

Tartu University, Centre for Ethics - 10th December 2015
Value Development in Estonian Society 2009–2013
The 8th values-based education conference

**The alliance between
entrepreneurship and education in
theory and practice
PhD (Educ.) and (Econ.)**

Content

- 1. The bases for the alliance – how entrepreneurship is defined today**
- 2. How this definition was born and how it is related to the educational concepts**
- 3. What entrepreneurship adds to the previous learning paradigms**
- 4. What does it mean to adopt it to teaching and learning practices**

“The conceptual contribution of education to research on entrepreneurship education”

**Entrepreneurship and Regional Development 2015
vol. 27, no. 9-10, 1–19**

Value questions and transformative capacity of entrepreneurship

In Europe the necessity for entrepreneurial practices has been argued from two complementary standpoints:

First, it has been regarded as valuable for employment, revitalising and renewing local, regional and national economies, as well as renewing practices within organisations.

Secondly, the European Union has linked it to democracy and active citizenship.

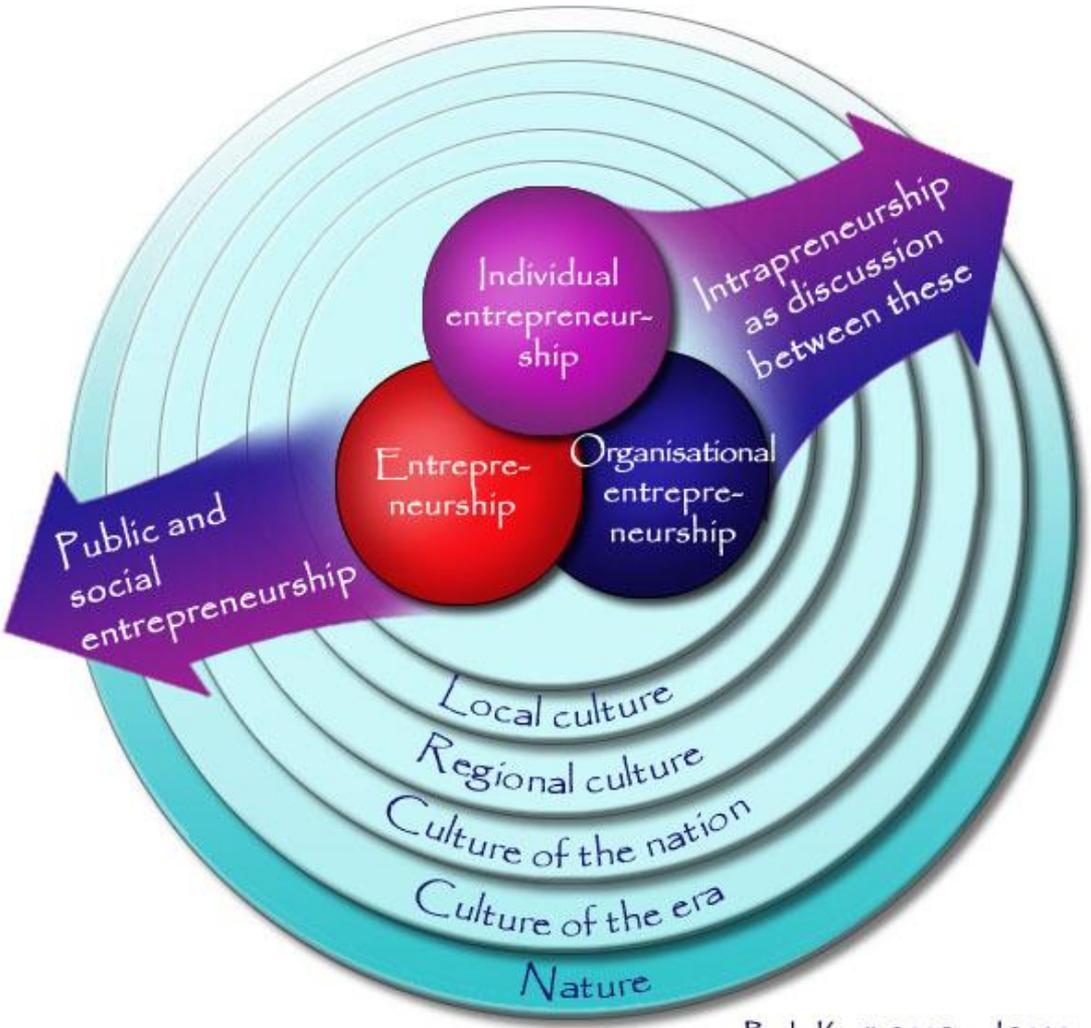
What is entrepreneurship - some definitions:

