Collaborative learning –
model for designing social entrepreneurship education

Magdalena Kubów[0009-0004-5435-8451], Karolina Osterczuk[0000-00031-2189-3170], SWPS University,
Poland, Chodakowska 19/31 03-815 Warszawa

Keywords: collaborative learning, co-creation, social entrepreneurship, social innovation

1. INTRODUCTION

Social innovators are dealing with complex problems, the solution of which requires the involvement of various social actors. The need for reflection on the nature of inter-sectoral and inter-organizational cooperation in the area of social innovation was identified. In the area of social innovation, the importance of collective action has been recognized by researchers as significant [1,5,9]. Social innovation is referred to as the "collaborative concept", in which Ziegler 2017 [11] describes the joint work of actors with different perspectives on perceiving a social challenge. The aim of the actions taken is to solve a problem that is complex and multilaterally dependent. The actors are united not only by a common goal, but also by a shared system of values, which is a point of reference, especially in difficult or conflicting moments. Different perspectives are particularly clearly represented by actors from different sectors. Using the Quadruple Helix model Carayannis, Barth & Campbell 2012 [2] we can list four parties that participate in creating innovation: civil society, university, business and public administration. The complex challenges of today require the involvement of various social actors, including representatives of NGOs, academia, public administration and business, in the search for and implementation of solutions. In this context, the experience of research in the social innovation ecosystem may become the starting point for formulating assumptions and building the program of the educational faculty in the social entrepreneurship area.

2. METHODOLOGY

In the research projects conducted by the Authors so far, embedded in the ecosystem of social innovation, qualitative research methods were used [4]. Field research conducted in 2022 in a project, the results of which are presented extensively in this article, was based specifically on methods drawn from the tradition of ethnography and grounded theory. From April 2022 to August 2022, 29 interviews were conducted as part of the research. Among the research participants, two groups can be distinguished: a group of third sector organizations and a group of individual social innovators, including people who operate in an informal way (they gather in informal groups or operate independently). As part of the research, it was decided to select interviewees using the snowball method. As a result of the transcription of the research material, 391 pages of material for analysis were obtained. In the context of the description of the methods used to analyze the data, it is worth emphasizing that at the stage of developing the material, grounded theory links were used.

3. RESULTS AND CONCLUSIONS

Cross-sectoral and inter-organizational cooperation is one of the key strategies enabling the development of the social innovation ecosystem. We see that learning through intersectoral collaboration is very important and we design three models for designing education (Figure 1, Figure 2, Figure 3). Based on the conducted research, we suggest to present the intersectoral collaboration through the models that explain the process of collaborating, the benefits of it and methods of engaging participants. The first model describes the categories of stakeholder engaged in the collaboration. We see that quadralup helisa's model categories can be adapted to the needs of social entrepreneurship education. These are Practitioners (start-ups and business), NGOs and Incubators, Public administration, Academic experts and Civil Society (e.g. beneficiaries of the course). The reasons to engage such a variety of stakeholders are multiple and are presented on the figure below. First of all, it is about reaching for the most recent practical knowledge and knowing the best practices from the social entrepreneurship ecosystem. It is an opportunity to collect up to date information about existing programs that offer currently support to social entrepreneurship initiatives. Secondly, co-creation with stakeholders allows to engage them in educational processes, and create networks. Networks are useful for students and course beneficiaries and

may be transformed into other forms, like mentoring programs. We suggest conducting the workshop and engaging stakeholders. The SUC model presented on Figure 3, describes the crucial steps to be taken during such workshops. It is: sharing experiences, searching for a common understanding of the topic (e.g. social entrepreneurship, or creating strategy for the initiatives, etc.), and finally co-designing the elements of the course. Such collected raw material should be adapted to academic conditions, proofed regarding its quality and included in educational programme. The model of intersectoral collaboration is a method of creating engaging and effective courses that allow students to enter the social entrepreneurship ecosystem. Moreover it enables emergence of social and business networks within which the students may gain a smoother transition to professional life.

As the research shows, the various manifestations of cooperation described can occur together or separately, depending on the key goal of the initiatives. It would be worthwhile to take action to identify the external and internal conditions of these processes (Kubów, Osterczuk 2024). The authors, noticing a number of interesting directions for further research, consider the identification and description of key transformative competences (Kubów 2023). This may be of particular interest to the community of practitioners involved in the implementation of initiatives, the community of educators popularizing the issues of social innovation, as well as to future social innovators who are interested in knowledge about the possibilities of developing competences valuable in the process of designing and implementing initiatives with a positive social impact. Including the described categories in educational programs prepared for social innovators may help to direct them towards the special role of cooperation on the way from idea to implementation, as well as to develop competences enabling activities in this area.

The level of complexity of the social challenges we face is growing. A huge opportunity for us - researchers and educators, is the possibility of combining the forces of different disciplines. Focusing on co-creation and cooperation of representatives representing different disciplines and sectors and the participation of practitioners in this process can lead to the production of important and useful conclusions that will help shape the dynamically developing ecosystem of social innovation.

REFERENCES

1. Cajaiba-Santana, G. (2014). Social innovation: Moving the field forward. A conceptual framework. Technological Forecasting and Social Change, 82(1), 42–51. https://doi.org/10.1016/j.techfore.2013.05.008
2. Carayannis, E., Barth, T., & Campbell, D. (2012). The Quintuple Helix innovation model: Global warming as a challenge and driver for innovation. Journal of Innovation and Entrepreneurship, 1. https://doi.org/10.1186/2192-5372-1-2
3. Carpenter, J., Horvath, C., & Spencer, B. (2021). Co-Creation as an agonistic practice in the favela of Santa Marta, Rio de Janeiro. Urban Studies, 58(9), 1906–1923. https://doi.org/10.1177/0042098020927964
4. Kubów, M. (2023). Summary of research work-report from grant EOG/21/K4/W/0044 for FRSE (Foundation for the Development of the Education System).
5. Kubów, M., Osterczuk, K. (2024) Innowacje społeczne jako działania ukierunkowane na transformację otoczenia (p.15-34) w: Januszkiewicz, K., Rogiński, M. (red.) (2024). Innowacje społeczne w teorii i praktyce. Poltext (in print).
6. Mumford, M. (2002). Social innovation: Ten cases from Benjamin Franklin. Creativity Research Journal, 14(2), 253-266. https://doi.org/10.1207/S15326934CRJ1402_11
7. Osterczuk, K. (2023). Institutionalisation of social innovation (doctoral thesis). https://depotuw.ceon.pl/handle/item/4621.
8. Tushman, M.L. & Rosenkopf, L. (1992). Organizational Determinants of Technological Change: Towards a Sociology of Technological Evolution, Research in Organizational Behavior, Vol. 14, pp. 311-347
9. Yañez-Figueroa, J. A., Ramírez-Montoya, M. S., & García-Peñalvo, F. J. (2016).Systematic mapping of the literature: Social innovation laboratories for the collaborative construction of knowledge from the perspective of open innovation. TEEM '16: Proceedings of the Fourth International Conference on 200 Technological Ecosystem for Enhancing Multiculturality, 02(04), 795-803. https://doi.org/10.1145/3012430.3012609
10. Zakaria, H., Kamarudin, D., Fauzi, M., & Wider, W. (2023). Mapping the helix model of innovation influence on education: A bibliometric review. Frontiers in Education, 8. https://doi.org/10.3389/feduc.2023.1142502
11. Ziegler, R. (2017). Social innovation as a collaborative concept. Innovation: The European Journal of Social Science Research, 30(4), 388–405. https://doi.org/10.1080/13511610.2017.1348935