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Utilising Transformative Reflexivity Logic to Improve Entrepreneurship Education and Foster Student Learning.

Kingsley Obinna Omeihe
University of the West of Scotland
Ibiyemi Omeihe
University of West of the Scotland
Stephen Isa
Edinburgh Napier University



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Kingsley Obi Omeihe
School of Business and Creative
Industries
University of the
West of Scotland
Paisley, Scotland, UK PA1 2BE
(Corresponding Author)

king.omeihe@uws.ac.uk

Ibiyemi Omeihe
School of Business and Creative Industries
University of the West of
Scotland Paisley, PA1 2BE
United Kingdom
E-mail: ibiyemi.omeihe@uws.ac.uk

Stephen Isa
Edinburgh Napier
University, Edinburgh
EH11 4BN
United Kingdom
E-mail: isastephen@yahoo.com

Summary. - This study proposes that high-quality entrepreneurship education can be achieved through reflective action learning. To support this perspective, the study examines the reflective experiences of third-year entrepreneurship students and their educators, analysing their learning and teaching processes. The study introduces the concept of transformative reflexivity, which emphasises the introspection of entrepreneurship teaching and learning methods within social contexts. The authors argue that developing student and educator competence through reflexive practice is crucial for effective entrepreneurship education and creates a unique environment for experiential learning. The study's main results demonstrate the positive effects of enabling greater student ownership of the learning process. The theoretical significance of the study is twofold: it calls for a unified stance on entrepreneurship knowledge despite scholarly differences, and it expands upon existing knowledge within critical bounding assumptions.

Keywords: entrepreneurship education, teaching, transformative reflexivity, learning

Introduction

To date, the view that entrepreneurship education should be based on experiential approaches continues to ground. While there have been few attempts to examine the extent to which entrepreneurship education improves the quality of start-ups (Galloway and Brown, 2002; Volkmann *et al.*, 2009; Fayolle and Gailly, 2015), many of the questions which require propounding remain to be answered. In fact, the tensions between the effectiveness of various entrepreneurship programmes and teaching delivery are perhaps the most widely posed concerns of the field (Gibb, 2005; Kuratko, 2005). The problem of delivery, for example, invariably involves articulating the new understandings, meanings and knowledge in a way that is co-generated from the interactions between faculty and students. The resulting effect if effectively applied, will influence graduate entrepreneurial proficiency. This remains critical as standard approaches to delivering entrepreneurship must be effective in achieving learning outcomes devoted to the identification of opportunities and the ability to develop business ventures (Crammond *et al.*, 2018; Omeihe and Omeihe, 2019). The practice of effectively teaching entrepreneurship is by no means an easy feat. While most entrepreneurship courses have been criticised for their reliance on business plans (Mason and Arshed, 2013) and their detachment from the start up process (Honig, 2004; Dutta *et al.*, 2011), others contend that the over-reliance of theoretical underpinnings imported from other disciplines may have diminished the distinctiveness of entrepreneurship as a subject (Shane and Venkataraman, 2000; Solomon, 2008). To a large extent, an effective delivery requires an emphasis on scholarly considerations, such as entrepreneurial intent, opportunity recognition, start-up

models and the economic importance of entrepreneurship. These are likely to stimulate entrepreneurship across students.

One of the virtues of putting right such concerns is making explicit the standards needed for quality entrepreneurship education. We are more concerned with the aspect that embraces experiential learning. Following Hasse and Lautenschlager (2011) and Lange *et al.*, (2012), we recognise that the effectiveness of entrepreneurial learning lies in an experiential delivery approach. This remains critical as existing programmes have failed to develop the skill and entrepreneurial competencies needed in the fast-changing global market. Indeed, an approach in the right movement would be committed to addressing the teaching effectiveness and delivery standards.

In this light, the purpose of this paper is to present and discuss the findings from an experiential learning assignment aimed at evaluating the effectiveness of an entrepreneurship education course, as well as the approaches influencing the teaching delivery. Compared to previous studies that have explored enterprise education as pedagogy (Jones, 2010; Murray *et al.*, 2018; Scuotto *et al.*, 2018), our study recognises the relative paucity of research that have explored the role of experiential learning in entrepreneurship education. Our findings reveal the essence of experiential approach to entrepreneurship education and, more interestingly, how it facilitates learning through reflective action.

