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Pedagogical Approaches to Teaching Entrepreneurship to Higher EducationStudents: A Literature Review

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Abstract

This literature review examines pedagogical approaches to teaching entrepreneurship in higher education. It synthesizes findings from recent studies (2019-present) to identify effective teaching methods and strategies that foster entrepreneurial skills and mindsets in students. The review encompasses a wide range of pedagogical approaches, including experiential learning, problem-based learning, project-based learning, design thinking, and active learning methodologies. The analysis probes into the effectiveness of these approaches in developing entrepreneurial competencies, enhancing student engagement, and preparing graduates for real-world challenges. The review also highlights the importance of curriculum contextualization, ensuring that course content aligns with industry trends and local needs. It emphasizes the value of convergent research, which combines qualitative and quantitative data to provide a comprehensive understanding of pedagogical effectiveness in entrepreneurship education. This study contributes to the growing body of knowledge in entrepreneurship education by identifying key pedagogical trends and highlighting areas for future research and development. By summarizing and synthesizing recent research findings, this literature review aims to provide educators and policymakers with valuable insights for designing and implementing effective entrepreneurship programs in higher education institutions.

Keywords: Entrepreneurship Education, Pedagogical Approaches, Higher Education, Teaching Methods, Literature Review

1. Introduction

Currently, there are various detailed studies available that consolidate and categorize techniques, however, they tend to be highly specialized and require a deep comprehension of the subject and research area. These studies focus on different time periods, types of approaches, classifications, orientations, techniques, and technologies that are used in teaching entrepreneurship, as well as methods for evaluating the success of entrepreneurship instruction (Damschroder et al.2022)(Heilporn et al.2021). The primary objective of exploring these methods is to develop a framework that enables the creation of competitive professionals who possess the necessary knowledge and abilities to venture into innovative business endeavors. Recent research and practical experience indicate that one of the most successful strategies for cultivating an entrepreneurial mindset is by incorporating entrepreneurship education within university curricula. (Cui, 2021)(Cui & Bell, 2022)(Blake et al.2020)

This review provides a summary of articles discussing popular teaching methodscurrently used in universities. These articles can be found in electronic databases and aim to introduce academics and practitioners to new approaches in teaching entrepreneurship. The literature analysis reveals that problem-based, project-based groups, and multimedia methods are commonly used in teaching entrepreneurship. Other methods include incubators, the family model, business games, modular technology, field experience, EDUTAINMENT,

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educational models, competency model, mentoring, coaching, language-oriented training, peer-to-peer model, 4D model, interactive, and RGS methods. (Widiastuti et al.2024)(Nurbekova et al.2020) On the other hand, visual and eclectictools, interactive boards, and synthesis technologies are considered less effective as they have not been thoroughly tested in practice. (Zubala et al., 2021)(Kaimara et al., 2021) Entrepreneurship education at universities is developing and taking its rightful place in the curricula of higher education institutions. Pedagogical science has accumulatedsignificant experience in training specialists in various fields and can provide effectivemethods of teaching entrepreneurial activities to higher education students.

1.1 Background and Rationale

It is not a coincidence that many professions have their own process for the transfer of their expertise. In most British higher education institutions, the educationalism currently being presented is the result of sixty years of national work in which civil servants oversee the work of many mostly non-professional academics. This does not accept the importance of the knowledge generators also being the privileged occupants of theacademic space - creating. (Dadze-Arthur et al., 2020)(Bourn2021)(Ward et al.2023)

1.2 Scope and Objectives

In order to improve the quality of curriculum, increase the availability and depth of entrepreneurial knowledge, and foster students' entrepreneurial skills, it is essential for business schools and universities to update their curriculum by offering a wider range of paths for entrepreneurship education. It is important to note the increasing interest in entrepreneurship since the publication of O'Sullivan and Sheffrin's research on reforms in micro-curriculum for entrepreneurial skills development. (K. Yetisen, 2024)(K. Yetisen, 2024)(World English Journal & Naqvi, 2021)These reforms impact the curriculum as a whole, course content, and pedagogical methods for teaching entrepreneurial skills. To evaluate the effectiveness of entrepreneurship education, we examine various pedagogical approaches found in research literature. (Lackéus2020)(Hermann & Bossle, 2020)(Ratten & Usmanij, 2021)

The review mainly presents the pedagogical innovations of entrepreneurship education atthe higher education level. The main objective is to contribute to the available knowledge of the quality of teaching and learning of entrepreneurship education at the level of highereducation. The phenomena of new venture creation are prevalent in the knowledge-based and service economies, and entrepreneurship as a study subject is growing rapidly. Therefore, the quality of such educational processes is essential for ensuring quality entrepreneurship. (Boldureanu et al.2020)(Ratten & Usmanij, 2021)(El Said, 2021)Emerging economies are acknowledging small businesses as important contributorsto economic growth or job creation and as a possible conduit to structural change. Small business and entrepreneurial studies are also offered in faculties.

