

Experiential Approaches: Effective Pedagogy “for” Entrepreneurship in Entrepreneurship Education

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Abstract

This paper aims to analyze the effective pedagogy to be used in the field of Entrepreneurship Education in teaching “for” entrepreneurship, by analysis of the available literature of effective approach for Entrepreneurship Education. Findings reveal that Experiential approaches are effective in teaching “for” entrepreneurship. Thus, schools that apply these approaches will train student better. This paper contributes to filling the gap in terms of realistic review on the effective pedagogy in teaching “for” entrepreneurship in Entrepreneurship education field.

Keywords

Experiential Approaches, Entrepreneurship, Education “for” Entrepreneurship, Entrepreneurial Skills

1. Introduction

Entrepreneurship is a career field, students who are studying Entrepreneurship must be aware that they are taking it as an occupation of their choice. In his theory of vocation development (1908), Parsons stated that decision to engage in any occupation occurs when a person has achieved: an accurate understanding of her or his individual traits (aptitude, interest, personal abilities); a knowledge of labor market; judgment about their individual traits, skills and labor market. Entrepreneurial skills are said to be necessary for performing all the functions important in this career. These skills are not traits. Lichtenstein and Lyons (2001) said that entrepreneurial skills can be developed through practice and coaching.

Entrepreneurship education is the only tool that can prepare professional en-

trepreneurs by developing certain entrepreneurial abilities like how to start your own business and the process of innovation in the existing business. Nasrullah et al., (2016) said that students receive this type of education, they should become more confident in their ability to create and evaluate entrepreneurial opportunities, and not only to improve the academic performance. Maresch et al., (2016) said they should be able to secure the resources required to seize.

Teaching “for” Entrepreneurship aim is to produce graduates with mindsets, skills and capabilities to identify and shape opportunities, and develop business ventures (QAA, 2012). Learning “for” entrepreneurship has been associated with learning by doing and knowing how to conduct entrepreneurship through Simulations. (Gibb & Price, 2014) stated that education “for” entrepreneurship focuses on creating enterprising mindset and experiences what it feels to be an entrepreneur. Learning should be based on creativity, informality, curiosity, emotion, real world problems and opportunities and should take place through entrepreneurial ways (Styliani, 2019).

Scholars have been argued for the pedagogical approaches borrowed from business management to teach “for” entrepreneurship, which has a classroom-based focus and “lecture teaching methodology, basically a stand-and-deliver approach” (Neck and Greene, 2011) which misses the vital stimulation of the “knowing how”, the reliance on theories, results in a failure to emphasize the distinctiveness of entrepreneurship and hinders the outcome goal of producing competent entrepreneurs (Solomon, 2008). In this literature review, the objective was set to analyze the effective pedagogy “for” Entrepreneurship education and it’s an effective application in teaching and practice.

2. Methodology

This research paper adopts a descriptive design to discuss on previous studies related to effective pedagogy “for” Entrepreneurship Education for the period of 2009-2019. The paper does not include the publications and reports of the practitioner that also focuses on Entrepreneurship Education only review the academic publication. In order to get the research papers, the study only searches the online databases using the statements Effective pedagogy for Entrepreneurship education and Teaching “for” Entrepreneurship for the period 2009-2019. The search results offered a lot of papers and out of those only the publications in the journal is considered which was around one hundred ninety-three papers. From this list only fifty-one research papers finally selected for review which contain aforementioned topic. Table was created to present a comprehensive summary of the analysis.

3. Review of Literature

Education “for” Entrepreneurship

Entrepreneurship is among the carriers which need work experience training, due to its heart role of creation and Innovation. Gartner (1998) stated that en-

entrepreneurship is about entrepreneurial individuals creating innovative firms that grow and create value. [Shane & Venkataraman, \(2000\)](#) said that entrepreneurship is not only creating a new venture but also creating value within organization. [Stevenson and Jarillo \(1990\)](#) viewed entrepreneurship as “a process by which individuals, either on their own or inside organizations, pursue opportunities without regard to the resources they currently control”. [Gibb, \(2005\)](#) also pointed out that entrepreneurship involves actions that result in creation and renew of value.

