The Role of Entrepreneurial Training in the Development of Artistic Students'Identities

ACT IN ART NETWORK

Anna Maria Ranczakowska

Starting point

- Entrepreneurial education is necessary responsibility of the university that answers this need
- However, it is currently organized in specific units/modules/courses, separated from the main “body” of the study programs
- This disruption creates the false perception that entrepreneurial identity is separated from the holistic identity of the artist
- This leeds to frustration and potentially disorders
- Students feel they need to fit into some kind of role (take on specific entrepreneurial “mask”, language, behaviour, clothing (sic!)
- Feeding into the endless repetition of status quo of CCI

Student perceptions of entrepreneurial training

- Adopted the notion IT'S IMPORTANT
- Creates frustration
- Feeling of being unfit, inadequate
- Scary with its neoliberal rethoric
- Multipotentialite/portfolio method assosciated with multiple identities

Our Vision

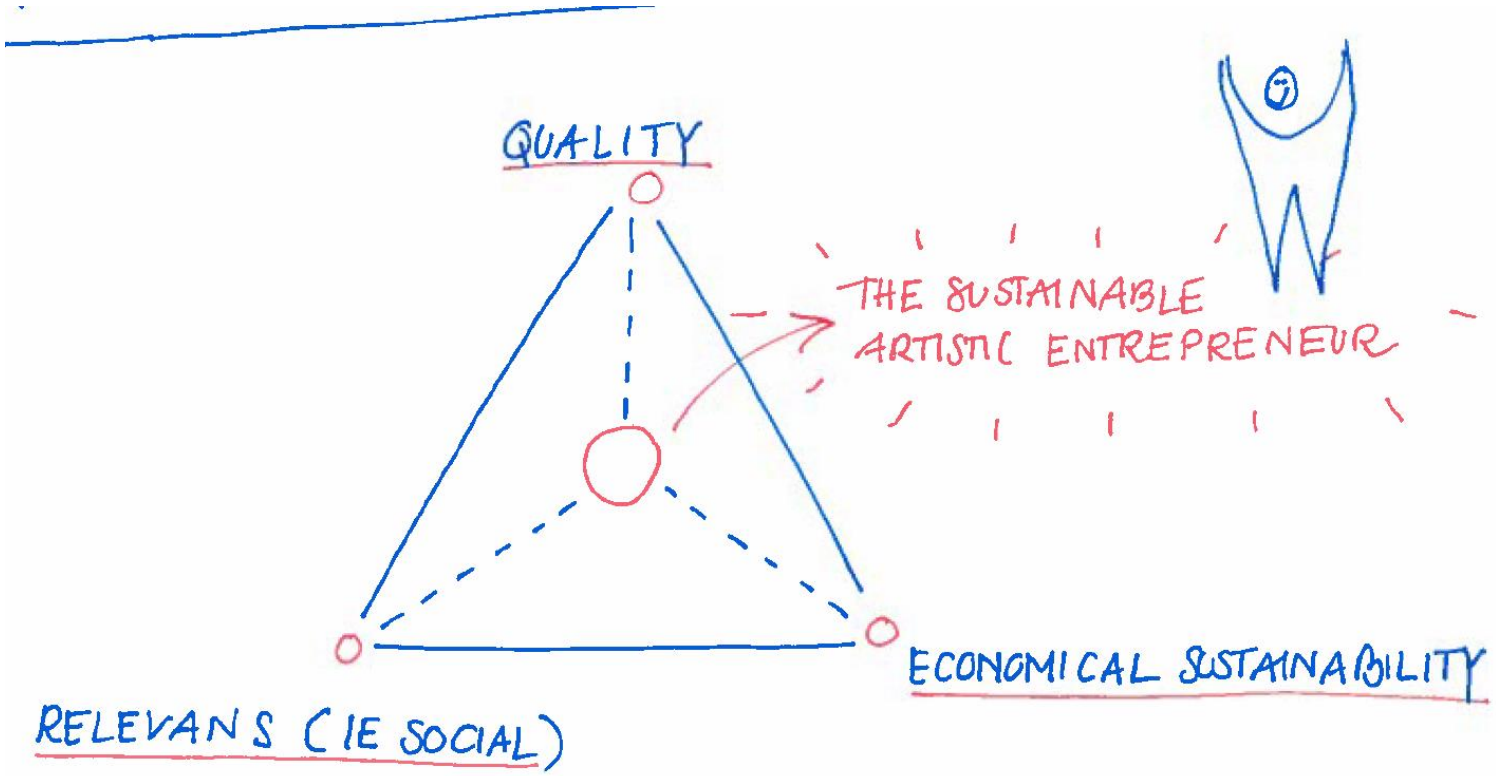
- Knowledge ecology: Act in Art is a network operating with an objective to facilitate entrepreneurial mindset of students enabling students to act out their artistic vision. It aims to propose education that would facilitate a holistic understanding of entrepreneurial mindset that contributes to individual prosperity and co-creative ecosystem for societal growth.

