



SOCIAL WORK-VIRCAMP CONSORTIUM

YEAR REPORT No 1/2010-11

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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)

Miguel Torga University College (ISMT)

Associated Partners:

Mittweida University of Applied Sciences (HSM)

School of Health Sciences, Jönköping University (HHJ)

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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 over 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 through the *Partners* aims to facilitate all the functions needed for an up-to-date virtual campus, 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 studies to their students.

STATUS AFTER THE END OF THE EU-FUNDED SW-VIRCAMP PROJECT

The EACEA approval of the SW-VirCamp project was received at the end of March 2011. The assessment of the project by the EACEA was good and the project received a global score of 8 of 10. The score of objectives, results and products (9), Coherence between work plan and activities carried out during life of the project (8), Partnership (8), Project management (8), Financial Management (8), Evaluation (8), Dissemination (9). To read the full assessment report of the EACEA see the appendix 1.

The final account and reimbursement to partners were sent to the partner institutions in April 2011.

The reports made during and at the end of the project period 2008-2010 is available at the SW-VirCamp website: <http://vircamp.net/old/index.php?action=static&id=97>

At the last Partner meeting in September in Liepaja 3 partners withdraw from the Consortium:

Lusofona University, Portugal; Liepaja University, Latvia; Swansea University, UK. The reason for this in general was difficulty to integrate the courses in their BA programme. Two institutions Mittweida University of Applied Sciences (HSM), Germany and School of Health Sciences at Jönköping University (HHJ), Sweden were not able to sign the Consortium Agreement but signed a Letter of Intent for one year. These institutions offer some contribution of working hours and received in return the possibilities of sending two students to the courses. Only HHJ sent one student to the Community Work module. Both institutions contributed with assessors.

At the end of the study year 2010/11 it is clear that HHJ will not continue as partner in the Consortium. The main reason for their decision is difficulties to integrate the course in their regular programme of social work, and that few students showed little interest in the opportunity to take the SW-VirCamp courses as elective courses.

HSM wish to continue within the agreement of a Letter of Intent.

Miguel Torga University College has sent a letter of resignation which is related to a difficult economical situation and a very low number of social work students with lack of English language skills.

EDUCATIONAL PROGRAMMES

During the study year 2010/11 three modules have been arranged by the SW-VirCamp Consortium; Module 1, Module 2B and Module 3. Because of few applicants to the second module only one of the themes in Module 2 was arranged this year.

MODULE 1 SOCIAL WORK IN EUROPE, COMMONALITIES AND DIFFERENCES 2010

This is a 5 ECTS credits course about general social work aspect. All the SW-VirCamp courses have a competence based curriculum plan where theory and practice are integrated. M1 focus 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 27 September 2010, and lasted 7 weeks till 15 November 2010.

Students who wanted to participate had to apply for this. Till this year Bergen University College was responsible for the centralized intake procedure of all the courses. Since this study year the Consortium decided to have a decentralized intake procedure where every partner was responsible for the application of their own students. Result of the teacher evaluation is, that the partners experienced this decentralized intake procedure as easier. Some points of attention regarding the procedure are:

- The way students were selected and introduced to the curriculum and course content.
- The level of English of the students. This did not reach the required level. A meeting between teacher and student is conditional to check the level of English to avoid language problems during the course (this was a problem with almost all Portuguese students, and with one Dutch student)
- The way students were introduced to the platform differed among partners. An example of good preparation was presented by K.H. Kempen. They arranged an introduction meeting for the students who were approved, just before the start of the course.

STUDY PROGRAMME AND TASKS

This year the duration of the course were decreased from 9 to 7 weeks. 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. However the reduction of number of weeks made the possibilities for cooperation among students more difficult.

Students are willing to participate in M1, but the motivation to continue in M2 and M3 is not as good as we would like to see. It seems to be difficult for students from several of our Partner institutions to follow these courses. It is obvious that this is at stake with partner organizations who have not integrated those modules in the curriculum, or because the courses are running parallel with other courses at the campus.

CHARACTERISTICS OF STUDENTS

42 students from 6 Partner institutions started on the course. 3 students left the course in an early stage (October). Of the group of students that started in the course 7 students either left the course or did not finish the course.

