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Abstract

Understanding the potential and dynamics of entrepreneurship in education requires a better understanding of how universities function as knowledge communities, and the role of students in such milieu. This understanding can reveal how universities' teaching activities influence the development of students' entrepreneurial orientations and competencies. This article argues that entrepreneurship education has not yet fulfilled its potential partly due to a poor fit with other knowledge activities within universities. It proposes that a future research agenda for universities' entrepreneurship education should focus more on how entrepreneurship activities fit with universities' core knowledge community activities. This would allow a coherent understanding to emerge of the potentials and limitations of universities' contributions to the inculcation of entrepreneurial attitudes. (HRK / Abstract übernommen)