ADVANCING TEACHING AND LEARNING IN RELATION TO UNIVERSITY-BASED ENTREPRENEURSHIP EDUCATION: A THEORETICAL, MODEL BUILDING APPROACH

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Entrepreneurship education is an increasingly popular disciplinary area at universities. Usually offered within schools of business management, growth over the last 30 years has been phenomenal. The rationale for offering courses in Entrepreneurship has often been stated as (a) to raise awareness of entrepreneurship as a career option, (b) to motivate students to consider a venturing career, and (c) to provide students with the knowledge and skills to venture. These three aims can be summarized as teaching "about" entrepreneurship and also the "how to" of entrepreneurship. This paper marks the first step in a broad-based review of entrepreneurship education in terms of learning objectives, learning process and learning outcomes. Theoretical model development, drawing on cognitive psychology, educational psychology and a range of motivational theories provides a starting point in understanding the teaching and learning process in relation to entrepreneurship. This paper examines aspects of educational and cognitive psychology from a purely theoretical stance. This information is then utilized in the development of a model (Table 2) specifically aimed at enhancing the teaching and learning process. This model will be of use in a variety of educational and disciplinary areas, as well as a range of educational settings.

Keywords: Educational Psychology, Cognitive Psychology, Entrepreneurship Education.

INTRODUCTION

Entrepreneurship education is an increasingly popular disciplinary area at universities. Usually offered within schools of business management, growth over the last 30 years has been phenomenal. In the early 1980s an average university offered one introductory course in entrepreneurship, but as of 2011, many universities are offering a cluster of courses that make up minors and majors at the undergraduate and graduate level (Menzies & Gasse, 1999; Menzies, 2004, 2009; Solomon & Fernald, 1991; Vesper, 1985, 1993; Vesper & McMullan, 1988; Vesper & Gartner, 1997, 1999). The rationale for offering courses in Entrepreneurship has often been stated as (a) to raise awareness of entrepreneurship as a career option, (b) to motivate students to consider a venturing career, and (c) to provide students with the knowledge and skills to venture. These three aims can be summarized as teaching "about" entrepreneurship and also the "how to" of entrepreneurship.

There is an extensive literature in the entrepreneurship field, published in the many entrepreneurship journals, with the greatest incidence since the year 2000. Furthermore, the increasing membership in the Entrepreneurship Division of the Academy of Management,

denotes the disciplinary area as one of the most popular within the Academy. However, despite the prolific research and the increasing number of scholars and instructors/educators in this area, there has only been a piecemeal attempt so far to examine the rationale, substance, process, content, pedagogy and outcomes of Entrepreneurship Education. It is timely to examine these issues, given the popularity of this disciplinary area, not just at universities, but also at colleges and schools.

This paper marks the first step in a broad-based review of entrepreneurship education in terms of learning objectives, learning process and learning outcomes. Theoretical model development, drawing on cognitive psychology, educational psychology and a range of motivational theories provides a starting point in understanding the teaching and learning process in relation to entrepreneurship. The aim of this paper is to examine aspects of educational and cognitive psychology from a purely theoretical stance. This background will then be utilized in the development of a model specifically aimed at enhancing the teaching and learning process. This model development may be of use in a variety of educational and disciplinary areas, as well as a range of educational settings. However, the principal purpose of this work is to shed light on the teaching and learning process within entrepreneurship education. Subsequent stages of this research stream will build on this theoretical foundation and incorporate the current research on teaching and learning within the published field of entrepreneurship.

LITERATURE REVIEW

Learning in the Education Domain

According to Santrock et al. (2010) "learning is a relatively permanent change in behavior [and attitudes] that occurs through experience … not everything we know is learned through experience … we inherit some capacities (p. 214). For example, the nature versus nurture debate (Buss, 2008; Shiraev & Levy, 2007) focuses on the genetic and naturally occurring development of the individual versus the role of environment and experience. There is great interest in how people learn and there is an immense literature on the topic. The following discussion in relation to understanding the teaching and learning influences and process is largely based on the schema of Santrock et al. (2010) and Brown et al. (2010).

