

Pedagogical approaches to teaching and learning entrepreneurship education in the Polydisciplinary Faculty of LARACH

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Abstract—This article explains what is the pedagogical approach to entrepreneurship education in the world. In the beginning it explains the different types of models and theories which have shaped the entrepreneurship structure up till now. Later, the different methods of study that include the traditional lecture based methods and the innovative methods that are more passive than the former are explained in the form of comparison and their pros and cons are discussed. A composite strategy of both these methods can be a practical approach toward effective academic entrepreneurship. Later this article explains the future challenges of this course in the Moroccan universities which have led to the slow development of this field. Risk dilemma, dilution effect, maturity trap, research and publication dilemmas and other challenges are discussed. In the conclusion the solution to the above-mentioned limiting factors is a combination of traditional and non-traditional methods of teaching to make the new entrepreneurs readier for the risky world.

1 INTRODUCTION

If we look into the historical perspective of entrepreneurship we discover that it is deeply related to economics in which the primary goal is growing economically and creating employment. Entrepreneurship in the recent decades strengthened its footing in the education sector. Primarily it aims to inspire the young entrepreneurs to create more jobs and grow economically. Entrepreneurship in the education sector is mostly termed as “pedagogical entrepreneurship”. This term is way different from the conventional core economics and business studies. It is basically a composite of two independent terms which sets contrast with the previously established practices and has its own traditions and an outlook on one hand and pedagogy on the other. It has long lasting effect on the socialization learning, motivation, upbringing and formation of more focussed education while entrepreneurship roots itself in the development of the business through initiatives at individual levels and taking risks and their management. In education entrepreneurship focusses on training people for creating business for themselves. It also emphasises on a wider concept of educating skills and attitudes for entrepreneurship in order to improve qualities at personal level. It is not mainly focused on creating new business but to honing skills. In 2003, Røe Ødegård tried to explain pedagogical entrepreneurship as a method off teaching which is more action oriented. In a social context in this type of teaching the learner is more actively learning where the personal skills such as knowledge work as foundation providing a direction to the

process of learning. This enhances the chances of the development of personal skills in order to analyse better and produce more dynamics by creativity, flexibility, proactivity and cooperativeness. These aspects regulate self-learning implying to setting better goals, planning out the progress and monitoring it at regular intervals so that they can adapt to newer strategies of learning to task stresses. This will yield better and more practical entrepreneurs who can teach the upcoming generations better.

In the previous decade we saw a commendable evolution worldwide in the research in entrepreneurship. it gained an extensive recognition for being the driving pivot of the economics and society of different nations. The policy makers and scholars today, recognise the value of entrepreneurship education. They range from general to specific and immediately measurable to very complex. It has sprung many long term as well as short spanned benefits in the social status of the society. These programs put forward different kinds objectives for economic growth. When we will identify the various motives of this type of education we will have better understanding of the educational requirements. Moreover, we will also be able to make more weighted choice for evaluating criteria and pedagogical techniques. Researchers have concluded that there are distinctive elements of learning entrepreneurship that are teachable and non-teachable. In order to maintain a successful educating is to highlight the most practical procedure to tackle the teachable skills and also look for the best conscience of the

needs of the student and the skills that can be taught.

2 MODELS AND THEORIES

There are many theories that are based on different aspects. They are defined as follows.

2.1 Economic Theories

These theories date back to eighteenth century where Richard Cantillon defined the entrepreneurs as those who take risks. The neoclassical, and classical Austrian schools of thought have presented explanations that how entrepreneurship's elemental objective is the main focus at the opportunities and the economical conditions created by them. However, the economic theories are criticised since they fail to recognise the open nature of the markets and the dynamics. They have somehow failed in realising the uniqueness in the entrepreneur activity and the modulating of the varied contexts in which it occurs.

2.2 Resource based theories

These theories are focussed on the leverage at the individual levels from different kinds of source in order to get the entrepreneurial hard work off the ground. They suggest that the easy access to capital enhances the chance for getting of the ground newer ventures however the entrepreneurs start their business with very less capital at hand. Social networking and information are other kinds of resources that the entrepreneurs might leverage. The intangible resource of leadership sometimes yields to a mix operate for the entrepreneur which can't be replaced by business.

