Are there specific pedagogies for teaching entrepreneurship education in secondary education?

### The Definition of Entrepreneurship
7th Key European Competence for lifelong learning, for personal fulfilment and development, active citizenship, social inclusion and employment:

**The Sense of Initiative and Entrepreneurship**

An expanded view of entrepreneurship: *Everyone needs to be the little entrepreneur of him/herself.*

Ability to turn ideas into action and to seize for opportunities.

### Entrepreneurial Learning

Entrepreneurial learning: *a theory of entrepreneurship needs an underpinning learning theory.*

Passive vs active methods: the lecture is not the best way to teach entrepreneurship in an entrepreneurial way.*

There is a general dissatisfaction for the way entrepreneurship is taught.

Out of the 16 most important theories of adult learning only few have been used in the literature to underpin entrepreneurship education: Mezirow theory of transformative learning, Wenger community of practice; Lave and Wenger’s situated learning; Kolb’s experiential learning.

As entrepreneurial learning is basically experiential, many if not most authors have based their studies on Kolb’s theory experiential learning.

### Experiential Learning (Kolb, 1984)

The model portrays two dialectically related processes:

- **Grasping experience**: Concrete Experience and Abstract Conceptualization;
- **Transforming experience**: Reflective Observation and Active Experimentation.

**Critiques:**

Learning is internal to the individual
No room for creativity
It was invented as learning scale
Kolb never clarified why the phases follow each other in the prescribed order
A sort of Rousseauist «return to nature»?

### Expansive Learning (Engeström, 1987)

An organization is a collective, object oriented and artefact mediated activity.

The cognition is considered *distributed* among the community, tools, division of labor and rules.

The focus is enlarged to encompass two or more activity systems, as it could be the network between the VET school and local industry.

**The Expansive Learning Cycle**

The subject of learning moves from the subject to collectives and networks.

1. **Understanding the current state**
2. **Bridge the abstract to the concrete**
3. **Double stimulation**

### The Change Laboratory

- Small unit of a bigger organization
- Major challenge the organization is facing
- 6-10 weekly 2 hours’ meetings plus follow-up
- Writing surfaces such as flipcharts
- Used according to a horizontal and vertical direction:
  1. Mirror materials: documents videos of issues occurring in normal work activity. They are collected through observant participation
  2. Ideas tools: intermediate models
  3. Model vision: model of the new work activity

- Vertically: historically, past, present and future