

# **Entrepreneurship education in the University context: a pedagogical approach**

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## **ABSTRACT**

In recent years, the European Union, mindful of That Suffers from a corporate deficit in comparison with United States, China, Brazil, India and other emerging countries country, Considering That has-been the promotion of the entrepreneurial spirit is key in job creation and the improvement of competitiveness and economic growth, Especially in times like Those who currently live. Currently, from the European Commission are Encouraged with more force that never to Member States to Encourage the entrepreneurial spirit in Their educational systems, Requiring Initiatives to Promote corporate culture from the field of education and Also the University.

In this context, we will present the results of an experiment developed with students of the course of Didactics of the degree of primary education in the 20112012 course, in the Faculty of Education Sciences of the University of Malaga. The realization of different training sessions on entrepreneurial culture invited us to Develop a qualitative study acerca beliefs, ideas and social That have future teachers, current students conceptions of the grade of primary education, entrepreneurial culture and skills needed to Actively Promote school in innovation, creativity , motivation and confidence skills from a pedagogical perspective

## **Key words:**

Entrepreneurial education, entrepreneurial Culture, Context Degree, Learning to undertake.

## **1. ENTREPRENEURIAL CULTURE: A MUST-NEED OF A MODERN UNIVERSITY CONTEXT AND INCLUSIVE**

Certainly, the university has different missions, functions and academic, scientific, social, cultural and economic projection targets in contexts. So, needless to say that universities should be institutions that can promote awareness of the business, while it is generating output, employment, economic growth and social welfare, and must also provide college students skills, abilities and competencies required for the creation and management of companies and cultivate creativity and innovation as their own to understand the ways academia. Also, is the key role of knowledge transfer from the university, as it assumes that it must be involved in the process of generating innovations in the market (Clark, 1996 and 1998).

In the era of knowledge economy and the cultural and economic globalization, which are more involved, Andalusian and Spanish society, we asked the university to be more than a mere transmission of knowledge institution. Also required critically boost one's ability to generate scientific and technical knowledge possessed college and that this does not remain in the circuit (or castle) closed that sometimes can be the higher research, but transformed into a proactive source of entrepreneurship and knowledge transfer to a productive and real economy. It is necessary, therefore, to strengthen the relationship between the university and the company so that they develop a greater commitment to their economic environment and vice versa, the social fabric, labor and business see the university as a powerful and necessary instance generation social, cultural, scientific and economic initiatives.

The University must be aware of the new role and others must be having on society currently being configured, a society of liquid modernity Bauman would say. Modernity where speed of knowledge requires continuous updating the university itself may be converted into an element of major importance. Out of its fundamental role in teaching and research, it is now imperative to adopt a real and effective commitment to the field of innovation management from his research and development in the field of entrepreneurship as the active and resolute today promoting attitudes necessary for socio-economic and human progress of society (Clark, 2004). According to Etzkowitz (2004), this means overcoming the old clichés used in the university regarding the role of the university community and raise awareness in the same of the new responsibilities that society demand.

It should be noted here that the first initiative to promote entrepreneurship and business creation from a Spanish university was made in 1992 when the Polytechnic University of Valencia (UPV), together with the Valencian Institute for Small and Medium Enterprises (Impiva) They performed "*Initiative Programme for the Development of New enterprises (IDEAS)*" project with the objective of encouraging entrepreneurs in the UPV to create technology-based companies, becoming the only program of its kind in Spain until 1997. 2004, of the 68 Spanish universities and 55% had an entrepreneurship program. These programs have contributed to the creation of nearly 900 new companies and innovative technology both as a conventional basis. Despite these important achievements still a great way to go because, unlike what happens for years at universities in advanced countries, the formation of new business remains a residual and methodologically poor material that lends itself to little attention in most Spanish universities (Dalmau, Alonso and Colomer, 2003). Currently, an approximation to the websites of public and private Spanish universities allow us to see how it is increasingly emerging university and unavoidable action in promoting vocational guidance and awareness of entrepreneurship in university students as a based way of linking business and academia. Currently virtually no one argues that the role of universities should not be restricted only to the activities of teaching and research. By contrast, all international and national bodies, and society itself demands greater involvement of universities in economic and social development of the territory. This process has led to the emergence and consolidation of a new type of university: the entrepreneurial university. The consolidation of the "*third mission*" as a mechanism of

reorientation of universities and the interests of the different levels of government in each territory in the active participation of universities in economic and social development, promotes the realization of a new enabling environment the implementation and development of entrepreneurship and university-industry collaboration. In this new environment must accommodate new and existing agents among which, together, will play different roles in order to facilitate the involvement of universities in the third mission

Thus, it is essential to inquire into the reality of ideas, beliefs and thoughts of young university students, in order to build a diagnosis of entrepreneurial culture in the university context. At this point, Echeverría and Galindo (2011) raise a number of reasons drivers from the field of education can be important elements for discussion and action university from a reflective and active perspective in the context of an emerging need for tutorial and orientation at the University of XXI century:

*Entrepreneurship*

Ability to think, reason and act focused on opportunities posed by global vision and carried out by a balanced leadership and management of a calculated risk.

