Introduction

Philosophy is an attitude of mind towards doctrines ignorantly entertained. (Whitehead, 1938: 233)

I’m driven by a conviction that thinking productively about enterprise /entrepreneurship education (hereinafter referred to as EE), requires thinking deeply about transformational learning. As I begin this book, I am both excited and apprehensive. Excited to be sharing with you my passion and wonder of the roles for EE in today’s ever-changing society. Apprehensive that such excitement may challenge you in ways too philosophical to satisfy your appetite for speedy guidance of EE. Therefore, I feel it necessary to use this introductory chapter to prime you for the challenges that you will encounter as you work your way through the book. I invite you to write a preliminary manifesto in the space provided in appendix 1, as I myself will do below. This invitation aligns to the aims of the book, that being to help you think about yourself as an educator so that you can better think about your students’ education, and the positive influence you will hopefully impart. My initial challenge to you is simple; to document a preliminary manifesto, which you can add to and edit as you progress through this book.

My aim here is three-fold. First, I want you to use this text to contemplate and develop an authentic philosophical disposition towards your students’ learning. Second, I want you to use this text as a springboard to developing your own unique teaching approach to EE. Third, I want you to develop greater confidence in your ability to explain to all how and why you teach the way you choose to. In short, I wish for your initial manifesto to be a living document, one that evolves with the growth of your educational wisdom. If my approach to writing this book turns out as planned, I will have provided you with much food for thought. From these moments of reflection, I hope you will discover the provenance of your developing scholarship in the threads of your own examined life.

Along the way, you can engage with my own abridged teaching philosophy in appendix 2, and my initial attempt to develop a signature pedagogy for EE in chapter five. I am sharing the thinking that accompanies my teaching context not in an effort to suggest what is excellent practice, but
rather, to hopefully stretch your imagination of your own practice by comparing and contrasting it to my own. I will start this process by sharing with you now my developing teaching manifesto, a collection of syllogisms that inform my teaching philosophy.

MY TEACHING MANIFESTO

I believe there is wonder in the most ordinary.
I believe educators and students can equally be engaged in the wonder of their ordinary lives.
*Therefore*, my role is to shine a light on the philosophical aspects of actual social life.

I believe you cannot drop out of education.
I believe we are all continuously educated in some way.
*Therefore*, my role is to help learners understand their education.

I believe education does not exclusively belong in classrooms.
I believe education happens in all aspects of our lives, it cannot be domesticated.
*Therefore*, my role is to awaken my students to the breadth of their education.

I believe that students don’t equally value the general needs we select for them.
I believe that students’ immediate needs vary considerably.
*Therefore*, I believe in individual learners and their unique journeys.

I believe my students are blind to most of the opportunities that surround them.
I believe everyone can be helped to see what is commonly invisible.
*Therefore*, my role is to make the invisible visible.

I believe that most individuals are capable of developing agency via accurate reflection.
I believe that most individuals rely upon agency informed by little or at best, inaccurate reflection.
*Therefore*, my role is to ensure my students are fully present in the lives they live.

I believe education comprises musing, learning, action and reflecting.
I believe not everyone is aware of these four interacting elements. *Therefore*, my role is to develop such awareness in my students.

I believe that adventuring is a uniquely human endeavour. *Therefore*, my role is to ensure my students develop the capacity to better understand themselves and the lives they live.

I don’t believe in living vicariously through the achievements of my students’ lives. *Therefore*, I will let them tell their own stories.

The above syllogisms provide you with direct access to my sharpest opinions about my role as an educator in the domain of EE. They are not offered provocatively to induce argument, but rather to stimulate reflection in you the reader. They offer you insights into a range of philosophical positions I hold and frequently share with colleagues and students in this condensed format. I find myself adding additions and editing as my opinions evolve naturally through time. Again, I invite you now to draft the first elements of your teaching manifesto in appendix 1.

As you progress further into this book, you will encounter the ideas and practices of other educators in the domain of EE. Their collective voices are being used in the same way I have done previously in my past books, they are designed to add depth to the issues I choose to discuss. So the chapters typically discuss aspects of teaching entrepreneurship, first from my perspective, then with the opinions of other educators used to balance the nature of the ideas discussed. Each chapter concludes with a series of questions worthy of your reflection. In appendix 3, you will find space that has been left for you to record your thoughts as you reflect. In combination, the chapters provide you with a novel opportunity to view EE as a game; to consider the players involved, the rules of the game, strategies for playing the game, determining how to score the game, and ultimately, how to win the game. It is my hope that the book will serve educators and thus students, in all contexts.

