Entrepreneurship education and engagement
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The aim of this research is to contribute to the creation of an entrepreneurial culture in teacher education - which has an influence on entrepreneurship education in schools. In this article I will present findings from my research of experiences of student teachers with entrepreneurial learning processes at the Teacher Education of Aarhus and at the Entrepreneurship Centre VIDEA.

At this stage of my research I focus on my findings about a connection between entrepreneurship education and engagement. The question I care about is why entrepreneurship education influences on general psychological aspects as engagement, and how it can be transformed into specific didactical elements of teaching which can help us to create new practices of entrepreneurship education. Furthermore I care about the contribution of pedagogical perspectives of entrepreneurial learning and formation/education processes in teacher education and schools.

The aim of this article, organized in two parts, is to present a selected outcome of my research:

a) Understanding entrepreneurship as a new pedagogical phenomenon in teacher education
b) Student teachers' experiences with pedagogical key elements of entrepreneurship education which affect their engagement. The selected students have all shown engagement out of the ordinary and they have all been participating in entrepreneurship courses at the teacher education and at the entrepreneurship centre. It means: They have been participating in curriculum based courses and courses which were extra-curriculum and voluntary based.

This article is written at the beginning of my research period. Therefore, the article will contain a number of questions which are not yet answered.

Motivation
Experiences from my everyday life as a lecturer and a researcher at the teacher education of Aarhus and the entrepreneurship centre VIDEA show that entrepreneurial learning processes seem to motivate and engage some students out of the ordinary. The extraordinary engagement of these student teachers is shown by their initiative to search for and participate in different entrepreneurial learning environments and processes, and to develop and to implement their newly created products at school, although they are not part of their courses.

The experiences with engagement are interesting because teacher education is challenged by drop-out rates and lack of commitment and participation. This includes both students being absent from classes and students only working with strictly teacher-defined “to do” assignments. “Can’t I just write an ordinary report” or “Can you help me find a school where I can create something new that they need” are examples of two different mindsets of students which I noticed in my research. The last mindset seems to be “a new culture” which is growing amongst students who are looking to participate in different entrepreneurial learning environments. Why?

Teachers and education innovators have to find the answer to this ”why” in order to be able to create an entrepreneurial culture in teacher education - and in the schools. However entrepreneurship education is not just that. What is then entrepreneurship education and
entrepreneurial competences in a pedagogical context which aims at educating students creating an effective learning environment for children?

**Topicality**

Innovative and entrepreneurial competences are important to generate growth in society. Since 2013 the Danish educational system from ABC to Ph.D. has to stimulate, evaluate and test innovative and entrepreneurial competences of students (FIVU, 2012). It is a totally new challenge for the pedagogical context of teacher education and schools.

A central element of this challenge is that we know very little about what entrepreneurship education and competences actually are and could be in the context of teacher education and of schools.

New research shows that entrepreneurship education has an impact on the motivation of students for their own learning processes, for creative learning processes and for their participation. It also seems to reduce student drop-out rates (Lund et al, 2011; FFE-YE, 2012). Entrepreneurship education is therefore interesting as a method to increase student teachers' engagement for their own learning process. The hypothesis is that it will have a knock-on effect on learning and education/formation processes of children in school.

A central challenge is that our knowledge is rather scarce as to which phenomena and key elements in entrepreneurship education have the apparently strong influence on the engagement of the students - at least some students.

My research contributes to illustrating the current change of direction within entrepreneurship education. The change moves from entrepreneurship which primary focus is on business and finance to entrepreneurship which focuses on creating new ventures, to a newer trend within pedagogical entrepreneurship which focuses on an enterprising mindset and behavior (Lund et al, 2011).

My interest is therefore entrepreneurship education in a learning and formation/education perspective. And the superior questions of my research are: Which phenomena and key elements in entrepreneurship education foster engagement for student teachers? And how do entrepreneurial learning processes influence on the culture of education in teacher education and in school?

