



## ROLE OF PEDAGOGICAL INTERNSHIP FOR EDUCATIONAL TRANSFORMATION

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### **ABSTRACT**

*Pedagogical internship is the milestone for educational transformation of learners/internees. It is a core foundation for the all learners and teachers. Experiential learning uplifts the student into higher level of standard. It is a kind of breakthrough in studying social entrepreneurship education. Teacher and student both can learn how to make study better to improve quality education. The main aim of this investigation is to discern the importance of pedagogical internship for educational transformation. This scientific paper is based on scientific review of significance of pedagogical internship for educational transformation to the educational stakeholders. Pedagogical internship has a value to create the quality education and skill to learn. The pedagogical internship may furnish by learning transformational policy, competence, skills, educational network, collaborative teaching and learning, research, education and development with the effort of practical experiences. Thus, the implication of innovative pedagogical internship has greater meaning in short run and in long term by keeping continuous engagement of social enterprisers for solving social risk and uncertainties in business as well. Pedagogical internship has positive role. Pedagogical internship fosters creativity and innovation that depends on reading, reviewing and research. Every positive transformational possibilities in education is coming from pedagogical internship based information, communication, collaboration, innovative materials, research, knowledge building, experience sharing and ideas exchange from generation to generation individually and institutionally. Internship has attracted positive attitude, commitment, and professional behavior. Pedagogical internee finds collaborative and academic environment to be educated. It is reflective mode of teaching and learning to develop stakeholders an intellect who can win race of advance teaching and learning. Therefore, students should not miss such an opportunity which can engage, approaches learning methods, expand learning skills and new perspectives. Provision of pedagogical internship has given effective communication and power of mentorship in systematic way.*

### **Background**

*Objectives: The main objective of the study is to discover the function of pedagogical internship for educational transformation.*

*Methods/Approach: This scientific paper is based on scientific review of significance of pedagogical internship for educational transformation to the educational stakeholders.*

*Results: Every positive transformational possibilities in education is coming from pedagogical internship based information, communication, collaboration, innovative materials, research, knowledge building, experience sharing and ideas exchange from generation to generation individually and institutionally. Internship has attracted positive attitude, commitment, and professional behavior.*

*Conclusions: It is reflective mode of teaching and learning to develop stakeholders as an intellect who can take part of quality teaching and learning. Therefore, an individual should not neglect such an opportunity that engage, approaches learning methods expand learning skills, and develop new vision.*

**Keywords:** *Pedagogical Internship, Educational Innovation, Social Entrepreneurship, Research and Development.*

**JEL classification:** I21, I23, O35

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## INTRODUCTION

Pedagogical internship is the study and practice of innovative dynamic teaching learning methods for social entrepreneurship idea. Innovative internshipteaching learning methods are based on skill of knowledge exchange of social entrepreneurship. The fact that mentor is necessary for a student as a model, from whom he can get practical experience (Stankevičienė & Monkevičienė, 2007). It is learning and teaching both achievements during internship. While exchanging the knowledge, capacity of mentorship can be explored. Efficient mentorship is complex, because it comprises individual demand and teaching program, goal integration, accentuates relation, mentor pedagogical knowledge, personal quality, self-motivation and professional ability importance (Paulikienė, 2014). Mentorship is not easy task. It is more systematic.

Pedagogical internship is source of learning skill and dissemination skills of mentors. Research skill and presentation of knowledge has broad value in the society with great deal of understanding and teaching. Self-understanding and self-awareness are important so which clarifying values, reaction, cultures, thinking and communication (Baird, 2011). Internship can make possible of learning knowledge and thinking very effectively. Fil. Dr. Jan-U. Sandal Institute, Norway organized online internship, which was suitable for participants from Norway to Nepal. It is a modern pedagogy as favored by science and technological development. It is an academic activity in group and individual following case studies, team and individual assessments, problem identification and ways of solution presentation are the root of pedagogical internship. Vary innovative approach of learning is carried by the Fil. Dr. Jan-U. Sandal Institute, Norway.

