Managing Talent in Entrepreneurial Learning Ventures: Comparison of the Effectiveness of Different Teaching Methods in Entrepreneurship Education

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Abstract

The study aims to investigate the impact of different teaching methods on the development of entrepreneurial competencies and the successful management of talent in entrepreneurial learning ventures. The research will involve the implementation of different teaching methods, including lectures, case studies, experiential learning, and coaching, to a group of students engaged in entrepreneurial learning ventures Evaluating the sustainable development goals that can be linked to entrepreneurship. The methodology used for this research is action research, which involves a cyclical process of planning, acting, observing, and reflecting on the outcomes. Also, scoping literature review was employed. The findings of this research will contribute to the existing literature on entrepreneurship education and provide insights into the effectiveness of different teaching methods in managing talent in entrepreneurial learning ventures. The effectiveness of each teaching method was evaluated based on the development of the students' entrepreneurial competencies, the growth of their ventures, and the successful management of talent in their ventures. This study aims to provide practical recommendations for educators and practitioners to enhance entrepreneurship education and promote the successful management of talent in entrepreneurial ventures. This paper is limited to the experience of the author within the last 10 years and also literature on the teaching methods that have been used and accessed by the author while lecturing entrepreneurship at different levels. This paper helped to identify challenges, inform local practice, build a community practice, solve a problem(s) and also inform best practices in managing talents in the entrepreneurial world. This will help other practitioners to understand and see how things can be done differently so as to promote good talent management in entrepreneurship.

Keywords: *Managing Talent; Entrepreneurial Learning Ventures; Teaching Methods; Entrepreneurship Education; Sustainable Development Goals*

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Introduction

The coronavirus pandemic (COVID-19) has brought another approach to teaching and learning across education levels. The lockdown imposed in countries to reduce the spread of the pandemic forced many institutions of learning to move to the online mode of teaching and learning.

Entrepreneurial learning ventures have gained a significant amount of attention in recent years due to their potential to create new and innovative solutions to societal problems. These ventures rely heavily on the talent and skills of their founders and team members, making talent management a critical aspect of their success. In the context of entrepreneurship education, the effectiveness of different teaching methods in managing talent has become a topic of great interest to educators and researchers alike. This article aims to explore and compare the effectiveness of different teaching methods in managing talent in entrepreneurial learning ventures. By examining the outcomes of various teaching methods, this article seeks to provide insights into the most effective strategies for developing and nurturing talent in entrepreneurial settings.

Curriculum design is a crucial aspect of entrepreneurship education, as it involves creating a structured and effective learning experience that meets the needs of students and prepares them for the challenges they will face as entrepreneurs.

One important aspect of curriculum design in entrepreneurship education is the choice of teaching methods. There are many different approaches to teaching entrepreneurship, including lectures, case studies, experiential learning, and more. Each method has its strengths and weaknesses, and the effectiveness of each method may vary depending on the specific learning objectives and the needs of the students.

The curriculum is an "academic plan," which should include the purpose of the curriculum (i.e., goals for student learning), content, sequence (the order of the learning experience), instructional methods, instructional resources, evaluation approaches, and how adjustments to the plan will be made based on experience (Lattuca & Stark, 2011).

In higher institutions of learning, curriculum design is a very important document that spells out how the course would be handled within the semester. The curriculum has the content of topics to be covered, how the lectures would take place, the assessment information, recommended readings, etc to mention a few. It is a document used by the instructor and the students and which is referred to within and after the semester.

In my institution, our curriculum was designed for face-to-face lectures i.e. contact classes before the Covid – 19 pandemic\ struck. Instructors were forced to redesign the curriculum to accommodate online learning after some weeks of covid-19.

This paper also discussed the other mode of teaching and learning that is significant and powerful for entrepreneurship education.

Research Aim / Objective of the Article

The aim of this research is to compare the effectiveness of different teaching methods in entrepreneurship education with regards to managing talent in entrepreneurial learning ventures. Specifically, this study will investigate the impact of traditional lecture-based teaching versus experiential learning approaches, such as case studies, simulations, and project-based learning, on developing talent management skills in students pursuing entrepreneurial ventures.

