Survival in the classroom: Is there something like agile teaching?

Socially responsible projects at the Brandenburg University of Applied Sciences (THB)

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3 modules and their transfer into socially responsible student projects

Social Innovation - Social Entrepreneurship - Leadership in Social Ventures (3.-5. semester)

Bachelor-Course of Business Administration / Department of Business and Management
Social Responsibility in Higher Education needs more than traditional education!

Here:

Social student projects for more...

- Tolerance ... through dialogue
- Quality of life ... through township development
- (Further) Education ... for self-empowerment
- (New) Business models ... for self-empowerment
- (Future) qualified employees ... for the region
- Recycling ... also Upcycling
- ...

2011:
Student project 'Unternehmerfratzen' gets award of 'Germany – Country of Ideas'

2012:
Student projects 'Unternehmerfratzen', 'SecBag' and 'iInk' win 'Sife Regional Cup' of universities
'Social Responsibility in Higher Education'  
- Organization of course and development of student competences -
Course concept and course contents (3. & 5. semester)

### Theoretical and methodological competence
('Hard Skills'), especially:
- (Further)Development of project ideas
- Assessment of target groups and their needs
- Development of project roadmap and first implementation steps

### Social competence and self-competence
('Soft Skills'), especially:
- Individual capabilities and curiosity
- 'Matchmaking' of people, projects and project functions
- Team-building, communication and change of perspective
**Theoretical and methodological competence** ('Hard Skills'), especially:
- Semester-based roadmap of project and of own job description
- Project realization with acquisition needs and result measurement
- Final documentation for new student generation (3. semester)

**Social competence and self-competence** ('Soft Skills'), especially:
- Individual capabilities and curiosity
- Problem solution and conflict management
- Awareness of own competence development and training needs
Recruitment of new student leaders (leaders' team; LT) through teacher

teacher & 5. semester (with 1-year experience) jointly design semester for new 3. semester, especially:

- Content needs
- Teaching and support formats
- Evaluation scheme and documentation formats

Agreement on personal role in LT, especially:

- Individual capabilities and curiosity
- Corresponding training and coaching needs
‘Survival in the classroom’
Is there something like agile teaching?

-> as in ability
to think and decide quickly and easily &

relating to a method of detecting the ’right‘ cause of disturbances in the classroom
The starting point: There is NO routine ...

- Teacher has conflictive role 'Coach vs Evaluator' -> Student leaders (LT) as supporting team and 'peer'-exchange
- Group processes have internal and external conflict potential -> Willingness to constantly (re-)act and LT-support
- There are constantly new project needs -> Interface management with external partners (companies, alumni,...)
- Real projects have administrative consequences -> Teacher as caretaker of internal and external requirements
- Not all projects are (sustainably) successful -> Pool-approach with options in alternative functions and projects: „We are Team Brandenburg"
What does that mean for didactics and examination formats?
The didactic MIX and its **main time slots for application**

**Project-based teaching (PL):** From impulse inputs and group exercises ... to need-based workshops

**Problem-Based Learning (PBL):** ... to student ownership of contents and processes with coaching

**Service-Learning (SL):** ... to context-based learning through real social projects with coaching & solution-directed interventions

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Example of Business-Plan element: One of the projects got stuck despite adequate (?) support offers

**Winter semester 2017/18, e.g.**

- Semester-long tutoring by 5.-sem. students experienced in the same project
- Training (business plan)
- First external advisor based on pitch and discussion (THB centre for entrepreneurship)
- Feedback-talks with project leaders and team
- Offer of meta-conversation and coaching

**Break time between semesters**

- Second external advisors based on pitch and discussion (Brandenburg Cup)
- Detailed evaluation results in writing
- Third external advisor based on discussion (Rheinflanke e.V.)

