1.   Your Teaching Philosophy

> Among all men [or women], whether of the upper or lower orders, the differences are eternal and irreconcilable, between one individual and another, born under absolutely the same circumstances. One … made of agate, another of oak; one of slate, another of clay. The education of the first is polishing; of the second, seasoning; of the third, rending; of the fourth, moulding. It is of no use to season the agate; it is vain to try and polish the slate. (Ruskin, 1917: 198)

The above quote resonates with my way of thinking about teaching adult postgraduate learners. When I step out of the undergraduate context and into the postgraduate context, it is as if I have been parachuted into a multiplex cinema blindfolded. I have no knowledge of what is playing, what genres are on offer, when the movies started and when they will finish. In contrast, by and large my undergraduate students have arrived before me with similar motives (i.e. to establish a career) and have travelled essentially quite similar educational journeys thus far (sadly, predominantly as passive learners). So while there is diversity in all my teaching contexts, I see increased levels of diversity in my postgraduate cohorts. Recognition of this fact will permeate through all chapters and guide my interaction with the other contributors to this work.

REVISITING MY TEACHING PHILOSPHY

In *Teaching Entrepreneurship to Undergraduates* I discussed in detail the development of my teaching philosophy. To avoid repeating what has been previously stated, I remarked that "I am trying to ensure they are constantly walking in the entrepreneur's shoes (Gibb), always in their here and now (Whitehead) whilst developing a sense of what they could be (Baxter-Magolda) through the development of key attributes related to their capacity to create opportunities for personal satisfaction (Heath) from an iterative reflective process (Tyler)" Jones (2011: 10). At a meta-level, little has changed. However, the tools and processes used to enact my over-arching aims have substantially changed.

I still subscribe to the view that entrepreneurs are *found* in society, rather than merely *born* and/or subsequently *made*. The key difference I observe with postgraduate students is that they need assistance to identify with the role of entrepreneur. This I believe is at the heart of our role, allowing our students to reconceptualise their presence in society. Thus, I conclude that my (current) teaching philosophy, as related to postgraduate teaching, can be stated as: *I wish for my students, the attainment of entrepreneurial knowledge that leads to entrepreneurial wisdom. I want my students to discover themselves in the lives they live. I want my students to be excited about learning and fearless of failing in the same breath. I want my students to be able to create opportunities for satisfaction within and after their university studies.* Sound familiar? It should, it is the exact teaching philosophy espoused in *Teaching Entrepreneurship to Undergraduates*.

So what has changed substantially? Let us revisit the list of reflection questions that were offered for consideration in *Teaching Entrepreneurship to Undergraduates*. First, how do you believe your students learn? In this respect, I identify several important differences between pedagogy and andragogy (see Wlodkowski, 1999). My postgraduate students tend be less dependent upon me if given sufficient guidance. They also tend to contextualize the nature of their learning more readily to their lived life experiences. They tend to be more capable of classroom discussion through which their fellow students in turn gain added value to their own personal learning. They also tend to demonstrate a greater appreciation to the potential value of the knowledge and skills they are developing. Essentially they are generally quick to accept deficits in knowledge/skills they have to combat the problems they face in life on a daily basis. Therefore, I observe they are more forward thinking in terms of what they will gain immediately from their studies.

Second, the potential impact of their learning is more discernable. While some postgraduate students are drawn back to higher education to complete a personal journey previously missed, many also seem to use it as a means to shift lanes and gears and move forward to a new (or least upgraded) role in society. My students want what adds immediate value and care less for that which doesn't; they are potentially rebooting a career, not building a resume.

Third, my students wish to engage in learning activities that facilitate their capacity to transfer knowledge/skills within the world they currently reside in (Wlodkowski, 1999: 331). Alternatively, my undergraduate students are content to accept the potential *future* application of knowledge/skills to remote or novel contexts that they have yet to encounter.

Fourth, my postgraduate students, many attending university for the first time require a respectful and social space to feel comfortable. A space that naturally connects seamlessly to the lives they are embedded within. A space

that is curious about their life learning and supportive of their willingness to express their opinions. Therefore, the learning environment that we would wish for our undergraduate students is an absolute necessity for postgraduate students.