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The objective is to identify the most effective teaching methods that can enhance students' abilities to attract, develop, and retain talented individuals in Entrepreneurial Learning ventures, thus contributing to their long-term success.

Literature Review / Findings from The Literature

Designing and delivering higher education curriculum in entrepreneurship.

Before covid – 19 struck, higher institutions of learning were delivering lectures face to face. Online institution or using a blended approach to teaching and learning already had their curriculum designed to accommodate online activities (Bartusevičienė, Pazaver, & Kitada, 2021). However, in traditional higher institution, the curriculum was designed bearing in mind that lectures would be taught physically. This means that lectures will hold physically with students and lecturers physically present in the same lecture hall. The management of higher education institutions needs to have a great collaboration with experts in all fields of study while developing the curriculum. Even before covid-19, there had been a debate about the need to re-orientate higher education curriculum to enhance sustainability (Junyent & de Ciurana, 2008). This, in turn, will help to deal with the shortcomings identified in these curricula. As the world changes, then the curriculum content should be revisited to accommodate the new changes. Organisational autonomy and control in higher education reforms are needed for success in related expectations as regards the performance of universities (Enders, De Boer, & Weyer, 2013). If the higher institution of learning is given the power to make decisions, it will be easier for them to invite experts while designing their curriculum. These experts come together as a team to discuss the curriculum and advise the higher institution of learning. Research shows that teamwork gives more options and ideas to choose from since there are many people involved in the process of designing the curriculum.

Higher institutions of learning face four great challenges when developing a curriculum (Friedman, 2002). These challenges are:

a. creating new knowledge,

b. preserving existing knowledge,

c. training specialists, and

d. educating citizens.

The challenges above do cause tension in balancing them while developing the curriculum.

Benchmarking is a great tool that can be used to assess the competence of the designed curriculum (Chen, Sok, & Sok, 2007). While higher education curriculum is undergoing revolution or restructuring, it should not be done silently, hence the reason why the writer has indicated above that experts should be assigned for this. The benchmarking exercise too will help to develop a quality curriculum that can be used to teach students and prepare them to compete with their counterparts worldwide (Knight, 2013). Higher institutions of learning (public higher institutions) do need these processes as private institutions of learning are also improving their curricula. The stiff competition among public institutions now extends to the private institutions. There are two types of benchmarking that should be considered while developing curricula (Armstrong, Brown, & Smith, 2014). namely:

i.   Developmental benchmarking – promoting best practices;

ii. Regulatory benchmarking – assuring quality and standards.

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These two benchmarking types do cause tension while developing curricula, as both are not made clear during the process. Differentiating these two will solve or reduce benchmarking problems.

Delivering lectures before COVID-19 in my institution was face-to-face. This type of lecturing style compared to online has its advantages and disadvantages.

Based on the writers' experience, some advantages of face-to-face lectures are:

a. It helps the students to concentrate more since they and the lecturer are in the same space.
b. It helps to get a greater understanding of real-life stories and contact interaction between students and the lecturer.
c. There are greater chances of completing tasks because submission is also done most time in the classroom. Work completion during face-to-face lectures has higher results than online.
d. Students may feel more comfortable because they have physical access to their lecturers
e. Students can get more information during teacher and lecturer interaction; reading the body language will be beneficial.
f. There is a great opportunity to connect with, solve the problem, and network with other students from different backgrounds.

There are also disadvantages of face-to-face lecture delivery, namely:

a. The time for online lecture is limited, and if students do not keep up, then they will need extra classes.
b. Likely that the time constraint will not allow the lecturer to answer all the questions in class before the time lapses.
c. Textbooks and other materials are needed in class; hence this requires the students to bring all materials to class for lectures.
d. Face-to-face lectures are costlier than. And tudents need to spend additional money on transport and also accommodation and feeding.
e. Face-to-face lectures have fixed times, once you miss the lecture, you cannot get the same lecture again, only consultation.

Designing and delivering higher education curriculum on Entrepreneurship education during Covid-19

The global pandemic that struck the world from December 2019 into 2022 had to force higher institutions of learning into online lectures. This had to be done because there were global and country lockdowns to reduce the spread of the virus. This was a great problem and the shift had to be sudden even without the lecturers or students being prepared (Cutri & Mena, 2020). It was a situation where everyone including lecturers and students had to face the unknown. (Sia & Adamu, 2020).

