

Students' Experiences and Reflections Following an Impact Entrepreneurship Course: An Exploratory Study

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Abstract: This exploratory study examines students' experiences and career-related reflections following participation in an impact entrepreneurship course. Data were collected through structured self-reflection protocols completed by 26 Bachelor-level students from eight countries after participating in an interdisciplinary and international entrepreneurship course delivered in the winter term 2025/26. The course focused on impact entrepreneurship. The material was analysed using qualitative content analysis supported by MAXQDA. Participants described several ways in which the course informed their thinking about future professional pathways. Some expressed interest in establishing an impact-oriented venture, pursuing intrapreneurial roles, or working for mission-driven organisations. Students who did not report a change in their intended career direction nevertheless indicated that social and environmental impact had become an important criterion in evaluating future professional opportunities. The findings provide exploratory evidence of the perceived career relevance of impact entrepreneurship education. They reflect students' self-reported experiences and aspirations rather than observed career decisions.

Keywords: Entrepreneurship Education, Impact Entrepreneurship, Project-based Education, Career-related Student Reflections

1. Introduction

Many universities have sought to integrate sustainability into their curricula; however, substantial progress is still needed (Leal Filho, 2020). Interdisciplinarity plays a major role in successfully addressing sustainability in higher education (Leal Filho et al., 2020). Adding sustainability content to existing entrepreneurship courses leads to higher sustainability literacy among students, especially if students are allowed to choose the challenges to be tackled by themselves (Kaiser, Maisch, et al., 2024).

The present study moves beyond immediate learning outcomes to explore how students describe the relevance of an impact entrepreneurship course to their career-related thinking. Impact entrepreneurship focuses on generating business ideas with a clear focus on environmental, social, and governance factors while also maintaining economic viability (Lehmann et al., 2024). Previous research on entrepreneurship education has primarily examined immediate outcomes such as entrepreneurial knowledge, skills, attitudes, self-efficacy, and entrepreneurial intention (Maheshwari et al., 2023; Otache et al., 2021). However, entrepreneurial intention provides only a partial view of students' future professional orientations, particularly in the context of impact entrepreneurship. Students may also pursue impact through intrapreneurship, employment in mission-driven organisations, or by applying social and environmental criteria to future employers. A narrow focus on the intention to establish a business may therefore overlook other ways in which students relate impact entrepreneurship education to their careers. Despite the growing interest in sustainability-oriented entrepreneurship education, less is known about students' own accounts of these broader career-related reflections.

Accordingly, the aim of this exploratory study is to examine students' self-reported experiences and career-related reflections following participation in an impact entrepreneurship course. The study addresses the following research question:

RQ: How do students describe their career-related reflections and future professional aspirations following participation in an impact entrepreneurship course?

The study does not assess actual career decisions. Instead, it explores students' self-reported perceptions, reflections, and aspirations.

The paper first presents the theoretical foundation of the study, followed by the methodology and results. The theoretical and practical implications of the findings are then discussed. Finally, the limitations of the study are discussed, avenues for future research are suggested, and conclusions are drawn.

2. Theoretical Foundation

The United Nations Sustainable Development Goals (SDGs) provide a widely recognised framework for understanding social and environmental impact. However, only 18% of the SDG targets are currently on track (United Nations, 2025), even though sustainability can lead to companies' stronger financial performance. Most studies report a positive link, while only a few identify reverse or less favourable relationship (Rahi, Johansson, Blomkvist, et al., 2024). Environmental initiatives, social engagement, and the integration of sustainability metrics into corporate strategy have been associated with stronger financial performance and competitive advantage (Affes & Jarboui, 2023; Atz et al., 2019; Coelho et al., 2023). These effects have been observed through indicators such as Tobin's Q, return on assets, market capitalisation, and corporate financial performance (Eccles et al., 2014; Moussa et al., 2024; Rahman et al., 2025; Servaes & Tamayo, 2013). Sustainability can also stimulate innovation, which may further strengthen company performance (Nidumolu et al., 2009). Overall, the evidence suggests that corporate sustainability and financial success can be mutually reinforcing rather than conflicting objectives (Soytas et al., 2019). Such benefits are especially evident in the long run. The effect is also dependent on whether the macro business environment is favourable regarding institutional quality (Rahi, Johansson, & Lions, 2024), legitimacy requirements (Rahi, Johansson, Blomkvist, et al., 2024), and customers' awareness of responsible firms (Akisik & Gal, 2025).