**Pedagogical, business and social entrepreneurship**

Entrepreneurship education is a sort of practice in which participants are trained to discover, create and realize the new value adding opportunities (Sawyer, 2012). It has to produce more value for themselves and for others. The value may include the value of economics, social, cultural and human nature (FFE-YE, 2012). “More value” is associated with the metaphor of growth signalling that something grows, raises and increases. As such growth is a conceptual up-metaphor for the impact of entrepreneurship education (Greve, 2011). The questions are: Which outcome do we want? Which kind of “up-growth” do we value? These questions are related to the question of “why and how entrepreneurship education” which is also connected to different paradigms of entrepreneurship education (Blenker et al, 2011).
There are mainly two directions – or understandings – of entrepreneurship education which are both connected to the question how to create more growth in society; business and pedagogical entrepreneurship. But their agendas to stimulate growth are quite different:

1) Business entrepreneurship where the way to growth is based on creating small and medium enterprises. The students have to learn how to create new ventures (entrepreneurship) or how to create new ventures on the edge of existing ventures (intrapreneurship) (Schumpeter, 1934; Blenker et al, 2011). The methods of this direction will often train the students to have an intellectual, logical and rational approach to their surroundings or the general market.

2) Pedagogical entrepreneurship where the way to growth is based on an enterprising approach and behavior of humans (Gibb, 2002; Kirketerp, 2012). The students have to develop personal and social competences to identify, create, and act on opportunities and visions. This includes broad emotional, intellectual, social and practical attitudes and competences such as networking, creativity, co-creation, self-efficacy, self-discipline, risk taking, passion and drive (Gibb, 2002; Sarasvathy, 2003; Surlemont, 2007; QAA, 2012). The methods of this direction will often train the sensitivity of the students towards their surroundings - and their capacity to create opportunities in co-creation processes with others. Opportunities are seen as dynamically and socially created (Korsgaard et al, 2009).

However, a more recent direction has come into existence:

3) Social entrepreneurship which focuses on achieving social changes and new social values, not commercial values. It typically takes shape as a venture in an intersection of the private, the public, and the voluntary sector. Social enterprises are often a part of grass-roots movements (Bager et al., 2009).

The pedagogical way of growth is connected to the human creative urge and ingenuity which can be stimulated, learned, and qualified by education (Tanggaard, 2014). This is about creating more value in lives of individuals in general and about creating more value in specific professional contexts. This is the reason why the resonance of teacher behavior has to be based on an entrepreneurial approach supported by skills to facilitate entrepreneurial processes by using certain methods and tools. This will be useful to create an entrepreneurial environment in school - which can encourage children with a creative and enterprising approach and behavior.

In my opinion, the human creative urge of student teachers should also be used to create new products as ventures, processes, material and services - which are useful for the schools or for other actors. However, it is not the overall aim of a teacher education which trains students to create effective learning environments for children. And yet, it is very useful for practice in school and for strategic innovation if the teacher education stimulates students to use their competences to create new practices and products - or even new ventures - for the school market. The two cases below are examples of this point of view:

A new venture is Global School Support1. The founders are two student teachers who identified needs for new schools, teaching and learning methods in Ghana – as well as the need for a new teacher exchange platform. This project is now in the process of transformation to become a part of

1http://globalschoolsupport.dk/
a much bigger project in EU. Another new venture is Jacobarts. The founder is a student teacher who is deeply passionate about parkour and who has created a venture which organizes workshops and publishes books and movies about parkour.

These student teachers all act with an enterprising approach and behavior - and they are working hard to continuously be aware of needs in their surroundings and be focused on developing their product/venture. Engagement is what keeps them going - they say. The three students are participants of Entrepreneurship Centre VIDEA which offers educational support to run and merchandise a business. That is a new practice on the edge of teacher education.

Like that pedagogical, business and social entrepreneurship can all be a reasonable paradigm of an entrepreneurial culture in teacher education - even the business direction is a totally new perspective which will break traditions in the teacher education of Denmark. Pedagogical entrepreneurship is about formation/education of entrepreneurial humans – and this paradigm is thus fundamental in a teacher education.

