


Service Learning and Social Entrepreneurship – Practice Boost

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Co-creatie in service-learning
21 februari 2025



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Social Entrepreneurship at FEB Campus Brussels

Integrated in the curriculum

- A. In the beginning part of the course CSR (MVO in Dutch)
- B. Since 2019-2020: elective course 'Service Learning en Sociaal ondernemerschap' within HW
- C. Since 2023-2024: compulsory course within MPM
- D. Since 2024-2025: elective course within BA

Format

- I. Round Tables (2008-2015)
- II. Students as advisors (since 2016) = Relevance of the course

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Positioning of the course

2nd Bachelor Milieu- en Preventie Management

- Compulsory

3rd Bachelor Handelswetenschappen

- Elective

3rd Bachelor Business Administration

- Elective

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HOW TO MAKE A SOCIETAL CHANGE:
CHALLENGE BASED LEARNING &
APPRECIATIVE INQUIRY

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CHALLENGE BASED LEARNING

A challenge-based learning experience is a learning experience where the learning takes places [*sic*] through the identification, analysis and design of a solution to a sociotechnical problem. The learning experience is typically multidisciplinary, takes place in an international context and aims to find a collaboratively developed solution, which is environmentally, socially and economically sustainable. (Malmqvist, Rådberg, and Lundqvist 2015, 87)

Source: Gallagher, S. E., & Savage, T. (2023). Challenge-based learning in higher education: an exploratory literature review. *Teaching in Higher Education*, 28(6), 1135–1157, p. 1136

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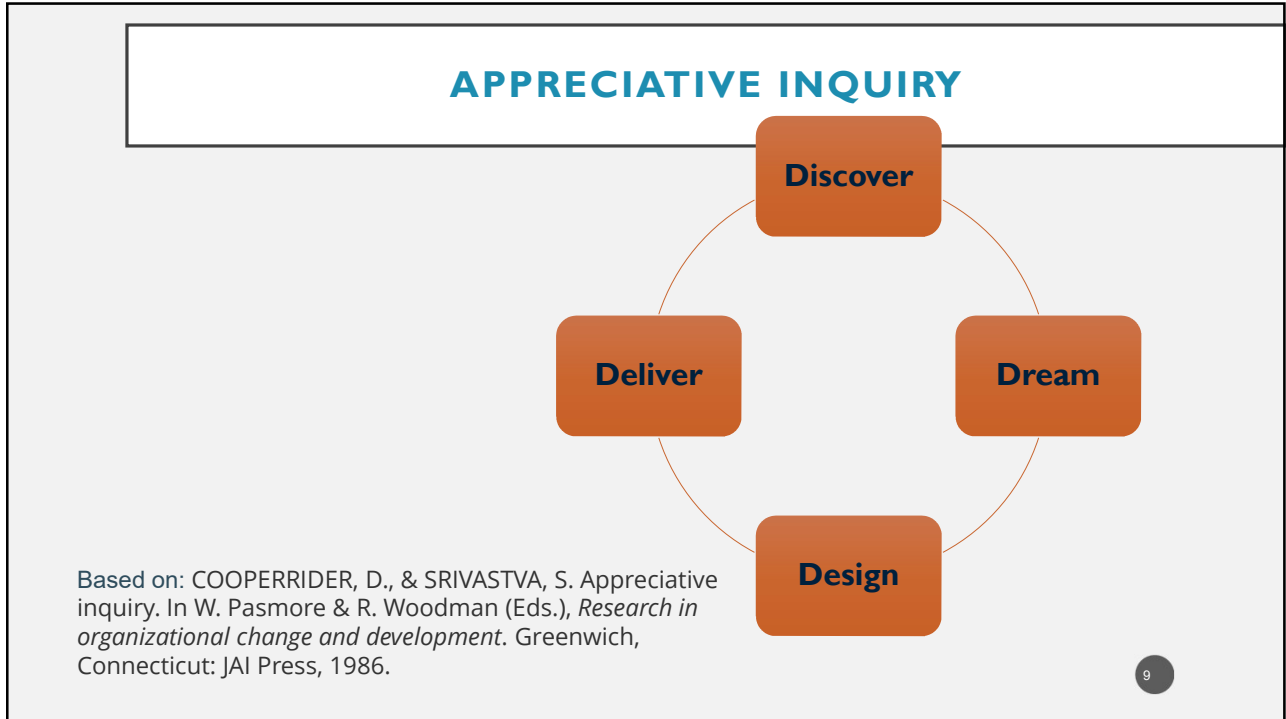
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REFLECTIE I

