

## *Entrepreneurship Education and Pedagogy*

# **SPECIAL ISSUE CALL FOR PAPERS: Modularisation and Micro-Credentialing of Entrepreneurship Education**

**Guest Editors: Doan Winkel, Colin Jones, Martin Bliemel, Selena Griffith, and Jochen Schweitzer**

Entrepreneurship has broad applications across all disciplines and all aspects of an economy. With one-third of the economy being self-employed, another one-third working directly for an entrepreneur in a small business, and the other one-third interacting with small businesses as suppliers or clients, virtually anyone can benefit from seeing the world through the eyes of an entrepreneur.

In addition to offering entrepreneurship electives, majors or degrees, universities are increasingly embedding smaller 'plug-and-play' or 'mix-n-match' entrepreneurship modules within other courses. In many cases, these modules are delivered as guest lectures by entrepreneurship academics or industry partners. In some cases, the entrepreneurship modules are provided to students via MOOCs or micro-MOOCs. This modularisation helps curate and refine 'best practices' and helps avoid duplication across multiple faculty members having to learn to teach the same concepts and materials.

In combination with this modularisation of learning is a drive towards micro-credentialing the successful completion of each module. Many of us have experienced this already through the MOOCs or micro-MOOCs we have completed. There are even international initiatives to develop 'passports' that monitor the development of entrepreneurial capabilities at a fine-grained level of detail, such as the Entrepreneurial Skills Pass (<http://entrepreneurialskillspass.eu/>) funded by the European Commission.

Our understanding of modularisation and micro-credentialing of entrepreneurial learning is evolving. As seen by the surge and popularity in MOOCs and the increasing popularity of entrepreneurial competency inventories like the EntreComp, the practice of modularisation and micro-credentialing is outpacing the pedagogical research and theoretical frameworks with which analyse them. Additional questions remain such as whether this modularisation amounts to a dis-integration and commoditisation of entrepreneurship education, or whether the modularisation of entrepreneurship education into other courses increases its impact by increasing the reach.

This special issue of *Entrepreneurship Education and Pedagogy* on **Modularisation and Micro-Credentialing Entrepreneurship Education** aims to publish learning innovations and research related to the modularisation and micro-credentialing of entrepreneurship education. This special issue provides a platform for publishing scholarly work that demonstrates progress made in key focus areas, including but not limited to theoretical frameworks related to learning module development and module integration, recombination or sequencing of modules, and theories and practices related to measurement of entrepreneurial capabilities and micro-credentialing thereof.

Manuscripts that will be considered for publication include:

- **Learning Innovations** (4,000 - 6,000 words) focus upon a particular modification made to the curriculum to assist with development of entrepreneurial characteristics. The learning innovation should contain sufficient information that readers would be able to replicate the activity and it should also demonstrate its effectiveness at reaching its stated objectives.
- **Research Articles** (6,000 - 8,000 words) include qualitative, quantitative or mixed methods studies that focus on modularisation and micro-credentialing entrepreneurship education.

Submissions are to be made directly to the journal: <https://mc.manuscriptcentral.com/eex>  
Please select the appropriate special issue when submitting your article.

### Important Deadlines for EE&P

Submission of extended abstracts (around 2 pages)*:	Oct 31 2018
Notification of reviewers' feedback on abstracts:	Dec 15 2018
Submission of <u>full</u> manuscript:*	Mar 15 2019
Notification of reviewers' feedback:	Early May 2019
Submission of revised manuscript:	July 2019 (tbc)
Articles published:†	2020

\*Submission of an abstract is not required. Authors may submit their complete paper by 15 Mar 2019 without going through the extended abstract review. † If there are a large number of papers accepted some papers may be published in subsequent issues of EE&P.

The editorial team encourages authors to also submit their work to the pre-ACERE Educator's Forum, where members of the editorial team will be attending. Participating authors will receive additional developmental feedback which may result in expedited consideration. Abstract submission for the forum is 31 Aug 2018. Subscribe to the ACERE newsletter at <http://acereconference.com/contact/> or via [acereconference@qut.edu.au](mailto:acereconference@qut.edu.au) to get an announcement of the details and deadlines.

Manuscripts should be written in English and not exceed the word limitations listed earlier in this call for papers. Manuscripts should include an abstract of 200 words or less and up to four keywords for use in literature searches. All references, figures and tables should follow the EE&P author guidelines available here:

<https://us.sagepub.com/en-us/nam/entrepreneurship-education-andpedagogy/journal203418#description>.

### Questions?

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