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**TRANSFORMING EDUCATION: INTEGRATING PEDAGOGICAL  
PRACTICES FROM THE 'SOCIAL ENTREPRENEUR SCHOOL IBS' AT  
THE FIL. DR. JAN-U. SANDAL INSTITUTE**

**ТРАНСФОРМАЦІЯ ОСВІТИ: ІНТЕГРАЦІЯ ПЕДАГОГІЧНИХ  
ПРАКТИК ЗІ ШКОЛИ СОЦІАЛЬНОГО ПІДПРИЄМЦЯ IBS В  
ІНСТИТУТІ ФІЛА. Д-РА ЯНА-У. САНДАЛА**

***Summary.** This article examines the pressing need for innovative educational strategies in response to current societal and environmental challenges. It focuses on the integration of pedagogical practices from the Social Entrepreneur School IBS to bridge the gap between traditional business education and the skills necessary for social entrepreneurship. Emphasizing the importance of socially responsible and sustainable business practices, the study advocates for the incorporation of sustainable development goals into the curriculum. The aim*

*is to equip future entrepreneurs with the knowledge and skills needed to address these challenges effectively.*

***Key words:** education, social entrepreneurship, sustainable business practices, pedagogy, curriculum.*

***Анотація.** У цій статті розглядається нагальна потреба у інноваційних освітніх стратегіях у відповідь на поточні виклики суспільства та навколишнього середовища. Авторка зосередила увагу на інтеграції педагогічних практик із Школи соціального підприємництва IBS, щоб подолати розрив між традиційною бізнес-освітою та навичками, необхідними для соціального підприємництва. Наголошуючи на важливості соціально відповідальної та сталої ділової практики, дослідження виступає за включення цілей сталого розвитку до навчальної програми. Мета полягає в тому, щоб надати майбутнім підприємцям знання та навички, необхідні для ефективного вирішення цих проблем.*

***Ключові слова:** освіта, соціальне підприємництво, стійкі бізнес-практики, педагогіка, навчальний план.*

**Statement of the problem in a general form and its connection with important scientific or practical tasks.** The current state of society and the environment presents numerous challenges that require innovative solutions. Traditional approaches to business and entrepreneurship often overlook social and environmental impacts, leading to unsustainable practices. There is a growing need for education to prepare future entrepreneurs to address these challenges through socially responsible and sustainable business practices.

This article addresses the gap between traditional business education and the skills needed to foster social entrepreneurship. By examining the pedagogical practices at the Social Entrepreneur School IBS [1], this study aims to contribute to the development of effective educational strategies that promote social and

environmental awareness among future entrepreneurs. Additionally, the integration of sustainable development goals into the curriculum can help align business education with global efforts to achieve a more sustainable and equitable future.

**Analysis of recent research and publications.** During its operation, the IBS school has encountered a myriad of challenges, ranging from logistical hurdles to profound societal disruptions. The onset of the Covid-19 pandemic forced a swift transition to online learning, altering the dynamics of education delivery. Concurrently, the school has navigated the complexities of a full-scale war in Ukraine, a scenario in which many of its students are directly impacted. Despite the adversities, including air strikes and the psychological trauma of residing in conflict zones, the students' resolve to pursue knowledge and skills remained unwavering. Their commitment underscores the resilience of both the institution and its students in the face of extraordinary circumstances. The abundance of scientific research in pedagogy underscores the myriad challenges encountered by educators. The onset of the Covid-19 pandemic prompted a quest for innovative pedagogical approaches, while the conflict in Ukraine further underscored the need for effective teaching methods. However, I believe that examining the insights gained from scholars' teaching experiences at Fil. Dr. Jan-U. Sandal Institute is crucial for delivering high-quality education to Ukrainian students.

The article by Donovan J.L. [2] explores the uses and limitations of data and student feedback in responding to pedagogical challenges during the COVID-19 pandemic. It presents a case study that examines how educators utilized data and student feedback to adapt their teaching practices in response to the pandemic. The study highlights the importance of leveraging data and feedback to enhance pedagogical approaches during crises, while also recognizing the challenges and limitations associated with these strategies. The article by Niva Wengrowicz [3] examines the relationship between teachers' pedagogical characteristics and their

