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Journal for Educators, Teachers and Trainers, Vol. 14 (6)

<https://jett.labosfor.com/>

Date of reception: 03 Jul 2023

Date of revision: 04 Sep 2023

Date of acceptance: 17 Sep 2023

Siham El Atmani, Cheklkbire Malainine, Zineb El Atmani, Mourad Madrane (2023). The Impact of Pedagogical Innovation on Cultivating an Entrepreneurial Mindset among Students in Economics and Management. *Journal for Educators, Teachers and Trainers*, Vol. 14(6).63-70

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ABSTRACT

This article highlights the significance of pedagogical innovation in fostering entrepreneurial mindset among students in economics and management. Recent studies have shown that entrepreneurship education programs and innovative pedagogical approaches can promote the development of entrepreneurial skills and encourage students to consider entrepreneurship as a viable career option. The integration of hands-on projects, internships in startups, and university incubators enables students to apply their theoretical knowledge in a real entrepreneurial environment. In Morocco and other countries, higher education institutions recognize the importance of promoting entrepreneurial mindset among students in economics and management. However, adaptations to local specificities and consideration of constraints related to access to funding and administrative regulations are necessary. By investing in innovative pedagogical approaches and supporting students' entrepreneurial initiatives, higher education institutions can contribute to economic development, innovation, and prepare future entrepreneurs to successfully navigate the challenges of the business world.

Keywords: Pedagogical innovation, entrepreneurial mindset, economics, management, higher education

INTRODUCTION

The impact of pedagogical innovation on the development of entrepreneurial mindset among students in economics and management is a rapidly growing research field. Traditional teaching approaches in these disciplines have been questioned for their lack of relevance in preparing students for the challenges of the current business world.

Practicing your profession in the same way throughout your career, without adapting or attempting to develop your skills and improve your practice, resembles acting like a robot that mindlessly repeats the same actions without considering their relevance to the intended purpose of your intervention (El Atmani, Madrane and Janati-Idrissi, 2023). Every individual in a professional role has the ability to naturally contemplate their own practice. However, without consistent cultivation of a discerning perspective and the utilization of clearly defined approaches, this process might not inevitably result in a heightened awareness or transformative shifts within their professional context (El Atmani and Madrane, 2023). In this context, recent studies emphasize the importance of pedagogical innovation in fostering entrepreneurial mindset among students in economics and management. For example, research conducted by Li et al. (2021) has shown that the use of innovative pedagogical methods such as project-based learning and the utilization of information technologies promotes the acquisition of entrepreneurial skills among students.

Project-based learning is a widely adopted pedagogical approach in higher education programs in management and economics. It allows students to work on real-world projects, formulate hypotheses, make strategic decisions, and solve real problems. According to a study by Oosterbeek et al. (2019), this approach promotes the development of skills such as creativity, problem-solving, and risk-taking, all of which are essential for entrepreneurial mindset.

Incubation and entrepreneurship programs offered in higher education institutions also have a significant impact on the development of entrepreneurial mindset among students. Research conducted by Zhao et al. (2020) has shown that these programs enable students to develop their professional network, acquire business management skills, and benefit from valuable support from experts and mentors.

Furthermore, the integration of information and communication technologies (ICT) in education plays a crucial role in fostering entrepreneurial mindset. Online learning platforms, business simulations, and online collaboration tools provide students with interactive and practical learning experiences. According to a study by Wang et al. (2021), the use of these technologies stimulates creativity, collaboration, and innovation among students in economics and management.

In Morocco, as in other countries, higher education institutions have also recognized the importance of promoting entrepreneurial mindset among students in economics and management. The Plan Maroc Entrepreneurs is an example of the Moroccan government's commitment to encourage entrepreneurship and innovation in the country. However, to fully succeed in developing entrepreneurial mindset among students, it is essential to adapt pedagogical approaches to the specificities of the Moroccan context and consider constraints related to access to funding and administrative regulations.

In this regard, pedagogical innovation in the fields of economics and management has a significant impact on the development of entrepreneurial mindset among students. Innovative pedagogical approaches such as project-based learning, incubation and entrepreneurship programs, as well as the integration of ICT in education, contribute to shaping a new generation of students equipped with the necessary skills to succeed in the business world. It is crucial for higher education institutions to continue innovating in their teaching methods to prepare students to become competent and visionary entrepreneurs.

Comparison between the Moroccan and International Contexts

The Moroccan context presents similarities and differences compared to the international context. Internationally, many countries recognize the importance of entrepreneurship and innovation education in preparing students to address current economic challenges. Research conducted by Fayolle and Gailly (2015) highlights the positive effect of entrepreneurship education on students' entrepreneurial intentions and propensity to start new ventures. Additionally, initiatives such as the Global Entrepreneurship Monitor (GEM) provide comparative data on entrepreneurial mindset in different countries.

