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TEACHING ENTREPRENEURSHIP THROUGH INNOVATIVE APPROACHES: AN EDUCATOR'S PEDAGOGICAL PERSPECTIVE

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Abstract

A variety of teaching methods and strategies are used in the education department, but not transferred effectively from there to the other departments, such as business and economy. As educators' pedagogical knowledge is as important as their subject knowledge to increase students' learning of the subject studied, this study aims to improve educators', particularly entrepreneurship educators', pedagogical knowledge and support their professional development. In this paper, after presenting a brief understanding of entrepreneurship, teaching methods and strategies that are used in the business and economics departments are summarized. Four practical teaching methods and strategies, such as the jigsaw method, are drawn from education literature and exemplified to contribute to increasing the effectiveness of entrepreneurship education. This study contributes to the field by providing educators with practical and innovative teaching methods and strategies to help create higher-achieving, well-motivated students who have a higher tendency to transfer their entrepreneurial intention to entrepreneurship behaviour.

Keywords: Education, entrepreneurship, teaching methods and strategies.

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YENİLİKÇİ YAKLAŞIMLARLA GİRİŞİMCİLİK ÖĞRETİMİ: BİR EĞİTİMCİNİN PEDAGOJİK BAKIŞ AÇISI

Öz

Birçok öğretim metod ve stratejileri eğitim fakültesinde kullanılmasına rağmen buradan iktisat ve işletme gibi farklı bölümlere etkili bir şekilde aktarılmamıştır. Öğrencilerin konuyu öğrenebilmesinde, eğitimcilerin konu bilgisi kadar pedagojik bilgisi de önemli olduğu için, bu çalışma eğitimcilerin, özellikle girişimcilik eğitimcilerinin, pedagojik bilgisini geliştirmeyi ve profesyonel (akademik) gelişmelerini desteklemeyi amaçlamaktadır. Bu çalışmada kısa ve öz olarak girişimcilik anlayışı sunulduktan sonra, Türkiye’de girişimcilik eğitiminin sınırlılığına değinilmiştir. İşletme ve iktisat gibi bölümlerde kullanılan öğretim metod ve stratejileri özetlendikten sonra, girişimcilik eğitiminin etkinliğini arttırmaya katkıda bulunmak için jigsaw metodu gibi dört tane eğitim literatürü temelli pratik ve yenilikçi metod ve strateji önerilmiş ve örneklenmiştir. Bu çalışma, yüksek başarı gösteren, iyi motive olmuş girişimcilik niyetini davranışa dönüştürebilecek öğrenciler ortaya çıkarmak için, eğitimcilere pratik ve yenilikçi öğretim metod ve stratejileri sunarak alana katkıda bulunmaktadır.

Anahtar Kelimeler: Eğitim, girişimcilik, öğretim yöntem ve teknikleri.

INTRODUCTION

Entrepreneurship and delivering sustainable employment have been targeted by various policies and strategic plans to build a new economy, such as Enterprise 2025 Renewed (Department of Business, Enterprise, and Innovation, 2018), which refers to the job strategy of the Irish Government. Furthermore, many research centres and programmes, such as Horizon 2020, focused on and provided enormous money to increase entrepreneurship and entrepreneurial activities across the world. The reason for supporting entrepreneurship may be

to increase the wealth of the public and create a socially and economically developed country. This can be achieved by developing entrepreneurial mindsets through entrepreneurship education (Amos and Onifade, 2013; Etzkowitz, 2008; Olotu and Ugwuanyi, 2017; Ugwuanyi, Okeke, and Ene, 2019).

There are currently over 3000 institutions providing entrepreneurship programmes all around the world. It is not surprising, then, to refer to the 21st century as “the century of the entrepreneur” (Morris and Liguori, 2016: xiv). In addition to research and initiatives on entrepreneurship worldwide, various studies have been conducted on entrepreneurship education (e.g. Birdthistle, Costin, and Hynes, 2016; Fayolle, 2018; Fayolle, Gailly, and Lassas-Clerc, 2006; Kuratko, 2005; Lepisto and Ronkko, 2013; Vesper and Gartner, 1997). European Commission (2012) published a report on national strategies to facilitate the integration of entrepreneurship education into the curricula by drawing on the example-learning outcomes from the European schools. Many countries also mention the importance of entrepreneurship at the national level, such as Ireland and Turkey. For example, the Irish Department of Education and Skills (DES) emphasizes the significance of entrepreneurship and aims to improve entrepreneurship as one of the national skills by 2025 at all levels of education in Ireland (DES, 2016). The Board of Education and Discipline in Turkey (2013) places entrepreneurship in the curriculum as one of the life skills in education.

Even though entrepreneurship has become prominent in various subjects and the curricula and policies of different countries, it is important to improve, initially, students’ motivation and interest in the topic/subject to increase achievement. Here, an important question to ask is “how can students become better motivated and more interested in the subject studied?”. Students may be able to motivate themselves, but educators are an important driver of students’

understanding and motivation. Educators' attitudes, values and beliefs are also fundamental for implementing the curriculum (Berkovich, 2011; Fullan, 2007). Li and Rupp (2020) also believe that teachers/lecturers are the most important stakeholders of education affecting the development of educational curricula and policies and implementing the change inside the classrooms. Therefore, improving educators' pedagogical knowledge can greatly influence students' success. However, there is limited research drawing on teaching methods and the strategies in education literature to promote innovative teaching for entrepreneurship education.

The aim of this paper is to improve educators', particularly entrepreneurship educators', pedagogical knowledge and support their professional development. The paper starts with precisely introducing the roots of entrepreneurship and a broader definition of entrepreneurship. Then, teaching methods and strategies that are used in the business and economics departments are summarized. Next, four practical teaching methods and strategies, such as the jigsaw method, are drawn from education literature and exemplified to contribute to increasing the effectiveness of entrepreneurship education. The paper is finalized by summarizing the benefits of implementing innovative approaches to teaching and making suggestions on this implementation.

