

Industry and Higher Education

Call for Papers

Special Issue: The entrepreneurship educator's classroom: exploring and uncovering what lies beneath

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Keywords: *Entrepreneurship education, pedagogy, learning space, reflexivity, teaching, everyday practice*

Rationale - Call to Action

The purpose of this special issue is to explore 'taken for granted' assumptions of entrepreneurship education reflected in the scholarship of teaching (and teaching-related practices) – its ideologies, grand narratives and entrenched beliefs, (Morris and Liguori, 2016; Seikkula-Leino et al., 2015; Higgins et al., 2013). In the UK and Europe, for example, the impact of Teaching Excellence Frameworks has prompted university business schools to focus more attention on teaching quality, student satisfaction and the learning environment. The defining and measurement of teaching excellence have drawn attention to the importance of teaching and learning in emerging and established HEIs. Implementing the above agenda requires developing the status of teaching, exploiting the complementary nature of teaching and research, and undertaking discipline-based pedagogic training and research. As a consequence there is a growing awareness of the need for innovative teaching practices that will enhance entrepreneurship education and learning (Fayolle, 2013; Jones, 2010; Cope, 2011; Lackéus et al., 2016; Neck and Corbett, 2018; Fayolle, Verzat and Wapshott, 2016). A fundamental issue in entrepreneurship education is the need to focus on the nature of the foundations that underpin its delivery (Hannon, 2006; Seikkula-Leino et al., 2010). How we engage with methods of teaching entrepreneurship and our understanding of what should be taught remain ambiguous. Inspiring entrepreneurship in all its forms is dependent on the methods we use as educators, but to date much of the research has focused on such issues as student learning, methods of assessment, the rate of business start-ups, etc (Fayolle 2008; Fayolle et al., 2016; Mwasalwiba, 2010; Pittaway and Cope, 2007).

Few researchers have sought to account for how we teach and the methods used in the entrepreneurship classroom. We thus know comparatively little about what happens in the classroom, what teaching methods educators employ and their effectiveness, the underpinning rationales and how they contribute to what is learned and achieved by the student (Nabi, Liñán et al., 2017; Nabi et al., 2017). What happens in the classroom remains an unspoken question in much of the entrepreneurship education literature. Yet the classroom is the point of 'action' where relationships with students as a learning community are developed, where the developed curriculum and teaching plans are enacted. For the purpose of this special issue, we define pedagogy as 'methods of interactions between students and teachers and the contextual nature of the learning environment in which those interactions take place' (Murphy, 2008). The special issue seeks to address what we do, as educators, in the classroom, what methods and techniques we employ and why, and what is the underpinning rationale. In this way, we seek to redress the balance by drawing attention to the 'scholarship' of teaching. Our methods of teaching are of critical importance to how students explore, view and understand what it means to be an entrepreneur (Fayolle et al., 2016; Nabi et al., 2017). Therefore understanding how learning is made possible through the application of educational theory to the practice of teaching becomes an important topic of scholarly discussion.

We invite contributions that highlight the theoretical and practical aspects of entrepreneurship education and how they relate to business and social needs. Possible areas to be addressed include, but are not limited to:

1. Ideologies, dominant assumptions and grand narratives in entrepreneurship education.
2. Pedagogical theories in entrepreneurship education as they relate to entrepreneurial practice.
3. Engagement, impact and the evaluation of teaching practice.
4. Innovations in assessment and teaching.
5. Values, ethics and critiques of entrepreneurship education practice.
6. Learning and teaching philosophies in entrepreneurship education.
7. Teaching policy in higher education and entrepreneurship.
8. Who teaches in this field, and what do they do?

We seek two types of paper for the special issue:

- research articles (4,000–6,000 words): qualitative and/or quantitative studies, or theoretical or conceptual articles; and
- accounts of practice (2,000–3,500 words). These articles should not merely address techniques, but should give consideration to what might best help to improve the general practice and understanding of entrepreneurship educators.

Submission and review process

Submissions will be desk-reviewed by the Guest Editors. Selected manuscripts will then be sent for full review (double blind, two independent reviewers).

All submissions must be written in fluent English and should comply with the journal's guidelines at <https://uk.sagepub.com/en-gb/eur/industry-and-higher-education/journal202558#submission-guidelines>. They should be submitted electronically at <https://mc.manuscriptcentral.com/ihe> and clearly identified as intended for this special issue ('The entrepreneurial educator's classroom').

For further information, please contact the guest editors: dhiggins@liv.ac.uk

Submission deadline 1 October 2020

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