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Social Entrepreneurship Transformation: A Practical Case of Expeditionary Learning and Its Value in Business Education

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Abstract— In the field of entrepreneurship education, higher education institutions around the world are undergoing transformative transformations. Entrepreneurship courses are now a feature of the curricula of many business schools globally. While there is a growing body of research on the subject of entrepreneurship education and learning, studies of business education methods and their role in providing value are relatively scarce. Morocco's educational system is evolving and engenders change, and change denotes a departure from traditional classroom approach to more tailored and customized curriculum considering significant transformational changes in teaching, testing and refining of content and learning approaches in a university setting.

The researchers argue that the process of change implies a fundamental shift in the building block of a nation; change in the social and economic landscape of a nation. The rational explains why social entrepreneurship education impacts on society and how educators can improve the process theory applied to entrepreneurship education. One path to this is to change the cornerstone of entrepreneurship students through engaging them into expeditionary learning with an explicit purpose, guided by learning targets for which students take ownership and responsibility. The inclusion of an expeditionary learning component into their curriculum review is advised, among other things, by experts in business education to ensure that the subjects being recommended and taught are in line with what is attainable in entrepreneurial practices to deliver national transformation assurances.

Index Terms—Business education, Curriculum, Social entrepreneurship, Transformation.

I. INTRODUCTION

The Innovation Committee of AACSB having their 2022–2023 meeting identified factors in the market that are influencing business education and ways that business schools might use innovation to meet stakeholder expectations. This debate served as the catalyst for AACSB's broader thought leadership work regarding the case for business education. AACSB published a comprehensive study describing the possible directions business schools might take as they strive to provide value in a dynamic commercial and academic environment to create fresh value that fulfills shifting stakeholder needs and business schools creating more innovate approaches.

According to AACSB's business influencer market research,
businesses are keen to comprehend the goals of business school education and the evolution of skill sets. Businesses predict more acceptance of skills-based recruiting in the upcoming years with a focus on non-technical abilities, for example, communication skills (AACSB Report, 2022).
With the introduction of the 2020 accreditation requirements and the persistent concept of societal impact weaved throughout, AACSB's long-standing advocacy for the positive of business schools has been elevated even further. It will be crucial for schools to uphold the positive effects that business education has on local and global communities, whether through research, leadership development, learning experiences, as well as outreach, and AACSB continues to investigate the value proposition of today's business schools.

There is an emerging awareness and interest in understanding how the employees' or students' practical engagement during the learning process affects their learning outcomes and drives their academic and professional success because organizations and educational institutions are increasingly implementing teaching and training approaches that emphasize the individuals' active immersion and involvement during the course.

These days, businesses are seeking more and more innovative learning strategies that are better aligned with or more explicitly geared toward the development of capabilities through education and experience. Such a strategy calls for the individuals' total dedication and involvement on the one hand (Kahwajy, Kemanian, Keys and Strebel, 2005). Nonetheless, the availability of instructors, coaches or mentors who act as guides for students during the learning process.

Individuals become noticeably more in charge of their own learning under this experience-based learning framework and there is a stronger connection between the learning experience and reality (e.g., role acting, business games, computer-based simulations, virtual reality, etc.) Salas, Wildman and Piccolo (2009).

Universities and business schools particularly have started to design and incorporate experience-based learning methods into their courses to complement the traditional learning approach, where lectures serve as the cornerstone of the learning process, now that they have finally realized the benefits of experiential learning after spending many years stuck in the past (Bisoux, 2007).

According to Peris-Ortiz, Gómez, Vélez-Torres, and Rueda-Armengot (2016), creating an experience-based learning environment with state-of-the-art pedagogical, educational, and technological resources is also becoming more and more crucial for universities. University chancellors have recognized that students may have diverse learning styles (such as passive and active learning), along with decision-makers in the field of education and other professors and staff. According to (McKeachie and Gibbs, 1999), traditional education is primarily concerned with the passive assimilation of knowledge and information by students from theoretical lectures as well as its application and external assessment. The typical lecture method is unlikely to result in increased levels of student involvement since it gives students little time to analyze and internalize topics due to its constant and frequently unidirectional flow of information (Gasiewski, Eagan, Garcia, Hurtado and Chang, 2012). The replication of real-world business activities has been the main focus of experiential learning in business education.