*Consideration of risk*

Ability to understand the possible and desirable scenarios for achieving the objective, and that allows to evaluate and define actions to continue contemplating the circumstances that may occur.

*Creativity and innovation*

Ability to generate and incorporate new ideas for solving a problem in a way that will be accepted by the market.

*Creating Value*

Ability to deliver a benefit to society to spur the economy from introduction to the development of a novel idea and is sustainable over time.

*Proactivity*

Ability to see the way forward and take action in the present, to reach the goal set in an effective way.

*Finding information*

Ability to find and data sources to compile the information required in a situation or problem.

Meanwhile, at the University of Málaga, and in order to promote entrepreneurial culture in universities and stimulate interest in self-employment, the Vice President for University Coordination through the Service Business Cooperation and Promotion of University Employment Malaga and in collaboration with the Ministry of Education launches Transversal Plan Building Enterprise Culture IDEANDO, a plan to which all students have access to the UMA, regardless of the degree they are pursuing. This program is currently developing with outstanding success and participation of university students (2011/2012).

## 2. INQUIRY TEACHING EXPERIENCE: THE PERSPECTIVE OF GRADE STUDENTS OF ELEMENTARY EDUCATION TO ENTREPRENEURIAL CULTURE

Below we will outline the main qualitative results of a project developed educational innovation at the Faculty of Educational Sciences of the University of Málaga in the academic years 2010-2011 and 2011-2012, called "Development and acquisition of skills in the university education: New approaches to the Practicum, guidance and mentoring. The design of the Career Management Plan and incorporating Service Learning as reflective, collaborative, participatory "methodologies (code PIE10-149). In this sense, one of the main factors of entrepreneurial culture in the university context is found in the motivation of students to the creative and innovative as key elements that can be very important in education. Thus, the students of the degree in Elementary Education pose we need to grow intellectually and emotionally through entrepreneurial and innovative ideas that can be carried out, provided there are props and instances that support them. So a student is expressed:

*"In my opinion, I think you learn a lot of things in this style, so I think things motivate us, help us to improve and overall goals to ask before even imagined. It can be very interesting private setting, including many of us had not thought about it, can be very fruitful, especially after knowing that there is support, we are not alone if there is the idea that we can, if you , you should take a risk, you should not be afraid, we throw ourselves into the pool. But they can look very different things, we may seem that this day has nothing to do with us, but outside you can motivate other in private, I also see it from another point, I think if you have a great relationship with education, I bet by EDUCATE. If I start a business is an action is an activity where there is an exchange of resources?, Perhaps in schools do not learn of the student, and the student of us .. As in starting new businesses we have discussed today, I see a clear counterpart in tomorrow when we incorporate into classes, when that first day of class. As to starting a business we fear, we must be open to learn from our mistakes, experience and of course we have to innovate in the classroom, lead a dynamic and cross-class skills and knowledge. For this, our company classroom, the greatest benefit will be what we receive from children, how rewarding it will be to convey what you already know while you learn from them. As when starting a business, you must have very clear your vocation, the way you surcarás in the classroom, you must be clear about what you want to do. But this will have to leave the comfort zone, which in this case is, that to bring an innovative class, you must get out of it easy, what these "forced to teach." And is that an important issue is that like to ride the crisis affects companies in classrooms affects society today, television consumerist society hooked on new technologies, and that is where the teacher must be anchored and able to overcome such adversities. But our greatest fear, and everything is unknown, but not because it is difficult, it is impossible, because they are not hacemos.Si want, we can assume the risk of making mistakes. And finally, as in business, in the classroom is*

*all depends on what color you paint it, any material or knowledge can be entertaining, it is up to us as. Look at the needs, context, and of course the perspective, there are a thousand ways to reach the same goal, YOU decide how to get. ATTITUDE AND INNOVATION "*

Attitudes towards innovation and an entrepreneurial culture positivity, quite different from the typical and topical conservative and traditional cutting civil service mentality, makes us ponder whether instances and favorable attitudes towards a modern, flexible and dynamic look at the universities there entrepreneurial culture in college. In this sense, and in connection with a specific session that we developed in the context of this educational innovation project, a student expressed how important to know the diversity of options available to pedagogues face to face finding a job working in a complex time like you are living in Spain this year 2012. Thus, the concept of success and personal growth, and even the resilience, can focus on dynamic workshops where members NLP is used to promote the enthusiasm , disinhibition and collective creativity.

