



## Entrepreneurship and Educational Games

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### Abstract

*The Entrepreneurship Education must utilize modern ways to address a wider student population. Though traditional learning is often uninteresting yet it fails to engage the learners. The Students learn up to 10 times better when engaged in Simulations. Entrepreneurship is usually considered as a very scary, costly, risky and unknown arena. The classes for entrepreneurship are great, but do not target students or their interest for learning with enjoyment and play. The startup heroes prefer edutainment games versus classic teaching to better comprehend entrepreneurship, and are often motivated to start their own company. The situation-based game poses difficult tasks and challenges, at different levels. Their essential target is the youth at the crossroads of their life awaiting a decision regarding their career. This paper aims to review the entrepreneurial pedagogy required to design, to conceptualize, to integrate and to develop games showcasing the real and virtual business worlds within the Net systems and Computer games. List of non computer educational entrepreneurship games will be provided for teachers and students and will explain who entrepreneurship games will help students to practice as an entrepreneur. From a theoretical percept the assumption is that it is possible to utilize this to make an effective teaching method. The requisite entrepreneurial attitudes need not be restricted to the context of business but also to the general wisdom of taking responsibility for initiation and implementation a project. Particularly in the domain of entrepreneurship there are edifying arguments in favor of game-based learning.*

**Keywords:** Entrepreneurship, education, games, online games, computer games.

### Introduction

The Business Simulation Games (BSG) is not a novel idea. Since 1950 such games have been a part of business education. The case-based approaches and experience-based learning theories conjoin to create a new concept of business teaching utilizing experimental methods<sup>1</sup>. To help aspiring entrepreneurs evaluate the potential risks in their business, an innovative game based on entrepreneurship has been evolved. It affords the simplest but equally important, comprehension and concept of entrepreneurship. All course participants and students are taught about the complex economic reality in existence through a set of disciplined values and educational processes<sup>2</sup>. A selected fragment of precise reality is showcased by the simulation games. When the game mirrors the reality more precisely, the phenomenal complexity and higher level of intricacy between them can be encompassed in the gaming scenario. It enables fast and immediate transfer of the experiences of gaming to the target participants who directly relate it to their work environment. If played with interest and enthusiasm, it leads to serious learning<sup>3</sup>. It is clear that suitable application of play should lay stress on essential characteristics and requisite systematic training necessary for playing these games<sup>4</sup>. The informative elements of success will depend upon the fact that there is a sufficient correspondence between the dimension of play and the targeted pedagogic dimension. Well known business games are broadly used as partial online applications.

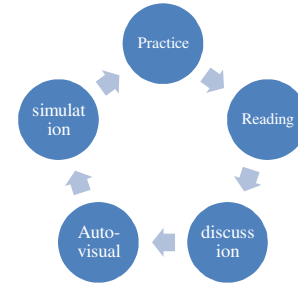
They are developed as instructive models for self-governed professional schematic action and practice. They are usually played in groups to enhance motivation and develop social relations. Social supportive skills have a significant role in pedagogy and development of entrepreneurship perspectives, for example some kind of games help to understand and practice organizing<sup>5</sup>. Computer games are items utilizing expertise in relation to exploration of opportunities and guidance of students. Inventiveness is an esteemed virtue, would innovative items, for creation of an enterprise or innovative idea, will improve future and make company a productive one<sup>6</sup>. Simulation video games are based on following the rules, computer games are basically interactive and have a great impact in players and prepare them for real world<sup>7</sup>. The studies have analyzed four structural actors which represent different dimensions that instructor of entrepreneurship education should practice. For most of them is the use of games and participation in competitions related to entrepreneurship. In fact, for the new generation all video games are like scriptures which combine partial entertainment with partial interactive experiences at the bottom of which are some compelling storytelling<sup>8</sup>. The author, Ian Bogost, in his book Persuasive Games describes complex simulations that employ the procedural rhetoric. While facing the challenges of the game, the player's engagement helps him to internalize methods of garnering life experiences. Most of the 21st century business ninjas received their initial training from video games. This fits in with the stereotype of the young

