

## Pedagogical Innovation in Higher Education: Integrating Social Entrepreneurship Frameworks to Address Substance Use and Social Harm

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### INTRODUCTION & AIM

- Higher education institutions are increasingly expected to prepare students to address complex social challenges such as substance use disorder (SUD), HIV-related stigma, and community reintegration.
- Collaborative Online International Learning (COIL) provides opportunities for students to engage in intercultural learning and global problem-solving.
- Integrating social entrepreneurship into COIL may help students transform critical reflection into innovative and sustainable social solutions.
- This study explored how a COIL module integrating social entrepreneurship influenced students':
  - ✓ Understanding of social issues.
  - ✓ Intercultural awareness and global citizenship.
  - ✓ Ability to design community-centered interventions.

### METHOD

- **Design**  
Qualitative study informed by Transformative Learning Theory and Global Citizenship Education.
- **Participants**  
30 students from universities in Malaysia and the United States. Five-week COIL module.
- **Learning Activities**  
Online discussions on SUD, HIV-related stigma, and reintegration.  
Application of the Mission Model Canvas to design social interventions via Padlet.
- **Data Analysis**  
Reflection posts collected from online discussion boards.  
Data analysed using thematic analysis.

### RESULTS & DISCUSSION

#### Theme 1: Structured Problem Analysis

- Mission Model Canvas helped students identify root causes, stakeholders, and intervention strategies.
- Encouraged solution-oriented and community-focused thinking.

#### Theme 2: Global Perspective and Contextual Awareness

- Cross-cultural discussions increased awareness of how social issues differ across contexts.
- Students developed greater intercultural sensitivity and understanding.

#### Theme 3: Digital Collaboration Challenges

- Time-zone differences and technology barriers affected collaboration.
- Despite challenges, students reported meaningful intercultural learning experiences.

#### Discussion

1. Social entrepreneurship tools acted as a bridge between critical reflection and practical problem-solving.
2. COIL supported transformative learning through global engagement and applied learning.

### CONCLUSION

- COIL enhanced students' understanding of socially sensitive issues through intercultural collaboration.
- Social entrepreneurship frameworks strengthened students' ability to design practical and sustainable solutions.
- The integration of COIL and social entrepreneurship supports transformative, globally oriented, and practice-focused education.

### FUTURE WORK

- Expand participation to additional countries and disciplines.
- Examine long-term impacts on students' professional development.
- Explore strategies to strengthen online international collaboration.
- Integrating COIL with social entrepreneurship helps students become globally minded problem-solvers capable of developing culturally responsive solutions to