EXPERIENTIAL LEARNING APPROACHES IN UNIVERSITY ENTREPRENEURSHIP EDUCATION: A SYSTEMATIC REVIEW

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INTRODUCTION

Entrepreneurship education is of great interest to policymakers, researchers, and students. Research and publications in this area are increasing (Landström *et al.*, 2022). The recent launch of the *Entrepreneurship Education and Pedagogy* journal is evidence of this growing attention (Liguori *et al.*, 2018). Interest in entrepreneurship education is supported because it is credited with helping to improve entrepreneurial outcomes and behaviors (Carpenter & Wilson, 2022). However, research in this area remains subject to many challenges that impact the relevance of entrepreneurship education. Consequently, the results of its effects are still far from conclusive (Daneshjoovash & Hosseini, 2019).

The literature suggests that the research methods used by entrepreneurship education researchers are only sometimes appropriate or optimal for assessing its impacts (Martin *et al.*, 2013). In addition, the need for more consensus on what entrepreneurship is and how it should be taught contributes significantly to the inconsistencies in research findings on the effects of entrepreneurship education (Kakouris & Georgiadis, 2016; Mwasalwiba, 2010). The different definitions of entrepreneurship in the literature refer to other objectives that lead to different pedagogical approaches and outcomes (Mwasalwiba, 2010). Based on these definitions, entrepreneurship education can aim to raise awareness about entrepreneurship to improve knowledge, build entrepreneurs, or equip individuals with entrepreneurial skills that can be used in organizational settings (Daneshjoovash & Hosseini, 2019; Mwasalwiba, 2010; Sirelkhatim & Gangi, 2015).

As Mwasalwiba (2010) points out, the objectives of entrepreneurship education should define the pedagogical approaches employed. Unfortunately, entrepreneurship education programs use a variety of pedagogical approaches and methods that sometimes need to be aligned with the intended learning objectives (Gabrielsson *et al.*, 2020). Moreover, pedagogical approaches vary

with influential educational theories (Hägg & Gabrielsson, 2020), and teachers are not always well-trained to implement them (Bell & Bell, 2020). This situation makes it difficult to assess the impacts of entrepreneurship education due to the lack of constructive alignment (Morselli, 2018) between content, teaching methods, and expected outcomes (Martin *et al.*, 2013). This lack of alignment is likely to blur and confuse the relevance of the impacts of entrepreneurship education. The pedagogical framework developed to generate student outcomes also requires further study (Mwasalwiba, 2010).

The experiential approach is a promising pedagogical direction in entrepreneurship education (Lackéus, 2020; Mason & Arshed, 2013; Sherman *et al.*, 2008). Despite recent systematic literature reviews (SLRs) on entrepreneurship education (Aparicio *et al.*, 2019; Brüne & Lutz, 2020; Hägg & Gabrielsson, 2020; Hägg & Kurczewska, 2019; Motta & Galina, 2023), to the best of our knowledge, none has focused on highlighting the experiential teaching methods and their consequences for the development of entrepreneurial outcomes. Thus, the present chapter aims to contribute to documenting the impacts of specific teaching methods used in experiential approaches in the context of entrepreneurship education programs on entrepreneurial outcomes. It seeks to answer the following questions: Which teaching methods use an experiential approach in entrepreneurship education programs? On which entrepreneurial outcomes do they act?

This chapter systematically reviews the literature to answer these questions (Petticrew & Roberts, 2008). The aim is to review published research articles on experiential approaches in entrepreneurship education in higher education.

THEORETICAL FRAMEWORK: FOUNDATIONS OF EXPERIENTIAL LEARNING

David Kolb (1984) is the author of arguably the best-known and widely used experiential learning theory, mainly through his cyclical model of four stages that refer to four distinct learning styles. His theory has deep roots in educational theories as influenced by renowned authors like Kurt Lewin, John Dewey, and Jean Piaget. Kolb borrows his cyclical vision of experiential learning from Lewin in connection with action research techniques and the laboratory method. Lewin already proposed a cyclical model of four stages: 1) concrete experience, 2) observations and reflections, 3) formation of abstract concepts and generalizations, and 4) testing implications of concepts in new situations (i.e., reinvestment and transfer of learning).

