

LEARNING METHODS OF ENTREPRENEURSHIP EDUCATION

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Abstract. *The article reveals why it is important to discuss the proper development of entrepreneurship learning methods. Learning methods to develop entrepreneurship are presented as well as systematic review of scientific experience provided in this regard. The methods we recommend to use for entrepreneurship learning are described. The aim of the article is to discuss existing and recommended learning techniques to develop entrepreneurship. Object of the article is the learning methods of entrepreneurship education. An analysis of this question is particularly relevant as the recent European Commission and other European documents stress the need to focus on development and discussion of proper learning techniques for entrepreneurship education. The researchers note that choice of learning methods is the sensitive issue because of the heterogeneity of the concept of entrepreneurship itself and of different concepts of entrepreneurship education.*

Keywords: *entrepreneurship education, learning methods.*

Introduction

By analysing various documents including reports of the joint expert groups supervised by European Commission on the situation of entrepreneurship one could discover a call for the European countries to take care of strategic planning of entrepreneurship education and implementation of it in the educational institutions. It is noted how important is for interested persons to have an entrepreneurial expertise and to strengthen the promotion of entrepreneurship at all levels of education (*Implementing the Community Lisbon Programme: Fostering Entrepreneurial Mindset through education and learning, 2006; Entrepreneurship education policy, 2011, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011, Entrepreneurship Education at School in Europe, 2012*). Entrepreneurship Plan 2020 states that "Investing in entrepreneurship education is one of the Highest Return Investments Europe can make" (p. 5). The report "Implementing the Community Lisbon Programme: Fostering Entrepreneurial Mindset through education and learning" (2006) shows that an entrepreneurship education can be started in kindergarten or even necessarily starts at school. Thus, by analysing the mentioned above joint expert groups reports on entrepreneurship education one can read the call to draw more attention to strategic entrepreneurship education planning and to develop entrepreneurship education strategies as well as to implement them properly in order to organize an effective learning process. However, the international expert groups state that for the European countries

seeking the good results of entrepreneurship education it is important to improve the content and the process of such education, the implementation of entrepreneurship education at various levels of education system, teachers training, their professional development, collaboration with the business. The European Commission reports, namely Entrepreneurship education policy (2011), Entrepreneurship Education: Enabling Teachers as a Critical Success Factor (2011), Entrepreneurship in Vocational Education and Training (2009), Towards Greater Cooperation and Coherence in Entrepreneurship Education (2010) clearly state that it is particularly relevant to discuss and explore effective learning methods for development of entrepreneurship. However, certain of the sources mentioned above qualify this as teacher education and training issue, while the others define this as the problem of entrepreneurship education curriculum and of its implementation. A. Župerka, E. Župerkienė (2011) argues that "the emerging entrepreneurial perception raises a new problem: what methods to use in promoting student entrepreneurship to make entrepreneurship education process more effective. Consequently, the lack of the effectiveness of methods of entrepreneurship education research is the relevant scientific and practical problem" (p. 140). There are only few scientific papers dealing with entrepreneurship education learning methods. This issue have been analyzed by L.G. Davies, A.A. Gibb (1991), T. N. Garavan, B. O'Connell (1994), A.A. Gibb (1993), A.A. Gibb (1987), C.A. McMullan, A.L. Boberg (1991), G. Strazdienė, A. Garalis (2005), D.A. Shepherd, E.J. Douglas (1996), J.A. Timmons, H.H. Stevenson (1985), A. Župerka, E. Župerkienė (2011), A. Župerka (2011), A. Župerka (2009). The authors highlight the problem of the selection of learning methods and that very different methods are currently recommended for entrepreneurship education: focused only on business plan development and implementation, covering a wide range of applications and key competences and abstract emphasis on "non-theoretical" training. However, J. Hattie (2011) notes that the proper selection of learning methods are the most important for the pupils to be able to learn. Thus, the purpose of the Article is to discuss existing and recommended learning techniques of entrepreneurship education. The used methods of research are the following: the overview of scientific literature, analysis of documents of entrepreneurship education and the generalization. R. Tidikis (2003) defines generalisation as a separate important research method because by generalizing the common concepts are formed to be applied to new situations, constantly looking for relationship between individual and common, or between the common and individual (p. 389).

