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# Best Social Entrepreneurship Teaching and Learning Strategies for Promoting Students' Social Entrepreneurial Minds: A Scoping Review

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**Abstract.** This paper aims to explore the best teaching and learning strategies for promoting students' social entrepreneurial minds. At the initial stage, the scoping review draws from 198 secondary data from various works in the social entrepreneurship education context, including studies on education programs, curricular development, knowledge-acquiring mechanisms, and social entrepreneurial exploration processes. It also examines instructional methods and strategies that foster the development of potential social entrepreneur mindsets. Finally, 26 included papers present a Top-Down and Bottom-Up Approach, Experiential Learning, Action Learning, Community-Based Project, and Problem-Based Learning (PBL) as effective social entrepreneurship teaching and learning approaches to promote social entrepreneurial mindsets. The review concludes that a combination of all of the aforementioned teaching and learning strategies is among the top teaching approaches for effective social entrepreneurship education. The paper proposes that dynamic social entrepreneurship curricula and learning models that emphasize hands-on experience and experience-based learning can be effective strategies for promoting students' social entrepreneurial minds.

**Keywords:** Social Entrepreneurship; Teaching and Learning; Entrepreneurial Mindset

## 1. Introduction

Social entrepreneurship is an attractive and growing field, favored by private or public organizations towards solving pressing social, economic, and environmental issues. Statistics around the world have shown the emergence of

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relevant and recurring global issues that have had a detrimental impact on corporate operations while also having a substantial impact on the economy and society (Malaysia Ministry of Entrepreneurship Development and Cooperatives, 2022; United Nations, 2020). Economic and social issues are nevertheless pervasive and place ongoing pressure on the governing body to assist the underprivileged, disabled, and impoverished despite the numerous national and international efforts made to address them (Ab Wahid et al., 2023; Fleischmann, 2013). The Global Income Gap for those in the top 1% has risen from 18% to 21%, while for those in the lowest 50%, it has grown from 5% to 7%. By 2030, it is anticipated that more than 786 million people worldwide will experience food insecurity (Malaysia Ministry of Entrepreneurship Development and Cooperatives, 2022). Thus, social entrepreneurship blends the best relationships between the private and public sectors with an enterprising spirit to solve community problems. Social entrepreneurship can be carried out by ordinary people with the social entrepreneurial characteristics and minds that they possess. The distinction between social entrepreneurship and social entrepreneurial mindsets is that social entrepreneurship is about actions and intentions. On the other hand, social entrepreneurial minds are about attitudes and beliefs to be more altruistic (Cong, 2023; Duncan-Horner et al., 2022).

The social entrepreneurial mindsets need to be nurtured and cultured at the tertiary level of education (Adewumi & Naidoo, 2022; Bublitz et al., 2021). University students need to propel themselves forward by integrating entrepreneurship skills to find innovative solutions to curb the pressing community issues around them (Halberstadt et al., 2019; Klofsten et al., 2019). This mindset may fade as students get entangled in the rat race of social entrepreneurship. However, by making an effort to embrace this mindset, they have the social entrepreneurship skills to position themselves to meet daily social enterprise challenges and experience social business growth (Ballesteros-Sola & Magomadevo, 2023). Starting their own social business on the university campus is the perfect opportunity to develop a social entrepreneurial mindset. Not only does it set them up with invaluable life skills after university, but they could be the social business employers that create more opportunities to help the beneficiaries instead of promoting Corporate Social Responsibility (CSR) or other social work (Pandey et al., 2020).

Having a social entrepreneurial mindset also helps students to quickly identify pressing economic, social, and environmental problems and provide timely solutions (Bosman et al., 2019). Students with a social entrepreneurship mindset are always alert to the people and situations around them. They possess a strong intuition to help others and, at the same time, help themselves sustainably. Normally, they will strive hard to achieve something and take the proper initiative. The skills that must be taught among students are identifying social entrepreneurship opportunities and starting a social enterprise. They must be able to identify the needy or the beneficiary (Adewumi & Naidoo, 2022). Next, they must work smart to bring about social innovation in the community. They must be able to measure the social impact of their endeavors. They may start by, *inter alia*, planning the social business by brainstorming ideas with their peers

and instructors. They can proceed with a small social business first and carry it out around the university campus (Ab Wahid et al., 2023; Adewumi & Naidoo, 2022).

With the aforesaid issues, what are the most effective teaching and learning strategies employed by social entrepreneurship educators to promote students' social entrepreneurial minds? The selected instructional methods and strategies that foster the development of potential social entrepreneur mindsets are highlighted.

## 2. Literature Review

The scoping review on teaching and learning strategies related to social entrepreneurship has yielded some important discoveries. Works on the literature reviewed found several best teaching and learning strategies that could foster students' entrepreneurial minds such as the Top-Down and Bottom Up Approach (Yu & Duchin, 2022; Vázquez-Parra et al., 2022; Adom̂sent et al., 2019; Satar & Natasha, 2019), Experiential Learning (Belcher et al., 2022; Cunha et al., 2022; Yunfeng et al., 2022; Awaysheh & Bonfiglio, 2017; Othman & Ab Wahid, 2014), Action Learning (Brown & Crawford, 2022; Day et al., 2021; Santos et al., 2021; Yasin & Khansari, 2021), Community-Based Project (Lake et al., 2022), Problem-Based Learning (Krstikj, 2021), Work-Based Learning (Maxwell & Armellini, 2019; Huq & Gilbert, 2013), and many more. Therefore, this empirical paper aims to discuss the best strategy for promoting students' social entrepreneurial minds and produce an extensive map of themes for future research.

