

## **Chapter 6. Interdisciplinary Teaching for Sustainability: "Doing Business Differently"**

### **6.1. COURSE SUMMARY**

*Table 6–1*

<b>Audience and level of studies</b>	Students (Bachelor)	
<b>Group size</b>	26–50	
<b>Course duration</b>	12 weeks	
<b>Credits</b>	15 ECTS (for the overall module)	
<b>Workload</b>	Presence: 180h Self-study: 195h	Total: 375h (for the overall module)
<b>Contents/primary topics</b>	<ul style="list-style-type: none"><li>• The emergence of new socio-economic phenomena (sustainable business, collaborative economies, sharing economy, crowdfunding, social and solidarity economy, commons, social entrepreneurship and corporate social responsibility)</li><li>• Sustainable and innovative business practices</li><li>• Social banking and social finance</li></ul>	
<b>Main course objectives</b>	<ul style="list-style-type: none"><li>• Educational: fostering a deep understanding of sustainable development and the role of business, as well as making a contribution to educating responsible leaders</li><li>• Professional: broadening the students' perspectives regarding their job opportunities beyond the 'traditional' profit-oriented private sector (i.e. public sector, welfare associations, social enterprises, NPOs, NGOs, etc.)</li><li>• Academic: engaging with different approaches and developing interdisciplinary thinking as well as preparing students for their Bachelor's thesis through independently writing a longer paper</li></ul>	
<b>Main teaching approaches</b>	<ul style="list-style-type: none"><li>• Inter-/Transdisciplinary learning</li><li>• Lecture-based learning</li><li>• Active learning</li></ul>	

---

<sup>8</sup> *The authors deeply thank their colleagues at the Berlin School of Economics and Law who have been teaching this module with them, especially Claudia Gather, who had a pivotal role in initiating this module as well as Shai Hoffmann and Alexander Beck, who have been teaching by their side for most of the time.*

<b>Main teaching methods</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary team teaching</li> <li>• Lecture</li> <li>• Sustainability-related research project</li> </ul>
<b>Learning environment</b>	Classroom (face-to-face learning) Beyond classroom (occasional field trips)
<b>Link to Sustainable Development Goals</b>	SDG 1   No Poverty   End poverty in all its forms everywhere SDG 4   Quality Education   Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG 5   Gender Equality   Achieve gender equality and empower all women and girls SDG 8   Decent Work and Economic Growth   Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG 12   Responsible Consumption and Production   Ensure sustainable consumption and production patterns

Table 6–2

<b>Impact assessment:</b>	<b>(None) Low/Medium/High</b>	<b>Explanation</b>
1. Degree of student participation / activeness	High	Students are working on an independent research project during the semester and are engaging in extensive in-class discussions.
2. Degree of student collaboration / group work	Medium	Students are working on group assignments in and additionally out of class.
3. Degree of student emotional involvement	Medium	Students are formulating and expressing their emotional stands towards sustainability-related issues in class and confronting own positions with other perspectives in class.
4. Degree of inter-/transdisciplinarity	High	Students are working on an own research project where knowledge of several disciplines needs to be taken into account and combined. The module is taught by four to five lecturers of different academic and professional backgrounds.
5. Degree of student (self-) reflection	Medium	Students are reflecting on personal sustainability-related experiences in class and on their learning towards the end of the module.
6. Degree of experience of real-life situations	Medium	Students are working on case studies in class and are going on a field trip.
7. Degree of nature-related experiences	(None)	
8. Degree of stakeholder integration	Medium	Several guest lectures are invited throughout the semester. Students that choose to integrate an empirical part in their final assignment usually hold interviews with representatives of an organization or stakeholder group.

Impact assessment:	(None) Low/Medium/High	Explanation
9. Degree of integration between theory and practice	Medium	The module integrates short case studies and many practical examples. Several of the four to five lecturers are practitioners (not mainly working in academia). Depending on the choice of the students, the final assignment may have a practical focus.

