



SOCIAL WORK-VIRCAMP CONSORTIUM YEAR REPORT 2017-2018

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INTRODUCTION

SW-VirCamp is a consortium of 5 universities and universities of applied sciences from 5 European countries at present that specialise in offering online courses in the field of social work. We have 2 associated partners. One associated partner is from Germany; the University of Applied Sciences Würzburg-Schweinfurt in Würzburg. The other associated partner is from outside of Europe; the Federation University from Australia. It is for the first time that a university from outside of Europe has joined the consortium. This has clearly triggered to broaden the scope of comparison within our courses (from comparison within Europe to a worldwide comparison). One additional new partners has shown interest in joining the consortium this year, the University of the Azores in Portugal.

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) (*renamed and rebuilt in 2017-2018*)
- Module 2: Social exclusion and inclusive practices in social work (10 ECTS) (*renamed and rebuilt in 2017-2018*)
- 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.

In this year report, an overview of the VirCamp activities is presented for the academic year 2017/2018.

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.

During the academic year 2017/2018 two courses/modules have been re-worked. For these courses we describe the process of the revision.

These are the reasons why we opted to redesign these modules:

- to have up-to-date courses that take into account the newest trends and literature in social work
- to broaden the scope of content (Europe towards the world), cf. Australian partner
- to build in flexibility to allow the consortium to grow later on (not necessarily with new courses; rather with more groups and teachers in a fixed set of courses)

For module 3 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. 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)

Inholland University of Applied Sciences – Haarlem – Netherlands (INH)

Complutense University – Madrid – Spain (UCM)

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

ASSOCIATED PARTNERS

Federation University – Ballarat – Australia (FU)

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

Lund University – Lund – Sweden (LU) – left in 2017 as partner with a letter of intent due to a strict curriculum
Lund was not able to integrate the VirCamp modules as optional courses

POTENTIAL NEW PARTNERS

University of the Azores – Ponta Delgada – Portugal (UAc)

EDUCATIONAL PROGRAMMES

During the study year 2017/18, one module has been organised by the SW-VirCamp Consortium: Module 3.

Modules 1 & 2 have been revised during the academic year 2017-2018.

The E-pedagogy course for teachers in higher education has been running from January 2018 until June 2018.

SWITCH TO A NEW LEARNING MANAGEMENT SYSTEM

The consortium has always used the learning management system (LMS) from its Norwegian partner (Western Norway UAS) as the common VirCamp LMS: itslearning.

In 2017, UNINETT, the government-owned organisation responsible for Norway's National Research and Education Network of which Western Norway University of Applied Sciences is also a member has selected Canvas as its preferred supplier.

Consequently, the VirCamp consortium has used the academic year 2017-2018 to migrate its courses to Canvas as the new common LMS.

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 will 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.

REASONS FOR CHANGE

There were different critical points for the old M1:

- Literature too old
- Problems with the students concerning the topics they could choose
- Too much material – overloaded

DESCRIPTION OF THE NEW COURSE

The consortium changed the title from ‘Social Work in Europe’ to ‘Social Work from an international perspective’. Students from outside of Europe participate in our courses. The consortium grew with a new partner from Australia. We felt it was important to have a broader international scope towards the social work profession.

Social Work from an international perspective is an online course that allows social work students in various countries to learn from each other and to share information and knowledge about social work.

Rapid changes in contemporary societies, increasing mobility and local differences in social and economic factors influence the living conditions and thereby the social problems in various parts of the world. This has serious implications for the field of social work and for the framework and the role of social workers, which emphasises the importance for intercultural exchange. An international perspective on Social Work is significant for social workers directly involved with clients from different countries and for bachelor and postgraduate students who are considering an international perspective in their future career..

STEPS TOWARDS A NEW COURSE

The development team started with a brainstorm on what the new M1 should be. They researched existing literature on ‘The role of the social worker’, ‘Comparative Methods’ and ‘Welfare systems’.

Next, they went over the curriculum plan and re-defined the learning outcomes.

As such, the BoKS (Body of Knowledge and Skills) was ready by January 2018 and the new M1 had a well thought through fundament; which was summarised in the curriculum plan.

In an early stage, the team decided that ‘the 3-generation house’ would have a central position in the new module. This house presents cases and has been built in PowToon. The house serves to present triggers, which help to evoke ideas and stimulate comparison. We ask students how they would help develop certain situations in their countries as social workers.

The M1 team has distributed the tasks to work to record screen lectures.