First, knowledge exploration and exploitation procedures are vital (Ndou, 2021) for effective social entrepreneurship education programs at higher learning institutions (Shahid & Alarifi, 2021). It requires a balance between exploring new possibilities and exploiting old uncertainties. A framework for social entrepreneurship education can help to guide the process of combining these processes. Social entrepreneurship education can involve exploring new possibilities, such as identifying new social problems and developing innovative solutions to address them (Othman & Ab Wahid, 2014). This can involve encouraging students to think creatively and critically, and to engage in activities such as brainstorming, ideation, and prototyping. Social entrepreneurship education can also involve exploiting existing knowledge and resources, such as leveraging existing networks and partnerships and building on existing successful models and practices. This can involve encouraging students to conduct research, analyze primary or secondary data, and learn from case studies and best practices (Belcher et al., 2022). This can involve the process of creating a dynamic learning environment that encourages students to engage in both activities and to develop the skills and competencies needed to effectively combine these processes, as mentioned (supra).

Secondly, making their social entrepreneurial projects a reality is a powerful way for an effective learning-by-doing strategy to teach social entrepreneurship to students. It also helps students become more creative, imaginative, and

entrepreneurial (Chang et al., 2014). Learning by doing provides an entrepreneurial platform for the students to develop their inner potential, and the theoretical and practical skills to maneuver their social entrepreneurial projects via social businesses. By engaging in real-world projects and activities, students can increase their knowledge and skills necessary to be successful in social entrepreneurship endeavors (Santoso et al., 2023). The experience gained from the social entrepreneurship projects is better than a traditional mass lecture approach during social entrepreneurship teaching and learning. This approach involves hands-on experience and active participation, which can help students to develop practical skills and knowledge. Most students are motivated to learn "social entrepreneurship" because they want to take part in creating a better and sustained society. They believe that joining the so-called social entrepreneurship project can unleash more effective solutions to address social problems (Hussain et al., 2022).

Thirdly, a dynamic curriculum development and learning model that emphasizes hands-on experience and place-based learning can be an effective strategy for promoting students' social entrepreneurial minds (Kummitha & Majumdar, 2015). Thus, relevant instructional materials and practices must be determined to help students become more capable social innovators and ethical social entrepreneurs (Amundam, 2019). A curriculum that addresses social entrepreneurship should be provided, including the conditions that best support university students interested in studying it. Furthermore, universities need to offer a broader perspective on entrepreneurship education, beyond the narrow description of an entrepreneur and a business school curriculum (Waghid 2019).

### 3. Materials and Methods

This empirical article is a scoping review that uses a systematic literature sorting approach to map the current and emerging literature on a specified subject or issue (Anderson, Allen, Peckham, & Goodwin, 2008). It entails, inter alia, locating, selecting, and summarising relevant studies to present a compact overview. Scoping reviews are frequently undertaken to identify significant ideas, gaps in the literature, and prospective study opportunities (Razak et al., 2022; Yahaya et al., 2022). Scoping reviews are unlike systematic reviews as they may often encompass broad research areas and a wider range of study types, and also emphasize breadth over depth of analysis (Ramdan, Abdullah, Isa & Hanafiah, 2021). There are five steps of scoping review frameworks proposed by Arksey and O'Malley (2005), as follows:

(1) *Formulating the research question*: The scoping review needs to clarify its goal and objectives. The review should determine the main research topic and any sub-questions that will drive the review process. Thus, the focus on exploring the top approaches to social entrepreneurship teaching and learning to promote student's social entrepreneurial minds has been carried out. The initial research questions are important to guide the specific search from the enormous range of literature associated with specified topics. Firstly, it is crucial to identify the most dominant teaching and learning strategies in teaching social entrepreneurship that are widely practiced by educators. Second, what are the emerging themes concerning the best social entrepreneurship teaching and

learning to promote the social entrepreneurial minds among university students?

(2) *Finding relevant studies*: Create a tremendous search strategy to identify and locate studies that are related to the objectives. This involves looking, inter alia, through internet databases, grey literature, and other sources. The search terms, as well as the inclusion-exclusion criterion, must be properly established. To collect content relevant to social entrepreneurship teaching and learning methodologies, key themes and search keywords were developed as postulated in Table 1 (the scope of review search terminologies). Academic databases, namely Web of Science (WoS) and Scopus, are utilized for pertinent information.

(3) *Selecting Studies*: Select studies that fulfill the review's goals using inclusion and exclusion criteria. Following that, the co-authors established precise inclusion/exclusion criteria for the papers that would be the focus of this empirical study. To begin, only research papers were chosen because most studies are more concerned with outcomes. Furthermore, research publications are the key source of analytical evidence. However, this study excluded book series, book chapters, systematic review papers, review articles, meta-analyses, and meta-synthesizes from consideration. The selected articles were the ones produced in English between the year 2007 - 2022. To prevent irrelevant or lengthy papers, no articles from the fields of computing and decision science, engineering, psychology, energy, or medicine were selected (see Table 2).

(4) *Charting the data*: At this stage, a standardized charting form can be used to get appropriate information from other research. This study summarized each publication based on the reference, year, method, country, strategies, and research themes given. To facilitate thematic and comparative analysis, Microsoft Excel was utilized to summarise the data collected, and consider the scoping review findings (see Charting Form in Table 3).

(5) *Collating, summarizing, and disclosing the results*: To better understand what are the best social entrepreneurship teaching and learning approaches towards promoting students' social entrepreneurial minds, similar themes from the article were collated, summarized, and presented. The extracted data was analyzed, and the findings were presented systematically and transparently.