perceptions of transactional distance (TTD) in various teaching environments. It explores how teachers' pedagogical change mechanisms affect their perceptions of TTD, which is the psychological and communication space between learners and educators. The study aims to understand the patterns of structural relations between these variables, providing insights into effective teaching practices in different educational settings. The article by Danilova and Dolan [4] examines the intersection of politics and pedagogy in the context of war remembrance. It explores how the way wars are remembered and taught to children can be influenced by political agendas and ideologies. The authors highlight the importance of critically analyzing war narratives in education to promote a more nuanced understanding of historical events and their implications for future generations. The article by Greenwood [5] explores the role of education in societies affected by violence, particularly during wartime. It advocates for a critical pedagogy approach that considers the local context, or "pedagogy of place," to address the impacts of violence on education. Greenwood argues that education should not only impart knowledge but also promote critical thinking and social change, especially in areas experiencing conflict. The chapter Howes C.A. [6] aims to integrate UNESCO's 2030 Agenda for sustainable development through peace education into the literature curriculum using a competence-based pedagogy. The approach challenges prevailing norms by fostering an emotional connection with the text and addressing significant issues relevant to students' personal and social realities. The research Batryn N. [7] seeks to explore the leadership qualities required to successfully implement change theories in wartime. To accomplish this goal, a qualitative approach was employed, specifically using a phenomenological design (interviewing), as the study aims to grasp the perceptions of Ukrainians regarding this specific situation. The interviews were conducted to understand the respondents' views on effective leadership qualities during wartime and to identify practical change theories applicable during such periods.

**Formulation of the goals of the article (statement of the task)** are to explore the transformative role of education in fostering social entrepreneurship and to examine the pedagogical practices employed at the Social Entrepreneur School IBS. The article aims to analyze the effectiveness of these practices in preparing students to address social and environmental challenges through innovative business solutions. Additionally, the article seeks to highlight the importance of integrating sustainable development goals into the curriculum and promoting a mindset of social responsibility among future entrepreneurs.

**Presentation of the main research material.** Transforming Education encompasses a comprehensive overhaul of traditional educational paradigms to better align with the evolving needs of society and the workforce. This transformation involves integrating innovative teaching methodologies, leveraging technology to enhance learning experiences, and fostering a more holistic approach to education that goes beyond academic achievement to include skills like critical thinking, creativity, and collaboration.

One key aspect of transforming education is the shift towards personalized learning, which tailors' educational experiences to individual student needs and interests. This approach recognizes that each student learns differently and seeks to create a more engaging and effective learning environment.

Another important component is the emphasis on lifelong learning, recognizing that learning does not end with formal education but is a continuous process throughout life. This includes providing opportunities for professional development and upskilling to adapt to changing career demands.

Transforming education involves promoting inclusivity and diversity, ensuring that education is accessible to all individuals regardless of background or circumstances. This includes addressing barriers to education such as socio-economic inequality, gender discrimination, and lack of resources.

Transforming education is about reimagining the purpose and structure of education to empower individuals to thrive in a rapidly changing world. It requires

a collaborative effort involving educators, policymakers, and the broader community to create a more equitable, engaging, and effective education system.

Transforming Education is closely linked to pedagogical practice as it involves implementing innovative teaching methods, approaches, and strategies to improve the overall quality and effectiveness of education. Pedagogical practice plays a crucial role in realizing the goals of Transforming Education by serving as a testing ground for new ideas and approaches.

Pedagogical practice allows educators to experiment with different teaching techniques, technologies, and learning environments to determine what works best for their students. It provides an opportunity to assess the impact of these innovations on student engagement, learning outcomes, and overall educational experience.

Furthermore, pedagogical practice is essential for fostering a culture of lifelong learning among educators. As education continues to evolve, educators must continuously update their skills and knowledge to keep pace with changing trends and technologies. Pedagogical practice provides a platform for educators to reflect on their teaching practices, learn from their experiences, and adapt to new challenges.

Pedagogical practice is instrumental in driving the transformation of education by providing a space for innovation, experimentation, and professional development. It enables educators to improve their teaching methods, enhance student learning experiences, and ultimately contribute to the broader goals of Transforming Education.

Pedagogical internship is crucial for researchers as it provides hands-on experience in teaching and education, which are essential skills for academic careers. It offers an opportunity to apply theoretical knowledge in a practical setting, enhancing understanding and competence in the field. Additionally, it allows researchers to develop communication and presentation skills, which are invaluable for disseminating research findings and engaging with students and

peers. Furthermore, pedagogical practice fosters a deeper understanding of educational processes and methodologies, contributing to professional growth and academic excellence.