## METHODOLOGY

The Social Entrepreneur School IBS is an executive business education specialized on social entrepreneurship, innovation, management and service vision management in Fil. Dr. Jan-U. Sandal Institute, Norway promoting. This course has focused on clarification of concepts, production processes, innovation areas, development strategies, profits, and special motivators, traditional barriers to innovation, myths versus possibilities and perspectives as well as innovation and entrepreneurship in historical perspective.

## RESULTS

Social entrepreneurship is an academic training, which is improving learning skill, and supporting to career. As the education given by Fil. Dr. Jan-U. Sandal Institute, everyone associated is achieving best learning approach in practical manner. This program offers knowledge of social entrepreneurship to different participants in the world by taking some practical activities. Its physical pedagogy can be participatory learning. After the spread of covid-19, teaching modality has become in online mode. The pedagogy has been changed paradigm shift towards distance mode with participatory via online training.

Students do experience on pedagogue profession, discovery and personal abilities. This depends on another researcher's position along with potential to growth of profession by pedagogical internship from fresh into



well informed educator (Romm et al., 2010). Reading materials and analysis of study material exposes educator's very efficient and effective presentation. This process increases the transformational capacities of mentors and contributes to teaching sectors.

Another build up is to make training in social entrepreneurship to have management training, program evaluation and other social works among the students and the community. This is to help social entrepreneurship activities and future professional career. Institution is required to prepare future social entrepreneurs to motivate all sectors. However, awareness between entrepreneurship and social entrepreneurship can achieve the goal of social value. Therefore, universities will produce humanistic values to graduates (Sundin, 2011). Starting internship is a kind of training in teaching field, which engage students' management of training, evaluation of students performance and work of team, which prepares them for future work management. These types of attention enable to be social entrepreneur. This type of internship is skill enhancer to the challenges of students and teachers both.

Teachers involve in teaching with students to develop the confidence, risk-taking behavior and professional growth (Forbes, 2004). During the internship period, teachers have catalyst role to build confidence in problem solving process and experiment all activities to build confidence, bear risk and growth. Teaching such group gives strength of teaching style.

Pedagogy requires in institutions teaching same discipline. Sharing knowledge among institution about teaching social entrepreneurship may use same pedagogy. A drop box is a tool to facilitate institution and educator for practice method (Fagerberg & Verspagen, 2009). Every institution need students and teachers group so that they follow the common pedagogical platform to exchange the ideas in one side and on the other side, and it is a place where teacher get an opportunity to tell about social entrepreneurship and method of practical activities.

Self-authorship, re-engagement, and commitment are the opportunities of intern that support to avoid challenges bringing opportunity by problem-solving skills (Sweitzer & King, 2014). In the internship, teacher has a way to be professional for teaching all aspects developing the behavior to be independent authorship, study engagement and kind of responsibility as a mentor.

Well-organized mentorship is composite. It comprises individual wants and teaching goal integration, accentuates relation, mentor pedagogical knowledge, personal quality, self-motivation and professional ability importance (Paulikienė, 2014). It builds teacher a very consistent, integrated, motivator and good relation maker. Besides teacher follows the best way of pedagogical teaching which is multitasking. It is a hard work to build professional career combining many aspects. Experiences are observed to examine learner's intellectuality and morality. The larger community gets benefits from learning and experience create conditions leading to growth of future (Dewey, 1933). Learning behavior is a kind of having experiences through intellectual practices that helps to the students for their study and teacher creates an opportunity of learning environment. Education activates to facilitate in knowledge gain, learning and intellectual complexity.



Also, accelerate transformational experiences as per the associate with learning task (Swaner, 2012). To gain knowledge, pedagogical internship is best tool for teacher. Teacher transformed with skill and knowledge with deep understanding as to reforming complexities.