ACT IN ART

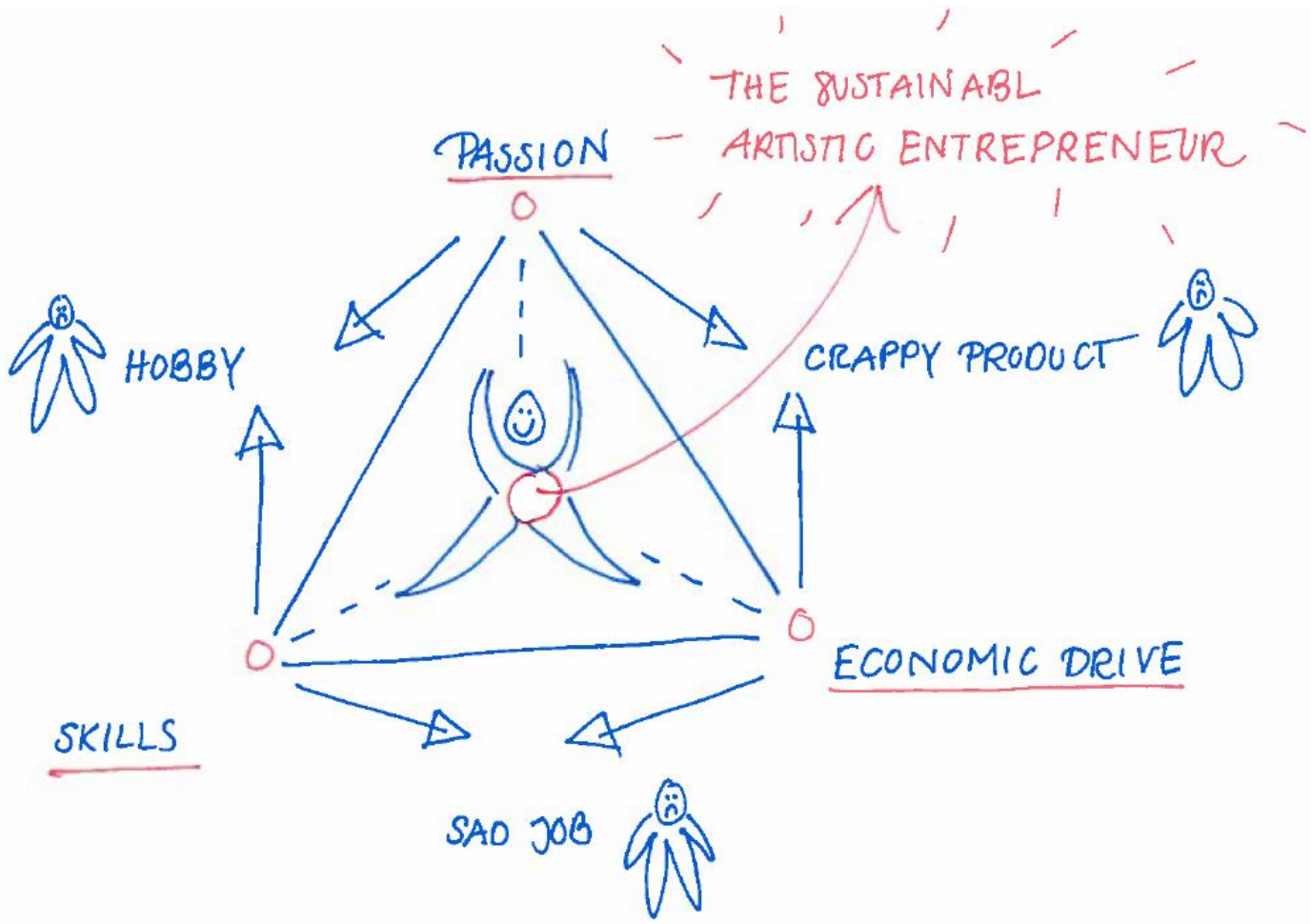
- → Crossdisciplinary
- → Student centered learning (wish of more students participating in all network events)
- → Social engagement
- → Artistic development, the artistic core
- → Mapping of current work in the member institutions
- → Research