Lastly, assessing the nature of your students learning. To be honest, I observe far less interest in grades than I do in *confidence* by my postgraduate students. If the nature of assessment has enabled the student to feel confident, that is, they have developed a competence vis-à-vis the application of knowledge/skills to the problems and opportunities, then my students tend to be satisfied. Alternatively, my undergraduate students need to see assessment outcomes converted into a high grade so as to help build their resume. I sense that grades provide short-term confidence whereas peer and self-assessed proficiency contributes to long-term confidence. Given that confidence is acknowledged to be a key antecedent of entrepreneurial behaviour, this is an import issue to bear in mind. Hopefully, the above discussion demonstrates that when I work in amongst postgraduate students I draw upon different skills and approaches to keep my teaching philosophy alive.

TEACHING PHILOSOPHIES MORE BROADLY

As previously stated elsewhere (Jones, 2011), it is my intention to provide you the reader with multiple opportunities to reflect on how your teaching philosophy is influencing the learning of your students. As always, I hope you benefit from gaining insights into the approaches of other entrepreneurship educators, whose thoughts are shared here as well. Again, the focus is less about what is being taught, and more concerned with how they are being taught. I recently stumbled across a passage in a book celebrating a series of lectures given at Harvard University by Charles Saunders Peirce in 1898 (add ref), in which he is quoted as saying:

> … it is not the man who thinks he knows it all, that can bring other men to feel their need of learning, and it is only a deep sense that one is miserably ignorant that can spur one in the toilsome path of learning. That is why, to my very humble apprehension, it cannot but seem that those admirable pedagogical methods for which the American teacher is distinguished are of little more consequence than the cut of his coat, that they surely are as nothing compared with that fever for learning that must consume the soul of the man who is to infect others with the same apparent malady.

It is difficult to discuss teaching philosophies in any prescriptive or normative sense. I think that in the above quote from Peirce the reason for

this is obvious; not only are we as educators a highly diverse lot, so too are our students. In one sense, it makes this chapter easier to write, in another sense, more difficult. For its not within the hidden depths of our pedagogical or andragogical talents that our worth is to be found; as we already know that good teaching cannot be reduced to technique (Palmer, 1997). Rather, it is the very essence of who we are and how we connect to the various types of students we interact with that matters most. It is through such interaction that our humility is sharpened. It is here that our absolute inability to be all things to all people is brought clearly into focus.

There is a sense of continuous pleasure gained from meeting EE educators and peering into their psyche. Looking for clues as to what sort of *fever* they seek to spread amongst their cohorts. Whilst we cannot claim to hold any mortgage on such a disposition, I feel confident from my meanderings around EE conferences that EE educators would seem to be inflicted at a higher than average rate of such *fever*. It is what sets us apart from the well-drilled business school educator; it is what gets us into strife quite frequently; it is what makes all the difference in our students learning and self-development. Given the obvious importance of this issue, and the feedback I have received since *Teaching Entrepreneurship to Undergraduates*, I thought it appropriate to address this in considerably more detail. Further, I wish for the remainder of this chapter to provide an overarching framework from where your thinking across the other chapters can be collated, contemplated, and acted-upon. To this end, I will introduce the idea of pedagogical content knowledge (Shulman, 1986) with the aim of broadening your appreciation of the integrated mechanics of one's teaching philosophy and teaching practice.

PEDAGOGICAL CONTENT KNOWLEDGE

The issue of course content is inextricably related to the orientation of the educator. Have you every reflected deeply upon the roots of your explanations, the focus of your teaching, your understanding of your students' learning and/or your ability to help them develop confidence in their abilities? Let us go one step further. Reflect upon the analogies, metaphors and other stories you use to convey meaning. Are they borrowed from elsewhere or born from the circumstances of your life? Unless your teaching practice has been commenced from within a vacuum, there is very likely an inherent predisposition developed from your various life experiences that orients you towards certain teaching practices and away from other practices.

Consider yourself as a learner; are you a mirror of that learner as a teacher? That many of us are should not be overly surprising. As Parker

