

# Navigating impactful Cross-Disciplinary Entrepreneurship Education – Considerations in Design, Implementation, and Evaluation



## Idee:

Entrepreneurship education is a topic of growing interest at universities and government policy. This is because entrepreneurship education is seen as a means to stimulate novel economic activity by fostering graduates skills to creating new business processes, anticipating customer needs, and bringing new ideas to market. Entrepreneurship education can be particularly impactful when applied across multiple scientific discipline / departments within universities. However, this is challenging because “one-size-fits-all” programs do not consider the unique characteristics of each discipline. Furthermore, it is generally difficult to evaluate the impact of entrepreneurship education. Accordingly, this thesis elaborates on how to design and evaluate cross-disciplinary entrepreneurship education.

## Studiendesign :

Systematic literature review + Conceptual work

## Daten:

Scientific publications.

## Relevante Literatur:

Kleine, K., Giones, F. & Tegtmeier, S. (2019). The Learning Process in Technology Entrepreneurship Education—Insights from an Engineering Degree. *Journal of Small Business Management*, 57(sup1), 94–110. <https://doi.org/10.1111/jsbm.12514>.

Morris, M. H., Webb, J. W., Fu, J. & Singhal, S. (2013). A Competency-Based Perspective on Entrepreneurship Education: Conceptual and Empirical Insights. *Journal of Small Business Management*, 51(3), 352–369. <https://doi.org/10.1111/jsbm.12023>.

Soohyun Yi; Nathalie Duval-Couetil; (2021). Standards for Evaluating Impact in Entrepreneurship Education Research: Using a Descriptive Validity Framework to Enhance Methodological Rigor and Transparency . *Entrepreneurship Theory and Practice*, (), -. doi:10.1177/10422587211018184.