Teaching “for” Entrepreneurship aim is to produce graduates with mindsets, skills and capabilities to identify and shape opportunities, and develop business ventures ([QAA, 2012](#)) ([Pittaway & Cope, 2007: p. 215](#)). Learning “for” entrepreneurship has been associated with learning by doing and knowing how to conduct entrepreneurship through Simulations”. ([Gibb & Price, 2014](#)) stated that education “for” entrepreneurship focus on creating enterprising mindset and experience what it feels to be entrepreneur. Learning should be based on creativity, informality, curiosity, emotion, real world problems and opportunities and should take place through entrepreneurial ways ([Styliani, 2019](#)).

The components of education “for” entrepreneurship as suggested in literature include: the acquisition of knowledge, the development of an entrepreneurial support system and the building of entrepreneurial skills. [Sijde et al., \(2008\)](#) suggest that entrepreneurship “for” includes realizing opportunities, as a set of competence, as starting a business and as managing a small company. ([Fayolle, 2008](#)) mentioned; raising awareness, teaching techniques tools, how to handle situations and supporting project bearers. ([Lackeus, 2014](#)) stated that, students pursuing this type of entrepreneurship education have a genuine interest in starting a new venture.

Entrepreneurial skills

[Cooney \(2012\)](#) said that starting a venture, creating product or doing any entrepreneurial projects needs application of entrepreneurial knowledge and skills to discern and accessing opportunity. Different entrepreneurial skills and traits such as self-images, specific knowledge, motives and social roles lead to venture birth, survival and its growth, also help entrepreneurs successfully to perform a job role ([Tehseen & Ramayah, 2015](#)).

[Chell \(2013\)](#) defined skills as “multidimensional constructs; they comprise the cognitive, knowledge and what is learnt; the affective, emotional expression and what is experienced; the behaviour, action at strategic, tactical and personal levels; and the context, sectoral, occupational, job and task levels”. ([Riyanti et al., 2016](#)) discussed those skills by grouping them into two categories of soft skills and hard skills. He argued that Hard skill related to technical for managing or running entrepreneurial activities they include human resources management skills; Marketing skills, production skills; Financial skills. Whereas soft skill related to personality or characteristics of entrepreneur is also divided in two groups. One being soft skill of personality and the other being soft skill of cognitive style. Soft skill of personality includes; initiative, perseverance, performance,

commitment and self-confident. Soft skills of cognitive style include seeking information, efficiency, systematic planning, problem solving, persuasive skills, influencing others.

Application of Entrepreneurial skills in Entrepreneurial process.

Scholars have identified how entrepreneurial skills applied in entrepreneurship process. Davila et al., (2003) mentioned technical skills help to identify opportunities based on existing competence. Baron (2004) identifies problem solving skills help in conflict resolution and overcoming stress. Rwigema and Venter (2004) said personal motivation skills help in attaining self efficacy, positive attitudes and commitment. GEM (2003) said adaptability to change skill, help in adapting to technological and innovation progresses. Hankinson (2000) stated that persuasion and negotiation skills help in relationships with suppliers, bankers, directors, managers, shareholders, customers. Nieman (2006) said human resource management skills help in dealing with employee relations. Hankinson (2000) mentioned that creativity skills and innovation skills are useful for development of new innovative products and innovative techniques. Similarly, Man et al., (2002) confirmed that ICT skills help to access critical knowledge about markets, opportunities and businesses. According to OECD (2002) financial management skill help in proper resource needs, understand the financial terminology that investors and venture capitalist use and to proposed the amount profit that venture can make be able to re-compensate their investors and cover the staff's salary. Gartner et al., (1999) said Marketing skill help in identify niche markets, paying customers and to analyze competitors, identifying, quantifying and analyzing potential uncertainties and envisioned risks linked with the opportunity Gartner et al. (1999).

These skills can be utilized in the specific phases of entrepreneurship that is seen more as a process than as a one-off decision to take and should be understood and studied as a cognitive and evolving process (Saukkonen, 2017).

Experiential Approaches to Learning.

Experiential approaches to learning refer to those theories and methods which emphasize on learning through action. These theories which develop experience and skills believe that learning effectively occurs when learners are able to connect concepts, reflect and conceptualize themes. They address the ambition to develop competency, which is understood as the combination of knowledge, skills and attitudes (Sánchez, 2011). They also assert that knowledge is constructed in social interaction (Ylänne & Nevgi 2003) when a personally responsible participant(s) cognitively, affectively, and behaviourally processes knowledge and skills. (Kolb, 1984) allow learning from experience as it gives possibility to learn from natural consequences, mistakes and success.

