Experiential E-Learning for Engagement, Belonging and Social Change: a study on the use of social justice pedagogy in entrepreneurial business literacy for high school students in Mexico

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Doctorate in Education (EdD) for The Centre for Excellence in Media Practice

Bournemouth University

April 2021

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ABSTRACT

This doctoral study examines the use of experiential e-learning to teach entrepreneurial and business literacy (EBL) to high school students drawing on social justice pedagogy as an emancipatory approach to promote engagement, belonging and social change. There is a recognized gap in the Mexican education system around entrepreneurial and business literacy (EBL) for high school students. To address this, the researcher developed an e-learning participatory workshop called, 'The Marketing Challenge', to implement social justice pedagogy in the curriculum design as a collaborative performance-based assessment model for Mexican youth.

The research design employed a pragmatist mixed methods approach informed by Participatory Action Research using short-term and digital ethnographic principles. The researcher's emancipatory approach integrated cultural identity and belonging into the teaching and learning methods. This created a collaborative, community-oriented space that enabled knowledge-based learning interactions. The Marketing Challenge helped facilitate student empowerment by using culturally authentic entrepreneurial and business literacy tools to challenge constructions of Mexican identity perpetuated through the news media by creating alternative representations.

The findings point to the efficacy of experiential e-learning combined with social justice pedagogy as a model for teaching entrepreneurial and business literacy, demonstrating its potential, both to empower students and facilitate their development of marketing and critical thinking skills.

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TABLE 2: CONNECTIONS ACROSS DISCIPLINES

ACKNOWLEDGEMENTS

Thank you to all the people that supported this project. Your guidance, wisdom or keen ability to distract me from myself was greatly appreciated.

I would like to express my sincerest gratitude to my supervisors Dr. Simon Frost and Dr. Deborah Gabriel, as well as to Professor Julian McDougall for their invaluable support along the way.

To Fernando, Madison and Dylan, thank you for being my partners in this process. I am acutely aware that this would not have been possible if it were not for your loving presence. You are my music.

To my parents, thank you for engaging in crazy ideas and traveling with me wherever that may be. You are my inspiration.

To my family of chance and choice, Michelle, los Hernandez-Espinos, Carlos, Allison and the Johnstons thank you for being with me today and encouraging me to seek better tomorrows. You are my fellow wayfarers.

To my colleagues and friends at the American School of Puebla, thank you for your support, active participation and encouragement. You are my second home.

CHAPTER ONE: INTRODUCTION

This doctoral study employs an interdisciplinary approach to education and intertwines social justice and experiential education to put entrepreneurial and business literacy (EBL) concepts into practice. Interdisciplinary and experiential approaches to teaching entrepreneurial and business literacy have gained interest among academics and educators (Komarkova et al. 2015) yet there is little discussion on how different forms of innovative teaching approaches can be combined. This study helps to fill the gap by providing a case study for teaching entrepreneurial and business literacy through a combination of educational approaches, namely experiential e-learning and social justice pedagogy at a high school in Central Mexico. The emerging disciplinary and theoretical perspectives of the study indicated three fields of inquiry that could be used to address the topic of EBL. These perspectives came from: social justice pedagogy, experiential learning theory and entrepreneurial education (see Table 1 and 2, p. 325-328). To the uninitiated, social justice concepts seem far from the issues related to entrepreneurial education; however, this interdisciplinary study offers unique insight for student-led solutions to reoccurring problems. The research demonstrates how the combination of these teaching methods and concepts significantly enriched the educational experience of students.

At all stages of the research process, the research was participatory, dialectical, and enabled action in ways that meaningfully engaged students and other members of the community. As a result, the researcher felt that it was important to include voices from the pilot throughout the thesis to illustrate how, in this critically reflective research, participants focused on identified and relevant problems with the intention of understanding, and in many cases improving the educational and social practices involved.

Chapter One introduces the interdisciplinary conceptual framework that drew from social justice pedagogy, experiential learning theory and entrepreneurial education. The developed framework for the thesis provided a structure for researching this complex

topic. Chapter Two: The Literature Review discusses the fields of inquiry of the conceptual framework. Within each section of the literature review, the fields of inquiry were presented broadly followed by a narrow and focused discussion of the specific concepts or theories utilized. Chapter Three: Methods and Methodology offered the rationale for using a pragmatist mixed methods approach informed by participatory action research using short-term and digital ethnographic principles. Chapter Four outlines in detail the methods employed and illustrates the ways in which the conceptual framework influenced the study. Likewise, in Chapter Five: Findings and Discussion, the presentation of the multi-methods of data collection was influenced by elements of the fields of inquiry that composed the interdisciplinary framework. In the final chapter discussing the conclusions and implications, a framework for change in future practice is presented. The framework proposed is informed by the research project and by the wider principles of social justice pedagogy, experiential learning and entrepreneurial education but emanates from the findings and conclusions of this investigation.

This study explores how educators can use both experiential e-learning and social justice pedagogy to teach entrepreneurial and business literacy (EBL) using creative production that is meaningful for high school students in Mexico. The intervention researched in this study shows how an entrepreneurial and business literacy initiative can impact young people in countries that face complex social, political and economic challenges, namely Mexico. Specifically, the research focus is on collaborative, experiential e-learning in our digitally entangled world. The researcher faced a challenge when trying to find a widely accepted definition of e-learning. For this doctoral study, e-learning will be defined as:

> 'E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning.' (Sangrà et al. 2012, p. 152).

In addition to background information about social justice pedagogy, experiential learning, performance-based assessment and entrepreneurial and business literacy, this chapter presents the aims of this study, the research questions and general conceptual framework. This section also introduces the practice of combining stereotypes and problematic cultural representations of Mexico and entrepreneurial and business literacy content as a means of encouraging agency and belonging among young people.

1.1 RESEARCH MOTIVATION

This research is motivated by the need to address unemployment and poverty among young people, given that 43 per cent of the global youth labour force is either unemployed or working and living in poverty (ILO, 2016). The poverty rate in Mexico is almost twice the OECD average with children and the elderly most affected (OECD 2017a, p.3). Whilst professional service specialists Ernst & Young (2012) predict that two thirds of job creation within the OECD will derive from entrepreneurs, there is a gap in the provision of business literacy skills in Mexico (SEP Puebla 2019). In 2017, 70.9 million young people globally were estimated to be unemployed (ILO 2017). In Mexico, youth employment is 7.2 percent (OECD 2020). Out of necessity, many young people will begin a venture with little to no knowledge about entrepreneurship or business management. Yet, there is a lot riding on their success. According to Ernst & Young (2012) in a report prepared for the G20, the jobs we need to create will come neither from large corporations nor from government in the 21st century; rather, it will be primarily entrepreneurs who provide these jobs as they represent 66% of job creation within the OECD.

Therefore, because of the inherent injustices in wealth creation structuring young people's futures, this research needs to begin with a social justice pedagogy that can form the basis for curriculum design in entrepreneurial and business literacy through experiential e-learning that adopts culturally appropriate strategies. If teachers implement culturally relevant pedagogy, issues of social justice will naturally arise and will need to be addressed (Esposito and Swain 2009). One of the benefits of social justice pedagogy is the inclusion of critical discussion on issues relating to difference, diversity and human dignity (Hawkins 2009, p.2) with the aim of promoting agency and empowerment through education.

1.2 LOCAL CONTEXT: MEXICO

The nature of the current environment in Mexico points to a need for cultural appropriate strategies that are designed to promote agency and empowerment as young people develop entrepreneurial and business literacy. In 2017, Mexico´s economy was described as the most alluring emerging market (Kondo and Teso 2017) and the most stable emerging economy (Twomey 2017). Mexico, the 15th largest economy in the world, has strong macroeconomic institutions and it is open to trade and private investment (The World Bank Group 2021). Consequently, Mexico has trade agreements with 46 different countries, more than any other nation (Amadeo 2019). These trade agreements, the country's geographic position, and the growing domestic market, help to encourage international investment (The World Bank Group 2021). Furthermore, Mexico is one of the largest exporters in the world with the majority of the goods (79%) going to the United States (Amadeo 2019). The Ministry of the Economy (2021) reported that Foreign Direct Investment dropped 11.7% in 2020 and attributes the decline to the negative effects of the Covid-19 pandemic on global investment flows. The Ministry also pointed out that the global FDI flows fell by 42% and highlighted that in comparison Mexico performed better in the attraction of FDI in the 'most adverse year of recent economic history' (Ministry of the Economy 2021).

Despite the Ministry's economic optimism, Mexico has underperformed in terms of growth, inclusion and poverty reduction compared to similar countries in the past thirty years (The World Bank Group 2021). Also, due to the COVID-19 pandemic the economy contracted by 8.2% which has seriously impacted employment, companies as well as households (The World Bank Group 2021). Prior to the pandemic, people living in poverty did not earn enough money to purchase necessary goods and about 8.5 million residents of Mexico or about seven percent of the population lived on less than $2 a day (Daniels 2018). As a result, almost 52 million people in Mexico suffer from hunger (Daniels 2018) (see Figure 1).
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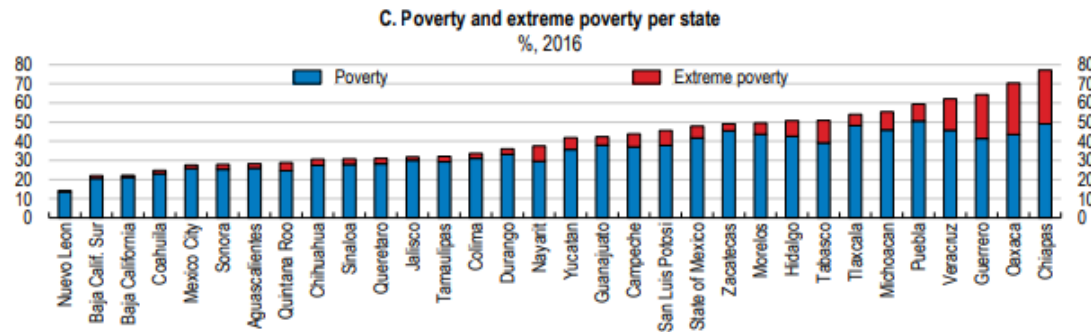
Figure 1: Poverty and extreme poverty rates per state graph (OECD 2019a)

Only 27% of Mexico´s adult population reported having a good job, which Gallup defines as 30 or more hours of work per week for an employer who provides a regular pay cheque (Gallup World Poll 2015). Mexico has the largest number of 15 to 19 year olds in the country's history (OECD 2017a). As a result, Mexico will need approximately one million jobs created annually (Sin Embargo 2016).

The nature of the current environment in Mexico points to a need for improved entrepreneurial and business literacy. There is a need to enhance the economic growth of the Mexican economy and the standard of living of people in Mexico and many believe that this can be accomplished by fostering entrepreneurship in Mexico (Fabre and Smith 2003). The best time to foster entrepreneurship would be during high school as afterwards can prove to be more challenging, 'people in Mexico are relatively unable to leave existing employment to pursue entrepreneurial ventures' (Fabre and Smith 2003, p. 2). Furthermore, Fabre and Smith (2003) contribute to the lack of entrepreneurial and business literacy as an important cause of business failure in Mexico. This is a moment of opportunity as Mexico's education system is currently moving through substantial changes.

High school students in Central Mexico recognize the importance of the moment with regards to entrepreneurial and business literacy. In the pilot study for this research, 95.12% of the students polled stated that EBL was important and 85.37% stated that in the future, they will work in business; either their own business or for someone else.

Despite the current situation, there is recognition on the part of the Ministry of Education and by young people that entrepreneurial and business literacy education is lacking. In most areas of the country, business and entrepreneurial literacy is simply not part of the curriculum (SEP Puebla 2019). In Mexico, entrepreneurial subjects are only included in high school and at universities offering technological and economic-administrative curricula (Massel 2016). As the curriculum is set up now, only certain groups of students have access to entrepreneurial and business courses (BUAP 2019). When only some groups have access to a particular type of knowledge, it is a form of oppression. This becomes even more of a concern when, for many people, this knowledge could provide an opportunity for a better standard of living.

Social justice pedagogy and entrepreneurial business literacy can help to ensure Mexican youth have the required knowledge, skills and agency to improve their chances at a better quality of life through entrepreneurial activities. Firstly, it is important to recognize the stereotypes and problematic cultural representations of Mexico. President Trump and far right political groups have negatively represented Mexicans as social problems (Khrebtan-Hörhager and Avant-Mier 2017). President Trump perpetuates the stereotypical images of Mexicans as 'very bad hombres' who need to be kept behind a wall to keep America safe [sic] (Khrebtan-Hörhager and Avant-Mier 2017, p.19). Furthermore, President Trump has labelled Mexicans as murderers and rapists (Morelock 2018).

> 'Mexicans are among those Others, whose cultural positionalities – their conceptualization, representation, and the consequential treatment – are undergoing drastic changes in Trump's 'America.' (Khrebtan-Hörhager and Avant-Mier 2017, p.2)

This negative rhetoric has affected how Mexican high school students view themselves, their country or their place in the world. Several responses in the participant survey reflected this sentiment:

R9: 'I felt a little bad because of how people think we are.'

R16: 'I am really concerned about what people think about us as Mexicans.'

Thurlow (2010) claimed that people make sense of themselves by 'defining (themselves) in relation to different people' (Khrebtan-Hörhager and Avant-Mier 2017, p. 227). These types of comments have far reaching consequences as negatively stereotyped students might doubt their belongingness and experience a state of belonging uncertainty (Höhne and Zander 2019).

Social justice pedagogy as a foundation for business literacy, can create agency and empowerment of young people and create greater critical awareness of the problematic ways that stereotypical cultural representation can further marginalize young people and limit their aspirations. It is important that students contemplate who controls the political, economic and social systems that affect us, for whose benefit do oppressive systems exist and at what cost (Truman et al. 2000). This research explores how pedagogical practices can encourage political and social expression of a marginalized group by providing the space for reflection and thereby, an increased chance of social transformation. The research places importance on groups that traditionally have been demographically and globally marginalized. Young people need the opportunity to have their voices heard and to feel that their opinion matters. The objective behind the research is not to address negative rhetoric, but rather to offer high school students a place to respond; an opportunity to use their voice as part of their project to secure for themselves decent employment and futures.

This research addresses how we can use education to address poverty and youth unemployment while encouraging the evaluation of putative knowledge claims and inspiring alternative ways of looking at the world. When you work with many adolescents that are hopeful about the future, it is important to be concerned with what is possible, rather than what is. What is possible for Mexican youth is of utmost importance as 57% workers find themselves in the informal economy and in the case of emergency as we

have seen recently there is little to no government support (Sánchez Castañeda and Hernández Ramírez 2020). Furthermore, there is no unemployment insurance in Mexico (Sánchez Castañeda and Hernández Ramírez 2020). This research strives to enable youth to acquire the skills and the motivation to believe that they can harness their strengths to start their own initiative, if need be.

1.3 EMANCIPATORY AIMS OF THIS STUDY

While being critical of the entrepreneurial and business literacy education as it stands now, it is important not to discount the importance altogether. Entrepreneurial and business literacy need to offer people tools that they can use in the future. A report prepared for the G20 states that in emerging countries, the unemployment rate rates have risen well above 30% (Ernst & Young 2012). People may turn to the informal economy to be able to make ends meet. However, according to the Gallup World Poll survey taken by 150,000 people in 140 different countries during the 2014 calendar year, only one in three adults are financially literate (Klapper et al. 2015). This same study shows that only 32% of Mexican adults are financially literate. The OECD declared that the best method of providing individuals with entrepreneurship and business education is through schools (Messy 2011). Education plays an important role in developing Mexico´s entrepreneurial culture (Fabre and Smith 2003). Importantly, Mexico is recognized as one of the countries in Latin America that has a population of young people yearning for higher education (Silva Rodríguez de San Miguel 2019).

Currently, there are policy initiatives for entrepreneurial and business literacy in Mexico. In October of 2015, the Mexican Ministry of Education announced that entrepreneurial and financial literacy would play a more active role in education. At this point, a need for entrepreneurial and business literacy education has been recognized, yet discussions about what this is, why it is important or how best to teach entrepreneurial and business literacy at the High School level is still relatively new.

From preliminary research, experiential e-learning (ee-learning) has not been used to deliver entrepreneurial and business education programs (OECD 2013). Little research

has been done focusing on the intersection of both experiential learning and the use of technology (Murphrey 2010). In order to address this gap, the doctoral study will look at experiential e-learning education of entrepreneurial and business literacy in high school students. Many entrepreneurial education scholars suggest that entrepreneurial learning occurs by doing, experiencing, and collaborating (Gibb 2008).

The researcher will explore the idea that entrepreneurial and business literacy can be improved through experiential e-learning, which can be best addressed using performance-based assessment theory. Performance-based Assessment Theory uses authentic tasks that ask students to demonstrate their knowledge and skills by creating a response or a product (Rudner and Boston cited by Stanford SRN 2011). The participants in the research competed online in a participatory workshop, '*The Marketing Challenge*' to create an authentic product that displayed recently acquired entrepreneurial and business literacy. This project was informed by Participatory Action Research (PAR) to include the voice of the participants in their learning design, experience and outcomes. Learning is a process of adaptation that involves both explicit and tacit knowledge and this process is encouraged when participants inhabit experience. Baasanjav (2013) suggests there is a connection between doing well intellectually and having a sense of belonging, which in itself suggests there is an intimate bridge between learning and justice. As this is praxis-based research, much of what was discovered about belonging, agency, and cultural importance came from the participant's observations.

The Marketing Challenge endeavoured to evoke emotion so that the participants were able to connect emotionally as well as intellectually. The methods adopted in this study are increasingly being used within an emancipatory pedagogical approach as a strategy for critiquing and responding to stereotypical cultural representations of people in developing countries (Pink et al. 2016). In this study, students were provided with a space to use their voice and delight in what is possible, rather than in what *is*.

1.3.1 RESEARCH QUESTIONS
The objective of this project is to explore educational experiences, participant's views of the impact of agency and belonging on entrepreneurial education and what becoming a

collective member of a group with a voice and a responsibility to others means. Furthermore, this doctoral study researches how we live and how we learn in our digitally entangled world (Pink et al. 2017). High school students and the researcher explored the use of performance-based assessment and marketing concepts to respond to employment and globalization. The researcher wished to initiate critical discussion regarding social justice issues. In addition, the researcher aspired to meld entrepreneurial education, video production, and participatory action research into a reflexive, reflective teaching tool. As this teaching intervention or participatory workshop was piloted, 'a social, cultural, and moral landscape emerged in which students responded to structures of power and violence with their digital technology use' (Pink et al. 2016).

This doctoral study intends to explore how educators can use experiential e-learning to teach entrepreneurial and business literacy to students. The project responds to the needs of disenfranchised youth and a sense that a solution could be found when blending a reflective teaching tool and culturally relevant entrepreneurial and business literacy digital production.

1.) How does experiential e-learning through a performance-based assessment model impact student engagement with entrepreneurial and business literacy?

2.) What impact does belonging have on participative and collaborative learning within entrepreneurial and business literacy using an experiential e-learning performance-based model?

3.) How does the inclusion of cultural identity within a performance-based assessment model of experiential e-learning of entrepreneurial and business literacy support agency and pedagogies of social justice?

1.4 EXPERIENTIAL LEARNING
Given the general lack of established direction for young people to follow to receive entrepreneurial and business literacy despite their expressed interest, experiential learning seems inescapable. The participants of this doctoral study engaged in

experiential learning and specifically in the three stages of the OECD's Anticipation-Action-Reflection (AAR) learning cycle. The researcher recognized the importance of developing an instructional environment that promoted the sharing of knowledge gained through both individual experience and collaborative group processes (Brookfield and Preskill 1999). Such an approach incorporates a participant-centred focus, which acknowledges and utilizes students' experiences, skills, and knowledge, and allows students to apply expectations and priorities to current learning opportunities and to engage one another as peers and resources (Kurubacak 2010). During this process, areas of new learning were integrated with thinking that will continue to develop over time.

Experiential learning represents a constructivist view of learning (Beaudin and Quick 1995). As an approach to learning, constructivism contends that people construct meaning through their interpretive interactions. Learners bring past experiences as well as cultural factors to a current situation, in addition to a different interpretation and construction of the knowledge process (Reis 2016). The AAR cycle is an iterative learning process whereby learners strive to develop their thinking; through planning, experience and reflection, learners deepen their understanding and widen their perspective in order to support and help collective well-being (OECD 2019a).

Kolb developed the Experiential Learning Theory (ELT) drawing on theories from 20th century scholars who gave experience a principal role in their work on human learning and development, especially John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, and Carl Rogers (Kolb and Kolb 1999). Kolb postulated that knowledge is continuously gained through both personal and environmental experiences (Millwood 2013). He presented experiential learning theory as the practice of making meaning from direct experiences, '… process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.' (Kolb 1984, p.41). By synthesizing the three learning models of Lewin, Dewey, and Piaget, which emphasise direct experience, Kolb (1984) asserted that for the learner to be effective in gaining knowledge or skill, he or she has to fully engaged in different stages (Baasanjav 2013). Kolb (1984) suggested that people

allocate meaning to experiences in two ways: by engaging in concrete experience, followed by generalizing resultant learning beyond the immediate (Guthrie and McCracken 2010). Kolb (1984) asserted that there are two ways that people assimilate experiences: through critical reflection of the experience and through active experimentation with learned concepts, both with resultant learning in new areas. While Kolb's model is a widely used reflective and cyclical model that implies a plan for future action, there are some aspects of this model that were not appropriate for this study. As a result, the study employs the Anticipation-Action-Reflective cycle which was informed by the same scholars that helped to develop the ELT theory and was better suited for this study.

The AAR cycle was developed by the Organization for Economic Co-operation and Development. Future oriented reflective practice has received attention at the international level and is the core in the OECD learning framework called the Learning Compass 2030, where anticipation is described as 'projecting the consequences and potential impact of doing one thing over another or of doing nothing at all' (OECD 2019a).

The researcher developed The Marketing Challenge to approach experiential learning by providing opportunities and situations for anticipation, action, and critical reflection in order to contribute to the transformation of the learner. The goal of The Marketing Challenge learning experience was to create a space and an opportunity that Dall'Alba and Barnacle explain as space for students 'to encounter the familiar in unfamiliar ways' **(**Dall'Alba and Barnacle 2007**).** Dall 'Alba and Barnacle (2007) argue for a shift in focus from knowledge transfer or acquisition to ways of being. The focus was not on what the learner knows, but the experience that is held while working with the knowledge and being in the experience (Dall'Alba and Barnacle 2007).

In this quote, one of the research participants demonstrates that the focus at times was not on knowledge acquisition, but on successfully managing the experience.

KM (researcher): 'Is there anything that you found that was new or interesting about this (experience)?'

L1: 'Well, I think it was new to make a task in a certain amount of time because they (teachers) would always say, 'Okay, you have to…your deadline is this one.' (In this experience), you had to say, 'Okay, I have to manage my time'. So, 'I have to finish this work by this time, and the next one at this time'. So, I (had) to manage myself, so I complete both of them at a time [sic].'

Furthermore, the researcher wanted to create an awkward space and an environment for responsive spontaneity for students that would enable them to handle disruptions that they will face in our ever-changing world. As such, the researcher probed techniques of disruption to frustrate the certainties that inform conventional ways of knowing (Pink and Akama 2015). According to Pink and Akama (2015), the forsaking of certainty creates discomfort, and simultaneously reveals alternatives for producing ways of knowing the not-yet-known and for imaging possible futures. This disruption provokes new, open and multiple interpretations to explore a range of possibilities of the complex world (Pink and Akama 2015). In the case of The Marketing Challenge, these situations helped the students to develop a mindset that allows for disruption and encouraged students to concentrate on collective problem solving and the future of what is possible.

PR4: 'It was hard to know how to react when you have that reduced amount of time and you cannot talk to your teammates physically and, even with that against us, we worked hard to beat this challenge'.

IC3: 'As a team we got to learn even more besides marketing skills. I can say that I really learned the importance of deadlines and diplomacy. I loved that we had to write a formal letter to extend our deadline because that is what would have to happen in real life'.

It was important to this research that the students were provided with a scenario where they were allowed to learn. Letting learn requires creatively enacting situations as pedagogical, being open to, and engaging with, the issues encountered, being sensitive to student needs and promoting self-awareness and reflective practice, with the risks and opportunities that this entails (Dall 'Alba and Barnacle 2007, p.10).

Importantly, the social and political context of learning could not be neglected as this influences the degree of agency experienced by the learner. Learners are not dependent only on themselves. Learning is a socially constructed event lived out in a social and political context (Salmon 1989). For this reason, Freire states that the starting point for organizing program content must be the present, existential, concrete situation, reflecting the aspirations of the people (Freire 2000, p.36). The ontology of critical education begins when learners reflect on their experiences and ask themselves what it means to become aware of how structures constrain and oppress specific groups (Allman and Wallis 1995). Reflective dialogue, according to Brockbank, takes a constructionist stance which recognizes the prevailing discourse, power issues, the learner's habitus and dispositions, as well as the social nature of transformational learning (Brockbank, 2009, p.18). This study encouraged students to face the prevailing discourse and to use their voice to respond; how the participants chose to respond and represent themselves informed the research.

Generating knowledge requires a relationship between ourselves and our world (Slife & Williams 1995). In the end, to become knowledge, the discoveries collected must be of use. Communities share ways of making sense of experience, beliefs, assumptions and expectations about the world and how it works (Heller 1987). The participants as members of a community have a shared way of looking at the world. Tacit knowledge can only be shared effectively between two or more people when they also share a common social context: shared values, language, and culture (Gerlter 2003).

With all of this in mind, it was important to consider how to provide experiences to help the students with not only who they are, but with who they will become. Genuine

education leads us back to ourselves, to the places we are; it teaches us to dwell there, transforming us in the process (Thomson 2001, p.7). The tasks were created to develop the capacity to cope, to prosper and to delight in our world (Barnett 2005, p.794). As learning is a process of adaptation that involves both explicit and tacit knowledge, the researcher encouraged the process that allowed participants to inhabit experience. Of course, knowledge remains important, but the focus is no longer knowledge transfer or acquisition. The question for students is not only about what they know, but also about who they are becoming.

Here, one participant discusses what the experience meant to her/him personally:

> FF1: 'It kind of reminded me of where I live at and who I am, like, in the sense of being Mexican, and what it means. I really liked it because sometimes we forget how beautiful our country is and we go along with all the things that, for example, President Trump says and all the problems with the politicians and all those kinds of things. With this experience, like, we had to search for the positive things in our city and to do the marketing challenge, to like, tell people to come basically to Puebla and to Mexico, and this made me remember, like, the beauty of our city and our people. That was, I think, the most important…it left me with a good feeling about living here again [sic].'

1.5 SOCIAL JUSTICE PEDAGOGY AND TRANSFORMATIVE LEARNING

This doctoral study is influenced by social justice pedagogy by providing a forum for young people to respond to the world and their place in it. Social Justice Pedagogy persuades participants to critically examine oppression to identify opportunities of social action for social change (Hackman 2008, p.104). This study explores how might an experiential e-learning intervention with High School students in a digitally entangled world enhance, cultivate and/or encourage their familiarity with and understandings of social justice issues. Freire (1970) maintains that classrooms should be places where both students and teachers engage in knowledge exchange. Students bring their cultural worldviews into the classroom, and that these views should be heard and contrasted with knowledge forms presented in the classroom, thus making the classroom a place for dialogue and

critical examination of various knowledge forms (hooks 1994). Social justice education theories maintain that schools should serve as sites of democracy with all its inherent ideological, cultural, religious, and social diversity and should serve to work toward social justice. Schools should also be places for social amelioration in which social justice, an ideal of democracy, is practiced and cultivated (Adams et. al. 2007).

Bell (2007) suggests that social justice is both a goal and a process. The goal is 'equal participation of all groups in a society that is mutually shaped to meet their needs… in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure' (Bell 2007, p.1). Central to Critical Theory is the notion of conscientization or critical consciousness (Freire 1970), the first step toward attainment of social justice.

Conscientization, in this context, is an awareness of how economic, social, cultural and political power shapes human relations and the way we see and understand the world (Freire 1970). In order for this to occur, a person must place themself within the social, economic and political hierarchical structure. Knowledge of location allows one to examine power differentials and beliefs, values and ideologies (Brockbank 2009).

According to Greene, teaching for social justice is teaching for the sake of arousing the kinds of vivid, reflective, experiential responses that might move students to come together in serious efforts to understand what social justice means and what it might demand (Greene cited by Hawkins 2009). In order to achieve social justice in the classroom, we must avoid the banking method of teaching (Freire 1970). Therefore, students must be able to assume the role of the teacher and be given the space to engage in dialogue in order to critically exam knowledge content and its creation (Mthethwa-Sommers 2014). This space for dialogue and reflection is incredibly positive as by listening to others and trying to understand their experience and claims, persons or groups gain broader knowledge of the special relations in which they are embedded and of the implications of their proposals (Hawkins 2009, p.5). For transformative learning to occur, it is imperative that normative knowledge constructions and power relations are

made visible and then deconstructed (Spalek 2008). Situations that allow for open dialogue often lead to a change in the objective or stance of fellow students. The study included activities, interviews and focus group dialogues as a strategy to promote engagement and self-empowerment. When agency is accessed through dialogue, power may be exposed for what it is (Lukes 1986). Critical theorists contend that dialogue is fundamental to understanding the nature of oppression, building bridges, and forming coalitions among those who want to eradicate oppressive structures and practices (Mthethwa-Sommers 2014, p.11).

Brockbank states that the social and political context of learning is more likely to be exposed when emotion is part of a dialogue (Brockbank 2009). At different stages of this study, the documents, surveys and videos showed that there were emotions involved. Not only was the pride in Mexico evident, there was also a response to the negative comments directed towards their country. Participants wished to promote 'how truly special Mexico is despite the negative publicity that has been going around in the past few years' (McFarland 2017b, p.3). For certain participants, the video promotion empowered participants to respond to comments from a powerful, global discourse. Transformative learning often takes the form of moving from being motivated by self-interest to being concerned with justice (Young 1993, p. 230). Ultimately, social justice is unachievable unless wider social systems of inequality are challenged.

This praxis-based research sought to include the voices of those who have been excluded. Students must be free to name their own realities in an authentic voice; a voice rooted in their own experience and with the goal of creating their own knowledge (Truman et al. 2000, p.148). The role of learning situated in experience is central to social justice pedagogy, as meaningful change is rooted in experience, which is particularly powerful when combined with opportunities for critical inquiry and reflective discourse (Guthrie and McCracken 2010). This knowledge is culturally and historically specific as it relates to the student´s context and it is directly tied to the student identity.

Drawing on Vygotsky, Lave and Wenger and others, Esteban-Guitart and Moll postulate 'identity' as 'a conceptual artifact that contains, connects and enables reflection over the emotional and cognitive processes of self-understanding and self-defining' (Esteban-Guitart and Moll cited by Michelson 2019, p.146). As the multiplicity of identity leaves no room for the idea of a universal 'we' who might claim to speak on behalf of all (Truman et al. 2000, p.148), students must have the opportunity to voice their opinion.

It is important to note, however, that personal identity is influenced by relationships, experiences, practices, localities, events etc. Theories of transformative learning recognize the shared construction of personal identity (Brookfield 2012). For example, Mezirow stated that 'identity is formed in webs of affiliation within a shared life world,' and 'it is within the context of these relationships, governed by existing and changing cultural paradigms, that we become the persons we are' (Mezirow 2000, p.27).

The results of this project provided rich data about cultural identity. Notably, the rich data had less to do with EBL and more to do with how the participants felt about the Mexico they wished to promote. Participants stated that they wanted the travellers to realize 'how truly magical the Mexican culture is' and 'how truly diverse' (McFarland 2017a, p.57)

The transformative learning process allows a learner to reassess their conditions. Much of the person-centred approach is designed to strangle the imaginative instinct, preferring to keep the person behaving as required to maintain the approval of important others (Rogers cited by Brockbank 2009). It is not merely that we should protest against perceptions that global crises have made fixed structures of knowledge temporarily absent, but more so, as Barnett discusses, we cannot leave our students still sensing there is a givenness to knowledge structures, in the first place, or that those structures might be socially neutral (Barnett 1997, p.5). Critically transformative learning involves not only deconstructing meanings and the taken-for-granted attitudes and myths and ways of seeing things, but also reconstructing by reconceptualizing and rebuilding a continuous process that becomes the subject of further transformative learning (Brockbank 2009, p.49).

Transformative learning is a complex process that does not necessarily require a change of behaviour. If the objectives of this project included changed behaviour, the researcher would be working against the very principles of this praxis-based study. The researcher cannot will the participants to change. Autonomy is an important consideration when transformative approaches to learning are in use (Brockbank 2009, p.41). The objective has to do with envisioning the possible. Giroux imagined students and teachers going beyond the language of critique to the language of possibility (Giroux 2018, p.96). The researcher envisions a space where the participants are able to delight in the language of possibility where Mexico is synonymous internationally with these words and all they evoke: 'magic', 'culture', 'unique' (McFarland 2017a, p. 57). Salazar el al. (2017) proposes that worldviews about the future can be challenged in support of an emphasis on future worlds and worldmaking practices. The research design used a future-focused participatory workshop to make sense of the present, anticipate the unknown and to take part in the world.

Social justice education becomes more than teaching about injustices; inherent in this pedagogy is a commitment to providing students with tools to work towards the goal of action on both local and global levels (Kincheloe, 2004). Hackman (2005) highlights five key components useful in teaching from a social justice perspective. One of these components is teaching tools for action and social change. The participants learned entrepreneurial and business literacy concepts and were subsequently asked to create a video. The video artefact became their voice. Afterwards the participants commented on how they used EBL in a video to change outsider's perceptions about their country. These interviews became important for later elements of this PAR informed study. The interviews informed the study by offering information that was used to modify the research design, but they also offered an opportunity to promote engagement and self-empowerment. After the learning experience, the participants were asked about stereotypes and their responses were telling:

KM: 'Do you think that there is something that can be done about stereotypes that have been perpetuated for many years?'

R14: 'Yes, with the use of projects like this, the amount of stereotypes can be decreased [sic]. '

R20: 'Of course, one of the main keys learned through the realization of this experiment was that analysing the methods of marketing can be a great influence on people's perspective using different types of media, etc.'

R12: 'Yes, the video we're making, for example. '

1.6 PERFORMANCE-BASED ASSESSMENT

This doctoral study seeks to understand how a performance-based assessment model can impact student engagement with entrepreneurial and business literacy. As previously seen, Performance-based Assessment theory uses authentic tasks that require students to demonstrate their knowledge and skills by creating a product (Stanford SRN 2011). This study was inspired by performance-based assessment and asked participants to complete tasks that were complex, authentic, process and product oriented, open-ended and time bound. The participants in the research co-created online to construct an authentic product that displayed recently acquired entrepreneurial and business literacy.

The performance-based assessment tasks had been designed to promote agency, critical thinking and problem-solving. Currently, the workplace requires new ways to get work done, solve problems or create new knowledge (Fadel et al. 2007, p.34). Performance-based assessment enables students to demonstrate how well they are able to apply content knowledge to critical thinking, problem solving and analytical tasks throughout their education (Stanford SRN 2018). The performance-based assessment adopted for this research draws on culturally relevant pedagogy aimed at promoting critical discussion regarding social justice issues of difference, diversity and human dignity (Hawkins 2009, p.2).

This study is also influenced by the psychologist, Mihaly Csikszentmihalyi, who postulates that issuing appropriate challenges and providing opportunities to enhance skills may be the most ideal way of engaging students (Csikszentmihalyi 1991, 2014). Students are more likely to become engaged with authentic academic work that intellectually involves them in the process of meaningful inquiry to solve real life problems that extend beyond the classroom (Csikszentmihalyi 2011, 2014). Students are more engaged when they have control over their learning activities.

Csikszentmihalyi (1991, p.4) discusses the idea of Flow Theory, the creative moment when a person is completely involved in an activity for its own sake. The Marketing Challenge strived to attain Csikszentmihalyi´s Flow or the deep absorption in an activity that is intrinsically enjoyable; individuals in this state perceive their performance as pleasurable and worth doing for its own sake (Csikszentmihalyi 1991, p.4). Based on Flow Theory, concentration, interest and enjoyment in an activity must be experienced simultaneously in order for flow to occur (Csikszentmihalyi 1991).   Furthermore, Csikszentmihalyi (1991) states that this will only occur when one´s skills are neither overmatched nor underutilized to meet a given challenge, and that students work at their best when the experience becomes its own reward**.**

> X4: 'Hours went by as blinks, day one was over, and it felt like nothing for me.'

> X3: 'But at the end I felt really satisfied with the product [sic]'.

The concept of student engagement is based upon the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities (Coates 2005, p. 26). Student's feelings, behaviours, and thoughts about their school experience helps to illustrate student engagement (Taylor et al. 2016). Engagement can be enhanced by modifying instructional strategies, relationships and the nature of the tasks or assessments (Dotterer and Lowe 2011). According to Fredricks et al. (2004), student engagement is a meta-construct that is composed of behavioural, cognitive and emotional dimensions.

During the Marketing Challenge, the researcher strived to boost student engagement by embracing student autonomy and agency. The question of a learner's autonomy was investigated by Ryan & Deci (2000) in their research about intrinsic and extrinsic motivation. The research found that contexts which are supportive of autonomy, competence and an experience of relatedness for the learner, will foster greater internalization and integration than contexts which thwart satisfaction of these needs (Ryan & Deci 2000, p 76).

> KM: 'Was there any personal meaning that you attached to any of the visual images in your video?'

> X2: 'There's definitely a personal meaning behind the video because we represent what is portrayed'.

> X4: 'Yes... I put a lot of effort on it, and personally it means home to me'.

1.7 ENTREPRENEURIAL AND BUSINESS LITERACY

Currently, there is a rising interest in the entrepreneurial learning research field (Harmeling & Sarasvathy 2013). The consensus of the literature review by Henry et al. is that some aspects of entrepreneurship can be taught (Henry et al. 2005, p. 158). There is evidence that entrepreneurs may learn less from the conventional didactic approaches typical of much of the educational sector, and some indication that a task-oriented approach focused on real business problems would be beneficial (BIS Research Report 2015; Henry et al. 2005). According to the research, it appears that experiential learning is appropriate for the effective development of entrepreneurship skills (BIS Research Report 2015, p.20).

As reported by the EU Science Hub (2018), there are 15 specific entrepreneurship competences; yet there is no single definition of entrepreneurial literacy or literacy (Scribner 1984). Tiernan et al. (1996) defines an entrepreneur as someone who has the ability to see and evaluate business opportunities; gather the necessary resources to take

advantage of them and initiate appropriate action to secure success (Henry et al. 2005, p.99). Whereas Carver et al. state that business education involves studying applications of mathematics, economics and behavioural sciences to problems in the production and distribution of goods and services (Carver et al.1986, p. 6). As a result, in the course of this project entrepreneurial and business literacy is regarded as knowledge that is relevant when someone is setting up and operating a business venture. One of the challenges that educators face is how to provide a learning opportunity for students to acquire Entrepreneurial and Business literacy. As seen in Figure 2 of the conceptual framework, the Entrecomp Framework was chosen to inform this study as it includes many of the competencies identified in Mexican literature about entrepreneurial and business literacy (Castilllo et al. 2014; Olmos et al. 2012; Beneitone and Esqueteni 2007). The Entrecomp provides a set of defined learning outcomes and a description of different levels of achievement for entrepreneurship. The Entrecomp Framework will be discussed in Chapter Two.

Figure 2: Building the Conceptual Framework

(Entrepreneurial and Business Literacy, McCallum et. al 2018)

In 2009, a non-profit civil association (FESE) was created unifying the efforts and resources from universities, the private sector represented by the Confederation of Employers of the Mexican Republic (COPARMEX) and the Industrial Chambers Confederation (CONCAMIN) as well as the government, the Ministry of Public Education (SEP) and the National Council of Science and Technology (Álvarez-Castañón et al. 2017). They determined that EBL is relevant for developing reasoning and problem-solving skills, transferring knowledge and building the base of entrepreneurship at an important stage of a young person's development (Álvarez-Castañón et al. 2017). This aligns with the results from a study carried out in Mexico from 2009 to 2014 which concluded that young people can be effectively educated to become entrepreneurs and to make business decisions based on person and social values (Simon 2013). The FESE study also emphasized the need for complementary research to better delineate educational practices related to entrepreneurship. This study contributes to a response of that need.

Currently, most business education is in the form of financial literacy. Financial literacy educators teach personal money management as if it was an effective solution to socially created economic risk and researchers debate questions of measurement and pedagogy without critically inquiring into first whom consumer financial literacy education best serves and what subjectivities and possibilities consumer financial literacy education supports, masks and helps foreclose (Arthur 2011, p.12). As students apprehend the challenge as interrelated to other problems within a total context, not as a theoretical question, the resulting comprehension tends to be increasingly critical and thus constantly less alienated (Freire 2000, p.27). There is an opportunity for students to learn by facing problems relating to themselves in the world and with the world, and thereby feeling increasingly challenged and obliged to respond to that challenge (Freire 2000, p.27). This suggests that students need information about entrepreneurial activities and business management theories. One hundred percent of the research participants in this doctoral study answered affirmatively to the question, 'Do you think that learning about entrepreneurship or business is important?'. Only one participant had had any prior

limited exposure to education about entrepreneurial and business literacy. Furthermore, 43% of the participants reported that they did not intend to study Business in the future.

The nature of literacy has become deictic because we live in an age of rapidly changing information and communication technologies, each of which requires new literacies (Leu 1997). Literacy, therefore, may be thought of as a moving target, continually changing its meaning depending on what society expects literate individuals to do. As societal expectations for literacy change, and as the demands on literate functions in a society change, so too must definitions of literacy change to reflect this moving target (Leu et al. 2004). The answer is important because our concept of literacy, in its interpellation of who is literate and who illiterate, defines both who we are and who we shall become (Leu et al. 2004, p.1). As defined by Paulo Freire, literacy involves a 'reframing' of one´s reality through conscientization:

> 'To acquire literacy is more than to psychologically and mechanically dominate reading and writing techniques. It is to dominate those techniques in terms of consciousness; to understand what one reads and to write what one understands; it is to communicate graphically. Acquiring literacy does not involve memorizing sentences, words or syllables, lifeless objects unconnected to an existential universe, but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one´s context' (Truman et al. 2000, p.148).

The forms and functions of literacy, as well as literacy instruction itself, are largely determined by the continuously changing social forces at work within any society and the technologies these forces often produce (Leu et al. 2004, p.1572). In essence, literacy as a social practice includes sociocultural orientation and emphasizes the role of literacy with a range of socially patterned and goal-directed ways of getting things done in the world (Lankshear & Knobel 2011). Being literate involves activities that bring various storehouses of knowledge into action when the situation calls for them (Purves 1987).

As technologies are increasingly integrated into curricula, there is a growing need for the development of strategies which mobilize ways to create collaborative, interactive and relevant applications specifically within the framework of experiential learning (Guthrie 2010). Technology when used in conjunction with instructional methods that promote inquiry and collaboration become important components to facilitating experiential learning (Guthrie 2010).

In Figure 3 of the Conceptual Framework, there is inspiration from Freire's conscientization network and the OECD's Anticipation-Action-Reflection Learning Cycle for 2030. Furthermore, the endless knot represents the context of the student's lifeworlds which is encompassed by experiential e-learning. Importantly, the researcher has included a transformative mindset as an essential part of a learning.
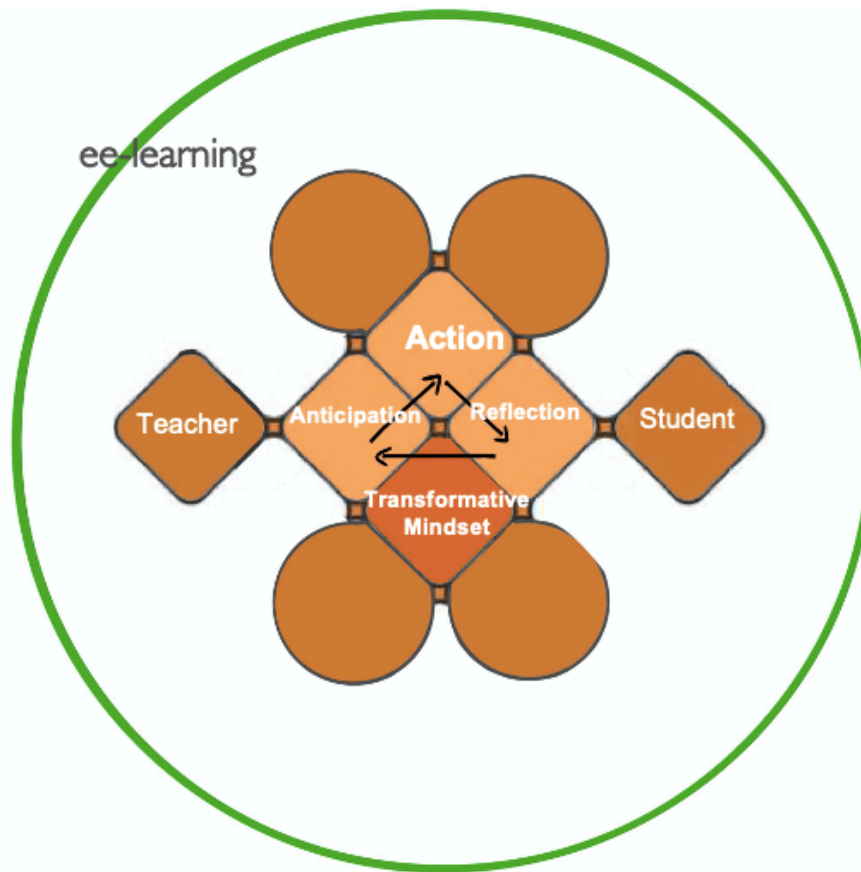
Figure 3: The Conceptual Framework
(Environment, Relationships, Learning)

Some educators have advocated for e-learning in order to help prepare students for the workforce. For example, Silva Rodríguez de San Miguel (2019) states that those who have had experience working as members of virtual teams will be accustomed to this method when they enter the workforce (Silva Rodríguez de San Miguel 2019); however, due to the COVID-19 response to the pandemic, students did not have to wait for that eventuality.

Social justice centred business literacy can better prepare students for entrepreneurial activities by providing them with valuable experiential learning opportunities that are easily scalable, reusable, and uniquely suited to enable instructors to assess students while simultaneously providing them with authentic student-centred learning journeys that increase student engagement (Beckhem and Watkins 2012). Furthermore, the United

Nations Sustainable Development Goals are a call for action to promote prosperity while protecting the planet and ensuring a better future for all. Yet, some goals, such as SDG12 (Responsible consumption and production), SDG8 (Decent work and economic growth) and SDG13 (Climate action) are associated with negative relationships or trade-offs (Pradhan et al. 2017).   These goals will require both macro level and micro level reflections, understanding and efforts to protect the vulnerable and manage competing demands. Social justice pedagogical interventions will help better prepare Mexican students to face these challenges both now and in the future.

In Figure 4, the researcher illustrates how Social Justice Pedagogy was incorporated in the conceptual framework. The researcher was inspired by Heather Hackman's (2005) guidance on how to teach effectively from a social justice perspective that empowers students while encouraging them to think critically and model change.   Hackman (2005) instructs educators to include five key components when teaching from a social justice perspective: tools for content mastery, tools for critical thinking, tools for action and social change, tools for personal reflection, and tools for awareness of multicultural group dynamics.
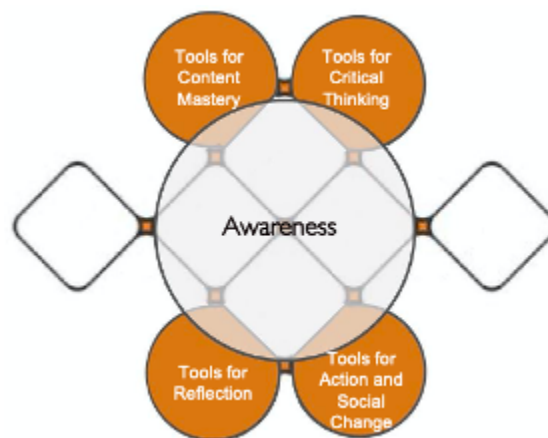
Figure 4: The Conceptual Framework

(Social Justice Pedagogy Components, Hackman 2005)

It is important to emphasize that Mexicans often lack significant savings and liquidity while facing uncertain and volatile employment markets (Fabre and Smith 2003). As a result, if there is a problem most people are compelled to find re-employment quickly and find

themselves in positions that do not fully exploit their capabilities (Fabre and Smith 2003, p. 5). As Mexico does not have unemployment insurance, when there is a need, those in the formal economy may withdraw money from their retirement fund; however, this is a short-term solution. Furthermore, as previously seen, many people operate in the informal economy and are without access to this resource. Currently, the poverty rate among people over 65 is more than 30% (OECD 2019a).

1.8 CONCLUSION

In conclusion, the researcher sought to give voice to students in order to explore social justice, engagement, belonging, and cultural identity. To the uninitiated, these concepts seem far from the issues related to entrepreneurship and business literacy education; however, researchers can offer alternative solutions to perennial problems that endure in our cultures and societies (Pink et al. 2017). This doctoral study aimed to provide the spaces and circumstances that play to the student´s imagined self, where students were able to use entrepreneurial and business literacy to creatively construct alternatives to the problems that Mexico currently faces, namely poverty and unemployment. This project encouraged students to recognize that they do not have to be bystanders as they can use media technologies as an extension of the self. At this moment, there is a recognized gap in the Mexican education system with regards to entrepreneurial and business literacy. However, at present the proposed lessons are limited in scope; entrepreneurial and business literacy education could include much more. This is a very important time for educational planning in Mexico. According to Heppell, the moment between denial and adoption provides an opportunity (Heppell 1998).

CHAPTER TWO: LITERATURE REVIEW

The literature review has been organised thematically with each section representing a subject of considerable importance to the research project; taken from diverse theoretical and conceptual frameworks, they come together to shed light on the topic, accentuating existing research and displaying areas within the field that support the need for further exploration. The following themes will be discussed: social justice education, pedagogical approaches to teaching and learning entrepreneurial and business literacy, Experiential Learning Theory, and experiential e-learning.

2.1 SOCIAL JUSTICE

Foucault (1980) believed that the distribution of power affects the way in which a society decides, distributes, conveys and assesses the knowledge it holds to be public. He posited that the goals of power and the goals of knowledge could not be separated: in knowing we control and in controlling we know (Gutting and Oksala 2019). If certain knowledge is not shared with young people, the goals of power and knowledge should be questioned. In the case of entrepreneurial and business literacy, educators have the opportunity to share relevant knowledge as they empower and engage students. Subjects of power are also 'agents' who can strategically mobilise disjunctures in discourses and in so doing, open up the world of possibility (Powell 2015, p.415).

