

Abstracts of Presentations given at the 88th International SIEC-ISBE Conference in Graz, Austria, and Maribor, Slovenia (Taken from Descriptions of Sessions provided by the presenters)

**Conference Theme: Entrepreneurship Education – Regional and International**

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**Modeling the Standards for Online Student Performance**

**Presentation by Dr. Irina Weisblat, U.S.A.**

This study examines an impact that modeling of the expected behaviors has on students' learning. Ashford University students complete their accelerated online degrees programs in order to enter various fields of the fast-growing segments of the job market or develop their existing careers. While the programs' content is relevant, some gaps in pedagogy and student-faculty engagement may ultimately hinder student success. There are concerns that instructional practices of online faculty may not always mirror the standards applied to everyday activities in the classroom and, therefore, jeopardize achievement of student learning outcomes. This study identified weaknesses in instruction and the strengths found in the engaged online classroom, and analyzed their effects on students' learning. Best practices are highlighted for future implementation.

**Financial Literacy Based On An Oxymoron – A Look Behind The Concepts Of The OECD**

**Presentation by PD Prof. Dr. Georg Tafner, Austria**

Financial literacy can be understood as a part of entrepreneurship education and is essential for economized societies. However, the consensus ends if we are talking about an appropriate definition of competences, the objectives and the implementation into curricula. The OECD's PISA-studies have changed the language and topics of education policy and pedagogics towards a more utility-driven, economy-based approach. This concept primarily focusing on cognitive competences is more and more critically discussed amongst pedagogues. Since 2005 the OECD has been dealing with financial literacy following a definition of both financial education and financial literacy that focuses on the sovereignty of the financial consumer and his/her efficient financial decision. A hermeneutic study with quantitative empirical analyses of the OECD's papers regarding financial literacy reveals a clear neo-classical concept following the

idea of the efficient market theory. The theory argues that financial consumers do not have full financial information but well-educated consumers are supposed to calculate risks and to be able to make appropriate individual decisions. The objective of financial literacy seems to be based on an oxymoron: an efficient and deregulated market controlled by financially educated consumers. Beyond that, institutional and individual ethics are not really integrated into the concept. Financial indicators are not the only parameters for financial investments. The often used slogan "Let your money work" does not say anything about the purpose and means used to achieve high efficiency. Financial literacy needs a wider concept of economic education.

## **Service Learning In Business Education**

### **Presentation by Gerholz, Karl-Heinz and Slepcevic-Zach, Peter, Austria**

Service Learning is a modern teaching-learning concept, which combines curricular content with supporting charitable organizations. In this presentation service-learning is understood as a course- and credit-based learning and teaching method (in contrast to community-service), which require a specific instructional design, to evolve purposeful and curricular learning connections between the course and service projects outside the course.

This presentation will present a conceptual framework for service-learning and comparing the attitudes and perceptions of undergraduate and graduate students attending such. In doing so, at first a foundation of service-learning and design characteristics for service-learning courses are presented.

In parallel to the increase of service-learning in business curricula, a growing interest in research of service-learning can be observed. Empirical studies on the impact of service-learning have revealed that academic skills, for instance critical thinking or problem-solving skills, during service-learning can be promoted. This presentation will focus on US-American and European empirical studies. In addition to this conceptual foundation of service-learning and a literature review on the impact of service-learning, two didactic prototypes will be presented in the form of two empirical case studies. The case studies illustrate the expectations of service-learning students and the relationship between instructional design and the students' perceptions. Case Study 1 refers to undergraduate whereas Case Study 2 refers to graduates students. The focus of this research is to describe the attitudes and perceptions of undergraduate and graduate students attending service-learning courses and which conclusions can be drawn on the instructional design. Furthermore it can be shown, why Service Learning has Potential as a teaching approach in social entrepreneurship.

## **Perceptions And Preferences Of Traditional-Age Adult Learners Regarding Solutions To Reduce Barriers To Success In A Traditional Public University In The U. S.**

**Presentation by Dana Moore Gray and Mary Millikin, U.S.A.**

This study continues research on the traditional-age adult learners at a four-year public university in the U. S. The study seeks to confirm the characteristics that qualify respondents as traditional-age adult learners and explore solutions to help reduce barriers to registration, enrollment, scheduling, and retention. The study included collecting demographic data to identify respondents who are traditional-age adult learners and collecting data about course scheduling, length, and frequency; support services including childcare, registration, advising, etc.; and feasibility and preferences regarding atypical course formats such as online self-paced and enroll anytime format courses.

