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**Training in social entrepreneurship using educational videos:  
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## Training in social entrepreneurship using educational videos: description of two different learning experiences

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**Abstract:** Due to the situation caused worldwide by the pandemic, many people's habits and ways of life have been modified. One of the main changes is related to high university learning, which has gone from being face-to-face, to telematics in many cases. This has led to changes in the teaching methodologies and, of course, in the learning resources used by the staff. This paper aims to show, through real experiences developed in two different universities in Madrid, the benefits and the generation of value that the use of information and communication technologies (ICT)-specifically focused on the generation and sharing of teaching videos on social entrepreneurship can contribute to on-line university education. Teaching social entrepreneurship should be based on active learning methodologies and through the interaction between theory and practice. We consider especially important that young university students acquire the entrepreneurial spirit linked with ethical behaviour at work and corporate social responsibility. The experience described in this paper show that these resources from ICT – especially educational videos are appropriate for the teaching of social entrepreneurship in the XXIst century under uncertain conditions.

**Keywords:** social entrepreneurship; higher education; skills; competences; technologies; university; learning methodologies; ethics; responsibility.

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## 1 Introduction

Two years after the beginning of the pandemic caused by the coronavirus, and as a result of the new mutations, we continue to face an uncertain and worrying scenario. COVID-19 is having a devastating impact on the population from a health point of view. According to data from Johns Hopkins University, at the beginning of February 2022, the number of infections already exceeded 374 million cases worldwide and has caused more than 5.6 million deaths; figures that, unfortunately, continue to grow. However, globalised vaccination suggests that, little by little, normality can be restored.

As a result of the rapid spread of the virus, several changes in social practices and lifestyle have taken place in recent months, such as home confinements and physical distancing between people. All these measures are affecting personal relationships, professional relationships as well as, with no doubt, teacher-student academic relationships. Indeed, both during the second semester of the 2019–2020 academic year and, in many cases, during the 2020–21 academic year, the students were not in the classrooms, but connected through the internet and followed classes synchronously, with a strong impact on the educational system. As Planellas Aran (2020) points out, the pandemic will cause changes in pedagogical processes and learning objectives.

Technological support in teaching is not new and, in fact, for a long-time student –digital natives– have been accustomed to going to the classroom with various equipment and mobile devices (Aguiar et al., 2019). However, and precisely as a result of the pandemic, today more than ever, the use of information and communication technologies (ICT) to support education has become essential and common at all levels of education.

Thus, the objective of this paper is to show a teaching experience consisting of the application of technological tools in the learning process of students as support for the acquisition of knowledge and the development of skills. Specifically, the use of audiovisual resources to promote a responsible and sustainable entrepreneurial spirit among university students is exposed. To this end, two real cases carried developed at the

Polytechnic University of Madrid and the European University of Madrid are presented, thus offering examples both from a public and a private institution.

After two years of pandemic, new development models are being discussed around the world in order to achieve not only economic recovery, but also sustainable and inclusive growth in the future. Therefore, it seems relevant to us that young university students should acquire knowledge and skills that help them create companies that are capable of being profitable and, at the same time, responsible, in a way that generates value for society as a whole. In this sense, it is interesting to promote knowledge of alternative ways of entrepreneurship such as social enterprises.

The teaching of entrepreneurship – and social entrepreneurship – should be based on active learning methodologies, through the interaction between theory and practice (Stephens, 2020; García-González and Ramírez-Montoya, 2021). Past experiences show that incorporating direct contact with professionals outside the university environment substantially improves the learning process (Sobrado and Fernández, 2010; López-Cózar et al., 2017). In fact, according to Glasserman-Morales and Portuguese-Castro (2021), the current needs of students are no longer met by the traditional teaching model. However, given the present circumstances, it has not been possible to offer such face-to-face meetings between students and professionals that promote the creation of business initiatives based on social entrepreneurship. In this way, each of the two universities has proposed solutions based on ICT – specifically in the recording and sharing of videos to be able to involve social entrepreneurs in the classroom, not only to share their knowledge, but also their own personal experiences. We agree with Ratten and Jones (2021) and Takemoto and Oe (2021) stating that entrepreneurship education needs to change based on the digital transformation made essential by the recent pandemic situation.

