

ENTREPRENEURIAL COMPETENCIES IN CREATIVE SPECIALTIES AS A KEY TO REGIONAL SPECIALIZATION

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Introduction

In 2015, the University of Tartu Viljandi Culture Academy was the first in the Estonian educational system to implement obligatory entrepreneurial studies across all programs (Rõigas et al, 2016). The experience across several years provides an opportunity to analyze to what extent the entrepreneurial competencies merge with the creative courses and how successful has been relating the university to the society as well as regional entrepreneurship through mentoring and supervision.

The main research question

How or to what extent are entrepreneurial competences integrated with creative specialties?

Research methods

The presentation analyzes, based on qualitative content analysis, the learning outcomes relating to entrepreneurial competence and study formats that develop creative entrepreneurship in the diploma study programs as well as broader regional collaboration in relation to entrepreneurial studies.

RESEARCH RESULTS

As a result of the analysis of the curricula it became clear that the level of generalization and detailedness concerning the terms of entrepreneurship competency differs across curricula within the Academy. Proceeding from the specific characteristics of the school, the curricula focus primarily on cultural competency and context comprehension. The economy related knowledge directly connected to entrepreneurship is, as a series of outcomes, mostly established in entrepreneurial courses and in interdisciplinary projects that show features of an educational environment supporting entrepreneurial culture.

Conclusions

The research results so far enable us to claim that the insufficient ties between the outcomes of the creative courses and the courses developing entrepreneurship at the Academy, and the culture supporting entrepreneurship have not been formed into an integrated whole. The uneven exercising of entrepreneurial discourse across courses may also demonstrate the inertia of lecturers in integrating the competency supporting entrepreneurship in their particular courses. This, as a whole, indicates a need for analysis within the region, however, most importantly in the Academy and eventually within the whole educational landscape. This knowledge enables us to influence the attitudes of lecturers in order to implement a formally well-functioning entrepreneurship studies, to involve supervisors and mentors, and consequently, allows better utilization of the competitive advantages based on the education and know-how of the region.

How does the practitioner research support the current field of practice-based educational research and/or how does it improve (future) educational practice?

Developing the entrepreneurial skills of teachers and students helps to integrate education into the world of work.



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