---*Special Issue Call for Papers*---

"Unsettling Entrepreneurship Education"

Entrepreneurship Education (EE) has transgressed from being limited to offering a place for students to learn about the creation of new ventures to inhabiting a space where it sets out to facilitate for (young) people to be able to "cope with uncertainty and ambiguity, make sense out of chaos, initiate, build and achieve, in the process not just coping with change but anticipating and initiating it" (Kirby, 2007, p. 23). This resonates with a growing awareness that entrepreneurship is more than 'business making' (cf. Gibb, 2002; Kirby, 2007; Thrane *et al.*, 2016), and that there is a need to foster entrepreneurial citizens at large (rather than 'just' new venture creators). With entrepreneurship education initially focusing on the latter, and doing so by adopting predominantly economic and business perspectives and models, we now see a wider range of approaches being embraced, and a growing number of entrepreneurship courses and programmes adopting a broader definition of entrepreneurship (i.e. as more than the creation of new ventures). With this broadening of previously set boundaries, we also witness a call to continue to wonder how entrepreneurship education can remain (or: be made) more *entrepreneurial* (cf. Kuratko, 2005; Fayolle, 2013; Hjorth and Johannisson, 2007).

In this light we advocate that there is a need for *Unsettling Entrepreneurship Education* in two different but interrelated ways. Firstly, EE research could be characterised as a relatively naïve field that views EE in a predominantly positive light, and adopts a 'the more the merrier' approach (Weiskopf & Steyaert, 2009). Axiological debates (do we want to? should we? and how should we do it?) are silenced or downright missing (Kyrö, 2015). EE offering has expanded into a set of widely and commonly adopted models and practices, such as venture creation programmes, pitching competitions, lean start-up and venture creation models, drafting business model canvases on one hand and the use of entrepreneurs as guest speakers if not the main teachers, training and

learning periods spent in small businesses, shadowing entrepreneurs, etc. on the other. These however do not seem to have the capacity to raise and address reflexive and critical questions. Hence, we invite new research that *disturbs* these practices by critically investigating them (to be published as *Research Article* in the Special Issue).

Given that the above mentioned teaching and pedagogical practices seem to be universal, and travel across the globe, experimenting both with ways to bring the various understandings of entrepreneurship to the fore, as well as 'where' to teach our courses, seem to be relevant themes (Johannisson, 2016). In experimenting with pedagogical approaches, emphasis is being placed on the creative-relational nature of learning (cf. Hjorth and Johannisson, 2007; Hjorth, 2011), inviting reflections on our roles and (hierarchical) positions as educators and on engaging students as active (co-)learners. In thinking about our roles as educators, we may need to explore the relationship between education and *provocation* (Hjorth, 2011), with less emphasis on the reproduction of knowledge (reproductive continuity), but with room for invention, i.e. creating *other* concepts, and allowing for *new* ways of understanding. This resonates with calls to let alternative forms of entrepreneurship education take place (Hytti and O´Gorman, 2004; Berglund and Verduijn, 2018). To nurture and provide space for alternative and inventive pedagogies to emerge implies to recognize entrepreneurship as historically, culturally and socially contingent (Berglund and Verduijn, 2018). This Special Issue aims to be a source for inspiration for new teaching and pedagogical practices that will contribute to *unsettling EE*.

With the Special Issue, we aim to challenge taken for granted views on EE, to raise critical questions, and to allow to investigate also the potential dark sides of EE. We welcome contributions that challenge our teaching positions and evoke a pedagogical approach of invention where curiosity, co-creation, and thought-provoking questions can follow. We seek contributions resisting the tendencies towards a 'McEducation' (Hytti, 2018), a tendency in which students are seen as consumers, with the 'right' to have an entrepreneurship education, in order to effectively shape their enterprising selves.

Suggestions of possible topics to address include:
- What are practices of *exclusion* and *inclusion* with the current mainstream EE models and practices? (How) can they be reconfigured?

- What are (hidden) *consequences* or potential *dark sides* of exposing students to entrepreneurship in education?
- How can we keep EE vital by *unsettling* it, in particular interrogating that which has seemingly become 'untouchable' from interrogation;
- How can we lay ground for *invention* in the classroom;
- How can we bring understandings of entrepreneurship more in line of understandings of societal developments, and social change;
- How can we engage students as co-learners.

This list is not exhaustive. *Research Articles* that engage in questioning and reflecting on the current ideologies and taken-for-granted truths in EE are welcome. In terms of *Teaching Cases* highlighting your own examples and *Learning Innovations,* we specifically welcome *other*, non-standard pedagogical models and approaches, including (but not limited to) insights from critical pedagogy (building on the work of Paolo Freire (1970/1996; 1973, 1998)), socio-material approaches to education (Fenwick, 2014; Edwards & Fenwick, 2015), the notion of radical higher education (Taylor et al., 2002), and related models and approaches (cf. Steyaert et al., 2016).

For further information on the submission process, guidelines and categories (Research Articles, Teaching Cases and Learning Innovations) please refer to the EEP website: https://us.sagepub.com/en-us/nam/entrepreneurship-education-and-pedagogy/journal203418#submission-guidelines.

Timeline:
First full article versions to be submitted by Feb 1st 2019.

Questions/additional information:
Please do not hesitate to contact the special issue editors in case you have any questions: Karin Berglund (karin.berglund@sbs.su.se); Ulla Hytti (ulla.hytti@utu.fi); Karen Verduijn (karen.verduijn@vu.nl); Marco van Gelderen (m.w.van.gelderen@vu.nl).

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