**Table 1: The Search Strings**

Database	
<b>WoS</b>	All Fields ( ("leading" OR "developing" OR "toward" OR "nurturing" OR "inculcating" OR "teaching" OR "fostering" OR "cultivating" OR "training" OR "encouraging" OR "promoting" OR "building" OR "educating") AND ("social entrepreneurship" OR "social entrepreneurial" OR "social innovation" OR "social enterprising" OR "social business") AND ("university students" OR "college students" OR "undergrade" OR "students" OR "university graduates" OR "students of the university") AND ("minds" OR "mindsets" OR "mindset" OR "ideas" OR "thinking" OR "mind" OR "skills") AND ("strategy" OR "strategies" OR "technique" OR "techniques" OR "approach" OR "approaches" OR "solutions" OR "plays") AND ("challenges" OR "difficulties" OR "problems" OR "obstacles" OR "limitations" OR "issues" OR "pitfalls" OR "hurdles"))
<b>Scopus</b>	TITLE-ABS-KEY ( ("leading" OR "developing" OR "toward" OR "nurturing" OR

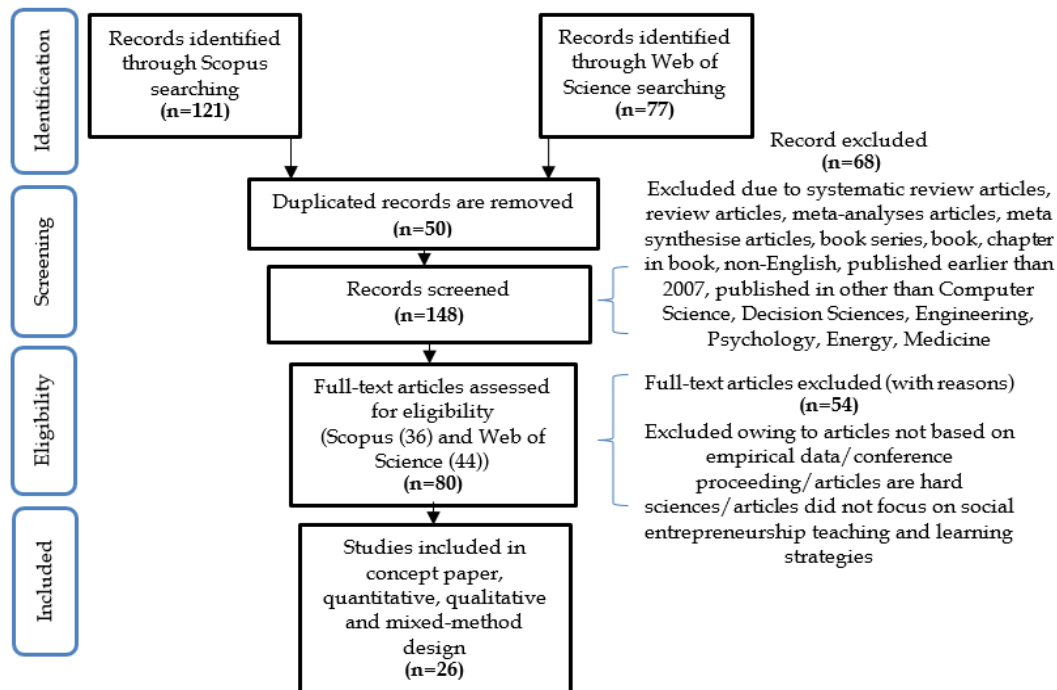
	"inculcating" OR "teaching" OR "fostering" OR "cultivating" OR "training" OR "encouraging" OR "promoting" OR "building" OR "educating" ) AND ( "social entrepreneurship" OR "social entrepreneurial" OR "social innovation" OR "social enterprising" OR "social business" ) AND ( "university students" OR "college students" OR "undergrads" OR "students" OR "university graduates" OR "students of the university" ) AND ( "minds" OR "mindsets" OR "mindset" OR "ideas" OR "thinking" OR "mind" OR "skills" ) AND ( "strategy" OR "strategies" OR "technique" OR "techniques" OR "approach" OR "approaches" OR "solutions" OR "ploys" ) AND ( "challenges" OR "difficulties" OR "problems" OR "obstacles" OR "limitations" OR "issues" OR "pitfalls" OR "hurdles" ) )
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**Table 2: The Inclusion and Exclusion Criteria**

Criteria	Inclusion	Exclusion
Literature Category	Journal Articles	Journals, paper reviews, conference proceedings, fundamental books, chapters in books, book series
Language	English	Others
Period	Between 2007 and 2022	<2007
Subject Matter	Entrepreneurship, Entrepreneurship Education, Business and Management, Social Sciences, Business Educational Research, Education Scientific Disciplines	Politics, Computer Science, Law and Jurisprudence, Health Sciences, Energy, Engineering, Modern Languages, Psychology, Marine Technology, Medicine, etc.

### 3. Findings

This scoping review yielded 198 articles from database searches on WoS and Scopus. To ensure no redundancy, merely 148 papers remained after 50 were eliminated from the initial hit due to their classification (systematic review, review article, meta-analysis article) and their titles and abstracts being removed. Next, a comprehensive analysis of the 98 articles was reviewed, 54 articles needed to be eliminated as they were not related to this study's scope. Finally, only 26 publications were determined to be pertinent and fulfilled the intended objectives of this study, as recommended by Moher et al., (2015) through the systematic reviews' reporting items (see Figure 1).



