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RETHINKING ENTREPRENEURIAL PEDAGOGY: HOLISTIC APPROACH FROM PRAGMATISM, CONSTRUCTIVISM ANDSOCIAL-CONSTRUCTIVISM

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ABSTRACT

The review study emphasizes the significance of educational philosophy in the context of pedagogy, the implications of pragmatic, constructive, and social-constructive philosophies in entrepreneurial pedagogy, and how we integrate pragmatic, constructive, and social-constructive approaches as a holistic approach in the context of entrepreneurial pedagogy—by integrate pragmatic, constructive, and social-constructive approaches with entrepreneurial pedagogy, allowing educators to reflect on their practices and make informed decisions in their teaching. In these philosophies, deeply seated beliefs and belief structures help to form entrepreneurial thinking, and understanding their development can improve entrepreneurship transitional strategies and methods. These philosophies aim to improve how entrepreneurship is taught and learned, and they seek to strengthen entrepreneurship education by fostering problem-solving skills, critical thinking, practical skills, and experience learning. Holistically, teachers can implement and improve the teaching-learning process by instilling an entrepreneurial spirit in their students and providing them with the essential skills.

Key Words: Entrepreneurial Pedagogy, Holistic Approach, Pragmatism, Constructivism, Social-Constructivism

INTRODUCTION

Entrepreneurship has a generally positive impact on economic, social, and environmental welfare, but its impact depends on various determinants (Neumann, 2020). Similarly, Naudé (2009) also reported that "entrepreneurship plays a role in key areas of concern for development economics, such as structural change, economic growth, income and wealth inequalities, welfare, poverty traps, and market failures." Thus, entrepreneurs and the process of entrepreneurship are vital for economic and social development, fostering job creation, innovation, and growth. It drives SMEs, diversifies economies, facilitates capital formation, improves living standards, and promotes regional development by establishing businesses in

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underdeveloped countries. The question arises of promoting entrepreneurial learning and inculcating entrepreneurial traits and values among the learners through the teaching-learning process. In this regard, Fayolle and Gailly(2008) described that "a conceptual framework in entrepreneurship education, inspired by education sciences, can provide a bridge between education and entrepreneurship, stressing the scientific legitimacy of entrepreneurship education." Entrepreneurial education positively links with entrepreneurial intentions, enabling experimental learning, skills development, and a change in thinking (Mikić et al., 2019).

Regarding entrepreneurial learning, Politis (2005) described, "entrepreneurial learning involves three main components: career experience, transformation process, and entrepreneurial knowledge in terms of effectiveness in recognizing and acting on opportunities." Thus, entrepreneurship learning can be promoted through entrepreneurship education. Education is defined as 'learning for its own sake,' while pedagogy is learning oriented towards social goals (Hinchliffe, 2001). To promote entrepreneurial traits and values among learners through education, the best educators must have expertise in entrepreneurial pedagogy. In this way, teachers need to learn entrepreneurial pedagogy to promote entrepreneurial experiences among learners. Thus, entrepreneurship education and entrepreneurial pedagogy can help promote entrepreneurship through education. Entrepreneurial pedagogy refers to teaching entrepreneurship through various theoretical frameworks and pedagogical techniques. It prioritizes critical thinking, ingenuity, practical skills, problem-solving, creative thinking, risk management, opportunity identification, experiential learning, and essential competencies required to be an entrepreneur and cope with social issues. This educational approach can change the economic and social landscapes by equipping people with critical skills, stimulating innovation, and promoting economic prosperity. The primary purpose of this article is to examine educational philosophical underpinnings and trace the roots of entrepreneurial pedagogy back to the educational philosophies of pragmatism, constructivism, and social constructivism.

METHOD OF THE STUDY

This study reviews the literature on educational philosophies and entrepreneurial pedagogy, focusing on their significance and analysis. It takes a research approach to study philosophy and education, educational philosophical perspectives, and their connection to entrepreneurial pedagogy. The relevant literature reviews are obtained from various sources and appraised

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for quality and relevance. The review is organized into sections, which include a summary of the main findings and a conclusion. The study is then revised for clarity, coherence, and logical flow and proofread for grammatical errors and proper citations. In this review article, there are three main questions:

- What is the significance of educational philosophy in the context of pedagogy?
- What are the implications of pragmatic, constructive, and social-constructive philosophies in entrepreneurial pedagogy?
- How do we integrate pragmatic, constructive, and social-constructive approaches as a holistic approach in entrepreneurial pedagogy?

