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Towards Innovative Teaching and Learning in Entrepreneurship Education: A Conceptual Approach Using Website-Brainstorming Hybrid (WBH) Model

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ABSTRACT

A business ideation is simply an idea for a business. The idea can be something simple such as a new product or service perceived to be demanded by the target customers. Among other things, the lack of viability or good business ideas is contributed by the fact that the university graduates' fear of failure and low risk-taking propensity. Such a situation makes their start-ups vulnerable to uncertainties and failure with very little competence to overcome foreseeable challenges. Therefore, this research aims to improve students' entrepreneurial characteristic of viable business idea generation of the Incubator 2 Course (BMPE3093). Two (2) different methodologies in improving students' ability to generate good business ideas for their future career endeavours are aimed to be put to the test, namely i) website (or internet) browsing and, ii) brainstorming activities. The study also proposes a hybrid method which combines technological and traditional ways of stimulating business ideas among entrepreneurship students. In doing so, it will employ a mixed-method approach through Classroom Action Research. The data collection will be conducted throughout three (3) main phases of action research namely, problem identification, innovative intervention of website and brainstorming approach and, evaluation. This study anticipates findings which could induce a specific confirmatory model for the practicality of the Website-Brainstorming Hybrid (WBH) approach in accelerating and helping entrepreneurship students of the Incubator 2 course to generate good business ideas. The research findings may also prove viable to other relevant courses as well.

Keywords: Business Ideation, Entrepreneurship, Website-Brainstorming Hybrid (WBH), Classroom Action Research, Scholarly Teaching and Learning (SoTL)

INTRODUCTION

Entrepreneurship has emerged as a strategic instrument in national economic development, widely recognized for its capacity to stimulate innovation, generate employment, and enhance global competitiveness (Kamarudin et al., 2021a; Mamun et al., 2017). In Malaysia, entrepreneurship is not merely a policy focus but a central pillar of the country's long-term economic agenda. The government, through agencies such as the Ministry of Entrepreneur and Cooperative Development (MECD) and the Ministry of Higher Education (MOHE), has actively promoted entrepreneurial culture across various societal levels, particularly among school and university students (Wei et al., 2019; Ren et al., 2024). These efforts reflect a broader commitment to cultivating a dynamic entrepreneurial

ecosystem capable of responding to the demands of the Fourth Industrial Revolution and global market shifts (Karlsson et al., 2015).

From an educational standpoint, the Malaysian government has prioritized the integration of Entrepreneurship Education (EE) across all levels of the national curriculum. EE is embedded not only in tertiary institutions but also in primary and secondary education, signifying a systemic approach to nurturing entrepreneurial mindsets from an early age (Ahmad & Zambery, 2013; Kamarudin et al., 2021b, 2024). This emphasis stems from the recognition that entrepreneurship offers a viable solution to youth unemployment and underemployment, particularly among recent graduates (Wei et al., 2019; Sulaiman et al., 2024). However, scholars have noted that while EE is widely implemented, its effectiveness depends on the pedagogical approach, institutional support, and alignment with real-world entrepreneurial challenges (Kamarudin et al., 2024; Sulaiman et al., 2024).

Institutionally, the successful implementation of EE requires coordinated efforts among multiple stakeholders, including policymakers, university administrators, faculty members, and students. Strategic planning and execution are essential to ensure that EE initiatives are not only theoretically sound but also practically relevant and sustainable (Kamarudin et al., 2023, 2024; Murad et al., 2024a, 2024b). Universities must move beyond grade-centered instruction and adopt experiential learning models that emphasize creativity, problem-solving, and innovation (Sulaiman et al., 2024). Moreover, academic staff must be equipped with the necessary training and resources to deliver EE effectively, as evidenced by the increase in entrepreneurship training among Malaysian faculty members (Omar et al., 2025).

In light of these developments, the role of higher education institutions (HEIs) in advancing Malaysia's entrepreneurship agenda is both critical and transformative. By embedding EE into institutional frameworks and aligning it with national economic goals, HEIs can produce graduates who are not only job seekers but also job creators (Ren et al., 2024). The integration of EE into university curricula must be accompanied by robust assessment mechanisms, industry collaboration, and continuous pedagogical innovation. As Malaysia continues to position itself as a regional leader in entrepreneurship education, further research and policy refinement will be necessary to ensure that EE remains responsive to evolving economic and technological landscapes.

Background of the Study

At Universiti Utara Malaysia (UUM), the commitment to advancing the national entrepreneurship agenda is operationalized through the launch of an industry-mode academic programme namely, Bachelor of Entrepreneurship (Mode 2u2i) with Honours. Administered by the School of Business Management (SBM), this programme represents an enhancement of the existing conventional Bachelor of Entrepreneurship (Hons) curriculum. It is specifically designed to integrate academic learning with industry exposure, thereby aligning educational outcomes with the practical demands of entrepreneurial ecosystems.

The programme was officially introduced during UUM Academic Semester A191, with an initial cohort of 14 students. This initiative reflects SBM's strategic effort to continuously elevate the quality and relevance of entrepreneurship education. By embedding experiential learning within the academic structure, the programme aims to bridge the gap between theoretical knowledge and real-world application, fostering a more dynamic and responsive educational environment.

The overarching objective of the Bachelor of Entrepreneurship (Mode 2u2i) programme is to cultivate graduate entrepreneurs who embody key entrepreneurial traits such as creativity, initiative, proactiveness, adaptability, and technical competence. These graduates are expected to demonstrate the capacity to identify and capitalize on emerging or evolving market opportunities, positioning themselves as future business founders rather than traditional job seekers.