Throughout the pages, I will unashamedly share my values with you, not seeking to convert you, but hopefully acting as a role model for you in your quest to develop your scholarship of teaching and learning. The extent that I succeed in connecting your interest and engagement to the ideas in this book should be measured by the degrees of comfortableness you experience. Consider the caterpillar that had no idea what life would be like as a
butterfly. How its eventual relations to individual trees would supersede its relationship to individual leaves. This is the nature of the journey for many educators in the field of EE. It is not enough to be a content expert in our domain. The ability to help students of entrepreneurship become entrepreneurial individuals demands of the educator a very broad range of skills.

When the caterpillar first created his cocoon, the caterpillar did not know what was happening. The caterpillar was still attached to the caterpillar’s old world, but the caterpillar was no longer a part of the caterpillar’s old world. The caterpillar was closed off from the caterpillar’s old world, but the caterpillar was not ready to enter the caterpillar’s new world. The caterpillar constructed his cocoon from all of the accumulated rubbish from the caterpillar’s existence. This is what the caterpillar must discard before the caterpillar can become the butterfly. (Köhe’t, 2003)

Throughout the book reference will be made to the processes of cocooning, with reference being directed to notions of transformation, using that which has been accumulated throughout life as the basis for reflection and further development. These notions of transformation run deep into all sections of the book, ambitiously seeking to influence you the reader in ways where you might have even greater influence upon your students’ learning. You will also encounter a multitude of rules for EE (see appendix 4) that are used throughout the book to challenge your thinking and assist you to develop a teaching philosophy that is contextually appropriate for EE. These rules represent a distillation of common sense within the domain of EE, a context that needs careful consideration.

THE DOMAIN OF ENTREPRENEURSHIP EDUCATION

I recently heard a university Vice Chancellor describe EE as the magic dust that gets sprinkled on all of their degree offerings. My first reaction was relief and happiness; relief that someone so high up in a university recognised the value of EE to the broader student community, and happiness that he was prepared to so publicly make this declaration. However, upon reflection, I have come to see this statement as problematic, because it was offered without any qualification as to how EE was of value to students, just an observation that it is of apparent value. It begs the question of what is EE, and how does it work vis-à-vis creating value for large numbers of students?

Let me provocatively suggest that at present I do not believe it always creates value for large numbers of students. At present, I see many incarnations of EE, with an array of focus areas and delivery methods that
render EE almost impossible to succinctly define. It is critically important that we understand what aspects of EE sufficiently overlap, and which other dimensions do not. To understand the nature of value created by EE we need to separate two related, but sufficiently different forms of EE. Throughout this book I will use ‘eE’ to refer to enterprise EDUCATION, and ‘Ee’ to refer to ENTREPRENEURSHIP education, with the use of capital letters to illustrate the different focus of both. Where I am discussing issues that are equally relevant to both, I will use ‘EE’. This approach, while not perfect, enables us to bypass juggling many similar terms, such as entrepreneurship, enterprise, entrepreneurial within contexts where their application needs to be understood with sufficient precision. It also reflects the positions I have previously taken, and will further explain throughout the book.

I believe this approach is entirely consistent with the recent QAA guidance for enterprise and entrepreneurship education, where enterprise education is defined as the generation and application of ideas, which are set within practical situations during a project or undertaking. This is a generic concept that can be applied across all areas of education and professional life. It combines creativity, originality, initiative, idea generation, design thinking, adaptability and reflexivity with problem identification, problem solving, innovation, expression, communication and practical action. Conversely, entrepreneurship education is defined as the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value. This can, but does not exclusively, lead to venture creation. Entrepreneurship applies to both individuals and groups (teams or organisations), and it refers to value creation in the private, public and third sectors, and in any hybrid combination of the three.

So, EE refers to both enterprise education and entrepreneurship education, whereas eE refers only to enterprise education, and Ee refers only to entrepreneurship education. The logic for the referencing of capitals flows from the observation that enterprise education (as defined above) is broad in application and transformational in nature; thus the focus is upon the education or development of the student. Alternatively, entrepreneurship education (as defined above) is narrow in application and transactional in nature; thus the focus is upon the development of the student’s ideas. The importance of the relationship between both eE and Ee will become self-evident as the book proceeds. Once viewed from this perspective, eE can be seen to be of potential value to every student and Ee to only some, typically self-selecting, students. There is a transformational character to eE, with its aim of developing students to see their surrounds in new and exciting ways. It develops confidence and lifelong and lifewide learning habits. Ee has a finishing character, aiming to enable students to act upon decisions made to use some form of organised structure to complete their venturing.