2.3 Figures
All tables and figures will be processed as images. You need to embed the images in the paper itself. Please don't send the images as separate files.

3 PSYCHOLOGICAL THEORIES

This includes the emotional, mental and individual elements to drive an entrepreneurship a psychologist namely David McClelland who is a professor at Harvard puts forward his opinion that the entrepreneurs require achievements to act as driving force for their activities. Julian Rotter another emeritus professor at Harvard has stated a loci of control theory which says that people with strong belief on their actions can influence people at large and research has proved that many successful entrepreneurs poses this trait. Another approach suggests that traits of the personal such as creativity, optimism and flexibility drive the entrepreneurial wheel.

4 ANTHROPOLOGICAL THEORIES

Anthropologists theories are rooted in the explanation of the entrepreneurship at different social backgrounds which allow the entrepreneurs to leverage different opportunities. A researcher at the Washington university namely Paul D. Reynolds has pointed out four such social contexts that are ethnic definition, a want for purposeful life, socio-political factors and the social networks. This kind of model looks for the purpose of entrepreneurship by seeing it in cultural perspective

and deducing how the forces of culture such as the attitudes of the society has modified the behaviour and shape of entrepreneurs and entrepreneurship.

5 OPPORTUNITY-BASED THEORY

Peter Drucker, corporate consultant and a business management author has stated an opportunity based theory that postulates the entrepreneurs excel by examining and taking advantage of the possibilities, which are created by cultural, social and technological changes. For instance, if a business is catering the old citizen might see a chance to initiate a new club if there is a sudden influx of the younger generation as potential death stroke in the neighbourhood.

6 TEACHING METHODS

The researchers such as Hindle (2007), Lonappan (2011), Fayole (2008), Carrier(2007) have classified the methods of teaching as follows:

- Case Study
- Group Discussions
- Group Projects
- Individual written reports
- Action learning
- Individual presentation
- Web Based learning
- Seminars, video recorded learning
- Guest speakers
- Formal lectures and etc

Solomon in 2002 researched and presented his results saying that the most popular way of teaching the lectures, case studies and making of the business plan. Another team of researchers Hytti and O'Gorman concluded differently. They believe that the objectives of the entrepreneurship basically decide the medium of education that has to be sought. If the person aims at learning what actually entrepreneurship is then media, seminars and lectures can be helpful to increase the understanding. These mediums of teaching target a greater audience in a shorter period of time. In case the primary aim of education is honing the entrepreneurial skills so the best way to teach is by involving them directly to the processes of entrepreneurship by involving them in training sessions at industries because these are directly related to work. Another approach is by training of entrepreneurs in controlled environments by role playing or business stimulation.

6 COMPARISON BETWEEN THE TRADITIONAL AND INNOVATIVE METHODS

Authors have categorised the teaching methods as traditional ones which are more lecture based while the innovative methods also known as the passive methods which comprise of mostly action-based strategies. When a comparison is made we get different point of views of different researchers. According to Bennet innovative methods are passive and their effectiveness is also limited in having an impression on the entrepreneurial aspects. In 2000 Fiet explained that the instruc-

tors also count on the lecture based methods of teaching because they are easier to accomplish and require less investment while in comparison the innovative methods require more time and proper setups in case of controlled environment training. They are believed to nurture better entrepreneurial attributes in the participants. The limiting factor of the traditional methods of teaching are that they make the participants dormant and less encouraged. Although such students know how to work for entrepreneurs but they hardly have the attributes to become one. In order to make this education completely effective this teaching should be more of traineeship where the traditional methods are limited to the extent of giving the student commercial reinforcements and on the other hand it should be combined with opportunities to converse, investigate, discuss and question.

7 CHALLENGES IN THE UNIVERSITIES

Today, in Moroccan universities, entrepreneurship education is facing a number of challenges across the globe in the universities. Today, entrepreneurship has become the part of the mainstream. Hardly there is a countable number of trained entrepreneurs who will be moving forward to setting up business so this might limit the further teaching methods in the coming years. A detail overview of the problems faced by the entrepreneurship are given as follows.

