FROM MICRO CULTURE OF LEARNING TO REGIONAL NEEDS: DEVELOPMENT OF INTERNATIONAL SOCIAL ENTREPRENEURSHIP COURSE

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Abstract. Social entrepreneurship education has grown an interest in the field of higher education (Howorth, Smith, and Parkinson, 2012; Mueller, Brahm, and Neck, 2015). Entrepreneurship education on social enterprises includes the same dilemmas as entrepreneurship education in general, but it also entails definitional choices on how social enterprises and social entrepreneurship are viewed. Entrepreneurship educators advocate experiential learning, and the course described here builds on experiential elements.
This paper describes an aligned social entrepreneurship course organised by five higher education institutions. The course builds social entrepreneurship learning experience on three main dimensions: reflexive learning with international peer learners, using theoretical perspectives of social enterprises; social entrepreneurship and business models as a source for constructing new ideas, and grounding learning to a regional context by studying in a region and interacting with a locally rooted social entrepreneur.

Keywords: Social entrepreneurship education, grounded learning, higher education, place-based pedagogy.

Introduction

Over the last three decades, scholarly and political attention to the concept of social entrepreneurship has grown, and social entrepreneurship topics have also been looking for their position in entrepreneurship education. Entrepreneurship education on social enterprises includes the same dilemmas as entrepreneurship education in general, but it also entails definitional choices on how social enterprises and social entrepreneurship are viewed. Social entrepreneurship can be defined as "organisations seeking business solutions to social problems" (Thompson and Doherty, 2006:361). In the broadest sense, social entrepreneurship can be seen as activities that any enterprise can adopt by creating value considering the double or triple bottom line – which is committing to social, economic, and environmental value creation (Elkington, Emerson and Below, 2006; Thompson and Doherty, 2006). On the other hand, social enterprises can also be seen as a unique form of enterprise. Social enterprises are hybrid enterprises "at the crossroads of market, public policies, and civil society" (Defourny and Nyssens, 2008:204).

Mueller, Brahm, and Neck (2015:358) comment that social entrepreneurship educators mostly rely on "traditional entrepreneurship education". Social entrepreneurship education lacks theorising concerning entrepreneurship education (Pache and Chowdhury, 2012). Addae and Ellenwood (2022) note that social entrepreneurship education is still in its infancy. They argue that social entrepreneurship

courses seem to align knowledge and experiential learning, but little is understood about the pedagogics used in social entrepreneurship education in practice. This is a challenge for educators who plan social entrepreneurship education.

This paper describes the development and implementation of an international social entrepreneurship course. Further, students' feedback is analysed with the theme analysis describing dimensions students expressed as meaningful learning experiences. This practical case may be useful for educators planning international multidisciplinary learning and social entrepreneurship learning events.

Underlying theoretical discourses: the plurality of social enterprises and social dimension of learning

Entrepreneurship education in social enterprises includes the same dilemmas as entrepreneurship education in general, but it also entails definitional choices on how social enterprises and social entrepreneurship are viewed. In the broadest sense, social entrepreneurship can be defined as "organisations seeking business solutions to social problems" (Thompson and Doherty 2006:361). In the broadest sense, social entrepreneurship can be seen as activities that any enterprise can adopt by creating value considering the double or triple bottom line – which is committing to social, economic, and environmental value creation (Elkington, Emerson and Below, 2006; Thompson and Doherty, 2006). For example, Mair and Marti

(2006:37) define social entrepreneurship as "a process involving the innovative use and combination of resources to pursue opportunities to catalyse social change and(or) address social needs."

Social entrepreneurship is a multilevel and contextual phenomenon (Saebi, Foss, and Linder, 2019). The academic discussion on social enterprises has developed using ingredients from many different contexts. Scholars have identified three schools of thought in studying social enterprises. The common factor in all research orientations is the centrality of a social mission (Bacq and Janssen, 2011; Defourny and Nyssens, 2012). The broad definition of a social enterprise, represented by the social innovation school of thought, focuses on the profile and behaviour of an entrepreneur in the non-profit sector (Defourny and Nyssens, 2012:8).

Another research tradition, the earned income school of thought, defines earned income strategies focusing on non-profits or business initiatives. On the contrary, the EMES approach of social enterprise focuses a particular type of enterprise and the dimensions that define its social, economic, and governance dynamics (Defourny and Nyssens 2012:8; Bacq and Janssen, 2011). EMES approach of a social enterprise defines an ideal of a social enterprise with three sets of indicators.

