



Entrepreneurship Education and Pedagogy

CALL FOR PAPERS SPECIAL ISSUE ON

Rethinking and Renewing Educational Paradigms, Theories and Pedagogies in Entrepreneurship Education

Guest Editors

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Entrepreneurship education is growing everywhere in the world and it is at the heart of an important social/societal demand (Katz, 2003; Kuratko, 2005; Fayolle, 2013). However, entrepreneurship is a diversified and complex phenomenon and likewise is entrepreneurship education at both research and practice levels. Therefore, entrepreneurship education “*appears to be one of those phenomena where action and intervention have raced far ahead of the theory, pedagogy and research needed to justify and explain it*” (Rideout & Gray, 2013, p. 346). It “*has come at a cost: we grew so fast we outpaced our own understanding of what to teach, how to teach it, and how entrepreneurial learning is best measured*” (Liguori et al., 2018, p.5). In response to these challenges, as a research field, entrepreneurship education appears still fragmented and not cumulative. There is very little research focusing on ontological and epistemological issues in entrepreneurship education and lack of theory driven papers. For example, “*There are numerous definitions of enterprise and entrepreneurship among higher educational institutions, but in entrepreneurship education articles we have reviewed, entrepreneurship education (as a teaching object) is rarely defined or conceptualized*” (Fayolle, 2013, p.4). Further, there is still need for improving methodological rigor in entrepreneurship education research. It appears that research on entrepreneurship education is still largely marginalized in top entrepreneurship journals as there are lack of both legitimacy and maturity and consequently a need to work on the theoretical, pedagogical and epistemological foundations of the discipline (Fayolle et al., 2016).

From an ontological point of view, entrepreneurship education can be seen mainly as a ‘fabric’ of new enterprises (start-ups) and successful entrepreneurs, although it should be more a ‘fabric’ of human-being individuals (or ‘enterprising’ individuals), thinking, acting, making decisions in a range of uncertain situations/contexts (Saravathy & Venkataraman, 2011; Neck & Greene, 2011). When they are engaged in an entrepreneurial process, novice/nascent entrepreneurs (our main target) are dealing with novelty, change, uncertainty and contingency. They are incompetent, ignorant and have approximative-based behaviors. In particular, there is a need to develop a critical mindset and a high

level of conscientiousness of the students regarding the huge and complex challenges our societies are facing (Klapper & Fayolle, 2022).

With regards to pedagogies and educational practices in the field, a great number of articles acknowledge the importance of ‘active’, ‘experiential’, ‘learning by doing’, ‘real-world’ pedagogies, ‘experiential’ learning, but based on the field of educational psychology, more research is needed to get a better understanding on how humans actually learn in such pedagogical settings. Further, it is essential to target educational efforts by designing courses that are embedded in practice but developed by research efforts (Fayolle, 2013). When reviewing the literature, we find a lack of details about the nature of educational interventions (educators, pedagogies), the design of teaching models as well as how learning outcomes are best measured (Nabi et al., 2017). Further, when we think about entrepreneurship education, do we speak about teaching ‘about’, ‘for’ or ‘through’ entrepreneurship, and how we balance these approaches (Lackeus, 2015).

Few studies examine the influence of the background (education, professional and personal experiences) and beliefs of educators on students’ learning outcomes. Social identity is a topic of interest for entrepreneurship scholars examining the social identity of entrepreneurs and its impact on entrepreneurial performance. In the same line of thought, research in entrepreneurship education could pay attention to the influences and effects of social identity of educators in the field. Entrepreneurship professors and educators could ask: *"What is my role in society as an entrepreneurship professor/educator?"* This is a fundamental concern because *"An identity is like a compass helping us steer a course of interaction in a sea of social meaning"* (Burke & Reitzes, 1981, p.91). Social identity shapes our decisions, behaviors, and professional strategies regardless of our activity. Whoever we are—entrepreneur or entrepreneurship scholar or entrepreneurship educator—thinking about our role in society and acting accordingly is a key driver of our professional career. Therefore, there is a need to clarify entrepreneurship professors’ social identities and their implications.

Although there have been studies on the different learning methods used by males and females, only minor emphasis has been given on the role of gender in entrepreneurship educators. For example, do female educators emphasize certain subjects in their teaching compared to men (Ratten & Usmanij, 2021)?

As evidenced by Edelman et al. (2004), there is a gap between what we teach and what entrepreneurs do. Consequently, research and educational practices should address key problems experienced by entrepreneurs in a range of situations and contexts to bring knowledge in the classroom on how (ways, strategies, soft-skills, competences) entrepreneurs learn to solve (or to deal with) the problems (Problem-based learning pedagogies). Research should also address issues on the pedagogical transferability of knowledge produced in studying entrepreneurs in the real-life to the classroom and the students.

