

## **Call for Papers**

### **International Research Conference on Science and Technology Entrepreneurship Education**

*In search of innovative pedagogies and relevant teaching models*

University of Toulouse, Toulouse Business School, 27-28 April, 2017, Toulouse, France

**Alain FAYOLLE, EMLyon Business School**

**Wadid LAMINE, Toulouse Business School**

#### **Keynote speakers:**

- **Prof. Alain FAYOLLE**, EM Lyon Business School, FR
- **Prof. Aard GROEN**, University of Twente and University of Groningen, NL
- **Prof. Jonathan LINTON**, University of Ottawa, CA
- **Prof. Philippe MUSTAR**, MINES ParisTech, FR
- **Prof. Sarfraz MIAN**, State University of New York at Oswego, USA
- **Prof. Fred PHILLIPS**, Yuan Ze University, TW and Stony Brook University, USA
- **Prof. Mike WRIGHT**, Imperial College London, UK

Entrepreneurship Education is a focal point in the promotion of entrepreneurship awareness (Fayolle, 2013). It plays an important role in shaping the entrepreneurial intentions, increases the potential to undertake startups and plan their growth strategies. Moreover, by transferring entrepreneurial qualities and skills to this audience (Kuratko, 2005; Barr et al., 2009; Mustar, 2009), who is not always willing to create new ventures or commercialize their technologies, Science and Technology Entrepreneurship Education (STEE) might raise their awareness about the opportunities and challenges of entrepreneurship to promote technology transfer (Markham et al., 2000). It will empower them to shape their future by being more entrepreneurial in their activities and careers and imparts preparedness to undertake entrepreneurial challenges.

Science and Technology Entrepreneurship, defined as the creation and growth of new activities and firms based on science and technology, includes a diversity of situations, contexts and levels of analysis (Leitch, Hazlett & Pittaway, 2012). It takes the form of academic spin-offs, technology commercialization and technology transfer to and from companies, universities, private and public research units (Wright et al., 2007; Mustar & Wright, 2010; Phan, Siegel & Wright, 2009). To foster the creation and the exploitation of

entrepreneurial opportunities in this space, new ventures are supported through different types of mechanisms such as, technology transfer offices, science parks, incubators, innovation centers or accelerators (Siegel, 2009; Mian, Lamine & Fayolle, 2016). A diversity of actors is involved, such as researchers, scientists, students in scientific and technology fields, policy-makers, entrepreneurs and entrepreneurship educators (Henrekson & Rosenberg, 2001).

Furthermore, nowadays the knowledge based society experiences rapid change due to the increasing computer power, the global digital network, social media, and economic development of emerging countries. Educators around the world are more and more aware that they need to adapt entrepreneurship education systems to prepare young people for a future global knowledge economy. Furthermore, Entrepreneurship Education is contributing to these social and tech transformations and attempts to offer/develop tools, knowledge, skills, and competences to students in order to meet/cope these deep evolutions of the global knowledge society.

However, and in spite of the face validity of teaching technology entrepreneurship, there has traditionally been only a weak link between the fields of research, entrepreneurship education and technology transfer and commercialization (Nelson & Monsen, 2014). The extant research focuses on distinct thematic research areas that are generally disconnected in practice. Prior research suggests that one could gain by drawing more heavily from technology management and the economics and sociology of innovation when formulating explanations for S&T entrepreneurship. However, until recently, in the technology management education literature (Clarysse, Mosey & Lambrecht, 2009), traditionally there has been less emphasis on venture creation and entrepreneurial technology-based firms. Consequently, STEE is a relatively unexplored topic that offers a variety of opportunities for scholarly inquiry (Kingon et al., 2002).

To bridge the gaps between the two fields (Thursby, Fuller & Thursby, 2009), this special issues aims to offer a better understanding of how the different dimensions of STEE such as context, programs, ontology, axiology, pedagogies, teaching models, contents and support mechanisms impact or might have a bearing on entrepreneurial opportunities identification and development (Alberti, Sciascia & Poli., 2005; Fayolle & Gailly, 2008). By exploring the gaps between prevailing teaching and learning practices and actual social needs we intend to highlight the challenges facing technocrats in becoming well trained and successful entrepreneurs.

This conference day calls on entrepreneurship and technology management scholars to concentrate their efforts to help create and strengthen connections between technology entrepreneurship and entrepreneurship education by studying the key issues about the appropriateness, the relevance and the effectiveness of specific teaching models applied to the emerging field of STEE. The questions can be examined through a wide variety of approaches, both theoretical and methodological. Therefore, this special issue aims to present cutting edge research in STEE that explores empirical and conceptual perspectives and to add significant contributions to the body of knowledge by addressing the following topics:

- What do we know and not know about STEE, today. How does one design teaching models in the context of STEE?
- How can STEE processes help to shape the identification, exploitation and assessment of entrepreneurial opportunities?

- How can STEE processes be transferred to promote the creation and development of spin-offs?
- How to define the learning outcomes of STEE?
- How to measure the effectiveness of STEE?
- How to balance theoretical knowledge and practice-based knowledge in STEE?
- What could be the best and most appropriated pedagogies in STEE?
- How can universities develop integration processes among STEE and technology transfer offices, incubators, and science parks?
- How do the university's core academic activities and its ecosystem elements such as technology transfer offices, incubators and science parks interact to stimulate experiential educational activities relating to science and technology entrepreneurship?
- What are resource implications for universities attempting to develop interdisciplinary STEE?
- How can the necessary specialized skills required for STEE be developed within traditional business schools?
- How can we structure programs to more effectively prepare scientists to function in entrepreneurial environments?

### **Deadlines:**

- 31 January 2017 Deadline for submission of short papers (maximum 1000 words)
- 28 February 2017 Deadline for confirmation to authors
- 10 April 2017 Deadline for submission of full paper
- 20 April 2017 Deadline of registrations

### **Submission and Review Process:**

While submissions should be original and high quality research that has not been published previously, we are looking also for texts presenting and discussing innovative teaching approaches and practices.

An international program committee will review all submissions.

All reviews will be double-blind so submissions should be made anonymous.

Full papers will be up to 7000 words in length, while abstracts will be up to 1000 words.

To be considered for revision, papers should be submitted electronically via the conference submission system (Available by November 30<sup>th</sup> 2016).

Should you need any additional information about the submission process, please send an email to: [w.lamine@tbs-education.fr](mailto:w.lamine@tbs-education.fr) and [fayolle@em-lyon.com](mailto:fayolle@em-lyon.com)

The best papers will be considered for publication in a special issue of a high ranked journal. Several contributions to the International Research Conference on Science and Technology Entrepreneurship Education will be published in an Edward Elgar volume.

### **Information & registration**

The registration fee for the conference is €150. For information concerning registration and logistics, as well as updates of the program, please contact Liliana CANO ([l.cano@tbs-education.fr](mailto:l.cano@tbs-education.fr)) or visit the conference website.