digital social impact

education for the future

BEST PRACTICE AUDIT

Report on **digital teaching formats** from **academics in European HEIs**, which aim to create societal impact

Co-funded by the Erasmus+ Programme of the European Union

2021-2023
Best Practice Audit

By
FH Münster University of Applied Sciences

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Co-funded by the Erasmus+ Programme of the European Union

01 INTRODUCTION

1.1 DISCLAIMER

The authors prepared this document using data collected in the framework of an Erasmus+ project funded by the European Commission. The information and views set out in this report are those of the authors only and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf can be held responsible for them.

1.2 ACKNOWLEDGMENTS

The Digital Social Impact (DSI) Best Practice Audit report was prepared by the Science to Business Marketing Research Centre of Münster University of Applied Sciences as part of the Strategic Partnership project “Creating social impact through customized digital teaching formats”, in the following report renamed to Digital Social Innovation (DSI), funded by the European Commission from 2021 to 2023 as part of the special call “Digital Education” (proposal ID: 2020-1-DE01-KA226-005763). For more information about the report,please contact Dominik Lappenküper (dominik.lappenkueper@fh-muenster.de).

Comments and input were received from the project representatives at the University of Ljubljana, Institute for Innovation and Development of the University of Ljubljana, J.J. Strossmayer University of Osijek Momentum Marketing Services.

Service-learning and social impact teaching experts and practitioners from around Europe provided insights into this report via a survey and interviews conducted by all project partners. The DSI project consortium is grateful for the valuable input and insights provided by the interviewees.

1.3 LICENSE

1.4 INTRODUCTION TO THE PROJECT

The project **digital social impact – education for the future** tries to tackle challenges Higher Education Institution (HEI) lecturers face in embedding social impact opportunities in their teaching and learning activities. The goal is to create a digital configurator that creates social impact through customized teaching formats. By considering the particularities of the social challenges and the current digital skillset of the HE lecturer, the digital configurator suggests custom-fit digital teaching formats, ultimately equipping lecturers to foster their role as being socially engaged. Beyond this, the configured courses enable students to get involved in an actual societal challenge beyond online lectures, thereby fostering students' entrepreneurial and social thinking and acting.

This document uses data collected in the framework of an Erasmus+ project funded by the European Commission

1.5. WHO WE ARE

We are an ERASMUS+ Strategic Partnership project team led by FH Münster University of Applied Sciences (MUAS), Germany.MUAS originated the project idea and convened four other partners from two HEI's and two partners with expertise in higher education capacity building and innovation from three other European countries – Ireland, Croatia, and Slovenia. Our expertise and strong reputation make a solid foundation for achieving the intended project results and long-term impact.

FH Münster University of Applied Sciences

Project Coordinator

FH MÜNSTER
University of Applied Sciences

FH Münster University of Applied Sciences was founded in 1971 out of eight public and private schools and has developed into a modern, achievement-oriented university. The university has approximately 15.000 students, 400 staff and is one of the most important institutions of its kind in Germany. MUAS is part of the Germany-wide initiative "Innovative University" (Innovative Hochschule) that focuses on the "third mission" alongside teaching and research: transfer. Every day at MUAS, new ideas and new knowledge are generated in the higher education landscape. MUAS believes that only through direct and reciprocal exchange with actors from business, culture and society can innovations emerge that ensure prosperity and quality of life

J.J. Strossmayer University of Osijek

J.J. Strossmayer University of Osijek is the regional centre of knowledge, research, and excellence consisting of 12 faculties, 4 university departments, and an academy for art and culture. The Faculty of Economics dates back to 1961 and is especially recognized for its contribution to entrepreneurship, for which it has been awarded “UNESCO Chair for Entrepreneurship Education”.

University of Ljubljana

University of Ljubljana

Established in 1919, the University of Ljubljana (UL) is the oldest and the largest higher education institution in Slovenia. It encompasses 23 faculties, 3 art academies, and 3 associated members. The entity participating in this project proposal is the Faculty of Arts (FF), Department of ethnology and cultural anthropology. It is a research-intensive faculty in the field of Humanities and Social Sciences that brings together 450 researchers that are participating in national and international (H2020, INTERREG, ERASMUS+, etc.) projects

IRI UL

Institute For Innovation and Development of University of Ljubljana (IRI UL) is a non-profit research institute that fosters long rung and reciprocal cooperation between the higher education environment and Slovenian industry & society. It was established by the University of Ljubljana and several technologically advanced Slovenian companies as the intermediary organization, operating as a service for knowledge and technology transfer of Slovenia's most prominent University

IRI UL
Institute for Innovation and Development of University of Ljubljana

Momentum

momentum
[educate + innovate]

With over 20 years of experience in EU projects and 13 staff employed in the EU project division, Momentum's specific EU project competencies relate to designing and delivering capacity-building programs and quality digital education in the tertiary education sector. Much of this work involves creating train the trainer resources that seek to develop teacher and wider education sector competence levels on a certain topic or skillset.

02 RESEARCH

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2.1 EXECUTIVE SUMMARY

As part of the Erasmus+ Strategic Partnership project, CSI: CustomDigiTeach, a project consortium of 5 partners from 4 European countries, has analyzed the status of digital teaching formats that impact society across Europe to distill the key drivers and barriers in creating and implementing such teaching formats. This report includes findings from desk research, a survey, and interviews with experts, mainly HE lecturers, in the field from 11 different countries across Europe. Most of the participants were doing project work with partners from the community such as NGOs, municipalities, or the HEI itself. Therefore, this report focuses on this type of social impact generating teaching, also called service-learning.

The findings can be structured in three phases: development, delivery, reflection.
In the development phase, key drivers were to find suitable partner organizations and establish reliable support structures for the students. With projects, there is always an element of unpredictability that might impede the students' learning and progress and thus decrease their motivation. To prevent this as much as possible, the course design should include the mentioned support structures and reduce some of the complexities of the topics being addressed. This is especially important when using digital tools, either as a primary means of communication or hosting the course or as support. Asking for peer recommendations, keeping the number of different tools small, and respecting students' different technical hardware and skills goes a long way to exploit the benefits of digital tools. The content and teaching method also must fit the tools used and vice versa.
During the actual course, a joint kick-off with all stakeholders and the establishment of clear communication rules that every party (lecturers, partner organization, and students) agrees and adheres to are essential for the project to run its course as smoothly as possible. The selection of suitable ways of collaboration and communication is crucial. Continuous reflection and feedback for the students are as critical as a joint final presentation. The students appreciate their work and show their insights and recommendations to the partner.
After the completion, the partner and lecturer should again reflect on the project and see how the course can be improved and if follow-up or new joint projects can be pursued.
When starting with such a teaching format, it has been stressed that the first run, both in terms of the service-learning aspect and the digital tools, should be seen as a pilot with continuous improvement cycles after each iteration.

2.2 INTRODUCTION TO THE AUDIT

This document is split into **two main parts**.

01

In **part 1**, we show our findings from **desk and field research**, listing insights into drivers and barriers while creating and implementing learning offerings that generate social impact. We first go through our methodology, the findings from our desk research, followed by quantitative insights from a survey and ending with learnings from interviews.

02

To give interested readers a good point of reference, in **part 2**, we list **20 best practice cases** identified by the project consortium during the three stages of research. These best practices aim to show the wide range of opportunities for social impact generation to integrate into existing curricula and give our readers ideas for their social impact teaching.

OBJECTIVES

This 'Best Practice Audit' of digital teaching formats, which European HE lecturers currently deliver, will map available digital teaching formats. The Audit will focus on **teaching formats**, aiming to **create societal impact**.

Given the novelty of digital teaching formats, the Audit is based on an inductive identification of success factors. In fact, through a two-streamed analysis of both a **systematic search** and **in-depth interviews**, crucial success factors of digital teaching formats can be distilled while limiting the bias of using one type of data only.

The report culminates in presenting **20 best practice cases** and a condensed **list of critical success factors**. The Audit will provide a solid base for HE lecturers to design digital teaching formats while aiming to create societal impact.

The presentation of 20 best practices and a comprehensive list of success factors, combined with regional mapping, allows one to reflect on the presented knowledge and facilitates adoption for HE lecturers across Europe.

METHODOLOGICAL DESIGN

The following steps were undertaken in the **creation of the best practice report**:

01

DESK RESEARCH ON SOCIAL IMPACT TEACHING

As a first step, the project team started with a review of existing research and practice reports on teaching in higher education to social impact.

02

DEVELOPMENT OF QUESTIONS

Based on the findings from the desk research, a list of questions was developed to check the current practical implementations in the field.

03

SEARCH AND CALL FOR EXPERTS

To get a good overview of the situation in different parts of Europe, the project team (consisting of Croatia, Slovenia, Germany, and Ireland) sought to gather a group of respective national and international teachers from HEIs. In the search, the project partners used their networks and national networks dedicated to social impact teaching, such as the German network Bildung durch Verantwortung.

04

QUANTITATIVE SURVEY

To have an efficient interview process, quantitative questions (such as demographics, size of the courses, development time, etc.) were put into a concise survey.

05

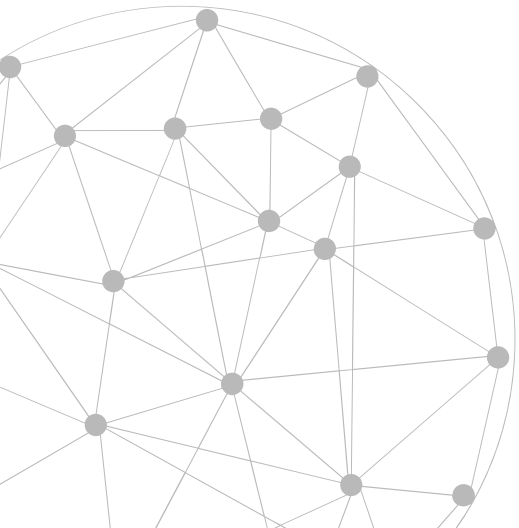
QUALITATIVE INTERVIEWS

The survey enabled the project team to focus on critical aspects of the course design and drivers and barriers in developing and implementing the respective courses in an in-depth interview.

06

CASE SELECTION FOR BEST PRACTICES

Based on the findings from the desk research and the interviews, the project partners jointly selected a list of best practice cases, aiming for a broad range of different study fields, complexities, and ways of implementation to showcase the many ways social impact can be integrated into higher education teaching.



2.3 INSIGHTS FROM DESK RESEARCH

INTRODUCTION

Before going into detail on the insights from our desk research, we want to define the critical term "service-learning". According to García-Gutierrez et al. (2017), there is no general agreement about its definition.

However, Preradović (2020) covers the scope of its implementation and states that it consists of the "**engagement within the community (service) and reflection on that engagement (learning)**" (Preradović, 2020, p.1). Students can apply learning in real-life situations and reflect on that application (Melaville, 2006), and the community benefits from their engagement (Preradović, 2020).

Service-learning distinguishes itself from a classic internship as students are not contractually engaged by a company (Reinders, 2016). Service-learning projects can supplement students' future career opportunities and thus be incorporated into curricula (Preradović, 2020). They represent a mutually beneficial dialogue between all involved stakeholders.

It has been proven that service-learning can also be done digitally, with either service, instructions, or both taking place online, also called e-service-learning (Waldner, McGorry, and Widener, 2012).

CONCEPTUALISATION

The first key driver for a successful conceptualisation of a service-learning course to be found is **adequate funding and infrastructure**, as advocated by Musa et al. (2017). Salam et al. (2019) underline this importance, especially for the long-term success of such implementations. Transportation, administrative, and food costs can be covered with such funding. Hence, missing funding can impede certain types of project concepts.

The second point, namely infrastructure, is especially relevant for digital settings, which heavily rely on suitable IT equipment covering the "requirements (software and hardware) of student, faculty, and community" (Musa et al., 2017, p. 103). Technological constraints can represent barriers to students' engagement and collaboration and thus to the eventual success of the course (Naveed et al., 2020). Hence, effective and efficient infrastructure represents a significant driver for the overall achievement of course goals.

The second important factor during the conceptualization phase is the **characteristics of the instructor** or lecturer. Glade et al. (2015) found out that assigning a sufficiently experienced tutor facilitates project implementation and execution as the tutor can then directly give answers and feedback to students' questions. The lack of expertise poses a barrier to the success of service-learning implementations (Alariqi et al., 2019). However, Xiangling and Zheng (2019) state that non-academics lacking the necessary knowledge can guide projects as efficiently as academics after being taught on the subject. Hence, it can be assumed that the service projects are not implemented successfully without proper guidance from the instructor.

DESIGN PHASE

There are multiple success factors for service-learning offerings that need to be considered during the development phase. First on the list is a **suitable high-quality course design**. Pawlowski (2018) recommends evaluating the **project's compatibility to the program's overall curriculum and** service-learning outcomes to the overall goals of the degree. The service-learning experience should enhance the students' learning (Pawlowski, 2018); otherwise, it may not provide the desired learning experience.
Second, the **teaching style** has a high impact on the project's success. Adequately **prepared and interactive course content** (Deshpande & Chukhlomin, 2017) leads to project success and high course quality, including appropriate outputs and easily understandable content (Albebisi & Yusop, 2019). For **content taught online**, Polasek and Javorcik (2019) suggest processing **teaching material in small separate units** of five to seven minutes due to the retentiveness of the students.

Third, **getting the main stakeholders involved** is deemed to be necessary. Imperial et al. (2007) found out that **regular feedback loops from the instructor and the community partner** influence the overall success because the stakeholders can thus contribute to and shape the project. Additionally, including the partner in the co-design can **ensure that the deliverables match the partner's needs** (Mattson & Wood, 2014). Hence, missing communication during the development might already produce wrong deliverables.

Fourth, the importance of **regular support and feedback for students** is underlined by a study by Albebisi and Yusop (2019). Their research on the factors influencing students' learning success showed that answering students' questions and giving feedback within a suitable timeframe can improve their skills. Thus, **implementing feedback capabilities** represents a crucial component for the course design.
However, clear communication agreements are required for the students to get this regular feedback from lecturers and partners. It is necessary to set these up in advance of, or latest right at, the project's start (Waldner et al., 2012) and **agree on a communication channel for the stakeholders** to use throughout the project (Toporek & Worthington, 2014). On the one hand, this facilitates exchanging feedback and ensures the project evolves in the right direction and, on the other hand, can help to retain the students' motivation (Deshpande & Chukhlomin, 2017).

