

# „Social Responsibility in Higher Education“

Teaching Award 2017 of the Federal State of Brandenburg

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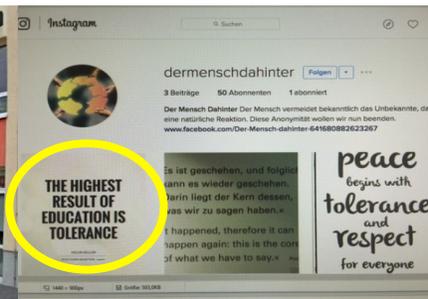
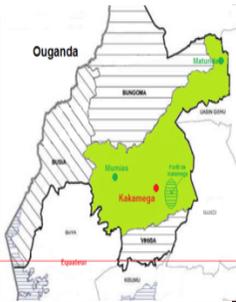
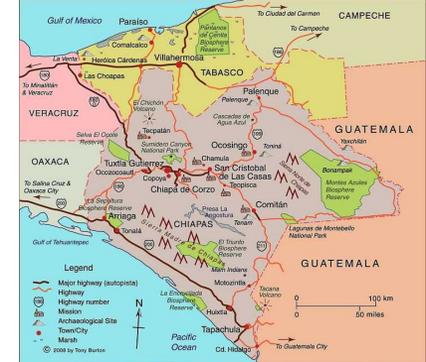


# „Social Responsibility in Higher Education“

## 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)



**21. April 08**  
**FH Brandenburg**  
**studiblut** **SPENDE BLUT**  
**10-14 Uhr**  
**Raum ?**

**SPENDE BLUT- RETTE LEBEN**

**Wie lange dauert die Blutentnahme?**  
 7-10 min. - max. 45min. für Aufnahme und Untersuchung

**Wie viel Blut wird entnommen?**  
 ca. 500 ml

**Was brauchst du?**  
 Deinen Personalausweis

**Was hast du davon?**  
 Du kannst Menschen helfen, erhältst einen Monatsgutschein und die Chance auf einen attraktiven Gewinn!

ADK Studenten-Service weitere Informationen unter www.studiblut.de



‚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  
,Unternehmerfrauen‘ gets  
award of ‚Germany –  
Country of Ideas‘



2012:  
Student projects  
,Unternehmerfrauen‘,  
,SecBag‘ and ‚iInk‘ win ‚Sife  
Regional Cup‘ of universities