SIGNIFICANCE OF EDUCATIONAL PHILOSOPHY IN THE CONTEXT OF PEDAGOGY

As per the study's first research question, to find out the significance of educational philosophy in the context of pedagogy, 12 reviews were thoroughly reviewed. During the review study, it was noticed that it is a well-established concept that educational philosophy and pedagogy are interconnected in many ways. Abiogu (2014) pointed out that "educational philosophy shapes the development of societies through education, promoting critical and reflective thinking and intellectual development in teachers and learners." Because education philosophy provides a theoretical underpinning for pedagogical procedures, it assists educators and policymakers in clarifying the underlying assumptions, beliefs, and values that guide educational activities. Second, it provides tools for analyzing arguments, drawing conclusions, and building logical thinking. It also promotes lifelong learning by teaching students to be curious, questioning their world, and open to new ideas. Therefore, it focuses on establishing a basis for comprehending the essence, objectives, and challenges of education to explore essential inquiries about the knowledge, methods for teaching, and the elements that require standardization in curricula, etc. In this way, Prodan (2023) suggested that "the philosophy of education is shaped by practical learning, interdisciplinary approach, democratic classroom, reflective thinking, community involvement, and various pedagogical theories, including humanistic, digital, hybrid, inclusive, individualized, and continuous education." Moreover, in the same line, Bulgakova (2023) also described that "the philosophy of education can become the basis for the modernization of pedagogy and a source of pedagogical creativity." The interaction between these two fields results in mutual enrichment, as philosophy feeds educational theories and methods while pedagogy provides

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practical insights. It assists educators in understanding fundamental concepts of teaching and learning, which inform their practices and judgments. This reciprocal relationship enhances the effectiveness of educational practices and contributes to the development of well-rounded educational theories. Khairani, Handayani, Effendi, and Puspita (2023) state that "educational philosophy is essential in strengthening school teaching by guiding teachers in their roles and obligations as educators." The fundamental relationship between educational philosophy and pedagogy improves the educational experience for students by influencing the theoretical foundations of instructional practices. As we all know, philosophy is the mother of disciplines. Educational philosophy and pedagogy have a strong relationship that shapes educational methods and theories. It leads to a wide range of educational aims and methodologies. Also, it influences educators' understanding of the learning processes that define pedagogical tactics, hence influencing how lessons are created and delivered. It helps guide the curriculum development process and determine what should be taught and why. It encourages teachers to promote connected values and virtues among students to build a healthy learning environment. This process engages educators in philosophical inquiry that supports them in reflecting on their practices and making informed decisions in their pedagogy.

IMPLICATIONS OF PRAGMATIC, CONSTRUCTIVE, SOCIAL-CONSTRUCTIVE PHILOSOPHIES IN ENTREPRENEURIAL PEDAGOGY

The research question focuses on the implications of pragmatic, constructive, and social-constructive philosophies in entrepreneurial pedagogy. This discussion will encompass various educational frameworks and philosophical perspectives that aim to enhance the overall teaching and learning of entrepreneurship. In this regard, three major educational philosophies were analysed in the context of entrepreneurial pedagogy: pragmatism, constructivism, and social constructivism, as philosophical perspectives in entrepreneurial pedagogy, shape teaching methods, learning outcomes, and the overall educational experience for students. They emphasize integrating theory and practice, linking theoretical knowledge with practical applications, and encouraging learner-centered approaches. These perspectives help educators adapt teaching methods to societal needs, preparing students for complex environments and seizing opportunities. Understanding these philosophies can improve entrepreneurship transitional strategies and methods. The next part of the study will discuss these philosophies in the context of entrepreneurial pedagogy. This discussion will encompass various educational frameworks and philosophical perspectives to enhance entrepreneurship's teaching and learning process.

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PRAGMATISM

Pragmatism (Dewey, 1929; James, 1907; Peirce 1992, 1998) is an action-oriented philosophy of science. It studies the link between action and truth, practice and theory. Pragmatism can be described as "the doctrine that reality possesses practical character" (Dewey, 1931). For a pragmatist, the world is a set of practical actions born from thinking. Thinking and doing are two sides of the same coin. Action requires thinking, and "thinking is a mental activity: it is a doing" (Peters, 2007). In this context, knowledge is valuable if it is valid and functions in practice (Gibb, 2001 & 2005). Contextualization is essential in the entrepreneurship process, as it analyses evidence related to different dimensions of entrepreneurial context (Zahra et al., 2014). The fundamental element in entrepreneurship is action. Individual and regional knowledge contexts, including role models, strong ties, and high start-up rates in knowledge-based industries, positively influence entrepreneurial intentions among students (Dohse& Walter, 2012). This means that knowledge always needs a context to be created.