Through this programme, UUM seeks to produce individuals who are not only academically prepared but also equipped with the mindset and skills necessary to navigate complex business landscapes. The integration of industry mentorship and practical training ensures that students develop a holistic understanding of entrepreneurship, thereby contributing meaningfully to Malaysia's broader economic and innovation goals.

Table 1.1: Courses Offered in the Bachelor of Entrepreneurship (Mode 2u2i) with Honours Program, UUM.

	Course Name	Course Code	Semester	Pre-requisite	Placement
1	Incubator 1	BPME 3083	1	N/A	University
2	Incubator 2	BPME 3093	2	Incubator 1	
3	Incubator 3	BPME 3103	3	Incubator 2	
4	Incubator 4	BPME 3113	4	Incubator 3	
5	Seed 1	BPME 4112	5	Incubator 4	Industry
6	Seed 2	BPME 4212	6	Seed 1	
7	Start-up 1	BPME 4312	7	Seed 2	
8	Start-up 2	BPME 4412	8	Start-up 1	

The 2u2i approach is structured as a four-year academic programme, wherein students spend the initial two years engaged in university-based learning and the subsequent two years immersed in industry training under the guidance of designated Industry Mentors (MI). Throughout the duration of the programme, students are required to complete a sequence of incubator courses offered each semester, with each course serving as a prerequisite for the next. These courses are designed to progressively build entrepreneurial competencies and are outlined in Table 1 of the Bachelor of Entrepreneurship (Mode 2u2i) with Honours curriculum.

Incubator 2 Course (BPME3093)

As outlined in the course syllabus, the Incubator 2 module is designed to cultivate students' capacity for business idea conceptualization through structured exposure to ideation, creativity, and innovation. Students are encouraged to identify unmet needs and apply creative thinking to generate and evaluate entrepreneurial concepts. The course emphasizes two primary Course Learning Outcomes (CLOs) namely CLO1, which focuses on practicing the principles of ideation, creativity, and innovation and CLO2, which aims to develop students' ability to generate original and feasible business ideas.

The curriculum introduces students to foundational topics such as the ideation process, sources of ideas, creative thinking techniques, and key considerations in idea development. These instructional components are aligned with the goals of the Scholarship of Teaching and Learning (SoTL) initiative, particularly in pursuit of CLO2. Research has shown that entrepreneurship education plays a critical role in fostering creativity and innovation, which are essential for opportunity recognition and venture creation (Fayolle & Gailly, 2015; Sinha, Shekhar, & Valeri, 2024). Moreover, integrating ideation-focused pedagogy enhances students' entrepreneurial mindset and self-efficacy, enabling them to engage more deeply with real-world market challenges (Li, Cao, & Jenatabadi, 2023).

By embedding ideation and innovation within the learning framework, Incubator 2 supports a shift from passive knowledge acquisition to active problem-solving and strategic thinking. This approach reflects broader trends in entrepreneurship education, where creativity is increasingly viewed as a core competence for navigating complex and dynamic business environments (Schumacher & Eimler, 2023). The course thus serves as a platform for students to develop entrepreneurial capabilities that are both cognitively and practically grounded.

Problem Statement

A well-conceived and viable business idea is widely recognized as a fundamental determinant of start-up success. Saari et al. (2019) emphasize that the ideation process should incorporate both macro and microenvironmental perspectives to facilitate the development of a strategic vision for entrepreneurial ventures. Despite its importance, generating high-quality business ideas remains a significant challenge among university students. Research suggests that students often struggle to translate abstract concepts into actionable business models, limiting their ability to initiate successful start-ups (Saari et al., 2019; Botha & Ras, 2016).

In a case study conducted by Botha and Ras (2016), it was found that university graduates frequently encounter difficulties in formulating viable business ideas. A key factor contributing to this issue is the fear of failure, which inhibits risk-taking and entrepreneurial initiative. This apprehension not only stifles creativity but also places start-up efforts in a precarious position, reducing their potential for sustainability and growth. The reluctance to embrace uncertainty and experiment with novel concepts ultimately undermines the entrepreneurial process and hinders the development of robust business ventures.

Aligned with the goal of enhancing entrepreneurial ideation, the Incubator 2 course at Universiti Utara Malaysia (UUM) is designed to support students in conceptualizing innovative business ideas. One of its core learning outcomes (CLO2) specifically targets the generation of creative and feasible business concepts. However, recent assessments indicate that students have not met this objective effectively. The business idea pitching evaluation conducted in the previous semester, assessed using a standardized entrepreneurial rubric (see Figure 3.3), revealed that many students failed to produce ideas that met the expected criteria. The results of this assessment, as presented in Table 1.2, highlight the need for improved instructional strategies and support mechanisms to strengthen students' ideation capabilities.

Table 1.2: Students' Marks for Business Idea Pitching Assessment of Incubator 2 Course

Scoring	**Number of Students (*n=26*)**
Below basic (1 – 5)	2
Basic (6 – 10)	15
Proficient (11 – 15)	7
Advance (16 – 20)	2

Analysis of Table 1.2 reveals that student performance in the business idea pitching assessment was generally poor, with the majority scoring at a basic or below-average level. This outcome is attributed to the vague and

underdeveloped nature of the ideas presented, which lacked key entrepreneurial attributes such as creativity, innovativeness, proactiveness, synthesis, and risk tolerance. The absence of these qualities suggests that the students' proposed ventures exhibit low entrepreneurial potential, raising concerns about their readiness to pursue start-up initiatives in subsequent semesters.