## 6.2. COURSE INTRODUCTION

Societies worldwide are finally acknowledging the effects of climate change and of the multiple ecological crises of our times. The most essential foundations of human life on the planet are at risk, while, at the same time, poverty and inequalities persist, leading us to challenge the current model of economic activity and growth (Raworth, 2017). However, people all over are starting to react and are searching for alternatives to the current business models. In recent years, more and more organizations have emerged that try to combine social, environmental and economic goals. Perhaps the best-known international example is Grameen Bank, founded by Nobel Peace Prize winner Muhammad Yunus, introducing microcredits as a way of combating poverty. Other businesses, such as the tree-planting search engine Ecosia in Germany, pursue mainly environmental causes. Nonetheless, these ventures share a common ground. Under different headlines and labels – such as *collaborative economy*, *social and solidarity economy*, *commons*, *social entrepreneurship*, *corporate social responsibility* or *divestment* – a range of socioeconomic movements is experienced that are actively turning sustainability into one of the most important megatrends of our times (Birkhölzer, 2015; Defourny et al., 2010; Lundström et al., 2014; Unterberg et al., 2015).

The module described within this contribution – “Doing Business Differently”<sup>9</sup> – dives into these various approaches that experiment with new economic logics. The students engage with economic, socio-political and financial questions revolving around this topic: how widespread are such approaches (both in the local/regional and in an international context), what different concepts and examples are out there and how may they be classified and assessed? What role does sustainable entrepreneurship play in developing and emerging countries, especially for the people of the bottom of the pyramid? How do you define and measure the success of companies whose goal is not

9 The original module title in German is: “Gemeinsam anders Wirtschaften”.

(exclusively) to maximize profits? What role do modern forms of financing, management and ownership, such as crowdfunding or holacracy play in this movement? This also raises much more general questions, such as: what is the role of business in the 21<sup>st</sup> century? Or rather: what could the role of business be? As well as: what model of development and prosperity is suitable for the 21<sup>st</sup> century?

The present module addresses the above-mentioned fundamental developments and changes for businesses, economies and societies, which are still often ignored in mainstream business and economics education. It takes an interdisciplinary approach, because tackling these important and highly complex phenomena adequately requires to go beyond a mere ‘business-school lens’.

### 6.3. LEARNING OBJECTIVES

Table 6–3

Learning objective dimension (UNESCO, 2017)	Learning objective	Competency referred to framework of Rieckmann (2018)
Cognitive	Students know important theories of alternative economic practices, sustainability and social entrepreneurship	Systems thinking competency
	Students acquire awareness about the importance of social entrepreneurship in developed as well as in emerging economies, including its relationship to the sustainable development goals (SDGs)	Anticipatory competency
	Students understand which actors are involved in the processes of (business) transformation towards sustainability and how the interaction of the various actors affects the success or failure of these ventures	Systems thinking competency, Collaboration competency
	Students reflect on different notions of economic success and development – both on a societal level as well as for organizations	Normative competency, Critical thinking competency
	Students analyze case studies relating to social and sustainable business, including in emerging economies	Systems thinking competency
Socio-emotional	Students develop interpersonal skills and empathy through deepening their understanding of different social realities around the globe	Normative competency, Collaboration competency
	Students present (an idea for) an individual research idea/project to others in a convincing way, and learn to listen to feedback and to apply it	Collaboration competency
	Students reflect on the role of sustainability for their own career choices and further professional development	Normative competency, Self-awareness competency

Learning objective dimension (UNESCO, 2017)	Learning objective	Competency referred to framework of Rieckmann (2018)
Behavioural	Students apply sustainability-related aspects to their understanding and evaluation of businesses and other organizations in the future	Normative competency, Strategic competency
	Students articulate sustainability aspects of their work to others	Self-awareness competency
	Students take a position in the sustainability discourse	Critical thinking competency

## 6.4. COURSE OUTLINE

'Doing Business Differently' is an intensive (12 hours per week) module.<sup>10</sup> It comprises four to five courses by different lecturers who are rooted in various academic disciplines (business, politics, sociology, law and finance) and professional backgrounds (social entrepreneurs, bankers, lawyers, managers in the private and public sector). In this subchapter, we describe the two course outlines of the authors of this article. Table 6–4 refers to the course "Social Entrepreneurship with a Special Emphasis on Emerging Markets", table 6–5 to the course "Social and Sustainable Business: Hybrid Organizations, Social Impact and Society".

