



SOCIAL WORK-VIRCAMP CONSORTIUM
YEAR REPORT No 1/2012-13

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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)

VIA University College (VIA)

Associated Partners:

Mittweida University of Applied Sciences (HSM)

Malawi University (MIU)

CONTENT:

AIMS AND OBJECTIVES	PAGE 5
STATUS OF THE VIRCAMP CONSORTIUM	PAGE 5
PLANS OF THE VIRCAMP CONSORTIUM	PAGE 5
COOPERATION ARTIC UNIVERSITY AND THE VIRCAMP CONSORTIUM	PAGE 6
PROJECT PLAN OF THE VIRCAMP CONSORTIUM	PAGE 6
EDUCATIONAL PROGRAMMES	PAGE 6
MODULE 1 SOCIAL WORK IN EUROPE, COMMONALITIES AND DIFFERENCES 2012	PAGE 7
MODULE 2A POVERTY AND WELFARE SYSTEMS. ANTI OPPRESSIVE APPROACHES TO SOCIAL WORK.	PAGE 9
MODULE 3 COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE	PAGE 11
MODULE 4 COMMUNITY WORK THEORY	PAGE 11
E-PEDAGOGY COURSE FOR TEACHERS IN HIGHER EDUCATION (10 ECTS)	PAGE 12
E-PED SELFSTUDY COURSE	PAGE 13
RESEARCH	PAGE 15
DISSEMINATION	PAGE 15
ABSTRACTS AND PAPERPRESENTATIONS AT CONFERENCES:	PAGE 15
PRESENTATIONS FOR PARTNERS:	PAGE 15
PUBLICATIONS:	PAGE 15
ADMINISTRATION	PAGE 16
STEERING COMMITTEE (SC) MEETINGS	PAGE 16
ACCOUNT 2012/13	PAGE 17
STAFF INVOLVED 2012/13	
CONSORTIUM MANAGEMENT GROUP	PAGE 17
STEERING COMMITTEE	PAGE 17
TEACHERS AND ASSESSORS	PAGE 17

WEB EDITOR

PAGE 18

APPENDIXES

PAGE 18

APPENDIX 1: THE BUDGET

APPENDIX 2: THE WORKSHARE

AIMS AND OBJECTIVES

SW VirCamp offers an online international, multifunctional learning community to social work students and academics in the field of social work. 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, 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 OF THE VIRCAMP CONSORTIUM

At the last Partner meeting in Geel, Belgium June 2012 some changes in the partnership were settled.

We welcomed VIA University College from Aarhus, Denmark as a new partner in the Consortium. They are one of the most international orientated universities in Denmark. We are very pleased to include them as partners.

1. Mittweida University of Applied Science requested to prolong their position as associated partner for one more academic year. The reason for this was that they were in a renewing process of their curriculum and expected to be able to integrate the VirCamp courses from the academic year 2013 – 2014. This request was approved by the Consortium.

Lund University, Sweden requested to become an associated partner in VirCamp. They want to use the coming years to integrate VirCamp courses in their curriculum. They also want teachers to follow the e-pedagogy course of VirCamp in order to realize a qualified teaching staff.

The Malawi University has become a partner based on NUFU funding for a 2 years period. Last year the Malawi University was not able to participate with VirCamp due to the political situation in Malawi and the University had been closed for a long period. The Consortium decided to be flexible in the partnership period, and give Malawi University the opportunity to participate for the 2 year period when they will be ready for this.

This academic year KHK Kempen, Belgium, merged with 2 other Higher Educational Institutions(HEI). Their new institutional name is Thomas More University College (TMUC).

PLANS OF THE VIRCAMP CONSORTIUM

This academic year 2 pilots started, namely the 10 ECTS Community Work Theory course Module 4. This course is a shorter version of the successful Community Work from an international perspective course we have

provided since 2010. The reason for this initiative was that some partners were not able to integrate and offer the 15 ECTS Community Work course in their curricula.

