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Reflective Practice in Entrepreneurship Education: A Bibliometric Review (1990–2025)

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Abstract:

This study examines the conceptualisation, application, and scholarly development of reflective practice within entrepreneurship education in higher education between 1990 and 2025. Although reflective learning is widely recognised as central to experiential pedagogy, its integration into entrepreneurship education remains fragmented and insufficiently theorised. Using a bibliometric review methodology guided by the PRISMA 2020 guidelines and Scopus-indexed literature, the study analysed 247 peer-reviewed publications using descriptive analysis, keyword co-occurrence mapping, and citation network analysis in VOSviewer. The findings reveal growing scholarly interest in reflective and experiential approaches to entrepreneurship education, particularly regarding entrepreneurial mindset development, self-efficacy, transformative learning, and active pedagogy. However, reflective practice remains largely implicit within the literature rather than explicitly conceptualised as a pedagogical or theoretical framework. The study further identifies significant geographical and methodological imbalances, with dominant contributions originating from Global North institutions and qualitative methodologies

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prevailing across the field. The review argues that reflective practice has substantial potential to strengthen entrepreneurship education by supporting critical thinking, ethical reasoning, adaptability, and process-oriented learning. The study concludes that more theoretically grounded, contextually diverse, and methodologically rigorous research is required to establish reflective practice as a core dimension of entrepreneurship education scholarship and pedagogy.

Keywords:

Entrepreneurship Education, Reflective Learning, Higher Education, Experiential Pedagogy, Critical Thinking, Self-Awareness, Educational Theory

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Introduction

Entrepreneurship practice and entrepreneurship education have proven to be a dynamic field as researchers, policymakers, and development bodies continue to embrace new thinking and innovative approaches to enhance people's capacity to become entrepreneurial. Research shows that interest in entrepreneurship stems from its importance in driving economic development, creating employment opportunities, and alleviating poverty (Lekutle et al., 2023; Iwu et al., 2021). While entrepreneurship education is critical in nurturing entrepreneurial intention, skills, mindset development, and business management capabilities, primarily among students in higher education. However, several studies have shown that, despite progress in entrepreneurship education, its effectiveness remains debated, given the low rate of business formation among graduates of such programs. These debates have consequently prompted criticism of the effectiveness of traditional pedagogical frameworks, such as theoretical and classroom-based teaching methods. The overall concern is that such conventional teaching methods tend to prioritise knowledge transmission over experiential learning, thereby constraining the development of entrepreneurial mindsets and skills (Ebewo et al., 2026; Neck & Greene, 2011; Fayolle & Gailly, 2008).

As this criticism of traditional teaching pedagogies based on lectures and theoretical instructions in entrepreneurship education intensifies (Hägg & Gabrielsson, 2020; Henry et al., 2017), there is noticeable growing support for adopting reflective teaching practices (Walmsley & Wraae, 2022), given their perceived efficiency in facilitating practice-based learning and reflection (Haneberg et al., 2022), culminating in transformative educational effects (El Atmani et al., 2024) on student and teaching competencies. As a concept, reflective education can be traced back to earlier educational theories between the 1930s and 1980s on reflective thinking (Dewey, 1933), reflective practitioners (Schön, 1983), and experiential learning (Kolb, 1984), and only began to explicitly appear in entrepreneurship education literature in the late 1990s and early 2000s. Since then, the body of global research seeking to consolidate the congruency of reflective pedagogy with the desired action-oriented entrepreneurship education outcomes has grown substantially. The consistent message across many of these studies is that reflective processes lead to meaningful learning outcomes and entrepreneurial competencies among students (Higgins et al., 2013; Kassean et al., 2015; Hägg & Gabrielsson, 2020; Bell & Bell, 2020; Neergaard et al., 2021) when compared to results from theoretical and lecture-based teaching models. Scholarship further asserts that reflective teaching encourages educators and learners to critically examine their experiences, assumptions, and actions (Wei, 2024; Wraae & Walmsley, 2020), confront uncertainty, cultivate self-awareness, and enhance adaptive thinking abilities (Machingambi & Iwu, 2025; Ebewo et al., 2023). Hence, reflective practice aligns closely with the objectives of

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entrepreneurial learning, including self-efficacy, resilience, creativity, and opportunity recognition (Ndlovu et al., 2025a).

In this emerging discourse, several theoretical perspectives anchor the explanation of how reflective teaching practices in entrepreneurship education help develop self-efficacy, resilience, creativity, and the ability to recognise opportunities through experiential, social, and simulation-based learning. For example, Kolb's Experiential learning theory models learning as a cyclical process involving concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Kim & Park, 2023; Kolb, 1981; Nayak et al., 2024), thus legitimising the use of action, reflection and experimentation to transform experience into substantive knowledge (Chen et al., 2021; Hammoda, 2025; Metcalf et al., 2021). Schön's reflection-in-action and reflection-on-action further aid an understanding of how entrepreneurship educators organise learning experiences (Schön, 1987) by emphasising reflection on past events and thinking in the moment, training entrepreneurship students to reconsider their approaches and make real-time adjustments (Iqbal et al., 2025; Pittaway & Thorpe, 2012). The literature argues that integrating these two forms of reflection creates more robust learning experiences that develop students' capacity to think critically about their entrepreneurial practice both during and after action (Smith & Paton, 2011). From the social and situated learning perspectives, learning, including entrepreneurial learning, is fundamentally social in nature and occurs through interaction with others (Howorth et al., 2018), implying that reflective practice is not a solely individual, solitary endeavour but rather a dialogical process in which reflection is enriched through engagement with mentors, peers, and community members (Ndou et al., 2018). Thus, entrepreneurship education has embraced pedagogical innovations such as peer reflection groups, community-based entrepreneurship clubs, and mentoring relationships, all of which organise reflection as a collaborative rather than solely individual process. (Pittaway et al., 2011).