The critical issue being that we do not confuse the purpose of Ee with eE.
While Ee is a very good friend of eE, eE has a first cousin in the educational literature, and bloodlines matter more than close friendships. As will be later discussed, it is very important you and your practice are not accountable to those who judge your efforts on using the wrong metrics. We should never assign to eE outcomes related to the number of start-ups produced. Likewise, Ee should not be assumed to produce transformational learning outcomes in its students, more often than not, its processes align closer to training than education. To allow others to remain confused about this issue is to risk being seen as being all things to all people, which brings us to Rule 1.

**Rule 1: Don’t be all Things to all People**

Ee is best used to assist those self-selecting students who intend to act on their entrepreneurial intentions to create and capture new economic value. eE is best used to assist all students, from their formative to adolescent years, to develop new ways to view, understand and navigate their worlds. 

*Therefore*, ensure all key stakeholders know what approach (i.e. Ee or eE) you are using and the appropriate measurable outcomes.

**THE CHALLENGE OF THE GAME**

The EE educator faces several challenges unique to his or her domain that must be understood and confronted strategically to ensure success. Within this statement, there are several issues that need unpacking. The first, what is meant by success? To answer this, I will travel back in time to tap into the philosophies of three great minds. John Dewey felt that good teaching is tied to the ‘provision of school experience wherein the child is whole-heartedly active in acquiring the ideas and skill needed to deal with the problems of his expanding life’. Next, John Ruskin argued that the education of a person could be reduced to knowing three things. Where is he or she? Where is he or she going? What he or she best do, under those circumstances. Lastly, Eduard Lindeman proposed that ‘adult education will be via the route of situations, not subjects’.

From these wise sages of yesteryear we find arguments for specific processes and specific outcomes. The task for us is not to develop an approach to accommodate these collective challenges, but rather to fully appreciate the context within which such education occurs. Imagine for a moment, you were to meet a student for the first time. Inspired by Ruskin, you asked the student if they knew where they were, relative to where they would like to go. For the moment, let’s assume he or she was able to provide
clear answers to both questions. Now imagine you have 50 students in your class, and they amazingly were also about to answer your two questions.

Now the unique context of EE is starting to emerge; but wait, it gets trickier. Now imagine you are about to address your 50 students, who you have now established are heading in 50 different directions, and have different needs. How will you ensure Dewey’s focus on student interest and effort is found in the behaviour of each and every student? Perhaps even more challenging will be ensuring Lindeman’s concern for authentic situations is addressed vis-à-vis each of your 50 students. So we have a game to play, there are players and you are one of them. There are many rules, many micro and macro moments within the game where those rules matter more or less. There is a scoreboard constantly being updated and debriefing sessions always available. This book has been designed to help you develop as a serious player, to develop game sense, to assist others to play and succeed, and most importantly, to be able to score the outcomes and remain a winner.

CHAPTER SUMMARIES

Part I: The Players

Chapter one focuses on the inner-self of the educator, drawing upon the ideas of Palmer\(^8\) to explain the importance of knowing oneself. This chapter sets the tone of the book, inviting the reader to embrace the entanglements of their life, work and soul, or their *inner world*.

Chapter two will introduce the reader to the idea of their activity environment, or their *outer world*. Using activity theory\(^9\), a framework for enabling educators to see through the opaque context of their practice is introduced. The aim is to encourage educators to develop (intimately) the required situational awareness\(^10\) to increase the effectiveness of their decision-making as it pertains to their teaching context.

Chapter three provides the reader with a new and novel lens through which to consider both the *inner* and *outer* worlds of their students. Drawing on the ideas of “umwelt”\(^11\) and interest and effort\(^12\), the reader is asked to consider the motives and functioning of each individual student. Building on this perspective, a social constructivist approach is used to provide a sound framework from which to understand the potential progression of an individual student.
Part II: Rules of the Game

Chapter four introduces the fundamental rules of entrepreneurship education in the guise of transformative education\(^3\) and the importance of wisdom\(^4\) (Hart, 2001). The primary argument outlined is that entrepreneurship is first and foremost a process of education that by its very nature must be transformational to enable students to develop the wisdom required to support their future adventures. Thus the rules of the game are determined by our unique teaching context and not necessarily the desires of the educator.

Chapter five outlines contemporary frameworks used in EE. Here you will also find self-negotiated action defined as the agency individuals demonstrate in directing their conscious thinking and action towards an alignment of their inner and outer worlds in order to succeed in life. It is in this context that authentic EE is defined as a process of education that develops an increased capacity for self-negotiated action. The process of self-negotiated action is then placed centrally in the development of a signature pedagogy for EE.

