Social Innovation and Collaborative Learning

– MA programmes, capacity building and continued education in social entrepreneurship and social innovation

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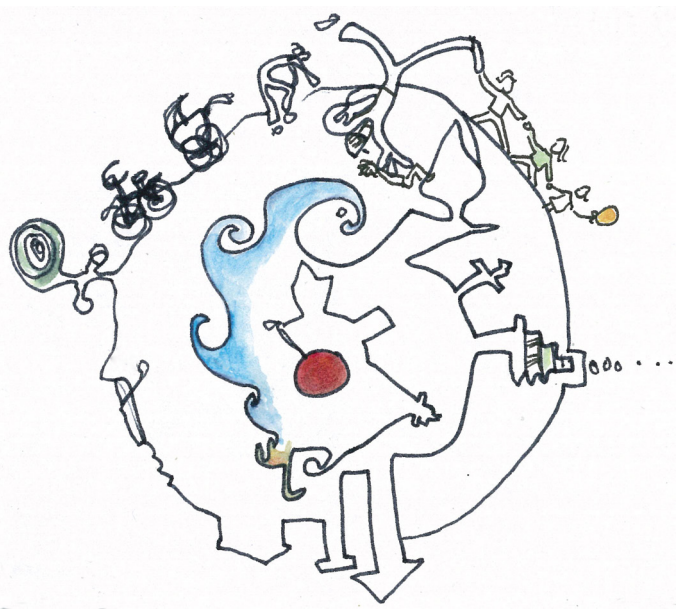
In this chapter we explore the roots and inspirations as well as the innovative pedagogy, learning and study programmes in social innovation and social entrepreneurship at Roskilde University in Denmark. We further outline the contribution of academic capacity building nationally and internationally in the area of social entrepreneurship and social innovation. We sketch out six inspirational traditions that influence learning and teaching in social innovation and social entrepreneurship: 1/ features and concepts of classic entrepreneurship teaching, 2/ critical pedagogy of the oppressed and critical experiential learning, 3/ reform pedagogy as critical societal and subjective learning formats, 4/ creativity, scenarios and future workshops, 5/ collaborative and action learning trends and 6/ social entrepreneurship innovation labs, incubators and hubs. Consequently, we conclude that the offspring for academic learning and teaching is of a hybrid character – performed through bricolage – and that this presumably in the coming years will foster a differentiation when (more) universities capture this development. From a learning and skills perspective, social enterprises and social entrepreneurship are of particular interest, since teaching and learning set out to comprise theoretical, empirical and practical dimensions. At the Centre for Social Entrepreneurship (CSE) we are engaged in processes of reformulating the 'old position' of the reform university, where students were first of all asked to be co-creators of knowledge and to build further on the strong tradition of participatory approaches in the social and solidarity economy. We build learning communities, platforms and arenas for informed meetings between a multitude of students, stakeholders, local communities and private, public and civic organisations and introduce four platforms: 1/ a consultancy workshop in the Master in Social Entrepreneurship, 2/ collaborative international study trips, 3/ a collaboration network between CSE and the Tata Institute of Social Sciences, Mumbai, and 4/ a SEM (Social Entrepreneurship and Management) corporate network.

Roskilde University – a critical and problem-oriented approach

Roskilde University (RU) was founded in 1972 and has grown from 700 students to 10,000 students in 2012. It was founded as a reform university based upon a more action-oriented and multidisciplinary approach to education and research than that of the more traditional universities at the time. The principles to be found in the educational programmes and research were from the beginning based upon interdisciplinarity, problem orientation and project work in study groups as well as in research groups and research centres. These principles have been maintained and renewed with respect to changes in the societal context and among stakeholders, and we understand the most important task of RU to be to contribute to experimental and innovative forms of learning and knowledge creation with a specific focus on co-construction of knowledge. This is reflected in the emphasis on project work in groups under the supervision of faculty. The rationale is to train students in formulating and exploring a problem with the use of scientific theory and method(s) – and empirical evidence – all related closely to the specific problem at hand. In all BA and MA programmes the written project work counts for half of the students' work and is generally assessed in the form of an oral group exam. From 2014 this group-oriented learning model of RU is strengthened even further.



