



**Hanzehogeschool
Groningen**

University of Applied Sciences



Understanding the effect of scaffolding on the development of entrepreneurial mindset profiles

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Jeroen Loef
Docent-Onderzoeker

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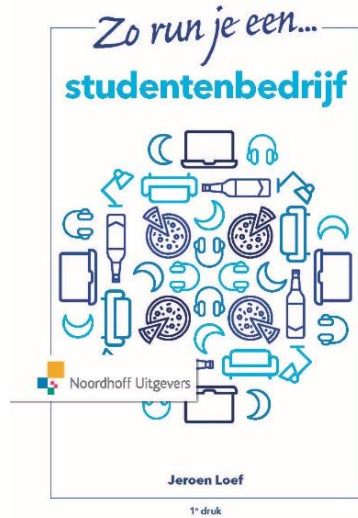
Bachelor of Commerce,
Master of Education
Promovendus in Ondernemerschap & onderwijs

Hogeschooldocent Ondernemerschap & Innovatie

Onderzoeker bij drie lectoraten:

- Marktgericht Ondernemen
- Ondernemen in Verandering
- Talent in Hoger Onderwijs & Samenleving

Adviseur voor startups en onderwijsinstellingen
Voorzitter van Stichting Jonge Honden



Understanding the development
of
entrepreneurial mindset profiles
in
effectual entrepreneurial educational programs
from
a contingent teaching perspective.

Aanleiding voor onderzoek

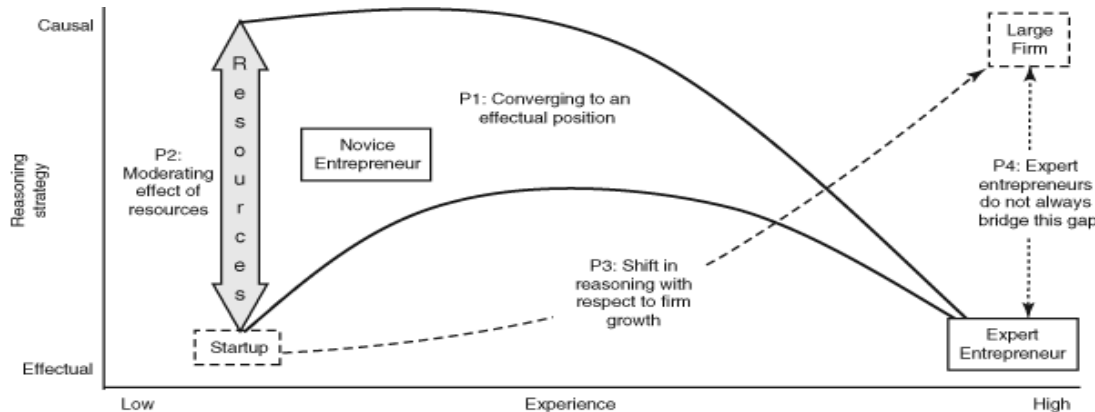
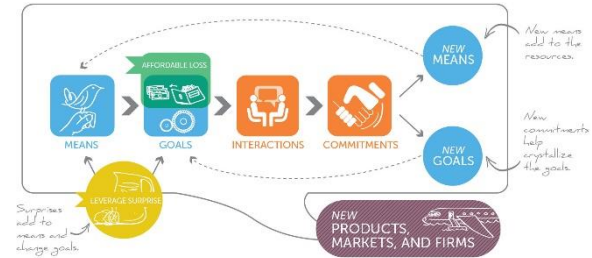
- Evaluaties van OOPs waren niet congruent.
- Dezelfde leerdoelen en leeruitkomsten leiden niet naar hetzelfde resultaat.
- Wat gebeurt er in het klaslokaal?
 - Kwaliteit van docenten verklaarde niet alles.

Wat zegt de literatuur?

- Effecten van OOPs zijn inconsistent
 - Effect vs Impact (Fayolle; Krueger; Walmsley)
- Nauw of breed perspectief op ondernemerschap?
 - Ondernemendheid versus ondernemerschap (Fayolle; Neck; Greene)
- Er is wel onderzocht welke modellen en gereedschappen zinnig zijn:
 - How to Become an Entrepreneur Educator & How to Teach Entrepreneurship (Jones; Krueger)
- Weinig tot geen onderzoek naar effectieve 'scaffolding' in OOPs

Effectuation: van novice naar expert

1. Individuele verschillen
2. Toegang tot kennisstructuren
3. Verschil tussen aannames & ervaringen
4. Reflectie op leren door te ervaren



- a. Motivatie
- b. Begrijpelijkheid
- c. Feedback
- d. Herhaling
- e. Geschiktheid

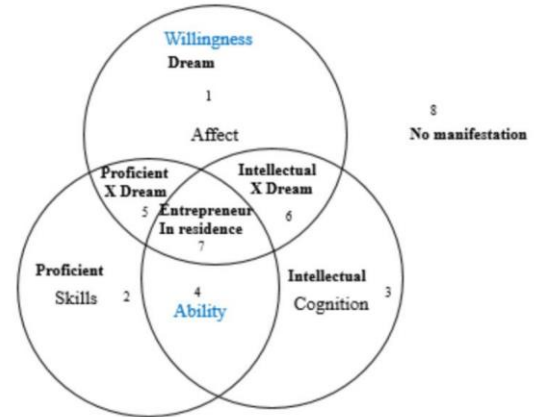
Read, S., & Sarasvathy, S. D. (2005). Knowing what to do and doing what you know: Effectuation as a form of entrepreneurial expertise. *The Journal of Private Equity*, 9(1), 45-62.