We consider that this is an interesting practice for the academic community, since it can be adapted very easily to be performed in different courses related to the area of business administration of any university degree and for any type of institution. Social entrepreneurship is a perfect topic to develop this type of activity; its suitability is due to its relative novelty and its social character, of vital importance in the existing environment. It is, therefore, a relevant topic, where the videos created and shared, with the instantaneity that characterises the society in which we live, help to show the student the reality of entrepreneurship linked to social needs, developing social innovation (Fridhi, 2021).

## 2 Development of the entrepreneurial competence in higher education

The implementation of the European Higher Education Area (EHEA) has provided the appropriate framework to achieve a holistic competency development for students. Among the competences that can be found in the curricula of university degrees and postgraduate degrees, reference is usually made to entrepreneurship. In fact, it is one of the most demanded by the labour market and by society in general to university graduates today (Glasserman-Morales and Portuguese-Castro, 2021). Following Bacigalupo et al. (2016), it is considered as a transversal key competence and applies to individuals and groups (teams or organisations). Is defined as: “*acting upon opportunities and ideas and transforming them into value for others. This value created can be financial, cultural, or social*” [Bacigalupo et al., (2016), p.10].

Likewise, the importance of this competence is expressly recognised in most European countries (Castro et al., 2014) and from the European Commission itself, which has carried out several initiatives in this regard through different documents (European Commission, 2011; Sobrado and Fernández, 2010). It is important to highlight the Green Paper on Entrepreneurship in Europe (2003), which states that the university should encourage a favourable attitude towards the entrepreneurial profession. Similarly, the report on the implementation of the Education and Training 2010 work program includes entrepreneurship as a key competence and defines it as the *“The ability to induce change. To welcome, support and adapt to this change due to external factors. The entrepreneurial spirit implies being responsible for one’s own actions, whether positive or negative, developing a strategic vision, setting and meeting objectives and being motivated to succeed”* [Commission of the European Communities, (2003), p.9].

Similarly, in Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006, among the eight key competences for lifelong learning is the ‘sense of initiative and entrepreneurship’, which the Council itself defines as the ‘ability to transform ideas into action’, and relates it to *“creativity, innovation, risk-taking and the ability to plan and manage projects in order to achieve objectives”* [EUROCOM, (2006), p.18]. With the same purpose of promoting entrepreneurship, in 2009 the Erasmus young entrepreneurs’ program was launched to facilitate the exchange of entrepreneurs between the different countries of the European Union. Meanwhile, among the goals related to education established by UNESCO (2016) it is included ‘adequate skills for decent work’, in which it expressly refers that education must provide to both, young people and adults, with the necessary skills to be entrepreneurs.

Consequently, the need to educate in the promotion of entrepreneurship is highlighted, especially in universities, and in this sense many initiatives have been launched within community policy (Sobrado and Fernández, 2010). Hernández Franco (2019) points that the promotion of training experiences that are aimed at developing a student’s entrepreneurial initiative is urgent and Planellas (2020) affirms that educating in entrepreneurship is more necessary now than ever as a result of the uncertainty generated by COVID. González-López et al. (2021) show that having the intention to start-up a venture is a necessary, but insufficient, condition for the creation of new companies; these authors consider that another variable that requires consideration is how potential entrepreneurs perceive their own capacity or ability develop the new project. Suggesting that it is of great important to develop certain essential qualities and skills in university students, necessary to provide citizens with courage and resolution towards today’s complex and uncertain environment. Papers such as those of Jones et al. (2017) or Stephens (2020) highlight the value of the impact of entrepreneurship training, and Ahmed et al. (2020) show a positive relationship between this training and the attitudes and intentions of graduates towards the creation of new companies.

On the other hand, it is also common to find references on the importance of developing in students – ethical commitment and responsibility at work. For example, recommendation 2006/962/EC on key competences for lifelong learning states that entrepreneurship should involve an awareness of ethical values and promote good governance. Key competences also include social and civic skills, and it is pointed out that people should be interested in sustainable socio-economic development, diversity of values, support for social cohesion and be willing to engage (European Commission, 2006).

