

INDEX

- 'Aboutness' thinking, 153
- Accelerator programmes, 128
- Agon, 217
- Agribusiness, 76–77
 - accessibility of transportation facilities for, 97
 - attitudes towards and nature of, 87
 - and graduate entrepreneurship in Ghana, 79–82
 - self-employed in, 82–83
- Ajzen's theory of planned behaviour, 68
- Alea, 217
- Austrian tradition in entrepreneurship, 79
- Baron and Kenny's step conditions, 64
- Boundary crossing workshops for enterprise education, capability approach, 284–288
 - methodology, 288–289
 - boundary crossing, 290–291
 - vocational education, 291–292
 - project on, 292–293
 - results
 - final questionnaire, 299–301
 - follow-up to workshops, 301
 - fourth workshop, discussion of conflictual work experience, 293–299
- Bricolage theory, 238
- Business
 - education in Russia
 - development of, 122
 - history, 121
 - rank, 123
 - and management education in United Kingdom, 114–116
 - mentors, 127
 - plans, 200
- Business Model Canvas, 199, 201
- Business start-up through enterprise placement year, 308–309
- EPY at University of Huddersfield, 313
 - academic requirements, 314
 - application process, 314–316
 - event series, 317
 - financial support, 320
 - group mentoring sessions, 317
 - individual advice sessions, 317
 - induction day and welcome week, 316
 - informal learning, 318–319
 - learning activities, 316
 - reflection, 319
 - examples of, 322–324
 - experiential entrepreneurship education, 309–310
 - student placements in higher education, 311–312
 - four elements, 310
 - latest innovations, 320–321

- methodology, 313
- monitoring and evaluation, 324
 - academic performance, 326–327
 - continued support and actual business start-up, 327–329
 - participation in, 325–326
 - students completing by cohort year and academic school, 325

- Capability approach (CA) for human development beyond human capital, 286–287
- ‘Chalk and talk’ model, 198
- Change laboratory workshops, 289–292
- Chicago tradition concept of entrepreneurship, 79
- Co-created process, 188
- Columbia County Longitudinal Study, 87
- Commonwealth of Independent States (CIS), 114
- Conceptualization of learning, 182–183
- Constructivist perspective for entrepreneurship
 - in learning theories, 239
 - socioeconomic environment, 240
 - TeleCC online platform, 241
 - traditional didacticism, 241
- Continual adaptation, 39
- Cooplexity model, 224
 - findings, 227–228
 - programmes, 225
 - synergy simulator, 225, 227
 - and uncertainty, 221
- Core 2-day Synergy Schedule, 226
- Cox Snell R^2 , 97

- Creation of disorder, 223
- Criticality in practical knowledge, 188
- Cronbach’s alpha reliability coefficient, 88–89
- Curriculum learning components
 - attitudes (A1-A7), 269
 - knowledge (C1-C4), 269
 - skills (S1-S7), 269
- Customer/market feedback, 201

- ‘Demo Day’, 271
- Department for Business, Innovation and Skills (DBIS), 110
- Designing and delivering, entrepreneurship education, 336
 - case study, 343–344
 - pedagogical design principles, 345–346
 - teaching learning and assessment strategy, 347
- discussion, pedagogy in practice
 - community engagement, 351
 - cross-disciplinary delivery, 349–350
 - group collaboration, 352
 - nature of post-1992 institutions and devolved HE context, 349
 - networking skills, 352–353
 - staffing and facilitating, 350
 - technological barriers, 350
 - trading experience, 351–352
- literature review
 - pedagogy, 340–341
 - policy, 338–340
 - practice, 341–342
 - methodology, 342–343

