



UNIVERSITY OF LEEDS

This is a repository copy of *A mystagogical view of 'witness' in entrepreneurship education*.

White Rose Research Online URL for this paper:
<http://eprints.whiterose.ac.uk/161334/>

Version: Accepted Version

Article:

Refai, D orcid.org/0000-0001-6805-7466 and Higgins, D (2017) A mystagogical view of 'witness' in entrepreneurship education. *Industry and Higher Education*, 31 (2). pp. 113-121. ISSN 0950-4222

<https://doi.org/10.1177/0950422217694254>

© The Author(s) 2017. This is an author produced version of a article published in *Industry and Higher Education*. Uploaded in accordance with the publisher's self-archiving policy.

Reuse

Items deposited in White Rose Research Online are protected by copyright, with all rights reserved unless indicated otherwise. They may be downloaded and/or printed for private study, or other acts as permitted by national copyright laws. The publisher or other rights holders may allow further reproduction and re-use of the full text version. This is indicated by the licence information on the White Rose Research Online record for the item.

Takedown

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.



eprints@whiterose.ac.uk
<https://eprints.whiterose.ac.uk/>

Promoting Values through Sustainable Entrepreneurial Education

Dr. Deema Refai

Department of Management, University of Huddersfield, Queensgate, Huddersfield, UK, HD1 3DH.
Email: d.refai@hud.ac.uk

Dr. David Higgins

Organisational Management Subject Group, University of Liverpool, Brownlow Hill, Liverpool, UK, L69
7ZX. Email: David.Higgins@liverpool.ac.uk

Prof. Alain Fayolle

EMLYON Business School, 23 avenue Guy de Collongue, 69134 Ecully Cedex, France. E-mail:
fayolle@em-lyon.com

Abstract

Purpose: In this paper we argue that definitions around value creation and value capture in entrepreneurial education have, in a way, detached values from entrepreneurship definitions to be thought of as an add on. We therefore bring together the different views underpinning value creation and value capture under one teaching model

Prior work: Emerging literature discusses the role of pedagogical practice and sustainable development in the field, but without adequate linking to credible theoretical underpinnings to investigate purpose, application, delivery and content of entrepreneurial programmes.

Approach: We place the entrepreneur as a social learner who actively engages with his/her context to develop real insights of what it means to be a practicing entrepreneur.

Results: to the paper highlights the value of sustainable entrepreneurial education in promoting entrepreneurs who consider the consequences of their enterprises in an authentic way.

Implications: The paper highlights the opportunity for HEI business schools to engage students in meaningful practices whereby they become responsible for the relevance and consequences of their actions.

Value: The paper contributes to literature by highlighting authentic learning as an appropriate pedagogical practice for sustainable entrepreneurial education, and stresses the role of this practice in developing entrepreneurs who are true to themselves as well as their societies and economies.

Keywords: Sustainable entrepreneurial education, entrepreneurial learning, authentic learning, values

Introduction

There is a recognition that entrepreneurial education can help provide a platform to foster and promote sustainable business practice (Hall et al., 2010; Kuckertz and Wagner, 2010), drawing focus towards the more social and moral obligations of entrepreneurial intentions (Cohen and Winn, 2007; Dean and McMullen, 2007; Hockerts and Wüstenhagen, 2010; Pacheco et al., 2010; York and Venkataraman, 2010). The EU 2020 strategy highlights the need to embed awareness of sustainability in entrepreneurial practice specifically in the areas of education, development and training. There is a need to stimulate the entrepreneurial mind-sets and to create a more favourable societal climate for entrepreneurial development and growth. Education, training and development have an important role to play in improving the sustainable entrepreneurial key competence. In this regard, we view sustainable entrepreneurial learning as engagement which is focused towards the need to embed awareness of sustainability in entrepreneurial practice specifically in the areas of education, development and training. We support the need to develop sustainable entrepreneurial learning by the need to stimulate entrepreneurial mind-sets that create a more favourable societal climate for developing ethical attitudes/values in entrepreneurial intentions. In the European reference framework, 'Entrepreneurship and a sense of initiative' is one of eight key competences for lifelong learning which citizens require for their personal fulfilment, social inclusion, active citizenship and employability in a knowledge-based society. Government agencies in the UK and EU alike have also sought to play a key role in promoting entrepreneurship recognising that education is important in raising entrepreneurial capacity. The Department of Trade and Industry (DTI) acknowledges the strong relationship between education and economic development; for example, the Lambert Review of Business University Collaboration (DTI, 2003) stresses the support required for university departments to undertake work that adds value to entrepreneurial practice.

Yet, questions must be directed towards how value is viewed in entrepreneurial practice, and the extent to which entrepreneurial education practices contribute to developing ethical attitudes/values in entrepreneurial intentions. In other words, how does entrepreneurial education play a role in shaping entrepreneurial intentions towards aspects of sustainability? While there is an emerging literature stream related to the role of pedagogical practice and sustainable development in the field, there is still a lack of studies which specifically focus on the perceptions and values given to aspects of sustainable education in current entrepreneurship focused programmes (Lourenco et al., 2013). In a recent special issue editorial, Fayolle et al. (2016) raises arguments describing how and why entrepreneurship research is important, and call for theoretical and methodological developments in the field. They raise questions regarding ethical challenges facing the field, and agree with Frank and Landström (2016) regarding the need for theory that draws links between research and practical relevance. As such, Fayolle et al. (2016) call for entrepreneurial education with 'meaningful engagement with theory and consideration of the implications for practice' (p. 13-14). Thus, it becomes necessary to investigate how curricula and pedagogical input relate to sustainable development to influence the attitudes and actions of entrepreneurs. In this regard, Hindle (2007) raises concerns regarding the legitimacy of entrepreneurial education as a source of true value. As such, this calls for a broader scope in terms of how and to whom entrepreneurship is taught, and the values which are sought.