But the question is "should we create a revolution of culture changes in teacher education"? Based on my research: I will say “yes and no”. I believe it is a question of where the entrepreneurship education takes place, which is not a new discussion in the field of entrepreneurship education (Hannon, 2006; Hindle, 2007). The teacher education and the entrepreneurship centre are two different contexts where student teachers' learning processes can take place - and with two different aims for the processes. To stimulate an enterprising approach and behavior of students and to create intrapreneurs and entrepreneurs, respectively.

From my point of view, entrepreneurship education as a method to create an enterprising approach, behavior and skills has to be an integrated part of the pedagogical practice of the teacher education - because this is fundamental for future teachers whose aims are to form children with a creative and entrepreneurial approach and behavior. Among other things it also seems to promote the student teachers' (and school children) engagement, participation, and joy to learn. This kind of practice demands a renewal of practice based on subjectivity, collaborative and co-creation processes. Real life needs are the main focus - and curriculum based content is continuously integrated in the process to qualify it.

Entrepreneurship education as a method to build new ventures has to be a possibility for student teachers who are engaged in realizing their own idea of a product. For students who wants to become intrapreneurs or entrepreneurs. This is a revolution because it has not been possible as a part of the education programs at humanistic university colleges before. The entrepreneurship centre VIDEA is the first of its kind in Denmark. And it is a revolution because it means that the business direction will also be integrated in teacher education, or at least on the edge of the teacher education. In Denmark we have a strong tradition of separating business and pedagogy.

There is no doubt however, that for teacher education, the sounding board of entrepreneurship education is to educate teachers with an enterprising approach, mindset and behavior. Not to educate entrepreneurs. In this way an enterprising approach and behavior has to be understood as an

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2http://www.jacobarts.com/index.html
everyday practice - not something special that we do in isolated modules or processes during teacher education or at school.

**Entrepreneurship as an everyday practice of sensitivity**

The approach of humans toward their surroundings is shown by their everyday practice. An entrepreneurial approach in everyday life is shown by the competences to disclose the surroundings - which is about the competences to identify disharmonies and anomalies: "The life of skillful disclosing, conversely, is a life of intense engagement. The best way to explore disharmonies, in other words, is not by detached deliberation but by involved experimentation" (Spinoza et al, 1999). Thus entrepreneurship is not just about creating something new or more, but about creating REAL values and renewal. It is a specific everyday practice which demands engagement and involvement. Sensitivity is a basic competence: Opportunities originate from our sensitivity toward disharmonies in our own everyday practice” (Spinoza et al, 1999).

Sensitivity is, as I see it, associated with an attitude of wondering - wondering is the basis of the curiosity which makes individuals investigate a phenomenon further. Therefore sensitivity, wonder, and curiosity are key competences for an enterprising approach and behavior. There might even exist a progression between the three competences in the order sensitivity, wondering, and curiosity? Maybe it is the real foundation for creating new possibilities?

Disharmonies are: "...practices in which we engage that common sense leads us to overlook because they are not well coordinated with other practices". Accordingly, an everyday enterprising approach and behavior should be both means and aim for entrepreneurship education in teacher education which trains students to note the learning processes of each child at school - and to create new possibilities to stimulate each child even better. Expressed by design language; This teacher is a T-shaped teacher who has strong professional competences and persona/social competences for empathy (Brown, 2010).

“To note” the learning process of each child is a behavior of skillful disclosing. Skillful disclosing is based on sensitivity - which means, more exactly, that this kind of entrepreneurship is not a science but an innovative branch of art (Bager et al, 2011) - which all teachers need to learn. The question is how? How do we train and qualify sensitivity?

The competence of creating new opportunities is not so easy - but it can be trained and learned. Everyday practice is organized and constituted by styles, which gives meaning to what we do. Styles are connecting and maintaining everyday practices - and that is why everyday practices have strong routines and habits. That is why it becomes important to be aware of human styles which constitute their competence to sensitivity towards disharmonies.

The styles of teachers’ everyday practice have to be a life of skillful disclosing - and this is a new approach for many educators who are used to having the answers. Methods and tools to train an enterprising behavior are all - somehow - based on questions rather than on answers. To the students, specifically this seems to be an important key element for their engagement. The inquiring approach means that they spot themselves in the entrepreneurial learning processes³.

