find that they do not always share common goals with their UK counterparts*

(Schweisfurth and Gu, 2009: 471)

The host university can also play an important role in supporting the adaptation of international students. The internationalisation of the higher education sector and the presence of international students create a real potential for universities to facilitate intercultural experience (Schweisfurth and Gu, 2009). However, it is important for the university to be flexible and to remember that successful adaptation involves an open-mindedness to the new cultural dimensions present within the university. Cortazzi and Jun (1996) argue against simply expecting international students to assimilate to the host nations ways. A person's aspects of culture are deep-rooted, and change can be seen as a profound threat to their identity. It is therefore important for both the international student and the host tutor to make the effort to understand each other's culture (Zhou et al, 2008). Social interaction with both tutor and student from the host country will always play an important role in the adjustment and adaptation of international students' (Chapdelaine and Alexitch, 2004) yet constraints have led some students to avoid intercultural interaction altogether. (Schweisfurth and Gu, 2009). Therefore, it is suggested that for those students' who choose to persevere in cross-cultural interactions, there is a need for resilience, adaptation, and to develop appropriate coping strategies and tactics (Zhou et al, 2008).

2.5.4 Stress

An important aspect of culture shock is the notion of stress. Brown and Holloway, (2008) found stress to be at its most intense for students at the beginning of their stay in the host country, a stage marked by the experience of the symptoms of culture shock. Gill (2007) found that students underwent stress mainly in relation to their experience of dealing with the demands of studying in a different cultural and educational context. The stress that the students experienced was exacerbated by a lack of preparedness and inappropriate expectations of learning (Gill, 2007). Szabo et al (2015) look at the issue of stress from an alternative perspective and refer to the stress of leaving home as opposed to adapting to a new environment as uprooting. The authors suggest that stress within situations such as this can be remedied by accepting that separation from the familiar is temporary but relatively uncontrollable. This then allows the student to focus their energies on making new friends and exploring life in the host country (Szabo et al 2015).

The role of academic staff who interact with the international students is noteworthy as these individuals play an important role not only in the capacity of teaching but also in the capacity of pastoral support. Some research suggests that academic staff are not always sympathetic to issues faced during adaptation such as a lack of preparedness (Gill, 2007). The role of the tutor has been found to be important in enabling students to overcome initial challenges experienced and through providing ongoing support such as feedback on work. However, if a network of fellow international students from the home country is available then this is often considered the first place to go for emotional and moral support, understanding and reassurance (Gill, 2007).

2.5.5 Language

When bridging the cross-cultural gap, it is important for tutors to attempt to address, rather than ignore, the existence of cross-cultural learning issues. One of the main issues faced by a tutor is that of language whereby the international students' first language is not the same as the language the tutor is using. In fact, in many classrooms there will be a number of students all with different first languages trying to follow the lesson. Hofstede (1986) puts the burden of translation preferably on the tutor. He goes on to suggest that the chance for successful cultural adaptation is better if the tutor is to teach in the students' language

rather than if the student is to learn in the tutor's language, because the tutor has more power over the learning situation than any single student (Hofstede, 1986). However, this is not always possible due to the number of home students within classes and also, the range of students from different countries that may be present within a single classroom.

Therefore, the tutor must themselves adapt their teaching to better communicate information to a diverse student body. This may be helped by the creation of a better understanding of who exactly is in their class and where they come from. Through learning about the different cultures within their classrooms, the tutor is able to get intellectually and emotionally accustomed to the fact that in other societies, people learn in different ways. This will involve taking one step back from their own values and beliefs (Hofstede, 1986).

'Language continues to be the most prominent feature of culture and still the main medium for instruction. However, it is precisely because of its central importance that language related factors, especially verbal, can be major sources of misunderstanding in communicating with international students' (Vita, 2001: 170)

When students of varying language backgrounds convene, language barriers are inherent (Croese, 2011). This issue is further exacerbated when the language used by the tutor is not the first language for the students. This is not to say that it will always be the case that the students are unable to understand what the tutor is saying but, they may well face varying levels of difficulty. This therefore presents a problem as language not only impacts upon the ability to learn, but it can also lead to decreased confidence in students (Ramburuth and Tani, 2009). The international students can also feel alienated due to actions of the students from the host university as the host students often tend to avoid interactions out of fear that language barriers can lead to misinterpretation (Croese, 2011)

Various ideas have been developed that seek to overcome the issue of language barriers within the international classroom. The role of the tutor is again of importance, and they should take responsibility for developing classroom techniques that can engage all students and mitigate any issues that may arise. Colloquialisms should be avoided as they are often foreign to other cultures using the English language (Vita, 2001). Although Croese (2011) argues that some international students may begin to utilise the host country's language

more fully and develop the ability to interpret slang. Crose (2011) further contributes to the discussions on language by suggesting the following strategies for overcoming language challenges:

- Slow the pace of delivery
- Identify any potential language challenges before a class
- Limit any one-way communication in the classroom (e.g., lectures) to short periods
- Encourage more learner centred activities to minimise any language barriers
- Be aware of non-verbal clues from students and pay attention to their own non-verbal clues (e.g., hand gestures, body movements)
- Provide outlines of sessions to serve as a guide for students

(Crose, 2011)

2.5.6 Intercultural Education

When teaching international students' who may have a cognitive ability profile different from what the tutor is accustomed to, it can become problematic (Hofstede, 1986). The tutor may need to adopt an alternative approach of which they are uncomfortable, and they will need to ensure that the learning environment supports and reinforces people (as best as possible) in their traditional cognitive ways (Hofstede, 1986). Even if a student was academically successful in their own country, they may find that they struggle within a new learning environment using alternative teaching methods. This can result in a student losing confidence in their own academic abilities when they are introduced to unfamiliar pedagogies (Crose, 2011). Most intercultural education practice supports rather than challenges the dominant structures and teaching practices (Gorski, 2008) and this can negatively impact upon the international students' learning experience. When there is a diverse range of students and cultures within a classroom, it is a difficult task to ensure that the curriculum and overall experience is inclusive for all of the students present. As Crose (2011) asks, how can a university effectively leverage cultural diversity in the classroom while addressing the academic needs of both the host and international students?

It is important to remember that intercultural education is only one aspect of the adaptation process. When developing wider intercultural competences, the student must

look beyond the skills that can be obtained via higher education and instead must obtain first-hand experience through exposure and reflection (Stier, 2009).

2.5.7 Teaching and Learning

In addition to adjusting to a new culture, the international student also will need to adjust to new experiences and challenges that are associated with their academic work (Croese, 2011). Therefore, equipping students to function effectively in different cultural contexts is of critical importance (Summers and Volet, 2008). Some students may be experiencing the pedagogical approach and teaching methods for the first time. For some students, the use of interactive sessions where participation is required may be a new way of learning as previous education experiences in their home country may have featured more traditional, lecture-based tutor centred approach (Vita, 2001). Others may experience differences when referencing work. Plagiarism may be of differing importance levels in other countries and therefore, some cases that are raised within UK institutions may simply be the result of cultural misunderstanding (Vita, 2001).

To address issues such as the above, and to make the classroom environment more open and appealing, the tutor should consider:

- *Possess a cultural awareness and avoid stereotyping students based on their cultural background*
- *Address and not ignore cultural inequalities within the classroom*
- *Avoid skewing the learning environment towards the host culture and students*
- *Ensure that the classroom is inviting and conducive to learning*
- *Encourage questions, not dismissing any question as irrelevant*

(Croese, 2011)

Interactions within the classroom and academic work assignments often tend to focus on one cultural and are taught in one language (more often than not, this will be the in line with the host country). Otten (2003) suggests that diversity should be seen as a resource within the classroom, and it is up to the tutor to take the time to engage each student in the session. However, it is important for the tutor to be sensitive to specific individuals as in

some culture's reticence and the avoidance of contention are considered virtues (Vita, 2001). There are also the issues of some students being genuinely shy and therefore uncomfortable and unwilling to participate.

A person's cultural influences can inform the development of individual learning style preferences. Vita (2001) refers to 'cultural conditioning' whereby the form of education process through which members of a society learn how to function within a culture play a critical role in reinforcing, if not shaping, learning style preferences. An awareness and understanding of this can help tutors to diversify the way they teach in order to engage all of the students within a multicultural classroom. It can be said that most tutors see the value in embracing the intercultural nature of their students. However, the degree of a tutor's tolerance to different styles can diminish if it results in using more time, energy and patience (Otten, 2003).

As a result of this, researchers have sought to examine and to deepen understanding around intercultural education and how to encourage it from the perspective of both students and tutors. At this stage in the chapter, we can begin to understand some of the issues and hurdles that have and continue to hinder progression within this area. There is a need for more studies to be conducted to further investigate why the issue continues to exist. Gorski (2008) raises two important questions that act as a great starting point for ongoing research:

- *Do we advocate and practice intercultural education so long as it does not disturb the existing socio-political order?*
- *Can we practice an intercultural education that does not insist first and foremost on social reconstruction for equity and justice without rendering ourselves complicit to existing inequality and injustice?*

(Gorski, 2008: 517)

2.5.8 Group work

A common activity used within entrepreneurship education is group work. Within a multicultural classroom, it is likely that groups will comprise of both international students' and home students, although this is not always the case. Research suggests that some home students can feel that intercultural group work can limit their academic performance for reasons such as language and cultural differences (Croese 2011; Jones and Iredale 2010). The experience of working within an intercultural group is not always static and can change throughout the process. Watson et al (1993) found that culturally mixed groups performed less well in the short term and better in the long term. Results from their 1993 study found that during post task analysis, the culturally mixed groups outperformed the non-mixed groups in some areas such as generating alternatives and approaching problems in multiple ways. The general attitudes of the students involved in the multicultural group also improved in the long term (Watson et al, 1993).

It is necessary to provide the intercultural groups with the time to not only complete the academic task in hand, but also to get to know each other and learn more about each other. If student participation in a multicultural group is

'to be an effective means of enhancing students intercultural competence and promoting more favourable views about mixed group work, group projects should be long enough to allow for culturally mixed groups to surmount initial difficulties and reap the longer term advantages of cultural diversity' (Summers and Volet 2008: 358-359)

It has been argued that having prior intercultural experiences with different cultures can lead a person to have a more favourable view of multicultural group work. The previous experience can provide the student with exposure to cross-cultural group-work thus highlighting the benefits associated in working this way. Intercultural group-work was also found to allow students to develop skills that are necessary to navigate multicultural group work situations more successfully (Summers and Volet 2008). Simple adjustments within the classroom have also been found to have a large impact on improving the levels of student interaction such as, using smaller groups for discussions as this can be deemed as less

threatening (Croese, 2011) to international students who may have limited experience of group work.

2.6 Research Objectives

As presented in this literature chapter, it is necessary to incorporate four principal areas of research to address the aim of this study which is to explore the learner experience of international students engaged in experiential entrepreneurship education within the UK. These areas of research are entrepreneurship education, experiential learning theory, entrepreneurial intentions, and intercultural transition and adaptation. Through the above review and critique of existing literature, we see that there are gaps in understanding of the unique experiences of international students within the context of EEE. To build on knowledge within this area and to address the overarching aim of the study, the below research objectives have been developed:

Literature	Questions Raised from Literature Review	Objective
<i>Entrepreneurship Education Intercultural Adaptation</i>	<ul style="list-style-type: none"> • What methods of teaching, learning and assessments have the international students previously experienced? • Have they engaged in EEE prior to University? • How did the international students adapt to new academic experiences in areas such as participation and progression? 	To evaluate the influence of past learning experience on engagement in EEE
<i>Experiential Learning Entrepreneurship Education</i>	<ul style="list-style-type: none"> • How did the international students engage in experiential learning processes? • How did the international students find the experiences involved in creating, developing, launching and trading from a new business? 	To explore the lived experiences of international students in EEE
<i>Entrepreneurial Intentions</i>	<ul style="list-style-type: none"> • What are the entrepreneurial intentions 	To explore the impact EEE has on the

<i>Self-efficacy</i>	<p>of international students choosing to engage in EEE?</p> <ul style="list-style-type: none"> • How are these intentions influenced by prior exposure to entrepreneurial activity? • In what ways are entrepreneurship intentions post-graduation, influenced by the experience of EEE? 	entrepreneurial intentions of international students
<i>Intercultural Education Entrepreneurship Education</i>	<ul style="list-style-type: none"> • How was the experience of working in groups with students from other countries (academically, socially and in terms of business development)? • What were the experiences of the international students working in groups with native students? • How well does the literature around intercultural group work reflect the experiences of students in EEE? 	To consider the influences of multi-cultural group work on international students EEE experience

Table 1 – Research Objectives

2.7 Summary of Literature Chapter

The purpose of this chapter was to present a critical review of literature relating to the phenomena being explored. The key areas of entrepreneurship education, experiential learning, self-efficacy, entrepreneurial intentions and intercultural education and adaptation have been discussed in detail. It is clear that the experience and the intentions of each entrepreneurship student are different and are influenced by a variety of different educational, societal and cultural factors. The literature presents gaps in understanding from the perspective of the international student, and it is this perspective that will be explored further within this doctoral research. We will now go onto chapter 3 which will discuss the research objectives in more depth. The chapter will also present the philosophical and methodological stance of the study.

Chapter 3: Methodology

3.1 Introduction to Methodology

The aim of this chapter is to explain the philosophical position informing this research and to provide a robust explanation of the methodological approach adopted. The chapter opens by building on the literature review to presents the research objectives that have been developed to investigate and explore the gaps in understanding that were established in chapter 2. The chapter goes on to discuss data collection and subsequent analysis techniques providing a sound justification for the methods that have been employed. The chapter concludes by referring to limitations and ethical considerations associated with the study.

The field of entrepreneurship education has become more prominent throughout and beyond the 1990s and quickly adopted a tradition of using positivist studies to establish the extent of the phenomena. Many studies have taken place that use quantitative methods to measure the impact and outcomes of entrepreneurship education programmes using the perspectives of students, staff, senior management, and external stakeholder (Peterman and Kennedy, 2003; Collins et al, 2004; McKeown et al, 2006; McGee et al, 2009; Morris et al, 2013). However, there has been an increase in the number of studies taking place using mixed quantitative and qualitative methods (Fretschner and Weber, 2013; Radu and Reiden-Collot, 2013) and increased activity amongst researchers choosing to adopt qualitative methods to undertake studies of a more interpretive and explorative nature (Rae, 2005; Hannon, 2005; Lackeus and Middleton, 2015; Elliot et al 2020). As this study seeks to explore the experience of international students engaged in entrepreneurship education, it will adopt a similar interpretative and explorative approach. Qualitative methods will therefore be utilised to allow for interpretation and exploration of the research objectives that have been developed. It is believed that quantitative methods would prove too controlling of the variables within this study (Chacko and Nebel, 1990) and would serve a different purpose altogether. Quantitative methods would not allow the flexibility to uncover unknown reasons, explanation, and construction during the data collection process. The study is not intending to make generalisations and the principal purpose does not lie in allowing inferences to be made to a total population which is often a major purpose of

quantitative methods (Silverman, 1993). Instead, this study will seek to describe, translate and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world (Van Maanen 1983). This will be done through the adoption of an interpretivist approach to the study which will allow for a much better understanding of meanings and contexts rather than attempting to establish the discovery of universal laws or rules (Willis, 2007).

3.1.1 Research Objectives

The overall aim of this study is to explore the learner experience of international students engaged in experiential entrepreneurship education within the UK. The study will specifically focus on students who are creating a new business venture as part of their undergraduate degree programme. The study aims to gain a deeper understanding of the experience of international students when they select to participate in academic activities that adopt pedagogical approaches that are new to them. How these teaching methods impact on a student's individual experience, and enjoyment of learning, is of relevance to this study. The study will also explore the impact that entrepreneurship education has on the entrepreneurial intentions of the international students and will explore other factors that can contribute to the development of entrepreneurial intentions. It would be imprudent to ignore cultural aspects as experienced by the international students. All participants of the study have come to the UK for the specific purpose of study and English is the second language for all of them. The study aims to develop a better understanding of the academic experience of the international student when studying in a foreign country. Therefore, it is important to consider factors such as adaptation, transition and culture shock. This study will bring together two strands of research in entrepreneurship and education through the below research objectives:

1 - To evaluate the influence of past learning experience on engagement in EEE.

To address research objective 1, the study will focus on the lived experience of the participating international students' as they simultaneously adapted to life and study in the UK. Chapter 4 includes a case study of each participating student and presents an overview of the unique journey of each student. The case studies provide information on prior educational practices, experience of experiential entrepreneurship education and the

challenges of adapting to academic life at university. Chapter 5 will explore the differences in the educational experiences of the students and will discuss the impact this had on each individual as they transitioned into higher educational study within the UK

2 - To explore the lived experiences of international students in EEE.

To address objective 2, the study will explore the engagement of the international students as they undertook experiential entrepreneurship units over the course of their degree. Chapter 4 will look at the participation, learning and general enjoyment of the students with particular focus on the interactive nature of the sessions, group work and assessment methods. It will also consider the specific learner experience of each student as they engage in entrepreneurial activities associated with the development of their real business ventures. Chapter 5 will go on to discuss the impact that learning through experience can have on the students understanding of what is involved in creating and running their own businesses. Exposure to real and lived problems/complications forced the students to reflect on what they had learned and to consider how capably they feel they are to successfully complete all tasks involved in running a business (Bayon et al, 2015). Chapter 5 goes on to provide a detailed exploration of the impact of entrepreneurial learning on the belief that the students' have that they have the knowledge, skills and capabilities to set up and operationalise their own business venture. The chapter provides evidence that the students' levels of entrepreneurial self-efficacy have changed and have been influenced by their exposure to entrepreneurship through the creation of their businesses.

3 - To explore the impact EEE has on the entrepreneurial intentions of international students.

To address research objective 3, the study will explore socio-cultural aspects of the student's home countries specifically, family, friends, entrepreneurial culture and entrepreneurial policy. Chapter 5 will consider the influence of these aspects and the impact it had upon their decision to pursue entrepreneurial opportunities. The discussion will focus on the changing entrepreneurial intentions of the students during their time at university as they engage in the experiential entrepreneurship units. It will explore the extent of these changes and will consider the literature within this area that argues that learning and experience has a strong influence on the student's individual entrepreneurial intentions (Zhao et al, 2008; Nabi et al, 2008).

4 - To consider the influences of multi-cultural group work on international students' experience.

To address research objective 4, the study presents the individual experiences of each of the students as they engage in multicultural group work. Whilst not always a negative experience, most of the students found faced challenges when working in groups with home students from the UK. Chapter 4 will look at group contribution, conflict, selection and Chapter 5 will discuss the impact this has had not only on their learning experience but also on their social identity. The international students within this study were all driven to perform well and to achieve good marks for their assessments. They were conscious that their academic performance could be affected by reasons such as language and cultural differences (Croese 2011; Jones, 2010) and as a result, the experience of working within a group and setting up a business within a group, varied widely.

3.2 Philosophical Position

The epistemological foundation on which this doctoral research is constructed is interpretivist in nature. Interpretivists believe an understanding of the context in which any form of research is conducted is critical to the interpretation of the data gathered (Willis, 2007). Therefore, there is a clear boundary between social enquiry and the natural sciences (Guba and Lincoln, 1994). The goal of interpretive research is the understanding of a particular situation or context much more than the discovery of universal laws or rules (Willis, 2007). This aim of this interpretive study is to develop a deeper understanding of the learner experience of international entrepreneurship students engaged in entrepreneurship education. It also aims to better understand why students are driven to explore entrepreneurship and how through education, entrepreneurial belief, capabilities and intent can be developed. The students are each influenced by unique social, cultural and educational aspects and an interpretivist view accepts that people are constantly involved in interpreting their world, social situations, other people's behavior, their own behavior and natural and humanly created objects (Blaikie, 1993). The ontological view of the researcher is that the interaction between language and aspects of an independent world help to construct reality (Scotland, 2012) and thus, they chose to enter the everyday social world of the participants of the study to grasp socially constructed meanings (Blaikie, 1993).

Interpretivism is underpinned by the belief that social reality is not objective but highly subjective because it is shaped by our perceptions (Collis and Hussey, 2014). Social reality is subjective because it is socially constructed and internally experienced through interaction (Collis and Hussey, 2014). It is interpreted through the actors involved and is based on the definition that people attach to it (Sarantakos, 1993). An interpretive view yields insight and underpinnings of behaviour and explain actions from the participants perspective (Scotland, 2012). It seeks to describe, translate and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world (Van Maanen, 1983). For most interpretivist theorists, there are no general laws of a restrictive nature (Sarantakos, 1993) knowledge is not derived through the senses only, it is the understanding of meanings and interpretations that is important (Sarantakos, 1993). Interpretive research helps to interpret and understand an individual's reasons for social action, the way they construct their lives and the meanings they attach to them (Sarantakos, 1993). Knowledge and meaningful reality are constructed in and out of interaction between humans and their world and are developed and transmitted in a social context (Crotty, 1998) resulting in new layers of understanding that occurs when interactions and events are not reduced to simplistic interpretations (Scotland, 2012).

The researcher intends to interpret and understand the educational and entrepreneurial experiences of the international students participants. Consciousness of any relational aspects is imperative in order to make sense and find meaning in the lives of the students. The life of each student is different and the researcher's understudying of this is subjective and context specific. Through interaction between the researcher and the participants, individual constructs will be elicited (Guba and Lincoln, 1994) and the meanings students attribute to their experiences and social worlds will be explored (Silverman, 2011).

Reliability of the data collected may be interpreted in a certain way and is not always of importance in interpretivist studies (Collis and Hussey, 2014). Importance is placed upon whether observations and interpretations made on occasions and/or by different observers can be explained and understood (Collis and Hussey, 2014: 53). Emphasis is placed upon establishing protocols and procedures that establish the authenticity of the findings (Collis and Hussey, 2014).

Relativism is an interpretivist view that reality is subjective and differs from person to person (Guba and Lincoln, 1994). A relativist approach is based on meanings and understandings of society and experience. It understands that that knowledge, truths and morality exist in relation to culture, society or historical context, and are not absolute (Denzin and Lincoln, 2008). Core to relativist belief is the understanding that different people inhabit different worlds. These different worlds constitute for them diverse ways of knowing, distinguishable sets of meanings and separate realities (Crotty, 1998). What is said to be the way things are, is simply just the sense we make of their worlds (Crotty, 1998). Historical and cross-cultural comparisons are pertinent and make us aware that at different times and in different places, there have been and are very divergent interpretations of the same phenomena (Crotty, 1998). When something is described or explained, it is the reporting of how something is seen and reacted to and therefore meaningfully constructed (Crotty, 1998). For the purpose of this study, the understanding of experiences and the meaning placed on these understandings will be individualised and personalised to each participating student.

The idea that physical things and actions exists, but only take on meaning and become objects of knowledge within discourse, is at the heart of the constructionist theory of meaning and representation (Seale, 2004). This understanding relates to the action of social processes, particularly language, which is central to everyday life and experience (Nightingale and Cromby, 1999). Entrepreneurship, like the rest of social life, is a collaborative social experience (Downing, 2005) and as such, it is important to consider the relationality between people, institutions, material objects, physical entities, and language, rather than the private sense-making activity of particular individuals (Fletcher, 2006:422).

Social constructionism challenges the view that knowledge is based upon objective, unbiased observations of the world and insists that we take a critical stance toward or taken for granted ways of understanding the world and ourselves (Burr, 2015). Actions are not constrained by anything traditionally accepted as true, rational or right and it is only because we socially construct that there are meaningful realities and valued actions (Gergen, 2015). Social constructionism argues that the ways in which we commonly understand the world, the categories, and concepts we use, are historically and culturally

specific (Burr, 2015). This understanding is specific to particular cultures and periods of history and is dependent upon the particular social and economic arrangements prevailing in that culture at that time (Burr, 2015). It is through the interactions between people in the course of social life that knowledge is created. Social interaction of all kinds is interesting to social constructionists, especially language (Burr, 2015). Concepts and categories are acquired by each person as they develop the use of language and are thus reproduced by everyone who shares a culture and a language (Burr, 2015: 10). However, it is through its use in relationships that language acquires meaning (Gergen, 2015).

A social constructionist perspective implies interpretive inquiry into how and why opportunities, entrepreneurs, entrepreneurial processes and entrepreneurship are constructed in social interaction between people (Lindgren and Packendorff, 2009). Entrepreneurship like the rest of social life is a collaborative social experience (Downing, 2005) and as a result, social constructionism has emerged as an important paradigm in which to understand entrepreneurs (Chell, 2007). The ontological position of social constructionism as applied to entrepreneurship is that entrepreneurship and entrepreneurs are subjectively and inter-subjectively understood by human beings (Lindgren and Packendorff, 2009) and this understanding is historically and culturally relative. Social constructionism aims to understand entrepreneurial practices in a cultural context through the use of language, narrative and discourse (Rae, 2000). Knowledge about entrepreneurship is knowledge on how individuals and collectives perceive, define, produce and re-produce entrepreneurial activity in society (Lindgren and Packendorff, 2009). The constructionist perspective is interested in understanding how and why people interact with each other and how an entrepreneur is constructed with an emphasis on how involved individuals experience the process (Lindgren and Packendorff, 2009). As we consider the set research aims for this doctoral study, it is clear that a social constructionist approach is appropriate. Social constructionists endorse notions of historical and cultural change and, accept that knowledge and activity are intimately related (Nightingale and Cromby, 1999). This study will explore how prior experience of education and exposure to entrepreneurship has influenced the entrepreneurial development of international students. Each participant will have their own story to tell that will contain cultural, societal and educational factors.

How these factors have influenced the students, and the stories and experiences of students from a variety of cultures is of great interest to this research.

Interviews will be utilized as the primary data collection method for this study and will encourage storytelling from the participating student entrepreneurs. It must be constitutive of a given fact that it was created by a society if something is to be referred to as “socially constructed” (Boghossian, 2006:17) therefore, societal factors will form a focus of the emerging stories. The students’ meanings and understandings of society and their experiences will inform the analysis of the gathered data and it is this process of analysis that will allow for the researcher to perceive the stories and recognise the accounts as meaningful (Downing, 2005). The researcher will avoid generalising any findings as it is important to this research to not lose the value of specific human experience (Rae, 2000)

3.3 Case study design

The case study is a research strategy that focuses on understanding the dynamics present within a single setting (Eisenhardt, 1989). Context specific knowledge and experience (Flyvbjerg, 2006) are at the heart of case study research and activity as opposed to pre-existing theoretical perspectives that require testing. Theory development that takes place within case studies is primarily an inductive process (George and Bennett, 2005) with new theory emerging from the process of data analysis. The theory is emergent in the sense that it is situated in and developed by recognizing patterns of relationships amongst constructs within and across cases and in their underlying logical arguments (Eisenhardt, 2007). There are no hypothesis to test as the aim is to explore specific phenomena in more depth or to look at it from an alternative perspective. Preordained theoretical perspectives or propositions are not important as they may bias and limit findings from the research (Eisenhardt, 1989). The case study allows the researcher to achieve high levels of conceptual validity that are not always possible when adopting alternative methods. A case study tends to be strong precisely where statistical methods and formal models are weak (George and Bennett, 2005).

The case study method suggests that the researcher should formulate a research question and specify some potentially important variables, with some reference to extant literature.

However, they should avoid thinking about specific relationships between variables and theories as much as possible, especially at the outset of the process (Eisenhardt, 1989: 536). The design of the data collection process should be determined by the theoretical framework and the overall research strategy of achieving the set objectives and responding to the overriding research question (George and Bennett, 2005). When choosing the cases to be included in a study, there are many aspects to consider in order to ensure robustness within the process. An appropriate population needs to be selected that meets the criteria of the study. It is also important that the population is controllable in terms of extraneous environmental aspects (Eisenhardt, 1989). Once the population has been chosen, the next step is to select the actual cases. When selecting the case/s for a study the primary criterion should simply be the relevance to the research objectives of the study (George and Bennett, 2005). For the purpose of this doctoral research, if a case fails to be relevant then it will not be considered.

Case study research methods have been devised to analyse phenomena in ways that would draw the explanation of each case of a particular phenomenon into a broader, more complex theory (George and Bennett, 2005). The rationale for using a case study method for this doctoral research is that the phenomena of educating international students will be explored within the context of entrepreneurship (Yin, 1993). One of the main advantages of case studies is their ability to serve the heuristic purpose of inductively identifying variables and generating hypothesis (George and Bennett, 2005). They can also inform the development of more robust theory that identifies the links between problem, intervention and outcome (Baker, 2013).

The study will use a multiple case study approach which will enable the researcher to provide extensive detail and offer 'better stories' which are useful in describing phenomena (Baker, 2011). A small sample number of cases has been intentionally limited to enable depth rather than breadth of coverage (Rae, 2005). Each case will be built around a student who is registered as having either an International or European status at the same university in the North-West of England. In addition to qualitative interviewing, further secondary data will be collected in the form of academic performance and prior educational experience. Resources such as policy documents and the GEM (Global Entrepreneurship

Monitor) will be utilised in order to gather data relating to the culture of entrepreneurship within specific countries. Protocol will be formulated to establish exact procedures and rules in order to increase reliability of the research (Yin, 2009). The researcher's role of lecturer within the institution has provided direct access to entrepreneurship students who meet the criteria of the case selection. Previous teaching duties have allowed the researcher to build relations with large numbers of students. This has helped to facilitate co-operation during the research process. The researcher is aware of their role as an insider and will act as an interpreter within the field who is able to examine and make meaning from the data collected. The ordinary activity of the case will not be disturbed (Stake, 1995).

The purpose of using the case study method is to allow for exploration and understanding of phenomena and to provide the conditions for insights to emerge. Generalisation should not be emphasised in all research (Denzin and Lincoln, 2000) and for these reasons, the choice of case studies is appropriate for this doctoral research.

3.4 – Data Collection

3.4.1 Interview Context

Qualitative interviewing provides a means of exploring the experiences and points of view of a set of research subjects participating in a study (Silverman, 2011). Interviews are viewed as experiencing subjects who actively construct their social worlds with the primary purpose being to generate data which will provide authentic insights into the experiences of the participating subjects (Silverman, 2011). This longitudinal study has consisted of a series of three semi-structured interviews with each participant on a three-monthly basis covering the academic year. The longitudinal approach enabled psychological shifts and physical events experienced by the students to be observed. Through the interview process, the antecedents of each shift/event, its resolution and what was learned from the incident has been explored in some detail (Cope and Watts, 2000). A structured interview format was considered in order to ensure all themes were covered and that time was utilised effectively allowing the researcher to read from a set of questions in the same order, using the same words and in the same tone of voice (Best, 2014). However, it was decided that this format would not generate data that could address the research objectives as in reality, the structured interview is a questionnaire read by the interviewer (Sarantakos, 1993). Hence,

the interviews will follow a semi-structured format to allow the researcher to use a list of key themes but will allow for other issues, concerns or questions to arise (Best, 2014). The aim being to encourage storytelling and to feel less formal and more like a conversation with a purpose (Mason, 2017). The questions refer to trends within the literature and encourage the participant to talk about the main topics of interest whilst enabling the researcher to develop further questions if appropriate (Collis and Hussey, 2014). The order in which the questions were asked was flexible and the researcher did not always need to ask all of the pre-prepared questions if the interviewee had already provided relevant information (Collis and Hussey, 2014).

3.4.2 Interview Process and Methods

The setting for the interviews was the university faculty building as this was a familiar and convenient location that ensured safety and comfort for the participants. From the outset, it was important that both physical and psychological comfort for the participants was ensured. The researcher was flexible in regards to when the interviews were conducted, suggesting that they take place during the day and in a setting that was known to the participants. All information relating to the practicalities and processes of the interviews was confirmed to the participants in advance of the interviews. As per the universities ethical guidelines, a full participant information sheet was sent to the student to review prior to the date of the first interview (see appendix VII). This information included guidance and detail on the recording element of the interview. The researcher reiterated this information at the time of the first interview (prior to it commencing). The participants also received information in advance around the themes and topics that were to be discussed in the interview. The idea being that it would help to focus the participant, to better utilise time during the interview and also, to be courteous to the participants (Curran and Blackburn, 2001). Confidentiality of the participant was emphasised through the explanation of how the digital recordings and future electronic transcripts would be stored and who would have access to them (King et al, 2018). Reassurance in terms of anonymity was also provided.

The interview environment was particularly important for this study as it was essential that it was stimulating, comfortable and conducive to quiet, private and relaxed talk (Sarantakos,

1993). The interviews took place across a small number of classrooms and also the researchers private office (that was located in the faculty building). The chosen interview locations were selected to enable the researcher to organise the space to suit the requirements of the interview (King et al, 2018). The rooms were booked for longer than anticipated to allow for introductions and a clear briefing (King et al, 2018). Privacy for the interview was of the utmost importance and so the researcher took steps to ensure any danger of the interviews being interrupted was avoided e.g. a sign was placed on the door advising people that an interview was in process and to not disturb. The quietness of the interview room was an essential criterion when selecting the location as this was important in reducing the likelihood of problems with the audibility of recordings (King et al, 2018). The audio from the interviews was recorded on two separate devices and all recording equipment was tested beforehand to avoid technical issues or failures that may impact upon the recording.

All of the interviews were conducted face to face bar one which was completed via email. The reason being that the student left the UK to return to their home country following completion of their degree. Thoughts and reflections around this incident are shared within the reflectivity section of Chapter 6. In addition to the audio recordings, the researcher also kept handwritten notes of nuances, gestures and interruption in order to extract a more robust and comprehensive interpretation of the interview. The written record of non-verbal behaviours proved to be useful in ensuring a full and accurate transcription for example, the use of a particular facial expressions or expression of a strong emotions (King et al, 2018). The notes also contained brief written reminders to follow up on issues raised by the participant at a later point, instead of interrupting them in mid-flow.

The questions used were of a general nature and not specific to individual cases (George and Bennett, 2005). Instead, they reflected key issues within the field (Best, 2014). The number of questions was limited and adopted an open-ended format. This was to encourage more in-depth discussions, and to allow the participants to volunteer personal knowledge and experience (Flick, 2006). Although the interview design provided the same starting point for each semi-structured interview, each interview varied in terms of what was said by individual participants, and how the researcher responded and used follow up

questions to elicit further information and descriptions (Roulston, 2013). Flexibility was a key requirement with the interviewer being able to respond to issues that emerged in the course of the interview, in order to explore the perspective of the participant on the topics under investigation (King et al, 2018).

It was essential for the researcher to build rapport to enable the participants to feel comfortable in opening up during the interview (King et al, 2018). Rapport with each participant was already established due to the pre-existing relationship that the researcher had with each participant. It was therefore important for the researcher to consider their presentation and the approach they would use in order to establish themselves in the 'new' role as the interviewer whilst maintaining the pre-established rapport that was based on the tutor/student relationship. How the researcher presents themselves can impact on the relationship with the participant. Self-presentation includes what the researcher wears, vocabulary and the use of non-verbal communication (King et al, 2018). If participants feel tense and unsettled, it may be reflected in stilted and underdeveloped answers to questions (King et al, 2018). Therefore, the researcher adopted a casual approach in terms of clothing attire and insistence that the participants used the researchers first name within the interview process (rather than referring to them with their formal academic title). The length of each interview varied. The initial interviews lasting for approximately thirty minutes which was intentional as it was thought that longer interviews may become tiring for both the interviewee and the researcher (Curran and Blackburn, 2001). However, as the participants became more comfortable in the interview process, the interviews lasted for longer periods with the final interviews taking close to an hour for some of the students. Although all participants were competent in speaking English, some students did have different ways of saying things (Denzin and Lincoln, 2008) and it was the researcher's responsibility to be a good listener (Hollway and Jefferson, 2005) and to achieve a good balance between talking and observing (Mason, 2017). English was not the first language of any of the participants and so consideration of accents and pronunciation of words was essential. The researcher attempted to avoid confusion by clarifying any spoken words at the time of saying. Careful attention to detail was also made during the transcription process.

3.4.3 Purposive Sampling

This sampling approach for this study is broadly intended to facilitate a process whereby the researcher will generate a theory from the analysis of the data (inductive reasoning) rather than using data to test out or falsify a pre-existing theory (deductive reasoning) (Mason, 2017). The researcher held an academic post within the post 1992 university that was the selected site for the study. This created a useful opportunity to undertake primary data collection, given the proximity for potential access to interviewees and made an excellent base from which to select a sample. The researcher did not seek to sample research participants on a random basis. It was essential to include students within the sample who had experience of the phenomena being studied (Collis and Hussey, 2014). Specific criteria was required to be met by all participating students. This was achieved by adopting purposive sampling procedures to gain an appropriate group of participants from the selected population. The potential participating students had all made a decision to select one or more entrepreneurship units whilst at university. Each student also had to hold either an International or European student status. The international students participating in this research were limited to those with stated entrepreneurial intentions who had opted into non-mandatory entrepreneurship units. Within these units, they would develop and launch a new business venture during their final year of study on their chosen undergraduate programme. The chosen sample was identified through recommendation, networking and social contact and was then invited to participate (Rae, 2005).

To achieve this fit and to ensure that all participating students met the essential criteria, the sampling process was of the upmost importance. Purposive sampling is conducted with reference to the goals of the research so that units of analysis, this being students, are selected in terms of criteria that will allow the research question to be answered (Bryman and Bell, 2015). Purposive sampling is an appropriate approach as the research will construct a non-representative sample with the aim to make key comparisons and to develop theoretical knowledge (Mason, 2017). It is a non-probability sampling approach, as it does not allow for the researcher to generalise to a population (Bryman and Bell, 2015). The participants were selected purposively and in a strategic way on the basis of their likely ability to contribute to theoretical understanding of the overall research question and research objectives

The use of purposive sampling within this field of research is already established (Cheng et al, 2009; Carey and Matlay, 2011; Hanage et al, 2016). This form of sampling can be prone to researcher bias however, it is necessary in order to select participants according to the research goals and objectives (Bryman, 2008; Gilbert and Stoneman, 2016). The sample was selected on the basis of wanting to interview students who were relevant to the overall research question (Bryman, 2008). Therefore, in order to guarantee the desired benefits, purposive sampling was an appropriate choice.

3.4.4 Recruitment of Participants

The researcher utilised professional networks including asking academic colleagues to recommend students who met the criteria for the population identified for the study. Lecturers and administrative support staff were approached if they were known to be teaching students undertaking EEE units or, supporting programmes that contained EEE units. It was essential that all participating students held an International or European student status. In addition, the participating students were all to be final year students who were undertaking experiential entrepreneurship education units whereby they set up a business either as part of a group or individually. Only two units fit the criteria as indicated in table 2. Further information on both units is presented in the below pen portraits (table 3).

Unit Name	Unit Abbreviation	Academic Level	Individual Business	Group Business
Business Start-Up	BSU	6		X
New Venture	NV	6	X	

(Table 2 – Level 6 unit criteria)

Table 3 – Level 6 Entrepreneurship start-up units

Unit: Business Start-up (BSU)

Credits: 30

Duration of unit: 9 months

Teaching format: Weekly 3 hour tutorial

Main Topics: Ideation, Business Model Canvas, Strategy Mapping

Experiential elements: Registering company, opening of business bank account, business launch event, generating sales and interacting with customers

Group activities: Students develop and launch a business as part of a group. The group is set for them by the tutor. Each group member is assigned a specific role within the business based on their skills, experience, and interests. Group roles are decided by the team. Business development is core element of each weekly session therefore, group work takes place on a weekly basis. Group presentations.

Formative assessment: Presentations, participation in a business launch event

Summative assessment: 1) Group presentation 2) individual portfolio

**Each assessment is equally weighted and worth 50% of total unit mark*

External support/engagement: Professional guest speakers focussing on areas such as team building, visual merchandising, Legal aspects of business. Guest entrepreneurs sharing their entrepreneurial journey (including BSU alumni)

Unit: New Venture (NV)

Credits: 30

Duration of unit: 9 months

Teaching format: Weekly 3 hour tutorial

Main Topics: Business Planning, Decision Making, Failure and Success, Business Model Canvas, Finance and Tax, Negotiation and Sales

Experiential elements: Registering as a licensee in the incubator, launching business, attending networking events, implementing strategies in areas such as such as promotion, sales and finance,

Group activities: Monthly action learning sets

Formative assessment: Presentations, Completion of business model canvas

Summative assessment: 1) Individual business plan 2) Reflective action learning sets. Students award themselves marks on their progress and engagement. Marks are peer reviewed by members of the action learning set and are confirmed based on the evidence presented

**Each assessment is equally weighted and worth 50% of total unit mark*

External support/engagement: Sessions are based in the University Incubator and all student entrepreneurs are registered as licensees of the incubator. Students are encouraged to use and to utilise the space/support offered by the incubator. Guest speakers focussing on areas such as tax and insurance, digital marketing, e-commerce. Guest entrepreneurs sharing their entrepreneurial journey (including NV alumni)

An internal report was generated to highlight the fee status of each participating student i.e. Home, European, International. All European and International students were confirmed as eligible for the study. The students were approached at the beginning of the final year of study in order to begin the data collection process as soon as possible and to ensure the longitudinal approach of the study was effective. Ten students in total were approached via formal emails and follow up conversations. Clear and detailed information was shared relating to the aims of the study and the commitment required from participating. Some students declined the invitation to participate citing the challenges and pressures of final year study as the reason. A sample of seven students accepted the invitation to participate with the size of the sample being appropriate to support the development of convincing conclusions and contributions

3.5 Insider research

The researcher utilised their professional connections as a means to recruit participants. All of the participating students were known to the researcher, and this ensured immediate intimacy and rapport. This rapport helped to generate insightful data within the interview settings in ways that perhaps was not possible for an 'outsider' researcher (Roulston, 2013). Smyth and Holian (2008) suggest there is no real pure objective observation of practice in the context of any organization regardless of whether the research is conducted by an 'outsider' or not. Insider-researchers generally are those who choose to study a group to which they belong (Unluer, 2012) and it is acknowledged that this researcher is known to the research participants as they were one of the academic tutors on the participants degree programme. Both researcher and participants held a shared understanding of the institution, the student body, the curriculum and other academic expectations. As such the researcher was considered an insider within this study, a term that can sometimes be associated with bias within research. The researcher's role brings with it many advantages but it is also important to acknowledge and alleviate any concerns surrounding disadvantages. Therefore, in order to maintain credibility within the research it is important to highlight some perceived disadvantages of being an insider researcher.