The OvEnt Study observed that a great majority of entrepreneurship education provides participants with competences to create and better manage their own businesses or to be employed as intrapreneurs within other companies (Komarkova et al. 2015, p.91); however, wider entrepreneurship approaches should also include the social, citizenship and empowerment dimensions. This project seeks to discuss how educators can use experiential e-learning to teach entrepreneurial and business literacy to students in a manner that bolsters empowerment, engagement and belonging. Bell defines social justice as being both a goal and a process:

> 'The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs'' (Bell 2007, p. 3) while 'the process for attaining the goal of social justice should be democratic and

participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change'' (Bell 2007, p. 4).

Social justice education (SJE) aims for equity while identifying the systems of power and privilege that allow social inequality (Bell 2007). SJE persuades participants to critically examine oppression to identify opportunities of social action for social change (Hackman 2008, p.104). In order to be compelling, social justice education calls for an inquiry into systems of power and oppression integrated with an emphasis on social change and student agency (Hackman 2008, p.104). Gabriel (2014) posits that social justice education aligns with much of the progressive political dimension found in critical race theory, in postmodernist thinking, in post structuralism and in feminist theorisation but that two common ideas in the theories serve as the operational definition. The first is the recognition that education systems confer privilege for members of the dominant group and disadvantage for minoritized groups and the second is advocacy for social transformation to create more just societies (Gabriel 2014).

2.1.1 SOCIAL JUSTICE EDUCATION

Despite the literature on Social Justice Education, it is often unclear what we mean when we strive to implement a vision of social justice or how social justice education guides issues such as program development, curricula and educational philosophy (Hytten and Bettez 2011). Rizvi (2002, p. 47) argues that:

> 'the immediate difficulty one confronts when examining the idea of social justice is the fact that it does not have a single essential meaning—it is embedded within discourses that are historically constituted and that are sites of conflicting and divergent political endeavours'.

Educators draw upon multiple discourses when claiming a social justice orientation, including democratic education, critical pedagogy, multiculturalism, poststructuralism, feminism, queer theory, anti-oppressive education, cultural studies, postcolonialism, globalization, and critical race theory (Hytten and Bettez 2011, p.8). Iris Marion Young's *Justice and the Politics of Difference* (1990) is of the most commonly cited works with

regards to the philosophy of social justice. Her philosophical approach entails characterization of five faces of oppression: exploitation, marginalization, powerlessness, cultural imperialism, and violence (Young 1990, p. 48). She argues that oppression is built into our policies, procedures and institutions and that the causes of oppression:

> 'are embedded in unquestioned norms, habits and symbols, in the assumptions underlying institutional rules and the collective consequences of following those rules.' (Young 1990, p.41)

Many educational philosophers have deliberated on justice and how this is related to educational circumstances. They have contemplated how Kant's categorical imperative, Mill's utilitarianism or Rawls' original position can bolster criteria for determining fair educational policies and practices (Hytten and Bettez 2011). Philosophical writing relies heavily on defining terms, making distinctions, offering categories, criteria, and constructs for thinking about justice (Hytten and Bettez 2011). For example, some educational philosophers see justice as a matter of distribution (how do we most equitably allocate resources and rewards), recognition (how do we create conditions in which all cultural ways of being are valued), opportunities (how do we ensure a level playing field for competition), and/or outcomes (how do we make certain that successes are fairly distributed in relation to populations) (Hytten and Bettez 2011, p.11).

The philosophical writings offer greater clarity about our assumptions, terms and visions, yet the language is often abstract and therefore it does not speak to all educational practitioners. The researcher adopted Bell's theoretical foundation for social justice education. She argues that we need theoretical and conceptual accounts because they offer:

> 'A clear way to define and analyse oppression so that we can understand how it operates at various individual, cultural, and institutional levels' (Bell 1997, p. 4).

Bell provides a set of lenses and terms, what she calls theoretical foundations for social justice education. She suggests a historical, conceptual and contextual account of oppression, describing it as pervasive, restricting, hierarchical, complex, internalized and systemic (Bell 1997, p.4).

Additionally, pragmatic writers regularly present lists of conditions, capabilities, action plans or skills necessary for a just school, teacher education programs or for socially just teaching and leadership. Carlisle et al. (2006) offer five principles. Michelli and Keiser (2005) suggest six conditions. Bettez (2008) outlines seven skills. Marshall and Gerstl-Pepin (2005) argue for five perspectives. The several overlapping themes recognized in social justice pedagogy informed this study: connection with the community, promotion of social justice in everyday practices, an openness to change or transformative education and culturally responsive communication.

A strength in this strand of writing is that it offers specific, practical information about what can or has been done, and in many cases criteria for assessing outcomes. However, critics point out that in these writings there is often a lack of theoretical social justice literature, which can make the suggestions seem situation specific at best, and idealistic and abstract at worst (Hytten and Bettez 2011). However, Heather Hackman (2005), a speaker and teacher on social justice issues, used the theory of social justice to develop a pragmatic approach to create the ideal environment for effective social justice education. She identified five essential components that are practical in promoting more critical educational environments (Hackman 2005).

This doctoral study in education was informed by Hackman´s five essential knowledge-based components of social justice education as a road map (Hackman 2005, p.104). It is important that researchers and educators also have a place to imagine alternative futures. In the case of this research, Hackman's components provided a place to begin to imagine. Hackman (2005) argues that to educate for social justice teachers need:

1. mastery of content in their discipline;

2. tools for critical thinking and analysis;
3. tools for action and social change;
4. tools for personal reflection (especially about one's own power and privilege); and
5. tools for awareness of multicultural group dynamics.

Educators committed to social justice have also written passionate and evocative ethnographic reflections or narratives. Voices from experience can motivate readers differently than theories about justice. Kozol (1991), an ethnographic journalist, who wrote among other works *Savage Inequalities* using statistics, voices of children and teachers, descriptive images and personal narrative to provoke and inspire his readers to take action. Valenzuela in *Subtractive Schooling* (1999) illustrated how assimilationist policies and practices supported the underachievement of Mexican students. Other writers offer a glimpse at the possible: such as Ladsen-Billings in *The Dreamkeepers* (1994) and Michie in *See You When You Get There* (2005) that highlights teachers who are working for change.

When used in the classroom, ethnographic narratives can advocate for self-reflection. Furthermore, they allow students to locate and acknowledge their own experiences and imagine alternative futures. As a teacher, the challenge is knowing how to use these writings to evoke reflection, especially if students can see that they may be implicated in the reproduction of oppressive systems or that they themselves may be victims of the same system (Hytten and Bettez 2011).

This doctoral study looked at how educators could encourage students to anticipate futures. There is an opportunity for researchers and educators to observe how the future is presented materially in the everyday in order to better understand how various actors organize to attempt to control or resist control (Pink and Lewis 2014). As Marilyn Strathern (2005, p.51) observed, 'people's actions are all the time informed by possible worlds which are not yet realized'. How futures are shaped reveals who has been excluded in the decision making and as a result, imagining and enacting future alterities is a way to

participate in activism. Therefore, it is important to study not just probable and possible, but also preferred futures (Adam and Groves 2007, p. 32).

This research found inspiration in hook's work *Teaching to Trangress* (1994). In her work, hooks (2003, p.45) advocates for creating more empowering teaching practices and discusses the power of the classroom as a space 'where individuals can experience support for acquiring a critical consciousness'.

Furthermore, this study is influenced by critical pedagogy with the broad objective 'to empower the powerless and transform existing social inequalities and injustices.' (McLaren 2007, p.186). As previously seen, Paulo Freire´s work *Pedagogy of the Oppressed* (2000) proposes an alternative vision of education that avoids the traditional 'banking' education and includes problem-posing in order to allow people to attain 'conscientization' (Freire 2000).

Theoretical movements provide language and resources for providing new ways of understanding systems of oppression; however, they are often critiqued for being abstract and alienating (Hytten and Bettez 2011). Furthermore, there is often little engagement across movements. Almost three decades ago, hooks (1994, p. 129) stated:

> 'that it is crucial critical thinkers who want to change our teaching practices talk to one another, collaborate in a discussion that crosses boundaries and create a space for intervention.'.

The goal of this research is not to come to some sort of consensus about what social justice is or means. Rather, as an educator how can we make connections, promote reflection and encourage students to see new possibilities of engaging with their world.

2.1.1.1 SOCIAL JUSTICE EDUCATION AND 'THE MARKETING CHALLENGE'

Social justice pedagogy in this study is concerned with creating educational opportunities 'conducive to engaged, critical and empowered thinking and action' (Hackman 2005, p.103). According to Bell (2007), social justice education is a critical pedagogical element

for teachers promoting a more democratic society.   Social justice education asks students to take an active role in their own education and supports teachers in creating empowering, democratic, and critical educational environments. The goal of attaining social justice is a complicated process and requires actions that are democratic, participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change (Bell 2007, p.2). According to Bell and Griffin, there are three key goals for social justice education to increase personal awareness, to expand knowledge and to encourage action (Bell and Griffin 2007, p.70).

Paulo Freire affirmed that we must avoid the banking method of teaching (Freire 1970). Instead, Freire proposed a reciprocal relationship between the teacher and the students in a democratic environment that permits everyone to learn from each other (Díaz n.d). Moreover, hooks (1994, p.14) reiterated the importance for teachers and all students to be active participants, not passive consumers. The researcher believes that engaged pedagogy must value student expression (hooks 1994, p.19).

Following this, Freire advocated for the process of conscientization, a consciousness raising of how economic, social, cultural, and political power molds human relations and the way we see and understand the world (Bell 1997). This process demands one places themselves within a social, economic, and political hierarchical structure to develop a socio-political awareness that allows one to formulate and address questions about societal injustices and supporting structures Freire (1970). Knowledge of one's location allows an interrogation of power differentials and of one's beliefs, values, and ideologies, which are all steps toward the attainment of social justice (Mthethwa-Sommers 2014). Therefore, following Freire's sense of consciousness raising, awareness turns to action and transformation of the world around them (King and Kasun 2013, p.1). Through the process of social justice education, teachers help students develop critical awareness and engagement.

Subsequently, students must recognize that they are agents of change who can make a difference in the world. Freire wanted students to engage in praxis, an ongoing

relationship between theoretical understanding and critique of society and action that encourages people to act to change a system (Mthethwa-Sommers 2014).

According to hooks (1994, p.19), students want an education that is healing to the uninformed, unknowing spirit. They want knowledge that is meaningful. Students expect teachers will not afford information without acknowledging the connection between what they are learning and their overall life experiences (hooks 1994); therefore, educators need to ask how they can use a social justice pedagogical lens to manage content in ways that highlights their commitment to allow empowering education to become a lived practice (Hackman 2005, p.103).

The future is developed as anticipation written in the present (Nielsen 2011) and therefore, it is important to recognize how people orient themselves in relation to the unknown. First, we need to start with the acknowledgment that our futures are as dependent on uncertain circumstances as is our present (Bessire and Bond 2014). Furthermore, our alternative futures are not merely imagined, but also made, told, traded, tamed, transformed and transversed through uneven approaches to the future (Adam and Groves 2007, p.11). As futures are formed in ways that unveil the silence and exclusion of those who do not have a voice in certain visions of the future (Pink and Salazar 2017, p.17), this information can provide awareness. The voice of young people must not be written out of the future. Spaces for future-making provide the opportunity to create maps for alternative futures and informed, critical citizenship for a more inclusive future (Appadurai 2013).

Teaching students to critique the world is necessary; however, without fostering activism, students can feel agentless while facing social injustices (Freire 1970). Application with agency involves students using social justice principles to form an action plan that can be implemented to improve society (King and Kasun 2013, p.3). This approach helps students understand the link between classroom content and the real world, which increases lesson relevancy and engagement. If students and teachers go beyond the 'language of critique' to the 'language of possibility', students will be empowered to be

agents of change (King and Kasun 2013, p.3). hooks (1994, p.12) ascertains that the classroom remains the most radical space of possibility.

2.1.2 ENGAGEMENT

Engagement describes students' feelings, behaviours, and thoughts about their school experiences (Taylor et al 2016, p. 4). This doctoral study was influenced by Fredricks et al. 's (2004) definition of student engagement; student engagement is comprised of behavioural, affective and cognitive dimensions. Engagement is a multicomponent concept that can be separated, but also remains intersected in a profound way (Fredricks et al. cited by Conner 2016, p. 13).

2.1.3 SPACE FOR LEARNING

Henry Giroux (cited by hooks 1994) suggests that the notion of experience has to be situated within a theory of learning and he emphasizes that educators must learn to respect the way students feel about their experiences as well as their need to speak about them in classroom settings. In *Teaching to Transgress*, hooks (1994, p.39) discusses the need to critically examine the way teachers conceptualize the space for learning. More specifically, hooks (1994) argues for the dismantling of the traditional assumption that the teacher is responsible for classroom dynamics. The classroom, with all its limitations, remains a location of possibility (hooks 1994, p.207). When students bring their cultural worldviews into the classroom and they are heard and contrasted with knowledge forms presented in the classroom, the classroom becomes a place for dialogue and critical examination (Mthethwa-Sommers 2014).

In this research project, the participants did not have a traditional classroom, but rather a digitally entangled space to engage. Digital environments are the combination of technologies, events and realities that merge with each other and allow for changed ways of being (Fromming et al. 2017, p.13). They are closely entangled with the physical world (Fromming et al. 2017). As such, digital environments have bolstered new statements of identity, new schemes of collaborative working, new commercial and political strategies, different methods of producing and distributing art, and new arrangements of sociality, exchange and intimacy (Fromming et al. 2017, p.13).

In this study, the digital allowed the researcher to witness the construction and transformation of social worlds as well as to explore questions of engagement, belonging, identity, and empowerment. Moreover, the digital allowed the research participants to produce locality. Localities are inhabited, knowable places that generate particular qualities because they are produced through the intensity of their elements (Pink et al. 2015, 157). When discussing locality, Pink et al. (2015) posits that there is little benefit to separating the digital from the non-digital as they come together as part of the same world to create new ways of knowing and being. As more people are studying, working and socializing using technology, the concept of 'being there' and the study of the same has been re-shaped (Gyor 2017, p. 137). Hine (2016, p.27) contends that the internet has become 'embedded' in non-virtual activities, 'embodied' in our daily actions, and the 'everyday':

> 'the embedded Internet makes sense as it participates in multiple frames of meaning-making, few of which are confined to particular bounded online spaces; the embodied Internet has become a part of our way of living our lives, experienced not just as a tool for communicating but as a way of being ourselves and becoming present to one another; and the everyday Internet has become part of the infrastructure of our social existence, often taken-for-granted and only occasionally noticed as a topic of discussion or an influence to be questioned'.

There is a need for research which combines both the material physical and the digital environment as people practice meaning making by drawing on online experiences within offline contexts or vice versa (Pink et al. 2015; Hine 2017). In this particular project, the digitally entangled space allowed students to reflect from a social justice perspective, connect with larger issues in society and make statements on identity, collaboration and engagement.

2.1.4 VOICE

The concept of voice is fundamental for teaching from a social justice perspective. According to Truman et al. (2000, p.148), people:

'must be free to name their own experience. Since knowledge is constructed, it is important to allow (people) to speak for themselves in order to create their own knowledge.'

A digital environment is a discursive space (Mitra and Watts 2002) that can be conceptualized as a medium through which voices are heard (Gabriel 2014, p.27). Mitra and Watts (2002, p.483) describe voice as:

'a contested commodity where the speaker must be able to find a space (discursive and physical) where the (agency) of the speaker can be concretized in the process of speaking'.

For this research project, the digital environment is a medium for discursive practice where traditionally marginalised groups have the possibility to develop strategies of voicing (Gabriel 2014).

Focusing on experience allows students to claim a knowledge base from which they can speak (hooks 1994, p.148). Hooks (1994, p.148) explains that coming to voice is not just the act of telling one's experience, it is using that telling strategically to come to voice so that you can also speak freely about other subjects. Furthermore, Hooks (1994) argues that teachers must intercede to reshape the existing pedagogical structure and to teach students how to listen to one another.

2.1.5 SOCIAL JUSTICE APPROACH COMPONENTS

As previously mentioned, Hackman (2008) offers five essential components for social justice education (see Figure 5).
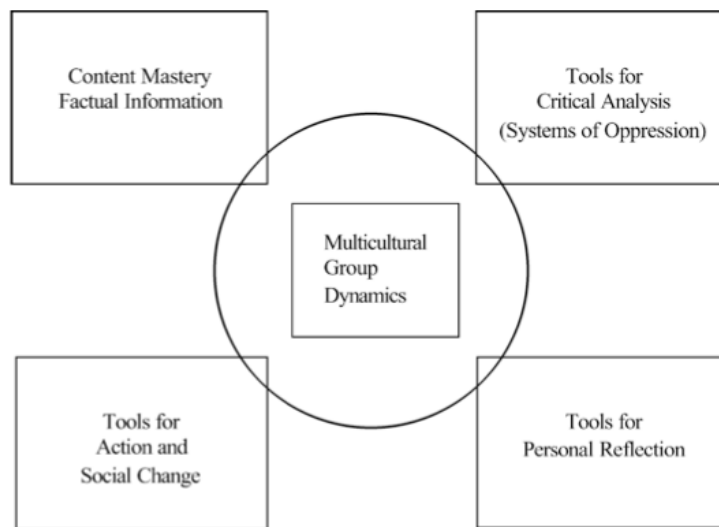
Figure 5: Five essential components for social justice education (Hackman 2005)

1.TOOLS FOR CONTENT MASTERY

According to Hackman (2005), content mastery is the first component of compelling social justice education as information acquisition is fundamental for learning. Content mastery consists of factual information, historical contextualization, and a macro-to-micro content analysis (Hackman 2005, p.104). This study will employ the term Tools for Content Competence rather than mastery. As previously noted, students require information that is connected to their lives and that helps them to understand the micro-level implications of macro issues (Hackman 2005, p.105). In addition, students must understand how classroom content relates to larger issues in society.

2.TOOLS FOR CRITICAL THINKING

Another component for social justice education includes providing the students with tools for critical thinking and analysis (Hackman 2005). Hooks (1994) encourages students to use information to critique systems of power and inequality in society, to help them ask who benefits from these systems, and to encourage them to consider what aspects of our social structures keep those inequalities alive. Gramsci's theory of hegemony describes the political and economic dominance of one group over another, maintained by the ability of the dominant group to project its view of the world so that the subordinated group

comes to accept its subordinated position in society as both common sense and natural (Gabriel 2014, p. 8). Hegemonic struggles are expressed through the disruption of dominant ideologies through 'discursive practices of resistance' which through the diversity of formats offers the opportunity for experimentation with content (Bailey et al. cited by Gabriel 2014, p.8).

As previously suggested, Paulo Freire's (1970) praxis loop is an example of how information can be combined with tools for critical thinking to bring the power of that information to fruition.

3. TOOLS FOR ACTION AND SOCIAL CHANGE

Hackman suggests that the third component includes teaching students action skills so that they can apply agency and promote awareness of social injustices. Educators need to teach students that their rights as citizens in this society carry responsibilities of participation, voice, and protest so that this can actually become a society of, by, and for all of its citizens (Hackman 2008, p.106).

There is no assurance that action will lead to social transformation on either the personal or collective level, or even that group members agree that change is needed (Truman et al. 2000, p.172). Therefore, it is imperative to remember that social and personal transformation is not an event, but a process (Truman et al. 2000).

4. TOOLS FOR PERSONAL REFLECTION

With the fourth component, personal reflection, Hackman (2005) reminds teachers to reflect critically on themselves and the personal qualities that inform their practice. In *Teaching to Transgress*, hooks (1994) highlights the need of teachers to be critically self-reflective to offer an effective social justice teaching environment. In doing so, teachers should analyse the issue of power and dominant group privilege as it relates to the range of one's social identities (hooks 1994).

Furthermore, students must also be provided tools for personal reflection. Pedagogical

tools such as reflective writing exercises and assignments that connect content to student's lives allow teachers to encourage the habit of critical self-reflection (Hackman 2005, p.107). Education as the practice of freedom (hooks 1994) always begins with the individual's willingness to grow and change (Hackman 2005, p.107).

5. TOOLS FOR AWARENESS OF MULTICULTURAL GROUP DYNAMICS

The final component calls for tools of awareness. Multicultural group dynamics are possible with classroom activities that provide a safe space for students to talk about diversity, expectations that value diverse life experiences, and the inclusion of culturally relevant and responsive pedagogy (Gay 2010). Engaged pedagogy happens where space is created for everyone (hooks 1994, p.186). hooks (1994, p.40) states that teachers must build 'community' in order to encourage a climate of openness and intellectual rigor, and this feeling of community will encourage a sense of shared commitment and of common good that binds us. Notably, Pink and Salazar (2017) suggest that by learning others' anticipated futures, people actively engage in future making together.

> 'Knowing from the inside is learning from others what they have to teach us and involves becoming wayfarers with them.' (Ingold cited by Pink and Salazar 2017).

2.1.6 BELONGING

While sense of belonging is important for all children, it may be particularly relevant to adolescents that face a period of identity formation, changing social relationships and different priorities (Allen et al. 2018). For students, school is central to sense of belonging. One of the most commonly cited theories about the need to belong is that of Baumeister and Leary (1995) who posited the Belonging Hypothesis, the proposition that belonging is an innate human motivation (Waller 2019). According to Baumeister and Leary (1995), belonging is defined as 'an individual sense of being accepted, valued, included and encouraged by others'. Furthermore, they postulate that sense of belonging is the 'need to form and maintain at least a minimum number of interpersonal relationships' based on trust, acceptance, love and support (Baumeister and Leary as cited in OECD 2019, p. 130).

Unfortunately, research on the subject has been fragmented due to an inconstant use of the terminology. The definition for this study was influenced by Goodenow and refers to sense of belonging as the extent to which students feel personally accepted, respected, included, and supported by others in the school environment (Goodenow cited by Korpershoek et al. 2020). It is important to note that the concepts of school belonging, school relatedness, school connectedness, school membership, and identification with school are seemingly indistinguishable (Christenson et al. 2012). This study will refer to connectedness in a school context as:

> 'the degree that individuals perceive the people and places, experiences and activities in their lives as meaningful and important, in the present and for the future.' (Bowles and Scull 2019, p.3)

According to a meta-analytic review, there is a relationship between a student's sense of belonging and a student's emotional, behavioural, and cognitive engagement (Korpershoek et al. 2020). Korpershoek et al. (2020, p.646) identify school belonging as being conceptually similar to emotional engagement as it encompasses students' relationships with their peers and teachers, students' feelings about school and therefore, with students' feelings of belongingness.

2.1.6.1 FRAMEWORK FOR UNDERSTANDING SCHOOL CONNECTEDNESS

From a theoretical perspective, a variety of different approaches are concerned with or connected to the concept of belonging, including Maslow's hierarchy of needs (Maslow 1968), the Belonging Hypothesis (Baumeister and Leary 1995), uncertainty-identity theory (Hogg 2007; 2012), social capital theory (Putnam 2000), the achievement goal theory (Mehrdad and Zusho 2009), and self-determination theory (Ryan and Deci 2000). While this research does not attempt to sum up this vast literature in any way, these theoretical perspectives were taken into consideration. The research suggests that when given the opportunity human beings will cultivate social bonds; however, it is not evident whether bonding is the result of an innate need, a pragmatic need to cooperate or a need to develop a valued sense of self (Waller 2019).

The need to belong (Maslow 1962) has shown its pertinency in the secondary school context. As Korpershoek et al. (2020) meta-analytic results show, students who feel sense of belonging are likely to perform more favourably in school (academic achievement) and display more motivation (competence with regards to goal orientations), social-emotional (self-concept and self-efficacy), and behavioural outcomes (behavioural, cognitive, and agentic engagement).

The uncertainty-identity theory develops the Belonging Hypothesis by illustrating that our need to belong to a group is associated with our sense of self rather in addition to the need for interpersonal connections (Hogg 2007; 2012). Social capital theory suggests that lives are more productive due to belonging and social networks (Prusak and Cohen 2001). The achievement goal theory, espoused by Mehrdad and Zusho (2009), highlights the correlation between sense of belonging, performance goals and academic success in students (Won et al. 2018; Anderman and Patrick 2012).

Another theoretical model that has incorporated school belonging to some extent is the self-determination theory (SDT). Deci and Ryan (2000) state that motivation is predisposed by the pursual of autonomy, competence, and relatedness. The need for competence refers to the ability to bring about desired outcomes; the need for autonomy fulfilled encompasses the belief that one's activities are volitional and self-endorsed; and the need for relatedness involves feeling connected to others (Reis et al. 2000). Within the school context, as explained in Korpershoek (2016), according to both the belongingness hypothesis as well as the self-determination theory, students often have an urge (or in SDT an innate need) to develop and preserve interpersonal relationships as well as a psychological need to form ties to the school as institution. These frameworks help to understand the importance of the role that schools play in the development of opportunities for students to foster sense of belonging.

2.1.6.2 SCHOOL CONNECTEDNESS AND BELONGING
Building on the idea that behavioural, cognitive, and emotional aspects of engagement are important for positive academic outcomes, this section illustrates that sense of

belonging is essential not only for student engagement, but also for student success. As previously seen, it is important to understand how engagement as a multidimensional construct is connected to sense of belonging. Behavioural engagement represents students' active involvement and participation in academic or extracurricular activities, including being prepared, paying attention to the teacher and student initiative, and/or enthusiasm (Archambault et al. 2013; Blatchford et al. 2011).

Cognitive engagement incorporates 'thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills' (Greene and Miller 1996; Walker et al 2006). This construct is often measured by indicators such as students' perceptions, ideas about the value of learning and the usage of self-regulation strategies (Korpershoek et al. 2020). In order to design learning experiences that use cognitive engagement to promote sense of belonging, tasks must be (or must be perceived to be) at a cognitively appropriate challenge level (Akiva et al. 2013).

Emotional engagement encompasses students' relationship with their teachers and peers (Appleton et al. 2008) and has to do with 'students' feelings about school and the degree to which they care about their school' (Sciarra and Seirup 2008, p. 218). School belonging is conceptually similar to emotional engagement (Korpershoek et al. 2020). The relationship between school belonging and self-concept and self-efficacy highlight the importance of school belonging for students' social-emotional functioning in school. The feeling of being supported and encouraged by teachers and peers (Baumeister and Leary 1995; Goodenow 1993) appears to improve students' self-esteem.

Allen et al. 2018 suggest that positive characteristics such as self-efficacy, conscientiousness, coping skills (seeking social support, self-reliance, problem solving), positive affect, hope, school adjustment (making friends, staying out of trouble, getting along with teachers and students) and relatedness support a sense of school belonging (Zimmer-Gembeck et al. 2006). In addition, Reis et al.'s research probes the significance of relatedness in different types of activity: talking about something meaningful, participating in shared activities, hanging out with others, feeling understood and

appreciated, and avoiding conflict (Reis et al. 2000). This research examines the connection between peer-to-peer learning and sense of belonging in collaborative experiences of meaning making.

Numerous academic and social outcomes have been related to sense of belonging. Researchers suggest that sense of belonging is connected to academic success, progress, and social acceptance (Morrow and Ackermann 2012; Won et al. 2018). Furthermore, many studies show that sense of belonging also leads to positive behaviour, a favourable response to learning and improves students' ability to adjust to their learning environment as seen in the meta-analytic review by Korpershoek et al. (2020). In the aforementioned study, sense of belonging was positively associated with most of the specific student outcomes: academic achievement (school grades), motivation (competence for goal orientations), social-emotional (self-concept and self-efficacy) and with behavioural outcomes (engagement) (Korpershoek et al. 2020).

Given the research, it is essential that schools help their students to develop sense of belonging by providing the space and opportunity to foment social networks (Allen and Bowles 2013). Yet, there is little guidance as to the best ways to support school belonging (Libbey 2004). The literature suggests that in order to foment an environment that fosters belonging, schools should focus on informal peer learning, active learning environments (Meeuwisse et al. 2010), authentic case studies and work-related learning (Araújo et al. 2015).

2.1.6.3 COUNTRY CONTEXT: MEXICO

In the PISA Assessment of 2015 and 2018, students were asked questions about their sense of belonging at school (see Figure 6). According to PISA 2018 (2019, p. 131), Mexican students reported to agree or strongly agree with the following statements:

74%   'I make friends easily at school.'   (OECD average 75%)

79%   'I feel like I belong at school.'   (OECD average 71%)

77%   'Other students seem to like me.' (OECD average 81%)

Moreover, Mexican students reported to disagree or strongly disagree with the following statements (PISA 2019, p. 131):

79%   'I feel like an outsider (or left out of things) at school.' (OECD average 80%)

80%   'I feel awkward and out of place in my school.' (OECD average 80%)

83%   'I feel lonely at school.' (OECD average 84%)

Based on students' reports
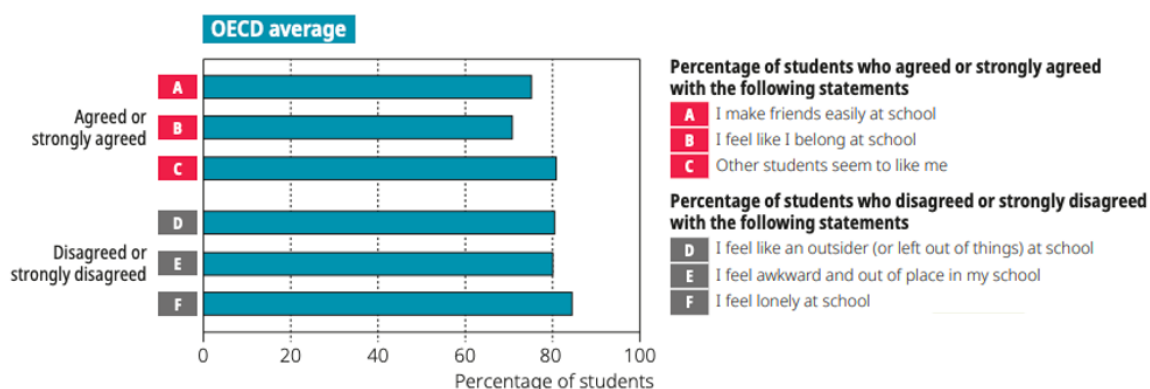
Figure 6: Assessment 2018: Belonging and School Climate (PISA 2019)

On average across OECD countries, the students' sense of belonging generally deteriorated between 2015 and 2018 which seems to be part of a gradual decline in students' sense of belonging at school over the past 15 years (OECD 2017). However, in a few countries including Mexico, Colombia, Costa Rica, the Dominican Republic, Lithuania and Turkey, the students' sense of belonging at school generally improved between 2015 and 2018 (OECD 2019, p. 132).

It is important to note that the following characteristics are relevant for this study. On average across OECD countries, sense of belonging was stronger for socio-economically advantaged students than for disadvantaged students, stronger in private than in public schools and stronger in schools with a low concentration of students with an immigrant background (OECD 2019, p.132) which is the case for the participants of the study. Regardless, according to the Assessment (2019), approximately 20% of the students are not feeling a strong sense of belonging at school. Furthermore, this information was published before over 14 million Mexican secondary school students faced national

school closures (Mendoza 2021). On March 20, 2020 educational institutions in Mexico were closed and remain closed to date. The Ministry of Education in Mexico has provided a mix of distance-learning options, including classes online, classes on public television and by radio, yet it is estimated that 10% of students in preschool, primary and secondary have dropped out of school (Mendoza 2021).

2.1.7 CULTURAL IDENTITY

Cultural identity comprises identity constructs related to demographic subgroups such as ethnicity, gender, race, sexual orientation, socioeconomic status, among others (Worrell 2020). These concepts are interrelated (Cross and Cross 2009) and there is a performative aspect to belonging constructions (Bell 1999; Fortier 2000; Butler 2003). For example, repetitive practices relating to specific social and cultural spaces that connect individual and collective behaviour are essential for the construction and reproduction of identity narratives as well as the constructions of attachment (Yuval-Davis 2006). Notably, identity evolves through repeated participation in culturally significant activities and social interactions (McLean 2005).

People endeavour to belong, to become valued members of a social group that is central to their identity (Hagerty et al. 1992; Maslow 1962). Yuval-Davis states that belonging is constructed on three levels: social locations, identifications and emotional attachments to particular groups and the ethical and political values with which one judges their own and others' belonging (Yuval-Davis 2006). As previously seen, belonging is defined as a basic human need (Baumeister and Leary 1995) and according to Ignatieff (2003), is related to emotional attachment about feeling 'at home' and 'safe'. The research explores the infusion of culturally relevant and responsive pedagogy as well as agency in relation to sense of belonging.

1. SOCIAL LOCATION

Social locations refer to social and economic locations (gender, race, class, nation, age-group, kinship group, profession) which have particular implications at different moments in one's life span to power relations in society (Yuval-Davis 2006). Furthermore, each category of social location also has a positionality with regards to power and is best

understood through an intersectional approach as they often are unstable and challenged (Yuval-Davis 2006). For example, while individuals can identify with one identity category (ex. only as a women), their social location is constructed along multiple axes of difference such as gender, class, race, ethnicity, stage in the life cycle, sexuality, ability etc.; these are not summed, but are composed of each other (Yuval-Davis 2006; Morelock 2018).

Social location in this context would refer to the knowledge passed down intergenerationally, acquired through personal experience or researched (Neville et al. 2014). An individuals' social connections influence their sense of belonging (Hunter et al. 2019). According to Neville et al. (2014), participants with sense of belonging to a community recognized a collective sense of unity, a responsibility to be good citizens and/or a commitment to give back (Neville et al. 2014).   Furthermore, for some people, belonging is connected to culturally shared commonalities and includes acceptance and pride in one's specific group (Neville et al. 2014). When belonging is connected to cultural commonalities, members of the group are recognized, not as Others, but as part of 'ourselves' (Hunter et al. 2019). According to Gaertner and Dovidio 2005, there is a shift from seeing others as 'them' to 'we' and it occurs when individuals identify with members of a shared social group.

2. IDENTIFICATIONS AND EMOTIONAL ATTACHMENTS

Identities are narratives that people tell themselves and others about who they are and who they are not (Martin 1995), and often reveal perceptions of what it means to be a member of a group (Yuval-Davis 2006). Identity narratives may be individual or collective and serve to make sense of one's past, present and anticipated future (McLean 2005).

Although identity construction is a lifelong process (Kroger as cited in McLean 2005), it is during late adolescence that people begin to think about identity construction and meaning making in order to understand events or aspects of self (Habermas and Bluck 2000). Constructions of belonging are cognitive stories that reflect emotional investments and desire for attachments (Yuval-Davis 2006).   Notably, identity construction is a

transition that manifests itself through the process of being and becoming, belonging, and longing to belong (Probyn 1996; Fortier 2000).

3. ETHICAL AND POLITICAL VALUES

In addition to social locations and constructions of individual and collective identities and attachments, belonging is also concerned with the ways these are valued and judged (Yuval-Davis 2006, p. 203). When belonging is threatened, it may be politicized; the politics of belonging is interested in the boundaries that divide the world population into 'us' and 'them' which leads to 'othering' (Yuval-Davis 2006). We can observe othering when people of an identified group are viewed as foreign, which leads to the creation of the 'us' vs. 'them' dichotomy (Holliday et al. 2010). Furthermore, according to Hall (1997), when media discourse is negative about a particular cultural group, it increases the presence of racial prejudice to that group.

Although Donald Trump's 'Make America Great Again' campaign and administration appeared to encourage discrimination on the basis of cultural identity for a variety of different collectivities, the researcher will discuss how the negative discourse targeted Mexico and Mexicans as the research was conducted at a time when Trump's campaign and comments were regularly highlighted by the international news media.

Trump depicted Mexicans as threats or of 'objects of derision' (Kagan cited by Fuchs 2017). As Marcuse (1967) claimed when language is 'organized in this discriminatory fashion it designates a priori the enemy as evil in his entirety and in all his actions and intentions'. Trump's discourse legitimized a strong adverse reaction to immigration (Morelock 2018), promoted a vilification of 'others' and provoked 'feelings of resentment and disdain intermingled with bits of fear, hatred and anger' (Kagan cited in Fuchs 2017, p. 33).

Trump's decision to build 'The Wall' led to an increase in the anti-Mexican national sentiment. According to Trump, 'The Wall' would keep the U.S. safe from 'bad hombres' (Trump 2016). The use of the term 'bad hombres' will be discussed in more detail. As

stated by Yuval-Davis (2006), political agents fight to construct their collectivity and advance their projects, and in doing so they use their ideologies and projects to promote their own stance and power within and outside this collectivity. Moreover, conceptualizing 'external' Others as enemies is regularly employed in the practice of nationalism as a tool of social and political mobilization of the state's population, to justify and achieve foreign policies, and to construct negative international images of competitor countries (Kolesnikova as cited in Khrebtan-Hörhager and Avant-Mier 2017).

As previously discussed, when media discourse about a particular group is negative, it increases the presence of racial prejudice (Hall 1997). Children and young adolescence do not necessarily watch campaign rallies for foreign presidents regardless of geopolitical location. They are, however, exposed to intercultural animations. This is significant as children are especially susceptible to external influences with regards to positive or negative representation of national cultural groups; furthermore, the information that they perceive impacts how they interact with people from other nationalities as well as how they see themselves (Zabel 2006). Finally, Thurlow highlights that 'we make sense of ourselves by defining ourselves in relation to different people' (Thurlow 2010, p. 227). Intercultural animations become pedagogical tools that influence vulnerable demographics (such as youth) to construct the perception of Selves and Others:

> 'By framing certain national groups as the Others, movies present the audience with a particular message of those national groups and perpetuate patterns of negative stereotyping' (Lawless 2014, p. 82).

The animation, Despicable Me 2 (2013), introduces the Mexican super-villain, 'El Macho', who transforms from a 'bad hombre' super-villain to a monster that must be eliminated in order for the U.S. and the world to be safe (Khrebtan-Hörhager and Avant-Mier 2017).

According to Cohen (2007), monstrosity is a universal and complicated phenomenon that is representative of the consistently changing Otherness and is created by the master narratives of dominant cultures. Furthermore, as movies are considered entertainment

and not pedagogical tools, cultural exaggerations appear acceptable. For instance, El Macho's exaggerated transformation from a man to a villain to a monster. Yet, animations often reduce global complications to struggles between the 'good' guys and 'bad' guys. Through animation, the dominant ideology offers a cultural axiom to audiences (including vulnerable populations) and attributes certain roles and positionalities to the Others such as Mexicans being represented as super-villains in Despicable Me 2 (2013) (Khrebtan-Hörhager and Avant-Miet 2017).

Mexicans inhabit a marginal space in the master narrative of U.S. culture as established by numerous scholars (Calafell 2007; Chavez 2009; Delgado 1998; Flores 2003; Flores and Moon 2002; Holling 2006; and Ono and Sloop 2002). In many different films that originate in the United States of America, audiences can observe othering with regards to representation of race, ethnicity, hypersexuality and social class of Mexicans (Khrebtan-Hörhager and Avant-Miet 2017). Through these films, minority audiences witness being Othered:

> 'They get to witness another narrative where the dis-privileged, uninformed, wild, uncontrollable, incompetent, and delinquent nobodies in the film represent their racial and cultural groups. […] These repeated storylines get lodged into the subconscious of media consumers to the extent that the mere racial physiognomy of a Black or Latino person cues negative reaction and stereotypes (Jackson and Moshin 2010, p. 356)'

Donald Trump constructed a narrative that 'bad hombres' needed to be kept behind a wall to keep America safe [sic] and by repeating this narrative he encouraged the dehumanization of Others (Tebaldi 2019, p.8).

There is a need for culturally responsive learning experiences. As Fanon postulated, resistance should be directed at oppressed people's social and economic locations, and it should also be directed at their internalizations of forced constructions of self and identity (Fanon 1967). For these reasons, it is important that educators create a culturally

responsive classroom for youth, where students are able to acquire tools to challenge imposed constructions of self and identity, tools to foment opportunities for quality identity narratives and tools to voice about alternative futures.

2.2 ENTREPRENEURSHIP

Social Justice concepts may seem far from the knowledge and competences related to entrepreneurial and business literacy education; however, interdisciplinary research projects can offer alternative solutions and add to the predictive stances of future scenarios built by economists and others. Anticipated futures should not be bound by predictive stances, as conversations and collaboration from seemingly unconnected disciplines can make important contributions when designing, enacting, and anticipating our shared future. The aim for this study is to provide a space for generative forms of not knowing with others which involves anticipation, action, and reflection on alternative future worlds (Pink and Salazar 2017). This research proposed to offer the circumstances that played to the student´s imagined self, where students were able to use entrepreneurial and business literacy to creatively construct alternatives to the problems that Mexico currently experiences.

Globally, it is estimated that 21.8% of youth are NEET (not in education, employment, or training); 76.9% of which are female. In Mexico, there are 3.8 million young people between 15-24 that are NEET, of which 79% are women (Centro de Estudios de las Finanzas Públicas 2018). It is important to highlight that the majority of these young people live in households where the head of the family does not have access to social security, works in the tertiary sector and has limited studies (CEFP 2018). In many cases, the heads of the households are employed in the informal economies. According to the Holt (2020), the informal economy is defined as the:

> 'unregulated non-formal portion of the market economy that produces goods and services for sale or for other forms of remuneration'

and is often conceived negatively in terms of undeclared labour, tax evasion, unregulated enterprises, and illegal but not criminal activities (Holt 2020, p.24). The workers in these

areas often do not have access to sick-pay, pensions, or worker safety. Furthermore, the current health and economic crisis has seriously affected the tourism industry which is an important challenge for an economy where tourism represents 9% of its GDP (Montalvo 2020). Currently, there is little aid available and few labour opportunities. As a result, there will be an increase in youths that find themselves in fragile situations and subsequently, of people looking to begin their own initiatives.

From a business perspective, entrepreneurship refers to those who assess both risk and benefits and react positively to changes with new ideas and ways of doing things (González 2005). Selamé (1999, p.179) states that entrepreneurship is a set of attitudes and behaviours that calls for risk management, creativity, a capacity for innovation, self-confidence, and a certain type of entrepreneurial action. Whereas Toca (cited by Olmos et al. 2012) defines an entrepreneur as one who takes risks, pursues some benefit, innovates, identifies, and creates opportunities, establishes and coordinates new combinations of resources and devises new ways of doing things (Olmos et al. 2012, p. 30).

With regards to entrepreneurial education, there is no single definition, however, the Global Entrepreneurship Monitor defined it as:

> 'the discipline that includes knowledge and skills about entrepreneurship. In general, this education is recognized as part of the educational programs corresponding to primary, secondary or tertiary education in educational institutions in any country' (Coduras et al 2010, p. 13).

As for Latin America, there is a gap with relation to the promotion of entrepreneurship in basic education (Simón 2013); however, there is evidence that the issue is beginning to influence educational policies of some countries such as Columbia, Peru, Argentina, and Mexico (Uribe and de Pablo 2011). In 2008 in Peru, the Regional Directorate of Education of Metropolitan Lima (DRELM), and the Administrator of Pension Funds (AFP), agreed to a social and financial education program called 'Entrepreneurship', the purpose was to

teach high school students' entrepreneurial skills in order to improve their lives. In addition, the program hoped to generate a culture of savings as well as to promote social empowerment focused on children's rights (Simón 2013).

In Mexico, more effort is needed to evaluate and address entrepreneurial education; however, certain national organizations are conducting research on this emerging issue (Simón 2013). In 2009, the Undersecretary for Basic Education (SEB) and the National Council for Science and Technology (CONACYT) called for the development of research projects in financial and economic education at the basic level and set a precedent for earlier entrepreneurial education (Simón 2013).

In 2006, the European Commission identified a ´sense of initiative and entrepreneurship' as one of the eight key competences necessary for all members of a knowledge-based society (Bacigalupo et al. 2016, p.5). The Eurydice Network is the Educational Information Network in Europe which provides those responsible for education systems and policies in Europe with analysis and information (Eurydice Network 2019). As highlighted in their 2016 edition of the Eurydice Report on 'Entrepreneurship Education at School', approximately half the countries in Europe make use of the European Key Competence definition of entrepreneurship, some countries use a national definition and finally, others have no established definition (Komarkova et al. 2015, p.5). While there is an increasing move internationally to define entrepreneurship education, it is important to mention that Mexico does not have a comprehensively recognized definition either.

In order to find a common conceptual approach, the Entrepreneurship Competence study (Entrecomp) was launched by the Joint Research Centre on behalf of the Directorate General for Employment, Social Affairs and Inclusion (Komarkova et al. 2015, p.5). For the purposes of this project the EntreComp´s definition of entrepreneurship will be used:

> 'Entrepreneurship is characterized by entrepreneurial human activity, determined by innovative capabilities looking simultaneously at resources and opportunities to conceive new combinations generating value. This value may have the form of

economic and financial gains; be it of social, societal, environmental and cultural nature; or a combination of all these factors' (Komarkova et al. 2015, p.69).

2.2.1 CAN ENTREPRENEURSHIP BE TAUGHT?

Currently, there is a rising interest in the entrepreneurial learning research field (Harmeling and Sarasvathy, 2013). First and foremost, the question prevails as to whether entrepreneurship can be taught. Some scholars argue that entrepreneurs cannot be manufactured, but only recognised (Adcroft et al. 2004, p.52) while other scholars suggest that there are components of entrepreneurship that can be taught (Henry et al., 2005).

To support this argument, Kirby (2004) explains that traits and attributes, however personal, can be developed. In accordance, Metcalfe posits that the role of education in shaping entrepreneurs is underestimated (Metcalfe 2013). According to Metcalfe (2013), the stereotype of the college drop-out who becomes a recognized entrepreneur is misleading, since well over 90% of successful technology company founders are college graduates and about half of these hold post-graduate degrees.

More moderate approaches to the issue predominate. These approaches accept that entrepreneurship consists of teachable and non-teachable elements (Rae and Carswell, 2001). Notably, there is a growing awareness that entrepreneurial skills, knowledge and attitudes can be learned and in turn will lead to the widespread development of entrepreneurial mind-sets and culture, which benefit individuals and society as a whole (Komarkova et al. 2015, p.5).

Latin American countries use the experiences of Canada, Scotland, Germany and the United States that suggest that educational institutions can play an important role in the entrepreneurial process, (Kantis et al. 2004, p.272). An entrepreneurial education or the promotion of an entrepreneurial culture at all levels of education has become more important in recent years as the objective to offer an entrepreneurial education tends to be increasingly integrated into the governments' agenda (Castillo et al. 2014, p.30). Overall, students recognize the need to be prepared with skills they may require in the

workforce (Ratten 2020). In particular, the Covid-19 pandemic has clearly illustrated that crisis situations come with the need for fast and effective decision-making (Kuckertz et al. 2020) and the need for innovation (Ratten el al. 2017).

2.2.2 ENTREPRENEURIAL EDUCATION

The concepts of entrepreneurship and entrepreneurial activities have advanced beyond the economic domain (Komarkova et al. 2015, p.68). In the last few decades, the classification of and the debate about entrepreneurship education and training matured from a focus on business management and the creation of new firms, to a broader focus which looks at entrepreneurial behaviour (Komarkova et al. 2015, p. 74). In our current context, the scope of the Covid-19 crisis has revealed vulnerabilities in education, economic and public health systems, as well as the need for competent entrepreneurial behaviour and leadership (Leung et al. 2020). According to the Holt (2020), there is clear evidence of the need for better decision-making on critical social and economic issues.

This research project defines entrepreneurial education as Lackéus (2015) suggests by using the term 'entrepreneurial education' when talking about both enterprise and entrepreneurship education. This single term will refer to education through, for and about enterprise and entrepreneurship, entrepreneurial learning or learning to become an entrepreneur (Komarkova et al. 2015, p.52).

Learning through entrepreneurship tries to mimic the process of how entrepreneurs learn in practice and strives to develop a reflective practitioner by connecting reflection, experiential skills (know-how), and factual knowledge (know-what) in various constellations (Pittaway and Cope 2007, p.215). Learning for entrepreneurship has been associated with experiential learning and knowing how to conduct entrepreneurship through simulations (Hägg 2017, p. 30). Learning about entrepreneurship concerns knowledge of what entrepreneurship is, associated with factual knowledge. Learning through, for and about entrepreneurship is often associated with experiential learning. Experiential learning projects help students develop critical thinking and problem-solving skills (Ferreira el al. 2018). Similarly, Ratten (2020) adds that experiential learning

provides a deeper and ongoing learning experience allowing students to feel more fully engaged.

Alternatively, other scholars argue that the concepts of competency and competence should be the basis for imparting entrepreneurial education. With regards to entrepreneurship competences, 'competency' refers to the individual's behavioural characteristics, motivations and personal traits whilst 'competence' refers to tangible and reckonable outcomes such as actions and performances that can be eventually assessed against standard measures (Komarkova et al. 2015, p.30).

2.2.3 ENTREPRENEURSHIP COMPETENCES

According to the policy note of the SME Ministerial Conference of the OECD held in Mexico City in 2018, there is an underlying set of entrepreneurship competencies that allows individuals to identify, create and act upon opportunities in order to create value, by marshalling resources, demonstrating self-efficacy and confidence in ability to achieve, and persisting in the face of obstacles (Cusmano et al. 2018, p. 3). The researchers of one of the largest studies conducted in Mexico with regards to entrepreneurial competencies point out that while many people have written about entrepreneurial competencies, it is clear that people have developed different perspectives as to what they are (Olmos et al 2012). Many studies cite Project Tuning- Latin America which defines competencies as the capacities that all human beings need to solve life situations effectively and autonomously, and further highlights twenty specific competencies for Business Administration (Beneitone and Esqueteni 2007). Martínez Rodríguez and Carmona Orantes (2009) allude to the different ideas that authors have of competences (cited by Olmos et al. 2012, p.36). Despite different backgrounds and disciplines, they find common characteristics in the concept of entrepreneurial skills.

The European Commission outlines key competences and basic skills that are needed by all for personal fulfilment and development, employability, social inclusion and active citizenship. Included in the eight key competences is the 'Sense of initiative and entrepreneurship' (Komarkova et al., 2015, p.5). There is, however, considerable debate about what should be taught concerning entrepreneurship competences. Generally,

competency includes knowledge, skills, attitudes and behaviours needed to complete an activity successfully (Morris et al. 2013).