Visual attention is useful for visual awareness for the mechanism of anyone's work (Konnikova, 2013). Pedagogical internship gives an attention of visual awareness of all practices of engagements. The program carries work mechanism that fulfills the need of study and teaching method. Education is an important for humanity, which determines a factor for development of mankind. Education can be a best dimension for overall development and activities of human capital. It makes mankind more dynamic and innovative. The process of training in teaching has a great effort for the human capital to be used in production process.

“A pedagogy of internship calls upon the academy, first and foremost, to recognize the internship as a legitimate, collaborative, academic learning experience requiring both structural support and the accountability of faculty, students, and partners. It demands of those involved in the learning triangle a conscious attentiveness to the process and goals of learning and the journey taken to reach those goals. Considerable weight falls upon the shoulders of the campus faculty and staff to ensure that systems are in place that foster deep learning, from selecting the site and supervisors to designing the Learning Contract, to embedding the experience in reflective ways of learning, to involving the student-intern actively throughout the process. Knowing how to use the domains of learning so that student interns have the tools they need to empower themselves in each of the dimensions of learning and development is essential; understanding the power of engaged learning and critical reflection in the learning process is crucial; and, understanding the requisite role of the faculty/ staff working with student-interns and the powerful role of supervision is absolutely necessary” (King & Sweitzer, 2014,). Pedagogical internship is method of teacher developer program. Teacher could be goal oriented. Expression among students is realized to be experienced one. Both teacher and students are empowered simultaneously.

A very useful knowledge of social entrepreneurship, its mission, experiences of presenters, and internship are related more to the society rather than classroom. Students realize all idea of social entrepreneurship (De Villiers et. al., 2018). A classroom is a society to be learnt and to explore the skills in an individual development. All speakers involve in outside the class and inside the class boost up being educated with greater positive impact in society.

Experiential learning is a tool that has reflections of all ideas in learning. The main source is the journal (Bringle & Hatcher, 1999). Pedagogical internship is a common platform for learning knowledge and expanding knowledge as reflection of research. Reviews and previews are carried in teaching class so which comes with updated research journals' findings. Entrepreneurship educators who engage students as co-learners and evoke their curiosity with new questions will create new ideas and support them in building confidence to develop alternate understanding of how entrepreneurship can benefit them and the society as a whole in the future. Such process is adopted through pedagogical process of invention, stimulating curiosity,



co-creation, thought provoking questions and entrepreneurial action (Verduijn & Berglund, 2019). In the pedagogical class, all participants know the area of questions to share their curiosity among them to derive new opinion as a new idea. The process of having confidence is a benefit for all. All activities adopted while teaching in an internship manage knowledge of entrepreneurship and social entrepreneurship in scientific way. Advance pedagogy helps to enhance the teaching and learning performance for which various innovative teaching methods are being used at the global level including the use of new technology (Khairnar, 2015). Teaching performance becomes effective measures to conduct pedagogical internship. Adopting a new technology is secured option for the teaching and learning. Its advancement through technology has uplifted measure breakthrough for teaching performance. It is necessary for each scientist or teacher to look for new knowledge and the latest pedagogical methods in order to keep up with the challenges of the digital economy and globalization.

Nowadays, the successful use by teachers of innovative ways of teaching various disciplines is a vital need for education. The author sees it possible to apply the acquired knowledge during the internship to transfer and even train practicing lawyers, tax consultants, accountants and specialists from several other professions. Higher education educators can also successfully use the innovative ice-breaking program of the Social Entrepreneur School IBS program to train students of various specialties, including lawyers, economists, and other types of specialization (Sereda, 2020). All teachers learn and share knowledge in updated version. It has affected by new changes of the society. As an author, it is an opportunity to be rationalized in managing and understanding the ideas and pedagogy. It has become milestone for teaching success and learning patterns.

