



Call for Papers - Thematic Issue

'Embedding Entrepreneurship in Higher Education Institutions: Reconceptualizing entrepreneurship education'

Guest Editors: Professor Colette Henry (DkIT) & Professor Pauric McGowan (UU)

Despite significant developments in the field of entrepreneurship research, particularly in the context of entrepreneurship education (EE), definitional issues have consistently arisen. Over the years, extant scholarship has conceptualized entrepreneurship in a wide variety of ways, including carrying out “new combinations” (Schumpeter, 1934), the creation of new enterprise (Low & Macmillan, 1988), a “process” rather than a “state” (Bygrave, 1989), creating something new and different (Hisrich & Peters, 1998) or the creation of an economic entity (Curran & Stanworth, 1989). However, new venture creation is clearly not the only component of entrepreneurship. More recently, Sarasvathy & Venkataraman (2010) suggest that entrepreneurship has the potential to be reconceptualized as a “powerful social force”, rather than retain its traditional academic construct as a business or management-derived discipline alone, arguing that everyone - not just those aspiring to business ownership - should be taught entrepreneurship (Kuratko, 2005). Such debates are prompting scholars to revisit the content of EE, raising questions such as *what* exactly should be taught, *who* should it be taught to and *who* should *teach* it?

Extant literatures on EE are comprehensive, covering topics such as categorization (Garavan & Ó Cinnéide, 1994), aims and objectives (Hytti & O’Gorman, 2004), attitudes and perceptions (Shinnar et al., 2009), pedagogy (Taataila, 2010), effectiveness (Henry, Hill & Leitch, 2003; OECD, 2009; Martin, McNally & Kay, 2013), content frameworks (HETAC, 2013; QAA, 2013) and future research directions (Fayolle, 2013). However, while entrepreneurship is a well-established component of most business and management schools, and a recent addition to many non-business disciplines, it is often seen as an “inserted” rather than “integrated” element of undergraduate curricula (Hannon, 2006:297). This is especially the case within non-business disciplines, where EE has anecdotally been seen as *peripheral* rather than *core* to the particular programme of study. Given the importance attached to the STEM (science, technology, engineering and mathematics) disciplines as important sources of economic growth, it is not surprising that promoting entrepreneurship within the sciences is high on government agendas (EC, 2008; Science and Learning Expert Group, 2010; HETAC, 2012; BIS, 2014). Despite this, with few exceptions¹, there is a dearth of research in relation to the teaching of entrepreneurship within non-business, especially STEM disciplines. Effectively embedding entrepreneurship in such areas is critical to the future development of the entrepreneurship education agenda (WEF, 2009). This prompts us to reflect on what we actually mean by *embedding*, to identify how this is different to simply *inserting*, and to determine how best to do so effectively.

¹ See, for example, Henry & Treanor (2010); Hynes & Richardson (2007); Souritaris et al. (2007), amongst others.

To help address the above questions, we invite papers that offer novel dimensions to extant debates, and address one or more of the following:

- Redefining entrepreneurship education to meet the needs of the 21st century graduate
- Embedding entrepreneurship education across curricula, especially in the STEM disciplines
- Developing frameworks to evaluate entrepreneurship education's level of embeddedness
- Developing appropriate entrepreneurship teaching and learning pedagogies
- Educating the entrepreneurial educator
- Creating the science/technology-based entrepreneur
- The entrepreneurship education ecosystem
- Designing postgraduate entrepreneurship education curricula

The above list is not exhaustive, and we also welcome papers on other relevant topics that offer a suitable fit with the overall theme of our thematic issue. Both conceptually and empirically-based papers may be submitted; we are especially interested in papers that offer an all-Ireland dimension, international and/or cross country comparative dimension, and apply innovative methodological approaches. Cross-disciplinary contributions are also welcome.

Schedule for the thematic issue:

- Submission of short abstracts (400 words) to guest editors: by 17th April 2015
- Confirmation of abstract acceptance (& invitation to submit full paper for peer review): by 1st May
- Submission of full papers to AISH-J site: by 3rd August
- Review, revision and resubmission process: August - November
- Publication in AISHE-J: February 2016 (Vol 8, No.1)

To support the preparation of manuscripts, the guest editors are planning to organize a workshop at DkIT on Wednesday 11th March 2015. If you are interested in attending this workshop, or would like to discuss a potential submission, please contact the guest editors directly: Professor Colette Henry (Colette.henry@dkit.ie) or Professor Pauric McGowan (p.mcgowan@ulster.ac.uk).

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