The central purpose of this paper is to explore the links between entrepreneurial learning and sustainability related content, and how that can influence our view of pedagogical practice. The developing body of literature on sustainable entrepreneurial practice contributes greatly to what we refer to as the general promise of entrepreneurial practice. In this context, entrepreneurship is no longer simply associated with the mechanics of business functionality and a measure of profit margins. To be a sustainable entrepreneur is to be clearly associated with traditional values of moral behaviours for both society and practice. Therefore, the paper introduces a debate that recognises the role of the authenticity in student centred learning by placing learning in EE as a practice to which learners attach an authentic meaning. By authentic, we refer to learners who are capable of articulating questions that are meaningful, and constructing knowledge that is relevant, to their personal information needs and interests, while also connecting with real-world contexts in such ways that make an impact on people and societies, and, consequently, influence the nurturing of sustainability in entrepreneurial practice.

Situating Sustainability in entrepreneurial education

The study of entrepreneurial education still tends to have a rather narrow view regarding what it means to live and practice as an entrepreneur in today's business environment. Entrepreneurship scholars in the field have tended to continuously close themselves off from seeing a purposeful, yet, different set of multiplicity of views on what it means to practice as an entrepreneur, and have tended to not fully consider the theoretical development of current assumptions. This has, to a degree, hindered our ability to educate or to observe the phenomena and develop educational practices which have the capacity to offer insight and value.

In light of this, the study of entrepreneurial education has seen the development of numerous ad-hoc ideas without credible theoretical underpinning. Entrepreneurial education needs to have a purpose and aim, but questions regarding what it is for, to whom it applies and who decides its contents raise contentious debates. The problematic nature of how we view and approach entrepreneurial education is matched by the lack of agreement on the most appropriate conceptual and theoretical foundations of the field. According to Phan (2004) entrepreneurship and scholarly activity in the field need to break away from the more traditional ideas of economics, psychology or positivist perspectives, and, instead, move towards more sociological perspectives and theories which could provide better appreciative and explanatory powers/means. A number of conceptions challenge the methods of entrepreneurial education within the wider context of learning, with some authors suggesting that theoretical insights have led to greater confusion (Winch and Gingell, 2004). If research in general is to achieve contribution or have impact, scholars need to change the questions they are asking and develop better understanding of the definitions applied and the methods and theories of dissemination in order to progress and move one's understanding and appreciation of the area (Phan 2004; Sarasvathy, 2004). For example, moving away from the explanatory question set of what, how and why, to the critical question set which seeks to explore when, where and who, thus, attempting to reveal the dynamics of learning practices across all levels of analysis. Establishing a connection between these question sets facilitates an orientation towards that of a practice centred approach to research in entrepreneurship, which reveals both the dynamic and relational flow of action and knowledge.

This position is not unique to the entrepreneurial field of study; for some time, theoretical and methodological heterogeneity, pedagogical fragmentation and segregation have been a matter of continuous debate for scholars working in the field of entrepreneurship and organisational studies as a whole. One can observe that entrepreneurial education has too often been viewed as similar to research in the physical sciences, which is characterised by a belief on the existence of universal laws. Such insights can be regarded as new to some but to others obvious, however, our comments are consistent with the need to develop a more critical reflexive approach to entrepreneurial education and related studies (Berglund, Johannisson and Schwartz, 2012; Hjorth, Holt and Steyaert, 2015; Hjorth, Jones and Gartner, 2008; Hjorth and Steyaert, 2010; Rehn, Br€annback, Carsrud and Lindahl, 2013; Sørensen, 2008; Steyaert and Hjorth, 2003, 2006; Tedmanson, Verduyn, Essers and Gartner, 2012; Verduijn, Dey, Tedmanson and Essers, 2014). We hold the view that learning arises through the problems entrepreneur's encounter as opposed to the issues, questions and problems of a discipline, but in a context of application. Progress in entrepreneurial education methods may be achieved better through a robust focus on the context of application based issues as opposed to attempts to develop an all-encompassing theory within a single positivist paradigm. Therefore, in this paper, we view the learning process as a practice in the context-of-application to the entrepreneur.

In the field of this entrepreneurial practice, a new education agenda is gaining traction in regards to sustainable development. Education for sustainable development motivates and challenges learners to promote sustainable development across different disciplines and society levels (UK National Commission for UNESCO, 2008, 2010), and is defined as 'education that meets the needs of the present without compromising the ability of future generations to meet their own needs' (World Commission on Environment and Development, 1987). There is a growing recognition that how we educate developing entrepreneurs can have a positive impact in terms of drawing awareness to, and promoting what can be viewed as, sustainable business practice (Hall et al., 2010). Such a perspective reaches out towards the moral and ethical values of entrepreneurial practice, promoting both social and environmental aspects of practice as a future entrepreneurial innovation (Hockerts and Wustenhagen, 2010; Pacheco et al., 2010; York and Venkataraman, 2010).

