

The development of Service Learning in German Higher Education

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Overview

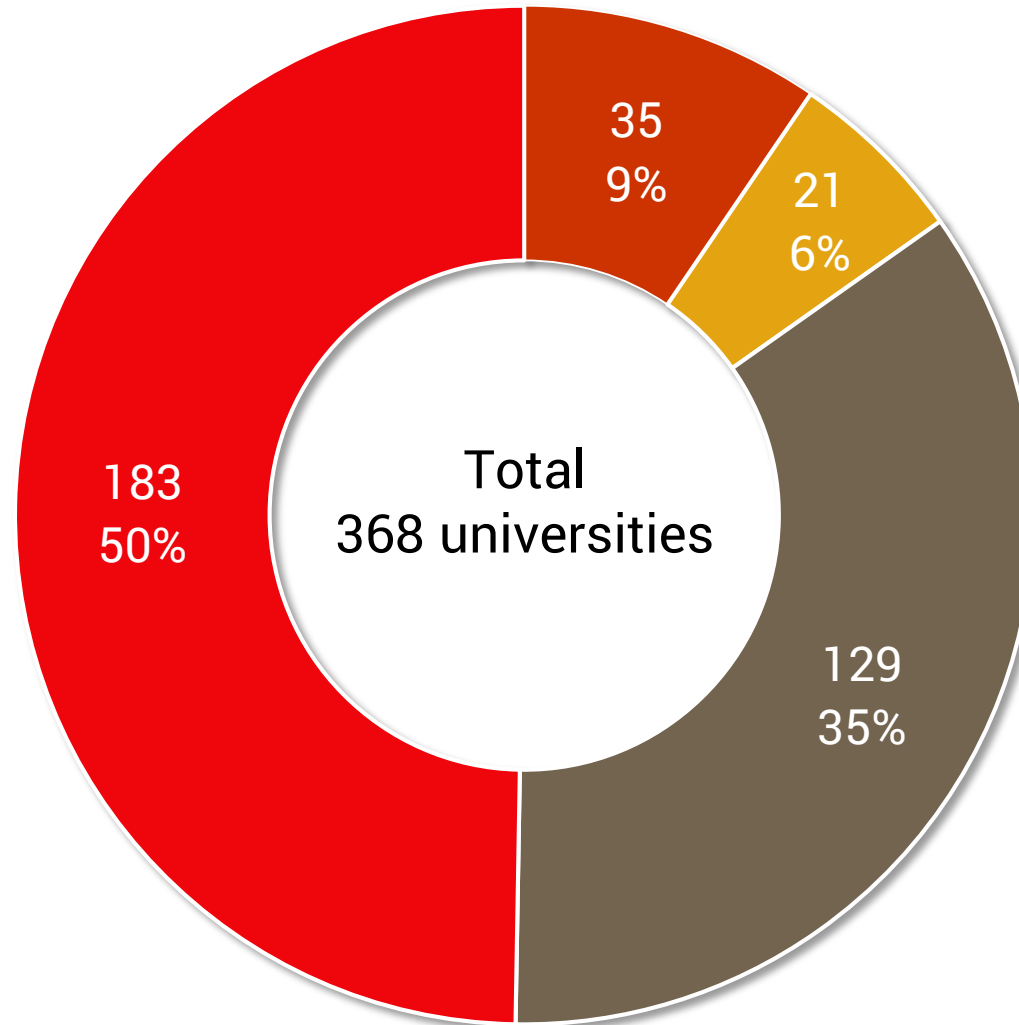
1. Survey about Service Learning in German HEI (Backhaus-Maul/ Roth 2013)
2. Chronology of Events
3. Keywords in a collection of syllabi
4. Conclusion and next steps