The training (learning) techniques of entrepreneurship education applied in Lithuanian schools

Lithuania is referred in European reports as a country organizing and planning a successful entrepreneurship education, However, teachers also deal with the

problem of learning methods to be applied in entrepreneurship education: "... effective and high quality teaching requires that teachers would not only gain understanding of market economy but would increase the knowledge and skills of the methodologies, tools and techniques and how to apply them not only in the economics lessons. This requires enabling the general education and vocational education teachers to develop their expertise by participating in training courses of development of special entrepreneurship education tools required for the preparation of training (Integrated programme of innovative entrepreneurship education methods and means, 2012, p. 2). A. Župerka (2009) analysed the methods used by teachers for entrepreneurship training of the students and found that the most commonly used methods are based on collaborative learning, as well as brainstorming, debates, simulations of situations, discussions, role game. G. Strazdienė, A. Garalis (2005) investigated the methods of studies which the non-university students had to try. The results showed that most of the students tried writing a business plan (80 percent), the establishment of practical business training company or working in this company (76 percent), application of the Junior Achievement model (43 percent). However, other methods and techniques tested by significantly fewer individuals, such as playing of business game by 23 per cent, computer simulation games by 17 percent, lectures of managers of the companies by 6 per cent.

Learning techniques to educate entrepreneurship

The recommended learning techniques to educate entrepreneurship: literature review. Methodological and scientific literature deals with a variety of learning methods, forms of training, and measures of training for entrepreneurship education. European documents do not indicate the specific learning methods only focus on the relevance of searching for the most appropriate and efficient methods and consulting with colleagues and business. Entrepreneurship Plan 2020 states: "Education should be brought to life through practical experiential learning models and experience of real-world entrepreneurs" (p. 5).

A.A. Gibb (1987) believes that it is important to apply the learning methods and materials associated with the real entrepreneurial environments. This observation is made because A.A. Gibb (1987) studied and compared the learning in the classroom situation and a real entrepreneur's learning environment and found that the classroom put more emphasis on the things of the past focusing on the large amount of information, understanding, analysis and feedback, and the entrepreneur must be focused on the present and have not much time for critical analysis. It may give the impression that the author (A.A. Gibb) underestimates the importance of feedback, but the authors of this article would like to highlight the importance of the educational process feedback.

Feedback must be done continuously or periodically using a variety of means. V. Indrašienė and G. Žibėnienė (2014) argues that in order to provide useful feedback information it is important to take into account information on what learning effects we want to have and convey to students as well as whether teacher or learner feedback is more important in this particular case. Providing feedback it is important to talk reasonably and give the arguments about the aspects which touched in particular, what type of feelings it raised, about an attitude and person's activity and not about the personality. A teacher should make proposals to improve the student's performance to enable to choose from different options. A.A. Gibb (1987) believes that the entrepreneur, business person spends most of the time by solving problems and learns this best using the personal experiences and learning by doing. This creates in the classroom a high level of dependence on the power of authority ("expert confirmation"), but in the real world we need to rely on our own knowledge and our values. Therefore, A.A. Gibb (1987) proposes to apply an active learning based on experience by which students should be encouraged to seek and explore different areas of the complexity of the problems, learn to cope with failure, achieve the independence from external sources of information and expert advice and think by themselves. A.A. Gibb (1987) highlights the learning methods oriented to discussion of learning experiences, situation analysis, problem solving. It should be noted that the relevance of student's capacities to solve the problems is mentioned in the European documents concerning entrepreneurship education improvement. Therefore we would like to consider that in responding to A.A. Gibb (1987) observations and fostering entrepreneurship it would be perfectly appropriate to apply such learning methods like heuristic conversation, problem-talk, fish bone diagram, project approach. In our view, training oriented to problem solving is very suitable for developing students' entrepreneurial spirit because it is based on constructivist ideas. The students must take responsibility for their own learning, actively participate in the search for truth. The analysis of ideas, emphasis on the objections, discussion of possible solutions, alternative questions are important for the success of problem solving. J.A. Timmons, H.H. Stevenson (1985) on the basis of 100 entrepreneurs who participated in the management training program at Harvard Business School as well as on the results of the study argue that entrepreneurship education should be subject to the learning methods used to teach decision-making and analysis. This position is motivated by J.A. Timmons, H.H. Stevenson (1985), stating that the decision making, human resource management, patience and responsibility cannot be learned by reading, listening, and should be taught directly and can be learned only in the real world. Entrepreneurship education overview supports the diversity of various learning methods and strategies (e.g. academic lectures, visual presentations, case studies, group discussions, role plays, etc.). Also it is stated that any learning should be "giving light" as well as "bearing fruit", and new learning methods of

entrepreneurship education should complement the traditional methods of learning (Natural Entrepreneur education). C.A. McMullan and A.L. Boberg (1991) express the view that for entrepreneurship education programs to be effective learning has to be based on real work situations as it is important for enterprising individuals to learn the flexibility they need to have the ability to adapt to different situations in which they fall. There are positive experiences of students pursuing a Master's degree in business management and testing case study method which is effective in developing analytical skills and the ability to summarize information (McMullan and Boberg, 1991).