In addition, we should remind of the importance of informal learning/education in entrepreneurship and ask how we teach and by doing so, support future entrepreneurs to attain a flexible mindset through exercises that are exploratory, creative and playful in nature. For example, participating entrepreneurship societies or actively attending and constructing large entrepreneurial events could be paid attention in research (Ilonen, 2020). Stenholm et al. (2021), in turn, highlight the role of non-entrepreneurship teachers’ teaching methods which (unintentionally) match entrepreneurial competences.

Finally, sharing experiences, initiatives and research results on entrepreneurship education, building up research and practice communities, and developing PhD programs in entrepreneurship

education would be useful and more than needed in an emergent field. In other words, there is a need to strengthen the social structuration of entrepreneurship education (Landström et al., 2022).

AIMS AND SCOPE OF THE SPECIAL ISSUE:

The special issue aims to examine the issues presented above and seeks to attract high-quality research papers. We wish to inspire submissions of multidisciplinary research from scholars within the management and entrepreneurship research community (including insights from education, psychology, sociology, philosophy and other appropriate disciplines) to make both theoretical and empirical contributions (qualitative, quantitative, mixed methods or case studies) to the following topics/themes/questions (not limited to):

Philosophical, conceptual and theoretical issues:

- Research about the place, role and consequences for objectivist, subjectivist and constructivist philosophical paradigms and (teacher-student) postures in entrepreneurship education;
- Definitions and conceptualizations of entrepreneurship education as a field of research;
- Threshold concepts in entrepreneurship education and consequences on the nature of learning and knowledge in the field;
- Theoretical foundations of entrepreneurship education;
- Borrowing and applying theories, concepts and educational models from education scientists (John Dewey, David Kolb, Paulo Freire, etc.);
- Learning theories in entrepreneurship education.

Pedagogies and educational models:

- How can knowledge produced in studying entrepreneurs in the real-life be transferred to the classroom and the students?
- What is the role of informal and non-formal education/learning of entrepreneurship?
- ‘Trial and Error’ theories and pedagogies in entrepreneurship education;
- How can we better understand on how humans learn in different pedagogical settings (e.g., experiential, learning by doing, problem-based learning);
- The impact of digital technologies on active pedagogies and learning outcomes;
- The application of playful learning in entrepreneurship education and its impact on learning outcomes;
- Teaching model design and types of entrepreneurial pedagogies to raise students’ conscientiousness regarding societal challenges in relation to, for example, sustainability, poverty, inclusion, disability or environmental changes.

Critical perspectives and the blind side of entrepreneurship education:

- How should we balance entrepreneurial education between ‘about’, ‘for’ or ‘through’ entrepreneurship?
- Entrepreneurship professors and educators’ social identities and their implications. How can we reflect on our own teaching/educating practices and social roles as entrepreneurship professors/teachers?
- Role of gender, race, and academic discipline in entrepreneurship educators’ educational choices and teaching;
- Legitimacy of entrepreneurship professors and educators in entrepreneurship education;
- ‘Raison d’être’ of entrepreneurship education and research in entrepreneurship education;
- Do we need entrepreneurial teacher (role-model) or knowledge-based entrepreneurship professor in entrepreneurship education?

SUBMISSION PROCESS AND DEADLINES:

Submissions are to be made directly to the journal at <https://mc.manuscriptcentral.com/eex>. Please select the appropriate special issue when submitting your article. Manuscripts will be reviewed according to the EEP double-blind review process and submissions should be prepared using the EEP Manuscript Submission Guidelines: <https://journals.sagepub.com/author-instructions/eex>

Editorial process	Key dates
Launch of the SI call	August 1 st , 2023
Extended abstract submission	December 15 th , 2023
Full paper submission (only the selected extended abstracts)	March 15 th , 2024
Virtual Paper Development Workshop (virtual PDW)	April 15 th , 2024
R&R paper submission	June 15 th , 2024
Final decision	December 15 th , 2024
Tentative first online publication	Spring, 2025

Extended abstract submission: The extended abstract submission should include no more than five-page (1500 words), and this abstract should be sent by e-mail to ALL guest editors indicating in the subject “SI EE&P: Rethinking and Renewing Educational Paradigms, Theories and Pedagogies in Entrepreneurship Education”. Then, ONLY the selected abstracts will be invited to continue the editorial process and submit the full manuscripts following the EE&P submission guidelines.

Virtual PDW: The idea of our virtual PDW is to meet guest editors and potential authors to understand better the SI aim that allows re-thinking and fitting their contributions to the SI academic conversation. In this view, the workshop’s participation is not compulsory for submitting the revised paper, as well as it does not guarantee the publication of the papers in the SI. The virtual PDW will be hosted by Turku School of Economics on April 15th, 2024 via ZOOM or TEAMS. The full details will be announced to the selected extended abstracts.

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