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**Social Entrepreneurship Education in Academia:
A MOOC Scheme Analysis**

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Abstract

Social entrepreneurship has started to gain some traction into the higher education, being seen as a key value creator for economy, society and environment. While the world is changing dramatically, the education system cannot keep the pace with this dynamic transformation. Social entrepreneurship education can come as a salvageable solution through which people acquire those skills and understanding necessary to live a good, meaningful and fulfilling life in harmony with the planet. The paper attempts to investigate the characteristics of social entrepreneurship education in academia using qualitative data from the Massive Open Online Course (MOOC) learning platforms. Additionally, the factors explaining social entrepreneurial behaviour of higher education institutions are explored for those universities that display interest in social entrepreneurship MOOC programmes. The paper employs desk research as main method for reviewing previous findings and analysing qualitative data on social entrepreneurship education provided via the universities' MOOC platforms. The research shows that generally universities experiment different schemes of social entrepreneurship education delivered online, which vary, for example, relative to the thematic areas, emerging issues, technology used. The research findings show that commitment toward building sustainable innovation and sustainable social enterprise, interest in understanding, building and measuring social impact, and drive for generating change for a better world and greater good are among the main characteristics of social entrepreneurship MOOCs. These findings need to be further tested empirically using quantitative data.

Keywords: Social entrepreneurship education, university, MOOC, social entrepreneurial behaviour, online learning.

JEL Classification: I23, O35, L31

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1. Introduction

In order to build a long lasting and unique competitive advantage, higher education institutions, like any business organization, have to dedicate themselves to innovation and end-to-end responsibility, capable to guarantee a healthy educational system and a wealthy research process. This means that they have to adopt an entrepreneurial way of thinking, fully adequate and efficient for the foreseen global economic state and societal challenges of the years to come, which takes years to implement such changes (Kanter, 2010; Tierney, 2011; Bratianu et al., 2020). In the future, the main differentiation among universities will consist in the presence or absence of true end-to-end social responsibility and real capacity of innovation (Kanter, 2010; Hadad, 2017). Social entrepreneurship in higher education institutions is an area of enormous potential, which has not received enough attention until now (British Council, 2017). In recent years, universities have stepped into this field, offering the students multiple open online opportunities to get degrees at undergraduate or master level, or simply join the courses of interest and learn (Dargaud & Jouneau-Sion, 2020).

The present paper attempts to open up some avenues of inquiry for social entrepreneurship theory development and practice, particularly in higher education institutions. The main goal of the paper is to awaken academic curiosity for the thematic areas and content of the social entrepreneurship education provided via Massive Open Online Courses (MOOCs) in universities, using a qualitative analysis. Additionally, the paper researches the key factors that explain social entrepreneurial behaviour in the higher education institutions providing social entrepreneurship MOOCs. To achieve these objectives, the paper employs an extensive review of the relevant literature and desk research as main method for analysing qualitative data on social entrepreneurship MOOCs.

The reminder of this paper is structured as follows. The first part introduces various definitions of social entrepreneurship with a particular focus on higher education. It explains the particularities of social entrepreneurship education in universities, arguing on the necessity and benefits of such type of education at the tertiary level. Then, the research methodology is introduced. The last part reveals the results of the desk research employed. A specific focus is placed on presenting the main determinants of the social entrepreneurial behaviour in universities included in the analysis. The paper ends with a section of conclusion, establishing directions for future research.

2. Problem Statement

Social entrepreneurship is a concept that has captured the imagination of many researchers, academics, policy-makers, but also non-profit organizations, in recent years. Specialty literature acknowledges social entrepreneurship as an emerging area of investigation within the entrepreneurship research and social management literature (Alvord et al., 2004; Weerawardena & Mort, 2006). However, while the literature has grown significantly over the last few decades, substantial controversy

remains in the conceptualization of the social entrepreneurship construct in higher education (Păunescu & Cantaragiu, 2013).