Table 6–4

Structure		Session focus	Homework
Week 1	Session 1 (2 hours)	"Introduction and foundations of social entrepreneurship" Students are asked to bring forth their knowledge of social entrepreneurship (SE) and emerging markets (EMs).	Read Lundström et al. (2014), chapter 4 Read EUROSTAT (2016), Introduction
Week 2	Session 2 (2 hours)	"Entrepreneurship in a nutshell" Students are asked to explain what entrepreneurship is in general.	Read Grieco (2015), chapter 3 and Annex A
Week 3	Session 3 (2 hours)	"A review of social entrepreneurship research" Students discuss among themselves the similarities and differences between some of the authors mentioned in this chapter.	Read Lundström et al. (2014), chapter 3

10 The module was taught at a university of applied science in Germany since 2017 for undergraduate students in Business Administration and Economics. However, the module might well be replicable in other contexts.

Structure		Session focus	Homework
Week 4	Session 4 (2 hours)	"Conceptualizing social entrepreneurship" A discussion centered around the different concepts of SE in EMs is facilitated.	Read Grieco (2015), chapter 2
Week 5	Session 5 (2 hours)	"Social entrepreneurs: Opportunities, resources and social problems" The idea that social entrepreneurs can change society and communities is discussed.	Read Volkmann et al. (2012), chapter 1
Week 6	Session 6 (2 hours)	"Social entrepreneurship, community participation and embeddedness": Embeddedness is a concept that encompasses community participation and belonging. In this context, SE is explained.	Students start thinking in which subject they will write the final project. For this, they need to choose two supervisors (from the teaching team) and write an one-page research proposal. Read EUROSTAT (2016), chapter 11
Week 7	Session 7 (2 hours)	"Social innovation and new business models" Porter's idea of "shared value" is discussed after watching a video by him (see sub-chapter "recommended resources").	Read Volkmann et al. (2012), chapter 5
Week 8	Session 8 (2 hours)	"How to drive the process of social entrepreneurship: The role of government, and the private and social sectors" A continuation of Porter's "shared value" is explained within the government/private/social sectors.	Read Volkmann et al. (2012), chapter 3
Week 9	Session 9 (2 hours)	"Sustainable entrepreneurship" The role of sustainability in EMs and how SE is developing in those markets are described.	In class presentations of topics chosen Read Lundström et al. (2014), chapter 7
Week 10	Session 10 (2 hours)	"Social entrepreneurship: Gendered entrepreneurship?" The role of SE in EMs is discussed.	Read Lundström et al. (2014), chapter 13 Read EUROSTAT (2016), chapter 5
Week 11	Session 11 (2 hours)	"Native and immigrant entrepreneurship" The role and differences among native and immigrant entrepreneurship is elucidated with examples from the text.	Read Guercini & Milanese (2019), chapter 2
Week 12	Session 12 (2 hours)	Meetings with students for the final project, coaching and consulting on individual papers/projects	Continue with the final project

Table 6–5

Structure		Session focus	Homework
Week 1	Session 1 (4 hours)	“Introduction: Setting the scene and establishing an emotional connection: what does it imply to you to ‘do business differently’? What needs to change in the (business) world?” Students are asked to position themselves in the classroom with the help of guiding questions, leading to discussion.	
Week 2	Session 2 (4 hours)	“Climate change – this changes everything?” Guest speaker (for example from the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety)	
Week 3	Session 3 (4 hours)	“Big questions and small projects” Students choose examples for businesses or organizations (operating in the locality/region of the university) that aim for transformation towards sustainability and present their example to their peers. Students may choose examples from local/regional newspapers, magazines or websites (provided in class).	With the help of a template, students complete a systematic profile of their chosen organization. This may serve as an initial step for a case study.
Week 4	Session 4 (4 hours)	“New socioeconomic phenomena (e.g. social and sustainable business) as a field of research” In groups, students come up with their own definitions of a social or sustainable business. These are then compared to definitions from the literature, allowing to highlight common ground as well as differences. In addition, this allows to discuss different traditions of the social economy and to theorize the “social”.	Students familiarize themselves with empirical studies on social business in the respective national/regional context (provided on an e-learning platform), reading is led by guiding questions.
Week 5	Session 5 (4 hours)	“Research training and paper writing I” Students are put in the role of the teacher and mock mark papers (by former students, provided by teacher in an anonymized form). Students collect feedback and jointly carve out what makes out a good research paper.	Students brainstorm first ideas for paper.
Week 6	Session 6 (4 hours)	“Research training and paper writing II” Students are developing a broad idea into a research question with the help of peer-to-peer feedback. They are also planning the research and writing process.	Students choose two supervisors (from the teaching team) and write a one-page research proposal.

