



1st International conference

Entrepreneurship Education, rethinking connections:

Implications, Opportunities and Challenges

March, 7th and 8th 2019

Jean Monnet University Saint Etienne – Roanne Campus – France



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engage

Call for papers

Since Harvard's first entrepreneurship course in 1947 and the rise of entrepreneurship education (EE) in the 70s (Katz 2003, Kuratko 2005), the pace of development of these training and support curricula accelerated considerably over the last 2 decades, under the pressure of many countries' policy makers (Fayolle, Verzat and Wapshott, 2016). Seeing entrepreneurship as a societal cause, as an engine of growth, and as innovation and employment levers (European Commission, 2013), actors and decision-makers have seized this collective awareness and have relied heavily on its development. In order to do that, they have broadened its definition to the ability to turn ideas into actions and to solve problems in a way that creates value for oneself and for others (Blenker et al., 2012). Three major players act in the EE societal dynamics: policy makers as guide and support, Schools and Universities developing programs and ensuring the quality of learning, and entrepreneurs, as representatives of the business world developing new knowledge, new tools and new behaviors to cope with an increasingly fast and turbulent environment. However, these three actors often seem distant and only focused on their own dynamics:

- For policy makers, the objectives are to raise student awareness and entrepreneurship learning through practice, closer to the real world, in order to develop essential skills such as creativity or teamwork (European Commission, 2013). Partly financing the EA and looking for evaluations and returns on investment (Eynon, 2013), the public authorities are now asking for justification of the merits of the steps taken.
- For Schools and Universities, the development of initiatives and programs has been considerable but it is often carried out in the urgency and the competition (Paul, 2002) and it rises to scientific works (Kuratko, 2005). Action has moved much faster than theory, i.e. the pedagogy and research needed to justify and explain it (Rideout and Gray, 2013). EE is now present all around the world and on all levels of the institutional and disciplinary frameworks

(Valerio, Parton and Robb, 2014. Yet, it still faces problems of disciplinary legitimacy (Katz, 2008) ,of teacher's legitimacy (Foliard, Le Pontois and Fayolle, 2018) or of difficulties in finding its place within the University (Gibb, 2011).

- Even more problematic, the gap between schools or universities and practitioners, entrepreneurs, remains largely open with real difficulties to include EE in an entrepreneurial ecosystem that does not expect advances and development of new behaviors, nor of tools and knowledge. The stakes are high and the connections must be increased and improved to enrich the lessons taken from practice. Research must also be used as an improvement lever through stronger theoretical and methodological bases (Fayolle, Verzat and Wapshott, 2016) to develop critical analysis.

While each of these actors is confronted with its own problems, interconnections can be the basis of contemporary, authentic, and effective teaching programs. However, these interconnections are rare and the literature weakly addresses the links between the members of this triad. Research can play a role in bringing these actors together by showing good practices and by providing analysis and reflexivity. EE remains a *hot topic* for 2018, particularly for its practical scope and managerial implications (Kuckertz and Prochotta, 2018). The development of initiatives from the private sector and associations to support future entrepreneurs is symptomatic of the situation and it questions the functioning of our organizations. Recent initiatives, such as Ecole 42 and Matrice, support student autonomy by offering non-course and teacher-free programs based on peer learning and coaching.

Our environment is changing very quickly and many initiatives are being launched. Connections between policy makers, EE and practitioners need to be consolidated. The purpose of this call for papers is to prolong the debates around the following main themes:

- **Practices of entrepreneurship education (EE):**
 - o EE has been modeled by researchers (eg Béchard & Grégoire 2005, Neck & Greene 2011, Neck, Green and Brush 2014), but little is known about how these models are applied in each educative context. Which objectives (business creation, acquisition of knowledge, skills, entrepreneurial spirit in the broad sense ...) are prioritized for which levels and which profiles of learners? What are the pedagogical principles pursued, the underlying educational philosophies and the proposed activities?
 - o Can we talk about specific entrepreneurial educational methods to teach, including the construction of opportunities and the confrontation of uncertainty? To what extent does EE make the traditional school form evolve?
 - o Do digital tools have a specific role to play in EE? What are the consequences (positive or negative) of their integration into EE activities?
 - o Which actors defend and practice EE: which teachers? which external partners? which directions of establishment? Does the EE make the postures of the teachers evolve, as well as their sense of effectiveness, and their professionalism perceived and recognized?
- **Assessment and impact measurement of EE:**
 - o What is the effectiveness and impact of an EE device? How to measure them: which indicators, which process of formative and certificated evaluation, to which temporality (ies)?