*It was quite enjoyable and fun while we learned and we raised objections to other options and curricula to work. You can carry out any idea we may have in our head and we dare not bring it to light may seem silly or we can say, we just have to take away that fear and throw forward or "passion" as stated in the seminar, but not just for this, if not for any area of life. Anything that we propose and we like it, if done with enthusiasm, sure you will succeed, all it takes is knowing how to sell our idea and be sure that you can.*

Another item of interest is the teaching load values of humanity that permeates entrepreneurial practices which may foster a new culture in the university context. Skip statism in vocational guidance given in college to a flexible and complex conception of orientation in the university assumes that students are aware that they have multiple options in life, work and personal growth and development , emotional and community. Thus, the concept of innovation is closely linked to that of entrepreneurial culture, which also implies a rethinking not only specific actions or initiatives formative development of entrepreneurial culture in college, but goes much further. It involves a change of mind, a new view of the university as an institution that is inescapably linked to the labor market and the complex and changing world of business. To deny this possibility or lessen their understanding today is a conceptual and methodological setback. Thus, a student posed the positives it means for the economy and for society as a whole that such ideas can lead to schools and colleges:

*As said (...) "step to take is you" must undertake, find new things, new motivations, new goals ... the day I decide to take may be today or tomorrow, any day can be a good day for one marcarte new goal ... to innovate, especially focused on the undertaking in business, has shown*

*us what it takes to undertake, to have ideas, to be very clear; "Clear as water", we must leave the comfort zone, get up, move, find solutions, not afraid to innovate, to make mistakes, you have to take the plunge, overcoming resistance to change, as most afraid not out of the comfort zone, not everyone dares to take the plunge. We are afraid to change, as shown in the talk Lucius Annaeus Seneca said; "We dare not many things that are difficult, but are not difficult because we dare not do them." You must seek, get outside, move, can not finish the race send the resume and sit around waiting to be called, to find work must move we realize our dream, but we must get wet, "make your dream come true ... and wet your "do all acts and more to help you get ahead, to do what you like, you marcarte objectives gradually and as mentioned, one goal is not what you decide to do, but that to you spend time, you should currártelo. We must innovate, not stagnate succeed at the first opportunity, to have ideas, but above all things paint of different colors, which is not always the same, that is innovate, in our case, as future teachers must innovate in methodology change , children get bored when doing long the same thing, we must invent new methods, new techniques to encourage the participation of children.*

### **3. Conclusions**

Society increasingly demands greater involvement of the university in the process of economic and social development of the regions. This has given rise to the so-called entrepreneurial university, which combines and integrates traditional educational and research activities with the contribution to economic and social development (Etzkowitz, 2004). This new consideration of the university as an entrepreneur requires a redesign of its global strategy, so that it allows to meet the challenges posed by their new role in society. The promotion and dissemination of entrepreneurial culture within the university and all levels of it (teaching, research and even management itself), is shown as a key part of this strategy and to promote economic and social contribution College really effectively. Therefore, to successfully cater to the demands of society and be recognized as an entrepreneurial university is required phase transformation not only in terms of objectives and strategies of the university, but in their own behavior and culture, both institutionally and personnel. This transformation from traditional to an entrepreneurial university has been studied by Clark in European and rest of world (Clark 2004) universities, identifying five common elements that favor such a transformation, among which include the existence of an entrepreneurial culture both integrated in the institution and in the attitude and the way they operate their agents.

Needless to say we bet decidedly promoting in the Faculty of customized plans and individualized career management for all students without any exception. Moreover, this tutoring should be more intense in the population that may have some extra need for guidance, we refer to students who have some type of functional diversity or submit any personal or family situation that requires greater institutional support and guidance college. Still, plans are formative career management tools that can be driven by mentor teachers and

always there when that figure that, unfortunately, does not exist in the current Andalusian and Spanish university.

However, the existence of college counseling services in schools of education would enable the implementation of initiatives and create opportunities for more systematic exchange not only between teachers and students, but among college students in different courses own actions. Thus, for example, career management plans could be designed with the expert advice of a teacher who has specific training in college counseling at first, but ideally higher stages, from our point of view, is that these plans increasingly have greater autonomy and cooperation with the support of facilitators or mentors students students could help younger students of 1st and 2nd year of degree, to go about building your profile and your own resume gradually. Furthermore, there is no doubt that the example and experience of senior pupils can be an invaluable stimulus to generate an effective, flexible and dynamic orientation.

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