A broad definition of entrepreneurship: value creation or sustainable change that is a state of mind applicable to all settings and aspects of life (The European Commission 2008)

“the way that individuals and organisations create and implement new ideas and ways of doing things, respond proactively to the environment, and thus initiate change involving various degrees of uncertainty and complexity” (Schumpeter 1934, Landstrom 1998)

Entrepreneurship education:

behaviours, skills and attributes applied individually and/or collectively to help individuals and organisations of all kinds, to create, cope with and enjoy change and innovation involving higher levels of uncertainty and complexity as a means of achieving personal fulfilment (Gibb 2005)



Paula Kyrö, 2005 and 2010

Entrepreneurship
The small business management and ownership, the interplay between individual and business

Individual entrepreneurship
Self-oriented entrepreneurship, an individual's self-oriented behaviour

Organisational entrepreneurship
Organisations collective behaviour

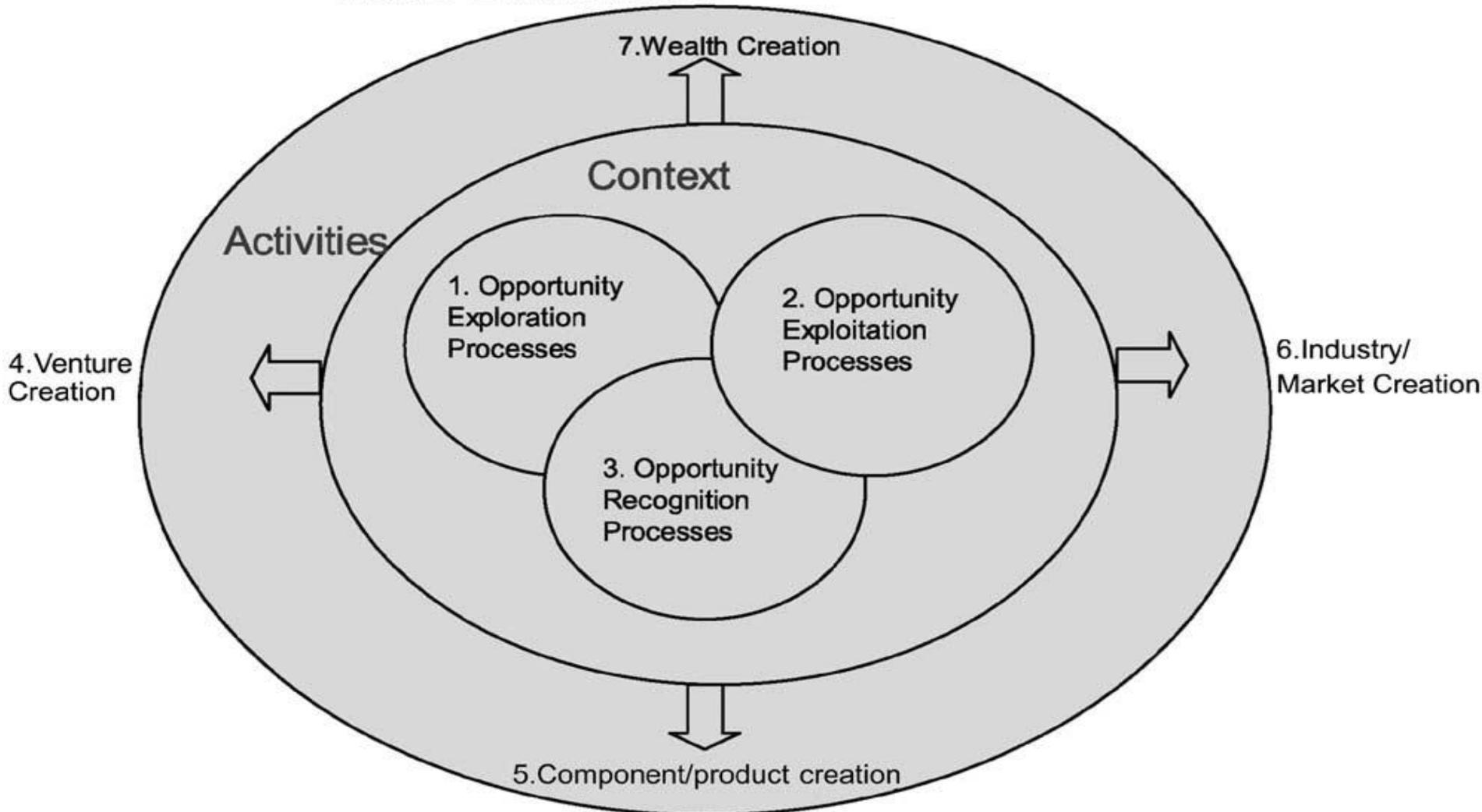
Intrapreneurship
As interplay between organisational and individual entrepreneurship

