



## Module Coordinator Report

<b>Module title</b>	<b>Problem-based field study – power relations and actor perspectives in everyday social work</b>
<b>University where module is delivered</b>	<b>Aalborg University</b>
<b>Module coordinator</b>	<b>Lars Uggerhøj</b>
<b>Module teaching team</b>	<b>Kjeld Høgsbro, Pia Ringø, Mette Rømer, Lars Uggerhøj and representatives from four Field Study practices</b>
<b>Dates of the classes</b>	<b>February: 6<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup> and 22<sup>nd</sup> March: 14<sup>th</sup> + 2 weeks of visiting Field Study practices</b>
<b>Number of classroom hours</b>	<b>25,5</b>

### Distribution of assessment marks:

Type of assignment	ECTS Scale							Total
	A	B	C	D	E	Fx	F	
Oral presentaiion								
<b>Overall</b>								

All students passed.

### Commentary on teaching

- What teaching activities and methods were used?
- What worked well during teaching?
- Were there any problems during teaching?
- What reading or work was set for students outside class?
- How engaged and committed did students seem?

The aim of the module is to provide students with the skills and competences to conduct a field study with a focus on power relations and actor perspectives. The module expands exposure to the idea of research from Semester 1 and let the students engage with primary research as a foundation for more in-depth work on research techniques in the second year of ADVANCES. The module represents the practical application and instantiation of themes and approaches covered in other Semester 2 modules on problem-based approaches and power and actors within



welfare systems. The teaching part of the module is placed just before the 2 weeks visit to practice in social work and is focused on methodological approaches to help students carry through the Field Study. One day is planned as a seminar where students meet the four Field Study practices – through presentations and time to ask questions and comment – and to establish groups for the Field Study group work and the Problem Based Learning group report writing. Besides teaching and seminar activities in the beginning of the semester students have in 3 groups visited 3 Danish institutional settings for fourteen days – two municipality based and one NGO. During the Field Study students conducted a piece of study defining the specific institutional dynamics within the organization. The focus has related both to the overall headline of the Aalborg Semester: Actor Perspectives and Power Relations and to the PBL approach – using both the findings and the contacts from the field study in the later PBL-project. Lectures have been placed in a mix with lectures on ‘Actor Perspectives and Power Relations’ and ‘Problem Based Learning’.

The student feedback is in general a little more negative in 2018 than in 2017, but the differences are very small and primarily based on the introductory lectures on research methodology. These lectures have in other cohorts been evaluated very positively and no changes have been made in the content or the structure. As this module will be changed in the advances 2.0 programme and planned in a new way this feedback will be kept in mind. Student feedback underlines that they are happy to meet social work practice, to see the Danish welfare system in action and to get into dialogue with practitioners. Most students seemed very committed during the module, all students were enthusiastic during the Field study in practice and very engaged at the assessment presentations.

One student suggests that the Field Study could be interacted a little more with the PBL project. In advances 2.0 the Field Study visits will be moved to the PBL module which hopefully will help to integrate Field Study and the PBL project more.

### Commentary on assessment:

- Brief description of the module assessments
- What information was given to students about the assignment?
- What type of feedback was given to students?
- How was student performance?
- What was the range of marks achieved by the cohort?
- Was there any learning outcome that students achieved particularly well or less well than others?

Students have – in groups – presented results of and findings from the Field Study. The presentation was oral and included experiences, observations and discussions from the Field Study including initial analysis of power relations and actor perspectives. Participants at the presentation were – besides all students – two representatives from the teaching team. The assessment values the student’s ability to form initial analysis of power relations and actor perspectives as well as the ability to reflect theoretically, methodologically and ethically on processes from the Field



Study – including the student’s role during the Field Study. The presentation and discussion was marked as either passed or failed.

Just like cohort 1, 2, 3 and 4 all students passed the assessment and all presentations were highly praised by both teaching team representatives.

The assessment structure and plan is described in the Aalborg semester handbook and described at the Field Study seminar two weeks before the Field Study takes place. The last three lectures – four hours pr. day in three days – focuses specifically on the Field Study mainly methodologically, but also on the different practices and the assessment.

Besides the marks passed or failed the two representatives from the teaching team gave each group an oral and written feedback. The student’s performances were all very good involving well done observations, analysis and discussions.

### Comments on the module evaluation by students:

- What did students most enjoy?
- What areas did students identify as needing development?
- What pieces of the qualitative feedback are interesting and useful?

