

Fostering Engagement in Entrepreneurship Education: A Practice Paper on TechPreneur, a Padlet-Based Learning Tool

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ABSTRACT

TechPreneur: The Padlet Edition is an interactive learning tool that can help students excel in their entrepreneurial courses. They can learn about technology and entrepreneurship engagingly and enjoyably. Hopefully, with the help of the version, students can better manage their one-semester course and stay on track to gain the knowledge, skills, and experiences they need from the subject. The focus of this Padlet is basically to teach students how to score the subject and help them to grasp it. Additionally, it will also give an early interest in business and teach the students how to think critically and solve problems. Students will benefit from the tools the lecturers have used as teaching aids. It would also be a fantastic method to educate about technology and entrepreneurship simultaneously, offering suggestions to make it more engaging and dynamic. Serving as an extra resource that helps students comprehend, is easy to use, and is enjoyable, Padlet is unmatched. Moreover, it encourages critical thinking and active learning, which facilitates a deeper comprehension of the material. The purpose of the tool is to enhance students' understanding of technology and entrepreneurship, stimulate their interest in the topic, and help them develop critical skills for future entrepreneurship.

Keywords: TechPreneur, technology, entrepreneurship, Padlet, online.

INTRODUCTION

Padlet is an online platform that enables educators to create virtual walls where students can post contributions such as text, images, videos, or links. These walls facilitate brainstorming sessions, collaborative projects, or reflective exercises. Padlet's adaptability to different learning styles makes it a valuable tool for adult education (Vi Hawes, 2025).

As ICT is included in many programs offered by Malaysian higher education institutions, particularly at the undergraduate level, Massive Open Online Courses (MOOCs) are being piloted as new learning options, while blended learning is used for the majority of university courses (MOE, 2015). Higher education institutions should, however, offer classes that go beyond merely imparting knowledge. Higher-level thinking is necessary for pupils to develop problem-solving abilities and to apply, generate, and link knowledge.

It also means that rather than only teaching facts and concepts, higher education institutions should focus on teaching students how to acquire, internalize, apply, and create new knowledge (Ronen & Pasher, 2011). Undergraduates can develop higher-order thinking skills and generate new information through cognitive and social interactions during collaborative learning (DeWitt, Alias, Siraj, & Zakaria, 2014; DeWitt, Alias, Siraj, & Hutagalung, 2014). These interactions have been demonstrated to occur when undergraduate-level collaborative problem-solving activities on wikis foster creativity and innovation in learning (DeWitt, Alias, Siraj & Hutagalung, 2014).

Colleagues can concurrently make and arrange posts of any kind of information, including text, documents, photos, videos, audio, and links, on Padlet, a community-focused virtual bulletin board. Because it removes the need to plan a face-to-face meeting time, Padlet is an excellent tool for collaborative group tasks. Without scheduling conflicts or the constraints of limiting project work to specific times, students can work freely on

their group projects whenever convenient for them. They can still monitor every modification or addition made by group members as soon as they occur.

According to Cynthia (2017), Padlet, previously known as Wallwisher, is a free Web 2.0 application that provides a virtual wall and collaborative space accessible from any internet-enabled device. It is a live online bulletin board, described by its developers as a living, breathing webpage and the easiest way to create and collaborate in the world. Any number of participants can concurrently view, add, and rearrange content on a Padlet, including text, images, and links to other web pages, videos, or documents. The bring-your-own-device application is easy for students to use and does not require an account or login to post on an existing Padlet. If you consider yourself technology-impaired, it is easy to teach yourself to create and use Padlet to actively engage students at all points in the learning process, however.

Computers can be used to generate Padlet, and of course, Android and iPad applications are equally accessible and usable. However, the instructor must first create a free Padlet account, which can be upgraded to offer more formats and backgrounds. After selecting a suitable style, such as freeform, grid, or stream, instructors can start by generating one or more Paddles to support each intended learning activity. They can also establish any headings, directions, or categories that students can reply to. Students can upload their own contributions and view those of others using their smart devices, such as a laptop, tablet, or phone. This is possible once the instructor sends them a link to the Padlet via email or QR code at a time of their choosing. Throughout the semester, the instructor may provide links to Padlets and their contents to offer more explanation or serve as a helpful tool for students to study for their final examinations.

