

# Teaching future teachers about entrepreneurship: The focus on entrepreneurial competences

**Author(s)**

Alvarado Valenzuela, JuanFra; Douna, Arjen

**Publication date**

2023

**Document Version**

Final published version

**Published in**

3E Conference Proceedings

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[Link to publication](#)

**Citation for published version (APA):**

Alvarado Valenzuela, J., & Douna, A. (2023). Teaching future teachers about entrepreneurship: The focus on entrepreneurial competences. In *3E Conference Proceedings: Book of Abstracts 2023* (pp. 49-49). ECSB European Council for Small Business and Entrepreneurship.

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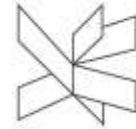
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## 3E CONFERENCE PROCEEDINGS

### Book of Abstracts

3E Conference – ECSB Entrepreneurship Education Conference

2023



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SECRETARIAT

c/o University of Turku, School of Economics

Rehtorinpellonkatu 3

20500 Turku

FINLAND

e-mail: [info@ecsb.org](mailto:info@ecsb.org)

internet: [www.ecsb.org](http://www.ecsb.org)

ISSN 2411-3298

# Preface

Dear colleague,

It is with great pleasure we welcome you to the *3E Conference - ECSB Entrepreneurship Education Conference 2023*. This book presents the abstracts of the 3E Conference held on 10-12<sup>th</sup> May 2023 in Aarhus, Denmark. The Conference is hosted by local organisers who are: the Research Centre for Innovation and Entrepreneurship, VIA University College Aarhus, the Entrepreneurship Research Group at the Department of Management, and the Centre for Educational Development (CED), Aarhus University (AU), supported by the European Council for Small Business and Entrepreneurship (ECSB).

Just ten years ago, the iCARE group of entrepreneurship education researchers at Aarhus University Business School discussed the idea of hosting a European Entrepreneurship Education conference. Not only did they want to bring together European entrepreneurship educators, but they wanted to provide a conference format that would nurture deep discussion of ideas, methods, and concepts, and inspire educators with innovative ways of teaching entrepreneurship. They brought the idea to ECSB which was more than happy to include the conference under their umbrella and the first 3E conference saw the light of day in May 2013 in Aarhus. Since then, the conference has taken place in Turku, Lüneburg, Leeds, Cork, Enschede, Gothenburg, online, and Dijon. The conference format we have today reflects the initiatives of these pioneers and we return to Aarhus to celebrate the anniversary of the first decade of 3E. The strong research and practitioner network and the continuous rise in the number of delegates attest to the success of this conference format and the strong ties that have been developed throughout the last ten years. The conference takes as its starting point 'the questions we care about', questions to which we do not yet know the answer. Indeed, such questions have always been a significant part of entrepreneurship, and the conference seeks not necessarily to answer these questions, but to arrive at new questions that arise from the original questions.

This year, with its theme *Back to the Future of Entrepreneurship Education*, the conference seeks, once again, to provide an opportunity for researchers and practitioners to share their ground-breaking ideas in a collaborative yet critical setting. With a broad approach to entrepreneurship, this book of abstracts demonstrates how far we have come and what are the important questions that we need to ask for the future. In an ever-increasing, unpredictable world, there will be even more need for people able to solve difficult problems, collaboratively and across disciplines. As entrepreneurship educators, we are aware of the importance of introducing students to entrepreneurship through the research and practices that are presented at this year's conference.

Central themes for this conference focus on mindset and identity, the role of the educator, the dialogue between theory and practice, and the importance of being interdisciplinary to name but a few. However, we see new themes emerging such as the power of eco-systems, the ability to create value, and agency and authenticity. It is great to see how the field is evolving to capture new trends in entrepreneurship education.

On behalf of the organisers, we thank all the presenters, discussants, and session chairs for their important contributions, and wish you an inspiring, exciting, and stimulating 3E Conference.

*Conference chairs*

**Michael Breum Ramsgaard** (Co-Director),

*(Research Centre for Innovation & Entrepreneurship, VIA University College)*

**Helle Neergaard** (Co-Director)

*(Department of Management, Aarhus University)*

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## TEACHING FUTURE TEACHERS ABOUT ENTREPRENEURSHIP: THE FOCUS ON ENTREPRENEURIAL COMPETENCES

JuanFra Alvarado Valenzuela, Amsterdam University of Applied Sciences ([j.f.alvarado.valenzuela@hva.nl](mailto:j.f.alvarado.valenzuela@hva.nl))  
Arjen Douna, Amsterdam University of Applied Sciences

### Questions we care about (Objectives)

There is less literature about entrepreneurship education meant for future teachers in secondary schools. Using the input of future teachers and co-creating with them is a way to internalize entrepreneurship in their curriculum. By bringing the idea of a journey, we propose that the entrepreneurial process could greatly benefit from secondary teacher tilting their students to higher levels of expertise and competences over time.

Throughout this study, future teachers were asked to think of activities that would inspire competence development rather than business creation per se. This way there are class activities in schools encouraging secondary-level students to develop an entrepreneurial behavior, to think of creating a business as a means for social impact and to ideate products or services to help achieve sustainable goals. This change of behavior would help secondary students who go later into higher education to focus more in their competences. The main question we care about is: *how do future teachers put in practice the approach of entrepreneurial competences?* And as a supporting question: *which other consequences are being achieved in this process?*

### Approach

During the module, we asked the future teachers to build upon the work done by Lans and Van Gelderen (2021) where each of the EntreComp competences is applied to education. Activities for the class were developed and discussed as a group, with input from a real entrepreneur who were interviewed. Taking a qualitative approach and based on the reflection reports, we sought to establish whether and how they were able to draw lessons learned from the entrepreneur's experiences and whether they translated these lessons into class activities

### Results and implications

Future teachers in our study were capable of making their first steps to bring entrepreneurial competences to the level of secondary schools. Three main aspects were being considered: aligning teaching methods, addressing individual differences and keeping up with industry trends. By looking at the training of teachers from these aspects, there is much room to keep creating and testing activities in the class to encourage the development of entrepreneurial competence. Their learning process however also showed that each future teacher keeps struggling with the application of this framework, in part due to a lack of years of experience as teacher and in part due to shortage in competence trainings in other assignments of their training. s.

### Value/Originality

We contribute to the literature on EE shedding light in the role of future teachers and the way we are training them. The focus on competences could bring secondary students to start ideating more impactful entrepreneurial ideas and keeping their skills alert for opportunities. By starting early in secondary schools, there is a unique potential to prepare these students and show them that the entrepreneurial journey requires certain skills than can be learned and developed over time. And EE for secondary school can greatly benefit by having future teachers to learn from the life stories of entrepreneurs.

**Keywords:** secondary schools, entrepreneurial competences, teachers, teachers' training