Activist Strategies: Getting Past Peripheral Participation… …and Empowering Reluctant Activists!

David Clemson – d.clemson@lsbu.ac.uk
London South Bank University/London RCE
Washad Emambocus
London South Bank University

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Introductory Discussions

- Why are we here?
- Interested in enterprise/entrepreneurship education…
- I want to be here? I *have* to be here? (who told you?)
- Let's suppose we do *want* to be here and we are *interested*…talk about it!
- What about those situations when you find yourselves wondering about why so 'participants' are there… present but not really 'with you'?
- Levels of engagement and the legitimate peripheral participant
- Talk with each other about your experiences of this phenomena

Workshop Session Plan

- Work groups – ideally 4 groups, with 3-5 people in each

- Interaction within groups *and* between groups

- As participants: wherever there is a question mark (?) then that's an invitation to discuss…

- Themes and outcomings:

  - Contested narratives (and negotiation?)
  - Communities of Practice, mainstream or marginal?
  - Context of institutional power, self-authorship, knowledge and innovation within enterprise education
  - Shared IEEC 2015 vision for 2020

Institutional Support and Participation

- What does 'institutional support' look like? How do you experience this?
- Participation
  - Legitimate?
  - Peripheral?
  - Reputation?
  - Strategic importance of enterprise education?
- Dialogic approach – bringing forth complexity narratives
- Impact and effectiveness measures…'killing off' the exceptional? New forms of conformity and institutional behaviours

Preliminary discussion in work groups:

What approaches might 'kill off' imaginative and creative participation?

Which might you (as an educator/change agent) use? (Yes – we are asking you to identify how you could destroy imagination and creativity!)

What about your students? Power within peer-groups…

Institutional and Personal Perspectives

- Institutional support for enterprise/entrepreneurship education and associated activities is a strategic focus for essentially all HEIs

- Clarity of purpose – 'what it means for me' – is far less common at the individual or small group level

- Leads to duplication of effort, lack of coordination, poor communication…

- 'Real world impact' and visibility (who are the 'heroes'?)

- Negative 'aura' associated with enterprise *unless* it has large financial income generating capacity…

- Structural prejudice…

- Giving 'permission' for self-authorship

Enterprise Education and Participation

- Differentiating between learning 'about' and learning 'for'…
- What could *inauthentic* participation look like?
- What *effects* could this have?
- Pushing the dogma…
- Driving away legitimate peripheral participants
- Subtle power and sabotage…
- Authentic participation…empowerment and communities of practice
- The '+1 strategy' to alter balance (enantiodromia)

Theoretical Underpinnings

- Action research frameworks
- James Hillman's Kinds of Power
- Rawlinson's Quadrant Model – particularly the 'Hot-Unstructured' approach (Schlamm)
- Scale and fractal properties (formological systems)
- Crowd psychology and social mood, aspects of agency (systems thinking, systems interaction – conscious/ unconscious – liminality)

Negatives…

- We have been discussing some very negative and destructive aspects of individual and institutional behaviours…
    - Reactions, reflections on these…
    - Counterproductive activities and behaviours that may alienate peripheral participants from enterprise activities
    - Questions over the legitimacy of enterprise activities
- So what can <u>you</u> do about it? (Gareth Morgan's 15%) What influence have you over the other 85%?

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…and Positives!

- Working the positives (the '+1 strategy')
- Making a difference
- Building capacity
- Where do you expect to be in 4 to 5 years time with enterprise/ entrepreneurship education? Consider from individual, institutional and group perspective

- Drawing these narratives together to build into our shared IEEC 2015 vision for 2020

- Reality checks and moving towards Rawlinson's 'Cool-Structured' approach
- Importance of educator development

Ways of Representing Narratives…

- Brief presentations…
- Plays
- Poetry
- Pictures
- Word clouds

- Using this approach to actively 'draw out' narratives
- Academic staff, enterprise staff, community groups, student groups, institutional management – representation matters
- Equality and self-authorship are critical for success and are an emergent property of this systems approach
- Diversity within working groups leads to greater effectiveness

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