

Hello and welcome to our Good Place Podcast
that is run by good place innovators.

A team of researchers,
educators and student fellows passionate
about transforming communities with
an extra sensitive eye for our place,
local context and through community needs.

Our goal is to inspire educators to
connect to their place and transform.
Curriculum enabling students grow into
responsible citizens with curious mind
and a greater sense of belonging.

My name is Ratka Newton.

I'm a senior teaching fellow in
strategy and innovation at Lancaster
University Management School.

I'm also an education service designer and
elite of good place innovators project.

Funded by the Enterprise Educators UK.

Our project demonstrates the
importance of why the understanding
of enterprise in the social context.

The very topic that was
picked up by my colleague,
Doctor John Larte,
a lecturer from Lancaster University
Management School who is here with me today.

Joanne, welcome it's great
pleasure to have you here with us.

Today's episode is very special because we will speak directly about connecting students to places within entrepreneurship education.

John,

your article from 2021 speaks directly to our.

Project theme and you're really heighten the awareness of the importance of connecting students to places and engaging them in understanding the relationship between entrepreneurship, local communities and local economies within the curriculum.

I'm just really curious to understand how did you become interested in this topic?

What did you draw the inspiration from?

Thank you very much,

Richard.

Didn't spiration really came from readings in cultural geography about the importance of place in people's lives and two of the really Seminole pieces of work in that area were Edward, Ralph, and Yufu Chuan, who had been influential in starting much debate about the effective

relationship between people and places
and then from vessels work of Jeff Malpas,
who highlighted the centrality
of place in our existence.

You know, when we think of the question,
is there anything that we do
that's not within the place?

Are any of our.

Memories not attached to a particular place,
so these were really big questions to
start asking and then these bodies of
work also point out how we are losing
the language of place we are becoming.

In one sense,

Placeless as we are becoming increasingly
global as we're becoming more transient,
we move from place to place with
little regard for the places we
visit and the places that we live in.

We are becoming less consciously aware
of the importance of places in our lives.

More recently.

Has also been a discussions
about the effective relationship
between people and places.

Might have importance for
the sustainability agenda to.

The more we care for places,
the more we want to look after those places,

not only for the people in those places,
but also for the natural environment.

So it was after reading this work,
but I started to realize that place
is not often regarded or captured
within an entrepreneurship education.

In fact,
entrepreneur education in one
sense might be thought
of as taught in a kind of non placed way.

Well, these are really interesting points.

John and you know I really like how
you talk about this transient notion
and we spoke earlier today about
how our students just come and go
sometimes never even leave the compass.

So I was really pleased to read your article.

And you know how you explicitly
talk about the place based pedagogy,
and I'm just thinking,

can you give us a bit of a definition
of this of this perspective and
of the scope of this concept?

Yeah, absolutely.

And and I think place based pedagogy
has a kind of history when we
look back to the kind of the far
history of where this came from.

It was really inspired by the the
seminal work of Paulo Freire and is
called for more critical pedagogies
and for educators and students.

To be able to read the world and
understand situated experiences.

So one of his main arguments was that
you know we would do much teaching
in the classroom, which is OK.

We learn, you know, theories and ideas,
but really,

those ideas really only really
make sense when we're actually
in the particular environment.

Whether that's a natural environment
or whether it's a built environment,
whether it's communities or
businesses to really,
that's kind of where the original kind
of inspiration for this came from.

And then there's been much
work looking at place.

These pedagogies,
and how we can get particularly
students within the natural and life
sciences and working within the
natural environment and understanding
how that works in particular
environments in particular settings.

So it's really about that immersion in particular places that we can't just educate students within a classroom. It has to be based within particular places, and it's great to really be talking about it here in the frame of management school and in the frame. The entrepreneurial learning as well because I guess we all remember our geological trips, maybe as school kids, and it's probably for other subjects. It's much more natural than for us in entrepreneurial learning, and you've developed a framework Joanne integrating place into entrepreneurial education and into the curriculum. And can you please maybe just guide us through that framework and reflect on list of opportunities for us as educators to incorporate place into the curriculum. My main ideas came from the work of David Greenwood because he wrote about critical pedagogies of place and came up with a framework that I bet then based my my own paper on and he talked about different perspective or different dimensions of place.

