

# **ENTREPRENEURIAL HISTORY: A TEACHING EXPERIENCE ABOUT AN EDUCATION PROJECT FOR TEACHING ENTREPRENEURSHIP IN THE ADMINISTRATION COURSE**

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**Abstract:** The teaching of entrepreneurship content through project-based learning has become an important method that allows students to develop some essential skills and competencies for professional management training, such as: teamwork, proactivity, planning, leading, solving problems and conflicts, among others. This Entrepreneurial History project was applied within the Administration course located within a technology park that brings together universities, industries, startups, businesses and housing. This study aimed to propose to students the learning of the Entrepreneurship content through a learning path that would allow them to understand that from the stories of other entrepreneurs it is possible to better understand the reality of the Brazilian entrepreneur. For this, the methodology used in this work was a descriptive and exploratory study. As for the technical procedures, this research is identified as bibliographical. As a result, it was observed that the students were impacted by the real and different stories reported by local entrepreneurs. It was concluded that contact with entrepreneurship in practice made it possible to realize that creative and innovative transformation can be learned, practiced and developed for the benefit of individual human beings and society as a whole.

**Keywords:** Entrepreneur, Report, Teaching.

## INTRODUCTION

Nowadays, educational institutions that promote Entrepreneurial Education with their students aim to stimulate critical thinking in students, providing them with the opportunity to develop entrepreneurial skills, such as: teamwork, resilience, proactivity, maintaining a network of contacts, etc.

According to Dolabela (2008), the entrepreneur is an individual who has initiative, that is, he understands his need

and goes in search of learning. He can be characterized as a curious person, who learns and teaches others, describing step by step how he reached his goal, highlighting obstacles and frustrations, in order to inspire other people.

Entrepreneurial Education is not only focused on creating a business, but is directed towards the student, since developing an entrepreneurial career is not just working in a small enterprise, but also working with family businesses, micro-enterprises, the ecological, technological entrepreneurship, among many others (Filion, 1999).

The Global Entrepreneurship Monitor (GEM) 2018 report, carried out by Sebrae together with the Brazilian Institute of Quality and Productivity (IBQP), demonstrates that undertaking is the third biggest dream of Brazilians. Being your own boss is second only to wanting to travel the country and own a home.

Still according to the same source, there is a large number of entrepreneurs (26.7%) with only incomplete Elementary School. This scenario is the result of a mistaken culture that defends that those who manage to become entrepreneurs are those who do not like to study (Hashimoto, 2006). This represents a widely spread heuristic without concrete foundations, as this prejudice comes from the idea that Entrepreneurship is not taught, it is done in practice.

However, even though in Brazil the number of entrepreneurs with Higher Education is low, it is possible to discover great stories that can serve as inspiration for student learning, bearing in mind that theory teaches but example impresses.

Therefore, to achieve this purpose, this work aimed to develop a learning path that would allow the student to understand that from the stories of other entrepreneurs it is possible to analyze more assertively the real universe of the Brazilian entrepreneur.

More specifically, to enable the student to perceive that in entrepreneurship there is an opportunity for creative transformation that can be learned, practiced and developed for the benefit of the individual human being and society as a whole.

Therefore, this research is justified, because according to the Brazilian Micro and Small Business Support Service (Sebrae, 2017, p. 6), “allowing the student to experience entrepreneurship in the school institution, develops their skills, behaviors and attitudes and makes it possible to apply them in your personal and professional life”.

That said, a brief review of the literature on the theme addressed in this work follows, followed by the methodology employed and the discussion of the results obtained. Finally, the conclusion observed with the realization of this project.

## LITERATURE REVIEW

### ENTREPRENEURIAL EDUCATION

Entrepreneurial education provides tools to help and strengthen students in their life decisions. The student thus develops skills and competences during the learning process, highlighting the participation of teachers, students and the community.

For several authors, the theme of entrepreneurial education is transversal and therefore extends beyond the classroom, as it provides opportunities for integration between students and entrepreneurs in society in general and their experience.

According to Dolabela (2008), conventional teaching methods and entrepreneurial education differ, as in the latter, the instructor becomes a facilitating agent and students assume the role of knowledge generators, that is, they participate in the creative process, while in traditional education, the teacher only passes on his knowledge, valuing analytical and linear thinking, often rejecting different

thoughts.

Therefore, for entrepreneurial education to reach efficiency, the process must show, among others, the understanding of the skills and characteristics of entrepreneurial behavior, the analysis of entrepreneurial opportunities, the importance of developing a business plan, the sources and forms of obtaining financing for new businesses, expansion and management of companies (Dornelas, 2018).

According to Schaefer and Minello (2016), the fact that an educational institution and the teacher understand how the entrepreneurial process is developed facilitates the guidance of actions to be carried out in order to create educational learning environments that develop entrepreneurial agents.

In recent years, it has been observed that active teaching and learning methodologies have gained prominence in the school setting, as they are characterized by student-focused teaching, emphasizing the development of autonomy in structuring their knowledge and the interconnection between theory and practice.

According to Marin et al. (2010) the teacher, in this scenario, starts to act as a facilitator/guider of the teaching process, leading the student to carry out research, reflections and decisions by himself, leading him to successfully reach the learning objective.

Among numerous active methodologies employed in the teaching and learning process, the following stand out: Problem-Based Learning (PBL), Project-Based Learning (PBL or PJBL), *Peer Instruction* (flipped classroom) and Team Based Learning (TBL).

