Entrepreneurship and Experiential Learning – A Pedagogical Approach: The Case of the Office of Social Entrepreneurship in generating and monetizing social value.

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Philosophical Lenz

A university taken in all its aspects, is essentially a spiritual enterprise which, along with the knowledge and training it imparts, leads students into more wise living and a greater sensitivity to life's responsibilities (1961)…Academic freedom, unless it conforms to the common good of the society in which it is expected to be exercise, is meaningless (1962)

Haile Sellasie I, Negus Nagas Ethiopia

Entrepreneurship & Social Entrepreneurship?

Entrepreneurship - Process of creating value by bringing together a unique set of resources in order to exploit an opportunity

Social Entrepreneurship - This is the creation of innovative solutions to immediate social problems and the mobilization of ideas, capacities, resources and social arrangements required for sustainable social transformations.

Claim

In Jamaica and the Caribbean, people with post-secondary education or graduate school experience are more likely to start high growth enterprises (GEM 2008) than any other group. There has been an expansion of entrepreneurial education within Higher Education Institutions (HEI) across the world (Matlay 2004). Conceptual, contextual and, most importantly, design and delivery differences can have considerable influence on the effectiveness of these programmes (Matlay 2006). Experiential learning and Reverse & Flipped classroom approaches are meaningful pedagogical approaches for the delivery of Entrepreneurial Education emphasising creativity, innovation and critical thinking

Drivers for research/approach

- Changing generations X, Y and Z
- Increasing demand for entrepreneurial education and training at all levels in Jamaica and the Caribbean.
- Activist Researchers Ethic and Philosophy – grounded scholarship
- Participation in Experiential Classroom Oklahoma State University
- Harvey Brighton Workshop (UWI)
- Instructional Development Unit training/workshops on Pedagogical approaches
- UWI curriculum development and Quality Assurance Review programme
- Shift in Blooms Taxonomy – innovation and creativity

Revised Blooms Taxonomy

Old Version — New Version

Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

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Suggested Solution - Experiential Learning Theory

- ELT defines learning as "the **process** whereby knowledge is created through the **transformation of experience**. Knowledge results from the combination of grasping and transforming experience" (Kolb 1984:41). The ELT model portrays two dialectically related modes of grasping experience—**Concrete Experience (CE)** and **Abstract Conceptualization (AC)** -- and two dialectically related modes of transforming experience—**Reflective Observation (RO)** and **Active Experimentation (AE)**. (Kolb and Kolb 2008)

Suggested Solution - Experiential Learning

From the body of research experiential learning surrounds six propositions (Kolb and Kolb 2008)

- *Learning is best conceived as a process, not in terms of outcomes.*

- *All learning is re-learning.*

- *Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.*

- *Learning is a holistic process of adaptation.*

- *Learning results from synergetic transactions between the person and the environment*

- *Learning is the process of creating knowledge.*

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Suggested Solution - Experiential Learning

The term experiential learning is a broad term, generally used by educators to describe a **series of pragmatic activities** sequenced in such a way that it is thought to enhance the **educational experience** for the student learner (Clarke, Threeton and Ewing 2010)

Smith (2001) described it as the "sort of learning undertaken by students who are given a chance to **acquire and apply knowledge, skills and feelings** in an immediate and relevant setting"