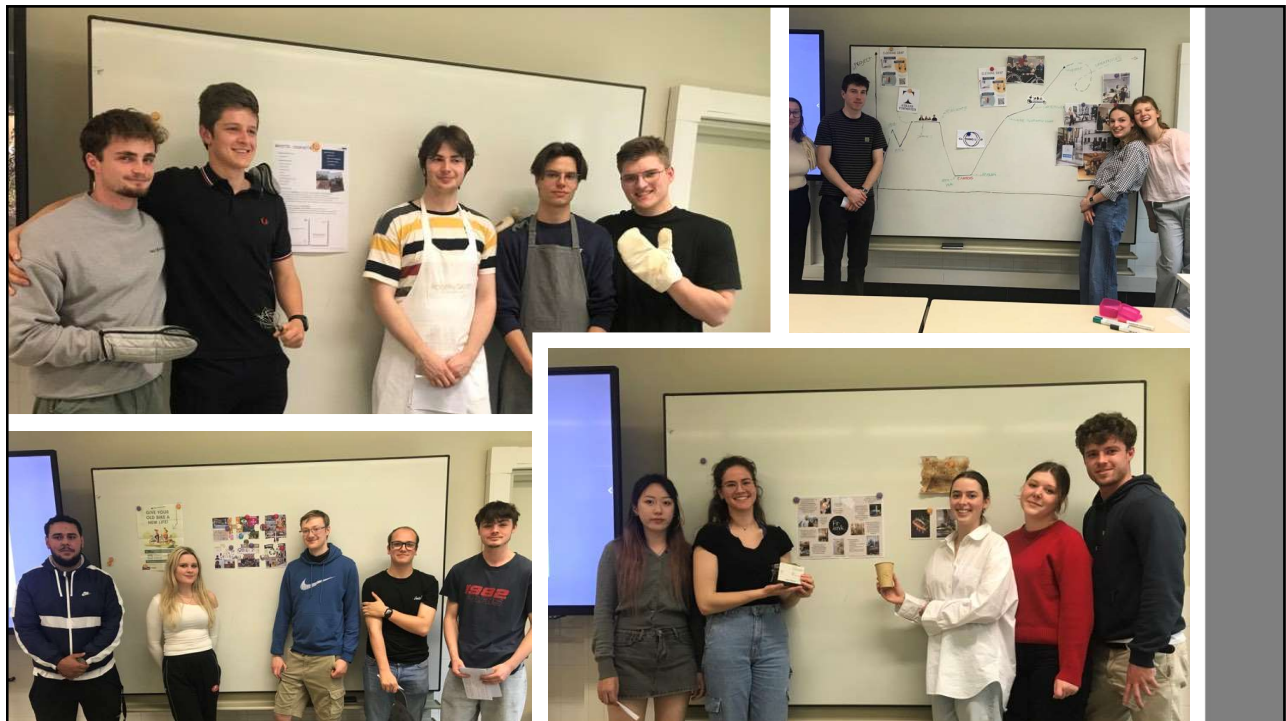
Hoe een goede balans vinden tussen inzetten op de zelfstandigheid van de studenten en ondersteuning van de docent.

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REFLECTIE II

Hoe ver kan je gaan in de implementatiefase binnen een academische opleiding?

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Content

- I. Social entrepreneurship and other hybrid business models
- II. Theoretical concepts in function of the chosen challenge
- III. Service Learning
- IV. Reflection

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REFLECTIE III

*Hoe studenten leren omgaan met
onzekerheid?*

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Objectives

01

Integrate **sustainability values** and **sustainability frameworks** when analysing the societal issue.

02

Creatively respond to societal challenges in interaction with different actors.

03

Reflect critically.

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REFLECT critically on:



the perspectives of (business) economics in the analysis of societal challenges



your learning process about sustainability and its importance in one's own and professional environment.



the advice on and/or solution of the socially relevant problem.