**Figure 1: The Five Steps of Scoping Reviews Reporting Items**  
(Adopted and Adapted from Moher et al., 2015)

The selected publication was published within a fifteen-year time frame and included, inter alia, conceptual papers, mixed-method research designs, and quantitative and qualitative empirical studies. Twenty-six (26) studies that met the selection criteria, were taken into consideration including seven quantitative studies (Portuguez Castro & Gómez Zermeño, 2021; Cunha et al., 2021; Vázquez-Parra et al., 2021; Santos et al., 2021; Yasin & Khansari, 2021; Othman & Ab Wahid, 2014; Kirby & Ibrahim, 2011); eleven qualitative studies (Belcher et al., 2022; Lake et al., 2022; Krstikj, 2021; Day et al., 2021; Zermeño & de la Garza, 2020; Vealey & Gerding, 2016; Wiley & Berry, 2015; Rivers et al., 2014; Huq & Gilbert, 2013; Elmes et al., 2012 & Gunn et al., 2008), seven concept papers (Brown & Crawford, 2022; Yu & Duchin, 2022; Adomßent et al., 2019; Maxwell & Armellini, 2018; Penin et al., 2015; Chang et al., 2014; Rae, 2010), and one mixed-methods research (Satar & Natasha, 2019). The majority of the study was carried out in the United States (n=9) (Yu & Duchin, 2022; Lake, et al., 2022; Brown & Crawford, 2022; Vázquez-Parra et al., 2021; Santos et al., 2021; Days et al., 2021; Vealey & Gerding, 2016; Wiley & Berry, 2015; Penin et al., 2015), followed by United Kingdom (n=5) (Maxwell & Armellini, 2018; Rivers et al., 2014; Chang et al., 2014; Rae 2010; Gunn et al., 2008), Mexico (n=3) (Portuguez Castro & Gómez Zermeño, 2021; Krstikj, 2021; Zermeño & de la Garza, 2020), Portugal (n=1) (Cunha et al., 2021), United Arab Emirates (UAE) (n=1) (Yasin & Khansari, 2021), Malaysia (n=1) (Othman & Ab Wahid, 2014), Egypt (n=1) (Kirby & Ibrahim, 2011); Germany (n=1) (Adomßent et al., 2019); Australia (n=1) (Huq & Gilbert, 2013); Africa (n=1) (Elmes et al., 2012); India (n=1) (Satar & Natasha, 2019), and the state of Columbia, Uganda, Tanzania, Nigeria (n=1) (Belcher et al., 2022). Table 3 indicates the best approach for promoting students' social entrepreneurial minds on campus.

**Table 3. Charting Form of the Best Approach for Promoting Students' Social Entrepreneurial Minds**

Reference	Year	Method	Country	Strategies	Theme
Yu, Y., & Duchin, F.	2022	Concept Paper	United State	From the top down, the instructor takes the initiative and helps students gain a global perspective on what the issues are, and from the bottom up, students take the initiative to bring their local perspectives on what the local issues are, assisting them in developing an agenda for action formulated by stakeholders who will benefit from the actions.	Top-Down and Bottom-Up Approach
Belcher, B. M., Claus, R., Davel, R., & Jones, S. M.	2022	Qualitative	Columbia, Uganda, Tanzania, Nigeria	The goal of this study is to increase knowledge about topics like capacity development, relationship building, and empowerment through research that has a clear Theory of Change.	Experiential Learning
Lake, D., Motley, P. M., & Moner, W.	2022	Qualitative	United State	This study concludes that a more deliberate exploration of the long-term effects of creative pedagogical environments across a wide range of stakeholder viewpoints and circumstances could be beneficial for research on social innovation in higher education.	Community-Based project
Brown, S. M., & Crawford, M.	2022	Concept Paper	United State	The strategy in this study is to use the project's action learning model, which includes three main parts: action learning (doing process), service learning (being assessed), and action-based learning (knowing reflection).	Action Learning
Portuguez Castro, M., & Gómez Zermeño, M. G.	2021	Quantitative	Mexico	Students were given challenges related to the Sustainable Development Goals (SDGs) during the course and were allowed to recognize their interest	Action Learning



				in solving these problems.	
Cunha, J., Ferreira, C. Araujo, M. & Nunes, M.L.	2022	Quantitative	Portugal	This study found that individual creativity and entrepreneurial intention have a positive relationship with social innovation tendencies, especially for the social innovation process, and entrepreneurial intentions proxies.	Experiential Learning
Vazquez-Parra, J.S., Amezquita-Zamora, J.A. & Ramrez-Montoya, M.S.	2022	Quantitative	United State	An action model for innovation and social entrepreneurship that seeks to strengthen ethical and civic-commitment competencies through curricular subjects and co-curricular experiences, among social service and student groups, have been applied to society.	Top-Down and Bottom-Up Approach
Krstikj, A.	2021	Qualitative	Mexico	The strategies used in this study are social entrepreneurs' platforms of exploration, experimentation, and execution, as well as problem-based learning.	Problem-Based Learning
Santos, S.C., Nikou, S., Brannback, M. & Liguori, E.W.	2021	Quantitative	United State	This study shows that configurations of conditions leading to the outcomes are not disparate but share far more similarities even when considering socially oriented antecedents, supporting the claim that students perceive both entrepreneurial intentions with different foci as high-level construal.	Experiential Learning
Yasin, N., & Khansari, Z.	2021	Quantitative	United Arab Emirates	This study discovered a significant improvement in students' entrepreneurial characteristics as a result of participating in the enterprise education learning program. After completing the learning program, there were significant differences in	Action Learning

				risk-taking and locus of control between male and female students.	
Day, S., Li, C., Hlatshwako, T. G., Abu-Hijleh, F., Han, L., Deitelzweig, C., & Tucker, J. D.	2021	Qualitative	United State	Innovative ideas for supporting mental health in specific populations, improving health equity, and increasing transit access were among the solutions.	Top-Down and Bottom-Up Approach
Zermeño, M. G. G., & de la Garza, L. Y. A.	2021	Qualitative	Mexico	Through the challenge-based learning method, applying a collaborative work approach and active listening, created a participatory and reflective environment on the use of sustainable energy.	Action Learning
Adomßent, M., Grahl, A., & Spira, F.	2019	Concept Paper	Germany	This study employs the Green Office (GO) model, which allows for the development of new ideas to better integrate sustainability into education, research, and operations.	Top-Down and Bottom-Up Approach
Satar, M. S., & Natasha, S.	2019	Mixed Methods	India	This study explains the dimensions of social passion, innovativeness, risk-taking, proactivity which reveal a high level of inconsistency in social entrepreneurs' entrepreneurial traits, attitudes, and skills.	Top-Down and Bottom-Up Approach
Maxwell, R., & Armellini, A.	2019	Concept Paper	United Kingdom	This research employs an integrated framework to help students develop personal literacy and graduate identity. The toolkit enables staff to create measurable learning outcomes that support student progression and achieve the framework goal.	Top-down and Bottom-up Approach
Vealey, K. P., & Gerding, J.	2016	Qualitative	United State	In this study, the approach is to advocate using crowdfunding as a type of	Problem-Based Learning