Experiential approaches, which are effective in teaching “for” entrepreneurship as discussed in literature include; Action based learning, which was introduced by Reg Revans in 1970s. He believes that no learning without action, and no action without learning. Reg Revans emphasis on collaborative learning and

experience which takes place in a form of team, with a maximum number of six members, who will be learning through action by performing real tasks oriented or work related tasks. Learning process in team reflect on the actions based on tasks given, which are linked with the specific knowledge or skills to be developed under the guidance of a facilitator (Pedler et al., 2005).

Others are Experiential learning, which was developed by Kolb 1970s, and Problem based learning by Mc Master 1960. Kolb, (1984) explained that individuals learn from experience through an experiential learning cycle, comprise of concrete experience, reflective observation, abstract conceptualization, and active experimentation. He defined experiential learning theory as “the process whereby knowledge is created through the transformation of experience and knowledge that results from the combination of grasping and transforming experience”, It allows learners to actively construct knowledge in collaborative groups, whereby, the teacher is a facilitator and not the main source of knowledge. Problem-based learning is designed for students to tackle problems, preferably real life and structured events, in small groups supervised by a facilitator (Hansemark, 1998; Hmelo-Silver, 2004; Neufeld & Barrows, 1974; Savery, 2006; Schmidt, 1993).

Application of Experiential approaches in teaching “for” entrepreneurship

The effectiveness of these approaches in teaching “for” entrepreneurship, lies on the manner of the method which is applied in teaching and learning process. Example the extent to which the method allow interaction between learners, and exposing students to real entrepreneurial environment, have higher impact on developing entrepreneurial skills, traits and knowledge. For example, team work helps learner to improve communication skills as they listen to each other’s opinion (Taylor, 2016). Team work increases student self-efficacy, uncertainty and ambiguity tolerance and self -insight. (Lackeus, 2013) developed entrepreneurial behaviours, exploration of business ideas, increasing entrepreneurial attitudes, motives and intentions (Gibb & Price 2014).

Projects enhanced student ability to deal with entrepreneurial challenges such as product design. (Musteen et al., 2018) help students to make a pitch to businesses to attract resources or engagement, developing persuasion skills and confidence as students will use them when pitching the idea towards different areas in the target market (Mason and Arshed, 2013). Develop creative thinking among students generating innovative solution on different problems (Wee, 2004), and generating knowledge related to entrepreneurial process (Kruegar, 2007; Welsha et al., 2016).

Other experience practice such as assignments and presentations make student own their learning, Internship allows students to contacts with local industry and entrepreneurs, also inspire students to engage in entrepreneurship (Oyugi, 2014). allow students to improve other meta-skills. These skills may include networking, time management, communication, creativity, selling, negotia-

tion skills as well as planning skills. Increase student's interest in becoming an entrepreneur, giving the students real hands-on entrepreneurial experience (Sebora, 2008). Help students to create entrepreneurship value and develop confidence in their carrier (Lackeus et al., 2013).

While experience is a great teacher, it cannot replace what can be best taught in a classroom and vice versa (Wrenn & Bruce 2009). Application of experiential approaches in classroom implies the use of learner centered-methods to teach the content relate to theories of entrepreneurship, with the goal of active exploration and construction rather than the passivity of lecture attendance and textbook reading (Norman, 2014). These methods include brainstorming, use of video, Recitation recitation, Drill drill and practice, demonstration, assignment, discussion, guided discovery, socratic teaching, inquiry, self-assessment, cooperative groups, contracts and presentations. These methods help entrepreneur student to generate a resource of personal knowledge "for" Entrepreneurship (Garrett, 2008). Classroom learning and field learning should be balanced. Although some researchers suggest that best results for entrepreneurship can be obtained outside classroom (Wren & Bruce 2009), "Good theory without action is busy work and action without theory is not worth learning" Neck et al. (2014b). The planning for fieldwork, team project and experiments activities should be decided whether to start in second and third year after students being oriented with all theories guiding entrepreneurship field.

4. Review Summary

Analysis showed that pedagogical approaches borrowed from business management to teach "for" entrepreneurship, which has a classroom-based focus and lecture teaching methodology, basically a stand-and-deliver approach' hinder the outcome goal of producing competent entrepreneurs. Experiential approaches are effective as they allow interaction both in classroom and outside classroom. They help students create a more tangible link between theory and practice, influenced students "attitude toward entrepreneurship as a career path" (Musteen et al., 2018). Help those students with limited prior entrepreneurial knowledge, as they develop meaning schemes which occur through moving from a controlled process of acquiring knowledge toward an automated process of developing expertise in a field (Hagg, 2017). Help in awakening student's desire and mind-set to develop entrepreneurial skills (Moylan et al., 2016). A comprehensive summary has been presented in **Table 1** basing on the research objective, findings and application of the findings in teaching "for" Entrepreneurship.