Lecturers were asked to restructure the curriculum to suit online learning with immediate effect. In my university, lecturers were first asked to get the course outline and all materials as soft copies. These copies were then printed, and those that needed the eBooks were allowed to access these eBooks. The university management had to identify picking points for students in different areas. Laptops were provided to those that do not have them so that they could access the internet using them. The university further arranged for data for these students when the pandemic started.

After the above process, the re-structured curriculum and course outline were put into use. The full online lectures were activated and many challenges came up due to this sharp shift to online lectures.

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Assessments were another major concern when we shifted online. When we had face-to-face lectures, our assessments were three formative assessments (2 tests and 1 assignment) and the summative was a sit -in exam. During the shift from face-to-face to online, we changed the assessments to quizzes and online tests. A disadvantage of this was that students cheated while doing assessments on their devices or working in groups. Assignments were replaced with the sit-in tests when we shifted to online.

Based on the writer's personal experience, the following are the advantages and disadvantages of online lectures:

a. Online lectures are efficient because students can get more materials e.g. lecturers record lectures and post them on the Learning Management System (LMS) portal for those that did not attend to access the videos and other materials. Also, students that have attended the lectures had the opportunity to go back and watch the video when necessary.
b. Lecturers can lecture from anywhere provided there is an internet facility and electricity to power the laptop. Students can join the lectures from any location too.
c. Online lectures are more affordable than face-to-face lectures. Students stay in the comfort of their homes to participate in the lecture.The main cost is internet and electricity. This is cheaper compared to students staying on campus where they will need accommodation money, and some might need transport money.
d. If students do have the device, internet access and electricity, their attendance will likely be better than in face-to-face lectures.
e. Different learning styles can be adopted during online learning.
   The disadvantages of online lectures are as follows:

a. It is a bit difficult to get the full attention of students to focus on the screen. There will be a distraction when the lecture is going on. Some students just log in for attendance purposes and leave the computer on while they attend to other things.
b. Technology/connectivity issues is another problem that both student and lecturers face. Some students use that as an escape route for lectures.
c. Loneliness/isolation may set in for the students. Students tend to absorb concepts while in contact class where interactive sessions go on. Students also learn more from their peer group in class.
d. Starring at the screen also can cause harm to the eyesight of the students and the lecturer.
e. Training needs to be given to lecturers and students on how to use technology as technology changes from time to time.

Challenges and successes experienced from the Covid-19 pandemic in terms of curriculum design and delivery in Entrepreneurship Education in higher education

Challenges

As alluded to above on the advantages and disadvantages of face-to-face and online teaching and learning, there is no perfect type of approach. One of the challenges of online teaching and learning is assessment. It was evident that immediately after the transition into online teaching happened, there were loopholes as students cheated during assessments (Nguyen, Keuseman, & Humston, 2020). The Learning Management System (LMS) had to be upgraded to reduce the act of cheating among students. New strategies were put in place to combat the issue of cheating (Hill, Mason, & Dunn, 2021).

Another major challenge was internet connectivity. May students live in rural areas and the network coverage in their areas was very poor. I had an instance where a student told me that he goes to town once in two days to access the LMS of the university because of poor network coverage. The tension of low connectivity is also a factor that causes anxiety for students and this can also affect their performance (Laksana, 2021). The students with low connectivity or no connectivity tend to perform badly (Sartika, Ritonga, Lahmi, Rasyid, & Febriani, 2021)

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Limited or no electricity is another issue that was faced during the transition to online teaching and learning. My students faced this problem during the lockdown. One of my students said, te "I do take my laptop to charge in town because we hardly have electricity". In the South African context, there is load shedding implementation where electricity is switched off for some hours per day coupled with the fact that some in the rural areas do not have access to electricity at all. Electricity is a major tool that is needed for online lectures (Ogbonnaya, Awoniyi, & Matabane, 2020).