There is need to apply social entrepreneurship in education and the focus is on the provision of teaching and giving more enlightenment about social impact to the society rather than focusing on profit as the end output. Hence, using social media platforms to gain the information and insight of people about this topic, gives an interesting product. The discussion about social entrepreneurship can be used to give more information to students by creating modules of the teaching and learning process. Besides, the validation process is a must to make sure that this topic is relevant to be taught in the university. It can also create awareness about social entrepreneurship, which have some slight difference in the end terms. A lot of students can have more interest in joining the activities that have been arranged by the university or other organizations. The idea of giving more to the society will encourage more activities that the students and universities can undergo. Also, the entirety of the social mission can be done to get more social impact (Muhammad Hamirul, Hamizan Roslan et. al., 2019,). Profit is not to be imagined in this activity. Social media platform is to be used to teach social entrepreneurship education. Class of social entrepreneurship is taught in university but social impact can be done via pedagogical internship incorporating many learning works. Provision of teaching has given effective communication and power of mentorship in systematic way.

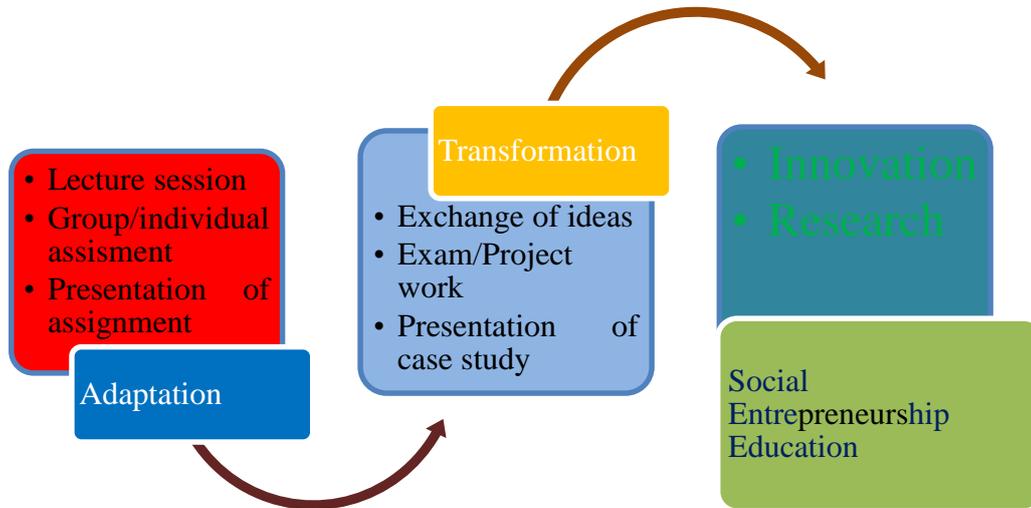
“The pedagogical teaching approach in classroom environment for learning social entrepreneurship is something that one can consider as one of the best methods of teaching. It helps to explore and learn emerging



social entrepreneurship at the global level that can teach individuals to adopt innovative methods so they can achieve goals based on their objectives for better learning outcomes. This gradually strives in boosting social entrepreneurship for better living. The Professor and students' interactive learning approach in the classroom is combined of presentation, group works, case studies, mockups, project and problem solutions based teaching, individual supervisions as well as group supervision is something that students, around the world, can learn effectively for expected learning outcomes. It all focuses in boosting social entrepreneurship for shared prosperity and entrepreneurial advancement with innovative approach" (Tiwari, 2020). It is an environment of classroom as an excellent way of teaching. The development of social entrepreneurship is learnt. The learning behavior has been changed with a very progressive way. Interactive class, presentation, group works, case studies, mockups, project and problem solutions based teaching, individual supervisions as well as group supervision are the practices making classroom oriented pedagogical teaching approach very focused and enlightened knowledge of social entrepreneurship.