7.1 The maturity trap

A vast number of universities and business institutes are offering entrepreneurship education which might lead to a state of saturation in this field. According to the statistics approximately all association to advance collegiate schools and about 1000 non-accredited schools are offering majors in the field of entrepreneurship. Although this significant number of institutes wage small battles amongst them however there is no proper maturation process in the faculty for this major in the institutes. No proper departments are given for this fields in the universities. the faculty and entrepreneurship journals are not there and recognised widely. That is why a thorough academic legitimation of this area is yet unexperienced and this field still needs to mature.

7.2 Research and Publication dilemma

Katz has highlighted two problems in the entrepreneurship overabundance; too much literature yielding only few valuable articles and regular pushing for researchers of great potential to publish in the mainstream journals of the management. Both of these aspects may be seen as opportunities as well. An increase in the publishing of number of articles in the important journals. this will proportionally increase in the number of scholars in the review boards in the field of entrepreneurship. If the entrepreneurship faculty will push the ranking to limits of the mainstream journals, we will be able to produce more quality research venues to generate literature. The simple accepted fact is that a business school is run by the

research it has conducted thus research should be an elemental portion of entrepreneurship which is accepted as well as respected.

7.2 Faculty shortage

This problem is also deal at dual levels. The first problem being faced is that there is a shortfall of teaching faculty at academic levels and secondly there is a lack of PHD in philosophy program to provide basic entrepreneurship assistance. For this more equipped business institutes should be set up to cover the gap of PHDs in the field of entrepreneurship. Leading schools such as Colorado University, University of Georgia and Case Western Reserve University should begin programs. Until these programmes are developed the faculties might be trained accordingly as an extra effort. A lack of faculty at various levels can be overcome by improving the acceptability and respect of the entrepreneurship journals to promote the faculty. This is how facultative staff at many ranks will increase

7.4 Technology challenge

The teaching methods should evolve according to the advancement in the technology by using them into the process because this will yield better results which will transform the education system.

7.5 Business vs academic incongruence

Students are limited to classrooms to story making mostly although they should be interacting with the entrepreneurs who have had faced the challenges already. They should delve themselves in the issues and real problems to make a difference

7.6 Risk dilemma

Many risk factors are involved such as financial, family, career, social or psychic risks. Certainly, these risk factors are important and they can't be neglected. Although the entrepreneur is a calculated risk taker and he deliberately delves himself in the moderate risks instead of behaving as a high-risk gambler of mythical type. Worse situation is when we lack educators who are not ready to risk all in their curricula or programs of entrepreneurship. Many of the faculty have focussed on tenure and they leave the challenges for later career life. Younger faculty is required to pursue their career in the academic entrepreneurship.

7.7 Dilution effect

In many universities entrepreneurship has been vastly legitimized to such an extent that the researchers fear this might dilute its real meaning. Many disciplines are associated with word as a prefix however they want to make sure that those disciplines should be related to the title instead of using the name merely.

4 CONCLUSION

Entrepreneurship is not only limited to risking instead it creates awareness for the initiation and survival of business in different competitive environments. The teaching methods mentioned above either conventional or innovative need to be applied in combination because either of them have their own pros and cons. The risk factors described above are although hindering the growth of the pedagogical entrepreneurship education in the universities however they can be overcome by improving the faculties and the technological availability. The solution to all the problems is that for improvement in the teaching methods. The teaching methods should be reviewed and enlisted. This should be further researched by qualitatively by the researchers to identify the key teaching methods and complete the list. It has been concluded through the comparisons that problem solving, case study, and further action based teaching methods are most appropriate in the course of learning entrepreneurship. Accustoming the students with the real challenges of the business world and training them in mock business environments can improve the academic structure further.

It is very important to note that entrepreneurship methods and theories require practice. In our minds learning the model and the theories is more important than anything however in this ever-changing world the challenges are vast. Hence such methods should be taught which can stand out the trials of drastic fluctuations in the context and content. It would be appropriate if we say that while teaching we don't teach entrepreneurship rather we teach a method in order to navigate and explore this discipline.

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