- 'Digitally demanding', 198
- Duke of York Young Entrepreneur Centre (DOYYEC), 314
- Dysfunctional learning
 - consequences of, 215–216
 - Leitch report, 215
- Educational pedagogy, 198
- Enterprise education provision, 200
- Enterprise placement year (EPY), 307
- Enterprise Team Business Advisor's
 - external connections and networks, 318
- Entrepreneurial learning, 19
 - global entrepreneurship monitor report, 48
 - ideas, exploitation of, 21
 - 'learning by doing', 21
 - prior experience and search, 20
 - process of, 20
 - skills and competences, 21
 - trial and error, 21
- Entrepreneurship 2020 Action Plan*, 48
- Entrepreneurship and enterprise (E&E) education (EEE), 108
- Entrepreneurship education, 2
 - 2020 Action Plan, 262
 - Bibikas, Vorley and Wapshott's study, 8
 - Bosompem, Dadzie and Tandoh's study, 5–6
 - critical perspective, 180–184
 - experience, 3–4
 - global proliferation, 3
 - Gonsalves and Enciso–Zamora's study, 7–8
 - Higgins and Refai's study, 7
 - higher education (HE), 3
 - Jones, Newbery and Underwood's study, 7
 - Kakouris's study, 8
 - Klapper and Neergaard's study, 6–7
 - literature review, 3
 - Morselli's study, 8–9
 - offering insight, 184–187
 - practice from different countries, 3
 - programmes, 3
 - rationale for provision, 4
 - Seymour and Topazly's study, 6
 - Smith and Clegg's study, 9
 - Smith, Jones, Scott and Stadler's study, 9
 - Tognazzo, Gianecchini and Gubitta's study, 5
- Entrepreneurship (or enterprise) societies and clubs, 127
- Evidence-based education, 147
- Expansive learning for entrepreneurship, 288
- 'Experiential' learning concept, 187
- Experiential Learning Model (ELM), 202
- Export Trade, Agricultural and Industrial Development Fund (EDAIF), 80
- Externally evaluated quality of opportunities, 29, 33–34
- Extrinsic-intrinsic learning styles, 157
- 'Fact-learning', 153
- Feedback, 39–41
- Finnish entrepreneurship, 158
- Firms, Russian, issues facing, 125

- First order correlations between measures, 35
- Four-step procedure, 63
- 'Friends of Enterprise Team' network, 318
- German tradition in entrepreneurship, 79
- Ghana
- agribusiness, 77
 - entrepreneurial intentions, 78
 - entrepreneurship in, 77
 - graduate unemployment, 77
 - job creation, 77–78
- Ghana Youth Employment and Entrepreneurship Agency (GYEEDA), 80
- Glasgow Caledonian University (GCU), 338
- Global Entrepreneurship Development Centre (GEDC), 126
- Global University Entrepreneurial Spirit Students' Survey (GUESSSS), 49–50
- Graduate Enterprise Development Initiate (GEDI), 80
- Graduate entrepreneurship and education, 78–79
- See also* Undergraduate students in agribusiness, Ghanaian case
- Group mentoring sessions, 317
- The Guardian Newspaper*, 111
- Guess What Or Acting As If?, 164
- See also* Wonderment exercises
- Guest entrepreneur talks, 128
- Herzberg's intrinsic-extrinsic motivation theory, 156–157
- Higher Education Funding Council for England (HEFCE), 110
- Higher Education Innovation Fund (HEIF), 320
- Higher education institution (HEI), 110
- Homoscedasticity, 34
- Hypo-deductive method, 199
- Identifying and Solving Everyday Problems, 161–162
- See also* Wonderment exercises
- Ilinx, 217
- Incubator programmes, 128
- Inspiration, 310
- Institutionalism, 176–180
- See also* Entrepreneurship education
- Intentions, entrepreneurial analysis, 61
- discussion and conclusions
 - limitations and further research, 70–71
 - practical implications for entrepreneurship education, 69–70
 - theoretical implications, 67–69
- importance and antecedents, 50
- cognitive antecedents, 53–55
 - educational context, role of, 55–56
 - risk perception and non-pecuniary career motives, 51–52
- methodology
- cognitive antecedents, 58–60
 - control variables, 61

- dependent variable, 58
- moderators, educational context, 60–61
- personal background factors, 60
- sample, 57–58
- regression analysis of
 - cognitive antecedents of intentions, 64
 - mediation effects, 63
 - moderation effect of learning experience, 65
 - moderation effect of university climate, 66
- results, 61
 - descriptive statistics and correlations, 62
 - four-step procedure, 63
- Italian Centre of Social Investments Research, 48
- attitude towards entrepreneurship, 49
- controllability, 49
- data, 49–50
- entrepreneurial intentions, 49
- individual characteristics, 49
- learning experience, 49
- non-pecuniary career motives, 49
- perceived behavioural control self-efficacy, 49
- risk perception, 49
- sample of students from University of Padova (Italy), 49–50
- subjective norms, 49
- university climate, 49
- Italian school reform *Buona Scuola*, 302
- Knowledge-based economies, 2
- Knowledge creation, 180
- Kolb's model for experiential learning, 238
- Learning theory employed, 204
- 'Learning by doing', 40
- Learning, evolutionary heuristic
 - discussion, 37–39
 - implications for learning and teaching, and practice, 40–41
 - experiential or practice-based, 21
 - findings
 - externally evaluated quality of opportunities, 33–34
 - market-driven changes to ideas, 32–33
 - self-evaluated quality of opportunity, 30–32
 - start-up group *versus* non-start-up group, 34–37
 - innovation, 22
 - method, 27
 - analysis, 30
 - dependent variables, 29
 - independent variables, 28–29
 - participants, 28
 - opportunities evolution through discovery
 - process of interpretation, 23
 - research in creativity, 23–24
 - retention, 23
 - selection, 22–23
 - variation, 22
 - skills and competences, evolution of
 - discovery and exploitation of opportunities, 27
 - observations, 26