As per Leadbeater (1997) "social entrepreneurship may be expressed in a vast array of economic, educational, research, welfare, social and spiritual activities engaged in by various organizations" (cited in Păunescu et al., 2013, p. 56). Over the years, researchers have attempted to define the concept of social entrepreneurship in different contexts, including the public sector, higher education institutions, community-based organizations, not-for-profit companies, charities, and other non-governmental organizations (Thompson et al., 2000). As Choi & Mahumdar (2014) noted, social entrepreneurship is emerging as an innovative approach for dealing with wicked situations or complex social needs, especially in diminishing public funding. But the question is with understanding what makes this approach of social entrepreneurship so promising. The ways in which it is understood are so many, that the concept needs to be clarified and the role of social entrepreneurship education, particularly in higher education, brought to the frontline.

Some scholars acknowledge that "even though there is a substantial body of literature on social entrepreneurship emerging from a number of domains, the literature is fragmented and has not led to a development of an empirically derived coherent theoretical framework" (Păunescu et al., 2013, p. 57). Over the years, government agencies and non-governmental organizations (such as community foundations and charities) invested substantial sums of money to identify social needs, create solutions for them and generate change, but they have failed in terms of efficiency of their efforts and sustainability of their social innovation actions. Major social sector institutions, under the existing legislative framework, are often viewed as inefficient, ineffective and unresponsive in this respect (Păunescu et al., 2013). As such, universities have shown to be concerned with the promotion of social entrepreneurship and education regarding social innovation competences by changing their curricula and implementing activities in which students get involved with communities that are in need of some type of assistance and expertise (Cantaragiu et al., 2014). Moreover, there have been a lot of attempts to develop social programs in universities to support people's social needs, such as: Social Enterprise Program – Colombia Business School; Initiative on Social Enterprise – Harvard Business School; Centre for Social Innovation – Stanford University, Social Impact Award – Vienna University of Economics and Business, to name a few of them, the most known initiatives. The projects hosted by the programs can be rooted in different fields, like poverty reduction, human rights, life quality, equal opportunities, care and health, green environment, and others.

Therefore, social entrepreneurs are needed to develop social entrepreneurship education programmes for a new century. According to Păunescu et al. (2013) a university that is not entrepreneurial is more likely not to be competitive in the new market of higher education and will not survive in the newly created environment based on extreme competition and high demand for internationalization. Recently, more and more universities have become aware of the need to embrace social objectives while building their identity on the market and acknowledge the need to

have an impact on communities in which they are present. Moreover, social entrepreneurship education can increase the propensity of students to launch social enterprises through a process of experiential learning in which students co-create shared communities of practice (Hockerts, 2018). As there are changes in every day of our lives, social entrepreneurship education is also subject to continuous change in terms of learning tools and pedagogies, people attitude and behaviour and approaches of finding solutions to society's problems. As such, social entrepreneurship education is considered a challenging new way to change society, to reshape customers' behaviours and to create social value such as community collective management and development and sustainability (Păunescu & Cantaragiu, 2013).

In recent years, universities have started to think of new opportunities for students interested in learning about social entrepreneurship, by developing relevant MOOCs (Watters, 2012; Dargaud & Jouneau-Sion, 2020). MOOC is an example of social innovation in universities that makes education more accessible to those who have previously been denied this opportunity. The evolution of MOOCs has been strongly supported by the advances in technology (Watters, 2012), which is used in order to enhance the way in which lessons are taught and to stimulate cooperative learning in which one student can teach another one. The main benefits relate to eliminating the restrictions on access to education and therefore granting more chances to an extensive number of persons to take advantage of it. The main innovations that are brought by MOOC, as compared to traditional education, consist of the balance of power that now inclines towards the student, as enrolment is open and students choose purely intrinsically whether they want to attend the course or not (Vardi, 2012). Also, if they do so, students are in charge of when they want to study, what they want to learn and how much.

3. Research Questions/Aims of the research

The purpose of this research is to advance the conceptualization of social entrepreneurship in the area of higher education. Particularly, the paper attempts to investigate the characteristics of social entrepreneurship education in academia using qualitative data from the MOOC learning platforms. Additionally, the key factors explaining social entrepreneurial behaviour of higher education institutions are explored for those universities that display interest in social entrepreneurship MOOC programmes.

Two research questions are of interest in this study:

1. What are the thematic areas and content elements of social entrepreneurship education provided via MOOCs in universities?
2. What drives the social entrepreneurial behavior of universities to develop and provide social entrepreneurship MOOCs?

