Problem-based Learning and Community Engagement  
A Service-Learning-Project with Social Pedagogues about Civic Crowdfunding  
Prof. Dr. Maik Arnold, Department of Applied Social Sciences, University of Applied Science Dresden

Background

• **Institutional Background**: Development of problem-based learning in the B.A. degree program Social Pedagogy and Management via SoTL.

• **Theoretical Background**: Problem-solving skills, Service-learning, Civic Crowdfunding, and Social Work Management Education.

• **Practical Background**: Community engagement of students for youths (12-18 years) in rural area to initiate a youth club “CaféK”.

Question

How do social pedagogy undergraduate develop problem-solving skills while participation in a service-learning project?

Methods

• **Sample**:  
  → 11 undergraduates (B.A.) in their 3rd year  
  → Age 21-35 years, 7 female and 4 male  
  → Social Work Management Course  
  → Flipped classroom approach, ILIAS.

• **Data Collection & Qualitative Analysis**:  
  → Focus Groups, Observations, e-Portfolios  
  → Critical Incident Technique (CIT)  
  → Interpretative Analysis.

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Results

• **Focus Groups & Participatory Observations**:  
  → Individual and collective experiences from participation in previous projects  
  → Various assumptions about problem-based learning in projects  
  → Requirements for supporting students in learning process, e.g. mentoring  
  → Individual learning objectives for future professional development.

• **Critical Incidents (e-Portfolios)**:  
  → Stakeholders’ change of plans leads to frustration in the team  
  → Unequal participation in team process and mediation of conflicts  
  → Effective coordination between different groups and team members  
  → Acquisition of practical knowledge about social work management.

• **Media Usage**:  
  → Majority of students completed elearning units of the flipped classroom  
  → Use of ILIAS platform simply as file storage  
  → More agile communication with stakeholders via social media channels  
  → Individual self-guided learning via e-portfolio.

Conclusions

• **Service Learning in Higher Education**: service-learning in addition to internships, need for learning contracts.

• **Development of Teaching**: transferable skills lab to foster experiential learning and theory-practice-transfer.

• **Best Practices**: Collection of critical incidents, OER sharing platform for teachers, blended and virtual learning.

• **Further Research**: technology-enhanced learning, effects of educational technology on student success.

References


• Guo, F., Yao, M., Wang, C., Yan, W., & Zong, X. (2016). The Effects of Service Learning on Student Problem Solving: The Mediating Role of Classroom Engagement. Teach-