Thus, the study attempts to examine the advantages and challenges that educators may encounter while using an experience approach as expeditionary learning which is relatively new educational practical approach. It also provides light on the rational process of experiential learning. Character development is one of the guiding concepts of expeditionary learning. Expeditionary learning places a high priority on helping students develop personal qualities like resilience, empathy and responsibility in addition to their academic progress.

Students develop their ability to handle challenges, work in teams and become more socially and emotionally aware by taking on difficult tasks and working with their classmates. The effect that expeditionary learning has on school culture is another important part of it. Through a strong feeling of community, business schools that use expeditionary learning help to create a pleasant school environment. As a school community, students and teachers collaborate to encourage and support one another.

II. LITERATURE REVIEW

Social entrepreneurship is a rapidly developing discipline that brings together economic concepts alongside a goal to have a good social effect. This field of research addresses applying entrepreneur skills and creative concepts to solve social issues, strengthen communities, and foster long-term growth. Previously, the concept of social entrepreneurship was frequently tied to charity activity. Yet there seems to be a trend in the past few years to incorporate profitable businesses that value social and environmental aims in addition to financial gain.

Expeditionary education, also known as experiential or hands-on education, is an instructive procedure that puts a highlight on true experiences and dynamic collaboration. It is an alternative approach to professional development for teachers that goes beyond typical seminars and courses. It consists of weeklong "learning expeditions" focused on specific topics, at the course of which participants watch and engage with a master instructor and are presented with complicated challenges and practices that stimulate probing inquiries and foster profound connections. The information must be smart, and the duties must be appealing and hard while being achievable. The method exemplifies the kind of engaged, exploratory training which Expeditionary Learning instructors and institutions want to provide for their student body (Udall, and Mednick, 1996).

An example of success is how expeditionary Learning Schools involve students in examining notions of environmental responsibility within their immediate surroundings, communities and the greater globe through main pedagogical approaches such as scientific expeditions. These trips include hands-on learning opportunities, fieldwork, and research into environmental concerns and solutions. Furthermore, instructors participate in professional development opportunities to learn about the human influence on the natural environment as well as how to include learning about the environment in their educational programs.

According to the Expeditionary Learning (EL) approach, which stresses project-based learning and real-world linkages, was adopted by York school teachers and staff. In addition, York institution administrators and educators participated on a City Journey to better engage with families as well as comprehend the neighborhood wherein the institution is located. The school culture of York School, according to, was a crucial element in its success. Collaboration, the utilization of learning excursions, service learning, and a community focus defined the school culture. The previously institution-wide morning gatherings, that gathered pupils, educators, and other stakeholders helped to foster a feeling of community inside the school. This weekly meeting was regarded as a comprehensive entertaining bundle with profound teachings intermingled. It honored African American urban culture's music and dance forms as much as it demonstrated how learning can be powerfully linked to performance. The feeling of belonging and involvement increased student engagement. Furthermore, instructors at York School attempted to comprehend the area in which the school is situated and to know about the customs of individuals as well as the parents of their children, which might contribute to community involvement and student

engagement (Ikpeze, 2013).

Inside the setting of social business, this sort of learning can be especially obliging since it gives students reasonable aptitudes and encounters that go past what they would realize in a typical classroom. Additionally, experiential learning has been recognized as an essential component of a high-quality education program. In business education, experiential learning may be a crucial component of a high-quality program, which is widely acknowledged. Clark and co. express that "an experiential learning part should be remembered for a quality business endeavor guidance program" (p. 356). It is extensively perceived that experiential learning in exchange guidance might be a major part of an excellent business guidance program.

Moreover, In the field of social entrepreneurship, experiential learning methods like expeditionary learning have gained recognition for their capacity to enhance student performance and abilities. Expeditionary learning is a significant approach to social business venture guidance as an experiential learning method.