Another initiative was to offer a self-study e-ped course. This course was offered due to a request from several partners who found it difficult to have the time to fulfill the 10 ECTS e-pedagogy course for teachers in higher education.

COOPERATION ARTIC UNIVERSITY AND THE VIRCAMP CONSORTIUM

The Thematic Network on Social Work in the Arctic (TNSWUA) was included as a “Task Force Group”(TFG) for 2012 and 2013 in the SW-VirCamp Consortium to develop and implement the Pilot Master Course on “Contextual Social Work” (30 ECTS). TNSWUA has paid an annual fee on 25 000 NOK to VirCamp for this task force group activity, and TNSWUA has paid additional 30 000 NOK to VirCamp/ Geel to have the course set up and structured in the Virtual Learning Environment its learning hosting all the VirCamp courses. TNSWUA has paid for travel and accommodation costs for three persons at meetings in Belgium and Norway.

Members of the Task Force Group:

Dr. Lidia Kriulya, Northern Arctic Federal University (NArFU), Arkhangelsk Russia.

Dr. Petra Ahnlund, University of Umeå, Sweden

Lecturer Wim Wouters, Thomas More University College, Belgium

Professor Siv Oltedal, University of Nordland, Norway (leader of the group)

Meetings and online communication: There have been a two day meeting in Geel, Belgium, June 2012 (Participants: Lars Nordlander and Anna Lena Perdahl from Umeå, Lidia Kriulya from NArFU, Siv Oltedal, UiN and Wim Wouters and Rimmelt Veenkamp from VirCamp), and a two day meeting in Bodø, November 2012 (Participants: Petra Ahnlund, Umeå, Lidia Kriulya, NArFU, Wim Wouter, VirCamp and Siv Oltedal, UiN). Email communication, SKYPE meetings, VITERO meetings and AdobeConnect meetings have been used as online communication mediums.

Implementation of Pilot VirCamp master course: Contextual Social Work (30 ECTS) will be implemented as a VirCamp pilot course for 2013-2014, where students will get their intake and their credits from either University of Nordland, Norway or University of Umeå, Sweden. Present who can take this course in 2013-14.

PROJECT PLAN OF THE VIRCAMP CONSORTIUM

This year we continued to work on a new application for the EU Erasmus LLP, Multilateral Projects. The aim for the new application was to become a multi-disciplinary campus by inviting the educational field of nursing as partners in our Consortium. The innovative character of the new application was the growing impact of e-tools in the profession of social workers and related professions, which call for new steps to be taken 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.

In the application process four VirCamp partners cooperated; HiB, UMC, TMUC and INH with representatives of the Nursing and the Social Work educations.

Just before the submitting date, the application was cancelled due to organizational reasons at the applicant organization (INH). The management considered the financial risks too high. (EU funding is always for 75% of the applied budget the daily subsistence’s substantially lower than the real costs).

In agreement with the Steering Committee a new application including parts of the content of the intended EU-application was send from HiB (including the four partner institutions) to the Norway Opening Universities. This is a pre-application and we will know by 1 July if we are invited to send a full application for 2014. The condition for this is also that partners have to self-finance 1/3 of the actual costs.

EDUCATIONAL PROGRAMMES

During the study year 2012/13, six modules have been arranged by the SW-VirCamp Consortium; Module 1, Module 2A, Module 3 and Module 4 on the BA level. The e-pedagogy (10 ECTS) and the e-ped self-study course for teachers (without credits). Because of few applicants to M2 only one of the themes was arranged this year.

MODULE 1 SOCIAL WORK IN EUROPE, COMMONALITIES AND DIFFERENCES 2012

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, analysis 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 24 September 2012, and lasted 7 weeks till 19 November 2012.

This year 18 students took part in this course. Many partners had a low number of students who applied for this course. Only Inholland had 42 applicant students. This caused a problem. Because of the fact that 'comparative learning' is one of the main learning principles in this course, there is a need for a balanced number of participating students from different countries. If one of the countries would be over-represented the comparative learning would be difficult to achieve.