From Dewey's philosophy of experience, Kolb retains that purposeful action must guide experience. The initial impulse that triggers an experience should be guided by a purpose to achieve. Moreover, for Dewey, reflection is also crucial as one must take the time to reflect before acting on a problematic situation to develop the knowledge and judgment needed to keep moving forward into experience. From Piaget, who notably studied child cognitive development, Kolb concludes that experiential learning involves different cognitive processes or learning styles, i.e., diverging, assimilating, converging, and accommodating.

Experiential learning can be a catch-all term (Illeris, 2007) and must therefore be well-defined. Indeed, depending on philosophies and epistemologies, the experience concept can have very different meanings (Bell & Bell, 2020). For instance, in traditional education based on behavioral theories, ideas are fixed, and learning is defined in terms of its outcomes. As such, the educational experience is the development of habits that respond to specific stimuli to reach predetermined outcomes. For constructivists, however, ideas and concepts are derived from and continuously reshaped by experience. Learning is conceived of as a process resulting from what Dewey calls a transaction between the individual (with a purpose) and its surrounding environment through a dialectical relation between action and reflection (Kolb, 1984).

Based on the constructivist view of experience, many pedagogical practices, such as project-based, inquiry-based, or service-based learning, have been developed over the years. When looking for the commonalities between all these experiential practices, some fundamental elements can be highlighted, many already underlying the theories of the previously mentioned authors. As such, experiential pedagogical practices are usually based on several of the following characteristics: 1) activities are based on real-life, authentic situations; 2) they are designed as ongoing, active processes; 3) learners are required to do and act; 4) tasks are challenging and dynamic; 5) they engage learners emotionally; 6) learners are required to work collaboratively. Illeris (2007) states that there is a continuum between experiential and non-experiential educative experience. As such, a pedagogical practice can be experiential to a certain extent, depending on how it is implemented. These developments give a basis to review the experiential pedagogical practices mentioned in the entrepreneurship literature and their intended or documented effects on diverse entrepreneurial outcomes.

METHODOLOGY: A SYSTEMATIC LITERATURE REVIEW

This systematic literature review is based exclusively on peer-reviewed journal articles. The articles included were found in the databases Business Source Complete (including ERIC), ScienceDirect, ABI/Inform, ProQuest, and Emerald Insight. The following keywords were used to identify articles in these databases: ("Active pedagogy" OR "Active method" OR "Action learning" OR "Experiential pedagogy" OR "Experiential learning") AND ("Entrepreneurship education"). The search focused on studies published up to 2023 (November) in full text and English.

The search results of these databases generated 646 peer-reviewed journal articles covering the period up to 2023. After removing duplicates, we examined article titles and abstracts. This process enabled us to exclude all articles that did not deal with experiential pedagogies in university entrepreneurship education. To ensure alignment with the aim of our systematic review, which is to document the impact of experiential teaching methods in the context of entrepreneurship education programs on entrepreneurial outcomes, we chose to focus exclusively on empirical studies. This approach allows us to analyse and synthesize results from actual observations and lived experience, offering a direct and practical perspective on teaching methods and their measurable effects. While valuable for understanding theoretical frameworks and underlying assumptions, conceptual articles have been excluded as they do not provide the empirical data needed to assess the effectiveness and actual impact of experiential teaching methods on entrepreneurial outcomes. This procedure reduced the number of articles that were read in-depth.

Nevertheless, during these readings, we found that there were still theoretical and conceptual articles in the batch. These were excluded at this stage. Ultimately, this review is based on 81 articles that fully met our inclusion criteria. These were used for the present chapter.

