

An Entrepreneurial Approach to Teaching

University of Jordan
April 2, 2019

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sparkMission

We develop higher education and entrepreneurship to empower young, ambitious people to lead their societies into prosperity.

Our goal

- To consider adopting entrepreneurial **problem-action-oriented** pedagogical approaches in teaching for the enhancement of students' entrepreneurial learning and activities before and after their graduation.

Admissions Data & Surveys Employment

Jordan Data Suggests Universities Contribute to Unemployment

Ammar Faris / 22 Jan 2018



Related Stories



Fewer Arab Students Head for the United States

Arab Youth See Region Adrift, Survey Finds

A Regional Survey: How Arab Countries Regulate Quality in Higher Education

- The unemployment rate in Jordan has reached (18.7%)

Males (16.9%)

Females (25.7%)

55% are under the age of 25

The unemployment rate among university graduates in Jordan is 23 %, according to the official statistics.

ريادة الأعمال

ENTREPRENEURSHIP

Identifying meaningful problems and finding solutions.

or...

“Having an idea and making it happen”

Why entrepreneurial approach?

- Entrepreneurial education reorients graduates from job seekers to become job creators or employable.

Jordan needs more Entrepreneurs
more value creation and innovation
more jobs
better living standards
higher economic growth
personal development
finding sense of purpose and fulfilment
happier lives

ENTREPRENEURSHIP COURSES

In the past 40 years ...



104

Universities that have entrepreneur courses in 1975

600

Schools that have entrepreneur courses in 1986

5,000+

Courses in entrepreneurship offered at 2,600 schools by 2013

Problems with definition

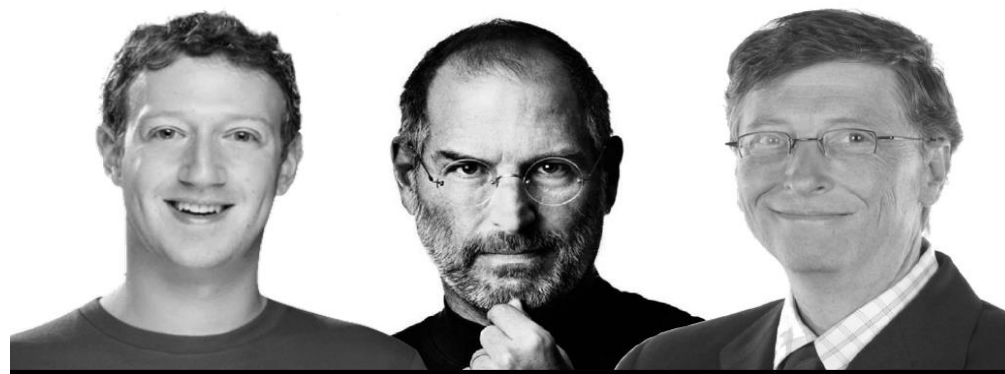
- It places the entrepreneur(ship) narrowly into an **economic and business** context that is closely associated with venture management and business planning process.
- This strong business stance can lead to neglect of concern for pursuit of entrepreneurial behavior in **wider personal and social context**.
- The EU describes it as a “**key competence for all**”, helping young people to be creative and confident in whatever they undertake.

Purpose:

Developing an “entrepreneurial mindset” within the class room environment is a challenge for any educator.

Entrepreneurship is a social phenomenon.....
So are Entrepreneurs...

Can we teach phenomena?



OH YES, WE
CAN



YOU
CAN'T



Who is teaching?

“Ideally” a person who has:

- Entrepreneurial Experience
- + Work Experience
- + Teaching Experience
- + Charisma and Influence
- + Active Network

= Entrepreneurship Educator

What is being taught?

- What information are we teaching our students?
- What knowledge, skills and competencies are we teaching?
- What can('t) we teach?

Teachable

Analysis and Evaluation
Critical Thinking
Project Management
Development
Social Research
Communication

Not Teachable

Passion
Creativity
Taking risk
Perseverance
Vision
Courage

**But we can
endorse,
stimulate
and support!**

How is being taught?

- Are we emphasizing practice or theory?
 - Theory (Knowledge about)
 - Practice -Skills (how we create value)
- What are the learning outcomes?
- Are we developing local knowledge or we copy others?
- Are we evaluating our performance and improving our approach?

Why Entrepreneurial Approach to Teaching?

- Tackling real problems that inspire and empower students to take the initiative and responsibility for their own learning.
- Motivating and encourage students to develop their own learning interests.
- Enhancing students' mindsets, skills and capabilities to identify and shape opportunities.