Structure		Session focus	Homework
Week 7	Session 7 (4 hours)	"Research training and paper writing III": Short lecture on introduction to methods of social research, in particular qualitative interviews. Discussion on the adequate employment of interviews and what goes into choosing and acquiring interview partners. Exercise on interviewing, practical interview techniques (in pairs).	
Week 8	Session 8 (4 hours)	"Introduction to social impact (measurement)"	Students read about a specific method/tool for social impact measurement (e.g. the SROI). Material is provided via an e-learning platform (three different tools are provided, students are assigned one out of three).
Week 9	Session 9 (4 hours)	"Social impact (measurement) II" In groups, students exchange ideas on the reading of their impact measurement tool and become "experts" for their tool and design a poster that explains it. Then the groups present their tool and poster to other groups in a "gallery walk".	
Week 10	Session 10 (4 hours)	"From GDP to Gross National Happiness?" Taking the debate from an organizational to a societal level: from social impact to measuring progress. A short film on Bhutan and the concept of Gross National Happiness is shown, followed by a discussion. Students work in groups on the question which indicator(s) they would propose to the government in order to measure economic and social progress.	
Week 11	Session 11 (individual time slots)	Meetings with students for the final project, coaching and consulting on individual papers/projects.	
Week 12	Session 12 (individual time slots)	Meetings with students for the final project, coaching and consulting on individual papers/projects.	

## 6.5. TEACHING APPROACHES AND METHODS

The module described here ("Doing Business Differently") is a large module of fifteen credits in which four to five lecturers in one semester each teach a course of a similar theme, but from different perspectives. The idea is for



students to understand how a subject has different sides to it and to learn how to integrate them as well as to recognize that different types of knowledge are needed to understand complex matters. Each lecturer has a different disciplinary and professional background and develops the topic under a different lens; different disciplines are integrated into one module, therefore creating an opportunity for inter-/transdisciplinary learning (for a definition of this approach see chapter 1 of the book).

The authors agree with Stentoft (2017, p. 52), who argues that in today's world "pedagogical approaches must offer the possibilities for interdisciplinary learning and the transgression of previously well-established disciplinary boundaries in order to satisfy political and societal demands for development and innovation". Based on this, they believe that it is precisely this form of interdisciplinary learning that is the strongest asset of this module, integrating different and diverse lecturers, perspectives and approaches to teaching and making it innovative and original. In order to provide an interdisciplinary learning environment, it is aimed, first, at a high diversity in backgrounds, experiences and perspectives of the teaching team. Some teachers are practitioners, while others are more deeply rooted in academia. While the individual four to five courses are generally managed by each lecturer independently, there are a couple of joint sessions, creating moments of genuinely interdisciplinary team teaching (Lozano et al., 2017; for a definition see chapter 1 of the book). In addition, all teachers invite guest speakers (social entrepreneurs or professionals in international development) throughout the semester.<sup>11</sup>

Second, the authors jointly develop topics that require different perspectives. For instance, in the past, they have contrasted the concept of social entrepreneurship in the context of a developed economy with social entrepreneurship in the developing world, which besides understanding the business aspects is inevitably linked to broader "macro" aspects of the respective economic and social contexts. Similarly, the topic of social impact (measurement) was addressed on an organizational level (What tools are there in order to measure non-financial (social) impact, such as the "Social Return on Investment"? How can these tools be applied, what needs to be taken into account, both in terms of accuracy and practicability?) and at the same time, broader political implications of impact measurement were discussed and linked to debates on measuring progress as well as the critique of GDP as an indicator and alternative measurement concepts (such as 'Gross National Happiness' in Bhutan or wellbeing statistics that are increasingly issued by governments, especially in

