

Can Enterprise Education Promote Student Employability? A Case Focus on Teaching in Botswana

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Why Botswana?

- Botswana Accountancy College is Partner Institution
- Currently have approx. 1,000 students on University of Derby Business Programmes
- Challenge is to maintain learning and teaching quality



A Question...

- Does the teaching of entrepreneurship and enterprise subjects in geographically and culturally diverse locations affect the student learning experience and the resulting student employability?
- Student learning experience can be viewed through the concept of deep and surface approaches to learning because:
 - “approaches to learning relate directly to students’ experiences at university.”

(Entwistle, 2009, p.33)

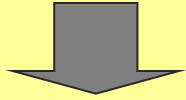
Concept of Approaches to Learning

- Information processing studies by Marton & Saljo
- Students asked to read academic article and be prepared to answer questions on it
- Intention of students found to be either “focused on text itself or on what the text was about: the author’s intention, the main point”
- Text focused students “did not try to understand the text, they tried to memorise it. Their awareness skated along the surface of the text.”

(Marton & Saljo, 1984, p.43-4)

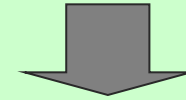
Surface Approach vs Deep Approach

- **Intention - cope with task requirements**



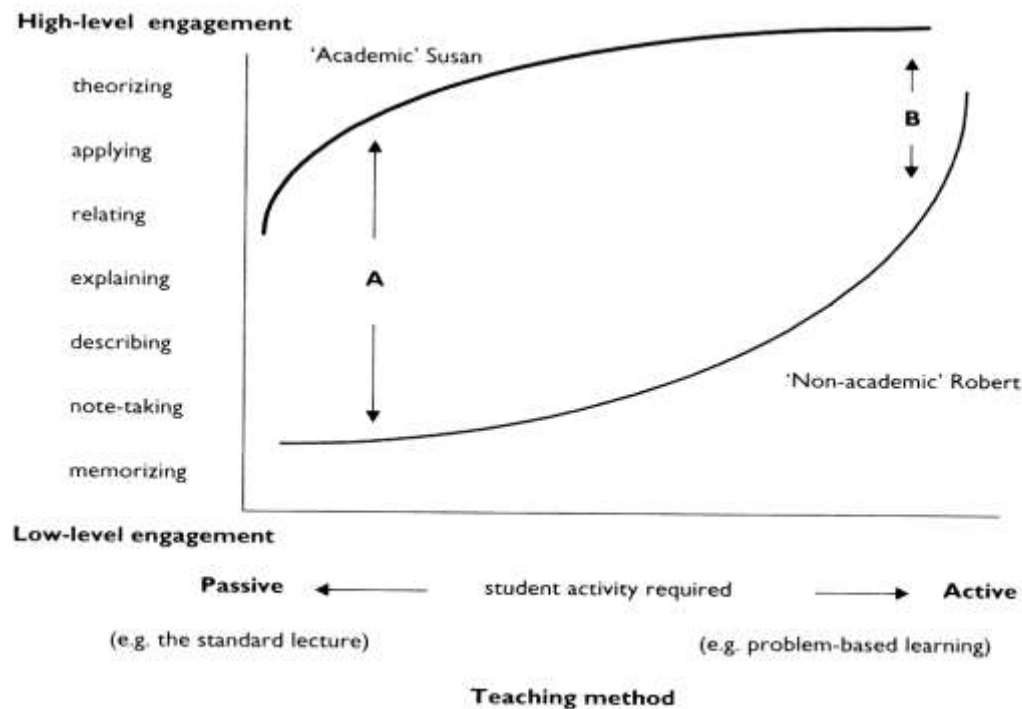
- Unrelated & irrelevant bits of knowledge
- Memorising facts & studying without reflection
- Feeling pressure & anxiety about time & workload
- Difficulty in making sense of new ideas

- **Intention - understand ideas yourself**



- Relevant & can relate to knowledge & experience
- Looking for patterns & underlying principles
- Actively interested in course content
- Apply learning in new situations

The Susan and Robert Problem



(Biggs & Tang, 2011, p.6)

Figure 1.1: Student orientation, teaching method and level of engagement

- QAA (2012) suggesting move to more active teaching
- Biggs & Tang (2011) – this leads to higher level engagement

Why Bother?

- Deeper approaches to learning are related to higher quality outcomes, better grades and are also more enjoyable. Surface approaches are dissatisfying and are associated with poorer outcomes.

