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**Learning In and Through Space:  
Rethinking Entrepreneurship Education through a Spatial Lens**

- **Work in progress** -

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**Abstract**

Despite the fact that organization and management sciences have taken a “turn to space”, surprisingly little attention has been paid to how space matters in learning and education. Building on scholarship that shows how space enchants novices into professional values and linking it, conceptually, with research on liminality, to theorize how future entrepreneurs learn in and through space. Empirical vignettes from a European entrepreneurship school serve to illustrate our arguments and show how the cultivation of possibility and future-making is spatially constituted in what we call liminal spaces. Different from dominant spaces that help to socialize into a codified set of knowledge and a professional ethos, the notion of liminal space strikes a chord with the recent trend towards so-called future skills that call for greater exploration and disruption rather than reliance on formal qualifications. We close by highlighting how space makes a difference for entrepreneurship and business school education more generally.