Number of respondents: 7 out of 12 students which is very low. Students have been reminded about the evaluation several times.

Students have in general made positive comments about the content of the module and the academic level. Some students found the lectures presenting research methodology a little boring as well as some students commented the structure and module outline a little lower than in 2017. However it looks like some students have mixed the feedback of this module with feedback on the module of ‘Power Relations and Actor Perspectives’. This is understandable as all three Aalborg modules are taught all the way through the semester. But it seems to give a wrong picture of the module outline.

Groups are established very early in the semester and throughout all cohorts students have been able to tackle group processes very well and no groups have been changed. This is very different to experience from Danish programmes and seems to show that advances students work hard on using the possibilities in group work and try to learn this rather new approach.

Comments about the group work are all positive except from one student.

### Action points for next academic year:

- What changes are recommended for the module next year?

1. Since 2014 (first cohort) the descriptions of the module, the assessment and practical matters have been qualified through the module Handbook. The Handbook descriptions are an ongoing process. Therefore the handbook is changed throughout the semester whenever needed as well as we will make



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necessary changes after going through the evaluation.

2. To diminish the confusion in the evaluation of the different modules the information about the evaluation process will be strengthened in the future – to make sure that students are aware that there will be three different evaluations connected directly to the three modules.
3. Besides the Handbook Blackboard has been introduced and used in Aalborg since the spring semester 2015. This is also an ongoing process that will carry on through each semester.
4. In the 2020 Aalborg semester, which will be the first cohort in advances 2.0, this module will be changed. The focus will be research methodology in general including a specific assessment on this theme. This will hopefully give the students an early basis of methodological knowledge and help the students to become more critical towards their own methodological and theoretical choices. The Field Study visits will be moved to the PBL module and become a more natural part of the PBL study and report. The Field Visit will still be placed in the beginning of the semester and just after the methodological module and hopefully still fulfil the positive experiences students have had from the Field Study in the first 5 cohorts.  
The feedback and comments learned from cohorts one to five will naturally be included in the planning of these changes.

## Are there any specific matters or questions where you would like advice from the External Expert?

No not as far as we can see by now. Students always come up with interesting comments and suggesting that have led to different changes in the programme.

Module coordinators should submit the following information to the External Expert to aid the evaluation of the module:

1. 5-6 marked pieces of student work, including feedback, covering the full range of grades awarded
2. Full list of student marks for the module, including evidence of moderation or double marking
3. Module handbook, giving an overview of the module and teaching and learning; assessment(s) and marking criteria
4. Report by module coordinator, including ideas for changes in the next academic year
5. Summary of the module evaluation by students (see grid below)
6. Any additional relevant materials provided to students, for example, assessment guidance.

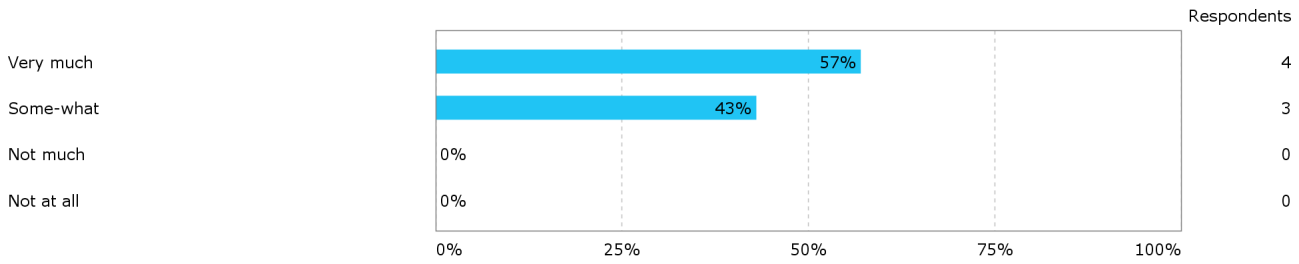
**Responses to module evaluation** (please highlight most popular response in yellow)



