

*Електронний журнал «Ефективна економіка» включено до переліку наукових фахових видань України з питань економіки (Категорія «Б», Наказ Міністерства освіти і науки України № 975 від 11.07.2019). Спеціальності – 051, 071, 072, 073, 075, 076, 292. Ефективна економіка. 2023. № 3.*

**DOI: <http://doi.org/10.32702/2307-2105.2023.3.2>**

**УДК 351: 338.4**

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## **INNOVATIVE METHODS OF EDUCATION IN SOCIAL ENTREPRENEURSHIP<sup>1</sup>**

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## **ІННОВАЦІЙНІ МЕТОДИ НАВЧАННЯ СОЦІАЛЬНОМУ ПІДПРИЄМНИЦТВУ**

*This paper examines the value of dynamic innovative pedagogies in the context of social entrepreneurship education. The author explores the literature on innovative pedagogy and social entrepreneurship education, as well as the educational program of the Social Entrepreneur School IBS of Fil. Dr. Jan-U. Sandal Institute (Norway), which focuses on training social entrepreneurs through an experiential, problem-based learning approach.*

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<sup>1</sup> This article is based on pedagogical practice results from The Social Entrepreneur School IBS, which was provided by the Fil. Dr. Jan-U. Sandal Institute (Norway) [1] as part of the APEX Honorary Scientific Fellow Program.

*In the methodical part of the investigation, the author analyzes taxonomies for clustering innovative pedagogies, including those of the European Civic University, OECD's "Cs" framework strategies, and The Open University's methods and tools that create a balanced and effective ecosystem for learning. The author employs comparative techniques to demonstrate how dynamic innovative pedagogies can be used to enhance the educational experience for social entrepreneurs.*

*The practical part of the investigation examines the key principles of dynamic innovative pedagogy and learning methods and discusses their application in the context of the courses provided by Social Entrepreneur School, specifically in the study courses in social entrepreneurship, innovation management, and service vision management. It is demonstrated that dynamic innovative pedagogies can extend our understanding of innovation and pedagogy and can be used to enhance the educational experience for social entrepreneurs.*

*Furthermore, the article emphasizes the importance of active learning, interdisciplinary approaches, and experiential education, which can help learners develop critical thinking, collaboration, and creativity skills. This study highlights the significance of a dynamic, innovative approach to pedagogy in social entrepreneurship education, which can equip learners with the skills and knowledge needed to successfully navigate the ever-changing landscape of social entrepreneurship.*

*Overall, this paper offers a comprehensive analysis of the value of dynamic innovative pedagogies in the context of social entrepreneurship education and provides insights for educators, trainers, and practitioners on how to develop and implement effective pedagogical approaches that foster innovation and promote social change.*

*Стаття розглядає значення динамічної інноваційної педагогіки в контексті соціального підприємництва. Авторка проаналізувала освітню програму Школи соціального підприємця Наукового Інституту Д-ра Яна-У. Сандала (Норвегія) та літературу з інноваційної педагогіки у сфері соціального підприємництва. В методичній частині статті порівняно таксономію для кластеризації інноваційних педагогік Європейського громадянського*

університету, рамкові "Cs" стратегії ОЕСР та методи та інструменти інноваційної педагогіки авторства Відкритого університету, які створюють збалансовану та ефективну екосистему навчання.

У практичній частині дослідження розглядається досвід застосування динамічної інноваційної педагогіки в контексті курсів, які надає Школа соціального підприємництва, такі як: навчальний курс із соціального підприємництва, курс управління інноваціями та курс менеджменту візії сервісу. Також розглянуто досвід української академічної групи, яка проходила підготовку спільно на базі Поліського університету та Шумпетерівського Центру при Чернівецькому національному університеті імені Юрія Федьковича. Досліджено психологічні особливості групи, її реакції на застосування різних методів навчання, результати успішності опанування курсів.

Доведено, що динамічна інноваційна педагогіка може розширити наше розуміння інновацій та педагогіки та може бути використана для покращення освітнього досвіду для соціальних підприємців. Дослідження показало, що традиційні методи навчання самі по собі недостатньо ефективні для підготовки студентів до складних викликів сучасного світу. Натомість, для того, щоб студенти здобували необхідні навички та здібності з самого початку, необхідно поєднувати різні дисципліни, виходити за межі базових знань та застосовувати інноваційні методи навчання. У документі також підкреслюється важливість активного навчання, міждисциплінарних підходів та експериментальної освіти, які можуть допомогти учням розвинути критичне мислення, співпрацю та навички творчості, з огляду на те, що в довгостроковій перспективі інноваційні методи здатні зруйнувати межі класичної освіти.