Educational Psychology and Approaches to Learning and Influences on Learning

The domain of educational psychology can be traced to some pioneering psychologists, for example, William James (1890) and John Dewey (1933). Both are recognized for applying psychology in a practical way. James was a proponent of teaching at a level beyond the student knowledge and experience, to stretch the student. Dewey's contributions to education are numerous, but he is best known for advocating action based learning, the role of the student's connection to the wider environment, and the critical role of reflective problem solving on the part of the learner (Santrock, 2010). Since these early pioneers, there has been an immense body of knowledge generated. There has also been considerable focus on different stages of learning, for example, Piaget's Stages of Cognitive Development (1952), and Case's Developmental Staircase (1985). A third important contribution has been made by Vygotsky's (1962) with his Zone of Proximal Development. Piaget (1952) and Vygotsky (1962) were a social constructivists and Case a cognitive and social constructivist. Constructivist theories shun the transmission of

knowledge by traditional rote methods, and indicate that students must construct knowledge either based on their existing cognitive skills (cognitive constructivist view) or with their peers, some of whom are more, and others less knowledgeable (social constructivist view). Vygotsky (1962) is particularly relevant with regards to action based team projects whereby the instructor acting as facilitator and student peers who have varying levels of multi disciplinary skills and knowledge, can achieve higher levels of mastery labeled the Zone of Proximal Development (ZPD). Eventually a student may be able to work at the higher level on their own once they have performed the tasks in the ZPD (Santrock, 2010). The importance of the social context in which an individual develops is presented by Bronfenbrenner (1997, 2004) whereby a much broader sphere of influence is acknowledged, for example, his model includes the attitudes and ideologies of the macrosystem culture as well as the microsystem of the learner. In other words, just about everything influences a learner ranging from mass media, legal services, friends and family, individual characteristics and the culture of the referent group(s). The complexity of Bronfenbrenner's model reflects the dynamic view of current teaching and learning influences.

Cognitive Psychology

Researchers have also labeled learning as behavioral (e.g. Terry, 2006) versus cognitive (e.g. Bandura 2007). Terry (2006) proposes that we cannot observe the mental (cognitive) processes so study of behaviors is appropriate. Recent research favors the cognitive approach.

Cognitive psychology can be utilized to inform us of ways in which we can enhance learning. As summarized by Brown and Parker (2009) a range of motivational theories can be utilized to provide a starting point in understanding the teaching and learning process. Hilgard (1980) suggested a trilogy to explain how the mind works: Cognition (rational thought), Affect (emotion – both long and short term), and Conation (goal oriented) with the understanding that these processes interact. Conation has been divided into processes that lead to the "motivation" to do something and "volition", the processes by which the motivation is acted upon (Snow, Corno, & Jackson, 1996). Emotions, both positive and negative, are a powerful influence on learning (Bower, 1994). During learning, an emotional reaction can increase the motivation to learn and in the long term, an emotional association is stored alongside the learned material and can enhance recall ability.

Intrinsic motivation describes non reward oriented emotional associations, as opposed to reward driven extrinsic motivation. Psychological theories attempt to describe what motivates humans. Drive theory suggests that basic needs (e.g. food, shelter, sleep) explain motivation. Physiological Arousal Theory based on heart rate etc. partly explains behavior. Bruner (1966) suggests curiosity is a powerful motivator, and when new knowledge is incorporated then cognitive disequilibrium is overcome by further learning. Humans have a need to show that they are in control, thus competence motivation (White, 1959) is relevant. The need for Achievement (McClelland, 1961) proposed as a powerful motivator is recognized to vary considerable across humans, and can also inform teaching and learning.

Cacioppo et al. (1996) explore the variation in people according to their "need for cognition" and find considerable variation. Expectancy-value theory (Fishbein & Ajzen, 1974) is based on cognitive weighting in relation to decisions. Maslow's Hierarchy of Needs, showing physiological, safety, social, self-esteem and then self-actualization in an ascending list is considered an important contribution in motivation theories. Locus of Control (Rotter, 1966) proposes the duality of those with internal or external views of what controls their attitudes and behaviours. Linked to this is Attribution Theory (Weiner, 1985) which provides a more fine

grained analysis based on three dimensions, namely locus, controllability and stability. It is suggested, for example, that attributions can be "socialized as elements of gender roles" (Brown & Parker, 2009).

Effort, which is a combination of a controlled, internal locus, that is stable over time is considered the most effective attribution. Beliefs about self are powerful in terms of motivation. Self-worth theory (Covington, 1984) suggests that people avoid actions that will lead to a reduction in their self-worth. Some people believe in Entity Theory – that their intellectual ability is already fixed, while others believe in incremental theory where it can be increased (Dweck & Leggett, 1988). Self Efficacy Theory explains how people gauge their ability to achieve a particular goal (Bandura, 1982) and this is an important theory for viewing teaching and learning. Judgements about competence are an important influence on motivation and Nicholls (1984) divided this into task involvement and ego involvement. He posited that task involvement led to very creative outcomes rather than ego involvement. Goal setting is a key attribute of human cognition as is self regulation. This area is a rich source of ideas and theories from which we can develop some sound strategies for approaching the teaching of entrepreneurship.