Similarly, Gibb (2005) pointed out that "many entrepreneurship education scholars advocate that entrepreneurial learning takes place through doing, experiences, and collaboration." Hence, the epistemology of entrepreneurship is based on pragmatism, according to which beliefs are qualified as true or false depending on their usefulness and functionality in action (Hägg, 2011; Kraijenbrink, 2012). Pragmatic pedagogy is much more a way to "think about" education than a way to "do" education. Pragmatism in education states that learning should be focused on life and development. Social networks, organizations like schools, universities, and employers, and entrepreneurial traits like pro-activeness, resourcefulness, and passion play essential roles in translating entrepreneurial intention into action (Nungsari et al., 2022). The contents/subjects studied in the classroom should have real-world applications to their current or future scenarios or careers. While subjects like math and science can assist students in their day-to-day lives, proponents of the pragmatic philosophy also advocate that other subjects should be included in the curriculum to help students grow.

Moreover, Mukesh, Pillai, and Mamman (2020) suggested that "action learning pedagogy significantly improves entrepreneurial self-efficacy and intention compared to traditional classroom pedagogy in entrepreneurship education." Educational institutions should impart knowledge and help students develop as global citizens. Pragmatism in entrepreneurial education promotes the practical application of ideas, flexibility in methods, and a holistic problem-solving approach, aligning educational content with real-world challenges and fostering collaborative learning.

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Table: 1

IMPLICATIONS OF PRAGMATISM IN ENTREPRENEURIAL PEDAGOGY

Pedagogical Basis	Implications of Pragmatism in Entrepreneurial Pedagogy
Nature of Pragmatism	• Pragmatism is a dominant force in professional practice, but professionals rarely explicitly connect its philosophy to their actions (Ormerod, 2020) • Promotes learning through experience and active engagement. • Emphasizes the connection between theory and practice, • To focus on the practical application of knowledge and skills in real-world contexts.
Objectives	• Pragmatism in education promotes consensual practices, critical thinking, dialogue, and active cognitive positions, countering destructive trends in education (Maltsev, 2023). • To cultivate an entrepreneurial mind-set, problem-solving skills • Prepare students for real-world entrepreneurial challenges by fostering creativity, innovation, and adaptability.
Curricula	• Pragmatism in education focuses on consensual practices, critical thinking, dialogue, increased attention to experience, and an active cognitive position (Kelly&Cordeiro, 2020). • Project-based learning, internships, and case studies, • Integrating experiential learning into curricula improves the relevance and engagement of learning. It entails creating activities that connect academic content to real-world applications (Beard & Wilson, 2006) • Dewey's pragmatic principle in curriculum development helps cultivate students' creative thinking ability and emphasizes practice and humanities in education (Baohua, 2011).
Resources	• Pragmatist ideas emphasize planning as a practically situated, social learning activity that draws on all human capacities for critical, transformative systemic framing work in the public sphere (Healey, 2009). • Resources include access to real-world business environments, • Mentorship programs, entrepreneurial networks, and tools for project management and innovation, .
Teaching Methods	• Six key Pragmatist concepts are Abduction, Inquiry, Habit, Social Selves, Gestural Conversation, and Transaction (Simpson, 2018). • The PBL approach acknowledges that good problems are significantas its 'pique' students' curiosity, requires analysis and encourage learning' (WhiteandReynods, 1996). • Business simulations are effective due to their realism and control (Wolfe, 1997). • Computer simulations offer students very robust experiential learning opportunities and benefits (Brooks, 2006) • Collaborative projects, simulations,hands-on activities, Problem-Solving Methods, Experimental activity methods encouraging students to explore, experiment, etc.
Assessment and Evaluation	• The use of project-based assessments can increase student learning independence (Ananda &Maemonah, 2022; Jayadiningrat et al., 2022). • PBL-based assessments can keep students motivated and help them see the value of learning (Sylvia et al., 2019) • Oral Presentations, Anecdotal Records, Projects (Aggarwal, 2016)
Role of Teacher	• The role of the teacher changes from 'transmitter' of knowledge to 'facilitator' of knowledge construction. (Sharma S, 2006) • Accept and welcome student autonomy and initiative, nurture students' natural curiosity. (Brooks & Brooks 1999)
Responsibility of Learners	• Active Participation • Self-Directed Learning • Embrace failure as a learning tool to encourage resilience and innovation.
Implications of Pragmatist Approach for Entrepreneurial Pedagogy	• The implications for entrepreneurial pedagogy include fostering a culture of innovation, enhancing employability, • To prepare students to cross the complexities of the entrepreneurial landscape effectively through experiential learning. • Pragmatic methods ensure that students' knowledge acquisition is directly relevant to practical scenarios, augmenting the pertinence and efficacy of entrepreneurial education.