---

11 Apart from academic-professional diversity, the authors also believe that a diverse teaching team in terms of gender, race, nationality, sexual orientation, (dis)ability, etc. might enhance the learning experience of this module.

the UK). At times, this was also combined with approaches of problem-based learning, which according to Stentoft (2017) are particularly suited in order to promote interdisciplinary learning. For example, students were required to conduct a simple impact report for a specific business or organization. Other (inevitably interdisciplinary) themes that have been addressed in the module were sustainable finance or gender in (social) business.

Furthermore, there is only one examination (with an oral and written part) for the entire module, integrating the contents of all courses. As a final assignment, the students need to independently complete a large paper, and are coached by two different lecturers of the core teaching team – with one main and one second supervisor. In preparation for the assignment (but also accounting for 10 % of the final grade), the students present their topic in a short presentation to the whole group (lecturers and students) about ten weeks before submitting their papers. In doing so, the students improve their presentation skills, which is an essential skill once the graduate reaches the workplace.

This final paper and – more importantly – the research process may be framed as a sustainability-related research project (for a definition see chapter 1 of the book). Students are encouraged – but it is not compulsory – to integrate a proper empirical part. This has led students to conduct primary research via qualitative interviews, often within a case study of a specific organization, sometimes combined with the analysis of documents and other secondary data. According to the authors' experience, about one third of the students choose to work empirically, while the others choose to do a literature-based paper. This final paper will result in increased research and writing skills, which are vital for the final BA thesis. The choice of topics for the paper is handled very freely, which for several students at first seems quite challenging. However, the free choice of topics is a conscious decision on the part of the teaching team, in order to encourage individual commitment to a topic and active learning, which inevitably "require[s] the educator to privilege the learner's participation over his or her own declarative knowledge of the subject" (MacVaugh & Norton, 2012 p. 74). Another benefit of this approach is that it is a great training for working independently on a longer project and managing (time) resources – very important skills in both academia and the workplace.

Additionally, the weekly sessions (also see subchapter "Course Outline") mostly combine different teaching approaches and methods, most importantly lecture-based learning as well as many group exercises, in class discussions and debates (for a definition of approaches and methods see chapter 1 of the book). In an attempt to go beyond the cognitive level and foster socio-emotional learning and skills, we also employ self-reflection tasks and exercises throughout the semester. This allows students to share their personal experiences and reflect, for example, on personal sustainability-related roles, attitudes, and responsibili-

ties (Cotton & Winter, 2010). On some occasions, field trips are conducted (for a definition see chapter 1 of the book). These provide an additional opportunity to establish a connection with potential employers. One such field trip was to GLS Bank, a sustainable bank in Germany.

Since it was introduced in 2017, the module (“Doing Business Differently”) has had an excellent reception among students. As most of them go to a business school to learn traditional business skills, the course has integrated what they have already learned but put it into a different context, which includes sustainability, community responsibility and what Raghuram Rajan urges in his 2020 book “The Third Pillar: How Markets and the State Leave the Community Behind”: restoring the balance (Rajan, 2020).

## 6.6. EXERCISES

### **Exercise 1 (course “Social Entrepreneurship with a Special Emphasis on Emerging Markets”, week 1)**

A video is shown in class and students are asked to discuss what they saw, their opinion and assessment, and how the video taught them an issue that differed from their country of origin (most of the students were German). One example could be the TED Talk by Bunker Roy (2011) on the school he helped found called “Barefoot College” in India (see subchapter “Recommended Resources”).

### **Exercise 2 (course “Social Entrepreneurship with a Special Emphasis on Emerging Markets”, week 8)**

An article/case study was given a few days before the next meeting so that students could read and analyze it before class. Various questions were posed and students were divided into groups to discuss one question per group. The class would regroup and each group would discuss the article. One such example was a case study (Volkman et al., 2012, p. 20) on a British magazine sold by homeless people in the UK.