DEFINITIONS OF ENTREPRENEURSHIP AND THE ROLE OF AN ENTREPRENEUR THROUGHOUT THE YEARS

The word "entrepreneur" stems from French and means *between-taker* or *go-between*. The definition of an entrepreneur has changed within centuries according to the needs and issues in our lives. In the middle ages, an entrepreneur was an actor/a person who was in charge of large-scale production.

For example, in the 13th century, Marco Polo, who was a merchant, would be named as an entrepreneur. This perspective changed in the 17th century. Entrepreneurs started to work with a fixed-price contract with the government that made them own any profits and losses. Therefore, in the 17th century, an entrepreneur was known as a risk-taker. In the 18th century, due to industrialization, a capital-provider and capital-taker, who is the risk-taker, became separate from each other which distinguished the entrepreneur from a venture capitalist. In the 19th century, entrepreneurs usually organized and operated enterprises by adapting and developing new technologies rather than inventing them. The profit of an entrepreneur who made it through managerial capabilities and the profit of a capital-provider were distinguished. As opposed to the 19th century, in the 20th century, entrepreneurs were mainly viewed as innovators. For example, Thomas Edison used an incubator programme and also made many inventions, such as a battery for the electric car, that made him accepted as a 20th-century entrepreneur (Etzkowitz, 2008).

A summary of how entrepreneurship has been defined by different economists in the 20th century is presented in Table 1.

Table 1. The Development of the Term Entrepreneur in the 20th Century (Adapted From Hisrich and Peters, 2002: 7)

Timeline	Name of the Economist	Definition of an Entrepreneur
1934	Joseph Schumpeter	An innovator and develops an untried technology
1961	David McClelland	An energetic, moderate risk taker
1964	Peter Drucker	A person maximising opportunities
1975	Albert Shapero	A person who takes the initiative, organizes some social and economic mechanisms, and accepts the risks of failure

According to how an entrepreneur is perceived, entrepreneurship is defined in different ways. While some researchers view entrepreneurship as a process, others view it as a business initiative, an effort, or a competency. For example, a discipline-specific perspective of entrepreneurship commonly refers to the financial outcome of entrepreneurship and focuses on a new business creation (Bruyat and Julien, 2001). Rindova, Barry, and Ketchen (2009) define entrepreneurship as an effort of one or more individual(s) to create new social, institutional, economic and cultural environments. By adapting Heinonen and Poikkijoki's (2006) study, the European Commission (2012) presents a model illustrating entrepreneurial competencies, that refers to the aspects of attitudes, knowledge and skills for entrepreneurship. Similarly, the Entrepreneurship Competence Framework (EntreComp Framework) was proposed by McCallum et al. (2018) to help understand what is meant by entrepreneurship as a key

competency for lifelong learning and support building the entrepreneurial capacity of European citizens and organizations (See Figure 1).

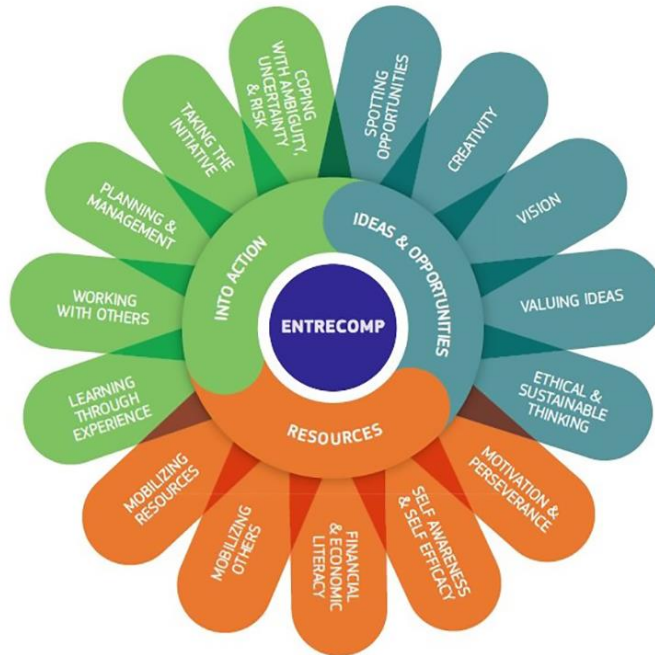


Figure 1. The Entrepreneurship Competence (EntreComp) Framework

As seen in Figure 1, the EntreComp Framework is divided into three aspects; “ideas and opportunities”, “resources” and “into action”. Each of these aspects consists of five subsections. EntreComp Framework can be utilized when targeting to develop entrepreneurial competencies.

At times, even the researchers from a similar perspective provided different definitions. For example, both Allen (2003) and Hisrich (1986) view entrepreneurship as a process; however, while Allen (2003) defines

entrepreneurship as a process of organizing, Hisrich (1986) defines it as the process of creating something different:

Entrepreneurship is the process of creating something different with value by devoting the necessary time and effort; assuming the accompanying financial, psychological, and social risks; and receiving the resulting rewards of monetary and personal satisfaction.

(Hisrich, 1986: 96)

By analyzing the research conducted, Shapero (1975) summarized the common aspects of entrepreneurship as:

- Taking an initiative
- Organizing and reorganizing social and economic mechanisms
- Turning resources and situations into practical accounts
- Accepting the risk or a failure

Some other aspects of entrepreneurship mentioned by Allen (2003) include:

- Committing resources to an opportunity
- Establishing procedures for the use of resources
- Identifying, assembling and configuring resources
- Interacting with people
- Coordinating and establishing routines.