1. Distribution of Service Learning in HEIs in Germany – online survey in 2011

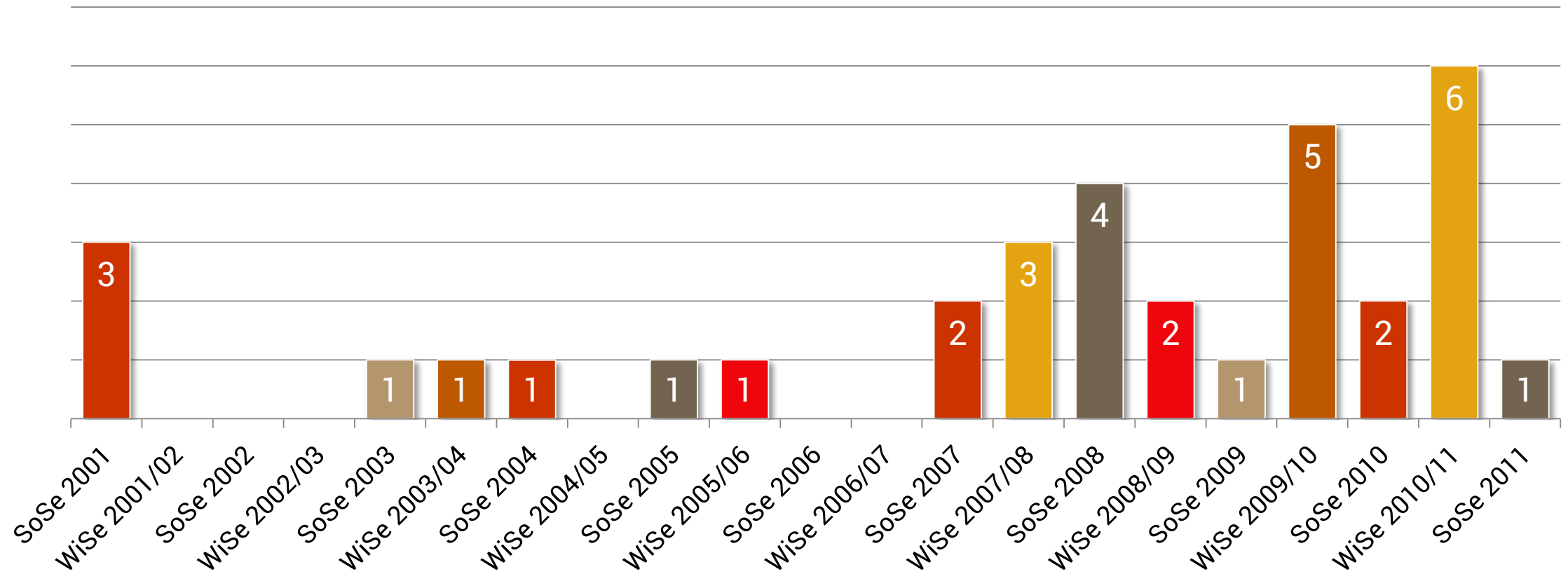
Description of Service Learning:

- Concept of learning and teaching
- Students work in a community oriented project
- Students reflect their experiences in classes at university