As Hernández Franco (2019) show, it is a priority of the educational system to teach entrepreneurship but offering a comprehensive training that includes the values of justice and solidarity contained in the UN 2030 Agenda. Bacigalupo et al. (2016), as mentioned, propose a broad definition of entrepreneurship, remarking that it consists of the creation of value, adding that this creation of value can be in the private, public and third sectors. In this line, both from the public administrations (EUROCOM, 2013), and academic literatures (Juliá, 2013; Melián Navarro et al., 2017; Priede Bergamini et al., 2017; Hernández et al., 2018; Sánchez Espada et al., 2018; Solomon et al., 2019) advocate completing the teaching of entrepreneurship by proposing the alternative that the entrepreneurial attitude is developed within the scope of social enterprise within the fourth sector.

Social entrepreneurship is presented as a different and special business alternative, capable of identifying an opportunity in the resolution of a social or environmental problem. These are, therefore, people who decide to set up a company with the intention of carrying out a social innovation (Mulgan, 2006; Brown and Wyatt, 2010). Social enterprise participates in the market economy, but at the same time provides innovative and efficient responses to help meet unsolved societal needs. These types of business projects pursue the creation of social value over the profit motive (Martin and Osberg, 2007; Defourny and Nyssens, 2012; Priede Bergamini et al., 2014; López-Cózar-Navarro and Priede-Bergamini, 2021). The fourth sector is as an evolution of the private first sector, the public second sector and the social third sector; creating an intersection where the organisations address social and environmental challenges while, at the same time, provide prosperity to society and not just economic results. The primary revenue of the organisations are their own incomes, while the primary purpose is not the private interest but the common good or the general interest; accordingly the social enterprise is the better example of organisation within this sector (López-Cózar-Navarro and Priede-Bergamini, 2021).

The main goal of teaching social entrepreneurship in universities is that students acquire the knowledge and develop the skills necessary to create and manage a social enterprise (Solomon et al., 2019; Hamizan-Roslan et al., 2020). Therefore, in addition to the teaching of technical and financial content, it is necessary to develop other transversal competences, such as creativity and innovation (García-González and Ramírez-Montoya, 2021). Our paper presents two teaching initiatives related to social entrepreneurship, developed in two different universities, with which it is intended to contribute to the promotion of a sustainable and inclusive enterprise using audiovisual resources as a learning tool.

### **3 Use of videos as a learning tool**

Following Cacheiro González (2011), the application of ICT to teaching facilitates the content creation, allows distance learning and contributes to the creation of collaborative environments. In turn, this same author argues that ICTs can be used for information, collaboration and learning: ICT resources facilitate information to complement and deepen the different subjects; allow to build a social capital by participating in professional networks, with other lecturers, institutions, etc.; and enable different ways of working to achieve learning outcomes. In sum, these technologies allow the breaking down of space-time barriers, enable interaction with information and are clearly useful as

tools to support learning (Soto et al., 2009). Despite these advantages, the use of ICT in educational practices remained below its potential until very recently; in fact, its use has increased in recent months as a result of the effects of the COVID pandemic.

Within the ICT resources, videos make possible to create and share content on different topics, whether specific to a subject or of a more transversal nature, made by a single person or as a collaborative activity. By incorporating images, sounds and words in a combined way, it energises and facilitates learning (Brame, 2016). Videos as multimedia resources in the learning process transform new information into long-term memory learning (Moreno-Guerrero et al., 2020). In addition, they allow flexibility and complement synchronous teaching, offering digital, specific and differential content that adds value to the official training programs. In this sense, the use of didactic videos has been common for several years in teaching-learning processes and previous literature highlights the usefulness and acceptance of educational videos by students (Torres-Ramírez et al., 2014; Camacho Miñano et al., 2016; De la Fuente Sánchez et al., 2018; Arroyo-Barrigüete et al., 2019, Moreno-Guerrero et al., 2020).