This move towards sustainable development represents for the HEI business school an opportunity to engage in the growth and development of entrepreneurial education agendas, involving entrepreneurs

who are mindful of the business potential of practicing in a sustainable environment, in a manner which is both positive and driven by a moral sense of self-interest. However, the dominant economic business school model of “profit maximisation” has posed a barrier to the ability of universities to embrace and deliver sustainable related entrepreneurial education programmes. Here, it can be argued that many business schools throughout the UK and Europe seek to promote the perspective of a profit-driven worldview driven by economic models of efficiency and student numbers, favouring materialism over ethical and moral values, which in turn indirectly weaken the perceptions and values of students and compromise their ethical values in terms of social responsibilities (Ghoshal, 2005; Mitroff, 2004). For example, Giacalone and Thompson (2006) suggest that students are being encouraged to view many aspects of business with monetary value and to treat everything as secondary to ultimate profit. Slater and Dixon-Fowler (2010) refer to this perspective as the “profit-first” attitude, disregarding any form of moral or social consideration towards practice. It is both apparent and inevitable that such a functionalist position will have a direct implication on the teaching of entrepreneurial practice; affecting the structure, content and delivery of entrepreneurship programmes through perceived implications of “profit first”, and promoting graduates who focus on capturing value, without equal emphasis on creating value.

Still, over the last number of years, societies have witnessed an emerging trend in business practice to recognise and acknowledge the importance of building a sustainable future, and entrepreneurs hold an important role in further supporting this agenda, through developing innovative approaches to help society change and grow (Wennekers et al., 2002). According to the 2005 United Nations World Summit, economic, social and environmental development and protection are the key pillars for a sustainable future, which can be achieved through careful consideration towards how we as a society consume, manage and innovate our natural resources (United Nations, 2005: 11–12). Similarly, the EU strategy for sustainable business practices has sought to emphasise the importance of social and ethical responsibility of firms (European Commission, 2011), pressing for the utilisation of natural resources as means for developing “greener” business practice and new innovative business models. Such movement has supported the need for curriculum to infuse aspects of what it means to be sustainable in entrepreneurial practice.

Therefore, a growing emphasis is placed on HEI Business Schools to educate the entrepreneurship student body with values that attribute to sustainable business practice (UK National Commission for UNESCO, 2008, 2010). The UK HEFCE (2005, 2008, and 2009) has set out a clear mandate for HEI to integrate education for sustainable business development as key priority in their curriculum development. Entrepreneurial pedagogical practices, which seek to promote ethical and moral values, are important for the field as they offer the potential to new venture creation, while contributing to the long term social and environmental sustainability. In fact, despite Starik et al.’s (2010) criticism that social and environmental obligations can increase the costs on enterprises at the expense of their economic and operational efficiency, Pelozo (2009) highlights the positive relationship between corporate social responsibility and financial performance of organisations, while others like Ambec and Lanoie (2008) and Lourenco et al. (2013) argue that social and environmental considerations have a positive impact on the financial performance of businesses, and counter earlier criticisms that such concerns impose burdens. Thus, understanding the pedagogical links which can sustain and underpin sustainability related programme content and student education will help to influence and promote education programmes that seek to develop sustainable entrepreneurial practitioners.

It is here that HEI Business Schools can have a critical impact upon the promotion of ethical and social values in entrepreneurial education practice (Cotton et al., 2009; Junyent and Ciurana, 2008). While such awareness is present in main stream organisational studies literature, where the adoption of Corporate Social Responsibility (CSR) principles is recognised and indeed embedded in main stream organisational practice and reporting (Doh and Guay, 2006; Moon, 2011), in the context of the entrepreneur’s practice this is lacking and has not been integrated to full potential in entrepreneurship focused programmes. To date, the uptake of embedding sustainability in HEI entrepreneurship programmes is limited, and it is noted that there has been a lack of interest in and support for programmes that seek to embed and foster sustainability related subjects (Audebrand, 2010; Wu et al., 2010; Coopey, 2003; Cordano et al., 2003; Matten and Moon, 2004; Rohweder, 2004; Springett and Kearins, 2001; Thomas, 2005; Walck, 2009; Wheeler et al., 2003). According to Lourenco et al. (2013), a recent empirical study of 575 Business Schools accredited by The Association to Advance Collegiate Schools of Business (AACSB) and the European Quality Improvement System (EQUIS), only 6% of these schools had some form of sustainable related subjects in their curriculum.

In light of this growing importance of sustainable entrepreneurial education, and its limited uptake in entrepreneurship programmes, it becomes necessary to look in more depth to understand the values of this education. This is important in order to develop a stronger theoretical grounding that highlights its value for learners and its contribution to sustainable development, particularly considering the breadth of the definition of entrepreneurship education, where the latter 'makes establishing the legitimacy of a field or construct difficult' (Short et al., 2009: 162) in addition to its consequences on empirical research and the definition of important variables to measure or investigate. In the following section, we shed more light on values embedded in entrepreneurial education, and propose authentic learning as an appropriate pedagogy for more explicit values in sustainable entrepreneurial education.

Encouraging authentic practices in sustainable entrepreneurial education

The developing and substantial academic interest in entrepreneurial growth and learning is not simply a passing fad, but more importantly reflects an emerging source of economic wealth and huge importance to economic growth (Fiet, 2000). However, how we educate and understand the processes of entrepreneurial learning is still to a degree in its infancy, as evidenced in current writings in the field which continue to be engaged in both methodological and conceptual debates (Busentiz, West, Shepherd, Nelson, Chandler and Zacharakis, 2003; Phan 2004; Torres, 2004).

The current pedagogical approaches to entrepreneurship highlight the immense need for further development in terms of how current educational methods and practices stimulate and enhance entrepreneurial development. This represents challenges to business schools in the form of questioning deeply rooted beliefs and epistemological issues. Such issues relate to the nature of entrepreneurship and the conceptual contradictions regarding the understanding of what entrepreneurship is, particularly in relation to the pragmatic aspects of andragogical or pedagogical approaches. The starting point for addressing this issue and building a firm foundation is the conceptual linking of entrepreneurship with an educational pedagogy which protects and enhances entrepreneurial practice.