Unless students want to add their identities, Padlet posts remain anonymous. Teachers may, however, request that students sign their posts to promote involvement, and these contributions will be taken into account when assigning a participation mark. For people who are unable to attend every class but can still participate in pre-class and post-class Padlets, Padlet blogs also offer a means of participation. It is among the best methods for keeping an eye on students' involvement in class.

Tool Design and Pedagogical Rationale

Originality and distinctiveness

Its engaging and practical method of teaching complex subjects is what makes Techpreneur: The Padlet Edition new and distinctive. This edition enables students to comprehend more, especially real-world events, compared to traditional learning approaches. It is unique because it helps students understand the broader implications by teaching them how technology and entrepreneurship are related. To improve their learning experience, this version also allows students to model policy decisions and see how they affect the economy.

Initially, students are asked to list every activity or function they believe is a part of the lesson. Throughout the exercise, the Padlet is visible on each student's smart device and on the data projector in front of the class. Posts can be dragged and placed anywhere on the screen because of the freeform style. In the exercise's second stage, we consider the tasks the students have mentioned and then group them into completed ones.

The Padlet and subsequent discussion can quickly reveal what students already know and provide an overview of the subjects we will delve deeper into. To ensure that the Padlet offers a comprehensive resource for review, it can be cleaned up after class to eliminate duplicates or inaccurate entries and include subjects that were overlooked.

If lecturers create one or more Padlets prepopulated with the questions or headings they want to use in the case discussion, they can eliminate the need for a whiteboard when teaching a case. By designating a few students as scribes, the teacher can focus on facilitating the conversation instead of writing on the board. It creates a permanent record of the conversation.

Advantage for Humanity

Techpreneur: The Padlet Edition helps people by enhancing students' knowledge of technology and entrepreneurship and simplifying complex ideas. It aids in the development of critical thinking and decision-

making abilities in students, which are beneficial for aspiring business executives, entrepreneurs, and legislators. Students will be better equipped to make wiser judgments that will benefit the economy, thanks to this Padlet. It stimulates interest in entrepreneurship and offers a practical approach to understanding how technology impacts growth, benefiting both individuals and society as a whole.

Why do students refuse to take part? Fear of making a mistake and of the reaction of their lecturer and fellow students to their nascent ideas, and I do not want to treat the instructor disrespectfully. The students still need to learn the rules and how to contribute to an intellectual discussion. Fearful of public speaking or shy, unwilling to take the chance of deviating from the classroom norms for a librarian during a one-and-done lesson, even though the librarian might be asking them to act in a completely different way. We must endeavour to promote an inclusive classroom atmosphere that encourages involvement from everyone because there are many obstacles and few incentives.

It is free, compatible with a wide range of devices, and does not require any technical knowledge. It accommodates a range of media. Using the full range of media available for information generation, consumption, analysis, and collection is becoming increasingly crucial for librarians. It can be used in conjunction with existing classroom activities to encourage and highlight student work. As an alternative to think-pair-share, it offers chances for self-evaluation and peer learning in addition to formative assessment to help you figure out how best to organize your instruction to meet the needs of the students.

Free-write responses allow students to demonstrate their prior knowledge and depth of understanding, rather than making a poll and asking them to select from pre-provided responses. Peer learning throughout the class can solve challenging problems relatively fast. If you're accustomed to writing tens or even hundreds of pages on a given subject, how do you compose a 500-word essay on it? What subjects must you cover, and how can you succinctly explain them? Students were given a challenging project to think out and frame using a Padlet graffiti wall.

Innovation and Entrepreneurial Impact

By assisting students in acquiring critical skills, the Techpreneur: the Padlet Edition can have a significant impact on creativity and entrepreneurship. It imparts skills that are essential for entrepreneurs, including risk management, problem-solving, and decision-making. As students devise ways to handle various changes and foster creative thinking, the online course will support the development of creative problem-solving. By showing how to adjust to pertinent changes, it also ignites early curiosity in entrepreneurship. Students get insight into developing solutions or new business strategies by spotting technological potential. By fostering awareness and teamwork, this product will support interactive learning and offer a platform for motivating upcoming innovators and entrepreneurs.