However, as these understandings become more widely accepted, limited insights have been shared about the emerging patterns that underpin scholarly progression in reflective practice in entrepreneurship education since the appearance of seminal work in the field by Jack and Anderson (1999), owing to the broad, complex, and fragmented nature of research contributions from various regions, authors and collaboration efforts. Therefore, there are gaps in understanding how reflective practice is empirically examined or implemented over time in entrepreneurship education, including profiles of regional and individual scholars' contributions, among other dimensions. To overcome these gaps, as has been done in other related entrepreneurship areas, such as women’s entrepreneurship, the current study conducted a bibliometric analysis of the literature from 1990 to 2025 to provide a bird's-eye view of reflective entrepreneurship pedagogy in higher education, how it is conceptualised, researched, and applied and identify opportunities for future research. In so doing, this study makes several contributions. Firstly, it maps a 35-year (1990–2025) scholarly development framework for

reflective education in higher-education entrepreneurship studies. Moreover, by identifying the most influential authors, journals, and publications, this study provides a clearer understanding of the knowledge base underpinning reflective entrepreneurship education. Lastly, the findings provide a foundation for future research by identifying gaps in the literature and offering directions for advancing reflective teaching practices in entrepreneurship education.

Research Question:

How has reflective practice been conceptualised, researched, and applied within the field of entrepreneurship education in higher education from 1990 to 2025?

Methods and Data

The study applied bibliometric analysis methodology to assess the conceptualisation, application, and research on reflective practice in higher education entrepreneurship studies between 1990 and 2025 because it is popular in entrepreneurship and education (Tiberius & Weyland, 2023), and is fit for mapping trends in a research field by examining publication trajectories, citation patterns, and thematic evolution over time (Donthu et al., 2021) through citation metrics, keyword co-occurrence mapping, and network analysis (Passas, 2024; Lim & Kumar, 2024). Research also shows that it traces the historical development of the topic, identifies key authors, and maps emerging trends with clarity and precision (Öztürk, Kocaman, & Kanbach, 2024), resulting in a cohesive analytical framework (Marzi et al., 2025) about the application of reflective practice in entrepreneurship education. There is also a view that bibliometric approaches are suited for larger literature samples that might be too large for a classic literature review.

Data Source and Selection Methods

After deciding on the bibliometric approach, a search was then conducted in the Scopus database for publications on reflective practice in entrepreneurship education published between 1990 and 2025. The researchers used an initial set of search terms and combined queries with boolean operators to ensure both precision and relevance, focusing on key terms in titles, abstracts, and keywords of *"entrepreneurship education" OR "entrepreneurial learning" OR "enterprise education" OR "entrepreneurial pedagogy" AND "reflective learning" OR "reflective practice" OR reflection OR reflexivity OR "experiential learning" OR "action learning" OR "transformative learning" OR "practice-based learning" OR "learning from failure" AND "higher education" OR "university" OR "college"*.

This initial search returned 8374 studies, which were further analysed. While many bibliometric studies use multiple databases, relying on a single, credible database such as Scopus is increasingly common, offering broad, high-impact journal coverage. The authors screened the retrieved publications against eligibility criteria, removing duplicates, non-English records, and irrelevant materials such as conference

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proceedings and editorial articles, particularly those unrelated to school-level entrepreneurship or non-educational reflection. The remaining studies were assessed for relevance to reflective practice, entrepreneurship education, and higher education, yielding 247 studies.

Figure 1 outlines that this study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines (Page et al., 2021; Ndlovu et al., 2025b). The PRISMA framework ensures that our bibliometric analysis upholds transparency, reproducibility, and methodological accuracy.

