

**Gryffindor, Hufflepuff, Ravenclaw or Slytherin: Your Context influences Your Future.
-How to address context in Entrepreneurship Education?**

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Abstract

Questions we care about:

Context matters! Barab and Plucker (2002) raise the question: Smart People or Smart Contexts? In continuation hereof, entrepreneurship educators may ask, what is most important: entrepreneurial people or entrepreneurial contexts? This further inspires the question: is learning achieved because the individual is interested in or predisposed to learning, or because the learning context is “rich” in offering support during the learning process and providing superior learning opportunities? Gartner (1995) notes that observers tend to underestimate the influence of context and overestimate the influence of individual factors in relation to entrepreneurial behaviour. Welter (2011) adds that the context of entrepreneurship can either limit or amplify the opportunities and challenges for an entrepreneur. Further, Baumol (1990) emphasizes that the context in terms of *where* and *when* has a large influence on entrepreneurship, but the *where* and *when* can be examined on many levels and also includes the additional questions of *who* and *how*. These concerns are however, rarely evident in relation to context in the entrepreneurship educational literature.

Therefore, we care about the following questions:

- 1: What constitutes context in entrepreneurship education?*
- 2: How do we as educators make sense of context?*
- 3: How can we as educational designers actively use contextual elements to promote entrepreneurial action?*

Approach

This paper explores the different concepts of context described in the entrepreneurship literature

through a review addressing if and how these concepts are invoked in entrepreneurship education. The purpose is to (a) to identify potential knowledge gaps between the entrepreneurial experience, as addressed in general entrepreneurship literature, (b) derive a conceptual model of context for entrepreneurship education and (c) to assist educators in promoting entrepreneurial action through experiential learning to inspire and prepare students for entrepreneurial practice.

Findings

The preliminary findings show that context is recognized as an important factor in relation to entrepreneurship research (Welter, 2011), research in entrepreneurship education (Blenker et al., 2014, Pittaway and Cope, 2007, Rideout and Gray, 2013) and implicit or explicit in relation to the practice of entrepreneurship education (Mwasalwiba, 2010, Nabi et al., 2016, Sirelkhatim and Gangi, 2015). However, little has been transferred into research of how educators and educational designers can actively work *with* their context.

Implications

With this study, we are introducing context as a design parameter for entrepreneurship educators. Nonetheless, there are still a number of unanswered questions in relation educational design and the influence and importance of context in relation to entrepreneurship education. We are developing a model to support entrepreneurship educators in using their context consciously and actively in the design and deployment of their education to achieve a better learning environment for their students.

Keywords: Entrepreneurship education, Context, Educational Design.

Introduction

The Harry Potter series effectively illustrates, albeit in an alternative world, that the relationship between an individual and context is complex and riddled with interdependency of a symbiotic nature. Context shapes us, and our future, by providing heritage, enculturation, and access to resources. Indeed, context is the author of our preconceptions. In the world J.K. Rowling created, Harry Potter is initially shaped by his upbringing in the Muggle world leaving him relatively unprepared for life at Hogwarts School of Witchcraft and Wizardry. Entering Hogwarts, and the wizarding world, Harry is positioned in the house of Gryffindor¹. This gives the young Harry Potter friends, a heritage and an ethos, which help him understand and utilize his abilities to fight for what he believed in and against Voldemort. Had he ended in the Slytherin² house, his abilities certainly would have also developed, but to a different end, as is alluded to in the book. As in many fantastical stories, the world into which J.K. Rowling brings us involves a battle of ‘good vs. evil’. But the characters are not as simplistically polarized, as Rowling explains through backstory and detail (i.e. Rowling provides context). One way in which this is done is through the historical and current state of the House of Hogwarts.