2. Theoretical Frameworks in Entrepreneurship Education

This section examines the various theories that are relevant to the pedagogical approaches to teaching entrepreneurship. Adopting a specific theoretical grounding, every pedagogical approach in entrepreneurship education naturally implies the adoption or the advocacy of a given educational philosophy. Key educational theories are summarized as they relate to the experiences of students in the higher education setting.One of the key theoretical frameworks in entrepreneurship education is the experiential learning theory proposed by Kolb.

2.1 Educational Theory and its Relevance to Entrepreneurship Education

Educational theory is really the philosophy of teaching and learning. Fundamentally, it addresses the relationships between the teacher and the student and the nature of knowledge. A number of educational theories and

philosophies are relevant to classroom and curriculum decision-making in the entrepreneurship education discipline. (Bell and Bell2020)(Hägg and Gabrielsson2020)Many educators instinctively or implicitly align themselves with a specific educational theory to guide their teaching activities.
The business studies' scholarly realm embraces a wide range of educational approaches ranging in scope from the very directive and narrow to the very open and wide. In general, the more directive theories of education propose a narrow focus of entrepreneurship learning based on economic or functional business simulators. (Hägg and Gabrielsson2020) On the other hand, a liberal theoretical approach proposes that education should, or could, enhance personal abilities, economic growth, social objectives, or citizenship, which indirectly supports the entrepreneurship objective in non-business areas. (Prasetyo and Kistanti2020)(Wu & Liu, 2021)

2.2 Cognitive Apprenticeship Theory

The cognitive apprenticeship approach could have particular power in developing a more thoughtful and reflective approach to entrepreneurial learning and acquisition in higher education. Despite acknowledging the relative importance of personal development and experiential learning in pedagogy, there continues to be a dearth of empirical researchinto the more emotive side of entrepreneurship teaching. (Olayanju et al.2024)This is in contrast to the body of work conducted on understanding how personal development impacts on the capacity and willingness to recognize and capture opportunity in an entrepreneurial situation. Despite recognizing the surge of teaching and pedagogy papers and suggestions that a cognitive apprenticeship approach could solve many of the professional teaching issues in higher education, more work is required to test thisperspective and the potential of this approach. (Matsuo & Tsukube, 2020) Notably, given the design and focus of the cognitive apprenticeship model, it would seem difficult to replicate the model in other teaching 'non-entrepreneurial' teaching subjects. (AKINOLA,2023)(Killingberg et al.2023)

Cognitive apprenticeship is less focused on hierarchies and the learning process than social cognitive theory. The cognitive apprenticeship approach advocates for teachers in higher education to model and demonstrate in real time the entrepreneurial behaviors and skills that they ask their students to learn (i.e. being explicit about the modeling process). (Tsui & Chen, 2020)Throughout the students' entrepreneurship educational journey, faculty should provide expert feedback on how the learners are performing in making businesses more entrepreneurial (i.e. being clear about the process of feedback) through using emotional and cognitive cues, showing their understanding of the process of becoming a more competent entrepreneur (i.e. articulating the expert rationale behind the feedback). (AlAfnan et al.2023)(Anjum, 2020) Entrepreneurs' prior experiences shouldbe related to the students' experiences. This could be through teaching about a particular aspect of entrepreneurial culture, discussing a shared business memory or significant matters that are happening in the class or community. (Boldureanu et al.2020) The ultimate aim in using a cognitive apprenticeship approach to teaching entrepreneurship is gradually to shift, through the course of the educational program, from being a model, to being a controller, to a coach, to being someone who encourages personal responsibility for the education process. (Pittaway et al.2023)