Our main theoretical contribution confirms, first, that the logics of transformative reflexivity, which necessitates an understanding of behaviour located within social contexts, addresses the strengths and the equally active nature of making sense of reality. Secondly, we suggest that knowledge should ideally be grounded on a self-introspection whereby uncertainties are suspended towards maintaining a positive expectation. From a methodological perspective, our study is useful in its application a qualitative methodology, as it seeks to underscore the focus on the critical issues by allowing a rich interpretation of our findings. This paves the way for an analysis of how learning experience is created and given meaning. The remainder of this study describes transformative reflexivity and its embedded ties to experiential learning. We describe our findings and elaborate a framework that draws on students' reflections towards extending knowledge. Following an inductive approach, our method is explained before presenting our framework.

Logics of transformative reflexivity for entrepreneurship education

The delivery of an effective entrepreneurship education demands creating an approach that encompasses student reflections. Following Lay and McGuire (2010), we believe that by introducing a reflective standpoint in the way students learn, educators can devise pedagogical strategies that enable the development of the critical skills needed to practice effectively. This has a strong impact on student learning.

What is reflexivity exactly? In a review of reflection models, Rogers (2001, p.41) provides an apt definition by suggesting that reflection is a process that enables a learner to ‘integrate the understanding gained into one’s experience to enable better choices or actions in the future as well as enhance one’s overall effectiveness’. Shaw (2012, p.319) offers the following suggestion: ‘Reflexivity is a complex concept to understand and to teach’. She goes on to emphasise that reflexivity is about ‘standing back and reflecting on experience...the ability to initiate thoughts and action which involve imaginations, solutions for change’.

Despite its potentials for positive outcomes, the concept of reflexivity has often been misunderstood (Okely, 1992; England, 1994). The challenge stems from the absence of effective strategies designed to guide students in achieving learning outcomes. And as such, it becomes difficult a concept to apply in practice (Ash and Clayton, 2004). Concerned with the desire to connect student experiences to learning materials and a need to demonstrate a good application of their knowledge plus cognitive development, Omeihe and Omeihe (2021) introduced a new approach to reflexivity which posited the logics of transformative reflexivity as defining the structure and meaning of reflexivity.

For Omeihe and Omeihe (2019; 2021), the focus of reflection was no longer devoted to the students alone, rather embracing the reflections of the educators. For them, the logics of transformative reflexivity induces introspection on the path of the learner and educator by allowing a scrutiny of entrepreneurial learning and teaching approaches. Put succinctly, the logics of transformative reflexivity is an overall inclusive process which provides insights into quality teaching process. Embodied in entrepreneurship practice and sustained by enhancing the quality of learning, its appeal lies in integrating teaching and student learning in a

reinforcing manner. The emphasis for Omeihe and Omeihe is on the methods of entrepreneurial learning which probes the inner texture of adopted teaching practices.

According to their definition, the logics of transformative reflexivity provides a link between an enterprising content delivery and the reflexive constructed ability to stimulate student knowledge. It contends that entrepreneurship education for students need to be experiential. This approach to reflexivity integrates the educators' introspections and that of the students as two necessary and complementary elements of transformative reflexivity.

While definitions of reflective learning vary in their emphasis, they all presuppose cognitive development: for students to imagine in different ways while developing alternative interpretations of their learning experiences. With transformative reflexivity, it requires going beyond student reflections and experiential learning, to embracing the introspection of the educators and the application of such reflections to practice. So located, together they regularise behaviour and provide an opportunity to assess the efficacy of entrepreneurship education.

Meta-Theory of Logics of Transformative Reflexivity

The logics of transformative approach incorporates two underpinning meta-theories on how entrepreneurship education through introspection and experiential learning facilitate a richer application and understanding of the subject matter. Here, we articulate two guiding aspects that in our perspicacity, underpin the meta-theories. This may provide well founded and valid insights for future theoretical refinement. We posit that transformative reflexivity should manifest at two different levels, that of the educator and the learner. These mutually reinforcing levels establish the foundations for reflective activity, thereby enhancing the quality of teaching entrepreneurship and student learning.

