



Learning and Teaching Student Experience 2021
Logics of Transformative
Reflexivity: Towards recapturing
enterprise teaching and
quality pedagogy

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Background to research problem



There is a broad consensus that curriculum design principles and practices must be underpinned by effective institutional, national and international agendas

Strikingly, this argument is strengthened by the assertion that teaching and learning quality has been watered down by commercialisation initiatives across higher education

This remains critical in this context, as higher education institutions appear to have failed to develop the skill and entrepreneurial competencies needed in the fast-changing global market

Over time, the real notion is the lack of a framework that advances the right foundations for effective enterprise teaching and learning

Background to research problem

In pursuing excellence and opportunity, the UK government has made repeated calls to encourage a culture of science for entrepreneurial start-ups, such that members of the society can take risks and exploit opportunities

To achieve these goals, universities will have to operate by providing the incentive structure which enhances enterprise teaching and programmes (Crammond *et al.*, 2018; Murray *et al.*, 2018)

Further along these lines, care must be taken to recognise that quality enterprise pedagogy is a function of the institutional-wide infrastructure (Biggs and Tang, 2011; Omeihe and Omeihe, 2019).



Research Questions:



Guided by the investigation of 6 distinct cases, an understanding of quality teaching is explored through the lens of the respondents. In this vein, the insights are centred on two core questions:

- *RQ1: How do students perceive quality teaching and learning pedagogy?*
- *RQ2: How do we extend existing enterprise knowledge within the limits of critical bounding assumptions?*

Theoretical Underpinning: Logics of transformative reflexivity



Necessitates an understanding of behaviour located within social and institutional contexts (Omeihe and Omeihe, 2019; 2021)

The theory acknowledges that knowledge should ideally be grounded on a self introspection whereby uncertainties are suspended towards maintaining a positive expectation

The theory illuminates the ability of the individual to make a difference to their own world, by acknowledging that success expectation lies at their doorstep

Addresses the strengths and the equally active nature of the individual in making sense of their perceived reality



Micro-Level Transformative reflexivity

At the micro level approach, the transformative reflexive approach exists on the part of the teacher who provides the impetus for knowledge

A major characteristic of award winning enterprise teachers 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)

This implies that they approach their teaching through a reflective interaction so that they might develop better. As the term reflection goes, it is a mirror through which one can make introspections and satisfactory outcomes



Macro-Level Transformative reflexivity

At the micro level approach, the transformative reflexivity pedagogy is centred on a broader institutional-wide scholarship. In this context, the institutional strategy demands that academics are up-to-date on teaching knowledge

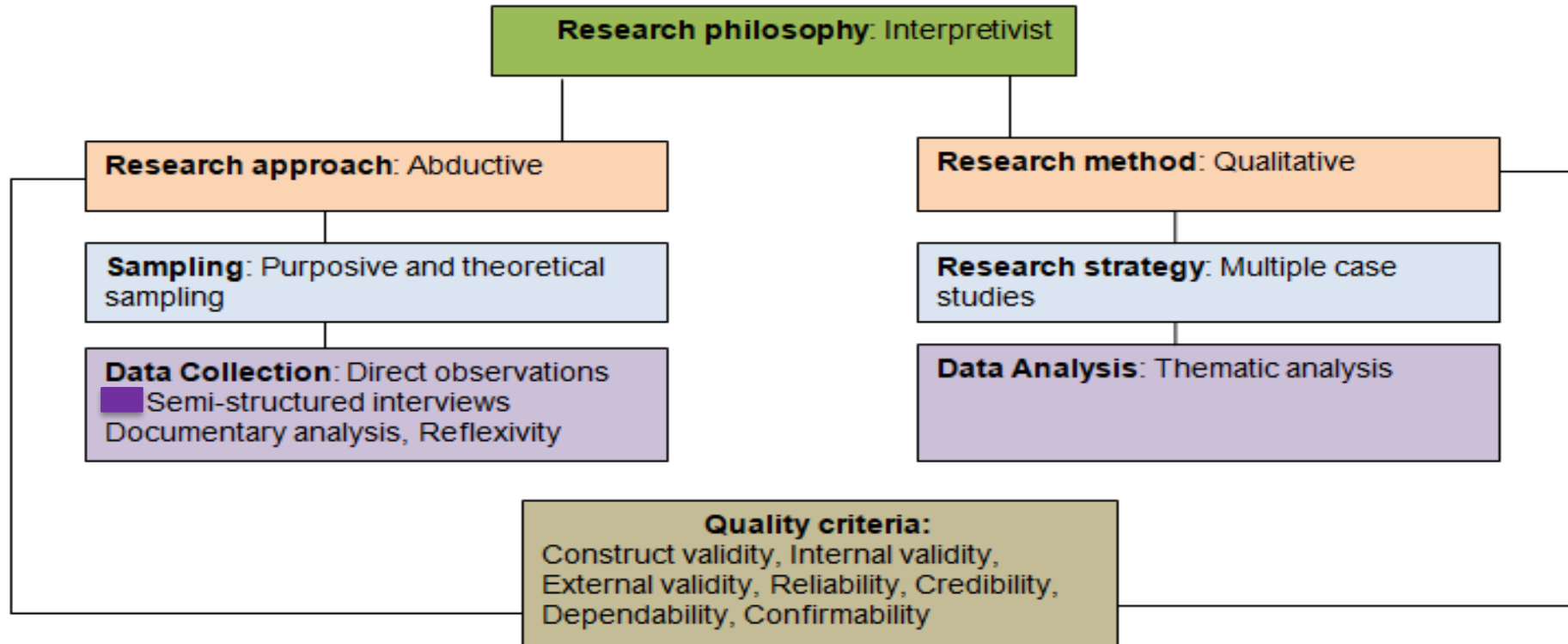
It is expected that the institutional wide strategy includes incorporating academic proficiency certifications to support teaching and learning for its academics

