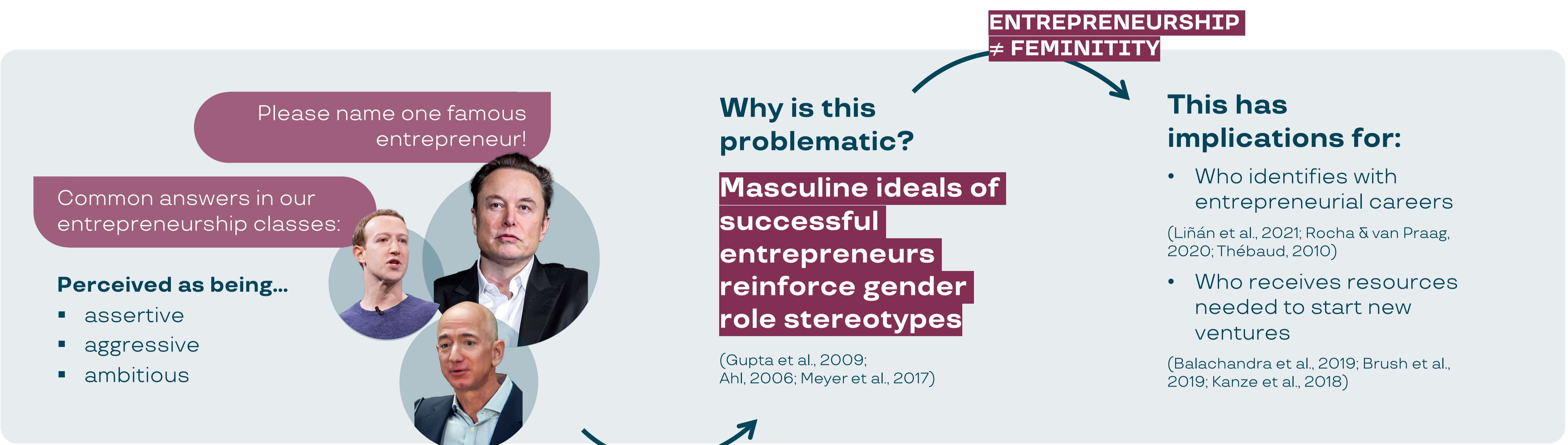




Promoting a Contemporary Image of Entrepreneurial Careers

A Course Concept to Address Gender Role Stereotypes Through Entrepreneurship Education

Sundermeier & Steenblock (2024), Journal of Management Education



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How can entrepreneurship educators challenge gender role stereotypes and inspire diverse participants for an entrepreneurial career?

Study context: The „WoMenventures“ Course

- Interdisciplinary Entrepreneurship Summer School at Freie Universität Berlin: 122 participants from Berlin universities (2017–today)
- Learning outcomes were evaluated qualitatively during, immediately after, and one year post-course

We use Transformational Learning Theory and the Power of Nudging



- Lessons Learned**
- 1) Pedagogical nudges can transform how students think, feel, and act regarding entrepreneurship.
 - 2) Instead of “fixing” women, pedagogical nudges prompt reflection on whether the image of entrepreneurship and its context require change—that is, fixing the system.
 - 3) Small content and instructional changes inspire participants of all genders.
 - 4) The positive effects on entrepreneurial career aspirations may wane over time as pedagogical nudges face “competing realities” post-graduation.

Join The Conversation!

Try applying pedagogical nudges in your own teaching and share your experiences with us!
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