There will be screen/web lectures on:

- To be an e-learning student
- How to compare in a systematic way?
- Reflections on learning
- Academic writing
- Social welfare models

The text for these lectures will be fully written. An editorial board has been appointed to proofread these lectures.

The M1 team worked together via online as well as in physical meetings. There were four face-to-face meetings in Haarlem (October and January), in Madrid (February) and in Geel (June).

The physical meetings were very important to come to the weekly programmes. These weekly programmes have been revised in several iterations. Once ready, other key documents that are part of the syllabus could be produced. These are:

- Curriculum plan (ready in May 2018)
- Complete weekly programme with timeschedule for students, teachers and headteacher
- Overview of all assignments
- Screen lectures
- Guidelines for feedback
- Alphabetic readings list
- Thematic Reading list (if appropriate)
- List of Additional Readings (if appropriate)
- Information about exam (regulations etc)

The team has appointed one coordinator to structure all material in Canvas. Two members of the team have developed the image and presentation of cases in 'the 3-generation house', two overtook the search of literature, an external expert developed the lecture about welfare models.

All material will be structured and published on Canvas by the start of M1 for the next academic year, which is 17/09/2018.

DEVELOPMENT TEAM

The development team for the new M1 consisted of:

- David Alonso | Complutense University of Madrid | Spain
- Raket Aasheim Greve | Western Norway UAS | Norway
- Linda Ducca Cisneros | Complutense University of Madrid | Spain
- Inger Kristin Heggdalsvik | Western Norway UAS | Norway
- Jochen Peter | Hochschule Mannheim | Germany
- Keith Peters | Federation University | Australia
- Ulla Törnig | Hochschule Mannheim | Germany
- Katrien Verelst | Thomas More | Belgium

The editorial board (proof reading) consisted of:

- Anne Karin Larsen | Western Norway UAS | Norway
- Andres Arias Astray | Complutense University of Madrid | Spain
- Remmelt Veenkamp | InHolland | the Netherlands
- Keith Peters | Federation University | Australia
- Jurgen Basstanie | Thomas More | Belgium

- Inge Vervoort | Thomas More | Belgium

MAIN CHANGES

The actual changes of the new M1 are on the **content and approach**:

- Scope of analysis: From a European to an international perspective
- Update of the learning material (literature, screen lectures ...)
- New platform (CANVAS) with new technical options (f.e. conferences instead of chats)
- Continuous reflection
- In the new M1 a “case” is offered: the ‘3 generation house’ invites students to choose their target audience, being the adults/parents (ground floor), the young ones (second floor) or the elderly (top floor). The topic is on poverty in a broad sense. Thus, on that regard, there is no choice.

The M1 team believes this approach will make it easier for students to compare. The old M1 had a lot of tasks aside that did not count for the exam. Now there is a lot more focus.

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’ will be 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 those concepts 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.

During the academic year 2017-2018 M2 has been revised.

REASONS FOR CHANGE

The development team kept the frame of module 2 as it was. There are no big changes.

When VirClass (2004) started, it was stated important that the modules 1 & 2 were connected.

M1 has the micro – meso – macro level in the scope. It starts from the individual level and evolves towards the bigger picture.

M2 focusses on the micro part. There is a focus on clients and on the possibilities for social workers in relation to the clients (options for interventions).

For the new M2, the development team made sure that there is a logical line between M1 and M2. However, participating in one module does not necessarily mean one has to participate in the other module as well; also

there is no strict chronological order (M1 before M2 is not necessary). This is also true in relation to M3, which did not exist at the time the old M1 and M2 were developed.

The M2 team has updated the material to challenges that are present in our societies and of interest to students. In the previous years, the team discovered student's interest topics such as refugees and LGBT (Lesbian, Gay, Bisexual and Transsexual). These have been integrated these topics in the new M2.

For the new M2, the team explicitly chose for the 'intersectional approach' as a tool to understand and overcome social exclusion and discrimination.

DESCRIPTION OF THE NEW COURSE

M2 does no longer carry the subtitle of Comparative Social Work. All VirCamp modules stimulate students to compare between countries and contexts. This is not typical for M2.

The consortium kept the title from 'Social exclusion and inclusive practices in social work.

The aim of social workers is to support and empower people and in that way contribute to an inclusive society. In practice however, social workers can be oppressive and therefore exclude people/groups. In this course students learn to look critically to the way they put methods and theories in practice. This module will allow the student to understand commonalities and differences in terms of how societies exclude certain (groups of) people and the way social work theories and methods are suitable to deal with questions concerning discrimination.

