

## C & I 507 ESE

Spring, 2011

Tuesdays, 4:00 – 6:50 pm

Room 242 Education

### **Educational Entrepreneurship in Diverse Settings: From the University to Public Schools**

Instructor: Liora Bresler.

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Thursdays, 1-3 PM (These and other times by appointment)

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**Purpose:** The overall goal of the course is to develop an entrepreneurial perspective of educators in diverse settings, from the University to K-12. This course is seen as an important part of the education of doctoral students, in preparing them to be resourceful, dynamic faculty and educators, responsive to the needs and opportunities in their fields, drawing on their visions, creativity, and skills, to create new endeavors.

Building on their individual passions and strengths, the course aims to empower students to experience education along the three entrepreneurial axes: recognize opportunities, acquire resources, and create a new entity of value. Specifically, the course will address the following: 1. Expansion of contents, forms, and audiences in teaching; 2. Choosing research questions for educational significance and impact, garnering means for effective execution, and creating avenues to bring the fruits of research to society; and 3. Refocusing of service as a vehicle for social, economical, and intellectual goals and the building and nurturing of community.

This course will have three major components, which will be interwoven with a view towards pedagogical impact and student engagement.

1. Theoretical foundations of the field of educational entrepreneurship exploring how educational, social, intellectual, and artistic entrepreneurship fit within the educational arena;
2. Case-studies (featuring guest presentations and readings) of successful entrepreneurs in academia and schools;
3. A research component, part of the Ethnography of the University, where students will conduct a “micro project” of their choice on a current (or historical) educational entrepreneur.

**Format** will be a mix of lecture, laboratory, and seminar. Research projects, guided by existing theories and generating emergent themes and issues, will draw on in-and-out of class interviews and occasional observations. The class functions as a space for an interpretive zone. The projects will be presented in an **Ethnography of the University** conference at the University of Illinois on April 26<sup>th</sup>.

For more information on EUI, please see their website at [www.eui.illinois.edu](http://www.eui.illinois.edu)

1/18 Topic: Introduction to the course

- Overview of Course: Goals, assignments, and grading.
- Reflections on “The New Heroes”: passions, visions and missions.

**Guest Presentation: Professor Nancy Abelmann**, Anthropology, Assoc Vice Chancellor for Research, and co-director of the Ethnography of the University, Illinois.

1/25 Topic: Academic entrepreneurship -- beyond the ivory tower to principal-ship

**Guest Presentation: Professor Steve Tozer**, College of Education, UIC .

#### **Assignments:**

- Read the Cheny et. al. Rainwater Leadership Alliance four-page executive summary available at [http://www.anewapproach.org/docs/exec\\_summary.pdf](http://www.anewapproach.org/docs/exec_summary.pdf)
- Read Parker Palmer's article: “A new professional education revisited.”

- Read Liora Bresler's article: "The academic faculty as an intellectual entrepreneur: artistry, craftsmanship and animation." (pp.1-18)
- Read from Frederick Hess' book: *Educational Entrepreneurship*. (Smith & Peterson, Ch.1: pp. 21-44; Teske & Williamson; Ch. 2: pp. 45-62).  
Secondary topic: The usefulness and ethics of research  
**Guest Presentation: Karen Rodriguez**, The structures and procedures of the Ethnography of the University, Illinois.

2/01 Topic: Creating changes within classrooms

**Guest Presentations: Teacher Beth Chamberlain**, Danville High School.

**Doctoral candidate, Jeanne Koehler**, UIUC.

**Assignments:**

- Read Chand and Misra's article: "Teachers as educational-social entrepreneurs." (pp. 219-228)
- Read Rafe Esquith's book: *There are no shortcuts*.
- Read Jeanne Koehler's case-study on Beth Chamberlain (sent through email).
- Reflect on the qualities manifested in Rafe Esquith's and Beth Chamberlain's teaching.  
Discuss how these qualities fit (or not) with the various readings on entrepreneurship and the various definitions and interpretations of entrepreneurship that we have encountered in the readings.

