



SOCIAL WORK-VIRCAMP CONSORTIUM

YEAR REPORT No 1/2011-12

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Partners in the SW-VirCamp Consortium:

Bergen University College (HiB)

Inholland University of Applied Sciences (INH)

Complutense University (UCM)

Mannheim University of Applied Sciences (HSMA)

K.H.Kempen University of Applied Sciences (KHKempen)

University of Nordland (UiN)

Associated Partners:

Mittweida University of Applied Sciences (HSM)

Malawi University (MIU)

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AIMS AND OBJECTIVES

The Social Work Virtual Campus offers an online international, multifunctional learning community to social work students and academics in the field of social work. SW-VirCamp takes on the responsibility to arrange the online courses developed by the VIRCLASS Consortium. The SW-VirCamp offers different courses addressing core issues of European social work focusing on social cohesion and intercultural dialogue, ethics, theories and methods.

The SW-VirCamp aims to facilitate all the functions needed for an up-to-date virtual campus with its partners, including high quality e-learning courses, promoting possibilities for study abroad and practice abroad, research on e-learning and social work issues, good administration and access to relevant web resources to facilitate effective online learning.

The SW-VirCamp Consortium aims to build and develop a strong and committed partnership among HEIs willing to offer international in-depth study programmes to their students.

STATUS OF THE VIRCAMP CONSORTIUM

At the last Partner meeting in Haarlem, in the Netherlands there was a change in leadership of the Consortium. Bergen University College withdrew as the Leading Partner of the Consortium. This meant that Anne Karin Larsen, who was one of the founding persons of Virclass, withdrew as the Coordinator, a position which she fulfilled from the start of the network in 2004 till June 2011. Bergen University College supported her throughout all those years in a good way, and she was a very competent Consortium Coordinator.

Following the Consortium Agreement a new Leading Partner was elected by the partners of the Consortium. Inholland University of Applied Science, School of Social Work is the new Leading Partner for the period of 3 academic years, from August 2011 until June 2014.

Following the Consortium Agreement Inholland University of Applied Science elected Rimmelt Veenkamp as the Consortium Coordinator for the period that this university will be the Leading Partner.

This change of leadership also asked for a change of chairman for the CMG. Due to the fact that otherwise the CMG and the SC would be coordinated by the same partner. The CMG decided that this was an undesirable situation. Ingrid Wegman, who was the chairman of the CMG until When???, is now replaced by Ulla Törnig. She is the representative of the Mannheim University of Applied Science. The Consortium Agreement stipulates that the coordination period of the chairman is one of 2 years.

At the beginning of this year Miguel Torga University College from Coimbra, Portugal withdrew as a partner from the Consortium due to a difficult economic situation and a very low number of social work students at their university.

Malawi University has become a partner based on NUFU funding for a 2 year period. Due to the political situation in Malawi, Malawi University was closed for a long period of time during this academic year. Therefore this partner was not able to participate as originally intended.

VIRCAMP SEMINAR

One of the main objectives of the Consortium was to expand the number of partners. The Steering Committee has proposed a strategy to the Consortium for this, namely: to invite new educational programmes of the partner institutions of the Consortium and to look outside the Consortium for new partner institutions. The Consortium partners agreed with this proposal.

We want to realize this by starting a new EU project in which the focus is on interdisciplinary cooperation with partners in the field of Health and Social Work. Several current partner institutes also have Nursing Schools in their educational portfolio.

To inform possible partners about our ideas, and to stimulate them to become a partner in this project we organized a seminar with the title; 'E-LEARNING - THE INTERNATIONAL WAY FORWARD'. Presentations of our Consortium, of the online platform and the VirCamp material was a part of the programme. The institutions which were invited were asked to present themselves as well, and especially in relation towards their own experiences with e-learning. This seminar took place at 11 November in Haarlem, the Netherlands, Several Schools of Health of current partner institutions attended, and also several external institutions. In total 17 persons registered for this seminar. (attendance list see appendix 1)

As an output of the seminar we produced a fact sheet, with information about **what the University will gain from partnership in VirCamp, and what it takes to become a VirCamp partner.**

The spinoff of this seminar is, that we now have several internal and external partners who have applied for being partner in the project we planned

The VIA University College, Aarhus, Denmark, has applied this academic year to become a full member of our Consortium. Their application was approved by all VirCamp partners.

