

Report brief

Integrating Entrepreneurial Education Across Disciplines

UIN

An executive summary of findings from the research into embedding entrepreneurial education and innovative pedagogies across disciplines conducted within the “Educators for Impact” project.

Entrepreneurial Education (EE) has mostly been confined to Business School however, the importance of EE is gaining momentum in non-business disciplines.

Integrating EE across disciplines includes bringing aspects of business education to non-business students and equipping them with entrepreneurial competencies, such as action-taking, resource developing and acquiring, creating, and developing ideas and opportunities.

These competencies can be thought of as the 'entrepreneurial mindset'. The development of such a mindset can be used to innovate education across disciplines, solve societal challenges and introduce novelty into the education sector.

Research Methodology

To outline what it takes to become an entrepreneurial educator, we performed an extensive review of the literature on EE and innovative pedagogies across different disciplines. We followed this with a qualitative study on Educators for Impact from different European countries.

In total, we conducted 30 interviews with these educators and collected 25 good practice case studies showcasing good practices in employing entrepreneurial pedagogies and the introduction of entrepreneurial education across disciplines.

Entrepreneurial Educators strive to enhance the societal impact of their teaching practices by thinking and acting entrepreneurially and employing innovative pedagogies in their educational programs.

Curriculum co-design and co-delivery

Our research speaks in favour of partnering with external stakeholders. This approach introduces students to real-world problems and prepares them for the modern job market. HEIs should focus on working with existing stakeholders in the region and creating structures for university-external partner collaboration.

External stakeholders who could be relevant for the curriculum co-design and co-delivery of EE programs include:

- (Regional) entrepreneurs
- Businesses
- Other HEIs
- Incubators and accelerators
- Science and technology parks
- Governments
- Alumni



Pedagogies

Methods and mechanisms to transfer and adopt EE across disciplines center around pedagogies used to develop the skills, knowledge and attitude for an entrepreneurial mindset.

These pedagogies include:

- Project-based learning where students learn through group projects initiated by a challenge.
- Working in multidisciplinary teams on an entrepreneurial design project.
- Active learning including group workshops, prototyping sessions, hackathons, fieldtrips, internships, and immersion experiences.
- Real world exposure through company projects, case studies, introduction of role models and entrepreneurs as guest speakers.
- Technology allows for personalised education, increased productivity and operational efficiency, and quantification and evaluation of learning.



An entrepreneurial mindset could be described as 'seeing things as a playground' in education in order to teach the skills of problem solving, motivation, self-awareness and initiative taking. The more seriously you take the environment that you're in, the less inclined you are to play around with it, give things a go and try and do things differently.

Educators for Impact Interviewee

Barriers

In EE development, there are several barriers at HEIs that hinder the process on different levels.

- Mindset issues – most educators are not trained to teach, or even develop, entrepreneurial competencies.
- Resistance to change at the faculty level.
- Budgetary restrictions.
- Funding and promotion structures that do not encourage autonomy or experimentation in education.
- Lack of knowledge transfer between HEI departments. This is not conducive to multi-disciplinary teamwork.
- Lack of knowledge about EE course design in non-business disciplines.



A current barrier to entrepreneurial mindset and teaching practices are organisational reward systems. University policies should open up these reward systems to recognise impactful teaching practices. Innovative and impactful education should also form a part of annual reviews.

Educators for Impact Interviewee

Enablers

At the same time, there are enablers for developing EE for HEIs and educators at the individual level.

- Specific training targeting educators in EE is helpful for facilitating its adoption across disciplines.
- Career progression tracks that center around impactful teaching and employing innovative pedagogies.
- Exposing students to entrepreneurial role models increases student demand for entrepreneurial education.
- Educator exposure to innovative pedagogies increases their perceived impact of these activities.
- The availability of guidelines on how to design curriculum and assessment tools for EE facilitates the adoption of such pedagogies by educators.
- Tangible and intangible support and resources such as funding and facilities from the HEI supports EE programs to develop and flourish.

Conclusion

The results of our investigation offer valuable insights in the integration of entrepreneurial education (EE) across disciplines at HEIs. Nurturing an entrepreneurial mindset in both educators and students is key to enhancing our ability to solve societal challenges.

At the educator level, developing an entrepreneurial mindset allows them to solve problems and spot opportunities for making their educational program more innovative and impactful. At the student level, an entrepreneurial mindset can encourage openness, flexibility, creativity, curiosity and the tendency to turn opportunities into action. Pedagogies such as project-based and active learning are essential in transferring and adopting EE across disciplines.

In conclusion, addressing the identified barriers and leveraging the enablers is crucial for fostering an entrepreneurial mindset and promoting EE across disciplines at HEIs.

Research conducted by



[Access the full report here](#)

Full Research Report Contributors

Anna Fedorova, Catherine Hayward, Elif Çelik, Elin McCallum, Hazel Israel, Juliet Edwards, Laura Toschi, Monica Holly Collins, Tasha Day, Victor Scholten

Disclaimer

The information and views set out in this publication are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use, which may be made of the information contained therein.



UIIN Transforming the future of
higher education

uiin.org