



SOCIAL WORK-VIRCAMP CONSORTIUM YEAR REPORT 2019-2020

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INTRODUCTION

SW-VirCamp is a consortium of 5 universities and universities of applied sciences from 4 European countries at present that specialise in offering online courses in the field of social work.

The SW-VirCamp consortium organises three online courses for Bachelor students in Social Work and postgraduates.

- Module 1: Social Work from an International Perspective (5 ECTS)
- Module 2: Social exclusion and inclusive practices in social work (10 ECTS)
- Module 3: Community Work from an International Perspective (15 ECTS)

For lecturers, there is a possibility to apply for an E-pedagogy course (10 ECTS) to become a trained e-teacher. Teachers in the SW-VirCamp courses have succeeded this course.

Special this year was that the confrontation with the corona pandemic. This impacted students and teachers in all countries in Europe and elsewhere in the world. The advantage of our work during many years became more clear than it ever was for all involved in VirCamp. To illustrate this two testimonies:

Students: "I am so glad that we are in this course, because it is a normal one and it is designed to be online"

Teachers: "I am so glad that I am teacher with experience in VirCamp and have taken the E-pedagogy course. This is a such an advantage in Corona times"

In this year report, an overview of the VirCamp activities is presented for the academic year 2019/2020.

First the status of the VirCamp is described with a description of the partners.

Main part of this report will present the main activity of VirCamp, namely the educational programmes organised in the past year. For all modules information is given about the course, the students, the evaluation and assessment results. At the end of this part, an overall evaluation is presented with points of attention regarding all the modules.

The previous year report mentioned that the consortium examined the desirability of 2 new courses that are open to other disciplines: social entrepreneurship and everyday live pedagogy. In the past year, a workgroup started with the development of module 4: social entrepreneurship. The status of these activities will be part of this year report.

To run the VirCamp courses, human and financial resources are necessary. An overview is given about the staff involved, the hours invested in workshare and the account and budget. In addition a brief overview of other activities is presented. We end this year report with the future plans of the consortium.

STATUS OF THE VIRCAMP CONSORTIUM

CONSORTIUM PARTNERS

PARTNER INSTITUTIONS

Thomas More University of Applied Sciences - Geel - Belgium (TM)

Western Norway University of Applied Sciences – Bergen – Norway (HVL)

Complutense University – Madrid – Spain (UCM)

Mannheim University of Applied Sciences – Mannheim – Germany (HSMA)

University of Applied Sciences Würzburg-Schweinfurt – Würzburg – Germany (FHWS)

POTENTIAL NEW PARTNERS

University of Wolverhampton – Wolverhampton – United Kingdom

Fachhochschule Potsdam University of Applied Sciences – POTSDAM - Germany

EDUCATIONAL PROGRAMMES

During the study year 2019-2020, four modules have been organised by the SW-VirCamp Consortium:

- Module 1: Social Work from an International Perspective (5 ECTS)
- Module 2: Social exclusion and inclusive practices in social work (10 ECTS)
- Module 3: Community Work from an International Perspective (15 ECTS)
- E-pedagogy (10 ECTS)

E-PEDAGOGY

DESCRIPTION OF THE COURSE

Lifelong learning is an important objective for the EU educational systems and for labour mobility in Europe. A tool for LLL is the e-learning methodology that makes it possible for professionals to increase their knowledge as part time students.

Being an e-teacher demands specific skills and competences in pedagogy related to supervising students on the internet. One needs an explicit knowledge of how to structure the learning material to make a suitable and inspiring learning environment for e-learning students.

The E-Pedagogy course promotes and strengthens the participants' skills in teaching, supervising, planning and organising good e-learning courses in a Virtual Learning Environment (VLE).

STUDENTS AND TEACHERS

The E-pedagogy is organised if needed, especially to increase the amount of teachers that can be involved in the different modules. One of the quality standards is that teachers involved in VirCamp modules have followed the E-pedagogy course. The course is open and free of charge for teachers in the department of Social Work from the partner institutions. Applicants from other departments or outside the consortium pay a fee.