**Keywords:** *innovative pedagogy, pedagogical methods and tools, Social Entrepreneur School.*

**Ключові слова:** *інноваційна педагогіка, педагогічні методи та засоби, Школа соціального підприємця.*

***Statement of the problem in a general form and its connection with important scientific or practical tasks.*** Social entrepreneurship has emerged as a powerful force for addressing some of the most pressing social and environmental challenges facing our world today. However, the effective education of social entrepreneurs has long been a challenge due to the interdisciplinary nature of the field and the evolving nature of the problems it addresses. In recent years, innovative methods of education in social entrepreneurship have been developed, which hold the potential to transform the way we teach and learn about social entrepreneurship.

Dynamic innovative pedagogy and learning methods are key components of this educational shift. These methods emphasize active learning, experiential education, and problem-based approaches that aim to foster the development of critical thinking, collaboration, and creativity in learners. These approaches are particularly well-suited to the complex, interdisciplinary challenges of social entrepreneurship, which require a holistic understanding of problems and the ability to work across disciplinary boundaries to create innovative solutions.

In this paper, we will explore the value of dynamic innovative pedagogy/learning methods in the context of social entrepreneurship education. We will examine the ways in which these methods can extend our understanding of innovation and pedagogy, and how they can be used to enhance the educational experience for social entrepreneurs. Through a review of the existing literature on innovative pedagogy and social entrepreneurship education, as well as case studies of successful educational programs, we will demonstrate the potential of these methods to transform the field and contribute to the development of a new generation of socially conscious entrepreneurs.

Overall, the emergence of dynamic innovative pedagogy/learning methods represents an exciting opportunity for educators, students, and practitioners in the field of social entrepreneurship. By embracing these methods and exploring new ways to teach and learn about social entrepreneurship, we can foster a more innovative, creative, and effective approach to addressing the world's most pressing social and environmental challenges.

***Analysis of recent research and publications.*** There is a diverse range of sources on the topic of pedagogical innovation in education, with a mix of theoretical

and empirical studies. The sources cover various aspects of innovation in education, including approaches to innovation, the importance of innovative pedagogies, the use of mobile pedagogies, and the motivation of educators to innovate.

The literature suggests that the traditional and rigid nature of educational institutions is a worldwide issue that needs to be addressed to meet the growing and ambitious global expectations for education systems. According to [2], innovation is essential to move beyond the comfort zone of the traditional and familiar.

Furthermore, the quality of the lived learning experience is considered to be one of the highest factors influencing learning and students' achievement. This is due to the authentic interaction of teachers and learners. The concept of innovative pedagogies involves designing, facilitating, and debriefing learning processes with an explicit call to imagination. The literature suggests that innovative pedagogies engage strategies, methods and tools that create a balanced and effective eco-system for learning while maintaining a reasonable focus on knowledge, skills, and attitudes [3].

One prominent illustration of innovative pedagogical approaches is evident in the OECD's "Innovative Pedagogies for Powerful Learning" [4] initiative. This project developed a framework based on the following four "Cs" components: Combinations (referring to pedagogical approaches), Content (pertaining to the subjects being taught), Connoisseurship (which denotes expert application of pedagogies), and Change (emphasizing the integration of innovative pedagogies into existing practices). The framework underscores the vital role of pedagogy and its implementation in facilitating effective learning outcomes.

The 2020 edition report from the Open University provides an overview of innovative pedagogies, exploring new forms of teaching, learning, and assessment for an interactive world. The report highlights ten new educational concepts, terms, theories, and practices that have the potential to provoke major shifts in educational practice. Titled "Innovating pedagogy," the report [5] features topics such as preparing for life and learning in the age of AI, confronting the relationship between humans and technology, using real-world data for personally relevant learning, addressing injustices in lives and society, learning and teaching through competitive virtual gaming, watching and interacting with short animations, using several senses to enhance learning, networked learning beyond the internet, and laboratory access

for all. The report aims to guide teachers and policy makers in productive innovation by offering a comprehensive and insightful exploration of innovative pedagogies that can enhance learning experiences and outcomes for students.

