Sake and Irn Bru: Using COIL to internationalise entrepreneurship education in Scotland and Japan

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Overview

1. Objectives and design of collaboration

2. Examples from interaction between students

3. Some results of evaluation

4. Reflections on benefits and challenges
Objectives of Collaboration

- **Course**: *Entrepreneurship in Developing Organisations* (UG Level 3) learning outcomes include:
  - Evaluate the role of entrepreneurial activities in organisational development
  - Demonstrate an understanding of innovation processes

- **Aim**: To provide a learning environment that is international and a teaching space which enables cross cultural learning about entrepreneurial business
  - Harness on-line and web 2.0 technologies to internationalise enterprise education for students across nations and time zones
Design of Collaborative Activity

• 6-week project in October – November 2014

• Students randomly assigned to groups: 4 or 5 GCU students with 2-3 Kansai students (cross cultural team)

• Students select innovative company: food and drink sector, trading between Scotland and Japan

• Weekly Tasks: students provided with a project brief

• Gather data and share using Wiki

• Guest lecture on Japanese culture before kick-off
The question of tools

- **Wikispaces**: interactive online platform for student engagement in assessment
  - Gather data and share with Kansai partners
  - Produce comparative group report

- **Skype/Facebook**: Communication tools to interact on project
Our group 2 investigate The Scottish Salmon Company. By chance, my today's dinner is Salmon Stew Boiled in Miso Broth which my mother cooked and I took a few picture of. According to Ministry of Agriculture, Forestry and Fisheries, in 1996, production of salmon in Japan is over 370 thousand ton, but in 2012, it decreased to 160 thousand tons and 308 thousand tons of salmon are imported into Japan. Self-sufficiency rate of Japanese domestic salmon is 35%. But there is an estim... See More
Synchronous interaction on Skype
Executive Summary

The purpose of this report is to research and analyse cultural differences and innovative practice. This was achieved through researching trade between Japan and Scotland within the Food and Drink Sector. This report has examined The Scottish Deli, a small entrepreneurial business based in Central Scotland. The Scottish Deli was selected as research indicated innovative capability.

This report analyses the innovative practice of The Scottish Deli and how they export to Japan. The Scottish Deli has adopted a differentiation strategy, innovation and creative thinking in order to grow and gain competitive advantage. Countries have various characteristics in regard to culture and the necessity of cultural knowledge for global export. This has led to an analysis of cultural intelligence. Japan is a country with a unique culture which has beenexamined throughout this report.

The Scottish Deli has been found to adjust their business practices to suit the requirements of export to Japanese markets with strict adherence to aquatic legislation, cultural preferences, quality.
Method:

- Establish perceptions of cultural awareness and subject knowledge in pre-intervention survey
- Design assessment to incorporate test with a feedback/feedforward system
- Set up Fb page to encourage social learning, set up Wikis with tuition for formal learning, set up skype for planning communications
- Deliver knowledge based lectures; guest lecturer delivered session on Japanese culture
- Prepare work booklet for Kansai and GCU students
- Review perceptions and subject knowledge in post-intervention survey
Evaluating the student experience

Online surveys pre- and post COIL
5 point Likert scales; yes/ no and open questions
Response rates: All: 86% (pre); 59% (post)
Group A: 90% (pre); 67% (post)

Survey sections
- Previous international experience and language skills
- Self-assess international awareness and intercultural skills
- Perceptions of benefits and challenges of collaboration
- Impact on subject knowledge
- Suggestions for improvement
Some results from post-survey

| Intercultural skills improved as result of module | Yes: 55%  
No: 19%  
Don’t know: 26%  
Group A: 62% |
|-------------------------------------------------|-------------------------------------------------|
| Knowledge of Japan has improved                 | Yes: 81%  
No: 6%  
Don’t know: 13%  
Group A: 77% |
| Views changed on innovative companies in Japan   | Yes: 52%  
No: 13%  
Don’t know: 35%  
Group A: 62% |
Answers to open questions

“As a result of this module I feel that I have learnt a lot about not only Japanese culture but also the Scottish culture as well. I also feel that it has improved my intercultural skills as I now want to learn more about different cultures throughout the world.”

“(Conducting business in Japan) is very different from Western ways; to be successful in Japan one would require a very good prior working knowledge of cultural sensitivity and awareness. As a result of this module I actually feel it is something I could go ahead and do with much more confidence than before.”

“My knowledge of Japan has improved but their culture is so different from Scotland’s – I feel that there is probably more to learn over a longer period of time.”
What can we learn from the Japanese way of conducting business?

“(They are) very polite.”

“Patience is important and can lead to long-term working relationships. Respect is highly valued.”

“We could mimic the ways in which they do business such as building respectful relationships with companies before deciding to trade with them.”

“To always be humble and respect your peers’ views and opinions. Don’t be too brash or boastful.”
Challenges

- Different institutional contexts
- Different pedagogic approaches
- Different levels of familiarity with tools
- Different levels of student commitment
- Composition of international groups
- Time zones
- Assessment
- Language
Benefits

✓ Learning outcomes achieved in innovative way: students demonstrated understanding of developing entrepreneurial organisations through innovation practice in international settings

✓ Enhanced intercultural literacy, curiosity and sensitivity through real-world international group working

✓ Enhanced confidence with tools and processes involved in collaboration with remote partners → employability
“The problem is that the students might get upset. This doesn’t work. What now? But that is entrepreneurship”.
Lesson Learned and Actions Forward

2014 Piloting Case for KU:
Class run by an adjunct professor / **COIL Coordinator**

- IT Support
- Management of Facebook/Wikispace log-in

- Evaluation for COIL
- Linkage to COIL activities in the Class

**2016 Rapid Development for KU-COIL:**
KU-COIL Support Team – 3 specially appointed professors
1 staff / Global TAs
Approximately 10-15 classes per term that engage in COILing
Recommendations

✓ Careful risk assessment in advance

✓ Always have a plan B

✓ Work with existing learning outcomes

✓ Provide cultural background information in advance

✓ Prepare a glossary of common terms

✓ Include IT staff in planning process
Reference


http://jpaap.napier.ac.uk/index.php/JPAAP/issue/view/12