

The Situation of Innovative Entrepreneurship Courses Offered by Technological Colleges and Universities in Taiwan

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ABSTRACT

Babson College has become a model for the advancement of entrepreneurship education in the United States. Its personalized entrepreneurship education programs foster entrepreneurial elites, making it a model for Taiwan's entrepreneurship education development. Its personalized entrepreneurship education programs foster entrepreneurial elites, making it a model for Taiwan's entrepreneurship education development. Additionally, Taiwan has incorporated and adapted a series of entrepreneurship education courses. In recent years, the government has promoted practical projects and simulation entrepreneurial competitions aggressively. The entrepreneurial theories and practical experiences are combined to provide more comprehensive and structured learning courses for entrepreneurial students. In the contemporary social environment, innovation and entrepreneurship have become vital economic engines. Consequently, it is crucial to cultivate entrepreneurialism and entrepreneurial skills in students. Students and faculty in Taiwan's higher education system have access to a plethora of excellent learning platforms where they can acquire a vast array of practical knowledge and skills. In entrepreneurship education, schools therefore adopt Babson College's methodology and planning. In Taiwanese courses, the current situation is reviewed and related feedback opinions are collected in order to strengthen the prior knowledge of students and increase their employment competitiveness, thereby serving as the link between the self-awareness of students and their understanding of themselves.

Keywords: Entrepreneurship education, Entrepreneurship course, Taiwan, Babson College, Educational model

INTRODUCTION

As a result of the ongoing evolution of global economic systems, the creation of an entrepreneurial ecosystem has become a popular topic on a global scale. It is considered a method for addressing social and economic issues (Isenberg, 2010). The cultivation of innovative talents has become an integral part of national construction promotion, and the continuous provision and development of innovative talents demanded by businesses has become one of the objectives of higher education. In recent years, Taiwanese technological

colleges and universities have expanded innovative entrepreneurship courses and organized innovative teams in an effort to arouse student interest in innovative entrepreneurship. Currently, the development of foreign entrepreneurship education has reached a certain scale and set of characteristics as a result of continuous, in-depth promotion. In order to increase the diversity of entrepreneurship education courses and the cultivation of genuine entrepreneurial ability in students, schools frequently adopt the practices of benchmark schools. Today, numerous technological colleges and universities have introduced the entrepreneurial education course model of Babson College, United States. This model adheres to entrepreneurial thinking and action as the core of courses, which enables students to learn in an environment that approximates reality and experience the entrepreneurial process, resulting in the acquisition of entrepreneurship-related knowledge through “learning-by-doing.”

The creation of employment opportunities through the entrepreneurial model is viewed as a crucial means of boosting employment rates and fostering economic growth. Since the turn of the 21st century, the world has placed a greater emphasis on the evolution of entrepreneurship education (Pizzi et al., 2020). In terms of alleviating poverty and lowering unemployment rates, entrepreneurs’ startup businesses play a significant role in lowering unemployment rates. Entrepreneurship can be partially defined as the process of starting a new business (Gartner, 1985). Higher education in major countries around the world uses student entrepreneurship competitions as the vehicle for promoting entrepreneurship education; entrepreneurship education courses and international exchanges are primarily promoted; extracurricular entrepreneurship activities are its primary form; entrepreneurship awareness, competency, and qualities are the main contents, which aid in increasing employment rates and promoting economic growth (Urbano et al., 2009).

Higher education institutions in Taiwan are also moving in the direction of innovation and entrepreneurship promotion, particularly in light of the fact that students struggle to find satisfying employment. In addition to offering entrepreneurship education courses or extracurricular activities, at least one-third of universities of science and technology have established an innovative research center, an entrepreneurship education center, an entrepreneurship training college, and other units to support or initiate entrepreneurship education. Or actual operations or simulations of entrepreneurship are utilized to enhance innovative entrepreneurship competence. In addition, cooperation with non-profit organizations provides students with numerous employment and career development opportunities.

THE DIFFERENCES BETWEEN ENTREPRENEURSHIP EDUCATION IMPLEMENTED IN TAIWAN AND ENTREPRENEURSHIP EDUCATION IN BABSON COLLEGE

Babson College is a private institution in Massachusetts that has earned a stellar reputation in the field of entrepreneurship education. In 1978, under the leadership of President Ralph Sorenson, Babson College’s strategic positioning included entrepreneurship education. Since then, Babson College’s mission has been to “foster diverse types of business leaders who can generate social and economic value.” *Forbes* and *PayScale*, two well-known business publications, have ranked it first for salary potential and return on investment (Babson College, 2021).