Houle, 1980 describe it as students' reflection on direct participation and direct encounters within the events of everyday life (Houle, 1980).
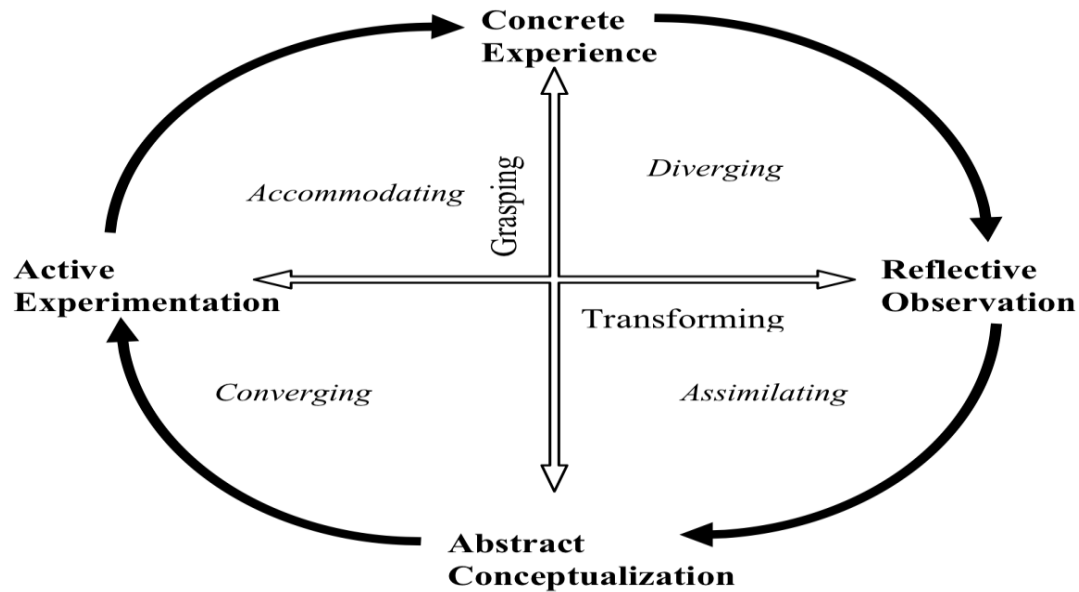
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Experiential Learning Cycle

Fig.1 Experiential Learning Cycle

Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences

Suggested Solution Reverse & Flipped Classroom

The flipped classroom is a new pedagogical method, which employs **asynchronous video lectures** and practice problems as homework, and **active, group-based problem solving activities** in the classroom. (Verleger and Bishop 2013).

It is an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom.
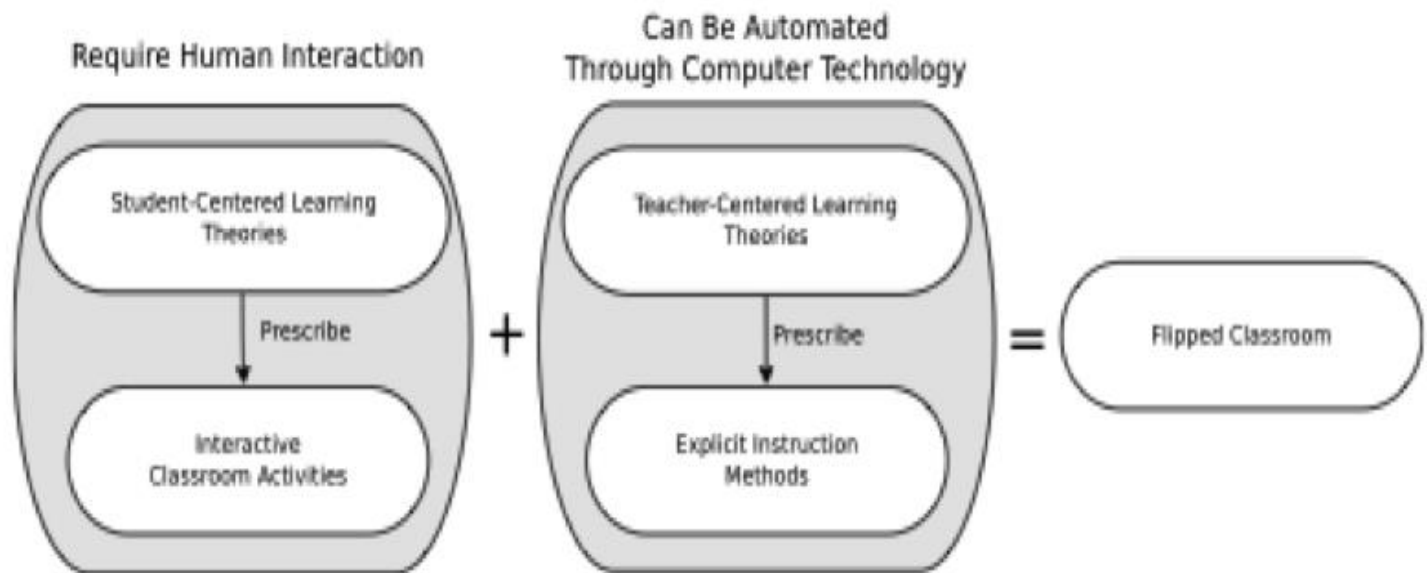
Flipped Classroom Framework