The "Self" (Learner)

An influence on teaching and learning is the socio-emotional development of the individual. Perhaps the most critical element of which is the sense of "self" which includes the concepts of self-concept, self esteem (Harter, 2006), and identity development (Erikson, 1968), for example with questions like career choice which are common during high school and university students (Davis, 2008; Kroger, 2007). A related concept is emotional development (Tronick, 2007), which influences the positive and negative affect, and is related to emotion regulation (Gross, 2006). Intelligence is a key attribute that is controversial in terms of assessment. Theories of multiple intelligences are common, for example Sternberg (2007, 2008) proposes analytical, creative and practical intelligences. Gardner (1983, 2002) proposes v erbal, mathematical, spatial, musical, interpersonal, intrapersonal, naturalist and existential skills. However, these approaches have not been widely researched. Emotional intelligence or self-awareness is a major factor in exercising self control and understanding the viewpoint of others (Goleman, 1995). Basically this approach is aimed at a greater understanding of the self which then allows for more understanding of others, their differences and similarities. Creativity, which according to Amabile (Conti & Amabile, 1999) encompasses the new or novel, is of major interest to a range of stakeholders but especially for educators. Intrinsic motivation has been linked to creativity and high achievement (Amabile et al. 1994). Adaptive and innovative creativity are both seen as valuable and necessary for change.

Learning and thinking styles are also important concepts or preferences when considering the teaching and learning process (Dunning, 2008; Zhang & Sternberg, 2008). Personality types have also been proposed, for example, the Myers-Briggs (Myers, 1962) that are considered to be an influence on learning and thus teaching methods. Temperament is also aligned with personality and includes how a person may respond in certain circumstances (Rothbart, 2007), however, research in this domain is still at an early stage.

Student diversity can influence the teaching and learning process (Sills, 2005; Tajfel & Turner, 1986; Tannen, 1995; Williams & O'Reilly, 1998). For example, culture often influenced by ethnicity , can affect behavior, attitudes, values and so on (Kitayama & Cohen, 2007; Brewer, 1986, 2000). "Race, origin or ancestry, identity, language and religion" (p. 140, Santrock et al.

2010; Fox, 2007; Harrison, Price & Bell, 1998; Hayashino & Chopra, 2009) are highly influential, as are the prejudice, discrimination and bias that may be associated with diversity (Monteith & Mark, 2009; Wright & Taylor, 2003). Various subcultures exist and an important determinant is often socio-economic status which in turn influences human, social and financial capital (Hoston & Ripke, 2006; Metzler, 2003; Sills, 2005). Gender is a socio-cultural construct that comes under the heading of diversity and can have an important influence on individual learning (Rangins, Townsend & Mattis, 1998). Associated issues include, for example, gender socialization, gender stereotyping, gender-role classification, gender bias, sexism (prejudice), and sexual orientation (Hornsey & Hogg, 2000; Hunt, 2008; Kanter, 1977; Perez, 2005). Diversity in the student cohort can also take the form of exceptionalities. For example, students who are intellectually gifted, and those challenged due to physical (Williams-Whitt, 2007), emotional, psychological and behavioral conditions (Lengnick-Hall, Guant, & Kulkarni, 2008; Santrock et al. 2010).

In sum, there are a variety of cognitive approaches and influences on the process of learning (Santrock et al. 2010). These are summarized in Table 1 below.

Table 1. Major Cognitive Approaches to Learning.

Social Cognitive	How behavior, environment and person (cognitive factors) interact to influence learning.
Cognitive Information Processing	How individuals process information through attention, memory, thinking and cognitive processes.
Cognitive Constructivist	How learners' cognitive construction of knowledge and understanding influence learning.
Social Constructivist	How collaboration with others produces knowledge and understanding.

MODEL BUILDING

Based on an examination of the literature, Table 2 proposes a model of learning that encompasses a range of influencing constructs. This is an elementary stage of model building on this topic. However, it does highlight the complexity of the teaching and learning process. For example, the self is influenced by attention, memory, thinking and cognitive processes. The self, when in the context of the learner, undertakes the cognitive construction of knowledge which influences learning. The self while in learning mode or not, has a cognitive interaction with the environment, with the current behavior of the self and learner, and also depending on the person. Lastly, the self and others interact and when this is aimed at collaborative learning there is enhanced knowledge building and greater understanding. This model is an early stage model which will be developed for later stages in this exploration of teaching and learning in relation to university-based entrepreneurship education.