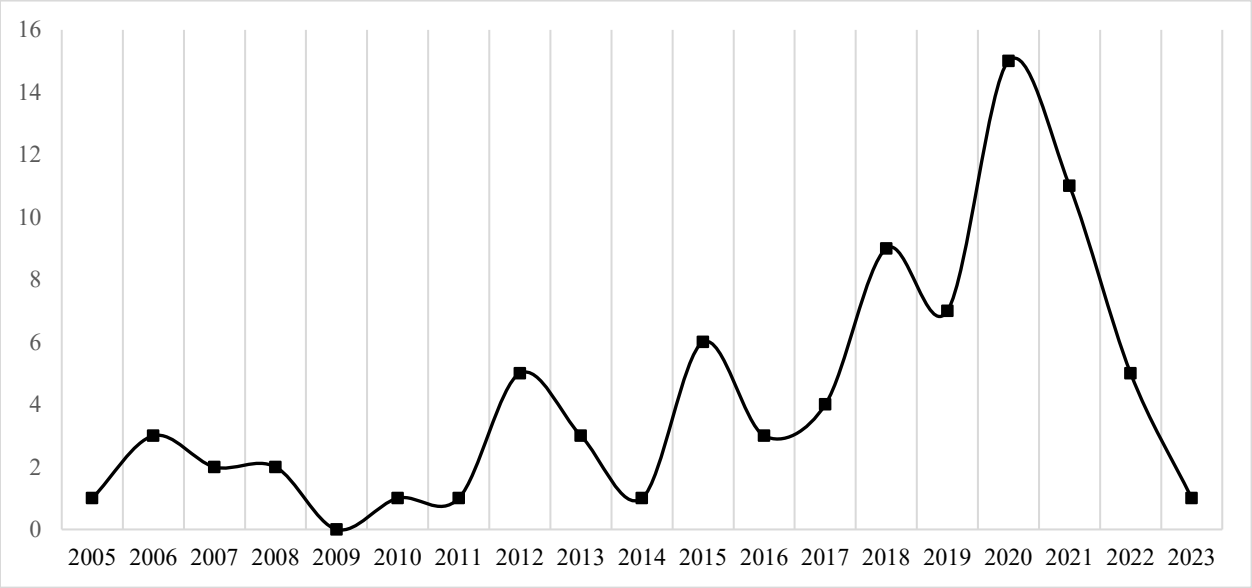
The articles included in this systematic review were published in 45 academic journals. Among these, *Education & Training* alone published over a quarter (21 out of 81) of the articles reviewed, thereby establishing itself as a primary source of research in this field. It is followed by the *International Journal of Entrepreneurial Behavior & Research* and *Journal of Small Business and Enterprise Development*, each of which published five articles. The journals *Higher Education, Skills and Work-Based Learning* and *New England Journal of Entrepreneurship* published three articles. *Industry and Higher Education*, *Journal of Business and Entrepreneurship*, *Journal of*

Entrepreneurship Education, and *Studies in Higher Education* each contributed by publishing two articles. However, the remaining 36 journals published only one article each.

Most of the studies featured in these articles were conducted in the United States (21) and the United Kingdom (13). Sweden follows these with four studies, while Australia, Canada, China, and Finland each generated three studies. Germany, India, Italy, Portugal, Singapore, Spain, and Uganda were each the subject of two published studies. It should be noted that Portugal also served as a site for two additional comparative studies, one with Brazil and the other with Germany. Each of the remaining countries was the location for a single study.

Reviewing the chronological distribution of publications on experiential pedagogies in entrepreneurship education reveals a surprising trajectory. From humble beginnings in 2005 with just one publication, the number of articles has increased slowly but steadily, suggesting a growing interest in this pedagogical approach. A significant acceleration is observed starting in 2015, peaking in 2020 with 15 publications. However, this peak is followed by a sharp decline, with the number of publications falling by half in 2022 and to a single article in 2023. This may be caused by the pandemic, which forced many educators to move into online teaching, thus reducing the possibility of active pedagogies.