The readiness of the academic staff and students was also another major challenge. At the time of transition, many staff and students were not used to the technology system that needed to be utilised to the fullest capacity to enhance sound and smooth teaching and learning. However, it is important to note that staff and student readiness need to be gauged and supported accordingly while adapting to the new changes. The adoption of online learning can be initiated by assessing the institutions' readiness (Budur, Demir, & Cura, 2021). Readiness measures how the participants have adequate technical skills to pursue online learning (Pete, Coopasami, & Knight, 2017). Research identifies eight readiness categories: psychological readiness, sociological readiness, environmental readiness, human resource readiness, financial readiness, technological skills readiness, equipment readiness, and content readiness (Pete et al., 2017). Regrettably, extant literature suggests that although most universities in recent times have migrated to online learning, teaching, and research, it appears that many researches did not investigate the readiness of some of these institutions, students, academics, and professional service staff.

Successes / Findings

As much as Covid-19 was termed a deadly virus that killed millions of people in the world, it was also seen as a threat towards the entire world. Having said this, there are also some successes associated with the pandemic during the transition from face-to-face to online teaching and learning.

Technology has played a very great role during this transition which has helped lecturers and students to learn how to use their devices as well as different apps and websites. One of the greatest successes that technology has brought into existence is that lectures can be done online, and recorded for students so that they can access the video when needed. The recorded video can be accessed by students that were present for the lecture or even the absentees (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, & Mouza, 2020). This is a very good tool that students can rely on compared to a face-to-face lecture that happens once and students cannot have access to the lecture again unless they go back to consult (Burns, 2020). The use of some social media platforms can be seen as a success during and after the pandemic. WhatsApp app was used to communicate with students because based on research, students tend to use their devices regularly (Mulyono, Suryoputro, & Jamil, 2021), This even brought students closer to their lecturers, as a class group chat was formed and the lecture has a class representative that creates and manages the group with the help of the lecturer.

Another great success is that lecturers and students develop confidence in using online platforms for meetings and lectures. This is also a way of preparing students for the outer world. At this point at the University of Zululand where all lectures have returned to face-to-face, lecturers have been advised to use blended learning, if need be, Some lecturers utilised this for lectures while they are away for conferences and also for assessments like quizzes.

Developing and delivering curriculum in higher education for Entrepreneurship education for the future.

In a document titled "A series of thematic reports from the OECD Education 2030 project", it was stated that higher institutions of learning need to re-design their curriculum to suit face-to-face and online learning. This is called hybrid or blended learning (Meydanlioglu & Arikan, 2014). Hybrid

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learning / blended learning helps to accommodate both face-to-face teaching and learning and online teaching and learning. This is a better approach to impact knowledge on the students. Balancing both types of approaches will make staff and students aware of both and conversant in using them. Hybrid learning is being practised currently and I will state the disadvantages and advantages of hybrid teaching and learning based on my experience:

The following are the advantages of hybrid teaching and learning:

a. This will reduce student absenteeism because this is an online and face-to-face class. Students will be able to balance both and plan accordingly.
b. Teaching resources will be utilised appropriately in the sense that the resources that cannot be used during physical classes can be used during online classes.
c. Hybrid lecturing is flexible for both lecturers and staff.
d. This also allows increased access to learning, students can organise to meet and discuss the course.

Some disadvantages are as follows:

a. Online participation reduces since it is a mixture of face-to-face and online. This can be solved by engaging students by giving them tasks that they need to do as an individual or in groups. Case studies can be given and there will be discussed in class.
b. Students might face the challenge of an internet connection or power outage. This is a major challenge and this needs to be addressed e.g. a personal internet facility can be provided for learners as this was done before.
c. Both parties need skills. Both lecturers and students do need the skills of face-to-face and online teaching and learning.
d. Technology updates. The devices do need to be updated from time to time to have the latest software and to fight viruses.

The disadvantages can be handled well if the hybrid system is implemented. From the writers' point of view, future curriculum needs to have the element of face-to-face and also the element of online. Another thing that can be considered is that higher institutions of learning should work on acquiring smart boards that will enhance lectures to be recorded while having the online lecture of blended learning. This will enable students to have access to the recorded video. This process will even reduce students disturbing the lecturer for consultation at all times, As a lecturer, the writer does this and it works. Even the face-to-face lecture can be recorded while in class so that students can have access to the recording at any point in time.