The approach to social entrepreneurship and social innovation at Roskilde University is closely linked to the learning model and general profile of the university as it has been developed since the foundational period in the early 1970s. We founded the Centre for Social Entrepreneurship (CSE) at RU in 2005 with the help of a grant from the Danish Parliament as a national greenhouse for research and education in social innovation and social entrepreneurship. CSE carries out education and research

activities in the area of social entrepreneurship, social enterprise and social innovation with a particular emphasis on civil society and the third sector. The work programme of CSE comprises three streams of activities: research, education and knowledge sharing/collaboration with stakeholders. Starting in 2005, the CSE has pioneered Europe's first full Masters in Social Entrepreneurship (MSE) with 20-25 mature students annually from the public, private and third sectors. In 2013 we launched a full international MA in Social Sciences in Social Entrepreneurship and Management (the SEM Programme) targeting BA students internationally. SEM is a cross-departmental initiative and implies a collaboration between scholars from the Research Group on Social Innovation, the Research Group on Innovation in Service and the Research Group on Management in Transition. Through this collaboration strategy CSE has composed a programme of master classes, short courses, capacity building and training of actors and organisations aiming at becoming resource centres in the social economy. Most activities in the centre are related to the notion of creating a particular focus on civil society and the importance of cross-sector partnerships for social entrepreneurship between the public sector, the private sector and the third sector.

From reform pedagogy to co-construction of knowledge in social innovation

As mentioned, the specific features and profile of the CSE educational activities have been developed and closely intertwined with the dominant pedagogy of Roskilde University, while also being part of the Department of Psychology and Educational Studies with its focus on lifelong learning and everyday life. Danish reform universities – applying a progressive teaching and learning reform – can be seen as innovative arenas for advanced learning in order to cope with new qualification needs and societal developments and reforms – as opposed to the 'old' classic universities – and they were intended to be more adaptable to developments in society, labour markets and information technology; with this aim in mind, they utilized an experimental pedagogical study structure (Jensen & Olesen, 1999). Studies at Roskilde University have a distinctive philosophy and innovative approach to education: they are organized as project work, characterized by problem orientation, participant-directed activity, exemplarity, interdisciplinarity and collaborative learning (Ou & Nielsen, 2003). The students are situated as active learners in project studies in collaboration with professors, and these project studies are rooted in university courses and workshops. Identifying, formulating and maintaining

a shared focus in a project group is a difficult and complex process of negotiation and therefore 'open skills' such as argumentation and negotiation are indispensable (Bjørn & Hertzum, 2006). The learning involved is collaborative, active and participatory, directed in a dialogue between the students and the teacher/professor as a facilitator, expert and supervisor (Barkley, Cross & Major, 2005). The different dimensions of this new teacher/supervisor role represent a transformation from exercising the role of the didactic expert in the academic field towards a role that includes and refines a focus on processes, methodological dimensions and a reflective approach. The philosophical intention, in summary, is that students should be actively involved in the educational and knowledge-making processes. Thus, students and teachers participate together in acquiring, constructing, and negotiating the meaning of knowledge (Danielsen & Nielsen, 2010).

Besides its foundation in education reform, the CSE approach to learning is also linked to the participatory approach in the social and solidarity economy (Nyssens, 2006; Laville, 2010; Hulgård, 2011). While mainstream economic theory is mainly dedicated towards understanding the role of individual preferences, markets and public regulation, there is an emerging focus devoted to exploring and understanding citizens and user groups as co-producers of public services (Pestoff, Brandsen & Verschuere, 2012) and as innovators and change agents in the public sphere (Moulaert et al., 2013; Hulgård, 2004; Keane, 1998; Habermas, 1996). In such situations citizens are agents of change both in political terms as agenda setters and in terms of producing, sustaining and governing collective goods efficiently and democratically by innovative and collaborative means (Ostrom, 1965; Pestoff, 2009). Within classical positions of social sciences there was little optimism with respect to social movements and civil society being agents of social change. Weber believed that the bureaucratization of communities and value-based institutions would gradually lead to a new social structure that would be almost impossible to destroy or change. Bureaucratization was a "power instrument of the first order to transform *Gemeinschaftshandeln* (community action) into rationally organized *Gesellschaftshandeln* (societal action)" (Weber, 1985: 987). This view did not leave much space for community-based initiatives to govern the commons in transparent and participatory ways (DiMaggio & Powell, 1983). A century later Habermas confirmed this belief in his 'colonization thesis'. He claimed that the 'system' is only able to relate to and communicate with the 'life-world' when practices from the latter are translated into a language of money and power, whereby "Speaking from a historical perspective, monetisation and bureaucratisation of labour and public services do not take place painlessly, but come at the cost of the destruction of traditional forms of life" (Habermas, 1981, Vol. 2: 474). According to