In this context, it can be argued that the growing emphasis on sustainable development in entrepreneurial education can contribute to minimizing the confusion surrounding the definition of entrepreneurship. In the first instant, it is quite evident that the 'profit-first' orientation in entrepreneurial education does not encourage students to think about the favourable/unfavourable consequences of their enterprises as much as it does on the characteristics they should have and the tools they should apply in order to achieve wealth. Such focus is rather clear in entrepreneurship definitions as, for example, Gartner's (1988, p.26) definition of entrepreneurship as 'the creation of new organizations', and Bolton and Thompson's (2000, p.5) definition of an entrepreneur as 'a person who habitually creates and innovates to build something of recognised value around perceived opportunities'. In his internet review of entrepreneurship definitions, Perren (2003) also criticises the dominance of the view that entrepreneurs are 'economic machines' who aim to generate profits and create jobs to drive the economy wheel and re-invest in growth. Furthermore, by looking at literature on the entrepreneurial process and new venture creation, one can note the emphasis placed on opportunity spotting and/or creation to create the best sellable products and services that fill a market gap or address a particular customer need (e.g. Rae, 2007, 2014), or on identifying the best steps to undertake through an effectual approach by evaluating available resources to achieve goals (Sarasvathy, 2001), without equal emphasis on considering the value and consequences of the enterprise.

With this lack of a clear set of values in which the entrepreneurs' wellbeing and existence are central reflective elements, it becomes essential to develop pedagogical methods which understand and value the need for supporting philosophical frameworks. Such frameworks will enable a better understanding of why entrepreneurs do what they do and in what ways, where a focus on practice as a means of learning becomes critical. Having this specific philosophical outlook provides the means by which entrepreneurs not only receive/gather information, but also interpret, make judgements and organise actions (Hiemstra, 1988).

With the move towards sustainable entrepreneurial development, one can argue the emphasis placed on learners who consider the favourable/unfavourable consequences and values of their enterprises, thus, supporting morally responsible entrepreneurs. This is evident in definition of sustainable entrepreneurial education, which moves away from traditional focus on value capturing to focuses on value creation through 'the discovery, creation, evaluation, and exploitation of opportunities to create

future goods and services that is consistent with sustainable development goals' (Pacheco et al., 2010:471). Sustainable entrepreneurship reinforces economic, social and environmental outcomes, focusing on the notion that business enterprises are able to produce social value in addition to profit (Chell, 2007; Korsgaard and Anderson, 2011), thus, highlighting its difference from social entrepreneurship where the primary focus is on social needs and exploitation of opportunities for social change in order to develop social well-being (Chell, 2007).

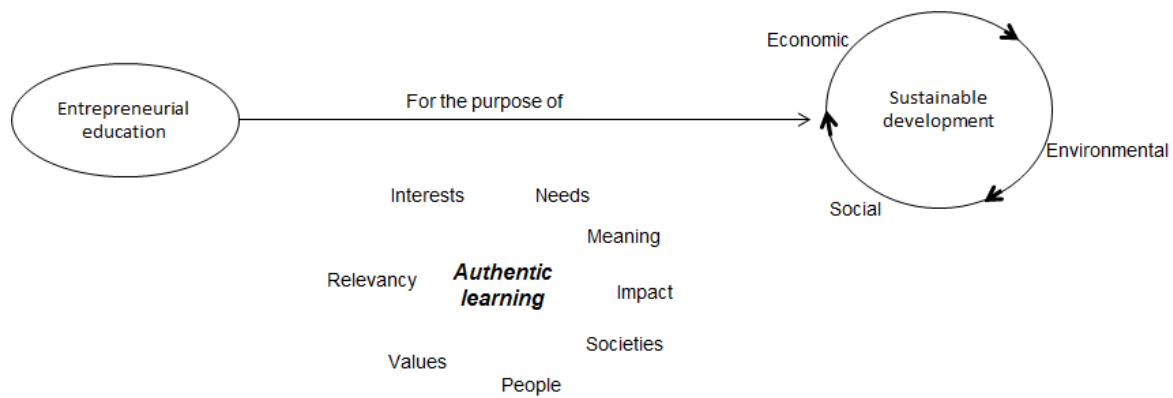
Therefore, whilst not undermining the important role of entrepreneurship in creating wealth and driving the economy wheel, sustainable entrepreneurial education offers a more encompassing approach to promote sustainable development, particularly that such development in essence gives similar weighting to economic, social and environmental aspects to benefit all stakeholders (Elkington, 1999; Haugh and Talwar, 2010).

The underlying philosophy in an educational context directly determines the learning theory which in turn dictates the pedagogical practice to enhance and stimulate learning (Mayfield and Weaver, 1997). While in the social sciences there are many philosophical perspectives and schools of thought (Brubacher, 1969; Apps, 1973; Hiemstra, 1988), the main difference between these perspectives is how they view the construction of knowledge. For example, the manner in which the entrepreneur behaves and acts is driven by the way they practice and think, which in turn is informed by deeply held assumptions and beliefs. Yet, while it would be appropriate to say that values and beliefs are not static, current educational practices tend to assume that entrepreneurship can be taught, rather than having to be practiced.

Here, we call for more focus on learner-centred pedagogical practices, where "the agent concerned with a value is in a parallel position to that of an agent concerned with some personal good" (Pettit, 1991:238), where the personal good in our case is the enterprise. Sosa (1993) also stresses the importance of the contribution of the intrinsic values of the individual to the overall outcomes. Therefore, in order to promote this approach in sustainable entrepreneurial education, the role of learners in entrepreneurial practice need to be emphasised. This role is unlikely to be adequately addressed through common entrepreneurial education frameworks of 'about', 'for' and 'through' enterprise (Gibb, 1999). Rather, learning pedagogies that emphasise 'withness' (Klapper and Neergaard, 2012) of learners, regarding them as central players in the learning process (Blenker et al., 2006) become more appropriate. Here, authentic learning is proposed as an appropriate pedagogical practice for sustainable EE.

