

THE REVIEW OF TEACHING AND LEARNING ON ENTREPRENEURSHIP EDUCATION IN INSTITUTION OF HIGHER LEARNING

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Abstract- This article review the entrepreneurship education literature to expose the need for engaging teaching methods in this field. This article is concerned with methods of teaching and learning entrepreneurship. At the beginning of the article stated that the definition of entrepreneurship education researchers in the various viewpoints of previous researchers, followed by teaching and learning methods are often used by lecturers in teaching entrepreneurship to students. This article also examines innovation entrepreneurship teaching and learning methods based on empirical findings from previous research studies. Entrepreneurship education has been measured one of the key instruments to enhance the entrepreneurial attitudes of both potential and nascent entrepreneurs.

Keywords- *entrepreneurship education, teaching and learning*

1.Introduction

Education and entrepreneurship training has been introduced. It was first introduced by Myles Mace at Harvard University through entrepreneurial subjects (Katz, 2003). Until now there are several types of entrepreneurship training conducted in universities and colleges in the United States. These statements are based on the existence of 200 subjects who had been taught in more than 1,600 pieces of these institutions. It includes 277 institutions that provide a venue for entrepreneurial activity, 44 institutions are related to academic research on entrepreneurship and more than 100 hundred founders and financiers for the development of entrepreneurship (Kuratko, 2005). Previous studies mentioned the importance of entrepreneurship education and its effect on development of countries. Although researchers have been investigated in the field of entrepreneurship education, a few studies have been conducted on the subfield of teaching methods.

2. Definition Entrepreneurship Education

Entrepreneurship education can be incorporated as an education that develops individual characteristics and abilities of entrepreneurship, creation of awareness about the creative, entrepreneurial teaching knowledge and skills to generate business whether or not (Muhammad Harun and Khairul Anuar Ahmad Husaini, 2008; Mwasalwiba, 2010; Othman, 2002). In addition, entrepreneurship education is the process providing individuals with the ability and

capacity to seek and evaluate commercial opportunities, increase self-esteem, their knowledge and skills to start a business (Mwasalwiba, 2010; Othman, Othman, Tin, & Ismail, 2012) .

Entrepreneurship education has been considered as being one of the key instruments to enhance the entrepreneurial attitudes of both potential and nascent entrepreneurs (Ahmad, 2013). Entrepreneurship education is not only about the transfer of knowledge creation processes; and it is not only about cognitive knowledge about a scientific field, but also about the ability to discover new opportunities and masterventure creation processes (Balan and Metcalfe, 2012; Mwasalwiba, 2012)

Matlay, (2008) appear to be attentively entrepreneurship education as the equipped formal delivery of entrepreneurial knowledge. Entrepreneurial knowledge refers to the impression, skills and mentality individual owners' use during the course of starting up and developing their businesses. According (Jones & English, 2004) entrepreneurial education is the process of providing individuals with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge and skills to act on them.

It be acknowledged in the literature that entrepreneurship knowledge and skills can be taught and developed provided the appropriate environment is provided (Gibb & Hannon, 2006) and that education plays an important role in the process of building entrepreneurial capacity(Gibb & Hannon, 2006). (Gibb, 2002) suggest that there are three main objectives for introducing entrepreneurship education: develop a wide understanding of entrepreneurship (Pihie and Salleh, 2009) obtain an entrepreneurial mindset (Hytti and O'Gorman, 2004), as well as how to start and drive an enterprise effectively (Solomon, 2008).

According Li. J (2011) in the writings of the view that entrepreneurship education is a key instrument for improving the entrepreneurial attitude of individuals that have the potential to be involved in entrepreneurship. This view is consistent with the opinion of (Kemat and Yusof, 2011) stated that the entrepreneurial attitude among students can be nurtured through entrepreneurship education.

Based on the explanations mentioned above, the researchers agree with (Pihie, Bagheri, & Sani, 2013) which states that the definition of entrepreneurship education are varied depending on the perception and evaluation of a person who termed it.

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3. Teaching and Learning Entrepreneurship Education

Determining the teaching technique depends first on the objectives of the course (Arasti, Kiani Falavarjani, and Imanipour, 2012). Jones, (2010) suggest three purposes for entrepreneurship education: education about (giving students an understanding of the nature of entrepreneurship

and the entrepreneurial process), education for (preparing students to start their own business) and education in enterprise (as hands-on training for entrepreneurs in their own business).

This is supported by Jones and Iredale (2010) suggest that entrepreneurship education requires experiential learning styles, creative problem solving and learning by doing in order to engage students. Learning by doing could provide a basis for selecting suitable teaching methods. For example (Linan, 2008) have argued that “entrepreneurial skills are learned in a variety of ways and methods.

Jamieson (1984) has divided entrepreneurial education into three classes, i.e. education about for and in enterprise. Herrmann et al. (2008) have quarrel that in entrepreneurial education there be supposed to be “a shift from transmission models of teaching (learning ‘about’) to experiential learning (learning ‘for’)” in order to “offer students techniques that can be applied in the real world”.