There is often concern about inherent subjectivity within a study with the insider researcher often being perceived to have a personal and emotional investment. Key challenges can include minimizing the potential for implicit coercion of the participants; acknowledging the desire for positive outcomes; ensuring tacit patterns and regularities are not taken for granted; and awareness of the potential conflicts of being an academic and researcher within the same context (Fleming, 2018). Insider researchers have been accused of being too close to their participants and thereby not attaining the distance and objectivity necessary for valid research (Brannick and Coghlan, 2007). Insider research can be seen as problematic because it is perceived not to conform to standards of intellectual rigor (Brannick and Coghlan, 2007).

Bonner and Tolhurst (2002) identified three key advantages of being an insider researcher: having a greater understanding of the culture being studied; not altering the flow of social interaction unnaturally; and having an established intimacy which promotes both the telling and the judging of truth. Knowing the personality of the participants helped to facilitate meaningful and productive interactions (Unluer, 2012). For example, the researcher was aware of students who were introverted in nature or, who struggled more with their English language skills and was able to adapt their questioning style or pace of questions accordingly. The benefits of speaking the same insider language and having shared knowledge (Unluer, 2012) were positive for this research but it was important to set boundaries early on within the interview process to ensure that the topics covered were relevant and appropriate to the research. All participating students were informed and regularly reminded that any questions that they may have related to their classwork, were to be put to the researcher at an alternative time. There is evident value in being an insider researcher, but it is important to ensure a robust methodological approach to a study (as evidenced within this chapter) in order establish a clear structure and focus of the study that will be adhered to throughout the entirety of the research process. It can often be better for insider researchers not to publicise their own opinions about a research topic, nor to contribute their own stories during the interviews (Mercer, 2007). This approach was adopted within this study and the researcher was also clear on setting boundaries to establish the kinds of topics that would be explored and represented.

In order to monitor and reflect on the researcher's role and contribution throughout the stages of data collection and analysis, the researcher adopted a reflexive approach and routinely reflected in action. Reflexivity is the concept used in the social sciences to explore and deal with the relationship between the researcher and the object of research (Brannick and Coghlan, 2007). The dynamics of being insider research (Brannick and Coghlan, 2007) were reflected upon and addressed through this process with specific focus on the preunderstanding of information and shared knowledge between the researcher and participants (Roulston, 2013). Also, the awareness of the role duality being both the academic tutor and the researcher. Through the process of reflexive awareness, the researcher was able to articulate tacit knowledge within these two areas and reframe it as theoretical knowledge. It was understood that just because we are close to something or know it well, it does not mean that we cannot research it.

3.6 Data Analysis

Each interview was manually transcribed by the researcher. This was a process that took a significant amount of time due to the number of interviews, length of interviews and the importance placed on attention to detail in order to capture and transcribe every word, pronunciation and emphasis correctly. Each participant was from a different country and so had their own unique accent and way of pronouncing words. It was therefore important for the researcher to ensure that they created the right conditions for the transcription process which included a quiet location to ensure that they could listen carefully. Once the interviews were fully transcribed, final amendments were made to the transcription based on the notes taken by the researcher during the interview process. The transcriptions were seen as theoretical constructs rather than holistic representations of data (Roulston, 2013) and in total twenty transcriptions were generated. Following transcription, analysis and interpretation took place in order to make sense of the collected data (Best, 2014). The researcher had anticipated that the participants may use specific life stories to address and answer the questions that were put to them. Life stories can often be vague and subjective, but they can enable unstructured life experiences to take on meaning and order when people attempt to articulate them in communication (Thorne, 2000). In order to make sense of stories, it was essential to create time for more in-depth focus. Narrative analysis was therefore utilised as a strategy that recognised the extent to which the stories that

were told could provide insights about the students lived experiences (Thorne, 2000). In particular, the narrative was analysed to explore the students' experience of the entrepreneurial learning process (Rae, 2005). This form of analysis may be limited in its interpretations and can be prone to misunderstanding (Best, 2014) and so was conducted alongside and to complement the already established thematic analysis techniques. The analysis undertaken within this study does not seek to focus on motivation or individual psychologies, but instead seeks to theorise the socio-cultural contexts, and structural conditions, that enable the individual accounts that are provided (Braun and Clarke, 2006).

3.6.1 Thematic Analysis

A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (Braun and Clarke, 2006). Thematic analysis involves the process of identifying themes through careful reading and re-reading of the data (Rice and Ezzy, 1999). It involves looking for patterns within data that are important or interesting, and then using the emerging themes to address the research objectives (Maguire and Delahunt, 2017). Thematic analysis will be used to formalise the identification and development of themes following the data collection process (Thomas and Harden, 2008). It will organise and describe the data set in rich detail as well as going deeper and moving beyond simply describing what is said to focus on interpreting and explaining emerging issue (Maguire and Delahunt, 2017). This form of analysis offers an accessible and theoretically-flexible approach to analysing qualitative data (Braun and Clarke, 2006) which is essential for the methodological approach of this study as thematic analysis is considered the most appropriate form of analysis for any study that seeks to discover using interpretations (Alhojailan, 2012). Each qualitative research approach, this one included, has specific techniques for conducting, documenting, and evaluating data analysis processes, but it is the individual researcher's responsibility to assure rigor and trustworthiness (Nowell et al, 2017). Qualitative data analysis is a dynamic, intuitive and creative process of inductive reasoning, thinking and theorizing (Basil, 2003) and so it is important that the analysis of qualitative data is not a separate self-contained phase in the research process (Basil, 2003). Ensuring trustworthiness is conducive to establishing rigour and so it was important for the researcher to consider how this could be

done for this study. Braun and Clarke 2006 suggest systematically working through various phases of thematic analysis:

Phase 1 – Familiarising yourself with your data

Phase 2 – Generating initial codes

Phase 3 – Searching for themes

Phase 4 – Reviewing themes

Phase 5 – Defining and naming themes

Phase 6 – Producing the report

This systematic approach was expanded upon through the adoption and use of the Gioia method which provided a specific framework to structure the process of thematic analysis for this study.

3.6.2 Gioia Method

The Gioia method has been used within numerous qualitative entrepreneurial research (Forsstrom-Tuominen et al 2017; Forsstrom-Tuominen et al 2019; Toscher 2020; Kleine et al, 2019). The purpose of using it as an approach within this study was to help to ensure rigour within the thematical analysis processes. The Gioia method is a systematic inductive approach to concept development. By “concept” it mean a more general, less well-specified notion capturing qualities that describe or explain a phenomenon of theoretical interest (Gioia et al, 2013). It is first necessary to discover relevant concepts for the purpose of theory building that can guide the creation and validation of constructs (Gioia et al, 2013: 16). Constructs are abstract theoretical formulations about phenomenas of interest (Gioia et al, 2013). The social construction process implies that we focus more on the means by which people go about constructing and understanding their experience and less on the number or frequency of measurable occurrences (Gioia et al, 2013). The analytical process is structured and initially seeks to find similarities and differences among the many categories (first order themes) a process that eventually reduces the germane categories to a more manageable

number (Gioia et al, 2013: 20). This is similar to the notion of axial coding as introduced by Strauss and Corbin (1998). These categories are given labels prior to the development of second order theoretical-level of themes. The emerging second order themes suggest concepts that might help us to describe and explain the phenomena that is being observed (Gioia et al, 2013). Particular focus and attention is placed on nascent concepts that don't seem to have adequate theoretical referents in the existing literature or existing concepts that stand out because of their relevance to a new domain (Gioia et al, 2013). The final stage of the method is to develop the second order themes further into "aggregate dimensions". It was during this stage of the process that the second order themes were appropriately clustered into the aggregate dimensions.

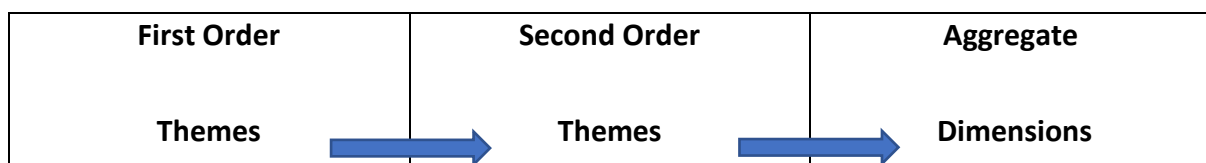


Table 4 – Process of Gioia method

A data structure is then developed to allow the researcher to configure the data into a sensible visual aid. It will also provide a graphic representation of how the researcher progressed from raw data to terms of themes in conducting the analysis. This is a key component of demonstrating rigour in the process of data analysis (Gioia et al, 2013) and is to be used to evidence rigour within this doctoral thesis.

3.6.3 Coding

Within each stage of the Gioia process, it is necessary to group the features of data together. This grouping is known as coding and is essentially where a researcher names chunks of data with a label or a name. It is the beginning point for most data analysis (Liamputtong, 2009) and involves generating labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a method of data reduction, it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The main purpose of coding in thematic analysis is to make connections between different parts of the data (Alhojailan, 2012). It means to

recognise that not only can there be different examples of things within the text but that there are different types of things that can be referred to (Gibbs, 2012).

The process of coding for this study was undertaken using manual methods. The choice of manual or electronic method depends can often on the size of the project, the funds and time available, and the inclination and expertise of the researcher (Basit, 2003). The use of software is not always feasible with small numbers of interviews such as within this study. Learning to use the necessary software can also be time consuming and complex (Belotto, 2018) and so it was decided upon to adopt a manual approach to the coding process. The researcher coded all data item and recorded all information through the use of coding memos. Coding memos were electronically generated and maintained throughout the process in order for the researcher to ensure that all associated code information was retained. The detail of the memos was informed by Gibbs (2012):

- The label or name of code used in marking up and coding the transcript
- The date when the coding was generated or adapted
- The definition of the code. Providing a description of the analytical idea it refers to and ways of ensuring that the coding is reliable and that it is carried out in a systematic and consistent way
- Any other notes, thoughts, examples or ideas generated by the researcher. For example, hunches of the text coded could be linked or split between two different codes

(Adapted from Gibbs, 2012)

The aim of adopting a formalised and systematic coding process was to ensure the capturing of all thoughts, ideas and information without the researcher removing themselves from the analytical process. The researcher started the analysis of data with no codes and so adopted an open coding approach that allowed for the generation of data driven codes that went on to inform the first order themes of the Gioia process. The subsequent second order themes and aggregate dimensions enabled a process of deductive thematic analysis whilst also allowing for themes to emerge direct from the data through the use of inductive coding (Feredy and Muir-Cochrane, 2006).

3.6.4 Narrative Analysis

It was important for the researcher to work within a methodological approach that was sensitive to the different worldviews that could be encountered in the interactive process of collecting data from the participants (Trahar, 2009). It was also anticipated that the participating international students may use specific life stories to address and answer the questions that were put to them during the interview process. These stories can often be vague and subjective, but when people attempt to articulate them in communication, they can enable unstructured life experiences to take on meaning and order (Thorne, 2000). In order to make sense of the stories provided by students, it was essential to allow time for more in-depth focus of the stories that were shared. Narrative analysis was therefore utilised as a strategy that recognised the extent to which the stories that were told provided insights about the students' lived experiences (Thorne, 2000). In particular, the narrative was analysed to explore the students' experience of the entrepreneurial learning process. Critiques of narrative analysis suggest that it may be limited in its interpretations and can be prone to misunderstanding (Best, 2014) and as such, it was not conducted as a standalone method but instead, alongside and in addition to thematic analysis techniques.

3.6.5 Narrative Inquiry

Narrative inquiry has evolved from the growing participatory research movement that foreground a greater sensitivity to social and cultural differences (Trahar, 2009). The term culture refers to locally shared meanings and interpretive vocabularies that participants in relatively circumscribed communities or settings use to construct the content and shape of their lives (Josselson and Lieblich, 1993). Local culture provides circumstantially recognisable and accountable interpretive resources for constructing an understanding of lives (Josselson and Lieblich, 1993). Narrative can be used to explore the entrepreneurial learning process in the 'lifeworld' of the entrepreneurship student, gaining access to their accounts of their actions and interactions with others within their environment, their personal and business venturing, and their learning (Rae, 2005). Within this study, we will treat talk and interaction as the means through which the lives of the students are constructed. Therefore, it is critical to focus on what the participants actively 'do with their words' in order to structure and give social form to their experiences (Josselson and Lieblich, 1993).

A narrative style of analysis brings the researcher (and their role in making sense of and constructing the research account) more fully into the analysis (Fletcher, 2006). Specifically for this study, the process of narrative analysis will help for the researcher to develop an understanding of the entrepreneurial learning experience and how entrepreneurial intentions and practices are coordinated for each individual student. The relational aspects of how the student's come to be (both through education and entrepreneurship) and how they know and see the world will be analysed using the narrative techniques proposed. It is important to place emphasis on the interactions that emerge in the stories told by the students, particularly in terms of dialogue, exchanges, conversations, and relations in order to take into account the constructionists, multi-voiced and various contextualised aspects of entrepreneurship (Fletcher, 2006). Using a narrative is one of the best ways to ensure this and to structure people's experiences and dialogue interactions with other people and with the world.

Fletcher (2006) acknowledges that narrative accounts are often maligned in entrepreneurship studies for their anecdotal character and inability to say anything significant beyond the person telling their personal story (Fletcher, 2006). Although narrative approaches have been gaining ground in entrepreneurship research (Holt and Macpherson, 2010; O'Connor, 2006; Johansson, 2004), existing literature does not yet provide a clear understanding of the nature of entrepreneurial learning which is capable of both theoretical and practical application. In fact, much of the emphasis within the literature is placed on non-personal factors and it is less common to hear the entrepreneur's own story (Rae and Carswell, 2001). The lived experiences of the participating students within this study provide rich yet nuanced data that was communicated through the telling of personalised and contextualised stories. Life stories are by their nature subjective and socially constructed accounts (Rae, 2000) in which the participant is both the actor and narrator. The interviews were opportunities for the students to construct their story and to make sense of their endeavour by reflecting on their experiences and activities (Holt and Macpherson, 2010). The life stories provide a 'narrative occasion' in which not only the participant, but also the interviewer, become active participants who jointly construct narrative and meaning and render events and life experience meaningful (Reissman, 2008).

3.6.6 Narrative Analysis Technique

To structure the process of narrative analysis for this study, the researcher has adapted an established and proven framework for analysing narrative material (Larty and Hamilton, 2011). The framework offers a variety of entry points that can offer insights to narrative plot as well as identifying emerging themes. Stage one encourages a structuralist approach that focuses predominately on the plot, how events are pieced together, the role of the narrator and characters and the purpose or function of the story (Larty and Hamilton, 2011: 230). The structuralist approaches considered by Larty and Hamilton were popularised in the 1960s and 1970s and were informed by key authors such as Aristotle (1907), Labov and Waletzky (1967) and Genette (1980). Following this stage, it is necessary to consider the multiple contexts of the narrative production and to use this contextualisation (stage 2) as a starting point to identify areas worthy of further, more critical analysis (stage 3):

<p>Stage 1 – Structuralist approaches</p> <p>An examination of:</p> <ul style="list-style-type: none"> • How events are linked together • Who the main characters are • The role of the narrator • The role of other characters • The purpose or function
<p>Stage 2 – Contextualisation</p> <p>Considering:</p> <ul style="list-style-type: none"> • Embedded nature of stories and storytelling • Canonical narrative/discounts • Heterogeneous contexts of entrepreneurship • Role of the researcher in eliciting narrative
<p>Stage 3 – Further in-depth analysis</p> <p>Emergent themes</p>

Table 5 – Narrative analysis framework adapted from Larty and Hamilton (2011)

Table 6 is the adapted version of the framework that will be used to structure the narrative analysis for this study

PARTICIPANT				
TIME FRAME	NARRATIVE LOCATION/QUOTATION EXERT	PLOT/CHARACTERS/EVENTS <i>How do they link?</i>	CONTEXTUALISATION (EMBEDDED NATURE OF STORY)	EMERGENT THEME/S
PRIOR TO UNIVERSITY				
TIME AT UNIVERSITY				
GOING FORWARD				

Table 6 – Narrative analysis framework for use in study

3.7 Secondary data sources

In addition to the semi-structured interviews, secondary data collection techniques will be employed to help to interpret and contextualise emerging themes. Secondary data sources can be understood as sources that do not bear any physical relationship to the event being studies (Cohen et al, 2013). The data that will be accessed will be within the public domain and cannot be described as original thus making them secondary sources of information.

Policy documents from higher educational institutions will be reviewed as these may provide insights into established policies and practices developed to support international and entrepreneurship students. Academic performance transcripts will also be obtained in order to capture information relating to the academic progress of each student.

Government policy documents will be used to understand the broader field of entrepreneurship education within each country. The Global Entrepreneurship Monitor, policy documents and government reports will also be used to gain information on entrepreneurship activity, small business support, funding and other policy initiatives.

The researcher will work with the particular sources that exist and that are available. The intention is to avoid any practical constraints and to ensure that all sources are accessible at the offset of the research. The data sources will provide information that will enable the researcher to deepen their knowledge and understanding of the different countries that are

to be the focus of this doctoral research. The overall aim of using the secondary data is to develop a clear picture of the entrepreneurial landscape in order to understand the culture of entrepreneurship within each of the countries.

3.8 Ethics, Credibility and Limitations

3.8.1 Ethics

This thesis is informed by, and at each stage will comply with, the university ethical research guidelines, based on international guidelines for social science research. The decision to use qualitative research methods was only made after considering ethical issues. The first step was to obtain informed consent from all potential participants. This involved informing participants of the nature and purpose of the research, the methods that were to be used, what was required of them, and how the results are to be used (Blaikie, 2010:31). All participants within the study were fully briefed on the process they had agreed to engage in. They all received information regarding themes and topics to be discussed prior to the interviews and were required to complete a consent form (Appendix VI). Prior to the interviews commencing, all participants were asked if everything was clear and if they had any questions. The aim being to ensure that all participants fully understood the details of the study and their involvement in it. This opportunity will also allow for questions and the opportunity for students to obtain further clarity if needed. It was made explicit that participation was to be dissociated from their academic unit and would have no reflection on their academic progress.

Confidentiality and anonymity were guaranteed however, such data can often be recognised by the interviewee and by other people (Mason, 2017). In response to this, the researcher allowed, upon request, for participant reading and reviewing of all transcripts. Information will also be shared on future publications that will feature the research.

Given that the researcher is also the tutor, it was important that as well as exploring their perceptions, the tutor was very sensitive to issues of power and control. Ethical guidelines are often based on scenarios of unequal power (Hollway and Jefferson, 2005) and thus through adherence to university regulations, ethical considerations of the power dynamic were addressed. A reflective journal was also used to allow for the researcher to reflect critically on their own perceptions of where they stood in relation to their participants, and

just as, if not more, significantly, what they considered to be the participants perceptions of the relationship (Hellawell, 2006). Each potential participant who was approached was given numerous opportunities to refuse (Shenton, 2004) and it was made clear to all participants that they had the right to withdraw from the study at any point, without needing to explain why to the researcher (Shenton, 2004).

The data that was collected was based on semi structured, theme discussions, which encouraged story telling. Questions were straightforward and were not designed to 'trick' the participants (Mason, 2017). It was emphasised that there were no right answers to the questions that were asked (Shenton, 2004). The researcher was aware that the questions asked could possibly unearth some personal and sensitive information. It was decided that in instances such as these, the researcher would again need to carefully control the situation with an air of sensitivity. In the interest of safety, all interviews were undertaken on university premises and within daytime hours. Individual interviews did not take place until the participant was in agreement with all points raised within the ethical process and were happy to adopt this ethical form of practice (Mason, 2017).

3.8.2 Credibility

Validity is a concept that has a particular application in qualitative research. This thesis has involved the gathering and interpreting of student perceptions in order to gain new and fresh insights. This means that while the research methods and approach are justified, they cannot be validated in the same way that quantitative research would claim. However, validity of the methodological approach adopted is based on the researcher using tried and tested methods, the same methods that published researchers have used either with the same groups or different groups of participants. It will build on tradition within education literature (Piaget, 1952; Piaget, 1964; Rousseau, 1979) as well as contemporary studies within the fields of both education and entrepreneurial research.

Piaget, shaped much thought in thinking and tradition within education literature around the connection between researcher and subject. As Hyde (1970: 56) noted, In Piaget's studies of child development, much valuable data has been accumulated by means of controlled observations. Understanding of adolescent to adult thought was developed

through observations with children of secondary school children. (Piaget, 1972). In addition, clinical assessments as described by Piaget follow the format of the tester sitting down alone with the child, but it is also possible to use the clinical method as part of ongoing activities of a class (Cowan, 1978).

Contemporary studies include Margaryan et al whose 2011 study investigated the extent and nature of university students' use of digital technologies for learning and socialising. In-depth interviews were conducted with students and staff to illuminate the complexities of students' choice to use specific technologies. Walter et al (2013) used qualitative methods to examine how characteristics of university departments impact students' self-employment intentions. It was argued that four organizational-level factors (entrepreneurship education, entrepreneurship support programs, industry ties, and research orientation) increase such intentions. Specifically, within entrepreneurship education research, Heinonen and Poikkijoki (2006) used a combination of qualitative research methods and observation techniques within their research, whilst Fayolle et al (2006) used interviews with students to evaluate the design of entrepreneurship education programmes.

The developments and experience of data collection have been captured through a process of reflexive engagement (Brannick & Coghlan, 2007). A research journal was kept by the researcher in order to monitor and address any possible bias. The log contained an honest account of the data collection and data analysis process. The journal provided a reflective appraisal of the project, evaluating the effectiveness of the process of enquiry undertaken (Shenton, 2004) and key reflections from the journal are discussed in chapter 7.

3.8.3 Limitations

As already evidenced within the literature chapter of this thesis, there is a tradition of research that involves teachers and students. Any slight ethical considerations have long been a tradition in educational research and as such, it is valid to use the suggested methods for this doctoral research. Specific considerations have been made to the following areas:

1 – Sampling - There is a very good reason and a tradition of using purposive sampling within this field of research (Cheng et al, 2009; Carey and Matlay; 2011; Hanage et al, 2016).

This form of sampling can be prone to researcher bias however, it is necessary in order to select participants according to the research objectives (Bryman, 2008 Gilbert and Stoneman, 2016). The sample has been selected on the basis of wanting to interview participants who are relevant to the overall research question (Bryman, 2008). Therefore, in order for the desired benefits that will ensue, purposive sampling was appropriate.

2 – Qualitative methods – The scale and scope of the study is to provide rich insights into the learner experience of international students engaged in entrepreneurship education. It therefore will not be justifiable to generalise the whole of the university or all international students studying there. The benefit of this study will be that these insights will inform pedagogical development within this area both nationally and internationally.

3 - The tutor as the researcher – This unique study has built upon the researcher's understanding and view of the world to investigate the research objectives. Other investigators may develop different emphasis from the data analysis, but this is the nature that provides the richness of qualitative research. The method of case studies will allow for sufficient descriptive narrative in order to vicariously experience the happenings and to draw conclusions, but it is acknowledged that these conclusions may differ from those of other researchers (Denzin and Lincoln, 2000: 439).

As a qualitative researcher, the researcher was both involved in all aspects of the research process and essential to it. It can be argued that due to the researcher's academic role, they are considered an insider within the research process. The insider is an individual who possesses a priori intimate knowledge of the community and its members (Merton, 1972, cited in Hellawell, 2006: 484) and therefore, is not separate from the study (Dwyer, 2009). There are challenges associated with the role of the insider such as potential for implicit coercion of the participants; the desire for positive outcomes; existing patterns and regularities being taken for granted; and potential conflicts of being an academic and researcher within the same context (Fleming, 2018). The researcher acknowledges these challenges and in response, emphasises that they will contend with their own pre-conceptions, and those their informants have informed about them as a result of their shared history (Mercer, 2007). On a practical level, the researcher:

- Ensured that all participants were fully briefed of the aims, objections, and process of the study. This helped to clarify the role as a researcher as opposed to tutor as well as clearly established the protocol and format of the interview process.
- Minimised their own input to minimize opportunities for coercion or to influence desired outcomes

What is crucial is that the researcher has chosen their actions with a self-conscious awareness of why they are making them, what effects are likely to be upon that relationship – and whether their own theories and values are getting in the way of understanding those of the respondents (Seale, 2004). The researchers position as an insider will overall, add benefit to the research. It is generally presumed that access is more easily granted to the insider researcher and that data collection is less time-consuming. Insider researchers usually have considerable credibility and rapport with the subjects of their studies, a fact that may engender a greater level of candor than would otherwise be the case (Mercer, 2007).

3.9 Summary

A qualitative approach to the data collection has been selected as it aligns with the philosophical stance of the study. Qualitative techniques will also allow for deep exploration of the set research objectives. Methodological rigour within this study is ensured by the appropriateness and intellectual soundness of the research design and systematic application of the research methods. We will now move on to discuss the research findings within chapter 4.

Chapter 4: Findings

4.1 Introduction to Findings

This chapter introduces the findings of the research and presents the seven case studies. The chapter is structured as follows. It opens by re-establishing the participant criteria along with the interview protocol and process. Information and explanation are provided around participant profiles, interview timelines, data sources of each case study, structure of case and related academic and unit information. This continues with the presentation of the seven student case studies. Each case focusses on one of the student participants and provides detail on their background, entrepreneurship education experience, entrepreneurial intentions, and their academic performance.

The purpose of this doctoral study is to explore the learner experience of international students engaged in experiential entrepreneurial education. The aim of this chapter is to present findings from primary data that has been collected and analysed through thematic and narrative methods. The findings are presented in the form of seven case studies, which in addition to data obtained through the interview process, will also use information obtained from secondary data sources. Each case study will offer insights and understanding into the student's socio-cultural and educational experience. The secondary data has been collected in order for the researcher to gain a better understanding the cultural and educational environment of each case and will be used to 'fill in gaps'. It has not been used to question or correct the information provided as the purpose of each case study is not to present factually precise material but instead to understand the individual student's perspectives of their world and experience.

The interviews were carried out over the course of a full academic year. Interview one took place towards the beginning of the academic year (between October-November). The questions were informed through reviewing of literature and initial classroom observations and were generated to obtain background information for each student and, to gauge expectations of the entrepreneurship units they were about to embark on. Interview two took place during term two (January-February). The focus of the questions within this interview was the experience of entrepreneurship education at the host university. It was during this particular interview that the students offered more detailed stories. The

questions asked for them to talk about their learning as they were experiencing it, and this resulted in an eagerness to describe specific experiences and to provide detail. Interview three took place towards the end of term three. The researcher had originally decided to offer the option of undertaking the final interviews electronically (via Skype) as they were aware that many of the students would be returning to their native countries following their final assessments. However, it became clear that many of the students would be returning to the host city for their graduation ceremonies and therefore, most of the final interviews were arranged for the graduation week in order to gain face to face access to the students. Only one of the final interviews was conducted over email. This was due to the format being preferable and more convenient for the student. The aim of the final interview was to encourage reflections on individual experience. Questions were also introduced to gain information on the entrepreneurial intentions of the students. In addition, some questions were personalised to follow up on specific stories/insights that emerged in earlier interviews.

4.1.1 Interviews and Interview participants

The participants of the study are all students in their final year of Undergraduate Business Programmes at a singular university based in the North-West of England. Participant criteria required that participating students were engaging in final year start-up units as part of their degree programme. These criteria limited the sample population to students on two particular units housed with the university business school. Initial interest was gauged both in-class and electronically via email's sent to the student's university email address. Information on the purpose and the processes involved in the study were shared with the students who met the essential criteria. Commitment requirements and expectations were also made clear.

Summary of criteria:

- 1- Final Year of study
- 2- Holds International or European fee status (as assessed by the institutions fee assessment team)
- 3- Has a confirmed place on one of the two level 6 experiential start-up units (within both of these units, the student will create, launch and trade from a new business venture)

All interested parties were current students who had already completed their first and second years of study at the host institution. Each student was sent a participation information sheet (appendix VII) with clear detail and expectations of commitment for the study. In total, 10 students who met the criteria expressed an interest. Of this ten, only seven agreed to commit their time to the study (see table 5). The remaining students all declined to take part as they did not want to deviate their time away from their studies. One student did comment that if the study was in any other year of their degree, they would be happy to take part. However, due to the pressure and demands of final year study, they would not be able to offer their time. Table 7 provides detail on demographical information relating to each participant. A more detailed overview of each student will be presented at the beginning of each case-study.

Case number	Name	Gender	Age	Home country	Degree programme	Entrepreneurship units previously taken	Level 6 EEE unit
1	Celena	F	21	Greece	BA (Hons) Combined Honours – International Business and Marketing	EEL	BSU
2	Sofia	F	20	Italy	BA (Hons) Combined Honours – Business and Marketing	EEL	BSU
3	Maurice	M	26	Saudi Arabia	BA (Hons) Sports Marketing	DSE	BSU
4	Felix	M	23	Macau	BA (Hons) Combined Honours – Business and Human Resource Management	No prior entrepreneurship units had been undertaken	NV
5	Francis	M	22	Cyprus	BA (Hons) Business Management	EEL, DE	BSU
6	Regina	F	23	Uzbekistan	BA (Hons) International Business Management	EEL, DE	BSU

7	Sai	M	21	India	BA (hons) Business Management	EEI, DE	BSU
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Table 7 - Profile of participants

Six of the students were to undertake the BSU unit in their final year with one student (Felix) undertaking the NV unit. It was essential for the study that each participating student would create, launch and trade from a new business venture as part of their final year academic studies. This process from business creation through to trading is embedded in both the BSU and NV units. Therefore, it was appropriate for Felix to be included in the study as met all of the set criteria.

To ensure anonymity, a pseudonym was assigned to each student. However, the country of origin has remained the same as the socio-cultural conditions of the native country are core to the understanding of each case study. Confidentiality was guaranteed prior to the interviews in written format via email. Confidentiality was verbally re-iterated at the beginning of each interview.

Prior to interview one, the researcher ensured that a face-to-face conversation took place with each participant. This was to ensure that the aims of the study, along with the interview protocol, were fully understood. Following this meeting all initial and subsequent interviews were organised electronically via email. It was agreed with the participants that the researcher's office (in a building at the university that the students new well) was the preferred location for the interviews to take place. When this office was not available, a mutually convenient alternative location was agreed.

Most of the interviews were successfully conducted on a face-to-face basis except for two of the students. A third interview was originally agreed with Regina to take place at the university during the week of graduation as she had returned in order to attend her graduation ceremony with her family. When the time came about, Regina contacted the researcher to advise that she would not be able to make the interview as her family wanted to utilise their time in Manchester and see the local sights. It was agreed that the third meeting would then be conducted at a later date via Skype. Due to time differences and the

fact that Regina quickly started a full-time job in her home country. As the researcher was very eager to receive responses to the final round of interview questions, it was agreed that the questions be emailed to Regina in order for her to respond in electronic format.

A third face to face interview was also arranged with Sai. The interview was arranged for a Saturday morning in July. The time and university location were arranged electronically and mutually agreed upon by both the student and researcher. On the day, Sai failed to show and as a follow up, the researcher emailed him to arrange an alternative time. No response was received and therefore, the researcher accepted that a final face to face interview may not take place. A similar approach to Regina was emailed to Sai. This approach involved specific questions being emailed to Sai with a request that he reflect and respond to the questions via email. No response was received following the original email request and an additional follow up email. It was decided to not peruse the interview further. This decision was partly informed by the researcher's previous experiences with Sai. During their time teaching the student he would often fail to show to sessions or to correspond if he was uninterested, saw no purpose or, was behind on an activity or assessment. Sai's lack of engagement within the interview process following the completion of his studies was completely within character.

Interview Number	Case Number	Case Name	Interview Number	Location	Interview Length (minutes)
1	1	Celena	1	Researcher's Office	19
2	2	Sofia	1	Researcher's Office	12
3	3	Maurice	1	Researcher's Office	24
4	4	Felix	1	Researcher's Office	19
5	5	Francis	1	Researcher's Office	11
6	6	Regina	1	Researcher's Office	21
7	7	Sai	1	Researcher's Office	18
8	1	Celena	2	University Classroom	34
9	2	Sofia	2	University Classroom	22
10	3	Maurice	2	Researcher's Office	26
11	4	Felix	2	Researcher's Office	21
12	5	Francis	2	Researcher's Office	40
13	6	Regina	2	Researcher's Office	31
14	7	Sai	2	Researcher's Office	24

15	1	Celena	3	Researcher's Office	45
16	2	Sofia	3	Researcher's Office	57
17	3	Maurice	3	Researcher's Office	47
18	4	Felix	3	University Incubator Meeting Room	51
19	5	Francis	3	Researcher's Office	37
20	6	Regina	3	E-mail response to Questions	As responses provide by email – no time recorded

Table 8 - List of Interviews

As the table above indicates, the length of the interviews extended over the course of the study

Interview 1 – between 10-30 minutes

Interview 2 – between 20-40 minutes

Interview 3 – between 35-60 minutes

There was no significant increase in the number of questions used within each interview. However, the researcher did observe that during the first round of interviews, a number of the students did seem nervous and appeared to offer short or rushed answers. To help put the students at ease, following the first interview they were all asked how they felt the interview went. No concerns were raised in terms of the venue or the questions. In fact, all of the students alluded to the fact that although they had been briefed on more than one occasion, they still felt that they were unsure as to what to expect when they arrived at the interview. This uncertainty resulted in nerves for a number of the students.

Going forward with the study, this routine of reflecting on the interview was adopted after each interview. Following interview three, a number of students stated in asides from the actual interview that they had enjoyed being forced to think back and to reflect on their experiences throughout their time at university. In addition, during these reflections there were occasions where students offered additional anecdotes to the topics being discussed as well as referring back to topics that had previously been discussed in past interviews. For example, Felix was keen to talk about how he had become inspired by a particular classmate. “Patrick is the man” “He is doing well and making trades” “I could work with him and we have chatted”. On another occasion, Sofia spent time following the final interview discussing the importance and excitement of her family coming to see her graduate. She was eager to share her excitement and pride.

Following each interview, thematic analysis was undertaken. The analysis highlighted four emergent themes:

- 1- Intercultural adaptation/exposure
- 2- Transformative learning experience
- 3- Cultural and educational transition
- 4- Undetermined intentions

Discussion of the four major themes (and subsequent sub-themes) will take place in chapter 5. The process of narrative analysis allowed for deeper individual understanding of the major themes and sub-themes within each case study. These themes/sub-themes will be discussed at the concluding stage of each case-study. It is worth highlighting that although the stories and the experience of each student varied, there were some shared experiences and common patterns. The adopted analytical approaches were successful in helping the researcher to obtain an in-depth and meaningful understanding of the data.

Each student will be presented as a separate case of analysis. In addition, data sourced through the primary interview process, the case studies will also use data obtained from secondary sources. The purpose of the secondary data will be to fill in gaps within the student’s narratives in order to address the wider research objectives 1 and 3:

1 - To evaluate the influence of past learning experience and pedagogic expectations on engagement in EEE.

3 - To explore the impact EEE has on the entrepreneurial intentions of international students.

The secondary data will be individual to each case and will focus on the following areas:

- 1- Educational systems within the native country
- 2- Cultural and governmental policy of entrepreneurship in home country
- 3- Academic performance at host university

Case Number	Name	Consent Form	Primary Data			Secondary Data		
			Interview 1 Transcript / Notes	Interview 2 Transcript / Notes	Interview 3 Transcript / Notes	Degree Performance Transcript	Educational System	Culture and Policy
1	Celena	X	X	X	X	X	X	X
2	Sofia	X	X	X	X	X	X	X
3	Maurice	X	X	X	X	X	X	X
4	Felix	X	X	X	X	X	X	X
5	Francis	X	X	X	X	X	X	X
6	Regina	X	X	X	X	X	X	X
7	Sai	X	X	X		X	X	X

Table 9- Case study data

4.1.2 Adaptation to University

On arrival in the host country, all of the students were new to entrepreneurship education having experienced no entrepreneurship education during their schooling. Felix was the only student whose first experience of entrepreneurship education came during his final year of study at university. All other participating students were introduced to the topic in either their first or second year of studies. The nature of entrepreneurship education

provided the students with a number of new experiences (Heinonen and Poikkijoki, 2006; Kuratko, 2005; Middleton, 2014):

- Group-work
- Reflective practice
- Self-directed learning
- Tutor as a facilitator
- Practical application of theory
- Guest speakers (entrepreneurs in the classroom)
- Entrepreneurship as an academic subject

Adaptation to the above experiences emerged as a common theme during analysis. Specifically, much focus emerged around the area of group work which in general, was a new experience for most of the students. For those who had previously engaged in some form of group activity at school, it was the first time they had been formally assessed as part of a group and the first time they had received a collective group mark.

The student's difficulties in adapting during their first year emerged as another shared theme yet although they shared in this transitional experience, they displayed varying levels of activeness in seeking help and support from the university.

Interestingly, all students expressed an interest/desire to become an entrepreneur during their first interview and there was a shared expectation that they would develop the necessary skills and knowledge during the entrepreneurship unit. Each student had clear understanding of the skills they felt necessary for an entrepreneur to be successful and therefore the skills they hoped to develop. However, by the final interview, the entrepreneurial intentions of the students had altered in some respect. This will be discussed in-depth within each individual case study.

4.1.3 Unit Information

Much of the content of the case studies focusses on specific academic units at all levels of the students' degree programme. Table number 8 provides information on each of the units

that are referred to along with the abbreviated term that will be used within the case studies.

Table 10 – Unit information

Unit Name	Unit Abbreviation	Academic Level	Individual Business Idea	Group Business Idea	Average Class Size	Assessment Format
Business Start-Up	BSU	6		X	45	1 – Group Presentation 2 – Individual Portfolio
New Venture	NV	6	X		20	1 – Individual Business Plan 2 – Reflective Action Learning Sets (Individual Reflections)
Discovering Entrepreneurship	DE	5		X	40	1 – Group Presentation 2 — Individual Portfolio
Developing a Social Enterprise	DSE	5		X	60	1 – Group Presentation 2 – Individual Report
Exploring Entrepreneurship and Innovation	EEL	4 or 5		X	65	1 – Individual and Group Presentation 2 – Individual Portfolio

Case Studies

4.2 Case Study 1: Celena

4.2.1 Background

Celena came to university straight after school and was intent on completing her studies prior to her 21st birthday. She enrolled on a three year BA (Hons) Combined Honours programme studying International Business and Marketing. She undertook elective entrepreneurship units during the second and final year of study and successfully completed both the EEI and BSU units.

Her decision to come to the UK was influenced by her family. She had relatives living in the UK and had an Aunt and Uncle who both studied at a university in the same UK town. In addition, her aunt still had house within the town and suggested it as a great place to study based on her own experience. These factors influenced Celena's decision to come to UK and to choose the host university.

Prior to her time at university, she had experienced no prior business or entrepreneurship education. The education system in Greece allows students to specialise within one of three streams Humanities, Science, Economics & IT in their second and third years of upper secondary school (UCAS, 2016) with no business stream offered.

The only experience of business she had was a technology class that involved developing an understanding of how to take a product to market. The project was theoretical and conceptual in nature. She found the number of assessments she undertook excessive - 14 subjects in total as a combination of oral and written school-based assessment (UCAS, 2016). All assessment elements were undertaken on an individual basis. Celena commented on more than one occasion throughout the interview process on how much the Greek education system was different to the UK. She found no similarities between the two educational systems and in fact, she actively chose to try to forget her traditional learning methods in order to fully engage and learn whilst at university.

Celena's father is a salesman and he inspired her to develop her own web-based business within the same industry. The business allows her to earn some additional money and to

gain experience within the industry whilst she was at university. Her longer-term intentions have been influenced by this admiration for her father and other family members and in particular, some nostalgic memories:

“I got inspiration from family members, my dad, my uncle, they’ve done similar studies...My dad is a sales manager so that means frequent traveling. As a child, I have this image in my mind, the suitcase near the door and him travelling a lot for his job. So, I was like, I want to do that, I want to travel and work at the same time...My uncle studied in the UK and worked here and he did a similar course to mine. I admire him so he was my inspiration to come here and he supported me a lot” The experiences of these family members that are greatly respected and admired have positively contributed towards Celena’s decision making process.

She would love to stay in UK following graduation but is afraid of how the implications of Brexit will affect her. Her decision to want to stay is influenced by the fact that it is difficult to find employment in Greece due to the impact of the recession. The economy is only just recovering. It shrank by a quarter and cut off traditional routes to employment. Start ups were virtually unheard of a decade ago but they are now creating jobs and offering some hope that Greece can reverse an exodus of its highly skilled youth (Reuters, 2018). In Celena’s opinion, the Greek government are also poor in supporting and funding people within her age group who want to start up their own businesses. In fact, the Global Entrepreneurship Monitor (GEM) Entrepreneurial framework conditions (GEM, 2017) score Greece as 2 (1 being highly insufficient) in the areas of Government policies (support and relevance), Government policies (tax and bureaucracy) and Government entrepreneurial programmes. In Celena’s words “Young people are not supported in Greece”

4.2.2 Entrepreneurship Education Experience

Celena’s first experience of group work was within EEI and was not a positive one. The unit involved working and being assessed as part of a group and she quickly became frustrated with students who were not fully contributing to the group work. She had a better experience during her final year in BSU but she did feel that there were too many assessments in BSU, especially considering that this was her final year and so was already extremely pressured.

