

EXTRACURRICULAR ENTERPRISE AND ENTREPRENEURSHIP ACTIVITY

A Global and Holistic Perspective

Edited by Sarah Preedy and Emily Beaumont

CONTEMPORARY ISSUES IN
ENTREPRENEURSHIP RESEARCH

VOLUME 19

EXTRACURRICULAR ENTERPRISE
AND ENTREPRENEURSHIP
ACTIVITY

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**EXTRACURRICULAR
ENTERPRISE AND
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ACTIVITY: A GLOBAL AND
HOLISTIC PERSPECTIVE**

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INVESTOR IN PEOPLE

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PREFACE

At any level of education, extracurricular activities have often been seen as a bolt-on to what is happening within the classroom. Ad hoc, lacking theoretical grounding, a value added extra, extracurricular activities have been viewed as a poor relation of the core curriculum. However, in higher education (HE), this view is increasingly outdated as industry and society calls for, and students respond to, the need for experiences beyond their degree. HE students wanting to showcase a collection of skills, behaviours and competencies recognise that evidence of these can be achieved outside of the classroom in the realms of the extracurricular. Consequently, the scope of extracurricular activities is growing and morphing with changing demand and the socio-economic climate.

Extracurricular activities are a key element of any university's entrepreneurial ecosystem with numerous studies emphasising the need for a holistic approach whereby extracurricular and in-curricular activities compliment and connect each other (Harima, Gießelmann, Göttisch, & Schlichting, 2021; Preedy & Jones, 2015, 2017). Yet, in practice, this synergy has not been easy to achieve. Early studies examining extracurricular enterprise activities, such as Rae, Martin, Antcliff, and Hannon (2012), noted the diversity of extracurricular enterprise and entrepreneurship activities available to students but also recognised its precarity as external funding came to an end, or management switched hands and/or changed tack. However, now universities are increasingly assured of the value of enterprise and entrepreneurship education both in and out of the curriculum, they are beginning to provide and support a sustainable extracurricular offer (Preedy, Jones, Maas, & Duckett, 2020).

In response to the increasing interest and demand for extracurricular activities, and to support their growth and sustainability of provision we have created this book to serve all those who are engaged or have an interest in enterprise and entrepreneurship extracurricular education. To that end, we have considered a range of perspectives. Contributions are made from across the world, giving a global context that considers the diversity in enterprise and entrepreneurship extracurricular activities appeal and role, resourcing and challenges, alongside innovative and impactful practice in design and delivery. Additionally, and in keeping with Enterprise Educators UK's presentation of the enterprise and entrepreneurship educator, we write for the Academic, Practitioner, and Influencer identities, with each chapter containing academic discussion, suggestions for improving teaching and learning/practitioner practice, and recommendations for policy.

The result is a book which contributes important insights, evaluations and evidence of the role and value of extracurricular enterprise and entrepreneurship activities. However, it also recognises that there is still further work to be done to understand and capture the ongoing and evolving value and impact of these

activities. Subsequently through this book we hope to shine a light on an under-represented area of enterprise and entrepreneurship education to encourage discussion and development of practice and policy but also to fuel the appreciation, understanding and impact of this topic.

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