Figure 1: Flipped Classroom.
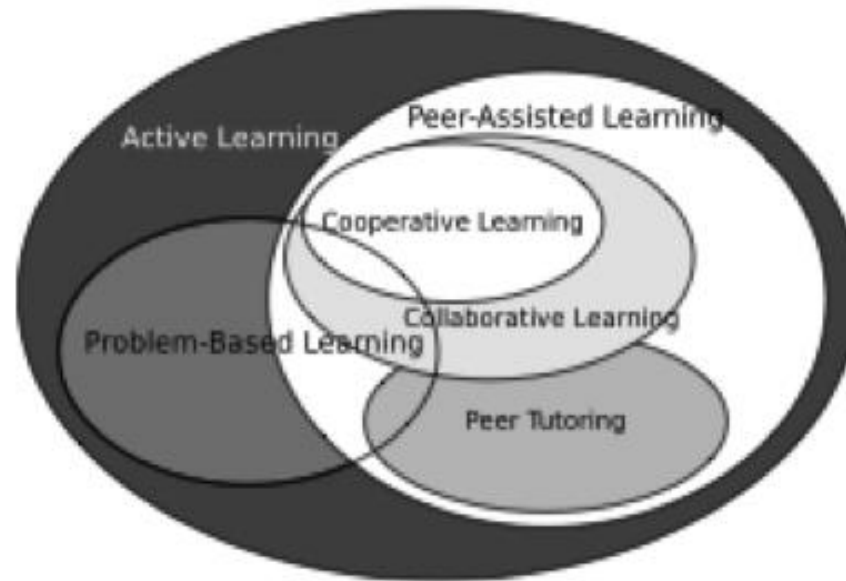
# Student Centred Learning methods

Figure 3: Venn diagram of several student-centered learning theories and methods.

Most research on the flipped classroom employs group-based interactive learning activities inside the classroom, citing student-centered learning theories based on the works of Piaget 1967 and Vygotsky[79]

OSE & YCWJ Core function

Outreach

Scholarship

Enterprise Development
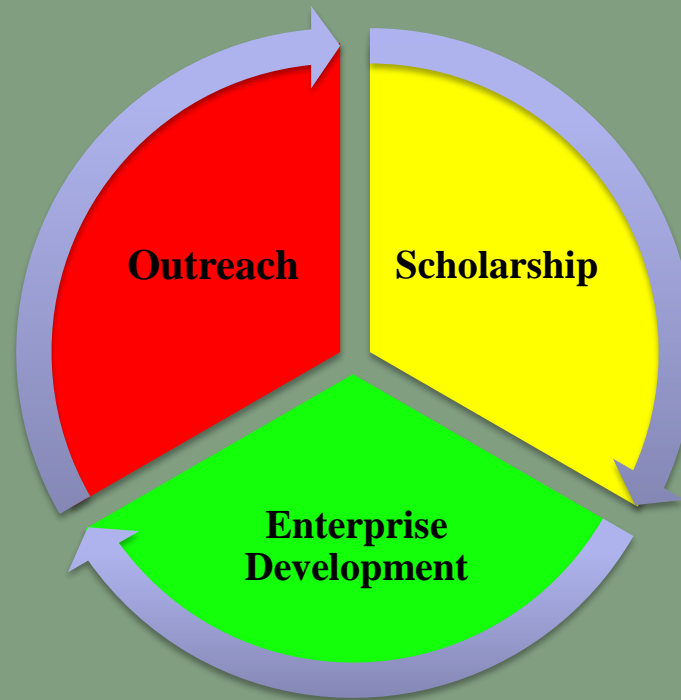
Imperatives for success

1. Mapping OSE operations across the Entrepreneurial Process

2. Developing a robust Social Enterprise Business model for OSE

3. Effective M&E and SROI tools for OSE – support effective Social Value Creation

Imperatives for success – Business Model

Effective Business Model

- How do we create value?

- For who do we create values?

- What is our internal source of advantage?

- How do we differentiate ourselves?

- How do we make money?

- What are our time scope and size ambition?