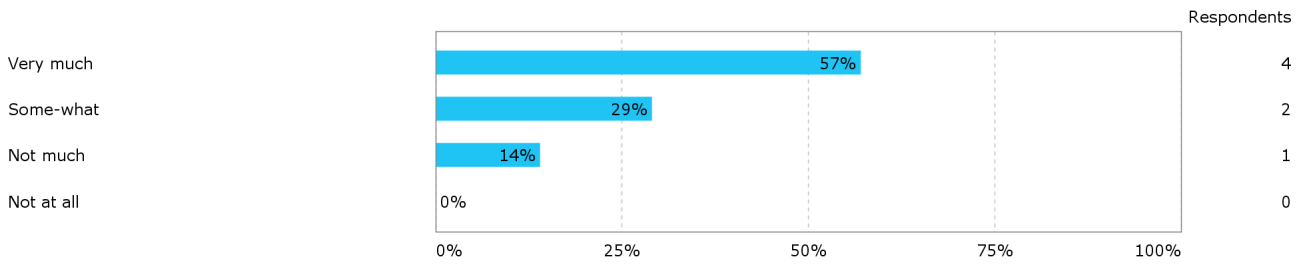


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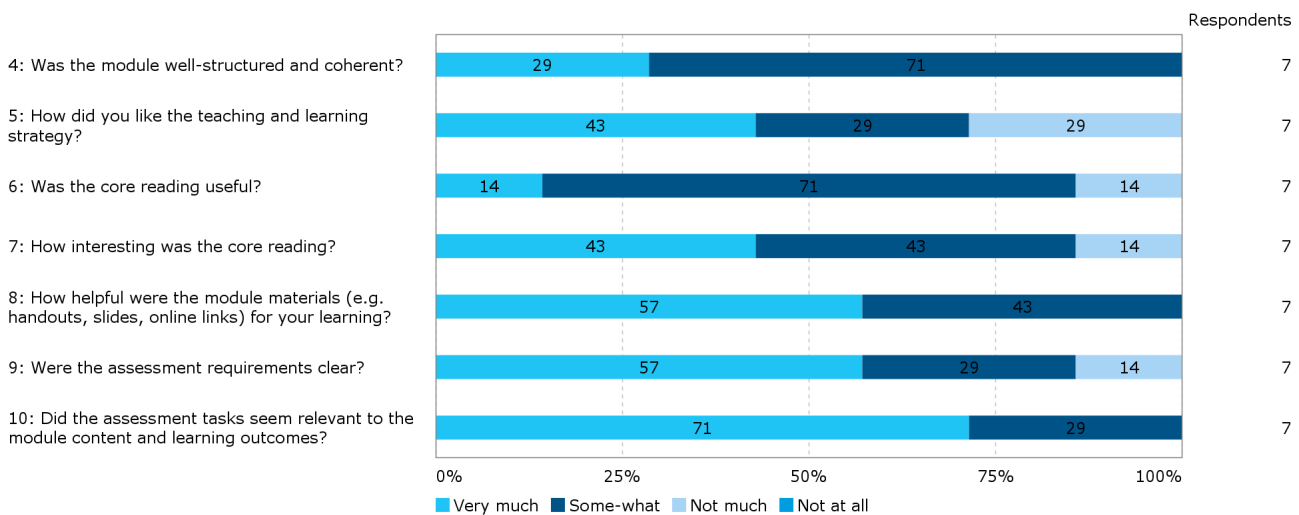
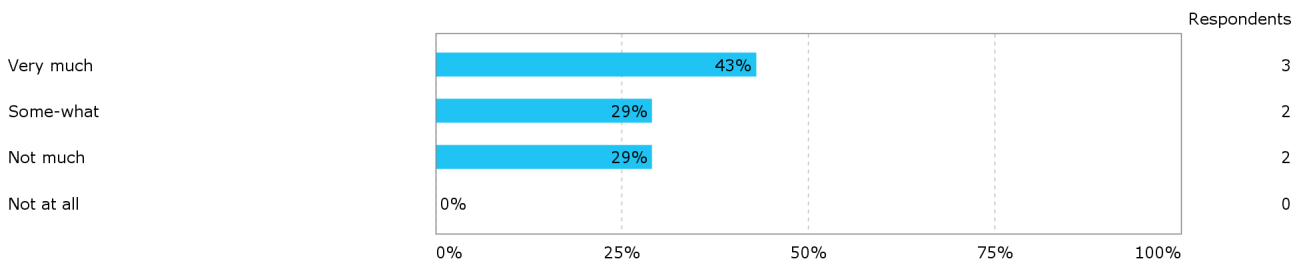
## 1: Did the module outline make it clear what you were expected to do?