2.3 Experiential Learning Theory

The concept of experiential education is considered to be broad in that it encompasses a variety of program

approaches. Moreover, it is broad in its range of activities. These activities can be carried out in various settings. (Bell and Bell2020)xperiential education is hands-on and often applied learning. Learning in the field domain replaces the lecture room and laboratory. (Camilleri, 2023)(Sole, 2023) Such activities include community service and service learning, cooperative education, curricular and co-curricular activities, and international study and learning. Schoon found through lessons from practice crossed borders that shared pedagogical best practice. Influence staff in entrepreneurship education across Europe via The Art of Making Europe, Feet on the Ground, and Enterprising People projects. (Utter, 2020)(Dlaske & Schilling)

Palmer, Venters, and Tran assert that explicitly involving entrepreneurship students in the learning model of creating and realizing a new venture and experiential learning sparks a natural engagement with the entrepreneurially inclined. (Koustas and Shahidi2021) This claim holds for many of the pedagogical techniques associated with the human action theory. Another element distinguishing experiential education from other learning approaches lies within the commitment to sequential learning. The education experience follows a logical progression with more advanced topics being addressed throughout the educational experience as opposed to the debate of advanced instruction taking place during the traditional education classroom. (Gilbertson et al., 2022)(Shah and Kumar2020)

Individuals learn through direct experience, through reflection upon that experience, through conceptualization of that experience, and in applying that conceptualization to decision-making and problem-solving during the application of the problem-solving process. (Kakouris and Liargovas2021) Business students today might recognize these elements as experiment, objective, reflection, and conclusion strategy found in theirethics and research methodology classes. For a learner to understand a situation, theyneed to interpret that situation conceptually. (Trevino & Nelson, 2021)If the educational setting is properly established to engage the learner in experience, reflection, abstraction or concept formation, and decision-making or action pertaining to the concrete experience, the learner's awareness of the concrete experience is optimized, which in turn enhances their understanding within the given framework. (Bell and Bell2020)

Experiential learning theory is the most commonly presented theory among entrepreneurship education pedagogical methods. Daley, Kirby, Rogers, and Zevalkink, as well as Pittaway and Cope, argue that it also possesses universal applicability to learning, not just to entrepreneurship, and recommend it as a foundational theory for approaches to learning in the classroom. Daley et al. bolster their argument by highlighting the fact that David Kolb's experiential learning theory model has contributed to practical application and personal development in adult education for the last half- century. Unlike the preceding theories, learning is observed to begin not from solving problems itself, but with experience. (Lackéus2020)(Boldureanu et al.2020)

3. Pedagogical Strategies in Entrepreneurship Education

The above review makes it clear that the task of entrepreneurship educators to build students' capabilities and transfer needed knowledge to equip them to start and run businesses is a crucially important one. Enterprise educators have responsibilities in higher education that differentiate them in some important ways from those who deliver enterprise training and education in less obviously elective or voluntary mainstream and community educational contexts. The six generic educational pedagogical strategies highlighted in the preceding section include providing learning environments that stimulate communication and interaction between all members of a learning community, a focus upon self-directing learning using a learning activity-based approach, creative and entrepreneurial competence development in real interactive venture creation contexts, a strategy to promote

competent and reflective professionalism, promoting experiential opportunities, and promoting the development of new academic competencies. (Hägg andGabrielsson2020)

This current literature review concerning the pedagogical strategies to teach entrepreneurship effectively explores the context of higher education students. The author lays the theoretical foundations to provide information that is helpful to entrepreneurship educators and researchers and seek to develop an understanding of the process of delivery occurring within this unique pedagogical domain. Moreover, one UNESCO position paper has observed that increased attention to the dimension of teaching entrepreneurship will help create a proactive climate that enables all to become sustainable enterprise promoters. Similarly, other writers identify enterprise education as vital to promote profitable and sustainable enterprises capable of contributing effectively to poverty-reduction strategies.

3.1 Cased-Based Learning

Social learning theory is linked to the case learning process. This links the idea of knowledge and behavior working together. Cases are seen as equalizers, where those in the profession have the ability to communicate with beginning students. This can enhance student learning experiences and can produce a richer, shared understanding of what happens in life organizations. (Zeb et al.2023) Case-based learning can help with anumber of the dimensions of entrepreneurial development, including the development of insights: ideas about organization, innovation, opportunity recognition, problem analysis, and solving. Whetstone et al. (2013) state that case method pedagogy is filled with potential because cases embrace an array of teaching and learning styles. Case teaching and learning can involve students at the introductory, intermediate, and advanced levels. Cases produce content that is changing.