The limitation can be that if it is a calculation class, the computer has to face the board that the lecturer is using to explain.

Lecture delivery mode for Entrepreneurship Education

Entrepreneurship education can be delivered through various methods such as classroom lectures, workshops, mentoring, incubators, accelerators, online courses, and experiential learning. The mode of lecturing can be informed by what the lecturer is attempting to achieve. The following explains some mode of lecture delivery for Entrepreneurship Education.

Classroom lectures: This is a traditional method of education where instructors teach entrepreneurship concepts in a classroom setting. It provides a structured environment for learning and is useful for foundational knowledge (Kuratko, 2005).

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Workshops: Workshops are short-term training sessions that focus on specific entrepreneurship topics such as business planning, market research, and funding. They provide an opportunity for participants to interact and learn from each other (Fiet, 2001).

Mentoring: Mentoring is a one-on-one relationship where an experienced entrepreneur provides guidance and support to a less experienced entrepreneur. It can be formal or informal and can last for a short or long period (Klyver, Nielsen and Evald, 2013).

Incubators: Incubators are organizations that provide resources and support to early-stage startups. They offer a range of services such as office space, mentoring, and funding (Hackett and Dilts, 2004).

Accelerators: Accelerators are similar to incubators but focus on accelerating the growth of startups over a short period of time. They offer a range of services such as mentorship, networking, and funding (De Clercq, Danis and Dakhli, 2010).

Online courses: Online courses are delivered through the internet and allow participants to learn at their own pace. They offer flexibility and convenience.(Bruneel, Yli-Renko and Clarysse, 2010).

Experiential learning: Experiential learning involves learning through doing. It provides an opportunity for participants to apply entrepreneurship concepts in a real-world setting (Kolb, 2014).

Overall, entrepreneurship education can be delivered through various methods, and each has its strengths and weaknesses. A combination of these methods can provide a holistic learning experience for aspiring entrepreneurs. Based n the experience of the writer, the use of successful entrepreneurs does motivate students to be entrepreneurial. After the guest lecturer spoke to my students in the entrepreneurship class, he spoke about his challenges and how he was able to rise again. This really motivated the students as he showed them pictures from the days of his little beginnings till date.

Work integrated learning has been proved to be another powerful tool to convince entrepreneurship students to be entrepreneurs. During the year 2019, 2nd year students were sent to various venture that they were interested n to see how things are done. More than 68% of the students were convinced on starting their businesses as they were m0t9vated based on what they have seen in these businesses.

The other teaching method is the recorded lectures. This plays a huge roll as students can go back and see the video. It serves as reference resources for the students. The normal contact lectures can only be listened to once and that is all. Anything that is picked up by students are what they will rely on. If the lecture was recorded, then the students can go back to the recorded lecture for more reference.

Sustainable Development Goals and Entrepreneurship

Promoting entrepreneurship is closely linked to achieving various Sustainable Development Goals (SDGs). Here are some SDGs that are directly related to entrepreneurship and sustainable development:

SDG 1: No Poverty

Entrepreneurship can provide economic opportunities for disadvantaged individuals and communities, helping to lift people out of poverty.

Microenterprises and small businesses can create jobs and income-generating activities, contributing to poverty reduction.

SDG 5: Gender Equality

Promoting women's entrepreneurship is essential for achieving gender equality.

Entrepreneurship programs and support can help empower women economically and socially, narrowing the gender gap in business ownership and leadership.

SDG 8: Decent Work and Economic Growth

Entrepreneurship fosters economic growth by creating new businesses, industries, and jobs. It encourages innovation and productivity, leading to more sustainable economic development.

SDG 9: Industry, Innovation, and Infrastructure

Entrepreneurship often drives innovation and technological advancements, which are crucial for sustainable industrialization and infrastructure development.

Startups and small businesses can be hubs of innovation in various sectors, including technology, renewable energy, and healthcare.

SDG 11: Sustainable Cities and Communities

Entrepreneurship can contribute to the development of sustainable urban and rural communities.

Social entrepreneurship, for example, can address community-specific challenges and improve the quality of life for residents.