So one perspective is a phenomenological.

So this is a lived experience.

So understanding places by the people who live their lives in those particular places.

So talking to the people and understanding what place means for those particular people to really understand.

Those places and the meanings of those places,

there's also the sociological dimension and understanding the cultures and customs of a particular place.

You know it's OK to, you know, we all we have international students at Lancaster University, you know, and that understanding of their own places as well as the place of Lancaster.

And what Lancaster means, and that that that enables them to reflect on their own places and what their own places mean.

There's also ideological political dimension and understanding whose voices are heard.

In a particular place whose voices have some kind of power within those places, and particularly for entrepreneurship and what happens in entrepreneurship, what decisions get made in terms of which businesses start up,

et cetera, and importantly,
in particularly these days,
is the ecological dimension and how
activities in the place might support
or degrade the natural environment,
and thinking more about that,
and in Orlando, as there's such a,
it's such a beautiful place,
and you sometimes think you
know students are missing out.

But like you said,
you know.

Their understanding of a place when
there are maybe returning to their home
countries and thinking about setting
up a new venture and listening to the
local people listening to those voices,
understanding maybe the political
agenda as well that's so important,
so important in our curriculum and
in our previous episodes we spoke a
lot about the emotional dimension of
a place and the emotional connection
of entrepreneurs with their locality.

We spoke about pride about that.

Of sense of belonging?

How does this correspond with the
dimensions in your framework,

when you reflect on what you've
just described?

And what about the emotion
the emotional connection?

Is there a place for that?

No, absolutely so.

Emotional attachment is important,
you know,

going back to the work of cultural
geographers like Ralph and Juan,

they highlighted that connection
between people and places,

and that emotional connection that
attachment to particular places

important to our lives and obviously.

David Greenwood's work you know is based
on that as well and takes ideas from that.

But really,

you know phenomenological is,

you know,

for meanings that places have towards you

know there's an emotional connection there,

but it's more than just emotion as well.

It's a kind of social construction

of those places as well,

which lead to particular emotional

attachments to those places.

You know when we think about you,

know the political landscape,

you know that creates emotion
around the political and voices
which are heard and also.

Increasingly natural environments as
well and people getting more passionate
and emotional about you know the effect
that we're having on on the environment.

And I,

I guess tuning into these emotions
of the place as well should really
inform entrepreneurs in their endeavor,
you know.

And setting up new ventures and really
understanding the needs of the communities.

But you know,

as you said it,

is not an easy ask and everybody
has probably different emotional
attachments to their place.

Especially,

you know,

for our students when they come to
a place where they've never been before.

I guess you probably have different emotional
attachment to the place where you come from.

That might be you move somewhere else.

You want to stop at business,

so these emotions are probably

very varied stuff. Keep returning
to one question in this podcast.

And it's about how do entrepreneurs
navigate their relationship with the
place and how are they actually able to
understand the dynamics of the place,
the needs of the communities.

I mean, that's quite complex and we said,
you know, it's it's almost an emotionally
intelligent aspect, isn't it?

So I wonder,
what do you think about us as educators?

Do we have a role in facilitating
this as a learning for our students?

I think absolutely,
and I think for me it kind of comes down
to the importance of the language of place,
and I think as educators in
whatever our it may be,

I think we play such an important role in
bringing different languages to before.

Crowned the students,
and I think place.

We don't really mention in many
subjects apart from cultural geography,
and increasingly more and more areas of
study of making that connection to play.

So it was an increasing body of
work on entrepreneurship and

place on entrepreneurship,
education and place so that language
of place is becoming increasingly
important and increasingly in
the foreground of what we're how
we're engaging with students.
And the more we get students.
Thinking about places and that
are important to them,
and talking about those places that
are important to them and the impact
that entrepreneurship has had on
whether negative or whether positive or no,
play those places.

