Title of paper: Social Constructivist Approach to Multicultural Entrepreneurship Learning

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ABSTRACT

So far, there is little academic research about teaching and learning entrepreneurship in different educational institutions. For instance, except the individual psychological traits found easily in literature, there is little research about how entrepreneurship could be taught in today's multicultural classes. This paper focuses on experimental learning environment in which students were invited to learn and to develop their entrepreneurship skills in two Entrepreneurship Camps (EC). We use a social constructivist approach to discuss the planning and the implementation of these entrepreneurship camps. The two experiments show that team work, networking and cooperation were valuable for developing a good business plan. Planning and executing the implementation according to plan is also vital for success despite the fact that one should also keep a certain level of flexibility. In accordance with the Social constructivist view, to achieve good results, the learners should be allowed to own the learning process without much interference from the instructors.

FULL PAPER

Introduction

Of all players who feature in the management of the modern world economy, it is the entrepreneurs who most attract our attention. The word 'entrepreneur' is widely used, both in everyday conversation and as a technical term in management and economics.
An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on them. Although many people come up with great business ideas, few act on them. However, entrepreneurs do (Zimmerer and Scourborough 2006, 4).

In many cases, entrepreneurs are seen as heroes, as self-starting individuals who take great personal risk in order to bring the benefits of new products to wider world markets. In addition, there is also an expression of concern at the pace of economic and social change entrepreneurs bring and of the uncertainty they create especially in the competition environment. People admire their talents or may even question the rewards they get for their efforts. Whatever instinctive reaction to entrepreneurs, it is not possible to ignore their impact on communities. (Wickham, 2001, 2).

The received understanding is that successful entrepreneurs engage in continuous discovery, involving both cumulative improvements and radical departures from well established routines (see Woo, Daellenbach and Nicholls-Nixon 1994). Furthermore, intangible resources such as knowledge, skills, attitudes and social capital have now assumed prominence as important supplement to traditional economic and tangible resources. However, entrepreneurship is no longer merely an isolated and discontinuous innovative effort made by individuals with Calvinistic attitude to work and life and who see things differently from everybody else and pursue them single-minded. These attributes are doubtlessly essential but not a sufficient requirement for the development of business today.

Looking at the literature on entrepreneurship, it is seen as stemming from three sources: the contributions of economic writers and thinkers; from psychological trait approach on personality characteristics; and a social behavioral approach (see, Deakins 1996, 7). Much effort have gone into identifying entrepreneurial characteristics and it has diverted research away from other important areas concerning the entrepreneur’s ability to learn from problem solving and to gain from their business experience (Deakins 1996, 21; Wickham 2001, 20).

So far, there is little academic research about teaching and learning entrepreneurship in different educational institutions. For instance, except the individual psychological traits described above, there is little research about, how entrepreneurship could be taught in today’s multicultural classes. Furthermore, we need to know, which factors are considered to be of great importance to foster entrepreneurial teaching and learning. Thus, this paper focuses on one experimental learning environment in which students of HAAGA-HELIA University of Applied Sciences Porvoo Unit were invited to learn and to develop their entrepreneurship skills in Entrepreneurship Camps (EC). We use a social constructivist approach to discuss the entrepreneurship learning process and aim at shedding light to following questions:

- How can entrepreneurship be taught efficiently to multicultural students?
- What may be the factors that act as facilitator for the learning to take place?
- Which factors act as barriers for entrepreneurship learning to take place?
Which strategies could an educational institution put into place to ensure effective entrepreneurship learning?

In this paper we consider learning to be a process that leads to some type of action. In this process, people make changes in their knowledge base and memory storage by accumulating facts, developing and enlarging concepts and ideas about life, and by creating entirely new ideas, attitudes, models, images, or patterns. In addition, learning may take place in private and shared settings. In this perspective, learners may perform activities either alone or with other group members. Some of these situations may be under the learner’s own control like in library and classes. Other situations may be controlled by others like in job training. Looking at learning as we described it above, we could identify two types of learning: implicit and explicit learning.

The implicit learning occurs when the learner acquires knowledge but without being necessarily aware of it. It implies noticing regularities in the world and responding to them in a constant way. This type of learning somehow may become mechanical and repetitive and it may also be found in other creatures like animals who instinctively learn some “basics skills” for own survival. This kind of learning takes place for instance in entrepreneurial families where children may acquire their skills from other members of the family and repeat the same routine with its pros and cons.