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Evaluation

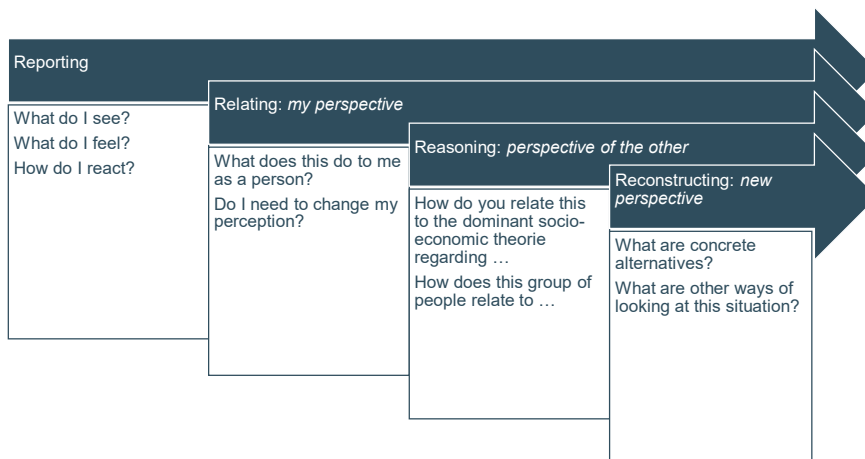
Criteria (individual point)

Format: free

Content:

- Reflection about beginning, middle and end of the project
- Degree of integration between different levels of reflection