(Ramsden, 2003, p.53)

- To enhance student experience and employability, need more deep learning and less surface learning, but how to measure?
- Revised Study Process Questionnaire [R-SPQ] developed by Biggs et al (2001)
 - 20 statements self rated on 1-5 scale
 - Half indicate deep approach and half indicate surface approach

The Importance of Context

- Importantly, approaches to learning are NOT set characteristics of students, but depend on their perception of the context
- Note: their perception is unlikely to be the same as your perception
- “Deep and surface approaches are responses to the educational environments in which students learn”

(Ramsden, 2003, p.53)

A Demonstration of Context

- Based on work of Kember et al (2008) who describe a workshop activity to demonstrate that:
 - “approaches to learning are influenced by the teaching and learning environment”
- Consider the course/module which you have **most liked** studying
- How often are the following statements true of you?

http://www.polleverywhere.com/multiple_choice_polls/f0a5WgNxqvtHv8H

http://www.polleverywhere.com/multiple_choice_polls/IK658rjsRVxtgWC

Most Liked Modules

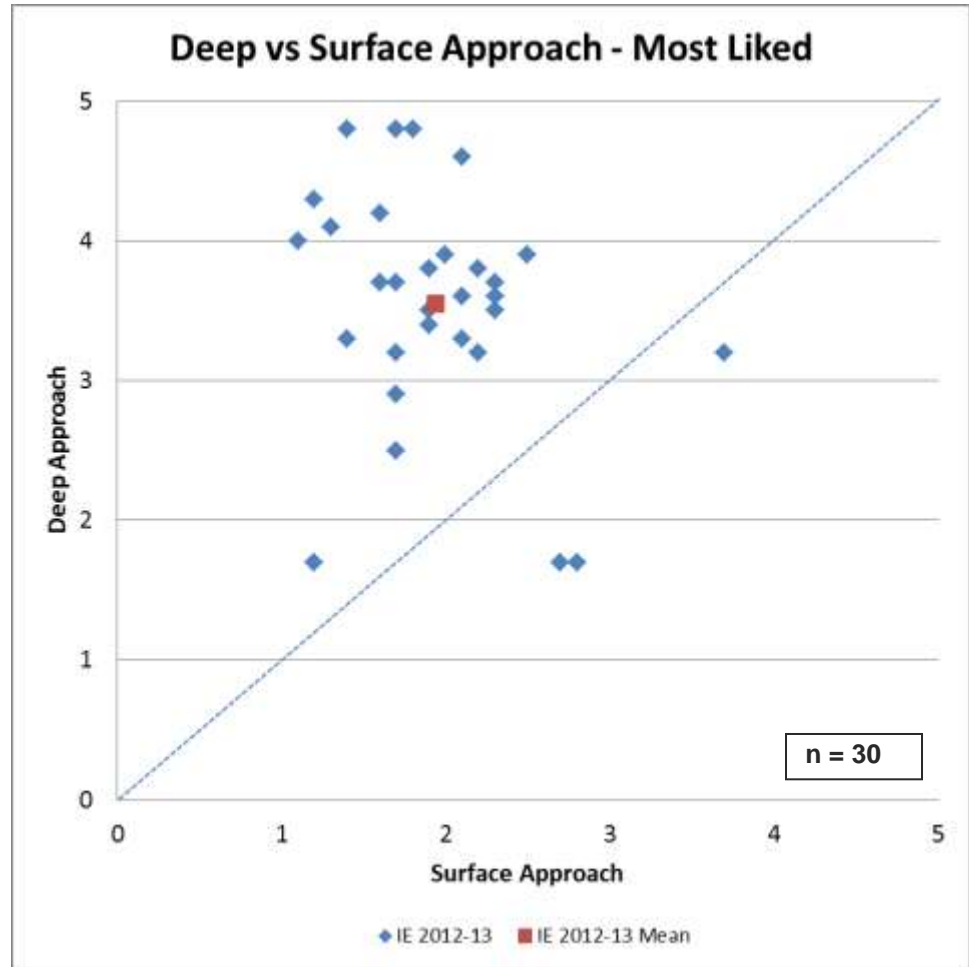
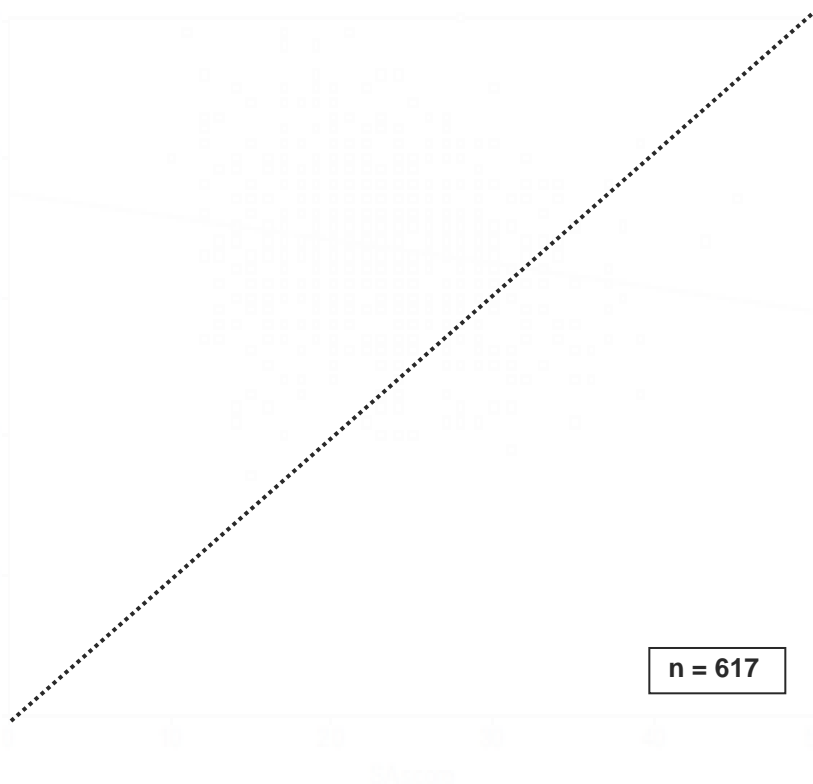


