Entrepreneurship Education: A Selective Examination of the Literature

Rui Baptista
Brunel Business School,
Brunel University London,
United Kingdom
and
CEG-IST, Instituto Superior Técnico,
Universidade de Lisboa, Portugal
rui.baptista@tecnico.ulisboa.pt

Ana Naia
CIAUD
(Research Centre for Architecture, Urbanism and Design)
Universidade de Lisboa, Portugal
anaia@fmh.ulisboa.pt
Editorial Scope

Topics

Foundations and Trends® in Entrepreneurship publishes survey and tutorial articles in the following topics:

- Nascent and start-up entrepreneurs
- Opportunity recognition
- New venture creation process
- Business formation
- Firm ownership
- Market value and firm growth
- Franchising
- Managerial characteristics and behavior of entrepreneurs
- Strategic alliances and networks
- Government programs and public policy
- Gender and ethnicity
- New business financing
- Family-owned firms
- Management structure, governance and performance
- Corporate entrepreneurship
- High technology
- Small business and economic growth

Information for Librarians

Foundations and Trends® in Entrepreneurship, 2015, Volume 11, 6 issues. ISSN paper version 1551-3114. ISSN online version 1551-3122. Also available as a combined paper and online subscription.
Entrepreneurship Education: A Selective Examination of the Literature

Rui Baptista
Brunel Business School,
Brunel University London,
United Kingdom

and

CEG-IST, Instituto Superior Técnico,
Universidade de Lisboa, Portugal
rui.baptista@tecnico.ulisboa.pt

Ana Naia
CIAUD (Research Centre for Architecture, Urbanism and Design)
Universidade de Lisboa, Portugal
anaia@fmh.ulisboa.pt.
Contents

1 Introduction 2

2 Entrepreneurship and Entrepreneurship Education: Origins and Evolution 5
   2.1 Entrepreneurship as a process 5
   2.2 Entrepreneurial traits, skills, and contextual factors 8
   2.3 The concept of entrepreneurship education 8
   2.4 The evolution of the field before 2000 11
   2.5 Discussion 20

3 Entrepreneurship Education Literature in the 2000s: Methodology 21

4 Entrepreneurship Education Literature in the 2000s: Theoretical Contributions 26
   4.1 Elements for an examination of theoretical contributions: Taxonomy and assessment 28
   4.2 Taxonomy application 31
   4.3 Content assessment 45
   4.4 Discussion 46
5 Entrepreneurship Education Literature in the 2000s: Challenges and Emerging Solutions in the Entrepreneurial Classroom  
5.1 Framework of analysis 51  
5.2 Analysis 54  
5.3 How Different Journals Focus on the Framework's Dimensions 65  
5.4 Discussion 65  
6 Concluding Remarks 72  
Acknowledgements 78  
References 79  
Full text available at: http://dx.doi.org/10.1561/0300000047
Abstract

We build two different frameworks of analysis in order to examine recent literature on entrepreneurial education at two levels: (i) theoretical contributions, and (ii) emerging challenges and solutions in the entrepreneurial classroom. These simple frameworks are used to classify and analyze articles published on the subjects of entrepreneurship education, encompassing methodologies, theories, contents, frameworks and evaluation of programs/subjects, selected from a wide range of journals in the fields of Management and Education over the period 2000–2011.

DOI: 10.1561/0300000047.
Entrepreneurship education has progressed in great strides and has spread widely around the world in recent decades. This proliferation has been supplemented by increasing diversity in pedagogic approaches and an increasing number of courses addressing special subjects within the entrepreneurial process [Vesper and Gartner, 1997, Katz, 2003]. Entrepreneurship is now a well-established academic discipline [Gartner and Vesper, 1994, Fiet, 2000b] and a legitimate course of study [Vesper and Gartner, 1997, Katz, 2003].

The booming pursuit of entrepreneurship education over the last few decades has drawn a growing interest in entrepreneurship education research, leading to the establishment of an increasingly rich field of study. Yet, there seems to be a gap in the literature on entrepreneurship education that prevents it from making stronger contributions toward practice. Articles centered on the development of methods, programs, and frameworks often reflect experiences that are context-specific. Empirical validation is usually limited to those specific contexts. Entrepreneurship education research seems to be more focused on what works in the classroom than on developing cutting edge theoretical contributions.

Despite these developments, there are issues that remain overlooked, such as entrepreneurship educators’ need for unified contents and teaching methods Gorman et al. [1997]. Pedagogical competences and methodologies still need to be developed Kuratko, 2005, and questions related with best practices to adopt in the entrepreneurial classroom are emerging, as predicted by Katz 2003.

The absence of a unified, accepted theory or definition of entrepreneurship education is an issue that remains unresolved Sexton and Bowman 1984, Hills 1988, Piet 2000a, Fayolle and Gailly 2008 argue that there is a lack of a precise definition of entrepreneurship as a teaching field where philosophical conceptions about teaching, the role of the teacher and the role of the students, should be clarified in each course.

Literature reviews are important to analyze recent research, to reflect about the course of future developments, such as Dainow 1986 and Gorman et al. 1997 emphasize and, to provide practical guidelines for educators. The objective of this monograph is to provide a selective analysis of the progress made in the field by looking in particular at the contributions made to theory and at the challenges that keep emerging in practice.
We build two different frameworks of analysis in order to examine recent literature at two levels: (i) theoretical contributions, and (ii) emerging challenges and solutions in the entrepreneurial classroom. These simple frameworks are used to classify and analyze articles published on the subjects of entrepreneurship education, encompassing methodologies, theories, contents, frameworks and evaluation of programs/subjects, selected from a wide range of journals in the fields of Management and Education over the period 2000–2011.

The study is organized as follows. After this introduction, Section 2 looks at the roots and emergence of entrepreneurship education, and its progress toward the end of the 20th Century. Section 3 presents and discusses the methodology used to select the papers examined for the purpose of applying our frameworks. Section 4 presents a simple framework of analysis to classify and assess theoretical contributions, and applies it systematically to the papers selected in Section 3. Section 5 presents our second framework of analysis, targeted at problems and solutions emerging from practice in the entrepreneurial classroom, and applies it to our selection of papers. Section 6 concludes, reflecting on the value and limitations of the analysis while providing suggestions for future research.


References


References


References


