

FOR GRADUATES' EMPLOYABILITY AND HIGHER EDUCATION INSTITUTIONS'
TEACHING POTENTIAL DEVELOPMENT FOR ENTREPRENEURSHIP SKILLS

კურსდამთავრებულთა დასაქმებისა და უმაღლესი საგანმანათლებლო
დაწესებულებების სასწავლო პოტენციალის განვითარებისთვის მეწარმეობის
უნარებისთვის

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Abstract

The modern consideration of Higher Education Institutions (HEIs) is a new approach to transform study programs according to job market requirements and help graduates become seekers for the modern job market. The day-to-day HEIs collaborate for excellence in planning their activities under 21st-century requirements because 21st-century teaching-learning has three basic characteristics: globalization, competition, and technological innovation. These factors are required to prepare individuals with this century's skills outcomes and shape individuals as competitive professionals. In this situation, it is important to the integrity of the study process to view the role of the study results as useful for the modern labor market requirements.

The objectives of the main goal to strengthen the HEI system's capacity for quality services through the innovation process according to the formation of graduates independently for their future careers is to involve entrepreneurship study program for any specialism that includes:

- Development of course materials and other learning resources and innovative approaches to Teaching-Learning;
- Connections to student interests in the discipline in constant reflection on why entrepreneurship has to be learned as innovation;
- Attracting students to science and technology, and developing a linkage between HEI and industry;
- Attracting students to project preparation with a business dimension;
- Develop student's understanding of how entrepreneurship is organized and is the basis for business;

- What is the perception of entrepreneurship with a business dimension?
- Develop student's abilities to carry out research

Keywords: 21st-century requirements, study programs transformation, entrepreneurship with a business dimension, century's skills outcomes, linkage between HEI and industry

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აბსტრაქტი

უმაღლესი საგანმანათლებლო დაწესებულებების (უსდ) მომსახურების პოტენციალის ამაღლება თანამედროვე მიდგომაა, რომელიც სასწავლო პროგრამებს შრომის ბაზრის მოთხოვნების შესაბამისად გარდაქმნის და კურსდამთავრებულებს თანამედროვე შრომის ბაზრზე მამიებლების სტატუსის ფორმირებაში ეხმარება. ყოველდღიური უმაღლეს საგანმანათლებლო დაწესებულებები თანამშრომლობენ სრულყოფილებისთვის 21-ე საუკუნის მოთხოვნების შესაბამისად თავიანთი საქმიანობის დაგეგმვაში, რადგან 21-ე საუკუნის სწავლა-სწავლებას სამი ძირითადი მახასიათებელი აქვს: გლობალიზაცია, კონკურენცია და ტექნოლოგიური ინოვაცია. ეს ფაქტორები აუცილებელია ამ საუკუნის უნარების შედეგების მქონე პირების მოსამზადებლად და ინდივიდების კონკურენტუნარიან პროფესიონალებად ჩამოსაყალიბებლად. ამ სიტუაციაში, სასწავლო პროცესის მთლიანობისთვის მნიშვნელოვანია, რომ სასწავლო შედეგების როლი თანამედროვე შრომის ბაზრის მოთხოვნებისთვის სასარგებლოდ იქნას განხილული.

მთავარი მიზანი, რომელიც უმაღლეს საგანმანათლებლო დაწესებულებების სისტემის შესაძლებლობების გაძლიერებას ინოვაციური პროცესის მეშვეობით უზრუნველყოფს ხარისხიანი მომსახურების მიწოდების მიზნით, კურსდამთავრებულთა დამოუკიდებლად ჩამოყალიბების მიზნით, არის ნებისმიერი სპეციალობის მეწარმეობის სასწავლო პროგრამის ჩართვა, რომელიც მოიცავს:

- სასწავლო მასალების და სხვა სასწავლო რესურსების შემუშავებას და სწავლა-სწავლების ინოვაციურ მიდგომებს;
- კავშირი სტუდენტების ინტერესებთან დისციპლინაში, მუდმივი რეფლექსია იმაზე, თუ რატომ უნდა ვისწავლოთ მეწარმეობა, როგორც ინოვაცია;

- სტუდენტების მოზიდვა მეცნიერებასა და ტექნოლოგიებში და კავშირის განვითარება უმაღლეს სასწავლებელსა და ინდუსტრიას შორის;
- სტუდენტების მოზიდვა პროექტების მომზადებაში ბიზნეს განზომილებით;
- სტუდენტების გაგების განვითარება იმის შესახებ, თუ როგორ არის ორგანიზებული მეწარმეობა და როგორ წარმოადგენს ბიზნესის საფუძველს;
- როგორია აღქმა ბიზნეს განზომილებით მეწარმეობაზე?
- სტუდენტების უნარების განვითარება კვლევის ჩატარების თვალსაზრისით.