The explicit learning on the other hand, requires conscious and deliberate efforts from the learner and may be hard to acquire. However, once this type of learning takes place, it could be stored to be used later. This is the kind of learning that is fostered in formal education.

Recent debates on learning in a controlled environment (like schools) have generated conflicting views (see Bransford, John D., Ann L. Brown, and Rodney R. Cocking, 1999). The first view emphasizes learning as a passive process or a gradual absorption of knowledge aiming at increasing learner’s own knowledge base. The second view emphasizes memorizing knowledge through active role. However, in this view, memorized information is hard to internalise and transfer across domains. The third view consists of acquiring facts or procedures to be used. Accordingly, this may lead to acquisition of skills like reading, writing, and mathematics. This view also emphasizes using and practicing the acquired knowledge and skills so that the actions become automatic. The fourth view is about learning as making sense and understanding reality. In this perspective, reality may be self constructed. Learner makes active attempts to abstract meaning while learning and using new material to update and modify existing beliefs. Trying to understand things and to acquire the ability to explain them, not just remember them (Bransford et al, 1999). In our paper, we focus our attention on the fourth approach and discuss the social constructivist approach to learning.
Social Constructivist Approach to Multicultural Entrepreneurship Learning (MCEL)

The constructivism theory is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals’ experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations (See Bransford et al, 1999).

According to this theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure. Constructivism is a theory describing how learning happens and is often associated with pedagogic approaches that promote active learning, or learning by doing (Dewey, in Bransword, et al, 19, p.77).

Social constructivism views each learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional. Social constructivism encourages the learner to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. Thus, it does not only acknowledge the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process (Wertsch 1997). Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. This also stresses the importance of the nature of the learner's social interaction with knowledgeable members of the society. Without such interaction it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. (Ibid)

Furthermore, it is argued that the responsibility of learning should reside increasingly with the learner (Glaserfeld, 1989). Von Glaserfeld (1989) emphasizes the fact that learners construct own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information (ibid). Furthermore, according to Von Glaserfeld (1989), sustaining motivation to learn is strongly dependent on the learner’s confidence in his or her potential for learning. These feelings of competence and belief in potential to solve new problems are derived
from first-hand experience of mastery of problems in the past and are much more powerful than any external acknowledgment and motivation (Prawat and Floden 1994).

Social constructivism, suggests that knowledge is first constructed in a social context and is then appropriated by individuals (Bruning et al., 1999; M. Cole, 1991; Eggan & Kauchak, 2004). Accordingly, the process of sharing individual perspectives-called collaborative elaboration (Meter & Stevens, 2000)-results in learners constructing understanding together that wouldn't be possible alone (Greeno et al., 1996). Kukla (2000) argues that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world. Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed (Ernest 1991; Prawat and Floden 1994). McMahon (1997) agrees that learning is a social process. He further states that learning is not a process that only takes place inside our minds, nor is it a passive development of our behaviors that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities. Learners with different skills and backgrounds should collaborate in tasks and discussions to arrive at a shared understanding of the truth in a specific field (Duffy and Jonassen 1992).

The theory of constructivism suggests that learners construct knowledge out of their experiences. Constructivism is also often associated with pedagogical approaches that promote active learning, or learning by doing. Social constructivism thus emphasizes the importance of the learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the instructor to teach and where the learner played a passive, receptive role. Social constructivists consider learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces (Savery and Duffy, 1994). Meaningful learning occurs when individuals are engaged in social activities and, that is what exactly aimed at these two MCEL camps. In social constructive model, the nature of the learner's social interaction with knowledgeable members of the society is important. Without the social interaction with more knowledgeable others, it is impossible to acquire social meaning of important symbol systems and learn how to use them.

According to the social constructivist approach, instructors have to adapt to the role of facilitators and not teachers (ibid). The difference lay in the area of focus. One is teacher centered the other is learner-centered; learner has an active role in one and passive role in the other. Where a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content (Bauersfeld, 1995). In didactic teaching, the learner plays a passive role and in the later scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and goes towards the learner. This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Kotila & Mäki 2008, Brownstein 2001, Gamoran, Secada, & Marrett, 1998).
One other characteristic of the constructive model is that the instructor and the learners are equally involved in learning from each other (Holt and Willard-Holt 2000). Learners compare their version of the truth with each other’s and that of the instructor’s to get to a new, socially tested version of truth (Kukla 2000).