All of this demonstrates that creating a positive impact and contributing to the achievement of the SDGs isn't just possible; it's a necessity for any company that wants to thrive (Che et al., 2024). Sustainability is not a compromise but a catalyst for economic and financial profitability (Pérez Estébanez & Sevillano Martín, 2025). When companies make money through impactful projects, they can reinvest in even bigger ideas, hire more people, and continue to create impact. This can enhance a company's valuation and access to fresh capital (Serafeim, 2015). The effect varies depending on the institutional context in which a company is located (Vargas-Santander et al., 2023), but it is visible everywhere.

Regarding entrepreneurship education, students' entrepreneurial aspirations consistently focus on problem-solving, tackling significant challenges, and the profound satisfaction derived from self-employment (Venugopal, 2025). Entrepreneurship education is one of seven main factors which determine entrepreneurial intention (Maheshwari et al., 2023). Students are more likely to acquire entrepreneurial skills through effective education and training (Gieure et al., 2019). Their intention to become entrepreneurs increases significantly after exposure to entrepreneurship education (Otache et al., 2021) and it mediates the effect of need for achievement, locus of control, and innovativeness on entrepreneurial intentions (Biswas & Verma, 2022). Especially green entrepreneurial intentions generated through entrepreneurship education were found to have a direct positive effect on green entrepreneurial behaviour (Yi, 2021).

However, entrepreneurial intention captures only one potential outcome of entrepreneurship education. Experiential approaches to entrepreneurship education engage students in learning through action, real-world problem-solving, and the application of theoretical knowledge in practical settings. Bell and Bell (2020) conceptualise experiential entrepreneurship education as a process informed by reflective and transformative learning, in which experience is gained through interpretation and subsequent application.

Reflection is therefore not merely an additional course activity but an important mechanism through which students interpret their experiences and relate them to future action. Reflective learning enables learners to reconsider assumptions, integrate new insights with existing knowledge, and identify implications for their further development. Structured and reflective questions can support this process by directing attention towards the meaning of the experience and its possible relevance beyond the immediate educational setting (Fessl et al., 2017). Donnellon et al. (2014) argue that entrepreneurial learning also involves the construction of entrepreneurial identity, particularly when students participate in action-based learning. From this perspective, participation in an impact entrepreneurship course may provide students with an opportunity to consider different impact-oriented professional roles, without necessarily leading to an intention to establish their own venture. Such roles may include intrapreneurship, employment in mission-driven organisations, or the incorporation of social and environmental criteria into future employment decisions.

Figure 1 shows the theoretical foundation for this research.