საკვანძო სიტყვები: 21-ე საუკუნის მოთხოვნები, სასწავლო პროგრამების ტრანსფორმაცია, მეწარმეობა ბიზნეს განზომილებით, საუკუნის უნარების შედეგები, კავშირი უმაღლეს სასწავლებელსა და ინდუსტრიას შორის.

1 Introduction

1.1. Why HEIs have to involve entrepreneurship study course?

Today many graduates (bachelor's or MAs besides business administration graduates) try to receive additional knowledge in entrepreneurship. This process indicates they want to be more independent and be involved in business processes. HEIs under the educational reforms try to help graduates as they are graduates face to face modern job market requirements and entrepreneurship skills help them to realize problem-solving approaches in any field. On the other side graduates' interest in these skills has to be considered as a practical approach to their study results and according to the fast development of the information technological process that changes the world structure :

- The new trends of the job markets;
- Inflation and instability of earnings, with the dynamics of the salary;
- Non-desirable war situation with migration.

Such an approach is defined by multifunctional changes in the current global situation that influence the economy of any country. The research presents a consideration of the involvement of an entrepreneurship course as an elective subject for students with any specialization.

1.2. HEIs, Market Trends and IT development

Today, the fast development technologies dictate, not recommend, the new approaches to the teaching-learning of any disciplines have demanded a new vision of these processes according to the job market development with **new skills** that have to be integrated with knowledge. Therefore, this approach changes and forms the Investment in education and the demands of rates of returns that are actually in the context of the economic growth of any country. In these conditions, the modernization of countries' education becomes increasingly important and Investment in education contributes to enhanced labor force productivity (Mekvabidze et al, 20218). The current situation in

Georgia's labor market shows that the needed standards are defined by the main skills: problem-solving, creativity, use of information technology, and teamwork. These skills are responsible for the quality of educational outputs (Udina, 2018):

1. Education system transformation

2. Economic and business trends

Recent technological innovations increased and for now, digital technology has become central to modern societies, affecting all aspects of modern life, and as a result, we have a diffusion of economics, research, ICT, and society (Nelson, 2008). Global changes also put pressure to apply new skills, which requires education and research the creation of a “City Learning Net”, and new approaches of collaborative research, and the development of new community building..

Today public discussion about the role of new technology and science and their influence on society and science play an overgrowing role in social life, and collaboration of our countries. Approach to the balance between creativity and freedom become concentrated on the areas (networks):

- Building Communities for research and forming of the sustainable development course of the region;
- Creating social and research networks.

The general objectives of Georgian Universities will be defines as: Promote social and economic development of the region. Modern IT is a driver of the transformation of education (Mekvabidze, Smietanski 2022) through the changes in the education system. Therefore, we are face-to-face in a new world of education where a level of education is a main factor in a person’s earnings

and the country's economic growth (Britain, 2004; Sroka 2014). In this situation the following factors are interesting:

- transformation of education,
- the acting factors on education,
- modern technologies and education,
- education and earnings,
- Define the rate of return to education,

It means that consideration of transformation of education is a fact mainly to economic and business education that are main responsibilities for economic growth of the country. (Mekvabidze et al. 209; Mekvabidze 2019).

1.3.Educational Strategy

The transformation of economic and business education demands opportunities for professional development of the synergy for teaching-learning-research in Georgia that have to be directed to the creation of new knowledge with new skills (Abrei 2009; Mekvabidze 2015) Shortly, we must answer the questions:

- How visible is it?
- Who and how does it?

- How can manage it?

For the research process we can formulate the research statements for two groups:

For group A: **The transformation of economic and business education** (There is considered both undergraduate and postgraduate education levels and are directed to the creation of new knowledge with new skills (Ruizan Mekvabidze,2015) with:

- the benefits for students and staff,
- the social needs and knowledge development,
- the synergy of teaching-learning-research,
- IT as a driver of the transformation of education.

For group B: **Economic and business education development** (Mahri Uddin (2021)

- Business education development;
- Economic education development;
- The investments into the human capital;
- The dynamics of wages.