Public, social and eco-entrepreneurship

Entrepreneurship domain

Brush & al. 2003

Macro Environment



Diverse Opportunity processes

Kyrö, Kurczewska and Osei-Bonsu



Defining entrepreneurship

Drawing from the early entrepreneurship contributors entrepreneurship is about the right and ability of free human beings to create their own welfare and living through creative action by combining resources in a novel way, applying new knowledge and taking risks in this process. This process can be seen as an opportunity process – creating, discovering and exploiting opportunities



The human being as an extraordinary, risk-taking, creative, free and responsible actor, who recognises, discovers and creates new opportunities and exploits them

AAAA for the alliance between entrepreneurship and education

- **A**utonomy (and the risk and responsibility inherent in it) and
- Creative **A**ction orientation
- **A**lertness to opportunities and competences to exploit them
- **A**xiology – values as guiding principle for our actions

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**Continental
approach**

Ontology



Axiology



Epistemology



**Anglo-American
approach**

Ontology



Axiology



Epistemology



LEARNING PARADIGM

**Theories of learning
and teaching**



**Pedagogy
and didactics**



**Learning and
teaching practices**

**Models of learning
and teaching**



Pedagogy



**Learning and
teaching practices**

Explicit focus



Implicit focus

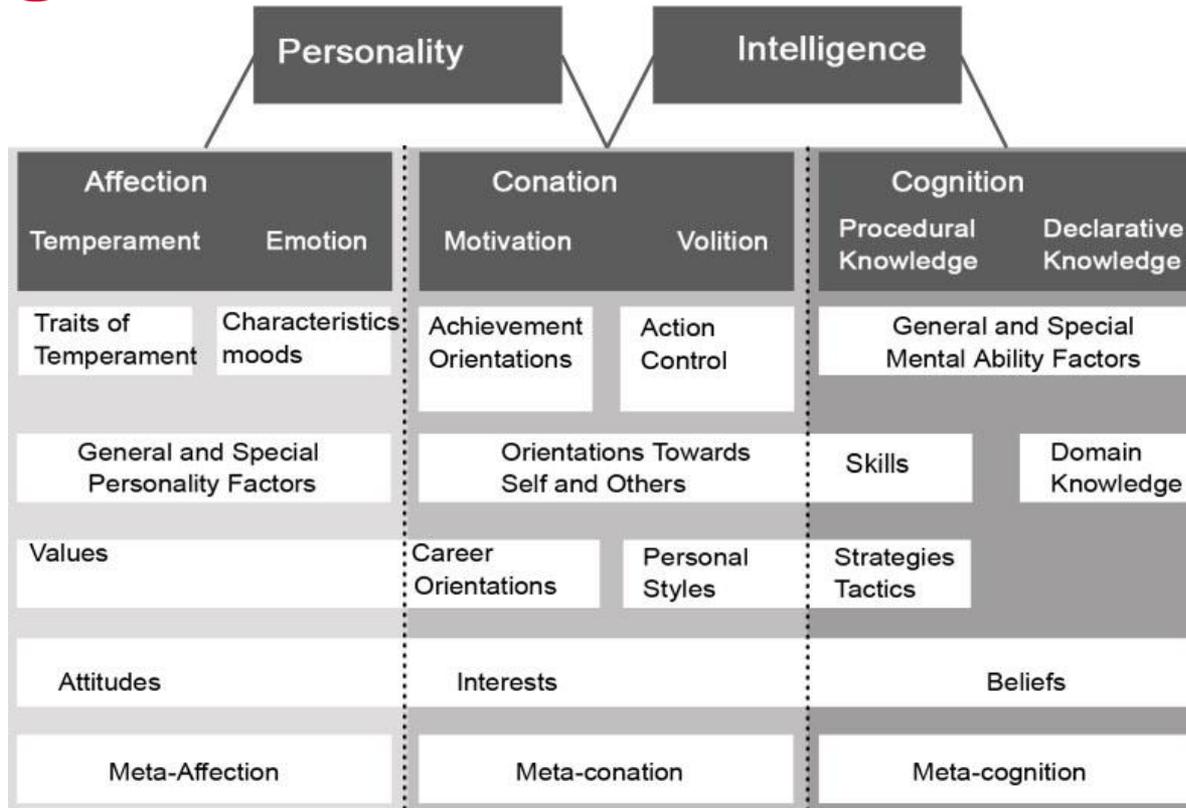


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|--|--|--|--|---|
| TIME | Beginning of the Modern era 18th century | Towards the end of the Modern era 20th century | Postmodern transition 1970's - | Some ideas drawn from entrepreneurship education |
| ONTOLOGICAL BASES IDEA OF THE WORLD and IDEA OF THE HUMAN BEING | Aristotle – empiricism Human being analogous to an animal World can be controlled through reason based on observations | Platon – rationalism Human being analogous to a machine or a part of a system. Man as an information producer and processor World and nature is constructed through order and organising and it is controlled by technology | Still rationalism but with some