Call for paper n° 44

Digital transformation in Entrepreneursip Education and support for entrepreneurship

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Theme of the special issue

This special issue is a continuation of the "Entretiens Jacques Cartier" conference held on November 14, 2018 entitled: "Impacts of new digital technologies on entrepreneurial education and support for student entrepreneurs".

The deployment of a digital culture, described as the fourth revolution, is generating unprecedented effects on access to information and services, social relations, work, cooperation and innovation. This massive transformation drive is taking place at an asynchronous pace, which is placing political, educational and legislative institutions in difficulty. Artificial intelligence and big data, the driving force behind digital transformation, play an increasingly important role in major sectors of activity: "Artificial intelligence will be everywhere like electricity" (Cédric Villani[1]). In a recent prospective report on artificial intelligence[2], education is one of the 15 sectors of activity considered to be the most impacted in France today. By nature close to education and training issues, entrepreneurial support practices are not exempt from these transformations.

Today, the deployment of digital technologies in education is mainly carried out through the use of the innovative experimental tool or method, the effects of which are, currently, very rarely measured. This new culture of robotization, based on the use of massive data, which exist without borders and are highly customizable, generates new approaches based primarily on the search for solutions to improve training through technology (for example, strengthening the ultra-personalized training path), at the risk of falling into the reductionist trap of "technosolutionism"[3]. However, on a general level, this ongoing digital revolution raises questions about our models of education and support for entrepreneurs: what meaning should we give to education and support for entrepreneurship 4.0? In this perspective, what are the knowledge segments targeted by the trainer or the guide? And, consequently, how to train and support the future entrepreneur? Finally, how can the impact of training and support practices 4.0 be assessed?

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[1] Villani Cedric, "L'Intelligence artificielle sera partout comme l'électricité », L'Obs n°2782.
[2] Intelligence artificielle, Etat de l'art et perspectives pour la France, PIPAME, Février 2019.
[3] Randy Bass, 'The Impact of Technology on the Future of Human Learning Bass', Change,The Magazine of Higher Learning, 2018.

Digital transformation thus reveals many opportunities and challenges, particularly concerning: 1/ the trainer-coach of tomorrow; 2/ the use of massive tools and data; 3/ ethics related to information and knowledge.

In the near future, robotization and automation will free up time for the trainer and the coach. What to do with this available time? Used in a virtuous way, it could, for example, accentuate the role of facilitator and expert for the trainer and the coach. They can then focus on the development of human capacities related to critical thinking, creativity, cooperation and emotions. However, the introduction of these new technologies into the training and coaching processes sends the trainer, the coach and the organisations in which they work back to their own skills and the need to develop multidisciplinary teams composed of IT specialists, data analysts, trainers and coaches.

Similarly, the use of chatbots and collaborative platforms, thematic online training, self-assessment and self-efficacy awareness, learning through immersive experience (virtual reality, video games), processing and analysis of digital socio-economic data, the qualitative and cross-border development of exchanges with potential stakeholders in its future entrepreneurial activity,... are all (non-exhaustive) illustrations that open up real opportunities to improve our training and support practices, provided that this is what we have decided and chosen to do. It should be noted that these technologies, which will generate a new form of intelligence, remain on the level of mechanics, based essentially on the use of sophisticated algorithms. In other words, they are tools for which the responsibility for the use and effects produced rests with the human user.

In addition, digital transformation raises fundamental, very pragmatic ethical questions for the trainer and the support personnel: how to identify the reliability of the information collected? How does this information constitute real knowledge that is useful for learning and developing one's skills and entrepreneurial project? How can one access all the information without having to free oneself from access rights via private companies? How to mobilize royalty-free information?...

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This call for contributions aims to stimulate exchanges between researchers, teachers and support practitioners. Its intention is to draw out theoretical and practical contributions and initiate a discussion on how universities, business schools, support structures and other actors in the support and training of entrepreneurs can respond to these new challenges.

This call, which aims to explore the impact of digital transformations and societal evolutions on training and entrepreneurial support, welcomes proposals that will address, among other subjects, the following topics:

The identification of the challenges and opportunities generated by the emergence of digital technologies in the field of entrepreneurship training and support practices.

- New training and support models:
  - The relevance, effectiveness and efficiency of new teaching and support models
  - The relevance, effectiveness and efficiency of new support models (university hubs, maker-spaces, accelerators, virtual incubators, etc.)

- Trainers and coaches:
  - The digitalization and emergence of new profiles of trainers, coaches and pedagogical teams (multidisciplinary, generalist, analytical specialists, etc.)
  - How do new technologies impact the relationship between: trainers, students, colleagues and hierarchy?
  - Distance vs. Proximity between the learner (student and project leader) and the trainer-coach

- Educational tools and learning spaces:
  - Pedagogical and content developments at the curriculum level
  - Online learning sources: balance between in and out content
  - The new balance between human and non-human actors
  - New learning spaces

- Evaluation of training and practices:
  - Evaluation of practices and lessons using new digital technologies
  - The evolution of support systems and practices for entrepreneurs

- Organizations and the environment:
  - The way in which universities and business schools and public and private support organisations can use these technologies to redesign their teaching models
  - Partnership strategies to be adopted by institutions in response to new entrants in the education sector such as GAFAM, IBM and specialized SMEs
  - The new resources and skills required to support these digital changes

- Ethics and social responsibility:
  - The origin of information and its transformation into knowledge
  - Digitisation, ethics and the use of personal data

Deadline:
Submission   **By September 30, 2019 at the latest**
Publication   **September 2020**

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Editorial line

The Entreprendre et Innover review is a high-level popularization journal in the field of entrepreneurship and innovation published by DeBoeck University. Its ambition is to provide a readership of executives, entrepreneurs, and professionals in business creation networks and business leaders with original articles that are scientifically sound or innovative in terms of the ideas expressed, without taking the time required for academic publications. The journal is open to ALL disciplines and ALL perspectives that are interested in entrepreneurship and innovation.

As this review is primarily addressed to practitioners, we remain attentive to ensuring that the contributions have a concern for practical applications, entrepreneurial implications and/or policy recommendations. In this spirit, the contributions should:

- have a section explicitly referring to these concerns: the reader should always be able to say to him/herself at the end of the reading: and then? how does this article help me to act or to prepare my future actions more efficiently?

- adopt a more concrete and operational language than that used in academic journals: theory should not be absent but popularized, i.e. translated into simple terms. Abstract concepts must be explained and/or illustrated with practical examples.

- not accumulate scientific references: the aim is to choose a few useful reference authors to understand the subject, rather than highlighting the exhaustiveness of the academic literature on the subject. Scientific references should be cited exclusively through footnotes.

Details of the instructions to authors are available on the journal's website: Instructions to E&I authors (January 2014). It is imperative to respect them when you send your submission.

All submissions must be accompanied by the following two documents:

- The description sheet available here: E&I article submission form - January 2014.

- The anti-plagiarism declaration of honour available here: Anti-plagiarism declaration 2014-0824

Please send your submission and the corresponding forms to:

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