Transformative Reflexivity at the educator level

Perhaps an important aspect of the transformative reflexivity approach is that the educator's role and competence are embedded within their introspection. The teaching delivery is an outcome of the reflexive standpoint in their thinking process. This is useful in enhancing their ability to devise entrepreneurial pedagogical strategies that facilitate critical thinking on the part of the students. While most educators appear to rely on lectures and workshops to navigate the complexities surrounding entrepreneurship courses, the effectiveness of delivery is

determined by their ability to provide students with experiences that facilitate the integration of real-world experiences to their teaching content (Zlotnik, 2003; Lay and McGuire, 2010).

At this level of analysis, the transformative reflexive aspect exists on the part of the educator who provides the impetus for knowledge. A major characteristic of award-winning entrepreneurship educators lies in their desire to reflect by collecting feedback on their teaching approaches (Dunkin and Precians, 1992; Biggs and Tang, 2011; Omeihe and Omeihe, 2019). As the term reflective construction goes, it is a mirror through which one can make introspections and satisfactory outcomes. In relating this to effective entrepreneurship education delivery, the goal is to ensure that the perspective of the educator influences what is known and how it is known (Fook, 2002). This serves to determine the quality of graduate start-ups, as well as intellectual attitudes of student entrepreneurs in the longer term (Galloway and Brown, 2002).

For transformative reflexivity, a series of articulated intellectual standard questions are posed at critical teaching periods to understand student learning and to know when knowledge has been imparted. It is expected that this will assist the educator in developing the skills, knowledge and ability that will foster the development of their intellectual capabilities.

Examples of the articulated standard questions which an educator may pose to define the breadth and depth of behind their teaching approach are: ‘What was good or bad about my teaching?’ ‘Was I able to convey the complexities about entrepreneurship to the students?’ ‘What could I have done better in stimulating entrepreneurship among the students?’ ‘How can I ensure that learning outcomes have been achieved?’. ‘Have I been able to transfer the knowledge and skills needed to operate a new business venture?’.

For us, these series of reflexive questions present guiding blocks that provide the basis for improving entrepreneurship teaching delivery. This is because educators are required challenge existing assumptions and to possess the ability to analyse power relationships in the classroom (Brookfield, 1995). This pre-supposes that the reflexive introspection demands that the educator’s delivery must be aligned to achieve the best learning outcomes. Put succinctly, an educator level transformative reflection construction provides a self-critical introspection of the teacher’s strategic approach which induces new insights for improvement.

Transformative Reflexivity at the learner's level

A key assumption of the logics of transformative reflexivity is that entrepreneurial learning must be located in a way that stimulates entrepreneurship among learners. In broad terms, the key approach is centred on the need to enhance the learners' general attitude to entrepreneurship, as well as the promoting entrepreneurship as a useful career prospect for students (Kolvereid and Moen, 1997). In explaining learner level transformative reflexivity, Omeihe and Omeihe (2019) argue that structures must be put in place to guide the way students reflect. This involves helping students connect their experiences with the teaching materials by assessing the quality of learning in meeting objectives. Thus, an underlying assumption is not on the quantity of reflective exercises, instead the focus is on how the reflection challenges the perspective of students about entrepreneurship, thereby providing richer explanations for their experiential learning.

Based on the work of Ash and Clayton (2004), we contend that at the learner level, students should be guided in their reflective process to consider in exploring the interplay between theory and practice. While we recognise that students vary not just in the study skills, but in their approach to learning and particularly in the extent to which they reproduce material, the extent to which educators exert their guidance on the student's reflections is by amplifying the essence of learning objectives. As the students identify with the objectives, they effectively align their experiences to each perspective in their reflective journals. Through this, they can confidently reflect and identify the essence of varying learning entrepreneurial exercises. In all of this, for transformative reflexivity to take place, emphasis must be placed on the learner's active reflection. Ensuring that students can actively think about what they are trying to do with it when it is applied, is the cornerstone to student development (Gibb, 2006).

