

BUILDING THE CULTURE OF SOCIAL INNOVATION IN HIGHER EDUCATION (BCSI)

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Strategic Partnerships for higher education

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Description of the project:

As world citizens we face pressing social challenges of an unprecedented scope and scale. Their complexity require a robust, diverse and talented cadre of changemakers, prepared and positioned to solve these problems. We believe that colleges and universities have an essential role to play in growing the next generation of social entrepreneurs.

In the past 20 years the number of colleges and universities interested in teaching and researching social entrepreneurship has exploded. In 2004, only 20 universities globally had a course in social entrepreneurship. To date, there are more than 148 institutions globally teaching some aspect of soc. entrepreneurship on their campuses, or having dedicated institutes researching the field (Source: "Ashoka U Census" - a 2013 global campaign to collect data on HEIs and social innov., survey, n=1500 individuals). The distribution of these opportunities, however, remains concentrated in coastal universities in USA and in universities in Western Europe. Central Europe (CE) has a lot of catching up to do in this regard, but the reasons behind this are still not recognized enough (none of the CE countries except for Hungary took part in the "Ashoka u Census" 2013).

Relatively smaller "social capital" of CE countries in comparison to Western Europe is true, but the findings of the TEPsIE Project, prove that Central Europe has a significant potential unused by the HEIs (www.tepsie.eu). Academic research in this field is growing and improving in quality. Also the students are responding strongly to social entrepreneurship and demanding more courses (please see link to YouTube). We see the problem is elsewhere.

According to the respondents of "Ashoka U Census" the most influential obstacles for the social innovation at HEIs are:

- Lack of funding – 55,5%
- Lack of cohesive campus-wide vision for soc. innov. – 48%
- Lack of campus-wide awareness of soc. innov. – 42%
- Lack of strategy and clear action plan for soc. innov. – 40,5%
- Lack of devoted staff position to drive campus-wide initiative – 36,6%

Except for the first obstacle, the others might be overcome. And this is the purpose of the project – developing and spreading among the HEIs high quality and innovative instruments that facilitate implementation of social innovation to their vision, mission, identity, culture, education and staff formation.

We will also develop innovative methodology which addresses the following problems of today's entrepreneurial education (source: Entrepreneurship action plan 2020, EC; Focus group interview, 20.03.2015, relation to be seen here: link to YouTube, participants are: students, entrepreneurs, educators, Ashoka, TITE, FAIE):

Teaching entrepreneurship in universities is still based too much on simple knowledge transfer from lecturer to a student. It does not motivate or inspire students enough. It does not raise the students' interest in deepening their knowledge and does not involve them in learning communities that will support the learning process.

There is a gap between the entrepreneurship education and entrepreneurship itself. The education lacks the practice. At universities students are collecting points but they learn entrepreneurship everywhere where else.

Entrepreneurship education at HEIs instead of being integral to programmes is an add-on (see: EU Entrepreneurship 2020 Action Plan)

Therefore, the Partners will develop innovative learning activities, test them and introduce into programs (please refer to next section for details). During the project we are going to design three different learning modules (as the examples) which – if successfully tested – will be applied to learning programmes. Those will be: sociology, new media and - entirely new for Collegium Civitas - management. The expected result of the project will be including creative workshops and project-based learning into curricula. Facilitation, mentoring, creation of the environment that enables businesses to grow, advice and support schemes for potential entrepreneurs are also at the core of the project.

The Partners also wish to contribute to the development of MOOCs. By June 2012 more than 1.5 million people had registered for classes through Coursera, Udacity and/or edX. By March 2013, Coursera alone had registered about 2.8 million learners (Waldrop, M. Mitchell; Nature magazine "Massive Open Online Courses, aka MOOCs, Transform Higher Education and Science", 13 March 2013).

These numbers might be impressive, however the revolution is somehow passing by the Central Europe. According to our research, currently there are no MOOCs on Coursera provided by HEIs originated from CE, and there are only two on OpenupEd (both in the field of science). We wish to provide the first in the world MOOC on designing the social innovations (with the significant assistance of University of Iceland which is a partner of Future Learning Lab - the community focused on improving the use of MOOC In the soc. innov. education).