**The task or problem** is thus the interface between the instructors, members of the society and the learners (McMahon 1997). This interface creates a dynamic interaction between task, instructors and learners. As a consequence, learners and instructors should develop an awareness of each other's viewpoints and then look to their own beliefs, standards and values, thus being both subjective and objective at the same time (Savery 1994). Some studies argue for the importance of mentoring in the process of learning (Archee and Duin 1995; Brown et al. 1989). The social constructivist model thus emphasizes the importance of the relationship between the student and the instructor in the learning process.

**Learners** should be constantly engaged and challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence (Brownstein 2001). To fully engage and challenge the learner, the task and learning environment should reflect the complexity of the environment that the learner should be able to function in at the end of learning.

**The context** in which the learning occurs is central to the learning itself (McMahon 1997). The learning environment should also be designed to support and challenge the learner's thinking. (Di Vesta, 1987). According to Gulikers, Bastiaens & Martens (2005, p. 509-510), an authentic learning environment “provides a context that reflects the way knowledge and skills will be used in real life.”

“This includes a physical or virtual environment that resembles the real world with real-world complexity and limitations, and provides options and possibilities that are also present in real life.” (Gulikers et al. p. 509-510) in Engestrom (1994).

While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

It is important to achieve the right balance between the degree of structure and flexibility that is built into the learning process. Savery et al. (1994) contends that the more structured the learning environment, the harder it is for the learners to construct meaning based on their conceptual understandings. A facilitator should structure the learning experience just enough to make sure that the students get clear guidance and parameters within which to achieve the learning objectives, yet the learning experience should be open and free enough to allow for the learners to discover, enjoy, interact and arrive at their own socially verified version of truth (Savery et al. 1994).
Multicultural Entrepreneurship Learning Camp (MCEL) at HAAGA–HELIA Porvoo

MCEL Camps may be associated either to Problem Based or Project Based Learning because among other similarities these methods are organized around a shared goal (project), both promote active learning and both are learner centered constructive strategies (Savery 2006). However, according to Savery (2006) the difference is that; in problem-based learning, problems are ill defined where else in Project-Based Learning students are given specifications.

“….learners are usually provided with specifications for a desired end product and the learning process is more oriented to following correct procedures.” (Savery, 2006, 16).

He also criticizes cases and projects for diminishing the learner’s role in setting the goals and outcomes as compared to problems. However, while working on a project, learners are likely to encounter several “problems” that generate “teachable moments” Savery (2006, 16). Another point Savery (2006, 16) makes, is about the role of the teacher in project-based learning, which also corresponds to the role different advisors played in these two MCEL camps.

“Teachers are more likely to be instructors and coaches (rather than tutors) who provide expert guidance, feedback and suggestions for “better” ways to achieve the final product. The teaching (modeling, scaffolding, questioning, etc.) is provided according to learner need and within the context of the project.” Savery (2006,16).

The MCEL project consisted of organizing and implementing two entrepreneurship camps as learning environment for multicultural students at HAAGA–HELIA Porvoo in Finland. The first MCEL was organized on the 09th April 2010 and lasted for 24 hours and the second took place on the 8th of May 2010 and lasted 12 hours for practical reasons. Both the first and second MCEL Camps were organized at the same school and participants were students coming from West and East European countries, Asia and Africa. Furthermore, there were different experts both from the Academia, from business life and from financial institutions. In both camps, participants were divided into different groups and each group had a room of its own and several other facilities were in use in different stages of the process e.g., computer labs, the gym and the cafeteria. Auditorium was used for presentations and feedback in opening and closing ceremonies.

The learning objectives of the entrepreneurship camps were set at an early stage:

- To get students acquainted with the entrepreneurial skills and to provide the international students in Porvoo (Finland) with idea of entrepreneurial possibilities after graduation.
To develop team work skills, communication, negotiation and problem solving skills, organizational skills, leadership skills and project management skills.