The core descriptions of the values on which the four houses are based are ‘positive’ – i.e. they are all values that can be contributory to a greater good, which can be seen as pleasing to society in general (see appendix 1 for further explanation). But the ‘current state’ of Slytherin – as we are introduced to it, together with Harry – is covered by a more ‘sinister’ veil. The wizard (and muggle) world is threatened by ‘he who shall not be named’ (Voldemort) – a former student from the house of Slytherin who has directly and indirectly shaped the current state of the houses and many of its members. At first glance, the more deviant characters in the books are positioned in that house Slytherin and are seen to align with Voldemort. But near the conclusion of the series, characters from that context, such as Snape and Draco, also become ‘heroes’ – key players toward the ultimate defeat of Voldemort and what he represents. As we ‘leave’ the world of J.K. Rowling, we are presented with a different ‘current state’ of Slytherin, where Harry himself tells his son that if he is sorted into Slytherin, he should be proud because one of his namesakes came from that house. The implication is that none are categorically labelled either ‘good’ or ‘bad’, but shape and are shaped by numerous aspects of the context in which they are embedded. Similarly, we explore a dichotomy common to our educational practice – entrepreneurial or non-entrepreneurial – to better understand the role context plays: to what extent is entrepreneurial learning shaped by context and contributors on a micro level (similar to the houses in Harry Potter) and simultaneously to what extent is the micro context dependent or independent of meso or macro contexts (the temporal state of the world).

There is no doubt that context influences people. However, we as elements and change agents in our context also shape our context. Perhaps in a more terrestrial manner this relationship is also described by Greenwood and Suddaby (2006) in the context of institutional entrepreneurship where the institution metaphorically speaking is equivalent to Hogwarts; and the houses of Gryffindor, Hufflepuff, Ravenclaw and Slytherin can be compared to different faculties or departments, with their own templates and institutional prescriptions (Scott, 2014, Tolbert and Zucker, 1996).

¹ Gryffindor house values bravery, daring, nerve, and chivalry (see also <https://www.pottermore.com/collection/characters-gryffindors>)

² Slytherin house values ambition, cunning and resourcefulness (see also <https://www.pottermore.com/collection/characters-slytherins>)

There is consistent agreement in the literature that context in general matters. Gartner (1988) describes entrepreneurship as a contextual event and the outcome of many influences. It is also argued that entrepreneurship emerges in the dynamic between individual and context (Gartner, 1985, Solymossy and Hisrich, 2000). Furthermore, research shows that opportunities, the epicenter of entrepreneurship, are conditioned by the entrepreneurs' interaction with their context (Bruyat and Julien, 2001, Jack and Anderson, 2002). But how does this contextual dependency of entrepreneurship translate into entrepreneurship education? Indeed, attention to context has been part of the wider entrepreneurship research agenda, but this is not always understood or explored when it comes to the design of the entrepreneurship education curriculum.

Walter and Dohse (2012) suggest that different results in relation to impact of entrepreneurship education can be explained by difference in mode of education and educational context. In extension, Blenker et al. (2014) underline the importance of being explicit about context in research within entrepreneurship education because it will enable comparison of studies and qualify the field. This advocates that the importance of context transcends entrepreneurship and entrepreneurship education, impacting research within this field. Indeed, Barab and Plucker (2002) raise the question "Smart People or Smart Contexts?" concluding that "...ability and talent should not be viewed as constructs possessed by individuals but, instead, as sets of relations that are actualized through dynamic transactions." (pg. 178), thereby establishing the importance of context interaction in relation to constructs that traditionally are viewed as individual dependent. Can this be translated into entrepreneurship also? For example, entrepreneurship educators might ask: what is most important - entrepreneurial people or entrepreneurial contexts? This further inspires the question: is learning achieved because the individual is interested in or predisposed to learning, or because the learning context is "rich" in offering support during the learning process and providing superior learning opportunities? Indeed, Gartner (1995) notes that observers tend to underestimate the influence of context and overestimate the influence of individual factors in relation to entrepreneurial behaviour. Welter (2011) adds that the context of entrepreneurship can either limit or amplify the opportunities and challenges for an entrepreneur and Baumol (1990) emphasizes that the context in terms of *where* and *when* has a large influence on entrepreneurship, but the *where* and *when* can be examined on many levels and also includes the additional questions of the *who* and the *how*. These concerns, however, are hardly evident from a contextual point of view in the entrepreneurship educational literature.

Therefore, we care about the following questions:

- 1: *What constitutes context in entrepreneurship education?*
- 2: *In which way can we as educators provide awareness about context?*
- 3: *How can we as educational designers make conscious decisions about what to include and what to generalize/control?*

In this paper, we argue that it is important to be conscious of the context of entrepreneurship education, because context imprints preconceptions on the actors in the educational design – namely the educators, students and practitioners. Preconceptions of purpose, process, and definitions are all shaped by context, including personal insight. Most learning designs are tailored by educators to move the students towards the educators' preconceptions, but if the gap between the preconceptions of the educator and his or her students is too large, it will be a very

difficult task, and a challenging journey for the students to take (if they even are open to doing so).