In the National Educational context, such links are problems because this scheme involves students in the research process, for knowledge construction by the subject area (Stokes, P. 2015). The main policy challenges and directions will be:

- To develop a national long-term strategy,
- Formation of the expectations of stability,
- Developing quality assurance mechanisms for accountability,
- Work-oriented study,
- To increase the ability of institutions to respond to the demands of the industry,
- Ensure appropriate coordination between secondary and tertiary education systems,
- To manage the student support system.

At the same time, it would be important to establish a local governing body that would operate at a strategic level (OECD, 2021-2030)¹ for knowledge improvement. Such an approach assumes a discovery process of R&D of innovation.

On the other hand, the modern economy of a country is knowledge-based and with globalization, it will become the norm in all directions of the world and decision making by using knowledge is an important tool. In addition, together with the development of ICT which gives us a large amount of data and information, knowledge involves very high-level cognitive processes (.....).. In practice, it is possible to create principles for knowledge development and its sharing.

¹ https://www.oecd-ilibrary.org/agriculture-and-food/oecd-fao-agricultural-outlook-2021-2030_19428846-en

The objectives of higher education for knowledge creation may be formulated as a creation of knowledge features: external knowledge and internal knowledge, process-oriented and practice-oriented.

What should do the HE institutions to stay competitive and ensure that a good academic experience will be a way to create new teaching, research, and manage the studying environment? Knowledge develops under research and practice and HEI must promote research and research design. But research requires conceptual understanding and it must be directed to discover the theory from data, data processing, and obtain the results for innovation (**Education & Training 2010**).

2.Main Goals and Objectives

The research problem is how to develop the integration of knowledge with the needed skills, and to develop a teaching-learning study process with the general learning outcomes based on curricula and syllabuses as learning outcomes are the most important results for planning the new approaches to education transformation . There is the key critical aspect lifted forward in the syllabuses - learning with research involvement that has to be formulated broadly.

There is the key critical aspect lifted forward in the syllabuses - learning with research components involvement that has to be formulated broadly. The main goal is to enhance graduates skills of ability to satisfy the requirements of the job market or take shape as an entrepreneur. The expected result is systematic knowledge as a way to integrate general knowledge and addition subject knowledge with new skills. We consider the higher education system as a synergy of teaching-learning- research with final knowledge with new skills. Thus, the main aims is:

- to introduce the elective study course – Entrepreneurship Course - with research in practice (to get the ability in practice) to promote student-centered teaching-learning for enhancing graduates future carrier probability.

3.Entrepreneurship Bachelor-level Introduction Course

The Entrepreneurship introductory-level module for HEIs is for bachelor students from all disciplines. The module design responds to the objective of strengthening entrepreneurship education through integrating international and national best practice. The aim of the module is to allow participants to both build and understand the entrepreneurial mind-set in relation to value creation and engage with the future of enterprise. This offers opportunities for developing multidisciplinary work groups for project activities, alongside possible multidisciplinary teaching teams or educators' communities of practice. There are no entry requirements, besides being enrolled on a bachelor programme in a particular HEI. The module is designed to have 5 credits, corresponding to between 25 and 30 hours of study.

3.1.Module design, development, and delivery

The module is collaboratively delivered, assessed, and evaluated by local academics and key stakeholders from the Georgian entrepreneurship and innovation ecosystem. These stakeholders

include innovators and entrepreneurs, business representatives, venture capitalists, policy makers in innovation and entrepreneurship, leaders of innovation and entrepreneurship associations, and managers of support units like incubators, accelerators, and science parks.

3.2.Module Learning Outcomes

- **The module learning outcomes strike a balance between:**
 - **entry-level technical entrepreneurship knowledge**
 - the development of entrepreneurship skills is necessary. The suggested learning outcomes of the module comprise:
 - Acquisition of fundamental knowledge about the concept of entrepreneurship,
 - notions of entrepreneurial skills
 - specific approaches of social, technology-based, and sustainable entrepreneurship.
 - Development at an initial level of five entrepreneurial skills: opportunity identification, creative problem-solving, self-efficacy, teamwork, and decision-making.
- Developing an awareness of the institutional and local/ regional/ national entrepreneurship and innovation ecosystem, and engagement with stakeholders and other actors in this ecosystem

3.4Module Skills and Knowledge

- Demonstrate I entrepreneurship competence
- Use innovation and entrepreneurship methods and tools to develop new product concepts and new business models.
- Understand and evaluate business, customer, and user needs, including consideration of competitors, branding, and revenue generation.
- Use project planning techniques to ensure project deadlines are met and outcomes are continually monitored and evaluated.
- Use innovation, entrepreneurship, and problem-solving skills to analyze real-world challenges and develop potential solutions of the real-world challenges in innovation and entrepreneurship.