In Morocco, the importance of entrepreneurship is also recognized. The government has launched programs such as the Plan Maroc Entrepreneurs aimed at promoting entrepreneurship and innovation in the country. Studies conducted in Morocco, such as the one by Amzil et al. (2018), highlight the effectiveness of incubation and entrepreneurship programs in developing entrepreneurial mindset among students. However, there are still specific challenges in the Moroccan context. For example, access to financing for young entrepreneurs can be limited, which hinders their development. A study conducted by Mourtada et al. (2020) in Morocco emphasized the importance of strengthening financing mechanisms to support student entrepreneurial initiatives. It is also important to note that the cultural and social context in Morocco can influence the perception of entrepreneurship and the degree of openness to innovation. Research conducted by Souitaris et al. (2012) has highlighted the impact of culture on entrepreneurial attitudes.

In this environment, although efforts are being made in Morocco to promote pedagogical innovation and entrepreneurial mindset among students in economics and management, specific challenges need to be addressed. Increased collaboration with private sector stakeholders, strengthening financing mechanisms, and broader entrepreneurship awareness are key elements to create an environment conducive to innovation and entrepreneurship in Morocco. Thus, a holistic approach and coordination among different stakeholders are necessary to effectively develop students' entrepreneurial mindset and foster their success in a rapidly evolving economic world.

Pedagogical innovation

In the ever-evolving realm of education, the pursuit of pedagogical innovation stands as a paramount endeavor, poised to address the shifting needs of learners and the dynamic demands of an ever-advancing global landscape. This framework delves deep into the sphere of pedagogical innovation, drawing upon a complex tapestry of educational theories to untangle the intricate threads of transformative teaching methodologies. By embracing constructivist learning, experiential learning, collaborative learning, personalized learning, and pedagogical adaptability, educators embark on a voyage to reenvision the educational experience. As technology converges with pedagogical theories, the ensuing discourse sheds light on the pathway toward cultivating adaptable, engaging, and learner-centric educational ecosystems. Within this framework, each theoretical facet is expounded, yielding a comprehensive comprehension of the contours and potentialities inherent in pedagogical innovation.

1. Constructivist Learning Theory

Rooted in constructivist learning theory, it is posited that learners actively construct their own knowledge through meaningful interactions with their environment (Vygotsky, 1978; Piaget, 1970). Pedagogical innovation harnesses this foundational perspective by engendering learning environments that stimulate active engagement, critical reflection, and the synthesis of meaning (Dewey, 1938; Jonassen, 1999). Strategies like project-based

learning, authentic problem-solving, and collaborative inquiry emerge as vehicles for cultivating innovative approaches to knowledge construction (Barrows & Tamblyn, 1980; Hmelo-Silver, 2004).

2. Experiential Learning Theory

The prominence of experiential learning theory underscores the pivotal role of hands-on experience in the learning process (Kolb, 1984; Dewey, 1938). Pedagogical innovation finds its footing in the creation of purposeful opportunities for learners to experiment, apply, and critically evaluate their knowledge within authentic contexts (Gibbs, 1988; Boud & Walker, 1998). By immersing students in internships, simulations, interactive case studies, and pragmatic projects, educators foster a culture of experiential learning, seamlessly aligned with innovative educational paradigms (Dewey, 1938; Kolb, 1984).

3. Collaborative Learning Theory

Collaborative learning theory underscores the intrinsic value of social interaction in the process of knowledge acquisition (Johnson & Johnson, 1989; Vygotsky, 1978). Pedagogical innovation capitalizes on this by leveraging collaborative methodologies, including group discussions, cooperative projects, and interactive problem-solving endeavors (Dillenbourg, 1999; Slavin, 1983). These avenues not only foster the exchange of diverse perspectives but also cultivate skills in collective knowledge co-construction, bolstering the foundation of innovative pedagogies (Scardamalia & Bereiter, 1994; Webb, 2009).

4. Personalized Learning Theory

The personalized learning theory accentuates the unique needs of individual learners, advocating for tailored educational experiences (Dweck, 2006; Hattie, 2012). Pedagogical innovation finds resonance in the application of technology to craft customized learning pathways, delivering adaptive resources and targeted activities that cater to each learner's distinct requirements (Brusilovsky, 2003; Dabbagh & Kitsantas, 2012). As such, educators assume the role of orchestrators in a symphony of personalized learning experiences, guided by research-backed principles (Reeves, 2021; Vygotsky, 1978).