In the case of university education, the incorporation of ICT into the programs has long been a priority in the EHEA. Indeed, since its implementation, it has been sought to complement the master class -a traditional teaching methodology with other active methods, including different tools to interact with students, and to achieve a greater involvement in their own learning process (Camacho et al., 2016). The application of many of these tools requires support in ICT (Torres-Ramírez et al., 2014). Although in the last decade progress had already been made in this regard, in recent years progress has become more relevant.

However, not in all knowledge areas it can be given with equal ease, since it is true that the subject under study determines the most adjustable and feasible resources and means for its teaching. In the area of business administration, several papers such as those by Agnello et al. (2011), Camacho et al. (2016), De la Fuente Sánchez et al. (2018) and Arroyo-Barrigüete et al. (2019) show that it is an appropriate tool. Camacho et al. (2016) show that most students find the videos practical, interesting and motivating, and maintain that the learning was greater when they were related to real business projects. Moreover, De la Fuente Sánchez et al. (2018) provide empirical evidence that corroborates a positive relationship between the use of videos and academic performance, as well as the added value offered by these resources in on-line university education.

## 4 Experience description

Below are the two experiences described, developed in both a public and a private university.

### 4.1 *Experience in public university*

In the case of the initiative developed at the Universidad Politécnica de Madrid, the idea of the use of audiovisual material arises from the confirmation of the low degree of knowledge that, in general, university students had about social entrepreneurship. In order to find out how much they know, the interest it arouses and to what extent they are willing to get involved in business projects of this type, a survey was conducted to a total of three hundred and eighty students of the Higher Technical School of Agronomic, Food

and Biosystems Engineering. In line with the results of Hamizan-Roslan et al. (2020), it follows that there is a widespread ignorance about the concept and usefulness of the social enterprise for the economy; in fact, a very low percentage of students claimed to know a real case of a social enterprise. Regarding the main channels from which they had heard of this type of entrepreneurship, most answered that it was through the internet; secondly, through television; by contact with another person; and talks or classes in the university was cited in the fourth place. Most respondents expressed their interest in learning more about social entrepreneurship and almost 70% considered the university as responsible for the dissemination of this concept among students.

The results of the survey revealed the desire to have greater knowledge and showed the suitability of promoting teaching activities that favour the approach to social entrepreneurship. However, it is a complex issue, because in many cases it is not possible to include this topic in class, especially in those degrees that must prioritise the technical profile of the students, such as the degrees in the engineering area. Therefore, several alternatives were proposed to study what could be the most appropriate way to bring social entrepreneurship to young technical university students. Finally, it was considered that the best option was the creation of audiovisual content that could reach many students.

For this reason, a video was recorded in which it was explained what a social enterprise is and what its main characteristics are, as well as the importance of this type of initiative in the business environment of any country. First, a team composed of several teachers and with the collaboration of three social entrepreneurs prepared a script with the content that should appear. Social entrepreneurship is presented as an alternative for self-employment, for the development of social innovations and, at the same time, as an opportunity to generate a positive impact on society. Likewise, it emphasises the importance of properly defining the activity of the new business project and of developing a correct planning for the start-up.

Then, the teachers with a team of students chose the images and designed the drawings that should appear. A student gave voice to the video and took care of the technical part. For this, the Windows Media Video (WMV) format was used. Once the elaboration process was finished, the video was disseminated among the university students through the virtual platform *Moodle*, used regularly for teaching. In this case, it is not a topic included in the academic program of any particular subject but related to other transversal competences. In this way, the video is available as complementary material in the virtual space of several courses, both undergraduate and postgraduate, in the area of business organisation.