By engaging in real-world situations and effectively participating in the learning process, this approach enables students to acquire practical skills and experiences beyond what they would typically learn in a classroom. Taking as an example, the Social Learning Program SLP 1101 “Social Entrepreneurship in Moroccan Context” at Al Akhawayn University in Ifrane. This program’s timeline was two weeks of intensive classes designed for the students developed for students interested in exploring social business start-ups, as well as those who are just inquisitive about the sector and want to learn more about entrepreneurship and employment options. Through highly engaging, interactive, and collaborative workshops, the course primarily introduces students to both the theory and practice of social entrepreneurship in the Moroccan setting. Based on real-life situations and field trip, students gained system thinking skills, an entrepreneurial attitude, soft skills and tools to start their own social enterprise or work in a social company while working in a team and on a social issue that they care about. The teaching method chosen was a combination of lectures, games, simulations, case studies and expeditionary learning in the form of field trip.

The students were able to visit one of the associations that fall within the social entrepreneurial context called “Bir al Khair” in Fez, Morocco. Their goal was to offer as much help as possible to widows, unemployed and divorced women without a source of income by giving them trainings in cooking, tailoring, and other; once completed, a certificate was provided so they could embark their journey in the employment world. This association not only focuses on the women but also on their children. They are in charge of offering tutoring classes in different subjects from basic sciences to languages. Bar al Khair also proposes extracurricular activities like chess, scouts, and music. During AUI students visit that coincided by Laylatul Qadr (Night of power) which is an Islamic celebration the association had already planned a big party in where they celebrated children.

Their main source of income is donations from good Samaritans that support their call and from the baked goods made by the women during their trainings. Thanks to this visit, the students were able to evaluate themselves outside of the classrooms how social enterprises function and got to ask the staff different questions to corelate what they have covered in the classroom with what is on field.

Educators as well as educational institutions can incorporate expeditionary learning process principles through their personal growth strategies by emphasizing active, determined educational opportunities which require those involved to reflect thoroughly regarding their teaching methods while creating links within disciplines. This might include allowing instructors to observe and work alongside master educators, take part in cooperative problem-solving, and comment on one's own advancement and development. The authors also stress the significance of giving continual assistance and feedback to instructors as they adopt new techniques in the classroom. Finally, they propose that schools might foster an environment of constant enhancement by encouraging instructors to take chances, share their triumphs and mistakes, and cooperate to develop novel approaches to instruction (Udall, and Mednick, 1996).

The Expeditionary model appears to be a good paradigm for urban school transformation. The study's goal is to identify essential characteristics in a single EL institution that encourage student involvement and accomplishment. Data was analyzed using theoretical views congruent with sociocultural theory, which proposes that variables in social settings like classrooms, educational institutions, and family/community influence methods of instruction and learning and hence educational results. As a result, applying the EL approach in other urban educational institutions may necessitate a comparable emphasis on social context and involvement in the community (Ikpeze., 2013).

In various respects, the expeditionary learning approach strengthens the program's service-learning component. Expeditionary learning incorporates service-learning as well as in-context learning in addition to traditional classroom learning, such as excursions, specialist visits, field study and tests, and so on. Expeditionary learning tends to be more substantial than service learning and gives individuals socio-constructivist encounters in which they acquire project abilities in a context, tackle cultural barriers as a group, communicate a foreign language in dialogues with locals, and so on. Through participation tasks, training programs, interacting with specialists, and practical work, students build expertise and abilities in an environment of application in the real world. (Udoewa, 2022).

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III. METHODOLOGY

A. Concept-based structure

1. Knowledge acquisition through experience and hands-on straining

Experiential learning is the term used by Katula and Threnhauser (1999, p. 240) to describe the learning process that takes place outside of the traditional classroom and that benefits the student's personal and intellectual progress. Such education can take place in a variety of contexts, but it typically has a learn-by-doing component that actively involves the learner in the topic, labor, or service involved.

Experience learning theory (ELT) which was created by Kolb in 1984, is one of the most noteworthy models in the field of experience learning. Kolb's model is based on earlier related works of notable academics from the 20th century who emphasized the crucial role of experience in the process of human learning (Armstrong and Mahmud, 2008). This paradigm defines experiential learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 41). Thus, knowledge results from a person's reflection, understanding and transformation of both new and old experiences.