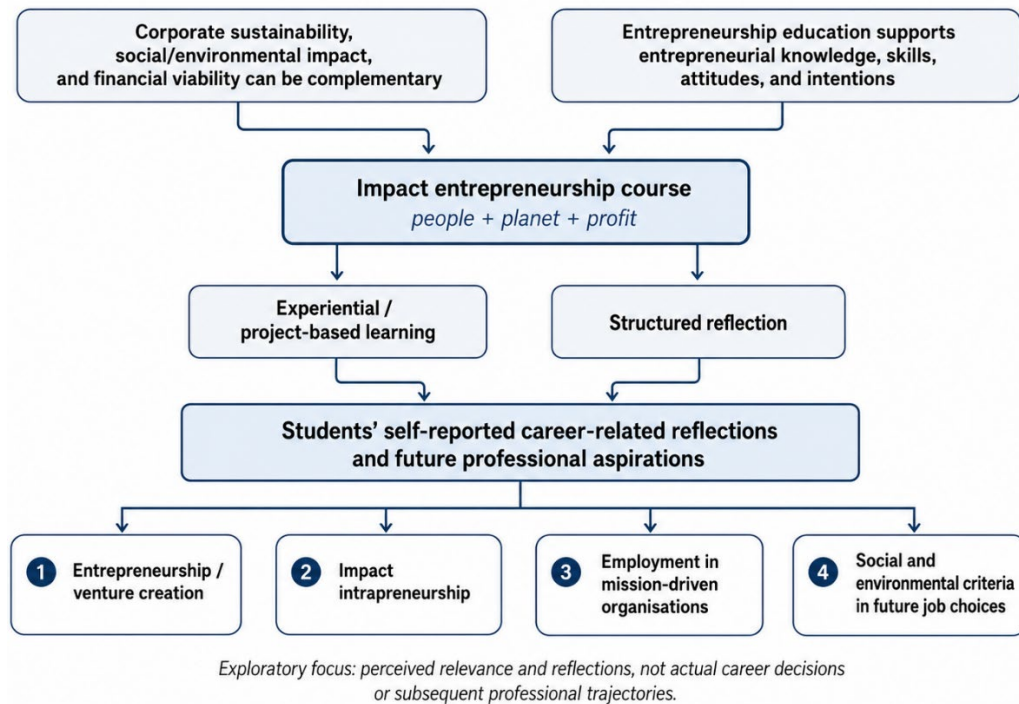


Figure 1: Theoretical foundation of the study (source: own illustration).

The evidence reviewed here converges on two points: companies that create positive impact advance the SDGs while simultaneously improving their long-term financial outcomes, and entrepreneurship education effectively fostering entrepreneurial intention among students. The question is whether this includes intrapreneurial intention, working in mission-driven organisations, or evaluating sustainability criteria for future career choices.

3. Methodological Approach: Research design

The research design of this study is based on a pragmatist perspective and an inductive approach to data analysis. The study adopts an exploratory qualitative design and examines students' structured self-reflections after participating in an interdisciplinary, international bachelor-level entrepreneurship course. The research was conducted within one specific educational context and at one point in time. Its purpose was not to establish causal effects or produce statistically generalisable findings, but to explore how students described their experiences, career-related reflections, and future professional aspirations.

3.1 Educational Context

The entrepreneurship course in which the study was conducted was delivered during the winter term 2025/26 at Munich University of Applied Sciences. The instructors from the Business School, along with the Department of Applied Sciences and Mechatronics, collaboratively facilitated an entrepreneurship course. Subject-matter expertise in food, green tech, and agriculture was ensured by inviting a food scientist from Wroclaw University of Economics and Business in Poland. This course was specifically designed for students from participation departments as well as international incoming students. Employing a problem-based learning methodology and using a flipped-classroom approach for the theoretical underpinnings, students were challenged to devise innovative business solutions addressing existing issues within the food, green tech, and agriculture industries. The faculty, in conjunction with their business network, introduced potential practical challenges for the participants to work on. Additionally, students were invited to come up with their own challenges they were keen on finding solutions to, as this was a recommendation from previous courses (Kaiser, Maisch, et al., 2024). Impulse speeches from founders talking about their sustainability journeys additionally offered input for problem and need finding, and for solution spaces. This element was also added based on feedback from previous classes (Kaiser, Krzywonos, et al., 2024). This educational design provided students with direct exposure to impact-oriented problem solving, interdisciplinary teamwork, and financially viable business models, thereby creating a suitable context for examining their subsequent reflections and professional aspirations.

3.2 Data Collection and Analysis

Data were collected through structured self-reflection protocols completed by 26 students from Germany, Spain, France, Ireland, the United Kingdom, Tunisia, Palestine, and Hungary. The reflections captured students' self-reported experiences and perceptions after the course.

Four open-ended questions from the self-reflection protocol were selected for analysis because they directly addressed the study's focus on career-related reflections, impact entrepreneurship, and future professional aspirations:

- What is the most important aspect for your career decision and why?
- What have you learned about impact entrepreneurship?
- Has the knowledge you acquired on impact entrepreneurship changed your career plans? If yes, how?
- Would you consider becoming an entrepreneur?

Because the questions elicited retrospective and self-reported accounts, the responses were interpreted as students' perceptions and declared aspirations rather than as evidence of actual changes in career plans or subsequent professional trajectories.

The data was analysed using qualitative content analysis (Kuckartz & Rädiker, 2022), supported by the software MAXQDA used to organise, code, retrieve, and compare the textual material. Qualitative content analysis is a method that involves organizing text, audio, or visual data into categories through the development and implementation of a structured coding framework, allowing for quantitative analysis (Saunders et al., 2023). In this study, solely text data derived from the self-reflection protocols was utilized.