Celena found the interactive nature of EEI sessions very different from other units she had to undertake. The induction session for the EEI unit involved an activity whereby the students' had to work in groups to complete a physical task. Celena enjoyed the creative aspects of the induction session and stated that she had not experienced this type of learning since school :

"I felt like in primary school and I am not saying that negatively, I really liked the approach...the activity was really fun and creative and I will be remembering it for years...it was something different from what I had experienced within my first year and my very first days"

The interactive learning environment was completely new to Celena but it positively contributed towards her learning experience. In her final year, she again chose the entrepreneurship elective unit that was available to her based on her experience within the second year. She found the knowledge and experience of EEI had provided her with a suitable stepping-stone:

"Overall it was a great experience for me because if I had not done EEI last year, this year would be quite difficult for me to attend the BSU unit"

Celena enjoyed her final year experience of entrepreneurship education but she did struggle with the balance of priorities. She felt that it was not possible to put in the time and effort that she wanted to on both the academic and the practical sides on the BSU unit. Although the assessments were designed to complement the practical business developments taking place, she felt that this was not the case and that they were in fact mutually exclusive. This resulted in her adopting an almost zero-sum mind-set in which she chose to concentrate and put effort into one aspect of the unit. Therefore, the assessments (academic development) took priority over the practical developments and this was to the detriment to the success of the business:

"We had too many deadlines that didn't really help us evolve and continue or develop our business...so we were quite distracted sometimes so we felt like the work we had to conduct was too much for the whole year"

Her approach to prioritise the assessments was considered successful as she won the accolade of top performing student of the year within the BSU class.

4.2.3 Academic Performance

Final Degree Classification – (1) First Class Honours

BSU Performance:

Ass 1 Mark – 76

Ass 2 Mark – 83

Overall Unit Mark – 79

4.2.4 Reflections and Intentions

The culture of university influenced a shift in character for Celena. By her own account, she has a competitive nature that was created and nurtured during schooling. This competitive nature was influenced by schoolteachers and the school environment. Celena cultivated a different approach to being a student whilst at university and credits university for this change in thinking:

In Greece “they want to get you in a competitive environment when things are not really like that...if I was in Greece, I would just be on my own sitting on a desk, doing my own work and that is it. No connection with other people, no communication, nothing at all...so I came here with the same attitude of being competitive in order to achieve something...that’s not the purpose of being a student. The purpose of being a student is becoming a person that can stand the outside world, the real world...University changed my way of thinking”

During the first interview, Celena stated that becoming an entrepreneur and working for herself was something that she wanted to do following university. Her intentions had changed by the time the final interview took place and although she would consider setting up a business if she spotted a gap in the market, being an entrepreneur is not as important to her now.

As a result of what she has learned during her time at university she feels that she has the skills and knowledge but what she is missing is the practical experience to start a business. A relationship between professional experience and self-efficacy is evident as Celena does not believe that she is capable of developing and running a business just yet:

“I have the knowledge and the skills but not the experience so far...it probably take after a couple of years of you know, experience in the business sector...the thing that I don't have the experience is that I am still only 21”.

Celena wants and intends to travel in the future but first, she is planning on going to go back to Greece to live and has applied for a job there. This again is a shift in her intentions following the initial interview where she discussed staying in the UK. When asked where she thinks she will be in five years Celena responded that she did not know. She did not appear to be worried or concerned about this. If anything, she seemed excited about not knowing what was ahead.

4.3 Case Study 2: Sofia

4.3.1 Background

Sofia undertook a BA (Hons) Combined Honours degree programme studying both Business and Marketing. She came to university straight after completing high school and following a lifelong fascination with the British culture, she made the decision to come to study within the UK. Initially she had hoped to find a university in London but this was going to prove too expensive and so it was decided upon to apply for a university place outside of the capital. Sofia experienced no prior business or entrepreneurship education at school as the subjects were not available. The core subjects that were common to all institutions were Italian, history, a modern foreign language, mathematics and physical education. Optional subjects were available depending on the type of secondary school, e.g. classical, languages, scientific, technical, professional, teaching, and artistic. (UCAS, 2016)

School assessments were written exams and essays plus, one to one oral interviews with teachers. Sofia discussed the experience of the oral examination within her interviews. The process involved each student sitting at the teacher's desk and individually responding to a number of questions around the specified subject discipline.

The word 'entrepreneur' is not understood where she is from in Southern Italy. In fact, when asked, her father tells people she studies economics. This is partly due to the fact that entrepreneurship is not promoted in the home country and if anything, barriers exist to prevent people pursuing entrepreneurial ventures (e.g. social attitudes, lack of skills, inadequate entrepreneurship education, lack of work experience, under capitalisation, lack of networks, and market barriers, OECD/EC, 2012). Sofia did acknowledge that these attitudes and barriers may not be country wide and that it was likely that things may be different and more positive in the larger cities in the north of the country.

Employment within her home country is poor in part due to the economic crisis. There is a large problem with youth unemployment (15-24 years old reached 43% in 2014). Youth in the southern regions of Italy, such as Sofia, face a greater challenge in entering the labour market. In 2014, the youth unemployment rate stood above 50% within the southern regions (OECD, 2016).

Sofia's sister also moved away and left the home country. This was due to the lack of employment opportunities. When chatting to Sofia about her long-term plans during interview 1, she was adamant that she also did not want to go back to her home country. However, she did have concerns about the implications of Brexit and how this would impact upon her future plans. She also discussed her future career plans during interview 1. She would like to set up her own business and had been inspired by her father who had his own successful business. She enjoyed the industry her father was in and was inspired by his passion for business – she wants to be like him and experience the same for herself.

4.3.2 Entrepreneurship Education Experience

Initially, Sofia was scared when approaching the entrepreneurship units and the subject of entrepreneurship was completely new to her and she was not sure what to expect. In her second year she chose to take the EEI unit and as she enjoyed this experience, she went on to choose the BSU unit within her final year. Her decision to pursue these units was driven by her eagerness to learn about entrepreneurship as she hopes to open own business in future.

Her approach to the entrepreneurship units was to fully embrace the activities. Working within a group was again a new experience for her however, she felt could make a positive contribution. After feeling initially daunted, she experienced a positive induction to experiential learning activities and to the experiential learning environment

“I have never done it before like entrepreneurship or something like that. I was like a bit scared at the beginning so I was feeling a bit oh what are we doing...I was actually having quite a bit of fun because it was like, we were all working together...we were like kind of in competition with other groups...there was a task to post a video in another language as well and so I kind of felt useful”

During the second year EEI unit, one task had a long lasting impact on Sofia. The task asked students to individually create a business idea related to the concept of love. Sofia was excited by the activity and receptive to the open nature of the task which was to interpret the word love in her own way. She was proud to bring in elements of Italian culture and assumed this would be understood. However, this was not the case and she experienced

disappointment due to her fellow students not understanding her work and instead, finding amusement in it. For the rest of her degree programme she did not bring any elements of her own culture into further work based activities due to this particular experience of failed cultural translation.

“I was like oh I am going to make this poster so sick it’s going to be amazing and everything...I was trying to be creative and put like a really famous artwork that is really famous in Italy cause I thought it was really famous internationally...and then like when I presented it people were like, oh what is that, I was like you don’t know?...Now I pay more attention whether like something that I think is famous is famous here as well...to make sure I don’t make the same mistake”

Sofia enjoyed the experience of creating and running a business as part of the BSU unit. The business that her group created performed well and were even the runners up in the university business of the year competition. However, the group decided not to continue with the business after graduation in spite of its success. This decision was greatly influenced by conflict within the group. The group had in fact been pre-allocated by the tutor prior to the first session. Sofia had been placed within a group that contained a mix of native and overseas students. She felt that the English students within her group stuck together resulting in a division within the group between the two sets of students. Conflict between group members emerged with the native students wrongly assumed that overseas students understood UK norms and traditions. A division between the intercultural groups developed and negatively impacted upon Sofia’s learning experience:

“I don’t know whether it was maybe just my impression or not but I think like in the group like the English ones were like sticking together...I felt like every time like whatever I was doing is never, it was never enough...So like when she came she was like oh my god, this is not like high quality and you should have got like galaxy or something and she started shouting at me...I just wanted to kind of tell her that I’m not stupid you know just cause I speak another language”

4.3.3 Academic Performance

During her first year at university, Sofia engaged in wider support from the university to help her with writing and grammar. She actively sought out this support and approached a number of departments and tutors to find out where best she should approach for help. She credits this support with helping her to adapt to academic life.

Final Degree Classification – (1) First Class Honours

BSU Performance:

Ass 1 Mark – 78

Ass 2 Mark – 76

Overall Unit Mark – 77

4.3.4 Reflections and Intentions

During the final interview, Sofia enjoyed reflecting and talking about her entire time at university. Following the interview, she commented on how she had not thought about some of the things for years and that she had enjoyed “almost going back in time.”

A number of the stories she was eager to share focussed on her adaptation to life away from Italy. When she arrived in the UK, Sofia was provided with accommodation in a deprived area of the host city. The culture shock she experienced resulted in her considering not staying as this was not the England she had expected. Her sister had travelled with her to help her settle in and it was the sister who eventually persuaded her to stay.

“Since I was obviously very little I’ve always seen the UK as this dreamland kind of thing...I had this passion for English, learning English and everything. I used to watch London, like London programmes and stuff so I always wanted to come here...so me, expecting the UK to be like the unicorn land...to come to this place, for me it was like, I wanted to go back straight away”

Initially, Sofia was excited to make English friends but she found English girls to be cold and unresponsive. She was disappointed and bewildered as to why she could not make friends with English people and felt there was an unseen barrier between herself and the native students that resulted in a lack of cultural interaction:

“I’ve noticed one thing, I can’t make friends with English people... my friends are all international”

“I remember like since first year it never made a difference for me, like for me I would talk and I would be friendly with anyone like any race...because I was alone in this country I wanted to make as many friends as I could...if I was friendly with international people they would be friendly back.” When attempting to meet up socially with native students “they wouldn’t reply at all...it’s like sad for me when people ask, so what about your English friends because you have been living here for years”

Sofia also experienced problems adapting to academic life and expectations. She was surprised and disappointed to receive low marks during her first assessments:

“I remember my first assessments didn’t go very well for me because for me going well is getting a first”

She had not fully understood the assessment structures and expectations but the biggest hurdle she had to overcome was in adapting to the expected writing styles and standard:

“In Italy we tend to write like really long and structured sentences whereas here, you do really short sentences that are brief and straight to the point”

Sofia used her initiative and sought support from a number of different areas of the university including the language support area that specialised in helping students whose first language was not English. This educational adaptation took time but was necessary if Sofia was to achieve the grades she felt she was capable of achieving.

Sofia has now completed her studies and is currently looking for employment and has applied for numerous jobs. However, she is struggling to find work due to lack of

experience. The jobs she has applied for have been around the area of marketing as this subject was a core component of her degree however by her own admission, she is not overly interested in the area of marketing.

She would like to stay in Manchester as she is in a relationship and is settled in the city although sometimes she does feel lonely in the UK as she does not have any friends who are English. She also feels that she would find it hard to move to another city but would consider a move to London or even Scotland if she found a job and earned more money. Another reason for wanting to stay is because foreign degrees are not automatically recognised in Italy. Whilst this is correct, Sofia could request to have qualification obtained abroad officially recognised in Italy through CIMEA (Information Centre on Academic Mobility and Equality, no date). However, she stated that she did not want or intend to go back to Italy and she absolutely would not consider starting a business in her home country due to, in her words, “the mentality and close mindedness”

Her intentions to be an entrepreneur have changed from the first interview. She would still like to run a business in the future but feels she needs more experience so, is looking for employment first. Feedback from her unsuccessful pursuit of a job has focussed on her lack of experience. Sofia regretted not gaining more professional experience whilst at university. She feels university did not do enough to communicate the message that employers want more than just a degree and this resulted in her having inadequate levels of experience for her career pursuits:

“I feel I want to gain some more experience from I don’t know, working in a business environment and trying to gain these skills professionally rather than just academically”

On one occasion, she was excited about a prospective job opportunity but was not successful in securing the post

“so I thought that with the skills I had in running an enterprise it was enough but he said no, you need experience like professional experience...because now I am struggling so much, even if I have my first class degree, many of the employers will say no to me because I have no experience...it’s so frustrating, everyone asks do you have any experience...I feel Uni

doesn't emphasise enough the importance of getting a job, not even a job, an experience...I feel distressed at the moment and I feel like students will need to know how real life is and it's not easy"

4.4 Case Study 3: Felix

4.4.1 Background

Felix has completed a BA (Hons) Combined Honours Degree studying Business and Human Resource Management. He undertook much of his education within the UK and came to England for high school, college, foundation course and his undergraduate degree. Although he was successful in progressing through all stages of his education, he found the UK educational system frustrating and he struggled to access finance and to get onto some courses. The teaching methods he was used to prior to university were very directive in style and the main format of assessment he had experienced was examinations. Felix experienced no prior entrepreneurial or business education prior to university and his first experience of entrepreneurship education was in the New Venture unit.

Felix grew up in Macau and has a mix of Portuguese and Chinese heritage. His parents and his uncle all have their own businesses and he has witnessed both successes and failures relating to the family businesses. He considers himself entrepreneurial and alongside a friend is already trading from an informal business in Macau. He chose the NV unit as he was aware that he would be able to develop his business throughout the course of the unit.

The economy of his home country is doing very well and this is creating a healthy environment for new business. Felix enjoyed talking about the positive culture around business and entrepreneurship that has emerged over the last decade “GDP top of the world.” The Macau government is providing tax breaks and even financial support for small businesses and the country has been rated by the World Trade Organisation (WTO) as one of the most open trade and investment regimes in the world. (Macao Trade and Investment Promotion Institute, no date). It is considered achievable and typical for people to supplement their wages with income from their own business. However, low wages tends to be the driving force behind people choosing to run a business alongside employment. Felix does not want to work for anyone in home country as he considers employee rights to be very poor with long working days, low wages and no laws in place to protect workers.

He intends to continue with his business post-graduation and he also intends to go back to his home country. In addition to finance support and tax breaks, he is aware that the Macau government offer a range of support schemes for young entrepreneurs such as the Young

Entrepreneurs Aid Scheme, The Youth Entrepreneurship Incubation and the SME Service Platform – all developed through the Talent Development Committee (Macau Talent Development Committee, no date)

4.4.2 Entrepreneurship Education Experience

Initially, Felix appeared quite nervous in the interview process. He offered very short answers during interview 1 and did not present many stories or provide a great amount of detail. In addition, during interview 2 (which focussed on the experience of entrepreneurship education) the discussions on learning related more to practical elements of business than his personal development. During both of these interviews, the researcher adapted questions and introduced additional ones in order to fully explore Felix's experience of entrepreneurial learning.

The NV unit was his favourite of all his university units, and he particularly liked the fact that the sessions were held in the university Business Incubator. Felix enjoyed having access to, and sharing information with, other entrepreneurs in the class and within the incubator. The interactive nature of the sessions was enjoyable to him as he enjoyed learning through conversation and through the sharing of information and experience. He benefitted from exposure to other entrepreneurs within the university incubator. When discussing the benefits of the incubator, Felix stated "it is helpful cause you really share the experience, even the customers"

The NV class allowed him to be around other like-minded individuals. He was particularly impressed by one person in his class Patrick. He referred to Patrick on more than one occasion as he liked his business concept and admired the way he presented himself. He also saw opportunities for himself through aligning himself more closely with Patrick.

"We now know other people who have their own businesses. We can think of doing the business together or something...Patrick is the guy, he can help me"

Felix was clear during the interviews that above anything else, he considered his measurement of success to be in how good his business was doing. This was why he was so

inspired by Patrick as Patrick was regularly making sales in an exciting industry and was also increasing his revenue on a monthly basis.

Felix found there to be a difference between the format of teaching he experienced in the NV class and the format of teaching in his other units. He found the directive teaching techniques that were more typical to academia boring and more difficult to understand.

This dislike of teaching techniques negatively affected his attendance in other units.

However, in contrast, the positive experience and impact of experiential teaching methods resulted in him achieving an excellent attendance record for NV.

“If you weren’t in the class we can have some communication and some chat and we also got some facebook group, we can share everything...other units, we just sit there and the professor say keep talking about case studies and everyone just thinking it’s boring and the case study we can just download from moodle. So there’s no reason why we would come to Uni to learn”

He regularly referred to the communal aspect of NV during the interviews and he emphasised the benefits of being able to talk and to discuss his business developments. He stated that it feels like “I didn’t run my business by myself.” He also recognised the value in the practical nature of the unit in relation to his ongoing career plans:

“when I go outside to work, is that applied to business? I don’t think so...you will not talk to your boss about theory right?”

4.4.3 Academic Performance

Final Degree Classification – (2:2) Lower Second

NV

Ass 1 Mark – 62

Ass 2 Mark – 68

Overall Unit Mark– 65

Felix comfortably passed all elements of coursework in his final year. However, he did struggle with the units that used examinations as a form of assessment. He had three exams in total during the final year and he failed one, received a condoned pass for another and only scraped a pass on the final one. English was not his first language and he was not always confident in his English written work. He found many differences between his native language and English and had to translate sentences in his head before speaking:

“Chinese and English are totally different in the sentences like when some word like we put at the end and English it would be put at the beginning... My English was very poor”

His language competences and confidence in his written and spoken words was especially poor if he was not interested in the subject matter. However, if he was interested in topics he was writing about, such as the NV Business Plan, this was not always the case:

“If I got lots of knowledge or maybe I got interest in or something then maybe I can write good essays or paragraphs”

4.4.4 Reflections and Intentions

At the end of the NV unit, Felix chose to close the business primarily due to issues he had experienced with his business partner who was based in Macau. He felt that the balance of workload had not been evenly distributed and that he had been forced to undertake more work than he expected. He felt responsible for the business and even though the business was based in Macau and he was based in the UK, it was he who was co-ordinating the day to day operations of the business. Felix stated that the reflective action learning sets that formed part of the NV curriculum, helped him to address the problems that he was experiencing with his business partner. It was also through the action learning sets that he explored solutions to the problems he was experiencing.

In general, Felix’s time at university was a positive experience. He found the students and teachers were more friendly than he had experienced in his home country.

“After lesson, we just go for a drink and then we have a chat about what we are doing, what we up to yeah. This is more relaxing and not just...you study but not just study and its more about the social and communication things”

He embraced the open nature and values of the UK and welcomed the absence of government restrictions to free speech that are prevalent within his native country. He would like this level of freedom for his own country:

“I think the style is more like freedom than Asia...we can't change the government there. I don't agree with it, we argue with it”

Felix's relationship with UK education is not over as he applied for a place on a Masters Programme at the host university. He was unsure of his long-term career plans and was undecided as to whether to open business again on his own either on a full time or part time basis. Following completion of his studies, Felix intends to go back to his home country and will look for employment whilst exploring his business options. His decision to return to his home country was influenced more by family and cultural traditions and not so much by his own career ambitions or trajectory.

4.5 Case Study 4: Francis

4.5.1 Background

Francis undertook a BA (hons) degree programme in Business Management. He had no prior experience in entrepreneurship or business education prior to university and had no experience of working within groups within an educational setting. In fact, his only experience of working within in a team had been when he had played in football teams. His education at the Cyprian school he attended had focussed solely on theoretical subjects with the teachers of these subjects using more traditional directive teaching methods. As stated by the Department of Secondary Technical and Vocational education (no date). The aim of secondary education is to encourage and cultivate innate student talents and inclinations as well as the encouragement of critical thinking and creative knowledge acquisition.

Following his schooling, Francis engaged in a period of mandatory army service. Military service is obligatory for all male citizens of the Cyprus Republic. The obligation commences in the year the person becomes 18 and continues to the year of their 50th birthday. The duration of national service is 24 months (High commission of the republic of Cyprus in London, no date) & (Ministry of Defence Cyprus, no date). Following completion of the service, Francis chose to finish his studies in the UK, at the host university.

There was no experience of entrepreneurship within Francis's family and his exposure to small business and entrepreneurship was very limited. Yet, he hopes to run his own business and he wants to be his own boss (a comment that said on more than one occasion throughout the interviews). Francis believes that within his home country, it is very hard to start a new business in home country. He feels that it is essential to have capital and that markets are hard to penetrate as more established companies have the market share. Cyprus does not embrace new ideas and although some new businesses do emerge, they do not last. According to Ernst & Young Cyprus (2016) the most problematic factors in doing business in Cyprus are access to financing, inefficient government bureaucracy, corruption, insufficient capacity to innovate and restrictive labour regulations. Francis does not see many opportunities to act entrepreneurially within his home country and feels there is not much support from the government. The lack of a positive and productive entrepreneurship

culture has influenced Francis's intentions following university. Although he has strong affections for his home country, he is not sure the opportunities he desires are located there as despite Cyprus's relative strengths (large educated human resources pool, a favourable tax regime and one of the best lifestyle destinations in the world), it has made little progress in the entrepreneurship field. (Ernst & Young Cyprus, 2016). He would like to stay in the UK following graduation but due to the circumstances around Brexit, he is not sure if he will be able to.

4.5.2 Entrepreneurship Education Experience

Francis engaged in entrepreneurship education during each year of his degree programme. He successfully complete the EEI, DE and BSU units. During the BSU unit, he was exposed to the real world of developing and running a business for the first time. The business he ran within the BSU unit was as part of a group. He was placed into the group by the unit leader and did not choose his group members himself. During the initial session, he found he was the only male member of the group. This was his first experience of working in a mixed gendered group. Initially, he was very uncomfortable with the situation and considered asking to be moved into another group. However, he resisted as he recognised the benefits of learning to work with other types of people, linking this skill to employability going forward. Francis had mixed thoughts on the experience of working with females, some of it was good and some not so good:

"I am feeling more confident working with someone with the same gender as me...it was a new experience...it will provide me with different experiences of working with different gender because work experience later, I will certainly have to work with women...lets stick with this and see how it goes...It went quite well, not really well but quite well...I think men and women think differently...girls tend to be more, excuse me for the word but er bitchy. That's one thing that didn't really go well"

His favourite aspect of the BSU unit was participating in the in-class activities. He enjoyed the practical nature of the classes and felt that he understood concepts better if he were able to apply knowledge and theory to a practical development. From having no experience

of experiential learning prior to university, it became his preferred method of learning by the time he reached his final year of study.

4.5.3 Academic Performance

Final Degree Classification – (1) First Class Honours

BSU Performance:

Ass 1 Mark – 66

Ass 2 Mark – 76

Overall Unit Mark – 72

4.5.4 Reflections and Intentions

Initially Francis struggled to adapt to the requirements and expectations of academia. He experienced problems with language, which contributed, towards his lack of understanding of what exactly he was required to do. university life demanded that he adapt in his approach to education if he were to progress and if he were to achieve good marks. This required a certain level of self-management and a sensible approach to independent learning. During his first year, Francis struggled in these two areas. He recognised that if he was to be successful in adapting and changing his approach then he had to take responsibility

“I had to step up my game...more consistent to study, more hours, study harder, study better, quality of study. That’s what I had to change”

Initially he did not perform as well at university as he had done at school and this concerned him. He observed that other students, in particular the native students, were receiving higher grades than him. He knew he could do better and made decision to put more effort in and he became motivated by his understanding of his own ability and expectations:

“before coming to university I was a really good student. When I first came to university, the first year, the results I got were not great to be honest. I knew I could do better”

Francis initially lacked confidence in speaking in English as he had experienced situations within the classroom where he had been laughed at for making mistakes. Over time, he learned not to be so concerned about making mistakes when speaking. He realised that when he was avoiding speaking (through fear) he was not fully engaging with the course and was not learning as much as he could. Shying away and failing to adapt to the spoken language was hindering his progression and negatively impacting upon his educational experience:

“I felt comfortable in the first year but only in a group of people and that’s the group of people I was feeling comfortable speaking...I needed a year to feel comfortable”

His experience and approach during his second year shifted:

“this year, I need to open my horizons and just take in as much as I can. Learn the language, just not be afraid to speak...it’s a big deal to come to a different country and speaking in a different language than the one you are native”

Following completion of the degree programme, Francis is looking for employment. He does not want to start his own business just yet as he does not believe he has enough experience. He feels he knows how to set up a business and has the skills and capability but without the experience, he could not be successful. According to Francis, experience cannot be taught and it will come naturally with time. He also feels that capital is essential to starting up a business. He would definitely consider starting up in the future if he had the experience and the capital. For now, he does just wants to go back home and to find a job. He does not like to plan for the future so will see just wait to see what opportunities arise for him.

4.6 Case Study 5: Regina

4.6.1 Background

undertook a BA (Hons) degree in International Business Management following completion of a foundation year of study at a college in the same city as the host university. The EEI unit was a core unit during her first year of study and this was her introduction to entrepreneurship education. She experienced no prior entrepreneurship or business education at school. The education Regina experienced at her school in Uzbekistan was a very individual education system and she never worked as part of a group. She studied in school for nine years and then attended a Lyceum. Regina spoke on more than one occasion about her time at the Lyceum. This is the upper secondary stage of school that she would have attended between the ages of 15-17 (The European Education Dictionary, no date). The Lyceum provides a more academic educational route as opposed to the alternative of a Vocational college. (The European Education Dictionary, no date). Lessons at school were mainly in lecture format and tests were regular, taking place at least every month. Regina found School and the Lyceum to be very difficult.

Both of Regina's parents are entrepreneurs and she has spent much time working in her mother's business during the summer. The main tasks she was involved in were around administration and distribution. Regina greatly enjoyed and was inspired by being around her mother's business. She hopes to work for herself in the future and is eager to set up a family business. The entrepreneurship units enabled her to develop skills in idea generation and business development and throughout her time at university, Regina applied her knowledge, nurtured in the classroom to real life situation. She recognised there to be a link between her entrepreneurship units and her future intentions in that some of the ideas that she was creating during the EEI sessions could be developed for real. To build on this she spoke to her parents about opening up a business that was to be based on a particular idea that she created and researched as part of the EEI activities. Her parents supported her idea and agreed to work alongside Regina to build and develop the business.

"In that time I began to think about what my future business in my country...It was interesting to work with these activities...I built my business because of EEI"

Regina's home country is a post-soviet country which has only had independence for 25 years. During this time, a healthy and productive business environment has emerged with lots of small businesses now being created. Small business and entrepreneurship is a significant part of the Uzbek economy, and it plays a significant role in the continued development of the country (Chamber of commerce and industry of Uzbekistan, no date). The government therefore is encouraging of the creation of new businesses and increasingly, support is being offered to young entrepreneurs through initiatives such as 'Startup Initiatives'. This is a program developed to support the development and acceleration of start-up ideas and projects of students and young scientists of higher educational institutions (Chamber of commerce and industry of Uzbekistan, no date)

Regina intends to go back to her home country as soon as she has completed her degree programme. Her ongoing intentions are influenced by a loyalty to her country and in her words she "wants to help my country and to make it famous".

Following completion of the interviews, Regina offered her views on the world. In the current business environment, she feels it is very important to be aware of globalisation and it is essential to follow the world news. She also added that although she intends to open up and manage a family business, she has different plans going forward. Her intention is to pass on the running of the family business to other family members whilst she moves on to manage a large multi-national company.

4.6.2 Entrepreneurship Education Experience

Regina enjoyed the entrepreneurship units she undertook and found them to be her favourite units throughout her time at university. She was initially scared of the EEI sessions due to the large classroom setting with high student numbers (65). Regina had missed the EEI induction session and therefore started the unit one week later than the other students did. During her first session, she experienced a feeling of isolation and felt apprehensive of the new teaching environment and format. When she arrived at the first class it appeared to her that everyone already knew each other:

"We were in groups with all these people and I don't know anyone but they are sat together so I sit on my own...I did not really speak...the communication was difficult"

The unit included a large amount of group work and she was placed into a group by the tutor. The ease of being placed into a group (as opposed to finding people to work with) was appreciated by Regina. She immediately felt comfortable with the group members she was placed:

“The next few weeks we sit with the same people and we had our own group...some of the people I still work with now”

Over the course of her degree, she experienced varying levels of engagement and contribution during group work activity. The varying contribution levels of different group members affected the wider group dynamics. She was frustrated when group members would fail to attend and fail to complete tasks that had been allocated to them. Along with other members of the group, she was angry that the more committed members had to complete other people’s work in order not to jeopardise the quality of work being produced. Throughout the various entrepreneurship units she undertook, Regina was required to engage in group presentations as a method of assessment. The presentations were a group effort and were worth a considerable percentage of the overall unit mark. The mark awarded was in fact a group mark (as opposed to individual) and Regina found an unfairness in the process of marking group assessments:

“I find group work annoying at times...they have your mark and this is not fair”

However, she was aware of the benefits of learning to work within a group and linked this to employability skills going forward “Group work is good for me, for future life”.

In her final year, she initially chose to take the NV unit. However, she did not meet the unit criteria as the business she wanted to create was the family business idea that first emerged in the EEI class. The NV unit criteria stated that within the academic year, the business must trade. This stipulation was embedded in the unit marking criteria. The business that Regina was developing with her family would not launch for 2 years and therefore, the idea did not meet the unit criteria. So, instead, Regina moved to the BSU unit whereby she could join a group and develop a new business as a shareholder of a BSU company.

4.6.3 Academic Performance

Final Degree Classification – (2:1) Upper Second

BSU Performance:

Ass 1 Mark – 80

Ass 2 Mark – 66

Overall Unit Mark – 72

4.6.4 Reflections and Intentions

Regina found the British way of doing things different to life back home and experienced quite a culture shock when she first arrived. She made a conscious effort to embrace British life and was both surprised and impressed by some of the differences she experienced. She found humour in how friendly and polite British people are:

“It is important to understand how British people are and how British life is...It is so funny because I tell my Mom, people are so polite...you bump into someone in a queue and they say sorry and the person who was bumped into says sorry. This is so nice and so different...people smile and I like this, people are always smiling in the street”

Regina successfully completed her degree programme and chose to return to her home country right after she had completed her studies. She immediately gained work within a medium sized company and feels that the BSU unit has helped her to develop the necessary skills for employment. She is confident that she will be able to set up a business in the future but does not feel that she has the experience yet to start-up her own business. In addition, she was not prepared for the bureaucracy in setting up a business and has found there to be different laws and regulations in Uzbekistan than England. These laws and regulations were not covered in the BSU class and she will therefore need to learn more about setting up a business in her home country.

4.7 Case Study 6: Maurice

4.7.1 Background

Maurice undertook a BA (Hons) degree programme in Sports Marketing Management. Prior to this, he completed a foundation year of study at a different university in the North of England. During this foundation year, he had his first taste of Entrepreneurship education when as part of one of his units, he created an imaginary business. Before coming to the UK, Maurice experienced no Entrepreneurship Education in his schooling in Saudi Arabia. The educational curriculums at Saudi schools are diverse and they include a variety of subjects such as math, science, literature, history, Arabic and Islam world (Saudi Embassy, no date). Entrepreneurship is not a subject covered by schools in Saudi Arabia although Maurice feels that there should be a place for it. In fact, Maurice's view is supported by the figures presented through the GEM Entrepreneurial framework as Saudi Arabia scores poorly in areas linked to entrepreneurial education, 1.5 at school age and 2 at post school age (Global Entrepreneurship Monitor, 2017).

His schooling was very strict and only focussed on the curriculum. The only assessments he engaged in were exams, which took place numerous times a year. There were no presentations or essays and work was conducted individually as opposed to within a group. The class sizes were considerably different to the class sizes he experienced at university with the student-to-teacher ratio being 12.5 to 1 which is one of the lowest in the world (Saudi Embassy, no date).

Maurice's father was a businessman and had a number of businesses that failed over the years. He acknowledged that there is some corruption in the business world within his home country and that his father had some experience of this within his failed businesses. His family still have two businesses that have been established for over twenty years. He became motivated to become an entrepreneur following the death of his father.

The Government in Saudi Arabia has strongly promoted entrepreneurship for the past 5 years. There are many Incubators in existence and financial support is available through a government committee formed to fund small to medium sized enterprises. In fact, the GEM Entrepreneurial framework scores Saudi Arabia as good on conditions such as infrastructure and internal market dynamics (Global Entrepreneurship Monitor, 2017). One particular

individual that has inspired and impressed Maurice is the Crown Prince of Saudi Arabia. Maurice likes the fact that he is young and connected to the business world. He is also excited by the Government's influential policy 'The Saudi Vision 2030' which proposes a strategy to develop the business and economic environment of Saudi Arabia partly through education. Education is seen to be the key to the success of Vision 2030, as the current education system is viewed as a product of the past and not an enabler of the future, (UAE National, 2017). The Saudi Vision 2030 proposes a thriving economy that will provide opportunities for all by building an education system aligned with market needs and creating economic opportunities for the entrepreneur, the small enterprise as well as the large corporation (Saudi Vision, 2016). Maurice demonstrated a pride and loyalty to his home country throughout the entire interview process and appeared eager to embrace the new policies and evolving culture of entrepreneurship. He recognised that people who are not from Saudi Arabia, do not know a great deal about the positive and exciting developments that are taking place. In Maurice's words "I want to change people's view of my home country through entrepreneurship"

4.7.2 Entrepreneurship Education Experience

Maurice's first experience of entrepreneurship education at the host university was in the DSE Unit during his second year. At the beginning of the unit, he was scared as it became clear that the way it was going to be taught was going to be different to what he was used to. The DSE unit adopted an experiential learning approach and this was a different experience for him. The DSE unit required students to create an idea for a social enterprise and this experience had a long lasting impression on Maurice. He commented on more than one occasion throughout the interview process that he would like to develop a business in the future that not only generated profits but also had a strong social focus.

During Maurice's final year, he chose the optional BSU unit. He was placed into a group by the tutor and it was to be this group that he would work with, and develop a business with, throughout the course of the BSU unit. Maurice was placed into a group that contained four other students who were all male and all English. He did not enjoy working with the group and found the group members to be disrespectful of him. There was a clear division within

the group and when Maurice referred to himself and the group members within the interviews, there was an emphasis on 'I' and 'they'.

Throughout the duration of the BSU unit, Maurice experienced insensitivity and naivety towards his religion beliefs. This first emerged towards the beginning of the year when the group attempted to create some potential business ideas. Maurice felt uncomfortable engaging in the idea generation activities with group:

"We shared some ideas together at the beginning. I had to explain them my religion because they came up with so many ideas that contradict with my religion...like coming up with something for beers or for pork or whatever it is that they wanted to do...so I had to explain to them that it's like forbidden in my religion and that I can't invest money in it"

"only one of them respected my religion, the others just using it for fun and they think its ok to make fun out of it and I just had to take it in...I felt pity for them actually, I feel sorry for them...angry but at the same time sorry for them because disrespecting other people's religion just means you are disrespecting themselves"

Maurice found the experience of working in group with native students not to be a positive one. He explained that he preferred to, and had better experience of, working with other international students.

"I would prefer to work with other overseas students because we would have understood each other...I would be with the foreigners you know because that's better you know, they won't disrespect you"

Working with native students forced him to put an emphasis on his social identity and he very much considered himself to be an outsider in these settings. However, during the final interview he offered a positive reflective comment on the situation:

"But although this was a negative experience with the guys but I always take negative experience and turn it into a positive...its learning from whatever experiences you have which I think is an important lesson in life"

Maurice felt he learned much about business and developed many essential entrepreneurial skills within the BSU unit. He was impressed by the range of academic tutors involved in the unit and liked that each tutor was an expert in their particular area and taught their subjects “with a smile”. However, he did comment that not enough people from big companies were brought in to act as mentors/guest speakers. In fact, he believed that the guests that were brought in to support the sessions were not equipped or experienced to provide feedback. These guests would have been either the owners of micro businesses (often sole traders) or, senior staff members from the university. He felt that these individuals did not know enough about his business to offer fair and constructive feedback. His group received a selection of overly critical comments from one particular guest which resulted in a negative classroom and assessment experience:

“He really did not help us much with what he said...well we hated it actually. We wanted what’s positive...he needs to say positive things at least so that we know what we are doing right. You cannot just tell businesses what they are doing wrong and then they will think that they are not doing anything right” “Just like playing with their mind-sets and shifting it”

4.7.3 Academic Performance

Final degree classification – (2:2) Lower Second

BSU Performance:

Ass 1 Mark – 71

Ass 2 Mark – 38

Overall Unit Mark – 58

Maurice failed the second assessment for the BSU unit which was an individually produced, portfolio of evidence and research. Due to him receiving a strong mark for the first assessment, he scored an overall unit mark of 58 and therefore passed the unit.

4.7.4 Reflections and Intentions

Although English was not his first language, Maurice coped reasonably well with the transition to learning and communicating in English on a daily basis. He did however struggle with the tutors' regional accents. In one specific class, one tutor in particular had a very strong regional accent and Maurice was forced to ask whoever was sat next to him to translate so that he did not miss any essential information.

His motivation for being at university was for purely academic reasons with his goal being to successfully be awarded his degree certificate. He did not choose to come to the UK for any wider social or experiential factors. Maurice preferred to work and spend time with other international students as he felt they understood each other better and had a shared empathy due to their similar experiences:

"I guess being with international students makes me more comfortable...yeah cause all of us are away from our homes so they know how you are feeling...they know what it is like being away from your family, being away from everything"

He strongly stated that he was not at university to change or to integrate into British society. He felt that he was an outsider and was accepting and comfortable with this:

"I didn't come here to make problems, I only came here to take the certificate and go back home and just help my country grow and become better. I do not care about what is happening here"

However, he was impressed by open nature and freedom of speech within the UK. He was encouraged by the values of the host country as this was not something he had experienced in home country

"I learned how to accept being here more often because you guys have more freedom to speak about things...What I like is that your law, that discrimination is a big cross, it's a red line you cannot cross"

“One of the things I like is freedom of speech, I want this for my country...I want to have the ability to say what I want to say, although I try to avoid it because I know some people just don't accept whatever you say...so that's one thing I like, freedom of speech”

“I want to change the way in like the media is making people perceive our country”.

Maurice has applied for employment in Saudi Arabia and has been interviewed for a marketing role with the sports industry. He intends to continue to explore business ideas once he returns to Saudi Arabia and already has a business partner in place to work alongside. If he is successful in finding a viable business opportunity then he will work on the business alongside his employment. He continues to be interested in the field of social enterprise with his entrepreneurial intentions being strongly influenced by the DSE unit he undertook in his second year of study. His understanding of social enterprise developed over the course of the unit and for him personally, it highlight the sparseness of socially focussed businesses within his home country.

“I want to do like, my dream is to just open a business that will make people love playing football, basketball, karate, whatever they want to do...Like looking at this assessment and looking at the social enterprise it just gave me some of my ideas that I am sharing with one of my friends”

One of the strongest motivating factors in Maurice's life is his desire to improve his home country and to be able to contribute towards making it better. Throughout the course of the three interviews, he displayed a passionate loyalty and devotion to his home country:

“My intentions have a bright future, to make Saudi Arabia better (The intention) was created way before coming to university, it's just that university gave me the knowledge of how to be an entrepreneur you know”

He feels that it is an exciting and opportune time for young people to make a difference and is inspired by the youth of the current Saudi government:

“they have the same mind as us. They live with us, they weren't like our fathers lived in the mansions or staying there and working with so many police cars around them. They are like

us, they are going out without guards or anything...the way the crown prince is thinking cause he is young, he is changing the whole country”

4.8 Case Study 7: Sai

4.8.1 Background

Sai undertook a BA (Hons) degree programme in Business Management. As part of his degree, he undertook entrepreneurship education units at each academic level. He had no prior experience of entrepreneurship education prior to university. During his high school in India, he took business as a subject for two years however this was very theoretical in its nature and was taught using directive methods and assessed via examinations. He found the workload at school to be excessive and struggled with the assessment techniques as the exams that were created to were to test how much of the answers match the text books as opposed to assessing individual learning. Therefore, much of his schooling and assessment revision revolved around 'cramming knowledge.'

Sai did not like school but would enjoy going to work in fathers business when after his school day had ended. In total he helped out in his father's company for five years and his interest was developed early as he asked his father to go on training course to learn about the industry when he was only eight years old. Sai feels he is good at working in the business. He can analyse situations and find solutions to problems and he feels his work was always appreciated. His father also developed an entrepreneurial interest early and started his first business at 13. Both Sai's father and grandfather possessed a strong entrepreneurial spirit and these two individuals continue to be greatly admired by Sai. Both of them had a strong influence on his decision to come to the host university as both wanted him to study and to gain his education within the UK.

The entrepreneurial culture within India is very strong with it scoring highly in a number of specific areas on the GEM entrepreneurial framework conditions. In terms of the countries physical infrastructure it scored highly (4) and it also scored well in providing government support, finance and entrepreneurial programmes (3). However one area whereby India scored poorly was addressed by Sai within his initial interview and this was around the area of entrepreneurship education at school stage (Global Entrepreneurship Monitor, 2017).