The paper will proceed as follows. First we will present the methodological approach utilized to review the literature, addressing context and entrepreneurship education (through different key word pairings). Insights from the review are then presented and discussed, culminating in a conceptual framework for raising awareness of context in entrepreneurship education, design and practice. We will conclude with some discussion regarding how, as educators, we may choose to address context in entrepreneurship education, as well as discuss key steps for further development.

Methodological Approach

Given that ‘context’ is a complex, multi-level, multi-dimensional phenomenon, even when scoped to application to entrepreneurship and entrepreneurship education, we emphasize the developmental phase of this paper. In order to address context, we conducted an initial literature review to guide identification of what to consider. This initial literature review is limited in scope, and will be developed further in parallel with the paper.

Addressing context in current literature

To understand how context is addressed in literature in relation to entrepreneurship and entrepreneurship education, keyword searches were conducted in the Scopus database. We utilized the searchers to identify areas of overlap as well as potential gaps in the literature. Searches in Scopus focused specifically on academic journals.

The first keyword search utilized “Entrepreneurship” AND “Context”, resulting in 3325 articles, published between 1970 and 2017. The large majority of publications (2580 of the total 3325) occur from 2006 and onwards. The main journals in which articles are published are presented in Table 1. We also identified the top ten authors with the highest number of published articles: F. Welter, D. Urbano, M. Wright, D. B. Audretsch, A. R. Anderson, L. P. Dana, A. Fayolle, B. Johannisson, D. Smallbone, and R. Sternberg. In an initial attempt to grasp key and current perspectives, we reviewed the fourteen most cited articles (so as to include at least one piece from each of the top ten authors) as well as identifying and briefly reviewing ten most recently published articles (all published in 2017).

The second keyword search utilized “Entrepreneurship education” AND “Context”, resulting in 217 articles, published between 1993 and 2017. The large majority of publications (172 of 217) occur from 2010 and onwards. The main journals in which articles are published are presented in Table 1. We identified authors who had three or more publications: H. Matlay, A. Fayolle, D. Rae, A. Dinis, B. Johannisson, A. Maritz, A. Penaluna, L. Achtenhagen, P. D. Hannon, C. Jones, K. Penaluna, L. Pittaway, and S. G. Walter. In an initial attempt to grasp key and current perspectives, we reviewed the twenty most cited articles as well as identifying and briefly reviewing ten most recently published articles (four articles published in 2017 and six articles published in 2016).

When looking at who is framing the discussion about context in entrepreneurship, the journal *Entrepreneurship and Regional Development* is dominant in terms of number of articles published. But more 18 journals have published 20 or more articles on the topic.

Table 1. Journals publishing context and entrepreneurship/entrepreneurship education articles

Journal	Number of Articles
'Entrepreneurship' and 'Context'	
<i>Entrepreneurship and Regional Development</i>	86
<i>International Journal of Entrepreneurship and Small Business</i>	68
<i>Journal of Business Venturing</i>	66
<i>Small Business Economics</i>	57
<i>International Journal of Entrepreneurial Behaviour and Research</i>	53
<i>Journal of Small Business and Enterprise Development</i>	47
<i>Entrepreneurship Theory and Practice</i>	41
<i>Education and Training</i>	37
<i>International Journal of Gender and Entrepreneurship</i>	37
<i>International Entrepreneurship and Management Journal</i>	31
<i>International Small Business Journal</i>	30
<i>Journal of International Entrepreneurship</i>	30
<i>Journal of Technology Transfer</i>	28
<i>International Journal of Entrepreneurship and Innovation Management</i>	26
<i>Journal of Developmental Entrepreneurship</i>	24
<i>Journal of Enterprising Communities</i>	24
<i>Research Policy</i>	23
<i>Strategic Decision</i>	23
<i>Journal of Entrepreneurship</i>	20
'Entrepreneurship education' and 'Context'	
<i>Education and Training</i>	28
<i>Journal of Entrepreneurship Education</i>	9
<i>Entrepreneurship and Regional Development</i>	7
<i>International Journal of Management Education</i>	7
<i>Journal of Small Business and Enterprise Development</i>	7
<i>International Journal of Entrepreneurial Behaviour and Research</i>	6
<i>Education Training</i>	5
<i>International Journal of Entrepreneurship and Small Business</i>	5
<i>Journal of Entrepreneurship in Emerging Economies</i>	4
<i>Journal of Business Venturing</i>	3
<i>Journal of Enterprising Communities</i>	3
<i>Small Business Economic</i>	3
<i>Technological Forecasting and Societal Change</i>	3