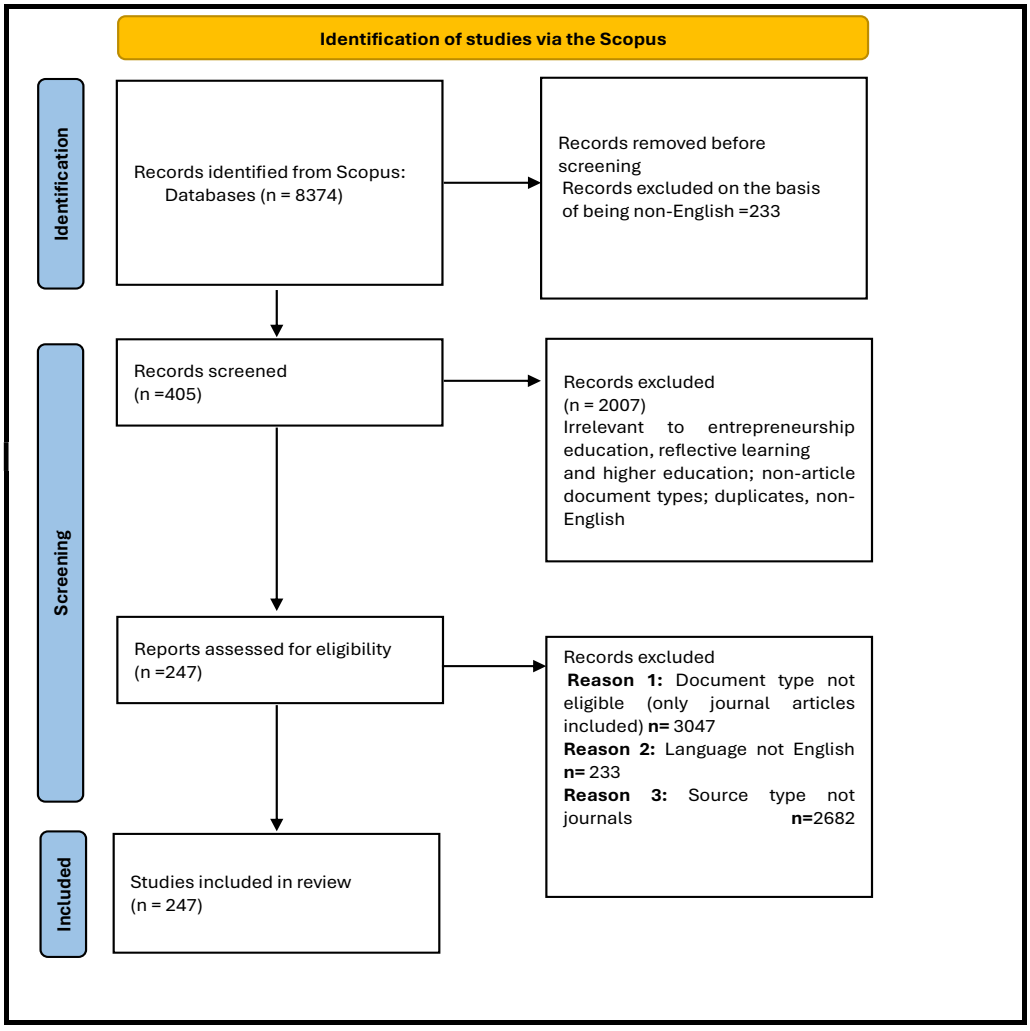

Figure 1: PRISMA flow diagram

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Data Analysis Techniques

The researchers used a three-tier structured approach to analyse the data. Firstly, a descriptive analysis was conducted examining publication trends, citation rates, and the research impact of studies. The exercise identified the most productive years, leading journals, and key authors in the field. Thereafter, a keyword co-occurrence analysis was performed using VOSviewer, a computer program that can construct maps of authors or journals based on co-citation data or of keywords based on co-occurrence data (Van Eck & Waltman, 2010). This tool was preferred for its ability to visualise bibliometric networks, facilitating keyword co-occurrence analysis, citation mapping, and co-authorship clustering. Also, its capabilities are better than those of alternative tools such as CiteSpace, which emphasises trend detection and burst analysis and BibExcel, which is flexible in data manipulation but lacks advanced graphical capabilities. Therefore, VOSviewer helped identify key research themes, conceptual connections, and frequently co-occurring keywords. Lastly, the authors performed citation network analysis to assess existing connections among influential studies, co-authorship patterns, and relationships. As explained by Aria and Cuccurullo (2017), citation network analysis identifies leading publications that have shaped the discourse on reflective practice in entrepreneurship education and the scope of academic collaboration across regions and disciplines.

Results

Mapping the Broader Research Landscape

An initial bibliometric scan across entrepreneurship education, higher education, and pedagogy used VOSviewer to analyse keyword co-occurrence in Scopus datasets. The entrepreneurship education dataset initially contained 8,374 publications, which were reduced to 5,153 peer-reviewed articles after applying inclusion criteria. Keyword analysis highlights a focus on entrepreneurial learning, innovation, intention, skills, and experiential learning. However, terms such as reflection and reflective learning are absent or peripheral, suggesting that reflection is only marginally conceptualised despite its implicit role in entrepreneurship education.

The higher education and university instruction dataset originally included about 6,850 publications, reduced to 3,940 after screening. This extensive literature suggests the field is mature and broad. Key themes include teaching, curriculum, assessment, student engagement, and quality assurance. Reflective practice appeared sporadically, was poorly connected, and was not a distinct theme, indicating it is less central in higher education studies.

The scope and dissemination of publications across these three domains demonstrate a significant conceptual imbalance. Although reflective practice has been extensively examined as a pedagogical concept and entrepreneurship education has developed into a substantial academic discipline, their

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systematic integration within higher education contexts remains limited. This discrepancy became particularly evident when the three keyword clusters were combined using Boolean operators. The combined search yielded 405 publications; only 247 met the inclusion criteria and were retained for the final bibliometric analysis. These findings suggest that reflective practice is often regarded as an implicit aspect of entrepreneurship education rather than as a well-defined theory. The fragmented research landscape underscores the need for a cohesive framework that links reflective pedagogy and entrepreneurial learning in higher education. More targeted, theory-based research should position reflective practice as a core teaching tool rather than merely an outcome of experiential learning.