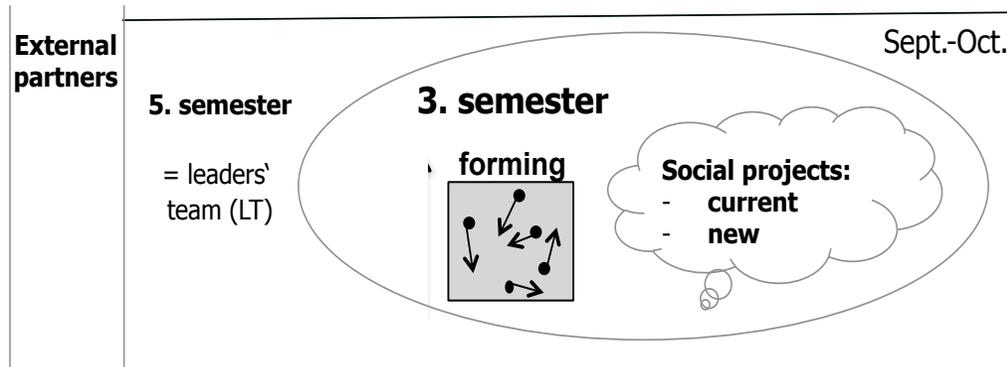


## **„Social Responsibility in Higher Education“**

- Organization of course and development of student competences -



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



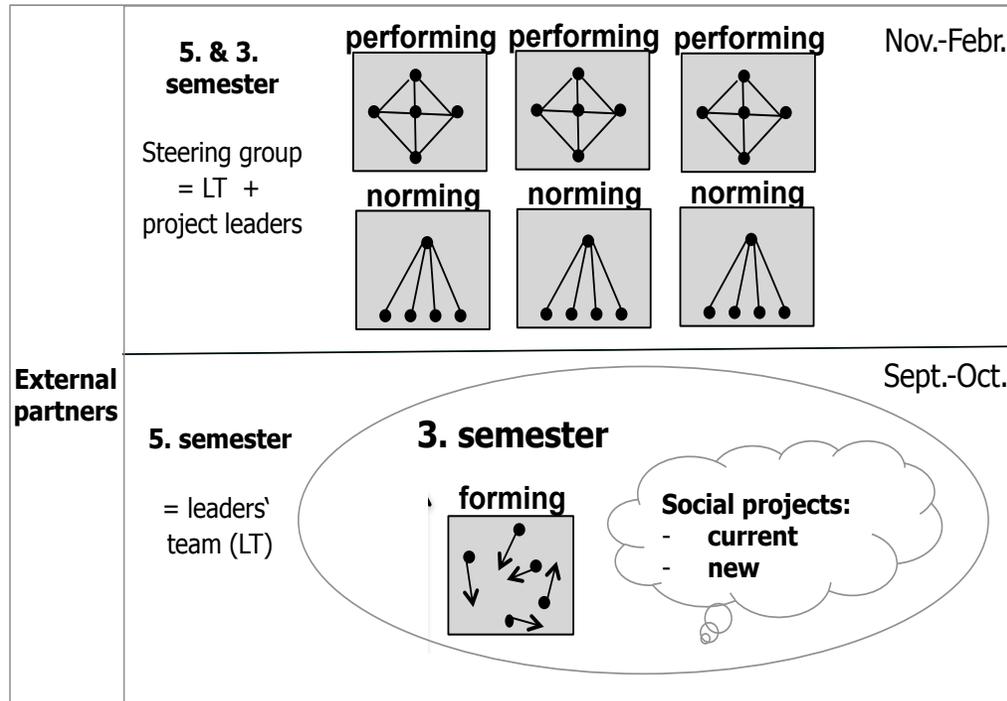
### **Social competence and self-competence**

('Soft Skills'), especially:

- Individual capabilities and curiosity
- ‚Matchmaking‘ of people, projects and project functions
- Team-building, communication and change of perspective I



## 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

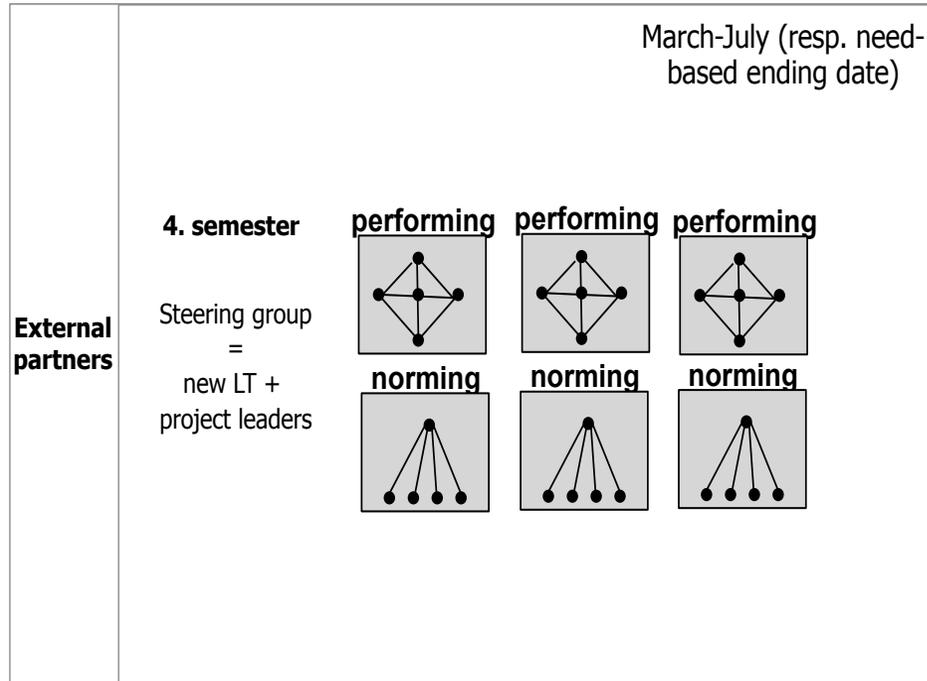
### Social competence and self-competence

('Soft Skills'), especially:

- Individual capabilities and curiosity
- ‚Matchmaking‘ of people, projects and project functions
- Team-building, communication and change of perspective I