questions Challenges the cognitive paradigm and its idea of the human being. Human being is more complicated and so is the environment. Experiences are meaningful in learning. World is polarised and complex. | Pragmatism – world is made Holistic approach to world and the human being. Human being as interacting with and influencing on the world as a free, creative, risk-taking and responsible actor. Truth changes according to action |
| Axiology | Democratic values ???? | | | |
| EPISTEMOLOGICAL BASES IDEA OF KNOWLEDGE | Knowledge is based on sense impressions and reached through observations. Learning is evaluated through quantitative measures | Knowledge is accomplished through reasoning and memorising. | Individual him/herself constructs knowledge based on his/her past experiences later also other people are involved in this process (social dimension) | Knowledge is created through action and interaction with others Knowledge changes |
| LEARNING PARADIGMS | BEHAVIOURISM | COGNITIVE PARADIGM | CONSTRUCTIVISM, LATER SOCIAL CONSTRUCTIVISM | EXPECTATION FOR A NEW POSTMODERN PARADIGM COMPLEMENTED BY ENTREPRENEURSHIP EDUCATION |
| PEDAGOGY WHERE AND HOW TO LEARN | Learner is an object of indoctrination and control Learning is a sum of reactions Take place in classrooms Can be studied in laboratories | Learning takes place inside a person first through memorising, then by giving much organised information Learning meant changes in the information structure. The analogies found from an edp machine or programme | Learning is individual and social phenomenon It is not dependent on place and time Individual her/himself is in centre of learning, deciding where and how to learn | Learning as a complex and diverse process dependent on action It takes place everywhere |
| DIDACTICS HOW TO ACT AND HOW TO TEACH | Teacher tells what to learn and how to learn it, teacher gives questions and right answers for them | Teacher tells what to know and what is right knowledge Teacher gives much organised information | Teacher supports learning and creates resources and contexts for that | People around and a learner her/himself create possibilities for learning Learner decides how to learn and how to act |