5. Conclusion

In this literature review, the objective was set to analyze the effective pedagogy "for" Entrepreneurship education and it's an effective application in teaching and practice. This paper finds that education "for" Entrepreneurship aim is to produce graduates with mindsets, entrepreneurial skills and capabilities to identify,

Table 1. Comprehensive summary of the findings from literature review.

Author (s)	Title Of The Journal	Objective	Findings	Application In Teaching
Sherman, P.S. Sebora, T. Digman, L.A.	Experiential Entrepreneurship in the Classroom: Effects of Teaching Methods on Entrepreneurial Career Choice Intention. Journal of Entrepreneurship Education, Volume 11, 2008	To examines the differences in various pedagogical approaches to Entrepreneurship on career choice intentions.	Experiential Approach to entrepreneurship is positively related to interest in new venture start up, Alleviate the fear; give students real hands-on experiences which lessen student desire to become entrepreneurs.	Instructors should be encouraged to use experiential methods, especially in developing entrepreneurial skills but not totally avoiding traditional methods in teaching
Mason, C. Arshed N.	Teaching entrepreneurship to university students through experiential learning Industry & higher education. Vol 27, no 6, December 2013, pp 449-463	To examine The effectiveness of assignment as experiential approach in entrepreneurship education	Assignment such as product making activities, selling is an effective learning experience for the students, as they exposing the students to the real world of the entrepreneur	Assignment should be provided considering the skills to be developed learning time and number Of students
Dobson, J. A., Jacobs, E. & Dobson, L.	Toward an Experiential Approach to Entrepreneurship Education. Journal of Higher Education Theory and Practice Vol. 17(3) 2017	Investigated the effectiveness of an experiential approach to Entrepreneurship education using both within-group and between-group research designs.	Experiential and not theory-laden courses are necessary in developing entrepreneurial behaviour help student to gain experience and realize that can pursue entrepreneurship as career	Practice help student to gain experience and learn through mistake, however there should be a balance of theory and practice for better outcome
Lekoko, M.; Rankhumise, E.; Ras, P	The effectiveness of entrepreneurship education: What matters most? African Journal of Business Management Vol. 6(51), pp. 1202	Explore and investigate entrepreneurship education at Botswana's two universities to determine and evaluate its effectiveness	Entrepreneurship education which incorporates experiential learning has great impact in-equipping students with the relevant entrepreneurial skills and competencies that will help them to choose entrepreneurship as a career option. Real entrepreneurial practices help student to experiencing what it takes to become a successful entrepreneur.	Effectiveness of Education "for" Entrepreneurship is when students are getting a real sense of entrepreneurship, Methods of teaching has great impact.
Mueller, S.	Increasing entrepreneurial intention: effective entrepreneurship course characteristics. International Journal of Entrepreneurship and Small Business, Vol. 13, No. 1, 2011.	The study focuses on the question of how specific characteristics of entrepreneurship courses influence the intention to become an entrepreneur.	Perceived behavioural control can be changed through various course characteristics such as practical experience, business planning	To develop entrepreneurial behaviour educators should link students with entrepreneurial networks, such as alumni in business and experienced entrepreneurs who serve as mentors.
Maritz A. Brown, C. Chich Jen, S. C.	A Blended Learning Approach To Entrepreneurship Education. Actual Problems Of Economics 12, Vol. 2, 2010.	To explore a blended learning approach to entrepreneurship education by discussing the integration of this pedagogical initiative aimed at infusing entrepreneurial skills and behaviour among students in a higher education setting	Experiential learning may be more conducive to teaching entrepreneurship. In order to increase experiential learning, the teams' performance-which is a more realistic view of the entrepreneurial activity they should be engaged as opposed to the teaching of general principles.	Team should mirror the entrepreneurial activities and develop relevance entrepreneurial skills Mentors should assist student so that they can learn well in teams.

