

Track no. 9: Entrepreneurship Education

DESCRIPTION:

Entrepreneurial competency developed through entrepreneurship education is increasingly in demand from policy-makers and practitioners (OECD 2011; World Economic Forum 2011), with high expectations placed on universities to improve students skills and abilities in new venture creation and research commercialization.

While recent evaluations of entrepreneurship education have shown trends towards an emphasis on business and financial planning (Mwasalwiba 2010), this focus is argued by some as insufficient in delivering the knowledge and know-how to act entrepreneurially, and in particular create new firms (Gruber 2007; Honig and Samuelsson 2012; Karlsson and Honig 2007). Entrepreneurship educations at universities have instructed the topic traditionally focusing on the development of students' *knowledge about* entrepreneurship. In recent years, researchers have suggested a more action-based education, encouraging the students to generate *experience in* entrepreneurship in order to develop their skills and abilities. (Cope and Watts 2000; Lackeus and Williams Middleton 2011; Mwasalwiba 2010) .

While an action-based perspective on entrepreneurial education emphasizes “learning through entrepreneurship” rather than “learning about entrepreneurship”, there is a need to bridge between theories concerned with informal entrepreneurial learning and more formalized education-based learning theories. This leads to questions regarding how educational arrangements for entrepreneurial learning can be set up and understood, as well as how learning outcomes are accessed and communicated for educational or more “real-world” purposes. An education emphasizing “real” entrepreneurial action needs a context within which this action can be realized. In what way do the structures and organizations in and around a university influence the potential for entrepreneurial action, and as a consequence how do they influence the possibility for students to develop their entrepreneurial skills and abilities.

We call for papers addressing central issues in entrepreneurial education. We seek contributions attempting to answer the questions in the following areas. :

- How can educations be structured in order to improve not only students' knowledge about entrepreneurship but also their entrepreneurial skills and abilities? How can educations prepare students for entrepreneurial action?
- What are suitable pedagogical tools for the instruction of e.g. effectuation, bricolage, lean-start-ups, ideation, and research commercialization?
- How organized environments be used to enable (or not disable) entrepreneurial learning?
- How is the action-based part of the education integrated into knowledge development?
- How can and should the effects of entrepreneurial education be evaluated?

This track aims to improve the link between entrepreneurship research and education, develop pedagogies on how to advance entrepreneurial skills and abilities, and explore how context influences the possibility for action based entrepreneurship.

We hope for contributions by entrepreneurship researchers and educators alike.

Examples of themes include:

- Capturing action-based entrepreneurial learning

- Entrepreneurial learning and identity creation
- Entrepreneurial learning environments – simulations, venture laboratories, field studies
- Entrepreneurial universities as entrepreneurial ecosystems
- Teaching, coaching and facilitating methods stimulating entrepreneurial learning
- Balancing collaborative, team, and individual learning

Special Information:

High quality papers submitted to the track may be recommended to a Special Issue regarding “Action-based Entrepreneurship Education”, in the *World Review of Entrepreneurship, Management and Sustainable Development*, for which the track leaders will be guest editors. Information regarding the Special Issue will be available on the Journal website.

Track Leaders:

1. Dr. Tomas Karlsson, Lund University, Lund, Sweden & Chalmers University of Technology, Göteborg, Sweden

Dr. Tomas Karlsson is currently an Associate Professor at Lund University at the Dept. of Business Administration. For the past 3 years, Dr. Karlsson has been intimately involved with development and delivery of the Masters Programme in Entrepreneurship at Lund University – a programme that was recently recognized by the Ministry of Education (HSV) as one of the top entrepreneurship educations in Sweden. Dr. Karlsson’s educational responsibilities have included teaching entrepreneurship at undergraduate and graduate levels in Canada, Australia and Sweden. Current research interests include business planning, new venture creation and business start-ups, academic entrepreneurship, and evaluation of entrepreneurship education.

Recent publications include:

Tomas Karlsson and Caroline Wigren (2010), Start-ups among university employees: the influence of legitimacy, human capital and social capital, *Journal of Technology Transfer*.

Tomas Karlsson and Benson Honig (2009), Judging a Business by its Cover: An Institutional Perspective on New Venture Adoption of the Business Plan, *Journal of Business Venturing*.

Email: Tomas.Karlsson@fek.lu.se

2. Dr. Karen Williams Middleton, Chalmers University of Technology, Göteborg, Sweden

Dr. Karen Williams Middleton holds a post-doctoral research position at Chalmers University of Technology, at the Division: Management of Organizational Renewal and Entrepreneurship. She has been a key actor in the design and development of the Chalmers School of Entrepreneurship, together with Dr. Mats Lundqvist, since 2004, as well as responsible for educational delivery within the areas of organizational dynamics and entrepreneurship. Chalmers School of Entrepreneurship (and its masters program – the Business Design Program) was recently recognized as the top entrepreneurship educations in Sweden by the Ministry of Education (HSV). Dr. Williams Middleton is currently conducting research in entrepreneurial behavior and identity, and education, while research interests expand also to academic and soci(et)al entrepreneurship.

Recent publications include:

Susanne Ollila and Karen Williams Middleton (2011), The venture creation approach: integrating entrepreneurial education and incubation at the university, *International Journal of Entrepreneurship and Innovation Management*.

Mats Lundqvist and Karen Williams Middleton (2010), Promises of societal entrepreneurship: Sweden and beyond, *Journal of Enterprising Communities*.

Email: karen.williams@chalmers.se

Cope, J. and Watts, G. (2000), "Learning by doing: An exploration of experience, critical incidents and reflection in entrepreneurial learning" *International Journal of Entrepreneurial Behaviour & Research*, 6, 3, 104-124.

Gruber, M. (2007), "Uncovering the value of planning in new venture creation: A process and contingency perspective" *Journal of Business Venturing*, 22, 6, 782-807.

Honig, B. and Samuelsson, M. (2012), "Planning and the Entrepreneur: A Longitudinal Examination of Nascent Entrepreneurs in Sweden" *Journal of Small Business Management*, 50, 3, 365-388.

Karlsson, T. and Honig, B. (2007), "Norms surrounding business plans and their effect on entrepreneurial behavior" *Frontiers of Entrepreneurship Research*, 27, 22, Article 1.

Lackeus, M. and Williams Middleton, K. (2011), Venture Creation Programs: entrepreneurial education through real-life content. *Babson College Entrepreneurship Research Conference*. Syracuse, NY.

Mwasalwiba, E. S. (2010), "Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators" *Education + Training*, 52, 1, 20-47.

OECD (2011), *Entrepreneurship at a Glance 2011*, OECD Publishing.

World Economic Forum (2011), Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century: Final Report on the Entrepreneurship Education Workstream. *World Economic Forum Global Education Initiative*. World Economic Forum.