Agreeing with Karl Vesper (1980), economists, psychologists, business people, and politicians view the entrepreneur differently. Even though entrepreneurship is commonly perceived as the creation of a new venture or a business, from a broader perspective, it is more than this. Kaya et al. (2018) redefined

entrepreneurship for education by analyzing the frequency of words used in broader definitions of entrepreneurship and adding the phrase “possible failures” to highlight the significance of emphasizing the possibility of failures:

the process of establishing new economic, social, institutional, cultural and scientific environments or organizations to create future products and services by realizing the opportunities and their possible failures and using required resources.

(Kaya et al., 2018: 464)

This article supports the idea that entrepreneurship means more than starting a new venture or a business, and it should be viewed and thought this way.

ENTREPRENEURSHIP EDUCATION AT THE UNIVERSITIES IN TURKEY

Entrepreneurship education, taught worldwide since the 1990s, is included first in the undergraduate programs and then in the postgraduate programs at business schools in Turkey. Due to its importance, particularly in the Faculties of Economics and Business Schools, entrepreneurship education became indispensable in Turkey as well as the world (Cetindamar, 2002). In 2006, Kandemir and Serez (2006) investigated entrepreneurship education in Turkey through girisimciliknetwork.gen.tr. The authors found that although there were 53 public universities and 24 private universities in Turkey at the time, only 18 public universities (34%) and five private universities (21%) were delivering entrepreneurship courses at the undergraduate level. While only three of these courses in public universities were mandatory, only two were compulsory in private universities. At the postgraduate level, 11 public universities provided entrepreneurship courses, five of which were mandatory. Three private

universities provided entrepreneurship courses at the postgraduate level, all of which were optional. Based on these results, Kandemir and Serez (2006) reported a lack of entrepreneurship courses in the faculties. Furthermore, the authors claimed that although entrepreneurship education is popular worldwide, it was still undervalued in Turkey.

In 2020, the number of entrepreneurship courses in the Faculties of Economics and Administrative Sciences and Business Schools was still found inadequate. As part of their research, Karadeniz and Ozkan (2020) investigated the number of universities that have entrepreneurship departments providing studies at the undergraduate and postgraduate levels in Turkey. They identified only one public and four private universities with entrepreneurship departments providing studies at the undergraduate level, and 12 public, five private and one part-public part-private universities with entrepreneurship departments providing studies at the postgraduate level. When it is thought that there were in total of 204 public and private universities (less than 6% in each category), it can clearly be viewed that there was still an inadequate number of entrepreneurship departments in Turkey in 2020.

Despite the fact that there is still a limited number of entrepreneurship departments in the Faculties of Economics and Administrative Sciences and Business Schools, other faculties, such as the Faculty of Education, have been starting to integrate entrepreneurship education into different subjects and provide entrepreneurship courses in their faculties. Here, it should be said that more than the number of entrepreneurship courses and departments, the quality of education that they provide is important. The quality of education can be enhanced by implementing rich, engaging, and motivating activities in higher education.

INNOVATIVE WAYS OF TEACHING ENTREPRENEURSHIP

With the changes in the global and technological businesses, educational institutions have become more and more challenged to prepare industry-ready graduates throughout the years (Llewellynn and Clarke, 2014; Smuts and Hattingh, 2018). Developing a sense of initiative and entrepreneurship became one of the main goals of education (European Commission, 2014). A variety of research is conducted worldwide on entrepreneurship education to situate the place of entrepreneurship within the public-school environment (e.g. Lepisto and Ronkko, 2013; Omer Attali and Yemini, 2017). The studies showed that although teachers and teacher candidates had a lack of knowledge on entrepreneurship education, their perspectives of and attitudes towards it can be changed over time by implementing appropriate educational approaches in higher education (Seikkula-Leino et al., 2010). Once this is the case, it can be argued that appropriate educational approaches can increase students' interest in and attitudes towards entrepreneurship in a Business Department.

Different teaching methods and strategies are used in education, some of which are as follows:

- Problem-solving (Hodges et al., 2016)
- Engineering design processes (English and King, 2015)
- Technology-based methods and strategies, such as the use of simulations (Nistor et al., 2018) and 3D technologies (Ibáñez and Delgado-Kloos, 2018), and virtual reality (O'Leary et al., 2018)
- Inquiry teaching methods (Ritz and Fan, 2015).

Some other teaching methods and strategies are also presented by Butler et al. (2020).

Many review studies are conducted on teaching methods and strategies for entrepreneurship education. For example, Mwasalwiba (2010) identified 26 teaching methods in 21 articles and presented 13 most important ones in Figure 2. Their review suggested that several authors categorised teaching methods into two groups, namely “traditional methods” and “innovative methods”, also known as “passive methods” and “active methods”, respectively (Mwasalwiba, 2010, p.30). However, the methods mentioned in Figure 2 were not categorised according to this finding.

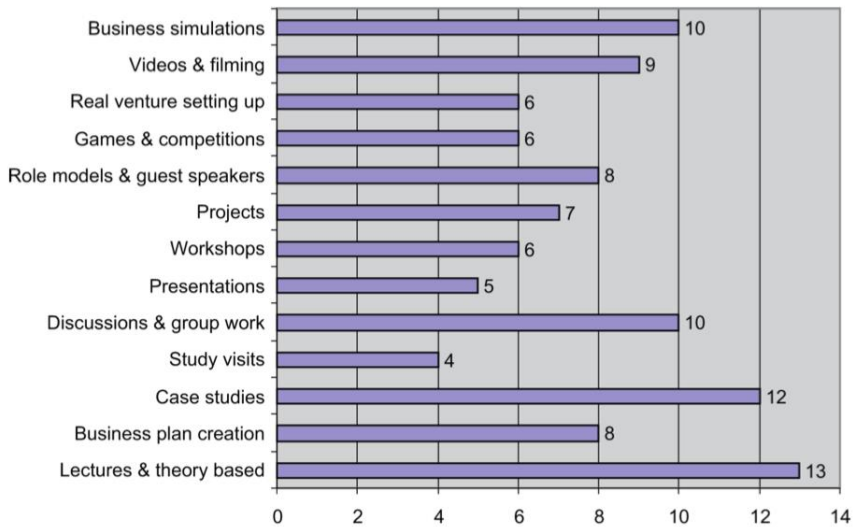


Figure 2. Teaching Methods

Even though it is not as common as the ones in Figure 2, simulations (Hindle, 2002) were also mentioned.