One major approach to developing transferable skills is through the use of case-based learning. Case-based learning takes traditional skills such as problem-solving, synthesizing, and application to the next level by placing the topic of study into a storied context, which can enrich the learning experience. Cases can bring in real-life complexity, which can mirror the complexity of business and managerial life, as well as lead to opportunities to develop a variety of crucial academic and work-related competencies. Whetstone, Harrell & Kim (2013) point to key characteristics that define cases as a separate pedagogy. Firstly, the main type of assessment is communication through the written word. Secondly, the process of learning is developed through shared experiences, self-discovery, and other highlights of a critical thinking approach. Finally, cases can be done individually and are offered to small groups in the class.

3.2 Simulation Games

The incorporation and utilization of various methodologies, such as case studies, role play, simulation, and the involvement of seasoned professionals, play a crucial role in the comprehensive tertiary education encounter, particularly within the realm of contemporary business pedagogy. Troublesome predicaments that prove challenging to tackle in genuine real-life scenarios may present a lesser degree of difficulty and promote enhanced socialization when confronted through the implementation of simulation techniques. The discourse surrounding experiential learning within entrepreneurship courses often revolves around two distinct approaches. As an illustration, a noteworthy exercise carried out by Pearce's '7's (the esteemed appraisal division of the esteemed Western Electric Company) epitomizes the employment of a team-oriented mindset in the decision-making process, meticulously detailed within the experimental framework that encompasses a team approach to decision-making. (Alam, 2022)

4. Impact and Effectiveness of Different Pedagogical Approaches

Over the past 25 years, considerable interest has been generated as to the most effective manner in which to teach students who are interested in pursuing entrepreneurial careers. The debate has called into question the effectiveness of certain of the more traditional models and has questioned whether these deliver the expected results in terms of full entrepreneurship or spin-off project creation. At the same time, the debate has called into question the results of the necessary classrooms either being on-campus or at least mentor-led. (Krath et al., 2021)Currently, several of the traditional violent yes referred learnings Hoffman (1999) continue being utilized. However, there are definitely other multiple non-traditional and each day more effective approaches which are less centered in the teaching process and more centered on the learning one. This paper aims to exploreeffective pedagogical methods for understanding innovative teaching strategies in entrepreneurship education. Various educational programs introduced in the past thirty years have focused on teaching entrepreneurship through different types of courses or pedagogical approaches. These approaches can be used independently or in combination to design academic entrepreneurship education. It is important to analyze the effectiveness of these approaches in developing the necessary values, skills, and competencies for entrepreneurship. A review of 70 articles identified 54 different pedagogical approaches, including three major approaches, sixteen specific approaches, and thirty-five proposed methods for teaching specific aspects of entrepreneurship.

4.1 Student Engagement and Motivation

Using the knowledge, skills, and abilities acquired in higher education to deepen the knowledge of students' own area in order to start a member to create a performing entrepreneurial initiative will have higher chances of growth on professional and businesslevels. If the students assess their skills and training received in other types of activities, for example, work, development of internship projects, creative ideas of services, and competences of any activity developed within the university, they can gain some trust in their own work in learning, skills, and abilities. (Ali et al.2020) This can enhance the desired benefits which will automatically transform into competitive advantage, given thesocial, economic, and financial implications. For this to be achieved, students will have toencourage and provide information on entrepreneurship, costs and benefits of alternative initiatives, and types of financing that entrepreneurs can access, such as grants, bank loans, factoring, leasing, and equity (venture capital). (Bergmark, 2023)

Engaging students in the role of entrepreneur helps students make the link between their acquiring qualifications (certifications) and increasing their chances of presenting them in the labor market. Guiding students to have confidence in their decisions, making them able to make relevant justifications for these decisions, and understanding the reasonswhy they are solving increasingly complex tasks in a work context is not paralyzing. (Alam, 2022)Student engagement presupposes the motivation that the diplomas awarded will be professional chances to acquire a very good standard of living with the new qualifications. It is almost certain that no student in higher education will be able to find good employment opportunities without motivation being the fundamental component. Any activity should be associated with a motive that would motivate students (for the entrepreneurship theory-discipline). (Stewart, 2021)