Triangulation of three key factors for the sustainable artistic entrepreneur

In relation to the society/environment:



In relation with artist's /student's personality:



- Main question: **How to make a framework for such a learning experience?**

- Questions:
- → How to face an entrepreneurial culture in the institutions?
- → How to approach teachers and leaders who are skeptical about entrepreneurial elements in the educations?
- → How to work on students mindset?
- → How to promote legitimacy of entrepreneurship in subject specific teaching?
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- Methods:
- → Make teachers aware that in many aspects they are already doing many things that has to do with entrepreneurship.
- → Storytelling
- → Focus on good practice
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- Tools:
- → Act in Art prize
- → Guest lectures
- → Publications where good practices from students are communicated and celebrated.
- → Teachers seminars on developing alternative teaching methods.

How we work

- 20 % reflection
- 30 % group work
- 30 % individual work
- 20% lecturing

- . HOW YOU LEARN?
- 2. WORKING INDIVIDUALLY versus IN PAIRS & AS A GROUP?
- 3. WHAT IS THE GOAL/PURPOSE OF LEARNING & WHAT CAN YOU APPLY FROM THIS SIMPLE EXERCISE?
- 4. RISK, FAILURE AND FUN?
- 5. FRAMING TASKS AND TIMING OF INTERVENTION/INPUT?
- 6. TEACHER -STUDENT REALTIONSHIP & TRUST?
- 7. LEARNING BY DOING?
- 8. HOW YOU TEACH & THE STUDENT TEACHER RELATIONSHIP?

Emotional intelligence vs skills

TEAM	INDIVIDUAL
TRUST	SELF AWARENESS
EFFICACY	SELF REGULATION
PARTICIPATION	MOTIVATION
CO-OPERATION	EMPATHY/SENSITIVITY
ENGAGEMNET	SOCIAL SKILLS
WORK APPROACH	

LEADERSHIP STYLES

COMMANDING	DEMOCRATIC
VISIONARY	PACESETTING
AFFILIATIVE	COACHING

INTRA	Be responsible for (maximise) own learning & outcomes Apply theory to practice, decision making & evaluation Beyond comfort zone, risk taking, reflecting fail-forward Self motivation, drive, positive attitude & confidence Personal & authentic leadership and mastery Learn to dealing with frustration on multiple levels Learn to balance individual & team based learning
INTER	Co-create relationships, trust, responsibility & respect Be able to give, receive and ask for feedback & quality Empathy, Leadership, followership & team support Communication, listening, collaboration & network Multilevel understanding (meta/holistic-perspective) Leaning in, ask for help, commitment & responsibility

FUTURE WORK SKILLS

DRIVERS	KEY SKILLS NEEDED
EXTREME LONGEVITY	TRANSDISCIPLINARITY
RISE OF SMART MACHINES AND SYSTEMS	SENSE - MAKING
NEW MEDIA ECOLOGY	NOVEL AND ADAPTIVE THINKING
COMPUTATIONAL WORLD	SOCIAL / EMOTIONAL INTELLIGENCE
SUPERSTRUCTED ORGANIZATIONS	DESIGN MINDSET
GLOBALLY CONNECTED WORLD	VIRTUAL COLLABORATION
INCREASING COMPLEXITY	CROSS CULTURAL COMPETENCY
	COGNITIVE LOAD MANAGEMENT
	NEW MEDIA LITERACY
	COMPUTATIONAL THINKING

