

Entrepreneurial education: developing innovative competences for the future in **Higher Education**

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INTEREST OF TOPIC

Entrepreneurship education is a topic that in recent years has been at the center of the educational policy of numerous national and international institutions and has also interested educational research, configuring itself as a field of interest that intersects aspects such as employability, active citizenship, and innovation (Lackeus, 2015; Morselli, 2016). According European

Commission (2018, 2020), entrepreneurship is also one of the key competences for lifelong learning. **STATE OF ART ENTREPRENEURIAL** COMPETENCE **ENTREPRENEURSHIP PEDAGOGICAL EDUCATION** DIDACTICAL **FRAMEWORK DEFINITION APPROACHES** (Lackéus, 2015) **APPROACHES ENTREPRENEURSHIP EDUCATION NARROW DEFINITION:** (QAA, 2012; Mahieu, 2006) **Transformative TEACHING "ABOUT"** business creation **Experiential** learning entrepreneurship learning Focusing on specific context of setting up (Mezirow) (Mwasalwiba, 2010) (Kolb) a venture and becoming self-employed **BUSINESS FOCUS TEACHING "FOR"** Learning by **Service** entrepreneuship **BROAD DEFINITION:** doing learning (Moberg, 2014) (Dewey) Developing an entrepreneurial (Sigmon) **ENTERPRISE EDUCATION** (QAA, 2012; mindset and value creation Mahieu, 2006) approach Focusing more broadly on personal **TEACHING "THROUGH"** development, mindset, skills and abilities entrepreneurship Entrepreneurship is when you act upon opportunities and ideas and transform them PERSONAL DEVELOPMENT FOCUS (Kyrö, 2005) into value for others. The value that is created can be financial, cultural, or social.

RESEARCH STRUCTURE

AREA OF INVESTIGATION

- Trasnversal competences to enter the world of work and to develop proactively professional and personal projects
- Entrepreneurship category
- Research context: **Higher Education**

RESEARCH QUESTION

- Generative question:
- What is the pedagogical significance of the category of entrepreneurship?
 - To comprehend the categories under study, their definitions, approaches, models and reference
 - To analyze entrepreneurial education programs in Higher Education

frameworks;

AIMS

To define an

model of

interpretation

entrepreneurship

that highlights its

pedagogical and

educational value;

HYPOTESIS

- Entrepreneurship can be taught and learned;
- The university environment is a supportive environment for developing entrepreneurial skills;
- Active teaching methodologies are the most favourable (learning by doing, team-based learning, etc.) for developing entrepreneurial skills:
- There are good practices at Italian and European level regarding the development of entrepreneurial competences in Higher Education.

RESEARCH METHODOLOG

Mixed methods

(Moberg *et al.*, 2012, p. 14)

 Strategy of reaserch: case study

STEP 1 Definition of

Definition of investigatio generative n area research question

> Wfhat is the pedagogical significance of the category of entrepreneur ship?

STEP 2

STEP 5

Reformulation of the research question

What are the programme for the developing of entrepreneurial competences in Higher **Education?**

RESEARCH DESIGN

STEP 3

STEP 6

SECOND

The case of

Contamination

STUDY

Labs

Identification of FIRST STUDY: dimensions, The category of category, entrepreneurship: indicators comparing and concepts definitions and through the models in the narrative Italian and Irish literature landscapes review

STEP 4

STEP 7

Data analysis by computer assisted analysis and interpretation of results

FIRST STUDY

AIMS

Precise definition of the area of investigation by deepening the conceptual dimension of the categories under study;

- Comparison and dialogue on the results of the narrative review with the international landscape
- Detecting good practices of entrepreneurial education

SAMPLE

- researchers working at Irish universities
- professors working at Irish universities - managers of entrepreneurial
- education programmes at Irish universities
- 1. Dublin City University (Dublin)
- 2. Trinity College (Dublin)
- 3. Technological University Dublin (Dublin) 4. University College Dublin (Dublin)
- 5. Maynooth University (Maynooth)
- 6. Munster Technological University (Cork) 7. University of Limerick (Limerick)

TOOL

19 semi-structured interviews conducted

Interview areas:

- Definition of entrepreneurship;
- Detection of projects, research and good practices;
- Strengths and areas for improvement of entrepreneurial education practices;
- Future perspectives

FIRST REFLECTIONS ON THE RESULTS (data will be analysed using Atlas.ti software)

• Presence of a very active and interconnected academic

- community on entrepreneurship issues;
- Interdisciplinary work between departments on entrepreneurship issues:
- Broad definition of the category of entrepreneurship very widespread;
- Presence of courses on entrepreneurship not only in Business Schools and Engineering Schools, but also at Institute of Education:
- Presence of Entrepreneurship Centres within Irish universities with intra-curricular and extra-curricular proposals for Bachelor, Master and PhD students.

What are the programme for developing entrepreneurial competences in Higher Education?

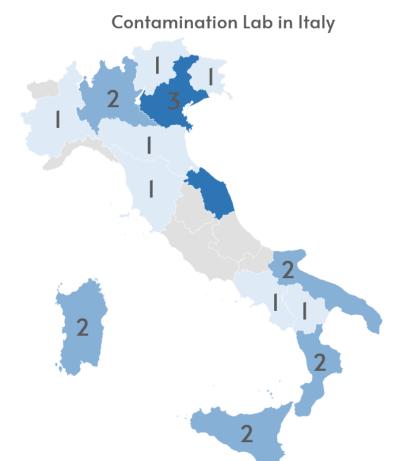
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Contamination lab

It is a place of contamination between students from different disciplines: Interdisciplinarity

- It aims to promote the culture of innovation through new learning models
- Contamination is stimulated through collaboration with the outside world through the involvement of national and international companies, organisations and institutions

SECOND STUDY



SAMPLE

23 Contamination Lab

10 interviews condutected

AIMS

- To investigate innovative ways of Entrepreneurial Education in Higher Education in Italy
- To carry out a qualitative and quantitative mapping of CLab experiences at national level

TOOL

Semi-structured interviews

Areas of the interview Institutional Strategy of the University on Entrepreneurship Governance and coordination Training design of the Contamination Lab Partnership and co-design Future perspectives

CONCLUSION AND FUTURE PERSPECTIVES

Dealing with entrepreneurship today, in such a rapidly changing context, means preparing the future of the human community, through tools, models, and projects, which are able to respond quickly and effectively to the challenges of history. And it is here that education looks to tomorrow, in a new position at the center of changes in the world of work and society as a whole.

WHAT DO WE EXPECT?

- Understand the interdisciplinary education paths of university students related to entrepreneurship
- Mapping new trends in Higher Education teaching
- Intercepting innovative models and approaches for the development of Entrepreneurship



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