Individual learning, according to Kolb and Kolb (2005) entails more than just seeing, hearing, moving or touching. In other words, it's crucial to combine the learner's perceptions, thoughts and knowledge with what they actually know and feel. The fact that learning results from synergistic transactions between the learner and the environment (Kolb and Kolb, 2005, p. 194) is one of the main characteristics of this teaching strategy. As a result, learning is a comprehensive process of adjustment to contextual shifts, societal trends and personal situations.

1. The relationship between practical experience and academic performance

After establishing the key concepts and hypotheses that form the theoretical foundation, the researchers' goal is to explain an experiment that was conducted in a specific setting under the name of Service-Learning Program (SLP). The program aimed to give students the chance to apply knowledge learned in class by helping local communities in Morocco in order to obtain a deeper comprehension of the course material and having a stronger sense of civic responsibility to satisfy recognized community needs. In order to support the validity of our hypothesis and the overall fit of the theories with the data acquired from the sample, we also offer empirical support. The subject's syllabus is listed in Table 1 below:

Unit I: Introduction
Unit II: Social Entrepreneurs
Unit III: Ideas and Opportunities
Unit IV: Developing Social Enterprise Concept
Unit V: Social Enterprise Business Plans
Unit VI: Measuring Social Value
Unit VII: Entrepreneurial Fundraising and Marketing
Unit VIII: Launch, Growth and Goal Attainment

Table 1. Course syllabus and units in Social Entrepreneurship (SE)

In this study, students taking the "SE" course at a business school are asked to participate in a practice-based activity where they can put the theoretical knowledge they have learned throughout the course into practice and pick up new knowledge through learning-by-doing processes.

The task involved spending one full day at the expedition/field trip (5-7 hours) with other students and a course instructor and executive managers of the visited organization. The community organization has been selected randomly. Students (each group of three to four students) supposed to gain system thinking abilities, an entrepreneurial attitude, soft skills and tools to launch their own social venture or work in a social business based on the real-life scenarios and field trip while working in a team on a social issue they care about.

The necessary knowledge and abilities were taught to the students so they could create their own company feasibility plans that investigate launching a new social venture, charity or for-profit business. Businesses are now realizing how important it is to take an active interest in local issues. Many businesses operate by giving back to communities by making contributions to them and the neighborhood. One of the main objectives of the course was to collaborate with communities and include students as decision-makers, volunteers and leaders.

This service-learning course's main benefit was improved student learning because it makes academic studies more immediate and applicable for business students while also advancing the larger objectives of the business school and the entire University. Additionally, it broadens the knowledge base of the business students through professional, moral and social development in addition to academic rigor. Due to this, the idea of "learning by doing" is used as the basis for teaching social entrepreneurship.

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Researchers anticipated that experiential learning in the form of expeditionary learning could be a helpful step in assisting students in achieving successful results on their final exam. Making an effort during the practice exercises is crucial for this reason, as experiential learning facilitates the easier assimilation and retention of knowledge. According to Chapman, Schetzsle and Wahlers (2016), students who get instruction using creative teaching techniques often outperform their peers and have a beneficial influence on the classroom environment while also finding the learning process enjoyable. Additionally, these two experience-based activities support the groups' learning strategy by putting participants in a position to ask questions and deal with actual issues (Rodrguez-Félix, Albort-Morant and Leal-Rodrguez, 2016).

Combining the aforementioned justifications, the researchers propose the following:

H1: The students' participation in expeditionary learning and their achievement on the final exam are positively correlated.

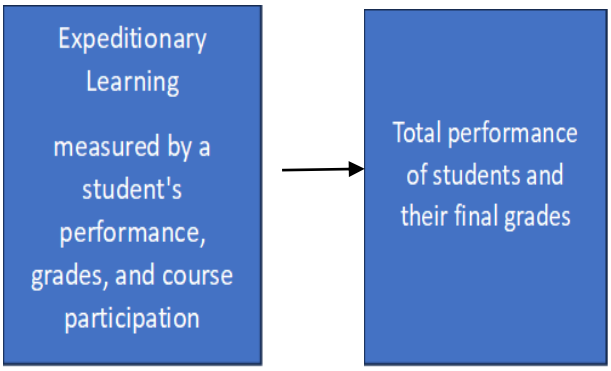

Fig. 1. Research model and hypotheses.