The same applies to context in entrepreneurship education. One Journal, Education and Training, is dominant in terms of articles published, with 28 articles relative to the other 12 journals that only published between 3 and 9; 3 was the cut off for this search. The difference in numbers of publications on the two topics of context in entrepreneurship and context in entrepreneurship education is not surprising, given the width of the field of entrepreneurship, in terms of publications, 26.061 from 1919 to 2017 compared with entrepreneurship education 1.365 from 1977 to 2017. Furthermore context in entrepreneurship has been debated in journals since 1970 and the discussion about context in entrepreneurship education started in 1993. It shows that the discussion about context in entrepreneurship is more mature than context in entrepreneurship education. Looking at the share of publications concerning context relative to the number of publications in each field, context gets 12 % in entrepreneurship and 15 % in entrepreneurship education.

Literary Insights

Context in entrepreneurship

An interesting observation in relation to the literature search using the keywords 'entrepreneurship' and 'context' was the fact that the most cited articles were related to either institutional entrepreneurship or corporate entrepreneurship, which actually represent very different environments, operating under different conditions. The identified contextual factors from these articles are also included in this paper, illustrated in Table 2, as they are determined to be relevant given that entrepreneurship education is also operates within an institutional frame.

Zahra and Covin (1995) divided context in corporate entrepreneurship into internal and external factors. The internal contextual factors included (i) organizational structure, (ii) firm skill base, (iii) culture, and (iv) systems. The external contextual factors included (v) industry globalization, (vi) PLC³ stage, and (vii) government regulations. Zahra and Covin found that the contextual factor they referred to as environmental hostility was positively correlated with companies' commitment to innovation in existing business, hence promoting for entrepreneurship. A hostile environment was described as having (a) a high level of competitive intensity, (b) paucity of readily exploitable market opportunities, (c) competitive- market- and product- related uncertainties, and included (d) vulnerability to external factors. In extension of this, Greenwood and Suddaby (2006) identify the four following external contextual elements as change agents in relation to institutional entrepreneurship: social upheaval, technological disruption, competitive discontinuities and regulatory change. Institutional contextual factors that influence entrepreneurial behaviour include the organizational templates (Tolbert and Zucker, 1996) and the socially constructed taken-for-granted prescriptions of appropriate conduct (Scott, 2014), that also can be described as the institutional culture, which can either cultivate or hinder entrepreneurial behaviour.

In general, context is recognized as an important factor in relation to entrepreneurship research. Mueller and Thomas (2001) establish a link between national, regional and institutional culture and entrepreneurial potential by using locus of control and innovativeness as a proxy for entrepreneurial potential. Jack and Anderson (2002) research the effect of embeddedness on the entrepreneurial process and find that opportunities are conditioned by the entrepreneurs' role in the social structure, thus defining interaction with other actors in the local environment as a relevant context element and emphasizing the importance of an entrepreneur's interaction with

³ Product life cycle

her context.

Goodman and Whetten (1998) describe context in the overall “Where” and “When” dimensions which Welter (2011) divides into five categories; historical, temporal, institutional, spatial and social contexts. It is important to stress that the relationship between entrepreneurship and contextual factors are not unilaterally dependent as also suggested by Sarasvathy in her “Pilot of the plane” world view (Sarasvathy, 2008). Indeed, there is a dynamic between entrepreneurship and the multiple contexts in which it unfolds. While entrepreneurship is affected by multiple contexts, entrepreneurship also shapes its context (Welter, 2011). On an individual level this is also described as the paradox of entrepreneurs being change agents of the very same context which shaped them (Greenwood and Suddaby, 2006). Muñoz and Cohen (2017) focus on the interaction between entrepreneurship and context from the social-ecological perspective of sustainable venturing, where context is defined in three dimensions: Socio-cultural, Institutional and natural (biophysical) (Shrivastava and Kennelly, 2013). This focus on environmental issues in the business process relating to people and planet is highly promoted in the rising circular-economy trend.