The limited performance may be partly explained by the course's current instructional approach, which relies heavily on traditional pedagogical methods. Knowledge transfer is primarily conducted through lecture-based delivery supported by presentation slides, offering minimal engagement with real-world entrepreneurial contexts. This method restricts students' exposure to diverse business opportunities and fails to stimulate the ideation process effectively. As a result, students are not adequately equipped to explore or develop viable business concepts, which undermines the course's intended learning outcomes.

To address these challenges, the integration of a more dynamic and interactive instructional strategy—namely, the Website-Brainstorming Hybrid (WBH) approach—is proposed for implementation within the Bachelor of Entrepreneurship (Mode 2u2i) programme at UUM. The WBH model combines digital exploration through website browsing with traditional brainstorming techniques, allowing students to engage with real business listings and participate in structured peer discussions (Al-Samarraie & Hurmuzan, 2018). This hybrid approach is expected to broaden students' perspectives, enhance their analytical thinking, and foster confidence in articulating entrepreneurial interests. Accordingly, this research aims to investigate several core objectives related to improving business ideation through innovative teaching practices, as outlined in Table 1.3.

Table 1.3: The Research Objectives

No.	Focus	Research Objective
1.	Issues and Challenges	to gauge the issues and difficulties faced by the entrepreneurship students of the Incubator 2 course (BPME3093) in generating good business ideas.
2.	Feasibility	to explore the effectiveness of the implementation of the Website-Brainstorming Hybrid (WBH) approach in enhancing business idea generation among entrepreneurship students of the Incubator 2 course (BPME3093).
3.	Reflection	to discover the reflection from the perspective of the researcher-observers on the implementation of the Website-Brainstorming Hybrid (WBH) approach to enhance good business idea generation among entrepreneurship students of the Incubator 2 course (BPME3093).
4.	Recommendation	to recommend future action based on the findings of this study.

LITERATURE REVIEW

This section presents a comprehensive synthesis and critical discussion of the subject matter, encompassing key areas such as business ideation, techniques for idea generation, the proposed conceptual framework, and the underlying theoretical foundation.

Business Ideation

Business ideation, commonly referred to as the formulation of a business idea, involves conceptualizing a product, service, or solution that addresses the needs of a target market. These ideas can range from simple innovations to complex ventures, depending on the context and creativity of the individual. Lewrick et al. (2018) emphasize that ideation can be enhanced through structured methods that stimulate creativity and innovation. Within the context of higher education institutions (HEIs), particularly among university students, a variety of tools and techniques can be employed to strengthen their capacity for generating viable and market-responsive business ideas.

Existing literature highlights several approaches to developing the ideation process, including instructional strategies, training and development programs, interactive learning methods, and the use of ideation tools (John et al., 2016; Masood et al., 2024; Saari et al., 2019). These methods are instrumental in fostering entrepreneurial thinking and enabling students to formulate strategic business visions. Saari et al. (2019) further argue that ideation should be approached from both macro and micro perspectives to ensure that students are equipped to navigate complex market environments and identify opportunities with long-term potential.

Recent studies also advocate for the integration of design-thinking methodologies into entrepreneurship education. Fiore et al. (2019) suggest that design thinking provides a valuable framework for guiding students through customer-centric ideation processes. This approach encourages empathy, iterative problem-solving, and innovation, making it particularly effective in classroom settings (Glen et al., 2014; Kamarudin et al., 2024). In response to these insights, the present research aims to develop an educational strategy within the Incubator 2 course (BPME3093) that supports entrepreneurship students in enhancing their ideation capabilities and generating high-quality business concepts.

Methods in Business Ideation Process

As previously discussed, a range of methods can be employed to support and enhance the business ideation process. These include design thinking, instructional and training strategies, interactive learning techniques, and the use of digital tools (Fiore et al., 2019; Saari et al., 2019; John, Gregor, & Sun, 2016). In the context of this research, the focus is placed on integrating two distinct methodologies to strengthen students' capacity to generate innovative and viable business ideas that align with their future entrepreneurial aspirations.

The selected methods are: (i) website or internet browsing, and (ii) structured brainstorming activities. This dual approach combines both digital and conventional techniques to stimulate creativity and ideation among entrepreneurship students. Website browsing allows students to explore real-world business models and market trends, while brainstorming sessions promote collaborative thinking and idea refinement. Together, these methods aim to provide a balanced and effective framework for nurturing entrepreneurial ideation within the academic setting.

Website

Exploring online platforms such as websites, blogs, vlogs, and digital marketplaces has proven to be a valuable source of inspiration for business ideation (Gaviria-Marin & Cruz-Cazares, 2020; Tryba et al., 2023). Gaviria-Marin and Cruz-Cazares (2020) found that entrepreneurs in Spain actively utilized websites to acquire technological insights that informed their strategic decisions and operational planning. These digital resources offer practical benefits for new ventures, particularly in helping entrepreneurs gather relevant information and knowledge to shape their business models and navigate early-stage development.

In addition, Artemova (2022) emphasized that browsing online content can be an engaging and productive method for discovering potential business opportunities. The act of exploring various websites allows aspiring entrepreneurs to stay informed about market dynamics, including consumer preferences, emerging trends, and demographic shifts. This process not only enhances awareness but also encourages creative thinking by exposing individuals to diverse ideas and business contexts (Artemova, 2022; Gaviria-Marin & Cruz-Cazares, 2020). For university students, such exposure is especially valuable in developing a broader understanding of the entrepreneurial landscape.

From the perspective of entrepreneurship education, online browsing serves as a powerful tool for generating innovative and viable business ideas. It is suggested that engaging with web-based content can spark novel concepts that students may not have previously considered (DeSchryver, 2015). In this study, websites featuring real and physical businesses available for sale are used to guide students' ideation processes. These platforms not only provide a repository of business ideas but also allow students to conduct preliminary risk assessments, thereby fostering strategic thinking and enhancing the quality of their proposed ventures.

