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## 論文の内容の要旨

This study was designed to examine how the entrepreneur education model causes image transition of entrepreneurship and entrepreneurs amongst high school students and how they incorporate the ideas into their career choices. The major research question of this study (MRQ) is how high school students acquired, shared, and utilized knowledge obtained from the entrepreneurial education program.

Various statistical data show that entrepreneurial activities are slow in Japan. Thus, Japanese government established a policy to implement entrepreneurship education throughout primary and secondary schools. However, previous studies focus on university students; there are not many studies conducted to examine the effectiveness of entrepreneurship education for primary and secondary school students. This study is to reveal the learning process of high school students attending the program and to examine the significance and effectiveness of the entrepreneurial education program.

The targets of this study were 22 high school students participating in an entrepreneurial education program at a high school in Aomori prefecture in the academic year of 2013 to 2014.

The major categories of the findings of this study are: 1) understanding on the characteristics of entrepreneurs, 2) understanding on the entrepreneurial activities, and 3) impact on the students' perception of career goal.

Regarding the first category, students highly respected entrepreneurs and saw them as almighty beings even before the implementation of the program. Although the significant gap between the image of entrepreneurs and low self-affirmation level forced them to exclude becoming an entrepreneur from their career goal, students started to realize that entrepreneurs also have to go through self-betterment through experience after participating in quasi-entrepreneurial activities throughout the program. In terms of their understanding on the entrepreneurial activities, one of the top reasons that students were not seeing entrepreneurship as their career goal was the high risk associated with such activities. However, as they exchanged various

opinions and looked for solutions to assignments, they learned that entrepreneurship does not always mean that they have to form a company alone or that some risks can be controlled with their own capabilities. Finally, regarding the impact on the students' perception of career goal, students enhanced their knowledge to overcome the obstacles they faced during activities and recognized their aptitude to become an entrepreneur. As a result, they started considering entrepreneurship as one option.

From these results, as a theoretical implication, the study constructs a “Knowledge Process Model for Entrepreneurship Education based on Active Learning Methodology.” This model is consisted of the following 4 phases which explain how participants of the entrepreneurship education program acquire knowledge: “Classroom knowledge”, “Knowledge of resource”, “Actual experience-knowledge,” and “Reflective experience-knowledge.” “Classroom knowledge” is obtained when students learn entrepreneurship, entrepreneurial activities, existing managerial theories, and management activities in lecture style based on textbooks. During this phase, the style of education is such that teachers deliver codified knowledge to students. In the phase of “Knowledge of resource,” students try to tackle assignments given to them as entrepreneurs through active learning. Students try to apply “Classroom knowledge” to the challenge they face; however, they realize that they do not possess enough knowledge or capabilities. Then, they utilize implicit knowledge that they gained through management activities that they see in everyday life as the source of ideas. Students bring such implicit knowledge to the classroom to tackle team assignments. This is the phase of “Actual experience-knowledge.” Team actively exchange opinions, conduct aggressive discussions, and give each other feedback to generate optimal solutions by creating, sharing, and utilizing knowledge necessary to solve the assignment given to them. With this process, students undergo the acquisition of “actual experience-knowledge.” Finally, when students reflect the series of activities they experienced in active learning process, they reach the phase of “Reflective experience-knowledge” where students turn the knowledge on entrepreneurship and entrepreneurial activities into “codified knowledge.” After this point, they return to “Classroom knowledge” to put “experience-knowledge” straight and better understand in the classroom setting.

Keywords: Entrepreneurship Education, Career Goal, High School Students, Knowledge Process, Active Learning

## 論文審査の結果の要旨

本論文は、2013 年から 14 年にかけて青森県立X高校の 2 年生と 3 年生の生徒 22 人を対象に実施した起業家教育において、「アクティブ・ラーニングによる起業家教育を受講した高校生は、どのような知識をいかに創造・共有・活用したのか？」を、ナレッジマネジメントの視点から明らかにした実証的・理論的なアクションリサーチである。

日本の人口減少に伴う経済縮小と経済成長率の停滞を打破するためのイノベーションの必要性が唱えられている。しかし、日本ではイノベーションの担い手として期待されている起業家のイメージは悪く、起業家教育も成果は上がっていない。本論文の背景には、そのような問題の解決に貢献したいという思

いと、起業をキャリアの選択肢として意識してもらうためには、キャリアを意識し始める高校レベルの起業家教育が必要だが、そのような起業家教育の実践も研究もほとんどないという問題意識がある。

本論文は、予備的調査として青森県の商業高校生 2,578 人を対象にした起業家度テスト(既存の英語版を翻訳した日本語版)により起業家特性に対する自己認識を測定し、ロジスティック回帰分析を行った。次に、X高校全生徒への 3 回の(主に量的)アンケート調査、さらに起業家教育の受講予定者全員への半構造化インタビューと受講者グループによる3度の販売活動についての感想文の質的データのコーディングを分析ソフト SCAT で行った。

これらの分析の結果に基づき、上記のリサーチクエスションの答えとして、起業家や起業活動、経営学理論や分析手法などについての知識を授業を通して伝授(共有)する第1過程、起業アイデアを实践しようとして自分たちに知識や能力が不足していることと自分たちの暗黙知が発想の源泉になることに気づく第2過程、試行錯誤しながら活動する中で体験知を蓄積する第3過程、活動を振り返ることで体験知を経験知に変える第4過程の4つの過程が存在したことを発見事項として提示し、その事実から「教室の知」、「源泉の知」、「体験の知」、「経験の知」の4つのフェイズから成る、アクティブ・ラーニングによる起業家教育の知識プロセスを説明するための理論的モデルとして提示した。

以上、本論文はアクティブ・ラーニングによる起業家教育の実証的・理論的な研究であり、学術的に貢献するところが大きい。よって、博士(知識科学)の学位論文として十分価値のあるものと認めた。