Students were given the learning objectives and the expected outcome of the process (viable, profitable, unique business idea). Furthermore, after completion they presented their results, got feedback and suggestions for further development from the experts. The camp leaders played the role of coaches. After a careful consideration and analysis of the related theories, we could conclude that the Constructivist Model was suitable for analysis of these entrepreneurship camps as a learning environment. After all, the focus in these camps was on the learners thinking about learning (not on the subject/lesson to be taught) and the learner was to give meaning from different experiences to construct own knowledge base about entrepreneurship. The process is a social process, task based on group-work and some experts of the society are involved (See Savery et al. 1994).

The MCEL required students to work in groups of 5-6 and to take responsibility for generating a unique applicable business idea and for a location of their own choice. The learning took place throughout a process. This task also facilitates internalization and externalization of knowledge and allows learners to create “usable knowledge” from “disconnected facts” (Bransford et al. 1999).

Participants were encouraged to develop ownership for the overall problem or task through developing own business ideas and business plans. As much as possible, advisors avoided imposing their ideas on participants who were required to develop a unique and applicable business idea. The process started with a brainstorming session, during which all group members introduced their potential business ideas. Each idea was discussed and negotiations took place among the group members to reach a consensus on the best idea to work with. After the consensus was reached, then the group members devoted attention into developing a viable and profitable business plan. Through this team dynamics students learned quickly that sharing and networking in teamwork was a key if they were to develop a successful business plan. At the end of the process, one could observe that the most successful teams seemed to be those whose group members learned quickly from each others.

The MCEL Camps created authenticity by providing students with the same experience they are likely to face after completion of their studies. All factors, resources and limitations were dictated by the markets in the chosen sector. Students were required to search e.g., price levels, competition, demand and future trends. In addition, they were required to evaluate their own resources and to consider other financial sources. The goal was not to create empty ideas, but also implement them. An organization named Tuuli, has been set to help in assessing the successful business idea and in financing a possible start-up with a support up to 50.000 €.

The MCEL camps were designed to reflect the complexity of the environment in which the learner will be expected to function at the end of the learning. Participants were invited to
do a proper competition and risk analysis and to show which strategies they could use to penetrate such

**Anchoring entrepreneurship camps in a Social Constructive framework**

<table>
<thead>
<tr>
<th>Social Constructivist Model</th>
<th>Multicultural Entrepreneurship Learning Camps</th>
</tr>
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<tbody>
<tr>
<td>Learning around a task</td>
<td>Learning by creating a business plan</td>
</tr>
<tr>
<td>Ownership of the task</td>
<td>Own business idea, designed and planned by students</td>
</tr>
<tr>
<td>Authenticity of the task</td>
<td>No scenario; challenges, limitations, resources are dictated by the markets</td>
</tr>
<tr>
<td>Background culture and uniqueness of the learner</td>
<td>Different cultural backgrounds. Each learner is given opportunity to reflect upon own proposal which is presented to the group members.</td>
</tr>
<tr>
<td>Complexity of the learning environment</td>
<td>There are many issues to take into consideration to succeed with the task. They only had access to consultants when needed, the rest is real life conditions</td>
</tr>
<tr>
<td>Ownership of the learning process</td>
<td>No interference, instructors are there as consultants and counselors. They do not dictate what to be done.</td>
</tr>
<tr>
<td>Challenging the learner</td>
<td>Selection of the best idea challenges the learner to come up with the best possible answers to the problems of a real life situation.</td>
</tr>
<tr>
<td>Relationship between the student and the instructor in the learning process</td>
<td>Existence of dynamic interaction between task, instructor and learner. Instructors play a role as facilitators and coaches</td>
</tr>
<tr>
<td>Testing the ideas against the alternatives and collaboration among learners</td>
<td>Testing occurs in several stages; e.g., debates to choose one idea as group's, testing the idea against market parameters</td>
</tr>
<tr>
<td>Opportunity for support and time for reflection</td>
<td>Each group has a coach and instructors as counselors for support and there are periodical pauses for games and reflections</td>
</tr>
<tr>
<td>Learning as active social process and interaction</td>
<td>Existence of community members with varying expertise ensures social interactions</td>
</tr>
<tr>
<td>Structuring of the learning process</td>
<td>No structure is imposed in advance</td>
</tr>
<tr>
<td>Assessment of the learning process and outcome</td>
<td>Presentation to the audience, peer assessment and expert assessment. Session for evaluation of the whole process.</td>
</tr>
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</table>

Table 1: Multicultural Entrepreneurship Learning Camp in a constructivist framework
Source: Adapted from John R. Savery and Thomas M. Duffy (1994, pp. 1-16)
MCEL camp process was totally in the hands of the learners as both camp leaders and advisers hardly interfered with the process. Advisors were there only when and if the learners needed them as counselor not as dictators of what has to be done and how it should be done. However, to avoid monotony, there were key control points planned before hand in which where learners participated in some games aiming at raising team spirit and at creating connection between groups and members. These games have been essential in supporting the group work and belonging.

