CALL FOR CHAPTER PROPOSALS
Proposal Submission Deadline: August 1st, 2021

Progress in Entrepreneurship Education and Training:
New Methods, Tools, and Lessons Learned from Practice

An open access edited volume to be published with Springer as part of the
FGF Studies in Small Business and Entrepreneurship

Scopus indexed

Edited by Joern Block, Jantje Halberstadt, Nils Högsdal, Helle Neergaard, Andreas Kuckertz

Introduction

Entrepreneurship education, tools, and training are constantly renewed and adapted to the specific needs of entrepreneurs and developments in the entrepreneurship ecosystem. Generally, entrepreneurship education is on a success trajectory (Kuckertz, 2021) and more and more different types of stakeholders and learners have the opportunity to benefit from it (Kuckertz, 2013). However, the ongoing digitalization and the current situation of the COVID-19 pandemic pose new challenges for entrepreneurship educators and facilitators (Liguori and Winkler, 2020) and create momentum for innovations in (digital) entrepreneurship teaching, training, and tools.

Objective of the Book and Topic Areas

The edited volume aims to collect these new ideas and make them available to the community of entrepreneurship educators, facilitators, and scholars.

As entrepreneurship and entrepreneurship education is context-specific (Welter, 2011; Thomassen et al., 2020) and its conduct and impact vary a lot (Walter and Block, 2016), we welcome submissions from different institutional and cultural backgrounds. Moreover, in line with entrepreneurship being a broad academic discipline, the volume will be multi- and interdisciplinary spanning fields such as management, economics, psychology, sociology, information systems, and education sciences. Both academic and practitioner contributions are welcome. Contributions can be conceptual or empirical. Topics include, but are not limited to, the following topic areas:

Theoretical perspectives and a macro view on entrepreneurship education and training
- Conceptual models and goals of entrepreneurship education
- Integrating entrepreneurship education in the university mission and the university environment
- Entrepreneurship education in different regional and national contexts
- Policy Challenges and Support for Entrepreneurship Education

Micro view on entrepreneurship education and training
- The psychology of entrepreneurship education
- Entrepreneurship education and competence development
- Entrepreneurship education and entrepreneurial motivation

Teaching and learning formats in entrepreneurship education and training
- Pedagogical concepts in entrepreneurship education (including but not limited to experiential learning model, design thinking, effectuation vs. causation). Entrepreneurship education in digital times (virtual/blended learning/MOOCs/Social Media)

Entrepreneurship education for different target groups:

- Entrepreneurship education in schools
- Entrepreneurship education for academics
- Teaching employee entrepreneurship
- Teaching technology entrepreneurship
- Teaching social and sustainable entrepreneurship
- Teaching gender and entrepreneurship
- Teaching everyday entrepreneurship
- Entrepreneurship Education vs. Startup Education

Empirical evidence about entrepreneurship education and training

- Entrepreneurship education and its regional and national impact (macro view)
- Empirical studies about the success factors of entrepreneurship education (micro view)
- Metrics for measuring entrepreneurship education and its impact
- Experimental designs for evaluating entrepreneurship education

Critical perspectives of entrepreneurship education and training

- Entrepreneurship education for SMEs
- The 'light side' of entrepreneurship: Entrepreneurship to emancipate for catalyzing change
- Entrepreneurship education and identity politics
- The general promotion of entrepreneurship and the reinforcement of structures of inequality
- The amortization of entrepreneurship education: Does entrepreneurship education lead to superior outcomes for the public compared to other education fields?
- Entrepreneurship education and ethics—not everyone will be a successful entrepreneur
- The expectations on humans in late capitalism in entrepreneurship education

Tools and instruments used in entrepreneurship education and practice

- Tools used in entrepreneurship education
- Tools used in entrepreneurship practice
- Case description of successful programs and tools

Target audience

This book will be a timely reference and essential reading for entrepreneurship educators, scholars and entrepreneurship facilitators and practitioners.

Event

To facilitate cooperation among (potential) contributors of the volume, the editors will organize a workshop to be held at the 2021 International Entrepreneurship Education Summit (IEES) (https://www.iees-conference.com/) on November 26, 2021. Authors of accepted proposals will have the opportunity to present their contributions.

Submission procedure

Researchers are invited to submit, on or before **August 1st, 2021**, a 1-page chapter proposal clearly explaining the goals and concerns of their proposed chapter. Authors of accepted proposals will be notified by the beginning of October about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by **January 1st, 2022.** All submitted chapters will be reviewed on a double-blind basis. Contributors may also be requested to serve as reviewers for this project. The final publication of the volume is scheduled for **Spring 2023**.

Open access and part of the Springer series "FGF Studies in Small Business and Entrepreneurship"

To achieve a strong impact, the volume will be open access thanks to sponsoring by FGF e.V., the largest and leading association of entrepreneurship scholars in Germany, Austria, and Switzerland. The book will be published with Springer as part of the FGF Studies in Small Business and Entrepreneurship. This Scopus-indexed book series serves as a vehicle to help academics, professionals, researchers, and policymakers to disseminate and obtain high quality knowledge. For additional information regarding the publisher and the book series, please visit http://www.springer.com/series/13382.

(Informal) inquiries and submissions can be forwarded **electronically** (Word document) to:

Prof. Dr. Joern Block
Universität Trier
E-Mail: block@uni-trier.de

References

Kuckertz, Andreas (2013). Entrepreneurship education – status quo and prospective developments. Journal of Entrepreneurship Education 16: 59-71.

Kuckertz, Andreas (2021): Why we think we teach entrepreneurship – and why we should really teach it. Journal of Entrepreneurship Education 24(3): 1-7.

Liguori, Eric, and Christoph Winkler (2020). From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic. Entrepreneurship Education and Pedagogy 3(4): 346-351.

Thomassen, M. L., Middleton, K. W., Ramsgaard, M. B., Neergaard, H., & Warren, L. (2020). Conceptualizing context in entrepreneurship education: a literature review. International Journal of Entrepreneurial Behavior & Research 26(5): 863-886.

Walter, S. G., and Block, J. H. (2016). Outcomes of entrepreneurship education: An institutional perspective. Journal of Business Venturing 31(2): 216-233.

Welter, F. (2011). Contextualizing entrepreneurship—conceptual challenges and ways forward. Entrepreneurship Theory and Practice 35(1): 165-184.