### **Exercise 3 (course “Social and Sustainable Business: Hybrid Organizations, Social Impact and Society”, week 3)**

Students are given a large pool of material that contains many examples for sustainable ventures, for example physical copies of the magazine *Enorm* or the websites of networks such as *Social Impact Lab* or *Social Entrepreneurship*

*Netzwerk Deutschland* or *Berlin.imWandel*.<sup>12</sup> In pairs (so that students interact and exchange ideas while remaining in a pressure-free space), students read through the material and choose a venture they would like to present to their peers. The goal is first to make students aware of the vast diversity of sustainable businesses (in terms of company size but also field of action) and that in this diversity, there is “something for everybody”. It seems almost guaranteed that students will find a project that in addressing a cause they care about really speaks to them and allows them to establish a socio-emotional connection to the idea of social and sustainable business.

After presenting (only the most basic idea) of the chosen venture, in a second step, students are asked to dig deeper into the functioning and business model of the venture. As homework and with the help of a template, students then complete a systematic profile of their chosen organization. This may serve as an initial step for a case study.

#### **Exercise 4 (course “Social and Sustainable Business: Hybrid Organizations, Social Impact and Society”, week 4)**

In groups (of approximately four), students come up with their own definitions of a social or sustainable business. These are then compared to each other allowing to highlight common ground as well as differences. This exercise allows to commence a value-based discussion, because different groups will emphasize different aspects and will have a different understanding of what it means to be “social” or “sustainable”, which inevitably is a normative question. The student definitions then may also be contrasted with definitions from the literature, building a bridge to ongoing academic debates on standards and definitions and allowing to discuss different traditions of the social economy.

#### **Exercise 5 (course “Social and Sustainable Business: Hybrid Organizations, Social Impact and Society”, week 10)**

After engaging with a critical perspective on GDP as an indicator of measuring economic and social progress and learning about alternative concepts (such as ‘Gross National Happiness’ in Bhutan), students are asked to come up with their own indicators for measuring progress. A guiding question for a group exercise (three to four students) may be: “Which indicator(s) would you propose to the government in order to measure economic and social progress?”.

---

12 This material applies to the context of Berlin/Germany. Please adapt to your local/regional context.

Assuming that different groups come up with different propositions, groups might then be asked to compare their concepts with each other. In case that there are many different propositions (which is very likely), the class could be asked to having to agree on only three ideas/indicators. This would require the whole class to engage, set priorities and exchange arguments, to the extent of negotiating in between the groups.

This exercise may easily be expanded and adapted. In order to increase the real-life connection and role-play element of the exercise with the aim of increasing socio-emotional engagement, it might be set up as a United Nations scenario, where different groups represent different countries or expert groups that are discussing the future of measuring progress.

## 6.7. ASSESSMENT

Students choose a subject they want to tackle in a project during the semester and that closely relates to at least two courses of the module. In the past, topics were very diverse, reflecting the various personal interests of students and have ranged e.g. from a case study on a feminist cooperative in Syria to the environmental assessment of different types of bags (e.g. paper, plastic, cotton) to a discussion of the concept of a universal basic income as a new form of social security. In front of all students and all four to five teachers, each student does a short presentation of the chosen topic and the preliminary table of contents. In this presentation, students and teachers pose questions to the presenter to understand the subject matter in depth. This also gives the chance to the student to be more focused on the chosen subject. This exchange of ideas and how well the student responds to questions counts towards 10 % of the final grade.

As a final assignment, the students need to independently complete a large paper, which counts towards 90 % of the final grade. For this, students are coached by two lecturers of the core teaching team – with one main and one second supervisor. The written work is given to the lecturers about ten weeks after the oral assessment mentioned above. All four to five teachers then divide the papers amongst themselves so that each paper has two readers, thus minimizing bias. Corrections are undertaken and teachers meet again to evaluate the papers based on:

1. Topic chosen and depth of analysis
2. Theoretical part and use of academic literature
3. Development and analysis of data or of a case study