Brainstorming

Brainstorming is widely recognized as a collaborative method for stimulating creativity within groups, where participants spontaneously share ideas to address real-world challenges (Al-Samarraie & Hurmuzan, 2018; Gogus, 2012). Typically employed when individuals or organizations face complex problems with limited solutions, brainstorming serves as a catalyst for idea generation. Creativity is considered the core outcome of this process, often referred to as the "heart and soul" of brainstorming (Ritter & Mostert, 2018). The technique encourages open dialogue and collective thinking, making it a valuable tool in educational and entrepreneurial contexts.

Research has shown that brainstorming sessions can effectively promote the generation of innovative ideas that may be refined and implemented over time (Maaravi et al., 2021; Michinov et al., 2015). Al-Samarraie and Hurmuzan (2018) further emphasize that the success of brainstorming is often measured by the uniqueness and volume of ideas produced during the session. These metrics reflect the creative potential of participants and the dynamic nature of the ideation process. When facilitated effectively, brainstorming can unlock novel solutions and foster a culture of experimentation and innovation.

There are three primary types of brainstorming techniques: traditional (verbal), nominal, and electronic (Al-Samarraie & Hurmuzan, 2018). This research focuses on the traditional verbal method, where students engage in face-to-face discussions, sharing ideas sequentially to promote interaction and critical thinking. This approach is particularly suitable for the current study, as students attend in-person classes and reside on campus, making verbal engagement both practical and beneficial. Moreover, traditional brainstorming supports the development of essential soft skills, including communication, interpersonal interaction, and self-confidence. The sessions are facilitated by the course instructor, who also serves as the researcher in this Scholarship of Teaching and Learning (SoTL) initiative, ensuring structured guidance and reflective practice throughout the process (Yeo & Woolmer, 2022).

The Proposed Theoretical Framework

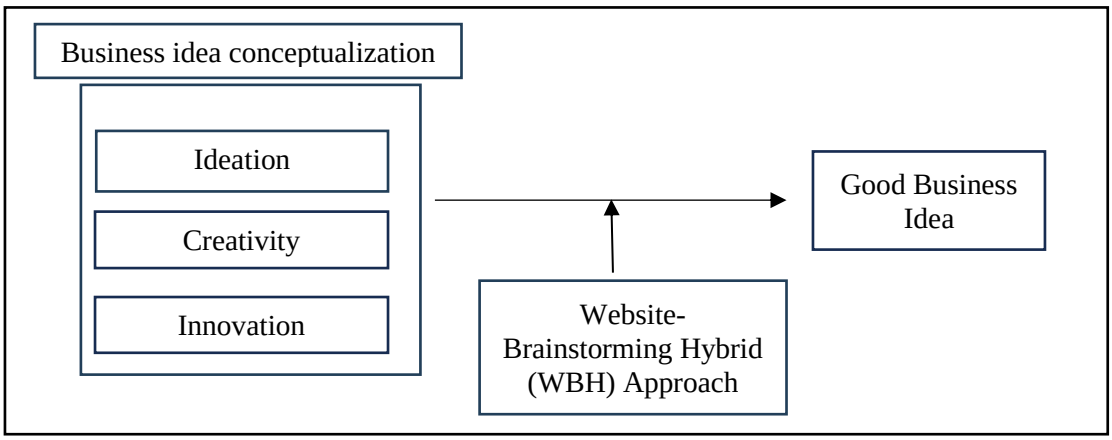

Figure 2.1: The Theoretical Framework

Based on Figure 2.1 above, the business idea conceptualization encompasses ideation, creativity and innovation act as the independent variables, while good business idea appears as the dependent variable. While the intervention or innovative coping strategy of website-brainstorming Hybrid (WBH) Approach acts as the moderating variable in teaching and learning activities.

The Underpinning Theory

In this scholarly research work, the main theory used to underpin this research project is Kolb's (1984) Experiential Learning Theory. The theory posits that experience is an integral part of the learning process. Experience is vital and separates this theory from the other prevalent learning theories of cognitive and behavioural theories (Morris, 2020; Kolb, 2015). Morris (2020) asserted that experiential learning is fundamentally different from other learning theories (behavioural learning theory) as ELT describes that knowledge is formed through the transformation of experience knowledge. Thus, the theory values life experience as an essential and instrumental component of the learning process.

There are four (4) phases or steps in ELT as proposed by Kolb (1984), which are, i) experiencing, ii) reflecting, iii) thinking, and iv) acting upon an experience. These concepts address the phases of ELT, which begin with learners (or students) engaging in novel situations. After engaging in an "actual" experience, Learners (or students) can reflect on it and then advance to the next level, where they can consider how to accommodate the experience. Following the opportunity for thinking and reflection, learners can translate their ideas into action that produces the construct of learning and/or leads to novel experiences, which prompts them to repeat the process.

Contextually, students will be experiencing the process of business ideation through the intervention strategies of website intervention (Phase 2) and brainstorming intervention (Phase 3). The process of browsing through various businesses for sale on the pre-determined websites as well as a few rounds of idea brainstorming sessions with colleagues could lead towards a meaningful experience for individual students. From here, students start to reflect and think about what they have encountered in both phases respectively. The process of reflecting and thinking, particularly between basic or original ideas that they have against those being discovered and brainstormed along the way will be the input towards the final stage of Kolb's (1984) ELT, which is acting upon the experience. Eventually, the students will be pursuing a rather creative and viable business idea to be pushed forward for the Incubator 3 course in the following semester.

