INTRODUCTION

The curricula of all degree programs at H-BRS have many different practice-oriented activities and focus on hands-on learning. In labs and small classrooms (30–60 persons), students get a personalized learning environment which is complemented with many individual and group projects that foster collaborative work situations. There are several main areas that students learn from working with industry, local organizations or public institutions.

• Students work on projects that involve local businesses and communities on real-world assignments.
• Students receive work experience through required internships and attend networking events organized by the university.
• Students in Management Sciences or Engineering are offered a dual degree program. First, students work as an apprentice at the company (bank, accounting or automotive sector) for one year and then complete their examinations. Afterward, they are enrolled in the Bachelor’s program, known as Duales System, where the students work for the company during the week and in the semester breaks while studying at the university.
• Students write bachelor’s thesis in cooperation with businesses and research institutions.
Furthermore, students are encouraged to study abroad or work in another country as an intern. These opportunities enable H-BRS students to acquire the global competencies needed for national and international careers.

In this chapter, we have selected some lesson plans and course profiles to give a sample of what type of assignments are used in the curriculum for applied teaching and learning at H-RBS. The university works closely with industry, in particular small to medium-sized businesses in the community, as well as global corporations which are based in Bonn.

The course profiles give a short overview of some of the tasks students have completed over the years due to our committed faculty. Please use this as a reference guide or as a springboard for creating other assignments for students to autonomously learn to create real content and solve real-life challenges. These assignments require faculty to liaise with businesses and the university to create real-life projects with student benefitting from a supervised learning environment. They learn by doing the work themselves and getting feedback from their peers, the faculty, and the business partners. The students have both an academic and project supervisor to guide them through the learning process and to create results that can be used, implemented, or executed and that benefit the contractor, the student, and the university. The students present their written results, based on academic foundation and aligned with theories, to the companies in the form of company presentations and receive valuable insights into current management methods and authentic feedback. In addition, they also get a feel for the feasibility of their proposed solutions from the companies or organizations involved.

There are many options for students to get the experience right on campus. This can also involve organizing an event at the University or creating a research report for a local company. Students can already network with companies through these assignments, which is a win-win situation for both future employers and new graduates. Planning and implementing an international conference or a health day at H-BRS is also a valuable experience that students can benefit from, by applying the course content in project management. All students in Management Sciences need to complete one real-life project assignment, known in German as “Praxis Projekt” in their third year. Stefan Freitag has written an extended course profile for a reference and provides the pedagogical approach behind the work assignments. He also provides some tips on how to implement this course into a curriculum.