To sum up, the influence of context on entrepreneurship can be discussed from a number of perspectives, on different levels and include number of elements. The interesting questions are how educators identify and *design for* relevant context elements in educational designs and which context elements we need to *react to* in our educational designs. Educators will have a reactive-proactive span in relation to context elements on different levels. This paper is built on the assumption that educators can make better learning designs if they understand what elements of context can be designed, controlled or otherwise influenced by educators, and what elements are rather aspects to which educational design must adhere. An example is; given the perceived importance of interaction, educational design likely needs to consider forms of (social) interaction such as teamwork, and how these influence or are influenced by context. In the following context in entrepreneurship education is explored to investigate how context is addressed.

Context in entrepreneurship education

The influence of contextual factors, on the levels of the general policy context, the university enterprise context and program context, relating to entrepreneurship education was established by Pittaway and Cope (2007). Blenker et al. (2014) argue for the importance of being explicit about contextual factors in entrepreneurship educational research. In this research, context was divided into the national, regional, institutional, course, and student-teacher levels. This division of context into different levels can perhaps also contribute to operationalize context in educational design. Each of the levels above can be unfolded, and multiple contextual elements can be identified on each level.

Nabi et al. (2016) discusses the **national** level from a cultural perspective rather than a legislative one. They are looking at the influence of heritage and norms where Greenwood and Suddaby for example are more focused on the regulatory environment. On the **Regional** level a number of contextual elements is identified. Walter and Dohse (2012) focus on the degree of entrepreneurial activity, while Mwasalwiba (2010) is not only researching the activity level in the region but the outreach of an educational design. In other terms it is the interaction with local actors, i.e. entrepreneurs and local organizations, that plays an important role in entrepreneurship education. Continuing down a level Nabi et al. (2016) and Rideout and Gray (2013) talk about types of **institutions** as contextual influencers on entrepreneurship education. Most universities have a culture of educating employees and the focus on entrepreneurship education is to a large

extent driven by government policy and student demand (Rideout and Gray 2013).

The next level down is the **Course** level. Included in contextual elements on the course level is the discipline setting (Sirelkhatim and Gangi, 2015), i.e. business, science, engineering, public administration and psychology also specified with program level from undergraduate to PhD programs (Rideout and Gray (2013) . Much emphasis is furthermore put on the mode of educating (Nabi et al., 2010) including the pedagogy, didactic method and course content (Harms, 2015, Mwasalwiba, 2010, Rideout and Gray, 2013, Sirelkhatim and Gangi, 2015). Educating about, for, through or in entrepreneurship is an important context factor. Walter and Dohse (2012) argue that modes are contingent on regional context. Furthermore Neergaard & Christensen (2017) describes routines and rituals, didactic methods in the course design, as cultural context on a course level. The final level- the **Student –Teacher** level, can also include local actors as described on the regional level. This potentially opens learning designs as accessible for non-scholars as educators. The characteristics of the target group including students' goals is identified as being contextual influencers in entrepreneurship education (Mwasalwiba, 2010, Rideout and Gray, 2013). Student background, gender and culture is also argued to be an explanation for contradictory findings in research. In conclusion, ceteris paribus does not exist in entrepreneurship education, which is why context on multiple levels are important factors to know and work with in entrepreneurship educational design.

Discussion

The importance of context in entrepreneurship, entrepreneurship research and entrepreneurship education is well established. However, little has been transferred into research of how educators and educational designers can actively work *with* their context.

Contextual elements in entrepreneurship focuses on elements that either promote or hinder business creation, while context elements in entrepreneurship education must also include elements which influences learning. How can educators make sense of the 'who, where and when' of context to strengthen the student's learning process in entrepreneurship education? In the section below a structuring of contextual elements is suggested in order to aid educators in this process.

Making sense of context in entrepreneurship education

In the section above contextual elements on many levels have been identified. The table below serves as an overview of contextual elements influencing entrepreneurship education with questions to reflect on for educational designers who are interested in working *with* context in their learning designs. Some elements will be within the educator's span of control and can be designed for and used in entrepreneurship education. While other elements are out of the educators span of control and are framing factors educators need to react to. Either way a part of the educator's role in entrepreneurship education becomes being a mediator of context for the students in their learning process.

In Table 2, context elements are divided into 3 levels, micro, meso and macro. The micro level is the classroom, the meso level is constituted by the program and university as institutional contexts, and the macro level is divided into a local, regional, national and international level. The questions asked on the different levels are relating to the contextual elements of who, what and where plus some project specific elements.