4. Research Methods

To achieve its objectives the paper employs a qualitative analysis based on secondary data. It mainly relies on the literature review of the recent literature on business education management, academic and social entrepreneurship, and MOOCs. Furthermore, the paper employs desk research as main method for analysing qualitative data on social entrepreneurship MOOCs. The qualitative data for our study come from the MOOC platforms that offer courses and programmes in social entrepreneurship. The ‘total population’ of MOOC platforms analysed in the present paper consists of the ten most popular platforms for online courses, as acknowledged by BestColleges (www.bestcolleges.com/blog/platforms-for-online-courses/). The method of sampling applied is purposive sampling, a non-probability technique, the ‘sample’ being selected based on certain criteria to fulfil the requirements of the research. These requirements include: the course title or course outline has to contain key words such as ‘social entrepreneurship’, ‘social entrepreneur’, or ‘social enterprise’. The materials under scrutiny also include the vision and mission statement documents of the universities included in the research (universities that offer social entrepreneurship MOOCs), which can be found on their official webpage. The data have been scanned manually using an Excel spreadsheet for the identification of patterns and extraction of those elements that are pertinent to the study at hand. The major part of the information was collected from the MOOC platforms and official sites of the universities investigated. Consequently, the current research findings rely upon the accuracy and completeness of data available on the websites, which means that some observations or comments made in the paper may not reflect entirely the reality of the situation exposed and cannot be generalized.

5. Findings

This section discusses the thematic areas and content elements of social entrepreneurship education delivered via MOOCs in academia and the key factors that determine the social entrepreneurial behaviour of those universities, based on the data summarized in Table 1. As the current societal challenges raise the imperative for organizations to develop for their employees appropriate skills and competencies necessary to deal with nowadays’ and future challenges, we question about the role played by universities in this respect as the key provider of entrepreneurship education. This role regards provision of graduates with entrepreneurial skills, supply of entrepreneurship education for practitioners, as well as research to advance knowledge in social entrepreneurship. Our analysis of social entrepreneurship education provided via online courses shows that out of the ten well-known MOOC platforms included in the research, only five of them offer specialized courses, programmes and degrees in social entrepreneurship, with the largest diversity of courses delivered via two platforms, namely Coursera (n=115), followed by Udemy (n=46).

Table 1. MOOC platforms and their offer of social entrepreneurship courses

Platform	Webpage	No. of courses/programs in social entrepreneurship
Canvas Network	https://www.canvas.net/	0
Cognitive Class	https://cognitiveclass.ai/	0
Coursera	https://www.coursera.org/	115
edX	https://www.edx.org/	15
FutureLearn	https://www.futurelearn.com/	10
iversity	https://iversity.org/	2
Kadenze	https://www.kadenze.com/	0
Khan Academy	https://www.khanacademy.org/	0
Udacity	https://www.udacity.com/	0
Udemy	https://www.udemy.com/	46

Source: Authors' research

The topics covered through these courses and programmes (Table 2) include almost everything a student would like to learn to become a social entrepreneur that helps him with understanding the social enterprise opportunities, developing the business model that addresses the challenge identified, running and growing the social enterprise, and assessing the social impact.

Table 2. Social entrepreneurship courses offered via the MOOC platforms

Platform	Main topics of the course
Coursera	Social entrepreneurship opportunities, social business model, social enterprise impact, business strategies for social impact, crowd founding, creative collaboration, sustainable business enterprises, subsistence marketplaces, sustainable innovation, local economic development, etc.
edX	Enabling entrepreneurs to shape a better world, entrepreneurship in emerging economies, employment for a sustainable future, business and impact planning for social enterprises, feeding a hungry planet, sustainable urban development, scaling the business, etc.
FutureLearn	Social innovation, global solutions for a sustainable future, entrepreneurship in non-profits, entrepreneurial potential, impact investing, becoming an entrepreneur.
iversity	Social innovation, change-maker – social entrepreneurship.
Udemy	Starting a business with no money, building a social enterprise, starting a successful home business, sustainable entrepreneur training, becoming a social entrepreneur, starting a NGO, grassroots community organizing fundamentals, goal setting in life, etc.