Lund University, Lund, Sweden has expressed their wish to become a partner of our consortium. They invited the Consortium Coordinator to present the consortium to their staff and management. This took place in May, 2012. They will decide to apply for a partnership in June 2012.

EDUCATIONAL PROGRAMMES

During the study year 2011/12 three modules were arranged by the SW-VirCamp Consortium; Module 1, Module 2B and Module 3. Because of the few applicants for the second module, only one of the themes in Module 2 was arranged this year.

MODULE 1 SOCIAL WORK IN EUROPE, COMMONALITIES AND DIFFERENCES 2011

This is a 5 ECTS credit course about general social work aspects. All the SW-VirCamp courses have a competence based curriculum plan in which theory and practice are integrated. M1 focuses on basic knowledge about social problems, social work in history and today, and social work education in a European perspective. The module starts with how to do comparative studies in international social work. Students describe, analyse and compare living conditions and the social problems in different European countries, and how these are met in social work. They explore commonalities and differences in welfare systems and social policies, and how these may affect social work and social work education.

The course started in 26 September 2011, and lasted 8 weeks, till 21 November 2011.

Students and teachers are positive about the decentralized intake procedure. But the recruitment of students was difficult in Madrid, Mannheim and Geel due to the late start of the academic year at those partner institutions. These universities have to recruit potential students in the year previous to the start of the course, in the period May and June and might lose potential students.

STUDY PROGRAMME AND TASKS

This year the duration of the course increased from 7 to 8 weeks. The teachers were positive about the quality of the programme in relation to the number of weeks, and so were the students. The division of work during the course is better than last year, but in week 5, students have a lot to do and in week 6 and 7 work slows down. In the end the students surveyed remarked: "some weeks we have almost nothing to do and other weeks we have too much work". On the other hand, 85 % of students consider the time table of the course as adequate and realistic. Both teachers agree on the fact that the changes were successful, and that we created a more relaxed working atmosphere in this module.

Another change was that we worked with more concrete themes for comparative work: child care, drug abuse and elderly care. These themes were received very well by the students.

CHARACTERISTICS OF STUDENTS

There was a majority of Belgian and Dutch students in this course. This sometimes caused problems in relation to the comparative work.

Belgium	9
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Germany	1
Spain	5
Netherlands	10
Norway	1

26 students from 5 partner institutions started the course. students left the course in an early stage (October). Of the group of students that started in the course students either left the course or did not finish the course.

24 students were female, while only 2 students were male.

In the end survey (n=20) we can see that 100% of the students were in a Bachelor programme. 71% of the students were aged between 18 -24 and 14% between 25-29. A majority of students have the course integrated in their study programme; only 2 students mention that this is not the case.

RESULTS OF THE FINAL ASSIGNMENT

The final assignment in M1 is a combination of tasks done during the course. Of the ? students who started the course, 26 students took the exam. The marks are given on a scale from A-F (F is failure). The following marks were given: 1 A, 8 B, 4 C, 6 D, 5 E, 2 F.

STUDENTS' EVALUATION OF THE COURSE

The end survey (n=20) gives us an overview of students' evaluation. This year, we brought the survey questions in line with the criteria of the quality guide.

The most important question that gives an idea of the overall evaluation of this course is: 'I would recommend this course to other students'. Only 2 students disagree, 61,9% of students strongly agree and 28,6% agree. This shows that a large majority of students appreciate this course.

We will now go into some important aspects of the course: course materials, feedback and the learning process of students. In the quality guide a standard for learning approaches is formulated. On all these aspects, most students strongly agree or agree that this course promotes the kind of learning we put forward. The strongest aspects are comparative work (71,4%), academic writing (66,7%), English language skills (61,9%) and openness of sharing of knowledge (61,9%).

Two questions are related to the teachers in the course. On the competence of the teachers, most of the students think that teachers show competences above average or excellent on the subject of the course (71,5%). On the way they guide students through the course there is a spread in the answers. 57,1% of the students respond with excellent or above average, but also 33,3% respond with average. Related to this is the way students experience feedback from teachers. Feedback is constructive (100% strongly agree or agree) and improves the work of students (85,7% strongly agree or agree). But on the question whether feedback is given in time, 23,8% of

students disagree. In general we see some comments of students that expect teachers to be more active checking e-portfolios and to bring in questions in the theme discussions. This will be more time consuming and the course is already requiring a lot of resources in that perspective. The amount of working hours of teachers is a point of attention. A possibility to solve this need is to work more with peer to peer feedback.