According to the definition, a social enterprise has continuous economic activities. It carries an entrepreneurial risk, has a social mission such as serving some community, and the social mission is a primary reason for doing business and has a participatory or democratic governance model (Defourny and Nyssens, 2012:13-15). The European Union has created an operational definition for social enterprises (European Commission, 2015).

Due to this conceptual background on understanding the practice of social enterprising, education related to social enterprises has been searching for its position and forms. Social entrepreneurship educators are also challenged by the intellectual foundations of social entrepreneurship and social enterprises. Rae (2010) notes that social entrepreneurship programmes have been separated from "mainstream entrepreneurship" programmes. While some scholars highlight the position of social entrepreneurship education as a distinct field (Howorth, Smith, Parkinson 2012; Polonyova and Pongracz 2022), others consider social entrepreneurship aspects should belong to entrepreneurship education courses (Smith, Barr, Barbosa, et al., 2008; Rae, 2010; McMullen, Brownell and Adams, 2021).

How should entrepreneurship education entail focusing on or including social entrepreneurship? There seems to be a consensus that social entrepreneurs need similar entrepreneurial and managerial competencies as any other entrepreneur, but they also need specific competence (Tracey and Phillips, 2007; Pache and Chowdhury, 2012). Tracey and Phillips (2007) suggest social entrepreneurs need to manage social mission, which requires skills in managing accountability, the duality through economic and social mission, and the identity of an enterprise. Further, Pache and Chrowdhury (2012) build their idea of social entrepreneurship education on the idea of social entrepreneurship as a process that bridges social welfare and commercial and public-sector institutional logic. Therefore, they view that social entrepreneurship education should equip learners with skills bridging these rationales.

Pache and Chrowdhury (2012) suggest that social entrepreneurship education should incorporate managerial, opportunity-specific, and venture-specific knowledge to open avenues for seizing market opportunities and setting up and managing organisations.

Jamieson (1984) distinguishes entrepreneurship education that raises awareness about entrepreneurship and calls this education about entrepreneurship. In contrast, another type of entrepreneurship education highlights practice- and action-oriented learning and aims to equip potential entrepreneurs with skills needed in entrepreneurship. Jamieson (1984) calls the latter "for entrepreneurship" education. Further, Gibb (2012:24) suggests entrepreneurship education teaching should also entail "working with and through entrepreneurs".

Entrepreneurship education scholars emphasise the need for active and social learning orientations. Higgins et al. (2015) suggest that entrepreneurship education ideally happens through interactions and conversations with others, and this leads learners to take perspectives and investigate possibilities. Higgins et al. (2015) view that entrepreneurship education includes reflexive practices as entrepreneurs continue exploring.

Howorth, Smith, and Parkinson (2012) suggest social entrepreneurship education should have distinct features because challenges regarding management and business models of social enterprises are more community-oriented and complex. Howorth, Smith, and Parkinson (2012) also suggest that social entrepreneurs lack autonomy compared to commercial entrepreneurs. Howorth, Smith, and Parkinson (2012:373) propose that social entrepreneurship education should build on a social perspective on learning, which instead of

information processing, emphasises participation and interaction. Howorth, Smith, and Parkinson (2012) view that ideally, social entrepreneurship education facilitates a social process and refers to Gherardi, Nicolini, and Odella (1998:274): "Learning, in short, takes place among and through other people."

Overall, the literature on social enterprises emphasises the social embeddedness of social enterprises in their local, regional, or other contexts. Social entrepreneurs are those whose entrepreneurial opportunities address social problems and prioritise the social mission (Smith, Barr, and Barbosa, 2008:340-341). Social enterprises are formed in interaction with their local contexts (Hermelin and Rusten, 2018).

Places as learning sites are not new in entrepreneurship education, but place-based pedagogics are getting more scholarly attention (Larty 2021). Place-based education builds on experiential learning and immerses students in places (Larty, 2021). Reid (2019) suggests combining place-based pedagogy with intercultural pedagogies to enable learning of global and local perspectives by informing each other and students reflecting "upon different worldviews", and this provides an opportunity to shift attitudes (Reid 2019:80). Places as sites for learning entrepreneurship are multidimensional: they have sociological, ideological, political, ecological, and perceptual dimensions (Larty 2021).