There are a large number of new start-ups being created in India and these new businesses are being promoted by the government. There is also support provided in terms of finance and taxation. An example of this support is the 'MakeinIndia' campaign designed to

transform India into a global design and manufacturing hub (Global Entrepreneurship Summit, 2017)

4.8.2 Entrepreneurship Education Experience

Sai undertook the EEI, DE and BSU units during his three year degree programme. During his first year, the large classes scared him at first as classes of these sizes was not something that he had previously experienced. He did however settle in and enjoyed all of the entrepreneurship units during his time at university. In particular, he liked the interactive nature and felt that it helped him to learn by doing as opposed to learning through textbooks. At times, his enjoyment influenced his engagement and he commented that the BSU unit was the only unit that he attended properly during his final year of study.

Over the course of his degree, Sai failed some of his assessments and had to re-sit them in order to be able to proceed with his studies. He acknowledged that during his first year, his bad organisation and time management was a contributing factor towards his poor attendance, failure of assessments and ultimate programme progression.

In the first year “I really messed it up...I really wasn’t very good at it. But, over the past two years I’ve really got a hold of time management”

Sai appeared to struggle in adapting to a number of different academic areas during the early stages of his degree programme. He cited workload as an issue for him, not that he received too much work but more in that the deadlines for assessment were often conflicting

“I thinks it’s due to the workload we get over here. Cause even though it’s not too much, in such a timeframe that it needs to be done properly”

He also encountered problems with claims of plagiarism in some of his early assessments. His prior experience of successfully completing examinations had been measured of how well his answers matched what was in the text books. Therefore, he adopted a similar approach to his assessments at university which resulted in him being questioned about plagiarising other people’s work.

Another new experience for Sai was in learning within a large and diverse student group. He grew to enjoy the creative atmosphere after some initial apprehension:

“The large class scared me at first...I thought it would be less people cause entrepreneurship is like something that really do face to face practically....I was a little sceptical that I’m not able to gel (with) people cause it was my first year...but then you have this activity when you introduced us to everyone in the class so it was really helpful to get to know everyone and made me comfortable in the class as well. So that number of people later didn’t matter...That’s actually what made the class fun to be honest cause when you are getting to know people from different environments and different cultures, when those ideas collaborate together”

4.8.3 Academic Performance

Final degree classification – 2:2 Lower Second

BSU Performance:

Ass 1 Mark – 46

Ass 2 Mark – 66

Overall Unit Mark – 58

4.8.4 Reflections and Intentions

Sai enjoyed all of the entrepreneurship units that he undertook and commented on the fact that the units worked well for him due to the fact that they were linked to different levels of his degree programme. This scaffolding approach appeared to work well for him.

He benefited from the continual and progressive nature of the curriculum and felt that one entrepreneurship unit should not be taught in isolation. He was successful in applying the learning from entrepreneurship units to other academic classes focusing on different disciplines

“so it’s been a very good experience to study entrepreneurship and I think these units link up...this unit (BSU) has helped me to link up to those other units cause all of the business units can come down to this. Cause, entrepreneurship I think is the one thing that all the businesses do”

Sai felt that there was a limited focus on global considerations within BSU. He suggested that there was a need to internationalise the curriculum by introducing more global information in order to generate a more global outlook amongst the students. He commented on the benefits of a potential student exchange scheme:

“So that exchange programme would really help cause then we are not just focussing in the environment that we have learned...because we will have to meet people face to face and not just the students, not just the people we know but the customers that we face in our future...If you focus outside, the students will have a better idea of how like to set up a business outside the UK”

Sai intends to look for employment following his graduation and ideally, he would like to stay within the UK. If does not find work then he will go back to India. He wants to build up a respectable amount of experience before pursuing a start-up business and this is why he will look for work before starting up own business. However, he does still wish to own his own business in the future and he believes that he is equipped to develop such a business. The one thing he feels he still needs is more professional exposure and experience.

4.9 Findings in relation to research objectives

The findings of the research provide insights that help to address the original research objectives of this study:

1. To evaluate the influence of past learning experience and pedagogic expectations on engagement in EEE

The findings suggest that previous educational experience did impact upon the international students in relation to their expectations and engagement in EEE. The international students had no previous experience of EEE in their schooling and so faced a period of adaptation. The pedagogical approach of EEE was new to all the international students and they did not

understand, or feel equipped enough, to participate in the tasks, activities, and assessments. Specific aspects that the international students initially struggled with were:

- Contributing to class discussions and the participatory nature of the sessions
- Working within a group as they had little or no experience of group work
- Interacting with other students during academic activities as they had little or no experience of interacting with other students within the classroom
- New formats of assessments as they had previously been assessed principally through examinations

2. To explore the lived experiences of international students in EEE.

The international students felt that they needed integrate and adapt to the native culture when they arrived in the UK. This experience of cultural adaptation and integration impacted upon the students' initial experiences within EEE. The students felt there was little attempt to incorporate different cultures into classroom activities. The exchange of cultures was understood to be a significant part of the university experience, and some felt disappointment that this was not a positive experience for them. Challenges around language were a problem for some students, particularly in the first year of study. The students struggled to adapt to alternative written and grammatical requirements and they experienced episodes of shyness due to lack of confidence in their English language skills. It was felt by some, that initial activities and assessments were unfair and disadvantaged students whose first language was not English.

However, once the international students moved into their second and final years of study, they became more settled and began to like the interactive nature of the classes. They enjoyed being able to apply the theory they had learned and felt that this applied approach was important in helping them to better understand the unit content. Although the pedagogical approach was new to them during their first year of study, they became increasingly comfortable with the style of teaching and the format of assessments.

3. To explore the impact EEE has on the entrepreneurial intentions of international students.

At beginning of their university experience, all students expressed strong EIs. All wanted to pursue set up their own business following completion of their degree. The early stages of EEE (L4) increased the entrepreneurship interest of students and contributed positively toward their EIs. The experience at L6, where venture creation activity took place, also impacted upon students EI but in a negative way. Exposure to the activities, demands, decisions and risk involved in entrepreneurship provided a real- life experience that highlighted the skills, capabilities and areas of knowledge that are necessary when running a business. The experience left most of the students feeling unequipped to launch their own business venture with most students citing their lack of experience and skills as the main reasons for change the change in their EIs.

4. To consider the influences of multi-cultural group work on international students EEE experience.

Language and communication issues were prevalent in group work activities in all the EEE units that the students undertook. The students had mixed reactions to their experiences of group work. Some had actively looked forward to working in mixed groups and saw it as an opportunity to learn from people in other cultures and, to make friends. When this did not happen, the students felt disappointed, frustrated, and confused.

The main challenges experienced were within the BSU unit where the students worked in multi-cultural groups to launch a new business. Many of the students faced issues within their group as they engaged in the academic activities and venture creation processes. These issues created tensions within the group that were not always resolved. This created a 'them and us' attitude between the international and native students. The progression of the international students was not impacted by these challenges. All the international students stated that their priority was firstly to do well academically and secondly, to make a success of business. This perspective helped the students to be resilient in difficult situations and helped them to maintain motivation when they were experiencing issues within their group. They were aware that they needed to do well in their group work in order to perform well academically.

4.10 Summary of chapter

Chapter 4 draws on the analysis of both primary and secondary data to tell the stories of each participating student via the seven case-studies that are presented. Each case study links to the research objectives, and we begin to understand the lived experiences of the international students engaged in EEE (research objective 2). Each case study considers the influence of past learning experience and pedagogic expectations on the student's engagement within EEE (research objective 1) and all cases refer to the impact that EEE has had upon their entrepreneurial intentions (research objective 3). The influences of multi-cultural group work on the international students EEE experience (research objective 4) are also discussed in varying depth across the case-studies. The extent to which the students focus on multi-cultural group work was dependant on their own experiences with students providing more detail if they faced significant challenges/issues within their group. The chapter presents emerging themes of Intercultural adaptation/exposure, transformative learning experience, cultural and educational transition and undetermined intentions as presented in table 11. These themes will be further discussed within chapter 5.

Summary of Findings	Themes for Chapter
Integration/adaptation in first year Online Support/Materials Language problems (Verbal and written)	Intercultural adaptation/exposure
Pedagogical familiarities Prior education did not equip students for experiential learning Positive experience of interactive learning	Transformative learning experience
Experience of division between home students and overseas students Cultural exposure Lack of interest/awareness of global issues/opportunities amongst home students	Cultural and educational transition
Uncertain entrepreneurial intentions Does not see university start-up experience as real/enough Intentions influenced by entrepreneurial culture of home country	Undetermined intentions

Table 11 – Emerging themes

Chapter 5: Presentation and Discussion of Findings

5.1 Introduction to Discussion

This chapter will revisit key findings and will offer insights into themes that have emerged following exploration of the lived experience of each of the students involved in this study. Specifically, four key themes of Intercultural adaptation/exposure, transformative learning experience, undetermined intentions and cultural barriers will be discussed in detail and will form the structure of this chapter.

The overall aim of this doctoral research is to explore the learner experience of international students engaged in entrepreneurship education UK. The initial focus of the study widened during the process of analysis due to the rich nature of the data that emerged during the student interviews. The semi-structured nature of the interviews allowed for the students to elaborate and at time, veer off topic. These moments created real insights into important and insightful aspects of their experience. Drawing on this data, the initial research objectives will be addressed and discussed as follows and will inform the thematic discussions that are the substance of this chapter.

1 - To evaluate the influence of past learning experience and pedagogic expectations on engagement in EEE.

To address research objective 1, the chapter presents the lived experience of the students' as they simultaneously adapted to life and study in the UK. The chapter considers the prior educational practices of each student along with the pedagogical approach of experiential entrepreneurship education. It will emphasise the differences in the educational experiences of the students and will discuss the impact this had on each individual as they transitioned into higher educational study within the UK

2 - To explore the lived experiences of international students in EEE.

To address research objective 2, the chapter explores the engagement of the students as they undertook experiential entrepreneurship units over the course of their degree. It will look at the participation, learning and general enjoyment of the students with particular focus on the interactive nature of the sessions, group work and assessment methods. It will

also consider the specific learner experience of each student as they engage in entrepreneurial activities associated with the development of their real business ventures. The chapter will go on to discuss the impact that learning through experience can have on the students understanding of what is involved in creating and running their own businesses. Exposure to real and lived problems/complications forced the students to reflect on what they had learned and to consider how capably they feel they are to successfully complete all tasks involved in running a business (Bayon et al, 2015). Data from this study will enable a detailed exploration of the impact of entrepreneurial learning on the belief that the students' have that they have the knowledge, skills, and capabilities to set up and operationalise their own business venture. The chapter provides evidence that the students' levels of entrepreneurial self-efficacy have changed and have been influenced by their exposure to entrepreneurship through the creation of their businesses.

3 - To explore the impact EEE has on the entrepreneurial intentions of international students.

To address research objective 3, the chapter explores socio-cultural aspects of the student's home countries specifically, family, friends, entrepreneurial culture, and entrepreneurial policy. The chapter will consider the influence of these aspects and the impact it had upon their decision to pursue entrepreneurial opportunities. The discussion will focus on the changing entrepreneurial intentions of the students during their time at university as they engage in the experiential entrepreneurship units. It will explore the extent of these changes and will consider the literature within this area that argues that learning and experience has a strong influence on the student's individual entrepreneurial intentions (Zhao et al, 2008, Nabi et al, 2008).

4 - To consider the influences of multi-cultural group work on international students EEE experience.

To address research objective 4, the chapter presents the individual experiences of each of the students as they engage in multicultural group work. Whilst not always a negative experience, most of the students found faced challenges when working in groups with home students from the UK. Specifically, the chapter will look at group contribution, conflict, selection, and the impact this has not only on their experience but also on their social identity. The international students within this study were all driven to perform well and to

achieve good marks for their assessments. They were conscious that their academic performance could be affected by reasons such as language and cultural differences (Croese, 2011; Jones, 2010) and as a result, the experience of working within a group and setting up a business within a group, varied widely.

The discussion chapter will now follow and will be thematically presented according to the key themes of Intercultural adaptation/exposure, Transformative learning experience, Undetermined intentions, and Cultural and educational transition.

5.2 Intercultural Adaptation/Exposure

5.2.1 Integration/adaptation in first year

It was evident across all the students that everyone had decided to adapt their habits during their first year at university. The reason for adapting or, compromising, their habits was to blend and fit in with the other students (both within and outside of the classroom). Cross cultural transition is a significant life event (Zhou et al, 2008) and one of the most important life events experienced by the international student. Although many of the students expressed initial excitement and enthusiasm in coming to the UK to study, the reality of living and studying within a different culture was different to what they expected. Most of the students explained that they found it easier to adapt their habits and behaviours in order to fit in during first year. The students viewed themselves as the outsiders and so the sensible option was for them to adapt to new cultural norms rather than expecting or encouraging others to accommodate for their cultural norms.

A number of the students felt they were not performing as well as the native students during their first year. This comparison was not grounded in any performance measurement but was simply a comparison made by the students based on their own classroom observations. It was also apparent that the international students were concerned about how they were perceived by the native students with Celena stating that she “thought students would not think of them as a good student as they were not native”. Concerns such as this, relating to perceived inequalities, have been proven to cause inferiority complexes especially during the early stages of study (Schweisfurth and Gu, 2009).

Most people expect a teaching and learning environment similar to what they are used to from their past education experiences (Otten, 2003) and this is often the case for international students. Curriculum can be designed to accommodate international students but can become somewhat complex for the tutors when there is a range of students within the intercultural classroom who all have diverse past educational experiences. The teacher may need to adopt an alternative approach of which they are uncomfortable, and they will need to ensure that the learning environment supports and reinforces people (as best as possible) in their traditional cognitive ways (Hofstede, 1986). Tutors may have good intentions but findings from this study suggest that during the first year of study, the international students were not fully equipped with the appropriate understanding of requirements, expectations, and skills for studying in the UK. The experiential nature of the entrepreneurship classes was something that the international students had not experienced before. For some international students, interactive lectures, participatory-based class, and group work may present a totally new way of learning (Vita, 2001) with their previous educational experience using more traditional and directive methods. The international students were therefore presented with challenges that for them, were somewhat unforeseen. It did not occur to many of them that they may have to adapt and 'learn a new way of learning.' Students therefore encountered challenges as their prior educational experiences and skills did not equip them for the style and expectations of study in the UK (Gill, 2007).

Examples of the range of problems experienced that emerged during the interview process are confusion and difficulty in academic writing standards, help not always provided to support adaptation to the new learning environment, integration into the class in terms of mixing with the native students, problems in keeping up with classwork and confusion related to assessments. It was interesting to hear the techniques that the individual students adopted to cope such as Maurice reading his classmates work as this was how he thought best to see how the work should be done correctly. The classroom should be an inviting environment and conducive to learning from the first session (Croese, 2013) however, this was not the shared experience of the international students within this study. The issues they experienced in terms of adapting to a new style of learning within a new

learning environment made the transition process to university all the more complex and difficult for them.

The topic of assessments was regularly referred to when discussing the first-year experience. Unit assessments were an additional area whereby the students were experiencing new requirements and expectations. A portfolio is regularly used within the host university as an assessment format for the entrepreneurship units. Due to the dynamic and practical nature of entrepreneurship, traditional methods of assessments are not always appropriate to assess achievement of the unit learning outcomes. However, challenges exist in the development of effective methods to assess all students in a culturally diverse classroom (Croese, 2013). The portfolio is viewed as a more appropriate method as it allows students to collect evidence and artefacts relating to their business ideas and supporting research and development. However, it became apparent that this format of assessment was completely new to all of the international students. During the interviews, the students chose to discuss specific struggles they experienced with their assessments contributed to the adaptation process in the first year. In addition, making adjustments to fit into a new culture, the international student also has to adapt to new challenges and expectations associated with academic work (Croese, 2013). Issues arose when there was a lack of information, and it was unclear to them of what the tutors were expecting them to produce within the early assessments.

Within the early stages of study, assessment can be seen as somewhat unfair on international students, given that for many of them, they are also dealing with the challenges of academic and linguistic adjustment. Concerns regarding inequalities have proven to cause inferiority complexes especially during the early stages of study (Schweisfurth and Gu, 2009) – findings show the sample students found that the assessments experienced in first year were very different to school

During the later interviews, and upon reflection, many of the students provided positive comments about the practical nature of the portfolio assessment. Maurice grew to enjoy the less academic and more practical requirements. Francis initially thought of portfolios as childish and on a similar level to something he would be asked to produce at school. However, grew to appreciate the format especially once he understood clearly what was to

be included as felt it easy to get a good grade. Sai grew to appreciate the portfolio assessment and cited the fact that it captured everything that he had produced over the academic year as a positive aspect of the portfolio. Regina talked about how she liked the creativity she could use when compiling her portfolio and how it could be developed over time. In general, the portfolio assessment was viewed positively by the students. This issue raised and the shared challenges experienced by the students was in the introduction of the portfolio as a new assessment format within the first year. The students felt there was a lack of clarity in what they were being asked to produce and therefore experienced some mismatched expectations between themselves and the tutors. This resulted in episodes of learning-related problems for the international students as the pedagogical and assessment related expectations were not made completely clear to them (Zhou et al, 2008). It was felt there was an initial lack of support in this area

The students raised a number of other factors that impacted upon their integration and adaptation within the first year of study and some of these factors will be the focus of subsequent discussions within this thesis. However, it is relevant to mention them here and to acknowledge the linkages to cultural transition and culture shock. Most of the students commented upon them feeling confused and often isolated within their first year at university. Language presented difficulties for all of the students when adapted in the 1st year and some interesting stories were shared of the challenges they faced due to the interactive and participatory nature of the sessions. Speaking in front of other students was especially difficult for them.

Adapting to the culture of the host university is a necessary challenge for the new international student. They face a major task in the development of coping strategies and culturally relevant skills (Zhou et al, 2008) as they embark on the process of cultural and educational transition. These strategies and skills take time to develop and can impact upon the initial stages of academic engagement and development, as seen in this study. For some students this resulted in shock and disappointment at the end of the first year as they did not get the grades they wanted or felt that they were capable of.

5.2.2 Language problems

All students included in the sample had English as a second language. Levels of ability and confidence within their English language skills varied but most of the students experienced some challenges and difficulties resulting from English not being their first language. Many of the issues discussed were more prevalent within the first year of study such as struggling with sentence structure and written academic expectations. This presented challenges in adapting to alternative written and grammatical requirements and as such, it was felt by some that some of the learning activities and assessment requirements were unfair to students whose first language was not English. Sofia initially struggled to adapt to the style of written work that she was expected to produce. Although she was provided with assessment briefs that provided guidance on what was required within the assessments, she was not aware of any support to help her adapt and transition her writing style. Sofia had achieved good grades and feedback on her work submitted during her past education. However, feedback from her initial assignments at university pointed out that her sentences were too long and overly structured and this impacted negatively on the quality of her writing. Understandably, Sofia was frustrated at the feedback and with the mark that she received as it was lower than expected. It had not occurred to her that the academic writing style and standards might be different to her cultural norms. As Vita (2001) highlights when talking about their own experiences in undergraduate study “The Italian writing style uses a long and general introduction that illustrates the genesis of the issue to be examined and provides a retrospective analysis or historical overview of the topic is a must regardless of the wording of the question” (Vita, 2001: 172). This style of introduction is markedly different to the traditional academic requirements of a traditional undergraduate introduction within the UK. Sofia’s experience was similar in nature to Vita’s and was grounded in naivety and misunderstanding.

Another example of having to adapt to new educational norms can be found in one of the stories Sai told. During his early time at university, he found that he faced accusations of plagiarism. Like Sofia, he was confused and frustrated at this and was called to meet with his tutors to discuss the issue. It transpired that during Sai’s schooling, pupils were encouraged

to replicate wording that they found within books. Sai had not been alerted to the concept of plagiarism and so continued with his own style during the development on his early assessments. Replicating and failure to acknowledge someone else's work is serious issue within UK universities but, sometimes plagiarism can simply be a result of cultural misunderstanding (Vita, 2001).

The students varied in their interaction levels in the classroom. They evidently became more comfortable to participate as they progressed through university and most seemed more comfortable working in small groups as opposed to larger classes. However, there were examples of reluctance in speaking and contributing within the class discussions. Reasons presented were due to cultural differences and language barriers, shyness also a factor and also fear of being misunderstood and made fun of. It was suggested that some in class activities were unfair to students whose first language was not English. The students had to learn new words and new ways of formulating sentences and this at times, impacted upon their ability to learn and confidence levels (Ramburuth and Tani, 2009). Felix established his own approach which was to first think in his head about how to say something in Chinese and then to translate this to English. He did question as to whether what he was saying was always correct as the Chinese sentence structure is different to English as Felix stated, "Chinese and English are totally different in the sentence like when some word we put at the end and in English it would be at the beginning". It took Felix time and a lot of work to improve his English skills, particularly during his first year. impacts upon the ability to learn, but it can also lead to decreased confidence in students (Ramburuth and Tani, 2009)

Reluctance to talk or to contribute in class can often be down to a lack of confidence rather than lack of proficiency. Throughout his time at university, Maurice was not always comfortable speaking in front of others as he was concerned that people would struggle to understand his accent. His English language skills were good and even improved during his time at university. However, his confidence levels in his own ability were affected by situations he had been in where people struggled to understand what he was saying due to his accent. This was not the only issue that Maurice experienced with accents. He also experienced difficulties and struggled to understand the regional accents of some of his tutors. In fact, he stated that he used to get a friend to translate during one particular

second year unit as he struggled to understand the tutor due to their broad regional accent. Pronunciation (including regional accents) is an important contextual factor within intercultural communication (Vita, 2001). Pronunciation of words is something that may not always be considered by tutors' but it is important that they are careful about the way they say certain words and their pace of speech. If they are not clear, international students such as Maurice can struggle to effectively decode information (Vita, 2001) and so may struggle to understand and to keep up with the work.

Due to the experiential nature of the entrepreneurship units, the classroom sessions were interactive and regularly included group discussions. These discussions were challenging to some of the international students as it took them time to translate the words (in their head) from English to their native language. Many of the students felt that they are unable to effectively express their opinions, ideas, or feelings through verbal communication (Croese, 2013) and felt that they needed help when speaking about their ideas or if asked to speak in depth about something during the class. The entrepreneurship units include a number of formative and summative assessed presentations. There were mixed feelings across the international students about engaging within these presentations. Some enjoyed it and like having a chance to talk about their business ideas. Others welcomed the opportunity to improve their presentations skills. However, for some, they found presenting a task that generated difficulties for them in terms of communicating. These difficulties were directly linked to language challenges. Sai mentioned that a problem that he experienced when he had to present was that he feared being judged by others. Sofia's shared her own concerns about controlling her nerves:

"I was afraid that like my presentation because obviously English is not my first language and sometimes when I get nervous, I tend to make more mistakes and sometimes it kind of like gets into my head as like oh my god, what if I am going to start making all these mistakes and I am going to forget my English and everything."

Schweisfurth and Gu (2009) found that prior to arrival, 18% of international students who responded were worried about speaking up in class discussions. This rose to 36% post arrival. 7% of international students who responded were worried that they would not be able to answer questions in class. This rose to 44% post arrival (Schweisfurth and Gu, 2009).

These findings relate to the early experiences of the international students as they suggest that students who may initially be eager to participate at university, can lose confidence in their own abilities to speak up once they have experienced the reality of the intercultural classroom. All of the students within this study felt that, in their words, it was a big deal to come to a different country and to learn the language. However, some held a strong and emotional view that they were initially disadvantaged academically due to their limited language skills. One interesting link that Frances made was in his acknowledgment that as his English language skills improved over the course of the degree, so did his general confidence in lessons. By the final years of the degree, he was more competent in English speaking and less self-conscious in his abilities.

5.2.3 Support/Online Materials

Throughout the interview process, the students brought up the topic of online support on a number of occasions. By online support, the students refer to additional materials/resources and documents that are made available to students via the university virtual learning environment (VLE). These may be copies of the slides used in class, worksheets, handouts, video links etc. Greater diversity within the student body means many students are coming from backgrounds without the cultural capital that would enable them to have an understanding of the key demands being made on them by their tutors (Gosling, 2008) and so additional and alternative methods of support such as online materials, are often necessary. The topic of online support was raised due to some perceived issues experienced by the students. Challenges around online unfamiliarity can often be associated with cultural or linguistic dimensions. Due to varying levels of secondary language skills, international students have been known to struggle with English styles are commonly used alongside specialist terminology and jargon (Hughes, 2013). However, the lack of familiarity was not priority issue. The students made the effort to get to know the online system in order to be able to fully utilise it as an additional resource to aid their learning. The need to use it to supplement classroom learning was at times driven by a fear that some information from the classes would be missed or misunderstood. As one student explained:

“we don’t have the slides for the content we do each week, so even if we take notes for example it happens that we miss some content”

This comment highlights a significant issue experienced by the students in that there was a lack of online material made available. It was suggested that not all of the sessional slides were put onto the VLE and this caused particular problems for students who had to miss a session/s due to sickness. The demand from all students was for more online material to be made available to support the content covered in the face-to-face classes. The lack of online materials/content contributed towards students struggling to understand and to complete some elements of classwork and for some of the students, it was felt that more online support was needed to help them prepare for their assessments. Crose (2013) suggests one way to improve support for international students is by providing learning material and information in advance in order to allow the students to better prepare. However, the timing of having the materials was not an issue for the students within this study. The most important requirement was instead that all tutors ensured that all materials were available online.

Navigation was raised as another area that presented problems for the students. The experience for some of the students was that the online resources and support were not easy to navigate. The students were undertaking a number of units at the same time and each unit page on the VLE was set up differently and the quality of information varied. For some students, this created an almost information overload and it became difficult for them to differentiate the online resources from one another (Hughes, 2013). This ultimately resulted in some time wasting and feelings of frustration being experienced. Within the entrepreneurship units specifically, it was noted that there was an inconsistency in the online support materials that were available to them. A number of the students noted that during their initial years at university, they had access to more supportive materials (particularly sessional slides). They felt that as they progressed through their degree, the number of online supportive materials reduced, and this again resulted in feelings of frustration and being at a disadvantage as Celena explains below:

“I would recommend that you put the slides up (on the VLE) after each session. I was off sick for two weeks, it wasn’t my fault and I felt guilty of being away. I feel it was unfair to me”.

There was evidence of similarities in how the international students accessed, engaged with, and relied on available online materials. Similar patterns have been acknowledged within existing literature (Alzougool et al, 2013) and the issues experienced by the students within this study were primarily down to the lack of, or poor quality, of what was available to them. There was a shared feeling that the lack of online material available could affect academic and assessment development and as a result, the students faced struggles they felt were unnecessary.

5.3 Transformative Learning Experience

5.3.1 Prior education

The international students emphasised that there were many differences in how they had been taught prior to university compared to the teaching practices and methods they had experienced whilst undertaking their degree. None of the students had any prior experience of entrepreneurship education and any business education they had experienced had been very limited. This resulted in the students' simultaneously learning about new subjects and learning about new teaching and assessment methods. Although all of the students were from different countries, their previous education style had been quite similar. They were used to more traditional teaching methods, often with a clear and directive approach. Some of the students such as Sai commented that their prior learning had focussed more on theoretical knowledge and they had not previously had to apply this new knowledge within an educational setting.

'the theoretical delivered over there, like we had massive fat books that we had to cram up for our exams and had like 32, 35 questions every exam back home our exams are actually created on the basis of how much the answer matches what is there in the books'

This highlights wider transitional activity that had to be undertaken by the students in order to adapt to the teaching and learning style adopted by the university. For some of the students it was a challenging transition as the differences were so extensive, as Celena stated, "To be honest there was nothing that was similar, We only have exams and things to learn by heart so there is nothing similar to that, I can't compare them."

Entrepreneurship learning should adequately meet the social and economic needs of all students (Fayolle, 2018) and in order to ensure consistent and inclusive delivery of EEE, it is necessary for tutors to have an awareness of the cultural and educational backgrounds of all students (Bell and Bell, 2020). The students had all been academically successful in their own country and so initially struggled with adapting to a new learning environment the use of alternative teaching methods. Some students felt ill-equipped to engage in entrepreneurship education activities as their prior education had not prepared them or provided them with a similar experience. Students can lose confidence in their own academic abilities when they introduced to unfamiliar pedagogies (Croese, 2011) as was the case for some of the students within this study, especially during their first year at university.

When referring to the differences that have been experienced between prior education and university, it is worth looking at some specific examples in more depth. The key differences that are presented below are not representative of all students. Each key difference is formulated based on the individual experiences of the students' who chose to focus on this particular area during their interviews. The key differences are intended to give insight and to provide a flavour of the challenges faced by the students who were embarking on experiential learning practices for the first time.

- Key difference: Learning experience

Due to the directive nature of prior teaching, the students commented that they had not had the opportunity to question or critique existing information as Celena emphasised,

'There was no critique, no critical discussion just what you learn, what you read you need to write it by heart'

Bell and Bell (2020) highlight the importance in ensuring that learners have not only appropriate entrepreneurial knowledge but also the critical thinking skills to underpin the learning experience. The development of key skills and creating the conditions for students to learn is directly linked to the cognitive process of entrepreneurial students (Bell and Bell, 2020). During the students' prior education, there had been no focus on critical thinking

skills and so the students had had no opportunities to discuss or to question. Instead, the information shared by tutors was understood to be factually correct. It is worth noting that at the educational level of school/further education (or equivalents) the skill of critiquing may not have always been a relevant and appropriate focus. However, this lack of experience in critiquing and engaging in critical discussions did impact upon the students when they came to university as they found that the home students were much more comfortable and competent when participating in this type of activity.

Prior education did not provide the students with many opportunities to engage in practical and applied exercises. The students arrived at university with no experience of presenting and for some, no experience of speaking in front of other people as Maurice explained:

‘I never used to speak in front of students so when I started speaking, making presentations at universities, I had some sort of stage fright. I would just look at people and stay quiet for a whole minute and not speak’

Opportunities to learn within a group had not occurred as the teaching approach focussed solely on individualised learning and there was little evidence of any interaction taking place between students within the classroom environment. Francis explained that although he had worked as part of a team outside of university, he had never done so as part of his studies and the experience was noticeably different:

‘and this whole group thing even from the first year until now it’s been like a new environment for me to work in a group...I was, if you can put it in the same category, I was playing football so it was a team, it was a group so we had to work together but it’s kind of different to having a group team at university’

Another difference that was commented upon was related to the competitive nature of their prior education which had been very competitive with teachers encouraging competition between the students. This resulted in the student’s approaching university with a similar competitive attitude that they recognised was not shared by the UK tutors or UK students. Celena shared her experience:

‘They want to get you in a competitive environment...I didn’t enjoy that because I ended up being a competitive person. So, I came here with the attitude of being competitive in order to achieve something great but that’s not the purpose of being a student’

- Key differences: Assessments

Previously, assessments had been the primary objective and primary focus of teaching and learning with examinations being the main, or only method of assessment experienced. It was felt that the purpose of examinations was to test the extent of knowledge gained and performance would be measured based on how well the answer matches what was in the text-book. In short, the students felt that they were being trained to learn things by heart and were required to recite this information back within the exams. All assessments were individually based, the students did not have any experience of group assessments.

- Key difference: Group work

The students all came to university with limited or no experience of participating in group activity for educational purposes. They were unable to imagine how it would be to work with other students and had no group working skills to deploy when they first embarked on a group task or activity. They also felt that once at university, there was limited support from the tutors in how to co-operate within a group. The students had always worked individually and so were used to learning individually (on a practical level, some students where even used to sit individually at separate individual desks).

- Key difference: Tutors

The discussions that took place around teachers/tutors were not overly extensive, but some interesting points did emerge. During the initial interviews, as the students discussed how they had learned, they also made some comments about how they were taught. EEE tutors typically facilitate learning through mentoring, guidance, feedback and encouraging reflecting in action (Bell and Bell, 2020). The methods used to teach EEE and the activities involved were strikingly different for the students, as was the informal approach of the tutor. The role of the tutor as a facilitator was considered to be strange for some of the students and they found the informal contact very different to what they had experienced

within their prior education. In line with Hofstede (1986), they were accustomed to a strong uncertainty avoidance society whereby the students felt more comfortable in structured learning situation with precise objectives, detailed assignments, and strict timetables. It was suggested that the reason tutors in their prior education may have adopted a more formal approach linked back to the nature of the curriculum as it was felt that the tutors had to rush through too much information in the sessions to ensure that all essential material was covered. In short, the tutors were too influenced by the education system and put more focus on delivery than interaction with the students. This therefore meant that the informal nature of communicating with tutors at university was another example of having to adapt to an aspect of life at university.

During the EEE sessions, it is the tutor's role to initiate discussions and to facilitate learning within the classroom, setting clear boundaries and ensuring all students are involved (Fiet, 2000). It was felt by some of the international students that the EEE classroom environment was quite boisterous and that sometimes there were evident issues with discipline. It was suggested that discipline within the classroom was much better during the students' prior education with a number of students commenting that they felt annoyed at the misbehaviour that they witnessed in class when in the UK. It was felt that more could be done by the tutors to maintain control and to manage bad behaviour with the sessions. Disruption within the classroom was distracting for the students and it also resulted in the tutor's attention being diverted away from teaching as they were required to address any and all episodes of misbehaviour and disruption that took place.

Key insights that emerged during discussions around prior education were all mainly around the difference that were experienced by the students. This in turn resulted in the students reflecting upon how they had to adapt to the various changes that they experienced. There was a consensus, or acceptance, amongst the students that it was their responsibility to change with some of the students adopting the approach of trying to forget about their prior learning habits and routines in order to help them adapt more easily to life at university.

In summary, the prior experience of the students did not equip them for EEE that they were to experience at university. There were many differences between their education at school

and their education at university and this presented the students with a number of challenges that resulted in them adapting to new ways and processes. The need to adapt was not resisted by the students and was accepted as part of their transition to higher education within the UK.

5.3.2 Pedagogical familiarity

Classroom activities that are common in entrepreneurship courses can impact upon a student's motivational processes, for better or worse (Kassean, 2015) and the unfamiliar elements of EEE certainly impacted upon the students within this study. As already discussed, the experiential entrepreneurial processes that students engaged in involved a significant amount of group activity. All students had limited or no experience of working within a group and as a result, many frustrations occurred that at times impacted upon the students' motivation to engage. The main issues were around:

- Disproportionate contributions levels (Students often resigned to this and in acceptance that this will happen with group work). (Scager et al, 2016)
- Group members did not equally sharing the workload
- Poor attendance by some group members
- Unfairness of other students gaining marks for work that you have done
- Conflict within the group
- Lack of support from tutors when faced with an issue within the group

Upon reflection the students offered some positive take-aways from their experience of working within groups on shared tasks and assessments. It was stated that when all group members contributed and when people worked well together then group work could be enjoyable. If the dynamics within a group are good and all members are committed to the tasks at hand, then the learning experience can be found to be positive. The students emphasised more satisfaction and enjoyment of group work when they were working in a group where people shared motivation to perform well and to achieve high marks. When disproportionate contributions levels were experienced, the students adopted a resigned approach and most seemed to be in acceptance that this will often happen within group work (Scager et al, 2016). Although they felt frustration and at times anger, there were no

incidents where the students raised the issue of contribution levels to the tutor. Scager et al (2016) found that smaller group sizes tend to be more optimal in order for students to feel responsible and accountable and for equal spreading of responsibility without diffusing the responsibility felt by others. However, the students within this study were not involved in the group formation process and were placed in groups of between 6-7 students. The formation of the groups did impact upon the enjoyment of the group experience for some students. Francis worked with the same group members in both his first and second year of university. The group was made up of male students and Francis was comfortable with this. During his final year, the tutor selected his group which was a mixed group of male/female and home/international students this resulted in his enjoyment of group work diminishing. He firmly blamed this on being placed in a group he would not have selected for himself. A number of the students did not appreciate having their group selected for them by the tutor especially when this resulted in them being placed in a group with limited or no other international students. If they self-selected, most would have chosen other international students as their group members. Maurice was one of these students who during his final year, found that his experience of working within a group was impacted negatively due to being placed as the only international student within a group of home students. Findings from Van der Laan Smith and Spindle (2007) suggest that instructor-formed heterogeneous groups are not a necessary condition for effective collaborative learning when the focus is on individual learning and this true for a number of students within this study. The students who experienced issues within their groups adopted a mentality of prioritising their own academic development and performance above the group objective of launching a successful business.

- Assessment

Within the entrepreneurship units, the students were required to engage in assessment methods that they had never experienced before, these being a portfolios and presentations. The assessment methods were routinely used within the entrepreneurship units in all years of study at the university. There was a mixed reaction from the international students in how much they enjoyed both the portfolio assessment and the assessed presentation. In terms of the portfolio, the positive view was that it allowed the

students time to develop their work. The purpose of the portfolio was to capture all entrepreneurial developments on a weekly basis. The portfolio should represent a logical collection of the meaningful items produced by the learner (Morselli, 2019) as they engage and reflect upon entrepreneurial activity. It was essential for the students to update their portfolio on a weekly basis but this was dependent on the student completing the activities and keeping up with their responsibilities relating to their business. It was felt that the portfolio assessment put less pressure on the students than other modes of assessments. This was partly due to the weekly development aspect but also, the portfolio allowed the students to evidence development of key competencies and to showcase their entrepreneurial journey. The quality of the portfolio was dependent on the students own ideas or own business, and this was something some of the students felt easier to evidence and control. It was felt that the portfolio suited creative individuals and if you did consider yourself to be creative, you would really enjoy the design and presentation aspects of compiling your evidence. Some of the students considered the portfolio assessment to be childish and felt that it did not meet their academic expectations. Although creativity was encouraged, some students struggled with the lack of structure and direction provided for the assessment. This caused them to worry and to spend unnecessary time thinking about how to structure their work as opposed to concentrating on the content. One student commented that they disliked having marks awarded for creative aspects of the document and this made them feel that the portfolio assessment was more linked to the arts than to business.

- Presenting

Some of the students had previous experience of presenting at school but for most, university was the first experience they had in presenting in front of other students. Some of the students were concerned about their English language skills. They felt that the quality of their spoken English could be affected by nerves connected to presenting in front of other people. Poor language skills can not only impacts upon a students ability to learn, but it can also lead to decreased confidence when speaking in front of others (Ramburuth and Tani, 2009). In line with Crose (2011), there were examples of situations where the international students felt alienated due to the actions of the students from the host university as the

host students sometimes had a tendency to avoid interactions out of fear that language barriers can lead to misinterpretation (Croese, 2011). When we consider these stories, it is not a surprise to hear that the international students worried about effectively communicating information when presenting in a second language. It is not only the process of presenting that can cause concern for international students, the performance of a presentation when linked to assessment can impact on their academic performance. Presentations are typically assessed based on criteria around preparation and delivery, fluency, and message content (Morselli, 2019) and performance around these criteria's can be impacted by language skills (both verbal and written). Other concerns included general nerves of speaking in front of people and being judged by the tutors and students observing the presentations. The students initially questioned their ability to present but all felt that they had improved over the course of their degree programme. In fact, when reflecting upon the assessed presentations in the final year, all of the students' seemed quite confident when discussing the experience. They all felt that they had done a good job and no student seemed to find presenting a difficult task. By the final year, presentations were welcomed by the students. Although initially there were some nerves and reluctance, being forced to present had helped the students to improve their presenting skills and thus increasing their confidence in presenting.

"When I started making presentations at universities, I had some sort of stage fright. I would just look at people and stay quiet for a whole minute and not speak. Now adays, I got used to it. I even taught myself the body language, how to speak and how to get people's attention, all of this." (Maurice)

- Entrepreneurship Education

As has been established, when first coming to university, EEE involved learning about a new subject matter using techniques and assessments that had not previously been experienced by the international students. All of the students undertook EEE units over more than one year of their degree programme. The exception to this was Felix who did not select an entrepreneurship unit until the final year of his degree. Felix acknowledged that he did at times struggle with this being his first experience of learning using experiential methods.

The remainder of the students all seemed to feel that the progressive development of their entrepreneurship education over their course of the degree was beneficial to them. By the time they reached the final year, they were more familiar with key topics, concepts and assessments and this foundational knowledge helped them to progress more quickly during the final year of study. Whilst being unfamiliar to the students when they first came to university, over time the pedagogical practices of EEE were better understood by the students. However, it is not to be assumed that just because the students became more familiar with the teaching and learning practices, that the pedagogical approach was the right approach to inclusively engage such a diverse mix of international students.

When addressing the question, what is the objective of entrepreneurship education? Kassean (2015) suggests three different but related goals in that it could be to raise awareness of entrepreneurship as a career possibility, or it could be to increase the number of people considering entrepreneurship as a career opportunity, or it could be to enhance the skills of those who have already chosen entrepreneurship as a career. Each goal would require a slightly different pedagogical approach adding further substance to the argument that there is not a one approach fits all model of EE (Kassean, 2015). Awareness of the backgrounds and learner needs of international students and, understanding that there are varying objectives associated with EE clearly highlights an opportunity for further research and pedagogical development within this area.

5.3.3 Interactive Learning

As already discussed, the teaching and learning style of the entrepreneurial units was very different to what the students had experienced within their prior education. However, the students were open to and willing to adapt to the new ways of learning and to the new assessment formats. The feedback from the students on their experience and enjoyment of this new type of learning was overwhelmingly positive. When asked about what aspects of the units they most enjoyed, the interactive elements were mentioned by all of the students. Being asked to participate in group activities and class discussions was something that most of the students had first tried out within the EEI unit during their 1st or 2nd year of study. By the time the student's got to their final year, the decision of whether to continue to engage in entrepreneurial learning was their own as final year entrepreneurship units

were all electives. The students were able to learn and to engage in experiential learning practices during the earlier stage of their degree and this experience contributed towards the student's selection of the final year elective entrepreneurship units.