#### 4.2 *Experience in the private university*

In the case of the initiative developed in the private institution *Universidad Europea de Madrid*, it was proposed for the business economics course within the Sports Management degree. In this subject, 20% of the grade corresponds to the preparation and presentation of a project based on the development of a business model of social entrepreneurship in the sports sector. Specifically, the project is entitled 'Social innovation in sport'. This activity has traditionally been done with the collaboration of a social entrepreneur: the founder of the '*Mysocialfit*' platform. It is an interesting business proposal that consists of offering different physical activities in public parks or open spaces of various cities, in a comfortable and flexible way for the user, through a



technological platform; It also allows physical exercise professionals to find a way to earn income from their services and develop professionally. This platform would fall within what we know today as the collaborative economy, by virtue of which the exchange of goods and services is allowed based on the possibilities offered by technological advances. They are new business models in which activities are provided through technological platforms in which service providers, service users and intermediaries converge, and whose function is to connect and facilitate transactions among them (EUROCOM, 2016; López-Cózar and Priede, 2021).

In previous years to those affected by the pandemic, the entrepreneur came to the classroom to offer a masterclass on social entrepreneurship, in order to explain his experience and to present the main tools available to entrepreneurs to facilitate the development of a social enterprise. Given the difficulties of physical presence and displacement that have arisen in the academic year 2020–2021, the decision was made to prepare a digital block to support the collaboration of the entrepreneur and the best development of the project for students.

The digital block has been based on the recording of 6 videos. The first focused on a brief interview with the entrepreneur by the teacher of the course in which he was asked about general aspects of social entrepreneurship, the collaborative economy and the organisations in the fourth sector, as well as the specific description of the '*Mysocialfit*' platform. With this first video it was intended to contextualise the activity and bring students closer to social innovation, in addition to presenting the speaker and his business model. The following videos focused on the brief explanation no more than fifteen minutes- by the speaker of the most used tools of entrepreneurship: the popular business model canvas, the empathy map, the model known as '*buyer persona*' or customer profile, the canvas for the value proposition, as well as the minimum viable product and minimum spectacular product. Each video explains, concisely, each tool and offers the student an example to facilitate its understanding and implementation.

The final project of the course, to which the digital block was associated, is a teamwork that aims to apply the concepts acquired throughout the course, through the development of a business model and the application of the entrepreneurship tools described in the videos. In particular, the subject Business Economics was taught in two groups during the first semester of the 2020–2021, and a total of nine entrepreneurship projects were presented. The topics covered in these projects have been different, demonstrating that students clearly understood the concept of social innovation for sport management. Thus, for example, among the business model proposals presented are: the creation of a sports entity that favours the social inclusion of people with various intellectual disabilities or the help to certain social groups -such as people with obesity to offer online training guided by specialised personnel

Once the projects were presented by the students, they were evaluated by both the teacher and the external speaker, who provided his evaluation and comments, which come to complement the academic evaluation of the teacher. The grades have ranged between six and nine points over 10, which shows that the students have well taken advantage of the activity and have developed the learning results and the main competences of the course. Since none of the teams obtained a grade lower than five points, we can affirm that this activity has allowed to achieve these learning objectives.

**Table 1** Business Economics core skills.

	<i>Basic skills</i>	<i>Development through the experience</i>
B2	students know how to apply their knowledge to their work in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study	Clearly, the project, in general and the digital block, contribute to the achievement of this competence
B3	Students can gather and interpret relevant data to make judgments that include reflection on social, scientific or ethical issues	The digital block in a concrete way has allowed students to develop this competence, especially in improving the development of social entrepreneurship tools
B5	students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.	All the tools learned and internalised, will be very useful, not only for subsequent courses, but for your professional future
	<i>Transversal skills:</i>	<i>Development through the experience</i>
T3	Teamwork	The project has been developed as a team
T4	Adapting to change	The digital block has allowed students to adapt to the new circumstances.
T8	Planning and organisation	The fact of having the videos recorded, has allowed students to plan and organise their projects better and provide greater flexibility in the development
T11	Innovation and creativity	The tools presented in the digital block precisely promote and encourage these two important entrepreneurship skills
	<i>Specific skills</i>	<i>Development through the experience</i>
S5	ability to value and apply principles of social responsibility in the company	The projects presented must be of social entrepreneurship in sport and must clearly align with the sustainable development goals (SDGs)
S11	knowledge of the functional areas of sports companies	The entrepreneurship tools developed through the digital block, touch all functional areas
S13	ability to interpret, according to objective criteria, sports business opportunities, in national and international contexts	Precisely, entrepreneurship tools are used to detect and assess business opportunities
S14	ability to develop strategic analyses and propose creative solutions adapted to the situation of the sports company and its environment	Entrepreneurship tools are key in the strategic analysis process