Reform pedagogy

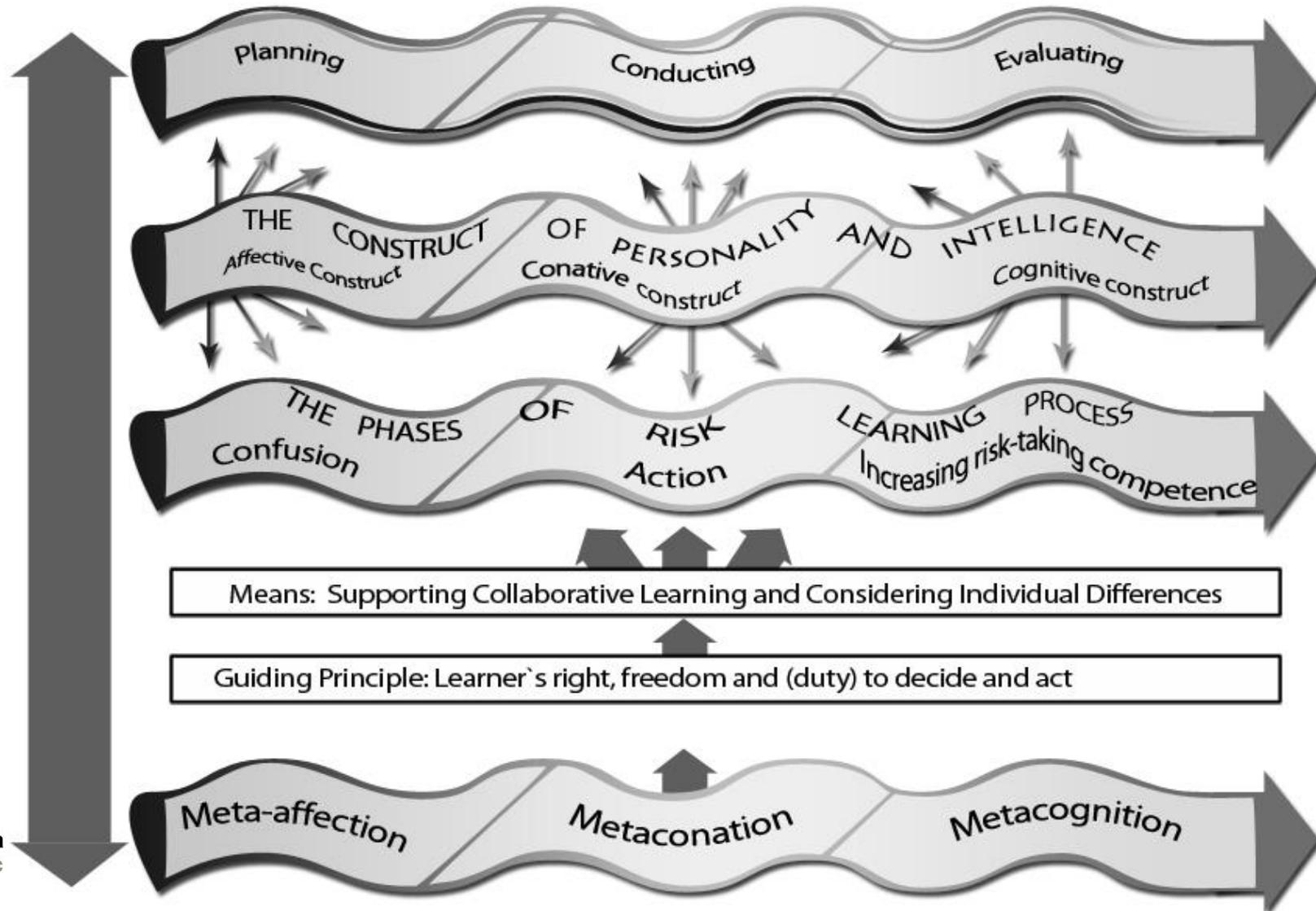
Entrepreneurship education as a form of reform pedagogy