There were three specific areas of focus that emerged when the students' discussed their experience of interactive learning; teaching and learning, academic development and entrepreneurial/professional experience. It is worth us exploring these three areas in more detail:

- Teaching & Learning

The teaching methods used within the entrepreneurship units were experiential and practical and rarely involved the students working in isolation. This aspect of working with other students was found to be positive by the student's and was appreciated. They liked the two-way sharing of information and to be able to see what other students, or groups of students, were doing. Class discussions and feedback on activities helped the students to learn from each other and to gain ideas and understanding of better or alternative ways of doing things. Being able to interact in this way was found to be a positive experience for the students and for some it allowed them to address concerns raised by (Ramburuth and Tani, 2009) around language issues impacting upon the ability to learn. However, Maurice commented that he had been afraid of speaking in front of other people in case he said the wrong thing. Through being forced to participate in class activity and discussions, Maurice was able to develop his skills and confidence and ultimately was able to, in his words, conquer his fears.

The student's all mentioned individual examples of interactive tasks and activities that they had particularly enjoyed. Within the NV unit, Felix was required to participate within monthly action learning sets. Within these action learning sets, each student would update the rest of their group on their business progress, successes, issues, and challenges. Felix found this to be a really positive experience that brought him out of his shell and allowed him to engage in a different form of learning. Celena highlighted the peer review process as an aspect of learning that she found to be helpful and productive. The process of peer review involved students reviewing and providing feedback on each other's work and

performance. Celena welcomed the constructive feedback she received as it provided guidance for her and helped her to improve her work. Some of the students specifically enjoyed the guest speakers who supported the unit. At various times over the course of the academic year, local entrepreneurs were invited to deliver guest lectures to share their knowledge and experience of running their own businesses, Sai and Sofia but commented that they enjoyed being able to interact with these entrepreneurs. They liked that they were able to ask questions and to receive feedback on their own business ideas from the entrepreneurs. In addition, when listening to the stories and experiences of the entrepreneurs, they were able to apply some of the things that they had learned. Some of the guest lecturers were also invited to sit on presentation panels in order to provide feedback on the business progress. The presentations were designed to mirror professional pitching experiences and were similar in style to popular TV programmes such as Dragons Den. This simulated experience with real life entrepreneurs was another interactive element that was enjoyed by the students.

- Academic and skills development

Bell and Bell (2020) suggest that the role of the learner includes being prepared and committed to the entrepreneurial learning process through the development of essential underpinning knowledge whilst, anticipating, engaging and reflecting in action (Bell and Bell, 2020). In order to progress academically with EEE, it is therefore necessary to effectively accomplish the tasks involved in the role of an entrepreneurship student. In terms of academic development, the students in this study spoke of the experiential nature of the entrepreneurship units and how this experience enabled them to understand specific theories better. The reason for this being that they were able to apply the various theories at different stages of their business development. It was suggested that it was easier to understand a theory if they were able to apply it practice. In addition, the students were able to learn through the application of the enterprise and entrepreneurship skills that they developed over the course of the unit. The students enjoyed learning by 'doing' and felt that it was beneficial that they were able to apply their learning as this helped them to retain and remember information. The sharing of information amongst the students helped as it allowed the students to learn from other people's experiences and not just their own.

Through class discussions, the student's found out more about the other groups of students and how their businesses were progressing. All groups received regular feedback from the tutors and individual students were provided with regular feedback on their coursework. This feedback was greatly received and allowed the students to deepen their knowledge and amend their work appropriately in order to improve the overall quality. During the final year of study, the academic performance of each student within the EEE units aligned to the developments and operationalisation of their group/individual business. The students all performed well academically and seemed genuinely proud to talk about this achievement, there was limited emphasis on their associated success within their business. EEE aims to support the identity of a potential entrepreneur as well as the development of entrepreneurial competencies and skills (Bell and Bell, 2020). Yet for the international students, there appeared to be no emphasis on their identity as an entrepreneur. Instead, their identity and how they viewed themselves was as a student who had successfully completed an academic project which enabled them to develop additional skills and for which they received a good academic mark.

- Professional experience

Through the creation, development and launch of a new business venture, all of the students were able to participate in applied professional activity within the boundaries of the entrepreneurship units. Through the creation of their own businesses, they were able to engage in a unique experience alongside their studies and this was something that was appreciated by the students. They enjoyed being able to move their ideas from a concept to a reality through the process of trading, regardless of the number of sales that they made. The practical nature of the units helped to maintain interest for a number of the students as they were able to try things out and to apply their knowledge and ideas. The sessions brought the business and their learning to life. The weekly classes on both the BSU and NV units allowed the students to work on their businesses on a regular basis. This approach ensured that the students achieved developmental milestones and provided them with access to a professional working environment. This was especially so for Felix who, on the NV unit, had his sessions held within the university incubation unit. Felix felt that he greatly benefitted from being around this environment and other active entrepreneurs on such a

regular basis. However, students on all of the entrepreneurship units felt that the activities made them think about what you would do in an external or 'real' professional environment. It is worth considering how to better link the entrepreneurial experience to real world practices (Bell and Bell, 2020) in order to help the students to understand how their skills and capabilities could be applied effectively in other professional settings. The interactive nature of the entrepreneurship unit provided a new experience for the students but upon reflection, they found that they enjoyed the participatory nature of the associated tasks and activities. Specifically, they liked being able to apply their learning in practice as this helped them to retain information and to increase their knowledge. The interaction with both peers and tutors alike were seen as great opportunities to learn. Listening to the experiences of other students and receiving direct feedback from the tutors were aspects of the sessions that were emphasised by a number of the students. In summary, the students were incredibly positive about the interactive nature of the units and all enjoyed 'learning by doing'.

5.4 Undetermined Intentions

Pruett et al (2009) suggest that the function of a culture/country, factors of exposure to personal entrepreneurial role models and, expected family support and entrepreneurial disposition, all factor into the emergence of entrepreneurial intentions. In the period between the first and final interview, there were interesting and significant changes in the entrepreneurial intentions of each of the students. The topic of entrepreneurial intentions was put to each student during both of these interviews. The first time it was discussed was at the start of the experiential entrepreneurial process and prior to the students developing and launching their businesses. The next time the topic was put to the students was during the final interview, at the end of the unit and after they had had time to reflect on their experience of running their own business. Findings around the theme of entrepreneurial intentions align to Azjen's theory of planned behaviour TPB (1991) and discussions around the emerging sub-themes will be structured using this model of intent. TPB allows for studying and understanding of the different attitudes that underlie entrepreneurial intention. It also allows examination of the antecedents that influence these attitudes (Lima et al, 2015). It has been used effectively within other studies focussing on entrepreneurial intentions (Lima et al, 2015; Linan and Chen 2009; Fayolle and Gailly 2006).

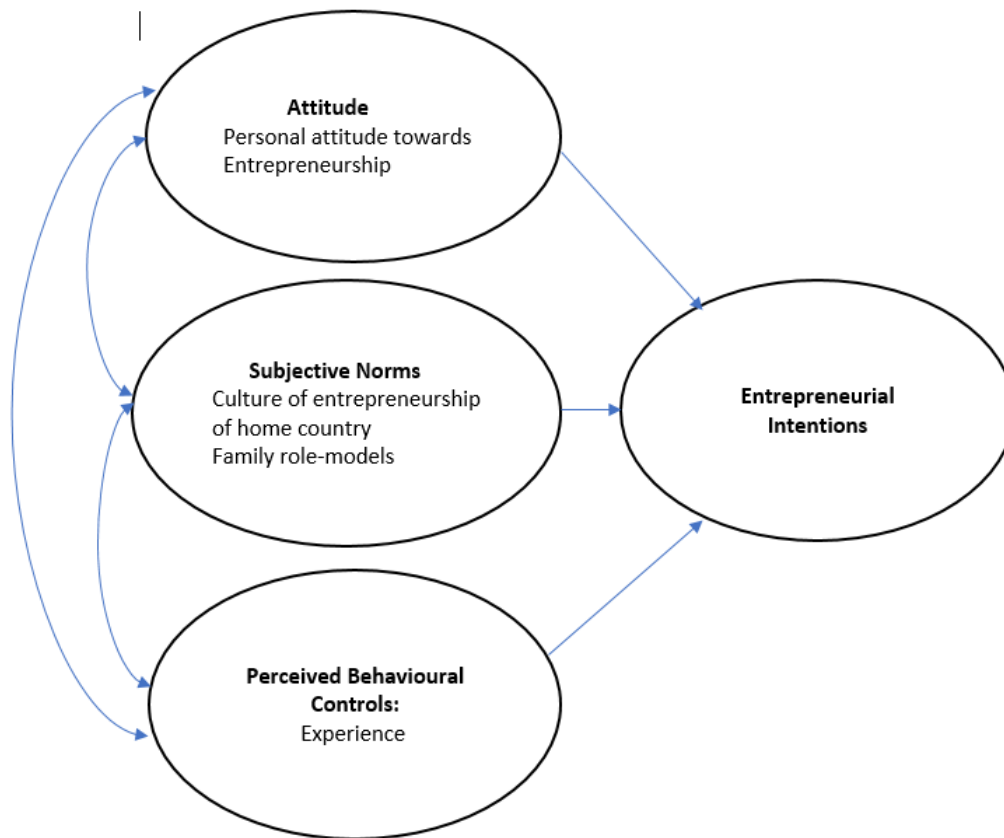


Figure 12 – Adapted version of Azjen’s TPB (1991)

5.4.1 Attitude Towards Entrepreneurship

Entrepreneurship was viewed as a viable career option by all of the students with the interest that they held in entrepreneurship being a contributing factor in them selecting to undertake EEE units. Findings from some studies suggest engagement in EEE courses/units can increase the level of entrepreneurial intention amongst the participating students (Fayolle and Gailly, 2015; Peterman and Kennedy, 2003). However, the findings of this study indicate that the short-term entrepreneurial intentions of the international students were negatively impacted by their EEE experience. During the first interview, the students expressed their intentions to develop their own businesses after completing their degree. As Sofia and Francis explain below, their entrepreneurial intentions had evolved in terms of a longer-term timeframe:

‘I want to run my own business. But, before that I feel like I want to gain some more experience from I don’t know, working in a business environment and trying to gain these skills professionally rather than just academically’ Sofia

‘I don’t think I want to start my own business at the moment. I think I need that experience and er, that flow of cash coming in and then er, if the time is right, I guess I would want to start it’ Francis

Entrepreneurship education can make students more conscious about what an entrepreneurial career entails and what it would demand of them. This can often impact upon the attractiveness of having a business and pursuing entrepreneurial intentions (Lima et al, 2015). Although entrepreneurship is still an optional career route, it is one that has become less desirable due to the exposure to real business challenges, obstacles, and workloads. The appeal of entrepreneurship was varied with some students being drawn to the idea of being their own boss and not having to be accountable to others. The creative element was another aspect that was appealing with emphasis being made to the process of turning an idea of interest into a real business opportunity. It is not uncommon for students to be involved in some form of entrepreneurial activity outside of the curriculum such as Celena who had a fashion and lifestyle website throughout her time at university. Entrepreneurial intentions are a result of both individual and contextual factors (Giacomin et al, 2016) and although the interest in entrepreneurship was there amongst the participating students within this study, the timing was not right. All of the students were about to embark on a new chapter of their lives beyond education and so were experiencing a reality check in that they had to make decisions about what they would do next. Factors influencing these decisions included where to live and how they would earn an income.

5.4.2 Subjective Norms - Entrepreneurial Culture of Native Country

Cultures differ and the beliefs associated with entrepreneurship within each culture can also vary (Linan and Chen, 2009). The culture of entrepreneurship within the students’ home countries was discussed in some depth by the students. What emerged was a collection of insightful stories that presented unique perspectives on the social and cultural aspects of entrepreneurship across a number of countries. All of the students within the study are

from either a European or an Asian country. It is important to remind ourselves of the purposive sampling process that was followed in order to establish the sample of students used within this study. To be eligible for the study, students had to have a European or International student status. They were also required to be final year students who were undertaking one of the two experiential entrepreneurship units that were offered at the site university. The fact that the sample contained students from only two continents is representative of the Universities student population and is as a direct result of the sampling process. The perspectives differed depending on which continent the student was from and although the students shared their own stories, there were certain similarities and shared outlooks.

The students from Asian countries discussed a positive and supportive entrepreneurial culture within their home countries. Pruett et al (2009) argues that cultural values associated within the home country have only a very modest influences on entrepreneurial intentions yet opening a business appeared to be a current trend and as one student commented, it was quite typical for people to supplement wages in their home country with income from a business. It was acknowledged that many people within the students' home countries were not equipped to run a small business and yet entrepreneurial activity was increasing. This was in part credited to government support and the development and implementation of specific policies designed to stimulate entrepreneurial activity. It was felt that the policies were there to make things easier for an entrepreneur and to help create new opportunities for example, financial policies and specifically having easy access to necessary start-up capital and continued financial support. Some critique of these policies was offered by one student who highlighted the lack of monitoring and the limited accountability of financial loans and initiatives. The students' shared a view that the emergence of small business activity was new to their country. Although we are aware that this is only their view, it is still relevant as the students felt enthused and excited by the contemporary nature of the developments. The existence of entrepreneurial activity and the prevalence of an entrepreneurial culture resulted in one student commenting on the 'exciting time for their country'.

When discussing ideas, plans and decisions around their entrepreneurial intentions, it was common to hear the student refer to 'us' rather than 'I'. This was due to the student working in partnership or with someone else and is in line with research suggesting that aspiring entrepreneurs appear to rely more heavily on their social relationships with others in order to establish their new business within emerging economies with weak, inefficient, or unpredictable regulatory institutional environments, (De Clercq et al, 2010). When discussing potential entrepreneurship opportunities, they referred to specific family members who would/could work alongside them to build the business. Or, they suggested that they couldn't move forward with an idea until they found someone to work in partnership with. The students' talked about contributing positively and helping their home country. All of the Asian students intended to return home following completion of their education, and all wanted to make a positive change or, have a positive impact on their home country. Maurice in particular was greatly influenced by his home country. He spoke with pride about where he came from and was inspired by the young government that was in place. He explained that he wanted to be part of the exciting developments and to make his home country a better place through his ideas for new businesses, particular ones with a social focus. Through entrepreneurial activity, he was driven to change what he viewed as the close-minded nature of home country with a hope that he could himself influence and make a positive change.

The students from European countries presented a less supportive and opportunistic environment within their home countries. Although the student's themselves all had varying levels of entrepreneurial intent, it was clear that this had been influenced by other aspects and specific individuals as opposed to socio-cultural aspects of their home countries. A number of resistors to entrepreneurship were referred to and it is relevant that most of the European students considered their home-towns to be located in less affluent parts of their home country. In addition, some mentioned the long-lasting impact of the 2007/8 financial crisis on the business and employment market. They questioned how realistic it really was for them to create a new business under those economic conditions. The economic climate of country can influence start-up activity in that perceived opportunity can influence a person's entrepreneurial intent (Singh et al 2016). However, if the landscape presents no opportunities, how likely is the emergence of new businesses? The student's also raised

Brexit as a concern for the future. None of the European students referred to a positive culture of entrepreneurship within the home countries and for some, the culture was close to non-existent. It was felt that people tend to stick to what they know and are not always willing to try new products -established companies tend to have the market share in most sectors. Across all of the countries, it was believed that the governments were not supportive and were not encouraging the creation of new products or services. Although some support may be available, it was felt that in general, there was not much support for young people from government and that entrepreneurship was not promoted as a viable or realistic career option. Therefore, there were a lack of opportunities and any opportunities that were available were dependant on where exactly in the country you live. Swail et al (2014) argue that the extent to which individuals feel motivated to pursue entrepreneurial opportunities will be reflected in their belief that entrepreneurship is socially acceptable. The students were aware of what was socially acceptable and recognised the difficulties in setting up a new business partly blaming the mentality of their home country and it not open or conducive to start-up activity.

As we can see, when considering the influence and impact of socio-cultural aspects on the students' entrepreneurial intentions, there are significant differences. Students who come from a country in Asia had been exposed to more supportive and fertile entrepreneurial environment. Key government policies had contributed to this entrepreneurial culture and resulted in the students' appreciation and loyalty to their home countries. It is interesting that of the students within this study who were considering exploring entrepreneurial opportunities in the short term, all were from Asian countries. The culture of entrepreneurship within the European countries was less encouraging and less nurturing. The impact of this being that the European students within this study were less inclined to immediately pursue entrepreneurial opportunities following graduation. We can therefore view culture as a catalyst rather than a causal agent of entrepreneurial outcomes as it is political and economic contexts, not culture that are the variables that play causal roles in creating a climate for entrepreneurship activity (Hayton et al 2002).

5.4.3 Subjective Norms - Family Role Models

The influence of role models has been often discussed within the entrepreneurial intentions literature (Zabkau, 2015; Pruet et al, 2008). Role models are assumed to have an important impact on career development and for the international students within this study, there have been family role models who have played an important role in decisions made within this sphere. All students within this study had a desire to learn more about entrepreneurship, this is evidenced in their decisions to select entrepreneurship units within their degree programmes. When probed, it became apparent that most of the students had a specific person (or persons) who they had looked up to who had owned their own business or who had an entrepreneurial outlook and demonstrated entrepreneurial traits and behaviours. These individuals, or 'role models' had a significant influence on the students and all were close or extended family members with most being parental figures. Previous studies generally agree that that by having parental role models, entrepreneurial intentions and entrepreneurial endeavours are increased (Athayde, 2009; Sorenson, 2007; Mungai and Velamuri, 2011). For most of the students, directly observing and hearing about the positive aspects of the role model's career had a powerful influence on them (Van Auken, 2006) as successful entrepreneurial role models can positively influence entrepreneurial attitudes and intentions. This can lead to higher orientation of student's perception towards both the social benefits of entrepreneurship (e.g., employment) and the financial benefits (Boldunreanu et al, 2020).

Both positive and negative experiences of entrepreneurship can influence intentions (Mungai and Velamuri 2011) and although most students discussed the success and positive experience of a family role model, Maurice's openly shared his father's experiences of owning a range of different businesses that were unsuccessful. Maurice blamed the failure of the business on the wrong choice of business partner and so choosing the right people to be part of your business became a key factor in Maurice's approach to business. Francis was the only student who did not have any family members who had become entrepreneurial role model. All of the other students spoke in detail and spoke positively about the impact of the role model, even if like Maurice, the experience of the role model had not always been successful. For Sai and Regina, the role model was not only inspiring, but they also created real exposure to the world of business through allowing them to gain work

experience within the business. This work experience was also integral to both Sai and Regina's evolving entrepreneurial intentions.

5.4.4 Perceived Behavioural Controls - Experience

The fundamental principle of experiential learning is that individuals 'learn by doing' through direct experience (Kolb, 1984; Kolb and Kolb, 2005). Within experiential entrepreneurship education (EEE), the doing is through the process of creating and trading from a real business venture. Although the students' valued the opportunity to learn in this way, they questioned whether their experience of running a business within a university unit was 'real' entrepreneurial experience. All of the students' felt that they would benefit from gaining more experience within industry following their time at university. It was felt that real professional experience can only be gained through actual employment. In many cases, the students expressed intentions to seek employment and to delay pursuing an entrepreneurial career. Some of the students recognised the benefits of gaining experience within their chosen field or industry prior to establishing their own business. A job would help to provide this experience and may lead to other opportunities.

EEE provides an opportunity to become practitioners rather than learning about practice (Pittaway and Cope, 2007) yet the students did not feel equipped to be effective practitioners due to their perceived lack of experience within their chosen industry or sector. It was generally accepted that this depth of experience could not be obtained via a business developed for academic purposes. It was felt that experience through employment would allow for learning about the industry, learning about the market, to be able to better spot opportunities/solutions and to ensure productivity. For some of the students the decision of what they intended to do following university was something they felt they were not in a position to really focus on. The stress of final year study and numerous assessment deadlines was impacting upon time the student could spend thinking about their future career plans. Although there was evident desire to pursue entrepreneurship, for some of the students it was simply felt that setting up a new business was too far away in time to begin to organise at this stage.

In terms of entrepreneurial learning, the students did not look negatively on the opportunity to learn through the process of experiential learning. Any frustrations expressed were more around the wider support offered by the university. It was felt that it was the universities responsibility to prepare students for the choices that they would need to make following graduation. Students should be encouraged to gain more professional experience alongside their studies and the university could do more to raise awareness of this. Sofia found herself frustrated when in applying for graduate jobs as her potential employers were not interested in the skills and experience, she had gained through her entrepreneurship education. She was unsuccessful in her pursuit of graduate employment positions and blamed this on her lack of professional and industrial experience. She expressed great disappointed that potential employers asked for more experience as setting up and running a business was not enough. Most of the students were pragmatic when reflecting on their perceived lack of entrepreneurial experience. It was understood that experience would come in time and Celena specifically linked experience to age. She did not blame the university for lack of experience, instead she felt that due to her age and lack of professional experience, there was no way she could have accumulated the necessary skills to launch a new business. It was felt that knowledge alone is not enough to set up a business and it appeared that most of the student' intended to save the knowledge they had gained alongside the data that they had gathered and would use later on when needed or when an opportunity arose.

It is not then surprising to hear that the entrepreneurial intentions of the students were impacted by their evolving understanding of what constitutes as real experience. All of the students talked about needing to gain more experience before they could create a business. Although some were open to the possibility of setting up a business alongside employment. The need for experience seemed to come down to having the skills and understanding of what to do in business, particularly when problems occurred. It also linked to opportunities for the students in that professional and industrial experience may broaden their awareness and expose them to further gaps in the market and the potential for new entrepreneurial ideas.

5.4.5 Entrepreneurial Intentions

The TPB model (Ajzen, 1991) has confirmed usefulness as a predictor of future entrepreneurial behaviour, it has been criticized because entrepreneurial intention does not ensure that the potential entrepreneur will effectively become an entrepreneur (Lima et al, 2015). However, the findings from this research argue that exposure to entrepreneurship through EEE activities can impact upon a student's desire to actualise the entrepreneurial intentions they may have. Securing employment and gaining experience is deemed a necessary precursor to business creation and entrepreneurship is seen as something they may go back to in the future. Therefore, it is not possible to move beyond the intention stage of the TPB model making its use justified when seeking to better understand the factors and attitudes influencing the entrepreneurial intent of the international students.

The intentions of each student are personalised and so in summary, it is interesting for us to hear about the individual entrepreneurial plans of each student.

Throughout the course of the final year of study, Francis lost his enthusiasm to set up his own business "I don't think I want to start my own business at the moment. I think I need that experience and the flow of cash coming in. Then, if the time is right, I guess I would want to start." Francis's motivation to run his own business had been about being his own boss. However, the experience of running a business whilst at university had made him realise that for him, experience and money were key to be able to run your own business effectively. The only way he understood to gain both of these things was through gained employment.

By the time the final interview took place, Maurice had already secured employment back in his home country. However, he was simultaneously exploring business opportunities with a friend. Maurice continued to want to develop and run his own business but was concerned about risk and the chances of the business succeeding. For Maurice, the employment that he had secured was more a contingency plan in case the business was not a success "because the work will always provide me with a certain income. So, in case the business doesn't work, work will always be the plan B."

Regina was also interested in exploring opportunities. She had one idea in particular that she had spoken to her mother about. It would involve her working on the idea back in her home country. However, like Maurice, Regina intended to do this alongside paid employment which she had secured. She was still keen for herself and her mother to pursue the idea but there were some concerns about bureaucratic issues back in her home country (e.g., different laws). Although Regina continued to be enthused by her entrepreneurial intentions, she also supported the collective view across the group, that more experience and 'practice' is necessary.

Felix had lost some interest in setting up own business. He had closed the business he set up at university due to issues he experienced with his business partner. Felix felt that he needed to take responsibility and had to undertake more work on the business because his business partner was not completing tasks and not pulling their weight. Felix discussed what he had experienced during his time setting up and running his own business and the key lesson he had learned e.g., choose the right partner, accept that the goals may change. The experience impacted upon Felix's entrepreneurial intentions in that although he still wished to set up a business in the future, it was not as imminent or important to him as it had been during his initial interview. What he was certain of was that he would apply to undertake a masters course and then would return to his home country to take either a job or set up his own business. He did not seem to have a preference for which route he would go down.

Celena, Sai, Francis and Sofia all felt that they needed to gain more experience prior to creating and running their own business ventures. Some of these students commented on the fact that they also needed to develop more skills (Celena - "At the moment, apart from the knowledge, I have nothing") and all stated that they would consider setting up a business in the future but had made the decision to seek employment following university. The findings show that EEE does not have any significant impact on the entrepreneurial intentions of the international students due to the students' belief that they do not have the necessary capabilities and skills due to lack of experience. This is in line with Sesen (2003) who argues that the university environment does not have any significant positive impact on entrepreneurial intentions and that entrepreneurial self-efficacy is the most important factor on the entrepreneurial intentions of students.

5.5 Cultural and Educational Transition

5.5.1 Multicultural group work

When discussing the topic of group work, most of the students had some experience in working within a group for academic purposes. This experience had primarily been gained during their time at university and for all but one of the students, this initial experience had been within an entrepreneurship education setting. During interview one, the students shared stories of their early experiences of working within groups that were multicultural. The format of groupwork presented new opportunities for learning and fresh challenges. In addition to this, the students were undertaking their first experience of working within, and communicating directly with, a group containing multiple cultures. Interestingly, most of the students were open to this and looked forward to it. Meeting and mixing with new people were deemed to be an exciting opportunity. What caused initial apprehension amongst the students was more in regard to the interactive nature of the sessions and the need to effectively communicate. Sofia was one of the students who had never experienced interactive learning and was initially scared of the experience. During the first year, she had fun working within her group and enjoyed working towards a shared goal together. However, she experienced disappointment when a contribution she made was not well received by the group and she failed to get the reaction she was expecting. Her idea related to a popular piece of work within her culture but as the piece of work was not known to the other group members, they did not appreciate what she was trying to achieve. Sofia's reaction was to feel that she had made a mistake and to decide to keep her culture out of group work in the future. Regina was another of the students who looked forward to group work within the first year. She felt comfortable within her group and felt that they worked well together. This resulted in her working with the same group in both her first and second year.

As previously explained, the interviews for this study were undertaken over the course of final year study and many of the stories shared related to the students current lived experience as they progressed with the final year units and as they worked to develop and launch their new business ventures. All of the students were developing their businesses as part of a multicultural group. The only exception to this was Felix.

- Issue with group contribution

The issue of contribution within groups was a contentious one for the international students with most of them expressing annoyance when other students failed to equally contribute towards tasks. Contribution in terms of attending the sessions was also raised as an issue of frustration however the students appeared to become resigned to this and in acceptance that this is inevitable with group work (Scager et al, 2016). There was a general consensus that it was unfair that other students may gain marks for work that they had not done. Awarding marks equally across a group can often be deemed to be unfair and resented by those who feel exploited by the group members who have not contributed equally or fulfilled their share of the workload (Strauss, 2014). Celena voiced her frustrations during the interviews:

“I found that unfair to me and to the other students that gave their fullest, their one hundred percent of their effort. This is something I didn’t like because it was a group grade and the grade for me was the same as the other guy for example that didn’t contribute at all”

Although some of the students had more positive experiences of group work during their final year, other’s such as Celena resigned themselves to work within a group where not everyone contributed equally. Enjoyed working in group where all members contributed. There was also resignation relating to the fact that the student’s felt powerless to influence the other group members in any way although this wasn’t always through not trying as we can see from another exert from Celena’s interviews:

“it’s really frustrating when you need to be mean within the group although you are not a mean person. You need to be mean in order to complete the work and to...I was like really frustrated and annoyed that I had to text every single person every day like come to the tutorial, come to the meeting, why didn’t you come, please do the work, its was really...um stressful situation for me”

- Conflict

It did not come as a surprise to hear that the issues experienced within the groups led to conflict on some occasions. Intercultural conflict can directly relate to decreased satisfaction (Shupe, 2007) and motivation. This was especially so for Celena, Sofia, Francis, and Maurice with all of these students' experiencing conflict at some point during their final year. Bell and Bell (2020) suggest that it is partly the role of the educator to support effective group dynamics and engagement. However, there was limited discussion of the tutor's role when conflict arose with more emphasis being placed on how the conflict impacted the students and what they could do to either resolve or tolerate it. Although there was some focus on how the conflict impacted upon experience, much of the concerns (and frustrations) were driven by concerns over quality of work and ultimately the desire to achieve the best mark possible. Strauss et al (2014) suggest that students are socialised into believing that they must accept individual responsibility for their marks, even when students are working within a group setting. This responsibility was found to be stressful for some of the students especially when issues or developments within their group were (they felt) out of their control. It could also explain why the international students felt that some British team members were over dominant as it could be that these individuals were simply taking control of their own academic developments and ultimately their marks. Concerns over marks can be prevalent across both the domestic and international students (Moore and Hampton, 2015) and can somewhat help to explain the surfacing of conflict when all parties are taking individual responsibility for the quality of their work, even when working within a group setting.

Only Celena demonstrated moments of assertiveness and taking on a leadership approach when dealing with group contributions and in-group conflict:

"I explained them that you know I'm not a mean person but I had to be because I had to encourage you, to persuade you to work because it's your grade as well but you know their answer was quite rude because they said you know we know we had you. We know that you would work, you would do the work and you would get the highest mark because we know that you are a first-class student and for yourself you would try your best"

The other students adopted an approach that was more submissive and accepting in that the domestic students would take the lead and control the development of the group and

the delegate tasks to the group members. When a student mentioned that episodes of conflict had been resolved, the resolution was credited to improved communication amongst the group.

- Social Identity

The students who experienced conflict within their groups often used pronouns such as 'them' and 'us' when referring to different members of their groups. The negative group experience and resulting exposure to conflict, heightened their feelings of individualism and social identity. The understanding of social identity theory is that in many social situations, people think of themselves and others as group members, rather than unique individuals (Hahn Tapper, 2013) and we are talking here in terms of social groups as opposed to manufactured academic groups.

A social group is a set of individuals who hold a common social identification or view themselves as members of the same social category. For the students within this study, it became apparent that they categorised themselves within a particular social group during the early stage of the interview process. When discussing themselves, and particularly what differentiates themselves from other students, they referred to themselves as 'international students' or simply just 'international'. Through a social comparison process, people who are similar to oneself are categorized with the self and are labelled as the in-group persons (in the case of this study: International students). Those who differ are then categorised as the out group (Stets and Burke, 2000).

There are a number of reasons why a person considers their social identity to be important. For the students who expressed disappointment in failing to make genuine friendships with domestic students, it may be a response to the discontent they experienced. The students who discussed failing to establish intercultural friendships all reflected on why it had not been possible. The below extract from Sofia's interviews highlights her eagerness and bewilderment and failing to make friends with domestic students:

“I would be friendly with anyone, like any race, any. I remember asking them like I was, I was very friendly so the first thing I was doing in first year for me was obviously for me because I was alone in this country, I wanted to make as many friends as I could.”

“I was being friendly with the same approach I was doing with the international with people from here and they would say ok yeah I’m going to give you my number but when I would ask them ok do you want to meet up in town, they wouldn’t reply at all. They would just leave me”

A lack of cultural identity can be difficult and can come at a cost accompanied by feelings of not belonging, exclusion or loneliness (Williams-Gualandi, 2020). Therefore, students like Sofia opt to seek friendships with people similar to them and who belong to the same social group. The familiarity and understanding of each other can help a person to understand their social identity through the knowledge of their membership to this social group as well as the social significance that is attached to that social group (Tajfel, 1974). Within social identity theory, it is understood that people show intergroup differentiation partly to feel good about their group and themselves (Brown, 2000) which can ultimately help to build self-esteem. A person’s self-esteem can be enhanced by evaluating the in-group and the out-group on dimensions that lead the in-group to be judged positively and the out-group to be judged negatively (Stets and Burke, 2000). This division can be further reflected in the terminology used when discussing the in group and out group e.g., International versus UK or, Us versus Them.

During the occasions when conflict was experienced by the students (as we have already discussed) feelings and awareness of social identity were certainly heightened. When referring to the problems experienced within the sessions, the students tended to adopt a view that it was one group of students against another, as opposed to an individual against an individual. To explain this clearly, we can again look at Sofia’s example. Sofia told the story of when she was asked to buy some chocolates for her group’s business. The brand she purchased was of a lower quality to what the leader of the group (a domestic student) was expecting. As a result, the two individuals argued but when Sofia was reflecting upon this story with the interviews, her social identity was a key factor in why the argument took place commenting that ‘I’m not like stupid you know just cause I speak another language

you know'. The more intense an intergroup conflict is, the more likely it is that the individuals will behave towards each other as a function of their respective group memberships, rather than in terms of their individual characteristics (Tajfel et al, 1979). This highlights the significance and importance the individuals place on their social identity. If the researcher was to undertake this study again, or perhaps an idea for future research could be in exploring the changes in the significance of social identity amongst international students as the progress through university education.

- Group Selection

Within the BSU unit, the groups were formed by the teaching team with the students having no input. This format was raised as an issue by some of the students. The students' commented on the fact that they did not like that the tutor had selected their group and they felt that they would have had a better experience if their group was formed by students. By the final year, the majority of the students would have chosen other international students if they had been able to self-select, as Maurice explained "I guess being with international students makes me more comfortable." This supports research that has found that both domestic and international students prefer to work on group tasks with students of similar backgrounds for both cultural and pragmatic reasons (Moore and Hampton, 2015). Students are less inclined to include members from different cultural and linguistic groups if there is not a strong motivation to do so (Strauss et al, 2011) which there does not appear to be. Based on the international students experience, there was limited international focus across the units and limited emphasis on the benefits that diverse skills and knowledge can bring to a group project.

- Negative aspects of group work

A number of stories were shared that focused on the negative aspects of group work. It is important to state that not all of the students found the experience to be negative. In addition, some of those who did not enjoy the groupwork aspect of EEE had differing experiences over the course of their studies and feedback more positively about their earlier experiences. However, for those who did experience issues within their group or who struggled with the format, the negative aspects of group work were found to be frustrating

and stressful. For some of the students, the lack of enjoyment resulted in them avoiding lessons and so attendance was affected. Another point that was raised was that not all group members shared their work when it came to group tasks and activities. This ultimately impacted upon the development of the portfolio assessment. Another student commented that that poor dynamics within team impacted on their decision not to continue with the group business following university – even though they felt that the business had potential. The decision not to pursue the business came down to the fact that the student did not enjoy working with the other students. For another student, the disappointment experienced simply came down to the fact that they had put trust into their team members and felt let down.

It is worthwhile looking at some specific stories that relate to the cause of some of the negative experiences faced by the students within their group work. Each story is specific to a particular student but offers a different insight into origin of some of the conflict experience. Maurice was the only international student within a group of male domestic students. During activity relating to the generation of new business ideas, the group members appeared to find humour in suggesting business ideas that due to Maurice's religion, he would not be able to directly support. "Only one of them respected my religion, the others just using it for fun, and they think its ok to make fun out of it and I just had to take it in." Maurice attempted to compromise on business ideas relating to alcohol, he offered to help with it but had to clearly explain that he could not invest any of his own money into a business that involved alcohol. This experience heightened Maurice's awareness of his own cultural affiliations (Williams-Gualandi, 2020) and resulted in him compromising at the expense of his personal values and standards (Poort et al, 2019). The experience left him disappointed and pitying the group members for their lack of awareness and respect even though they had directly insulted his cultural identity.

Sofia felt that the domestic students within her group stuck together and supported each other when circumstances of potential conflict occurred. An example Sofia discussed was that of attendance. She felt that when any of the domestic students missed a session then excuses were made to explain and to attempt to justify the absence, However, if any of the international students missed a session the reaction was not the same. Arguments emerged

when Sofia tried to explain her reasons for missing the session and this differing approach was frustrating “I felt like every time like, whatever I was doing is never, it was never enough.”

One last issue to mention in regard to negative experience is that of the contribution of the tutor. It was suggested that input from the tutor was lacking and that some students were disappointed with support (or lack of) from the tutor when they faced issues within their groups. International students may experience some nerves and fear when approaching group activities and when interacting with domestic students. It is the role of the tutor to work to allay such fears and to ensure a climate of open communication and cooperation across multicultural student teams (Sweeney et al, 2008). This climate was not always achieved as it was mentioned in a number of the interviews that communication was an issue within the groups. One student commented on being disappointed with the tutor’s reaction when the student attempted to discuss the issues they were experiencing within their group. Support and guidance in relation to multi-cultural group work seems to be lacking with none of the students commenting on any such activity. We are not able to suppose as to whether more work within this area would have improved the group experience, but it is something to consider. Contemporary researchers within this area make some useful suggestions such as Reid and Garson (2017) who argue for multicultural groupwork to include the process of working with others rather than to primarily focus on the product of the group work. So when developing a pedagogical approach, there should be an awareness of, and activity designed to support students in working within multi-cultural groups.

- Positive reflections on group work

It is not sensible to comment on the negative aspects of group work without considering the positive aspects experienced by the students. A number of positive examples were raised but it is interesting to note that the focus of the positivity was not related to any intercultural aspect. Much of the focus was on the skills that the students had developed. Upon reflection, it had become clear to them that they had enhanced certain skills and that it was the groupwork that had enabled such developments. Specific skills that were mentioned include teamworking, confidence, co-operation and turning negatives into

positives. All students seemed alert to the fact that these skills would be useful in their future.

Upon reflection, the students discussed a number of lessons that they had individually learned about working within a group. These reflective lessons tended to emerge during interview 3 which took place once the students had finished their final year. One student discussed learning to become more patient with people within a group based on their previous experience. The students who enjoyed working within their groups talked about the group working well together to achieve a shared goal. However, it was noted by one student that the shared goal that motivated their group was in achieving a good mark for the unit as opposed to developing a strong business idea. The business idea was a contentious issue for another student who commented that the group would probably have made more of an effort if their business idea was more interesting to them.

5.5.2 Cultural Interest

Some of the students experienced a lack of interest in their culture from home students. Over the course of their degree, they felt that they were not asked any questions about their home country or culture and there was a lack of openness and interest in learning from the home student perspective. For some of the students, there appeared to be an acceptance, often based on past negative experience, that bringing their own culture into class discussions was a mistake. As Sofia stated, "People will not understand my culture so why suggest." These constraints can and did lead to some students avoiding intercultural interaction altogether (Schweisfurth and Gu, 2009). However not all of the students adopted this approach with some commenting that they did find people that were interested in learning more about where they came from. These students were open to talking about their culture if asked and were happy to educate others if necessary although it did not always mean that they would be comfortable in attempting to introduce/integrate culture into their lessons. Zhou et al (2008) suggest that there is a need for resilience, adaptation, and to develop appropriate coping strategies and tactics in students who wish to persevere in cross cultural interactions, and this was evident for the students who had more positive interactions with the home students.

If we consider the interest in the British culture from the international student perspective, it is much more noticeable. This does not come as a surprise as the students have all chosen to come to the UK to study. During the course of the interviews, all of the students demonstrated an openness to the British culture although for some, this interest diminished over the course of their degree programme. The students' reflected upon their outlook and expectations when they first came to the UK and started university. It was felt that it was important to make the effort to understand British culture and to learn the English language. They were open to meeting people from across the world and felt it important to adapt to the British culture. Some of the students naturally would compare the British culture to the culture in home country. For Regina, this opportunity learn and experience the British culture was an influencing factor in her decision to study in the UK "I come here to learn about British ways and how people do things in business."

Some interesting comparisons took place during the interviews, and it was interesting to hear the students discuss what they liked/disliked about the British culture. Freedom of the British culture was alluded to and specifically for Maurice, the freedom of speech. He was impressed that freedom of speech within the UK is accepted by all and found this to be refreshing. He commented that this is something that he would like to experience in his home country. Felix was impressed with specific laws within the UK around discrimination and employment. He also commented on the differences between the government of his home country and the UK. Within his home country, some online websites/apps blocked by government, and this is something that the citizens of the country can change. Felix likes how the democratic system within the UK means that people can influence change and can influence the government. Regina discussed the differences in levels of politeness between British people and people in home country. She likes the politeness of British people and at times, found the extent of the politeness amusing. Exchange of cultures are seen as significant activity by the international students within this study. It is natural for an international student to feel the need to adapt to a culture in order to avoid negative effects that culture shock can have on their day-to-day functioning and academic performance (Elliot et al, 2016).

5.5.3 Friendships

As mentioned earlier when discussing social identity, the formulation of friendships is a topic that was important to the students with many highlighting difficulties in making friends with domestic students. This affected the students more so in their first year when they were new to the university and new to the UK. One student spoke quite honestly about how they struggled with the lack of social interaction during this period. Extant literature within this area often talks about loneliness (Sherry et al, 2009, Sawir et al, 2008) and particular to this study, cultural loneliness. Cultural loneliness is triggered by the absence of a preferred cultural and/or linguistic environment (Sawir et al, 2008) with those who experienced loneliness finding that they had faced barriers in making friends across cultures. This is also true for some of the students within doctoral research. Sofia and Celena both spoke of being open to intercultural friendships and even excited by the prospect of them. However, after failing to establish such friendships within their first year they became resigned to not making any English friends. By their final year, the desire had gone altogether with both stating that their friends were all international students. Hotta and Ting-Tooney (2013) suggest that the host students may perceive international students as being too different from them and, this can result in the international students feeling interpersonal rejection (Hotta and Ting-Toomey, 2013). However, within this study, there was a genuine confusion as to why the approach used to make friends with international students was ineffective with domestic students. In the end opinions such as 'all friends are international' and 'cannot make English friends' were just accepted as the norm.

