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How to Design Entrepreneurship Education Platforms: A User Experience Study

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TREO Talk Paper

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Abstract

Entrepreneurship is essential for both economic and social development. Hence, there is an increasing demand for entrepreneurship education platforms (EEP) that effectively prepare young entrepreneurs for future success. Fortunately, the growing interplay between education, information, and communication technology has provided entrepreneurs extensive access to the knowledge and resources they need through various digital platforms. However, these platforms typically fall short in offering engaging user experiences due to their primitive or unintuitive UI/UX design. Therefore, user experience research has become increasingly important to inform EEP design and implementation and ultimately enhance learners' experiences and their learning outcomes. This need has led to the call for the reexamination of UI/UX design methodologies and principles used in EEP design and learning platforms in general.

Responding to this call, our study is an attempt to offer a UX design framework and a set of guidelines for EEP. We assessed the relationships between four groups of autodidacticism affordances (*administration, acquisition, application, and assessment*) and six experiential learning needs (*sensory experience, temporal experience, interactional experience, cognitive experience, behavioral experience, emotional,* and *metacognitive experience*). We contextualized the identified affordances and needs based on two factors: entrepreneurship education goals and typical learners' self-regulated learning capability (14-18 years old students in our case). We then used the case of *BizzyB platform* to validate our proposed framework and developed a list of recommendations as a result of our assessment.

BizzyB operates as a customizable digital platform for middle school and high school students to acquire entrepreneurship skills through self-directed learning and mentorship. BizzyB offers a broad library of mastery lessons involving quizzes, exercises, reflections, and sample projects to supplement a user's invention process. BizzyB also provides a project journal that involves a collaborative learning environment between students and mentors. Project templates are constructed based on five essential entrepreneurial activities: Idea, Product, Story, Users, and Goals. Self-assessments tools allow users to align their soft skills, progress, and other useful information to complete each stage adequately. User's projects can then be entered in contests and showcase their work to judges. Users can also track their achievements, mastery-learning badges, and projects through their digital portfolios and reports.

We interviewed BizzyB users and developers. We investigated how users perceived BizzyB's user experience mainly in comparison to other learning platforms. We also asked developers to explain the development of the evolution of BizzyB's design and feedback from end-users. We then coded the responses and grouped them based on platform perceived affordances and experiential learning needs. Lastly, we developed a rating system that could help to quantify and assign weights to the users' feedback for ranking different affordances and corresponding features. The findings highlight the importance of the 'experience first' approach to EEP platform design. They also suggest the mediating role of affordances in encouraging users to use a specific group of functionalities to satisfy their experiential learning needs. The affordances associated with these needs are more likely to contribute to users' engagement and learning outcomes. Our study places a significant step forward to the EEP development and similar learning platforms by offering a new set of user-centric design guidelines. The results can also be instrumental in revisiting entrepreneurship teaching and learning methods enabled and supported by digital technology.