Thus, the pragmatist approach in entrepreneurship education emphasizes experiential learning, real-world applications, and student-centred learning. Thus, it contrasts traditional

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lecture-based methods, promoting hands-on learning. It integrates case studies, simulations, and projects to apply theoretical knowledge to business challenges. Educators guide students in exploring knowledge.

Constructivism

Traditional models and structures for teaching and learning do not always produce the desired outcome; therefore, constructivist teaching strategies were developed as an alternative (Dangel et al., 2004). Within the entrepreneurship pedagogy, we have shifted from behaviorism (educationally also from cognitivism) to constructivism since the 1980s (Hägg&Gabrielsson, 2019). This shift is mainly due to the increased popularity of the theories of Bruner (1996), Piaget (2000), and Vygotsky and Cole (1978), which focus on experiential learning and problem-based learning. The core idea of constructivist thought aligns with constructivism, mainly connected with the works of Jean Piaget and Lev Vygotsky, who propose that learners actively create knowledge through their interactions with the world (Piaget, 1973; Vygotsky, 1978). In entrepreneurial pedagogy, constructivism emphasizes the significance of active learning, problem-solving, and social engagement in the learning process. Piaget focuses on how humans create meaning when their experiences and ideas interact. The fundamental tenet of constructivism is that students learn through engagement rather than observation (Anthony, 1996). Piaget's works also emphasized not only the role of learners but also that of teachers. He believed that a teacher's role is to influence students' actual experiences in the environment and to know which environments tend to foster growth-promoting experiences (Ornstein & Hunkins, 2018). Constructivism is no longer viewed as transmitting information from the teacher to the learner; instead, it creates conditions that encourage student participation in the learning process (AlWeher, 2004). Gray (1997) proposes that constructivist teaching is based on the learning that occurs through learners' active involvement in constructing meaning and knowledge. Constructivist teaching promotes learners' motivation and critical thinking and encourages them to learn independently. Numerous social constructivists argue that knowledge is initially generated in a social context and then utilized by individuals (Bruning et al., 2011; Eggen&Kauchak, 2004). Therefore, according to constructivism, learning is not constructed in isolation but in a social setting with peers and teachers. It is an "active process" in which learners independently discover principles, concepts, and realities, fostering "rational and intuitive thinking in learners" (Ackermann, 1996; Brown et al., 1989). Bruner (1966) defined

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constructivism as a learning theory in which learning is viewed as an active process in which learners create new ideas or concepts based on their existing knowledge. Bruner believed that learning is an active, social process in which the learner generates new ideas and concepts based on prior knowledge. Education "for" entrepreneurship, also called the "demand model" (Kozlin-ska, 2016), focuses on activating education to teach entrepreneurial skills and mindset. The general learning theory relates to constructivism, which emphasizes self-regulation in decision-making and accepting accountability (Mueller & Anderson, 2014).

Moreover, Löbler (2006) also pointed out that "constructivist theory supports and explains changes in entrepreneurship education, focusing on entrepreneurs' motivation, interest, questions, and creativity, similar to children's learning processes." In the same way, Ilie (2014) also reported that "constructivist education contributes to developing entrepreneurial competencies in future teachers-students by combining methods, instruments, and specific entrepreneurial means." Thus, constructivism in education promotes knowledge construction through individual experiences, active engagement, critical thinking, hands-on learning, and contextual learning, acknowledging diverse interpretations of learning. Thus, this perspective highlights the importance of learners in creating their understanding of entrepreneurship via experiences and reflections. In this concept, educators are facilitators who guide students in examining real-world challenges and developing their entrepreneurial attitude, entrepreneurial mindset, and skills

Table: 2
IMPLICATIONS OF CONSTRUCTIVISM IN ENTREPRENEURIAL PEDAGOGY

Pedagogical Basis	Implications of Constructivism in Entrepreneurial Pedagogy
Nature of Constructivism	• Constructivists believe that learners construct their reality based on their perceptions of experiences and that knowledge is a function of prior experiences, mental structures, and beliefs (Seyyedrezaie&Barani, 2013). • Learners actively construct their own knowledge and understanding through experiences. • Prior knowledge is essential in shaping new learning. • Emphasizes the active role of students in the learning process
Objectives	• To encourage the construction of new understanding, • To develop students' meta-awareness of their own understandings and learning processes. • To foster critical thinking, problem-solving skills, and an entrepreneurial mindset by engaging students in authentic learning experiences that challenge their existing knowledge
Curricula	• Active learning, operationalized by cognitive, metacognitive, affective, and resource management strategies, is necessary for students to effectively cope with demands in a constructivist learning environment (Anthony, 1996). • Constructivism in curriculum development involves an active process where learners construct new ideas or concepts based on their current or past Knowledge (Brandon, & All2010).