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Lackéus, M	Links between Emotions and Learning Outcomes in Entrepreneurial Education, Conference paper at 22: nd Nordic Academy of Management conference (NFF), Reykjavik, Iceland, 21-23 of August 2013	Investigates links between strong emotions and entrepreneurial learning outcomes in an action-based entrepreneurship education program	Action based learning help to link entrepreneurial learning outcome with emotions, as it engage interaction with outside world, uncertainty and ambiguity in learning environment and team-work experience which are sources of emotions	Emotion help in formation of entrepreneurial identity and increased self - efficacy which are essential for entrepreneurship, scholars should apply those methods for better outcome
Arasti, Z. Falavarjani, M.K. Imanipour, N.	A Study of Teaching Methods in Entrepreneurship Education for Graduate Students Higher Education Studies Vol. 2, No. 1; March 2012	To identify the appropriate teaching methods in Entrepreneurship course	Experiential methods are appropriate methods in entrepreneurship as they help in improving Communication skills, allows interaction among learners, as they listen to others opinions, It enforces criticism thinking, because the students criticize others opinions, allow students to experience strategies to deal with ambiguous and complex situations	Educators should choose methods suitable for developing communication skills. Assignment, team projects, presentations are regarded effective in developing communication skills which is important as it is applied for formation of customer network, negotiation and selling.
Yamakawa, Y. McKone-Sweet, K. Hunt, J. Greenberg, D.	The Focus of Entrepreneurship Education: Pedagogy for Teaching the Entrepreneurial Method. Journal of Business and Entrepreneurship, 27(2), 19-46.	To explore whether a pedagogy method can be developed to teach students entrepreneurial methods	Experiential methods help simplify the learning of entrepreneurial knowledge, skills, logics and a mindset that can be used across diverse settings including government, established corporations, non-profits, social ventures, and of course traditional start-ups.	Student need to be exposed to the methods of entrepreneurship, experiential teaching allow them to get the make a sense of entrepreneurship as career
Žibeniene, G. & Virbaliene, R	Earning Methods Of Entrepreneurship Education. The collection of scientific papers 2014, ISSN 1691-5895	The aim of the article is to discuss existing and recommended learning techniques to develop entrepreneurship	Learning by doing, learning through experience, methods oriented to the discussion of the learning experience, situation analysis, problem-solving, decision making, critical thinking, development of creativity, are effective for entrepreneurship	Student should be assigned with mentors, who will share real entrepreneurial experience with students.
Moylan, T., Gallagher, N. Heagney, C.	Exploratory Studies on the use of Experiential Learning in Entrepreneurship Education. Journal of teaching and Learning in Higher Education (AISHE-J) Volume 8, Number 1 (Spring 2016) Page 2532	To investigates one particular type of education, namely entrepreneurship education, and Explores whether experiential learning is used in teaching	The solution to successful entrepreneurship education is the use of experiential learning activities to awaken student's Desire and mind-set to develop entrepreneurial skills as well as providing solid foundations and context (imparting knowledge about entrepreneurs and the entrepreneurial process), to facilitate collective networking opportunities and suitable environments while encouraging self-responsibility for learning.	Application of experiential learning in teaching for entrepreneurship should go hand in hand with Preparation of safe learning environment example; Innovation spaces which allow student to meet with different stake holders.