Specifically, such initiatives are about improving student learning through communicating and investigating one's teaching through the lens of the students

Further along these lines, constructive alignment must be pronounced to effect the transformative reflexivity of teaching activity

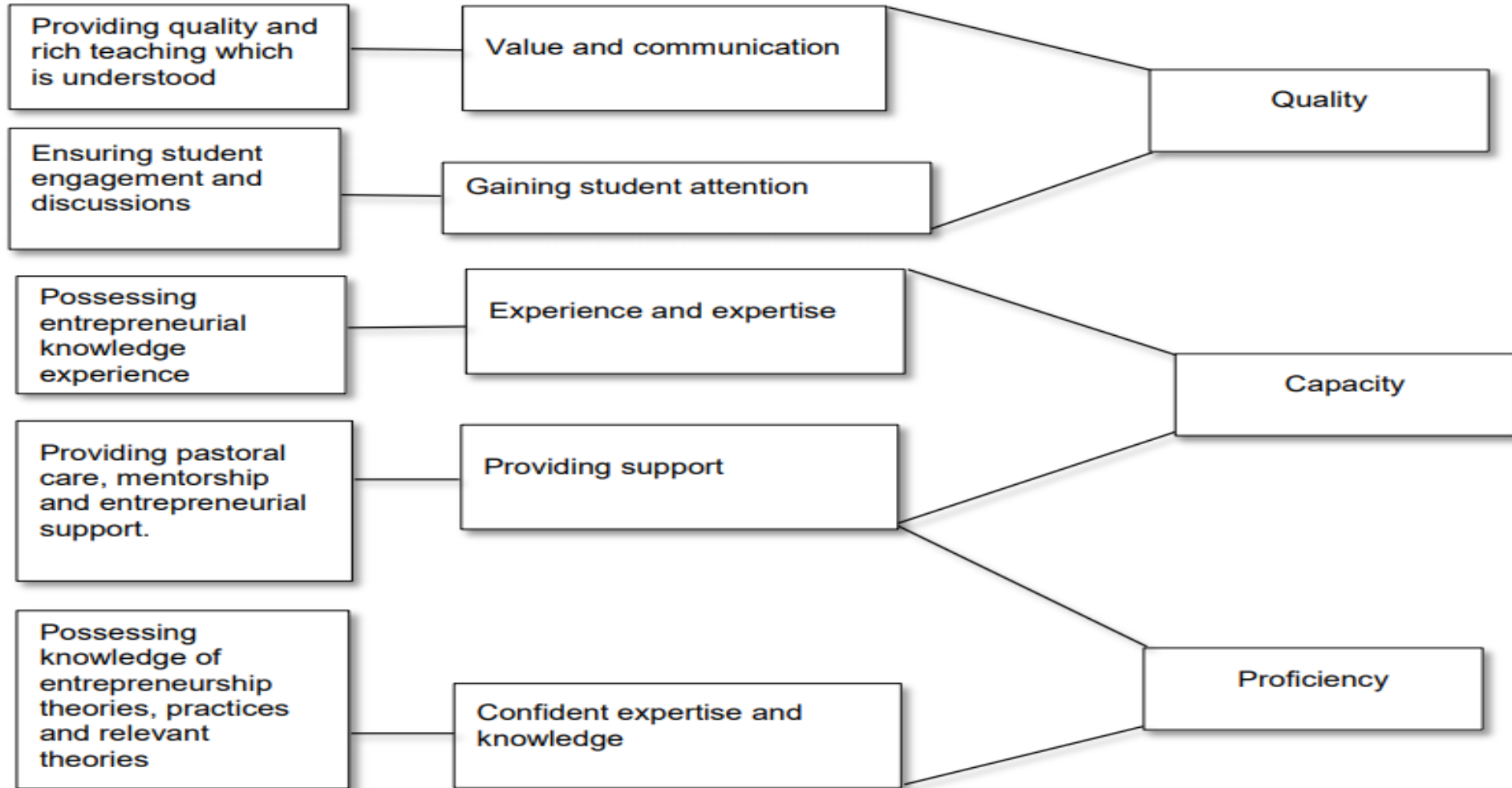


Research Methodology



Data Analysis

First order concept



Criteriaology for establishing **research quality**

Criteriaology	Techniques	Research phases
Construct validity	Multiple sources of highly complementary evidence of semi- structured interviews, documentation and direct observation. Review of draft report of findings by key informants.	Data collection and report writing.
Internal validity	Conducted within case analysis, then cross-case pattern matching. Adopted the use of pilot study which provided an opportunity to develop rapport building skills with respondents; as well as establishing effective communication approaches. Ensured internal coherence of findings retained raw data from the audio recordings, field notes and documentations.	Data collection and analysis.
External validity	Used multiple-case studies to compare and contrast findings. Ensured a definition of study scope and boundaries and compared evidence with existing literature.	Data analysis and report writing. Research design
Reliability	Developed and refined case study protocol to provide a set of procedures and general rules towards the data collection process. Recorded observations and actions as concrete as possible.	Research design data collection
Credibility	Ensured that a truthful and accurate depiction of the experiences of the participants was achieved, which was complimented with direct observation. Peer debrief was conducted though online meetings with supervisory team.	Data collection Data analysis Data reporting
Dependability	Hence, this was achieved by having an inter-rater to review the transcribed data and validate identified themes. This ensured that a degree of agreement on findings related to the themes.	Data analysis Data reporting
Confirmability	Maintained a reflexive journal through note keeping and daily introspections. Ensured reflexivity and bracketing to reduce researcher bias assumptions towards achieving a clear understanding of the experiences of the participants.	Data collection Data reporting

The heart of the entrepreneurial process is found in the descriptive background.

We will not get to the heart of the entrepreneurial process until we observe it in the field

(Bygrave, 1989: 25)



Summary of findings

- Evidence across the participant responses revealed the need for pastoral support and mentorship. Not surprisingly, this finding was not only related to theory but also with the ability to provide career support to respective students.
- Accordingly, the evidence points to the essence of mentorship as a unique aspect for entrepreneurial development. Further along these lines, the findings revealed that assessments and group tasks were important for stimulating student intellect
- While we acknowledge this approach, we believe that this may include providing external mentors who would provide career development support for students

- The findings also emphasised that the scope and function of quality teaching and learning and the provision of formative evaluation to lecturers. However it goes beyond this as the evaluation includes a 360 degree evaluation