M.				civic entrepreneurship. This is due to the requirement to teach students how to identify and frame problems, create narratives about these problems as urgent concerns of concern, and, eventually, form moral relationships with stakeholders, in addition to preparing them to sell venture concepts to a small audience of investors.	
Wiley, K. K., & Berry, F. S.	2015	Qualitative	United State	Programmatic techniques, reading materials, a general overview of the subject, specializations in social entrepreneurship, and interdisciplinary approaches make up the study's result. In general, students aspiring to be social entrepreneurs or intrapreneurs at any level of government or non-profit organization will find the combination of values, skills, and knowledge offered by public affairs degrees to be particularly relevant.	Top-Down and Bottom-Up Approach
Rivers, B. A., Nie, M., & Armellini, A.	2014	Qualitative	United Kingdom	The Changemaker strategy refers to students' perspectives on learning concerning contextual factors such as the learning environment, culture, mode of study, and subject.	Action Learning

Penin L., Staszowski E. & Brown S.	2015	Concept Paper	United States	A studio course taught at Parsons Transdisciplinary Design MFA Program entitled "The NYC Office of Public Imagination". The challenge was for students to design a hypothetical governmental agency, find a place for it inside the existing structure and parameters of city government, and imagine what that agency would do using design as a catalyst for social innovation.	Top-Down and Bottom-Up Approach
Chang, J. Benamraoui, A. & Rieple, A.	2014	Concept Paper	United Kingdom	The experiential projects used in this study provided an interactive environment that enables students to foster the development of their critical thinking and problem-solving skills.	Experiential Learning
Othman, N., & Ab Wahid, H.	2014	Quantitative	Malaysia	This study showed that Students in Free Enterprise had a strong social entrepreneurship organization and a high level of social entrepreneurship. The social entrepreneurship projects are to enhance the community and students.	Experiential Learning
Huq, A. & Gilbert, D. H.	2013	Qualitative	Australia	WBL is far more than the commonly known "experiential" learning allows students to learn theory alongside practice.	Experiential Learning
Elmes, M. B., Jiusto, S., Whiteman, G., Hersh, R., & Guthey, G. T.	2012	Qualitative	Africa	The place-based model is used in this study to advance knowledge by incorporating a variety of felt meanings, significant relationships, community networks, power dynamics, ecosystems, cultural practices and norms, historical events, and economic forces that are crucial to comprehending social problems and potential	Community-Based Project

				solutions.	
Kirby, D. A., & Ibrahim, N.	2011	Quantitative	Egypt	The article aims to explore the level of understanding of social entrepreneurship amongst Egyptian students and to consider how the education system might need to be adapted if more graduate social entrepreneurs are to be encouraged.	Top-Down and Bottom-Up Approach
Rae, D.	2010	Concept Paper	United Kingdom	This study found that entrepreneurship is changing in response to social and cultural movements in the new economic era. This shows that there is a dynamic learning relationship that will be brought into social entrepreneurship.	Experiential Learning
Gunn, R., Durkin, C., Singh, G., & Brown, J.	2008	Qualitative	United Kingdom	The findings show that students were very positive about the module's content, the teaching style used, and how it inspired them to be entrepreneurs. This is the best way for students to expand their existing knowledge while also providing new knowledge.	Top-Down and Bottom-Up Approach

As shown in Table 3 above, the scoping identified five major themes that represent the best social entrepreneurship teaching and learning. The major headings were *Top-Down and Bottom-Up Approach*, *Experiential Learning*, *Action Learning*, *Community-Based Project and Problem-Based Learning*. First, the Top-Down and Bottom-Up Approaches hold great educational potential. The former focuses more on exerting pressure on government agencies and other decision-making bodies through various campaign mechanisms and advocacy activities, while the latter emphasizes more on grassroots movements, community involvement, and regional decision-making (Duchin, 2022; Panda, 2007). Second, Experiential Learning which entails either individual or group work, is frequently experiential and transdisciplinary (Othman & Ab Wahid, 2014). However, social entrepreneurship projects can occur in any medium. The goal of this kind of instruction is to help students acquire abilities that might not be covered in the project's syllabus. Third, a primary learning task that encompasses both theoretical analysis and practical exploration of the definitional outlines of social entrepreneurship and innovation could be employed to leverage university-level social entrepreneurship education. Social

entrepreneurship and innovation can act as catalysts for resolving persistent development issues. This approach is known as "action learning", whereby students learn more than simply more recent content through the social entrepreneurship course; they learn the processes to develop new social enterprises (Thomsen et al., 2021; Fish & Kim, 2014). Fourth, a Community-Based Project is also a pedagogical approach that engages students in a non-profit community service project to help the community enhance their academic and civic learning abilities (Jordam & Mennega, 2022; Martin, 2014). A community-based project is a pedagogical approach that engages students in a non-profit community service project to help the community enhance their academic and civic learning abilities (Ab Wahid et al., 2016). Finally, Problem-Based Learning (PBL) is, inter alia, among the top four instructional strategies for encouraging university students to think like social entrepreneurs. PBL students gain knowledge by studying and resolving sample problems. With PBL, the teaching and learning strategy will highlight the student-centered and constructivist worldview by involving the students working in small groups to solve a practical issue (Morselli, 2019). Therefore, PBL's core is project development, hands-on projects, group discussions, and result presentations that require students to learn by experiencing solving problems.

