Beyond Teaching and Research – Patterns of Service Learning and Campus-Community Partnerships

Tacit Knowledge as the Key to Living Knowledge
The Challenge

- Traditionally education has been defined by disciplinary knowledge and special skills

- In Future educational success will be measured by the amount of flexibility and creativity students will cope with complex and changing settings
We have to realize...

- that we are very competent to cope with *rational processes in organizations*: things you can see, touch, count

- that growing complexity and unpredictability calls for a closer look on *organizational culture and community building* – to detect the „*tacit knowledge*“ in organizations and social systems
Therefore...

...we need a new concept for education and learning

- **Creativity** and transdisciplinarity
- Encourage *resilience* and *non-conformity*
- Initiate a *culture of learning* in and between settings and organizations
- Evolve students into *responsible* personalities
Service Learning as Experiential Learning
Service-Learning plus…

- Community Service plus Learning in Class
- Transdisciplinary Projects with Community Partners
- Campus-Community Innovation Partnership (Design Thinking, Ideas Lab, Metalog)
- Community-Based Research (Regio-ELF)
- Team-Academy Social Entrepreneurship
- Artistic Process for Research and Teaching
1. Practice-based teaching concepts

2. Societal Learning and Social/Design Skills

3. Social/Societal Responsibility and Political Awareness

Volunteers for Community Service

Student Projects

Service Learning Seminars in all Disciplines
Campus-Community Partnership

- Faculty/Teacher
- Learning Objectives
- Class Outline
- UNIAKTIV
- Briefing
  - Faculty and Community Partner
  - Kick-off
- Community Partner
- Service Learning Challenge
- Community/institutional background
Model United Nations

Software-Development for Visually Impaired

Engineering Students together with MIT-Students develop „Off-Road-Wheelchairs“ for Vietnam
Transdisciplinary Learning Projects
Results 2006-2011

- more than 70 Service Learning Classes in 8 Departments
- SL-Projects with more than (50 (300) Community Partners
- more than 1500 Students participated
- International projects with partner universities in US
- Annual University Service Learning Awards
- Growing number of partners in University Network „Higher Education for Responsibility“

Awards

- Red Dot Design Award 2007
- Campus-Community-Partnership-Award Jimmy-Carter-Foundation
- Selected Landmark „Land of Ideas 2008
- USAble-Ideas-Award Körber-Foundation
- Best-Practice Social Entrepreneurship of BDA
- Winner of the „Beyond Teaching and Research“ Federal Competition
10 Principles of Good Practice for Service Learning

1. Academic credit is for learning, not for service
2. Do not compromise academic rigor
3. Establish learning objectives
4. Establish criteria for the selection of service placements
5. Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives
6. Prepare students for learning from the community
7. Minimize the distinction between the students’ community learning role and classroom learning role
8. Rethink the faculty instruction role
9. Establish sound coaching and reflection roles and tools
10. Maximize the community responsibility orientation of the course
Living Knowledge is Tacit Knowledge
Forms of Knowledge

Explicit Knowledge

Implicit Knowledge
(not yet embodied)

Transcending Knowledge
(not yet existing)
The „blind spot“ of Knowledge Management

What? The Result

How? The Process

Who? Why? The Source

Detect a third (inner) locus as focus of action

Painting, Sculpture

The Process of...
Painting and shaping („craft“)

„Empty Canvas“ the matter
(paint, stone/rock, topic)
Presencing - New Leadership Capabilities

1. Holding the Space – Listening
2. Open Mindedness – Observing
3. Connect with Your Heart – Sensing
4. Connect with Your Source – Presencing
5. Access the Power of Intention – Crystallizing
6. Integrate Head, Heart and Hand – Prototyping
7. Playing the Macro-Violin – Performing

Otto Scharmer 2008
1. **Co-initiating:**
   uncover common intent
   stop and listen to others and to what life calls you to do

2. **Co-sensing:**
   observe, observe, observe
   connect with people and places to sense the system from the whole

3. **Presencing:**
   connect to the source of inspiration and will
   go to the place of silence and allow the inner knowing to emerge

4. **Co-creating:**
   prototype the new in living examples to explore the future by doing

5. **Co-evolving:**
   embody the new in ecosystems that facilitate acting from the whole
Design Thinking: Reflective Innovation
Connecting Theory U with Design Thinking

