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## TEMPLATE OF CROSS-LITERATURE REVIEW RESULTS

### *beFORE - Becoming-Oriented Entrepreneurs in universities and companies*

Project funded by European Commission Erasmus + Programme – Key Action 2  
Knowledge Alliances - Agreement n. 2016 - 2858 / 001 - 001 Project n. 515842-EPP-1-2016-1-PL-EPPKA2-KA

**for top publications presenting core foresight and entrepreneurial competences excluding domestic publication**  
**Analysis of at least 10 publications**

**We would like to direct your attention that filling the last page in this questionnaire is obligatory**

**Guidelines:** The aim of this template is to identify core foresight and innovation/entrepreneurship competences in relation to knowledge, skills and social competences that a future-oriented manager should possess. The source of data for the analysis are key books in the field and the other printed works on foresight and entrepreneurship (even popular-scientific studies), as well as peer review articles coming from leading journals such as *Technological Forecasting and Social Change*, *Futures*, *Long Range Planning*, to name but a few. Each partner involved in the task (universities) is free to select at least ten articles/books on the subject matter. The partners are also free to add any relevant articles/books. In the first place, we suggest to work on the publications which deal with the convergence among futures studies, entrepreneurship and innovation. In case of difficulty with the identification of core foresight and innovation/entrepreneurship competences in these sources, we suggest to work on the articles/books from three fields of expertise (namely foresight, entrepreneurship and innovation) separately.

<b>The authors with affiliations</b>	Glynis Cousin, Higher Education Academy
<b>Title of the publication</b>	An introduction to threshold concepts
<b>Journal title*</b>	<a href="#">Click here to enter the JOURNAL TITLE</a>
<b>Number of journal*/year of publication/pages</b>	Planet No. 17 December 2006, p. 4-5
<b>Database of the scientific article's retrieval*</b>	<a href="#">Click here to select the DATABASE or add new</a>
<b>Keywords (or phrases) by which the publication was identified</b>	<a href="#">Click here to enter KEY WORDS/PHRASES BY WHICH THE PUBLICATION WAS IDENTIFIED</a>
<b>Main keywords/phrases of the publication</b>	treshhold concepts, education
<b>Core foresight and entrepreneurial competences</b>	n/a
<b>Convergence among futures studies and entrepreneurship</b>	n/a e.g. <i>the application of foresight in the enterprise increases entrepreneurial activities</i>
<b>Convergence among futures studies and innovation</b>	n/a e.g. <i>the application of foresight in the organization increases innovation capabilities</i>
<b>Convergence among futures studies and entrepreneurship and innovation</b>	n/a e.g. <i>strategic capacity of the organization in a result of convergence among futures studies and entrepreneurship or innovation</i>
<b>Main highlights of the article (in bullets, up to 2500 characters including spaces)</b>	<p>The purpose of the paper is to outline the features of treshhold concepts in education and to point to the distinctive value of a threshold concept approach for curriculum design. These distinctive featiures are:</p> <ol style="list-style-type: none"> <li>1) Grasping a threshold concept is transformative because it involves an ontological as well as a conceptual shift. We are what we know. New understandings are assimilated into our biography, becoming part of who we are, how we see and how we feel.</li> <li>2) A threshold concept is often irreversible; once understood the learner is unlikely to forget it (this does not exclude subsequent modification or rejection of the concept for a more refined or rival understanding).</li> <li>3) They expose the hidden interrelatedness of phenomenon.</li> <li>4) A threshold concept is likely to be bounded - bordering with thresholds into new conceptual areas.</li> <li>5) A threshold concept is likely to appear counter-intuitive, alien (emanating from another culture or discourse), or seemingly incoherent.</li> </ol>



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**Other observations or comments**

The article is set in the educational science discipline. It provides no relevant input to this research task (identification of key foresight and entrepreneurial competences), however it may prove to be an inspirational reading in the later stages of the project (design of on-line educational materials).

\*Fill the following fields for the articles exclusively