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SOCIAL ENTREPRENEUR SCHOOL IBS AND PEDAGOGICAL SCIENTIFIC LEARNING: EXPERIENCE AT FIL. DR. JAN-U. SANDAL INSTITUTE

Summary

Pedagogy denotes the way the teachers apply in teaching. It is also the beliefs of educators and concern about interplay between culture and different ways of teaching and learning process. Social entrepreneurship in contrast to the traditional types of entrepreneurship, tries to connect the passion to do new things for common cause with the given economic environment. Critical difference in social and traditional concept of entrepreneurship can be seen from the viewpoint of founding mission of the entrepreneurship and the market impression. Pedagogical methods in social

entrepreneurship education help to enhance learning performance potential of entrepreneurs. In dynamic innovative learning, both the professors and potential entrepreneurs as students are innovative. This paper is based on the pedagogical internship experience on social entrepreneurship. The basic purpose is to highlight the internship undergone as well as to delve into the understanding of the dynamic pedagogical learning process. Review of literature on pedagogical learning and direct involvement of the author in the virtual classes of Social Entrepreneur School IBS is

the basic methodology employed for this paper. This paper concludes with the finding that a well-planned and well-designed pedagogy not only improves teacher's performance but it is very important to increase the students learning and outcomes.

Dynamic and innovative pedagogical learning can be ensured where the influencing factors are properly considered.

Key words: internship, innovation, management, pedagogy, social entrepreneurship

INTRODUCTION

The importance of social entrepreneurship is increasing. Worldwide it is gradually becoming a crucial element for discussion relating to social changes. The difference between the traditional concept of entrepreneurship and social entrepreneurship is that while the former concept is generally denoted to undertake a venture in the given market environment i.e., going with static concept of production function while the later or the concept of the social entrepreneurship is to undertake a venture with new innovations that can bring significant changes in the social life.

In contrast to the traditional types of entrepreneurship, it tries to connect the passion to do new things for common cause with the given economic environment. Critical difference in social and traditional concept of entrepreneurship can be seen from the viewpoint of founding mission of the entrepreneurship and the market impression (Gandhi & Raina, 2018). Some believe that social entrepreneurship is the use of market based approaches to address social issues and it provides revenue source for civil organizations (Kerlin, 2010). It combines the passion of social change with the business, this important because it helps business to achieve own success while contributing for social change.

Pedagogy is a term to denote the way the teachers apply in their teaching. Also it is an educator's beliefs and concern on interplay between culture and different ways of teaching and learning process of the educators.

The concept of static or dynamic innovation production function can also be applied in the pedagogical teaching learning process. In production function, the static production function has the same output is produced leading an optimum level ending with entrepreneurial profit. In a dynamic production, function applying new innovation which previously could not be done economically and efficiently, gives new product services and markets to the society

(Sandal, 2017). Dynamic innovative learning methods can bridge gap in need of the education for larger population for meaningful existence (Sandal, 2017).

In the production function workers are inside the production function and take salary and owner is outside the production function and takes profit (Sandal, 2017). Dynamic Innovative Learning Method involves the interaction between the teachers and the students. Sandal (Sandal, 2017) has analyzed dynamic innovative learning in four dimensions.

In static (non-innovative) learning teachers are basically motivated by salary. Therefore comes to the class with their ready package of teaching and delivers it to the student. They are somehow least bothered with the improvement in their teaching as well students' learning outcome. The students on the other hand are also usual style students who attend the class and try to understand the lesson delivered by the teachers. They just adopt the things explained. In semi-static learning dimension there are innovative teachers but the students are of the usual as described above. In contrast to the usual behavior of the students, the teachers tries to deliver the things which s/he expects to influence the student's level of innovativeness. In another dimension of semi-static learning teachers are of the style elaborated in category (i) above i.e., motivated by salary but students are innovative and try to learn things from the teacher which may concrete the innovative idea within them. Lastly, in dynamic innovative learning dimension of the framework, both the teachers and students are dynamically innovative. Here the innovativeness in the teachers and the students are significant. Teachers are willing to improve the teaching while trying to enhance the learning and outcome of the students and the students, on the other hand, innovatively and dynamically participate in the learning process and they are very curious and sincere on concreting their innovativeness through the learning environment available.

In continuation with the activities under the Affiliated Honorary Research Fellow fellowship of the institute the author has undergone the pedagogical internship recently. This paper has been based on the internship and the basic purpose being the highlight of internship undergone as well as the attempt to delve on understanding of the dynamic pedagogical learning process. Review of literature on pedagogical learning and direct involvement in virtual class of Social Entrepreneur School IBS is the basic methodology employed for this paper.