The report titled “Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies” [6], published by the OECD’s Centre for Educational Research and Innovation (CERI), outlines six innovative pedagogical clusters that bridge the gap between broad principles and specific teaching methods. These clusters are not mutually exclusive and can be combined in various ways. Blended learning, the first pedagogical cluster, is a novel approach that rethinks established routines and sequencing of student work and teaching to enhance understanding. This approach relies heavily on digital resources to optimize access to teacher expertise by reducing routine tasks. The report identifies three main forms of blending, which are the inverted flipped classroom, lab-based models, and “in-class” blending. The second pedagogical cluster is gamification, which aims to capture student interest by exploiting the features of games such as rapid feedback, badges and goals, participation, progressive challenge, narratives, identities, collaboration, and competition. These features can be used to foster self-regulation and develop abilities to handle complexity and the unfamiliar. Computational thinking, the third cluster, develops problem-solving skills by approaching challenges as computers would and using technology to resolve them. It involves techniques such as logical reasoning, decomposition, algorithms, abstraction, and pattern identification, as well as approximate solutions, parallel processing, model checking, debugging, and search strategies. This pedagogy envisions programming and coding as new forms of literacy. The fourth cluster, experiential learning, occurs through active experience, inquiry, and reflection. It has four main components, namely, concrete experience, reflective observation, conceptualization, and active experimentation. This approach depends on guidance and scaffolding to promote inquiry-based learning, education for sustainable development, outdoor learning, and service learning. The fifth cluster, embodied learning, looks beyond the purely cognitive and content acquisition to connect to the physical, artistic, emotional, and social aspects of learning. It promotes knowledge acquisition through creativity, expression, curiosity, sensitivity, risk-taking, and thinking in metaphors and multiple perspectives. The report identifies

three main forms of embodied learning, which are physical culture, arts-integrated learning, and the construction of tools and artifacts. The report also illustrates this approach through an example of teaching geometry through dance. Finally, multiliteracies and discussion-based teaching, the sixth pedagogical cluster, aims to develop cultural distance and critical capacities. This approach uses students' life experiences to create meaningful classroom activities, constructive critique to create distance from received knowledge, and encouragement of students to extend their horizons. Critical literacies deconstruct narratives by situating knowledge in its political, cultural, and authorial contexts. Class discussion becomes central in questioning ideas and dominant language. This approach depends on active teacher scaffolding. In conclusion, the six pedagogical clusters outlined in the report from the OECD's Centre for Educational Research and Innovation offer a range of innovative teaching approaches that can enhance the quality of education. Educators can choose to integrate different pedagogies in their teaching strategies to promote optimal learning outcomes.

The European Civic University has proposed a taxonomy for clustering innovative pedagogies, which can be utilized as a framework for better understanding the focus and characteristics of a pedagogical approach [7]. The development of this framework involved a flexible approach based on a common understanding of the concept and was partially inspired by grounded theory principles. The resulting taxonomy includes five clusters of innovative pedagogies, four of which are already defined, while the fifth cluster remains "free," without a specific description. The first cluster, technology-based pedagogical innovation, includes a variety of approaches, such as online/digital tools like open educational resources, platforms like MOOCs, blended learning, online laboratories, and the use of artificial intelligence in education. It also includes augmented reality (AR) and virtual reality (VR) tools, virtual learning environments, multisensory learning labs, and open labs. The second cluster, methodology-based pedagogical innovation, includes flipped/reverse/parallel learning and classroom approaches, experiential learning design, design thinking, and universal design. It also includes game/play-based learning. The third cluster, skill-based pedagogical innovation, focuses on cognitive and non-cognitive development, as well as transversal/transferable skills driven innovations and core professional

skills. It includes learning analytics, making thinking visible, computational thinking, and learning experiences that address emotional and social development, cultural awareness, and empathy, among others. The fourth cluster, context-driven pedagogical innovation/real-world driven pedagogical innovation, includes community-based learning, service learning, project-based learning, and problem-solving. The final cluster includes innovative pedagogical approaches that do not fall within any of the other categories. It is important to note that this clustering model is intended to serve as a framework for better understanding the characteristics and focus of a given pedagogical approach and is not intended to be restrictive or rigid.

Despite the increasing use of the innovative pedagogical tools and expanding discussion about them [8-14], there is still a dearth of information on their application in teaching social entrepreneurship. Therefore, there is a need for more detailed coverage of this topic from both a methodological and practical point of view.