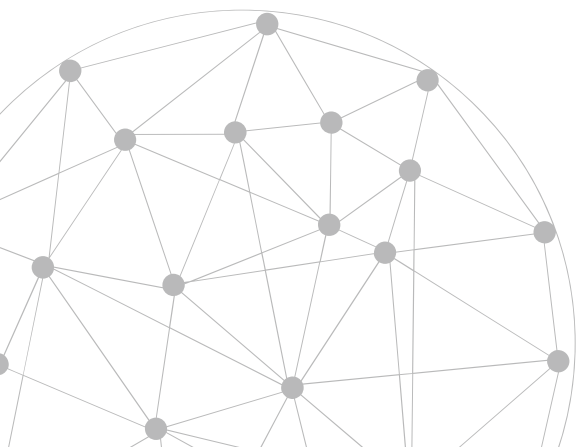
Sixth, the instructor should **ensure** that the students can create **a noticeable impact** in the community and see how the community partner benefits from their work (Imperial et al., 2007). Seeing the impact of their work can **motivate the students to engage** in such projects more often and thereby **increase their civic responsibility** (Imperial et al., 2007). A higher civic responsibility represents a distinct goal of service learning (Furco, 1996).

Lastly, the service-learning project and its learning achievements should be relevant to the student's professional life. The topic of the service-learning project should help **build** the respective **skills for their career** interests because students additionally decide their enrolment based on their interests (Deshpande & Chukhlomin, 2017).

A **good and fitting partner** represents the next main success factor for successful service projects. The instructor needs to **start searching** for a suitable partner **well before the semester** because the partner should be involved in the project directly from the beginning (Pawlowski, 2018). Petkus (2000) recommends carefully screening **suitable partners** to avoid low involvement because the partner may initially show a high interest. However, commitment decreases steadily due to poor time management, which may hamper the students' learning experience. According to Glade et al. (2015), taking a partner from an existing community is advisable because it ensures projects' continuation and helps establish solid partnerships. Waldner et al. (2012) suggest **introducing the partner and the students to each other** to improve understanding.

Additionally, the choice of a partner can also affect the students' motivation. Saud (2021) found out that the **distance to the partner has a noticeable impact** on the students' motivation.

To summarize: finding a **local** partner with a **relatable challenge** and **intrinsic motivation** to work with students **keeping up communication** throughout the project can be a strong driver for a successful project.



DELIVERY PHASE

Students play a significant role during the delivery phase, i.e., the actual course. According to Lewis (2014), students participating in service-learning projects should be selected based on their **experience and existing** technical skills or time management (Saud, 2021). They should have sufficient technical knowledge and relevant soft skills because insufficient technical knowledge represents the leading cause of project failure (Lewis, 2014). To prevent this, Musa et al. (2017) recommend assessing the knowledge level and prior experience before assigning teams. Insufficient prior knowledge additionally poses a barrier for students to participate in the project properly (Alariqi et al., 2019) and therefore endangers the project's success. Another way to address this is to be **flexible enough in the course design** so that different knowledge levels can participate. There might also be benefits of a diverse group with different backgrounds which could be leveraged for the overall success (Brundiers et al., 2010).

Apart from skills and experience, **students' motivation** is a crucial success factor. LaPorte et al. (2017) state that the students need to be motivated during the service project, and Bingol et al. (2020) advise that initial motivation plays a decisive role in course completion. Students should have the commitment and right attitude, especially if they participate in e-service-learning, as Naveed et al. (2020) found out. **Issuing a certificate** for successful participation can increase students' motivation (Bingol et al., 2020).

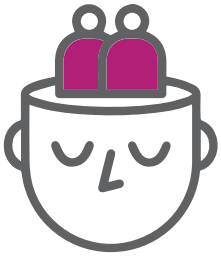
To achieve the desired learning outcomes, the students need to **reflect on their experiences**. The reflection tasks should **address the learning outcomes** and thus be chosen during the course design (Pawlowski, 2018). Possible reflection tasks can be written work like blogs, creative projects like photo books, or an oral discussion (Pawlowski, 2018). Eyler et al. (1996) recommend that the reflection possess the following attributes: It should be **continuous**, taking place in advance, during, and at the end of the service-learning project (Eyler et al., 1996). Second, it should be **linked to the learning objectives** set during the course design and foster critical thinking (Eyler et al., 1996). Lastly, Eyler et al. (1996) recommend the reflection be **contextualized**, i.e., it fits into the setting of the service-learning project. Leaving a reflection component out might impede the reflection process of the students.

As mentioned in the development phase, **continuous communication** between all stakeholders and **adherence to the communication agreement** are especially critical during the course delivery.

REFLECTION PHASE

At the end of and directly after the course, the students and the course as a whole need to be reflected upon. Pawlowski (2018) suggests **evaluation based on the learning achievements** of the students and their linking course content to the challenge. Assessment should decidedly not rely on the service the students provided.

Besides the students' grading, Pawlowski (2018) stresses the importance of a **general reflection** by all stakeholders on the service-learning experience. Musa et al. (2017) underline this recommendation, and thus an evaluation of all stakeholders can be considered a crucial component.



2.4 QUANTITATIVE INSIGHTS FROM SURVEY

Based on the findings from the desk research, the project team developed a list of questions for their experts

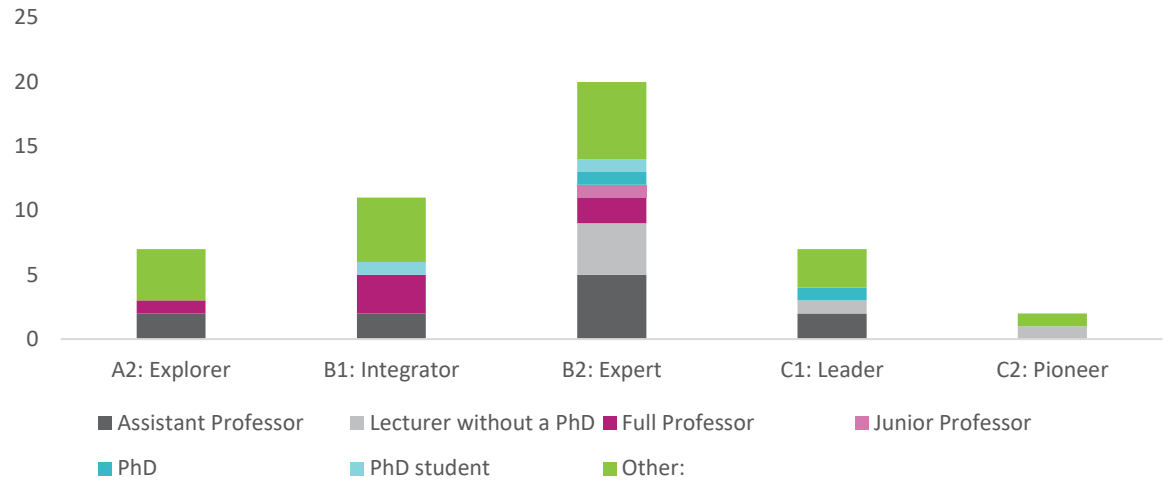
INTRODUCTION

These were then split into quantitative questions for a survey and qualitative questions for expert interviews. The survey was sent to the experts before the interviews using the survey tool by Qualtrics. It consisted of 32 multiple choice questions covering the self-assessed digital readiness of the given lecturer, type and design of the course, and usage of digital tools.

In total, 78 responses were collected. After cleaning, 54 complete data sets were retained, covering 11 different countries, almost the full range of different digital readiness levels (based on the DigCompEdu framework of the European Commission), and a wide variety of different study fields.

DISTRIBUTION OF PARTICIPANTS

As one of the first questions, the survey asked for a participant's self-assessment on A1 Beginner to C2 Pioneer scale. The following graphs show the distribution of the survey population as a whole and split into western and eastern countries per country.



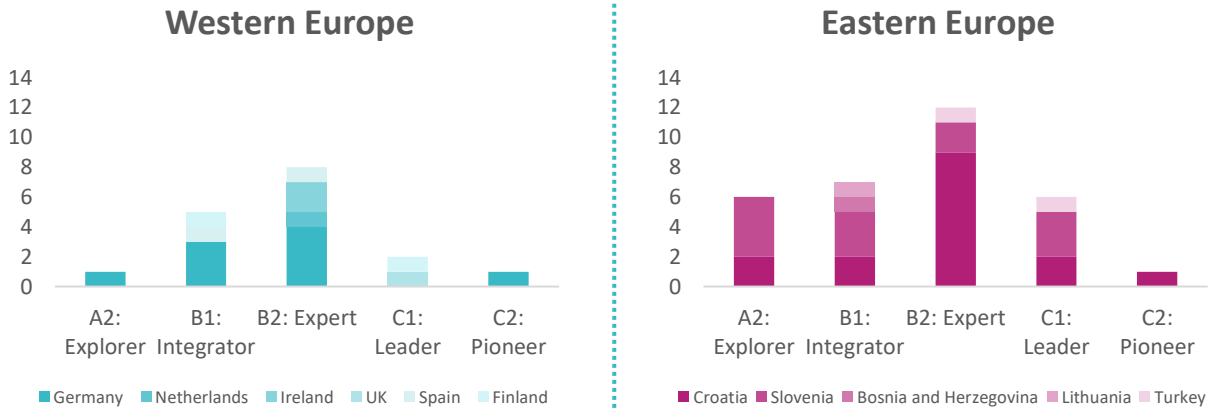


Figure 1: Digital competence - a self-assessment of the lecturers

Most of the population assesses themselves leaning towards a B2 level. This holds for both the 19 responses from Western and the 35 responses from Eastern Europe, while slightly more participants, also percentagewise, from Eastern Europe identify as A2 Explorers compared to Western European respondents.

Quite different is that only 2 of the 54 respondents identify themselves as being C2 Pioneers. At the same time, there is already a sharp decline from B2 Experts to C1 Leaders, the average being a score (if A1 = 1 and C2 = 6) of 3.7.

Looking at the respondent's role, there does not seem to be a big difference in the level whether the response comes from a professor, Ph.D., Ph.D. candidate, or lecturer without a Ph.D. The majority of "Other" came from Associate Professors

TYPE OF COURSE

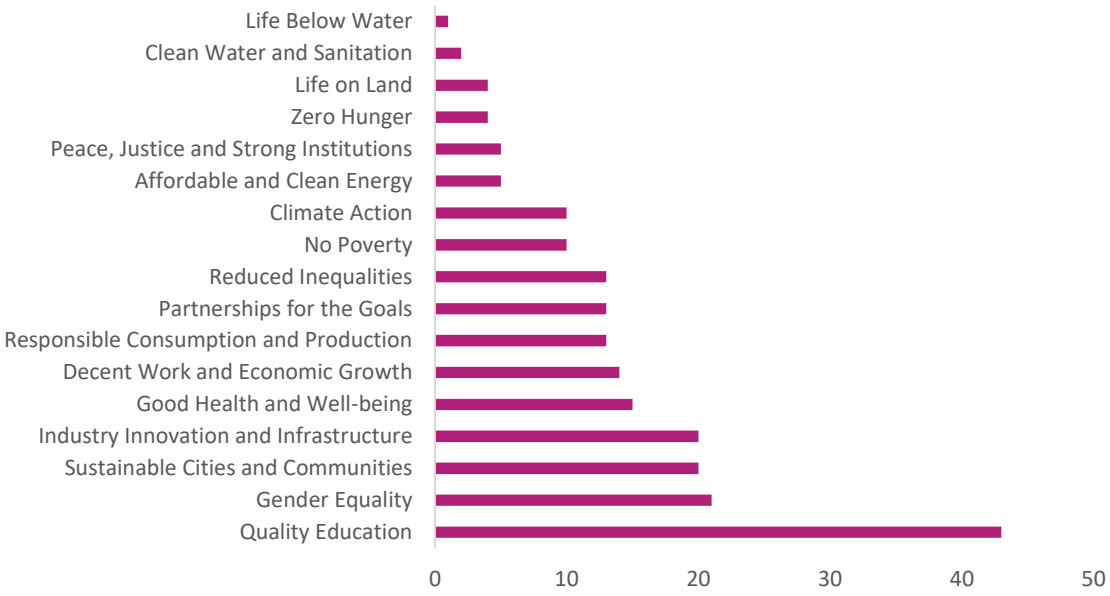


Figure 2: Count of SDG (UN Social Development Goals)

Given the scope of this survey and report focusing on social impact, the survey also asked for the relevant Sustainable Development Goals (SDGs) that the lecturers targeted.
As HEI lecturers were asked, it is not surprising that Quality Education was chosen most often, with a more or less even distribution across the remaining 16 goals, with a reduced focus on Life Below Water as well as on Land, Clean Water, and Sanitation, Zero Hunger, Peace, Justice, and Strong Institutions as well as Affordable and Clean Energy. A strong correlation is noticeable between the three goals Sustainable Cities and Communities, Climate Action, and Responsible Consumption and Production.

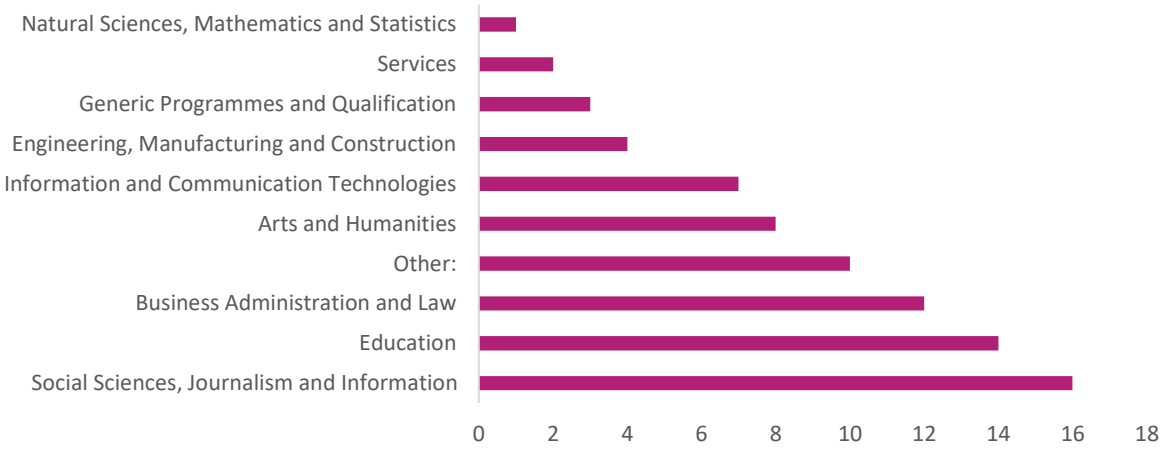


Figure 3: Frequency of Field (based on the International Standard Classification of Education (ISCED)

Looking at the educational fields of the participants, the survey managed to reach a wide variety of different lecturers with a strong base in the social sciences and business administration areas.