B. Practice-based structure

1. Sample group

20 students from a SE course enrolled in the business school made up the sample group. Some descriptive data for the sample is shown in Table 2.

	N	Min.	Max.	Average	Std. dev.
Project grade	20	0	4.00	1.795	0.3971
Exam grade	20	0	10	6.132	2.1873

Table 2. Descriptive statistics

2. Pearson's correlation

The association between the students' performance on the project assignment (measured by the project grade) and the students' performance on the final exam (measured by the exam grade) was examined using a Pearson product-moment correlation.

The direction and degree to which one variable is linearly associated to another are described by the direction and Pearson's correlation coefficient which assesses the strength and direction of the linear relationship between two variables. Using this approach requires a number of statistical presumptions, including the fact that both variables are interval or ratio variables, are well approximated by a normal distribution and have a bivariate normal joint distribution.

Given that our data satisfies the four necessary assumptions, researchers assume that Pearson's correlation to be a suitable method. There are no major outliers, the two variables have a linear distribution, they are essentially normally distributed, and they are measured at an interval or ratio level (i.e., they are continuous) (see Fig. 2).

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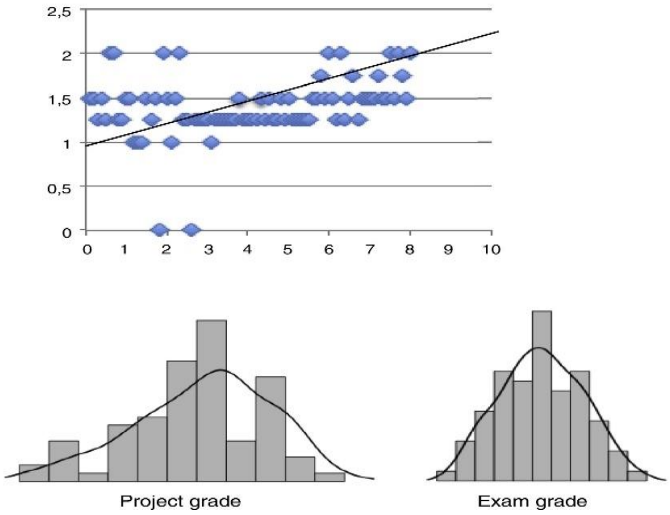

Fig. 2. Dispersion and distribution plots

3. Modeling with structural equations

The use of partial least squares (PLS) path modeling, a variance-based structural equation modeling (SEM) technique, is then used to propose and test a second research model (Roldán and Sánchez-Franco, 2012). PLS permits both the estimation of correlations between constructs and the evaluation of the validity and reliability of the measures used to represent theoretical constructs (Barroso, Carrión and Roldán, 2010). The main reason PLS was selected is that the constructs that define our research model match a composite measurement model. The use of PLS for composite models is supported by both theoretical contributions (Henseler et al., 2014; Rigdon, 2012) and empirical simulation experiments (Becker et al., 2013, Sarstedt et al., 2016).

In this second model, we examine the association between students' academic performance and their self-perceived attitude toward expeditionary learning (EL). A 15-item Likert scale was used to assess students' attitudes toward experiential learning in order to quantify the concept expeditionary learning attitude. ADANCO 2.0.1 program (Henseler and Dijkstra, 2015) has been employed to achieve this goal.

IV. RESULTS

1. Pearson's correlation results

The Pearson's correlation coefficient has a possible range of values between -1 and +1. A value of 1 indicates that the two variables are perfectly linearly associated in a rising relationship, a value of 1 indicates that they are perfectly linearly related in a declining relationship, and a value of 0 indicates that the two variables are not linearly related to one another. According to Bolboaca and Jäntschi (2006), a connection is deemed strong if the correlation coefficient is more than 0.8 and weak if it is lower than 0.5.

The two variables under research, project grade and exam grade have a moderately positive association (see Tables 3, Table 4), which is statistically significant for the sample under consideration (r = 0.583**; N = 20; p = 0.000). Since the linear correlation coefficient (r), which gauges the strength and direction of a linear link between two variables, is positive, the results of the linear regression analysis (Table 4) also come to show the presence of a positive relationship between the two variables.

