

Integrating the Entrepreneurial Method in Post-secondary Agriculture Coursework



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Introduction

The world needs:

Multidisciplinary thinkers

Creative problem solvers

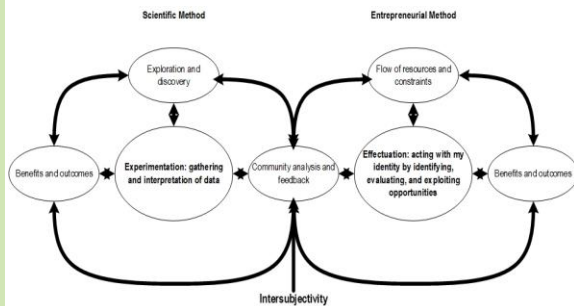
Collaborative communicators

Informed risk takers

Curriculum integrated across multiple courses

Curriculum integrated into the community

Scientific Method v. Entrepreneurial Method

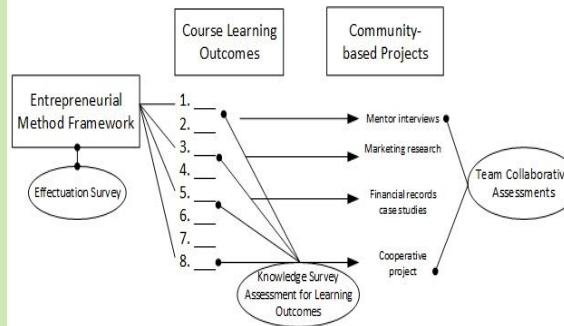


Students in Action: Marshmallow Towers



How it Works

“Causation processes take a particular effect as given and focus on the means to get that effect; whereas, effectuation processes take a set of means as given and focus on selecting between possible effects that can be created with the given set of means” (Sarasvathy, 2001).



[An Integrative Framework for Teaching the Entrepreneurial Method](#)

Results: Knowledge Survey Assessment

A paired-samples t-test was conducted to compare pre-semester and post-semester assessment of knowledge in course outcomes. There was a significant (difference in the scores for pre & post conditions; $p < .05$).

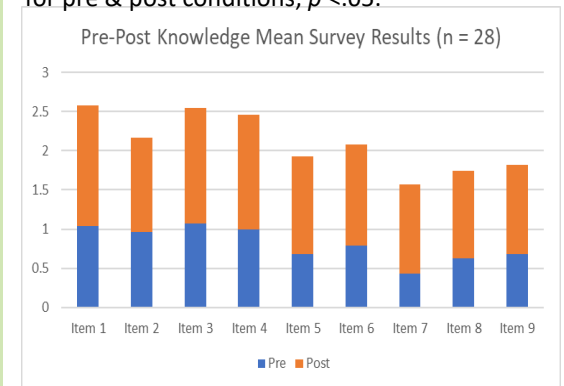


Table 1

[Descriptive Statistics and Paired t-test Results for Student Assessment of Confidence on Course Learning Outcomes](#)

Results: Student Collaboration

There was a statistically significant difference between groups as determined by one-way ANOVA between year prior to integration and after integration of entrepreneurial method in favor of the students’ support of collaboration.

Table 2

[Means, Standard Deviations, and One-Way Analyses of Variance in Student Responses to Collaboration Survey in Two Different Course Design Frameworks](#)

Next Steps

- Extend community-based projects beyond the duration of the course
- Support entrepreneurial ecosystems in rural communities in shorter duration course offerings
- Collaborate as a program with other post-secondary institutions on community-based projects