​**The strategies to enhance the Technical Vocational Education and Training college lecturers’ and students’ misconceptions in entrepreneurship education**

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**Abstract:** This study aims to design strategies to enhance the Technical Vocational Education and Training (TVET) college lecturers’ and students’ misconceptions in entrepreneurship education (EE). The students’ misconception can be a serious obstacle in student learning, particularly if is not addressed by the lecturers prior to the introduction of new content. The study is guided by a participatory action research approach. A team affected by the teaching of EE was assembled to respond to a capacitated lecturer to adequately address the students’ misconceptions. The team consisted of a learning facilitator, entrepreneurship lecturer, a student, and a local businessman. The data was generated by a series of meetings, class observations, and discussions. The data was analyses using Van Dijk’s critical discourse analysis (CDA). The findings revealed that the students have certain misconceptions that they bring along to class, and if this is not addressed, it might derail the students’ learning. Students tend to carry these misconceptions to the next level. Due to poor pedagogical content knowledge (PCK), the lecturers are unable to adequately address such difficulties. The findings of this study will strength teachers’ PCK of entrepreneurship and students will benefit immensely from a knowledgeable lecturer. The study also suggests that a method for addressing subject misconceptions be included in lecturer training. It is crucial to give teachers the skills they need to consistently identify pupils' misconceptions, and adopt corrective educational tactics. To achieve this, it is strongly recommended that lecturers attend more workshops and exposure to in-serve training.

**Keywords:** misconceptions, Entrepreneurship Education, Technical Vocational Education and Training, college lecturers, pedagogical content knowledge, and participatory action research