Imperatives for success – the Entrepreneurial Process

Entrepreneurial process – 2 stage process

Ideation Stage
Idea generation
Opportunity recognition

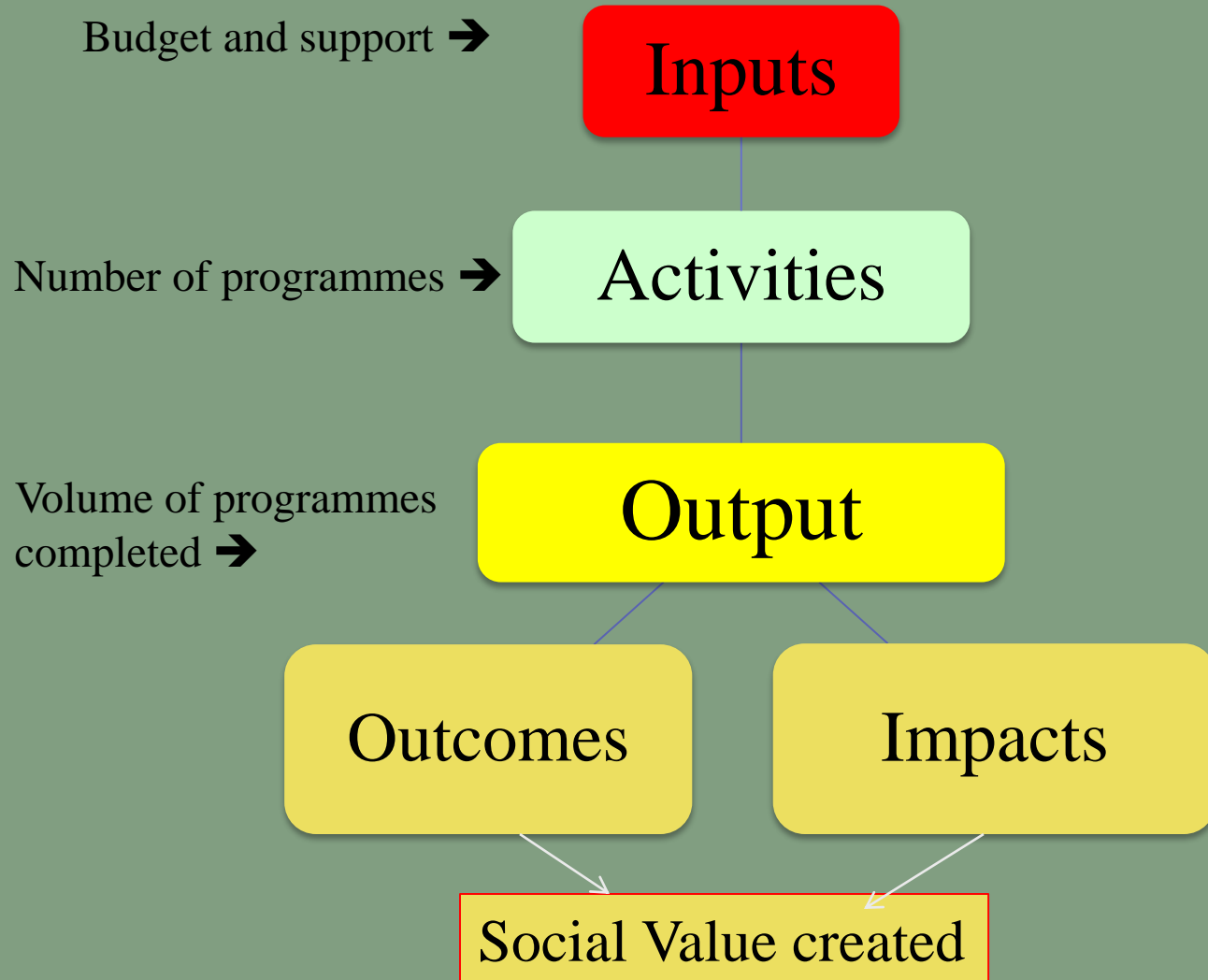**Development Stage**
Concept development
Identifying resources
Accessing resources
Implementing strategies
Harvesting benefits

Monitoring and Evaluation – SROI (social rate of return on investment)

Budget and support ➜ **Inputs**

Number of programmes ➜ **Activities**

Volume of programmes completed ➜ **Output**

Outcomes

Impacts

Social Value created

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Pedagogy – Academics in Training