Entrepreneurship Education and Reflection

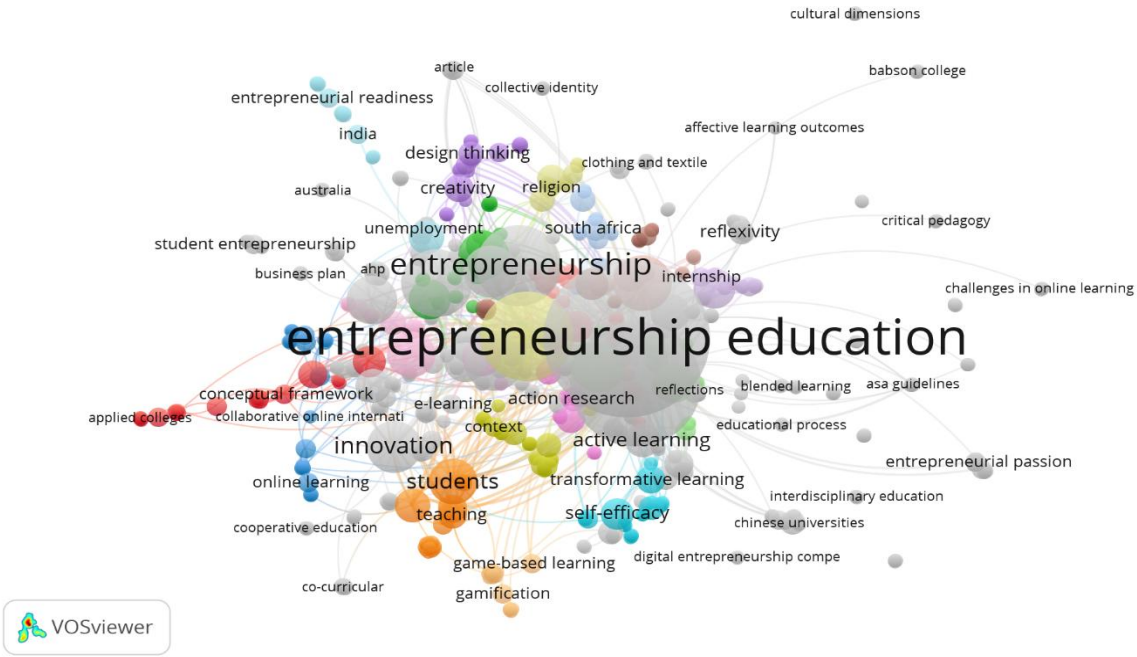

Figure 2: Keyword co-occurrence map of literature filtered by “entrepreneurship education" OR "entrepreneurial learning" OR "enterprise education" OR "entrepreneurial pedagogy". Despite reflective search terms, the dominant clusters centre on curriculum, intention, and innovation.

Figure 2 shows a keyword co-occurrence map of entrepreneurship education research, highlighting its central and interconnected themes. Entrepreneurship remains dominant, with strong links to innovation, students, teaching, and active learning, indicating a focus on experiential, learner-centred, practice-based methods. The map also reveals a growing emphasis on personal development through themes like self-efficacy, transformative learning, design thinking, creativity, and reflexivity. These trends show increased interest in developing entrepreneurial mindsets, adaptability, and reflective skills alongside traditional entrepreneurial capabilities. Additionally, the network indicates an interdisciplinary shift,

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featuring themes like online learning, digital entrepreneurship, critical pedagogy, cultural aspects, and cross-disciplinary education. This evolution reflects responsiveness to technological advances, changing learning environments, and societal shifts. Overall, the visualisation depicts a dynamic, interconnected research landscape characterised by pedagogical innovation, experiential learning, and reflective, transformative approaches.

Higher Education Teaching Literature

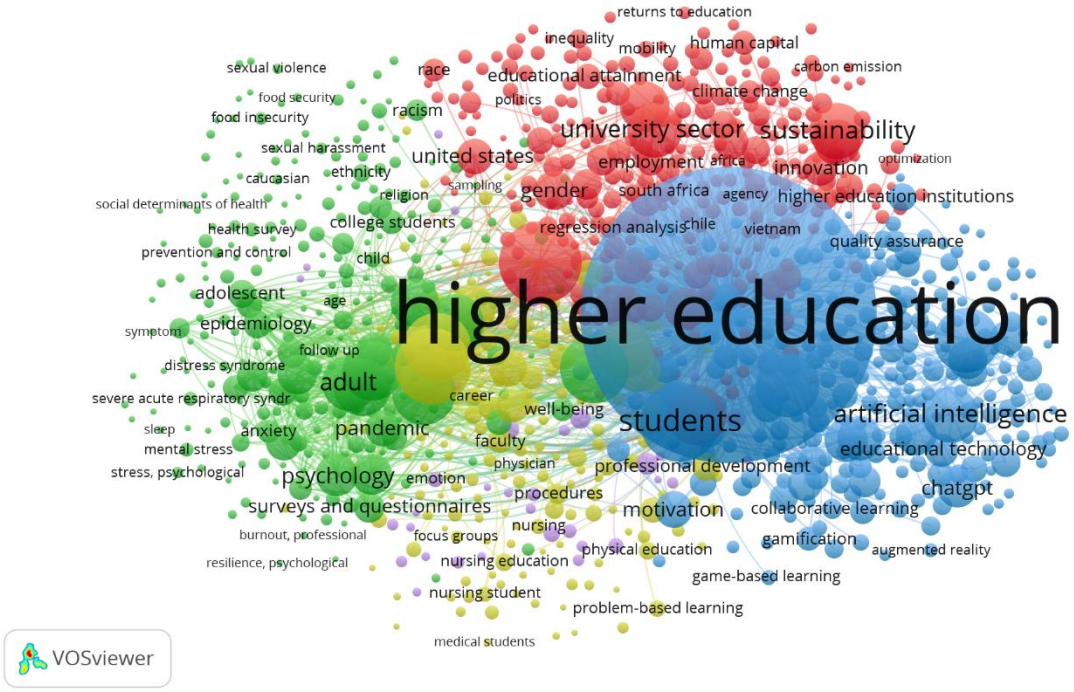

Figure 3: Keyword co-occurrence map of higher education teaching literature using the query "higher education" OR “university” OR “college”. Dominant themes focus on digital tools, inclusion, and institutional performance

Figure 3 presents the VOSviewer keyword co-occurrence map for higher education research, highlighting the field's major thematic clusters and intellectual relationships. Higher education emerges as the central and most interconnected theme, strongly linked with topics such as students, sustainability, artificial intelligence, and psychology. The network reflects the interdisciplinary and evolving nature of higher education research, with significant emphasis on digital transformation, student development, and educational innovation. The visualisation also reveals distinct thematic clusters relating to mental health and wellbeing, online and blended learning, sustainability education, and emerging technologies such as artificial intelligence and virtual reality. These connections indicate increasing scholarly interest in how higher education institutions respond to technological change, societal challenges, and evolving student needs. Overall, the map demonstrates a dynamic and

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interconnected research landscape in which educational innovation, student experience, and sustainability remain central areas of scholarly focus.