Figure 2 Scatter plots of DB scores against SA scores for current study

Source: Kember et al (2008)

A Further Demonstration of Context

- Consider the course/module which you have **most disliked** studying
- How often are the following statements true of you?

http://www.polleverywhere.com/multiple_choice_polls/EAKzXNK0qa491Na

http://www.polleverywhere.com/multiple_choice_polls/lfnpuxEkrUpGgZj

Most Disliked Modules

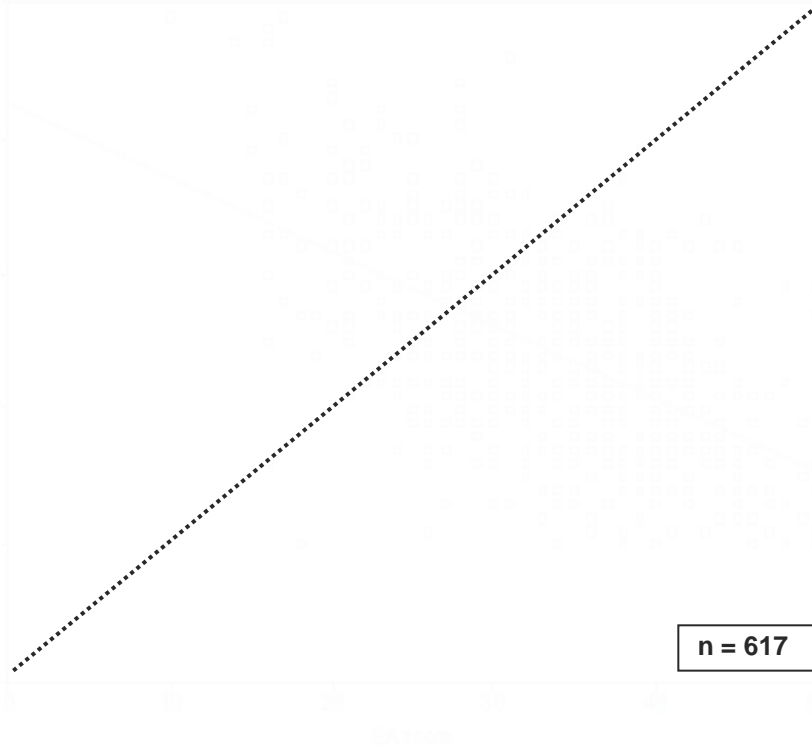
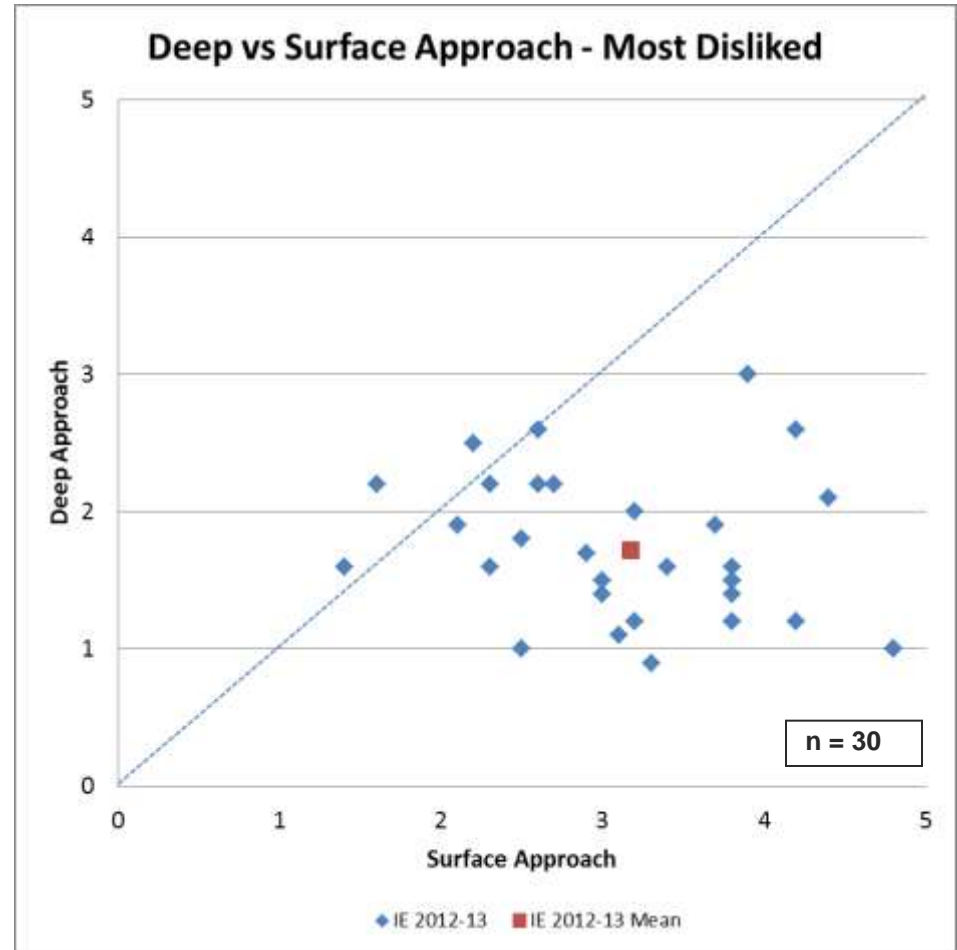