It is clear from the analysis of the interviews that cultural barriers affected friendships being formed. This lack of people understanding of a person's culture has been known to be a common feeling amongst international students (Sherry et al, 2009). We cannot rule out that personality barriers may have affected friendships being formed. As is common for any budding friendship, some attempts may have failed simply because of personality clashes or differences. However, those students within this study who experienced intercultural friendship issues were quite direct in their reasoning for this. Some of the explanations discussed were that they found people stuck to people who look or are from the same culture as you. Another student offered the reason that they found English people to be cold.

There are numerous studies that have looked into factors that can aid the formulation of intercultural friendships. Establishing good, clear, and open communication is a common suggestion that is deemed integral to the success of intercultural relations and friendships (Gareis, 2011; Sias et al; 2008, Kudo & Simkin, 2003). In addition, some studies such as Sias et al (2008) discuss how prior positive experiences of intercultural friendships with cultural differences can enhance new friendships. However, it is acknowledged that within this study, the participants had not had any prior experiences in intercultural settings. It was through attending university that the students embarked on their first intercultural experience of its kind. Therefore, the students had no prior learning from previous intercultural friendships to build upon when forging new friendships during their time at university.

5.5.4 Global issues and opportunities

There was a shared view amongst the international students regarding the global outlook of the domestic students. It was felt that there was a lack of interest in wider international aspects and students were unaware of opportunities outside of the UK. The domestic students showed little interest in looking beyond their home country and demonstrated limited knowledge beyond that of their home country. The outlook of the international students was markedly different which is not surprising as all had chosen to travel to another country for educational purposes. As a result of this, many of the international students expressed puzzlement and could not understand why students were unaware or uninterested in wider global aspects and opportunities. As Maurice stated, “from what I see like all of them are only focussed on the UK but there are so many opportunities outside the UK and people cannot even imagine it.”

The collective opinion of the international students was that it is important to know what is happening on a global level. Their view being that the domestic students were disadvantaged because of this. Maurice felt stronger than domestic students when talking about global issues in class. Felix considered himself in a better position to take advantage of opportunities as due to the online nature of so many businesses, he felt it essential to have a broader global outlook. The benefits of comparing business activity across different countries is missed by domestic students and yet natural to the international students who

were able to consider entrepreneurship in both their home country and their country of study.

The students discussed the lack of an international overview within the classroom sessions and voiced concerns that no international aspects were embedded in the various assessments. There was an evident desire for tutors to encourage a more global outlook in order to open up the students' minds to wider international business opportunities. As Sai suggested, "If you focus outside (of the UK) the students will have a better idea of how like to set up a business outside the UK." Sofia also expressed a desire for a more international input into the curriculum and the "if tutors would kind of encourage us to or give us some information about working globally, it would be really nice." However, one counter view offered by Francis acknowledged that he had made the decision to come to study in another country and so there was an understanding and acceptance that the primary focus of the curriculum would be within the country of the university, "I am here, and I choose to come to Britain so I think, why would there be? I come here to learn about British ways and how people do things in business and that is what I want to know."

5.6 Summary

The personal stories that the international students have shared provide a rich insight into their unique experiences as they have participated in experiential entrepreneurship education. The aim of the study was to develop a deeper understanding of these experiences as the students adapt not only to a new method of learning (in experiential entrepreneurship education pedagogy) but also to wider academic processes and expectations. Alongside this academic adaptation, the students have also adjusted and transitioned to living in the UK and away from their families. This chapter has demonstrated the adaptation process as experienced by the students, was at times problematic. The students faced occurrences of culture shock and for some, their expectations of living and studying within the UK were not met. A specific issue and for some, a disappointment' was the difficulties in working and socialising with the native students. Groupwork was an integral aspect of the experiential tasks set during the entrepreneurship education sessions and the process of effectively communicating, sharing ideas and working towards the same goals was at times challenging. Language was viewed as a contributing factor towards the

issues experienced but also, it was felt that there was a lack of cultural awareness and interest on the part of the home students. The issues experienced in working within multi-cultural groups impacted on the international student's enjoyment of the entrepreneurship units. However, they engaged in the units and participated in a process of entrepreneurial learning that allowed them to set up and trade from a new business venture. The students were involved in all aspects of the business development and were exposed to the demanding and extensive workload of an entrepreneur as well as the real business challenges/problems that entrepreneurs will face. Upon reflection, the students considered what they had learned about entrepreneurship and their capability to run their own business. Each of the students came to university with entrepreneurial intentions that had been influenced by the culture of entrepreneurship within their home countries and key role models in their lives. As we have discussed, the entrepreneurial intentions of the individual students evolved and for some changed. Maurice and Regina were eager to act upon entrepreneurial opportunities in their home countries. However, both intended to work on these opportunities alongside paid employment. Felix intended to continue his education and looked to enrol on a Masters degree. He lost some of his earlier enthusiasm in entrepreneurship due to the problematic experience he had prior to him closing his business. Celena, Sai, Maurice and Sofia all had decided that they needed to obtain further experience before they were in a position to successfully launch a business. It was felt that this experience could only be gained through employment.

Chapters 4 allowed for a better understanding of the learner experience of the international entrepreneurship student. And, within chapter 5, key emerging themes around this experience have been discussed alongside revisiting of the literature. Chapter 6 will now go on to present the contributions to theory and knowledge of this research.

Chapter 6 – Contributions

6.1 Introduction

This chapter presents the contributions to knowledge of this study as well as a reflexive account of my own experience and challenges as I have addressed over the course of this doctoral research. I acknowledge the limitations of the study and suggest some opportune areas for further research.

The overall aim of this study was to explore the learner experience of international students engaged in experiential entrepreneurship education within the UK. In order to achieve this, I addressed the following four research objectives:

- 1- To evaluate the influence of past learning experience and pedagogic expectations on engagement in experiential entrepreneurship education (EEE)
- 2- To explore the lived experiences of international students in EEE
- 3- To explore the impact EEE has on the entrepreneurial intentions of international students
- 4- To consider the influences of multi-cultural group work on international students EEE experience

Chapter 2 presents an in depth and critical review of existing literature within the fields of entrepreneurship education, experiential learning, intercultural adaptation, and entrepreneurial intentions. Reviewing of this literature helped me to establish current thinking and trends around experiential entrepreneurship education. It also helped me to deepen my understanding of the processes and emotional aspects of adapting to academic expectations alongside living away from home in a different country to your family and friends. Chapter 2 establishes gap in the literature that links these two areas of experiential entrepreneurship education and intercultural adaptation. The underpinning epistemological and methodological approaches of the study are presented and justified in Chapter 3. Chapter 4 allows for deep analysis of the data that was gathered through the longitudinal data collection methods. A number of key themes emerged which were then discussed and linked back to the literature within Chapter 5. Within this current chapter, four contributions are presented that directly address the research objectives of the study as per

the below table. The contributions are linked and drawn directly from the findings and conclusions of the research that has been undertaken to address the original research questions and objectives.

OBJECTIVE	CONTRIBUTION
To evaluate the influence of past learning experience and pedagogic expectations on engagement in experiential entrepreneurship education (EEE).	<ul style="list-style-type: none"> • This research calls for an interculturally adaptive EEE pedagogy that takes account of socio-cultural and prior learning experiences in order to equip students for learning (<i>learning to learn</i>)
To explore the lived experiences of international students in EEE.	<ul style="list-style-type: none"> • Extends knowledge • Challenges the research into the EEE literature as EEE does not act as a mechanism for entrepreneurship - because it decreases self-efficacy and not valued as experience
To explore the impact EEE has on the entrepreneurial	<ul style="list-style-type: none"> • Aligns with literature in that it has not negatively impacted on intentions,

intentions of international students.	<p>but role models and socio-cultural aspects more important</p> <ul style="list-style-type: none"> • Whilst it may be experiential in a pedagogic sense, it is not valued as experience by the students
To consider the influences of multi-cultural group work on international students' EEE experience.	<ul style="list-style-type: none"> • Undermining social identity • Xenophobia/ biases in pedagogy

Table 12 – Research objectives and contributions

6.2 Contribution 1 = This research calls for an intercultural adaptive EEE pedagogy that takes into account socio-cultural and prior learning experiences in order to equip students for learning.

The findings within this study show that prior to undertaking EEE for the first time, international students are not fully equipped for the methods of teaching and assessment that are involved in EEE. In addition to learning about the concepts and practices of entrepreneurship, students are simultaneously 'learning to learn' in a new style and using new method that they have not always been previously exposed to. The experience and engagement of the international students within this study varied and this was partly due to issues around initial integration and adaptation. The students' prior educational experiences differed and they all came to university with their own norms and routines within education. There was however evidence of similarities within the students' experiences in that they were all initially daunted by group work, class participation and the assessment methods that were used within the entrepreneurship units. This had a significant impact on

on the students engagement in that they were not able to fully contribute in class activities as they were not sure how to and within group tasks, they were confused as to what their particular role and contribution was to be. It is also important for the tutor to be aware and to acknowledge that students have their own understanding of what entrepreneurship is that this view is greatly influenced by the student's life within their home country. In particular, the influence of role models, exposure to entrepreneurship and the entrepreneurial culture and policy of the home country. These aspects help to shape the students view of entrepreneurship and their understanding of what is involved and what key associated concepts mean. When planning curriculum, tutors should be aware of the backgrounds of all of the students within their classrooms and should be accommodating and inclusive in the curriculum design (Croese, 2011).

All international students bring this combination of educational experience and understanding of entrepreneurial practices with them when they come to UK Universities to undertake entrepreneurship units. This is their reality and when faced with new ways of learning and new ways of looking at entrepreneurship, they are often forced to adapt to the norms of the UK. For some, this may be expected but for others the adaptation may be on a more reluctant basis. I suggest that adaptation is to some extent a necessary step for students who are new to entrepreneurship education. However, there are improvements that can be made to support this adaptation process and to make it more inclusive for students from differing nationalities. It is not only in the initial stages of EEE that we should consider inclusivity, but it should also be a continual and embedded aspect of EEE to ensure that all students are equally progressing and getting the most out of the learning that is taking place. The following three key suggestions contribute to existing practice around entrepreneurship education and intercultural education:

1 – There is a need for subject specific support around EEE techniques and methods of learning and assessment. Although general academic support is offered to new international students, attention should be made to the specific nature and practices involved in EEE. This could include peer support from existing international students who have engaged in EEE. Group work guidance and expectations which account for students engaging in group work for the first time. Clarity in the role of the tutor to ensure that international students are

integrating into their groups. Incremental steps to participation and contribution in class through the design of appropriate and inclusive activity. Continual assessment support and the provision of visual examples to ensure students fully grasp the structure and requirements of the assessment e.g., sample portfolio, videos of presentations

2 – The creation of an environment of cultural openness and inclusion within idea generation activity. This study presents specific examples as to where international students were felt to be subject of ridicule when contributing ideas that were culturally informed or, when dismissing ideas that were culturally sensitive to them. The idea generation stage of business creation is right at the beginning and a great opportunity for international students to seize an opportunity to influence the direction of the business. It is the responsibility of the tutors to create open and inclusive idea generation activity to ensure that all students are equally able to contribute. It is important to emphasize to both home and international students the importance and the benefits of looking beyond what is familiar to them in a cultural sense. There is a need for the development of idea generation tools that welcome and accommodate wider cultural influences

3 – Development of a wider and more embedded international approach to all aspects of EEE. Tutors should ensure that they discuss entrepreneurship within an international context, and they design activity that encourages students to share their experiences of entrepreneurship e.g. what have they learned from their family running a business, what are the similarities in government support within the UK and other countries? The use of international case studies should be widened, and international entrepreneurial opportunities should be highlighted in addition to local and national opportunities. Tutors should use examples within their sessions of existing international entrepreneurs and international business. They should also use international entrepreneur and international entrepreneurial alumni as guest speakers and business mentors.

The above suggestions allow for a more enhanced multi-culturally informed curriculum. The aim of this is to increase the engagement of international students in EEE from the beginning of their degree, right through to graduation. I suggest that a lack of cultural awareness and interest on the part of the home students can greatly impact upon the enjoyment and engagement of international students. In addition, the differences in

learning between the student's prior education and the pedagogy adopted within EEE also causes challenges. Through the development of activities and support that takes into account each student's prior education and through the implementation of an interculturally adaptive EEE pedagogy, the engagement of international students could vastly be improved.

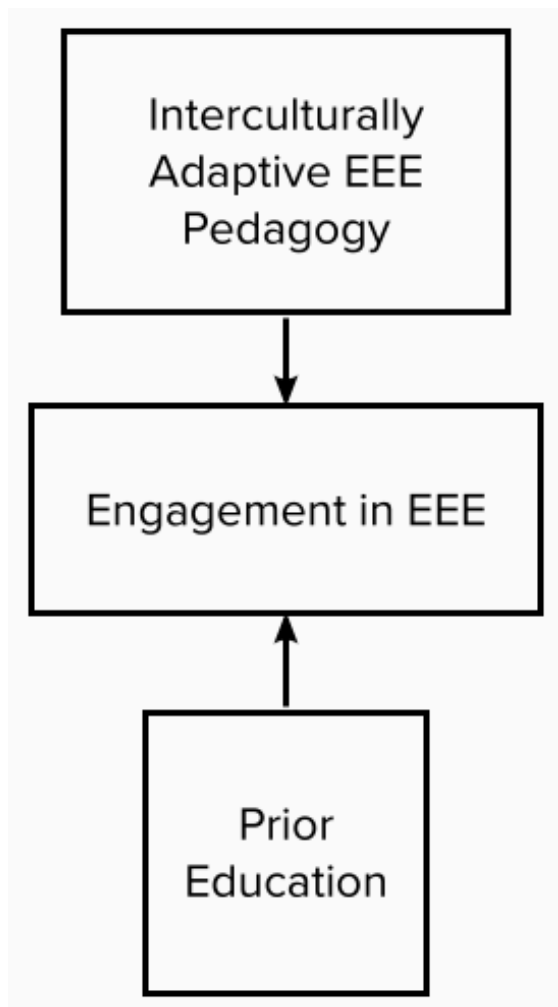


Figure 13 – Contribution 1

6.3 Contribution 2 = This research suggests a need to address cultural barriers and pedagogical biases within entrepreneurship education

Although good intentions may occur within EEE, it is evident that cultural barriers as experienced by international students, are still commonplace. These barriers include language, communication, cultural norms, ignorance around cultural issues and a lack of interest of global issues/opportunities amongst the native UK students. Many of these barriers can become increasingly conspicuous during group work activity that includes

students from different cultures. How positive the experience of multi-cultural group is, plays an important role in the international students learning and enjoyment over the course of the entrepreneurship unit. Cultural barriers do not only present themselves in academic settings and can be a challenge within social settings as well as unsuccessful attempts to forge friendship groups (with UK students) can cause confusion and frustration for international students. Both of these factors can influence the importance that an individual places on their own social identity and this study suggests that the social identity of international students is undermined when conflict occurs between students of different cultures within a group setting. Or, when disappointment, confusion or frustration is experienced during the pursuit of unreciprocated friendships between individuals from differing cultures. The impact of such negative experiences is a heightened feeling of individualism that can result in a 'them and us' approach to participation and interaction whether it be in an academic or social setting.

As highlighted in the literature chapter, entrepreneurship education research does not focus on the challenges of mixed cultural group working. There is an evident gap and a clear need for further explorative research to take place to better understand why a pedagogical approach that can disadvantage international students is so commonly adopted. This research presents evidence that UK students tend to take the lead in EEE group settings and activities (within UK Universities). There may be a number of reasons for this such as:

- Higher number of UK students meant that when the class is split into groups, the group is likely to have more home students than international students. Groups are more highly represented by students with shared awareness and understanding of UK culture
- Limited effort by tutors to internationalise the curriculum. Tasks and activities often tend to be UK focussed
- Lack of ability on the part of the international students, especially if the activities are new to them or, the task is set within a UK context
- Lack of confidence of the part of the international student due to English not being their first spoken language
- Reluctancy to participate for fear of getting something incorrect or saying something wrong. Fear of being laughed at

Although it is not clear if intentional or unintentional, within this study there were occurrences of xenophobia emerging during some of the classroom activities e.g. assumptions that international students would not understand or would not be able to perform as well in a particular task, home students laughing at contributions from international students due to naivety or lack of interest in wider cultural factors, home students deliberately suggesting business ideas that would be offensive or disrespectful to international students on religious grounds. The entrepreneurial tutors need to consider and address this within the curriculum they develop, and the institution should oversee and take responsibility for the inclusive experience of every student. Future research and practice within entrepreneurship education should therefore focus on multi-cultural group work within EEE to address cultural barriers in order to avoid challenges and biases occurring. When developing my own curriculum, I will give consideration to the design of group activities and to the establishment of group working protocol that is co-created by the international students.

6.4 Contribution 3 = This research challenges existing entrepreneurship education literature as it suggests that EEE does not act as a mechanism for entrepreneurship because it decreases self-efficacy and is not valued as experience

The study has explored the lived experiences of international students as they have engaged in EEE units as part of their university degree programme. The units were all optional and were selected by the students as they each had their own intentions of pursuing an entrepreneurial career path following university. Extant literature suggests that EEE can act as a mechanism for entrepreneurship (Sherman et al, 2008, Jun Bae et al, 2014) through the provision of experience, exposure, skills development, knowledge acquisition and network building. Through engagement in EEE activities, students can try life as an entrepreneur as they develop their entrepreneurial knowledge, understanding and skills. The aim being that the students become more competent in their entrepreneurial abilities and are able to deploy the necessary skills to perform the tasks associated with business creation. However, this study suggests that there is an evident relationship between an individual's belief in their capabilities to perform entrepreneurial tasks (entrepreneurial self-efficacy) and what they view as real experience. The international students within this study did not consider

their experience of creating a new business as real entrepreneurial experience. Therefore, they did not feel that they had equipped themselves with the necessary skills that are needed for running a business venture. As a result, they did not feel capable to complete the essential tasks involved in running a business. It was felt that business knowledge and entrepreneurial skills could only be gained through experience either through employment or, through the creation of a new business outside of university. Although the students had successfully completed EEE units where they had run their own business, this experience was not valued as real. Yet the experience of running a unit-based business was still impactful enough to highlight the complexities and challenges of entrepreneurship to the students. This exposure influenced the decreased levels of entrepreneurial self-efficacy amongst the international students within the study and is in line with existing literature (Cox et al 2002, Wilson et al 2007). The safety net of the academic unit and the limited risk therefore associated with the student businesses perhaps limited the effort that was made by the students to overcome challenges within the business. There was no negative consequence for the students to face as what was real to them was gaining a good grade as opposed to making a long-term success of the business. If business challenges and issues were not always directly addressed, then the opportunity to learn from specific critical incidents was not always exploited. The student's confidence in their entrepreneurial capabilities decreased, in part, because they did not see what they were doing as 'real' in a professional sense. The direct relationship between 1) what is deemed as real experience and 2) entrepreneurial self-efficacy, has impacted negatively on the entrepreneurial intentions of international students and suggests that for this reason, EEE does not always act as a mechanism for ongoing entrepreneurial activity.

6.5 Contribution 4 = I propose a need for further research into the value that students place on the experience of starting-up a business as part of their academic studies.

Building on the research gap highlighted in contribution 3, there is a clear need for further exploratory research into the experience of students engaged in business creation activity and the value that they place on this experience. Through the approach and methods of EEE, each student has experienced learning as a process that has been influenced by their own direct experiences or through reacting to external observation and interactions. Their

knowledge is created through the transformation of these experiences (Zhai, 2017). EEE is effective in a pedagogical sense as it allows the students to immerse themselves in real life entrepreneurial activities and scenarios and so allowing them to have a go, to try things out and then to reflect and to learn from the experience. In this respect, EEE is successful in creating the entrepreneurial experience that is necessary for the students to engage and to progress with the academic requirements of the units. The students within this study did not feel that their experience of starting and running a business was real – it was viewed more as a project that was necessary to learn what they needed to know in order to be able to develop their assessments. The business was so closely intertwined with the academic requirements that they were unable to understand it as anything more than a necessary part of their academic development. Therefore, whilst EEE may be experiential in a pedagogic sense, it was not valued as real business start-up experience by the students undertaking the units. That is not to say that the students did not enjoy the experience. This research suggests that the international students enjoyed their experience of learning about developing and trading from a new business venture through the process of EEE. However, they did not see themselves as entrepreneurs and they do not consider the experience they have been through to be real entrepreneurial experience. Comments from the students provide evidence of this ‘the university could do more to encourage students to gain experience’ ‘knowledge alone is not enough to set up a business’ ‘real professional experience can be gained through employment.’

Future research within experiential entrepreneurship education should focus on the students’ perception of their new venture creation experience. If they do not value this as real business start-up experience, then further exploration is required to understand why this is the case. Findings from such research would inform and enhance EEE pedagogy.

6.6 Contributions Summary

Figure 14 summarises the contributions through a framework that illustrates a timeline of the student journey along with key factors that impact upon the experience and entrepreneurial intentions of international students. The framework is a summary of the key findings of this doctoral research and provides a starting point for further research. It draws on the previous chapters of this thesis and is fully informed by both literature and data.

Pre EEE

When choosing to study entrepreneurship, students are certain to have an interest in the area. This is likely due to role models, the culture of entrepreneurship in their home country and also, their future entrepreneurial intentions.

During EEE

How they engage is influenced by their prior education and the methods of teaching and learning that they have been exposed to, often leaving them unequipped for the activities involved in EEE. Therefore, it is suggested that an interculturally adaptive EE pedagogy is developed that takes into account to the prior education of international student. At the centre of the framework is when learning takes place, and this is greatly influenced by the individual experiences of the students. Within the circle, you can see this includes the experience of learning and importantly, the experience of running a new business.

Post EEE

As highlighted, entrepreneurial intentions are influenced by role models and the entrepreneurial culture of home country. However, immediate entrepreneurial intentions (specifically post-graduation) are influenced by learning and knowledge gained. Towards the right of the model, it is shown that increased entrepreneurial self-efficacy and the experience of running a business being valued as real suggests a potential positive relationship in terms of entrepreneurial intentions. Conversely, it is shown that decreased levels of self-efficacy and not valuing EEE as real experience has more of a negative impact upon entrepreneurial intentions.

Figure 14 – Framework of contributions to knowledge and practice

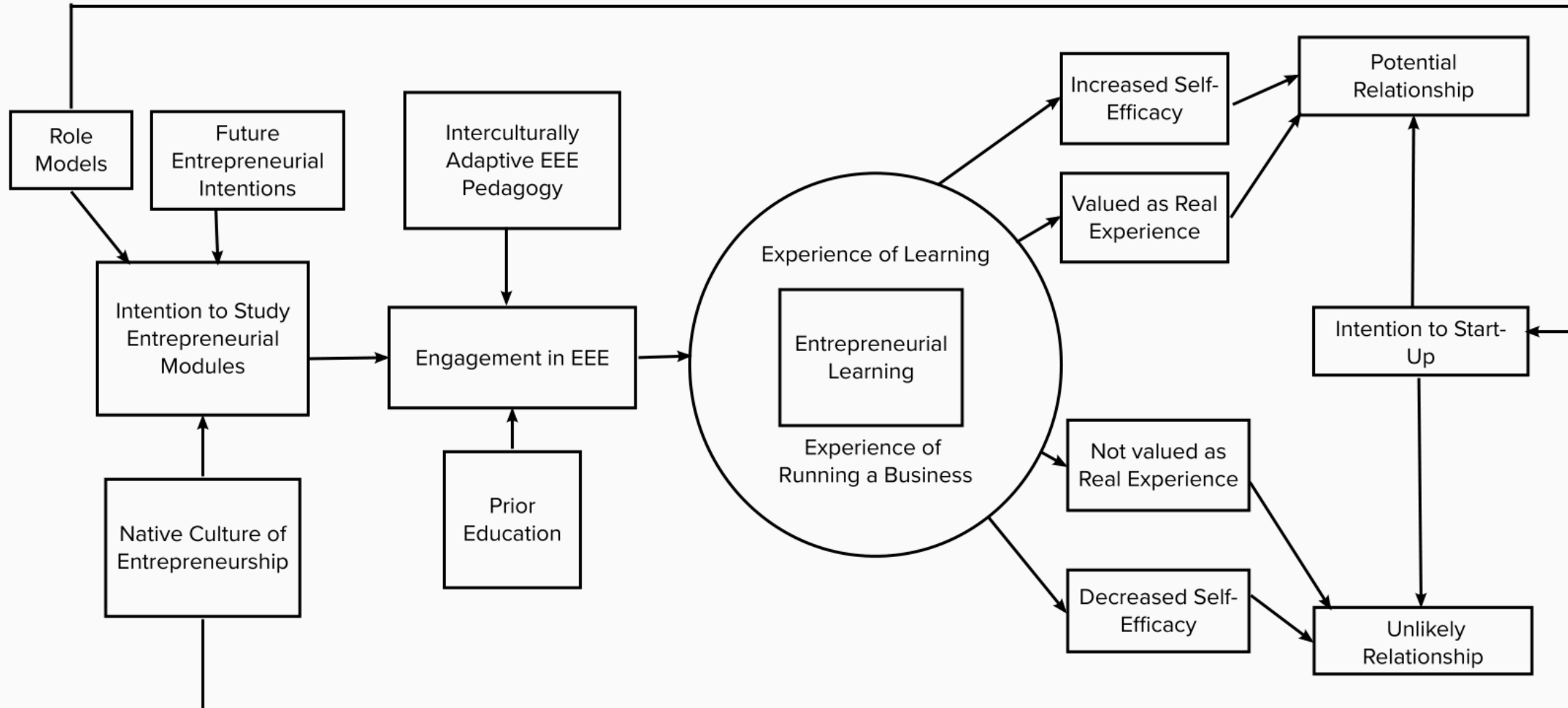


Figure 14 is a visual framework that succinctly shows how the research objectives of this study have come together and been achieved. The framework has further resonance and importance as it highlights areas for future research and on a practical level, it highlights areas for pedagogical development. The next chapter will go on to consider the limitation of this study whilst offering a reflexive account of the researchers own experience.

Chapter 7: Reflection, Limitations & Future Opportunities

7.1 Introduction to Limitations, Reflections and Future Opportunities Chapter

The chapter begins by discussing aspects that could be considered limitations of the study. It addresses issues around:

- Participant numbers – are they too low?
- My role as an insider researcher – will this impact upon the quality of the study?
- Impact of changes in government policy that took place over the period of study, namely Brexit.

The robust ethical approach of the research is reiterated, and my own reflective account is shared as I reflect upon the creation and development of study, the interview process and finally, my own role within the wider study. The chapter also highlights potential next steps and future opportunities for both research and practice

7.2 Limitations

An evident limitation for this study is that it is focused on the experiences of just seven international students. There are a number of students at the site university who met the criteria of the study, but who declined an invitation to participate. These students came from a range of different countries and cultures. The experience of these students could have generated new insights that contributed towards the themes being explored within the study. It is acknowledged that the study does not aim to generalise or to present a representative sample, but the sample size does present a challenge. A single site was used for the purpose of the study and specific criteria had to be met in order to be an eligible participant:

- 1) It was essential that the participating students were undertaking a final year unit where they would be setting up and trading from a new business (either individually or as part of a group)
- 2) The participant must have an overseas or European student status

in order to ensure that all participants met this criterion for the study, a purposive sampling approach was used. All students who met the criteria were approached however some were unwilling to commit to a longitudinal study due to it being their final year of study. They did not want to commit to the time even after the protocol and expectations of the study were clearly explained to them via email and in person. The sample is limited in terms of the nationalities of the students with all participants being from either European or Asian countries. It is beyond the scope of the study to include wider nationalities as the countries of origin of the participating students are typical of the demographic make-up of international students at the site university.

In acknowledgment of the limitations around sample size and range of nationalities, I feel that the approach of storytelling has allowed for depth rather than breadth in the data. It was a pleasure and a privilege to learn more about each student's unique background, learning experience and ongoing entrepreneurial intentions. The sample may well have been small in numbers, but the longitudinal nature of the study ensured the gathering of deep and insightful data that has formed the rich substance of this study

As already discussed earlier in this chapter, my role as both the tutor and the researcher meant that I was often wearing two hats and sometimes, inevitably, lines got blurred for the students. Throughout the interview process I had to re-remind a number of participants that I was meeting them as a researcher and that questions relating to the units would be answered at a different time. This was difficult but was manageable and important for me to maintain balance

During the second and final interviews and as the students got closer to completing their degree, the topic of Brexit was increasingly raised by the European students. This was mainly during discussions around entrepreneurial and career intentions and where the students intended to live following university. All of the students intended to return to their home country and it is possible that the European students decision in this respect was influenced by changing UK government policy regarding EU citizens. I did not intend to downplay the impact that Brexit had on the students however, I chose not to probe them further regarding this. I was more interested in learning about the ongoing entrepreneurial

intentions of the students rather than where they would be locating themselves following university and the reasons for this.

7.3 Ethics

It was important for me to ensure that anonymity was maintained throughout the whole study, yet I was mindful that the close personal interactions with participants can make anonymity quite difficult (Guba and Lincoln, 1994). All student names, unit information and the site university have either had names changed or were deliberately not referred to. The only factual element that is mentioned is the continent where the country of origin is based for each of the students. A decision was made to state this information as I felt it important to understand the geographical distance between the host university and 'home' for the students especially considering some of the rich and emotive stories that were shared about their families and home countries. Secondary research into educational and entrepreneurship policy was also used within this study and so it was felt necessary to understand where the policy was emerging from in order to fully understand the significance of it. Also, it is factual that the site university is based within the North-West of England. Beyond this, the researcher has ensured that all other aspects have remained confidential, and that anonymity has been ensured. I offered copies of all interview transcripts to be sent to the students upon request but none of them were interested and I received no such requests. I have also informed all participants that I will advise them of when this thesis and any subsequent and related papers are published.

This final section is a personal account of my own experience of undertaking this study. It is written in the first person and presents honest and reflective considerations around aspects of the study that provided learning and developmental opportunities for myself.

7.4 Creation and Development of the Study

I have worked within the field of entrepreneurial learning for fifteen years and have been a senior lecturer in entrepreneurship for nearly a decade. There were two strong influences for developing a study within this field. Firstly, when I first moved into a full-time lecturing role, I undertook a PG Cert in Academic Practice. As part of the course, I was required to complete an optional unit that specialised in a specific area of education. Being new to

teaching, I really did not have a clue which option would be best for me and so I selected one purely on the grounds that it sounded interesting 'internationalising the curriculum'. During the unit I learned about practices and techniques that can be used to internationalise a curriculum. It was upon completion of the unit that I became more curious and started to ask myself questions such as 'why there was a desire across educators to develop an international outlook within curricula?' and 'how would this benefit and add value to the student experience?' I tried to consider this from the perspectives of both teacher and student. Quickly realising I could not answer my own questions, I became interested in deepening my understanding and exploring this area further. The second influence in this study was my own practice of entrepreneurship education. Through informal classroom observations, it became apparent to me that the learning experiences of international students was often very different to that of the home students. I don't claim to account for every international student within my classrooms, however the numbers were large enough to make the below observations significant:

- Overall engagement (in terms of attendance and class participation) was poorer for the international students
- International students had higher levels of accessing online support materials
- Assessment marks for international students did not suffer because of non-engagement
- A similar proportion of home and international students were considering entrepreneurship as a career option post university

The journey of this research has taken me down avenues that I would never have expected but it was important to me to be open to the research problem evolving. For example, it was only through initial critical reviewing of the literature around international students in HE that I became aware of the magnitude of challenges around adaptation (Zhou et al, 2008) and the depth of discomfort around culture shock (Chapdelaine and Alexitch, 2004). At the same time, I had to be firm and to ensure that clear research objectives were set in order to avoid getting submerged in areas that although may be interesting, were not relevant to this particular focus of study. Following initial reviewing of the literature in all key areas of the study, the initial research objectives were adapted to be more fitting and to

help structure the explorative nature of the study. The finalised learning objectives are the ones presented within this thesis.

7.5 Reflections on the Interview process

It was important from the offset that I encouraged the students to share honest and meaningful stories. All of the interviews were designed to take the same amount of time for completion. However, during the first round of interviews, I found that the interviews were not taking nearly as long as I would have expected. Upon reflection, I can see that this was partly due to my own questioning technique and also, the fact that this was yet another new experience for the students. As detailed as the participation information was that I provided to the students prior to the interviews commencing, they still were not sure what exact questions I would be asking or how the interviews would make them feel. I particularly struggled to get Francis and Felix to expand on the information they shared during their first interviews. My questioning technique evolved over the course of the 3 interviews as I became more comfortable in using follow up questions to probe the students further. In addition, the students became more relaxed as they got used to the interview process with Francis and Felix appearing more visibly relaxed during interview two and three. The final interviews lasted significantly longer than the first round with some students taking more than double the amount of time to respond and to share their stories (as compared to their first interview). Although questioning techniques were adapted, the interview protocol was adhered to during all data collection activity. It involved a clear systematic process that worked efficiently thus allowing me to obtain data that was trustworthy and insightful.

All of the students committed to participating in three interviews when they signed up to be involved in the study. However, I experienced some issues with both Sai & Regina when attempting to book and confirm a day, time and location for their final interviews. With Regina, it was due to her leaving the UK to return to her home country. We did attempt to book some time in when she returned to the UK for her graduation, but this proved to be quite difficult as she also had her family visiting the UK with her and she wanted to use the short time they were here to show her family around the city. Therefore, Regina's final interview was completed via e-mail. I sent her the same questions I had put to the other students and Regina responded with detailed written responses. My experience with Sai

was more difficult. We exchanged a number of emails agreeing and confirming times, dates and locations for the final interview, but he failed to show each time. I was eager to ensure that the interview took place and so attempted to be as accommodating as I could (e.g. agreeing a time on a weekend) but Sai's final interview never took place and he is the only student within the study that only completed two of the three interviews. Over the course of his degree, I taught Sai for two units, and I have to say, his friendly but unreliable nature was true to the character that I had got to know. I feel that if I had arranged his final interview whilst he was still in term time and lessons were taking place, then the interview would have happened. However, this timeframe was not in the design of the study.

An interesting aspect that I had not considered prior to the transcription of the interviews was the range of accents of the students as all were from different European or Asian countries. Transcribing proved to be a very long and challenging process that I was not prepared for. It took a full summer (alongside work commitments) for me to transcribe all twenty interviews. Sai in particular was a very quick talker and used extremely long sentences for his answers – often with few pauses for breath! I had to listen and re-listen to all of the interviews on numerous occasions to ensure that each word was transcribed correctly and notes on emphasis were accurately made. Following transcription of the interviews, analysis was undertaken using both thematic and narrative techniques. It was during this stage of the study that themes around how the student viewed their own identity emerged. This took me back to the literature consider the place of social identity theory within the study. Although social identity theory was not included in the initial reviewing of literature for this study, it was necessary to draw upon it within Chapter 5 as the importance that the international students placed on their own social identity helped to inform contribution 2 (as presented earlier within this chapter).

7.6 Me as the Insider

My role as a tutor is integral to the creation, design, and implementation of this study. The students that were required to participate within this study were from a small pool as they a) had to be an International or European students who was b) undertaking a final year unit that involved them setting up and launching a new business. There were only two units at the site university that enabled students to set up their own business and I taught on both

of them. Therefore, it was an inevitable aspect of the study that I would be known to all of the participants and I would be approaching this study as an Insider Researcher. I was aware that this would require certain consideration as I did not want my existing relationship with the students to influence the data in any way. However, my role did ensure relatively easy access to the students, and it was an added benefit that familiarity and rapport with each student had already been established. Bonner and Tolhurst (2002) identified three key advantages of being an insider researcher: having a greater understanding of the culture being studied; not altering the flow of social interaction unnaturally; and having an established intimacy which promotes both the telling and the judging of truth (taken from Unluer, 2012). However, key challenges also include minimizing the potential for implicit coercion of the participants; acknowledging the desire for positive outcomes; ensuring tacit patterns and regularities are not taken for granted; and awareness of the potential conflicts of being an academic and researcher within the same context (Fleming, 2018).

Consideration of the advantages and disadvantages of my role were acknowledged during the early stage of planning and designing this study. It was important for me to clearly brief the students and to explain that their interaction with me during the interviews would be in a different capacity. As this was an explorative study, I was eager to encourage detail in the storytelling of the students. Therefore, my input was minimal and aimed to solely start the storytelling and to probe for more detail when short answers were provided. Therefore, opportunities for coercion were greatly minimized. During all of the interviews the students discussed the academic units where I had taught them. Prior to each of these interviews I explained that honesty was essential if the interviews were going to be meaningful and that critical discussion of the units (or any aspect of the teaching and learning) was not going to personally offend me. The students all mentioned negative aspects about their experiences within these units and so I am satisfied that the stories each student told were an honest reflection of their individual and unique experiences. It was important for me to clarify the differences in my role as their lecturer and as the researcher and this was something I did regularly at the start of each interview. This was especially important during assessment periods as there were a couple of occasions where the students tried to ask me questions about their assessments as soon as they saw me. I had to make clear and remind them that I was there to interview and that they should make a separate appointment to chat about other issues. The criticisms and general critique of insider research is balanced against the

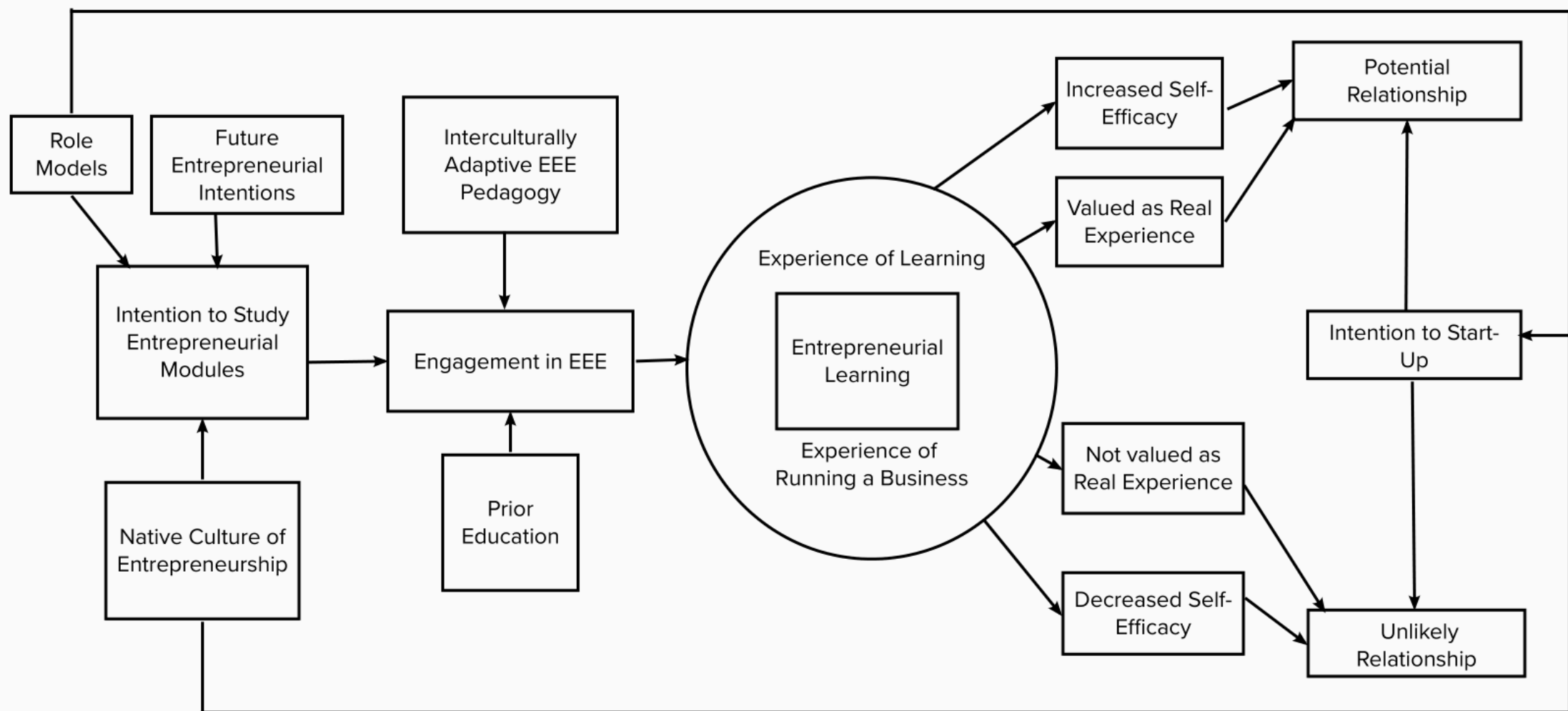
value this research as I have approached the study with a transparency of my insider perspective which brings with it contributions that are informed by my underpinning knowledge (Crostley et al, 2010). I have shared history and a shared language with the students that is embedded in the entrepreneurial curriculum they have engaged in whilst at university. This mutual understanding contributed towards the ease of discussion and allowed for more open and explorative storytelling as the students did not feel the need to divert from the focus of their story to explain examples, concepts or activities to me.

7.7 Credibility and Robustness of Study

This thesis presents a study that is robust in its methodological approach. The participating students' reality and understanding of the world is constructed through their social and cultural interactions. Their intentions to pursue entrepreneurship have been influenced by the culture of entrepreneurship they have been exposed to and the people around them who have engaged in entrepreneurial activity. In order to understand these contributing factors deeper and to explore the students experience of entrepreneurial learning, it was essential to adopt an interpretative and explorative approach to this study. A purposive sampling approach ensure that all participants met the criteria of the study and other potential limitations or issues were addressed early on such as my role as an insider. Primary data was complimented by information obtained from secondary sources that were all relevant, contemporary and reliable. A consistent approach to analysis was adopted which ensured trustworthiness and involved the reading and re-reading of the data. The process of narrative analysis mirrored studies that also used a similar narrative approach to entrepreneurship education research (Rae, 2005; Holt and Macpherson; 2010, O'Connor, 2006; Johansson, 2004). In addition, when seeking emerging themes and fresh insights, rigour was ensued through the use of the Gioia method (Gioia, 2012).

