

Overcoming Challenges in Project-Based Learning: Educator Reflections on Interdisciplinary Coordination and Pedagogical Shifts in Entrepreneurship Education*

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Abstract

This study investigates the challenges and opportunities inherent in the implementation of **Project-Based Learning (PBL)** within the context of **entrepreneurship education**, with a specific focus on educator reflections regarding **interdisciplinary collaboration** and the transition to **student-centered pedagogies**. As **Generation Z** learners, characterized by their distinct technological fluency and preference for dynamic, interactive learning environments, begin to dominate higher education, traditional lecture-based instructional models are increasingly seen as inadequate for fostering the practical competencies necessary for entrepreneurial success. This research examines the experiences of a team of four university educators and an industry expert who facilitated PBL in entrepreneurship courses, highlighting the systemic obstacles encountered in aligning this pedagogical approach with existing institutional structures, educator roles, and interdisciplinary integration. Key challenges identified by educators include the complexity of coordinating across disciplines, the transition from traditional didactic roles to facilitators of **inquiry-based learning**, and the difficulty of assessing **entrepreneurial competencies** such as **creativity, collaboration, and problem-solving**. While adequate institutional support was provided for the project's execution, systemic organizational barriers, particularly in resource allocation and interdisciplinary coordination, hindered its integration into the regular curriculum, highlighting the need for structural adjustments to fully implement Project-Based Learning (PBL). Despite these challenges, the findings demonstrate that PBL holds substantial promise in transforming both teaching practices and student outcomes, promoting the acquisition of critical entrepreneurial skills, including **self-management, critical thinking, and adaptability**. Through a reflective analysis of educator experiences and expert feedback, this study presents strategies for overcoming identified challenges, emphasizing the need for **institutional flexibility**, enhanced **professional development programs**, and the adoption of **alternative assessment frameworks**. The results underscore the critical role of systemic institutional support in fully realizing PBL's potential to cultivate entrepreneurial competencies in **Generation Z**, preparing students for success in an increasingly volatile, uncertain, complex, and ambiguous business landscape.

Keywords: Project-Based Learning, entrepreneurship, Generation Z, entrepreneurial competencies