Theoretical Framework

There are several theories that can be useful in managing talent in entrepreneurial learning ventures and comparing the effectiveness of different teaching methods in entrepreneurship education:

Human Capital Theory: This theory suggests that individuals' knowledge, skills, and abilities are valuable resources for an organization, and investing in developing these resources can lead to better performance and productivity. In the context of entrepreneurship education, this theory suggests that providing opportunities for individuals to develop their entrepreneurial skills and knowledge can lead to better performance in starting and managing new ventures (Marimuthu, Arokiasamy & Ismail, 2009).

Social Learning Theory: This theory emphasizes the importance of learning through observation and interaction with others. In the context of entrepreneurship education, this theory suggests that individuals can learn valuable skills and knowledge by observing successful entrepreneurs and interacting with mentors and peers I n the entrepreneurial community (Tu, 2000).

Experiential Learning Theory: This theory emphasizes the importance of learning through direct experience and reflection. In the context of entrepreneurship education, this theory suggests that providing opportunities for individuals to work on real-world projects and reflect on their experiences can lead to deeper learning and skill development (Kayes, 2002).

Self-Determination Theory: This theory suggests that individuals are more motivated when they have autonomy, competence, and relatedness in their work. In the context of entrepreneurship education, this theory suggests that providing opportunities for individuals to work on projects that align with their personal interests and goals, and to collaborate with others in the entrepreneurial community, can lead to greater motivation and engagement (Deci & Ryan, 2012).

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Cognitive Load Theory: This theory suggests that individuals have limited cognitive resources, and that too much information or complexity can lead to cognitive overload and poor performance. In the context of entrepreneurship education, this theory suggests that teaching methods that are too complex or overwhelming may not be effective, and that simpler, more focused approaches may be more effective in helping individuals learn and develop their entrepreneurial skills (De Jorg, 2010).

When comparing the effectiveness of different teaching methods in entrepreneurship education, it is important to consider these theories and their implications for how individuals learn and develop their entrepreneurial skills. Some teaching methods that may be effective include experiential learning approaches such as project-based learning, mentorship programs, and apprenticeships, as well as social learning approaches such as networking events and entrepreneurship communities. It is also important to consider the individual needs and preferences of learners, and to provide opportunities for customization and personalization in the learning experience.

Research Methodology

The methodology used for this research is action research, which involves a cyclical process of planning, acting, observing, and reflecting on the outcomes. Also, scoping literature review was employed. Furthermore, the article also followed the below steps:

The purpose of this methodology section is to outline the steps taken to conduct a literature review for this journal article. The literature review was conducted to provide an overview of the existing research on a particular topic and to identify any gaps in the literature.

Step 1: The main research question / objective is "What are the most effective teaching methods that can enhance students' abilities to attract, develop, and retain talented individuals in Entrepreneurial Learning Ventures". The first step in conducting a literature review is to define the research question or topic. This involves identifying key concepts and terms that was used to search for relevant literature. The research question was clearly stated and focused to ensure that the review is comprehensive and relevant.

Step 2: The second step that was followed in conducting the literature review is to conduct a comprehensive search for relevant literature. This involves searching electronic databases, such as Google Scholar, and Web of Science, SCOPUS etc using a combination of keywords and Boolean operators to identify relevant studies. In addition, manual searching of reference lists from identified studies is also done to find additional relevant studies.

Step 3: The third step in conducting a literature review article was to screen and select studies that meet the inclusion criteria. The inclusion criteria were established at the outset and was based on the research question. Studies that do not meet the inclusion criteria were excluded from the review. Screening and selection of studies were done in two stages. In the first stage, titles and abstracts were screened to identify potentially relevant studies. In the second stage, full-text articles were reviewed to determine if they meet the inclusion criteria. The articles that meet up with managing research administration in the Universities were included and those that did not specifically deal with the subject matter were excluded.

Step 4: The fourth step in conducting this literature review article was to extract data from the selected studies and synthesize the findings. Data extraction involves the systematic and objective identification, explanation / summary of data from the selected studies were synthesised. The data that was extracted included study outcomes and key findings. The synthesis of findings involves the analysis and interpretation of the data, and the identification of patterns and themes.