Figure 3 Scatter plots of DA scores against DA scores for most disliked modules



Source: Kember et al (2008)

The Educational Environment

Student Characteristics	Departmental Learning Context	Student Perception of the Context
Ability / personality	Policy & practices	Good teaching
Prior knowledge	Course design	Clear goals
Previous experience	Teaching methods	Workload
Current understanding	Assessment	Time pressure
Interest in subject	Classroom setting	Perceived value

(Developed from Prosser and Trigwell, 1999, Richardson, 2000, Ramsden, 2003 and Biggs & Tang, 2011)

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Current Research Study

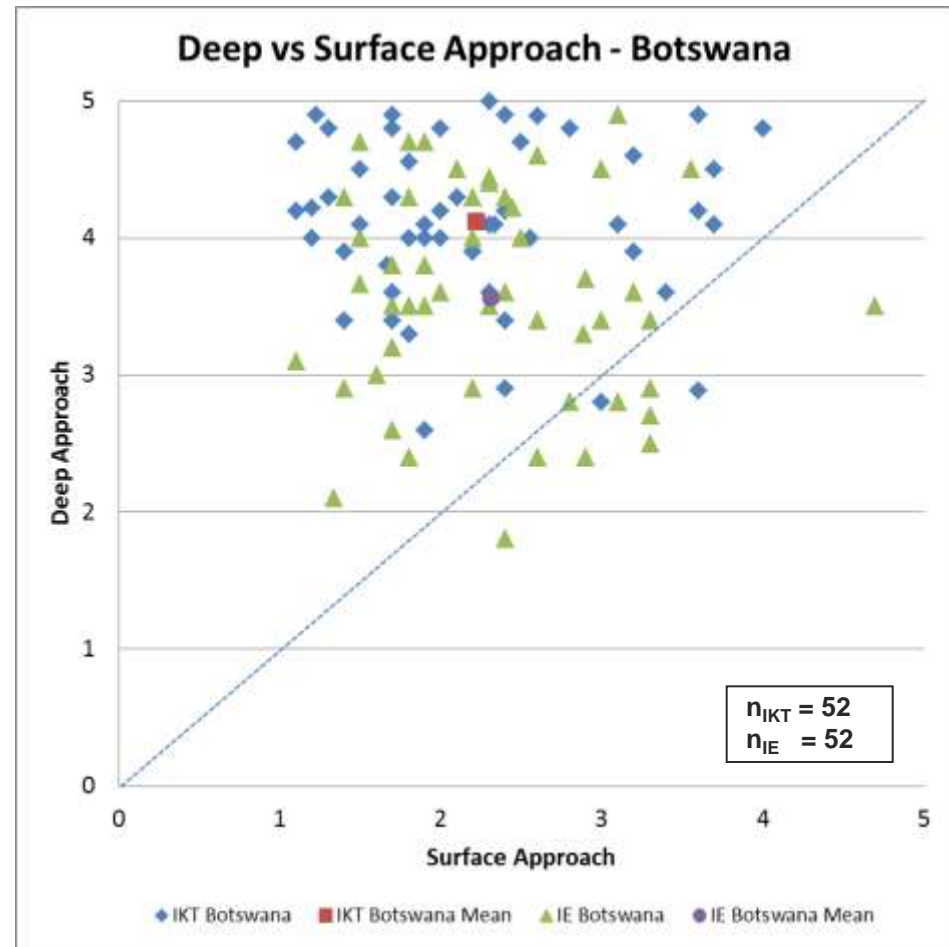
- Two enterprise modules taught in Botswana:
 - Innovation & Knowledge Transfer – Level 5
 - International Entrepreneurship – Level 6
- Study comparing cohorts in terms of:
 - Deep learning
 - Surface learning
 - Anecdotal evidence of student experience
 - Anecdotal evidence of future student employability
- Measure deep and surface learning using Revised Study Process Questionnaire [R-SPQ]