Authentic learning is used in reference to learning that is integrated within meaningful real-life experiences by engaging the learner with what is real, genuine and true through interactive enquiries involving asking questions, seeking answers, analysing findings and concluding (Jonassen et al., 2008). It 'involves exploring the world around us, asking questions identifying information resources, discovering connections, examining multiple perspectives, discussing ideas, and making informed decisions that have a real impact' (Callison and Lamb, 2004, p.77). Such a pedagogy is supported by core reflective techniques to encourage learners to connect with their own needs and potential (Refai and Higgins, 2017), thus, stressing the role of authenticity for the personal growth of learners who are capable of integrating thoughts, feelings, desires and ideals into practices (Greene et al., 2013). Callison and Lamb (2004) argue that authentic learners do not merely read about things in textbooks, but rather become immersed in meaningful research processes that beyond the school or even national context limits. This supports calls in EE research to engage students in inquiry processes and develop better understanding of 'why' entrepreneurs learn (Jones et al., 2014; Kyro; 2015). As shown in the Figure 1, employing authentic learning in entrepreneurial education for the purpose of sustainable development encourages the entrepreneur to connect with their own needs, interests, values and personal qualities, while interacting with real-world contexts in such ways that are meaningful and take into account the economic, social and environmental consequences of their future entrepreneurial practices. These learners engage in contexts and contents that are deemed accepted and relevant to them, whilst also being viewed by educators as representative of real-life experiences. Establishing these associations is the challenge that faces educators in authentic learning.

Figure 1: Utilising authentic learning as an appropriate pedagogical practice to sustainable entrepreneurial education



The framework in Figure 1 highlights that educating and being an entrepreneur require more insight, purpose, meaning and emotion. In other words, there is more to being an entrepreneur than merely starting a business; issues related to what one is doing, why and how, as opposed to simply academic informed practice, are important. While the process of becoming an entrepreneur at times requires early stage development of business skills, being an entrepreneur requires awareness in regards to actions and practice. The current epistemological and pedagogical perspectives in the field hold a number of embedded views, where a huge impacting factor is that many scholars tend to stick with the traditional ways, or what they already know and are comfortable with, where questioning those practices can be both complex and cause painful reflections.

Conclusion

There is a need to stimulate the entrepreneurial mind-sets to create a more favourable societal climate for entrepreneurial development and growth (Henry and Treanor, 2010). In the context of the UK higher education system, the QAA have sought the develop guidelines specifically to address sustainability in entrepreneurial education, which were designed to act as a reference point for any university in the sector for the provision and development of Entrepreneurial focused curriculum (QAA, 2012; HEFCE 2005). The field of entrepreneurial education has struggled with fundamental questions in regards to the development of sustainability within entrepreneurial programmes of study (Jones and Jones, 2011). Given that one of the largest benefits of entrepreneurial education seems to be not the acquisition of knowledge, but rather entrepreneurial inspiration, we consider it essential to include more cases of successful sustainable entrepreneurship practices. Moreover, providing a platform for entrepreneurs committed to pursuing sustainable business models to enhance the level of entrepreneurial intention amongst their audiences. Despite this undercurrent of optimism, the inclusion of sustainability into entrepreneurial activity remains a niche topic within the entrepreneurship field, remaining a supplementary, rather than integrative aspect of entrepreneurship (Baumann-Pauly et al., 2013).

This paper seeks to better understand how sustainability can be embedded through entrepreneurial education in line with the recognition that entrepreneurial education can help provide a platform to foster and promote sustainable business practice (Hall et al., 2010; Kuckertz and Wagner, 2010) by drawing focus towards the more social and moral obligations of entrepreneurial intentions (Cohen and Winn, 2007; Dean and McMullen, 2007; Hockerts and Wüstenhagen, 2010; Pacheco et al., 2010; York and Venkataraman, 2010). Our discussion seeks to present to the reader an understanding of the context in which entrepreneurial education is both conceived and implemented, emphasising the importance of philosophical underpinnings and chosen theoretical and conceptual ideas, which can best influence and develop the integration of entrepreneurship and educational theory. This argument has critically raised the importance of reflective/reflexive learning environments in order to gain deeper understanding of entrepreneurial education as a process of learning through practice, where learners are the central players. To nurture sustainability in entrepreneurial practice, we focus on the need for educators to pay special attention to the importance of authentic pedagogic practices that link entrepreneurship components more closely with sustainability related content.

The points of discussion asked in this paper in terms of philosophical and theoretical positions have significant meaning for entrepreneurial education. By recognising the diversity and complexity of the field, there exists a need to enhance and develop conceptual and pedagogical approaches to

entrepreneurial education. The establishment of a strong philosophy provides a valuable base to help one conceptualise more clearly how we understand the entrepreneur and their behaviour in terms of learning as a practice. As a result, a challenging and diverse set of influences shape how one can view and understand the entrepreneur. This is not to suggest a singular prescribed method, but more to illustrate and suggest the need for foundations and ideas which shape our interpretation of what entrepreneurs do and why they do it, where numerous contextual factors will influence and shape the content appropriateness of these approaches.

References

Ambec, S., and P. Lanoie (2008). Does It Pay to be Green? A Systematic Overview, *Academy of Management Perspectives*, 22, 45–62.