Gamer. Perhaps they were alienated, pimple-faced geeks or they were losers, slackers, nerds. Apparently, Daily Worth imparts basic skills for savings, investment and other financial transaction and considerations where reading between the lines is necessary to discover a mythic journey to rescue a symbolic woman who has been held captive in a tower of stone—a tower constructed on a foundation of gender inequality. It offers a large cache of wealthy theories and research about motivation, lateral/linear thinking, and critical problem solving which also concurs with Amanda's assumptions. Video games do, indeed, reinforce these skills. But none was aware of it then. Players would deny themselves perfectly valid method of winning the game, because they considered it a cheap or boring shortcut<sup>9</sup>. This has always been a very common aspect of video games and a disadvantage to all players. The blame for their loss was placed on the intrinsic faults of the game, bad luck or some other factors, rather than on the fact that they could probably have won if they had overlooked their own arbitrary set of rules. When competing in a free market you are bound by the laws of the said market, just as you are bound by the rules of a computer game when you play it. What limits your options for success during very tough competition is adding your own set of rules. On provision of the Software, the Marketplace will provide the customer, which is certain. However that does not allow the vendor to relax and avoid any marketing efforts. Several developers indulge in this behavior and then envy others who get better sales using their own websites, blogs, posts, on other blogs-post, accounts.

## Entrepreneurship Education

A large part of research deals with teaching about entrepreneurship with methodical activities for business students although, a clearly defined entrepreneurial pedagogy is still absent. The research in entrepreneurship education is based largely on the concepts and comprehension of the knowledge of entrepreneurship. Entrepreneurship education needs to consider not only the methods of learning but also the content. Previous researchers found that nearly half the respondents had perceived the game only as a form of entertainment, not as a form of education. What was surprising was that a quarter of the respondents did not even consider that participation in the game could offer an opportunity for garnering knowledge<sup>10</sup>. They treated the game only as a test of skills. In both cases, the need to change the perception regarding simulation games exists and is important for a teacher who directly affects the formation of attitudes of students towards education through these games<sup>11</sup>. The British economy regards entrepreneurship as a keystone to growth. Since 1980s every successive Chancellor of the Exchequer has recognized that small business sector will fuel increase in future economic growth and employment. The health of an economy depends upon encouragement of innovative business start-ups. Large new enterprises require more entrepreneurs who have to be created through an educational system where teaching aids are internet or computer games and the outcome is success and the development of a particular kind

of a web based simulation designed to allow students to learn the dynamics of e-entrepreneurship.



**Figure-1**  
**Cycle of entrepreneurship education**

Recently, the reconciliation of opposing views on networks has been resolved by the contingency argument. At different times and for varied purposes, the emerging firms will need both strong and weak collaboration to profit and grow. Initially at a nascent stage, family and strong social ties will play a cardinal role; further on formal contractual relations will gain dominance<sup>12</sup>. With effective teacher participation, involving online students, the targets can be achieved, every teacher can help learners to learn faster by giving practices that ascertain and focus on the weekly course. The students could become committed partners in the learning process by net-working, listening to and learning from the business greats. The teacher team of varied professors should facilitate awareness of the link between theories and the cases, and the varied styles in the courses that make up the curriculum<sup>13</sup>.

**Who is an entrepreneur?** In the game of chess who is the entrepreneur? The King or the Queen?



Who knows even a simple pawn can be an entrepreneur. Yes, a pawn can be an entrepreneur.

There is a need for guides who can show novice entrepreneurs the way through commercial life. The Internet with new modes of education could improve the provision of services by an enterprise. The knowledge of norms, rules and regulation is very essential. Without knowledge of the rules one should never

bring the pawn to end of board nor enter into the game. Even if one reaches there by replacing the bishop unless the pawn recognizes its own worth it cannot work to its fullest potential.