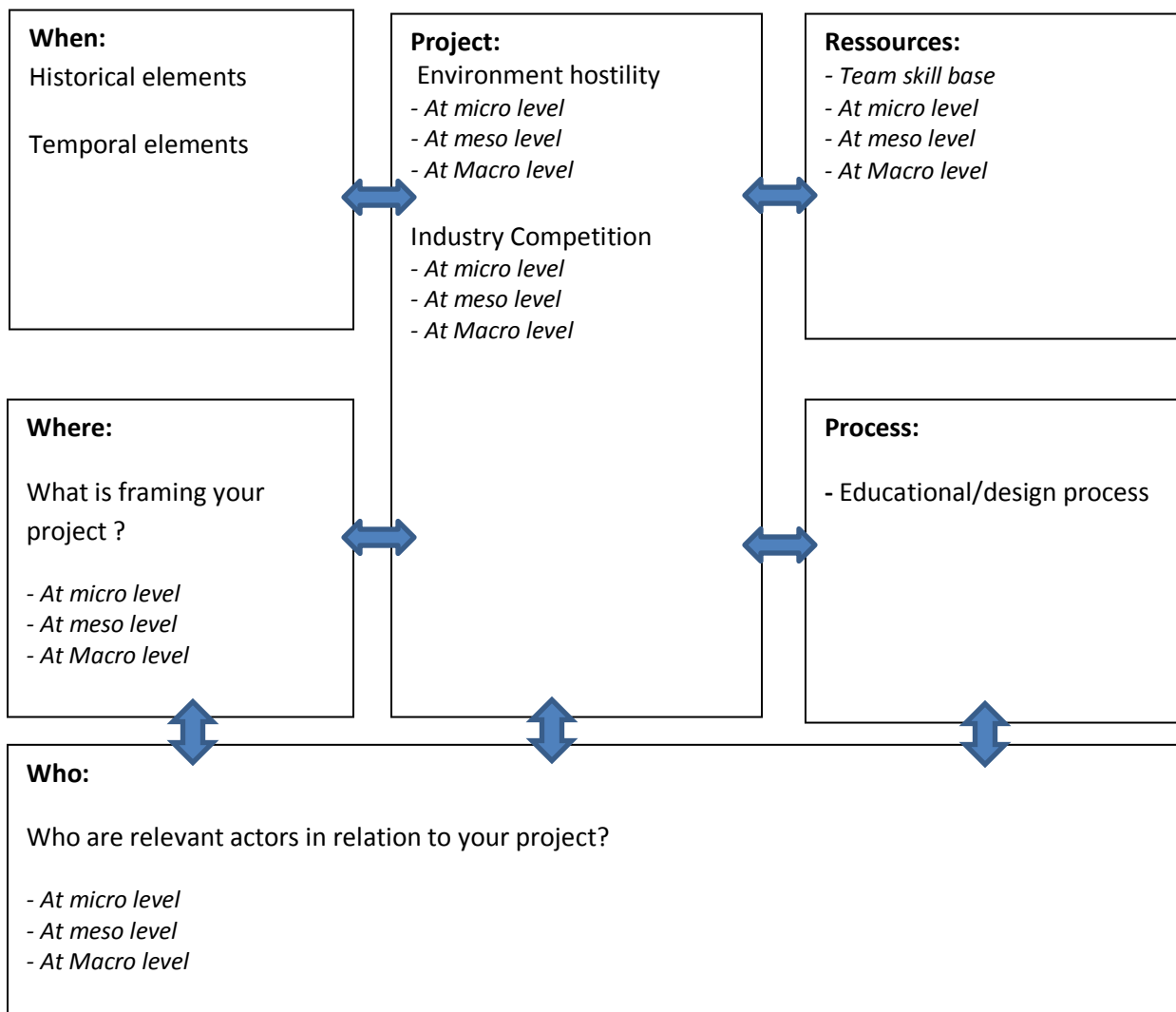
Table 2: Context levels and elements in entrepreneurship education- questions to consider in educational design.