Module Educational Environment

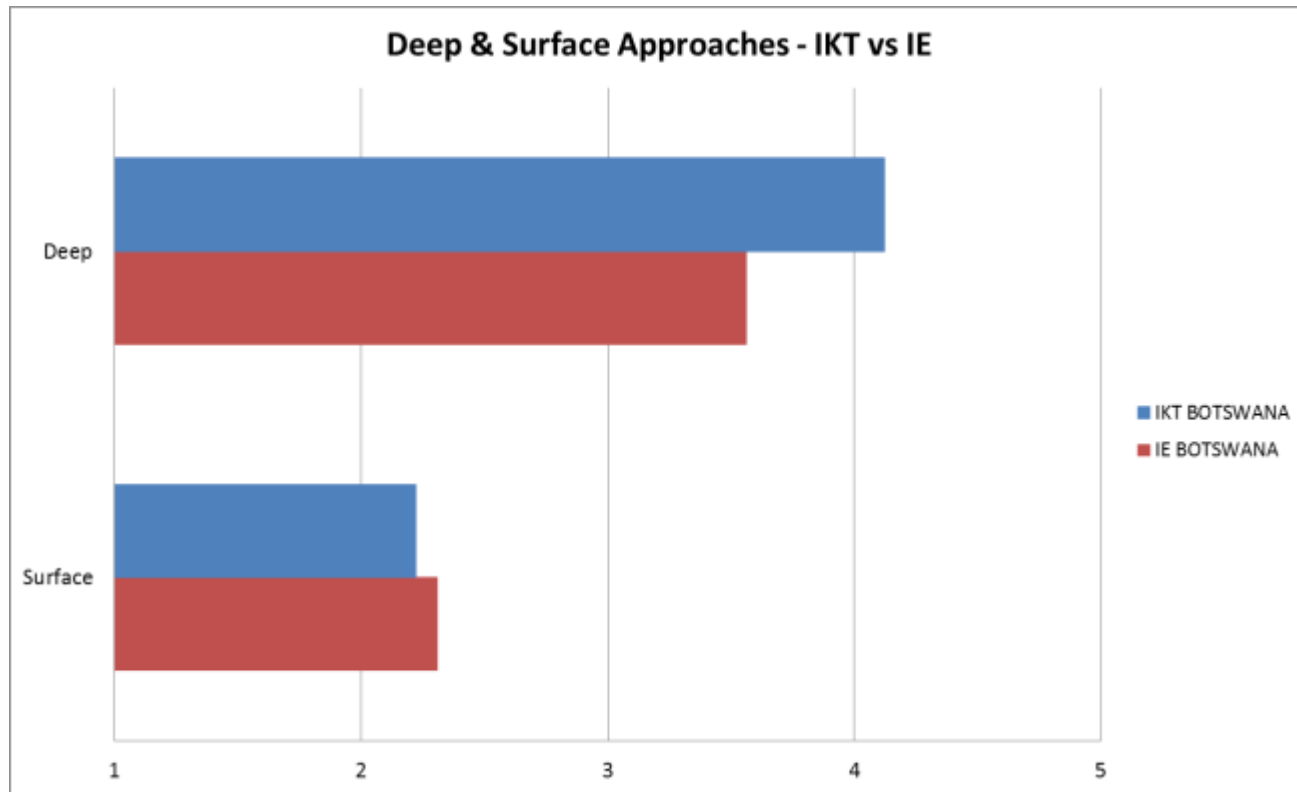
- Course Design (Increased contact):
 - 36 hours contact
 - 1 hour lectures & 2 hour seminars
- Teaching Methods (More active & experiential):
 - In-class discussions and exercises
 - Developmental formative feedback
- Assessment (More practical, applied & innovative):
 - Create innovation / int'l market entry strategy for local company
 - Videoed presentation of research & decisions
 - Critical evaluation and reflection of process undertaken

Deep vs Surface Approaches

- Both Innovation & Knowledge Transfer and International Entrepreneurship cohorts exhibit deeper approach than surface approach
- However, limitation is no other Botswana studies to compare against