Examples of the articulated standard questions which educators can use in guiding student's transformative reflexive process are: 'What did you learn?' 'How did you feel about it?' 'What do the objectives mean and why are they important?' 'How is this useful is to your entrepreneurial development?' 'How does this contribute to your knowledge of start-up process?' 'How can you improve your chances of meeting your career goals?'. Although similar to Kolb's (1984) Experiential learning cycle and the articulated learning of Ash and Clayton (2004), these six questions are designed to address the issues of entrepreneurial intent and therefore, are likely to influence graduate entrepreneurship. In essence, we contend that it

is through the engagement of students' reflective process and the outcomes of their learning that real entrepreneurial progress is achieved.

Methods

Data

Because students and educators are active participants in the reflective process, they provide a particularly good context in which to explore transformative reflexivity. We relied on data from an enterprise creation third-year cohort enrolled on the BA Business Programme at the University of the West of Scotland and a small sample of enterprise educators. Our first data source grew out of an analysis of a first semester assignment which had the reflective journal as a key component. Students were required to critically reflect on their personal development needs and the skills plus attributes of entrepreneurial behaviour. An integral part of the learning process was for them to reflect on their actions, as the assessment element requires each student to reflect on their own personal development. The reflective journal had a 1500–3500-word requirement.

Our data collection strategy evolved to matching our theoretical understanding (Glaser and Strauss, 1967). Moving across the submitted assignments, we located 16 submissions that fit our emerging definition of transformative reflexivity and proceeded to dedicate special attention to them. As our understanding of transformative reflexivity grew, we decided to increase our knowledge of learners who were not engaged in the reflexive process, and we included for a deeper study 2 submissions to our existing 16 samples.

Our second source of data collection consists of case studies initiated between 2019 and 2021 to investigate the contemporary phenomenon which exists between learners and educators. The comparison of different cases provides for clearer conclusions in explaining the concept of transformative reflexivity. The point being that it is expedient to uncover how educators also make sense of their reflective practice from a particular vantage point.

We began by approaching enterprise educators and we relied on a purposive sampling, beginning with educators who had taught on the course and proceeded to invite those who had taught on other venture creation courses. The choice of adopting a purposive sampling fit

perfectly within the frame of this study, as the logic behind our strategy for selecting cases were dependent on the needs of our emerging theory (Marshall and Rossman, 1999).

Much of what we learned came from a comparison of findings from both data sources. For our interviews, the conversations were not recorded. So, our quotes in this study are a product of written notes captured during the interviews.

Table 1
Characteristics of Educators

Case Details	Courses	Expertise and Role	No of interviews	Location	Gender
Case A	Enterprise Creation, New Venture Development, Entrepreneurial Opportunities	Enterprise Educator	1	Scotland	Male
Case B	Enterprise Creation, Creativity Enterprise and Innovation	Enterprise Educator	1	Scotland	Female
Case C	New Venture Development and Enterprise Creation	Enterprise Educator	1	Scotland	Female
Case D	Enterprise Creation and New Venture Development	Enterprise Educator	2	Scotland	Male
Case E	Creativity Enterprise and Entrepreneurship, Enterprise Creation, New Venture Creation, Enterprise and Creative Media	Enterprise Educator	3	Scotland	Female
Case F	Enterprise Creation and Leading Change	Enterprise Educator	2	Scotland	Male
Case G	Leading Change and Entrepreneurial Leadership	Enterprise Educator	3	Scotland	Male

Table 2
Characteristics of Learners

No	Course	Male	Female	Average Class Size	Demographic	Level	Year of Study	Location
16 Students engaged in the reflexive process	Enterprise Creation	8	8	32	10 UK Students, 6 International Students	3 rd Year	2018-2019	Scotland
2 students not engaged in the reflexive process	Enterprises Creation	1	1	32	1 UK Students, 1 International Students	3 rd Year	2018-2019	Scotland