The countries represented in the student population of M1:

Belgium	3 students
Germany	7 students
Spain	11 students
Portugal	7 students
Netherlands	12 students
Lithuania (exchange student at K.H.Kempen)	1 student
India (student living in Bergen, Norway)	1 student

Students that started in the course were 36 female and 6 male. 70% of the students were within the age of 19-25, with an age span of 19 till over 33.

95% were undergraduate SW students and 5% professional SW/Master students.

88% of the students (n=35) had their e- learning experience for the first time. The rest had participated in online courses before.

RESULTS OF THE FINAL ASSIGNMENT

The final assignment in M1 is a combination of tasks done during the course. Of the 42 students who started the course, 27 students took exam at normal time. One student failed. 4 students delivered delayed exam. This means that 31 students (74 %) finished M1. The marks is given on a scale from A-F (F is failure). The following marks where given: 6 B, 12 C, 8 D, 4 E, 1 F.

STUDENTS' EVALUATION OF THE COURSE

Two surveys were presented to students during the course. One in the beginning (n=35) and one in the end of the course (n=17)

From the last survey we found that the respondents in general were positive about the message on the bulletin board. 77% of the respondents found it helpful/ very helpful), and even more positive about the instruction in the weekly programme (88% helpful/ very helpful)

The majority of the respondents have seen and read the lessons. They found the lessons informative (93%), relevant (87%), clear (76%), interesting (76%), stimulating (65%). 25% of the respondents indicated that they find it necessary to improve the lessons. Comments to this were that the information was sometimes difficult to follow, and that the level of English of the teacher was not that good.

The respondents were very positive about the use of the triggers. In general they experienced this as stimulating in their learning process.

The respondents were in general positive about the Virtual Book. They experienced this as a good learning resource, although some students complained about the length of the lessons.

In relation to the reading list 47% experienced this as advanced/too advanced. 47% experienced the reading list as just right. But in the comments from some students were critical; too much, and sometimes out dated.

The support from the teachers in the course (emotional, informative and technical support) was experienced in general from sufficient to good. The student group as a support system scored the most moderate.

88% of the respondents found it easy to navigate in the platform (it's learning). Also the tutorials were experienced as useful. The only criticism was that there was too much repetitive information.

82% of the respondents attended the platform from 4 times per week, to every day.

Nearly 50% of the respondents spent more than 16 hours per week on the course, while around 30% spent from 9-15 hours per week and 20% from 4-8 hours per week

53 % of the respondents agreed that the workload of the course was just right. 35% of them disagreed on this. The comments were that the course was going on at the same time as campus courses, and to do both at the same time and when there were campus examinations was sometimes too much.

The respondents were positive about the assignments. The majority 75% experienced the tasks/assignments as motivating, fair and equal and effective in promoting learning. 41% experienced the tasks in total as too demanding.

The respondents liked the open portfolio method and all agreed on this transparent way of working.

The fact that this course is given in English was challenging for 53% of the respondents. 71% said that this course improved their English language skills, but 35% indicated that they had problems with reading the literature.

The quality of the course was judged from moderate (23,5 %) to good/very good (76,5%).

For improving the course there were different indicators mentioned, namely;

- More time to do the tasks
- More nationalities participating in the course to stimulate the comparative aspects
- Expand the view on social work to a more global perspective (not only European),
- The position in the curriculum in the BA
- Improve the cooperation among students, make rules for group work.
- More chats (not only writing chats)

MODULE 2B POVERTY AND WELFARE SYSTEMS. ANTI OPPRESSIVE APPROACHES TO SOCIAL WORK.

Module 2B is a 10 ECTS course. The theme of the course is Poverty and Welfare system. This is one of the core problems for social work throughout the world. This module deals with how social work in Europe can meet and deal with the challenges of social problems caused by poverty.

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 focus 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 2010, with a duration of 12 weeks till 20 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 relative 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 where students have a full semester with other courses.

STUDY PROGRAMME AND TASKS

This year the duration of the course were reduced from 16 to 12 weeks. 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

9 students representing 4 partner institutions started on the course. 8 students stayed in the course till the end, but only 6 students submitted and passed their exam.

The countries represented by the students in M2B were:

Germany	1 student
Spain	5 students
Portugal	1 student
Netherlands	2 students

Among the students there were 7 female and 2 male. 89% of the students were within the age of 19-25, with an age span of 19 till over 33. All were undergraduate SW students.