Experiential Learning

- Deliver module – (ICT platform/Digitize/ Green Classroom)
- Develop Portfolio for NSA, Public sector, Private sector and CBOs

Flipped/Reverse Classroom

- Students help to structure the learning environment – deadlines for assignments, rubric for presentations & general rules for classes
- Use audio visuals, role plays, interviews,
- All submissions are electronic, Classes are video-recorded – **Green Classroom**

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Assessment

Five Elements – No Exams – 'A' or fail course

- First Presentation of Module (10%)
- First Draft Portfolio Doc (15%)
- Second Draft of Port-folio Document (15%)
- Second Presentation (10%)
- Individual Assignment (50%)

Emerging Concerns/Opportunity

- Group Dynamic – Free Rider – (weight on individual assignment)

- Plagiarism – (review of previous works)

- Clashes – (establishing multiple streams - Increasing numbers of students)

- Increasing demands on the Office to support various stakeholders – networking with other institutions Utech, NCU and sister campuses in St. Augustine and Cavehill

How Effective is OSE in Generating Social Value

M&E AND SROI RESULTS

Monetizing and SROI Approaches

Indicator	
Cost price-based methods	Value-based methods
Incurred Losses Method (ILM)	Price Sensitivity Meter
Cost Reduction Method (CRM)/ shadow-costs method	
Averting Behaviour Method (ABM)	
Hedonic Price Method (HPM)	
Cost Prevention Method(CPM)	
Travelling Costs Method (TCM)	
Restoration Costs Method: compensation of loss (RCM)	
Production Factor Method (PFM) / productivity change method	
Added Value Method (AVM)	

SROI = Social Benefit/Social Cost

Social Benefit = Total Social Benefit * Attribution* Deadweight * Displacement * Drop-off

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Inputs

- **Lecturers**

  - OSE and YCWJ – Programme Manager, Volunteer core/Academics in training

  Infrastructure Support

  - In kind Support from Department – equipment, lecturing facilities

  - BSc Entrepreneurship and MBA track

  - Certificate in Entrepreneurship – Open Campus

  - MSc in Agriculture Entrepreneurship

Activities/Programmes

- BSc in Entrepreneurship, MBA programmes (Entrepreneurship track), MSc in Entrepreneurship
- Saving Lives through Enterprise
  - GNAT
  - Tower Street Correctional Centre
  - Work in 52 communities
  - Capacity building in Social Entrepreneurship for various stakeholders
  - Street Side University

Output

- Graduates of Degree Programme
- 600 students every year enrolled - growing
- Hundreds of Portfolios developed for communities/NGOs ect – over 52 communities
- Numerous student/graduate owned business established
- MOUs with Private Sector Organisation
- Workshops and Training conducted
- Outreach/Programmes implemented
- **Activist Research**

Outcome

- Increase awareness of entrepreneurial thinking and practice among student and Administration; public sector and private sector

- The capacity of numerous NSAs built in entrepreneurship – RADA, CBOs, NCYD etc Establishing of Scholarships, MOUs with Private Sector Organisation

- Increase in Research output and publications – several tools developed

- Improve perception and relationship between UWI and General Population

Impact – UWI Brand

- Over $65 Million money value created through Portfolios for NSAs annually

- Several National Awards in both outreach and entrepreneurship by students (PM Youth Awards for Excellence in Entrepreneurship – Awardees and Nominees)

- OSE and YCWJ leading research Office in Region in field of Social Entrepreneurship and CSS

- BSc most relevant programme according to Quality Assurance Review

- **Increase Research driven policy/programme development**

- **NSA having greater impact on stakeholders**

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Conclusion/Research Implications

Provides a robust instrument to be applied in measuring social value creation and generating expected SROI

Evidence the effectiveness of Experiential learning and Reverse Classroom approaches

Support programme development and delivery at tertiary and high school levels (CAPE)

Shift in pedagogy more in line with revised Blooms Taxonomy – support UWI thrust for curriculum review – evidence of efficacy

Conclusion/Research Implications

Greater direct link with Academia and other sectors, public, private, third sector and communities

Generating significant social value for various stakeholders while building students experience

Developing a meaningful model that supports sustainable community development and community safety and security

"Students do not care how much you know until they know how much you care". Laforge

Xperiential Classroom

Give Thanks