Analysis and data procedure

In examining learners and teacher's experiences about transformative reflexivity, we made effort to adopt the best approaches for data analysis. We structured our analysis according to Braun and Clarke's (2006) established procedures for thematic analysis. Our analysis was done at two levels. First, we focused on identifying reflexive descriptions from the students' reflective diaries. We then examined the case studies of educators comparatively and coded the responses based on a series of simple typologies that emerged (Miles and Huberman, 1994; Baker and Nelson, 2004). An important aspect of the coding process involved the domains where the educators engaged in the reflective process, supported by the coding from the students' reflective journals. Part of this process involved a within case and cross case synthesis of the evidence, as quotes were used to build evidence for the readership.

Following an iterative process, we were able to refine the themes before proceeding to undertake a second-order audit. We then compared the overall reflexive experience towards developing an overall reflexive narrative. This was useful in ensuring that the data collected was reflective and indicative of the true responses of the participants. The analysis focused more on the similarities rather than the differences across our findings. To a broader extent, this provided an opportunity for rich and valid data to support this study.

In presenting our results, we have relied on quotes from the interviews and selected examples from the reflective journals to describe our findings. For our selected examples, we have chosen alphabets to introduce the educators involved and relied on indexed numbers for the learners.

Findings

Our qualitative data indicate that the standard reflective questions were useful in capturing reflective outcomes and find opportunities that are relevant in application of entrepreneurial knowledge. The structured questioning process provided an opportunity for the learners and educator to achieve a rich level of critical reflection (Ash and Clayton, 2004).

Entrepreneurial Awareness

From our empirical findings, there is evidence from the reflective journals that the educators' approach to teaching provided a rich sense of entrepreneurial awareness. We tried to evaluate the efficacy of this observation and identified this was a product of the educators' ability to reflect on two of the standard questions: 'was I able to convey the complexities about entrepreneurship to the students?' and 'what could I have done better in stimulating entrepreneurship among the students?'. Some of the below excerpts captured in the student's reflective journal are presented below:

'Due to this course, I have now an overview of what it is to create a business. It has motivated me to create my own business. Now I know the work that is behind every business creation' (Learner One).

'This module was really useful for me. Indeed, I may be creating my own business one day or the other and having courses on it will help me' (Learner Two).

'I have been able to develop new skills and attributes thanks to this module. I feel I am now able to run my own business. It was a concrete module that permits us to familiarise with the business world' (Learner Three).

Indeed, it seems relevant that a fundamental element of transformative reflexivity is the educator's need to recognise their individual teaching approach as a basis for the development of entrepreneurial teaching and learning strategy. Table three captures a range of selected feedback to buttress our findings.

Table 3

Illustrative reflective quotes demonstrating entrepreneurial awareness achieved from the course

Learner 6	'I have learnt what is involved to create a business idea and I intend the knowledge and skills to progress in the future'.
Learner 8	'Now, I know all the steps and actions necessary to create a business, this includes the various means of financing the creation of a company. I also know how to interpret the data of a market study to validate a project'.

Learner 9	‘The module gave me ideas for my future in the business world. It is important for students to become aware of all the elements and areas surrounding a new venture. I now understand the importance of finance and marketing for a new start-up’.
Learner 3	‘I learned that there is so much more that goes behind the scenes when starting a business than I first imaged. And so much thought and preparation have to go in before a concept can be brought to life’.
Leaner 5	‘I learned the importance of gradually growing a business and to try start off small and build up to bigger things’.
Leaner 4	‘Indeed, in this module I have learn the essentials in a company business which will be useful to me for my professional years’.
Learner 10	‘I now have a better understanding of what an investor will look for when pitching a product or idea in a business environment’.
Learner 11	‘I have been able to develop my understanding of the business industry. This will help propel me further towards my career goal’

Learning Outcomes

One of the principal arguments advanced in this study is the achievement of entrepreneurial learning outcomes. The objective of learning outcomes across entrepreneurial courses are broadly the same: which is to encourage students to be more entrepreneurial. A key aspect of the transformative reflexivity process is a simple question that captures how an educator’s understanding of the learning outcomes is captured in the reflective process: ‘how can I ensure that learning outcomes have been achieved?’. This in turn is used as a guide to improving new teaching experiences. The following excerpts captures selected responses from the educators:

‘In my teaching, I am always conscious of what student should know, so I that don’t deviate in my explanation. This includes the skills and knowledge which should be acquired at the end of the class, course, and assessment. This is useful in ensuring that students understand why the knowledge and skill is useful to their entrepreneurial capacity’. (Case E)

‘I am careful about the topics to teach so that I can ensure an understanding that provides entrepreneurial coverage. Relevant topics are prioritised to ensure student understanding’ (Case C)

Table four portrays more findings from the educators and learners' interpretations of learning outcomes. Our method for summarising the relationship between our qualitative evidence builds on Sutton's (1987) cross-site analysis developed by Miles and Hubermann (1984) for identifying similarities among data. The cross-site display in Table four was constructed to indicate evidence from their reflective response. Here we have gone ahead to capture a combination of evidence that projects a good fit in teaching and learning approaches. This evidence is elaborated below:

Table 4

Cross-site display of evidence demonstrating reflection of entrepreneurial learning outcomes (ELO)

Respondent	Assessment task requires student perform intended outcome	Effort to capture entrepreneurial learning outcomes during teaching	Ensure students are engaged in learning activities required in the entrepreneurial learning outcomes	Shifting the focus from educator to learner	Define what entrepreneurial learning outcomes students are meant to achieve	Notes on fit between data
Learner 17	r	r	r	r	r	Weak fit
Case F	C	c	c	C	c	
Learner 4	R	r	r	R	r	Fair fit
Case F	C	c	c	C	c	
Learner 5	R	R	R	R	R	Good fit
Case G	c	C	C	c	C	
Learner Six	R	R	R	R	R	Excellent fit
Case B	C	C	C	C	C	

*C= strong evidence interviews; c=modest evidence from interviews, R=strong evidence from reflective journal; r=modest evidence from reflective journal.

Personal Development

Becoming an entrepreneur requires a time of rapid development. Good entrepreneurship courses have an orientation to support the development of students. This is supported by a careful creation of peer learning communities, mentoring and a good teaching delivery. Evidence from the students' reflections indicated that the course was useful to their personal development. All the 16 students including the 2 students who had not engaged fully engaged in the reflective process, all reported that they had enhanced their personal development. Some

of the key entrepreneurial development themes that emerged were confidence, application of new knowledge, creative and innovative skills, entrepreneurial intent and capacity. For the educators, majority identified that students were always interested in challenges and had to be stimulated. Hence, students were recognised as fully engaged in the course delivery only if there is a vehicle for change and personal development.

Table 5

Illustrative quotes for personal development

Learner	Reflective quote	Personal development skills
Learner 4	Completing this course has made me realise how much progress I have made when it comes to presenting. And how much I have improved when it comes to being innovative and creative. It has also taught me to become more confident in myself.	Confidence, presentation, innovative and creative skills
Learner 5	I have learnt to be more confident. I have come to learn to believe in myself.	Self-confidence
Learner 6	This course also allowed me to learn and apply new knowledge to start a business.	Entrepreneurial knowledge and capacity
Learner 11	Throughout this module, I feel I have shown a variety of skills and knowledge. I also feel I have demonstrated my entrepreneurial attributes.	Entrepreneurial knowledge
Learner 13	I have grown to be a creative individual and I feel the business idea reflects this by being innovative.	Creative and innovative skills
Learner 17	Throughout the process I learned that time management skills are important and are tested throughout module. And therefore, I would have benefitted from filling the reflective journal week by week as I missed it some weeks.	Time management and organisational skills
Learner 18	I learned that keeping a reflective journal allows you develop goal setting skills, which have not been my strength. I learned that by filling in a journal week by week allow you to properly think about how you felt in certain topics.	Reflective and organisational skills

Educators' perspective

From our empirical findings, there is evidence that entrepreneurship education is enhanced by a transformative reflective process by which educators can critically analyse their approaches. In this vein, a reflect-evaluate-restrategise approach is undertaken to improving teaching and student engagement. This involves changing key aspects of teaching styles in a systematic way by drawing from evidence available to the teacher. A typical excerpt is provided by one of the respondents:

‘Teaching for me is a passion, however students seem not to enjoy my teaching. I tend to notice this through their levels of engagement, and this is not satisfying. I always go back home and try to be better the next day. I try to engage them more and try to seek their attention. It works most times for me, but I know I need more application’ (Case E).

