Teaching Pedagogy:

TITLE: Toward an Experiential Approach to Entrepreneurship Education

Abstract
There has been dramatic decline in entrepreneurial activity in the US, which has renewed public and private interest in entrepreneurial education as a means to increase new venture creation. To date, these programs have proven ineffective in increasing entrepreneurial activity amongst millennials. We argue that changes to pedagogy are required to address this problem. Using the theory of planned behavior, we compared a traditional theory-laden entrepreneurship class against a experiential (i.e. practice-based entrepreneurship class. Results indicate a dramatic increase in perceived behavioral control in the experiential class. These results suggest that a experiential approach to teaching entrepreneurship has the potential to increase entrepreneurial intention, due to increases in perceived behavioral control that are driven by practicing entrepreneurship.