Level Elements	Micro	Meso		Macro			
	Class room	Program	University	Local	Regional	National	International
WHO Actors (People)	Who is in the classroom? Who 'controls' content in the classroom? Who influences learning?- What parts are teacher to student? What parts are peer to peer? What parts are practitioner to student-entrepreneur? What roles do students have?	Who influences: admission, content, design, assessment, rules, etc.?	Who leads, governs, funds, etc.? Who has a vested interest? What human resources are available to the course participants (Experts, extended network) ?	Who are engaged in the local entrepreneurial eco system? Who is engaged in entrepreneurship promoting networks?	Who is active in univ. ecosystem, reg. innovation system and to which org. is their primary affiliation? Who influences reg. edu. policy; start-up/SME policy?	Who is active in natl. innovation system and to which org. is their primary affiliation? Who influences natl. edu. policy; start-up/SME policy? Who are natl. recognized entrepreneurs?	Who governs international entrepreneurial activity (ex. EU); Who influences edu. policy; start-up/SME policy? Who are 'the' entrepreneurs (role-models, heroes, etc.)?
	What is the educational content? Is it curricular, extra-curricular; teacher-driven, student-driven; flipped, etc.	How does the education progress? Open or closed (ex. no electives)?	What entrep activities does the univ host (conferences, events, fairs, student/faculty exchange, etc.)?	What entrep. activities, competitions, resources are available locally? How is engagement encouraged?	What entrep. activities, comps, resources are available regionally? How encouraged?	What entrep. activities, comps, resources are available nationally? How is engagement encouraged?	What entrep. activities, comps, resources are available intl? How is engagement encouraged?
WHERE Framing (Initiatives/ Rules/ Legislation)	What is the learning space? What are deliverables, time requirements, etc.? Are there norms (imposed or created)?	Is there learning space other than the classroom (ex. incubator) – i.e. where else does learning take place? Other earning interfaces (ex. online)?	Where on campus is the course/program located? Access to resources provided? How does univ. incentivize eship (to stud., faculty)?	Is there coordination of different univ. initiatives; local initiatives; etc.? Norms, cultural influences? Expectations?	What orgs. decide upon policy, funding, tax-revenue distribution, tax-structure, etc.? Are there reg. industries, specializations, traditions, etc.?	What orgs. decide upon policy, funding, tax-revenue distribution, tax-structure, etc.? Is this industry specific; union or associations, etc.	What orgs. decide upon policy, funding, tax-revenue distribution, tax-structure, etc.? – is this industry specific, country specific, etc.
Project-specific factors	What is the teams skill base?			What is the level of Environment hostility and competition?	What is the level of Environment hostility?	What is the level of Environment hostility	What is the level of Environment hostility

Towards a contextual model

In the previous section, a method of structuring contextual elements is suggested. But how can this method be mediated to students? On meta-level of educational design, educators need to identify which context elements to design for and which elements to react to. But on the practical level educators also need to consider how to make students aware of relevant context elements and get them to (independently) work and interact with them during the learning process. Below an early attempt of making a contextual canvas model (based on the idea of Osterwalder's Business Model Canvas) is presented. The model consists of six building blocks, Project, Process and Resources, plus Who, Where and When. The six building blocks are intended to help address the main contextual influencers by allowing users of the model to explore the contextual elements associated to each block as well as reflect upon interactions between the six areas.

Figure 1: Contextual Canvas Model for educational design.



We suggest that this model can be used by educators to facilitate awareness, allow for adaptation, and/or enable design towards context in entrepreneurship education. Important contextual elements can be identified, discussed and designed for by the students and/or the educator.

Contributions

With this study we introduce context as a design parameter for entrepreneurship educators. A parameter that can be studied at multiple levels, from global to individual level perspectives, and accordingly containing various elements that may be influenced or used by the educator and by extension, the student. The paper produces a conceptual model for entrepreneurship educators to better identify, understand and use the contextual elements of their educational setting, as well as understand the extent to which they may be restrained by contextual elements.

We raised many questions in this paper, some of which we have already addressed. But as entrepreneurship educators and researchers, there is a fundamental question which persists: *Is learning achieved because the individual is intelligent and therefore suited to learn, or because the learning context is “rich” because it offers support in the learning process and provide learning opportunities?* In regards to the 1st half of the question – maybe this is the pre-understanding, imprinting element and maybe it is not just intelligence, but also awareness (Bird, 2002, Garrison, 1997)? In regards to the 2nd half of the question – there is perhaps an implicit ‘learning through’ aspect that entrepreneurship educators utilize which requires further attention? The level of ‘richness’ probably depends on the educational design and objective. Certain contextual elements come naturally with a ‘learning through’ approach (Neck and Greene, 2011, Ollila and Williams Middleton, 2011, Pittaway and Thorpe, 2012), perhaps just as ‘learning about’ naturally limits contextual richness, but maybe allows for macro level perspectives (what is entrepreneurship in economics, what is entrepreneurship in sociology, what impact do national and international markets have on entrepreneurship, historically and currently), etc. These may be definitional components in ‘about’, whereas they are more experiential components in the ‘in’ or ‘through’.