The OECD highlighted the usefulness of a new set of entrepreneurship skills (BIS Research Report 2015). These include strategic thinking, positive orientation to change and innovation, ability to network and build strategic alliances, risk assessment, opportunity identification and motivating others around a common goal (BIS Research Report 2015, p.14). Whereas Mitchelmore and Rowley proposed a structure which established six principle entrepreneurial skills: identification and definition of a feasible market niche, development of products or services appropriate to the firm's market niche/ product innovations, idea generation, environmental scanning, recognizing, and envisioning taking advantage of opportunities and formulating strategies for taking advantage of opportunities (Mitchelmore and Rowley 2013). Additionally, Cheetham and Chivers (1996) introduced a more comprehensive classification of professional competences: cognitive competences, functional competences, personal competencies and meta-competencies. These, along with technical competences and personal attributes related to the competencies we have seen so far, include flexibility, tolerance for ambiguity, the ability to learn 'judgement and intuition', creativity and analytical problem-solving capacities (Komarkova et al. 2015, p.31).

Despite the individual skills sets being comparable, there are a number of competing opinions of the entrepreneurship process that may have differing implications for our understanding of entrepreneurship competences (Chell 2013).

The literature on the various components of entrepreneurship as a competence emphasizes the need for both business-related functions and conceptual/ personal/ attitudinal aspects (Komarkova et al. 2015, p.70). The EU policy debate on competences has tended to support an outcome-based approach with attitude being considered an integral part. Importantly, the European Parliament and Council (2006) published the Key Competence Framework. Therein 'competences' are defined as a set or combination of skills, knowledge and attitudes.

In brief, it was argued, by Fayolle (cited by Komarkova et al. 2015, p.29) and others that entrepreneurship education needs to strengthen its theoretical foundation and take a critical stance towards its own development. Subsequently, the Entrepreneurship Competence study published a reference framework with three competence areas (see Figure 7). Each of the three competence areas lists five competences with learning descriptors to support the promotion of entrepreneurship competence across the world of education and work.

Figure 7: The Entrecomp Wheel (Entrepreneurship Competence)
(McCallum et. al 2018)

While there is an increasing move internationally to codify entrepreneurship competencies in order to help design and deliver appropriate education responses (OECD 2018a, p.5), in Mexico, there is not one set and agreed upon list of entrepreneurial competencies. As a result, this study will use the competences of Entrecomp as a guide. Entrecomp is a competence framework used in European Union countries. For each of the competences, the framework provides a set of defined learning outcomes and a description of different levels of achievement. Entrecomp was chosen to inform this study as it includes many of the competences identified in the Mexican literature (Castilllo et al. 2014; Olmos et al. 2012; Beneitone and Esqueteni 2007). Furthermore, Entrecomp was the framework mentioned at the SME Ministerial conference held in Mexico City. Finally, Sergio Cardenas of the prestigious Mexican university Centro de investigación y Docencia Económicas (CIDE) wrote a paper commissioned by the Global Education Monitoring Report about accountability in education. Cardenas highlighted that the participation of international organizations, such as the OECD, are pertinent in the design of educational policies (Cárdenas 2017). Cardenas states that international organizations are relevant for improving accountability in education in Mexico and specifically refers to the OECD and the events organized under the OECD Agreement to Improve the Quality of Education in Mexican Schools signed in 2008 (Cardenas 2017).

2.2.3.1 ENTREPRENEURSHIP COMPETENCES CRITIQUE

Many researchers have underlined a significant lack of studies regarding entrepreneurial education program outcomes and effectiveness (Honig 2004). Few articles discuss the number of graduates that start or grow a business (Sirelkhatim and Gangi 2015). Finally, there is little to no evidence looking at the impact of entrepreneurship education programs (BIS Research Report 2015).

There is an assumption that one should start a business after receiving an entrepreneurial education. According to the International Labour Organization (2016), the informal economy comprises half to three-quarters of all non-agricultural employment in developing countries. In many countries, one becomes an entrepreneur because of need, not necessarily due to an innate entrepreneurial spirit. Therefore, the educational objective should not be that students start a business, but rather that students have the

skills should the opportunity or the need present itself. As we have seen with the recent pandemic, Mexican citizens could not rely on their government for unemployment insurance and there is little in the way of government subsidies (Sánchez Castañeda and Hernández Ramírez 2020). Yet, according to the Second Report on the Impact of Covid-19 in 'Online Sales in Mexico', carried out by the Mexican Association of Online Sales (AMVO), 5 out of 10 consumers in Mexico expect to spend the same or more on products and services during this time (LABS 2020, p.1).

Furthermore, Holt (2020, p.6) emphasised the need for entrepreneurial and business literacy and referred to entrepreneurship as the:

> 'transformational driver offering the scaffolding for both attaining and delivering the SDGs whilst fuelling economic growth led by the principle of sustainable development.'

With such a large percentage of the world's population involved in some sort of entrepreneurial ventures and recognized international and educational organizations highlighting its importance, it is imperative that entrepreneurial competences be offered as part of a student´s basic education.

2.2.4 PEDAGOGICAL APPROACHES ENTREPRENEURSHIP COMPETENCES

In 2015, the European Commission's Joint Research Centre undertook a review on policies and approaches that enabled the development of entrepreneurial competences, the OvEnt study (Komarkova et al. 2015). The OvEnt study sought to understand the topic of entrepreneurship competence by identifying and comparing different theoretical approaches from the academic and non-academic worlds (Komarkova et al. 2015, p.5).

According to the OvEnt study, some of the most widely employed and commonly agreed upon pedagogical approaches for teaching and learning entrepreneurship competencies included experiential learning and collaborative learning (Komarkova et al. 2015). Furthermore, their study showed that competitive learning compliments the learning experience, and self-reflective methods seem to gain importance across education levels.

Henry et al. (2005) calls attention to evidence that entrepreneurs may learn less from the conventional didactic approaches and discovered some indication that a task-oriented approach focused on real business problems would be favourable. Given the characteristics of entrepreneurial education, the importance of the participant, the pragmatic nature of the field and the types of skills involved, one of the most fitting approaches seems to be that of experiential learning; an education framework that includes learning from direct experience and hands-on project work (Komarkova et al. 2015).

In most of the non-academic evidence reviewed in the OvEnt study, the methods employed place emphasis on student-centred, self-directed, personalized, interactive, cooperative, flexible, project-based, including challenge or problem-based, discovery and reflective learning (Ruskovaara, 2014; World Economic Forum, 2009). Overall, the methods are characterised by an active student-centred approach and cooperation along with a certain connection to authentic experiences (Komarkova et al. 2015). Furthermore, Rattan connects the need for industry relevant education for entrepreneurship and authentic experiences in order to encourage knowledge exchange (Ratten 2020; Ratten et al. 2017).

Authentic experiences are largely supported by insights gained from the OvEnt Inventory and case studies (Komarkova et al. 2015, p.59). Penaluna et al. (2010) bring insight to this discussion from a neuroscience or cognitive neurology perspective. They assert that techniques involving creative thinking compel students to make a connection and engage in divergent thinking (Penaluna et al. cited by Komarkova et al. 2015, p.60). Penaluna and Penaluna discuss two thinking styles that of divergent thinking where the thinker is encouraged to think broadly, widely and to generate ideas, and that of convergent thinking, where the thinker is more concerned about eliminating aspects that are unhelpful and focuses deeply on management of existing knowledge in order to test ideas (Penaluna and Penaluna 2015; Penaluna et al. 2014).

In contemporary research there is an emphasis on divergent thinking techniques, in particular to address such entrepreneurship themes as: uncertainty, risk, ambiguity or creativity, alongside with handling change (Komarkova et al. 2015, p.60; Penaluna and Penaluna 2015). The assimilation of convergent and divergent thinking into teaching methods seems to provide an opportunity for learners to develop creative ideas and explore ideas in different ways. Here, innovation is valued over the implementation ('do as instructed'). According to Penaluna et al. (2010), the brain validates changes in behaviours when they have been embedded into newer and stable neurological connections.

Finally, Penaluna et al. (2014) discuss the role of emotions, uncertainty and intuitions for creative entrepreneurial development. They posit that teaching methods should encourage forms of uncertainty that require students to adapt and engage in creative thinking in order to tackle challenges and discover multiple solutions. Penaluna et al. (2015) suggest setting moving and multiple deadlines, for example, as a way of addressing 'Premature Articulation', one of the barriers to creative or 'divergent' thinking. Disruptive learning experiences include changes to the initial scenario which can be introduced in order to simulate authentic experiences providing a contextually relevant lived experience designed by educators (Penaluna and Penaluna 2015).

In Latin America and the Caribbean, efforts to introduce business education at the primary and secondary levels of the formal education system are still incipient, but the opinion is shared among universities that entrepreneurial education should be taught (Kantis 2004). Furthermore, high school can promote the development of attitudes and values favourable to entrepreneurial performance (Kantis et al. 2004). International organizations such as OECD, European Union (Interreg panel on entrepreneurship) and GEM offered useful insights to entrepreneurial education. In their reports, they state that it is evident that interventions that include experiential learning are most likely to advance entrepreneurship skills successfully (BIS Research Report, 2015).

The discussion of entrepreneurial learning is focused on the idea of gaining entrepreneurial skills through experience that entrepreneurs gain from learning by doing (Cope and Watts 2000), routinized activities (Cope 2005), contingencies, non-continuous events (Harmeling and Sarasvathy 2013), failure (Bygrave and Minniti 2001), and reflecting (Cope 2005) from experience gained through live events (Sirelkhatim and Gangi 2015). Klapper and Tegtmeir (2010) drawing on how entrepreneurs learn, concluded that a high proportion of active learning is crucial to enable problem solving, self-reliance and self-reflection (Sirelkhatim and Gangi 2015, p. 4). As a result, the methods recommended by entrepreneurial learning literature are scenarios, role playing and authentic business experiences (Corbett 2005), case studies´ discussions and business simulations (Chang and Rieple 2013), live projects that combine traditional teaching with talks from businesspeople (Heinonen and Poikkijoki, 2006), peer assessment, primary data gathering and reflective accounts (Chang and Rieple 2013).

According to Hägg (2017), studies confirm that entrepreneurs learn by doing, especially through lived experience. This recognition has, to a large extent, impacted the pedagogical development of entrepreneurial education and encouraged the introduction of more action and experience-based pedagogical approaches (Hägg 2017, p.34).

2.3 EXPERIENTIAL LEARNING THEORY
The idea of experiential education was largely developed by John Dewey (Hägg 2017). Experiential education questioned the old school of thought where the learner was considered a passive recipient of knowledge and the tutor the source of knowledge (Dewey 1946; Freire 2000). Instead, a more learner-centred approach and the promotion of experience were argued to be the foundation in learning (Itin 1999). The basic assumption in experiential education is that learning includes multiple transactions between learners, the learner and the educator, as well as between the learner and the environment (Itin 1999).

In this respect, Kolb's experiential learning theory has been commonly used as a foundation for entrepreneurship education research (Kozlinska 2011). Kolb and Kolb (1999) developed the Experiential Learning Theory (ELT) drawing on theories from 20th

century scholars who gave experience a principal role in their work on human learning and development.

Kolb postulated that knowledge is continuously gained through both personal and environmental experiences (Millwood 2013). By synthesizing the three learning models of Lewin, Dewey and Piaget, which emphasize direct experience, Kolb (1984) asserted that for the learner to be effective in gaining knowledge or skill, he or she has to fully engage in different stages that include concrete experience, reflective observation, abstract conceptualisation and active experimentation.

Experiential Learning Theory is based on the following six propositions (Kolb and Kolb 2005, p. 5):

1. LEARNING AS A PROCESS
Experiential Learning Theory acquired core concepts from Dewey's (1938) principles of the continuous interplay between experience and learning. According to Dewey (cited by Kolb and Kolb 2005, p.4), learning is best understood as a process:

> 'Education must be conceived as a continuing reconstruction of experience... the process and goal of education are one and the same thing'.

The principle of continuity suggests that one learns from experience, which changes the quality of their future experiences (Dewey 1938).

2. ALL LEARNING IS RELEARNING
In his Cognitive Constructivist Theory, Piaget suggested that people construct new knowledge and understanding from what they already know and believe (Kolb 2005). Jung (1931) complimented this idea with his mention of the cycle of learning. Jung compared the learning cycle to a mandala (Kolb and Kolb 2008). Mandala signifies a circle, a continual process where endings become beginnings repeatedly. This idea informed the learning framework for this study.

3. LEARNING REQUIRES THE RESOLUTION OF CONFLICTS

Experiential Learning Theory also borrows from Freire´s (1970) ideas about dialectical interactions between students and teachers. A careful analysis of the teacher-student relationship reveals its essentially narrative nature (Freire 2000). This relationship involves a narrating subject (the teacher) and patient, listening objects (the students) (Freire 2000, p.21). The narration leads to a banking concept of education, where students are filled up with knowledge that the teacher (or system) deems important. The banking concept of education regards men as adaptable, manageable beings. The result of this interplay leads students to be less critical and less likely to transform their world (Freire 2000). According to Freire (2000), education should begin from the point of view that those involved are simultaneously both teachers and students. Problem-posing education can encourage students to work with the situation that is available, and any critical reflections may lead to positive change. Freire (2000, p.16) claimed that political action on the side of the oppressed must be pedagogical action, and, therefore, action with the oppressed.

Freire's ideas about education compliments Foucault's discussion of power. Foucault contended that discourse is constructed and promoted by those who have the power and mode of communication (Pitsoe and Letseka 2013). Thus, discourse serves to control not just what but how subjects are (Pitsoe and Letseka 2013). For example, those who are in control decide who we are by deciding what we discuss. These discourses and practices have not only been used to change us in various ways but are also used to legitimize such changes, as the knowledge gained is deemed to be 'true' (Ball 2013).

Discourses are made up of both exclusions and inclusions, what can and cannot be said (Pitsoe and Letseka 2013). Control of knowledge is a form of oppression when only certain groups have access to certain knowledge. It is the task of educators to help students reflect on the patterns and distribution of power that influence the way in which a society selects, classifies, transmits and evaluates the knowledge it considers to be public. Foucault stated that power is omnipresent and exceeds agency or structure

(Pitsoe and Letseka 2013). Therefore, it does not make sense within a Foucauldian framework to speak of obliterating power. The issue instead is how students can possess power or resist it effectively (Cheshier 1999).

4. LEARNING IS A HOLISTIC PROCESS OF ADAPTATION

William James postulated that everything begins and ends in the unending flow of experience (Kolb and Kolb, 2005). His philosophy was based on two related ways of knowing the world, knowledge based on direct perception and knowledge based on mediating conception (Kolb and Kolb 2005). Learning is not just cognition, but also knowing, feeling and perceiving. Kolb and Kolb (2005) argued that in some cases we learn by direct experience, and in other cases, we learn through other people ́s experiences. Regardless, learning is the way we go about adapting to our world. Furthermore, emotion is often the catalyst that leads to shifts in ways of seeing the world, impacting on knowledge, self, and (recognizing social context) agency in action (Brockbank and McGill 2007, p.63). Reflective dialogue includes emotion as an important contributor to the learner's development (Brockbank and McGill 2007).

5. LEARNING RESULTS FROM SYNERGETIC TRANSACTIONS

The idea of learning space is derived from Kurt Lewin's field theory and his concept of life space (Saxe 2010). For Lewin, the person and environment are interdependent variables. The idea of life space (or learning space) is a concept that Lewin translated into a mathematical formula, B=f (p,e) where behaviour is a function of person and environment, and the life space is the total psychological environment which the person experiences subjectively (Kolb and Kolb 2005, p. 8).

ELT borrows from Vygotsky's (1978) activity theory that views learning as an exchange between the person and the social environment (Kolb and Kolb 2005). Piaget and Dewey asserted that the teacher's role involves shaping learners' experience from the environment and knowing what surroundings may aid experiences that lead to growth (Hunkins and Ornstein 1998). Furthermore, Vygotsky and Dewey ascertained that learners do not learn in isolation from others (Petraglia 1998, p.32). People naturally learn

and work together in their lives.

Freire (2000) developed an approach to education that links the identification of issues to positive action for change and development. Freire (2000, p.23) stated that the interests of the oppressors lie in changing the consciousness of the oppressed, not the situation which oppresses them; for the more the oppressed can be led to adapt to that situation, the more easily they can be dominated. Therefore, it is essential that students link knowledge to action so that they actively work to change and develop (Freire Institute 2016). Here, there is an opportunity for students to learn by facing problems related to their world, and thereby feel compelled to act (Freire 2000). Furthermore, educators can utilize a social justice pedagogical lens to deal with content in ways that meet the commitment to empowering education.

6. LEARNING IS THE PROCESS OF CREATING KNOWLEDGE

ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated with experiences, becoming part of the learner ́s personal knowledge (Kolb and Kolb 2005). Cranton (2002) explains that when one realizes they hold a limited view and is willing to open up to alternative views to the extent where their perception could change, he/she has transformed how he/she constructs knowledge.

Based on the above ideas, Kolb (cited by Hägg 2017, p. 34) defined experiential learning theory as:

> 'the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience'.

2.3.1 EXPERIENTIAL LEARNING IN ENTREPRENEURIAL EDUCATION

An experiential learning approach is supported by much of the literature (Caird 1990; Johannisson 1991) and has gathered considerable consensus among entrepreneurship education specialists (WEF 2019; Ruskovaara et al. 2011; Komarkova et al. 2015, p.59). This doctoral study was informed by a learning process called the Anticipation-Action-

Reflection (AAR) cycle where learners improve their thinking, act intentionally and responsibly in the interest of collective well-being (OECD 2018a, p.120).

The AAR cycle integrates a variety of different learning theories and cycles including developmental and social theories of learning as well as theories that underscore concept formation through experience (OECD 2018a, p.118). This framework can be developed, tailored and implemented for a many different contexts with a focus on active engagement with the world. With this educational framework, students are to engage in three main phases: (1) anticipation, (2) action, (3) reflection. This study was informed by the AAR cycle and is represented by the diagram below (see Figure 8):
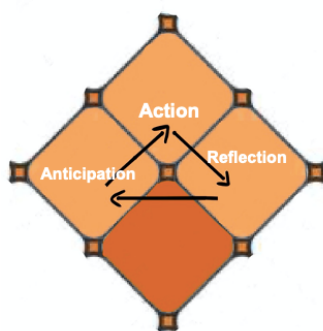
Figure 8: Anticipation-Action-Reflection Cycle

The anticipation phase encourages people to anticipate future needs and the outcomes of actions, in addition to inviting people to consider their perspectives and intentions and those of others. An important feature of anticipation is prospection or the ability to 'pre-experience the future by simulating it in the mind' (Gilbert and Wilson 2007, p.10). Prospection may help children connect to their future self and thereby enhance their interest to participate in practices that will aid them in time (Prabhakar et al. 2016, p.11). Perspective taking is also crucial during the anticipation phase as it allows learners to step back from their own ideas and beliefs and consider those of others as well.

Guyer (2007) stated that the horizons of the future offer a guide to the present by linking different futures with present possibilities and moral imperatives. Therefore, we should imagine the future as an alterity of the present (Pink and Salazar 2017). Adam et al.

(2007) explains that one defining quality of our current moment is its characteristic state of anticipation, of thinking and living toward the future.

The next phase is the action phase where learners take intentional and responsible action towards a valued outcome or well-being (OECD 2019). Action is a bridge between what learners already know and what they want to bring into being (Leadbeater 2017, p.12). This can be carried out in a variety of different manners such as through research, creating value or by change making. The anticipation and action steps are connected to Hackman's call for students to be provided a space and the tools to analyse perspective, power, and positionality. Perspective-taking is required if the action taken is to be responsible (Selman 2003, p.14).

The last stage is the reflection phase where learners develop their cognitive skills and boost their capacity to associate future action with intentions, conditions, and desired outcomes.

Alternative futures making allows students to analyse the present. Educators must offer safe ways and spaces to be critical of the same.

> 'The conflict of futures past and present is central to modern temporality, and that this is a paradox of modern dispositions toward the future: while we are taught to believe in the emptiness of the future, we live in a world saturated by future-consciousness as rich and full as our consciousness of the past' (Rosenberg and Harding 2005, p. 9).

Through reflection, learners develop awareness, agency and an appreciation for their possible role in future actions. With such an approach, students and educators can imagine possibilities of futures as an alterity of the present, rather than as a distant eventuality.

2.4 E-LEARNING

In 1983, Mary Alice White first used the term 'e-learning' in a journal article called

Synthesis of Research on Electronic Learning (White 1983, p. 13). At that time, the definition of e-learning was 'learning via electronic sources, such as television, computer, videodisk, teletext, videotext' (Aparicio et al. 2015, p.293).

Since that time there have been different approaches to the types of use and forms of e-learning. There continues to be inconsistencies in the literature with regards to the definition and even the spelling of the term. Hence, there is a need for critical analysis and systematisation of the current views and concepts that work with e-learning (Belaya 2018, p.93).

Belaya (2018) claims that there is no single concept of e-learning, as the ideas and technical developments are too different and continually appearing. Therefore, the focus should no longer lie on the term e-learning, but on the forms and applications of e-learning (Belaya 2018, p.94). In accordance, this research project will use Sangrà et al.'s definition of e-learning:

> 'E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning.' (Sangrà et al. 2012, p. 152)

Bourdieu (2000) postulated that schools as they are, create a distance between the campus and the community. He referred to this distance as 'intellectualocentric' and criticized that it frustrates discipline's influence on students and society (Trevitte and Eskrow 2007). Such thinking can be traced back to the 60s when Illich (1970) claimed that schools were intrinsically hostile to experience. In his view, schools were the stewards of a consumer society that operated to commodify learning (Illich 1970). Dewey emphasized reschooling rather than deschooling which helps us to appreciate the potential of experiential e-learning (Trevitte and Eskrow 2007).

It is important to note that this study is not a study of e-learning, but rather a study of a way of being and learning that includes moving between online and offline worlds where the digital and the material are not necessarily independent but entangled. According to Pink et al. (2016, p.10), digital materiality does not include an 'a priori definition about what is digital and what is material'. Rather, 'digital materiality refers to the making and to what emerges of these entanglements, not to a state or a quality of matter' (Pink et al. 2016, p.10-11).

In order to understand how people manoeuvre through the digital materiality, Hjorth and Pink (2014) used the concept of a digital wayfarer. This is taken from Hine's idea of the flowing through the internet (Hine 2017) and Ingold's (2013) wayfaring:

> 'The path of the wayfarer wends hither and thither, and may even pause here and there before moving on. But it has no beginning or end. While on the trail the wayfarer is always somewhere, yet every 'somewhere' is on the way to somewhere else'

Hjorth and Pink (2014, p. 491) suggest that 'the digital wayfarer meanders through the Web and through the world. She or he moves between platforms and between localities, pausing, and learning as she or he goes'. This research explores effective e-learning experiences designed to help develop engagement, belonging and empowerment while contributing to the debate about what sense of belonging means in a virtual space.

It is important to recognize that the population of e-learners has grown due to national responses to COVID-19. As a result, it is fundamental that educators understand how students can obtain sense of belonging and be proactively engaged in order to heighten performance and achieve academic success. Students with sense of belonging experience increased enjoyment and reduced anxiety and are less likely to withdraw (Brodie and Osowska 2021). This is of utmost importance as the attrition rate for online learning is high and proceeds to grow in Mexico due to the pandemic. Furthermore, creating sense of belonging is an important factor for course design so that there is a

sense of community at times of stress and transition (Strayhorn 2018). If sense of belonging is considered a necessary ingredient for successful learning experiences (O'Keeffe, 2013), educators must provide opportunities for students to engage with peers to foster the same (Yang et al. 2016). This study looks to understand how our participants or digital wayfarers can use experiential e-learning (ee-learning) to understand entrepreneurial and business literacy in a way that promotes empowerment, engagement and belonging.

2.4.1 EE-LEARNING

The term experiential e-learning, or ee-learning, refers to the possibility of bringing together everyday experience and communication technologies (Beard 2007; Carver et al. 2007; Murphrey 2010; Riedel et al. 2007; Trevitte and Eskow 2007). Experiential e-learning theory weds e-learning and experiential learning and emphasizes the professional and practical experience of learners (Carver et al. 2007; Murphrey 2010; Riedel et al. 2007; Trevitte and Eskow 2007).

According to the OvEnt study, almost half the initiatives studied included mixed learning to foster entrepreneurial competences. Face-to-face learning continues to be the most important way of fostering entrepreneurial competences (Komarkova et al. 2015, p.63); however, the use of information and communication technologies to bolster the face-to-face experience is often emphasized. The OvEnt study affirms that mixed learning used to cultivate entrepreneurial competences can be beneficial at the upper secondary level (Komarkova et al. 2015). In Mexico, Concannon (cited by Silva Rodríguez de San Miguel 2019) highlights that there is an increase in the number of part-time students who juggle part-time jobs and education by using evening tutorials or weekend studies (Concannon et al., 2005). Furthermore, students who learn to function as members of virtual teams are already accustomed to this method when they enter the workforce (Silva Rodríguez de San Miguel 2019). Finally, working in virtual teams has become essential due to the Mexican Ministry of Education's (SEP) program 'Aprende en Casa" in response to the pandemic.

Educators espousing ee-learning emphasize the importance of drawing upon students' experiences, the integration of authentic problems, and students' control over the education process (agency) in an online education (Carver el al., 2007). Ee-learning assumes that the new communication technologies enable us to connect different subject areas and that learning is improved when experience in the world and content are brought together (Trevitte and Eskow, 2007).

According to Dewey (1958), an experience has two sides, primary and secondary experience. Primary experience is the active side which focuses on the physical side of experiencing, while secondary experience is connected to reflective thinking (Dewey 1916). As Hägg (2017) observes, when one partakes in a secondary experience, they reclaim the primary experience, and by thinking about and appraising this experience, the process of learning is formed, and finally, knowledge can be developed (Boud et al.1985; Dewey 1916; Rodgers 2002).

Ee-learning involves creating a different kind of structure for learning and teaching. The technology is the tool to achieve an alternative structure. As a result, the focus should be on the ee-learning and course design, and not on the technology. There are certain areas that are critical to the effectiveness of ee-learning: the course designs, the student-student/student-teacher interaction and student motivation. Critical pedagogues like Freire (2000) and Dewey (1938) expressed the importance of teaching philosophies, essentially highlighting those crucial aspects of student-teacher interactions and dispositions that Ash (2009), Coombs- Richardson (2007) and Kirtman (2009) agree, are important to successful online learning situations (Lalonde 2011).

Valuable experiences are those that interact and are linked to future experiences (Dewey 1916). Dewey coined these educational experiences, as they build continuity in the learning process (Rodgers 2002). By partaking in secondary experience, the primary experience evolves into something with meaning. After reflective thinking, there is an increased understanding of the primary experience which alters our cognitive state and allows the development of foresight for engaging in future experiences (Hägg 2017, p.30).

In the literature on entrepreneurship, and entrepreneurship education in particular, there is emphasis on the primary experience (Gielnik et al. 2015), the entrepreneurial action (Bygrave and Minniti 2000) as an important trigger for entrepreneurial learning (Minniti and Bygrave 2001). The other side of experience, secondary experience, has been addressed in entrepreneurship education in the form of reflective thinking, emphasizing the importance of making students reflect on what they are doing (Neck and Greene 2001; Williams Middleton and Donnellon 2014). This study also looks at anticipation and the importance of addressing all three aspects of the experience simultaneously.

As previously mentioned, it is important to recognize the role emotion plays on learning. Coombs-Richardson (2007) concludes that personalizing the online interaction processes, allows for successful learning experiences (Lalonde 2011). Furthermore, McCrory et al. (2008) emphasize the importance of fostering student online involvement with all stakeholders, which supports Freire's (1970) notion of dialectical relationships and Dewey's (1938) view of interaction (Lalonde 2011).

Schott et al. (2003) asserted that the e-learning success rate is dependent on students' abilities to be self-directed and internally motivated. It is therefore reasonable for Rivera and Rice (2002) to comment that learners who are not self- motivated will find e-learning disappointing (Wong 2007). Ee-learning design should pay particular attention to student's needs throughout the course. In anticipation of this risk, this project will use the AAR model of experiential learning in designed learning experience, The Marketing Challenge, in order to reduce frustration and the effects of transactional distance.

2.5 PARTICIPATORY ACTION RESEARCH

This research was undertaken primarily from a pragmatic epistemic position, using mixed methods within a Participatory Action Research approach to address experiential e-learning education of entrepreneurial and business literacy in high school students. The researcher considered participatory action research (PAR), a subset of action research, appropriate for the objectives of this project. Action research is a form of investigation

which is intentionally directed towards solving a problem or focusing on an issue raised by, and owned by, an individual or a group (Kemmis and McTaggart 1988, p. 5; McNiff 2010). It has a deliberately applied focus and is 'hands on' research (Denscombe 2014, p. 122).   It was important for the researcher and the participants that this research not be concerned simply with solving problems, but with how to improve (Ferrance 2000; McNiff 2010). As ZuberSkerritt (1996, p. 83) remarks:

> 'the aims of any action research project or program are to bring about practical improvement, innovation, change or development of social practice, and the practitioners' better understanding of their practices'.

As a result, PAR is an applied research approach, in which participants or those with a stake in the outcome of the research take on an active co-researcher role (Mackenzie and et al. 2012, p.12). Human systems can only be comprehended and modified if the members of the system are involved in the inquiry process (Larkin 2006). PAR offers principles and frameworks to enable school-based practitioner inquiry to become more participatory, collaborative, and democratizing in ways that meaningfully engage students, families, and other educators (Brydon-Miller and Maguire 2009, p.83).   It assumes the researcher and the research participants are interactively connected and involved in the practical aspects of the research and this is likely to shape the study (Crotty, 2003). According to Bergold (2007), participatory research can be regarded as a methodology that argues in favour of the possibility, the significance, and the usefulness of involving research partners in the knowledge-production process (Bergold and Thomas 2012, p. 3).

PAR (see Figure 9) differs from other research in three ways. Firstly, it is research to enable action. A variety of diverse stakeholders participate in the study, afterwards a reflective cycle is used to determine what action should be taken. The resultant action will then be further researched and reflected upon. For Kemmis and Wilkinson (1998), key features of participatory forms of inquiry are that participatory action is recursive or dialectical and is focused on bringing about change in practices (Creswell 2003, p. 11).

Secondly, PAR pays careful attention to power relationships, advocating for power to be shared between the researcher and the researched (Kemmis and McTaggart 2005). Thirdly, PAR contrasts with other approaches that remove data and information from their contexts.

Implement an improved or changed strategy using insights

Develop, implement and evaluate a strategy to answer the question/ address the issue

People engaged in everyday practice

Identify an issue/ gap/ question to explore that relates to improving the situation of people
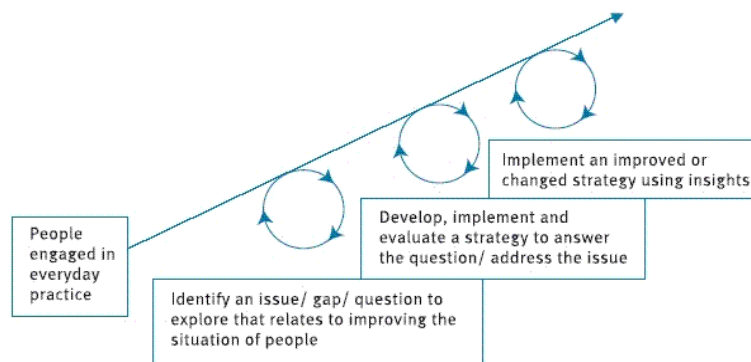
Figure 9: A Model of PAR

(Crane and O'Regan 2010)

Power is an essential concept to Participatory Action Research. PAR strives to attain empowerment for the stakeholders. Labonte sees 'empowerment as a shifting or dynamic quality of power relations between two or more people; such that the relationship tends towards equity by reducing inequalities and power differences in access to resources' (Baum et al. 2006, p. 856). Particularly relevant to PAR, is Foucault's (1980) position on power as he saw power as something that results from the interactions between people, from the practices of institutions, and from the exercise of different forms of knowledge.

Participatory action research is a type of critical reflective inquiry which participants undertake on and for themselves, focusing on problems and practices which they identify, and which affects them, with the intention of understanding and improving the educational and social practices in which they are involved and the circumstances in which they take place, in order to promote social justice (Cohen et al. 2017, p.44). PAR is undertaken collaboratively, albeit sometimes focusing on individuals in the group (Cohen et al. 2017).

The researcher sought to expose how powerful social discourses constrain human potential toward envisioning new social arrangements (Peñaloza 2006).

Participatory action research is often associated with the transformative-emancipatory paradigm and is concerned with empowering human beings to transcend the constraints placed on them by race, class, and gender (Fay 1987). Mertens (2007, p. 469) explains this approach as a 'framework for researchers who place a priority on social justice and the furtherance of human rights'.

The transformative paradigm is largely associated with critical theory which intends to emancipate people by transforming their social, political and cultural settings (Mertens 2010). Research in this paradigm calls for changes in societal and educational structures and aims at practicality (Crotty 2003). Although critical researchers may not achieve all of their objectives, they believe that their struggle for social justice, freedom and equity to be worthwhile (Shah and Al-Bargi 2013). Furthermore, pluralistic inquiry suggests a different norm of correctness: that criticism must be verified by those participating in the practice and that this demand for practical verification is part of the process of inquiry itself (Bohman 2005). Critical researchers may adopt qualitative, quantitative or mixed methods to design their research studies in order to critically examine the realities from a cultural, historical and political stance (Mertens, 2005). Accordingly, there is a strong bond between pragmatism and advocacy of social justice (Morgan 2014).

Both social justice and pragmatism believe that the researcher´s actions are situated within belief systems, in which those beliefs are subject to change by our conscious actions (Morgan 2014, p.1051). Furthermore, both co-researcher's experiences and the changes they hope to produce are context bound, embodied and emotional, and thoroughly social in nature (Morgan 2014). Morgan (2014) states that these strengths point to both the value of classical pragmatism as an orientation toward social justice and the potential for current work on social justice to continue.

2.6 CONCLUSION

As this doctoral study examines the use of experiential e-learning to teach entrepreneurial and business literacy to high school students drawing on social justice pedagogy as an emancipatory approach to promote engagement, belonging and social change, the literature review focused on the themes that are relevant to the research: social justice pedagogy including belonging and identity, entrepreneurial education, experiential learning theory and experiential e-learning. There is a recognized gap in the Mexican education system around entrepreneurial and business literacy for high school students. The information from the literature review informed the researcher for the development of an emancipatory approach to use ee-learning to teach EBL that integrated cultural identity and belonging into teaching and learning methods. This created a collaborative, community-oriented space that enabled knowledge-based learning interactions. The literature review informed the aims, research questions as well as the participatory workshop of this research. It is clear from the literature review that there is an international interest to better understanding social justice pedagogy, entrepreneurial education and e-learning. This study endeavoured to initiate critical discussion regarding social justice issues by combining entrepreneurial education, experiential e-learning and elements of participatory action research for a reflexive, reflective teaching tool.

CHAPTER THREE: METHODS AND METHODOLOGY

This chapter will describe the selected research design and methodology used to address how educators can use experiential e-learning to teach entrepreneurial and business literacy to students in a manner that encourages student voice, engagement, and empowerment in high school students. This robust research design employed a pragmatist mixed methods approach informed by participatory action research (PAR) using short-term and digital ethnographic principles. The first part of this chapter will set out the philosophical underpinnings of the research, as well as the context and rationale that influenced the research paradigm and the choice of research methods. The second half of this chapter will discuss the participants, the methods of data collection and the reasons why the researcher felt that this combination of procedures would yield the best results in terms of answering the research questions. Thereafter, the nature of the analysis will be discussed. Lastly, this chapter will close with a discussion regarding the ethical considerations when engaging in research involving young participants.

3.1 PHILOSOPHICAL STANCE

This research was undertaken primarily from a pragmatic epistemic position, comprising mixed methods informed by a participatory action research approach to address experiential e-learning education of entrepreneurial and business literacy in high school students. Pragmatism was developed by Peirce, James and importantly for this study, John Dewey (Hägg 2017). As pragmatism is not committed to any one system of philosophy, leading pragmatists agree that research always occurs in social, historical, and political contexts (Morgan 2014). Pragmatism places emphasis on the human experience (Legg and Hookway 2019). Human experiences involve a process of interpretation that may be altered or modified as one acquires new experiences (Dewey 1938). In turn, pragmatism can provide a strong bond to social justice goals (Visser 2019, p.46).

Pragmatism presents a coherent philosophy that goes well beyond 'what works' (Tashakkori and Teddlie 2003). Based on the work of John Dewey, pragmatism points to the importance of joining beliefs and actions in a process of inquiry that underlies any search for knowledge (Morgan 2014).

Pragmatism emphasizes human experiences and therefore considers ontological arguments about the nature of the outside world or the world of our conceptions as discussions about two sides of the same coin (Morgan 2014). Participatory action researchers acknowledge the existence of a plurality of knowledges (Usher 1996).

Pragmatism is an epistemological method for clarifying concepts and is by nature close to empiricism due to its attention to experience (Dewey 1908). The pragmatic approach is built upon logic, where theories based on initial doubt guide subsequent inquiry in an effort to advance our understanding by resolving the doubtful situation and making it understood (Dewey cited by Hägg 2017). Pragmatism is a philosophical approach that is future oriented (Pierce 1905) and recognizes knowledge as provisional based on future experiences (Elkjaer 2009). A conceptual framework for entrepreneurship education should be developed with the knowledge of how entrepreneurs learn, but also in theory on learning through experience, where the individual, the educational context and the learning transactions that take place are considered (Rorty cited by Hägg 2017). Participatory action research establishes that experience can be a basis of knowing and that experiential learning can lead to a form of knowledge that influences practice (Baum et al. 2006, p. 854). The learning theories that are important for this study (Freire, Kolb and Dewey) align well with the epistemological approach of pragmatism.

Pragmatist methodology connects the process of designing the research to the core research question and connects the design concerns to the choice of methods (Kaushik and Walsh 2019). Consequently, research design plays a crucial role of bridging the gap between research questions and research methods. For pragmatists, the best method is the one that is most effective in producing the desired consequences of the inquiry (Tashakkori and Teddlie 2008).

This participatory action research approach used a pragmatist mixed methods methodology. An important objective of this study was for the research to be pragmatic and useful to the stakeholders. All human action is meaningful and has to be interpreted

and understood within the context of social practices (Usher 1996). The epistemology of entrepreneurship literacy is based on pragmatism that suggests that beliefs are qualified as true or false depending on their usefulness and functionality (Hägg and Peltonen 2014). While the research only looked at a limited part of entrepreneurial and business management literacy, it was based on a holistic idea of the world, where research participants and stakeholders are seen as a functional entity of that world. The methodology chosen argued in favour of the importance of involving stakeholders to produce new knowledge. Furthermore, as the objective was to help students acquire entrepreneurial and business literacy and literacy cannot be separated from cultural identity, the ee-learning learning challenge addressed both knowledge acquisition and cultural reflection.

Philosophical paradigms are not generally acknowledged as mandatory among mixed methods researchers as they can compel researchers to observe a certain set of beliefs and marginalize others (Sendall et al. 2018). However, they are valuable to guide inquiry. This study was also guided by a transformative-emancipatory paradigm as outlined by Mertens (2007): 'a framework for researchers who place a priority on social justice and the furtherance of human rights' (Mertens 2007, 469). As seen in Chapter Two, there is a bond between pragmatism and advocacy of social justice (Morgan 2014). This praxis-based research sought to include the voices of those who have been excluded from mainstream research by using approaches that support the co-creation of emancipatory knowledge.

The emancipatory potential was a key driver of this research. By involving the students as co-creators, the student´s contribution to emancipatory and EBL knowledge will potentially enhance their future opportunities for economic stability. The methodology was influenced by three key factors: the notion of using research on entrepreneurial education to discuss student engagement, belonging and empowerment in our digitally entangled world.

This project employed an abductive approach to research and was praxis based. Pragmatism is typically associated with abductive reasoning that moves back and forth between deduction and induction. From an abductive approach, the research process began with 'surprising or messy observations' (Kovács and Spens 2005) and worked towards an explanation using numerical and/or cognitive reasoning (Mitchell 2018). Mitchell (2015) and Reichertz (2004) state that abduction is a knowledge-extending means of drawing an inference; applying these abduction techniques helped the researcher to develop robust recommendations (Mitchell 2018).

In this way, the researcher was actively involved in creating data as well as theories (Morgan 2014). The researcher conducted praxis-oriented action research with a transformative paradigm, which called on participants to not only think differently, but to act differently. This praxis-oriented research embodied certain qualities such as a commitment to human well-being and respect for others (Smith 1994).

3.2 CONTEXT FOR RESEARCH DESIGN

This research project was driven from the ground up by the need for social change that promoted democracy and challenged inequality. It was context-specific focusing on Mexico and targeted the needs of high school students. The researcher and the participants used an iterative cycle of research, action and reflection. This PAR experience encouraged participants to have a greater awareness of their situation in order to take action (IDS 2019). This mixed methods approach gave a voice to the study participants and established that the findings were rooted in participants´ experiences (Wisdom and Creswell 2013). The act of doing participatory action research led to the co-creation of emancipatory knowledge.

RX1: 'It was quite delightful for me to share my previous knowledge and experiences about what I consider defines my culture, to be considered to participate in a project that is interested in modifying misperceptions. Such an enriching experiment (that) transmitted to me both knowledge of marketing and concepts along with perspective of how the use of marketing can help to eradicate problems such as racism, stereotypes and others that stain our country's

reputation. … that can in the future open the eyes of new generations, such as it did with me and create new projects that can promote equality among nations'.

3.3 RATIONALE FOR RESEARCH DESIGN

This doctoral study comprised mixed methods informed by a participatory action research approach where the researcher used short-term ethnographic principles and aspects of digitally framed ethnography. As the research project was focused on social justice, student engagement and producing digital content that is meaningful, the short-term and digital ethnographic approaches were suitable for charting the particular ways adolescents have of learning and doing, as well as their aspirations, interests and passions in relation to media (Couldry 2004).

3.3.1 SHORT-TERM ETHNOGRAPHY APPROACH

Ethnography is based on acknowledging the participant's perspective and on the researcher's ability to understand the participant's values, sayings and doings by immersing themselves in the participant's cultural worlds (Scolari 2018). This research employs Sarah Pink´s definition of ethnography:

> 'as an approach to experiencing, interpreting and representing culture and society that informs and is informed by sets of different disciplinary agendas and theoretical principles (Pink 2013, p.34)'.

Often ethnography is a long-term engagement with other people's lives; however, in practice there are certain contexts where applied uses of ethnography involves excursions into participants lives, which use more interventional as well as observational methods to create contexts through which to delve into questions that will reveal what matters to those people in the context of what the researcher is seeking to find out (Pink and Morgan 2013, p.2). An applied use of this method was chosen to inform this doctorate as it has been proven to be a reliable and well-established methodology for studies in education (LeCompte and Preissle 1993; Wolcott 1997), youth and digital and new media (Scolari 2018).

The researcher used an approach that is often referred to as short-term, focused (Knoblauch 2005), quick (Handwerker 2001) or rapid ethnography (Isaacs 2012), and participatory design methods (Crabtree 1998; Halse and Boffi 2014). This approach served this research project well as this method includes research activities that conclude in a shorter time frame, use mixed methods of data collection, and place an emphasis on findings leading to applied interventions (Pink and Morgan 2013).

The sociologist Hubert Knoblauch defined short-term ethnographies as focused ethnographies in response to what he noted is the standard argument against this short-ranged character is that these kinds of ethnographies are 'superficial'' (Knoblauch 2005, p. 16) and unsuited to delivering any thick description. Knoblauch suggests that:

'the short time period covered is compensated for by another type of intensity: focused ethnographies are typically data intensive' (Knoblauch 2005, p. 16).

Short-term ethnography is an approach to doing research that can be used for applied research projects designed to prompt informed interventions (Pink and Morgan 2013). As this study was designed and developed to inform practitioners, this short-term ethnography aligned well with the needs of the researcher.

According to Sarah Pink (Pink and Morgan 2013), short-term ethnography includes certain qualities: an intense research encounter, an ethnographic-theoretical dialogue, and post-fieldwork engagements with materials. The intensity of the research encounter refers to the way that the researcher comes to know about the participant's lives and experiences. This is intentional and uses interventional and observational methods to understand what matters. Through the collaborations with participants, the intensity of the research encounter became part of the way that the researcher could learn and empathise with the participants of this study. Importantly, the different sets of encounters allowed knowledge and knowing to emerge rapidly and intensely. Ethnographic-theoretical dialogue is essential to short-term ethnographic research as this approach is sharply focused and evolves in dialogue with theory rather than being led or structured

by theory (Pink and Morgan 2013, p.357). This requires regularly bringing theoretical questions into dialogue with the ethnography. In this study, the researcher engaged in theoretical dialogue by considering what might be implicit to the lives of the student participants and other stakeholders at the school, designed a participatory workshop for the participants and conducted research engagements that benefited from the production of the forms of intensity and empathy. Finally, short-term ethnography looks to produce rich and thick data for an intensive analysis and sees post-fieldwork engagements with materials to understand anew each time (Pink 2013). As a result, the short-term ethnographic engagement with the fieldwork context can potentially last for much longer due to online involvement and re-engagement with video (Pink and Morgan 2013, p.7). The research participants reviewed their digital artefacts with the researcher during individual and focus group interviews. This was a route to producing alternative ways of knowing about and with the participants and provided an opportunity to better understand what mattered.

The short-term ethnography allowed the researcher´s involvement in a way that she came to know about the participant´s lives and experiences (Pink and Morgan 2013). Through these collaborations with participants, the intensity of the research encounter became part of the way to learn and empathize (Pink and Morgan 2013). This method used interventional and observational methods to create situations that revealed what mattered to the participants in the context of what the researcher sought to discover (Pink and Morgan 2013). To achieve the intensity of data desired, the researcher used an array of observation and analytical methods in such a way as to create a depth of data and immersion, which was brought to light at the analytical stage of the project (Pink and Morgan 2013).

The short-term ethnography principles were suited to the project's interests for a variety of reasons including the intensity of the research encounter. The encounter focused on detail and the continuous ethnographic-theoretical dialogue. This type of design ethnography opened the methods toolbox to a more-participative approach with adolescents (Lacasa 2011). Moreover, it embraced the notion of intervention as a form

of engaging the researcher and the participants in a playful form of collective inquiry (Halse and Boffi 2014, p. 92-93). The researcher was able to tailor the methods to allow the space for reflection as well as the creation of digital artefacts in order to consider student voice and the ways students engage.

3.3.2 DIGITAL ETHNOGRAPHY APPROACH

Digital ethnography is an approach that considers related but different media practices as it pertains to the way that 'the digital' is ingrained in our lives (Ardévol and GomezCruz 2014; Hjorth et al. 2016). This research project adopted this approach as it emphasizes the importance of considering the digital in relation to the material, sensory, and social worlds in which it exists (Pink et al. 2016). Digital ethnography research adheres to five key principles (Pink et al. 2016). First, this digital approach is unique to the circumstances as the Marketing Challenge was held entirely online. Furthermore, the participants were required to create a digital artefact. Second, this research understood the digital to be situated in the participant´s everyday world, instead of situating the digital at the centre of the research (Pink et al. 2016). Thirdly, this digital ethnography was a shared process; the researcher and the participants made knowledge and ways of knowing together. In this project, the researcher used video to engage participants in ways that permitted them to develop the focus and inform the outcomes. Fourthly, digital ethnography in this context encouraged a reflexive approach to classifying, analysing and interpreting visual research materials while recognizing both the constructedness of social science categories and the politics of the researcher's agenda (Pink 2007, p.117). Finally, this approach was contingent on the inclusion and analysis of alternative forms of communicating. The researcher engaged visual and digital tools to elicit feelings, relationships, materialities, and activities of the research (Pink et al. 2016). In this project, the creation of a video helped participants to voice their feelings, points of view and importantly to communicate to those that would listen.

The researcher used digital ethnography to learn how participants feel about what they hear and see about their country in everyday media environments. People are producers and shapers of media content and media technologies. It is important that students recognise that they do not have to be bystanders as they can use media technologies as

an extension of the self. It is also equally important for educators and policy makers to recognize and reflect when students use their technology to upstand.

As the research encounter was short and intense, the researcher's engagement with the fieldwork context was enhanced through online involvement and re-engagement through video (Pink and Morgan 2013). Digital media has reshaped the concept of 'being there' (Pink 2007). Traditionally, proximity was the principal factor of co-presence, but digital media has generated new ways for being present (Pink et al. 2016). With regards to this project, the participatory ee-learning workshop, the Marketing Challenge, was designed as an 'ethnographic space' (Agar 2006) that allowed the researcher the chance to become engrossed in the participants' world repeatedly through interviews, focus groups and reflections on the videos.

This participatory action informed research involved a short-term ethnographic participatory workshop with methods that were creative, culturally relevant and that used problem-posing dialogues to encourage critical analysis (Coghlan and Brydon-Miller 2014). Short-term ethnography worked well for this research project due to the intensity of the research encounter, the focus on detail, and the continuous ethnographic-theoretical dialogue. The final product was a video that used a creative method to help the participants communicate EBL and emancipatory knowledge. As a result, the researcher adopted the principles of digital ethnography to analyse the use of visual and digital tools to elicit feelings, relationships, materialities, and activities of the research (Pink et al. 2016). In this project, the creation of the video helped participants voice their opinions and connect with others. These mixed methods allowed the researcher to ask participants to reflect on presupposing ideas that otherwise would have gone unnoticed. With this co-created knowledge, the researcher participated in conferences, seminars, and multi-stakeholder meetings in order to share findings.

3.4 RESEARCH QUESTIONS AND METHOD DESIGN
This participatory action research (PAR) approach began with issues emerging from the day-to-day problems of living (Coghlan and Brydon-Miller 2014). Mexican high school students recognized the importance of entrepreneurial and business literacy skills for their

community. They understood that they would need these skills in the future, quite possibly to create their own employment opportunities, but that they did not have the opportunity to take EBL courses. As the Social Studies Coordinator, IB Business Management teacher and later the principal of the high school, the researcher developed an informed and critical view of the issues before starting the research project (Coghlan and Brydon-Miller 2014).

RQ1: How does experiential e-learning through a performance-based assessment model impact student engagement with entrepreneurial and business literacy?