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³ See section “spotting oneself and being in motion”
Engagement - character trait and competences which can be learned

We are all using the word “engagement” in our everyday language. My experiences are that we use the word with a positive connotation; engagement is good. Well, it can be stressful if it is exaggerated but basic engagement is something we valuate as positive. This was also the starting point of my curiosity of the apparent connection between entrepreneurship education and the extraordinary engagement of student teachers. But what exactly does engagement mean? Literature and psychological research do not provide many answers to that question. In my future research I will explore this further, especially with inspiration from pragmatic, situative and existential-based learning theories which may contribute with a new educational perspective on entrepreneurship education at teacher education and school.

The dictionary says that engagement is a strong moral commitment between a human being and his or her surroundings. Engagement is associated with pawning, promise, appointment, contract, commitment, duty, and compromise. To be engaged is associated with honor. To be engaged is an active interaction in the world - but with a sensitivity to the world. With an empowering awareness and understanding of what is valuable and necessary for others. As Spinoza et al says: “The life of skillful disclosing, conversely, is a life of intense engagement. The best way to explore disharmonies, in other words, is not by detached deliberation but by involved experimentation” (Spinoza et al, 1999). It makes sense; how can you make valuable changes for others if you cannot understand their needs? And this means necessary involvement.

On one hand, engagement is a condition of enterprising approach and behavior; a character trait which someone has. A student says: ”I can’t help engaging myself”. On the other hand, engagement can be an outcome of entrepreneurship education - and therefore it is interesting to explore how we can create learning processes which create engagement. And how we will be able to.

Students say that engagement can be stimulated and learned: ”Engagement... this is something I have been working on - I have still to do better so I don’t leave if it doesn’t interest me... engagement comes from humans. If humans find their work interesting and enjoy it you can be infected with their engagement and it can spread... The elements which affects my engagement is if it appeals to my creative urge...It can also be going deep instead of scratching the surface...Then the most boring stuff can be exiting.”

It seems like engagement is connected to the opportunity for employing the creative urge - and that one individual can affect another individual with his/her engagement. Is engagement then a necessary competence for teachers in entrepreneurship education? I believe so - but it puts a high demand on performance for teachers. And it asks the question; who can teach in entrepreneurship education? Do lecturers need to be entrepreneurial? I believe so.

Learning principles of the courses

The courses which the student teachers attended practiced entrepreneurship education through entrepreneurship which aims are to engage student teachers in entrepreneurial learning processes within the context of teacher education and schools or school related companies. Entrepreneurship

4 Entrepreneurship education can be either about, through and for entrepreneurship (Hannon, 2006; Fayolle, 2010). The three positions can also be mixed but often one of the positions is evident from the objective of the tuition and the pedagogical approaches and methods chosen. Even today the position about is the most predominant one when teaching entrepreneurship.
education was a new phenomenon for all the selected student teachers so the aim of the courses was also to raise awareness and aspiration for entrepreneurship as a career path for student teachers.

The courses were designed from a basic principle: real-life setting and co-creation while learning. This is inspired by pragmatic and social learning philosophies appreciating learning by doing in collaborative, co-working and co-creating communities (Dewey 1916/2006, Lave & Wenge, 2004). Peer to peer processes are basic why student teachers and professionals from school/school related companies has been collaborating, co-working and co-creating based on REAL NEEDS for change in specific contexts. In the co-creating processes the participants' competences, potentials, visions, and passions are brought into play in the cooperation to create new and useful inventions. The requirement has been that the inventions should be realizable on actual schools/school related companies.

The requirement on realizability has been a fixed frame for the inventions which in that way must be on the edge of what is already there. On the edge of the box and not out of the box – to use a language often used within creativity research.

The following passages share selected key elements in entrepreneurship education that student teachers talk about as being particular and significant for their engagement. The concept key element covers the fact that all students in different ways point this out as being central for their engagement. I have categorized the elements and given them titles on basis of the patterns which form from the students' statements.