Description of the Social Entrepreneurship course

The social entrepreneurship course here is for Bachelor level higher education students from any discipline. The course aims to learn "about social entrepreneurship", "for social entrepreneurship, "through social enterprises", and "embedded with social enterprises" in a local context.

The course builds on an experiential approach by grounding learning experiences in a region, getting to know a local social enterprise, and developing a business model of a local social enterprise. An essential part of experiential learning in this course is also reflexive peer learning because international groups work as teams.

Students learn theoretical perspectives about social entrepreneurship and social enterprises, but conceptual knowledge is not the main aim of the course. Instead, knowledge is a tool and helps build many perspectives. Entrepreneurship and social entrepreneurship in the course are seen as phenomena constructed by social entrepreneurs, entrepreneurs, national and regional aspects, and many other contextual elements. The phenomenon

of social entrepreneurship is multilevel, but it is possible to learn from practice. On the other hand, academic knowledge also has an important position in understanding the phenomenon. However, social entrepreneurship is seen as a socially constructed and contextual phenomenon.

Social enterprises emphasise the social mission and orientation to the community or their stakeholders. Therefore, and because the course is organised by five higher education institutions from different countries, the aims of the course also emphasise communication and intercultural teamwork.

The course is organised by five European higher education institutions and hosted by one of the partner institutions. The scope of the course was 3 ECTS. The course description was published in five higher education institutions, and students could register. If there were more registered candidates than could be selected, educators asked for motivation letters to select students. The participants, 25 students and two lecturers from each institution, travelled to the hosting region to a location distant from metropolitan regions.

The region has a high unemployment rate (9.4 per cent) and low income and civic engagement rates. Also, demographically the share of older adults in the population is high (35.6 per cent), and the population is expected to decrease. (OECD 2022). The need for social and economic development is critical and social entrepreneurship can solve some societal challenges in regions like these, provided that people are equipped with specific abilities revlevant to social entrepreneurship. These abilities have been incorporated in the forumulation of the course's learning outcomes as underlined in Figure 1 below.

LEARNING OUTCOMES FOR STUDENTS

Besides advancing their understanding of social entrepreneurship and developing social entrepreneurial skills, students are to explore and develop:

- Ability to conduct Interviewing, case study and research activities
- Ability to cooperate in international workgroups, hence developing their multiculturalism skills
- Ability do be interculturally competent by communicating with others from different cultural backgrounds
- Ability to identify social problems/opportunities in their local communities
- Ability to evaluate existing solutions and create innovative ones to tackle problems/issues faced by social enterprises
- Ability to develop business opportunities as social entrepreneurs and create new social business models

The end product delivered by the students will be social business models designed to tackle real social problems/issues. The end product will be submitted in two formats: written report and presentation.

Fig 1. Anticipated learning outcomes of the course

Each partner institution selected five students. Learners were given a pre-assignment. Each institution had a responsible lecturer who contacted the students in their institutions to give them a pre-assignment as a group. As a pre-assignment, the students would choose two to three social enterprises and investigate their social mission,

business logic, and mechanisms for creating social impact. They would also write a group report and share it in the project Facebook group.

The course started with offering a programme for the week. The first speech was given by one of the directors of a local university, who welcomed the participants warmly and told them about the region, its economic and social challenges, and the spirit of their university. Next, the coordinating staff member introduced the purpose of the week, the programme, and the academic staff team. Then the programme continued with ice-breaking activities. The purpose of ice-breaking activities was important because the project relied a lot on collaborative learning and working in groups. The ice-breaking activities aimed to create a relaxed atmosphere and conditions for social bonding, creative thinking, and learning. During the week, the programme entailed visits to local places.

The lecturers assigned international groups set by the coordinating institution. Each group had members from all partnering higher education institutions. Teams were encouraged to reflect upon their learning together and reflect while getting to know the region, a local social entrepreneur, and develop ideas for further development of a social enterprise. The groups were encouraged to listen to each other well and support their team and class members.