5. Pedagogical Flexibility and Agility Theory

Embracing pedagogical flexibility and agility aligns with the tenets of an evolving educational landscape (Fullan, 1993; Darling-Hammond, 2017). This theory underscores the necessity of educators adapting swiftly to emerging challenges and opportunities through agile teaching methods (Anderson & Dexter, 2005; Kim, 2001). The interplay of pedagogical flexibility and agility empowers educators to navigate the complex currents of educational change with efficacy and innovation (Cope & Kalantzis, 2009; Tondeur et al., 2017).

By weaving these diverse theoretical underpinnings, educators not only enrich their pedagogical practices but also position themselves as architects of educational innovation in the ever-evolving landscape of learning.

The development of entrepreneurial mindset

In the realm of fostering entrepreneurial thinking and action, an intricate interplay of psychological, sociological, economic, and managerial factors come into play. The development of an entrepreneurial mindset, characterized by innovative thinking, risk-taking, and value creation, constitutes a fundamental component of contemporary economies and business landscapes. This framework amalgamates insights from diverse disciplines to shed light on the multifaceted nature of entrepreneurship development. Drawing upon self-determination theory, social capital theory, innovation and creativity theory, value creation theory, and risk-taking theory, we endeavor to unravel the complex tapestry underlying the cultivation of entrepreneurial spirit. In this discourse, each theoretical perspective is expounded, fortified by pertinent references, to offer a comprehensive understanding of the mechanisms at play in nurturing the entrepreneurial mindset.

1. Self-Determination Theory

According to self-determination theory in psychology, individuals are inherently motivated by three fundamental psychological needs: autonomy, competence, and social relatedness (Deci & Ryan, 2000). Entrepreneurship can be viewed as a manifestation of autonomy and competence. Individuals who develop an entrepreneurial mindset are driven by the pursuit of autonomy in their work and the opportunity to master new and diverse skills (Gagné & Deci, 2005).

2. Social Capital Theory

Sociology plays a pivotal role in comprehending entrepreneurship by accentuating networks and social relationships. Social capital theory suggests that individuals with access to robust networks and social relationships have an advantage in identifying opportunities, acquiring crucial information, and mobilizing resources for their enterprises (Coleman, 1988; Burt, 2000).

3. Innovation and Creativity Theory

Entrepreneurship is often linked with the capacity for innovation and creativity. Theories of innovation propose that entrepreneurship can be nurtured by fostering an environment that encourages creative thinking and the pursuit of novel solutions. The "design thinking" approach, emphasizing empathy, definition, ideation, prototyping, and testing, can be applied to cultivate entrepreneurship by fostering thinking beyond conventional boundaries (Brown, 2008; Amabile, 1988).

4. Value Creation Theory

From an economic and managerial perspective, entrepreneurship can be understood as value creation. Value creation theory underscores the significance of addressing customer needs and desires in novel or more efficient ways. Developing entrepreneurship can be spurred by encouraging individuals to seek value creation opportunities and develop innovative business models (Porter, 1985; Chesbrough, 2003).

5. Risk-Taking Theory

Entrepreneurship is frequently associated with risk-taking. Risk-taking theory suggests that individuals with higher risk tolerance are more inclined to engage in entrepreneurial activities (Knight, 1921). Fostering entrepreneurship development thus entails promoting astute risk management and providing support to entrepreneurs in navigating uncertainties (Sarasvathy, 2001).

Innovative Pedagogical Strategies in the Training of Students in Economics and Management

Innovative pedagogical strategies play a crucial role in the training of students in economics and management, equipping them with the necessary skills and competencies to thrive in today's dynamic business environment. Recent references highlight a range of effective approaches employed in this field.

Active learning and experiential approaches have proven to be successful in engaging students and fostering critical thinking skills. Methods such as case studies, simulations, and problem-based learning provide hands-on experiences, allowing students to apply theoretical concepts to real-world business scenarios (Sahi and Pai, 2021). Experiential learning activities, including internships and industry collaborations, bridge the gap between theory and practice, enabling students to gain valuable industry insights (Sweeney and Ingram, 2020).

The integration of technology has revolutionized economics and management education. Online learning platforms, virtual simulations, and gamification techniques enhance student engagement and promote active participation (Saha et al., 2021). Blended learning models, combining online and face-to-face instruction, offer flexibility and personalized learning experiences (Barak, 2022).

Entrepreneurship education has gained prominence, with educational institutions incorporating entrepreneurial elements into their curricula. Business plan competitions, entrepreneurial projects, and mentorship programs stimulate students' entrepreneurial mindset and skills (Henry et al., 2022). The integration of social entrepreneurship and sustainable business practices aligns students' aspirations with societal and environmental goals (Fayolle et al., 2021).