The contact between students and between students and teachers gets appreciation of students. This is very good (52.4%) between teachers and students and good(52,4%) between students. This can be related to the fact that sometimes problems arise when students were not in time with their work and others depend on this. Especially when students don't present good sources. Here it can be a task for teachers to guide them to better resources .

Students strongly agree and agree that they reach competences put forward in the curriculum plan. The average time they spend on this course is 16-20 h./week (9,5%), 11-15 h. /week (42,9%), 6-10 h./week (28,6%) and less than 5 h. /week 14,3%. Regarding the Bologna credit system, the average time students should spend on this course should be 15 hours.

The reading list is evaluated positively. Some students think that the reading list doesn't inspire them in tasks and assignments (28,%) and 38,1% respond that the readings are not easy to understand. The past year we worked on the reading list and teachers think that most of the readings are satisfying. All the screen lectures got a positive evaluation. The triggers however get a mixed evaluation. A majority of students evaluate them in a positive way. A substantial minority of 23,8% disagree on the fact that the triggers facilitate reflection and 38,1% does not agree that triggers inspire and motivate to realize tasks and assignments. This is a point of attention that will be discussed in the teacher team further on.

Regarding the time table of the course, students appreciate the availability at the beginning of the course and find this adequate and realistic. A minority of 19% of the respondents thinks the timetable is not flexible.

TEACHER MEETINGS

There have been 2 online teacher meetings in which the teachers of M1, the educational coordinator and the consortium coordinator attended. Those meetings were organized at the beginning and at the end of the course. (6-10-2011 & 10-11-2011) During the course there were several bilateral online meetings between the 2 teachers of the course.

MODULE 2A DISCRIMINATION, OPPRESSION AND ETHNIC DIVERSITY AS A PHENOMENON IN EUROPE. ANTI OPPRESSIVE APPROACHES TO SOCIAL WORK

Social problems are created in a national, European and global context. Every country has its own way of dealing with social problems depending on different historical, cultural, religious and political backgrounds. The commonalities are that all countries have to deal with social problems through resources from the family, voluntary organizations, the state and the market. The difference is that all countries have a "welfare mix" of their own.

A cross-cultural comparison of social work and welfare systems in Europe should facilitate understanding of social problems in the different parts of Europe and should improve strategies and methods of social work.

This module focuses on anti-oppressive approaches in social work. A central questions is: How can social workers fulfill the values written in The International Federation of Social Workers definition of social work: *"In solidarity with those who are disadvantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion"*.

The course started 15 November 2011, with a duration of 12 weeks till 21 February 2011. Students who applied for this course participated first in Module 1 of SW-VirCamp.

The number of students who continued in Module 2 was relatively low. A reason for this might be that this course is not integrated in the curricula of many of the partner institutions. Only Complutense University presents this course as an integrated optional course. Even though it is offered as optional courses by other partner institutions (like HiB) it is running at a time when students have a full semester with other courses.

STUDY PROGRAMME AND TASKS

Last year we decided to reduce the duration of the M2 course from 16 to 12 weeks. Due to the fact that M2A had not runned last year, the course had to be rearranged this year. In general the teachers were quite positive about the quality of the programme in relation to the number of weeks, and so were the students.

CHARACTERISTICS OF STUDENTS

17 students representing 4 partner institutions started on the course. 15 students stayed in the course till the end, but only 11 students submitted their exam. 10 students passed.

The countries represented by the students in M2A were:

Spain	9 students
Belgium	6 students
Norway	1 student
Netherlands	1 student

Among the students there were 16 female and 1 male. All were undergraduate SW students.

RESULTS OF THE FINAL ASSIGNMENT

To finish the course of M2A the students have to deliver the final assignment. This is a portfolio exam in which students in the end are assessed by some tasks they have been working on during the course.

The marks are given by a scale from A-F (F is fail). The marks students received were

1 B, 3 C, 3 D, 3 E, 1 F

STUDENTS' EVALUATION OF THE COURSE

Because of the low number of respondents from students to the end survey (n=7) it is hard to draw conclusions. But the information given to the open questions is very interesting. The students appreciated the virtual study material and especially the video case of Mrs. K. and her family. Understanding all the aspects of the case, motivated them to read the literature. The respondents liked the triggers and they contributed to their learning process.

