PERSONAL VIEWS ON THE FUTURE OF ENTREPRENEURSHIP EDUCATION

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- What we know and what we need to know about EE
- Ideas and thoughts for the future of EE
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FOCUS ON ENTREPRENEURSHIP
EDUCATION

- 2012 Survey (Fayolle, Byrne and Toutain)
- Over the last 25 years: 1984-2011
- Around 100 articles published in:
  - Five leading entrepreneurship journals (JBV, ET&P, JSBM, E&RD and ISBJ)
  - Two high impact factor education journals (AMLE and JME)
- Five categories: state of the play, specific audiences and special needs, measurement and evaluation, entrepreneurial learning, teaching methodology and mediums
FOCUS ON THE IMPACT OF EE ON GRADUATE ENTREPRENEURSHIP

- 2013 Survey (Nabi, Fayolle, Linan, Krueger and Welmsley)
- Systematic review of the literature (SLR)
- 102 papers from 2004 to 2012
- Themes:
  - Types of theoretical underpinnings and methods
  - Types of EE interventions
  - Types of impacts
FOCUS ON ENTREPRENEURIAL INTENTION

- 2013 Survey (Fayolle and Linan)
- 220 papers from 2006 to 2012
- 49 papers are on EE and intentions (mainly on the evaluation of EE initiatives)
WHAT WE KNOW AND WHAT WE NEED TO KNOW

- EE research is fragmented and not cumulative
- Lack of theory driven papers
- Weak level of methodological rigor
- Lack of details about the nature of interventions (educators, pedagogies)?
- Critical studies in EE are missing
- Research on entrepreneurship education is largely marginalized (lack of legitimacy and maturity)
WHAT WE KNOW AND WHAT WE NEED TO KNOW

- Great level of variation in EE programme objectives, contents and teaching strategies
- Numerous conceptual and operational definitions of enterprise, entrepreneurship and EE
- Need for research leading to useful typologies and/or taxonomies in EE
- Need for designing and experimentating specific teaching models
THE CONCEPT OF TEACHING MODEL

Ontological / Epistemological Level
- Definition of the teaching object
- Conceptions about teaching and roles

Didactical level

For WHOM

WHAT

WHY

HOW

For WHICH results

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WHAT WE KNOW AND WHAT WE NEED TO KNOW

- Numerous articles claim the importance of ‘active’, ‘experiential’, ‘learning by doing’, ‘real-world’ pedagogies, ‘experiential’ learning, but...

- There is no research really focusing on ontological and epistemological issues in EE (What place and role for objectivist, subjectivist and constructivist philosophical paradigms / postures in EE?; Is EE ‘filling a pail’ or ‘lighting a fire’?)

- Do we really know how humans actually learn? Have we read articles in the field of educational psychology?
WHAT WE KNOW AND WHAT WE NEED TO KNOW

- Conceptual and educational issues:
  - Entrepreneurial mindset
  - Entrepreneurial competences
  - Entrepreneurial knowledge
  - Entrepreneurial thinking
  - Entrepreneurial learning
  - Etc.

- Research could be helpful in improving our understanding and our practice on how to ‘teach’…
WHAT WE KNOW AND WHAT WE NEED TO KNOW

- Few research are available concerning the evaluation and measurement of EE programmes and courses
- What are the outcomes and effectiveness of EE?
- EE researchers could find in the field of education inspiration, concepts and frameworks useful for their own works to address these issues
- Other research could be aimed at trying to explain why among a few studies using as a dependant variable entrepreneurial intention or motivation, we can observe contradictory results?
WHAT WE KNOW AND WHAT WE NEED TO KNOW

- Directly or more indirectly a number of articles are evoking the teaching methods and the pedagogical aspects.

- The focus is clearly on active pedagogies but little evidence is brought on, for example, the adequacy between methods and audience specificities, between methods and the contents ...

- Few studies trying to compare the efficacy / efficiency of different teaching methods for the same profile of students or the same kind of objectives.

- Researchers could also assess the appropriateness of using internet-based and computer-based technologies or using distance learning as a main vehicle to teach entrepreneurship.
IDEAS AND THOUGHTS FOR THE FUTURE OF EE

- EE is nowadays mainly a ‘fabric’ of enterprises, EE should be more a ‘fabric’ of entrepreneurs (or enterprising individuals), thinking, acting, making decisions in a range of situations and contexts.
- EE is at the crossroads of entrepreneurship and education, EE needs to combine knowledge from both the fields of entrepreneurship and education.
- EE is a ‘taken for granted’ professional domain. Critical (reflexive) approaches are needed at both research and practice levels.
- EE is too often deconnected from research and entrepreneurial practice: bridging the worlds.
IDEAS AND THOUGHTS FOR THE FUTURE OF EE

- Researchers and educators should work together for designing contents and methods aiming at teaching:
  - Soft-skills
  - Entrepreneurial mind and entrepreneurial thinking
  - Entrepreneurial action
  - Entrepreneurial method
  - Effectuation or bricolage
IDEAS AND THOUGHTS FOR THE FUTURE OF EE

- There is a gap between what we teach and what entrepreneurs do (Edelman et al., 2004)
- Research and practice could address key problems experienced by entrepreneurs in a range of situations and contexts to throw some light on how (ways, strategies, means, competences) they learn to solve (or to deal with) the problems (PBL pedagogies)
- Research and practice could also address issues on the pedagogical transferability of knowledge produced in studying entrepreneurs in the real-life to the classroom and the students
IDEAS AND THOUGHTS FOR THE FUTURE OF EE

- When they are engaged in an entrepreneurial process, novice entrepreneurs (our main target) are dealing with novelty, change, uncertainty and contingency. They are incompetent, ignorant and have approximative-based behaviours. We should ‘invent’ a ‘Trial and Error’ conception of entrepreneurship education.
IDEAS AND THOUGHTS FOR THE FUTURE OF EE

- Develop entrepreneurship educators
  - Need to understand the entrepreneurial expertise
  - Need to be ‘experts’ in numerous different areas
  - Need to deal with ‘softer’ entrepreneurship topics such as entrepreneurial mindset, opportunity construction, life-work balance, emotions, learning from failure, etc.
  - Need to regularly update their knowledge from entrepreneurship research and EE research (illustration: entrepreneurial intention)
  - Need to demonstrate the usefulness of theories in entrepreneurship
The future of EE relates mainly to the relevancy, self-consistency, usefulness, efficacy and efficiency of entrepreneurship courses and programmes at the different levels of education and training.

Most of us are the future of EE.
Thank you for your attention