Apps, J.W. (1973). *Toward A Working Philosophy of Adult Education*. Occasional Papers, No. 36. Syracuse: Syracuse University.

Audebrand, L.K. (2010). Sustainability in Strategic Management Education: The Quest for New Root Metaphors. *Academy of Management Learning and education*, 9(3), pp. 413-428.

Auerswald, P. (2008). Entrepreneurship in the theory of the firm. *Small Business Economics* 30(2), 111–126.

Baumann-Pauly, D., Wickert, C., Spence, L. and Scherer, A. (2013). Organizing corporate social responsibility in small and large firms: Size matters. *Journal of Business Ethics*, 115(4), 693-705.

Berglund, K., Johannisson, B. and Schwartz, B. (2012). *Societal Entrepreneurship: Positioning, Penetrating, Promoting*. Edward Elgar Publishing.

Blenker P, Dreisler P, Faergeman HM and Kjeldsen J (2006). Learning and teaching entrepreneurship: dilemmas, reflections and strategies, in Fayolle A and Klandt H (Eds) *International Entrepreneurship Education*, Edward Elgar Publishing, Aldershot, 21-34.

Bolton, B., Thompson, J. (2000). *Entrepreneurs, Talent, Temperament, Technique*. Butterworth Heinemann: Oxford.

Brubacher, J.S. (1969). *Modern Philosophies of Education*. New York: McGraw-Hill.

Busenitz, L.W., West III, G.P., Shepherd, D., Nelson, T., Chandler, G.N. and Zacharakis, A. (2003). Entrepreneurship research in emergence: past trends and future directions. *Journal of Management*, 29(3), 285-308.

Callison, D. and Lamb, A. (2004). Key words in instruction: Authentic learning. *School Library Media Activities Monthly*, 21(4), 34-39.

Chalmers, D. and Shaw, E. (2015) The endogenous construction of entrepreneurial contexts: A practice-based perspective. *International Small Business Journal*, 35(1),19–39.

Chell, E. (2000). Towards Researching the 'Opportunistic Entrepreneur': A Social Constructionist Approach and Research Agenda. *European Journal of Work and Organisational Psychology*, 9(1), 65-82.

Chell, E. (2007). Social Enterprise and Entrepreneurship: towards a Convergent Theory of the Entrepreneurial Process. *International Small Business Journal* 25(1), 3-19.

Cohen, B., Winn, M.I. (2007). Market imperfections, opportunity and sustainable entrepreneurship. *Journal of Business Venturing*, 22(1), 29–49.

Coopey, J. (2003). Sustainable development and environmental management: The performance of UK business schools, *Management Learning*, 34(1), 5-26.

Cordano, M., Ellis, K. M., & Scherer, R. F. (2003). Natural capitalists: Increasing business students' environmental sensitivity. *Journal of Management Education*, 27(2), 144-157.

Dean, T.J., McMullen, J.S. (2007). Toward a theory of sustainable entrepreneurship: reducing environmental degradation through entrepreneurial action. *Journal of Business Venturing*, 22(1), 50–76.

Doh, J.P. and Guay, T.R. (2006). Corporate social responsibility, public policy, and NGO activism in Europe and the United States: an institutional-stakeholder perspective. *Journal of Management Studies*, 43(1), 47-73.

Drakopoulou-Dodd, S. and Anderson, A.R., (2007). Mumpsimus and the mything of the individualistic entrepreneur. *International Small Business Journal*, 25(4), 341-360

DTI (2003). *Competing in the global economy: the innovation challenge* (December 2003).

ELKINGTON, J. (1999). Triple bottom line revolution--reporting for the third millennium. *Australian CPA*, 69(10), 75.

European Commission (2011). *European Economic Forecast – European Economy*. European Commission, Economic and Financial Affairs. [online]. Available at http://ec.europa.eu/economy_finance/publications/european_economy/2011/pdf/ee-2011-6_en.pdf. Accessed 23/07/17.

Fayolle, A. (2013). Personal views on the future of entrepreneurship education. *Entrepreneurship and Regional Development* 25(7–8), 692–701.

Fayolle, A., Verzat, C., Wapshott, R. (2016). In quest of legitimacy: The theoretical and methodological foundations of entrepreneurship education research. *International Small Business Journal*, 34(7), 895-904.

Fiet, J.O. (2000). The pedagogical side of entrepreneurship theory. *Journal of Business Venturing*. 16(2), 101-117

Frank, H., Landström, H. (2016). What makes entrepreneurship research interesting? Reflections on strategies to overcome the rigour–relevance gap. *Entrepreneurship and Regional Development* 28(1–2), 51–75.

Gartner, W. B. (1988). "Who is an entrepreneur?" is the wrong question. *American Journal of Small Business*. 12(4), 11-32.

Ghoshal, S. (2005). Bad Management Theories are Destroying Good Management Practices. *Academy of Management Learning and Education* 4(1), 75-91.

Giacalone, R.A. (2004). A transcendent business education for the 21st century. *Academy of Management Learning & Education*, 3(4), 415–420.

Greene, W.L., Kim, Y.M. and Korthagen F.A.J. (2013). *Transforming education from within. In Teaching and Learning from Within – A core reflection approach to quality and inspiration in education*. Routledge, Taylor and Francis Group, New York and London.

Hall, J.K., Daneke, G.A. and Lenox, M. J. (2010). Sustainable development and entrepreneurship: Past contributions and future directions. *Journal of Business Venturing* 25(5), 439-448.

Haugh, H.M. and Talwar, A. (2010). How do corporations embed sustainability across the organization? *Academy of Management Learning and Education*, 9(3), 384-396.

Henry, C. & Treanor, L. (2010). Entrepreneurship education and Veterinary Medicine: Enhancing Employable Skills. *Education & Training* 52(8/9), 607-623.