What makes Babson College's entrepreneurial education model so exceptional? According to relevant literature, Babson College's entrepreneurship education does not adhere to traditional teaching methods; rather, it deviates from the habitual way of thinking and rearranges and combines concepts. To generate entrepreneurial thought and action (ET & A), its entrepreneurship education emphasizes implementation first, teaching students to combine knowledge and skill with thought. The emphasis at Babson College is on hands-on operations to enhance entrepreneurial ability and entrepreneurial behavior of students through action-oriented activities; this is the practical teaching approach of Babson College. The most significant difference between entrepreneurship education courses in Taiwan and those at Babson College is that Taiwan's entrepreneurship education courses focus primarily on enhancing the learner's entrepreneurial spirit, entrepreneurial attitude, and entrepreneurial ability. As shown in Table 1, through practical course arrangement and planning, students will participate in actual activities, solve entrepreneurial practice-related problems, focus on industry-university cooperation, and incorporate local resources in Taiwan, allowing them to learn and implement innovative entrepreneurship skills more rapidly upon entering the workforce. In other words, Babson College places a greater emphasis on the identification of business opportunities, innovation, and sustainable management, whereas Taiwan places a greater emphasis on the development of entrepreneurial spirit and entrepreneurial ability in order to overcome a variety of obstacles in the entrepreneurship process. National Taipei University of Technology, for instance, established the Innovation and Entrepreneurship Program in 2015 by combining the efforts of industries, government, and academia to commence courses, along with cooperation with local businesses to provide students with internship opportunities and develop their entrepreneurial spirit, thereby transforming passive employment into active employment.

The National Chin-Yi University of Technology (2021) noted in the required course "Management and Marketing of Cultural and Creative Industries" that students are guided to comprehend government resources and propose business marketing plans through actual participation in subsidy plans. Professionals with extensive experience are invited to deliver keynote addresses, engage in experience sharing and exchanges with students, and present results in their submitted proposals. The Far East University (2021) has adhered for years to the three guiding principles of creativity, innovation, and entrepreneurship, which are applied in the characteristic courses offered by departments. The "itomato" internship enterprise has been established to provide students with a variety of practical courses, such as tomato garden planting combined with production, creative marketing, finance, guided tours, peripheral product development, and so on. Through interdisciplinary teacher collaboration and instruction, a "quasi-workplace" internship environment has been created, giving students more opportunities to engage in localized entrepreneurship. In recent years, the Ministry of Education has promoted a series of courses on the "university and college entrepreneurship competition-based simulation learning platform" to improve the learning outcomes of innovative entrepreneurship courses in order to encourage student teams that emerge from innovative entrepreneurship courses on campus (MOE, 2020a). In addition, proposal planning capabilities are improved, and the school is provided with practitioner-related knowledge, including that of students, teachers, the business community, and government agencies, thereby contributing to the development of entrepreneurship education (MOE, 2020b).

Entrepreneurship education offered by Babson College is designed so that students can work with others to launch a business while taking entrepreneurship courses. In order to provide students with a more comprehensive entrepreneurship education, the scope encompasses not only business fields, but also humanities, social sciences, and other disciplines. The school provides funding for students to implement creative products in the classroom. The teacher playing the role of bystander during teaching provides learners with suggestions, allowing them to independently perform entrepreneurial behaviors. Students are taught how to launch a business and attain sustainable management. Eventually, the money obtained is returned to society (Wu Yen-Jui, Yuan Chih-Hung, 2013; Chang Jen-Chia, 2017).