**2/08\*\*\*** Topic: From Spanish education as immersion in communal social service, to historical/artistic/social entrepreneurship

**Guest Presentation/Interview: Professor Annie Abbott**, Spanish, Italian and Portuguese, LAS.

**Assignments (set A):**

- Read Sarasvathy's article: "What makes entrepreneurs entrepreneurial?" (pp. 1-9)
- Search for Professor Abbott's webpage and blog <http://spanishandillinois.blogspot.com/>

**6:00 p.m. Meeting with Robert Ramirez, Professor and Director, at Krannert Center**

**7:30 p.m. The Studio Theatre, Krannert Center: The African Company Presenting Richard the III.**

**9:30 p.m. Meeting with the actors of The African Company Presenting Richard the III.**

**Assignments (set B) :**

- Read Stage-Pages of the African Company Presenting Richard the III  
<http://youth.krannertcenter.com/performance.aspx?id=2010541512548039822066245>
- Read "Actor packet" by Andrew Carlson (sent through email).

**2/22\*<sup>1</sup>** Topic: Revitalizing Engineering education

**Guest Presentation: Professor David Goldberg**, founder of I-Foundry, College of Engineering, Illinois.

**Assignments:**

- Read from David Goldberg's book: *The entrepreneurial engineer*. (Ch. 2: pp. 10-25)
- Read the Goldberg et. al. article: "iFoundry: Engineering curriculum reform without tears."
- **Pick up** a couple of video presentations from <http://www.missingbasics.org/>.
- **Prepare** 3-5 questions on the readings and video-clips for a group interview with Professor Goldberg.

**3/01** Topic: An entrepreneurial spirit

**Assignments:**

- Reread either of Rafe Esquith's books: *"There are no shortcuts"* or *"Teach like your hair is on fire."*
- Read from David Bornstein's *"How to change the world: Social entrepreneurs and the power of new ideas."* (Ch. 8: pp. 90-97; Ch. 10: pp. 117-125; Ch. 12: pp. 146-158; Ch. 18: pp. 233-241; and a fifth chapter of your choice)
- **Watch in class** the DVD: *Hobart's Shakespearians*.

<sup>1</sup> The classes marked with a star will be extended beyond 6:50 to allow for discussion of research projects.

- A. Discuss in the **large group** (or if you prefer in small groups) the data sources of the film and how they are different and similar to the ones in the book you have read. Do you learn, through the film, new things about Rafe Esquith? What other contextual information or director's interpretation are provided through the movie? Does it affect your interpretation of Rafe's endeavors and projects? As you watch the interview with the director of the film, Mel Stewart, reflect on what the issues he discusses (e.g., on intended audiences, on challenges he faced, on his perceptions of Rafe and the children, on the rewards doing this film) and how they are manifested in your own micro-study.
- B. Based on this discussion and your own interest, discuss in your **small group** your initial plans to study an educator that you identified as potentially exemplifying entrepreneurial qualities. Discuss what it is that draws you to the educator, and how you perceive her/his vision and projects. Share your interview questions with others and note their suggestions (peer debriefing).
- C. Generate (individually) a micro-proposal to conduct a micro-project related to entrepreneurship on campus<sup>2</sup> (e.g., based on 1-2 interviews, and if possible, an observation of activity). Generate some questions that you may ask and identify aspects that you will observe. **Submit the proposal before you start with your data collection, no later than March 8<sup>th</sup>.**<sup>3</sup>

3/08\* Topic: *Enabling entrepreneurial literacy in subsistence marketplace*

**Guest Presentation: Professor Madhu Viswanathan**, College of Business, Illinois.

**Assignments:**

- Read the Viswanathan et. al. article: "Sustainable Product and Market Development for Subsistence Marketplaces: Creating Educational Initiatives in Radically Challenging Contexts."
- Read 3 chapters of your choice from Madhu Viswanathan's et. al. book, *Enabling consumer and entrepreneurial literacy in subsistence marketplaces*.
- **Prepare** 3-5 questions on the readings for a group interview with Professor Viswanathan.

3/15\* Topic: Creating changes within classrooms

**Guest Presentations: Teacher Beth Chamberlain**, Danville High School.

**Doctoral candidate, Jeanne Koehler**, UIUC.

**Assignments:**

- Reread Chand and Misra's article: "Teachers as educational-social entrepreneurs." (pp. 219-228)
- Reread Jeanne Koeller's case-study on Beth Chamberlain (sent through email).
- Reflect on the qualities manifested in Rafe Esquith's and Beth Chamberlain's teaching. Discuss how these qualities fit (or not) with the various readings on entrepreneurship and the various definitions and interpretations of entrepreneurship that we have encountered in the readings.