Descriptive Analysis of the Literature Reviewed

The dataset included 247 peer-reviewed articles from 1990 to 2025 on reflective practice, entrepreneurship education, and higher education. Most studies are from Europe and Australasia, with fewer from Africa and Latin America, showing geographical imbalance. The field is mainly qualitative, drawing on journals, interviews, and case studies, suggesting a focus on experiential and interpretive methods. Few studies used mixed methods; quantitative research is limited. The majority are empirical, with some conceptual and practice-based papers. Overall, reflective practice in entrepreneurship education is fragmented and under-theorised, despite growing interest in experiential and student-centred approaches.

Descriptive Keyword Co-Occurrence Patterns

A keyword co-occurrence analysis was conducted utilising VOSviewer to delineate the conceptual landscape of the selected literature (n = 247). Author and index keywords were analysed for frequency and co-occurrence strength, revealing five principal thematic clusters (Figure 2). These clusters illustrate how reflective practice is conceptualised within entrepreneurship education research in higher education. Despite its centrality to the study, keywords such as reflective practice, critical reflection, and reflective pedagogy did not emerge as prominent nodes, indicating that reflection is frequently implicitly integrated rather than explicitly theorised in the literature.

Citation and Source Trends

The bibliometric analysis spanned a twenty-five-year period, from 2000 to 2025. However, the final dataset comprises only articles published between 2012 and 2025, indicating a substantial temporal gap in the initial years. No relevant literature was identified for the years 2000–2011, suggesting that the intersection of reflective practice and entrepreneurship education was either absent from academic discourse during this period or not yet recognised as a distinct field of study.

As shown in Figure 4, activity related to publications in this domain has been intermittent. A modest uptick is observed since 2015, characterised by minor peaks in 2017 and subsequent peaks in the post-2020 period. This increase may be attributed to broader pedagogical shifts towards student-centred learning, resilience development, and experiential education, particularly in response to disruptions caused by the COVID-19 pandemic.

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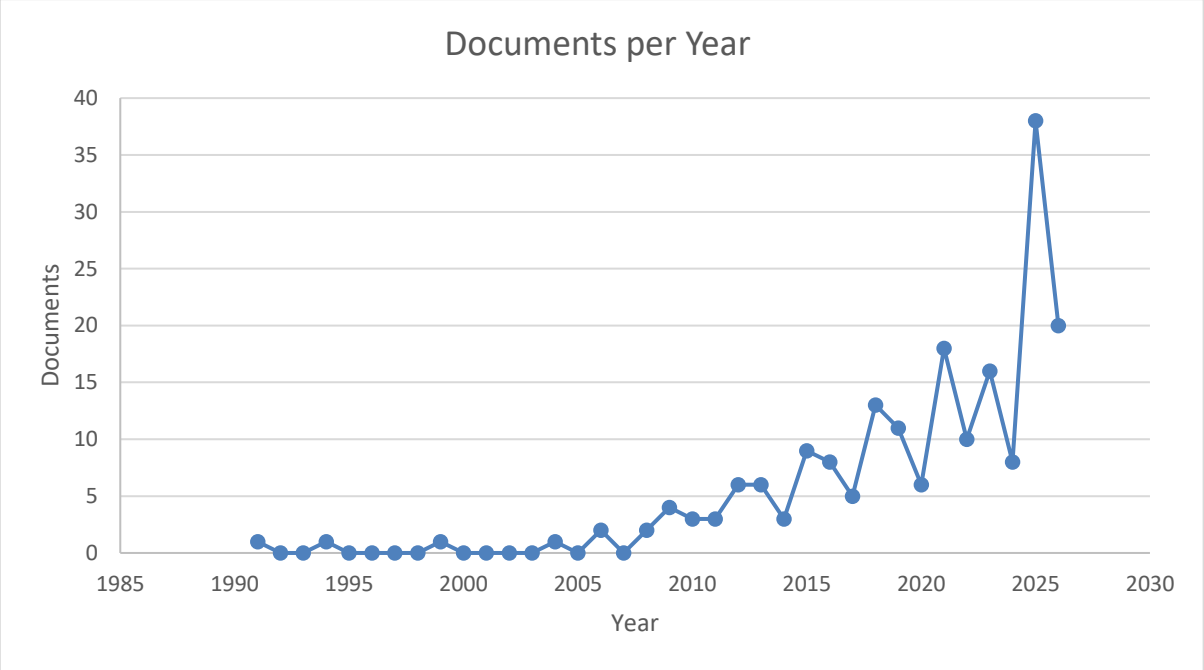

Figure 4: Distribution of Documents by Year (1990–2025) of Scopus-indexed publications.

Figure 4 illustrates the annual distribution of Scopus-indexed publications on reflective practice in entrepreneurship education between 1990 and 2025. The trend indicates very limited scholarly activity during the 1990s and early 2000s, followed by gradual growth from around 2010 onward. Publication output increased more noticeably after 2015, with significant peaks emerging in the early 2020s and the highest output recorded in 2025. This upward trajectory reflects growing academic interest in reflective and experiential approaches in entrepreneurship education, though fluctuations in publication volume suggest the field remains emerging and fragmented rather than fully consolidated.

Regarding authorship patterns, although contributions remain relatively dispersed, a small number of authors demonstrate sustained scholarly engagement within the field. As illustrated in Figure 5, this distribution indicates that the discipline remains fragmented and exploratory, lacking a prominent core group of recurring scholars or a central academic discourse.