Becoming an entrepreneurial educator

If we cannot become entrepreneurial educators, then how can we expect from our students to think entrepreneurially?



The Way Forward

Our intention is:

NOT strictly to produce entrepreneurs....
.....although that would be great.

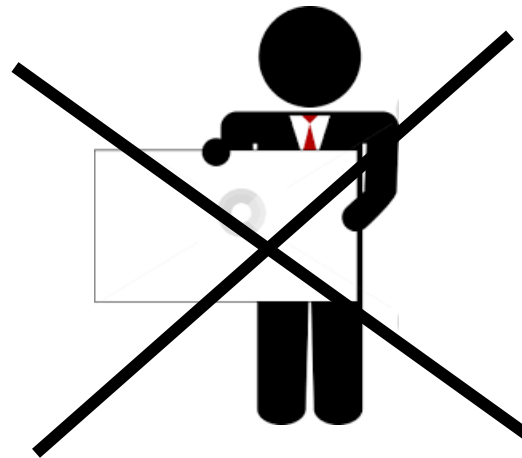
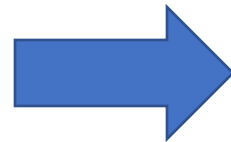
Entrepreneurial-based education

- Can we teach a person to ~~become an entrepreneur?~~

think entrepreneurially?



Person



Entrepreneur



Entrepreneurial
Person

Curriculum issues

Prescriptive Curriculum

Teacher Centered

Linear and rational

Teaching as transmitting

Learning and receiving

Structured Environment

Experiential Curriculum

Student-centered

Coherent and relevant

Teaching as facilitating

Learning as constructing

Flexible environment

Teaching Approaches

Traditional Approaches	Student-Centered Approaches
Curriculum Centered	Learner centered
Teacher-directed	Self-directed
Teacher-centered	Learner-centered
Content (what)	Process (how)
Covering subject matter	Constructing understanding
Memorizing	Thinking
Lecturing	Experiential Methods
Passive	Active
Telling	Showing
Competition or individualism	Cooperation
Knowledge based	Skilled based

“What we have to learn to do, we
learn by doing”

Aristotle

“Good teaching is about having students answer questions or solving problems that they find intriguing, interesting or beautiful.”

