Digital competences in the public administration classroom

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Digital competences in public administration

Learning outcomes & key competences

§ 7 Aims of study

“Teaching and study should prepare the student for a professional field of activity and give him or her the necessary professional knowledge, aptitudes and methods according to the respective course of studies in such a way that they enable students to conduct scientific or artistic work and to responsible behavior in a liberal, democratic and social state under the rule of law.”

Research-based teaching paradigm

- Not only generate teaching content from my own research
- But create research experiences for students
- Design full research project: collect, analyze, present data

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Digital competences

“The digital skills gap is real. While 90% of future jobs require some level of digital literacy, 44% of Europeans lack basic digital skills.”

Mariya Gabriel
Commissioner for The Digital Economy and Society

Two approaches

Innovative didactic & writing concepts

- Research-based teaching
- Problem-oriented research questions
- Transfer opportunities

Open educational resources

United Nations: “Educational materials that are in the public domain or introduced with an open license.”

= anyone can legally and freely copy, use, adapt and re-share them
Open Public Administration Commons

Stakeholder-oriented writing contributions

Public administrators, political decision makers, media

Short updates from research to practice (in plain language) based on academic output

“Deep knowledge”: Public Management
Qualitative methodological skills
Transfer
Writing competences for digital

Students & instructors & funding agencies

Syllabi

Case studies based on research results

MediaWiki platform (OA)

Competences

Open Public Administration Commons

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Traditional learning cycle

Necessary extensions

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Shared classroom project: „Digital transformation in the public sector“
Constructive alignment

- Understand foundational theories of digital government
- Apply theories to problem-oriented research questions
- Learn how to communicate results

- Real-life practice examples
- Online learning/collaboration period

- Academic poster
- Medium journal entry

Learning outcomes

Successful online collaboration

Assessment tasks

Teaching activities
Course concept: Flipped classroom

Before: On their own
- Prepare readings – conduct background research

During F2F
- Apply concepts from readings to a research question

Check understanding, analyze & synthesize
After: Online Collaboration
- Check understanding, analyze & synthesize
Roadmap “Shared Classroom”

- **Kick-off**
  - April

- **Literature & topic review**
  - May

- **Online collaboration period**
  - May

- **Shared classroom in Tallinn**
  - May

- **Final presentations**
  - June
Requirements

1. Team academic poster & team presentation

2. Medium journal entry
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Tackling Challenges for innovative teaching approaches

Institutional barriers
- Fit the assessment criteria with the examination rules
- Excursion vs. classroom

Financial barriers
1. Dr. Eberle Foundation
2. VEUK (alumni club)
3. German Exchange Service (DAAD)
4. Hochschulkontor
5. Erasmus Mobility

Cultural barriers
- Integrating research-based and problem-oriented teaching
- Combining academic writing with plain language requirements

Don’t worry! I got your back!
We did it!
Communicate well!

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