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Kim, J. Y., Choi, D. S., Sung, C. S., & Park, J. Y..	The role of problem solving ability on innovative behavior and opportunity recognition in university students. <i>Journal of Open Innovation: Technology, Market, and Complexity</i> , 2008 4(1), 4.	To prove the Relationship between individual's problem-solving ability and innovative behavior and the pedagogy that can enhance innovative behavioral development.	The results support the role of entrepreneurship education in creating opportunities for innovative behaviour and problem solving abilities through entrepreneurial learning experiences, the more entrepreneurial experiences the greater the chance of new opportunities and development of innovative behavior	Innovation is the heart role of entrepreneurs. Educators should apply the methods which will help students to develop problem solving skills, this skills has potential role on innovation.
Olokundun, M. Moses, C.L. Iyiola, O. Ibidunni, S. Ogbari, M. Peter, F. Borishade, T.	The effect of non traditional teaching methods in entrepreneurship education on students entrepreneurial interest and business startups: A data article, <i>Data in Brief</i> 19 (2018) 16-20,	To examine the effect of experiential teaching methods and university entrepreneurial interest on students' business startup	The analysis showed that the adoption of experiential practical activities considered as best practices in entrepreneurship teaching can stimulate students' interest and drive for engaging in business start-up activities	Start-up activities can start on second year of study, when student has been oriented to the theory guided practice.
Olokundun, M.A. Ibidunni, A.S. Peter, F. Amaihian, A.B. Moses, C.L. Iyiola, O.O.	Experiential Pedagogy And Shared Vision: A Focus On Identification Of Business Opportunities By Nigerian University Students. <i>Journal of Entrepreneurship Education</i> Volume 20, Issue 2, 201	To determine the effects of entrepreneurship pedagogy on students' shared vision and identification of business opportunities.	Experiential pedagogy significantly affects students' shared-vision for identification of business opportunities as indication of entrepreneurial intentions. Through unstructured group activities which give learners the opportunity to practice how to identify business opportunities, creative solutions to challenges in situations of risk, and conditions of instability.	Group activities should be conducted with focus, Members interest is important to consider when forming group
Fatoki, O.	An Examination of the Teaching Methods for Entrepreneurship at a South African University, <i>Mediterranean Journal of Social Sciences</i> , Vol 5 No 23 November 2014	to identify the traditional and non-traditional pedagogies employed for the teaching of entrepreneurship at South Africa Universities	Traditional methods such as lectures, help students to develop, construct and study the theories related to entrepreneurship and firm creation. They are less effective in encouraging entrepreneurial attributes.	Experiential methods such as visit to business, working for a business through industrial training, developing a venture whilst studying and inviting guest speakers, provide students with experiences of new venture and develop entrepreneurial decision making skills
Bell, R.	Developing the next generation of entrepreneurs: Giving students the opportunity to gain experience and thrive. <i>The International Journal of Management Education</i> , 13(1), 37-47.	To determine the impact of an experiential learning approach on the perceived development of entrepreneurial traits.	High level of student satisfaction and Engagement caused by learning style experiential approach had, which in many instances, helped to develop entrepreneurial traits.	Educators should consider student reaction of the experiential method used in learning process

Continued

Rae, D., & Wang, C. L.	Entrepreneurial learning: past research and future challenges. In <i>Entrepreneurial learning</i> (pp. 25-58). Routledge	To investigate the challenges in learning Entrepreneurship as revealed in literature.	The learning styles should correspond to three key challenges in the entrepreneurship, namely the need for integrating individual opportunity, the need for developing skills and resources required for opportunity exploration and exploitation; and the need for understanding how entrepreneurial opportunities come about.	Traditional methods are less effective to those challenges. Application of experiential methods in teaching should be considered
Ramsgaard, M. B., & Christensen, M. E.	Interplay of entrepreneurial learning forms: a case study of experiential learning settings. <i>Innovations in Education and Teaching International</i> , 55(1), 55-64.	to explore the action based learning processes occurring in experiential learning settings and curriculum development	Combining explanation-based and experience-based approaches help to foster student engagement also working with real-life projects in both approaches was seen as vital to the learning process for entrepreneurship.	Experiential activities has been proven to be effective in teaching for entrepreneurship, however those activities should not be taken for granted.
Mäkimurto-Koivumaa, S., & Belt, P.	About, for, in or through entrepreneurship in engineering education. <i>European Journal of Engineering Education</i> , 41(5), 512-529. 555	To develop a new framework for EE at the university level.	Action-based learning methods are highlighted to be used in the beginning of studies to support students' personal growth in entrepreneurship	Action based learning should be gradually increased only when specific field knowledge has been adequately accumulated.
Dagdilelis, V. Giossi, S.	Teaching Entrepreneurship In Innovative Ways. 11 th International Conference Of Asecu "Openness, Innovation, Efficiency And Democratization As Preconditions For Economic Development" (P. 404). 244	To suggest the effective ways of teaching of creativity, innovation and entrepreneurship	practice is very important to teaching creativity and innovation in entrepreneurship as it helps students develop their entrepreneurial thinking through play, empathy, experimentation, creation and reflection.	To enhance practical teacher can take a role of a mentor with high expertise, the role of a change agent and the role of a leader who is committed to enhance students' confidence and autonomy in order to be capable of creating innovative ideas and taking entrepreneurial initiatives.

Source: Author, Summary from literature review.

shape opportunities and develop business ventures, the study also finds that traditional approaches such as lecture and reading the text have little impact on the decision about entrepreneurship as a career, and these approaches make students less interested in becoming an entrepreneur, which would seem to defeat the goals of education "for" entrepreneurship. Learning activities that are more experiential in nature have a greater impact on developing entrepreneurial skills and the decision to become an entrepreneur. This study provides evidence that experiential approaches are effective pedagogy "for" Entrepreneurship. Educators should apply them so as to get professional entrepreneurs who can make the world a better place for living.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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