Higher Education Funding Council for England (2005). *Centres for Excellence in Teaching and Learning*, Bristol: HEFCE.

Higher Education Funding Council for England (2008). Sustainable development in higher education – Consultation on 2008 update to strategic statement and action plan. HEFCE 2008. [online]. Available at http://webarchive.nationalarchives.gov.uk/20100303151806/http://www.hefce.ac.uk/pubs/hefce/2008/08_18/08_18.pdf. Accessed 23/07/2017. Accessed 23/07/17.

Higher Education Funding Council for England (2009). Supporting higher education in further education colleges Policy, practice and prospects HEFCE 2008. [online]. Available at <http://webarchive.nationalarchives.gov.uk/20120716092504/http://www.hefce.ac.uk/pubs/year/2009/200905/>. Accessed 23/07/17.

Hiemstra, R. (1988). Translating Personal Values and Philosophy into Practical Action. In R.G. Brockett (ed.), *Ethical Issues in Adult Education*. New York: Teachers College Press.

Hindle, K. (2007). Harmonizing the concept of entrepreneurial capacity. Paper presented at the Refereed Proceedings of the 2007 ICSB World Conference, Finland: Turku School of Economics.

Hjorth, D. Holt, R. and Steyaert, C. (2015). Entrepreneurship and process studies. *International Small Business Journal*. 33(6), 599-611.

Hjorth, D., Jones, C., Gartner, W.B. (2008). Introduction for Recreating/Recontextualising Entrepreneurship. *Scandinavian Journal of Management*. 24(2), 81-84.

Hjorth and Steyaert (2010). *The Politics and Aesthetics of Entrepreneurship*. Edward Elgar Publishing. Cheltenham, UK.

Hockerts, K. and Wüstenhagen, R. (2010). Greening Goliaths Versus Emerging Davids: Theorizing about The Role of Incumbents and New Entrants in Sustainable Entrepreneurship. *Journal of Business Venturing* 25(5), 481-492.

Johannisson, B. (2011). Towards a practice theory of entrepreneuring. *Small Business Economics* 36(2), 135-150.

Jonassen, D., Howland, J., Marra, R., and Crismond, D. (2008). *Meaningful learning with technology* (3rd ed.). Upper Saddle River, NJ: Pearson.

Jones, A. and Jones, P. (2011) Making an impact: a profile of a business planning competition in a university. *Education + Training* 53(8/9), 704-721.

Jones, C., Matlay, H., Penaluna, K. and Penaluna, A. (2014). Claiming the future of enterprise education, *Education + Training*, 56(8/9), 764-77.

Junyent, M, Geli de Ciurana, A.M. (2008). Education for Sustainability in university studies: a model for reorienting the curriculum. *British Educational Research Journal*, 34(6), 763-782.

Klapper, R. and Neergaard, H. (2012) Five steps to heaven: from student to entrepreneur - an agenda for innovative pedagogy, European Summer University conference paper, Kolding, Denmark, 19.08-25.08.2012.

Korsgaard, S. and Anderson, A.R. (2011). Enacting entrepreneurship as social value creation. *International Small Business Journal*, 29(2), 135-151.

Kuckertz, A., Wagner, M. (2010). The influence of sustainability orientation on entrepreneurial intentions - investigating the role of business experience. *Journal of Business Venturing*, 25(5), 524-539.

Kyrö P (2015). The conceptual contribution of education to research on entrepreneurship education. *Entrepreneurship & Regional Development* 27(9-10), 599-618.

Lourenço, F., Jones, O., Jayawarna, D. (2013). Promoting sustainable development: The role of entrepreneurship education. *International Small Business Journal*, 31(8), 841-865

Matten, D., & Moon, J. (2004). Corporate social responsibility education in Europe. *Journal of Business Ethics*, 54(4), 323–337.

Mayfield, W.M. and Weaver, R.Y. (1997). The determination of the teaching methodology of entrepreneurship as established by the underlying philosophy of pragmatism. *Proc. of USASBE Annual National Conference Entrepreneurship: The Engine of Global Economic Development*. San Francisco, June 21-24

Mitroff, I.I. (2004). An open letter to the deans and the faculties of American business schools. *Journal of Business Ethics*, 54(2), 185–189.

Nicholson, L. and Anderson, A. (2005). News and nuances of the entrepreneurial myth and metaphor: Linguistic games in entrepreneurial sense-making and sense-giving. *Entrepreneurship Theory and Practice*, 29(2), 153-72

Pacheco D. F., Dean T. J. and Payne D. S. (2010). Escaping the green prison: Entrepreneurship and the creation of opportunities for sustainable development. *Journal of Business Venturing*, 25, 464-80.

Peloza., John (2009), The Challenge of Measuring Financial Impacts from Investments in Corporate Social Performance, *Journal of Management*, 35(6), 1518-1541.

Peltier, J.W., Schibrowsky, J.A., and Zhao, Y. (2009). Understanding the antecedents to the adoption of CRM technology by small retailers: entrepreneurs vs. owner–managers. *International Small Business Journal* 27(3), 307–336.

Perren, L. (2003). Definitions of entrepreneurship. *The International Journal of Entrepreneurship and Innovation*, 4(2), 140-141.

Pettit, P. (1991). Realism and Response-Dependence. *Mind*, 100, 587-626.

Phan, P.H. (2014). The business of translation: The Johns Hopkins University Discovery to Market program. *The Journal of Technology Transfer*, 39(5), 809-817.