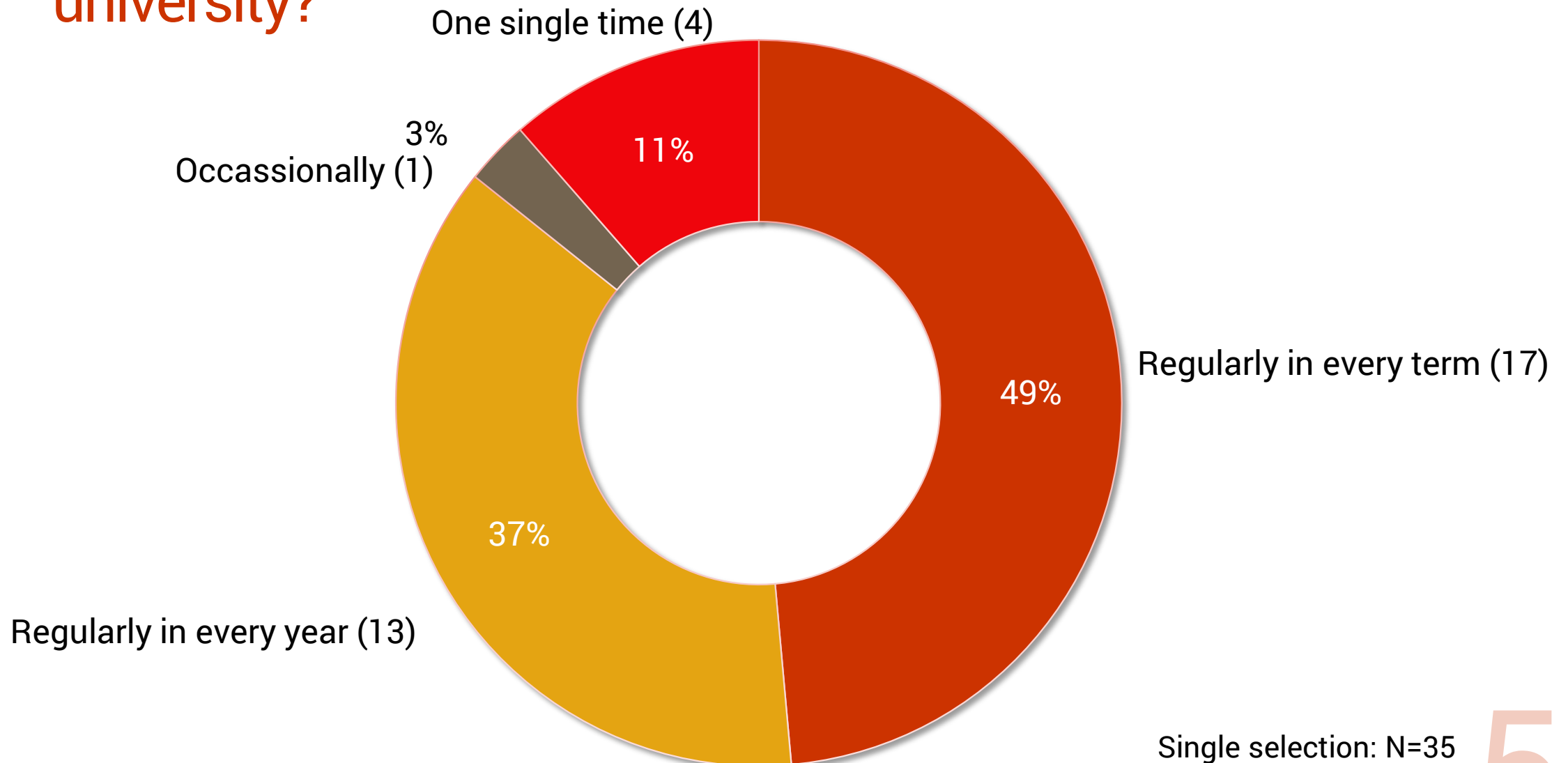
- Presence of Service Learning – details available [35]
- Presence of Service Learning – no details available [21]
- No presence of Service Learning [129]
- No response [183]