In the course, the role of knowledge would be to give multiple wider meanings to experience (Gibb, 2002). The first lecture discussed societal challenges because social enterprises solve social or environmental problems through business (Saebi, Foss, and Linder, 2019). The lecture focused on sustainable development goals and sustainable business in the regional context. This expert lecture gave students information about the elements of the context and needs for sustainable business. It described unsolved social and environmental challenges at the macro level. The next lecture focused on the financial side of social enterprises and how they can gain revenues or funding from different sources – directly from the market, states or governments, through charity or donations, etc.

Another lecture focused on planning a viable business model for social enterprises. Social enterprises have different legal forms, organisational structures, governance models, and business models, but the academic literature suggests there are additional concerns that social entrepreneurs mind when planning their business models. They balance their social mission and business activities and sometimes bridge different sectoral logic (Pache and Chrowdhury, 2012).

The next lecture introduced topics of how social enterprises can create or measure social impact. The lecture presented practical examples and theoretical ideas of social impact. The next lecture introduced topics of spotting opportunities, ideating, and developing ideas.

The two following lectures had an introduction to a topic, and students were assigned to discuss and reflect on the topics as groups, and after discussing in groups, the reflections were shared in a class. The lecture on balancing social mission and business mission introduced the idea of how social entrepreneurs create a strategy and, through examples of social enterprises, illustrated how business mission and social mission can be aligned or be separate functions. The students' groups were asked to think of what kind of examples they could think of and how they viewed the topic.

The next lecture, understanding leadership and governance of a social enterprise, continued the topic on the leadership and management level. First, it introduced some theoretical perspectives on leadership, the definitions of social enterprises – because the leadership of different social enterprises varies – and then different approaches to leadership questions of social enterprises (Jackson, Nicoll, Roy, 2018). The lecture also shed light on different definitions of governance, governance of social enterprises, and possible participatory or democratic governance practices (Doherty, Foster, Mason, et al., 2009; Defourny & Nyssens, 2012:12). Then, groups were assigned to play the roles of a board in a fictional social enterprise and debate about the decision-making situations given to the groups. The game entails many situations from different kinds of social enterprises and during different phases of the entrepreneurial journey: from initiation to termination.

On the third day, the programme offered an interactive communication session for students. The lecturer was a highly skilled professional in the fields of communication and performing arts. The students learned to briefly present themselves to others in a group with gamified instructions. They presented personal ambitions to people in a circle one by one over again and again. The interactive activities trained the students on how to form clear messages about themselves to different audiences and how accurate communication can help them achieve their goals and dreams.

The next session was devoted to a local social entrepreneur who came to share a story of her enterprise. She told the class about her products and services, her work, clients and stakeholders, and challenges. Step by step, she shared experiences and information about her entrepreneurial journey and business. She also offered the students to try her products – bubbles and therapy tools. Her assignment to students was to develop her further

business model and use creativity to present alternative solutions to some of the challenges she faces as an entrepreneur. The coordinating lecturer specified that the student groups should recall what they have learned about social entrepreneurship.

The students' groups started brainstorming ideas of how the socially oriented business model could be developed further. They had one day to prepare presentations and could freely choose as a group how much time they would invest in this activity. They had lecturers available if they had questions but could freely work wherever they wanted on the campus or elsewhere. Students' groups had a chance to process the development ideas for one day.

At the end of the week, the groups presented their outcomes to a social entrepreneur, the class, and the lecturers. Each group got feedback from a social entrepreneur, and the academic staff or students could also provide feedback. The social entrepreneur also chose a presentation that she found the most beneficial and suitable. The winning team was awarded a prize. Moreover, all students were awarded certificates and regional gifts from the course.
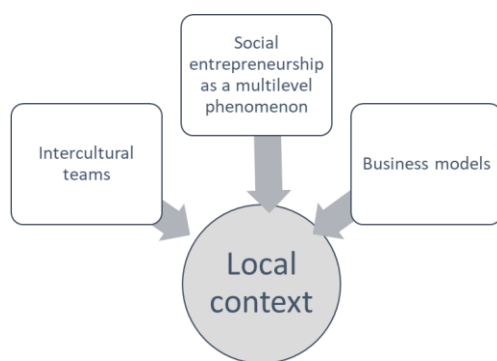
Fig 2. Social entrepreneurship course aimed to connect learners, learn social entrepreneurship, and develop business models in the local context

As shown in Figure 2 above, the overall course concepts was built upon a strong link between students' collaborative learning, thereotical approaches to social entrepreneurship including a real life example, and the creation of social business models in a local context.