For that reason the number of Dutch students had to be limited to 8 students.

The reason for the low number of students differed;

- For Belgium, Germany and Spain, this course was scheduled in the first week of their academic year. For that reason the recruitment had to be done before the holiday period. Although this has been done, it resulted not in many applicant students. It seemed that the students were more occupied by ending their study year, and longing for their holiday instead of orienting on their new study year.
- For HiB the time of the year when this course is arranged does not fit in very well with the study programme in the BA. Student are offered M1 and M2 (15 credits) or M3 as optional courses, but only M3 seems to be applicable in a way that suits their students. The courses are offered to the second year BA students. In 2012 also the MA students joined the M3 course.
- For UiN it is not possible to fit this course in their current curriculum.
- Denmark has decided to integrate the VirCamp courses step by step.

CHARACTERISTICS OF STUDENTS

18 students from 4 Partner institutions started on the course. 3 students left the course in an early stage (October). Among the students that started the course 1 student asked for a delayed exam due to private circumstances.

The countries represented in the student population of M1:

Belgium	4 students
Germany	3 students
Spain	2 students
Netherlands	8 students
Czech Republic (exchange student of TMUC)	1 student

14 female and 4 male students started in the course. The majority were within the age of 18-24, 4 students within the age or 25-29 and one student within the age span of 35-40.

The majority were undergraduate SW students and one professional SW/Master students.

For most students (14) VirCamp was their first e- learning experience. Only a few had participated in online courses before.

STUDY PROGRAMME AND TASKS

The duration of the course is 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. Last year's feedback was that there was too less time for task 5 (final task). Therefore the study programme was adjusted by arranging more time for this task. This was experienced as sufficient by the teachers.

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 in their study programme.

RESULTS OF THE FINAL ASSIGNMENT

The final assignment in M1 is a combination of tasks done during the course. Of the 18 students who started the course, 14 students took exam at normal time. They all passed. 1 student delivered delayed exam, and passed. One student did not submit her exam. This means that 15 students finished M1. The marks is given on a scale from A-F (F is failure). The following marks were given: 2 A, 2 B, 3 C, 3 D, 5 E.

STUDENTS' EVALUATION OF THE COURSE

One survey was presented to students at the end of the course (N=14).

The survey shows that the respondents in general meant that the tasks and assignments were effective in promoting learning (70% agrees 20% agrees strongly).

The majority of the respondents have seen and read the lessons. They found the lessons informative (79%), relevant (92%), clear (76%), interesting (76%), stimulating (50%), current (92%)

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.

The respondents were in general positive about the reading list. About 85% experienced it as appropriate to the course, interesting, updated. Only in relation to 'inspiring' and 'promoting discussion' there was less appreciation (65%)

The support from the teachers in the course (emotional, informative and technical support) was experienced in general from fair (20%) to good (35%) to very good (45%). Evaluation of the student group as a support system scored good (75%).

Nearly 50% of the respondents spent more about 10 hours per week on the course, 30% spent from 10 -15 hours per week and 20% less than 5 hours per week.

The fact that this course is given in English was helpful to improve their language skills for 70% of the respondents.

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

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

Module 2A is a 10 ECTS course. The theme of the course is Discrimination, Oppression and Ethnic Diversity as Phenomena in Europe. 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 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 12 November 2012, with a duration of 12 weeks till 17 February 2013. Students who applied and participated were newcomers in VirCamp.

Only 6 students applied. Three countries were represented among the student group. 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 it is running at a time where students have a full semester with other courses. The low number of students is affecting the principles of the course. For instance there was only one German student in the course. If she would have left the course in an early stage, then this course would have lost the principle of comparing in a qualitative way.

STUDY PROGRAMME AND TASKS

Last year it was decided that the duration of the Module 2 courses was reduced from 16 to 12 weeks. and this decision was effectuated this year in relation to the M2A course. 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

6 students representing 3 partner institutions started on the course. All of them stayed in the course till the end. All 6 students submitted and passed their exam.