Pros of pedagogical practice for a researcher:

1. Hands-on experience: Pedagogical practice allows researchers to gain practical experience in teaching and interacting with students.
2. Skill development: Participation in pedagogical practice helps develop skills in public speaking, communication, and organizing the learning process.
3. Expanded professional network: During pedagogical practice, a researcher can meet other teachers and experts in the field.

Cons of pedagogical practice for a researcher:

1. Time away from research: Participating in pedagogical practice may require time that the researcher would otherwise spend on their own research.
2. Additional workload: Pedagogical practice can be an additional burden for the researcher, especially if they have other professional obligations.
3. Potential management issues: If pedagogical practice is not planned or coordinated with the university or research institution's management, it can lead to misunderstandings and problems in organizing work time.

The most effective innovative approaches in teaching and learning are often those that actively engage students, promote critical thinking and problem-solving skills, and provide personalized instruction to meet individual learning needs. Among the approaches listed, experiential learning, personalized learning, and project-based learning are considered highly effective in achieving these goals (table 1).

*Table 1*

### **Innovative Approaches in Education**

<b>Innovative Approach</b>	<b>Description</b>	<b>Effectiveness</b>
Flipped Classroom	Students learn new content outside of class, usually through videos, readings, or online lectures, and use class time for activities,	Widely adopted and shown to improve student engagement and achievement.



	discussions, and projects. This approach allows for more active learning, engagement with material, and personalized instruction.	
Project-Based Learning	Students work on projects that require them to investigate and respond to real-world challenges. They develop critical thinking, problem-solving, and collaboration skills while applying knowledge gained in the classroom to practical situations.	Effective in promoting deep learning and retention of knowledge.
Game-Based Learning	Incorporates elements of gaming, such as competition, rewards, and challenges, into educational activities. It motivates students, encourages active participation, and can improve learning outcomes by making the learning process more enjoyable and engaging.	Effective in enhancing motivation and engagement, leading to better learning outcomes.
Experiential Learning	Learning through experience, where students actively engage in real-world activities. It promotes reflection, problem-solving, and application of knowledge in authentic settings, leading to a deeper understanding of concepts and development of practical skills.	Highly effective in promoting deeper learning and skill development.
Personalized Learning	Tailoring teaching methods, content, and pace to suit each student's individual needs, preferences, and learning styles. It enables students to learn at their own pace, focus on areas of interest, and receive customized feedback and support, leading to improved learning outcomes and engagement.	Shown to improve student outcomes, motivation, and satisfaction with learning.
Collaborative Learning	Students work together in groups to achieve a common goal or solve a problem. It fosters teamwork, communication skills, and peer learning, allowing students to learn from each other and develop a deeper understanding of the material through discussion and collaboration.	Effective in improving student engagement, critical thinking, and social skills.
Adaptive Learning	Using technology to adapt the learning experience to each student's progress, preferences, and needs. It provides personalized instruction, feedback, and assessments, allowing students to learn at their own pace and focus on areas where they need the most help, leading to more efficient and effective learning.	Emerging research suggests it can improve learning outcomes, especially in self-paced and mastery-based learning environments.

Source: developed by author

During my 4-year university studies, I completed a teaching practice from March 4 to April 19, 2024, under the guidance of Dr. Jan-U. Sandal. This practice focused on innovative teaching methods and included responsibilities such as delivering three themed lessons aligned with the school's curriculum, promoting



independent learning, and seeking improved outcomes through individual talent. The internship lasted 200 academic hours, including 20 lessons at the Social Entrepreneur School IBS, and culminated in a scientific report presentation at a summit.

My activities during the internship included delivering three supervised lectures on different topics, each with its introduction, and assisting with pedagogical and administrative tasks. I also engaged in individual study of innovative learning methods, provided student support, and participated in group work. As part of the program, I assisted Professor Fil. Dr. Jan-Urban Sandal in organizing classes, forming working groups, and disseminating information materials. Additionally, I delivered three lectures on various disciplines within the Social Entrepreneur School IBS: social entrepreneurship, innovation management, and service vision management, each covering a different topic related to the course.