Source: Authors' research

In recent years, more and more universities have diversified their educational offer by adding various MOOC programs to their traditional courses. As previously mentioned, these online courses aim at unlimited participation, being an affordable alternative to formal education. Practically, any learner can access the online course from their location, in a flexible mode of learning and regardless of prior experience or entry requirements. To get a deep understanding of the content and structure of the social entrepreneurship education in universities offered via MOOCs, we further researched the programs in social entrepreneurship offered by Coursera. This online platform was chosen for further analysis as it is one of the largest MOOC provider

in the world and since it offers the largest variety of courses in social entrepreneurship (n=115) out of the ten online platforms analysed. The sampling technique applied to select universities that will be investigated is purposive sampling. The universities included in the purposeful sample had to meet certain research criteria: they belong to different regions of the globe, offer at least three courses or programmes in social entrepreneurship and involve more than two partners in delivering the course. The analysis of the thematic areas covered through the social entrepreneurship MOOCs in our sample of universities reveals some useful findings (Table 3). There are universities from various continents --North America, Europe, Asia, and Africa-- joining the platform, about 50% of them offering more than two courses in social entrepreneurship. The analysis of the frequency with which some key words appear in the name or outline of the course reveals the following communalities: a commitment toward building sustainable innovation and sustainable social enterprise, interest in understanding, building and measuring social impact, and a drive for generating change for a better world and greater good. There are also some differentiations in what regards education for social entrepreneurship via online courses, as follows: creation and development of a technological start-up, use of technology like 3D printing software and hardware or digital advertising, and social enterprise business modelling for certain markets (e.g., care for elders, landscape restoration, subsistence markets).

Table 3. Thematic areas of the SE MOOCs offered via Coursera

University	No. of courses	Thematic areas
University of Pennsylvania	11	Business strategies for a better world, social entrepreneurship, social impact strategy: tools for entrepreneurs and innovators, business strategies for social impact, corruption, entrepreneurship, English for business and entrepreneurship, growth strategies, building high-performing teams, global trends for business and society, crowdfunding.
University of Illinois at Urbana-Champaign	9	Innovation: from creativity to entrepreneurship, global challenges in business, 3D printing software and hardware, the 3D printing revolution, creative collaboration, sustainable innovation for subsistence marketplaces, sustainable business enterprises, subsistence marketplaces.
ESSEC Business School	8	Social entrepreneurship: its business plan, evaluation and measurement of social impact, financing a project with social impact, impact investment – fundamentals, financing which change the world, innovation.
Copenhagen Business School	6	Social entrepreneurship, identifying social entrepreneurship opportunities, social business model and planning for social innovation, unleashing the impact of social enterprise, sustainability and CSR in Scandinavia, business models for innovative care for elders
University of Colorado Boulder	6	Social media advertising, digital advertising strategy, introduction to digital advertising landscape, developing a systems mindset, be your best creative self, giving helpful feedback.
HEC Paris	5	Change entrepreneur, innovation management and entrepreneurship, innovation and entrepreneurship, creation and development of a technological start-up, managing innovation and design thinking.
Erasmus University Rotterdam	4	Driving business towards the sustainable development goals, local economic development, a business approach to sustainable landscape restoration, business model innovation for sustainable landscape restoration.

University	No. of courses	Thematic areas
University of Colorado System	4	Becoming a sustainable business change agent, sustainable business: big issues, big changes, first steps to make the business case for sustainability, researcher management and leadership training.
University of Virginia	4	Design thinking for the greater good: innovation in the social sector, new models of business in society, business growth strategy, grow to greatness: smart growth for private businesses.
London Business School	3	How to finance and growth a start-up without VC, aligning business, brand a behaviour, managing the company of the future.
University of Cape Town	3	Becoming a change maker: introduction to social innovation, Fintech start-ups in emerging markets.

Source: Authors' research

To understand what predicts a social entrepreneurial behaviour of the universities that provide social entrepreneurship MOOCs, we scrutinized the vision and mission statement documents of those universities included in the study. The main sections under analysis concern the mission and vision stated and the values shared. The key messages of the mission or vision statements are summarized in Table 4.