\*\*\*\* **Spring Break**

3/29 Topic: Collaboration and working with others

**Guest Presentation: Professor Ray Price**, College of Engineering, Illinois

**Assignments:**

- Read the Price et. al paper: "Innovation Politics: How Serial Innovators Gain Organizational Acceptance for Breakthrough New Products." (pp. 165-184)
- **Submit paper no. 1:**  
Section A: Based on course readings, guest presentations, and classroom discussions, examine the various interpretations of entrepreneurship in diverse settings and their educational mission. Reflect on how these interpretations fit with your own understanding and visions of entrepreneurship as an important educational activity.

<sup>2</sup> If you are interested in a historical figure, or choosing a participant outside of campus, please talk with me.

<sup>3</sup> You are welcome to submit the micro-proposal and start the study any time after Feb. 8<sup>th</sup>. Please note, your proposal MUST be approved by the IRB before you can begin interviews.

Section B: Based on Viswanathan, Abbott and Goldberg's interviews, articles, and book-chapters, identify three entrepreneurial themes for each (can be the same themes) in Professors Goldberg and Viswanathan's presentations that you found compelling.

Discuss their respective approaches and how they fit with your own understanding of the field. Based on guest presentations and readings, what are some of the differences among entrepreneurs in academia versus those in public schools? Discuss innovation in entrepreneurship in general and educational entrepreneurship in K-12 versus higher education, relating entrepreneurship to visions, inter-disciplinarity, taking risks, experiential learning, and working with others, framing it within the broader literature you surveyed.

4/05 Topic: Creativity

**Assignments:**

Read chapters from Csikszentmihalyi's book: *Creativity: Flow and the psychology of discover and invention*. (Ch. 2: pp. 23-50; Ch. 3: pp. 51-76; Ch. 4: pp. 77-106; Ch. 5: pp. 107-126; Ch. 6: pp. 127-147)

- Read chapters from Daniel Pink's book: *Drive: The surprising truth about what motivates us*. (Ch. 2: pp. 34-69; Ch. 3: pp. 70-84; Ch. 6: pp. 131-146)
- **EUI Student Conference Application Due Date (for both presentations and posters): Friday, April 8, 2011.** Students can send the application form via email to [euiuiuc@gmail.com](mailto:euiuiuc@gmail.com). *For those interested in presenting a poster, Merinda Hensley from the library could be very helpful (and pay for the printing). Her email is mhensle1@illinois.edu*

**4/12\*\*\* Meet on the second floor of the East Art Annex 2, 1301 South Goodwin Avenue, Urbana.<sup>4</sup>**

Topic: A case of creativity, collaboration and cross-disciplinary endeavors: creating new spaces

**Guest Presentation: Professors Jan Erkert, Dance, Julie Larsen and Rodger Hubeli, Architecture, Illinois.**

**Assignments:**

- Read chapter from Nandram and Samson's book: *The spirit of entrepreneurship*. (Ch. 1: pp. 1-8)

4/19\* Topic: Theories of entrepreneurship: searching for our own

**Assignments:**

- Read from Spinosa, Flores and Dreyfus' book, *Entrepreneurship, democratic action, and the cultivation of solidarity: Disclosing new worlds*. (Ch. 1: pp. 16-33; Ch. 2: pp.34-68)
- **Submit paper no. 2.**  
Section A: Based on your interview(s) and possible observations of your educational entrepreneur, describe their projects, processes and accomplishments. When possible, draw on their own words as well as other data (syllabi, archival materials).  
Section B: Interpret these findings, drawing on course readings, as well as your own frames of references. Make sure you submit this paper to your interviewee/key person, to elicit their feedback (member checking).

**4/26\*\*\*4:00-7:00 in room 126 GSLIS**

Topic: Presentations at the Ethnography of the University conference.

**7:00-10:00 in the COE**

Topic: What we have learned, and where it takes us: Mutual shaping in research.

**5/02 \*\*\*5:00-7:00 p.m. in the Atrium, at the School of Business Facility, Gregory and Sixth Street, Champaign<sup>5</sup>**

Topic: The evolving changes – from literacy work in India to curricular changes in a College of Business.