In order to respond to RQ1, the researcher focused on individual student engagement by capturing how the participant´s experienced emotion, purpose and the delight of possibility during the participatory ee-learning workshop, The Marketing Challenge. The researcher used interviews, written reflections, surveys, short-term and digital ethnographic methods, to understand the impact. The prompts and questions in these methods had been reworked due to suggestions and input from the first cycle of research and other moments of the participant observations. Certain words from the first cycle of research became words used as triggers in the subsequent research cycle. This experience allowed the research to ask participants to reflect on ideas that otherwise would have gone unnoticed. Three older students were asked to be 'Lab Managers' and were available to answer technical questions. The Lab Manager's observations contributed to the research. When the Lab Manager T1 was asked about her/his reflections on the participatory workshop, he/she responded:

> 'This project reminded (the participants) to be proud about their culture and their country. Therefore, the experience was actually significant, to the point of reminding them to feel proud of their roots, no matter what others say'.

The purpose of this aspect of the study was to examine a pedagogical method that facilitated engagement by providing students with meaningful designed experiences and a space to use their voice when participating in experiential EBL e-learning. To answer

RQ1, the researcher focused on understanding how engagement in this pedagogical practice could improve a student´s EBL ee-learning experience. The researcher analysed the data with the theories of social justice pedagogy, entrepreneurial and business literacy, and experiential learning.   This knowledge was put to use in the mixed methods PAR informed research design.

RQ2: What impact does belonging have on participative and collaborative learning within entrepreneurial and business literacy using an experiential e-learning performance-based model?

In response to RQ2, the researcher focused on collaborative learning through different teams, where the aim was to understand how peer-to-peer learning developed agency, belonging and entrepreneurial business literacy. To understand how collaborative work acted as a pedagogical method to stimulate entrepreneurial and business knowledge, theories from experiential learning, EBL and social justice pedagogy were used to develop the process and analyse the results. Furthermore, the researcher was thinking theoretically while collecting and analysing the data concurrently to ensure that emerging ideas were identified in data already collected. The methods employed were individual and group interviews, surveys, individual written reflections, and tasks as well as co-created digital artefacts. There was intense and deep data generated by the short-term and digital ethnographic methods. The researcher was able to better understand what was meaningful to the participants by analysing the co-created digital artefacts.

RQ3: How does the inclusion of cultural identity within a performance-based assessment model of experiential e-learning of entrepreneurial and business literacy support agency and pedagogies of social justice?

In response to RQ3, the researcher focused on understanding how the inclusion of cultural identity helped the participants use experiential e-learning to develop critical thinking skills, learn about entrepreneurial and business literacy and support agency and pedagogies of social justice. This aspect of the study drew on theories from experiential

education (Kolb) and social justice pedagogy (Freire, Hooks, Bell, and Hackman) and as well as the highlighted entrepreneurial competences (Entrecomp). The researcher used individual and group interviews, written reflections, and the principles of digital ethnography to help answer RQ3. The methods employed supported the co-creation of emancipatory knowledge.

Throughout the cyclical research process, the researcher periodically confirmed the methodological coherence between the research questions and the various elements of the research methods.

3.5 APPROACH TO THE STUDY

In order to answer the research questions, the project required a range of methods to examine different components of the study. Among that range, PAR's methodology encourages researchers to try multiple data collection methods and instruments, develop unconventional methods and apply unconventional criteria for determining the appropriateness of those methods (Coghlan and Brydon-Miller 2014). As a result, the researcher chose and developed methods because they could potentially draw out useful knowledge and because they encouraged the involvement of all stakeholders.

Three complementary stages enabled the researcher to acquire different types of data:

STAGE ONE: PREPARATION

a.) The American School of Puebla was the starting point for the fieldwork. Obtaining the informed consent of the institution and the participants was facilitated by the researcher working at the school; b) An initial participant survey and pre-test was given to the participants; c) The results of the initial Marketing Challenge Participant Survey offered an overview of the participant´s background, attitudes and experience with entrepreneurial literacy.

STAGE TWO: THE ONLINE EE-LEARNING PARTICIPATORY WORKSHOP

a.) The Marketing Challenge website served as an online ee-learning participatory workshop to engage the participants in a performance-based assessment intervention. Students followed the instructions on the Marketing Challenge website over the course of

two days; b.) The subsequent team-produced Marketing Challenge assignments enabled the researcher to explore how the participants used their voice to engage in knowledge construction and collaborative creation of digital and written artefacts.

STAGE THREE: ANALYSIS

a.) The students participated in reflective, in-depth, semi-structured interviews that helped the researcher to get to know the participants' doings and sayings with regards to entrepreneurial literacy, collaborative work, and media. The post-challenge interviews consisted of both individual and group interviews; b.) The participants took a post-challenge online test.; c.) The students used their collective voices to create promotional videos; d.) The Final Step surveys and written reflections shed light on participant´s perceptions; e.) The researcher analysed all written and digital artefacts.

The researcher drew on quantitative and qualitative approaches to provide a better understanding of the research problems (Creswell and Plano Clark 2007). Ultimately, this method used interventional and observational methods to create situations that divulged what mattered to the participants with regards to what the researcher sought to discover (engagement, belonging, identity and empowerment) (see Figure 10).

Total Research Methods
Total Participants: 28
Total Participating Teams: 7
Total Surveys and Tests: 82
Total Participatory Workshop Documents: 56
Total Videos Artefact: 7
Total Individual and Focus Group Interviews: 34
Research Tools
Participant Surveys: 28
Pre-tests and Post-tests: 56
Participatory Workshop: Marketing Challenge Documents
Target Audience: 7
SMART Goals: 7
Unique Selling Point: 7
Video Mock up: 7
Reflection: 28
Participatory Workshop: Marketing Challenge Product
Video Artefact: 7
Personal Interviews: 27*
Focus Group Interviews: 28

* The individual interview with participant DT2 was lost due to technical issues.

Figure 10: Research methods and tools

In the end, the researcher collected data from over 14 hours of interviews. The research stages followed certain participatory assumptions: to listen to the participants' meanings and to incorporate them in all the stages of the research; to involve the researcher in the social and cultural context of the participants; to connect the educational experience to the data analysis and interpretation; and to collaborate with participants as partners (Ardévol and Lanzeni 2017). The methodology was influenced by key factors: the notion of using research on entrepreneurial and business e-education to discuss student engagement, agency, belonging, identity, and social justice pedagogy in our digitally entangled world.

As previously seen, the prompts and questions in these methods had been reworked due to suggestions and input from the first cycle of research and other moments of the participant observations. Information from the first cycle of research became words used as prompts in the subsequent research cycle. This experience allowed the research to ask participants to reflect on ideas that otherwise would have been overlooked.

An indication of this process became evident after the participants responded that they were keen to make a difference with regards to negative stereotypes of Mexico.

> KM: 'How did you feel when you read the articles from abroad about the stereotypes of Mexico?'

> R3: 'sad but brave to change those stereotypes'.

Originally, the objective of the promotional videos was to provide evidence of EBL acquisition. When the participants indicated a desire to use the videos as their voice to combat stereotypes, to teach or inform and to respond to past experiences with racism, the importance of the videos increased for both the participants and the researcher. Moreover, there were participants that indicated they would continue to use this format

and their voice to educate people about their culture with the intention to reduce stereotypes.

> KM: 'Do you think that there is something that can be done about stereotypes that have been perpetuated for many years?'

> R13: 'Yes, I think that us with the tech little by little, at the speed the cultural richness that now can be shared through social media those stereotypes will reduce [sic].'

There was intense and deep data generated by the short-term and digital ethnographic methods. The researcher was able to better understand what was meaningful to the participants by analysing the co-created digital artefacts. Furthermore, the methods employed supported the co-creation of emancipatory knowledge.

3.5.1 PARTICIPANTS

The study employed opportunity sampling and purposive sampling. The high school students at the American School of Puebla provided the opportunity sample. This private school caters to the middle to upper class and has an important international community. As a result, this group is not representative of the behaviour of all central Mexican students due to socio-economic and other factors. Regardless, the data collected is still relevant.

> 'the expertise lies not with the academic, but with the people they study. It is their creativity and inventiveness, their interpretations and accommodations, their insights and frustrations that we most share, and from them build a picture, a generalized image of what seems to be happening in their world.' (Miller and Sinanan 2014).

An announcement was posted in the school bulletin calling for volunteers for a research project. In a subsequent meeting, the researcher gave more information about the online

Entrepreneurial and Business Literacy Challenge to all potential volunteers. Furthermore, the potential participants were told that they could withdraw from the research at any moment, that their participation would be kept anonymous, and if they chose to accept to be a volunteer, they would be working in teams online. The participants were also told that they would need to maintain contact not only with their team, but also with others. At this point, all potential participants took the participant survey. After the participant surveys, the potential participants were again asked to confirm their interest in volunteering to participate in an online Entrepreneurial and Business Literacy Challenge, known as The Marketing Challenge. We had 28 participants (see Figure 11) willing to work in groups of four (seven groups total).

Participants
Total Participants: 28*
Female Participants: 13
Male Participants: 15
*All participants were Grade 10 students that volunteered to participate.

Figure 11: Participants

All participants had these characteristics:

1.) All students were 16-17 years old (Grade 10 students).

2.) They had little to no exposure to entrepreneurship or business classes prior to the challenge.

3.) They were able to participate both days.

4.) They agreed to complete the challenge while communicating solely online.

The researcher acted as a discussion organizer and three older student participants acted as 'Lab Managers' or technical resource assistants in the computer labs. The school's lab assistants were also present; however, they were asked to limit their interaction and allow the student 'Lab Managers' to aid with any technical issues. This participatory action research approach put the community members in the role of active researchers, not merely passive information providers at all phases (Coghlan and Brydon-Miller 2014).

The majority of the participants chose their teams of four participants prior to the Marketing Challenge. Some students accepted to be randomly assigned to different

groups. The day of the challenge the team members were physically separated and worked from four different computer labs within the same building. The teams were told to assume that they worked for the same marketing firm in a variety of different countries.

The researcher acknowledges her own situatedness in this study. Even though the researcher was familiar with the participants social and cultural worldviews, and they shared a common understanding of the context, the different perspectives and identities provided for uniquely distinct experiences. This situation created below the line factors with regards to power. To address this, the participants were reminded that they could withdraw from the research at any moment without any consequences whatsoever. Researchers who investigate a different form of social life always bring with them their own lenses and conceptual networks (Kelle 1997, p.7). The educational intervention was participatory and aspired to be respectful with the participants' voices (Agud et al. 2004).

3.5.1.2 THE PARTICIPANT SURVEY

The participant survey involved open and closed questions and was used in an exploratory fashion to understand how stakeholders saw entrepreneurial and business literacy. The analysis included an examination of the question responses.

The participants responded to the question 'Where do you think that you might work in the future?' (see Figure 12). In total, 56.3% of the responses were business related. In Mexico, Doctors, psychologists and/or hospital administrators usually require entrepreneurial and business literacy as well. Health care professionals in Mexico will generally be employed by the health care system and additionally run their own business. Members of these professions often have an office in the hospital, pay rent and see private patients for a fee.

Where do you think you might work in the future?	
25.00%	Own company (consultant) (8)
6.30%	International organization (Volkswagen) (2)
25.00%	Company (Logistics, CEO, Intl Marketing, Magazine, Design) (8)
56.30%	Business Related Responses
21.80%	Health Care Related (Hospital, Doctor, Psychologist) (7)
78.10%	May require some information about EBL in their future.
3.10%	University Related (Research Center) (1)
6.30%	Pilot (Eurocopter) (2)
3.10%	Government (1)
9.40%	Place Related (Abroad, Internationally, Europe, Implies travel) (3)

Figure 12: Participant Survey: imagined futures

It is important to note that there were 32 responses as some participants offered more than one response.

> IC3: 'In a hospital or as a CEO.'

> R1: 'I would like to work in a company so I can gain experience for later (to) create my own company [sic].'

As expected, many participants were not sure about their response:

> L2: 'I don't really know, but I would like to work in an important business [sic] company.'

It is important to note that 9.4% did not state a job, but rather a place such as 'abroad'.

All participants (100%) responded that they feel that learning about entrepreneurship or business is important. Many responses (40.0%) related to participants being prepared for the future.

> PR4: 'It is really important to know the basics about managing a business because it will be important in the future.'

FF1: 'Yes, because in life you will always do business no matter what you study or work in, [sic] they are a very important part of your life.'

Other responses (33.3%) highlighted the importance of improving one's skills or knowledge.

L4: 'Yes, because it could help you in the professional life [sic], for example with your job. Or just to inform you to improve your knowledge.'

IC4: 'Yes, because with the help of this knowledge I can be able to develop new ideas and innovate in order to achieve success [sic].'

Finally, some participants (26.7%) commented on the importance of having specific business knowledge:

FF2: 'Yes, because almost everything in life is business.'

FF4: 'Yes, because we are living in a world where business is really important. New companies are being created all the time and in in order to understand them, to be able to get a new job and maybe give the opportunity of people getting hire by creating a new company that may satisfy the needs of other people, we need to learn about how companies work and how to be able to be a businessperson [sic].'

When asked whether or not participants had entrepreneurs or businesspeople in the family, 82.1% responded that they do. The majority of these participants are able to talk to their family about business (95.6%) putting those that cannot or that do not have access to those in business at a disadvantage (21.4%).

Importantly, 78.1% of the participants responded that they will be working in professions where EBL is required or helpful and 100% of the participants reported that

entrepreneurial and business literacy is important information to have, yet only 57.1% of the participants intended to study Business or Entrepreneurship in the future.

3.5.2 PARTICIPATORY ONLINE WORKSHOP: THE MARKETING CHALLENGE

In order to generate relevant, rich data for the analysis, the researcher constructed a transferable methodological instrument in the form of an ee-learning experience. The Marketing Challenge website was designed to be the participatory workshop toolkit. This website could be reproduced for another school in Mexico, or with minor modifications for another country entirely. The toolkit was set up to permit the researcher access to the participants. As mentioned, the ethnographic field-site was not a given location, but rather an artificial setting created by the researcher to aid the ethnographic encounter and the participatory interactions through which ethnographic knowledge can surface (Scolari 2018).

On the website, the participants found the instructions for the challenge as well as information about context. They were informed that they were to follow a series of steps in order to create a promotional video for the state of Puebla. The participants then watched two on-line videos about relevant tools, techniques and marketing theories. The informational videos were marketing lectures that the researcher created from the IB Business Management course and supplementary materials.

After watching the videos, participants collaborated with each other virtually to research the market and produce a promotional video. The students were informed that there were supplementary materials for each step of the Marketing Challenge that could be found on the website. The supplementary materials included more information on the specific project components, marketing in general, market research of their city, video design and presentation skills. Finally, the participants uploaded their videos to a private Marketing Challenge YouTube channel. The videos were then transferred to the Marketing Challenge website for the team´s viewing.

In order to gather meaningful, comparative data to address the research questions, this research adopted short-term and digital ethnographic strategies. These strategies

enhanced the ee-learning experience oriented towards social justice as voice and cultural identity quickly surfaced as fundamental to the participant´s sense of belonging and agency. It was important for the researcher to develop a participatory action methodological strategy that would allow the researcher first-hand experience of the participants coming to voice collaboratively. As a result, the methods were designed with the research questions in mind. More detailed information about the Marketing Challenge will be provided in Chapter Four.

3.6 DATA COLLECTION

This study employed an ee-learning performance-based assessment teaching intervention, and subsequent data collection and analysis of data with the intention to improve the entrepreneurial and business literacy of students. The performance-based assessment intervention used an authentic task that required students to demonstrate their knowledge and skills by creating a product, a digital artefact (Rudner and Boston 1994; Wiggins 1989). The principal method the researcher employed to acquire data consisted of an experiential e-learning participatory workshop, The Marketing Challenge. The participants objective was to do a series of collaborative activities that would enable the group to acquire EBL and subsequently to create a product that displayed the recently acquired marketing knowledge. This product enabled participants to voice their opinions and communicate them with others. The approach was informed by the participatory action research cycle.

3.6.1 DATA ANALYSIS, RELIABILITY AND VALIDITY

The researcher used a variety of verification strategies throughout the study to protect the reliability, validity and rigour of this research project. The verification strategies were entwined into all steps of the inquiry process in order to ensure a solid product (Creswell 1997) by recognizing and adjusting errors before they undermined the analysis (Morse et al. 2002). Some of these strategies included the researcher´s periodic confirmation of the methodological coherence between the research questions and the various elements of the research methods. Furthermore, the researcher was thinking theoretically while collecting and analysing the data concurrently to ensure that emerging ideas were identified in data already collected. These strategies also maintained the rigour of the

research project. This study was informed by critical theory, as the researcher´s experience became part of the data (Morse et al. 2002).

Validation is 'the process(es) through which we make claims for and evaluate the trustworthiness of reported observations, interpretations and generalisations' (Mishler 1990, p.419). Therefore, validation was ingrained in the research process, rather than being addressed at the end of the research project. In order to address validity, the researcher checked the categories by comparing the results with a second coder. There is higher auditability when another researcher can follow the 'decision trail' used by the investigator (Sandelowski 1986). Furthermore, the researcher documented all agreements regarding how the participant´s words were understood and either included or excluded from the study.

The research was approached from a pragmatic epistemic position informed by participatory action research. Thematic data analysis was used to examine the data by looking at commonality, differences and relationships. The researcher used an abductive approach to identify key themes emerging from the data, as outlined by Lipscomb (2012). A content analysis procedure (Merriam 1998) was used to initially analyse and organize part of the data: interviews, open-ended survey questions, and documents. Each data set was analysed separately using the same process. A constant comparative method (Glaser and Strauss 1967) was used to create categories within data sets as well as to identify themes that cut across the multiple sources of data. The development of categories was an emergent process.

As data collection and analysis continued, codes were developed, refined and revised. When clear categories of data became apparent, they were formed and organized into themes. It is important to reiterate that the data collected from the pilot helped to frame the research question and allowed for specific and targeted research interventions as information priorities emerged. PAR involves a cyclic process of research, reflection, and action (Selenger 1997) and the research grows out of participant practice. Therefore, at each step in the mixed methods research design informed by PAR as well as the

implementation, stakeholder participation has been of utmost importance. Where necessary the data was transcribed and summarised. Apriori codes were used to reflect categories linked to the research questions, and empirical codes were created to indicate commonalities, differences and relationships that appeared from the data. Afterwards, conceptual themes were determined and analysed. The data analysis addressed the voices of the different stakeholders or participants. The researcher used MaxQDA software to help with coding efficiency (see Figure 13).
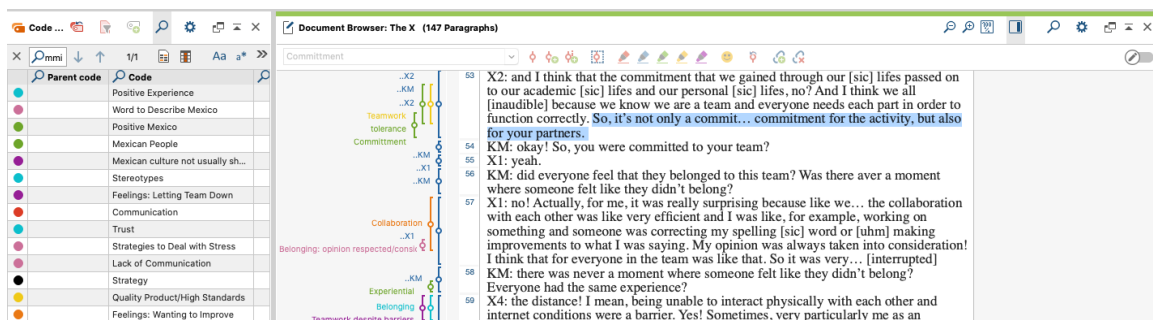
Figure 13: MAXQDA coding

Originally, the researcher had not intended to analyse the digital artefacts for anything other than proof (or lack thereof) of entrepreneurial and business knowledge acquisition; however, in context of how Mexico and Mexicans had been portrayed internationally, interesting information emerged. With regards to image analysis, the researcher focused not only on the content of the images, but also on the meaning that the different teams gave to those images (Pink 2013). When participants attributed meanings to their choice of images, an opportunity was provided for this under-represented group to voice their opinion.

There is not one process for analysing ethnographic video as it may change according to researchers' objectives, the content of the video and the meanings attached to them (Pink 2013). Regardless, a reflexive approach was required. Reflexivity was a critical tool for protecting the validity of this research as subjective decisions were made during data analysis (Harding 2013). The analysis focused on how the content of visual images was the result of the specific context of their production and on the diversity of ways that the

videos were interpreted (Pink 2013).

The researcher looked for connections between different sets of visual and written research materials to allow for a better understanding of the materials (Pink 2013). Relationships between video footage, other research materials and experiences provided insights that there were interrelated, but different types of knowledge about the same theme (Pink 2007). This data analysis approach enabled the researcher to check validity by examining multiple perspectives, to cross-checking findings from different methods, and to better identify emerging themes. The use of a mixed methods approach in this study also ensured that findings could be verified through the use of triangulation. In this project, triangulation (Denzin 1978) of the data was encouraged by using multiple sources of data (i.e., interviews, surveys, documents). The video artefacts were triangulated with the surveys and the interviews. The reliance on a variety of sources in this investigation is supported by Yin (1994), who argues that one of the benefits of a case study is that it depends on multiple sources of data as evidence.

3.6.2 CODING

The process of coding the data was the beginning of the actual analysis where the researcher tried to make sense of the data, in order to construct meaningful patterns of facts (Jorgenson 1989). The researcher used thematic data analysis while looking at documents, text, speech, photos/videos to see which primary patterns or themes emerged (see Figure 14). Some of the codes chosen were related to the pilot study and others were influenced by key concepts in social and cultural theory (Pink et al. 2017).

Figure 14: MAXQDA coding 2

Pink (2013) outlines different concepts that represent a variety of manners through which it is possible to relate to the social world. The researcher observed five of these concepts regularly in this study: experiences (what people feel), practices (what people do), relationships (our intimate social environments), localities (the shared physical contexts that we live in) and events (the coming together of diverse processes in a public context) (Pink 2013).

The researcher coded the data by categories. The codes then were compared to find consistencies and differences and in order to understand meaning behind these categories. In this process, data was broken down into discrete parts, closely examined, compared for similarities and differences, and questions were asked about the phenomena as indicated by the data (Mertens 2014, p.424). The research was able to find both rich and thick data.

The participants' voices are represented. At times, the researcher´s voice was present as well. Due to the situatedness as a researcher and the fact that she is also a stakeholder, this was not surprising. Researchers consider how to best represent the voices of their participants while acknowledging their own position in the epistemological process (Chandler et al. 2015, p.2).

3.7 ETHICAL CONSIDERATIONS

Research ethics are the moral principles that guide the design, planning and conduct of research, and are a requirement for the protection of the participants to ensure that no harm ensues. Ethics in practice conveys the ethical issues that appear during fieldwork, building an ongoing commitment for enabling safety, dignity, and a voice for the young participants far beyond the compulsory formulas (Phelan and Kinsella 2013, p. 82). Research should align with commonly agreed standards of good practice which include the concept of 'beneficence' (maximise possible benefits and minimise possible harms) and 'non-maleficence' (do not harm) (Bournemouth University 2020, p.5).

This is important for all research; however, conducting action research involves a complex mix of capabilities. According to Coghlan and Brydon-Miller (2014, p. 2):

> 'Conducting action research requires a researcher to have a complex mix of competencies in social or group dynamics (to organize the process in a collaborative, democratic way), personal and collective reflective learning practices (to enhance reflexive awareness of how the actors are intervening in the setting and are thus embedded in the study itself) and research methods (for contributing robust conclusions to the relevant scientific/social discourse). Conducting action research involves applying this mix of capabilities in real social environments where action produces unexpected as well as intended consequences.'

Thus, the concept of beneficence must be present at all times, especially when working with potentially vulnerable groups.

The researcher of this study participated in two online courses related to ethics and research in addition to reading Bournemouth's Concordat to support Research Integrity as well as Bournemouth's Research Ethics Code of Practice in order to understand and comply with the professional standards required from researchers.

The research participants were Mexican adolescents aged 16-17. The situation was complicated by the fact that the researcher was the participant's recently appointed school principal. Due to the unequal status of their relationship, it was important to pay extra attention to the character of the participants' decisions. The participants were reminded frequently that their participation was not mandatory, that their participation would not affect them academically, and that they could withdraw at any time. The participants were not offered, nor given any incentives to take part in the research. Finally, the participants were included in the key aspects of the process of assent.

Informed consent encompasses offering sufficient information about the research for the participants to make an informed decision free of any coercion. Protocols for informed consent were developed following Bournemouth University's and international guidelines. The protocols included an informational Participant Sheet (see Appendix 1) and a Participant Agreement Form (see Appendix 2) that explained in detail the purpose of the research, the voluntary nature, the right to withdraw, the type of activities involved, and the issues related to data protection (Powell et al. 2012). Furthermore, the participants were given information as to where they could complain and with whom.

The participant research relationship is based on trust between parties. It is the responsibility of the researcher to ensure that the participants do not suffer harm. Ethical considerations regarding the informed consent and assent procedures went side by side with the 'ethics in practice' dimension (Scolari 2018, p.9). Ethical approval was obtained prior to the commencement of the data collection. The researcher received clearance from the Bournemouth University's Research Ethics Panel after they had reviewed the design and structure of the research. It is important to mention that the research proposal had already been reviewed by two academics experts.

In addition, the researcher received permission from the educational institution in Mexico to carry out the research. The institution was able to help with the facilitation of the consent forms and research information by offering the means to announce the opportunity and the space to hold the informational meetings and the participatory

workshop. The Participatory Agreement Form explained the purpose, method and intended possible use of the research. The form was signed by the participants, and they were informed that they had the right to withdraw. The participants were also told that their information would be respected and that their participation would be anonymised.

The participants uploaded their work to Google Classroom, the platform that is managed and recommended by their educational institution. The researcher decided to include one picture of a team with their faces covered in order to maintain their confidentiality. This issue is messy; however, the researcher felt that the use of the image was justified. The research connects shared experience and sense of belonging. These students volunteered to be randomly placed in a team and acknowledged that they knew little about each other prior to the participatory workshop. The student's requested that the picture be taken to remember their experience and offered the photo to the researcher as a keepsake from the challenge. The researcher discovered that the picture existed after the Marketing Challenge had ended.

The research data has been managed to the highest practicable standards and will be through the research data lifecycle. The data collected from the study as well as the personal information of the participants has also been managed in accordance with national standards. To date the Marketing Challenge has not produced any ethical issues outside of what has been previously mentioned.

3.8 CONCLUSION

The robust research design and methodology of this study supports the production of potential new knowledge in social justice pedagogy, entrepreneurial education and experiential e-learning. By exploring the connections between engagement, belonging and empowerment through the participant's co-constructed digital artefacts and reinforcing this data with more traditional methods such as surveys, interviews and focus groups, the researcher generated relevant and meaningful insights. Considerable data was collected from the research design and as a result the researcher had to decide which artefacts best represented the themes of the data. Chapter Four will provide more information on the ee-learning intervention, The Marketing Challenge.

CHAPTER FOUR: THE PARTICIPATORY WORKSHOP

4.1 THE MARKETING CHALLENGE

The participatory workshop was introduced as 'The Marketing Challenge'. All students were told that they would be working in teams of four. Some teams chose their teams and others allowed the researcher to create the team. Each member of the team was assigned a different computer lab and each computer lab was given the name of a different country (Canada, the United Kingdom, Mexico and the United States of America). The teams were asked to choose roles for each team member (Project Manager, Assistant Project Manager, IT Manager and Communications Manager). The group members were reminded that they could only communicate online and were asked to set up a WhatsApp group including the researcher. The following day, each team member reported to their 'country' (computer lab) at 8:00am, on March 1, 2018.

There was a Grade 12 student in each computer lab that helped with any technical questions. These lab assistants were able to ensure that the students did not try to communicate in a face-to-face manner as all computer labs are in the same building, and also helped the researcher with their observations. Via WhatsApp, the participants were welcomed and asked to view the Marketing Challenge website (see Figure 15). (https://kimberleymcfarland.wixsite.com/marketingchallenge).

Figure 15: Marketing Challenge Homepage

4.2.1 STEP ONE: KNOWLEDGE ACQUISITION

The participants were instructed to follow six steps over the course of two days.

Figure 16: Step One (Knowledge Acquisition)

Prior to beginning the challenge (see Figure 16), the participants were asked to take two pre-tests about their knowledge and perceptions of marketing (Step1: Pre-test and Step 2: Pre-test 2) (see Figure 17):

Figure 17: Marketing pre-tests

Pre-test 1 asked eight closed-ended questions about marketing and Pre-test 2 asked seven open-ended questions about marketing. Afterwards, participants were asked to click on the button to 'Learn More'. The participants were instructed to watch two different videos about marketing on 'The Marketing Challenge' YouTube channel. The video was

made by the researcher who had taught the International Baccalaureate Diploma Business and Management course. The information about marketing in the video came from the IB Business Management textbook that accompanied the course. The researcher made two animated videos with Moovly. The first video was 6:26 minutes and the second video was 11:03 minutes long.

The following images provide the reader with a visual image of the videos (see Figures 18-21):

Figure 18: Video
(Market share definition)

Figure 19: Video (Summary of topics)
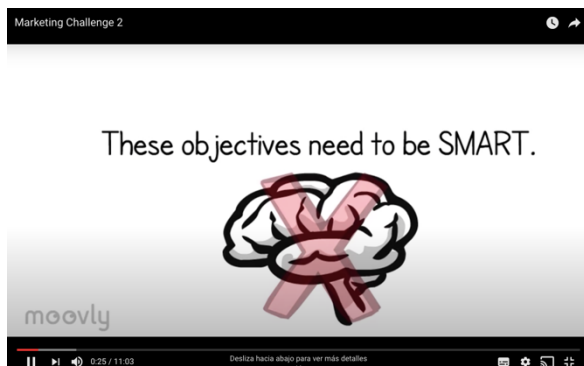
Figure 20: Video (SMART objectives)

Figure 21: Video (Below the line promotion)

Please consult the links below to see the videos.

Marketing Challenge: Video 1

(https://drive.google.com/file/d/1ZMTmyMNKA9xji8OxfSGlmlJRsAcD55Nj/view?usp=sharing)

Marketing Challenge: Video 2

(https://drive.google.com/file/d/1Reaa2qKBkw8dXoZ9H-

UD32nIei9neoXo/view?usp=sharing)

After the videos, the participants were instructed to take the tests again.

4.2.2 CONTEXT

The participants were asked to read three different articles related to international perceptions of Mexico (see Figure 22). It was important for the researcher to provide different perspectives to help the participants reflect on the importance of multicultural awareness.

The first article was entitled 'How Donald Trump is making racists language ok again' from The Independent. The second article was entitled 'BBC offers apology for Top Gear comments on Mexico' from the BBC news. The third article was 'First original Pixar story under Trump, a 'Love Letter to Mexico'' from the Daily Mail.
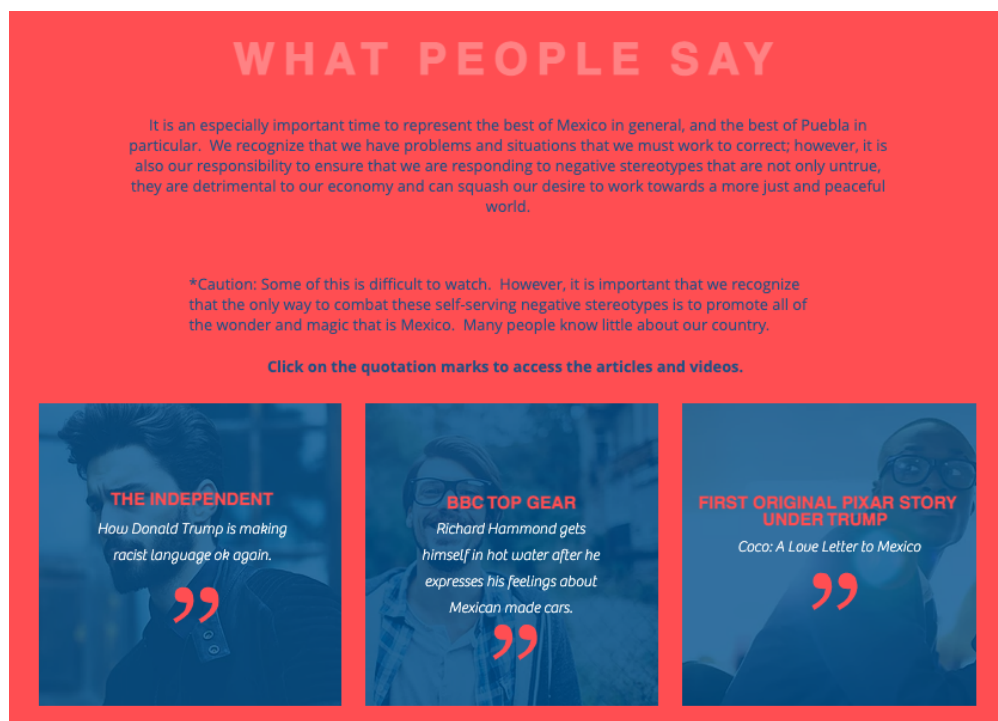
Figure 22: News media articles

Some participants responded to these articles with the urge to share information about their history and culture.

> FF4: 'People of other countries they think that Mexico is so different because they don't know our culture, history and many facts that Mexico (has) [sic].'

> FF4: 'Some people see Mexico as an ugly place that (lacks) resources and that makes it look ugly or an undesirable place to go, but we wanted to show this is not true by adding great images of iconic places of Mexico that seem to be magical places and not just ugly and insecure places as some people think [sic].'

The researcher designed the participatory workshop around the idea that the participants would be challenged. Despite the situation, the participants were encouraged to prevail. The students were faced with connectivity, time, communication, and location challenges throughout the designed learning experience. At the Seventh International Congress of Educational Innovation, Angela Duckworth (2020) referred to context as an opportunity for teachers. According to Duckworth and Duckworth (2016, p.223), context matters, and certain contexts serve as 'playing fields' for developing grit. This researcher firmly believes that teachers can create a context that helps to develop skills, leads to content competence and reminds young people to believe in alternative futures.

4.2.3   THE MARKETING CHALLENGE: A PERFORMANCE-BASED ASSESSMENT

Performance-Based assessment is an alternative assessment that requires students to construct a response, create a product or demonstrate application of knowledge in authentic contexts (O'Malley and Valdez 1996, p. 239). It represents a set of strategies for the application of knowledge, skills and work habits through the performance of tasks that are meaningful and engaging to students (Hibbard et. al, 1996, p.5). The Partnership for 21st Century Skills suggests that in the future the workplace will require 'new ways to get work done, solve problems, or create new knowledge' (Fadel et al. 2007, p.34). As a result, student assessment will need to be mainly performance based so that students can display whether and/or how well they can apply content knowledge to critical thinking, problem solving, and analytical tasks (Stanford Redesign Network 2011). Performance-

based assessment should be open-ended, time bound, complex, authentic and process and product oriented.

After reading the articles, the participants were given their challenge (see Figure 23). Please see an excerpt here:

'You have been hired by the government of Puebla to create a 2-3 minute promotional video for the State of Puebla. The government has discovered that a large number of international visitors are from English Speaking countries. Your team will have to combat misrepresentations of Mexico, and challenge preconceptions disseminated in popular culture.'
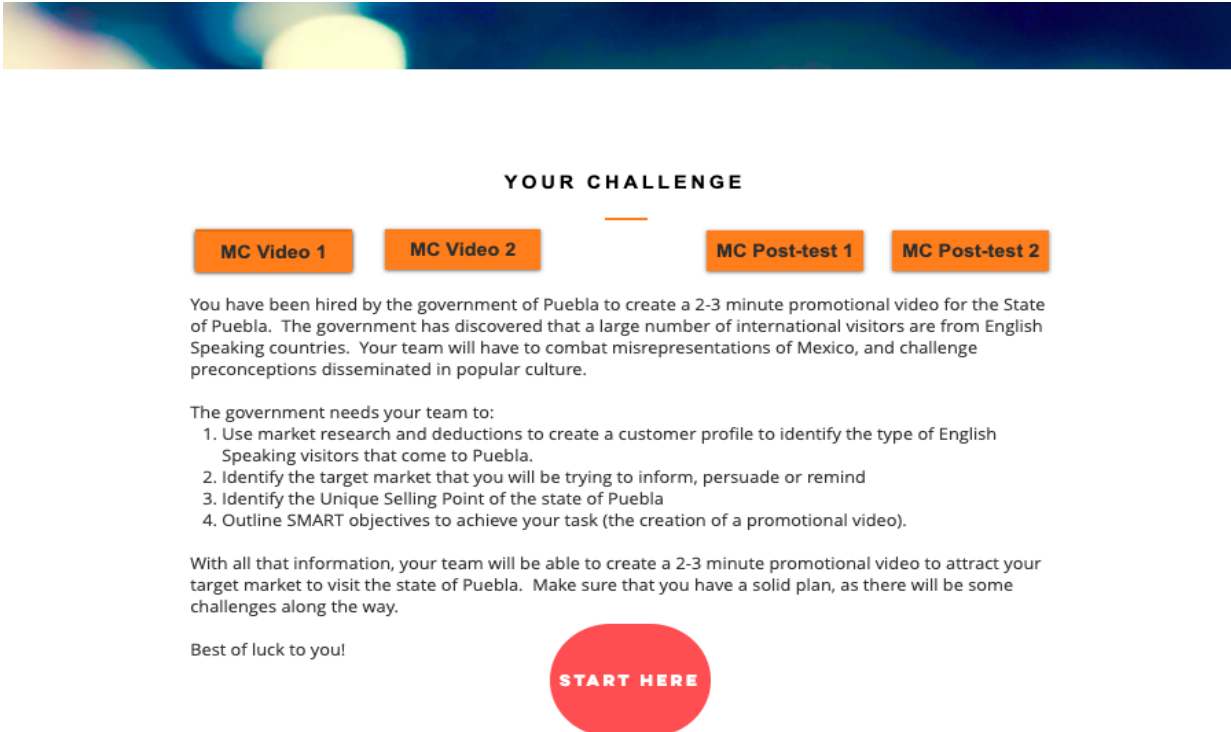
YOUR CHALLENGE

| MC Video 1 | MC Video 2 | | MC Post-test 1 | MC Post-test 2 |

You have been hired by the government of Puebla to create a 2-3 minute promotional video for the State of Puebla. The government has discovered that a large number of international visitors are from English Speaking countries. Your team will have to combat misrepresentations of Mexico, and challenge preconceptions disseminated in popular culture.

The government needs your team to:
1. Use market research and deductions to create a customer profile to identify the type of English Speaking visitors that come to Puebla.
2. Identify the target market that you will be trying to inform, persuade or remind
3. Identify the Unique Selling Point of the state of Puebla
4. Outline SMART objectives to achieve your task (the creation of a promotional video).

With all that information, your team will be able to create a 2-3 minute promotional video to attract your target market to visit the state of Puebla. Make sure that you have a solid plan, as there will be some challenges along the way.

Best of luck to you!

START HERE

Figure 23: Marketing Challenge instructions

As performance-based assessment suggests, the participants were given assignments that were time-bound. The first collaborative task was to lay out a Gantt chart (an action plan). This was a task that would be submitted, but not evaluated. The activity was

designed to help to get students communicating, collaborating, and envisioning the future (see Figure 24).

March 1st, 2018

7:45	Registration
8:00	Step 1: Introductions
8:20	Introduction to Challenge
8:30	Introduction to Marketing (Videos)
9:00	Test 1 & 2
9:20	Introduction to Context
9:30	Explanation of Deadlines & Rubric
9:40	Discussion & Planning
10:10	Deadline: Gantt Chart
10:10	Step 2
11:00	Deadline: Customer Profile
11:00	Break
11:45	Step 3
12:20	Deadline: Target Market
12:20	Step 4
12:50	Deadline: Unique Selling Point
1:00	Step 5
1.30	Deadline: SMART objectives
1:30	Day 1: Survey
1:40	Exploration of Video Creation Tools
2:00	Mock up of Video
2:30	Dismissed

March 2nd, 2018

7:45	Roll Call/ Video Review
8:05	Final Test
8:20	Step 6
11:00	Deadline: Video
11:00	Break
11:45	Roll Call/ Instructions
12:00	Survey
12:30	Video Viewing & Voting
1:30	Reflection/Interview Registration
1:45	Due: Reflection
1:50	Interviews: Project Manager
2:00	Interviews: Assistant PM
2:10	Interviews: Communication Managers
2:20	Interviews: IT Managers
2:30	Winners Announced/ Dismissed

Figure 24: Schedule

4.2.4 STEP TWO: CREATE A CUSTOMER PROFILE

The participants were provided with a customer profile template, examples of customer profiles and market research. They were then asked to develop and to submit a customer profile (see Figure 25).

2.Create Customer Profile

1
March
Deadline: 11:00am
Customer Profile Template

Now that you have watched the Introduction to Marketing videos, understood your challenge and reflected on the unique circumstances of the moment, you must decide who your promotional video is addressing. Who are you trying to inform, persuade or remind to visit the state of Puebla? Remember that there are several types of customers that may be interested. Use market research to identify two.

Culture and Tourism Statistics Puebla 2017

Visitor Profile Puebla 2015

NEXT STEP

Figure 25: Step Two (Create a Customer Profile)

The teams described their customers using demographic, geographic and psychographic characteristics (see Figure 26). The majority of the teams (71.4%) imagined travellers from the USA; however, travellers from Canada and the United Kingdom were also mentioned. The teams described the travellers with different adjectives such as 'open to doing new things'', having 'new experiences' and being 'open-minded'. One team (IC) stated that they wanted to target some customers that are 'conservative and narrow-minded', yet at a later moment, they conceded that they needed to focus on customers that 'have an interest in traveling and learning.' According to the Customer Profile descriptions, the travellers' interests predominantly included gastronomy, architecture and/or historical sites or nature (hiking, ecological sites, extreme sports).

Traveler's interests	
86.70%	Gastronomy/ Food
86.70%	Architecture/ Historical sites
71.40%	Nature (hiking, ecological sites, extreme sports)

Figure 26: Example (Information from a Customer Profile submission)

4.2.5 STEP THREE: IDENTIFY THE TARGET MARKET

As seen in Figure 27 participants were asked to write a short paragraph explaining who their promotional video targeted and why they decided to target that group of customers. They were asked to justify their response with evidence.
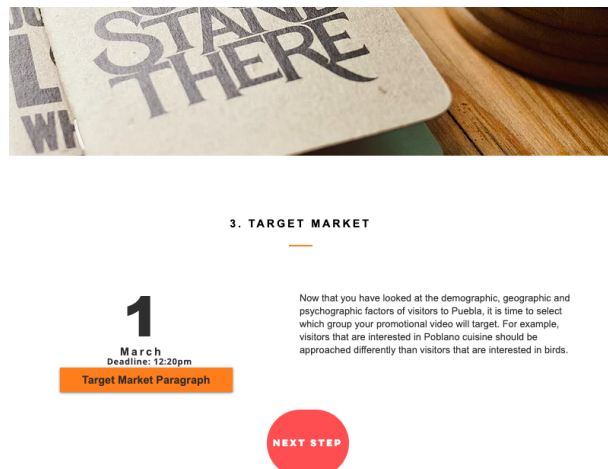
Figure 27: Step Three (Target Market)

Most teams recognized that the tourists would have an interest or an appreciation of cultural places or in learning about Mexico.

> **PR:** 'Our targets are families from all ages from other countries that are interested in learning about Mexican culture [sic]'

> **X:** 'In our promotional video, we decided to target and invite the market of people with interests towards Mexican cultural enrichment and history [sic].'

4.2.6 STEP FOUR: DISCERN THE UNIQUE SELLING POINT

Participants were asked to consider Puebla's Unique Selling Proposition (see Figure 28).

Figure 28: Step Four (Unique Selling Point)

The teams identified and contemplated several of the unique aspects of the city. The majority (71.4%) of the teams identified the gastronomy of the city as something truly unique. Many teams mentioned the architecture or historical sites of the city.

Interestingly, the theme of historical vs modern infrastructure was observed frequently throughout this research (see Figure 29).

Unique Selling Point	
71.40%	Gastronomy/ Food
57.10%	Architecture/ Historical sites
57.10%	Historic vs Modern Architecture

Figure 29: Example (Information from a Unique Selling Point submission)

4.2.7 STEP FIVE: DEVELOP SMART OBJECTIVES

The participants were then asked to outline their objectives (see Figure 30):

.

5. SMART OBJECTIVES

1

M a r c h
Deadline: 1:30pm

SMART Objectives Template

Throughout this process, it is very important that your team develops SMART objectives. This is a tool designed to your team keep on task. As you work towards developing a promotional video for your target market, you will be bombarded with information from the team, the web, and the state of Puebla itself. It will be very important to ensure that your objectives are clearly laid out and SMART.

BBC Bitesize: Setting Objectives

MAKING A VIDEO

SURVEY DAY 1

Figure 30: Step Five (SMART Objectives)

Many of the participating teams acknowledged an interest in educating people about their city. Some teams expressed enthusiasm for trying to change people's perspectives. In several cases, the participants stated that their objective would not be easy to obtain, but that they felt that the task was important. The most prevalent objectives included the hope to educate or to change perspectives. Here, are some excerpts from the submitted SMART Objectives documents:

PR: 'We want foreign people [sic] to come visit Puebla and learn about our culture.'

FF: 'We want people to see for themselves that those stereotypes are wrong and Mexico and especially Puebla, are great places to visit.'

X: 'To promote and engage Puebla's visitors and tourists to explore the cultural and historical richness using above-the-line marketing with a video that attracts attention to new places and depicts the location realistically and reorients false prejudices.'

IC: 'As a goal, we want to increase the interest that international countries have in visiting Mexico in order to change the perspective that other countries have of Mexico and change the stereotypes [sic].'

This anticipatory exercise allowed some teams to reflect on the magnitude of the challenge at hand in relation to changing people's perspectives.

IC: 'Our constraints to this goal will be that many people misjudge Mexico and its people, and many have a closed mentality so it will be hard to change it.'

After the participants completed the SMART Objectives Document, they were asked to answer an optional Day 1 Survey, review how to make a video and prepare a mock-up of

their video. Twenty-one of the participants (78.6%) took the optional survey at the end of Day 1.

4.2.8 CONTENT REVIEW

The second day of 'The Marketing Challenge' began with a review (see Figure 31). The participants were asked to re-watch the videos while looking at a study guide and to retake the tests. The questions in the study guide were different from the questions on the test. The participants were given 30 minutes.
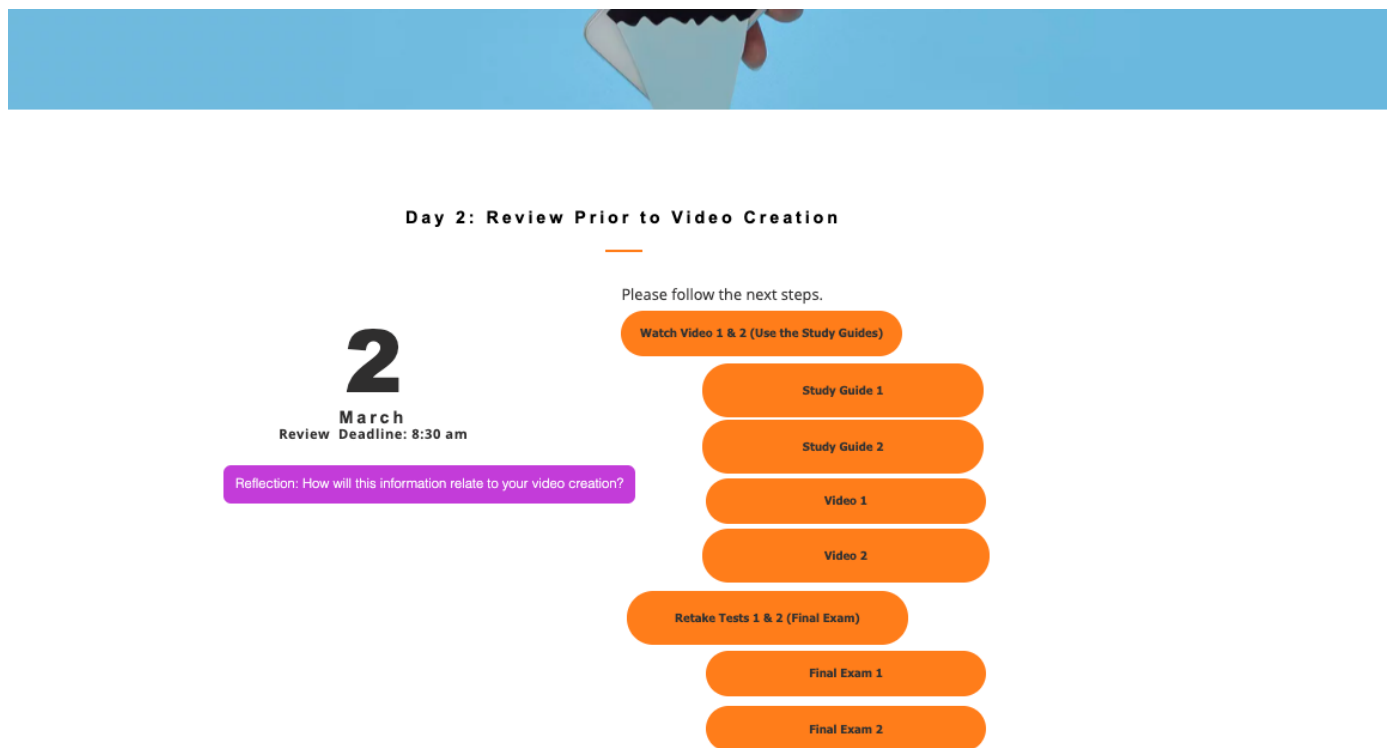
Figure 31: Day 2 (Review)

4.2.8.1 POST-TEST RESULTS

The results of the test after watching the videos and working with the information showed an improvement overall (see Figure 32). The Pre-test consisted of Test 1 with multiple choice questions and Test 2 with open-ended questions.

	Test	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Global Test 1	Pre-test	27	7	19	11	16	16	18	11
Global Test 1	Final test	26	14	28	23	25	16	21	24

	Test	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Global Test 2	Pre-test	25	0	3	0	3	5	3
Global Test 2	Final test	26	13	16	15	23	21	7

Figure 32: Post-test results

Only Question 1 (Q1) on Test 1 showed a negative result after the intervention. The question was a True/False question: 'Markets can exist without physical locations'. One participant changed their answer after the intervention to 'False'. Q6 on the Test 1 showed no change after the intervention. The question was also a True/False question: 'Billboard posters are an example of an Above-the-Line promotional technique'. The thirteen other questions showed an improvement after the intervention.