7.8 Next steps & Future Opportunities

The framework of contributions to knowledge and practice (Figure 14) highlights opportunities for future explorative research and areas of focus for practice



Research

Within the field of entrepreneurship education, there is a need for further exploration into the below areas:

- The experience of international students engaging in multi-cultural group work
- Why international students do not consider the EEE start-up experience as 'real' entrepreneurial experience
- The relation between self-efficacy and valuing EEE experience and how these influences entrepreneurial intentions of international students

Practice

Development of an Interculturally adaptive EEE pedagogy. Curriculum design must:

- Consider the needs of all students
- Consider the learning styles of International students
- Consider the learning styles of entrepreneurial students
- Consider the values of International students
- Be culturally aware and sensitive

7.9 Chapter Summary and Concluding Comments

This chapter presents the contributions to knowledge that have resulted from this research study. It has been a challenging yet rewarding journey for me and I see the completion of this thesis as the start of my research career. I have learned much through the process and within the reflexivity section of this chapter, I have discussed some key aspects where learning took place for me. I also recognise that there are some limitations to this study but I feel confident that these limitations have not impacted upon the quality and robustness of the research. In fact, some of the limitations, such as considerations around the sample and the impact of Brexit, present potential opportunities for future research. Although the focus of the study was refined to the entrepreneurial intentions of the international students immediately following graduation, it would be interesting to follow up with the students after a set period of time to see what they have been up to, did they gain the experience

they felt so necessary? Did they develop skills and competencies that understood to be important in entrepreneurship? Did they remain in their home countries? And for me, most importantly, did they ever go back to their original entrepreneurial intentions and launch their own businesses?

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Appendices

Appendix I – Interview Transcript

R = Researcher / S = Sofia

Interview 1

R – So the first question that I wanted to ask is around your previous educational experience, have you undertaken any entrepreneurial or enterprise education in your schooling?

S – No never, like we have the standard subjects like maths, Italian literature, we have English as well – grammar and English literature and French as well if you want to choose another and normal subjects but we don't do business or other subjects

R – So no business at all

S – No

R – And this is in your schooling?

S - Yes

R – Did you come right to university from school?

S – Em, yeah after high school. We don't have college, after high school we go straight into Uni

R – Ok, so this was your first experience of any business or entrepreneurship education?

S – Yeah, to be honest when I started business, I was a bit concerned and I went to (*tutor name*). I went to her office, and I also said, because I have never done business before, do you know what I can do familiarise myself with this world and she told me to just read some articles and to get informed about the business world and stuff like that. Because, I was a bit, I am always a bit concerned, I always want to do well. So, I wanted to know more about the field as I was scared, I would be less than the rest. You know what I mean.

R – That is understandable. Have you enjoyed the degree so far?

S – Yeah, I, absolutely, I really like it. Like some people find it boring but I like every aspect of business both marketing and business. And especially enterprise because, as my course is business enterprise and marketing, so I really like the idea of creating my own business.

R – Kind of last question about your schooling, cause as you know with BSU and EEI we assess you through presentations, portfolios. What kind of assessments did you experience in your schooling in your previous education? Did you have any assessments like that?

S – Yeah, obviously not about business but for other subjects yeah, we normally have interviews with our teacher. So, we do it in front of the class but maybe we sit at the desk with our teacher and we just, he just asks us questions about the particular subject we answer. And then we have written exams and assignments like we have here but like they are much shorter and also like the way we describe things is different like here I've noticed that you write like really small sentences. Whereas we articulate the sentence like, we make it really really long and the longer it is, the better it is. Here it is like that you need to use a lot more comers, full stops to stop the sentence and like really brief sentences.

R – That must have been a learning curve?

S – Yeah it was. I was using the IELTS as well to just get used to the new system

R – The what sorry?

S – IELTS, I don't know what it stands for but basically it is a service offered by (*site university*). No not IELTS...it's called.... what's it called.... em, I don't remember the name of it but anyway, I used it in the first year to help me and they helped me with er grammar and stuff like that

R – The online support?

S – Yeah, that kind of thing. They helped me how to get used to this new system in terms of like formulating sentences and stuff because our sentences are like completely different with the way we write and everything.

R – What made you choose (*university city*)?

S – Em well since I was small, I have always been fascinated by the English culture. So, well I wanted to go to London first of all but like it was too expensive. But since I visited (*university city*)? I really liked it as a city I decide to come here, so yeah.

R – If I can just ask you about any experiences of entrepreneurship you have had in your life. Do you have any family who are entrepreneurs, have you worked in a small business prior to coming here?

S – My dad in the fashion industry when he was a bit younger now. He stopped and went into teaching now but before he used to own some shops and like run the business within the fashion industry. That's what he used to do

R – so he had a chain of shops, where about in (*home country*)?

S – Pardon?

R – Whereabouts?

S – Er, in (*home city*) where I am from, yeah

R – So he owns the shops and had people working for him

S – Yeah, he still has them but like he doesn't really have the same influence kind of thing and also the materials, like he used to have really important brands like Chanel and stuff like that and now the quality is like lower. But like before he used to be really big in business and everything.

R – So was that when you were growing up?

S – Yeah that he stopped, yeah

R – Has that influenced you seeing your Dad within that role?

S – Yeah

R – In what way?

S – Because I remember the way he used to speak about it and the way he used to be passionate about it and it kind of affected me as well, I wanted to be the same. So yeah, kind of my dad influenced me as well in a way.

R – In any way can you talk about the way....is entrepreneurship promoted within your home country. Are there new businesses starting? Do the government support these?

S – No, to be honest like because where I am from, especially (*home country*) now there is like I don't know if you know about the economic crisis that we are facing so like there is not even like much employability as well so even like my sister is a doctor she like left as well, (*home country*), so em actually we don't even have business or enterprise as a subject to study at university, we only have economics but we don't have business. We don't have entrepreneurship or anything like that at all.

R – Do you think that this could be addressed?

S – I don't think so to be fair like especially from where I'm from case I'm from the south, I'm from (*home country*) So there is not much opportunity, maybe I'd say like big cities in the north but where I'm from I don't think so.

R – Did you take EEI?

S – Yeah

R – Did you do DSE

S – No – just EEI

R – So you have a background here of enterprise. We'll focus in on the BSU unit, when you came onto the unit it was an option, so you got to choose that particular unit didn't you?

S – Yeah

R – Why did you choose it and what did you want to gain from it?

S – Because again it was like about enterprises, so because since I have always wanted to open my own business – I still don't know what in though (*laughs*) – like it has always been a field that interests me so obviously I want to do it especially because its creative and it gives you the opportunity to create your own business and to focus on your first ideas. So, when I read the brief, I was like that is something that I want to do.

R – In terms of the skills that you feel you need to develop in order to become a successful entrepreneur, what skills do you feel are important?

S – That I learned from the unit or in general?

R – Justin general...

S – To be an entrepreneur, well I think you need to be creative, you need to take your initiative, you need to take the risk as well and to evaluate pros and cons of the business but also evaluate the environment, to be able to evaluate what are the trends, what people like, what people want. Also, so even evaluating like the present and even like the future trends, what can be important for people as well. Em, so yeah and then it's like qualities, like any skills, your personality as well. Entrepreneurs, they need to be kind of confident in what they do. It just doesn't mean they can't be introversive like sometimes they say entrepreneurs need to be extrovert and stuff like that but like I think they can even be introvert and still do well, you know what I mean?

R – Yeah. You've kind of alluded to the fact that you would like to set up your own business going forward, and I completely get that you would like to know that idea, but you don't have it yet.

S – Yeah

R – You are going to be graduating in July, what are your plans following graduation?

S - Well em the thing is, what I was thinking as well, was that obviously I want to create my own business but first I need some experience before because I don't really have a lot of background in terms of business except what I have from Uni. I want to get experience really working first in a company to get some skills...

R – What type of company sorry?

S – That depends on the type of business I want to go into so possibly I want it to be related to my field, my business to what I am going to do. So, what I am planning to do is to look for a job for a company and first I need to realise what I actually want to do cause at the moment, I am so stressed about exams and assignments and stuff that I kind of like left it a bit behind. So, I need to realise what I am actually passionate about and then see and work the way around that field.

R – So if we fast forwarded say 10 years, in an ideal world, what would you like to be doing career wise? Would you still like to be gaining experience? Would you like at that point to have your own business?

S – No at that point obviously I would like to have my own business after 10 years. Yeah, still learning though because even if you open your own business, it doesn't mean that you stop learning. It's like, a continued process for me. So yeah, I see myself opening that business and having my own business.

R – Is there a geographical location, would you like to stay in the UK or would you like to go back to (*home country*)

S – No like one thing that I am not going to do is to go back so that's for sure. At the moment I am planning to stay in the UK cause I really like it and I've always been passionate about the UK since I was little so that's why. I really want to stay but like it depends with obviously like Brexit now situation, what's going to happen and whether I am allowed to stay with work conditions as well so it depends, it really depends. But I would like to stay because I really like the place.

Interview 2

R – So we are focussing on the entrepreneurship units that you have experienced, did you do EEI?

S – Yeah, I did EEI

R – And you did EEI in the second year?

S – Yeah

R – So that was last year and this year you moved onto BSU

S – Yeah

R – Ok. Can you just tell me a little bit about...so those first couple of weeks when you walked into the EEI class, a big class

S – Yeah

R – Very interactive, we are telling you right away you know that you have got to create ideas and be creative. Can you just tell me about those first few weeks, how you felt, how you settled into the unit?

S – Well because I have never done it before like entrepreneurship or something like that, I was like a bit scared at the beginning, so I was feeling a bit oh what we doing and how because usually in the other units you know, asked for example I think the first task was it em, building the bridge

R – Yeah

S – You know and it was like, I was actually having quite a bit of fun because it was like, we were all working together and we were trying to build this bridge and something and then like, I don't know we were like kind of a bit in competition with other groups and everything

so like and there was a task to like post a video in another language as well and so I kind of felt useful as well. So em, yeah em a bit scared at the beginning when we enter into this big class but then like when we started doing the task it was having quite a bit of fun.

CB – And when week 2, when we had the overview of the unit, so this is how we learn, these are the assessments. Did that excite you or...

S – (*interrupting*) yeah to be honest I have always wanted to, because I wanted to do like a start-up or like in the future anyway, so it was interesting for me to learn about how the process and how to build your start up and how to develop your ideas like I have learned so much like em brainstorming and like all the techniques that we used in EEI. It was like one of my favourites to be honest and that's why I chose, well it was my core unit, but I would of chosen, I recommended it to my friend as well to do this unit because of EEI last year because I enjoyed it so much.

R – How did you find the group work in EEI because there was a lot.

S – (*Interrupting*) In EEI our, in EEI it was the, we were lucky because er we were in a really nice group. We kind of knew each other so in my group there were people that I knew, they were like my friends so obviously it was good

R – You formed your own group, did you?

S – yeah, yeah it was good. Em, for BSU it is a bit different to be honest. I am talking about EEI now.

R – We will come onto that one in a bit then

S – Yeah

R – But with EEI, what was it about the group work that you did enjoy?

S – Em, I liked the fact that finally there was that group that we could actually delegate tasks and do them properly like we didn't have to tell anyone off to say why you not putting your work in and stuff. We all worked very well, we all achieved a good mark because we were,

all like, aiming at the high mark anyhow so it was good because we were all contributing together and we knew each other as well so we knew how we are in general so we knew for example what are my strengths and what for example are (*name of student*) strengths and weaknesses so we were working all together in order to help each other.

R – And with the assessments in EEI, you had the presentations and then you had the portfolio. Do you just want to talk me through what was involved in those assessments and your reflections on whether you enjoyed it, how you learned from it or any issues that you had?

S – Em, they..for the portfolio it was quite easy to do because we had slides anyway like every week, we had slides we even like, ok we were taking notes and everything but we still had some guidance if we had missed something during the class. So, it was quite useful then to go home and to just do step by step the drafts and the em good versions. Em, for the presentations as well, it was quite, because usually I am not really that confident in presentations but like with EEI it kind of forces you to present and kind of like... boosts your presentation skills because it kind of forces you to do it even if you don't want to do it. So em, it built my confidence in terms of presentations and stuff

R – Did you feel a difference level of confidence from the individual presentation to the group presentation?

S – Yeah

R – How did you feel going into that individual presentation?

S – The individual presentation was a bit scary. Em, because I was afraid that obviously like my presentation because sometimes because obviously English is not my first language and sometimes when I get nervous, I tend to make more mistakes and sometimes it's kind of like gets into my head as like oh my god, what if I am going to start making all these mistakes and I am going to forget my English and everything (*Laughs*). It's just that sometimes, like the individual one is a bit, it has a bit more pressure on. But then like when you are together like in a group it is a bit better because you feel like at the end of the day you are like all

together so you kind of support each other and the time is even less so yeah, I usually prefer the em group one (*laughs*)

R– It leads me onto something I have been asking everyone I have been interviewing this week, in terms of language and culture, has that created any issues for you, did that create any issues for you in EEI, you being from a different nationality, you being a European student

S – No the only thing I can think of is like because obviously I am from (*home country*) so I have em a different background in terms of like for example and this type of thing, so it was like a project, so you remember the exercise about love?

R – the love one? Yes

S – The love one, so basically I was like oh I am going to make this poster so sick it's going to be amazing and everything so like I was trying to be creative and put like em a really famous image of like em artwork that is really famous in (*home country*) cause I, and I thought it was really famous internationally so I was like oh with this I was like a really nice em like ...em...meaning so people are going to understand , it's going to be nice, a nice impact and everything. And then like when I presented it was like, people were like, oh what is that? I was like, **you don't know it!** (*laughs*). I was just trying to be like amazing and stuff, it was like em, it's called Love!

R – So you were really proud of that piece of work?

S – Yeah, I was like, because it was one, he represents and I love the true love and everything and then like what I presented is like, people were like....ok, what is that? And I was like NOOOO! You don't know it, its destroyed my plans (*laughs*) And so yeah, but then apart from that no

R – Would that have stopped you from, if you had a similar exciting idea that was kind of culturally based going forward, would that stop you that experience?

S – Yeah to be honest like since that experience, I was kind of just try to see if people here knew about the same, like the same culture for example like what is famous in (*home country*) is not famous here.

So that's why now I just like pay more attention whether like something that I think that is famous is famous here as well, so you know just in order to balance things. And (*laughs*) to make sure I don't make the same mistake (*laughs*)

R – I am sure it was a very good piece of work

S – Yeah but just cause people were like what is that? (*laughs*)

R – Are there any wider issues that you faced in EEI?

S – No, Ice was like the best, to be honest it was one of the best units I've ever done. Because like even in the reflection like em, the reflections as well it made me realise what weaknesses I had and what strengths I had in order to focus more on my weakness and develop them like the presentation skills for example were like, so it was really good and I liked, I am really creative so with the portfolio I really had fun and enjoyed em doing the posters and things

R – And is that your first experience of reflecting or have you done that in any earlier education?

S – No actually it was..yeah it was the first time

R – Was it your first portfolio-based assessment?

S – Yeah, yeah, the first one

R – Ok. Let's fast forward then to BSU. Before I go into my questions, let's go back and you can chat about your group experience that you were starting to talk about before. You said that it was not as positive as the EEI one. Just talk me through it

R – Yeah to be fair like ok I don't know whether it was maybe just my impression or not, but I think like in the group like the English ones were like sticking together like whereas because we are like seven in our group

R – And you got put into a group, you didn't choose it did you?

S – No, we didn't so we were like obviously em me, (*student name*) and well we were four in ours anyway and three British. So, like I feel like they three British ones they were like kind of I don't know, sticking for each other more and like for example excusing each other whatever like they were for example missing a lecture or I mean a tutorial they were always like excusing the person like saying oh its fine but whenever one of us was missing they were like oh my god and stuff like that you know. And then like, I always had like, I had some kind of like arguments with er one of the girls as well because like, I don't know I felt like every time like, whatever I was doing is never, it was never enough for her

RB – Was she the leader of the group?

S – No but even if she...the leader was one of the international ones, but she even took the lead as well. Like I felt like whatever I was like trying to do like it's a really stupid example this one so for example she asked to buy some chocolates, some chocolate bars and obviously like I did not know what chocolate bars she wanted to and I went to get some Mars chocolate, you know the bars?

R- yep

S – So like when she came, she was like oh my god this is not like em high quality and em you should have got like galaxy or something and she started like shouting at me and I was like who...sorry but who do you think you are speaking to you need to just tone your voice down a bit because.

R – So it got you more angry than upset would you say?

S – Yeah because, I don't ...I don't ...I don't want people because especially I've noticed this kind of like approach she has like I know that she was talking to other people saying oh but

Chiara is she doesn't attend this it is better that she does things on her own cause I think that she is not going to be able to do it like cause she is going to make a mess and stuff like that just because I'm international and so I felt like a bit ...you know...so like I didn't want to be upset, I just want to obviously...kind of ...tell her that I'm not like stupid you know just cause I speak another language you know.

R – So how did you respond and deal with that because your group has done well so academically, I don't think it has impacted but, on your learning, and enjoyment what did you do to get through that situation?

S – Yeah it wasn't like, to be honest we weren't best friends that's what I mean, we were just meeting and doing the work whatever we had to do and it. Obviously because we didn't want to impact the whole grade at the end so it was just like a bit of conflict within the team but apart from that it was just the way like, she is like really rude she is like really rude I think towards like the people but like whenever the other people were making mistakes like the British ones, she was always oh its fine ok, its ok you know?

R – So frustrating for you

S – Yeah

R – Ok, that is really interesting looking at you and your team. If I could just move the conversation to chat about the support that comes into the room so firstly the entrepreneurs that we bring in and the guest speakers. There is quite a lot of it in BSU from the guest lecturers to the dragons to the mentors that come in. Did you enjoy that part of the unit, did you learn?

S – Yeah yeah of course, like it is always good to see like experienced people em coming to teach us kind of em share their ideas with us. The only think like I would of liked to have is the slides. Like you know for EEI we were having slides for like every lessons. With this it's like a bit more. I don't know. Like we don't have the slides with the content that we do each week. So even if we take notes for example, it happens sometimes that we miss some content in fact for the portfolio now it's a mess, I don't know what to do (*laughs*)

R – Do you find that helps your learning to have online resources readily available to you on a weekly basis

S – Yeah definitely. Yeah, because it can happen for example that a week if I am sick, I can't attend obviously, and it means I don't know what to put in my portfolio now for those weeks that I missed so like we are all like in a very difficult situation

R – Kind of an aside to the interview, anything you are stuck on there, drop me an email and I can give you some ideas and pointers if there wasn't any supporting material that week. If there are any you are thinking my god, what do I put in, just drop me an email, tell me the week and I will give you some ideas

S – OK

R – Anyway, back to the entrepreneurs that came in where there any that particularly stood out to you and what was it that you liked about them? What was it about them that helped what you were doing with the business?

S – Em I don't remember the names but em I think the one that em told us how to do the stand, how to make the stand

R – The visual merchandising – (name of organisation)?

S – Yeah, (name of organisation), I really liked that because em I think it kind of helped because we applied what we learned there and to our stand, so we were like for example they are at different levels and 3D stands and things and visuals, they were really useful because we managed to apply it to our stand as well, so I really liked that. Em.... yeah, pretty much that is the one that I can ...that comes to mind

R – Did you like the sessions where the entrepreneurs would come and talk to your group one on one?

S – Oh yeah, yeah they definitely gave us some good ideas for example, like for our product we really didn't like what we put in our product but like then this entrepreneur was saying

to us at the end it is the idea, it is the concept that you have to sell not like the product itself and you need to make it exciting in that sense even if you don't like obviously the product because we don't have access to a lot of money obviously because we are students and everything. But like so what we need to learn is like to sell things and to make them more exciting and sell the concept....and I really like that explanation. Yeah

R – And the other support you have in the room are the tutors so did you like the way the tutors, being three of us, taught the unit? Or is there anything that could have been done differently to have enhanced the experience or helped your learning and development further?

S – No I don't think so. I think it was really good like the tutors are really good. Maybe like a bit David, sometimes he comes across a bit like ...just a little bit rude but like apart from that it's ok. Like yeah, I think it's good

R – What is it that you like about it? If it is good, what is it about the approach that you like?

S – Em, I like the tasks that we do usually. Like for example, when we analyse the strategy map or we did the box one, how's it called Xing.

R – Xing year. The game

S – Yeah, the game was really good, interactive as well. Em, the only thing again is like we need a bit more guidance

Pause

S – So it's really interesting the content but then when it comes into, actually for example going back to what we have seen like the week before or anything because we don't have really any lecture slides. You know how we used to have in EEI? Sometimes for example for the topic we used to talk about. We had slides for like all the content and everything like it's a bit more difficult this year because like it's all really useful when you go but the thing is like then you can forget some bits and obviously you can't take notes of everything so it just, it really difficult then to just, especially to put the content in the portfolio. so

R – So information and slides freely available on a weekly basis would have supported you and helped you avoid this kind of end of year trying to get everything done

S – Yeah, yeah

R – What do you enjoy about BSU?

S – (*Interrupting*) Obviously creating our own business is really exciting the fact that we actually em get in touch with dragons and obviously we actually do like the products physically, it's not just about generating ideas its actually about making it. It's really good when em well obviously when we were together as a team well despite those conflicts and we actually come together with a product and we em we presented, like we presented our idea it looks like one of those programmes on tv and it's like really exciting, I really liked it because it give you a lot of information just in case you want to open your own business in the future. Therefore, I really liked definitely this organisation and how it prepares you for the future. It's like it's really good

R – Do you think there could have been more of an international focus to BSU or do you think it is not appropriate?

S – What do you mean?

R – There is not much of a global context to what we do. Right away you are generating ideas its looking at the life that you live in, brain dumping and the majority of businesses that are set up the target market are very much within this geographical area which is fair enough because most of the businesses are business to customer trading, so you need easy access. But a lot of you might want to take these businesses on further and some of you might want to take it to different markets maybe the markets within your home countries. Do you think that is something we need to be supporting you with or highlighting you to these opportunities or do you think that is the responsibility of the student?

C – No actually it would be nice because to be honest with students we don't, well consider for example myself, I don't really have that much knowledge like in terms of getting in touch with businesses for example in (*home country*) or stuff. So, it would actually be like better if

tutors would kind of encourage us to or give us some information about em. I don't know.
Em...maybe working globally, it would be really nice. How to maybe get in touch with Italian
business or like European business or something

R – Give you some different examples

S – Yeah it would be really good

Interview 3

R – The first question is and looking back over all of your entrepreneurship education, but I think some of your reflections might be more specifically on BSU because that's recent and that's where you set up the business. Was it what you expected in terms of the experience and the learning? Because at the beginning of the year I asked you what your expectations were and what you would like to learn. Do you feel it lived up to what you thought it was going to be?

S – Yeah to be honest yeah, I enjoyed working in a team and I enjoyed em working with my classmates as well. So, I also learned like some of these strategies for like running a business which was very helpful. And, also, I think which I will ask you later on as well, I think I will use even the material that we've used for example the portfolio for like future interviews. I think it's really helpful for like the employer to see like what we've done because I didn't put to be honest like on my CV that we have had this experience with the dragon's dens and like because and they get so interested as well when I tell them. So, it's been so useful for me so far when I apply for an interview and they say, oh what happened especially because I was one of the finalists as well the final, the final of the dragon's den

R – Oh you were in the final competition, weren't you?

S – Yeah so, they were like, they were even more interested when I was speaking to them about it. And then also, it's just good to show what we have done in the group as a first start up because it is a first start up business as a team so. it was really good for me

R – Are you carrying on with the business?

S – No we are not carrying on because I think like, even as I said on the previous interview, I think like some of the team members were more like dominant in the sense that they were just not accepting of external opinions. So, like for example, my opinion or the others so I feel like there is not much of myself in that business. So that is why I don't think I will continue it but...but it was a great experience in general it's just that the business was not really worth what it would be, the start-up. But the experience was amazing

R – What, if you had to pick something specific in terms of being in the classroom either the experience or the learning, if you had to pick something that you enjoyed best, what would it be?

S – I feel like the activities themselves. I didn't really enjoy working in, like in that group specifically as I've already like told you in the previous. But I really liked the activities, like the experience to like deal with real life challenges. So, to present, to actually present in front of dragons and judges in front of a lot of people, and it's our business, it's something that will prepare us for our future. So, I feel like it's a good experience

R – Besides the group work, because you had issues with your group in the final year, was there anything else, any other aspects that you didn't enjoy?

S – It's just the, ok the portfolio it was a bit challenging again so (laughs) it was, because we didn't really have a lot of direction saying how to do it. We feel like for EEI we had presentation slides for every lecture so...because sometimes it happened that I could miss a lesson because it happened for my birthday, I was in London so for that lesson I was struggling a bit to do my portfolio. But I still achieved a high mark it's just that it would have been easier for me to build more content if I had more for example, more presentation slides or anything on moodle. But apart from that, yeah, all good

R – So I think from what you have said in your previous interviews, am I right in saying that it was the, the online slides and material were not as good as in previous years?

S – Yeah because we could find for example, (name of organisation) presentation for example but then we wouldn't have every single session. Like material from every single

session, it felt like it was a bit more challenging you know. But, for what we had, like I enjoyed having guests, special guests coming into, to speak to us like (name of organisation) for example was one that was great. Because it is good to have an external opinion from professionals, so it was actually really good. So, I actually feel like this was one of the best units that teaches you more about practical work if you know what I mean? About the real world.

R – And stuff that you can apply?

S – Exactly exactly

R – I just want to move back to your previous education which we discussed in interview 1 and I just have a couple of questions about that. Don't worry if you feel you are repeating yourself, if you feel like you've already chatted to me about that. Some of these questions are phrased in a different way just to see if any further information can come out. Can you talk me through any similarities in the way you were taught in your entrepreneurial units and the way you were taught prior to coming to (*site university*)? Were there any similarities?

S – No because obviously I come from a different country so it was completely different for me. So even this assessment for example, we do things completely different. So, for example, at Uni like at university or even before at high school when teachers would assess us, they would ask us...so for example, imagine a big classroom

R – Yeah

S – So there is a teacher sat on the main desk. So, they would have a list of the names of the students who are the candidates, and they would call the person like who they want to obviously have an interview with, and we would have an interview in front of the whole class. So, I would sit with a teacher on the desk, and they would ask me questions about a subject

R – And how many people were in your classes?

S – Em, twenty, around twenty or less. So, they would ask me, for example they would ask me about any unit. We would have about English literature for example yeah. So, she would start asking me about oh tell me about Shakespeare and I would speak about Shakespeare in front of everyone. So that's, it's more like em here we do a lot of written stuff, so assignments and stuff. There we do written stuff but more we do oral kind of exams. They are not exams but kind of interviews

R – And is that over all of the subjects?

S – Yeah, over all subjects and then sometimes we would have that's how it works at Uni, we only work through interviews with the professor. So, there would be like less candidates this time for the exam. There would be like thirty or maybe ten, fifteen candidates but not everyone because someone can decide to attend the exam or to postpone it to later. So, if you feel like you are not ready for that exam, at Uni I am saying, they would, if they are not ready they can attend in the next session. There would be like, obviously in a month or something. But you would have obviously take more time before graduating because some people they deciding to postpone exams instead of taking three years to graduate they would take five years you know what I mean? Instead, here in university, there is only the day the deadline and if you don't meet it you fail

R – Your experience at school that you have spoken about, when you are at the front getting interviewed, that's actually good preparation if you were to study at university within your home country

S – Yeah yeah

R – Which makes sense doesn't it. But, to then come here, have you been able to apply so those skills the way you were assessed? Has it benefitted you at all at (*site university*) or not?

S – Em, yeah. When obviously here we would obviously prepare our presentations for example so it's kind of the same thing instead of like obviously sitting down with a teacher, you would just stand up and then you present to the class, it's the same thing. Its only that

obviously here you would be like more formal. So, you would have to follow those presentation techniques so for example give eye contacts or I don't know, try not to read the slides you have in the presentation. Whereas, in (*home country*), you would sit, probably you would even keep the back to the rest of the class you would just speak to the teacher, and you would just speak about the subject. But you would not bring anything with you, you would just go there, you wouldn't bring a presentation they would just ask you a question and you would reply. But obviously it's the same thing because you present, everyone else can hear you but obviously it's not like the way we do a presentation...it's just kind of similar

R – Do you feel that that put you in a good position when you had to start presenting over here?

S – I was, to be honest I was a bit more nervous when I came to here to do the presentations because obviously before, I was focussing more on the teacher and now we had to focus on the whole class. So, it was a bit more, a bit more challenging and I felt a bit more embarrassed kind of. Because obviously it was in front of the whole class, so I was a bit more nervous. But, apart from that it was ok, then we would be practicing and now after three years I am fine

R – In our entrepreneurial units, we make you present a lot and yes that is to assess you but it's also to help you to improve your skills and its thinking about long term employability. Do you think forced to present such a lot has been a good thing for you?

S – Yeah exactly for example like, at the moment I have been applying for some of the marketing and business-based companies and the first thing they ask me to do is a presentation in front of them. So, I have applied for, so far so many and two of them they asked me to do a presentation, so I think like, so you like prepared us for what is going to be like later. Especially because we do like business and marketing. So, I can imagine maybe for other subjects but especially because we do this unit and then obviously, we will go into that field it is better that you kind of prepare us.

R – That's good to know. What adjustments did you have to make when you came to (*site university*)? And I am thinking about in the way that you learn and study, did you have to make any changes?

S – Yeah definitely

R – Can you just talk me through that?

S – First of all, because I wouldn't, in (*home country*) I wouldn't, personally I wouldn't have entrepreneurial units at high school because again, we don't have college, so we have five years of high school in (*home country*) ok. So, it means that we have like all these subjects like obviously maths and stuff, but we don't tend to have like business as a subject instead of how they do it here you can do it at college business. I've never had any kind of academic background in business and marketing. Maybe we have done a bit of law which could then maybe improve some of the bit of marketing like a little bit but not at the level that we do it, you do it here at all. So.... So, what was the question again? (laughs)

R – It's kind of adjustments in the way you study

S – Oh yeah. So yeah, obviously in terms of the assignments, I remember my first assignments didn't go very well for me because for me, going well is getting a first. So, I got a 2:1 so obviously I wasn't happy, but I remember putting in a lot of effort for my first assignment but because I didn't know how to undertake it, how to ... for example how the tutor wanted me to structure it, I wasn't really used to it so I didn't really achieve the mark I wanted. So, I remember what I did is that I went to the em how is it called.... there is a group for the international students, and they help

R – I am not sure what it is called but I have heard of it

S – They do it in one of these buildings, it's the Art school I think they do it

R – It's led by staff isn't it?

S – Yeah yeah, so basically, they do it for...how is it called.... anyway, so I went there

R – And they support you in what way?

S – Yeah so basically, they...I would just bring my draft for example, and they would correct the structure. So, for example, one of the things I remember em was that in (*home country*) we tend to write like really long and structured sentences. Whereas, in here, you do really short sentences that are brief and like they are straight to the point, that's how you do it here. In (*home country*) instead we would just get a paragraph to describe something cause there the more you describe the better. So, obviously I would apply the same logic from (*home country*) to here. So, when I was going there, they were telling me oh why are you using such a long sentence? And I was like well I am used to that; I thought the longer the better. They actually taught me no, it's actually better if you break the sentences if you put more commas and full stops and stuff. So, this em this kind of group stuff people, they helped me with this. And then, obviously the teachers as well, sometimes, but not really a lot. I remember one of the teachers that helped me in my first year was (*tutor name*). She.... I used to go to her office cause I was feeling upset because I was like oh, I don't really have any knowledge in business or marketing or anything. I don't know what to do because I feel like I am a bit more...like I am behind compared to the other people. And she would tell me, ok, here's what you can do, you can look at this other, I don't know, she gave me some links and websites to look at to obviously improving my knowledge so, about the newspapers, the business insiders and all this like, all the things I could read up. And then like slowly I just started understanding. Even by attending lectures more and like talking to other people as well and maybe consulting as well. One other thing that I was doing, the second year for example, comparing my drafts with my classmates with you know even (*student name*) so we would say how did you do this, and I would say, I did it like that, so we start like even understanding more. And then, tutors would organise drop-ins. Second year, drop ins for me was like critical cause like for me, I started improving like in second year. In first year, it was more like learning thing and then second year I remember tutors were offering a lot of drop ins every time for an assignment they would say ok we have a drop in there you can come find us if you have any questions. So, every time there would be a drop-in I would go. So em, I would go all the time and I would be showing my draft and they would tell me what I should obviously change, how to do stuff and then, after the second year, I felt more confident in doing the assignments. I didn't attend any staff things with the groups like we

used to do. And I, and there weren't many drop-ins to be honest but yeah, I managed to do everything more confident

R – And it seems from what you've said, because your attendance has been good throughout, you've spoken about attending drop-ins, you've gone for additional support when it has been available. It seems your engagement has been quite important to you, and you've sought opportunities to engage wherever possible

S – Because, yeah, because obviously my motivation was to get a high mark anyway. Maybe for those people, I know all the people decided they wouldn't go to, for example to EEI or whatever it was called this group they would not go. I would go because I knew that I wanted to better myself, that was the thing so obviously I was quite determined to do well to graduate with a first, so I knew I had to step up my game kind of thing you know. I need to do, I need to do something more, so I tried to engage more and that's why

R – And do you think it's been worthwhile?

S – Yeah yeah I got a first so (laughs)

R – So there you go then! Ok, I want to chat to you...I have two other areas, one is around culture and the other is around your ongoing intentions which I am very interested in. Just in terms of culture, could you talk about what you like and what you dislike about the UK culture? Because you have been here for a while now and you sought to come over here

S – Yeah

R – We chatted about that in earlier interviews, there was a draw for you to come here. What is it that you like about it but now you have been here is there anything that you dislike about it?

S – Yeah so, well obviously since I was obviously very little, I've always seen the UK as this dreamland kind of thing and I've always liked English since I was small, I don't know, I had this passion for English, learning English and everything and I use to like watch London, like London programmes and stuff so I always wanted to come here. So, when I came here for

the first time, I kind of had a culture shock because I well personally, I didn't know the place because I came straight from like (*home country*). I didn't have anyone telling me what to do or where to go so I was like..woah! I ended up in (*suburb of university city*) so I don't know if you know (*area of host city*)?

R– (*suburb of university city*)? Yeah

S – So it's really rough area

R – Lots of terraced houses

S – Yeah. So, me, expecting the UK to be like the unicorn land...to come into (*suburb of university city*) ...for me it was like, I wanted to go back straight away, I was like, this is not England. And my sister was luckily with me for like the first week, so she encouraged me to stay and to see a bit more before like obviously making a decision. So, I went around (*university city*)? a bit more so obviously I gave a bit of time to adapt, and I started liking it. Then, obviously I started Uni because I came, I came to England before starting Uni, so I came one month before, so I had a month of not doing anything. And, when I started Uni, I actually started enjoying it more because I met my first friends and obviously, I started liking it. And I've seen (*university city*)? city centre and I've seen other places and then I moved from (*suburban to university city*) as well (*laughs*) because I couldn't stay there. (*laughs*). But yeah so, I seen other parts of England. But like, I've noticed like one thing, I can't make friends with English people. Like I don't know why, like I, my friends are all international like my boyfriend is English though it's just weird anyway (*laughs*)

R – have you thought about why that is?

S – I remember like since first year it never made any difference for me, like for me I would talk and I would be friendly with anyone, like any race, any. I remember asking them like I was, I was very friendly so the first thing I was doing in first year for me was obviously for me because I was alone in this country, I wanted to make as many friends as I could. So, I was just speaking to anyone, like anyone sitting next to me during the tutorial, I was trying to make a conversation with them. And I remember there was this girl she was like, they

would be like, if I was so friendly with international people, they would be friendly back to me. They would be like oh yeah let's meet up tomorrow, lets exchange numbers, we can meet up, we can do stuff. And I was like one of these people was (*student name*) and (*student name*) and now they are my best friends even now and other people as well, but they are all international. But with the others, like obviously I was being friendly with the same approach I was doing with the international with people from here and they would say ok yeah, I'm going to give you my number but when I would ask them ok do you want to meet up in town, they wouldn't reply at all. They would just leave me. And then when I would like bump into them for example, I would say 'hi how are you' and stuff like that excited and they would just...you know...so cold and I never understood why. And then the other, I was speaking to my boyfriend's sister obviously she is English so. And I was speaking to her, and she was saying I don't understand why you can't make English friends here and she said, 'oh I can see why'. And I was like, that's a bit rude (*laughs*) I was like, I don't understand why they wouldn't be friends with me, and she said oh yeah, I can see why

R – Did she elaborate? Did she give you more information?

S – No, no she was just like...and even with her and obviously she is my boyfriend's sister so she would be, she should be more friendly (*laughs*), but she is just like 'hi' and that is it. Like, she doesn't even make an effort. And then, I don't know, I feel like, obviously I am always friendly with everyone because I am friendly from nature, I am always nice and kind to everyone. But, like I will notice even with other people, that obviously we are friends we still friends at Uni but if I wanted to make...obviously not friends but we know each other...if I wanted them to be friends with me, it would be like a barrier. Like I would ask them all the time do you want to go out or do you want to do this – they would say sorry I am busy or like, if I, if I bumped into them in the street sometimes they would be like 'hi, how are you?' but some other days they wouldn't even say hi, they wouldn't even look at you they would just pretend you are not there you know. And, for me, it's just really rude if you don't say hi to the person that you know. In (*home country*) we are used to, if you see someone that you know in the street we just 'oh hi, how are you?' very welcoming like. And here, they wouldn't even...they would pretend you were not there. So, for me it was a bit more...ok...

R – Did you find it disappointing?

S – Yeah, yeah but now obviously I got used to it. So obviously it's more...I would say that it's harder to be friends with girls because guys, it's because they are guys so obviously they speak to you because they think they are going to flirt with you (laughs). That's why they are friendly but with girls, I don't know it's just that, they have this sort of things, especially here in the business school. They are like, they are all like oh my god I must be, and the make-up and everything. It's like oh I don't speak to you and stuff and then like if I try to be em, I don't know, friendly with them? They will make me feel uncomfortable, they will make me feel like they will be like, they want to just be friends with themselves Like to be honest, I don't know any international student that has a British friend. Like I don't know anyone, like even *(student name)* like she doesn't have any British friends. *(student name)*, she's from *(Country)* she didn't have any English friends and other friends I have, no English friends. So, like I don't know like, for me like, maybe some people can say I don't like them either but for me like, for myself, I always liked English people like I love the country because if you see somewhere small, I will always have this passion for this country. So, I wouldn't understand why they had this kind of barrier like against us International. I don't know, maybe it's just the way like the other day I was speaking to my friend *(student name)*, and we were speaking about it, and she was saying, maybe because it takes a bit of effort to adapt to that personality because obviously, I am different to them. I think maybe differently from a culture maybe I am a bit more loud and bossy. They would watch certain TV programmes that I wouldn't watch so maybe they would have to make that effort to understand me? And so maybe they don't want to? I don't know, for example, they would always talk about TV series, TV things that I don't watch because they are proper British so I wouldn't know about. And obviously I couldn't even step into the conversation you know. So, it's a bit... maybe that's why...I don't know

R – I think to some extent they are missing out. I told you I lived in London for a few years, and I worked in the hospitality industry and there were so many, particularly European people working there and I made the best friends.

S – I know and especially for me it's like sad for me to ask like when people ask, so what about your English friends because you have been living here for three years. So, it's a bit disappointing and even bad for me to say I don't have any English friends. My friends are all from Europe and stuff so. But my boyfriend is English though and I don't understand that. It's probably because with guys I think it's different because with guys they are like different from girls. I think the barriers more towards girls

R – And you experienced that in some of your group work as well didn't you?

S – Yeah yeah

R – Ok, we've talked about how you have settled in. I know last time you gave me that really interesting example about when you were presenting in the first year and how you brought in an idea...it was a picture, a concept of love and it was not understood, and you talked about how that made you feel. I found that really interesting. After that, were there any other points where you tried to integrate some of your culture into your work, or did that prevent you? I just made a note as I wanted to follow up on that. Did you ever do anything like that again?

S – No I stopped because obviously I understand that here it is different culture so sometimes it will be like so oh, I will think of some other idea from my culture and then I will say oh no, they would not understand. So, I would just scarp it. So, yeah, I don't think I would because obviously what's the point of putting something that you wouldn't understand so I will just try to use examples that you would understand as a culture other than using things that you wouldn't really

R – And were there interest from either within the classroom or outside of the classroom, were you ever encouraged to talk about your culture either in a learning setting

S – No

R – No, ok. Thank you for all of this and my final topic that I would like to talk about is around your intentions which I know we spoke about at the beginning. But you are in a different position now, you have completed your degree you have got a fantastic result and

you are actually in that place where you are thinking about the future but obviously a lot of what I am talking about ties into the entrepreneurship field. First of all, based on what you have learned and experienced, do you think you are capable of running your own business?