Habermas such processes of modernization and social change that occur totally disembedded from everyday life, patterns of reciprocity and culturally inherited practices of exchange unavoidably lead to pathologies in the life-world.

More recently social scientists from multiple positions have aimed at systematically understanding the possibility of active citizens and communities running enterprises and public institutions transparently, efficiently and democratically (Pestoff, 2009; Svendsen & Svendsen, 2004) based upon a recognition of plural economic principles of market, redistribution and reciprocity and on the "structuring power of the principle of solidarity and close relations between associative action and the public authorities" (Laville, 2010: 232). Micro public spheres as they emerge in local communities engaged in agenda setting and social transformation can in principle also emerge as large scale social movements on the meso and macro level (Keane, 1998; Hulgård, 2007; Andersen & Hulgård, 2010) or become new types of social enterprises in what Pestoff has labelled "the new social economy" (Pestoff, 2009). The Copenhagen Food Cooperative (KBHFF) is a small but illustrative example of such new "alternative economic practices" (Castells et al., 2012) that challenge the boundaries between "economic", "political" and "social" actions. KBHFF is a member-driven food cooperative where the customers are not only members, but also owners and co-workers (http://kbhff.dk/english/). It is a social enterprise, in the EMES (European Research Network Social Enterprise) sense, and a public sphere where the members build an arena for local articulation of all sorts of jointly felt challenges. In the words of C. Wright Mills such spaces are core elements in the possibility of transforming "private troubles" to "public issues" (Mills, 1999).

Traditions and inspirations for collaboration and co-creation

We can identify at least six contemporary inspirations and traditions in our attempt to sketch out a collaborative and co-creative platform for social innovation and social entrepreneurship. These six traditions are 1/ conventional entrepreneurship teaching, 2/ critical pedagogy, 3/ problem-oriented project work, 4/collaborative models of learning, 5/ creative teaching and learning methods like the future workshop and scenario methods and 6/ the social entrepreneurship and social innovation labs, incubator and hubs.

Firstly, the traditional and well-known entrepreneurship teaching which emphasized venture versus opportunity recognition, yet still performed as an add-on activity and with a prevailing narrow understanding of the field, tended to be understood as a

practice-oriented start-a-firm activity, valuable for the creation of new firms and jobs in society, but of limited academic value. It often just consisted of a start-up course plus some venturing support activities through incubators, venture competitions and venture finance schemes. The entrepreneurship field can, however, also be understood and practised in a much broader way, namely as a means to strengthen university-business relationships, disseminate cross-disciplinary learning activities and build entrepreneurial mind-sets rather than just start-up skills (Bager, 2009). This tradition also fosters the business school case-based learning approach as originally developed by Harvard University and subsequently widely implemented by many universities.

Secondly, there is the long and strong tradition of the Paulo Freire pedagogy advocating for liberating the oppressed and making a strong argument for a critical and anti-oppressive pedagogy which for many years has served as a learning foundation of the solidarity economy and also as a source of inspiration for the people-centred approach adopted by Tata Institute of Social Sciences in India (Hulgård & Shajahan, 2013). This philosophy of learning is critical of the traditional "banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and sharing the deposits" (Freire, 1996: 164). Learning based upon co-creation addresses the students as competent learners and invites them to be engaged in interactive and participatory ways of learning since "knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other" (Freire, 1996: 164). Even in the undergraduate programmes, students at RU are invited to participate in research projects and to perform their projects in collaboration with stakeholders from the wider community, and in the graduate programmes especially, international students reflect upon the way the RU/CSE model of learning departs from the more 'banking-oriented models' that they have been exposed to in previous education.