The researcher was interested in discovering whether the positive post-test results were due to random chance. A test for statistical significance was employed to indicate what the probability is that the researcher is making an error to assume that there is a relationship between the test results and the participatory workshop. Regardless of the results, the researcher is aware that one can never be 100% certain that a relationship exists between two variables as there are too many sources of error to be controlled. Yet, a test for statistical significance offers insight, especially when the research method includes data triangulation to increase the credibility and validity of the research findings (Cohen et al. 2017). Triangulation, by combining theories, methods or observers in a research study, can help overcome fundamental biases arising from the use of a single method or a single observer (Noble and Heale 2019, p.67).

In order to look for statistical significance, the researcher used a paired t-test using T distribution (right tailed) (see Figure 33). The null hypothesis was that the test scores before the participatory workshop were not greater than the test scores after the participatory workshop. The alternative hypothesis was the opposite of the base assumption; that the test scores after the participatory workshop were greater than the test scores prior to the participatory workshop. After running a right tailed paired t-test, the pre-test results (Test 1 and Test 2 combined) indicate that the difference between the average of After minus Before and the μ_0 is large enough to be statistically significant. The null hypothesis is rejected. The p-value equals 3.344e-12 which indicates that the chance of a type 1 error is small (3.3e-10%). The test statistic T equals 11.4878, which is not in the 95% region of acceptance (-2.0518: 2.0518). Finally, the observed effect size d is large, 2.17 and this indicates that the magnitude of the difference between the average and μ_0 is large. According to the Tukey Fence detection method, the data doesn't have outliers. This information suggests that there is enough evidence to support the alternative hypothesis: the test scores after the participatory workshop were greater than the test scores prior to the participatory workshop.
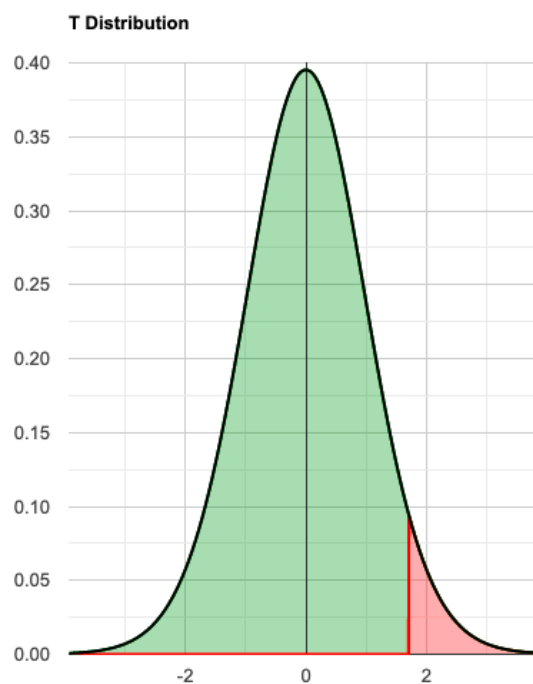
Figure 33: T Distribution

The results may prove to be statistically significant; however, this does not mean that they are important. This will be discussed in Chapter Five.

4.2.9 VIDEO PRODUCTION AND DIGITAL ARTEFACTS

The participants were asked to look at the rubric. As the students did not receive a mark for their video, nor for their participation in 'The Marketing Challenge', the rubric served more as a reminder to the participants to include a display of knowledge and understanding of promotion and the target market supported by research. They were also encouraged to be unique in their approach to the campaign and to use professional style language. There were other links on this page of the website as well, including links to tools, tips and examples of promotional videos (see Figure 34).
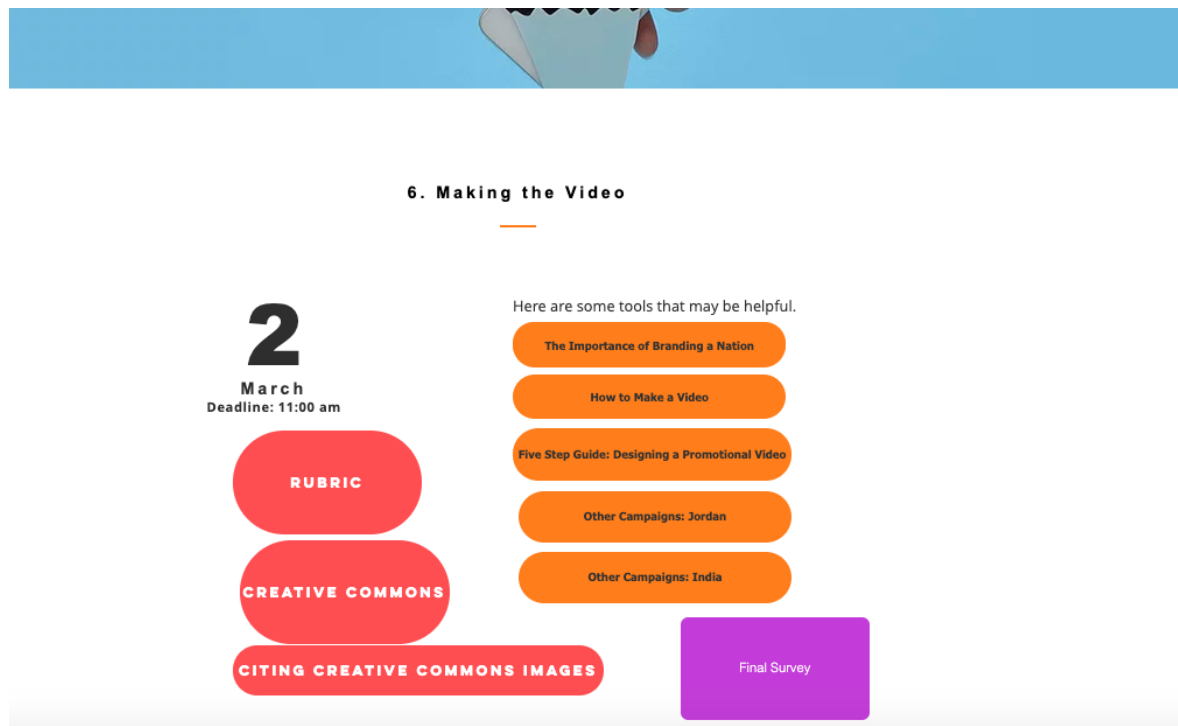
Figure 34: Step Six (Making the Video)

Students were asked to submit their video and then answer a final survey. We viewed the videos together and voted for our favourites. The atmosphere was very supportive, and all teams were commended for completing the challenge. Afterwards, students were

asked to submit their final reflection and to book an appointment for their group and individual interviews. Below are descriptions of the team's digital artefacts.

THE X

The X's identified their target audience as people from the United States with an interest in Mexican culture; specifically, architecture, gastronomy, climate, art and antiques. Their video told a story of people traveling from their country by plane to Mexico City, and then to Puebla. Below are some photos that the X used to tell this story (see Figures 35-40).

Figure 35: Customer 1

Figure 36: Boarding the plane

Figure 37: Flying to Mexico

Figure 38: Airport 1

Figure 39: Airport 2

Figure 40: Highway to Puebla

Also, the team used partial or blurry photos of their customers (see Figure 35 and 41), suggesting that the visitors could be anyone; yet the music emphasizes a North American point of view.

These and other factors allow the team to narrate the visitor's experience as the students would like it to be.

Figure 41: Customer 2

Finally, the X used a clock (see Figure 42) to signal the moment that life changes.

X4: 'The clock makes that point where when you arrive here (that's what we want to transmit), when you arrive here, your day-to-day life completely changes [sic].'

Figure 42: Clock

To view the video:

(https://drive.google.com/file/d/1Oy_YUeCk5N6lre1xS9uDDAHHGe1I3b4r/view?usp=sharing)

POWER RANGERS

The Power Rangers identified their target audience as people from Canada or other English-speaking countries with an interest in Mexican culture; specifically, with an interest in architecture, religion, history and/or ecology. Their video explicitly addressed certain comments made by Donald Trump. This is the only participant team that put their images to music without lyrics.

To view the video:

(https://drive.google.com/file/d/1icsvOBV65-29NG0ecWuI6C6GvdaxjV1p/view?usp=sharing)

THE DREAM TEAM

The Dream Team entitled their video 'What Puebla Really Is'. The connection between colour and Mexico was emphasized throughout their video. At times, the participants contrasted black and white images with colourful images and encouraged their viewers to see Mexico as 'it really is". The target audience was travellers that are over 20 years of age, that are interested in history, food, extreme sports and an active nightlife. They chose a Mexican song called 'China Poblana'. As the song plays, the lyrics highlight the many attributes of the city, and a limited number of words appear on the screen to promote the city. This team is the only group of participants that used some personal images. None of the images included any distinguishing markers.

To view the video:

(https://drive.google.com/file/d/1Ljv2YlYH8Ez7pbMg0hGdaRA0FS1B3w6O/view?usp=sharing)

IC

The IC created their video with the purpose to educate and to respond to certain comments about Mexico. The words that were chosen to be on screen were promotional

or referred directly to the attractions. The target audience was originally considered for conservative and 'narrow minded' visitors from the United States. However, the participants quickly recognized their limitations and decided instead to focus on people from the United States and United Kingdom 'who have an interest in traveling and learning'. They hoped to attract clients whose interests included food, travel, architecture and hiking. They chose the music because the beat and rhythm are happy and energetic. It wasn't until afterwards that they realized the song is about San Francisco.

To view the video:
(https://drive.google.com/file/d/1CHGwfngR_7qqW8pnxJIHk385hp44ZxoA/view?usp=sharing)

> IC3: 'We chose the rhythm. It was very useful. And the lyrics were in English, and the target market wasn't people from Mexico, so…'

> IC4: 'We didn't realize before how it says San Francisco the whole song [sic].'

RAAD

The RAAD team targeted visitors from the United States and the United Kingdom. They were interested in reaching an audience that 'appreciates the art in our walls'. They stated that their video was an 'invitation' for tourists to be 'full of our magic'. The RAAD team described their target audience as being people that were interested in new experiences, Mexican food, historical monuments, architecture and museums. They designed their video to use words for promotional purposes. This group used a Mexican song entitled 'Te Quiero Puebla' (I love you Puebla). The participants of this group looked to educate by showing the audience what Puebla 'really is'. Unfortunately, the group had a problem when they tried to upload their video and lost their original work. They forfeited their break to be able to continue with the project, redo the video and upload their artefact.

To view the video:

(https://drive.google.com/file/d/139F2xke22Fo06Wx8k8umiIMpvibc2_ix/view?usp=shari
ng)

LEMS

The Lems team named their video 'City of Wonders'. They stated that their target market included clients from the United States that are 'open to (doing) new things'. They catered to people that were interested in 'food, new things and travel'. They used words on the screen for promotional and educational purposes, and the music that they selected was entitled 'Happy Instrumental Jazz Music'. The majority of the group were surprised to find that at minute 1:00 the song included lyrics in French. Some important unique features of this video include their use of time-lapses and perspective as well as their message at the end of the video. The Lems team explicitly stated that one of their objectives was to change perceptions.

To view the video:
(https://drive.google.com/file/d/1pjybNCJvwDeu5-oey7c6aUsBEgzW474F/view?usp=sharing)

FANTASTIC FOUR

The Fantastic Four created a video that intended to promote Puebla to people from the United States with an interest in gastronomy, architecture, sight-seeing and nature. The team decided to share images from the most innovative buildings as a way to show people that 'Puebla is not behind in infrastructure'. The images were accompanied by a song entitled, 'Keeping Your Head Up' by Birdie.

To view the video:
(https://drive.google.com/file/d/1cp8sV6SisO4hIVyiH81a6v9QkITySR1B/view?usp=shari
ng)

4.3 CONCLUSION

The Marketing Challenge was a participatory workshop that created a safe space for participants to come to voice about complex issues that recognize the importance of

different life experiences, and the infusion of culturally relevant and responsive pedagogy (Gay 2000). The workshop was also designed to be a creative space that involved the use of digital technology and specific social dynamics to transform a formal education setting into a setting that resembled a workplace that encouraged participation. This allowed participants to experiment, dialogue, co-create and share their productions and allowed the researcher to explore non-verbal dimensions. The methodological steps adhered to the principle ethnographic assumptions: to listen to the participants' meanings and encompass them in all phases of the research; to immerse the researcher in the social and cultural context of the participants; to relate the fieldwork to the data analysis and interpretation; and to engage with participants in a respectful way as partners in the field (Ardévol and Lanzeni 2017). The participatory workshop was designed as an 'ethnographic space' (Agar 2006) that would provide the researcher with the opportunity to become deeply involved in the participants' world and practices. Finally, the participatory workshop was designed to be a playful form of collective inquiry. All students reported that they enjoyed the Marketing Challenge for one reason or another.

X4: 'Thursday the 1st and Friday the 2nd of March 2018 will forever remain in my mind as one of the most productive, self-defining moments of my life.'

IC1: 'I realize it was one of the (most fun) activities I had participate [sic] during high school.'

PR2: 'My experience (with) this experiment was great. I enjoyed every single part of it.'

CHAPTER FIVE: FINDINGS AND DISCUSSION

5.1 INTRODUCTION

The objective of this project is to explore educational experiences, participant's views of the impact of agency and belonging on entrepreneurial education and what becoming a collective member of a group with a voice and a responsibility to others means. The results of this research will inform the readers on how educators can use experiential e-learning to teach entrepreneurial and business literacy to students in a manner that encourages empowerment, engagement and belonging in high school students. Empowerment remained the primary goal in order to help the participants to imagine alternative futures. The researcher conducted praxis-oriented action research with a transformative paradigm, which called on participants to not only ideate differently, but to behave differently. The final product was a video that used a creative method to allow the participants to share emancipatory knowledge.

Chapter 3 and 4 outlined how this study's data was collected and analysed. This chapter will introduce the findings in relation to the research questions and objectives. The participants (see Figure 43) were volunteers in Grade 10 from an IB school in Central Mexico. In total, there were 28 participants that worked in groups of four (seven groups in total).

Participants
Total Participants: 28*
Female Participants: 13
Male Participants: 15
*All participants were Grade 10 students that volunteered to participate.

Figure 43: Marketing Challenge Participants

All participants had the following characteristics:

1.) All students were 16-17 years old (Grade 10 students).
2.) They had little to no exposure to entrepreneurship or business classes prior to the challenge.
3.) They were able to participate both days.
4.) They agreed to complete the challenge while communicating solely online.

The limitations of the study include the researcher's situatedness in this study. The researcher was responsible for the research design as well as the research analysis process. Although the researcher was not physically present during the majority of the Challenge, she did facilitate via technology (Whatsapp). Furthermore, even though the participants and the researcher share a common understanding of their context, their perspectives and identities provide for uniquely distinct experiences. The researcher was the high school principal and the relationship with the participants was formed over the time the participants had been in high school and during the participatory workshop, if only virtually. This situation did provide a depth of understanding and knowledge that would not have been available to other researchers.

The participants submitted assignments about their customer profile, their target audience, their city's unique selling point and their team's objectives. The researcher was able to design the methods to provide an opportunity for reflection as well as the creation of digital artefacts. The research design required the collection of images and videos that would help participants to achieve their objectives and afforded the researcher the opportunity to study student voice and engagement. It was not possible to include an analysis of all the written, auditory and digital data that the participants provided. However, a sample will be shared to illustrate the themes and connections that explain what mattered to the participants in the context of what the researcher was looking to discover. It is important to mention that as the students were asked to create a digital artefact based around a playful form of collective inquiry that the researcher designed, and therefore, the images are a product 'of the task set and how this was framed' (Cremin et al. 2011).

5.2 RESEARCH QUESTION ONE
RQ1: How does experiential e-learning through a performance-based assessment model impact student engagement with entrepreneurial and business literacy?

Engagement is not just attention, just time on-task, motivation, or classes with teachers as performers (Csikszentmihalyi 1975). Engagement is considerably more and involves

behaviours, emotions and teacher designed learning experiences. This project analyses participant engagement from a multidimensional construct of behavioural, cognitive and emotional engagement. According to Shernoff et al., behavioural engagement refers to consistency of effort, participation, attendance, homework and other desired academic behaviours, whereas cognitive engagement is investment in learning, depth of processing, and/or the use of self-regulated metacognitive strategies and finally, emotional engagement involves students' affect and emotions in schools, such as interest, boredom, or anxiety (Shernoff et al. 2016, p. 53).

Within the data collection, the participants were asked a series of questions about their experience with the participatory workshop. These questions were designed to help inform educators how experiential e-learning could be used to teach entrepreneurial and business literacy to students in a manner that encouraged student voice, engagement and empowerment. The researcher used the following methods to understand the impact: surveys, written reflections, group and individual interviews, and short-term and digital ethnographic methods.

5.2.1 BEHAVIORAL ENGAGEMENT

One of the researcher's objectives was to discover how students can become more actively and deeply involved in their learning. The following aspects of behavioural engagement were considered as indicators: consistency of effort, participation, attendance, and assignment completion.

All participants were present for both days of 'The Marketing Challenge'. Furthermore, the teams submitted all of the required documents and artefacts. The participants had been told that they could leave without any consequences at any given moment. All teams made reference to difficult moments, yet not one member of any team decided to withdraw.

Student engagement was explored in the surveys, the reflections and the interviews. One of the questions (Q5) on the End of Day 1 Survey asked the participants about engagement, 'Is there some aspect of this activity that you believe helped you to feel

committed to learning the knowledge and/or working with your team?'. An important number of participants made reference to the performance-based assessment experience of 'The Marketing Challenge' with regards to time, complexity and authentic experiences. These components helped students to stay engaged. Other participants commented on the empowering aspects of the challenge with regards to student agency and voice which made the experience meaningful and relevant. Finally, other participants reported that the inability to communicate face-to-face at times both helped and hindered engagement.

Some participants recognized that the time bound feature of performance-based assessment of 'The Marketing Challenge' helped them to stay on task. The fact that the assignments were restricted by short periods of time helped some students.

> P12: 'The deadlines helped (me) to be more responsible and to learn things in a short period of times, the amount of time made us work faster [sic]'

> L3: 'This project was interesting because we worked as if it was real life with deadlines, like, every 30 minutes.'

Performance-based assessments are to be sufficiently complex so that students do not become frustrated with concepts that are too difficult, nor bored with the lack of a challenge.

> R1: 'We had clearly [sic] instructions of what to do and when to (deliver) it so I believe(d) it wasn't a really hard challenge, but I was wrong.'

According to performance-based assessment, the participants should consider the task to be authentic. Performance-based assessment is considered authentic when it mimics the kind of work that is done in real-world contexts (Stanford Redesign Network 2011). According to the Virginia Department of Education (2019, p.3), in order to be considered authentic, it is important that these two dimensions are present:

- 'The performance assessment's topic, context (scenario), materials/resources, products, and purpose/audience (i.e., what students are asked to do and for whom) are relevant to the real-world, students' community, students' interests, future careers, or other meaningful context.
- The performance assessment asks students to do work authentic to the discipline (i.e. what adult practitioners of the discipline do).'

The assignments asked the participants to produce a video for a Marketing firm. Throughout the experience, there were several tasks that were similar to the type of tasks that would be required in a Marketing firm. For example, if they were unable to submit their assignment on time, the Communications Manager was asked to write a formal letter requesting an extension.

IC3: 'I can say that I really learned the importance of deadlines and diplomacy (and) loved that we had to write a formal letter to extend our deadline because that is what would have to happen in real life.'

L4: 'All of this was due in really short times in only two days, and in my personal opinion, I really enjoyed the experience of working in a more 'realistic' and serious (setting) while touching (on) a more complex, real and deep topic such as promoting the Mexicans in a good way [sic] in order to get rid of the bad foreign stereotypes that other countries (have of) us and also to invite them to travel to Mexico to taste our culture and understand and information of out actual and real culture.'

DT2: 'I learned a lot about how business and marketing work, and it opened my eyes about how it is in the real world. I liked it very much because of that reason [sic].'

The process oriented anticipatory work was in preparation for the final product. The researcher did not give more weight to the process or the product as neither were

evaluated. However, the participants viewed the participatory workshop as product-oriented (with the final product being the video submission), another component of performance-based assessment.

> FF1: 'The learning was really (extensive), and the final product was perfect because it joined marketing with our city and our values (as) humans. It made me reflect (about) how proud I am of being in this city and this country [sic]. We are not perfect in any way, but we always find a way of being together and to move forward to a better future as the Mexicans we are.'

The participants also mentioned the digital design experience of 'The Marketing Challenge' as something that aided behavioural engagement.

> P11: 'The fact that we had to work together without being in the same room, forced me to communicate and work better as a team and not as an individual.'

According to one participant, this aspect of the participatory workshop design limited the participants ability to disagree.

> P4: 'It may sound weird but, we couldn't argue as I would have wanted'

The video production became meaningful and relevant to many participants. This helped with their sense of purpose and successive engagement. Producing a quality video was a goal for many participants and one of the reasons cited for why they completed the challenge. When asked which feelings inspired the video creation the students responded:

> IC2: 'We felt like Mexico was being judged without people knowing it, and the urgence [sic] of people to get to know the incredible gastronomy and architecture that Puebla has' (see Figure 44).

DT1: 'I believe that it was the fact that I could change (other's mind) about Mexico.'

X2: 'I believe that the social purpose (of) this activity has (served) as an inspiration to keep the work effective and produce a quality outcome.'

DT4: 'Yes, what I read about Mexico really motivated me.'

The researcher identified intangible aspects of the video by asking how the participants created meaning. RAAD's music selection was an integral part of the team's experience. The participants referred to the music as a way to make meaning. The members of this group used the song 'Te Quiero Puebla' (I Love You Puebla) (see Figure 44 and 45). When asked about what made their video different, R3 responded:

R3: 'Maybe by the song, that it was, like, very different from the other team's songs because… (maybe) it's the kind of music I like, but, like, the lyrics were like, like, sweet.'

Figure 44: 'A City of Angels, Welcome'
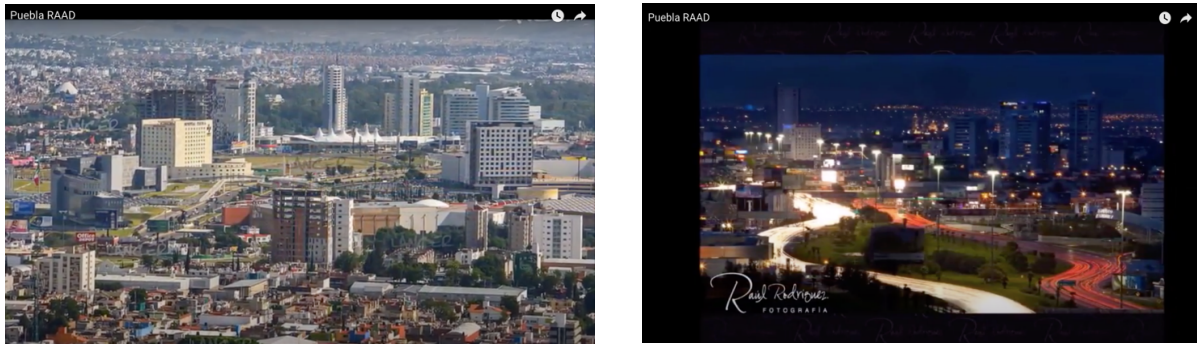
Figure 45: Song ('I proudly show you my city')

All of the participants took the Final Survey at the end of Day 2. One of the survey items asked the participants about engagement: 'Please explain a key moment of this experience that improved or hindered (made worse) your team's engagement (or excitement) about the project' (Q8). The vast majority of the responses that indicated a negative effect on engagement had to do with the speed of the internet or the stability of the connection, and not with the student's knowledge or comfort with technology or e-learning.

IC2 (Hindered): 'When the Skype calls were really bad, because of the internet connection.'

R3 (Hindered): 'We completed our video, with all of our potential and knowledge, and then the website failed and we as a team had to do it again, and for one second, I just thought of giving up.'

5.2.2 COGNITIVE ENGAGEMENT

The researcher looked for evidence of cognitive engagement with regards to investment in learning, depth of processing, and/or the use of self-regulated metacognitive strategies (Shernoff et al. 2016). The optional survey at the end of day 1 asked the participants 'Do you feel that you are learning about marketing concepts from this challenge?' (Q1). The answer to that question was also found in certain responses in the student's written reflection at the end of the challenge. All participants answered affirmatively.

R1: 'It was a big experience and in conclusion I can said that I left (this) project knowing 10 times more of marketing than what I know [sic] when I started.'

DT4: 'I can conclude this was an amazing experience, because I learned a lot (of) things that will be useful for my personal growth and also academically.'

With the responses from the participants, the researcher can infer that the participatory workshop positively affected perceived learning. However, it is important to analyse if there was any effect on actual learning. In order to determine whether actual learning occurred, the researcher used the results of the pre and post-tests. Thus, rather than evaluating the teaching intervention solely on the student's perception, direct measures of knowledge were also included. As seen in Chapter Four, the alternative hypothesis was accepted as the test scores after the participatory workshop were greater than the test scores prior to the participatory workshop.

Likewise, student investment is also an important indicator of cognitive engagement. This is related to how learners are able to acknowledge their learning path, where they are and how they can evolve. As suggested by Chi and Wylie (2014) and DeMonbrun el al. (2017), the participants recognized their cognitive engagement in their reflections on their interactive, constructive, active and passive references to their learning experience. The students interacted and dialogued as they processed the marketing concepts and how it applied to the development of their digital artefact. This aligns well with the entrepreneurial creativity competence: combining knowledge and resources to achieve a valuable effect (Bacigalupo et al. 2016).

P6: 'I believe that we are learning a new way of communication, teamwork and organization.'

L3: 'The 'obstacles' that were new to me were working (collaboratively) [sic] with people at the same time with stress, but that's the experience where I (learned).

Now, thanks to this I have knowledge about how is working [sic] in marketing with pressure and I would like to make more challenges like this so I can develop with time more and more skills that will help me in my daily and professional life.'

The participants employed a constructive mode of engagement as they actively generated products. In addition to the submission of the products, participants reflected on their anticipatory analysis and productivity as they worked towards the creation of their artefacts.

DT4: '(The written work) helped us in a lot of ways, because we (had) to think to whom it might be directed our video [sic] and the interests that people might have. So… yes, making a video to promote something is not that easy as it sounds, you should think ahead of [sic] what (you) should do.'

X1: 'I think it helped me to understand how to interpret according to statistics the needs and the wants of a certain group in order to properly catch [sic] their attention.'

PR1: 'I think this will help me to learn to work under pressure and get to put my head together and work productively.'

Furthermore, many participants displayed an active mode of engagement. As they developed their videos, students needed to actively manipulate the video (rewind, forward, insert images etc. as seen in Chi et al. 2008). By defining active activities by those that include some form of motoric behaviours that require focused attention while manipulating, we are discerning them from other activities that are carried out without thought (Chi and Wylie 2014).

L1: 'I really enjoyed working in [sic] this challenge because of the new knowledge that came with it. I had a great time doing something that I like to do, making and editing videos.'

The participants also reported on their passive mode of cognitive engagement as they watched the video and read the materials. Students can covertly process materials deeply as they listen or read even if they appear to only be passively engaged (Chi and Wylie 2014).

FF4: 'Because to do the video correctly, in order to reach the attention of certain people we needed to learn about marketing and the purpose of reaching a specific group of people and not people in general [sic].'

L2: 'By analysing the people we want to reach in order to know what to put in the video.'

Furthermore, the participants' belief in the value and worth of investing in their learning (Hattie 2013, p.32) was evident in their responses. Several participants responded that the experience was important for their future. According to Pink and Salazar (2017), it is important to see futures as a universal element of human ways of being in the world.

X2: 'Yes, I sincerely believe this experience will be reflected in my future.'

P18: 'It is really important for my future. I will use it definitely.'

X3: 'I feel the knowledge I have gained in (these) two days about marketing will surely help in the future.'

PR4: 'I´m so glad we did this activity that challenged us to work with people we don't really know and to now see the results of our video, it really made me feel like I´m ready for a bigger and stronger challenge.'

In one of the surveys, participants were asked if they were learning about something other than (marketing) by participating in the Marketing Challenge (Q2). All respondents

(100%) answered that they had.   Many participants referred to the mobilization of knowledge, skills and attitude to meet the complex demands of the challenge.   More evidence of this was found in the written reflection at the end of Day 2.   In some cases, the respondents mentioned more than one area of knowledge acquisition; some participants referred to perceived knowledge acquisition in their approaches to learning skills, marketing concepts and/or technical skills:

> L2: 'In my personal experience, I liked the project because thanks to the same I learned new things about marketing management. Also, I learned how to react (in) complicated situations.'

> DT4: 'At [sic] the end, I can conclude this was an amazing experience, because I learned a lot things that will be useful for my personal growth and also academically.'

The Final Survey also asked participants, 'How did having to do the video help you to learn about marketing? (Q5)'. The responses included comments about the process or procedure of doing the video, the tools and skills employed and the analysis of the people that the video intended to reach.

> X2: 'The whole procedure to create the video implied this marketing background.'

> IC3: 'We used the target market, the customers profile and the unique selling point.'

Bacon suggests that perceived learning is closely related to a general positive affect toward the learning experience (Bacon 2016, p. 4).   The researcher believes that the student's overall satisfaction is important and agrees that that participant satisfaction is likely connected to emotional engagement.

5.2.3 EMOTIONAL ENGAGEMENT

Emotional engagement refers to students' affect and emotions in schools, such as interest, boredom, or anxiety (Shernoff et al. 2016). In order to foster engagement, the approach was based on designing contextually relevant lived experiences for the students. The participants were able to identify and discuss their lifeworld associated with emotional experiences of Puebla and co-create a digital artefact. The artefact connected past narratives to alternative futures and required the participants to illustrate the cognitively exigent task of sensemaking. During the interviews, the participants re-lived their videos and were asked to evidence their creative thought process. This study underlines the important role that personal interest and emotional connection plays in meaningful forms of learning.

The Final Survey asked participants 'Which feelings or information influenced your video creation the most?' (Q1). Some participants expressed feeling interested in the challenge as it provided them with an opportunity to express their feelings about their city or country.

> DT4: 'First of all, that I'm from Puebla and I really love my city, so this was what inspired me mostly [sic].'

> R1: 'My love for my country.'

When participants were asked about the feelings they had when they watched their video, PR2 responded:

> 'Like, proud because, beautiful images, [pause] like in the video… priceless (participant watching video) … because you can watch it a lot of times, and every time you say, like, it's a pretty good (video). It's amazing that we have those type of mountains, the gastronomy. (I'm) very, like, proud'.

The researcher was able to observe that the video was an expression of love. As the

participants identified and discussed concepts associated with emotional experiences of Puebla, they openly displayed their interest in the topic.

R3: 'If I was watching someone (else's) video about (their) city, I would want to, like, feel what they wanted to express, like, their love for the city and, like, we were, like, defending our city because they… some (people) don't know what Puebla really is and what is the culture and [sic] there are really fun activities. They just, like, classify it as a 'Oh, I don't want to go because of Mexico' and what Trump said and all that stuff. So, I wanted, like, to express what Puebla really is and how we feel about Puebla'.

Other participants stated that the challenge was meaningful and/or relevant as it provided an opportunity to educate people about their city.

R3: 'Letting everyone know how beautiful is our city [sic].'

FF1: 'the need to show all the people the beauty and (entertainment) that this city can have besides [sic] all stereotypes.'

This sentiment was also present and elaborated upon in the student's final reflections.

FF4: '(This challenge) reminded me about all the beautiful things that Mexico, and in specific, Puebla have [sic]. Every time I see international comments, I kind of feel a patriotism, a (need) to tell people what Mexico really is. And I think that's why I was really interested (in) doing this project and a reason why I liked doing the video, because Puebla is my hometown and I think really well of (it).'

DT3: 'The project also remind [sic] me that I am proud of my country, and I would like that other countries know the beautiful culture, history, tradition [sic] and also the modern places and land that Mexico (has). The sense of belonging I have for

Mexico is difficult to explain, but this project reminded (me) of how important Mexico is for me.'

The researcher was able to investigate practices as they evolved, both as they were performed in the video and as they were reported. Furthermore, the researcher was able to witness the importance of performance in the instantiation of abstract realizations. Here, a participant reported on his appreciation of the 'magical view' that he sees daily.

FF1: 'There are some views, for example, we have the *Popo*, that is just a majestic view. You go to other places and you cannot have this view, we're used to it. That's why we don't appreciate it, but sometimes I just look out the window and I see the Popo and say, "This is a magical view. This is like if you are watching a movie". We have (these) views all days of our lives [sic], so that's for me… that's magical...the views of the city, of the nature' (see Figure 46)

Figure 46: Popocatepetl National Park

The researcher probed the relationship between the ethnographic study of experiences and practices and its entanglement with appreciating the tacit.

KM: 'Were you aware that you were constructing and presenting a sense of self in the video?'

L4: 'Yes, because we all live in Cholula, and Puebla and it's like (representing), yeah, our home, our daily life quality and situation…'

The researcher was also able to discover some of the participant's meaningful everyday habits and routines that they chose to include in their video. Here L1 referred to a time lapse sequence of the clouds over the hill:

L1: 'I wanted to see the sky recording by the Church (in my video), so that's …that's a personal, like, bias [sic] that I wanted to show [sic] it.'

KM: 'Why was that important?'

L1: 'Well, maybe because I live in a Cholula. So, I always…when I come here, I always see it on the hill, so yeah that's…when I wake up, I see it.' (see Figures 47 and 48).

Figure 47: Sky (Cloud Movement 1)

Figure 48: Sky (Cloud Movement 2)

Some students were looking for more than simply teaching others about their city; they also wanted to address and change certain stereotypes or perceptions.

X1: 'To realize what image other nations have of your own country can be very disappointing, especially when analysing that the majority of these perceptions have no fundamentals, no background and (make) no sense [sic]. Every individual is different, with different values and perspectives. For me, the Mexican nation represents a society full of diversity, historical background, honour, pride, rich in resources [sic], fabulous views, etc; and above all, unique. This was the reason that I believe, not only for me, but for all the contestants [sic], (it) motivated us to be engaged (in) the process of this project with the purpose of banishing those ignorant stereotypes and (showing) the true image of our nation.'

During a focus group interview, PR4 shared an experience while studying abroad that encouraged his/her team to do a better video:

PR4: 'There is just a really bad perception of who we are and it really blind(s)… the feeling of a person not wanting to know the people [sic], of not...not tolerating people that are not from your country or your race.'

In the written documents, the Power Ranger team designed their video with the following description:

PR: 'In the video, we will talk about some basic stereotypes that can be seen (by) other countries of Mexico. We will contrast the 'bad' things with the good [sic] and make a video that will help people understand how beautiful Puebla is and maybe make them want to come visit.'

Other participants stated that the challenge was meaningful and/or relevant as it provided an opportunity to imagine possible futures.

R4: 'I liked this project because in my career [sic] I want to have a business and (I) had (an experience) to know, if I like it [sic].'

FF1: '… this project was absolutely hilarious. All the things I have learned in the past two days, have been amazing and useful for the future. I was always interested in the subject of international marketing so this activity for me was just perfect and what I was looking for.'

The Marketing Challenge itself, also became an event through which the researcher detected transformation. The concept of the event has been used to account for how happenings are experienced and remembered, and how they are used to imply possible futures (Jackson 2005).

The Fantastic Four (FF) chose a song by Birdie entitled 'Keeping Your Head Up'. At the beginning of the video, the viewers can see a predominant 'PUEBLA' written across the screen superimposed over a blurry night-time shot of the city. The music starts with limited instrumental accompaniment and the singer begins with 'Times that I've seen you lose your way/ You're not in control and you won't be told.' The choice of the music and the lyrics become more relevant after understanding the meaning that FF1 attributed to the transformational experience.

FF1: 'This experience meant to me, like, … it kind of reminds me of where I live at and who I am, like, in the sense of being Mexican, and what it (means). I really liked it because sometimes we forget (how) [sic] beautiful that our country is [sic] and we go along with all the things that, for example, President Trump says and all the problems with the politicians and all those kinds of things. With this experience, like, we (had) to search for the positive things of our city and (do) a marketing challenge, like, tell people to come, basically, to Puebla and to Mexico, and this made me remember, like, the beauty of our city and our people. That was, I think, the most important (lesson)… it left me with a good feeling about living here again'.

Finally, some participants revealed that they were interested in the challenge due to the way that the experience made them feel. Participants were more engaged when they felt useful or experienced a sense of accomplishment, and understandably the opposite was also true. The participants were less engaged when they felt bored or anxious. When asked specifically about their engagement in the activity, the students responded:

DT2: 'It improved when we all felt that we contributed with (something).'

DT3: 'The excitement was when we had our role in which [sic] each of us was good at (it).'

R1: 'When we finally uploaded the video, we were the happiest [sic] (people) in the world.'

The importance of feeling useful and how that connects to engagement was explicitly stated by L1:

'To be sincere, I grew quite bored, there was nothing for me to do, mainly because of the work, that at first was quite tedious and not entertaining at all. On the second day, things changed, from me being a secondary role [sic] in the team to (becoming) one of the most important, (if not) the most (important) of the whole group.'

The connection between a lack of engagement and an overwhelming sense of stress was also revealed. The different groups reported on feeling some sort of stress or anxiety throughout the product development for various reasons. However, the connection between 'stress taking over' leading to a change in engagement is interesting.

X3: 'A moment that hindered our team´s engagement was when the stress took over and we were all desperate.'

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At the same time, the researcher was able to affirm the connection between engagement and enjoyment.

> FF4: 'I can say I truly enjoyed being part of this activity because I didn't even feel that I was at school because the activity is nothing like it (school).'

X4's description and others reminded the researcher of Csikszentmihalyi's list of necessary components in order to experience flow. According to Csikszentmihalyi's (1997) flow theory, concentration, interest and enjoyment in an activity must be experienced simultaneously in order for flow to occur. All three components are not only central to flow experiences, but have also been related to depth of cognitive processing and academic performance (Corno and Mandinach cited by Shernoff et al. 2016). Interest directs attention, reflects intrinsic motivation, and stimulates the desire to continue engagement in an activity, and is related to school achievement (Schiefele 2009). Enjoyment is related to the demonstration of competencies, creative accomplishment, and school performance (Csikszentmihalyi et al. 1993).

> X4: 'It also made me see how effective, passionate and intense I (can) get when the work is something I enjoy, and the team is highly productive. Hours went by as blinks, day one was over, and it felt like nothing for me.'

A successful e-learning environment can be designed through a performance-based assessment model to positively impact student cognitive, affective and behavioural engagement with entrepreneurial and business literacy. Furthermore, this environment can be designed to elicit a sense of agency and a sense of belonging as students feel that they are taking part in something meaningful and relevant.

5.3 RESEARCH QUESTION TWO
RQ2: What impact does belonging have on participative and collaborative learning within entrepreneurial and business literacy using an experiential e-learning performance-based model?

One of the aims of the study was to understand the relationship between peer-to-peer learning and a sense of belonging to participative and collaborative learning. The participants were put into teams in order to understand how collaborative work acted as a pedagogical method to stimulate entrepreneurial and business literacy, participation and belonging. Theories from experiential learning, and social justice pedagogy were used to develop the process and analyse the results. The researcher observed how peer-to-peer learning affected the participant's sense of belonging as well as how a sense of belonging helped and hindered peer-to-peer learning. It is important to note that a connection surfaced between agency and cultural identity as fundamental to the participant's sense of belonging.

5.3.1 IMPORTANCE OF FEELING HEARD

On the Final Survey, participants were asked to explain a key moment of the experience that improved or hindered their individual sense of belonging (or lack thereof) in their team (Q7). The participants expressed the importance of being listened to in order to feel that they belonged. Key moments that improved some participants' sense of belonging were expressed in the following comments:

> PR2: 'When they ask for my point of view.'

> DT4: '(At the) very, very beginning, I thought my ideas weren't (being) listened to, but then I felt there was this union that made me feel part of the team. Everybody had (something) to do with this. I really liked this activity.'

> X1: 'I (felt) that since the beginning my opinion and suggestions were always taken into consideration and that made my work much more valuable.'

One participant stated that he/she felt heard when the team decided to include the participant's suggestion about localities in the video. According to Sarah Pink (2012), localities are knowable by people, in that they are places that are experienced as entities. The idea that Puebla is the combination of modern and historically relevant architecture

(see Figures 49, 50 and 51) is knowable to the participants and treated by the participants as a source of pride.

> PR4: 'I suggested a lot of modern Puebla. But also, I suggested a lot of, not old Puebla, but like the Downtown Puebla… to have a combination of new Puebla and Downtown Puebla, let's say. So, I felt pretty proud of myself when I saw that PR3 put those videos together …'

Figure 49: Cathedral
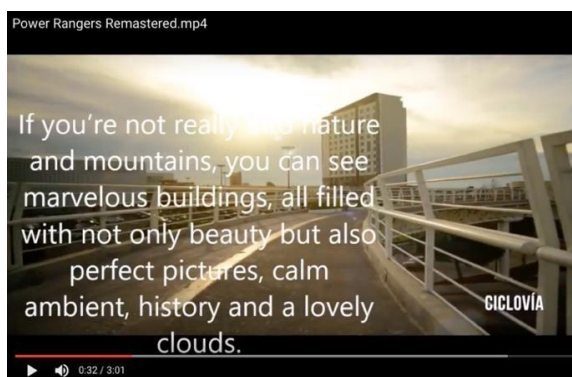
Figure 50: Raised bike lanes

Figure 51: Example of New Architecture

5.3.2 IMPORTANCE OF FEELING USEFUL AND COLLABORATION

The sense of belonging improved when everyone felt needed and useful in the team. The participants connected the result of feeling useful with team integration and continuous collaboration towards the completion of the challenge. One participant suggested that the digital artefact may not have been completed without an improved sense of belonging and the subsequent collaboration.

> DT2: My sense of belonging 'improved (as) I always collaborated with something and felt useful.'

> L4: 'Well, being a project manager make [sic] me (play the role) and (interact) with my partners in a more deep and fun way, so it really help [sic] me (with) the integration (of) my team.'

> IC3: '(My) sense of belonging improved because we were all needed in the team, without one member of our team we might have not been able to complete the video.'

The challenge required a variety of different skills and provided a space for the participants to display their knowledge.

> FF1: 'When I had to do the letter, I felt like the team was really depending on me.'

> FF2: 'When editing the video.'

When asked about prior knowledge, one participant recognized the importance of displaying their previous knowledge and helping the group communication.

> P5: 'I knew how to collaborate with other people using google drive, using skype, using Whatsapp groups that made it much more efficient to communicate and work on the same document.'

The participatory ee-learning workshop created an opportunity for people to be co-creators of knowledge using the combination of participant's content competence, critical thinking, and reflection abilities. Moreover, the complex and authentic tasks required for the performance-based assessment provided favourable circumstances for participants to share their knowledge and abilities. Importantly, the researcher was able to detect how the intentional act of making teammates feel heard and useful contributed to sense of belonging and as well as to the completion of the task. The participants practiced EBL when they mobilised others. When people are able to inspire and enthuse team members to get the support needed to achieve valuable outcomes, they possess the important competence of mobilising others (Bacigalupo et al. 2016).

5.3.3 COLLABORATION AND BELONGING

Some participants viewed the team's sense of belonging as an effect of the strong collaboration.

> X3: 'A moment that improved my individual sense of belonging was when the whole team was working on the documents and cooperating.'

Below, participants attribute a high level of collaboration to effective communication and as a result a heightened sense of belonging.

> IC2: 'In our team there was not even a single fight. We communicated properly; I appreciated all the work that everyone was doing. I did not feel excluded, I felt like everyone was a family.'

> L3: 'My team decided to use an app named Discord which was very useful and fun too, because we talked and worked at the same time. We could hear the same music… so (for) the communication and relation(ships) in distance (it) was really helpful.'

When there was a breakdown in the team, participants referred to a lack of communication.

X2: '…To our surprise, (the IT Manager) didn't answer our calls or messages. We were not able to know whether we were progressing or not. His/her personal decision was (to do) the activity on (their) own, and this entirely broke the team spirit we previously held.'

DT4: 'Well, honestly I (tried) to do my best at listening [sic] to our team manager, but (he/she) just wants to take control of everything and won't [sic] listen to other's ideas [sic]. Also, our team communication is not so good, because if our communication (had) been good, we wouldn't have this problem.'

After a breakdown in communication, some teams identified the problem-solving process as a shared experience that led to strong collaboration afterwards. The result of this shared experience was an enhanced sense of belonging.

DT4: 'Our team literally had to do wonders on [sic] working yesterday. We even had to negotiate with Ms. Kim for extra time, and we have (had) a better union as a team since that moment'.

In some cases, participants refer to a particular moment of intentional collaboration when participants report deciding to work together.

X1: 'We decided to help each other while collaborating on the information, the paragraphs, the references, etc; in the context of adding, or correcting the previous information for the purpose of making our work more efficient'.

DT2: 'It improved when we all agreed to do the same things before doing them'.

As a result, at times, the participants played to their skill sets not only providing an opportunity for everyone to feel useful, but also an opportunity for a change in strategy in

intentional collaboration when the task required. L1 reported not being engaged by the written work but enjoying the video production as he/she felt useful and needed.

> L1: 'Our team collaboration in the video really (shined) when we divided the work and worked very efficiently'.

Nonetheless, the intentional division of labour did not always result in playing to student's interests or skills. PR4 reported that he/she felt that this strategy affected the sense of belonging in the team. Despite this observation, PR1 reported overall team efficiency and PR4 stated that the team successfully completed the tasks.

> PR1: 'We divided the work, and we did everything good and quick'.

> PR4: 'I think we divided all the work evenly, so I don´t think we felt that belonged [sic] to each other, but we did pretty good in my personal point of view'.

One common and recurring complaint about group work in many situations is that people feel that group work can include an unequal distribution of labour. PR3 reported this situation in the challenge. In his/her report, it becomes apparent that some participants of The Power Rangers may have felt that there was an unfair distribution of labour. In this same report, the researcher can detect that poor communication may also have been an issue.

> PR3: 'Well, what hindered the team's (collaboration) was when nobody wanted to do what they were told, so I (ended) up doing the whole video. At the end of it, they sent me everything (but) I couldn't put it in the video anymore because it was already uploaded and there were no minutes left'.

Despite this comment, at the end of the challenge, PR3 reflects on a favourable skill that the other teammates possessed that improved their overall sense of belonging.

PR3: 'It was actually kind of funny because they were making funny comments…
making it easier to work in a better way with everybody laughing every now and
then'.

The researcher was reminded of the importance that levity and fun play in teamwork and
that this should not be overlooked. Despite their differences, the Power Rangers (see
Figure 52) were the only team that reported taking a group picture at the end of the
experience to celebrate their success.

Figure 52: Team (Power Rangers)

5.3.4 BELONGING AND SHARED EXPERIENCE

The participants connected a shared experience of 'being Mexican' and the resulting
sense of belonging as an important element of the Marketing Challenge. It is of interest
that many groups described tacit knowledge or 'knowable' characteristics of 'being
Mexican' or of Mexico itself.   For example, in separate moments many participants
described Mexicans with the same adjectives such as 'happy', 'helpful', and participative
in 'joyful' activities like dancing and celebrating.   The participant's expression of
relationships in their city demonstrated how they believe that human relationships are

formed, cultivated and revealed in Mexico. The participants displayed a sense of self in their description of 'Being Mexican' (see Figure 53):

> R1: 'all the colours, the happiness of people, that people (are) charismatic. They receive everyone, they treat everyone (well)[sic].'

> R2: 'there is a part of the video that shows, like, people being (happy) in our own Puebla [sic].'

Figure 53: 'Being Mexican'

> KM: 'So, for you is that being Mexican?'

> R1: 'Yeah, like…. like open to the world.'

It is important to recognize that the participants viewed certain actions and habits as their own, as Mexican. They identified that these knowable habits had been consistent over time and that they shaped their world.   To facilitate the articulation of their lived experience, the researcher asked participants to reflect on the experience of watching their video and seeing images that they had personally selected. This reflection became an activity of meaning-making.   When asked about their contributions to the image

selection, one of the participants of the Fantastic Four discussed an expression of a particular form of intimacy or human interaction in Mexico.

> FF1: 'Mexican people (are) very… I think they are very happy people, like, they are always ready to celebrate. Obviously, there is maybe people… I think…there is in all the world…like, there is no country that [sic] there is no bad people, but Mexico in general you cannot, like, generalize the word 'criminals' because you can go to for example, Atlixco and everyone is so kind to you they, they try to help you. Like, most of the times they try to help you whatever way they can [sic], if you have any doubts or something, they explain you. So, yeah… I think all the people in… there are happy, mostly. Even though, (there are) some poor conditions that (are) in the world… in this country… they are always going to share a smile [sic].'

When asked the same question, some members of the IC preferred to comment on the images that were missing. They had trouble finding photos that would express how they feel Mexicans relate with others.

> IC3: 'The people, I (don't) think, we included that a lot in the video because it wasn't possible to find many videos about nice Mexican people, but I think (it) is also true' (see Figure 54).

> KM: 'When you say, 'about the people', give me some adjectives to describe the people?'

> IC3: 'that they are very kind and open and grateful'.

Figure 54: People

Some of these same sentiments were highlighted when the participants of X were asked to use one word to describe the 'intangible' of Mexico:

X3: 'warmth'

X1: 'unity

X2: 'cooperation'

X3: 'unique'

Below, Figures 55 and 56 show some of the images that the X felt represented the 'intangible of Mexico.'

Figure 55: 'Having a great time'

Figure 56: 'Dance'

X1(Cont.): 'But as well, I chose an image of, like, traditional culture of people, like, dancing and doing all of (these) activities… I have always been taught that in Mexico dance represents a large part of the culture, but not only dance, but art itself… The unity and loving and people laughing.'

In many different ways, the participants reflected on the particular form of intimacy that they feel is special in Mexico, the family relationship (see Figure 57).

KM: 'Can you talk to me a little bit about why you chose (this image)?':

Figure 57: 'WE ARE A FAMILY'

PR2: 'Because, with the images and the…the words, like, we can make an impact … and like here in Mexico, we make people feel loved, like a family.'

PR1: 'Culturally, we are a family. I think if a tourist would come to me and say, like, 'Hey, help me, I want to see… I want to see Puebla. I would welcome him with my arms open!'

In many different ways, the participants reflected on the particular form of intimacy, the family relationship, that they feel is special in Mexico. In addition to the images in the videos and the interviews, The Fantastic Four used the lyrics of their song to express this sentiment as well: 'And when you come looking for an embrace/ I know your soul, I'll be your home.'

In the individual and focus group interviews, different participants discussed the importance of the family relationship as a way to communicate their shared culture. This co-presence helps people make sense of their social world.