## Course concept and course contents (4. semester)



### 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)

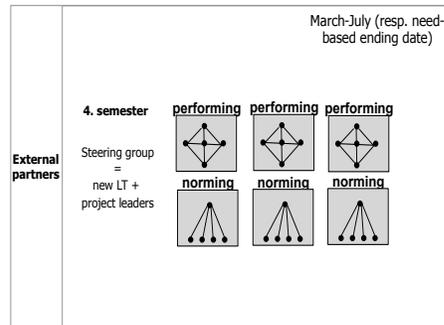
### Social competence and self-competence

('Soft Skills'), especially:

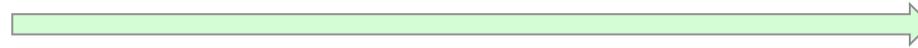
- Individual capabilities and curiosity
- Problem solution and conflict management
- Awareness of own competence development and training needs



## Course concept and course contents (voluntary transfer to 5. semester)



### Recruitment of new student leaders (leaders' team; LT) through teacher

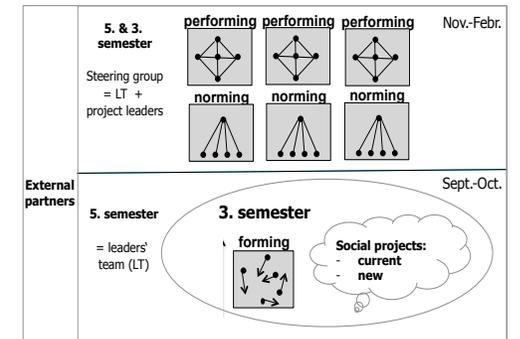


teacher & 5. semester (with 1-year experience) jointly design semester for new 3. semester, especially:

- 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



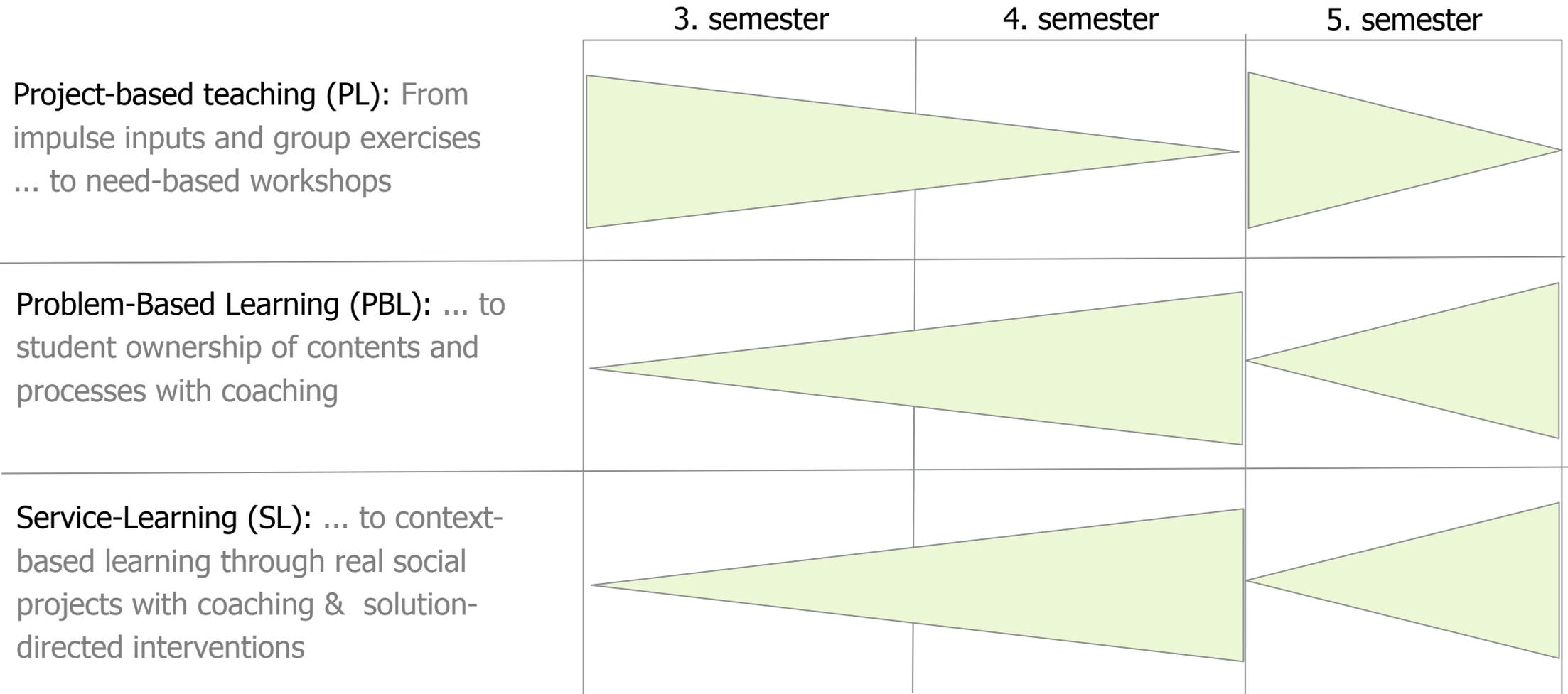


## **„Social Responsibility in Higher Education“**

- Didactics and examination formats -



## The didactic MIX and its **main time slots for application**



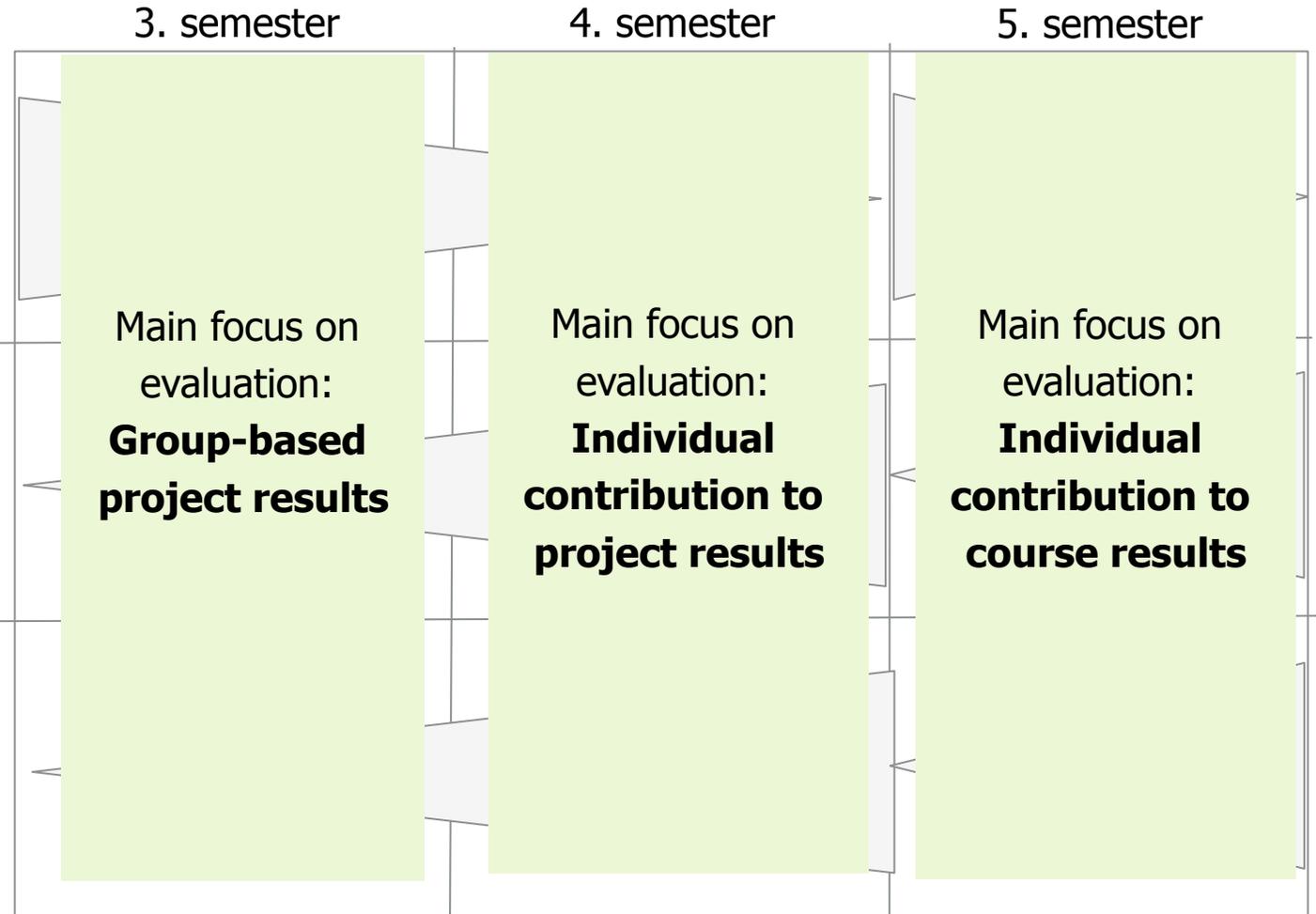


## The didactic MIX and its **evaluation formats**

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