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Entrepreneurial Mindset (EMS)

“The ability and willingness of individuals to rapidly sense, act, and mobilize in response to a judgmental decision under uncertainty about a possible opportunity for gain” (Shepherd et al., 2010, p. 62).

The entrepreneurial mindset consists of **trainable** aspects willingness, skills and cognitive abilities – dynamic elements that **interplay and depend on context** (Hattenberg et al., 2021 AoM paper).



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EMS configuraties

Willingness	Inspired	Innovator	Entrepreneur
	Dreamer	Professional	Innovator
	Cog	Proficient	Expert
EMS	Ability		

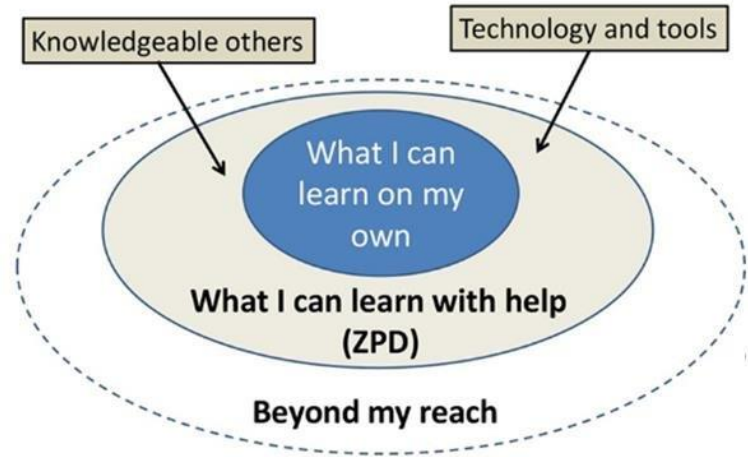
Loef, 2022

Zone van Naaste Ontwikkeling

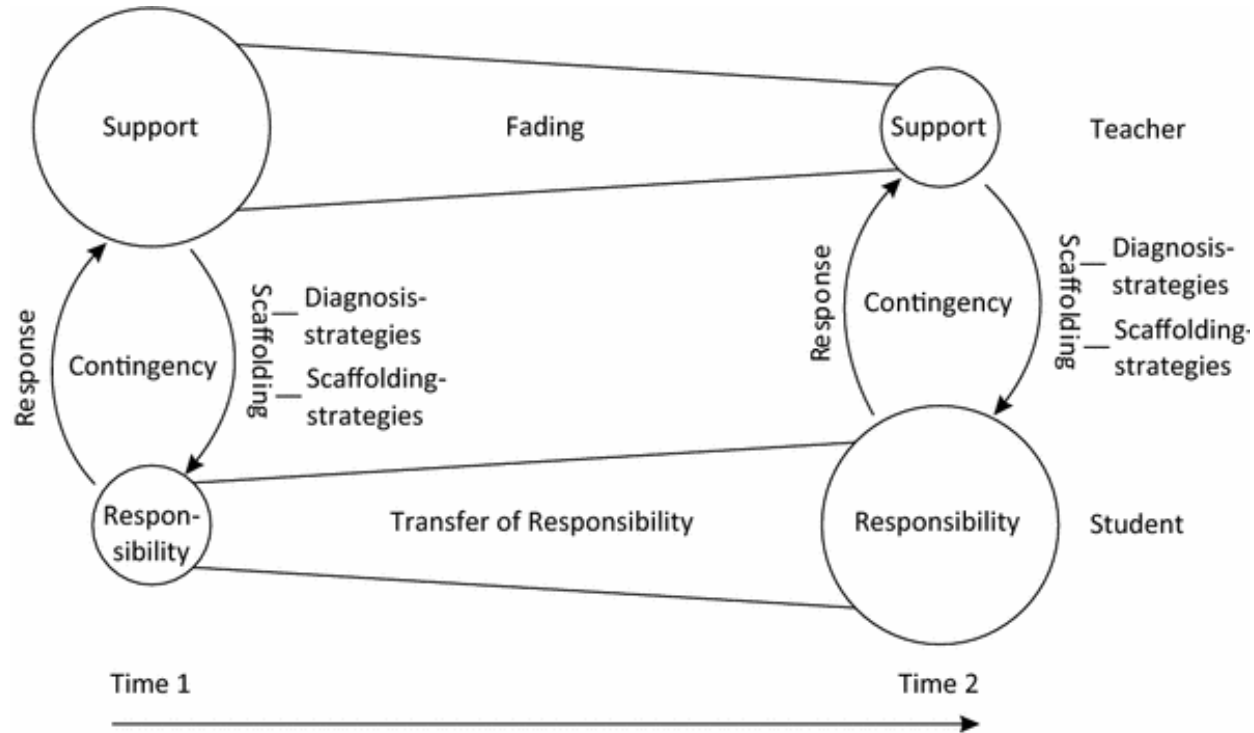
Vygotsky's Theory

The Zone of Proximal Development (ZPD)