Part of the course is a video case that allows students to put theory into practice. Because this course is open to an international student group, it offers the participants the possibility to compare practices in social work in different countries.

The understanding and discussion of ethical dilemmas will be part of the contents of the course.

STEPS TOWARDS A NEW COURSE

The development team decided early on that the framework of the old M2 could be kept for the new one. They researched existing literature on 'tools to help to understand social exclusion and discrimination'.

They added 'the intersectional approach' as an analytic framework to use in the new M2.

Next, they went over the curriculum plan and re-defined the learning outcomes.

As such, the BoKS (Body of Knowledge and Skills) was ready by January 2018 and the new M2 had a well thought through fundament; which was summarised in the curriculum plan.

The team decided that the existing case of Mrs. K and her family is still relevant for the new M2.

The M2 team has distributed the tasks to work to record new screen lectures.

There will be new screen/web lectures on:

- Introduction lecture for the course
- Social inclusion and exclusion

The text for these lectures will be fully written. An editorial board has been appointed to proofread these lectures.

Other new learning material has been selected:

- Ted talks (e.g. about intersectionality, white privilege)
- New triggers

The M2 team worked together online as well as in physical meetings. There were three face-to-face meetings: in Haarlem (October), in Madrid (February) and in Geel (June).

The physical meetings were very important to come to the weekly programmes. These weekly programmes have been revised in several iterations. Once ready, other key documents that are part of the syllabus could be produced. These are:

- Curriculum plan (ready in January 2018)
- Complete weekly programme with timeschedule
- Overview of all assignments
- Guidelines for feedback
- Alphabetic readings list
- Thematic Reading list (if appropriate)
- List of Additional Readings (if appropriate)
- Information about exam (regulations etc)

Remmelt Veenkamp and Jose Ignacio Pichardo collaborate to structure all material in Canvas.

All material will be structured and published on Canvas by the start of M2 for the next academic year, which is 05/11/2018.

DEVELOPMENT TEAM

The development team for the new M2 consisted of:

- Remmelt Veenkamp | InHolland | the Netherlands
- Klaas Groeneveld | InHolland | the Netherlands
- Jose Ignacio Pichardo | Complutense University of Madrid | Spain

The editorial board (proof reading) consisted of:

- Anne Karin Larsen | Western Norway UAS | Norway
- Andres Arias Astray | Complutense University of Madrid | Spain
- Keith Peters | Federation University | Australia
- Jurgen Basstanie | Thomas More | Belgium
- Inge Vervoort | Thomas More | Belgium

MAIN CHANGES

The actual changes of the new M2 are on the topics and the choice for the 'intersectional approach' as a tool to understand and overcome social exclusion and discrimination.

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 24th of January 2018, with a duration of 18 weeks until the 29th of May 2018.

Table 3 – Amount of students per HEI - Module 3

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

As shown in the table the amount of students varies every year. In order to allow them to compare between countries, students were set up in pairs and took up a buddy role.

30 students applied for M3, 4 students dropped out in the first weeks.

There were also two incoming students for this course.

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 of the Azores) and Lennart Loraas (HIB/HVL). Keith Peters (FU) and Susanne Lang (HSMA) were the external assessors.

RESULTS OF THE FINAL ASSIGNMENT

To finish module 3, students have to deliver a portfolio exam. Tasks students have been working on during the course are assessed. Part of the final assignment is two group tasks.

22 students passed the exam in the first chance. 2 students failed the exam in the first exam period. The marks given on a scale from A-F (F is fail) were 3A, 12B, 5C, 1D, 1E and 2F. 2 students did not submit their exam. Re-examination is available for students in August.

EVALUATION

This evaluation is based on the survey at the end of the course. The questions in the survey are based on the quality standards, formulated in the quality guide. Students were asked to fill in the online survey before their final assignment was done.

The response on this survey was 53,8% (N=26, n=14).

92,9% of the students affirms that the module promotes the integration of theory and practice. Also 92,9% of students agree that the course promotes openness of sharing knowledge.

85,7% of the students would recommend the course to fellow students. Regarding the learning material, students are very positive about the case. A 92,9% of respondents acknowledged that it helped to put the theory into practise and that it inspired and motivated them to realise tasks and assignments. 85,7% says that feedback helps to improve their work and 85,7% of the respondents thinks that feedback is given in a constructive way.

