Social Responsibility in Higher Education
Teaching Award 2017 of the Federal State of Brandenburg
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Socially Responsible Student Projects

Bachelor-Course of Business Administration / Department of Business and Management

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

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2011: Student project 'Unternehmerfratzen' wins 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 -
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:

- (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

#### Course concept and course contents (3. & 5. semester)

<table>
<thead>
<tr>
<th>External partners</th>
<th>3. semester</th>
<th>5. &amp; 3. semester</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Social projects: forming</td>
<td>performing</td>
</tr>
<tr>
<td></td>
<td>- current</td>
<td>norming</td>
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<tr>
<td></td>
<td>- new</td>
<td>performing</td>
</tr>
<tr>
<td>5. semester</td>
<td>= leaders’ team (LT)</td>
<td>Steering group = LT + project leaders</td>
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**Course concept and course contents (4. semester)**

<table>
<thead>
<tr>
<th>4. semester</th>
<th>March-July (resp. need-based ending date)</th>
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<tbody>
<tr>
<td><strong>External partners</strong></td>
<td><strong>Steering group</strong></td>
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<tr>
<td>=</td>
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<td><strong>Norming</strong></td>
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**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
'Social Responsibility in Higher Education' 

- Didactics and examination formats -
The didactic MIX and its **main time slots for application**

<table>
<thead>
<tr>
<th>3. semester</th>
<th>4. semester</th>
<th>5. semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Project-based teaching (PL):</strong> From impulse inputs and group exercises ... to need-based workshops</td>
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<td><strong>Problem-Based Learning (PBL):</strong> ... to student ownership of contents and processes with coaching</td>
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<tr>
<td><strong>Service-Learning (SL):</strong> ... to context-based learning through real social projects with coaching &amp; solution-directed interventions</td>
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### The didactic MIX and its evaluation formats

<table>
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<tr>
<th>Semester</th>
<th>Focus on Evaluation</th>
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</thead>
<tbody>
<tr>
<td>3. semester</td>
<td>Main focus on evaluation: <em>Group-based project results</em></td>
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<tr>
<td>4. semester</td>
<td>Main focus on evaluation: <em>Individual contribution to project results</em></td>
</tr>
<tr>
<td>5. semester</td>
<td>Main focus on evaluation: <em>Individual contribution to course results</em></td>
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**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
Social Responsibility in Higher Education

- Challenges and potential solutions -
(Didactic) Challenges: 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“
'Social Responsibility in Higher Education'

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

Applied theory & methodology

Problem solutions & conflict management

Communication, transparency & dialogue

Professional identity, personal development & ethical values

Students as partners in teaching, learning & evaluation
Thank you for your attention.

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