RESULTS OF THE FINAL ASSIGNMENT

To finish the course of M2b the students have to deliver the final assignment. This is a portfolio exam where 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 where

1 B, 2 C, 2D, 1 E.

STUDENTS' EVALUATION OF THE COURSE

Because of the low number of respondents from students to the end survey (n=2) 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 the Mrs. K. and her family. To understand all the aspects of the case, motivated them to read the literature. The respondents liked the triggers and it 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 appreciate also totally 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 halfway in the module one of the students left the course was experienced as stressful. They were afraid that they were not able to fulfill all the tasks because of the fact that there might be too few countries represented in the student group to do comparative work.

Overall the respondents liked the experience of an online course.

MODULE 3 COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE

Community work is a planned process to mobilise 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 consist 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 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 realizing and managing processes and products.

The course is 15 ECTS credits and started 31 January 2011 and goes on for 18 weeks ending on the 7 June 2011.

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

CHARACTERISTICS OF STUDENTS

37 students started in the course representing 6 SW-VirCamp partner institutions. At the moment when this report is written the course is still going on and we cannot present the exam results.

What we know by now is that 4 students left the course within the first two months and 3 other students did not participate till the end of the course.

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

UCM/ Spain	10 students
K.H.Kempen/Belgium, Lithuania, Spain	9 students
HSMA/Germany	3 students
HHJ/Sweden	1 student
UiN/Norway, Russia, Malawi	12 students
INH/Netherland	2 students

Nationalities of the students in the course: Germany, Netherlands, Belgium, Norway, Spain, Sweden, Malawi, Russia, Lithuania, Turkey, Romania.

Exchange students from Kaunas University of Applied Sciences, Lithuania having their practice placement in Geel, by K.H.Kempen participated in the course.

The cooperation UIN has with the Pomor State University (Arkhangelsk), Syktyvkar State University. Russia and with University of Malawi, Chancellor College, resulted in several students from these institutions participating in the course.

There were 25 female and 12 male students in the course. 24% were >20 year of age, 61% were 21 – 29 year of age, 15% were 30 – 44 year of age.

The majority of the participants were social work BA students (82%). In addition some professional social worker and students with other professional background participated.

TEACHER MEETINGS

There have been 5 teacher meetings on VITERO during the course period. There were also some online meetings before the course started.

EVALUATION AND RESEARCH DURING THE COURSE

2 surveys have been arranged, one in the beginning of the course and one midway. There will be held one more survey at the end of the course. The course is followed by Action Research and survey results have been presented to the students and teachers, and they have been asked to give their comments to the survey results

and to suggest questions for the next survey. The participation in the survey has been good. In the first survey n=33 and in the midway survey n=25.

A similar research process was done during the pilot course and we will at the end of June 2011 have information from 2 cohort students. A letter of consent have been signed by the students and permission is given to use also their produced documents for further research on learning and participation.

The overall impression after the midway survey is that students are very satisfied with this course and have learned a lot about community work that they did not knew before. The case (the Green Park Community Blog) has been important for their ability to integrate theory to practice and for development of a project plan for a community work project.

It is a course that demands a lot from students' ability to cooperate through planning and co-writing. Students are doing role playing by the use of SKYPE and have been using chat frequently throughout the course.

The cooperation among teachers has been good, but a difficult working situation of the partner from Portugal made some problems the first two months of the course. After that his cooperation has been good.

E-PEDAGOGY COURSE FOR TEACHERS IN HIGHER EDUCATION

This is a 10 ECTS credits course that is offered by HiB aiming to increase the number of competent e-teachers in the partner institutions. The programme starts 20 June and ending 5 December 2011. A campus week will be arranged in Madrid 25 June – 1 July 2011.

The arrangement of this course is not part of the consortium agreement and the teaching and assessment work has to be played by a course fee. Due to the surplus from the VIRCLASS Consortium it has been possible to offer the course for NOK 9000 to participants from partner institutions and 12000 for other participants.

DEVELOPMENT

The two years project period was a demanding and work intensive period and there was a need for reflection and less work for all the involved partners. Due to this there has been made no further plans for new applications during this year. Since three Partner institutions left the Consortium and two others are joining as associate partners only, there is a need for recruiting new partners. The difficult economical situations of many of the Partner institutions also demands new thinking and planning.

A plan for increasing the number of partners includes the idea of arranging a seminar and inviting interested institutions to a common meeting where the Consortium can present what we can offer.