QAA Guidance (2012). Enterprise and Entrepreneurship Education: Guidance for Higher Education Providers. [online]. Available at: <http://www.qaa.ac.uk/en/Publications/Documents/enterprise-entrepreneurship-guidance.pdf>. Accessed 31/03/17.

Radu, M. and Redien-Collot, R. (2008). The social representation of entrepreneurs in the French press: Desirable and feasible models, *International Small Business Journal* 26(3):259-298

Rae, (2007). Connecting enterprise and graduate employability: Challenges to the higher education culture and curriculum? *Education + Training*, 49(8/9), 605-619.

- Rae, D. (2014). *Opportunity centred entrepreneurship*, 2nd ed. Palgrave Macmillan.
- Refai, D. and Higgins, D. (2017). A mystagogical view of 'witness' in entrepreneurship education *Industry and Higher Education*, 31(2), 113-121.
- Rehn, A., Br€annback, M., Carsrud, A. and Lindahl, M. (2013). Challenging the myths of entrepreneurship? *Entrepreneurship & Regional Development*, 25(7–8), 543–551.
- Rohweder, L. (2004). *Corporate Responsibility, A sustainable development on organizational level (Yritysvastuu – kestävää kehitystä organisaatiossalla)*. 1st edition, WSOY Porvoo, Finland 2004. In Finnish.
- Sarasvathy, S.D. (2001). Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. *The Academy of Management Review*, 26(2), 243-263.
- Sarasvathy, S. (2004). The questions we ask and the questions we care about: reformulating some problems in entrepreneurship research. *Journal of Business Venturing*, 19(5), 707-717
- Schlee, P.R., Harich, R.K., Kiesler, T., and Curren, T.M. (2007). Perception bias among undergraduate business students by major. *Journal of Education for Business*, 82(3), 169-177.
- Short, J.C., McKelvie A, Ketchen DJ and Chandler GN (2009). Firm and industry effects on firm performance: A generalization and extension for new ventures. *Strategic Entrepreneurship Journal*. 3(1), 47-65.
- Slater, D.J. and Dixon-Fowler, H. R. (2010). The Future of the Planet in the Hands of the MBAs: An examination of CEO MBA education and corporate environmental performance. *Academy of Management Learning & Education* 9(3), 429-441.
- Sørensen, B.M. (2008). "Behold, I am making all things new": The entrepreneur as savior in the age of creativity. *Scandinavian Journal of Management*, 24(2), 85–93.
- Sosa, E. (1993). Putnam's Pragmatic Realism. *The Journal of Philosophy*, 90(12), 605-626.
- Springett, D.V., & Kearins, K. (2001). Gaining legitimacy? Sustainable development in business school curricula. *Sustainable Development*, 9(4), 213-221
- Starik, M., Rands, G., Marcus, A., Clark, T. (2010). From the guest editors: In search of sustainability in management education. *Academy of Management Learning and Education*, 9(3), 377-383
- Steyaert, C. & Hjorth, D. (Eds.). (2003). *New movements in entrepreneurship (Vol.1)*. Cheltenham, UK: Edward Elgar.
- Steyaert, C. & Hjorth, D. (Eds.). (2006). *Entrepreneurship as social change (Vol. 3)*. Cheltenham, UK: Edward Elgar.
- Tedmanson, D., Verduyn, K., Essers, C., & Gartner, W.B. (2012). Critical perspectives in entrepreneurship research. *Organization*, 19(5), 531–541.
- Torres O. (2004), *The SME concept of Pierre-André Julien: an analysis in terms of proximity. Piccola Impresa- Small Business*, 263.

UK National Commission for UNESCO (2008). Education for Sustainable Development in the UK in 2008: A survey of Action: The UN Decade of Education for Sustainable Development, 2005-2014. UK National Commission for UNESCO, London, UK.

UK National Commission for UNESCO (2010). Education for Sustainable Development in the UK in 2010. Published by the UK National Commission for UNESCO, London, UK. [online]. Available at http://se-ed.co.uk/edu/wp-content/uploads/2014/02/Report_-ESD-in-the-UK_2010_UKNC-UNESCOv4.pdf. Accessed 23/07/17.

United Nations (2005). United Nations World Summit – General Assembly. [online]. Available at <http://www.un.org/womenwatch/ods/A-RES-60-1-E.pdf>. Accessed 23/07/17.

Verduijn, K., Dey, P., Tedmanson, D., & Essers, C. (2014). Emancipation and/or oppression? Conceptualizing dimensions of criticality in entrepreneurship studies. *International Journal of Entrepreneurial Behavior & Research*, 20(2), 98–107.

Walck, C. (2009). Integrating sustainability into management education. *Journal of Management Education*, 33(3), 384–390.

Watson, T.J. (2013). Entrepreneurial action and the Euro-American social science tradition: Pragmatism, realism and looking beyond 'the entrepreneur'. *Entrepreneurship & Regional Development* 25(1–2), 16–33.

Wennekers, S., Uhlaner, L.M., Thurik, R. (2002). Wennekers et al., 2002 entrepreneurship and its conditions a macro perspective. *International Journal of Entrepreneurship Education*, 1(1), 25-68.

Wheeler, D., Colbert, B., & Freeman, R.E. (2003). Focusing on value: Corporate social responsibility, sustainability and a stakeholder approach in a network world. *Journal of General Management*, 28(3), 1-28.

Winch, C, Gingell, J. (2004). Introduction. *Educational Philosophy and Theory*, 36(5), 479.

World Commission on Environment and Development (1987). *Our Common Future: The World Commission on Environment and Development*. Oxford: Oxford University Press.

York J.G. and Venkataraman S. (2010). The entrepreneur–environment nexus: Uncertainty, innovation, and allocation. *Journal of Business Venturing*, 25(5), 449-63.