Politis, (2008) has affirmed that entrepreneurial teaching, i.e. “attempts to stimulate entrepreneurial activities through formal training and education” are “not likely to have a strong and direct impact on the development of entrepreneurial knowledge. In order to achieve this deep learning, some educators suggest that entrepreneurship education should be connected to practice and be seen by students to be practical so that they are encouraged to develop skills essential for success as an entrepreneur (Arvanites et al, 2006).

Nevertheless entrepreneurship education teaching needs to be learner-centred, and help students to understand elements of entrepreneurial activity (Gibb, 2002; Jones and Iredale, 2010; Linan, 2008). Teaching methods that might best engage a particular group of students in order to convey the desired body of entrepreneurship knowledge, and stimulate future learning (Balan & Metcalfe, 2012). However in order to enhance entrepreneur knowledge teaching method be important to educator rising entrepreneurial attitude engage nescent entrepreneur.

According the argument several researcher classify the teaching methods into following categories: case Study, group discussion, individual presentation, individual written report, group project, formal lectures, guest speakers, action learning, seminar, web-based learning, video recorded (Maritz & Brown, 2013).

The study by Solomon (2002) highlighted that the most popular teaching methods in entrepreneurship education are creation of business plans, case studies and lectures. However, (Hytti & O’Gorman, 2004) advocate different outlook as they argued that there are many ways to offer entrepreneurship education, depending on the objectives of such education.

It seems that commonly author categorize teaching methods into two groups, which are termed “traditional methods” (comprising normal lectures) and “innovative methods” (which are more action-based), also known as “passive methods” and “active methods”, respectively (Mwasalwiba, 2010).

The selection teaching and learning methods should be appropriate to the style of the students and the learning objectives (Reece and Walker, 1997). Selection of appropriate teaching methods need to be made because the aspects that have a positive relationship to student achievement

(Othman, 2000). This opinion was in line with studies carried out by (Kolb, 1976) and (Fry, 1978) indicating that the method of teaching and learning is an important indicator of student achievement. Thus the choice of teaching methods be corresponding to topics to be studied by students be able to enhance understanding and performance of student (Mohamed, Rezai, Shamsudin, and Mahmud, 2012).

Nevertheless, methods a traditional approach to teaching and learning that are often used by lecturers in delivering information to students (Lourenco and Jones, 2006). However, criticism of Sexton and Upton (1987) argues that the traditional teaching style of the is not appropriate for teaching and learning entrepreneurship. Learning and teaching entrepreneurship should be active and passive open it requires action to implement innovative ideas in line with the entrepreneurial function (Sharif, Hazri, Mohamd and Jusoff, 2010).

4. Innovation Teaching and Learning Entrepreneurship Education

Nowdays teaching and learning using technology is relevant to encourage entrepreneurial intention among student. Innovation in pedagogy teaching and learning encompass need of student in support of attraction to entrepreneurship learning process. Because of that, Innovating in Entrepreneurship Education are important. Innovating in teaching entrepreneurship requires different approaches, different from traditional teaching, in view of the fact that the European Commission (2008) intense out there is a need for more interactive learning approaches where the teacher acts rather as a moderator than a traditional lecturer, where multi-disciplinary approaches to entrepreneurship teaching are adopted and where, among others, specific business skills and knowledge of how to start a company and run it are successfully transmitted.

Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

According Kolb (1984) defines experiential learning as knowledge created through transformation of experience. He emphasizes a focus on the process of learning rather than outcomes of learning as well as learning through practices. Thus the only way to learn within practices is through experience. In each our practices of entrepreneurship education learning, innovation, communication, interpretation and history are present-the essential elements of experiential learning (Higgins and Elliot, 2011).

According thus, 20014 massive open online course develop by Taylor universiti the first universiti in Malaysia using online to teaching entrepreneurship. According the survey result, student performance are increase knowledge and learning.

5. Conclusion and Recommendation

This article explore the specific teaching methods, make it possible to identify which ones make the greatest contribution to overall student engagement. Teaching methods have an important

role in entrepreneurship education (Ahmad, 2013; Balan & Metcalfe, 2012; Mwasalwiba, 2010; Othman, 2002; Pittaway et al., 2009).

Effectiveness of entrepreneurship education is largely related to the teacher's skills and his (or her) knowledge of using different teaching method, specifically the methods of teaching entrepreneurship (Cheng, Chan, & Mahmood, 2009). This study tried to review the teaching methods in entrepreneurship education and provide a list of these teaching methods.

It is recommended that the entire set of education and training activities within the educational system which provides ample knowledge and inspiration for entrepreneurship develop in the students' intention to execute entrepreneurial behaviours and prospect of choosing an entrepreneurial career may increase among young people. This had supported Shapero's (1982) findings where it was argued that attitudes toward entrepreneurship should partly derive from prior exposure to entrepreneurial activity and shape intentions through changing attitudes. It is noticeable that this result confirms the key role of educational support in the development of entrepreneurial intention.

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