#### **4. Discussions**

This scoping review reported several social entrepreneurship teaching and learning approaches that are best for promoting social entrepreneurial minds. The Top-down and Bottom-up Approaches, Experiential Learning, Action Learning, Community-Based Projects, Problem-Based Learning, and many more have been reviewed as being among the best in promoting social entrepreneurial minds among university students.

##### **Theme 1: Top-down and Bottom-up Approach**

Many universities offer courses on social entrepreneurship, social innovation, and other related topics. Students need to look for classes in the business, economics, or social science departments that cover topics like investing in sustainable business practices, or non-profit management. By using the top-down approach, the student may actively engage in class discussions allowing for the sharing of knowledge between students and between students and the instructor, as well as fostering creativity and critical thinking (Yu & Duchin, 2022). Joining the discussions may give them hands-on experience with planning and executing social entrepreneurship projects, as well as networking opportunities with like-minded peers. Analyzing local communities' political, social, economic, and environmental challenges calls for a more methodical approach known as 'issue analysis'. This analysis can pinpoint important participants and evaluate prospective fixes, related expenses, and funding sources critically. Social entrepreneurs can benefit greatly from issue analysis to learn about the world's consequences once they have found the appropriate solutions (Vázquez-Parra et al. 2022).

On the other hand, by using a bottom-up approach, university students aspired to be engaged and to develop feasible concepts for social entrepreneurship

projects that will improve society and the environment. They must be able to establish relationships with communities and strengthen local territorial networks to contribute to the establishment of a service system focused on responsible and sustainable entrepreneurial development (Mititellu et al. 2017). With this bottom-up approach, students are encouraged to be more curious about social entrepreneurial issues and to ask questions about how things work in their communities. This will help them to develop a better understanding of the challenges that exist in their communities and they could be addressed properly and promptly. They may start with a topic or a question that they independently develop, conduct an independent study, and acquire knowledge by seeing and speaking with a range of individuals. Issue analysis is a valuable tool for social entrepreneurs to gain knowledge about the world. Given that this method inspires students to seek out information on their own, both within and outside of the classroom, it can aid in the establishment of a deeper understanding (Yu & Duchin, 2022; Adomßent et al., 2019).

### **Theme 2: Experiential Learning**

Experiential learning is one of the teaching approaches that encourage hands-on learning, active engagement, and reflection (Siqueira et al., 2015). In experiential learning, individuals are directly involved in the learning process, gaining knowledge and skills through active participation rather than simply receiving information passively (Awaysheh & Bonfiglio, (2017). This approach encourages learners to apply theoretical concepts in practical contexts, fostering a deeper understanding and retention of knowledge (Othman & Ab Wahid, 2014).

### **Theme 3: Action Learning**

This approach involves students learning through hands-on experiences, such as starting and running a social enterprise. This method is effective in developing entrepreneurial skills and knowledge of social businesses (Chang et. al, 2014). This approach involves integrating action learning in the classroom, where students work on real-world problems and projects (Zermeño & Garza, 2021). This method is superior to traditional classroom pedagogy for entrepreneurship education (Mukesh, Pillai & Mamman, 2020). In the same line, it can be used to facilitate entrepreneurial learning in small firms. This involves transferring learning from entrepreneurs to small firms and is an effective method for developing entrepreneurial skills. Challenge-based learning can be considered a type of action learning (Olivares et al. 2020). While challenge-based learning involves addressing real-world challenges, action learning is a more specific approach that often involves collaborative problem-solving in a group setting, with a focus on reflection and continuous improvement.

### **Theme 4: Community-Based Project**

Community-based projects are among the most effective ways of teaching social entrepreneurs how to spark revolutionary change in local communities. Community-based initiatives can be a useful tool to educate students involved in social entrepreneurship because they give students real-world experience and the opportunity to gain access to the information, abilities, and mindset needed to bring about a positive social change (Clark et al., 2012). These projects involve

working with local communities to identify social problems, develop solutions, and implement impactful projects. By working on community-based projects, students can learn how to engage with diverse stakeholders, build relationships, and develop strategies to address more complex social issues (Lake et al., 2022). These experiences can aid them in gaining the ability to think critically, solve problems, and take on leadership roles that are essential for social entrepreneurship. Moreover, community-based projects are proven to be effective in helping students obtain a practical social entrepreneurship application for the triple bottom lines (social, economic, and environmental) in local communities and influence social issues.

### **Theme 5: Problem-Based Learning (PBL)**

To promote active learning *via* the investigation and solution of real-world problems, one of the best pedagogical strategies is Problem-Based Learning (PBL). It can be effectively applied in the context of social entrepreneurship to foster critical thinking, collaboration, and problem-solving skills among aspiring social entrepreneurs. PBL can be utilized for social entrepreneurship endeavors by identifying, analyzing, and framing pressing social problems. PBL begins by identifying and framing social problems that require innovative solutions. Students may be involved in both research and analysis to understand the root causes, impacts, and stakeholders involved in a particular problem. This process helps to develop empathy together with a deeper understanding of the social issue at hand (Razak et al., 2022; Morselli, 2019).

