

WHAT LIES BENEATH THE PROMPT? GENERATIVE AI, HUMAN CO-CREATION, AND THE MISSING PIECE IN ENTREPRENEURSHIP EDUCATION

Aim of the Study

Entrepreneurship education (EE) assumes a continuous path from instruction to learning — the behavioral and cognitive change that constitutes entrepreneurial capability. Generative AI disrupts that path at a single, identifiable point. Because AI can now perform the productive work of the classroom — drafting business models, opportunity analyses, financial plans, and pitches — student deliverables improve even as the deep change in mental models that underlies genuine entrepreneurial thinking may fail to occur. The visible artifact ceases to indicate the invisible learning. This study aims to determine (1) whether generative-AI assistance decouples educational output from entrepreneurial learning — a competence illusion in which performance rises while underlying judgment does not; (2) whether a structured human co-creation process, the Value Creation Wheel (VCW), preserves the output–learning link that unstructured AI use erodes; and (3) how the phenomenon varies across educational contexts that differ in AI access, language of instruction, and resources. In doing so, the study seeks to name the symposium’s “missing piece” precisely: not content, which AI now supplies abundantly, but the tacit, experiential, co-creative cognition beneath performance.

Keywords: entrepreneurship education; generative AI; entrepreneurial cognition; human co-creation; Value Creation Wheel