The E-pedagogy course started at the 23rd of September 2019 and ended at the 2nd of February 2020.

This year 6 participants related to our Social Work faculties of partner institutions took part: 1 UCM, 2 FHWS, 1 HVL, 2 HSMA and 2 . There were 2 participants from social work departments outside the consortium: Freiburg and München. Also 1 participant of the business faculty of FHWS took part. In total 9 participants were involved in the course.

Two students did not deliver the final assignment. All other students passed: 2 A, 2 B, 2 C, 1 E.

Wim Wouters (TM) was teacher and head teacher in this course. Ignacio Picardo (UCM) has been teacher. Ulla Törnig (HSMA) acted as external assessor.

EVALUATION

During the conferences in the course, teachers asked feedback. All participants appreciated the content of the course and found it very helpful to apply into the own teaching reality. They appreciated the feedback and the way teachers took into account remarks from the participants during the course. All participants struggled with the CANVAS structure and did not find it easy to get acquainted with the features presented. During the course, the syllabus was updated to guide students throughout the course in the use of the different possibilities.

MODULE 1: SOCIAL WORK FROM AN INTERNATIONAL PERSPECTIVE

DESCRIPTION OF THE COURSE

This is a 5 ECTS credits course about general social work aspects. In module 1, students will learn about commonalities and differences between countries in the field of social work and how these contextualise and influence living conditions. The students will explore social organisations, welfare systems and methods within social work.

Throughout the course, students cooperate on cases that illustrate the phenomenon of poverty in a broad perspective. Students are assigned to work with challenges related to social work with elderly people, adults or children and to compare the living conditions with two other countries than their own. Students get familiar with the function, methods, laws and services within the field of social work in their own and other countries. They get an introduction to different social welfare models with a special focus on the relation between the social welfare models and the daily work of the social worker in different countries. Students learn how to reflect upon commonalities and differences of social work, social policy and welfare systems.

STUDENTS AND TEACHERS

Table 1 – Amount of students per HEI - Module 1

HEI/YEAR	2014/15	2015/16	2016/17	2018/19	2019/20
HIB/HVL	7	5	4	5	2
FHWS	-	-	-	3	2
TM	18	12	7	4	5
UCM	17	8	8	7	6
HSMA	5	5	6	8	6
INH	15	6	13	4	-
Total	63	36	38	31	21

The M1 started at the beginning of the autumn semester. The 8 weeks course started 16^h of September 2019 and ended 13th of November 2019.

Table 1 gives an overview of students during the past subsequent academic years. The amount of participants is declining. There are no students of Inholland, due to decision to leave the consortium. All other partners were able to deliver students. Some universities promote this course as an option for incoming students to complete the ECTS credits for their study abroad. In this course 7 exchange students participated (1 Lithuania, 3 Germany, 1 Argentina, 1 Finland). It was possible to build a strong international group of students.

In module 1 Katrien Verelst (TM) has been head teacher. Teachers in this course were: Winfried Weber (HSMA), Rakel Aasheim Greve (HVL) and Linda Ducca UCM). Andres Astrayr (UCM and Inger Kristin Heggdalsvik (HVL) acted as external assessors.

RESULTS OF THE FINAL ASSIGNMENT

The final assignment in M1 is a combination of tasks done during the course. Of the 21 students who started, 20 students took the exam. All students passed. 1 student did not deliver the assignment and will have a re-examination opportunity. The marks were: 1 A+, 2 A, 1 A-, 3 B, 1 B-, 5 C, 3 C-, 1 D+, 2 D, 1 E.

Three students complained on their final mark. After a consult with teachers and external assessor there is decided that the marks were in line with the assessment criteria.

