

(How to) challenge primary school students to be social entrepreneurs.

Van der Wal-Maris, S. J., Mol, K. & Laane, T. (2018). Workshop held at EAPRIL conference, 11-14 November, Portoroz, Slovenia.

Keywords

- Initial Teacher Education (Pre-service)
- Practice-based research (methodology)
- Primary school education
- Society and environmental education

The focus of the workshop is on social entrepreneurship education (SEE): education aimed at innovating for the benefit of society. Questions as 'How do you equip children to actively contribute to a sustainable world?' and 'How do you scaffold children to find their place in a complex, changing and sometimes threatening world?' are at the center of SEE.

An international research project carried out by teachers, student teachers, teacher educators and researchers of five different countries is aimed at establishing and improving SEE in primary schools. Learning materials for primary school students, teacher guidelines and courses for primary teacher education and in-service training are developed by the use of an educational design research approach. At the time of the conference, the first empirical testing of developed materials will have been completed.

In this workshop we will elaborate on SEE, but especially will concentrate on hands on experiences with materials which are designed during the research project and reflect on them. We will dwell on the question whether or not and how SEE should become part of primary education in different national contexts.

One of the key policy objectives for the EU is developing and promoting entrepreneurship education (European Commission/EACEA/Eurydice, 2016). Lindner (2014) distinguishes three competence areas within entrepreneurship education: developing ideas, implementing ideas and sustainable thinking. In an educational design-approach (Van den Akker et al., 2006), international partners from Hungary, Austria, Finland, Denmark, The Netherlands, and Portugal develop educational materials for *social* entrepreneurship education (SEE) in primary schools, primary teacher education and in-service training. Social entrepreneurship is about innovating for the benefit of society (Schwab Foundation, n.d.).

According to Chang et al. (2014), an innovative teaching approach is needed to enhance the development of (social) entrepreneurial behaviour. In the research, SEE is designed as entrepreneurial challenge-based learning; materials are based on the learning cycle challenge-feedback-reflection (cf. Kolb, 1984; Sternad and Buchner, 2016). It touches on the issues of responsibility and autonomy, and intends to foster a culture of solidarity (Lindner, 2016).

The workshop starts with a brief presentation of our project on social entrepreneurship education (SEE) and its theoretical background. Thereafter the session becomes a 'hands-on' experience.

Firstly, the participants will experience what SEE is about by executing one of the developed assignments, e.g. to make something useful from trash. Secondly, first drafts of tested teacher education materials will be explored, and participants will be asked to suggest ideas for further improvement. Thirdly, participants will be asked to reflect on challenges designed for primary education, and to relate them to their own educational context.

At the end of the workshop the following questions will be addressed: 'How does SEE fit in your personal opinion about education and in your educational context?' 'Which new ideas or insights brought this workshop for your own practice?'. This part will be facilitated by a yet to be determined digital tool.

An important goal is to share knowledge about the primary outcomes of our educational design research on social entrepreneurship education (SEE). However, we also aim at inspiring participants to address social entrepreneurship education in their own educational context. Furthermore, presenters will gain feedback on the 'work in progress' from a broader international perspective, which will help them to redesign the teaching and learning materials.

To increase participants' insights in SEE and the didactic approach used, participants will get a hands-on experience with developed social entrepreneurial assignments for primary education, and explore designed materials for both primary education and teacher education. Concrete tools which might be useful for improving one's own educational practice with elements from social entrepreneurship education will also be explored.

Participants will be asked to reflect on SEE and the materials designed so far, and to relate them to their own educational context.

The implementation of social entrepreneurship education in primary schools, primary teacher education and in-service teacher training courses as well as the practical applications for doing so, are at the heart of this research project. An educational design research-approach is used to be able to develop theoretically and empirically grounded teaching materials for executing social entrepreneurship education.

Furthermore, in the workshop we will jointly elaborate on how SEE can become part of educational practice, for example by integrating SEE content in different courses.

The workshop provides a brief insight in the educational design research method that is used. It intends to improve educational practice by exploring and discussing materials that are developed to implement social entrepreneurship education by the didactic approach of entrepreneurial challenge-based learning. The teaching materials, the teacher education and in-service teacher training programmes, based on research in five European countries .

Furthermore, the intention is to motivate participants to spread their words about social entrepreneurship education as a valuable way to realize the objective of the European Union to develop and promote entrepreneurship education on the one hand, and to include sustainability goals in education on the other hand.

List of References

Chang, J., Benamraoui, A., & Rieple, A. (2014). *Learning-by-doing as an approach to teaching social entrepreneurship. Innovations in Education and Teaching International*. Vol. 51, No. 5, 459–471, <http://dx.doi.org/10.1080/14703297.2013.785251>

European Commission/EACEA/Eurydice, 2016. *Entrepreneurship Education at School in Europe. Eurydice Report*. Luxembourg: Publications Office of the European Union.

Kolb, D.A. (1983): *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice Hall.

Lindner, J. (2014). Reference Framework for Entrepreneurship Competences, Version 15. EESI Austrian Federal Ministry of Education/IFTE (eds.): Vienna. Available at: <http://www.eesiimpulszentrum.at/wp-content/uploads/2014/01/PosterReferenzrahmen-092014.pdf> (01-08-

Lindner, J. (2016). *Entrepreneurship education*. Wien: Department for Research and Development Kirchliche Pädagogische Hochschule.

Schwab Foundation For Social Entrepreneurship (n.d.). *What is a Social Entrepreneur?* Retrieved from <http://www.schwabfound.org/content/what-social-entrepreneur> on 13-4-2018.

Sternad, D. & Buchner, F. (2016). *Wissenschaftliche Grundlagen des Lernens durch Herausforderung* [Scientific foundations of learning through challenge]. In: *Lernen durch Herausforderung*, p. 41–46. Wiesbaden, Germany.

Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (2006). *Educational Design Research*. Routledge: Abingdon, United Kingdom.