Initially, the first author analysed and coded 20% of the entire dataset (five protocols) to establish an initial coding framework. The primary categories of this coding scheme were developed deductively, based directly on the protocol questions. Responses to the question "What is the most important aspect for your career decision and why?" were assigned to the main category *Career decision aspects*. The question "What have you learned about impact entrepreneurship?" built the main category *New insights on impact entrepreneurship*. And the questions "Has the knowledge you acquired on impact entrepreneurship changed your career plans? If yes, how?" and "Would you consider becoming an entrepreneur?" were analysed within the main category *Changes in career plans*. The sub-categories were constructed inductively and in vivo during the coding phase. The coding framework was refined iteratively during the analysis.

The AI-Assist functionality in MAXQDA was only used to summarize answers in bullet points. However, it was not used for code generation, category development, or interpretation because the automatically generated paraphrases did not adequately preserve the intended meaning of the responses. Once the initial coder had established the foundational coding system, all authors jointly reviewed the framework and applied it to two additional protocols. Throughout this process, minor adjustments were made to the nomenclature of several codes, and one coded paraphrase was reassigned to a different subcategory.

A codebook was developed that provided definitions and anchor examples for each code, facilitating consistent interpretation and discussion among the authors. All modifications to the coding framework were documented using the logbook feature of MAXQDA to ensure traceability and reliability. Once inter-coder reliability was confirmed, the first author manually coded the rest of the self-reflection protocols. The final coding system consisted of three main categories and 20 subcodes. Figure 2 shows the coding system.

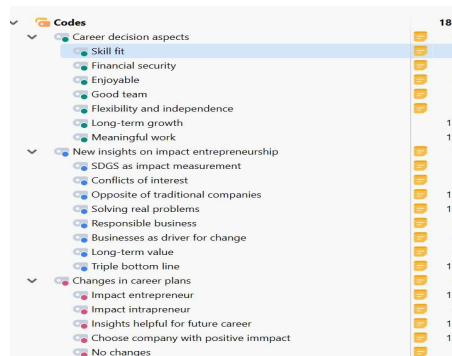


Figure 2: Coding system overview (source: own illustration from MAXQDA).

4. Results

The findings are presented according to the three main categories: Career decision aspects, New insights on impact entrepreneurship, and Changes in career plans.

First, a quantitative analysis on the three main codes and their respective subcodes was run and displayed in the proportional code frequency matrix in Figure 3.

Career decision aspects	# of coded segments	percentages
Long-term growth	13	22,41
Meaningful work	12	20,69
Good team	9	15,52
Financial security	7	12,07
Enjoyable	6	10,34
Flexibility and independence	6	10,34
Skill fit	5	8,62
SUM	58	100,00

New insights on impact entrepreneurship	# of coded segments	percentages
Triple bottom line	19	25,00
Solving real problems	18	23,68
Opposite of traditional companies	15	19,74
Responsible business	9	11,84
Long-term value	6	7,89
Businesses as driver for change	4	5,26
Conflicts of interest	3	3,95
SDGS as impact measurement	2	2,63
SUM	76	100,00

Changes in career plans	# of coded segments	percentages
Insights helpful for future career	15	28,30
Impact entrepreneur	14	26,42
Choose company with positive impact	11	20,75
No changes	9	16,98
Impact intrapreneur	4	7,55
SUM	53	100,00

Figure 3: Proportional code frequencies (source: own illustration from MAXQDA).

For *Career decision aspects*, the most frequently mentioned aspect was *Long-term growth*, reflecting a preference for roles that offer continuous learning and personal development. An anchor example for this category is the following quote: "...continuously develop my skills, take responsibility, and see clear progress over time." (SP_1, Pos. 19). Meaningful work was the second most frequently coded theme. As one student explained: "The most important aspect for my future career decision is finding meaning in what I do." (SP_13, Pos. 19). Other recurring criteria included working within a supportive team and achieving financial security. Enjoyment, flexibility, and alignment between the position and the student's individual skill set were coded less frequently. The results for the main category *Career decision aspects* do not surprise, except for the fact that *Meaningful work* ranks second. This might be since students who consciously chose an entrepreneurship class (among seven other possible courses) that focuses on impact entrepreneurship generally are more prone to choosing a job that gives them a sense of meaning.