1. When did Service Learning take place at your university for the first time?



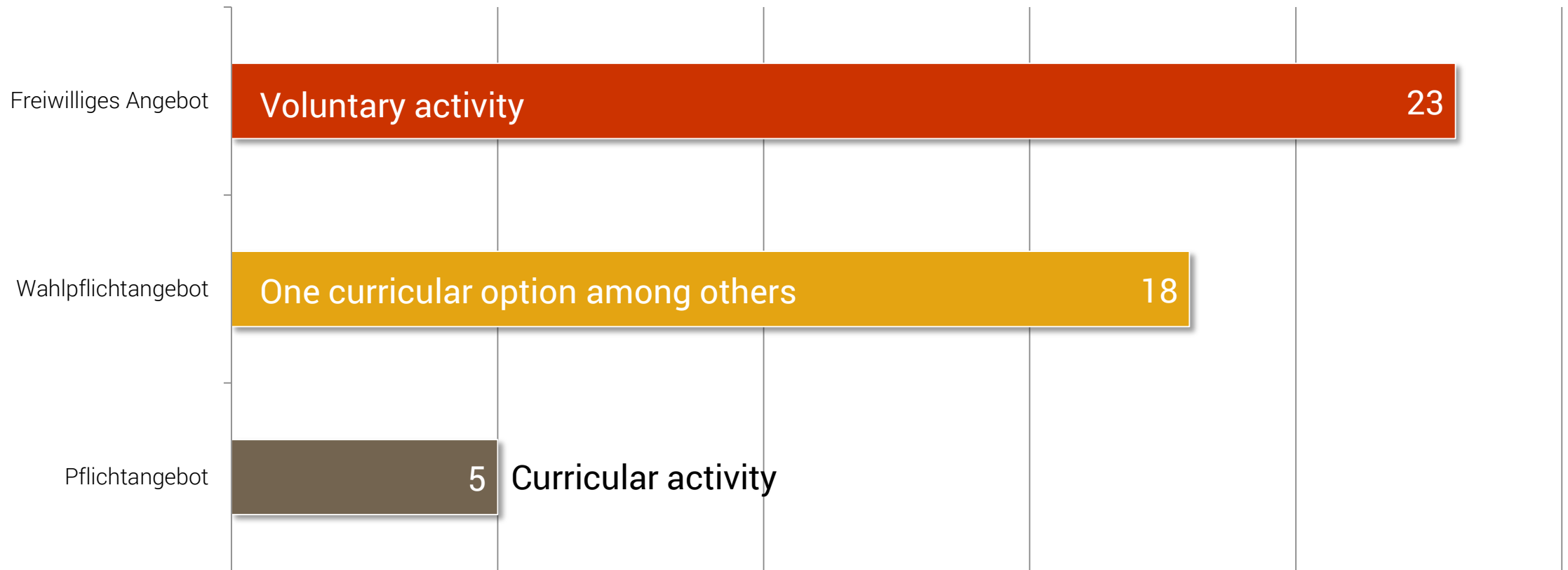
Single selection: N=34

1. How often does Service Learning take place at your university?



Single selection: N=35

1. Is Service Learning integrated into the curriculum at your university?



Multiple selection: N=35

1. Qualitative case studies – introduction of the universities

	University Duisburg-Essen	University of Cologne	University of applied sciences Ludwigshafen am Rhein	University Mannheim
Year of foundation	In 2003 merger of two formerly independent universities	In 1388 initial foundation; refoundation in 1919	In 2008 merger of two formerly independent universities	1907
No. of students	37.304	37.650	Aprox. 4.000	Approx. 11.200
Year of first SL	2005	Winter term 2010/11	Winter term 2010/11	Summer term 2003
Presence of SL within the university	7 departments and multidisciplinary „options module“	Multidisciplinary „options module“ offered by the Professional Center	Multidisciplinary modules in two different departments	7 different courses of study
„location“ of the person responsible for SL	intra university center for SL and 3M with strong bonds to academic chair of organizational psychology	Professional Center	Teacher for special tasks	SL coordinator works under the authority of the vice president for Teaching and Learning

1. Main characteristics of the universities and their SL approach

University Duisburg-Essen	University of Cologne	University of applied sciences Ludwigshafen am Rhein	University Mannheim
<ul style="list-style-type: none"> • SL initiated by a professor • Succeeded to acquire very high third party funding → start of the SL-center: • Realization of SL courses, education of university teachers and SL-coordination • Big challenge: acquisition of further funding 	<ul style="list-style-type: none"> • SL initiated by a member of the Professional Center • She developed and realized SL in a project-oriented way • learning focus on interdisciplinary key qualifications • University's management not interested in SL 	<ul style="list-style-type: none"> • First realization of SL by external teacher, initiated by a professor of the university • learning focus on interdisciplinary key qualifications for students in economics • presence of SL supported the merging process 	<ul style="list-style-type: none"> • SL initiated and realized by a professor • Strong support of a students group and an international foundation • University's management decided to create a new position – SL coordinator • Learning focus on disciplinary skills in different courses of study