> PR4: 'I went to the US…and that word: 'family' does not (have) the same meaning here in Mexico as in the US. They have a different concept of family. We have a different concept of family. So, family here is super united [uhm], let's say, I don't know, Christmas, everybody gets together on Christmas, also in the US, right? But let's say it's mom's birthday, it is just going to be that family: the son, the dad, the daughter. Here, in Mexico, on mom's birthday it is going to come [sic] the grandmother, the uncle, everybody is going to gather around and have fun… So, we wanted to focus a lot on family, not only to express the feeling of family for Mexico, but to give everyone *(a taste)* of how is family in Mexico'.

Many participants displayed an appreciation for how society is constructed; in addition to how socialization influences sense of belonging and helps to recreate society as it is now. One member of the team IC articulated the mundane acts of everyday social interaction with family and how that influences the future self.

> IC4: '…even though we don't realize it, how we grow up and how we turn out to be… like the adults we will turn out to be, they're all based on what we are taught since we're children. (It is important) … that (the family) tells us (about) our culture…'

The Lems reflected on how the expressed practice of interaction influences relationships in Mexico and the close ties that people have within their family is often extended to others.

> L2: 'When people interact one with each other [sic], even if they don't know really… they don't know who they are or from where they come [sic]. Mexican people try to interact, like they are close family.'

L3: 'Despite the video, I (would) like to show them the way of living [sic] of Mexico. That… how we live, how we interact with each other. It's really nice.'

The video mattered to the participants as it was a way to share their experiential account of the world. Many participants referred to visiting Mexico as an 'event' and saw this 'event' as an opportunity to show others something that mattered to them.

KM: 'Did doing this video matter to you?'

L3: 'Yes, because we're from Puebla and we want people to appreciate what's here.'

Localities as local environments are experienced by and knowable to the people who live there. It is worth noting that many participants mentioned that they wished to teach people about their local environment.

FF4: 'So, I don't think that people know that, even though, like, there, there's insecurity, like, in all the world. We have insecurity…, but it's safe enough to get out to see the culture, to look for new places, to learn about different cultures and taste new flavours, (see) new dances and (see) new things. I don't think that people really know about that [sic].'

Furthermore, the participants placed an emphasis on knowable shared experiences that have been passed down over time. The concept of the event can explain how happenings are encountered and retained, and how they are purposed to suggest possible futures (Jackson 2005). Many of the participant groups referred to the Carnival (see Figure 58) and the importance of dance as knowable events.

Figure 58: Carnival

X4: 'We did know what we wanted to play in the video, like, the fragments of the culture or traditions and I believe it is correctly exemplified by showing like the Carnival those traditions that are deeply rooted in the Mexican culture but are not usually shown'.

KM: 'What was important about the carnival to you?'

X3: '(The Carnival) is, like, representing the lineage, like, the tradition that came from pre-Hispanic times'.
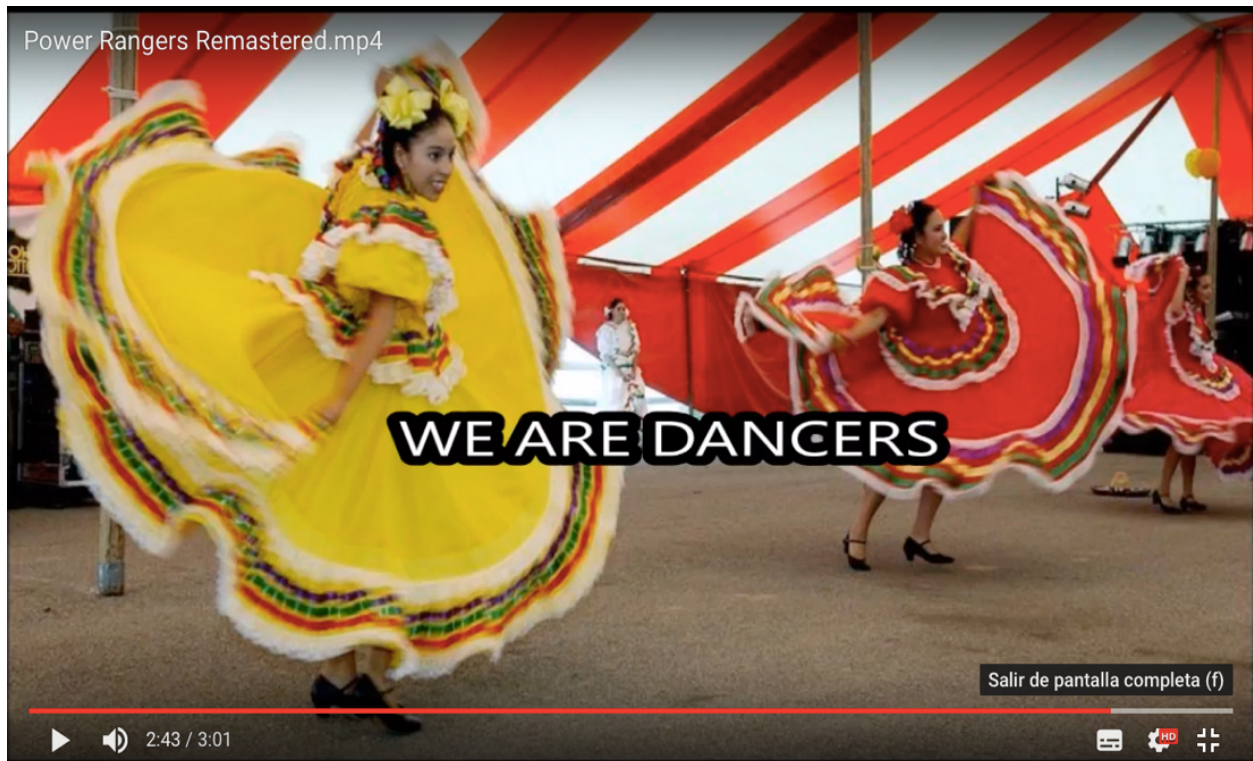
Figure 59: 'WE ARE DANCERS'

PR4: 'We used "dancers". We wanted to show everyone that saw the video that [uhm] dancing, here in Mexico [sic], it (plays) a huge role in our culture. Like [uhm], dancing (at) a Quinceañera (15th) birthday. It is super, super, super important that her dad dances with the Quinceañera (the birthday girl) [sic].' (see Figure 59).

In previous moments of the research project, the researcher had identified concepts associated with emotional experiences that would facilitate a discussion with participants. When X1 was asked if there was something that represented his/her voice in the video, X1 responded with what he/she felt was the shared experience of the Mexican culture:

X1: 'I chose people, like, having a great time and that thing [sic], because I wanted to represent that that is the Mexican culture. But as well, I chose an image of, like, traditional culture of people, like, dancing and doing all of these activities. But for me, like, the most important kind of image was an image that represented the unity of the country, because I think… (it hasn't been) long since the earthquake

happened. And for me, it was, like, such an… amazing experience to see how people were, like, trying to communicate with each other and to help and to collaborate [sic].'

According to Jackson (2005, p.14), 'every event opens up an ethical space in which new directions become possible'. The final message of the LEMS video connected the meaning the participants gave to the video to the words written on the screen. Across the images of the Cathedral of Cholula and the pyramids that lie beneath, were the words 'The Beauty/ The History/ that will change your perception/ of Mexico as a whole.' The participants followed these images with calls to action. Each image asked the viewers to experience Mexico (see Figures 60-63).

Figure 60: 'DISCOVER'

Figure 61: 'EXPLORE'
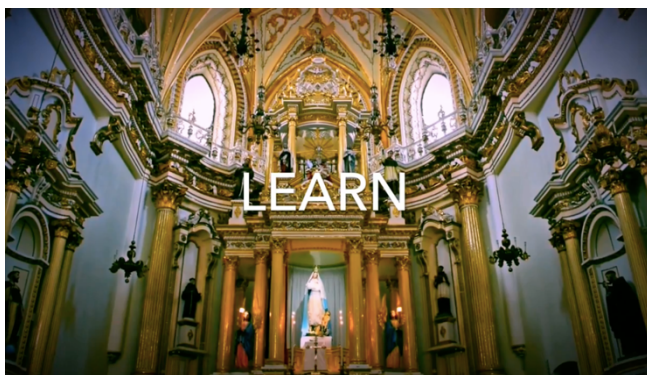
Figure 62: 'LEARN'

Figure 63: ' LIVE'

The last statement or call to action ties the tacit knowledge of Mexico with one final request for the viewer: 'Live'.

The participants observed that for effective collaboration it is important to feel heard and useful. When participants were asked: 'In which ways, did your prior knowledge of technology help you to be successful today?'

> X2: 'I consider the excellent manipulation and use of technology essential to the success of a team. Using it correctly improves communication, teamwork and the quality of the outcomes.'

They also noticed that when members of a team feel heard and useful, group collaboration is often stronger and consequently the sense of belonging is as well. Finally, according to the participants, when group members share tacit knowledge, the sense of belonging to the team also appeared to improve.

5.4 RESEARCH QUESTION THREE
RQ3: How does the inclusion of cultural identity within a performance-based assessment model of experiential e-learning of entrepreneurial and business literacy support agency and pedagogies of social justice?

The researcher analysed whether the inclusion of cultural identity and agency helped the participants use experiential e-learning to learn about entrepreneurial and business literacy and support pedagogies of social justice. As previously mentioned, this aspect of the study drew on theories of experiential education from Dewey and Kolb as well as from the social justice pedagogy of Freire, hooks, Bell, and Hackman. In addition to, selected entrepreneurial competences from Entrecomp the International Baccalaureate Business Management syllabus and the OECD's Anticipation-Action-Reflection cycle.

5.4.1 CREATING AN ENVIRONMENT FOR SOCIAL JUSTICE EDUCATION
This study took a social justice education approach to study how educators can effectively teach from a perspective that empowers and emboldens students to think critically and model social change. As discussed before, Bell (1997) defines social justice as being a

goal and a process. To create an environment that empowers students to take an active role in their own education, Hackman (2005) encourages the use of a social justice pedagogical lens in the classroom and suggests working with tools in the following five areas:

5.4.2 TOOLS FOR CONTENT COMPETENCE

Content competence is essential for effective social justice education. It consists of three main components: factual information, contextualization, and content analysis (Hackman 2005). As a result, the participants were provided with a range of complex sources of ideas and information with regards to their context as well as marketing concepts. Additionally, the participants were provided with information and examples of how to spread an idea. It was important that the content competence included student understanding on the micro and the macro levels.

Hackman (2005) posits that students require content that is connected to their lives and that allows them to understand the micro-level consequences of macro issues. With regards to the micro level implications, the participants commented on how the negative comments and the lack of knowledge about Mexico affected them personally.

> P18: 'I felt disappointed about the ignorance of other nations towards the Mexican culture, that is full of history, arts, values, among others.'

> P17: 'I feel awful, people don't really know what Mexico really is, I would love to prove that Mexico is different than what they think.'

The participants recognized that they could use and analyse their newfound knowledge of marketing concepts and examples of different sources to make their voices heard.

> P5: 'One of the main (ideas) learned through the realization of this experiment was that analysing the methods of marketing can be a great influence on people's perspective using different types of media etc. [sic]'

With regards to the macro level ramifications, the participants needed to develop a solid understanding of how marketing concepts and content connect with larger issues in society. Some participants explicitly expressed a connection.

> IC: 'We want to accomplish this because the economy of the city will increase, and the people will become more aware of the Mexican culture and its people.'

> P11: 'I had not seen before so specifically how people from other countries have a view so different and how the percentages of…(the) importance towards tourism [sic]'.

The understanding and connection between the micro and macro levels of content competence led to a desire for many participants to participate as positive agents of change while they were working towards the completion of the challenge. For example, one participant referred to the people he/she met while studying abroad and the lack of international knowledge of his/her locality. As a result, he/she intentionally sought to teach people about his/her city and thereby making meaning of this experience.

> IC1: 'All the people I was, like, close to, they look(ed) at Mexico as a little country, with no infrastructure or, like, no (modern) buildings and they asked me, like, if we, like, move [sic] in 'burros' (donkeys)… I think that one of my intentions (was) to show them, was, like, to actually show the English speakers that Mexico is not, (as) all the people see it, like, not mariachis or things like that, like, (it) is normal. … we have, like, all kind(s) of people and all kind(s) of buildings or history'.

5.4.3 TOOLS FOR CRITICAL THINKING

The researcher recognized that content would not be enough to prepare students to be active agents of change. Accordingly, the participants worked through activities that provided them with tools for critical thinking to give power to that information. Hackman (2005, p. 106) argues that teaching about issues of oppression without propounding tools to engage with the problem ultimately creates an ambience that 'lacks hope and creative energy'. This attitude was witnessed by some participants prior to the challenge as some

people showed some scepticism with regards to what could be done with the information. When P4 was asked if something could be done about stereotypes, P4 responded:

'For me, no, if something could be done (about stereotypes), it would have been done years ago.'

In order to foster, critical thinking the participants received information from multiple perspectives. Students were also exposed to a broad range of experiences throughout the challenge.

DT4: 'I would describe this experience as exciting and different, since I had never done something like this [sic].'

FF3: 'I think this experience (of) making this challenge was innovative and unique and these are opportunities you have only a few times in your life…. The experience was good and the learning great'.

The participants reflected on the effects of power.

P19: 'It is quite saddening that people do not care about the negative consequences that simple words may bring to an entire population. Arguments become strong when put into a worldwide spectrum [sic].'

X2: 'Cultural identity is important to understand the way one works, engages with others and solves problems. It helped me reflect that each person is influenced by these characteristics, and it can be reflected in their methodology and relationship among partners.'

People with similar interests may share and develop a collection of experiences and ways of solving problems in order to shape, maintain and bolster their community (Wenger 1998). Therefore, sharing tacit knowledge could improve communication (Stahl

and Hesse 2009) collaboration and problem-solving skills. In this study, the participants referred to practices and localities that have been part of their experiences since they were young. While sharing this tacit knowledge of their experiences, some participants were reminded of the sad and difficult side of the city's mundane, as poverty is also a characteristic of the state of Puebla (see Figure 65). Some participants felt that this too should be represented in their video highlighting the 'everyday' in their city (see Figure 64).

> IC1: 'We looked, like, for images for, like, our favourite things like food and modern architecture, like, things we (have) known since we were little. So, I feel proud, and it is, like, a good feeling, but at the same time, like, you when you (look up) images from Mexico or Puebla sometimes you find things that are not, like, appropriate… or, like, not like…, not good things…, like, to see.'

Figure 64: Streets of Puebla 1

IC1: 'So I was, like, a little sad about that…. I found one picture of a woman giving food to her (son) and she was, like, in the street with no food… I think it was hard to... for her to, like, to survive.'
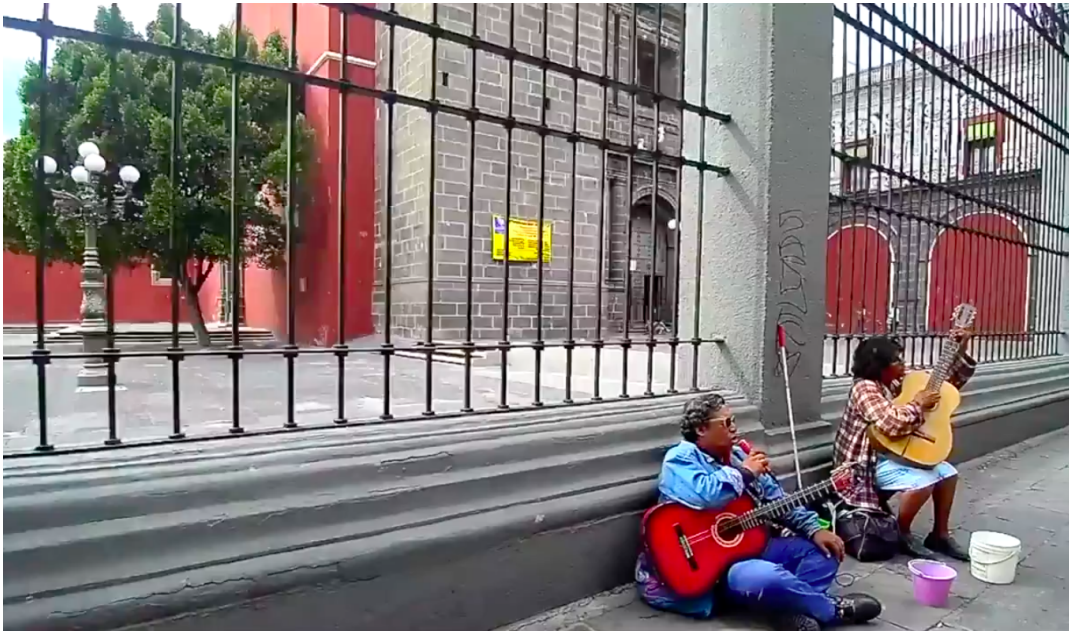
Figure 65: Streets of Puebla 2

With tools for critical thinking, students were encouraged to consider power as well as othering, and given the space to play to the possible and imagined alternatives futures. The participatory workshop provided an opportunity to challenge and even intercede in the contentious issues of controversial futures.

X1: 'Such an enriching experiment that transmitted to me both knowledge of marketing and concepts along with perspective of how the use of marketing can help to eradicate problems such as racism, stereotypes and others that stain a country's reputation. For me, it was an honour to be part of such a revolutionary experiment, that can, in the future, open the eyes of new generations, such as it did with me and create new projects that can promote equality among nations.'

5.4.4 TOOLS FOR ACTION AND SOCIAL CHANGE

Social action tools bolster creativity and offer hope for a variety of different possible futures. Many of the participants reported receiving inappropriate comments about Mexico while traveling. These experiences were shared in personal stories about experiences in Canada, Italy, Spain and the United States of America. PR3 remarked that stereotypes about Mexico 'is a common thing'. When asked in the interviews if these comments had affected the participants, there were different responses.

> X3: 'Well, not necessarily if they keep it to themselves, but if they express it and, like, say it in a rude way, not necessarily in an ignorant way, but in a rude way (yes). I think it can really affect me and also the people surrounding me in Mexico. I don't want that to happen.'

> PR2: 'I feel [sic] the urge to do something about it.'

> P22: 'Sad, but brave to change those stereotypes.'

One of the goals of this social justice education study was to support critical thinking and provide a safe 'space' in the form of the Marketing Challenge in order to empower the participants. The participants were taught tools to be active agents of change (how to reach a particular audience, how to promote a certain message, and how to set goals). Many participants used their new knowledge for social action.

> IC: 'As a goal, we want to increase the interest that international countries have in visiting Mexico in order to change the perspective that other countries have of Mexico and change the stereotypes [sic].'

Some participants were explicit in their description of the tools that they used to produce the digital artefact and what they could do with the videos.

> IC3: 'We used the target market, the customers profile and the unique selling point.'

P21: 'Yes, to make videos, that show how our country really is, and publish them on social media.'

The researcher used Freire's (1970) 'problem posing' approach for the achievement of awareness and education as the practice of freedom. Many participants responded with plans for action.

P18: 'I felt related to the project as if it was my duty to transmit my knowledge.'

P14: 'I acknowledge the stereotype portrayed and that we need to change that.'

They reported feeling the need to teach other people about their rich culture and suggested that if people knew about the 'real' Mexico, the situation could be different.

P6: 'Yes, we can teach the world our real culture.'

P15: 'I felt that I would like people from other countries to know better [sic] the good things of Mexico.'

The researcher was interested in the seeds of resistance that became apparent in the description of experience with and of the city. The video became a form of meaning-making as well as an opportunity.

FF1: 'Maybe the message that we knew, like, it had to be there, like no questions asked, it was that we have positive things in our country. It's not all the hate that the world can send to Mexico. We know that that's not true, not even half of the things that are said. We needed to make sure that people saw that Mexico has positive things, and beautiful things in this city, specifically'.

RAAD described several habits or routines that occur regularly in Puebla. This group connected these everyday moments and feelings by using the images as an opportunity to respond to the international comments. When asked about the use of images with children jumping through sprinklers and playing with bubbles (see Figures 66-68), R2 responded:

'the stereotypes they (people) have of… how they look at Mexico…I want to show, also, like the happiness of the people and (people can) connect, like, at any age [sic]'

Figure 66: Happiness

Figure 67: Laughter, girl with bow twirling

Figure 68: Blowing Bubbles

The group intentionally tried to change negative perceptions of Mexico (see Figures 69-71) and as with several different teams, they reiterated the importance of sharing their version of an authentic or 'real' Mexico.

KM: 'How do you think that your video will change people's perception of Mexico?'

L2: '… it was important to look for good photos and good videos in order [sic] to people to see the real Mexico and the beauty [sic] that Puebla has…'
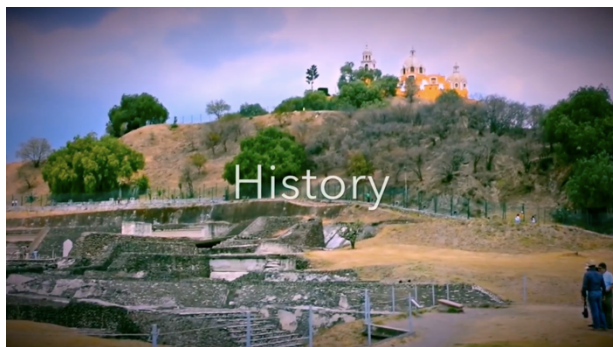
Figure 69: 'History'

Figure 70: 'Perception' 1

Figure 71: 'Perception' 2

The LEMs also communicated the intentional action of transmitting an alternative awareness for visitors.

> L2: 'Because sometimes we have bad information. That's why stereotypes are created and so, we just want you to let people to see [sic] the 'real' Mexico and the 'real' Puebla'.

The digital artefact created by the Power Rangers was intentional in its response to Donald Trump's comments (see Figures 72-75).

Figure 72: 'WE ARE NOT CRIMINALS'

FIGURE 73: 'WE ARE NOT LAZY'

FIGURE 74: 'WE ARE NOT RAPISTS'

FIGURE 75: HANDS RAISED FOR MEXICO

> PR4: 'We wanted to share that (Trump) is a little bit wrong about us, so PR3 did a great job putting those phrases together: "We are not rapists", "We are not

criminals". It was just amazing to see it. I didn't see the video before we presented it [uhm], but when I (saw) it at the end, it was those phrases, like, it just…you think…, that those phrases are important to us and are important to our image and they are not just phrases for somebody that said it [sic].'

PR2: 'We (thought) in the group… make, like, a strong… comment or an image that (makes) an impact'.

The Power Rangers highlighted the need to respond to Donald Trump's comments; not necessary to respond to the individual, but to the others that were also listening. The participants mentioned the need to make an impact as well as to encourage others to discover Mexico for themselves.

PR3: 'We started saying things that were hard to (take) like: "We are not fat", "We are not lazy", "We're not who you think we are, and if you don't believe us then you should come and see who we are".'

The Power Rangers followed their impact statements with positive images and photos of Mexico (see Figures 76-79).

Figure 76: 'WE ARE GASTRONOMY'

Figure 77: 'WE ARE CULTURE'

FIGURE 78: 'WE ARE DANCERS'   FIGURE 79: 'WE ARE FAMILY'

In the focus group interview, when the PR were asked why they chose these images, they all agreed:

> PR3: 'Because they were the first that came to my mind when I thought about Mexico'.

PR2 reported that if all the images are only of places of interest, then the customer would not be learning about Mexican people or society.

> PR2: 'Because by, like, only having the, the images of the city and the…. places, we don't talk about our people or societies… so they can't learn about all of Puebla.'

Importantly, the participants stated that it mattered to them that people knew that Mexicans can also do things that are 'right'. A sentiment that was vocalized by participants from the X as well.

> PR1: 'We can do a lot of things right [sic]. Not only crimes.'

The researcher had previously observed behavioural, cognitive and emotional engagement, yet when participant's employed tools for social change the researcher was

able to observe another type of engagement. Whereas the other types of engagement are related to actions of the teacher, the agentic engagement involves the participant's actions. The participants worked together to support their learning process with intentional acts to be heard or model social change. According to Reeve, employing action by taking initiatives that contribute to learning and teaching is known as agentic engagement (Reeve 2012). These constructive acts of contribution are recognized as those that enrich, modify and personalise learning (Bandura cites by Reeve 2012). Furthermore, as agentic engagement is connected to self-awareness and self-efficacy; the participants were also practicing the use of EBL as both of these are recognized as entrepreneurial competences (Bacigalupo et al. 2016).

5.4.5 TOOLS FOR PERSONAL REFLECTION

The participants were required to reflect on the content and their experience during the challenge by answering surveys, participating in interviews as well as in their final written reflection. These pedagogical tools were important for data collection, but they were also intended to connect content to the participant's lives as well as to encourage critical self-reflection. These were some of the responses that indicated self-reflection:

P15: 'I am proud of my cultural identity.'

P16: '(I am) proud of the state that I live in because of the diversity and everything that it has. I was able to reflect (on) my culture in the process of making each step and in the need (for) writing about the city I live in [sic].'

The IC commented on the idea that some of the stereotypes had truthful elements. IC1 did not specifically refer to events in the city other than as a reference to what Mexico is not:

IC1: '(Mexico) is not mariachis or things like that'

Yet, at the same time the IC was one of the only teams that included images of the musical events (see Figure 80) held under the arches in the centre of the downtown square (Portales in the Zócalo) (see Figures 81 and 82).

Figure 80: Musician

Figure 81: Streets of Puebla 3 (under the arches night)

Figure 82: Streets of Puebla 4 (under the arches day)

The act of receiving mariachis outside of your house in order to celebrate a special moment continues to be a regular event. As a result, the researcher believes that the following statement from IC3 was an indication of awareness of one's own experience.

> IC3: 'I really wanted to challenge the stereotypes of Mexico, but at the same time I didn't want to insult the culture because I think part of the stereotype is true.'

The activities encouraged a critical interrogation of one's positionality and allowed for dialogue among participants. According to hooks (1994), education as the practice of freedom always begins with the individual's willingness to grow and change. Several participants made this connection.

> X2: 'I believe that everyone has the capacity to change stereotypes beginning with themselves. Changing the world implies having personal growth.'

> P22: 'That I will keep being proud [sic] of being Mexican, but also be open-minded to learn from others.'

The self-reflection served as a call for action. Several participants recognized the need to learn and make positive changes.

> P2: 'Yes, work to become a better nation in order to change those stereotypes.'

P5: 'Yes, work harder to prove the society wrong [sic].'

P9: 'Indeed, we can start forging a reputation of cultural, civilized Mexicans by doing a positive change [sic].'

The investigation found that the participants critically reflected on the knowledge that they received in the ee-learning participatory workshop and exercised agency to problem solve within the confines of their lived practice. Self-reflection provided the participants the space to imagine alternative futures and helped to create an activity that provided a socially just learning experience.

5.4.6 TOOLS FOR AWARENESS

The Marketing Challenge was an activity that created a safe space for participants to come to voice about complex issues that recognizes the importance of different life experiences, and the infusion of culturally relevant and responsive pedagogy (Gay 2000). Some participants commented on how the challenge allowed them to see alternative perspectives, taught them to be open-minded to learn from others and strive to make positive changes. When asked if the participants reflected on their cultural identity as they carried out the activities, most participants responded affirmatively.

P14: 'A lot, I discovered more about the things that I already knew about Puebla.'

P3: 'It made me see (my cultural identity from) another perspective.'

P21: 'that I as a Mexican, want to become someone educated and responsible to make great things, so later I can make those great things for my country [sic].'

Students also reflected on their learning experience during the challenge. Some participants were able to reflect on alternative teaching and learning styles and their potential benefits.

P12: 'Yes, with the use of projects like this, the amount of stereotypes can be decreased [sic].'

5.4.6.1 CULTURAL IDENTITY AND TACIT KNOWLEDGE

Figure 83: Mexican flag

Social justice education requires individuals to be cognizant of other members of their community. This type of sociocultural awareness provides an opportunity to collaborate and learn from one another. As collaborative learning practices heavily depend on knowledge sharing and meaning making (Oztok 2013), it was important that the participants had a 'space' to acknowledge their experiences and knowables. The participants agreed that they all shared a tacit knowledge of Mexico (see Figure 83) that didn't have to be discussed. Here is one response to question about how tacit knowledge of Mexico was included in the video:

X4: 'I think that's best expressed in (the whole video). It was everything from the images we used, the colour, the momentum the images gained, how fast they were or how slow they were at some points and the music. The music says 'raging', so is this feeling of passion of really knowing your culture.'

The X selected a variety of different images and changed the speed of their presentation to create a feeling of 'raging' or as X4 expressed, 'really knowing your culture'. The video included the song 'Raging' and as the lyrics repeated 'raging, raging', Figures 84- 88 show some of the images presented:

Figure 84: Bubbles in the Zocalo (Main Square)

Figure 85:

Cathedral with Fireworks

Figure 86:

International Baroque Museum

Figure 87:

Horseback Riding

Figure 88:

Exploring a Pyramid

When the Dream Team was asked to elaborate on their use of colour in their video and the statement 'full of colours, full of life' as seen in Figure 89:

Figure 89: 'Full of colours, full of life'

The Dream Team responded with:

DT4: 'When someone tells me 'Mexico', I (think) like of strong colours [sic]. I don't know, like, Mexican Pink. I always think of that (colour) or I think of green and really, really, really strong colours. So, (using) strong colours would also represent, like, how Mexico (really) is, and Puebla is' (see Figure 90).

Figure 90: Puebla's Star

DT4: 'Well, we were actually looking, like, … for different phrases, I don't know…something inspiring, kind of defining Puebla, and then we saw the image of The Cathedral at the [sic] night.' (see Figure 91)
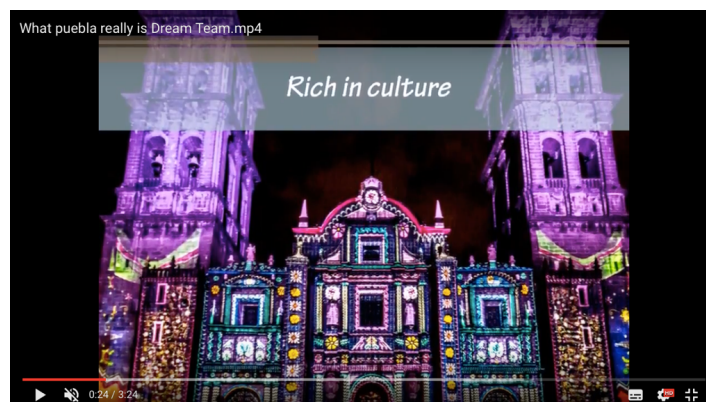
Figure 91: Cathedral at Night

Colour was also an important element when participants were asked to remember meaningful images in the video:

> DT2: 'pictures of the street, like colourful streets and yeah, that's what I thought about' (see Figure 92).
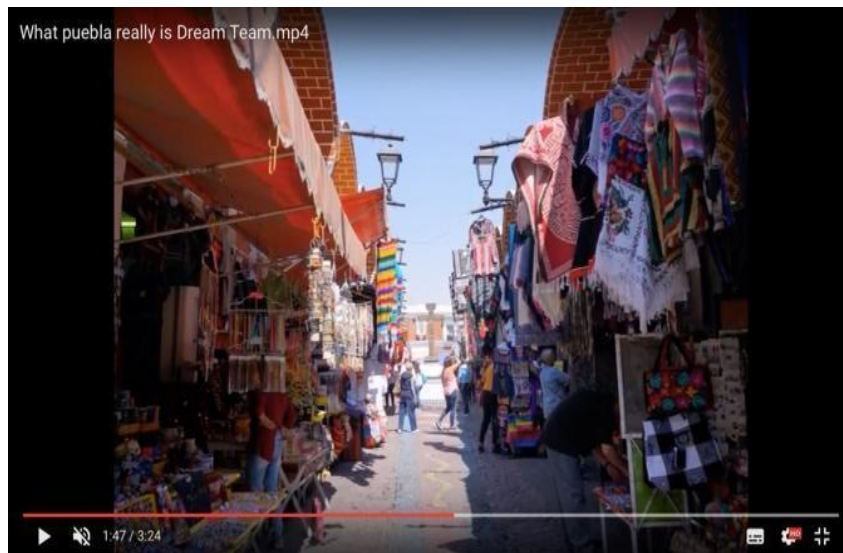
Figure 92: Colourful Street

The researcher asked the Dream Team about the beginning of their video and the black and white vs colourful image of the volcano. At the start of the video, the audience can see an orange bar moving across the screen as the image turns from black and white to colour with the words 'WHAT PUEBLA REALLY IS' (see Figures 93 and 94). Through the digital artefacts, the participants were able to respond to forced constructions of self and identity. The Dream Team, with their use of black and white images, represented visually that the imposed construction of Mexico is without colour.

Figure 93: 'What Puebla really is'

Figure 94: Cholula

DT3: 'Well, my idea was to start the video and there are, like, images of (a place) … and then, it goes back, like, reboot: "This is not Puebla. This, is the real Puebla".'

DT1: 'Usually people from other countries see Mexico as an awful place, full of drugs and murderers. In our video, we showed that at least Puebla is full of colour and culture.'

As the Dream Team contrasted black and white images with colourful images (see Figures 95-98) and encouraged their viewers to see Mexico as 'it really is' to them, they illustrated the participant's hope for possible alternative futures in a world with more understanding and appreciation after knowledge is shared.

Figure 95: Black and White (People Walking)

Figure 96: Colour (Downtown street)

Figure 97: Black and white (Craft market)　　　Figure 98: Colour (Cathedral and talavera)

The statement 'full of life' was present with descriptions of everyday occurrences that impact the participant's world. The traditional dishes of Puebla are common meals (see Figures 99 and 100) and are a way to understand the activities through which life is lived (Ortner 1984).

Figure 99: Black and White (Traditional food)　　Figure 100: Colour (Mole Poblano)

> DT4: 'Well, of course it's full of life, Puebla [sic]! It has the food, the dances (see Figure 101), the candy!'

Figure 101: A popular place to dance

DT3: 'Because I think all these, like, colours, that mean culture and all these [sic] components make, like, life better… make it happier. And for me, that's life!'

Many students referred to similar images that held meaning and therefore, it is important to accentuate the intersubjectivity of the tacit cultural knowledge. When the researcher asked the participants if there was an image that was personally important or that they knew they wanted to include in the video, the responses were similar:

L4: 'Yes, the one of the food of the chalupas, the cemitas and all of that, and the ones of the Pyramid of Cholula and the surroundings of Cholula, the Church…' (see Figures 102-105).

Figure 102: Food (Chiles en nogada)

Figure 103: Chalupas

Figure 104:   Cemitas

Figure 105: Pyramid of Cholula

L4: 'And, yeah, for me those are the most important because they're like the most iconic ones of Puebla. Also, like, videos of the Cathedral of the downtown'.

Individuals make sense of their environment through their personal knowledge and experiences (Oztok 2013), putting tacit knowledge into play helped the participants to articulate who they are and reveal what they know. As the participants discussed what they felt was essential to include in the video to portray the experience of Puebla, they made comments that the viewer would perhaps not see what they expected:

IC4: 'So, you think about the people that are gonna watch, that is really important since it's the… the audience that is going to watch it, but at the same time you are saying [sic], like, "I've got to represent the essence of Puebla and what they want to see is not what they're gonna see".'

The participants were able to express that despite the popularity of some general ideas of Mexico the construction was imposed, and they wanted the opportunity to respond. As a result, they were able to turn the online environment into a personal and relevant space to come to voice.

Furthermore, the Lems explained that the experience of visiting Mexico is an event in itself. They suggested that many people know about some of the events held in the country; however, they wanted to show people what they may not know in order to change perceptions.

> L2: 'they just know, like, just one food or one celebration, while there's a lot of food and a lot of celebrations. So, we try [sic] to expand that perception…'

At one point in the RAAD video, the lyrics explain that the city is '(traditional food) and home' ('Eres chile en nogada, dulces, mole y hogar'). The description and connection between food, Puebla and a feeling of home is tacit knowledge that was present in several group's videos (see Figures 106-109).

Figure 106: Chile in Nut Sauce
(chile en nogada)
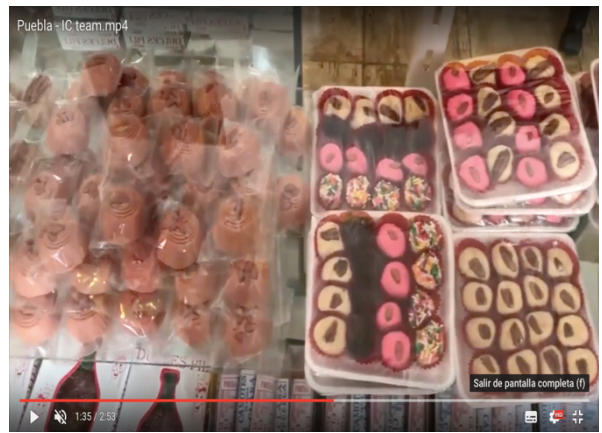
Figure 107: Traditional Candy from Puebla

Figure 109: Mexican Sandwich (Cemitas 1)   Figure 110: Mexican Sandwich (Cemitas 2)

IC2: 'It is important to present the gastronomy because it's something that represents, not just the country, but represents us all.'

The participants of the Fantastic Four also emphasized the importance of food (see Figure 110-113) to the extent that they portrayed food as an event in Puebla almost analogously to the 'eventness' of experiential learning. The participants described eating as something that often involves others and that occurs in a public context. They used food to provide an experiential account of visiting Puebla. When the researcher asked which images needed to be in the video, these were some responses from the Fantastic Four:

FF4: 'I love Mexican food and I think it's one of the greatest flavours in the world.'

FF1: 'Chile en Nogada….and Chalupas, for sure….and Mole Poblano. Those three things were like, "This has to be in the video!".'

FF2: 'If you really like food, you will really enjoy (it) here'

Figure 110: Traditional food (Chanclas)

Figure 111: Traditional food (Molote)

Figure 112: Traditional food (Mole)

Figure 113: Traditional food (Chile)

In addition, the chosen images connected with the lyrics at several moments in the video and the participants described this when they were asked about creating meaning:

> R4: 'I like the music because this was, like, the culture of Puebla and you know, like, this is the most principal [sic] things that you have to know' (see Figure 114).
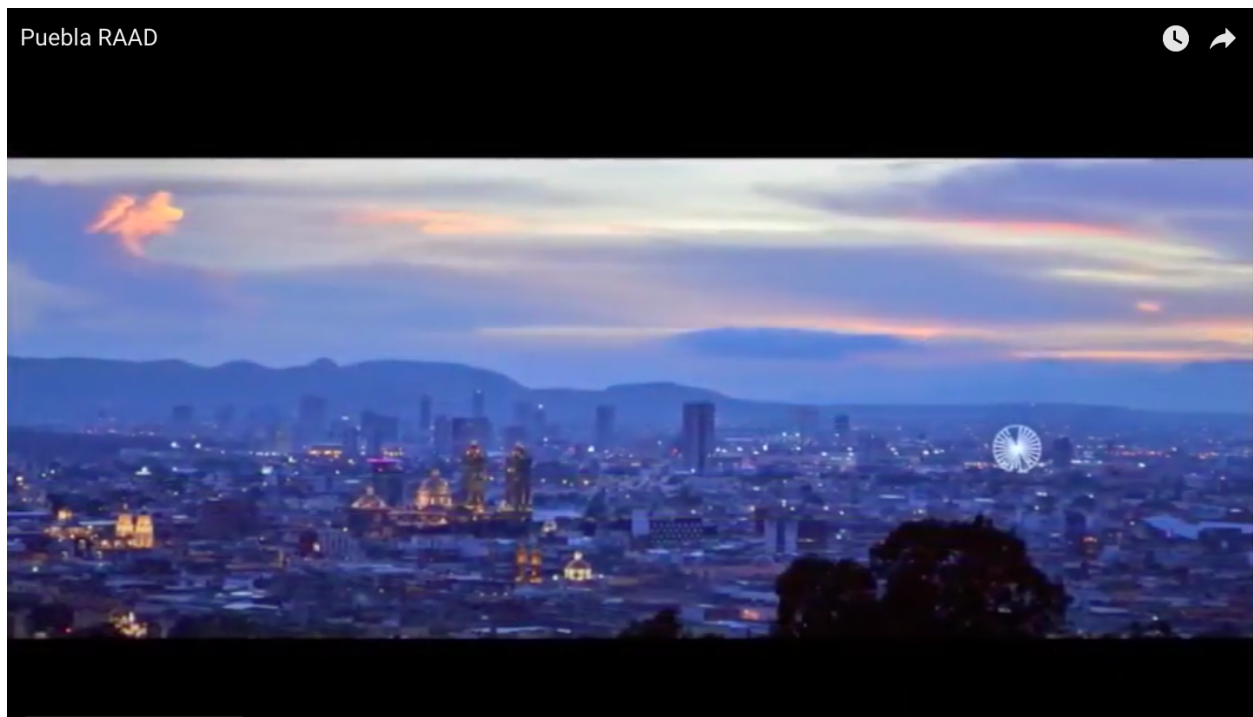
Figure 114: Song lyrics ('a reflection of heaven')

The researcher identified features of the video that originally had gone unnoticed by asking about everyday practices and how the participants created meaning. When the researcher asked whether the video included the everyday practices that play out in Puebla or how they represented 'the essence of Puebla' (IC4), many participants in different moments expressed that Mexican sandwich (cemitas) and especially, the video of the man eating them was meaningful (see Figure 115).

IC2: 'Yes, we did! We showed also about Mexican people, a little bit, like the guy that was eating the cemita [sic] (Mexican sandwich).'

Figure 115: Eating Cemitas

Experience might not fit into verbal categories of expression (Ingold 2013; Pink 2015). The importance of eating a Mexican sandwich (cemita) for many people from Puebla was an unseen element. Subsequently, we can observe the importance of this event in songs, images and videos dedicated to this everyday practice. IC3 explained that she/he wanted to show 'how Puebla really is' by using 'everyday footage.' Below IC3 explains what she/he meant by 'everyday footage'.

> IC3: **'**I wanted to put like the highlights of Puebla and also, I didn't want to put like 'fancy' things (for) everything, like, we also included cemitas and, like many…. other things that complete the culture of Puebla [sic].'

In this study, there was an interest in understanding the connection between the tangible physical environment and the experiential and unseen elements of everyday life (Pink 2015). Through this process, it became apparent that the students identified or created a 'truth' about their culture by casting it as an experience, in much the same way that the researcher encouraged them to do so by using this experience to learn about themselves.

In order to understand experiences of the participant's world, the researcher asked them about the structures of their lived experience that incorporate things, experiences and acts of noticing, imagining, loving (Detmer 2013, p. 23). The combination of the objects and the intangible acts of experience (magic and beauty) were used to describe the experience of Puebla. For example, when DT4 was asked what they 'needed' to have in the video in order describe their city/country, he/she responded:

> DT4: 'I think that the description of the city, like the words we use, when we used 'magical' and 'beautiful' …. I felt like that part was unique for me because those words describe our city, our country.'

When participants remarked that they were looking for beautiful, meaningful images of Puebla to present in their video, the researcher asked DT4:

> KM: 'What was the 'beautiful image' that you chose, that you were assigning meaning to?

> DT4: '(My) most favourite place (is) also the Downtown of Puebla, and the Cathedral because somebody once told me, like, 'Puebla is a very beautiful, the only thing is, that you have to see (it) with different eyes in order to realize that it's, like, really, really beautiful' (see Figure 116).

Figure 116: Cathedral

The participant teams developed their EBL when they identified opportunities that create value (Bacigalupo et al. 2016). Teams identified Puebla's unseen elements as the city's 'magic' and in the case of REM, the participants described Puebla's unique selling point as its magic (see Figure 117). The participants recognized that their experience with the city was not necessarily intrinsic to a visitor's cognizance which opened the possibility of new ways to express their appreciation for the city (see Figures 118 and 119).

> R1: 'Learning (about) the unique selling (point), we needed to find one in Puebla. So, we found, like... our 'magic'… there, that it's… where the unique selling point (is).'

> KM: 'Where do you think the 'magic' was represented in your video?

> R1: 'in the people and in the colours because we're, like, (such) a colourful place and (the) streets, like, this (participant looking at the video) …the smile of the people and (they're) eating or playing. Also, like, all the places we have that are different, the structures. I think in the colour… it's (the) magic of Mexico… in the people [sic]!'

Figure 117: 'Magic'

Figure 118: Gondola

Figure 119: Army museum

KM: 'Why did you want to portray the 'magic' of Mexico?'

R4: 'because I think that Puebla (is), like, so different and when you see, like, the kids and the people that was [sic], like, so happy, I think that nob…, like, (nobody) has that. Well, I think that that (word) represents us [sic]!'

Through the online participatory workshop, the participants were encouraged to share their experiences and opinions to facilitate knowledge-based learning interactions. The

participants described certain events that provided an account of their world. This exercise offered new ways to understand how happenings were experienced and remembered by the participants (Jackson 2005).

> R1: 'My favourite part of the video was when all the kids are, like, laughing. I think there are bubbles and there is, like, the…the boys outside. Like, I really like it because, like, in Mexico… like, when you are young, kids… for example…, when I was young, I went outside to play with my cousins or my neighbours and, I don't know, my friends were sleeping and I was outside playing and I was, like, so happy. And (in the) summer, we made up [sic] a, like, mess and like everything we made (was) a mess, but we were so happy. And, in that moment I was 'oh, I did [sic] that!' (see Figures 120 and 121).

Figure 120: Bubbles

Figure 121: Fun

When the researcher asked which images needed to be in the video, R3 responded acknowledging the challenges that adults and adolescence face:

R3: '[uhm] the kids with the bubbles because, like, kids express…it (helps) you to get what the kids are (feeling) because kids are just playing and having fun not realizing, like, there (are) many problems around them or situations. They were just fine with what they (have) there and what Puebla (gives) them [sic].'

As tacit knowledge is knowledge that is embodied, rarely spoken and undocumented, it can be used to help members of a community to determine common needs in order to take collective action (Oztok 2013). The participants identified a need to tell people about Mexico with the intention of responding to a forced and imposed construction of who they are and what it means to 'be Mexican'.

FF2: 'By telling who we really are.'

X2: 'We showcased the beauty of Mexican traditions and the reality of Puebla. This would give the viewer an explicit presentation intended to break the stereotypes [sic].'

The X discussed including aspects of their version of an 'authentic' Mexico in their video.

> X3: 'Well, I think yes because we put, like, the best parts of Puebla (in the video), but also the reality of Puebla, how it really is [sic].'

> KM: Can you give me an example of where you think you showed something 'real'?

> X3: 'Well, two examples I can think of. The carnival that, that is real. People go to it. It is a huge festival. And also, the part of the cathedral and the [inaudible] is holding up the book and the other, Don Victor, is saluting and everything. That I think is a reality because I have seen it. My father is a friend of Don Victor [sic] and in the street people go to him and say hi. And I like how he says "hi". And I like how he was saluting not necessarily focusing but saluting' (see Figure 122).

Figure 122: Don Victor (Archbishop Victor Sánchez Espinosa)

It was important to the researcher to try and understand the participants' affective experience of their city. As the desire for outsiders to get to know the 'real Mexico' had been discussed previously, the researcher approached this unseen element of experience by asking how the participants addressed stereotypes.

DT3: 'We show(ed) how Puebla and Mexico really (are)'

DT2: 'We used a phrase saying what Mexico really is: beauty and culture'.

The participants' experience with and of their city is represented with the chosen images and the ideas or thoughts shared in the methods used to divulge meaning.   Due to the number of different teams and individuals that mentioned the 'real Mexico', the researcher understood that it mattered to the participants that they had the opportunity to present for others as much as for themselves, their perceptions about their country.   The videos exposed the process as well as the need for self-saying.

KM: 'If you wanted people that don't know anything about Mexico, to know one thing about Mexico, what would it be?'

L3: 'I think that the areas that we showed they're like the… not the most beautiful things [sic], but it is what Mexico really is.'

When the participant was asked to explain what 'Mexico really is', he/she provided an account of his/her lifeworld (see Figures 123 and 124).

L3: 'We chose like 'fancy' parts of… because many people prefer 'fancy' things than natural things or also touristic things… The Pyramid is touristic, but the streets and the street food…'

KM: 'The street vendors were an example of something that you thought is not 'fancy', but that is real ('natural')?'

L3: 'Yes'.
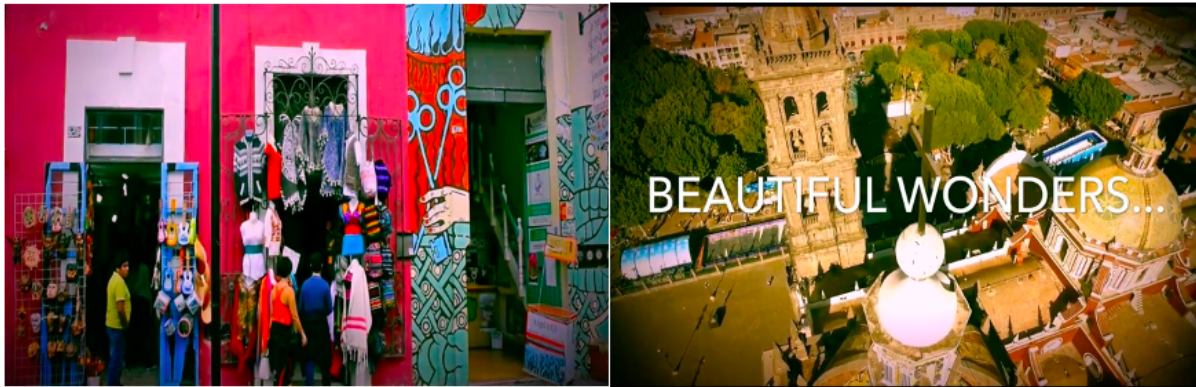
Figure 123: 'What Mexico really is'

Figure 124: 'Street Food'

The participants explained that they were interested in sharing people's knowable actions and habits in Puebla (see Figures 125 and 126) In an exercise of self-saying, the participants conveyed that these knowable actions are also a representation of the future in the present.

L3: '…we didn't show, like, the 'fancy' parts. We showed most of the parts of Cholula and how the streets are… how the people interact with each other….'

KM: 'And so, how do people interact? What did you want to convey?'

L3: 'That they can [sic] just be walking there without any problem; how the streets are, like, varied [sic] with different people.'

| Figure 125: 'Live' | Figure 126: 'Explore' |

Participants described how certain actions, especially human interaction, impact the practices in their world.

> KM: 'Give me a word that you (can) use to, say/describe "people interacting with each other (in the streets)".'

> L3: 'family!'

> L4: 'happiness'

The participants reported that their knowledge of 'being Mexican' was tacit and therefore, did not have to be discussed or made explicit. However, in contrast to these statements, there was one 'knowable' that needed to be made explicit. When the researcher asked the IC what would make their video different from their classmates, the IC responded:

> IC: 'We will show the highlights of Puebla and include the modern and the historic parts that conform it' (see Figures 127-132).