The countries represented by the students in M2B were:

Germany	1 student
Spain	2 students
Belgium	3 students

Among the students there were 3 female and 3 male. 100% of the students were within the age of 19-25. 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 were 1 A, 3 B, 2 C.

STUDENTS' EVALUATION OF THE COURSE

Because of the low number of students we did not present the end survey and it is hard to draw conclusions, but the students and the teachers gave some feedback.

Although it was a small group, it was a very lively one. Students appeared very frequently on the platform.

Among the students and among the students and the teachers was a lively interaction. Students kept themselves in a good way to the study programme.

There were some technical problems in the beginning of the course in relation to portfolio settings. But this was fixed during the course.

The chats were really functional and lively. All students appeared in all chats and this was experienced by the students as very helpful.

The literature was updated. But according to the teachers this could be improved.

Because of the shorter duration of the course some tasks were transferred from written tasks to discussion tasks in the Theme discussion part in the course.

Task with peer feedback was helpful to students and teachers. This could be extended.

To have two teachers for this course was too much. But because the course had to be restructured (see above) the main teacher requested for support by rearranging the study programme and the structure of the course. There for it was decided to attend with two teachers.

Overall the students and the teachers liked this experience.

MODULE 3 COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE

At the time that this year report was produced, the Module 3 was still running. The results of this Module will be described in a later stage.

MODULE 4 COMMUNITY WORK THEORY

This course was presented for the first time in VirCamp. As mentioned before the reason for this initiative was that not all partners in VirCamp were able to integrate and offer the 15 ects Community Work course in their curricula. Especially the University of Nordland requested for this.

In general the structure of the course is the same as the Community Work course (M3). But the project part is taken out and the course is more orientated on the Community work theory.

The course is 10 ECTS credits and started 24 September 2012 and went on for 12 weeks ending on the 23 December 2012.

It was presented as a pilot course.

CHARACTERISTICS OF STUDENTS

8 students started in the course representing 3 SW-VirCamp partner institutions. 3 students left the course within the first months and 1 other student did not participate till the end of the course.

The Partner institutions/countries represented by the students in M4 were:

UiN/Norway	4 students
HSMA/Germany	2 students
VIA / Denmark	2 students

There were 6 female and 1 male students in the course. All participants were social work BA students.

TEACHER MEETINGS

There have been 2 teacher meetings on VITERO during the course period. There were also some online meetings before the course started.

EVALUATION AND RESEARCH DURING THE COURSE

4 out of 8 students completed the M4 course. When reading the students reflections on learning, we can conclude:

- that they have learnt a lot. They have created a working process among themselves as students. Students experienced the teachers as not very active in this course. Teachers have followed the plan for feedback and in addition visited their chat once a week. Teachers have altered the responsibility between weeks. One week one teacher was active in the course, the next week the other teacher.

The teachers find the program quite similar to the M3 course.

The pace of the course in the starting weeks gave the students the possibility to catch up.

Both teachers find that the cooperation between them as teachers has been good. There was not much workload in this course. This was mainly due to the number of students.

Points of attention as outcome of the teacher evaluation regarding a next M4 course are:

- 1) Recruiting processes for M4 needs extra attention.
- 2) Considerations regarding the structure of the M4 course in relation to tasks and feedback

More structure in task delivering, blog reflection and feedback. Students should deliver a task every week on a specific day. This will help the teachers also in integrating the work of this course in their workload.

- 3) We should make an overview regarding teacher, head teacher and administrators work related to M4 – with deadlines and workload.

Concluding remarks:

Teachers and students experienced this course as a very good course. Students developed good collaboration. They got new knowledge and were inspired to work as community workers.

The teachers evaluated the course positively although there is not much interest shown by students in this course. For that reason UIN has decided not to present the course in the next academic year as an option.