The more then we can make that greater
connection to place and realize how
important places are within our lives.
And they aren't they.

I mean,
you know when I think about my place,
where I come from and that sort of
social capital of the entrepreneurs.

It's it's.

Such a complex web that we all need to
appreciate and can I just add to that?

I think that's that's really important is,
and I think this is also relates to
how we bring in critical pedagogies as

well into the entrepreneurship curriculum,
because I think what strongly,
in terms of the values that
underpin what we teach you know,
is kind of thinking about to
move away from entrepreneurship
education as just about making money.

I think that's the problem with
that is it becomes a meaningless.

Activity in itself,
so we have to be careful that we're
we're moving towards entrepreneurship
education that has meaning in people's
lives that we're doing something to
make a positive difference to the world.

And I think that's where a place
can come in and be really important
in terms of giving entrepreneurial
education some meaning and some
underlying values that underpins
what we're trying to do.

I think you know I've seen more
and more students
coming actually with this agenda.

You know the the young people.
Our really thinking about wanting to
make a difference in their communities.

We have a lot of students from India
from China and they are, you know,

grappling with complex issues and
they are not just coming here to
learn how to make money for sure.

So the more explicit we are in
our own teaching and learning,
I think the students would appreciate
it as well, wouldn't they?

And you know as we speak about
the curriculum,

I wonder from your experience
working with students and interacting
with local entrepreneurs.

Go to the students and the entrepreneurs
articulate their connection to place.

That's a really interesting
question because I think this is.

This is something that really excites
me actually is because in discussions
with small business owners or with students,
as soon as you start to engage them
into talking about the places that
are important to them, to them,
you see some kind of excitement
and kind of thinking.

Oh wow, I've never thought of that before.

I've never really thought about my
connections as small business owner to
this place. And how do I contribute?

Make this place a better place for everybody around me and the same as students in thinking about the impact that entrepreneurship has had on the places that are important to them, and even how entrepreneurship has changed the places even within students on lifetime, they can see the difference that entrepreneurship has had on those places.

So I think this is really important as well as is as soon as we engage students and small business owners in talking about the places that are important then to them.

Care for wonderful stories about places and why, and it draws it brings out why place is really important in our lives and the places that matter to us and you start to get into a really nice rich conversation with students and local business owners.

Well, you wouldn't be surprised.

Joanne,
that I'm also intrigued then to know what would be your personal definition of place.

OK,
so this is a tricky question to answer as places for me are in

viewed with the kind of meaning.

The people,

so it's about this meaning that
we give to our kind of existence
and the places we've where our
existence kind of makes sense for us.

So places can be towns or cities.

Equally it can be more specific
locations within those towns and cities,
maybe particular buildings or
particular meeting places, cafes,
restaurants, dancing places,
or even green spaces such as parks,
mountains, hillsides or even places.

We've been our own homes, you know.

So there's many different kind of.

You know?

You know what places can be in white
places that are really important to us,
and often there's a number of
places that have special meaning
to us and are in different ways
that we engage with those places.

So places are kind of anywhere and or
anything that's special to us and places
that we care about and want to look after.

And Joanne, what's your special blaze?

Would you share with our listeners?

Do you have your own personal place where you might be recharged or where you keep returning to for some specific?

Reason no, it's a good question.

I think the hills I I like the hills.

I like going, walking, running in the hills, cycling in the hills.

So yeah, that's my kind of point of inspiration and nice to think about some of the work that I'm doing at the time.

Well, thank you so much John.

We're coming to the end of this episode and we will share the links to the papers that John mentioned in this discussion on the portal of the website.

So thank you so much for your time.

That's all for today and I hope you enjoyed addressing the opportunities.

In the curriculum bringing place together and closer to our students, enabling connections that are readily available and yet missed in our classroom, we hope this has inspired you to take that leap and look for local opportunities to define your place as a learning resource.

Your students as placemakers and yourself as a place advocate.

So stay tuned and do drop us a message or comment to contribute

to this very rich discussion.

Perhaps you have another view.

We have not explored yet until next time,

take care.