The entrepreneurship education courses of Babson college place a heavy emphasis on the implementation skills of students. Students will have the opportunity to participate in internships, competitions, entrepreneurship plans, etc., allowing them to apply what they have learned. Additionally, it emphasizes internationalization. Students will learn how to launch a business in a globalized environment and how to manage international enterprises. Overall, the entrepreneurship education courses of Babson College emphasize implementation, comprehensive entrepreneurship education, interdisciplinary education, internationalized education, and a wealth of entrepreneurial resources that enable students to receive the most comprehensive and practical entrepreneurship education possible. On the other hand, the entrepreneurship education promoted by the Ministry of Education focuses more on interdisciplinary integration, diverse entrepreneurial resources, and the provision of rich implementation opportunities and civil participation and environment that foster the entrepreneurial spirit and entrepreneurial ability of students, in addition to promoting the entrepreneurial cultural and economic development in Taiwan (Liu Chun-Li, 2020).

Table 1: The differences between entrepreneurship education courses commenced in Taiwan and representative entrepreneurship courses of Babson College in the United States

Taiwan (Using three universities of science and technology as examples)	United States (Babson College)
The required courses include: "Innovative Entrepreneurship Knowledge," "Chain Enterprise Management," "Innovative and Entrepreneurship in Practice," "Management and Marketing of Cultural and Creative Industries," "Introduction to Intellectual Property Rights"; the elective courses include: "International Enterprise Management," "Entrepreneurial Fundraising in Practice," "Reengineering of Innovation and Business Processes," "Innovation and Entrepreneurial Spirit," "The Development and Management of Cultural and Creative industries;" the MOE "Innovative Entrepreneurship Education Program," etc.	The required courses include: "Freshmen Management Experience," "The Establishment of New Enterprises," "The Management of Growth-type Enterprises, and "Startup Company Financing"; the elective courses include: "Chain Management, Authorization, and "Distribution Channels," "Entrepreneurship within an Organization," "Family Business Management," "Management and Taxation," "Management Acquisition," "Entrepreneurship Marketing," "Risk Investment and Growth Capital," "Keynote Speech Learning and Research in the Field of Entrepreneurship," etc.

Source: Compiled from Chang Jen-Chia (2017); The Technological College and University Course Resource Network (2022).

THE SITUATION OF TEACHERS PROMOTING ENTREPRENEURSHIP EDUCATION AFTER RETURNING TO TAIWAN FROM BABSON COLLEGE

The Ministry of Education proposed an entrepreneurship education program in 2012 and established a competition-based platform in 2016 to improve the quality of innovative entrepreneurship education courses in Taiwan and shape innovative entrepreneurship on campus. In addition to the expectation that entrepreneurship education will improve the entrepreneurial spirit and ability of students, it is hoped that university-level entrepreneurship education will also provide students with internship learning opportunities. According to data from the technological college and university course resource network, the number of entrepreneurship courses initiated by domestic technological colleges and universities and the number of course participants have continued to rise over the past decade. There were 70 technological colleges and universities, 304 departments offering 844 entrepreneurship courses, and 34,024 students enrolled in entrepreneurship courses in 2013 (technical college and university course network, 2022). By 2022, there will be 80 technological colleges and universities, 416 departments offering 1,230 entrepreneurship courses, and a total of 43,349 people (technical college and university course network, 2022), demonstrating the emphasis and enthusiasm for entrepreneurship education in domestic higher education. As stated previously, Babson College is the benchmark for entrepreneurship education at domestic technological colleges and universities. In this study, the situation of three domestic technological colleges and universities whose professors were recommended to attend Babson College for training in innovative entrepreneurship was investigated further. In addition, it was determined whether these professors initiated innovative entrepreneurship-related courses after returning from the United States. The actual circumstance is examined as follows:

Teacher Returning to the Classroom After Training at Babson College Has Few Teaching Benefits

In Taiwan, entrepreneurship education begins in universities and other institutions of higher education. The goal is to increase the number of students who have the opportunity to learn and launch a business by promoting an entrepreneurial mindset and entrepreneurial knowledge. The objective of entrepreneurship education is to encourage and aid students in discovering their own startup potential by equipping them with the required skills and knowledge. In addition, 21 teachers from the three schools were sent on internships, of which only 6 (or 28%) returned to begin teaching. Second, these 6 individuals enrolled in 15 percent of the 136 entrepreneurship courses offered by the schools, or 21 courses. Clearly, if only a small number of classes are offered to teachers who have attended training courses at Babson College, it will continue to be difficult to convert acquired knowledge into valuable course materials. Schools should provide additional incentives or responsibilities to ensure that teachers receiving training on public funds have basic class startup responsibilities, bringing greater benefits with school support.