## **A Growing Need for Social Entrepreneurship**

**Presentation by Dr. Sandra Poirier, U.S.A.**

The influential economist Michael Porter argues that businesses succeed when they create value not just for owners, but “shared value” for society as well. This shift away from a narrow focus of earning profits to creating a shared value is a management strategy focused on companies creating measurable business value by identifying and providing solutions to social problems that intersect with their business. Entrepreneurs working inside an existing organization are known as “intrapreneurs” a term coined by Gifford and Elizabeth Pinchot. If intrapreneurial efforts are focused on creating social or environmental value, rather than just private value, they are social *intrapreneurs*. This new way of work will be driven by increasing ranks of intrapreneurs who will (1.) reconnect production and markets in ways that meets customer needs while also redefining contributions to society; (2.) redefine productivity through social and environmental innovation; and (3.) implement cluster development that support the well-being of industries relating to your own in ways that improve societal conditions. Social intrapreneurs use entrepreneurial practices inside existing organizations and institutions. Because their innovations ultimately yield bigger results for their employers, intrapreneurs are in high demand. In the last few years, there has been a rise of the social intrapreneur as one of the most prized employees. In the next five years, educators will include intrapreneurship in social entrepreneurship curriculum, Organizations and institutions will fund employees’ pursuit of intrapreneurship training, and social ventures will thrive with intrapreneurs running programs and operations with new ideas and creative leadership.

# **Interactive Workability of Small Business Entrepreneurs - A Narrative-based Interpretation Regarding the Actions of Small Business Entrepreneurs Operating in the Social Business Networks in Spain**

**Presentation By Doctor Of Economics, Lecturer Miss Taru Toivonen, Finland**

Introduction to the topic

Small businesses and their networks are a strong force maintaining the European economy and its competitiveness. For this reason, the European Union is committed to promoting small businesses and developing a more favourable operating environment for them. The significance of small entrepreneurs to general economic growth and European competitiveness is therefore particularly essential.

The business success of small entrepreneurs is strongly based on their own social networks and on their ability to use and exploit their social relationships in developing their businesses. Thus, cooperation and social networks play a key role in shaping new business. It is characteristic of a successful social network relationship that it can adapt and learn along the way, according to the expectations and requirements of its environment.

The aims of this study are: to describe the interactive abilities of small entrepreneurs and how they appear in a new cultural environment; to analyse the stories of small entrepreneurs from a research viewpoint and use these to understand the importance of developmental transitions to the practices of small businesses in intentional networks; to bring out what small entrepreneurs achieve through their ability to function interactively when they act as developers of intentional networks; and to discover how small entrepreneurs describe their interactive abilities as having changed qualitatively and quantitatively in a new cultural environment.

Theoretical framework, research question and empirical data

The following theories appear in the theoretical framework for this study: 1) Social capital theory, which refers to those resources that can be exploited through a network. 2) Social exchange theory, which refers to the idea that people maintain those business-related relationships that they find rewarding to themselves and thereby as actions substantially contributing to business. 3) Nardi's theory, which includes the following elements: the formation of intentional networks.

My research seeks to answer the research question:

How small entrepreneur interactive capability is built in the new environment.

The data for this qualitative study was collected in Spain from small entrepreneurs, through personal interviews in Fuengirola, Benalmadena, Arroyo de la Miel, Marbella, and Malaga, on various small business premises.

## Study design

The introduction to the study first describes the economic role of small entrepreneurs in a European operational environment.

The literature review for this study first clarifies the concepts of small entrepreneur, developmental transition, the entrepreneur's potential ability to function, ability to function interactively, intentional networks, narratives, triggers, drivers, and the traditions of research on entrepreneurship.

The review section on methodological solutions refers to the research methodology

The empirical part of the study presents the companies used as samples and the reasons for selecting those specific companies for this research; it also refers to the data collection method, and presents the small stories developed from interviews at the selected companies.

## Findings of the study and conclusions

On the basis of interviews, it seems that quality developments in the small entrepreneur's ability to function interactively have been enabled by the elements related to social networking which will be handled in this presentation.

This study describes the role of the small entrepreneur as a developer of social networks by means of intentional networks and the ability to function interactively. At the same time the research defines the concept of an intentional network in accordance with Nardi's theory

## **Life-Cycle Assessment, LCA Creates New Possibilities For Entrepreneurs To Influence The Environmental Impact**

### **Presentation by Hely Westerholm and Mariann Holmberg, Finland**

This paper discusses the Life-cycle Assessment, LCA and its possibilities for entrepreneurs to influence environmental impact.

LCA is a technique to assess environmental impacts associated with all the stages of a product's life from cradle to grave, i.e., from raw material extraction through materials processing, manufacture, distribution, use, repair and maintenance, and disposal or recycling. LCA can help to analyze and compare the environmental impact of products or services via an inventory of energy and material inputs and emissions at all stages.

LCA creates new possibilities for both existing entrepreneurs and also for business and engineering students. LCA is a competitive tool for entrepreneurs to analyze both the environmental impact and even the cost burden and marketing issues in order to guide the decision-making.