Palmer has stated, "we teach who we are" (1997: 7). Therefore, in this section I invite you to revisit your roots to better appreciate your predispositions so as to enable you too gather your bearings. First, lets be clear of the direction I am inviting your thinking to follow. I wish for you to consider who you are as a person, a learner and as a teacher. Following this I will encourage you to finds links between yourself and the content knowledge you hold germane to EE. In terms of understanding the interrelations between yourself, the content focus provided by you to your learners, I aim for you to discover your pedagogical content knowledge (PCK) position. That is your specific knowledge of what and how to teach specific content to mature students of entrepreneurship.
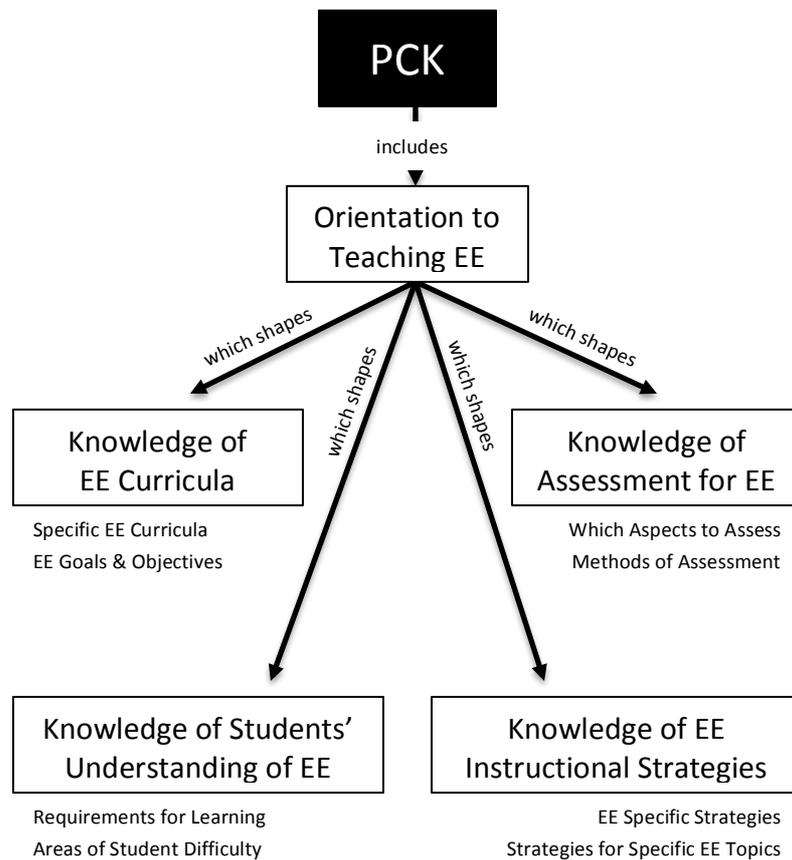
Adapted from: Magnusson, Krajcik & Borko (1999)

Figure 1.1 Components of PCK for EE Teaching

I believe the conceptualization of PCK by Magnusson et al., (1999) is simple and applicable to EE. This framework accounts for the educators' orientation towards teaching EE, their knowledge and beliefs about EE curriculum, their knowledge and beliefs about students' understanding of EE topics, their knowledge and beliefs about assessment of EE, and their knowledge and belief of instructional strategies for EE. A brief discussion of these five elements will reaffirm their value to your thinking. These five elements will be revisited in the final chapter to offer you an opportunity to gather your thinking into a framework for on going future development.

Your Orientation to Teaching

How might your account for your teaching orientation? What knowledge and beliefs do you hold regarding the development of and provision of EE? The answers to such deep questions lay deep beneath the surface of what is offered to your students at first contact. Personally, I have descended from Native American Indian heritage. I am increasingly aware of the importance of the medicine wheel in their culture and more specifically, their approach to education (see Klug and Whitfield, 2003). I take from my ancestors a constant consideration for balancing what I know (my intuition), what I dream (my illuminations), what I reflect upon (my introspective nature) and what I must test (my innocence). As I develop as an educator, I increasingly sense that my orientation to teaching EE is a property of my past, my present and my immediate future. I take confidence of my abilities to find this balance and to share this disposition with my students so that they also understand my thinking. So, in terms of this first element of the PCK framework, from where does your orientation come? What is buried deep within you? How might you explain your internal compass to your students?