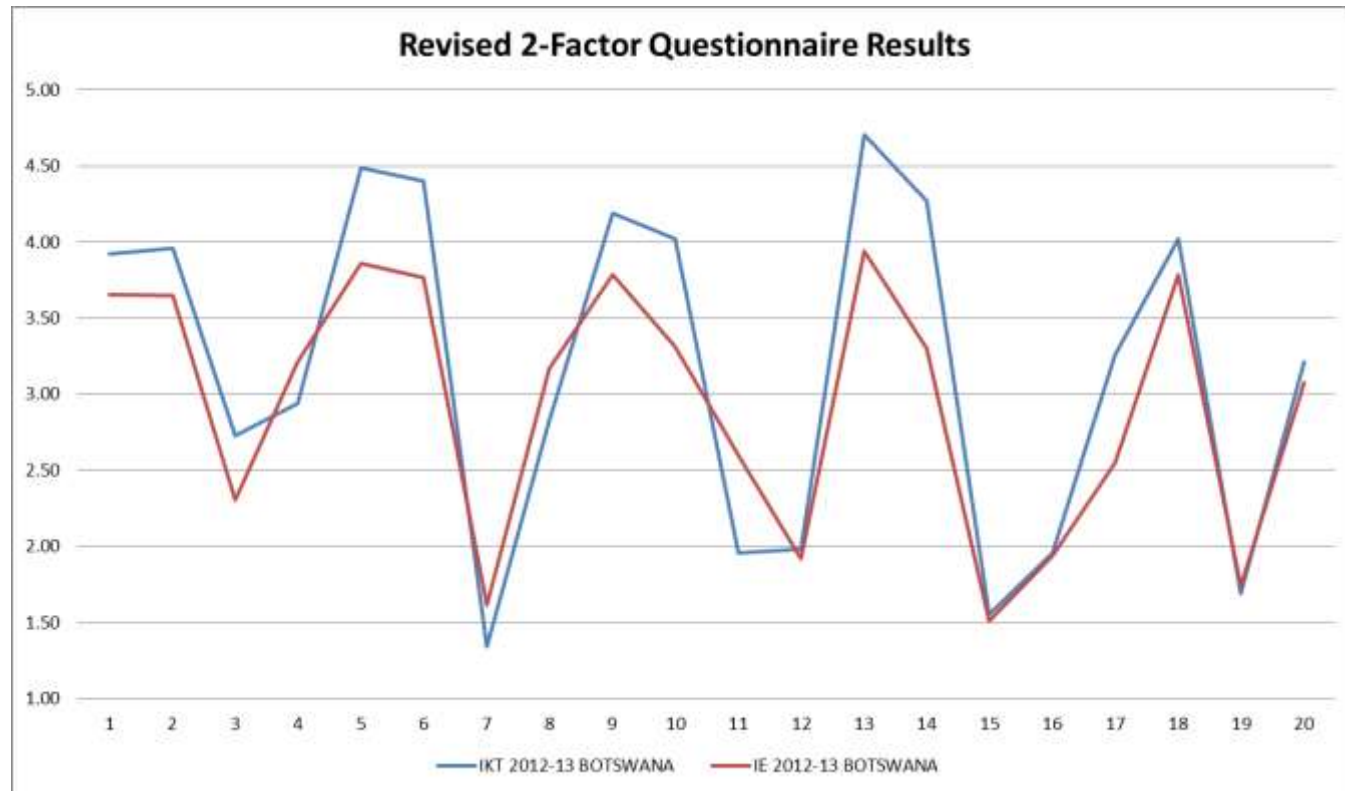


Deep vs Surface Approaches



- IKT cohort deep approach significantly higher at 1% level

R-SPQ Responses IKT vs IE



- Both cohorts have similar response patterns

Student Experience: IKT



- Overwhelmingly positive
- Open comments indicate some desire for examined portion

Student Employability: IKT

- “I liked the innovative way of presenting the assignment thus via video. This process has really enhanced my creativity and innovative thinking and I am proud to have gained a lot of personal development through the module.”
- “The module was exciting and engaging everyone to take part and realize their strengths and weaknesses in creativity. It prepares a candidate to embark on the best competencies and skills needed by the business world.”
- “I liked the way teaching was done because it was related to the real world”

Student Employability: IE

- “The content of the module was of high quality and gave me an in depth view about entrepreneurship. I started to view businesses differently and enriched with applicable knowledge.”
- “The module has equipped me with right skills and knowledge to become an entrepreneur and venture successfully in the business world.”
- “I loved the presentation part of the assignment because I was building my confidence”

So What Did We Learn?

- Possible to replicate UK teaching in other countries and cultures to achieve:
 - High levels of deep learning
 - Low levels of surface learning
- Some evidence of a relationship between deep approaches to learning and:
 - Enhanced student experience
 - Improved future student employability
- Revised Study Process Questionnaire quick & easy to use
- Can use to show effect of improvement interventions to your own teaching and assessment

