**Learning through Scribbles…………………collaborative auto ethnographic approach to teaching**

**Question we care about** - Research into EE is developing yet the theoretical development of teaching practice continues to struggle with fragmentation, lack of coherence and isolation. (Pittaway *et al.,* 2018). The paper explores how students in an entrepreneurship module developed their learning by adopting a dramaturgical storytelling framework facilitated through symbolic representations of drawn art-based images.

**Design/methodology/approach –** The paper adopts collaborative auto-ethnography as a position of inquiry. The processual nature of the reflexive experience presented draws from creative methods, which implies artful inquiry, where drawing and performance are presented as modalities of collaborative learning.

**Findings -** There is scant evidence about what educator actually do in the classroom, what does teach or learning actually look like what methods does our teaching practice take to enable entrepreneurial learning, what should be taught, how is it taught (Neck and Corbett, 2018).  EE as a field is unclear in regards to the pedagogical foundational concepts of what it means to teach. In this account I have positioned dramaturgical storytelling as a teaching method which involved a collective group adopting an iterative process of learning through enactment (learning by doing).

**Practical implications** – Our lack of pedagogical understanding comes at a time when our understanding of what we know about entrepreneurship is superior to what we know about how to teach it or what methods to use and why (Morris and Liguori 2016).  In this paper I highlight how the use of storying through the medium drawing developed a conversational classroom teaching practice, which facilitated students to share experiences with one another constructing co-created learning through unstructured and uncertain social interactions.

**Originality/value -** The paper seeks to exemplify the impact of storytelling as a teaching practice by combining the use of art-based methods of teaching entrepreneurship in new and more enriched ways. The focus was on artistic lead teaching interventions through dramaturgical storytelling as a means of stimulating dialogue through students telling stories which were facilitated by symbolic expressions and representations.

**Keywords** - Dialogue, Dramaturgical storytelling, Learning, Art-based initiatives, Teaching, Storytelling, Reflexivity