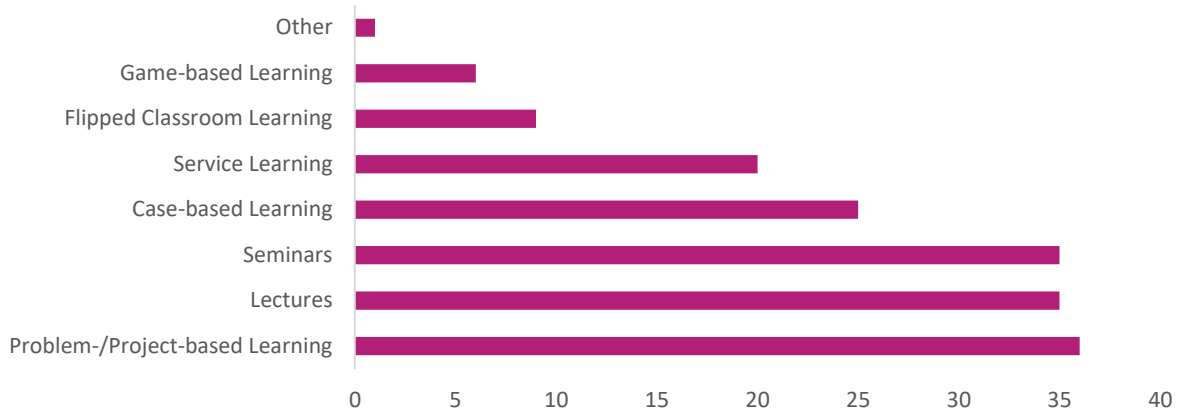


Figure 4: Frequency of different teaching methods

When asked about the teaching methods used in their respective course offering that creates social impact, respondents chose, on average more than three different options, with lectures, problem- or project-based learning, and seminars being chosen most often, followed by case-based learning and service-learning.

This reflects the widely held view that social impact is best generated by talking and transferring taught knowledge in projects or case discussions.

Newer methods such as flipped classrooms or game-based approaches did not receive much attention. A strong correlation between different ways could not be derived from the data.

Figure 5: Target groups

Social impact is most often targeted in cross-disciplinary or at least cross-semester courses with both Bachelor's and Master's students partaking. This holds independent of the region. Regarding class sizes, smaller courses seem to be favourable, with the participants then being split into groups for their respective exercises, projects, or cases. A good group size seems to be around 4 to 6 students

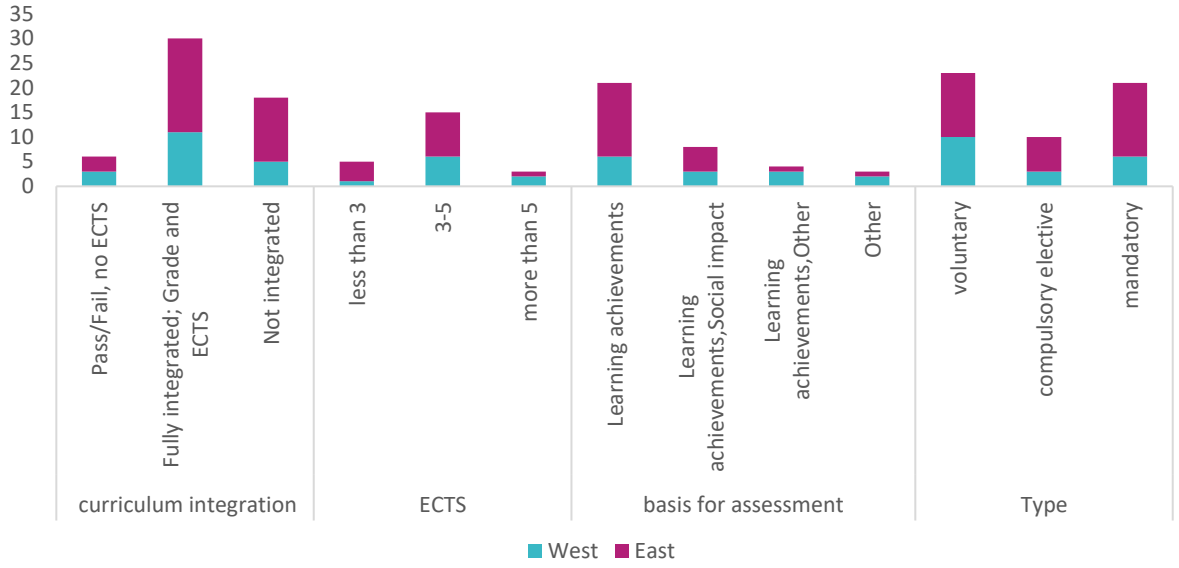


Figure 6: Course structure

While the highest number of courses is voluntary, many mandatory and compulsory elective offerings are also creating social impact, with ECTS being awarded for their successful completion. The awarded points reflect the high time effort spent on projects. In later interviews, we could discern that first pilots in an HEI were voluntary in many cases. After their successful completion and positive impacts both for the society and thus on the university's image and students' learning achievements, courses shifted to the compulsory elective range. The motivation and options to generate positive things for society also impacted mandatory courses.

An important point when including a social aspect in the course is the later assessment of performance by the students and whether the created social impact should be taken into account. This is only being done in a few cases, with most lecturers focusing on the learning achievements unrelated to the social impact.

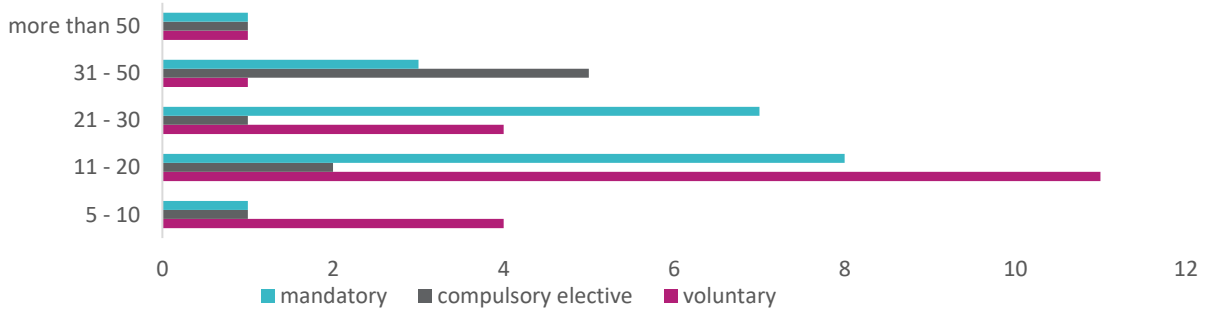


Figure 7: Ratio of course size and choice

Combining two metrics of the two previous graphics, type of choice, and class size, a clear relationship between voluntary courses and a group size of between 11 and 20 can be seen. This is not too surprising, considering that not all students will be active in voluntary courses, but it shows the general interest in the student bodies in social impact at the given universities.

In contrast, the compulsory elective courses in the participant population were focused on larger groups of 31 to 50. Given that many of the example cases here were of a multi-disciplinary and cross-study year nature, such as general studies courses, it is not surprising that these were relatively high in attendance

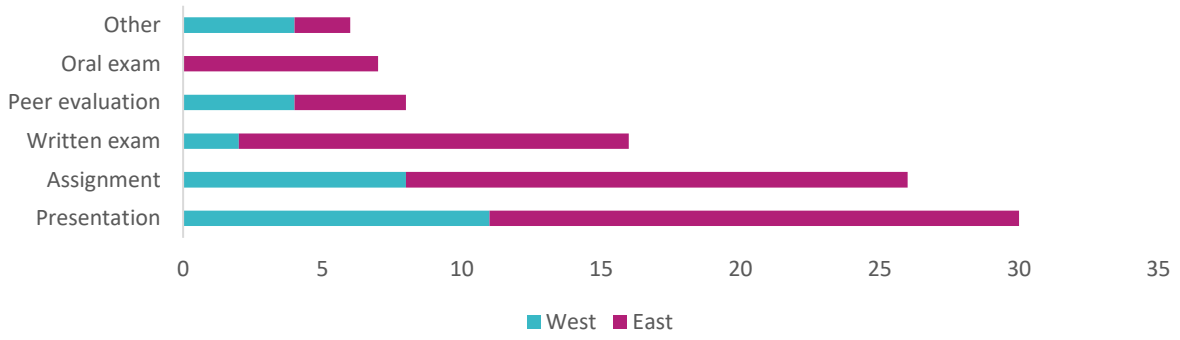


Figure 8: Forms of examination

In order to assess the students, there is a broad range of different options. Given the unique nature of courses aiming to impact society positively, many lecturers opt for more practical forms of examination. The most often is a presentation, followed closely by assignments. Important to notice here is that on average, 1.72 forms were mentioned by the survey participants, with western countries coming in at 1.53 and eastern countries at 1.83. A strong correlation exists both for the total population and each region between the examination forms of presentation and assignment. In many cases, the groups seem to write a report and showcase their findings and result in a final presentation, often in front of a potential partner organization involved in the challenge or case.
Interestingly, any participants from Western European countries have not mentioned the oral exam form.

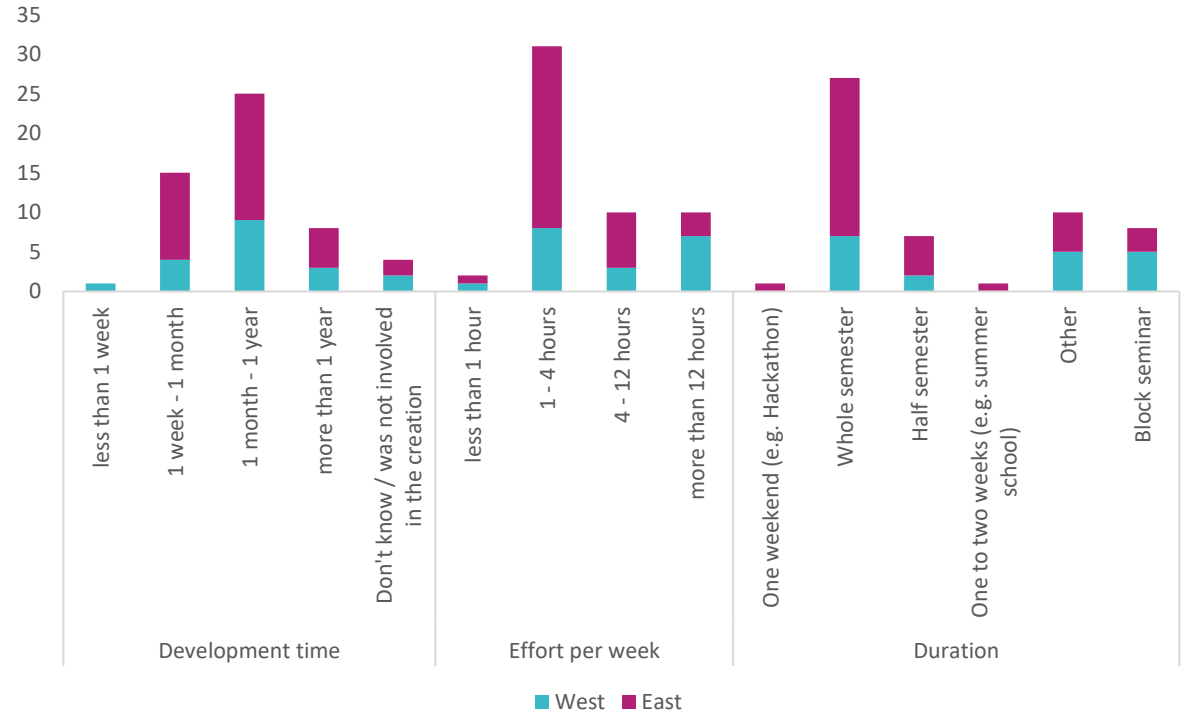


Figure 9: Effort

One last important point to consider when looking at social impact teaching is the effort involved in developing such a course and the ongoing workload associated with the course during the implementation. For the latter point, another important criterion is the course duration. The vast majority, especially for East Europe, lies in whole semester offerings, whereas West Europe also tends towards block seminars as a suitable format for social impact teaching. Keeping this in mind, the effort per week needs to be handled with care. In most cases, though, the lecturers spent around 1 to 4 hours per week, with some courses taking more time. This shows that a course can create social impact without requiring more than an average effort by the lecturer.

The development time seems to be almost generally distributed, with the majority being between 1 and 12 months. As we will see in later chapters, it pays off to put more time into developing the course content and especially the potential partner selection for a higher success rate later on.

DIGITAL ASPECTS

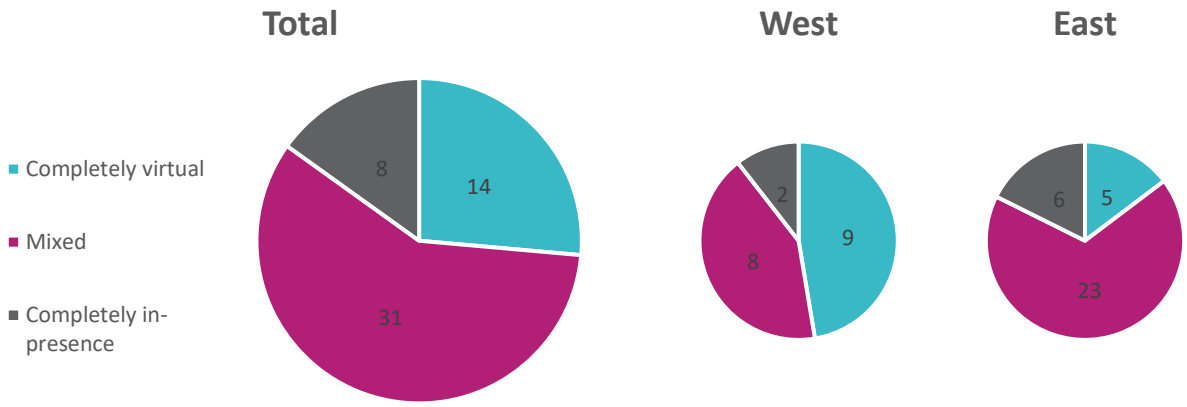


Figure 10: Setting of the course

Given the high impact of the COVID-19 pandemic on university life, it is not surprising that a vast majority of the formats has been held at least in a mixed format, with an average of 56% held digitally (for the mixed option, participants were also asked to give a rough percentage of the digital part). This number differs quite strongly in the regions, with the West averaging 71% while the East is 48%. This reflects the general digitization situation in Europe quite accurately.

Important to mention is that the shift to a completely digital format is planned to be reversed at least partially by many respondents as soon as circumstances allow. Social impact, often targeting local activities in the community, seems to make at least partial presence necessary to achieve its targets.