Thirdly, problem-oriented project work provides a learning approach embedded in critical knowledge production in which the students are highly actively engaged in study work with a basis in societal needs. Studies at reform universities like Roskilde University have a distinctive philosophy and innovative approach to education: they are organized as project work, characterized by problem orientation, participant-directed activity, exemplarity, interdisciplinarity and collaborative learning (Ou & Nielsen 2003).

Fourthly, collaborative models of learning have forged ahead into a prominent position. In recent decades, increasing interest in collaborative forms of learning has provided a distinct strand of inspiration. Under terms like collaborative learning, cooperative learning, action learning and co-creation, there is a variety of learning principles to pick

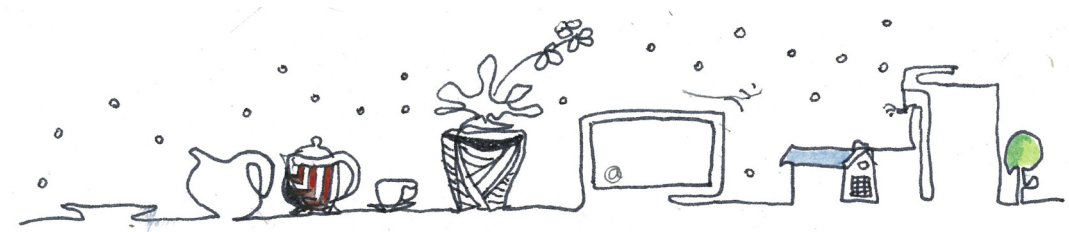
from. They all accentuate the learning subjects to take an active and interactive position in order to provide learning and skills development that harvest from knowledge being problem driven and knowledge supported.

Fifthly, another strand of inspiration can be found in the tradition of creative teaching and learning methods and of envisioning the future methods and scenarios that all are ways of elaborating, developing and sharing political, societal and human utopian drafts, identifying and developing improvements in everyday life and insisting on investigating and experimenting on innovative and creative pedagogy and work formats.

Sixthly, the Social Entrepreneurship Collaboratory (SE lab) and the incubator and hubs practices represent models of educational programmes that seek to qualify the rising generation of social entrepreneurs; these were originally developed by Stanford and Harvard Universities, but are today being implemented by a number of universities worldwide (Bloom, 2006).

What emerges from this mapping can be summarized as follows:

- the mapping reveals a variety of different epistemological positions that enlighten the different traditions, thereby promoting different definitions and creations of knowledge, different horizons and radicality, different forms of participation, different curricula, etc.
- the mapping also reveals that the current teaching and learning is informed by a principle of bricolage and hybridity since the methods at hand derive from many and sometimes opposing traditions and paradigms.



Co-construction of knowledge at CSE: five platforms of a multitude of actors

At CSE we are engaged in a process of reformulating the 'old position' of the reform university, where students were first of all asked to be co-creators of knowledge in their work with problem- and group-based learning, realized in their written projects – and

to build further on the strong tradition of participatory approaches in the social and solidarity economy. We build learning communities, platforms and arenas for informed meetings between a multitude of students, stakeholders, local communities and private, public and civic organisations. In the following we introduce four platforms as illustrative points: 1/ a consultancy workshop in the Master in Social Entrepreneurship, 2/ collaborative international study trips, 3/ a collaboration network involving the Centre for Social Entrepreneurship and Tata Institute of Social Sciences (TISS) and 4/ the Social Entrepreneurship and Management (SEM) corporate network.