References

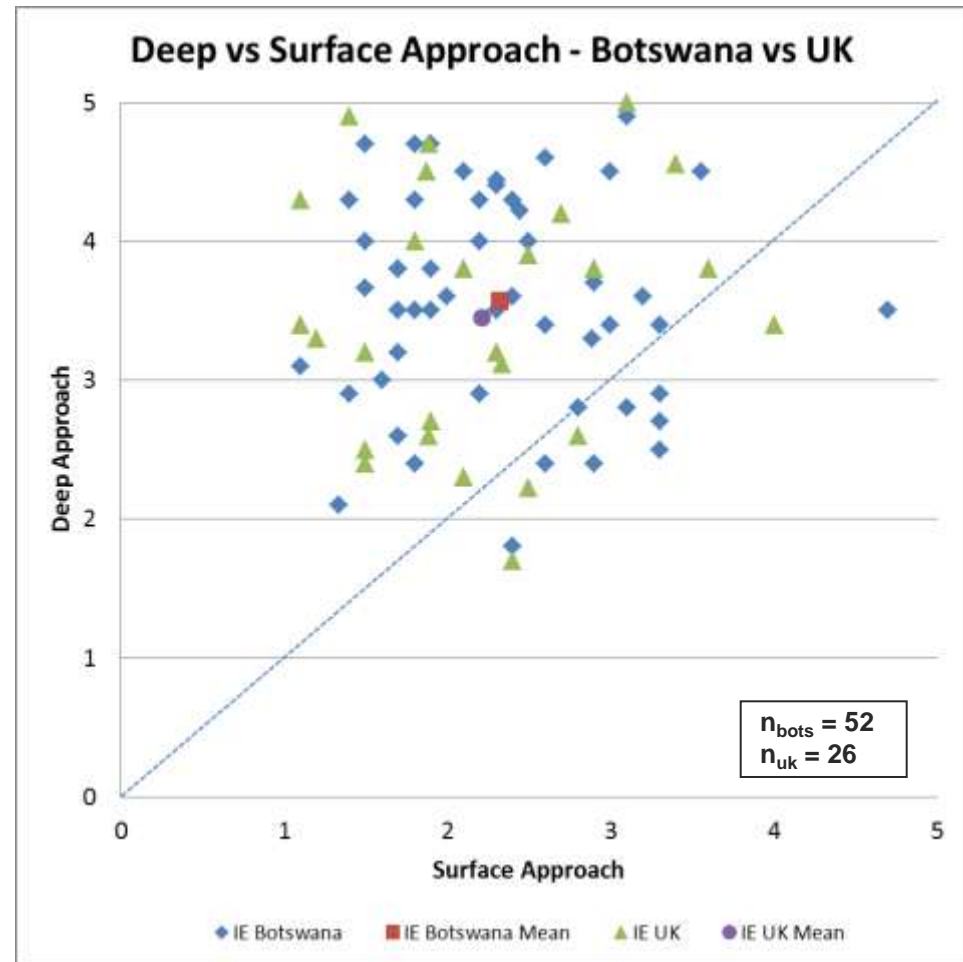
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International Entrepreneurship