Evaluation Reflection Paper

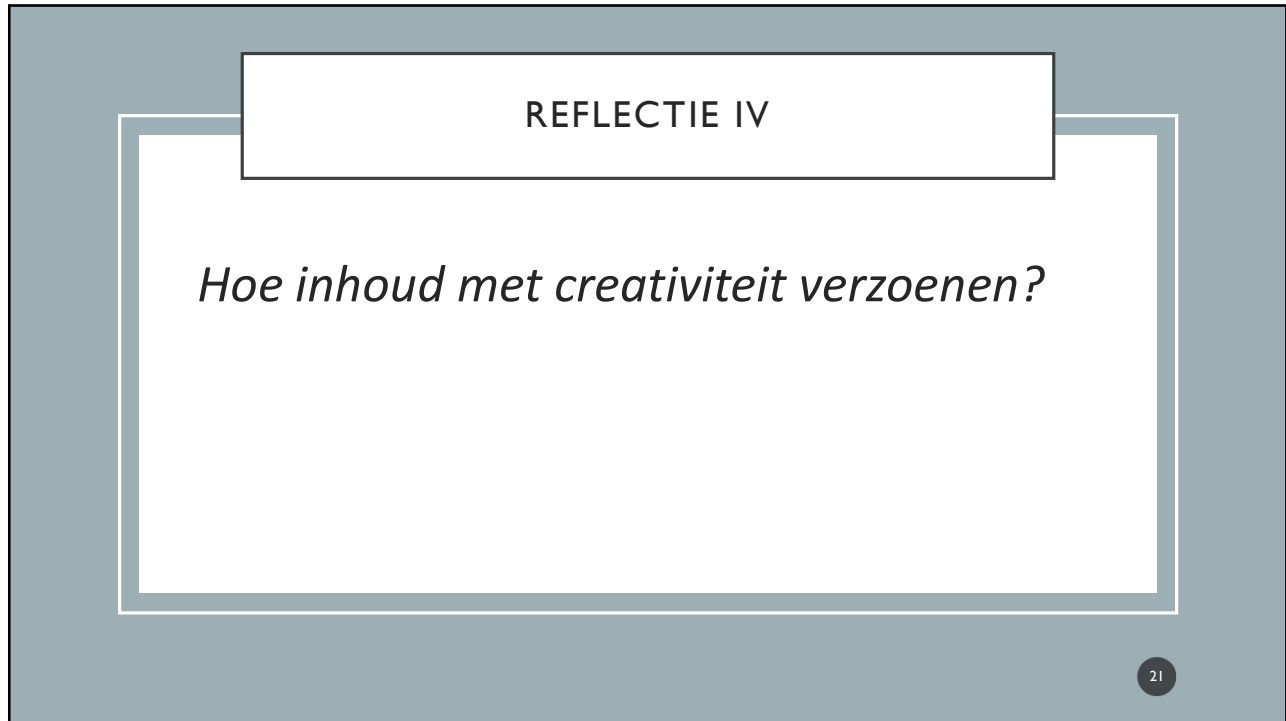




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<p><i>The feeling of needing</i></p> <p><i>I was alone, needing a real hug, Hugging a teddy bear Deep down in the night Missing my home Thinking about the ones, That feels like home</i></p> <p><i>I was alone, needing a light Which feels like the sun Like a lovely day on the sea Like a memory of a sunset Like my loved ones Lighting up my life</i></p> <p><i>I was lost, needed to be found By myself, with the help of hope, The hope that I had and lost Into the shadows of my fears, Like a forgotten song That I can't recall</i></p> <p><i>I was lost, needed someone, Someone to talk to Between the people who listened, Wondered who understood Everybody heard me A few people understood.</i></p> <p><i>Burcu Özdemir, 2021</i></p>	<p>Molderez, I., Baraniuk, D., & Lambrechts, W. (2021). The Role of Poetry in Promoting a Sustainability Mindset: Walter Benjamin as a Guide Toward a Slow Journey. Frontiers in Sustainability, Vol 2, 1-24.</p>
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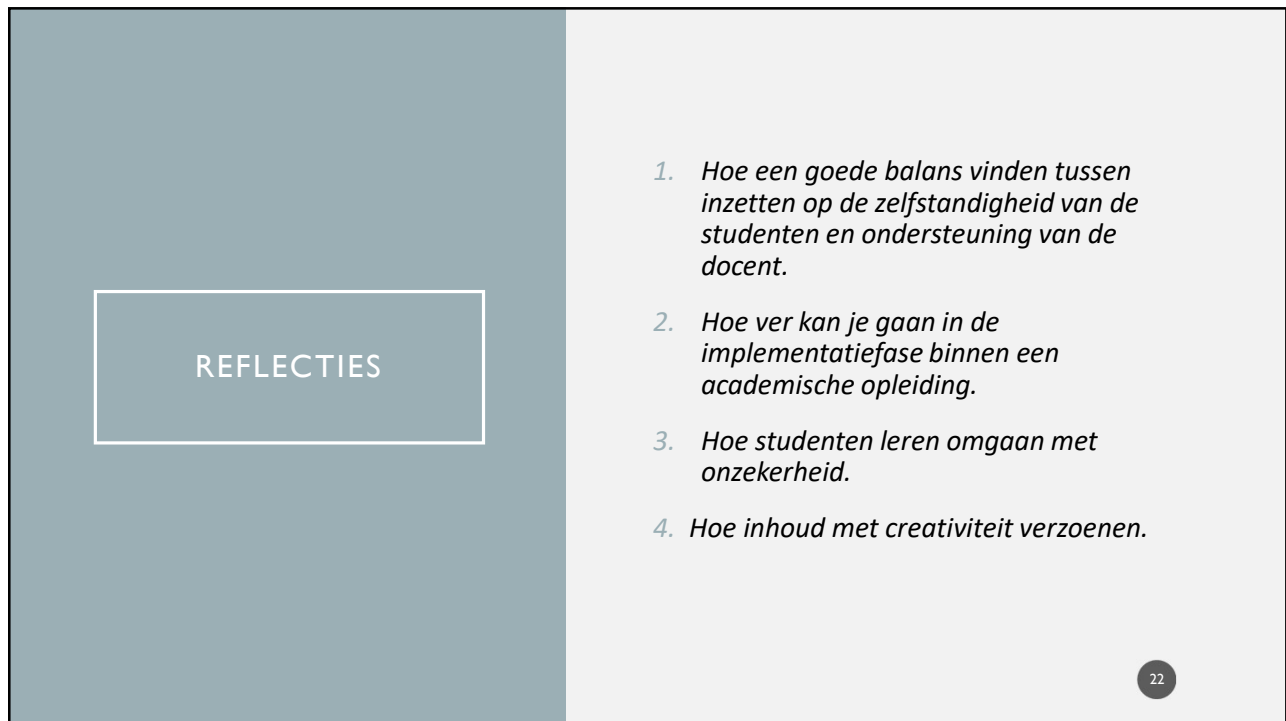


REFLECTIE IV

Hoe inhoud met creativiteit verzoenen?

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REFLECTIES

1. *Hoe een goede balans vinden tussen inzetten op de zelfstandigheid van de studenten en ondersteuning van de docent.*
2. *Hoe ver kan je gaan in de implementatiefase binnen een academische opleiding.*
3. *Hoe studenten leren omgaan met onzekerheid.*
4. *Hoe inhoud met creativiteit verzoenen.*

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