"Starting in the fall of 2020, Social Entrepreneur School IBS "transitioned" from the classroom to online. Today, the academic semester is characterized by peculiarities compared to the previous ones, as training during it was carried out using online tools, which provided for the existence of certain difficulties associated with communication with students, but also allowed the continuation of the practice of The Social Entrepreneur School IBS for students all over the world. Due to the peculiarities of teaching the discipline, the existence of which is associated with the distance form used in 2020, the basic methods have been slightly modified and diversified to intensify the involvement of students in the process. Thus, in the course of the lectures, a step-by-step discussion with the listeners of each of the proposed illustrative slides was used. In addition, students were invited to provide examples from their own experiences. In addition, before the lecture, students were asked to take notes on at least two questions related to the topic that they could ask anyone present at the end of the lecture" (Tkachuk, 2021). By many causes; teaching pedagogy may not be in physical mode, so that online it happens. Using online tools teaching becomes more effective. It becomes a typically exciting programme for teachers and learners to learn idea of teaching learning activities. Discussion, illustration, question, and answer session develop teacher very sound in teaching and getting new experiences. In overall, reflection could be such as presented in figure one, which teacher and students fulfilled.

The effort of professor is really motivational and inspirational in this world. The two-week program is more transformational for Affiliated Honorary Research Fellow of the Fil. Dr. Jan-U. Sandal Institute, Norway, 2021. Session of Professor Fil. Dr. Jan-Urban Sandal during internship period reflected as an irreplaceable. Interest of independent researchers and inspiration of learning of science both have virtue of skilling to all participants. The figure one demonstrates adaptation of teaching and learning techniques from which participants reflects by exchange of ideas and presentation by having understanding of knowledge of innovation and research knowing quality knowledge of social entrepreneurship education.



**Figure 1.** Pedagogical Internship

*Source:* Author’s illustration.

*Fig. 1 is based on pedagogical internship program conducted by Prof. Fil. Dr. Jan-U. Sandal from Fil. Dr. Jan-U. Sandal Institute, Norway, 2021.*

“Dynamic pedagogy does not take place within the knowledge and education industry, which is characterized by static and non-innovative learning methods. The knowledge industry transmits established truths and dogmas, and very often propaganda and political and religious lies to students. The knowledge industry is a part of the labor and commercial markets and functions as vocation school, both at lower and higher levels, like f. ex. university level within the Bologna process. Both teachers and students depend on wages and economic benefits, which are state or privately funded. The production costs are paid for by state or private, even though fees at rather high rates are common at prestigious universities and colleges. The knowledge industry functions like profit centers. The pedagogical principles are based on repetition and control and the goal of the knowledge industry is to provide future employers to the labor market. Most of the subject taught at universities are market oriented, and that makes the system suffer from lag and insufficiency, because no one can predict the future demand of labor in an open market” (Sandal, 2012). Education sector is contributed by teachers and students engagement. This type of industry is developed by pedagogical internship. All have laborious efforts to generate innovative idea from which all graduates are skilled and become goal oriented. Teachers are developed gradually in the education industry as an employers and employees. As an effective and dynamics source, educated laboris contributing this industry by having exposure of many more via pedagogical internship.

The learners were grateful to professor in learning teaching pedagogy. It was highly impressive and innovative. Interpretation of content is great knowledge, which is useful in every context of business,



entrepreneurship development and social growth. Creativity and innovation depends on reading, reviewing and research. The quality of following all instruction is great part to be transformed for an individual. By these independent learners are growing with advance knowledge of social entrepreneurship.

## DISCUSSION

A very sound example of such application and transformations is the “Social Entrepreneur School IBS” of Fil. Dr. Jan-U. Sandal Institute. It is a unique example of an educational and intellectual establishment that has given theoretical and practical learning behaviors for social entrepreneurs, educationist, practitioner and the learners all over the world. It is a great responsibility as key social responsibility to sustainability of business. According to the official site of the Fil. Dr. Jan-U. Sandal Institute, the Social Entrepreneur School IBS is an Executive Business Education specialized in Social Entrepreneurship (SE), Innovation Management (IM) and Service Vision Management (SV). The Social Entrepreneur School IBS is a 20 weeks long full-time program casing three separate courses – International Study Course in Social Entrepreneurship; – International Study Course in Innovation Management; – International Study Course in Service Vision Management. Each training course is accessible on the website of Fil. Dr. Jan-U. Sandal Institute. Due to the covid-19 pandemic, pedagogical internship was held via online. High-level technical zoom social entrepreneurship training was conducted from Fil. Dr. Jan-U. Sandal Institute. The online internship was part of accomplishment of study of learning by doing.

