



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

Letizia Gamberi – PhD Student – letizia.gamberi@unifi.it

INTRODUCTION

Education plays a key role in preparing students to build their professionalism and develop the life skills needed to enter the world of work.

Entrepreneurship, one of the key competence for lifelong learning, is emerging as an educational category that can support students to meet the new challenges of today and the future and for the proactive development of personal and professional projects.

RESEARCH QUESTION

What are the pathways and processes for building and developing entrepreneurial competencies in Higher Education (HE)?

HYPOTHESIS

- Entrepreneurship is not solely linked to the economic and financial aspects, but, more importantly, to the development of soft skills that cultivate an entrepreneurial mindset. This mindset is crucial in both personal and professional aspects of young adults' lives;
- Strengthening the entrepreneurial dimension of young adults fosters a design strength that translates into personal and professional development opportunities;
- The university is a promoting environment for the development of entrepreneurial competences;
- Active teaching methodologies, such as learning by doing and team-based learning, are the most effective for entrepreneurial education.

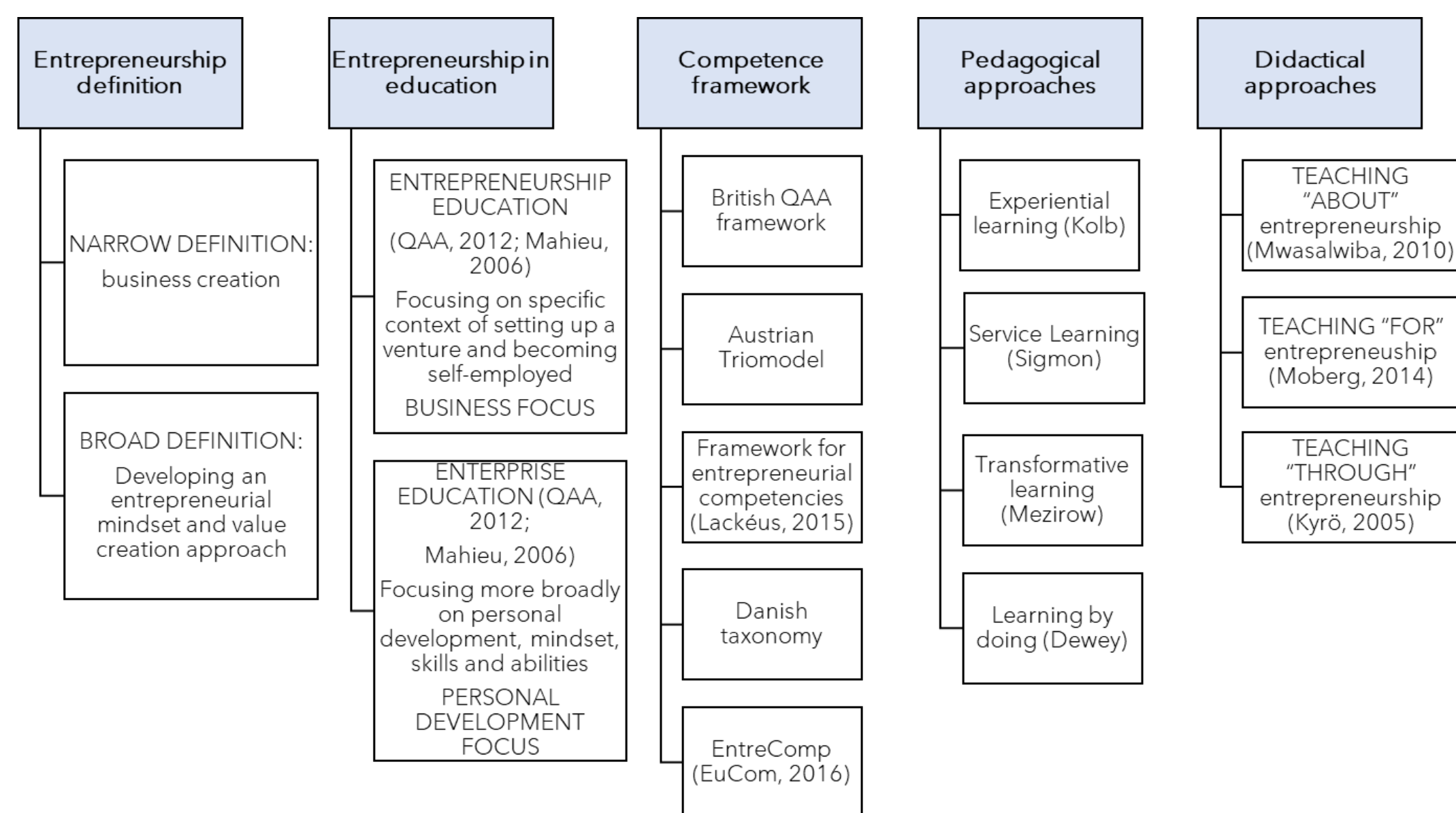
AIMS

- Understanding the category of entrepreneurship from a pedagogical perspective;
- Comparison with international contexts, specifically Ireland and UK;
- Experiences of Contamination Labs as interesting case studies for the promotion of entrepreneurial education in the Italian HE;
- Deepening the integration of entrepreneurship within the curriculum, specifically in UK.