Sirelkhatim and Gangi (2015) reviewed 97 entrepreneurship education articles and found 18 teaching topics and methods. Excluding teaching topics, six

teaching methods are identified and presented respectively from the most frequently mentioned to the least.

1. Business plan (f=95)
2. Product development (f=24)
3. Simulations (f=23)
4. Bringing guest speakers (f=19)
5. Incubators (f=12)
6. Role playing (f=6)

Samuel and Rahman (2018) differentiated traditional and innovative teaching methods from each other. The researchers suggested using active and action-based innovative teaching methods that can encourage questioning, examination and discussions to make entrepreneurship career-oriented. Within this context, the researcher recommended the teaching methods and strategies including business plan development, team-based learning, entrepreneur presentations (guest speakers), case studies or project-based learning, problem-based learning and games.

Overall, there are studies presenting different methods and strategies to support entrepreneurship education, which are well-known and used in the Business Departments. This paper aims to provide innovative and practical teaching methods that are not commonly used in this department but have great potential to enhance students' knowledge on and engagement with the subject studied, where educators' pedagogical knowledge and attitude play a significant role. Unless the educators' feel comfortable and confident in using a teaching method or a strategy, it is unlikely that the teaching will be effective or successful. Here, this may be achieved by building a mutual collaboration between the department of education and business school and exchanging expertise. If entrepreneurship

is of importance, as academics, we should adopt innovative teaching approaches to engage students with the topics studied. Due to the theoretical nature of the paper, informed consent or ethics committee approval was not required.

PRACTICAL AND INNOVATIVE TEACHING ACTIVITY EXAMPLES

Many teaching methods and strategies have been used commonly in entrepreneurship, such as business plans, guest speakers, incubator programs and project-based learning (Mwasalwiba, 2010; Samuel and Rahman, 2018; Sirelkhatim and Gangi, 2015). Other teaching approaches, such as problem-based, project-based and technology-based learning, can be utilized to increase interest in a subject discipline, but these approaches have already been used in both Education Departments and Business Schools. If our focus is the innovative teaching methods and strategies aiming to improve student learning and interest, there are other teaching methods and strategies that are used in the Education Department but not transferred effectively from there to the other departments, such as Business Schools; for example, jigsaw method and role-playing. Such a way of learning is student-centred, adopts a constructive approach, allows students to engage with the subject, and provides them with a rich learning experience. These methods and strategies are either not commonly used in Business Schools or they were ineffective due to the lack of pedagogical background knowledge when implementing them.

As educators' pedagogical knowledge is as important as their subject knowledge to increase students' attitude and knowledge towards the subject studied, this paper aims to improve educators', particularly entrepreneurship educators', pedagogical knowledge and support their professional development. Within this

goal, in this section, four learning methods and strategies are drawn from the literature based on the following:

- Whether the approach is commonly used when teaching entrepreneurship
- Targeting constructive learning
- Being an innovative way of teaching
- Targeting active and student-centred learning
- Their effectiveness
- The author's and her colleagues' successful implementation of such strategies

Between the selected four learning methods and strategies, story-based group discussion and role-play are applied by the author with undergraduate students in the Faculty of Education in Ireland and the results are presented in Kaya (2019). The author has also used the jigsaw method and flipped classroom in her teaching in the Faculty of Education in Turkey and Ireland. Other research that has implemented the latter two learning methods and strategies, such as Halimah and Sukmayadi (2019) and Gilboy, Heinerichs, and Pazzaglia (2015), are also presented in the relevant subsections to increase the validity and reliability of the study.

In the following, these four ways of teaching are briefly explained. Then, suggestions are provided to educators to consider when developing their activities as personalized pedagogy is important for both educators and students (Blenker et al., 2012). Also, suggestions are provided to consider when implementing the activities in the classroom. By providing theoretical and practical suggestions, it is aimed to make educators who adopt these methods and strategies feel more confident and comfortable in their teaching.

Story-based Group Discussion

A group discussion is an efficient teaching method that brings a set of students together to conduct an argument on a specific topic. Different types of discussion techniques, such as a small group discussion, a big group discussion or a story-based discussion, can be used according to the group size, level or aim. In the big group discussion, the discussion is conducted with the whole classroom. The educator can use mind maps, online tools such as Padlet and Mindmeister, or other online tools to support the learning process and increase student engagement. In the small group discussions, a classroom is divided into small groups, and the discussions are conducted within them. The small group discussions can be followed by a big group discussion or supported again with additional tools. During the group discussions, students come up with ideas, solve problems or make comments. Dividing a classroom into groups and telling them to discuss is not an effective way of creating a constructive and innovative learning environment. Educators should be supporting students along the process as needed, and students should be familiarized with the aim of conducting a discussion before implementing it in the classroom to promote an effective discussion (Sumbul, 2011).

A story-based group discussion is a group discussion that uses historical stories in teaching. Story-based group discussions are used to enrich the learning experiences and make them more engaging and innovative. From this view, story-based discussions differ from the other types. The literature also indicates that the story-based group discussion is an effective way of teaching (Allchin, Andersen and Nielsen, 2014; Clough, 2020; Kaya et al., 2018).