There is a need for the Consortium to consider carefully 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 covers themes that can exchange the content of the courses offered at the campuses.

RESEARCH

In 2009 two researchers from HiB, Anne Karin Larsen and Grete Oline Hole started a research project following the development of the new Community Work module. The project is continuing the second year and follows the second cohort of students in the study programme: Community Work from an International Perspective.

The title of the project is: *Co-construction of knowledge in community work within an international virtual campus.*

This research project aims to explore how knowledge about community work (CW) can be developed through cooperation among students and teachers in a virtual campus within a participatory action research (PAR) and participatory action learning (PAL) framework.

The analysis of data is an iterative process going on parallel with the data collection. A complete analysis of all data has not been done at this stage, and has to continue. Within our mixed methods approach, simple descriptive statistics of quantitative data as well as more in-depth text and content analysis from different sources of qualitative data are collected.

A central part of our research-data stems from the continuous evaluation of the education programme. The data collection started in 2009 and ended in 2010 with the first cohort of students, and new data collection from the second cohort in 2011 will be conducted (table 1). Rich data sources are available and in phase 3 the data analysis process has started, papers and reports have been written and will continue in phase 4 and 5.

Phase 1 (2009)	Phase 2 (2010)	Phase 3 (2010-2011)	Phase 4 (2011)	Phase 5 (2011-2012)
Data collection during the development period. -Curriculum planning -Course development -Feedback processes with teachers	-Starting the course. -Data collection during the study period. -Feedback processes with students and teachers.	-Analysis of data. -Publications. -Starting the next course -Preparing the next data collection	-Data collection with students in the second cohort spring 2011 -Feedback processes with students and teachers	-Analysis of data. -Publications

Table 1: Phases of the research project

DISSEMINATION

During 2010/11 several presentations at conferences have been conducted, and several papers to professional and scientific journals have been published.

PRESENTATIONS AT CONFERENCES:

Henriksboe, K. & Larsen, AK.: Students' understanding of Community Work in an International Perspective. Results from the SW-VirCamp e-learning module in Community Work. Joint Nordic Conference FORSA/NSHK conference 11-13 August 2011 in Reykjavik, Iceland: *The 2011 Joint Nordic Conference on Welfare and professionalism in turbulent Times. Where are we now and where are we heading?*

Larsen, AK; Visser-Rotgans, R. & Hole, GO: Competence building for social change. Symposium at the *ENSACT conference 10-13 April 2011 in Brussels, Belgium: Social Action in Europe: Sustainable Social Development and Economic Changes*

Wouters, W.: Preconference Street work. Strategy and Contents for a Training to Street Social Work: two examples. *ENSACT conference 10 April 2011 in Brussels, Belgium: Social Action in Europe: Sustainable Social Development and Economic Changes*

Hole, GO.; Hoem, J. & Larsen, AK.: Bruk av web 2.0 i en virtuel campus: Samarbeid på tvers av landegrenser. (eng. The use of web 2.0 in a virtual campus: Cooperation across borders). Presentation at the *NVU conference Innovative learning*, 15 March 2011

Larsen, AK & Hole, GO: Social Work-Virtual Campus. Kvalitet og Bærekraft. (Eng. SW-VirCamp. Quality and Sustainability) *Norway Opening University (NUV) conference 15 -16 September 2010* in Tromsø, Norway

REPORTS:

Larsen, A K (2010): Social Work-Virtual Campus (SW-VirCamp): Final report, public part. A SW-VirCamp publication. Høgskolen I Bergen. Available at <https://bora.hib.no/handle/10049/294> and http://vircamp.net/old/ep_tmp/files/6715045014cf62574630cc.pdf

PUBLICATIONS:

Larsen, A K; Visser-Rotgans, R; Hole, G O (2011): Teaching and learning community work online: can e-learning promote competences for future practice? *Journal of Technology in Human Services* 29(1), 13-32. Routledge. Accessable: <https://bora.hib.no/handle/10049/300>

Larsen, A K; Hole, G O; Henriksboe, K; Olsson, K-G (2011): E-Læring med globalt fokus (eng.: E-learning with a global focus): *Fontene* 11(4), s. 54-60. Oslo: Fellesorganisasjonen.

A complete overview of publications related to the VIRCLASS and the SW-VirCamp projects can be found here: <http://vircamp.net/research-and-development-centre/publications/>

WEB PORTAL

During the autumn 2011 the SW-VirCamp webportal has been 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 have 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 actual 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.