4.Syllabus Plan

Students will gain the ability to use entrepreneurial practices that embrace:

- the practice of play;
- the practice of empathy;
- the practice of creation;
- the practice of experimentation,
- the practice of reflection.
- solving problems

4.1.Key frameworks of the entrepreneurship course

1. Introduction: Understanding innovation and entrepreneurship
2. Team building and team dynamics
3. Creativity and innovation
4. Design thinking
5. From Idea to Opportunity
6. Values and Principles
7. Business model innovation
8. Financial and economic literacy
9. Organisational development
10. Presentation skills

4.2. Module structure, format, and pedagogical approach

The entrepreneurship module comprises the components:

1. Short lectures. Lectures are used to:

- frame the module and to impart the necessary entrepreneurship theory and knowledge relevant to the module.
- develop an awareness of the local entrepreneurship ecosystem.

Lectures cover the concepts associated to the module learning outcomes: entrepreneurship, key entrepreneurial skills, and social, technology-based, and sustainable entrepreneurship.

The responsibility for delivering the lectures can be shared between the HEIs collaborating in the module's delivery.

2. Talks. Talks can be face to face, online or can be pre-recorded depending on the availability and preferences of speakers. The talks comprise two formats:

- Talks delivered by local entrepreneurs to share first-hand experiences from entrepreneurs. For example, local entrepreneurs might talk about how they generated their business ideas, and how they moved from business idea to business enterprise.
- Talks delivered by other and stakeholders to share knowledge and understanding of the Georgian local entrepreneurship ecosystem. For example, stakeholders might talk about the Georgian business environment, legal frameworks, business incentives offered by the government and business opportunities worth exploring.
- International entrepreneurs to impart an awareness of international entrepreneurship ecosystems and how these connect with Georgia. For example, international entrepreneurs might talk about their experiences in setting up their own enterprises, and/or explore synergies between businesses in Georgia and international organisations, and/or discuss technological and social entrepreneurship **from an international context.**

3.Seminars and group discussions. Seminars and group discussions will use the case method to enhance critical understanding and engagement with the material presented in lectures and talks. Case studies help to contextualise concepts covered in lectures by giving students practical insights into how entrepreneurial concepts covered in lectures occur in real-life entrepreneurial practice, and help students to develop capacity in collaboration, critical analysis, judgment, and decision-making. Ideally seminars and group work should take place face to case, however, where this is not feasible, online delivery should be considered.

4.A group entrepreneurship project

The group entrepreneurship project runs throughout the module and is designed to enable students to develop entrepreneurship skills through reflexive practice, intergroup collaboration, and engagement with actors in the local entrepreneurship ecosystem. The group entrepreneurship project is project-based and devoted to real-world challenges.

The group entrepreneurship project is intended to be face-to-face if feasible according to students’ locations. In an institutional collaborative setting, student teams will ideally be from multiple disciplines and institutions. This, considering that diversity of perspectives and expertise nurtures innovative and creative solutions.

Groups are mentored by academics and representatives from the local entrepreneurship ecosystem. The specific tasks to be conducted by groups and the self- and group-reflection activities will intend the development of the key module’s skills: opportunity identification, creative problem solving, self- efficacy, teamworking in diversity, and ethical decision making, project management, self-promotion, research and development, collaboration and pitching services/products to potential clients through multimedia platforms.

5. Individual Entrepreneurship Project (course work)

Entrepreneurship course assessment

The module is assessed through a mix of self-, peer-, educator-led and practitioner-led formative and summative assessments aimed at evaluating students’ team working and individual attainment in a range of tasks in the group entrepreneurship project, individual reflective essays, amongst others.

Table 1.Details of Summative Assessment

Form of Assessment	grades	Size of Assessment (e.g. duration/length)
Individual reflective report: Written form		word
Peer Review – 2 peer reviews at mid term and end of term		1 hour – 1 x Microsoft forms per each peer review session

Group Business Model		10 Page Slide Deck
Individual Entrepreneurship Project/proposal (course work)		Presentation/Video and Q&A

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