Figure 1: Publications trends related to experiential pedagogies in entrepreneurship education.



FINDINGS

Our systematic review identifies the terminologies for designating experiential approaches, classroom practices, and pedagogical activities in university-based entrepreneurship education. It also discusses the entrepreneurial outcomes resulting from using these experiential pedagogies. In the following development, we address these topics point by point. Pedagogical approaches refer to the overall vision and strategies that the educator uses to guide the learning process. Classroom practices refer to the concrete methods and techniques used by the teacher to involve students in an entrepreneurial experience. Pedagogical activities, for their part, correspond to the specific tasks students perform during the learning process.

Experiential approaches to entrepreneurship education in universities

Our review shows that entrepreneurship educators use 14 different terminologies to name their experiential approaches. Three of these are general, while the others are specific, focusing on aspects of teaching. The terms "experiential learning" or "experiential pedagogy," "entrepreneurial learning," "entrepreneurial pedagogy," and "active learning" are used to distinguish traditional pedagogies from those with experiential characteristics.

“Experiential learning" (also referred to as experiential pedagogy) is the most common terminology. The authors of 28 articles in this review use it to describe the pedagogical approach adopted. It also appears in almost all 81 articles. However, the originality of the 28 articles lies in their exclusive use of this term without using others to describe their pedagogical approach. On the other hand, other articles specify a teaching method but classify it as experiential learning to emphasize the difference between it and conventional pedagogies of knowledge transmission.

“Active learning”, cited in five articles, encourages the active participation of students through interactive methods, as opposed to passive teaching. Actively involving students in learning enhances their engagement (e.g., Bell & Liu, 2019; Bosio & Origo, 2020). Moreover, design thinking is expected to foster this involvement (e.g., Bell & Bell, 2016). However, studies such as Aranha *et al.* (2018) consider design thinking as an experiential pedagogical approach.

"Entrepreneurial learning" (or entrepreneurial pedagogy) is the second most used terminology. The focus is on the unique aspects of teaching entrepreneurship, emphasizing action learning (e.g., Kubberød *et al.*, 2018) by involving students in the entrepreneurial process (e.g., Heinonen, 2007). Other terminologies used, such as action learning, work-based (or work-integrated) learning, service learning, design thinking, project-based learning, gamification, self-determined learning, and team-based learning, are also used in some to highlight specific facets of experiential learning.

A unique aspect of using experiential pedagogical approaches is presented in one of the reviewed articles, which employs three distinct methods: Idea and Artefact-Creation Pedagogy, Value-Creation Pedagogy, and Venture-Creation Pedagogy, each with specific features (Lackéus, 2020). These methods align with different entrepreneurship paradigms (Verstraete & Fayolle, 2005), respectively enhancing learners' abilities to identify and exploit opportunities (Shane, 2003), aligning with the value creation paradigm (Bruyat & Julien, 2001) or leading students to learn through organization creation (Gartner, 1988).

Table 1: Experiential approaches used in EE in the university setting.