This pedagogical internship led teaching techniques holds components of the courses includes not only a lecture series but also individual assessment, case study, and question and answer. The final exam consists of the completion of a written task; oral exam and preparation and viva performed in group’s fellow students. The course has empowered students with soft skill and practical knowledge. Everyone can learn more from the course and internship because this program is part of effective teaching and learning. Knowledge specification with social entrepreneurship is a best part of internship. Everyone have been enlightened and transformed as per the effort.

Modern pedagogical science is in the process of constant development. In the theory and practice of pedagogy, there are a large number of different concepts, theories, and approaches to learning, based on certain educational goals, on certain features of the transfer or acquisition of knowledge, the development of students' personalities. Learning technologies are characterized by rational organization of educational activities, the ability to obtain the desired result at the lowest cost, the introduction of systematic thinking, which allows you to make the learning process manageable, the orderliness of actions that ensure the achievement of pedagogical goals (Pavlenko, 2014). Both theories and practices involved in modern internship system. Different personalities are producing. Many professional behaviors are reflected during the teaching learning activities. Many learning activities are carried out. Process of thinking is elaborated. In the internship, teaching and learning process is manageable.



Both physical and online internship is perfect platform to the teacher as well. Unlike, it was process from which the pedagogy led from class coach to online. It was impactful to provide Social Entrepreneur School IBS education as means to be transformed. This teaching media had faced the problem of communication to each other however; the practice of learning had not been stopped. It was a kind of distance learning too. And as an initial learning everyone learn from lecture, discussion, illustration of slides, opinion exchange, idea sharing, own experience sharing, taking key notes, presenting key notes, questions and answer model were adopted in the online training because of great understanding of lessons, pedagogical internship and quality of social entrepreneurship education. This schooling has great influence to the learner's research fellows as effective online platform for learning pedagogy and internship amid pandemic. As per the requirements of learning knowledge and skills, innovative method is pedagogical internship adaptation, understanding, research, review and deep learning.

As a role of assistant professor, one can get great opportunity to learn practice of innovative dynamic learning methods going through the thematic presentation including experience and knowledge of Professor Fil. Dr. Jan-Urban Sandal and mine. It is great practice in case of learning knowledge of social entrepreneurship and having understanding in innovative learning methods as well as administrative role as a assistant professor as a mandatory part of the Affiliated Honorary Research Fellow Program fulfilling requirement of graduation from the Social Entrepreneur School IBS, and the scientific courses What is science, VP-01-A and Reading Course, RC-01-A. In this way, it is modern learning technique for fellows of Fil. Dr. Jan-U. Sandal Institute. The pedagogy learning was followed with instrumental scientific method of focusing on nurture of research fellows, socialization, knowledge advancement, course motivation, group learning and groups work. Stimuli factor of pedagogy has a great role because that influence the everything in skill development. This enforce the perception of reality. All exposure and information available is contemporary knowledgeable discussion with philosophy and discussion. This type of teaching is an advantage for all professional and researchers.

It seems that social entrepreneur pedagogical internship is not just an academic training module for multidisciplinary subject researchers and learners. It is rather a special curriculum and improving the existing professional careers. It depends how research fellows or students can adapt this learning approach, which has been developed by Fil. Dr. Jan-U. Sandal Institute through scientific and innovative teaching method for the betterment from transition to transformation. A learners gain many more opportunity from engagement of pedagogical internship.