**Assignments:**

- **Take notes of students' presentations. When possible, engage in conversations with them about their products and processes.**

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<sup>4</sup> Note location change.

<sup>5</sup> Note change in class time and location.

- **Submit (electronic submission) paper #3 on May 11<sup>th</sup> to liora28@gmail.com**  
Discussing the research process that you engaged with in this course, reflect on the respective role of field-based data (observations of the College of Business students; interviews) and theories encountered in the readings, guest presentations, and class discussion in expanding your understanding of educational entrepreneurship. Address any feedback you received from your key participant, and how this feedback helps you in deepening your understanding of the individual entrepreneur (intrinsic), and the issues you examined (instrumental).

## GRADING PROCEDURES

*Participation in all sessions and course activities including conference is required.*

1. Micro-proposal for micro-research project: 2 pages<sup>6</sup>. **10%. Due date: March 8.**
2. Paper 1: 10 pages. **30%. Due date: March 29.**
3. Paper 2: 12 pages. (+ transcript and observations in appendices). **30%. Due date: April 19.**
4. Conference Participation
  - a. Submission of abstract for the Ethnography of the University. **5%. Due date: April 5.**
  - b. Presentation (paper or poster) at the Ethnography of the University conference. **10%. Due date: April 26.<sup>7</sup>**
5. Paper 3: 5-6 pages. **15%. Due date: May 11.<sup>8</sup>**  
When you upload Paper no. 2 to the moodle site <https://courses.las.illinois.edu/> (or submit it to EUI in electronic form), be sure to enclose your intellectual property form.

## REQUIRED TEXTS (*Textbooks are available in the library on reserve for two-hour loans.*)

Esquith, R. (2004) *There are no shortcuts*. New York: Pantheon.

Bornstein, D. (2004). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press.

## REFERENCES (*Readings are available online.*)

Students can access e-reserve lists through the library online catalog reserve module at:

<http://library.uiuc.edu/ereserves/querycourse.asp>

Bresler, L. (2009). The academic faculty as an entrepreneur: Artistry, craftsmanship, and animation. *Visual Art Researcher*, 35(1), pp. 12-24.

Chand, V.S. & Misra, S. (2009). Teachers as educational-social entrepreneurs: The innovation-social spiral. *Journal of Entrepreneurship*, 18(2), pp. 219-228.

Chen, G., Davis, J., Garrett, K., Holleran, J. (2010). *A new approach to principal preparation: Innovative programs share their practices and lessons learned*. Fort Worth: Rainwater Charitable Foundation. Available at <http://www.anewapproach.org/>

Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discover and invention*. New York: Harper. (Ch. 2: pp. 23-50; Ch. 3: 51-76; Ch. 4: 77-106; Ch. 5: 107-126; Ch. 6: 127-147)

Goldberg, D. E. (2006). *The entrepreneurial engineer*. Hoboken, NJ: John Wiley & Sons Wiley. (Ch. 2: pp. 10-25)

Goldberg, D., Cangellaris, A., Loui, M., Price, R., Litchfield, B. (2008) *iFoundary: Engineering curriculum reform without tears*. American Society for Engineering Education.

Koeller, J. (2011/in progress). Case-study of Beth Chamberlin: Entrepreneurial Endeavors of Science Teachers: Drive, Difficulties, and Sustenance (Doctoral Dissertation, University of Illinois, Urbana-Champaign).

Mahoney, J. & Michael, S. (2005). A subjectivist theory of entrepreneurship. In S. Alvarez, R. Agarwal & O. Sorenson (eds.) *Handbook of entrepreneurship research; Disciplinary perspectives* (Ch. 3: pp. 33-54). Dordrecht, the Netherlands: Springer.

Mars, M. & Metcalfe, A. (2009). *The entrepreneurial domains of American higher education*. In K. Ward & L. Wolf-Wendle (Series Eds.) ASHE Higher Education Report: Volume 34, Number 5 (pp. xii-73). Hoboken, NJ: Wiley Periodicals, Inc.

Nandram, S., & Samsom, K. (2006). *The spirit of entrepreneurship*. Heidelberg, Germany: Springer. (Ch. 1: pp. 1-8)

<sup>6</sup> Pages are approximations and are flexible.