EU LIFELONG LERANING SKILLS

PERSONAL SKILLS

INITIATIVE, RESILIENCE, RESPONSIBILITY, RISK TAKING, CREATIVE PROBLEM SOLVING

SOCIAL SKILLS

TEAMWORK, EMPATHY, COMPASSION, CO.CONSTRUCTED & COMMUNITY LEARNING, COLLABORATION

LEARNING SKILLS

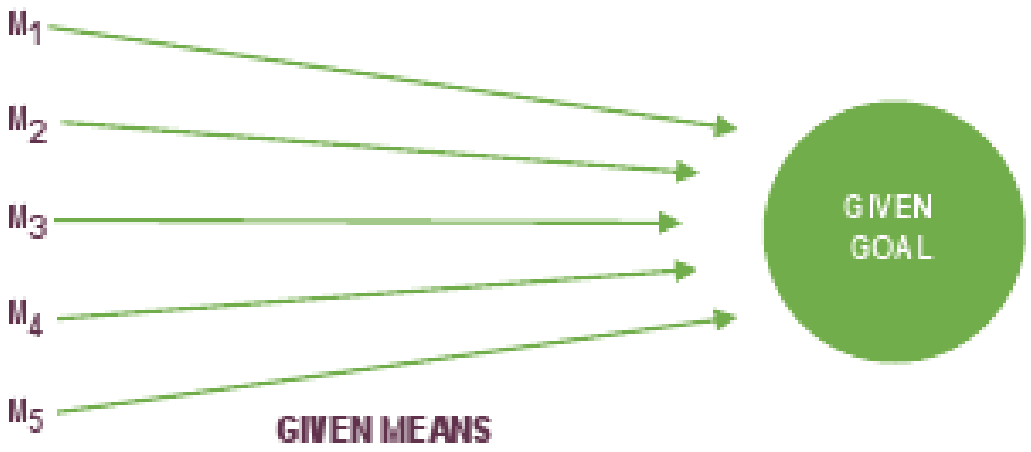
FAILING FORWARD, REFLECTION, META-COGNITIVE, SELF MANAGING

CAUSAL vs. EFFECTUAL REASONING

Managerial Thinking (Causal)

Distinguishing Characteristic

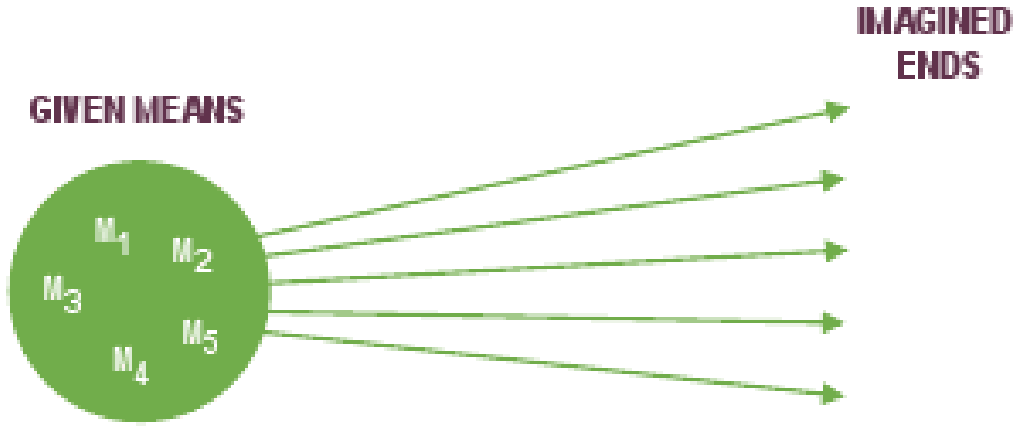
Selecting between given means to achieve a pre-determined goal