Table 4. Analysis of the selected universities' mission or vision

University	Webpage	Key message of the mission statement
University of Pennsylvania	https://www.upenn.edu/	"The most inclusive, innovative, and impactful university in the nation"
University of Illinois at Urbana-Cham	https://illinois.edu/	"Enhance the lives of citizens in Illinois, across the nation and around the world through [...] engagement and economic development."
ESSEC Business School	https://www.essec.edu/	"Train and develop bold pioneers and influential leaders for both the business world and society."
Copenhagen Business School	https://www.cbs.dk/	"A laboratory for the development and 'testing' of novel 'hybrid' agencies"; "engage with and solve the so-called 'wicked problems'."
University of Colorado Boulder	https://www.colorado.edu/	"Be the top university for innovation"; "positively impact humanity."
HEC Paris	https://www.hec.edu/	"Engage in role and impact of organizations and markets."
Erasmus University Rotterdam	https://www.eur.nl/	"Create a positive impact on societal challenges"; "a balance between people, planet and profit."
University of Colorado System	https://www.cu.edu/	"A premier, accessible and transformative public university."
University of Virginia	https://www.virginia.edu/	"Creation and sharing of knowledge within a culture that promotes equity, diversity, and inclusiveness."
London Business School	https://www.london.edu/	"Challenge conventional wisdom, transform careers and empower people to change the way the world does business."
University of Cape Town	https://www.uct.ac.za/	"An inclusive and engaged university"; "advancing a more equitable and sustainable social order."

Source: Authors' research

As Table 4 shows, all of the universities investigated have clearly stated social missions or are driven by the objective of creating socially responsible students and academics who are quite close to becoming social entrepreneurs. However, they need to be supported by the whole university ecosystem, community itself, powerful companies and government alike (Etzkowitz, 2003; Litzky et al., 2010). Based on the descriptions provided by mission or vision statements, we conclude that these are key determinants that are more capable of fostering direct social action and innovation. As Păunescu and Cantaragiu (2013) state, organizational activities aiming at social responsibility are a good source of knowledge and inspiration for the social entrepreneur who is constantly seeking new opportunities. These new opportunities lead to innovative business ideas and new social entrepreneurial drive. As a result, social entrepreneurial organization is born and develops by recognizing and exploiting opportunities created in socially responsible organizations.

6. Conclusions

The present paper contributes to the study of social entrepreneurship in higher education by awakening academic curiosity for the thematic areas and content of the social entrepreneurship education provided via Massive Open Online Courses in universities. The research results show that commitment toward building sustainable innovation and sustainable social enterprise, interest in understanding, building and measuring social impact, and drive for generating change for a better world and greater good are among the main characteristics of social entrepreneurship MOOCs. There are also some aspects of the social entrepreneurship education offered via online courses that make a difference for learners when choosing a course: development of a technological start-up, impact of 3D printing revolution, and social enterprise business modelling for certain markets. Additionally, in the paper we discussed about the social vision and mission of the university as key determining factors that explain the social entrepreneurial behaviour of the universities providing social entrepreneurship MOOCs.

The importance of this study derives from the contribution of social entrepreneurship education to the society well-being. The literature in this field is very complex, as social entrepreneurship is becoming an extensively used term, but it has so many ramifications that every analysis made in this field has an important role in clarifying social entrepreneurship's dimensions. Also, extending the areas of research outside the commonly addressed business sector to the higher education sector brings with it challenges to old beliefs and the rewards of new beginnings in both practices and theories.

Universities investigated in our research are doing great efforts to develop a social entrepreneurial behaviour and entrepreneurial skills among their students, by offering them a broad variety of social entrepreneurship online courses and programmes, combining theory with practice. However, our research is limited to only the social entrepreneurship education offer of universities that are present on Coursera online learning platform. Also, the current research findings rely upon the accuracy and completeness of data available on the universities' websites, which

means that some observations made in the paper may not reflect entirely the reality of situation exposed and cannot be generalized. Future research should extend the analysis to social entrepreneurship online courses available through all the MOOC platforms. Our findings also need to be further tested empirically in future research through quantitative analysis.

Taking into consideration the results of our research, it became natural for universities to wish to change the higher education system to encourage students to think and behave more entrepreneurially, at the same time equipping them with the skills to start their own ventures (Kirby & Ibrahim 2011). To promote a more socially aware, sustainable economy, organizations need to work closely with the country's universities to change the curriculum and the way students are taught. Therefore, social entrepreneurship in higher education will work well by defining a clear social vision and mission and establishing catalytic social actions that drive the social value creation, society change and sustainability (Păunescu & Cantaragiu, 2013).

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