<sup>7</sup> If you do not wish to participate in the conference, you can substitute it for a paper discussing others' work, or for another assignment that will be meaningful to you.

<sup>8</sup> Late assignments will have half a grade taken off.

- Neumann, A. (2006). Professing passion: Emotion in the scholarship of professors at research universities. *American Educational Research Journal*, 43(3), 381-424.
- Palmer, P. (2007, Nov/Dec) A new professional education revisited. *Change: The Magazine of Higher Learning*.  
[http://www.changemag.org/Archives/Back Issues/November-December 2007/full-new-professional.html](http://www.changemag.org/Archives/Back%20Issues/November-December%202007/full-new-professional.html).
- Pink, D. (2009). *Drive: The surprising truth about what is motivating us*. New York: Riverhead Books.  
 (Chapter 2: pp. 34-69; Chapter 3: pp. 70-81; Chapter 6: pp. 131-146)
- Price, R., Griffin, A., Vojak, B., & Burgon, H. (2009). *Innovation politics: How serial innovators gain organisational acceptance for breakthrough new products*. *International Journal of Technology Marketing* 4(2/3), 165-184.
- Sarasvathy, S. D. (2008 – working paper) What makes entrepreneurs entrepreneurial? Seattle: University of Washington. (pp. 1-9) Available at SSRN: <http://ssrn.com/abstract=909038>.
- Smith, K., & Landry Petersen, J. (2006). What is educational entrepreneurship? In F. Hess (ed.) *Educational Entrepreneurship* (Ch. 1: pp. 21-44). Cambridge: Harvard Educational Press.
- Spinoza, C., Flores, F., & Dreyfus, H. (1997). *Entrepreneurship, democratic action, and the cultivation of solidarity: Disclosing new worlds*. Massachusetts: The MIT Press. (Ch. 1: pp. 16-33; Ch. 2: pp.34-68)
- Teske, P., & Williamson, A. (2006). Entrepreneurs at work. In F. Hess (ed.) *Educational Entrepreneurship* (Ch. 2: pp. 45-62). Cambridge: Harvard Educational Press.
- Viswanathan, M. (2007). Understanding product and market interactions in subsistence marketplaces: a study in south India. In J. Antonio Rosa & M. Viswanathan (eds.) *Advances in international management: Vol. 20. Product and market development for subsistent marketplaces* (pp. 21-57). Oxford: Elsevier.
- Viswanathan, M., Gajendiran, D. & Venkatesan, R. (2008). *Enabling consumer and entrepreneurial literacy in subsistence marketplaces*. Dordrecht, Netherlands: Springer.
- Viswanathan, M., Yassine, A., & Clarke, J. (2009/forthcoming), Sustainable Product and Market Development for Subsistence Marketplaces: Creating Educational Initiatives in Radically Challenging Contexts. *Journal of Product Innovation Management*.

#### **GUIDELINES FOR READING AND REFLECTION**

- A. As you read each assignment once, identify at least 3 passages that seem relevant. Jot them down in preparation to bring them to class and share.**
- B. Re-read these passages**
  - a. Put it into your own words.
  - b. Investigate the meaning of the passage in your own experience.
  - c. Investigate the meaning of the passage in collective experience.
  - d. Look for points of dissonance, things that you do not understand and/or you do not agree with.
- C. Pertains to all course readings.**

#### **CLASS ASSIGNMENT DUE DATES**

Micro-proposal: **due by March 8<sup>th</sup>**.

Paper #1: **due by March 29<sup>th</sup>**.

Proposal for conference: **due by April 5<sup>th</sup>**.

Paper #2: **due by April 19<sup>th</sup>**.

Conference presentation: **April 26<sup>th</sup>**.

Paper #3: **due by May 11<sup>th</sup>**.

**Upload paper #2 after conducting a member-checking, to <https://courses.las.illinois.edu/>**

Micro-proposal (will also be attached in an email):

#### **Research Abstract**

**Name:**

**EUI Course Title:**

1. Research Topic and Questions
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2. Summary of Research Plan (including how you will contact potential participants and what you will ask them to do)
3. Possible Questions for Interviews/Surveys

Please check here if you do not wish for this abstract to be shared with students in other EUI courses on Moodle \_\_\_\_\_