### **Personally learned from internship practicing as assistant professor**

By the pedagogical internship, as a teacher at first, I have gained knowledge of entrepreneurship and social entrepreneurship awareness, teaching skills of entrepreneurship and social entrepreneurship knowledge, preparation for teaching, material management in teaching effective deliberation of entrepreneurship and social



entrepreneurship, activating learners in learning entrepreneurship and social entrepreneurship, learning qualities of narrating examples of social entrepreneurship development. Similarly, I build up the confidence in public speaking, discussion, questioning and answering, handling teaching tools, way of opinion exchange, and communication of entrepreneurship, social entrepreneurship, innovation, research and social development. It has built up my personalities and professional behaviors. It has strengthened my skill of presentation, handling group works, creating case studies, style of mockups, project and assignment based teaching, individual supervisions as well as group supervision in teaching.

I gained knowledge with clarification of concepts of Social Entrepreneurship (SE), production processes, innovation areas, development strategies, profits, special motivators, traditional barriers to innovation, myths versus possibilities and perspectives. Innovation and entrepreneurship in historical perspective as mentored by Professor Fil. Dr. Jan-Urban Sandal.

Pedagogical learning methods were facilitated and instructed me by lectures of Professor Fil. Dr. Jan-Urban Sandal and his conversations with participants, group work, individual work assignment and result. Especially, for me, such tools were highly effective acknowledging both theory and practice of SE, IM, and SV via online platform. As a very effective learning method; specifically, I learnt how to follow pedagogical learning method while presenting theme and scientific study as well as effective teaching.

It was my unique experience that my main responsibility was to present independent theme lectures by which I got knowledge of SE, IM & SV in depth form. I had assisted pedagogical and administrative work too. I followed practice of innovative learning methods like theme presentation, interaction, Q & A group and individual performance with participants that was enabled me to understand deeply about knowledge of SE and economic development, SE, IM and consumer behavior in SV as an advance knowledge.

I have been teaching and learning experience such as how to conduct training, how to read how to conduct research, how to write, how to present, how to communicate and how to help understand about idea of social entrepreneurship as well as gaining knowledge of innovation management and service vision management and its approaches to other branch of knowledge. In addition, I have increased skill of qualitative research on social entrepreneurship field.

Similarly, participating in the summits; I develop skill of the keynote speaker as presenter. I learnt to participate in the Summit of social entrepreneurship. While writing scientific article, I am exploring skills as an international independent scientist. Besides, I am acknowledging the knowledge of how to write research articles and publishing criteria. Moreover, I got an opportunity to meet intellectual persons via physical and online conference and young social entrepreneurship learners from different countries who have high exposures in multidisciplinary subjects with relation to social entrepreneurship.



## CONCLUSIONS

In conclusions, the Social Entrepreneur School IBS has been opening the idea and perspectives in the context of changing social business issues. Innovation and its impact seems high positive in the world's interests. This has made us a very enthusiast boosting skills to understand the knowledge of entrepreneurship history, nature of social entrepreneurship, innovation, creativity, business philosophy, democracy, political context, market, consumer behavior and many more.

Pedagogical internship is platform for internship experience to gain skills knowledge and value in the society as teacher. This learning pedagogy has broadened the practices of broad learning and teaching opportunity in science. This institute pedagogy strengthens an understanding of some learning technique such as analysis, problem solving, teamwork, and social responsibility, and incorporates them with professional career and teaching learning habits. Internship has attracted attitude, commitment and professional behavior. In the social entrepreneurship discipline, theories and philosophical aspect are key to engage in the study. Pedagogical participants find collaborative and academic environment. It is reflective mode of teaching and learning. Its major process is to develop participants an intellect who can win race of advance teaching and learning. Therefore, participants should not miss such an opportunity, which can engage, approaches learning and learning methods, expand interpersonal skills and new perspectives. Hence, it has broad transformational role as method of teaching and learning research education for all in future.

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## Conflicts of interests:

The author declares no conflicts of interest.

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