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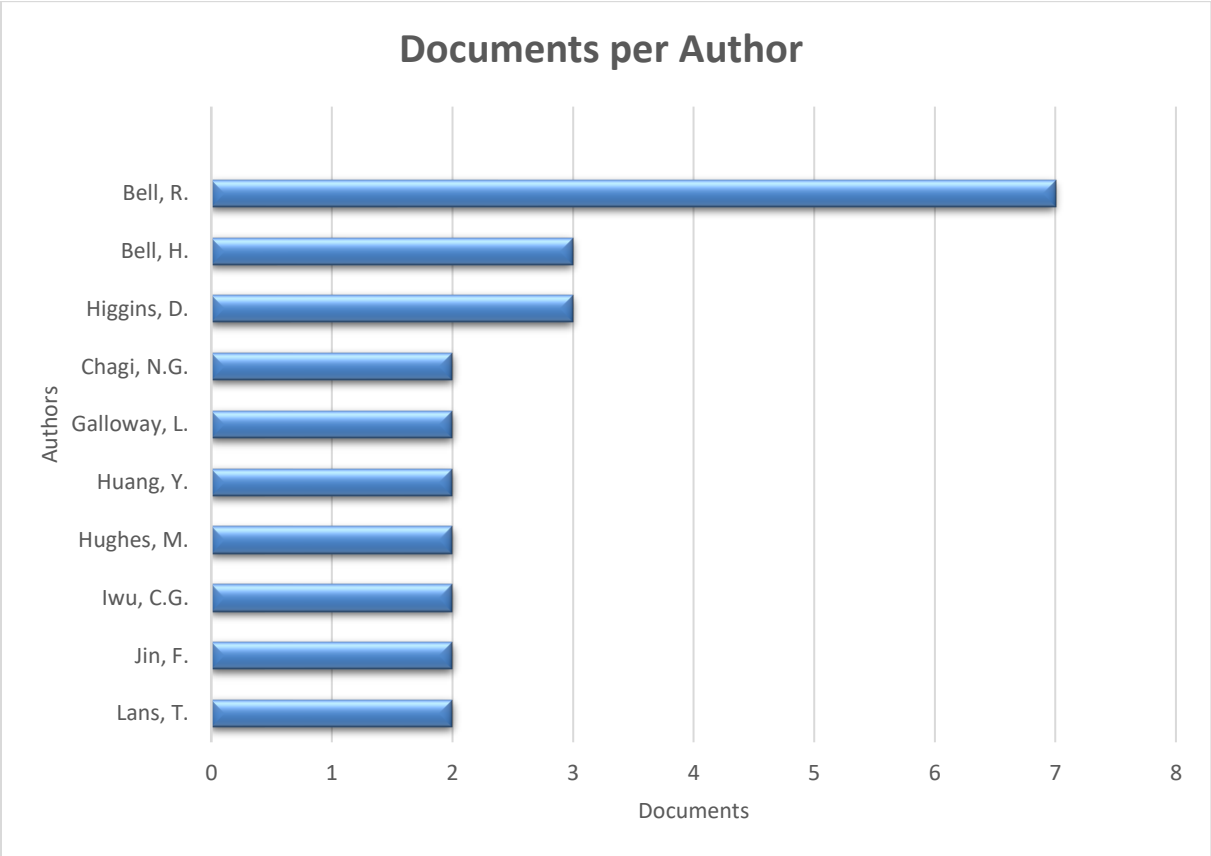

Figure 5: Most Prolific authors in Reflective practice in Entrepreneurship

Figure 5 illustrates the distribution of publications by author within the reflective practice and entrepreneurship education literature. The results indicate that scholarly contributions remain relatively dispersed, with only a few authors demonstrating sustained engagement in the field. Bell, R. emerges as the most prolific contributor, followed by Bell, H. and Higgins, D., while several other authors contributed fewer publications. The distribution suggests that research on reflective practice in entrepreneurship education is still developing and lacks a large, established core of recurring scholars. This pattern further reflects the field's emerging and fragmented nature.

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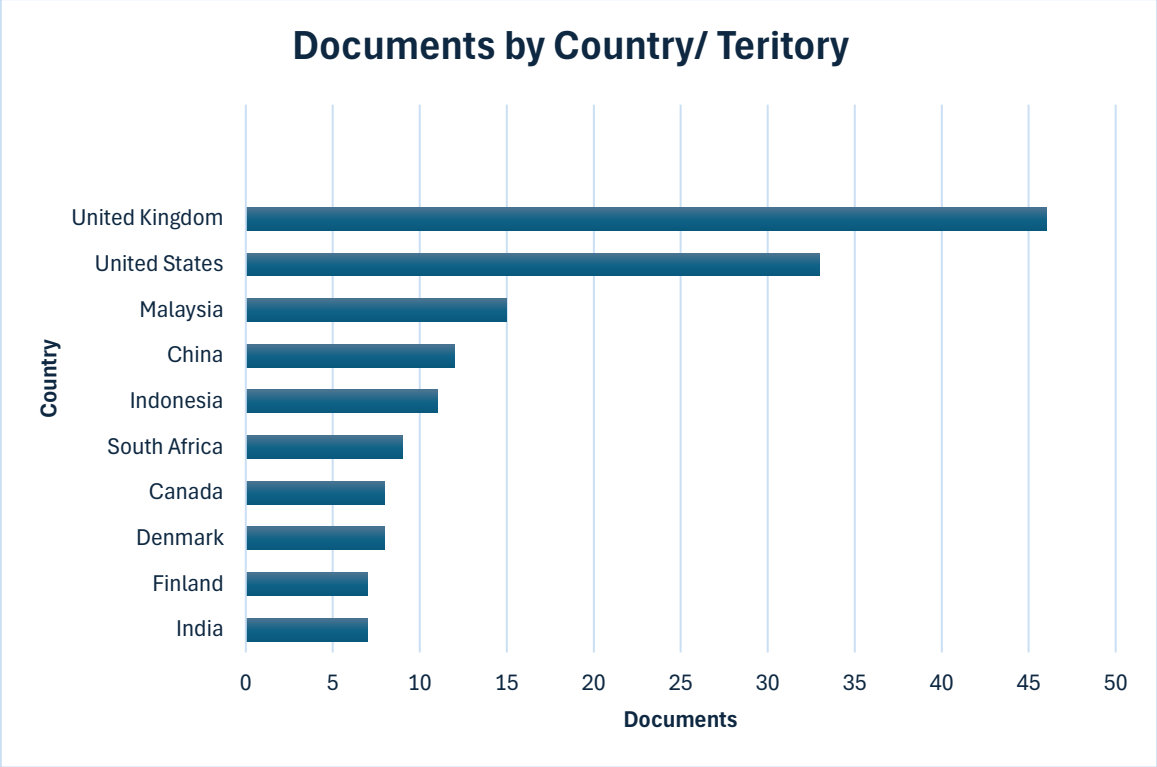