2. Chronology of events – German publications on SL and 3M

2001 first two publications of German authors focusing on Service Learning and/ or civic education, focus on schools

2007 first publication exclusively on Service Learning at universities

- Baltes, A./Hofer, M./Sliwka, A. (Hrsg.) (2007): Studierende übernehmen Verantwortung. Service Learning an deutschen Universitäten, Weinheim: Beltz.

2009 second anthology on Service Learning at universities

- Altenschmidt, K./Miller, J./Stark, W. (Hrsg.) (2009): Raus aus dem Elfenbeinturm? Entwicklungen in Service Learning und bürgerschaftlichem Engagement an deutschen Hochschulen, Weinheim: Beltz.

2010 collection and comparison of educational approaches related to society, introduction of the term „Third Mission“ into German discussion

- Berthold, C./Meyer-Guckel, V./Rohe, W. (Hrsg.) (2010): Mission Gesellschaft. Engagement und Selbstverständnis der Hochschulen. Ziele, Konzepte, internationale Praxis, Essen: Edition Stifterverband.

2. Chronology of events – German publications on SL and 3M

2013 Survey among German universities about the distribution of SL

- Backhaus-Maul, Holger; Roth, Christiane (2013): Service Learning an Hochschulen in Deutschland. Ein erster empirischer Beitrag zur Vermessung eines jungen Phänomens. Wiesbaden: Springer.

2016 Meta Analysis of various international meta analyses examining students' learning outcomes

- Reinders, Heinz (2016): Service Learning - Theoretische Überlegungen und empirische Studien zu Lernen durch Engagement. 1. Aufl. Weinheim, Bergstr: Beltz Juventa.

2016 Conceptual proposal for Third-Mission-reports of universities

- Henke, Justus; Pasternack, Peer; Schmid, Sarah (2016): Third Mission bilanzieren. Die dritte Aufgabe der Hochschulen und ihre öffentliche Kommunikation. Halle-Wittenberg.

2. Chronology of events – development of the „Service Learning community“

Higher Education Network
„Education through
responsibility“ („Bildung
durch Verantwortung“, BdV)

- 2009 foundation of the network by 6 universities
- 2015 institutionalization as a registered association – 27 member universities (of approx. 400 universities)



Since 2012 national semi-annual conferences for community building and scientific exchange



2012 – 2015 project
„Fostering the potential of learning through engagement and social responsibility at universities“

- since 2013 platform www.campus-vor-ort.de
- Development of patterns
- Academy „Education through responsibility“

2. Chronology of events – funding programmes

Service Learning Programme

2002 – 2012 „Do it!“ initiated by the NPO Agentur mehrwert, later funded by Bosch foundation

More than 60 multidisciplinary courses at different universities focusing on social learning

Programmes focusing on fostering the relationships between local academia and community

2011 – 2014 „More than research and teaching“ by Donors' Association for the Promotion of Humanities and Sciences in Germany and Mercator Foundation

6 universities – approx. 160.000 EUR per university

2014 – 2016 „Campus and Community“ by Donors' Association for the Promotion of Humanities and Sciences in Germany

6 universities - 40.000 EUR per university

2. Chronology of events – funding programmes

Programmes with wide focus

(missing: systematic collection of SL-projects and 3M-projects funded by these programmes)

2011 – 2020 Teaching Quality Pact by Federal
Ministry of Education and Research

2014 – 2014 Quality campaign for teacher education
by Federal Ministry of Education and Research