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	• Curricula are designed to include real-world entrepreneurial challenges, case studies, • Project-based learning opportunities that allow students to actively engage with the content and construct their own knowledge and solutions.
Resources	• Constructivism-based web self-learning systems include context, cooperation, conversation, and meaning construction for self-motivated learning (Yong, 2003). • Key learning resources for constructivism include students, resources, and teachers designing a multimedia teaching platform (Jin-ping, 2016). • Resources include access to entrepreneurial mentors, case studies, and tools for collaboration and knowledge sharing, • Enabling students to learn from experts and peers in the field and construct knowledge through social interactions, • Digital Collaboration Tools, Case Studies, Workshops, etc.
Teaching Methods	• The five fundamental principles of constructive learning are engagement, activation of existing knowledge, demonstration, application, and integration into the learners' world (Merrill, 2012). • Project-Based Teaching/Learning: Project-based learning allows students to explore material (content) using various methods (Amanda et al., 2014). It can carry out experiments collaboratively (Ahwan&Basuki, 2023) • In collaborative projects, students work together to explore, investigate, and construct knowledge through shared experiences. Bell (2010) sees it as an innovative approach to learning that teaches many strategies critical for success in the twenty-first century. • Constructivist-based instructional design helps adult learners learn in an online environment by promoting collaboration, interaction, and responsible, self-directed learning (Ruey, 2010).
Assessment and Evaluation	• Project-based learning assessment guides allow students to learn in real-world contexts that have direct relevance to their daily lives (Andriani et al., 2022; Dalitatul, 2019). • By securing control over peer and self-assessment, co-assessment improves assessment quality (Oldfield & Macalpine, 1995). • The rubric ahead of time, students can use critical thinking skills to evaluate their deficiencies going into and out of each briefing (Athanassiou et al., 2003).
Role of Teacher	• The teacher is a helper or a guide (Aurobindo,1910) • Creating a Supportive Environment. • Facilitating Learning Experiences
Responsibility of Learners	• The role of the learner in constructivism is conceived as building and transforming Knowledge (Applefield et al., 2000). • Constructivism emphasizes the learner as an active maker or constructor of meaning, placing contextualized problem-solving at the center of all learning (Glatthorn, 1994). • Constructing own knowledge
Implications of Constructivist Approach for Entrepreneurial Pedagogy	• Active learning, operationalized by cognitive, metacognitive, affective, and resource management strategies, is necessary for students to effectively cope with demands in a constructivist learning environment (Anthony, 1996). • Constructivist-based instructional design helps adult learners learn online by promoting collaboration, interaction, and responsible self-directed learning (Ruey, 2010). • The implications for entrepreneurial pedagogy include fostering a culture of innovation, • To Encourage students to take ownership of their learning and prepare them to navigate the complexities of the entrepreneurial landscape by constructing knowledge and solutions through active engagement and collaboration. • Constructivist learning encourages students to apply practical methods to gain knowledge, reflect, and discuss their work in the classroom.

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Constructivism and pragmatism emphasize active learning, learning by doing, and social interaction in entrepreneurial education. Active learning involves hands-on activities reflecting real-world challenges, while pragmatic constructivism encourages experimentation, risk-taking, and learning from failures. Social interaction in entrepreneurial education simulates teamwork and networking in business environments.

SOCIAL CONSTRUCTIVISM: IMPLICATIONS OF CONSTRUCTIVISM IN ENTREPRENEURIAL PEDAGOGY

Constructivism and pragmatism emphasize active learning, learning by doing, and social interaction in entrepreneurial education. Active learning involves hands-on activities reflecting real-world challenges, while pragmatic constructivism encourages experimentation, risk-taking, andlearning from failures. Social interaction in entrepreneurial education simulates teamwork and networking in business environments.