Collaborative learning strategies foster teamwork and communication skills. Group discussions, team projects, and peer-to-peer interactions create a collaborative and inclusive learning environment, where students exchange ideas and learn from diverse perspectives (Vidyasagar and Vidyasagar, 2021). Industry and community partnerships enhance economics and management education. Guest lectures, industry visits, and internships provide students with real-world insights and experiences (Bhattacharya et al., 2022). Collaborative projects with local businesses and community organizations allow students to address real-life challenges and contribute to their communities (Chandrasekaran and Appadurai, 2021). By integrating these innovative pedagogical strategies, educational institutions can develop well-rounded and entrepreneurial graduates equipped with the skills needed for success in economics and management. These strategies foster active learning, technological proficiency, entrepreneurial mindset, collaboration, and real-world engagement, ensuring that students are prepared for the challenges of today's business world.

Perspective of Developing Entrepreneurial Mindset among Students in Economics and Management through Pedagogical Innovation during their Studies

The development of an entrepreneurial mindset among students in economics and management through pedagogical innovation is gaining increasing importance in the international higher education context. The rapidly evolving global economic landscape and the emergence of new business opportunities have made entrepreneurship more appealing to young students. As a result, higher education institutions are increasingly seeking to integrate innovative pedagogical approaches to develop entrepreneurial skills among their students.

Numerous studies highlight the positive effects of entrepreneurship education on students' entrepreneurial mindset. For example, research by Liñán and Fayolle (2015) has shown that entrepreneurship education programs enhance students' entrepreneurial intentions and their ability to identify and seize business opportunities. Furthermore, students trained in entrepreneurship are more inclined to take initiatives and demonstrate creativity in their career paths.

To facilitate the development of an entrepreneurial mindset among students in economics and management, educational institutions are adopting innovative pedagogical approaches. The integration of real-life business creation projects, internships in startups, or university-based incubators allows students to apply their theoretical knowledge in a real entrepreneurial environment (Fayolle et al., 2014). Active learning methods, such as role-playing, case studies, and team projects, are also used to encourage initiative-taking and the development of entrepreneurial skills (Cheraghi et al., 2019).

However, implementing pedagogical innovation to develop an entrepreneurial mindset among students is not without challenges. A study by Honig (2019) highlights that entrepreneurship education programs need to be tailored to the specific needs of students and take into account cultural and contextual differences. Additionally, involving teachers, mentors, and private sector stakeholders in the teaching process is essential to provide a comprehensive and enriching experience for students (Oosterbeek et al., 2018).

In Morocco, the perspective of developing an entrepreneurial mindset among students in economics and management is also a key focus for higher education institutions. The Plan Maroc Entrepreneurs, launched by the government, aims to promote entrepreneurship and innovation in the country (Ministry of Industry, Investment, Trade, and Digital Economy, 2021). Moroccan universities are implementing entrepreneurship education programs and initiatives to encourage students to start their own businesses (Najib et al., 2021).

However, it is important to consider the specificities of the Moroccan context when implementing pedagogical innovation. Recent studies highlight factors such as access to financing, administrative regulations, and cultural norms that can influence the development of an entrepreneurial mindset in Morocco (Elouaafi et al., 2020). Therefore, it is necessary to adapt pedagogical approaches to meet the specific needs and constraints of Moroccan students in economics and management.

Furthermore, the perspective of developing an entrepreneurial mindset among students in economics and management through pedagogical innovation is a crucial issue both internationally and in Morocco. Innovative and tailored pedagogical approaches, supported by partnerships with private sector stakeholders, can play a key role in preparing students to tackle economic challenges and seize entrepreneurial opportunities. However, it is necessary to consider the specificities of the Moroccan context to ensure effective implementation of entrepreneurship education programs.

CONCLUSION

Pedagogical innovation remains a promising avenue for fostering an entrepreneurial mindset among students in economics and management within the international context of higher education. Recent studies have demonstrated that entrepreneurship education programs and innovative pedagogical approaches can promote the development of entrepreneurial skills, stimulate creativity, and encourage students to consider entrepreneurship as a viable career option.

The integration of concrete business creation projects, internships at startups, and university incubators provides students with opportunities to apply their theoretical knowledge in a real entrepreneurial environment. Furthermore, active learning methods such as case studies and team projects encourage initiative-taking and collaboration, both of which are essential skills for success in the business world.

Ultimately, the development of an entrepreneurial mindset among students in economics and management is a significant endeavor in shaping the next generation of entrepreneurs and economic leaders. Pedagogical innovation serves as a powerful lever to achieve this goal by facilitating the acquisition of essential entrepreneurial skills and fostering student engagement in tangible projects. By investing in innovative pedagogical approaches and supporting students' entrepreneurial initiatives, higher education institutions can make a meaningful contribution to economic development and innovation in their countries, while effectively preparing future entrepreneurs to successfully navigate the challenges of the business world.

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