Figure 6: Documents by Country Based on Author Affiliation

Figure 6 illustrates the distribution of publications by country or territory within the reflective practice and entrepreneurship education literature. The United Kingdom and the United States emerge as the leading contributors, indicating strong scholarly engagement from Global North institutions. Other notable contributors include Malaysia, China, Indonesia, and South Africa, reflecting growing international interest in reflective and experiential entrepreneurship education. However, the uneven distribution of publications highlights significant geographical imbalances, with comparatively limited contributions from many developing and underrepresented regions. This suggests that the field remains concentrated within a small number of countries, potentially limiting the diversity of contextual and cultural perspectives within the existing literature.

Overall, the results reveal that research on reflective practice in entrepreneurship education remains emerging, fragmented, and unevenly developed across regions and themes. Although reflective and experiential learning concepts are increasingly present within the literature, reflection is often treated implicitly rather than as a clearly theorised pedagogical framework. The bibliometric findings further demonstrate growing scholarly interest in learner-centred, transformative, and context-sensitive approaches to entrepreneurship education. However, significant conceptual, methodological, and geographical gaps remain, underscoring the need for more theoretically grounded, globally inclusive research to strengthen reflective practice as a core dimension of entrepreneurship education.

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Discussion

Several common themes have emerged from this analysis. These terms, associated with the reiteration effect, include curriculum, pedagogy, and teacher quality. Broadly speaking, the reflection in the delivery of entrepreneurship education within higher education institutions is not conceptualised as a significant theoretical and methodological foundation. The pertinent question, therefore, is: why is this the case?

As the extant literature shows, entrepreneurship education has evolved beyond venture creation and business planning to encompass teaching students to think and act entrepreneurially in complex, unpredictable, and ever-changing contexts (Mahmudin, 2023; Adeoye, Abimbowo, & Mahmud, 2024). This is owed to the failure of positivist and instrumental methodologies to capture the experienced, lived, and context-dependent features of entrepreneurial activity (Udekwe & Iwu, 2024; Tseng et al., 2025). Critical to this changing landscape is reflective practice. This paper argues that reflective practice is a core principle of entrepreneurship education, not an add-on. Reflective practice provides a theoretical foundation for experiential, socially contextual, and reflexive entrepreneurial learning (de Agapito et al., 2024; Pais Zozimo et al., 2023). This proposition asserts that reflexive entrepreneurial learning is both necessary and sufficient for research frameworks to effectively capture processes, meaning-making, and experiential learning. Incorporating reflective practice into entrepreneurship education enhances its theoretical coherence, instructional credibility, and depth of study (Wiley, 2023; Wang & Horta, 2025).

Conceptualising Reflective Practice in Entrepreneurship Education

Reflective practitioners continually analyse their prior work for patterns of thinking, assumptions, actions, and outcomes, to learn from their failures and improve their approaches. Reflection-on-action (retrospective sense-making) and reflection-in-action (real-time cognitive and emotional participation) expand on Dewey (1933) and Schön (1987). Entrepreneurial education typically should be demonstrated through non-traditional pedagogical methods such as learning journals, narratives, critical event analyses, peer reflection, and guided discussion (Ávila, Davel, & Elias, 2023; Crosina, Frey, Corbett, & Greenberg, 2024; Bohlayer, Timm, & Halberstadt, 2025). Adopting this method of reflection builds an entrepreneur's confidence to confront uncertainty, failure, ethical issues, identity development, and emotional labour (Tseng et al., 2025). There is a broad consensus that traditional pedagogical methods for entrepreneurial learning alone are inadequate to address the complexities of creating and running innovative business opportunities (Higgins, Smith, & Mirza, 2013).

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Reflective Practice as a Theoretical Pillar

Epistemological Foundations

Reflective practice in entrepreneurial education combines pragmatism, experiential learning, and constructivism (Higgins, Smith & Mirza, 2013; Bell & Bell, 2020), thus demystifying the traditional concept of knowledge as unchangeable, strengthening the argument that reflective practice in entrepreneurship education makes learning flexible, contextual, and importantly produced through the means of practitioner-assessor collaboration. For instance, effectuation theory (Sarasvathy, 2001; Dennison, 2021), experiential learning theory (Kolb, 1984), and practice-based entrepreneurship (Steyaert, 2007; Johannisson, 2011; Watson, 2013) emphasise experiencing, adapting, and understanding the unknown. Reflective practice unifies entrepreneurial learning theory. Critical assessment of beliefs, values, and identities, together with capacity development, promotes entrepreneurial competence (Biberhofer et al., 2019; Sampene et al., 2021). This approach addresses emotional, social, and cognitive learning, thereby enhancing the importance of reflective practice in entrepreneurship education beyond mere theoretical instruction to foster substantial entrepreneurial engagement.