Platform 1

Master in Social Entrepreneurship – interactive learning methods and consultancy workshop

The consultancy workshop is one feature of our interactive learning methods developed for and applied to the master's programme. The consultancy workshop represents partly a reconfigured case study method and partly an elaboration of the Community Problems Solving Project as developed by scholars from MIT (Briggs, 2003) in which we have added and further developed various interactive processes related to students' ideas about innovative endeavours. Case study is a well-known method of investigating and teaching methodology in entrepreneurship – as in many other disciplines. It is a strategy for the exploration of contemporary phenomena in their natural contexts that is created by using various data sources based on the questions: 'how' and 'why' (Ramien, 2007; Dahl Rendtorff, 2007). But it is also an educational practice in which students are taught how to record and transform data and results in a case form, giving a total body and coherent meaning to the empirical material. In the consultancy workshop, students are invited to submit an idea embedded in social entrepreneurship and reflect on how to implement this – in the early form of a business plan or a pitch proposal. This requirement specifies a 15-minute presentation that focuses on four issues: 1/ the central social problem, 2/ the innovation/idea of the project, 3/ the social value generated by the realization of the social entrepreneurship and 4/ the organizational aspects of the realization of the innovation. The class of students subsequently forms three groups that act as consultants providing constructive and inspirational feedback. The resulting work is presented in a subsequent session and the overall process is evaluated and concluded by teachers and students together. At an advanced stage of the consultancy workshops we

invite external consultants and funding managers to provide feedback and ratings and thereby develop and qualify the students' knowledge of evaluation and funding criteria as well as training them in performance and pitch presentation techniques.

These pedagogical methods draw on the roleplaying tradition of teaching combined with case study tradition, but also differ from this, as we transform the teaching space into a consultancy workshop and thereby create a collective learning and reflection arena through the interaction between consultants and 'customers/project owners'. This provides an opportunity to identify and reflect on situations where dialogue between the 'customer/project owner' and consultancy group lacked quality, interventions or suggestions. In this way we are able to jointly analyse and classify an interactive process, which is generally reserved for a private experience as a one-to-one situation between a 'customer' and a consultant. It is a well-known fact that entrepreneurial social ideas must develop through a series of systematic processes through which they are professionalized and tested for their sustainability, quality and cohesion – before they meet the outside world in the form of funding, recruitment and marketing. This interactive mode of learning in social entrepreneurship is related to learning character systems developed in the context of community development and community organizing (Gittell & Vidal, 1998; Desai, Monteiro & Narayan, 1998; Healey, 1997). This mode of learning draws upon 'The Community Problem-Solving Project' at MIT developed by Xavier de Souza Briggs. In the consultancy workshop the organizational dimension takes a prominent place in the processes of creating a social enterprise or being involved in social entrepreneurship; this is one of the most important aspects of problem solving in the community (Briggs, 2003: 5). MIT's Community Project is based on five principles of organizing: 1/ the organization of activities to bring about participation in decision making about solving collective problems, 2/ bringing people together in order to define and deliver change, 3/ goal-orientation, 4/ a motivational approach, because this encourages both people and institutions to make choices about what really is important and 5/ the aim to create new capacity for change (Briggs, 2003).

Platform 2

Collaboration with the University of East London: co-creation and collaborative learning in study trips

As mentioned, the students on our two master's programmes work in an interdisciplinary

and problem-oriented manner, on the basis of their active professional or voluntary practice (at the open university MA in Social Entrepreneurship) or ideas related to previous education and life experiences (the International MA in Social Entrepreneurship and Management). On both programmes students are encouraged to focus on questions like: Can one speak of a method and a methodology of social entrepreneurship – and if so, what characterizes this? How can we understand the contemporary interest in social entrepreneurship? How are the welfare state, the labour market and civic society positioned in social entrepreneurship? What can be learned from developments in the UK, the US and Scandinavia – and can the 'Danish model' offer anything to the international arena (Andersen & Hulgård, 2008)? International study trips represent a learning and competence driven arena since the students experience a learning boost in their meeting with 'the other'. The three-day study tour is a mandatory part of the open university master's programme with the academic and social learning objectives of understanding the British discourse and practice of social entrepreneurship and social enterprises. One master's student formulated the outcome as follows:

> It is very inspiring to have been part of the study trip. Extremely interesting to meet other students and learn about the variety of case studies – it is really food for thought. It offers many ideas on how we can organize our work at home and present it to politicians, business partners and volunteers/users. I have gradually come to understand this throughout the different programme activities of the study trip. I do not know if you have planned it like this, but as the programme activities have unfolded there has been a process of constantly adding new dimensions and perspectives to the subject SE. The first day I could not quite see this and was a little confused and irritated, but now I can see in retrospect that it has all been well planned and has been built up through gradually greater and greater breadth and nuances of the topic and issues. (MSE student)