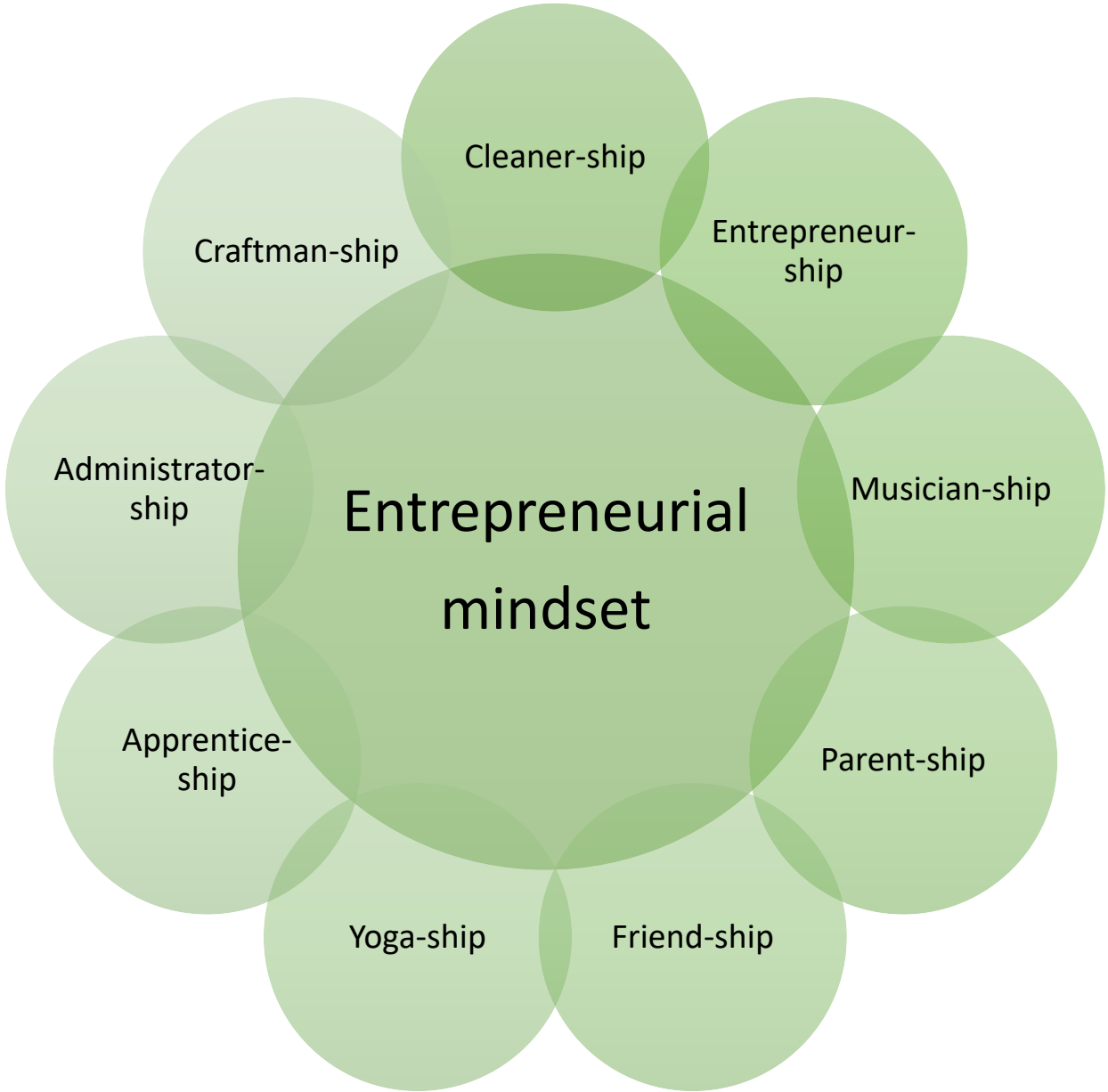
Entrepreneurial Thinking (Effectual)