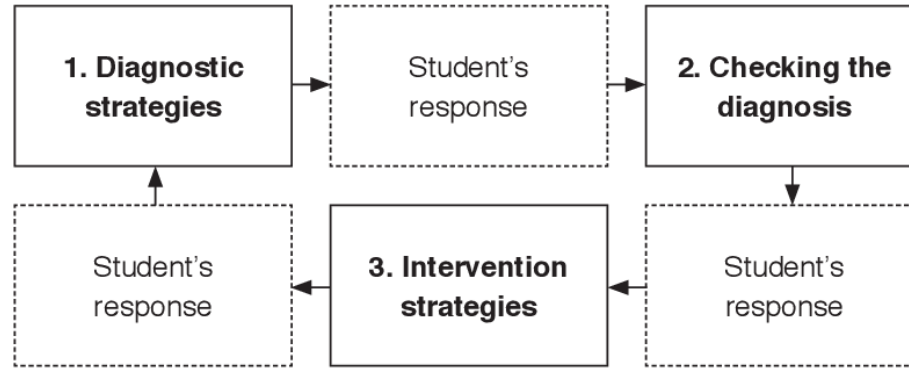
- Lower limit: what child achieves independently
- Upper limit: what can be achieved with assistance of able instructor
- Cognitive skills in process of maturing
- Scaffolding: changing level of support over course of teaching session to fit child's current performance level



Scaffolding (Van de Pol, 2012)



Meten van scaffolding

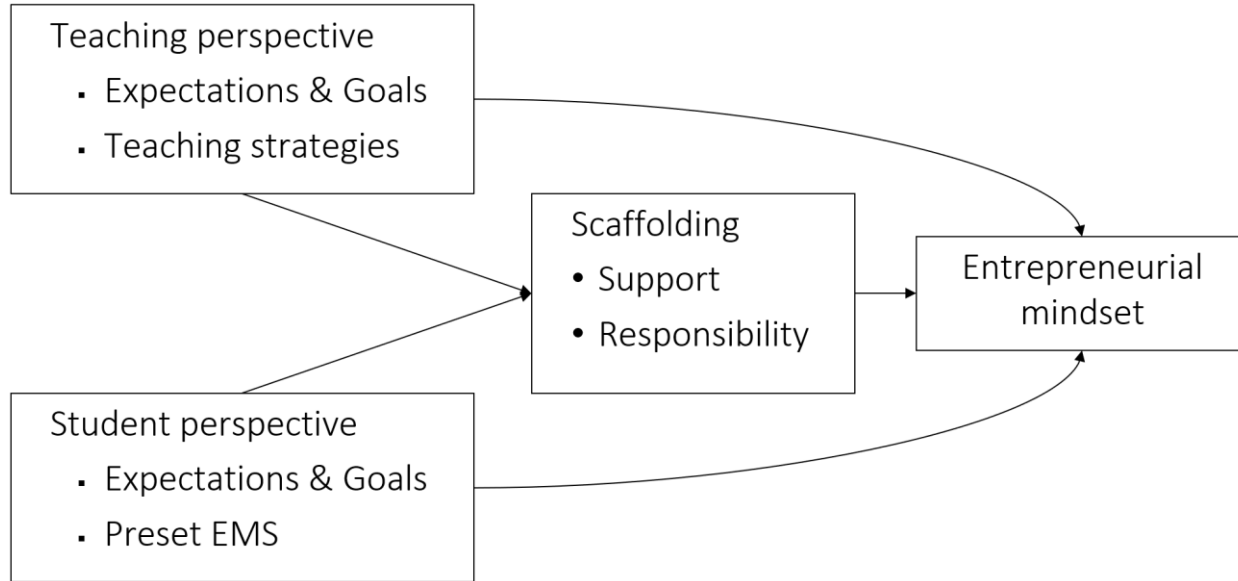


	STEP 1 Diagnostic strategies	STEP 2 Checking the diagnosis	STEP 3 Intervention strategies	STEP 4 Checking student's learning
Aim	Gain insights into the student's level of understanding	Check whether the teacher understood the student in the correct way	Give actual support or help to the student	Find out the student's new understandings after offering support

Vier onderzoeken

1. **Systematic Literature Review:** Effectieve 'scaffolding' in OOPs.
2. **Docent-perspectief:** Interviews; observaties.
3. **Student-perspectief:** EMP vragenlijst; dagboekstudies.
4. **Configuraties:** FsQCA om effectieve configuraties te onderscheiden.

Black box van OOPs openen



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Ruimte & Tijd voor Dialoog

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