The programme of the study trip is developed in collaboration with the University of East London, and it pursues several purposes. Firstly, the aim is to bring theory and concepts of social entrepreneurship and social innovation into different national, cultural and social contexts. Secondly, it aims to introduce techniques for organizational development, evaluation and monitoring by swapping lectures and interventions from guest professors and students from the UK and Denmark. A third goal is to mirror the cultural and institutional framework for social entrepreneurship in a Danish and British context in order to gain a greater insight into what respectively supports and inhibits social entrepreneurship. A fourth purpose is to facilitate an exchange and collaboration

of experiences and knowledge sharing with students in British social enterprises and crystalize how framework conditions and various organizational forms and methods work in practice – and how this can contribute to social innovation. Finally, the study trip aims to strengthen networking amongst the MSE students since it is well known that social entrepreneurs (in start-ups) must rely more upon their networks than conventional business entrepreneurs, since they have less access to financial resources (Austin, Howard & Wei-Skillern, 2003).

The learning and professional encounter with the different and unknown British landscape of social entrepreneurship profits from the process of 'exoticizing'. To 'exoticize' is a concept that stems from anthropology and ethnology and can be defined as a deliberate attempt to transform or reshape well-known phenomena into a not-known position with the purpose of enabling a critical inquiry. Trying to contemplate a person's way of living, beliefs, organizational modes and institutional landscape through exoticizing is an adaptable method that can be used to explore one's own cultural phenomena, organizational practices and discourses that often present themselves as too familiar to explore. The different British welfare context of a more minimalistic and liberal welfare state encompassing much greater room for private initiatives in the development and implementation of welfare services is contrasted with the Danish landscape for social entrepreneurship. Visiting a social enterprise, such as Bike Works, that encourages cycling among children, elderly and disabled people, leads to wonderment and the need for further exploration of the institutional differences in which social entrepreneurship and innovation occur, since such private service provision has historically in Denmark been publicly funded. When students encounter the fact that social enterprises present themselves as new hybrid examples of combining logics and agents from the private, public and voluntary sectors, it evokes inspiration and challenges their conventional knowledge base. Sometimes the extensive and impressive volunteer and philanthropic work in London for the marginalized is perceived as a problematic feature of a weakly developed welfare state. On the other hand hybrid forms of organizations combining the voluntary, private and public point to strength since various actors are activated and involved in solutions of modern welfare problems.

Thus, exoticizing serves to arouse the students' ability to wonder, to be provoked and to rethink their own traditions and positions, forms of organization and reflections on how things should and could be. One student had for example paid attention to the significant difference that both fascinated and worried him/her:

> I noticed that the SEs we have heard of involved funding that the students themselves have

> provided and invested and this is different in DK where we much more lean on public funding. (Master student)

Another student reflected on the variety of definitions of how to balance commercial forms of capital versus social revenues:

> In the English definition of SE it becomes clear that – in addition to acting on social value or social capital – it is also about organizations that in one way or another are thinking corporate and commercial capital through trade, public procurement or sale of goods and services. It was also evident that most SE is self-financed, but still relies on public funding, private foundations and sponsorship/partnership with the private sector. There was also no consensus on the definition of SE in relation to the proportion of capital that should come in as commercial capital, for example some talked of around 50 percent, while others made other suggestions. So there were actually some confusing or inspiring contradictions and differences, which I have to think more deeply about! (Master student)

The overall pedagogical principle on the study trip is 'collaborative action learning' by facilitating learning and action-oriented sessions and exchanges between Danish and British students. In 'collaborative (action) learning' we create learning platforms where students work and learn in interaction; this is based on a learning notion where knowledge is best acquired when students are actively involved in the creation of knowledge, experience and action (Barkley, Cross & Major, 2005). The students jointly explore various tasks either formulated by themselves in the form of a chosen problem or formulated by teachers or external partners; these tasks involve the mutual exchange of experiences and processing of new knowledge. 'Collaborative scripts' is a structured teaching method that creates learning by developing symmetric and asymmetric roles and tasks and mediated interaction that gives room for flexibility, dialogue and activity (Barkley, Cross & Major, 2005). A script is thus a written description in phases or through assignments and questions asking the students to solve tasks. The study trip included several scripted tasks where Danish and British students presented short talks as the products of working on identifying their life history and its impact on their social entrepreneurship – together with the influence of national and cultural context. This was very rewarding for the Danish students, as expressed here:

> We should have spent more time that we did on the first day to talk and co-develop with the BA students from UEL in order to share and utilize our experiences and differences.