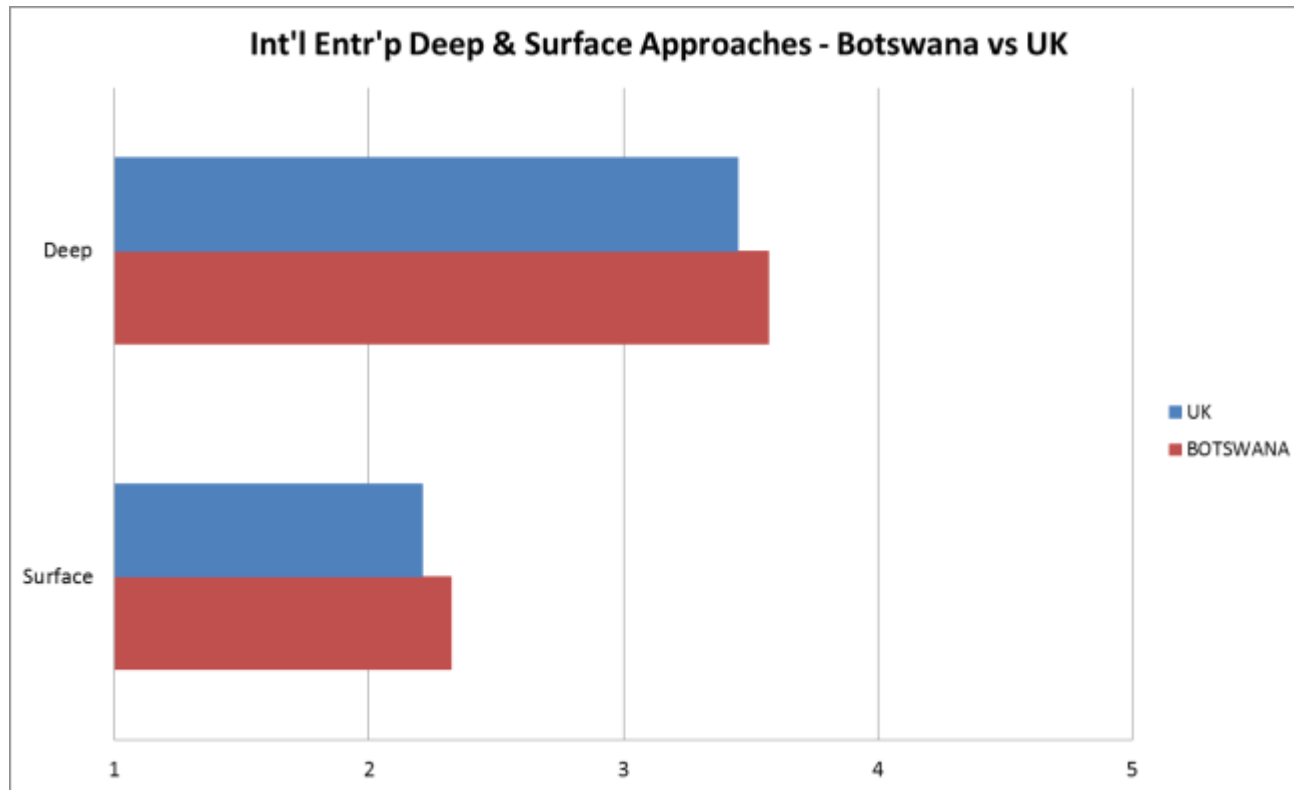
Botswana vs UK

International Entrepreneurship

- Both Botswana and UK cohorts have greater levels of deep learning than surface learning
- No significant differences between means for Botswana and UK for:
 - Deep learning
 - Surface learning

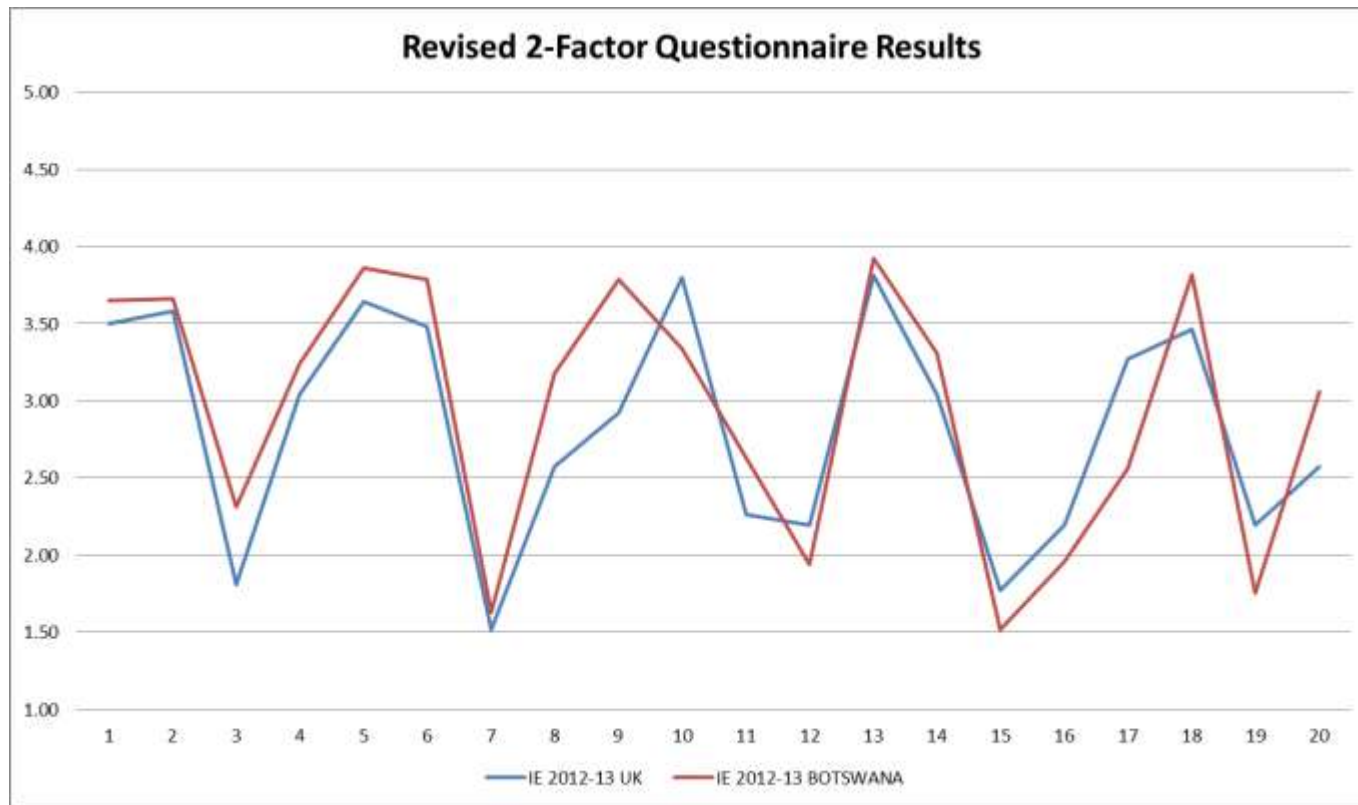


Mean Deep & Surface Approaches



- Botswana has marginally higher levels of both deep and surface learning than UK, but differences almost identical

R-SPQ Responses Botswana vs UK



- Same content, teaching methods & type of assessment
- Distribution trend of deep and surface learning is similar