REVIEW OF PEDAGOGICAL PRINCIPLES AND PRACTICE

Before and after the internship, the related literature on pedagogical teaching learning area has been reviewed. Davies & Mangan (2006) proposed four types of pedagogical principles and described three types of activities to operationalize the principles. The principles include sufficient foundations of basic concepts, integrating understanding by reworking, expose the procedural thresholds and regard the understanding as provisional to tolerate uncertainty. Govindasamy (2002) mentioned institutional support, course development, teaching and learning, course structure, students support, faculty support evaluation & assessment are the parameters to ensure the quality benchmark in pedagogical teaching-learning methods. To make excellence in every day in teaching and learning Victoria State Government of Australia, VIC (2020) has developed a pedagogical model based on its E5 and Framework for Improving Students Outcomes (FISO) in Victoria State. It is emphasized that pedagogical model is not prescription for practice, but defines what a high quality teaching looks like. VIC has mentioned five domains of the overview of its model, which has been briefly mentioned here. Among the five domains *Explore* is help the students in expanding their understanding and navigating to their own learning, teachers support them by gathering relevant information and giving investigating questions in a challenging task. Then *Engage* is in order to motivate the students to be empowered to manage their own learning, teachers try their best to identify the student's capabilities, support and motivate them by engaging in the learning process. In *Explain*, with structured opportunities to practice new skills by students, teachers explicitly teach the concept, skill and relevant knowledge connecting the new and existing body of knowledge. In *Elaborate* it tries to make students reflective, questing and self-monitoring. Teachers take students from surface to deep learning and try to inject capacity in students to be able to generalise and transfer the acquired knowledge. Finally, in *Evaluate*, in order to assess the impact of the model and to identify the areas requiring improvements, teachers monitor and evaluate the teaching learning outcomes using multiple forms of assessment.

Among various methods of pedagogical learning practices at Fil. Dr. Jan-U. Sandal institute there are: Student's Reading, Lecture, Tiny Group Presentation, Individual Deep Learning, Motivation Quotes from Professor for all time alerts, Ping-pong, Dialogue, Q&A session. Brief detail of the activities performed in the Social Entrepreneur School IBS of the institute as the part of the internship include attending whole of the every 10-day session while being

responsible for three lessons given in three days, teaching experience as an Assistant Professor with pedagogical teaching learning techniques, presenting introductory paper on the lesson with full participation of the students enrolled for the course, lectures on the lessons assigned plus witnessing examinations, individual work, assessment, auxiliary questions, group work and plenary presentations in groups.

The Social Entrepreneur School IBS conducted by the institute is an executive business education specialising in social entrepreneurship, innovation and vision management service. Prof. Fil. Dr. Jan-Urban Sandal lectures on the course providing Social Entrepreneurship, Innovation Management and Service Vision Management. In the present situation of COVID 19 pandemic, the virtual teaching learning strategy applied by the institute has not limited its fundamental process of the dynamic innovative learning. Pedagogical learning process of Sandal institute basically consists of the steps in the learning environment whether virtual or physical and consists of explanation of word and expression before the actual lesson starts, encouraging the students to ask any question, asking individual students to read the part of lesson before professor starts to teach, explaining the lesson content, repeating of the process for the remaining part of the lesson, questions and answer session and encouraging student to explain important things thing they learnt from the lesson.

PEDAGOGICAL EXPERIENCE AT THE INSTITUTE

SOCIAL ENTREPRENEURSHIP:

Social entrepreneurship simply denotes a business initiation by an individual specialising specialised in starting and running a business social sector of the economy. It tries to ensure increased value for all the participating parties in the production function (Sandal, 2004). Education in social entrepreneurship is very important because it has a huge potential of social good by engaging teachers and young people in the society having potential of contributing the social transformation process. It provides a framework for businesses to find their own success of the entrepreneurs while pursuing help to others.

Members of various social movements have been called as social entrepreneurs and change makers. The heterogeneities in economic contexts and entrepreneurship limit our insights into the role of entrepreneurship in economic growth. Social entrepreneurs play a significant role in economic development along the process of development of political economy.

Entrepreneurs can be systematized in a pyramid consisting of business entrepreneurs, leading social entrepreneurs, social business entrepreneurs, adapters and change makers and benefactors. Placing of Entrepreneur in the Pyramid will also be covered and specific points in this topic include the following:

- a. Categorization of entrepreneurs in the pyramid is not a categorization of human but the entrepreneurial activities.
- b. The higher the placing, the fewer the number but greater their significance as agents change (and vice versa).
- c. Placing indicates contribution to the process of democratization in the form of direct participation in decision making, greater fairness and less dependence.