> I'm curious about what motivates and inspires in social entrepreneurship. It was cool to hear how the British BA students apparently did not want to move away from local problems – but chose to do something about things where they are. Very gifted – and great role models – but still: they had their finger on the pulse of culture and identity. They didn't distance themselves from the people they are supposed to 'do good' for. (Master student)

Platform 3

Collaborative network involving CSE and TISS – a people-based approach

From the outset CSE has been internationally oriented as one of the founding members of EMES, and in recent years the centre has played a core role in forming a Nordic network for research in social entrepreneurship (SERNOC) and has contributed to the initiation of FETSE, an international arena launched by EMES for universities engaged in promoting joint degrees, student and faculty exchange as well as mutual inspiration in the development of curricula. Most recently, together with the Tata Institute of Social Sciences (TISS) in Mumbai, India, we have launched a collaborative platform on Social Innovation and People-Centred Development. The overall aim is to benefit from the traditions of two universities that are both interdisciplinary, problem-oriented and actively involved with stakeholders in their approach to learning, capacity building and research. The collaboration is centred on the interest of developing mutual understandings about alternative ways to achieve people-centred economic and social development through education and participatory social practice. The rationale of the project as it has been formulated jointly by the participating scholars is a critical understanding of a public policy strongly shaped by notions of 'competitiveness' and 'world class' associated with the emerging 'global knowledge economy'. However, an overwhelming focus on innovation, competitiveness and efficiency in contemporary reform processes often leads to the exacerbation of social inequality within societies and across nations. Policy debates across much of Asia and Europe – not least in the fields of welfare, education and social work – have tended to focus on the perceived role of education in fostering the 'skills' needed to maximize economic competitiveness, often to the neglect of questions relating to the extent to which they promote equitable and sustainable learning processes *and* outcomes. The collaboration aims to design a mutually developed Social Innovation Lab and joint research projects. The scientific focus and approach to social innovation in the

collaboration is closely linked to the people-centred development (PCD) framework of knowledge production and intervention as developed by TISS and the problem-oriented method of learning as developed at Roskilde University (Hulgård & Shajahan, 2013). Scholars from both sides have met to reflect on the history and experiences of their respective institutions in the joint interest of sustainable and people-centred approaches to social innovation, and students have engaged in a dialogue on social innovation on Facebook.

Platform 4

SEM corporate network – co-creation of knowledge

The international MA in Social Sciences in Social Entrepreneurship and Management (SEM) was launched in 2013 as a full two-year international MA programme that benefits from the affiliation of CSE to international networks and the participatory and collaborative learning profile of Roskilde University. Faculty considers SEM as much as a platform for learning as a formal MA programme taking place in the RU classroom and students who are engaged in contributing to the ongoing process of developing this platform will most likely benefit more from their degree than students who have 'only' focused on the formal curriculum. As an integral part of the programme we have established a SEM corporate network comprised of leaders from all sectors. They all share an interest in social innovation and social entrepreneurship and have committed themselves to helping to develop a method of two-way practice learning where they engage actively with students. On the one hand the network will provide input to the refinement of the programme in order to keep it in tune with the demands and expectations of stakeholders and future employers. On the other hand they invite students to contribute to the development of the organizations in which members of the network are employed. The levers installed to implement this two-way practice learning consist of field visits, internships, student jobs, mentoring, guest lectures, and collaborative research projects where students conduct their project work on issues and challenges originating in the stakeholder organizations, and finally the SEM Innovation Lab where students and leaders are invited to comment and work on ideas and activities in the field of social entrepreneurship.

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