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. This year 5 participants related to our Social Work faculties took part: 1 UCM, 1 INH, 2 HVL, 1 FU. We also counted 5 participants from other departments and from the field of work.

Three students dropped out during the course, because they could not combine this with their regular workload. Two students did not meet the deadline for portfolio check and did not take exam, but we expect they will manage to do the re-exam in August. 5 students completed the course in July.

Grete Oline Hole (HVL, external teacher) was teacher and head teacher in this course. Anne Karin Larsen (HVL) has been teacher. Jochen Peter (HSM) acted as external assessor.

One of the main tasks in the final assignment is that participants present a part of an online course on a chosen theme. Besides this, some tasks out of the portfolio have to be send in as final assignment. 5 students passed the exam in the first chance. The marks given on a scale from A-F (F is fail) were 1A, 2B, 2C.. 1 student delivered her exam in second chance. So, 6 students in total delivered their final exam.

TRANSITION FROM ITSLEARNING TO CANVAS

As role models, the E-Ped teachers were the first to use the new Canvas platform (Learning Management System | LMS) to conduct the latest edition of the E-Pedagogy course.

This has proven to be very beneficial for the M1 and M2 team that were rebuilding their courses in the academic year 2017-2018. The learnings gained through E-Ped could be applied by these teams. The E-Pedagogy courses served as a prototype for the structure of courses on the new Canvas LMS.

EVALUATION

The teachers in the course used for the first time 'the conference room in Canvas for meetings with students. This was a very positive experience. To update the course from itslearning to Canvas has been very demanding, and time consuming for both teachers, as well as to present up to date material in a very evolving theme as e-teaching.

4 participants who delivered their exam responded to the online survey. In addition, one of those who did not finish commented by e-mail and expressed a positive experience about the way the course was structured and developed, writing the following:

'The course materials and curriculum, the set-up of the course, the personal follow up as far as I could participate were great, as well as the co-students, from which the course set-up allowed to learn much from too. I do not think that I would have had problems to participate fruitfully as a non- social worker, if I had managed to continue. The social set-up and group was very nice, and I wished I could have fulfilled. I must say that I wonder whether the course actually was not worth more than the ECTS it allocated if fulfilled, as I experienced the little I participated as pretty demanding and intensive in the time set up for it. There were originally very few breaks in weeks in between, I wonder whether some more breaks in between of a week or two would have allowed people to catch up more? Again, I am sorry that I did not manage to continue, and repeat that this is I think great course!'

Two of the respondents had participated in online courses before; one of these had practiced e-teaching.

Most of their expectations for the course were met, but they did not expect the workload to be that high, and for some the transparency practiced in the course was a positive but unexpected experience.

The things they valued most when participating in this course were:

- Teacher's availability and prompt response, the possibility to be creative and the way the formative assessment was conducted.
- The experience of being student in an e-learning course was useful before developing their own course, especially with respect to workload and the importance of clear messages and descriptions.
- Knowledge about how to use programs, such as Canvas, Screencast-o-matic and YouTube.
- E-pedagogy skills. How to build an e-course and what is important when giving an e-lecture.
- The transparent pedagogy and online conferences with the others.
- Contact with peers and the capacity to work together. My development of the theoretical and pedagogical underpinnings for e learning.

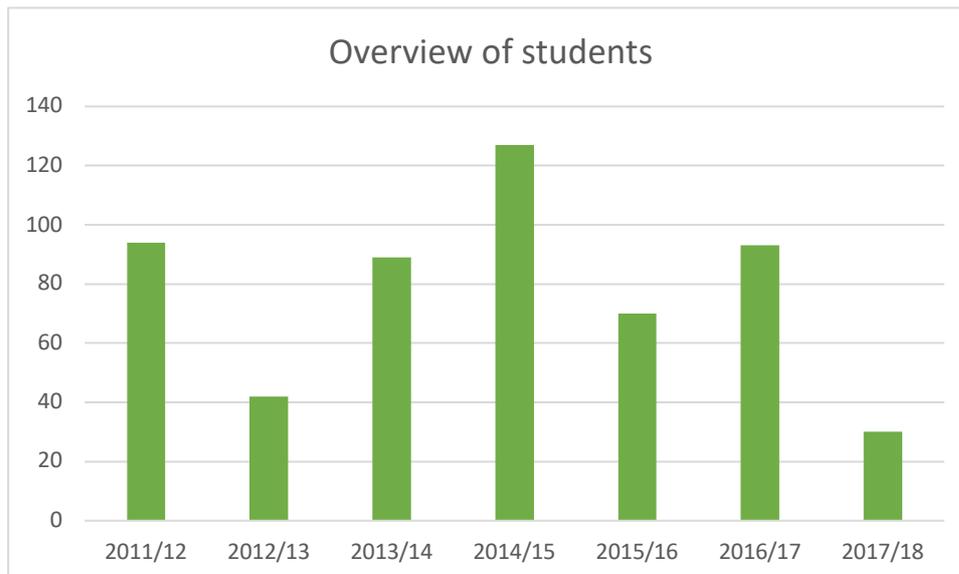
Some things could have been better: Some students missed more interaction (both formal and informal) among the participants. Those who had participated in collaborative online environments earlier, missed the formal and informal collaboration among participants. We clearly see that the concept is vulnerable with such a little number of students when some of the group members fell behind or leave the course.