RESEARCH METHODOLOGY

Action Research

To address the research questions and objectives of this study, Classroom Action Research (CAR) is adopted as the primary methodological approach. CAR is widely recognized as an effective tool for professional academic development, particularly in enhancing teaching quality and instructional practices (Sakir & Kim, 2020; Creswell, 2012). It emphasizes practical outcomes and encourages instructors to engage in reflective inquiry aimed at improving their pedagogical strategies. Sakir and Kim (2020) highlight that CAR enables educators to critically evaluate their teaching methods and make informed adjustments that benefit student learning.

CAR is defined as a systematic process undertaken by educators or other stakeholders within an educational setting to collect both quantitative and qualitative data for the purpose of improving instructional delivery and student outcomes (Sakir & Kim, 2020; Creswell, 2012, p. 22). This methodology allows for iterative cycles of inquiry, where educators investigate specific challenges in their classrooms, implement targeted interventions, and assess the impact of those changes. By integrating data-driven insights with reflective practice, CAR supports continuous improvement and fosters a more responsive and student-centered learning environment.

The action research process typically unfolds across four key phases: planning, acting, observing, and reflecting. As outlined by Subriadi and Najwa (2020), the planning phase involves reviewing and synthesizing the research context, including the selection of appropriate approaches, subjects, and instruments. The acting phase refers to the implementation of the planned intervention within the classroom setting. Observation serves as the initial evaluation stage, where data is collected to monitor the effectiveness of the intervention. Finally, the reflection phase involves analyzing the collected data to draw conclusions and inform future cycles of improvement. These phases collectively support a structured and iterative approach to enhancing teaching and learning practices.

The Dual Roles (The Instructor and Observer-Participants)

This study involves two distinct yet complementary roles undertaken by the researchers. The first role is that of the instructor, who simultaneously serves as the primary researcher within the classroom setting. As the educator, this individual is responsible for facilitating the teaching and learning process while remaining cognizant of the research objectives and methodological framework guiding the study. The dual role requires a balance between delivering course content and systematically implementing the research intervention, ensuring that pedagogical decisions align with the goals of the scholarly inquiry.

The second role is fulfilled by the supporting researchers, who act as observer-participants or critical friends. As described by Harvey and Jones (2021), critical friends contribute to the research by offering meta-evaluative insights and alternative perspectives that enrich the instructor's understanding of the teaching context. These researchers are tasked with executing key components of the research process, including problem identification, literature review, methodological planning, data collection, analysis, and interpretation. Their involvement ensures a more rigorous and reflective approach to addressing the research questions, ultimately enhancing the validity and depth of the study's findings.

The Procedures

This study is structured into three distinct phases: (i) problem identification, (ii) intervention, and (iii) evaluation. The initial phase focuses on identifying specific challenges within the course that warrant investigation and improvement through the research process. The second phase involves implementing targeted intervention strategies designed to address the identified issues, with the aim of enhancing teaching and learning outcomes. The final phase centers on evaluating the effectiveness of these interventions, allowing researchers to assess their impact and make informed decisions for future refinement and improvement.

The constructive alignment of the research is illustrated in Table 3.1, which outlines the key components of the action research framework. This includes the course structure, intended Course Learning Outcomes (CLOs), and the transferrable skills expected to be developed by students. Additionally, the table presents the guiding research questions, data collection methods, instruments employed, and the analytical techniques used to interpret the findings. Together, these elements ensure that the research is systematically aligned with both pedagogical objectives and methodological rigor.

Phase 1: Problem Identification

During this phase, the researchers focus closely on identifying the core issues affecting student learning. Specifically, entrepreneurship students at Universiti Utara Malaysia (UUM) were found to struggle with generating strong and viable business start-up ideas. Reflections from the instructor—who also serves as the lead researcher—are critically examined to provide observer-researchers with meaningful insights into the challenges faced by students. These reflections serve as a foundation for designing appropriate intervention strategies aimed at enriching the students' learning experience and deepening their understanding of business ideation concepts and related learning difficulties.

Table 3.1: Constructive Alignment (CA) of the Website-Brainstorming Hybrid (WBH) Approach Implementation

Course Outline & Learning Outcomes (LO)	Research Questions	Data Collection Methods	Instruments	Data Analysis
The course focuses on business idea conceptualization. Students will be exposed to the concepts of ideation, creativity and innovation CLO2: Generate creative business ideas C4b – Entrepreneurial skill.	**RQ1** What are the issues faced by entrepreneurship students of Incubator 2 (BPME 3093) to generate good business ideas?	i. Instructor's reflection ii. Document analysis (student's assessment) iii. interview with past semester's students	i. Reflection question ii. Document analysis (Rubric) iii. Interview protocol or question	i. Thematic analysis ii. Content analysis
	RQ2 Does the implementation of the Website-Brainstorming Hybrid (WBH) method enhance good business idea generation among entrepreneurship students of the Incubator 2 course (BPME 3093)?	i. Researcher's reflection ii. Student's Reflections iii. Documents analysis after intervention (student's essay)	i. Researcher's reflection questions ii. Student's reflection questions (After every phase of intervention) iii. Document analysis (Rubric)	i. Thematic analysis (after the intervention). ii. Content Analysis iii. Independent T-Test
	RQ3 What are the researcher-observers' reflections on the implementation of the Website-Brainstorming Hybrid (WBH) method to enhance good business idea generation among entrepreneurship students of the Incubator 2 course (BPME 3093)?	i. Interview with researcher-observers ii. Document analysis (observation sheet) iii. Document analysis (feedback form)	i. Interview protocol or questions ii. Observation sheet iii. Feedback form	i) Thematic analysis ii) Content analysis iii) Content analysis

Phase 2: Website-Brainstorming Hybrid (WBH) Intervention

Plan – Students will be introduced to two distinct methods for generating business ideas: (i) a digital approach through website-based exploration, and (ii) a traditional approach via structured brainstorming sessions. The digital component will be implemented during the initial weeks of the activity, providing students sufficient time to browse, assess, and shortlist potential business ideas for future development. Following this, the traditional brainstorming sessions will enable students to critically evaluate and refine their selected ideas through collaborative discussion and peer feedback.