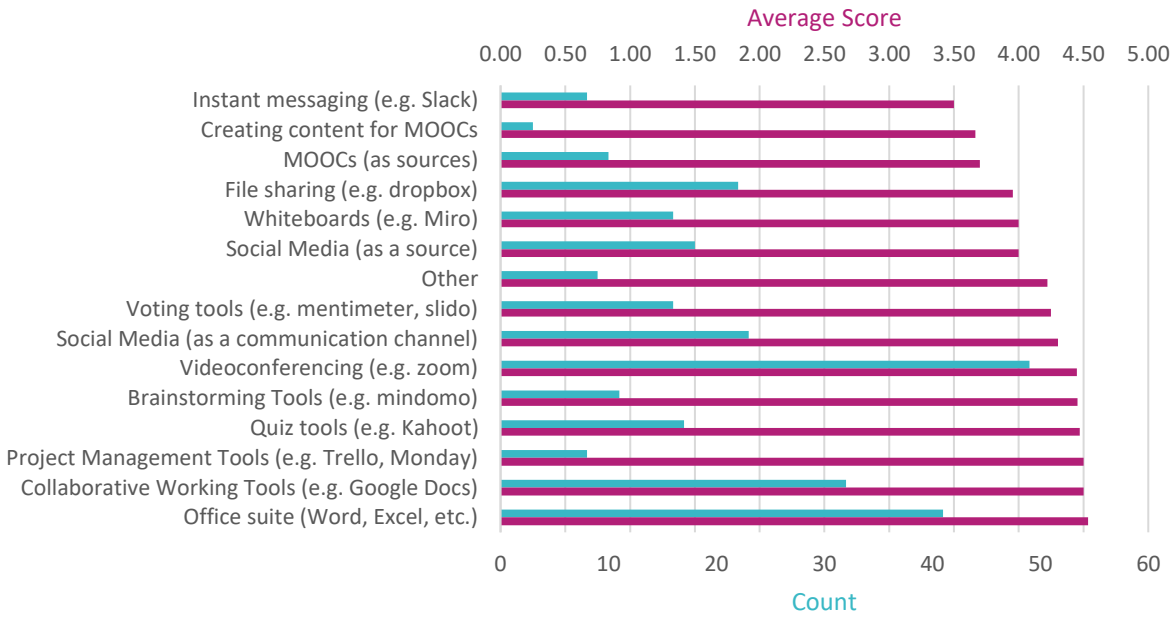


Figure 11: Average rating of all lecturers with digital learning methods

A crucial element for the successful implementation of any course in the digital realm is selecting the right tools. With the onset of the pandemic, the availability and variety of tools has increased rapidly, thus becoming progressively more complex to find the right one for any given task. So far, it seems that there are no one-fits-all solutions available. As a first point in the survey, it becomes evident that none used all of the broad range of tools asked about. On average, lecturers used 5.24 different tool categories, already showing an extensive toolbox. Quite understandably, video conferencing was mentioned most often, closely followed by the Office suite to work with any data. Satisfaction was relatively high, and the work-intensive creation of content for MOOCs was mentioned the least. One valuable insight is the low satisfaction with instant messaging such as Slack or WhatsApp, which might stem from a solid unrealistic increase in expectations from students regarding response rate and speed of lecturers.

In later chapters, we will go into a bit more detail on which tools some lecturers would have liked to use but did not and how the interviewees approach the challenge of finding suitable tools for their respective aims.

2.5 QUALITATIVE INSIGHTS FROM EXPERT INTERVIEWS

The qualitative interviews aimed to understand the key factors that enable a successful learning experience while also generating social impact. For that, the lecturers in our survey were interviewed for 30 to 60 minutes about their take on drivers and barriers before, during, and after such a course or seminar.

These findings are presented in the next four sub-chapters, talking first about the critical characteristics of the lecturer as well as other involved parties. Second, we look at the development phase, the third comes to the implementation phase, and the fourth is the reflection phase.

> *The qualitative interviews aimed to understand the key factors that enable a successful learning experience while also generating social impact.*

PRIOR TO DEVELOPMENT

When considering potentially including social impact aspects in existing courses or developing something new, one thing became apparent during the interviews: a set of characteristics for all relevant stakeholders indicates future success.

In the following, we want to discuss these per stakeholder and start with the lecturer's key person.
Most interview participants stressed one thing in particular when thinking about key characteristics in lecturers for social impact generating learning experiences: their **intrinsic motivation to create social impact**. Without it, many stressed that the additional efforts connected to organizing such offerings would prove too much. High motivation can offset both the lows of high stress and possibly missing experience. Nevertheless, as with any other course, service-learning courses are still meant to convey knowledge and skills to students. **Teaching capabilities** are highly relevant and were mentioned in second place of importance for success. For the digital part of such courses, at least a basic level of **digital literacy** is required. Such courses often involved multiple different tools and platforms of communication and collaboration. As students might be confronted with entirely new experiences that could overwhelm, demotivate, or confuse them, a high level of **social skills** is also beneficial, including empathy, motivation, and communication skills. Lastly, interviewees mentioned that **both previous experiences in social impact projects** and good networking skills could help search for and acquire social partners, should external partners be involved in the course, and this task falls to the lecturer.

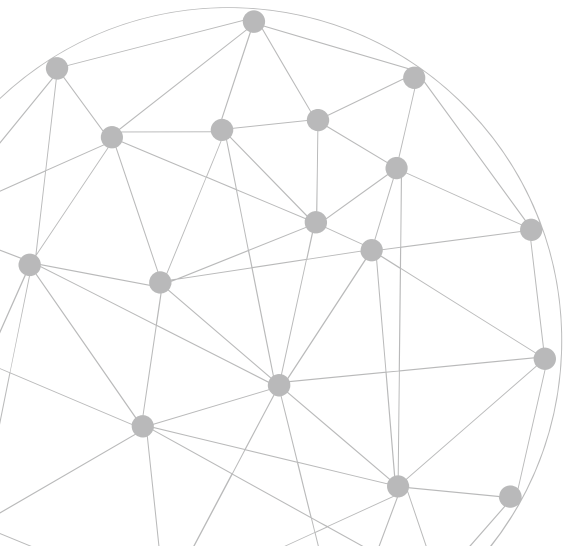
In some cases, where the HEI already had experience conducting joint projects with NGOs as part of the curriculum, a coordination unit was put in place. In that case, most of the networking falls to coordination. For coordinators, which were in place in a few cases, besides networking, project management and communication skills were essential.

One more point of interest prior to development that has been investigated was who initiated the creation of such courses and why.

This question showed that this is still heavily reliant on **individual lecturers** taking the initiative, often based on the motivation to **improve the learning environment for students**, **personal development,** or **pushing the third mission** forward. If other parties were involved, it was often a **third-party organization**, but mostly indirectly. More to the point, they would offer their challenges (and commitment for support) for the actual implementation but would not have a strong influence on the course setup. Their motivation is to **improve their and their target groups' current situation**. Some also mentioned the goal of improving **student education** and raising awareness for their work.

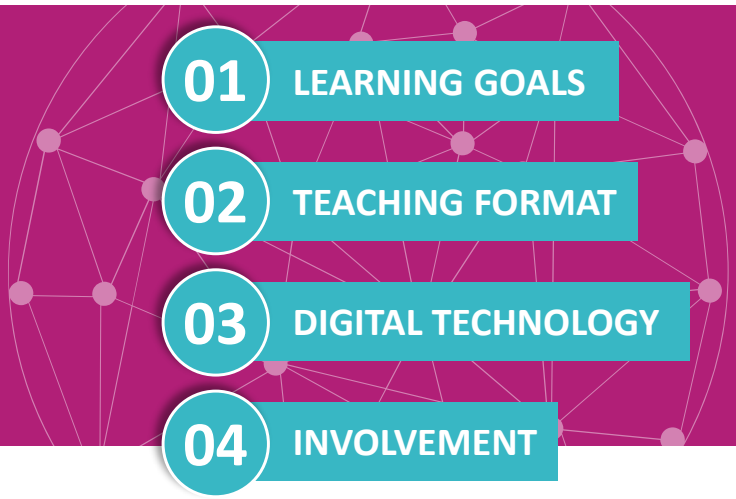
If the **HEI** was directly involved (which was not often the case) as a starter of an initiative or organizer of sorts, its motivation was often seen in **promoting their third mission activities**, **sharpening their profile**, or **improving the teaching environment**.
As the last stakeholder group potentially involved in creating new courses, the **student body** was mentioned. They did not get involved very often but did, in some cases, make their **wish** known **for increased social engagement opportunities** as part of the curriculum.

To summarize, lecturers need to be intrinsically motivated to create and implement a course with a societal impact. They need to have a **clear why**.



DESIGN PHASE

When the decision to develop a course with social impact has been made, **new factors of importance** come into play, maybe the most important one being what type of learning experience is the medium to create social impact. However, **clear goals need to be set**, both in terms of the course in general and, more specifically, what the students are to learn from it.



01 LEARNING GOALS

This can take many forms. We generalized the central part into content delivery with people from very different fields. Next to that, a broad range of **different skills or mindsets** were mentioned, ranging from improved collaboration and project management skills to problem-solving skills entrepreneurial mindset to personality growth through critical, creative, and reflected thinking. A focus could also be on improving learning and research skills. For many interviewees, **increasing the social engagement of their students** and **transferring their content into a social context** coupled with a **real-world experience** was of high importance. Last but not least, improving **digital skills** was mentioned as a learning goal as well, having identified them as a key requisite in the future working lives of all students.

The individual ranking by priority of these or other learning goals is essential for the next decision to make: the course's format.

02 TEACHING FORMAT

Our interview partners listed a wide variety of forms, already discussed to some extent in the quantitative analysis part (see page 15). As a short recap: Most lecturers chose a mix of lectures and problem-based learning, in practice being a project often with a third-party organization that introduces the problem and a corresponding lecture or seminar. One central part here mentioned by multiple participants was a **lecture-project fit**. This can be content-wise, that the student teams develop a business case for an NGO while getting a lecture on business case development. Another option that has been chosen a couple of times is to give a more method-related lecture or seminar. This could be a project management and engagement seminar introducing procedural and affective knowledge in project management to the business mentioned above students to develop a business case for an NGO. To stress once again, the **precise alignment between project and course content** is a crucial driver for a successful social impact course.

This brings us directly to one of the critical barriers: **finding a good and fitting partner** with a solvable challenge. The first approach here, quite naturally, is using the **own network** in the community. Having a good personal network was therefore also listed as a key driver. Suppose the own network is limited, which is often the case when first thinking about creating such a course without previous experience in the field. In that case, a solution can be to tap into the **network of the HEI**, e.g., via the respective dean or transfer agency. When recruiting new partner organizations, a clear presentation of their benefits in participating is needed, so showing some incentives for the collaboration.

Looking at the example above, the second option makes more sense when dealing only with business students. A multi-disciplinary group of students might not be up to the task of developing a clear business case with only project management input. However, multi-disciplinary teams often can come up with much more creative solutions and tackle more complex issues that are multidimensional. A transparent barrier in these cases is the **different knowledge levels of students** for their challenge. Taking this into account in the course layout has proven to be tremendously helpful. **Starting with basics** to lay a foundation for all participating students to stand on, giving the course a **clear structure** and **simplifying** certain complex aspects (e.g., business processes for engineering or social science students) can be highly effective. Moreover, again ensuring the fit of a course to project. With multi-disciplinary projects, courses should align with the project, whereas single discipline groups should focus more on fitting projects to existing curricula.

In both cases, many participants stressed the importance of in-built regular reflection by the students for optimal learning. For example, this can occur during the seminar or as an individual task for each student in the form of a weekly report.

03 DIGITAL TECHNOLOGY

A significant part of our interview was focused on **how digital technology can be used**. We found mixed feelings towards digital teaching with many benefits and drawbacks as a quick look ahead. Therefore, a critical decision during conceptualization and development is if, when, where, and how to integrate which digital tools. Especially the **selection of suitable digital tools** was mentioned as one of the critical success factors of digital teaching by multiple participants! This prerequisite is finding appropriate tools, which was mentioned as a key barrier.

A key benefit of online teaching that was mentioned multiple times was the **ability to continue teaching** in times like these, both from the viewpoint of the students and the lecturers and HEI.
It comes with drawbacks such as limited personal interaction between students themselves and the lecturers. Also, the possibility to promote **critical thinking** among students was **impaired**. In some cases, it may also **take longer to teach content**, and **examination results** can be **lower**. When the **interaction** between students is necessary to reach learning goals, digital tools were deemed less effective and suitable when working with **big groups**.

Besides these drawbacks of digital, our participants highlighted multiple benefits. One of them was the improved possibility to include compelling **visualizations** and interesting interactions into the students' learning experience. On another note, the lecturers liked the possibility to use hybrid models to **reach students who could not attend** class in person, regardless of the reason. When both sides used cameras, the visual contact was seen as beneficial as well. In general, the use of digital tools was seen to bring teaching into a more modern format. The one-time effort of, for example, creating educational videos can pay off in the long run and facilitate future semesters. As the last point, a majority highlighted **enhanced communication** possibilities between lecturers and students. This comes with some challenges, as it might be used too much by some students, but good results were possible with practice and clear rules of communication.

This is also the main takeaway that most of our participants shared: **trying different approaches and tools** to find the best fitting ones for the individual case or adapting the case or content to the available tools. **Focusing on a small selection** of tools was also deemed very helpful. As an additional method, **pilot courses** with the clear expectation to **review and adapt the course during and after the first run**.

04 INVOLVEMENT

In all stages of this process, it can make sense to involve other stakeholders for feedback, help, and guidance. Already mentioned above was the HEI's network to find partner organizations for the challenge. A key barrier identified in this regard was the HEI's lack of a clear third mission strategy. A known strategy proved to be much easier to find suitable partners that can identify with the values proclaimed by the HEI. Once contact has been initiated, partner organizations, such as local communities, social organizations, or businesses, can be a vital asset in the conceptualization of the course, focusing on their interactions with students and their expectations and capabilities. The last points here (expectations and capabilities) must match the concept to prevent issues later during the course.

The HEI can also be involved during the search for digital tools. There is a set of tools available at a given HEI in many cases. This set might be limited, and the initiative by lecturers to extend it might fall on deaf ears. However, if the HEI is supportive it might also be welcomed, and new equipment, licenses, subscriptions, and the like can be acquired. One of the main barriers mentioned in this regard was the lack of support in the form of time and funding complicated further by a high level of bureaucracy. Support by peers in the teaching staff can help overcome this, and an excellent connection to the IT department is also beneficial.

However, our participants often said that the primary solution is additional individual effort and initiative.

In conclusion, we believe that with the correct format, suitable tools, and some flexibility in the content and structure of the course, effective teaching with social impact **can** take place also 100% digital. When the pandemic is over, we expect much teaching to go back to some form of mixed teaching with certain elements taking place in the presence and some digitally.

DELIVERY PHASE

The delivery phase can be roughly split into three main parts: the start, the central portion of the implantation, and the end. Different topics are of higher importance in each part, which will be presented in the following paragraphs.