Table 2. Model of the Approaches to Learning and Influences on Learning.

THE SELF	COGNITIVE INTERACTION
❖ Attention ❖ Memory ❖ Thinking ❖ Cognitive	❖ Behavior ❖ Environment ❖ Person

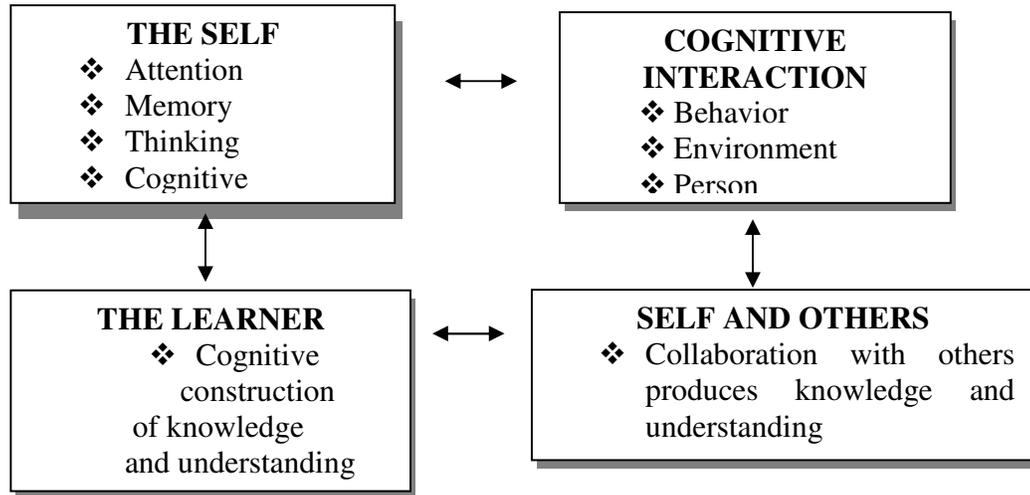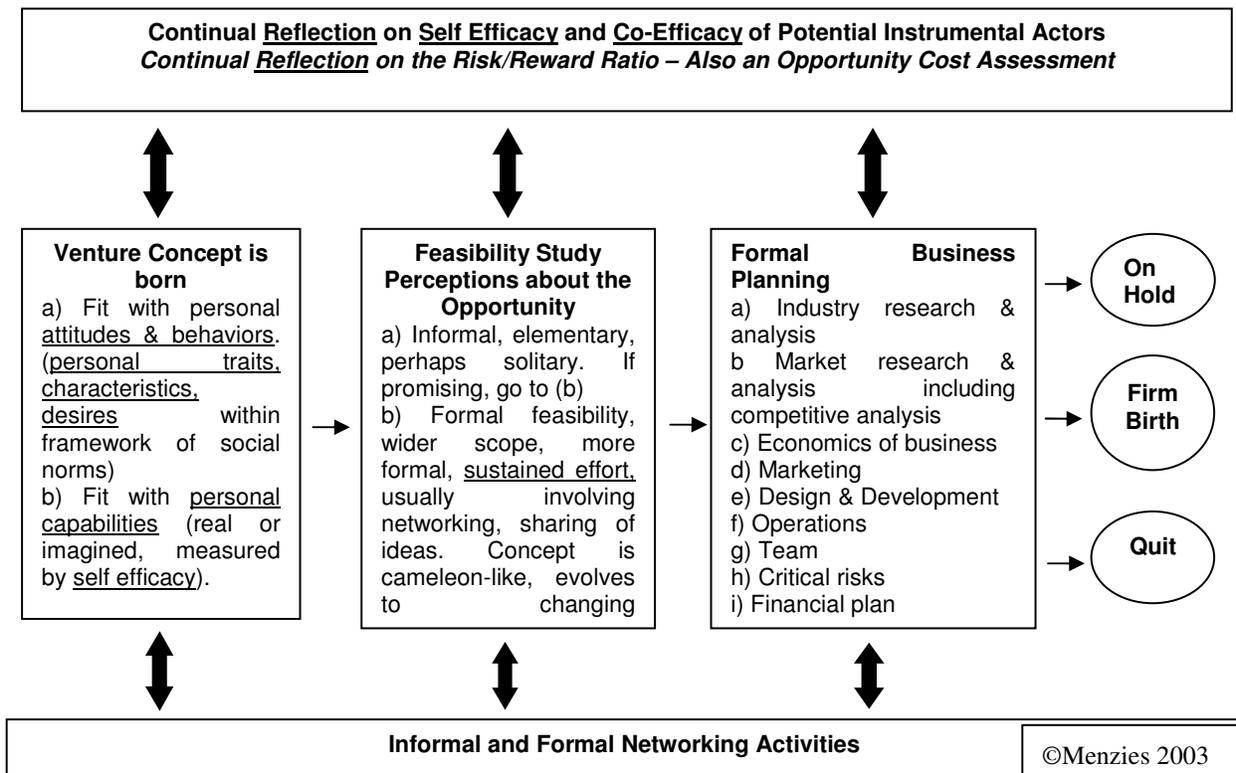| THE LEARNER	SELF AND OTHERS
❖ Cognitive construction of knowledge and understanding	❖ Collaboration with others produces knowledge and understanding