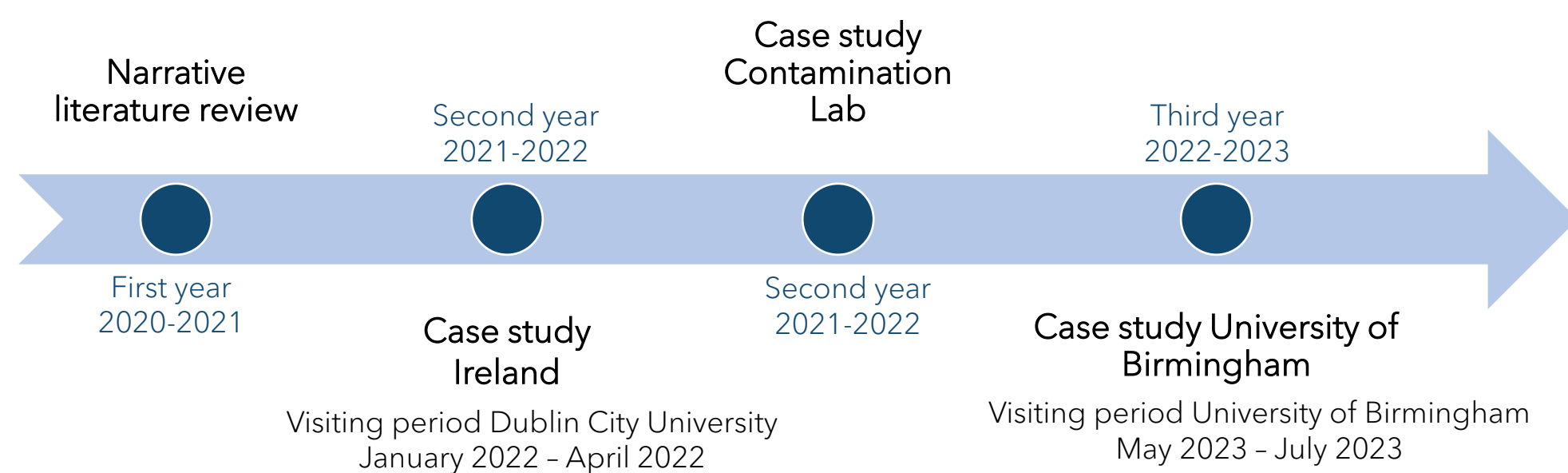
METHODOLOGY

Method: Qualitative (Glaser, Strauss, 1967)
Strategy of research: Case study (Yin, 1989)
Research tool: Semi-structured interview

NARRATIVE LITERATURE REVIEW



Bacigalupo M., Kampylis P., Punie Y., Van den Brande G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publications Office of the European Union.
European Commission (2006). *European competencies for lifelong learning*. Luxembourg: Publications Office of the European Union.
Erkkilä, K. (2000). *Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland*. New York-London: Garland Publishing.
Jones, B., & Iredale, N. (2010). Enterprise education as pedagogy. *Education + Training*, 52.
Lackéus M. (2015). *Entrepreneurship in Education – What, Why, When, How*. Paris: OECD Publishing.
Mahieu, R. (2006). *Agents of change and policies of scale: a policy study of entrepreneurship and enterprise in education*. Doctoral thesis, Umeå University.
Moberg, K., Stenberg, E., & Vestergaard, L. (2012). *Impact of entrepreneurship education in Denmark-2012*. Odense, Denmark: The Danish Foundation for Entrepreneurship-Young Enterprise.
Quality Assurance Agency for Higher Education. (2012). *Enterprise and entrepreneurship education: guidance for UK higher education providers*. Gloucester: QAA.



Entrepreneurial education in the Irish HE context: definitions and models compared

CASE STUDY 1

Objectives:

- 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;
- Detection of good practices

19 semi-structured interviews with professors and researchers working on entrepreneurship within the Irish Higher Education Institutions.



The role of Contamination Lab in developing entrepreneurial education in the Italian universities

CASE STUDY 2



Contamination Lab is a place of contamination between students from different disciplines. It aims to promote the culture of doing and innovation through new learning models.

Objective: to demonstrate how Contamination Lab contributes to the development of entrepreneurial education in the Italian HE

9 semi-structured interviews with the Contamination Lab chief and project manager

CASE STUDY 3



Embedding entrepreneurship within curricula: the case of the University of Birmingham



B-Enterprising is a hub of enterprise and entrepreneurial support for students and graduates

Objective: To produce data and provide evidences on embedding entrepreneurship within the curricula at the University of Birmingham.

4 semi-structured interviews with the B-Enterprising team's staff

CONCLUSIONS

The results demonstrate that experiences of entrepreneurial education in the university context are highly positive and effective in developing an entrepreneurial mindset. Innovative teaching methodologies, interdisciplinarity, contextualization, the virtuous exchange of knowledge and expertise between students and stakeholders, as well as the direct involvement of the latter in an open innovation perspective, represent key elements for the success of this particular type of program.

Research impact

- Expanding the pedagogical literature on entrepreneurship;
- Support for a broad understanding of the categories;
- Recommendations on embedding *entrepreneurship* within university curriculum.

Future perspectives

- Use of different methods and techniques (e.g., mixed methods);
- Expansion of the sample to other contexts and actors (students, stakeholders...);
- Interdisciplinary researches.

Quality Assurance in Research and PhD Program.
New perspective in Higher Education
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