Experiential approach used in EE	Frequency	Papers
Experiential-based learning	28	Abaho *et al.*, 2015; Bell, 2020; Calvin & Igu, 2019; Canziani *et al.*, 2015; Carriker & Mayo, 2021; Chang *et al.*, 2014; Cohen *et al.*, 2021; Costa *et al.*, 2018; Daniel & Almeida, 2020; George, 2015; Ghafar, 2020; Glackin & Phelan, 2020; Gough, 2018; Harima *et al.*, 2021; Klapper, 2005; Lantu *et al.*, 2022; Liang *et al.*, 2016; Liguori *et al.*, 2020; Mason & Arshed, 2013; Mawonedzo *et al.*, 2021; McCrea, 2013; Pazos *et al.*, 2022; Sá & Holt, 2019; Scott *et al.*, 2020; Sheikh *et al.*, 2023; Sherman *et al.*, 2008; Warhuus *et al.*, 2021; Watts & Wray, 2012
Entrepreneurship pedagogy	16	Blair, 2021; Ferrandiz *et al.*, 2018; Ghani & Mohammad, 2021; Heinonen, 2007; Heinonen & Poikkijoki, 2006; Kirby & Ibrahim, 2011; Kubberød *et al.*, 2018; Kyguolienė & Švipas, 2019; Lackéus, 2020; M. Mars & Hart, 2022; Olokundun *et al.*, 2017; Preedy *et al.*, 2020; Sommarström *et al.*, 2020; Thanasi-Boçe, 2020; Toscher, 2019; Woodier-Harris, 2010
Action or action-based learning	6	Andruk & Altinay, 2022; Gielnik *et al.*, 2015; Mukesh *et al.*, 2020; Rae, 2012; Rasmussen & Sørheim, 2006; Štrukelj *et al.*, 2019
Work-based or integrated learning	6	Eisenstein *et al.*, 2021; Gibson & Tavlaridis, 2018; Gilbert, 2012; Pittaway & Cope, 2007; Walsh & Powell, 2018; Winborg & Hägg, 2023
Problem-based learning	2	Bell, 2008; Tan & Ng, 2006
Active learning	4	Bell & Bell, 2016; Bell & Liu, 2019; Bosio & Origo, 2020; Pech *et al.*, 2021

Service-learning approach	3	Halberstadt *et al.*, 2019; Niehm et al., 2015; Thomsen *et al.*, 2021
Team-based learning	2	Balan *et al.*, 2018; Balan & Metcalfe, 2012
Self-determined learning	2	Kapasi & Grekova, 2018; Lindberg *et al.*, 2017
Design thinking	4	Aranha *et al.*, 2018; Daniel, 2016; Eng *et al.*, 2019; Huq & Gilbert, 2017
Project-based learning	3	Chang & Rieple, 2013; Daniel *et al.*, 2017; Rodriguez & Lieber, 2020
Gamification	3	Bellotti *et al.*, 2012; Isabelle, 2020; Newbery *et al.*, 2016
Real-world experience	1	Kassean *et al.*, 2015
Value creation pedagogy	1	Bell, 2022

Classroom practices and pedagogical activities used.

Classroom practices refer to the strategies used by teachers to facilitate the learning process for students. In our analysis of teaching practices in entrepreneurship education, we identified several key strategies employed in experiential teaching contexts. Team learning, mentoring, and guest speakers are the most common strategies.

In 67.9% of studies, team learning promotes collaboration and problem-solving through a social constructivist approach (Bell, 2020). Mentoring, cited in 21% of the articles in this review, is also widespread as a teaching strategy in experiential classrooms. The articles that cite it emphasize the personalized guidance and practical advice that students receive from experienced mentors (e.g., Balan & Metcalfe, 2012). In addition, interventions by external stakeholders (cited in 16% of articles), notably entrepreneurs sharing their experiences, enrich students' learning and foster networking (e.g., Sá & Holt (2019).

Entrepreneurship teachers use other classroom practices less often. As a result, their presence is less evident in the studies included in this review. Among these practices is field-based learning (mentioned in four articles), which involves hands-on activities outside the traditional classroom environment. This approach can include company visits, field projects, or internships, offering students first-hand experience in the real world of entrepreneurship (e.g., Andruk & Altinay, 2022). Peer learning (mentioned in two articles) is based on student interaction and collaboration to acquire knowledge and skills. In this context, students learn from each other by sharing experiences, reflections, and problem-solving strategies (e.g., Tan & Ng, 2006). Similarly, self-directed learning (mentioned in two articles) focuses on students' ability to manage their learning

process. It encourages autonomy, self-motivation, and personal research (e.g., Preedy *et al.*, 2020). Finally, learning in incubation spaces, such as incubators and accelerators, while valuable, is mentioned less (in two articles). These spaces offer a supportive framework for students to develop their business ideas, providing resources, expert advice, and access to a professional network (e.g., Kubberød *et al.*, 2018).