***Formulation of the goals of the article (statement of the task).*** The main goal of the article is to prove the possibility of using innovative educational tools as a means of forming competencies in the field of social entrepreneurship.

***Presentation of the main research material.*** Below, the article describes the case of the implementation of innovative methods in educational course on the topic of social entrepreneurship during the pedagogical practice in the The Social Entrepreneur School IBS, provided by Fil. Dr. Jan-U. Sandal Institute (Norway). The pedagogical internship involves a comprehensive study and application of innovative learning methods, which culminates in the candidate's role as an assistant professor responsible for delivering three themed lessons aligned with the Social Entrepreneur School IBS curriculum. The internship focuses on fostering independent learning for both the professor and the students, with an emphasis on achieving better results through individual talent and finding solutions beyond static frameworks. In addition to gaining knowledge in innovative learning methods, the candidate is also involved in administrative tasks.

The program is a mandatory component of the APEX Honorary Scientific Fellow Program, which requires graduation from the Social Entrepreneur School IBS. During the 2022 autumn semester, the intern works as an assistant to Professor Fil.

Dr. Jan-Urban Sandal at the Chernivtsi Schumpeter Centre at Yuri Fedkovych Chernivtsi National University in Norway, with an interactive component.

The internship encompasses 200 academic hours, including 20 lessons at the Social Entrepreneur School IBS and culminates in the presentation of a scientific report at a summit. The intern's activities involve lecturing on the three courses, each with a different topic, under the professor's supervision. Additionally, the intern writes three introductions, one for each lecture, and assists with pedagogical and administrative work. The program also requires individual study and practice of innovative learning methods, as well as support for students and group work.

As a part of the pedagogical practice program, it was obligatory to assist Professor Fil. Dr. Jan-Urban Sandal by organizing classes, forming working groups, and sending information materials. The intern also delivered three lectures on various disciplines within the Social Entrepreneur School IBS for its participants, namely the study course in social entrepreneurship, the study course in innovation management, and the study course in service vision management. Each lecture covered a different topic related to the course.

The Social Entrepreneur School IBS is an Executive Business Education program specializing in Social Entrepreneurship, Innovation Management, and Service Vision Management. The program is a full-time 20-week course that includes three independent courses, each with its predefined program and allocated hours for mastery. The courses, namely, SE-03-A, IM-03-A, and SV-03-A, are available on the Fil. Dr. Jan. - U. Sandal Institute website [1] and a manual designed for each student.

The educational elements of each course involve lectures, individual work, case study, and Q&A sessions. Participants must pass a final exam that includes a written task, oral exam, and group-based case study preparation and defence. Upon completion of the program, successful participants receive a certificate of completion. Those who complete all three courses receive a diploma from The Social Entrepreneur School IBS and a glass statuette, symbolizing the fragility and importance of maintaining the status of a graduate of the program throughout their lives.

International Study Course in Social Entrepreneurship SE-03-A gives extended knowledge about the social entrepreneurial process, both in existing businesses and

start-ups. The need for help and empowerment of the weak and marginalized people in society has never been more challenging. Management of the social innovation process takes specific knowledge about the challenges and obstacles, that every individual and organization confront in the daily routine of business operation and process of development that characterize the post industrialized society. This course gives perspectives on innovation and entrepreneurship as power of transformation of the society. Students develop strategies for their own processes and projects. The course focuses on developing management skills that promotes the process of innovation (Table 1).

**Table 1. Description and requirements for the SE -03-A course**

Category	Information
Content:	Terminology, production function, social innovation topics, development strategies, social value and profit, specific factors for motivation, traditional obstacles for individual contribution, myth contra possibilities and perspectives. Welfare state development. Cooperation between Government and private sectors. Visualizing of own ideas.
Methods:	Lectures, conversations, group work and individual work. High degree of participant activity where the participants use their own experiences as examples. This course emphasizes both theory and practice.
Curriculum:	Program SE-03-A and list of literature.
Scope:	5 lessons, each 3 academic hours over 5 weeks: 5 academic weeks full time.
Qualifications:	Certificate and Certificate Ceremony. For grades and credits, please confer your local university. BSc, MSc, and PhD level.
Work possibilities:	Own business or start-up. Many apply for jobs at international help organizations, charities, governmental departments, or they just want to strengthen and develop their job skills as professional employees.