A. Župerka, E. Župerkienė (2011) believe that for developing entrepreneurial qualities, understanding and skills it is important to apply the relevant work of the business, critical thinking, problem solving, discussions, consultations, lectures, interdisciplinary knowledge application. Authors conclude that the best approach to entrepreneurial education has not yet been distinguished and it can be stated that the result of entrepreneurial development depends on complex application of methods of entrepreneurship education (p. 149). A. Župerka (2011) argues that entrepreneurial pupils/students values should be educated by the mentality development, practical activities and reporting methods by which the communication skills, conceptual and technical abilities are developed. For the development of technical abilities of entrepreneurship he suggests to apply the modeling simulation methods (computer simulations, the role of simulation). For the development of communication skills practical methods such as business visits, consulting, work in the business enterprise are important as well as the development of mentality methods including critical thinking, problem solving, interdisciplinary application of knowledge. He emphasizes that the conceptual entrepreneurial abilities are most effectively developed by the methods used for the development of mentality. The methods identified by A. Župerka (2011), and their classification raise a number of issues as part of listed methods of learning are not the methods but forms of activities, for example, work in a business enterprise, consulting and so on. The same problem relates to the classification of methods of discussion as it is unclear why the author names the "development of mentality methods" and assigns to those methods the critical thinking, problem solving, interdisciplinary application of knowledge. According to "International Dictionary of Words (2001) Mentality [Ger. Mentalität <↗ mental]: This is the intellect; the way of thinking and perception which is typical for individuals or group of people". According to this interpretation listing by A. Župerka (2011) entrepreneurship learning methods and grouping of them raises even more questions.

The grouping of entrepreneurship learning methods based on the classification to the traditional and innovative as well as "active" and "passive" methods.

Analysis of the literature reveals that many scientists including research practitioners recommend the use of innovative teaching (learning) developing methods of entrepreneurship. J.E. Young (1997) states that the layout of the theoretical approach (e.g. academic lectures, interpretation, etc.) is not important for training of entrepreneurship which is associated almost exclusively with real practical activity, and this means that the experience and practical skills could not be acquired through traditional learning methods (Natural Entrepreneur education). L.G. Davies, A.A. Gibb (1991) has criticized the traditional methods even more arguing that the traditional methods such as focusing on the theory and based on the theory are inadequate and application only of these methods is "inappropriate" education of entrepreneurship.

Another aspect of the discussion on entrepreneurship learning methods is the classification of them to the "active" and "passive" learning (learning) methods. T.N. Garavan and B. O'Conneide (1994) argue that for entrepreneurship education active learning methods are more suitable than passive. A. Župerka (2011) used factor analysis and divided entrepreneurship education methods into active and passive methods which are grouped into another smaller parts (for instance, Table 1). Development of entrepreneurship learning methods of classification presupposes the discussion.

Table 1

*Classification of entrepreneurship education learning methods
(according to A. Župerka, 2011)*

	Passive		Active
Mentality development	Information provision	<i>Practical activities</i>	Modelling and simulation
Critical thinking	Book reading	Visits the business enterprise	Computer simulation
Problem solving	Lectures	Consulting	Role simulation
Interdisciplinary knowledge application		Working in a business enterprise	

The problems of learning techniques to educate entrepreneurship classification and discussion. The classification of entrepreneurship learning methods to the active and passive methods is under discussion from pedagogical point of view. The authors of this classification (eg. T.N. Garavan and B. O'Conneide, 1994, A. Župerka, 2011) also fail to provide what is the active approach, which is passive approach, and the relation of passive approach with the traditional concept of education remains unclear. Pedagogical literature