It is interesting to note how practices vary according to the specific pedagogical approach. For example, experiential learning combines a wealth of practices such as team learning, mentoring, and the use of incubation spaces. In contrast, entrepreneurial learning integrates mentoring and communication activities with a focus on the practical application of theory. These communication activities, including seminars, lectures, and pitch sessions, play an essential complementary role in experiential pedagogies. They serve as a platform for exposing students to theoretical knowledge and innovative ideas. Design thinking uses prototyping, idea generation, and workshops to encourage innovation and problem-solving. This combination of strategies underlines the diversity and richness of approaches to experientially teaching entrepreneurship. It highlights the importance of varied pedagogical strategies for a complete and effective educational experience.

Moreover, entrepreneurship educators have their students perform several other tasks. From this point of view, student involvement in projects (16 articles) and idea generation (15 articles) are the most frequent. Innovation activities such as prototyping or product conception and the creation of real or fictitious businesses (15 articles), as well as conducting simulations, encourage students to put their ideas into practice. As for problem analysis or solving (14 articles) and the writing of learning or reflection journals (13 articles), these are activities through which teachers promote a thoughtful and analytical approach among their students. Moreover, interaction with stakeholders and workshop participation (mentioned in 11 and 10 articles, respectively) highlight the importance of external engagement and collaborative learning. Other activities, such as project report writing, sales (each cited in 7 articles), resource mobilization, and video watching (each mentioned in 6 articles), illustrate entrepreneurship's practical and operational aspects.

Furthermore, teachers employ certain activities that provide students with immersive experiences. They have them participate in internships (6 articles) and business competitions (5 articles) to

immerse them in natural and competitive business environments. They also make use of more specific activities such as tutorials (4 articles), consulting assignments for third parties (4 articles), feasibility or market studies, and participation in entrepreneurial events (each mentioned in 3 articles). This collection of activities offers students targeted and contextualized learning opportunities.

Certain pedagogical activities are favored in different teaching methods because of their essential role in developing entrepreneurial skills. Others, on the other hand, are used selectively to achieve specific learning outcomes. Thus, group discussions and oral presentations are common in most pedagogical approaches. Group discussions are linked to action learning and design thinking and feature prominently in entrepreneurial learning or pedagogy, while oral presentations or pitches are common in experiential learning. In addition, the design of business models or plans, prototyping, and the creation of real or fictitious businesses are mainly found in experiential learning, which often serves as a comprehensive approach with a wide range of activities.

Similarly, entrepreneurial learning is characterized by the intensive use of various pedagogical activities, from idea generation to problem-solving and interaction with stakeholders. Analyzing problems and writing a learning diary is typical in design thinking and work-based (or integrated) learning. On the other hand, workshops and student funding are used more selectively and generally associated with service learning and team-based learning. Although less widespread, networking and project reporting are integral to entrepreneurial learning (or pedagogy), as is experiential learning. Internships, company competitions, and practical activities are rarer. They are part of practical engagement approaches such as project-based and work-based learning.

The effects of experiential approaches on students

We have classified the positive effects of experiential pedagogies in entrepreneurship education into three categories. These are effects related to entrepreneurship, learning outcomes related to student attitudes, and soft skills. Our analyses identify 11 positive indicators of entrepreneurship. Entrepreneurial knowledge and skills are the most reported (33 and 32, respectively). Entrepreneurial self-efficacy is also a notable effect, cited in 14 articles.