The process from the educator´s and institution´s perspective

The course was developed as part of the project but can be implemented in other settings. The travelling could be supported by the project but in other settings, the course would require an opportunity for educators and students to go to one location. The location has an essential role in the learning experiences. The institutions may have a budget for mobility programmes, or if it does not cover students' travelling and accommodation, some students may have an opportunity to pay their travel costs themselves. There may also be other funding sources available. The course can also be organised fully online (see conclusions and future development).

The course organisers developed the project based on their work collecting and analysing data from social enterprises, business incubators, students, and educators in their home countries. In the development process, the partners developed a mutual understanding of what competencies are important for social entrepreneurs. The course was built on these underlying assumptions. It was seen that the competencies that social entrepreneurs need are contextual. In addition to overall entrepreneurial competencies, it was understood that social entrepreneurs might be more community-oriented, and their networking, cooperation, and communication skills are crucial in social enterprising (Myyryläinen, 2022).

From educators' perspective, the course was planned to provide knowledge related to social enterprises, the social challenges they address, social venture creation, and social venture business models. However, from the educator's perspective, the main emphasis was not on teaching social entrepreneurship only but rather on developing skills. The educators emphasised developing communication skills, creative and purposeful thinking, problem-solving, and collaborative planning skills. The knowledge, theoretical or practical perspectives provided were seen as an instrument in the course, and the emphasis on learning was viewed to happen in students' personal reflections and interactive groups or other interactive learning sessions.

How do these learning experiences assist in meeting the anticipated learning outcomes? Educators in this course randomly collected information on how much knowledge about social enterprises and social entrepreneurship students from each institution have, and the analysis of the datasets indicated that many students lack an understanding of social enterprises or view them from very different perspectives. Therefore, one of the aims of the course was to provide knowledge about the diversity of social enterprises (Young et al., 2020; European Commission, 2020). However, educators think meaningful learning experiences are created not by transferring knowledge but through social participation and more engaging and experiential ways. If the aim of the course were only about knowledge, the course could be easily organised as a virtual course or a course that offers reading lists and learning materials only. The

conceptual knowledge still had an important role as knowledge about the diversity of social enterprises, their social missions, and overall business models is needed to enable joint discussions, investigations, and co-developing and making choices from different perspectives. However, the educators viewed knowledge as a source for creative and collaborative learning and creating new ideas as a group and individual learner. The learners would create "meaningful, coherent representations of knowledge" (Richlin, 2006:115).

Fayolle (2013) calls for reflexive practices in entrepreneurship education. The social entrepreneurship course was built on reflexive learning. For students, reflective learning was seen as practising their cognitive and affective skills and self-awareness (Berezan, 2022). For entrepreneurship education, self-awareness is one of the central competencies (Bacigalupo et al., 2016). Reflective learning is defined as "the process of internally examining and exploring an issue of concern triggered by an experience, which creates and clarifies meaning in terms of self and which results in a changed conceptual perspective" (Boyd and Fales, 1983:100).

Supporting learners' reflection was a key element from the educator's perspective. Hay et al. (2004) suggest ideal conditions for educators to plan a reflexive learning environment. Hay et al. (2004: 174) suggest the design of the course and content, the educator's role, and the interaction among students matter. For the knowledge and content of the course, reflective learning did mean an approach to the knowledge, where learners get to construct their own views of the theoretical perspectives they learn. The theoretical content in the course was also planned very selectively to provide food for thought and knowledge that the students could utilise and apply in their activities. Therefore, the knowledge is grounded and contextualised as much as possible.

For social entrepreneurship-related phenomena, this is a reasonable approach, as there are many definitions and approaches, and social enterprises are diverse in different contexts. Also, having multiple lecturers who present different perspectives may have been helpful when providing a dynamic view of social enterprise knowledge as a changing and socially constructed phenomenon. Also, the design of learning methods aimed to support the reflexivity of individuals and groups. The students were encouraged to form and communicate opinions, argue, use their imagination and creativity, and take roles.

