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THE ROLE PLAYING METHOD IN ENTREPRENEURSHIP EDUCATION: FROM KINDERGARTEN TO UNIVERSITY LEVEL

Abstract:

In this article, we explore the possibility of using the role-playing method at the pre-school and university level of entrepreneurship education. Our assumption is that an entrepreneurial person can be created through entrepreneurial education. The learning process should be a vehicle for preparing students for interaction with the community, developing democratic and entrepreneurial attitudes and behavior, and encouraging the productivity of student learning activities. Our research approach is qualitative, and has two parts: one part of the research is interviews with preschool teachers, and the second part is a case study at a university program. An example of a case study shows that through role-playing (round tables) we effectively achieve learning outcomes in three main learning domains: affective (attitudes towards entrepreneurial values and entrepreneurship), cognitive (knowledge and information about accessing necessary entrepreneurial resources such as financial capital) and behavioral (self-efficacy required for entrepreneurial practice). The empirical findings obtained from interviews with preschool show three key themes that came to light during the material analysis process when examining what helps and inhibits an entrepreneurial learning environment: active engagement, a purposeful learning environment, and a welcoming environment.

Keywords:

Role-playing method, Qualitative approach, Entrepreneurial education, Learning activities

JEL Classification: L26, A21, A23