Knowledge of EE Curriculum

It is always interesting to discuss the goals and objectives EE educators hold. Clearly context matters a great deal (see Penaluna, Penaluna and Jones, 2012) in the development and delivery of EE. Broadly speaking we tend to be split loosely into a two camps. There are those that educate more so to develop the enterprising mindset, and there are those that employ a greater focus on the business start-up process. The context of the curriculum will typically influence one's position along this imaginary continuum. I say imaginary because in reality it is quite likely you cannot achieve a focus on the latter

without due consideration of the former. In my experience, the work of Nigel Adams at the University of Buckingham in the UK achieves such a balance. Nigel's students *all* enrol with an explicit focus on starting a viable business. In reality, such an explicit outcome is not common for students of EE; therefore, such a balance can be difficult to achieve. Too often we have too little curriculum time with our students to adequately enable them to traverse this imaginary continuum. Thus, your ability to state what are your goals and objectives is of critical importance. How does your approach and knowledge of it conform to, or perhaps inform local, state, national or global EE policy? The recent work of Andy Penaluna (see QAA, 2012) highlights the importance of being able to define with clarity the role and purpose of entrepreneurship and enterprise education in the UK context.

Clearly you need to be able to stake out and defend your territory. Why have you your goals and objectives? From what context have they been developed, borrowed or co-developed? To what extent do you communicate to all stakeholders your knowledge of EE and its various curriculums? Lastly, and most importantly, how does this knowledge feedback into your *current* orientation to teaching EE?

Knowledge of Assessment in EE

From your determination, what specific aspects of EE can be and should be assessed? In my experience, the high frequency of experiential education methods leads to suspicion and concern amongst other educators who teach alongside us in related areas. Your ability to hold knowledge of EE, and specifically what should be assessed and how it should (or could) be assessed is critical. Very few educators in our field have paid sufficient attention to the issue of assessment, although see the impressive work of Luke Pittaway (Pittaway and Edwards, 2012; Pittaway, Hannon, Gibb and Thompson, 2009).

In *Teaching Entrepreneurship to Undergraduates*, Allan Gibb identified 44 different teaching pedagogies used for EE. That clearly represents potentially an enormous array of assessment methods also being used in EE. To what extent are you aware of what is being used and why such methods are favoured over other potential methods? Are you able to articulate the advantages and disadvantages related to using any particular assessment method or technique? Given the experiential nature of much EE, it is important that we collectively contribute to a growing body of knowledge as to what methods of assessment are appropriate for EE. Again, your knowledge related to this element of the PCK framework will also most likely feedback into your overall orientation to teaching.

Knowledge of Students' Understanding of EE

The element of the PCK framework relates to what knowledge or beliefs you hold as to any prerequisite knowledge or skills for learning about/for/or through EE. Clearly, the position you hold regarding your goals and objectives will shape your opinions here. For example, if you hold a stronger focus on developing an enterprising mindset then you may place less emphasis upon students arriving with solid knowledge of the principles of accounting, finance, marketing and economics. However, if your focus is upon the actual start-up process, the opposite requirement may be the case.

    For many students, topics such as failure, risk taking and the absence of regular income are very difficult to comprehend and therefore learn about. Understanding which issues certain types of adult learners may struggle with is also very important. We simply cannot assume that each student can move from the first topic area to the last with the same degree of ease. For example, just merely conceptualising the role of the entrepreneur in society is very challenging for many students. As we will discuss in the next chapter, we are the products of our lives and our students come to us with significant diversity of life experiences. Your ability to comprehend such differences is central to your ability to construct learning opportunities that cater to the diversity of your student cohorts. Again, your orientation to teaching will most likely alter as you recognise the degrees of understanding your students' hold towards EE. The last element of the PCK framework deals with the issue of instructional strategies.

Knowledge of EE Instructional Strategies

Typically, your knowledge in this area can be organised around your EE (or subject) specific knowledge and also your knowledge of topic specific strategies. It would be expected that your (preferred) knowledge of subject specific knowledge would significantly influence your orientation to teaching EE. Personally, I focus upon the personal development of each student prior to focussing upon the development of their ideas. Other colleagues approach their teaching from the opposite direction and some find a middle ground approach that doesn't overtly over-emphasis on either end of this imaginary continuum.

    It was observed in *Teaching Entrepreneurship to Undergraduates* that the sources of influence for educator orientations to teaching vary wildly. Only a few luminaries (such as Gibb, Bygrave or Kuratko) were noted as directly influencing the approach of the educators surveyed. In other words, what we know of our subject area tends to be quite personal and developed from the close surrounds we work in. This has the potential advantage of educators

being able to co-evolve their teaching practice alongside the needs of their students and institutions. Alternatively, it may mean that EE educators may perhaps be quite ignorant of other good practices in our field. Whichever the case, it is important that we are alert to what practices exist beyond our own horizons. The excellent handbooks of Fayolle (2007a; 2007b; 2010) provide wonderful insights into the teaching orientations and practices of EE educators the world over. The question that arises, to what extent can we really claim to know and understand the orientations and practices of our fellow educators? Is the diversity of our practices working for us or against us?

