An Overview of Global Entrepreneurship Technology and Education

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Abstract

The integration of online technology is transforming the educational environment, particularly in the realm of international entrepreneurship. This section delves into the ways in which technology can facilitate the instruction and acquisition of knowledge in this area, contending that its full potential is not being realized at present. The authors assert that technology holds promise for enriching the learning journey of students studying international entrepreneurship.

Keywords: Entrepreneurship, Global Entrepreneurship, Entrepreneurship concept.

1- Introduction

The article examines the obstacles and advantages of remote learning, particularly in the realm of international entrepreneurship education t (McDougall et al., 1994). It underscores the significance of in-person communication for effective education, while also recognizing the potential of online learning for specific learner profiles (Balan et al., 2017). The text underscores the necessity for technology to enable practical and beneficial learning experiences, while also acknowledging the difficulties associated with restricted technical proficiency and resources (Wach & Wehrmann, 2014). Ultimately, it seeks to outline potential approaches to enhance online instruction and learning through contemporary technologies for the benefit of all participants (Wach, 2015).

Description of global entrepreneurship

International entrepreneurship entails recognizing and pursuing lucrative opportunities in various countries through proactive and innovative strategies (Wang et al., 2018). It is crucial to have an appreciation for and knowledge of cultural differences (Karimi & Nassery, 2022). Obstacles to international entrepreneurship encompass language, cultural disparities, understanding foreign markets, as well as broader challenges such as gender and age (Cumming & Zhan, 2018). Contemporary developments in international entrepreneurship focus on emerging ventures and the influence of modern technology.

2- Global entrepreneurship concepts

There is a divergence of opinions among scholars regarding the definition of international entrepreneurship (Pradita et al., 2019), (Cumming & Zhan, 2018). Some argue that it encompasses elements of international business and entrepreneurship, while others contend that it also incorporates aspects of strategic management (Zahra, 2021) (Bell & Kozlowski, 2008), (Nassery, 2020). International business draws on internationalization theory and transaction cost theory, whereas international entrepreneurship centers on identifying countries with competitive advantages and those with higher consumption rates for products from developed nations n (Keis et al., 2017), (Morgan, 2014). Strategic management entails the execution of initiatives aimed at improving performance, whereas international entrepreneurship views entrepreneurs as economic actors who recognize and capitalize on opportunities on a global scale (Crick et al., 2020), (Higgins & Savoie, 2017).

The article explores various categories of international business initiatives, including new international ventures, born globals, rapid internationalization, and general models of international entrepreneurship (Smith et al., 1997). It outlines the characteristics of each category and offers illustrations from scholarly references (Mukesh et al., 2020). Additionally, it highlights diverse models of international entrepreneurship and their classification according to the speed of global expansion and the initial focus on geographic markets (Etemad & Lee, 2003) (Etemad & Lee, 2003). (Bell & Kozlowski, 2008).

3- Schooling global entrepreneurship

Educators find instructing entrepreneurship to be a difficult undertaking, with some asserting that it is an inherent skill that cannot be effectively imparted (Nassery, 2023). Scholars are investigating various instructional strategies and the influence of technology on the learning process (Vissak & Masso, 2017). One method for teaching international entrepreneurship involves traveling to various countries, but this may pose financial constraints and may not be viable for all students. As more individuals opt for online learning and strive to juggle

other personal obligations, conventional teaching approaches are adapting to accommodate these shifts (Gudoniene & Rutkauskiene, 2019).

Technology has been observed to facilitate closer interactions between diverse cultures and is believed to provide assistance for international business ventures (Nassery, 2019). Nevertheless, its effective utilization in the instruction of international entrepreneurship has been limited. This limitation is attributed to a deficiency in technology access and proficiency in its usage, both for educators and learners (Ocvirk, 2017). The potential exists for technology to be harnessed for distance learning in international entrepreneurship, akin to online education. Studies have investigated the technical possibilities for facilitating online learning and the application of technology in pedagogy.