For the role of the teacher, Hay et al. (2004) suggest that when fostering reflexivity in a class, lecturers should work as mentors and encourage a non-threatening environment that invites expressing questions, doubts, and opinions. For this course, the educators planned interactive teaching sessions that had group discussions and discussions with the class. They also gave the freedom to work in groups and ask for help only when the students needed mentoring. Hay et al. (2004) view student interaction as one of the dimensions of promoting reflexive learning. For this course, peer students' interaction was one of the key elements for building the programme. One of the learning objectives was to develop skills of working in an international team and multiculturalism skills. Working with others can be seen as an important entrepreneurial competence area (Bacigalupo et al., 2016:12-13). Therefore, the programme started with supporting individuals getting to know each other. The informal get-to-know games aimed to create a relaxed atmosphere for the participants. The lectures included discussions. Each day had social activities as a group, and the main output that students created and presented as a team.

Learning eExperiences

The learning experiences were collected through learning diaries. Learning experiences are here categorised into three main groups. We interpret that learners in the course emphasised the role of their team in learning most. Besides, they also describe personal learning experiences; thirdly, they describe social entrepreneurship phenomena connected to broader social contexts.

People as a source of learning

The immediate social context was meaningful to learners. The learners had their groups to work with during the course. Learners highlight collaborative learning aspects in their diaries.

The social learning context also entails personal level notes, connecting the personal level learning to the social group. Many learners make sense of their contribution to the group and value other participants' diversity and opinions. The following quotes illustrate these experiences:

"... I share my opinion with my group, and we worked as a family."

"... we were working in multicultural teams, I was using my skills and knowledge all the time. Because we all had different ideas and minds, so it was a beneficial experience for me."

"...basically, the whole course let me and others suggest, develop ideas, come to a consensus between us."

"We formulated a new business plan for our company"

"...the diversity of the participants..."

"It was interesting to see the different perspectives of all the people I got to meet. 10/10, would do it again."

The orientation to the group can also be seen in a student's response describing how some of the knowledge was "given", and the learners would use their own knowledge as a group.

"... after each lesson, we were given a task; I think that we were able to use our own knowledge and the knowledge that was given to us!"

It must be noted that not all learners understand their teams' function ideally. One note views that a group did not support the learning because there were no opportunities to justify their opinions as *"you can't argue with them because he or she is right"*. Overall, the learners viewed each other's diverse backgrounds in knowledge, skills, attitudes, and experiences as an advantage. However, some learners talk about the challenges, such as interaction in the group or uneven participation of group members.

Not only the own assigned teams were meaningful learning units, but also the class was mentioned in several diaries. Also, a social entrepreneur visiting the class, sharing her story, and giving an assignment for groups was a meaningful part of the natural social setting, as well as the lecturers and organisers.

"What was meaningful to you in this course?"

"Gain social skills, find new friends, and build up relationships. In the end, also get experience working with people."

"... the people part-taking in this project were awesome!"

The personal dimension of learning

In this category, the learners describe learning experiences reflecting personal aspirations. The following quote illustrates these experiences:

"The possibility to adjust me and become more conscious about social entrepreneurship and the overall soft skills of business."

Many learners understand their personal competencies, goals, and how they want to develop. They describe the perceptions of their competencies and make judgments concerning what kind of competencies they value and want or can develop.

"I realised I can develop my communication skills."

"I realised I lack leadership skills, but during my stay, I managed to develop and put into practice what I have gained so far."

Personal-level learning entails creative thinking, making decisions, and acting in social settings with personal orientation and contribution.

"(I) linked the business mission with the social mission in the intensive program final project."

The learners also refer to self-efficacy in their diaries. Also, visioning the future is found in descriptions of personal-level learning experiences.

"I have gained a clearer vision of what it takes to create a social enterprise, in this case, even technically from zero. I have gained analytical skills that will be very useful for my future profession as a programmer."

"... this programme helped me to refine more my business idea. I think, in the future, I will create a business because now when I added a lot of new ideas to my business plan, I understood that I really can do it."

On the personal level, also more complex nature of learning and time component is described:

"... I need time to reflect on this intensive week".

Learning social entrepreneurship in societal contexts

Besides personal and social dimensions of learning, diaries also describe a broader social context for learning. The diaries also make sense of how learned conceptual and theoretical lenses and skills and their value are assessed as part of the broader social and societal context. The following quotes illustrate these experiences:

"What was meaningful to you?" "...the idea of creating impact..."

"Having the chance to learn about the impact of social entrepreneurship and how one can play a small part in the whole."

The students also describe in their diaries the intellectual side of learning – referring to the role of knowledge and content.