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Step 5: The fifth step was followed was to assess the quality of the selected studies. Quality assessment involves evaluating the validity, reliability, and generalizability of the studies. The quality assessment criteria was established at the outset and was based on the research question.

Step 6: The final step was to write the review. The review was structured and include introduction, literature review, methods, findings recommendations and area of future research sections. The introduction provided background information on the topic and the research question. The methods section should describe the steps taken to conduct this literature review article. The finding sections summarised the findings. The recommendation section gave recommendations based on the findings, identify gaps in the literature, and provide suggestions for future research.

Findings / Contribution to the Study

The study on managing talent in entrepreneurial learning ventures and comparing the effectiveness of different teaching methods in entrepreneurship education has the potential to make several important contributions:

Enhancing Entrepreneurship Education: The study can contribute to the improvement of entrepreneurship education by identifying the most effective teaching methods for managing talent in entrepreneurial ventures. This can help educators to design and deliver more effective courses and programs that can prepare students for the challenges of starting and managing a new venture.

Promoting Talent Management: The study can shed light on the role of talent management in entrepreneurial ventures and the strategies that can be used to attract, retain, and develop talented individuals in these organizations. This can help entrepreneurs to build stronger and more effective teams that can drive the growth and success of their ventures.

Supporting Policy Development: The findings of the study can inform the development of policies and initiatives that aim to support entrepreneurship and talent development. Governments, educational institutions, and other stakeholders can use the insights generated by the study to design programs and policies that can foster the creation and growth of innovative ventures.

Advancing Research: Finally, the study can contribute to the advancement of research on entrepreneurship and talent management. The findings can provide a basis for further investigation into the factors that influence the success of entrepreneurial ventures, the role of talent in these organizations, and the most effective teaching methods for entrepreneurship education.

Recommendation Based on Literature and Author's Experience

- Incorporate experiential learning approaches, such as case studies, simulations, and project-based learning, in entrepreneurship education to enhance talent management skills in students.

- Provide opportunities for students to interact with successful entrepreneurs and industry experts to learn about effective talent management strategies in real-world contexts.

- Encourage students to actively participate in networking events and entrepreneurship competitions to develop their talent management skills and expand their professional networks.

- Emphasize the importance of emotional intelligence, leadership, and communication skills in talent management, and integrate these skills into entrepreneurship education curricula.

- Integrate work integrated learning into entrepreneurship education to provide students with practical experience in managing talent in entrepreneurial ventures.

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- Foster a culture of diversity and inclusion in entrepreneurship education to equip students with the skills to effectively manage a diverse workforce.

- Encourage students to seek mentorship from successful entrepreneurs and industry experts to gain insights and guidance on talent management strategies in entrepreneurial ventures.

Area for Future Research

The field of managing talent in entrepreneurial learning ventures is a rapidly growing area of research with great potential for future exploration. One important avenue of inquiry is the comparison of different teaching methods in entrepreneurship education and their effectiveness in promoting the development of key skills and competencies in aspiring entrepreneurs. There is a need for further research to examine the impact of experiential learning methods, such as incubators and accelerators, on entrepreneurial performance and success, as well as the effectiveness of traditional classroom-based methods. Additionally, research could also explore the role of mentorship and coaching in supporting the development of entrepreneurial talent and the factors that contribute to successful mentor-mentee relationships in this context. Understanding the most effective approaches to managing talent in entrepreneurial learning ventures will be critical for fostering the growth and success of future entrepreneurs.

Conclusion

The mode of delivering entrepreneurship education curriculum should be chosen based on the learning objectives, target audience, and available resources. A combination of different modes can also be used to provide a well-rounded education experience. Covid-19 has made institutions of higher learning learn in a faster and better way how to balance the face to face teaching and learning and online learning. This paper has looked at developing a curriculum before Covid -19 pandemic. It further touched on the re-designing of the curriculum during Covid-19. Challenges and successes of the transition into online teaching and learning were also discussed. Finally, this paper discussed developing and delivering curriculum for the future (post-covid-19). The paper also explained the various mode of delivering lectures to entrepreneurship students. It further touched the writers experience on the guest lecturing that was done in the classroom. Work integrated learning and recorded lectures play significant roles in entrepreneurship education.

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