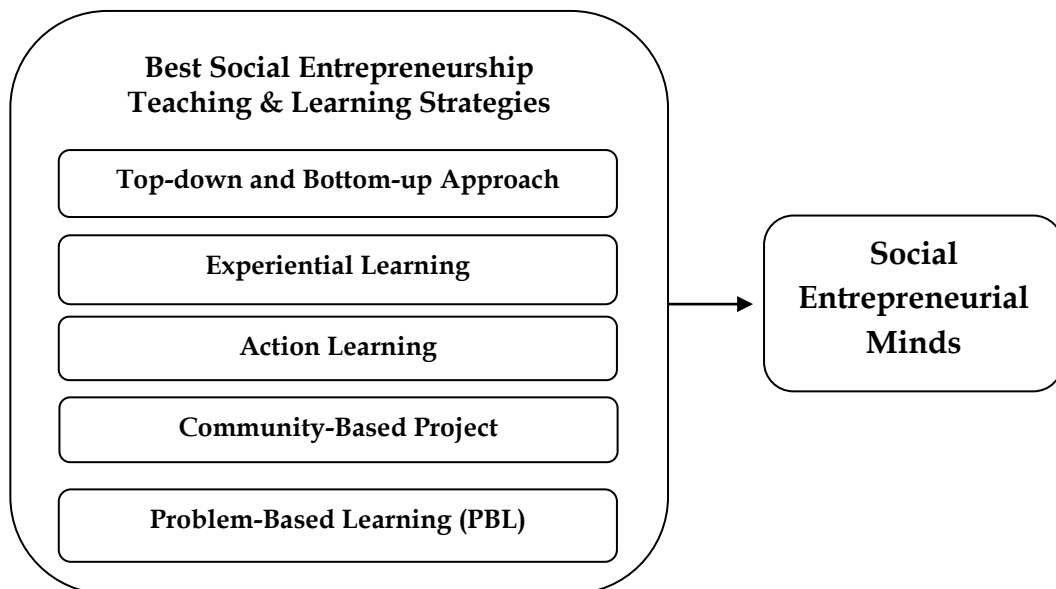
Once the social problem is identified, students can work in groups to develop problem statements that clearly define the issue, its scope, and potential solutions. This type of exercise also encourages critical thinking and collaboration among students, as they must analyze problems from various angles and consider multiple perspectives (Bayram & Deveci, 2022). They can explore case studies, interview stakeholders, review literature, and gather data to inform their understanding. This research step would equip students with the necessary knowledge to propose effective solutions. Based on their research, students can propose innovative solutions to tackle the identified social entrepreneurship problem. They can engage in brainstorming sessions, idea generation, and prototyping to develop creative and sustainable approaches. PBL facilitates experimentation and iteration, allowing students to fine-tune their solutions through feedback and reflection.

By implementing and testing solutions: PBL promotes hands-on learning by encouraging students to implement and test their proposed solutions in real-world settings. This can involve piloting projects, conducting fieldwork, collaborating with local communities, or partnering with existing social enterprises. Students have practical insights into the opportunities and challenges of social entrepreneurship through this process of experiential learning. Furthermore, once the solutions are implemented, students may engage in evaluating the outcomes and impacts of their initiatives. They can assess the effectiveness, scalability, and sustainability of their interventions, and reflect on the lessons learned. This reflection phase encourages critical self-



assessment and continuous improvement, preparing students for future social entrepreneurship endeavors. By integrating PBL into social entrepreneurship education, they develop essential skills and mindsets required to address complex social problems creatively (Tuzlokova & Heckadon, 2020). They learn to navigate uncertainties, collaborate with diverse stakeholders, and design innovative and sustainable solutions to create positive social change.

Overall, the best way to learn about social entrepreneurship on campus is to take a multi-disciplinary approach that combines academic study, hands-on experience, and networking with experts and peers in the field. In light of the above discussions, this study proposed a framework on themes regarding the best social entrepreneurship teaching and learning toward social entrepreneurial mindsets as explained in Figure 2. The Top-down and Bottom-up Approach, Community-Based Project, Action Learning, Problem-Based Learning, and Experiential Learning are five effective teaching and learning strategies for churning students to possess entrepreneurial minds.



**Figure 2: Framework on themes pertinent to the best social entrepreneurship teaching and learning strategies to promote students' social entrepreneurial mindset**

Based on the above findings, theoretically, those five teaching and learning strategies are determined as the best to promote social entrepreneurship minds. Pedagogically, social entrepreneurship educators or teachers can apply all those strategies to groom the schools' future talent. Similar findings were obtained in previous investigations. Nevertheless, replication in this study can still be undertaken with minor amendments to the location of the university or schools to produce different results. From a policy perspective, all five strategies should be used in all social entrepreneurship courses in every educational institution, including universities, colleges, and schools.

Finally, only databases from both Web of Science (WoS) and Scopus were accounted for in the article search. Nevertheless, the search pattern indicated a

possible rise in the future number of publications. The topic of best social entrepreneurship teaching and learning to promote students' social entrepreneurial mindset in the context of the university or higher education institutions has recently attracted a lot of interest and concern from academics and policymakers. Thus, future research is required to explore the notion of "social entrepreneurial minds" among university students, and the ultimate best teaching and learning approach to assist educators in this field in championing social entrepreneurship projects on campus (Ab Wahid et al. 2023). Likewise, more thorough data can be obtained by looking at database sources like ProQuest, Taylor Francis, Springer, and Sage; additionally, future researchers may conduct systematic literature reviews to generate compelling responses to the research question (Petrosino et al., 2001). Consequently, additional database resources might be made available for research projects in the future so that a more thorough analysis can be conducted on educators' intentions and motivation to lead social entrepreneurship programs at the university, national, and international levels.