Chapter six draws together the elements discussed in chapters four and five to produce a coherent and novel framework, the CROWN approach, through which readers can envisage their scholarship responsibilities to their students, themselves, their institution and the broader community. Importantly, this chapter provides critical guidance on ways in which the selfhood of the educator can be communicated to various stakeholders. The chapter will conclude with an array of reflective challenges to provoke deeper thinking by the reader.

Part III: Playing the Game

Chapter seven considers the scope of the reader’s context and outlines the process of determining and communicating your purpose. The contemporary ideas related to the Pedagogy-Andragogy-Heutagogy continuum\(^5\) and the related process of Academagogy is expanded into the idea of Academagogical Process Knowledge (APK). This issue is fundamental to ensuring the educator, students and related institutions understand what inputs are being used to create specific outcomes.

Chapter eight outlines the nature of strategic choices open to educators of entrepreneurship to ensure an authentic and transformative process of education is available to each and every student. Highlighted are the different roles required by both educators and students of entrepreneurship and the related need to accommodate student individuality.

Chapter nine provides an overview of the nature of practices commonly used globally to support entrepreneurial learning and learning about entrepreneurship. This discussion again highlights the issues of timing and
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breadth of exposure. The aim of the chapter is to enable the reader to feel confident about finding a starting point and the means of communicating such strategic positions to other stakeholders. The importance of competencies and authentic assessment are considered in detail as well.

Part IV: Scoring the Game

Chapter ten outlines a process of qualitative assessment that the reader can apply to their own scholarship. The aim of the chapter is to arm the educator with a capacity for the continued development of their scholarship of teaching and learning. Building on the seminal scholarship of teaching and learning literature\textsuperscript{16}, this chapter outlines the tools and processes the educator can use to inform, develop and protect their teaching practice.

Chapter eleven starts with a clear and unambiguous message: that life as an entrepreneurship educator is fraught with many dangers. The process of activity theory\textsuperscript{17} is recalled for a more detailed application. The broader integrative context of the educator’s practice will be considered. Several specific principles will be explained to describe how activity theory can be employed to contextualise activity, identify related ‘voices’, locate contradictions and finally, seek opportunities for system transformation.

Chapter twelve provides a summary of the challenges and opportunities of becoming an effective educator. This chapter draws together the collective philosophical and conceptual elements of the book to motivate the reader as to their true purpose in being an entrepreneurship educator. Throughout the chapter, many reflective demands are made upon the reader, in the spirit of provoking deeper thinking by the reader.

Appendices

The appendices of this book have been designed to support the development of your teaching manifesto, your teaching philosophy and to enable my own context to be available but not be dominant through the main chapters of the book. The logic behind the rules is explained, as germane to the practice of EE discussed throughout the book, along with many other opportunities for reflection and guidance.

The additional information around each of the rules incorporated in the book will provide you with additional opportunities for reflection. Space is also provided in the appendices for you to document your reflections as you progress through the book. This opportunity extends to the considering how you might reframe your notion of scholarly EE activity, and how doing so could align to specific EE indicators of scholarship.
NOTES

1 Samuel Rocha (2014) speaks of the fundamental need to prime oneself in order to become fully receptive to the ideas that will follow. I wish for you also to take the time to prepare yourself for the developmental pathway that is being offered throughout the text.


4 The idea of lifewide education is articulated by Ron Barnett (2017) in his work on the ecological university.

5 See Dewey (1913: v-vi), Interest and Effort in Education.

6 See Ruskin (1917: 194), The Stones of Venice.

7 See Lindeman (1926: 8), The Meaning of Adult Education.

8 See Palmer (1998), The Courage to Teach.


10 The work of Endsley (1995) developed the idea of situation awareness through which we develop our perception of environmental elements, comprehension of their relations, thus increasing the nature of related decision-making.

11 The work of Sagen (2010) brings to life the seminal work of Jakob von Uexkull (1934) for contemporary analysis.

12 See Dewey (1913), Interest and Effort in Education.

13 The seminal work of Mezirow (1978) is drawn upon to establish a foundation for EE (and specifically eE) that is consistent with perspective transformation.

14 The work of Hart (2001) provides the means to view education as going down into topics, so as to transcend the ideas within one’s own life, rather than merely moving on from one idea to the next.

15 The original ideas of Hase and Kenyon (2000) on heutagogy were expanded upon by Garnett and O’Beirne (2013) with the idea of a pedagogy–andragogy–heutagogy (PAH) continuum through which help visualise movement between different approaches to learning.

16 The works of Boyer (1990) and Glassick, Huber and Maeroff (1997) frame the nature of how the scholarship of teaching and learning is conceived and evaluated.