SOCIAL CONSTRUCTIVISM

Lev Vygotsky, a psychologist from Russia, created the social constructivism theory of social learning and emphasized "the significance of sociocultural learning: how learners internalize interactions with adults, more capable peers, and cognitive tools to form mental constructs via the zone of proximal development" (America et al., 2021, p. 56). According to him, Social and cultural settings play a significant role in facilitating learning, rather than only the individual (Schreiber & Valle, 2013). The core idea of Vygotsky's social constructivism theory is the zone of proximal development (ZPD), emphasizing the instructor's role in an individual's learning. The ZPD is a cognitive zone in which the individual – with the support of an adult or more capable peer – becomes able to perform a task that she/he would otherwise be unable to complete. The ZPD suggests that students can comprehend and excel in knowledge and skills that they would be unable to do independently with the assistance of an instructor (Schreiber & Valle, 2013). Students can autonomously execute a specific skill once they have acquired it. In this theory, the instructor is not merely a passive figure; instead, they are an essential component of the student's knowledge acquisition (Chen, 2012; Schreiber & Valle, 2013). In this context, knowledge is socially produced and co-constructed since it requires a community of people who share a language and culture. This style of cognitive constructivism promotes collaborative learning, either with a facilitator or with other students (Mohammed &Kinyo, 2020). Kennedy (2014) According to social constructivism, children's understanding is influenced by adaptive encounters with the physical world and interpersonal exchanges about a cultural, meaningful,

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and relevant reality. It could be achieved through group discussion, teamwork, or any instructional interaction in an educational or training institution, social media forum, or religious marketplaces. According to Korsgaard and Anderson (2011), entrepreneurship is a social and economic process in which social interaction and networking are crucial. This view suggests that a social constructivism approach should underpin entrepreneurship types of education and that approaches rooted in constructivism are superior for entrepreneurship education (Balan& Metcalfe, 2012; Biggs, 1999), within which experiential learning is particularly efficacious (e.g., Fuchs et al., 2008; Honig, 2004). *Social constructivism* is a teaching technique that emphasizes student participation, discussion, and sharing. This teaching technique allows for several groupings and interactive tactics. Whole-class conversations, small-group discussions, and student involvement on specific topics (for example, in pairs). Students share ideas and brainstorm to find cause-and-effect links, answers to problems, or something new to add to their existing Knowledge (Al-Qaysi et al., 2021). According to the social constructivist perspectives, learning is a self-motivated process that fascinates learners' prior knowledge into learning new ideas and concepts, building on suppositions and removing cognitive conflicts. At the same time, instructors can plan curriculum and instructional pedagogies beyond past knowledge to significant substantial knowledge. Social constructivism emphasizes that knowledge is constructed through experience, learning is a social activity, and all learning parts are interconnected (Singh &Yaduvanshi,2015). It enhances teaching and learning by promoting active student participation, critical thinking, problem-solving skills, interaction, individual and cooperative learning, and team spirit among learners. In this context, Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning/group work, guided discovery learning, and simulations. Thus, social constructivism is a reminder of the significance of togetherness in learning and understanding. It is visible in everyday activities—like when we pick up a new language, adapt to distinct cultural habits, or navigate group dynamics. It shows how we help each other's knowledge and experiences. In this regard, Hägg&Gabrielsson (2019) suggested that "entrepreneurial education research has evolved from teacher-guided instructional models to more constructivist perspectives, emphasizing experience-based teaching and learning while maintaining societal interest but low academic legitimacy." Thus, this approach highlights the significance of social interactions and cultural contexts in learning. It suggests that entrepreneurship education should concentrate on individual skills, collaborative learning, and community engagement.