The level of English of the reading lists was experienced by the respondents as sometimes too advanced.

The respondents experienced the feedback of the teachers as really helpful. They also totally appreciate the feedback with the open portfolio. All liked to learn from feedback also given to fellow students. But they were not so positive about the cooperation in the student group because of the lack of interactivity.

The fact that there were only 2 nationalities represented was disappointing for students as well as for teachers. Spain and Belgium were represented with several students. The Norwegian and the Dutch students who started this course, did not finish it. It made it less interesting. The course would benefit from a diversity of nationalities in the student group

Overall the respondents liked the experience of this course and would recommend it to their fellow students

TEACHER MEETINGS

There were 2 online teacher meetings which the teachers of M2, and the consortium coordinator attended. Those meetings were organized at the beginning and at the end of the course. (24-11-2011 & 10-2-2012) During the course there were several bilateral online meetings between the 2 teachers of the course.

MODULE 3 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.

This course focuses on different theories, methods and approaches in community work from an international perspective. The course consists of several parts. One part focuses on theories and methods, another part consists of a case-study related to a video/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 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 realizing and managing processes and products.

The course is 15 ECTS credits and started 31 January 2012 and goes on for 18 weeks ending on the 4th June 2012.

It is the third time this course has run. The first time was as a pilot course during the SW-VirCamp project period. The curriculum plan is competence based and uses portfolio assessment. Some of the students that participate in this course have taken M1 and M2 before.

CHARACTERISTICS OF STUDENTS

51 students started in the course representing 5 SW-VirCamp partner institutions. 43 students did exam.

What we know by now is that 1 student never started the course, 6 students left the course within the first two months and 1 other student did not continue to participate till the end of the course.

The partner institutions/countries represented by the students in M3 were:

UCM/ Spain	3 students
K.H.Kempen/Belgium, Lithuania, Spain	12 students
HSMA/Germany	5 students
HIB/Norway,	14 students (9 MA)
UiN/Norway,	14 students
INH/Netherlands	3 students

Nationalities of the students in the course: Germany, Netherlands, Belgium, Norway, Spain, Canada, Tanzania, Russia, Lithuania, United Kingdom.

There were 38 female and 13 male students in the course.

The majority of the participants were social work BA students. From Bergen University College 9 first year students from the Master in Community Work participated. In addition, some professional social worker and students with other professional background participated.

TEACHER MEETINGS

There have been 4 teacher meetings on VITERO during the course period. There was also one online meeting before the course started.

E-PEDAGOGY COURSE FOR TEACHERS IN HIGHER EDUCATION

This is a 10 ECTS credits course that is offered by Vircamp aiming to increase the number of competent e-teachers in the partner institutions.

Duration of the course 20 June – 5 December 2011

The course was arranged as blended learning including one campus week in Madrid from 27 June – 2 July 2011.

After this week, the students had holiday and continued the course online from 19 September – 5 December 2011

The course started with seven participants all from different universities; teachers from Belgium, Spain, Germany, Norway, South Africa and Malawi. Five of the participants represented VirCamp partner institutions. Two of the participants did not end the course because of illness. Two of the participants could not participate in the Campus week and did their tasks and work online.

The Campus week in Madrid was well arranged both practically and socially by our colleagues at Complutense University in Madrid, Spain. The venue suited the course well.

TEACHERS:

- Anne Karin Larsen, Norway
- Grete Oline Hole, Norway

ASSESSORS

- Grete Oline Hole, internal assessor
- Wim Wouters, Belgium, external assessor

STUDENTS:

- Jurgen Basstanie, Belgium (KHKempen)
- Ingeborg van Delst, Belgium (non-partner institution)
- Pierson Ntata, Malawi
- Marta Blanco Carrasco, Spain (UCM)
- Inger-Kristin Heggdalsvik, Norway (HiB)
- Sinikka Gusset-Baehrer, Germany (HSMA)
- Alida Herbst, South Africa (non-partner institution)

RESULTS:

On a scale from A-F

1 student: A, 3 students: B, 1 student: C

Students developed a Curriculum Plan and part of a course on the following subjects:

- Mediation in social conflicts: an international view
- Social work and digital competences
- English Language and Intercultural Communication for Social Workers
- Active Aging
- Memory Work

DEVELOPMENT

The new VirCamp application which is being prepared will be submitted within the framework of Erasmus LLP, Multilateral Projects. At present VirCamp is a consortium and a virtual campus with a platform providing courses for social work students. The innovative character of the new application is that taking into account the growing impact of e-tools in the profession of social workers and related professions, a new step is necessary within the virtual campus to enhance the e-competences of future social workers as well as their competences to work interdisciplinary with professionals in related fields. For these reasons the new application will deal with developing e-competence course and training and an interdisciplinary course.