**Seeing**
- patterns of the past
- with fresh eyes

**Sensing**
- from the field

**Presencing**
- Who is my Self?
- What is my Work?

**Crystallizing**
- letting-come

**Prototyping**
- co-create strategic microcosmos

**Institutionalizing**
- achieve results through practices, infrastructures

**Mental Models**
- Open Mind
- Reflection
- Open Heart
- Imagination
- Open Will

**UNDERSTAND**
- Downloading

**TEST**

**PROTOTYPE**

**IDEATE**

**DEFINE**

**OBSERVE**
Human Centered Innovation

- Multi-Disciplinary Teams
- Dedicated and Mobile Spaces
- Finite Time Frame
- Listen, Co-Create, Deliver
- More than one solution (Forking)
- Rapid Prototyping
A Pattern Language for Tacit Knowledge
Patterns for Service Learning
(Examples)

- Rethink Existing Solutions
- Dedicate Mobile Spaces
- Set Agenda with Community
- Co-Create
- Forking
- Create Multidisciplinary Teams
- Rapid Prototyping
- Finite Time Frame
- Best Practice in Hierarchy
- Implement and Evaluate Parallel
“A Pattern Language“ for Social Systems (APL)

- Christopher Alexander´s Patterns (253 patterns)
- Repetitive and performative types of solutions (architecture, software development (WIKI), social systems research)
- based on tacit knowledge and viable solutions
- **QWAN** – Quality without a name
8. Mosaic of Subcultures

1. Problem Statement

The homogeneous and undifferentiated character of modern cities kills all variety of life styles and arrests the growth of individual character.

2. Discussion-Analysis

The heterogeneous city.

City of ghettos.

Mosaic of subcultures.

hundreds of different subcultures

subculture boundaries

3. Proposed Solution

Do everything possible to enrich the cultures and subcultures of the city, by breaking the city, as far as possible, into a vast mosaic of small and different subcultures, each with its own spatial territory, and each with the power to create its own distinct life style. Make sure that the subcultures are small enough, so that each person has access to the full variety of life styles in the subcultures near his own.
Analyzing Tacit Knowledge via Using Patterns

Generate Patterns for CCP (Service Learning, CBPR, Design Thinking...)

- Pattern Mining
- Pattern Writing (Writer’s Workshops)
- Validation of Patterns (three iterations)
- Use and Re-Use of Patterns ReDesign Patterns while Performing

- Pattern-based competency model for living knowledge
- Tacit knowledge as the cement of experiential knowledge
- A Pattern Language as a flexible Knowledge Repository for Service Learning
Forms of Pattern Writing

Patterns for Service Learning (Form)

- Name
- Picture
- Challenge
- Context/Story
- Resolution
- Setting
- Forces
- Time
- Consequences
- Related Patterns

Patterns for Service Learning (Example)

Name
Best Practice in Hierarchy

Picture

Challenge
How to introduce SL in a University

Context/Story
Universities usually are very much focused on their disciplines, areas of research, excellence a.s.o. That is why faculty members may be preoccupied with their research career and disciplinary (specialized) learning. When we tried to implement SL in our university, it was much easier to put faculty members from education or psychology on the track than engineers or people from the science department. Therefore we asked Sally Susnowitz from MIT (being one of the science universities) how they talked faculty members into SL, she answered: Important People and money...

Resolution
Try to get 1-2 of the most important faculty members of your university on your SL-track. Approach personally, visit a talk/luncheon. Use them as role models and – consequently – use internal and/or public media. Then others will follow.

Setting
Informal – do not use official meetings

Forces

Time
Talking to important faculty members is time consuming (schedule a meeting, being prepared etc.) – but rewarding

Consequences

Related Patterns
„Do Money“, „The Secret Life of Beginners“
Analyzing Patterns in Organizations

Each pattern \( p \) is a function of:
- Special challenges \( n^c \),
- Various forces having impact in the context \( f \),
- Dynamics of time \( t \) and space \( s \),
- One – or mostly more than one solutions \( sol \)
- Different examples of application of the pattern \( e \) and
- Possible consequences of applying the pattern \( c \)

Patterns therefore always display a system of relationships in social systems

\[
p = \{ n^c, f_1 \ldots f_i, \text{set}, t, \text{sol}, e_1 \ldots e_i, \text{con} \}
\]
ENGAGED UNIVERSITIES –
The Third Mission as a Concept for the Future?

- Research excellence
- Expert knowledge
- Focusing on Science
- peer-evaluation
  - Criteria: number of degrees, grants, publications

- Campus-Community Partnership
- Integrating learning and community service
- Transdisciplinarity
- Experiential Learning (Dewey) and Artistic Process
Thank you for your attention!
## Characteristics of Student Community-Based Experiences

(Howard, 2001)

<table>
<thead>
<tr>
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<th>Meets a Community Need</th>
<th>Enhanced Academic Learning</th>
<th>Social Justice/Civic Learning</th>
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<tbody>
<tr>
<td>Community Service</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Co-Curricular Service-Learning</td>
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<tr>
<td>Academic Service-Learning</td>
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<td>Internships</td>
<td>Yes*</td>
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