4. Discussion, Recommendations and Conclusions
5. Language and Grammar.

## 6.8. PREREQUISITES

- Required prior knowledge from students
  - This course is taught to students who are close to graduation. Therefore, the basic courses in business and economics must have been taken and passed successfully: macro/microeconomics, social science, business strategy, principles of finance, sales and marketing strategies, supply chain management, international business, principles of human resource management. A course on project management would be highly recommended.
  - Students should also know how to use online collaborative platforms such as Zoom (video communication platform), Moodle (educational platform), Google docs (online document editor), etc.
- Required instructors and their core competencies
  - Lecturers must have at least a BA degree in any academic discipline relating to the course and/or on the ground practical experience in the issues being taught.
  - As we have explained, the module's greatest asset is its interdisciplinarity and bringing different professional backgrounds together. In the case of the authors, a mix of different practitioners (a lawyer, a banker and an entrepreneur), as well as academics (sociology, business, political science) was involved in the teaching team, in addition to several guest speakers and field trips. Therefore, a fruitful mixture of different but related disciplines along with concrete experience are required of those teaching this course.

## 6.9. RECOMMENDED RESOURCES

### *Academic literature, studies and textbooks*

- Birkhölzer, K. (2015). Social enterprise in Germany: a typology of models. In *ICSEM Working Papers*, 15.
- EUROSTAT (2016). *Sustainable development in the European Union. A statistical glance from the viewpoint of the UN SDGs*.

- Grieco, C. (2015). *Assessing social impact of social enterprises: does one size really fit all?* Springer Briefs in Business.
- Grove, A., & Berg, G. A. (Eds.) (2014). *Social business. theory, practice and critical perspectives*. Springer Science & Business Media.
- Defourny, J., Hulgård, L., & Pestoff, V. (2010). Social enterprise, social entrepreneurship, social economy, solidarity economy: An EMES Reader on the SE Field. European Research Network.
- Lundström, A., Zhou, C., von Friedrichs, Y., & Sundin, E. (Eds.) (2014). *Social entrepreneurship. Leveraging economic, political and cultural dimensions*. Wiesbaden: Springer.
- Raworth, K. (2017). *Doughnut economics: seven ways to think like a 21st century economist*. London: Random House.
- Ridley-Duff, R., & Bull, M. (2011). *Understanding Social Enterprise*, London: Sage.
- Volkman, C. K., Tokarski, K. O., & Ernest, K. (Eds.) (2012). *Social entrepreneurship and social business. An introduction and discussion with case studies*. Springer Gabler.

### Videos

- TED (2011, October). *Bunker Roy: Learning from a barefoot movement* [Video]. YouTube. [https://www.youtube.com/watch?v=6qqqVwM6bMM&ab\\_channel=TED](https://www.youtube.com/watch?v=6qqqVwM6bMM&ab_channel=TED).
- TED (2019, October). *How to turn one big idea into a social enterprise | Melina Georgousakis | TEDxMacquarieUniversity* [Video]. YouTube. <https://www.youtube.com/watch?v=hw2sMqDOcDg>
- Porter, M. (2013, June). *The case for letting business solve social problems* [Video]. TED Conferences [https://www.ted.com/talks/michael\\_porter\\_the\\_case\\_for\\_letting\\_business\\_solve\\_social\\_problems](https://www.ted.com/talks/michael_porter_the_case_for_letting_business_solve_social_problems)

### Social Impact Concepts, Tools and Reports

- International Federation for the Economy for the Common Good e.V. (n.d.). *Gemeinwohl-Matrix*. <https://web.ecogood.org/de/unsere-arbeit/gemeinwohl-bilanz/gemeinwohl-matrix/>
- Papi-Thornton, D. (2016). *Tackling Heropreneurship: Why we need to move from “the social entrepreneur” to social impact*. [https://ssir.org/articles/entry/tackling\\_heropreneurship#](https://ssir.org/articles/entry/tackling_heropreneurship#)
- Papi-Thornton, D. (n.d.). *Social impact educator toolkit*. <https://re-code.ca/wp-content/uploads/2018/01/Social-impact-educator-kit-1.pdf>
- Social Enterprise Alliance (2021). *Impact gaps assessment tool*. <https://socialenterprise.us/article/impact-gaps-assessment-tool/>
- Social Value UK (2021). *Social value case studies*. <https://socialvalueuk.org/what-is-social-value/social-value-case-studies/>
- The SROI Network (2012). *A guide to social return on investment*. <https://socialvalueuk.org/wp-content/uploads/2016/03/The%20Guide%20to%20Social%20Return%20on%20Investment%202015.pdf>