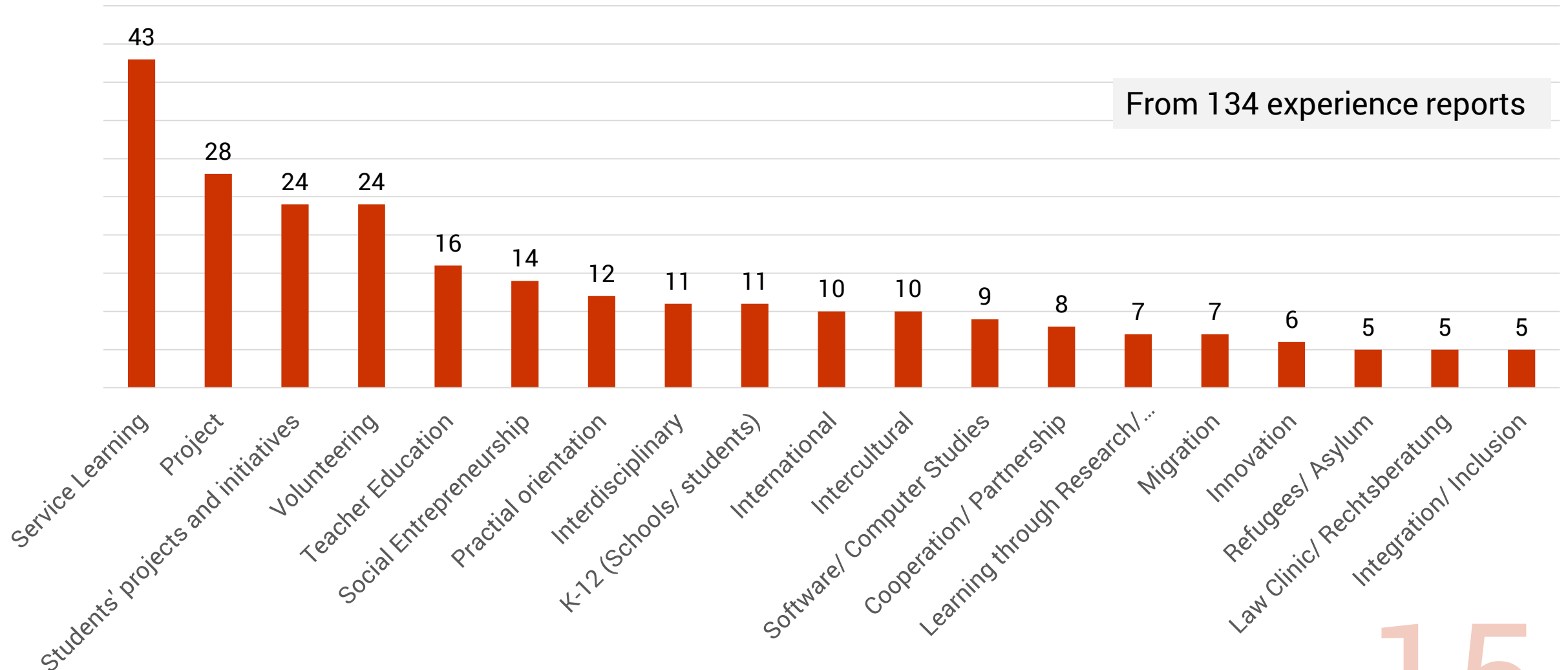
2 phases, almost 2 bio EUR, focus on improvement of
teaching and learning in higher education

2 phases, about 500 mio EUR for improving the
education of teachers

3. Platform www.campus-vor-ort.de

- Started in 2012
- Developed as interactive community platform for interaction between campus-community or university-society
- Real development: low interaction → project team members did intensive online research → most experience reports are based on secondary information collected by project's team members
- 134 experience reports

3. Keywords on Platform www.campus-vor-ort.de



4. Conclusion and next steps and required action

POSITIVE DEVELOPMENTS

- Strong community
- Good degree of institutionalization
- Diverse activities

REQUIRED ACTION

- More research
 - systematization of existing approaches and activities
 - application of existing concepts and theories in education, sociology etc.
- More concrete quality criteria for SL, 3M and related topics
- More and deeper partnerships with community partners

Thank you for your attention



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