Regarding *New insights on impact entrepreneurship*, one fourth of the coded segments refer to the *Triple Bottom Line*, meaning that it is possible to make money and at the same time have a positive impact on people and planet, as outlined in chapter two. This theme was consistent with the course's emphasis on integrating people, planet, and profit. An illustrative exemplar citation is: "...not about choosing between profit and purpose, but about designing them to reinforce each other." (SP_6, P. 2). In that regard, a lot of students also mentioned that impact entrepreneurship solves real problems: "...creating a solution to make the future better than today." (SP_3, P. 2) and is the opposite of a traditional company only focusing on profit: "I realized that business does not have to be harmful or only profit driven. Instead, it can be a powerful tool for positive change." (SP_8, Pos. 21). Less frequently coded themes included the responsibility of all businesses to contribute to sustainability, the role of entrepreneurship as a driver of change, the relevance of the SDGs, the need to manage conflicts between competing objectives, and the long-term orientation. The responses indicate that participants were able to articulate several of the central concepts addressed during the course. However, because the data were collected through end-of-course self-reflections, the findings represent students' reported interpretations of their learning rather than an independently assessed measure of knowledge acquisition.

The category *Changes in career plans* captured students' self-reported reflections on whether and how the course-related learning was relevant to their intended professional pathways. While 16,67% of the coded segments state that students' career plans have not changed, almost one-third referred to insights that participants considered relevant to their future careers. One Student wrote that the course: "...has given me a clearer sense of direction for my future career." (SP_15, P. 2). More than one quarter of the coded segments referred to the possibility of becoming an impact entrepreneur. Some participants explicitly connected the course experience with increased interest in venture creation. For example: "Everything I have learned about impact entrepreneurship has changed my professional plans, since in the near future I would like to be an entrepreneur, and as I said before, you not only have to focus on the economic benefits, but also on the positive impact you can have on society." (SP_26, Pos. 20). One student team subsequently continued developing the business idea created during the course, contacted the university's start-up support unit, and participated in a pitch competition. This observation provides contextual evidence of continued engagement but was not treated as systematic evidence of a change in longer-term career behaviour. More than one-fifth of codes in this category are referring to students now considering working for a company with a positive impact, e.g.: "I realized that I want my future work to have a positive contribution to society or the environment beyond financial success as well. I am now more interested in working for purpose-driven companies, social enterprises, or organizations that integrate sustainability into their core strategy." (SP_15, P. 2). Becoming an impact intrapreneur, however, was rarely mentioned. The resulting implications for course design are discussed in Section 5.2.

Figure 4 provides a visual representation of the relative prominence of the subcategories within *Changes in career plans*. The most visible themes concern insights considered useful for future careers, interest in impact entrepreneurship, and interest in working for organisations that create positive impact.



Figure 4: Code cloud for *Changes in career plans* (source: own illustration from MAXQDA).

In response to the research question, the findings show that students associated participation in the impact entrepreneurship course with different forms of career-related reflection. These included greater attention to meaningful and impact-oriented work, consideration of employment in mission-driven organisations, and, for some participants, interest in founding an impact-oriented venture. The findings concern students' self-reported perceptions and aspirations and do not demonstrate that the course caused actual changes in career decisions or subsequent professional trajectories.

5. Discussion

This exploratory qualitative study provides insights into how students described their career-related reflections and future professional aspirations following participation in an impact entrepreneurship course. The following sections discuss the study's theoretical and practical implications, as well as directions for future research.

The study contributes to entrepreneurship education research by extending the discussion beyond entrepreneurial intention as the primary career-related outcome. Previous research has largely examined whether entrepreneurship education increases students' intention to establish a venture. The present findings suggest that students may associate impact-oriented professional activity with a broader range of pathways, including venture creation, employment in mission-driven organisations, intrapreneurship, and the use of social

and environmental criteria when evaluating future employers. The exploratory contribution therefore lies in identifying how students themselves describe these different possibilities rather than in demonstrating actual career changes.

The findings also support a broader understanding of the relationship between impact and financial viability. Participants frequently described profitability not as being incompatible with positive impact, but as a condition for sustaining and scaling it. This interpretation is consistent with prior literature showing that sustainability and financial performance can be complementary.