Table 3 below is an example of a model utilized in an Entrepreneurship class (Kaciak & Menzies, 2003) to illustrate venture concept and pre-launch potential thinking and activities. Given the range of factors that have been identified in the Literature Review above, only the items underlined in Table 2 actually correspond to constructs contained within the Review. These include: reflection, self-efficacy, co-efficacy, attitudes, behaviors, personal traits, characteristics, desires, personal capabilities, and sustained effort.

Table 3. Model of Venture Concept and Pre Launch Activities.

Continual Reflection on Self Efficacy and Co-Efficacy of Potential Instrumental Actors
Continual Reflection on the Risk/Reward Ratio – Also an Opportunity Cost Assessment

Venture Concept is born
a) Fit with personal attitudes & behaviors. (personal traits, characteristics, desires within framework of social norms)
b) Fit with personal capabilities (real or imagined, measured by self efficacy).

Feasibility Study Perceptions about the Opportunity
a) Informal, elementary, perhaps solitary. If promising, go to (b)
b) Formal feasibility, wider scope, more formal, sustained effort, usually involving networking, sharing of ideas. Concept is cameleon-like, evolves to changing

Formal Business Planning
a) Industry research & analysis
b Market research & analysis including competitive analysis
c) Economics of business
d) Marketing
e) Design & Development
f) Operations
g) Team
h) Critical risks
i) Financial plan

On Hold

Firm Birth

Quit

Informal and Formal Networking Activities

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CONCLUSION

This paper is an attempt to build a model of learning that will inform us with regards to effective teaching of entrepreneurship. The current literature on the fundamentals of teaching and learning has been reviewed and summarized to provide key attributes that have been examined and form current theories about the important aspects of "self" that can influence the ability to learn and that play a role in the attitudinal and behavioral, social and cognitive debate about learning.

Teaching, especially at universities, is not a common debate. Teaching methods include "chalk and talk", Socratic, case based, and action based methodologies. Instead of pedagogy (teaching of children), we are generally speaking about andragogy (teaching of adults). The end purpose of this research stream is to assist with theory building in relation to university-based entrepreneurship education. This first step is a work-in-progress that includes further development of the model depicted in Table 2. A review of the current research in management education and more particularly entrepreneurship education will be undertaken to examine what is currently being considered in an attempt to effectively teach entrepreneurship.

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University entrepreneurship education: a design thinking approach to learning. January 2019. Journal of Innovation and Entrepreneurship 8(1). Â This learning approach enables student-centered learning and focus on skills more applicable to entrepreneurs. It is also argued that the entrepreneurship process is not linear; therefore, creativity is central and finding structure is an unstructured process. Design thinking emphasizes a practical approach where students step outside the classroom. Â 1 Process vs. method approaches to teaching entrepreneurship based on Neck and Greene (2011). Linton and Klinton Journal of Innovation and Entrepreneurship (2019) 8:3 Page 4 of 11. The objectives of teaching in a model enterprise are to achieve the following abilities by students: â€¢ Represent the internal structure of the organization of the enterprise and information flows, know the main approaches to the implementation of standard activities and principles of division of labor, carry out the division of labor and the division of tasks into separate areas, for the main activities of the enterprise to understand the problems and know the methods to solve themÂ Entrepreneurship education is becoming an important component of modern education. Â For a full-fledged entrepreneurial learning, in our opinion, conditions are necessary under which a child can get not only theoretical knowledge, but also ideas, interaction experience, to show their own feelings. This article is about different approaches to the content â€" based instructions in language learning. The study of a subject matter makes its learning easy and meaningful for learners. It is necessary to provide meaningful input to have productive output. Â Moreover, Cumminsâ€™ work provides theoretical base for consideration of the integration of language and content instruction. â€œThere is a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemandingâ€ [1]. Therefore, learners require clear guidance in order to develop the tasks wellÂ In California State Department of Education (Ed.), Schooling and language minority students: A theoretical framework.