EVALUATION

The course was reorganised two years ago. It was a pilot course the in 2018 and this year it was presented in how it was meant to be after the changes made. In the beginning the students find some troubles with their login in CANVAS.

The smaller group of participants is not working well for this module. The big group is divided in smaller groups. It is difficult to have mixed nationalities in the several groups.

In M1 the new evaluation system with + and – was introduced. The experience on this was good. The main issue in the course is now poverty and exclusion.

Social work as a global profession and needs to look for solutions all over the world and courses like this contribute to the integration of this international perspective into the curricula of every faculty of social work.

There were a few complaints about the marks. It seems that some students have higher expectations about the marks. But after consultation with the teachers and assessors, the marks seem to be just and in line with the level we want to wield.

MODULE 2: SOCIAL EXCLUSION AND INCLUSIVE PRACTICES IN SOCIAL WORK

DESCRIPTION OF THE COURSE

This is a 10 ECTS credits course that helps social work students to understand what is going on in our societies in order to support people who are marginalized. In module 2, the concept of ‘intersectionality’ is used as a critical analytic tool to help to understand social exclusion and discrimination and to address anti-oppressive social work. The intersectional approach focuses on the complexity of gender, sexuality, class, age, ethnicity and race.

For social workers it is important to understand the concepts of ‘social exclusion and discrimination’ to be able to support potential clients or groups of clients in an anti-oppressive way. The methodical approach to do this in a constructive way will be another important element in this course.

Within an online learning environment, social workers living and working in very different situations will have the opportunity to learn from each other and to share information and knowledge important for their work with their clients.

STUDENTS AND TEACHERS

Table 2 – Amount of students per HEI - Module 2

HEI/YEAR	2014/15	2015/16	2016/17	2018/19	2019/20
HIB/HVL	7	5	4	5	2
TM	23	2	2	0	2
UCM	8	4	3	12	4
HSMA	2	3	4	6	4
INH	0	0	0	4	--
FHWS	-	-	-	-	4
Total	40	14	13	27	16

M2 started on the 4th of November 2019, and ended after 12 weeks on the 7th of February 2020.

Table 1 gives an overview of students. This year 16 students took part. We had 3 incoming students. Two from Germany and one of Finland. The number of participants is in line with former years, except in the year 2018/2019. In this year the amount of participants was higher.

Remmelt Veenkamp (INH) has been head teacher. Masego Katsi (HVL) and Thomas Wagner (HSMW) have been teacher in this course. Andres Astray acted as external assessor.

RESULTS OF THE FINAL ASSIGNMENT

Of the 16 students who started, 14 students took the exam. One student did not deliver the final assignment and 1 student has quit the course before the end, due to personal reasons. The marks were: 5 A, 5 B, 3 C, 1 E.

EVALUATION

There was a good participation of students in the conferences. The majority of students were German. This was a challenge to have the comparative part in the course and to produce an international experience. S

Students confirm that the content has a very good level and like the approach.

Remmelt as head teacher introduced the two new teachers in a very good way and gave them good support to take over the coming years.

MODULE 3: COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE

DESCRIPTION OF THE COURSE

Module 3 is a 15 ECTS course. The theme of the course is 'Community Work from an international perspective'. Community work is a planned process to mobilize communities to use their own social structures and resources to address their own problems and achieve their own objectives. Community work focuses on participation and fosters empowerment, emancipation and change through collective action. Community work is closely related to work for human rights. The community work process is about people in communities creating opportunities for growth and change. The course focuses on different theories, methods and approaches in community work from an international perspective, and consists of several parts. One part focuses on theories and methods, another parts consist of a case-study related to a virtual case. Students make a project plan related to the case, by collaborating and comparing different approaches. The students learn about community work and its historic background and come to understand the risk of manipulation when community work is not worked out from a grass-root level. Students also learn about the advantages and power in approaches carried out from a bottom-up perspective. One of the main aims of the course is that students develop a critical understanding of the wide

range of theories and methods of community work, develop the ability to recognize these in current projects and are able to design a project plan of community work, and show which steps and facilities are needed for realising and managing processes and products.