The websites that students will be exposed to are the following and presented in the figure 3.2 below:

- www.mudah.my or
- www.businessbrokers.com.my or
- https://businessforsale.com

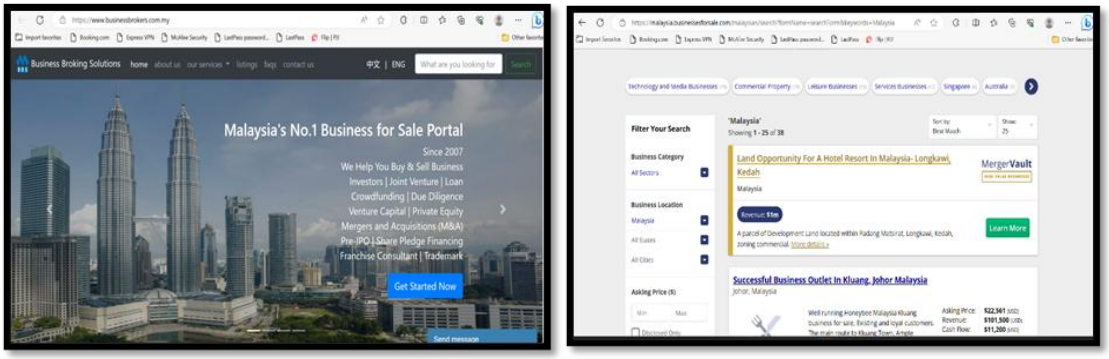

Figure 3.2: Screenshot of the Websites as Source of Business Idea in the Phase 2 of Website Intervention

Act – Students will be guided on how to apply the Website-Brainstorming Hybrid (WBH) approach throughout the research process. From the digital perspective, curated websites featuring businesses for sale will serve as a resource for generating viable business ideas. At the start of the semester, the instructor will conduct a knowledge transfer session to familiarize students with the websites' functionalities, including navigation, interface features, and content relevance. This guided activity will span several weeks, allowing students sufficient time to explore and critically reflect on potential business ventures.

For the traditional brainstorming component, students will be introduced to effective questioning techniques to facilitate meaningful discussions. They will be organized into small groups of two to three members and will take turns prompting questions to one another based on their shortlisted business ideas. To ensure thorough analysis, students will be encouraged to use foundational inquiry prompts such as "What," "Why," "When," "Where," "Who," and "How." This structured approach aims to deepen their understanding of the proposed ideas and foster critical thinking in evaluating their entrepreneurial potential.

Observe – The observation of the students' exercises or activities in searching for business ideas is conducted to enable them to broaden their perspectives on what kind of business could or is viable to start up. At the end of the period, the students will be asked to list at least three (3) different industries and a minimum of two (2) specific businesses for each industry according to their priority.

The observation of the student exercise or activity on business idea brainstorming is conducted to enable them to access their options in hand and eliminate unclear or vague business ideas. The document analysis is one of the elements (instruments) to be observed, especially on the students' "5W1H" answers. Besides, the instructor's reflection also will be assessed as well as one-to-one interviews with selected students over the implementation of the brainstorming session.

Reflect – Reflection plays a vital role in improving teaching and learning, especially in higher education. This activity will use Gibbs' (1988) Reflective Learning Theory to help both instructors and students evaluate their experiences. The model includes six steps of description, feelings, evaluation, analysis, conclusion, and action plan which guide participants in thinking deeply about what happened, how they felt, what worked well, and what could be improved (Gibbs, 1988). By following this structured approach, educators and learners can identify specific areas for growth and make informed changes to enhance future learning experiences (Gibbs, 1988).

Using Gibbs' cycle also helps students develop self-awareness and take more responsibility for their learning. For instructors, it offers a clear method to assess teaching strategies and student engagement. It is claimed that reflective models like Gibbs' support critical thinking and emotional insight, helping learners connect academic content with personal and professional development (CloudAssess, 2024; University of Cumbria, 2023). The final step of creating an action plan ensures that reflection leads to meaningful improvements, supporting long-term goals for quality education and student success.

Phase 3: Evaluation Phase

After completing the two implementation cycles, the researchers will conduct a structured reflection on instructor and researcher feedback, as well as the overall process of the scholarly teaching initiative. This reflection will focus on the effectiveness of the Work-Based Hybrid (WBH) approach, the research design, and other key elements that may require improvement. By critically examining these aspects, the team aims to refine future interventions and enhance teaching practices (Helyer, 2015; Peitz et al., 2021).

Unlike standard educational research, this study places reflection at its core, making it a defining feature of scholarly teaching. Reflection bridges theory and practice, allowing educators to adapt based on real classroom experiences and evidence. It supports professional growth and ensures that future actions are grounded in both

empirical insights and practical relevance (Goh, 2021). This reflective process will be documented to guide ongoing improvements and contribute to impactful, learner-centered education.