The term social entrepreneurship very often is found to be taken as some types of social, charitable or philanthropic initiatives. It seems that the word 'social' somehow is leading to such understanding. But the word 'entrepreneurship', which is derived for '*entrepreneur*' with French origin, denotes man or woman who undertakes a business venture. Thus, talking about social entrepreneurship denotes a business initiative with innovations, employs contribution to the social change through a dynamic innovation production function ensuring increased value for all involved in the process including the entrepreneur.

It is very important to keep in mind before starting education social entrepreneurship that which is included and not included within the term 'social entrepreneurship'. Few of the social process, which has not come under this topic, include Outsourcing, Privatization, Voluntary work, Charity work and initiation in the name of socio-political objectives or private gain.

In this context, it is very important to keep in mind several concepts about the nonprofit sector. There are benefits and weaknesses of non-profit sector. The benefits include benefit includes enormous resource mobilization, high monetary turnover, contribution to meet social and welfare need in the society. Similarly, weaknesses include lack of good management and better utilization of resources, considerable potential for change, hampered by internal competition, possibility of spoiling success due to disputes, jealousy, ideological and regional structure, non-democratic criteria of selection, interdependence between giver and taker.

Individual freedom and social innovation are the important specific points highlighted in the concept of social entrepreneurship. This is highly im-

portant because (i) social entrepreneurship is carried out by free individual men and women of good health required to run business which may result in surplus, (ii) the individual private ownership is emphasized in production means and the company and (iii) entrepreneurs are self-motivated without pressure or request from outside.

Similarly, an innovation is the fundamental element of social entrepreneurship and it is based on the geniality and power or creativeness of social entrepreneur. There is an infinite possibility of innovation in the society. Individuals with strong ideas, methods and with genuine independence can be successful social entrepreneurs and individual's motivation succeeds with his/her tasks. Innovation implies no copying, no side by side working and awfulness. Among the features of social entrepreneurship there are: giving opportunities to many even outside the border of a country.

INNOVATION MANAGEMENT:

Innovation Management Techniques (IMTs) influences innovation management. IMTs have definite positive impact on innovation results and incremental innovations (Albors-Garrigos et al., 2018). Social innovation is the process whereby the factors of production are combined in such a new way that improves people's lives. In the process of entrepreneurship, the social entrepreneur acts with high risk for increased results in social value. Result of successful social entrepreneurship is economic development, equal rights, a better world, peace, freedom, a more secure society for everyone and technological, economic and social progress.

Schumpeter introduced entrepreneur as an independent social agent in the economy and mentioned that anybody can take role of entrepreneur. Innovation implies something newly done which could not be done previously. Static production process is as usual production giving the entrepreneurial profit. Dynamic production involves new possibilities and opens up new products, services and markets. Innovation is an important input in the production function. Five areas of Innovation are introduction of a new product, new method of production, new market, new source of raw material and semi-finished goods and new organization. Innovation gives a new combination of land and labor.

Another important concept of the study of social entrepreneurship is the creative destruction. According Schumpeter, creative destruction is an automatic state of dismantled established process due to the improved methods of

the production or the innovations. Sometimes it has been called as Schumpeter's gale also. The basic outcomes of the creative destruction are spontaneous changes in production where new and more efficient ways of production open new market and change in rule of completion. The institutions/companies being incapable of changing their way of production come to an end as the result of the process. The results of creative destruction are new job abilities and new possibilities in the society, which can have long-term macroeconomic consequences.

In the study of social entrepreneurship, it is very important to consider the behaviour of the potential individual that drives him to be a social entrepreneur. Sandal (2013) quoting Schumpeter has highlighted three basic elements of why an individual wants to be an entrepreneur.

Dream of private kingdom: In modern times, the individual who wishes to be a social entrepreneur has a will of making an industrial or commercial success. In other words, with an innovative idea the entrepreneur wishes to create his unique world of influence in the society by the success of innovation, which becomes successful. Such a dream drives the person to achieve success in his venture.

Will to conquer: The person who wishes to be an entrepreneur should have willed to conquer. We can relate this with the concept of creative destruction. An individual entrepreneur is successful if he or she achieves the outcome of the process of creative destruction meaning that such an entrepreneur should be willing to conquer the whole sphere of commercial or industrial world of the society, which can be resulted in wiping out of the long existing institution/companies running the static production process with the dynamic innovative process. This in fact indicates that an entrepreneur wants to achieve success not merely willing to grab the fruit of success.

Joy of creating: Another important element of motivation is the joy of creating something new, which can significantly influence the social life. The individual attempts to proceed with some new innovative idea, which gives him pleasure of doing the things. Such behaviour and action can bring the individual to be established in the significant organ of the society.