High Cost for Commencing Related Courses

Initially, the institution intended to send teachers to Babson College for a training course. The training cost for each teacher is approximately NT\$220,000–NT\$250,000, which includes airfare, two-week living expenses, and course-related expenses that are funded by the government. Upon returning to the school, each teacher should commence three to four entrepreneurship courses. However, if the number of entrepreneurship courses initiated is low and some teachers fail to initiate related courses, this indicates that the current system will be

plagued by costly, time-consuming, and insufficient course commencement issues. In order to cultivate the innovative entrepreneurship skills of students in a more efficient manner, we must establish a more effective training system and the basic obligations after returning to school.

Differences Between Existing Local Education Models and Education in Europe and the United States

The approaches to learning and the adaptability of students should be in step with the constant development and progress of the entrepreneurial environment. In spite of this, teachers are constantly searching for more effective instructional strategies. According to this study's investigation, is the launch of a small number of classes due to teachers' realization that the training courses provided by Babson College differ from those of Taiwan? Taiwan's emphasis on entrepreneurial ability and the development of an entrepreneurial spirit is comparable to Babson College's innovative courses and sustainable management philosophy. The majority of existing entrepreneurship education courses are theory-based and lack practical operations and implementation opportunities. Taiwan's current entrepreneurship education should emphasize localization and actual operations more. More importantly, how to apply it to the promotion of entrepreneurship courses in Taiwan, so that students can adapt better to entrepreneurship education in Taiwan. In addition to a teacher's extensive teaching experience and knowledge, students should exhibit certain learning abilities and adaptability. In order to promote entrepreneurship education, the Ministry of Education should conduct in-depth research focusing on the characteristics of students and provide appropriate learning approaches. National Taipei University of Technology's Innovation and Incubation Center, for instance, has promoted the "2022 MOE University and College Entrepreneurship Competition-type Simulation Learning Platform," implanting company opening and closing programs for students to apply their acquired knowledge and skills in the real world. Entrepreneurship education has been implemented in accordance with the Ministry of Education's policy (National Taipei University of Technology, 2022). Incorporating the cultivation of the implementation capability of Taiwanese enterprises will aid students in the development of entrepreneurship education in Taiwan, thereby increasing their startup success rates and promoting Taiwan's entrepreneurial environment and economic growth.

RECOMMENDATIONS FOR OPTIMIZING ENTREPRENEURSHIP EDUCATION COURSES

In the contemporary social environment, innovation and entrepreneurship have become vital economic engines. Consequently, it is crucial to cultivate entrepreneurialism and entrepreneurial skills in students. Students and faculty in Taiwan's higher education system have access to a plethora of excellent learning platforms where they can acquire a vast array of practical knowledge and skills. In entrepreneurship education, schools therefore adopt Babson College's methodology and planning.

In Taiwanese courses, the current situation is reviewed and related feedback opinions are collected in order to strengthen the prior knowledge of students and increase their employment competitiveness, thereby serving as the link between the self-awareness of students and their understanding of themselves. In addition, through the application of critical thinking, the course is designed to assist students in generating business startup ideas, thereby promoting economic development (Liu et al., 2020). The following are three more specific suggestions:

Allow for Flexibility in Course Implementation Time and Present Program Certificates as an Incentive to Students Who Enroll in Courses

In competitive-style entrepreneurship courses, each group's startup ideas are entirely unique, and teachers must spend more time on each group's startup ideas in order to provide recommendations and supervision. In terms of student learning outcomes and the development of entrepreneurial skills, a lack of time remains a difficult problem to solve and a challenge. In order to encourage students to enroll in practical courses, course time should be designed to be flexible so that students can fit learning into their busy schedules. In addition, the school can incorporate appealing elements into the courses and collaborate with the industry to host competitions or activities related to entrepreneurship to increase student interest in the courses. In addition, to encourage student participation, they not only learn entrepreneurial functions through elective courses, but they can also obtain a certificate certification (Lin Wen-Hui, 2021) as a future employment advantage; eight of the eleven investigated technological colleges and universities offer certification for related programs.