The workload felt even higher given the fact that most students were working in a foreign language. 5 reflection notes were too much or could have been exchanged with some other tasks. One student would have liked to know the expected length of the reflection notes. Working in the new LMS Canvas caused challenges as well for teachers as for students, and sometimes navigation was difficult.

OVERALL EVALUATION OF THE COURSES

STUDENTS

Graphic 1 –Overview of students M1, M2, M3- 2012/2017



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.

The VirCamp consortium has revised M1 and M2 during the current academic year.

EVALUATION

The M1 and M2 teams have done a good job to update the courses which are now future-proof. The courses and learning material have been redesigned in order to have high quality courses that are in line with current developments in our societies.

M3 started as a course in 2010. Evaluations show that the course is still in line with the initially defined learning outcomes. Literature and curriculum material is still adequate.

From the Social Work faculties of our partners 5 students started in the E-Ped course. 4 students also took the exam. Therefore, the need for new teachers has partly been reduced. However, there are partner institutions that still are looking for internal colleagues to join them in the VirCamp consortium. VirCamp has a well-qualified e-teacher team to teach all 3 modules.

WORKSHARE

Table 4 – Overview workshare

Partners	2016-2017	2017-2018
HIB/HVL	321	279
UCM	266,5	245
TM	352,5	282
INHOLLAND	309,5	254,5
Mannheim	213	256,5
FU		129,5
FHWS		10
Lund	33,5	0
TOTAL	1496	1456,5

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 (250 hours) per partner. Only if there is an underachievement with more than 10%, other partners are compensated for this lack in performance. FHWS is a new associated partner that stepped in in January 2018.

STAFF INVOLVED 2017 - 2018

CONSORTIUM MANAGEMENT GROUP

- Ulla Törnig, HSMA (Chairwoman)
- Svanaug Fjær, HVL
- Carla Rinkel, INH | Tineke De Wit, INH
- David Alonso | Jose Ignacio Pichardo, UCM
- Christien Broeckmans, TM
- Astrid Hedtke-Becker, HSMA
- Annette Foley, FU
- Dagmar Unz, FHWS

STEERING COMMITTEE

- Inge Vervoort (TM) Consortium Coordinator
- Remmelt Veenkamp (INH) Coordinator of Education
- Anne Karin Larsen (HVL) Coordinator of Webpage | Inger Kristin Heggdalsvik (HVL)
- David Alonso | Jose Ignacio Pichardo (UCM) Coordinator of Development Research
- Ulla Törnig (HSMA) Chairwoman for CMG

TEACHERS AND ASSESSORS

	TEACHERS	EXTERNAL ASSESSORS
M1	<p>Jochen Peter (HSMA) Head teacher</p> <p><i>Development team:</i></p> <p>David Alonso (UCM) Rakel Aasheim Greve (HVL) Linda Ducca Cisneros (UCM) Inger Kristin Heggdalsvik (HVL) Keith Peters (FU) Ulla Törnig (HSMA) Katrien Verelst (TM)</p>	
M2	<p>Remmelt Veenkamp (INH) Head teacher</p> <p><i>Development team:</i></p> <p>Klaas Groeneveld (INH) Ignacio Pichardo (UCM)</p>	
M3	<p>Bieke Dierckx (TM) <i>Head teacher & Teacher</i></p> <p>Eduardo José da Silva Tomé Marques (EXT) Lennart Loraas (HVL)</p>	<p>Susanne Lang (HSMA) Keith Peters (FU)</p>