### Entrepreneurial Computer games

The overall objective of this project is to foster cognition and proactive attitudes towards entrepreneurship. To develop a game which fosters such cognition there is need to define relevance of these attitudes and its education. Entrepreneurial Computer games offer an elective opportunity to learn management of the business processes active in modern enterprises. Such games may also help formation and development of minds that are enterprising and open to modern techniques of management. Thus students can become business managers with ability to encounter the turbulent conditions of market competition. There are two types of entrepreneurial games -computer games and non-computer games. Video-conferencing technologies can act as the medium for a degree of cross-cultural interaction with international entrepreneurs and give an exposure to overseas market environment. The participants will learn about being more moderate adaptable, flexible and proactive in future. Entrepreneurial Computer games are of two sets, i.e. online and offline games. Online computer games are more popular than the offline computer games on entrepreneurship. Currently, teachers must address the important concerns about how adequately the games mirror the actual market reality and then monitor it; they should propose updating of models to imitate and predict the future market trends. A higher degree of cross-cultural interaction yield can be achieved by the medium of Video-conferencing technologies, these interactions with international entrepreneurs can expose the fact that overseas market environment respects moderate behavior and they are flexible and adapt proactively to changing situations<sup>14</sup>. The use of obsolete models will create a permanent negative opinion of the game and their education model in the minds of the participants. The manner in which network learning, mobile software, online simulation and strategic games, game forums, how to play structures, social networks, and computer games can be chosen as educational tools in any entrepreneurial activities and will suggest the way for entrepreneur online learning resource. This will be great and useful in facilitating information technology amongst people outside the class rooms. A pedagogy which consists on blending and incorporating information network learning technologies to

give opportunity to students to have better presentations, education, practices will offer better exposure and a clearer approach to the promotion of value-added learning<sup>15</sup>. In summary online simulation games require more realistic risk taking and stress than offline ones, because the rivals are real and the achievement depends on greater skill-sets. Off line games are effective too, their players learn the importance of forecasting and divination, thus a player will gain foresight into better ways to win a game or to move to the more superior level.

Offline computer games are different from online games, one of the most important differences is saving option, this option have positive and negative impact to players learning. Positive point is that player will understand there are always better moves. Negative point is that player will not understand to think carefully and what is risk, I mean when there is saving option risking have no meaning. Another positive point of online games have competition and more challenge, which are entrepreneurial characteristics. Actually entrepreneurial characteristics are common in computer games both online and offline like hard-working and the ability to learn from others these are very common in online games specially in forums of online games you can find methods and many structures for different people for example "Travian" game and its forum. Analytical abilities will grow in online strategy games. Entrepreneurs have a focus on results that ensures products are sold for a profit and its same in games, goal in game is very important some people like to achieve goal as fast as possible and some like to have the best result which is possible, time and score. An entrepreneur may not succeed if he or she is not particularly willing to take risks, work independently and constantly come up with new ideas, this is just the road of victory in computer games. Do you know why always people win the game from computer? Yes because human is creative and innovative but computer is not. When game makers want to make a game harder they cannot make their game software smarter than players they just give to the computer more speed or sometimes they give to the computer more resource or forces.

### Entrepreneurial non-computer games

To have better results students should have ability of visualizing, students should have an opportunity to dream about their future. This activities can be as simple as talking and communicating with classmates and is used with youth of any age, but will need some modification when there is a mixed group of different ages, sometimes it can be a opportunity and students from different ages can improve skills and abilities of each other better, because in different ages the abilities are different, and even boys and girls can make it more challenging and more productive.

Some of non-computer games are listed as below: i. Risk taking (Shoot in the basket). ii. Profile (Human skeleton and body parts are one of entrepreneur specifics). iii. Negotiation (Buyer and seller group get rich and earn profits). iv. Skills (Work in pair,

reveal to your friends your managerial skills). v. Boat Making (Bank- raw material seller-2 buyers, boat manufactures and chance cards). vi. Perfect (Work in pair, tell reasons why you are a perfect entrepreneur or not). vii. Puzzle (Each group will exchange their pieces with another group to complete puzzle). viii. Colour (Divide 4 different colour cards to each group and ask them to collect a specific colour set). ix. Construction (Make a building with waste materials). x. Poem (Tell each group to convert a rap song to entrepreneurial skills and challenges).