START

The beginning of the course is incredibly crucial. This is where groups are set up, challenges are presented and chosen or appointed, and the foundation for the following course duration is created. As students' motivation is a critical success factor later, it is preferable to **let them choose their challenge** so that their identification with it is higher. The **challenge** needs to be on an **adequate level** for the students to achieve the intended results. When collaborating with a third party, interviewees stressed the necessity of a **joint kick-off meeting** with all stakeholders. The primary purpose being that everyone, the students, partners, and lecturers all have a **common understanding of the challenge**, **why it is essential**, what the **expectations regarding their respective roles** are, and to **clear out discrepancies** therein, the last point being one of the key barriers identified in our interviews. At the kick-off meeting, multiple participants also insisted on the importance of setting up and agreeing upon **clear rules of communication and engagement**. All these points listed above (understanding, reason, roles, communication) can then **go into a single document** ("memorandum") that is signed by all parties and sets the foundation for further collaboration.

Looking at the digital implementation of such courses, an important thing to remember is that students, partners, and lecturers will work in **different circumstances**. Good communication and collaboration are critical. Keeping this in mind and **using usable tools for everyone** is one way to prevent technical issues stemming from different access points in their roots. This can mean using tools that might not have the best functionality but work reliably on a broad array of operating systems and devices.

Many mentioned as key barriers **missing technical support** in licenses and other infrastructure. There is no clear short-term solution for this other than reverting to available and free of use. Long-term, with successful course implementations gaining attention from the HEI leadership and possibly acquiring additional funds. These points can and should be addressed directly initially, as they usually do not improve much during such a project. There will most likely be a difference between the tools available for the HEI, and the partner and students will have different operating systems, internet access speeds, and general infrastructure (cameras, microphones, etc.). **Agreeing on a set of tools** (communication, data sharing, etc.) usable by everyone is as important as the selection by the lecturer for the course. This can prevent one of our interviewees' main issues during the course, which was technical issues with tools, sound, and connection.

DURING

After the joint kick-off, the real work starts. Straightforward project management is crucial if the course is set up as a joint project. The structure a good project plan can give to the students and the partner cannot be underestimated. In general, **splitting up the time into different phases** for the students following a clear framework (e.g., Design Thinking or classic waterfall project management) adds to that and helps the students identify the essential next steps in their journey. An accompanying seminar can be beneficial to give the students more support and fix points. This could go into content on the challenge they face or address collaboration, project management, and communication skills.

The last point most likely being the most important one. In many of our interviews, communication between all stakeholders was deemed one of the most critical drivers for a successful project. For this, many mentioned adhering to the memorandum listed above. **Clear contact persons and times of communication** were also noted. So, for example, the student group has the head of funding of the NGO as their contact person, and every Wednesday at 4 pm, one hour with her to give an update on progress and ask questions.

Additionally, **frequent** sessions of the students with a contact person at the HEI (e.g., lecturer, tutor, mentors, etc.) to **reflect** and get **feedback** also help keep the students on track while learning from their experience, thus keeping up motivation. Decreasing student motivation was one of the critical barriers to successful courses! Having an eye on this from the HEI perspective is thus crucial. The regular sessions of students and their contact persons at the partner and the HEI also help quickly adapt to the project's changing circumstances. As with any project, there are always uncertainties and risks that might come up, and the group must react. Keeping this in mind, in other words, **staying flexible during the project** was noted as necessary.

In terms of digital possibilities, interviewees agreed that intelligent use was helpful. A frequent example was the regular meeting with the partner via a digital communication channel. However, many participants agreed that the use of presence can have significant advantages where possible. This includes team-building of the student group, joint brainstorming and project work sessions, and especially the final presentation.

DELIVERY PHASE

END

This leads us to the final leg of the project, the end. Endings have power and should be handled with care. The students have, most likely, put much work into the project and should be allowed to **present** their **findings to the partner**. This has two benefits. Firstly, the partner gets the opportunity to directly ask questions so that the organization **clearly understands** what the students came up with.
Moreover, from an educational point of view, possibly even more important, the partner organization can **appreciate** the work. Depending on the choice of assessment, already discussed on page 15. this presentation forms one element of the students' grades. One tip by many interviewees for the timing of the presentation was to make sure that it does not collide with the exams at the end of a period. This gives the students enough freedom to prepare the presentation.

Depending on the success of the project (where success is very subjective) from the point of view of the HEI and the partner, the end also presents the opportunity to discuss the continuation of the collaboration between HEI/lecturer and partner. As noted during the development phase, finding good partner organizations is quite hard, so good **long-term partner management** is beneficial (for both parties). It uses the chance to directly agree upon another future project for the next semester or year. It can be the case with smaller organizations that do not have multiple challenges after finishing the first one. Staying in touch is still very helpful for possible future collaborations. Also, they might be connected to other potentially interested partners and establish the first contact, thus overcoming the most significant barrier of cold-calling new partners.

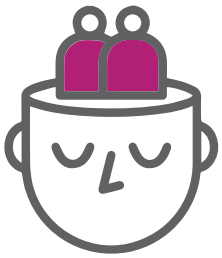
REFLECTION PHASE

After the final presentation has been held, it makes sense to reflect on the experience for all stakeholders. Did the course create a societal impact? How did it affect the students? Some interviewees tackled these questions with surveys from the lecturers firstly to the partners regarding their satisfaction with the result. In most cases, interviewees regarded the course to have created a social impact, while they qualified its impact to **increase with subsequent course iterations**. As many participants have mentioned for the development phase to plan with a pilot phase, this makes sense. After an entire course, gaining insights and experience can lead to improvements for the next iteration. A process that never ends as every project is, by definition, unique and will create new insights and reveal further opportunities for improvements.

Partners were mainly happy, as their challenges were solved or at least some recommendation for future action presented to them. Also, the insights were often reusable for the community somehow. The findings often also **set off further projects** (either as a follow-up or completely new topics) or collaboration with the HEI differently. Lastly, in several cases, **students decided to stay with the organization** as either volunteers, interns, or working students to follow their newfound passion for social engagement.
Secondly, questionnaires with students showed that **social issues can be created, motivation for social engagement fostered, and further social work after the project was encouraged**. Aside from this, their collaboration skills typically increased, thus preparing them for a workplace where project and joint work are the norms. However, it has to be stated that it is still quite hard to measure such projects' impact on society. The authors hold that when students and students can support social organizations motivated to engage, the value cannot be overstated.

Successful projects can also impact the HEI, leading to an **increased interest in the teaching format** and potentially higher support for future implementations and help in extending the network with social partners.

Regarding holding the course completely digital in times of the pandemic, a few interviewees mentioned that students were experiencing **loneliness and decreased motivation as a direct result of social distancing**. We believe that this does not directly relate to holding such courses completely digital and more to the social distancing rules, leaving the option of 100% digital for future implementations when students work across regions with partner organizations in different countries, e.g., on a different continent.



2.6 CONCLUSION OF RESEARCH RESULTS

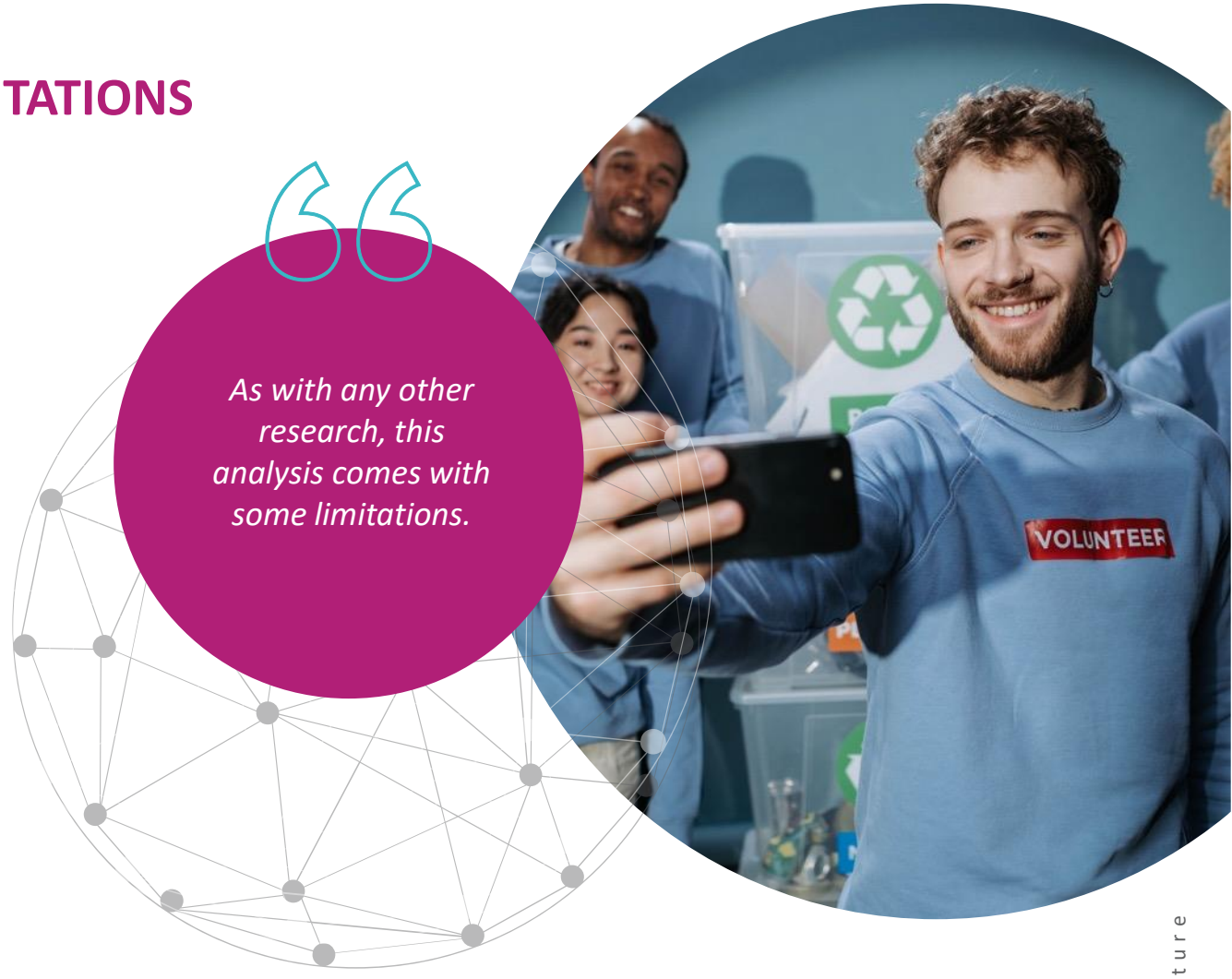
In conclusion, a straightforward process for developing effective social impact teaching can be identified with specific key barriers to keep in mind and drivers to push in each phase. Starting with an assessment of the own motivation and digital literacy, the course's suitable preparation and development can be initiated. The key during this phase is to find suitable partner organizations and establish reliable support structures for the students.

During the actual course, the kick-off with all stakeholders and the establishment of clear communication rules that every party agrees and adheres to are essential for running its course as smoothly as possible. The selection of suitable ways of collaboration and communication is crucial. Continuous reflection and feedback for the students are as critical as a joint final presentation. The students appreciate their work and show their insights and recommendations to the partner.

After the completion, the partner and lecturer should again reflect on the project and see how the course can be improved and if follow-up or new joint projects can be pursued. Especially when starting with such a teaching format, it has been stressed that the first run should be seen as a pilot with a continuous improvement cycle after each iteration.

2.7 LIMITATIONS

As with any other research, this analysis comes with some limitations.



First, the statistical basis for our quantitative analysis is comparably tiny and thus offers limited insights into the broader population. It is also tilted towards very open-minded and comparably stronger digitally literate participants who were both willing to answer our questions and had the targeted experience with social impact generation in teaching.

Second, the COVID-19 pandemic is still very present and has significantly impacted teaching in the last two years. It remains to be seen how the new developments in the digital realm will be transferred back into the present teaching.

Third, with interviews taking place in multiple countries and being conducted in local languages, some insights might have been lost in the translation and summarization to English.

03 BEST PRACTICE CASES

Click for fast and easy navigation

3.1

INTRODUCTION

WE USED A THOROUGHLY DISCUSSED LIST OF CRITERIA FOR OUR BEST PRACTICE CASES WITH WHICH WE EVALUATED ALL OUR DIFFERENT CASES.

THE MAIN POINT WAS TO COLLECT A RELATABLE AND APPLICABLE RANGE OF CASES FOR A BROAD AUDIENCE

Given the wide variety of study participants and social impact in general being a cross-sectional topic, we want to offer the widest possible range of applications. So we targeted cases from different study fields.

Second, we wanted to give examples for different levels of digital readiness and social readiness. As our study and broader studies have shown, the level of digital readiness varies locally and regionally. We do not want to exclude motivated lecturers because of less experience with different digital tools. The same holds for "social readiness," We mean the experience with teaching while creating social impact. Many of our participants highlighted the learning curve from semester to semester in such courses. We want to offer inspiration both to beginners and already experienced social impact generators. Therefore, we tried to integrate different levels in our case selection.

GENERAL INFORMATION: "AT A GLANCE"

FOR A COMPARABLE STRUCTURE, WE WILL PRESENT EACH CASE AS FOLLOWS

STUDY FIELD:
The study field shows the respective course. This gives the first orientation on whether a similar setting or challenge might make sense for the interested reader.

DIGITAL READINESS:
With a digital readiness rating, we want to give a comprehensive idea of how complex the digital implementation of the given case was. We will diverge from the scale used in our survey using a scale from low to medium to high, where a low rating refers to only limited use of a select few easy-to-use tools. In contrast, high refers to using multiple complex tools interrelatedly.

SOCIAL IMPACT EXPERIENCE:
Highlighting the challenge of measuring social impact in our previous chapters, we want to give a rough indication of the perceived impact here, again using a low, medium, large scale.

LOCATION:
The location lists the city and country of the case. As there are differences in possibilities of HEIs in different countries and different challenges that might be prevalent at a given location, this may help in better assessing the case from a reader's point of view.

TARGET GROUP:
The target group refers to the students being addressed by this course, either from Bachelor's or Master's level.

PARTNER ORGANIZATION:
Here, depending on the type of case being presented, can either be listed specific partner organizations such as a specific NGO (e.g., the red cross) or a pool of NGO municipalities.

TEACHING METHODS (DURATION):
This point lists the chosen teaching method, such as service-learning or hackathon, and the duration, e.g., an entire semester or over a weekend.

WEBSITE:
For interested readers, further information can be found at a website of the offering, should it exist. If so, the link will be listed here.

CASE DESCRIPTION

FREQUENCY:
As many of the cases are projects, which have by definition a specific start and end, the frequency with which the individual cases are done, is of high importance. This also shows how often the lecturers can improve the offering.