In Project-Based Learning or *Project Based Learning* (PBL) the principle of collaborative learning is adopted, and teamwork with different behavioral profiles is encouraged, and the student participates in projects that are connected with his life outside the classroom (Moran, 2018).

Therefore, several authors understand that PBL serves as a modern educational tool that helps Higher Education Institutions (HEIs) and teachers to provide students with practical experiences, impacting a greater participation of students during the learning process. This active methodology brings interdisciplinarity to the classroom, in accordance with the current teaching model provided for in the National Common Curricular Base (BNCC), as it aims to integrate different types of knowledge, in addition to stimulating the development of entrepreneurial skills.

It is also important to mention that in Project-Based Learning, the teacher must not present all the teaching content at once, as in traditional teaching. Contradicting this, in this case, the students themselves are the protagonists, autonomously seeking materials and knowledge in order to meet the outlined learning purposes.

Therefore, the methodology used in this case report will be described in detail below.

## **METHODOLOGY**

This research is classified, according to its nature, as an applied research, since its objective is the production of knowledge that can be applied in practice, in a specific situation (Gil, 2010).

Regarding the approach, this study can be categorized as qualitative, since it does not use a statistical instrument as a basis for analyzing a problem, not intending to measure or enumerate categories (Richardson, 2007).

Regarding the objectives, this is an exploratory study, “since they have the purpose of providing greater familiarity with the problem, with a view to making it more explicit or building hypotheses” (Gil, 2010, p. 27). Also, it is classified as descriptive, since it addresses important aspects in relation to entrepreneurial education aimed at entrepreneurship and interdisciplinarity,

through a survey of bibliographic information.

As for the technical procedures, the research is identified as bibliographical. According to Gil (2010, p.29), bibliographical research is “developed from material that has already been prepared, consisting basically of works and scientific articles”. In this case, sources such as: books, periodicals and various printed matter are used to carry out the theoretical approach, in order to support the study.

## **RESULTS AND DISCUSSIONS**

### **CASE REPORT**

This Entrepreneurial History project was developed within the Management Course at Biopark Educação, which is a college located in the municipality of Toledo, Paraná, in a territory that includes, in addition to a 4th generation Technological Park, several organized sectors that allow the development of residential, commercial and industrial areas. In terms of opportunities, Biopark is characterized today as a business Ecosystem, which offers unique benefits to companies, such as: an Educational Pole with four high-end universities, three of which are federal; a Research Center with dozens of laboratories already in operation; and a promising area for real estate investment.

The Biopark Education Administration course lasts eight semesters, and throughout this period, the student develops dozens of projects that seek to serve companies that are already in the market today, some of which are incubated in the technology park in question. It must be noted here that the main differential of this course in relation to other competitors lies in the fact that students apply the knowledge acquired in the classroom in real market situations, through projects, thus developing some skills and competencies required by entrepreneurs current locations.

Thus, it is reported that this project was

applied to two groups of students, one from the first and the other from the third period of the aforementioned course, totaling approximately 55 students of both sexes and different ages, ranging from 17 to 45 years old.

Therefore, on the first day of class, the project's menu and the learning path were presented. Previously, students had been divided into teams according to behavioral profiles for other projects in the same course. It was proposed to carry out the activity of Entrepreneurial History lasting one semester.

With the aim of developing the path of knowledge within Entrepreneurship, some classes were expository and dialogued, followed by *online* games and/or dynamics. Some active learning techniques were also used during the semester, such as: World Café, case study, challenge, film on the theme, etc.

The project was built by the students during project times in the classroom, through production workshops, because on these occasions, the students gathered as a team to write a case study. The main objective of this project was to present the report of a real story of a local entrepreneur.

In order to fulfill the task proposed by the project teacher, they must apply a questionnaire adapted from Dornelas (2018). The first stage consisted of presenting an account of how the activities of the company chosen for the case study began, containing:

- the trajectory of the entrepreneurs who founded the studied organization, reporting creativity and innovation in this process;
- the difficulties and objectives established and achieved/or not achieved in the initial phase of the project.

For the second delivery stage, the professor was asked to present a report, including the sources of financing for the enterprise studied and the main difficulties encountered by the entrepreneur in accessing credit and whether there was support from institutions that

promote entrepreneurship at that time.

In the third stage, students must continue to develop in the report, a brief description if this entrepreneur interviewed had already planned a process of expansion or family succession and what would be the future objectives of the enterprise and how to reach them.

As a result of this whole process, it can be described that the students were quite excited and impressed with the reports they heard from local entrepreneurs. They observed the richness of detail with which each entrepreneur reported his entrepreneurship story. This also allowed students to better understand what it was like to undertake "out of necessity or opportunity".

In addition, it was found that the entrepreneurs interviewed had some of the ten characteristics of a successful entrepreneur reported by several authors on the topic studied. Therefore, it is understood that this project provided practical-professional experience through the application of theoretical knowledge from the classroom in real situations. In addition, it also provided the student with contact with the academic universe of scientific initiation.

## CONCLUSION

As a conclusion of this research, it was found that the main objective was achieved, as the students felt impacted by the real stories of entrepreneurship that they had to narrate with the realization of the project.

The experience report described in this article, of how this PBL was implemented, can be an example for the application of active methodologies in undergraduate Business Administration. It is known that real examples are an important tool for teachers who are trying to implement active practices in teaching/learning.

It is believed that this type of project

promotes the strengthening of the local entrepreneurial ecosystem, because through it, entrepreneurship is increasingly encouraged, forming citizens who are more aware of their role in social transformation.

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