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Developing and Embedding a Pedagogy of Entrepreneurial Resilience in Third Level Education

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Abstract

This presentation will describe a project currently underway to develop and embed a pedagogy of *entrepreneurial resilience* in TU Dublin.

The Hunt Report (2011, p.37), identifies the need to ‘foster *entrepreneurial* imagination’ among graduates to prepare them for entering the workforce. Ireland’s National Skills Strategy 2026 (DES, 2016, p.17) envisages “... a stronger focus on providing skills development opportunities...” including the transversal skill of: “*entrepreneurship*” (p.33).

Entrepreneurship is generally associated with business activities, however entrepreneurial behaviours or *competencies* may be considered transversal and therefore domain neutral (EntreComp, 2016; p.11). This is helpful given that it is the arts, humanities and social sciences, rather than the STEM disciplines, that have consistently attracted the largest numbers of students into the Irish higher education system (Hunt, p.38), and that outcomes for *all* students must be considered.

Resilience, considered to be one’s ability to adapt well to adversity (Southwick *et al*, 2014), is associated with self-awareness, self-efficacy, dealing with adversity, and learning from experience (Reivich & Shatté, 2003). It is not a fixed trait and can be developed through a variety of interventions. As a means of dealing with uncertainty, setbacks and failures, resilience is embedded in the EU Entrecomp framework (Bacijalupo *et al.*, 2016) in competencies 2.1 self-awareness and self-efficacy, 2.2 motivation and perseverance, 3.3 coping with uncertainty, ambiguity and risk, and 3.5 learning through experience.

In this shared symposium, we want to reflect on what is most useful in a pedagogy of entrepreneurial resilience, using this as a learning platform, to engage those present, towards the development of a framework for third level educators to embed entrepreneurial resilience into their teaching, learning and assessment for the benefit of their students.