## 6.10. GENERAL TIPS FOR TEACHERS

To teach a module like the one described here, instructors should:

- have knowledge about the material the other lecturers are addressing and share syllabi at the beginning of the semester
- be in constant touch with other teachers to discuss weekly teachings and coordinate so as to not repeat activities
- coordinate to relate activities for maximum student benefit
- discuss any issues that may relate to student performance
- encourage students to think about research topics early on and to really make their topics their own

A member of permanent faculty should be responsible for coordinating the module (administration) and be in charge of all communication regarding formal aspects (attendance, term dates, requirements for presentation and papers, etc.), while leaving room for flexibility and contents of the individual courses.

To ensure that the module can run successfully, it has proven helpful to have a pool of five to six people (especially when working with professionals/practitioners, who only teach on the side and are not able to teach every semester) — so that conductors can always rely on approximately four teachers for every semester.

## REFERENCES

- Birkhölzer, K. (2015). Social Enterprise in Germany: A Typology of Models. In *ICSEM Working Papers*, 15.
- Cotton, D., & Winter, J. (2010). It's not just bits of paper and light bulbs: A review of sustainability pedagogies and their potential for use in higher education. In P. Jones, D. Selby & S. Sterling (Eds.). *Sustainability education: perspectives and practice across higher education* (pp. 39–54). Earthscan.
- Defourny, J., Hulgård, L., & Pestoff, V. (2010). Social enterprise, social entrepreneurship, social economy, solidarity economy: An EMES Reader on the SE Field. European Research Network.
- EUROSTAT (2016). *Sustainable development in the European Union. A statistical glance from the viewpoint of the UN SDGs*.
- Grieco, C. (2015). *Assessing social impact of social enterprises: does one size really fit all?* Springer Briefs in Business.
- Guercini, S., & Milanese, M. (2019). Native and immigrant entrepreneurship. In B. Dallago & E. Tortia (Eds.). *Entrepreneurship and local economic development* (pp. 306–322). Routledge.



- Lozano, R., Merrill, M., Sammalisto, K., Ceulemans, K., & Lozano, F. (2017). Connecting competences and pedagogical approaches for sustainable development in higher education: a literature review and framework proposal. *Sustainability*, 9(10), 1889.
- Lundström, A., Zhou, C., von Friedrichs, Y. & Sundin, E. (Eds.) (2014). *Social entrepreneurship. Leveraging economic, political and cultural dimensions*. Wiesbaden: Springer.
- MacVaugh, J. & Norton, M. (2012). Introducing sustainability into business education contexts using active learning. *International Journal of Sustainability in Higher Education*, 13(1), 72–87.
- Rajan, R. (2020). *The third pillar: how markets and the state leave the community behind*. Penguin Books.
- Raworth, K. (2017). *Doughnut economics: seven ways to think like a 21st century economist*. London: Random House.
- Rieckmann, M. (2018). Learning to transform the world: Key competencies in education for sustainable development. In A. Leicht, J. Heiss, & W. J. Byun (Eds.), *Issues and Trends in Education for Sustainable Development* (pp. 39–59). UNESCO Publishing.
- Stentoft, D. (2017). From saying to doing interdisciplinary learning: Is problem-based learning the answer? *Active Learning in Higher Education*, 18(1) 51–61.
- UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.
- Unterberg, M., Richter, D., Jahnke, T., Spiess-Knafl, W., Sänger, R. & Förster, N. (2015). *Herausforderungen bei der Gründung und Skalierung von Sozialunternehmen. Welche Rahmenbedingungen brauchen Social Entrepreneurs?* Hamburg: Evers & Jung.
- Volkman, C. K., Tokarski, K.O. & Ernest, K. (Eds.) (2012). *Social entrepreneurship and social business. An introduction and discussion with case studies*. Springer Gabler.