Entrepreneurial attitudes such as proactivity, innovation, and risk-taking are highlighted in 12 articles, and creativity is highlighted in 8. Business creation, entrepreneurial intention, and opportunity identification are highlighted in 11 articles. Entrepreneurial passion is addressed in 6 articles. Entrepreneurial behavior and identity are less frequent, mentioned in one and three articles, respectively (e.g., Kirby & Ibrahim, 2011; Lackéus, 2020).

Concerning student engagement, satisfaction, and motivation, engagement is the most cited (16 articles), followed by satisfaction (9 articles), motivation, and interest (4 articles each). Though less mentioned (three and two articles, respectively), academic achievement and passion for learning underline the influence of entrepreneurial education on students.

Cross-cutting skills developed include critical thinking, creativity, communication (Andruk & Altinay, 2022), collaboration, and networking (e.g., Blair, 2021), as well as leadership and decision-making (Lantu *et al.*, 2022). Self-confidence, enhanced by entrepreneurship programs, is mentioned in 10 articles (e.g., Ferrandiz *et al.*, 2018; Huq & Gilbert, 2017; Thanasi-Boçe, 2020) and promotes initiative and risk-taking (Klapper, 2005; Kyguolienė & Švipas, 2019; Bell & Bell, 2016).

Other qualities such as resilience, empathy, and goal setting are essential, although less frequently cited (two articles each). Resilience is crucial in entrepreneurship (Carriker & Mayo, 2021; Gibson & Tavlaridis, 2018). Empathy helps to understand customer needs (George, 2015), and goal setting is essential for strategic planning (Canziani *et al.*, 2015; Kyguolienė & Švipas, 2019).

A detailed analysis reveals that some pedagogical methods significantly impact students more than others. In this context, experiential learning emerges as the most comprehensive approach. It spans various impacts, from acquiring entrepreneurial knowledge and skills to personal dimensions such as self-confidence and resilience. Similarly, entrepreneurial pedagogy is also important for its influence on the development of entrepreneurial competencies and on students' ability to identify and evaluate business opportunities. Moreover, it promotes the emergence of transversal competencies, equipping students for the practical application of their learning.

Work-based learning is particularly effective in cultivating entrepreneurial skills and fostering an empathetic and resilient attitude when facing entrepreneurial challenges. Service-learning and

team-based learning are essential in enhancing student engagement and satisfaction. Action learning and design thinking provide specific benefits in improving entrepreneurial self-efficacy and encouraging active student participation. These methods promote a learning environment that is both dynamic and creative.

Five experiential approaches stand out for their effect on students' entrepreneurial behavior. They are the only ones for which the articles in our SLR report students' transition to actual business creation because of the training they received. These approaches are active learning (Bell & Bell, 2016), action-based learning (Gielnik *et al.*, 2015; Rasmussen & Sørheim, 2006), work-based learning (Gibson & Tavlaridis, 2018), experiential learning (e.g., Klapper, 2005; Liang *et al.*, 2016), and entrepreneurial pedagogy (Preedy *et al.*, 2020).

The articles in our SLR reported a few negative outcomes as an effect of experiential approaches on students. These articles show that experiential approaches can decrease students' entrepreneurial intentions. Studies reporting this finding indicate that some experiential pedagogical approaches, such as value creation pedagogy aim to avoid leading students to create businesses (see Bell, 2022). Furthermore, some students feel they need more preparation to act after experimenting with entrepreneurial activities (Rae, 2012).

Entrepreneurial skills and self-efficacy are also indicators where negative outcomes have been identified (e.g., Kassean *et al.*, 2015; Lackéus, 2020). Similarly, a few articles report negative effects on entrepreneurial knowledge (Chang & Rieple, 2013), self-confidence (Bell & Bell, 2016), and transversal skills (Walsh & Powell, 2018).