What should be considered by educators: The following actions should be considered to develop an effective story-based group discussion (Kaya, 2019):

- To determine the aim (what we want to teach) and the success criteria (how we will decide if a student is successful) of the activity. Also, sharing these aims and the success criteria with students may increase student motivation.
- To decide on the group size and the level of students.
- To check students' backgrounds on how group discussions are conducted.
- To find a story about entrepreneurship that serves for achieving designated learning outcomes and is appropriate for the targeted student level.
- To write two claims, each of which supports a different perspective. For example, Claim 1: entrepreneurial mindset can be taught, Claim 2: entrepreneurial mindset is only inherited through genetics.

What should be considered during the implementation of the activity: Based on two studies - TAPping into argumentation (Erduran, Simon, and Osborne, 2004) and Ideas, evidence and argument in science (IDEAS) project (Osborne, Erduran, and Simon, 2004), the following steps are identified to use when implementing a story-based argumentation:

- Divide students into groups as there will be an equal number of groups supporting each claim. Students are assigned to either Claim 1 or Claim 2.
- Students read the story carefully.
- Students use the story provided to build up support for their claim and/or refute other debaters' claims.
- Students make sure that they justify their thinking of the evidence to support and refute the ideas.
- Students discuss the ideas in each group.
- Groups come together and discuss the claims in a big group.

- Groups agree on a claim and justify their reasoning.
- The educator supports the students throughout the process by asking critical questions or clarifications.

Role-play

Role-play is an engaging teaching strategy where students act out or perform a part of a person or a character. Role-play is significant for supporting cognitive development, taking initiatives, active learning, and empathy (Onder, 2006). Role-play activities develop an active learning environment where students deal with real-life situations by adopting different perspectives and working with a group to bring solutions to complex issues. This is particularly important for entrepreneurship education since entrepreneurship is driven by real-life issues and requires looking at an issue from different perspectives. By using this strategy, students can be encouraged to get into an entrepreneurs' mindset and have a better understanding of entrepreneurship. The literature points to the effectiveness of this strategy in different subjects (Akdemir, 2020; Aykaç and Çetinkaya, 2013; Namdar and Camadan, 2016). An example teaching activity can be found in Sever, Yalcinkaya, and Mazman (2009) and Kaya (2019). Both large and small groups may enjoy learning with this strategy (Cohen, Manion, and Morrison, 2011).

What should be considered by educators: When developing a role-play activity, the following steps should be considered in addition to the first four actions of the story-based discussion:

- After deciding on the story, aim, and success criteria, the characters should be identified from the story, such as an entrepreneur, a company manager, a product developer, the public and the government.
- The story is divided into parts according to the flow. For example, the first part can target entrepreneurial traits, and the second part can target public relationships.
- Role cards for each character are written for each part according to the story. For example, if the first part is targeting entrepreneurial traits, the characters may include an entrepreneur, an individual, a company manager and a product provider. The role cards are written for each of the characters.
- Question cards, which are called “Question Time”, should be written for each part. For example, if the first part targets the entrepreneurial traits, the “Question Time” card can include questions, such as “what traits would an entrepreneur have?” and “would a company manager have the same traits? Why?”.

What should be considered when implementing the activity with students: Based on Kaya (2019), the following steps are identified to utilize when the role-play activity is implemented:

- The role cards related to entrepreneurship (e.g. an entrepreneur, a company manager, a product developer and the public) are distributed to the students.
- Students select the secretary of the group. Students get into the character based on their role cards and play their parts.
- The group secretary reads each question in the “Question Time” cards.
- Students conduct a small group discussion on each “Question Time” question.

- As well as joining the discussion, the group secretary notes the agreed answers.

Jigsaw Method

The jigsaw model is a teaching method that promotes cooperative learning where students are actively involved in the teaching-learning process (Aronson, 1978; Bhandari et al., 2017). The jigsaw method consists of a home group (original group) and an expert group (Benton, 2016). Having these groups allows students to experience constructive learning and peer-teaching. Halimah and Sukmayadi (2019: 292) summarize five main features to consider when implementing the jigsaw model of cooperative learning:

- Positive interdependence
- Positive face-to-face interaction
- Individual accountability
- Interpersonal and small-group skills
- Learning reflection

The jigsaw method enables students to work in small interdependent groups and relies on peer-teaching. Each student is assigned to a part of the topic studied. When the study is finished, the group comes back together to complete a jigsaw (puzzle) and teaches each other what they have learned. The fundamental resource of this method can be seen as the book written by the social psychologist Elliot Aronson (See Aronson, 1978). Currently, there is research showing its effective use in different subjects for developing pedagogical knowledge of pre-service early childhood teachers (Halimah and Sukmayadi, 2019), communication skills in the psychology department (Bhandari et al.,

2017), cooperative learning (Karacop, 2017) and achievement (Şimşek, Doğan, and Kılıç, 2016). Dewitt (2021) integrated flipped classroom and jigsaw methods to provide an innovative and creative way of teaching a content-heavy module and applied the module developed with 25 students. The results supported the effectiveness of the jigsaw method. The flipped classroom is introduced in the next subsection.

As the Business Canvas Model is commonly used for entrepreneurship, an activity referring to this model can be designed to increase student interest and engagement in the topic. This activity can fuse the jigsaw method and the Business Canvas Model together rather than giving the model to the students and asking them to fill it in, which makes the teaching richer and provides student-centred active learning.

What should be considered by educators: To make the method clearer, the suggestions are provided to transform the Business Canvas Model into an activity adopting the jigsaw method:

- Consider the first three actions of the story-based discussion activity.
- Divide the classroom into nine groups. These main nine groups will be called the home group. Each home group will be focusing on the whole Business Canvas Model.
- Take each block of the Business Canvas Model and spread these nine blocks around the classroom. There are nine blocks in the Business Canvas Model, which are key partners, key activities, value propositions, customer relationships, customer segments, key resources, channels, cost structure, revenue stream.
- Each of these nine blocks is called an expert group. Each expert group will be focusing on (developing expertise on) a part of the Business Canvas Model.