A further theoretical implication concerns the role of experiential and reflective learning in impact entrepreneurship education. The combination of project-based work, interdisciplinary collaboration, exposure to real-world challenges, and structured reflection may provide students with opportunities to connect course experiences with possible professional roles. The present study does not establish that these pedagogical elements caused changes in students' aspirations. Nevertheless, the findings suggest that such course designs can create a context in which students articulate and consider creating impact in their professional futures.

Taken together, the findings suggest that the career-related relevance of impact entrepreneurship education may be better understood as a spectrum of perceived professional possibilities rather than as a single intention to become an entrepreneur.

5.1 Implications for Practice

The findings have practical implications for educators designing impact entrepreneurship courses. They suggest that students may benefit from opportunities to explore several forms of impact-oriented professional engagement rather than being presented primarily with venture creation as the expected outcome of entrepreneurship education.

In their self-reflections, some students expressed interest in becoming employed in organisations with a clear social or environmental mission. Even where participants did not report a fundamental change in intended career direction, some indicated that impact-related criteria had become more relevant to their evaluation of future professional opportunities.

Impact intrapreneurship was mentioned less frequently than entrepreneurship or employment in mission-driven organisations. This may indicate that students were less familiar with intrapreneurship as a potential professional pathway.

In response, the instructors plan to place greater emphasis on intrapreneurship in future editions of the course by introducing challenges situated within established organisations. This may help students better understand how social and environmental impact can also be pursued without founding a new venture. The findings also informed the further development of the reflective component of the course. In future editions, the instructors plan to expand the self-reflection exercise to address students' personal and professional aspirations more explicitly, drawing on the concept of entrepreneurial life design (Wolf et al., 2024). The revised activity will include two tasks. First, students will be asked to reflect on the following questions:

- What is your personal vision for your life?
- What is your professional vision?
- What kind of mission would you like to follow?
- Which values are especially important to you?
- How would you like to position yourself in the long term?
- What kind of person, professional, intrapreneur, entrepreneur, or leader, would you like to become?

Second, students will be asked to write a short press release about themselves and their achievements ten years after graduation. They will be encouraged to approach the press release as a future-oriented narrative: "What would you like others to read about you in ten years?"

5.2 Limitations

The findings of this exploratory qualitative study may offer useful insights for educators designing impact entrepreneurship courses. However, they were generated within one specific educational context and should

not be treated as statistically generalisable to other institutions, courses, or student populations (Saunders et al., 2023, p. 214).

The analytical procedure can be replicated with future cohorts, but the findings themselves are context-dependent and may differ across groups, institutions, course designs, and time periods. Repeating the study with subsequent cohorts would therefore support comparison and analytical replication rather than exact reproduction of the present findings.

The alignment between the self-reflection questions and the research question supported the relevance of the collected material. Transparency of the analytical process was strengthened through a detailed description of the educational context, the development of a codebook with definitions and anchor examples, and documentation of all changes to the coding framework in the MAXQDA logbook (Goldenstein et al., 2018, p. 104).

Because the study relied on a single type of self-reported qualitative data, methodological and data-source triangulation were not possible.

As the authors were also involved in teaching the course, their prior expectations and familiarity with the participants may have influenced both data interpretation and students' responses. The involvement of an external researcher or independent coder could have provided an additional analytical perspective.

Student assessments based on self-reflection protocols could have led to a potential bias, as students might have produced socially desirable responses because they may have believed that reporting positive learning outcomes or career-related changes would be viewed favourably by the instructors. This potential bias warrants consideration, and the validity of the data should be approached with caution. Nevertheless, several students explicitly reported that the course had not changed their intended professional direction, including students who received high grades. This suggests that socially desirable responding may not have determined all responses, although it cannot be ruled out.

Because the reflections were collected at one point in time, immediately following the course, the findings represent a snapshot of students' self-reported perceptions and aspirations. A longitudinal follow-up would be required to examine whether the professional pathways described by participants were subsequently pursued and whether the reported reflections remained salient over time. Such a design would also help distinguish short-term post-course reactions from more enduring developments in professional orientation.

A further limitation concerns the wording of the self-reflection question asking whether the acquired knowledge had changed students' career plans. Because this question explicitly introduced the possibility of change, it may have encouraged participants to frame their responses in those terms.