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Table: 3

IMPLICATIONS OF SOCIAL-CONSTRUCTIVISM IN ENTREPRENEURIAL PEDAGOGY

Pedagogical Basis	Implications of Social-Constructivism in Entrepreneurial Pedagogy
NatureofSocial-constructivism	• Social constructivist perspectives emphasize the interdependence of social and individual processes in knowledge co-construction, influencing education and addressing contemporary issues like expertise acquisition, assessment, educational equity, and reform (Palincsar, 1998). • Knowledge is constructed through social interactions and collaborative experiences, • It focuses on the role of context and culture in shaping learning, highlighting the importance of community and dialogue.
Objectives	• A social constructivist framework helps study learning environments by focusing on student involvement, autonomy, relevance to student needs, and commitment to learning (Mcrobbie& Tobin, 1997). • Social constructionism focuses on relations and sustains the individual's role in the social construction of realities, focusing on language, communication, and speech as central to understanding the world and ourselves (Galbin, 2014). • To inculcate collaborative learning and critical thinking, • To foster an entrepreneurial mindset by engaging students in social interactions and encouraging them to share knowledge, experiences, and perspectives.
Curricula	• Social constructivist values can be integrated into instructional systems design by focusing on learners' autonomy, reflective thinking, problem-solving, collaborative learning, scaffolding, and discussion (Mishra, 2023). • The curricula are designed to include collaborative projects, group discussions, and real-world entrepreneurial scenarios that allow students to learn from each other. • Learners can apply their knowledge in a social context, enhancing their learning experience.
Resources	• Social constructivist perspectives emphasize the interdependence of social and individual processes in the co-construction of knowledge through institutional, interpersonal, and discursive analyses (Palincsar,1998) • Resources include access to networks, mentorship from experienced entrepreneurs, • Use of social networking as a collaborative tool that facilitates communication and teamwork, • It enables students to learn through shared experiences and social engagement.
Teaching Methods	• Social constructivist values in instructional systems design emphasize learners' autonomy, reflective thinking, problem-solving, collaborative learning, scaffolding, and discussion (Muniyappan&Sivakumar (2018) • Social constructivist classrooms use instructional methods, case studies, research projects, problem-based learning, brainstorming, collaborative learning/group work, guided discovery learning, and simulations (Kelly, 2012). • The social constructivist approach in pedagogy can be successfully implemented through various methods, such as group work, cooperative learning, and active knowledge production (Raturi, 2023). • The discussion method enhances learning by allowing students to develop their communication and mental skills, such as critical thinking, reflective thinking, and evaluating diverse opinions (Jegede, 2010). • Gamification is a promising strategy for increasing the spirit of student competition (Ananda et al., 2024).

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Assessment and Evaluation	• Peer assessment improves the skills of criticism and learning levels of students working in groups (Freeman, 1995). • Portfolio assessment practices improve students' class participation, cooperation, responsibility, high-level thinking, and reflective skills and help them become independent learners (Hamilton, 1994; Fenwick & Parsons, 1999) • Self-assessment improves students' self-criticism skills (Dochy& McDowell, 1997)
Role of Teacher	• The role of the teacher is to insert scaffolding in the learning plans of a learner (Shaikh & Khoja, 2011). • The social constructivist-oriented teacher is positioned as an organizer and potential source of information (Hanley, 1994; Crowther, 1997). Their role is as facilitator (Copley, 1992). • To support individual growth
Responsibility of Learners	• Learners are not passive recipients of knowledge; they engage actively in learning. (Vygotsky,1978), • Engaging in collaborative learning • Building social networks
Implicationsof Social-Constructivist Approach for Entrepreneurial Pedagogy	• The implications for entrepreneurial pedagogy include fostering a culture of collaboration and innovation, • To prepare students to work effectively in teams and enhance their ability to navigate complex social and business environments through shared learning experiences and knowledge exchange.

Social constructivism and pragmatism are critical principles in entrepreneurial education. Social constructivism emphasizes active engagement, collaboration, and social interaction, while pragmatism emphasizes context and application. Both approaches encourage students to collaborate, share ideas, and apply theoretical knowledge to real-world challenges. Promoting entrepreneurship skills in the software field requires teamwork, project engagement, and contact with the market (Fernandes et al. (2017). Both promote reflective practice, fostering adaptability and understanding of entrepreneurship. These principles are crucial for success in the entrepreneurial world. Thus, social constructivism emphasizes social interactions in knowledge construction, promoting collaborative learning environments, cultural contexts, and shared understanding among learners to foster collective knowledge construction.

HOLISTIC APPROACH FROM PRAGMATISM, CONSTRUCTIVISM, SOCIAL-CONSTRUCTIVISM IN ENTREPRENEURIAL PEDAGOGY

Wolhuter, Walt, Potgieter, and Steyn (2014) described, "Philosophical frameworks shape children's way of viewing the world and how they think, which should be factored in the design and planning of education systems." Integrating the relevant educational philosophies in the context of entrepreneurial pedagogy constructed a holistic approach for it, and there