Execution of MCEL Camps at Porvoo Campus in Finland

There is no unique efficient way of teaching entrepreneurship to multicultural learners. After all each individual is unique and has own background. Right from the start, MCEL as a learning environment was set to challenge the learners' thinking and analytical skills. This was done through giving each individual time to think and to come up with own proposition of what could be a good business idea. In the later stage, each had opportunity to present own business idea and then to compare it with other group members' ideas to choose the one with more viability. In this interactive process; students were called on to constantly present and explain their solutions until a consensus was reached. Analytical skills were required and played a decisive role through the process, as the group members had to acquire information from different websites and companies to disseminate that information in order to construct own business plan.

Although the group's coach could play devil's role to get the discussion and creative process going, participants remained owners and responsible for their ideas. The students were encouraged to test ideas against alternative views and contexts. This process occurred especially during debates within different groups as they had to test ideas related to competitiveness, demand, marketing, pricing, resources and uniqueness of contexts. This testing continued all along the development process until the business plan was presented for possible selection as best business idea of the camp. At the end of each camp, an assessment session was organized to allow professionals, experts, camp leaders and campers to choose the winning team.

During the whole process, there was opportunity for support and time for reflections on both the content learned and the learning process. This opportunity was given during the preparation of the business plan and the discussion at the end of the camp. Teachers, experts and campers themselves reflected their opinions on the ideas and in the session for peer assessment. Process did not end there. Participants were again asked to revise their business plan and to reconstruct it based on the comments offered after the end of these camps. Finally, the process was a social process and there was an interaction with the more knowledgeable members of the society. First of all, MCEL Camps were planned around groups and learning occurred in group works with interaction. Secondly interaction with the more knowledgeable members of the society was also provided by the experts who were invited to both the opening and closing of the camps.
Observations and reflections on MCEL Camps

A feedback session was arranged and participants and experts were asked to assess the whole process. There was a consensus on the fact the planning and organizing of the first camp was successful although it was the first MCEL camp arranged by the students. However, most of the business plans generated in the first camp were not realistic. For the second camp, the general feeling was good especially when it comes to learning and experience point of view. Some participants said it was the most useful project they had ever participated in a group at school. One major problem associated with the second camp had to do with the planning process and the level of participation. Only half of the enrolled campers showed up and at the same time all camp leaders were present. This created a coordination problem as many practical tasks like cleaning and food preparation were left undone because of lack of coordination. All in all, there was a very positive feeling after both camps and some participants have already picked from there to actually start own companies afterwards.

At this stage, it is appropriate to reflect back upon the MCEL Camps and to shed light on our observations and hopefully give answers to the questions raised in introduction.

There are many factors that may act as facilitators and barriers for a MCEL Camp to be successful. Most of the participants were very well motivated. Due to their multicultural background, most of the participants came from countries with entrepreneurial culture. Those were highly motivated and saw the MCEL Camps as a good opportunity to structure their business ideas and to possibly execute it later on. For that reason, the age, the country of origin, the level of education and previous entrepreneurship experiences proved to be of big help in generating good business ideas and plans.

The loose involvement of teachers and advisors proved to be a two edged sword. On one hand, giving total ownership of the process to participants was highly encouraged and on the other hand there was a general feeling that the instructors and experts could have intervened more in the planning phase and to enforce deadlines as it was done during the first camp. By doing that one could avoid problems linked to coordination and to a lack of sharing of responsibilities.