E-PEDAGOGY COURSE FOR TEACHERS IN HIGHER EDUCATION (10 ECTS)

The course started 25 January and ends with exam 31 May.

Teachers in the course has been Anne Karin Larsen (head teacher and teacher) and Wim Wouters (teacher and internal assessor)

External assessor is: Ingeborg van Delst (former participant in the e-pedagogy course 2011).

Bergen University College did the intake and arranged the course on behalf of the VirCamp consortium and will give the certificate.

The working hours for Anne Karin Larsen and Wim Wouters have been part of their workload for VirCamp. The external assessor will be paid for 5 hours per candidate.

Participants not VirCamp partners (from social work education) had to pay € 1200 for the course.

7 students paid the fee. In total 10 students started in the course:

HIB- Centre for Evidence Based Practice / Norway (fee)	3 students
Thomas More/Belgium (fee)	2 students
Mittweida University of Applied Science Social Work /Germany	2 students
Lund University Social Work /Sweden (fee)	1 student
Archangelsk University / Russia (fee)	1 student
UMC / Spain	2 students

6 of these students will take exam by the 31 May. In addition to these one of the students (HiB) from the 2011 course will deliver a delayed exam.

1 student has left the course (from HiB)

1 student has requested for a delayed exam in September due to family situation (from UCM)

2 students from Mittweida have requested for a delayed exam due to hard workload at their University.

Budget/account:

Administration costs (HiB)	NOK 4673,-
Assessment	NOK 18 000,-
Indirect costs	NOK 1 869,-
Total costs	NOK 24 542,-
Income course fee	NOK 63 000,-
Surplus	NOK 38 458,-

E-PED SELFSTUDY COURSE

Starting Point

Some partners who had been involved in VirCamp already as teachers asked for a minor course in e-pedagogy to train some specific skills, because they thought they did not need the full 10 ECTS course in ePedagogy for teachers in higher education.

The VirCamp Consortium decided to arrange such a course based on self-study and cooperation among participants in the course.

The applicants were asked to fill in an application form where they had to state what experience they had from before regarding e-learning. The intake criteria were that they had some knowledge about e-learning already.

In total 7 students started in the course:

UIN / Norway	2 students
VIA /Denmark	1 student
University of Regina /Canada	1 student
Humboldt State University /USA	1 student
Archangelsk University / Russia	1 student
Tornio University / Finland	1 student

Progress

The result of this course is that the participants did not use its learning as a tool for communication and support and none of them developed their own course in its learning.

The teachers suggested, when the number of participants was reduced, to restructure the groups so peer feedback could be possible. There was no interest for this, only 2 students have been in contact with each other, but not very much.

By the end of the course one student has written a report on what she has done, but did not manage to finish her intentions because of a planned period for research abroad.

One student has created an e-learning course for her own students in another LMS system, but not been working in its learning and not made her content open and available for the other participants.

One student has written some notes on e-learning, but not developed anything in its learning.

Very few have used the blog for reflections.

The VITERO meetings have worked well and participants have found these meetings meaningful and interesting.

Conclusion:

The teachers impression of this experiment of arranging a self-study course in e-learning is that it did not work according to the intentions and that more structure is needed and more commitment is necessary from the participants to make it work. These premises are built-in in the 10 ECTS credits course and we recommend that teachers in VIRCAMP to take the full course.

The efforts used from teachers to arrange the self-study course did not give the expected results and we do not recommend to arrange a similar course in future.

RESEARCH

Online support services increases in the professional field of social work and health care. The Internet has evolved from an information-oriented platform to a communication platform. Service users use the Internet as a new way to get in touch with health and social services. This opportunity attracts new target groups. This implies a need for new knowledge and competences for professionals working in this field.

VirCamp partners have begun a survey mapping the offers for online help/ counseling contained in the field of health and social care, and this shows that these services increases, and that they are being used.

These survey have been presented to the Social Work professionals attending at the SW world congress in Stockholm (2012) and the ENSACT congress (2013).

