



IRISH ACADEMY
OF MANAGEMENT



CALL FOR PAPERS

Special Issue of the Irish Journal of Management

Enterprise Education: The Path to Entrepreneurial Mindsets?

The benefits of entrepreneurship are well recognized in terms of economic, individual and societal growth in addition to enabling value creation at both the individual and organizational level (Lackéus, 2015). In the past 30 years the emphasis on economic growth has raised the profile of entrepreneurship education at a political level across Europe, resulting in a dramatic increase in the provision of enterprise and entrepreneurship (EE) education at higher education (Fayolle, 2013). Universities are considered to have an important leadership role to play in delivering relevant entrepreneurship education and supporting student entrepreneurial activity, thinking and behavior (Davey, Hannon and Penaluna, 2016).

Differing perspectives on enterprise and entrepreneurship (EE) education range from the broad view, where it is about the development of entrepreneurial mindsets relevant to all walks of life, to the narrow perspective which centres on the process of business creation. The past decade has observed noticeable changes in the enterprise and entrepreneurship (EE) education field, towards experiential, student-centred and curiosity-based learning (Kenny, McGuirk and Mukesh, 2022; Andersen and Heilesen, 2015) leading to host of new EE teaching and learning approaches. Until recently, *what* was understood by the term 'entrepreneurial competencies' remained vague (Henry, 2020) with the Entrecomp framework of entrepreneurial competences adding much needed clarity in this area (Bacigalupo et al., 2016). Despite this, criticisms of EE assessment as being 'underdeveloped' (Carey and Matlay, 2010) and findings of misalignment of assessment in EE with students' entrepreneurial learning (Kenny *et al.* 2022), suggest a pervasive knowledge gap.

While the field of study on EE education has progressed at the researcher, educator, practitioner and policy perspectives, it is still somewhat fragmented and lacking a cohesive integrated perspective. When viewed as a multidisciplinary and collaborative partnership approach, EE education presents a rich environment for practical knowledge exchange and co-creation and the development of support infrastructures to advance theory, practice, policy and educational and training interventions.

Given the future importance of EE and the need to develop a more inclusive and sustainable (discipline and stakeholder) approach to advancing the understanding of the dynamics of this sector the *Irish Journal of Management* is seeking to host a special collection of papers that explore EE education as a path to

developing entrepreneurial mindsets among our higher education students. Papers focusing on EE education eco-systems from a multidisciplinary and multi stakeholder perspective are particularly welcome. This integrative approach to EE education has the potential to serve as a useful mechanism to develop under researched EE topics from different perspectives to bridge the divide between theory, policy and practice. It will also identify opportunities on how greater mutually beneficial connections can be developed to advance theory and practice in EE, entrepreneurial mindsets and their related fields.

We welcome conceptual papers, scholarly insights, practitioner case studies adopting quantitative and /or qualitative research approaches. Below, we outline some key (though not exhaustive) research areas:

- Enterprise education, training, learning and development
- Innovations in EE assessment practices.
- Developing futures thinking through EE education.
- Multi-disciplinary approaches to EE education.
- Developing Entrepreneurial mindsets in a turbulent world.
- The role of the University in fostering student entrepreneurial identity.
- The role of context in EE education.
- The nexus between education, policy and practice in EE education in Ireland.
- EE education policy.
- Use of low-tech and/ or high-tech teaching & learning tools in EE education.
- Use of digital technologies in EE practice.
- Scaling and growing EE eco-systems within and beyond HEIs.
- Measuring EE education impact and success.
- The language gap between stakeholders in EE education.
- Fostering sustainability through EE education.

The Irish Journal of Management

The Irish Journal of Management is proudly supported by the Irish Academy of Management (www.iamireland.ie) and is an internationally ranked (ABS 1) online, open-access, double blind peer-review journal, published by De Gruyter. Articles published in The Irish Journal of Management are indexed by ABI Inform and Business Source Premier.

Manuscript Submission Information and deadlines

Articles should normally be between 6,000 and 8,000 words in length. Submitted manuscripts should not have been published previously, nor be under consideration for publication elsewhere (except conference proceedings papers). Deadline for the submission of the paper is 31st January 2024.

Articles should conform to article style guidelines and detailed submission guidance can be found at: <https://www.iamireland.ie/journal.html>

Articles must be submitted to the journal through an online Editorial Manager system <https://www.editorialmanager.com/ijom/default.aspx>

For further information, please contact the guest editors, Dr Margaret Tynan (margaret.tynan@setu.ie) or Paul O' Reilly (paul.oreilly@tudublin.ie).

References:

Andersen, A. and Heilesen, S. (2015) "The Problem-Oriented Project Work (PPL) Alternative in Self-Directed Higher Education", *Inquiry-Based Learning for Multidisciplinary Programs: A Conceptual and Practical Resource for Educators*, Innovations in Higher Education Teaching and Learning, 3:23-41.

Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*, Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884. Available at: <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>.

Carey, C. and Matlay, H. (2010) "Creative disciplines education: a model for assessing ideas in entrepreneurship education?", *Education + Training*, 52(8/9):694-709.

Davey, R., Hannon, P. and Penaluna, A. (2016) "Entrepreneurship education and the role of universities in entrepreneurship: Introduction to the special issue", *Industry and Higher Education*, 30(3):171–182.

Fayolle, A. 2013. "Personal Views on the Future of Entrepreneurship Education." *Entrepreneurship & Regional Development* 25 (7–8): 692–701.

Henry, C. (2020) "Reconceptualizing the role of the future entrepreneurship educator: an exploration of the content challenge", *Entrepreneurship & Regional Development* 32,(9–10): 657–676. Available at: <https://doi.org/10.1080/08985626.2020.1737416> (Accessed on 24/05/2022).

Kenny, B., Mc Guirk, H. and Mukesh. H. V. (2022) "New Wine in an Old Bottle: The Discordance Between New Pedagogy and Old Assessment Practice in Entrepreneurship Education", *Proceedings from ECSB Entrepreneurship Education Conference (3E)*, Dijon, France, May 2022.

Lackeus, M. (2015) *Entrepreneurship in Education: What, Why, When and How*, OECD. Available at: <http://www.oecd.org/site/entrepreneurship360/blog/entrepreneurship360backgroundpaper.htm> (Accessed 14 July 2022).