**Needs, usability, and forming career path**

Innovation is when the new is accepted by users and implemented, disseminated, and put into service in social systems (Sawyer, 2012). And the prerequisite for the new to be accepted is that it is useful for a specific group of people who will use it in their everyday lives. This perspective of innovation can be linked to the perspective of entrepreneurship and entrepreneurial learning processes as creating opportunities in dynamic social interactions (Korsgaard et al, 2009). It can also be linked to the perspective that creativity arises from a necessity. Most useful inventions are built on collaboration, accumulation of knowledge – and very collage-like; sampling of existing knowledge and experience (Tanggaard & Stadil, 2012). Seen in this perspective, the task is not to create something radically new, but something useful, usable and implementable. Not "anything goes".

From the courses the student teachers have an experience to contribute to innovative processes in schools through entrepreneurial learning processes. They talk about how the link between need, usability and innovation is a key element in their engagement: "I have been inspired to work on the models and tools that I can use. I can see that there is a need for it". The students relate the usability to have an underlying knowledge: "The usability is a motivating factor for me ... learning is good when it can be used for something. When I can give an answer as to why I have to learn this stuff. The connection between the underlying knowledge and real life usability is important to me. " Reality seems not to be a normal element in the traditional teacher education; "Another thing I discovered is that you have to take something from the real world and use it in his teaching. You have to use some of it in reality."

The comments convey the impression that" reality nearness" in the entrepreneurial process is valuable for the engagement of the students. This "doing" something innovatively with a useful
value to others in their life world also strengthens the employability of the students: "I have been contacted by XX from the Science Museums - you know the ones we created a product for in our course of pedagogy. They would like me to create a teaching program that they can use. And they would also like to offer me a salary. I see that I can come up with heavier tasks if I do something. And we create relationships."

This extract demonstrates the experience that the processes strengthen one's own social capital and employability in the labour market. The processes further creates opportunities to form one's own career path into the schools, into school related (or other) companies and/or in their own school related new ventures, as shown in the examples of a previous chapter. All this takes place while they are still under education.

Higher employability and forming your own career path seems to be a key element for engagement in entrepreneurial learning processes. A graduated student's employability is a key element to growth of society (especially in times of growing youth unemployment in Europe) – the possibilities for forming one's own career path are important for quality and meaning of life. I believe, that we have to focus much more on different possibilities to form own career paths in teacher education to engage students – also with the purpose that young persons will in future find it attractive to attend the teacher education.

**Emancipation and new culture of ambitions**

Ambition is learned through educational culture and practice is linked to the person's inner measure of satisfactory performance. The student teachers express in different ways the desire to free themselves from the educational culture they are a part of. They want something “more” than what is written in curricula and expected from lecturers as is reports which are simulating life world in schools. As a student says:

"It was great to experience a training area where the Jante law does not exist - and it is very much like this in entrepreneurial learning contexts. The other students say that you cannot just ... But I will make the room for me to move by the possibilities that I see. It is as if culture says that if you are searching for more you are weird. You just have to do what curriculum says. And you should never do more than what is being asked by the teachers. Exam culture is also such that it is about what professionally matters – not that one should be creative and acting. My ambition is not just to get good grades but to do something with the competences I have... The bar is often lowered in the culture of teaching. During the “Start Up Weekend” the bar is not lowered, on the contrary, you are encouraged to think, ‘If you want to, then you can do it.’ It is an attitude that indeed motivates you to actually go ahead and try.”

The comments convey the impression that entrepreneurial learning processes can help to raise new ambitions for student teachers at both the personal and the professional level - and that the opportunity to raise new and higher ambitions is a key element for their engagement. “To do something with the competences I have” – the student sees himself as having potentials which can come into play in entrepreneurial learning processes. Other students express that normal courses are limited for this, as they functioning as closed tracks where learning from other areas are not let in.

Changing ambitions are connected to an existential learning process:

“The values I carry are that you can do only do as much as you can and then you cannot do any more. And this means that you never really struggle to reach further, as it's good enough ... But ..
I've got more ambition than just being good enough – I simply will not settle for being someone who does it and that’s it... no, I want to get something out of this. Play my potential, become the best version of myself.”