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were three main philosophies: pragmatism, constructivism, and social constructivism. The intersection of these philosophy's outcomes is significant in developing a multifaceted teaching approach for entrepreneurial pedagogy. Mukesh, Pillai, and Mamman(2020) pointed out that "action learning pedagogy significantly increases entrepreneurial self-efficacy and entrepreneurial intention compared to traditional classroom pedagogy." Retyunskikh (2023)describedthat"the philosophical component of education at all levels, from elementary school to university, is an effective way to form high-quality thinking among students." The pragmatism approach focuses on the practical application of ideas and the importance of experiential learning. Babson College's course requires students to start a business; moreover, this approach fosters resilience and adaptability, essential traits for successful entrepreneurs. The constructive approach emphasizes problem-based learning and experiential learning. Its" focus on problem-based and experiential activities allows students to apply theoretical knowledge to practical challenges, deepening their understanding of entrepreneurial concepts through hands-on experiences. Social constructivism emphasizes collaboration and communication in learning, influencing entrepreneurial pedagogy. Group projects and peer learning foster community and shared responsibility among students. This approach cultivates key competencies in entrepreneurship, such as teamwork, negotiation, and leadership. Moreover, Ismail, Sawang, and Zolin(2018) described that "teacher-centred pedagogy leads to higher levels of objective and subjective learning outcomes, which in turn increases the likelihood of entrepreneurial implementation intention." Thus, the holistic approach to entrepreneurship combines constructivism, social constructivism, and pragmatism, enhancing problem-solving skills, developing transversal competencies, fostering real-world application through experiential learning, and promoting empowerment and agency. This dynamic teaching approach prepares students for entrepreneurship and develops essential life skills, preparing them for future career and personal and professional challenges. A framework combining learning and teaching in entrepreneurship education fosters individual meta-competencies and integrates cognition, affection, and conation (Kyrö,2008). Thus, integrating these philosophies results in a holistic learning experience that balances acquiring practical skills, developing individual participation, and facilitating social interaction. Students benefit from venues that encourage active learning, collaborative situations, and real-life applications. The combination develops individual critical thinking and collaborative problem-solving, equipping students with the skills needed for entrepreneurial success. Overall, integrating pragmatism, constructivism, and social

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constructivism as a holistic approach into entrepreneurship pedagogy gives a well-rounded approach that promotes students' practical entrepreneurial skills, personal development, and collaborative capacities. Therefore, a holistic approach helps students at all levels, from elementary school to university. This integrated education allows students to handle the complicated and dynamic world of entrepreneurship more effectively.

CONCLUSION

The aim, as mentioned earlier in the article, was to integrate pragmatic, constructive, social-constructive approaches as a holistic approach in the context of entrepreneurial pedagogy and, through it, to promote responsible conduct, foster an entrepreneurial culture, foster academic advancement, and facilitate the acquisition of practical entrepreneurial competencies. Thus, understanding and applying various educational philosophies can significantly enhance the delivery of entrepreneurship education. By using the various significant principles of pragmatism, constructivism, and social constructivism, educators can cultivate an entrepreneurial mindset among learners and equip them with the necessary skills and knowledge to succeed in their entrepreneurial endeavours. Pragmatism, constructivism, and social constructivism are philosophical perspectives that significantly enhance entrepreneurial pedagogy. Pragmatism emphasizes practical application, fostering an entrepreneurial mindset through adaptability and problem-solving. Constructivism encourages active learning through experiences and interactions, promoting innovation and experimentation. Social constructivism emphasizes collaborative learning, fostering networking and teamwork. Contextual learning encourages students to understand their communities and cultural factors influencing entrepreneurship. These perspectives support a holistic approach to entrepreneurial education, focusing on skills, attitudes, and behaviours necessary for successful entrepreneurship. Integrating these philosophies creates dynamic learning environments responsive to students' needs and the entrepreneurial ecosystem, fostering an entrepreneurial mindset essential for innovation and economic growth. The Tree Model for Entrepreneurial Competencies Development offers a dynamic, experiential approach to entrepreneurship education, focusing on behavior, self-esteem, competencies, and experiences to create more human, ethical, and intelligent entrepreneurs. Moreover, Peschl, Deng, and Larson(2021) described that "the key components of entrepreneurial pedagogy include the flipped classroom, learning through failure, and access to open educational resources." These perspectives significantly enhance entrepreneurial pedagogy by

promoting experiential learning, collaboration, and contextual understanding. In this regard, Balan, Maritz, and McKinlay (2018) reported that "a dynamic and continuous process for evaluating entrepreneurship pedagogies can improve student engagement in face-to-face classes." Thus, the holistic approach to entrepreneurship is a teaching strategy that combines constructivism, social constructivism, and pragmatism. To better understand entrepreneurial concepts, entrepreneurial pedagogy should incorporate experiential learning opportunities, flexible curricula, mixed-method approaches, collaborative projects, and formative evaluations. It is essential to foster negotiation, communication, and collective problem-solving skills and encourage reflective practices for student assessment. It emphasizes real-world application, problem-based learning, and cooperation, preparing students for entrepreneurship by fostering critical thinking, teamwork, and practical entrepreneurial skills, ultimately preparing them for the fast-paced world.

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