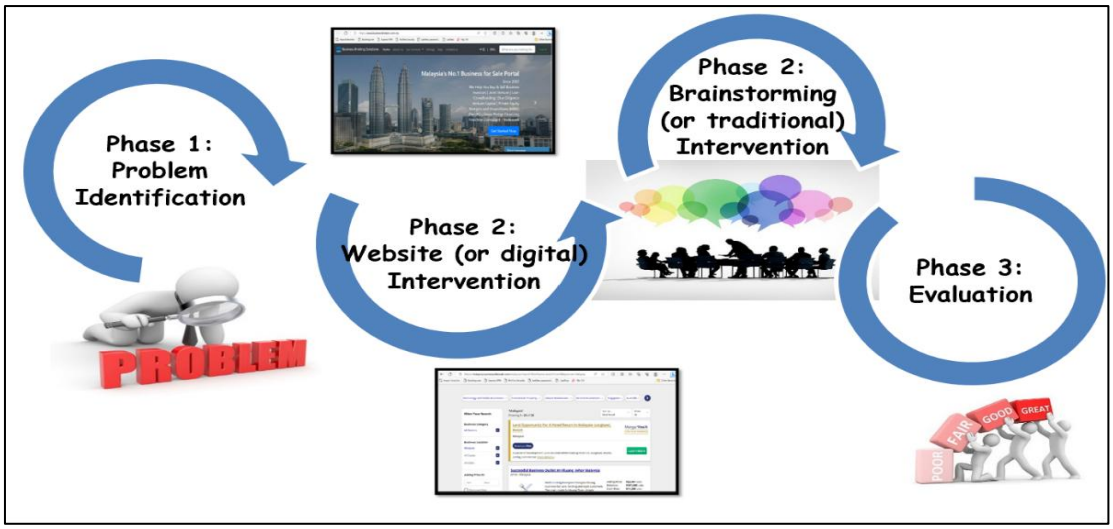

Figure 3.3: Cyclical Process of Website-Brainstorming Hybrid (WBH) Approach Intervention of the Incubator 2 (BPME3093).

Data Collection Method and Analysis

To effectively address the research questions and objectives, this study will employ a mixed-methods approach, integrating both quantitative and qualitative methodologies as per other studies in the past (Abaidah et al., 2024; Kamarudin et al., 2025). The rationale for this design lies in its capacity to provide a comprehensive understanding of the research problem. Quantitative data will offer a broad overview ofpatterns and trends, serving as a foundational representation of the phenomenon under investigation. However, to deepen this understanding, qualitative data will be collected to refine, contextualize, and interpret the quantitative findings. This layered analysis enables the researchers to explore underlying meanings, participant perspectives, and contextual factors that may not be captured through numerical data alone (Creswell & Plano Clark, 2018). The mixed-methods strategy will be systematically applied across the three core phases of the action research framework: Phase 1 of Problem Identification; Phase 2 of Intervention, which includes the deployment of a digital platform and structured brainstorming sessions; and Phase 3 of Evaluation, where the outcomes and processes will be critically assessed.

Central to the data collection strategy is the application of methodological triangulation, which enhances the validity and credibility of the research findings. Methodological triangulation involves the use of multiple data sources and collection techniques—typically three or more—to examine the same phenomenon from different angles (Flick, 2019). This approach not only mitigates the limitations inherent in single-method studies but also strengthens the intellectual rigour and trustworthiness of the research outcomes (Dewar & Perkins, 2021). By cross-verifying findings through diverse instruments such as surveys, interviews, and document analysis, the study ensures a more nuanced and reliable interpretation of the data. In scholarly teaching research, such triangulation is particularly valuable, as it supports the integration of practitioner insights with empirical evidence, thereby fostering a more holistic and impactful understanding of educational interventions.

One-on-One Interview

An in-depth interview will be conducted with respective stakeholders, namely students, instructors and researcher-observers in this study. From the student's perspective, this will help the researchers to understand the phenomenon in terms of issues and challenges in order to produce good business ideas among students) as well as their self-reflection over the two-intervention phases of the WBH implementation.

From both the instructor's and researcher-observers' perspectives, the interview serves as an important mechanism to understand the aforementioned issue. In the Incubator 2 course, the issue pertaining to the student's difficulties in producing creative business ideas is rather severe. Therefore, the interview will be conducted to assess the effectiveness of the implementation of the WBH approach for the course. Also, the WBH approach will be scrutinized in comparison to the current teaching method (pedagogical approach) for the course.

Instructor's Reflection

The three (3) aforementioned techniques are 1) instructor's reflection, 2) document analysis and, 3) students' reflection. The researchers will be conducting a series of in-depth one-to-one interviews with relevant parties (the

students and the instructors) in the entrepreneurship field. The interviews aim to understand the issues surrounding the issues and difficulties in generating good business ideas. The interviews would like to answer those questions mentioned in comprehending the research subject or phenomenon.

Qualitatively, a thematic analysis will be used to measure the data obtained from both instructor and student interviews in order to understand the issue in general. Six stages make up the thematic analysis process: (i) familiarizing oneself with the data; (ii) creating initial codes; (iii) searching for themes; (iv) reviewing themes; (v) defining themes; and (vi) summarizing the findings (Maguire & Delahunt, 2017).

Students' Reflection

Another means for data collection which will be exploited in this study is by analysing students' reflections. Here, the researchers will be given an online response form (*Google Form*) to understand the student's feelings and learning points from the intervention implemented. The response form will be designed in both questions namely; i) close-ended Likert-scale questions to rate their level of agreement on the particular topic or subject asked and, ii) open-ended questions to understand their inner feelings and takeaways from the going through the intervention phases.

Again, both quantitative (descriptive and simple t-test analysis) and qualitative (thematic analysis) responses and feedback given by students will be employed in obtaining the findings of the research subsequently, answering the research questions and objectives.