"The course provided an opportunity for refreshing already known (skills) and adding new knowledge."

"learning about social entrepreneurship and enterprises in different countries..."

On the other hand, the relationship between knowledge and applying and developing skills is interconnected.

"Used problem-solving, model building for the prototype, and learned about social entrepreneurship."

"Skills in idea formation and basic business planning, such as using the business model canvas."

Assessing learning

The learning objectives in the course highlighted the knowledge about the subject matter as much as

intuitive entrepreneurial skills such as creativity, ethical thinking, and collaboration.

To pass the course, students had to do a group pre-assignment, attend the classes, participate in group work and its presentation and submit their report as a team. On the final day, the groups presented their creative outcomes and got feedback from a social entrepreneur who had given the assignment. This assessment element also had a competitive dimension as one of the teams was named the best in line with the social entrepreneur's preferences. This was a surprise to students. They had to get to know the social entrepreneur and her thinking. Some criticised the social entrepreneur's evaluation criteria as they were not transparently explained beforehand. They had a chance to ask any questions from a social entrepreneur for half a day and then create their ideas for developing a business model. Then she evaluated what was most suitable for her enterprise. The best solution complied with her values, ideas, and the topical needs of the local market.

The assessment was designed mainly to be learner-centric self-evaluation and continuous feedback from other participants, educators, and social entrepreneurs. Learner-centric assessment fits well in entrepreneurship education if the aims include fostering the development of intrapersonal and interpersonal skills, knowledge, and entrepreneurial attitudes.

Angelo and Cross (1993) suggest real-time feedback can support the quality of teaching and learning in the classroom. Angelo and Cross (1993) note each class interactively develops a unique microculture. This is one of the contextual elements that impacts learning as well. Angelo and Cross (1993:4) see that learner-centred evaluation improves learning and may develop learners' metacognitive skills.

The course emphasised self-evaluation of learning. For the diary, the students were provided questions and a chance for free words. The questions were planned in line with Bloom's (1956) taxonomy. The model groups skills into order, from less complex thinking to more sophisticated ones. The first level of learning is about recalling concepts, whereas higher levels of learning require more reflection and drawing connections. The highest form of learning is formulating new, original work. Also, a diary was an important tool for self-evaluating learning. Writing a diary was not an additional assignment; it was included in the course. The reflective assessment needs focused attention, too. Liuolienė and Metiūnienė (2009) suggest that a reflective journal can be used as a pedagogical tool for producing space for independent thinking, grounding a system for

gathering information, and developing synthesising skills.

Lessons learned

The students valued the international social entrepreneurship education course. For them, peer learners were an important source of reflexivity and learning. In a way, the learning process sheds light on how a learning community starts from small groups and a class and how even one visiting social entrepreneur and perspectives and examples illustrated by educators open the avenues of participation.

Another element where the learning was grounded was the region and the place. The students did not write about the place in their diaries, but they said that the place opened up new thinking and gave insights into their learning. The location was essential in many ways: being there, hearing about local experiences, and getting to know a local entrepreneur.

We interpret that location is an essential part of the learning experience. The stories and experiences from the town also underlined complex societal challenges that would have been difficult to understand without experiencing them there. For learning social entrepreneurship, which can address social problems creatively (Nicholls 2008), understanding different regional contexts is also a different element that could have more attention in teaching content and methods as well. For this course, the key elements of our place-based pedagogics were studying and staying in a region, focusing attention on the region occasionally and with the help of a locally rooted social entrepreneur.

The course aimed to serve the objectives of individual learners and collaborative learning. The learning diaries emphasise the team as a unit of learning - "we learn, create". It is unsurprising because the pedagogical choices also fostered collaboration and networking in class. On the other hand, the personal level was also addressed by giving opportunities to argue their opinions and gamified tasks to play a board member role and make arguments from a described position to some social venture dilemma situation.

As students' learning diaries emphasise the significance of natural social settings for learning, this seems to be consistent with the educator's way of making sense. The experiential learning in this course was based on communicative processes with other people. The communication was emphasised maybe even more than was initially planned in the official learning objectives. The students communicated to use their creativity, and they had to listen and ask questions to understand the

entrepreneurial journey and business opportunities of a local social entrepreneur. The story was there to be found and had many layers, interpretations, and opportunities. Therefore, the microculture of learners was an essential part of learning and reflexivity.