*Source: developed on the basis of information from the website [1].*

The International Study Course in Innovation Management (Course Code IM-03-A) aims to enhance knowledge and understanding of the innovation process, both in established and emerging businesses. The management of innovation is a crucial aspect that demands specialized knowledge and skills to address the challenges and obstacles that organizations face in the ever-changing post-industrialized societies. Economic development is not a self-sustaining process, and human activities often trigger waves of cyclical fluctuations. Innovation has historically received limited attention worldwide, making it a significant area of focus in this course. The program

concentrates on developing leadership skills that facilitate the innovation process (Table 2).

**Table 2. Description and requirements for the IM-03-A course**

Category	Information
Course content:	Clarification of concepts, production processes, innovation areas, development strategies, profits, special motivators, traditional barriers to innovation, myths versus possibilities and perspectives. Innovation and entrepreneurship in historical perspective.
Methods:	Lectures, talks/discussions, group and individual work. A high degree of participant activity where participants use examples from their own experience. The course emphasizes both theory and practice.
Material:	Lectures supported by PowerPoint, course book, reading about 250 pages in English, course compendium.
Scope:	7 lessons each 3 hours.
Participants:	Researchers, Ph.D. candidates, supervisors, lecturers, teachers, students, course participants, practitioners, business founders, social entrepreneurs, politicians, government officials, journalists, owners, CEOs and employees, in all kinds of sectors and branches with interest of or connection to the issues.
Qualifications:	Certificate and Certificate Ceremony. For grades and credits, please confer your local university. BSc, MSc, and PhD level.

*Source: developed on the basis of information from the website [1].*

International Study Course in Service Management SV-03-A gives extended knowledge about service management, both in businesses and start-ups. Management of the service vision is a topic, which takes specific knowledge about the challenges and obstacles, that every individual and organization confront in the daily routine of business operation and process of development that characterize the post-industrialized society. The course gives perspectives on innovation and entrepreneurship as power of transformation of the society. Students develop service vision strategies for their own processes and projects. The course focuses on developing management skills that promotes the process of innovation (Table 3).

**Table 3. Description and requirements for the SV-03-A course**

Category	Information
Course content:	Definition of terms, value equation, criteria for success, service vision strategies, service quality, governments, market, people as opportunity and obstacles in service vision strategies. Perspectives on innovation and entrepreneurship as society transforming powerhouse.
Methods:	Lectures, talks/discussions, group and individual work. A high degree of participant activity where participants use examples from their own experience. The course emphasizes both theory and practice.
Material:	Reading about 280 pages in English, course compendium.
Scope:	8 lessons each 3 hours.
Participants:	Researchers, Ph.D. candidates, supervisors, lecturers, teachers, students, course participants, practitioners, business founders, social entrepreneurs, politicians, government officials, journalists, owners, CEOs and employees, in all kinds of sectors and branches with interest of or connection to the issues.
Qualifications:	Certificate and Certificate Ceremony. For grades and credits, please confer your local university. BSc, MSc, and PhD level.

*Source: developed on the basis of information from the website [1].*

The autumn semester academic group of The Social Entrepreneur School IBS-2022 was composed of students from the Faculty of Economics at Yuri Fedkovych Chernivtsi National University and academicians from Polissia National University at Zhytomyr. For a better understanding of the pedagogical techniques employed for each IBS course, let's delve into their respective methodologies.

The SE-03-A course, which forms the basis of the Social Entrepreneur School IBS, utilized a combination of classical and innovative pedagogical methods to create a well-rounded learning experience. The approach involved various methods to organize and implement educational and cognitive activities, including verbal methods such as story-explanation, conversation, and lecture, visual methods such as illustration and demonstration, as well as practical methods such as experiments, exercises, laboratory and practical works, and essays written by students. Additionally, the course employed various methods of supervision, such as educational work under the guidance of a teacher and independent work of students outside the teacher's control. The use of reproductive and problem-solving tasks was also emphasized. Methods of stimulation and motivation of educational and cognitive activity were also incorporated, including techniques to stimulate interest in learning and stimulate duty and responsibility. Furthermore, the course included methods of

control, self-control, mutual control, correction, self-correction, and mutual correction. The system of basic requirements and rules were used to aid in control and correction. Lastly, the course utilized integrated (universal) methods that combined various techniques into a single lesson.