The student expresses that attending entrepreneurial learning processes means changes of values and identity – during the interview, the interviewee became very affected which illustrates that the processes help “rock your boat”.

In different ways the students express that they know that an entrepreneurial approach and behavior will separate them from the majority at the teacher education. In the light of this, the entrepreneurial processes will change their feelings of belonging and affinity. It is interesting that recent research shows that students will form a stronger bond to their teachers and education (FFE-YE, 2012). Maybe it is the same for student teachers? Nevertheless these changes are of existential character.

Entrepreneurial processes based on real needs and usability has a clear framework. Entrepreneurial processes based on a “high bar” is a possibility for maximum expression. A clear framework and maximum expression is a strong partnership if our vision is to stimulate creativity and entrepreneurship (Tanggaard & Stadil, 2012). It seems that the presence of the partnership ”clear framework and maximum expression” are key elements for the students’ engagement.  

**Opportunity orientation and responsibility taking**

The opportunity and action orientation setting in entrepreneurship education is obviously a source of inspiration: “The teacher education is constantly focusing on problems, problems, problems - I get tired of problems. These processes have focused on the possibility orientation - this is something completely new to me - and it's good for me. I will not stand in one place. And then they focus on the action part - it's not just talk and talk."  

This comment conveys the impression that the students have other needs than continuously finding and talking about problems, but they feel that they are surrounded by a problem orientation culture at the teacher education. And they do not think it could be different. If this becomes the mindset of future teachers how would it be to be a child in his/her classroom? It is not difficult to imagine how the curiosity and creativity of the playing child will be transformed little by little. In this light it is important that the students experience another way of learning management which is focusing on the potentials of the individuals to create and act on opportunities while learning.

It also seems like the students connect opportunity with taking an individual responsibility to affect and act in their life world. The comment below conveys the impression that entrepreneurial learning processes stimulate and give space for responsibility acting:

"It is in this type of courses you have the best chance of meeting the right people who are the kind of persons who are needed ...... in the traditional education, I'm frustrated that I do not get to be responsible for getting things to happen ... I want to work in a major project and an actual project where you use your professionalism to get it realized.”

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5 For the lecturer/facilitator it means he has to balance between project management and process management where on one hand you have to control the processes and on the other hand you have to expand the processes.
The comment shows the students with to get responsibility – responsibility to get things to happen in life world. The opportunity for this in courses of entrepreneurship is a key element for their engagement to participate on a voluntary basis. The combination of “creating opportunities and acting responsibly” is about proactively to make a difference by pretending to be another, better place tomorrow – and the will to act on it. This is about both renewal of the life world and personal development processes.

Spotting oneself and being in motion
"The situation I want to tell about is the feeling that this was right. That things fell into place. I felt that something was going on inside me. It does not happen very often in my life. The feeling ... I was happy inside – I am happy to have been there."

The student teachers associate entrepreneurship education with passion - the comment above sounds to me like when a new girlfriend has arrived. But it is not about being in love with another person but being in love with themselves. As a student says: "I've been really motivated and engaged. I have come closer to what is important to me. What makes me burn. I think it's because I've been allowed to examine myself ... If you can’t see yourself, and if you do not realize what you can do and what is your contribution, and if you can’t see the need for you, then we will not have lived a full life. We may say, that you have not lived a full life if you do not become aware of yourself."

The comment shows that the student relates the processes to quality of life. Entrepreneurial learning processes seem to stimulate subjectivity - and the individual's feeling of being in a personal developmental process: "I will for certain not stand still – I will see the opportunities. With that attitude, you can do anything. It also gives me even more options. And I get a new spark." - “...I will not be noticing whether it is my personal or my professional life, and these courses help me to be in motion. I am afraid to be limited. This may also well be a good thing but it can also be a limiting thing."

To experience oneself - the needs, passions, intentions, values and meaning itself - appears to me as a key element in the engagement of the students. From my point of view, feelings are an underestimated element in the education culture (Tanggaard, 2011). It means that we have to understand their motivation for learning in a much broader perspective than being educated to become professional teachers. Their motivation is connected to the meaning of life in general.

