

EDUNOVATIC2022

CONFERENCE PROCEEDINGS

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on Education, Innovation and ICT

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Publisher: Adaya Press
www.adayapress.com

Editor: REDINE, Red de Investigación e Innovación Educativa, Madrid, Spain
redine.investigacion@gmail.com
Text © The Editor and the Authors 2022
Cover design: REDINE
Cover image: Pixabay.com (CC0 Public Domain)
www.edunovatic.org

ISBN 978-84-124511-7-7

DOI: <https://doi.org/10.58909/adc22447986>

Languages: English, Spanish and Portuguese.

The Organizing Committee of EDUNOVATIC 2022, 7th Virtual International Conference on Education, Innovation and ICT as well as the editor of this publication are not responsible for the opinions and ideas expressed in the works included in this Conference Proceedings.

Special thanks are due to Adaya Press for the contribution and support in the editing process of this Conference Proceedings.

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Suggested citation:

REDINE (Ed.). (2022). *Conference Proceedings EDUNOVATIC 2022*. Madrid, Spain: Adaya Press.
<https://doi.org/10.58909/adc22447986>

La autopercepción de la competencia emprendedora de futuros maestros/as de educación primaria

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Resumen

La investigación sobre la competencia emprendedora en el ámbito educativo está en pleno desarrollo, sobre todo desde que en el 2006 el Parlamento Europeo y el Consejo de la Unión Europea (2006) destacaran la competencia emprendedora como una de las ocho competencias clave para la formación permanente. Ejemplo de ello es la publicación de los marcos europeos de la competencia emprendedora EntreComp (Bacigalupo *et al.*, 20016) y EntreCompEdu (Grigg, 2020). Su objetivo no es otro que el de dotar a las personas, entre ellas al profesorado de los distintos niveles educativos, de un amplio abanico de competencias clave que contribuyan al desarrollo personal, la inclusión social, la ciudadanía activa y el empleo. El presente estudio parte de la necesidad de formar al futuro profesorado emprendedor o teacherpreneur (Arruti *et al.*, 2021). Su objetivo es elaborar un cuestionario que permita evaluar la autopercepción de la competencia emprendedora (subcompetencias conocimiento y conciencia emprendedora, y evaluación de EntreCompEdu) del futuro profesorado de educación primaria. Tras elaborar el cuestionario y someterlo a un juicio de expertos, se envía al alumnado de distintas promociones del grado en educación primaria de la Universidad de Deusto (304 sujetos). Se reciben 182 respuestas (60%) y se concluye que con una confianza del 95% y un margen de error del 5%, la muestra resulta ser representativa. Entre los resultados obtenidos destacan los siguientes: media significativamente superior en la subcompetencia conocimiento y conciencia emprendedora del alumnado de promociones antiguas frente al del actual curso académico; influencia significativa del género, que no de la promoción, del alumnado en ambas subcompetencias, siendo más alta en las mujeres que en los hombres; desconocimiento de un 85.2% de la muestra de la existencia de EntreComp y EntreCompEdu; y, conocimiento por parte de tan solo un 28% de los encuestados de la finalidad y los beneficios de la educación emprendedora. Sigue llamando la atención que haya alumnos/as (12,6%) que afirman que no evaluarán las competencias emprendedoras o que creen que el profesorado no deba hacerlo. Estos resultados nos permiten seguir insistiendo en la necesidad de incluir la competencia emprendedora en los planes de estudios del grado en educación primaria, como se ha hecho en la nueva ley educativa española.

Palabras clave: Emprendimiento; Competencia Emprendedora; Educación Primaria; Formación Inicial; Profesorado; Teacherpreneurs.

The self-perception of the entrepreneurial competence of future primary school teachers

Abstract

Research on entrepreneurial competence in education is in full swing, especially since 2006 when the European Parliament and the Council of the European Union (2006) highlighted entrepreneurial competence as one of the eight key competences for lifelong learning. An example of this is the publication of the European entrepreneurial competence frameworks EntreComp (Bacigalupo *et al.*, 20016) and EntreCompEdu (Grigg, 2020). Their aim is none other than to equip people, including teachers at different educational levels, with a wide range of key competences that contribute to personal development, social inclusion, active citizenship and employment. This study is based on the need to train future teacherpreneurs (Arruti *et al.*, 2021). Its aim is to develop a questionnaire to assess the self-perception of the entrepreneurial competence (sub-competences entrepreneurial knowledge and awareness, and evaluation of EntreCompEdu) of future primary education teachers. After drawing up the questionnaire and submitting it to expert judgement, it was sent to students from different promotions of the degree in primary education at the University of Deusto (304 subjects). A total of 182 responses (60%) were received and it was concluded that with a confidence level of 95% and a margin of error of 5%, the sample was representative. Among the results obtained, the following stand out: significantly higher average in the sub-competence of entrepreneurial knowledge and awareness of students from previous years compared to the current academic year; significant influence of gender, not promotion, of the students in both sub-competences, being higher in women than in men; 85.2% of the sample were unaware of the existence of EntreComp and EntreCompEdu; and only 28% of the respondents were aware of the purpose and benefits of entrepreneurial education. It is still striking that there are students (12.6%) who say that they will not assess entrepreneurial skills or that they believe that teachers should not do so. These results allow us to continue to insist on the need to include entrepreneurial skills in the curricula of the primary education degree, as has been done in the new Spanish education law.

Keywords: Entrepreneurship; Entrepreneurial Competence; Primary Education; Initial Training; Pre-service Teachers; Teacherpreneurs.

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