You can watch how to play these games on youtube.com.

Sometimes teachers invent new games or make some changes in entrepreneurial games and enact it in classes, students also can create new games, especially those students who dislike normal and predictable methods and want to be innovative.

**Strategy for a game:** A strategy game can improve decision-making skills, this significantly determine the outcome. Almost all games of strategy require intrinsic sequential thinking, and typical rare situational awareness. They also help to automate strategic awareness through the play-way mode. The consequences of the actions and decisions of each player reflect the real world situation and guided by chosen rules. Abstract games are not far removed from simulations and so such games exist as a bridge between pure abstraction and almost pure simulation. There is different categories in strategy games, one of the most famous is war strategic games, but economy strategic games also have their fans like chicken run and Farmville, some old card games and board games are similar like poker or solitaire and monopoly or backgammon and ... history of these games go back for thousands of years. In the war games which are simulations of military battles players experience the position of a leader or a commander of real war or country. Such war games are usually loaded with simulation and strategy that in military jargon gets termed as "strategic" or "tactical". Dr Mark Griffiths in his studies on "The educational benefits of Videogames" mentioned that there are elements which teacher should help the students to pay more attention as educational or therapeutic objective, objective of the game should be clear.

Professional helpers should know goal in mind for the players of the game and the benefits must be clear to teacher and player. Games must have recommended age group and players must pay attention to it. Duration of the game means how much time should expend for a game it must be calculated and programmed to prevent of being addicted to games<sup>16</sup>. Some of strategic games are like board games, chess game, one of the most famous is Civilization which now last version is 5 and most played version is 4, in these games each player should finish his move and then next player can start his own move. Strategic games in strategic form, player choose his method simultaneously, and have no idea about choices of the other players. But game even such a games will let players know about each other moves, for example in Civilization games you

can use spy to know about others and then you can guess their next move. Information is more than resources or at least is as important as resources is, every player is aware of the previous choices of other players. Computer games bring challenge to education and teaching methods, and show available techniques to teacher.

## Results

One of the results is similar to Maria Virvou studies results, that people would benefit from games and computer games make them happy, computer games make the class more attractive even using them as a reward<sup>17</sup>. Computer games are very popular among children and young people. They could be better and more popular if software designers render educational software more attractive and motivating. The adequate structural similarities between the two spheres of playing games and being an entrepreneur form the root of pedagogy of educational games for entrepreneurship education. More and more entrepreneurs will enter the fray when the future evaluations of the educational usage of the games show an increase<sup>18</sup>. A greater international orientation needs focus on fundamental improvement in the awareness, knowledge and understanding of global market environment by the students. Ideally, educational programmes call for deeper interaction with a foreign market. Increasing internet services and facilities especially social web sites will effects on entrepreneurship services and education<sup>19</sup>. The use of Internet sources or web-based data became handy. For now the availability of both the quantitative and qualitative information on the Net is phenomenal.

## Conclusion

The idea of this article came from these sentences: "In the game of chess who is an entrepreneur? The King or the Queen?". My answer is a pawn, why? Because a pawn have most limitations in the game but in a specific situation can be critical and change the game, when a pawn come to the end of chess board, you can change it with a queen. I simulate it with an entrepreneur who have his own limitations but in a special situation with specific knowledge could act like our pawn in this example. If a talented and skilled entrepreneur be in the best situation to do his job without education and knowing the rules everything will be by chance. Entrepreneurs need to be educated not only to increase their skills, they need to increase their experience also. It would take lots of time and money to practice in real world the simulation and virtual world could help to improve skills and knowledge and experiences, Computer and non computer games are good facilities to use for this important. At the end I want to say we should use all the ways to increase our potential entrepreneurs and show them how use their potentials to make then an active entrepreneur. Educating one entrepreneur will bring back many job opportunities for us and it will move the economic wheels of society. Educating games, online or off line, computer or non computer games, using them in educational programs will bring back more achievements.

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