The above evidence involves a self-induced reflection which enables the teacher to critically review aspects of one’s teaching. This ensures that such action supports the adjustment of teaching approaches through self-monitoring. The respondent refers to a reflective cycle which aims at improving teaching approaches. Although much can be achieved through reflection, the empirical findings further points to the need for suitable learning activities which will shape the entrepreneurial mind-set of the students.

When asked about the suitability of the intended learning outcomes, one of the respondents provided the below excerpt:

‘It is always important to go back to the drawing board. My approach is to ensure that I achieve the learning outcomes through my teaching approach. This includes providing unique learning activities to stimulate student development’ (Case C)

Interestingly, the transformative reflective process enhances the pedagogical message transmitted to the student. Here the educator ensures that tasks and activities are designed to support the development of student entrepreneurship. Crucially and within the students’ journals, we found that a major barrier to entrepreneurship teaching was a proficiency in this area. One of the respondents implied that proficiency was not only related to theory but also with the ability to have educators who have run their own businesses.

Quality entrepreneurship education was identified as ensuring student engagement, providing mentorship, and stimulating the cognitive process of the students. Teaching delivery was essential but more importantly, there is a need to stimulate class tasks and assessments. This should be based on real life projects and evaluated by real entrepreneurs. A typical excerpt indicated the role of group assessments and projects:

‘To bring the best from students with regards to entrepreneurship, demands good assessments and tasks. This should be based on real life projects and must be demanding in capturing key concepts of the business formation. Traditional individual class work and assessments are not enough’ (Case D).

The above excerpt indicates the need for a relevant assessments and class activities that provide support for improvement. Through this approach, students are tasked with taking ownership and control of their learning. Here, the obstacles faced while learning are confirmed as the teacher is expected to keep track of the teaching shortcomings with strategies for improvement.

Logics of Transformative Reflexivity Model

Based on the foregoing, our five-stage model (figure 1 and 2) existing at both levels (educator and learner), demonstrate how entrepreneurship teaching and learning is translated into reflections to serve as a guide for enhancing new experiences. As the model’s title indicates, the logics of transformative reflexivity affirms the essence of reflective introspections as a basis for new entrepreneurship teaching and learning action and an evaluation of the consequences.

Figure 1: Educator level transformative reflexivity

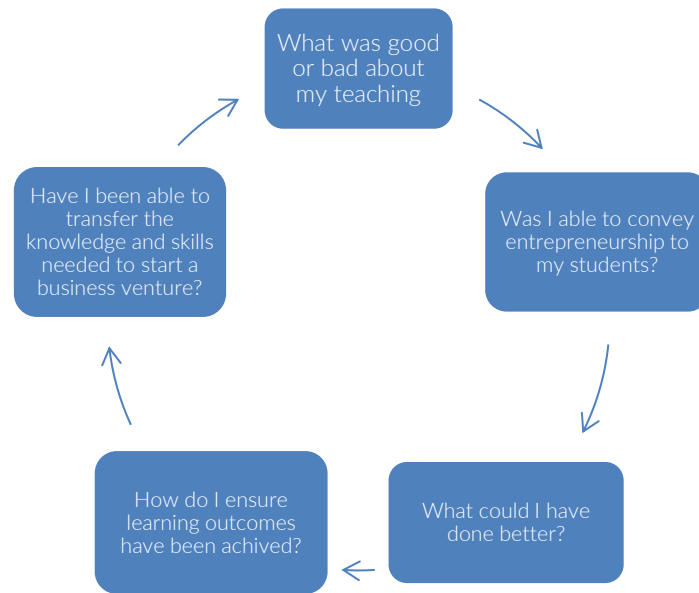
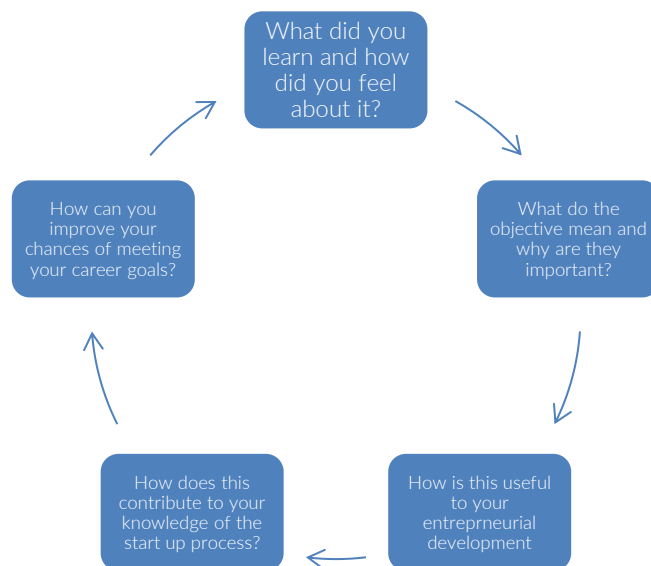