*Source:* Author compiled

On the other hand, these good results obtained and, more specifically, the grades achieved in the application of the entrepreneurship tools, show their high quality compared to the results obtained in previous years. Therefore, a positive relationship

between the use of audiovisual resources and academic performance is observed, coinciding with previous literature (De la Fuente Sánchez et al., 2018). The recording of the digital block has proven to be the cause of such an improvement. Indeed, having the videos available at any time and being able to watch them as many times as necessary, has helped students indeed in their learning process, in line with the approaches of Soto et al. (2009), Cacheiro González (2011) and Camacho et al. (2016).

In the same line as the learning objectives, this activity has allowed to achieve the course competences. Table 1 presents the competences that have been developed through this teaching practice, either basic, transversal and specific.

## **5 Conclusions**

In the current situation of health crisis and, consequently, economic crisis, development models that allow contributing to sustainable growth are highly demanded. Given this panorama, we consider that it is especially important that young university students acquire these two skills together: the entrepreneurial spirit linked with ethical behaviour at work and corporate social responsibility. Today more than ever, it is necessary to teach our students that companies must modify their attitudes and behaviours. Therefore, it is essential to promote responsible entrepreneurship in the classroom, with the purpose of achieving a business environment in which new business projects are able to ensure their economic viability and, at the same time, move towards greater social integration, greater environmental respect and a more coherent and balanced growth model. In line with Solomon et al. (2019), we consider that teaching social entrepreneurship in the university favours not only the acquisition of knowledge and skills for the creation of business administration, but also allows to increase individual sensitivity to the social and environmental problems that we face today, and encourages young people to explore innovative solutions that help solve such problems.

The application of ICT to university education facilitates the creation of content, allows distance learning and contributes to the creation of collaborative, dynamic and motivating environments for students. This clearly favours the learning process, although it is necessary to consider the area of knowledge and the specific course, since not all resources from ICT adapt and favour this process in all areas in the same way. For this reason, it is important to analyse which resource is most suitable for each topic and area of knowledge.

This paper presents two examples of the use of educational videos to support the teaching-learning process in both public and private universities. In the case of the Polytechnic University of Madrid, social entrepreneurship is not associated with a specific disciplinary field but is included as complementary material of various subjects related to the area of business management. However, the activity presented at the European University, was developed in the context of a specific course, thus it is possible to assess the results obtained in a different way. It has been possible to understand, through the grades obtained by the students, that the fact of creating, including and sharing videos in on line teaching has favoured their learning, compared to the results obtained on the previous years, in addition to having motivated them to improve their knowledge on social entrepreneurship, hence improving their engagement towards a more responsible and sustainable economy.

Having interactive resources, available any time, has been key to improving the results of students' work. The videos have helped to deepen the topic, as well as to clarify the doubts that have arisen throughout their learning process. Its dynamism also makes the student's effort in the use of this resource less than in the use of other alternatives, so it motivates and makes its use more effective. With no doubt, it is a highly recommended option.

Especially in the current environment, in which we are living a period of recovery after the pandemic caused by COVID-19, many of the technological practices that we as teachers have adopted to respond to the circumstances, will be incorporated gradually in our daily work. Therefore, the digital competence of teachers, understood as their aptitude for the use of digital technologies in teaching, becomes an essential capacity to face the challenges posed by this new inspiring situation.

In short, it is advisable to use resources from ICT, especially educational videos, both on-line and face-to-face teaching that support the classes, after a deep consideration and analysis of the suitability to the course or knowledge area. Both the previous literature (Agnello et al., 2011; Camacho et al., 2016; De la Fuente Sánchez et al., 2018; and Arroyo-Barrigüete et al., 2019) as well as the experience described in this paper show that these resources are appropriate for the teaching of social entrepreneurship in the 21st century under uncertain conditions.

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