SOCIAL IMPACT:
Aiming to support lecturers creating social impact in their teaching, this point is of special relevance. We try to give examples of tangible results achieved in the case.

STRUCTURE:
This part goes into more detail on how the offering was structured and can link to certain success factors mentioned in the previous chapter.

CASES

	DURATION			SETTING		
Case Name	Weeks	1 Semester	> 1 Semester	Service Learning	Workshop / Hackathon	Project
Marketing Projects in Münster		x		x		x
Professional Center Organizing Service-Learning		x		x		
ECTS for civic engagement		x		x		x
Key competencies-oriented service learning		X		x		
Psychoanalysis and Digital Worlds			x	x		
International PR Impact Award Nominee - the NanoJesus			x			x
Statistical Methods in Market Research Course		x		x		
Pop-up Socially Innovative Rural Hubs in Croatia		x		x		
Entrepreneurship of NGO's		x		x		x
Social Aspects of (Digital) Technology						x
DOKKICA - Good Practice of Involving Young People			x	x		x
Social Impact Award Croatia		x				
Education for Children			x	x	x	
Language Courses for High School Students			x			x
Digital Tools in Social Sciences and Humanities			x	x		
Introduction to Data Mining	x				x	
Solving the Youth Unemployment		x				x
Inspiring Future Societal Solutions via an Online Community of Practice				x		X
Connecting Two Cities, the Portal Project				x		x
Moving the Cities	x				x	

MARKETING PROJECTS IN MÜNSTER

3.2

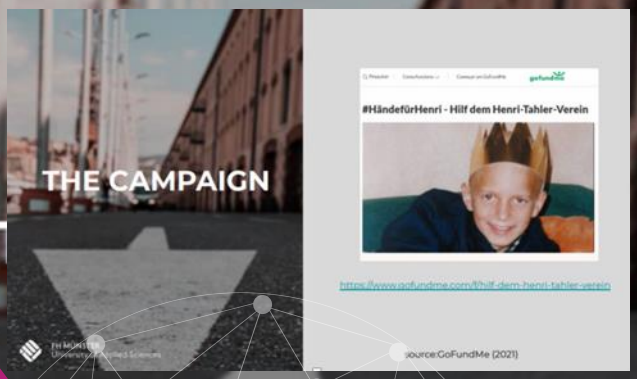


Figure 12: Pro-bono semester project for Henry Thaler e.V.
Source: Final Presentation of Marketing Project

AT A GLANCE

STUDY FIELD:	Business Administration - Strategic/International Marketing
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Münster, Germany
TARGET GROUP:	Bachelor and Master Business Administration students
PARTNER ORGANIZATION:	Pool of different NGOs from around Münster
TEACHING METHODS (DURATION):	Service-learning (full semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Every semester the Research Line Science-to-Society from the Science-to-Business Marketing Research Centre (S2BMRC) of the Münster School of Business at the FH Münster University of Applied Sciences carries out at least one pro bono project with a civil society partner to actively participate in human and social development.

SOCIAL IMPACT

Students from both Bachelor's and Master's levels can participate in this project. Depending on the group size of the respective semester cohort, four to six bachelor students are led by one to three master students in a project setting trying to solve a challenge that a partnering NGO is facing. This is always related to some marketing aspect. For example, one team created a fundraising campaign on an online platform generating donations that directly translate to the NGO supporting more parents whose kids have cancer.

STRUCTURE

The project always follows a designed structure with a pre-briefing between the partner organization and the responsible lecturer from the S2BMRC and one or more Ph.D. Candidates who will later guide the students. After concretizing the challenge, it will be presented to both student cohorts in one of the first lectures of the semester and other projects done with industry partners. The students set preferences and are later allocated to the respective projects. After this, a joint kick-off with the organization takes place, where the challenge is presented to the student group. The students then start their work, Master's students taking the role of project leaders and Bachelor students of project members while being consulted by the Ph.D. candidates. After two to three weeks, there is a re-briefing with the project partner. After official acceptance for the chosen approach, the student group dives into work. Weekly meetings with the Ph.D. candidate are mandatory, where progress is being discussed and reflected. The projects culminate in a final presentation of the results by the students. Everything took place online during the last semesters, with MS Teams being the primary means of communication and file sharing.

PROFESSIONAL CENTER ORGANIZING SERVICE-LEARNING

3.3

Figure 13: Service Learning Poster at University of Cologne
Source: https://professionalcenter.uni-koeln.de/lehre/service-learning

AT A GLANCE

STUDY FIELD:	Open for all faculties
DIGITAL READINESS:	Medium - High
SOCIAL IMPACT EXPERIENCE:	Medium – always a result in the end
LOCATION:	Cologne
TARGET GROUP:	Bachelor and Master
PARTNER ORGANIZATION:	Pool of different NGOs
TEACHING METHODS (DURATION):	Service Learning (full semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

The University of Cologne's professional center offers students and students of the TH Köln University of Applied Sciences every semester a service-learning course in which students can choose between eight to ten different projects, tackling the challenges of different NGOs.

SOCIAL IMPACT

The societal impact is felt differently depending on the partner organization and focus of the challenge. It can include creating educational videos showing the necessity of preventive measures against skin cancer, drafting social media campaigns for smaller NGOs to broaden their reach, supporting international students arriving in the city for a semester abroad, and getting them integrated.

STRUCTURE

The course is organized and coordinated by the professional center of the University of Cologne, and each semester, new projects are acquired, some with existing partners, others with new organizations. The challenges are jointly specified based on available resources and previous experiences. Significant is that a seminar matching the projects accompanies the challenge. For example, students are taught how to film, cut, and mix videos when creating a promotional video for an NGO. The professional center relies on experienced professionals to host these seminars and coordinates the whole semester so that the interdisciplinary groups of students get the skills needed to fulfill their respective challenges. The challenges are defined so that each accompanying seminar addresses more than one project group. At the start of the semester, the center presents the projects in a joint meeting, after which the students can select their respective projects. During the semester, they are then working on the challenge and attending the seminar, which is focused on teaching the general skills but not going into detail on their specific task. The semester culminates again in a joint final session, where the teams present their results.

ECTS FOR CIVIC ENGAGEMENT

3.4

Figure 14: Frankfurt University of Applied Sciences Logo
Source https://www.frankfurtuniversity.de/typo3conf/ext/dkd_fuas/Resources/Public/Images/logo.svg

AT A GLANCE

STUDY FIELD:	Interdisciplinary
DIGITAL READINESS:	Low
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Frankfurt University of Applied Sciences, Germany
TARGET GROUP:	Bachelor
PARTNER ORGANIZATION:	Mix
TEACHING METHODS (DURATION):	Volunteering (full semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Every semester, students of all faculties and study fields have the option to partake in the module societal engagement as part of their mandatory "Interdisciplinary Studium Generale". The main point of this part of everyone's Bachelor's degree at the university is to teach soft skills, interdisciplinary thinking, and collaboration.

SOCIAL IMPACT

The students can get credits for a wide range of volunteering activities, tackling many social, ecological, or cultural goals, such as supporting refugees in their integration, mentoring school children, or accompanying the elderly in their daily challenges. Students also have the option to bring in their ideas. With a minimum of 70 hours of volunteering, students can create quite an impact on their chosen activity during the semester.

STRUCTURE

The course starts with an introduction to social engagement, its history, and the significance of current issues. Students are taught the basics of critical factors for successful social engagement and volunteering. Afterwards, they decide on their respective activity. If they want to follow their idea, the lecturer must be contacted first. Regular one-on-one consultations and group reflections are mandatory during the semester.

At the end of the semester, the students must present and hand in a report presenting their partner organization and its key mission, their work during the semester, and profound reflections on their experience.

KEY COMPETENCIES-ORIENTED SERVICE LEARNING

3.5

Figure 15: Do good and collect credits
Source: https://www.uni-kassel.de/einrichtung/ukt/gesellschaftliches-engagement/ueber-service-learning

AT A GLANCE

STUDY FIELD:	Interdisciplinary course for multiple study fields
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Kassel, Germany
TARGET GROUP:	Bachelor students
PARTNER ORGANIZATION:	Pool of NGOs
TEACHING METHODS (DURATION):	Service Learning, Reflection (full semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Since 2014, the university offers its Bachelor students every semester the option to participate in its key competencies oriented service learning module, called “SchlüsSL”.

SOCIAL IMPACT

During the semester, the students work for a minimum of 60 hours in a social welfare oriented organisation. One example of the impact the groups can create was designing the afternoon activities for students at a particular support school focusing on emotional development.

STRUCTURE

The course follows a predefined course structure that specifically targets the transfer of key competence knowledge. After a joint kick off session, where the students get an introduction to the topic of service learning, the course structure and the challenges by various partner organisations. After this, they can either choose one of the challenges or propose their own. During the semester, they work on their challenge and get biweekly input sessions on the topics of project management, participation, teamwork, conflict management and how to do scientific work. The course ends with a presentation, and a project report is handed in with a predefined structure that is oriented on the topics mentioned above.

PSYCHOANALYSIS & DIGITAL WORLDS

3.6

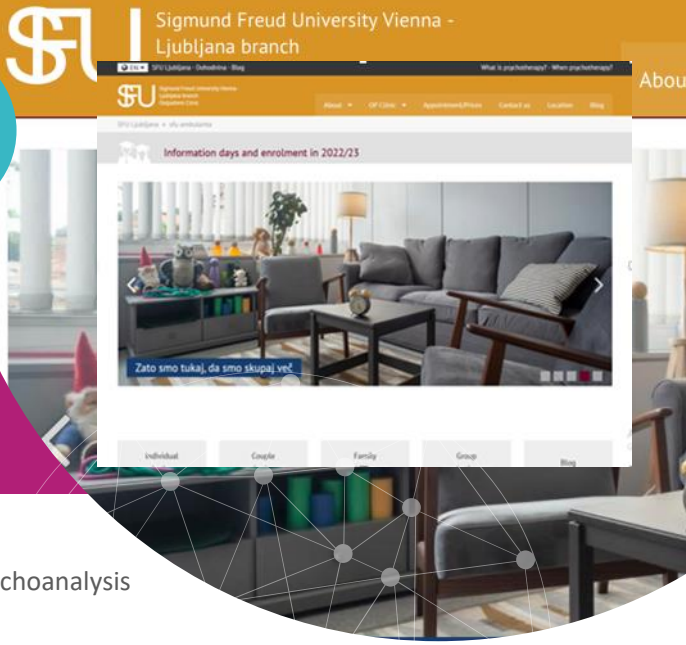


Figure 16: Outpatient clinic – Sigmund Freud University Ljubljana
Source: https://sfu-ljubljana.si/en/sfu-ambulanta/outpatient-clinic

AT A GLANCE

STUDY FIELD:	Psychotherapy and Psychoanalysis
DIGITAL READINESS:	Explorer/Integrator
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	Ljubljana, Slovenia/Vienna, Austria
TARGET GROUP:	Students and analysands
PARTNER ORGANIZATION:	Sigmund Freud University (SFU), Outpatient clinic
TEACHING METHODS (DURATION):	Blended teaching methods - classical discussions (supervisions, intervisions etc.), discussions and meetings over videoconferences; collaborative work tools and digital file sharing
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

In the framework of Sigmund Freud University (SFU) Ljubljana, an Outpatient Clinic and an Outpatient Clinic for Children and Youths offers, on an ongoing basis, psychoanalysis and psychotherapy with experienced and learning therapists. The clinics represent a crucial learning space for the students and a means of social impact for SFU.

SOCIAL IMPACT

Social impact is twofold, with two target groups: students and analysands. Last-year students of the 5-year programme are obliged to work there, under expert supervision, for a minimum of 150 hours in order to complete their training. Broad social impact and inclusion are ensured by offering therapy in Slovene, Croatian, Serbian and English languages, as well as by taking socio—economic statuses of clients into account.

STRUCTURE

In the Psychotherapeutic Outpatient clinic of SFU Ljubljana they psychotherapeutic programs are provided by experienced psychotherapists and teachers from different therapeutic modalities, as well as the students under supervision. Its aim is to train the students to become proficient in psychotherapeutic clinical work. Experienced practitioners guide students and potential analysands, striving to create the best possible matches, and continue to supervise their progress throughout each individual therapeutic process. All this is normally done in person. However, during the Covid-19 pandemic the Outpatient clinic moved all its activities online. The use of digital tools affected the structure of teaching and therapy (here, the boundaries are often blurred); it changed the analytical dispositif that plays with (non)visibility and (non)speech. Many thus believed that what they were doing when using digital tools was nothing more than a method of waiting for real work to continue. At the same time, however, it called for creative appropriation and (mis)use of digital tools - turning cameras off, turned the computers away from the speakers, etc. So, despite being rather convenient and in specific cases very useful, in fact, the question that arises apropos analytic and therapeutic practice has, firstly, to do with the very form the analysis takes, and, secondly (consequentially), its (diminished?) effectivity. In the end, this may prove to be important for social impacts. For the area of psychoanalysis and psychotherapy, best audit practice, then, might be that digital tools are used “singularly”, no more than needed and, if they are utilized, it must be done in the context of each individual analytic or therapeutic process.

INTERNATIONAL PR IMPACT AWARD NOMINEE - THE NANOJESUS

3.7

Figure 17: NanoJesus **Source:** project website

AT A GLANCE

STUDY FIELD:	3D scanning, 3D modeling and 3D laser nano printing
DIGITAL READINESS:	Advanced
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Vilnius, Lithuania
TARGET GROUP:	HEI students and staff
PARTNER ORGANIZATION:	Vilnius Archdiocese, “Go Vilnius”, public body “Invest Lithuania”, idea patron –Presidency of Republic of Lithuania
TEACHING METHODS (DURATION):	Service learning (one semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Each year, the holiday season at Vilnius’ Cathedral Square is marked not only by one of the most beautiful Christmas trees in the world, but also by the spectacular composition of the traditional Christmas Nativity Scene – the Holy Family, the Three Wisemen greeting the Holy Family, Shepherds and animals. In the picture above, you can see an exact replica of the Nativity Scene at Cathedral Square, which has been reduced to nanoscale dimensions, making it invisible to the human eye. In this nanoscale, Baby Jesus is smaller than a human cell! It took three months and the work of 30 people from VGTU, VGTU students and professors, the Laser Research Center at Vilnius University, micro-fabrication company Femtika and 3D-technology company Ideja 3D to develop and create the nativity.

SOCIAL IMPACT

World Records, and was talked about by the world's most famous daily newspapers such as the Guardian, The New York Times, The Washington Post, Ellen and many others. It has helped to highlight Lithuania as being one of the leaders in laser technologies in the world. It sends a message about the opportunities and achievements of the Lithuanian scientists and high technology market as well as the harmonious Vilnius city academic and cultural spirit. Vilnius is both a spiritually and technologically open city. A video posted by VGTU about the production of the model includes the greeting: "Welcome to high-tech Lithuania, Pope Francis." "We are small, but as you see ... size is an illusion," it concludes.