4- Educational Contexts

Pedagogy, which centers on the process of learning, has adapted over time to accommodate new research and evolving student requirements. When incorporating technology into education, it is important to consider the pedagogical approach and the students' needs. If students lack familiarity with technology, its integration into their learning experience may not be suitable (Mohammadi & Nassery, 2018). Nevertheless, if there are specific advantages to utilizing technology, it is essential to offer extra assistance and supervision to ensure that it enriches rather than hinders their education. It is crucial to take into account relevant pedagogical frameworks when integrating technology into education.

The passage examines various approaches to teaching, such as constructivist, inquiry-based, reflective, collaborative, and integrative methods. These techniques prioritize active learning, questioning, reflection on experiences, linking concepts, and embracing diversity (Smith et al., 1997). Additionally, the text introduces a framework for evaluating diverse teaching methods in entrepreneurship education and training programs (Figueiredo et al., 2014).

The passage examines two key elements influencing entrepreneurship education and training (EET): the degree of process orientation and the extent of engagement with entrepreneurial experts (Nassery, 2017). A high level of process orientation emphasizes various stages of entrepreneurship, while a low level is more limited in scope. It is believed that interventions with a high level of process orientation are more impactful (Mohammadi & Nassery, 2019). The level of contact pertains to the extent to which participants engage with entrepreneurial experts, with lower levels involving instruction by professors and higher levels involving guidance from seasoned entrepreneurs (Figueiredo et al., 2014). The authors contend that the level of contact does not consistently impact learning outcomes for entrepreneurs.

The passage examines the degree of action-learning orientation and fidelity within the realm of entrepreneurial education and international entrepreneurship (Dey et al., 2020). It underscores the significance of learners' proactive engagement and assumption of

accountability for their actions, as well as the application of their knowledge in practical or hypothetical settings (Neck et al., 2014). Furthermore, it posits that interventions characterized by higher fidelity levels yield greater effectiveness (Figueiredo et al., 2014). Moreover, it discusses the potential for technology to enhance prospects for entrepreneurial endeavors in international entrepreneurship.

The passage examines various instructional frameworks for teaching entrepreneurship (Neck et al., 2014). It contrasts traditional classroom methods with hands-on teaching strategies and evaluates the advantages and disadvantages of each (Mukesh et al., 2020). Additionally, it investigates the efficacy of in-person teaching and learning environments, along with the significance of comprehending students' requirements in their global entrepreneurship education (Ananga & Biney, 2017). The passage proposes that observing a prosperous entrepreneur could serve as a beneficial learning tool for students, while acknowledging the challenges associated with implementing this approach globally.

5- Application of Technology in Global Entrepreneurship

Recent developments in distance education encompass the application of 3D holograms, enabling the projection of shapes in a distant setting (Wu & Martin, 2018). This innovation has been applied in the instruction of nursing and mechanical engineering, offering convenience and stimulating student engagement (Ike, 2017). There is potential for employing holograms in global education to communicate the attributes of distant cultures without necessitating physical travel.

Augmented reality and virtual reality technologies are utilized in education to enhance the teaching and learning process. Augmented reality enhances a user's visual perception by adding digital information or sound, whereas virtual reality immerses the user in a simulated environment (Nassery, 2016). These innovative tools have the potential to enhance educational effectiveness by encouraging students to analyze problems and engage in real-life scenarios. Furthermore, virtual reality can be employed to simulate scenarios and assess student responses.

The article examines the difficulties associated with transitioning educational activities to an online format in light of the Covid-19 pandemic, as well as the implications of these challenges for international education (IE) students (Porter, 1990). It underscores the constraints posed by limited technical proficiency among both students and educators, and the resultant effects on the efficacy of online instruction (Chang & Lai, 2018). The article underscores the importance of acknowledging and confronting these obstacles while advocating for the integration of technical resources in online education (Weers & Gielnik, 2020).

6- Conclusions and Future Directions

The importance of technology in entrepreneurial education is increasing, particularly in light of the transition to online learning as a result of the Covid-19 pandemic. Students who are unfamiliar with online learning may require additional assistance, and technology can facilitate their involvement in entrepreneurial activities remotely. Nonetheless, there is a deficiency in technical proficiency for utilizing technology in entrepreneurial education. Subsequent research will investigate interdisciplinary partnerships between educators and technical experts to enhance the integration of technology in entrepreneurial education.

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