Ken Bain, author of What Best College Teachers Do

Quilt vs. Puzzle

Using fabric to create a quilt



Entrepreneurial Thinking

Putting together pieces of a puzzle



Managerial Thinking



PAST

PRESENT

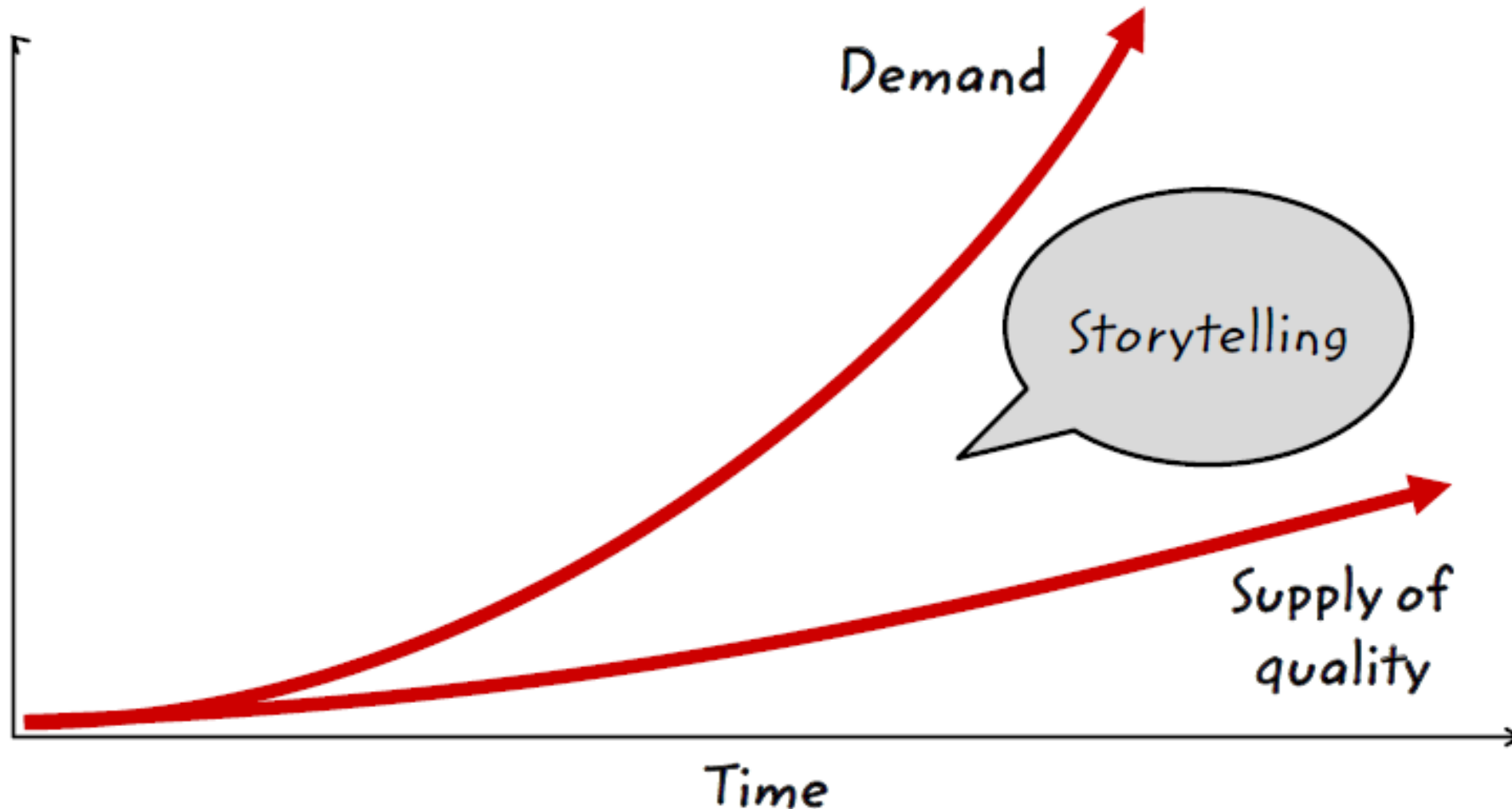
FUTURE

Past

- Practitioner or Academic arguments
- Little differentiation between types of entrepreneurship
- Demand was relatively small & field was seen as a niche
- Not perceived as a worthy academic pursuit
- Questioned: Can it be taught? Should it be taught?

Crisis in entrepreneurial education

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Present

- Demand sky rockets
- Universities are increasingly urged to become entrepreneurial
- Gap currently filled predominantly with practitioners and few who posses:
 - Entrepreneurial experience
 - Work Experience
 - Teaching experience
 - Charisma and influence
 - Active Network
- Shortage of academics
- Coming crisis in entrepreneurship education
 - Entrepreneurship curricula at universities does not lead to a startup formation

Present

- Entrepreneurship is:
 - Seen as an instrument for Economic Growth
 - Source of Innovation
 - Personal Development
 - Self-employment
 - Job creation

- Serious academic and professional field
- Rigorous but practical
- New type of product
 - Segmentation of market
 - Dynamic system to adjust
 - Value-based as opposed to Credential-centric
 - JIT delivery model

University Ecosystem Mechanisms

- Residential Classes (Full Semester, Half Semester, Short Classes)
- Online Classes Lecture Series
- Workshops Extra or Co-Curricular Clubs/Activities (e.g., Startup Boot Camps and Competitions, Hackathons)
- Resources Page (Supplementary materials, e.g., blog posts, podcasts, video or other materials)
- Incubators
- FABLABS
- Advisory Network (Specialists, Coaches, Mentors, Guest Lecturers)

Problem-Based Learning (PBL)

- **Problem-based learning (PBL) is an exciting alternative** to traditional classroom learning.
- Students deal with a problem, not lectures or assignments or exercises.
- Since there is no handed "content", the **learning becomes active** in the sense that you discover and work with content that you determine to be necessary to solve the problem.
- Students work in small tutorial **groups**, engage in hands-on training and attend (far) fewer lectures.
- Under the supervision of a tutor, the teams to **tackle real-life challenges**.
- PBL is an active way of learning that gives students better retention of knowledge, enhances motivation and encourages students to **develop skills that are essential for the labor market** in the 21st century.
- **Teachers act as facilitators** and are very approachable and you learn together in a dynamic way, helping form you into an assertive professional.

- The important of this learning method is that, it stimulates:
 - **Creative thinking and innovation** through problem solving
 - **A creation of a mindset in students/individuals** that allows them to see **economic opportunities** in business ideas that allows them to create their workplace future.
- PBL focused, experiential learning organized around the investigation and resolution of messy, **real world problems**.
- PBL helps:
 - Really understand the subject matter, rather just learning by rote
 - Collaborate with partners and small teams
 - Think critically with a view to solving problems
 - Study and work independently
 - Feel comfortable with public speaking

Action-Learning Based Entrepreneurship Training Program

Practical Entrepreneurship Teaching Engagement (PETE) model has been identified by several researchers as seemingly critical components to an effective action-learning program.

