

Problem-based Learning and Community Engagement

A Service-Learning-Project with Social Pedagogues about Civic Crowdfunding

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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

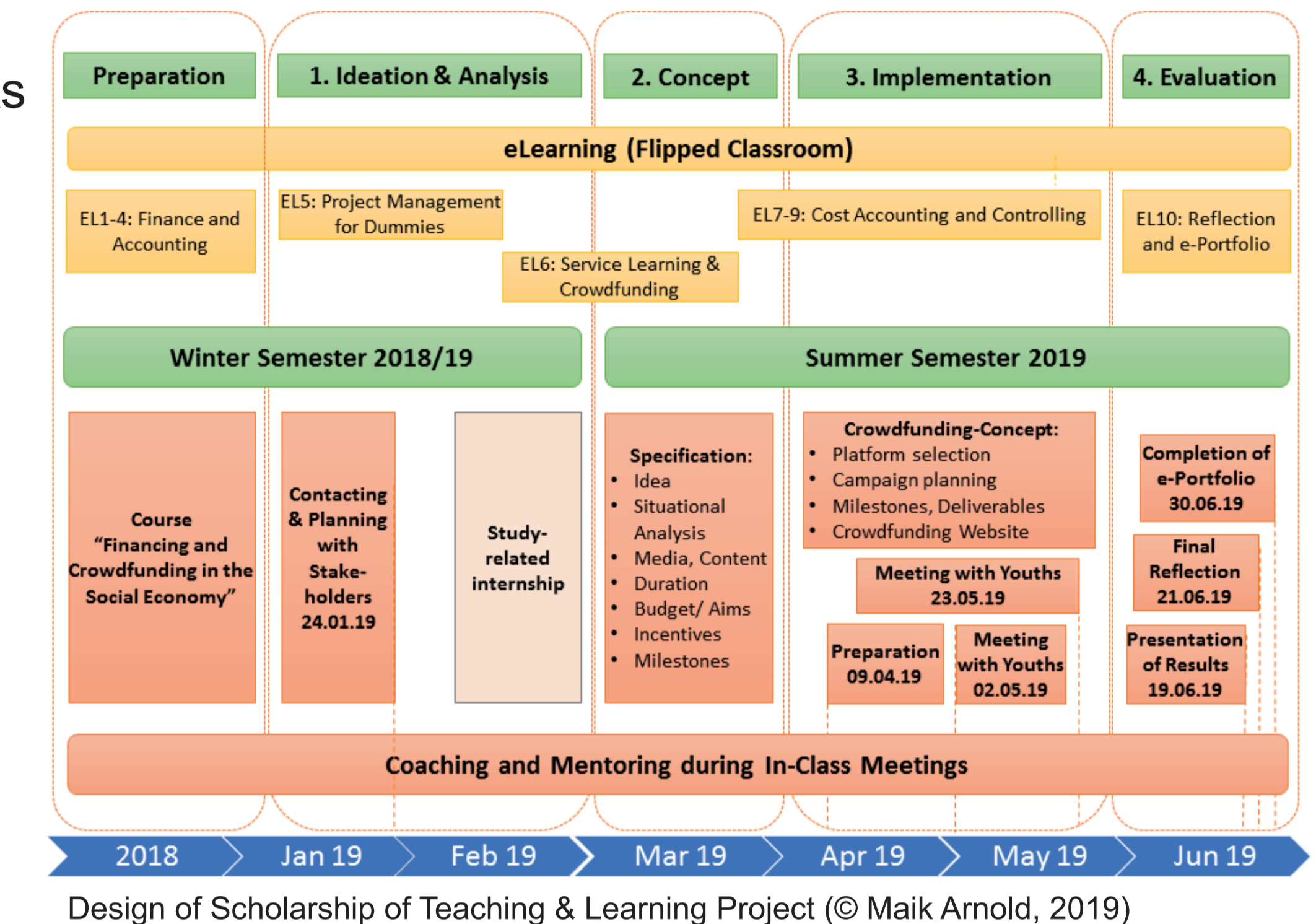
- **Sample:**
 - 11 undergraduates (B.A.) in their 3rd year
 - Age 21-35 years, 7 female and 4 male
 - Social Work Management Course
 - Flipped classroom approach, ILIAS
- **Data Collection & Qualitative Analysis:**
 - Focus Groups, Observations, e-Portfolios
 - Critical Incident Technique (CIT)
 - Interpretative 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



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