

## Call for Chapter

### University and Entrepreneurship: Meeting the Educational and Social Challenges

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#### Background

The modern demand for entrepreneurship and the vast efforts deployed in delivering entrepreneurship education (Nabi et al., 2017; Rideout and Gray, 2013), can be said to represent a social need in knowledge-driven societies (Romer, 1994). These developments present a challenge for educators and traditional academic teaching. Thus, despite its rapid growth (e.g., Kakouris & Georgiadis, 2016; Katz, 2003; Kuratko, 2005; Neck and Corbett; 2018), entrepreneurship education has not achieved its own methods, objectives and, arguably, legitimacy in academia. Too frequently, it is still thought of as an optional extra for alumni's career development, or answering a social trend imposed by external policies and the media (Fayolle, 2013; Palalić, Ramadani, Đilović, Dizdarević and Ratten, 2017).

Besides, sustainability has to be consistently integrated into the university's core values though entrepreneurship (Apostolopoulos et al, 2018b). For instance, the United Nations Sustainable Development Goals and the Higher Education Sustainability Initiative can form a new scene in higher education and entrepreneurship can play a crucial role in achieving this (Wyness and Jones, 2019; Moon et al, 2018; Apostolopoulos et al, 2018b; Wyness et al, 2015). Today, innovative entrepreneurship also concerns policies and Triple Helix Innovation Ecosystems revealing new roles for universities as agents for stimulating economic growth and development (Etzkowitz & Leydesdorff, 2000; Etzkowitz, 2004; Ferreira et al., 2018; Kakouris, Liargovas & Sousa, 2018; Ratten, 2017) and new tools for evaluating the learning environment have to be created (Apostolopoulos et al, 2018a). Under this perspective, the volume aims at gathering recent developments in the field of entrepreneurship education and universities covering subjects from everyday instructional and practical approaches to support graduate entrepreneurship and theoretical connections with modern worldwide educational and socioeconomic policies.

Emerging questions to be addressed concern how universities nurture entrepreneurship and how this leads to their transformation into entrepreneurial universities? Besides, what are intrinsic demands for entrepreneurship rooted to innovation in the 21st century? What are conducive environments for entrepreneurial learning in both academic and non-academic settings? And, do these attempts demonstrate differential impact across students from different disciplines, and more generally amongst the youth population? We also anticipate the title will make a valuable contribution at the intersection of sustainability/responsibility and entrepreneurship. In acknowledging the varied and somewhat piecemeal approach taken to address these issues to date, this text will provide a more systematic and integrated perspective with relevance for students of entrepreneurship, educators and policy makers.

More specifically, issues to be covered in the book may concern:

- Innovations in entrepreneurship teaching. Building conducive learning environments and innovative experiential exercises for entrepreneurial teaching. Development of good practices.
- Evaluation of entrepreneurship education. Building assessment tools that are pedagogically sound and reflect the goals of enterprise policies. The tools have to capture the outcomes of entrepreneurial programmes either to students or to the whole organization (university). They are expected to contribute in systematic and strategic provision of entrepreneurship education and in its legitimacy.
- Comparison of entrepreneurial education outcomes and the fostering of the entrepreneurial mindset and associated constructs (e.g. entrepreneurial effectiveness, entrepreneurial capability) in different cultures or contexts.
- Discussing the transformational potential of entrepreneurship education, i.e. the confrontation of beliefs and stereotypes, critical reflection on propagating 'myths' and biases, axiological issues, etc.
- Entrepreneurship pedagogy suited to demands of the 21st Century for flexible, innovative and creative graduates.
- Innovations in teaching social and/or responsible entrepreneurship. How do socially aware curricula discern themselves from standard educational provision and what are their outcomes or expectations? How to develop responsible entrepreneurs?
- The evolution and innovative practices of entrepreneurial universities. How do these institutions emerge and what is the transformational process they pursue?

The previous topics are indicative, but not exhaustive, to recent developments in entrepreneurship education and universities. Authors are expected to suggest subjects relevant to the previous ones and in accordance with the book's spirit and objectives.

### **Guidelines to authors**

Authors who are keen to contribute in submitting chapters for the book are invited to submit up to 6000 word manuscripts until 30.03.2020. Submitted chapters should address one or more of the previous topics and can be conceptual, meta-analytic or empirical. They are expected to address the background literature in their field and provide original, state of the art developments. Critical perspectives and insightful reflections are also welcomed. Submitted chapters must follow the Author Guidelines for Emerald Series and Books.

### **Submissions**

Submissions, queries and expressions of interest should be addressed to Dr Nikolaos Apostolopoulos at the following email address created for the needs of the book: [unient.book@gmail.com](mailto:unient.book@gmail.com)

### **Important deadlines**

Abstracts deadline 30.11.2019

Full chapters deadline 30.03.2020

Reviewer comments returned to authors 30.5.2020

Revised chapters deadline 01.08.2020

Final decision 1.10.2020

### **References**

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