**Summer semester 2018, e.g.**

- Check on development and revised BP / project concept
- FOR THE FIRST TIME: Inviting new students to join course and the local project
- Critical feedback from external partner
- USE OF NEW DIDACTIC INSTR.: Individual contract on SMART goals between student and professor (signed by both parties) & overview uploaded on Moodle

New dynamic and optimism in team & successful implementation of project
The didactic MIX and its **evaluation formats**

### Project-based teaching (PL)
From impulse inputs and group exercises...
...to need-based workshops

### Problem-Based Learning (PBL)
...to student ownership of contents and processes with coaching

### Service-Learning (SL)
...to context-based learning through real social projects with coaching & solution-directed interventions

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<td>Main focus on evaluation: <strong>Group-based project results</strong></td>
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<td>Main focus on evaluation: <strong>Individual contribution to course results</strong></td>
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Example of joint evaluation on third semester (by 5th-semester student leaders and professor)

- based on evaluation criteria created by 5th-semester student leaders and professor in the pre-semester break
- uploaded on Moodle and discussed at the beginning of 3rd semester
- 4-page criteria-based evaluation letter by 5th-semester student leaders and professor at end of semester

Quotation from 4-page evaluation (here: part on Project plan and management)

- „Criteria (Milestones, responsibilities, resources)
- Points reached: 70 out of 100 %
- Reasoning:
  - There are contradictions in how costs are planned (differences between protocols and pitch at Brandenburg Cup).
  - Advise of external experts is largely ignored despite of three occasions to receive such an advise (business plan focuses too much on cost side and conception of how to produce returns is neglected).
  - Imbalanced use of team resources based on milestone planning; can also no be detected when checking future milestones.
  - "..."
,Current projects`

- Projects and their results-
TEAM BRANDENBURG

Our team is formed of 19 people from different cultures and backgrounds. We left our differences aside and came together for one purpose: Using our collective knowledge to help make this world a better place for people through improving their living prospects. By working together, we developed trust relationships, gained valuable experience, and grew as a team as our goals went higher and higher.
### Global in Mexico

**Enactus project**

**Las Bordadoras de Flores in Chiapas**
- 230 women of Tseltal community
- 50% with less than 120 US$/Mo

**Future Enactus project**

**P.U.L.S.**

**The Youth in Hohenstücken**
- 15% school drop-out rate
- 65% children poverty

**PEOPLE**

**NEED**
- Higher income (Mex. average 680 US$/Mo)
- Better conditions (education, health service)

**OUR CONCEPT**
- Germany: One-World shops
- Mexico: Market expansion and E-Commerce: Etsy and own E-Platform

**RESULTS**
- 444 Euro donation incl. crowdfunding
- Arrival of first shipment (May 2018)
- € 191 Sales
- Winner of 7th Students'Project Conference (THB)

**NEXT MILESTONES**
- Sales forecast until 2020

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### Local in Brandenburg

**Future Enactus project**

**P.U.L.S.**

**THE YOUTH IN HOHENSTÜCKEN**
- Job opportunities and professional training
- Sustainable and recreational area in former fairytale garden

**OUR CONCEPT**
- First step: Charity run (June 8th, 2018)
- Construction of event stage

**RESULTS**
- 20 partners
- 490 runners
- 8 press & TV releases

**NEXT MILESTONES**
- 1,370 Euro material donations
- 3,015 Euro monetary net donations

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**Starting with entrepreneurial action**

Former fairytale garden: Total of 5,500 m²
'Social Responsibility in Higher Education'

- Conclusions -
'Teaching social responsibility in higher education' needs new concepts of student empowerment.

Students as partners in teaching, learning & evaluation

Applied theory & methodology

Problem solutions & conflict management

Communication, transparency & dialogue

Professional identity, personal development & ethical values
Thank you for your attention.

&

Looking forward to our discussion.

2007-2017:
From a teacher's initiative
for more social commitment
to a module string of 3 semesters
on 'social responsibility'
DISCUSSION

‚Survival in the classroom‘

Is there a technique for agile teaching?

OR is it a **hands-on approach**
based on a teacher’s **motivation** and professional **experience**?

& **luck** to have the ‚right‘ students
‚on board‘?