

Team entrepreneurship education in social and health care - Experiences from two pilot groups at Proacademy of Tampere University of Applied Sciences

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Entrepreneurship education as a multidisciplinary team learning has been developed at Tampere University of Applied Sciences since autumn 2014. The model has been piloted with two student groups formed by students in physiotherapy and social services. The third group has started during autumn 2016. A longitudinal process evaluation study has been run during the implementation and development of the model. The presentation summarizes the experiences of the two pilot groups.

Research questions are: What has been the student experience of the model: successes and challenges? What are the factors (curriculum and coaching) which effect on the performance of the model? What kind of impact the model has on entrepreneurship skills, entrepreneurship intensions and on the developing new services models during and immediately after graduation? The data consists of participant observation as a part-time coach, e-surveys after each term, groups evaluation sessions and individual interviews of drop-outs and graduates. The study continues still with the third group which is graduating in December 2017. In the presentation the key results of students-experiences from two pilot groups are analyzed as well as the development process of the model. The model of entrepreneurship education in the model is based on learning about, for and through entrepreneurship, the latter meaning that students establish their own company, co-operative.

The main strengths of the model have been: real work-life contacts and networking, self-directedness and opportunity to "realize one's own dreams", freedom of choice and responsibility, team spirit and support as well as courage to test and cross over one's comfort zone. The model brings out also some tensions. These include the tension between 1. being a student and an entrepreneur at the same time, 2. making money or "doing good" and/or creating innovations, 3. building up professional competence and/or interprofessional skills, 4. building your own success and/or team's success, 5. focusing on creativity and realizing your own dreams and/or focus on fast-track graduation and getting a job. The model of coaching the group has been developed with the pilot groups and is still undergoing some reforming. Each team of students are different and create their own team culture from which it is largely dependable whether the team and its individual's success both in studies and in their team business.