Call for Papers

Special issue:
Innovative Pedagogy in Entrepreneurship Education

Guest editors: Rita G. Klapper, Denis Feather, Deema Refai, John Thompson and Professor Alain Fayolle

Entrepreneurship has been recognized as a possible panacea in times of social and economic crisis. As a consequence, different stakeholders, including national and state and regional governments, have focused on the role that higher education institutions can play in entrepreneurship education, and have invested resources in the form of policy changes, finance and human capital. These stakeholders have often sought pedagogic innovations and tools that will trigger interest in entrepreneurship and help to develop entrepreneurial mindsets. The aim of these efforts has been to encourage people to set up businesses and/or to become more entrepreneurial, thus benefiting the economy and society more generally.

Governments worldwide have assumed that effective entrepreneurship education can make a significant contribution to employment creation and societal well-being. Unfortunately, the efficacy of many forms of entrepreneurship education are unproven, and research has not yet significantly contributed to the understanding of what works and why it works. Despite the obvious interest and investment, even during difficult fiscal periods, educators are unclear about the value of more recent innovations in pedagogy when considered against more traditional methods. Where innovative tools have been used, little integrative theory has been developed to support their use, and few empirical studies have been carried out to assess their impact on student learning. As a result, educators are designing their courses based on experience and intuition, and are not often guided by evidence-based practice. It is, therefore, vital that researchers systematically study the role of innovative and/or experimental methods in entrepreneurship education to clarify the conceptual and educational basis for certain approaches and the empirical validity of educational practices.

The purpose of this special issue will be to explore innovative ways of teaching entrepreneurship. We invite papers that are both conceptually and empirically rigorous, and that seek to assess the learning and educational outcomes of different philosophies, designs and approaches. We encourage both conceptual and empirical submissions that address entrepreneurship education in multiple contexts including: formal education for students at any level, informal activities and programmes designed for entrepreneurs. We are especially interested in papers that address issues associated with ‘entrepreneurial action’, ‘creativity and creative solutions’, and ‘emotional and conative’ aspects of learning. Papers that draw from the wider educational literature are welcome. Research must be of a quality appropriate to publication in Industry and Higher Education and therefore work describing particular courses at individual universities is not encouraged. Papers should add a contribution to knowledge either conceptually or empirically, and provide a firm philosophical foundation for their stance.

Consistent with the format of the journal, we welcome a range of different papers. Empirical studies and robust conceptual articles will be considered for the ‘Research and Reviews’ section, and appropriate material for the ‘Essays, Dialogues, and Interviews’ section will be welcome.

Submissions

Submissions should be delivered by August 2014 and should adhere to the guidelines for authors that can be found at http://www.ippublishing.com/ihe.htm#Submissions. Manuscripts may be submitted by e-mail to Dr Rita Klapper, Centre for Enterprise, Manchester Metropolitan University, UK. E-mail: rgklapper@gmail.com, and designated in the subject area as ‘Special Issue – Innovative Pedagogy in Entrepreneurship 2014’. The editors welcome pre-submission discussions of and consultation on potential submission ideas and topics. For further information, please contact Rita G. Klapper as above.
Timeline

Deadline for initial submission – 1 August 2014
Deadline for revised paper – 1 February 2015
Final decision – 15 February 2015
Deadline for final paper – 1 April 2015
Publication – September, 2015