Conclusions and Implications

One aim of this ongoing study has been to increase insight and awareness regarding potential knowledge gaps between the entrepreneurial experience, as addressed in general entrepreneurship literature, and the use of different types of learning to inspire and prepare students for entrepreneurial practice. However, there are still a number of unanswered questions in relation to the influence and importance of context in relation entrepreneurship education, which need to be put on the research agenda. We are developing a model to support entrepreneurship educators to use their context consciously and actively in the design and deployment of their education designs. Educators are one set of practitioners, but there may be additional practitioners we need to consider – such as university leadership, collaboration partners, acting entrepreneurs that are brought into the classroom or learning spaces, etc. The next step in developing a conceptual model is to determine how it might be tested and validated. We have tried to address this initially by constructing the model in a more ‘interactive’ way – such that the model content is question and choice oriented rather than descriptive or definition oriented. This work requires further qualification from the research community and practitioners in the field.

Questions to consider before the conference session.

To further qualify our work, we would like to invite the participant of our conference session to consider the following questions.

- 1) Which parts of context is most important for you, why and how
- 2) How do you as an educational designer and educator have to react to your context?
- 3) How do you as an educator bring context into your educational designs?

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Appendix 1: The Houses of Hogwarts (<https://en.wikipedia.org/wiki/Hogwarts#frbanner3>)

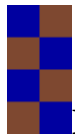
In the early days of Hogwarts, the four founders hand-picked students for their Houses. When the founders worried how students would be selected after their deaths, Godric Gryffindor took his hat off and they each added knowledge to it, allowing the Sorting Hat to choose the students by judging each student's qualities and placing them in the most appropriate house. The student's own choices may affect the decision: the clearest example is the Hat telling Harry that he would do well in Slytherin in the first book, but ultimately selecting Gryffindor after Harry asks it not to put him in Slytherin. The translators of the books' foreign editions had difficulty translating the "house" concept; in countries where this system does not exist, no word could adequately convey the importance of belonging to a house, the loyalty owed to it, and the pride taken in prizes won by the house.



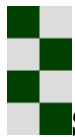
Gryffindor values courage, bravery, nerve, and chivalry. Its mascot is the lion, and its colours are scarlet and gold. The Head of this house is the Transfiguration teacher and Deputy Headmistress, Minerva McGonagall until she becomes headmistress, and the house ghost is Sir Nicholas de Mimsy-Porpington, more commonly known as Nearly Headless Nick. According to Rowling, Gryffindor corresponds roughly to the element of fire. The founder of the house is Godric Gryffindor.



Hufflepuff values hard work, patience, justice, and loyalty. The house mascot is the badger, and canary yellow and black are its colours. The Head of this house is the Herbology teacher Pomona Sprout, and the house ghost is The Fat Friar. According to Rowling, Hufflepuff corresponds roughly to the element of earth. The founder of this house is Helga Hufflepuff.



Ravenclaw values intelligence, creativity, learning, and wit. The house mascot is an eagle and the house colours are blue and bronze (blue and grey in the films). The head of this house is the Charms professor, Filius Flitwick, and the house ghost is The Grey Lady. According to Rowling, Ravenclaw corresponds roughly to the element of air. The founder of this house is Rowena Ravenclaw.



Slytherin house values ambition, cunning, leadership, and resourcefulness; the Sorting Hat said in *Harry Potter and the Philosopher's Stone* that Slytherins will do anything to get their way. The house mascot of Slytherin is the serpent, and the house colours are green and silver. Salazar Slytherin founded the house. The Head of House is Severus Snape until the seventh book. Then, Horace Slughorn, the previous Head of House, comes out of retirement re-assuming authority after Snape becomes headmaster. The ghost of Slytherin house is The Bloody Baron. According to Rowling, Slytherin corresponds roughly to the element of water.

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