

Special Issue

Entrepreneurship Education: Moving Forward for the Next Generation of Graduate Entrepreneurs

Message from the Guest Editors

This Special Issue aims to gather research on the abovementioned issues to provide insights for the education of the next generation of graduate entrepreneurs. Indicative, but not exhaustive, research questions could include the following:

- Which are appropriate methods to teach entrepreneurship with a significant impact on students?
- How do we assess our actual impact on learners?
- How do teaching methods and pedagogies relate to entrepreneurial learning processes (e.g., cognitive, participatory, situated, social, etc.)?
- How do educators reflect on their hitherto practice and methods in entrepreneurship education?
- How does entrepreneurship in education relate to other competences and well-being?
- How does entrepreneurship education evolve in different educational levels (primary, secondary, tertiary) and settings (formal, non-formal, informal)?
- How does entrepreneurship education relate to sustainability and social change?
- How do programs balance the learning of knowledge, deep cognitive change (the mindset), skills, and behaviors?

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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