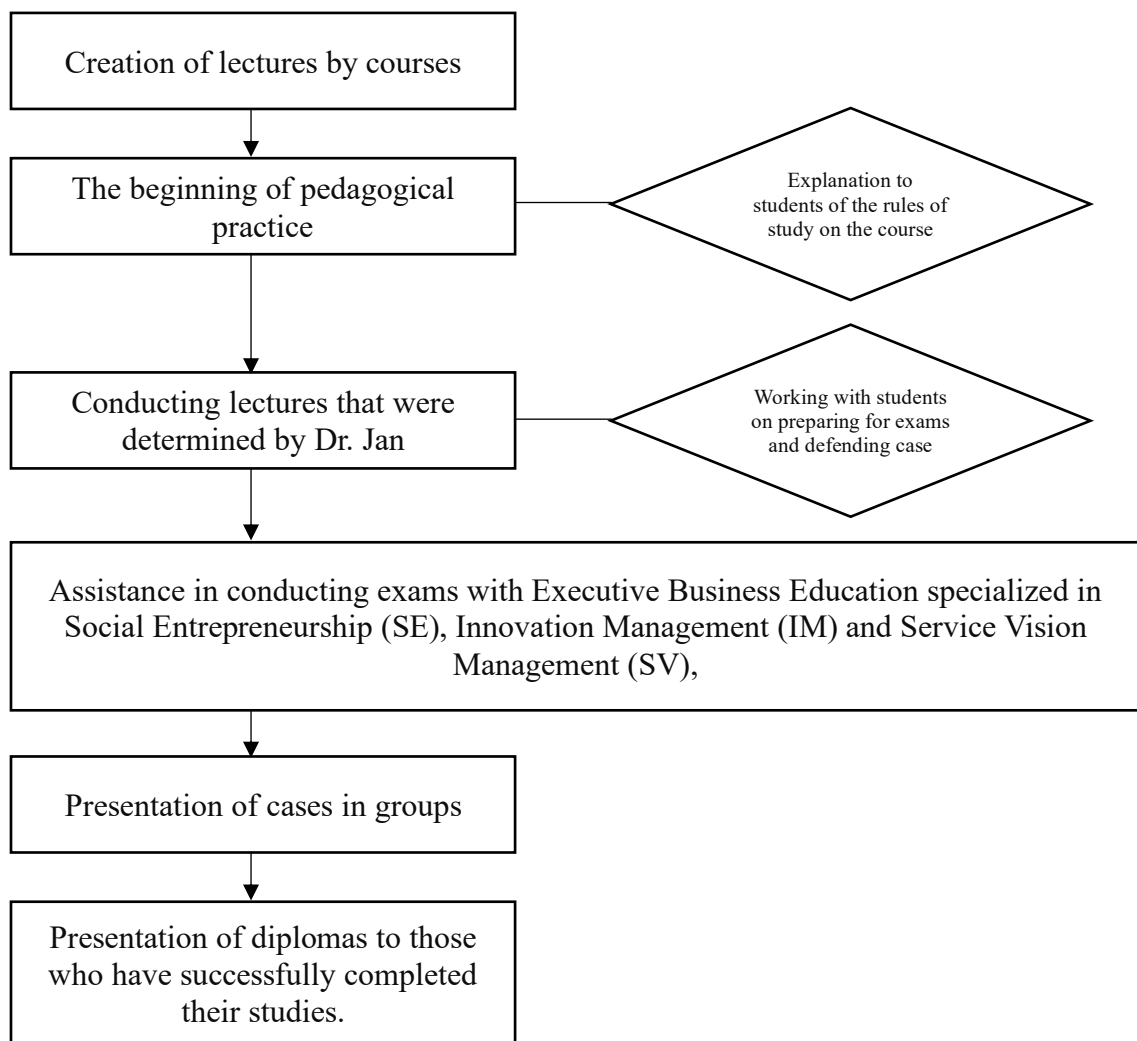
The Social Entrepreneur School IBS offers an Executive Business Education program focused on Social Entrepreneurship, Innovation Management, and Service Vision Management. This full-time 20-week course comprises three separate courses, each with its own curriculum and allocated hours for completion. The courses, known as SE-03-A, IM-03-A, and SV-03-A, can be accessed through the Fil. Dr. Jan. - U. Sandal Institute website [1] and are accompanied by a manual tailored for each student.

Each component of the courses includes more than just lectures; it also involves individual work, case study analysis, and a progressive approach to question-and-answer sessions. The final examination includes completing a written task, an oral exam, and preparing and defending a case study, which is conducted in groups of up to 5 people.

All graduates of the Social Entrepreneur School IBS, who have successfully finished the training and passed the final exam for each course, are awarded a certificate of completion. Those who successfully complete all three courses

receive a diploma from the Social Entrepreneur School IBS, along with a glass statuette. The statuette symbolizes the purity of knowledge and the delicate nature of being a graduate of the school, a status that should be upheld throughout life (Fig.1).