A case study presents the philosophy and thinking-model for LCA technique. Two different products which have the same use have been compared by this technique as an assignment supervised in the University of Applied Sciences ARCADA.

## **E-Learning Based On Internet Of Things**

### **Presentation by Dr. Sok Pal Cho and Dr. Sok Hwan Cho, Korea**

Various applications of e-learning on web site are available such as online examination, distance learning, and video conferencing etc. This is to make a single model which can accessible anywhere at any time through digital devices like smart phones, tablet, and computers. This is available to provide real-time and store-forward functions. In real-time function all data process online while store-forward function data available offline. Online examination and video conferencing using real-time function and basic education system use store & forward function. Digitization and networking technologies based on Internet are used to develop e-learning application. The proposed model based on IoT has faced some technical challenges: these are student motivation, course design, data storage and security, etc. In student motivation, e-learning system has less face to face communication between learner and teacher in order to solve and analyze the questions of student. That is a difficult task for teacher. Each application of E-Learning has a huge amount of data. The issues occur while storing and analyses of data. The Internet of Things must fully reflect the institutions of higher learning between the various elements of logic and reflect the purpose.

Internet of Things leads to higher education improvement in the several aspects of the followings.

- ▣ Changing educational technology.
  - Information technology related to education forms the basis of Internet of Things.
  - Applying experimental simulation technology
  - Utilizing 3D virtual technology instead of real teaching and learning for remote experimental training
- ▣ Educational improvement
  - The physical world digital technology, sensor technology, and nano-technology are embedded in all kinds of educational objects.
  - A variety of things are integrated into the pool of educational resources.
  - Objects processing is intelligent for the huge educational information.
  - Educational information will be accessed at anywhere and anytime on the website.
  - Individual growth and development of learning education allows teachers to enhance the function of being an educated weakened.
- ▣ Changing teaching method

- Education based on the Internet of Things could be ubiquitous teaching & learning that is available at everywhere at any time...
- Teaching paradigm has shifted into unlimited physical spaces and time.
- ▣ Changing learning method.
  - Learning based on IoT will be independent study
  - Extending into lifelong learning and ubiquitous learning
  - Learners are possessed of a variety of smart devices for learning. ..
  - Learning are no longer subject to restraint of time, space, and contents
- ▣ Changing experiment method.
  - Experimental equipment embedding sensors will be built in smart Lab. to achieve virtual entities.
  - Real time virtual teaching & learning and all data related to curriculum produces the experiment results of high performance.
  - Physical Lab. will be changed into perception laboratory or smart lab.

The Internet of Things is not an information technology improvement within society, but can change society and education environment. This presentation suggests e-learning model based on IoT.

## **Boost Entrepreneurship Education through Business Simulations**

**Presentation by Elisabeth Riebenbauer & Gernot Dreisiebner & Michaela Stock, Austria**

Entrepreneurship Education is a major concern to enable economic growth and sustainable development. The action plan of the European Commission (2013) includes the education of young people about entrepreneurship. This session concentrates on Vocational Education and Training and informs about various multidimensional learning and teaching approaches for the students' competence development according to a broad understanding of Entrepreneurship Education.

The focus will be on action-oriented methods like Learning Office, Practice Enterprise (also Virtual Enterprise or Practice Firm) and Junior Company. These business simulations for learning purposes are introduced with theoretical background, practical examples and international platforms. After the discussion of their advantages and disadvantages, a combined concept for a comprehensive Entrepreneurship Education is developed in order to foster entrepreneurial, occupational and personal independence.

**"Dr. Internet" – A Case Study Of Complex Learning Experiences In A Moderated Online Learning Environment**

### **Presentation by Claudia Zimmermann, Elke Lackner, Martin Ebner, Austria**

Massive Open Online Courses (MOOCs) are an increasingly important phenomenon in the world of technology-enhanced learning. This development opens many opportunities for business education in various contexts, not only for the purpose of providing instructional resources, but for engaging students in a discursive learning experience. In this presentation, we would like to share the lessons learned in addressing the question of how complex problem-solving skills can be conveyed and practiced in an open online learning environment. Our conclusions are based on experiences with the “Dr. Internet” MOOC, which was designed to raise awareness for a more critical approach to online health information: participants had to diagnose medical case studies, presented in the form of short videos. This is a fairly typical example for a learning experience beyond the acquisition of factual knowledge: questions on medical diagnoses cannot simply be answered with true or false, instead the subject matter warrants an in-depth evaluation of several more or less likely options, and even experts may vary in their assessments. Critical thinking is key. We will discuss some of the tools that we have found useful in creating a stimulating learning environment: a special quiz format that was used to collect data on the participants’ diagnosing preferences as well as to provide feedback on their choices, a moderated forum discussion with detailed guidelines about how to encourage an exchange of opinions about a delicate topic beyond individual experiences, and a range of video interviews to illustrate the difficulty of diagnosing in everyday medical practice.

