Teacher’s Entrepreneurship Education based on the Change Laboratory

By Daniele Morselli, Pori, 25-26 September 2015
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On going two years’ research at the beginning
(no results available)

This presentation:
1. The definition of entrepreneurship: the sense of initiative and entrepreneurship
2. The theoretical framework: expansive learning vs experiential learning
3. The empirical project: workshops for teachers to learn entrepreneurship in an entrepreneurial way

Key question:
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

Expanded view of entrepreneurship: EVERYBODY NEEDS TO BE THE LITTLE ENTREPRENEUR OF HIM/HERSELF (European Commission, 2015)

• Ability to turn ideas into action and to seize for opportunities. “This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.” (European Commission, 2007)

In this study entrepreneurship does NOT mean starting a business or managing an enterprise.
Enterprise Education as pedagogy

- Developing a **mindset**, goals (self-efficacy) and skills (personal capabilities) to equip young people for their future. (Draycott & Rae, 2011)
- Enterprise education promotes freedom and citizenship through active participation, opportunity seeking, learning by doing and making questions, *establishing the right to start an SME*.
- In doing so, **enterprise education** can be **seen as pedagogy** (Jones & Iredale, 2010), and as mean of solving the distance between education and industry world of the real economy
- Convergence between: enterprise education as pedagogy, the methodological approach - Activity Theory and the Capability Approach for human development
Learning Theories

- **Entrepreneurial learning**: a theory of entrepreneurship needs an underpinning learning theory (Minniti & Bygrave, 2001)
- 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** (Mwasalwiba, 2010)
- Out of the 16 most important theories of adult learning (Illeris, 2009), only few have been used in the literature to underpin entrepreneurship education: Mezirov (2009) theory of transformative learning, Wenger community of practice (1998); Lave and Wenger’s situated learning (1998); **Kolb’s (1984) experiential learning**.
- As entrepreneurial learning is basically experiential, many if not most authors have based their studies on Kolb’s theory experiential learning (Wang & Chugh, 2014).
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

Issues:
- Learning is internal to the individual
- No room for creativity, repetition of the already given
- 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»?
Theoretical Framework:
Cultural Historical Activity Theory (CHAT)

An organization is a collective, object oriented and artefact mediated activity. The cognition is considered ‘distributed’ among the community, tools, division of labour 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 theory of expansive learning (Engestrom)

- The subject of learning moves from the subject to collectives and networks
- Some members of the activity system start questioning the existing practice
- As the contradictions of the activity emerge, more members do not accept the state of things
- More actors join in and start making a collaborative analysis
- A model of a new form of practice is progressively thought through and implemented with the necessary adjustments. (Engestrom & Sannino, 2010)

Formative interventions are based on two epistemological principles
  - Ascending from the abstract to the concrete
  - Double stimulation (re-mediation)
The Change Laboratory (Virkkunen & Newnham, 2013)

- 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:
  - Horizontally: level of abstraction
    - Mirror materials: documents videos of issues occurring in normal work activity. They are collected through observant participation
    - Ideas tools: intermediate models
    - Model vision: model of the new work activity
  - Vertically: historically, past, present and future
The Empirical Research (from December 2015)

• Italian upper secondary school – Vocational Education and Training
• Observant participation
  • Collecting mirror materials (triggering events for the workshops): example story of students who are looking for a job;
  • Establishing a base line for the indicators of entrepreneurship education;
  • Measuring the impact of the Entrepreneurial Laboratory workshops on the changed pedagogy of teachers (after the Entrepreneurial Laboratory)
• Change Laboratory:
  • 15 teachers, 1-2 social partners and representatives of the industry world, the school principal
  • 8 week meetings 2 hours’ long
• Major challenge: governmental new law “Buona Scuola”, implementing 400 hours of work experience during Grades III-IV-V (now 80)
Steering Committee

• Components: entrepreneurs, 3 teachers (vocational, humanities, sciences), school director.
• One meeting with Focus group
• Defining the elements of the Sense of Entrepreneurship (knowledge, skills, habits) in the specific school and how to measure the outcomes for entrepreneurship education inside and outside the class context.
• By so doing entrepreneurship education becomes concrete and not normative. Possible materials for discussion:
  • Leaflet on the European key competence of the Sense of Initiative and Entrepreneurship, employability skills
  • European document on entrepreneurship education: a guide for teachers
  • Excelsior 2014 (Italy), employability skills in the secondary school
  • The way the Sense of Initiative and the Employability Skills were measured in my previous researches.
The phases of the empirical research - A

Overall length: from December 2015 to June 2016

December 2015: presentation of the research
• Selection of the school
• Selection of 15 teachers (vocational, humanities or scientific subjects)
• Launch event for the students and parents
• Appointment of the members of the steering committee, definition of the knowledge, skills and habits to be evaluated in the students before and after the intervention.

January 2016, Base Line of the project
• In the classes: establishing the baseline for the project using the indicators characterizing the sense of initiative and entrepreneurship in the school found by the Steering Committee
• Outside the classes: collecting interviews from employers, recruiters, unemployed alumni previously students of that school
The phases of the research - B

February - March 2016 Change Laboratory workshops

Implementing a new model of work alternance to embed 400 hours of work experience
In so doing, establishing how the teacher’s pedagogies change to embed enterprise education in the classroom.

• April May 2016
• Collection of the evidencies:
  • Change in the teachers’ pedagogies
  • Questionnaire to students
  • According to Activity Theory changes should be reflected in the tools, division of labour, community, rules and the object of activity

• End of May: follow up workshop
• Beginning of June 2016 closing event: seminar in the school to share the research results with the participants and stakeholders: teachers, the students and the parents