#### **4.1 Challenges Faced by Educators in Teaching Social Entrepreneurship**

Based on the search results, here are some of the educators' challenges in teaching social entrepreneurship:

**1. *Designing social entrepreneurship curricula that align with the needs of students and the objectives of the course.*** Developing a curriculum that effectively teaches social entrepreneurship can be challenging. Social entrepreneurship educators must strike a balance between theoretical and practical knowledge, and equip the students with the required abilities and tacit knowledge before venturing into a successful social enterprise (Roslan et al., 2022). The landscapes of the economy, society, culture, environment, and technology are constantly changing, and future university graduates must be able to embrace them. Developing an appropriate syllabus to churn out social entrepreneurial graduates needs to be further developed, executed, and assessed (Kickul & Lyons 2020). Social entrepreneurship is becoming more and more popular, yet it still lacks academic credibility (Abu-Saifan, 2012). More than 70% of respondents to a recent survey involving 37 business schools—which included employers, alumni, and prospective and current students—agreed that business models needed to change to better engage with society, and more than 80% agreed that business programs should include ethics and sustainability (Crisp, 2013). Even though social entrepreneurship education has come a long way, as noted by Pache and Chowdhury (2012) and Ab Wahid et al. (2023), students still need to be prepared for social entrepreneurship by giving them the required knowledge and skills necessary to engage in social entrepreneurship activities.

**2. *Financial and funding problems, which can limit the resources available to educators and students.*** Developing long-lasting solutions to societal issues is a common component of social entrepreneurship and facilitations and it can be exceedingly challenging to do so without sufficient finance. Teachers need to instruct students in obtaining funds and handling money wisely (Roslan et al., 2022; Seda & Ismail, 2020).

**3. Insufficient expertise to instruct social entrepreneurship courses, can limit the availability of courses and the quality of instruction.** Since social entrepreneurship is still in its burgeoning stage, there might not be enough qualified experts to instruct social entrepreneurship courses. The need to expand their area of expertise is vital (Roslan et al., 2022). As social entrepreneurship educators, working in diverse teams of people with different backgrounds and skill sets, managing teams, and collaborating with others, are effectively required.

**4. Developing dynamic curriculum development and learning** models that emphasize hands-on experience and place-based learning. Social entrepreneurship requires a unique approach to business models and strategies. Educators will teach students how to develop a business model that balances social impact and financial sustainability. Educators may need to navigate these challenges to foster an atmosphere that is conducive to the teaching of social entrepreneurship (Roslan et al., 2022). Identifying instructional materials and techniques that can support the development of future social entrepreneurs, responsible citizens, and thinkers with an innovative social conscience (Amundam, 2019) must be spearheaded. Educators must work smartly to ensure that social entrepreneurship programs, courses, teaching methods, and deliverables are aligned with the program objectives and learning outcomes.

These challenges can make it difficult for educators to effectively teach social entrepreneurship and promote students' social entrepreneurial minds. However, by addressing these challenges and implementing the best teaching and learning strategies, students would acquire the required abilities and information required to succeed in the short, medium, or long term, as social entrepreneurs.

#### **4.2 Repositioning Social Entrepreneurship Education**

Social entrepreneurship education may need to be reconfigured to better align with the needs of the future. Educators may need to challenge assumptions about social entrepreneurship and develop new approaches to teaching the subject. The skills and knowledge needed for social entrepreneurship educators are crucial in addressing their mismatch of skills (Aparicio et al., 2020). Here are some of the skills and knowledge that professionals need before teaching social entrepreneurship namely: (1) possess social entrepreneurial leadership, (2) optimistic, (3) creative and innovative, (4) empathy, (5) altruistic, (6) possess tacit business knowledge, and (7) teaming skills. Educators need to challenge assumptions about social entrepreneurship and develop new approaches to teaching the subject (Karatas-Ozkan et al., 2023).

Social entrepreneurship educators can use local resources, such as practicing social entrepreneurs from the local community to teach social entrepreneurship. Encouraging students to create enterprises that tackle some of the community's pressing needs would be one of the best ways for them to learn relevant social entrepreneurial skills, being empathetic and altruistic. At the same time, they could polish communication and leadership skills. Universities need to provide academic courses that cover topics such as, inter alia, social entrepreneurship,

identifying social problems, understanding the beneficiaries, developing the social mission and social innovation, the network partners, and a social entrepreneurial mindset. To contribute to students' overall development, community partners, must feel included. This is aligned with Jordaan and Mennega's (2022) suggestion that all community partners who take part in the program should be regarded and valued for their roles as mentors and role models. This solution can make education more relevant to the cultural context and also be cost-effective for universities.

Over and above, schools or faculties need to find and create a win-win project with the industry (Pogatsnik, 2018). Volunteering with a local social enterprise could be an initiative towards more leading projects. Universities are encouraged to look for opportunities to volunteer or intern with a local social enterprise, non-profit organization, or social venture but this list is not exhaustive. Hopefully, the hands-on experience working on social entrepreneurship projects would help students develop the social entrepreneurial minds and skills necessary to be successful in the social entrepreneurship field.

## **5. Conclusion**

This study's primary goal was to explore the best teaching and learning strategies for promoting social entrepreneurial minds. Among the best approaches namely a Top-Down and Bottom-Up Approach, Experiential Learning, Action Learning, Community-Based Learning, and Problem-Based Learning were found to be useful and effective in educating university students to be social entrepreneurs. Despite numerous challenges in leading entrepreneurial minds on campus, some strategies can be upheld and executed. Entrepreneurship can be taught, can be learned, and can be materialized by applying the best strategies in teaching and learning. A good curriculum for turning out future social entrepreneurs should give students chances to grow as leaders. It should be occupied with learning relevant skills and gaining a broader perspective on entrepreneurship education. It should also encourage students to see problems and find solutions, and provide them with opportunities to think like real social entrepreneurs. It is hoped that more social entrepreneurs will be educated and produced to help the communities in need around them since future Nobel solutions that they bring will make the lives of the needy brighter and prosperous.

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