Schumpeter mentioned that due to entrepreneurial profit the entrepreneur lifts the family into a higher social position. The children and grandchildren of entrepreneurs do not make the same effort as the entrepreneurs as they find and feel too good about themselves. This results in fewer entrepreneurs in the market's resulting situation of stagnation. This situation opens the possibilities

of the society to fall into socialism. According to Schumpeter, democracy is the sole solution to avoid socialism.

SERVICE VISION MANAGEMENT:

Globally Social Entrepreneurship is emerging as a trend to solve social problem using business means. Many initiations of social entrepreneurs (like micro finance movement by Muhammad Yunus in Bangladesh) have been getting worldwide attention. Previous study shows people who believe that social entrepreneurship consider that it can significantly contribute to achieving a global plan like Sustainable Development Goals (SDGs) of the United Nations. Decision of consumers to purchase the product is not influenced by prior knowledge of the social enterprise, rather than the information available about the product (Ferdousi, 2017). Service vision should be clear in representing the idea of entrepreneurship. Perception, i.e., of how the consumer perceives the product, perceived risks and different types of learning in the development of consumer behavior are important in the study of consumer behavior.

In selecting a product consumers' decision is not based upon the objective reality but upon their perception about the product. Perception is processed by what consumers select, organize and interpret into a meaningful and coherent picture. Individuals as consumers of certain products perceive things they need or want and attempt to avoid unfavorable and painful stimuli. They perceive themselves with the image of the product they can find that is consistent with own image. In doing this, they perceive risks of various types: functional, financial, physical, social, and psychological. In reducing and handling the risks people develop their own strategies seeking information through different modes including words-of-mouth and through media, brand loyalty, buying, tests and trial.

Consumer learning is the process by which consumers acquire the information which they apply in their behavior in deciding upon a product. Learning is the foundation in the study of consumer behavior. Russian physiologist Ivan Pavlov developed Classical Conditioning theory also called as Pavlovian theory, which explains that two stimuli are linked together to produce a new learned response in a person or animal (McLeod, 2018a). Classical condition is implemented by consistently associating the product or brand name to be learned with a reward (Sandal, 2017). Another theory, Instrumental Conditioning was developed by Burrhus F. Skinner, an American Psychologist, best known for influence on behaviorism (Cherry, 2020). Instrumental conditioning also

known as Operant conditioning is a method of learning where consequences of response determine the probability of it being repeated (McLeod, 2018b). Instrumental conditioning occurs when the desired purchasing behavior is consistently rewarded and thereby reinforced (Sandal, 2017). Basic type of learning in the development of consumer behavior includes four basic types; childhood learning, cognitive learning, attitudinal learning and behavioral learning. Long run motivation of consumer may be facilitated by product trial, promotional appeals, brands and brand loyalty.

THE RESEARCH RESULTS

In a pedagogical method of education, gathering information relevant to the students, giving investigating questions and challenging tasks is an important step. Engaging the students by identifying their capabilities helps them to be empowered and motivated in learning. Connecting new and existing body of knowledge while teaching the concepts and relevant knowledge provides structure opportunities to learn. Trying to make the students reflective, questing and self-monitoring of their learning is another important step. Assessing the teaching-learning impact gives opportunities for further improvements. The Pedagogical learning emphasizes exchange of knowledge and skill in educational context. The pedagogical internship in Fil. Dr. Jan-U. Sandal Institute is the process to concrete the knowledge, skills, value and beliefs of the participants on social entrepreneurship, innovation management and service vision management with a collaborative, constructive, reflective, and integrative inquiry, based learning and a teaching method.

CONCLUSIONS

Pedagogical methods underpin teacher's practice improvement and improvement in students' learning outcomes. The basic features of pedagogical method include interaction between teachers and students, learning environment and tasks, how teacher student relate together and instrumental approach in the class, varieties of approaches are common in the schools, effectiveness of pedagogy depends upon the subject to be taught, and understanding and the diverse need of the learners, on-ground conditions of the classroom and the surrounding context. Pedagogical method is crucial in achieving teacher's improvements and students' learning outcomes. Different principles of pedagogical principles and activities to operationalize the principles are to be

critically adhered. To ensure quality benchmark, the important parameters are to be managed effectively.

A well planned and designed pedagogy not only improves teacher's performance but it is very important to increase the students learning and outcomes. It concentrates on different styles of teaching and learning of students. Pedagogical methods help to enhance teaching learning performance. For dynamic innovative learning, both the professors and students should be innovative. Dynamic and innovative Pedagogical learning can be ensured if the related factors are truly considered.

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