The course evaluation is self-evaluation, and it covers how a learner sees his or her participation and learning in all activities throughout the course and how a learner evaluates the learning setting, including education design. It may not be surprising that for many learners, formal intended learning outcomes are the information that is acquired officially, and they have personal values and goals as individuals. For many learners, the intercultural week and meeting diverse people was a value in itself, which was noted in the official anticipated learning outcomes. Many learners also envision that they could initiate or work in a social enterprise in the future.

One of the differences in educators' and learners' perspectives was how the group's outcomes were perceived in the learning process. While educators highlighted the learning process itself, many students highlighted the role of the group's creative outputs, the presentations. The field notes reveal that some students would have wanted to spend more time dwelling on and to get more detailed feedback for the presentations. The group's creative outcomes and the plans for renewing a business model were meaningful to many learners.

Conclusion and future development

This learning innovation case sheds light on developing and organising an international social entrepreneurship course. It describes the anticipated learning outcomes, methodological ideas of educators, and the role of knowledge and learning experiences expressed in anonymous learning diaries.

From educators' perspective, the course was planned to provide knowledge related to social enterprises, social challenges they address, social venture creation, and social venture business models. Multiple definitions and theoretical perspectives were provided for the learners, but the

emphasis on learning was not conceptual. It was for students as groups spotting connections between regional or community needs and entrepreneurial opportunities for developing a real social enterprise business model. The emphasis was on developing entrepreneurial skills such as communication skills, creative and purposeful thinking, problem-solving, and collaborative planning skills. The knowledge, theoretical or practical perspectives provided were considered an instrument in the course. The emphasis on learning was viewed to happen in students' reflections and interactive groups or other interactive learning sessions. As students' learning diaries emphasise the significance of natural social settings for learning, this seems consistent with the educator's way of making sense.

The course emphasised self-evaluation of learning. This evaluation covers how a learner sees his or her participation and learning in all activities throughout the course and how a learner evaluates the learning setting, including education design. It may not be surprising that for many learners, formal anticipated learning outcomes are information that is officially learned, and they have personal values and goals. For many learners, the intercultural week and meeting diverse people, and learning from the region on the spot were the most appealing elements throughout the course. The educators also understood that the learners also form their own personal learning outcomes in addition to the anticipated learning outcomes. The most relevant learning goals are the ones that the learners set themselves. The educators would assist in connecting educational goals and learners' personal goals (Richlin 2006:115).

The learning experiences had many levels. Peer learners were meaningful for learning, but the course could also address a personal level of learning and a wider regional and societal context. This case may also illustrate how practitioners need an in-depth understanding of how to address support personal and social learning levels, as these learning experiences can also differ.

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NUO MOKYMOSI MIKROKULTŪROS IKI REGIONO POREIKIŲ: TARPTAUTINIO SOCIALINIO VERSLUMO KURSO KŪRIMAS

Santrauka

Socialinio verslumo ugdymas kelia didelį susidomėjimą aukštojo mokslo srityje (Howorth, Smith, Parkinson, 2012; Mueller, Brahm, Neck, 2015) Socialinių įmonių verslumo ugdymas susiduria su tomis pačiomis dilemomis kaip ir verslumo ugdymas apskritai, tačiau iškyla papildomų iššūkių, susijusių su apibrėžtimi kaip vertinti socialines įmones ir socialinį verslumą. Verslumo ugdytojai pasisako už mokymąsi per patirtį, tad straipsnyje pristatomas kursas remiasi būtent patirties elementais. Šis socialinio verslumo kursas, kurį suderinusios organizuoja penkios aukštosios mokyklos, skirtas aukštųjų mokyklų studentams. Jis grindžiamas socialinio verslumo ugdymo patirtimi trimis pagrindiniais aspektais: refleksyviu mokymusi su bendraamžiais užsienyje, teorinių socialinių įmonių perspektyvų, socialinio verslumo ir verslo modelių kaip naujų idėjų konstravimo šaltinių panaudojimu ir mokymosi pagrindimu regiono kontekstu, studijuojant regione ir bendraujant su vietos socialiniu verslininku.

Reikšminiai žodžiai: socialinio verslumo ugdymas, praktinis mokymasis, aukštasis mokslas, ugdymas regiono kontekste.

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