Although all teams referred to this concept at some point in their written documents or interviews, they did not recognize that their multi-layered sense of identity with regards to

a city that is both from the past and of the future, was a universal knowable and treated by the participants as a source of pride.

Figure 127: Historical Architecture

Figure 128: Modern Architecture

DR3: 'it shows like, from where (we) come (from) and now, how we have been progressing'.

Figure 129: Pyramid of Cholula and the Popocatepetl
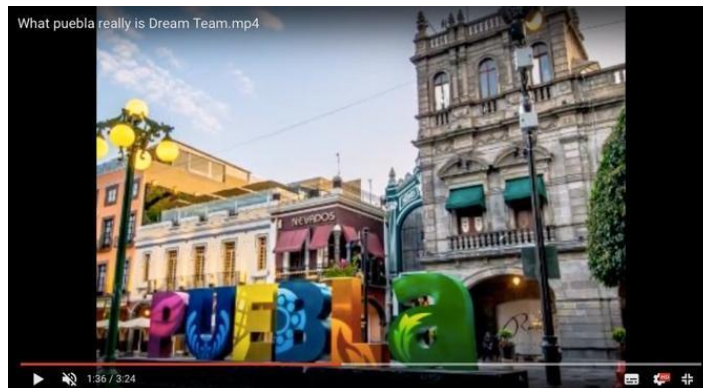
Figure 130: Historical Puebla ('The Centre')
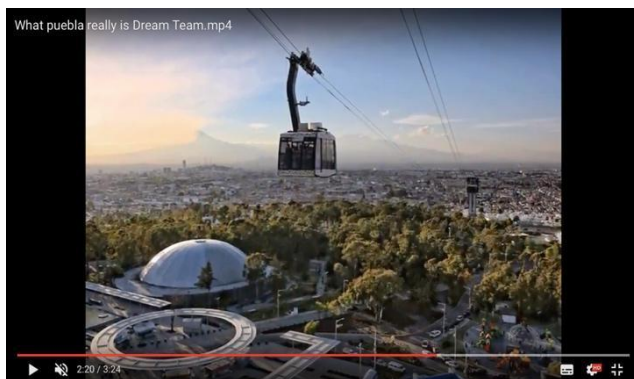
Figure 131: Puebla

(From the past and of the future)

Figure 132: Modern Architecture 2

When participants took notice of their multi-layered sense of identity, they connected and described it with a sense of pride. Furthermore, when participants were asked about the contrasting images of modern and historically relevant architecture, the participants responded by reflecting on the future as the present. The city's combination is a physical representation of future possibilities (see Figures 133 to 136).

FF3: 'I tried to look, like, for pictures that show, like, Puebla has good things and, like, it's not as old as people think and has new things in technology and infrastructure and all of that.'

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FF3: 'We, as a team, tried to show the beautiful things and modern things that Puebla has. We tried to prove that Puebla is not a pueblo (town) [sic]'.

Figure 133: Modernity (gondola)

Figure 134: Modernity (Baroque museum)

Figure 135: Modernity (regional museum)

Figure 136: Modernity (tourist train)

Each group wanted to express or describe their inhabited place as it is knowable by them and highlighted their city is experienced as an entity. The participants placed emphasis on the duality of their locality (see Figures 137 to 140). They described Puebla as having both modern and historical components. These different buildings, movement, and processes come together to make their inhabited place, or locality (Pink 2012).

KM: 'Were you able to create meaning in this video?'

R4: 'To show like both parts (that) represent us, like the historical part and the modern'.

R2: 'we showed that part (culture, church), but also, like the fun, so we (included) the modern part where there's the fun [sic].'

Figure 137: History (Cathedral)

Figure 138: History ('The Centre')

Figure 139: Modernity ('fun')

Figure 140: Modernity (the star at night)

Although the idea of having a multi-layered sense of identity was generally connected to the architecture and city infrastructure, there were certain images that teams wanted to include in their video as an additional example of this concept (see Figures 141 to 143).

KM: 'You had a scene where there's a woman texting, why did you include that?'

R1: 'Many people believe that in Mexico, like, we don't have, like, maybe the internet and we walk to our homes and we don't have streets. Like, we are, like, a small town or 'pueblo' [sic].'

R4: 'we also use social [sic] media and it was, like, a part also that represents… everyone'

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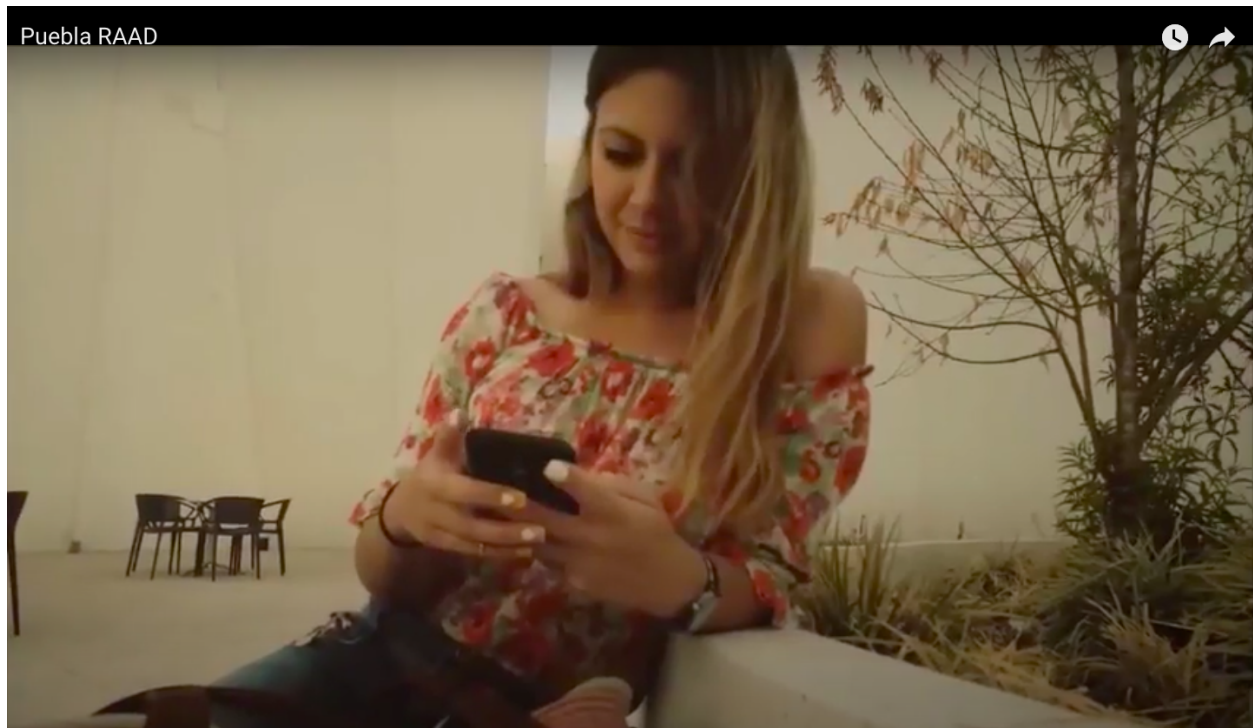
Figure 141: Connectivity
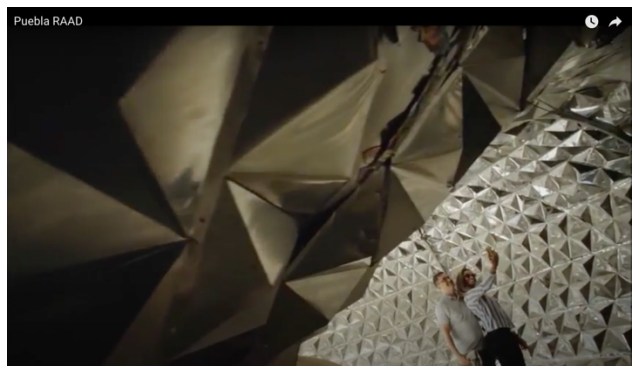
Figure 142: Selfie
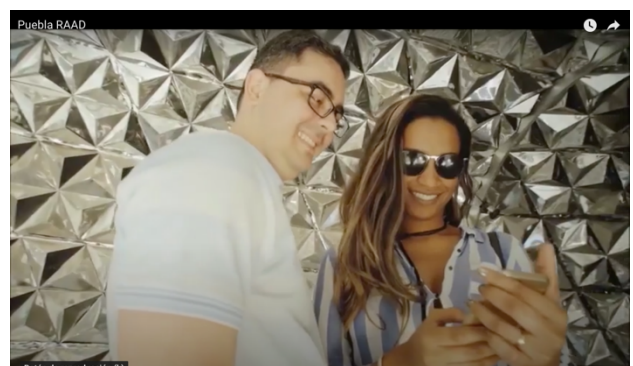
Figure 143: Selfie 2

In the videos, the teams recognized that rather than choosing between modern or historical parts of the city that characterize their identity, the participants were able to recognize the importance of sharing these overlapping localities with others.   The historical buildings of Puebla and the modern structures have been fused to form a single entity that is the experience of the city of Puebla (see Figure 144). These unique features are also treated by the participants as a source of pride. When the participants were

asked how they felt about their city during and after they made the video, the participants responded:

L1: 'It made me feel proud that I live in a city like this. (One) that has a lot of historical background and a lot of modern infrastructure.'

R3: 'We put in the video first the modern Puebla and then the colonial Puebla which enriches [sic] our culture'.

Figure 144: Modern infrastructure (urban landscape)

Figure 145: Puebla ('not stuck in the past')

RAAD: (video dialogue) 'But don't think Puebla is a city stuck in the past. The city has many modern museums, a planetarium, glamorous shopping centres and a beautiful convention centre.'

The participants highlight the changes in their city and suggest the idea of movement (Massey 2005). The participants celebrated the city, which for them is a Puebla that's changing from the past into the present and towards the participant's alternative futures that includes a world that will see their city as they do (see Figure 145).

IC4: 'We had to include the latest things we see in our city, but also our history and what involves the whole culture. And… the main food that we like and what really, really represents (the culture), because there are many things that are Mexican, but don't represent the…Puebla's culture [sic]. So, we have to give like specific aspects that gets [sic] the attention of the viewer, but also represent the whole essence of the, of Puebla'.

IC4: 'I think we show the other side that most people don't know about how the whole urban part of the…our country is' (see Figure 146).
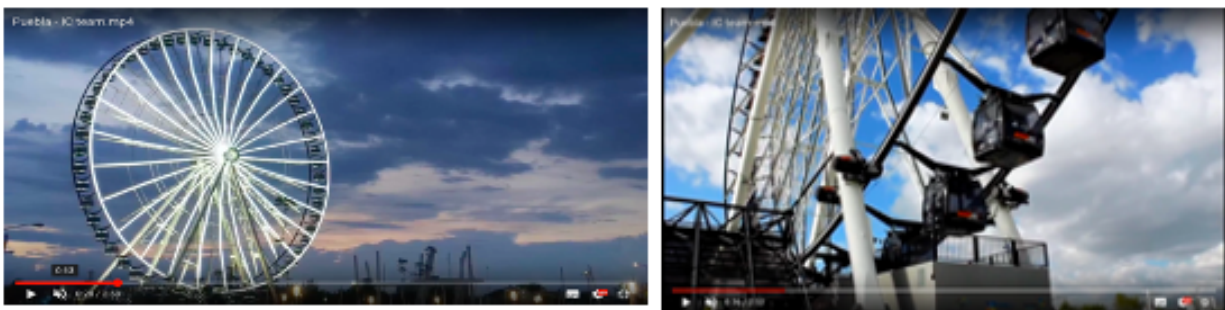
Figure 146: Puebla's urban side

DT4: '… Puebla is amazing! Because we have new things and we have old things, and the old things are like really cool [sic].' (see Figure 147)

Figure 147: 'Old things'

The participants focused on the idea of localities as known or knowable to locals. Massey's (2005) 'constellation of processes' enables us to think of place as constantly changing through the movement of things.

KM: 'Why was it important for you? … for people to see (the modern) side of Puebla…'

IC3: 'Because I wanted them to see that there's a lot of Puebla that people don't know and to appreciate both modern and old, you can say it that way, parts of Puebla…you literally just cross the street and you're in another Puebla than (where) you were [sic]'.

Figure 148: Duality of Puebla (just across the street 1)

The participants' description of Puebla uses the idea of place as something that is ongoing and changing (see Figures 148 and 149). They describe how very different aspects of the city come together to make one place. This is highlighted in the video with a rapid succession of contrasting images (see Figures 150 and 151).

Figure 149: Duality of Puebla (just across the street 2)

X1: 'We also wanted to represent that Mexico is not only, like, history. But we wanted to represent that Mexico can also be innovative and has, like, big museums and big architecture.'

Figure 150: Duality of Puebla 1

Figure 151: Duality of Puebla 2

X4: 'You think about (Mexico), you think about churches, cathedrals and typical food, but there's so (much) stuff that's new and it's, yeah, it's so impressive to see the country being so progressive.'

Figure 152: Puebla (to be enjoyed 1)

Figure 153: Puebla (to be enjoyed 2)

X1: 'We wanted to show that Mexico has a beautiful culture and that it has advanced technology, and it has like all these beautiful landscapes and things you can enjoy. We wanted to transmit that in the video [sic].' (see Figures 152-154).

Figure 154: Puebla (to be enjoyed 3)

X4: 'but the…the new thing, the modern part of the state is really something people don't…don't know' (see Figures 155-158).

Figure 155: Modernity (the star)

Figure 156: Modernity (gondola)

Figure 157: Modernity (Baroque museum)

Figure 158: Modernity (Baroque museum 2)

It is important that teachers design a safe space for students to converse about complex matters that emphasize the value of different life experiences. The participants made meaning of their encounter with this challenge. They connected the participatory workshop, tacit knowledge and personal experience with the lack of international knowledge of their locality and became intentional in their efforts to respond to imposed constructions of their cultural identity. The infusion of culturally relevant and responsive pedagogy (Gay, 2000) helps teachers and students make good use of group dynamics. Once there is an awareness, hope for alternative futures becomes possible.

5.5   CONCLUSION

The Marketing Challenge was a participatory workshop designed to provide a creative, collective e-learning experience that enabled the researcher to analyse participant's views on engagement, belonging and agency in entrepreneurial education as well as to provide insight on what becoming a member of a group with a voice and responsibility to others means. The performance-based assessment design provided the participants with knowledge and tools, and then required the participant creation of a digital artefact. The researcher was able to detect the development of EBL as entrepreneurial competence includes self-awareness and encourages people to believe in their ability to influence the course of events (Bacigalupo et al. 2016). This designed experiential e-learning 'space' afforded the researcher the opportunity to study student voice, identity and collaboration. The researcher was able to witness how students can become more actively and deeply involved in their learning: if they believe in the value and worth of investing in an activity, if they can see how the content is connected to their lives and if they feel heard, useful and that they belong. This collaborative activity depended on knowledge sharing, knowledge creating and meaning making. Throughout the challenge, the researcher was able to observe how people with similar interests can share knowledge, skills and experiences to become active agents of change and solve problems in order to bolster their community. Social justice education requires individuals to be cognizant of others and this type of designed sociocultural awareness learning experience provides an opportunity to support critical thinking while empowering young people. This participatory

ee-learning workshop allowed participants to play to the possible, and delight in imagined alternative futures.   In the next chapter, the researcher will offer conclusions and recommendations on how educators can use experiential e-learning to teach entrepreneurial and business literacy in a manner that provides a socially just learning experience while encouraging empowerment, engagement and belonging.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

This doctoral study examines the use of experiential e-learning to teach entrepreneurial and business literacy (EBL) to high school students drawing on social justice pedagogy as an emancipatory approach to promote engagement, belonging and social change. According to Ernst and Young (2012), in a report prepared for the G20, the jobs we need to create will come neither from large corporations nor from government in the 21st century; rather, it will be primarily entrepreneurs who provide these jobs as they represent 66% of job creation within the OECD. Regardless, there is a recognized gap in the Mexican education system around entrepreneurial and business literacy (EBL) for high school students. If corporations and political institutions that are putatively charged with young people's futures are indifferent or seeking to exploit those futures, it is imperative that students have access to entrepreneurial and business literacy so that they may draw on these skills if necessary. To address this gap in the Mexican education system, the researcher developed an e-learning participatory workshop called, 'The Marketing Challenge', to implement social justice pedagogy in the curriculum design as a collaborative performance-based assessment model for Mexican high school students.

The research design employed a pragmatist mixed methods approach informed by Participatory Action Research using short-term and digital ethnographic principles. The integration of cultural identity and belonging into the teaching and learning methods highlighted the researcher's emancipatory approach and created a collaborative, community-oriented space that enabled knowledge-based learning interactions. The Marketing Challenge helped facilitate student empowerment by using culturally authentic entrepreneurial and business literacy tools to challenge constructions of Mexican identity perpetuated through the news media by creating alternative representations. This project employed an abductive approach to research and was praxis based as the goal of the Marketing Challenge learning experience was to create a space and an opportunity that Dall'Alba and Barnacle (2007) explain as space for students 'to encounter the familiar in unfamiliar ways'. A shift in focus from knowledge transfer or acquisition to ways of being was an important element of the participatory workshop (Dall 'Alba and Barnacle 2007).

The idea for this research project was born out of the desire to respond to the needs of disenfranchised youth and a sense that a solution could be found in the meld of research from a reflexive, reflective teaching tool and culturally relevant entrepreneurial and business literacy video production.

This research differs from other research as it offers the educational research community an experiential e-learning model that uses social justice pedagogy to teach entrepreneurial and business literacy from a perspective that empowers and emboldens students to think critically and model social change. The conclusion of this study will be discussed in five parts: a summary of the responses to the research questions; a framework for future practice; contribution to knowledge in the field of social justice and entrepreneurship pedagogy; study limitations; and recommendations for future research.

6.1 RESEARCH QUESTION ONE

RQ1: How does experiential e-learning through a performance-based assessment model impact student engagement with entrepreneurial and business literacy?

The findings demonstrate a successful e-learning environment can be designed through a performance-based assessment model to positively impact students' cognitive, emotional and behavioural engagement with entrepreneurial and business literacy. While the participants in this study displayed evidence of the multidimensional construct of student engagement that includes behavioural, cognitive and emotional engagement, the findings also show that agentic engagement enhanced self-supporting and collaborative learning experiences. Accordingly, this study offers insight into agentic engagement in ee-learning settings. Finally, the research conducted during this project sought to extend understanding of how teacher designed learning environments can heighten engagement and provide the conditions for students to be intentional in their initiatives that contribute to learning.

6.1.1 BEHAVIOURAL ENGAGEMENT

According to the participants, behavioural engagement was positively affected by the performance-based assessment aspects of the Marketing Challenge. Notably, the time bound, complex and authentic nature of the tasks helped the participants to stay engaged.

The researcher was able to see behavioural engagement and practice of entrepreneurial and business literacy skills. According to the European Entrepreneurship Competence (Entrecomp) Framework, it is important that people have the capacity to be patient and resilient as they work towards individual or group goals (Bacigalupo et al. 2016). As the participants were given a limited amount of time for each assignment and they were due frequently, the researcher and the lab attendants were able to recognize that the effort was consistent for all participants. Of course, not every participant worked as efficiently or had the same ability for each task; however, it appeared that everyone was working towards the objective, unless the team had agreed to delegate the responsibilities.

According to the students, the time bound assignments required them to work collaboratively on knowledge-based learning interactions as well as to intercede in the potentially contentious issues. These assignments were used as non-graded formative assessments that provided information to the researcher about the students thinking process. When the students uploaded the assignments into Google Classroom, the researcher used these assignments to ensure that the students were on task, on track and on time. Furthermore, the researcher was able to observe that the participants developed their EBL competences as they showed initiative, developed SMART action plans and held firmly to their intentions (Bacigalupo et al. 2016). In the case of the participatory workshop, the formative assessment process provided instructional insights about student thinking for the researcher. The findings suggest that formative assessments that are time bound, but not grade bound may help with engagement, learning and identity. In the future, it would be interesting to research how time bound formative assessments in a performance-based assessment model could contribute to metacognition and identity development for students (Shepard et al. 2018).

The anticipatory assignments of the Marketing Challenge were designed to be complex, collaborative, and creative allowing participants to play to their strengths. If anyone felt that the task was too daunting, there were other team members that could contribute with their knowledge, skills or risk-taking abilities. This workshop involved the use of specific

dynamics to transform a formal education setting into an e-learning experience that resembled a digitally entangled workplace that facilitated knowledge-based learning interactions. Within this designed context, the researcher was able to simulate authentic experiences to provide contextually relevant lived experiences as suggested by Penaluna and Penaluna (2020). At one point in the participatory workshop, the students were informed that their 'Project Manager' was unavailable due to a 'flight delay'. The Project Managers were instructed to walk away from their screens and take a break. The remaining team members had to reorganize their work distribution in order to make their deadline. Penaluna et al. (2015) suggest setting moving and multiple deadlines in order to address 'Premature Articulation', one of the barriers to creative or 'divergent' thinking. Pursuant to the Entrecomp framework, entrepreneurs should develop the capacity to cope with uncertainty, ambiguity and risk as well as develop flexibility in their responses (Bacigalupo et al. 2016). The participants were provided the opportunity to develop these EBL skills as they responded to these disruptive learning experiences. Certain teams and certain team members were offered the opportunity to display their skills in perseverance, resilience and creative thinking. The majority of the participants reported enjoying and appreciating the Marketing Challenge in part due to these types of authentic tasks:

> L2: 'I believe this was an excellent activity since we were actually presented with tasks that will occur in the real life [sic].'

This suggests that a greater emphasis needs to be placed on designing teaching methods and contexts that include safe spaces of uncertainty that require students to embrace challenges and construct alternative solutions.

6.1.2 COGNITIVE ENGAGEMENT

The findings suggest that the participants were cognitively engaged. Cognitive engagement includes investment in learning, depth of processing, and/or the use of self-regulated metacognitive strategies (Shernoff et al. 2016). Perceived learning was present as all participants stated that they learned something; however, it was important to the researcher to understand whether or not the participatory workshop had any effect on

actual learning. Thus, rather than evaluating the teaching intervention solely on the student's perception, direct measures of knowledge were also included. As seen in Chapter Four, the test scores after the participatory workshop were greater than the test scores prior to the participatory workshop. These results may prove to be statistically significant; however, this does not mean that they are actually representative of learning.

As the Marketing Challenge aimed to provide students with information about entrepreneurial and business literacy, the participants were provided with a range of complex sources of material with regards to marketing concepts and context. The researcher acknowledges that the time spent learning certain components of EBL was not extensive; however, the participants were required to put this knowledge to use when elaborating the anticipatory assignments that required the participants to identify the customer profile, the unique selling point and the target market. This study was informed by Hackman with regards to content mastery through a social justice pedagogical lens. As previously mentioned, this study employed the term content competence. Content competence includes three main components: factual information, contextualization, and content analysis (Hackman 2005). The teams showed elements of all three in their assignments. In addition, it was important that the content competence included student understanding of new knowledge on micro and the macro levels. Notably, many students recognized that they could apply their new knowledge to other contexts.

> PR4: 'Through this experience I could see how the marketing world work(s). Through this experience, I could experience how marketing is around us in every company, in every product, in any advertisement (that) we (see) on the street on social networks and on tv.'

Potential future entrepreneurs need to have the ability to identify opportunities; the Entrecomp framework describes this as 'establishing new connections and bringing together scattered elements of the landscape to create opportunities to create value' (Bacigalupo et al. 2016, p.12). The research indicates development of this skill as the

participants recognized that they could use media technologies as an extension of the self to make their voices heard.

> X1: 'So, I wanted to transmit that to other countries. To say Mexico is not only a party country, it is more than that. It is people that know how to communicate and how they collaborate with each other and the unity that they have between (each other) [sic].'

Student investment refers to the willingness to exert the necessary effort to understand complex ideas and master skills and is included in the concept of cognitive engagement (Fredricks et al. 2004, p.60). There were numerous opportunities to witness tenacious student investment during the participatory workshop. Below R1 identifies her/his knowledge development as she/he reflects on the before and after of the experience.

> Before
>
> R1: 'My brain was empty (on) the topic of business and the first thing we made were two tests. I already felt I was failing. Then I saw two videos about marketing that made my hope (come back) and (I) encourage(d) my team to do and learn their best [sic].'

> After
>
> R1: 'I can (say) that I left (this) project knowing ten times more of marketing than what I (knew) when I started. Now I know what terms like unique selling product, different marketing, customer profile, and many others mean [sic].'

Cognitive engagement can vary in intensity and duration as well as in range from simple memorization to the use of metacognitive strategies (Fredricks et al. 2004). As the evidence shows that the participants were cognitively engaged in the Marketing Challenge, this provides a useful starting point for further exploration on whether cognitive engagement can be enhanced by mediated changes using ee-learning participatory workshops as a model.

Finally, cognitive engagement is also related to how learners are able to acknowledge their learning path; where they are and how they can evolve. As Ingold states:

> 'knowing from the inside is learning from others what they have to teach us and involves becoming wayfarers with them (Ingold cited by Pink and Salazar 2017, p.128).'

In addition, Ingold (2013) affirms that the wayfarer's path is where knowledge is forged along the way. As previously seen, the focus of the participatory workshop was not only on what the learner knows, but the experience that is held while working with the knowledge and being in the experience (Dall'Alba and Barnacle 2007). The researcher conducted praxis-oriented action research with a transformative paradigm, which called on participants to not only ideate differently, but to behave differently. This was observed in the final collaborative digital artefact where many participants used metacognitive strategies to support empowerment.

6.1.3 EMOTIONAL ENGAGEMENT

The Marketing Challenge aspired to elicit emotion so that the participants would connect emotionally as well as intellectually. The research shows that engaged pedagogy encourages, promotes and esteems student voice. Through the student narratives, subtle forms of self-saying emerged enabling participants to construct or to authenticate a sense of self.

The findings suggest movement in the participant's engagement from 'me' to 'you' to 'we' through their expressions of love for their shared experience of Mexico, to their desire to teach others, and in certain cases, their emboldened need to model social change as they constructed alternative representations of Mexico.

The Marketing Challenge was a designed learning experience that created a culturally relevant safe space for participants to recognize and value different life experiences. Through this responsive pedagogy, the participants were encouraged to come to voice

about complicated topics in order to respond to narratives. The research shows that many participants viewed the digital artefact as an expression of love for the tacit knowledge and shared experience of Mexico. The participants clearly articulated that the participatory workshop was an experience that held personal meaning.

> FF4: 'Some images that I chose were from places that I really like … from which I have very good memories [sic].'

> DT3: 'places where i used to visit when i was younger [sic].'

> IC3: 'I included some of my favourite parts (of my city).'

> R1: 'I have been in all (those) places and lived an experience [sic].'

> X1: 'I personally promoted (my favourite places in the city) with little descriptions of what each of them represents for me, and the value they have in me [sic]'.

A key finding in this study is that by using a social justice education approach teachers can effectively facilitate from a perspective that empowers and emboldens students to think critically and model social change. The participants were given tools to be prepared should they choose to be active agents of change. In the end, some of the digital artefacts became a way to challenge negative constructions of Mexican identity perpetuated through populist politics (see Figure 159). This transformative learning process allowed some participants to reassess their conditions and respond with imagined possible futures.

Figure 159: 'WE ARE NOT RAPISTS'

Potential future entrepreneurs must develop the capacity to think ethically and sustainably. Entrepreneurial and business literacy highlights the need for entrepreneurs to be able to reflect on social, cultural and economic goals and the impact of their ideas (Bacigalupo et al. 2016). As the study indicates that designed learning experiences can encourage an activist mindset for social change, there is an opportunity for further investigation.

Moreover, as this research demonstrated, students were interested in the participatory workshop in part due to the way that the experience made them feel. Participants were more engaged when they experienced a sense of accomplishment, felt useful, or felt that their contribution mattered.

> X1: 'The team was very engaged since the beginning with the project, so engaged that while making the video our collaborator wanted to truly manifest the impact the project provoked on us causing our delay in uploading the video.'

The connection between a lack of engagement and an overwhelming sense of stress was also revealed. Different groups reported feeling some sort of stress or anxiety throughout the Marketing Challenge for a variety of different reasons: time limits, technological impediments, communication limitations etc. However, the connection between 'stress taking over' (X3) and a loss of engagement requires future research. This is particularly important as one of the findings in this study showed that the participants responded well to disruptive learning experiences that caused a certain degree of anxiety.

Finally, the study indicates that although the student's engagement was related to the designed learning experience by the researcher, another aspect of participant engagement was connected to the intentional acts of the participants. The findings show that the students supported their own learning process and displayed agentic engagement by taking action initiatives that contribute to learning and teaching (Reeve 2012).

Acting intentionally to learn with others while believing in one's ability to achieve goals, was readily available in the actions and reflections of the participants in the Marketing Challenge. The participants described moments of self-efficacy or EBL when they indicated that they trusted their ability to influence the course of events despite ongoing uncertainty or risk. To further illustrate this concept the researcher can draw from the LEMS team when they overcame a communication challenge by using an alternative communication method that allowed for a more playful learning environment. The team used the ordeal to intentionally contribute to their learning experience.

> L4: '(Our) problems consisted of difficulties to establish a clear and good communication between my team partners [sic]. But we did not have any difficulties (adapting) to those situations, and we solved those issues.'

The team's ability to reflect on their needs, to develop creative and purposeful ideas to tackle challenges, and to improve their learning environment allowed for a more playful,

amenable work environment. This scenario both facilitated the development of EBL skills and encouraged elevated student engagement.

> L4: 'And after solving (these) issues, the communication turned (out) to be if not the most, (then) one of the most fun factors of the development of our video, because now that we were able to use, … (to communicate to) the maximum we started to not only communicate for the job, but we also started to use more tools (in) the application in which we communicated to put music and have a little bit of fun while working. So, (in) the end we not only developed new abilities for the project, but we also knew how to look (at) the work in a fun and interesting way [sic].'

Agentic engagement was also present in autonomous work.

> DT2: 'Also, in some cases I had to figure out what to do to contribute to the team because everyone was busy with something, and I think it made me more independent.'

This study concurs with Reeve (2013) that agentically engaged learners generate self-supportive learning moments by showing initiative and collaborating. Future research is therefore necessary to explore the connection between agentic engagement and designed ee-learning opportunities that require collaboration.

In summary, the findings show that research on student engagement offers unique opportunities to discover more about peer interaction, concept connections and pedagogical designs. A successful e-learning environment can be designed through a performance-based assessment model to positively impact student cognitive, affective, behavioural and importantly, agentic engagement with entrepreneurial and business literacy. Furthermore, this study suggests that when students feel that they are taking part in something meaningful and relevant, they may become empowered to act for social change.

6.2 RESEARCH QUESTION TWO

RQ2: What impact does belonging have on participative and collaborative learning within entrepreneurial and business literacy using an experiential e-learning performance-based model?

One of the aims of the study was to understand the relationship between peer-to-peer learning and sense of belonging on participative and collaborative learning within entrepreneurial and business literacy using an experiential e-learning performance-based model. Research suggests that sense of belonging leads to higher academic achievement, and high academic success prompts greater social acceptance and sense of belonging (OECD 2019b). If teachers and institutions succeed in fostering sense of belonging with e-learning experiences, students may experience higher levels of interest, academic success and course completion. This study makes a unique contribution to knowledge by providing an understanding of the lived experience in relation to sense of belonging in an experiential e-learning environment.

By employing a participatory experiential e-learning EBL workshop, the researcher was able to analyse ways to cultivate sense of belonging by including authentic, meaningful, time bound challenges with high levels of interactivity. The participants were put into teams in order to understand how collaborative work could act as a pedagogical method to stimulate entrepreneurial and business literacy, participation and belonging. Afterwards, the researcher observed how peer-to-peer learning affected the participant's sense of belonging as well as how a sense of belonging helped and hindered peer-to-peer learning. The findings clearly indicate that an experiential e-learning environment can be designed using a performance-based assessment model to teach EBL and positively impact student sense of belonging.

6.2.1 DESIGNED LEARNING EXPERIENCE: ENVIRONMENT

Researchers emphasise the importance of a caring school environment that facilitates a sense of community and a feeling of belongingness among students (Allen et al. 2018). Therefore, educators need to take advantage of the opportunity to create an environment that is supportive, responsive and that creates a sense of belonging for those involved.

There is a research gap in what is understood and known about environmental features that influence school belonging, however the school environment clearly matters (Waters et al. cited by Allen et al. 2018). Furthermore, Duckworth (2020) encouraged teachers to develop a context that encourages growth and challenges.

The researcher posits that educators can design learning experiences and develop contexts that foster sense of belonging. In order to design a learning experience that foments belonging, students need activities that are authentic or that connect to students' lived experiences, that empower and that encourage alternative hopeful futures.

6.2.1.1 AUTHENTIC
The findings demonstrate that students are interested in participating in authentic activities that resemble 'real life' and that these meaningful experiences can be carried out in a variety of manners.   These relevant experiences were identified by the participants as the need to: comply with multiple deadlines, craft letters requesting extensions and fulfil job specific duties (ex. Project Manager).

> L3: 'This project was interesting because we worked as if it was real life with deadlines, like, every 30 minutes.'

Csikszentmihalyi (2011; 2014) stated that students become engaged with authentic academic work that intellectually includes them in the process of meaningful inquiry to solve real life problems that go beyond the classroom.

6.2.1.2 EMPOWERING
The research indicates that empowering aspects of designed learning experiences can make situations meaningful and relevant for students. During the Marketing Challenge, the students were exposed to EBL knowledge as well as social justice tools, the data demonstrates that the participants needed to feel heard as they co-constructed a digital artefact that was meaningful to their experience with the world.

P5: 'I think not just me, but everyone felt that something greater could come out of this experiment, by analysing concepts, promoting people to visit your country and knowing that you will help to erase the stereotypes formed by society.'

The research also shows that the participants reflected on how they could contribute and expressed the need to be or feel useful in their attempt.

X2: 'I believe that the social purpose (of) this activity has (served) as an inspiration to keep the work effective and (to) produce a quality outcome (video).'

A key finding of this study is that when members of a team are empowered by being made to feel heard and useful, group collaboration is often stronger and consequently the sense of belonging is as well.

6.2.1.3 FUTURE FOCUSED

The study captures the participant's belief in the value of devoting time to their learning. Prior to the research, the participants (100%) reported that they felt that learning about entrepreneurship and business was important in order to be prepared for their future. According to Pink and Salazar (2017), it is important to see futures as a universal element of human ways of being in the world.

X2: 'Yes, I sincerely believe this experience will be reflected in my future.'

This conclusion provides a useful starting point for further exploration on how educators can encourage students to reflect on possible and preferred futures. Once there is awareness, hope for alternative futures becomes possible. When the participants were offered social action tools, the space and the opportunity to design meaningful and relevant digital artefacts, they used their bolstered creativity to display hope for a variety of different possible futures.

FF1: 'We are not perfect in any way, but we always find a way of being together and to move forward to a better future as the Mexicans we are [sic].'

The research shows that the introduction of relevant cultural information to responsive pedagogy provides favourable circumstances for students to make meaning collaboratively. Moreover, the research participants mobilized their limited resources and turned their ideas into action by acquiring digital competences needed to face the challenge. Obtaining necessary skills and mobilising resources are recognized competences of EBL (Bacigalupo et al. 2016). Teachers can design learning experiences that provide tools for social change, enhance EBL as well as belonging and by doing so, encourage students to envision alternative promising futures with agency.

6.2.2 DESIGNED LEARNING EXPERIENCE: SHARED EXPERIENCES

The participants shared their experience and developed learning through experience which is another important aspect of EBL (Bacigalupo et al. 2016). The findings indicate that the participants recounted meaningful everyday habits and routines to each other and used the experience for value creation. Participants reflected on happy childhood memories (playing outside with cousins) and other lived experiences, including painful or sad memories.

> R2: 'when I was young, I went outside to play with my cousins or my neighbours and, I don't know, my friends were sleeping and I was outside playing and I was, like, so happy.'

IC1 recalled a painful memory of her/his experience when studying in Canada:

> '…there was a moment that all the teachers called the Mexicans to the office and (started) to ask us, like, "What do your fathers (parents) do for a living?" and all that, they thought that our fathers [sic] were, like, drug dealers…'

The research indicates that moments of reflection, vulnerability, and openness allow for a space to connect and can heighten sense of belonging. Furthermore, the reflective activity of selecting images based on emotional connections while leaving others behind is an intimate form of meaning making.

X4: 'It was a sense of brotherhood and friendship when we were editing together the documents [sic].'

As the research illustrates, the digital artefacts took on more meaning when the collective effort represented and connected the participants and their lifeworld.

X2: 'There's definitely a personal meaning behind the video because we represent what is portrayed.'

A key finding of this study is that when group members share cultural knowledge, the sense of belonging to the team improves. It is of interest that many groups shared their experiences of tacit knowledge or 'knowable' characteristics of 'being Mexican', but not the knowledge itself. The participants connected this shared experience of being Mexican' and the resulting sense of belonging as an important element of the Marketing Challenge.

To further understand the role of shared experience, the researcher looked for other indications that lifeworld-led connections can enhance sense of belonging. There is evidence that the experiences do not have to be something as 'knowable' as a shared cultural identity. After facing a challenge together, some teams described the problem-solving process as a shared experience that led to stronger ties to the team, enhanced collaboration and improved sense of belonging. Some of the identified experiences that required collaborative problem-solving skills involved delegation of tasks as well as connectivity and communication issues.

X1: 'it was really surprising because… the collaboration with each other was, like, very efficient and I was like, for example, working on something and someone was correcting my spelling [sic], words, or [uhm] making improvements to what I was saying.'

DT4: 'we have (had) a better union as a team since that moment'.

Moreover, the research indicates that the shared experience can be the collaboration itself as some participants attributed the team's sense of belonging as an effect of the shared experience of strong collaboration.

X3: 'A moment that improved my individual sense of belonging was when the whole team was working on the documents and cooperating.'

An intentionally designed learning context that allows students to be and to become with others will permit students to face their alternative futures collaboratively and develop a better sense of belonging.

6.2.3 DESIGNED LEARNING EXPERIENCE: PRACTICES

The research conducted during this project also sought to extend the understanding of the relationship between belonging and shared experience. The learning experience, 'The Marketing Challenge', was designed using a performance-based assessment model. The time bound and complex activities provided the participants the opportunity to feel useful, competent, and heard. The participants recognized that these practices helped their sense of belonging during the collaboration. Furthermore, the study showed that collaborative learning improves when practices that enhance sense of belonging are present.

6.2.3.1 IMPORTANCE OF FEELING USEFUL

As this study demonstrates, a sense of belonging strengthened when participants felt needed, competent and valued in their team. The participants associated the effect of feeling needed with team integration and continuous collaboration towards the culmination of the challenge.

FF3: 'Something that improved this experience for me was that I had the chance to learn about Marketing and therefore I was able to provide my team with information and facilitate our job.'

IC3: 'The sense of belonging improved because we were all needed in the team, without one member of our team we might have not been able to complete the video'.

The designed learning experience provided an opportunity for students to develop their collaboration and communication skills while highlighting the importance of working with others. EBL includes teaming up, collaborating and networking as important competences for developing ideas, turning them into action and solving conflicts (Bacigalupo et al. 2016).

IC3: 'We were able to complete this challenge by teamwork and by understand(ing) [sic].'

According to the OECD (2019b, p. 51), participating schools reported that students were more likely to feel that they belong at school when their peers were more co-operative.

L1: 'Because I was editing the video, my teammates through the call were supporting me [sic].'

According to the findings, the participants used effective communication, persuasion, negotiation and leadership skills to mobilise others during the participatory workshop. As such, the participants displayed their practice of EBL when they recognised the value and potential in others' ideas and identified appropriate ways to put these ideas to use (Bacigalupo et al. 2016). As this study demonstrates, fostering quality relationships by being open to others' ideas, being co-operative and recognizing other's contributions is required for rewarding collaborative work.

FF4: 'we, like, listened to the ideas of others and then (did) the work and it was not just like "you do this, you do this". It was like teamwork.'

The research shows that the participatory workshop provided an opportunity for the participants to display their knowledge, to reflect on their self-concept and enhance their sense of belonging through a shared experience. This study underlines the significant role that feeling useful as an individual, and for a group or community plays in an educational setting. What has emerged through the narratives of the participants is an insight into the importance of designing learning experiences and recognizing practices that encourage students to feel useful and competent.

6.2.3.2 IMPORTANCE OF FEELING COMPETENT

This study underlines the important role that feeling competent plays for students. Different students displayed EBL competence, digital competence, and/or communication competence. The participants indicated a sense of accomplishment when they performed well due to content or task competence, especially if they felt that their contribution was valued by others.

> L4: 'I really enjoyed (being) product manager because I had to apply my knowledge to control and lead a group of people to develop a product.'

> X2: 'I think the highest point in the activity was when we were developing each other's… well… the real product because we were able to collaborate and work even automatically [sic] on each other's sections because we knew and identified our abilities in certain points.'

As this study demonstrates, the participants' sense of belonging was heightened when they felt a sense of accomplishment.

> L4: 'When we saw the final product, what we had made. Yeah! It was satisfying [sic].'

The importance of mastering the task by using problem solving and coping skills as well as the belief that they would be successful when doing so, emerged in the participant's narratives.

DT2: 'I enjoyed a lot this activity because I felt that I was capable of achieving my goals and working in teams [sic]. I also learned a lot about handling situations when it gets complicated. We faced some conflicts because in one case, we ran out of time because we started doing the second document, and we had to find a solution for it in a team [sic].'

Self-efficacy is the belief that one can be successful in future tasks and is crucial for EBL (Bacigalupo et al. 2016). Both the presence and practice of self-efficacy was evident in the findings of this study.

6.2.3.3 IMPORTANCE OF FEELING HEARD

The findings showed that the participants appreciated when their opinions, reflections and contributions were taken into consideration and that this directly affected their sense of belonging. When asked what helped their sense of belonging, many participants similarly:

PR2: 'When they ask for my point of view.'

X1: 'I feel that since the beginning my opinion and suggestions were always taken to consideration and that made my work much more valuable.'

According to the research, the participants felt that the ee-learning participatory workshop was a meaningful and relevant activity. Furthermore, an important number of students recognized that their participation in the designed learning experience was an exercise in identity construction. Constructions of belonging are cognitive stories that reflect emotional investments and desire for attachments (Yuval-Davis 2006). These moments of shared experience were also an opportunity for students to come to voice about issues that are personally relevant. Finally, the participants reported that their sense of belonging was negatively affected, if they felt that they were not being heard:

DT4: 'At very, very beginning I thought my ideas weren't (being) listened (to), but then I felt there was this union that (it) made me feel part of the team.'

In conclusion, these findings have tangible implications for learning experience design in educational practice. It is clear that the learning context can be designed to elicit sense of belonging if students feel that they are taking part in something meaningful and have the opportunity to feel useful, competent, and heard. Although the researcher suspected that the e-learning component of the participatory workshop would affect students' sense of belonging, that was not evident in the findings. Yet, the connection between participant sense of belonging and skilled or poor communication styles notably affected the participants. This research explores effective e-learning experiences designed to help develop a sense of belonging while contributing to the debate about what a sense of belonging means in a virtual space. Future research is therefore necessary to explore the connection between collaborative work and e-learning design. It is important to note that a connection surfaced between agency and cultural identity when encouraging students' sense of belonging.

6.3 RESEARCH QUESTION THREE

RQ3: How does the inclusion of cultural identity within a performance-based assessment model of experiential e-learning of entrepreneurial and business literacy support agency and pedagogies of social justice?

The researcher analysed whether the inclusion of cultural identity and tools for agency encouraged participant empowerment during the experiential e-learning of entrepreneurial and business literacy. In the case of EBL, educators have the opportunity to share relevant knowledge as they empower and engage students. Students as subjects of power, are also 'agents' who can strategically mobilise disjunctures in discourses and in so doing, open up the world of possibility [sic] (Powell 2015, p.415). As previously mentioned, this aspect of the study drew on theories from experiential education and social justice pedagogy. The findings suggest that The Marketing Challenge helped facilitate student empowerment by using culturally authentic entrepreneurial and business literacy tools to challenge negative constructions of Mexican identity.

Figure 77: 'WE ARE CULTURE'

6.3.1 CREATING AN ENVIRONMENT FOR SOCIAL JUSTICE EDUCATION

This research took a social justice education approach to study how educators can effectively teach from a perspective that empowers and emboldens students to think critically and model social change. As previously discussed, social justice education is 'both a process and a goal' with the ultimate aim being 'full and equal participation of all groups in a society that is mutually shaped to meet their needs' (Bell 1997, p.3). One of the goals of this research is to better understand how educators can make connections, promote reflection and empower students to see new possibilities of engaging and anticipating futures. While informed by various scholars, Hackman's work played an important role in the designed learning experience with regards to its social justice pedagogical lens. Hackman emphasises a pragmatic approach to creating the environment for effective social justice education and suggests working with tools to help students master content, to think critically, to encourage action, to reflect and to raise awareness (Hackman 2005). The Marketing Challenge was a participatory experiential e-learning workshop that created a safe digitally entangled space allowing students to

reflect from a social justice perspective, to connect with larger issues in society and to make statements on identity, collaboration and engagement. Spaces for future-making provide the opportunity to create maps for alternative futures and informed, critical citizenship for a more inclusive future (Appadurai 2013).

6.3.2 TOOLS FOR CONTENT COMPETENCE

The participants were provided with a variety of different academic and practical resources to help them master essential elements of the Marketing Challenge. The study has shown that the participants reported on the importance of feeling useful and capable as they performed their tasks despite having little knowledge of the concepts prior to the workshop. Furthermore, participants communicated that they were more engaged with the assignments when they felt that they could be of use to their team. This highlights the importance of providing appropriately complex tasks and the opportunity for a variety of different students to share their knowledge and skills.

An important finding of this study is that the participants articulated their motivation to challenge imposed negative constructions of Mexico. With regards to macro level ramifications, students recognized the damaging consequences that the perspectives could have on economics and international relations.

> P19: 'It is quite saddening that people do not care about the negative consequences that simple words may bring to an entire population. Arguments become strong when put into a worldwide spectrum [sic].'

> P11: 'I had not seen before so specifically how people from other countries have a view so different and how the percentages of…(the) importance towards tourism [sic]'.

The findings show that students were able to identify that nations as well as individuals can play a role in countering negative identity constructions. In conclusion, the understanding and connection between the micro and macro levels of content

competence led to a desire for many students to participate as positive agents of change while they were working towards the completion of the challenge.

6.3.3 TOOLS FOR CRITICAL THINKING

Although the participants had access to information and the motivation to respond, knowledge alone does not necessarily give students a plan to execute action. The ee-learning participatory workshop offered tools to give power to the acquired information and the opportunity to think critically. In order to foster critical thinking, the participants were exposed to a broad range of experiences throughout the challenge that offered them the opportunity to 'name their own experience' (Truman et al. 2000).

The study demonstrates that the participants used the opportunity to acknowledge their experiences and knowables in the form of tacit knowledge of their city and cultural identity. In this safe 'space', the students also related moments of painful experiences of imposed negative narrations of 'Mexico' and 'Mexicans'.

Power is omnipresent and exceeds agency or structure (Foucault cited by Pitsoe and Letseka 2013) and for this reason, neither the researcher nor the students spoke of eradicating power. In the student's lifeworld, the issue instead is how students can retain power or resist it productively (Cheshier 1999). According to both experiential learning theory (Kolb and Kolb 2005, p. 5) and entrepreneurial and business literacy (Bacigalupo et al. 2016), learning requires the resolution of conflicts. When the participants were asked if they could do something about stereotypes, the vast majority responded with hope, and a plan for an alternative future:

> P2: 'Yes, to make videos that show how our country really is and publish them on social media [sic].

> P5: 'Of course, one of the main keys learned through the realization of this experiment was that analysing the methods of marketing can be (of) great influence on peoples' perspective using different types of media [sic]'

P13: 'Yes, show other countries the work we have done and the change we can (make), if we work together and not against each other [sic]'

To address their challenge the participants shared tacit knowledge of Mexico, gathered a collection of experiences and subsequently, used this knowledge to determine a plan of action in order to take collective action. In conclusion, the findings demonstrate the need for students to have access both to the tools and the opportunity for collective critical thinking.

6.3.4 TOOLS FOR ACTION AND SOCIAL CHANGE

Through experiential e-learning, the information from the Marketing Challenge was combined with tools for critical thinking to bring the power of that information to fruition (Freire 1970). The students were reminded of their rights and responsibilities as citizens. In addition, they were offered tools for action and social change and a digitally entangled space to apply agency and promote awareness.   There was no assurance nor requirement that the designed learning experience would lead to social transformation on either the personal or collective level, or even that participants would agree that change was needed (Truman et al. 2000). It was important that the participants went through the process.   Yet, the study has shown that the digital artefact became a form of meaning-making as well as an opportunity for students to come to voice. Notably, the participants recognized that they could use and analyse their co-constructed knowledge of marketing concepts to make their voices heard.

The majority of the participants felt that the social aims attached to this participatory workshop were important, meaningful and relevant. In addition, despite the fact that the digital artefact was assigned for the Marketing Challenge, the participant teams did not identify the completion of the task as the reason behind the production of their video.

P18: 'I felt related to the project as if it was my duty to transmit my knowledge.'

Instead, the researcher identified three different motivations behind the collaborative creation of the digital artefact: a need to voice, a need to offer alternative perspectives and a need to work towards social change.

6.3.4.1 THE NEED TO VOICE

The first identified motivation behind the collaborative creation of the digital artefact was the need to voice. The Power Rangers highlighted the need to respond to Donald Trump's comments; not necessary to respond to the individual, but to the others that were also listening. The participants further articulated the need to respond regardless of whether or not there was an audience. As previously discussed, identities are narratives that people tell themselves and others about who they are and who they are not (Martin 1995). Some of the participants recognized that they were constructing and presenting a sense of self in the videos.

> L4: '(the video) is like (representing), yeah, our home, our daily life quality and situation…'

6.3.4.2 THE NEED TO OFFER ALTERNATIVE PERSPECTIVES

A second identified motivation behind the collaborative creation of the digital artefact was the need to offer alternative perspectives by 'teaching' people about the participant's cultural identity. Some participants communicated that the participatory workshop was an opportunity to connect their newfound marketing knowledge with their personal experience and tacit knowledge of being Mexican in order to respond to what they felt was a lack of international knowledge of their locality. The participants became intentional in their efforts to teach people about their cultural identity.

