

Contemporary Entrepreneurship Education, hampering challenges and golden opportunities.

Can we take it from a Danish perspective to
an international directive?

About the presenter

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Field of research: Entrepreneurship
education



Agenda

- Brief review of the paper (15 min)
→ During presentation please keep the questions we care about in mind and write your thoughts down on post-its.
- Individual comments on post-its (5 min)
- Group discussion, put post-its on posters/filp overs (10 min)
- Plenary sum-up (10)

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Can we take it from a Danish perspective to an international directive?

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How do we face challenges, the way of the entrepreneur?
Can we take it from a Danish perspective to an international directive?

2. The perspectives of others
How do we face challenges, the way of the entrepreneur?
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3. The Dream
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4. What can I do to solve the challenges?
What opportunities can be identified with what is our way, our way?

5. Relating comments
my friend

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ecsb 3E Conference - ECSB Entrepreneurship Education Conference in Leeds, UK on 11-13 May 2016

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Brief review of the paper

Definition of entrepreneurship:

“Mean driven behavior related to opportunities that result in value creation for others”

→ Social entrepreneurship, cultural entrepreneurship, venture creation and intrapreneurship!

Purpose:

- Gaining base knowledge about experienced challenges and potential opportunities in contemporary entrepreneurship education.
- Create a common vision of entrepreneurship education in an ideal future.



Brief review of the paper

Methodology

Data collection

- Focus group session
- n=20 educators involved in entrepreneurship education
- Proces inspired by systemic coaching, 4 questions were asked

Data Analysis

- Relating question
- Stakeholders
- Statement

Systemic Coaching

- 1: What challenges do I meet in relation to entrepreneurship education?
- 2: How do others experience the challenges (The perspectives of students, colleagues, head of departments....)
- 3: The dream (If my challenges were solved tomorrow, how would I know?)
- 4: What can I do to solve the challenges?

Brief review of the paper

Challenges (60)

- Lack of one unambiguous definition of entrepreneurship
- Association with colorful hats
- Not business as usual → resistance
- Formal assessment
- Full curriculum
- Disengaged and demotivated students
- Educators lack courage, relevant experience and or facilitation skills
- Balancing between theory and action in experiential learning designs
- Getting beyond idea generation
- Lack of support from colleagues and educational management, they do not understand the relevance and purpose of entrepreneurship education
- Inflexible schedules and support functions

Perspectives (53)

- Students, fellow educators and educational management to lack an understanding of what entrepreneurship is and the purpose of entrepreneurship education (EE).
- EE is viewed as a costly nice to have but not a need to have
- “why fix something that isn't broken”.
- EE is air/empty drums or a phase, which will soon pass.
- Fellow educators a reluctance to get involved with EE, they fear failing as process facilitator or have full assignment portfolio.
- Theory goes before action and takes precedence.
- Education management holds resistance to EE because it is costly, government imposed, difficult to control and understand, hence given a low priority.
- From a student perspective, EE is difficult- going from theoretical reproduction to learning by doing (causation vs. effectuation)
- Optimizing resources, focus on learning for exams rather than life
- It is difficult to see and understand what the expected learning outcome/ exam requirements of an entrepreneurial process are.

Brief review of the paper

Dreams(15)

- Entrepreneurship is something we do- not talk about
- Entrepreneurship is integrated behavior in the educations and cross disciplinary
- Entrepreneurship education is a preferred topic of discussion among faculty members
- Students are proactive, understand the value and relevance of entrepreneurship education and initiate educational activities
- The learning environments are adapted to support entrepreneurial processes
- The private sector is highly engaged in the processes.
- An effect would be seen in the local community

Opportunities (8)

- Getting out of the building
- Why can't you train entrepreneurship in your spare time like football?
- Creating courses for educators to challenge the professional low status.
- There is a need to accept that entrepreneurship education is about behavioral change and start with the talent.
- Entrepreneurship education holds the opportunity of employment diversification

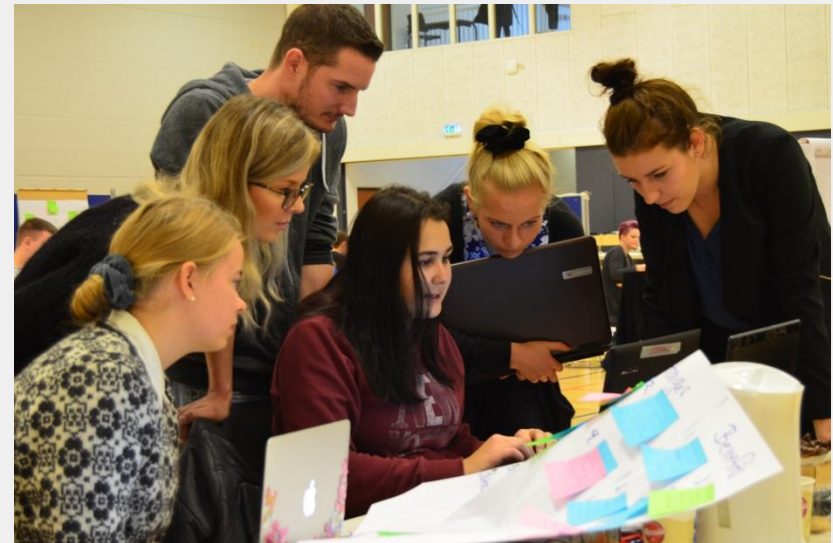
Brief review of the paper

Reflections on results

- There are many challenges to address in relation to contemporary entrepreneurship education, are they universal and what can we do to overcome them?
- On what grounds and how can we create a common vision for entrepreneurship education?

Meta-reflections:

- Are entrepreneurship educators role models?
- Where are the external stakeholders?
- Why bother?



Questions we care about

- Are the presented challenges and perspectives unique to Denmark?
- How do we envision entrepreneurship education in an ideal future?
- What is our next best step to realize that vision?
- Why is entrepreneurship education important to you, why do you bother?



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2. The perspectives of others
How do we face challenges, the lack of resources and other challenges? How can we solve them?
PERSPECTIVES

3. The Dream
How do we face challenges, the lack of resources and other challenges?
DREAMS

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OPPORTUNITIES

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Thank You for Your contribution



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