STRUCTURE

Students and professors at the "LinkMenu Fabrikas" center at Vilnius Gediminas Technical University (VGTU) developed the project along with local companies. The team first scanned the life-sized sculptures in the Cathedral Square nativity before making a digital model of the scene. They then reproduced the scene, but smaller by a factor of 10,000, and used a 3D printer to create it. Vilnius Tech feel very strongly that students must learn by doing and must learn to work in teams, especially multidiscipline teams. They actively seek out opportunities especially through LinkMenų Factory to engage with others. It is very important that VGTU students have a chance to work on such unprecedented interdisciplinary and multifaceted projects in cooperation with researchers, companies and public bodies.

STATISTICAL METHODS IN MARKET RESEARCH COURSE

3.8

Figure 18: Market Research Course Visual
Source: www.kreativna-riznica.com

AT A GLANCE

STUDY FIELD:	Business Administration, Entrepreneurship
DIGITAL READINESS:	Beginner
SOCIAL IMPACT EXPERIENCE:	Beginner
LOCATION:	Osijek, Croatia
TARGET GROUP:	Graduate Students
PARTNER ORGANIZATION:	Pool of different NGOs from around Osijek
TEACHING METHODS (DURATION):	Service learning (full semester)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

In the Statistical Methods in Market Research course, classes are taught during the summer semester with the goal of achieving greater social impact through the results of the teaching process. The instructor/mentor and students in the course select a case from the community and, based on the problem presented by a local non-profit organization, create a research plan with the intent of answering the business problems uncovered.

SOCIAL IMPACT

The selection of business cases within the course is limited to the field of creative industries. More specifically, the focus is on a non-profit organization from a sector of the creative industries. The main assignment of the course includes several phases: Identifying problems and challenges that can be addressed through research, developing a research plan, and conducting the research. Students prepare a research report in which they present research findings.

STRUCTURE

The teacher, in collaboration with the selected non-profit organization, puts together a presentation for the students that includes all the elements needed to design and conduct the research. After the presentation, each student team selects the research questions they would like to answer. Teams build a measurement tool that will help them answer the selected questions, conduct the research (use social media and local media as an invitation to research), analyse the data collected, and present the findings and recommendations in a final presentation to a representative of the non-profit organization. Non-profits can use the results presented as a basis for applying for future projects because they are based on a true analysis of local community needs. Because non-profit organizations taking this course often do not have the time, money, or expertise to conduct such research, the primary data collected and statistically processed in this course will be of great value to non-profit organizations. The mentor guides and advises students throughout the process and provides them with sufficient knowledge throughout the course. All final research reports and presentations are publicly available online.

POP-UP SOCIALLY INNOVATIVE RURAL HUBS IN CROATIA

3.9

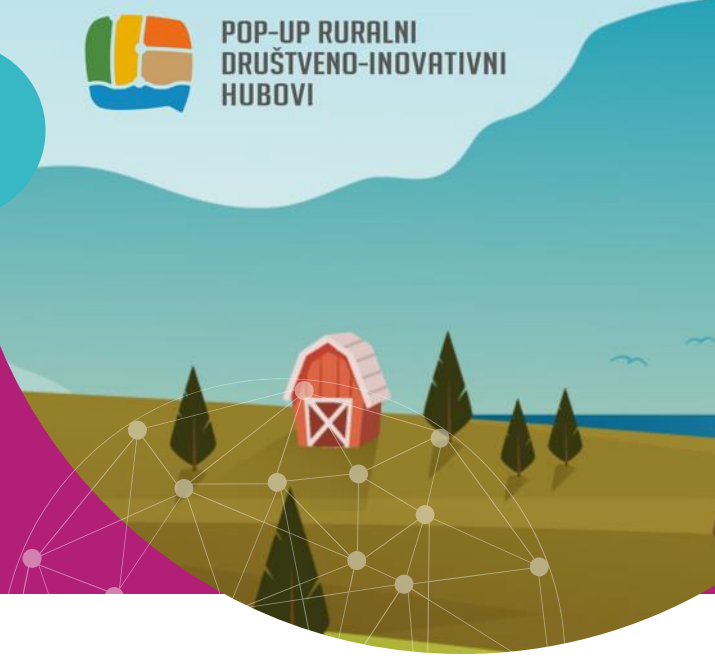


Figure 19: Project logo
Source: https://vern.hr/o-vernu/projekti/pop-up-ruralni-drustveno-inovativni-hubovi/

AT A GLANCE

STUDY FIELD:	Entrepreneurship Economics, VERN' University, Zagreb, Croatia
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Croatia: Zagreb, Vis, Međimurje county (Štrigova, Mala Subotica
TARGET GROUP:	Students, rural entrepreneurship ecosystem stakeholders
PARTNER ORGANIZATION:	Local Action Groups, Faculty of organization and informatics
TEACHING METHODS (DURATION):	Service learning
WEBSITE:	LINK / LINK

DETAILED DESCRIPTION

FREQUENCY:

Social Entrepreneurship and Social Innovation course always contains a strong project and service-learning component. In 2018-2020. the course focussed on the rural development through the service-learning project aimed on forming, testing and promotion of pop-up social innovation rural hubs.

SOCIAL IMPACT

The aim of the project was to contribute to the development of rural local communities by initiating socially innovative activities and the local economy and stopping migration from rural to urban areas, especially highly educated young people. The project had a positive effect on the stakeholders who were directly involved in its implementation. The outputs of the activities contributed to a better understanding of the needs and specifics of the community by the project partners. The effects and impact of the project on social entrepreneurship stakeholders and the local community are to be further developed and utilized by the local partners involved in empowerment of social entrepreneurs and social innovators in the rural communities.

STRUCTURE

The project developed, tested, and validated an inclusive and participatory program of service learning in the field of sustainable rural development through the cooperation of higher education institutions, civil society organizations, students, and local population in specific rural communities of Međimurje and Split-Dalmatia counties. The program is described through the methodology, presented in one of the project outputs - the Handbook for rural development through socially innovative pop-up rural hubs. Based on the developed and revised methodology and tools, the project initiated and supported new and existing socio-innovative micro-entrepreneurial ventures, potential generators of socio-economic development of local communities. The impact of the project is shown through the impact on key stakeholders in the project.

ENTREPRENEURSHIP OF NGO'S

3.10

Figure 20: EFOS Logo
Source: http://www.efos.unios.hr/?lang=en

AT A GLANCE

STUDY FIELD:	Entrepreneurship
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Osijek, Croatia
TARGET GROUP:	Students, NGO's
PARTNER ORGANIZATION:	Different NGO's
TEACHING METHODS (DURATION):	Project and experience-based learning
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Entrepreneurship in NGO's course is held once a year in winter semester. The course focuses on solving potential problems NGO's have in their work.

SOCIAL IMPACT

The aim of the project was to contribute to the development of NGOs in Osijek-Baranja County which need help in solving their problems (i.e., running a social impact problem, problems with fundraising, etc.) The project had a positive effect on the included NGO's in raising their operational knowledge in solving different problems which they may encounter in their work. The outputs of the activities contributed to better understanding of the needs and specifics of the community by the project partners. The effects and impact of the project on entrepreneurship in NGO's are to be further developed and utilized by the local partners involved in empowerment of NGO's and their role in solving society problems.

STRUCTURE

The project developed, tested, and validated an inclusive and participatory program of project and experience learning in the field of development of NGOs in Osijek-Baranja County. Students are divided into different teams and are working on one problem of same NGO or work on solving problems of different NGOs depending on how many NGOs have applied for help. Project has during several years supported several NGOs and through that created social impact. Due to the pandemic the project was run with help of different digital tools (i.e., ZOOM, MS Teams, etc.)

SOCIAL ASPECTS OF (DIGITAL) TECHNOLOGY

3.11

Figure 21: Digital literacy
Source: https://epale.ec.europa.eu/sl/blog/digitalna-pismenost-nasproti-digitalni-kompetenci

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AT A GLANCE

STUDY FIELD:	Media and communication studies
DIGITAL READINESS:	Expert
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	Ljubljana, Slovenia
TARGET GROUP:	Students
PARTNER ORGANIZATION:	University of Ljubljana, Faculty of Social Sciences, Centre for political science research
TEACHING METHODS (DURATION):	One Semester
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Media practice (1, 2) is part of the Bachelor's curriculum for students in the Media and communication studies.

SOCIAL IMPACT

By providing basic knowledge and skills from the field of media and cultural production, the main aim of the course is to contribute to the active civic participation of the participants. The course aims to empower students in navigating within digital spaces and broaden their ability to understand mechanisms on how information come to our digital devices. The course encourages critical thinking on digital literacy and exploration of the social aspects of the technology.

STRUCTURE

The course consists of 70 working hours (50 hours of practice, 10 hours of seminars, 10 hours other methods of work) and is designed modularly, each module involving the participation of different professionals. Through the seminars students learn about technologies, World Wide Web (www) and digital technologies. Through the practice the students gain basic programming skills and learn of social impacts of digital media and causal relationship between the Internet and the society. The course ends with each student preparing their own web-page to present themselves, their work etc.

DOKKICA - GOOD PRACTICE OF INVOLVING YOUNG PEOPLE

3.12

DJEČJI KREATIVNI CENTAR
DOKKICA

Figure 22: Dokkica Webpage
Source: https://dokkica.hr

AT A GLANCE

STUDY FIELD:	Activities for the young children
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	Osijek, Croatia
TARGET GROUP:	Children, young people
PARTNER ORGANIZATION:	A set of different organizations from Croatia and Europe
TEACHING METHODS (DURATION):	Experiential learning
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Once a year - ATTENTION! Swim on the Stage was created in 2012 as an idea to promote children's stage creativity, as a competition in five-minute performances of plays created as part of drama groups in primary schools. Since then, it has been held every year.

SOCIAL IMPACT

The tenth edition of the Festival was attended by 167 students (M = 57, F = 110) and 20 mentors (M = 1, F = 19) from 18 primary schools from 9 counties, and 22 performances could be seen on the virtual stage of DOKKICA. This Festival had a positive impact on the promotion of children's dramatic and stage creativity, the popularization of theatrical art among children, encouraging love for dramatic expression and theater and recognizing the dramatic creativity of primary school students and teachers.

STRUCTURE

Student Play Festival ATTENTION! We Swim on Stage 10 due to the epidemiological situation had to take place in the online edition. The grand opening of the Festival was broadcast live from the Branko Mihaljević Children's Theatre in Osijek on June 7 at 6 pm and the awards ceremony for the Festival participants, as part of the closing ceremony of the Festival, from the Osijek Cultural Centre on June 11 at 6 pm was broadcast live via Facebook and YouTube DOKKICA channel. Online forum Drama education and stage creation in school conditions and online workshops School lesson: Actors' forums were held via Zoom, and via the Facebook page DOKKICA within three blocks called ATTENTION! We present all the plays of the participants, which could also be viewed on the virtual stage at the LINK.

SOCIAL IMPACT AWARD CROATIA

3.13

Figure 23: Social Impact Award Banner
Source: https://croatia.socialimpactaward.net/news/

AT A GLANCE

STUDY FIELD:	Economy and Business
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Low
LOCATION:	Zagreb, Croatia
TARGET GROUP:	Bachelor and Master Business Administration students
PARTNER ORGANIZATION:	Pool of different NGOs from Croatia and institutions for education
TEACHING METHODS (DURATION):	3 months
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Every year NGO Croatian Office for Creativity and Innovation are organizing free workshops and webinars about social entrepreneurship. The goal is to promote social entrepreneurship and help young people to start their businesses.

SOCIAL IMPACT

All young people between 16 and 30 years old are eligible to participate in this project. This project is divided into two parts. The first part of the project is about education, about how to generate an idea business idea, what is a business model and how to start your entrepreneurship journey. In the second part of the project, we have 10 teams that have mentors and are working with them on developing and implementing their idea. All ideas/teams are working to solve problems in their local community

STRUCTURE

The project always follows a designed structure that is defined between organizers, faculties, partners, etc.... In this project, the participant has a chance to get from 0 to 100 in their idea. With the workshops and webinars, they will get help and knowledge on how to generate new ideas or how to put the idea from mind to paper. With the incubation process and with the application they will get feedback from mentors and experts which will help them to update their ideas. Also, through the incubation process with mentors and specialized workshops, they can reach the implementation of their idea!

EDUCATION FOR CHILDREN

3.14

Figure 24: A workshop at 404 Centre
Source: https://404.si/en/education/

AT A GLANCE

STUDY FIELD:	Engineering
DIGITAL READINESS:	Basic
SOCIAL IMPACT EXPERIENCE:	Low
LOCATION:	Ljubljana, Slovenia
TARGET GROUP:	Children
PARTNER ORGANIZATION:	404 Technological Centre
TEACHING METHODS (DURATION):	Workshops (one day)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Activities of 404 Center are spread throughout the year.

SOCIAL IMPACT

Throughout the school year, the 404 Centre organizes technical days in their workshop, where they try to enthral groups of primary school students about technology. Through a diverse morning program, they learn about various processes of fabrication, programming, electrical engineering, mechanical engineering, and 3D modelling.

STRUCTURE

Technical days: First contact with technology - Every year, over 2,000 primary school students visits the technical days, where they learn about programming, electrical engineering, mechanical engineering, and modern technologies.

Ljubljana Maker Faire: At the largest Maker event in Slovenia which promotes modern technology, innovation, technical culture and education and art in the field of modern technological and scientific processes more than 50 creators, makers, schools, institutes, faculties, and technology enthusiasts present their creations and transfer their knowledge and experience to others.

In addition, the 404 Centre carries out year-round and summer programmes and Saturday workshops on Soldering, Python programming, Arduino microcontroller programming, modelling activities, workshop machine management, etc.

LANGUAGE COURSES FOR HIGH SCHOOL STUDENTS

3.15

Figure 25: Teaching materials for teenagers
Source: Univ. of Ljubljana, Centre for Slovene as a Second and Foreign Language

AT A GLANCE

STUDY FIELD:	Linguistics
DIGITAL READINESS:	Beginner
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Ljubljana, Slovenia
TARGET GROUP:	Final year high school students
PARTNER ORGANIZATION:	University of Ljubljana, Faculty of Arts
TEACHING METHODS (DURATION):	Online course (3 months)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Three 45-minute lessons twice a week, 80 school hours.

SOCIAL IMPACT

The online course is intended for final year high school students who intend to enrol at a university in Slovenia and would like to refresh or improve what the students have already learnt.