- Here students are evaluated based on their learning and engagement, while the lecturers are evaluated based on their approach and teaching style. This notion indicates the need for a reciprocal form which provides support for improvement
- Through this reflexive approach, students are tasked with taking ownership and control of their learning. Here, the obstacles faced on the course of learning are confirmed as the teacher is expected to keep track of the teaching shortcomings with strategies for improvement

Summary of findings

- With teaching and quality at the heart of the issue, this study has examined the perception and experiences of participants as it relates to enterprise pedagogy
- In particular, issues regarding quality across student entrepreneurship is explored. In the context of this study, the concept of transformative reflexive pedagogy stands out as it provides a unique introspection of teaching method and approaches
- In examining the cases, the findings reflected more commonalities than differences across the respondents. The expertise of the teachers was revealed to be a hindrance to quality teaching
- As the students would have preferred academics with proven entrepreneurial success in venture formation. The commonality in the findings revealed that a broader institutional reflective initiative that would deliver transformative results

- In addressing the weakness of teaching approaches, the teachers provided excerpts that supported a critical reflection of teaching approaches
- This involves a reflect-evaluate-strategise approach towards improving teaching and student engagement
- The teachers were found to systematically change key aspects of their teaching styles by drawing from evaluation evidence available
- Specifically, the empirical findings found the need for suitable learning activities which will shape the entrepreneurial mind-set of the students

Contributions

- Lays the foundation for the concept of logics of transformative reflexivity
- In the context of this study, the concept of effective teaching and quality stands out as it provides a unique introspection of teaching methods and approaches
- In locating our contributions, our study provides insights into approaches for enhancing quality enterprise teaching and learning
- We contend that the problems of teaching and quality in enterprise pedagogy demands creating a unique climate that encompasses holistic student interactions

- In this vein, we believe that this has a strong impact on student learning
- While some may see limitations to entrepreneurial learning from a student perspective, we argue that success expectations lie at the doorstep of the curriculum/ program design and approach
- This presupposes an application of a set of principles that enterprise educators must adhere

Implications

- With regards to theory, policy and practical approach, theorising the logics of transformative reflexivity presuppose a focus on enterprise educators who **MUST** first explore their true selves, through reflections, the willingness to collect student feedback and a continuous pursuit of improved teaching
- Our study also isolates what we regard as the institutional influence in addressing the associated interventions of creating an enterprising culture
- As such, the appeal of this study lies in the opportunity to probe the inner texture of adopted teaching practices
- Our key takeaway locates the field, starting with the notion that effective enterprise teaching and quality learning induces introspection for the teachers by allowing a scrutiny of enterprise teaching approaches



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