## 2: Did the teaching help you to achieve the module's learning outcomes?



## 3: Was the module content intellectually stimulating?



## 11: What did you enjoy during this module?

- Field work, multiple lecturers with different presentation skills reduces boredom. Group discussion and group work including presentation makes every one learn through active participation.
- I enjoyed the placements. I found them extremely helpful to have the time to discuss with other workers and service users how they perceive the systems in which they work and live.
- The presentation as the assessment and discover a new field of social work





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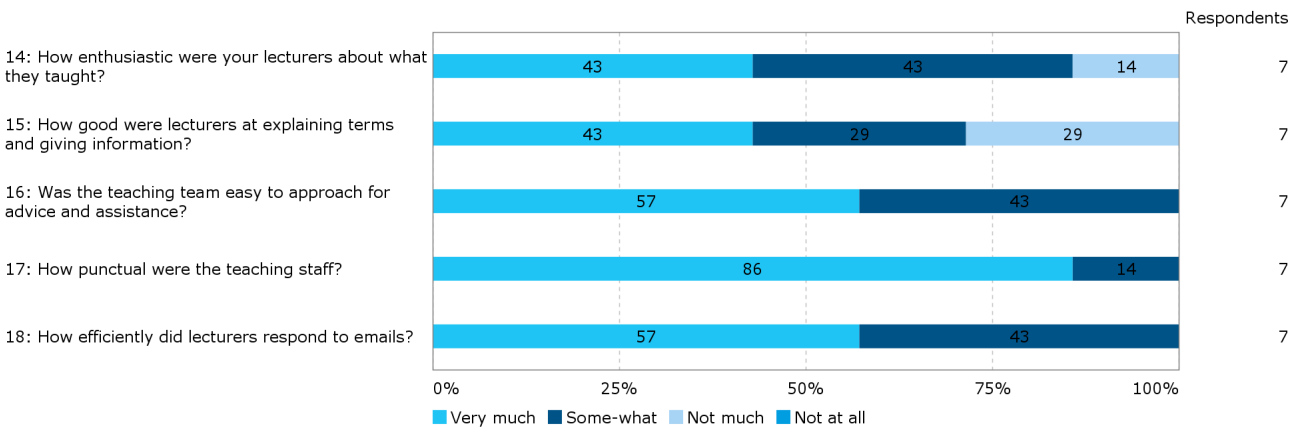
- I thoroughly enjoyed going out and seeing how social work is conducted in Denmark.
- To be able to pay visit to local Organization to understand more about certain service users group and their interaction with the local welfare system.
- joint lectures with Danish students
- Having different teachers for each lecture with spcific expertise

## 12: What did you least enjoy about the module?

- Some session especially introduction to Field work needed more time than it was allocated.
- some of the reading was a bit dry and it was hard to relate it to the assignment tasks.
- The complexity of the classes
- I found the lectures leading up to the field work practical not very stimulating.
- To have limited exposure on a specific institution and their work with the users instead of a broader range of agencies and services provided for that particular group.
- cancelled lectures
- Details about the assesment

## 13: What changes, if any, could be made to improve the module?

- More time could be allocated for introduction for Introduction to field work.
- While the assignment guildlines are provided in the handbook and are in quite detailed it could have been helpful to have 10mins or so of class just to confirm what is expected.
- Make it more interactive and accessible during the classes. 3 days in a row of this module was also a lot to digest
- I believe it would be beneficial to have more clarity on the expectations of the assessment criteria.
- To be able to link up with more agency if possible to increase the exposure of the students.
- Time and hours dedicated to lecturing and group work weren't well balanced. Windows /hours given for discussions/ sometimes were unnecessarily long, sometimes short. It was making me dizzy very often and confused.
- More practical and to the point explanations regarding the structure and assesment criteria