There is a need for the Consortium carefully to consider the possibilities for improving the incorporation of the courses in the BA programmes in a better way. It can also be important to discuss if the courses we offer cover themes that can exchange the content of the courses offered at the campuses.

RESEARCH

In this academic year there were no research projects running.

Just lately Andres Arias, David Alonso & Remmelt Veenkamp started to map out the existing programmes related to Social Work online. This is also in line with the new development plans of the consortium in relation to starting a project on this theme.

DISSEMINATION

During 2011/12 several presentations at conferences have been conducted, and several papers to professional and scientific journals have been published.

ABSTRACTS AND PAPER PRESENTATIONS AT CONFERENCES:

Veenkamp, R. & Larsen, AK (2012): The Social Work – Virtual Campus’ impact on internationalization of the Curriculum. *IASSW conference in Stockholm July 2012: Global Transformation and Social Action*

Hole, GO & Larsen, AK (2012): Participatory Action Research/Action Learning Contributing to Participants Understanding of the Concept of Community Work. *The Eight International Congress of Qualitative Inquiry, Urbana-Campagne, Illinois, USA 15-19 May 2012*

Larsen, AK & Bonete, X (2012): Media Staff and Teachers in Dialogue: Producing rich media material for learning. Examples from the SW-VirCamp project. Presentation at the *Staff Mobility Week: Technologies and their practical application in education 7-11 May 2012, Bergen University College, Norway*

Larsen, AK (2012): Social Work Virtual Campus. International education in Community Work on Internet. Invited Presenter. *Nordic Network meeting in Community Work, Linköping University, Sweden 18-20 April 2012*

Larsen, AK & Henriksbø, K. (2012) Students’ understanding of Community Work in an International Perspective. Some results from the SW-VirCamp e-learning module in Community Work cohort 2010-2011. *Nordic Network meeting in Community Work, Linköping University, Sweden 18-20 April 2012*

Hole, Grete Oline & Larsen, AK (2011): Social Work-Virtual Campus. Electronic Poster presentation at *Norsk Forbund for Fjernundervisning og Fleksibel utdanning (NFF) konferanse, Utdanning i bevegelse 14-15 November 2011*

Larsen, AK (2011): About Social Work-VirCamp and E-Pedagogy. Presentation at the *SW-VirCamp Conference, E-learning the international way forward, Haarlem 11 November 2011*

Larsen, AK (2011): Ideas for collaboration between the the Artic network and SW-VirCamp. Invited presenter at *Social Work in the High North, Reykjavik 14th –16 August 2011*

Henriksbø, K & Larsen, AK (2011): Students’ understanding of Community Work in an International Perspective. Some results from the SW-VirCamp e-learning module in Community Work. Presentation at: *The Joint Nordic Conference on Welfare and professionalisme in Turbulent Times. Where are we now and where are we heading? Reykjavik, Iceland 11-13 August 2011*

Peter, J (2011): Presentation of the Vircamp programme for International executives of German Higher Educational institutes. Presentation at: Conference of the International DAAD Akademie, “*Internationale Erfahrung für die Daheimgebliebenen (International experience for those who stay at home)*”, Gustav-Stresemann-Institute, Bonn – Bad Godesberg, 13.-14. October 2011

PRESENTATIONS FOR PARTNERS AND OTHERS:

Arias, A & Alonso D: Presentation of the VirCamp Consortium to the management group of the Faculty of Education at the Complutense University of Madrid, Spain, 15/09/2011

Arias, A, Alonso D & Veenkamp R: Presentation of the VirCamp Consortium to staff of the Nursing and Education Faculty at Complutense University of Madrid, Spain, 27/10/2011

Arias, A: Presentation of the VirCamp Consortium to the management of the Faculty of Nursing at the Complutense University of Madrid, Spain, 4/11/2011.