How to teach them: Constructs and metaconstructs of personality and intelligence

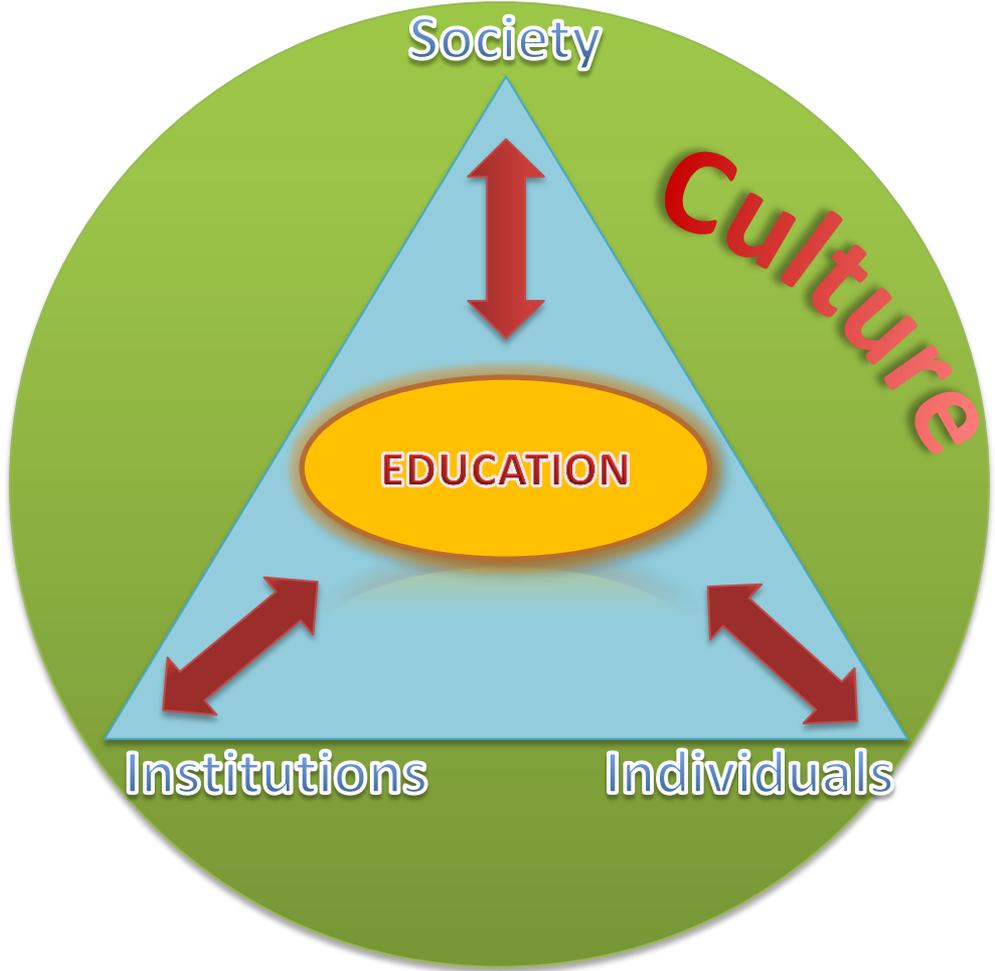


Source: Combined (Snow, Corno & Jackson 1996, 247; Koiranen ja Ruohotie, 2001, 104) and complemented with Metal-Level Constructions.

A theoretical framework for entrepreneurship education



Conclusions: The role of education for the future



**Thank you very much
for your attention !**