CONCLUSION

This SLR on experiential pedagogies in entrepreneurship education presents exciting insights. The first observation is the diversity of terminologies used to describe the approaches. This reflects the richness and complexity of teaching methods in this field. Terms such as "experiential learning," "entrepreneurial learning," and "active learning" dominate and underline a shift toward teaching methods that value action, experience, and reflection over the traditional transmission of knowledge. This trend suggests a significant change in how entrepreneurship is taught, arguing for a more dynamic, hands-on approach that better matches the real-world demands of the

entrepreneurial environment. Similarly, the classroom practices encourage active interaction and close collaboration between students, thus replicating an entrepreneurial learning environment. These pedagogical strategies reflect an effort to prepare students to understand the theoretical concepts of entrepreneurship and to develop practical and interpersonal skills.

The results reveal significant positive effects on students, particularly in terms of knowledge development, entrepreneurial skills, self-confidence, and resilience capacities. These results are encouraging, as they indicate that experiential pedagogies succeed in preparing students holistically, equipping them with the tools they need to navigate the world of entrepreneurship. However, some adverse effects, such as decreased entrepreneurial intent or specific skills, should be seen as red flags. They underline the need for balanced and careful implementation of these pedagogies to avoid unintended consequences.

This analysis underlines the importance of choosing pedagogical approaches wisely when teaching entrepreneurship. While experiential pedagogies offer many advantages, their impact largely depends on how they are integrated into the curriculum and tailored to the specific needs of students. The future of entrepreneurship education in universities lies in the ability of educators to combine these different approaches to offer a rich and comprehensive learning experience. In addition, it is essential to continue evaluating and adjusting these methods to ensure that they respond effectively to the ever-changing challenges of the entrepreneurial world.

Although our study presents valuable insights about experiential pedagogies in entrepreneurship education in higher education, it is important to point out a few limitations. Firstly, although we used several keywords and databases to select the articles included in this SLR, we may have omitted important articles that use different terminologies or are indexed in databases other than those we used. This approach could restrict the results of our study to a partial perspective of the field of entrepreneurship education.

Secondly, the articles selected for this SLR focus exclusively on higher education. Those relating to other contexts (pre-university education or outside the school context) have yet to be retained. This could mean we cannot capture perspectives and practices in different educational contexts, and can limit the generalizability of our results.

Thirdly, our SLR retained only empirical studies, thus excluding literature reviews as well as theoretical or conceptual articles. This decision was guided by the objective of gathering concrete, practical data on the application and effects of pedagogical methods. However, this approach has certain limitations that could significantly impact the results of the review. Indeed, by retaining only empirical articles, we have potentially omitted critical theoretical and conceptual perspectives that could enrich the understanding of experiential pedagogies. Moreover, a limitation to empirical studies may also lead to an over-representation of positive, practical results while neglecting theoretical and conceptual debates essential for a thorough understanding of the subject.

A comprehensive and diverse approach is required for future research in the field of experiential pedagogies in entrepreneurship education. First, regarding similar literature reviews, it is essential to broaden publication formats. This includes exploring studies published in various formats, such as conferences and working papers, to capture broader perspectives and approaches. In addition, using multiple databases and keywords would help to discover studies approaching the subject from different angles. Such an approach would offer a more comprehensive understanding of experiential pedagogy. It would also make sense to examine how these pedagogies are applied and proven effective at different levels of education, including pre-university and out-of-school settings, to gain insights into their adaptability and universal applicability.

In parallel, future empirical, theoretical, or conceptual studies should focus on several key aspects. Longitudinal research could reveal data on the long-term impact of experiential pedagogies on students' entrepreneurial skills and development. A comparison of the effectiveness of experiential pedagogies with other teaching methods would distinguish the relative advantages and limitations of these approaches. Additionally, including theoretical and conceptual studies would enrich understanding of the theoretical foundations and frameworks that guide these pedagogical practices. By combining these different research approaches, future studies could offer a holistic and nuanced view, capturing experiential pedagogies' practical applications and theoretical underpinnings. This holistic approach could significantly contribute to and expand our understanding of the dynamics and implications of these methods in entrepreneurship education.

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