Action learning is considered as a form of learning through practice and a means of:

- **Problem-solving in the real life** (real problems) with commitment to action.:
- Critical skill and competencies building
- Shifting from passive to active learning, thereby enabling students not just to gain experience but also to learn how to do it.
- Project-oriented learning

Project-oriented Learning



Student-
Centered

Real works

Community
Environment

Instructional Project vs Entrepreneurial Project

Entrepreneurial Project

By taking the learning out of the classroom, learners, are encouraged to acquire some of the entrepreneurial attributes, values and the behavioral patterns of the entrepreneur.

Instructional project

- The aim of an instructional project is essentially to have students acquire **learning related to the objectives of a course or program of study.**

Entrepreneurial Project

- An entrepreneurial project involve producing a product, service or event that meets an identified need; therefore, value is added to an instructional project.
- An entrepreneurial project involves more than the 10 per cent of students who will go on to become entrepreneurs.
- It targets all students, because all will be required, at one point or another in their lives, to actively participate in various forms of innovation and change in their environments.

Impact on the individual student

1. To increase the interest of target group(s) in entrepreneurship;
2. To improve entrepreneurial knowledge, in particular knowledge relevant to business creation or workplace,
3. To develop entrepreneurial skills and abilities,
4. To increase entrepreneurial attitudes and/or behavior
5. To increase intention to start a business, and
6. To promote creativity, innovation and entrepreneurship of young people.

Study programs and Examples of Entrepreneurial projects


Program of Study

Creative Arts, Literature and Languages

• Examples of Instructional projects with an entrepreneurial focus

- Offering services to review literature for a publishing house
- Offering services to revise texts for a publishing house
- Offering graphic design- creative advertising
- Creating Cultural Events
- Offering translation services
- Offering tourist guide services
- Producing a cultural or literary magazine
- Organizing art festivals
- Producing a newspaper

Music

- Organize a concert
 - Offering music tutorials and courses
 - Creating an orchestra and producing shows
 - Sound production (commercial jingles)
 - Organizing a music festival
- 



Fine Arts

- Organizing an exhibit of student productions
- Designing and setting up a booth at fair or exhibition
- Graphic Design (Multiple industries)
- Film festival



SOCIAL STUDIE

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Social Science

- Offering homework assistance services in an elementary school
- Mentoring/ Tutoring
- Organizing an aid project
- Conducting a surveys
- Offering peer mentoring and assistance
- Doing volunteer work

Science

- Carrying out a school/workplace project that supports certain technical programs at the college through the creation of new consumer products (e.g. Dietetics, Biotechnology)
- Offering analysis services (e.g. biomedical analyses)
- Soil Testing



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Biotechnology

Offering services for:

- microbiological analyses
- biochemical analyses
- product or waste toxicity analyses
- quality control
- composting
- water treatment
- ferment production



Agriculture

- Urban farming
- Food production
- Food processing
- Herbs oil extraction and production
- Irrigation systems



A photograph of a water treatment plant interior, featuring a complex network of large, blue-painted pipes and machinery. The pipes are arranged in a grid-like pattern, with some curving upwards. The lighting is bright, highlighting the metallic surfaces.

Engineering

- Offering services to prepare renovation project plans
- New devices
- System integration
- Renewable energy projects
- Energy efficiency



Nursing

- **Offering private homecare services**



- Designing a new tooth brush
- Enzymatic gel for non-traumatic caries removal
- Designing a new prosthetics for children

Dentistry



<https://www.youtube.com/watch?v=v6-csPluXOM>

Nutrition

- Offering services to review menus for school cafeterias and food services in senior citizens homes
- Offering Services to deliver cooked meals to senior citizens in disadvantaged areas (meals on wheels)

The way Forward

1. Develop our Entrepreneurial Education
 - Teacher Trainings and Capacity Building
 - Content development, delivery and teaching methods
2. Highlight and prize Local Entrepreneurs
3. Measure Success Differently
 - Entrepreneurial mindset, not just number of startups.
4. Set Realistic Expectations about Entrepreneurship
 - Building Entrepreneurial University (Building a successful entrepreneurial ecosystem takes time)

Can we teach entrepreneurship?

Yes we can.

How can we teach entrepreneurship?

We are working on it.... 😊