S – Well obviously it is a good foundation that we, that I got given. And we kind of organised ourselves like from a kind of finance point of view, marketing, different areas. But I feel like I want more professional experience first so, before I want to run a business anyway in the future, so I want, I want to run my own business. But, before that I feel like I want to gain some more experience from I don't know, working in a business environment and trying to gain these skills professionally rather than just academically. Because, I feel like, obviously one year it's been amazing and what we learned and everything but at the same time, I feel there are still some skills that I am missing. So, obviously I was not covering the whole aspect of em, I understood this when I was applying for jobs for example. Em, the other day I wanted to apply for because I am passionate about fitness, so I was going to the gym and speaking to the manager. And I wanted to work as a manager's assistant, as an assistant manager. So, I thought that with the skills I had in running an enterprise it was enough, but he said, no, you need some experience like professional experience before becoming assistant. So, you need actually you need to work in big, so if you had experience in running a team, he said so obviously I said yeah but not like at that level you know. And he told me, oh what experience have you got in this and this? And obviously I didn't have enough for obviously fulfilling that role. So, he said, oh you need to gain some experience first working within the marketing team within a company and then he would see if I could apply. One thing actually before I forget, and I regret a lot and I will give as sort of advice to future students is.... rather than just focussing on getting a first, which is what I have always done and anyway it is just a great thing to do because many of the companies they would obviously accept you if you had a 2:1 or above. But another thing is to gain experience. So, even if you do like unpaid work during the academic year, even if you do a placement for example. Or, in my case I couldn't do a placement because we were combined honours but if I could go back in time, I would for even a year do unpaid experience in marketing or business in any company. Because, even if it is unpaid, because now I am struggling so much, even if I have a first-class degree, many of the employers will say no to me because I have no experience. So, all these years I've just been focussed on getting a first, it was my

only priority but now I understand rather than just focusing on just that thing, which is still good to focus on that thing, also to focus on experience. On getting experience I would just work. For example, my manager, it's not my manager but this gym guy, the manager from the gym he said if you want, I can em from September onwards, I can work here for like two days but unpaid. But obviously I need to earn money now because I am not at uni anymore. If I had done that last year, it would have been better for me but, obviously I did not know. So, I would encourage students on looking, even unpaid experience to gain that experience so that when you finish Uni you have something to give to your employers like this. I am struggling so much it's like

R – Really?

S – Yeah, I've applied for like more than a hundred jobs and to go back, these are the ones that ask me for a presentation. It's so frustrating, everyone asks do you have any experience in marketing, do you have a marketing background, and I am like, I don't have anything. I have like this thing with the academic, that we've done with the dragon's den, but they say it's not enough we want you to have...like in a professional way to be working in a company. Even if it's like er I don't know...unpaid, I would do it now because I am so desperate

R – Small companies or are you looking for large companies?

S – No I am looking for even small, like even for small they want and I am like, how was I supposed to, I didn't know. So, if I had known that I would have done things differently. And it's something that I would encourage students so much because I am struggling right now so much. So, I think you could save them like so much effort in the future if they did that. Even if they could find a job within marketing, it doesn't have to be...because I thought, obviously at the moment, I have been working as a student ambassador or I have been working as a residential advisor. It knowing it has to be something within the field, so it needs to be an actual marketing company you need to work for. It needs to be a business, work for any company even it is unpaid. I would just advise to work for anything even if it is unpaid. If it is paid then even better. Part time, in the summer, anything. They need to do something because I am struggling so much.

R – That kind of leads into another aspect that I wanted to ask you about. So, you have been applying for all these jobs. Are local jobs?

S – yeah

R – And that was one of my questions, in terms of geographical location, where you want to live following Uni and where you plan to live in a few years' time. I know last time you said the uncertainty of Brexit was kind of influencing.

S – Yeah

R - Was making it a bit uncertain in what you could do. But what are your thoughts and your plans in terms of where you want to be now that you have finished Uni

S – So, at the moment I am thinking to stay on (*university city*) because first I think it's really hard to move city and to adapt again and to just...to just...I don't know, to get used to the new things, to get used to the means of transport and everything where the streets are. So, (*university city*) is quite familiar for me. And another thing obviously because my boyfriend is here at the moment so I wouldn't want to leave him. And yeah, mainly for these two reasons but, I would probably in the future, I don't know whether I want to stay in the UK because of the situation because obviously sometimes I feel a bit lonely in the sense that, I don't really have a lot of friends here. I don't know, it's something that like maybe in the long future. It depends if obviously if I started making more friends now at work. I don't know if the situation would change. But I feel like for me, social interaction is very important. And I thought, obviously the UK would be more welcoming for us. But then, everyone is very cold and obviously I would consider staying here for many years still because I still like the country and everything. But obviously if the situation persisted more with this, with like, with obviously like being cold all the time, it's a bit like frustrating at times. And like, for example like my other friend would look for a job just like when there are other international people there because she would feel so uncomfortable. Obviously, I don't mind but I don't know...at the moment I am thinking to stay in (*university city*) maybe in the future if I start earning more to move to London maybe. But it also depends on job opportunities because obviously I want to work my career up

R – And how does your career tie in with your intention to set up your own business? Because you said at the beginning of the year that that was something that you wanted to do, that you want to get experience behind your first business. Is that still the plan?

S – Yeah yeah so obviously working at the moment I am looking at the marketing side of things to get into marketing. And then, I would maybe move into, because I want to, obviously I need to get the manager position first before running a business. So, I need to gain all these skills first that I need in order to achieve that position. So, I would just look for like some jobs here obviously to see, but at the same time as I am struggling to find a job, I don't know whether I'm going to get these two jobs here in (*university city*) that's another thing. So, for me it's difficult. I might, if I don't find anything in (*university city*) because I am struggling so much, I could move to London because there could be more opportunities there. But yeah, that's what I am thinking because it's so hard to get a job like seriously so so hard. Like I told you, over a hundred and I don't know, they just go back to me but I don't have a job offer so. I don't know, nothing is just certain at the moment.

R – Would you consider going back to (*home country*) or is that something you don't want to do?

S – No I don't want to go back to (*home country*). First of all because foreign degrees are not accepted in (*home country*)

R – Foreign degree are not accepted?

S – No. but that's just in (*home country*). In other countries they are. I don't know why (*home country*) doesn't accept.

R – Were you aware of that before you came?

S – yeah yeah yeah. So secondly, I feel like I want to stay here. I like here yeah at the moment I'm just liking it so I just need to see if I can find a job. And, obviously if I can't, I don't know what I will be doing to be honest my plan is really just to stay in the UK. So maybe, I don't know, the worst case if I cannot find anything in (*university city*) or London, I will try Scotland maybe. But that's the last report I don't know.

R – I like Scotland, Glasgow is nice, Edinburgh is nice

S – Yeah, I like it but obviously for my boyfriend as well because I wouldn't want to leave him it will be very far away from (*university city*) and everything. But obviously my first thing now is to find, I don't know, something in here in (*university city*) hopefully if I can get just one of these job offers (*laughs*)

R – Fingers crossed. Ok, only a couple more points now but if we can focus in on ...because from what you've said, you would still like to run your own business in the future, but you want this experience first. Is it marketing that you would like to focus when running a business or do you just want the marketing experience?

S – No, at the moment I am just mentioning marketing because it's what is more common to find and what I can apply like now, like I couldn't apply for finance so what would I apply for?

R – It is using your degree isn't it

S – Yeah that's the problem so I am just using my degree. That's why I mention a lot marketing because I feel like it's more common to find something in marketing rather than business because they would ask for a business developer and that's not me

R – So your business would not necessarily have anything to do with marketing when you set up on your own?

S – No, to be honest I don't like marketing (*laughs*) I don't like marketing in the sense of the digital side of things. I not really good at computers and stuff but obviously I need to understand it and I need to start from somewhere and I am aware as well when you graduate you need to start from the bottom as well and work your way up. So, its fine with me even if I am not going to like the job so much, I am just going to put in as much effort as I can. And it's so hard to find even marketing

R – Let me ask you this questions this way because that's quite interesting when you focus on employment. Your degree is influencing your decisions there. Let's talk about setting up

your own business and what influences that. So, I have got a couple of different point, could you just tell me if you feel these points do influence what you want to do business wise in the future. And if it does, in what way

S – Ok

R – So how much do you think that people, that might be your family or your friends, how much do you think they influence your entrepreneurial intentions?

S – Ok...a bit... a bit. Like I would say not my family but more my boyfriend because my family is away and my boyfriend is a bit more like for what I want to do with my business. I don't know whether I am going to change my mind or change my idea or not, but I would like to do something related to fitness. So, I would like to do something like, I don't know yet, even something like running my own gym. I don't know like I would like to do something related to fitness. But my boyfriend is a bit more like, because obviously I don't know if you've seen it, but a way to just promote fitness is through Instagram. So, a lot of people have been telling me, why don't you post workout videos so you start getting followers and then you can promote easily. My boyfriend is a bit more reluctant because he says oh, I don't want you to post your body like that and I don't want you to promote yourself like that because obviously he is jealous. So obviously it influences that a bit, so I need to find ways, other ways to build that kind of audience you know. Em, so in that way but yeah besides that, I don't think if I want to run my own business no one is going to tell me no you can't, my family or my boyfriend or anyone else has no power if I want to run my own business

R – And you have looked at family members who have done well in business or who have ran their own businesses?

S – Oh yeah

R – Are they still inspirational to you or not?

S – Em, not at the moment because my dad used to but at the moment my dad has done something else. So, he used to do it when he was younger but now, he went into teaching

instead, so he is not running his own business anymore. So, if you like, I don't have anything to learn from him now because I feel he is not doing anything practical and he is not giving me any tips and stuff so, I can't really ask him like that...so

R – Did seeing him running his own business when he was younger influence you then do you think? Or do you just think there is something entrepreneurial in you?

S – I think there is something in me because in him, I remember yeah, he was doing it but I was really little so I couldn't really understand what he was doing. I couldn't really know what he was doing. So, if you like, it is more something that comes from within you know

R – How much do you think your education has influenced your entrepreneurial intentions?

S – I would say a lot because I feel like most of the tasks that we have done and like they have showed us that like maybe ok it is difficult and you have a lot of responsibility, but it can be done. Like you can run your own business and you demonstrated this especially this year. Because we managed to run a business. Obviously, it's not like worth millions of pounds or anything but it is still something. You start from that point and then obviously it's up to you how you work and how you promote, how you want it to get bigger. But we still we have some knowledge and I feel I have some data and stuff saved on my computer there, I think I will get back into it when I need it. And I think that some of the content that we learned is something that we still, we will still need to apply when we work with other people and stuff.

R – What about society in general, whether that be here or back home?

S – Societies?

R – Yeah, so the people, communities that you are around. Maybe the needs of society or if you feel that you are part of a community. Has that influenced you wanting to set up a business within that society?

S – Oh yeah probably you mean like me going to the gym and seeing people like working out?

R – It can do yeah

S – Yeah like, I would say I have really enjoyed people and I like people coming up to me saying how do you do this thing, or they are so nice saying you should teach me or stuff saying I should do a blog or saying you should do this. So, I think that people also have encouraged me, kind of just opening my eyes, like kind of directing me because first year I didn't know what I wanted to do. But then like, when I started doing the gym and I like it and people were saying oh you're really good at doing this and how do you and your so heavy and you're so strong and I started thinking, oh you know there is maybe something I could do and people might be happy because of it

R – Is that face to face interaction important to you? Would you enjoy running a web-based business for example

S – Yeah like I was even thinking to do an APP but obviously they would require a lot of money as well. So, it's, that's why as well I want to work in the meantime so obviously it would help me save up for any...because I'm not really inclined towards getting a bank loan. I would prefer obviously having my own funds, kind of thing. So, obviously if I really need a loan, I will get it but like obviously I would prefer working and saving up obviously running my own business with the money that I have

R – So you can do that alongside each other. Gaining the experience whilst saving some money for the business

S – Yeah exactly. I'd prefer, I think like I prefer building something solid rather than just go like that and not knowing how its gonna go

R – What about your culture? Has that influenced your entrepreneurial intentions?

S – Not at all (*laughs*) because my...in (*home country*) like em, I would say that business and marketing and this kind of things, we don't even have like a subject named business and marketing. We only have economics like school of economics, at least in (*home country*) where I am from. So, we don't really have like this thought of being an entrepreneur like my

dad doesn't even know what it is. He doesn't even know, every time he says to people who ask 'oh what does your daughter do' 'oh she does economics' (*laughs*)

R – Really?

S – Yeah because we don't have that subject in (*home country*) so people wouldn't even know

R – So back in the day when your dad had his own business, would he have just referred to himself as a business owner? How would he have referred to himself?

S – yeah

R – The word entrepreneur was just not used?

S – No no no

R – Which is interesting isn't it

S – Yeah but I feel like obviously because we are more like South, the South is not as developed. If you went to the north, I think there would be more opportunities in kind of business and stuff. Em, we have a really good economics school in the North but anyway it's in the North. In the South, no way (*laughs*) they don't even know what an entrepreneur is

R – What about policy, whether that be here what the government is doing or whether that be back if there are any initiatives has that influenced any decisions in terms of running your own business?

S – More than policy I would say, the economy of the country because obviously in (*home country*) we obviously have a crisis and everything, so it is hard, it's even hard there to find a job. Imagine to like run a business, you wouldn't get like enough money. So it's really really hard there. And like, people's mentalities are really closed. It's not like here where everyone is open to change. Everything is like business, in (*university city*) there are so many businesses. In (*home country*), at least in (*home country*) not many like there are just the

well-known, the big ones. But they don't even employ people so I would say yeah, like here there is more opportunity.

R – Do you see yourself as an entrepreneur?

S – Eh...well...I still don't think I have the confidence at the moment because, just because as I told you I don't have the skills but, in the future definitely. Because that's what I want to do, I am planning to be like obviously a successful entrepreneur so at the moment I think I need those skills first, and then I'll work, I need to work on myself. Then once I achieve those skills and then I gain all the experience I need, maybe I will be more confident kind of.

R – With the unit you have learned a lot and you have done great, and I am not talking about your personal confidence here I am talking about your confidence in being an entrepreneur. Do you think BSU helped your confidence grow or, do you think you've learned so much about what is involved that actually its reduced your confidence in being an entrepreneur?

S – no it didn't, it never reduced anything like my confidence or anything. If not, it actually made it stronger

R – Ok

S – Like because, it's kind of, I've seen how easy, well easy kind of, well things are to set up a business. It just takes nothing at the end, you just need to set up a bank account, you need a team of people to work and then you need to delegate. Obviously, it's not easy but at the same time I expected it to be I don't know, more bureaucratic kind of thing. But I understand that obviously you will need an office space, it's more like here we could use like the business school so it's so easy. But I feel like in real life, you would have to pay rent, you would have to go consider an office space and everting. But not, it definitely made my confidence stronger like definitely. It's just something that I need like skill wise. I feel like to run a business and to be successful you need to have certain skills, I think. And I don't think I have them because it's something that you gain. You can't gain them from just Uni, you need to have the experience like professional wise. So yeah

R – And last thing I will say is, my working title is, it's a qualitative explorative study and its 'an investigation into the learner experience of international students engaged in entrepreneurship education at a UK university'. So, I am looking at, particularly entrepreneurship education and particularly international students and their learning experience. We've had three interviews and you have given me a lot of information based on my questions. Is there anything else that you would like to add based on that title, that scope that I am looking into? Is there anything that you feel I haven't covered or you think you would like to mention based on your particular experience?

S – No, as I just said, the only thing I would just encourage again as I already told you before, is this thing of finding a job. Because I feel as well no more like international students from like China or like Australia like imagine if they do go back home and they will find a job there. But, for those who want to stay here, probably I think between the overseas and the European, the European are more likely to stay here maybe. I would just recommend, encourage them to look for experience and not just the mark. Because, obviously, the mark is great because many of the companies will just want you for getting a first. But I feel like Uni doesn't emphasise enough the importance of getting a job. Not even a job, an experience! I feel like university should push you because if I knew that it was so hard for example for me, to find a job now that I am a graduate, I would have done everything. Because obviously I am one of those people, I am one of those people who are very organised, so I like to have everything planned and to know what is going to happen next. So, I was very convinced that after getting a first, I would get a job straight away. It's not like that (laughs). So, I felt like, I feel a bit like obviously distressed at the moment and I feel like students will need to know how real life is and it's not that easy. And I would encourage them to do something in the meantime. And, I know people as well, whilst at Uni they will do part time working as a sales assistant in (*name of shop*) for example, and I don't know if you know (*name*)?

R – Which (*name*)?

S – (*name*)

R – If I saw him, I probably would

S – He is very tall and very blond and anyway, he was in one of our entrepreneurial things anyway. He was doing em, he was working as a sales assistant at (*name of shop*) and (*name of shop*) as well, just a sales assistant. And then, he worked himself like the way up and he became like a bank manager and now, he got offered a placement in (*name of shop*) and I think it's amazing for just like a graduate. And I felt like if I had known, like that you could achieve that thing, I would have just applied for a sales assistant in my first year and then I would have done the same you know. It's like I dint know so obviously I feel a bit like.

Another friend of mine, this girl she's not my friend she just speaks to me that's all. And she was telling me as well like the same thing she was working as a sales assistant in O2 as well just during Uni as well. And then, like now she has been offered a contact to work there, in like marketing or something. So, it's very good because you have found, you have something straight away after Uni like you know you have something waiting for you. Like I'm just so I'm just so lost so it's so frustrating I feel like students should know that they should do anything. Like even if they work in sales in a good company and then they work their self and they know something is going to come up or even working without getting paid for example within a company or work shadowing I don't know. Anything, they should do anything. I feel like if I could go back at least one year in time I would do that definitely. I would encourage them. I remember that em, my em, there was one of the girls that I was speaking to, she was Indian, and she was looking for a placement and I couldn't do it because obviously I was combined honours. But now they can apply for a placement but before they couldn't, I couldn't apply. But anyway, I was giving her tips and I was like oh yeah, its fine, you will find a job after Uni no I should have said, no its better you find a placement now because now you're going to struggle. And I didn't know, I just didn't know that it was so hard. I always felt like that (*home country*) was like so bad that you couldn't find a job here is so much better and easier. Obviously, it is easier but it's not so easy as I expected it to be you know. So definitely I would, I just really hope that Uni in the future will encourage students so much. And stress not just tell them because, sometimes it happens and they say oh, yeah three years here. It's not enough, you need to tell students what's going to happen if you don't because students aren't going to understand. And, if you just say, get work experience because it is important, no, tell them what happens like me, tell

them my story, tell them what happened. I got a first, I finished Uni and I'm here doing nothing. I have a first but so what? I am struggling so much

R – Applying for a hundred jobs

S – Exactly, and just you get back to me. I would just tell them and to be realistic to them. I would just do it because I wish someone could have told me

Appendix II – Participant Narrative Analysis

TIME FRAME	NARRATIVE LOCATION/QUOTATION EXERT	PLOT/CHARACTERS/EVENTS <i>How do they link?</i>	CONTEXTUALISATION (EMBEDDED NATURE OF STORY)	EMERGENT THEME
PRIOR TO UNIVERSITY				
TIME AT UNIVERSITY	<p>Interview 2, page 1, bottom half of page</p> <p>“I have never done it before like entrepreneurship or something like that. I was like a bit scared at the beginning so I was feeling a bit oh what are we doing”</p> <p>I was actually having quite a bit of fun because it was like, we were all working together”</p> <p>“we were like kind of in competition with other groups”</p> <p>“There was a task to post a video in another language as well and so I kind of felt useful”</p>	<p>Characters – Sofia, classmates</p> <p>Location – EEI classroom, initial Ice-breaker session (bridge building)</p> <p>Plot:</p> <ul style="list-style-type: none"> - Never experienced interactive learning - Scared going into classroom for the first time - Had fun - Group worked together to achieve goal - Enjoyed competition amongst groups - Felt useful in the group - Scared at the beginning but ended up having fun 	<ul style="list-style-type: none"> - Initial EEI sessions were scary as were very different to prior experience in educational settings - Embraced activities and group-work and felt could positively contribute - Experienced a different but fun learning environment 	<p>Initially daunted by experiential learning environment</p> <p>Positive induction into experiential learning activities</p>

	<p>Interview 2, page 3, middle of page</p> <p>"I was like oh I am going to make this poster so sick its going to be amazing and everything"</p> <p>I was trying to be creative and put like em a really famous like em artwork that is really famous in Italy cause, I thought it was really famous internationally"</p> <p>"And then like when I presented it was like, people were like, oh what is that? I was like, you don't know?!"</p> <p>"I was just trying to be like amazing and stuff"</p> <p>"I presented it like, people were like, ok, what is that? And I was like Nooooo, you don't know? Its destroyed my plans"</p> <p>"Now I just pay more attention whether like something that I think that is famous is famous here as well"</p> <p>"to make sure I don't make the same mistake"</p>	<p>Characters – Sofia, classmates</p> <p>Location – EEI classroom, early brain-dumping Love task</p> <p>Plot:</p> <ul style="list-style-type: none"> - Students individual Love task – outcome to create a poster for a new business idea - Excited to incorporate a famous Italian image representing love - Presumed the image was famous internationally - Trying to do well - Excited about piece of work - Proud of work - Work not well received by others in group - Did not get the reaction she expected - disappointed - Realised what is famous in Italian culture is not famous in other cultures - Saw using this image as a mistake 	<ul style="list-style-type: none"> - Excited by nature of individual task - Receptive to the open nature of the task – students encouraged to interpret the word love in their own way - Proud to bring in elements of Italian culture to the task – presumed this would be understood - Disappointment and upset that fellow students did not get her work and found it funny - For the rest of her degree programme, did not bring her own culture into any further work based on this experience 	<p>Failed cultural translation</p>
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	<p>Interview 2, page 4, all of page</p> <p>"I don't know whether it was maybe just my impression or not but I think like in the group like the English ones were like sticking together"</p> <p>"I felt like every time like, whatever I was doing is never, it was never enough"</p> <p>"So like when she came she was like oh my god this is not like em high quality end em you should have got like galaxy or something and she started like shouting at me"</p> <p>"I just want to kind of tell her that I'm not like stupid you know just cause I speak another language you know"</p>	<p>Characters – Sofia, home students in class, international students in class</p> <p>Location – BSU classroom, Group-work (7 in group, 4 x Internationals & 3 x British)</p> <p>Plot:</p> <ul style="list-style-type: none"> - Felt British students in group stuck together - Examples of British students missing sessions and excuses being made whereas when one of the international students missed a session arguments emerged - Felt what she did was never enough for the leader of the group (British student) - Asked to purchase some chocolate for the business idea (student hampers) and chose a non luxury brand. The leader was angry at this and assigned blame for getting the wrong item. Arguments emerged and Sofia was not asked to purchase anything again 	<ul style="list-style-type: none"> - Allocated a group for BSU that contained a mix of native and overseas students - Divisions experienced within the group between the two sets of students - Conflict between group members - Native students wrongly assumed that overseas students understood common UK norms around products related to the business 	<p>Division within intercultural groups</p>

		<ul style="list-style-type: none"> - Sofia angry at this as she was not aware of what had been meant by luxury brand – she had thought that Cadburys fell into this category as that is her experience - Confronted the leader - Experienced arguments - Experienced conflict 		
	<p>Interview 3, page 4, all of page</p> <p>“I remember my first assessments didn’t go very well for me because for me, going well is getting a first”</p> <p>“In Italy we tend to write like really long and structured sentences. Whereas in here, you do really short sentences that are brief and like they are straight to the point”</p>	<p>Characters – Sofia, Tutor 1, classmates, University language centre</p> <p>Location – BSU classroom</p> <p>Plot:</p> <ul style="list-style-type: none"> - Received 2:1s for first assessments when aiming for 1sts – not happy - Put effort in and disappointed with outcome - Didn’t understand structure - Not used to format of assessments - Found support in the university language centre 	<ul style="list-style-type: none"> - Surprise and disappointment at receiving low marks during first assessments - Had put the work in but had not fully understood the assessment structures and expectations - Used initiative and sought support form a number of different areas at university 	Educational adaptation

		<ul style="list-style-type: none"> - Would take draft work for feedback - Found in England we expect sentences to be quite short while in Italy, it was normal to write long sentences and paragraphs – had to adapt - Approach tutor outside of class to ask what could be done to get up to speed with everything – started reading business reports, newspapers etc. - Desire to seek support instigated by a feeling of falling behind 		
	<p>Interview 3, page 5, bottom of page</p> <p>“Since I was obviously very little I’ve always seen the UK as this dreamland kind of thing”</p> <p>“I had this passion for English. learning English and everything and I used to watch London, like</p>	<p>Characters – Sofia, England</p> <p>Location – University City and suburban area</p> <p>Plot:</p> <ul style="list-style-type: none"> - Had a passion for England since she was a small girl - Lived in (suburban area of university city) during first year 	<ul style="list-style-type: none"> - When arrived, was provided accommodation in a deprived area of the city - Considered not staying as this was not the England she had expected 	Culture shock

	<p>London programmes and stuff so I always wanted to come here”</p> <p>“So me, expecting the UK to be like the unicorn land...to come to (suburban area)...for me it was like, I wanted to go back straight away”</p>	<ul style="list-style-type: none"> - Culture shock when she arrived - Initially wanted to go back home as suburban area was not the England she had seen on TV - Sister was with her and persuaded her to stay 		
	<p>Interview 3, page 6 & 7, all of page</p> <p>“I’ve noticed one thing, I can’t make friends with English people. Like, I don’t know why, like my friends are all international”</p> <p>“I remember like since first year it never made any difference for me, like for me I would talk and I would be friendly with anyone, like any race”</p> <p>“The first thing I was doing in first year for me was obviously for me because I was alone in this country, I wanted to make as many friends as I could”</p>	<p>Characters – Sofia, Home students, classmates, international students</p> <p>Location – Classrooms, university, university city</p> <p>Plot:</p> <ul style="list-style-type: none"> - Cannot make English friends, all friends are international - In the first year, made a real effort and was excited to make as many friends as she could - Was very friendly with and would suggest meeting up with people outside of lessons. Found that international students would take her up on her offer 	<ul style="list-style-type: none"> - Initially excited to try make English friends - Found English girls rude and unresponsive - Disappointment and bewilderment as to why she cannot make friends with English people - Experienced barriers between herself and the native students 	<p>Limited cultural interaction</p>

	<p>"If I was friendly with international people they would be friendly back"</p> <p>"But with the others, I was being friendly with the same approach as I was doing with the international with people here and they would say ok I'm going to give you my number but when I would ask them ok do you want to meet up in town, they wouldn't reply at all"</p> <p>"I would say 'hi how are you' and stuff like that excited and they would just..you know..so cold and I never understood why"</p> <p>"It's like sad for me to ask like when people ask, so what about your English friends because you have been living here for years"</p>	<p>but the English students never did</p> <ul style="list-style-type: none"> - Found English people cold - Didn't understand why they wouldn't be friends with her - Stopped trying – got used to it - Unsuccessful in befriending her English boyfriends sister - Finds it harder to be friends with girls than guys - Does not know any international student with British friends - Does not understand why they see a barrier between them and the international students - Disappointing to tell people back home that all friends are from Europe – no English ones 		
	<p>Interview 3, page 8 & 14, all of pages</p> <p>"I feel I want to gain some more experience from I don't know, working in a business</p>	<p>Characters – Sofia,</p> <p>Location – University, interview setting, BSU classes, gym</p> <p>Plot:</p>	<ul style="list-style-type: none"> - Would still like to run business in future but needs more experience first so is looking for employment 	<p>Inadequate levels of experience for career pursuits</p>

	<p>environment and trying to gain these skills professionally rather than just academically”</p> <p>“So I thought that with the skills I had in running an enterprise it was enough but he said no, you need experience like professional experience”</p> <p>“Because now I am struggling so much, even if I have a first class degree, many of the employers will so no to me because I have no experience”</p> <p>“It’s so frustrating, everyone asks do you have any experience”</p> <p>“I feel like Uni doesn’t emphasise enough the importance of getting a job - not even a job, an experience!”</p> <p>“I feel like distressed at the moment and I feel like students will need to know how real life is and it’s not that easy”</p>	<ul style="list-style-type: none"> - Wants to run own business in future but needs more experience in working in the business environment first. - Feels the need to gain skills professionally and not just academically - When applied for a job as an assistant in a gym, the employer was initially impressed that she had ran her own enterprise but they still advised her that she needed more experience in a professional role before they would employ her in the role - Feels students need to be made better aware of the fact that employers are looking for real professional experience – through employment, placements, internships, volunteering etc - Feels Uni does not communicate this message effectively - If she could turn back time, she would sacrifice getting a first to 	<ul style="list-style-type: none"> - Feedback from unsuccessful pursuit of a job has been focussed on a lack of experience - Regrets not gaining more professional experience whilst at university - Feels university did not do enough to communicate the message that employers want more than just a degree 	
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		<p>spend more time gaining his experience</p> <ul style="list-style-type: none"> - Really struggling in job market due to lack of experience - Applied for hundreds of jobs – frustrating as everyone asks if you have experience 		
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Appendix III – Thematic Analysis Table – Gioia Method

1st ORDER CONCEPTS	2nd ORDER THEMES	AGGREGATE DIMENSIONS
Compromised/adapted habits and behaviours in first year in order to fit in	Integration/adaptation in first year	Intercultural Adaptation
Language/speaking in front of others in English presented difficulties during first year		
Felt behind other students and did not achieve desired grades in first year		
Confused regarding assessment requirements/expectations in first year		
Online support not easy to navigate	Online Support/Materials	
Frustrated at what little is available online		
Lack of online materials/content contributing towards students struggling		
Inconsistency in online support over different levels of EE		
Language presented difficulties when adapted in the 1st year	Language problems (Verbal and written)	
Experienced difficulty with UK regional accents		
Some in class activities unfair to students who's first language not English		
Initially quite shy in class as a result of language difficulties		
Struggled to adapt to alternative written/grammatical requirements		
Not much experience of previous group work	Pedagogical familiarities	
Mixed experiences of working within a group		
Preference for student selected groups		
Annoyed at not all students contributing/attending group sessions		
First experience of portfolio and presentation assessments		

Progressed quicker in final year because of entrepreneurial learning in earlier years		
No experience of entrepreneurial education in school	Prior education did not equip students for experiential learning	
Little or no experience of group work		
Assessed principally in examination format		
Limited experience of interaction within classrooms		
Likes interactive nature of tasks and activities	Positive experience of interactive learning	Transformative learning experience
Important to apply learning in order to be able to remember		
Welcomes regular feedback on coursework from tutor		
Happy/enjoys learning by 'doing'		
Friends are other international students	Experience of division between home students and overseas students	Cultural Barriers
Cultural barriers affected friendships being formed		
Resigned to not making English friends - got used to it		
Confused why English people not open to friendship		
Little attempt to incorporate cultures into class activities/assessments	Cultural exposure	
Culture shock when arrived in UK		
Freedom of British culture is admired		
Sees exchange of cultures as significant activity in an international university		
Native students not aware of opportunities outside of the UK	Lack of interest/awareness of global	
Native students not interested in looking beyond their home country		
Felt stronger than native students when talking about global issues		

Important to know what is happening on a global level	issues/opportunities amongst home students	
Does not want to set up a business until has more experience	Uncertain entrepreneurial intentions	Undetermined intentions
Has lost interest in setting up own business		
Does not want to set up a business until has more skills		
Plan is to look for employment after Uni		
Does not intend to start a business until has more experience	Does not see university start-up experience as real/enough	
Real professional experience can be gained through employment		
Knowledge alone is not enough to set up a business		
University could do more to encourage students to gain experience		
Economic climate of country influences start-up intentions	Intentions influenced by entrepreneurial culture of home country	
Government support/funding in country influences decision to develop a start-up there		

Appendix IV – Narrative Analysis Table

Emergent Themes	Themes in Literature (models/theories/frameworks)	Intentions	Entrep Educ	Intercul Educ
Sai				
Academic adaptation	Entrepreneurial education Acculturation			
(enjoyed atmosphere, learned in) Learning Environment	Entrepreneurial education			
Entrepreneurship units embedded in wider programme design	Entrepreneurial education			
Internationalising curriculum	Entrepreneurial education			
Maurice				
Intentions influenced by EE	Entrepreneurial intentions Theory of planned behaviour			
Insensitivity towards religious beliefs	Social Identity theory			
Outsider	Social Identity theory			
(guest dragons) Negative experience of Experiential Learning	Experiential learning			
(encouraged by) Values of host country	Acculturation theory			
Motivation influenced by devotion to home country	Nationalism			
Regina				
Application of knowledge to real life	Experiential Learning			

Apprehension of new teaching format and environment	Entrepreneurial education Acculturation			
Group dynamics	Task Performance			
Culture shock	Culture shock theory			
Francis				
Adapting to mixed gendered group-work	Social Identity theory			
Educational adaptation	Acculturation			
Motivated by own expectations and ability	Self-efficacy			
Language adaptation	Acculturation			
Felix				
Peer admiration	Social identity theory?			
Learning through communication and sharing	Experiential learning			
Language competences	Acculturation			
Positive impact of experiential learning methods	Experiential learning			
Formality of teacher/student relationship	Entrepreneurial education			
(encouraged by) Values of host country	Acculturation			

Celena				
Intentions influenced by family members	Entrepreneurial intentions Theory of planned behaviour			
Interactive learning environment	Experiential learning			
Zero-sum mindset (one or the other)	Entrepreneurial education (Curriculum design) - Zero-sum mindset			
Axiology influenced by educational culture	Acculturation			
Relationship between professional experience and entrepreneurial self-efficacy	Self-efficacy			
Sofia				
Initially daunted by experiential learning environment	Experiential learning			
Positive induction into experiential learning activities	Experiential learning			
Failed cultural translation Division within intercultural groups	Critical learning events Social Identity theory			

Educational adaptation	Entrepreneurial education Acculturation			
Culture shock	Culture shock theory			
Limited cultural interaction	Zhou et al 2008 – Theoretical models of culture shock.... Culture shock theory Social & Friendship networks (linked to culture learning theory) Inter group relations and perceptions (linked to social identification theory)			
Inadequate levels of experience for career pursuits	Self-efficacy			

Appendix V – Coding Framework

Code Label / First Order Themes

Isolation
Assessments
First year
Difficult in speaking
Habits
Desired grades
Not native
Unclear expectations
Compromised to fit in
Online material
Support
Frustration
Language skills
Disadvantaged
Native clusters
Confidence
Shy
Adapting
Assessments
Writing
Speaking
Accents

Making friend
Friendship groups
Multicultural groups
Cultural barriers
Beliefs
Social interaction
Integrate
Adapt to UK
Open-mindedness
Culture of host country
Culture of home country
Family values
Freedom of speech
Culture shock
Exchange of cultures
Effort
Global awareness
Global interest
International
Global issues
Global focus

2nd Order Themes

Integration/adaptation in 1st year

Online support/materials

Language problems (oral and written)

Experience of division between international and home students

Cultural exposure

Lack of interest/awareness of global issues or opportunities amongst home students

Code Label / First Order Themes

Groupwork
Multicultural
Marks/grades
Contribution
Workload
Enjoyment
Stressful
Confidence
Skills
Selection
Progression
Attendance
Presentation
Language
Portfolio
Nervous
Group selection
Prior experience
Teaching methods
Business Interaction
Participation
Entrepreneurial Education
Curriculum
Co-operation
Change
Improve
Responsibility
Adapt
Application of skills
Interactive tasks
Participation
Activities
Apply learning
Contribution
Learn by doing
Ideas
Teamwork
Learning environment
Feedback

2nd Order Themes

Pedagogical familiarises

Prior education did not equip students for experiential learning

Positive experience of interactive learning

Code Label / First Order Themes

Intention
Gain experience
Not yet (start-up)
Interest
Capabilities
Belief in self
Entrepreneurial skills
Job
Finance
Career plans
Experience through employment
Professional experience
Entrepreneurial knowledge
Real experience
Business alongside employment
Entrepreneurship policy
Culture of home country
Family business
Role model
Entrepreneurship encouraged
Lack of opportunity
Government support
Young people
Financial support
Small businesses
Pride
Frustration
Drive
Entrepreneurial environment

2nd Order Themes

Uncertain entrepreneurial intentions

Does not see university start-up experience as
real/enough

Intentions influenced by entrepreneurial culture
of home country

Appendix VI – Participant Consent Form

Name

7

Date

Programme

Telephone

Number

Email Address

Title of Project: Exploring the learner experience of international students engaged in entrepreneurial education

Name of Researcher:

Participant Identification Code for this project:

Please initial box

- | | |
|---|----------------------|
| 1. I confirm that I have read and understood the information sheet Dated 20 th October 2016 for the above project and have had the opportunity to ask questions about the interview procedure. | <input type="text"/> |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason to the named researcher. | <input type="text"/> |
| 3. I understand that my responses will be sound recorded and used for analysis for this research project. | <input type="text"/> |
| 4. I give my permission for my interview recording to be archived as part of this research project, making it available to future researchers. | <input type="text"/> |
| 5. I understand that my responses will remain anonymous. | <input type="text"/> |
| 6. I agree to take part in the above research project. | <input type="text"/> |
| 7. I understand that at my request a transcript of my interview can be made available to me. | <input type="text"/> |

Name of Participant

Date

Signature

Researcher

Date

Signature

To be signed and dated in presence of the participant

Once this has been signed, you will receive a copy of your signed and dated consent form and information sheet via email

Appendix VII – Participant Information Sheet

Study - Exploring the learner experience of international students engaged in entrepreneurial education

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part.

What is the purpose of the study?

Entrepreneurial education within higher educational institutions has undertaken significant developments over recent years. This PhD study builds on contemporary research which adopts a one size fits all approach to teaching and student experience. There is little emphasis on the diverse mix of individuals found within classrooms. In particular, the cultural backgrounds, previous education and learner styles of students. The overarching research aim of this study is to understand the internationalisation of entrepreneurship education.

Why have you been invited?

The study will involve a series of interviews that will be undertaken by level 6 students engaged in entrepreneurial education. The students will have chosen an elective final year unit whereby they create, develop and launch a new business enterprise as part of their academic studies. The students involved in the study will hold a European or overseas student status. No specific age group is desired and the sample of students will consist of both male and female individuals. You have been chosen as you meet this criteria.

Do you have to take part?

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason. (if applicable – this will not affect the standard of care you receive).

What is involved if you take part?

The study will last for the duration of the academic year 2016/2017 and you will be required to participate in three interviews (expected to be 45 minutes but will be no longer than one hour). There will be one interview per academic term: Interview 1 – October 2016, Interview 2 – January/February 2017, Interview 3 – May/June 2017. The interviews will take place on University premises. All interviews will take place during weekdays and at a mutually convenient time. The interviewer will provide guidance at the start of the study which will prepare the participant in terms of areas/themes to be discussed. The audio from the interviews will be recorded and all information will be treated as confidential and copies of transcriptions/future publications will be made available to all participants.



Expenses and payments?

There is no payment for this study and no expenses will be incurred.

What will I have to do?

You will be expected to commit to the series of three interviews that will take place termly, during the 2016/17 academic year. During the interviews, you will be required to answer questions relating to your education (current and past), thoughts and views of entrepreneurship, role models and career intentions. You will also be asked to discuss specific examples of experiences and learning. The researcher will ask for your criticality and honest in all aspects including your thoughts, ideas and opinions.

What are the possible disadvantages and risks of taking part?

You will need to commit to participating in all three interviews therefore, the study will ask for a time commitment from you. In regards to confidentiality, all information collected from you will be anonymised. However, it is possible that some individuals more closely linked to your academic programme may recognise you. It is also worth highlighting that although there are wider long term benefits, you do not have anything personally to gain from your participation. . After the research is completed, transcripts will be available to you in order for you to ensure you are happy with the information.

What are the possible benefits of taking part?

We cannot promise the study will help you but the information we get from the study will help to increase the understanding of entrepreneurial learning

What if there is a problem?

If you have a concern about any aspect of this study, you should ask to speak to the researcher who will do their best to answer your questions. Please use the following details:

Name: Claire Baird

Email: *(university email address was provided)*

If you do not wish to discuss your complaint with the researcher, then please contact the Director of Studies for this PhD:

Name: Professor Lynn Martin

Email: *(university email address was provided)*

Will my taking part in the study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential, and any information about you which leaves the university will have your name and address removed so that you cannot be recognised.

All data collected (including participation sheets, audio recordings and written transcriptions) will be stored as follows:

- Electronically on cloud space accessible only via the researchers log in and password
- Electronically on a memory stick stored in a lockable cabinet. The researcher is the only individual with access to key to the cabinet and office.
- Any written documents will be stored in a lockable cabinet. The researcher is the only individual with access to key to the cabinet and office.

The data gathered will be used the current PhD study. Following completion of the PhD thesis, it is intended that the researcher will produce a number of articles from the research. These articles will be disseminated at academic conferences and through peer reviewed journals. The only individuals within the team who will have access to view the identifiable data are the following authorised persons:

- The researcher
- Director of studies and supervisors
- Regulatory authorities /Internal R&D audit personnel .

All data will be retained for a minimum of three years and following this period, will be disposed of securely.

The above procedures for handling, processing, storage and destruction of their data match the Cadicott principles and/or Data Protection Act 1998.

What will happen if I don't carry on with the study?

If you withdraw from the study we will destroy all your identifiable samples/ tape recorded interviews, but we will need to use the data collected up to your withdrawal.

What will happen to the results of the research study?

Following completion of the PhD, the researcher will provide you with an update of the publications, conferences and events where the findings will be disseminated. This communication will be via email. You will not be identified in any report/publication unless you have given your consent.

Who is organising or sponsoring the research?

(Site university)

Further information and contact details:

For further information on this particular study, please contact:

Claire Baird *(university email address was provided)*