

- **No.86**
- **Patterns of campus-community partnership and community-based research - Competence-models for experience-based teaching to enhance participation and social innovation in society**

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- **Abstract:** Based on a five-year experience of service-learning and transdisciplinary campus-community partnership processes for social innovation, the author will discuss a research concept designed to develop competence models for experiential learning. The aim is to develop the competence model as a pattern language for experiential learning and research based upon competencies developed for students, teachers, and community actors. Based on the concept of “a pattern language” developed by Christopher Alexander (1977), the research aims to identify, describe, measure and validate patterns and pattern families developed in experiential learning based on campus-community-partnership processes. In order to develop radical social innovations and to use the potential of transdisciplinary approaches to participatory challenges in society, we use the “Design Thinking” methodology developed by IDEO (Brown 2009). Design Thinking (DT) can be described as a systematic user-centered approach to design innovation processes in product and service development both in business and social fields. DT is an iterative process generating and evaluating social innovations that is based on a three-step approach using (1) an elaborated user-centered research process, (2) an ideating process to foster new solutions to problems identified, and (3) a rapid prototyping to provide quick response. This model can enhance a culture of campus-community partnerships and develop a new identity of science and research based on societal responsibility. Scientific community needs to develop expanded forms of competence models for experiential learning which take into account different learning patterns and interface patterns needed for campus-community partnership. Participating students will experience hands-on participatory research and practice and social responsibility, and develop experience-based social competencies useful for their future career.

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