Veenkamp, R: Presentation of the VirCamp Consortium to staff of the Nursing School of Inholland University of Applied Science, Netherlands, 29/09/11.

Busstra, J & Veenkamp, R: Presentation of the VirCamp Consortium to staff of the Ministry of Education, Culture & Science of the Netherlands, Den Haag, 21/02/11.

PUBLICATIONS:

Larsen, Anne Karin; Hole, Grete Oline; Henriksbø, Kjell, og Olsson, Klas-Göran (2011): E-læring med globalt fokus. (English: E-learning with a Global Focus) *Fontene*, 4/11, s 54-60.

Larsen, Anne Karin, Visser-Rotgans, Rina, & Hole, Grete Oline (2011): Teaching and learning Community Work online: Can e-learning promote competences for future practice? *Journal of Technology in Human Services*. 1/29 2011 s 13-32. Francis and Taylor. (nivå 1)

Veenkamp, R (2011): Vircamp, virtuele campus voor Social Work in Europa. (English: Virtual campus for SW in Europe), *Europa Exprese*, Nov'11 Year 7, nr 31

WEB PORTAL

During the autumn 2011 the SW-VirCamp webportal was activated with the url: www.vircamp.net. The former SW-VirCamp website and the VIRCLASS website (www.virclass.net) are now deactivated and the material from these websites can be found in the new portal under the heading "About VirCamp".

The web portal shows two demo videos presenting what the Portal offers. There is still some work to do to further develop the webpage and this has to be one of the priorities for the coming year. We want among others to:

- Get an overview of practice placements possible for incoming students from partner institutions.
- Get an overview of courses presented in English for incoming students
- Get an overview of the quality criteria and competences that are required for practice studies in our partner institutions.
- Make an overview of conferences where we can be present with papers, and journals for publication of our research and development.

A survey has been sent to partners to receive the information needed about this and other issues related to exam regulations and theme for new courses. To be able to present this information at the website. There is still some more work to do before this can be published.

A Facebook group account has been opened for alumni students.

VITERO

For teacher teams, Steering Committee and Consortium management group meetings online, we have used a virtual meeting place, namely: Vitero (virtual team room). This room provides Vircamp the opportunity to meet online, to discuss and share documents.

In the academic year 27 meetings took place in Vitero with an average length of 1.5 hours per meeting.

ADMINISTRATION

This year there has been no secretary involved to do reports from meeting and the project coordinator has done the minutes from the Steering Committee meetings.

To make the account of this year's budget one staff member (account manager) has supported the consortium coordinator.

Because our consortium is using its learning as LMS and HiB is the only institution that has an agreement with this company, HiB has given students accepted by the partner institutions access to its learning. This has involved technical support from one super user at HiB.

The consortium coordinator has also supported the main teachers when needed for structuring the courses in its learning.

STEERING COMMITTEE (SC) MEETINGS

After the partner meeting in Haarlem there have been:

- 5 SC meetings on VITERO, 12/9/11, 25/11/11, 9/3/12, 13/4/12, 11/5/12
- 1 SC meeting in Haarlem; 10/11/11, 12/11/11, 13/11/11 (aligned to the Vircamp Seminar)
- 1 CMG meeting on VITERO, 15/12/11

The meeting in September and November was to prepare the seminar. The physical meeting after the seminar was to start the process of a future Vircamp project (see: Future development), the online meeting in November was to prepare the online CMG meeting. The other meetings have focused on future development.

The minutes are available on www.vircamp.net

FUTURE PLANS OF THE VIRCAMP CONSORTIUM

An outcome of the last Consortium partner meeting was to develop a 10 ECTS course Community Work, based on our 15 ECTS Community Work. This course will be a shorter version of the current Community Work course. The reason for this initiative is that not all partners were able to integrate and offer the current Community Work course in their curricula. The course will be called Community Work Theory, and offered in the autumn semester of the academic year 2012/2013. The 15 ECTS course will still be organized in the Spring semester.

The university of Nordland, besides being a partner in the VirCamp Consortium, is also coordinator of the Thematic Network Social Work (TNSW), University of the Arctic. In this network they cooperate with partner universities of the different arctic countries. The university of Nordland has developed a master course 'Contextual Social Work (30 ECTS). They will offer this as an online course to the students of the partner university

of the Arctic University. Nordland University requested to develop this online course with the VirCamp Consortium. The University of the Arctic expects that this collaboration will increase 'the e- learning competences' of the teacher, and along with that the quality of the course.