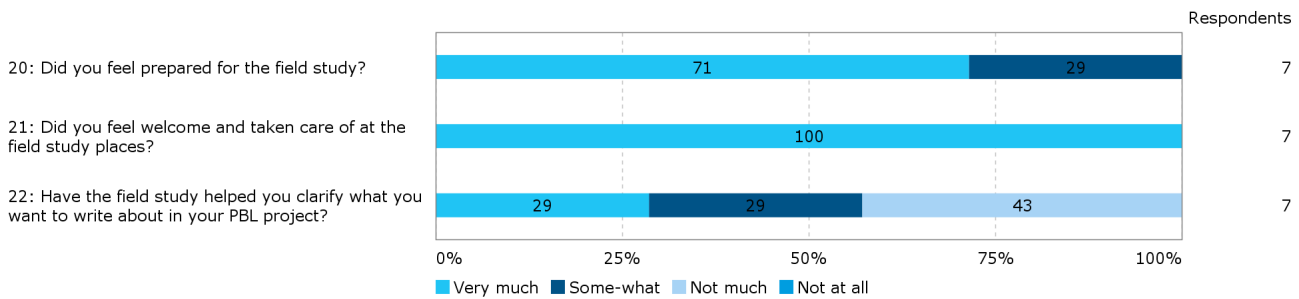


## 19: Was the academic level of the module too easy or too hard? Please explain your answer.

- Standard and satisfactory according to the masters level.
- The academic level was correct.
- It was neither one or another. It was challenging to do the presentation so it was interesting
- I think that at times complicated explanations were given of would could be considered rather simple terms. This, for second or third language English speakers made things rather difficult.
- The readings are mainly related to the research, certain aspects and terms are quite hard to understand for students.
- It was corresponding to masters degree, maybe it was hard sometimes, but that's how people learn, it should not always be an easy process. I enjoyed my learning process.
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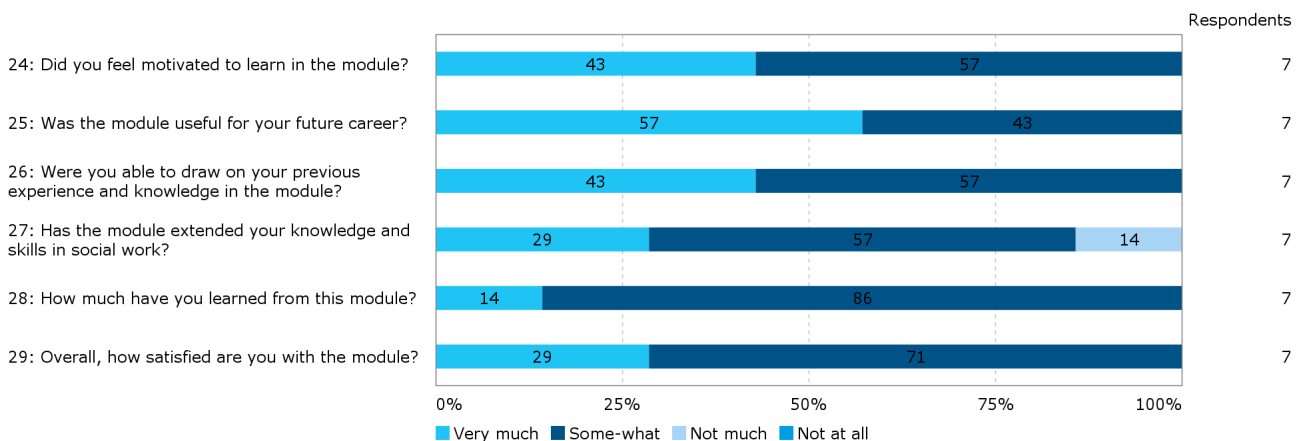






### 23: What changes, if any, could be made to improve the field study?

- I feel I was satisfied with the field work.
- None
- To have more interactions with the managers to get informations from top level of hierarchy in the organisation
- More clarity from the beginning.
- To be able to talk to more social workers in the field study, instead of people from other professional backgrounds.
- It would be better to have a chance to interact with the PBL project tutor/supervisor before the field study, and receive support from the very beginning to find a problem to be researched in future. As for now, I have few ideas what to explore, but haven't had a chance to discuss it with the supervisor, I even don't know who is my supervisor.
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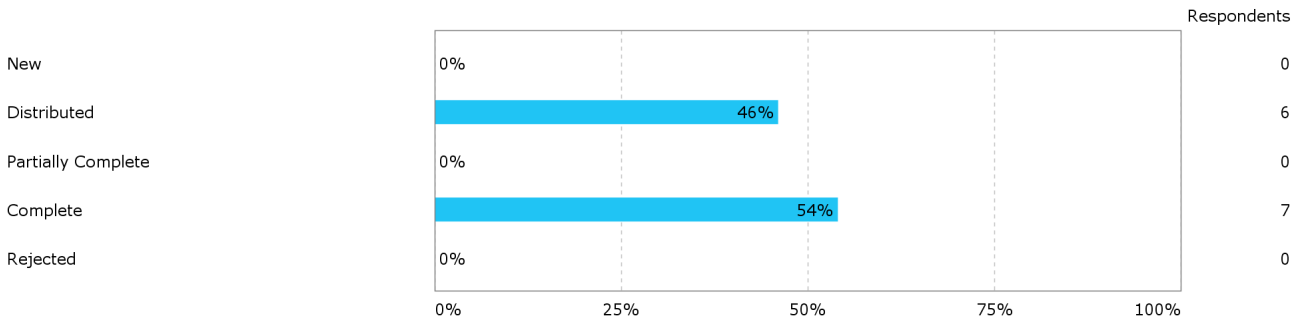