DISSEMINATION

During 2012/13 several presentations at conferences have been conducted, and several papers have been published.

ABSTRACTS AND PAPER PRESENTATIONS AT CONFERENCES:

Hole, G.O. and Larsen, A.K. (2013) Kvalitetsutfordringer i samarbeid mellom institusjoner om utvikling av nettstudier (eng.trans. Quality challenges in cooperation among institutions developing online courses). Invited presenters at the Norwegian Opening Universities conference, *Kvalitet i fleksibel høgre utdanning*, Lillehammer, Norway 22-23 April 2013.

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

Veenkamp, R. (2012): The Social Work – Virtual Campus. *IWOOTI 2012 in Mittweida October 2012 International Workshop on Online Teaching Initiatives*.

Wouters, W, and Veenkamp, R. (2012) Good Practices in the field of Internationalization, in Antwerp November 2012, *Flamenco/ Nuffic in cooperation with NVAO (Accreditation Organization of Flanders and Netherlands)*.

Veenkamp, R., Wouters,, W and Astray, A. (2013): Online Help, Interdisciplinary approach , *3rd ENSACT Joint European Conference Social Action in Europe 16 – 19 April 2013 Istanbul*

PRESENTATIONS FOR PARTNERS:

Veenkamp, R.: Presentation of the VirCamp Consortium to the staff of the Nursing School of Inholland University of Applied Science, Netherlands, Amsterdam, November2012.

PUBLICATIONS:

Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge (to be published in August 2013).

Astray, A., Alonso, D. and Alonso, A. (2014) Community knowledge and practices after the postmodern epistemic framework: Towards a second modernity, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Larsen, A.K., Sewpaul, V. and Hole, G.O. (2014): Introduction, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Larsen, A.K and Hole, G.O. (2014) Participatory learning of community work in an e-learning course, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Hole, G.O., Harris, J. and Larsen, A.K. (2014) The co-construction of knowledge: Reflection on experiences of developing an online international community work course, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Henriksbø, K. and Grimen, A.L. (2014) Community work as part of neighbourhood renewal: A case study, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Hutchinson, G.S. (2014) Community work within the Norwegian welfare state: Barriers and possibilities for work with particularly vulnerable groups, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Visser-Rotgans, R. and Marques, e. (2014) Partnership and Participation: Art in Community Work, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Sewpaul, V. and Larsen, A.K. (2014) Community development: towards an integrated emancipatory framework, in Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives*, Abingdon; New York: Routledge.

Veenkamp, R.: VirCamp, virtuele campus voor Social Work in Europa. (English: VirCamp, Virtual campus for SW in Europe), *Europa Expresse*, Nov'12 Jaargang 7, nr 31

Arias Astray, A. y Segado Sánchez-Cabezudo, S. (2013). Trabajo Social con Grupos en Entornos Virtuales o en Línea. En S. Segado Sánchez-Cabezudo, M. Del Fresno García y A. López Peláez (eds). Modelos de Trabajo Social con Grupos: Nuevas Perspectivas y nuevos contextos.pp.107-128. Madrid: Universitas. I.S.B.N:978-84-7991-398-4

ADMINISTRATION

To make the account of this year 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.

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 Haarlem there have been:

- 5 SC meetings on VITERO, 9/11/12, 27/11/12, 20/3/13, 15/4/13, 8/5/13
- 1 CMG meeting on VITERO, 14/12/12

The SC meetings in November prepared the online CMG meeting. The meeting in April prepared the yearly meeting in Madrid. The other meetings have focussed current aspects and future development. In between there have been several online meetings towards the EASSW application.

In week 21 there was a visit of the consortium coordinator to meet the staff of Complutense University to prepare the yearly meeting.