STUDENTS AND TEACHERS

The course started the 20th of January 2020, with a duration of 18 weeks until the 25th of May 2020.

Table 3 – Amount of students per HEI - Module 3

HEI/YEAR	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
HIB/HVL	2	7	6	3	6	2
TM	8	17	23	14	7	8
UCM	5	5	5	3	2	10
HSMA	6	4	5	9	8	5
INH	3	0	3	1	0	-
UIN	0	5	-	-	-	-
FHWS	-	-	-	-	-	3
Total	24	38	42	30	23	28

28 students took part in M3. We had 9 incoming students: 1 Estonia, 1 Germany, 1 Sweden, 4 Netherlands, 2 Denmark.

Bieke Dierckx (TM) has been head teacher and teacher. Other teachers in this course were Eduardo José da Silva Tomé Marques (external teacher from the University Azores), Lennart Loraas (HIB/HVL) and Wim Wouters (TM). Dagmar Unz (FHWS) and Carmen Roncal (UCM) were the external assessors.

RESULTS OF THE FINAL ASSIGNMENT

All of the 28 students took the exam. The marks were: 9 A, 10 B, 6 C, 3 D. None of the students failed.

EVALUATION

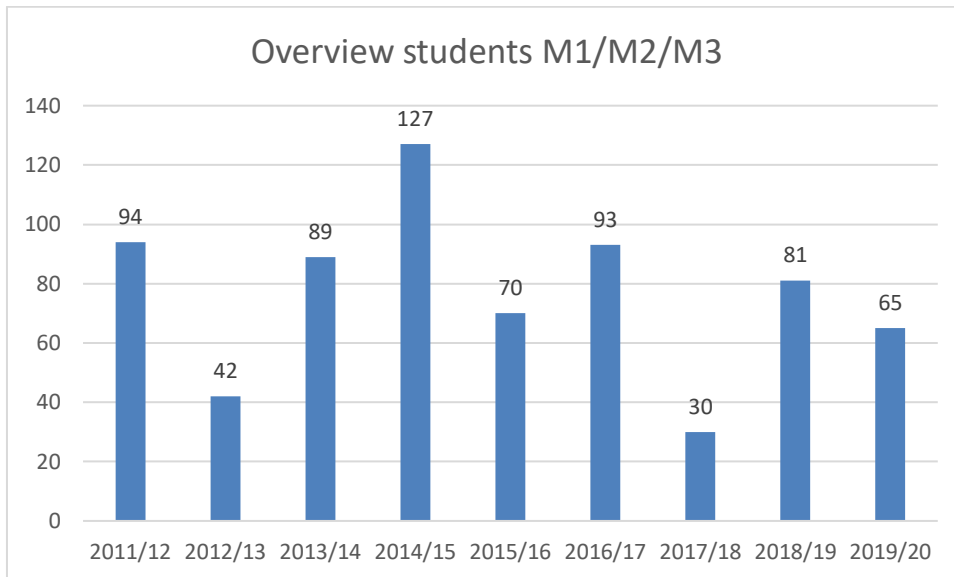
Students in this course emphasize the way the course is setup with the Green Park, presented as a case and really is a good start to work on a project plan, as if it is a real life situation. They appreciate the structure, the clear task descriptions and feedback and the literature. They like the support of peers. Each student is combined with a buddy that can support and give feedback. There also is a good balance between theory and practice.

A point of attention is to make sure that the two basic books are available from the start of the course.

OVERALL EVALUATION OF THE COURSES

STUDENTS

Graphic 1 –Overview of students M1, M2, M3- 2012/2019



This graph shows the evolution of the total number of students in the 3 modules over the years. It is clear the number has dropped significantly in 2017-2018. This is because two courses did not take place.