- Does the EE give a specific status to the test, error and failure in the learning process and in the assessment?
 - Under what conditions (objectives pursued, teacher postures, public, insertion into the curriculum, institutional governance ...) does the teaching of entrepreneurship make it possible to (re) motivate learners? to (re) engage them in the learning process?
 - Does the EE meet the expectations of public policies in terms of social and professional integration of young people, reduction of unemployment, contribution to economic and local development etc.?
- **Critical questions about EE:**
- Are the beliefs, values and paradigms underlying educational devices clear to all actors? Which stated or implicit goals make sense for the different actors involved?
 - To what extent can EE be considered as an ideological vehicle for a certain type of educational policy (Verzat, Trindade-Chadeau, and Toutain 2017)?
 - Does EE effectively increase everyone's power of action or does it insidiously set up a process of social selection that gives the illusion that everyone can become autonomous?
 - How far to consider testing, error and failure in the learning process and in the evaluation system?
- **The role of researchers and of research in EE:**
- How can scientific studies help entrepreneurship educators? How can we strengthen the link between researchers and educators?
 - What methodological approaches can be used to study the reality of educational practices in entrepreneurship?

This call for papers is an opportunity to connect researchers, practitioners, entrepreneurs, policy makers and entrepreneurship educators, in order to establish a broad overview of innovative pedagogical practices and their impact. It allows a review of recent research for educators, as well as review (s) and interview (s) through an open forum directed to educators, students, entrepreneurs and researchers.

The scientific committee will examine the epistemological, theoretical, empirical and methodological approaches with interest to continue thinking about entrepreneurship education in today's fast and complex world. Alongside academic papers, more professional-type communications (practices, testimonials, stories, etc.) as well as case studies are also eligible and will be examined with the utmost attention.

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GUEST SPEAKERS:

Dr Andrea-Rosalinde HOFER Policy Analyst – Entrepreneurship Policy and Analysis – OECD

Peter BAUR – DG Education and Culture – European Commission

COMMUNICATION GUIDELINES

Extended abstracts will be between 1,000 and 3,000 words in French or English. They will specify the problem and the interest of the research, the theoretical framework(s), the methodology, the envisaged results, the potential contribution. They are to be sent exclusively in PDF and anonymous format to: stephane.foliard@univ-st-etienne.fr

SAVE THE DATE

Sending extended summaries	October the 31 2018
Response of the Scientific Committee	December the 15 2018
Sending complete communications	February the 10 2019
Deadline for registration	March the 1st 2019
Special issue publication	Summer 2019

OPPORTUNITY OF PUBLICATION

The best original texts responding to the main theme allowing a dialogue between practitioners and researchers (be careful to respect the instructions to the authors of this review that will be transmitted to the participants) and retained by the Scientific Committee will be proposed to the journal *Entreprendre & Innover* (classified category 4 FNEGE) for a special issue devoted to EE (Editors: Caroline VERZAT, ESCP Europe Business School Paris, Saulo DUBARD BARBOSA, EM-Lyon Business School, Stéphane FOLIARD, Jean Monnet University, St-Etienne, Mohsen TAVAKOLI, EM-Lyon Business School & University Grenoble Alpes (CERAG)). They will be peer reviewed according to the rules of double blind procedures.

VALORISATION OPPORTUNITY

In order to promote and spread the work as widely as possible, we are organizing a TEDx University on Friday, on March 8th 2019 in the afternoon. Speakers will present and disseminate their ideas. The principle of TEDx is to popularize to spread the worth ideas widely. The subject will have to be simplified and the presentations should last for 18 minutes maximum. The number of speakers will be between 6 and 10.

PRACTICAL INFORMATION

Registration fee: 160 Euros (including material, coffee breaks, meals), 80 Euros for PhD students.

City informations of Roanne:

<http://leroannais.com/>

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SUPPORTS



TED^xIUTdeRoanne
x = independently organized TED event