5.3 Future Research

The exploratory findings provide a basis for examining the following proposition in future research: integrating explicit discussion of different impact-oriented professional pathways into entrepreneurship education may be associated with changes in students' career-related perceptions and intentions. This proposition could be examined through multi-institutional and longitudinal research in which students' career-related perceptions, entrepreneurial intentions, and professional preferences are measured before the course, immediately after it, and at later follow-up points. Including comparison groups would help distinguish course-related developments from broader changes occurring over time.

Another avenue for future research involves a more detailed examination of students' career aspirations to understand their initial focus before the course, the reasons and nature of any shifts, their specific contributions to the SDGs, and how they intend to generate income in their chosen career paths. Such research could investigate how students understand different impact-oriented professional roles, including entrepreneurship, intrapreneurship, and employment in mission-driven organisations, as well as how they evaluate possible tensions between financial security, personal development, and social or environmental impact.

Semi-structured interviews could provide deeper insight into the reasoning underlying students' self-reported aspirations and decision criteria. These data could be examined through qualitative content analysis (Kuckartz & Rädiker, 2022). Future studies could also compare students from different disciplines, countries, and educational formats to assess the transferability of the identified patterns.

Finally, following up the present participants after graduation would make it possible to compare their earlier self-reflections with actual employment, intrapreneurial activity, or venture creation.

6. Conclusions

In conclusion, this exploratory qualitative study provides insight into how students described their career-related reflections following participation in an impact entrepreneurship course structured around people, planet, and profit. The findings extend the discussion beyond entrepreneurial intention by showing that students associated impact-oriented work with several possible professional pathways, including employment in mission-driven organisations, intrapreneurship, and the use of social and environmental criteria in future job choices. Participants also commonly described financial viability and positive impact as compatible rather than conflicting objectives. For educators, the findings support the inclusion of experiential, project-based, and structured reflective activities that expose students to multiple ways of pursuing impact-oriented professional work. However, the results reflect students' self-reported perceptions collected within one course and do not demonstrate actual changes in career behaviour or subsequent professional trajectories. Longitudinal and comparative research is therefore needed to examine whether the identified reflections translate into later professional choices.

Ethics Declaration

For this study, self-reflection protocols collected from students enrolled in an entrepreneurship class were analysed to explore specific learning and developmental aspects. The data obtained through these protocols is intended to contribute to the understanding of students' career choices and educational outcomes within this context. Prior to the collection of the self-reflection protocols, students were fully informed that their reflections would be anonymized and used for research purposes. This information was provided verbally and in writing via slide decks and the learning management system, ensuring that students understood the nature and purpose of the research and their involvement.

The self-reflection protocols were anonymized by the researchers before any analysis commenced. Anonymization involved removing any identifiable information from the documents to protect the privacy of the participants. Each protocol was assigned a unique identifier ranging from SP_1 to SP_26 and stored in the MAXQDA software for analysis. This process ensures that individuals cannot be identified from the data. The anonymized data is stored securely and is only accessible to the research team. The protocols will be used solely for the purpose of this research and will be retained in accordance with institutional data management policies. After completion of the research, data will be kept in a secure archive for potential future studies, contingent upon further ethical review and approval.

This research complies with the ethical standards set forth by Hochschule München University of Applied Sciences. The authors conducted the university's ethical self-assessment questionnaire prior to data collection.

The research involves minimal risk to participants as it solely utilizes anonymized expressed reflections. The results of this research aim to benefit educational methodologies and improve pedagogical strategies in entrepreneurship education, offering value to both educators and students. For any questions or concerns regarding this research, participants or interested parties may contact the main author.

AI Declaration

The authors hereby declare that they have written this paper independently and have not used any AI sources and aids other than those specified in the methodology chapter, i.e., the AI functionalities of MAXQDA. All adopted content, as well as content generated with AI support, has been identified. Excluded from that are orthographic or grammatical corrections, translations, and improvements of formulations that do not change the meaning. For these changes, the university's own ChatGPT version (4.0) and Grammarly were used. Additionally, the authors have asked Notebook LM to give reviewer feedback on the first version of the paper. This feedback (focusing on more depth in the literature section) was considered and an additional paragraph on entrepreneurial intention added, without the use of AI. The authors declare that they have only used AI tools as an aid, that they have critically reviewed the content generated by AI, and that their independent cognitive and creative influence prevails in this work.

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