Plan Competitive-Type Entrepreneurship Courses to Help Students Improve Their Entrepreneurial Ability

Due to the influence that cultural differences can have on teaching effectiveness, the East-West cultural divide is an important topic of discussion in the field of education. As proposed by American psychologist Carl R. Rogers in 1969, learner-centered education has become the norm in Western education. Students will be liberated from the constraints of textbooks after teachers hold discussions to gain insight into issues of interest to students and develop a suitable teaching architecture. In Western culture, students of entrepreneurship courses are encouraged to embrace failures with courage and learn from them in order to achieve success gradually (Lai Ke-Lin, 2022). In eastern culture, however, the concept of "succeed without fail" is emphasized, and positive results are expected quickly. This cultural difference may present classroom challenges, and teachers must be aware of and prepared for cultural differences. For instance, when designing entrepreneurship courses, teachers should consider the cultural backgrounds of their students and offer a variety of teaching strategies and methods to meet their needs. Additionally, they should comprehend the effects of students' cultural backgrounds on their learning and provide additional support. Through implementation opportunities, teachers can help students from eastern cultures understand that failure is part of the learning process and encourage them to learn and grow from failures. Lastly, teachers can assist students in overcoming obstacles caused by cultural differences by instilling in them the proper attitude toward failure. Students can benefit from this initiative by participating more actively in entrepreneurship courses and gaining valuable experiences and knowledge in eastern and western cultural contexts. In competitive entrepreneurship classes, the desire of students to outperform themselves can be fostered. Students are required to solve any issues that arise from actual entrepreneurial endeavors. Students' courage and confidence in starting their own businesses can thus be preserved.

Enhance Courses That Emphasize Local Application and Encourage Students to Participate in Internships Off Campus

Before encouraging students to develop an entrepreneurial mindset, it is crucial to consider localization factors. This indicates that innovative entrepreneurship courses should be initiated in accordance with the local culture and the unique needs of students. The adoption of competition-style courses by schools allows students to practice. And incorporate the

innovative course into marketing to cultivate the students' entrepreneurial concepts and knowledge. To achieve this objective, schools can adopt flexible teaching strategies, such as adjusting teachers' methods of instruction to better accommodate students' needs. In addition, schools can organize contests or activities that encourage students to engage in implementation and foster an entrepreneurial spirit. Many competition-based courses and activities have recently paved the way for learning innovative entrepreneurship. This method allows students to acquire and apply knowledge and skills in real-world situations, making practical courses more realistic than seminar-style courses. Through these actual activities and competitions, students can improve their training and development, thereby enhancing their entrepreneurial spirit and skills. In addition, Chan Jen-Chia et al. (2021) researched 79 entrepreneurs who had successfully launched their businesses. Participation in an off-campus internship, interviews with entrepreneurs, and participation in leadership ability-related activities are, in descending order of importance, the three development factors deemed conducive to the entrepreneurial spirit and entrepreneurial skills of university students. Clearly, allowing students to participate in off-campus internships, observe how businesses operate, profit, and maintain continuity, and learn the implications of entrepreneurship through internship activities will allow them to acquire entrepreneurial knowledge and skills to a greater extent.

CONCLUSION

In light of the preceding, Babson College has become a model for the advancement of entrepreneurship education in the United States. Its personalized entrepreneurship education programs foster entrepreneurial elites, making it a model for Taiwan's entrepreneurship education development. On the other hand, entrepreneurial activities can stimulate economic growth. With an improved entrepreneurial culture, entrepreneurship education can be further developed. Numerous colleges and universities with a focus on technology have developed an assortment of entrepreneurship programs. Through the entrepreneurship courses, the student's entrepreneurial aspirations, entrepreneurial mindset, and problem-solving skills can be developed. Additionally, Taiwan has incorporated and adapted a series of entrepreneurship education courses. In recent years, the government has promoted practical projects and simulation entrepreneurial competitions aggressively. The entrepreneurial theories and practical experiences are combined to provide more comprehensive and structured learning courses for entrepreneurial students.

When selecting courses on innovative entrepreneurship, the focus should be on the core value and training objectives. Experiences can be gained from successful schools and courses, but they must be evaluated rationally. Each school and course have its own distinct characteristics and strengths, so they cannot be categorized as a whole. Simultaneously, when students participate in the courses, they should exhibit critical thinking and innovative capacity, discover and apply their own strengths, and thus achieve success in the field of innovative entrepreneurship.

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