To experience oneself is not without context – it is about seeing your own potential in relation to the difference you can do in the life world. It is a focal point that the students are not motivated by should, could, must according to the curriculum but by needs, passions, intentions, values and meaning for themselves and others. If this is also a fact for children in school it is pivotal for the future teacher to master new approaches, methods and tools to facilitate learning processes for children where they see them themselves and get the experience of being in a proactive development process which creates value for themselves and for others.

Method of research as a feed forward tool
My philosophical resonance is pragmatism and hermeneutics. I hope that my research can be used to understand, innovate and improve the concrete everyday life of education of student teachers and children at school.
My research is a qualitative case-study (Yin, 2003) of student teachers' experiences with entrepreneurship education at the Teacher Education of Aarhus and at the Entrepreneurship Centre VIDEA. It is an everyday life research (Brinkmann, 2012) and this kind of research will never leave the world as it was - and it affects the world as it happens. I decided to take a note of this and used narrative co-creative group coaching as my method. It is a type of dialogue based on the coach's approach of sensitivity, wondering and curiosity and a method to ask circular questions (Tomm, 1992) - and where knowledge is co-created in a collaborative process of dialogue among the participants (Stelter, 2011, Stelter 2012).

The narrative co-creating dialogue is at the same time a feed forward tool for the entrepreneurial learning process of the individual student in the way that it is the link between feed up; where am I going? And feedback; where am I now? Feed forward is a frame for the dialogue; if I am here now and want to go there – which will then by my next step? The principle is to start at the end – the goal. In this dialogue the coach/researcher has asked about the basic values and assumptions for their engagement in participating in entrepreneurial learning processes. The group has had a listening position during the dialogue and subsequent a speaking position as witnessing what was said and which resonance it gave for them (Molte & Molly, 2009; Stelter, 2012).

The choice of method is related to my platform of pragmatism; I wanted the interactions to be useable to the students - not only to the researcher. I wanted them to learn the method which is useful for them as future educators in entrepreneurship education in schools. The students themselves expressed that this method was very useful as a tool for feed forward on their own entrepreneurial learning processes. They expressed that the collaborative part disclosed perspectives about themselves and their product that they did not see themselves - and that they got a feeling of interconnectedness to the others. All together the dialogue gave them energy to keep on going.

The strength of this qualitative research method is that it gives access to being close to the interviewees/coachees’ experiences and construction of meaning. The weakness is that it implies the researchers' participation in the processes. This calls for the ethical imperative of the research to balance between empathic proximity and critical distance. A dilemma that is emphasized by the fact that the implementation of the research implies a tension between two value-based ideals, research and innovation.

**Conclusion**

Educational culture plays an important role for students' learning and identity processes. Courses which aim to engage student teachers in their entrepreneurial learning processes seem to effect critically on their engagement for learning and participation in general.

The key elements for their engagement are:

- Focus on real needs in life world and student potential
- Focus on opportunity creating and responsible acting
- Focus on new partnerships, collaboration, co-working and co-creating
- Focus on proactively making a difference in the life world - while learning
- Focus on forming own career path
- Opportunities to spot oneself and to be in motion
- Opportunities to create higher ambitions for learning
- Opportunities to strengthen relations and employability in the labor market
Do we want engaged students in their own learning process and life world? Do we want students who can make relations and form their own career path? Do we want ambitious students? If yes – this research indicates that entrepreneurial learning processes has something to offer.

I believe that entrepreneurship education in teacher education must be practiced as an everyday practice of sensitivity - towards the needs in the life world of the schools. Today, it is typically practiced in special courses or during periods of the students' educational program. An entrepreneurial practice can take form as a practice which aim is to stimulate an enterprising approach, skills and behavior - and it can take form as a practice which aim is to create intrapreneurs and entrepreneurs who are professional innovators of new ventures or new projects/products for use at schools or school related companies. Both forms are useful for stimulating engagement of student teachers and for new innovations in the context of the school and society - and life in general. This is not only a question about new teaching methods and their effect on student teachers, it is far-reaching compacts in social practice and culture.

Imagine, how it will be to be a child in a school which is infected with the values and practices of the bullets below?

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