## **‚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**“

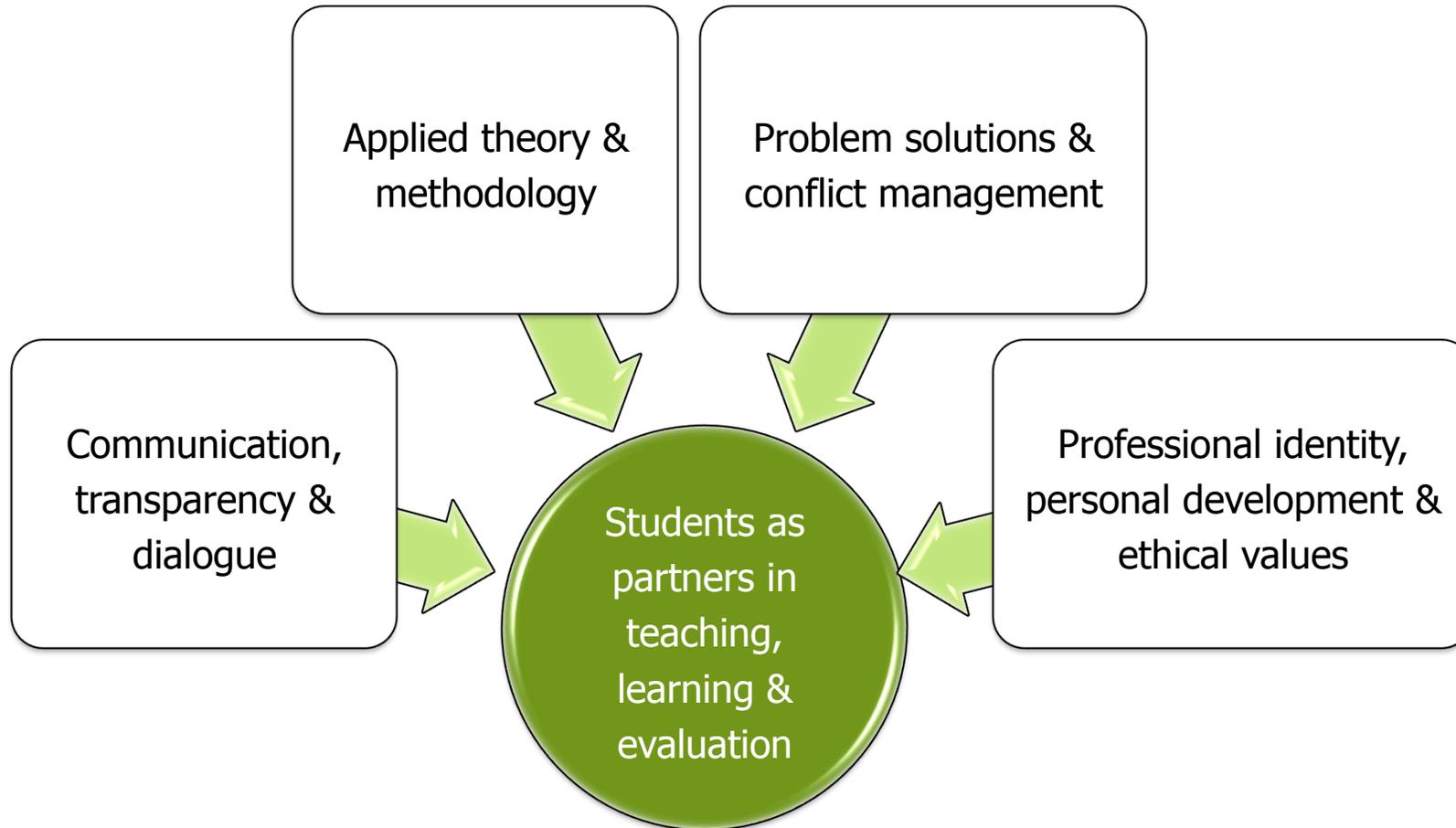


## **‚Social Responsibility in Higher Education‘**

- Conclusions -



„Teaching social responsibility in higher education“ needs new concepts of **student empowerment**



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'