Training at Fil. Dr. Jan-U. Sandal Institute plays a pivotal role in equipping students with the essential skills and knowledge required to excel in the field of social entrepreneurship. This training goes beyond traditional classroom learning, offering students practical experiences and insights that are crucial for their future careers. The table 2 below outlines the key aspects of training at Fil. Dr. Jan-U. Sandal Institute and its significance.



**Fig. 1. Pedagogical Internship Process Overview**

*Source:* developed by author

Table 2

**Key Aspects and Significance of Training at Fil. Dr. Jan-U. Sandal Institute in Social Entrepreneurship**

<b>Training Aspect</b>	<b>Significance</b>
Practical Skills Development	Provides hands-on experience in implementing social entrepreneurial projects.
Creative Thinking	Stimulates innovative ideas and solutions to address social and environmental challenges.
Analytical Skills Enhancement	Enhances ability to analyze complex social issues and develop effective strategies.
Leadership Development	Cultivates leadership qualities necessary for initiating and managing social enterprises.
Social Responsibility	Fosters a sense of responsibility towards the community and encourages ethical business practices.
Professional Growth	Supports the development of a professional network and opportunities for career advancement.

Source: developed by author

Overall, the training at Fil. Dr. Jan-U. Sandal Institute prepares students to become impactful social entrepreneurs who can drive positive change in society while achieving sustainable business success.

The courses at the Social Entrepreneur School IBS offer a comprehensive education in social entrepreneurship, innovation management, and service vision management. Through a blend of theoretical knowledge and practical applications, students are equipped with the skills and mindset needed to drive positive change and create sustainable impact in their communities and beyond (table 3).

Table 3

**Overview of Courses at the Social Entrepreneur School IBS**

<b>Course Code</b>	<b>Course Name</b>	<b>Description</b>
SE-03-A	Social Entrepreneurship	Explores the principles, theories, and practices of creating and managing social enterprises. Emphasis on social impact, sustainability, and innovative business models. Covers topics such as social innovation, social finance, and impact measurement.
IM-03-A	Innovation Management	Covers strategies and methodologies for fostering innovation within organizations. Topics include idea generation, technology adoption, and market disruption. Explores how innovation can drive business growth and competitiveness.
SV-03-A	Service Vision Management	Focuses on developing and implementing service-oriented business strategies. Topics include customer experience, service

		design, and quality management. Explores the role of service innovation in creating value for customers and businesses.
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*Source:* developed by author [1]

The integration of pedagogical practices from the 'Social Entrepreneur School IBS' at the Fil. Dr. Jan. U. Sandal Institute demonstrates a proactive approach to addressing educational challenges, particularly in times of crisis such as the ongoing conflict in Ukraine and the Covid-19 pandemic. The experience of implementing innovative teaching methods during these challenging times underscores the importance of adaptability and resilience in education. It highlights the need for educators to continuously evolve their practices to meet the changing needs of students and society. The use of Project Based Learning (PBL) as a competence-based pedagogy has shown promising results in engaging students and fostering a deeper understanding of complex issues, such as those related to social entrepreneurship and sustainable development. The emphasis on real-world application and interdisciplinary learning in the curriculum aligns with the goals of UNESCO's 2030 Agenda for sustainable development, providing students with the necessary skills and knowledge to address global challenges. The success of the program in maintaining educational quality and student engagement during times of crisis serves as a testament to the effectiveness of its pedagogical approach. It highlights the importance of investing in innovative teaching methods and educational practices. The involvement of students in the program's activities, such as conducting research and developing solutions to real-world problems, enhances their critical thinking and problem-solving skills, preparing them for future challenges. Overall, the integration of pedagogical practices from the 'Social Entrepreneur School IBS' at the Fil. Dr. Jan. U. Sandal Institute demonstrates the transformative potential of education in addressing complex social, economic, and environmental challenges. It serves as a model for other educational institutions seeking to innovate and adapt in response to changing circumstances.

**Conclusions.** The integration of pedagogical practices from the Social Entrepreneur School IBS can significantly enhance social and environmental awareness among future entrepreneurs. By incorporating these practices into the curriculum, business education can better align with global efforts to achieve sustainability goals. However, to fully realize these benefits, further research is necessary. Future studies should assess the impact of integrating sustainable development goals into business education on the development of social entrepreneurship. Additionally, investigating the effectiveness of the pedagogical practices from the Social Entrepreneur School IBS in preparing future entrepreneurs would provide valuable insights. Ultimately, developing recommendations for implementing these practices in business education at the national and international levels will be crucial for fostering a new generation of socially responsible entrepreneurs.

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