The IM-03-A course required a deep understanding of business philosophy and was taught using a combination of three techniques. Contact studies involved a guiding and socialization process with the class members, where learners could interact with a teacher, instructor, or e-moderator. Self-studies included self-directed learning and self-studies. Learners could access learning material within a structured learning environment, increasing their metacognitive development and recognizing when they need to carry out further study, change their mode of study, and reflect on new information acquired. Context studies involved individuals and small groups working with a lecturer to engage in higher-order thinking, learning, and reflection. Group work within the class encouraged dialogue between learners, leading to reflection and a more flexible approach by individuals when considering tasks and issues. This mode of study is suited to discussing issues and tasks that relate to authentic situations.

The SV-03-A course, which is a practical course, focused on situational modeling, and the methodology was tailored to fit the subject matter. Two primary methods were used: imitations and simulations. Imitations were procedures where certain simple known actions were performed to reproduce and simulate any phenomena of the surrounding reality. Business games, for example, were used as a type of imitation that reproduces the objective and socio-psychological content of professional activity, typical problem and conflict situations, and helps practice the skills of solving them. During simulation games, students were given the opportunity to see, experience, and feel the interaction of the participants in various communication and action options, try out different approaches to solving problems, check alternative solutions, and practice the skills of solving specific situations. A vital component of the simulation was the discussion of the results of the activity and the students' understanding of cause-and-effect relationships and the algorithm for solving the problem. The course's regulation was built according to a clear scenario that coincides as much as possible with the conduct of such a procedure in real life.

Simulation games allowed the participants to develop a deep understanding of the problem and understand it from the inside.

In conclusion, the students of the Social Entrepreneur School IBS were very active in their work and were able to overcome the challenges associated with distance learning. They practiced skills, solved problems, struggled with complex questions, made decisions, proposed solutions, and explained ideas in their own words through writing and discussion. The activity of the students at the Social Entrepreneur School IBS (Course Code SK-03-A) was deemed high.

**Conclusions and prospects of further investigations in this direction.** The need for an environment that fosters innovation in education has been a topic of discussion for some time. This article investigates the importance of creating such an environment and how it is crucial for developing the skills and abilities of students. The study found that traditional methods of teaching alone are not enough to prepare students for the complex challenges of the modern world. Instead, combining different disciplines, going beyond the basics, and implementing innovative teaching methods are necessary to help students acquire the skills and abilities they need right from the start.

The research faced some implementation barriers, such as reluctance from students to venture into areas of technology beyond their comfort zone, institutional barriers to implementation, and limited access to technology. However, the benefits of innovative teaching methods in social entrepreneurship outweighed these challenges.

Innovative approaches to learning encouraged students to explore and discover new things, broadening their perspectives. Creative teaching methods allowed students to learn at their own pace, developing their critical thinking and problem-solving skills. Breaking down information into smaller parts helped students grasp the basics quickly, while group projects helped them develop time management, task prioritization, and communication skills. Innovative control methods helped teachers monitor classes objectively, while improved self-evaluation helped students determine what they still needed to learn and understand why they needed to learn it, resulting in increased motivation.

Innovative pedagogical practices also helped instructors develop new skills, such as analyzing the curricula of individual disciplines, improving the communicative components of teaching, using different pedagogical techniques and methods, and evaluating the results of their activities. This study found that innovative methods, when skillfully and confidently implemented, could enthuse, engage, and encourage students to learn. The Social Entrepreneur School IBS is a prime example of this, providing a remarkable learning experience.

The use of a combination of static, semi-static, and dynamic pedagogic methods at the Social Entrepreneur School IBS not only provides students with a strong education, but also equips them with the skills and competence necessary to become successful scientists in the traditional sense. The static approach, which involves the use of established theories and models, is combined with semi-static methods that allow students to apply these theories to real-world problems. The dynamic approach, which focuses on innovation and creative problem-solving, ensures that students are not only prepared to address current challenges, but also equipped to tackle future ones. As a result of this unique pedagogic approach, the Social Entrepreneur School IBS is able to generate valuable insights that go beyond traditional educational outcomes, benefitting both students and faculty alike.

Despite the technical challenges faced during the study, students were enthusiastic about the experience, recognizing its potential as a valuable learning experience in higher education institutions. Innovative teaching methods have the potential to provide equality of access and opportunity, eliminate the practical and cost constraints of traditional education, and offer creative opportunities for collaboration and learning among students from different universities and international communities. In conclusion, this research provides evidence that creating an environment that fosters innovation in education is essential for developing the skills and abilities of students, and that innovative teaching methods hold great potential for transforming the future of education.

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*Стаття надійшла до редакції 23.02.2023 р.*