

Entrepreneurial Learning: Developing Learning Experiences and Environments for Dual Vocational Education Programs Within Organizations

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Abstract

The term entrepreneurial learning focuses on developing and applying learning experiences and environments to help a learning process. Often this term includes both formal (e.g., classroom) and informal (e.g., use of mentor or coach as well as social interactions) learning to help entice learning interests and to change learning behavior. In this study, the concept of entrepreneurial learning is applied to help students (who are from the disadvantageous background and are viewed to be disengaged from learning) in a dual vocational education program. Using a qualitative research approach, it employs in-depth interviews as the primary data collection method, supported by content and thematic analysis to identify the findings. The interviews aim to gather in-depth insights from participants, providing a deeper understanding of their perspectives, experiences, and learning behaviors. Content analysis helps in systematically categorizing and interpreting textual data, while thematic analysis enables the identification, examination, and interpretation of recurring patterns or themes within the dataset. By integrating these analytical methods, the study ensures a comprehensive exploration of key findings, shedding light on underlying meanings and contextual factors that influence the research subject. The study focuses on one company operating in the gems and jewelry industry. Students learn through hands-on practice, constant feedback, and feeling of psychological safety along with the opportunities to observe industrial and value-chain management. For disadvantageous students, emotional support and exposure to industrial environment appear to be many enablers that can strengthen their learning and development.

Keywords: Learning behaviour, learning experiences, learning environments, dual vocational education