

2nd INTERNATIONAL CONFERENCE
ENTREPRENEURSHIP APPROACH TO QUALITY
EDUCATION

KONFERENCA E II-të NDËRKOMBËTARE
QASJA E NDËRMARRËSISË NË CILËSINË E ARSIMIT

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Entrepreneurial Learning in HE
Quality assurance in HE and internacionalisation

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**Entrepreneurial Learning:
An Emerging Practice**

- **Entrepreneurial Learning** as a new practice involving both entrepreneurship and higher education processes (Cope, 2005; Rae, 2009; Minniti and Baygrave, 2001; Politis, 2005; Corbett, 2005; Warren, 2004 etc.)
- Entrepreneurial Learning as a **Life Long Learning Process** (Sullivan, 2000)
- Entrepreneurial Learning as **Experiential Process** (Kolb, 1984)



**Factors Affecting
Entrepreneurial Learning**

- Prior **knowledge** and **heuristics** (Holcomb et al., 2009)
- Entrepreneur's **career experience**
- Mode of transformation: **Exploitation** vs. **Exploration** (Politis, 2005)
- Mode of reasoning: **Causal** vs. **Effectual** (Saravathy, 2001)



Entrepreneurial Learning in HE

- The **limits** of existing educational systems to develop innovative learning strategies
- Attempts in line with **knowledge production** (Gibbons et al., 2004)
 - MBAs
 - *Hands-on approaches:*
case material,
simulations,
trial and error,
divergent thinking,
PBL etc.



Entrepreneurial Learning in HE

- Focusing on developing **creativity, critical thinking, and reflection** among individuals (Politis, 2005)
- The combination of **knowledge** and **skills** with the right **attitude** and **confidence** can turn a graduate into an entrepreneur (Rae, 1997)
- Challenging the **'bureaucratic control'** culture of academe and programmed knowledge (Gibb, 2002)



Entrepreneurial Learning in HE

- Do we **write for publication** and, thereby, enhanced prospects for promotion and tenure? Or do we write to **make a difference** in the lives of others? (Terenzini, 1996)
- Do we **teach what we know** or **what our Students and stakeholders need**?

... **Quality assurance in HE and internacionalisation ...**

Paradigm Shift: The Fall of the Ivory Tower

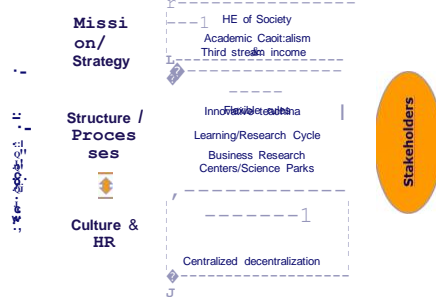
- From Higher Education in Society to Higher Education of Society** (Barnett, 1994)
- New flexible models:** Learning University, Innovative University, and the Entrepreneurial University (Kristensen, 1999)



Entrepreneurialism in HE – A Theoretical Framework

- An **organizational culture** based on collective mindset and high tolerance for **risk-taking** (Clark, 1998)
- Flexible rules** to support entrepreneurship (Gjerding et al., 2006)
- High quality teaching and **innovative pedagogical methods** (Kristensen, 1999)
- Learning by discovery and teaching and **learning by means of research processes** must become the norm (Clark, 1991)
- Academic capitalism** (Slaughter and Leslie, 1997)
- Developing **business research centers** and a strong commitment to developing **science parks in the region** (Kristensen, 1999)
- A **third-stream income** from campus services and alumni fund raising (Clark, 1998)
- A steering capability characterized as '**centralized decentralization**' (Clark, 1998)
- Management commitment to **encourage entrepreneurial activities among faculty** (Slaughter and Leslie, 1997)
- Faculty as **entrepreneurial scientists** and **network builder** (Etzkowitz et al., 2008): Basic scientist, innovation researcher and entrepreneur.
- Staff and faculty as '**academic managers**' having competencies in strategic management, project management, knowledge management, modern pedagogy

Entrepreneurialism in HE – A Theoretical Framework



Factors contributing to the growth of external quality assurance

- The recognition in many countries of the need for greater accountability for the use of scarce national resources.
- The growth in higher education that has occurred in many countries.
- The increased diversity in HE provision including the establishment of binary systems, and the growth in distance learning.
- There was a trade off between the reduction of direct governmental control of HEI and the introduction of external quality assurance arrangements.
- The increase the number of private, including "for profit", providers.
- Regional developments, for example in Europe and South America, aimed at creating a HE space which **encourages student mobility and the mutual recognition of qualifications**.
- The ever **increasing internacionalisation of HE** including the growth in cross - border providers and the need for the mutual recognition of qualifications and HE credits

Emerging Trends in QA in HE

- QA for enhancement**
 - Greater emphasis on Internal QA and the encouragement of an institutional "Quality Culture"
 - Much greater use of Explicit Statements of Requirements**
 - Qualification Frameworks
 - Subject Benchmarks
 - Greater Focus on Outputs**
 - Direct – What a student has learnt
 - Indirect – Where a graduate has gone
 - The breaking down of national boundaries –internacionalisation**
 - Hard to soft or is it hard to harder?
- In some countries increasing government involvement



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