The TNSW and VirCamp agreed on cooperation this year. Therefore a taskforce group was established in December 2011. Wim Wouters, as Educational Coordinator, is the VirCamp representative in this task force group.

For 2013 we plan to send in a new EU application for LLL programme on interdisciplinary work.

STAFF INVOLVED 2010/11

CONSORTIUM MANAGEMENT GROUP

- Ulla Törnig, HSMA (Chairman)
- Knut Simonsen, HiB
- Marcel van der Zee, INH
- Esteban Sanchez, UCM
- Wim Wouters, K.H.Kempen
- Siv Oltedal, UiN
- Barbara Wedler, HSM

STEERING COMMITTEE

- Rimmelt Veenkamp (INH) Consortium Coordinator
- Wim Wouters (K.H.Kempen) Coordinator of Education
- Andres Arias Astray (UCM) Coordinator of Research
- Anne Karin Larsen (HiB) Coordinator of Development

TEACHERS AND ASSESSORS

COURSES	Teachers	Assessors
M1	Jochen Peter (main teacher) Andres Arias	Gudrun Ehlert (ext.) Rimmelt Veenkamp (int.)
M2	Fernando de Lucas (main teacher) Siv Oltedal	Gudrun Ehlert (ext.) Fernando de Lucas (int.)

M3	Rina Visser (main teacher) Anne Karin Larsen Gunn Strand Hutchinson Siv Oltedal Wim Wouters	Anne Karin Larsen (int.) Siv Oltedal (int.) Kjell Henriksbø (ext.) Gudrun Ehlert (ext.)
E-Ped.	Anne Karin Larsen (main teacher) Grete Oline Hole	Grete Oline Hole (int) Wim Wouters (ext)

WEB EDITOR

The editing for the SW-VirCamp web portal www.vircamp.net is a shared responsibility between the steering committee members.

APPENDIXES

1. Attendance list VirCamp Seminar, e-learning, the international way forward; 11 Nov 2011, Haarlem, Netherlands.
2. Fact sheet Consortium VirCamp

Appendix 1:

Attendance list Vircamp Seminar; "e-learning, the international way forward"; 11 Nov 2011, Haarlem, Netherlands.

	Institution:	country	contact person
1	Fachhochschule St. Pölten	Austria	Andrea Viertelmayr
2	Helsinki Metropolia University of Applied Sciences	Finland	Ms. Niina Manninen
3	Lund University, School of Social Work	Sweden	Tabitha Wright Nielsen
4	Sheffield Hallam University	England	Dr Anne Hollows
5	University of Applied Sciences Koblenz	Germany	Anette Kniephoff
6	University of Applied Sciences Koblenz	Germany	Silke Schranz
7	University of Gävle	Sweden	Komalsingh Rambaree
8	University of Gävle	Sweden	Dr Nader Ahmadi
9	University of Stavanger	Norge	Elise Kipperberg
10	University of Stavanger	Norge	Ingunn T. Ellingsen
11	Inholland university of Applied Science	Netherlands	Gemina Celin
12	University College Lillebælt	Danmark	Morten Hansen
13	University College Lillebælt	Danmark	Jacob Hulgard
14	Bergen university college	Norge	Ragnhild Sollesens
15	Umea University	Sweden	Petra Ahnlund
16	Katholieke Hogeschool Kempen	Belgium	Ria Bruijn
17	University of Applied Sciences Mannheim	Germany	Ulla Toernig
18	Bergen university college	Norway	Anne Karin Larsen
19	Universidad Complutense de Madrid	Spain	Andres Astray
20	Katholieke Hogeschool Kempen	Belgium	Wim Wouters
21	Inholland university of Applied Science	Netherlands	Rina Visser
22	Inholland university of Applied Science	Netherlands	Marcel van der Zee
23	Inholland university of Applied Science	Netherlands	Rob Bakker
24	Inholland university of Applied Science	Netherlands	Brio de Groen
25	Inholland university of Applied Science	Netherlands	Pieter Swager
26	Inholland university of Applied Science	Netherlands	Willem Viets
27	Inholland university of Applied Science	Netherlands	Remmelt Veenkamp
28	Inholland university of Applied Science	Netherlands	Tjerk Busstra

Appendix 2: Fact sheet Consortium SW Vircamp

Facts about the consortium SW-VirCamp

Virtual Campus - A Campus without Borders

'This virtual campus aims to deliver online courses, information about international e-courses for bachelor students and professionals related to welfare educations. It is a platform for teachers as well as students and professional social workers interested in intercultural knowledge and research.'