Linking Action and Learning

Recent entrepreneurial research has emphasised method and practice. Entrepreneurs use reflective practice to explain uncertainties, evaluate assumptions, and improve their judgment (Higgins, Smith, & Mirza, 2013). The cyclical relationship between action and learning makes reflective practice essential in these systems. One can take the cue that storytelling in this respect enables reflection of experiences from practical entrepreneurship (Higgins, 2022). Reflection, therefore, guides action, while recursive reasoning demonstrates that learning dynamics consist of loops of reflection, wherein previous experiences are re-examined, reinterpreted, and utilised to inform future actions. By emphasising introspection, entrepreneurship studies can potentially mitigate the assertion that they excessively credit personality traits for success or reduce entrepreneurship to a limited set of quantitative activities and outcomes. Reflective practice may illuminate how entrepreneurs navigate material constraints, social expectations, and emerging opportunities while actively integrating cognition and action, or 'thinking-in-practice.'

According to Al-Mamary (2025) and Sartzetaki and Dimitriou (2025), entrepreneurs must continuously examine essential areas, including recognising opportunities, analysing risks, coping with setbacks and rising to the challenge, and addressing ethical issues. Embracing these strategies will likely enable entrepreneurs to understand how they pay attention to signals, frame and reframe issues, learn from setbacks, and apply their values to their decision-making as they reflect. No doubt, therefore, that reflective practice may illuminate apparently trivial decisions, talks, experiments, revisions, and

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sensemaking interactions to help demonstrate how entrepreneurial competence grows. The utility of theoretical instruction methods in entrepreneurship education is equally furthered by context-sensitive learning (Derre, De Bruyckere, & Weggeman, 2025; Stouraitis et al., 2025), which explains task accomplishment better than static individual traits or isolated findings.

Identity, Ethics, and Context

Recent studies (see Daradkeh, 2023; Badghish et al., 2023; Paramita et al., 2023) in entrepreneurship education show that human ethics, social context, and identity development affect entrepreneurial behaviour. Accordingly, academically rigorous reflective practice within the context of entrepreneurial learning provides a theoretical lens for systematically examining these dimensions. This study posits, therefore, that students are better able to examine how beliefs affect conduct, how environment affects alternatives, and how to handle competing demands from family, community, institutions, and the market. Students may use classroom reflective practice to examine how structural factors, cultural norms, and power dynamics shape entrepreneurship. This category includes discrimination, regulation, resource scarcity, and inequality. Students may examine their personal experiences and real-world examples to better understand entrepreneurship, particularly in complex, disadvantaged, and unequal environments. In seeking to explain why reflective practice is absent in the delivery of entrepreneurship education in higher education, we draw on results indicating that reflective practice in entrepreneurial education fosters liberatory and critical viewpoints, whereby students learn to accept their beliefs, ideals, and moral decisions in difficult situations.

Reflective Practice as a Methodological Pillar

Addressing Methodological Limitations in Entrepreneurship Research

The methodological disjointedness in entrepreneurship research, including its preference for variance-based, cross-sectional designs, has been criticised for failing to capture learning, process, and change (Higgins, Smith & Mirza, 2013; Bell & Bell, 2020). As somewhat argued by the likes of de Agapito, et al. (2024) and Pais Zozimo, et al. (2023) reflective practice addresses these limits by enabling process-orientated, longitudinal, and qualitative research by prioritising the use of reflective journals, narratives, learning diaries, portfolios, and autoethnographic accounts which provide research on cognitive processes, emotions, interpretations, and learning trajectories where surveys and trials cannot. As indicated a priori, both procedural and real-world techniques work effectively for teaching entrepreneurship.

Data Collection and Analysis by Review

Reflective practice serves as both a data source and an analytical tool. First, the reflective artefacts from both students and teachers provide a wealth of empirical data for researching the implementation of

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entrepreneurial education (Udekwe & Iwu, 2024; Hägg, 2021). The analytical process may entail contemplation to refine hypotheses and repeated interpretations. Given its utility as both a data source and an analytical tool, reflective practice may boost abductive and interpretive research strategies that combine theory and data. It is fair to suggest, therefore, that when theory and data are aligned in reflective practice, action research, and design-based research, these methodologies become common paradigms in entrepreneurship education and research. In so doing, ethical practice - transparency, and contextual sensitivity - assume the central technique for legitimising context-specific entrepreneurship education.

Conclusion

In conclusion, this chapter affirms that reflective practice significantly contributes to entrepreneurship education by facilitating critical analysis of social responsibility, inequality, and institutional limitations within society and the wider entrepreneurial ecosystems. Ultimately, entrepreneurship constitutes a social activity that necessitates both introspection and economic endeavour.

Reflective practice offers a robust foundation for understanding and examining entrepreneurship; consequently, it ought to serve as the theoretical and methodological basis for entrepreneurship education. Through reflective practice, an entrepreneur's knowledge, identity, and judgment are shaped by their interpretations of work and experiences. This fundamental research approach facilitates rigorous, process-sensitive analyses of the complexities inherent in entrepreneurial learning.

Reflective practice synthesises insights from various disciplines and advocates for experiential, process-oriented, and context-specific learning within entrepreneurial education. Although reflection may encompass diverse methodological and epistemological assumptions, facilitating theoretical advancements, the integration of entrepreneurialism with research methodologies has enhanced instructional design, applied research, and theoretical frameworks. Consequently, this substantiates that reflective practice serves as a guiding principle in entrepreneurial education and research.

Theorising reflective practice as essential to theory and methodology has numerous substantial effects. This shifts education from auxiliary activities to reflection as a key learning aim, requiring a more careful curriculum, assessments, and instructor professional development. Developing entrepreneurial judgement, ethics, and adaptability takes reflection. This approach encourages epistemologically coherent research methodologies. Researchers are more inclined to adopt interactive, longitudinal, and qualitative methods. Theory and method, pedagogy and research, and learning and context are harmonised. As a result, entrepreneurship education is becoming more scholarly, introspective, and socially centred to address contemporary problems in entrepreneurship.

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