Distinguishing Characteristic

Imagining a possible new end using a given set of means

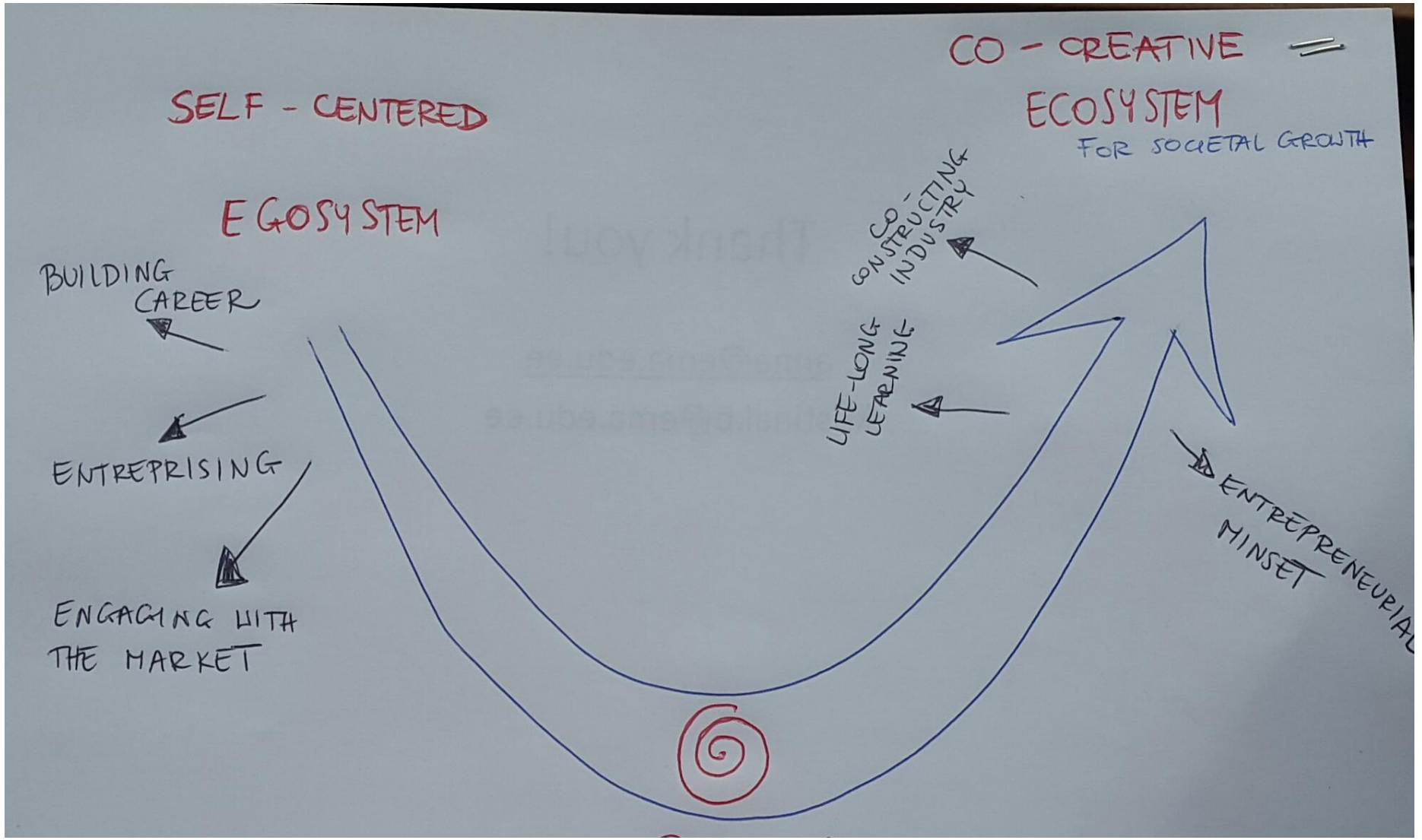


Casual vs effectual reasoning, Sarasvathy (2003)



Example of holistic identity of entrepreneurially minded individual

From egology to ecology



Thank you!

anna@ema.edu.ee

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