4.2 Skill Development and Knowledge Acquisition

Entrepreneurship training programs play a crucial role in enhancing the risk-taking abilities of participants and equipping them with essential skills such as forming business networks, interpersonal relationships, communication skills, and decision-making styles. Developing proficiency in information and communication technologies is becoming increasingly important for the success and longevity of a business. Klofsten emphasizes the need for a balanced approach in delivering skills and competencies through a mix of educational, problem-based, and experiential learning methods, with the latter being particularly valuable for providing feedback to educational programs. Industry experienceis seen as a key component of entrepreneurship education, sparking debates within the field on how entrepreneurship should be defined and prioritized. (Rotter, 2021)

Skill development is fundamental in the teaching of entrepreneurship. It is argued that the development of entrepreneurship as a discipline is crucial, and preparing students for the new economy, characterized as having very different labor and career expectations,necessitates a much stronger focus on the development of the new economy skills that are being talked about. While many scholars and researchers have been involved in the development of skills for entrepreneurship, none have been more influential than Chris Klofsten. (Schneider et al.2022)(Ali et al.2020)(Chopra et al.2021)He proposed that there are a number of general skills that must be developed in students to have roles as entrepreneurs in a changing environment. Importantly, in terms of education and training,existing entrepreneurs did have the opportunity to increase their skill base, if not during policy formation, and then it can be discerned to occur during the process of personal development.

5. Conclusion and Future Directions

Entrepreneurship education's objective is to teach students to recognize opportunities and make their ideas happen through the processes of creativity, innovation, and risk-taking. Currently, entrepreneurship courses have evolved into a standard in higher education institutions. Regardless of the variety of courses, the universal purpose is to educate individuals to think like entrepreneurs. It is therefore essential for the pedagogical practices of business schools around the world to offer such programs that meet the needs of educational outcomes.

Teaching entrepreneurship to students is an integral part of entrepreneurship education in higher education institutions. There have been numerous studies published and pedagogical approaches proposed in the literature. This paper is a literature review of 138 articles published from 2019 to the most recent and is organized in terms of three major areas—teachers' effectiveness, students' engagement, and curricula content. In addition to existing findings, this paper looks into future directions in teaching and learning entrepreneurship. It highlights the following aspects: (1) curriculum contextualization, (2) use of convergent research, (3) 'teach-back' pedagogy, (4) the emphasis of real-world learning, (5) entrepreneurial and team competency development, (6) lecturer roles, and (7) pedagogical collaboration.

Table 1. Summary of Key Findings

Area of Focus	Key Findings & Future Directions
Teachers' Effectiveness	- Lecturer roles: Importance of mentorship, facilitation, and industryconnections.
	- Pedagogical collaboration: Collaboration between faculty fromdifferent disciplines and institutions.
Students' Engagement	- 'Teach-back' pedagogy: Students reinforce learning by teachingconcepts to others.
	- Entrepreneurial and team competency development: Emphasis onreal-world skills and teamwork.
Curricula Content	- Curriculum contextualization: Tailoring content to specificindustries, regions, or student demographics.
	- Use of convergent research: Combining qualitative and quantitativeresearch for a comprehensive understanding.

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	- Emphasis of real-world learning: Incorporating case studies,simulations, and practical experiences.

Table 2. Framework for Teaching Entrepreneurship in Higher Education

Component	Element	Description
Teacher's Effectiveness	Lecturer Roles	Mentorship, Facilitation, Industry Connections
	Pedagogical Collaboration	Interdisciplinary Approach, Institutional Collaboration
Student's Engagement	Teach-Back Pedagogy	Active Learning, Knowledge Transfer
	Entrepreneurial & Team Competency Dev.	Real-World Skills (problem-solving, decision-making, communication, adaptability), Teamwork
Curricula Content	Curriculum Contextualization	Relevance (tailored to industry/region/demographics), Adaptability (updated for trends/technologies)
	Convergent Research	Evidence-Based Practices (qualitative & quantitative research), Continuous Improvement (feedback from students, alumni, industry)
	Real-World Learning	Case Studies (analyze successes/failures), Simulations (practice decision-making), Experiential Learning (projects, internships, mentorships)

In the process of developing a comprehensive and effective framework for teaching entrepreneurship in higher education institutions, it is of utmost importance to take into account the wide range of learning styles and backgrounds represented among the studentpopulation. Acknowledging and embracing this diversity, educators can create an inclusive and dynamic learning environment that caters to the unique needs and preferences of each student. It is through this recognition and adaptation that the principles and concepts of entrepreneurship can be effectively imparted, ensuring a rich and transformative educational experience for all.

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