- For the expert group, prepare information sheets for each block (nine information blocks) in the Business Canvas Model.
- Rather than providing information, you can also write down questions related to each block (See Appendix 1).

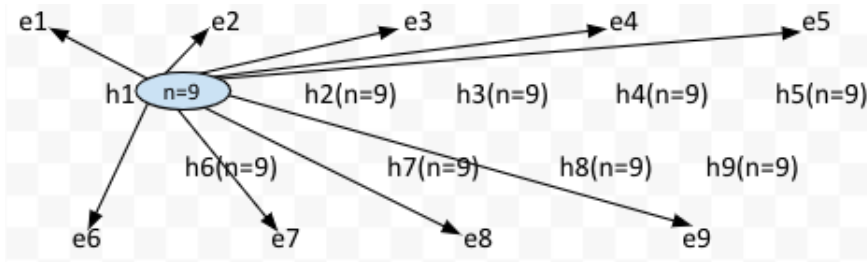


Figure 3. Representation of Home Groups (h1, h2...) and the Expert Groups (e1, e2...)

In Figure 3, while the e-numbers are representing each expert group (nine blocks of the Business Canvas Model), the h-numbers in the middle represent each home group where the jigsaw is completed by bringing the parts of the Business Canvas Model together.

What should be considered when implementing the activity with students:

- Place the nine information blocks around the classroom.
- Divide the classroom into nine groups as each group will have at least nine students¹. This small group will be called a home group.

¹ If the number of students is not enough, the educator can combine some blocks of the Business Canvas Model to decrease the number of expert groups. For example, if there are 40 students, 5 home groups and 8 expert groups can be created. That is, there will be at least 8 students in each home group (5 home groups x 8 students in each home group to be sent to expert groups = 40 students).

- Direct each student from home groups to each of nine expert groups.
- Repeat the distribution for each home group.
- Students in expert groups start improving their expertise on one of the nine blocks and take some notes.
- Educators can join each expert group and ask questions or guide them.
- After the given time to the students to improve their expertise, students will go back to their home group and share their expertise on what they have learned.
- Each home group starts creating their business plan.
- Main findings and the features of the Business Canvas Model are discussed together in the classroom.

The last two bullet points are optional. Educators can decide whether they want to finalize the activity or how they want to finalize the activity. The activity can be finalized by, for example, creating a concept statement, starting to develop a business plan or creating a poster with the main findings. Otherwise, the educator can, for example, finish the teaching for the day and continue with the business plan the following week.

Flipped Classroom

A flipped classroom commonly refers to a change in when or where (e.g. online, in-class) the activities are done and alters the interaction between the roles of the educator, student and the course material. Flipped classroom strategy aims to increase student engagement and learning by utilizing blended learning. This strategy focuses on teamwork as well as supporting individual learning that might help improve students' self-regulation skills. To make this method more effective, educators should focus on the development of soft skills rather than trying to

have full control of what happens in the classroom (Haase and Lautenschlager, 2011).

Many studies showed the effectiveness of this strategy. For example, Akçayır and Akçayır (2018) reviewed 71 articles in the literature and found that while the flipped classroom improves students' learning performance, it also has challenges such as lack of student preparation before class. Awidi and Paynter (2019) investigated the impact of a flipped-classroom approach on the learning experience of undergraduate students in a biology course. The results showed that the flipped classroom had an impact on students' motivation, confidence and engagement, and its components, such as the pre-recorded lectures and the structure of the in-class sessions, may further improve the student learning experience. Another seminal study conducted by Gilboy, Heinerichs, and Pazzaglia (2015) also showed that the majority of the 142 students who participated in the research preferred flipped classrooms rather than traditional teaching strategies.

In this strategy, an educator can share his/her knowledge with students in different ways, such as via videos, notes and social platforms, or bring a guest speaker to the classroom to work with the students. Students can complete theoretical study anywhere they want, visit the sites rather than working with theory, get real-life experience and then come to the classroom to learn and develop practical applications of the topic. This might be seen as defining the problem individually and finding a solution with a group. The classroom should be viewed as a dynamic, interactive and project-based learning environment. For example, when working on entrepreneurial attributes, the educator can provide some stories or photos of successful entrepreneurs and ask students about who they are and what their common attributes are. Students gain background

knowledge individually in an informal environment. When the students come to the classroom, the educator can conduct a role-play with the students. Students observe the role-play and discuss what would be a better approach for the character in the story to achieve a better result. According to Bliemel (2014), entrepreneurship education courses can be flipped in two ways: conventional and inside-out. With this understanding, the researcher conducted a case study, demonstrated how an entrepreneurship course can be flipped both ways, and provided example course designs. Bliemel (2014) focused on when and where the aspects of the course emerged (in-class, online, outside the class) and identified if they were indirect, virtual or direct. The researcher found that even though an inside-out flip involved additional logistical challenges, it was a better fit with the course. The study also indicated that the importance of feedback on students' learning is under-emphasized in the literature.

CONCLUSION

The importance of developing practical and innovative educational applications is an obvious necessity for developing students' understanding of a topic and increasing the effectiveness of teaching and learning. Even though there is abundant research on entrepreneurship education, the studies providing practical and innovative entrepreneurship activities for student engagement is limited. This article presented:

- a brief understanding of entrepreneurship by introducing the changes in the term of an entrepreneur and providing a broader definition of entrepreneurship
- innovative ways (strategies and methods) of teaching and learning entrepreneurship through a pedagogical approach and their practical examples

There are many potential benefits of adopting innovative teaching methods and strategies in entrepreneurship education. For example, innovative teaching methods and strategies promote a rich learning environment where students construct their own learning. This makes the learning more active, collaborative and student-centred, which, in turn, improves student engagement, motivation and interest in the subject studied. Such methods and strategies also contribute to students' knowledge, attitude and skills, such as creativity, self-regulation, communication and teamwork. As well as the students, such methods and strategies also enhance educators' pedagogical knowledge and skills, attitude and thus, contribute to their professional development.