What will the University gain from partnership in VirCamp?

VirCamp offers Higher Education Institutions:

- the opportunity to integrate 3 International e-learning modules (5+10+15 ECTS credits) in your curriculum at the moment;
- to become a partner in a very dynamic and inspiring network;
- to participate in developing new e-learning modules;
- access to high quality virtual learning material which is of state of the art;
- courses held in English;
- the possibility of internationalization@home for their students;
- the possibility to send 10 – 15 students per module
- to become partner in a strong solid network with a proven record of 8 years of developing, running and teaching international e-learning modules
- new options to offer practical placement abroad to your students
- the opportunity to realize an International Specialization in which you can offer your students: 30 ECTS credits online VirCamp courses, 30 ECTS credits practice placement/study abroad, 15 ECTS credits thesis with an international orientation
- the possibility for your academic staff to become part of an international teacher team
- and teachers the possibility to improve their competences in e-learning by offering an e-pedagogy course (10 ECTS credits)
- to take part in research on online learning
- Our success is due to the fact that the partner institutions are able to implement the e-learning courses in their curriculum as optional courses.
- From already participating and developing an EU funded project our consortium has gained important knowledge about writing application and monitoring an EU project.
- SW-VirCamp received a very positive evaluation from EACEA in Brussels as you can

see in this document: <http://vircamp.net/wp-content/uploads/2010/08/EACEA-assessment.pdf>

- From the students who participate in our courses 98% will recommend our courses to other students.

What does it take to become a VirCamp partner?

- Each partner university will have to make a financial contribution to cover the administrative costs of VirCamp (administrative hours, website and web portal, Virtual Team room, material). The budget for 2011/12 is €23.000 and the costs are divided among the partner group. This year we have 6 partners, which amounts to a fee of €3,840 per partner.
- We have the principle of shared workload for teaching and assessment and the working hours/days which will be needed to realize all the planned VirCamp activities that are not covered by the institutional fee. Your university will have to collaborate in sharing the workload which is part of the VirCamp activities . This year we have addressed several tasks in all the activities, and the estimated working hours to realize that are:
 - 1 working day = 8 hours
 - Days for Steering Committee per member 6 days
 - Days for Research coordinator 5 days
 - Days for Development coordinator 5 days
 - Days for Education coordinator 10 days
 - Days for the Chair of the Consortium Management Group 2 days

Estimated number of working days for teaching:

- Teachers have 8.5 hours per week for 10 – 15 students
- The head teachers have 2 days for setting up the course and 5 hours per week during the course
- M1: 30 hours for preparation during the course + 16 hours before the course starts
- M2: 55 hours for preparation during the course + 16 hours before the course starts
- M3: 90 hours for preparation during the course + 16 hours before the course starts

The assessors have:

- 1.5 hours per student for M1
- 2 hours per student for M2
- 3 hours per student for M3
- 2 hours will be added for consultations among the assessors per assessor.

The working hours of the Task Leaders, Head Teacher, Teachers and Assessors will be accepted as part of the workload for the teacher in their institution.

The external assessors will only assess a small sample of the students in the courses to reduce the costs.

In a group with several teachers each teacher should assess the work of students that s/he has not been teaching him/ herself

(source: Consortium Agreement)

- **When becoming a partner institution** your university will have to sign our Consortium Agreement (available at <http://vircamp.net/wp-content/uploads/2011/02/Consortium-Agreement-1.10.2010.pdf>). Notice that the budget has been adjusted for 2011 as presented above.
- Besides delegating a contact person and teachers your university will have to delegate a manager to participate in the Consortium Management Group of VirCamp.

Partners in SW-VirCamp at the moment are:

- Inholland University of Applied Sciences, Haarlem, the Netherlands (leading partner)
- Bergen University College, Bergen, Norway
- University of Complutense, Madrid, Spain
- Mannheim University of Applied Sciences, Germany
- University of Nordland, Bodø, Norway
- K.H.Kempen University College, Geel, Belgium

Information about our partners you can find here: <http://vircamp.net/wp-content/uploads/2010/08/EACEA-assessment.pdf>