Figure 2: Learner level transformative reflexivity



Discussion and Conclusion

With transformative reflexivity at the heart of the issue, this study has examined the experiences of educators and students as it relates to entrepreneurship education. Issues imparting quality across an entrepreneurship course is explored. In the context of this study, the concept of effective entrepreneurship education stands out as it provides a unique introspection of teaching and learning approaches. The findings reflected more commonalities than differences across the respondents.

In addressing the entrepreneurship teaching approaches, the educators provided excerpts that supported a transformative reflection of teaching and learning approaches. Similar to Ash and Clayton's (2004) four guiding questions, the educator's reflections involved a reflect-evaluate-strategise approach shaped around a series of articulated intellectual standard questions. In their reflections, the educators were found to systematically improve key aspects of their entrepreneurial delivery by drawing from their reflexivity. Specifically, the empirical findings found the need for suitable learning activities which will shape the entrepreneurial mind-set of the students. Evidence across the participant responses revealed the need for mentorship and personal development.

Not surprisingly, our findings were not only related to educators but also those of learners. Accordingly, the students were guided along a set of structured question process which provided an opportunity to achieve a rich level of critical reflection. The reflections of their learning experiences positioned the ability to support their entrepreneurial learning process (Murray *et al.*, 2018; Crammond *et al.*, 2019). Through a transformative reflexive approach, students were tasked with taking ownership and control of their learning. Here, the obstacles faced on the part of the educator is the need to keep track of the teaching shortcomings, with strategies for improvement.

With regards to the method adopted for this study, we acknowledge that a quantitative approach would have not provided a rich understanding of this study phenomenon. This is because quantitative studies seek to provide casual explanations and numerical measurements (Bryman and Bell, 2015; Omeihe, 2019).

Thus, a qualitative study is unique to this study as it provides a richer understanding of transformative reflexivity in entrepreneurship education through the lens of the local actors. Nonetheless, one of key limitation of this study may have to do with the sample size. Future studies may include a richer comparison of perspectives drawn to include leaders of higher education.

Our contribution provides insights into approaches for enhancing quality entrepreneurial teaching and learning. We contend that entrepreneurship education demands creating a unique climate which encompasses holistic educator and learner reflections. We believe that this has a strong impact on entrepreneurship education.

While some may see limitations to entrepreneurial learning from a student perspective, we argue that success expectation lies at the doorstep of the curriculum/ programme design and approach. This presupposes an application of reflective introspections which educators must adhere to.

Ultimately, universities should address the associated interventions to create and entrepreneurial culture. As such, the appeal of this study lies in the opportunity to probe the inner texture of adopted teaching and learning practices. Our study points that effective entrepreneurship education should incorporate transformative reflexivity for both educators and learners by allowing a scrutiny of the teaching and learning process.

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