In terms of topic specific strategies, there are different levels of weighting given to specific topics in our teaching. For example, I place less emphasis upon the importance of writing a business plan than I do on knowing how to read a business plan; many other educators do the reverse. However, in my experience, the most important aspect here is our abilities to invent new representations of the topics we determine offer potential value to our students' learning. In this sense, the experience of the educator as an entrepreneur comes to the fore, with stories, analogies and models quite often developed in such a way as to gain traction within the minds of our students.

Further, as educators with entrepreneurial experience we often seem to have unique insights that enable us to develop innovative activities through which deep experiential learning is possible. There appears (relative to other areas of education) a genuine desire to allow our students experiment with their learning. Personally, this makes sense when you factor in the diversity of learning styles present within a typical cohort. Rather than assuming a topic can be learnt in a particular way, inviting non-conforming expressions of interest from our learners makes perfect sense. To conclude, what do you know of instructional practices in our field? To what extent have considered how your personal experiences have created biases and/or strengths in your approach to teaching. For the final time, I again state that where you are placed regarding this final element of PCK will of course interact with your overall orientation to teaching.

GLOBAL PERSPECTIVES

Just as in *Teaching Entrepreneurship to Undergraduates*, comment on a range of issues related teaching entrepreneurship to postgraduate students was sought. I will refer to this survey as the IE-II Survey in subsequent chapters and details of the survey can be located in Appendix 1. As expected, there was some disagreement as to whether one's teaching philosophy should change between teaching undergraduates and postgraduates. Perhaps this also

demonstrates that difficult between separating one's stated orientation to teaching and one's actual practice of teaching.

As I have stated, personally I hold the same teaching philosophy statement across both levels, but I enact that philosophy in different ways to achieve my desired outcomes vis-à-vis my students learning. An approach not inconsistent with Aimee Zhang at the University of Wollongong in Australia who saw the need for designing different program for different students with different background knowledge. However, Dr Jane Nolan at the University of Cambridge in the England argues that postgraduates are at a different place in their lives. Undergraduates are sometimes still trying to work out the point and may not engage as well; thus it's even more important to have strategies for engaging them through interactive approaches. Or, as Dr Alicia Castillo, an entrepreneur and invited lecturer at the University of Western Australia feels, postgraduates are more mature and have more life experiences to reflect upon, they also have more responsibilities, so curriculum changes have to be more practical. Thus, given that that have probably heard many of the topics somewhere before, Janice Gates at the Western Illinois University in America sees the need to give more concrete examples or bring up situations that they can apply it towards.

While some respondents felt there was little change in their teaching philosophy or practical approach, they tended not to explain the basis of such opinion. As such, at this point in time it might be best to simply acknowledge that such difference of opinion exists. The remaining chapters aim to demonstrate that there is indeed a significant difference and that we educators in our field must address this to aid our students' learning in both domains of study.

THE DEVELOPMENT OF AN IMPORTANT TOOL

As we move towards a discussion of the adults as learners and or their unique situational issues, be mindful that the ideas presented here aim to be thought provoking. The discussion also will pause occasionally to blend in the thoughts of EE educators from around the world. I hope that you, having progressed this far will travel the remainder of the journey through the pages with your students by your side. The purpose of this book is to further awaken you to your most important tool as an educator; that is you yourself. You are your most important tool. It is you and your scholarship of teaching and learning (see Hutchings, Huber and Ciccone, 2011: 24) which will contribute most to your students' capacity to engage with EE in ways that transforms their lives.

The logic flows a little like this. You are surrounded by numerous interactions. Interactions between you and your students, they between themselves, they between their lives and they and you and the learning environments you co-create. As discussed in *Teaching Entrepreneurship to Undergraduates*, this range of dialogic relations are not explainable without direct reference to all the pairs of interacting entities. Interactions, which are often largely invisible, yet potentially manageable by the skilful educator. Your ability to develop your PCK will strengthen the nature of your orientation to teaching, which in turn has potential benefits to your current and subsequent students. My own personal contexts serve only as examples not exemplars. The comments of our fellow educators are presented to restore balance, not lead. The reflection space provide at the conclusion of each chapter provides an opportunity for you to contemplate the nature of interaction you experience, shape, and guide with your students.