> P15: 'I felt that I would like people from other countries to know better [sic] the good things of Mexico.'

6.3.4.3 THE NEED TO WORK TOWARDS SOCIAL CHANGE

The third identified motivation behind the collaborative production of the digital artefact was the need to work towards social change by addressing negative perceptions. Some

participants mentioned the need to make an impact as well as to share their version of an 'authentic' or 'real' Mexico in their video.

> L2: 'Because sometimes we have bad information. That's why stereotypes are created and so, we just want you to let people to see [sic] the "real" Mexico and the "real" Puebla'.

The participants shared stories of facing discrimination based on cultural identity. Whether consciously or not, they have borne witness to the marginalisation of Mexicans in the U.S. master narrative in the news media, movies and animations. To further understand the participant's context and the othering of their cultural identity, it is important to remind the reader of the participant's age. The participants were in primary school when Despicable Me 2 became hugely popular. In Despicable Me 2, the Mexican supervillain turned monster needed to die so the world could be kept safe. hooks connected the symbolic construction of the Other as culturally inferior and the pedagogical role of movies:

> 'movies remain the perfect vehicle for […] everyone who wants to take a look at difference without having to experientially engage with "the Other"' (hooks 1994, p. 12).

This narrative continues to be prevalent in pop culture and news media.

The participants' lived experience is represented by the selected images and the ideas or thoughts shared in the methods used to divulge meaning.   Many different teams and individuals made reference to the need to portray the 'real' Mexico. It mattered to the participants that they had the opportunity to present for others, as much as for themselves, their thoughts on the country rather than accept the forced construction of their cultural identity that is present in popular culture.

6.3.5 TOOLS FOR SELF REFLECTION

The participants were required to reflect on the content and their experience during the challenge by answering surveys, participating in interviews as well as in their final written reflection. These pedagogical tools intended to connect content to the participant's lives as well as to encourage critical self-reflection. Participants commented on how the challenge allowed them to see alternative perspectives and taught them to be open-minded and learn from others in order to anticipate possible futures.

6.3.5.1 REFLECTION ON SELF AND CULTURAL IDENTITY

The research indicates that the participants' sense of belonging was enhanced when collaboratively they selected culturally meaningful images for their digital artefact. The participants articulated that they learned more and/or they recognized many positive attributes about their city.

> R2: 'Yes, because the images (that) appear are from the place i live which make(s) me feel proud of my city [sic]'

> PR3: 'I felt really good with the first videos because even I was blind to how beautiful Mexico is.'

> IC3: 'It made me more conscious about what Puebla has to offer.'

The activities also encouraged critical interrogation and dialogue of one's perspective and positionality in relation to others. Another aspect of EBL that was promoted during the Marketing Challenge was the need to assess the consequences of ideas that bring value and to act responsibly (Bacigalupo et al. 2016).

> P22: 'I never thought about those stereotypes, and today I could reflect (on) them.'

> P3: 'It made me see (my cultural identity from) another perspective.'

According to hooks (1994), education as the practice of freedom always begins with the individual's willingness to grow and change. Several participants made this connection and shared their EBL knowledge of valuing ideas and learning from others (Bacigalupo et al. 2016).

> P22: 'That I will keep being proud [sic] of being Mexican, but also be open-minded to learn from others.'

6.3.5.2 REFLECTION AS ANTICIPATION OF ALTERNATIVE FUTURES

As futures are formed in ways that unveil the silence and exclusion of those who do not have a voice in certain visions of the future (Pink and Salazar 2017, p.17), the participatory workshop provided an opportunity for young people to challenge, intercede or play to the possible and imagined alternatives futures. The self-reflection activities also served as a call for future action as several participants recognized the need to learn and make positive changes.

> P9: 'Indeed, we can start forging a reputation of cultural, civilized Mexicans by (making) a positive change [sic].'

Social justice pedagogy and entrepreneurial and business literacy emphasise the need to imagine a vision of the future and to work towards it (Bacigalupo et al. 2016). The participatory workshop offered the participants a space and opportunity to collectively imagine alternative futures.

6.3.6 TOOLS FOR AWARENESS

Social justice education requires individuals to be cognizant of other members of their community. Classroom activities that provide a safe space for students to dialogue, that value diverse life experiences, and that include culturally relevant and responsive pedagogy help to promote multicultural group dynamics (Gay 2010). Furthermore, teachers must build 'community' in order to encourage a climate of openness and intellectual rigor, and this feeling of community will encourage a sense of shared commitment (hooks 1994, p.40). In the case of the Marketing Challenge, sharing

experiences of cultural identity was an exercise in recognizing that individual knowledge is connected to the knowledge of the larger group.

The research showed that there was one 'knowable' that needed to be made explicit. When the researcher asked the IC, what would make their video different from their classmates, the IC responded:

> IC: 'We will show the highlights of Puebla and include the modern and the historic parts that conform it.'

The data revealed that the participants have a multi-layered sense of identity with regards to their city as a city that is both from the past and of the future. Although all teams referred to this concept at some point in their written documents or interviews, they did not explicitly recognize that their multi-layered sense of identity as a universal knowable and treated by the participants as a source of pride. In the videos, the teams recognized that both the modern and the historical aspects of the city characterize their identity. The participants fused the historical and the modern aspects of Puebla to form a single entity: the experience of the city of Puebla. The city's combination is a physical representation of future possibilities.

> L1: 'It made me feel proud that I live in a city like this. (One) that has a lot of historical background and a lot of modern infrastructure.'

Furthermore, the participants described certain objects and experiences that provided an account of their world. The combination of the objects and the intangible acts of experience ('magic' and 'beauty') were used to describe the experience of Puebla and often discussed as tacit knowledge. It became apparent that the students identified or created a 'truth' about their culture by casting it as an experience, in much the same way that the researcher encouraged them to do so by using the ee-learning Challenge as an experience to learn about themselves. The research has shown that the participatory workshop was a shared experience that strengthened the participant's appreciation for

their cultural identity. Consequently, a key finding of this study is that the integration of cultural identity in a social justice pedagogical approach enhances students' sense of belonging.

6.4   FRAMEWORK FOR CHANGE IN FUTURE PRACTICE

From the study's research and findings, it is now possible to suggest a framework for future change, which will be based on pragmatic practices and activities intended to enhance engagement, belonging and empowerment in student learning experiences. The framework proposed is informed by the research project and by the wider principles of social justice pedagogy and experiential learning but emanates from the findings and conclusions of this investigation.

The framework is based on the students' shared experiences and reflections of the meaning making activities realized during the ee-learning participatory workshop, The Marketing Challenge. It is not designed to be prescriptive, but rather a device for reflection and discussion among students and teachers.

The research project suggests that an e-learning experience as a reflexive, reflective tool combined with culturally relevant entrepreneurial and business literacy teaching could respond to an identified need for Mexican students. Through an experiential e-learning performance-based assessment model, the workshop allowed participants to knowledge share and collaboratively create digital artefacts and permitted the researcher to explore student perception.

In Mexico, before 14 million secondary students faced national school closures due to the pandemic, approximately 20% of Mexican students reported that they do not feel a strong sense of belonging at school (Mendoza 2021). On March 20, 2020, educational institutions were closed and remain closed to date. The Ministry of Education in Mexico has provided a mix of distance-learning options, including classes online, on public television or by radio, yet it is estimated that 10% of students in preschool, primary and secondary have dropped out of school (Mendoza 2021). This situation has provided an opportunity for transformation and reconstruction of educational practices.

A social justice education approach was taken to study how educators can effectively teach from a perspective that empowers and emboldens students to think critically and model social change. As previously discussed, Bell (1997) defines social justice as being both a goal and a process. The goal of attaining social justice is a complicated process and requires actions that are democratic, participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change (Bell 2007, p.2). The Marketing Challenge itself became an event through which the researcher detected transformation. During the participatory workshop, many students recognized that they do not have to be bystanders and can use media technologies as an extension of the self to model social change.

To the uninitiated, these concepts seem far from the issues related to entrepreneurship and business literacy education; however, this interdisciplinary study offers unique insight for student-led solutions to reoccurring problems. This research aimed to provide the spaces and circumstances that play to the student´s imagined self, where students were able to use entrepreneurial and business literacy to creatively construct alternatives to current challenges in Mexico. Furthermore, according to the UN Sustainable Development goals there is a need for both macro level and micro level reflections, understanding and efforts to protect the vulnerable and manage competing demands. Social justice pedagogical interventions and entrepreneurial and business literacy will help prepare Mexican students for their context both now and in the future.

The framework for change has two components. The first element is the modified framework developed for collaborative experiential e-learning used in this study and includes the relationship between teachers and students, the collaborative experiential e-learning cycle, a transformative mindset and the tools for a socially just learning experience (see Figure 160). As a result of the findings of the study, the framework has been modified to elaborate on a transformative mindset for effective implementation of this approach.
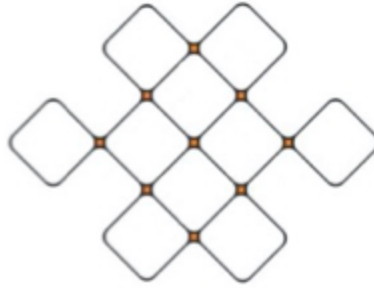
Figure 160: Framework for the ee-learning participatory workshop

The second component of the framework has three overarching and intersecting requirements for an effective implementation of this approach to teaching and learning: the environment, the relationships and the practices (see Figure 161).
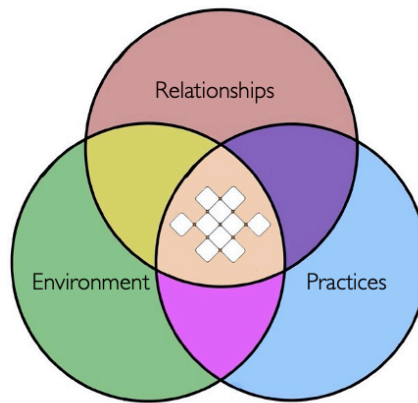
Figure 161: Framework for change in future practice

6.4.1 ENVIRONMENT

The framework for change calls for a learning environment with a crafted context that includes shared experiences and is constructed with opportunities for students to use their content and competence knowledge as well as their tools to encourage engagement, empowerment and alternative futures. Teachers must build 'community' in order to encourage a climate of openness and intellectual rigor, and this feeling of community will encourage a sense of shared commitment and of common good (hooks 1994, p.40).

The framework for change requires teachers to design a safe space for students to connect their shared experiences and to dialogue about complex matters that emphasize the value of different lifeworlds. In this research project, the participants did not have a traditional classroom, but rather a digitally entangled space to engage. Digital environments are the combination of technologies, events and realities that merge with each other and allow for changed ways of being (Frömming et al. 2017, p.13). As classroom space has moved back and forth between online and offline experiences due to COVID-19 responses, the future of learning design must be open to flexible and fluid digitally entangled spaces. In the end, engaged pedagogy happens where space is created for everyone (hooks 1994, p.186).

The framework for change is based on intentional opportunities to share content and competence knowledge, experiences in crafted contexts and a focus on alternative futures.

6.4.2 COLLABORATORS: TOWARDS QUALITY RELATIONSHIPS

The framework encourages teachers to act as facilitators or guides that engage in knowledge exchange (see Figure 162) with students (Freire 1970). There should be mutual recognition that every person brings their own expertise to the exchange, and for this reason peers should also recognize their role as facilitators and collaborators. At times, there may be tension in shared collective experiences; however, this study suggests that working with tools towards reconciliation and common goals can foster sense of belonging. The students should also strive to develop quality relationships with facilitators, recognizing their peers as guides, allies and 'fellow wayfarers' that together actively engage in future making (Pink and Salazar 2017).
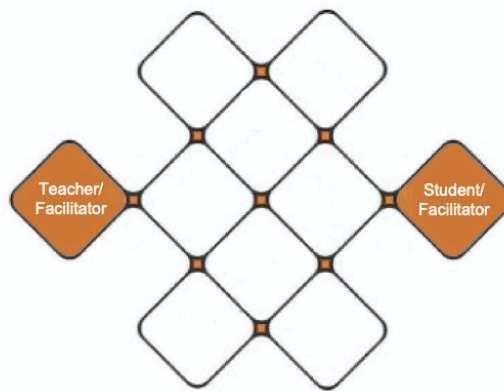
Figure 162: Knowledge exchange

There should be a purposeful approach to staff and student development within this framework in order to ensure that there is a common understanding of the expectations. If institutions are to construct contexts for collaborative e-learning experiences, then attention must focus on helping facilitators refine their craft and capabilities. In order to ensure that everyone approaches the shared experience with the same set of expectations, time and energy should be spent on talent cultivation. This refers to providing the opportunities, the experiences and the space for teachers and students to cultivate facilitator development, understanding and application of the instructional and learning strategies.

6.4.3 DESIGNING LEARNING EXPERIENCES

The proposed teaching and learning framework is a research-informed model for learning experience design that will aid facilitators to design performance-based, engaging and inclusive environments that promote student agency.

At the centre of the framework is an experiential learning spiral where students are required to anticipate, act and reflect collaboratively. This framework's experiential learning model was informed by Dewey, Lewin, Kolb and the Anticipation-Action-Reflection cycle of the OECD. Students anticipate, act and reflect on their shared learning experiences and knowledge construction while supporting not only domain-specific content competence, but also global competences for active engagement with the world (see Figure 163).
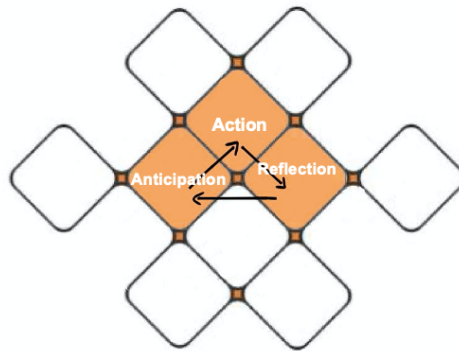
Figure 163: Collaborative experiential e-learning cycle

This framework proposes meaningful and relevant, performance-based designed learning tasks that are created to develop the capacity to cope, to prosper and to delight in our world (Barnett 2005, p.794). As suggested by the research, students become more actively and deeply engaged in their learning if certain conditions are present:

- Students believe in the value and worth of investing in the activity;
- Students see how the content is connected to their lives; and
- Students feel competent, useful and heard.

This approach is based on designing contextually relevant lived experiences that intentionally include these elements. The framework looks at designing shared learning experiences with an environment and collaborators that permit ways of knowing, being and becoming.

6.4.3.1 CONTENT AND COMPETENCE CONNECTION: WAYS OF KNOWING

This framework proposes a crafted context for learning with the understanding that all learning is relearning (Kolb and Kolb 2005). The goal of The Marketing Challenge learning experience was to create a space and an opportunity that did not focus on what the participants knew or had acquired, but on what they learned by facing problems relating to themselves in their environment and with their environment. By using culturally authentic entrepreneurial and business literacy tools to challenge negative constructions of Mexican identity, the research showed that the students shared knowledge, skills and

a transformative mindset to become active agents of change in their context. In sum, the data revealed that as learning is a process of adaptation that involves both explicit and tacit knowledge, crafted contexts of shared experiences can help students to process and connect new concepts and competences, especially when students are able to put into practice what they have learned.

Contextualized learning involves creatively enacting situations or experiences that require students to be engaged, open, reflective problem solvers. The context should allow the students to use their knowledge, skills, and mindset to thrive in uncertain circumstances and should provide opportunities for a dialogic encounter. The focus should not be on knowledge transfer or acquisition, but rather on how students can use their content and tacit knowledge as well as their lived practices when the situation requires. Therefore, learning in crafted contexts is not solely about what students know, but also about who they are and who they become in the process.

6.4.3.2 SHARED EXPERIENCE: WAYS OF BEING

The framework expects students to be intentionally and explicitly exposed to a broad range of shared experiences throughout the designed learning event. As found in this study, students respond well to an age-appropriate, playful and collaborative learning experience. Age-appropriate play for high school students includes authentic learning challenges or discipline-relevant tasks. The complex and authentic tasks required for the performance-based assessment in this study provided an opportunity for participants to share their knowledge and abilities with peers.

The experiential e-learning participatory workshop was designed to be an awkward space and an environment for responsive spontaneity. Techniques of disruption to frustrate the certainties that inform conventional ways of knowing requires individuals to forsake certainty, creating discomfort and simultaneously reveals alternatives for producing ways of knowing the not-yet-known and for imaging possible futures (Pink and Akama 2014). The findings demonstrate that students were able to reflect on their learning as they worked through disruptions collectively and developed capacity to cope. Therefore, according to the framework, shared experiences should include situations of disorder and

ambiguity to help students to develop a transformative mindset that allows for uncertainty. Additionally, these situations should encourage students to concentrate on collective problem solving for alternative futures.

Furthermore, sharing positive and negative experiences contributes to collective meaning making and a sense of belonging, as seen in the study. This framework includes providing opportunities for reflection on shared perspectives, knowledge co-creation and meaning making that accentuates the importance of feeling heard, feeling competent as well as feeling useful.

6.4.3.3 ALTERNATIVE FUTURES FOCUSED: WAYS OF BECOMING

The framework that is being proposed will encourage students to anticipate futures through reflection. The objective is for learners to develop awareness, agency and an appreciation for their possible role in future actions. As people's actions are informed by possible worlds which are not yet realized (Strathern 2005, p.51), learners will need to step back from their own ideas and beliefs to consider perspective, positionality and power. This approach could help students understand the link between classroom content and student understanding on the micro and the macro levels allowing for the 'language of critique' to transform into the 'language of possibility' (Giroux 2018). The framework requires students and teachers to understand the following:

1. Our futures are as dependent on uncertain circumstances as is our present (Bessire and Bond 2014).
2. Our futures are not merely imagined, but also made, told, traded, tamed, transformed and transversed through uneven approaches to the future (Adam and Groves 2007, p.11).
3. Alternative future making requires a safe space for critical reflection as well as knowledge and tools for action and social change.

6.4.4 TOWARDS COLLABORATION WITH A TRANSFORMATIVE MINDSET

The research indicates that a transformative mindset would help students to feel competent, useful and heard during a collaborative e-learning experience (see Figure

164).   In order to foster engagement, belonging and empowerment in students, all facilitators, collaborators and allies should work with the same set of assumptions. As per the research, these are the identified components of a transformative mindset that support collaborative experiential e-learning. Students should be willing to:

1.) Mobilize knowledge, competence and tools to create value;

2.) Be open and positive to shared experiences and expect favourable results;

3.) Have an attitude that recognizes opportunities and envisions alternative futures;

4.) Communicate clearly, appropriately and timely;

5.) Collaborate willingly by listening to and being open to all opinions and ideas;

6.) Be intentional in efforts to build quality relationships and create sense of belonging;

7.) Address conflict, tension and/or dilemmas with responsibility and accountability;

8.) Develop capacity to adapt, and cope by reflecting on tools needed for resilience.
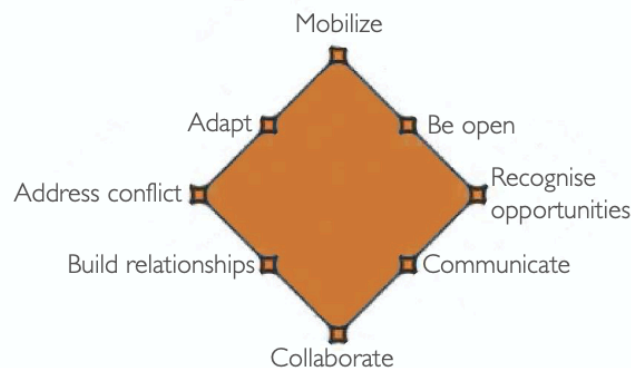
Figure 164: Transformative Mindset

6.4.5 PRACTICES

As with the research, the framework requires practices that guide a purposeful approach for establishing an intentional environment with a crafted context in a safe space. Within a transformative mindset, quality relationships facilitate fruitful collaborative shared

experiences towards possible alternative futures. The practices are understood and agreed to guidelines or principles that help determine course of action.

CONTENT AND COMPETENCE CONNECTION: WAYS OF KNOWING

1. TEACH CONTENT, COMPETENCE AND TOOLS

The facilitator should intentionally organize time for learning and teaching knowledge and tools (see Figure 165) that connect content and competence knowledge, critical thinking, action for social change, personal reflection and multicultural awareness.
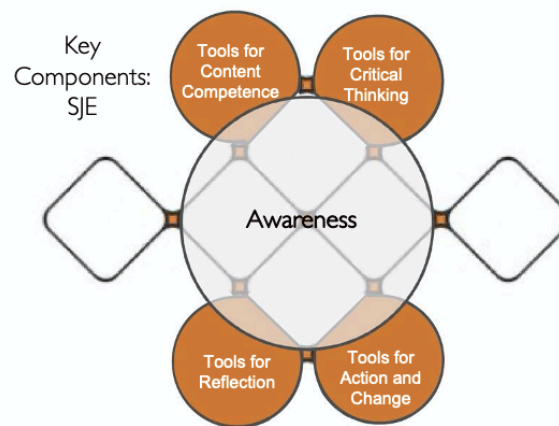
Figure 165: Tools for a socially just learning experience

In order to foster content competence, students must receive information from multiple perspectives and develop the capacity to think ethically and sustainably. For transformative learning to occur, it is imperative that normative knowledge constructions and power relations are made visible and then deconstructed (Spalek 2008). Students need to be offered a pathway to make themselves heard. Therefore, the framework requires that tools be explicitly taught with collective opportunities to put them to use. Finally, the tools required would depend on the context and content of the course.

SHARED EXPERIENCE: WAYS OF BEING

2. OFFER OPPORTUNITIES TO SHARE EXPERIENCE

Throughout the designed learning events, students should be intentionally and explicitly exposed to a broad range of experiences. The objective is to allow students to work collaboratively to put their tools, techniques and theories into practice and allow students to master their abilities and knowledge. The study suggests that shared experiences encourage learning, foments engagement and fosters belonging. These shared experiences can include moments of uncertainty, ambiguity or rapid change so that students may display or develop their resilience and capacity to cope. As the research indicates, the tasks should include collective meaning making and if possible, should connect to student or cultural identity.

3. OFFER OPPORTUNITIES TO THRIVE

According to the framework, the facilitator should intentionally offer students a broad range of experiences and opportunities to thrive. Through authentic meaning making and/or conflict resolution activities, students have the opportunity to participate in a variety of knowledge co-creation tasks, to develop and apply capabilities and content knowledge, and to feel competent, useful and heard. Learning requires the resolution of conflict (Kolb and Kolb 2005). If students are expected to discuss community problems at both the micro and macro level, it is important to provide them with the tools needed to address tensions and dilemmas as these will inevitably arise when prioritizing issues for human well-being and other social development goals.

This study shows that when participants play to their skill sets it not only heightens engagement and agency, it provides an opportunity for all students to feel useful, competent and heard. Having the opportunity to thrive allows students favourable circumstances to enhance their sense of belonging as well as to prosper and delight in their contribution. The broad range of designed learning experiences could include any combination of shared authentic tasks such as self-saying or meaning-making activities, tacit knowledge or cultural identity activities, and conflict resolution activities that employ techniques of disruption.

4. OFFER OPPORTUNITIES TO DIALOGUE, REFLECT AND RESPOND

The framework expects facilitators to encourage democratic and dialogical classroom processes. Focusing on experience allows students to claim a knowledge base from which they can speak (hooks 1994, p.148). If students have the opportunity to practice communication tools, they will be empowered to respond when they have the need. With this practice, the act of coming to voice is not just the act of telling one's experience; it is using that telling strategically in order to voice freely about other subjects (hooks 1994). An analysis of power is one way for teachers and students to begin an aspect of self-reflection and to move closer towards the creation of a socially just classroom. This study showed that an assigned video production project, empowered students to respond to comments from a powerful, global discourse. Transformative learning often takes the form of moving from being motivated by self-interest to being concerned with justice (Young 1993, p. 230).

Critically transformative learning involves not only deconstructing meanings and the taken-for-granted attitudes and ways of seeing things, but also reconstructing by reconceptualizing and rebuilding a continuous process that becomes the subject of further transformative learning (Brockbank 2009, p.49). In addition, transformative learning is a complex process that does not necessarily require a change of behaviour. Within this framework, the goals of the class cannot include 'changed behaviour' as this would be against the very principles of a praxis-based approach. The facilitator cannot will the students to change. Autonomy is an important consideration when transformative approaches to learning are in use (Brockbank 2009, p.41). Rather, one of the objectives of this designed learning experience is that students use their agency and voice to encourage social change.

FUTURE FOCUSED: WAYS OF BECOMING

5. OFFER OPPORTUNITIES TO IMAGINE ALTERNATIVE FUTURES

With this framework, students and educators are encouraged to imagine possibilities of futures as an alterity of the present, rather than as a distant eventuality. Moreover, if facilitators boost student capacity to associate future action with intentions, conditions and desired outcomes, students will imagine not just probable and possible, but also

preferred futures (Adam and Groves 2007). Once there is an awareness, hope for alternative futures becomes a possibility.

Genuine education leads us back to ourselves, to the places we are; it teaches us to dwell there, transforming us in the process (Thomson 2001, p.7). As learning is a process of adaptation that involves both explicit and tacit knowledge, the framework encourages the process that allows participants to inhabit experience. As with the research, the framework establishes that knowledge remains important, but the focus is no longer on knowledge transfer or acquisition. The question for students and facilitators is not only about what is known, but also about who we are and who we are becoming.

The challenges that communities face are opportunities for discussions and ways to inspire thought about alternative futures. These shared experiences allow for relevant and meaningful activities for high school students; however, it is important to recognise that these are serious issues that require action by agents of change regardless of their age. As we have seen with the recent pandemic, Mexican citizens could not rely on their government for unemployment insurance, nor government subsidies (Sánchez Castañeda and Hernández Ramírez 2020), and many solutions or illustrations of capacity to cope have originated from the citizens themselves.

6.5 CONTRIBUTION TO KNOWLEDGE

This doctoral study offers new knowledge to the educational research community through a social justice and experiential e-learning perspective of entrepreneurship and business literacy (EBL). To the best of the researcher's knowledge, this is the first piece of research of this kind and therefore has some unique insights.

First, there is limited research on social justice pedagogy and entrepreneurial education from a Mexican perspective. As there is a recognized gap in the Mexican education system around (EBL) for high school students, the researcher developed an e-learning participatory workshop called, 'The Marketing Challenge' to address this gap. The workshop implemented social justice pedagogy in the curriculum design as a collaborative performance-based assessment model for Mexican youth.

Mexico has the largest number of 15 to19 year olds in the country's history (OECD 2017a). As a result, Mexico will need approximately one million jobs created annually (Sin Embargo 2016). Prior to the COVID-19 pandemic, Mexicans living in poverty did not earn enough money to purchase necessary goods and almost 52 million people in Mexico suffered from hunger (Daniels 2018). Due to the health and economic crisis, the situation has become more complicated. This research strove to enable youth to acquire the skills and the motivation to believe that they can harness their knowledge and capabilities to start their own initiative should it be necessary.

Secondly, this research supports the argument that students become emboldened and empowered to think critically and use agency when they are given the opportunity and freedom to combine tools, techniques and theories from different disciplines. The data demonstrated how students connected the EBL knowledge from the participatory workshop, culturally relevant tacit knowledge and the collaborative e-learning experience itself to intentionally model social change for alternative futures. To the uninitiated, the social justice pedagogy appears to be far from the domain of entrepreneurship and business, yet the research reveals that students can become more actively and deeply involved in their learning: if they believe in the value and worth of investing in an activity, if they can see how the content is connected to their lives and if they feel competent, useful and heard.

Thirdly, the researcher's unique approach to the research can also be considered a contribution to knowledge. The robust research design employed a pragmatist mixed methods approach informed by Participatory Action Research using short-term ethnographic principles creating an opportunity for the researcher to observe and analyse emancipatory ee-learning methods and design. With this research design the researcher was able to observe first-hand that experiential e-learning methods can foster engagement, belonging and empowerment.

Fourthly, the research contributed to entrepreneurship education for secondary students by building an understanding of how students connect and contribute to knowledge within entrepreneurship education. The findings point to the efficacy of experiential e-learning combined with social justice pedagogy as a model for teaching entrepreneurial and business literacy, demonstrating its potential, both to empower students and facilitate their development of marketing and critical thinking skills. Through an educational setting that incorporates collaborative experiential e-learning design, the researcher was able to observe how students with similar interests can share knowledge, skills and experiences to become active agents of change. Previous research has highlighted experience and action as important factors for learning entrepreneurship, this researcher focuses on social justice, cultural responsiveness, and playful collaboration to grasp how different paths to knowing can facilitate shared learning experiences. By combining different disciplines, the researcher's contribution to education can have an impact on the role different types of knowledge plays when educating high school students as well as how educators, administrators and policy makers address knowledge development.

The development of the framework and transformative mindset for change is also a contribution to knowledge and will help facilitators to better understand the interplay between engagement, belonging and empowerment, and crafted contexts, collaborative learning experiences and the importance of feeling competent, useful and heard.

6.6   LIMITATIONS

The results of this study should be interpreted in the context of certain limitations. It is important to acknowledge the situatedness of the researcher. The researcher's voice was present as the sole researcher as well as a stakeholder in the participant's educational institution. However, this may also be considered a strength as the relationship with the students as an insider to the institution, and an ally yet, outsider with regards to cultural identity. This situation allowed the researcher to understand certain cultural references as well as code-switched terms and provided an opportunity to gain deeper knowledge. As the new principal of the high school, the researcher had a previous relationship with many of the participants. This could have created a scenario where the participants were more careful with what they were willing to divulge; however, it could

also have led to more openness, if the students felt that their responses would lead to meaningful changes.

Another limitation that must be addressed is the fact that the students were participating through the medium of a language that was an additional language to their first language. The participants all attend a bilingual, multicultural English-Spanish school and would consider it 'normal' to converse with a teacher in English; however, it is important to recognize different language abilities.   The students knew that the researcher had knowledge of Mexico and speaks Spanish which led to code-switching when the participants did not have the word or did not feel that there was an adequate word in English.   Furthermore, when transcribing the interviews, the researcher often had to correct verb tenses or agreements in order for the readers to understand. Any changes to verb tenses were put in brackets '()'.   Also, if the reader could still understand the meaning despite errors, the research used [sic]. Finally, the researcher acknowledges that this may have affected what the participants communicated. Some participants may not have contributed as much in the interviews for fear of not being able to properly use the language to get their meaning across especially in front of their peers.   The combination of data collection may have helped to offset this limitation.

The study also has limitations with regards to the participants.   While these findings provide evidence of the importance of aspects of learning experience design for social justice and engagement, collaborative experiential e-learning, teaching entrepreneur and business literacy, belonging and empowerment, the researcher acknowledges that these results may not be generalizable.   The findings are exclusively based on Mexican, students from urban, middle to high-income families who attended a private bilingual high school in Puebla, Mexico. Mixed methods research informed by PAR is used to address specific situations using a process meaningful to the group (Spalding 2009). As a result, the findings may not translate to other settings.

The goal of the research was to have a small-scale snapshot and may be a limitation to generalize the results as well. Yet, that being said the sample size with 28 participants is

similar to the average class size (23.2 students) for public and private secondary institutions as reported by the OECD (2018b).

The personal narrations shared in this study were influenced by the participant's memory or ideas of their cultural identity, which is not without bias, nor 'true'. However, the researcher was interested in the participant's collaborative construction of meaning making as an instrument to enhance engagement, belonging and empowerment.

Also, the inclusion of the creative co-construction of a digital artefact allowed the participants to come to voice in a different way and allowed the researcher to listen to participants in a different way. If the researcher had only analysed the interviews or written reflections, the more articulate participants may have been favoured.

The images that were used to create the digital artefacts were found on the internet as such the researcher was cognizant that neither the internet nor the digitally entangled fieldwork site can be considered neutral. As with all fieldwork, the researcher's selection of data and analysis is biased by agendas, personal convictions, and social norms (Hughes cited by Győr). The researcher's belief about how knowledge is formed, learning, engagement and belonging influenced the approach to this doctoral study. Furthermore, the researchers' mix of privileges and identities undoubtedly impacted the research design and how the participants experienced the same.

6.7   FUTURE RESEARCH

These limitations and certain findings of the current study offer many potentially fruitful avenues for future research. This research study was able to explore meaning making and the reflections of a Mexican group of high school students with their own special circumstances, but there are budding research areas which will facilitate further understanding in this field.

Further work is called for that indicates which designed learning experiences are most relevant for social justice pedagogy as well as the best strategies for building these

designed learning experiences and crafted contexts in digitally entangled worlds. Future research could also contrast positive and negative designed learning experiences to discuss how context affects teaching methods.

One of the findings in this study showed that the participants responded well to disruptive learning experiences that caused a certain degree of anxiety. However, the connection between 'stress taking over' (X3) and a loss of engagement requires future research on intensity. An increased intensity may increase sense of belonging and cognitive engagement as long as the duration is not too long otherwise it is negatively associated with both (Akiva et al. 2013). Future research is needed here.

The study revealed that collaborative, culturally responsive, experiential learning positively influenced e-learning engagement. Therefore, more efforts should be directed towards exploring the connection between collaborative work and e-learning design. In addition, more studies on experiential e-learning, co-presence and what sense of belonging means in an e-learning setting will help educators to be better prepared for the future.

The scope of the research has been necessarily limited in order to effectively cover multiple areas of inquiry; however, the coordinating logic between factors is unclear. The effectiveness of interventions with a dual focus on, for example, agency and cultural identity and their relationship to the participant's sense of belonging, needs to be further explored.

The COVID-19 pandemic has presented challenges to educators not accustomed to virtual learning strategies who may struggle with student engagement. The findings of this study focused on e-learning demonstrate the efficacy of the approach, giving scope for application of the research methods to other areas beyond entrepreneurial education. Therefore, future research is recommended to explore the ways in which e-learning combined with social justice pedagogy can enhance the student learning experience and promote belonging and engagement in other disciplines.

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Participant Information Sheet

Entrepreneurship and Experiential E-learning

Invitation

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

The researcher is Ms. Kimberley McFarland, Postgraduate Research Student (PGR) at Bournemouth University in the United Kingdom. Ms. McFarland is the Director of the High School, and teacher responsible for the student association, Entrepreneurs for IMPACT at the American School of Puebla.

Summary of Research Project and Aims

International organizations and educational institutes emphasize the importance of small business as the driver of job creation. According to the International Labour Organization´s Global Employment Trends for Youth 2015 report, almost 43% of the global youth labour force is either unemployed or working yet, living in poverty (ILO GET Report 2015). Out of necessity, many people will begin a venture with little knowledge about entrepreneurship, business or financial literacy. Yet, there is a lot riding on their success. According to a report prepared for the G20, the jobs we need to create will come neither from corporations, nor from government in the 21st century; rather, it will be primarily entrepreneurs who provide jobs as they represent 66% of job creation within the OECD (Ernst & Young 2012).

Entrepreneurship and business education is a "taken-for-granted" need. However, at this moment there is a lack of entrepreneurship competencies in many country´s preparatory courses. This becomes a great concern when for many people this knowledge may be their only chance at avoiding poverty. Can online learning through experience be used to help students improve their entrepreneurial and business knowledge?

Who is organising the research?

The research is being undertaken as part of a Professional Doctorate at Bournemouth University. The American School of Puebla have provided the participants, the forum and as well as the opportunity to conduct the research.

Why have I been chosen?

You have been chosen to participate in this competition because you are an active high school student with access to the Internet. You have received little to no business or entrepreneurship education in the past. Prior to the competition, you had limited contact with the other participating students. There will be approximately 20-30 other students participating in this study.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep (and will be asked to sign a participant agreement form). You can withdraw at any time, up to the point of where the data are processed and become anonymous, so your identity cannot be determined without it affecting any benefits that you are entitled to in any way. You do not have to give a reason. Deciding to take part or not will not impact upon education or studies at the American School of Puebla or any other institution.

What would taking part involve?

You will be involved in the project data collection for approximately one month. During this time, you will be involved in three distinct research phases that will be carried out in the course of one month. This study is conducted online.

> Phase 1: Week 1: Preliminary Data Collection and Collaboration (45 minutes)
>> Survey questions (approximately 10 minutes)
>> Online oral interview (approximately 15 minutes)
>> Student collaboration of engagement technology, needs and assessment methods (20 minutes)
> Phase 2: Week 3: Competition (24 hours)
>> Competition Explanation (approximately 10 minutes)
>> Business and Entrepreneurship e-learning class (approximately 18 minutes)
>> Engagement Activities (5 minutes minimum/ 24 hours maximum)
>> Product Development and Explanation (within the 24 hour time limit)

The product will then be assessed using the pre-established criteria by a panel of judges. The judges will include teachers, members of the community in professions related to the topic and the participant´s peers. Rewards may be awarded in the form of vouchers, certificates and letters.

Phase 3: Week 4: Reflection and Peer Review (45 minutes)
Survey questions (approximately 10 minutes)
Online oral interview (approximately 15 minutes)
Student reflection on e-learning competition, (20 minutes)

During phase 1, participants will answer an online survey, participate in an interview, and participate in an online discussion about favourite technology methods to maintain contact with other participants. Participants will also offer feedback about suggested techniques and theories for project creation, and evaluation criteria.

During phase 2, participants will be given information about the competition and will have the opportunity to clarify on-line. They will then watch an on-line video about relevant tools, techniques and marketing theories. Students will collaborate with each other virtually in recognition that online learning can be lonely. There is a minimum requirement for participation in the engagement activities (5 minutes). There is no maximum amount of time allowed. Should a participant choose to chat with other participants during the entire competition, there will be no penalty.

During phase 3, participants will answer survey questions and participate in an online interview. The responses from questions and the interview will be reviewed. Afterwards, participants will be asked a few open-ended questions about the e-learning competition for clarity as well as to offer feedback about future competitions.

Participant´s Responsibilities
During the competition, students will be expected to develop a 1-2 minutes video marketing a product revealed during the competition´s online instruction. The participant should use the marketing tools, techniques and theories outlined in the e-learning video. After the video is made, participants will make a short video (or write a one-page brief) explaining their thought process behind the video.

The research method used in this project is known as Action Research.
You should ensure that you scheduled time to be able to participate in the competition.

What are the advantages and possible disadvantages or risks of taking part?

This is an opportunity for students to learn about marketing tools and techniques in a unique environment. You will be involved in a shared experience discovering your individual strengths and weaknesses in an online setting. At times, you may find the competition frustrating as you

and your partners try to work towards a common goal. However, you will be given the space to learn new information and to develop communication, collaboration and critical thinking skills. Everyone will receive a certificate of participation. In addition, the winners of the Challenge will receive a certificate of recognition.

How will my information be kept?

All the information we collect about you during the course of the research will be kept in accordance with current Data Protection Regulations. You will not be able to be identified in any reports or publications without your specific consent.

All personal data relating to this study will be held for 5 years from the date of publication of Research Degree Award. BU will hold the information we collect about you in hard copy in a secure location and on a BU password protected secure network where held electronically.

Except where it has been anonymised, we will restrict access to your personal data to those individuals who have a legitimate reason to access it for the purpose or purposes for which it is held by us.

The information collected about you may be used in an anonymous form to support other research projects in the future and access to it in this form will not be restricted. It will not be possible for you to be identified from this data.

The results of this study will be presented in May 2017. You are welcome to obtain a copy should you wish.

What type of information will be sought from me, and why is the collection of this information relevant to the research project's objectives?

You will be required to give your name, age, grade, academic program and level to exposure to e-learning and entrepreneur/business education. Furthermore, during the three different phases you will be asked to offer your opinion and collaborate on a marketing project.

Will I be recorded, and how will the recorded media be used?

The audio and/or video recordings that you make of your activities during this research will be used only for analysis, and the transcription of the recording(s) may be used for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

Contact for further information

Should you require any information, please contact:

Kimberley McFarland
Social Studies & Art Coordinator/ Teacher Advisor Entrepreneurs for IMPACT
i7653047@bournemouth.ac.uk
52-222-30-30-400 ext. 178

Complaints

Should you have a complaint about this study, please contact:

Professor Iain MacRury

Deputy Dean, Research and Professional Practice at Bournemouth University

researchgovernance@bournemouth.ac.uk

All participants will be given a copy of the information sheet and a separate signed participant agreement form to keep. Thank you for taking the time to read through this information.

APPENDIX TWO

B|U
Bournemouth
University

Participant Agreement Form

Full title of project: Entrepreneurship and Experiential E-learning

Name, position and contact details of researcher:
Kimberley McFarland, (PGR), Doctor of Education (Creative and Media)
i7653047@bournemouth.ac.uk

Name, position and contact details of supervisors:

Principal Academic in Journalism, English & Com   Senior Lecturer in Marketing Communications,
Simon Frost, sfrost@bournemouth.ac.uk   Deborah Gabriel, dgabriel@bournemouth.ac.uk

	Please Initial or Tick Here
I have read and understood the participant information sheet for the above research project.	
I confirm that I have had the opportunity to ask questions.	
I understand that my participation is voluntary.	
I understand that I am free to withdraw up to the point where the data are processed and become anonymous, so my identity cannot be determined.	
During the task, I am free to withdraw without giving reason and without there being any negative consequences.	
Should I not wish to answer any particular question(s), complete a task or project, I am free to decline.	
I give permission for members of the research team to use my identifiable information for the purposes of this research project.	
I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the outputs that result from the research.	
I agree that any film taken during the project will not include my image.	
I understand taking part in the research will include being recorded (audio).	
I understand that as this is a doctoral research study, the anonymised data collected during the course of the project might be used for additional or subsequent research.	
I agree to take part in the above research project.	

_____ _____ _____

Name of Participant   Date   Signature

_____ _____ _____

Name of Researcher   Date   Signature

This form should be signed and dated by all parties after the participant receives a copy of the participant information sheet and any other written information provided to the participants. A copy of the signed and dated participant agreement form should be kept with the project's main documents, which must be kept in a secure location.

GLOSSARY

Competence:
a set or combination of skills, knowledge and attitudes (European Parliament and Council 2006).

With regards to entrepreneurship competences, 'competency' refers to the individual's behavioural characteristics, motivations and personal traits whilst 'competence' refers to tangible and reckonable outcomes such as actions and performances that can be eventually assessed against standard measures (Komarkova et al. 2015, p.30).

e-learning:
'an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning' (Sangrà et al. 2012, p. 152).

*It is important to note that this study is not a study of e-learning, but rather a study of a way of being and learning that includes moving between online and offline worlds where the digital and the material are not necessarily independent but entangled.

Entrepreneurial and business literacy (EBL)
knowledge that is relevant when someone is setting up and operating a business venture.

Entrepreneurial education as Lackéus (2015) suggests by using the term 'entrepreneurial education' when talking about both enterprise and entrepreneurship education. This single term will refer to education through, for and about enterprise and entrepreneurship, entrepreneurial learning or learning to become an entrepreneur (Komarkova et al. 2015, p.52).

Experiential Learning Theory
'the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience' (Kolb as cited by Hägg 2017, p. 34).

Sense of Belonging:
the extent to which students feel personally accepted, respected, included, and supported by others in the school environment (Goodenow as seen in Korpershoek et al. 2020).

Social Justice
Bell defines social justice as being both a goal and a process: 'the goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their "needs'' (Bell 2007, p. 3) while "the process for attaining the goal of social justice should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change' (Bell 2007, p. 4).

TABLE: VISUALISATION OF KEY CONCEPTS

	Experiential Learning Theory	experiential e-learning (ee-learning)	Social Justice Pedagogy	Entrepreneurial and Business Literacy (EBL)
Definition	Experiential Learning Theory is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience' (Kolb as cited by Hägg 2017, p. 34).	Experiential e-learning weds electronic-learning and experiential learning and emphasizes the professional and practical experience of learners (Carver et al. 2007; Murphrey 2010; Riedel et al. 2007; Trevitte & Eskow 2007).	The method and practice of teaching social justice. Bell defines social justice as being both a goal and a process.	Entrepreneurial and Business Literacy (EBL) is knowledge that is relevant when someone is setting up and operating a business venture.
Contributors	Drawn on theories from Dewey, Lewin, Piaget, James, Freire, Vygotsky, Rogers and Kolb.	Informed by Carver et al. 2007; Murphrey 2010; Riedel et al. 2007; Trevitte and Eskow 2007; Coombs-Richardson 2007; Baasanjav 2013; McFarland 2017.	Drawn on theories from Freire, Bell, hooks and Hackman.	Informed by Komarkova et al. 2015; Bacigalupo et al. 2016; Castilllo et al. 2014; Olmos et al. 2012; and Beneitone and Esqueteni 2007.
Associated with	Experiential learning, Transformative Learning, Field theory, Cognitive Constructivism theory, Social Constructivism theory	Experiential learning, Transformative Learning	Critical Theory, Transformative Learning	Entrepreneurial education
Tools	Anticipation-Action-Reflection Cycle (AAR) (OECD 2018a)	The researcher's designed participatory workshop, 'The Marketing Challenge'.	Hackman's (2008) five essential components for social justice education: tools for content competence, tools for critical thinking, tools for action and social change, tools for personal reflection, tools for awareness.	Entrecomp Framework (Bacigalupo et al. 2016)

TABLE: CONNECTIONS ACROSS DISCIPLINES

PROPOSITIONS (Kolb and Kolb 2005, p.5)	Experiential Learning Theory	experiential e-learning (ee-learning)	Social Justice Pedagogy	Entrepreneurial and Business Literacy (EBL)
LEARNING AS A PROCESS	"Education must be conceived as a continuing reconstruction of experience… the process and goal of education are one and the same thing" (Kolb & Kolb 2005, p.4).	Educators espousing ee-learning emphasize the importance of drawing upon students' experiences, the integration of real-world authentic problems, and students' control over the educational process in an online education (Carver et al. 2007).	Transformative learning is a complex process that does not necessarily require a change of behaviour. Autonomy is an important consideration when transformative approaches to learning are in use (Brockbank 2009, p.41). The objective has to do with envisioning the possible.	The Entrecomp Framework discusses an 'entrepreneurial process created to foster learning through entrepreneurship' and describes the framework itself as a starting point (Bacigalupo et al. 2016, p. 11).
ALL LEARNING IS RELEARNING	People construct new knowledge and understanding from what they already know and believe (Kolb 2005).	Siemens postulated that we do not have control over what we learn since others in the network continually change information, and that requires new learning, unlearning old information, and/or learning current information (Siemens 2004).	Critically transformative learning involves not only deconstructing meanings and the taken-for-granted attitudes and myths and ways of seeing things, but also reconstructing by reconceptualizing and rebuilding a continuous process that becomes the subject of further transformative learning (Brockbank 2009, p.49).	The Entrecomp Progression Model focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

PROPOSITIONS (Kolb and Kolb 2005, p.5)	Experiential Learning Theory	experiential e-learning (ee-learning)	Social Justice Pedagogy	Entrepreneurial and Business Literacy (EBL)
LEARNING REQUIRES THE RESOLUTION OF CONFLICTS	According to Freire (2000), education should begin from the point of view that those involved are simultaneously both teachers and students. Problem-posing education can encourage students to work with the situation that is available, and any critical reflections may lead to positive change.	Strong ee-learning activities require the integration of real-world authentic problems. Active learning is crucial to enable problem solving, self-reliance and self-reflection (Sirelkhatim and Gangi as seen in McFarland 2017).	The goal of attaining social justice requires actions that affirm human agency and capacities for working collaboratively to create change (Bell 2007). One of the benefits of social justice pedagogy is the inclusion of critical discussion on issues relating to difference, diversity and human dignity (Hawkins 2009, p.2) with the aim of promoting agency and empowerment through education.	According to the Entrecomp framework, the description of the competence 'Working with Others' is: "work together and co-operate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary (Bacigalupo et al. 2016, p. 33).
LEARNING IS A HOLISTIC PROCESS OF ADAPTATION	Kolb and Kolb (2005) argued that we learn by direct experience and through other people´s experiences. Regardless, learning is the way we go about adapting to our world.	Learning is improved when experience in the world and content are brought together. ee-learning assumes that the new communication technologies enable us to connect different subject areas.	The role of learning situated in experience is central to social justice pedagogy, as meaningful change is rooted in experience, which is particularly powerful when combined with opportunities for critical inquiry and reflective discourse (Guthrie and McCracken 2010).	One of the competence areas of the Entrecomp Framework highlights a sense of initiative and entrepreneurship that can be defined broadly as the capacity to turn ideas into action and specifically with regards to planning, the ability to adapt to unforeseen changes (Bacigalupo et al. 2016, p. 7).

PROPOSITIONS (Kolb and Kolb 2005, p.5)	Experiential Learning Theory	experiential e-learning (ee-learning)	Social Justice Pedagogy	Entrepreneurial and Business Literacy (EBL)
LEARNING RESULTS FROM SYNERGETIC TRANSACTIONS	Piaget and Dewey asserted that the teacher's role involves shaping learners' experience from the environment and knowing what surroundings may aid experiences that lead to growth (Hunkins and Ornstein 1998). Furthermore, Vygotsky and Dewey ascertained that learners do not learn in isolation from others (Petraglia 1998, p.32).	The following areas are critical to the effectiveness of ee-learning: the course designs, the student-student/ student-teacher interaction and student motivation. Personalizing the online interaction process allows for successful learning experiences.	Freire (1970) maintains that classrooms should be places where both students and teachers engage in knowledge exchange. Critical theorists contend that dialogue is fundamental to understanding the nature of oppression, building bridges, and forming coalitions among those who want to eradicate oppressive structures and practices (Mthethwa-Sommers 2014, p.11).	Learners can improve their abilities to create value by building on their previous experiences and interactions with others (Bacigalupo et al. 2016, p. 19).
LEARNING IS THE PROCESS OF CREATING KNOWLEDGE	Experiential Learning Theory proposes a constructivist theory of learning whereby knowledge is created and recreated with experiences, becoming part of the learner´s personal knowledge (Kolb and Kolb 2005). ELT is 'the process whereby knowledge is created through the transformation of experience (Kolb as cited by Hägg 2017, p. 34)	Experiential e-learning changes the nature of learning. It creates a web of networked communities that in themselves generate learning; however, in combination they offer a more comprehensive opportunity to learn (Anderson 2008).	For transformative learning to occur, students must be free to name their own realities in an authentic voice; a voice rooted in their own experience and with the goal of creating their own knowledge (Truman et al. 2000, p.148). Cranton (2002) explains that when one realizes they hold a limited view and is willing to open up to alternative views to the extent where their perception could change, he/she has transformed how he/she constructs knowledge.	According to the Entrecomp Framework, entrepreneurial learning includes developing creative and purposeful ideas by combining knowledge and resources to achieve valuable effects (Bacigalupo et al. 2016, p. 12).