- replication of competences, 25
- retention, 25–27
- selection, 25
- similarities, 26
- through exploitation of
 - opportunities, 24
 - variation, 24–25
- start-up process, 22
- theories of change, 22
- variation-selection-retention, 22
- ‘Learning to evolve’, 38
- Leitch report, 215
 - See also* Dysfunctional learning
- Levene’s test of homogeneity of variance, 34
- Likert-type scale, 88, 90
- Logit model specification, 89–90
 - See also* Undergraduate students in agribusiness, Ghanaian case
- Making Something Out of Nothing, 163
 - See also* Wonderment exercises
- Market-driven changes to ideas, 32–33
- Marketing-related issues, 38–39
- Mediation effects, 64
 - of cognitive antecedents of intentions, 54
- Mimicry, 217
- Moderation effect
 - of learning experience, 67
 - of university context, 56
- Modern UK universities, 111–112
- Module spine for employability, enterprise and entrepreneurship, 348–349
- Musical Understanding of Society in Europe (MUSE), 152
- Nagelkerke R^2 , 97
- Nascent entrepreneurs, 26
- National Student Survey (NSS), 199
- National Youth Employment Programme (NYEP), 80
- Neo-Piagetian theories, 239
- New business
 - ideas, 30
 - ventures by Russian graduates, 132
- Non-pecuniary career motives, 67
- Non-start-up groups
 - externally evaluated quality
 - descriptive statistics, 36–37
 - one-way between-groups ANOVA, 37
- OECD and European Commission report on *The Missing Entrepreneurs*, 264
- Opportunities
 - evolution, through discovery, 22–24
 - externally evaluated quality of, 29
 - self-evaluated quality of, 30–32
 - skills and competences evolution, exploitation of, 24–27
- Out of the Box Thinking Exercise, 160
 - See also* Wonderment exercises
- Outside observer, 38–39
- ‘Over protection’, 68
- Pan-European entrepreneurial, case of STARTIFY7, 262
 - challenges and opportunities, 263–264
- ICT and entrepreneurship, 264–266

- reviewing and researching, 266
 - entrepreneurial training needs analysis, 267
 - entrepreneur interviews, 268
 - learner survey and focus groups, 268–269
 - research evidence review, 267
 - support provision review, 267–268
 - from training needs analysis to curriculum design, 269
- Perceived behavioural control variable, 53
- Personal construct theory, 156
- Piagetian theory, 239
- Placements, 311
- Play as learning
 - based designs and models, 220–221
 - catalyst for change and opportunity in uncertainty, 217–218
 - discussion and conclusion, 228–229
 - essential components, 223
 - and experiential learning, 219
 - experiential learning link and benefits of, 218–221
 - language of, work characteristics of, 217
 - possibility of, 216–217
- Playful and entrepreneurial executives, 221–224
 - See also* Play as learning
- Pre-academy and post-academy self-reported perception
 - of attitudes (A1-A7), 275
 - of knowledge (C1-C4), 273
 - of skills (S1-S7), 274
- Private sector turnover in United Kingdom, 2
- Professional training, 128
- Qualitative changes to business idea, 29
- Quality Assurance Agency (QAA), 199
 - guidelines for enterprise education, 339
 - for higher education, 284
- Question time events, 317
- ‘Rapid entrepreneurial action’, 198
- Reflection and critical thinking, incidents, 242
 - 1st activity, 244–245
 - 2nd activity, 245–246
 - 3rd activity, 246–247
 - 4th activity, 247–248
 - 5th activity, 248–249
 - 6th activity, 249–250
 - 7th activity, 250
 - 8th activity, 250–251
- Reflection-on-action, 180–181
- ‘Reflective practitioner’, 240
- Reflexivity, 180–181
- Rich interpretations of history, 224
- Rich pictures, 223–224
- Risk-free, 224
- Risk perception, 51–52
- School-based VET, 285
- SCOPUS bibliometric data, 237
- Scottish Council for Development and Industry report, 336
- Scottish-domiciled undergraduate entrants (SDUE), 344
- Scottish Widening Participation Policy, 337–338