often refers to the student during the learning process who should always be active. V. Rajeckas (1999:144) notes that often mistakenly perceived "active methods" are promoted very actively forgetting that students could and should be active by applying any method. Probably this should not be called "active" or "passive" methods but should be associated with change of paradigms mentioned in the pedagogical literature with regard to transition from the usual traditional to innovative approaches. Traditional methods are the interpretation, questioning, demonstrations, school lectures and so on. The innovative methods are modern based on the interaction and learning paradigm: discussion, games, collaborative learning, and problem - solving (individual or in group), individual or group projects, experiential learning based learning methods, creative tasks, simulations, etc. It is also student's learning by using computer technology, the Internet, virtual laboratories, audio-visual media, etc. The innovative learning methods are based on education science, psychology and other sciences and brain research, on the active involvement of students in the learning process in a safe and comfortable working environment and encourage the exploration of meaning of learning, their ability to ask questions and find out the education, to draw attention to affective factors in the learning process. Teacher who works in the context of the transformation of paradigm towards active learning has to understand that learning is personal and unique. It is the constructive activity of the person based on an earlier personal training and individual and unique experience. We learn using the accumulated experience, skills and define for each person learning strategies. There is no one size fits all learning process or strategy, and teachers have to choose a variety of learning methods, tasks and experiences that promote active involvement of the student in the learning process and meet the individual's needs. By selecting the learning methods for entrepreneurship education it is important to rely on the provisions of modern didactics. The training goal is to teach students to learn: less time for the transfer of knowledge and more time to teach how to learn; stress perception, application, analysis and not mechanical restoration of knowledge; integration of previous knowledge; learning by groups; learning as the action or a test; the importance of the finding the way to solve the problem; learning promoting cooperation; innovative learner directed learning methods; comprehensive assessment (*Šiaučiukėnienė, Stankevičienė, Čiužas, 2011*). D.A. Sheperd, E.J. Douglas (1996) suggest to look beyond the so-called innovative learning methods such as role play, simulation based methods for solving problems because it is important for the school to encourage creative entrepreneurial thinking. According to the authors these techniques and modern methods of teaching more encourage logical thinking. The logical thinking is not always suitable for the business environment. More important is the creativity which provides an incentive for innovation as well as for arising and realization of ideas (Sheperd, Douglas, 1996). These observations are related with observations of B. Bitinas (2000) about the importance of teaching moderation

in the educational process. Business person needs to have a wide variety of features, capacities, and for their education it is important to use a variety of learning methods. In our view, seeking to respond to the needs of the students it is important to use a variety of learning approaches, take into account what is the purpose, what competencies and skills need to be developed, to apply the learning methods which suit to different learning styles of individuals. G.Žibėnienė (2014) suggests for selection the learning methods to take account on which capacities need to be developed, what is the aim of education and provide the list of recommended learning methods:

- For the purpose of knowledge acquisition and provision of information: an academic lecture, inclusive lecture, panel lecture, problem-lecture, problem-based teaching, lecture-discussion, conversation, heuristic conversation, an introductory discussion of the issue, problematic issues, text tagging, critical reading, unfinished sentences, mind maps, concept maps, concept and definition scheme, five lines, interrogative words, "thick" and "thin" sentences, 6W (questions and answers), Bloom's questions, demonstration, demonstration ...
- For the deliberation capacity building and for the development of abilities to accurately convey information: discussion, introductory discussion of the issue, discussion groups, panel discussions, corners, tile forums, round table discussions, 3 K method, simulation of the press conference, presentation, debates ...
- For the development of critical thinking and reasoning skills, of distinguishing the differences and similarities: debate, discussion, heuristic conversation, brainstorming, critical reading of the text, T diagram, the arguments for and against, the corners, mind maps, concept maps, networking, M diagram, Venn diagram, diamond, Frayer model, essays, blogs, publications review, review ...
- For the problem solving: problem teaching, problem-talk, method of alternatives, case studies, debates, discussions, projects, fish bone diagram, 5 why, mind map, M diagram, Venn diagram, nine edge diamond didactic game, simulation ... (Žibėnienė 2014).

Conclusions

1. The literature review of recommended applied entrepreneurship education learning methods highlighted that the Lithuanian schools subject to different experiences: learning methods for business planning and implementation as well as the methods oriented to a business person's features development. Recommended by researchers entrepreneurship education methods can be divided into three groups:
 - 1) focus on business planning and organization;

- 2) a general-purpose methods for developing entrepreneurial features and skills involving general capacity building,
 - 3) the abstract reference to the learning group of methods, without reference to the specific methods, but putting the emphasis on the non-"non-theoretical" training. This conceptual diversity can be linked to the different concepts of entrepreneurship education.
2. In summary, according to findings of various researchers, it can be stated that the learning methods for the entrepreneurship education should be characterized by diversity, should help to respond to the goals, objectives or expected results, should be adapted to the needs of learners, consistent with personal achievement assessment methods and other parts of curriculum .
 3. Analysis of the literature shows that for the selection of the learning methods of entrepreneurship education it is important to apply the learning methods which help to link the information with real relevant situations of enterprise environments, encourage students to use their own experience and 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, and personal deliberation education.

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