The minutes are available on www.vircamp.net

ACCOUNT 2012/13

See appendix 1

STAFF INVOLVED 2012/13

CONSORTIUM MANAGEMENT GROUP

Ulla Törnig, HSMA (Chairman)

Knut Simonsen, HiB

Jeroen de Wit, INH

Marta Blanco Carrasco, UCM

Wim Wouters, TMUC

Siv Oltedal, UiN

Bente Lauridsen, VIA

STEERING COMMITTEE

Remmelt Veenkamp (INH) Consortium Coordinator

Wim Wouters (TMUC) 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) Inger Kristin Heggdalsvik	Sinnika Gusset Baehrer (ext.) Andres Astray (int.)
M2	Fernando de Lucas (main teacher) Remmelt Veenkamp	Gudrun Ehlert (ext.) Remmelt Veenkamp (int.)
M3	Rina Visser (main teacher) Bieke Dierkx Yan Zhao David Alonso Gordon Vincenti	Gordon Vincenti (int.) Gunn Strand Hutchinson (int.) Anne Karin Larsen (ext.) Gudrun Ehlert (ext)
M4	Klas Göran Olsson (main teacher) Siv Oltedal	Klas Göran Olsson (int) Remmelt Veenkamp (ext)
E-Ped.	Anne Karin Larsen (main teacher) Wim Wouters	Wim Wouters (int) Ingeborg van Delst (ext)

For an overview of the actual work share in the different VirCamp courses see appendix 2

WEB EDITOR

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

APPENDIXES

Appendix 2:

Actual number of working hours per partner in 2012-2013:

The planned number of hours per course was:

Teachers have 8.5 hours per week for 10-15 students. The 2-3 exam weeks in each course should not be calculated in as teaching hours.

Teaching weeks:

M1: 7 weeks

M2: 11 weeks

M3: 15 weeks

M4: 11 weeks

The head teachers have 2 days for setting up the course and 5 hours per week during the course for:

M1: 30 hours for preparation during the course + 16 hours before the course starts	= 46 hours
M2: 55 hours for preparation during the course + 16 hours before the courses starts	= 71 hours
M3: 90 hours for preparation during the course + 16 hours before the course starts	= 106 hours
M4: 55 hours for preparation during the course + 16 hours before the courses starts	= 71 hours

The assessors have:

- 1.5 hours per student for M1
- 2 hours per student for M2
- 3 hours per student for M3
- 2 hours per student for M4
- 3 hours per student for e-ped course
- 2 hours will be added for consultation among the assessors per assessor

Based on this the actual amount of hours per institute is:

Bergen:

M1 teaching = 59,8 + M3 external assessor hours (25 students) = 75 hours + e-ped course teaching 85 + head teacher (10 students) 66 = 151 +) + 48 SC member + 40 Development coordinator . In total 298,5

Complutense:

+ M1 internal assessor (25 students) = 37,5 + head teacher M2 71 hours + M2 teaching hours = 85 + M3 teaching = 127,5+ 48 SC member + 40 Research coordinator. **In total 409**

Mannheim:

M1 head teaching = 46 hours + + M1 teaching = 59,5 hours + M1 internal) = 37.5 + M1 external assessor hours (25 students) = 37.5 hours + 16 GMC chairman. **In total 222**

Thomas More Kempen:

s + M3 teaching = 127,5hours + + 85 hours e-ped course (10 students) + internal assessor e-ped course 32 (10 students)(=117) + 48 SC member + 80 Educational coordinator In total 499 (M1 external assessor is not included here) + 16 set up M4 = 311

Nordland Bodo:

M3 teaching = 127,5 + M3 internal assessor hours (25 students) = 77 hours + M4 head teaching = 66 hours + M4 teaching 76,5 hours . In total 347

Inholland:

M3 head teaching = 106 hours + M2 teaching = 85 + M2 internal assessor (25 students) = 50 + + 48 SC member. In total 493 + 8 external assessor M4 + 200 coordination hours = 497

Mittweida: external assessor in M2 + 50 + 77 external assessor M3 = 127

VIA Aarhus: teaching M3 127,5 hours + assessor M3 = 77 hours = 204