ADMINISTRATION

During the reporting period of the SW-VirCamp project that went on till the end of November 2010 and later the work with reimbursement to partners and final account which ended in March 2011, Ranveig Heide Jørgensen and Lillian Irene Stormo from HiB have taken an active and important part. As project leader and consortium coordinator Anne Karin Larsen (HiB) has spent many hours of work finishing the reporting and also administrating the new Consortium.

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

To make the account of this years budget one staff member (account manager) have 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.

Consortium Coordinator has also been supporting the main teachers when needed for structuring the courses in its learning.

STEERING COMMITTEE (SC) MEETINGS

After the Partner meeting in Liepaja there have been 7 SC meetings on VITERO, 4.10; 29.10; 9.11; 17.12. 2010; 26.01; 01.04; 23.05. 2011.

The meetings in October and November were related to finishing the report to Brussels. The later meetings have been focusing on future development.

FURTHER PLANS

During the last year of the project period, HiB and the project leader made clear that she wanted another partner to take over the leadership of the Consortium from 2011/12. The new Consortium Agreement, Appendix 1 state that there should be appointed a leading partner for 3 years. In March 2011 it was settled that INHOLLAND University of Applied Sciences would take over as Leading Partner from autumn 2011. The Consortium Coordinator will be R Emmelt Veenkamp.

Steering Committee will restructure the tasks among the members, and Wim Wouters will be the Coordinator of Education, Andres Astray will continue as Coordinator of Research and Anne Karin Larsen will be the Coordinator of Development.

INHOLLAND is taking over as Leading Partner and to share the responsibility among the partners the function as leader of the Consortium Management Group will be changed. Ingrid Wegman (INH) has had this position up till now, but from autumn 2011 Ulla Törnig from Mannheim University of Applied Science will take over this position.

ACCOUNT 2010/11

Accounts SW VirCamp 2010

All numbers in Euro

	Budget	Accounts
Income		
Institutional fees*	-19 400	-19 486
Total income	-19 400	-19 486
Costs		
Staff costs – administration (40 days)	12 800	17 078
The rent of the web hotel and web address	300	359
The rent of VITERO conference room	6 000	5 726
Information material	300	0
Total costs	19 400	23 162
Total (deficit covered by HiB)	0	3 676

* All 7 partners have paid their institutional fee.

The deficit is due to higher salary costs at HiB than calculated in the budget.

A surplus from the VIRCLASS Consortium of

NOK 63 884 has been transferred to the E-Pedagogy course 2011 as decided in the CMG meeting 2010.

STAFF INVOLVED 2010/11

CONSORTIUM MANAGEMENT GROUP

Knut Simonsen, HiB

Ingrid Wegman, INH

Esteban Sanchez, UCM

Carlos Amaral Dias, ISMT

Ulla Törnig, HSMA

Wim Wouters, K.H.Kempen

Sveinung Horverak, UiN

STEERING COMMITTEE

Anne Karin Larsen (HiB) Consortium Coordinator

Remmelt Veenkamp (INH) Coordinator of Education

Andres Arias Astray (UCM) Coordinator of Research

Wim Wouters (K.H.Kempen) Coordinator of Development

TEACHERS AND ASSESSORS

COURSES	Teachers	Assessors
M1	Remmelt Veenkamp (main teacher) Anne Karin Larsen, David Alonso Gonzalez Jochen Peters, Wim Wouters	Gudrun Ehlert (ext.) David Alonso Gonzalez (int.) Jochen Peters (int.)
M2	Remmelt Veenkamp (main teacher) Fernando de Lucas	Kjell Henriksbrø (ext.) Fernando de Lucas (int.)

M3	Rina Visser (main teachers) Anne Karin Larsen Siv Oltedal Bieke Dierckx Eduardo Marques	Siv Oltedal (int.) Bieke Dierckx (int.) Kjell Henriksbø (ext.) Klas-Göran Olsson (ext.)
E-Ped.	Anne Karin Larsen (main teacher) Grete Oline Hole	Grete Oline Hole (int) Wim Wouters (ext)

WEB EDITOR

The editor for the SW-VirCamp web portal www.vircamp.net is Anne Karin Larsen, HiB

APPENDIXES

1. LLP Final Report Assessment Sheet – Project number: 14276-LLP-1-2008-1-NO-ERASMUS-EVC