### 30: Was the workload for this module acceptable? Please explain your answer.

- It was commensurate because there was a balance in terms of time schedule of lectures and field work and the teaching team with varied specialty in their fields facilitated learning.
- yes. The work load was very reasonable.
- Yes it was. Readings were ok and preparing the presentation took time and was very interesting
- Yes, although sometimes more class time was needed to better understand concepts
- Yes. Only a presentation is required.
- It was acceptable to quite a high degree.
- Yes



## Overall Status



## Notes from meeting with students from cohort 5 May 3rd 2018

*Participants:* Duncan Otieno Chando, Arthur Thibaud Adrien Dromard, Respect Farai Mugodhir, Benard Ogwok, Inessa Adilkhanyani, Johanne Kær Berg and Lars Uggerhøj

*Notes:* Lars

The aim of the meeting was to get feedback from students about the Aalborg semester – both content of the program and administrative issues.

The feedback was based on a dialogue between participants.

The following issues were raised and discussed:

Advances students were happy about the co-teaching together with students from the Danish master programme – it gave new and more knowledge about Danish social work and the Danish system, it opened for discussions between students, it gave both Danish and advances students new perspectives on social work as well as it created new friendships between Danish and international students. Friendships have lasted all the way through the semesters – some students meet every Friday.

All though the structure was good and made it possible to get into discussions the days didn't seem to fit into the Danish master programme and traditions. Days were too long for Danish students.

The co-teaching was primarily planned with four lectures in the very beginning and one lecture late in the semester – and this lecture was postponed further. While 35 Danish students participated in the beginning only two participated in the last lecture. All agree that lectures should be placed in the beginning and close to each other.

It could be interesting also to work together on reports/assessments.





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Could be interesting to participate in social work activities – seminars, conferences, meetings etc – but a challenge is that most activities are in Danish.

Students would like to celebrate 'World Social Work Day'. Lars will look into this when Advances 2 and cohort 6 has started – and involve students in the planning.

Students miss a short introduction to Danish and practical issues – shopping, using public transport etc. Courses in Danish come late – or students should apply already in the fall semester before arriving in Denmark.

Also the library should be introduced very early.

Blackboard didn't work in the beginning. Students didn't understand the self-printing task – must be explained better from the very beginning – also the reason why we have this tradition. Students think that everything will be the same way as in UK.

Printing is difficult – need to be introduced on the welcoming day.

There is a contradiction between frames for the PBL report in the lecture plan and in the handbook.

Accommodation is very expensive – and hard to pay for the 6<sup>th</sup> month. On top of that students need to pay for accommodation in France/Poland at the same time. Johanne will talk to international office to see if month 6 could be taken from the deposit paid when writing the contract.





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Cohort 5 – 2018			
Nr.	Field Study	Essay	PBL
1	Passed	12/A	07/C
2	Passed	04/D	10/B
3	Passed	07/C	10/B
4	Passed	04/D	07/C
5	Passed	12/A	10/B
6	Passed	04/D	07/C
7	Passed	07/C	07/C
8	Passed	07/C	10/B
9	Passed	10/B	10/B
10	Passed	10/B	10/B
11	Passed	12/A	10/B

## Marks - Cohort 4 and 5



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12	Passed	07/C	10/B
Grade point average	Passed	08	09

Cohort 4 – 2017			
Nr.	Field Study	Essay	PBL
1	Passed	10/B	02/E
2	Passed	7/C	12/A
3	Passed	7/C	7/C
4	Passed	12/A	12/A
5	Passed	7/C	7/C
6	Passed	7/C	7/C
7	Passed	7/C	7/C
8	Passed	7/C	7/C
9	Passed	12/A	4/D
10	Passed	10/B	12/A
11	Passed	12/A	4/D
12	Passed	12/A	12/A
13	Passed	12/A	7/C
Grade point average	Passed	9,38	7,69