During the MCEL Camps, we also observed some factors that can act as barriers for the learning to take place. For instance, despite the independence which should be given to participants, the distribution of tasks must be distributed evenly within groups. This is not an easy task for different participants after all, they cannot know for sure the capabilities of each other and therefore some difficulties may arise when allocating these tasks. A lack of beforehand planning and a follow-up may lead to failure as well. There must be an intensive close interaction within supervisors and planning teams. The number of camp leaders may also affect the outcome of the MCEL camp. In this perspective, the number of participants and group has to match the requirements for proportional camp leaders. A failure in this, may lead to having camp leaders giving misleading instructions and advise. Lack of communication both horizontally and
vertically may lead to failure as well. There must be a constant dialogue between group members, organizers and advisors. Enough check points should enable camp leaders and advisors to check how far different groups have come with their entrepreneurial creative process.

Time management is prerequisite for such MCEL camps to succeed. Participants come from different culture and time may have different meaning for different people. For instance it becomes important to follow a precise time management scheme and to follow deadlines. The MCEL Camp is structured according to certain sequences of creative activities and not adhering to such scheme may act as a barrier from achieving the MCEL camp objective. The second camp proved to be a good example of such a lack of time and event management. Until the last minute, the planning group had not finalized the final camp programme and its content.

With such project and problem-based learning, a lack of project management skills may prove to be disastrous. To curb on such short coming, each camp must then have a project manager, who act as responsible for overseeing the activities and coordinating the efforts of different actors.

Conclusions and suggestions

In spite of the difficulties encountered with these two experimental MCEL camps, participants reported that seeing the whole process with own eyes was important and they learnt a lot from the failures as well. For instance, team work skills were as valuable as learning how to develop a business plan from a good business idea. Some participants took the role of being presenters, others acted as financial experts, idea creators and organizers for their respective groups. They learnt how to make the best use of everyone in the group and how to deal with differences in order to bring the best about everyone. From this perspective, two issues were stressed as the most valuable learning that took place in each camp:

- Team work, networking and cooperation were valuable although hard to learn
- Planning and executing the implementation according to plan is vital for success despite the fact that one should also keep a certain level of flexibility.

When asked about the most needed skills for such learning to take place, the following skills were brought up by the camper students: planning, team work, organizing the team efforts, developing business idea, patience, presentation and public speaking and cooperation. The camp leaders on the other hand, underlined taking responsibility, organizational skills, making a budget and leadership skills on top of their list.

These two MCEL Camps were pilot-projects for creating entrepreneurial thinking among the students which is a part of the strategies of HAAGA-HELIA University of applied Sciences as an organization as well as for Porvoo Campus. Porvoo campus is adapting Project Based Learning (PBL) as a model of application in teaching/learning. In spite of the issues that need improvement, from a learning point of view, the goal of MCEL Camp was
reached in these camps. Now we have good evidence of what should be done at different stage of the learning process. Both students and teachers as guidance counselors have learnt a lot from the process but especially from the failures. This could also be a test for how projects should be planned as part of the new curricula to give the best learning results.

The two MCEL camps increased students’ awareness about why they had to learn certain things and many were able to internalize a lot of knowledge through these two camps. As Bransford (1999) states that learning with understanding is like internalizing the knowledge, not just memorizing. And there is also difference between ‘usable knowledge’ and ‘list of disconnected facts’. ‘All learning involves transfer from previous experiences’ (Bransford 1999, pp 51-78). He also stated that “knowledge that is taught in only single context is less likely to support flexible transfer than knowledge taught is in multiple contexts” (Bransford, 1999, p78). MCEL camps have the potential to support this type of learning and transfer.

For teachers these two MCEL Camps supported the earlier believe about using group work and brainstorming techniques to enhance classroom learning. As Bransford (1999) puts it; “One major contrast between everyday settings and school environments is that the later place much more emphasis on individual work than most other environment” (Bransford 1999, p 74). Even John Dewey contended that: ‘School should be less about preparation for life and more like the life itself’ (in John D. Bransword p.77). One of the important missions of teachers and counselors should be to minimize the gap between everyday life and school environment.

To be successful, guiding counselors may need to jump in to help the organizers to create a short road map. For instance the emphasis should be put on producing a real life and realistic business plan with emphasis on needed resources and the available capabilities for implementing such a business plan. In addition, during the MCEL Camp implementation process, advisors should be involved at least in some control points to assess the progress together with the participants. That would avoid surprises that may occur at the end of the MCEL process.

With our contribution, it is hoped that further inquiries and research will be conducted to enrich the debate on how best educational institution can teach entrepreneurship.

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