### **Are Austrian Students at the Lower Secondary Level Entrepreneurial Thinkers?**

#### **Presentation by Bettina FUHRMANN, Austria**

The findings of an empirical study on various facets of economic literacy of students at the lower secondary level will be analyzed and discussed in this paper presentation. The study was carried out among 432 Austrian students in 2015. It focuses on the students’ attitudes towards and their interest in business matters as well as their economic knowledge and problem-solving skills. The research items were developed on the basis of existing tools for measuring economic literacy as well as on the results of a qualitative interview study with 43 Austrian students of the target group. Most students consider business matters important and have positive attitudes towards the current state of the economy. However, the research findings show that they lack fundamental economic knowledge and entrepreneurial thinking. Since students of that age have to make important economic and educational decisions and will soon have the right to vote, their low levels of economic literacy call for action of both policy makers and educators.

### **Sustaining the Vitality of National Chapters - Evidence from the SIEC-Finnish Chapter**

### **Presentation by Ismo Vuorinen, Finland**

The session begins with a presentation of the main findings of a survey conducted among the members of the SIEC-Finnish chapter. This is followed by a general discussion about the situation in other national chapters and about the ideas how to activate the functioning of national chapters in the future.

### **Global Entrepreneurship Education – a Comparative Approach**

#### **Presentation by Eva Penz, Dominik Sporer, Austria**

The Global Entrepreneurship Monitor (GEM) is the largest international research initiative that analyzes the propensity of the adult population of a country to participate in entrepreneurial activities and the conditions that enhance these entrepreneurship initiatives. In building entrepreneurial culture, education of people plays a crucial role. The presented analysis shows existing differences in educational levels among countries with similar entrepreneurial activity. The analyzed countries are selected from previous established innovation-, efficiency- and factor-based clusters.

### **Acquiring an Entrepreneurial Mindset by Opening Subject Teaching – the YEDAC Approach**

#### **Workshop by Mag. Christa Bauer, Mag. Sonja Pustak, Austria**

In the workshop we will present our research-based view on how entrepreneurial learning opens “ordinary” subject teaching for new roles of learners and teachers. We will present our theoretical models, the practical material and the results of the 22 pilot projects across Europe. We will allow participants to get an idea of our starting points and course of workshops in a hands-on way. In short: it will be an interactive, creative and dynamic session.

### **Invisible Competences As Hidden Resources**

#### **Workshop by Sabrina Romina Sorko, Austria**

The model of competence orientation, which is derived from education as well as further education, has established itself in corporate work environments. As an example, job descriptions are formulated in such a way and thus can be compared to the competency profiles of employees. However, mostly visible competences are addressed. These competences are skills and abilities that can be quantified in some way. They are most commonly obtained by looking at certificates or confirmations and are found in CVs. Aside from visible competences every employee has additional ones which are hidden. They are acquired

by means of informal education which is hard to measure. This is why companies often only use a small fraction of those invisible resources.

This leads to the research question the workshop focuses on. How is it possible to spot this potential and use it appropriately?

First of all the differences between visible and invisible competences are highlighted. The specific focus will be on influences that affect the number of visible competences within a company. Then the participants will work out different forms of visible and invisible competences. The results will be discussed and expanded if necessary. At the end the participants will learn how it is possible to display such invisible competences.

The purpose of the workshop is to introduce the audience to the topic of invisible competences, and to show the potential it has for entrepreneurs and employees. By gathering alike different visible and invisible methods of competence acquirement, the audience will get a practical insight into the topic.

## **Entrepreneurship Education and Learning Situations of Decision-Making Processes**

### **Workshop by Prof. Dr. Brigitte G. Halbfas and Verena Liszt, Germany**

Explaining the Structure:

The session will start by presenting the different courses, which build a combination of entrepreneurship education in the field of vocational education and training at a higher education institution (University of Kassel). The courses are in relation to each other and in relation to the research done at the institute of entrepreneurship education at the University of Kassel.

Presenting the idea and first results:

Within one of these courses students discussed and reflected decision-making processes. In other entrepreneurship courses students did not specifically learn about decision-making processes. The students from the decision-making course were able to observe students from other entrepreneurship courses within specific learning situations about decision-making processes as entrepreneurs. The results of the observation will be presented first time within this workshop.

Main Part – Learning Situations are tested by the participants:

After this quick input the participants of this workshop have the chance to try and test the specific leaning situations on their own. The aim of using these learning situations is to offer students a new way of entrepreneurship education in a new approach as well as give researchers a chance to get an idea of decision-making processes.