- Sector specific EPY (SS EPY), 321
- Sector specific mentor scheme (SSMS), 318
- Self-actualisation, 150
- Self-assessed quality of
 - opportunities, 31–32
- Self-efficacy, 29, 38–39, 68
- Self-employment
 - age, 83–84
 - gender/sex, 84–85
 - parental educational level, 87
 - parental role model, 86
 - place of residency, 86
- Self-evaluated quality of
 - opportunity, 30–32
- Semi-structured interviews, 268
- Shapiro Wilk test, 34
- Shared experience, 224
- ‘Silo-thinking’, 201
- Skills training and employment placement (STEP) programme, 80
- Small and medium enterprise (SME) sector, 1, 158
 - endemic failure rate, 2
 - failures to poor management capabilities, 2
 - owner-managers, 2
 - in Russia
 - constraints, 124
 - growth, 123
 - total employment within, 2
- Small Business Research Centre (SBRC), 126
- Sobel test, 64
- Socratic method, 222
- STARTIFY7 academy
 - lessons and implications, 275
 - European impacts, 277
 - evaluating outcomes, 276–277
 - gender, 276
 - politics and entrepreneurship education in Europe, 277–278
 - overview and impact
 - assessing impact of, 272–275
 - programme overview, 270–271
 - project, 265–266
- Start-up
 - externally evaluated quality
 - descriptive statistics, 36–37
 - one-way between-groups ANOVA, 37
- Student entrepreneurship (or enterprise) competitions, 128
- Student Placements in Entrepreneurship Education (SPEED), 312
- ‘Synergy’, 220, 222
- Teaching entrepreneurship in schools, 79
- Teaching principles (TPRs), 147–148
 - theoretical framework
 - how dimension, 156–157
 - pre- and post-course survey, 151
 - what dimension, 153–154
 - when dimension, 151–153
 - where dimension, 154–155
 - why dimension, 149–151
- Tele-career-counselling (TeleCC)
 - approach, informal entrepreneurial learning in Greece
 - applications geographical coverage of, 243

- discussion, 251–253
- online communication, 242
- pilot implementations, 241
- study, 242
- summative evaluation of, 243
- The Theoretical and Methodological Foundations of Entrepreneurship Education Research*, 262
- Theory of planned behaviour, 68
- Traditional entrepreneurial pedagogical norms, 187–188
- Trait theory, 78
- Triple E, 343–344, 349–350
- UK Higher education
 - classification of UK universities, 110–111
 - system under reform, 110
- UK postgraduate EEE in
 - universities, Russian case, 108–109
 - case study description
 - foreign graduate entrepreneurs, realised or unrealised aspirations, 131–133
 - higher education (business) system in Russia, 120–122
 - introduction, 118–119
 - methodological foundations, 119–120
 - modern UK universities and E&E teaching, 125–127
 - Russian Federation rating components, 124–125
 - teaching practices, 127–131
 - literature
 - attraction of UK for overseas students, 112
 - British E&E education, 116–118
 - business and management education, 114–116
 - modern UK universities, 111–112
 - overseas student trends, 112–114
 - postgraduate students and focus of studies, 114
 - teaching of, 116
 - UK higher education, system under reform, 110–111
- Undergraduate students in agribusiness, Ghanaian case
 - literature review
 - agribusiness and graduate entrepreneurship, 79–82
 - attitudes towards and nature, 87
 - determinants of students' willingness, 82–83
 - graduate entrepreneurship and education, 78–79
 - predictors of self-employment, 83–87
 - methodology, 87–88
 - logit model specification, 89–90
 - sample of agriculture undergraduate, 88
 - results and discussion
 - perceived nature, 93–95
 - personal characteristics of respondent, 90–92
 - predictors, 97–99
 - willingness and personal/background characteristics,

- relationship between, 95–97
 - willingness, start of own agribusiness after graduation, 92–93
- Understanding over knowledge, 224
- Unemployed Graduates Association of Ghana (UGAG), 81
- VARK Neuro-linguistic programming model, 202
 - Verwunderungsübungen (VÜ). *See* Wonderment exercises
 - Visual, Aural, Read/Write and Kinesthetic sensory modalities, 202
 - Visual learning and entrepreneurial education process, 199
 - example of, 207
 - via flip chart, 208
 - findings, 203–207
 - module content, 205
 - research methodology, 202
 - sample and approach, 203
 - Vocational education, enterprise education in, 284–285
 - vocational education and training (VET), 285
 - Voluntary learning, 223
 - ‘Windows of imprintability’, 181
 - Winnie-the-Pooh*, 166n2
 - ‘Witness’ thinking, 153
 - Wonderment exercises, 156
 - discussion, 159, 162, 165
 - four illustrative, 157–159
 - Youth enterprise support (YES), 80
 - Zones of proximal development, 345, 347