STRUCTURE

The course is organized as a videoconference. The online classes are similar to the ones in a regular classroom. The teacher is with students live (online) and answers their questions. There is plenty of opportunities for conversation, phonetic exercises, grammar tasks, reading, listening and writing activities. The learning materials are sent via regular mail or e-mail.

DIGITAL TOOLS IN SOCIAL SCIENCES AND HUMANITIES

3.16

Figure 26: UAB Campus
Source: Jaka Repič

AT A GLANCE

STUDY FIELD:	Social and Cultural Anthropology, Faculty of Arts and Humanities, Autonomous University of Barcelona
DIGITAL READINESS:	Expert
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	Barcelona, Catalonia, Spain
TARGET GROUP:	Students and general public
PARTNER ORGANIZATION:	Autonomous University of Barcelona
TEACHING METHODS (DURATION):	Blended teaching (lectures, moodle, teaching and meetings over videoconferences; (full year)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

The Autonomous University in Barcelona regularly uses and develops digital tools in the higher education process as well as in the research projects. At the social sciences and humanities digital tools are commonly used blended teaching process and occasionally in online only teaching (as in the case of the COVID19 pandemic). Digital tools are used as supplementary tools throughout the full study year, some of them on daily basis (communication tools), others weekly (moodle and videoconference tools). During online teaching and hybrid teaching most digital tools were use on daily basis.

SOCIAL IMPACT

Social impact is mainly twofold, with two target groups: students and the general society. On the one hand use of digital tools enhance possibility of teaching, both in times of the pandemic with closing of contact teaching (use of videoconferences), and as a regular use to enhance teaching possibilities and impact (esp. use of open source moodle e-classrooms and related tools). On the other hand, use of digital tools help relate to various groups and general society, for example as online demonstration of research results or other means of online communication.

STRUCTURE

Use of online teaching tools rely on the institutional support provided by the university, licensed software such as MS office and on open-source tools such as moodle, adopted by the university for all staff and students. Use of tools and building online skills is regularly supported by university in the form of voluntary workshops in which teachers and other university employees become acquainted with digital tools useful in their work. In social science and humanities, use of MS office, communication tools (e-mails, whatsapp, kahoot etc.), videoconference tools (MS Teams) and moodle e-classroom is sufficient for most tasks. Other specific research and teaching tools are also used.

INTRODUCTION TO DATA MINING

3.17

Figure 27: Illustration of data science classes
Source: UL FRI

AT A GLANCE

STUDY FIELD:	Computer science and engineering
DIGITAL READINESS:	Expert
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Ljubljana, Slovenia
TARGET GROUP:	Students, academia, industry
PARTNER ORGANIZATION:	Univ. of Ljubljana, Faculty of Computer Science & Engineering
TEACHING METHODS (DURATION):	Workshop (5 hours)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

One-day 5-hour hands-on course on key approaches of data science.

SOCIAL IMPACT

The Orange tool enables to perform simple data analysis with data visualizations. It helps to explore statistical distributions, box plots and scatter plots. Participants of the course can later dive deeper with decision trees, hierarchical clustering, “heatmaps”, MDS and linear projections. The tool is used at schools, universities and in professional training courses across the world. It supports hands-on training and visual illustrations of concepts from data science. There are also widgets that were especially designed for teaching.

STRUCTURE

Participants of the introductory course learn about data visualization and machine learning. After completing the course, they should be able to analyze their own data and use them to develop predictive models.

The course consists of four themes:

1. Data exploration and visualization.
2. Clustering, uncovering of groups in data.
3. Classification and predictive modelling.
4. Analysis of survey data, data from marketing, and voting data.

SOLVING THE YOUTH UNEMPLOYMENT

3.18

Figure 28: Knowledge Factory
Source: CERK website

AT A GLANCE

STUDY FIELD:	Economics & business
DIGITAL READINESS:	Intermediate
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	Banja Luka, Bosnia & Herzegovina
TARGET GROUP:	Students
PARTNER ORGANIZATION:	University of Banja Luka, Faculty of Economics
TEACHING METHODS (DURATION):	Co-working hub (duration not specified)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Pilot project.

SOCIAL IMPACT

The specific objective of the pilot project is to develop model for social enterprise which will increase employability of young people and to accelerate their market penetration trough and with help one of the services: career planning, generic skills, specific skills or entrepreneurship. Specific goal is to create a unique collaborative, co-working concept which could be a role model for different communities in Bosnia and further.

STRUCTURE

1. A learning area for different type of workshops.
2. E-hub area for young entrepreneurs, ex-workshops attendees which would be used for networking, joint business projects, small entrepreneurship project promotion and development etc.

INSPIRING FUTURE SOCIETAL SOLUTIONS VIA AN ONLINE COMMUNITY OF PRACTICE

3.19

Figure 29: BIG InternPrize logo
Source: project website

AT A GLANCE

STUDY FIELD:	None specific
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Akdeniz, Turkey also online via COP
TARGET GROUP:	VET and HEI students
PARTNER ORGANIZATION:	Entrepreneurs and Business owners
TEACHING METHODS (DURATION):	2 year project, self-guided online learning
WEBSITE:	Community of Practice | Ideas Generation (viscontiproject.eu)

DETAILED DESCRIPTION

FREQUENCY:

Business Ideas Generation creates new training approaches in entrepreneurship and generates opportunities for young people to share creative sustainable business ideas. The BIG InternPrize Community of Practice is an online and digital space which brings together members of staff/students from the partner organisations and entrepreneurs. The web-based platform is a place to engage in learning activities and share/peer review business ideas. Digital community building is at the core of this project. The community of practice pushes students out of their comfort zone, to do things they wouldn't usually do but to do it in a very disciplined way with clear guidelines and instructions.

SOCIAL IMPACT

In terms of social impact, the project seeks to inspire youth led start-ups to be developed with due consideration of all economic, ethical, environmental, social responsibility and technical aspects necessary for a successful business. Designing solutions for today's social problems requires an entrepreneurial approach. By helping to build young people's entrepreneurial mindset, the project creates a new wave of problem solvers. An entrepreneurial mindset is a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings.

STRUCTURE

BIG Internprize provides a space in the Community of Practice for existing entrepreneurs and those in business to engage and connect with educators and students. BIG Internprize places great emphasis on the how teachers now more than ever, need to be great communicators. The project challenges educators to create digital lessons which respond to how students like to consume media. BIG Internprize educators make short concise "episode" like video lessons that they students can "binge" on. For students, the BIG Internprize Ted talk format is a hook. They got to learn how to deliver an engaging talk and become a "TED talker".

CONNECTING TWO CITIES, THE PORTAL PROJECT

3.20

Figure 30: PORTAL: An Interactive Bridge to Unit

AT A GLANCE

STUDY FIELD:	Engineering, Design
DIGITAL READINESS:	Medium
SOCIAL IMPACT EXPERIENCE:	Medium
LOCATION:	Vilnius, Lithuania
TARGET GROUP:	Bachelor Students, those connected to LinkMenų fabrikas
PARTNER ORGANIZATION:	Municipalities, NGOs, local businesses and others
TEACHING METHODS (DURATION):	Service-learning (several semesters)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

This project took 5 years to plan and execute with the bulk of the work taking place during the COVID19 pandemic in the final two years from 2020 to 2021. The Portal installation was due to be in place for a 3-month period from May – July 2021. But such has been the impact and love for the project that it is still running in at the time of this case study collection in November 2021. Vilnius Tech involvement of staff and students took place over multiple semesters.

SOCIAL IMPACT

In 2021, in Lithuania's capital Vilnius, the Portal - a high-tech installation helped people to rediscover a sense of connection with others. It was a welcome initiative that came shortly after a wave of pandemic-induced lockdowns which asked people to stay at home, isolate and refrain from travel. In terms of social impact, the Portal served as a visual bridge and a global community accelerator to bring people of different cultures and countries (Lithuania and Poland) together. Resembling the wheel of time, the Portal is a large circle which is connected to another Portal in Lublin. Staff and students from Vilnius Tech worked on the project, some for design, some for construction, some for marketing etc. Engineers from the Vilnius Tech creativity and innovation centre LinkMenų Fabrikas built the Portal. They chose a circle, a well-known and recognised sci-fi symbol, for the visual "bridge". It allows a person to travel and experience reality on the other side of the huge circle by getting in touch with another individual. The high-tech sculpture connects people in real-time. Passers-by wave at each other, sing or even dance together through the screen. It looks as if a science-fi comic has suddenly come to life.

STRUCTURE

Vilnius Tech feel very strongly that students must learn by doing and must learn to work in teams, especially multidiscipline teams. The main learning outcome for the students who participated was the experience gained from working on a real market project, real communication with business… learning by doing. The students learned how to use technology to bring people together. Students learned digital design, they were involved in the design of each piece. They gained insights into the digital media element, for example how to make the screen work during the day and also during the night. All of the students learned about digital marketing in this project. The project received global recognition and was picked up and featured by BBC News. In terms of digital learning, because of COVID nearly all of the meetings for the project were held online. This gave students and staff a real taste of remote, multidiscipline work and project management.

MOVING THE CITIES

3.21

Figure 31 Moving the Cities 2021 logo
Source: https://www.uas7.org/en/projects-partners/moving-cities

AT A GLANCE

STUDY FIELD:	Interdisciplinary (engineering, business administration, etc.)
DIGITAL READINESS:	High
SOCIAL IMPACT EXPERIENCE:	High
LOCATION:	All around the world (USA, Brazil, Chile, Germany, …)
TARGET GROUP:	Master students
PARTNER ORGANIZATION:	Sponsored by SAP
TEACHING METHODS (DURATION):	1 week start up sprint (1 week)
WEBSITE:	LINK

DETAILED DESCRIPTION

FREQUENCY:

Moving the Cities, which unites students, professors, industry representatives, and universities worldwide, has been reoccurring annually since 2018. In its last instance, in 2021, 145 students from 10 different universities from Brazil, Colombia, Chile, the USA, Germany, and England came together to tackle one of three SDGs (good health and well-being, quality education, and climate action).

SOCIAL IMPACT

The students were split into 20 international intercontinental groups, focusing on three SDGs 3, 4, and 13. Every group then came up with a social business idea to address their sustainable development goal, either locally for their city or region or on a bigger scale. The winning group got a small start funding while everyone was encouraged to pursue them. Thus, start-up ideas for the SDGs were developed and likely further pursued by entrepreneurial students in every participating city.

STRUCTURE

The participating students had one week in which they got to know their group, participate in various informational sessions on the different SDGs, as well as the tool they were all going to use. This was based entirely on a Mural board, available for them in a group specific Microsoft Teams team. With a ceremonial official hybrid kick-off session, the real challenge then set off. Every team got assigned their challenge, and access to their Mural boards was granted. The teams had one week to go through a complete design thinking process from empathy right up to business model development and then had to pitch their idea in front of an international jury in a semi-final per SDG. The winning groups then presented their pitch in a grand finale, closing the event.

04 WHAT COMES NEXT

4.1 SUMMARY & CONCLUSION

We were able to show that there are clear vital barriers and drivers in the creation and implementation of courses that aim to convey content and create social impact. Our report has organized these findings and three phases: Conceptualization, Delivery, and Reflection. In each of these phases, different elements come into play that should be recognized and kept in mind by those organizing such courses, mainly the lecturers. When dealing with external partners, communication is critical and must be actively shaped.

As one conclusion from the combination of our desk research, survey, and interviews, we can say that social impact can be part of many different curricula. Second, many of these key drivers and barriers are universal for the different fields and backgrounds.

With the challenges we face, getting HEIs more involved and students more engaged is crucial to address them and find solutions. We hope that our findings help more lecturers to pursue this actively.

4.2 OUTLOOK

With this report, the exploration phase of our project ends, and we can turn towards Phase 2: Development. We want to develop an online tool that supports (primarily HE) lecturers in developing and implementing service-learning teaching formats in their HEIs. Our approach here will be to bring our learnings from research into an easily comprehensible guiding tool that offers help throughout the identified stages of the process by highlighting the different barriers and drivers, giving suggestions for digital tools, course structures, and further information points.

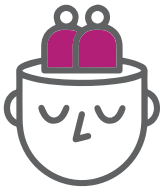
With this, we hope to contribute to the further growth of service-learning in Europe and help HEIs fulfil their third mission.

CLEAR REQUIREMENTS FOR OUR TOOL ARE:

GUIDELINE FOR:

DESIGN
- Key Success Factors
- Barriers to keep in mind
- Helpful activities, lessons & resources (both digital & analog)
- Suitable digital tools

DELIVERY
- Key Success Factors
- Barriers to keep in mind
- Helpful activities, lessons & resources (both digital & analog)
- Suitable digital tools



REFLECTION
- Key Success Factors
- Barriers to keep in mind
- Helpful activities, lessons & resources (both digital & analog)
- Suitable digital tools

05 FINAL REMARKS

5.1 PROJECT WEBSITE

Stay tuned for the progress of our project on our website:

5.2 ACKNOWLEDGEMENTS

This report was created in a joint effort by all project participants:

This report was created in a joint effort by all project participants: (listed in alphabetic order per partner)

- **FH Münster University of Applied Sciences:** Kerstin Kurzhals, Luis Kurzhals, Dominik Lappenküper, Cora Merstetter
- **Institute For Innovation and Development of University of Ljubljana**: Dan Podjed
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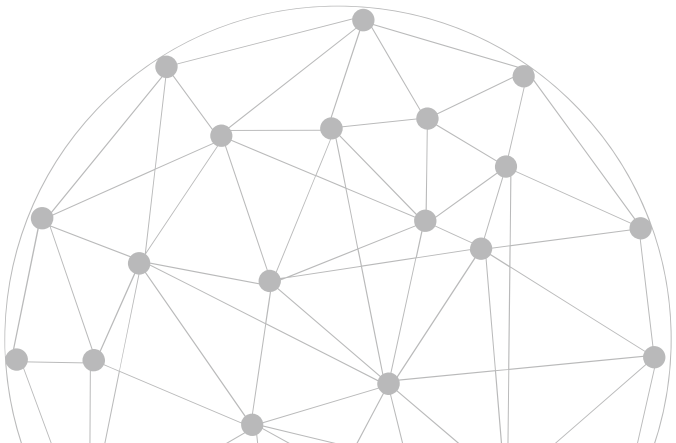
54 digital social impact experts from 16 countries provided insights into the DSI Best Practice Audit via interviews held by all project partners. DSI project consortium is grateful for the valuable input and insights provided by the interviewees.



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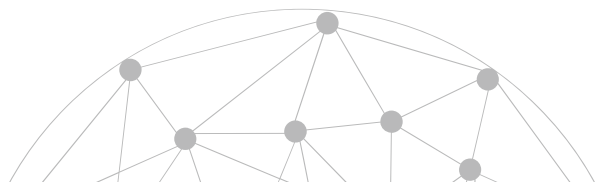

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