In 2019-2020 the total number of participants was 65, which is less than the year before.

EVALUATION

Students keep on having difficulties with correct referencing. Therefore a screen lecture was developed and used in all VirCamp modules. In addition good examples can be a good support for students. Therefore the decision is made to work out a separate canvas-module that will be introduced in the same way in every VirCamp course.

The introduction of students in the platform is crucial for a good start. It is necessary to have the list of participating students in time. An 'introduction canvas module' that can be installed in every course in the same way will be developed. There will also be a presentation available for all contact persons that can be used for the face to face introduction session in the own HEI. The start page for students on the VirCamp website will be improved, taking into account this remark.

HEI are asked to give more attention to the workload students need to take into account. Each year students underestimate the workload.

The amount students in the courses depends on how many incoming students are reached. With the CORONA-crisis this can be problematic because it is possible that there are no incoming students in the autumn semester. This is a topic that needs further attention in the coming period.

WORKSHARE

Table 4 – Overview workshare

Partners	2016-2017	2017-2018	2018-2019	2019-2020
HIB/HVL	321	279	340	430,3
UCM	266,5	245	282,5	163
TM	352,5	282	327,5	443,0
INHOLLAND	309,5	254,5	296,5	71
HSMA	213	256,5	214,5	244,9
FU	-	129,5	85,5	-
FHWS	-	10	70,5	109,8
Lund	33,5	0	0	-
TOTAL	1496	1456,5	1616	1390,95

Table 4 gives an overview of the workshare in the past years.

The principle in the consortium agreement is that there is an equal workshare. This is not always possible. Partner institutions need to have the necessary resources. Teachers need to be qualified as e-teachers and for the subjects and content of the courses.

Some partners invest year after year above the average (278 hours) per partner. Only if there is an underachievement with more than 10%, other partners are compensated for this lack in performance.

STAFF INVOLVED 2018 - 2019

CONSORTIUM MANAGEMENT GROUP

- Ulla Törnig, HSMA (Chairwoman)
- Svanaug Fjær, HVL
- Jose Ignacio Pichardo, UCM
- Christien Broeckmans, TM
- Dagmar Unz, FHWS

STEERING COMMITTEE

- Wim Wouters (TM) Consortium Coordinator
- Remmelt Veenkamp (INH) Coordinator of Education
- Inger Kristin Heggdalsvik (HVL) Coordinator of Webpage
- Jose Ignacio Pichardo (UCM)
- Ulla Törnig (HSMA) Chairwoman for CMG
- Dagmar Unz FHWS Coordinator of Development Research

TEACHERS AND ASSESSORS

	TEACHERS	EXTERNAL ASSESSORS
M1	<p>Katrien Verelst (TM) <i>Head teacher</i></p> <p><i>Teacher team:</i></p> <p>Rakel Aasheim Greve (HVL) Linda Ducca (UCM) Winfried Weber (HSMA)</p>	<p>Andres Astray (UCM) Inger Kristin Heggdalsvik (HVL)</p>
M2	<p>Remmelt Veenkamp (INH) <i>Head teacher</i></p> <p><i>Teacher team:</i></p> <p>Thomas Wagner (HSMA) Masego Katsi (HVL)</p>	<p>Andres Astray (UCM)</p>
M3	<p>Bieke Dierckx (TM) Head teacher</p> <p><i>Teacher team:</i></p> <p>Eduardo José da Silva Tomé Marques (EXT) Lennart Loraas (HVL) Bieke Dierckx (TM) Wim Wouters (TM)</p>	<p>Carmen Roncal (UCM) Dagmar Unz (FHWS)</p>
E-ped	<p>Wim Wouters (TM) Head teacher</p> <p><i>Teacher team</i></p> <p>Ignacio Picardo Galan (UCM) Wim Wouters (TM)</p>	<p>Ulla Törnig (HSMA)</p>