ACCOUNT

VIRCAMP ACCOUNT 2017-2018			
Revenue		Expenditure	
<i>Booked</i>			
Contributions 2017 - 2018	€ 21 780,00	Staff coordinator	€ 17 600,00
Fees E-Ped course 2018	€ 7 500,00	Webhosting	€ 245,88
		Zoonlog	€ 191,58
		M3 Extra cost	€ 3 590,00
		Cost E-Ped	€ 12 609,40
<i>Expected</i>			
		Powtoon	€ 40,00
		Lecture on Welfare Systems	€ 400,00
		Gifts	€ 60,00
TOTAL	€ 29 280,00	TOTAL	€ 34 736,86
		RESULT 2018	€ 5 456,86
SURPLUS 2017	€ 20 254,54		
TOTAL SURPLUS 2018	€ 14 797,68		

ACTIVITIES

MEETINGS

TEACHER MEETINGS

The yearly teacher meeting took place in Belgium on 05/06/2018 and 06/06/2018.

The first meeting day, teachers met at the Flemish ministry of Welfare, Public Health and Family, where they had lunch with the Flemish minister and discussed on Social Work topics and the different roles social workers play in our countries.

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.

At this teacher meeting we had to say goodbye to two dear colleagues Anne Karin Larsen and Jochen Peter, due to retirement. Anne Karin is the initiator of Virclass/VirCamp. Jochen Peter has been teacher and head teacher in M1 since 2008.

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, eg.: website, the re-working of M1&M2, following up on M3 and how to engage new partners,...

The Steering Committee met 5 times online. The yearly meeting took place in Geel 07/06/2018.

During the academic year 2017/18 new partners joined the consortium. They are not part of the Steering Committee and would therefore only meet the other members at the yearly meeting.

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: 15/12/2017.

The yearly meeting took place in Geel 08/06/2018.

One of the more important decisions was to use Youtube as a common channel to assemble screen lectures. An account has been created on behalf of the Consortium.

LEADING PARTNER

In 2017-2018 Thomas More was the leading partner. This was the first year of the new round of 3 years as leading partner (2017/18 – 2019/2020). 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. Inge Vervoort has taken up this role.

DISSEMINATION

PRESENTATIONS AT CONFERENCE

Vervoort I. (2017) Online - Blended Learning, Businet, Villamoura, Portugal, 09.11.2017.

Vervoort I. (2017) Online - Blended Learning, SWSD 2018, Dublin, Ireland, 06.07.2018

Larsen, A.K. (2018) 'Teaching community development online within an international context, learning to meet global challenges in a sustainable way', Oral presentation at **the Joint World Conference on Social Work, Education and Social Development 2018 (SWSD 2018)**, Dublin, Ireland, 4-7 July 2018.

OTHER DISSEMINATION ACTIONS

Vervoort I. (January 2017) Presentation for University of Applied Sciences Würzburg-Schweinfurt, Dagmar Unz (online)

Dierckx B. & Vervoort I. (May 2018), Internal presentation at Thomas More on VirCamp

Larsen, A.K. (May 2018) Presentation of the SW-VirCamp courses for Anneli Edin, Jönköping University, Sweden (staff visits to HVL)

Larsen, A.K. (April 2018) Presentation of the SW-VirCamp courses for Carina Thörn and Åsa-Helena Hedman, Midtuniversitetet, Sweden. (staff visits to HVL)

Veenkamp, R (April 2018) Presentation of the SW-VirCamp courses for the European bachelor Physical Activity and Lifestyle network (PAL), Haarlem, the Netherlands

Pichardo, J. I. (2018) Internacionalización en la Facultad de Trabajo Social: buenas prácticas y retos de futuro, at III Seminario "Retos y oportunidades del aula internacional: hacia una estrategia integral", Universidad Complutense de Madrid, Spain

WEBSITE AND FACEBOOK

The [VirCamp website](#) has been updated recently including the information on the updated modules M1&M2.

The [VirCamp Facebook page](#) is used to present impressions of our face-to-face meetings. As such, a timeline is built up.

FUTURE PLANS

Next academic year the consortium will switch completely to Canvas as the Learning Management System. This is true for the redesigned courses M1 & M2 as well as for the M3 module.

The consortium has a lot of interest from potential new partners and is currently in the process of integrating them in a good way. Re-working the courses is a good opportunity to get them involved and engaged.

Through the E-Ped course 3 to 4 interesting topics have been introduced as possible courses. These can be further developed and can lead to a fourth module.