Document Analysis (Students' Assessment and Researcher-Observers' Observation Sheets)

On top of that, the researchers will be conducting document analysis to access or reflect on every conducted phase. Both students' assessments in which business idea reports are presented will be accessed using the assessment rubric (see Table 3.2). For instance, in Phase 1, the researchers will base their judgment (or reflection) on past semesters' assessments completed by previous students in order to evaluate the overall situation.

Table 3.2: Assessment Rubric for Business Idea of Incubator 2 Course (BPME 3093)

	1 =Below Basic	**2 = Basic**	**3 = Proficient**	**4 = Advance**
Creativity	Trying new ways of doing activities has not even been considered	Activities that could be executed differently have been considered	Activities that could be executed differently have been outlined with some alternative	Activities that could be executed differently have been outlined with some alternatives to measure their efficiency
Innovative	No ideas or innovative solutions have been proposed	Some idea or innovative solution has been proposed but no specific process	Various ideas and solutions have been proposed and outlined.	Various ideas and solutions have been proposed and the application process has been clearly outlined.
Proactive	Suitable contributions have not been provided	Some suitable contributions have been provided to tackle the problems	Suitable contributions have been provided and some ideas are good enough to tackle problems	Suitable contributions are provided to high-quality level and correlated to existing situations and problems
Synthesis	New ways to make things have not been identified	A new way of doing things has been identified but lack of pros and cons	Two or more new ways of doing things have been described with some pros and cons	Two or more new ways of doing things are described and all the pros and cons are described
Risk Tolerance	No risks and benefits are identified in a limited way	An assessment is carried out to analyze the probability and potential consequences of each risk or benefit	A comprehensive assessment of risks and benefits is carried out	Risk and benefits are prioritized
				TOTAL MARKS

In Phase 2 of the website intervention, an assessment sheet consisting of questions pertaining to a list of potential industries and businesses for the students and an open-ended question on why such businesses are selected will be used.

The answers given by the students will then be accessed using the specifically designed assessment rubric for good idea generation. As for the data analysis, both descriptive statistical and independent t-test analyses will be conducted before and after the two (2) phases of intervention in order to measure the data quantitatively.

Data Analysis

From the quantitative approach perspective, the pre-post questionnaire will be analyzed using the latest software of IBM SPSS version 29.0. In particular, the measure of chi-square goodness of fit test (Chi-Square) will be used to note the differences between answers pre- and post. Alternatively, this research can also use a simple t-test analysis to measure the mean score of both answers and see the changes in observed and expected values recorded.

Meanwhile, the qualitative data will be analysed using thematic analysis through the NVivo12 software (Abaidah et al., 2024; Kamarudin et al., 2023). The software can be used to confirm themes and subthemes that are relevant to answering the research questions and objectives. Confirmation of themes and sub-themes through the coding process will ensure the reliability and worthiness of the qualitative data. Triangulation is a method used to increase the credibility and validity of research findings. Eventually, the results will induce a specific confirmatory model for the practicality of the WBH approach in accelerating and helping entrepreneurship students of the Incubator 2 course (BPME3093) to generate good business ideas. The research findings can also be put to use in other relevant courses as well.

Expected Findings

This study is expected to generate meaningful and practice-based insights from entrepreneurship instructors, particularly in guiding students toward the development of viable business ideas. By embedding classroom action research within the Incubator 2 course, the research will explore the effectiveness of the Website-Brainstorming Hybrid (WBH) approach—a pedagogical strategy that combines digital platforms with collaborative ideation techniques. This hybrid model is designed to enhance opportunity identification and entrepreneurial creativity, aligning with findings that hybrid brainstorming sessions can improve both the quality and innovativeness of student-generated ideas (Farrokhnia et al., 2022). Through this process, the study aims to establish a confirmatory model that validates the practical utility of the WBH approach in entrepreneurship education, thereby contributing to more effective teaching strategies and learner outcomes.

Beyond its immediate application in the Incubator 2 course, the research findings hold potential relevance for other entrepreneurship-related modules. By accelerating the ideation process and improving the feasibility of student business concepts, the WBH approach supports broader institutional goals of nurturing graduate entrepreneurs. This aligns with contemporary shifts in entrepreneurship education that emphasize experiential learning, design thinking, and technology-enhanced instruction (Xue, 2022; Lans et al., 2018). The integration of digital tools and collaborative learning not only fosters creativity but also prepares students for real-world entrepreneurial challenges. As such, the study contributes to the evolving discourse on innovative pedagogical models in entrepreneurship, offering scalable insights for curriculum development and instructional design across higher education contexts.

CONCLUSION

The findings of this study are anticipated to uncover novel insights into the specific challenges faced by entrepreneurship students enrolled in the Incubator 2 course (BPME3093), particularly in generating viable and innovative business ideas. These discoveries will contribute meaningfully to the pedagogical discourse by informing both current and future instructors on the instructional gaps and opportunities within the course. By identifying these core issues, the research offers a foundation for enhancing teaching strategies that are responsive to student needs and aligned with entrepreneurial learning outcomes.

Moreover, the study will propose a practical model for integrative and experiential learning through the implementation of the Website–Brainstorming Hybrid (WBH) approach. This model not only facilitates the development of entrepreneurial competencies but also serves as a framework for evaluating the effectiveness of digital and collaborative interventions in classroom settings. The reflective assessment of the WBH approach will enable researchers and educators to determine its applicability and scalability, thereby supporting the delivery of more immersive, student-centered learning experiences. Ultimately, the research aims to ease instructional delivery and strengthen the capacity of educators to guide students in generating high-quality business ideas that align with the broader goal of cultivating graduate entrepreneurs.

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