The teaching methods and strategies suggested in this paper are drawn from the literature. Even though literature indicates the effective use of such methods and strategies in other fields, not being commonly used and having very little research in entrepreneurship education are the limitations of the study. Due to the limited number of empirical studies, the use of innovative teaching methods and strategies in entrepreneurship education should be supported. The effectiveness of four ways of innovative teaching that are introduced in this paper should be implemented and investigated further in business and economics departments. In the studies that are conducted without having pedagogical support, different aspects, such as educators' attitudes, knowledge of the pedagogies, and familiarity with innovative teaching ways might decrease the effectiveness of the methods and strategies applied. Thus, it is suggested to build support bridges between the education and business/economics departments to increase the effectiveness of such innovative teaching approaches.

To conclude, this paper contributes to the field by providing educators with practical and innovative teaching methods and strategies to help create higher-

achieving, well-motivated students who have a higher tendency to transfer their entrepreneurial intention to entrepreneurship behaviour. It is suggested to bring a pedagogical and entrepreneurial perspective together to increase the effectiveness of teaching entrepreneurship in business and economics departments. Developing practical examples utilizing innovative ways of teaching and learning entrepreneurship can be a good start for bringing these two different areas together. It is recommended to conduct further research with economics and business students to investigate how applying innovative ways of teaching would affect students' interest, attitude, motivation and understanding.

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APPENDIX-1: Business Canvas Jigsaw (Adapted from Business Canvas Model)

KEY PARTNERS

Why are key partners important?

What are the key aspects that need to be considered when deciding on key partners?

KEY ACTIVITIES

Why are key activities important?

What are the key questions that need to be asked when deciding on key activities?

What are the potential categories that key activities would focus (e.g.

VALUE PROPOSITION

Why is the proposition value important?

What are the key questions that need to be asked when deciding on value proposition?

What characteristics are to be looked for in value proposition (e.g. newness

CUSTOMER RELATIONSHIPS

Why are customer relationships important?

What are the key questions that need to be asked about customer relationships?

What examples would be considered in customer relationships (e.g. self-

CUSTOMER SEGMENTS

Why are the customer segments important?

What are the key questions that need to be asked about customer segments?

KEY RESOURCES

Why are the key resources important?

What are the key questions that need to be asked when deciding about key resources?

What type of resources should be considered (e.g. physical)?

CHANNELS

Why are the channels important?

What are the key questions that need to be asked when deciding about channels?

What type of resources should be considered about channels (e.g. physical)?

COST STRUCTURE

Why is the cost structure important?

What are the key questions that need to be asked when deciding about the cost structure?

What characteristics should be considered about cost structure?

REVENUE STREAM

Why is the revenue stream important?

What are the key questions that need to be asked when deciding about the revenue stream?

What aspects of the revenue stream should be considered in a business plan?

GENİŞLETİLMİŞ ÖZET

Amaç

İnkubatör programları ve iş planı gibi birçok öğretim metod ve stratejileri girişimcilik eğitiminde yaygın olarak kullanılmaktadır. Başka bir çok metod ve strateji eğitim fakültesinde kullanılmasına rağmen buradan iktisat ve işletme gibi farklı bölümlere etkili bir şekilde aktarılamamıştır. Öğrencilerin konuyu öğrenebilmesinde, eğitimcilerin konu bilgisi kadar pedagojik bilgisi de önem arz etmektedir. Bu nedenle “Girişimcilik eğitiminde öğrencilerin ilgi ve motivasyonunu arttırmak için işletme ve iktisat fakültelerinde yaygın olarak kullanılmayan ne gibi yenilikçi öğretim metod ve stratejileri kullanılabilir?” sorusundan yola çıkarak, bu çalışmada eğitimcilerin, özellikle girişimcilik eğitimcilerinin, pedagojik bilgisini geliştirmek ve profesyonel (akademik) gelişimlerini desteklemek amaçlanmaktadır.

Literatürdeki Boşluk

Geçtiğimiz yüzyıllar içerisinde girişimci ve girişimcilik farklı bakış açılarıyla değerlendirilmiş ve yüzyılın gereksinimine göre, farklı şekillerde tanımlanmıştır. Bazı araştırmacılar girişimciliği bir süreç olarak görürken (Hisrich, 1986), bazı araştırmacılar girişimciliği bir yeni işletme oluşturma (Bruyat ve Julien, 2001), yeni bir çevre oluşturma çabası (Rindova, Barry ve Ketchen, 2009), ya da bir yetkinlik (European Commission, 2012; McCallum vd., 2018) olarak anlamlandırmıştır. Kaya vd., (2018, p.464) çalışmasında girişimciliği eğitime uyarlayarak daha geniş bir bakış açısıyla girişimciliği “yeni fırsatların farkına varıp, potansiyel başarısızlıklardan öğrenip, gerekli kaynakları kullanarak, geleceğin ürün ve servislerini ortaya çıkarabilmek için yeni ekonomik, sosyal, enstitüsel, kültürel ve bilimsel çevreler ya da kuruluşlar oluşturma süreci” olarak tanımlamaktadır. Bu geniş bakış açısıyla girişimcilik eğitimi verebilmek için yenilikçi öğretim yöntem ve stratejileri literatürde araştırılmıştır.