	Project grade	**Exam grade**	
Project grade	Pearson correlation	1	0.583[a]
	Sig. (2-tailed)		0.000
	N	20	20
Exam grade	Pearson correlation	0.583[a]	1

	Project grade	Exam grade	
	Sig. (2-tailed)	0.000	
	N	20	20

a. Correlation is significant at the 0.01 level (2-tailed).

Table 3. Correlations matrix

Model 1	R	R^2	Adjusted R^2	RMSE
	0.583	0.124	0.113	1.174

Table 4. Linear regression results

Some of the comments made by the students who helped create the sample are shown below regarding their practical experience. These claims reflect the students' positive attitude and appreciation for the chance to practice, develop, and enhance their course-related competencies. The students commented on how helpful and constructive this technique has been for them, emphasizing the positive substantial role played by the practical experience in their learning outcome.

Reference table below shows the comments made by the students on their experiential learning activity.

Ref 1: “The course-long practical participation has been very beneficial for learning critical lessons that can only be learned by first-hand experience and careful examination”.

Ref 2: “The opportunity allowed me to contextualize and apply the knowledge and abilities I had learned in the classroom”.

Ref 3: “This hands-on training provided a fantastic opportunity to learn how we might respond to difficulties in real life and in the future workplace. What I learned in this training was fantastic”.

Ref 4: “One of the most fascinating projects I've worked on throughout my time at university was this expeditionary learning experience. Learning through observation and

assimilating ideas and theories in a useful way are both greatly beneficial”.

Table 5. Student’s comments

1. Results of the structural equations modeling

Results that are acceptable according to the measuring model's evaluation. First, the indicators meet the criteria for individual item reliability as on average, they have loadings above 0.706 (Table 6), with only a few outer loadings falling just short of this threshold.

Construct/indicator	Outer loading	Weights	Jöreskog's rho (ρc)	Cronbach's alpha (α)	AVE
Students’ attitude toward experiential learning			0.952	0.948	0.593
EL1	0.565	0.072			
EL2	0.676	0.097			
EL3	0.348	0.069			
EL4	0.525	0.093			
EL5	0.638	0.062			
EL6	0.741	0.132			
EL7	0.879	0.080			

Construct/indicator	Outer loading	Weights	Jöreskog's rho (ρc)	Cronbach's alpha (α)	AVE
EL8	0.511	0.094			
EL9	0.753	0.133			
EL10	0.661	0.098			
EL11	0.563	0.054			
EL12	0.665	0.132			
EL13	0.607	0.073			
EL14	0.655	0.150			
EL15	0.882	0.183			
Exam grade					
Grade	1.000	1.000			

Construct	Students' attitude toward expeditionary learning	Exam grade
Students' attitude toward experiential learning	0.693	
Exam grade	0.317	

Nevertheless, it was decided to keep them in order to reinforce the scale's content validity. Because the EL construct's composite reliability, Cronbach's Alpha, and Dijkstra-Henseler's indication (Rho_A) are all larger than 0.7, it also satisfies the requirement of construct reliability. Third, because this latent variable's average variance extracted (AVE) exceeds the 0.5 threshold level, it achieves convergent validity (Table 6). Last but not least, Table 6 shows that all variables meet the HTMT and Fornell-Larcker criteria for discriminant validity (Henseler, Ringle and Sarstedt, 2015).

Table 6. Results model

In accordance with Hair, Sarstedt, Hopkins and Kuppelwieser (2014), a bootstrapping method (5000 re-samples) is used to provide standard errors and t-statistics that allow the evaluation of the statistical significance for the connection taken into account within the research model. The primary parameters found for the structural model under investigation are listed in Table 7. The main criterion for the explained variance, which is displayed in the dependent variable is considered to be the coefficient of determination (R2). These findings confirm that the structural model's predictive relevance for the endogenous variable, Exam grade, is acceptable. The hypothesis positing a favorable association between the students' self-perceived attitude toward expeditionary learning methods and their academic achievement is supported by findings from PLS analysis.