In this study, undergraduate students engage in an interactive debate using Padlet, a collaborative tool. To determine if this teaching approach could be applied to education, the usefulness of the Padlet tool is assessed. Despite being digital natives, undergraduate students' ICT proficiency varies. According to DeWitt, Naimie, and Siraj (2013), a commonality among Malaysian undergraduates is their use of Facebook for social microblogging. Therefore, it would be beneficial to look into the possibility of using other tools, like Padlet, to generate new information.

Encourage students to consider early on how multimedia sources communicate their topics when assignments require photographs and video in final submissions. This is especially helpful for first-year students. Real-time participatory technology in the classroom offers the following advantages: It enables greater freedom and experimentation in the learning process. It serves as a fantastic equalizer, allowing participants to remain anonymous. Novelty promotes involvement and makes the event unforgettable. Provide a picture of learning that is more representative.

CONCLUSION

Unprecedented global shifts in the educational system enhanced the roles and benefits of technology. After distance learning was introduced, Padlet became a valuable educational tool for maintaining high-quality instruction. It is also looked at how second language learners' happiness with Padlet use in language and literature

classrooms was affected by its use. As a result, the students demonstrated a notable improvement in producing high-quality work, completing tasks on time, and fostering peer support and learning. Therefore, to fully utilize Padlet in the teaching and learning paradigm, it is beneficial to extend its use beyond language and literature classrooms (Villarama et al., 2024).

It is crucial to be deliberate with all activities and to explain to students the worth and purpose of their learning process to prevent the perception of technology use as an end in itself rather than for its educational value. It will remain essential to look for fresh approaches to motivate all pupils to participate. All students can learn from one another and have their opinions heard in an online graffiti wall like Padlet, which offers a platform for gathering and curating group projects.

Information can be accessed for knowledge acquisition through ICT and tools like Padlet. The learner can then internalize it to create an adequate representation in their mind (Vásquez-Bravo et al., 2013). Explicit knowledge, which is more formal and systematic, is modeled after tactical knowledge, which is highly informal, personal, un verbalized, intuitive, and derived from experience. It is expressed through writing, mental maps, and externalized to be published and shared in the community using various tools (Vásquez-Bravo et al., 2013).

Ameera (2021) explained that using Padlet as a teaching tool was undoubtedly beneficial. Padlet is particularly helpful because it allows students to join and express questions anonymously without having to create an account, which might encourage unrestrained critical involvement (Deni and Zainal, 2018). In addition to being used to evaluate students' writing abilities (Jong and Tan, 2021), Padlet also enables students to grade one another's contributions using a numerical score, which promotes peer evaluation (Adachi et al., 2018).

Through experience sharing, the community's members can apply and share knowledge through collaboration and interaction (Vásquez-Bravo et al., 2013). By classifying, reclassifying, and synthesizing existing knowledge, members' individual explicit understanding is integrated into the community's and organization's explicit knowledge, resulting in the creation of new knowledge (Vásquez-Bravo et al., 2013). Further investigation is necessary to examine new technologies and ascertain whether they have the potential to enhance learning.

There is a good chance that Techpreneur: the Padlet Edition will be commercialized. Universities can utilize it as an interactive teaching tool to educate on entrepreneurship and technology. Additionally, it can be applied to online learning environments for students all over the world. Furthermore, it can be turned into a self-paced learning mobile application. To help staff members learn more about technology and entrepreneurship, the Padlet edition can also be utilized in corporate training. Additionally, it might be used for government or non-profit financial literacy initiatives, providing an entertaining means of educating the public about technology and business.

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Authors' Contribution

The authors, Suhana Mohamed, Nur Aniera Alieana Mohamad Zani, and Nor Fazlin Uteh, conceived and designed the study, conducted data collection and analysis, drafted the manuscript, and approved the final version for submission.

Conflict Of Interest Declaration

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