Mwasalwiba (2010) literatür taramasında 21 makalede 26 metod bulmuş, bunlardan en yaygın olarak kullanılanlarını ise teori temelli okutman sunumları (f=13), durum çalışmaları (f=12), grup çalışma ve tartışmaları (f=10) ve işletme simülasyonları (f=10) olarak bulmuştur. Sirelkhathim ve Gangi (2015) 97 girişimcilik eğitimi makalesinde altı tane öğretim yöntemi bulmuştur: 1. iş planı (f=95), 2. ürün geliştirme (f=24), 3. simülasyonlar (f=23), 4. çağrılı konuşmacı (f=19), inkubatör programları (f=12) ve rol oynama (f=6). Samuel ve Rahman (2018) girişimcilik eğitiminde aktif, öğrenci-merkezli, etkili ve yenilikçi öğretim yöntem ve stratejileri kullanılması gerektiğini vurgulamış ve bu amaçla iş planı, grup çalışması, çağrılı konuşmacı, durum çalışmaları, proje ve problem tabanlı

öğrenme ve oyunlaştırma gibi yöntem ve tekniklerin kullanılması tavsiye etmiştir. Bahsi geçen yöntem ve stratejilerden bazılarında öğrenci pasif kalmakta ve motivasyonunu yitirmekte, bazılarında öğrencilere sadece teori verilmekte, bazıları ise yaygın olarak kullanıldığı için yenilikçi yöntem ve stratejiler arasında görülmemektedir. Yenilikçi yaklaşımlara odaklandığımız için eğitim fakültesinde etkili olarak kullanılan ama iktisat ve işletme gibi bölümlerde sıklıkla kullanılmayan yöntem ve tekniklere baktığımızda bunlardan bazılarında hikaye temelli grup tartışması, rol oynama, jigsaw yöntemi ve ters yüz edilmiş sınıf yöntemi ve teknikleri örnek olarak verilebilir.

Bulgular ve Öneriler

Grup tartışması yaygın olarak kullanılmasına rağmen hikaye temelli grup tartışmasına çok sık rastlanmamaktadır. Grup tartışmalarının hikayeler temelinde farklı bir bakış açısıyla kullanılmasının girişimcilik eğitiminde öğrenci ilgi ve motivasyonuna katkıda bulunacağı düşünülmektedir. Buna ek olarak, rol oynama etkili bir yöntem olmasına rağmen, girişimcilik eğitimi literatüründe çok sık rastlanmamıştır. Bunun nedeninin eğitimcilerin pedagojik olarak bu uygulamaların etkili bir şekilde nasıl yapılacağı konusunda yeterli bilgiye sahip olmaması ihtimali göz önünde bulunarak bahsi geçen dört yöntem ve strateji bu makalede tanıtılmış ve öğretmenler için adım adım tavsiyelerde bulunulmuştur. Bu yöntem ve stratejiler belirlenirken yaklaşımın girişimcilik eğitiminde yaygın olarak kullanılıp kullanılmadığına, yapılandırmacı öğretim yaklaşımını benimseyi benimsemediğine, yenilikçi bir bakış açısı olup olmadığına, öğrenci merkezli eğitimi destekleyip desteklemediğine, etkililiğine ve yazarın ve eğitimci meslektaşlarının sınıf içi uygulamalar öğrencilerden olumlu dönütler alıp almadığına dikkat edilmiştir.

Eğitimcilerin aktiviteyi hazırlarken ve hazırlanan aktiviteleri öğrencilerle uygularken neleri göz önünde bulundurması gerektiğine dair, her bir öğretim yöntemi ve stratejisi için adım adım önerilerde bulunulmuştur.

Tavsiye edilen yöntem ve stratejiler literatür temellidir. Bu yöntem ve stratejilerin etkililiğine dair önemli bulgular olmasına rağmen, girişimcilik eğitiminde kullanımı yaygın olmaması ve yeterli uygulamanın bulunmaması çalışmanın sınırlılıkları arasında yer almaktadır. Girişimcilik eğitiminde bu yöntem ve stratejiler üzerine uygulamalar artırılmalı ve etkililiği araştırılmalıdır. Pedagojik destek olmadan yapılan çalışmalarda, eğitimcinin yöntem ve stratejilere hakimiyeti, aşinalığı ve tutumu gibi etkenler nedeniyle bu yöntem ve stratejilerin etkililiğinde azalmalar gözlemlenebilir. Bu nedenle, eğitim ve iktisadi idari bilimler fakülteleri arasında dayanışma köprüleri kurularak, bu konuda ortak çalışmalar yapılmasının çalışmaların etkinliğini ve verimliliğini artıracığı düşünülmekte ve önerilmektedir.

Özgün Değer ve Sonuç

Girişimcilik eğitiminde yenilikçi öğretim yöntem ve stratejilerinin kullanılmasının bir çok faydası bulunmaktadır. Örneğin, bu yöntem ve stratejiler öğrencilerin kendi öğrenmelerini yapılandığı zengin öğrenme ortamlarının oluşmasını desteklemektedir ve öğrenmeyi daha aktif, işbirlikçi ve öğrenci merkezli kılmaktadır. Bu da öğrencilerin çalıştıkları konuya ilgilerini, motivasyonlarını ve bağlanmalarını arttırmaktadır. Bu yöntem ve stratejiler aynı zamanda öğrencilerin bilgi, beceri (örn. yaratıcılık, öz-düzenleme, iletişim ve takım çalışması) ve tutumlarının artmasına da katkı sağlamaktadır. Öğrenciler kadar eğitmenlerin de pedagojik bilgi, tutum ve becerileri geliştirilmesine ve akademik gelişmelerinin ilerlemesine katkıda bulunmaktadır.

Eğitim fakültesi ve diğer fakülteler arasındaki dayanışmanın önemi çoğu zaman görmezden gelinmektedir. Eğitim fakültelerinde kullanılan etkili yöntem ve stratejilerin diğer fakültelerde uygulanması, öğrencilerin ilgi ve motivasyonunu artırmaya yardımcı olacak yenilikçi öğretim fırsatları sunmaktadır. Bu çalışma, yüksek başarı gösteren, iyi motive olmuş girişimcilik niyetini davranışa dönüştürebilecek öğrenciler ortaya çıkarmak için, eğitimcilere pratik ve yenilikçi öğretim metod ve stratejileri sunarak alana katkıda bulunmaktadır.