

Introduction to Entrepreneurship and the Craft of Teaching

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This special issue of the *Journal of Entrepreneurship* reflects a long-standing collaboration around the theme of the teaching of entrepreneurship. Two events—one several years ago and one quite recently—have resulted in bringing together an outstanding set of articles focusing on *Entrepreneurship and the Craft of Teaching*.

In 2005, Michael Morris and I worked with Sunil Shukla, who is now Director-General at the Entrepreneurship Development Institute of India (EDII), and Sailendra Narain, who continues to serve on the board of EDII, to conduct the first professional development workshop for entrepreneurship educators in India and the region. The ‘Dynamic Entrepreneurship Classroom’ focused on key issues in the teaching of entrepreneurship, such as the emerging content of the discipline of entrepreneurship, experiential learning and specific techniques for teaching the practice of entrepreneurship.

Since then, EDII has championed the teaching of entrepreneurship in India and the region.

And since then, I have enjoyed a creative and productive relationship with EDII in advancing entrepreneurship to enhance economic development, promote opportunity and improve community well-being.

The second event is more recent. In discussions with the leadership of EDII last fall, I reviewed the content of my new book, *Fire in the Classroom: Creativity, Entrepreneurship, and the Craft of Teaching*. The idea emerged to update that workshop from several years ago and thus this special issue of the *Journal of Entrepreneurship*.

Articles in This Special Issue

Michael Morris sets the stage for this special issue with a brilliant article on what entrepreneurship educators should teach. By focusing on

'Re-Thinking Content: Teaching Students About Entrepreneurship Versus How to Be an Entrepreneur', Morris provides an insightful and practical framework to assist entrepreneurship teachers in determining what and how they might teach.

For foundational courses in entrepreneurship, Morris provides direction by differentiating between whether an entrepreneurship educator teaches students *about* entrepreneurship or whether they teach students *how* to be an entrepreneur. Each approach, he points out, requires its own context, content and methodologies. Thus, he provides entrepreneurship educators with a valuable guide for designing and delivering their courses.

In my article on 'The Creative Classroom', I argue that entrepreneurship faculty can help their students think and act entrepreneurially by emphasising on the factors that unleash the creativity of each and every student. The article focuses on three requirements for a creative classroom.

Entrepreneurship educators must first develop an experimental attitude among their students by encouraging a willingness to be wrong. Then, they must emphasise improvisational behaviour by promoting a 'Yes, And' philosophy among their students. Third, they must design an unconventional structure in their courses by incorporating unexpected activities, exercises and approaches in their teaching. The result can be that entrepreneurship teachers inspire and not just inform through their teaching.

The most essential aspect of entrepreneurship is the pursuit of opportunity. Rebecca White and Giles Hertz show entrepreneurship educators how to enhance the opportunity recognition skills of their students in their article, 'Teaching Opportunity Recognition: Meeting the Challenges of Message, Method and Measurement'.

White and Hertz present a fascinating and in-depth review of the theories of opportunity recognition and detail the challenges involved with teaching this topic. Then, they provide a creative see-do-repeat model for teachers to better understand the elements of the opportunity recognition process, incorporate methods to enhance student engagement and measure the competences that students should demonstrate. In the process, White and Hertz address an important gap in the entrepreneurship education literature and provide a practical approach for teaching opportunity recognition.

Traditionally, entrepreneurship educators have used written case studies in their classrooms. Typically, students read a case before coming to class, and then the teacher facilitates a discussion of the case. Greg Fisher puts an innovative spin on this approach to case method teaching

in his article on ‘Novel and Creative Ways to Use Case Studies to Teach Entrepreneurship’.

Fisher provocatively proposes a range of different case delivery modes and case formats to expand a teacher’s repertoire for case teaching. He shows how entrepreneurship educators can enrich their classrooms by incorporating student delivery mechanisms such as student presentations, types of negotiations, debate formats and role plays while at the same time utilising emerging formats such as videos, podcasts and multimedia cases.

For many entrepreneurship educators, simulation games can be a mysterious or even intimidating teaching method to try to incorporate in their classrooms. Ernest Cadotte proves it does not have to be this way. In his wonderfully clear, insightful and proven approach to teaching simulation games, Cadotte removes the mystery and shows entrepreneurship educators what to do in his article on ‘How to Use Simulation Games in the Classroom’.

Cadotte’s step-by-step explanation demonstrates how simulation games can be engaging and even inspiring learning experiences in the entrepreneurship classroom. Cadotte applies his extensive experience in teaching simulation games to provide entrepreneurship instructors with a practical guide for choosing the right simulation, for structuring and managing a simulation game during a course and, importantly, for serving as the entrepreneurial coach during the simulation experience.

Experiential learning is an essential component of entrepreneurship education. The most effective way to engage students is to help them take an active part in the learning process. Stacy Landreth Grau and Tracey Rockett bring an invaluable perspective to this process in their article, ‘Creating Student-Centered Experiences: Using Design Thinking to Create Student Engagement’. They persuasively contend that design thinking is especially important in entrepreneurship education because of its focus on factors like idea generation and opportunity recognition.

By putting students at the centre of the design thinking process, Grau and Rockett propose a framework for entrepreneurship educators around the themes of discovery, definition, ideation and iteration. Through design thinking techniques and practices, they point out that entrepreneurship teachers can make new discoveries, try new approaches to teaching, find more creative ways of applying course material and better engage students in their classrooms.

This special issue of the *Journal of Entrepreneurship* concludes with a timely and important benchmark. Sunil Shukla, Amit Kumar Dwivedi and Satya Ranjan Acharya provide a thoughtful and insightful assessment and

measurement of the current level and extent of entrepreneurship education in their article, 'Entrepreneurship Teaching in India and the Region'.

Their survey of entrepreneurship educators, supporters and administrators in India and seven other countries provides an invaluable perspective not only on the status of entrepreneurship teaching, methodologies and priorities but also on the evolution of entrepreneurship ecosystems and the emergence of an entrepreneurship culture. Their analysis provides a valuable tool for monitoring and advancing entrepreneurship education in India and the region in the future.

The Craft of Teaching

Like other crafts, teaching requires dexterity, ingenuity and even artistry.

This special issue of the *Journal of Entrepreneurship* seeks to provide entrepreneurship educators with the content, tools, attitudes and behaviours to help them hone their teaching skills and in the process become more creative and more effective artisans of their craft. Today, more than ever, entrepreneurship educators need to enhance their skills in curriculum design, improve the effectiveness of their performance in the classroom and take pride and satisfaction in the creativity of their courses. The articles in this special issue are designed to help them do that.

I would like to thank the authors of these articles for their contributions to this special issue. They all share a commitment to entrepreneurship and a passion for their craft of teaching.

I am also grateful to my dear friends and colleagues at the EDII. It is a joy for me to serve as guest editor and to have the opportunity to work with such an inspired and dedicated group of entrepreneurship educators.

Ray Smilor
Guest Editor