Effect	Path coefficient	*t*-Value	*p*-Value	2.5%	97.5%
Students' attitude toward experiential learning → Exam grade	0.461***	7.028	0.000	0.341	0.593

Effect	Path coefficient	*t*-Value	*p*-Value	2.5%	97.5%
(R^2 = 0.317)					

Notes: Bootstrapping 95% bias corrected confidence intervals (based on n = 5000 subsamples).
*** $p = 0.001$.
** $p = 0.01$.
* $p = 0.05$ (based on $t(4999)$, one-tailed test). $t(0.05, 4999) = 1.645$; $t(0.01, 4999) = 2.327$; $t(0.001, 4999) = 3.092$; ns, not significant.

Table 7. Structural model results

V. DISCUSSION

In this paper, the researchers analyzed the value of innovation and entrepreneurship in higher education from the perspectives of teaching and learning in a global context.

Education in entrepreneurship can be extremely important in producing more and/or stronger entrepreneurs. With social entrepreneurship the same is true. Education in social entrepreneurship is essential for the development of both individuals and societies. By providing social entrepreneurship education, one may help people become more innovative, receptive to societal concerns and socially aware. As a result, social entrepreneurship education promotes social welfare, helps society solve its problems and creates a sustainable national economy.

Despite these advancements, there is still significant disagreement among academics and industry experts over the "what" and "how" of social entrepreneurship education. This study sought to contribute to the mapping of social entrepreneurship education programs' curricula material and instructional strategies by proving a better insight into the role and benefits of expeditionary learning by the students. This relatively new teaching method is intended to increase students' retention of and interest in the learning process. Thus, this study's major goal was to determine how expeditionary learning and learning by doing affected the students' real and potential learning abilities. Our findings from the examination of a sample of undergraduate business students indicate that participating in experience-based activities and managerial simulations is a good way for them to hone their skills. It is a teacher-centered teaching strategy that instructs students about social entrepreneurship with the goal of improving students' comprehension of these professions as an option.

Another intriguing finding from this study is that we could confirm that students who regularly worked throughout the course and relied on group projects to complete the various evaluation assignments fared better on the final exam. We can therefore draw the conclusion that encouraging expeditionary learning methodologies benefits students' comprehension of theoretical ideas and results in the achievement of greater performance.

Additionally, students are typically extremely motivated and happy to participate in group projects and, as a result, learning via doing. Students are able to put the theories and concepts they have learned into practice in this way which improves their final test performance on an individual basis and raises their overall grade. The findings are consistent with earlier investigations on the advantages of experiential learning that demonstrate how intellectual and personal growth may result from experience-based learning. This study demonstrates that, despite the possibility of some unfavorable outcomes, this teaching strategy typically improves student performance.

The social entrepreneurship curriculum includes a broad range of topics and techniques that are based on a variety of varying theoretical tenets. We contend that conceptualizing in entrepreneurship education is inconsistent. In this context, education will probably play a crucial role in fostering and strengthening socially creative thinking necessary for social entrepreneurs when SE courses and teaching techniques are correctly connected with aims and objectives.

The findings further clarify the learning-performance argument by showing how experience learning improves performance. Therefore, offering students additional opportunities for experience-based learning may result in improved performance and abilities.

The research's practical implications primarily have an impact on social entrepreneurship instructors, trainers and teachers. They suggest adopting a fresh perspective when implementing social entrepreneurship education programs. Entrepreneurial educators and instructors must learn about accepted practices in pedagogical and content-related contexts.

With its own educational philosophy, expeditionary learning encourages students to go beyond the confines of the typical classroom and partake in meaningful activities that promote both intellectual and moral development.

Expeditionary learning gives students a broad and thorough educational experience by fusing learning expeditions, character development and a healthy college culture. This emphasis on creating a good business school culture improves

student performance and engagement while also fostering an environment that supports each student's overall development.

CONCLUSION

A The paper attempts to introduce the reader to the main stages of experimental activity named: expeditionary learning to study benefits of the effectiveness of the formation of professional knowledge, skills and abilities among students in a business educational institution.

The paper is addressed both to the instructors considering how to enlarge their study curricular plans with experimental and innovative activities and to academia impacting pedagogical community in improving professional pedagogical activities and pedagogical skill.

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