3E

Conference 2025
21–23 May
Munich, Germany

HM SCE ECSB

Responsible
Systemic
Democratic
New trajectories in
entrepreneurship
education

Call for Contributions 3E Conference

Strascheg Center for Entrepreneurship & HM Hochschule München Universitiy of Applied Sciences

Responsible. Systemic. Democratic.
New Trajectories in Entrepreneurship Education

In line with transformations towards sustainable-entrepreneurial universities (Cai & Ahmad, 2022) Entrepreneurship Education (EE) sees itself radically changing and adapting to the new global, environmental and institutional demands of the 21st century. For 2025's 3E conference we invite scholarly investigations into three interconnected dimensions of EE to lay the foundations for future research, share best practices and spark critical debates.

Responsible

Recent discussions of responsible entrepreneurship (Vallaster et al., 2019; Hägg et al., 2024) have initiated a deeper exploration of how EE construes responsibility. How does EE theoretically define and methodologically implement responsibility? What theories, methods and best practices help to rigorously integrate responsibility within EE processes? How may educators and institutions integrate responsibility into the core of EE, rather than treating it as a peripheral concern or an afterthought?

Systemic

How can EE adapt to systemic perspectives on innovation, value creation and learning? Systems Thinking offers new vantage points for holistic entrepreneurial processes, encourages new ways of thinking and challenges learners to cope with complexity and ambiguity. Yet what specific value does a systems perspective offer to EE? What are teaching practices, philosophies and designs that developm systemic competencies? Systemic approaches often overwhelm learners and are in conflict with linear innovation processes. If assuming that Systems Thinking is integral to Social Entrepreneurship (Trivedi, 2015), what is its role in 'traditional' entrepreneurship and education?

Democratic

While previous research has argued that 'entrepreneurialism' is something exceptional and inherent only to 'entrepreneurs', more recent approaches have underlined a more 'democratic' understanding, emphasizing that every learner has the capacity and potential to be and become more entrepreneurial (Block et al., 2023). We want to invite research that helps us better understand and execute such "wide approaches to EE" (Baggen et al., 2021) but also reflect on the opportunities and risks such approaches may bring about. How can EE be more open, inclusive and participatory in both form and content?

We invite contributions to the following Conference Tracks (or a combination of these topics):

EE and Responsibility

- Philosophical Antecedents: Exploring the philosophical and ethical foundations for responsible entrepreneurship.
- Impact Entrepreneurship: Reflecting on regenerative, social, sustainable or impact EE, its methodologies and pedagogies.
- Impact Assesment: Developing tools and methodologies for assessing the impact of entrepreneurial (teaching) activities on learners, society and the environment.
- Responsibilities of Educators: Negotiating the responsibilities EE educators have (or do not have) and how to deal with ethical dilemmas in EE practice.

EE and Systems Thinking

- Systems Thinking: Discussing holistic approaches to EE that integrate systems thinking as a foundational component of entrepreneurship education.
- Systems Competencies: Exploring competency frameworks and assessments for Systems Thinking in EE.
- Innovation Ecosystems: Building entrepreneurial ecosystems for creating and nurturing innovation within educational institutions.
- Complex Problem Solving: Reflecting on the challenges and opportunities of preparing students for complex real-world challenges.
- Inter- and Transdisciplinary Learning: Bridging, extending and transforming the disciplinary 'systems' in education through entrepreneurship through inter- and transdisciplinary approaches.

Democratizing EE

- Inclusive Pedagogy: Exploring how to ensure access for all learners and developing inclusive teaching methods that ensure all students have access to EE.
- Participatory Learning: Engaging students and other stakeholders in curriculum design through co-creation
- Inclusive Entrepreneurship: Promoting diversity, equity and inclusion strategies for fostering inclusivity and equity within entrepreneurship education.
- Democratizing Innovation: Broadening participation in innovation and encouraging a wider range of participants in the innovation process.
- Democracy and Entrepreneurship: Investigating the relationships between entrepreneurship, education and democratic principles.

Abstract Submission Deadline: December 1st, 2024
Notification of Acceptance: January 31st, 2025
Full Paper Submission Deadline: March 15th, 2025
Early-Bird Registration Deadline: March 15th, 2025
3E Conference: May 20th – 22nd, 2025

Guidelines for Research Paper Abstracts

Both conceptual and empirical papers are welcomed. The ideal conceptual paper raises an interesting question and through dealing with this question, arrives at a richer and transforming challenge, which helps us perceive the question in a whole new way that we have not thought about before. The ideal empirical paper formulates a question that needs to be researched and through the empirical analysis finds that the world may be richer than we thought or might **work in unusual** ways than we thought, whereby we may need to ask different or new questions.

Abstracts should not exceed two (2) single-spaced pages and may not exceed the maximum limit of 900 words – not counting references. Please include references if you cite sources. The author(s) name and information should NOT appear anywhere on the abstract. If you submit more than two abstracts, we will ask you to withdraw the additional abstracts. Abstracts need to include the following information:

- Importance of the topic for entrepreneurship education research and/or practice
- Questions, challenges, and problems to be asked and addressed
- Originality and newness of the approach

As a guideline, we strongly suggest that abstracts are structured under the following headings:

1. Paper title
2. Questions we care about – Objectives
3. Paper approach
4. Results
5. EE implications
6. Value and originality

When a research paper abstract is deemed more suitable for the Practitioner Development Workshops by reviewers, authors will be asked whether they would submit instead as a PDW proposal. If affirmative, they are required to follow the PDW format and prepare a workshop session instead. A Best Research Paper Award will be given to the paper dealing with the most interesting question we care about.

Guidelines for Practitioner Development Workshops (PDW)

PDW Sessions should focus on an issue in practice, such as the development and delivery of enterprise and entrepreneurship courses, pedagogic practice and learner communities, programme development and entrepreneurial learner journeys, extra-curricular initiatives, education strategy or stakeholder engagement. The purpose of the sessions is to share practice and provide opportunities for discussion.

It is particularly important that presenters include approaches that will encourage activation, interaction and that will help the audience with their professional development. Given the theme of the conference, workshops with a responsible, systemic and/or democratic element will be especially welcomed. As this is a research conference, we are interested to receive submissions that present examples of practice that have been informed by research with impact, however this is not an essential requirement for submission and should not be the focus of the PDW presentation at the conference.

Proposals should not exceed two (2) single-spaced pages and may not exceed the maximum limit of 700 words. The author(s) name and information should NOT appear anywhere on the proposal. Proposals should include the following information:

- Importance of the topic for entrepreneurship education practice
- Questions, challenges, and problems to be asked and addressed
- How you intend to engage the audience and what takeaways a delegate should expect for their own practice context from participation.

As a guideline, we strongly suggest that PDW Proposals are structured under the following headings:

1. Workshop title
2. Questions we care about – Aim and summary
3. Workshop Approach
4. Expected Outcomes
5. Details of any related research
6. Takeaways for EE teaching practice

When a PDW proposal is deemed more suitable for a research paper by reviewers, authors will be asked whether they would submit instead as a Research Paper abstract. If affirmative, they are required to follow the Research Paper abstract format and prepare for a presentation session instead. A Best PDW Award will be given to the workshop with an interesting question we care about, and with an engaging execution of the workshop.

www.ecsb.org
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For more information visit www.3e2025.org