ACCOUNT

In

Contributions partners		€ 19.750,00
Complutence	€ 3.950,00	
Thomas More	€ 3.950,00	
HVL	€ 3.950,00	
FHWS	€ 3.950,00	
Hochshule Mannheim	€ 3.950,00	
E-ped		€ 4.500,00
Harald Bolsinger	€ 1.500,00	
Martina Wolfinger	€ 1.500,00	
Ines Himmelsbach	€ 1.500,00	

TOTAL IN € 24.250,00

Out

E-pedagogy		€ 7.480,00
Head teacher (Wim)	€ 3.630,00	
Teacher (Ignacio)	€ 2.750,00	
External assessor (Ulla)	€ 1.100,00	
Module 3		€ 3.000,00
Eduardo	€ 3.000,00	
Zoonlog		€ 190,00
Webhosting	?	
Leading partner		€ 17.600,00

TOTAL OUT € 28.270,00

RESULT 2020 -€ 4.020,00

ACTIVITIES

MEETINGS

TEACHER MEETINGS

Due to the COVID-19 crisis the yearly teacher meeting, that was planned in Bergen Norway, took place in online) on 27/05/2020 and 28/05/2020.

In all modules, teachers meet only online during the course. A physical meeting (at least) once a year is important to evaluate the past year, plan the coming academic year, discuss future opportunities and have a moment of team building with the teacher team.

STEERING COMMITTEE

The SW-VirCamp Steering Committee (SC) is an executive committee. The SC monitors the Virtual Campus. Decisions about amendments in budget allocations will be prepared by the Steering Committee. Decisions are taken in the Consortium Management Group.

The SC takes care of the daily management of the courses, e.g.: website, the intake of students, following up on the modules and how to engage new partners.

The Steering Committee met 5 times online: 16/10/2019, 18/11/2019, 19/02/2019, 08/05/2019, 19/05/2020. Due to the COVID-19 crisis the yearly meeting took also place in online on 28/05/2020.

In order to have a good involvement with all partners on the one hand and keep a steering committee that functions efficiently on the other hand (also when the consortium grows in number) the consortium decided to invite the members to the online steering committee meetings as guests. Each consortium member has appointed a contact person for VirCamp. This contact person has the role to forward the minutes and other relevant information on VirCamp internally within his/her own institution.

CONSORTIUM MANAGEMENT GROUP

The CMG Meeting is the General Assembly of the Consortium. In order to take decisions on the overall organisation of the VirCamp and its activities.

The CMG met 1 time online: 11/12/2019.

The yearly meeting took place online on 29/06/2020.

One the more important decisions

LEADING PARTNER

In 2019-2020 Thomas More was the leading partner. This was the last year of the new round of 3 years as leading partner. The role of the leading partner is to prepare and to document every meeting, to monitor the daily work and organise the exam, to take care of the budget and to represent VirCamp externally. Wim Wouters has taken up this role.

DISSEMINATION

OTHER DISSEMINATION ACTIONS

On 10th of June 2020 a presentation and meeting with the European Erasmus+ virtual exchange network has taken place.

FUTURE PLANS

An important new step in the consortium will be the introduction of the pilot course on social entrepreneurship in the Spring semester 2021. This is a new opportunity to broaden the target group. At first the course will be open for students from other social professions than social work. Also a group of business students will be able to join this course. This can be a step to share expertise on e-pedagogy and online learning with colleagues of other faculties.

Another new initiative will be taken on research and development. For many years the aim was to have cooperation on more than educational programmes. Now there is a stable group of teachers and the VirCamp modules are actualised, the VirCamp consortium partners want to investigate the possibilities to exchange on

topics the teachers and staff members are doing research on.

Besides this, the consortium has trained teachers and students on online work. It can be interesting to do some research on the way this effects the competences of participants in online social work.

The students part of the VirCamp website will be renewed. The aim is to have good material to recruit students and to support the HEI with the introduction of VirCamp courses.